

Assurance Argument

Donnelly College

7/12/2018

Introduction

Donnelly College was founded in 1949 as a two-year Catholic community college—more than a decade before the national community college movement of the 1960s. Visionary then as now, Donnelly was founded by the Catholic Archdiocese of Kansas City in Kansas and the Benedictine Sisters of Mount St. Scholastica in Atchison, Kansas to provide a Catholic, liberal arts education to those who might not otherwise have an opportunity to access private higher education. As Bishop George Donnelly noted at the College’s opening ceremony, by eliminating anything not essential to this mission (i.e. NCAA athletics), Donnelly provides students with the highest quality education “without needless expense.”

At first, this mission meant serving the first-generation college students from the ethnic Catholic parishes in the greater Kansas City region, many of them taking advantage of the G.I. Bill. In the 1960s and 70s, as social conditions changed in eastern Wyandotte County, many public and private institutions left downtown Kansas City, Kansas. The social unrest and “white flight” of this period was devastating to the economic health of the area. Donnelly College made the decision to remain in the urban core and to continue to serve “those who might not otherwise be served,” becoming a federally-designated Minority Serving Institution. By the early 1980s, the College had moved into the buildings formerly occupied by Providence Hospital at our current location. As the area saw a new influx of Latino/Latina immigrants, Donnelly also became a federally-designated Hispanic-Serving Institution. As we entered the twenty-first century, Donnelly added a Practical Nursing program, an additional location at Lansing Correctional Facility, the Gateway to College program, and three bachelor’s degree programs to better serve the needs of our community.

We continue our mission today, motivated by our vision of becoming the most accessible and transformative Catholic college in the United States. Recognized in 2017 by *U.S News & World Report* as the most diverse college in the entire Midwest, Donnelly’s student population is approximately 85% minority and more than 80% first-generation college students. The average family income of our students is approximately \$31,000 a year.

Donnelly was placed on probation by the Higher Learning Commission in 2017, despite the Institutional Actions Council’s recommendation to the contrary. Our experience on probation has been a painful but productive period for the College. We have faced difficulties and obstacles in public relations, development and recruiting. A great deal of time, expense and effort went into just explaining our status. By our estimates, due to probation, we suffered a 7-15% drop off in new students who would have otherwise attended Donnelly.

Despite these challenges, the probationary period has also been an extremely productive one for the College. We have examined our institution from top to bottom, from inside out and to the core. This report was developed by five inclusive and diverse committees (one for each HLC Criterion) examining every aspect of our College. We have learned much about ourselves and how to better serve our students and fulfill our mission.

Our assurance report provides greater detail about the improvements we have made in response to the March 8, 2017 letter that announced the HLC Trustees' decision. Here, I would just like to highlight some of the positive changes that we have made since that letter was received:

- Adopted a revised Campus Master Plan
- Adopted and began fulfilling a five-year new Strategic Plan
- Addressed our need to improve our assessment efforts with the assistance of HLC's Assessment Academy
- Revised and approved new Bylaws for our institution
- Reviewed and approved new academic policies and procedures and new academic committee charters
- Reviewed and approved new Board policies and new protocols with the Archdiocese
- Adopted a bottom-up budgetary process
- Resumed our Capital Campaign and raised significant new resources for both our annual and capital needs
- Completed Phase II of our Master Plan, completing renovations to two floors of Marian Hall on time, on budget and without taking on additional debt
- Received the largest single gift in our history, a \$5 million pledge towards our capital campaign
- Reaccredited our Practical Nursing program with the Kansas State Board of Nursing
- Added a Registered Nursing – Associate Degree in Nursing (RN/ADN) program
- Established numerous pathway and articulation agreements with other colleges and universities including University of Kansas, Emporia State University, Avila University, Rockhurst University, and University of Missouri Kansas City
- Successfully completed two fiscal years without drawing from our unrestricted reserves
- Averaged a 68% retention rate of degree-seeking students with a high of 75% in 2016
- Revitalized our student government and student activities, and increased student involvement in the Board's Academic and Student Affairs Committee
- Rearranged our facilities to better meet our students' needs
- Graduated our largest class in the last decade (Class of 2018)
- Continued our tradition of providing an outstanding classroom experience for each student (2015 CCCSE data ranked us in the top 90th percentile in every classroom experience measured. We are awaiting 2017 CCSSE results and hope to be able to provide them before or during our September 2018 site visit.)

The process of responding to our probation status and preparing for the upcoming HLC site visit has afforded Donnelly College an opportunity for much growth, development and learning. We have been able to greatly improve many aspects of our administration and services, and we now understand that the AQIP Pathway for accreditation, while certainly good for many, was not the best fit for our College. Even though probation was often difficult to explain to prospective students, students' families, donors and other supporters, we were able to discuss honestly and completely the needs and struggles involved with fulfilling our mission "to serve those who might not otherwise be served." We were also encouraged by both the number of long-time and new partners who looked for new ways to invest in Donnelly during this period and support our improvement efforts. We believe Donnelly College is in a much stronger position today than it

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has ever been before, and we look forward to serving our students and our mission for decades to come.

Sincerely yours,

Msgr. Stuart W. Swetland

President

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.)

Argument

1.A.1. Mission Statement Development and Revisions

Donnelly College is a Catholic institution of higher education that seeks to continue the mission of Jesus Christ in our time by making the love of God tangible in our world.

Specifically, the mission of Donnelly College is to provide education and community services with personal concern for the needs and abilities of each student, especially those who might not otherwise be served.

Mission Heritage

Donnelly College was founded in 1949 by Bishop George Donnelly of the Diocese of Kansas City in Kansas (KCK) and Sister Jerome Keeler, a Benedictine nun from Mount St.Scholastica in Atchison, Kansas. Donnelly is one of only eleven diocesan colleges in the nation and its mission is to provide an opportunity for higher education to those who may not otherwise be able to attend college.

Today, almost 70 years after its founding, Donnelly's educational approach remains rooted in the 1,500-year-old Catholic intellectual tradition and the Benedictine values of community and inclusiveness. Located in the urban core of KCK, Donnelly is committed to expanding access to higher education for students that face substantial barriers to college completion. To achieve this goal, Donnelly keeps costs low, offers generous financial assistance and maintains an open admissions policy. To promote student success, Donnelly provides a nurturing campus environment and extensive academic and personal supports.

Mission Development Process

Throughout the [history of the College](#) and guided by the values and heritage of the Catholic Church, Donnelly College has educated and served each individual student by providing a high-quality, supportive, learning environment. While there have been editorial changes to the mission statement throughout the years, the basic mission of Donnelly College has remained strong and consistent through the support of [Donnelly's Board of Directors](#). Through their work on [Board Committees](#), these dedicated members of the Kansas City community are responsible for advising the President and supporting and directing implementation of all aspects of the College's mission.

In late 2015, to [prepare for expiration of the 2012-2017 Strategic Plan](#), the Board of Directors decided a Strategic Visioning process was needed to help steer the [planning and development](#) of the 2017-2022 Strategic Plan. [A Visioning Initiative Committee](#) was formed that included representatives from various programs across campus. This Committee was charged with reviewing the College's Mission, Vision and Values statements and recommending possible changes.

The members of the Visioning Committee worked together to update the Donnelly College Vision and Values through a series of meetings over a four-month period. The input collected from surveys and a [Charette process](#), found a majority of staff members (57%) preferred consolidating the [seven values into three memorable pillars](#). The consolidated Values and the [new Vision statement](#) were [shared with the Donnelly Community](#) and embraced and [approved by the Board of Directors in May 2017](#). This visioning exercise helped the College refocus and reinforce its commitment to the mission and the goals of the institution, while providing a foundation for moving forward with developing a new strategic plan.

The [Vision of Donnelly College](#) is to advance the *common good* by being the most *accessible* and *transformative* Catholic college in the country. This vision guides and supports the College's mission of providing educational opportunities for all people, maintaining an open and welcoming environment, and offering an educational experience that inspires students to help make the world a better place.

The [three Values that guide](#) and direct the institution in living out its mission and vision are: *Seek Truth, Build Community*, and *Pursue Excellence*. As employees of a Catholic institution of higher education, Donnelly's faculty and staff are a "community of scholars," seeking to discover and communicate truth, to serve students and promote community, and to challenge all members of the Donnelly College community to become the best versions of themselves.

1.A.2. Consistency of Enrollment Profile, Programs, and Services with Mission

Enrollment Profile

Donnelly College is a primarily two-year liberal arts institution with an open admissions policy that serves approximately 400 students annually in degree and certificate programs on campus and another 400 through dual credit programs. According to the [Census Day Statistics for Fall 2017](#), 41% of Donnelly students are Hispanic, 30% are Black, 15% are White, 6% are multi-racial, 5% are Asian and 3% are other. The average age of Donnelly students is 24, 71% are

female and 61% are enrolled full time. In addition, over 80% of Donnelly students are the first in their families to attend college, [49% need remedial instruction in reading, writing or mathematics](#) and 67% come from households with [incomes under \\$30,000 a year](#).

Donnelly's commitment to serving underserved students is important because statistics show low-income, minority and first-generation college students are much less likely than their peers to enroll in or graduate from college. [According to a 2016 Pell Institute report](#), for example, just 10% of bachelor's degree graduates in the U.S. come from households earning less than \$35,000 annually. To help grow access for low-income students, Donnelly keeps tuition low, especially in [comparison to other private, Catholic colleges](#). Donnelly's tuition is just over \$7,000/year, making Donnelly [one of the 100 most affordable private colleges in the country](#).

According to [2017 Fall Census Day statistics](#), of 360 degree and certificate-seeking students enrolled that semester, 215 (60%) were working toward an associate degree, 23 (6%) were enrolled in bachelor's programs, 61 (17%) were working toward a Practical Nursing certificate and 61 (17%) were enrolled in the Gateway to College program. Although a majority of Donnelly students are enrolled in associate degree programs, [based on statistics collected in a survey](#) of the 2016-17 graduating class, 55% of Donnelly graduates plan to transfer to another college or university and 86% intend to complete a bachelor's or more advanced degree.

Academic Programs

Donnelly has offered associate degrees [since its founding and](#) currently offers the [Associate of Arts](#), [Associate of Science](#), and [Associate of Applied Science](#) with concentrations in Business, Information Technology, and Practical Nursing. Donnelly also offers a [Practical Nursing \(PN\) certificate](#) program and an [Associate of Applied Science in Nursing](#) (ADN). Over the last decade, Donnelly has added bachelor's degree programs in [Organizational Leadership](#), [Urban Elementary Education](#), and [Information Systems](#).

In keeping with the "community services" aspect of its mission, Donnelly offers [Success First Reading and Writing](#) and [Success First Intensive English](#) as non-credit programs for academically-under-prepared students and English Language Learners. Donnelly also offers two different dual enrollment programs: 1) a [Gateway to College Program](#) allows students who have encountered obstacles in their secondary education to earn their high school diploma while simultaneously earning college credit, and 2) a [College Credit Now program](#) (CCN) operates in local high schools. In addition, [academic camps promote STEM readiness](#) for local junior and senior high students. Because of the College's commitment to serving underserved populations, Donnelly offers an associate degree [program at a prison](#) in nearby Lansing, Kansas. Lansing students are encouraged to continue their education at Donnelly or a transfer institution after they are released.

Using assessment data, the academic and co-curricular programs at Donnelly are continuously working to increase student success. The Success First program, for example, revised the curriculum to include reading material that is culturally relevant. The use of culturally-relevant literature engages the learner and promotes academic success.

Student Support Services

The mission of Donnelly's Student Success program is to provide programming and support to promote retention and degree completion for all students. In addition to supporting the College's [general education learning outcomes](#), this co-curricular program has developed [Student Success Learning Outcomes](#).

The Student Success program at Donnelly College serves a diverse array of students who benefit from intensive academic supports and assistance navigating the higher education environment. In addition to proactive advising, through the [Academic Center for Excellence \(ACE\)](#), the Student Success department provides free tutoring, Supplemental Instruction, and other supports targeted to low-income, first-generation college students. These services are partially funded by the [federal TRIO Student Support Services grant](#), a continuous resource for Donnelly College since 1979.

Donnelly also offers a [Career Resource Center](#) that helps connect students with employment as well as with job shadowing and internship opportunities. The [Campus Ministry](#) program promotes faith formation and the [Counseling Center](#) provides on-site mental health services and community resource referrals for students facing challenges in their personal lives. To connect students with appropriate supports, faculty and staff are trained to use an [early alert system](#) designed to identify students who need assistance as soon as they begin struggling. Once students are identified, the Student Success department creates individualized care plans specifying immediate interventions as well as ongoing monitoring and support. The goal of all Student Success programming is to help Donnelly students balance academic demands with work and family commitments so they can persist in their academic programs and earn their degrees.

1.A.3. Alignment of Planning and Budgeting Priorities with Mission

Donnelly's planning and budgeting priorities align with the institution's mission and support teaching and learning focused on the needs and abilities of each student. The [Transformations Strategic Plan 2017-2022](#) connects the College's Mission, Vision and Values to specific institutional goals set forth in the Strategic Plan. Aligned with the Higher Learning Commission's Criteria for Accreditation, the Strategic Plan was drafted by representatives of the Donnelly faculty and staff and includes input from all College constituencies. This Plan not only lists strategic goals and priorities of the College, it also addresses the budget resources needed to accomplish these objectives. Additional information about strategic planning is provided in 5.C.1. and additional information about budgeting is provided in 5.A.5.

Sources

- 100 Most Affordable Small Colleges East of the Mississippi - Great Value Colleges

- 1949-1950 Catalog - Degree Backup
- 2016-2017 Graduate Survey
- 2017 BOD Orientation Packet - Roles
- 2017 Fall - 20th Day
- 2017 Fall - 20th Day Poverty Level
- 2017 Fall - 20th Day Remedial History
- 2017 Winter Digest Tuition Comparison
- 2017-18 BOD Roster
- 2017-2022 Strategic Plan
- Associate of Applied Science
- Associate of Arts
- Associate of Science
- Bachelor Degree Education
- Bachelor Degree Organizational Leadership
- Bachelor Information Systems
- BOD Meeting Minutes 5.3.17
- BOT Meeting Minutes 12.9.15
- College & Mission History
- College Credit Now
- College in Prison
- Community Meeting Minutes 08.17.16
- Compiled Charette results + progress
- DC Website - Campus Ministry
- DC Website - Career Services
- DC Website - Counseling
- DC Website - Donnelly College Learning Outcomes
- DC Website - Tutoring
- Early Alert Form
- Gateway to College (KCKPS)
- Income levels. Bacc Grads 2016 Equity Indicator report
- Mission Vision Values- final
- Mission Vision Values from DC Website
- PLO - Student Success
- Practical Nursing certificate
- Registered Nurse Donnelly College webpage
- STEM Dos Mundos Ad
- Success First Intensive English
- Success First-Reading and Writing
- TRIO Student Support Services Website
- US Dept of Ed Lowest Tuition combo
- Value Connections Chart - 7 to 3
- Visioning Initiative Summary

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.

Argument

1.B.1. Public Articulation of Mission

The Donnelly College mission statement exemplifies the institution's goal of providing affordable, accessible private higher education in the Catholic liberal arts tradition for those who might not otherwise have the opportunity to attend college. The Donnelly mission statement is present on every page of the Donnelly College website, displayed in every classroom and office on campus, and adorns every job posting, business card, and publication to serve as a public reminder of the College's goal. Donnelly also has a strong social media presence which helps convey its mission to the public. The College website has a [page devoted to the Mission, Vision and Values](#) and this information is also included in all significant public documents including the [Student Handbook](#), [Faculty Handbook](#) and [Donnelly College Catalog](#). The [Strategic Plan 2017-2022](#), also available on the Donnelly website, maps specific initiatives driven by the College's Mission, Vision and Values.

[The Donnelly Digest](#) is a biannual magazine mailed to approximately 6,000 individuals including Board members, alumni, staff, faculty, donors, and community partners. Marketing uses this publication to report on College activities that support the mission. The President's Report is published annually in the [winter edition of the Digest](#) and shares data on academic and student programs, enrollment, and finances. It also allows the President to address any challenges or opportunities facing the College and its students.

The College's mission is integrated into marketing and fundraising materials including brochures for specific academic programs and appeals for annual events like [SHINE](#) and [Giving Tuesday](#). Any potential student, employee, family member, donor or other interested individual can readily discover Donnelly's mission, vision and values, including the institution's commitment to providing educational opportunities to "those who might not otherwise be served."

1.B.2. Up-to-Date Mission and Institutional Emphasis

The Board of Directors reaffirmed the College mission in May 2017 and approved the [Strategic Plan 2017-2022](#) in December 2017. Academic information is provided in the [College Catalog](#) and the [Student Handbook](#), both updated annually.

The College pursues a holistic approach to meeting students' physical and spiritual needs by connecting them to a variety of academic and community services. [The Counseling Center](#) provides mental health screenings, individual counseling, and wellness workshops, all free of charge. The Counseling Center has also published [a directory of services in the Kansas City](#) area to assist faculty and staff in connecting students with local social service resources, such as Catholic Charities of Northeast Kansas and the Keeler Women's Center. In fall 2017, Donnelly began offering an on-campus food pantry to provide temporary food assistance to students or employees struggling with food insecurity. This assistance is critical in an urban core community where [nearly one in five families \(18.6%\) lives in poverty and the average per capita income is just \\$19,282 per year.](#)

As a Catholic institution, Donnelly requires all students to take a theology course as part of the Donnelly core and provides a Campus Ministry program open to all students regardless of religious background. [Initiative 1.3 in the Strategic Plan, 2017-2022](#) calls for the College to revitalize its Campus Ministry program to increase student involvement. The programming provided by Campus Ministry supports the College's mission by addressing students' individual spiritual needs.

Because Donnelly is primarily an institution of teaching and learning, faculty professional development is focused on learning skills that will support Donnelly students. Although the College is not a research institution, Donnelly faculty members present at regional conferences on relevant topics, such as [Increasing Persistence in First Generation College Students through Service Learning](#) and [Langston Hughes to Tupac: Bridging Cultures and Inspiring Student Success](#). Several Donnelly faculty members also integrate service learning opportunities into their curricula. One example is [Project LOUD. \(Literacy Outreach in Urban Districts\)](#), in which Donnelly's Success First students read published and original poetry to elementary school students in public and Catholic schools in urban core neighborhoods. Donnelly also supports student participation in cultural and religious events like the annual [Multi-Cultural Festival](#) and March for Life.

1.B.3. Mission Identification of Intended Constituents

Donnelly's mission statement calls for the College to target programs and services to "those who might not otherwise be served" by institutions of higher education. As detailed in 1.A.2, this includes low-income, minority, and first-generation college students who are much less likely than their peers to enroll in and complete college. The three Values that are the pillars of the Donnelly College mission--Seek Truth, Build Community, and Pursue Excellence—help support and strengthen this mission. The [Donnelly College Catalog](#) and [Student Handbook](#) connect the institution's mission and values with the academic programs and students services described in 1.A.2.

At the core of every academic and co-curricular program are the [Donnelly College Learning Outcomes \(DCLOs\)](#).

These seven institutional learning outcomes constitute the foundation of the College's general education program and were created to ensure all Donnelly students develop a breadth of content knowledge as well as the skills and abilities that will enable them to become educated participants in a diverse global community. All of Donnelly's academic and co-curricular programs were designed to support these DCLOs as well as specific [Program Learning Outcomes](#) (PLOs) linked to the DCLOs and detailed in the College Catalog and all syllabi. Every program at Donnelly routinely undergoes a [Program Review Process](#) to ensure its PLOs are being achieved.

Sources

- 2017-2018 Catalog - Student Services
- 2017-2022 Strategic Plan
- 2017-2022 Strategic Plan - Initiative 1.3
- 2018 Shine Save the Date
- Catalog 2017-18
- DC - Community Resource Guide
- DC Website - Counseling
- DC Website - Donnelly College Learning Outcomes
- DC Website - Giving Tuesday
- DC Website - Mission Vision Values
- DC Website - Student Services
- Donnelly Digest - 2017 Winter
- Faculty Handbook 2018-19
- KC Health matters - Wyandotte Families Below Poverty
- KCHealthMatters - Stats for Wyandotte County
- Leaven - Project LOUD
- Multicultural Festival 2015
- Presentation - Langston Hughes to Tupac
- Presentation - Lisa Stoothoff - Student Growth from Service Learning
- Program Learning Outcomes
- Program Review Process
- Student Handbook 2018-19
- Student Life Newsletter Example
- The Weekly Example

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.

Argument

1.C.1. Donnelly's Role in a Multicultural Society

Donnelly College actively supports its culturally-diverse student body through its location, faculty and staff, allocation of financial resources and academic and student support programs.

Donnelly's campus is located in the urban core of Wyandotte County, [one of the most diverse counties in the country](#). Minority students have comprised more than 80% of Donnelly's student population over the last four years. The College is proud of the multiracial and multi-ethnic nature of its student population and was thrilled to be recognized by *U.S. News & World Report* in 2017 as the "[Most Diverse College in the Midwest](#)." Building on its reputation as a welcoming community for diverse cultures, [Initiative 3.1 in the Strategic Plan 2017-2022](#) calls for expanding recruiting populations and adding programs and scholarship support to serve more underserved students with the goal of increasing FTE to 500 by 2022.

To attract and support diverse students, Donnelly has actively sought out and secured federal grants, including those the College is eligible to receive as a federally-designated Minority-Serving and Hispanic-Serving Institution. For example, since Donnelly was designated a Hispanic Serving Institution (HSI) in 2001, the College has received multiple Title V grants including the current grant that has helped the College develop a bachelor's degree program in Information Systems and an Associate Degree in Nursing - Registered Nursing program. Donnelly has also received federal TRIO Student Support Services funding since 1979, allowing it to effectively meet the needs of low-income, disabled and first-generation college students. Donnelly students are currently benefiting from federal [grants that fund institutional improvements, student support services, and student scholarships](#).

Donnelly College has a vibrant international cultural atmosphere that includes faculty and staff from all corners of the world and students from [25 countries](#). As the "[Most Diverse College in the Midwest](#)", Donnelly continuously seeks ways to advance and to make the institutional and instructional face of the College match the students and community it serves. Donnelly's classroom environment is rich in religious, ethnic, cultural, and professional diversity and this diversity is also reflected in the curriculum. Students are exposed to culturally-diverse courses such as [Topics in Literature: The Immigrant's Song](#), [Chicano Experience](#) and [Black-American History](#) that address multicultural identity. Donnelly students also have the chance to share their own culture with the Donnelly community at the annual Multicultural Fair.

1.C.2. Mission-Appropriate Attention to Human Diversity

Donnelly College works to enhance the community, climate, and centrality of diversity for all students, faculty and staff as well as the surrounding community. This work has included [biennial climate assessments](#), workshops designed to enhance the cultural competence of faculty and staff, and a wide range of high quality programs and events. Over the course of AY2017-18, for example, Donnelly hosted a mayoral debate, a presentation on living with bi-polar disorder, Dr. Marta Caminero-Santangelo on Documenting the Undocumented, Aaron Barnhardt on Care for Creation (sponsored by the Kansas Humanities Council), poet and novelist Ben Lerner, a Catholic priest working for social justice in El Salvador (Father Fredis Sandoval), and a program on African-American Inventors. All these events were open to the public and well-attended by Donnelly students, faculty and staff.

Donnelly also promotes diversity through annual activities including Convocation, Día de los Muertos (Day of the Dead), Thanks and Giving (college-wide Thanksgiving feast), Pi Day and the Multicultural Fair, mentioned above. Donnelly's commitment to sustaining and expanding these activities is included as [Initiative 1.1 in the Strategic Plan 2017-2022](#): "the college will actively participate in the cultural and scholarly development of our students."

To formalize the College's commitment to diversity and inclusion, Donnelly has adopted the Donnelly College [No Harassment Policy](#), promoting respect for all persons and prohibiting all forms of harassment and/or discrimination.

The College is committed to [equal employment opportunity](#) and affirmative action and maintains a diverse faculty, staff and Board. Excluding student workers and College Credit Now instructors, for example, in 2017-18, Donnelly had 85 full/part-time employees, of which 58% were female, 15% were Hispanic, 13% were African American, and 3% were multi-racial/other. In 2014, the Board of Directors increased the maximum number of seats on the Board from 28 to 34 to increase the Board's racial/ethnic diversity. Since then, thirteen new Board members have been added, including three African Americans and four Hispanics so the Board is now 22% African American and 19% Hispanic. [Moreover, the Board's Membership and Trusteeship Committee](#) is committed to seeking out Board members who are diverse in religion, county of residence, income level, profession, gender and age.

To equip Donnelly's faculty and staff to serve diverse students, [Initiative 2.2 in the Strategic Plan 2017-2022](#) calls for the College to provide annual training on cultural competence, sensitivity, ethics, diversity and team building. To support these efforts, Donnelly recently applied for and was awarded a grant from the [Wyandotte Health Foundation](#) that provides all Donnelly faculty and staff with trauma informed care training. The goal of this grant is to increase persistence and graduation rates for underserved students in KCK who have high Adverse Childhood Event (trauma) scores.

Sources

- 2017 Fall - 20th Day - Country of Birth

- 2017-2018 Campus Climate Survey
- 2017-2022 Strategic Plan - Initiative 1.1
- 2017-2022 Strategic Plan - Initiative 2.2
- 2017-2022 Strategic Plan - Initiative 3.1
- BOD - Mission and Trusteeship Committee
- Careers - Equal Employment Opportunity
- EN 203 Topics in Lit Immigrants Song - Course Description
- Fall Undergraduate Ethnicity
- Grants Received Example
- HS 221 - Black-American History - Course Description
- HS 222 Chicano Experience - Course Description
- KC Star Wyandotte 2nd Most Diverse
- No Harassment Policy
- US News Best Colleges Most Diverse
- Wyandotte Health Foundation Grant
- Wyandotte Health Foundation Website

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.

Argument

1.D.1. Practices that Demonstrate Commitment to the Public Good

Donnelly chose to have its campus located in urban KCK in Wyandotte County, where poverty rates are significantly higher and educational attainment significantly lower than in surrounding counties. This area was originally populated by Eastern European immigrants and now has a large Hispanic population as well as immigrants and refugees from Africa and Southeast Asia. [Approximately one in five families \(18.6%\) in Wyandotte County live in poverty](#) and only [16.3% of adults age 25 and older have bachelor's degrees](#)— compared to [33.7% of adults across the metro](#).

Donnelly's role in this community is to provide residents with access to the transformative power of higher education. As noted in a 2014 report from the U.S. President's Office, "[when children born into the bottom fifth of the income distribution get a college degree, their chances of making it to the top nearly quadruple, and their chances of making it out of the bottom increase by more than 50 percent.](#)"

The transformative power of a college education benefits not only graduates and their families, but the entire community. Over the next ten years, the [Mid-America Regional Council projects the Kansas City metropolitan area will experience an 11% increase in jobs for Practical and Registered Nurses, a 17.7% increase in jobs requiring an associate degree and a 14.8% increase in jobs requiring a bachelor's degree](#). Donnelly is providing a pathway for students to gain the credentials and experience needed to fill these jobs while also helping to create the diverse, skilled workforce the region needs. This is accomplished through programmatic offerings, such as the [PN](#) and [ADN Nursing](#) programs and bachelor's degree programs in [Organizational Leadership](#) and [Information Systems](#). Donnelly also helps underrepresented students access higher education through the [Gateway to College program](#) and [College Credit Now](#) offerings in local high schools. To support the Kansas City Public Schools Diploma+ program, Donnelly offers a [Certified Nurse Aide \(CNA\)](#) program through the State of Kansas and also offers a [Spring Break STEM Camp](#) and a summer [Transportation, Technology, Math and Science](#)

[Academy \(TTMaSA\)](#). These programs provide the next generation of college students with hands-on learning experiences and career awareness in STEM fields.

To prepare students to become servant leaders, Donnelly places a strong emphasis on [service learning](#) as evidenced by [Initiative 1.2.D. in the Strategic Plan 2017-2022](#). A recent survey indicated over 28% of Donnelly [faculty members already incorporate service learning](#) into the curriculum and an overwhelming majority (87.5%) want to learn more about incorporating service learning into their courses. Examples of service learning projects are included in 3.E.2.

1.D.2. Primacy of Educational Purposes

Donnelly College is a private, not-for-profit, educational institution committed to promoting college access and success for the underserved. As a [501\(c\)3 not-for-profit organization](#) Donnelly does not have a parent organization or investors. Although the College was founded by the Archdiocese of Kansas City in Kansas and the Benedictine Sisters of Mount St. Scholastica, Donnelly does not contribute financially to either organization. The financial resources of the college are invested in academic programs and student support services to support the mission of providing educational opportunities to all students, “especially those who might not otherwise be served.”

As noted above, Donnelly promotes accessibility by keeping tuition as low as possible. To achieve this goal, Donnelly raises funds from private foundations and individual donors to offset program and operating costs and to provide student scholarships, especially for immigrant students and others who are unable to access federal or state financial assistance. Donnelly also hosts an [annual event called SHINE](#) that supports Donnelly students and mission. Detailed information about the institution’s financial resources is included in 5.A.1.

1.D.3. Engagement with External Constituencies and Communities of Interest

Donnelly College maintains several circles of external constituencies as part of its mission and vision to “advance the common good by being the most accessible and transformative Catholic college in the country.” The College sustains relationships with local organizations, including the [Greater Kansas City Chamber of Commerce](#), [the Mid-America Regional Council](#), [the Hispanic Chamber of Commerce](#), and the [Gradforce KC](#), [KC Degrees](#) and [KC Scholars](#) initiatives. Donnelly also partners with other higher education institutions to provide Donnelly students with a broad range of educational opportunities as well as pathways to four-year degree programs. In addition to the grant-funded partnerships noted in 1.C.1., Donnelly has a [2+2 program with Emporia State University](#) for teacher education students and a [partnership with UMKC through the Bloch Scholars program](#). Maintaining, cultivating and growing external relationships with community, church and business leaders as well as with high school counselors and alumni is included in the [Strategic Plan 2017-2022 as Initiative 3.4](#).

Donnelly’s commitment to the KCK community was exhibited in the building of the Event Center as the first stage of the [Donnelly College Master Plan in 2013](#). Opened in 2013, the Event Center was designed to provide a meeting and gathering place not only for the Donnelly College community, but also for external constituents. Community groups and events such as More2

meetings, Latino Leaders Luncheons, Mayor's Task Force Forums, and Kansas City Kansas Chamber of Commerce events are hosted in this space.

On-campus events such as the annual [Multicultural Festival](#), [community blood drives](#), and [flu shot clinics](#) are open to the public and involve alumni and friends of the College as well as neighbors from the community. Donnelly also hosts public presentations that represent Donnelly's mission and values, such as [Sonia Nazario's talk on *Enrique's Journey*](#) and immigration, and [Scott Langley's photographic presentation on the death penalty](#).

