

Executive Summary

Army Education Center

Fort Leavenworth, Kansas

The Education Center at Fort Leavenworth performs its duties in an exemplary manner, with strong leadership, committed staff and high-quality academic programs from five institutions of higher education. The Center receives strong support from the Garrison Commander and the chain of command. The presence of the Army Command and General Staff College (CGSC) at Fort Leavenworth means that there is a strong commitment to education on post, and enrollment rates reflect this commitment. The only serious drawback to the Voluntary Education Program is the inadequacy of classroom and office space in the Center. One result is that servicemembers are not always able to enroll in the program of their choice because of enrollment caps due to space limitations; another result is that counselors and faculty members cannot always advise students privately because office space is shared between institutions.

Of special interest and commendation is the recently established Education Advisory Committee. The MIVER team sees this committee as a way to facilitate communication and collaboration within the Education Center and its constituent institutions, and, at the same time, it serves as a vehicle for information and advocacy for voluntary education at Fort Leavenworth. During the exit briefing, the Garrison Commander agreed with the MIVER team recommendation to recognize this committee as the official command advisor on matters relating to voluntary education and to strengthen its membership. These actions should help bring to the Education Center the attention and priority it needs if it is to continue to function at present level.

Other than inadequate space in the Education Center, the other major concern of the MIVER team is the ability of this Education Center, and others in the Army, to continue to provide the broad array of services that make the Army unique among the services. By published Army requirements, this Center is understaffed and it seems likely that resources will continue to dwindle as priorities other than voluntary education take precedence. The MIVER team urges the appropriate Army-wide agencies to engage in strategic planning with local representatives to find ways to restructure services and organizations to preserve the essential character of the Army's strong voluntary education program.

Introduction

Background Information

Under a contract with the Department of Defense, a team of seven education professionals representing the Military Installation Voluntary Education Review (MIVER) project of the American Council on Education conducted an analysis and review of voluntary education at Fort Leavenworth, Kansas, from 29 August through 1 September 2004. The team used self-studies prepared by the Army Education Center and its constituent institutions as the basis for its study and assessed the voluntary education program against *Principles of Good Practice for Installations* and *Principles of Good Practice for Institutions*. Both documents are publications of the MIVER project and are approved by the MIVER Governing Board.

The five institutions reviewed during this visit all operate under current Memoranda of Understanding with the installation, and are as follow:

- Central Michigan University
- Kansas City Kansas Community College
- Kansas State University
- Upper Iowa University
- Webster University

Programs offered by the institutions range from associate level through master's degrees, and, in the judgment of the MIVER team, provide the right mix and level of programmatic offerings to serve the Fort Leavenworth community.

Site Description

Fort Leavenworth, the oldest Army installation west of the Missouri River, is home to the Combined Arms Center (CAC) and the Command and General Staff College (CGSC). Between 1200 and 1500 officers (at the rank of major) are selected for CGSC each year and approximately one-third of these enroll in and complete a master's degree during their ten-month tour of duty. Altogether, there are just over 9000 individuals, comprising active duty military, DoD civilians and family members who make up the pool of potential students at Fort Leavenworth.

Because of the presence of CGSC and other activities, Fort Leavenworth is often referred to as the intellectual center of the Army. Among other things, this sobriquet implies that the post has excellent support facilities for voluntary education, including a first class library (the Combined Arms Research Library).

The Education Center shares space with the Child Development Services in the Family Support Center, a situation which may be unique in the Army. While the Education Center has high quality space (the building is relatively new, dating from 1995), the space is inadequate for the needs of the voluntary education program. Institutions share office space and two institutions

offer their classes in another building (Bell Hall, which is the current home of the CGSC). There is no room for expansion of programs and this means that some students are not able to select their program of choice due to waiting lists for enrollment.

Site Visit Schedule

The MIVER director conducted a pre-site visit on 13 May 2004 and met with staff of the Education Center and institutional representatives. The purpose of this visit was to ensure that all concerned understood the MIVER process and the necessity for preparing self-studies according to the *Principles of Good Practice* documents and for meeting the deadline for submission. All reports were prepared and submitted accordingly and all were well-done. The team expresses its appreciation for the quality and usefulness of the self-studies.

The MIVER team met for the first time on Sunday, 29 August 2004. The Education Services Officer provided a tour of the Education Center and a summary of issues facing the Center. Next, two of the observers, a representative from Headquarters, Army Continuing Education System (ACES) and a representative from Headquarters, Installation Management Agency (IMA), gave presentations that helped the team understand current conditions in voluntary education in the Army. A third observer, the director of Army Education, answered questions and provided valuable information to the team. The team expresses appreciation to the ESO and to the observers for their assistance in understanding conditions at Fort Leavenworth in the broader context of Army education.

After its initial meeting in which team members discussed assignments and shared impressions based on the self-studies, the team attended a reception in the lobby of the Education Center. The purpose of the reception was for team members to become acquainted with the individuals with whom they would be working over the next several days and to coordinate schedules for meetings.

The Team Chair and the MIVER director provided a briefing to the Garrison Commander on Monday, 30 August 2004 at 9:00 a.m. The purpose of the briefing was to make sure the Commander understood the purpose and process of the MIVER review and to learn of any concerns or issues he wished the team to examine. On Monday evening the team met to discuss preliminary findings and to share concerns after the first day of analysis and review. The team met again on Tuesday afternoon and evening to reach consensus on the tone of the report and the specific recommendations and commendations to be issued.

On Wednesday 1 September 2004, the Team Chair and MIVER director briefed the Garrison Commander and others on the findings of the review. Afterwards, the Team Chair gave an overall briefing to the staff of the Education Center and the institutional representatives. Following this briefing, each institution received a briefing from the team member primarily responsible for the review of that institution. The team departed Fort Leavenworth at approximately 11:00 a.m.

Acknowledgements

The team wishes to acknowledge and thank the staff of the Education Center and the institutions for their hospitality and their assistance during the review. All concerned were helpful, friendly and forthcoming with team members.

Installation Report Fort Leavenworth Education Center

This section of the MIVER report provides information on the Fort Leavenworth Education center using the *Principles of Good Practice for Voluntary Education Programs on Military Installations*. This section does not include review of the individual institutional programs, except insofar as they are participants in the overall operation of the Education Center. Reports for individual institutions follow this installation report.

The report follows the order of the 12 principles identified in the above referenced document. A summary statement of the principle is followed by commentary giving the MIVER team's remarks and, where appropriate, commendations, recommendations, and observations for that area.

Mission Statement

Principle One

A Voluntary Education Program on a military installation evolves from an educational mission statement, compatible with the installation's mission, that reflects accepted adult education principles and practices and includes clear Voluntary Education Program outcomes.

The mission of the Fort Leavenworth Education Center is consistent with Department of Defense Directive 1322.8 and with the mission of the Combined Arms Center at Fort Leavenworth. In fact, the programs of the Education Center are an essential support element for the Command and General Staff College (CGSC) given that some 30 percent of CGSC participants enroll in master's programs during their Fort Leavenworth tour. The master's level institutions at Fort Leavenworth schedule courses and programs so that CGSC participants can complete their programs during the 10-month tour. (SP 1.1, 1.2 and 1.3).

Each year, at the time of the annual needs assessment, the Education Center mission is reviewed and updated to insure that it is consistent with Army Continuing Education System (ACES) and CAC missions. The Education Center mission is the basis for the needs assessment and for the Education Plan. (SP 1.4 and 1.5)

Command Support

Principle Two

Installation command personnel have a strong commitment, reflected in concrete support of the mission statement and its Voluntary Education Program objectives, to help servicemembers fulfill their personal and professional educational goals, and to complement mission readiness.

The Garrison Commander at Fort Leavenworth participates in the Combined Graduation Ceremony each year and encourages others under his command to support voluntary education.

He is a frequent drop-in visitor to the Education Center and is acquainted with the strengths and areas of concern of the Center. In the past two years he has provided funding for purchase of computers to equip the computer lab (12 workstations) and has recently approved additional funding so that the lab and classrooms in the Center can become Internet-capable. Additionally, the Garrison Commander and the Director and Deputy Director of DPTM have taken steps to enable the Education Center to fill a vacant administrative assistant position during a general hiring freeze throughout the Army. (The ESO reports to the Deputy Director of DPTM, who reports to the Director DPTM, who reports to the Garrison Commander.) The Command Sergeant Major is a vocal supporter of voluntary education and consistently counsels soldiers to take advantage of the opportunities available through the Education Center. (SP 2.1 -2.5, 2.8, 2.9 and 2.10)

Thus, the MIVER Team offers the following:

COMMENDATION: The Garrison Commander is commended for his consistent and continuing support of the Voluntary Education Program and for the Education Center. Particular note is taken of his active participation in the Combined Graduation Ceremony and his on-going fiscal support of the Education Center.

COMMENDATION: The Director and Deputy Director of DPTM are commended for their support of the Education Center and the Voluntary Education Program. Particular note is taken of their efforts to obtain fiscal support for the Center.

The process for preparing the annual Education Plan is somewhat informal and it is generally not passed up the chain of command for the Garrison Commander's review and approval. While the ESO sees the Garrison Commander occasionally in the Education Center, she does not have regular opportunities to brief him on issues confronting the Center (SP 2.6 and 2.7).

Thus the MIVER Team offers the following:

RECOMMENDATION: The process for preparing the annual Education Plan should be formalized, with a specific date for its completion, and it should be passed up the chain of command to the Garrison Commander for approval.

RECOMMENDATION: The Education Services Officer should have the opportunity to present the annual Education Plan to the Garrison Commander and, at six month intervals, to brief him on the progress made toward attainment of its goals.

Note: These recommendations also appear in Principle 5: Education Program Planning.

There are two other issues that the MIVER team wishes to call to the attention of the Garrison Commander and even though they will be explored in greater detail in other sections of this report, they are summarized here.

The first such issue is the inadequacy of space in the Education Center, both for classrooms and offices. At present, institutions must share office space with the result that there is a lack of privacy for counseling and advising students. Further, two institutions must utilize classrooms in another building (Bell Hall) since they cannot be accommodated in the Education Center. More importantly, though, provider institutions are not able to expand their programs to meet increasing needs and some programs must turn away potential students each year for lack of space. (See Principle 10: Physical Resources for further exploration of this topic.)

The MIVER team recognizes that space is at a premium at Fort Leavenworth and there are many competing priorities for its use. Thus the team offers the following:

RECOMMENDATION: The Garrison Commander should review space utilization rates in the building housing the Education Center and, in light of competing priorities, consider the reallocation or sharing of existing classrooms to meet the needs of the Voluntary Education Program at Fort Leavenworth.

RECOMMENDATION: The current and future needs of the Voluntary Education Program should be taken into account by the Community Master Planning Board as it considers new construction or renovation priorities. Furthermore, as decisions are considered, the Board should consider the impact on the Education Center and ask the Education Services Officer for comments and information prior to final decision.

Note: These recommendations also appear in Principle 10: Physical Resources.

The other issue the team wishes to call to the attention of the Garrison Commander is the status of the recently formed Education Advisory Committee. The team believes this committee can play an effective role in promoting and enhancing voluntary education at Fort Leavenworth and thus offers the following:

RECOMMENDATION: The Garrison Commander should consider granting official recognition to the Education Advisory Committee by appointing it as the official command advisor for voluntary education at Fort Leavenworth.

Note: this recommendation, along with additional supporting evidence, also appears in Principle 7: Program Administration.

Personnel

Principle Three

Managers of the Voluntary Education Program are professional adult educators who hire, support, and develop education services personnel that are competent, caring, and committed professionals.

In recent years, education centers in all services have been downsized and Fort Leavenworth is no exception. Currently, Army published requirements show that Fort Leavenworth should have at least four fulltime counselors, but, in fact, the Center operates with one civil service counselor and two part-time contract counselors. Similarly, there is one contract person who divides her time between testing (24 hours per week) and the Learning Center (16 hours per week). The most glaring deficiency in personnel, though, is the lack of administrative support for the ESO since the individual filling this role was called to active duty in August 2004. During the months of February to May 2004 and again from August and on, the Center has not had administrative support. (SP 3.1)

The Center has restructured its services and the duties of individuals to meet the needs of service members, with the ESO providing the leadership and example for the rest of the staff to follow. The civil service counselor has shown an outstanding willingness to accept additional duties and has worked closely with the ESO to see that the Education Center meets the needs of servicemembers. Thus the MIVER team offers the following:

COMMENDATION: The Education Services Officer is commended for her dedication and leadership in serving the educational needs of the Fort Leavenworth Community at a time when the Education Center has been understaffed and under-resourced.

COMMENDATION: The civil service counselor is commended for her can-do attitude and for her willingness to accept additional duties during this time of understaffing.

The MIVER team examined the credentials of the professional employees (contract and civil service) and found that all staff members are well-qualified and properly trained for the positions they hold. All counselors, for example, hold master's degrees in appropriate fields. (SP 3.2)

The MIVER team examined sample records of professional development for employees in the Education Center and found that staff members are regularly participating in appropriate professional development activities. At present, there is only one civil service employee besides the ESO in the Education Center. This employee does receive periodic performance reviews. The job descriptions of professionals are up-to-date, except they do not reflect the additional duties for the ESO and civil service counselor due to the vacancy of the administrative support position. (SP 3.3, 3.4, 3.5 and 3.8)

There is a strong feeling of community and collegiality between the Education Center staff and the staff of the five constituent institutions. These feelings were manifest to the MIVER team

and reported by everyone interviewed during the review process. Additionally, the ESO has recently formed an Education Advisory Committee, a move that will facilitate and improve communication. (SP 3.6)

Education program acquisition is not an issue at the Fort Leavenworth Education Center at the present time. (SP 3.7)

Needs Assessment

Principle Four

An effective, timely educational needs assessment process is the foundation of Voluntary Education Program planning, development, implementation, and evaluation.

Needs assessment is carried out in a variety of ways by the Fort Leavenworth Education Center: formal surveys, personal contact with commanders and first sergeants, participation by Education Center personnel in the annual Army Family Action Symposium. All these assessments support the finding by the MIVER team that the programs offered on post are in accord with the Combined Arms Command and Education Center mission statements. Further, the team notes that there are programs for entry-level students, for family members and for graduate students. The finding of the team is that the Fort Leavenworth Education Center has the right mix of institutions and programs to serve its community. (SP 4.1, 4.2 and 4.3)

Needs assessment, together with information about anticipated changes in post population and existing issues facing the voluntary education program, form the basis for preparation of the Education Plan for the post. The fact is that the Education Center has available to it a wealth of information and data pertinent to the education needs of the Fort Leavenworth community and the ESO utilizes all this information in developing the Education Plan. There is minimal direct participation by the institutions in this process, (SP 4.4 and 4.5)

In terms of marketing, the Education Center utilizes the traditional means for informing the Fort Leavenworth community of educational opportunities available on post. Further, extensive use is made of email and other digital means of communication (web pages) because these are relatively inexpensive. The MIVER team notes that the ESO, with the support of the civil service counselor, initiated an innovative annual College Fair to help publicize programs and services. Both on-post and local institutions are invited to participate and the event is open to the Fort Leavenworth and surrounding community. (SP 4.6 and 4.7)

Thus the MIVER Team offers the following:

COMMENDATION: The Education Services Officer and her staff are commended for initiating the College Fair as a means of serving the Fort Leavenworth and surrounding communities.

Education Program Planning

Principle Five

Comprehensive education program planning is the basis of Voluntary Education Program management.

The academic programs available on post, in nearby institutions and via distance learning meet the needs of the Fort Leavenworth community. This being said, the MIVER team notes that the Education Plan has been developed through a largely informal process and its findings and proposed actions have been confined mainly to the Education Center and its constituent institutions. The team believes the planning process and the implementation of the resulting Education Plan would be more effective if the process were made more formal, with specific dates for completion of the Plan, and if the Plan were passed up the chain of command to the Garrison Commander for review and approval. (SP 5.1, 5.2, 5.3 and 5.11)

Thus, the MIVER team offers the following:

RECOMMENDATION: The process for preparing the annual Education Plan should be formalized, with a specific date for its completion, and it should be passed up the chain of command to the Garrison Commander for approval.

RECOMMENDATION: The Education Services Officer should have the opportunity to present the annual Education Plan to the Garrison Commander and, at six month intervals, to brief him on the progress made toward attainment of its goals.

Note: These recommendations also appear in Principle 2: Command Support.

The Education Plan does not identify explicitly the unique aspects of the Voluntary Education Program, but these features are included in the MIVER self-study and are clearly the basis for the development of the Plan. (SP 5.4)

The MOU under which the on-post institutions operate define the programmatic responsibilities of each institution and require that they achieve certain objectives within those responsibilities. However, there are no “programmatic plans” as such in place, and, in the view of the MIVER team, none are needed. (SP 5.5 – 5.9)

With the wealth of distance learning courses and programs available via the Internet, it is no longer necessary for institutions to offer distance learning versions of on-post programs to meet the needs of the Fort Leavenworth community. Nevertheless, two of the institutions regularly offer such courses and they do facilitate progress toward degrees, especially for soldiers who are deployed or whose duty schedule changes unexpectedly. (SP 5.10)

The ESO is aware of and applies all state-level criteria for operation of programs at Fort Leavenworth. (SP 5.12)

With the wealth of programs available to the Fort Leavenworth community on post, in nearby institutions and via distance learning technologies, the needs assessment process did not identify additional programs that are needed. In fact, the most pressing need at Fort Leavenworth is for the expansion of some existing programs to accommodate current and projected levels of demand, but such expansion is not currently possible because of severe space limitations. See Principle 10: Physical Resources for further discussion of this topic. (SP 5.13 and 5.14)

There is a need for planning that is not covered explicitly by the MIVER Principles of Good Practice: the need for restructuring the services and operation of Education Centers in a time of declining resources. The MIVER team notes that the Fort Leavenworth Education Center is currently understaffed and the team further recognizes that this situation is not unique to Fort Leavenworth. There are some indications that further reductions in Education Center staffing may be imposed Army-wide.

Current and projected staff reductions call for strategic thinking and planning at the local level, to be sure, but they also must be addressed at higher command levels. Thus, the MIVER team offers the following:

OBSERVATION: The MIVER Team urges the Installation Management Agency and Army Continuing Education System commands to provide leadership and direction for strategic planning to continue to meet the Army’s commitment to Voluntary Education at a time of dwindling resources.

Education Program Acquisition

Principle Six

The installation maintains and uses a process for identifying, acquiring, evaluating, and retaining academically qualified institutions that are committed to the Voluntary Education Program mission and its objectives.

The institutions offering programs at Fort Leavenworth all do so under the provisions of MOU, which specify programs and services to be offered, objectives to be achieved and the mutual responsibilities of the Education Center and the institution. All programs are supported by the annual needs assessment process and adjustments are made as warranted. There is a well-defined and understood process for acquiring new institutions should the need arise; this process complies with all Department of Defense and Army requirements. For undergraduate institutions, the MOU specify that the institution will follow Servicemembers Opportunity Colleges polices and practices. MOU reflect the mission of the installation and the institutions and are cooperatively developed between the institution and the Education Center. MOU contain an addendum specifying support of libraries and other resources. Although the ESO is mindful

of costs, especially those that must be borne by the individual servicemember, there is no evidence that cost concerns outweigh those of quality and service. (SP 6.1 – 6.9, 6.13, 6,14)

MOU contain the following provision:

(Name of institution) shall evaluate a student's past education, work experience and test results for the purpose of granting non-traditional education credit towards degrees provided under this MOU using the ACE Guide, Army American Council on Education Registry Transcript System (AARTS) transcripts and other appropriate documents.

This provision is in substantial compliance with subprinciples 6.10 and 6.11.

Program Administration

Principle Seven

Management of the human, fiscal, and learning resources is effective and reliable.

