Assurance Argument

Barton County Community College - 1267

Review date: 10/24/2022

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1

Institutional Mission: Barton Community College will be a leading educational institution, recognized for being innovative and having outstanding people, programs, and services.

Barton Community College develops the mission statement soliciting input from faculty, staff, administration, students, and other stakeholders. The Mission Review process is transparent, documented, robust, inclusive, and result-oriented. This process is the context within which Barton's leadership team takes responsibility for coordinating, developing, and articulating the Mission and Vision. The process map demonstrates that the College employs a multi-tiered mission review approach.

- **Environmental Scan and Consultation (as needed):** The Director of Institutional Effectiveness (Director of IE) initiates an environmental scan of best practices to establish the framework for mission review and development. During the most recent study, Barton hired an external consultant to assist in developing and executing mission development and constituent engagement processes.

- **Conversations, Decision to Retain or Revise:** The Barton Mission Statement is regularly reviewed and revised through the institutional strategic planning process coordinated by the Director of IE. Members of the Executive Leadership Team (ELT), employee representatives, and community members review the College's existing mission statement and provide feedback through surveys, forums, or guided discussions. Then, the Director of IE compiles and shares a

Mission Review Report with the Board of Trustees and ELT. Based on an analysis of this feedback and best practices research, the ELT determines whether to retain or revise the current mission statement.

- **Developing the Mission:** The ELT identifies recurring themes and critical terminology that will serve as the framework for the new mission statement. Then, during a retreat, ELT drafts a revised mission statement. The Director of IE shares the resulting draft(s) with ELT and other constituent representatives for additional recommendations. Final edits to these statements are made based on the campus input and presented to the President for review.

- **Adoption and Institutionalization:** The Board of Trustees formally adopted the most recent mission statement on August 24, 2021. The mission is broadly publicized in print media and posted on the College's website, employee signature blocks, and in publications such as the College catalog, student handbook, Faculty Handbook, and New Employee information. The vision and mission statements hang on the walls of the Board Room and other buildings to remind Trustees, administrators, employees, students, and the public of Barton's purpose and strategic direction.

The Mission Review Timeline illustrates the specific actions initiated for the most recent review.

- 07.27.21 BOT Meeting – Mission Review Report
- 08.10.21 BOT Study Session – Mission Statement Suggested Revision
- 08.24.21 BOT Meeting – Mission Statement Proposal for Adoption
- 08.24.21 BOT Minutes – Documentation of Approval

1.A.2

As previously described, Barton Community College's Mission statement is current. The Executive Leadership Team, under the oversight of the Director of Institutional Effectiveness, conducts regular mission reviews.

The Mission Statement, "Barton offers exceptional and affordable learning opportunities supporting student, community, and employee needs," is supported by eight END Statements that define which needs are to be met, for whom, and for what cost. The Board develops the END Statements, which address the College's emphasis on Fundamental Skills, Work Preparedness, Academic Advancement, the Barton Experience, Regional Workforce Needs, Barton Services and Regional Locations, Strategic Planning, and Contingency Planning.

Barton administrators present Board monitoring reports to evaluate progress towards the achievement of the ENDs.

1.A.3

Barton's Strategic Plan incorporates the Vision, Mission, Core Priorities, Strategic Goals, and reporting mechanisms to measure progress. The planning process establishes a mission-centered, structured, strategic context for conducting the essential work of the institution. This approach guides all areas of the College and incorporates the means and capacity to allocate resources to projects as priorities evolve.

- The Vision Statement depicts what the College will look like in the future and sets a defined direction for planning and executing the Core Priorities and Strategic Goals.

- The Mission Statement defines the purposes that Barton aims to achieve and the community and stakeholders the program is designed to serve.
- The Core Priorities and accompanying Strategic Goals further clarify the values and principles that guide the nature, scope and intended constituents of the offerings and services identified in the mission statement.
- The reporting mechanisms include the Board Monitoring Reports that evaluate progress toward the achievement of the Board ENDs and Key Performance Indicators that document progress toward the Strategic Goals.

Whether students seek personal enrichment, workforce training, a certificate, a two-year degree, or are preparing to transfer; the Strategic Plan prepares for and commits to providing a wide range of higher education offerings and support services to ensure student success and community responsiveness.

1.A.4

Barton's academic programs, student support services, and enrollment profile are consistent with its stated Mission and END statements as demonstrated in the Board Monitoring Reports, Barton 2021Community Report, and program overviews.

Degrees and Programs The College offers a comprehensive curriculum, including transfer opportunities, career technical education programs, general education coursework, certificate, and associate degree programs. Barton offers four degree options: Associate in Arts, Associate in Science, Associate in General Studies, and Associate in Applied Science, and three certificate options. The certificate options adhere to the following formats:

- CERT 1 – Certificate Program – 16-29 hours
- CERT 2 – Certificate Program – 30-44 hours
- CERT 3 – Certificate Program – 45-59 hours

As a provider of exceptional and affordable learning opportunities that support student and community needs, Barton offers a wide array of programs of study. These options include 17 certificates, 19 degrees, and 11 Stand Alone Parent Programs (SAPP) that prepare students for direct entry into the workplace, academic advancement, and transfer opportunities. These programs directly reinforce Barton END statements to develop Barton services and regional locations strategically. The College develops strategies to identify and address regional workforce needs by analyzing national, regional, and local employment trends and seeking input from workforce advisory boards and more than 350 business and industry partners, including the U.S. Army.

