Jefferson College - MO

HLC ID 1434

OPEN PATHWAY: Reaffirmation Review   Visit Date: 3/11/2019

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Context and Nature of Review

Visit Date

3/11/2019
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)

- Federal Compliance 2018

Institutional Context

Jefferson College has served Jefferson County, Missouri, as the only higher education institution since 1963. Although Hillsboro, where the college is located, is a small, rural town, the overall county has a population of close to 224,000 and borders the southwest edges of the greater St. Louis area. Students are also served at facilities in Arnold and Imperial. The college has been accredited by the Higher Learning Commission since 1969.

The college serves approximately 4425 credit and 2600 noncredit students in a variety of career and transferable general education programs, as well as providing the district with adult and continuing education services. The college offers 23 programs and 17 certificates. 98 full-time faculty and 171 adjuncts are employed to support these programs, with a 18.6:1 student:faculty ratio. Students are supported with the usual array of support services such as advising and tutoring. The six members of the Board of Trustees are elected from the district; several have served more than a single term and all are enthusiastic and knowledgeable supporters of the college.

Jefferson faces challenges similar to community colleges across the country. While its $49 million operating budget adequately supports current operations, both tuition revenues and state allocations have declined. The planning and budgeting processes are well aware of these realities. After serving Jefferson for a decade, the current president will retire next year. Just prior to the team's visit, the Board announced its selection of the new president from a slate of internal candidates. She will function as "president-elect" for the next year, shadowing the current president during

his last year. Under her leadership, the college will initiate its next cycle of strategic planning.

Interactions with Constituencies

The team met with the following groups:

Open Forum: Criteria 1 & 2 - 77 attendees

Area of Focus: Student Support - 15 attendees, including Residential Life, Academic Success Center, Employment Services, TRIO, Disability Support, Athletics, Behavioral Concerns, Enrollment & Retention, Child Development Center, Student Financial Services, Registrar, Library Services, Online Learning & Assessment, Bus. & Tech Ed

Open Forum: Criterion 5 & the future - 56 attendees

Open Forum: Criteria 3 & 4 - 65 attendees

Faculty - 40 attendees

Board of Trustees - 6/6 attending

Meeting with community partners, with 10 attendees, including elected officials, school superintendent, banking, manufacturing and skilled trades, and social services. Several serve on Foundation board and are alumni

Students - 25 enrolled in PSY 205 Lifespan Human Development

Strategic Enrollment Management and Retention Committee, 17 attending

Human Resources

VP of Instruction

VP of Student Services

President-elect

Institutional Research

The team was also able to tour the campus.

Additional Documents

Documents related to solicitation of public comment

Nursing application and admission requirements

website, and accessed through website: catalog, student handbook, BOT minutes, college publication (Windjammer), student newspaper

faculty credentials for a quasi-random selection of full time, part time, and dual credit faculty

Blackboard login to see online courses

MyJeffco web portal as student, employee and faculty

documents related to governance - board policy, annual reports, flow chart of process, membership, capital projects allocation

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

Over the course of approximately one year, Jefferson College and its constituents participated in a process that resulted in its Board of Trustees approving a new set of Mission, Vision, and Values statements, commonly referred to as "MVV" among college faculty and staff. The mission, vision, and values are commonly understood and featured prominently throughout the college. Various groups were asked and reported on the importance of this new set of "MVV" in decision-making. Constituents from classified staff to faculty to board members referenced these items as heavily influencing decisions affecting the institution.

The mission of Jefferson College is to "serve[] our community by delivering quality learning opportunities that empower individuals to achieve their goals." The college indeed adheres to its mission, vision, and values across its three locations and through its academic offerings. It offers a diverse array of support services designed to create environments with student success as a high priority. Its five stated values of Success, Accessibility, Integrity, Learning, and Service are clearly demonstrated and articulated by employees at all levels. Most notably, faculty provided many examples related to service learning and the value of these experiences both to their surrounding community and to the students themselves.

The college community reports that SPOL software is used to document projects and connect to the college's strategic plan; the college is in the process of implementing SPOL for budgeting. The board and leadership team reported on the capital project process as one that is collaborative and inclusive. More detail is provided in Criterion 5.C.1.

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

Jefferson College presents its mission, vision, and values, referred to as "MVV," as a unified document. The document is widely and publicly available. It appears in documents such as the Catalog, the Student Handbook, and the Faculty/Staff Handbook. It is presented in plaque and poster format in buildings and signage across campus. It is published on the website.

The MVV is current. A task force reviewed and revised existing documents in 2017 with input from multiple internal and external constituencies. The process culminated with approval by the Board of Trustees in April 2018. In meetings on campus, faculty, staff, administrators, and Board members were well aware of the MVV and understood their role in its execution.

The college's programs are designed to promote student success and the college provides robust services that assist students in meeting their academic goals. The MVV includes other constituencies besides credit students and indicates the role of the college in its district.

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

Jefferson College demonstrates a strong recognition of its role in a multicultural society. The college recognizes that its students and the community can and will benefit from their attention to human diversity. The college has a Diversity Plan and a Diversity Committee; both the plan and the committee are guiding the institution's processes and activities related to diversity. Additionally, the college revised its non-discrimination policy to include gender identity or expression in 2018.

The college offers activities to enrich the student experience and expose students to different cultural experiences throughout its curriculum. Faculty support this enrichment by including specific assignments in their courses. One example from the Physical Therapist Assistant program is the inclusion of specific techniques and questions to pose when treating patients from various cultures. It was also noted that across numerous courses students travel to St. Louis to interact with other cultures and complete pre-interaction assignments and reflection activities.

The Performing Arts and Cultural Enrichment (PACE) series offers events specifically to highlight diverse cultures. These activities are open to not only the students but to the community. It is clear that the college is committed to its role in a multicultural society and as such, it has demonstrated a commitment to the various processes and activities.

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

Jefferson College is committed to its role as one that is committed to the public good. It demonstrates this in a number of ways as it engages its stakeholders throughout its service area (county workforce development boards, program advisory committees, chambers of commerce, high school partnerships). Faculty report impressive examples of service-learning opportunities such as free oil changes for military veterans on Veterans Day in partnership with a local business along with service projects in other areas. The vet tech program provided additional examples of its work with local animal shelters.

Various stakeholders both internal and external point to the mission, vision, and values of Jefferson College as guiding principles they take very seriously. The team found no evidence that faculty, staff, or administration (or any other internal stakeholder) are engaged in any activities that would divert them from their core purpose and educational responsibilities.

The institution engages with its external constituencies in a wide variety of ways via many programs. The foundation board plays a key role in generating financial support for some of the college's initiatives. The college also partners with local industry to provide internships and clinical opportunities for its students. The college is deeply embedded in its community, and community members report that the college plays an important role both as an educational and workforce development partner.

The team conducted a specific focus meeting with external constituents. Each reported positive experiences working and partnering with the college in a variety of ways. One partner and member of the foundation board stated that there would be a "big hole" if Jefferson College did not exist. Jefferson College clearly plays a prominent role as a willing partner in Jefferson County.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

Jefferson College has developed mission, vision and values statements, referred to as "MVV," that are appropriate to its nature and culture. The MVV, further articulated in the Strategic Plan, guides its operations. The college's academic programs and student support services are aligned with the MVV and strategic goals.

The MVV is available publicly in a variety of formats and well understood across the campus and communities served by Jefferson. This was evident from team interviews with students, faculty, staff, trustees, and community partners.