The Garrison Commander is knowledgeable and supportive of the Education Center, its programs and its challenges. He has demonstrated his support by funding needed resources for the Center and by participating in Center-sponsored activities. See Principle 2: Command Support, for further discussion of his support of the Center. (SP 7.1 and 7.3)

Even though the Education Center is currently understaffed, it has made adjustments so that essential services are available to servicemembers with minimal delay. The civil service employees in the Center have up-to-date position descriptions. Other staff members in the Center are on a contract basis and their responsibilities are clearly delineated in the contracts. All staff members, both civil service and contract personnel, have willingly accepted extra duties to assure the smooth, effective operation of the Center during this time. (SP 7.2 and 7.4)

In light of the dedication and commitment evinced by all staff members during the time of severe under-staffing, the MIVER team offers the following:

COMMENDATION: The staff members of the Education Center, both civil service and contract personnel, are commended for their cooperative spirit and can-do attitude in meeting the needs of the Fort Leavenworth community in a time of under-staffing in the Center.

In the view of the MIVER team, the ESO and all the staff in the Education Center are dedicated to seeing that soldiers have adequate opportunity to complete their programs and the knowledge and skills to accomplish this objective. To this end, they are very attentive to the “nuts and bolts” of the operation: counseling, testing, tuition assistance and other financial aid, and good record-keeping practices. The ESO has worked closely with provider institutions to assure that class schedules accommodate duty schedules, especially for enlisted personnel in the undergraduate programs and that the right mix of courses is offered to enable officers in the

CGSC program to complete master's programs during their ten-month tour of duty at Fort Leavenworth. (SP 7.5)

One of the most important recent developments within the Education Center is the establishment of the Education Advisory Committee to facilitate better communication between and among all the Center's stakeholders. Efforts are currently underway to expand this group beyond Center staff and constituent institutions to include family and command representatives. The documents examined by the MIVER team show clearly that the Education Advisory Committee is considering issues of primary importance to the Voluntary Education Program at Fort Leavenworth. The MIVER team urges the ESO and the institutions to look at the Committee as a means for joint solution of problems, including the provision of direct or in-kind resources by the institutions. (SP 7.6)

Thus, the MIVER team offers the following:

COMMENDATION: The Education Services Officer and the civil service counselor are commended for their efforts to establish and expand the Education Advisory Committee as a means for facilitating communication, planning and problem-solving among the stakeholders in the Education Center.

RECOMMENDATION: The Education Advisory Committee should expand its scope of responsibility to include direct and in-kind contributions in support of the Voluntary Education Program at Fort Leavenworth, in accord with the Memoranda of Understanding under which institutions operate on the post.

The MIVER team believes that the Education Advisory Committee will be more effective in resolving issues related to the Voluntary Education Program if it is officially recognized and appointed by the Garrison Commander to advise on matters relating to voluntary education on the post. In this regard, the Commander should receive regular reports on the activities of the Committee and should consider appointing a representative to it, perhaps the Command Sergeant Major. Thus the MIVER team offers the following:

RECOMMENDATION: The Education Services Officer should forward to the Director, DPTM, through her chain of command, agenda and minutes of the Education Advisory Committee, together with recommendations for decision or action, as appropriate.

RECOMMENDATION: The Garrison Commander should consider granting official recognition to the Education Advisory Committee by appointing it as the official command advisor for voluntary education at Fort Leavenworth.

Note: These recommendations also appear in Principle 2: Command Support.

Professional development of Education Center personnel is discussed in Principle 3: Personnel. The discussion is not repeated here. (SP 7.7)

The Education Center has adequate computer support and has access to a variety of management information reports through this system. Appropriate use is made of these reports in the needs assessment and planning processes at the Center. (SP 7.8 and 7.9)

Individual education records are maintained on the Army EDMIS system and are available Army-wide to counselors and other Education Center personnel. (SP 7.10 and 7.11)

The Education Center counselors regularly review individual student progress and encourage students to complete their degrees in a timely fashion. Counselors work with institutional representatives to overcome problems an individual soldier may have with degree completion. (SP 7.12)

As noted under Principle 6: Education Program Acquisition, MOU require institutions to follow recognized guidelines in the award of credit for non-classroom activities. (SP 7.13)

There is no common academic calendar at Fort Leavenworth as the needs of the permanent party enlisted personnel and the officers attending CGSC are quite different. Instead, the ESO has worked with institutions to establish calendars and schedules that meet the needs of their students. Undergraduate programs are scheduled around the duty shifts at the Disciplinary Barracks while graduate programs conform to the CGSC schedule. (SP 7.14)

Student Services

Principle Eight

The policies, procedures, and practices of the Voluntary Education Program take into account the conditions and circumstances of servicemembers as adult learners and promote the success of those learners through appropriate counseling, testing, financial aid and other services.

At Fort Leavenworth there is good, close communication between Education Center staff and institutional representatives. All concerned understand their roles and the necessity for cooperation and coordination in providing student services. In the opinion of the MIVER team, the staffs of the Center and the institutions function as a team in this regard. (SP 8.1)

Installation counseling purposes, functions, objectives, and outcomes are not delineated in the Education Plan, but the position description of the civil service counselor and the scope of work of the contract counselors clearly define these aspects of the counseling program. (SP 8.2)

All counselors hold appropriate master's level credentials and all regularly participate in professional development activities. (SP 8.3 and 8.4)

As noted in Principle 3: Personnel, the Education Center is somewhat understaffed according to Army requirements, but the counselors have maintained service levels through dedication and

hard work. Counselors have adequate resources to carry out their responsibilities, including access to the Army EDMIS automated record system. (SP 8.5 and 8.6)

According to the Self-Study, and verified by student interviews:

Education Counselors are responsible for assisting Soldiers with establishing realistic long- and short-range educational and career goals. They help Soldiers to accomplish their goals by advising them on available programs of study and assist them with the enrollment process for their coursework. Counselors provide information and guidance on applying for financial assistance to include scholarships, Federal Aid, GI Bill Benefits, and Army TA. Counselors also recommend and interpret diagnostic, achievement, aptitude, and interest inventories.

Many Soldiers plan a degree related to their Military Occupational Specialty (MOS), but many desire to pursue a degree program related to a completely different civilian occupation upon separation or retirement from the Army. (SP 8.7 and 8.8)

The counselors provide academic advisement and career counseling on a daily basis. All in-processing Soldiers are required to see a counselor. They counsel active duty Soldiers, adult family members, DA civilian employees, reservists and retired military.

All counseling at the Education Center is conducted on a walk-in basis from 0730-1630, Monday-Friday. Counseling is also available during the lunch hour. Appointments can be made for individuals when requested. Group briefings are provided for units upon request. Counselors conduct various financial aid workshops, ROTC and Green to Gold briefings, and Myers-Briggs workshops. Educational outreach has expanded on the installation in the past two years, to include an annual “College Fair”, Special Evening Enrollment” and special activities during “American Education Week”. (SP 8.10)

As noted above, counselors and institutional representatives work closely together to assure that soldiers make progress toward degrees. All records are maintained on the Army EDMIS automated system. SP (8.11 and 8.12)

The GS-12 ESO serves as the Test Control Officer (TCO) and the GS-09 Guidance Counselor as the Alternate Test Control Officer (ATCO). Both have been appropriately trained and are operationally knowledgeable of their duties and responsibilities in the testing arena. They were required to take a certification test based on the contents of the DANTES Examination Program Handbook (DEPH) to qualify for the position. Additionally, both have attended the DANTES Regional TCO workshop in Pensacola, Florida. (SP 8.14)

For a period of time, the TCO and ATCO had to also serve as test examiners. However, in June 2004, a contract Test Examiner was authorized and reported for duty. The ESO provided on the

job training for her and she has taken on all the responsibilities of a test examiner. She is a full-time, contract employee and devotes 24 hours a week to testing and 16 hours to the Learning Resource Center.

Testing is offered Monday thru Friday, from 0800-1200 and one afternoon a week for on-line testing. Monday, Wednesday and Friday mornings are reserved for DANTES and distance learning exams. Army Personnel Tests are conducted on Tuesday and Thursday mornings. On-line exams are proctored one afternoon a week, and special arrangements must be made with the installation library in order to obtain access to computers with Internet access.

The Education Center, as a DANTES stocking test center, provides all DANTES tests which are available in the following areas: College Level Examination Program (CLEP), DANTES Standardized Subject Tests (DSST), Scholastic Aptitude Test (SAT), Assessment College Test (ACT), and the Excelsior College Examinations (ECE). The Praxis test can be ordered and administered six times per year for those individuals who require teaching qualifications. Family members can also be accommodated with their testing needs on a non-funded basis. They can take the Test of Adult Basic Education (TABE), which is administered to Soldiers who need to determine their basic skill levels. The Test Examiner also serves as a proctor for online testing of Soldiers in the eArmyU program.

In addition to DANTES academic tests, a variety of Army Personnel Tests, including the Defense Language Proficiency Test, Defense Language Aptitude Battery, Armed Forces Classification Test, and other Army tests are administered.

Strict procedures are followed for acquisition, maintenance, and destruction of all test materials. The ordering of Army Personnel test materials is accomplished through a computerized database and orders are sent through certified mail. Only testing personnel are allowed to open packages. Contents are next entered into the database after performing a page check of test material. Test materials are immediately secured in a combination-locking safe. When Soldiers complete exams, the exams are returned to the safe. Completed answer sheets are either returned by certified mail by a double wrapped method, or test answer sheets are kept locally for two years. The method utilized depends on the procedures outlined in testing messages. When transporting testing material, the Army Personnel Testing manual requires tests to be secured in a locked container, which is only accessible to the TCO or ATCO. (SP 8.15)

EArmyU exams are accessed over the Internet after receiving a password from the college involved. Tests are normally administered online. Distance Education exams are sent through the US mail or email after the student arranges for a test proctor. When exams are physically received, they are entered into the testing log and then secured in the safe. Colleges are notified of the test receipt, as well as the student, who confirms a testing date. Exams are administered according to the specifications required, such as open or closed book and with or without time limitations. Copies of the test are kept secured for two months and then are destroyed by shredding unless other instructions are specified.

Approximately 15 – 20 exams are administered and/or proctored each week. Almost half are distance learning exams and at least half of these distance learning exams are for eArmyU students.

There are two areas of concern regarding testing services:

Currently, CLEP exams offered at national test centers and colleges are computer-based. Many paper-based tests have been withdrawn from Education Centers, due to the introduction of CLEP eCBT tests in recent years. Although the most popular paper-based CLEP tests have been reintroduced on military installations, there is a significant number of tests unavailable at the Education Center. ACES is currently working to resolve this issue.

Several computers in the Learning Resource Center (LRC) have been designated for online testing. However, recent changes in Department of the Army policy regarding Internet access on military installations prohibit family members from taking exams in the LRC. Some Soldiers are also unable to access the Internet because their unit is not on the same server as the Education Center. For this reason, the Test Examiner has to coordinate use of the library computers one afternoon each week.

The ESO has forwarded a request to the local command to provide funding for an Internet Service Provider, and the MIVER team was pleased to see that action had been taken and at least one bid had been received to provide this service. The MIVER team was assured that the Internet access would be available in the immediate future.

The Education Center follows DOD Directive 1322.8 and AR 621-5 for the utilization of Tuition Assistance. There are no limitations on how many semester hours a person can take per fiscal year, but each Soldier is restricted to \$4,500 in TA per fiscal year and \$250 per semester hour. All Soldiers enrolling in college classes must see a counselor before receiving tuition assistance. (SB 8.16)

Soldiers are encouraged and assisted in applying for Pell Grants, and scholarships offered by universities and private organizations. Soldiers who have the GI Bill and are not eligible to receive Army TA are counseled on their GI Bill benefits.

Information about the GI Bill and how to apply is readily available to military students. The Education Center has VA forms available to assist Soldiers in completing the applications, but often downloads the application from the VA website. The VA website is also listed on the Education Center website. The Education Center reports no difficulties in accessing financial aid, other than the wait some students and veterans experience when they use the GI Bill funding for the first time.

At the time of the MIVER visit, the Education Center had an unfunded resource requirement for Tuition Assistance for approximately \$250,000 for the remaining month of the fiscal year. However, the ESO had received instructions to continue to accept TA applications as the money was expected to be provided. There had been no break in the provision of TA for Soldiers during the past year. (SP 8.16)

In recent years, the Education Center has implemented a Combined Graduation Ceremony to recognize and honor all those who have reached their educational objective. This ceremony is attended by the Garrison Commander, representatives of the various schools and family and friends of the graduates. It should be noted that the Garrison Commander started attending this graduation ceremony in 2002 at the initiative of the ESO. It is held in Eisenhower Auditorium, the nicest such facility available at Fort Leavenworth. The only concern with the Combined Graduation Ceremony is that two of the five schools do not participate in it. These schools are urged to reconsider their position regarding the Combined Graduation Ceremony and to participate so that their graduates can receive recognition in the Fort Leavenworth environment. (SP 8.17)

For her initiative in organizing this event, the MIVER team offers the following:

COMMENDATION: The Education Services Officer is commended for her initiative in organizing the Combined Graduation Ceremony and the schools that participate are commended for their support of it.

Instructional Resources

Principle Nine

There is a sufficient reservoir of instructional resources available to the instructor for teaching support and to the student for reference, research and independent learning.

The MOU which govern institutional participation in the Voluntary Education Program at Fort Leavenworth do not adequately define the responsibilities for providing instructional resource support. On the other hand, the Education Advisory Committee is considering this aspect of responsibility, especially as it relates to physical resources such as computer / Internet access and audiovisual support in the classrooms. (SP 9.1)

The Education Center contains a small learning center that offers servicemembers a number of opportunities, including remedial and basic skills enhancement, computer application instruction, professional development (video-based materials), enrollment in Army correspondence courses and other study aids. The learning center is open only 16 hours per week as its coordinator also serves as the test administrator. The learning center is treated as an adjunct to the primary mission of the Education Center and does not figure prominently in evaluation and assessment activities. (SP 9.2-9.4)

The Combined Arms Research Library (CARL) is the on-post library facility and serves as both an academic resource to CGSC students and as the post's recreational and information center. The staff at CARL are very comfortable with this dual role and serve both functions very well. This in turn serves the installation's voluntary education programs very well, since CARL provides resources and services not usually found at typical post libraries.

The library is well staffed and provides very good hours of operation, making a useful resource for all voluntary education students at Fort Leavenworth. In addition to the resources and services available for in-person use, many of CARL's resources are available electronically. Good communication with program administrators appears to be in place, and a CARL representative sits on the Education Advisory Committee. This will help the installation library to stay aware of current developments with the Fort Leavenworth voluntary education program from both the installation's perspective and the institutions' perspective. (SP 9.5 – 9.7)

Accordingly, the MIVER team offers the following:

COMMENDATION: The Combined Arms Research Library is commended for the variety of resources and services it provides to Fort Leavenworth voluntary education students.

The institutions and the Education Center have an informal agreement for sharing responsibility for computing resources: the institutions provide software and the installation provides hardware. This arrangement is not specified in the MOU but has worked well in the past. In the view of the MIVER team, this arrangement should be formalized after appropriate discussions in the Education Advisory Committee. (SP 9.8)

The Education Center operates a 12-station computer lab and has two laptops that can be used for classroom demonstrations and presentations. The main problem with computer support is that neither the lab nor the classrooms are Internet-capable. The MIVER team notes that the ESO and her chain of command have pursued the possibility of obtaining a private Internet Service Provider to circumvent the Army's security regulations regarding access to military networks. The contract for this service was in process during the MIVER visit. (SP 9.9)

Thus the MIVER team offers the following:

COMMENDATION: The Education Services Officer, the Director DPTM and the Deputy Director DPTM are commended for their efforts to establish the computer lab and obtain private Internet access for the lab and classrooms.

RECOMMENDATION: The Education Services Officer, the Director DPTM and the Deputy Director DPTM should work to assure that private Internet access is installed in the lab and classrooms with the least possible delay.

The classrooms in the Education Center each have chalkboards, overhead projectors and screens and television / VCRs. Additionally, the Education Center has four laptop computers and digital projectors for use in classrooms in the Center. Bell Hall, in which both Central Michigan University and Webster University hold classes are equipped with all necessary audiovisual support as well as direct Internet access. (SP 9.10)

The Education Center does not make use of microwave, satellite or similar technology, as web-based distance learning opportunities are abundantly available to servicemembers. (SP 9.11)

Physical Resources

Principle Ten

Facilities and equipment are appropriate to accomplish the mission and achieve the Voluntary Education Program objectives.

The Education Center occupies part of the ground floor of the Family Support Center at Fort Leavenworth. The facility is relatively new (1995) and is conducive to the teaching-learning enterprise. Classroom, laboratory, offices and other space is well-maintained, well-lighted and is suitable for the purposes intended. It appears that all space meets safety, health and fire considerations. (SP 10.2 – 10.5)

The space available to the Education Center is inadequate for current and projected Voluntary Education Program levels. There is insufficient classroom space in the Education Center and two institutions are required to offer their programs in Bell Hall, the facility that houses the CGSC. Further, institutions must share offices so that there is no means for staff or faculty to counsel and advise students in private unless they move to another location. Even more telling, there is sufficient demand to justify expansion of existing programs, and institutions are willing to do this, but there are no classrooms to accommodate the expansion. The result of the space shortage is not just that offices and classrooms are crowded or some individuals are inconvenienced. The true impact is that the Fort Leavenworth community is not and will not receive the kinds of service it needs and deserves until the space situation is resolved. (SP 10.1 and 10.6)

The MIVER team notes that the Garrison Commander is aware of these problems and wishes to solve them, but the team also recognizes that space is at a premium on the post and there are many competing priorities for its use. The team further notes that the needs of the Education Center and its constituent programs have not been factored into the installation's long-range facilities planning. (SP 10.11)

Thus, the MIVER team offers the following:

RECOMMENDATION: The Garrison Commander should review space utilization rates in the building housing the Education Center and, in light of competing priorities, consider the reallocation or sharing of existing classrooms to meet the needs of the Voluntary Education Program at Fort Leavenworth.

RECOMMENDATION: The current and future needs of the Voluntary Education Program should be taken into account by the Community Master Planning Board as it considers new construction

or renovation priorities. Furthermore, as decisions are considered, the Board should consider the impact on the Education Center and ask the Education Services Officer for comments and information prior to final decision.

Note: These recommendations also appear in Principle 2: Command Support.

No vocational or technical programs are offered through the Education Center. Facilities such as the computer lab and learning center are available for drop in use during normal office hours. The Combined Arms Research Library has a wealth of resources that are available 80 hours per week, thus relieving the pressure on the Education Center to make these available outside normal duty hours. (SP 10.7 -10.9)

The testing room is well-lighted and there is adequate provision for the test examiner to monitor test-takers. There is an occasional problem with noise from activities in the Child Development Center, but the appropriate directors are working to resolve this issue. (SP 10.10)

Financial Resources

Principle Eleven

Financial resources are adequate to accomplish the mission and achieve the Voluntary Education Program objectives.

Funding of the Fort Leavenworth Education Center and its Voluntary Education Program is accomplished through a flow of funds from the Installation Management Agency to the Garrison Command. These funds are identified for education use and are provided primarily under three categories; Visible Army Continuing Education (VACE), Visible Army Tuition Assistance (VATA), and Visible Operational (VOPR). VACE provides funding for Education Center salaries, equipment, supplies, contracts, training and travel. VATA provides the Tuition Assistance funds, and VOPR the support of Army Learning Centers. (SP 11.1 and 11.2)

Comparing the funding levels of FY 2001 with FY 2004 for these three major categories of education shows an approximate 30 percent reduction in VOPR and a 10 percent reduction in VACE funding. VATA funding levels, however, have more than doubled during the same time frame. Much of this increase in TA spending can be attributed to the change to 100 percent TA from the former 75 percent. (SP 11.1)

The ESO is an active participant in the budget process. She submits an annual Program Objective Memorandum (POM), which is processed through the installation to the Installation Management Agency (IMA) regional office, and then on to IMA headquarters. Funding for the next five years is addressed in the POM. (SP 11.3 and 11.4)

Fort Leavenworth is experiencing the same funding constraints as other Army installations. The \$250,000 shortfall in Tuition Assistance funding was addressed in the Student Services section

of this report. This was described as a temporary shortfall and has not impeded the issuance of TA to Soldiers. (SP 11.1)

Shortfalls also exist in the VACE funds, that is, for Education Center operations. Professional development training and travel were placed on hold for a period of time; however, these restrictions were being relaxed by the time of the MIVER visit, as evidenced by the approval for some professional development training for the ESO in September 2004. Supply requests are routed through the DPTM for payment until. It should be noted, however, that a \$20 request for calendars was recently disapproved by the DPTM. The IMA representatives present at the visit assured the MIVER team that this or any other essential supply requests would be honored. (SP 11.5 – 11.8)

The ESO has been successful in negotiating with several of the provider institutions in maintaining a lower tuition structures for Fort Leavenworth Soldiers. Several of the institutions had notified the ESO of scheduled tuition hikes, but the ESO succeeded in convincing these institutions to maintain the lower rates for their on-post programs. (SP 11.9 and 11.10)

Therefore, this leads the MIVER team to offer the following:

COMMENDATION: The Educations Services Officer is commended for successfully negotiating lower tuition rates for Fort Leavenworth Soldiers.