Sources

- 2014 MARC - Projected Growth by Occupation
- 2017-2022 Strategic Plan - Initiative 1.2D
- 2017-2022 Strategic Plan - Initiative 3.4
- 2018 Bloch Scholarship Flyer
- 2018 Shine Save the Date
- 501c3
- Bachelor Degree Organizational Leadership
- Bachelor Information Systems
- Blood Drive 2017
- CNA Program
- College Credit Now
- Emporia State 2 + 2
- Flu Shot Clinic 2017
- Gateway to College (KCKPS)
- Gould Evans Campus Master Plan
- GradforceKC Website
- Greater Kansas City Chamber of Commerce Website
- Hispanic Chamber of Commerce Website
- Increasing College Opportunity Low Income Report - Exec Summary
- KC Health matters - Wyandotte Adults with a Bachelors Degree
- KC Health matters - Wyandotte Families Below Poverty
- KC Scholars Website
- KCDegrees Website
- Mid-America Regional Council Website
- Mid-America Regional Education Report - KC Workforce
- Multicultural Festival 2015
- Practical Nursing certificate
- Registered Nurse Donnelly College webpage
- Scott Langley Coming to Campus
- Service Learning - Gretchen Meinhardt
- Service Learning Minutes Example
- Sonia Nazario to Speak at Donnelly
- STEM Camp
- TTMaSA

1.S - Criterion 1 - Summary

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

Summary

“The mission of Donnelly College is to provide education and community services with personal concern for the needs and abilities of each student, especially those who might not otherwise be served.” This mission is defined by the College's history, culture and Catholic traditions and is broadly understood within the Donnelly community. With the continued support of the Donnelly College Board of Directors, and guidance of the current strategic plan, Donnelly's mission will remain focused on providing high quality education and wraparound student support services at an affordable price.

The mission of Donnelly College is articulated and shared in many ways to a wide audience. The Mission, Vision and Values of the College are clearly connected with the institutional goals and priorities as set forth by the College and detailed in the *Transformations Strategic Plan, 2017-2022*. The College's Institutional Effectiveness webpage and publications provide the public with information about Donnelly's goals, achievements and benefits to students.

Donnelly is located in a multiracial and multi-ethnic urban community and embraces the work of preparing diverse students to function effectively as citizens of a global society. The College intentionally recruits diverse faculty, staff and Board members who mirror the diversity of the students served by the College. The institution's programs, processes and policies convey respect for human diversity as appropriate to Donnelly's mission and the constituencies it serves.

The Donnelly College Mission, Vision and Values demonstrate a commitment to the public good by providing low-income, minority and first-generation college students access to the transformative power of higher education. As a not-for-profit institution, Donnelly invests its financial resources in academic programs and student support services that meet the needs of its students and community. The College engages with numerous external constituents to promote educational opportunities for all.

Sources

There are no sources.

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.

Argument

In all areas of operations, Donnelly College operates with integrity. All systems, policies, and procedures are compatible with the College's mission and are designed to support ethical and responsible conduct at all levels of the institution. The College's [organizational structure](#) is designed to operationally carry out practices through specification and delegation of responsibilities to ensure ethical and responsible conduct.

Donnelly's Board of Directors and administration establish and follow policies and procedures that are documented in the [Administrative Process and Procedure Manual](#), [Employee Manual](#), and [Faculty Handbook](#) and posted on the College website. All personnel policies are reviewed annually and updated if needed by the Administrative Council and Vice President of Business Affairs (CFO) and approved by the Board.

The Board has authorized the administration to establish operational and academic policies and procedures to ensure integrity in the educational programs and day-to-day operations of the College. These policies are reviewed, updated and approved at least every two years by [Academic Council/Academic and Student Affairs Leadership Team](#) (ASALT) and/or [Administrative Council](#) as appropriate. The appropriate Board Committees review all new and updated policies approved by these councils, and the governing Board may elect to approve any policy at its discretion.

Financial Integrity – Donnelly's financial policies and practices ensure it operates with financial integrity. The CFO is responsible for overseeing the financial operations of the College.

Independent Audit – Each year, the College undergoes an independent single audit (which includes federal compliance under Section A-133) conducted by BKD. Audit reports from the past three years show no going concerns. For the most recent fiscal year, the [auditor expressed an unqualified opinion](#) that Donnelly's financial statements "present fairly, in all material respects, the financial position of Donnelly College as of June 30, 2017 and 2016, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America."

The College's [Financial Audit Policy](#) outlines the process for preparing, approving and filing the annual audit and [990](#). The CFO oversees the annual audit process and the draft report is [reviewed and approved by the Board's Finance Committee](#) before it is [presented to the Board of Directors for approval](#).

When findings are identified through the audit, the College takes seriously its responsibility to address and resolve them. For example, when the [6.30.16 audit identified two financial findings and six financial aid findings](#), the College addressed them through staff and process changes. [The 6.30.17 audit had no findings in either area](#).

Approved audit reports are shared with donors upon request and forwarded along with the [institution's 990 report](#) (also approved by the [Finance Committee](#) and [Board](#)) to the Greater Kansas City Community Foundation, which uses them to update the financial section of the College's publicly-accessible [GuideStar profile](#).

[Annual Budgeting Process](#) – As described in 5.A.5, the CFO has developed a bottom-up [Budget Process and Resource Allocation Policy](#) approved by the Board of Directors on May 2, 2018.

[Procedures for Receiving, Recording, and Using Donations](#) – Because of its distinctive and compelling mission, Donnelly receives donations from corporations, foundations, and individuals. Under the direction of the CFO and the Vice President for Advancement, the Business and Advancement Offices work together to ensure donations are recorded accurately and used according to donor intent.

[Purchasing Policies and Procedures](#) – The College's [General Purchasing Policies and Procedures](#) are posted in the faculty and staff section of the Donnelly College website and include:

- The College's [Purchase Order system](#) allows the Business Office to track all non-recurring expenses by department and account. Purchase orders must be signed by the appropriate budget administrator and include supporting documentation before goods and services are ordered.
- [Guidelines for the College's bidding process](#) are based on the estimated cost of a purchase. For purchases over \$50,000, Donnelly uses a competitive, formal, sealed bidding process that includes at least one minority bidder when possible. Recommendations are submitted to the Board for approval after appropriate administrative evaluation and recommendation.
- Contracts with outside vendors are signed by the President or CFO.
- Contracted services provided by the Archdiocese (human resources/benefits, finance and accounting services, and legal services) are governed by a [formal Services Agreement](#).
- The [General Purchasing Policy](#) requires prior approval for travel expenses. An [Employee Travel Policy](#), posted on the website, delineates reimbursement policies for travel, lodging and related expenses.

[Business Office Procedures](#) – To promote financial integrity, the Business Office practices segregation of duties. For example, purchase orders are recorded by the Business Office, but the orders must be approved by department supervisors before payment is processed. Business

Office procedures also ensure safekeeping of assets. All equipment is tagged and inventoried in an internal database that is maintained by the IT department and assigned to personnel or locations.

Experience Managing Federal Funds – As both a Minority-Serving and Hispanic-Serving Institution, Donnelly College receives and manages federal funds to support underserved students. The College has received federal TRIO funding since 1979 and federal Title V funding since 2001. A linked document in Section 1.C.1 lists the federal grants Donnelly currently receives as either a primary or sub-grantee.

Federal and Institutional Financial Aid – The following processes ensure financial integrity in the awarding of federal and institutional financial aid:

- Federal Financial Aid – Donnelly follows all federal laws and regulations governing federal financial aid and files the [Fiscal Operations Report and Application to Participate \(FISAP\)](#) annually. Donnelly is [approved by the U.S. Department of Education to participate](#) in the following Title IV programs through June 30, 2022:
 - Federal Pell Grant Program
 - Federal Direct Student Loan Program
 - Federal Supplemental Educational Opportunity Grant Program
 - Federal Work-Study Program
- Institutional Aid – Donations and grants for student scholarships are recorded by the Advancement Office and forwarded to the Business Office for processing. [Endowed \(permanently restricted\)](#) and [annual \(temporarily restricted\)](#) scholarship funds that are restricted to specific populations/uses are disbursed according to donor intent.

Financial Transparency – In addition to making financial information available through the College's [GuideStar profile](#), Donnelly publishes revenue and expense information in an annual [President's Report included in the winter edition of the Donnelly Digest](#). The Digest [also includes a donor roll listing all donors by giving level](#). The Digest is mailed twice a year to approximately 6,000 stakeholders and posted on the College website.

Board Oversight – The Finance Committee of the Board provides oversight of the College's financial functions. The Committee reviews quarterly financials, the annual budget, and the annual audit and 990. Per the [Financial Audit Policy](#), the [Finance Committee votes to approve the audit and 990](#) before they are presented to the Board. The Board approves the annual budget, annual audit, and 990 as well as any changes to the College's tuition and fee structure. The Board [may approve an amended budget](#) if revenues and/or expenses must be adjusted significantly after the budget has been approved.

Academic Integrity – As Donnelly's Chief Academic Officer, the Vice President for Academic and Student Affairs (VPASA) oversees all academic programs and policies and is responsible for ensuring they are fair and ethical and communicated appropriately to all stakeholders.

Academic Policies are found in the [College Catalog](#), [Academic and Student Affairs Policy Manual](#), [Faculty](#), [Adjunct Faculty](#), and [Student Handbooks](#). General information about preferred

Faculty Qualifications and Alternative Credentials is included in the Faculty and Adjunct Faculty Handbooks. As noted in 3.C.2, the College follows [HLC guidelines for determining qualified faculty](#) and the specifies the [academic or approved alternative qualifications required for faculty to teach specific courses in each discipline](#). [Faculty Credentials Handbook](#) [Academic credentials for all Donnelly faculty and staff are listed in College Catalog](#).

Grading Policies – A description of the College’s [Grading System as well as the Grade Appeal Process](#) is included in the Catalog. The [Incomplete Grade policy](#) appears in the College Catalog and [Student Handbook](#).

Satisfactory Academic Progress – Students that receive Title IV funds are required to maintain [Satisfactory Academic Progress](#) toward a degree or certificate to continue eligibility for financial aid. This includes completing a minimum of 67% of all credit hours attempted and maintaining a cumulative GPA or at least 2.0. Students who fail to maintain satisfactory academic progress are placed on Financial Aid Warning. If the student fails to meet the satisfactory academic progress standards while on warning, they are placed on Financial Aid Suspension and cannot receive financial aid.

Academic Integrity – Donnelly’s policy on [Academic Integrity](#) is designed to ensure grades and credentials awarded accurately measure the quality and extent of students’ academic achievement. This policy is included [in the College Catalog](#) and [Student Handbook](#) and is referenced in the [Faculty Handbook](#), and on [all course syllabi](#), along with the College's definition of Plagiarism. Information on Donnelly’s enforcement of its Academic Integrity policy is included in 2.E.3.

FERPA – Donnelly clearly communicates to all students their rights under the [Family Educational Rights and Privacy Act in the College Catalog](#), [Student Handbook](#), and in the [Consumer Information section](#) of the Donnelly College website. All faculty and staff are trained in FERPA annually.

Student Grievance Policy – Donnelly’s Student Grievance Policy is detailed in the [College Catalog](#) and referenced in the [Student Handbook](#). This policy provides an avenue for students alleging discriminatory treatment based on, but not limited to, race, sex, color, religion, national origin or disability. The policy specifies the role of the Grievance Committee as well as the process for appealing a decision of the Grievance Committee to the Board.

Integrity with Personnel – Donnelly operates with integrity with respect to its employees and adopts and follows policies designed to promote fair and ethical conduct in faculty, staff and administrators. As the [Cabinet member in charge of Human Resources](#), the CFO is responsible for overseeing all personnel functions.

The Board approves all personnel policies that are included in the [Employee Manual](#). The Manual is reviewed annually by the [Administrative Council](#) and CFO who may recommend policy changes or new policies. New or revised personnel policies are not considered effective until they have been approved by the Board.

Hiring process – Donnelly's hiring process for faculty is discussed in 3.C.2 and its hiring process for staff is discussed in 5.A.4. New employees are required to [sign and date an acknowledgment](#) they have received the Employee Manual and understand they are responsible for complying with the policies.

Equal Employment and Workplace Accommodations – Donnelly's [Equal Employment Opportunity policy](#) ensures the college provides equal employment opportunities to all applicants without regard to race, color, religion, sex, national origin, age, disability, marital status, veteran status, sexual orientation, genetic information, or any other protected characteristic under applicable law. Donnelly's [Workplace Accommodations policy](#) states the College will consider all requests for workplace accommodations and will make reasonable accommodations for specific employee needs where necessary and required by law.

Employee Code of Conduct – As part of its mission, Donnelly College promotes an environment conducive to academic, social, spiritual, personal and physical growth for persons from a variety of economic, social, religious, racial, ethnic and national backgrounds. The [Employee Code of Conduct](#) states an individual who enters the college community voluntarily assumes obligations to accept the code of conduct of the institution and to promote its purposes and functions. The [Employee Misconduct Policy](#) states misconduct will not be tolerated, and may result in disciplinary action, up to and including immediate discharge, with or without prior warning.

Conflicts of Interest – Donnelly's [Conflicts of Interest policy](#) was developed as an addendum to the Code of Conduct and prohibits employees from participating in the selection, award or administration of a contract supported by federal funds and from soliciting or accepting gifts or gratuities, favors or anything of monetary value from contractor or parties to sub-agreements. The policy also outlines the process for resolving potential conflicts of interest.

No Harassment – Donnelly's [No Harassment policy](#) expresses the College's commitment to providing a work environment free from unlawful harassment, based on factors such as gender, sexual orientation, race, religion, creed, color, national origin, ancestry, age, pregnancy, marital status, veteran status, disability, or any other status, condition or characteristic protected by applicable law. Employees who violate the policy are subject to disciplinary action up to and including immediate discharge. New employees are required to [sign an acknowledgment they have received, read and understand the No Harassment policy](#) and a copy is kept in the employee's personnel file.

Sexual Misconduct – Title IX Policy – Donnelly's Title IX policy is referenced in the [Employee Manual](#) and [Faculty Handbook](#) and posted on the College website in both the Consumer Information section and on the Faculty and Staff page. The CFO serves as the College's Title IX Coordinator.

Safety – Donnelly's [Workplace Violence policy](#) states the College's zero tolerance policy for violence. Donnelly publishes additional information regarding health and safety on the [Consumer Information page of the College website](#), including an [Annual Security Report](#).

Confidential Information – Donnelly's policy on [Non-Disclosure of Confidential Information](#)

prohibits employees from disclosing or revealing any confidential information about Donnelly College, its students, vendors, donors, or service providers either during or following their employment, except in performing their duties for the College, under direction and approval of the administration, or as may be required by law.

Neptism – Donnelly’s [Neptism Policy](#) regulates the employment of closely-related persons by the College.

Whistleblower – Donnelly’s [Whistleblower Policy](#) protects employees who report suspected misconduct, dishonesty or fraud in good faith.

Grievance Processes – Staff and faculty grievances are addressed to the CFO/Title IX Coordinator, who keeps a file of allegations and complaints and management’s responses to complaints. This includes grievance against members of the administration and the Board of Directors.

Required Training – All faculty, staff and administrators are required to complete [VIRTUS® training](#) (regarding protection of minors from sexual abuse or exploitation) and Title IX desktop training within 60 days of employment. All employees must also complete Title IX and FERPA training annually. The Human Resources Office tracks participation in these trainings for all employees and documents completion in individual files.

Auxiliary Functions – With the suspension of the College's residential life program in 2017 and outsourcing of the bookstore and food service, Donnelly does not have any auxiliary enterprises at present.

Board Member Integrity – The College establishes and enforces policies and procedures to ensure that members of the Board of Directors behave in a fair and ethical manner.

Board Member Orientation – New members of the Donnelly College Board of Directors participate in an orientation process prior to participating in their first Board meeting. They also [receive an orientation packet that includes:](#)

- General information about the College (mission, vision and values, current fiscal year operating budget, institutional divisions, and key institutional contacts)
- Information about the makeup and responsibilities of the Board of Directors (current Board list, practical responsibilities of Board members, Board Committee descriptions, and Bylaws)
- Information about Donnelly’s role as a Catholic college committed to serving underserved students in the KCK urban core

Bylaw Revisions – The [Board's Mission & Trusteeship Committee](#) recently completed a comprehensive revision of the College’s Bylaws, which was [approved by the Board in May 2016](#). In the revised Bylaws, [Article VIII, section 10](#) specifically addresses ethical behavior expected from Board members:

"The Board of Directors and Officers of the College shall at all times: (i) act in a manner that furthers the College's educational purpose; (ii) exercise care that they do not act in a manner that furthers their private interests to the detriment of the College; and (iii) fully disclose any potential or actual conflict of interest so that such conflicts are dealt with in the best interests of the College and in accordance with the College's conflicts of interest policy."

Annual Conflict of Interest Disclosure – Board members sign an [Annual Conflict of Interest Statement](#) certifying they understand and will comply with the [College's Conflict of Interest Policy](#). This document requires them to disclose any exceptions to the policy. The Finance Committee of the Board oversees the annual disclosure process and the signed statements are kept on file in the CFO's office.

Additional evidence of the Board's autonomy and independence is included in 2.C.3, below.

Sources

- 2015-2016 Budget - Amended 10.15.2015
- 2016-2017 Scholarship Schedule - Perm Restricted
- 2016-2017 Scholarship Schedule - Temp Restricted
- 2017 Audit - BKD Statement of accuracy
- 2017 BOD Orientation Packet
- 2017 DC Annual Security Report
- 2017-2018 Catalog - Academic Integrity
- 2017-2018 Catalog - Academic Standing
- 2017-2018 Catalog - Faculty Credentials
- 2017-2018 Catalog - FERPA
- 2017-2018 Catalog - Grading System Appeals and Incomplete Grades
- 2017-2018 Catalog - Grievance Policy
- 2018-2019 Faculty Handbook - Academic Integrity
- 2018-2019 Faculty Handbook - Credentials
- 2018-2019 Student Handbook - Academic Integrity
- 2018-2019 Student Handbook - FERPA
- 2018-2019 Student Handbook - Grade Appeal
- 2018-2019 Student Handbook - Grievance Procedure
- 2018-2019 Student Handbook - Incomplete Grade
- Academic and Student Affairs Policy Manual 2018
- Adjunct Faculty Handbook 2018-19
- Admin Process and Procedure Manual
- Administrative Council Charter
- BOD - Approval of Audit - 12.13.2017
- BOD - Approval of Tax Forms - 2.28.2018
- BOD - Committee Membership for AY 17-18
- BOD - Conflict of Interest Statement
- BOD - Finance Committee - Audit Approval - 11.29.2017
- BOD - Finance Committee - Tax Approval - 2.21.2018

- BOT - Approval of Bylaws - 5.11.2016
- Budget Process and Resource Allocation Policy
- Catalog 2017-18
- Committee Membership for AY 17-18
- Conflict of Interest Policy
- DC Board Bylaws - Article VIII Section 10
- DC Board Bylaws Adopted 2016
- DC Organizational Chart
- DC Website - Consumer Information FA
- DC Website - FERPA
- Donnelly College 2016 Audit Report-Findings
- Donnelly College 2017 Audit Report-Findings
- Donnelly College 990 990 T
- Donnelly College 990 990 T PDC 6.30.17
- Donnelly Digest - 2017 Winter
- Donnelly Digest - 2017 Winter - Donor Roll
- Employee Manual
- Employee Manual - Acknowledgement of Receipt
- Employee Manual - Code of Conduct
- Employee Manual - Employee Misconduct
- Employee Manual - Equal Employment Opportunity
- Employee Manual - Nepotism
- Employee Manual - No Harassment
- Employee Manual - No Harrassment Acknowledgment
- Employee Manual - Non-disclosure of Confid Info
- Employee Manual - Title IX
- Employee Manual - Whistleblower
- Employee Manual - Workplace Accommodations
- Employee Manual - Workplace Violence
- Faculty Credentials Handbook
- Faculty Handbook - Title IX Policy
- Faculty Handbook 2018-19
- Financial Audit Policy
- FISAP 2016-2017
- General Purchasing Policies and Procedures
- General Travel Policy
- Gift Handling and Receipting Policy
- GuideStar Profile
- HLC Faculty Guidelines 2016 OPB
- Program Participation Agreement
- Purchase order Form
- Services with the Archdiocese
- Student Handbook 2018-19
- Syllabus template 2018
- VIRTUS Online

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.

Argument

[Catalog 2017-18 - Federal Financial Aid](#) Donnelly College communicates clearly and accurately with current and potential students, alumni, donors, and the general public. The College's Catalog, Student Handbook, website, social media, and marketing materials provide clear and complete information about programs, requirements, faculty and staff, costs to students, control and accreditation relationships.

Academic Programs – Donnelly's [College Catalog is updated each year](#) and serves as the primary and official vehicle for communicating academic policies, academic program information and course information to students and stakeholders.

Donnelly also provides program information on its [website under "Academics,"](#) with pages describing the following programs:

- Bachelor's degree programs in [Information Systems](#), [Organizational Leadership](#), and [Urban Teacher Education](#)
- Associate degree programs ([AA](#), [AS](#), [AAS](#) and [ADN/RN](#))
- Nursing programs ([ADN/RN](#), [Practical Nursing](#), and [Certified Nurse Aide](#))
- [STEM programs](#), including the new cooperative [Pathways to Engineering Careers](#) program with University of Missouri Kansas City's School of Computing and Engineering (UMKC-SCE) and the Intelligence and National Security certificate program offered in partnership with Kansas University
- [Transfer programs](#), including a [2+2 Teacher Education program with Emporia State](#)
- [Success First](#) Reading and Writing and Intensive English
- [Gateway to College program](#)
- [College in Prison program](#)

Donnelly posts [Assessment Plans](#) and completed [Program Reviews](#) for specific academic programs on the Institutional Effectiveness page of the College website. Donnelly also features specific academic programs in [flyers](#), [Digest articles](#), [social media posts](#), [videos](#), and [advertisements](#).

Co-curricular Programs – Donnelly's Co-curricular programs are designed to provide needed support to help minority, first-generation, immigrant and academically-underprepared students be successful in college courses. Federal TRIO funding supports many of these programs. Co-curricular programs are described on the website under "[Student Services](#)" and in the College Catalog under "[Services for Students](#)" and include:

- [Academic Advising](#)
- [Campus Ministry](#)
- [Career Services](#)
- [Counseling Center](#)
- [Library Services](#)
- [IT Services](#)
- [Tutoring & Supplemental Instruction](#)

Co-curricular programs are also featured in [Digest articles](#) and [social media posts](#).

Through its participation in HLC's four-year Assessment Academy (2017-2021), Donnelly is working on aligning academic and co-curricular assessment. Assessment plans for [Advising](#), [Career Services](#), [Student Life](#), and [Tutoring](#) have been completed and posted on the Institutional Effectiveness webpage.

[Student Outcomes Data](#) is posted on the website in both Institutional Effectiveness and Consumer Information. [Gainful Employment Disclosures for Nursing](#) are posted in Consumer Information.

Requirements – Donnelly's current College Catalog specifies [degree requirements](#) rules for students entering during the 2018-19 academic year. These requirements are also posted on the [Registrar's page](#) of the College website along with current and past catalogs. The College Catalog also specifies:

- [Admission policies and procedures](#)
- [Testing and placement policies](#)
- [Policies governing institutional scholarships and federal financial aid](#)
- [Nursing-specific requirements for admission](#) to the Practical Nursing or Registered Nursing (ADN) program

Faculty and Staff – In compliance with HLC standards and criteria, [credentials for all Donnelly faculty and staff](#) are listed in the College Catalog and names, titles, and contact information for all employees are listed by department in a website [Directory](#). In addition:

- Donnelly's website includes "[Meet your Admissions Counselor](#)" and "[Meet your Advisor](#)" pages to help students connect with the employees that will guide them through the admissions and enrollment processes. Donnelly also [posts this information on social media](#).
- Donnelly [profiles faculty and staff in the Digest](#). The Marketing Department is developing a "Get to Know Donnelly Faculty" section for the website.

Costs to Students – Donnelly is transparent in sharing the [cost of attendance](#) and financial aid policies with current and prospective students. [Current tuition and fee information](#) is posted on the Admissions and Consumer Information sections of Donnelly College website and included in the College Catalog. Estimated Cost of Attendance is also included in the Catalog and a [Net](#)

[Price Calculator](#) is available on the Consumer Information page. The [Consumer Information](#) page also provides links to the following financial aid policies and procedures:

- [Initial Loan Counseling](#) and [Exit Counseling](#) for Student Borrowers
- [Return of Federal Financial Aid \(Title IV Funds\)](#)
- [Student Financial Assistance](#)
- [Student Loan Information](#)
- [Satisfactory Academic Progress for Financial Aid Recipients](#)

These policies are also included in the [Student Finance section of the College Catalog](#) along with information on [Federal Financial Aid, and State](#) and [Institutional Scholarships](#). Scholarship information and an [online scholarship application](#) is also available on the website under the Donnelly College Admissions tab.

Control – [Article I, Section 1](#) of the Bylaws clearly states “Donnelly College shall operate as a not-for-profit corporation organized for educational purposes.” The [Give page of the website states](#), “Donnelly College is exempt from federal income Tax under section 501(c)(3) of the Internal Revenue Code. Contributions to Donnelly College are deductible in the manner and to the extent provided by section 170 of the code.”

The Leadership section of the Donnelly website provides information about the governance and management of the College, including:

- [A list of current Board members with professional affiliations](#)
- [A short biography of the College President](#)
- [The complete text of the Donnelly College Bylaws](#)

The role of the College’s founders and owners, Archdiocese of Kansas City, Kansas and the Benedictine Sisters of Mount St. Scholastica, is described in 2.C.1.

Accreditation Relationships – HLC [accreditation information is posted on the website](#) with documentation regarding current probation status. Donnelly also includes [accreditation information on all recruitment flyers](#).

[State accreditation information](#) for the Nursing and Urban Elementary Education programs are posted in Consumer Information and on the appropriate program pages on the website:

- [Nursing](#) - The Practical Nursing Certificate Program and the Registered Nurse-Associate of Nursing Program are accredited by the Kansas State Board of Nursing. Address: 900 SW Jackson Street Suite 1051 Topeka, Kansas 66612-1230. Telephone: 785-296-4929 Fax: 785-296-3929. Nursing accreditation information is also displayed in Marian Hall.
- [Urban Elementary Education](#) - Donnelly College is approved by the Kansas State Department of Education as an Educator Preparer. Address: 900 SW Jackson Street Topeka, Kansas 66612-1212. Telephone: 785.296.3201 contact@ksde.org. Education accreditation is also on file with the Dean of the College and with the Chairperson of Teacher Education.

Although the Certified Nurse Aide program is not an accredited program, it is an [approved course by the Kansas Department for Aging and Disability Services](#). Address: 503 S Kansas Avenue Topeka, Kansas 66603. Telephone: 785-296-4986 Fax: 785-296-0256.

Sources

- 2017-2018 Assessment Plan - Advising
- 2017-2018 Assessment Plan - Career Services
- 2017-2018 Assessment Plan - Student Life
- 2017-2018 Assessment Plan - Tutoring
- 2017-2018 Catalog - Admissions Policies
- 2017-2018 Catalog - AS Degree Requirements
- 2017-2018 Catalog - Cost of Attendance
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- DC Website - Academics - Misc - CNA
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- STEM Dos Mundos Ad
- Student Outcome Data

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.

Argument

Donnelly's Bylaws provide safeguards that ensure the Board of Directors operates independently and free from undue influence. The elected members of the Board of Directors work to preserve and enhance the institution, while delegating the day-to-day management of the College to the administration and expecting the faculty to oversee academic matters.

2.C.1. Governing Board Responsibilities

According to the [Amended Bylaws effective May 11, 2016](#), Donnelly College operates as a not-for-profit corporation organized for educational purposes, pursuant to the Articles of Incorporation filed with the Secretary of State of Kansas on January 16, 1950. The [Articles of Incorporation](#), state the purposes of the Corporation are "to conduct a college for the dissemination of truth, to encourage knowledge of and interest in the arts, sciences and letters, and, in furtherance of these general purposes, to perform such acts and acquire such property as are usually performed and acquired by colleges having similar general purposes."

Role of the Membership Board - According to [Article II, Section 1 of the Bylaws](#), the members of the Corporation are the Archbishop, the Chancellor and the Vicar General of the Archdiocese of Kansas City in Kansas and the Prioress of the Benedictine Sisters of Mount St. Scholastica in Atchison, Kansas. These members make up a Membership Board which constitutes the ownership of the Corporation and provides for the autonomy and independence of an elected governing Board.

Role of the Board of Directors - [Article VII, Section 1 of the Bylaws](#) states the Board of Directors "shall manage the affairs, assets and properties of the Corporation," including "providing oversight of financial, academic and other policies of the Corporation, approving the annual budget and providing for an annual audit of the financial statements by a CPA firm." Section 1 also explicitly states "the Board's deliberations shall reflect priorities which preserve

and enhance Donnelly College." The following Board and Committee agendas and minutes demonstrate the Board fulfilling this directive through discussion and action:

- [Program changes such as closing the English for Academic Purposes program and adding the ADN program](#)
- [Enrollment strategies and challenges](#)
- [Donnelly's revised Vision and Values](#)
- [Campus Master Plan](#)
- [Transformations Strategic Plan, 2017-2022](#)
- [\\$30 million capital campaign budget, including \\$1 million for capital campaign expenses, of which half was dedicated to marketing to support enrollment goals primarily, but also greater community awareness.](#)
- [Annual operating budget](#)
- [Tuition Changes](#)

2.C.2. Governing Board Consideration of Internal and External Constituencies' Interests.

In directing and guiding the President and administration, the governing Board considers the interests and input of both external and internal constituencies. This [consideration happens first at the Committee level](#), where staff and administrators participate in discussions and deliberations alongside both Board members and Advisory members. Similarly, student and faculty interests are shared at the Committee level by a member of Student Senate and the Faculty Senate President. These representatives of the faculty and student body attend and participate in every meeting of the Academic and Student Affairs Committee and all Board meetings.

Advisory Members bring the voices of external constituencies not only to the Board's four standing committees—Academic & Student Affairs, Finance, Development, and Mission & Trusteeship—but also to the Capital Campaign and Building Committees. The following Committee and administrative reports during Board meetings provide evidence of the Board's consideration of internal and external perspectives during its deliberations and decision-making:

- Event Center designed to meet internal and external (community) needs and [continues to provide opportunities for community events/public forums](#)
- [Potential impact on students of raising tuition](#)
- [Donnelly DASH \(5K\) as an opportunity for students to volunteer and for the College to build relationships with residents of KCK](#)
- [Impact on students of closing EAP program and modifying Teacher Ed program to 2+2 format](#)
- [Need for more nursing spots](#) (day cohort and ADN/RN) due to closing of nearby colleges and/or nursing programs.
- [Consideration of impact of new construction on neighbors, enrollment, costs, etc.](#)
- [Discussion of impact of two-story parking on neighbors and Bishop Ward High School](#)

Board Diversity – The College's commitment to recruiting diverse Board members also brings the voices of external constituencies into its deliberations.

- Donnelly's Mission & Trusteeship Committee [intentionally recruits members who are diverse](#) in gender, race, ethnicity, religion, business or professional affiliation, and geographic location.
- [The 2017-18 Board of Directors includes 27 members with the following demographics:](#) 67% male, 33% female; 59% white, 22% Black and 19% Hispanic.
- Increasing the maximum number of Board members from 28 to 34 in 2014 has allowed more diverse voices to be heard. The twelve new members who have since joined the Board include three African Americans and four Hispanics.