Student and Academic Support Services – Most END statements articulate specific indicators for academic goals, including Fundamental Skills and Academic Advancement; however, END 4 focuses on a positive Barton Experience. Data from the END 4 Board Monitoring Report, which includes the Student Services Survey, Graduation Survey, Noel Levitz Survey, and Barton Climate Survey, indicate that students are satisfied with the student services that they receive at Barton. Furthermore, results from the Noel Levitz Spring 2021 Survey indicate that students are as satisfied or more satisfied with Barton student services than students in a comparable state and national peer cohort.

The College's support services address students' academic, personal, and social needs, including academic advising, career assistance, counseling, Cougar Supply Den, disability services, financial aid and scholarships, HERO, student life, TRIO programs, and tutoring are available through

multiple modalities and locations. Barton can also respond swiftly to unanticipated student needs. In 2020, the College developed the Barton Cares Initiative to address three main areas of focus: to initiate contact with Barton students, to gauge the impact of the virus on students' academic goals, and to gauge the success of Barton's response to students as a result of the pandemic. The data collected from the Initiative guided the College's instructional, support services, and administrative responses, ensuring that students' needs were at the forefront during the unprecedented events.

Academic support programs and services, including the library, Student Academic Development Program and Academic Development Center, Adult Education, Developmental Education, and English for Speakers of Other Languages programs, assist students in developing essential academic skills and provide student advocacy. These programs are responsive to the individual differences and specific needs among learners. Qualified support staff provide student services through the same innovative platforms used for instruction and facilitate referrals to local support services.

Enrollment Profile – Barton's enrollment profile demonstrates that the College is more diversified than the communities it serves. The majority, 63%, of students are white and non-Hispanic, while Black or African American students comprise 12% of the student body. Hispanic and Asian students constitute the next largest student sets (11% and 8.4%, respectively.) Furthermore, the College's student-focused programs help meet the needs of a student population with diverse needs, including:

- 6,000 students enrolled in one or more online courses,
- 1,624 primarily military-connected students enrolled at Fort Riley and Fort Leavenworth,
- more than 2,600 transfer students, and
- 83 students enrolled in programs at correctional facilities.

As participants of the Higher Learning Commission's Student Success Academy, Academy facilitators challenged Barton "to define, develop and implement comprehensive strategies for institutional improvement." Before the College could begin to build the strategies, the team needed to define the Barton student population. "Who are Barton Students" infographics features data from the Student Success Alliance to highlight characteristics of all students and fully online students.

In addition to the Kansas-based instructional programs, the Military Technical Certificate programs, the OSHA and Barton Hazardous Materials and Emergency Services Training Institute, Military Programs and Training, and the Military On-Site Training Program provide training at military installations, business and industry, and/or governmental units across the nation.

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

1.A.5

Barton Community College articulates its mission through documents that include the Mission, Vision, and END Statements. The College periodically reviews its mission and related documents to ensure that they are current, relevant, and identify the College's nature, scope, and intended constituents. Barton communicates the mission through a variety of media, including the following select examples:

- Barton Course Catalog 2022- 2023
- Barton Community Report 2021
- Barton Employee Business Cards

- [Barton Faculty Handbook](#)
- [Barton Mission Signature Stamp](#)
- [Barton New Employee Information – Essential Information](#)
- [Barton Promotional Items](#)
- [Barton Student Handbook](#)
- [Barton Website](#)
- Framed copies of the Vision, Mission, and END statements placed in strategic locations at all Barton sites

In addition to posting the mission and related documents, Barton continuously shares its goals, plans, and institutional priorities with the college community. President Carl Heilman regularly conducts Forums at the Great Bend campus to provide updates on the Core Priorities, institutional initiatives, legislative actions, and progress towards achieving the strategic planning goals. The Forums are live-streamed for faculty and staff at all sites.

