Salina Area Technical College

INITIAL ACCREDITATION: Initial Accreditation Review

Visit Date: 10/19/2015

Mr. Gred Goode  
President

Anthea Sweeney  
HLC Liaison

Lee Bash  
Review Team Chair

Elizabeth Evans  
Federal Compliance Reviewer

Benjamin Young  
Federal Compliance Reviewer

Cynthia Foust  
Team Member

George Swan  
Team Member

James Underwood  
Team Member
Context and Nature of Review

Visit Date

10/19/2015

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Salina Area Technical College (SATC) is a two-year Associate Degree-granting college located in Salina, Kansas. In 1965, it first offered classes as a part of the United School District (USD) 305, operating under the name, Salina Vocational Technical school. In July 2009, USD transferred governance to a newly-formed Board of Trustees under the oversight of the Kansas Board of Regents (KBOR) after having authorized SATC to offer Associate of Applied Science (AAS) degrees in April of that year.

In 2012, SATC was granted candidacy by the Higher Learning Commission (HLC) Board of Trustees. In 2013, the Commission conducted a Biennial Evaluation Visit. In 2014, SATC received notification from HLC that SATC is making reasonable progress toward fulfilling the requirements of initial accreditation and should continue the schedule of candidacy.

Interactions with Constituencies

Board of Trustees (8)

President & CEO
CFO
VPSS
VP Administrative Services
VP for Finance, KBOR
Senior Administrative Team
Criterion Chairs (5)
Assessment Committee (11)
Faculty (25)
Support Staff (11)
General Education Program Committee (10)
Community Partners (29)
Human Resources Specialist
Students (26)
Strategic Planning Committee (13)
Budget Committee (??)
Extended Cabinet (??)

Additional Documents

2013 Grad and Job Placement Report
2013 Noel Levitz Student Survey
9 22 14 BOT Agenda Summary
Advisory Committee Survey FY 10 FY 11 FY 14
All 3 Rubrics Files from 2-6-15
All Policies
Board Member Bios FY15
Board Policy Manual
College Directory 12-17-14
DEN Assessment and Action Plan 2013-2014
DEN Mapping 2013-2014
Diversity Commitment
ELT - Program Assessment and Action Plan 1st Year Justin - 2014 - 2015
Enrollment By Program 5D
Ethics - Copyright
Facilities Plan
Faculty and Staff Survey FY10-FY15
Faculty Credentials FY15
Faculty Negotiated Agreement
Final Biennial Visit Team Report 12-20-13
Financial Aid Default Rate FY11
Financial Aid Default Rate FY12
Financial Audit FY13
Financial Audit FY14
Five Year History - PSA and SB155
Foundation Articles of Incorporation
Foundation By Laws Updated 12-10-2012
FY13 Instructional Operational Plan
FY13-FY15 Strategic Plan - FY14
FY13-FY15 Strategic Plan - FY15
FY14 Administrative Services Operational Plan
FY14 Executive Operational Plan
FY14 Instructional Operational Plan
FY14 Student Services Operational Plan
Program Review - Financial AY 14-15

Report of a Biennial Evaluation Visit

Report of a Comprehensive Evaluation Visit for Initial Candidacy

Retention Plan 15.16

Salina and SATC Demographics

Salina Candidacy Comprehensive Report

SATC 14-15 College Catalog - FINAL

SATC Org Chart FY14-FY15

SATC Strategic Plan 2009-2012

State Curriculum Alignment - 2 examples

Strategic Planning Process 2012

Student Services - Transfer Credit Evaluation

Syllabus Template

Three Year Future Budget Projection FY16 - FY18

Tuition-and-fees FY15

www.Kansasregents.org
1 - Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

1.A - Core Component 1.A

The institution’s mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution’s planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

The mission statement is developed through a process suited to the nature and culture of SATC and is adopted by the governing board.

When SATC separated from Kansas Technical School System in 2009, strategic planning documents reveal input was collected from students, employees and external constituents to contribute to the final Mission Statement as a clear reflection that it was a product of the entire body of constituents and stakeholders as reflected in numerous documents and confirmed with Team interviews during the visit.

During interviews, it was clear to the Team that the majority of the constituents understand and support the mission. In particular, the governing board demonstrated a high level of familiarity with, and support for, the SATC mission. The Team saw and heard how the board actively participated in actuating the mission while being sensitive about sustaining the SATC mission as a foundation for its actions and decisions.

SATC’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

Evidence provided in the Assurance Argument, and supported during Team interviews with various groups and individuals, confirmed that SATC offers associate degrees and certificates in 15 technical programs and certificates in allied health programs. Department mission statements align with the college mission and are approved by program advisory committees.

Annual program reviews among curricular and non-curricular units are carefully monitored with
appropriate adjustments made regularly to ensure that they reflect the values articulated in the SATC mission, as revealed by interviews and carefully noted and supported in reports review by the Team.

**SATC’s planning and budgeting priorities align with and support the mission.**

According to documents provided to the Team – which were used as a foundation during on-site interviews – it is clear that enrollment implications are likewise carefully monitored and considered within the mission perspective, by, among others, the governing board who meet monthly, particularly as a review for low enrollment programs (including causative and budget factors) and decisions regarding program expansion, such as the quadruple increase in size for the welding program.

With an annual budget process in place, SATC has established an updated strategic plan from which operational divisional plans are developed for Instruction, Student Services, Administrative services, and Executive services. These plans and others have annual budget commitments that support the mission statement, as reflected in documents that SATC provided and confirmed during interviews with constituents.

A careful review of the documents provided to the Team reveal that the institution has continued to update documents with a variety of resources that include data from student learning, student success, student evaluations, enrollment, and financial analyses.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

SATC clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

The SATC mission statement is publically available and accessible through many venues. Documents that contain the SATC mission statement are available on the website, in strategic plans, the College Catalog, Board Policy Manual, and the campus building classrooms. In comparative data to other like Kansas community colleges SATC excels with its retention, completion, and graduation rates.

The SATC mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

The three-year strategic planning cycle, with annual updates, provides evidence that SATC’s mission is current. Embedded in this document, with additional supplemental material, are multiple examples of the emphasis SATC places on instruction, learning, clinical service, its relationship with diverse groups in the immediate region and its commitment to economic development to the public it serves. These examples were validated – and even expanded upon – during meetings with board members, faculty, and staff.

The SATC mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Documents provided by SATC identify strategic goals and progress made to achieve these goals. Examples include: 5% growth enrollment, the creation and distribution of new brochures to market updated information for next year. In its assessment of FY 2014 goals, SATC found that 83% of AY2014 graduates achieve an industry recognized credential (of significant importance to the institution). Annual program reviews also show significant average program completion and
graduation rates during this period as well. These are factors that SATC previously indicated as important as success factors, as confirmed during Team interviews and meetings

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

**SATC addresses its role in a multicultural society.**

As a reflection of how it perceives its role within a multicultural society, SATC included the phrase "diverse community of learners" in its mission statement.

Although the region where SATC is located is not highly demographically diverse, the institution works closely and intentionally with community businesses and other constituents such as high schools, to proactively address and expand its served population, as made clear during Team interviews with local constituents. The percent of minority students enrolled has continued to steadily increase since FY2011.

SATC has been sensitive to issues of diversity when it comes to selecting faculty and staff as demonstrated by recent data reports and interviews. As a result, it has recently added two Hispanic instructors.

SATC has started an Outreach Program with an emphasis on increasing its enrollment with students from areas within the region where poverty is more prominent. One of the stated goals of this institution is to lower poverty rates by increasing students' education and opportunities.

SATC has the non-discrimination statement published on its printed materials.

SATC demonstrated diversity in populations of faculty, students, staff, and administration that mirror the regional population it serves as testified to the Team in multiple meetings during the visit.

**SATC's processes and activities reflect attention to human diversity as appropriate to its mission and constituents.**

Multiple reports indicate that SATC has extended its recruitment efforts to southwest Kansas to a predominantly Hispanic Garden City High School, in addition to adding Hispanic faculty to its college.

Interviews and data records indicate that the Outreach Program, which is SATC's attempt to diminish poverty in this area, was started in 2013. SATC created a curriculum to prepare at-risk populations for
college. This program also works closely with the USD 305 Jobs for Americans Graduates (JAG) Program, Circles of the Heartland-Salina County, and other service organizations dedicated to improving the lives of those who live in or near poverty levels.

Based on reports and Team interviews, it is apparent SATC has had an increase in the total percent of minority students – especially in the Hispanic population – from approximately 15% to 20%.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
1.D - Core Component 1.D

The institution’s mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

Actions and decisions reflect an understanding that in its educational role SATC serves the public, not solely the institution, and thus entails a public obligation.

Numerous Team interviews reinforced how SATC networks with community business and other educational entities in its region. It was made obvious how it is responsive and how it has opened, expanded and customized programs based on data received from these constituents in addition to expansion of programs for applied associate degree requirements.

SATC provides educational opportunities that lead to employment, job improvement and life-long learning. In a meeting with area businesses this information was validated with business owners stating "I have gotten all my employees from SATC for the past ten years. My business would not be the success it is today without these employees." Another business owner stated that SATC was not able to provide sufficient graduates for him this past year and he had to hire graduates from another school. He reported he was less satisfied with the knowledge base, work quality and output of those two graduates in relation to skill set and work ethic. He said he is still training them a year later.

SATC’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

In a meeting with the SATC Board the Team discovered how “the Board deliberates with many voices but governs with one voice,” and how it perceives its role of advocacy to SATC on behalf of the community.

SATC engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Documents provided to the Team show how SATC partnered with area businesses and the Kansas Department of Commerce for funds to create an industrial electrical/maintenance training curriculum
in 2009. It continues to be a successful program today, in part, by meeting enrollment goals since 2010. The welding program has also been a successful technical program for years and with a million dollar investment of joint state and business partners, it has almost tripled in size from 24 students to 86 student headcount.

SATC and its constituent/stakeholders cited many examples of constituent projects that have enhanced the area businesses and brought internship opportunities to students for on the job training during Team interviews. Some of these partnerships take place on campus while others are at the business site on location. Furthermore, SATC students reported these type of opportunities enhance their learning and they often find jobs within these businesses upon graduation.

**Interim Monitoring (if applicable)**
1.S - Criterion 1 - Summary

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Evidence

SATC constituents discuss the institution mission openly and the Team was impressed with the facility and level of familiarity these constituents were able to discuss all aspects of the programs and operations at SATC. Clearly, they see themselves as invested in the institution and stakeholders in the most dynamic manner.

From multiple sources, the Team was able to determine that resource priority and transparency support the mission.

Mission documents and interviews by the Team reflect SATC’s commitment to diversity.

The Team easily observed how positive constituents relationships were in open meetings with students, staff, faculty, community business leaders, and board members.
2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

Financial Integrity:

The FY 14 financial audit has an unqualified opinion, as do all previous audits of the institution. No material findings were reported in the audits.

SATC policies and procedures reflect financial oversight by requiring the Board to approve expenditures in excess of $20K, reserve spending, and the annual budget. Financial performance indicators have been set along with monthly reviews of the College finances by the Board. Policies are based on full disclosure and transparency.

The Online Policy Manual reflects financial practices for accountability, disclosure, and oversight. Checks and balances, signatures, and approval processes are delineated in the Manual. The system also includes reporting requirements of financial transactions.

The Board Policies are comprehensive relative to maintaining high ethical standards with open disclosures, conflict of interest, and practices of integrity expected of the Board, students, faculty and staff, and those associated with the institution.

Auxiliary Enterprises are very limited at SATC and include only some rental income, vending revenue, and revenue from a car show. Thus, procedures are in place for internal control of auxiliary activities.