2.C.3. Governing Board Autonomy

Conflict of Interest Policy and Annual Disclosures – As noted in 2.A., all Board and Advisory Board members sign an [Annual Conflict of Interest Statement](#) certifying they understand and will comply with the College's [Conflict of Interest Policy](#), which is designed "to protect the operational and legal interests of Donnelly College ("College") when it contemplates entering into a transaction or arrangement which might benefit the private interest of an officer or director of the College."

Under "Fiduciary Duties of Directors," [item 2.1 in the Conflict of Interest Policy states:](#) "Directors owe the College a *duty of care*, that is, they must act in good faith in making business decisions, on an informed basis upon reasonable investigation and in an honest belief that the transaction or action is in College's best interests." Directors must disclose any exceptions to this policy in their signed annual disclosure. The [Finance Committee reviews the annual disclosure statements](#) and presents any conflicts to the Board for action as needed.

To prevent undue influence, Donnelly has also adopted the following processes:

- Companies in which a board member has an interest are required to submit bids through a bidding process and those bids are reviewed as any other bid. For example, Board members from JE Dunn Construction and Burns & McDonnell excused themselves from the Building Committee meeting during review of bids and abstained from voting to [select a general contractor for the Marian Hall renovations.](#)
- Board members who have financial interest in contracts with the institution abstain from voting on those contracts. For example, an [Advisory Board member of the Finance Committee disclosed his ownership interest in Country Club Bank](#), the parent company of Donnelly's investment trustee. Based on this interest, he abstained from commenting on the performance of Donnelly's investments.

Ownership Interests – The owners of the Corporation are represented on the Board of Directors in accordance with [Article IV of the Bylaws](#): "the elected membership shall include at least one priest from the Archdiocese of Kansas City in Kansas and one sister of the Benedictine Sisters of Atchison, Kansas." In addition, "the Archbishop of the Archdiocese of Kansas City and Kansas and the Prioress of the Benedictine Sisters of Mount St. Scholastica in Atchison, Kansas serve as ex-officio voting members of the Board of Directors." The specific decisions of the Board requiring approval by the Membership Board are enumerated in [Article VII, Section 2.](#)

Ensuring Autonomy – [Article VI, Section 1](#) of the Bylaws ensures the autonomy of the Board of Directors by requiring that, “at all times, the Board of Directors (and also any Executive Committee that may be established) *shall include some public members who have no significant administrative position or any ownership interest in the Corporation, the Archdiocese of Kansas City in Kansas, the Benedictine Sisters of Mount St. Scholastica of Atchison, Kansas, or any firm substantially involved with one of said organizations.*” [Article V, Section 1 of the Bylaws](#) further protects the elected Board’s autonomy by conferring “the general power of governance over the affairs and property of the Corporation ” upon “a Board of Directors which shall be distinct from the Members of the Corporation.”

Donors – Beyond respecting donor intent as noted in 2.A, the Board does not allow donors to exercise undue influence when such influence is not in the best interests of the College. The College’s Donor Receipt form clearly states the College “either did not provide any goods or services in whole or partial consideration for the above contribution or provided intangible religious benefits.”

In the 1970s, a donor offered land in suburban Johnson County if the College would relocate, but the Board rejected this option and recommitted to the mission of serving in the urban core. Similarly, during the recent master planning process, the Board did not follow a donor’s suggestion that it consider purchasing and renovating a building (Brotherhood Bank building) in downtown KCK. [After thoroughly reviewing all options](#), the Board [approved new construction](#) on the current campus as the best option for the College.

Elected officials – As a private institution Donnelly does not receive any public funding (tax or mill levy revenue) and does not report to any elected officials. Unlike a public community college, Donnelly does not have any board members elected by the public.

Before the Board voted to approve the revised Campus Master Plan, the Unified Government of Kansas City, Kansas and Wyandotte County encouraged the Board to consider building in downtown KCK [part of the proposed new Healthy Campus](#). The Board also rejected this option as not in the College’s best interest.

2.C.4. Governing Board Delegation of Management Responsibility

Although [Article VII, Section 1](#) invests the Board of Directors with “unlimited powers and authority (except as may be expressly limited by law, the Articles of Incorporation or these Bylaws) to manage the business and affairs of the Corporation, [Article VII, Section 3](#) states “the Board of Directors delegates day-to-day management of the College to the College's administration and expects the faculty to oversee academic matters.”

President and Administration – According to [Article IX, Section 1 of the Bylaws](#), the President is responsible for “administer[ing] the business, academic and offer affairs of the Corporation, subject to the direction of the Board of Directors.” As the [Organizational Chart](#) indicates, the President serves as the Chief Executive Officer of the College and has the power to designate a Vice President of Academic and Student Affairs (Chief Academic Officer), a Vice President of Business Affairs (Chief Financial Officer), and any additional Vice Presidents to assist in the

[day-to-day management of the College](#). These administrators serve as the President's Cabinet and, under the President's supervision, are responsible for:

- Hiring, supervising, and evaluating employees
- Providing operational oversight of compliance with policies pertaining to students' and employees' relationship with the College.
- Evaluating institutional performance

Faculty Responsibilities – In providing oversight of academic matters, Donnelly's faculty are responsible for overseeing all aspects of teaching and learning under the supervision of the Vice President for Academic and Student Affairs. The Faculty Handbook specifies [specific faculty responsibilities](#).

Sources

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- BOD - Approval of Strategic Plan - 12.3.2017
- BOD - Approval of Vision and Values - 5.3.2017
- BOD - Building Committee - 5.3.2017
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- BOD - Event Center Community Events - 12.14.2016
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- DC Board Bylaws - Article VII Section 2
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- Faculty Handbook 2018-19 - Faculty Responsibilities

2.D - Core Component 2.D

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

Argument

Freedom of Expression – Donnelly's Academic Freedom Policy is included in the [Faculty Handbook](#). The policy accepts the definition of academic freedom contained in the 1940 Statement of Principles on Academic Freedom and Tenure agreed to by the American Association of University Professors and the Association of American Colleges.

Faculty Senate has listed review of this policy and [consideration of a broader Freedom of Expression policy](#) on its agenda for 2018-19.

Pursuit of Truth – One of Donnelly's [three Core Values](#) is "[Seek Truth](#)." This means Donnelly “seeks to inspire life-long discovery and the communication of truth by exploring the connectedness of all things, studying the intersections of faith and reason, and engaging in civil dialogue with all peoples.”

This value is [posted on the College website](#) and included in the [Catalog](#) and [Student Handbook](#). As a Catholic institution of higher education, Donnelly’s understanding of the pursuit of truth is guided by the [Ex-Corde Ecclesiae](#), the Apostolic Constitution on Catholic Universities issued by Pope John Paul II in 1990. Based on this understanding, Donnelly exists to be a community of scholars, “fellow learners,” seeking to discover and communicate truth as best they can grasp and understand it."

The Pursuit of Truth is also emphasized in Donnelly's Philosophy of General Education and the Donnelly College Learning Outcomes:

- According to the [Philosophy of General Education](#), "The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students’ place in the world and their pursuit of truth."
- The [sixth Donnelly College Learning Outcome](#), Academic Inquiry, states "Students will engage independently and effectively in lifelong learning."

Sources

- 2017-2018 Catalog - Philosophy of General Education
- 2017-2022 Strategic Plan
- 2018-2019 Catalog - Values
- 2018-2019 Student Handbook - Values
- DC Website - Donnelly College Learning Outcomes

- Ex Corde Ecclesiae
- Faculty Handbook 2018-19
- Faculty Handbook 2018-19 - Academic Freedom
- Faculty Senate - Minutes - 4.18.18 - Academic Freedom Discussion
- Mission Vision Values- final
- Mission Vision Values from DC Website

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.

Argument

Donnelly encourages and supports scholarly activity and establishes and enforces policies and procedures that promote the responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

2.E.1. Oversight and Support for Scholarly Practice and Research

Although Donnelly College is not a research institution, scholarly research is supported and encouraged, especially research relevant to Donnelly's target population and their specific learning styles. According to the Faculty Rank and Promotion Handbook, [one criterion for awarding promotions in rank is research, scholarly activity, and/or creative work](#).

Faculty and Staff Research

Professional Development – Faculty are encouraged to use Professional Development funds of \$750/year for conference attendance and participation.

- In 2017, three of Donnelly's STEM faculty presented posters on Donnelly's strategies for recruiting, retaining and promoting career connections for Hispanic STEM students at a regional [NSF-sponsored conference for Hispanic Serving Institutions](#).
- In 2016, the Director of Success First presented her research on the effective use of culturally-relevant literature in developmental education at the Michael Tilford Conference at Pittsburg University.

Research Release – Since the [Research Release program](#) was instituted in 2013, six faculty members have been awarded research release. In 2018, the Chair of the Service Learning Committee researched best practices for Service Learning and ways Service Learning is incorporated at other colleges. [Her report](#) includes recommendations for Donnelly's Service Learning program.

Intellectual Property – The [Copyright & Fair Use page of the Library website](#) states “Donnelly College is committed to respecting the ownership of all intellectual property governed by copyright laws and to promoting the responsible fair use of the intellectual property of

others.” Donnelly follows [AAUP standards for Intellectual Property](#). Faculty Senate has [begun discussing the need for an Intellectual Property Policy](#) and Release specific to Donnelly College.

Student Research

Donnelly faculty and staff provide resources, support and oversight for student research through classroom instruction, library resources and external partnerships.

Classroom instruction – The faculty instructs students on scholarly research methods:

- All introductory-level English courses (College and Career Success, Composition I and Freshman Seminar) instruct students on topics such as [paraphrasing and summarizing](#), [selecting good sources](#), and [creating an annotated bibliography](#).
- Science faculty instruct students in [lab safety, lab equipment, measurement, unit conversion, scientific notation and the scientific method](#).
- Capstone courses in the Organizational Leadership and Information Systems programs require students to follow [APA guidelines for citing sources](#).

Library resources – The [Library page](#) of the College website contains numerous resources to assist students in conducting scholarly research:

- The [Research page](#) links to open access and specialty databases containing peer-reviewed scholarly articles as well as to [Google Scholar](#) and the [Kansas State Library](#) e-card portal.
- The [Guides page](#) includes a [Guide to Internet Research](#), a [Paper-Writing Guide](#), a [Public Speaking Guide](#), a [Student’s Guide to Avoiding Plagiarism](#) and a link to the [Purdue Online Writing Lab](#).
- The Guides page also includes information on [Copyright and Fair Use](#) and links to resources for creating bibliographies including [Citation Maker](#) and [EasyBib](#).

External partnerships – Partnerships with research institutions and local employers allow Donnelly to provide students with supervised research opportunities:

- Through Donnelly’s LSAMP grant with Kansas State University, Donnelly STEM students can participate in an [eight-week summer research immersion program](#). In 2018, five Donnelly students applied, three were accepted and one attended.
- Donnelly’s new [Pathways Engineering partnership with UMKC](#) will provide undergraduate research opportunities for Donnelly pre-engineering students planning to transfer to UMKC's School of Computing and Engineering.
- Donnelly works with local businesses and non-profits to provide research internships for students.
 - A [Donnelly student was selected for the Andrew W. Mellon Undergraduate Curatorial Summer Academy](#) at the Nelson-Atkins Museum of Art. This student participated in a one-week immersion program designed to expose racially and ethnically underrepresented students to careers at art, art history and anthropology.

- Students in the [Information Systems capstone class have completed internships at local businesses, non-profits or government agencies](#) and presented their research to the Donnelly community.

Responsible Conduct of Research – As an institution focused on teaching and learning, Donnelly does not have its own Institutional Review Board. However, when Donnelly is a sub-grantee of an institution required to have IRB approval for a project, Donnelly's project staff receive training through the grantee institution. For example, as a sub-grantee of Kansas State University's LSAMP grant, Donnelly's Principal Investigator and Grants Manager [completed coursework in Human Subjects Research and Responsible Conduct of Research](#) through the Collaborative Institutional Training Initiative (CITI Program).

2.E.2. Student Guidance in Ethical Use of Information Resources

Plagiarism training and resources – All [course syllabi contain standard statements](#) of the College's expectations for students regarding academic integrity and plagiarism as well as the consequences for students who violate these expectations. All tutors employed by the Tutoring Center are [trained in methods for detecting plagiarism](#). Donnelly is [purchasing Turnitin software](#) for use beginning in AY2018-19. This software will assist faculty in detecting plagiarism in student work.

Donnelly's Academic Support department and Librarian also provide in-class presentations and resources to instruct students on the ethical use of information resources:

- [Use of Databases](#)
- [Avoiding Plagiarism](#)
- ["Why Citation is More than Just a Technicality"](#)

Computer/Technology Use policies – Donnelly guides students in the appropriate use of information technology through its [General Computing & Network Policy](#) and [Peer-to-Peer policy](#).

2.E.3. Policies and Enforcement of Academic Honesty and Integrity

Information on Donnelly's [Academic Integrity policy](#) is provided in 2.A.

Academic Action – The College's [Academic Action policy](#) describes actions that may be taken by faculty "to prevent academically improper behavior or to penalize students who have committed academic improprieties." The procedure students should use for appealing Academic Actions appears in both the [College Catalog](#) and [Student Handbook](#).

Academic Probation and Suspension – Donnelly's [Academic Probation and Suspension Policy](#) defines the requirements for students to maintain Academic Good Standing as well as conditions that will result in a student being placed on academic probation or academic suspension. The Academic Suspension Appeal Procedure is found in the [Student Handbook](#).

Sources

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- 2017-2018 Catalog - Academic Standing
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- 2018-2019 Student Handbook - Probation Suspension Appeal
- AAUP - Intellectual Property
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- Research Release - Service Learning Report
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- Responsible Conduct of Research - McKnight
- Social Media Posts - Student Interns at Nelson
- Syllabus template 2018
- Technology Policy
- Turnitin Quote

- Tutor Training Agenda

2.S - Criterion 2 - Summary

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

Summary

Donnelly's organizational and governance structures and its academic and administrative policies and processes work together to ensure the College operates with integrity while promoting fair and ethical behavior on the part of its employees, administrators, and Board members. The evidence provided demonstrates Donnelly uses its website, publications, and social media to provide clear and accurate information regarding its programs, requirements, costs, accreditation relationships, Board and governance structures, and faculty and staff.

Revised in 2016, the College Bylaws clearly define the duties and responsibilities of an independent and autonomous governing board empowered to consider the interests of all constituents and to make decisions in the College's best interest. Although the Board provides oversight and guidance to the President and Cabinet, it delegates the day-to-day management of operations to the administration and expects the faculty to be responsible for academic matters.

"Truth" is one of Donnelly's core values and the College's policies on academic integrity and academic freedom foster the pursuit of truth in teaching and learning. All members of the Donnelly community are subject to policies and procedures that promote the responsible acquisition, discovery and application of knowledge and provide support for scholarly practice and research. Students are guided in the ethical use of information resources, and academic policies are communicated and enforced across the College.

Sources

There are no sources.

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).

Argument

3.A.1. Appropriateness of Program Content and Levels of Expected Student Performance

Donnelly College conforms to commonly accepted minimum program length: 60 semester credits for each of its four associate degrees and 120 semester credits for each of its three bachelor's degrees, following the [Federal Credit Hour Definition guidelines](#). Any variation from these minima must be explained, justified, and approved by the proper channels, including the College Registrar and Dean of the College.

The College requires the final 30 credits earned for a bachelor's degree and the final 15 credits for an associate degree be earned at the institution.

The College adheres to policies on student academic load that reflect reasonable expectations for successful learning and course completion:

- [Maximum per semester](#)
- [Success First limitations](#)

Where appropriate, program currency is ensured through consultation of [Advisory Boards](#) and external reviewers. The Information Systems/Information Technology program's [Advisory Board](#) includes representatives from other local colleges and universities as well as representatives from local businesses including Burns & McDonnell, Accenture, Waddell &

Reed, and NetIQ. The [Nursing Advisory Board](#) includes Donnelly Board members with medical backgrounds as well as representatives from the local healthcare, health education and outreach communities.

In compliance with State Board of Nursing requirements, Donnelly's nursing programs include external [clinical reviews of nursing students](#). Clinical hours are tracked by time spent in the clinical or simulation setting. Clinical courses are assigned credit hours, and students are required to attend 45 hours of clinical for each course credit. For example, because NU 101 - Foundations of Nursing Clinical is a two-credit course, students are required to participate in 90 hours of clinical/simulation lab experience, as mandated by the Kansas State Board of Nursing.

3.A.2. Differentiation of Learning Goals by Degree Level

Donnelly does not offer graduate or post-graduate programs. Courses that carry academic credit toward college-level credentials have content and rigor appropriate to higher education. The College's Curriculum Committee has established [detailed criteria for level of expectation and academic rigor](#) for 100, 200, 300, and 400-level courses. Program Learning Outcomes (PLOs) expand appropriately from general education outcomes ([AA](#) and [AS](#) degrees) to the College's [BA](#) and [BS](#) programs, using the more rigorous designations from Bloom's Taxonomy. PLOs are regularly reevaluated by department faculty as well as by the Curriculum Committee and Student Learning Outcomes Committee (SLOC) and through the [Program Review Process](#).

[Syllabi](#) for all college courses are approved by the [Curriculum Committee](#) and, where appropriate, include [sample grading rubrics](#).

Donnelly College has processes for ensuring all courses transferred in and applied toward degree requirements demonstrate equivalence with Donnelly courses required for that degree. Discipline-specific faculty regularly review course descriptions, and syllabi from frequent transfer institutions. The College's Advising and Student Success teams collaborate with department heads and faculty in regular evaluation of [transfer agreements](#).

Examples of [course and program descriptions](#) and [requirements](#), as well as learning outcomes can be found in the Catalog. General education and program-specific brochures and recruitment materials include detailed information on program expectations and requirements. Students have access to the Donnelly [general brochure](#) and [Bachelor's program brochures](#) online and in print form. In AY2017-18, the College began implementing a universal [syllabus template](#) to ensure consistency of learning outcomes and curricular language.

3.A.3. Program Quality and Consistency Across Delivery Modalities

The VPASA oversees all academic programs. In addition to programs hosted on the College's main campus, Donnelly also offers courses through the [College in Prison Program](#) at Lansing Correctional Facility, dual credit programs through [College Credit Now](#) and [Gateway to College](#), and a limited number of online courses. The College in Prison Program is coordinated by an adjunct faculty member, the College Credit Now Program is coordinated by the Registrar, and the Gateway to College Program has a full-time director.

Donnelly currently offers very few online courses due to the nature and learning needs of its student population. Online courses are approved on a case-by-case basis, monitored by the Curriculum Committee and SLOC, and regularly reviewed for rigor and consistency with classroom delivery. Online classes are generally limited to upper level courses such as [OL 400 - Leadership II](#) and [OL 403 - Advanced Organizational Behavior](#).

As Curriculum Committee [agendas and minutes](#) demonstrate, faculty discussions on rigor and course level as well as [conversations addressing the role of online and hybrid courses are ongoing](#).

Donnelly offers dual credit through the College Credit Now program as well as the Gateway to College program. Local high schools wishing to offer Donnelly courses for College Credit Now (CCN) must conform to Donnelly syllabus requirements and student learning outcomes. Syllabi are reviewed yearly, and appropriate faculty observe, evaluate and mentor CCN faculty as needed; the office of the Dean of the College and relevant program heads are in the process of formalizing a CCN observation and mentoring schedule. All [CCN faculty are required to meet the same qualifications as on-campus Donnelly faculty](#). Additionally, students [must pass placement tests](#) to enroll in CCN courses and earn credit at Donnelly.

The [Gateway to College program](#) is housed on Donnelly's campus; students only earn dual credit by taking Donnelly courses, so equivalent rigor and requirements are guaranteed. The [College in Prison Program](#) at Lansing Correctional Facility [uses Donnelly syllabi](#) and instructors are regularly briefed and mentored by the Academic Affairs Office to ensure equivalent rigor and expectations in their courses.

Sources

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- PLO - AA-LAS
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- PLO - BS-ED
- PLO - BS-IS
- Program Review Process
- Rubric - Standardized Writing
- Student Learning Outcomes Committee Charter
- Success First-Reading and Writing
- Syllabi Rubric Example
- Syllabus template 2018

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.

Argument

3.B.1. Alignment of General Education with Mission, Degree Levels, and Programs

The Donnelly College [Philosophy of General Education](#) appears on the College website, in the course catalog, and is readily available to all College community members. The Philosophy aligns with the mission of the College and with standards and broad intellectual achievement appropriate to an institution of higher education. The Philosophy states "the College's [general education requirements](#) are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community."

The College's commitment to meeting the needs of each student is reflected in a structured placement process, intensive proactive advising, and student-driven Success Plans. Each academic program participates in these co-curricular supplements, and individual Department Chairs and Program Directors hold open office hours for informal advising of students in their programs. The Curriculum Committee and SLOC meet regularly with Department and Program Chairs to ensure course descriptions, outcomes and Performance Indicators remain in line with standards.

3.B.2. Purposes, Content, and Intended Learning Outcomes of General Education

Donnelly's [Philosophy of General Education](#) states the College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. In order to facilitate and expedite student success, and to ease transfer to four-year institutions, the Core of the College's General Education program is fairly structured, requiring 24 credit hours including Freshman Seminar/First Year Experience, public speaking, microcomputer essentials, and foundational classes in English, mathematics, and philosophy.

The Philosophy of General Education is addressed in its entirety through the [Donnelly College Learning Outcomes](#) (DCLOs): Communication Skills, Technology and Information Literacy Skills, Symbolic Problem Solving, Analytical Thinking, Personal and Interpersonal Skills, Academic Inquiry, and Values. These DCLOs are aligned with [Program Learning Outcomes](#) (PLOs) as well as [course-level Student Learning Outcomes \(SLOs\) measured through Performance Indicators](#).

PLOs are written collaboratively by Program Chairs and Directors and the [Student Learning Outcome Committee \(SLOC\)](#), with feedback from the Assessment Council of Donnelly College (ACDC). Course-level SLOs and their linked Performance Indicators are developed by faculty members in collaboration with Program Chairs and Directors, and are reviewed as part of the Curriculum Committee's syllabus-approval process. AY2017-18 is the first year the College has collected data on its newly-articulated Performance Indicators. Program Chairs and Directors will aggregate these data and report findings to [SLOC](#), which makes recommendations for data-informed curriculum changes to be implemented in AY2018-19 and beyond.

As data are being reviewed and assessed, SLOC and the Program Chairs and Directors are [building Curriculum Maps](#) to ensure the DCLOs are being addressed effectively across programs and courses. These maps differentiate outcomes by degree level using Bloom's taxonomy and faculty-driven research on level appropriateness at comparable institutions.

3.B.3. Scope of General Education Objectives

By completing the College's General Education requirements, students learn to collect, analyze and communicate information. General Education courses that integrate research components include, but are not limited to, [English Composition I and II](#) and all [laboratory-based science courses](#). Students have the option of taking visual arts-based electives and creative writing courses that develop mastery of creative work. Varieties of modes of inquiry are further developed through humanities, social science and natural science electives, many of which require library- and internet-based research. Courses requiring research are updated according to contemporary methods and changes in field-specific research approaches, through faculty research and Advisory Board consultation where appropriate. Students have database access through the library's Database page and the [Kansas State Library eCard Portal](#). Many courses, including [English Composition I and II](#), Freshman Seminar, and First Year Experience include assignments designed to develop research skills, as do the tutorials with Donnelly's librarian described in 2.E.2. The Organizational Leadership degree [capstone course includes a more advanced research component](#) through project development.

3.B.4. Recognition of Human and Cultural Diversity in the Curriculum

Donnelly is the only federally-designated Minority-Serving and Hispanic-Serving Institution in the Kansas City metro, and the College's student population is 85% ethnic or racial minority. Faculty, staff, and administrators recognize the cultural diversity of the students through the mission – the College was founded specifically to educate underrepresented populations – and through the Donnelly College Learning Outcomes (DCLOs). Specifically, the fifth DCLO, [Personal and Interpersonal Skills](#), calls for students to "develop an understanding across cultural differences locally, nationally and internationally," encouraging students to embrace cultural differences in their classmates. Similarly, in support of the sixth DCLO, [Academic Inquiry](#), students in English Composition II are required to [consider perspectives](#) that might be in opposition to their own beliefs. In support of the seventh DCLO, [Values](#), students in Introduction to Public Speaking are [required to articulate their own personal values](#) and to thoughtfully critique the presentations of their classmates.

3.B.5. Mission-Aligned Emphasis on Scholarship

While Donnelly is primarily a teaching institution and research is not contractually-required of faculty, Donnelly faculty members not only participate in professional development, personal scholarship and creative work, they also encourage their students to do the same. For example, in April 2018, students and faculty presented academic and creative work at the [Global Studies Symposium](#) in collaboration with the University of Kansas. A Success First Instructor [published an article](#) in Parenting with Special Needs magazine. The Chair of Liberal Arts and Sciences will [publish the second edition of her coauthored textbook](#), *An Introduction to Film Analysis*, with Bloomsbury Press in 2019. The Director of Success First and Acting VPASA [presented at the 2017 Kansas ACT State Organization Symposium](#).

All Donnelly faculty submit annual [Individual Development Plans](#) (IDPs) highlighting achievements, goals and proposed professional development spending for the academic year. IDPs are reviewed by Program Chairs and the Office of Academic Affairs, and are considered in rank and promotion decisions; they are also used to track Professional Development spending across departments and programs. Donnelly has made a considerable commitment to [faculty professional development](#) in the past five years, allocating \$750 per full-time faculty member each year, as well as establishing a fund for part-time faculty members. Professional Development funds for adjunct faculty are distributed through an application process managed by the Professional Development Committee.

In AY2017-18, all full-time faculty (and several part-time faculty) participated in the [Association of College and University Educators \(ACUE\) Course in Effective Teaching](#). This course consisted of several hours per week of pedagogical research and training, requiring considerable commitment on the part of the College's faculty. In June 2018, the H&R Block Foundation committed to funding an additional two years of the ACUE course to further advance the faculty's professional development.

The [Rank and Promotion Process](#) was established by the Faculty Senate and Office of Academic Affairs and approved by Faculty Senate in March 2017. Revisions were approved in February 2018. The Rank and Promotion Committee, comprised of elected members of Faculty Senate, [promotes the rigorous and fair evaluation of faculty performance during the promotion process](#).

As noted in 2.E.3, Donnelly STEM students participate in undergraduate research through grant partnerships with four-year institutions including and University of Missouri Kansas City and Kansas State University through the [Pre-Engineering](#) and the [Kansas Louis Stokes Alliance for Minority Participation \(LSAMP\) programs](#). Students interested in the arts and humanities have opportunities to develop creatively through the Donnelly College Art Club and submitting creative work to [Dime, the College's arts and literary journal](#). Other student-driven publications, include a student-published [Gateway to College newsletter](#), and [“The Immigrant’s Song.”](#) a 2018 collection of student essays. These programs and projects create possibilities for student research and creative work that track directly with the College’s Technology and Information Literacy Skills, Symbolic Problem Solving, Academic Inquiry, and Analytical Thinking Learning Outcomes, but also address Personal and Interpersonal Skills (through collaborative projects) and Values in addressing social justice issues through creative work.

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- PLO - OL - OL 499 Research Assignment
- Presentation - Lisa Stoothoff - Student Growth from Service Learning
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- Program Learning Outcomes

- Rank and Promotion - Application Process
- Rank and Promotion Manual
- SLO KPI Examples
- Student Learning Outcomes Committee Charter

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.

Argument

3.C.1. Numbers and Continuity of Faculty

In Fall 2017, Donnelly College had [360 enrolled students](#), [18 full-time and 25 part-time faculty](#). The College has maintained an [average student-faculty ratio of 10:1 from 2013-2017](#).

Faculty are assigned according to academic area: Liberal Arts & Sciences, Nursing, Gateway to College, Business & Technology and Education. Standard teaching course load for credit-bearing classes for full-time faculty is 15 credits per semester. Academic Program Chairs and Directors receive release time that varies based on field-specific requirements (as in Nursing), number of faculty/students, and department-specific administrative responsibilities. Teaching releases are reviewed annually by the Office of Academic Affairs.

All full-time faculty members [serve on at least one curricular or co-curricular committees](#), participate in [Faculty Senate and attend regular Community and Division Meetings](#).

All faculty members maintain appropriate open office hours that are posted on office doors, in the course syllabi and in the Learning Management System. Faculty members also advise students, sponsor student organizations, and chaperone student events and trips.

All full- and part-time faculty participate in assessment of student learning. As of Spring 2018, all syllabi are aligned with [SLOC](#)'s revised assessment methods. Program and Department

Chairs set data collection goals at the beginning of each semester and compile data at the end of each term. Faculty members are informed of data use and assessment results, and participate in conversations regarding curricular changes and updates based on assessment data.

3.C.2. Faculty Qualifications

Donnelly College follows [HLC guidelines for hiring appropriately qualified faculty](#). Hiring processes begin at the department level: the Program Chair or Director identifies a staffing need and, in collaboration with the Dean of the College, creates a job posting that clarifies duties and credentialing requirements. For full-time hires, an *ad hoc* hiring committee of multiple faculty and staff members is established. For part-time faculty, Program Chairs or Directors hire with the approval of the Dean of the College. All full- and part-time faculty also complete a background check process and VIRTUS training, mandated by the Catholic Church.

The [Donnelly College Faculty Credentialing process](#) includes a review of graduate transcripts and/or alternative credentialing for faculty members that have experience that clearly contributes to student learning outcomes and can be considered in lieu of formal academic preparation. Donnelly College considers competence in the field, national accreditation, professional licensure, and/or certificates, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. Exceptions are considered on a case-by-case basis and are reviewed by the Program Chair/Director and the Dean of the College. All Donnelly College faculty credentials were reviewed in AY2017-18.

3.C.3. Evaluation of Faculty

Addressing HLC Concerns

Concern: In the probation letter dated March 8, 2017, the HLC Board of Trustees expressed concern that instructors are not uniformly, regularly, or consistently evaluated across programs.

Response: The College revised and updated its [faculty evaluation and review process](#) in 2017-18. The process was revised and approved by the Dean of the College in collaboration with the [Academic and Student Affairs Leadership Team](#) (ASALT) and the [Faculty Senate](#). For full-time faculty, yearly classroom observations are performed by Program Chairs/Directors or the Dean of the College (depending on the Chair's own teaching load and/or the number of faculty in the program).

Classroom [observations are reviewed with each faculty member](#) at yearly meetings with the Dean of the College. The Dean also reviews each faculty members' Individual Development Plan to identify strengths and areas where improvement is needed. If a faculty member is identified as insufficient in some area, a formal improvement plan is established with regular follow-up.

Students complete course evaluations at the end of every semester and the results are used to improve faculty performance and are considered in the [Faculty Rank and Promotion](#) process.

Program Chairs/Directors are observed and evaluated by the Dean of the College and complete a yearly self-evaluation. Program Chairs and Directors additionally receive an annual “[360 Evaluation](#)” completed by their department faculty, other Program Chairs and Directors, and any staff/administrators with whom they regularly interact.

Faculty Orientation occurs each fall and spring at the [Faculty Workshop](#) that precedes each semester. Additional workshops, attended by all full- and part-time faculty, include team-building exercises, FERPA training and LMS software refreshers.

3.C.4. Faculty Professional Development Resources

Every full-time faculty member receives [\\$750 in professional development funds each academic year](#) and adjunct faculty can apply for funds allocated by the Professional Development Committee, Program Chairs and Directors and the Dean of the College. Access to faculty professional development funds is explained in the Faculty Handbook and on the College website; the process is streamlined and intuitive and funds are typically disbursed within two weeks.