Sources

- 1.A.1 IE_ Board Approval August 24. 2021
- 1.A.1 IE_FY 2022 Mission Review Timeline
- 1.A.1 IE_Mission Review Report to BOT 072721
- 1.A.1 IE_Mission Statement Suggested Revision - Presented to Board Study Session
- 1.A.1 IE_Vision and Mission for Board Approval August 24. 2021
- 1.A.1 IE_Vision and Mission Review Process Map
- 1.A.2 IE_Vision and Mission Review Process Map
- 1.A.2 P_Board Monitoring Reports
- 1.A.2 P_END Statements
- 1.A.3 IE_Barton Strategic Plan
- 1.A.3 IE_Core Priorities
- 1.A.3 IE_Key Performance Indicators
- 1.A.3 IE_Mission Statement
- 1.A.3 IE_Strategic Goals
- 1.A.3 IE_Vision Statement
- 1.A.3 P_END Statements
- 1.A.4 BOT_2021 Report
- 1.A.4 BOT_Board Monitoring Reports
- 1.A.4 BOT_END 1 Fundamental Skills
- 1.A.4 BOT_END 2 Work Preparedness
- 1.A.4 BOT_END 3 Academic Advancement
- 1.A.4 BOT_END 4 Barton Experience
- 1.A.4 BOT_END Statements
- 1.A.4 IE_AY 2021-2022 Enrollment Profile
- 1.A.4 IE_END 4 Board Monitoring Report
- 1.A.4 IE_Mission Vision ENDs Core Priorities
- 1.A.4 IE_Ruffalo Noel Levitz Student Satisfaction
- 1.A.4 IE_Service Area Demographics
- 1.A.4 KBOR_Stand Alone Parent Program (SAPP)
- 1.A.4 VPI_Associate in Applied Science
- 1.A.4 VPI_Associate in Arts

- 1.A.4 VPI_Associate in General Studies
- 1.A.4 VPI_Associate in Science
- 1.A.4 VPI_Barton Cares
- 1.A.4 VPI_Barton Fort Leavenworth
- 1.A.4 VPI_Barton Online
- 1.A.4 VPI_Correctional Education
- 1.A.4 VPI_Course Delivery Types
- 1.A.4 VPI_Developmental Education
- 1.A.4 VPI_English for Speakers of Other Languages
- 1.A.4 VPI_Fort Riley Campus
- 1.A.4 VPI_FR Military Training
- 1.A.4 VPI_FY 2022 Barton Partners
- 1.A.4 VPI_GED and Adult Education
- 1.A.4 VPI_General Education Courses
- 1.A.4 VPI_HazMat EMS Institute
- 1.A.4 VPI_Library
- 1.A.4 VPI_Military On Site Training MTT
- 1.A.4 VPI_Military Programs
- 1.A.4 VPI_Military Technical Certificates
- 1.A.4 VPI_OSHA_Great Plains OSHA Education Center
- 1.A.4 VPI_Programs of Study
- 1.A.4 VPI_SAD and ADC
- 1.A.4 VPI_Transfer
- 1.A.4 VPSS_Academic Advising
- 1.A.4 VPSS_Barton Students ALL
- 1.A.4 VPSS_Barton Students FULLY ONLINE
- 1.A.4 VPSS_Career Center
- 1.A.4 VPSS_Climate Survey Results 2022
- 1.A.4 VPSS_Cougar Supply Den
- 1.A.4 VPSS_Counseling
- 1.A.4 VPSS_Disability Services
- 1.A.4 VPSS_HERO
- 1.A.4 VPSS_Office of Financial Aid
- 1.A.4 VPSS_Student Life
- 1.A.4 VPSS_TRIO Programs
- 1.A.4 VPSS_Tutoring
- 1.A.5 COM_Mission Community Report
- 1.A.5 P_Mission Website
- 1.A.5 VPSS_Mission Business Cards
- 1.A.5 VPSS_Mission College Catalog
- 1.A.5 VPSS_Mission Faculty Handbook
- 1.A.5 VPSS_Mission New Employee Information
- 1.A.5 VPSS_Mission Promotional Key Chain
- 1.A.5 VPSS_Mission Signature Stamp
- 1.A.5 VPSS_Mission Student Handbook

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1

Barton's actions and decisions reflect a public obligation in addition to serving the institution's core educational mission. Since its establishment in 1965, Barton Community College has embraced its role as a public, comprehensive community college dedicated to providing quality educational opportunities that are accessible, affordable, student-focused, and continuously improving.

Furthermore, through its END statements, the College articulates its obligation to the public, including:

- Preparing students with skills needed for the program they are in,
- preparing students for successful transfer to other colleges and universities
- developing workplace preparedness,
- addressing regional workforce needs,
- supporting the mission through strategic planning,
- developing Barton service and regional locations, and
- making optimal use of its resources.

1.B.2

As a public, two-year community college, Barton has no obligation to generate financial returns for investors, contribute to a parent organization, or support any external interests. It is responsible only to the communities it serves and to the State of Kansas. Barton Community College operates primarily to provide an educational system that offers exceptional and affordable opportunities supporting student, employee, and community needs. The six-member Board of Trustees and College administrators, faculty, and staff are committed to providing quality educational opportunities which benefit the taxpayers, students, and communities.

According to Kansas Statute 71-201 "The board of trustees, in accordance with the provisions of law and the rules and regulations of the state board of regents, shall have custody of and be responsible for the property of the community college and shall be responsible for the management and control of the college."

1.B.3

Barton identifies and engages with its external constituencies and communities in multiple ways to assess and respond to their needs. The institution's Mission and END statements focus on "providing exceptional and affordable learning opportunities supporting student, community, and employee needs." Through the END statements, the Board defines which needs are to be met. END 2, Workforce Preparedness, END 5 Regional Workforce Needs, and END 6 Barton Services and Regional Locations address constituency engagement. Furthermore, the College underscores the mission and ENDs by identifying "Cultivate Community Engagement" as one of four Core Priorities that serve as constant areas of focus and a framework for institutional strategic planning. In addition to the multiple examples highlighted throughout Core Component 1; examples of engagement include:

END 2: Workforce Preparedness – Students will be prepared for success in the workplace.