Student Assessment and Program Evaluation

Principle Twelve

Continuous and systematic assessment of student learning and Voluntary Education Program evaluation stimulate program improvement, promote quality, and ensure achievement of the Voluntary Education Program objectives and student learning outcomes.

The Education Center does not have a program evaluation – student assessment process as envisioned in the MIVER subprinciples. However, the ESO and the counselors do monitor progress of students and most of the institutions submit various forms of documentation relating to quality of instruction and program review. The MIVER team believes these activities substantially satisfy the spirit of Principle 12, but the Team also believes that the process should be more formal and open. Further, the Team believes that the Education Advisory Committee is the appropriate forum for accomplishing this. (SP 12.1 – 12.4)

Thus, the MIVER team offers the following:

RECOMMENDATION: The Education Services Officer should consult with the Education Advisory Committee about appropriate means for monitoring student progress and program effectiveness. The Committee should develop a standard set of documents or reports to be submitted by institutions to the Education Services Officer and the time frame for this submission.

Summary of Installation Commendations, Recommendations, and Observations

Commendations

- **The Garrison Commander is commended for his consistent and continuing support of the Voluntary Education Program and for the Education Center. Particular note is taken of his active participation in the Combined Graduation Ceremony and his ongoing fiscal support of the Education Center.**
- **The Director and Deputy Director of DPTM are commended for their support of the Education Center and the Voluntary Education Program. Particular note is taken of their efforts to obtain fiscal support for the Center.**
- **The Education Services Officer is commended for her dedication and leadership in serving the educational needs of the Fort Leavenworth Community at a time when the Education Center has been understaffed and under-resourced.**
- **The civil service counselor is commended for her can-do attitude and for her willingness to accept additional duties during this time of understaffing.**
- **The Education Services Officer and her staff are commended for initiating the College Fair as a means of serving the Fort Leavenworth and surrounding communities.**
- **The staff members of the Education Center, both civil service and contract personnel, are commended for their cooperative spirit and can-do attitude in meeting the needs of the Fort Leavenworth community in a time of under-staffing in the Center.**
- **The Education Services Officer and the civil service counselor are commended for their efforts to establish and expand the Education Advisory Committee as a means for facilitating communication, planning and problem-solving among the stakeholders in the Education Center.**
- **The Education Services Officer is commended for her initiative in organizing the Combined Graduation Ceremony and the schools that participate are commended for their support of it.**
- **The Combined Arms Research Library is commended for the variety of resources and services it provides to Fort Leavenworth voluntary education students.**
- **The Education Services Officer, the Director DPTM and the Deputy Director DPTM are commended for their efforts to establish the computer lab and obtain private Internet access for the lab and classrooms.**
- **The Education Services Officer is commended for successfully negotiating lower tuition rates for Fort Leavenworth Soldiers.**

Recommendations

- **The process for preparing the annual Education Plan should be formalized, with a specific date for its completion, and it should be passed up the chain of command to the Garrison Commander for approval.**
- **The Education Services Officer should have the opportunity to present the annual Education Plan to the Garrison Commander and, at six month intervals, to brief him on the progress made toward attainment of its goals.**
- **The Garrison Commander should review space utilization rates in the building housing the Education Center and, in light of competing priorities, consider the reallocation or sharing of existing classrooms to meet the needs of the Voluntary Education Program at Fort Leavenworth.**
- **The current and future needs of the Voluntary Education Program should be taken into account by the Community Master Planning Board as it considers new construction or renovation priorities. Furthermore, as decisions are considered, the Board should consider the impact on the Education Center and ask the Education Services Officer for comments and information prior to final decision.**
- **The Garrison Commander should consider granting official recognition to the Education Advisory Committee by appointing it as the official command advisor for voluntary education at Fort Leavenworth.**
- **The Education Advisory Committee should expand its scope of responsibility to include direct and in-kind contributions in support of the Voluntary Education Program at Fort Leavenworth, in accord with the Memoranda of Understanding under which institutions operate on the post.**
- **The Education Services Officer, the Director DPTM and the Deputy Director DPTM should work to assure that private Internet access is installed in the lab and classrooms with the least possible delay.**
- **The Education Services Officer should consult with the Education Advisory Committee about appropriate means for monitoring student progress and program effectiveness. The Committee should develop a standard set of documents or reports to be submitted by institutions to the Education Services Officer and the time frame for this submission.**

Observation

- **The MIVER Team urges the Installation Management Agency and Army Continuing Education System commands to provide leadership and direction for strategic planning to continue to meet the Army's commitment to Voluntary Education at a time of dwindling resources.**

Institution Report Central Michigan University

Introduction

A public institution of higher education founded in 1892 as Central Michigan Normal School and Business Institute, Central Michigan University (CMU) offers bachelor's, master's, specialist's, and doctoral degrees in more than 170 programs in a variety of fields, primarily in administration and education, but also including audiology and counseling. Programs are offered both on and off its home campus, including a number of military sites. Undergraduate programs include a core of general education requirements intended to broaden student awareness of “the arts, humanities, natural and social sciences, global cultures, and issues of race and diversity.”

According to its publications, “A major goal of Central Michigan University is to provide academic programs for students whose career or personal circumstances limit their access to traditional forms of higher education.” The Extended Degree Programs, housed in the College of Extended Learning (CEL) and established in 1971, provides the administrative unit through which Central Michigan University meets this goal.

The University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the National Council for Accreditation of Teacher Education (NCATE). Among the numerous professional societies which accredit specific programs are the AACSB, the International Association for Management Education, the American Psychological Association, the American Chemical Society, the Accrediting Council on Education in Journalism and Mass Communication, the Accreditation Review Committee--Physician Assistant (ARC-PA), the Council on Academic Accreditation in Audiology and Speech-Language Pathology, and numerous others.

CMU was invited to submit a proposal to offer programs at Fort Leavenworth and signed a Memorandum of Understanding (MOU) in July 1993. It began offering courses leading to the Master of Science in Administration (MSA) in Fall 1993. The program includes concentrations in General Administration, Human Resources Administration, and Leadership.

As part of the MIVER process, CMU provided the MIVER Team with a self-study and with documentation in the form of its *College of Extended Learning 2003 – 2004 Bulletin*, its *CMU – College of Extended Learning Contracted Faculty Handbook*, faculty vitae, course syllabi, and other materials both in online and hard copy format. The self-study was more than adequate, including clear and appropriate discussions in all sections.

Mission Statement

Principle One

The institution providing voluntary education programs on a military installation has an educational mission statement that reflects sound adult education philosophy and goals and is clearly compatible with the installation Voluntary Education Program mission statement and objectives.

CMU has a clearly defined mission statement which informs the operation of the institutional components responsible for the MSA programs at Fort Leavenworth. The mission and goals statements are included in full in the *CEL 2003-2004 Bulletin*. The Mission Statement was last reviewed and approved in 1992. (SP 1.1 and 1.4)

The *CEL 2003-2004 Bulletin* also includes a clear and specific paragraph discussing its designation by the Department of Defense as a Servicemembers Opportunity College (SOC). The paragraph states that CMU “recognizes the unique nature of the military lifestyle and is committed to ensuring the transfer of relevant credits, scheduling courses at convenient times and locations and providing credit opportunities for prior learning experiences and military education relevant to the degree.” This recognition and commitment are manifested clearly and fully in the operation of its MSA program at Fort Leavenworth. (SP 1.2)

The Extended Degree Programs section of the Bulletin includes the following statement (previously cited above): “A major goal of Central Michigan University is to provide academic programs for students whose career or personal circumstances limit their access to traditional forms of higher education.” This statement is followed by a listing of nine fundamental principles which will underlie the “operational goals” related to the implementation of CMU’s Mission Statement and university policies. The first three of those operational goals are (1) that course and degree programs “will meet the same...academic standards” as those offered on campus; (2) that courses and programs “will be structured and offered at times and places suitable to the clientele”; and (3) that only those programs “will be offered which meet a documented need.” (SP 1.3)

It is clear from the CMU Mission Statement, these fundamental principles, and the Master of Science in Administration program itself that this program is consistent with the Installation’s Education Mission Statement. The opening sentence in the installation’s response to the question about the educational mission statement of the installation is as follows: “The mission of the Fort Leavenworth Army Education Center is to...provide quality educational programs and services that support the professional and personal development of Soldiers, adult family members, and Department of Army civilians.”

One clear and tangible example of this congruence is in the scheduling of the courses in the program as classes are scheduled on Friday evening and all day Saturday. This schedule takes into account both the duty schedules of the personnel and, in the case of those students who are at Fort Leavenworth to pursue their diplomas at the Command and General Staff College (CGSC), the August-May term of the CGSC itself. Thus students can pursue both the CGSC Diploma and the MSA degree at the same time. (SP 1.3)

Education Program

Principle Two

Education programs and services provided on military installations maintain the high quality required by regionally accredited institutions, using qualified and dedicated faculty supported by professional development programs and appropriate infrastructure. Assessment of student learning is based on the achievement of comprehensive and specific learning outcomes.

CMU CEL adjunct faculty at Fort Leavenworth meet accepted standards for faculty in higher education and criteria established by CMU as implemented by CEL: 17 of 20 (85 percent) adjunct faculty on the current approved teaching list possess the terminal degree. Review of faculty vitae and approval of faculty for teaching are done by the home campus academic department faculty and, for all graduate programs, including the MSA at Fort Leavenworth, by the Graduate Council, which grants associate graduate faculty status to those approved. (SP 2.18)

Discussions with faculty and seven students and review of selected faculty vitae show clearly that faculty have a wide variety of appropriate educational backgrounds and academic and professional business experiences to make them singularly prepared to bring a wealth of both theoretical and field experience to the classroom. Indeed, they have either long records of academic publications in a variety of fields or in-depth and unique field experience or a combination of both. Students spoke strongly about their excellence and rigor as teachers, and those students who had prior experience as graduate students at traditional institutions specifically said that they consider the CMU faculty better qualified and more effective teachers and motivators than the faculty at those other institutions. (SP 2.17)

Adjunct faculty are approved initially on a one-time basis, after which they are subject to further evaluation and, as appropriate, approval for three years followed by further review and evaluation. That this review and approval system works well was demonstrated by student discussion of an adjunct faculty member whose classroom teaching and treatment of students resulted in numerous complaints to the on-site administrator, who forwarded the complaint information to the MSA Program Director for further review by appropriate department faculty and the Graduate Council: the person did not pass the post one-course review and evaluation and did not teach in the program again. (SP 2.17, 2.21)

Accordingly, the MIVER team offers the following:

COMMENDATION: The Central Michigan University academic administrators responsible for approving adjunct faculty are commended for ensuring that only those applicants who clearly demonstrate the highest dedication to the pursuit of graduate study be approved for teaching in the MSA program at Fort Leavenworth and that the adjunct faculty as a whole is commended for demonstrating its commitment to the program and to the students.

Adjunct faculty members are provided with Model Course Outlines (MCO) developed by departmental faculty for use by all faculty (site-specific adjuncts, home campus adjuncts, and home campus regular fulltime faculty) in developing their own specific course outlines as they are given course assignments. Within the framework of the CMO, faculty are granted a 30 percent leeway for adding their own individual course content and teaching methods, e.g., in selecting the course textbook(s), in specific course objectives. Copies of course outlines are sent to the home campus academic departments for review.

Discussions with faculty, the site coordinator, the interim dean of CEL, the Director of the MSA Program, and students, and a review of selected course outlines reveals that faculty are following the MCO, within the allowed 30 percent leeway, and are including clearly stated course descriptions, course objectives, class meeting assignments, extensive bibliographies, reference to services and collections provided by the Off Campus Library Services and specific research paper and small and large group class projects, all appropriate to the course description and objectives.

Student comments and course outlines also show that the overwhelming majority of instructors are including clear and specific and appropriate graduate-level assignments of papers, presentations, and projects (individual and group), all to be supported by and contain clear research information. However, only the outline for MSA 600, the introductory research course designed to prepare students for the capstone-project requirements, specifically mentions the extensive CMU Library general, periodical, and database resources available to students; it includes a presentation by the research librarian who is the contact person for introduction of online references available to students and for assistance to the students in their research and use of the online library. Unfortunately, although the area librarian does come to Fort Leavenworth as requested, this appears to be the one time when a course calls specifically for a librarian-student session. All course outlines ought to refer more specifically to online availability of CMU's library. (SP 2.5 and 2.13)

In order for students to be fully prepared to meet the research and paper/project preparation requirements for all of their courses, the MIVER team offers the following:

RECOMMENDATION: All course outlines should refer students to the online reference and database collections available to them.

Discussions with faculty and students and review of selected course outlines reveal that all of the courses discussed require clear and in-depth research paper writing and project preparation and the use of computer skills in a variety of software (e.g., word processing, PowerPoint), all of which focus on the use and demonstration of those skills and practices essential for success in graduate study and beyond in the students' professional careers. (SP 2.5 and 2.13)

Therefore, the MIVER team offers the following:

COMMENDATION: The Central Michigan University faculty is commended for implementing and insisting upon the highest standards of graduate-level skills and performance by their students.

CMU CEL provides for regular and periodic faculty development activities for both regular and adjunct instructors, primarily within each region of the off-campus sites (Fort Leavenworth is currently in the West Region), with some being held at the home campus. Faculty are expected to attend and participate in these activities annually. Although site-specific information on adjunct faculty attending/participating in these activities is not provided, a cursory review of the attendance record of the October 11, 2003, activity and the agenda of the April 23, 2004, activity indicate that 15 percent (8 of 53) of those in attendance at the former and 25 percent (1 of 4) of those presenting at the latter were Fort Leavenworth adjuncts. (SP 2.20 and 2.23)

Current efforts are underway to develop an online activity which faculty may use either as a supplement to or substitute for the annual requirement. The MIVER team encourages the CEL to complete the preparation and implementation of this online activity within the near future.

While the process of curriculum design, review, and revision is technically open to all faculty, the participation of adjunct instructors at Fort Leavenworth tends to be limited to the occasional and ad hoc comments of especially motivated individual individuals. Only two faculty members were available for discussions with the MIVER team (the course schedule of Friday evening and Saturday classes caused logistical problems, and illness prevented one person from participating), and only one of those indicated that he took advantage of the opportunity to express his concerns about the content of one course.

The MIVER team appreciates the difficulties posed by the nature and logistics of the extended learning programs on military installations, but suggests that the CEL do more to encourage more direct active participation in the academic course and program review and revision process by more of the adjunct faculty. (SP 2.20)

While there does not appear to be any significant problem with grade inflation, faculty indicated that occasionally students in the program (many of whom are also students in the Command and General Staff College) sometimes seek deadline extensions because of their heavy study loads in taking the two programs at the same time. The MIVER team appreciates the difficulties these students face and the willingness of the faculty to accommodate them, and the team would simply remind Fort Leavenworth faculty to be cautious about such exceptions so that they can continue, as they have done, to maintain the high academic standards of the program. (SP 2.17 and 2.27)

Program Administration

Principle Three

Administration of the program includes academic and student services and demonstrates effective and reliable management of human, fiscal, technological, and learning resources.

The on-site coordinator has demonstrated singular commitment to the program through his hard work, dedication, concern for and availability to students, and willingness to shoulder full responsibility for the success of the program without regular, formal staff assistance. He has

actively recruited students, scheduled classes appropriate for their military duty and study schedules, met with them to discuss and help resolve problems, scheduled and participated in program-marketing activities, and in general served as a “Jack-of-All-Trades and a Master [not of none but] of All” of them. And he has done so essentially and structurally alone, by himself, in the office, except on an ad hoc and occasional basis. In addition, as a retired military officer of long service, he is familiar with the mission and operations of the Education Center, with the educational mission of CMU and its CEL MSA Program at Fort Leavenworth, and with the operations at the installation, including those of the CGSC. This understanding and his strong identification with the students have led to his willingness to work long and hard hours on their behalf.

Students, faculty, and institutional representatives have all and unanimously voiced their very high regard for him and a deep appreciation for his efforts and his dedication to the program and the students. Indeed, as one faculty member said, “This program would not be nearly so successful without the work of” the on-site coordinator. (SP 3.3, 3.4, 3.5)

Therefore, the MIVER team offers the following:

COMMENDATION: The Central Michigan University on-site coordinator is commended for his knowledge, his understanding, his commitment, and his diligence on behalf of the program and its students.

As noted above, the on-site coordinator has fulfilled his responsibilities “essentially and structurally alone, by himself, in the office, except on an ad hoc and occasional basis.” That is, the on-site coordinator is the sole fulltime CMU CEL MSA Program staff member. When he came on as on-site coordinator in July 2000, there was a staff assistant; that person relocated in September 2000, leaving the on-site coordinator alone. At peak times, however, the coordinator calls upon the Kansas City center for assistance. During those peak, “crisis,” times, roughly from May through September each year (with “peaks and valleys”), Kansas City sends staff members to provide assistance. These staff members are diligent and hard-working, and their help enables the coordinator to manage his responsibilities very well. However, this assistance is essentially ad hoc and informal; theoretically, any number of problems could arise and affect the availability of this assistance.

Even with his heavy workload, the on-site coordinator notes that he would be hard-put to find sufficient work for a staff assistant on a year-round basis. The Interim Dean of the CEL is aware of the lack of year-round or even half-year formally structured assistance, but believes that the current arrangement is working satisfactorily. Indeed, it does appear to be working well. However, the MIVER team is concerned that the informality of the arrangement could break down. The Interim Dean of CEL has pointed out that the CEL decision-making and budgeting processes are independent of the University’s processes and are thus very flexible so that he can make necessary staffing decisions on very short notice.

Accordingly, while it does not offer a formal RECOMMENDATION, the MIVER team does suggest very strongly that the Interim Dean work with the Kansas City center and the on-site

coordinator to develop and implement a more formal structured arrangement for the coordinator to have staff assistance. (SP 3.8)

The on-site coordinator has informal and unstructured working arrangements and communication with the ESO and with other institutions offering programs at Fort Leavenworth. While there does seem to be a fair degree of cooperation, a more structured means for joint planning and collaboration would strengthen the voluntary education program. The recently formed Education Advisory Committee (EAC) can do much to provide support for the ESO and for the institutions, including CMU. The MIVER team therefore suggests that the on-site coordinator work with his colleagues and with the ESO to assist in the strengthening of the EAC. (SP 3.3)

The Interim Dean of the CEL spoke of a planned and already begun reorganization of the CEL regions, restructuring them down from six (6) to two (2) in an effort to achieve greater efficiency and efficacy. The MIVER team looks forward to the positive impact of this restructuring.

The Installation Self-Study Report, the post newspaper, discussions with Command Staff, and discussions among MIVER team members indicate that the Army is considering a change in the operations of the CGSC. If these changes are implemented, term-starting dates will change from once per year (in August) to twice per year (August and January). Further, the CGSC will move from Bell Hall, scheduled for at least partial demolition, to the new Lewis and Clark Building, currently under construction. Moreover, the MSA Program (which offers most of its classes in Bell Hall) will probably not be allowed to operate in the Lewis and Clark Building. The enrollment in the CSGC has been declining each year, albeit slowly, and the decline is expected to continue in the near future before it bottoms out and then begins to rise.

