



September 17, 2013

Dr. Bernadette Gray-Little
Chancellor
University of Kansas
230 Strong Hall
1450 Jayhawk Blvd.
Lawrence, KS 66045-7518

Dear Chancellor Gray-Little:

This letter is accompanied by a copy of the Multi-Location Visit Report completed following Dr. Brian Inbody's visit to the University of Kansas. The pattern of operations at the locations visited appears to be adequate and no further review or monitoring is necessary.

Within the Multi-Location Visit Report, you will find brief comments on instructional oversight, academic services, adequacy of assessment of student performance, student services, facilities, and marketing and recruitment information. I encourage you to consider these comments as advice and suggestions for continued improvement of the additional locations.

Thank you again for your flexibility and hospitality in arranging the Multi-Location Visit, which fulfill federal regulations related to multiple off campus locations. The completed report will be included in your institution's permanent file.

If you have any questions or comments regarding the Multi-Location Visit or its report, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Patricia Newton-Curran".

Patricia Newton-Curran
Associate Vice President for Accreditation Processes
email: pnewton@hlcommission.org
phone: 800.621.7440 ext. 146

Enclosure

Multi-Location Visit Report

Institution:	University of Kansas
Ad. Location #1:	University of Kansas, Public Management Center, 715 SW 10 th , Topeka, KS 66612
Ad. Location #2:	Salina Regional Health Center, 400 S. Santa Fe, Salina, KS 67401
Ad. Location #3:	
	(please include Additional Locations Name, Street, Town, State, Zip Code)
Date Reviewed:	9/4/2013
Evaluator Name, Institution, & Title:	Brian Inbody, Neosho County Community College, President

Instructions: In order to document effective administrative systems for managing multiple additional locations, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in Comments the institution's strengths and/or opportunities for improvement in controlling and delivering degree programs off-campus. If comments pertain to a specific location, they should be included along with the identity of that location.

Overview Statement. Provide information about current additional locations and the institution's general approach to off-campus instruction. Describe the growth pattern at the institution since the last review of off-campus instruction. Provide information about the involvement of external organizations or other higher education institutions.

Judgment of reviewer. Check appropriate box: adequate attention needed

Comments:

The Topeka location of KU houses the Public Management Center, and the Masters of Public Administration, a program that dates back to 1973. The purpose of the program is to provide an advanced degree for those in all forms of public administration, including state employees, public employees and those working for non-profit organizations. Topeka is the State Capitol of Kansas making this location the epicenter for public employees for the region. In recent years, due to cut backs in state funding and employment, the program has seen a shift from majority state employees in the program to a majority of local government and university employees. Major growth is not expected. The program is rated 9th overall in their category by US News and World Report and 1st in the area of city/county management. The program is accredited by the NASPAA every 8 years which has specific competencies and outcomes that must be met within courses, as well as broad themes that must be woven throughout, such as ethics. There are 25 students in different stages of completion at this location. **IT IS IMPORTANT TO NOTE:** This program will be moved to a new location within the City of Topeka on January 1, 2014, to the Brown vs. Board of Education Museum (1515 SE Monroe St, Topeka, KS). The administration

moved on September 5th, 2013, but the classrooms will continue to be used at the 715 SW 10th location until January. This review is only for the location at 715 SW 10th, the current location of the program.

The Salina location is home to a full medical school which opened its doors three years ago. KU Med is accredited by the LCME which is due for a reaccreditation visit in October of 2013. The LCME gave the Salina location tentative approval in 2011 in order to open the facility. The school has limited the number of students per cohort at 8 per year. There are 24 students currently with a fourth cohort planned for Fall 2014. Administration has discussed the possibility of increasing to 10 or 12 per cohort in the future, but there are no concrete plans at this juncture.

At both the Salina and Topeka locations, the instruction is very much the same as the “Main Campus” (Lawrence in the case of the Topeka location, and Kansas City – KU Med in the case of Salina). The syllabi, outcomes, assessments are the same and often the instructors themselves teach at both main campus and the distance site. This is achieved by driving to the site in Topeka or by ITV at Salina. A great deal of care is taken to insure equality with the main campus. Students at the Salina site report that they believe their education is superior to that of the KC site due to smaller class sizes and access to equipment and health professionals in the area.

Institutional Planning: What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

Judgment of reviewer. Check appropriate box: adequate attention needed

Comments:

At the Topeka site, recent cut backs in local administrative assistance have just occurred due to an institutional-wide strategic plan known as “Bold Aspirations” where assistance functions have been centralized in many departments in order to save money and add capabilities. This has resulted in a loss of an employee at the Topeka location. This is a new initiative and it is too early to see if this change lowers site capability.