- **Nursing Program Partnership with Pratt Community College –** Barton Community College and Pratt Community College (Pratt) have partnered to deliver LPN and ADN instruction at the Pratt campus. The RN program will start on August 15, 2022 and the satellite LPN program is anticipated to begin in the fall of 2023.

END 5: Regional Workforce Needs – The College will address regional workforce needs.

- **GI to Jobs** – The College works with veteran's services representatives in Kansas and Kansas City, MO to assist transitioning service members that have received Occupational Safety and Health-related certifications in acquiring civilian employment.

- Partnerships - The College nurtures existing partnerships and explores new partnerships in support of enhancing the regional workforce. For example, Barton partners with the Scale Association and Kansas Department of Agriculture to provide a Weights and Measures Training program; one of the few that offer yearly certification to scale technicians. Other short-term training programs offer participants customized and continuous education opportunities. (See also Military Programs below.)

END 6: Barton Services and Regional Locations – The College Mission will be supported by the strategic development of Barton service and regional locations.

- **Barton Online** – Barton Online is the virtual campus of Barton Community College, offering quality courses since 1999. Fall 2021 enrollment data indicates that 45% of Barton students were online. Barton Online provides online courses 24 hours a day, seven days a week, over fifteen sessions in four different time frames: 6 weeks, 8 weeks, 12 weeks 16 weeks, and a four-week intersession in the Spring and Fall. Students have multiple options with more than 250 courses and 30 fully online programs.

- Correctional Education (BASICS) - For the past 21 years, Barton Community College has provided educational programming at Ellsworth Correctional Facility (ECF) and Larned Correctional Mental Health Facility (LCMHF). Since August 2014, the College has had a Memorandum of Understanding (MOU) with the Kansas Department of Corrections (KDOC), to provide corrections education services at ECF and LCMHF. The Building Academic Skills in Correctional Settings (BASICS) currently offers eight career technical certificates, traditional post-secondary coursework, adult basic education, and advisement services for over

200 students a year.

- Military Programs – Barton is the key provider of centralized sustainment training for the 1st Infantry Division DPTMS Military Schools. The Military Programs' primary mission is to provide centralized vocational training to the soldiers of Fort Riley Kansas. This is a unique training mission in that the skills trained are specifically military and not generally available to the civilian market. Additionally, this training venue provides college credits to soldiers for successful course completion. The program's secondary mission is to provide training to US Government employees and other members of the total Army family including Army Reserve and National Guard personnel, military retirees, and authorized military family members. (See also Military On-Site Training/MTT and Military Technical Certificates.)

Core Priority: Cultivate Community Engagement

- Barton Athletics Community Service – Barton athletics programs regularly engage with the community. The FY 2021 report reflects most of the pre-pandemic activity. Although many teams could not contribute their hours due to COVID-19 restrictions, athletes provided 2,416.5 hours of community service! The athletic teams plan to resume a full community service schedule in FY 2023.

- Family Crisis Center (FCC) –The FCC serves all victims and survivors of abuse; their services include a Crisis Shelter that provides confidential living space for survivors of domestic and sexual violence and a Child Advocacy Center. The collaborative partnership between the College and the FCC helps to enhance services for Barton students and employees and benefits the Center. Examples of active collaboration include:

  - An FCC Advocate provides support services twice a week at the College (in addition to 24/7 advocacy services the FCC),
  - the Barton Title IX Coordinator is a member of the FCC Board, and
  - an FCC representative participates as a member of the Barton Sexual Misconduct and Assault Team.

- Volunteers In Action (VIA) is a volunteer center that encompasses an AmeriCorps Seniors (RSVP) program. VIA engages area members of all ages to fill the unmet needs of the community. VIA volunteers bring their unique skills and experience to our area non-profit, civic and community agencies, while helping the agencies strengthen their ties to the community and broaden their support network.

Additional examples demonstrating the ways in which Barton Community College engages with its external constituencies and responds to their needs as its mission and capacity allow.

Sources

- 1.B.2 IE_Barton Mission
- 1.B.2 KS_Kansas 71-201
- 1.B.3 ATH_FY 2021 Athletics Community Service
- 1.B.3 Attachment - Examples
- 1.B.3 GBT_Great Bend Tribune
- 1.B.3 VPI_Barton Online

- 1.B.3 VPI_Barton Online Course List
- 1.B.3 VPI_Barton Online Fully Online Programs
- 1.B.3 VPI_Barton Online Schedule
- 1.B.3 VPI_Correctional Education (BASICS Program)
- 1.B.3 VPI_FY 2022 Barton Partners
- 1.B.3 VPI_Military On Site Training MTT
- 1.B.3 VPI_Military Programs
- 1.B.3 VPI_Military Technical Certificates
- 1.B.3 VPI_Short-Term Training Opportunities
- 1.B.3 VPI_Weights and Measures Training
- 1.B.3 VPSS_The Family Crisis Center
- 1.B.3 VPSS_Volunteers in Action

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1

The Barton Diversity, Equity, and Inclusion Statement communicates our commitment to providing equitable student experiences and outcomes to prepare students for informed citizenship and workplace success.