Academic Integrity:

SATC has adopted several academic policies on integrity including: grading, incomplete grades, class audits, graduation requirements, mandatory assessment and placement, syllabus requirements, satisfactory academic progress, transfer credit evaluation, and grade appeal process, to name just a few.
The SATC Catalog also contains policies regarding student conduct and values of honesty expected of students enrolled at the institution.

The Board approves all proposed termination of programs and new programs. Additionally, the Academic Affairs Committee approves all curricula for the Colleges. Educational programs are aligned with the state curriculum and require state approval. This system ensures academic integrity for content, credit allocation, and outcome measures.

**Personnel Integrity**

A system is in place for personnel selections and resignations/terminations requiring the Board to approve all FT actions with the president delegated the authority to approve all PT new hires, resignations/terminations.

The Board retains legal counsel for guidance on legal matters relative to personnel actions.

The Board Policy Manual sets out the expectations for employees to act with integrity and for an environment to be created that is based on fair and equitable treatment of people in guiding personnel behaviors.

The Policy Manual consists of several policies to promote fair and ethical operations and includes: statements on code of ethics, copyright, conflict of interest, ethical standards, whistleblower, harassment, grievance process, etc.

Published policies and procedures on Equipment Use address the ethical and acceptable use of College technology as well as the use of Internet, network resources and equipment.

A faculty-negotiated agreement identifies behaviors and attitudes expected of faculty and the evaluation of faculty performance.

The Student Code of Conduct delineates appropriate policies governing academic dishonesty, due process, appeals and grievance procedures.

A syllabus template includes an ethical use of information for students to make the right choices. Faculty are trained and prepared to help students make ethical choices.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2. B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

The SATC Catalog is a complete document that presents the institution clearly to its students and to the public.

Students receive a syllabus for each course on his/her first day, which outlines learning outcomes, grading, attendance, and other requirements of the instructor. A syllabus template is used uniformly across the campus to ensure completeness and consistency of information provided to all students.

The members of the Board of Trustees are all appointed by the Board. They are selected to represent various occupational areas – for the most part, consistent with what is offered on campus. They are completely independent and are not employed by the College. Members are limited to two three-year terms (six years total). Members can also be removed by a majority vote of the Board.

SATC complies with the HLC statement on candidacy accreditation in the College catalog and on its website.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

The Governing Board's deliberations reflect priorities to preserve and enhance SATC.

The SATC Board Policy Manual states, "the Board deliberates with many voices but governs with one." The policy clearly reflects that Board members behavior must exemplify ethical behavior and conduct, committed to the pursuit of excellence, members should vote their conscience and support the decision made by the total Board, and act as an advocate on behalf of the entire community.

The SATC Board holds public Board meetings and makes all minutes available to the public. Board deliberation issues include setting priorities for assessment, accreditation, student success, financial approval, and facilities planning, to name a few as reflected in the minutes.

The Governing Board reviews and considers the reasonable and relevant interests of SATC’s internal and external constituencies during its decision-making deliberations.

The SATC Board Policy Manual states, "the Board derives its authority from the community and that it must always act as an advocate on behalf of the entire community."

During interviews with the Team, a member of the SATC Board stated a value as, "we embrace the diversity of our students, employees, and community, promoting inclusion and access to all."

As reflected in the SATC Board minutes, the Board reviews monthly financial reports and monitoring information along with academic reports on programs, and deliberates over these items.

The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interest, or other external parties when such influence would not be in the best interest of SATC.
As a result of a previous HLC team recommendation, the SATC Board changed its policy to no longer appoint a USD 305 Board member or employee to its Board.

The SATC Board also discontinued the policy of allowing the Salina County Board to appoint a representative to its Board in order to ensure there was no undue influence from the county.

Team interviews confirmed that the SATC Board does not endorse a political candidate. The Board operates independently without a vested interest in the institution, and Board members do not receive a salary.

The SATC Board documents reveal that it created a College Foundation for fund raising, thus to be free from any donor influence. However, the College is closely linked to the Foundation for ensuring effectiveness in fund raising for serving the College mission and for accountability purposes.

The SATC Board promotes autonomy through the appointment process and limited term.

The governing board delegates day-to-day management of SATC to the administration and expects the faculty to oversee academic matters.

Based on documents and interviews with the Team, the SATC Board has selected the Carver model of governance, which focuses on ends with determined goals and objectives. The means are left to the administration to determine the process for accomplishing the goals and objectives.

The SATC President has been delegated, by the Board, for fulfilling the responsibilities of establishing the structure and collaboration processes for accomplishing the means through job descriptions and policies.

SATC Board meeting minutes clearly reflect the Board's role with setting policy and the administration's role in setting procedures for accomplishing the policies.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

The SATC Board has adopted a policy on Academic Freedom, as stated in the Policy Manual, that clearly reflects the value of freedom of expression for the pursuit of the truth.

The College culture encourages and values freedom of expression through participatory processes in SATC governance and shared decision making. The results of the faculty and staff and student surveys reflect evidence of empowerment and an environment representing freedom of expression.

Interviews with students, faculty, staff and senior administrators reflect a determination to develop, support and sustain the inclusion and voice of SATC's constituents in the governance process and in shared decisions-making.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

SATC provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

SATC provides learning labs, computer labs, learning resources, physical and online libraries, training manuals, videos, and industry specific software and equipment. These resources are supported by College personnel.

SATC adopted and implemented the "Canvas" learning management system that supports the flexible use of learning technologies, faculty resources, data aggregation, course analytics and assessment.

SATC has adopted policies for copyright, plagiarism, and a Student Code of Conduct Policy has been developed and is widely disbursed. Instructional policies have also been developed for areas of instruction, including: concurrent enrollment, credit hour definitions, distance learning, class schedules, etc.

SATC students are offered guidance in the ethical use of information resources.

All SATC course syllabi include a statement on the ethical use of information, and further, each faculty member is required to read and present this statement for each class. Additionally, the College Catalog addresses unethical use of information resources and potential consequences.

Plagiarism and copyright laws are linked on the website and reviewed with SATC students at the beginning of the year during departmental orientation.

SATC has, and enforces, policies on academic honesty and integrity.

According to documents provided, SATC enforces a strict adherence to academic honesty. Any confirmed acts of confirmed dishonesty may result in no credit and a grade of "F".

The SATC Catalog addresses academic dishonesty and integrity. The Student Code of Conduct includes a due process and appeal procedure.
Interim Monitoring (if applicable)

No Interim Monitoring Recommended
2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

SATC has a number of systems in place for approving, reviewing, and monitoring college operations. This includes the Board oversight of finances and operational plans.

SATC is very transparent with records made available to the public and involves the community, students, faculty and staff in the life, governance and operations of the College.

SATC policies are complete with ethical expectations and sanctions for confirmed violations. It is clear that the College has made ethical practices a major part of the college culture.
3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution’s degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

SATC courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

An examination of course syllabi, and course descriptions in the catalog, and multiple program materials all reveal that the courses at SATC are current, relevant and meet the needs of the industries it serves, as reflected by a statewide curriculum alignment supported and coordinated by the Kansas Board of Regents (KBOR). SATC institution is a member of this organization whose alignment includes state-wide input from advisory committees, instructors, and administrators, as indicated in the Assurance Argument and confirmed from online citations and interviews with the Assessment Committee from the institution.

During Team interviews with Advisory Boards, Community Support Council and Board Members, it was made clear that the standards for the degree programs are understood, sustained and practiced at a high level consistent with best practices among peer schools of SATC.

SATC articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Although SATC restricts its current curriculum to classes at the Associate's level and therefore, not required to differentiate learning goals by levels, it encourages high levels of student performance, in part supported by Program Advisory Committees of businesses that the program supports. These committees are required to meet at least once each semester. Their tasks include oversight for the program curriculum, equipment and future trends, all ensuring a high level of quality at the program...
level, that the coursework is relevant and remaining current

Any changes in curriculum are tied to a policy that links these changes to current labor and classroom application, as indicated in the curriculum change policy.

Despite only offering certificates and the AAS degree, SATC has been cited during its candidacy review for having "no explicit differentiation between the certificate and the AAS program in the catalog section describing that program." The most recent College Catalog reveals that these distinctions are now made and the program outcomes have been added to each.

In the same manner, SATC developed four institutional outcomes for every program to use for assessment, in partial response to recommendations from the candidacy team that program outcomes be tied to tests contained in the distinctive programs.

SATC's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Despite only offering limited distance, online/hybrid instruction and/or dual credit courses at this time, SATC has already proactively created policies for distance learning and concurrent enrollment to ensure consistent quality and appropriate learning outcomes in anticipation of future growth.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended*

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Rating

Met

Evidence

The SATC general education program is appropriate to its mission, educational offerings, and degree levels

In response to recommendations from SATC's biennial review, SATC has successfully modified its AAS degree to include new writing and verbal communication courses. As a result, the 60-hour curriculum includes 15 credit hours, which is appropriate and the distribution provides flexibility but ensures quality, based on its current design. During interviews and group discussion, members of the General Education Committee provided an energetic, collaborative and interactive presentation of a model that is responsive to the needs of the constituents it serves.

SATC articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Both previous candidacy and biennial Teams cited SATC as being deficient in its undergraduate general education requirements. In response, SATC has upgraded its general education and demonstrated raised standards and expectation. New general education learning outcomes were adopted in 2014, using an 8-point list of expectations and outcomes. Although the system is still in its
formative stage, the efficacy of the model was readily observable, as indicated during interviews and group discussions with primary stakeholders.

The faculty members of SATC who are responsible for building and developing general education at the institution, are easily able to articulate how the model works, how it has already been modified through good assessment practices, and how they expect the model to evolve and continue to serve the needs of the students.

Every degree program offered by SATC engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

In an effort to demonstrate that SATC students regularly engage in collecting, analyzing, and communicating information, mastering modes of inquiry or creative work and developing skills adaptable to changing environments, faculty were able to cite multiple examples of applications and learning outcomes that were sensitive to the disciplines and majors the general education courses serve. Furthermore, because the learning outcomes are directly linked to information generated by the Advisory Committees for each of the technical/vocational fields, the faculty and course designers were able to custom design the content while still sustaining the need to meet state-mandated course outcomes.

The education offered by SATC recognizes the human and cultural diversity of the world in which students live and work.

SATC students are able to cite examples of faculty, staff, and administration willingness to assist them with their identified needs. For example students are able to complete the welding program learning outcomes early in the last semester and can go to work immediately with faculty approval.

While faculty mentioned the busy life they have teaching, developing program growth, and the numerous students that come with challenges associated with poverty of the students, each took responsibility on how improvements can be made as a whole and gave examples on how they do their part for SATC success in a manner that reflected a high level of attention to the diverse needs of students.

The SATC faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Many examples were offered to the Team and cited by SATC faculty and staff of the additional training, continuing education, and opportunities for presentations offered by staff and students and the quality of their work. The camaraderie of the people on campus was readily apparent and the work done on the generation of the process of the general education program implementation is rarely seen on other campuses. Assessment is welcomed among programs at all levels in the spirit of constant improvement and building a culture of assessment.

Interim Monitoring (if applicable)

No Interim Recommended
3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

SATC has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Team discussions with academic and administrative leaders confirm that expected academic credentials of faculty are clearly outlined by SATC and that all faculty members with teaching responsibilities are credentialed with appropriate degrees in their respective fields. In partial response to preparing for the biennial visit, SATC created plans and policies designed to improve credentials, which, after the biennial visit, took on even more urgency in order to reach its present condition, consistent with other HLC-accredited technical colleges.

In the past, SATC, lacked sufficient number of faculty to meet the need for General Education courses, as observed by the Biennial Report, but after reviewing credential documents and course schedules, and interviewing the effected faculty and administration, the Team was satisfied that SATC has sufficient number of faculty to carry out all faculty roles and that SATC has responded appropriately to this core component.