Faculty members are encouraged to use professional development funds to participate in field-specific opportunities designed to improve their performance in the classroom and/or enable them to advance knowledge in their discipline. The program also seeks to foster an atmosphere in which learning is shared among colleagues. Participation is voluntary, but preference is given to those who have developed an [Individual Development Plan](#) (IDP). All faculty must also submit a Record of Professional Development once their proposed activity is complete.

Skills and knowledge attained for both individual development and career advancement are considered, including all types of facilitated learning opportunities, ranging from formal coursework to conferences and webinars, to informal learning opportunities situated in professional or pedagogical practice. Professional development can include any activity that enhances or aids individuals in performing their duties in any teaching, research or service capacity at Donnelly College.

The ACUE Course in Effective Teaching Practices is an example of a formal professional development opportunity provided for all faculty and teaching staff. During 2017-18, a [grant from the Kauffman Foundation](#) covered the cost for all full- and part-time faculty to participate in the 25-module online course. Brown bag workshops on syllabus design or informal Moodle or Canvas training sessions are examples of other regular on-campus professional development events. External professional development opportunities include discipline-specific conferences, seminars, symposia, and webinars.

The College’s Professional Development Committee (composed of any full- or part-time faculty who wish to participate) promotes and enables faculty professional development by:

- creating and promoting opportunities for [in-house development](#)
- disseminating information about external opportunities
- overseeing processes for requesting and using funds for these activities

- remaining in touch with the professional development needs of the faculty and helping connect faculty with resources to meet those needs

3.C.5. Faculty Accessibility for Student Inquiry

All full- and part-time faculty members are required by contract to hold a [minimum of five office hours per week](#); these requirements extend to Lansing and dual-credit instructors. Office hours must be posted on the office door, listed on the course syllabus and LMS site, and offered at a time available to students. Part-time faculty have access to shared office space for office hours.

According to campus-based surveys and the results of the 2015 Community College Survey of Student Engagement (CCSSE), Donnelly students consistently [rate above the benchmark for questions pertaining to “Student-Faculty Engagement” and “Support for Learners.”](#) In response to student suggestions regarding faculty and staff availability, many faculty and staff have adopted “open door” policies to encourage student engagement. In Summer 2018, the College moved student support offices to the first floor of the main Tower building in order to promote interaction between students and support staff.

3.C.6. Qualifications and Support of Student Services Staff

[Job descriptions for staff](#) are maintained by Human Resources. Staff are credentialed according to these job descriptions by their respective administrators and the Dean of the College.

The College provides regular training and professional development opportunities for staff and administrators. The College follows “industry standards” with respect to academic professional development and staff in all areas have opportunities for specialized training and are encouraged to participate in professional organizations. Funds for staff professional development are [included in departmental budgets](#). During AY2017-18, staff and administrator training included workshops on FERPA, Student Learning Outcomes, and "What is Assessment Really?" Staff members may also apply to their Department heads for funds to meet objectives in their Individual Development Plans (IDPs). The Financial Aid staff participates in annual Federal Compliance Training through the [Kansas Association of Student Financial Aid Administrators](#).

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- Faculty Evaluation Example
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- Financial Aid Training - 2017 KASFAA
- HLC Faculty Guidelines 2016 OPB
- Human Resources-Hiring Policy - Background Check
- IDP Example
- Prof Dev - Brown Bag Training - Blended Tech in Classroom
- Professional Development DC - Dollar Amount
- Rank and Promotion Manual
- Record of PD
- Sample Job Descriptions
- Student Learning Outcome 10-17-17
- Student Learning Outcomes Committee Charter
- VIRTUS Online
- What is Assessment Really 11-28-2017

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.

Argument

3.D.1. Mission-Aligned Student Support Services

Donnelly provides support services designed to effectively serve its target population of low-income, minority, immigrant and first-generation college students. Academic advisors are trained by the Student Success Director to assist students in appropriate scheduling, transfer planning and on-time graduation. Donnelly's [Testing Center](#) places students in courses based on Accuplacer, ACT and ESL test scores.

Because many Donnelly students come from under-performing urban districts, the College offers a Success First program that helps students attain proficiency in reading and writing so they can succeed in college-level work. Success First offers two cohorts: a [Reading and Writing](#) cohort and an [Intensive English](#) cohort for English Language Learners. Incoming students meet with Success First faculty one-on-one to discuss placement options, credit hours required, and commitment involved. Both cohorts meet five days a week and require tutoring, lab, classroom time and online interaction through Donnelly's learning management system. Both courses are designed to provide intensive one-semester preparation for college-level courses.

The [Campus Ministry](#) program, directed by the Vice President for Spirituality and Mission, is open to all Donnelly students regardless of religious background. Campus Ministry activities include prayer, scripture study and worship, as well as individual care and guidance, advocacy, catechesis, community celebrations, evangelization and social justice activities. In addition, Donnelly offers Catholic Mass on campus several times a week.

Donnelly's main building houses a [Bistro](#) that provides students with nutritious, locally-sourced meals at a flat rate of \$6.25 per lunch. The College also established a [Campus Cupboard](#) last year to provide temporary food assistance to any member of the community struggling with food insecurity.

3.D.2. Learning Support and Preparatory Instruction Services

Donnelly's tutoring center, the [Academic Center for Excellence \(ACE\)](#), provides tutoring in math, science, history, English, and other subjects [depending on curricular needs in a given semester](#). ACE offers an [online Paper Review and Submission Process](#), as well as tutoring by drop-in and appointments. [Supplemental Instruction](#) promotes student-facilitated study in challenging classes.

Like the ACE, Donnelly's [Testing Center](#) is managed by the Associate Director of Academic Support and offers placement testing, ESL testing, College Credit Now level verification, TEAS Testing for Practical Nursing admission, and the Kansas Certified Nurse Aide State Exam. The Testing Center also offers make-up tests by arrangement, as well as specialized testing environments for students requiring test-related accommodations. The [Testing Center website](#) includes resources to help students prepare for testing.

3.D.3. Academic Advising and Other Student Success Services

Donnelly has two academic advisors trained in proactive advising. Nursing students are advised by Nursing faculty. All faculty, staff and administrators are trained to use an [Early Alert system](#) to identify students with academic or personal concerns. High school graduates matriculating with Individual Education Plans and requiring [disabilities accommodations](#) may request accommodations through the Office of Academic and Student Affairs.

Advisors monitor student success using a proactive program that includes an [advising syllabus](#) specifying student and advisor roles and responsibilities. Advisors create [Success Plans](#) for all incoming students and students on academic probation and use [predictive analytics \(Success Navigator\)](#) to anticipate supportive services that might be needed. Advisors also schedule regular meetings with students to review academic plans, degree checklists, career goals, and overall classroom performance.

The [Office of Career Services](#) is managed by the Associate Director of Academic Support and offers services to help students identify their skills, explore career opportunities, and develop materials for future employment.

Under the direction of a full-time Licensed Professional Counselor, the [Counseling Center](#) offers individual mental health assessments and therapy to students, faculty and staff free of charge. The Counselor also offers wellness programs and seminars on topics relevant to college students, including suicide prevention, healthy relationships, and managing stress and anxiety.

The Business Office houses functions integral to students' success: the [College's bookstore](#), tuition and fees cashier, and [Financial Aid Office](#). The College Financial Aid Director helps students identify scholarships, grants, and loans appropriate to their needs. Donnelly's financial aid program includes merit and need-based scholarships funded by federal, state and institutional sources of aid. The Financial Aid Office also works with a TRIO representative to offer an annual Financial Literacy Fair.

The [Office of the Registrar](#) is responsible for transcripts, class enrollment, scheduling of classes, and classroom reservations. The Registrar maintains timely and accurate transcript and records services.

3.D.4. Infrastructure and Resources for Effective Teaching and Learning

The [Information Technology \(IT\) Services Department](#) provides computer and hardware technology support for the College. In addition to maintaining computer labs and system networks (drives and internal wiring), IT helps with copy machines, SMART boards, other technology around campus.

Donnelly is currently transitioning from the Moodle Learning Management System (LMS) to Canvas, a more user-friendly system with improved technology support services. The College also recently transitioned to the Empower Student Information System (SIS). Faculty and students will receive Canvas training in Summer and Fall 2018. [All faculty, staff, and administrators received Empower training appropriate to their roles and needs](#). The college computer labs and the community's users are updated on an as-needed basis.

All Nursing labs and equipment, including patient simulators, clinical equipment, visual simulations, kits, and videos have been updated within the past three years. Education and Nursing clinical sites are monitored by Certified Clinical Field Supervisors. [Nursing Clinical and Lab component courses align with Kansas State Nursing Board guidelines](#).

3.D.5. Guidance Regarding Information Resources and Usage

Students receive information literacy training from Orientation through their final semester. Most freshman-level courses, including English Composition I and II, Freshman Seminar, First Year Experience and all laboratory science courses include an information literacy component. The College maintains [staff trained in aiding students](#) and trains faculty and staff to help students understand research and assess research resources.

[Library resources](#) are available to all students, faculty, staff and to the community at large in face-to-face and online formats. The Library maintains extensive inter-library loan agreements and an agreement with the [Kansas State Library](#) granting access to [research databases](#).

The Library Director has a Master's in Library Science and is available at hours compatible with semester and interim building hours, which are [published on the website](#). She is also available by phone and email, and responds to student and community requests quickly. The Librarian maintains and updates an online [set of Guides to aid students in research, citation, and general](#)

[formatting questions](#). Additionally, the Library Director provides customized [in-class research seminars](#) for any faculty member who requests the service.

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- DC Website - Intensive English
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- Library - Databases
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- Registered Nurse Donnelly College webpage
- Student Success Plan
- Success Navigator - Advisor Report
- Tutoring Center Paper Procedure
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- Washington Post - Enrollment Dropping Low Income - 11.24.2015

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.

Argument

Donnelly's co-curricular activities and programs complement its academic programs and enhance the educational experience of students. All extracurricular or student-led clubs and organizations are aligned with the College's mission and values and contribute to an enriched educational environment.

3.E.1. Mission-Related Co-Curricular and Extra-Cuurricular Programs

The mission of Donnelly's Student Success program is to provide academic support programming to promote retention and degree completion for all students. In addition to supporting the College's [general education learning outcomes](#)--communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values—this co-curricular program has developed specific [Student Success Learning Outcomes](#).

Examples of other co-curricular programs include:

- [The Science, Technology, Engineering, and Mathematics \(STEM\) Club](#) is a co-curricular organization that encourages students' interest in STEM fields. STEM Club sponsors STEM-related educational activities and field trips, provides opportunities for career exploration, and creates avenues for professional networking. STEM Club also participates in outreach activities in the local community, supporting the College's Mission and Values. STEM Club addresses information literacy, academic inquiry and values (DCLOs 3, 6 and 7).
- The [Donnelly Library](#) Activities Committee (DLAC), promotes literacy and celebrates the joy of reading. This organization participates in service-focused activities such as reading to local elementary schoolchildren as well as cultural activities--attending plays or concerts to enrich students' cultural experiences. DLAC serves the College's Mission and Values, as well as addressing communication skills, symbolic problem solving, personal and interpersonal skills and academic inquiry (DCLOs 1,3, 5 and 6).

Because Donnelly is a small college, clubs and organizations are regularly restructured to meet student needs and interests. Examples of current extracurricular programs include:

- The [Student Activities Committee](#) unites the student body by providing a variety of fun and healthy outlets while offering its members opportunities for campus leadership and involvement. SAC regularly polls students on their co-curricular and extracurricular needs and interests in order to ensure student organizations are appropriately serving the current student population. SAC supports the College's Mission and Values while promoting communication skills, personal and interpersonal skills and values (DCLOs 1, 5, and 7).
- The [Donnelly Student Senate](#), elected annually, provides organizational structure and promotes student involvement to enhance students' leadership skills and college experience. Student Senate represents students' interests and serves as a liaison between the College's student body, faculty and staff. Student Senate's commitment to service to their peers reflect the College's Mission and Values, while the activities and leadership experience they receive contribute to communication skills, analytical thinking, personal and interpersonal skills and values (DCLOs 1, 4, 5, and 7).

A [full list of Donnelly's co-curricular and extracurricular clubs](#) and organizations can be found on the College website. The list is updated each semester and includes brief descriptions and contact information. As of Spring 2018, Donnelly's faculty and staff, in collaboration with Student Senate, began developing a Community Events Calendar to alert students to campus events and activities that will enrich their experience. Access to a comprehensive Events Calendar will enable all members of the Donnelly Community to better plan and actively participate in campus activities. Additionally, fall 2018 Welcome Week will include a Campus Organization Fair to familiarize new students with clubs and organizations.

Donnelly also hosts events open to the community at large, including the [yearly Multicultural Festival](#) celebrating the College's student diversity. The 2018 Multicultural Festival included presentations from students representing South Africa, Mexico, Guatemala, China, and Sudan.

3.E.2. Other Student Learning Opportunities

Through the College's Global Studies partnership with the University of Kansas, faculty and students participate in research addressing the success and achievements of first-generation college students and students from underrepresented populations. Intended as an annual event, the Symposium introduces Donnelly's students and their experiences to KU faculty and graduate students researching in relevant fields of study.

The College has a long-standing commitment to Service Learning, and the [Service Learning Committee](#) aids faculty in developing curriculum-appropriate Service Learning activities for their courses. Several courses require [Service Learning as a component](#) of course completion.

The College's Campus Ministry program enriches students' educational experience, offering spiritual guidance to students of all faiths and backgrounds.

As Wyandotte County's only bachelor's degree-granting institution, Donnelly plays a critical role in local economic development. The College's relationship with the Unified Government of Kansas City Kansas and Wyandotte County (UG) is reflected through a long-standing

relationship with the Mayor's Office. Former UG Mayor Carol Marinovich teaches Political Science classes at the College, introducing students to local issues and concerns. The College also hosts community events in the Event Center and, over the past three years has hosted U.S. Congressman Kevin Yoder, Kansas Senator Jerry Moran, Kansas Attorney General Derek Schmidt, and Kansas Commissioner of Education Randy Watson. The Governor of Kansas, Jeff Colyer, spoke at Donnelly's 2018 graduation ceremony, highlighting the state's commitment to the College and the college's role in the state's success. Donnelly partners with the Wyandotte County Economic Development Council to ensure its graduates arrive in the local job market with appropriate skills and training.

Sources

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- DC Website - Campus Life
- DC Website - Campus Ministry
- DC Website - Donnelly College Learning Outcomes
- DC Website - Library
- DC Website - STEM
- Faculty Credentials Handbook
- Global Studies Symposium
- Gov. Colyer Honors Donnelly Graduates
- Multicultural Festival 2015
- PLO - Student Success
- Rep Kevin Yoder - Visit about Pell
- SAC Expectations
- Service Learning Assignment in CCS 097 Syllabus
- Service Learning Minutes Example
- Service Learning Minutes Example 2
- Spring, 2018 American Government Syllabus - Marinovich
- Student Senate Constitution
- Unified Government Website

3.S - Criterion 3 - Summary

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

Summary

Donnelly College has expanded and improved measures to insure all academic courses and programs maintain appropriate content and levels of rigor across all modes of delivery. Due to the College's student population, we offer fewer online and hybrid courses compared to other institutions; those courses are carefully monitored and evaluated by faculty, program directors, the Curriculum Committee, and Student Learning Outcomes Committee. The College in Prison program maintains syllabi and course content equivalent to what is offered on Donnelly's main campus. Any changes to curricula include input from Donnelly faculty, program and faculty-led research, consultation with comparable institutions and, where applicable, local experts and program Advisory Boards.

The Gateway to College program benefits from regular internal evaluation as well as feedback through the National Gateway to College Network. The College Credit Now program maintains consistent evaluation, updates and monitoring of student success. College faculty across all of these modes of delivery have equivalent qualifications to Donnelly's on-campus faculty.

The newly-developed assessment and program review processes are being implemented across departments, programs, modes of delivery and off-campus locations. Data collection and evaluation reflects the diversity of learning opportunities while considering the necessary adaptations and updates to continue learning excellence regardless of mode or location.

Donnelly's improved and formalized faculty credentialing process ensures faculty are qualified to maintain academic rigor and excellent classroom experiences for the student body. Faculty participate in professional development training and are encouraged to develop individual areas of research that enhances their teaching.

The previous HLC team's concerns regarding faculty evaluation have been addressed through the new faculty credentialing process and standardized faculty evaluation process. This evaluation process focuses not only on classroom performance, but also on participation in on-campus and off-campus professional development opportunities and committee work.

Campus resources for promoting student learning are appropriate to the student population and are continually evaluated, adapted, and expanded according to student needs and interests. The College's mission and its community's commitment to that mission reflect a dedication to the belief Wyandotte County's low-income, minority and first-generation college students have the right to access to academic excellence and rigor.

Sources

There are no sources.

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).

Argument

Addressing HLC Concerns

In the letter dated March 8, 2017 that conveyed the HLC Board of Trustee's decision to place Donnelly College on probation, three concerns were expressed regarding Criterion 4.A. These are listed below with the steps Donnelly has taken to address them.

Concerns: The HLC Board requested the following:

- *Evidence that the College has completed program reviews for 50% or more of its academic programs, a schedule for the remaining programs, and a master calendar for the next full cycle of reviews.*

- *Measures of institutional effectiveness which may consist of cost analysis, enrollment trends and targets, and completion data.*
- *Documentation of the program review process that includes the use of assessment data to inform the review and changes and improvements that have resulted from the reviews.*

Response: Following the previous HLC Visit, Donnelly joined the HLC Assessment Academy (June 2017-2021), formed two new assessment-focused committees, the [Student Learning Outcomes Committee](#) (SLOC) and the [Assessment Council of Donnelly College](#) (ACDC), and fully revised the Donnelly College Assessment Plan, which includes a [Program Review process](#).

The [Assessment Plan](#), developed as a collaboration between the Office of the Vice President for Academic and Student Affairs, SLOC, ACDC, and additional faculty members, measures outcomes from the individual student level through college-level outcomes. ACDC revised the [Donnelly College Learning Outcomes](#) (DCLOs) in June 2017. Using information gathered at the June 2017 Assessment Academy, ACDC met individually with program Chairs to begin developing [Program Learning Outcomes](#) (PLOs) that are both program-appropriate and complement the DCLOs. Program Chairs then worked with their faculty and SLOC to develop Student Learning Outcomes (SLOs) for individual courses as well as Performance Indicators to assess those SLOs. By December 2017, all academic and co-curricular programs had developed PLOs, SLOs, and Performance Indicators for courses offered in Spring 2018, officially launching the Assessment Plan data-collection process. The College also adopted a [standardized syllabus template](#) including these learning objectives. Assessment data, in addition to budgetary reviews and Strategic Plan initiatives, contributes to the [Program Review](#).

4.A.1. Program Review Process

As part of the Assessment Plan (further detailed in Core Component 4.B.), Donnelly revised and updated the [Program Review process](#), adopting a [standardized Program Review template](#) that is posted on the website. Program Reviews include mapping of outcomes across curricula and opportunities to identify specific uses of Program Review results for curricular and co-curricular improvement. SLOC closely monitors the Program Review process and charts the changes implemented using Review results.

As requested by the HLC Board of Trustees, [50% of academic and co-curricular programs have been reviewed as of spring 2018](#). Complete Reviews of [Success First](#), [Elementary Education](#), [Organizational Leadership](#), and [Information Systems/Information Technology programs](#), are posted on the website. Remaining academic and co-curricular programs will be reviewed every three years on a rotating basis [according to a master calendar](#), also posted on the website.

In March 2018, [SLOC created an instructional video](#) on the Program Review Process available to all Donnelly faculty and staff. As of Spring 2018, SLOC and Program Directors are collecting and analyzing data to make recommendations for the 2018-19 academic year.

4.A.2. Evaluation of Credit Transcribed

Donnelly College conforms to commonly accepted minimum program length: 60 semester credits for associate degrees and 120 semester credits for bachelor's degrees, following the [Federal Credit Hour Definition guidelines](#). Any variation from these minima must be explained, justified, and approved by the proper channels, including the College Registrar and Dean of the College.

In compliance with Kansas State Board of Nursing requirements, nursing students' clinical hours are tracked by time spent in the clinical or simulation setting. Clinical courses are assigned credit hours and students are required to attend 45 hours of clinical for each course credit. For example, because NU 101 - Foundations of Nursing Clinical is a two-credit course, students are required to participate in 90 hours of clinical/simulation lab experience.

Donnelly's [Nursing](#) and [Education](#) programs meet all state accreditation requirements. Donnelly is committed to the success of graduates and provides a number of campus-based resources for [transfer](#) and [job placement](#). In order to track transfers of its graduates, Donnelly uses the [National Student Loan Data System](#) (NSLDS). The nursing programs use the [Kansas Board of Nursing's website](#) to track NCLEX pass rates. These completion data, current enrollment trends, and retention rates are monitored by the Director of Institutional Research to evaluate institutional effectiveness.

The [Organizational Leadership](#) and [Information Systems](#) bachelors' programs provide opportunities for internships and experiential learning in conjunction with [Donnelly Career Services](#). The [Urban Elementary Education](#) program documents student teaching per National Council for Accreditation of Teacher Education (NCATE) licensure. Donnelly's nursing programs use state-approved contracts for clinical placement and placement performance requirements.

Donnelly's [Service Learning Committee](#) is developing methods of tracking and documenting Service Learning for assessment of experiential learning. The Committee has [implemented a survey](#) to discern faculty commitment and will begin integrating assessed and transcribed Service Learning in Fall 2018.

Donnelly College participates in a universal [reverse transfer program](#) with Kansas' community colleges. This program allows students to receive an associate degree from his or her most recent community college by combining the credits earned at the community college with credits earned at Donnelly. Incoming transfer students to Donnelly College from any of Kansas' nineteen public community colleges or either of Kansas' two non-profit two-year colleges are eligible to receive the benefits of the reverse transfer program. The College also has a [transfer agreement with the other members of the Kansas Independent College Association](#) (KICA).

4.A.3. Policies and Procedures Regarding Credit Accepted in Transfer

Donnelly is small enough to work individually with every student transferring to the College. The College allows credits applied toward associate and bachelor's degrees. All information for potential Donnelly transfer students is [easily accessed online](#) and includes a complete [Admissions Checklist](#), information on [transfer credits, and a list of common course](#)

[equivalencies](#). Coursework completed at a regionally accredited institution of higher education with a grade of C or better is generally accepted at Donnelly. The Registrar maintains and evaluates approved and updated [articulation agreements](#) with other accredited colleges and universities in Kansas City and the surrounding region.

As part of the admissions and enrollment process, individual student transcripts are assessed for credit transfer by the Registrar. Students with international transcripts or diplomas are evaluated by an [approved, third-party transcript evaluation service](#) accredited by the [National Association of Credential Evaluation Services \(NACES\)](#). [College Credit Now](#), a dual-credit program, is regularly reviewed by the Registrar's Office for equivalence in learning outcomes and college-level achievement.

4.A.4. Academic Program and Resources Oversight

Prerequisites, Rigor, and Expectations for Student Learning

Prerequisites and co-requisites for all courses are listed in the [College Catalog](#). The [Curriculum Committee](#) and [SLOC](#) work collaboratively to ensure prerequisites and co-requisites are appropriate and align with the expectations and rigor of higher education standards.

The Curriculum Committee includes members of the faculty and staff. Half of the current members (Spring 2018) are faculty, ensuring faculty input on setting academic standards.

Recent examples of Curriculum Committee monitoring and improving rigor include:

- [Analysis and revising of the expectations of 300- and 400-level classes, including required prerequisites and addition of more advanced outcomes.](#)
- [Discussing syllabus requirements for full-time versus part-time faculty members in order to ensure students are receiving equivalent curricula regardless of faculty status.](#)
- [Working collaboratively with faculty to ensure Performance Indicators reflect Donnelly College Learning Outcomes, Program Learning Outcomes and Student Learning Outcomes for each course's level and program goals.](#)

Access to Learning Resources

The following resources are discussed in more detail are also discussed in Core Component 3.D.

Donnelly College currently has nine student computer labs with a total of 117 computers and six hardware stations (including printers and projectors). Six of the labs are in the main Tower building and three are in Marian Hall. Labs are open and available to students during class time and during extended hours as determined by the course schedule each semester. Computer lab information is updated each semester and as needed. This information is [readily available to all students, faculty and staff online](#). Student worker staffing of computer labs is determined each semester by student availability and college need.

IT assistance is available to students by phone, email and in person at the [Information Technology Office](#). IT also oversees classroom technology including projectors, SMART boards, and document projectors. IT maintains a “hotline” number (staffed during class times) by which faculty may receive immediate classroom assistance, as well as a “ticket” system for less urgent problems.

IT also provides Learning Management System (LMS) assistance to students and faculty. Donnelly is currently using the Moodle LMS and is beginning the transition to Canvas in Summer 2018, with full implementation scheduled for Fall 2018. The College is developing a Canvas training schedule for all faculty and staff. Students will receive [Canvas training](#) at Orientation and throughout each semester.

Donnelly’s on-campus tutoring center, the [Academic Center for Excellence \(ACE\)](#), is free to all students and staffed by student and professional tutors. Students may work with tutors individually or in groups, by appointment or on a walk-in basis. ACE recently added the option of [pre-session paper review](#) allowing students to submit essays online and then make an appointment to review the essay with a tutor.

ACE maintains a current list of subject-specific tutors with [tutoring schedules posted online](#) so students may schedule appointments with preferred subject tutors. ACE also manages Donnelly's [Supplemental Instruction](#) program, partly subsidized by TRIO and National Science Foundation S-STEM grants. Supplemental Instruction is a student-facilitated academic support program that can help students achieve success in challenging classes. In Spring 2018, Donnelly employed Supplemental Instructors in Arithmetic, Basic Algebra, Biology 101, Chemistry 101 and Philosophy 210. Tutors and Supplemental instructors go through required [formal training](#) at the beginning of each semester.

The [Trant Memorial Library](#) is open during the semester Monday through Thursday 7 a.m. through 10 p.m. and Fridays 7 a.m. through 6 p.m. The library is staffed Monday through Friday, 8:30 a.m. through 4:30 p.m. and the Director is available to students and faculty by email and phone. The full-time Library Director has both a Master of Library Science and a Master of Arts in Curriculum and Instruction. The Library website features an [automated book order form](#), [remote renewal](#), and a [complete list of databases available](#) through the College as well as the [Kansas State Library](#).

Faculty Qualifications

All Donnelly faculty, teaching in all modalities, are appropriately qualified. In fall 2017, the Academic Affairs Office worked with the Academic and Student Affairs Leadership Team (ASALT) and [Faculty Senate](#) to develop a standardized method of documenting and cross-checking faculty qualifications. Reviewing current faculty qualifications was a top priority of the College and was completed in Spring 2018. [The process](#) includes reviewing graduate transcripts to ensure all full- and part-time faculty are properly qualified for their assigned courses. The updated [Faculty Credentials Handbook](#) is available on the College website.

Dual Credit Programs

Donnelly College is a host site for the [Gateway to College](#) program, which allows high school dropouts to earn college credit while completing their high school diploma. Gateway students complete a pre-college Foundation Term before moving into developmental or college-level classes. After completing the Foundation Term, Gateway students are enrolled alongside traditional college students in the same courses with the same expectations and assignments, providing a genuine dual credit experience.

Donnelly's [College Credit Now \(CCN\)](#) program offers advanced junior and senior high school students the opportunity to begin their college experience early. Students participating in the CCN program must have written approval from their high school principal or counselor and have appropriate placement scores. CCN credit is available only for college-level coursework (100-level or higher). Department Chairs regularly review CCN syllabi to ensure they are equivalent to Donnelly courses in rigor and outcomes. CCN instructor credentials are also reviewed by Department Heads, who perform regular course observations, in accordance with the [CCN Handbook](#).

4.A.5. Specialized Accreditation

In addition to Higher Learning Commission regional accreditation, Donnelly maintains specialized accreditation appropriate to its degree and certificate programs. The College's [Practical Nursing \(PN\)](#) and [Registered Nurse – Associate of Nursing](#) programs are [accredited by the Kansas State Board of Nursing](#). The Certified Nurse Aide (C.N.A.) course is [approved by the Kansas Department for Aging and Disability Services](#).

Donnelly's [Urban Elementary Education program](#) is [approved by the Kansas State Department of Education](#).

4.A.6. Evaluation of Graduates' Success

In an effort to increase the success of graduates, Donnelly has expanded and redirected its [Career Services program](#) over the past three years. The full-time Associate Director of Academic Support and Academic Support Specialist both provide students with access to vast job placement resources including Glassdoor for Students, Career Cruising, cover letter and resume-writing seminars, Mock Interviews and Career Fairs attended by many local businesses. [Student feedback consistently rates the Career Fair “very” or “extremely” valuable.](#)

While Career Services does not currently have statistics on the number of students who have secured employment through Career Fairs and/or Mock Interviews, the Director is developing methodology to increase student reporting on job placement post-graduation, and the impact of Career Fairs and Mock Interviews on their success. The [expanded Career Services website](#) includes links to local Occupational Outlook data as well as templates for resumes and cover letters.

As noted in 4.A.2, the Office of Institutional Effectiveness tracks post-Donnelly enrollment data using the [National Student Loan Data System \(NSLDS\)](#) and the nursing programs use the [Kansas Board of Nursing's website](#) to track NCLEX pass rates. Since 2012, the College has begun

calling graduates one-year post-graduation to complete the alumni survey previously sent out by e-mail. Data on students who have transferred to common transfer institutions is collected by the Office of Institutional Effectiveness on a yearly basis and will be included in Program Reviews going forward.

Until recently, the College had not established a successful method of tracking graduates, resulting in a lack of data necessary for monitoring the success of Donnelly graduates. Following the 2016 HLC Site Visit, faculty staff and administrators [committed to researching methods of improved data collection on graduates](#).

Sources

- 2016-2017 Program Review - ED
- 2016-2017 Program Review - IS
- 2016-2017 Program Review - OL
- 2016-2017 Program Review - SF
- 2017-2018 Catalog - Articulation Agreements
- 2017-2018 Catalog - Reverse Transfer
- 2017-2022 Strategic Plan - Priority 3
- Accredited Letter - KSBN - 2018
- Accredited Letter - KSDE - 2016
- Admissions - Checklist
- Admissions - Online Application
- Assessment Council Charter
- Assessment Plan Template
- Bachelor Degree Education
- Bachelor Degree Organizational Leadership
- Bachelor Information Systems
- Canvas - Training - Password Page
- Catalog 2017-18 - Course Descriptions
- CNA Course Approval
- CNA Program
- College Credit Now
- College Credit Now Handbook 2018-2019
- Curriculum Committee charter
- Curriculum Committee Minutes 11-6-17
- Curriculum Committee Minutes 3-21-18
- Curriculum Committee Minutes 9-11-17
- DC Website - Career Services
- DC Website - Donnelly College Learning Outcomes
- DC Website - IT Support
- DC Website - Library
- DC Website - Program Review Status as of 7.1.2018
- DC Website - Transfer Admissions
- DC Website - Tutoring

- Emporia State 2 + 2
- Enrollment Management Plan
- Enrollment Management Plan - 7 Initiatives
- Excellence Through Assessment Poster
- Faculty Credential Approval Form
- Faculty Credentials Handbook
- Faculty Senate Constitution
- Fall 2017 Service Learning Survey Summary
- Gateway to College (KCKPS)
- HLC Credit Hour Policy - FDCR.A.10.020
- KICA Course Sharing Agreement
- KSBN Endorsement App
- KSBN Website
- Library - Book Renewal
- Library - Book Request
- Library - Kansas State Library
- Library - Research Tools
- NACES Website
- NSLDS Website
- PN-Pass-rates Example
- Practical Nursing certificate
- Program Learning Outcomes
- Program Review Process
- Program Review Process Youtube
- Program Review Schedule
- Program Review Template
- Recruitment Plan 2017-2018
- Recruitment Plan 2017-2018 - 5 Initiatives
- Registered Nurse Donnelly College webpage
- Service Learning Minutes Example
- Student and Employer Feedback for Career Fair 2017
- Student Learning Outcomes Committee Charter
- Student Teacher Final Assessment
- Syllabus template 2018
- Transcript Evaluation Options
- Transfer Equivalency Comprehensive
- Transfer Statistics
- Tutor Training Express
- Tutoring Center Paper Procedure
- Tutoring Center Schedule Spring 2018
- Tutoring Subjects

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.