> *Barton embraces diversity/inclusion with regard to our student body, our workforce, our curriculum, our practices, and our engagement with our community. We recognize that diversity, equity, and inclusion support learning, promote excellence, and prepare a global citizenry.*

To accomplish these outcomes, the College engages students in curricular and co-curricular opportunities to prepare them for informed citizenship and workplace success.

 Curricular

- **Course-Related Activities** – Faculty in all subject areas incorporate activities that empower students with skills and values to live in a diverse and inclusive society. Beyond subject matter acquisition, the Barton curriculum exposes students to initiatives and activities that build the values, social skills, and attitudes they need as global citizens in the twenty-first century. Some examples of these activities include:
  - After listening to a Family Crisis Center representative describe the potential outcomes when families reach crisis level, during a tour of the Center, and learning about the available programs and services, students enrolled in the Marriage and Family course volunteer at the Family Crisis Center.

  - Nursing students who attended the National Student Nursing Conference participated in numerous workplace success breakout sessions, including networking sessions with representatives from healthcare agencies with entry-level RN positions and nursing school faculty from RN completion and graduate nursing programs. Conference participants also experienced the impact of informed citizenship by witnessing the student delegate's participation and how their involvement can bring about policy changes.

- Students in the Interpersonal Communications class dissect and critique the Student Code of Conduct and Title IX policy. They become familiar with these documents, the concerns of the school, and how to write an appropriate memo to the Vice President of Student Services and the Title IX Coordinator.

- **Essential Skills -** Employers seek employees with a combination of academic, technical and essential skills. Higher education readily addresses the attainment of technical and educational skills through established educational programs; however, essential skills curriculum is sometimes missing or falls short of achieving the outcome demanded in the workplace.

  Barton Community College embraces the inclusion of Essential Skills training across all its educational programs. Efforts are led by a college committee, implemented by faculty members, and monitored by advisory boards. As the project timeline indicates, the College included an essential skills curriculum in career and technical programs during the 2011-2012 school year and expanded the curriculum offering it College-wide during the 2020-2021 school year. The faculty-led training opportunities reinforce knowledge and demonstrate application. At the end of each academic year, program leaders report on the use of skill discussions, projects, and activities in their classrooms and labs. These outcomes provide the feedback necessary to monitor the efficacy of the essential skills curriculum.

- **Fundamental Outcomes and Education Requirements -** Barton has five fundamental outcomes that direct not only general education courses but the College's entire curriculum. Barton's fundamental outcomes are critical thinking, life-long learning, historical perspective, technological perspective, and cultural perspective. The essential objective of general education is to educate the individual student to be a rational and humane person. Barton's general education outcomes include a requirement for Global Issues and Diversity coursework for completion of an associate degree. More information, including a listing of courses that meet the Global Issues and Diversity requirements please see the General Education webpage.

Co-curricular Activities

Barton provides numerous opportunities for students to participate in co-curricular activities, programs, and experiences that prepare students for informed citizenship and workplace success. Barton's Outcome Assessment Committee approved the following definition to identify co-curricular programs and activities:

Co-curricular groups are student organizations or clubs designed to support curricular outcomes and objectives. They are separate from:

- Extra-curricular activities (activities solely for social engagement or entertainment and without curricular connection),
- Performance groups (activities developed through credit-bearing courses, assessed through course and program level assessments), and
- Student Services (activities and student interactions such as advisement, tutoring center, career services, etc. which are assessed through various institutional reviews).

Moreover, recognizing the value of quality, Barton is committed to assessing and strengthening co-curricular programs. Select examples include:

- CSO/SPARK - promotes a wider acquaintance among its members, to maintain and increase

their interest in community service, to develop leaders in the various Workforce Training & Community Education Majors, to aid in any campus activity relating to club work, to foster the best interest of Barton Community College and the interest of Community Student Organization members and encourage others to come to Barton Community College.

Student Learning Outcomes

1. Demonstrate knowledge and awareness in business for the student's workplace success. [Life-Long Learning]
2. Develop and demonstrate the ability to work well with teams. [Life-Long Learning]

- Phi Theta Kappa (PTK) Phi Psi Chapter, Beta Nu Rho Chapter, Beta Phi Eta Chapter - The purpose of Phi Theta Kappa is to recognize and encourage scholarship among students. It also provides opportunities for the development of leadership, service, the intellectual exchange of roles, and continued academic excellence.