SATC has student-to-faculty ratio of 16.67:1 (reported as "approximately 16:1 in the Assurance Argument).
All SATC instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

Given the special vocational and technical nature of the majority courses SATC offers, the Team was presented with sufficient documentation that confirmed that instructors meet – and exceed – standards of qualification.

SATC instructors are evaluated regularly in accordance with established institutional policies and procedures

There are different review protocols based on status at SATC: New faculty members are formally evaluated twice each year for three years using a standard form. Tenured faculty members are formally evaluated once every two years, using the same standard form. Regardless of their status, all faculty members prepare an annual Faculty Plan to set program goals.

All faculty members are regularly evaluated by students using a standardized form presented and utilized within a formative structure.

SATC has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Faculty professional development is required as a part of the evaluation process. A range of topics and in-service training activities have taken place, with emphasis on developing skills that improve teaching and learning.

Given the vocational/technical nature of much of the instruction, the Team encountered multiple examples of how instructors remain current in their respective fields to ensure that students are experiencing up-to-the-date preparation for the workplace – one of the stated objectives of the institution.

Instructors are accessible for student inquiry.

While faculty mentioned the busy life they have teaching, program growth, each took responsibility on how improvements can be made as a whole and gave examples on how they do their part for SACT success in working directly with students – despite the additional burden of working with students who face the additional challenges associated with poverty.

Students were most articulate in identifying faculty workloads, committee responsibilities, and the professional growth they observed. They requested more support for faculty in these areas as a natural reflection of the tension created between dedicated faculty and the challenges associated with growth in the programs.

Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development

Staff members are qualified and experienced. SATC provides training annually for topics such as sexual harassment but also gives non-faculty personnel professional development in areas more directly related to their disciplines.

While the Team found the staff to be both competent and well-versed in the current trends and issues within their professional areas, funding for professional development was deemed somewhat limited.
Given the level of dramatic change anticipated and articulated by many stakeholders at SATC, future consideration for increased funding in this area should be a priority.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended
3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

SATC provides student support services suited to the needs of its student populations

In response to concerns expressed by the Candidacy Team, SATC has restructured its student services to better meet the needs of its students. It has hired additional staff and redistributed some assignments and duties, thus broadening its student services operations to include academic advising, financial aid, accessibility services, enrollment management, student information system oversight, marketing/advertising publications, student activities, allied health and continuing education.

SATC provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

SATC provides a wide array of services offered to enable students to have a successful and productive learning experience.

SATC provides academic advising suited to its programs and the needs of its students.

Evidence generated by the Noel Levitz Student Survey rated satisfaction of student support services higher than the national average on all questions other than library services.

SATC provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections)

In response to a recommendation offered in the biennial report, SATC added a series of courses that
do not count towards degree completion but are considered necessary as refresher/ introductory courses (for students who didn't pursue a college prep track in high school) to help students succeed and remain enrolled. The appropriate course placements are determined by a mandatory placement exam.

In response to a recommendation offered by the candidacy report, SATC has added an academic advising position and an Outreach Coordinator to provide counseling, academic advising and other services to those students considered educationally and economically underserved.

**SATC provides to students guidance in the effective use of research and information resources.**

Students expressed their appreciation for opportunities presented by SATC both educationally and personally. Job placement was frequently cited by students as an opportunity to gain success as a person.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended*
3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

Co-curricular programs are suited to the SATC mission and contribute to the educational experience of its students.

The Team observed how SATC provides a wide gamut of co-curricular activities, integrating courses of study with corporations and career-related opportunities that generate multiple win/win situations. In order to accomplish this, students are engaged in service learning projects, internships, and clinical experiences.

Based upon interviews with faculty and stakeholders, the inherent strategy of utilizing members of advisory committees linked directly to the various disciplines and courses of study provide partnerships with interdisciplinary groups and activities.

SATC demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

During a tour of the campus, the Team examined buildings that SATC has invested in and upgraded to ensure that the special needs of the various technical programs are met and maintained.

Institutional documents viewed by the team show how SATC presents itself without using unrealistic or inappropriate claims about the educational experience it provides for its students. The marketing and website emphasize its mission and how it prepares graduates to be successful in the workplace based on data collected and ongoing assessment.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Evidence

Throughout its documents, including the Strategic Plan, Catalog, and Syllabi for courses, there are constant references to a consistent effort to present quality learning experiences for the students at SATC. This language permeates among the various stakeholders and constituents, as evidenced by meetings the Team had with the Board of Trustees, Community Partners, and members of various Advisory Committees so that it is not restricted to faculty and staff, but extended to the broadest definition of “SATC community.”
4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

SATC maintains a practice of regular program reviews

Although SATC prepared its entire Assurance Argument especially mindful of the two previous reports it experienced as part of the initial accreditation process, with extensive citations of areas that had been indicated as weak or insufficient in the past, and was extensive in its response to those concerns, it was only when the Team got to experience the evidence first-hand through numerous interviews and discussions, that the magnitude and extent of work in these areas became especially clear and often, impressive. While SATC has not yet achieved a full-blown "culture of assessment," it became clear to the Team through these interviews and discussions that the institution has engaged in
meaningful growth in this area and that it permeates its identity and mission.

SATC uses data from program review to make budget decisions, gauge student satisfaction with its programs; and set enrollment, completion, retention, and graduation goals. Tuition rates will be lowered in FY2017 for one program since enrollment has dropped.

As an indication of how program review is ongoing and organic, individual faculty performance goals have been implemented and other adjustments are in process.

As another example of program review, one program did not meet SATC's retention goals two years in a row and now has specialized strategies implemented.

**SATC evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.**

During interview with the Vice President of Student Services, the Team was shown how transcripts are reviewed by the Registrar. When there is an appeal, the appropriate administrators review the course with department faculty who then make the decision to accept or deny the transfer credit. This process is different than what is stated in the self-study. The team recommends that the policy be changed to reflect current practice including the role of the department in the review/appeal process.

SATC does not award credit for experiential learning or credit for prior learning.

**SATC has policies that assure the quality of the credit it accepts in transfer.**

SATC awards credit for courses transferred from accredited institutions. SATC uses the Kansas Board of Regents transfer online course matrix system to verify course equivalency from one Kansas institution to another. In some cases, faculty evaluate course description and syllabus for content equivalency.

**SATC maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualification for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.**

SATC has several layers of approval for courses and syllabi, first by the individual faculty and department, then by the Academic Affairs Committee. Faculty also create their own grading scale, course assignments, student evaluations, assign grades, establish pre-requisites, and plan for assessment.

In part, SATC uses the Noel-Levitz Student Survey specific questions to evaluate the quality of faculty instruction.

**SATC maintains specialized accreditation for its programs as appropriate to its educational purposes.**

SACT has four programs with specialized accreditation that play a significant role in ensuring that the curriculums prepare students for career advancement and marketability. One of these is the Dental Assisting program accredited by the Council on Dental Accreditation of the American Dental Association (CODA). Three additional programs include Auto Collision Repair, Automotive Technology, and Diesel Technology that are all accredited by the National Automotive Technicians
Education Foundation (NATEF), a division of the National Institute of Automotive Service Excellence (ASE).

**SATC evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish those purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).**

Student success is measured by annual program completion rates (increasing to 70% in FY2014); graduate and job placement survey using the survey mandated by the Kansas Board of Regents guidelines. Current data show SATC has a job placement rate of > 90% within a livable salary range.

Student learning is measured by results of the WorkKeys test which is required of all graduates. Most current results show that 94% of all students earned the recommended credential. Recently, the programs have been phasing out these tests in favor of a third party industry-recognized credential which show results at 83%.

The team reviewed program Assessment and Action plans. Faculty create rubrics for student learning and analyze completion of these rubrics each year. Faculty discussed how they regularly revise rubrics with the Team.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended*

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met

Evidence

SATC has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Faculty discussed with the team the assessment process the programs use to evaluate student learning. Faculty articulated the importance of assessment processes for both general education courses and programs.

SATC assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Faculty assess student achievement of learning outcomes using the Assessment and Action Plan for each course. Additionally faculty have worked with students to convince them of the value of the WorkKeys certificate. As a result, test scores have improved over 16% since FY2010.

SATC uses the information gained from assessment to improve student learning.

Faculty have documented how they used assessment data from the action plans to change coursework and gave specific examples which the Team documented.

SATC’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

SACT has processes in place to oversee and monitor its Assessment Plans. Faculty discussed accountability – both within the department and within the college –for compliance. A positive attitude toward assessment was evident in virtually every discussion the Team experienced.

Interim Monitoring (if applicable)
No INterim Monitoring Recommended
4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyses information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

SATC has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

SATC maintains excellent federal graduation and retention rates according to IPEDS data. Students report success in obtaining employment upon program completion and even when completing programs early, they can usually go to work right away. They report SATC faculty are intentional with assistance to find graduates employment in the area. Employers report they have a preference for, and hire as many SATC graduates as are available.

SATC collects and and analyzes information on student retention persistence, and completion of its programs.

SATC was selected by the Aspen Institute as one of the top 10% of the institutions in the country as a result of their efforts regarding retention persistence and completion of programs.

SATC uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

SATC continues to use information on student retention, persistence, and completion of program for part-time students also. Some changes SATC has implemented based on data analyses includes an orientation, intrusive advising strategies, mandatory placement for development courses, and developmental instruction with a review component.
SATC's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

SATC uses generally acceptable practices for tracking graduation, retention, and program completion rates.

**Interim Monitoring (if applicable)**

No Interim Monitoring Recommended.
4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Evidence

SATC is making significant progress in building balanced and meaningful educational programs between its traditional technical/vocational curriculum and the newly-developed general education coursework. Not only has it monitored and assessed the courses -- with appropriate modifications, but it has intentionally built the general education program to support and supplement the technical/vocational courses with an eye on enhancing career opportunities and marketability.
5 - Resources, Planning, and Institutional Effectiveness

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.
4. The institution’s staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

SATC has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

SATC has adequate reserves, with approximately $1.74 million as of FY2014. Both students and faculty report adequate resources for the classroom teaching and learning process.

SATC has an unrestricted cash reserve (fund balance) of $1,780,618. This balance represents approximately 50% of the total budget. Further, the College has operated on a balanced budget for the past several years.

Of the operations budget, State appropriations represents 55%, tuition and fees 30%, and State capital outlay and grants 15%. The Board sets the tuition and fees, which allows for some flexibility in generating new money. Additionally, by expanded enrollments, new money can be generated. State revenue is projected to be overall constant, but slightly up given the state funding priority for high school students enrolled in college level programs. Conversely, for funding operations, state funds are expected to be the same or slightly lower. The College has a positive revenue state funding forecast for the near future that is important given the economic status of most states.
It is significant to note that the Governor of the State of Kansas has made the "Excel CTE program" a priority for funding. This represents funding to the College for high school students enrolled in college courses at SATC. A major portion of state appropriations for the College are distributed under the Excel CTE program, thus there is a positive outlook for state funding. It is estimated enrollments will increase substantially in the future with more and more high school students from the area enrolling at SATC for college credit.

The Kansas Board of Regents (KBOR) have coordinating authority for community colleges and technical colleges, and governance authority for state universities. The KBOR has established an organization named the Tech-Ed Authority (TEA) which advises the KBOR on Tech College funding and issues. At the present time the TEA has recommended $8.3 million for funding the levels in the funding formula. This recommendation requires the KBOR, Legislative, and Governor approvals. In recent years, state funding for college operations has been level and with the current state revenue being down the institution may experience a reduction in the current year; however, the College has sufficient cash reserves to sustain the projected reduction. The reduction, if any, will come in the form of a budget allotment. This budget allotment for the past year was reduced 2 percent.

In direct support of instruction, SATC employs 28 FT and 27 PT teaching faculty for a ratio of approximately 16:1. For academic support, the College employs 23 FT and two PT staff members. The institution supports professional growth and development with a commitment of $75K over the past three years.