Argument

Addressing HLC Concerns

Concerns: Below are the HLC Board of Trustees' concerns related to 4.B. as well as the steps Donnelly has taken to address these issues:

- *The College lacks a campus-wide assessment plan and process, and, although the College has demonstrated a commitment to assessment and initiated various assessment processes, those processes are not systematic or consistent across the College.*
- *While the College has set outcomes for courses and for general education, it has not consistently set outcomes for all programs.*
- *The College does not conduct co-curricular assessment in any systematic manner*
- *Assessment of student learning is not linked to the budget or strategic planning nor are assessment results used to inform decision-making.*
- *Measurable program learning outcomes to improve student learning are only in development.*
- *College has a limited understanding of what constitutes measures of student learning and relies instead on external outcomes like degree completion rather than student learning outcomes.*

Response: After receiving notice of HLC Probation status, the Vice President of Academic and Student Affairs registered a team of faculty, staff, and administrators for the [HLC Assessment Academy](#) (2017-2021 cohort). The team returned from the June 2017 Assessment Academy with materials used to inform [the College's complete reformation of the assessment of student learning at Donnelly.](#)

Academy attendees relayed tips on best practices for collecting and analyzing student outcomes data at the community, committee, and department levels. Program Chairs and Directors were provided with copies of [Barbara E. Walvoord's Assessment Clear and Simple.](#)

In summer 2017, Donnelly created two new Committees, [SLOC](#) and an [ACDC](#). ACDC includes faculty, staff, and administrators while [SLOC](#) includes curricular and co-curricular program chairs and directors, as well as the Director of Institutional Research and staff from the Office of Academic and Student Affairs. Both committees researched HLC-recommended standards for assessment of student learning.

In Summer 2017, [ACDC revised the College-level Learning Outcomes](#) (DCLOs) for clarity and conciseness, and all members of the Donnelly community were reintroduced to these DCLOs at multiple meetings, workshops, and refresher activities at department-level meetings. The current Assessment Plan was informed by the work of Susan Hatfield, Senior Scholar for the HLC Academy (curriculum mapping, departmental outcome development, targets for Program Review timelines) and the [Association of American Colleges and Universities \(AACU\) Value Rubrics](#) (methods of sampling and analyzing student work).

Throughout 2017 and 2018, ACDC and SLOC have worked with all academic and co-curricular programs to [establish, formalize, and document Program Learning Outcomes](#), which were linked to [DCLOs](#) as well as course-level Student Learning Outcomes to be assessed using Performance Indicators. SLOs and their Performance Indicators are linked to Program Learning Outcomes and Donnelly College Learning Outcomes on each [syllabus](#).

Feedback from the team participating in HLC Assessment Academy prompted a series of [workshops and discussion sessions](#) on improving assessment college-wide. Donnelly College's new Assessment Plan was developed over the course of AY2017-18 by adapting materials from the Assessment Academy, the research of HLC Assessment Academy Senior Scholar Gloria Rogers, the [National Institute of Learning Outcomes Assessment \(NILOA\)](#), the [American Association of Higher Education](#), and the [Lumina Foundation](#).

In Spring 2018, the Dean's Office [developed graphics depicting the Assessment process](#) at Donnelly College. Posters displaying these graphics are visible throughout the College.

An [Assessment Handbook](#) was created by SLOC and ACDC and posted on the College website. Program Chairs and Directors began collecting assessment data in spring 2018. SLOC and ACDC will begin aggregating data and consulting with SLOC on methods of using the data for Program-level improvements according to the [Program Review timeline](#). The College has also conducted [workshops and meetings](#) clarifying the role and purpose of Assessment at the College, as well as individual meetings with faculty and the [Curriculum Committee to discuss effective classroom assessment](#).

Donnelly College's [assessment framework](#) has been designed to promote continuous improvement for both academic and co-curricular programs. The faculty, staff, and students of Donnelly College recognize that program improvement can come in many forms, but that without taking time to examine and critically reflect on programmatic and internal operations there will be little chance of making meaningful or significant changes. Each curricular and co-curricular program creates its assessment plan based on a [standardized Assessment Plan template](#). This format dictates that each program identify assessed outcomes, methods of assessment, expected and actual results, and plans for improvement. The [Program](#)

[Review process](#) (outlined in 4.A.1.) was revised and standardized by ACDC and SLOC to align with the assessment process. Multiple years of assessment data are included in each Program Review along with budget information and alignment with the College's Strategic Plan.

4.B.1. Goals for Student Learning and Effective Assessment Processes

The Donnelly College Learning Outcomes (DCLOs), Program Learning Outcomes (PLOs), and course-level Student Learning Outcomes (SLOs) outline clear and specific goals for student learning, which are rigorous and appropriate to course and program content.

As of AY2017-18, [SLOC](#) selects two DCLOs to assess campus-wide each academic year. Individual programs determine which courses and performance indicators to use to assess each outcome, and Program Directors assess these outcomes through data collection in individual courses. Under the new process, aggregated data will be compiled into yearly reports and used in Program Reviews.

[Donnelly College Learning Outcomes \(DCLOs\)](#) - Donnelly's faculty have articulated seven broad learning outcomes that constitute the foundation of the College's general education program. The DCLOs are listed on every [syllabus](#).

SLOC defines which DCLO's will be assessed in the following based on a rotation to provide assessment data for the DCLO's. Program directors are required choose PLO's that meet one of the scheduled DCLO's.

[Program Learning Outcomes](#) - Each academic and co-curricular program has established a set of rigorous and appropriate [Program Learning Outcomes](#) that map between the DCLOs and Student Learning Outcomes (SLOs) in individual courses. Some examples of PLOs:

- Proficiency and creativity in written and verbal communication ([Associate of Arts, Liberal Arts](#))
- The aptitude to analyze qualitative and quantitative data to make informed decisions ([Bachelor of Science, Information Systems](#))
- Aspects of a safe, effective care environment, including coordination of care, safety and infection control ([Certificate, Practical Nursing](#))
- Enhanced knowledge of resources to help them succeed in college ([Student Success](#))

Other examples of program-level assessments include:

- [Proficiency Profile](#)
- [Kansas Board of Nursing NCLEX exams](#)

Donnelly also uses indirect measures to assess academic and co-curricular programs:

- [Student satisfaction surveys](#)
- [Course evaluations](#)
- [Alumni surveys](#)

Student Learning Outcomes (SLOs) - Student Learning Outcomes are clearly articulated statements of specific knowledge and skills students should be able to demonstrate by the time they complete a specific course. Examples of SLOs include:

- [MT 103 Intermediate Algebra](#): Students will have the ability to solve application problems
- [OL 499: Senior Capstone](#): Students will have the ability to complete a capstone project through an oral and written presentation

Performance Indicators - Performance Indicators are the tools chosen by individual instructors to measure student learning. Direct measures include performance on tests and exams or rubrics for assessing portfolios of student work, final projects, performances or presentations. Examples of Performance Indicators include:

- MT 103 Intermediate Algebra: Class will average a grade of 70% or more on problems 23-25 on the final exam, assessed using [the final exam rubric](#)
- OL 499: Senior Capstone: Students will synthesize information in a final written and oral presentation assessed using [a presentation rubric](#).

Aggregated data on Performance Indicators aligned with DCLOs will enable Donnelly to effectively assess student learning. Since the March 2017 HLC Action Letter, Donnelly has completed the planning and implementation phase and is now collecting the first data set for analysis.

4.B.2. Curricular and Co-Curricular Assessment

[ACDC](#) and [SLOC](#) are newly-formed entities charged with supporting and overseeing assessment at Donnelly College. The purpose of ACDC is to guide and support a faculty-led assessment process to continually improve teaching and learning. The purpose of SLOC is to monitor, evaluate, and provide leadership in the assessment of student learning processes across the curriculum. SLOC is charged with overseeing the annual assessment progress of individual departments while maintaining the cohesiveness of the college-wide process.

Within each academic and co-curricular department, assessment is monitored through the Program Review process as well as continual discussion regarding Student Learning Outcomes and Performance Indicators. Curricular changes must be approved at the department level before being presented to the Curriculum Committee.

The [Curriculum Committee](#) includes Donnelly College faculty from multiple academic programs in addition to members representing the co-curricular and staff community. The Curriculum Committee [approves all curricular changes](#) that have previously been approved at the department level. The Committee meets regularly with individual faculty and departments to discuss changes in assessment at the course level.

Assessment oversight is structured as follows:

- For College-level outcomes (DCLOs), assessment is tracked from ACDC to the VPASA, and finally the President's Cabinet.
- For Program-level outcomes (PLOs), the department has initial oversight, followed by SLOC, then ACDC.
- For student learning outcomes (SLOs), data collected in the individual course is evaluated at the department level, then by the Curriculum Committee, then SLOC, and finally ACDC.

4.B.3. Assessment-Informed Improvements

Creation of ACDC and SLOC and participation in the HLC Assessment Academy have resulted in the following improvements:

- [June 29, 2017](#) – ACDC used Bloom's taxonomy to better identify the requirements of 300- and 400-level courses.
- [August 18, 2017](#) – ACDC used feedback from the HLC Assessment Academy to define SLOC and ACDC's goals for improving Donnelly's assessment methods.
- [September 29, 2017](#) - SLOC referred to Bloom's taxonomy and standards at comparable colleges to revise the Program Learning Outcomes for Liberal Arts & Sciences.
- [March 23, 2018](#) – SLOC referred to research and best practices at comparable institutions in order to begin developing curriculum maps for the College.

The College has completed the planning and implementation stage of improved assessment. Collection and analysis of AY2017-18 data is currently underway.

4.B.4. Good Practice in Assessment

Since the 2016 HLC site visit, Donnelly has made significant progress toward ensuring good practice in assessment. The College is participating in HLC's Assessment Academy, providing ongoing learning and access to best practices. As noted above, the College formed two new committees (ACDC and SLOC) focused on assessment and is continuing to establish infrastructure to manage assessment, including the creation of a Director of Institutional Research position ([established through the Academic and Student Affairs Committee in February 2017 with Board of Directors approval in May 2017](#)), Additional improvements will be possible with the acquisition of Watermark assessment software and the transition to the Canvas learning management system. Finally, increased and ongoing faculty training and assurance of faculty buy-in is promoting an internal culture of assessment that is already resulting improved teaching and learning and improved student success. The College's [2017-2022 Strategic Plan](#) includes a focus on assessment as one of its primary Strategic Goals, ensuring a continued focus on assessment going forward.

[Curricular](#) and [co-curricular](#) department budgets include student learning assessment efforts of the college. The Liberal Arts and Sciences department has [begun mapping the general education courses](#). Individual programs have begun mapping curricula in order to establish how course-level Performance Indicators align with PLOs and DCLOs. The College has established a [standardized Writing Rubric](#), which can be adapted according to various course levels.

Sources

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- 2017 Student Survey
- 2017-2018 Campus Climate Survey
- 2017-2022 Strategic Plan
- 2018 Marian Hall Renovations
- 2018-19 Budget - Cocurricular
- 2018-19 Budget - Program-Curricular
- AACU Value Rubrics Webpage
- AC.DC Meeting Minutes 06.29.2017
- AC.DC Meeting Minutes 08.18.2017
- Assessment Council Charter
- Assessment Handbook June 2018
- Assessment Plan Template
- Associate of Arts
- Bachelor Information Systems
- BOD - Academic Student Committee - Inst Research Estb - 2.6.2017
- Course Evaluation Sample
- Curriculum Committee charter
- Curriculum Committee Meeting Example
- Curriculum Committee Minutes - SLO Discussion - 10-18-17
- DC Website - Donnelly College Learning Outcomes
- DC Website - Student Services
- Excellence Through Assessment Poster
- Hamline University Assessment Webpage
- HLC Assessment Academy Description
- IS 499 - Internship Capstone
- LAS Mapping in Progress Example
- Lumina Foundation - Learner-Centered
- MT 103 Final Exam Rubric
- MT 103 Syllabus
- NCLEX - About the Test
- NILOA Programs and Activities
- NILOA Transparency Framework
- OL 499 CAPSTONE Syllabus Spring 2018
- OL 499 Final Presentation Rubric
- PLO - AA-LAS
- PLO - BS-IS
- PLO - CERT-PN
- PLO - Student Success
- Post Grad Survey 2015-2016 Redacted
- Practical Nursing certificate

- PRAXIS - About the test
- Proficiency Profile Example
- Program Learning Outcomes
- Program Review Process
- Program Review Rubric
- Program Review Schedule
- Registered Nurse Donnelly College webpage
- Rubric - Standardized Writing
- SLOC Meeting Minutes - PLOs Presented - 09.29.17
- SLOC Meeting Minutes 03.23.18
- Student Learning Outcome 10-17-17
- Student Learning Outcomes Committee Charter
- Student Outcome Data
- Syllabus template 2018
- Walvoord - Assessment Clear and Simple
- What is Assessment Really 11-28-2017

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.)

Argument

4.C.1. Defined Goals for Student Retention, Persistence, and Completion

The college has established goals for student retention, persistence and completion based on current student success data and historical data. Donnelly defines retention as the percentage of students retained from one fall to the next fall, persistence as the percentage of students who return to college at any institution for their second year, and completion as percentage of students that receive a degree, diploma, certificate, or other formal award. In order for a student to be considered a completer, the degree/award must actually be conferred. A [Data Dictionary](#) posted on the College website defines other key measures of institutional effectiveness.

Based on the [National Student Clearinghouse Research Center](#), fall-to-fall retention for FTFT freshmen at two-year colleges averaged 59-61% from 2009-2015. In comparison, Donnelly's retention rate for FTFT retention averaged 33% over the past three years. However, Donnelly's retention rate for all degree-seeking students averaged 68% over the past three years and reached 75% in 2016.

The Strategic Plan includes specific goals for retention, persistence and completion and the College recently updated its [Enrollment Management Plan](#), based on National Student Clearinghouse Research, TRIO objectives set by the Department of Education, and current retention data. The standard objective of the TRIO grant from the U.S. Department of Education is a retention rate of 55% of all participants in the program. As a primarily two-year institution with a large cohort of students who participate in the TRIO program, the national TRIO population closely aligns with Donnelly's student population.

Retention Goal - The College has set a goal of [60% fall-to-fall retention for First Time Freshmen](#). Strategies for achieving this goal include [seven initiatives](#), which will also apply to returning and transfer students. The College's Enrollment Management Plan is discussed in more detail in 4.C.3.

Persistence and Completion Goals - Donnelly recognizes the need to improve persistence and completion rates and has included this objective in [Initiative 3.3](#) in the Strategic Plan. [Persistence is defined continued enrollment at any institution](#). This initiative calls for increasing student persistence through the following strategies:

- A. Continue and improve proactive advising.
- B. Establish "Fifteen-to-Finish" incentives.
- C. Grow transfer pathways.
- D. Connect students early with career opportunities in their field of interest.

Donnelly has already begun implementing these strategies. For example, with regard to [3.3.B](#), for AY2018-19, students enrolled in more than 12 credit hours will be charged half-tuition for all hours over 12 hours. For [3.3.C](#), Donnelly established transfer agreements with Emporia State University and Metropolitan Community College in AY2017-18.

In [3.3.E](#), the College has also set an overall goal of improving completion rates 2% per year based on the IPEDS cohort. Over the past five years, Donnelly's IPEDS graduation rate has averaged 18.75% and its graduation and transfer rate has averaged 46.25%.

4.C.2. Collection and Analysis of R-P-C Data

Until recently, the College did not regularly analyze data on retention, persistence, or completion. Starting in AY2017-18, the Director of Institutional Research is disseminating this data more widely and the regular Strategic Plan review process will establish whether Donnelly is meeting the goals outlined above.

In June 2018, the College secured funding for the [purchase of Watermark educational data management software](#), which will make the aggregation and assessment of the data less labor-intensive. Due to Donnelly's small size, establishing a statistically significant data set for analysis will take multiple semesters.

4.C.3. Use of R-P-C Data

As a federally-designated Minority-Serving and Hispanic-Serving Institution, and an institution that serves high percentages of low-income and first-generation college students, Donnelly faces significant challenges in retention, persistence, and completion.

- A [recent study released by the Higher Education Research Institute at UCLA](#) found that first-generation students suffer a consistent and significant deficit in completion, maintaining a steady discrepancy of 14 percentage points below their peers.
- A [2017 study from the National Student Clearinghouse Research Center](#) confirmed Black and Hispanic students are significantly less likely than their White counterparts to graduate from 2- or 4- year institutions.
- The [Johns Hopkins Institute for Education Policy released a study in 2016](#) showing that only 14% of students from low-income families graduate from college compared to 60% of their higher-income peers.

These factors have been taken into consideration in the development of an Enrollment Management Plan which seeks to improve retention, persistence and completion through seven [specific initiatives](#).

Donnelly has expanded and increased staffing in the area of Student Success. Expanded resources are found on the [College website](#).

4.C.4. Good Practice in R-P-C Methodologies

[Studies have shown](#) that Proactive (also known as Intrusive or High-Touch) Advising is particularly effective for first-generation students. Donnelly's Proactive Advising process uses an advising syllabus with clearly defined outcomes and goals and requires students to develop academic plans and degree checklists. The Conditional Admissions Program is similar in its increase in student and faculty/staff interactions and increased academic support.

[Additional research has shown a benefit in "early alert" programs](#) with low-income and first-generation students. Donnelly's program is designed specifically to target the particular struggles of these students. Faculty, staff, and administrators are encouraged to submit alerts based on academic concerns (such as poor attendance or lack of satisfactory progress) or personal concerns (including mental health concerns, domestic violence, or childcare issues). The Counseling Center has provided all faculty and staff with a Community Resource Guide so so that they are equipped to provide students with information on community resources).

Statistics collected in a survey of the [2016-17 graduating class](#) indicate that a majority (55%) of Donnelly graduates intend to transfer to a four-year institution and, of those that intend to transfer, 71% intend to pursue a Master's or doctorate. Due to Donnelly's small student population, additional years of post-graduation data must be collected in order to determine how to better prepare our students for to achieve these goals.

Sources

- 2016-2017 Graduate Survey
- 2017-2022 Strategic Plan

- 2017-2022 Strategic Plan - Initiative 3.3
- 2017-2022 Strategic Plan - Initiative 3.3B
- 2017-2022 Strategic Plan - Initiative 3.3C
- 2017-2022 Strategic Plan - Initiative 3.3E
- Advising Syllabus
- Career Services Events 2017
- CCS 101 Syllabus-Fall 17.doc
- Clearinghouse - Snapshot Report 2017
- Completing College Assessing Graduation Rates
- Data Dictionary - Statistics
- DC Website - Career Services
- DC Website - Counseling
- DC Website - Student Services
- DC Website - Tutoring
- Div 3 - Minutes Early Alert - 1.21.2015
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- Early Alert Form
- ECSE - Best Practices in Early Alert
- Enrollment Management Plan
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- John Hopkins - Family income and Completion
- NACADA - Proactive Advising
- Orientation handout - June 21
- Persistence Retention Defined
- Recruitment Plan 2017-2018
- Recruitment Plan 2017-2018 - 5 Initiatives
- Signature 12 - Race Ethnicity
- Student Outcome Data
- Student Success Plan
- Success Navigator - Advisor Report
- Watermark Contract
- Welcome Week Events

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.

Summary

Donnelly's failure to consistently collect and analyze data in a systematic way led to HLC placing the College on probation in 2017. Stakeholders lacked sufficient or organized information and were therefore unaware of specific areas needing improvement, or how to implement effective changes. The lack of data paired with the institution's small size (resulting in a reduced sample size even when data was fully collected) impacted many of the areas covered in Criterion 4. In this sense, being placed on probation has been enormously beneficial. It provided the College with the opportunity to improve all of its assessment practices so that it will have the structures and systems in place to improve teaching and learning and overall institutional effectiveness going forward.

The evidence provided for Criterion 4 demonstrates the College's commitment to continuous improvement in its academic and co-curricular programs. The creation of new oversight committees, including the Student Learning Outcomes Committee and Assessment Council of Donnelly College, ensures that an increased number of faculty, staff and administrators are aware of assessment methods and goals across programs. The commitment to sending representatives to the Assessment Academy ensures that the College will remain up to date on assessment best practices as determined by the Higher Learning Commission and other colleges and universities. Donnelly's small size is an advantage, as Academy attendees are able to disseminate information and training guidelines in meetings, on-campus professional development sessions and training seminars.

The revised Donnelly College Learning Outcomes (DCLOs) and newly-developed Program Learning Outcomes (PLOs), Student Learning Outcomes (SLOs) and Performance Indicators will be carefully monitored by Program heads in collaboration with SLOC, ACDC and the Curriculum Committee. Again, the College's small size creates frequent opportunities for stakeholders to share information, evaluate each other's progress and recommend updates and improvements. The new Program Review process has already identified areas for improvement and major changes at the College – including the conversion of the Urban Elementary Education program to a 2+2 program in partnership with Emporia State University.

Sources

There are no sources.

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.

Argument

Every decision at Donnelly College flows directly from the institution's mission. This is especially true in the areas of budgeting, resource allocation, and strategic planning. Keeping tuition low and providing extensive academic, financial and personal supports is critical to increasing access and success for Donnelly's target population of low-income, minority and first-generation college students.

Donnelly's business model supports the institution's mission by allowing the College to offer students "who might not otherwise be served" a high-quality, private, faith-based education at an affordable price. Donnelly's financial health is affirmed by its composite score for the most recent five years as determined by the U.S. Department of Education's formula as presented in detail in 5.A.1.

Addressing HLC Concerns

In the letter dated March 8, 2017, the HLC Board of Trustees expressed several concerns related to Criterion 5. Each section of the Assurance argument lists these concerns as well as the steps Donnelly has taken to address them over the past 18 months.

Concern: Operating resources are insufficient to support the College's budget. The HLC Board of Trustees requested documentation of financial stability that includes how the College has worked toward a balanced operating budget, improved working capital, generated reserves, and reduced reliance on endowment draws.

Response: Donnelly's operating resources are sufficient to support the College's budget. Since HLC's April 2016 site visit, Donnelly College has taken steps to work toward a balanced operating budget, improved working capital, generated reserves and reduced reliance on endowment draws.

Balanced Operating Budget – Each year Donnelly's [Board of Directors approves](#) a [balanced operating budget](#). Approved revenue and expenses are reflected in the following table.

Budget v. Actual Comparisons	2017	2016	2015
Revenues per Approved Budget	5,371,744.00	5,279,867.00	6,201,190.00
Unrestricted Revenues, per Audit	4,766,095.00	4,917,566.00	5,436,874.00
Expenses per Approved Budget	5,371,744.00	5,279,867.00	6,201,190.00
Unrestricted Expenses, per Audit	5,684,531.00	5,256,630.00	5,705,466.00

Because Donnelly uses a modified accrual basis for budgeting that excludes capital items (i.e. depreciation and gains/losses on sale of assets), expenses reflected in the College's annual independent audit must be adjusted to compare to budget.

The chart below shows the College's budget vs. actual expenses for the past three years.

Budget v. Actual Comparisons	2017	2016	2015
Unrestricted Expenses, per Audit	5,684,531.00	5,256,630.00	5,705,466.00
Depreciation and amortization	(594,720.00)	(355,735.00)	(376,680.00)
Gain/(Loss) on disposal of assets	(16,322.00)	41,968.00	-
Impairment of fixed assets	(221,637.00)	-	-
Actual Expenses, Budgetary Basis	4,851,852.00	4,942,863.00	5,328,786.00

Expenses per Approved Budget	5,371,744.00	5,279,867.00	6,201,190.00
Variance (over)/under approved budget	519,892.00	337,004.00	872,404.00

Between FY2015 and FY2017, Donnelly reduced expenses by 8.95% and reduced variance (actual expenses, budgetary basis vs. budgeted expenses) by 40% even though the College sustained losses each year. Accordingly, the Board and administration employed both revenue enhancement and expense reduction strategies to continue fulfilling its mission while working to achieve a balanced budget. These strategies included:

- Cutting personnel and programs – The College has strategically cut staff and programs that were draining financial resources. For example, after several years of declining enrollment in the English for Academic Purposes program (from 142 and 1807 credit hours for an FTE of 150.58 in fall 2010 to 24 heads and 283 credit hours for an FTE of 23.58 by fall 2015), the Cabinet recommended, and the Academic and Student Affairs subcommittee of the [Board approved discontinuing the EAP program](#) as of May 2016 and not renewing the contracts of the program’s three full-time faculty members, for an annual net savings of \$106,000.
- Raising tuition - The Board carefully considered and acted to raise tuition rates and will continue to do so in future years while remaining committed to the College’s constituents and mission by keeping rates low [compared to other Kansas Independent College Association \(KICA\) colleges](#). Donnelly’s tuition rates were increased approximately 9% in 2015-16, 5% in 2017-18 and 2% for 2018-19. Tuition was not raised in 2016-17.
- Reducing expenses – The President’s Cabinet has also taken several steps to reduce operational expenses. For example, the CFO changed natural gas vendors for an annual savings of approximately \$3,000 and secured a \$30,000 refund for three years of service from its electricity vendor (KCPL) by submitting renewed proof of non-profit status. During 2017, the College switched from the PowerCampus Student Information System (SIS) to the Empower SIS, which will save the College \$22,000 annually while providing better functionality and increased access to real-time data. In August 2018, Donnelly will transition to the Canvas learning management system from Moodle, saving the College \$26,000 annually.
- Identifying efficiencies – The President’s Cabinet also reviewed departmental expenses to identify possible savings or efficiencies. For example, an examination of [revenue vs. expenses for the bookstore](#) showed a \$21,000 loss in FY2015, a \$7,300 loss in FY2016 and a \$9,300 loss in FY2017. Based on this information, Cabinet decided to outsource the bookstore, which will reduce expenses by approximately \$10,000 per year in 2017-18 and beyond. The new virtual bookstore allows students to rent books, rather than purchasing books, generating cost savings for students. These savings support the College’s mission of providing affordable educational opportunities and are especially critical for students that use financial aid awards to pay for books.
- Improved Working Capital – The College does not present classified balance sheets breaking out long-term assets and liabilities. According to [FASB ASC 958-210-45-8](#), liquidity can be provided in a not-for-profit balance sheet by sequencing assets and liabilities and disclosing in the notes to the financial statements relevant information about liquidity. Current assets and current liabilities can be derived from information in

the balance sheets and footnote disclosures. The chart below compares Donnelly’s working capital to monthly expenses over the past four years.

	FY2017	FY2016	FY2015	FY2014
Current assets	\$2,721,134	\$3,087,106	\$3,909,629*	\$4,325,436*
Current liabilities	\$944,273	\$982,281	\$1,271,706	\$992,504
Working capital	\$1,776,861	\$2,104,825	\$2,637,923	\$3,332,952
Annual expenses	\$5,684,531	\$5,256,630	\$5,705,466	\$5,460,805
Monthly expenses	\$ 473,711	\$438,053	\$475,456	\$455,067
# of months available	3.75 months	4.80 months	5.55 months	7.32 months

*The FY2014 and FY2015 audit reports included cash held for the capital campaign of \$509,915 and \$931,161, respectively, in “Cash and cash equivalent” amounts on the balance sheet. Those amounts have been deducted in the table above for calculating current assets.

Donnelly’s working capital has declined by approximately \$1.56 million (47%) over the most recent four-year period, 2014-2017, primarily due to withdrawals from investments in FY2015 and in FY2016, due to lower than anticipated enrollment. The Cabinet and Board of Directors recognize this decline in working capital is not sustainable and, therefore, have made the following changes:

- [Developed a bottom-up budgeting process](#) to involve department directors in more accurately forecasting revenue and expenses.
 - Planned the 2017-18 and 2018-19 budgets with [no draws from unrestricted reserves](#). In FY2017 Donnelly did not draw from these funds, nor has the investment fund been drawn to date in FY2018.

Because the College’s debt is already low, the primary way to improve working capital is by increasing assets through increased student enrollment and net profits. Donnelly’s Admissions and Marketing teams are working to increase enrollment by [expanding recruiting efforts](#) and implementing a comprehensive [Marketing Plan](#):

- As part of the Capital Campaign, in December 2017, the [Board of Directors approved](#) expenses of up to \$500,000 over a three-year period for an extensive marketing and brand awareness campaign. From April to June 2018, the Marketing Team is spending \$95,700 of this amount and will spend an additional \$13,000 in July for a fall 2018 enrollment push that includes digital radio, traditional/local radio, billboards, print, social media marketing, search engine optimization, and search engine marketing.

- This investment will grow general awareness of the College by building on foundational work done in 2017-18 that included formalizing marketing plans, redesigning the website, increasing social media activity, increasing digital content (videos, photos, blog), and engaging an outside consultant to facilitate a [SWOT analysis](#) and profile the College's most likely student for target marketing. To continue these efforts, the [2018-19 Marketing Plan](#) calls for spending \$110,000 to \$135,000 in 2018-19.

Generated Operating Reserves – Donnelly's unrestricted investment funds function as an operating reserve. These funds are not drawn down if they are not needed. As noted above, the [College did not draw from these reserves in FY2017 and has not drawn from them to date in FY2018.](#)

Donnelly does not budget for depreciation but relies on its operating reserve to fund any major repairs or maintenance as well as to offset unanticipated revenue declines. For example, if an unexpected event occurred that would drain the annual maintenance budget, the CFO would take money from reserves to cover the repairs. This practice allows the College to avoid reactive decision-making. As of June 30, 2017, the investment balance was \$1,804,801, equivalent to 3.81 months of expenses based on the 2017 monthly expenses of \$473,711 shown in the chart in the Working Capital section, above. This level of reserve meets common practice of three to six months of operating reserves for non-profits to provide fiscal stability without sacrificing services.

In the past, when the College incurred expenses outside the Board-approved budget, the President would request Board approval based on [Article IX, Section 1 of the Bylaws](#), which states "the president shall administer the business, academic and other affairs of the Corporation, subject to the direction of the Board of Directors." In the newly-approved [Budget Process and Resource Allocation Policy](#) this practice has been formalized. However, the Policy also gives the President discretion to spend up to \$50,000 outside of the operating budget without prior approval from the Board.