    Student Learning Outcomes:

    1. Develop and demonstrate the value of community involvement [Cultural Perspective & Life-Long Learning]
    2. Develop and demonstrate academic grow and success. [Critical Thinking & Life-Long Learning]

- STEM Club - STEM Club is a co-curricular activity providing students hands-on opportunities to explore careers and research in science, technology, engineering, and mathematics (STEM). The club promotes education in the STEM fields by providing education majors support as they enter their pre-service curriculum, encouraging STEM majors to pursue freshman and sophomore research, and encouraging participation in STEM related community outreach. Through these activities, STEM Club participants utilize critical thinking, teamwork, and communication skills.

    Student Learning Outcomes:

    1. Develop and demonstrate critical thinking [Critical Thinking]
    2. Develop and demonstrate a growth mindset [Life-Long Learning]

- Student Seminars – During the 2021-2022 academic year, the Academic Development Center introduced student seminars, regularly scheduled presentations and guided conversations on the academic skills that support success in college-level coursework. Seminar topics include: Note Taking, Planning for Success, Study Groups, Preparing for Finals, Study Skills, Online Course Skills, and Academic Integrity. All seminars are held live in the Academic Development Center on the Great Bend campus, and are simultaneously offered via Zoom to include students from Barton's Ft. Leavenworth, Ft. Riley, and Online student populations.

    Student Learning Outcomes:

    1. Identify new academic skills they can implement in their coursework [Life-Long Learning]
    2. Analyze personal learning process and apply new techniques to improve learning [Critical Thinking]

Performance Groups

A complete list of student performance groups and clubs can be found here.

1.C.2

Barton demonstrates its commitment to equity through the inclusive and equitable treatment of the diverse populations we serve. The College strives to create a climate of respect by implementing and offering a wide array of policies, procedures, processes, and activities designed to guide and support employees and students.

Policies, Procedures, and Processes

- Barton is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, Barton has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class status, and for allegations of retaliation. Barton values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the grievance process. Modeled after the Association of Title IX Administrators (ATIXA) 1P2P policy, Barton Policy 1132 Civil Rights Equity Resolution for all Students, Employees, Guests, and Visitors provides direction and guidance for the institution. The well-defined policy complies with Title IX regulations and VAWA §304 civil rights standards and allows for the resolution of complaints of all forms of discrimination involving all faculty, students, staff, and visitors.

- Barton's values regarding diversity, equity, and inclusion intersect with our values on integrity. In the Barton Academic Integrity Policy, we espouse six core values associated with academic integrity standards that in turn inform our approach to integrity across the institution. Among those core values is respect, and the expectation of "respect for a wide range of opinions and ideas."

- To foster an atmosphere of respect and transparency, policies and procedures are in place to assist students and employees resolve complaints, disagreements, and problems. Problem Resolution Procedures 2452 (Employee) and 2615 (Students).

- Through Procedure 2611 Student Code of Conduct, Barton establishes and maintains a fair and equitable procedure for addressing student disciplinary matters, ensuring that the rights of the students, the College community, and the community at large are protected. The Procedure provides specific examples of unacceptable behavior and defines the due process, discipline, and appeals procedures.

- Barton clearly articulates its adherence to the non-discrimination policy. Furthermore, the College complies with the Kansas State Department of Education Guide for Civil Rights Review and Kansas Board of Regents Civil Rights Review guidelines and participates in periodic reviews by both agencies. The Notice of Non-discrimination statement and contact information are displayed in College publications, including recruitment materials, catalog, student handbook, and the College website.

- Course syllabi incorporate an Institutional Policies section that identifies policies supporting equitable treatment of all populations, disabilities services, responsible conduct, and institutional processes for problem resolution.

Processes

- The Military Articulation Council, an internal cross-functional workgroup, has aligned processes associated with Veteran's Administration and military articulation agreements to ensure compliance with guidelines and to provide equitable and streamlined services to Veterans.

- The Programs, Topics, and Processes Committee is a cross-sectional workgroup that identifies and manages processes supporting Instruction and Student Services. Topics include but are not limited to new and revised programming (Curricular Approval Matrix), Programs of Study, courses, schedule of classes, college catalog, advisement, promotion, registration, financial aid, and support services. The committee functions with regulatory and compliance agencies, including the Kansas Board of Regents, Higher Learning Commission, and the U.S. Department of Education.

Activities and Instructional Services – Barton's activities and services demonstrate and support inclusive and equal treatment of diverse populations. Barton's student population expands beyond the traditional 18 to 24-year-old seeking an associate's degree and ultimately transferring to a four-year institution.

- Barton is designated as a Military Friendly School by Military Friendly®; the College provides instructional programming and training at two military installations, with 8,000 students receiving military benefits and assistance during the last IPEDs reporting cycle (20-21). Employees serving military-connected students are knowledgeable about academic and service-related requirements and processes.

- Barton hosts four TRIO programs (Student Support Services, Educational Opportunity Center, and two Upward Bound programs) designed to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. More than 1,300 individuals participate in TRIO activities.

- During the 2021-22 academic year, students visited the Cougar Supply Den more than 3,000 times. Since 2017, it has supplied over 20,000 pounds of food, including fresh produce and meat products. Students can also find a wide assortment of items, including bedding, towels, pots and pans, hygiene items, school supplies, and clothing. By eliminating or diminishing obstacles such as food insecurity students have a clearer path to success.