SATC promotes education advancement for its faculty with reimbursement for undergraduate tuition of $187 per credit hour, and graduate reimbursement currently set at $250 per credit hour. Further, the institution provides for base salary increases of $1,000 for completion of an Associate's Degree, an additional $2,000 for completion of a Bachelor's, and an additional $3,000 for completion of a Master's Degree. Additionally, for completion of 12 credit hours or more in a year a faculty member will receive an additional $50 per credit hour for those hours completed. This reimbursement policy reflects the strong support the College has for, and commitment to, the advancement of faculty credentials.

The most recent climate survey reveals a 93.6% overall satisfaction of the faculty and staff, which reflects a very positive institutional environment. The spirit of family was witnessed throughout the institution. The core value of compassion or caring was evident at SATC.

SATC has a unique facility arrangement with the public schools (USD 305), whereas the College leases the campus buildings from the school district. Ownership is transferred to SATC upon retirement of bond issues. The campus is comprised of 24.4 acres and includes five buildings totaling 178K square feet. The College has made several major renovations over the years and there is land available for new buildings in the future. The facilities are excellent for meeting the SATC mission. The faculty and staff grade the College facilities as a strength of the institution within climate surveys.

The facilities are well-groomed and are of the highest state of cleanliness. The Physical Plant staff are to be commended for maintaining a high standard of cleanliness. The facilities are well equipped and the environment is conducive to learning.

IT services at SATC are outsourced to Nex-Tech a local IT and telecommunications company. The full array of IT services cost the institution the approximate cost of one employee. It is also important to note the campus provides a totally wireless environment for students and employees. This outsourced IT service provides for prompt responses to issues or needs of the faculty and staff with a FT staff member stationed at the College. This support person also has access to a full array of IT
support from the Nex-Tech firm. The outsourcing arrangement is working well according to the College and the IT firm.

**SATC's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas of disbursement of revenue to a superordinate entity.**

SATC is governed by a local Board of Trustees and does not allocate resources to a superordinate entity. There is a budget building and monitoring system in place at the College that is fully participatory. The final budget approval rests with the Board.

**The goals incorporated into mission statements or elaborations of mission statements are realistic in light of SATC's organization, resources, and opportunities.**

There is a system in place at SATC that ties goals to the mission and the mission statement relates to each of the institutional plans. These are: Administrative Services Operational Plan, Executive Operational Plan, Student Services Operational Plan, and Instructional Operation Plan.

A model was developed for determining the strategic plan and the accompanying mission statement, vision values, goals, and objectives for SATC. A structure was organized that included representatives of the College faculty and staff, the Board of Trustees, and the community. The department operational plans were developed from the overall strategic plan and it is these plans that drive the budget and the College future.

**SATC's staff in all areas are appropriately qualified and trained.**

Although staff credentials and training were a major issue in the biennial team report, SATC has addressed this concern with the following initiatives:

- A policy was passed by the Board to improve credentials.
- All technical faculty were required to possess an AAS by May 2015. This has been accomplished, which represents a change from 85% in FY11 to 100% in FY15.
- Faculty with a BA or higher increased 75% (from 15 in FY11 to 28 in FY15). Currently there are 28 of 38 faculty with an appropriate degree and the balance of 10 are on approved educational plans for achieving the needed qualification.
- The College has provided for new faculty without teaching experience to participate in an instructional prep course at two different institutions. Additionally, the College requires all new faculty members to complete an orientation course. Also, new faculty members are assigned a long term veteran faculty member for mentorship assistance.
- The executive leadership team all possess graduate degrees (MA).

**SATC has a well developed process in place for budgeting and for monitoring expense.**

An SATC budget committee has been established that consists of faculty and staff representatives from across the campus. Thus, the process is upward-pulled and not downward-driven. The process allows for input directly and indirectly from faculty and staff:

The budget committee completes a one year and a three year budget, therefore a strong effort is made to forecast revenue and expenditures to ensure sustainability of programs. The budget committee, in concert with the executive leadership team, develops priorities and collectively prepares a recommendation to the Board through the President. The final budget is approved by the Board.
The budget is monitored by departments, divisions, and, at the executive level, through reports prepared by the CFO. "Dashboards" are prepared and updated monthly for assisting staff and others in monitoring the budget.

The Board reviews expenses at its monthly meetings along with monitoring reports. Items costing over $20K require prior Board approval and use of any cash reserves requires prior Board approval.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended*
5.B - Core Component 5.B

The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.
   A. The Board has developed policies that regulate the operations of the institution. These policies require Board approval for educational programs. In short, this approval is required for additions, suspensions, or termination of programs.
   B. The Board has a primary goal for financial oversight, which requires Board approval for the final budget, prior approval for expenditures over $20K, tuition and fees rates approval, use of reserve funds, and approval of the annual financial audit. Monthly, the Board reviews financial reports in monitoring the College finances. The independent financial audit is presented directly to the Board for review and acceptance.
   C. Student success information is reviewed by the Board through monthly dashboard progress reports presented at Board meetings. Further, the Board is actively involved in outcome measurers under the Carver model of governance.

2. The institution has and employs policies and procedures to engage its internal constituencies — including its governing board, administration, faculty, staff, and students — in its institution's governance.
   A. The College maintains an organizational structure under a shared governance philosophy where faculty and staff work together in a collaborative manner under a non-hierarchal structure.
B. The organizational structure supports the formation of several committees which are empowered in the areas of: facilities, general education, safety, technology, budgeting, academic affairs (curriculum), assessment, retention, and a steering committee. Further, ad hoc committees are created as needed.

C. The structure also supports a president's cabinet that meets weekly, and an extended cabinet that meets monthly. All minutes from these meetings are shared with the faculty and staff. As a result of this openness, input on issues is sought from the entire faculty and staff. The institutional leadership team members are seen as approachable and accessible.

3. Administration, faculty, staff and students are involved in setting academic requirements, policy and processes through effective structures for contribution and collaborative effort.

A. Faculty and staff members are recruited to participate on one or more decision making committees. The president of the Student Government Association serves on the President's Extended Cabinet. The Board provides opportunities at Board meetings for faculty and staff comments on agenda items. The Policy Manual is online and available for all faculty and staff members to review and provide suggestions for change.

B. The following standing committees have been established and empowered to recommend policies and procedures:

*The Academic Affairs Committee is responsible for curriculum oversight

*The Assessment Committee is responsible for managing the assessment plan and action processes

*The Student Government Association is responsible for representing the student body. Further, students serve as members on each of the standing committees.

C. Ad hoc and other committees are formed from time to time to address specific issues, i.e. budget committee, planning committees, etc.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

SATC allocates its resources in alignment with its mission and priorities.

SATC used the X-Matrix planning model in development of the Strategic Plan and for keeping the Plan updated. The strategic goals within the Plan are prioritized with measurable objectives. Examples of the goals aligned with the resources are:

- Expanded community outreach programs and create articulation agreements with post-secondary institutions along with creating a Center for Excellence to serve high school students. The Center has been created and articulation agreements are being formed.
- Created two new positions, one for coordinator of Outreach and the second one is the Executive Director of the Foundation. Both have been accomplished.
- Expanded welding program dramatically from 20 to 86 students, which has been accomplished.
- Expanded GE offerings for increasing degree graduates and employ 2.75 FTE faculty. Faculty have been employed and expansion of GE offerings are in process.
- Employed a PT Learning Resource Assistant, which has been accomplished.
- Supported faculty pursuing degrees as evidenced with approximately $20K per year for tuition reimbursement for faculty earning bachelor's or master's degrees.
- Contracted with a default management company to reduce the default rate on student loans. As a result the default rate has decreased from 25 to 17 percent.
- Planned further expansion of the Welding and Dental Assisting programs.
- Added a new truck driving program.

The above items are examples of where funds or resources were allocated in accordance with the institution's plans. The survey for faculty reflected that 89.7% of the faculty felt that College resources were distributed appropriately.
SATC links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

In 2012, the College implemented the X-Matrix strategic planning model that links all areas of the College operations plans to budget and the allocation of resources.

In 2013, the College developed a system to improve planning linkages. A new annual program review process was developed linking assessment and budget information, which also included the creation of an institutional performance dashboard.

In 2014, the College established a Budget Committee to oversee the linkage of plans to the budget.

SATC summarizes the data under a system of institutional performance dashboard.

The planning process encompasses SATC as a whole and considers the perspectives of internal and external constituent groups.

SATC held over 20 community meetings seeking input for the strategic plan in 2009. Included in these meetings were representatives from business, manufacturing, K-12, higher education, the chamber of commerce, city officials, Kansas Board of Regents representatives, etc. Additionally, faculty and staff were involved in multiple meetings providing input for the strategic plan, core values development, vision statement, mission statement review, and for the setting of priorities.

The development of the operational plans at SATC included department directors, coordinators, faculty, staff, and Trustees. Specific plans were formalized by each standing committee, namely: Safety Committee, Budget Committee, Facilities Committee, Assessment Committee, and Retention Committee.

At SATC, the planning process involves the entire institution and representatives from various sectors of the community. Input has been sought from both the private and public sectors of the community. The institution has developed a process involving internal and external audiences into the planning effort.

SATC plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy and state support.

The forecasting system SATC has put in place has been accurate for the past five years, for both revenue projections and expenditure budgets.

Economic indicators are used at SATC, such as local unemployment, census data, and state economic conditions.

An enrollment management system at SATC has been developed to track students through programs, analyzing high school data, exercising a marketing plan, monitoring and responding to retention and completion data, and in general monitor enrollments in a proactive manner.

The economic condition of the state is also monitored closely for adjusting state appropriations forecasted.

New programs requested by the community are analyzed on the basis of "low risk/high reward" strategy. As a result, several proposed new health occupations programs are on hold due to the lack
of funding. However, SATC has moved forward with funding for expansion of welding and dental assisting. The College guides new program development on the results of a formal needs analysis and an appropriate level of funding that has been determined to be sustainable.

**SATC’s planning anticipates emerging factors, such as technology, demographic shifts, and globalization.**

SATC uses a vast array of economic indicators to forecast planning and budgeting. Program advisory committees are extremely valuable in addressing curriculum and technology for each educational program. Data made available by the State of Kansas is also a valuable resource for forecasting. The faculty and staff are also respected for their expertise in providing input for maintaining programs in a current and effective manner. Faculty at the institution are expected to stay current with his/her discipline.

Professional growth and development is strongly supported by the College, thus allowing the faculty and staff to attend national conferences and discipline specific programs and workshops. This commitment helps to ensure that SATC remains current and effective in a rapidly changing world. Trend analyses are prepared for technology and demographic changes that affect the institution.

SATC stays involved in national, state, and local organizations for keeping current with changes and trends. The evidence is quite large on the College being responsive to emerging factors.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended*
5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

**SATC develops and documents evidence of performance in its operations.**

SATC has a focus on ensuring quality in fulfilling its mission. Measures are taken to monitor and evaluate completion rates, graduate and job placement rates, and retention rates. A system is in place to track performance data.

The Kansas Board of Regents (KBOR) has ranked the College first of 26 two year colleges in Kansas on student success indicators.

SATC scored higher than the national average on 40 of 42 indicators under the Noel Levitz Student Survey.

SATC administers a faculty and staff survey every spring and plans are developed for addressing areas needing attention.

Assessment data at SATC are collected to evaluate if learning outcomes are being met. These data are evaluated through review processes including a review with the Board.

SATC has systems in place for tracking operational performances for number of graduates, program enrollments, and financial reports along with many other forms of evidence on performance.

**SATC learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.**

A system has been developed by SATC for Advisory interventions by various staff, on a regular basis, for low indicators of performance. This is a management approach for addressing issues early on prior to the formal reporting processes taking place. Ad hoc committees are also formed to address low performance issues as they are identified. This approach tends to be proactive in addressing issues for generating fast and effective results before the formal machinery is put in place.