These are potentially serious problems for the on-site coordinator and the CEL administration. In order to provide the military student body with a convenient schedule, term-starting dates for the MSA Program have been geared toward the CGSC term-starting dates, and the projected change in CSGC dates will have a negative impact on classroom and faculty needs (more terms being offered simultaneously means more classrooms and more faculty). The loss of Bell Hall classroom space and denial of classroom availability in the Lewis and Clark Building mean the need to seek out other available classrooms or the reallocation of space in the Education Center. Any decline in CGSC enrollment means a decline in MSA Program enrollment (the on-site coordinator estimates that that CGSC decline has meant a decline of approximately 15 in this year's MSA Program enrollment), which in turn entails a decline in tuition revenue.

There are two problems for CMU here. First, there is a lack of communication within the post as evidenced by the fact that the CEL on-site coordinator was not informed of any of these potential changes, except by vague post rumor. The result is that the on-site coordinator and the CMU CEL administration will not be able to devise strategies with the ESO and other institutions to deal effectively with the problems. This is further reason that the Education Advisory Committee must be officially recognized and kept informed of all proposed changes that affect the voluntary education program at Fort Leavenworth, as recommended in the Installation portion of this report.

Second, the CEL Interim Dean has spoken of the independence and flexibility of the CEL administrative decision-making process, but by its very nature this arrangement appears to lack the formality which would give it some measure of weight. Thus, the CEL administration needs to develop a clear and formal decision-making body to which on-site administrators can turn for assistance in developing contingency plans when post command structures (and other bodies beyond the immediate and direct control of the CEL administration) make radical changes which can have major impacts on the operations of the institution.

Resources

Principle Four

There is a sufficient reservoir of relevant instructional resources available to the instructor for teaching support and to the student for reference, research, and independent learning. Facilities and equipment are appropriate to support the programs and services offered. Financial resources are adequate and appropriately used to accomplish the institutional mission and to achieve program goals and objectives.

Instructional Resources

CMU offers a variety services through its Off-Campus Library Services (OCLS) program. OCLS provides library resources and services that are comparable to, but separate from, the main campus library. Thus OCLS focuses just on CMU's distance education students and offers services aimed specifically at that group. The primary access to OCLS is through its website, which was recently redesigned and is very straightforward and easy to navigate.

In addition to a very rich assortment of electronic sources and services, Fort Leavenworth faculty and students can request hard copies of books and photocopied or electronic copies of journal articles they are unable to access locally. OCLS staff handle copyright clearance and/or permissions for material faculty may wish to use as class readings, thus eliminating concerns about inadvertent copyright violations. Additionally, OCLS librarians are available by phone and/or email to respond to specific information requests from students.

Finally, CMU/OCLS utilizes a system of regional library liaisons, and the person responsible for Fort Leavenworth is located in nearby Kansas City. This individual is available for both in-class instruction, especially relevant with the research-based MSA 600 course, as well as providing occasional in-person reference/research assistance. Overall, the library services and resources available to CMU students at Fort Leavenworth are very thorough and well developed. (SP 4.1 – 4.7)

Accordingly, the MIVER team offers the following:

COMMENDATION: Central Michigan University and its Off-Campus Library Service are commended for providing exemplary access to a wide array of library sources and services through

electronic, paper, and human interaction with Fort Leavenworth faculty and students.

Virtually all of the courses require some use of computer skills in a variety of software (e.g., word processing, PowerPoint). Although no formal program-wide survey has been taken, all seven (7) of the students participating in discussions said that they own their own computers (either desktop or laptop). Computers are available for student use in both the CGSC and the Combined Arms Research Library (CARL). However, for these computers, the students are, as the on-site coordinator said of the classroom space, essentially “borrowers,” that is, the computers do not belong to the MSA Program or to the Education Center. There is currently no state-of-the-art computer-equipped lab in the Education Center available for all of the students in the MSA Program (or other programs). It is at least theoretically possible that some situation (especially in these times of heightened security-consciousness) could lead the military in general or the command structure of Fort Leavenworth to decide to eliminate or restrict use of base computers for education purposes. In addition, students simply need to be able to have access to Education Center-“owned” computers without any concern about availability. (SP 4.8)

The CMU-Fort Leavenworth MOU calls upon CMU to provide an appropriate amount of its tuition revenue to the Center for such uses as, for example, library and computer resources, as do the MOU of the other institutions at Fort Leavenworth. The Interim Dean of the CEL expressed the willingness of CMU to participate with those institutions in making contributions designed to equip an Internet-connected computer lab for the use of all voluntary education students at Fort Leavenworth. Since this is an issue which goes beyond CMU alone, the MIVER team suggests that the on-site coordinator work with his peers through the Education Advisory Committee and the ESO to develop and implement a plan which will achieve this purpose. The planned acquisition of a private (as opposed to military) Internet Service Provider for the Education Center classrooms and computer lab will alleviate this concern to some extent. (SP 4.8, 4.9, 4.11)

Physical Resources

Institutional office and advising space is severely limited. The CMU on-site coordinator shares an office with the on-site coordinator of another institution, and that space is cramped and crowded. This office is inadequate and inappropriate for advising and counseling: the on-site coordinator must find another space (e.g., a classroom not in use at the time) to be used for advising and counseling. While the arrangement has worked, it is ad hoc and informal. Admittedly, this is a problem the on-site coordinator cannot resolve on his own since he does not control space allocation in the Education Center (which is shared with another post family service organization). Accordingly, the MIVER team suggests that the on-site coordinator work closely with his colleagues, with the Education Advisory Committee, and with the ESO to seek and secure from the post command structure adequate office and advising space through an appropriate ongoing, structured arrangement.

The current and looming problem with classroom space has already been alluded to (see Principle 3 above). As with the office and advising space problem, the MIVER team suggests

that the on-site coordinator work closely with his colleagues, with the Education Advisory Committee, and with the ESO to seek and secure from the post command structure classroom space through an appropriate ongoing, structured arrangement. (SP 4.12)

Financial Resources

Program financial resources seem to be very adequate. CEL operations are fiscally independent of the general operations of CMU. Indeed, while CMU is in the midst of a severe reduction in its state funding (approximately 18-20 percent for FY 2003-2004 and continuing), the CEL continues to show profitability. This fiscal strength is reflected in the target set by the President and CFO of CMU for the CEL contribution to the CMU operating budget. For FY 2004 the target was \$3.6 million, but the actual amount contributed was \$5.7 million; for FY 2005, the target has been increased to \$4.2 million. CEL continues to offer military students a significantly reduced tuition rate of \$250 per credit hour vs. \$300 for civilian students on the home campus and at off-campus sites. Thus, military students pay a total of \$150 less per three-credit course than do their civilian counterparts.

While military students pay \$25 per course to access the CMU Library and its resources online (a total of either \$175 for CGSC students (who receive 15 transfer credits for their CGSC courses) or \$300 for non-CGSC students, such fees at other large traditional universities can run significantly higher over the course of their studies. Only one of the seven students in the meeting complained about this fee; the others remained conspicuously silent about it. (SP 4.15, 4.16, 4.17)

Program Evaluation

Principle Five

Continuous and systematic program evaluation stimulates program improvement, enhances quality, and increases the likelihood of the achievement of program mission and objectives.

CMU provides for regular course, faculty, and program assessment. CEL engages in this process, and the MSA Program at Fort Leavenworth participates on an active basis. Fort Leavenworth faculty in attendance at faculty development workshops, who participated with faculty from other sites, were consulted on and helped to develop the specific outcomes assessments and expectations used in the assessment instruments. They also helped to develop the assessment instrument used in a telephone survey of graduates from the classes of 1991, 1996, and 2000 (1991 was before implementation of the MSA Program at Fort Leavenworth).

This survey revealed a high level of graduate satisfaction with the learning outcomes and professional relevance of the program objectives and with the faculty role in both. Positive responses (i.e., highly satisfied or moderately satisfied) ranged generally from 90 percent to 97+ percent with the rest in the 80 percent ranges. (SP 5.2 – 5.4)

In addition, university external accreditation reviews on a 10-year cycle for full accreditations previously granted and relevant particularly to the MSA Program are scheduled for 2005 as follows: North Central Association and AACSB. (SP 5.1)

Initial Evaluations for faculty on the one-time and 3-year cycles have already been discussed under Principle 2 (SP 2.17, 2.21).

Summary of CMU Commendations and Recommendations

Commendations

- **The Central Michigan University academic administrators responsible for approving adjunct faculty are commended for ensuring that only those applicants who clearly demonstrate the highest dedication to the pursuit of graduate study be approved for teaching in the MSA program at Fort Leavenworth and that the adjunct faculty as a whole is commended for demonstrating its commitment to the program and to the students.**
- **The Central Michigan University faculty is commended for implementing and insisting upon the highest standards of graduate-level skills and performance by their students.**
- **The Central Michigan University on-site coordinator is commended for his knowledge, his understanding, his commitment, and his diligence on behalf of the program and its students.**
- **Central Michigan University and its Off-Campus Library Service are commended for providing exemplary access to a wide array of library sources and services through electronic, paper, and human interaction with Fort Leavenworth faculty and students.**

Recommendation

- **All course outlines should refer students to the online reference and database collections available to them.**

Institution Report

Kansas City Kansas Community College

Background Information

Kansas City Kansas Community College (KCKCC) is a two-year, comprehensive, public community college that offers Associate Degrees, 1-year Programs, and Certificates in a variety of college transfer and career programs. It was founded in 1923 as a part of the Kansas City, Kansas Public School System and became Kansas City Kansas Junior College in 1965. It assumed its current name by action of the state legislature in 1979. The college is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Kansas City and the counties of Wyandotte and Leavenworth form its primary service area. It serves approximately 9,000 credit and non-credit students.

The College involvement with military education on Fort Leavenworth was initiated in 1995 at the request of the post Education Center. Under the terms of its Memorandum of Understanding, it is authorized to offer Associate degrees in Business, Criminal Justice (with majors in Corrections and Police Science), and Liberal Arts. The on-post program is administered through the college's Leavenworth Center and its courses are coordinated through the Business and Continuing Education Division. The college is an active member of the Servicemembers Opportunity Colleges Army Degrees (SOCAD) Program. All courses offered on Fort Leavenworth are at the freshman/sophomore levels and earned credits satisfy college degree requirements.

The on-post program is administered by the Coordinator of the KCKCC-Leavenworth Center and Army Education Center. The Coordinator reports to the Executive Director of the KCKCC-Leavenworth Center, who, in turn, reports to the Dean of Business and Continuing Education. The Leavenworth Center provides on-post instruction, academic advising, and clerical support. It is located approximately two miles from Fort Leavenworth.

At the time of the MIVER site visit the college was conducting ten (10) classes at Fort Leavenworth, with a total enrollment of 113 students.

In preparation for the site visit, KCKCC prepared a Self-Study Report that followed the guidelines of the *Principles of Good Practice for Institutions Providing Voluntary Education Programs on Military Installations*. The Self-Study Report was comprehensive, well organized, and included documentation and data that were very helpful to MIVER team members. The Self-Study Report was well done and easily read.

The team appreciated the candor, cooperation, and assistance provided on site by the Coordinator, Fort Leavenworth Center-Army Education Center and the Dean of Business and Continuing Education. They were very knowledgeable and provided all necessary information, data, and materials.

Mission

Principle One

The institution providing voluntary education programs on a military installation has an educational mission statement that reflects sound adult education philosophy and goals and is clearly compatible with the installation Voluntary Education Program mission statement and objectives.

The mission of Kansas City Kansas Community College is, in part, to:

provide higher education and lifelong learning to the varied communities, primarily in its service area of Wyandotte and Leavenworth counties. The College provides an accessible and supportive learning environment that offers academic, career, and personal development opportunities.

Service to the Fort Leavenworth Education Center is consistent with that mission. The college's Mission and Purpose statement appears in its College Catalog (p.2) and other appropriate documents.

In providing higher education to the military community on Fort Leavenworth, the college offers classes and programs that meet identified needs of its students and in formats that accommodate their schedules and duty assignments. The college provides a quality educational program with qualified faculty members and appropriate resources and support.

The college's Mission Statement is periodically reviewed and revised as necessary. It was last reviewed and revised in January 2004. The review process involved a cross section of the institution and approval of the college's Board of Trustees.

Through its Leavenworth Center and on Fort Leavenworth, KCKCC serves the military through academic programs and services that meet the requirements of the Department of Defense and the special needs of its military and civilian constituents. Institutional policies are compatible with the Principles and Criteria of Servicemembers Opportunity Colleges.

The college mission and its compatibility with the Fort Leavenworth Education Center Voluntary Education mission, indicates that the college's on-post program is in accord with Principle 1 and its Subprinciples 1.1 through 1.5.

Education Program

Principle Two

Education programs and services provided on military installations maintain the high quality required by regionally accredited institutions, using qualified and dedicated faculty supported by professional development programs and appropriate infrastructure. Assessment of student learning is based on the achievement of comprehensive and specific learning outcomes.

Instruction

Kansas City Kansas Community College's provision of instruction at the Fort Leavenworth Education Center involves courses resulting in Associate degrees in Liberal Arts (AA), Criminal Justice/Corrections (AA), Criminal Justice/Police Science (AA), and Business Administration and Management (AAS). The programs are as listed in its MOU with the Fort Leavenworth Education Office. They are of a quality expected of an institution of higher education, (SP 2.1)

Due to the absence of laboratory facilities, with the exception of the Associate in General Studies, students cannot complete program degree requirements on Fort Leavenworth. They must take courses at the Leavenworth Center or the Kansas City Campus to complete laboratory course requirements.

A variety of courses and programs are available to post personnel and others at the Leavenworth Center and at the Kansas City Campus. On-line courses are available to military personnel, family members, and Department of Defense employees, as well. Although it may be possible for some degree programs to be completed totally on-line, the college has not yet been approved officially to promote them.

Students' English, reading, and mathematical skills are assessed prior to registering for classes. Those who are required to participate in the assessments are clearly identified in college documents. ACCUPLACER is used for placement assessment and developmental coursework is provided for students requiring such instruction. Once in class, students are re-assessed using the Nelson-Denny Test for reading skills.

In addition to developmental courses, the college assists students through peer tutoring, the provision of a writing center and a math lab, and the services of a Learning Specialist who administers learning styles inventories, prescribes specific strategies, and provides individual assistance. While these services are located at the Leavenworth Center and the Kansas City Campus, they are readily available to Fort Leavenworth students. (SP 2.2)

The college also has a course, HUDV 101: Strategies for Academic Excellence/Lifelong Learning, that provides students with information on classroom expectations, counseling and testing services, study and note taking skills, and other topics that help ensure student success.

The college has developed General Education Core Competencies and Requirements that must be satisfied by all degree completers. The College Catalog (p.12-14) describes the college's eight core competencies and lists the seven basic requirements from which students must complete a minimum of 45 credit hours. (SP 2.3)

The programs offered on Fort Leavenworth are in response to the identified needs of post personnel. The class schedule at the Fort Leavenworth Education Center does not follow the college's traditional semester format. In order to accommodate duty schedules and assignments, courses are offered year around in five nine-week sessions. (SP 2.4)

KCKCC does not offer graduate degrees. (SP 2.5)

The college curricula maintain appropriate course and competency prerequisites, and program content reflect the current bodies of knowledge in their subject areas. (SP 2.6 and 2.7)

KCKCC awards credit for extra-institutional learning that is assessed and recorded according to its established policies. The College Catalog (pp. 39-43) lists nine options that include Advanced Placement, CLEP, DANTEs, Department Credit by Examination, and credit for life and military experience. Each of the programs has appropriate regulations and criteria that govern the awarding of academic credit. (SP 2.8)

MIVER team members reviewed the syllabi of several courses KCKCC offers on Fort Leavenworth (on the college website and in person) and confirmed that each follows a uniform format. All include course descriptions, course outlines, expected learning outcomes, grading and attendance requirements, and other pertinent information. They appeared to be what would be expected of a postsecondary institution. Conversations with students confirmed that course syllabi are distributed at the first class meetings. They are also available on the college website. (SP 2.9)

Kansas City Kansas Community College Fort Leavenworth students receive academic advising from the on-post Coordinator, from faculty members, or from Leavenworth Center advisors. They receive admissions, financial aid (including tuition assistance and veterans' assistance) information, and academic advising. They are clearly informed of program and graduation requirements. (SP 2.9)

Transfer of credit policies and procedures are included in the KCKCC College Catalog, p. 31, and in its description of its SOCAD affiliation, p. 42. The college also has transfer and articulation agreements with six Kansas universities through the Kansas Regents Transfer Articulation Agreement (p. 37 of the College Catalog). In addition, it has developed an articulation agreement with Upper Iowa University. The policies and agreements minimize loss of credit and duplication of coursework. (SP 2.10)

The on-post courses are the same as those offered on the college's main campus, with the same content, requirements, standards, and degree of academic rigor. The courses may be transferable into appropriate college degree programs. Graduates must complete a minimum of 15 credits hours in residency at KCKCC to receive an Associate degree. Students under the SOCAD Agreement are exempt from the graduation requirement that the last 10 credit hours of a degree must be completed at KCKCC (p. 15 of the College Catalog). (SP 2.11)

Students are afforded opportunities to develop and enhance computer skills in a number of general and specific courses. MIVER team members confirmed that the use of the computer and the Internet are incorporated into most courses. The development of necessary computer skills is centered in one of the college's eight General Education, 21st Century Learning Outcomes. It states, "The student will be computer literate, have Internet skills, and will be able to retrieve and manage information using appropriate technology." (SP 2.12)

Interviews with students and faculty members confirmed that students are assigned projects and research paper that require them to utilize library facilities and resources. The facilities at the Leavenworth Center and the main campus in Kansas City Kansas, and the post library are available to them. They also have on-line access to library resources, as well as email access to “Ask-the-Librarian.” (SP 2.13)

The class schedules and the beginning and ending dates of the five nine-week sessions are coordinated with Education Center personnel and representatives of the other institutions providing on-post instruction. Kansas City Kansas Community College works closely with Upper Iowa University, with which it has a formal articulation agreement. The college cited its initiation of morning classes to accommodate the needs of members of the post’s military police battalion as evidence of its cooperation with the Education Center and its commitment to ensure that servicemembers have opportunities to achieve their educational goals (SP 2.14.)

The Fort Leavenworth ESO indicated that KCKCC could better promote its morning and noon classes and suggested increased attention to unit-level outreach.

The on-line courses offered by the college are the same as those offered in classroom settings. Only the delivery is different. Appropriate and sufficient computer skills are required of those enrolled in the on-line courses. Students interested in enrolling in the on-line courses are evaluated for basic computer skills to help ensure their readiness and success. That software includes interactivity and on-line communications between students and faculty members. Faculty members who teach the courses are required to take ITEC 110 – Microcomputer Applications. (SP 2.15, 2.16)

The MIVER Team interviewed ten (10) students and found that they were generally satisfied with the instructional program, administrative support, and faculty. They were especially complimentary of the on-post Coordinator and were pleased with the nine-week schedule format. They indicated that they greatly appreciate the service and attention they receive from the on-post college office. They were also highly complimentary of the flexibility and understanding exhibited by faculty members. They expressed some concerns related to the purchase and delivery of textbooks (discussed in Principle 3 – “Student Services”), and with difficulties experienced in getting Army American Council on Education Registry Transcript System (AARTS) and MOS training and experience evaluated and accepted for credit.

Conversations with the Coordinator/KCKCC-Leavenworth Center and Army Education Center and the Dean of Business and Continuing Education confirmed that the college is following appropriate procedures and practices in assessing and awarding credit with regard to AARTS and MOS training and experience. The college utilizes the AARTS Transcripts and awards lower division credit as prescribed. A maximum of fifteen (15) credits are accepted. The college should ensure that AARTS Transcript assessments are conducted in a timely manner.