The college's MVV demonstrates a commitment to the public good in a variety of ways: providing accessible, affordable education; K-12 partnerships; business and industry partnerships; and a variety of cultural programming and activities available for both students and the community. The institution's composition of faculty, staff, and students largely reflects the demographics of the community, which presents some issues to developing diversity at the institution. Interviews with faculty and staff and a review of syllabi, other documents and college programming indicate that the college is making a sincere effort to be inclusive and promote diversity. These efforts merit continuation and enhancement.

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

The college conducts an independent audit of its finances every year (an example for FY 2018 was provided). The administration provides financial reports to the Board of Trustees at its regularly scheduled meetings (the Board meets 10 times a year), as documented in Board agendas and minutes. The college adheres to Missouri state law with regard to financial matters, including budgeting, purchasing, bidding, and property disposition, per Board policies. Other policies govern spending approvals, expense reports, accounting and other fiduciary responsibilities. The college's business office tracks adherence to these policies. The college uses a procurement manual to communicate rules to the college community and email to update the staff on changes to procedures as they occur. The budget process is transparent and open, with substantial input from various groups on campus, especially from four budgetary workgroups organized around areas of need. This process was referred to in several meetings with faculty and staff. Departments and areas are given considerable leeway within their allocations to modify their proposed budgets to meet exigencies.

The college has a brief policy authorizing the development of policies regarding high quality curriculum and record keeping. It has a well-developed process for curriculum development and assessment. The college has in place a widely-disseminated non-discrimination policy, and its commitment to protection of student rights and responsibilities is covered in many documents, as well as being part of the First Year Experience curriculum. The college's non-discrimination policy has been developed with input from the student government. Students, faculty, and support staff follow the Jefferson College Agreement for Success.

The college has a Board policy governing the conditions of employment, which is widely disseminated in multiple places and documents. This policy also governs the hiring process. A grievance policy is set forth to ensure that employees receive fair and equitable treatment. The college also complies with Title IX, the Clery Act, FERPA and HIPAA, and the Violence against Women Act. The college has a number of auxiliary functions; these are all covered by policies that ensure their ethical operation.

The college responded to the previous accreditation review by, over the last 10 years, reviewing and revising various Board policies, many of which had not been reviewed for many years.

The college is bound by many state statutes that ensure open and ethical governance.

Shared governance is also assured by a number of Board policies.

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 college uses various methods to communicate clearly with its stakeholders, including the campus website (www.jeffco.edu), an online college catalog, social media Twitter: @GoJeffco; Instagram: https://www.instagram.com/gojeffco/*;* Facebook: https://www.facebook.com/JeffersonCollegeGoJeffco], a student handbook, and various marketing materials. The catalog and handbook are updated annually, and the website is kept up to date by the Office of Marketing and Public Relations, with the assistance of the departments, who review the content for accuracy. The college has developed guidelines for using social media to represent the college, with the aim of ensuring accurate, ethical, and responsible use.

The college lists the credentials of its full-time faculty and staff, as well as faculty office hours, on its website. The website is also the medium for disseminating information regarding costs, federally required reports, gainful employment statistics, and accreditations and affiliations of the college and its programs.

Information about the Board of Trustees and its meetings are available on the website. The college follows state statute in making available public Board records, and the college uses BoardDocs software to give the public access to board meetings in real time. Board members file annual financial disclosures with the Missouri Ethics Commission.

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

Jefferson College's six member board is elected from its county-wide district; three members are currently seeking re-election.The board operates under a set of policies and procedures, including independence and conflicts of interest. Board members spoke knowledgeably about these guidelines. Board members undergo orientation training, and some have attended ACCT (Association of Community College Trustees) meetings. Agendas and minutes from the board's meetings and conversations with members and college personnel provided evidence of the board's autonomy and integrity.

The board meets monthly, with combined meetings for July/August and November/December. Meetings are open to the public and provide an opportunity for public comment. The college utilizes BoardDocs, an online platform available on the college website, to make agendas and minutes available; more than five years of board deliberations are available. In conversation with the board, it was clear they understood their role as fiduciary rather than managerial. In the recent appointment of a new president, the board spoke candidly of its decision to search internally and expressed confidence in the in-coming president's capacity for the role. Monthly board meetings include reports from the academic dean and president, but review of minutes and conversations confirm that academic matters are overseen through the committee structure, in particular Curriculum and Assessment, which have faculty chairs and membership.

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

Jefferson College is committed to the freedom of expression and the pursuit of truth in teaching and learning. The college ensures that it complies with U.S. and Missouri law regarding free exchange of ideas and intellectual pursuits. The college has adapted to new laws by updating policies and procedures on campus. The Board has three specific policies to support the freedom of expression of their students, faculty, and staff. These include IX-011 Expressive Activities, V1-002 Academic Freedom, and II-008 Political Activity. Review of college evidence and discussions with faculty did not reveal any deviation from these policies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

Jefferson College has various policies and procedures to promote and ensure responsible acquisition, discovery, and application of knowledge for its faculty, staff, and students. For students, these specific policies are included in the Student Handbook and each course's syllabus. Additionally, faculty stresses the importance of academic honesty and information literacy. The Center for Teaching and Learning has robust offerings for faculty and provides ongoing professional development specifically to reinforce proper scholarly practices. The Faculty/Staff Handbook also includes policies to encourage responsible behavior for all faculty and staff.

The faculty and library staff at the college support student learning and information literacy both inside and outside the classroom. Students are introduced to practices to support ethical research in their first-year courses and that is reinforced throughout their curriculum. The library staff are available and have significant efforts to support not only students but also faculty.

Academic Honesty policies are included in the Student Handbook as well as the Faculty/Staff Handbook. A specific focus on enforcing the academic honesty policy is supported by the use of Turnitin and Maxient. This software program is used for documentation and tracking for students specifically. When an academic honesty violation is documented in Maxient the Student Support staff will coordinate with faculty to offer additional guidance for students in order to support academic integrity.

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

Jefferson College has developed a framework of policies and procedures that ensure integrity and ethical conduct in all college operations, thereby affirming one of its stated Values: Integrity. Policies and processes are publicly available on the college's website and through its portal, as are minutes describing committee actions. Various handbooks reiterate the policies. Employees have a voice through a highly structured set of committees. In particular, faculty oversee academic matters through the Curriculum and Assessment Committees. Likewise, the board acts responsibly, in accordance with law and its stated policies and procedures. Board members clearly understand their role and separate themselves from day-to-day operations. Students and faculty follow ethical guidelines in teaching and learning activities, employing responsible practices in researching, using, and creating academic work.

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

Jefferson College offers degree programs that are appropriate for higher education. The college has programmatic committees that dedicate specific effort to ensuring that the programs are high quality and are at the appropriate level. A number of the programs have programmatic accreditation, which provides specific guidance regarding program and course outcomes. The college's assessment process consistently reviews the performance of each program to ensure it is meeting the program outcomes at the appropriate level.

The college offers five associate degree programs and 17 certificate programs. The requirements for each program are clearly laid out in the College Catalog and vary based on the type of degree. The learning goals are also evident and are differentiated based on the program level.

The college provided clear evidence that the program quality and learning goals are consistent across all modes of delivery and locations. A sample of course syllabi were reviewed and the learning goals were consistent. Additionally, the faculty articulated that the outcomes for each course are consistently delivered regardless of modality or location.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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 general education program at Jefferson College is appropriate for its mission, educational offerings, and degree levels. This general education program requires that students achieve basic mastery in the competencies of valuing information, managing information, communication, and higher order thinking that is reflective of the communications, humanities, fine arts, natural sciences, mathematics, social science, and behavioral science knowledge areas. These general education requirements are evident in the College Catalog and have been measured as part of the college's robust assessment process every five years.