SATC utilizes ad hoc committees to study and recommend options for low performance areas. Thus, the College is responsive in resolving issues in a prompt manner.
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
5.S - Criterion 5 - Summary

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Evidence

SATC is well equipped with excellent operational facilities and sufficient operational resources to fulfill its mission.

The environment at SATC is one of participatory processes with shared decision making and one of empowerment.

Risk-taking and change is in the culture of the institution, thus allowing SATC to be responsive and flexible in meeting the needs of the community.

Planning truly drives the budget at SATC. Also, planning is achieved through a participatory process involving faculty, staff, trustees, students, and stakeholders.

Decision-making is based on effective data-driven systems at SATC. Collecting data, analyses of data, and making decision-based on the data in a inclusive and transparent environment is embedded into the culture of the institution.

SATC recognizes the need to maintain a current technology plan given the rapid advancement of technology, and this is extremely important for a technical college. The College also recognizes the need to continue linking assessment of student learning to instructional improvements.

SATC realizes the importance of planning for new programming and for needed expansion of current programs. These plans include the financing of technology, available and appropriate facilities, adequate staffing, and acquiring sufficient financing.
## Review Dashboard

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<thead>
<tr>
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<td>1.A</td>
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<td>1.B</td>
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<td>2.B</td>
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Review Summary

Conclusion

This institution has been highly responsive to the concerns addressed in its two previous steps toward initial accreditation. As a consequence the Team found SATC well prepared and functioning or moving sufficiently towards operations at a level that meets all criteria and expectations associated with accreditation. Under the circumstances, the Standard Pathway is the only option available to SATC at the present time.

Overall Recommendations

Criteria For Accreditation
Met

Pathways Recommendation
Limited to Standard

No Interim Monitoring Recommended.
Federal Compliance Worksheet for Review Panels and Evaluation Teams

Effective September 1, 2014 – August 31, 2016

**Evaluation of Federal Compliance Components**

The panel reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. The panel should expect the institution to address these requirements with brief narrative responses and provide supporting documentation, where necessary. If the panel finds in the course of this review that there are substantive issues with the institution’s fulfillment of these requirements, it should document them in the space provided below.

This worksheet outlines the information the panel should review in relation to the federal requirements and provides spaces for the team’s conclusions in relation to each requirement. The panel should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. The evaluation team will review the areas the panel identified for further review and will consider the panel’s work in light of information gained in the on-ground visit.

**Institution under review:** Salina Area Technical College

**Panel Members:** Benjamin Young and Elizabeth Evans

**Panel Recommendations for Further Review**

The panel should identify any areas that appear to require further review from the evaluation team during the on-site visit. The team should delete this section of the report after it reviews the comments from the panel and follows up on any areas identified.

ALO did not provide a credit hour policy which addresses Carnegie units’ work outside the seat-time. Syllabi reviewed did not provide information about how much work is to be done outside the classroom, so additional copies of the actual versions used in courses offered 2014-2015 or Fall of 2015 would be helpful to review. It appears the syllabi provided were the general copies stored in the Academic Office rather than those provided to students.

The College needs to update the onsite team on progress made relative to four of the eleven audit exceptions listed in the Federal Program Review by the United States Department of Education in August 2011. These are as follows: (1) Failure to Provide Proper Notification of Direct Loan Disbursements, (2) Crime Awareness Requirement Not Met, (3) Failure to Obtain Crime Statistics for Additional Location, and (4) Failure to Comply with the Drug and Alcohol Prevention Regulations. While the College has taken action to address these exceptions, and presented proof via Appendices B and C, the onsite team should at least discuss the outcomes and what was learned from this experience with College officials.
Team Findings
The team should identify its findings in following up on the areas identified by the panel. The team should also identify any findings it made related to Federal Compliance over the course of the visit. The final version of the worksheet should reflect the findings of the team. It should not contain findings from the panel with which the team does not concur.

DETAILED REVIEW OF FEDERAL COMPLIANCE

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the “Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and on Clock Hours” in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.
2. Determine whether the institution has a process to review and resolve complaints in a timely manner.
3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.
4. Advise the institution of any improvements that might be appropriate.
5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.
6. Check the appropriate response that reflects the team’s conclusions:
   __X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).
Comments: The College has and publicizes its appeal process primarily through the College Catalog, which can be found at [http://www.salinatech.edu/college-catalog/](http://www.salinatech.edu/college-catalog/). By design, the College offers a wide array of opportunities for students to file appeals pertaining to the following areas: student conduct, grievance against another student or faculty-staff, transfer credit, academic probation and/or suspension, and financial aid. There is a senior official deemed responsible for the receiving and adjudicating written appeals—Vice President of Student Services. The College provided evidence of a well-constructed student compliant log sheet and the list of 10 complaints logged since the candidacy visit in October 2011. Based a review of the complaints, it appears that the College responded to each one in a timely manner and the outcomes of said appeals decided using sound administrative judgment. Further evidence provided by the College demonstrated that students, if unsatisfied with the outcome of their complaint, were advised of other avenues of appeal and ultimate resolution. The review panel took note that none of the 10 appeals resulted in students filing appeals with external agencies, which was affirmed as their right to do so. Last, the President’s Cabinet does undertake an annual review of the outcomes from the student complaint log and complaint process to seek areas for improvement.

Additional monitoring, if any:

**Publication of Transfer Policies**

*The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

1. Review the institution’s transfer policies.

2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.

3. Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team’s conclusions:

   - X The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).
Comments: The College through its College Catalog (in print and on the website) outlines how it handles transfer of credit from other regionally accredited institutions; how its home based credits should transfer to other colleges and universities; how recognized and articulated 2+2 agreements work; and how students, if unsatisfied with the results of the College’s examination of their previous educational records, can appeal the course equivalencies. The panel considers the College particularly strong and informative relative to the Kansas Board of Regents transfer and reverse transfer regulations, guaranteeing smooth articulation among the state’s two-year and four-year institutions as to general education core requirements. Although a technical college, Salina did provide an illustration of transfer information in terms of the 2+2 agreement with Kansas State University for the Bachelor of Science degree in Technology Management for its Associate of Applied Science in Commercial and Advertising Art degree holders.

Additional monitoring, if any:

 Practices for Verification of Student Identity

_The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy._

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. Consider whether the institution’s approach respects student privacy.

2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).

3. Check the appropriate response that reflects the team’s conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The College has limited online offerings (only two as for Fall 2014) and submitted documentation showing that tuition rates are the same for distance and home based delivered instruction. A policy statement, Verification of Student Identity, is housed in Student Affairs and clearly states the procedure for admitting students, assigning them unique log-in credentials, and maintaining the integrity of the log-in process. The panel deems this College policy, procedure, and enforcement mechanisms adequate and appropriate for a higher education institution.

Additional monitoring, if any:
Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- **General Program Requirements.** The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area.

- **Financial Responsibility Requirements.** The institution has provided the Commission with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

- **Default Rates.** The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.

- **Student Right to Know.** The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)

- **Satisfactory Academic Progress and Attendance.** The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission
approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission’s web site for more information.)

- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission’s web site for more information.)

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

2. Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor in the A-133 has raised any issues about the institution’s compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.

3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.

4. If issues have been raised with the institution’s compliance, decide whether these issues relate to the institution’s ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (Core Component 2.A and 2.B).

5. Check the appropriate response that reflects the team’s conclusions:
   - **X** The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   - ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   - ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   - ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The panel took note of the eleven audit exceptions identified in the Federal Program Review conducted by the United States Department of Education in August 2011. Also noted was the College’s financial aid organizational structure in which the Vice President of Student Services serves as chief financial aid officer supported a recently hired Financial Aid Specialist and several technical staffers. Of the eleven audit exceptions, the panel deemed four as areas for the onsite team to have follow-up discussions with College officials. These are as follows: Crime Awareness Requirement Not Met, Failure to Provide Proper Notification of Direct Loan Disbursements, Failure to Obtain Crime Statistics for Additional Location, and Failure to Comply with the Drug and Alcohol Prevention Regulations. The panel considers the College’s responses and imposition of the new structure in the Financial Aid Office appropriate given the College’s financial and human resources and the need for the College to respond promptly. As for the College’s responses to the three A-133 findings from the report ending June 30, 2013, they are acceptable in light of the fact the College has recently implemented a new student information system and placed special emphasis on the type of
issues raised in the audit findings. The College’s financial ratios and student default rates are within acceptable margins.

Campus crime statistics are available at [http://www.salinatech.edu/campus-security.pdf](http://www.salinatech.edu/campus-security.pdf). As mentioned earlier, the 2011 Federal Program review cited the College for failing to report an incident that occurred for a student residing in Kansas State University Salina housing; the College did not report the incident as part of its Campus Security Report. The College has corrected this oversight. Student Right to Know and Campus Security Act, that covers graduation and completion, cost of attendance, academic programs, and services for disabled students, is located at [http://www.salinatech.edu/academic.html](http://www.salinatech.edu/academic.html). The College has a Satisfactory Academic and Attendance policies. Last, the College does not have contractual and consortia relationships or athletic teams.

Additional monitoring, if any: none

### Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

2. Check the appropriate response that reflects the team’s conclusions:
   
   - [ ] The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   - [ ] The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   - [ ] The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   - [ ] The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The College, to the satisfaction of the review panel, provided websites that list available resources for the following areas: College Catalog which also serves as Student Handbook, Institutional and Financial Assistance, Drug & Alcohol Prevention, Student Right-to-Know and Campus Security Act, Clery/Campus Security Act, FERPA, Safeguarding Consumer, Fire Safety Reports and Student Housing, Misrepresentation, Loan Disclosure, and Gainful Employment Disclosures.

Additional monitoring, if any: none

### Advertising and Recruitment Materials and Other Public Information

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution’s disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission’s web address.
2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

3. Review the institution’s catalog, brochures, recruiting materials, and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.

4. Check the appropriate response that reflects the team’s conclusions:
   ___ X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The College uses a number of resources to advertise and promote the mission, values, and goals of the College. The primary source is the College website, which are updated regularly for accuracy. Students, prospective students, parents, neighboring institutions, and external agencies can find information on tuition and fees, governing board membership and meeting minutes, admissions criteria, academic programs, financial aid, transferability to and from the College, and cost. Importantly, the College is accurately listed as a Candidate for Accreditation with the Higher Learning Commission at the current time.

Additional monitoring, if any: none

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**Review of Student Outcome Data**

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.

2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.

3. Check the appropriate response that reflects the team’s conclusions:
   ___ X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).
Comments: The College provided evidence that it collects, analyzes, and uses student outcome data to make academic program decisions. Specially, learning outcomes are developed for each academic program in a systematic manner. The outcomes are embedded in the course syllabus for each course. The panel examined examples assessment and action plans, finding them appropriate for educational institutions. Impressive was the inclusion in the College’s Federal Compliance filing that it ranks first among the 26 Kansas two-year colleges in student success indicators by the Kansas Board of Regents.

Additional monitoring, if any: none

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.

2. Determine whether this information provides any indication about the institution’s capacity to meet the Commission’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.

3. Check the appropriate response that reflects the team’s conclusions:

__X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The College has a formal relationship and is in good standing with two accrediting agencies: (1) Dental Assistant Program—Council on Dental Accreditation of the American Dental
Association and (2) Auto Collision Repair, Automotive Technology, and Diesel Technology—National Automotive Technicians Education Foundation, a division of the National Institute of Automotive Service Excellence.

Additional monitoring, if any: none

Public Notification of Opportunity to Comment

The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.

2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.

3. Check the appropriate response that reflects the team’s conclusions:

   __X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

   __ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

   __ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

   __ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The College informed the public of the Higher Learning Commission’s scheduled candidacy visit using the Commission template in a timely manner. The College made sure employees were included in the notice.