Faculty

KCKCC employs mostly adjunct instructors to teach its courses offered on Fort Leavenworth, although some full-time faculty members teach on-post courses on occasion. Some of the instructors are active duty or retired military personnel. A review of faculty credentials confirmed that all are fully qualified to teach the courses to which they are assigned. The faculty files appeared to be complete and up-to-date. They are maintained in the college's Human Resources Office on the Kansas City Campus. (SP 2.17, 2.18, 2.19, 2.21, 2.22)

Some faculty members who teach on-post classes often teach classes at the Leavenworth Center and the Kansas City Campus, as well. Thus, there are opportunities to be involved in a number of college governance activities.

The adjunct instructors who teach on Fort Leavenworth attend an orientation that was developed to improve communications and to familiarize them with available resources and services. Also, the college has a Committee on Adjunct Instruction that meets monthly during the fall and the spring semesters. Its purpose is to serve as a communications link, to address adjunct faculty needs, and to provide a forum for the discussion of issues and concerns. Results from recent discussions include an increase in the adjunct salary rates and the initiation of faculty rank for part-time instructors. On-post faculty members evaluate student academic progress and achievement and they provide suggestions and advice on matters concerning on-post instruction. (SP 2.20)

The on-post adjunct instructors are paid at the same rate as adjunct instructors throughout the college. They are required to have the same academic qualifications as expected of full-time faculty members (a minimum of a master's degree with 18 graduate hours in the teaching field). The faculty members are paid according to credit hours taught and on salary scales based on experience (the number of semesters taught at the college). The salary range has recently been increased and is now from \$625.00 per credit hour in Step 1 to \$675.00 per credit hours in Step 3.

The college faculty recruitment and selection procedures are accurately described in the Kansas City Kansas Community College Handbook of Policies and Procedures, Policy 2.00. As the needs for faculty members on Fort Leavenworth are identified, the established college procedures are employed. They do not differ from those at the Kansas City Campus. According to the policy, vacant positions are advertised and applications are received by the college's Human Services Office. Screening committees review credentials and make recommendations to the appropriate instructional dean who hires the selected candidate.

The college supports professional development activities that are made available to full-time faculty members and to adjunct instructors. The Office of Faculty and Staff Development develops and offers professional developmental opportunities each semester and all faculty members, full-time and adjunct, are encouraged to participate. An annual Employees Recognition Banquet is conducted in May of each year to recognize faculty members' exceptional contributions and achievements. (SP 2.23)

As previously noted within this report, faculty members who teach on-line courses are required to take ITEC 110 – Microcomputer Applications. The course is designed as an orientation to assist those who develop classes for on-line delivery and includes basic course planning, classroom management, and course design options. Access to and use of a number of sources and technologies are included. (SP 2.24, 2.25)

MIVER team interviews with three (3) faculty members revealed that they are well satisfied with the college and with the support they receive. As were students, they were very complimentary of the professionalism of and the support they receive from the college's on-post Coordinator. They were especially pleased with the on-post students and view them as being more mature and more motivated than many of the traditional aged on-campus students.

Team interviews with students found them to be very impressed with their instructors and with the level of instruction. They spoke highly of faculty members' understanding of the demands on their time and schedules. They stated that faculty members are very flexible and make every attempt to accommodate their particular situations and circumstances. Therefore, the MIVER team offers the following:

COMMENDATION: The MIVER team commends Kansas City Kansas Community College faculty members who teach on Fort Leavenworth for their understanding of the unique schedules and demands that are placed on military students and for their flexibility in working with them to satisfactorily complete their instructional assignments.

Assessment

The Associate degree programs that Kansas City Community College offers on Fort Leavenworth have learning outcomes that are clearly articulated within course syllabi and other documents. The College Catalog identifies admissions and graduation requirements, methods of obtaining institutional and extra-institutional credits, and measures by which students' educational goals may be accomplished. (SP 2.26)

The college's practice of awarding letter grades is described in its College Catalog, p. 46-48, as are appropriate definitions of grades, grade values, and actions involving withdrawals, repeats, and appeals. The team found that as a part of program assessment, data are periodically reviewed to determine the potential for the existence of grade inflation and comparisons are made between grades issued in on-post classes and grades issued in on-campus classes. According to persons interviewed, no problems have been noted. Neither has there been a noted significant difference in grades awarded on post from those awarded on campus. In reviewing data that were available during the site visit, the MIVER team discovered no concerns with grading policies and practices. (SP 2.27)

Student assessment at Kansas City Community College is coordinated through its Student Academic Assessment Office. The faculty establishes learning objectives and assesses student

learning outcomes that are in accord with the college mission and its general education core (21st Century Outcomes). Expected learning outcomes are listed on course syllabi and assessment methods vary from tests, assignments, case studies, and written evaluations, among others. A review of course syllabi found that course objectives and methods of assessing learner outcomes are included.

As previously mentioned, Kansas City Kansas Community College has a mandatory assessment program, using ACCUPLACER, that assesses students' English, reading, and mathematical skills prior to registering for classes. Criteria for required participation are identified in the College Catalog, p. 30. (SP 2.28)

The college also employs a mandatory exit assessment that is administered to all potential graduates. The assessment involves two instruments: The Collegiate Assessment of Academic Proficiency, to measure mathematics, critical thinking, reading, and writing proficiencies; and WorkKeys, to measure applied mathematics and applied reading proficiencies. (SP 2.29)

The assessments employed in the college's Fort Leavenworth classes are the same as used in on campus classes.

Program Administration

Principle Three

Administration of the program includes academic and student services and demonstrates effective and reliable management of human, fiscal, technological, and learning resources.

Management

Kansas City Kansas Community College has appropriate policies that address employment, compensation, workload, professional development, and other personnel issues. They are found in the college's Handbook of Policies and Procedures, in the "Master Contract between the Board of Trustees, Kansas City Kansas Community College and the Faculty Unit of KNEA", in the Faculty Handbook, and in the Adjunct Faculty Handbook. The college-wide policies and procedures apply equally to those who teach on Fort Leavenworth. (SP 3.1)

A review of faculty files maintained at the Kansas City Campus found them to be up-to-date and to reflect accurately faculty members' experience and qualifications, with official copies of transcripts. The adjunct instructors' files also contained copies of previous assignment (teaching) contracts and of student and supervisor evaluations. (SP 3.2)

The primary responsibility for program administration on Fort Leavenworth rests with the Executive Director of the Leavenworth Center, who reports to the Dean of Business and Continuing Education. The Fort Leavenworth on-site Coordinator reports directly to the

Executive Director. Clear and concise organization charts were provided in the college Self-Study Report.

The Self-Study Report (p.40) mentioned that the “structure and administrative oversight of KCKCC-Ft. Leavenworth is currently being explored.” Interviews with the Dean of Business and Continuing Education determined that no changes in the current oversight will occur.

Communications between the on-post Coordinator and her supervisors are constant as she also maintains an office and a presence at the Leavenworth Center. With on-post office hours from 10:30 A.M. to 1:30 P.M. daily, the Coordinator/KCKCC Leavenworth Center-Army Education Center is at the Leavenworth Center and at Fort Leavenworth on a daily basis. Her duties keep her in contact with both campus and post personnel. Thus, on-post education is an integral part of the college’s instructional program. (SP 3.3)

The college’s Fort Leavenworth Center is managed by the Coordinator/KCKCC-Leavenworth Center and Army Education Center. On occasion, as needed, she is assisted by one of the Leavenworth Center’s four adjunct counselors. The on-base Coordinator possesses a Bachelors degree and is currently working on a Masters in Adult Education. She is well qualified for her position and, according to students, faculty members, and the Education Center ESO, she is extremely competent with proven management skills. The college’s on-post operations are well managed in an efficient, effective, and professional manner. (SP 3.4)

Both students and faculty members were unanimous in their very complimentary remarks about the Coordinator/Leavenworth Center and Army Education Center and the friendly, competent, and professional assistance she provides. They commended her for her knowledge and for her willingness to assist them in every way. The Education Services Officer had similar praise for her and the college’s on-post office.

The MIVER team was also impressed with the knowledge of the on-post program displayed by administrators at the Leavenworth Center and at the Kansas City Campus. It was obvious that the military program is supported at all levels. Therefore, the MIVER team offers the following:

COMMENDATION: The MIVER Team commends Kansas City Kansas Community College’s administration and the Leavenworth Center’s administration, especially its Coordinator/KCKCC-Leavenworth Center and Army Education Center, for the commitment to and support of a quality program of voluntary education on Fort Leavenworth.

With the Leavenworth Center only about two miles from Fort Leavenworth, communications, delegation of authority and responsibilities, provision of support and services, and management oversight are assured. The on-post office and its Coordinator have ready access to the Leavenworth Center and the Kansas City Campus in person, via telephone, and through dial-up capabilities to the college’s computers and management information system. (SP 3.5 and 3.8)

The college supports and conducts a number of professional development activities and they are available to both full-time and part-time faculty and staff members. The college has an Office of Faculty and Staff Development that develops and offers professional developmental opportunities each semester. The activities are designed to keep faculty and staff members current in their fields, to increase that knowledge and skills, and to provide opportunities for increased coordination and collaboration. (SP 3.6)

Those who teach on Fort Leavenworth serve as full-time faculty members or as adjunct instructors. Some are active duty military personnel, some are military retirees, some are public school teachers, some teach at other institutions of higher education, and some are local citizens and professionals. They are a diverse group. (SP 3.7)

The college's administrative and student service functions at the Fort Leavenworth Education Center are supported by the college's management information system, "Campus America" (POISE). The on-post Coordinator has dial-up access to the college's MIS through an interface program, "Skylight," and to "Campus Connect," its on-line enrollment component. Technical support is provided by an information system professional, who is assigned to the Leavenworth Center.

The on-post Coordinator works closely with KCKCC academic and student services administrators in course scheduling, registration, academic advising, financial aid, record keeping, and the integration of military experience and testing into degree programs. (SP 3.9)

The institution has worked with the Education Center and the other colleges and universities on an informal basis, except through the articulation agreement established with Upper Iowa University. More recently, an Education Advisory Council has been established to provide a forum for the discussion of issues and concerns of mutual interest. KCKCC coordinates its course offerings and class schedules with the Education Office and with Upper Iowa University. It shares data with the ESO and it collaborates with other on-post institutions on matters of mutual interest and concern. (SP 3.10, 3.15, 3.16)

Kansas City Kansas Community College promotes its courses through several means, including advertising in the post newspaper, by direct mail, a variety of distributed flyers, and occasionally, manning an information table in the Post Exchange. Its course schedule is listed on the Army Education Center's web page with links to the college website.

Since the college on-post Coordinator also has duties at the Leavenworth Center, reporting directly to the Center's Executive Director, there is a continuing, on-going assessment of on-post instruction and services. MIVER team interviews with college administrators indicated that assessment data generated on-post are reviewed and that necessary changes, corrections, or improvements are made. Reviews of the Criminal Justice and the Business programs' program reviews confirmed that to be the case. (3.11)

There are no e-learning programs offered on-post. However, military students and family members may enroll in the college's on-line programs. These programs are conducted and evaluated the same as those offered on campus. (SP 3.12, 3.13)

The effectiveness of the college's program on Fort Leavenworth is determined through the analyses of a number of data that are collected. The data include enrollments, course evaluations, student assessment data, results of surveys, and course evaluations. An evaluation of the college's advising services was also conducted and the results were shared with the Education Center's ESO. (SP 3.14)

The Kansas City Kansas Community College program on Fort Leavenworth is conducted in accord with an established Memorandum of Understanding (MOU) that clearly states the responsibilities and obligations of the representatives of the installation and the college. The college Associate Degree programs offered and the services rendered on the post are as stated in the MOU. (SP 3.17)

Student Services

Kansas City Kansas Community College has policies for assessing credit for prior learning and for awarding the results of CLEP, DANTEs, AP tests and military training and experience. Students may also receive credit through Department Credit by Examination and Independent Study. During the site visit, the MIVER team confirmed that the college is following appropriate procedures and practices in assessing and awarding credit with regard to AARTS and MOS training and experience. To obtain a degree from the college, a minimum of fifteen (15) credit hours or 25 percent of the total degree credits must be earned at Kansas City Kansas Community College as resident credit. Students must be degree-seeking students to have any credits posted on an official transcript. The college is a full participant in SOCAD and its practices are compatible with the Principles and Criteria of Servicemembers Opportunity Colleges. (SP 3.18, 3.19)

The college's admissions, testing, and registration policies and procedures are available on Fort Leavenworth to the extent possible. Those services that are provided do not differ from those employed on campus. Student records are maintained within the Management Information System to which the on-post Coordinator has access. The college surveyed the on-post student satisfaction with academic advising. The results revealed overwhelming satisfaction with the service. (SP 3.20)

Textbooks and student supplies are available to students during the KCKCC-Leavenworth Center registration period, at the Kansas City Kansas Campus, or can be ordered on-line from the college bookstore.

As previously noted, the MIVER team interviews with students found that while they are generally satisfied with the instructional program, administrative support, and faculty, they expressed some concerns related to the purchase and delivery of textbooks. Subprinciple 3.21 requires that "textbook sales/rentals are convenient for students in terms of location and time." The students contended that neither was the case. Interviews with the college's on-post Coordinator determined that textbooks are not generally available on-post. Therefore the MIVER team offers the following:

RECOMMENDATION: The MIVER Team recommends that Kansas City Kansas Community College improve its procedures with regard to the sales and delivery of textbooks to students enrolled in Fort Leavenworth courses to ensure that they are convenient for students in terms of location and time.

In addition to academic advising, on-post students can obtain information and advice regarding financial aid, including tuition assistance, GI Bill, Pell Grants, and other forms of financial aid available to military students from the KCKCC-Leavenworth Center's Coordinator of Student Services or from the Kansas City Campus Financial Aid Office. (SP 3.22)

The college does not participate in the Education Center's Combined Graduation Exercises. Fort Leavenworth graduates may participate in the college's formal May exercises on the Kansas City Kansas Campus. There, graduates and guests are invited to a breakfast before a morning rehearsal. Graduation ceremonies are conducted that evening. The MIVER team suggests that KCKCC reconsider its practice of not participating in the on-post combined graduation ceremonies so that its military graduates may enjoy the local recognition experienced by their colleagues. Their opportunity to participate in the college's official graduation exercises should continue, as well. (SP 3.23)

Student records are securely maintained on the Kansas City Kansas Community College campus. The records are electronically scanned and maintained. Advising files are maintained at the KCKCC-Leavenworth Center.

Resources

Principle Four

There is a sufficient reservoir of relevant instructional resources available to the instructor for teaching support and to the student for reference, research, and independent learning.

Facilities and equipment are appropriate to support the programs and services offered.

Financial resources are adequate and appropriately used to accomplish the institutional mission and to achieve program goals and objectives.

Instructional Resources

The Kansas City Kansas Community College program on Fort Leavenworth constitutes a cooperative partnership between the college, the Education Center, and the other on-post institutions. They share facilities and resources and work cooperatively and collectively to provide a quality education program to military students. The KCKCC program is conducted in accord with its established MOU with the Army Education Center. (SP 4.1, 4.4)

Interviews with students and faculty members confirmed that the college provides all necessary instructional resources and training required of quality courses and degree program. They indicated that all requests are met by the college. (SP 4.2)

KCKCC is providing access to library resources that fulfills the provision in the attachment to the current MOU. The on-campus library catalog is available on-line, so KCKCC students at Fort Leavenworth are able to determine if certain material is owned. Additionally, the student can request to have the material delivered to the KCKCC Leavenworth Center for pick-up there. The library material can also be brought to the KCKCC office on post with pick-up available there during more limited hours. Further library support is available from the on-post library and other libraries in the local area.

KCKCC faculty teaching at Fort Leavenworth had a library orientation workshop as part of recent training to inform them about services available to both faculty and students. Class-specific orientation sessions are available by faculty request at the installation, although the lack of classroom Internet access in the Education Center building usually results in these sessions being held at the Leavenworth Center.

Access to some databases is password protected, so Fort Leavenworth students need to acquire and keep track of their password. The databases that are available appear to be sufficient for the courses taught at the installation. On the other hand, the addition of access to more subject-focused databases (in the criminal justice field, for example) would be beneficial. Finally, continuous updating and revision of the library's website would be helpful. For example, there is currently a link labeled "Distance Education," under the more general heading of "Resources" that leads to no content and this can be frustrating for students. A number of other headings also lead to no further content. (SP 4.1 – 4.7)

Kansas City Kansas Community College provides its students, including those enrolled in on-post classes, a variety of computer resources and services that adequately support its courses and programs. They are available at the Leavenworth Center and on the Kansas City Campus. Computer resources at the Education Center, however, are limited and mainly involve production software, such as word processing. Thus, there are no opportunities for the college to offer technically oriented computer courses or programs at that site. (SP 4.8, 4.9)

This limitation, especially the lack of Internet connectivity, is detrimental to the on-post program. It restricts ability of students to take on-line placement tests, it limits class related on-line research that enhances the instruction in a number of courses, and it prevents some students from accessing college information available on-line. Therefore, the MIVER team offers the following:

RECOMMENDATION: The MIVER Team recommends that Kansas City Kansas Community College work with the Education Center Education Services Officer to provide more adequate computer resources, including Internet connectivity, to its Fort Leavenworth students.

The audio-visual equipment that is available in the Education Center's classrooms is adequate to support the college's on-post courses and programs. The classrooms are equipped with

TV/VCRs and overhead projectors. An LCD projector and laptop computers are available upon request. (SP 4.10)

The college's facilities, services, resources, classrooms and laboratories, located at the Leavenworth Center and on the Kansas City Campus are available at appropriate hours and are staffed by capable personnel. (SP 4.11)

Physical Resources

Kansas City Kansas Community College offers classes in the Education Center classrooms that are assigned to it. It usually utilizes two classrooms, although a third is available as needed. It also utilizes a small office that is shared with Kansas State University. The institution's representatives stated that they work with the Education Center's ESO on facility needs and they contend that the allocated spaces are sufficient for their purposes. (SP 4.12)

However, students indicated that they would like more KCKCC courses to be offered on post to give them a better variety and to allow them to make better progress on their degree requirements. College representatives stated that they would be willing to offer additional courses if more space could be made available. Thus, additional classroom space would be beneficial to the program. The need for additional space is a common need among all the institutions that serve the Education Center. This need is addressed with appropriate recommendations in the Installation section of this report.

The allocated facilities are well maintained, well lighted and ventilated, and comfortable. They appear to be adequate to support the instruction and services offered on post. Rest rooms and a lounge area are nearby.

The college does not offer e-learning courses as a part of its contribution to the Education Center's voluntary education program. The on-line courses that are offered by the college are available to military students and they are well organized and well supported. (SP 4.13)

As previously noted, a weakness with the on-post facilities is the lack of the college's ability to offer technical computer courses and the absence of Internet connectivity. The Education Center's computer lab's computers support little more than computer applications software and provide no access to the Internet. College representatives indicated that technical computer courses and programs would be offered if the facilities would allow them.

The allocation and maintenance of on-post instructional facilities are provided in accord with the stipulations of the MOU. (SP 4.14)

Financial Resources

In its Self-Study Report, the college submitted budget information for the past fiscal year (Fall 2002/Term 2; Spring 2003; Summer 2003; and Fall 2003/Term 1). The data listed revenues generated at Fort Leavenworth from tuition payments as \$91,301 and from state aid as \$74,830,

for a total of \$166,131. According to the report, no other revenues were generated. The report listed \$96,314.63 as total expenditures, excluding fringe benefits. Indirect cost recoveries from its on-post activities were reported as \$58,583.57. It should be noted that the listed expenditures do not include indirect costs for equipment, communications, and clerical functions. The budget data indicate that the on-post program is adequately funded and receives appropriate resources. (SP 4.15)

The MIVER team reviewed the college’s budget situation and found that it provided sufficient resources to support a viable on-post program. The college budget preparation procedure, financial records, and reporting practices are sound. Financial and program assessment data available to the team indicated that the on-post program is of sufficient quality and is cost effective. The college’s support of its programs on Fort Leavenworth appears to be in accord with the provisions of its MOU. (SP 4.16, 4.17, 4.18)

The MIVER team confirmed that the tuition rates for classes offered on Fort Leavenworth are the same as those charged for on-campus classes. Unlike on-campus classes, no additional student fees are assessed for classes offered on post. (SP 4.19)

It appears that the KCKCC program on Fort Leavenworth has adequate funding to support associated instruction and services.