The General Education core curriculum requirements were updated for the 2017-2018 academic year after the General Education Taskforce completed a full assessment of the curriculum. The college adopted a new General Education core curriculum that is referenced as Core 42. This model is in alignment with Missouri's Higher Education Core Transfer Curriculum Act (Missouri Senate Bill 997). Core 42 applies to all of the Associate of Arts degrees offered at Jefferson College.

The college offered numerous examples across the general education courses that indicate that each degree program offers the opportunity for students to engage in collecting, analyzing, and communicating information. Additionally, the results from the assessment process for general education requirements indicate that students are mastering modes of inquiry or creative work and developing skills that are adaptable to changing environments.

Jefferson College has a strong diversity statement that was drafted in 2016 and was used as a foundation to build its Diversity Plan that was adopted by the Board of Trustees in 2018. This robust plan includes specific and numerous suggested initiatives for instruction and curriculum to ensure recognition of human and cultural diversity. The faculty and staff affirmed their commitment to such initiatives throughout the sessions.

The college demonstrates that their students and faculty are active in contributing to scholarship, creative work, and the discovery of knowledge. A specific example that is evident is the various service learning opportunities for students and faculty. The examples provided of these opportunities indicate that students, faculty, and staff have benefited greatly, and the activities are in alignment with the mission to serve the community.

Interim Monitoring (if applicable)

No Interim Monitoring 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

Jefferson College's 98 faculty are sufficient to meet programmatic needs, and the college utilizes 171 adjunct instructors, a relatively low number for its size. The college seems to retain full-time faculty; over half of the faculty have served long enough to attain tenure. Conversations with several program leads indicate that around eight programs have only one full-time faculty member, who serves as both program lead and teacher. This leaves a number of programs in potential peril if one of these people were to be unable to perform their duties for an extended time due to unforeseen circumstances. Judging from the large number of faculty-driven initiatives listed in the Assurance Argument, it appears that the faculty are handling the full-time teaching load, required office hours, advising, and the committee work necessary for smooth running of the college, though they admit that there is a heavy committee workload.

Conversations with the registrar and the Vice President for Instruction, and with faculty members, indicate that the college has in place a system for determining the qualifications necessary to teach various courses. This system uses criteria developed by the faculty and involves both the Interim Associate Deans and the Vice President for Instruction. Review of credentials indicated compliance with HLC requirements; the college is progressing on its extension for faculty teaching in dual credit programs.

Faculty are evaluated on a regular basis. Tenure track and tenured faculty are reviewed by Interim Associate Deans on a yearly basis. Tenure track faculty have annual classroom observations, while

tenured faculty have classroom observations in alignment with their program review cycle. Part-time faculty are reviewed every two years. The review process also includes self-evaluation and student evaluations.

The college offers many opportunities for professional development, ranging from the college's Center for Teaching and Learning, orientation sessions, faculty in-services, a mentoring program, tuition reimbursement, through sabbatical leaves. Professional development opportunities are also available for support staff. The conversion of enrollment services to a one-stop-shop model has been supported by considerable cross-training of the staff. Support staff are also supported in conference attendance. The Assurance Argument mentions that this is available "budget permitting". The amount budgeted for this is small, but a supervisor in the support staff area indicated that there has never been a problem with the staff in their area being able to attend appropriate conferences.

Faculty seem to be available for students. Full-time faculty are required to post and hold 10 office hours each week; a list of faculty and their office hours is available through the website. Some of the hours may be offered online to accommodate student needs. There is no indication that part-time faculty members are required to have office hours.

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

Jefferson College provides a plethora of supports for its students starting with the services provided by its enrollment services specialists operating out of the office of enrollment services. Of particular note is the college's Academic Success Center which houses a science lab, math lab, writing lab, technology lab, foundations lab (developmental math and english support), and psychology lab. This impressive set of areas provides students a considerable amount of supports in those areas. The college provides all the support services one might expect (disability support, veterans support, financial aid support) along with those that exceed traditional expectations (campus health clinic, food and resource pantry, and a student leadership office).

Academic advising at Jefferson College is a robust undertaking. It is worth noting that many faculty play an active role in advising students in their programs. The office of enrollment services serves as a one-stop shop for advising, financial aid, admissions, and more. This office then invites faculty to be involved in advising based on a student's expressed area of interest. Program coordinators also serve as advisors. Additionally, student athletes have access to specialized advising services.

The Project Success TRIO program demonstrates great success in providing support services to students who qualify for their services (first generation, low-income, or disabled)

Jefferson College provides adequate resources to support teaching and learning. All new adjunct faculty and full-time faculty who teach online are required to complete a JC 101 course that trains them on Blackboard and other tools required to support them in their roles. Technology is present throughout the college. Reports regarding the services related to technology are positive.
Instructional Designers out of the office of online learning and assessment assist with learning management systems administration and course setup. The Center for Teaching and Learning also

takes an active role in working with faculty to ensure quality instruction across modalities. The college provides modern equipment and facilities across many disciplines including CTE programs (CNC, automotive, manufacturing, culinary, health occupations, and more).

The college library is a particularly impressive structure of resources for students as it has been recently renovated and is used extensively by students. Through the library, students are served and supported in a number of ways related to the use of research and information resources. The college also conducts various events out of its Fine Arts Theater as a way to increase cultural and diversity awareness.

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

The college's co-curricular programs are suited to its mission and contribute to the educational experience of its students. These include student athletics, various clubs and organizations, the "R U OK?" program, and SkillsUSA. Learning outcomes for these programs are at various stages of development, with athletics, clubs and SkillsUSA showing the greatest development. The college has developed co-curricular competencies and is working on measurable outcomes. This work is being accomplished through the Assessment Committee with every likelihood of data collection commencing as part of the regular assessment cycles. In conjunction with a variety of student surveys already being collected and analyzed, it is expected that the college is on track to include examples of improvements in the mid-cycle review.

Jefferson College prides itself on its connections to its community. Service learning has expanded across program areas as a way to integrate community service with classroom learning and reflection. Faculty easily provided numerous examples from their classes or programs. The college may want to consider whether the time is right to institutionalize this expectation across all programs and to formalize the experiences.

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

Jefferson College offers degree and certificate programs that are appropriate for higher education. The college maintains specialized accreditations as appropriate, including NACEP for its dual enrollment offerings. Programs are reviewed on a five year cycle. Review of syllabi and discussion with faculty confirmed that the quality and learning goals are consistent across modes of delivery. The college utilizes its Center for Teaching and Learning to provide development and resources for faculty.

The general education program and its associated learning outcomes have been developed by the faculty. A robust process of assessment ensures review and improvement. The college both recognizes and strives to fulfill its obligations regarding diversity and knowledge contributions. Students have access to a wide range of activities and programming, both through classes and through campus events.

A broad array of student support services are available, and the college implemented a one-stop model in 2014. The technological infrastructure is up-to-date. A campus tour indicated impressive, well-maintained spaces highly suited to the college's mission.

The college has 98 full time faculty to meet its instructional needs. Processes are in place to evaluate faculty and continue with professional development. Faculty are appropriately credentialed, and the college is making steady progress towards its extension concerning dual credit faculty.

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

Jefferson College maintains a regular practice of program review that rotates every five years and includes various levels across the college as part of the process. This process identifies areas of strength and weakness and also serves to identify opportunities that the college has demonstrated action towards. The college also demonstrates a considerable effort related to assessment which is covered in another section.

The college maintains policies and procedures that govern its practice related to evaluating credit for prior learning. This process was used to accommodate students from a proprietary school that went out of business. The college publishes this information in different places on its website.

International transcripts are evaluated according to standard practice.