Additional monitoring, if any: none

Institutional Materials Related to Federal Compliance Reviewed by the Panel

Federal Compliance Filing by Salina Area Technical College
Salina Area Technical College Assurance Argument
Student Complaint Log
FERPA Training PowerPoint
Kansas Board of Regents Website
Salina Tech Catalog, including policies, program and course descriptions
Course schedules for Fall 2014, Spring 2015, Summer 2015 and Fall 2015
Course syllabi (administrative, rather than copies of versions provided to students), including all syllabi 6 credits or more (except those being discontinued in the DST program), 3 credits or more which are less than 8 weeks, and both online syllabi.

ALH 101, 120
CAA 101, 150, 202, 220, 230
CON 101, 105, 111, 125, 137
CSA 110 (online)
DST 205,
DEN 101, 123, 127, 138, 150, 227, 237, 246
MTT 130, 140, 215, 235, 243
ELT 225, 260
HVA 154, 159, 164, 169, 179, 189
WEL 215, 216, 223
General Education: ENG 100, PSY 100, CSA 105 (online), MAT 101, COM 105
Appendix

Team Worksheet for Evaluating an Institution’s Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: __________ Salina Area Technical College

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the “Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours” as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution’s degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

__x__ Yes  ____ No

Comments:

Are the institution’s tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

__x__ Yes  ____ No

Comments:

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution’s program length and tuition practices?

_____ Yes  __x__ No
Rationale:

Identify the type of Commission monitoring required and the due date:

N/A

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution’s academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution’s policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.

2. Identify the institution’s principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
   - Associate’s degrees = 60 hours
   - Bachelor’s degrees = 120 hours
   - Master’s or other degrees beyond the Bachelor’s = at least 30 hours beyond the Bachelor’s degree
   - Note that one quarter hour = .67 semester hour
   - Any exceptions to this requirement must be explained and justified.

3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
   - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
   - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
   - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
   - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution.
Commission procedure also permits this approach.

4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.

5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

   - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
   - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
   - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
   - For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.
   - The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
   - Provide information on the samples in the appropriate space on the worksheet.

6. Consider the following questions:

   - Does the institution’s policy for awarding credit address all the delivery formats employed by the institution?
   - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
   - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
   - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
   - If so, is the institution’s assignment of credit to courses reflective of its policy on the award of credit?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

   - If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more
than one year that demonstrates the institution has a revised policy and evidence of implementation.

- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

**Worksheet on Assignment of Credit Hours**

**A. Identify the Sample Courses and Programs Reviewed by the Team** (see #5 of instructions in completing this section)

The institution offers AAS and certificate programs only. AAS programs are at least 60 credits, including 15 credits of general education.

The syllabi provided did not provide information on the expectations for homework or work outside of instructional time.

General Education courses are offered both at the semester length and compressed to 8 weeks in the summer. The syllabi stored in the academic office is common to these two delivery methods, but we did not see the actual versions provided to students in any specific term to examine them for differences.

These programs were sampled:

- Commercial and Advertising Art and Technology AAS program
- Dental Assistant AAS program
- General Education courses
- Welding Technology Certificate
- Construction Technology Certificate
- Welding Technology Certificate

**B. Answer the Following Questions**

1) **Institutional Policies on Credit Hours**

Does the institution’s policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)
__X__ No

Comments: The compliance submission materials (page 45) include a policy about student credit load in the credit hour section, which addresses all students, and this same policy was forwarded again when we asked for the “credit hour policy.” Page 45 indicates that this policy is “institution wide.” Page 1 of the Compliance package in response to #2 stated that the Kansas Board of Regents requires that a one-credit hour lecture class is to meet a minimum of 15 hours in a semester, and a one-credit hour lab or internship class is expected to meet a minimum of 30 hours a semester. From the description of the high credit courses on page 48, we glean that a combination lecture and lab course is to have a minimum of 22.5 hours seat time. The syllabus seems to the one place where the type of course (lecture, lab or combination) is provided. This information does not seem to appear in the course schedule for the terms reviewed or the catalog course descriptions.

We note that the Kansas Board of Regents defines a “credit hour” in the policy at the link below under #5, referring to K.S.A 71-601, K.S.A 71-18-1 and K.S.A. 72-4480, but none of these Statutes seem to refer to the language in 34 CFR 600.2 about the Carnegie formula or class hours vs. student preparation.

http://www.kansasregents.org/about/policies_by_laws_missions/board_policy_manual_2/chapter_iii_coordination_of_institutions_2/chapter_iii_full_text

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution’s policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

__X__ No

Comments: We have not been provided a policy which provides details of class time vs. homework.

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

__X__ No

Comments: We have not been provided a policy which provides this level of detail.

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

__X__ No
Comments: We have not been provided a policy which provides this level of detail.

2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution’s policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

___ X ___ Yes  ___ No

Comments: While seat-times may align with the seat-time requirements for technical courses, there is no clarity about whether the amount of homework, when seat-times vary, is proportionally different so that all courses meet the Carnegie formula. The technical course syllabi provided and reviewed for the Spring 2015 term courses did not reveal substantive information about the amount of homework required outside of class for any courses. There were no specific assignments listed, though texts were listed and a variety of instructional methods. General Education syllabi provided contained a little more information as they included units or topics covered and were more readily determined to be within normal practice.

As noted above, the policies provided to the panel did not fulfill the Commission requirement regarding the ratio of seat time to outside preparation.

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit?

___ X ___ Yes  ___ No

Comments: The learning outcomes as listed on the syllabi reviewed for the technical courses seemed in line with normal practice for technical courses. The general education course syllabi contained a little more information (the course outline or topics) so it was easier to tell that those courses seemed to include an appropriate amount of work. We could not line them up with a credit hour policy, however.

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution’s policy on the award of academic credit?

___ Yes  ___ No

Answer is “not sure.”

Comments:
The syllabi provided do not show how “much” work is required and homework is not specifically described as we were provided the syllabi stored in the Academic Office rather than the syllabi given to students (which would include schedules and homework assignments). Compressed courses, generally speaking, seem to still fulfill the minimum seat time requirements, but do not demonstrate any variety of homework
when the seat time hours vary, which would be the case with an institution using the Carnegie rule.

Online: There are two online courses in computer applications and programming which measure deliverables as appropriate for the number of credits. Apparently, the instructor also sees the students once a week, though this is not listed as seat time in the syllabi.

Compressed Courses: There are no general education courses less than eight weeks in length, and these shorter courses are offered in the Summer term only.

The HVAC program schedule and syllabi were reviewed for the Spring 2015 semester because this program contains a variety of compressed courses. Three HVAC courses were reduced in credit hours since last year, and when reviewing the Fall 2015 calendar for courses, the following was learned about classroom hours for the full complement of courses recommended for the Fall term (18 credits).

From 8-24 to 10-2 (6 weeks) students complete 8 credits in HVA 104 and HVA 119 (4 credits each) attending class from 7:30 am to 10:45am (HVA 104) and then 11:40 to 2:55 (HVA 119) Monday through Friday (3.25 hours each) which seems to be 24.375 contact hours per credit. From 10-5 through 10-30 (4 weeks) students complete a total of 4 credits by taking HVA109 and HVA124 (2 credits each) attending the same number of hours as during the earlier 6 week period which seems to provide 32.5 hours of instructor-student contact per credit hour. From 11-2 through 12-16, a period of 5.5 weeks, students take HVA 114 for 3 credits, and two 1 credit courses (HVA 129 and HVA134), for a total of 5 credits in 5.5 weeks, meeting the same total number of hours as before 7:30 am to 10:45 am and 11:40 -2:55pm, five days a week.

While these courses may fulfill their requirements of 22.5 hours seat time per credit minimum for combined lecture/lab courses, with the variety of classroom hours per credit, one would think there would be a substantial variation in the amount of homework outside of class to make the various courses align with the Carnegie formula, but the syllabi provided don’t necessarily demonstrate differences without more detail. Without reviewing the syllabi that students receive instead of the syllabi stored in the Academic Office, it is not possible to determine this information.

Question for the team:
Is there an issue about the variety of number of instructor-student contact hours with these courses and the lack of information about a corresponding increase or decrease in the student preparation outside of class so that all might meet the Carnegie standard? The syllabi reviewed in detail for the HVAC program for the Spring 2015 term courses (course credits and numbers w have been revised since then) did not reveal substantive information about the amount of homework required outside of class for any courses. This also applied to other syllabi reviewed. There were no specific assignments listed, though texts were listed and a variety of instructional methods.
If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

__X__ Yes  
____ No

Comments: The learning outcomes seem to be within normal practice for technical courses. Changes were made between the 2014-2015 and 2015-2016 catalog in the number of credits listed as the recommended load for a semester on the program pages for AAS degrees. This was part of the change which also set the standard load for a full-time student at 15 credits in 2015-2016. In the programs with some compressed courses, the potential issues that students might not be able to fulfill all the work required during the compressed courses within the semester seem to have been remedied by the changes made.

Is the institution’s actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

__X__ Yes  
____ No

Comments: Yes, the awarding of credit seems to be within commonly accepted practice.

We could not line them up with a credit hour policy, however.

High credit courses: There is one 12 credit course which is offered in the evening ALH120 EMT, (see page 48 of the compliance submission) which is a stand-alone course/certificate. The 7 and 8 credit courses listed on the Credit Hour Worksheet page 26 have been discontinued for new students.

C. **Recommend Commission Follow-up, If Appropriate**

*Review the responses provided in this section. If the team has responded “no” to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.*

Is any Commission follow-up required related to the institution’s credit hour policies and practices?

__X__ Yes  
____ No

Rationale: The institution should have in place a policy describing expectations for student work both inside and outside the classroom which is communicated to students. The institution provided information that supports the proper implementation of their policy on instructor-student contact in the classroom, but failed to provide to the panel a policy that articulates the relationship of student
preparation to the amount of in-class time demonstrating adherence to the Carnegie formula, and failed to demonstrate that this was communicated to students.

The appropriate policy may be located by the team and the team may be able to discern whether it was communicated to students by reviewing the actual syllabi provided to students. This concern could then be reversed by the team.

Identify the type of Commission monitoring required and the due date:

If the team does not find an appropriate credit hour policy describing the expectations for work outside the classroom, in line with federal and commission requirements, which is communicated to students, the Commission should follow up by requiring a monitoring report that demonstrates the institution has a revised policy and evidence of implementation within one year.

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

The above concern, described in C., applied across all the programs and syllabi.
Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

____ Yes   ___X_ No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

____ Yes     ___X_ No

If the answer to either question is “Yes,” complete this part of the form.

Instructions

This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet only if the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution’s credit to clock hour formula match the federal formula?
FORM: Federal Compliance Team Template

____ Yes  ____ No

Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution’s credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers “No” to this question, it should recommend follow-up monitoring in section C below.)

____ Yes  ____ No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution’s policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

____ Yes  ____ No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution’s credit to clock hour conversion?

____ Yes  ____ No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution’s policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution’s clock hour policies and practices?

____ Yes  ____ No

Rationale:

Identify the type of Commission monitoring required and the due date:
Assumed Practices within the Criteria for Accreditation

Worksheet A

Foundational to the Criteria and Core Components is a set of practices shared by institutions of higher education in the United States. Unlike Criteria and Core Components, these Assumed Practices are (1) generally matters to be determined as facts, rather than matters requiring professional judgment and (2) unlikely to vary by institutional mission or context.

The Assumed Practices are organized by four areas: (A) Integrity: Ethical and Responsible Conduct; (B) Teaching and Learning: Quality, Resources, and Support; (C) Teaching and Learning: Evaluation and Improvement; and (D) Resources, Planning, and Institutional Effectiveness. These areas link the Assumed Practices to their respective Criteria.