- Students have multiple opportunities to provide feedback to enhance and improve academic programming, support services, and the institutional environment. Student surveys are deployed strategically throughout the year to assess student satisfaction, evaluate the campus climate, and identify needs and successes or gaps. Periodically, action teams assemble a student focus group to provide feedback regarding a concept or topic. Responses from these groups represent a cross-section of Barton enrollment, including campus-based, high school students, military-connected, fully online, and serve to guide institutional planning efforts.

- Barton recognizes and celebrates exceptional students and employees. Recipients of the Outstanding Graduate Awards and Integrity Ambassadors have represented traditional and non-traditional-aged students, transfer and workforce training students, and local and international students.

  Barton created the Distinguished Instructor Award for faculty in 1984 to recognize teaching excellence. Faculty members are nominated by their peers and then evaluated by a committee, including a representative of the administration (preferably with supervisory expertise), a Faculty Council representative, an at-large faculty council member, and a representative from the student body. Barton students, a previous Distinguished Instructor Award recipient, members of the Barton Foundation, Board of Trustees, and community members. The committee considers each instructor's contributions to teaching and learning, the college mission, and the community. Awardees include full-time, adjunct, and online faculty from all locations.

1.C.3

The College fosters a climate of respect among all students, faculty, staff, and administrators, as demonstrated by the following examples: climate assessment results, curricular and co-curricular programs, policies and procedures, professional development, shared governance, and student diversity.

Climate Assessment

- A key takeaway from the 2021 Engagement Inventory provides evidence that the College fosters a climate of respect:
    - A positive perspective is clear – students feel cared for and employees believe in caring for students.

- Data from the Barton Climate Survey addressing the diversity, equity, and inclusion climate at the College, indicate that employees and students feel positive about the institutional environment. Select employee and student responses
    - I am treated fairly and equitably on campus in general.

      90% of employees agree.

    - Barton has a strong commitment to diversity, equity, and inclusion.

      78% of employees and 71% of students agree.

    - I am treated with respect at Barton.

      88% of employees and 84% of students agree.

    - Barton provides sufficient programs and resources to foster the success of a diverse student body.

      75% of students agree.

Curricular, Co-Curricular, and Other Programs

- See 1.C.1

- In spring 2022, the College launched an Academic Integrity campaign featuring student stories to showcase the six core values of integrity. The values include trust, responsibility, honesty, courage, fairness, and respect.

- Speakers Bureau - Barton's commitment to community engagement and service includes access to a Speaker's Bureau, offering presentations on a wide variety of topics. Several presenters offer presentations on topics reflecting a focus on diversity, equity, and inclusion.

- The Diversity, Equity, and Inclusion Team supports the College's mission and the recognition that diversity and inclusion support learning, promote excellence, and prepare a global citizenry. The Team will achieve this purpose in the following ways:

  - Support programming designed to foster a climate which is built upon inclusiveness, mutual respect, appreciation, and understanding.

  - Support efforts for the formulation, review, and application of policies and processes that promote and support diversity, equity, and inclusion, support learning, promote excellence and prepare a global citizenry.

  - Encourage the integration of inclusion and diversity into teaching, service, and scholarship.

  - Provide a forum for consultation on inclusion, equity, and diversity issues that may arise.

Policies and Procedures

- See 1.C.2

Professional Development

- The Center for Innovation & Excellence provides services that promote opportunities for personal and professional growth and activities to support employee engagement and quality service to the institution and its students. Recent training topics that contribute to fostering a climate of respect include *Creating an Inclusive Campus*, *Self-Awareness and Empathy on a Diverse Campus*, *Implicit Bias*, *What is Unconscious Bias?* and *Recognizing Microaggressions and the Messages They Send*.

- The College encourages a climate of respect for diversity and equity through the required Employees and select student groups (residential students, athletes, student employees, and students in performance groups) must complete an annual Get Inclusive® Title IX training to introduce employees and students to current Title IX requirements and responsibilities.

- The College requires mandatory training for its new and existing employees (including student employees) as a condition of their employment. The training may focus on position-based or institutional-related topics, including, but not limited to, the following training emphasizing fair and equitable treatment.

  - All employees – every three years: Substance Abuse and the Drug Free Workplace –

provides employees with an understanding of the impact that substance abuse has on the workplace, recognizing signs of employee substance abuse, employee responsibilities, and institutional support systems.

- All employees and select student groups – annual: Title IX training.

- All employees – annual: Workplace Harassment Prevention will provide an overview of the types of behaviors that can give rise to harassment claims, including those based on sex, race, color, national origin, religion, age, and disability. The training focuses on the benefits of and strategies for promoting a respectful work environment free of all forms of harassment, intimidation, and discrimination.

- Supervisors – every three years: The Americans with Disabilities Act (ADA) training will help managers understand the ADA, the Family and Medical Leave Act, and related legislation and become familiar with employer and supervisor responsibilities.