Jefferson College maintains a formal transfer procedure and participates in the Missouri reverse transfer agreement per state legislation. The college conforms to the legislative requirements of the Missouri Higher Education Core Transfer Curriculum Act (Core 42) that require courses articulate across all public institutions of higher education.

The Jefferson College curriculum committee maintains standard practices related to curriculum that is faculty-driven. The team reviewed faculty qualifications for its programs and the process and policies that govern that effort. Its dual credit program is thriving by all accounts and learning resources are provided at adequate levels. The college also articulated and provided proof of their effort to ensure that college-level courses are delivered consistently at a dual-credit level.

Jefferson College maintains an impressive array of program accreditations across the CTE areas and should be commended for its efforts in this regard. Students come from outside their service area to take courses in OTA, Nursing, and Vet Tech specifically.

Jefferson College uses reporting and data strategically to ensure that its efforts align with not only its mission but specifically to the success of its graduates. The team met with members of the community who all expressed positive working relationships and partnerships with the college. The college uses gainful employment data, five-year employment data, graduate surveys, NCCBP data and IPEDS data among others to inform its decisions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

Jefferson College has a highly robust assessment process, supervised by a college-wide Assessment Committee. The college-wide assessment process is defined in the college's Assessment Handbook. Its assessment process recently revealed that the General Education Outcomes needed to be revised, and it used a faculty-driven process to update the General Education Student Learning Goals two years ago. They determined that a weakness in their system was a lack of central point of control for general education, and responded by forming a General Education Program Council (GEPC) in spring 2017 to supervise it. The GEPC's mission is a work in progress, and it is working on completing action plans to address the issues identified by their assessment of the assessment process. The college should address progress in this area during the assurance review in four years.

The college also has developed processes for assessing of multi-section courses. These assessments have been going on since 2010 and are providing feedback on the consistency of instruction across sections of several selected courses.

Jefferson is beginning to assess co-curricular competencies (the competencies were approved late last year), including critical thinking and communication, and focused on student interaction with student support areas. The co-curricular competencies were developed by a collaborative process that was based on national models.

The college assesses program learning outcomes, as well as general education outcomes, as part of its program assessment. For several years the Library has been assessing student learning outcomes as part of its information literacy projects.

The college has gradually developed and expanded its course-level assessment and its multi-section assessment. The assessment process is under revision and must be considered a work in progress. It will be interesting to see how this has progressed when the school has its assurance review in four years.

The institution has demonstrated that they use the results of general education, program, and course level assessment to improve student learning. They have given examples from the Radiologic Technology program, Psychology 101, and its First-Year Experience, showing that assessment has led to major changes in curriculum that address shortcomings revealed by the assessment process.

The college has supported numerous professional development opportunities for faculty and staff to learn more about assessment and its applications.   It has engaged in several pilot projects for testing assessments of general education outcomes; these are all relatively recent and currently in progress.

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 analyzes 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

Jefferson College has a dedicated committee (Strategic Enrollment Management and Retention Committee) that works to develop the goals for student retention, persistence, and completion. These goals are set for each academic year, and the current goals for 2018-2019 are ambitious but attainable and align with the college's mission and historical performance. This committee has also established a Data Task Force that reviews and analyzes student persistence, retention, and completion information to set goals and track progress.

The college provided evidence of using retention, persistence, and completion information to make improvements. Revisions to the placement process for students in both math and English were presented in both the Assurance Argument as well as in the sessions on campus. Jefferson College also joined the Missouri Completion Academy in 2013 to assist with developing and implementing plans to increase program completion. Numerous other examples were also included that indicate that this college does utilize data to guide decisions to increase student success.

Jefferson College uses IPEDS definitions and processes to collect, track, and analyze information on student retention, persistence, and completion. This method does ensure validity and allows for comparison with like institutions. One suggestion for the college and specifically for the committee is to continue to look at ways to disaggregate the data to help understand different groups of students at the college. It is evident that Institutional Research (IR) is a focus area for the college in the next few years. It will be helpful for those involved in developing the IR priorities to consider providing data by academic program to the leader(s) within each program.

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

Through an examination of evidence provided in its Assurance Argument and on-campus discussions with faculty and staff, it is clear that Jefferson College has practices in place which assist the college in evaluating and improving the quality of its educational programs, learning environments, and support services. A five-year cycle of program review, called Institutional Assessment (IA) is in place and is aligned with the college's strategic priorities. The college is to be commended for its specialized accreditation of many of its CTE programs. Standard higher education practices are in place regarding transfer credit.

Jefferson has a highly functional assessment program. Faculty spoke easily about examples of assessment data informing curricular change. The breadth and depth of these efforts should be a point of pride for the college. The college is working diligently to establish the same level of robustness and quality in its efforts around retention, persistence, and completion. The Strategic Enrollment Management and Retention Committee is dedicated to this effort.

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

The college is in reasonable financial shape, based on external audits. The FY19 operating budget is approximately $49 million. Tuition, state aid, and property taxes fund about 85% of the college's operating revenues. In the forum dedicated to Criterion 5, the team learned that the remaining 15% is bridged through grants, donations, partnerships, auxiliary services and similar sources. Although enrollment has declined in recent years, the college has responded with various incentives and reductions in force to help balance the budget. The college has dealt with the consequences of the reduction in staffing by phasing out low enrollment programs and imposing budget constraints. The college seems to be addressing capital improvements and general maintenance within its budgetary process.

Turnover for the last fiscal year is listed at 12% (or 1 in every 8 staff). Most of these positions have not been replaced, and the college is considering a reorganization to redistribute the responsibilities of administrative staff and eliminate one administrative position. The loss of student population is reflected in a drop in part-time faculty employment.

Hiring is centralized through Human Resources, and hiring committees receive training. The procedures appear to be standard and conform to legal norms. Compensation is based on a study of market rates carried out by an external vendor.

The college's Buildings and Grounds department is responsible for maintenance and construction on campus. The college has a robust capital improvement program in place to prioritize physical needs in line with the college's strategic plan. The Information Technology department was restructured in 2011 to better coordinate service to the college's campuses. The college has a computer replacement schedule in place for office and classroom computers, and an accelerated plan for mission-critical hardware.

As a state entity, the college is financially independent and does not have a superordinate entity to which it is financially liable. Within the college, there is a resource allocation team that makes decisions about resource allocation, with input from stakeholders of the college. The budget process includes four work groups composed of college employees that advise the resource allocation team. A Strategic Planning Committee, composed of faculty, staff, and students, recommends a capital expenditure budget, based on alignment of projects submitted by stakeholders with the college's mission and strategic aims.

The college's strategic plan is consistent with its organization, resources, and opportunities. It is neither too ambitious nor too vague. The Strategic Aims of the plan are developed with input from the college stakeholders, and thus represent the needs of the college in relation to fulfilling its mission.

The team reviewed the qualifications of a representative (quasi-random) group of full-time, part-time, and dual-enrollment faculty. No instances of unqualified faculty were identified in this sampling.The college is developing a strong onboarding process for new faculty and staff that introduces new employees to the operations, policies, and procedures for the college. The college offers numerous opportunities for professional development and training for faculty and staff.

The college's budgeting process is transparent and open. Expenses are monitored and reported monthly, and the assurance argument presents many examples of how the budget process receives input from college stakeholders. It appears that the budget process is well-established, and that the college is open to modifications that improve it. The team was very impressed with the success of the college's Capital Improvement budgeting process that involves constituent groups from all over campus.

The college also has well-established policies regarding purchasing for both small (over $1500) and large (over $15,000) expenditures.