To build reserves, [Initiative 4.4.C. in the Transformations Strategic Plan, 2017-2022](#) calls for growing the College's endowment by \$4,000,000 by 2022. Endowment growth will generate additional funds to support operating needs.

Reduced Reliance on Endowment Draws - Donnelly's endowment consists of over [50 individual funds established for scholarships and program educational purposes.](#)

Donnelly's Investment Policy directs the use of these funds:

"The goal of Donnelly's endowment management strategy is to assure that present and future generations of students will enjoy quality educational programs at the lowest possible costs. Attainment of this goal will require a managed approach that will (1) generate income (payout) to provide for current College needs; (2) maintain a base for generating income to meet future needs, and (3) provide for possible major emergency needs consistent with the purpose of the fund and the level of risk permitted by this policy. The Board-approved spending rate from the endowment is 3-5% annually depending on budget needs."

Although the [Investment Policy](#) states Donnelly may draw up to 5% annually from the endowment, the CFO only draws down the amount needed for actual expenses during the fiscal year.

The chart below shows endowment spending over the past four years.

	FY2018 (9 months)	FY2017	FY2016	FY2015	FY2014
Balance of endowment fund	\$6,324,789	\$5,996,157	\$5,482,182	\$5,168,405	\$4,919,595
Appropriations during fiscal year	\$122,989	\$149,697	\$89,374	\$98,447	\$135,965
Spending rate	1.94%	2.7%	1.7%	2.0%	4.0%

As this chart indicates, Donnelly’s endowment spending rate has ranged from 1.7% to 4%, within or below the 3-5% guidelines in the Investment Policy.

Concern: The College relies on a mix of tuition and passive sources of revenue (philanthropy, grants, endowment spending) for 55% of the operating budget (including 29% of the overall revenue supported by Pell Grants), which has been unpredictable for the College and has resulted in a persistent erosion of the College's financial position.

Response: As noted in 1.A.2, Donnelly’s mission of promoting access for low-income and underserved students requires the College keeps tuition as low as possible. Because Donnelly receives no state tax revenue, no mill levy funds and limited financial support from the Archdiocese of Kansas City in Kansas, the College relies on a variety of financial resources including tuition and fees, investment income, individual donations and private and government grants.

Revenue Sources – As the table below indicates, over the past five years, on average, 55% of Donnelly’s operating revenue (including tuition paid by government sources) came from tuition and fees. This percentage is in line with other Kansas Independent College Association (KICA) institutions where tuition and fees as a percentage of total unrestricted revenues averaged 55% and ranged from 31% to 74%.

<u>Core Operating Revenues by Source</u>	<u>FY2017</u>	<u>FY2016</u>	<u>FY2015</u>	<u>FY2014</u>	<u>FY2013</u>	Average	Avg %
Tuition & Fees	2,253,747	1,973,593	2,502,109	2,402,188	1,969,710	2,220,269	55%

Government Grants & Contracts	978,257	1,099,965	1,240,712	900,263	1,181,711	1,080,182	25%
Private gifts, grants, and contracts	539,926	371,621	108,384	205,963	88,265	262,832	7%
Investment return	158,758	(57,400)	(40,514)	554,683	235,837	170,273	4%
Other Core Revenues	280,827	355,839	374,266	414,194	487,551	382,535	9%
Total	4,121,015	3,579,708	4,184,957	4,477,291	3,963,074	4,065,209	100%

Financial Position – The College’s financial position has indeed declined somewhat over the past four years, primarily due to the use of operating reserves as described above. Despite this decline, the College is financially-healthy according to Department of Education ratios HLC uses to evaluate private institutions and CFI ratios that HLC uses to evaluate public institutions. These fiscal measures are discussed in full in 5.A.1.

Concern: FY2016 indicates an all-funds net loss of \$216,000 (an increased loss of \$137,000 from FY2015).

Response: The College had a [decline in enrollment from 15,243 credit hours in 2014-15 to 12,279 in 2015-16](#), resulting in a decrease in tuition revenue of over \$700,000. The decline in enrollment was the greatest factor that led to the [loss of \\$216,499 in the 2015-16 fiscal year](#). [College leadership responded to the loss by cutting personnel and programs, raising tuition, reducing expenses and identifying efficiencies](#). The change that resulted in the largest cost savings was the elimination of the English for Academic Purposes program and three full-time faculty salaries for a savings of \$106,000/year. As a result of these changes and increased enrollment in 2016-17, the [College’s losses were reduced to \\$88,130](#), but this includes several non-cash transactions including accelerated depreciation of over \$200,000 and impairment of fixed assets of \$221,637 related to the College’s newly-approved (March 2017) Campus Master Plan. The net cash used in operating activities was [\\$21,173 in 2016-17 reduced from \\$298,512 in 2015-16](#) Both the reduction in net losses and decrease in cash used in operating activities demonstrate improvement over the past year.

Concern: Endowment withdrawals have been made at 13% per year (endowment is estimated between \$5-6 million with \$3 million in unrestricted funds)

Response: Donnelly’s unrestricted investment funds are not considered part of the College’s endowment or assets held for limited use, [nor are they reported as such in audited financials](#). Instead, as noted above under Operating Reserves, these investments are used to fund major

repairs or maintenance or to offset unanticipated revenue declines not included in the annual operating budget.

In 2016-17 Donnelly did not draw from these funds, nor has the investment fund been drawn to date in 2017-18. The Board-approved budget for [2018-19 does not include an investment draw](#). Instead, the College is working to increase enrollment and reduce expenses as described above.

Concern: Infrastructure of the campus facility, a former hospital, is in need of repair; the building portion of the capital campaign was suspended until Board action is taken on whether to renovate current facilities or move to a new location.

Response: Donnelly's President, President's Cabinet and Board of Directors have long recognized the need to improve the College's infrastructure and facilities. [Gould Evans Architects](#) led Donnelly through [initial master planning in 2008-09](#). [Architects worked with internal groups](#) to take the Gould Evans plan to a design stage in 2010-11. Phase I of the plan was completed in 2013 with the [grand opening of a new Community Event Center](#) – Donnelly's first new construction project in 50 years.

Although capital fundraising was suspended between 2014 and 2016 during the presidential transition, facilities planning continued uninterrupted. Because costs for renovating the Tower facility had risen significantly by 2014, the [Board decided to reevaluate the planned renovations](#) compared to alternatives such as moving to another location or replacing the Tower with new construction.

The [revised Campus Master Plan approved in March 2017](#) is more cost-effective than renovating the Tower and will give Donnelly students an attractive campus and high-quality learning environment while providing additional space for enrollment and program growth. Ongoing infrastructure maintenance and improvements already accomplished since the April 2016 HLC site visit are described below in 5.A.1.

Concern: While the College leadership is working to "right-size" the College, it remains unclear if the College can operate strategically given its lack of financial flexibility and its underdeveloped culture of improvement or reliance on data.

Response: The documentation above regarding expense reductions, reduced dependence on operating reserves and reduced net losses as well as the information included below on financial health and strategic planning demonstrate Donnelly is positioned to move forward strategically.

Donnelly has also increased access to data for improvement by developing an [Institutional Effectiveness](#) webpage, [developing a framework for collecting and analyzing assessment data](#), and standardizing the [Program Review process](#). Donnelly's use of data to support continuous improvement is discussed in 5.D.2.

Enrollment and Financial Management Data

Concern: The HLC Board of Trustees requested documentation of enrollment and financial management data by enrollment term during the Probation period.

Response: The chart below shows enrollment and financial data by enrollment term during the probation period.

Actual	Spring 2018	Fall 2017	Spring 2017
Headcount	344	360	405
Credit hours sold	3,530	3,948	4,311
Tuition Revenue	\$1,124,066	\$1,104,928	\$1,230,693
Budget			
Credit hours	3,848	5,497	**
Tuition Revenue	\$1,166,092	\$1,679,455	**

** The AY2016-17 budget was not broken out into semesters.

The large variance in the fall 2017 resulted from a delay of the approval of the ADN/RN program until spring 2017 and the KSBN's decline of the College's request to add a day cohort in the LPN program. As a result, only one additional faculty member was hired, not two as planned, and the Cabinet made the decision to operate within 90% of the approved budget for other operating expenses.

Based on the [Recruitment](#) and [Enrollment Management Plans](#), the Vice President of Academic and Student Affairs (VPASA) projects a total headcount of 385 students for the fall 2018 and 4,223 credit hours sold resulting in projected tuition revenues of \$1,281,474.

Although the following two concerns were referenced to Core Component 5A in Donnelly's probation letter, they are addressed in 5.C. below:

- *A map of how strategic planning objectives were funded to grow academic programs, improve student assessment, enhance opportunities for student success, and develop enrollment and retention strategies.*
- *A description of the process for evaluating progress on the strategic plan that includes the indicators that provide quantifiable data for each strategic priority, and the reporting process that includes routine review by the Board of Directors.*

The College continues to work toward improving its financial stability by reducing expenses and growing tuition revenue through both enrollment growth and increased tuition rates. The

documentation of reduced dependence on operating reserves and reduced net losses cited above indicate the College is moving in the right direction. Continued efforts to increase operating reserves and grow the endowment will further solidify the College’s financial position and enable the institution to move forward strategically to accomplish its goals.

5.A.1. Sufficiency of Resources to Support Operations

Sufficient Fiscal Resources

Overall Financial Health – According to the Department of Education’s (DoE) ratios used by HLC for private institutions, Donnelly College is financially healthy. Donnelly’s DoE ratios for the previous five fiscal years as well as the five-year average are shown in the chart below.

Donnelly DoE Ratios	FY2017	FY2016	FY2015	FY2014	FY2013	Average
Composite Score	2.20	2.26	2.35	3.00	2.90	2.54
Primary Reserve Ratio	0.75	0.86	0.77	0.87	0.46	0.74
Equity Ratio	0.91	0.90	0.88	0.87	0.78	0.87
Net Operating Revenues Ratio	-0.19	-0.07	-0.05	0.12	0.03	-0.03

The Department of Education states “an institution's final composite score is an arithmetic reflection of its overall financial condition on a scale from negative one to positive three. Schools earning composite scores toward the lower end of the scale pose a greater risk of precipitous closure or inability to deliver educational services than schools at the opposite end of the scale.”

- HLC considers institutions with composite scores between 1.5 and 3.0 to be above the zone, requiring no additional follow-up.
- With Composite scores ranging between 2.20 and 3.00 and averaging 2.54 over the past five years, Donnelly College is considered financially healthy according to HLC standards.

For public institutions, HLC relies on the Composite Financial Index (CFI) ratios recommended in [Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks](#) by KPMG, LLP; Sealy & Co., LLC; and Attain, LLC. As a private institution, Donnelly uses these financial indicators internally to evaluate financial health and to inform strategic, long-term goals. The Composite Financial Index (CFI) ratios for Donnelly College for the previous five fiscal years, as well as the five-year average are shown in the chart below.

CFI Ratios	FY2017	FY2016	FY2015	FY2014	FY2013	Average
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Composite Score	5.91	5.95	6.0	9.6	5.5	6.59
Primary Reserve Ratio	1.09	1.14	1.12	1.23	0.87	1.09
Viability Ratio	10.56	7.61	6.11	5.65	3.31	6.65
Return on Net Assets Ratio	-0.7	-1.4	-0.5	20.6	2.0	4.0
Net Operating Revenues Ratio	-19.3	-6.9	-4.9	11.6	2.7	-3.36

- When evaluating CFI ratios for public institutions HLC considers a composite score between 1.1 and 10.0 to be above the zone, requiring no additional follow-up.
- With composite scores ranging from 5.5 to 9.6 and averaging 6.59 over the past five years, Donnelly College is considered financially healthy by HLC standards. The use of averages avoids any distortions caused by a one-year phenomenon, as in FY2014 when the institution raised over \$3.9 million in capital campaign funds and long-term endowments.

Because the CFI presents a more complete picture of an institution's financial strengths and weaknesses, it can be useful as a strategic indicator for institutions at various levels of financial health. According to [Strategic Financial Analysis for Higher Education](#), a CFI composite score of 3 is the threshold of institutional financial health, while a score of less than 3 indicates a need for serious attention to the institution's financial condition. Moreover, a score of greater than 3 indicates the opportunity for strategic investment of institutional resources to optimize the achievement of institutional mission.

- It is evident with DoE composite scores well above 1.5 and CFI ratios well above 3, Donnelly College is financially healthy and has sufficient margin to invest strategically in furthering its institutional mission.
- In addition, due to the losses in revenue, Donnelly's independent audit firm performed a financial analysis regarding going concerns and concluded the College's balance sheet and revenues were strong enough to continue operations.

Areas for Improvement – On the other hand, within both composite scores, the net operating revenues ratio points to the financial dimension that requires the College's ongoing attention and that its strategic initiatives address.

- Under [Initiative 4.4, the Strategic Plan 2017-2022](#) calls for improving the College's long-term financial sustainability by increasing tuition revenue as a percentage of overall revenue and increasing the College's endowment by \$4 million.
- The College's plan for growing tuition revenue includes incremental increases in tuition rates combined with increased enrollment and improved retention per the College's [Recruitment](#) and [Enrollment Management Plans](#).

- Growing the College’s endowment will increase investment returns which can be used for program expenses. One example is the College’s Humanities endowment, which provides investment revenue that covers program expenses including program activities and a full-time faculty salary.

The Cabinet [projects increases in revenue from these sources](#) will allow the College to decrease dependence on annual fund by 10% per year.

Mission-Centric Financial Decision-Making – Since its inception, Donnelly College has been committed to making higher education accessible to low-income and first-generation college students from KCK and the greater Kansas City metropolitan area. Ensuring access for all students, regardless of their socioeconomic status, requires keeping tuition rates as low as possible. As the [2016-17 tuition and fees chart demonstrates](#), at less than \$7,000/year, full-time tuition at Donnelly College is much lower than tuition at local Catholic institutions (shown in green) and in line with or less than costs at public four-year colleges and universities in Kansas and Missouri (shown in blue).

Although Donnelly’s tuition is affordable when compared to other local options, \$7,000 a year is still a substantial investment for students whose annual household income averages just \$31,000 a year. To help low-income students, the Advancement Team raises approximately \$350,000 every year to disburse as institutional scholarships. This support is especially critical for the 19-20% of students each semester who, despite having financial need, are not eligible for Pell grants or other federal or state financial assistance. The chart below shows the amount of scholarship aid awarded and number of students who benefited from the scholarship aid for AY2015-16, AY2016-17 and AY2017-18.

The following tables outlines financial aid awarded to students from the various sources.

Source	2017-18	2016-17	2015-16
Pell Grant	\$726,528	\$914,102	\$495,400
Other Federal/State Grants	\$298,672	\$319,644	\$220,727
Institutional Aid	\$466,964	\$443,550	\$467,830

In addition to promoting access, keeping tuition low allows students to graduate without high levels of student loan debt. In both AY2015-16 and AY2016-17, 33% of Donnelly graduates incurred student loan debt. [Donnelly’s three-year cohort default rate](#) for FY2014 was 8%, compared to 7.4% for other private colleges, 12.4% for institutions in Kansas and 11.5% nationwide.

Continued Endowment Growth – Although fundraising for capital improvements was suspended from 2014-16 during a presidential transition, endowment fundraising continued uninterrupted. Over the past eight years, the College has increased its program and scholarship endowments by

\$3 million, including Title V matching funds. Twenty percent of current Title V grant funds are designated for endowment match, up to \$591,000.

The [Strategic Plan, 2017-2022](#) calls for increasing the endowment by \$4 million by 2022. The endowment portion of the Transformations capital campaign is 101% funded, with [a total of \\$3,557,981 raised toward the campaign's \\$3,500,000 endowment goal.](#)

Sufficient Human Resources

Donnelly College has sufficient faculty and staff to support effective teaching and learning and to manage the day-to-day operations of the institution.

Faculty – According to the College's [Institutional Update 2017-18](#), Donnelly currently has 17 full-time faculty and 26 part-time/adjunct faculty. The [faculty plan by department for 2018-19](#) calls for 17 full-time and 34 part-time faculty.

Faculty headcount by year is posted in the [Data Dictionary](#). Over the last four years, Donnelly's IPEDS [student-to-faculty ratio has ranged from 9:1 to 12:1 and averaged 10.25:1](#). By comparison, the [average faculty to student ratio at KICA college is 11:1](#)

Faculty qualifications and credentials are discussed in detail in 3.C.2.

Staff – According to the [College's Institutional Update 2017-18](#), Donnelly currently has 13 full-time administrators and 28 full-time staff (41 total). In addition, Donnelly employs over 30 students in variety of support positions through the federal work study program. The [staffing plan for 2018-19](#) calls for a total of 44 employees.

Co-curricular staff credentials are discussed in detail in 3.C.6. Donnelly's hiring process is described in 5.A.4.

The Strategic Plan, 2017-2022 [prioritizes faculty and staff development](#):

[Initiative 2.1](#): The College will manage staffing levels sufficient for institutional needs by A) Developing new employee orientation and on-boarding processes, B) Standardizing annual evaluations for all faculty and staff, and C) Aligning salaries during the annual budgeting process to stay competitive and retain qualified staff.

[Initiative 2.2](#): The College will focus on faculty and staff development by A) Providing annual trainings for all faculty on cultural competence, sensitivity training, ethics, diversity and team building, B) Maintaining personnel records of professional development for 90% of all employees, and C) Developing Individual Development Plans for all faculty and staff.

In the most recent [Campus Climate Survey \(2017-18\)](#), [71.88% of faculty and staff agreed or strongly agreed](#) their workload is manageable [compared to 65.79% in the 2015-16 survey.](#)

Strategic Staffing Changes - Donnelly adds new staff and faculty positions as needed to ensure

educational and institutional goals are met. For example, in preparation for launching the new Associate Degree in Nursing/Registered Nursing program in January 2018, Donnelly hired an additional [full-time faculty member in June 2017](#). To ensure adequate administrative support for the new ADN/RN program as well as the existing Practical Nursing program, the College expanded the [part-time Intake Specialist](#) position to full-time and added a [full-time Administrative Assistant](#) position in June 2017 and January 2018 respectively.

Sufficient Physical Resources

Donnelly's location in the urban core of KCK is critical to its accessibility. In the 1970s, Donnelly was offered land if it was willing to move its campus to the adjacent, more affluent county, but the College's leadership declined the offer. The Archbishop at the time said, "Our work is not yet finished," reaffirming Donnelly's continued commitment to the residents of the urban core. When Donnelly began outgrowing its facilities, instead of moving to the suburbs, in 1982, Donnelly moved its campus six blocks, into an empty building that had formerly housed a Catholic hospital. Then as now, Donnelly embraced the fact that a location close to those in need is nearly as important as affordability.

Donnelly's campus is accessible by bus, with a bus stop just four blocks from campus. One hundred fifty-two on-site parking spots provide sufficient parking for students, faculty and staff. Donnelly's facilities include 1) a seven-story, 70,000 square-foot "tower" building that serves as the main academic and administrative building, 2) the four-story Marian Hall building (22,000 square feet) which has general classroom space and houses the Gateway to College and Nursing programs, and 3) a Community Event Center built in 2013 that can seat 158 for campus and community events. In total, Donnelly has 28 general classrooms, nine nursing/science/art classrooms, eight computer classrooms with 106 computers, and four open computer labs with 35 computers. Of the 45 total classrooms, 14 are equipped with smart boards. The combined classroom capacity of the Tower and Marian Hall facilities is 886 students at once.

Recent Infrastructure Improvements – As noted above in response to the HLC Board of Trustees' concern regarding facilities, Donnelly's leadership and Board of Directors have long recognized the need to improve the College's physical infrastructure. Two of four Marian Hall floors had been renovated in 2008 soon after the College took ownership of the facility. After the new Campus [Master Plan was approved by the Board in March 2017](#). Phase II renovations to the remaining two floors of Marian Hall began immediately after the end of the spring semester in May 2017. The [renovations created eight new classrooms, eight faculty/staff offices, restrooms on each floor, a computer lab and a large collaborative study space](#). The project also modernized the elevator, added sprinklers and wireless internet, and improved mechanical systems throughout the building. With the completion of the renovations, academic space in Marian Hall doubled to 22,000 square feet, increasing student capacity in Marian alone from 212 to 442. The Phase II contractor executed construction to ensure classes could resume in the facility in mid-January 2018. Remaining projects include replacing all the windows in Marian Hall at a cost of \$318,000.

Additional Planned Improvements – In the third and final phase of the Master Plan project, the College will replace the aging seven-story former hospital tower that serves as Donnelly's main

academic and administrative building with a three-story, 72,000-square-foot facility that includes state-of-the-art learning environments, updated technology, centralized student support services, a new Academic Resource Center and a new chapel. The College will also tear down a former residence hall to replace lost parking and demolish the tower building to create green space and a campus quad. These infrastructure improvements will address [decades of deferred maintenance](#) while increasing total student capacity to approximately 1200. The scope of transformation to be accomplished through the Campus Master Plan is evident in [Vision for the Future](#).

The total cost for Phase III construction is \$21,000,000. [To date, Donnelly has raised \\$11,059,999 or 53% of this cost.](#) Donnelly plans to secure financing in fall 2018, so construction can begin by winter 2018-19, with all fundraising to be complete by December 2019.

Maintaining and improving existing facilities – As planning for Phase III continues, leadership continues to invest in current facilities so students can be served effectively prior to and during Phase III construction. This involves strategically addressing urgent repairs and deferred maintenance while maximizing the use of existing facilities to best address students' needs. Each year the College budgets approximately [\\$100,000 for repairs and maintenance expenses](#).

In spring 2018, the President established a Student Services Task Force that investigated ways of making the Tower facility as attractive and functional as possible for students during the interim period. The Task Force was chaired by the Interim Associate VPASA and included representatives from Financial Aid, Admissions, Student Success, the Director of the Library, a faculty representative and the Vice President for Spirituality and Mission. The Task Force's recommendations and timeline for implementation are found in their [April 2018 report](#).

Sufficient Technological Infrastructure

Donnelly College has the infrastructure and technology necessary for effective teaching and learning. Ninety percent of Donnelly's classrooms are equipped with technology resources including: smart boards, desktop computers, smart TVs, ceiling-mounted projectors, and other audio-visual technology enhancing the classroom experience.

Donnelly has eight computer classrooms with 106 computers, and four open computer labs with 35 computers. Ninety percent of computer labs utilize Desktop Virtualization technology with over 140 devices hosted in 10 different virtual servers. Virtual technology is implemented according to industry standards. This technology allows the College to support and maintain computer labs within a small number of hosts, centralizing management and reducing costs for energy, software licensing, hardware purchases and support.

To support instructional applications requiring higher levels of computing power, the campus computer labs also have desktop computers available. This includes a Mac classroom equipped with 20 iMac desktops and audiovisual equipment for instructors.

Server Infrastructure – The Donnelly College server and client infrastructure runs on a windows domain environment for multiple services ranging from authentication (password and username

log in) and printer services (hosting all printers in computer labs and shared office printers) to network configuration (DHCP) and datacenter (file sharing) services.

All Windows servers are consolidated within a VMWare environment. This allows the College to significantly reduce the number of physical servers and energy expenses, as well as reducing the cost for hardware repair and replacement.

All crucial servers and data are replicated with constant incremental backup images. Depending on the relevancy of the host, incremental backups are scheduled within minutes or hours. This reduces the amount of data lost in a given recovery event.

Network Infrastructure – [Over the past four years, Donnelly’s network infrastructure has been upgraded through:](#)

- Fiber infrastructure improvements, enhancing communications within campus buildings.
- Internet connectivity improvements achieved through implementing Google Fiber as the College’s main Internet Service Provider and Spectrum Business class as the Failover connection. This change has reduced off-time connectivity for students, faculty and staff and improved speed and quality.
- Implementation of a Network Security Appliance protecting the Donnelly College Network from unwanted traffic such as computer viruses and cyber-attacks. This appliance also allows the IT department to monitor, block, and prevent internet abuse.

Other Information Technology Improvements

- Microsoft Office platform upgrade: Over the past year, the IT department upgraded the College’s on-premise Office platform to Office 365. This change allows Donnelly College faculty and staff to access advanced collaborative tools including SharePoint, Skype, and One Drive, as well as the most updated version of standard Microsoft Office applications. This change also enhanced data security by migrating the College’s Exchange Platform from the on-premise environment to Exchange Online, allowing the IT Department to apply advanced Spam filters and thread protection on the College’s email service.
- Student Information System upgrade: In 2017, Donnelly College transitioned from Power Campus (by Ellucian) to Empower (by COMSPEC). This change enhances productivity by providing advanced features and a more user-friendly self-service platform. This transition also significantly reduced fixed costs for licensing and support.

Learning Management System upgrade – Donnelly is in the initial phase of transitioning its Learning Management System from Moodle to Canvas. This change will also reduce fixed costs while providing a more user-friendly platform and advanced tools for monitoring student progress and facilitating academic assessment.

[Initiative 4.5 in the Strategic Plan, 2017-2022](#), calls for developing and implementing a plan to update/improve technology that includes A) Increasing the budget to support scheduled equipment and software upgrades (estimated cost = \$75,000) and B) Improving SIS and LMS

functionality to increase efficiencies, improve student support, and provide accurate and timely assessment data (estimated cost = \$125,000).

5.A.2. Resource Allocation Process

Donnelly College operates as a not-for-profit corporation organized for educational purposes as evidenced by its [federal tax exemption](#), [Articles of Incorporation](#), and [Bylaws Article I, Section I](#). As such, Donnelly College does not generate financial returns for any other entities, including the Archdiocese of Kansas City in Kansas or the Benedictine Sisters of Mount St. Scholastica. All revenue received is used to pay for expenses directly supporting the College’s educational mission. [Article V.1 of the Donnelly College Bylaws](#) grant “the general power of governance over the affairs and property of the Corporation” to “a Board of Directors which shall be distinct from the Members of the Corporation.” The President’s Cabinet is responsible for working with the Board of Directors to ensure the annual budget allocates resources in accordance with the College’s mission and Strategic Plan.

As noted in 5.C.1, Donnelly invests resources based on its mission. As the table below shows the percentage expense allocations to instruction, academic support and student services is more than 50% of the total budget. If Financial Aid is included, the total is greater than 60% of the total budget.

Function	2018-19 Budget	2017-18 Budget	2016-2017 Actual
Instruction	23%	28%	27%
Academic Support	10%	9%	10%
Student Services	20%	21%	14%
Institutional Support	27%	23%	28%
Operation and Maintenance	9%	8%	8%
Financial Aid	11%	9%	9%

5.A.3. Alignment of Institutional Organization, Resources, and Opportunities with Mission

[Donnelly’s mission statement](#) affirms the primacy of its educational mission, highlights its Catholic identity and identifies its target population. As noted in Core Component I.A.1, this mission statement was reaffirmed by the Board of Directors during a College-wide visioning process in 2016.

Through the visioning process, the Board also adopted a succinct [vision statement](#) to replace a series of statements that had been adopted in 2006. The new statement reads: The vision of

Donnelly College is to advance the common good by being the most accessible and transformative Catholic college in the country.” Although this vision statement is intended to be aspirational rather than practical, Donnelly intentionally promotes access by keeping tuition low, by providing generous financial assistance, and by maintaining an urban core location and open admissions policy. Similarly, Donnelly actively promotes transformation by offering academic programs and student support services that address the unique needs and abilities of low-income, minority and first-generation college students. Finally, Donnelly helps to advance the common good by “instilling in each person a sense of their great dignity, their personal vocation and their call to be servant leaders,” in accordance with the [Donnelly College Value “Build Community”](#). Donnelly’s other core values are “Seek Truth” and “Pursue Excellence.” These three values define how the College seeks to inspire and challenge all members of its community to behave when interacting with one another and with the world.

While the Donnelly Values underscore what the College considers important, the Strategic Plan provides the road map for how the College’s mission will be carried out. In May 2017, Donnelly’s Board of Directors approved [ten strategic goals](#) covering four key priorities:

1. Academic and Co-Curricular Excellence
2. Faculty and Staff Development
3. Enrollment and Retention Growth
4. Finances and Facilities Improvement

The Strategic Plan lists key initiatives within each priority area, as well as specific action steps designed to further each initiative. To ensure the institution’s strategic goals are realistic in light of the College’s organization and resources, each action step specifies:

- Target start and completion dates
- Who is responsible
- Estimated costs
- Indicators for measuring achievement

The Strategic Plan is reviewed and updated annually by the Presidents’ Cabinet and Board of Directors. This allows resources to be reallocated as needed based on progress toward objectives as well as new threats or opportunities that have arisen since the last review was conducted. Donnelly’s Strategic Planning process and outcomes are discussed in detail in 5.C.1 and the response to HLC Board of Trustee concerns related to Core Component 5.C, below.

5.A.4. Appropriately Qualified and Trained Staff

Donnelly College is committed to recruiting and retaining quality staff. All job descriptions specify the position’s responsibilities as well as required and preferred qualifications. Donnelly hires individuals that meet these requirements and provides for annual training. Developing a new employee orientation and on-boarding process is action step [2.1.A in the Transformations Strategic Plan](#) targeted for completion in Spring 2019.

Training and Professional Development – The goal of developing individual development plans

(IDPs) for all faculty and staff was included in the Strategic Plan as [Initiative 2.2.C](#). All faculty had submitted IDPs to be reviewed by the Academic and Student Affairs Office by June 1, 2018. All staff will have IDPs completed and reviewed by December 31, 2018. Funds for staff professional development are included in [departmental budgets](#) and staff may apply for these funds through their department heads.

Financial aid staff attend annual training conducted the Kansas Association of Student Financial Aid Administrators (KASFAA) to keep abreast of federal financial aid regulations. In addition, many staff participate in conferences conducted by the Kansas Independent College Association (KICA) including the Business and Operations Conference and the Alumni Advancement and Marketing Conference. The Acting VPASA is participating in the Kansas Independent College Association Leadership Academy.

[Initiative 2.2.A](#) in the Strategic Plan, 2017-2022 calls for the College to provide annual training on cultural competence, sensitivity training, ethics, diversity and team building. During 2017-18, the College offered the following workshops for all employees:

- Infusing Catholic Faith
- FERPA
- Goal-Setting
- Positive Culture
- Stress Management
- Syllabi Peer Review
- Team Building and Communication
- Really, What is Assessment?
- Student Learning Outcomes
- Program Review Process

Workshop presentations and evaluations are posted on the [Institutional Effectiveness website](#).

Evaluations – All staff are evaluated annually through a standardized process as described in the [Evaluation Procedure](#). In accordance with Initiative [2.1.B of the Strategic Plan](#), 2017-2022, Donnelly standardized annual evaluations for all faculty and staff during AY2017-18. The evaluation procedure includes a self-evaluation completed by the employee as well a review completed by the supervisor. The supervisor's review is shared with the employee and the employee may respond in writing. A copy of the evaluation materials is filed with the Division Supervisor, VPASA, and the Human Resource Office's employee personnel files.

5.A.5. Processes for Budgeting and Monitoring Expenses

Budgeting Process – In past years, the College's budget was developed by the President's Cabinet, approved by the Board of Directors and disseminated at the department level. Beginning with the 2017-18 budget, however, the CFO and Cabinet have implemented a bottom-up process that begins at the department level and includes input from managers. This process is formalized in the [Budget Process and Resource Allocation Policy approved by the Board of Directors on May 2, 2018](#) and explained below.