At the Salina location the site has had significant funds utilized for its creation. The building underwent a major renovation in 2010 with the creation of a state-of-the-art cadaver lab, multiple ITV rooms, simulated medical exam rooms, and a computer lab/testing center. The building that houses the program is owned by the Salina Regional Health Center, the major hospital for the area. The memorandum of agreement between KU Med and the hospital was provided to the peer-reviewer and appeared to be in good order. The hospital provides the building and simple maintenance for the University as well as used office furniture and other items. From a budget perspective this is very efficient.

In both locations, students expressed no concerns about the quality of the environment, nor of the quality of the instruction they were receiving. Faculty report that they have all they need in the form of classroom equipment and professional development. Administration from the main campus expressed support for the location and, in the case of Salina, the possibility of expansion.

At the Topeka location, as mentioned above, the program is in the process of moving to the Brown vs. Board of Education Museum to improve some facility issues, such as a sometimes faulty elevator and temperature control in the offices.

In both cases, a strategic plan is in place for the locations either through outside accreditation for Topeka or through local administrative efforts which was provided to the peer-reviewer.

Facilities: What evidence demonstrates that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

Judgment of reviewer. Check appropriate box: adequate attention needed

Comments:

The Topeka location is within the Kansas National Education Association building on the second floor. The program is housed in roughly 4,000 square feet and contains several classrooms, a main office area, large private offices for faculty, a small library, and some common area seating for students. There are no food options on site but there are many restaurants in this area of Topeka and reasonable access to public transportation. There is access to a microwave for students. Parking is free and located right outside the building. Each classroom is equipped with a computer and data projector, and dry-erase board. The classroom furniture, conference tables and chairs, appeared in good condition. Library services are provided by the extensive KU electronic library and by mail request.

The Salina site is a fully contained brick building of about 8000 sq. ft. on four floors. It offered two well-equipped ITV classrooms linking to the main lecturer at Kansas City site and to an additional location in Wichita. Students in Salina could ask questions during the live lecture. The ITV facility had two main screens, one for the lecturer and one for content, such as the PowerPoint. An Elmo was present as well. Students who did not wish to attend live could watch the lecture via podcast later. Additionally there are several small ITV rooms that is meant to link Salina students with fellow students at the other sites as well as with faculty if need be.

Salina had numerous private faculty offices, individual study rooms for students, two simulated doctor's offices with video recording capabilities, a cadaver lab with an extensive ventilation system, computer testing room, a student lounge with a full kitchen, TV, pool table, foosball and Ping-Pong. Meals are available in the adjacent hospital and third and fourth year students receive free meal vouchers there. Public transportation is available and parking is free in a nearby hospital parking garage. A small library containing all current textbooks used in the program is available to students as well as the extensive KU Med electronic library.

Furniture at the Salina site appeared to be a mixture of relatively new items with "repurposed" items from the hospital. As a result, items did not match per se, but were in good condition.

At both locations students expressed no concerns as to temperature in the buildings. Both appeared to be ADA accessible, except when the elevator fails at the Topeka site.

Instructional Oversight. What evidence demonstrates that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular

expectations and policies, availability of courses needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer. Check appropriate box: adequate attention needed

Comments:

In both locations, curricular oversight occurs at the respective main campus which is entirely appropriate as the faculty, for the most part, are the same faculty. The faculty members drive to the Topeka site for the program there, or deliver the material via ITV at Salina. All instructors had earned terminal degrees in their areas. In both cases, an outside accrediting agency contributed to the requirements of the curriculum at the location, faculty qualification requirements, facility quality, etc., providing an additional layer of sameness between the sites and the main campus.

In the case of Salina, the students are very much in a cohort structure as they progress together from level to level of the medical school. If a student fails a module they can retake that module, mostly over the summer, in order to keep pace with the cohort. In the case of Topeka, one student did express concern about not all classes available every semester, but none of the other students expressed that concern.

Some faculty are on site at Salina and are readily available for students. Those that are housed at Kansas City can be reached by email or by the small ITV rooms if necessary. Students report that for the most part faculty are very good about responding to emails.

At Topeka, classes run in the early evening in order to facilitate the working non-traditional students who make up the majority, if not all, of the students. Faculty come early and stay after class for individual meetings with students. They are also available by email.

Students at both locations reported that the site staff were responsive to their needs and concerns.

The program at Salina takes four years to complete, whereas the Topeka site reports three years as an average completion period.

Institutional Staffing and Faculty Support. What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location, and that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

Judgment of reviewer. Check appropriate box: adequate attention needed

Comments:

At Salina the site administrator recommends all hiring to the upper administrators at the main campus. The site administrator also acts as a first line evaluator of faculty and staff. In Topeka, as they are the same faculty as in Lawrence at the main campus, the director of the program hires and evaluates the faculty. The standard KU or KU MED methods of evaluation, tenure, and promotion are used. All faculty at both locations had terminal degrees. Both programs utilized an outside accreditation process which also examines instructor qualifications.