Institutions seeking candidacy will be required to meet all of the Practices prior to admission to candidacy. Institutions in candidacy that do not maintain these Assumed Practices during the candidacy period may have that status withdrawn. Institutions seeking initial accreditation will be granted that status only when all Assumed Practices and all Criteria for Accreditation are in place at the level expected of accredited institutions. In addition, accredited institutions on Show-Cause will be required to demonstrate that they meet all of the Practices prior to being removed from Show-Cause.

<table>
<thead>
<tr>
<th>A. Integrity: Ethical and Responsible Conduct</th>
<th>Met</th>
<th>Not Met¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The institution has a conflict of interest policy that ensures that the governing board and the senior administrative personnel act in the best interest of the institution.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. The institution has ethics policies for faculty and staff regarding conflict of interest, nepotism, recruitment and admissions, financial aid, privacy of personal information, and contracting.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3. The institution provides its students, administrators, faculty, and staff with policies and procedures informing them of their rights and responsibilities within the institution.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. The institution provides clear information regarding its procedures for receiving complaints and grievances from students and other constituencies, responds to them in a timely manner, and analyzes them to improve its processes.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. The institution makes readily available to students and to the general public clear and complete information including:</td>
<td>X</td>
<td></td>
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</tbody>
</table>

¹ Documenting the Unmet Assumed Practices
In addition to documenting the specific reason the Assumed Practice is not met on this form, the team should also reference any unmet Assumed Practice in the appropriate area of the main team report; i.e., the related eligibility requirement, Federal Compliance requirement, or Core Component(s).
a. statements of mission, vision, and values

b. full descriptions of the requirements for its programs, including all pre-requisite courses

c. requirements for admission both to the institution and to particular programs or majors

d. policies on acceptance of transfer credit, including how credit is applied to degree requirements. (Except for courses articulated through transfer policies or institutional agreements, the institution makes no promises to prospective students regarding the acceptance of credit awarded by examination, credit for prior learning, or credit for transfer until an evaluation has been conducted.)

e. all student costs, including tuition, fees, training, and incidentals; its financial aid policies, practices, and requirements; and its policy on refund

f. policies regarding academic good standing, probation, and dismissal; residency or enrollment requirements (if any)

g. a full list of its instructors and their academic credentials

h. its relationship with any parent organization (corporation, hospital, church, or other entity that owns the institution) and any external providers of its instruction.

6. The institution assures that all data it makes public are accurate and complete, including those reporting on student achievement of learning and student persistence, retention, and completion.

7. The institution portrays clearly and accurately to the public its current status with the Higher Learning Commission and with specialized, national, and professional accreditation agencies.

   a. An institution offering programs that require specialized accreditation or recognition in order for its students to be certified or to sit for licensing examinations either has the appropriate accreditation or discloses publicly and clearly the consequences to the students of the lack thereof. The institution makes clear to students the distinction between regional and specialized or program accreditation and the relationships between licensure and the various types of accreditation.

   b. An institution offering programs eligible for specialized accreditation at multiple locations discloses the accreditation status of the program at each location.

   c. An institution that advertises a program as preparation for a licensure examination publicly discloses its licensure pass rate on that examination, unless such information is not available to the institution.

8. The governing board and its executive committee, if it has one, include some “public” members. Public members have no significant administrative position or any ownership interest in any of the following: the institution itself; a company that does

<table>
<thead>
<tr>
<th>Audience: Peer Reviewers</th>
<th>Process: Comprehensive Visit</th>
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<tr>
<td>Form</td>
<td>Contact: 800.621.7440</td>
</tr>
<tr>
<td>© Higher Learning Commission</td>
<td>Published: January 2014</td>
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<td>Version 03 – 2014-01</td>
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substantial business with the institution; a company or organization with which the institution has a substantial partnership; a parent, ultimate parent, affiliate, or subsidiary corporation; an investment group or firm substantially involved with one of the above organizations. All publicly-elected members or members appointed by publicly-elected individuals or bodies (governors, elected legislative bodies) are public members. *

*Institutions operating under federal control and authorized by Congress are exempt from these requirements. These institutions must have a public board that includes representation by individuals who do not have a current or previous employment or other relationship with the federal government or any military entity. This public board has a significant role in setting policy, reviewing the institution’s finances, reviewing and approving major institutional priorities, and overseeing the academic programs of the institution.

9. The governing board has the authority to approve the annual budget and to engage and dismiss the chief executive officer.*

*Institutions operating under federal control and authorized by Congress are exempt from these requirements. These institutions must have a public board that includes representation by individuals who do not have a current or previous employment or other relationship with the federal government or any military entity. This public board has a significant role in setting policy, reviewing the institution’s finances, reviewing and approving major institutional priorities, and overseeing the academic programs of the institution.

X

10. The institution documents outsourcing of all services in written agreements, including agreements with parent or affiliated organizations.

X

11. The institution takes responsibility for the ethical and responsible behavior of its contractual partners in relation to actions taken on its behalf.

X

Rationale for Assumed Practices indicated as unmet:

B. Teaching and Learning: Quality, Resources, and Support

<table>
<thead>
<tr>
<th>Programs, Courses, and Credits</th>
<th>Met</th>
<th>Not Met¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Documenting the Unmet Assumed Practices

In addition to documenting the specific reason the Assumed Practice is not met on this form, the team should also reference any unmet Assumed Practice in the appropriate area of the main team report; i.e., the related eligibility requirement, Federal Compliance requirement, or Core Component(s).
a. The institution conforms to commonly accepted minimum program length: 60 semester credits for associate’s degrees, 120 semester credits for bachelor’s degrees, and 30 semester credits beyond the bachelor’s for master’s degrees. Any variation from these minima must be explained and justified.

b. The institution requires that 30 of the last 60 credits earned for a bachelor’s degree that the institution awards and 15 of the final 30 for an associate’s degree it awards be credits earned at the institution.* Institutions that do not maintain such a requirement, or have programs that do not, are able to demonstrate structures or practices that ensure coherence and quality to the degree. (Consortial arrangements are considered to be such structures. In addition, an institution that complies with the criteria for academic residency requirements of the Servicemembers Opportunity Colleges (SOC) will not be deemed out of conformity with this Assumed Practice provided that its policy is an exception for active-duty servicemembers and not for students in general.)

*For example, for a bachelor’s degree requiring 120 credits, the institution accepts no more than 90 credits in total through transfer or other assessment of prior learning, and the remaining 30 must fall within the last 60 credits awarded the student.

c. The institution’s policy and practice assure that at least 50% of courses applied to a graduate program are courses designed for graduate work, rather than undergraduate courses credited toward a graduate degree. (An institution may allow well-prepared advanced students to substitute its graduate courses for required or elective courses in an undergraduate degree program and then subsequently count those same courses as fulfilling graduate requirements in a related graduate program that the institution offers. In “4+1” or “2+3” programs, at least 50% of the credits allocated for the master’s degree – usually 15 of 30 – must be for courses designed for graduate work.)

d. The institution adheres to policies on student academic load per term that reflect reasonable expectations for successful learning and course completion.

e. Courses that carry academic credit toward college-level credentials have content and rigor appropriate to higher education.

f. The institution has a process for ensuring that all courses transferred and applied toward degree requirements demonstrate equivalence with its own courses required for that degree or are of equivalent rigor.

g. The institution has a clear policy on the maximum allowable credit for prior learning as a reasonable proportion of the credits required to complete the student’s program. Credit awarded for prior learning is documented, evaluated, and appropriate for the level of degree awarded. (Note that this requirement does not apply to courses transferred from other institutions.)
h. The institution maintains a minimum requirement for general education for all of its undergraduate programs whether through a traditional practice of distributed curricula (15 semester credits for AAS degrees, 24 for AS or AA degrees, and 30 for bachelor’s degrees) or through integrated, embedded, interdisciplinary, or other accepted models that demonstrate a minimum requirement equivalent to the distributed model. Any variation is explained and justified.

### 2. Faculty Roles and Qualifications

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.</td>
<td>X</td>
</tr>
<tr>
<td>b. Instructors teaching at the doctoral level have a record of recognized scholarship, creative endeavor, or achievement in practice commensurate with doctoral expectations.</td>
<td>X</td>
</tr>
<tr>
<td>c. Faculty participate substantially in:</td>
<td>X</td>
</tr>
<tr>
<td>1) oversight of the curriculum—its development and implementation, academic substance, currency, and relevance for internal and external constituencies;</td>
<td></td>
</tr>
<tr>
<td>2) assurance of consistency in the level and quality of instruction and in the expectations of student performance;</td>
<td></td>
</tr>
<tr>
<td>3) establishment of the academic qualifications for instructional personnel;</td>
<td></td>
</tr>
<tr>
<td>4) analysis of data and appropriate action of assessment of student learning and program completion.</td>
<td></td>
</tr>
</tbody>
</table>

### 3. Support Services

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Financial aid advising clearly and comprehensively reviews students’ eligibility for financial assistance and assists students in a full understanding of their debt and its consequences.</td>
<td>X</td>
</tr>
<tr>
<td>b. The institution maintains timely and accurate transcript and records services.</td>
<td>X</td>
</tr>
</tbody>
</table>

### Rationale for Assumed Practices indicated as unmet:
### C. Teaching and Learning: Evaluation and Improvement

<table>
<thead>
<tr>
<th></th>
<th>Met</th>
<th>Not Met¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) have the authority for the assignment of grades. (This requirement allows for collective responsibility, as when a faculty committee has the authority to override a grade on appeal.)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. The institution refrains from the transcription of credit from other institutions or providers that it will not apply to its own programs.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3. The institution has formal and current written agreements for managing any internships and clinical placements included in its programs.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. A predominantly or solely single-purpose institution in fields that require licensure for practice is also accredited by or is actively in the process of applying to a recognized specialized accrediting agency for each field, if such agency exists.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Instructors communicate course requirements to students through syllabi.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6. Institutional data on assessment of student learning are accurate and address the full range of students who enroll.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7. Institutional data on student retention, persistence, and completion are accurate and address the full range of students who enroll.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale for Assumed Practices indicated as unmet:**

---

### D. Resources, Planning, and Institutional Effectiveness

<table>
<thead>
<tr>
<th></th>
<th>Met</th>
<th>Not Met²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The institution is able to meet its current financial obligations.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. The institution has a prepared budget for the current year and the capacity to compare it with budgets and actual results of previous years.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3. The institution has future financial projections addressing its long-term financial sustainability.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. The institution maintains effective systems for collecting, analyzing, and using institutional information.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. The institution undergoes an external audit by a certified public accountant or a public</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

¹ **Documenting the Unmet Assumed Practices**

In addition to documenting the specific reason the Assumed Practice is not met on this form, the team should also reference any unmet Assumed Practice in the appropriate area of the main team report; i.e., the related eligibility requirement, Federal Compliance requirement, or Core Component(s).

² **Documenting the Unmet Assumed Practices**

In addition to documenting the specific reason the Assumed Practice is not met on this form, the team should also reference any unmet Assumed Practice in the appropriate area of the main team report; i.e., the related eligibility requirement, Federal Compliance requirement, or Core Component(s).
audit agency of its own financial and educational activities and maintains audited financial statements. For private institutions the audit is annual; for public institutions it is at least every two years.*

*Institutions under federal control are exempted provided that they have other reliable information to document the institution’s fiscal resources and management.

6. The institution’s administrative structure includes a chief executive officer, chief financial officer, and chief academic officer (titles may vary) with appropriate credentials and experience and sufficient focus on the institution to ensure appropriate leadership and oversight.