Program Evaluation

Principle Five

Continuous and systematic program evaluation stimulates program improvement, enhances quality and increases the likelihood of the achievement of program mission and objectives.

Kansas City Kansas Community College is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The accreditation includes all college programs, regardless of location. (SP 5.1)

Kansas City Kansas Community College has a continuous and systematic evaluation and assessment program that involves strategic planning, program review, and evaluation of instruction. All KCKCC programs are subject to review on a five-year cycle. The reviews are applicable to all programs, regardless of location. Thus, the Criminal Justice and the Business programs offered on Fort Leavenworth are included. (SP 5.2, 5.4)

The college’s strategic planning document, “Exceeding Expectations,” include Initiatives, Goals, Strategies, and Implementation Principles. It contains seven strategic initiative areas, with fourteen goals. It calls for the implementation of over fifty distinct strategies. It serves as the college’s “road map to the future.”

The college employs a program evaluation process in which each division annually selects a program for evaluation. That evaluation involves full-time and adjunct faculty members who

produce self-study reports that are submitted for review by a college committee. The evaluation results in “recommendations for improving the program and a general assessment of the importance of the program and/or department to the community college.” (SP 5.3)

The Kansas Board of Regents requires colleges to conduct periodic program reviews. KCKCC conducts its reviews on a five-year cycle. The MIVER team reviewed the most recent Criminal Justice program review (its next review is scheduled for the 2005-06 academic year). The review considered the strengths and weaknesses of the program and recommendations for improvement. Enrollment and budget data, and curriculum changes were included. The review report included comments of an External Review Committee and a Summative Evaluation.

The conclusion of the review was that the program was effective and well received by students. Among the improvements that resulted were the change of the program’s name from Law Enforcement Education to Criminal Justice and the hiring of a full-time coordinator. (SP 5.3)

The college review of its Business program was also examined by the MIVER team. It identified the program’s philosophy and how it is integrated into the curriculum. It listed the program’s objectives and how they are achieved. The review included lists of strengths and weaknesses. The review generated positive results but indicated a need for increased program funding.

The strategic planning process and the program reviews appear to satisfy Subprinciples 5.1 – 5.4.

All KCKCC courses and instructors are evaluated by students at the end of each course. The on-post students use the same evaluation instruments as are used on campus. Instructors are also evaluated by their supervisors. The MIVER team reviewed the student and supervisor evaluations of a random sampling of faculty members (full-time and part-time) who teach on-post courses and found the results to be very high. On a twenty-five question survey, with ratings from 1 to 5 (with “1” being the highest), only a very few ratings fell below “1”, and none below “2”. Student responses to five open-ended questions were equally as positive. Supervisor evaluations were very positive, as well. (SP 5.5)

In Spring 2003, the college conducted an “Academic Advising Opinion Survey” that generated 157 responses. The results showed overwhelming satisfaction with the academic advising provided by the college, with the vast majority of responses to survey questions being “5,” or “very accurate,” the highest rating.

At the conclusion of each academic term, students in the on-post courses complete an “Education Center Survey” that assesses students’ satisfaction with Facilities, Instruction, and Education Support Services. The purpose of the survey results is to identify areas for improvement and to determine the appropriateness of the instruction and services provided to and for on-post students.

The MIVER team reviewed that most recent survey results for students taking KCKCC classes and found them to be overwhelmingly positive. One area of concern was the lack of

convenience in obtaining textbooks. That concern has been addressed in the “Student Services” portion of Principle 3.

As expected in Subprinciple 5.6, the college employs diverse learning formats and, as noted, uses various methods to validate their effectiveness and suitability for voluntary education.

The college offers no e-learning program on Fort Leavenworth. (SP 5.7)

Summary of KCKCC Commendations and Recommendations

Commendations

- **The MIVER team commends Kansas City Kansas Community College faculty members who teach on Fort Leavenworth for their understanding of the unique schedules and demands that are placed on military students and for their flexibility in working with them to satisfactorily complete their instructional assignments.**
- **The MIVER Team commends Kansas City Kansas Community College’s administration and the Leavenworth Center’s administration, especially its Coordinator/KCKCC-Leavenworth Center and Army Education Center, for the commitment to and support of a quality program of voluntary education on Fort Leavenworth.**

Recommendations

- **The MIVER Team recommends that Kansas City Kansas Community College improve its procedures with regard to the sales and delivery of textbooks to students enrolled in Fort Leavenworth courses to ensure that they are convenient for students in terms of location and time.**
- **The MIVER Team recommends that Kansas City Kansas Community College work with the Education Center Education Services Officer to provide more adequate computer resources, including Internet connectivity, to its Fort Leavenworth students.**

Institution Report Kansas State University

Background Information

Kansas State University (KSU) offers one degree program at Fort Leavenworth, a master's degree in adult education. Although the degree has been available at Fort Leavenworth since 1992, major changes took place with the start of the 2000-2001 academic year. Prior to this time, the degree was primarily aimed at faculty teaching at the Command and General Staff College (CGSC) located at Fort Leavenworth. Courses were offered both on-post and at a KSU facility in the greater Kansas City area, about one hour from the post. Beginning in fall of 2000, the program was directed more toward the students at CGSC rather than the faculty. To accomplish this change in focus, the program was restructured to accommodate students in a cohort mode and to allow students to take 24 credit hours of coursework within a nine-month period, with an additional 12 credit hours of transfer coursework.

In eight years under the previous model there were 103 graduates; in the four years since moving to the cohort model there have been 110 graduates. Currently, CGSC starts all its students for the year at one time. There is some discussion of revising that to have students begin CGSC at one of two start dates in an effort to expand enrollment at CGSC. This would necessitate a major reorganization of how KSU delivers its degree program at Fort Leavenworth. For the next year or so, until a final decision is made on this issue, that is the biggest problem KSU might face.

Mission

Principle One

The institution providing voluntary education programs on a military installation has an educational mission statement that reflects sound adult education philosophy and goals and is clearly compatible with the installation Voluntary Education Program mission statement and objectives.

The mission and goals of the College of Education (the home unit of the Adult and Continuing Education program) are derived from the KSU campus-wide mission. These, in turn, are compatible with the goals of the installation. Furthermore, the KSU statements are in keeping with the general principles of the Servicemembers Opportunity Colleges. (SP 1.1 and 1.2)

The KSU program at Ft Leavenworth is essentially equivalent to an on-campus program, as the majority of classes are taught by full-time KSU faculty. This results in little or no difference in the planning, goal setting and decision making processes as they are conducted at the installation and on-campus. (SP 1.3)

The KSU mission statement is easily found in its catalog. The College of Education mission statement is also found on program materials available at Ft Leavenworth. As a public university, KSU reports to the Kansas Board of Regents. This body requires periodic reviews of

the university mission, which results in strategic planning on an ongoing basis. The current mission was adopted in December of 1991. Over the past few years, planning has focused on a number of areas relevant to the program at Fort Leavenworth. These include strengthening faculty teaching methods, better academic advising, a better networked information environment, and improved library services and electronic access. (SP 1.4 and 1.5)

Education Program

Principle Two

Education programs and services provided on military installations maintain the high quality required by regionally accredited institutions, using qualified and dedicated faculty supported by professional development programs and appropriate infrastructure. Assessment of student learning is based on the achievement of comprehensive and specific learning outcomes.

Note: Since KSU only offers a graduate degree program at Fort Leavenworth, subprinciples 2.2, 2.3, and 2.11 are not applicable as they apply only to undergraduate programs.

The degree offered by KSU is appropriately named and the requirements for the degree are similar to those found at other institutions. (SP 2.1)

Information provided by the installation indicates the regular collection of needs assessment data for the entire installation. The installation also reports that approximately half of each CGSC class pursues a graduate degree. The KSU program is specifically aimed at that market and the maximum enrollment limit continues to be reached, and there is sometimes a waiting list for admission. (SP 2.4)

Appropriate learning outcomes and currency in the field are evident from a review of course descriptions, course objectives, and course methodologies as presented in syllabi. Descriptions of assignments indicate use of a variety of research methodologies among the courses offered. Additionally, required texts, supplemental readings and bibliographic resources provide a good balance between “classic” readings in the field and more current material. (SP 2.5 – 2.7)

KSU allows 12 credit hours to be transferred from Fort Leavenworth students’ CGSC coursework. Coursework from other appropriate graduate programs is also accepted as an additional three units has been accepted in the past to meet the research methods requirement in lieu of using a video course from the home campus. That situation will change with the current cohort of students and an in-class research methods course will be offered. As a graduate program, KSU only accepts credit from other academic institutions (including CGSC) in which a grade of B or better has been earned. This is in keeping with transfer policies at other institutions. (SP 2.8 and 2.10)

Information describing the KSU program is available both electronically and in print. Additionally, the program administrator is also a faculty member and teaches the introductory course, so all new students have weekly contact with her during their first term. (SP 2.9)

Because most, if not all, the students in the KSU program are working adults, computer skills are not an issue. Further, at least one course syllabus specifically mentioned the need for web access to be successful in that course. (SP 2.12)

The Education Specialist Librarian from the KSU campus came to Fort Leavenworth to present an in-class session on library resources and how to access them. This is the first time this has been done so the value of this addition to the KSU program is yet to be determined, although the session was well received. (SP 2.13)

A recently formed Education Advisory Committee consisting of Fort Leavenworth Education Center staff, representatives from each of the institutions offering degree programs on post, and other appropriate individuals, provides one forum for formal communication between KSU and the Education Center. Informal communication between the institution and the installation is ongoing. (SP 2.14)

Most of the KSU courses at Fort Leavenworth are face-to-face and classroom-based, so concerns regarding e-learning are not crucial to the program at this time. However, one elective course does use a combination of in-class and web-based instruction. The topics covered, assignments, and opportunities for intra-class interaction and faculty-class interaction appear comparable to other KSU classes. (SP 2.15 and 2.16)

A review of faculty vitae, comments from KSU students, and interviews with KSU faculty indicate the highest level of concern for teaching adult, military students on the part of KSU faculty. The majority of classes are taught by full-time KSU faculty, which allows for informal advising before and/or after those class sessions. This also helps with the development and evaluation of the program being comparable to other programs on campus.

A review of vitae for the faculty (both full-time and adjunct) primarily involved with delivery of the program at Fort Leavenworth indicates active participation in professional development activities. To be considered graduate faculty at KSU, one must hold the terminal degree in the field. One area of possible concern is a lack of ethnic diversity among the faculty, however, the faculty themselves are aware of this and make every effort to bring diversity-related issues into the classroom. Student input from both interviews and written course evaluations does indicate a problem in this area. (SP 2.17 – 2.23)

This leads the MIVER team to offer the following:

COMMENDATION: The Kansas State University faculty members teaching at Fort Leavenworth are commended for their overall concern and focus on relating to adult, military learners in a way that enhances the educational experience for their students at Fort Leavenworth.

Although KSU faculty are not currently utilizing e-learning strategies to a great degree, workshops and other forms of assistance are available from a number of units on the KSU campus to assist with both e-learning strategies and current computer technologies.

Additionally, KSU graduate faculty members are re-certified on a regular basis and it is hard to imagine how someone could hold the designation of graduate faculty without some level of technological competence. (SP 2.24 and 2.25)

Learning outcomes are identified at the individual course level, as well as at the program level. Through a combination of course syllabi, descriptive information about the program, and interaction with faculty, KSU students at Fort Leavenworth have ample opportunity to learn what is expected of them for successful completion of the degree program. (SP 2.26)

Grade criteria are included in course syllabi and other course documents. Grades are also reviewed on a regular basis. While the grades earned overall are high, they are typical for a graduate program populated by highly motivated, hard working students. (SP 2.27)

A variety of student assessment mechanisms are utilized in each class, as detailed in course syllabi. They all appear quite appropriate for graduate-level courses. (SP 2.28 and 2.29)

Program Administration

Principle Three

Administration of the program includes academic and student services and demonstrates effective and reliable management of human, fiscal, technological, and learning resources.

Most of the faculty members who teach at Fort Leavenworth hold full-time faculty positions at KSU, so all on-campus policies and procedures apply to them. Second, the adjunct faculty hold graduate faculty status, thus all policies regarding graduate faculty apply to everyone teaching in the KSU Fort Leavenworth program. (SP 3.1)

Vitae were reviewed for six faculty members. Five of the six vitae clearly appear to be current with information about activities taking place over the past few years. While the sixth vita is not as current as the others, this individual will no longer be actively involved with the program at Fort Leavenworth due to health issues. (SP 3.2)

Ongoing communication between the institution and the installation is in place. A recently formed Education Advisory Committee will formally extend that communication among all the institutions offering courses at Fort Leavenworth. (SP 3.3)

The KSU on-post administrator holds a faculty appointment on the main campus. In addition, the administrator holds a partial appointment in the KSU Graduate School. This arrangement provides the administrator sufficient interaction with the main campus to manage the Fort Leavenworth program. (SP 3.4 and 3.5)

The only staff at the installation is the program administrator who is also a faculty member. As such, she participates in a variety of professional development activities. (SP 3.6)

As previously mentioned, there is currently a lack of ethnic diversity among the faculty, however, that has not proven to be a barrier to introducing diversity-related issues in the classroom as appropriate. (SP 3.7)

An adequate support structure is in place at Fort Leavenworth for the KSU program. The on-post administrator has computer access to the main campus as needed, and the students are also able to access their own records electronically to ensure they are accurate and up-to-date. (SP 3.8)

As the program is cohort based, most KSU students at Fort Leavenworth follow a prescribed course progression, which helps simplify course sequencing, registration, record-keeping, and the like. Since only 30 students start the program each year (due to classroom size limitations), the on-post administrator handles these functions without additional on-site assistance. The administrator is able to offer personal attention to each student over the length of the program. Student comments regarding this level of attention were all very positive. Since KSU moved to the cohort format, only three students have failed to graduate with their cohort. (SP 3.9 and 3.10)

This leads the MIVER team to offer the following

COMMENDATION: The Kansas State University on-installation administrator is commended for her dedication to the needs and issues of adult, military students and helping to provide them with a rewarding educational experience.

The on-installation administrator has recently submitted a 2004 Quality Control Plan to the Education Services Officer. This document addresses how the KSU program will be evaluated on a regular basis, utilizing appropriate data. The cohort format currently in use by KSU makes data collection and analysis reasonably straight-forward. (SP 3.11, 3.14, and 3.15)

E-learning policies, practices, and procedures are not currently an issue for KSU, as the primary instructional method used is face-to-face, classroom-based instruction. As e-learning options are introduced in the future, more attention will need to be paid to this area. (SP 3.12 and 3.13)

The cohort format adopted in the fall of 2000 was introduced specifically to allow CGSC students to complete the KSU program during their tenure at CGSC. Classes are held on two nights during the week, with occasional weekend sessions (usually on Saturday) held to comply with contact hour requirements and still keep the program within the nine-month time frame of CGSC. KSU is the only on-installation program offering the graduate degree in adult and continuing education. (SP 3.16)

A current MOU exists between Fort Leavenworth and Kansas State University. (SP 3.17)

Admission standards and procedures, transcription of credit, and other such policies are clearly spelled out in program materials and are consistent with practices at other institutions. As a

graduate-only program, issues related to offering course credit through testing are not relevant. (SP 3.18 and 3.19)

The on-post administrator provides dedicated advising to each student, as previously noted. Additionally, KSU students are able to electronically access their own academic records to ensure both KSU and transfer course work is entered appropriately on transcripts to keep them on track to graduate. The on-post administrator is also instrumental in getting military students properly registered for courses and providing textbooks. In addition to information regarding military tuition assistance, KSU provides current information about other financial aid options via the university's website. (SP3.20 – 3.22)

Most KSU students from Fort Leavenworth make an effort to attend graduation ceremonies on the main campus in Manhattan, where specific recognition for these students is included in the graduation activities. However, this results in little or no participation in on-post graduation ceremonies. More active involvement with the installation event might be in order. (SP 3.23)

Resources

Principle Four

There is a sufficient reservoir of relevant instructional resources available to the instructor for teaching support and to the student for reference, research, and independent learning. Facilities and equipment are appropriate to support the programs and services offered. Financial resources are adequate and appropriately used to accomplish the institutional mission and to achieve program goals and objectives.

KSU provides library resources and services to its faculty and students at Fort Leavenworth through a variety of mechanisms. The primary access is through the web site for the main campus library. Students can search the library's holdings, as well as access full-text articles and documents through an assortment of databases. An additional service provided through the KSU Continuing Education division allows distance students to request difficult-to-locate material to be sent directly to their homes. Good cooperation currently exists between KSU and the installation library, providing yet another source for locating material in a variety of formats.

As mentioned earlier, the Education Specialist Librarian from the main campus presented a library orientation session to the new students in the Fall 2004 cohort. This should help make the services and resources available more visible to Fort Leavenworth students. Finally, as a state institution, KSU cooperates in providing library resources with other Kansas Board of Regents institutions, including the University of Kansas, which is geographically closer to Fort Leavenworth than the KSU campus, should the need arise for intensive on-site research. (SP4.1 – 4.7, and 4.11)

This leads the MIVER team to offer the following:

COMMENDATION: Kansas State University is commended for doing a very thorough job in providing library resources and services in support of its students and faculty at Fort Leavenworth.

The current MOU does not address computer resources, but computer access for KSU students is not an issue, as most, if not all, students have their own computers and Internet access. The classroom utilized by KSU has an overhead projector, but the classroom is not equipped with a computer projector nor can KSU faculty access the Internet from the classroom (although this is supposed to be rectified soon). KSU faculty wishing to use PowerPoint or other computer-based demonstrations must bring in their own laptop and computer projector. (SP 4.8 – 4.10)

Physical resources are a problem at Fort Leavenworth. The KSU on-post administrator shares an office with another institution. While there have not been major difficulties thus far due to individual schedules, problems could arise with adequate privacy for advising sessions. KSU is also experiencing more demand for its program than classroom space allows, so some educational needs are being unmet or military students may be pursuing a degree that is not a first preference. Access to the building is also an identified concern. These issues are addressed more fully in the Installation section of this report, which contains appropriate recommendations. (SP 4.12 – 4.14)

This leads the MIVER team to offer the following:

RECOMMENDATION: The Education Services Officer and Education Advisory Committee should work together with command to expand the classroom and office space available in the Education Center.

Budgeting for the KSU program at Fort Leavenworth is primarily done through the Educational Leadership Department of the College of Education. Because the program is offered off-campus and is a graduate program, the Division of Continuing Education and the Graduate School are also a part of the budgetary process. The program at Fort Leavenworth appears to be cost effective. Students pay tuition that is consistent with fees charged by other off-campus programs. These fees are regulated by the Division of Continuing Education and approved by the Kansas Board of Regents. As previously mentioned, most of the faculty members who teach at Fort Leavenworth are full-time at KSU and their on-post classes are part of their regular teaching assignment. Overall, the program is fiscally sound. (SP 4.15 – 4.19)

Program Evaluation

Principle Five

Continuous and systematic program evaluation stimulates program improvement, enhances quality and increases the likelihood of the achievement of program mission and objectives.