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.
2. The institution has and employs policies and procedures to engage its internal constituencies— including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

The team's meeting with the Board of Trustees confirmed that the Board is knowledgeable about the institution, understands its role in providing oversight of Jefferson's policies and practices, and is cognizant of its duty to meet legal and fiduciary responsibilities. The Board consists of six members elected from the District. Members serve 6 year terms; three members are currently running for reelection. Board members spoke confidently about the orientation and training they had received to fulfill their role. The board meets monthly (with combined meetings in July/August and November/December), and may meet in additional sessions as necessary. The operations of the board are very transparent, with minutes and agendas posted promptly on the college website. Review of multiple years of past minutes provides a clear documentary trail of responsible and informed decision making. Board members candidly described their decision to search internally for the college's next president as part of a longer term strategy at Jefferson to grow their own future leaders and expressed confidence in the mature skill level of the selected candidate.

In response to a criticism in the 2009 Assurance Report that the college's extensive committee structure did not contribute to effective and efficient governance, the college underwent an 18-month examination and redesign process. The college retained the committee structure as its primary form of shared governance but clarified the purpose of each committee as well as its connection to each strategic goal. As approved by the Board of Trustees in January 2012, eleven committees were established, with membership from faculty, staff, and students. Administrators serve as ex-officio members. These committees include: Accreditation, Assessment,Community Engagement and Outreach, Curriculum, Diversity, Employee Support, Environment and Safety, Strategic Enrollment management and Retention, Strategic Planning, Student Learning and Support, and the Council of Institutional Committee Chairs. The committees have the authority to and regularly appoint task forces to address more narrow concerns. Committee chairs are required to serve on the Council of Institutional Committee Chairs, post minutes to the college portal, and prepare annual reports of

committee activities as a means of communicating decision making to the college as a whole. Concerns voiced in various meetings indicate the communication process may not be as effective as it could be. Review of Board policies, committee annual reports, and committee minutes indicate that the governance structure is established and functional.

In addition to the committee structure the college has four constituent groups: Classified Professional Staff, Certified Professional Staff, Faculty Senate, and Student Senate. The leaders of these groups serve as committee liaisons or on the President's Leadership Council. Discussion with faculty did not indicate a clear consensus or understanding of the role Faculty Senate plays in shared governance. An opportunity for professional development is apparent; this could perhaps be integrated into the JC101 course. A workflow is available for employees to understand the process for institutional committee recommendations. The engagement of all constituencies in shared governance could be improved by further educating employees on how to enter that process. Despite a highly transparent portal to provide minutes, in campus discussions not everyone present was sure where to take an idea or concern, whether a committee or a constituent group had governing authority over the matter, and how to determine the outcome of the process.

The college provided evidence that the committee structure functions to involve administration, faculty, staff and students in a collaborative effort to set academic requirements, policy, and processes. Minutes of the Assessment and Curriculum Committees indicate their oversight of academic requirements. Task forces from other committees have reviewed placement options and an administrative withdrawal policy. The Student Senate provided a recommendation that expanded the college's non-discrimination statement to include gender identity or expression.

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

Evidence supports that Jefferson College's planning process suits the college's culture and serves it well. Review of budget decisions, particularly in Board of Trustee minutes, indicate that resources are allocated in alignment with the mission, vision, and values of the college. The college is in the process of implementing SPOL (Strategic Planning Online), a software planning product that allows additional transparency of units' action plans for accomplishing strategic aims. The college is getting ready to engage in the development of its 2020-2025 Strategic Plan, just as a new president takes her position.

As part of the budget process, the results of regular program reviews are considered, as are data from the Assessment Committee. A highly collaborative process exists to fund capital projects; the process occurs annually under the auspices of the Strategic Planning Committee.

The planning process is increasingly informed by data. A task force established by the Strategic Enrollment Management and Retention Committee has identified data points such as county population projections, county unemployment rates, 12th grade enrollment in area high schools, and the patterns and trends of the college's enrollment. Additional focus on data has assisted enrollment projections, which in turn has informed revenue expectations from tuition and fees collections.

Discussions with the Board and with staff members demonstrated an awareness of emerging factors such as technology and demographic shifts. Of particular concern is the increasing number of dual credit degree completions. The college is acutely aware of the impact serving this population can have on future enrollment and revenue.

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

Jefferson College uses data and reporting to support its decisions related to strategic planning, enrollment management, and student success. It uses a predictive model for enrollment that takes into account past enrollment trends as well as other variables. It uses the SPOL software tool to facilitate and track action planning connected to its strategic plan. It demonstrates a commitment to continuous improvement by utilizing data to improve its outcomes related to the assessment of student learning.

The college uses graduating student survey data along with student satisfaction data to improve its operations. Faculty and staff report multiple examples of collaborative problem-solving using careful analysis of data to solve complex issues. Additionally, it is worth noting that its budget development process is inclusive and collaborative. The institution has created or restructured various positions related to institutional effectiveness to provide increased focus on measuring its capabilities and the sustainability of its operations into the future. These have resulted in some difficult decisions related to austerity measures. Staff also reported implementing focus groups as a result of student survey data and should be commended for wanting to delve deeper into student concerns.

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

The college has the personnel, facilities, and technology required to deliver its programs. Through evidence presented in the Assurance Argument and discussions during the campus visit, Jefferson College has demonstrated that it adequately plans for current and future operations. The college carefully allocates its resources to accomplish its MVV. The planning and budgeting processes are closely aligned and utilize current data as well as projections to consider the impact on enrollments and revenues.

The college has governance and administrative structures in place to address the issues it is facing. The college has designed a comprehensive governance structure that relies heavily on committees. An opportunity exists to improve campus understanding of where and how to bring concerns to the appropriate committee and to further communicate the outcomes of this governance structure. The trustees, leadership, faculty and staff are well-qualified and committed to achieving the MVV of the college.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

Jefferson College has Met all the Criteria and Core Components for continued HLC accreditation. Jefferson College provided sufficient evidence that it meets Criterion One with a current and clearly stated Mission, Vision, and Values universally understood and practiced throughout the college. These are referred to by college employees as "MVV" and displayed on campus, in college documents, and on the website. As the college addresses the challenges of a leadership transition coupled with declining enrollment and revenue, the mission is clearly guiding planning and budgeting processes.

Jefferson College produced evidence that it operates with integrity by adherence to its published policies and procedures in accordance with Criterion Two. The policies, and the associated committee structure, are available on the website and through the college portal, as are meeting agendas and minutes. The Board of Trustees understands its role and is knowledgeable and committed to the success of the institution.

Jefferson College fulfills Criterion Three by offering appropriate programs of study for higher education institutions. Learning outcomes are clearly articulated for programs and courses and communicated to students and the public. Many program areas maintain external accreditation. Qualified faculty deliver courses consistently across modalities. A one stop model was implemented in 2014 and includes admissions, advising, financial aid, registration, student records, and transfer services. Students also have a variety of support services available to them such as tutoring, disability resources, and library/information literacy. Cultural and recreational programming and activities are available to the students and community.

Jefferson provided ample evidence that it takes responsibility for the quality of its educational programming and learning environments as required by Criterion Four. The college has a robust and admirable system for evaluating student learning at the course, program, and general education levels; multiple examples were provided of how assessment data is utilized to make improvements. The college has recently developed cocurricular learning outcomes and the mid-year assurance review should report on the college's progress in this area. The Strategic Enrollment Management and Retention Committee focuses on multiple methods of evaluating and improving persistence, retention, and graduation.