In Salina, there are two administrative staff members besides the site administrator as well as a “jack of all trades” academic counselor/IT manager who both helps students succeed and keeps the copious amount of technology at the site running.

As stated earlier, members of the Topeka staff, where there is one site administrator and one advisor, are concerned about the removal of their administrative support person through the “Bold Aspirations” strategic plan which contains the reorganization and centralization of all university support. This has just recently occurred.

Student Support. What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

Judgment of reviewer. Check appropriate box: adequate attention needed

Comments:

At both locations there is an academic counselor or advisor who is responsible for students progressing through the program and provides any needed help. At Salina, students who are further along in the program are utilized as tutors for students that may be struggling. Topeka students reported no need for tutoring services.

Financial Aid is completed through online methods and by telephone at the respective main campuses. Students reported no problems getting through the process and that local site personnel often assisted the students in completion of the required paperwork.

As it is a lock-step cohort system at Salina, students are automatically enrolled in their next class so academic advising and registration is not necessary on site. In Topeka, an academic advisor is employed to contact each student individually to discuss their academic plan and to help get them enrolled in their courses. Students can meet with her in person in Topeka or by telephone.

Both locations maintain a small library of textbooks and other source materials, however, the main library access is through an extensive electronic library at the University of Kansas and KU Medical Center.

The Salina students are participants in the national “match” system for clinical residency upon graduation from the medical school so job placement is not necessary. Likewise, nearly all participants at the Topeka location are already fulltime government, university, or non-profit employees so job placement is not needed.

Evaluation and Assessment. What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

Judgment of reviewer. Check appropriate box: adequate attention needed

Comments:

Both sites use the main campus method of assessment. It is beyond the purview of the this report to fully examine the KU Med or KU Masters in Public Administration assessment methodology used and will defer to the full HLC peer-review team due in 2015 on the adequacy of that system overall.

Each location uses the same syllabi, outcomes and assessments as their main campus counterparts as often these are the same faculty and overseen by respective outside program accrediting agencies. The Salina site's assessment of learning appears very robust with a combination of standardized testing blended with classroom participation points, clinical experiences, and laboratory exercises. Reports provided to the peer-reviewer show that Salina students' assessment scores show near to or exceeds the scores of other sites in the KU Med system. Discussion with upper administration indicates they are very pleased with initial data from student learning assessments. This program is very new, only begun three years ago, so they have yet to have a full four-year program so data is still being gathered to the full effectiveness of the learning, resulting in the passing of "boards".

At Topeka, the faculty are in the process of creating new outcomes for all courses and are nearly complete. This is in compliance with their outside program accreditor. This program uses standard student grades as the method of assessment and do not appear to be outcomes based at this time. While a good start, it is not nearly as robust as the separate outcomes assessment system at Salina. The peer-review team, due in two years, may wish to check on this progress at Topeka and University-wide of completing an assessment system for each individual outcome and changes made to the program(s) as a result of these assessments.

Continuous Improvement. What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.

Judgment of reviewer. Check appropriate box: adequate attention needed

Comments:

In both locations the additional sites are well-integrated with the University's overall mission and purposes, utilizing the same instruction, faculty, rules of support and oversight means "sameness" with main campus values. Discussion with program and KU Med upper administration indicates that there is a long-term commitment to these distance sites. In the case of Salina, the administration is looking ahead ten years to possible building replacement. Site administration completes a report indicating progress of the unit as a whole and provided the review with examples of strategic planning efforts at the location.

In Topeka, its upcoming move to a new address is evidence of an attempt to improve the comfort and maintenance issues that the program has experienced in the past. The Bold Aspirations plan mentions KU's commitment to infrastructure at distant sites. The Topeka program has been in place for decades and continues to enjoy the support of main campus. The program's recent recognition in US News and World Report as elevated its status with the University.

Marketing and Recruiting Information. What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

Judgment of reviewer. Check appropriate box: adequate attention needed

Comments:

A review of marketing materials at both the Salina site and the Topeka program indicated no inconsistencies with the reality of the programs and their locations. All courses are offered as per the marketing materials and site amenities are as advertised.

SUMMARY RECOMMENDATION

Select one of the following statements. Include, as appropriate, a summary of findings.

- Overall, the pattern of this institution's operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.
- Overall, the pattern of this institution's operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed. **[Identify specific areas needing organizational attention.]**
- The overall pattern of this institution's operations at its additional locations is inadequate and requires Commission attention. **[Identify the specific concerns and provide a recommendation for Commission follow-up monitoring.]**