The KSU program at Fort Leavenworth undergoes review by three outside bodies. First, as a member of the Higher Learning Commission of the North Central Association of Colleges and Schools, KSU goes through regional re-accreditation on a ten-year cycle. KSU was recently re-

accredited in 2002 by North Central and distance learning programs were included in that review. Second, since the adult education program is part of the KSU College of Education, review by the National Council for Accreditation of Teacher Education (NCATE) is also conducted on a five-year cycle. The College of Education was re-accredited by NCATE in 2002 and distance learning programs were included in the NCATE review. The Kansas Board of Regents conducts a review of every degree program on an eight-year cycle. The KSU adult education program was reviewed in this capacity in 2003. Finally, the program also adheres to the Standards for Graduate Programs in Adult Education as developed by the Commission of Professors of Adult Education of the American Association for Adult & Continuing Education. These standards establish guidelines that KSU follows and can use for self-assessment of its program at Ft Leavenworth. (SP 5.1 and 5.2)

The results of these program evaluations are used in a positive manner. For example, the program's mission and core values statement has been recently revised based on the recent NCATE review. Both NCATE and North Central looked specifically at KSU distance learning initiatives, which included the Ft Leavenworth program. (SP 5.3 and 5.4)

Significant student feedback is gathered for the faculty review process. Standardized student evaluations of teaching, similar to those used on the main campus, are collected in each class taught at Fort Leavenworth. Both the KSU Graduate School and College of Education conduct exit surveys of recent graduates. Finally, the Fort Leavenworth program administrator also conducts focus group interviews to solicit feedback on how the program is meeting students' educational needs. (SP 5.5)

Further evaluation is conducted through the use of a campus-wide evaluation form for student opinion of teaching effectiveness. Additional course-specific questions are added to this standard instrument to elicit input on the variety of learning formats utilized in any given class. This was also done for the web-based course that has been offered. (SP 5.6 and 5.7)

Summary of KSU Commendations and Recommendations

Commendations

- **The Kansas State University faculty members teaching at Fort Leavenworth are commended for their overall concern and focus on relating to adult, military learners in a way that enhances the educational experience for their students at Fort Leavenworth.**
- **The Kansas State University on-installation administrator is commended for her dedication to the needs and issues of adult, military students and helping to provide them with a rewarding educational experience.**
- **Kansas State University is commended for doing a very thorough job in providing library resources and services in support of its students and faculty at Fort Leavenworth.**

Recommendation

- **The Education Services Officer and Education Advisory Committee should work together with command to expand the classroom and office space available in the Education Center.**

Institution Report Upper Iowa University

Introduction

Founded in 1854 by Elizabeth Alexander, co-ed “Fayette Seminary of the Upper Iowa Conference” became the private liberal arts “Upper Iowa University” in 1858 and held its first baccalaureate degree commencement in 1862. The university’s home campus is in Fayette, Iowa. When a systematic program of extension work throughout northeastern Iowa was initiated in 1920, UIU became known as “a pioneer in the field.” In 1973 UIU launched a worldwide external degree program, which today includes programs in Hong Kong, Malaysia, Singapore, and Vancouver, Canada. Since 1999 the master’s degree program has been offered online.

Currently the Upper Iowa University Extended University provides education to some 700 campus students and over 4,400 center, online, and independent study students throughout the world, including 108 (Fall, 2004) at Fort Leavenworth where it offers a Bachelor of Science degree in eight majors plus a certificate program in organizational leadership.

The UIU center opened at Fort Leavenworth Education Center in the fall of 1997. Continuously accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, Upper Iowa University is the largest private college in the state of Iowa. As a nonprofit organization UIU has no shareholders or private ownership but is controlled by a board of trustees.

Mission Statement

Upper Iowa University provides postsecondary education to a widely diverse student clientele, including both recent high school graduates and mature learners. Since the educational needs of the University's constituency vary significantly, the University is committed to maintaining curricular flexibility to provide for these diverse needs; it encourages lifelong learning.

The educational process at Upper Iowa University fosters a sense of personal ethics and social responsibility, personal wellness, and understanding of the critical and creative thinking processes; it develops communication skills and promotes an awareness and acceptance of individuals and groups from various backgrounds. Upper Iowa University's commitment to this educational process will prepare students with the knowledge, skills, and abilities necessary to meet the challenges inherent within our complex, evolving nation and world.

Vision Statement

Upper Iowa University is a distinctively entrepreneurial university meeting the educational needs of students worldwide. To this end, an attitude of entrepreneurship is fostered within the University, so that every person has the opportunity to become an entrepreneur in his or her respective role.

The Upper Iowa University (UIU) self-study was well written, thorough, and concisely focused when responding to the questions related to the subprinciples. It would have been helpful to the reader were the document indexed and tabbed.

Mission

Principle One

The institution providing voluntary education programs on a military installation has an educational mission statement that reflects sound adult education philosophy and goals and is clearly compatible with the installation Voluntary Education Program mission and objectives.

The UIU mission statement, quoted above, is compatible with the mission of the installation and is clearly reflected in the institution's program planning, goal setting, decision-making, and policies at the Fort Leavenworth site. (SP1.1, 1.2, 1.3)

The text of the UIU mission statement appearing in the report and in recent catalogues contained an additional paragraph not found in the official text. It was determined that this was an inadvertent word processing error and will be corrected in subsequent publications. (SP1.4)

The UIU Board of Trustees periodically reviews and, if appropriate, revises the institutional mission statement. (SP1.5)

Education Program

Principle Two

Education programs and services provided on military installations maintain the high quality required by regionally accredited institutions, using qualified and dedicated faculty supported by professional development programs and appropriate infrastructure. Assessment of student learning is based on the achievement of comprehensive and specific learning outcomes.

Instruction

The eight degree programs and one certificate program offered by UIU are designed to meet the specific needs of the student population at Fort Leavenworth. These programs are reviewed regularly to ensure both their academic quality and their relevance to the needs of the site. (SP2.4)

Students admitted to the UIU program do so at a “junior” undergraduate level. Lower level courses in a student’s baccalaureate program are provided at this site by Kansas City Kansas Community College (KCKCC) or by other programs (e.g., e-learning) and institutions. UIU reviews potential transfer credits or credit awards for extra-institutional learning to ensure that admitted students have the developmental education skills to progress in the degree program. Normally the UIU Center Coordinator makes this assessment. Should questions arise in this matter, there is a system in place for the review by higher levels of university administration, specifically, the Regional Director for Military Centers and the Dean for the Extended University. (SP 2.2 and 2.8)

A review of course syllabi provided assurance that academic programs reflect the current body of knowledge in a subject area. Instructional methods, textbooks and bibliographical references are up-to-date. (SP2.7)

The UIU on-site office literature and the Center Coordinator who works directly and individually with students provide the students with information pertinent to their learning opportunities. (SP2.9)

An important dimension of post-secondary education is the acquiring of research skills. Undergraduate students in today’s more computer literate society are prone to “research” materials for course assignments by searching websites. Website materials often are not reliable, as they have not been subjected to the kind of professional jury critique employed by reputable academic journals. It is imperative, therefore, that baccalaureate students be oriented to and trained in the use of libraries, whether they be hardcopy or on-line, institutional or more global. Familiarity with the use of library resources is normally included in lower level English courses. It became clear in conversation with both UIU administrators and with a sampling of UIU students that the students had not been adequately prepared to do scholarly library research or even to use UIU’s online library website. (SP2.13)

Accordingly, the MIVER team offers the following threefold:

RECOMMENDATION:

- (1) Upper Iowa University should develop a guide, e.g., a brochure, to assist students in accessing and competently using the institution’s on-line library facilities;**
- (2) Students should be familiarized with the extensive and user-friendly Fort Leavenworth Combined Arms Research Library facility, preferably by a conducted tour of the facility;**
- (3) Where appropriate, UIU faculty should make a conscious effort to include in their syllabus assignments necessitating the use of library research.**

The UIU Center Coordinator works closely with the installation’s ESO in the effort to determine ways to meet the educational needs of service members and to improve Voluntary Education Programs. (SP 2.14)

UIU offers an extensive and coherent listing of e-learning courses via two distinct modalities, External Degree Program and Online Program. In the former, course delivery is by independent study over a six-month period through correspondence. Interaction between the faculty and student is by phone, email and/or fax. In the latter, course delivery is via the Internet with course software provided by the University. Active student participation is required five out of seven days per week. These two programs are designed to accommodate student academic progress when life factors such as deployment and/or family situations preclude taking courses on-site. (SP 2.12, 2.13, 2.15 and 2.16)

Accordingly, the MIVER team offers the following:

COMMENDATION: Upper Iowa University is commended for its External Degree and Online programs, which maintain academic integrity while reflecting the University’s recognition of and commitment to the special circumstances of its student population.

Faculty

All of the faculty members employed by UIU at the Fort Leavenworth site are adjuncts with master’s level and, in some cases, terminal degrees from accredited institutions. A careful review of faculty resumes kept on file in the UIU Center Office provided assurance that these men and women are academically qualified and that they bring to the classroom valuable life experiences that provide an added measure of learning-potential for the more non-traditional students. Professional development activities are provided for faculty by UIU on a regular basis. Faculty members interviewed were quite positive and appreciative relative to these activities. (SP 2.18, 2.21, 2.22 and 2.23)

Faculty members interviewed (five) enjoy teaching for UIU and were especially laudatory of the students with whom they interact in their course work. Given the opening, they expressed no criticisms or reservations and felt that they had ample opportunity to participate in the development and evaluation of the institution’s educational programs. (SP2.20)

Assessment

Every course offered by UIU in its Extended University (EU) has standardized course objectives developed originally by the Assessment Committee using Bloom’s Taxonomy as the basis. Every new course must be approved by the Undergraduate Committee and must articulate appropriate course objectives. A newly revised and implemented template for every course syllabus includes also a required list of expected skills to be appropriated by the student who successfully completes the course. (SP2.26)

While professing that “learning” and not “grades” is the goal of its overall educational program, UIU maintains a well-developed and clearly articulated grading system and seeks to counter the prevailing trend on many campuses toward grade inflation. (SP2.27)

The syllabi for individual courses reveal clear and demanding expectations relative to student performance in an effort to ensure the quality of the educational experience developed for the student as well as to assess the student's assimilation of the material. (SP2.28)

UIU requires of its students successful completion of a capstone course, ID498 Senior Project. This Senior Project is designed with a threefold purpose. First, it requires of graduating students an integration and practical application of learning that has taken place in their major during their course of studies. Secondly, the Project helps UIU to better assess whether the educational outcomes expected from their program are being served by the program courses. Thirdly, the completed project assists UIU in assessing the adequacy of courses taken by students at other institutions as well as academic credit given for "life experiences." A "best practices" online document for the use of faculty mentors has been developed and will be available this academic year. Accordingly, the MIVER team offers the following:

COMMENDATION: Upper Iowa University is commended for the rationale behind and the implementation of the Senior Project.

Program Administration

Principle Three

Administration of the program includes academic and student services and demonstrates effective and reliable management of human fiscal, technological, and learning resources.

Management

The enrollment of the UIU Extended University significantly exceeds that of the home campus. Every effort is made by the institution to maintain consistent and just policies governing such areas as employment, including compensation, teaching load, orientation, supervision, and professional development for the home campus and the off-campus sites. (SP3.1)

As noted above, the résumés of academic professionals are current and accurately reflect past experience, education, and publication. These are kept in well-maintained files in the office of the UIU Center Coordinator. (SP3.2)

Institutional staff professionals and education services professionals communicate and network on a regular basis. For example, the ESO counselors and the UIU Center Coordinator work with individual students in developing an academic program for the student. There is also constructive interaction among the five institutions providing the various programs on-site. The newly formed Educational Advisory Committee will provide a more formal venue for this interaction. (SP3.3)

UIU's Center Coordinator is a dedicated, competent professional who, with the equally dedicated help of her office assistant, delivers an exceptional level of service and attention to the students and faculty. In the proper exercise of the principle of subsidiarity, the Center Coordinator handles the advising and most of the on-site assessment responsibilities for the University.

When appropriate and necessary, the Center Coordinator has open and easy access to upper levels of administration, including the Regional Director and the Dean for the Extended University. (SP3.4, 3.5)

The faculty and staff on the installation reflect gender diversity, but could be improved by the addition of more African-American and Hispanic faculty members. These would serve not only as academically qualified mentors for the students but also as role models, especially given the diversity represented among the student population. (SP3.7)

The Center Coordinator maintains communication with the Regional Director and the Dean for the Extended University, neither of whom work on-site. In this way the Coordinator has the support of UIU and the opportunity to problem-solve and do program development with upper administration. (SP3.10)

Data are collected and carefully analyzed to ensure the effectiveness of the institutional program. Enrollment management and academic performance analysis is a vital part of this review. Last year UIU's on-site enrollment declined by 12 percent, largely due to military personnel deployment. Institutional departments that focus on cost effectiveness of programs need to do so within the context of institutional mission awareness, especially relative to providing educational opportunities to military personnel. (SP3.14)

Calendar and schedule development for a military installation has greater complexity than it does on a traditional university campus. The Center Coordinator, who is largely responsible for the academic calendar and course scheduling, works closely with the ESO and, necessarily, with her own counterpart at KSKCC to develop a twelve month calendar that will best serve the academic degree needs of the students. Student satisfaction, generally, with the calendar attests to the success of the Coordinator's efforts in this regard. (SP3.16)

The expectation is that record keeping will be complete, systematic and accurate. All student records, faculty evaluations, and program assessments are to be retained in an orderly, secure and available fashion. At some institutions and on some campuses, this expectation is not fully realized. Not so here. Accordingly, the MIVER team offers the following:

COMMENDATION: The Center Coordinator and her staff are commended for the excellent condition of their office and the record filing system. Requested records were made available with great dispatch. Further, from observing the daily operation of the office, it was clear that students are well served by this welcoming, dedicated and efficient staff.

The MOU between Fort Leavenworth and Upper Iowa University spells out the expectations and responsibilities of the mutual parties. An attachment to the MOU was appended on 27 February 2004 to acknowledge SOCAD and SOCGuard membership as well as some additional requirements from the Department of Defense.

Student Services

UIU's policies and practices for service members regarding admission, assessment and award of credit for prior learning, and transcribing of credit are consistent with the institution's mission, nationally-recognized standards and practices and SOC Principles and Practices. (SP3.18)

Academic advising is done by the Center Coordinator who carefully reviews with the student the student's progress toward the degree sought and makes the appropriate recommendations for courses to be taken. Conversations with students and a review of documentation in the office revealed that this advising is done with great thoroughness and with the Center Coordinator's obvious personal interest in the individual student and his or her program. (SP 3.20)

Accordingly, the MIVER team offers the following:

COMMENDATION: The Center Coordinator is commended for “going the extra mile” in the exercise of her advising responsibilities.

Students voiced no concerns over the availability and procurement of textbooks. These same students applauded the institution's and ESO's efforts to procure necessary financial aid. The assistant to the UIU Center Coordinator is especially committed and persistent in her efforts on behalf of the students in this matter. (SP3.21 and 3.22)

All parties appear to be quite satisfied with the graduation ceremonies and the participation in them, especially by installation military leaders. (SP3.23)

Resources

Principle Four

There is a sufficient reservoir of relevant instructional resources available to the instructor for teaching support and to the student for reference, research and independent learning. Facilities and equipment are appropriate to support the programs and services offered. Financial resources are adequate and appropriately used to accomplish the institutional mission and to achieve program goals and objectives.

Instructional Resources

UIU cooperates with the installation and with other on-site institutions in providing and maintaining instructional resources, including those needed for e-learning courses. (SP 4.1 and 4.2)

While UIU does provide adequate access to its library resources via phone, fax or email, as well as recommendations for additional library resources in the geographical area and on post (Combined Arms Research Library, or CARL), student awareness of these facilities appears not to be great. Implementation of the recommendation made earlier in this report addressing this situation has already begun. (SP4.5)

The current MOU does not directly address computer or Internet support responsibilities for the installation or the institution. For example, an attachment to the MOU between the Installation and UIU, dated 27 February 2004, commits UIU to “ensure a reasonable proportion of tuition income, comparable to that on the home campus, is provided for education support at the installation (for example, library and laboratory support, computer facilities, equipment, administrative services, and student advisement).” The UIU Institutional Summary Form in the self-study notes that three percent of gross tuition on the main campus is designated for library support while none is designated for this site. In response to Question 4.6, UIU suggests that its commitment to education support is fulfilled by “deeply discounted tuition charges.” In collaboration with the Educational Advisory Committee, UIU will work to address issues related to instructional resources. (SP4.4 and 4.8)

Audiovisual (multimedia) equipment is available in the classrooms. UIU is currently working with the ESO and the installation to determine the feasibility of offering classes utilizing a VTC/ITV format. This would include classes offered at Fort Leavenworth and provided to other UIU military centers throughout the region, or bringing courses from other centers to Fort Leavenworth. (SP 4.10)

Accordingly, the MIVER team offers the following:

RECOMMENDATION: Upper Iowa University is encouraged to pursue this on-site VTC/ITV format for offering classes as this technology offers significant educational advantage to both faculty and students.

Physical Resources

The UIU self-report responds to SP4.12 on Physical Resources by acknowledging that classroom space in the Education Center is “adequate.” However, in conversations with UIU administrators it was clear that additional classrooms, not simply larger classrooms, would permit the institution to offer more courses, thus allowing students greater opportunities to move forward in their degree programs at an advanced pace. (SP 4.12)

Accordingly, the MIVER team offers the following:

RECOMMENDATION: The newly formed Educational Advisory Committee should work with the Education Services Officer and upper levels of installation authority to locate and secure additional classroom space, preferably in the Education Center.

Regarding the adequacy of the computer resources available to students, there is a dedicated computer lab with eleven workstations but these computers are neither networked nor Internet capable. The operating systems have been upgraded to Windows XP, but the current application software is Office Professional 2000. Students would benefit from an upgrade in the application software as well. Additionally and for instructional purposes, the classrooms would benefit from hardwiring for Internet accessibility as well. (SP4.13)

Accordingly, the MIVER team offers the following:

RECOMMENDATION: Upper Iowa University should work with the Educational Advisory Committee to acquire an upgrade for software applications, and where appropriate and/or necessary, new computer hardware in the computer lab. The installation should be encouraged in its efforts to provide without delay Internet capability in the computer lab and in the classrooms.

Financial Resources

UIU financial documents demonstrate the appropriate allocation and use of resources to support its educational programs both on-site and in the e-learning format. (SP4.15)

The UIU Board of Trustees establishes tuition fees for the university. No additional fees are charged to military students. The Fort Leavenworth tuition is \$110 per semester hour. This compares quite favorably with that charged to civilians at other off-campus centers (\$207). No additional fees are assessed military personnel for External Degree or Online applications.

According to the self-study, the Fort Leavenworth Center provides a positive cash flow for the university. While the site experienced an enrollment decline last year, initiatives for the current academic year include increased advertising (e.g., in the Northwest Airlines in-flight magazine) to boost enrollment and improve the center's operating margin.

Program Evaluation

Principle Five

Continuous and systematic program evaluation stimulates program improvement, enhances quality, and increases the likelihood of the achievement of program mission and objectives.