The team received sufficient evidence that Jefferson plans for its future in accordance with Criterion Five. The college has well maintained facilities with up-to-date technology to support faculty and student learning. A collaborative process is utilized to allocate funds for capital projects. The number and quality of its employees support its operations. The college's processes are connected to and reflect the strategic priorities. As defined by policy, an extensive committee structure provides a methodology for shared governance; the college should investigate opportunities to further communicate to its constituent groups how they can become more involved in decision-making processes.

The team observed and examined sufficient evidence to recommend that Jefferson College is eligible to choose its pathway.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Eligible to choose

No Interim Monitoring Recommended.

HIGHER LEARNING COMMISSION

FORM

Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

This worksheet is to be completed by a Federal Compliance reviewer or by the peer review team that conduct the on-site visit. If a Federal Compliance reviewer completes the form, the reviewer will evaluate the materials in advance of the visit and refer any issues to the team for further exploration and confirmation. The team chair will confirm that the team has reviewed the Federal Compliance reviewer's findings, make any necessary adjustments to the worksheet following the on-site visit, and submit the worksheet as part of the team's final report.

The Federal Compliance reviewer or the team should review each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and document their findings in the appropriate spaces below. Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation. Refer to the *Federal Compliance Overview* for information about applicable HLC policies and explanations of each requirement.

Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the team report.

Submission Instructions
Federal Compliance reviewer: Email this worksheet and the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours* in an editable format to the team chair. The team chair's email address is provided in the Assurance System.

Team chair: Send the draft of this worksheet and the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours* to the HLC staff liaison for review and then to the institution for corrections of errors of fact. Submit the final worksheets to HLC at finalreports@hlcommission.org.

Institution under review: Jefferson College

Please indicate who completed this worksheet:

☐ Evaluation team

☒ Federal Compliance reviewer

Audience: Peer Reviewers
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Process: Federal Compliance Review
Contact: legalaffairs@hlcommission.org
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To be completed by the evaluation team chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Anne Austin

☒ I confirm that the evaluation team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition
(See FCFI Questions 1–3 and Appendix A)

1. Complete the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours*. Submit the completed worksheet with this form.

    - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:

        o Associate's degrees = 60 hours

        o Bachelor's degrees = 120 hours

        o Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree

    - Note that 1 quarter hour = 0.67 semester hour.

    - Any exceptions to this requirement must be explained and justified.

    - Review any differences in tuition reported for different programs and the rationale provided for such differences.

2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:

    ☒ The institution meets HLC's requirements.

    ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

    ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

    ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

No substantive issues related to the institutions ability to fulfill the Criteria for Accreditation were found.

Additional monitoring, if any:

Audience: Peer Reviewers
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Institutional Records of Student Complaints
(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to by systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.

    - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.

    - Determine whether the institution has a process to review and resolve complaints in a timely manner.

    - 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 improvements in services or in teaching and learning.

    - Advise the institution of any improvements that might be appropriate.

    - 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.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

    ☒ The institution meets HLC's requirements.

    ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

    ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

    ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Review of the website https://www.jeffco.edu/Complaint-Resolution, Student Handbook https://www.jeffco.edu/sites/default/files/PR/Web/student_handbook_2018-19.pdf, and Appendix C provided evidence that the institution has in place processes to inform students of the procedures for making complaints, that the institution tracks complaints, and that the institution has in place processes to resolve complaints in a timely manner. The institution also provided examples of integrating findings into improvements in services. One example involved an institutional policy change that originated as a student concern, passed from the student to a club, from club to student government, from student government to club advisors, from advisors to campus faculty, staff, and administration and ending in the Board of Trustees approval.

Audience: Peer Reviewers
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Additional monitoring, if any:

Publication of Transfer Policies
(See FCFI Questions 8–10 and Appendixes D–F)

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

   - Review the institution's transfer policies.

   - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.

   - 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 any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain 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 (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.

   - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☒ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate

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reference).

The institution's articulation information and transfer policy information is available to students and the public on its website https://www.jeffco.edu/future-students/admissions/newtransfer-students, https://www.jeffco.edu/academics/university-partnerships/transfer-resources, https://www.jeffco.edu/node/1093, https://www.jeffco.edu/CORE42, and https://www.jeffco.edu/sites/default/files/enroll_serv/transfer_credit_procedure_with_appeals_procedure_updated_sept_2018.pdf. The information is easily found and accessible by selecting the "admissions" and "academics" tabs. Links to specific institutions transfer information is are available as State transfer information.

Additional monitoring, if any:

Practices for Verification of Student Identity
(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.

   - 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. The team should ensure that the institution's approach respects student privacy.

   - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☒ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

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Jefferson College requires identification be provided at time of admission. Once admission is completed, each student is given a unique identifier and password to gain access to educational materials and services. For higher stakes assessments in online courses, students are required to complete the assessment at a certified testing center within their service area, including at the Hillsboro and Arnold locations. Students are required to present a Jefferson College student picture identification with verification of current enrollment on the back or current state identification.

Title IV Program Responsibilities
(See FCFI Questions 17−24 and Appendixes H−Q)

1. This requirement has several components the institution must address.

   - The team should verify that the following requirements are met:

      o **General Program Requirements.** The institution has provided HLC 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 has raised regarding the institution's fulfillment of its responsibilities.

      o **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 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.)

      o **Default Rates.** The institution has provided HLC 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 has raised regarding the institution's fulfillment of its responsibilities in this area. Note that 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 the HLC staff.

      o **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC 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.

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- **Student Right to Know/Equity in Athletics.** The institution has provided HLC 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 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)

- **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its 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 and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations 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 programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC 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 Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)

- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC 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 Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)

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

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

- If the 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 the corrective action that the Department has determined to be appropriate.

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- If issues have been raised concerning 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 Components 2.A and 2.B)*.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

☒ The institution meets HLC's requirements.

☐ The institution meets HLC's requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The U.S. Department of Education conducted a Title IV program review at Jefferson College from May 21, 2012 to May 25, 2012. During the institution's most recent Title IV recertification, Jefferson College's status was provisionally approved through September 30, 2019 due to owing a program review debt to the U.S. Department of Education.

November 2012, Jefferson College received a Title IV Program Review Report identifying 22 findings, with the largest being "Attendance Not Verified Prior to Disbursement." Throughout the next year, the U.S. Department of Education required Jefferson College to rebuild 2009-2010, 2010-2011, and 2011-2012 financial aid files and provide a Federal Student Aid lead with bi-monthly progress reports. A written response from Jefferson College regarding its position on each finding and corrective action was submitted October 2013. September 2015, Jefferson College received a Final Program Review Determination that noted 17 of the 22 findings had been resolved and no further action was required.

Five findings with liabilities remained, specifically Attendance Taking, Return to Title IV, Verification, Cost of Attendance Budgets, and Un-Negotiated Checks. Beginning October 2015, Jefferson College appealed part of the liability connected to Attendance Taking, Return to Title IV, and Verification. Jefferson College has revised policies and procedures to meet the requirements of an institution required to take attendance. November 2015, the U.S. Department of Education responded to the institution's request for appeal. December 2015 through August 2016, proceedings and settlement negotiations occurred. November 2016, Jefferson College's Board of Trustees approved the final settlement and repayment agreement for 75% of the original liability. The closeout process began in January 2017. Through April 2017, Jefferson College adjusted previously disbursed Pell grant awards, issued checks to student loan servicers on behalf of borrowers, made an initial down payment on the liability, and established a payment plan for the remaining liability. May 2017, Jefferson College received a letter from the U.S. Department of Education confirming that the institution had addressed all requirements of the Final Program Review Determination and that no further action was required of Jefferson College.