Annually, the College's internal budgeting process for the following July-June fiscal year begins each December and requires all departments to develop requests based on the College's Strategic Plan and their own departmental goals. Requests are compiled by the CFO and compared to revenues projected by the VPASA and CFO based on anticipated tuition and other revenues, including grant and investment income.

Based on projected revenue, the Cabinet adjusts proposed expenses as needed to balance the budget, giving priority to academic programs and student services. The final proposed budget is reviewed by the Finance Committee and presented to the Board of Directors for approval at the February Board meeting. Once approved, final budgets are disseminated to department chairs.

Monitoring Expenses and Revising the Budget – Donnelly uses a purchase order system for all purchases, except for recurring expenses. All purchase orders must include an account code and must be signed by the appropriate budget administrator before payment can be processed. The original Purchase Order and any supporting documentation are submitted to the Business Office and kept on file. These documents serve as the official record of expenses.

The CFO supervises the accounting staff. Reconciliations between accounting records are performed monthly by accounting staff and reviewed by the CFO. The contribution records in the Advancement Department are reconciled to the accounting records each month. Monthly financial reports for the entire College are prepared by the CFO and reviewed by Cabinet.

Departmental budget-versus-actual expense reports are provided to department directors as requested. Most departmental directors track their spending on an ongoing basis and any differences between departmental records and accounting records are resolved for classification and timing as needed. Departmental directors are allowed to request line item adjustments within their departmental allocation.

The President's Cabinet reviews year-to-date financial reports monthly to determine if budget adjustments are needed. When such need arises, the President's Cabinet decides accordingly, and department managers are informed. For example, the Cabinet decided to operate with 90% of the approved budget when fall 2017 enrollment was less than projected. The Board of Directors' Finance Committee meets quarterly to review year-to-date financial reports (including budget vs. actual and prior year comparisons).

Sources

- 2013 Summer Digest - Community Event Center Opens
- 2015-2016 Campus Climate Survey Question 3
- 2016-2017 Scholarship Schedule - Perm Restricted
- 2016-2017 Tuition and Fees Comparison
- 2017-2018 Campus Climate Survey Question 3
- 2017-2018 HLC Institutional Update Staffing
- 2017-2018 IPEDS - Finance Part D
- 2017-2022 Strategic Plan

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- 2017-2022 Strategic Plan - Initiative 2.1B
- 2017-2022 Strategic Plan - Initiative 2.2
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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.

Argument

According to the [Amended Bylaws effective May 11, 2016](#), Donnelly College operates as a not-for-profit corporation organized for educational purposes, pursuant to the [Articles of Incorporation](#) filed with the Secretary of State of Kansas on January 16, 1950. The members of the Corporation are the Archbishop, the Chancellor, and the Vicar General of the Archdiocese of Kansas City in Kansas and the Prioress of the Benedictine Sisters of Mount St. Scholastica in Atchison, Kansas. These members make up the Membership Board.

The Donnelly College Membership Board constitutes the ownership of the Corporation and provides for the autonomy of an independent governing Board (Board of Directors) consisting of up to 34 Directors who collectively oversee the operation of the College. Potential Directors are vetted by the Board's Mission & Trusteeship Committee, approved by the Membership Board and elected by the full Board. Directors do not receive any compensation for their services and sign a [Conflict of Interest Disclosure](#) annually. The Archbishop of the Archdiocese of Kansas City, Kansas and the Prioress of the Benedictine Sisters serve as ex-officio voting members of the Board of Directors alongside elected members. The Board's autonomy is ensured by [Article VI, Section 1](#) of the Bylaws, which states: "At all times, the Board of Directors (and also any Executive Committee that may be established) shall include some public members who have no significant administrative position or any ownership interest in the Corporation, the Archdiocese of Kansas City in Kansas, the Benedictine Sisters of Mount St. Scholastica of Atchison, Kansas, or any firm substantially involved with one of said organizations."

The Board of Directors meets quarterly for regular meetings and may hold additional special meetings from time to time at the call of the Chairperson of the Board, the President of the College, or five or more Directors. Notice of a special meeting must be given at least ten days before the meeting, and the purpose of the meeting must be specified. Directors unable to attend any regular or special meetings in person may call-in and participate (including voting) by phone. Processes and responsibilities of the Board of Directors are discussed in detail in 2.C.

5.B.1. Governing Board Responsibilities

According to [Article VII, Section I](#) of the Donnelly College Bylaws, the Board of Directors is vested with the power and authority to manage the business and legal affairs of the Corporation, including providing oversight of financial, academic and other policies of the Corporation, approving the annual budget and providing for an annual audit of financial statements by a CPA firm. The Board of Directors also conducts an annual evaluation of the President ([Article IX, Section 1](#)). [Article VII, Section 2](#) of the Bylaws delineates a limited number of specific matters, such as amending the Articles of Incorporation or Bylaws or selling real estate belonging to the Corporation, in which decisions of the Board of Directors are subject to approval by the Membership Board.

Board Committees – Although “the Board of Directors [delegates day-to-day management of the College](#) to the College’s administration and expects the faculty to oversee academic matters” (Article VII, Section 3 of the Bylaws), Board members provide leadership and oversight to all areas of the College through service on four standing committees—1) Finance, 2) Development, 3) Mission & Trusteeship and 4) Academic & Student Affairs. The Board Chair is responsible for assigning committee members in consultation with the President.

An Executive Committee made up of the Chair of the Board of Directors, the Chair of each standing committee and a Board member at large appointed by the Chair serves as the President’s advisory committee, providing guidance as the [President administers the business, academic and other affairs of the College](#) (Article IX, Section 1). Building and Capital Campaign committees meet as needed to advise and support the President and Cabinet regarding facilities planning and capital fundraising. Board committees may also include advisory members who do not serve on the Board of Directors.

Committee meetings – Each standing committee meets two to four weeks prior to the quarterly meetings of the full Board. Agendas for standing committee meetings are prepared by each committee chair and the VP assigned to that Committee. The President reviews each committee’s draft agenda and may request changes before the committee meets. Once the President has approved the agenda, the VP prepares a committee packet which includes the approved agenda, draft minutes from the last Committee meeting and any supporting materials. The packet is emailed to all committee members by the President’s Office 24-48 hours before the committee meets. After each committee meeting the packets are updated by the VP and Committee Chair to include approved minutes and any changes. Final packets are returned to the President’s Office for inclusion in the Board packet provided to the full Board.

Board packets – Prior to each meeting of the Board of Directors, the Executive Committee meets with the President to review and approve the agenda. The President’s Office includes the approved agenda in the [Board packets](#) along with draft minutes from the last Board meeting and final packets from each of the standing committees. Board packets are sent electronically to all Board members at least 24-48 hours prior to the Board meeting by the President’s Assistant. A hard copy of the Board packet is also provided to each Board member at the meeting. During the meeting, each standing committee also reports to the full Board.

Board member involvement in College activities – Board members gain firsthand knowledge of the College and students by participating in campus-wide activities such as Convocation and Graduation and special events such as Career Fairs, Mock Interviews and Multicultural Festival. Through their companies, Board members provide internships for Donnelly students and many contribute personal or corporate gifts to the annual Scholarship Dinner (SHINE). Board members also attend community events on campus such as guest lectures or cultural presentations. [Three members of Donnelly’s 2017-18 Board are Donnelly alumni](#) who bring their own experiences as former Donnelly students to their role on the Board.

5.B.2. Engagement of Internal Constituents in Institutional Governance

Community is one of [Donnelly’s Core Values](#), and the College [intentionally recruits and retains individuals](#) “who believe in our Mission and students, and who strive to do the best job possible in every situation.” This sense of shared mission pervades the Donnelly community, making its small campus feel like home and colleagues feel like family.

Community Meetings – All faculty and staff members gather [monthly for a Community meeting](#). During these meetings, the President, VPs, Student Senate representative and representatives from each department share brief updates. Donnelly Community meetings are conducted as open forums in which all members of the campus community are encouraged to share ideas and/or voice questions or concerns. Increasing the frequency of Community meetings from quarterly to monthly (beginning fall 2016) has improved engagement by more than 15% in one year:

- In the 2015-16 Campus Climate survey, [50% of faculty and staff respondents agreed or strongly agreed with the statement](#), “I am satisfied with my level of involvement in decisions that affect my work.”
- By fall 2017, 65.63% of respondents [agreed or strongly agreed with this statement](#).

Governance and Committee Structures – As detailed in the [Communication Flow Chart 2018](#), organizational structures at Donnelly College support the sharing of thoughts and ideas among all constituencies and promote widespread involvement in planning and decision-making processes. Policies and procedures that apply to the entire community are listed in the [Policy & Procedures Manual](#), posted on the College website. The [Employee Manual](#), [Faculty Handbook](#), and [Student Handbook](#) contain specific policies and procedures applicable to each constituency. Policies and procedures for engaging the governing board are described in 5.B.1.

Changes to Academic policies are proposed by the [Academic Council/Academic and Student Affairs Leadership Team](#) and changes to non-academic policies are proposed by the [Administrative Council](#). Changes recommended by either council are forwarded to the President’s Cabinet and ultimately to the President for consideration. If the policies require a vote by the Board, the [President presents them at a Board meeting](#).

Administration – As the [Organizational Chart](#) indicates, Donnelly’s President oversees four Vice Presidents—the VP of Business Affairs, the VP of Mission and Spirituality, the VPASA and the VP of Advancement—who in turn oversee the faculty and staff. These Vice Presidents serve as the President’s Cabinet and meet weekly with the President to [discuss opportunities and](#)

[challenges to the College](#). The Cabinet is also charged with aligning the College's Strategic Plan with available resources to ensure the College fulfills its mission. The Cabinet members serve as the College's liaisons to the Board's standing Committees, providing information and support for the Board's oversight work.

Faculty and Staff – Faculty and staff participate in the governance of the College through service on [Academic and Institutional Committees](#) that shape policies and determine academic requirements, policy and processes. Academic and Institutional committees are discussed in detail in 5.B.3.

In preparation for the upcoming HLC site visit, during 2017-18, administrators, faculty and staff also served on [Criterion Committees](#). These committees reviewed the criteria for accreditation and assembled evidence of how Donnelly College meets the criteria.

Finally, all faculty and staff members complete anonymous evaluations of the President, the members of the President's Cabinet and any direct supervisors annually. The aggregate data is used by the Board of Directors and the President respectively in their annual evaluations of the President, VPs and Department supervisors.

Students – Although students are not directly involved in institutional governance or seated on the Board as members, they are provided with opportunities for input and decision-making through the student government organization—Student Senate. According to the [Student Senate Constitution](#), Student Senate represents students' interests, communicates students' grievances and suggestions for change to the administration, and serves as a liaison between the student body, faculty and staff.

A representative of Student Senate gives a report at every Board of Directors meeting, every Faculty Senate meeting, every Division 3 & 4 (Academic and Student Affairs) meeting, and every Community Meeting. The Senate also holds at least one open meeting a month during the academic year.

Student Senate members are elected each spring and serve one-year terms. All students are eligible to vote in Senate elections. In addition, each nursing cohort of 25 Practical Nursing or 15 Registered Nursing students elects a representative to attend meetings of the nursing faculty.

Donnelly students also participate actively in the campus community through a [variety of college-sponsored organizations](#) and clubs. To be recognized as a club and be eligible for funding, student organizations must have a faculty or staff sponsor, at least one student willing to serve as an officer and at least six student members. Student Senate is responsible for [allocating funding](#) to [student organizations and clubs](#).

Community members – Donnelly alumni and other community members serve alongside Board members on Board subcommittees and on Advisory Boards for specific academic programs including [Information Systems](#), [Nursing](#), [Correctional Programs](#), and [Teacher Education](#). These volunteers provide valuable insight into the state of specific industries employing graduates from

these programs. Data provided by Advisory Board members are included in [Program Reviews in Section 7 – External Demand](#).

5.B.3. Structures for Collaborative Efforts Related to Academic Matters

As indicated in [Article VII, Section 3](#) of the Donnelly College By-laws, the Board of Directors delegates oversight of academic matters to the faculty. Decisions about academic issues or teaching and learning are guided by formal policies and processes outlined in the [Policy and Procedures Manual](#), [Faculty Handbook](#) and [Faculty Senate Constitution](#). These documents detail expectations for faculty and staff members regarding teaching load, service on committees, attendance at regular meetings, and use of the learning platform and Student Information System.

Faculty Senate – The Faculty Senate represents all faculty in the Donnelly College community in matters pertaining to employment and professionalism. The Senate is chaired by a faculty member elected by his/her peers and all full-time faculty are members. According to Article III, Section 1 of the [Faculty Senate Constitution](#), adjunct faculty are represented in Faculty Senate with the number equivalent of up to 25% of the filled full-time contract positions. Adjunct representatives are chosen through an application process and paid a small stipend for meeting attendance.

Faculty Senate meets at least three times per semester and each member is entitled to one vote. Faculty Senate's involvement in setting academic requirements is evidenced in [Faculty Senate minutes](#). Faculty and staff exercise their shared governance responsibilities within academic programs and for the College as a whole through their participation in [Institutional and Academic Committees](#).

Students – Donnelly College students are involved in setting academic requirements, policy, and processes through the participation of their Student Senate representatives and nursing cohort representatives in faculty meetings, Division meetings, Community meetings and Board meetings. Students also provide feedback on individual courses and instructors through course evaluations each semester. The VPASA uses data from student evaluations combined with data from class observations and an [annual faculty evaluation](#) to recommend changes and/or make suggestions for improvement. Data from student satisfaction surveys are included in [Program Reviews](#) and considered in [Rank and Promotion decisions](#).

Prior to graduation each spring, the President meets with groups of graduating students to solicit feedback about their experiences (both positive and negative) as Donnelly students. Students also participate in [focus groups periodically](#), providing the faculty, staff and administration with valuable insights. For example, during Spring 2016, the Strategic Planning committee convened a [student focus group](#) to collect information from students regarding the direction of the college going forward.

Sources

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- 2018 Education Advisory Board Members
- 2018 IT IS Advisory Board Members
- 2018 Nursing Advisory Board Members
- Admin Process and Procedure Manual
- Administrative Council Charter
- Allotment Application Student Senate 2018-19
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- ASALT minutes 1.31.18
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- Cabinet Agenda 08.14.2017
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- Faculty Evaluation Form
- Faculty Handbook 2018-19
- Faculty Senate Constitution
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- HLC Steering Committee Structure
- Mission Vision Values from DC Website
- Program Review Template
- Rank and Promotion Material List
- Sample Job Descriptions
- Student Handbook 2018-19
- Student Organization Application
- Student Senate Constitution
- SWOT Focus Group - Students 11.21.16

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.

Argument

As the [two previous strategic plans](#) demonstrate, Donnelly has consistently used a strategic planning process to ensure its resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. Since the Higher Learning Commission's most recent site visit in April 2016, Donnelly has completed its most recent comprehensive strategic planning process, culminating in the [Transformations Strategic Plan 2017-2022](#).

Addressing HLC concerns

Concern: While the College engages in strategic planning, its planning is reactionary and not systematic, nor is the College's planning appropriately informed by institutional data.

Response: Donnelly College is intentional about strategic planning. Anticipating the completion of the last strategic plan (2012-2017), in fall 2016, the President established a [Strategic Planning Committee](#) made up of a cross-section of staff, faculty and administrators from across the College. This Committee engaged in a nine-month strategic planning process under the leadership of the VPASA and CFO. To begin the process, the Strategic Planning Committee conducted a thorough SWOT analysis, surveying key stakeholders, including [faculty and staff](#), and [Board](#) and [Advisory Board](#) members. Student input was incorporated through an analysis of [student satisfaction surveys](#) as well as data gathered from a [Student Senate focus group](#).

The strategic planning process for 2017-2022 was developed using the [Plan-Do-Study-Act model](#) of strategic planning with permission from Miami Dade College. The Committee also reviewed strategic plans from other institutions as well as [Donnelly's expiring strategic plan for 2012-2017](#). Committee members divided into pairs to draft strategic goals and initiatives aligned with each of HLC's five criteria for accreditation. With leadership from the CFO, team members worked to refine the strategic goals and initiatives and grouped them into four major areas. The

draft plan was reviewed and edited by the President's Cabinet and presented to the Board. The Board approved [ten strategic goals in May 2017](#) and [approved the full plan in December 2017](#).

Concern: Operational strategies derived from institutional planning are not well developed and lack depth, and its planning lacks any mechanism to measure progress against strategic priorities.

Response: Within four broad priority areas—1) Academic and Co-Curricular Excellence, 2) Faculty and Staff Development, 3) Enrollment and Retention Growth, and 4) Finance and Facilities Improvement—the [Strategic Plan, 2017-2022](#) lists 16 specific initiatives to be accomplished through 67 detailed action steps. For each individual action item, the Plan lists:

- Target start and completion dates
- Allocated budget resources
- Individual(s), department(s) or committee (s) primarily responsible
- Detailed performance indicators

Each spring updates provided by the responsible parties are used by the President's Cabinet and Board to measure progress toward each strategic priority during the annual review process described below.

Concern: The HLC Board of Trustees requested a description of the process for evaluating progress on the strategic plan that includes the indicators that provide quantifiable data for each strategic priority, and the reporting process that includes routine review by the Board of Directors. (Note: this concern was referenced to 5A in Donnelly's probation letter)

Response: Each spring, the individual, department or committee primarily responsible for each action item in the Strategic Plan provides a written update based on the identified performance indicator(s). Updates are added under each action item with items that have been fully implemented marked MET. The President's Cabinet reviews the updated Plan and presents it to the Board's Academic and Student Affairs Committee and then to the full Board at their May meeting. The Cabinet is responsible for informing both the Committee and the Board of any delays or problems experienced in implementing the initiatives. The updated Plan is shared with all faculty and staff at the following fall's college-wide workshop. Each department is then responsible for adjusting work on initiatives that are behind schedule so progress can be made before the next annual review.

Concern: The HLC Board of Trustees requested a description of how strategic planning objectives were funded to grow academic programs, improve student assessment, enhance opportunities for student success, and develop enrollment and retention strategies. (Note: This concern was referenced to 5A in Donnelly's probation letter)

Response: Under both the [Strategic Plan 2012-2017](#) and the first year of the [Strategic Plan, 2017-2022](#), Donnelly used a combination of institutional resources and grants and donations to fund strategic objectives. Some examples from the Strategic Plan 2012-2017:

- Objective: Start one new program and prepare for one additional program – Donnelly requested and secured a Title V Developing Hispanic Institutions grant of \$3,247,258 to develop and implement an Information Systems bachelor's degree program (2015) and to prepare for launching an ADN/RN program (2018). This grant also provided \$591,000 in endowed funds and \$900,000 in construction funds to support the campus master plan by increasing the endowment and creating a new Academic Resource Center.
- Objective: Eliminate overall salary gap relative to established benchmarks – Institutional funds were used to provide annual raises to faculty and staff in 2014 and 2015 and to give all faculty and staff a 3% raise in 2017.
- Objective: Triple professional development expenditures and develop professional development plans for all employees - Institutional funds were used to increase annual faculty professional development allocation from \$250 to \$750 per year beginning in AY2013-14. The goal of developing individual development plans (IDPs) for all faculty and staff was included in the [Strategic Plan as Initiative 2.2.C](#). All faculty had submitted IDPs to be reviewed by the Academic and Student Affairs Office by June 1, 2018. All staff will have IDPs completed and reviewed by December 31, 2018.
- Objectives: Increase operational endowment, increase scholarship endowment, and fund capital campaign – To facilitate targeted fundraising to various segments of the College's constituent database, in 2015, Donnelly invested institutional funds to purchase Raiser's Edge NXT. NXT includes an email module (Online Express) that allows for tracking and updating constituent information directly through the database, including handling unsubscribes and bad email addresses automatically. In addition, the NXT platform has unlimited licenses, allowing a growing Advancement Team to access the database for fundraising purposes, improving solicitation and stewardship of gifts.

Some examples from the Strategic Plan, 2017-2022:

- [Initiative 3.4.D](#): Invest in Marketing Campaign and [Initiative 4.1.C](#): Expand fundraising plan and expenses to complete capital campaign - In December 2017, Donnelly's [Board of Directors approved \\$1 million to support fundraising and marketing objectives](#) for the College. A line of credit was secured in Spring 2018 to allow the College to move forward quickly on accomplishing these objectives.
- [Initiative 1.2.E](#). Continue participation and project completion in the HLC Assessment Academy – Donnelly submitted a [grant request to the Kauffman Foundation](#) in September 2017 and was awarded \$51,573 to support the Donnelly College Assessment Council's (ACDC) first two years of participation in HLC's Assessment Academy.
- [Initiative 1.3.D. Sponsor and support a thriving Pro-Life Club](#) – In January 2018, institutional funds were allocated by Campus Ministry and the President to subsidize the cost of 13 students attending the Walk for Life in Washington D.C. as part of the group from Benedictine University in Atchison, Kansas. Based on positive student feedback about the event, a [grant proposal was submitted to the Archdiocese in March 2018](#) requesting \$10,000 to send a Donnelly bus and a larger contingent of students to the 2019 March for Life. Students who attended the 2018 March were invited to a preliminary meeting of students and faculty interested in creating a Donnelly Pro-Life Club in Spring 2018.

- [Initiative 2.2.A](#): Provide annual training for all faculty on cultural competence, sensitivity training, ethics, diversity, and team building – The Director of the Counseling Center [secured a \\$5,000 grant from the Wyandotte Health Foundation](#) to train all faculty and staff in providing trauma-responsive student services in AY2018-19.
- [Initiative 3.3.B](#): Establish "Fifteen to Finish" incentives – For AY2018-19, Donnelly's [Board approved a 50% tuition rate discount](#) for each credit hour beyond 12 hours.

Concern: The College has not integrated assessment of student learning, program review, and strategic planning.

Response: The Strategic Plan 2017-2022 integrates assessment of student learning and program review under [Initiative 1.2](#): “The College will use assessment data to develop curricula and programs.”

In support of this initiative, the VPASA and [ACDC](#) have developed a standardized [Program Review Process](#) integrating assessment of student learning with Program Review in [Section 6 of the Program Review Template](#) – Assessment of Student Learning Outcomes. After Program Reviews are submitted to the VPASA, ACDC uses the [Program Review Rubric](#) to evaluate how effectively each completed Program Review 1) aligns the program’s goals with the College’s mission and strategic goals and 2) uses data to assess student learning. By linking assessment of student learning with strategic objectives, the Program Review Process serves as the College’s primary mechanism for integrating assessment of student learning with the College’s strategic plan.

Concern: Strategic planning is not linked to the budget or other planning processes such as assessment, operations and program review.

Response: The current strategic plan includes a column listing budget resources dedicated to achieving each action step. [Initiative 4.2.B](#) explicitly links strategic planning to the budgeting and program review processes by calling for the College to “use assessment data and align resources with strategic objectives.” Through the [Program Review Process](#) department heads share evidence of achievement and define areas targeted for improvement. This data is then used to update progress toward strategic objectives during the annual update process for the Strategic Plan as well as to guide budget requests to support program improvement in subsequent years. An example of these linkages is included in 5.C.2, below.

Concern: Planning does not take into consideration external factors such as economic fluctuations, technological changes, and cultural shifts which may impact the College’s purpose, delivery and target market.

Response: In late 2016 and early 2017, the Strategic Planning Committee conducted a thorough SWOT analysis as part of the strategic planning process. The Strategic Planning Committee surveyed key stakeholders, including [faculty, staff, students, Board, and Advisory Board members](#). This data was [analyzed by the Committee](#) and incorporated into the Strategic Plan 2017-2022.

The Strategic Planning Committee is responsible for reviewing progress updates on all strategic initiatives, due every spring. In preparation for these updates, each fall the College's Academic and Student Affairs Office will conduct an annual SWOT analysis of key stakeholders. The SWOT data collected will be analyzed by the Strategic Planning Committee and incorporated into their review of the strategic updates each spring. After recommendations from the Strategic Planning Committee are added, the updated Strategic Plan will be reviewed by the Cabinet and the Academic and Student Affairs Committee of the Board. The full Board will review the updated plan at their May meeting each year.

The Admissions and Marketing departments completed their own [SWOT analysis in July 2017](#), in preparation for updating the College's Recruitment and Marketing. The Recruitment Plan used the results of this SWOT to develop a target population for [AY17-18 and AY18-19 recruitment efforts](#). The [Marketing Communications Plan for 2018-19](#) links individual marketing actions and target audiences to specific actions steps in the Strategic Plan, 2017-2022.

The revised Program Review Template also takes external factors into account in evaluating individual academic programs:

- [Section 3](#) includes data from surveys of students, Advisory Board members, alumni and employers.
- [Section 7](#) describes external demand for the academic program based on demonstrated need (such as admissions inquiries or enrollment numbers) and employer demand. This section may include regional workforce data from the Mid-America Regional Council or other sources as well as Bureau of Labor forecasts showing national trends.

Concern: The HLC Board of Trustees requested an evaluation of how the College's planning processes have improved coherence, transparency, communication, and integration for strategic decision-making

Response: The strategic planning process that resulted in the Strategic Plan, 2017-2021 involved [faculty and staff from throughout the College](#).

The Committee [met bi-weekly from Nov 1, 2016 through the early May 2017](#) and weekly in September and October 2017. A shared Document Repository was established in Dropbox to facilitate the sharing of materials among Committee members. During spring 2017, the Committee drafted ten strategic goals for 2017-2022 which were approved by the Board of Directors on [December 3, 2017](#).

During spring 2017 and fall 2017 regular updates on the strategic planning process were shared by the VPASA and the CFO at [monthly community meetings](#). The VPASA also shared a comprehensive update at the [annual college-wide workshop on Aug 14 and 15, 2017](#). During fall 2017, the CFO coordinated the drafting process as Committee members worked in pairs to define specific strategic priorities and initiatives. During November 2017, the President's Cabinet reviewed the draft plan and suggested revisions. A final plan was reviewed by the Board of Directors and approved on [December 13, 2017](#). The approved plan was [emailed to all faculty](#)

[and staff and posted on the Donnelly College website in January 2018](#) . The Board reviewed the first set of annual updates to the plan on [May 2, 2018](#).

5.C.1. Alignment of Resource Allocation with Mission and Priorities

As described in Core Components 1.A.2 and 1.A.3, Donnelly College is a mission-driven institution focused on promoting college access and success for an underserved population. The primacy of this mission is demonstrated by [IPEDS feedback reports](#) showing Donnelly invests more dollars per FTE than peer institutions in instruction, student services and academic support.

Informed by this mission, the [current strategic plan](#) designates how resources are to be allocated to different departments to accomplish the College's strategic priorities. During the most recent strategic planning process, the faculty, staff and administrators serving on the [Strategic Planning Committee](#) were charged with creating goals that would allocate resources in a manner that support student success as they work toward degree completion and afterwards in their chosen career.

The CFO's new collaborative, bottom-up budgeting process described in Core Component 5.A.5 allocates resources in alignment with strategic priorities articulated in the Strategic Plan. In submitting their annual budget requests, department heads are required to [indicate how they propose to use](#) the requested human, financial, technological and physical resources to achieve the College mission and the goals of the Strategic Plan. Furthermore, individual departmental action plans, such as the [Recruitment Plan](#), [Enrollment Management Plan](#), and [Marketing and Communications Plan](#), are explicitly aligned with the College's strategic plan.

According to Donnelly's [Investment Policy](#), "The Finance Committee of the Board serves as the Investment Committee for all endowed and/or invested funds and will provide guidance and advice on specific issues. The Finance Committee will rely on the President of the College for day-to-day oversight of these investment policies." The Investment Policy also states, "the goal of Donnelly's endowment management strategy is to assure that present and future generations of students will enjoy quality educational programs at the lowest possible costs."

5.C.2. Linkage of Processes: Student Learning Assessment, Institutional Evaluation, Planning and Budgeting

The President's Cabinet guides the synthesis of needs across the college, serving as a central link for coordinating and reporting the work of assessing student learning, evaluating operations, planning and budgeting. The President's Cabinet includes the CFO, VP for Spirituality and Mission, VPASA and the VP for Advancement. The Cabinet meets bi-weekly during the academic year and as needed over the summer. The CFO and the VPASA serve as the President's Operational Cabinet and meet the weeks the full Cabinet does not meet. The [Organizational Chart](#) defines how the Cabinet functions in relation to the Board of Directors, the President, departmental administrators, and faculty and staff for reporting and decision-making.

Donnelly's linkage of its processes for assessment of student learning, program review and operational evaluation with strategic planning and budgeting is exemplified in the development Success First Intensive English program. After [several years of documenting declining enrollment](#) in the English for Academic Purposes program, the Cabinet recommended ending the program and not renewing the contracts of the three full-time faculty. The [Board approved this recommendation](#) in May 2016. However, because the VPASA recognized some students would continue to need ESL support, the Cabinet recommended integrating upper-level ESL instruction into its well-established developmental education program. The Preparatory Education Department hired a part-time Adjunct ESL Instructor to teach a 12-credit ESL section of Intensive Reading and Writing in fall 2016. Of the fourteen students enrolled in the initial semester, five students (36%) passed into the regular/non-ESL section of Intensive Reading and Writing and four additional students (28%) passed directly into College-level classes. In addition, all four of the students (100%) that passed directly into college-level classes passed both CCS 101- First Year Experience and EN 111 - Composition I the following semester. These positive outcomes are documented in the [Success First 2016-17 Program Review](#). The Program Review also notes the students who failed to make adequate progress were those who initially scored below a 4 on the TOESL or ESL Accuplacer test.

Based on these data, the [Success First Program Review](#) recommended piloting a 14-credit Intensive English (IE) program in fall 2017 that would accept students scoring a 4 or 5 on the TOESL or ESL Accuplacer test. The proposed IE course would be capped at 12 students and would include 12 hours of ESL-specific instruction provided by the Adjunct ESL instructor and two hours of 2:1 guided speaking and listening practice facilitated by an ESL-certified tutor. The President's Cabinet approved the request and funds for a part-time ESL instructor and part-time ESL tutor were allocated for 2017-18. Of the twelve students enrolled in the new Success First Intensive English program in fall 2017, four (33%) passed into college-level classes in Spring 2018 and two others (17%) passed into Success First Reading and Writing. Of the remaining students, four students repeated IE in Spring 2018 (after which one was conditionally admitted to college-level classes and the other three passed into Success First Reading and Writing); one was not able to return to Donnelly due to issues with her F-1 visa; and one transferred to Kansas City Kansas Community College's ESL program for more remedial ESL support. Although these results will not be presented in a formal Program Review until the 2019-2020 review cycle, the Success First Director used them as the basis for requesting a full-time ESL faculty position in the 2018-19 budget. This request was approved by Cabinet and included in the Board-approved 18-19 budget. A full-time faculty contract was issued to the Adjunct ESL instructor in May 2018.

The same kinds of process linkages between assessment of student learning, evaluation of operations, planning, and budgeting resulted in the following academic program changes:

- [Consolidation of the Organizational Leadership and Information Systems programs](#) under a single Business/Technology Department Chair. This change reduced expenses and facilitated the examination of course overlaps and the refinement of student learning outcomes and program learning outcomes for each bachelor's degree program.
- Conversion of the Urban Teacher Education bachelor's degree program into a [2+2 program through a transfer agreement with Emporia State University](#). This agreement

enables a student to earn a Bachelor of Science in Education - Elementary Education through two years of full-time study at Donnelly College and two years of full-time study at Emporia State's Kansas City campus in Johnson County. This change was in response to an [analysis of enrollment patterns and external demand documented in the Program Review](#).