<table>
<thead>
<tr>
<th>Rationale for Assumed Practices indicated as unmet:</th>
</tr>
</thead>
</table>

**Team Determination: (Insert one of the following statements.)**

The team has reviewed all Assumed Practices with the Criteria for Accreditation and has determined that the institution does not meet the Assumed Practice(s) (listed below):

**Team Recommendation Related to the Assumed Practices:**

*If the institution does not meet every Assumed Practice, the institution cannot be granted Candidacy or Initial Accreditation. If the institution is currently in Candidacy and fails to meet one or more Assumed Practices, then the team may determine if the Candidacy should be terminated or another course of action taken.*

The team has reviewed all Assumed Practices within the Criteria for Accreditation and the institution meets all expectations.

**Rationale for Team Recommendation Related to the Assumed Practices:**
In each stage towards Candidacy, SATC has demonstrated a dedicated commitment towards improving its status and performance in order to meet all expectations and requirements for eligibility. At the time of this visit, the Team determined that SATC satisfied or exceeded all these standards.
Eligibility Requirements

Worksheet B

Institutions seeking candidacy will be required to meet all of the Eligibility Requirements prior to admission to candidacy. Institutions in candidacy that do not maintain these Requirements during the candidacy period may have that status withdrawn.

<table>
<thead>
<tr>
<th></th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jurisdiction of the Commission</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>The institution falls within the Commission’s jurisdiction as defined in the Commission’s Bylaws (Article III). The Commission extends accreditation and candidacy for accreditation to higher education institutions that are 1) incorporated in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming, or operating under federal authority within these states, and 2) have substantial presence, as defined in Commission policy, within these states.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Legal Status</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>The institution is appropriately authorized in each of the states, sovereign nations, or jurisdictions in which it operates to award degrees, offer educational programs, or conduct activities as an institution of higher education. At least one of these jurisdictions must be in the HLC region.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Governing Board</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>The institution has an independent governing board that possesses and exercises the necessary legal power to establish and review the basic policies that govern the institution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Stability</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>The institution demonstrates a history of stable operations and consistent control during the two years preceding the submission of the PIF.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Documenting the Unmet Eligibility Requirements

In addition to documenting the specific reason the Eligibility Requirement is not met on this form, the team should provide a rationale and identify the evidence for any unmet Eligibility Requirement in the appropriate area of the team report for the Biennial Evaluation Visit.
5. **Mission Statement**  
The institution has a statement of mission approved by its governing board and appropriate for a degree-granting institution of higher education. The mission defines the nature and purpose of the higher learning provided by the institution and the students for whom it is intended.

---

6. **Educational Programs**  
The institution has educational programs that are appropriate for an institution of higher education. The Commission may decline to evaluate an institution for status with the Commission if the institution’s mission or educational programs fall outside areas in which the Commission has demonstrated expertise or lacks appropriate standards for meaningful review.

In appropriate proportion, the institution’s programs are degree-granting and involve coursework provided by the institution, establishing the institution’s commitment to degree-granting higher education.

The institution has clearly articulated learning goals for its academic programs and has strategies for assessment in place.

The institution:

a. maintains a minimum requirement for general education for all of its undergraduate programs whether through a traditional practice of distributed curricula (15 semester credits for AAS degrees, 24 for AS or AA degrees, and 30 for bachelor’s degrees) or through integrated, embedded, interdisciplinary, or other accepted models that demonstrate a minimum requirement equivalent to the distributed model. Any exceptions are explained and justified.

b. has a program of general education that is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts common knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess. The institution clearly and publicly articulates the purposes, content and intended learning outcomes of its general education program.

c. conforms to commonly accepted minimum program length: 60 semester credits for associate’s degrees, 120 semester credits for bachelor’s degrees, and 30 semester credits beyond the bachelor’s for master’s degrees. Any exception to these minima must be explained and justified.

d. meets the federal requirements for credit ascription described in the Commission's Federal Compliance Program.

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7. **Information to the Public**  
The institution makes public its statements of mission, vision, and values; full descriptions of its program requirements; its requirements for admission both to the institution and to particular programs or majors; its policies on acceptance of transfer credit, including how credit is applied to degree requirements; clear and accurate information on all student costs, including tuition, fees, training and incidentals, and its policy on refunds; its policies regarding good standing, probation, and dismissal; all residency requirements; and grievance and complaint procedures.

The institution portrays clearly and accurately to the public its accreditation status with
national, specialized, and professional accreditation agencies as well as with the Higher Learning Commission, including a clear distinction between Candidate or Accredited status and an intention to seek status.

<table>
<thead>
<tr>
<th>8. <strong>Financial Capacity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution has the financial base to support its operations and sustain them in the future. It demonstrates a record of responsible fiscal management, including appropriate debt levels. The institution:</td>
</tr>
<tr>
<td>a. has a prepared budget for the current year and the capacity to compare it with budgets and actual results of previous years; and</td>
</tr>
<tr>
<td>b. undergoes external financial audit by a certified public accountant or a public audit agency. For private institutions the audit is annual; for public institutions it is at least every two years. (Institutions under federal control are exempted provided that they have other reliable information to document the institution’s fiscal resources and management.)</td>
</tr>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. <strong>Administration</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution has a Chief Executive Officer appointed by its governing board. The institution has governance and administrative structures that enable it to carry out its operations.</td>
</tr>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. <strong>Faculty and Other Academic Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution employs faculty and other academic personnel appropriately qualified and sufficient in number to support its academic programs.</td>
</tr>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. <strong>Learning Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution owns or has secured access to the learning resources and support services necessary to support the learning expected of its students (research laboratories, libraries, performance spaces, clinical practice sites, museum collections, etc.).</td>
</tr>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. <strong>Student Support Services</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution makes available to its students support services appropriate for its mission, such as advising, academic records, financial aid, and placement.</td>
</tr>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13. <strong>Planning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution demonstrates that it engages in planning with regard to its current and future business and academic operations.</td>
</tr>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. <strong>Policies and Procedures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution has appropriate policies and procedures for its students, administrators,</td>
</tr>
<tr>
<td>X</td>
</tr>
</tbody>
</table>
### Form: Eligibility Requirements – Worksheet B

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15. Current Activity</strong>&lt;br&gt;The institution has students enrolled in its degree programs. (To be granted initial accreditation, an institution must have graduated students from at least one degree program.)</td>
<td>X</td>
</tr>
<tr>
<td><strong>16. Integrity of Business and Academic Operations</strong>&lt;br&gt;The institution has no record of inappropriate, unethical, and untruthful dealings with its students, with the business community, or with agencies of government. The institution complies with all legal requirements (in addition to authorization of academic programs) wherever it does business.</td>
<td>X</td>
</tr>
<tr>
<td><strong>17. Consistency of Description Among Agencies</strong>&lt;br&gt;The institution describes itself consistently to all accrediting and governmental agencies with regard to its mission, programs, governance, and finances.</td>
<td>X</td>
</tr>
<tr>
<td><strong>18. Accreditation Record</strong>&lt;br&gt;The institution has not had its accreditation revoked and has not voluntarily withdrawn under a show-cause order or been under a sanction with another accrediting agency recognized by CHEA or USDE within the five years preceding the initiation of the Eligibility Process.</td>
<td>X</td>
</tr>
<tr>
<td><strong>19. Good Faith and Planning to Achieve Accreditation</strong>&lt;br&gt;The board has authorized the institution to seek affiliation with the Commission and indicated its intention, if affiliated with the Commission, to accept the Obligations of Affiliation. The institution has a realistic plan for achieving accreditation with the Commission within the period of time set by Commission policy.</td>
<td>X</td>
</tr>
<tr>
<td>• If the institution offers programs that require specialized accreditation or recognition in order for its students to be certified or sit for licensing examinations, it either has the appropriate accreditation or discloses publicly and clearly the consequences of the lack thereof. The institution always makes clear to students the distinction between regional and specialized or program accreditation and the relationships between licensure and the various types of accreditation.</td>
<td></td>
</tr>
<tr>
<td>• If the institution is predominantly or solely a single-purpose institution in fields that require licensure for practice, it demonstrates that it is also accredited by or is actively in the process of applying to a recognized specialized accrediting agency for each field, if such agency exists.</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale for each Eligibility Requirements indicated as unmet:**
Team Determination: (Insert one of the following statements.)

Team Recommendation Related to the Eligibility Requirements:
(If the institution does not meet every Eligibility Requirement, the institution cannot be granted Candidacy or Initial Accreditation. If the institution is currently in Candidacy and fails to meet one or more Eligibility Requirement, then the team may determine if the Candidacy should be terminated or another course of action taken.)
The team has reviewed all Eligibility Requirements and the institution meets all expectations.

Rationale for Team Recommendation Related to the Eligibility Requirements:
In each stage towards Candidacy, SATC has demonstrated a dedicated commitment towards improving its status and performance in order to meet all expectations and requirements for eligibility. At the time of this visit, the Team determined that SATC satisfied or exceeded all these standards.
# STATEMENT OF AFFILIATION STATUS WORKSHEET

**INSTITUTION and STATE:** Salina Area Technical College KS  
**TYPE OF REVIEW:** Comprehensive Accreditation Evaluation  
**DESCRIPTION OF REVIEW:**

**DATES OF REVIEW:** 10/19/2015 - 10/20/2015

- No Change in Statement of Affiliation Status

## Nature of Organization

**CONTROL:** Public

**RECOMMENDATION:** No change

**DEGREES AWARDED:** Associates, Certificate

**RECOMMENDATION:** No change

## Conditions of Affiliation

**STIPULATIONS ON AFFILIATION STATUS:**
The College is approved to award certificates and Associate of Applied Science degrees.

**RECOMMENDATION:** No change.

**APPROVAL OF NEW ADDITIONAL LOCATIONS:**
None.

**RECOMMENDATION:** No change.

**APPROVAL OF DISTANCE EDUCATION DEGREES:**
Approval for distance education is limited to courses. The institution has not been approved for correspondence education.
Recommendations for the
STATEMENT OF AFFILIATION STATUS

RECOMMENDATION:
No change.

ACCREDITATION ACTIVITIES:


Summary of Commission Review
 YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2015-2016 (Initial Accreditation)
 YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION:
 RECOMMENDATION: 2025 - 2026
## ORGANIZATIONAL PROFILE WORKSHEET

**INSTITUTION and STATE:** 2918 Salina Area Technical College  
KS

**TYPE OF REVIEW:** Application: Comprehensive Accreditation Evaluation

**DESCRIPTION OF REVIEW:**

☑ No change to Organization Profile

### Educational Programs

<table>
<thead>
<tr>
<th>Programs leading to Undergraduate</th>
<th>Program Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates</td>
<td>15</td>
</tr>
<tr>
<td>Bachelors</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs leading to Graduate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctors</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Specialist</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certificate programs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>21</td>
</tr>
</tbody>
</table>

**Recommended Change:**

### Off-Campus Activities:

- **In State - Present Activity**
  - Campuses: None.

- **Additional Locations:** None.

**Recommended Change:**

### Out Of State - Present Activity

- **Campuses:** None.

- **Additional Locations:** None.

**Recommended Change:**
**Out of USA - Present Activity**
Campuses: None.

Additional Locations: None.

**Recommended Change:**

<table>
<thead>
<tr>
<th>Distance Education Programs:</th>
<th>Present Offerings:</th>
<th>None.</th>
</tr>
</thead>
</table>

**Recommended Change:**

<table>
<thead>
<tr>
<th>Correspondence Education Programs:</th>
<th>Present Offerings:</th>
<th>None.</th>
</tr>
</thead>
</table>

**Recommended Change:**

<table>
<thead>
<tr>
<th>Contractual Relationships:</th>
<th>Present Offerings:</th>
<th>None.</th>
</tr>
</thead>
</table>

**Recommended Change:**

<table>
<thead>
<tr>
<th>Consortial Relationships:</th>
<th>Present Offerings:</th>
<th>None.</th>
</tr>
</thead>
</table>

**Recommended Change:**