Specifics of the onsite program are evaluated on a recurring basis via student evaluations, on-site staff evaluations, evaluations of adjunct instructors, student and adjunct instructor complaints and student participation in academic programs. The university conducts a self-assessment of all majors every three years. Comments received from the Senior Project are used in this process to keep majors current and relevant. Main campus faculty reviews these assessments and changes flow through the university governance structure. (SP5.2, 5.5)

The institution uses the results of program evaluation to modify and improve the overall and/or specific program. The self-study offers as an example changes made in the evaluation method used in the Senior Project from a dual, off-site evaluation to a single on-site evaluation. The result was a more timely posting of grades and the resulting expediting of invoicing to the government for tuition assistance utilized during the term. (SP 5.3)

The last outside academic evaluation the University received was the re-accreditation visit by the North Central Association in 1998. This review included programs offered at the Fort Leavenworth Center. (SP5.1)

Summary of UIU Commendations and Recommendations

Commendations

- **Upper Iowa University is commended for its External Degree and Online programs, which maintain academic integrity while reflecting the University’s recognition of and commitment to the special circumstances of its student population.**
- **Upper Iowa University is commended for the rationale behind and the implementation of the Senior Project.**
- **The Center Coordinator and her staff are commended for the excellent condition of their office and the record filing system. Requested records were made available with great dispatch. Further, from observing the daily operation of the office, it was clear that students are well served by this welcoming, dedicated and efficient staff.**
- **The Center Coordinator is commended for “going the extra mile” in the exercise of her advising responsibilities.**

Recommendations

- **(1) Upper Iowa University should develop a guide, e.g., a brochure, to assist students in accessing and competently using the institution’s on-line library facilities;**
- **(2) Students should be familiarized with the extensive and user-friendly Fort Leavenworth Combined Arms Research Library facility, preferably by a conducted tour of the facility;**
- **(3) Where appropriate, UIU faculty should make a conscious effort to include in their syllabus assignments necessitating the use of library research.**
- **Upper Iowa University is encouraged to pursue this on-site VTC/ITV format for offering classes as this technology offers significant educational advantage to both faculty and students.**
- **The newly formed Educational Advisory Committee should work with the Education Services Officer and upper levels of installation authority to locate and secure additional classroom space, preferably in the Education Center.**
- **Upper Iowa University should work with the Educational Advisory Committee to acquire an upgrade for software applications, and where appropriate and/or necessary, new computer hardware in the computer lab. The installation should be encouraged in its efforts to provide without delay Internet capability in the computer lab and in the classrooms.**

Institution Report Webster University

Background Information

Webster University was founded in 1915 as a small college in Webster Groves, Missouri, a suburb of St. Louis. During the 1970's, Webster began offering programs on military bases and at other off-campus locations. Today, the institution enrolls over 7,000 students on its home campus and an additional 11,222 students on 35 military bases and on 51 campuses across the US, in Europe, Bermuda, and Asia.

Webster has offered courses and programs to Fort Leavenworth personnel for many years through nearby campuses. In 1997, the Army awarded Webster a contract to offer a Master's degree in Procurement and Acquisition at Fort Leavenworth. At the same time, Webster and the Army executed a Memorandum of Understanding to bring additional programs on post.

Webster's Fort Leavenworth program enrolls 178 fulltime and 106 part-time students, a total of 213 FTE. Approximately 80 percent of these students are Command and General Staff College (CGSC) attendees, who are stationed at Fort Leavenworth for eleven months, from August to June. These officers are the top 10 percent of the Army's majors, and their attendance at the CGSC is preparation for promotion to colonel. These CGSC students are bright, ambitious, and highly motivated.

Webster has tailored its programs at Fort Leavenworth to serve these students. The course sequence is designed to allow CGSC students to complete their master's degrees during their eleven months on post. Each program accepts 12 CGSC transfer credits and Webster offers summer sessions, a summer term, and directed studies to maximize CGSC students' opportunities to complete degree requirements before departing Fort Leavenworth.

Webster's programs are complementary to the College and General Staff College. The CGSC mission is to give rising majors the skills and credentials they need to become effective senior managers in the Army. To that end, CGSC offers its students the option of completing a Master's Degree in Military Arts and Sciences, a North Central accredited graduate program that focuses on military history, tactics, and management. Webster offers master's programs in skills that are valuable in both military and civilian careers. Thus these voluntary education programs help the military build the skills and credentials of senior personnel and at the same time prepare officers for civilian careers.

Mission

Principle One

The institution providing voluntary education programs on a military installation has an educational mission statement that reflects sound adult education philosophy and goals and is clearly compatible with the installation Voluntary Education Program mission statement and objectives.

Webster University's catalog states the institution's mission:

Webster University is an independent, comprehensive, non-denominational, multi-campus, international University with undergraduate and graduate degree programs in various disciplines including the liberal arts, the fine and performing arts, teacher education, communication and business.

Webster University combines the cultural and intellectual legacies of the past with a pragmatic concern for meeting challenges of the present and the future. In doing so, Webster University:

- Creates a student centered environment accessible to individuals of diverse ages, cultures, and socioeconomic backgrounds;
- Sustains a personalized approach to education through small classes and close relationships among faculty and students;
- Develops educational programs that join theory and practice, and instill in students the spirit of systematic inquiry;
- Encourages creativity, scholarship, and individual enterprise in its students and faculty;
- Promotes international perspectives in the curriculum and among students and Faculty;
- Fosters in its students a lifelong desire to learn and a commitment to contribute actively to their communities and the world;
- Encourages in its students a critical cast of mind, a respect for diversity, and an understanding of their own and others;
- Educates diverse populations locally, regionally, nationally, and internationally;
- Strengthens the communities it serves through support of civic, cultural, corporate, and educational organizations.

The Fort Leavenworth Army Education Center pursues a somewhat more focused mission:

The mission of the Fort Leavenworth Army Education Center is to improve the combat readiness of the Total Army by providing quality educational programs and services that support the professional and personal development of Soldiers, adult family members, and Department of Army civilians; to improve the quality of life of service members and their families; and to support the recruitment, retention, and transition of quality Soldiers.

These missions are clearly congruent. A very large proportion of Webster's students are military servicemembers, and the University is flexible in applying its policies and procedures in military settings. Their commitment to military education is admirable. (SP 1.1-1.5)

Education Program

Principle Two

Educational programs and services provided on military installations maintain the high quality required by regionally accredited institutions, using qualified and dedicated faculty supported by professional development programs and appropriate infrastructure. Assessment of student learning is based on the achievement of comprehensive and specific learning outcomes.

Instruction

Webster offers 7 graduate programs at Fort Leavenworth:

- MA, Computer Resource and Information Management (COMP)
- MA, Human Resource Development (HRDV)
- MA, Human Resources Management (HRMG)
- MA, Management (MNGT)
- MA, Procurement and Acquisition Management (PROC)
- MA, Telecommunications Management (TELE)
- Master of Business Administration (MBA)

These degrees are appropriately named and follow standards common to institutions of higher education. (SP 2.1)

As noted in the Background Information section, above, the Procurement and Acquisition Management program is operated under separate contract with the Army, which pays enrollees' full tuition and fees. Command believes that this program provides its officers with skills that are immediately useful in service. This contract also provides office space for Webster staff in Bell Hall and two classrooms used as a large computer laboratory/distance education site. Webster equips and maintains this laboratory and uses it in the evening; the Army uses it during the day. (SP 2.4)

Webster University is expanding into on-line education aggressively. Currently, the university offers eight programs in entirely on-line format. However, only five Fort Leavenworth students took advantage of these on-line opportunities during 2003-04, as far as the site director knows. (Webster does not automatically inform the director of on-line enrollments from his site.)

Faculty

All of Webster University's graduate faculty members are adjuncts, including those at Fort Leavenworth. Webster's criteria for adjuncts are an earned Master's degree in the subject matter

to be taught; significant and applicable work experience; and prior teaching experience. (SP 2.17-2.19)

Webster currently maintains a roster of 28 faculty who are on call to teach courses at Fort Leavenworth. Faculty average 12 to 15 years of service at Webster. All hold at least one master's degree. Several hold more than one master's and/or doctorates. Five hold single master's degrees from Webster. All have significant work experience in fields related to the subjects they teach, and all most have prior teaching experience. Those who have not taught before are limited to one course per term, are mentored by senior staff, and receive regular feedback. (SP 2.17-2.19)

The MIVER team interviewed five Webster faculty members, spoke with several more, and observed two in the classroom. These instructors are well-qualified, dedicated to their task, and committed to the success of their students.

Adjunct faculty members participate to some degree in creating and monitoring Webster's curriculum. All are given the opportunity to participate in curricular discussions. Since most are employed full-time elsewhere and teach only part-time, they are seldom interested. (SP 2.20)

Each year, the St. Louis campus conducts conferences to evaluate specific programs; adjunct faculty members are always invited. In spring, 2004, three Fort Leavenworth faculty members participated in the conference devoted to the computer and telecommunications programs. One attendee reported that he was treated as a colleague by full-time faculty and felt that he contributed to the conversations and participated in the decisions reached. (SP 2.20)

Webster provides faculty with professional development opportunities that are directly related to their instructional responsibilities, including:

- Annual, mandatory faculty training for all instructors, with additional orientation sessions for new faculty.
- Regional and national training conferences offered by Webster. During 2003-04, five Fort Leavenworth faculty members participated in a regional conference.
- An annual competitive grant program to support faculty development. Awards range from \$500-\$2,000 and may be used for direct expenses incurred by attending a relevant conference or training program. (SP 2.23)

Webster trains faculty who are teaching on-line courses through a weekend program in St. Louis. Webster uses WebCT both as the vehicle for on-line courses and as support for face-to-face courses. They offer all faculty an extensive on-line training course for WebCT. (SP 2.25)

Assessment

Webster is currently engaged in the Consistency Project, a university-wide effort to align learning objectives with course outlines and content, texts, assignments, methods of evaluation of student work, and course and program evaluations. A task force on the St. Louis campus developed consistency guidelines and a structure for achieving consistency. Four of Webster's

master's degree programs have completed their implementation of these guidelines: MBA, Human Resource Development, Human Resource Management, and Management. The remaining Master's programs are currently completing their review.

The Consistency Project will ensure that a Webster degree will certify the same acquisition of skills and knowledge, whether it is earned in St. Louis, Fort Leavenworth, Bermuda, China, or on-line. Faculty members are provided outlines for their syllabi, including overall objectives, topics to be addressed, and texts. They add specific learning objectives, assignments, and methods of assessment. Faculty reported satisfaction with these outlines and assured the MIVER team that they still have latitude to teach to their particular strengths and use their own styles. Several said that the Consistency Project requires that they spell out their expectations, assignments, and measures of success before the class begins—a good thing. Furthermore, they reported that they had ample opportunity to participate in the process of setting objectives and creating outlines for syllabi. (SP 2.26)

At the end of each course, students are asked to complete an evaluation keyed to the learning objectives specified in the syllabus. These evaluations are summarized and shared with the instructor, and reviewed by the Site Director and Faculty Coordinators, who use them in providing feedback to the instructor. Each year, Webster conducts a university-wide evaluation, surveying graduates from the previous year about their Webster experience and the efficacy of the program completed, including employment data. (SP 2.28)

The Consistency Project is an admirable way to achieve some level of uniformity for degree programs that are offered at multiple sites and is an excellent way to meet the MIVER Principles of Good Practice, specifically sub-principles 2.26-2.29. Therefore, the MIVER team offers this:

COMMENDATION: Webster's Consistency Project is commended for providing a coherent structure for a complete, and completely thought-through, educational program: overall program objectives, course objectives, learning objectives, texts and assignments, evaluation of student learning, course evaluation, program evaluation.

Faculty reported that they feel somewhat isolated from their colleagues who teach for Webster at Fort Leavenworth, and would appreciate more opportunities to interact. They point out that each instructor brings a unique combination of preparation, job experience, and skills to the classroom. If these diverse faculty could meet more often with each other, they could share experiences, teaching techniques, successes and failures; the students would benefit. Therefore, in accord with sub-principles 2.23 and 2.25, the MIVER team offers this:

RECOMMENDATION: The Webster University Site Administrator and regional staff should create more occasions where faculty can meet on a regular basis, e.g. one faculty meeting or social event per term.

Program Administration

Principle Three

Administration of the program includes academic and student services and demonstrates effective and reliable management of human, fiscal, technological, and learning resources.

Management

Instructors are limited to two courses per term. They are closely supervised by a full-time Site Director, who provides administrative support, and two part-time Faculty Coordinators, who provide academic support and supervision. Regional staff from Webster's Kansas City campus and national staff from St. Louis are regular visitors. These administrators are seasoned and well-qualified; faculty express great appreciation for their work. The two Faculty Coordinators also teach at Fort Leavenworth; faculty reported that this teaching service adds greatly to their credibility. (SP 3.1)

Faculty compensation is low, by national standards, but faculty interviewed expressed great satisfaction with their remuneration. Several said that the greatest reward they receive is the opportunity to work with the wonderful students at Fort Leavenworth. (SP 3.1)

Webster's administrative policies and procedures are consistent with those of the home campus, except that administrators exercise greater flexibility in some respects in order to accommodate military students. (SP 3.5)

Administrative support is provided by two full-time representatives. One spends two hours per day in Webster's Bell Hall office, providing support to faculty teaching classes until 6 pm; thus faculty can obtain copies, access files, and troubleshoot problems with the assistance of at least one staff member. (SP 3.4)

Marketing Webster's programs is not as difficult at Fort Leavenworth as at some other sites, since the master's degrees offered are so complementary to the Command and General Staff College. Nonetheless, the Site Director participates in the marketing efforts organized by the Education Services Officer. Steady enrollments indicate that marketing is successful.

Student Services

Three of the Webster faculty members also serve as academic advisors on a part-time basis, meeting with students Monday, Thursday, and Friday afternoons. Each has a Master's degree and a solid understanding of Webster's academic programs. Each is trained onsite by the Site Director. During 2004-05, Webster advisors will also receive online training from St. Louis. (SP 3.20)

Advisors, with the assistance of Representatives, monitor students' progress towards degree each term. Students report that advisers—indeed, all Webster's administrative and support personnel—are helpful, knowledgeable, and accessible.

Webster encourages students to acquire textbooks at whatever outlet suits them: local bookstores, online sources, or second-hand vendors. This arrangement seems to work well; students are pleased with it. (SP 3.21)

Webster participates in two graduation ceremonies: the combined celebration for three institutions, and a separate ceremony for the Procurement and Acquisition Program. Although attendance has declined in recent years due to early postings away from the CGSC, students and families who are able to attend appreciate the events. (SP 3.23)

Resources

Principle Four

There is a sufficient reservoir of instructional resources available to the instructor for teaching support and to the student for reference, research, and independent learning. Facilities and equipment are appropriate to support the programs and services offered. Financial resources are adequately and appropriately used to accomplish the institutional mission and achieve program goals and objectives.

Instructional Resources

Webster University provides excellent access to a variety of instructional resources and services. For the most part, the primary access to these services is through Webster's library website, PASSPORTS. The section of that website that deals with extended campus services is well organized and easy to navigate. The site itself appears to be updated on a continuous basis.

Webster students who need material that is not available locally or electronically in a full-text format can request it from the home campus library collection. Books are sent directly to a student's home and articles are faxed, mailed, or emailed—all at Webster's expense. Webster provides a toll-free number and an email address so that distant students can contact on-campus librarians for research assistance. On-line tutorials are available for some specific subject areas, and they contain well-organized information. Faculty may also receive course-specific assistance upon request. The on-campus Task Force for Library Resources for Extended Campuses reviews services and resources on an ongoing basis.

The Combined Arms Research Library (CARL), the library that serves the Command and General Staff College (and is thus, in effect, the Army's research library), also serves as the post library. It is an excellent resource: staffed by competent and helpful professionals, stocked with a wide range of materials and resources, and open 80 hours per week. CARL welcomes Webster's students.

Therefore, in accord with sub-principles 4.1 through 4.7, the MIVER team offers this:

COMMENDATION: Webster University is commended for making a concerted effort to provide a rich array of library resources and services to its students at Fort Leavenworth. As a result, Webster students can access a comprehensive range of resources with relative ease.

The classrooms in Bell Hall used for Webster classes are well-equipped with computers and projector systems, TV/VCR, SmartBoard, and cable and closed-circuit TV. Webster operates two computer labs with a total of 36 networked computers. Webster classes requiring computers are held in these classrooms during the evening; during the day they are used by the Army. Webster replaces these computers every three years. The labs also serve as distance education classrooms. Faculty and students report that instructional resources are more than adequate. (SP 4.8-4.11)

Physical Resources

Webster holds all of its classes in Bell Hall, the building devoted to the Command and General Staff College. Classrooms are well-equipped and comfortable, but also carry limitations. They are configured in pods of four, divided by folding walls. In these pods, only classrooms A and B have doors to the hallway; occupants of rooms C and D must enter and exit through A and B. Therefore, instructors must closely coordinate breaks and other events to minimize disruptions. Since these classrooms are used by CGSC during the day, they are sometimes reconfigured: folding walls left open, whiteboards covered with notes and a request not to erase, projectors linked to a secure (and therefore unusable) computer. The maximum capacity of these classrooms is 18 students, considerably below Webster's normal maximum class size of 25. Nonetheless, Webster administrators are generally happy with these rooms and faculty find them very usable. (SP 4.12)

The MIVER team notes that Bell Hall will be replaced by a new structure in 2007. While plans are still not complete, Webster has been told that the classrooms in the new building will hold only 12 students. Furthermore, due to security concerns, CGSC may exclude Webster and all other institutions from the building altogether. The Education Center is already short of classroom space and is unlikely to ever have enough room for the 12-14 classes Webster offers per night.

The MIVER team believes that Webster University offers Fort Leavenworth's servicemembers and dependents a high-quality graduate degree that complements the CGSC curriculum. Therefore, in accord with sub-principle 4.12, the MIVER team offers the following:

RECOMMENDATION: Webster University administrators should collaborate with the Education Services Officer and the Education Advisory Committee in requesting advance planning for classroom space that will accommodate graduate programs offered by Webster University and other institutions.

Webster administrators and support staff are housed in two offices: one, shared with another institution, in the Education Center, and another in Bell Hall. The Bell Hall office is allocated to the separately-contracted Procurement and Acquisitions Program, and may therefore disappear when that contract terminates at the end of 2004-05. The Education Center is cramped already; indeed, due to the lack of privacy, neither institution can use that space for counseling students. Therefore, again in accord with sub-principle 4.12, the MIVER team offers the following:

RECOMMENDATION: The Education Services Officer and the Education Advisory Committee should work together with command to expand the classroom and office space available in the Education Center.

Financial Resources

Webster University is in sound fiscal condition. The Fort Leavenworth site produced \$1,175,000 in revenue during 2003-04, incurred \$892,000 in direct and indirect costs, and therefore realized a surplus of \$283,000. Webster administrators acknowledge that the Fort Leavenworth program helps to subsidize programs at other military sites that are not as financially productive. (SP 4.15 – 4.17)

In accord with the Memorandum of Understanding, Webster contributes a reasonable proportion of the tuition it collects from students back to the installation. This contribution is delivered in the form of equipping, maintaining, and providing technical support for the computer laboratory in Bell Hall. (SP 4.18)

Program Evaluation

Principle Five

Continuous and systematic program evaluation stimulates program improvement, enhances quality, and increases the likelihood of achievement of program mission and objectives.

Webster evaluates its programs through end-of-course student evaluations, program evaluations conducted when each student applies for graduation, and alumni surveys. Each academic program is in process of integrating these three levels of evaluation into the university-wide Consistency Project, as described (and commended) under the Education Program: Assessment, above. This evaluation system is the same as used on the home campus. Webster has been accredited by the North Central Association since 1925.

Webster provides little evaluative data to the Education Services Officer to enable her to continuously assess the value of Webster's programs to her clientele and Fort Leavenworth. Therefore, in accord with sub-principles 5.1-5.7, the MIVER team offers this:

RECOMMENDATION: The Webster University Site Administrator should collaborate with the Education Services Officer and the Education Advisory Committee on a common template for reporting evaluative data.

Summary of Webster University Commendations and Recommendations

Commendations

- **Webster’s Consistency Project is commended for providing a coherent structure for a complete, and completely thought-through, educational program: overall program objectives, course objectives, learning objectives, texts and assignments, evaluation of student learning, course evaluation, program evaluation.**
- **Webster University is commended for making a concerted effort to provide a rich array of library resources and services to its students at Fort Leavenworth. As a result, Webster students can access a comprehensive range of resources with relative ease.**

Recommendations

- **The Webster University Site Administrator and regional staff should create more occasions where faculty can meet on a regular basis, e.g. one faculty meeting or social event per term.**
- **Webster University administrators should collaborate with the Education Services Officer and the Education Advisory Committee in requesting advance planning for classroom space that will accommodate graduate programs offered by Webster University and other institutions.**
- **The Education Services Officer and the Education Advisory Committee should work together with command to expand the classroom and office space available in the Education Center.**
- **The Webster University Site Administrator should collaborate with the Education Services Officer and the Education Advisory Committee on a common template for reporting evaluative data.**