No weaknesses were identified in the institution's FY17 A-133 audit. In addition, the FY18 audit, pending Board of Trustees approval, had no findings or questioned costs as well. The

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FY16 and FY15 audits reflected a deficiency resulting from the College's late preparation of financial statements and filing of the 2013-2014 single audit with the Federal Audit Clearinghouse after the deadline.

The institutions CFIs are reported as 3.52 for 2017, 1.78 for 2016, and 3.12 for 2015. Default rates for the most recent three years are 13.7% (2015), 17.3% (2014), and 20.1% (2013).

Additional monitoring, if any:

Required Information for Students and the Public
(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☒ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Evidence that the institution publishes accurate, timely, and appropriate information concerning programs, fees, policies, and other pertinent information was found https://www.jeffco.edu/academics/programsdepartments, https://www.jeffco.edu/future-students/tuitionfees, https://www.jeffco.edu/information/publications.

Additional monitoring, if any:

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Advertising and Recruitment Materials and Other Public Information

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that 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 HLC and other agencies as well as about its programs, locations and policies.

   - Review the institution's disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC's web address.

   - Review the institution's 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.

   - Review the institution's catalog, brochures, recruiting materials, website and information provided by the institution's advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.

   - Verify that the institution correctly displays the Mark of Affiliation on its website.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☒ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institutional website easily identifies its relationship with HLC by linking from https://www.jeffco.edu/Accreditation-Statement to HLCs affiliate confirmation. Relationships with programmatic accreditors and institutional affiliations are also listed there and at https://www.jeffco.edu/sites/default/files/PR/Web/CATALOG.2017-18.pdf, page 4.

Additional monitoring, if any:

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Review of Student Outcome Data
(See FCFI Questions 32–35 and Appendix V)

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

   • Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.

   • Review the institution's explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☒ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution stated, "Students in their decision to attend Jefferson College may use the institution's College Scorecard results. On average, 20% of Jefferson College students receive federal loans. Scorecard results reflect that 39% of borrowers begin repayment on their federal loan within three years of leaving the institution." Because many students continue their education beyond Jefferson College, some borrowers will enter repayment later. The instition also reported, Completion totals are reviewed for both Strategic Enrollment Management and Retention and Strategic Planning purposes, as is academic year tuition and required fees. Salary after graduation is referenced in the College's Gainful Employment disclosures and student loan data is reviewed annually to develop loan default prevention efforts." Examples of student data collected and available on the institution's web site includes:
https://www.jeffco.edu/current-students/information/consumer-information.
https://www.jeffco.edu/sites/default/files/IR/ConsumerInformation/SRKTables_ForJeffcoWeb.pdf
https://www.jeffco.edu/search/node/college%20reports

Additional monitoring, if any:

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Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

   - Verify that student outcome data are made available to the public on the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.

   - Determine whether the publication of these data accurately reflects the range of programs at the institution.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☒ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Rationale:

   Student outcome data made available to the public is appropriate and easily found at https://www.jeffco.edu/current-students/information/consumer-information.

   Additional monitoring, if any:

Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

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The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

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 HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.

- Verify that the institution's standing with state agencies and accrediting bodies is appropriately disclosed to students.

- Determine whether this information provides any indication about the institution's capacity to meet HLC'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 HLC staff liaison immediately.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

☒ The institution meets HLC's requirements.

☐ The institution meets HLC's requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Program accreditation, approvals, and institutional affiliation information is listed for the public at https://www.jeffco.edu/Accreditation-Statement . More detailed information concerning program accreditation is provided from link https://www.jeffco.edu/search/node/program%20accreditation. No sanctions or pending sanctions were found in the evidence provided. No evidence was found to indicate that adverse action is currently in place or pending by any of the accrediting bodies disclosed. However, the institution did disclose in its Federal Compliance Filing that Jefferson College's Nursing program, though in good standing with full approval by the Missouri State Board of Nursing, has an interim monitoring report due March 2019 because first time pass rates fell below 80% for the second consecutive year. In addition, the Paramedic program has a progress report due March 2019, resulting from a September 2017 initial accreditation status pertaining to two items: (1) transition of a new medical director; and (2) proof of training for all preceptors.

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Additional monitoring, if any:

Public Notification of Opportunity to Comment
(FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

   Note: If the team has determined that any issues raised by third-party comments 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 appropriate section of its report in the Assurance System.

   - Review information about the public disclosure of the upcoming visit, including copies of the institution's notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.

   - 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.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☒ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

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

Rationale:

The institution reported in its Federal Compliance Filing that the public was notified of the opportunity to comment during fall 2018 and early spring 2019. "Jefferson College notified constituents via KJFF and KFMO Radio, JCTV cable channel, The Windjammer institutional newsletter, emails sent through the MyJeffco portal to all employees and students, emails sent through VerticalResponse to Foundation donors and board members, social media including Jefferson College's Facebook, Twitter, and LinkedIn pages, on the Jefferson College homepage, and on HLC re-accreditation related webpages. In addition, a paid advertisement was published in the Jefferson County Leader newspaper on December 13th and 20th of 2018 and January 3rd and 10th of 2019. Constituents were able to comment through February 1, 2019." The sample print ad was reviewed. The institution's print ad information demonstrates that appropriate and timely effort was made by the institution to notify the public of the opportunity to comment.   Only 2 comments were received despite an extensive effort to solicit input.

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Additional monitoring, if any:

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement
(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)

    • Review the list of direct assessment or competency-based programs offered by the institution.

    • Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.

    • Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

    ☐ The institution meets HLC's requirements.

    ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

    ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

    ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

N/A. The institution does not offer any competency based or direct assessment programs.

Additional monitoring, if any:

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Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

https://www.jeffco.edu/Complaint-Resolution,
https://www.jeffco.edu/sites/default/files/PR/Web/student_handbook_2018-19.pdf
https://www.jeffco.edu/future-students/admissions/newtransfer-students,
https://www.jeffco.edu/academics/university-partnerships/transfer-resources,
https://www.jeffco.edu/node/1093, https://www.jeffco.edu/CORE42
https://www.jeffco.edu/sites/default/files/enroll_serv/transfer_credit_procedure_with_appeals_procedure_updated_sept_2018.pdf
https://www.jeffco.edu/academics/programsdepartments
https://www.jeffco.edu/future-students/tuitionfees https://www.jeffco.edu/information/publications
https://www.jeffco.edu/Accreditation-Statement
https://www.jeffco.edu/sites/default/files/PR/Web/CATALOG.2017-18.pdf
https://www.jeffco.edu/current-students/information/consumer-information
https://www.jeffco.edu/sites/default/files/IR/ConsumerInformation/SRKTables_ForJeffcoWeb.pdf
https://www.jeffco.edu/search/node/college%20reports
https://www.jeffco.edu/search/node/program%20accreditation

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Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: Jefferson College

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses

A.   Answer the Following Question

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

☒ Yes   ☐ No

Comments:

The institution primarily follows a semester calendar with term lengths of 14, 15, and 16 weeks. However, some non-standard terms were identified. These non-standard terms range from 2 weeks - 10 weeks. The institution's calendar and terms lengths are within the range of good practice in higher education allowing for a rigorous and thorough education. There is consistency in expectations of student learning and assignments in courses offered in 2 weeks and those offered up to 16 weeks.

B.   Recommend HLC Follow-Up, If Appropriate

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Is any HLC follow-up required related to the institution's calendar and term length practices?

☐ Yes   ☒ No

Rationale:

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

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team's review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.

2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).

   - 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 descriptions in the catalog should reflect courses that are appropriately rigorous and have 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.

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- Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.

4. 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.

   - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.

   - 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.

5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.

6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, 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

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learning outcomes and student achievement that could be reasonably achieved by a student in the time frame 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 HLC 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?

- Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?

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 provides evidence of implementation.

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

- If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC 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

Sample syllabi with course expectations offered in traditional versus compressed formats, delivered in various modalities, or offered in different locations, including a dual credit course sample, were reviewed. The sample included:

Associate of Arts
ENG101
MTH134
PSY101

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Associate of Applied Science Nursing
RNR220
RNR230
RNR250
Associate of Science Engineering
EGR228
MTH201
PHY223
Associate of Applied Science Applied Technology
CIS125
MGT133
VAT264

Self-paced competency based education is not offered by the institution.

B.   Answer the Following Questions

1.   Institutional Policies on Credit Hours

a.   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.)

☒ Yes   ☐ No

Comments:

The institution's policy concerning credit hours states, "A credit hour represents an amount of work necessary to achieve intended learning outcomes that approximates student engagement in academic activities for a minimum of 2,250 minutes." PROCEDURE # VI-003 (Page 6 of 19) provides the institution's policy concerning awarding credit. All delivery formats are addressed in the procedure. The document is available in the institution's Federal Compliance Filing, page 54.

b.   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.)

☒ Yes   ☐ No

Comments:

Syllabi inform students of instructional time as well as time expected that the student will spend on the course per credit hour outside of class. Sample statements included in syllabi were noted to be similar to the following statements. "The federal government has expectations about the amount of work students will do in order to earn credit hours for a course. For a standard semester-long course like ours, that expectation includes the fact that for every one hour spent working in the classroom, a

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student will have to do a minimum of two additional hours of work outside of class" (ENG101 Syllabus). "The U.S. Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically related activities such as reading, studying, and completing assignments. Specifically, time spent on academically-related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour" (MTH134 Syllabus).

c. 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 time frame and utilizing the activities allotted for the course?

☐ Yes   ☐ No

Comments:

N/A for this institution.

d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC 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.)

☒ Yes   ☐ No

Comments:

The institution's policy follows the federal definition and is in the range of good practice in higher education.

2. Application of Policies

a. 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 HLC 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.)

☒ Yes   ☐ No

Comments:

Course descriptions and syllabi reviewed reflect both the institution's policy and the federal definition of credit hour policy.

b. 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?

☒ Yes   ☐ No

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Comments:

Learning outcomes in the samples reviewed were found to be appropriate to the courses and programs reviewed and consistent with the institution's policy on the award of credit.

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

☒ Yes ☐ No

Comments:

Delivery formats, traditional semester, and compressed format samples were reviewed. All samples reviewed demonstrate course descriptions and syllabi appropriate and reflective of the institution's policy concerning the award of academic credit.

d. 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 reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

☒ Yes ☐ No

Comments:

Delivery formats and compressed format samples reviewed were found to be in keeping with the institution's credit hour award policy, parallel to those of companion 16 week courses, and demonstrate learning outcomes that can be achieved in the allotted time.

e. 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?

☒ Yes ☐ No

Comments:

Review of sample courses and programs indicate that the institution's assignment of credit to courses and programs across the institution is reflective of its policy on the award of credit and is reasonable and appropriate.

C. Recommend HLC Follow-up, If Appropriate

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

> Is any HLC follow-up required related to the institution's credit hour policies and practices?

☐ Yes   ☒ No

Rationale:

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

D.   Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

> Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

☐ Yes   ☒ No

Identify the findings:

Rationale:

Part 3. Clock Hours

Instructions

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

> Does the institution offer any degree or certificate programs in clock hours or 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   ☐ No

If the answer is "Yes," complete the "Worksheet on Clock Hours."

Note: 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.

Non-degree programs subject to clock hour requirements (for which 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.

Federal regulations require that these programs 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, the accrediting agency may provide permission for the institution to provide less instruction so long as 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 includes at least 20 semester hours.

Worksheet on Clock Hours
A.   Answer the Following Questions

1. Does the institution's credit-to-clock-hour formula match the federal formula?

    ☒ Yes   ☐ No

    Comments:

    The institution reported the Peace Officer Standards and Training (POST) Program as a clock hour program with a total of 720 clock hours taught over 3 semesters (4-5 hours X 45 meetings, 4-5 hours X 95 meetings, and 4-5 hours X 25 meetings).

2. 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.

    N/A

3. 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:

4. 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

C.   Recommend HLC Follow-up, If Appropriate

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

☐ Yes   ☒ No

Rationale:

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

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Jefferson College, MO
TYPE OF REVIEW:	Open Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date. Visit to include Federal Compliance reviewer: Dr. Tonya Buttry.
DATES OF REVIEW:	3/11/2019 - 3/12/2019

☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No change

Degrees Awarded: Associates

Recommended Change: No change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2008 - 2009

Year of Next Reaffirmation of Accreditation: 2018 - 2019

Recommended Change: 2028 - 2029

Accreditation Stipulations

General:

Prior Commission approval is required for substantive change as stated in Commission policy.

Recommended Change: No change

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

Additional Location:

Prior HLC approval required.

Recommended Change: No change

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No change

Accreditation Events

Accreditation Pathway   Open Pathway

Recommended Change: No change

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: No change

Institutional Data

Educational Programs		**Recommended Change: No change**
Undergraduate		
Certificate	17	_____
Associate Degrees	26	_____
Baccalaureate Degrees	0	_____
Graduate		
Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

Institutional Status and Requirements Worksheet

None

Recommended Change: No change

Additional Locations

Jefferson College Arnold, 1687 Missouri State Rd., Arnold, MO, 63010 - Active

Jefferson College Imperial, 4400 Jeffco Blvd., Arnold, MO, 63010 - Active

Recommended Change: No change

Correspondence Education

None

Recommended Change: No change

Distance Delivery

11.0901 - Computer Systems Networking and Telecommunications, Associate, Computer Information Systems - Associate of Applied Science

11.0901 - Computer Systems Networking and Telecommunications, Certificate, Computer Information Systems - Two-year Certificate

12.0503 - Culinary Arts/Chef Training, Associate, Culinary Arts - Associate of Applied Science

12.0503 - Culinary Arts/Chef Training, Certificate, Culinary Arts - One-Year Certificate

12.0503 - Culinary Arts/Chef Training, Certificate, Culinary Arts - Two-year Certificate

13.1299 - Teacher Education and Professional Development, Specific Levels and Methods, Other, Associate, Associate of Arts in Teaching

15.0613 - Manufacturing Engineering Technology/Technician, Associate, Applied Technology - Associate of Applied Science

15.0613 - Manufacturing Engineering Technology/Technician, Certificate, Applied Technology - Two-Year Certificate

19.0708 - Child Care and Support Services Management, Associate, Early Childhood Education - Associate of Applied Science

19.0708 - Child Care and Support Services Management, Certificate, Early Childhood Education - Two-year Certificate

24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Associate of Arts

43.0103 - Criminal Justice/Law Enforcement Administration, Associate, Associate of Aplied Science in Criminal Justice

43.0103 - Criminal Justice/Law Enforcement Administration, Certificate, Criminal Justice - Two-Year Certificate

51.0707 - Health Information/Medical Records Technology/Technician, Associate, Health Information Technology

52.0101 - Business/Commerce, General, Associate, Business Administration and Management, Associate of Applied Science

52.0101 - Business/Commerce, General, Certificate, Business Management, Two-Year Certificate

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

52.0401 - Administrative Assistant and Secretarial Science, General, Associate, Administrative Assistant and Secretarial Science, Associate of Applied Science

52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, Administrative Assistant and Secretarial Science, Two-Year Certificate

Contractual Arrangements

None

Recommended Change: No change

Consortial Arrangements

None

Recommended Change: No change

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