- [Changes to the Lansing Correctional Facility program](#) to reduce expenses and promote degree completion including 1) discontinuation of the full-time Director's position, 2) implementation of a course schedule allows students to complete the associate degree in two-three years and 3) awarding of 15-hour certificates of completion to create milestones to progress and to delineate the learning outcomes achieved. In fall 2017, the Director was replaced by an adjunct instructor who serves as the Program Coordinator. Due to construction at the Lansing Correctional Facility and transfer of inmates to other facilities, the second and third proposed changes have not yet been fully-implemented. Donnelly is currently able to offer only two or three courses/semester in maximum security.

5.C.3. Consideration of Internal and External Constituents' Perspectives in Planning

As noted above, the [Strategic Planning Committee](#) that drafted the Strategic Plan, 2017-2022 included staff, faculty and administrators representing departments across the College. As part of the strategic planning process, this Committee surveyed key stakeholders ([faculty and staff](#), [students](#) and [Board](#) and [Advisory Board](#) members) regarding strengths, weakness, opportunities and threats facing the College. The Committee incorporated this SWOT data in formulating the Plan.

Donnelly also uses surveys to gather the perspectives of internal constituent groups on a regular basis. Students, faculty and staff complete campus climate surveys every other year. Donnelly also participates in the [national CCSSE survey every other year](#).

- In the [faculty and staff survey](#), all Donnelly employees evaluate the institution's mission and values, policies and procedures, professional development, collegiality, and faculty and staff support.
- The [student survey](#) asks students to evaluate the accessibility and effectiveness of different departments that serve students (Admissions, Financial Aid, Business Office, and Advising) as well as Tutoring, Career Services, Library Services, IT Services, computer and internet resources, and the Donnelly Bistro. The student survey also asks students to rate the College's facilities and overall learning culture.
- [CCSSE](#) surveys are conducted bi-annually by the office of Institutional Effectiveness. The [CCSSE focuses on student engagement](#) and allows Donnelly to compare its results to peer institutions across the country.

Survey results are analyzed by the Cabinet and shared with the Board of Directors and with individual departments. Survey results are also included in [Program Reviews](#).

To ensure the College's academic programs address the needs of the greater Kansas City region, Donnelly intentionally recruits Board members who are diverse in gender, race and ethnicity and

who represent a variety of religions, geographical locations and income levels. Directors bring expertise [from diverse industries and professions](#) including legal, financial/accounting, marketing, banking, education/academics, construction/engineering, sales/retail, health, industry/manufacturing, government and business /professional. As noted in 5.B.2, community members provide valuable insight on workforce and industry trends through their service on Board subcommittees and on Advisory Boards for specific academic programs. External data provided by alumni, Advisory Board members and employers is included in Program Reviews in [Section 7 – External Demand](#).

5.C.4. Institutional Capacity and Other Dynamics Considered in Planning

Donnelly College understands its role in the larger Kansas City metropolitan educational community and regards its small size and low faculty-to-student ratio as a critical advantage in working with underserved students who can get lost and disconnected in larger and more complex educational institutions. As the Kansas City region's only federally-designated Hispanic-Serving and Minority-Serving Institution, Donnelly also takes seriously its role in providing educational opportunities to underserved populations. As noted in 1.A.2 and 1.C.1, Donnelly serves a diverse student population with high percentages of minority, low-income and first-generation college students. Because of its unique enrollment profile, Donnelly has been sought out by Kansas State University, Kansas University, and University of Missouri Kansas City as a partner on several federal grants as noted in the table linked in 1.C.1.

As these grant partnerships indicate, Donnelly College does not operate in isolation. Rather, its leaders actively seek out opportunities to live out its mission as part of the greater Kansas City higher education community and in partnership with peer institutions. To this end, Donnelly participates in the [Lumina Foundation Community Partnership](#), the [Kauffman Foundation's KC Scholars program](#), the [GradForce KC Initiative](#), and the [KC Degrees program](#). Through these regional initiatives, Donnelly's President and VPs receive frequent updates on external factors [impacting post-secondary enrollment and degree attainment](#). In addition to discussing this information in Cabinet, Donnelly's President and Vice Presidents regularly [share information on national and regional trends in higher education and workforce development](#) with the Board.

As a private, non-profit institution, Donnelly is not impacted directly by changes in state or mill levy revenue allocations for higher education. However, Donnelly's President and Cabinet follow these developments through a subscription to the Chronicle of Higher Education and a weekly legislative newsletter provided by the Kansas Independent College Association (KICA), of which Donnelly is a member. Recent KICA newsletters have provided updates on the Higher Education Act reauthorization process, changes in student loan rates, and a proposed pilot program to provide free concurrent dual enrollment for public school students. In response to the proposed pilot, [Cabinet discussed the possibility of targeting Donnelly's College Credit Now program](#) to homeschooled and private school students who would not be able to access these courses at public colleges free of charge.

Donnelly's President, Cabinet and Board members also anticipate and plan for the possible impact of fluctuations in institutional revenue from enrollment or the economy. Each year representatives from the Catholic Foundation of Northeast Kansas and U.S. Trust present to

the [Finance Committee](#) on market and economic conditions that might impact Donnelly's investments. Information on external factors is brought to the Finance and Building Committees by advisory members who are not Board members and serve in a non-voting capacity.

In projecting tuition revenue during the annual budgeting process, Donnelly's CFO and VPASA take into account [historical enrollment data](#), [Enrollment Management Team reports on Admissions activity](#), and [general enrollment trends across Kansas Independent College Association \(KICA\) colleges](#). In projecting 2017-18 tuition revenue, the VPs also took into account the addition of a new ADN/RN program and possible HLC probation. Based on data from other colleges placed on probation, Donnelly projected a 6-8% decrease in [student headcount for AY17-18](#) somewhat offset by tuition from 15 full-time students in the new ADN/RN program, starting in January. For AY17-18, the College also [anticipated a reduction in enrollment in the Lansing Correctional program](#) due to closure of the medium security prison. When enrollment does not match projections, the Cabinet also adjusts spending mid-year to compensate. For example, when fall 2017 enrollment was even lower than the 6-8% decrease projected, the Cabinet [decided to operate on a 90 % budget](#) for the remainder of the fiscal year.

5.C.5. Anticipation of Emerging Factors in Institutional Planning

As noted above, Donnelly gathers information about emerging factors through SWOT analyses, Advisory Boards, Board Committees, external presentations and climate surveys. Program Reviews also [provide information on student need and employer demand based](#) on admissions inquiries, Advisory Board input, and labor market data and projections. The [broad engagement of Donnelly's President and Cabinet members in professional organizations and local and regional initiatives](#) helps them stay apprised of emerging factors that might provide opportunities or challenges for the College.

Technology – Donnelly provides technology designed to meet the needs of faculty and staff and to support effective teaching and learning. Some recent examples:

- Phase II improvements to Marian Hall included \$50,000 in security and IT improvements including ten additional security cameras, smart boards in three classrooms, network cabling for the new spaces and wireless access points and switches to extend internet connectivity to the two renovated floors.
- In preparation for adding the ADN/RN program, Donnelly added equipment and technology to its two advanced skills labs and two simulated patient rooms. In 2016-17, the nursing program purchased an additional patient simulator and patient simulator bed [using \\$66,995 in Title V funds](#). In addition, [grant funds of \\$46,535 from the Westerman Foundation were used](#) to purchase advanced clinical equipment and additional computer workstations for students. Students use the clinical equipment to practice placement of Foley catheters, care of tracheostomies, use of infusion and feeding pumps, safe practices for turning and repositioning patients, and procedures for monitoring vital signs. Students use the additional computer workstations to access the Assessment Technology Institute's (ATI's) supplemental materials and videos. Students that pass ATI's Comprehensive Predictor assessment can know with 99% accuracy they are prepared to pass the NCLEX licensing exams.

Donnelly recognizes the need for continued investment in technological resources. [Initiative 4.5](#) in the Strategic Plan, 2017-2022 calls for the College to develop and implement a plan to update/improve technology. This includes increasing the budget to support scheduled equipment and software upgrades. Recent upgrades to the Microsoft Office platform and in process improvements to the student information and learning management systems are discussed in detail in 5.A.1.

Demographic Shifts – As the most [diverse college in the Midwest](#), located in [one of the most diverse counties in the country](#), Donnelly is particularly well-positioned to address the growing demand for a diverse workforce. Partnerships with four-year institutions help increase opportunities for diverse students. These include:

- A STEM pathway program with Kansas State University (KSU) funded by the [National Science Foundation Louis Stokes Alliance for Minority Participation](#)
- An [undergraduate certificate program in Intelligence and National Security Studies](#) (INSS) with University of Kansas (KU)
- A [Pathways to Engineering Careers program](#) with University of Missouri Kansas City (UMKC)

In response to the KCK Public Schools' low graduation rate (65.5%), Donnelly launched the [Gateway to College program](#) in 2013. This program gives high school dropouts a second chance at earning a high school diploma while getting a head start on earning college credit.

Similarly, Donnelly responded to [KCKPS' increase in ESL students](#)—from 24% IN 2007-08 to 44% in 2017-18—by providing Success First Intensive English and Success First Reading and Writing to serve this population. Increasing numbers of migrant students in the KCKPS district (492 students in 2017 -18) receive first-year academic and social support through KU's Heartland College Assistance Migrant Program (CAMP) grant, of which Donnelly is a sub-grantee. The CAMP Program Director recently congratulated Donnelly's CAMP program on [achieving an 87.5% completion rate for AY2017-18](#).

Finally, because statistics show nearly [one in four \(23%\) Kansas-City-area adults age 25 and older have some college but no degree](#), Donnelly offers degree completion programs for adult learners. This growing demographic is also a focus of several regional initiatives Donnelly participates in, including [KC Scholars](#), [KC Degrees](#), and [Gradforce KC](#).

Globalization – Donnelly's [Philosophy of General Education](#) calls for ensuring “liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.” To this end, [Donnelly College Learning Outcome #5](#) specifies students develop “personal and interpersonal skills” including “an understanding across cultural differences locally, nationally, and internationally.” In the Strategic Plan, 2017-2022 the goal of preparing student to become global citizens is evident in [Initiative 1.1](#): “The College will actively participate in the cultural and scholarly development of our students.” This is accomplished by:

- Hosting events that are relevant, engaging, and focus on the development of the whole student and cultivate a community spirit.
- Sponsoring cultural and academic student workshops, and
- Conducting an annual multicultural event.

In support of this initiative, in April 2018, Donnelly partnered with Kansas University's Area Studies Centers to host a joint [Global Studies Symposium](#). KU and Donnelly students and faculty participated in a panel discussion, presented interdisciplinary research and performed readings of creative work.

Thanks to the rich diversity of the Donnelly community, Donnelly students have access to a global community just by coming to campus. In spring 2017, for example, of the [350 students in the College's bachelor's associate, nursing and Gateway to College programs](#), 135 (38.5%) were born outside the U.S. That semester, Donnelly students came from Azerbaijan, Brazil, Bhutan, Cameroon, China, El Salvador, Ethiopia, Ghana, Guatemala, Haiti, Honduras, Iran, Iraq, Kenya, Mexico, Myanmar, Nepal, Nigeria, Paraguay, Somalia, South Korea, Tanzania, Thailand, Ukraine, Uruguay, Vietnam, and Yemen. As one student said, "[I love the diversity at Donnelly. There are people here from all over. I feel 100% safe and accepted. I believe above all we feel equal here.](#)"

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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.

Argument

The Office of Institutional Research is responsible for collecting and disseminating data to document evidence of the College's performance and operations and to support efforts to improve institutional effectiveness, capabilities and sustainability. This includes maintaining the Institutional Effectiveness web page and reporting to state and federal agencies based on an [annual reporting schedule](#). To support data collection and promote data sharing across the College, the IR Office has created an internal [IR SharePoint site](#), a [data request form](#) that faculty, staff and Board members can use to request specific data as well as a [survey request form](#) for faculty and staff requesting to distribute a survey using the College's Survey Monkey account.

Addressing HLC Concerns

Concern: The College lacks a systematic approach to planning to improve its performance including identification of key performance metrics and a process to collect and analyze data and disseminate results.

Response: Donnelly has identified and posted key performance metrics in the [Student Outcomes Data](#) section of the Institutional Effectiveness webpage including:

- First-to-second year retention rates
- Overall graduation and transfer out rates
- Licensure rates (for Practical and Registered Nursing graduates)

Because the posted IPEDs rates include only First-Time, Full-Time freshman, who account for just over half of Donnelly's student body (52% in 2016-17), Donnelly also monitors outcome data for low-income, first-generation, and disabled students served by federal TRIO funding. Over the last five years, Donnelly's TRIO program has served 240 students per year, except in 2013-14 when federal TRIO funding was cut, and Donnelly's program was funded for 227 students. As the chart below indicates, TRIO students account for between 37% and 60% of the total associate, nursing and bachelor's degree students Donnelly serves each year.

Academic Year	TRIO Students	Total Headcount (associate + nursing + bachelor)	TRIO Students as % of total headcount
2012-2013	240	564	43%
2013-2014	227	608	37%
2014-2015	240	603	40%
2015-2016	240	401	60%
2016-2017	240	433	55%

For TRIO students, Donnelly tracks key performance metrics including the percentage of TRIO students achieving the following outcomes:

- Persistence (defined as persisting from one academic year to the beginning of the next academic year or graduating/receiving a certificate and/or transferring from a 2-year to a 4-year institution during the academic year)
- [Good academic standing](#) (defined as earning a minimum 2.50 semester and cumulative GPA, and completing 67% of all credit/noncredit courses attempted)
- Associate degree or certificate completion (defined as graduating with an associate degree or certificate within four years)
- Associate degree or certificate completion and transfer to a four-year institution (defined as transferring from a 2-year to a 4-year institution with an associate degree or certificate within four years)

[Annual Performance Reports](#) for TRIO students are completed by the Director of Student Success and shared with the Office of Academic and Student Affairs and the President’s Cabinet. Cabinet uses the data to inform decision-making and disseminates results to the Board’s Academic and Student Affairs Committee, which reports to the full Board.

Concern: The College’s use of strategic information is reactive rather than proactive or forward-looking even though the College has broadened strategic input from various constituents.

Response: Like Donnelly’s previous strategic plans, the [Transformations Strategic Plan, 2017-2022](#) is both forward-looking and comprehensive in enumerating the institution’s strategic priorities for the next five years. However, to be responsive to external factors and to the changing needs of underserved students, Donnelly’s administration and Board must also have the flexibility to react to identified opportunities or threats as they arise.

The decision to integrate the English for Academic Purposes (EAP) program into the developmental education program is an example of proactive planning based on [documentation](#)

[of declining enrollment](#) over several years. EAP enrollment in fall 2010 was 142 heads and 1807 credit hours for an FTE of 150.58. By fall 2015, enrollment had fallen to 24 heads and 283 credit hours for an FTE of 23.58. While employing three full-time faculty to teach EAP classes at six levels had been sustainable at 2010 enrollment levels, it was no longer sustainable by fall 2015.

Due to changes in federal translation/evaluation requirements for students that attended high schools in other countries as well as general regulations for institutions enrolling students with F-1 visas, total international student enrollment at Donnelly had also dropped significantly over the same period—from 51 students in 2010 to 12 in 2015. Based on these data, the Cabinet recommended discontinuing the EAP program as of May 2016 and integrating advanced ESL students into the Preparatory Education (now Success First) program. The Board's [Academic and Student Affairs Committee accepted the recommendation](#) and faculty contracts for the three full-time EAP faculty were not renewed at the end of spring semester, 2016.

Concern: The College does not utilize the results of key performance metrics to improve operational performance.

Response: The EAP program example above demonstrates Donnelly's use of the results of key performance metrics to improve operational performance—saving money and becoming more effective and efficient. Another example can be seen in changes made to Donnelly's Practical Nursing program in recent years.

From 2012 to 2014, Donnelly's Practical Nursing program struggled with high faculty and staff turnover leading to reduced student retention and graduation rates and lower NCLEX scores. In response, Donnelly temporarily [stopped admitting new students in 2015](#), while the nursing faculty undertook a [comprehensive redesign of the PN program](#).

Even though the May 2016 PN graduates only benefited from the redesigned program during their final semester at Donnelly, [their NCLEX pass rate rose to 86.40% for May 2016 graduates alone and to 75.00% \(official rate\)](#) when including graduates from prior classes also testing in 2016.

In 2017, Donnelly's official pass rate fell to 52% due to the inclusion of a large number of outlying students (students that had graduated one to five years ago but decided to test in 2017 and were unsuccessful.) In response to this setback, the Nursing Department used Mountain Measurements and in-house data to research the issue. Based on that research, the Nursing Department made the following additional changes in 2017-18:

- Increased ATI software from a basic package to a complete package
- Increased tutoring availability not only for current students, but also for graduates
- Implemented a leadership course in the PN program based on data showing that this was a weak area for Donnelly graduates
- Increased involvement of the program with Kansas City Practical Nurse Educators, including plans to adopt the KCPNE core curriculum after it is approved by KSBN

As a result of these changes, the December 2017 graduating class (18 students) has a current NCLEX pass rate of 70%, with one student left to test. This class had an ATI prediction of 68% likelihood of passing on the first attempt. The May 2018 graduating class (19 students) has an ATI prediction of 86% likelihood of passing on the first attempt. These students will begin testing in summer 2018.

Following an April 2018 reaccreditation site visit, the Kansas State Board of Nursing (KSBN) voted on June 12, 2018 to reaccredit Donnelly's PN program for two years.

Concern: The HLC Board of Directors requested evidence that the use of the institution's information management system (Power Campus) has been fully implemented as indicated by the following: identification of key performance metrics; documentation of a process for analyzing data collected along with identification of accountable personnel and time frames; a description of the processes for reviewing the results of the data analysis and sharing the results with key constituents; and a description of the processes for implementing changes as a result of the review.

Response: Donnelly College has used the Power Campus Student Information System since 1993. In 2016, a [memo from the President to the VPASA and CFO](#) sparked an in-depth study of the Power Campus SIS. After researching systems suited to smaller colleges, Cabinet narrowed the options to Colleague and Empower. Both vendors presented to the CFO and a cost comparison showed Empower would be more cost effective than either Power Campus or Colleague. Feedback from Donnelly faculty and staff after a presentation by an Empower representative was very positive and the College [signed a contract with Empower in April 2017](#). The Empower conversion/implementation began in summer 2017 and was completed in December 2017. Training and refinement is ongoing and user surveys will be conducted in Fall 2018.

Because the conversion to Empower was just completed at the end of 2017, processes for collecting and reviewing data from the new system are still being developed.

Concern: The HLC Board of Trustees requested documentation of the results of measuring key performance metrics as they related to financial capacity and sustainability.

Response: In making decisions about academic programs, Donnelly's administration and Board rely on key performance metrics as they relate to financial capability and sustainability. A recent example is the decision to discontinue recruiting new students for the Urban Elementary Education bachelor's degree program and to shift to a 2+2 model in partnership with Emporia State University. Based on low enrollment and financial losses in three consecutive years (AY14-15, AY15-16 and AY16-17) cited in the [June 2018 Program Review](#), Donnelly [signed a transfer agreement with Emporia State University](#) on February 10, 2017. The new 2+2 program will enable students to earn a Bachelor of Science in Elementary Education through two years of full-time study at Donnelly College and two years of full-time study through Emporia's distance program in neighboring Johnson County, Kansas. Both Donnelly and Emporia offer late afternoon and evening classes so teacher education students can continue to work in school-

based positions while in the program. Emporia also offers some classes in an online format, giving students even more flexibility prior to their final year when student teaching is required.

5.D.1. Evidence of Operational Performance

Donnelly College develops and documents evidence of performance in its operations. In addition to the documentation of achievement of key performance metrics included in annual updates to the Strategic Plan, Donnelly documents its performance in a variety of ways.

Institutional Research Office and website - Since the most recent HLC accreditation visit in April 2016, Donnelly College has created an Institutional Research Office charged with collecting and disseminating data that are:

- Accurate--gathered and disseminated with integrity and validated with reliable data
- Accessible--readily available, easy to understand, and disseminated to stakeholders
- Applicable--relevant to decision making, current, provided in a timely fashion, and customized to the intended audience

To support these objectives, the Institutional Research Office established an [Institutional Effectiveness webpage](#) that includes [Fact Sheets](#), [Benchmarks](#), Program Reviews, and [Student Outcomes Data](#). Posted resources include a [Data Dictionary](#), [Statistics](#) (including historical data on faculty-to-student ratios, unduplicated headcount, FTE, and graduation, retention and transfer rates), and assessment resources including an [Assessment Handbook](#), [Assessment Plan Template](#), [completed Assessment Plans and Rubrics](#) and [Association of College and University Educators \(ACUE\) Assessment resources](#). The IE page also includes [Accreditation information for the College](#) as a whole and for individual academic programs, as well as [HLC Institutional Update reports](#), [Faculty Resources](#), and the [current Strategic Plan with](#) updates to reflect progress achieved to date.

Other publications and reports documenting performance include:

- [Non-profit GuideStar profile](#) updated annually and reviewed by the Greater Kansas City Community Foundation
- [Annual Security Report](#) (posted under Consumer Information on the Donnelly website)
- [Annual Independent Audit and 990 reports](#) (approved by Board and distributed to funders)
- [Donnelly Digest](#) published twice a year and mailed to 6,000 stakeholders. The winter edition includes the annual President's Report and donor roll. The Marketing Department is currently developing an additional email newsletter that will be distributed to all stakeholders two to four times a year, between Digest mailings.
- [Internal newsletters](#)—The Weekly (emailed to faculty and staff) and Student Life Newsletter (emailed weekly to students, faculty and staff during the academic year).

Performance data are shared with Board members through [Board packets distributed to Directors prior to each Board meeting](#). Each packet includes:

- Draft minutes from the most recent Board of Directors meeting
- Finance Committee report including quarterly budget to actual year-to-date financial statements and endowment earnings reports
- Academic and Student Affairs Committee report including updates on enrollment, retention and graduation as well as program data
- Development Committee report including year-to-date fundraising progress and capital campaign fundraising updates
- Mission & Trusteeship Committee report detailing Board member recruitment efforts, Board orientation and retreat planning and updates to bylaws, conflict of interest policies or other issues impacting Board members
- Reports from President or Vice Presidents on other items for discussion, information or voting by the Board.

The day-to-day work of the College is documented in agendas and minutes of the College's [academic](#) and [institutional](#) committees. Faculty and staff effectiveness is documented in [annual evaluations](#) and [Individual Development Plans](#) (located in employee files). Facilities and IT requests and completions are tracked using an [online ticket system](#). The ticket system can generate reports showing the number of open tickets, average time to completion and even the performance of individual staff members.

The Kansas Independent College Association provides confidential comparison reports to all member Presidents allowing Donnelly to compare itself to other KICA colleges in tuition and fees, enrollment, staffing, salaries, etc. The Cabinet and Board use [IPEDS Data Feedback Reports](#) to compare Donnelly's performance to a self-selected group of peer institutions.

Every two years, all faculty and staff are asked to complete a [campus climate survey](#). Donnelly also uses surveys to collect performance data from [current students](#), [graduating students](#), and [graduates one-year post graduation](#). Respondents rate the following departments and services: Admissions, Advising, Bistro, Bookstore, Business Office, Career Services, Financial Aid, Library, and Tutoring. Respondents also evaluate parking, lighting, landscaping, classrooms, computer labs, and safety. Results are discussed in Cabinet and changes are made to improve services.

As the evidence above attests, Donnelly College develops and documents evidence of performance in its operations.

5.D.2. Application of Operational Experience and Learning to Institutional Improvement

To supplement data available to all constituents on the Institutional Effectiveness webpage, the Office of Institutional Research has created an [internal SharePoint site](#) available to any faculty or staff person responsible for outcome tracking and reporting, including the President, Vice Presidents, department heads, Director of Financial Aid, Coordinator of Academic and Student Affairs, and Grants Manager. Below are examples of changes to academic and co-curricular programs that have been implemented in response to data analysis over the last few years.

Program and course revisions to improve student performance:

- After eliminating Biology 101 and Psychology 101 as prerequisites for Biology 136 and [Psychology 205](#) the request of the nursing faculty, these prerequisites were reinstated based on high nursing student failure and withdrawal rates in BL136 and PY205 when taken without these prerequisites.
- Based on high number of students receiving Ds and Fs or withdrawing (DFWs) from EN 100 (Freshman Seminar), EN 100 was reconfigured as [CCS 101 \(First Year Experience\)](#), which includes additional focus on study skills and college survival skills geared to first generation students. EN 100 was preserved for students coming in with an ACT average of at least 21 in English and reading, or an Accuplacer average of at least 90 on reading and sentence skills. This placement policy is reviewed annually by the Student Success Department.
- The Success First department eliminated the lowest-level course based on data showing very few students progressed from EN 08 to college classes and graduation.
- The Success First department added one three credit course, College and Career Success to the Intensive Reading and Writing course in response to student dissatisfaction with receiving no college credit after completing their first semester in the developmental education program as well as data showing that Success First completers were struggling in their first semester in college-level classes.
- Donnelly's Conditional Admission program and [support class \(CCS 103\)](#) have evolved in both content and presentation of course material and mentor relationships based on failure and withdrawal rates of students in that program, as well as student and mentor feedback about the mentoring relationship. Academic coaching in place of mentoring was piloted in AY17-18.

Enhancements to student services:

- Data on withdrawals and stop- and dropouts led the Admissions and Student Success departments to improve the orientation process and to begin requiring all new students to attend a formal orientation that includes [Success Navigator® testing](#). Using Success Navigator® data to determine each incoming student's first semester advising schedule has led to better retention of first-year students.
- Requests for increased career advising on graduate exit surveys led Career Services to implement [Career Cruising software](#), additional programs, and [events such as mock interviews and Career Fairs](#), and [expanded schedules to meet the needs of students taking evening and weekend classes](#).
- To combat low student participation in [Supplemental Instruction](#) sections, the Assistant Director of Academic Support has increased training and planning time for SI leaders and instituted earlier scheduling so students know about scheduled SI sections when they register for classes.
- Donnelly's [Early Alert system](#) has changed from an email system to a more formal process utilizing online forms in response to withdrawals of students for whom the Student Success department had not received prior Early Alerts.
- The Student Success department instituted [Intrusive Advising](#) in response to retention data and national research linking improved persistence with the intervention of Intrusive Advising in a student's first semester.

Donnelly continues to work toward clarifying and formalizing feedback pathways to ensure the College continues to learn from data and applies that learning strategically to improve programs and operations across the College. As detailed in 4.B.2 and 4.B.3, the Assessment feedback pathway is an example of this development. The [ACDC](#) has [developed a framework for collecting and analyzing assessment data](#) and created an [Assessment Handbook](#) and [Assessment Plan Template](#). (1.2.A) The Assessment Cycle and Accreditation and Assessment Council diagrams illustrate how assessment data are used during the program review and annual budgeting processes to promote continuous improvement. Other data collection processes and feedback pathways will be formalized as Donnelly's new Student Information System and Learning Management System become fully implemented and operational.

Sources

- 2016-2017 Graduate Survey
- 2016-2017 Program Review - ED
- 2016-2017 TRIO Annual Performance Report
- 2017 DC Annual Security Report
- 2017 Fall - IPEDS HR Data
- 2017 Student Survey
- 2017-2018 Annual Reporting Calendar
- 2017-2018 Campus Climate Survey
- 2017-2018 Catalog - Academic Standing
- 2017-2018 Catalog - CCS 101
- 2017-2018 Catalog - PY 205 Prereq

- 2017-2022 Strategic Plan
- AC.DC Meeting Minutes 06.29.2017
- Advising Syllabus
- Assessment Council Charter
- Assessment Handbook June 2018
- Assessment Plan Template
- BOD - Approval to discontinue EAP - 9.7.2016
- BOD - Declining Enrollment - 2.27.2017
- BOD - Meeting Packet - 5.2.18 BOD
- BOD - PN Program Halted - 9.2.2015
- Career Cruising Flyer
- Career Services Events 2017
- CCS 103 - 2017 Fall
- Curriculum Committee Meeting Example
- Data Dictionary - Glossary
- Data Dictionary - Statistics
- DC Website - Digest
- DC Website - Institutional Effectiveness
- DC Website - Institutional Research - Accreditation
- DC Website - Institutional Research - Assessment Plans
- DC Website - Institutional Research - Assessment Resources
- DC Website - Institutional Research - Benchmarks
- DC Website - Institutional Research - Fact Sheets
- DC Website - Institutional Research - Faculty Resources
- DC Website - Institutional Research - Objectives
- DC Website - Institutional Research - Reports
- DC Website - Institutional Research - Strategic Plan
- DC Website - Tutoring
- Donnelly College 2017 Audit Report-Long Form
- Donnelly College Ticket System
- EAP enrollment trends 2010-2016
- Early Alert Form
- Emporia State 2 + 2
- Empower Contract
- Excellence Through Assessment Poster
- Faculty Evaluation Example
- GuideStar Profile
- IDP Example
- Institutional Research Request
- Institutional Research Sharepoint Library
- IPEDS Feedback Report 2017
- KSBN PN Pass Rates
- Memo to look for new SIS
- PN Program Changes
- Post Grad Survey 2015-2016 Redacted
- Student Outcome Data

- Success Navigator - Advisor Report
- Survey Monkey Request
- The Weekly Example

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.

Summary

Donnelly College is financially stable and has the resources it needs to invest strategically, as affirmed by its composite score for the most recent five years as determined by the U.S. Department of Education's formula. Since the HLC site visit in April 2016, Donnelly College has further strengthened its resources, processes and structures to ensure that the College will be able to continue to fulfill its mission, improve the quality of its educational programs and anticipate and respond to future challenges and opportunities. Key achievements include:

- Reducing net losses and decreasing dependence on operating reserves
- Implementing a bottom-up budgeting process to more accurately forecast revenue and expenses
- Improving technological resources and infrastructure to support student learning and institutional effectiveness—including investing in a new Student Information System and new Learning Management System
- Completing the second phase of the Campus Master Plan through the Marian Hall renovations
- Fully funding the capital campaign's endowment goal of \$3,500,000 and raising \$11,059,999 or 53% of the \$21,000,000 needed to complete the third and final phase of the Campus Master Plan
- Revising the College Bylaws to clarify governance structures and support collaborative processes that further the institution's mission
- Drafting and approving the *Transformations Strategic Plan, 2017-2022* to provide a road map for the College's next five years of activity and investment
- Establishing an Institutional Research Office and Institutional Effectiveness webpage to promote data sharing and analysis across all areas of the institution
- Formalizing the Program Review and Assessment processes and feedback pathways to provide accurate and timely data to support continuous improvement

Although Donnelly College is in a much stronger position today vis-a-vis resources than it was just 18 months ago, the President and Board recognize that challenges remain. In particular, the College must:

- Grow enrollment to realize economies of scale and decrease dependence on annual fundraising for operating expenses
- Increase operating reserves and improve the net operating ratio to further strengthen the College's financial position

- Complete capital fundraising by December 2019 to allow for completion of Phase III by the fall 2020

As evidenced by the arguments and documentation presented in response to the HLC Board's concerns and the Criterion 5 expectations, Donnelly has the resources, plans and processes in place to achieve these and other key strategic goals.

Sources

There are no sources.