Shared Governance:

- Barton's shared governance allows members of the College to have a voice in the institution's direction. The shared governance components include the Board of Trustees, President's Staff, Faculty Council, Deans' Council, Learning, Instruction, and Curriculum Committee, and the Executive Leadership Team. The components function as recommending bodies concerning matters that fall within their sphere of responsibility.

Student Diversity

- Enrollment Profile – Barton's enrollment profile demonstrates that the College is more diversified than the communities it serves. The majority, 63%, of students are white and non-Hispanic, while Black or African American students comprise 12% of the student body. Hispanic and Asian students constitute the next largest student sets (11% and 8.4%, respectively.) Furthermore, the College's student-focused programs help meet the needs of a student population with diverse needs, including:
  - 6,000 students enrolled in one or more online courses,
  - 1,624 primarily military-connected students enrolled at Fort Riley and Fort Leavenworth,
  - 83 students enrolled in programs at correctional facilities, and
  - IE data shows an average of 94 on-campus international students (representing 47 countries) over five of the last six years and more than 550 international online students.

Sources

- 1.C.1 AD_Cougar Athletics
- 1.C.1 AD_FY 2021 Athletic Community Service
- 1.C.1 VPI_Academic Activities
- 1.C.1 VPI_Co-curricular Activities
- 1.C.1 VPI_Co-curricular Assessment
- 1.C.1 VPI_Essential Skills Handbook
- 1.C.1 VPI_Essential Skills Spring 2021 Report
- 1.C.1 VPI_Essential Skills Timeline

- 1.C.1 VPI_Essential Skills Training Video
- 1.C.1 VPI_Fundamental Outcomes
- 1.C.1 VPI_General Education Courses
- 1.C.1 VPI_General Education Outcomes
- 1.C.1 VPSS_Clubs and Organizations
- 1.C.1 VPSS_Diversity. Equity. and Inclusion Statement
- 1.C.1 VPSS_Performance Groups and Clubs
- 1.C.2 COMM_Military Friendly
- 1.C.2 VPA_KBOR OCR Review
- 1.C.2 VPA_KS Guide for Civil Rights Review
- 1.C.2 VPA_Notice of Non Discrimination
- 1.C.2 VPI_2502 Academic Integrity
- 1.C.2 VPI_Academic Integrity Series
- 1.C.2 VPI_Distinguished Instructors
- 1.C.2 VPI_Programs. Topics. and Processes Committee
- 1.C.2 VPI_Syllabus_Institutional Policies
- 1.C.2 VPSS_2022 Outstanding Graduates Award
- 1.C.2 VPSS_Cougar Supply Den
- 1.C.2 VPSS_Policy 1132
- 1.C.2 VPSS_Procedure 2611 Student Code of Conduct
- 1.C.2 VPSS_Procedure 2615 Problem Resolution Employee
- 1.C.2 VPSS_Procedure 2615 Problem Resolution Students
- 1.C.2 VPSS_Title IX
- 1.C.2 VPSS_TRIO Programs
- 1.C.2 VPSS_VAWA 304
- 1.C.3 BOT_Board of Trustees
- 1.C.3 COMM_Speakers Bureau
- 1.C.3 IE_AY 2021-2022 Enrollment Profile
- 1.C.3 IE_Executive Leadership Team
- 1.C.3 IE_Service Area Demographics
- 1.C.3 VPA_Mandatory Training
- 1.C.3 VPI_Academic Integrity Series
- 1.C.3 VPI_Barton Fort Leavenworth
- 1.C.3 VPI_Barton Fort Riley
- 1.C.3 VPI_Barton Online
- 1.C.3 VPI_Center for Innovation and Excellence
- 1.C.3 VPI_Correctional Education
- 1.C.3 VPI_Deans Council Charter
- 1.C.3 VPI_Faculty Council Charter
- 1.C.3 VPI_LICC Charter
- 1.C.3 VPSS_2021 Engagement Inventory
- 1.C.3 VPSS_2022 Climate Survey Results
- 1.C.3 VPSS_2022 DEI Team Charter
- 1.C.3 VPSS_Title IX Training Employees
- 1.C.3 VPSS_Title IX Training Students

1.S - Criterion 1 - Summary

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

Summary

As a public, comprehensive community college, Barton Community College is committed to its mission of providing an educational system that offers exceptional and affordable learning opportunities supporting student, community, and employee needs. The mission reflects the purpose and values of the College and is articulated publicly on the website and in recruitment, news, and marketing materials.

The planning documents guide Barton's operations through clearly articulated alignment between the vision, mission, Core Priorities, Strategic Goals, and Board ENDs; these documents guide the development of the institution's strategic plan, programs of study, support services, actions, and fiscal priorities.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1.

The institution develops the Barton Community College mission statement, soliciting input from faculty, staff, administration, students, and other stakeholders. The Mission Review process is clear, documented, robust, inclusive, and result-oriented.

The Mission Review Timeline illustrates the specific actions initiated for the most recent review.

- 27.21 BOT Meeting – Mission Review Report
- 10.21 BOT Study Session – Mission Statement Suggested Revision
- 24.21 BOT Meeting – Mission Statement Proposal for Adoption
- 24.21 BOT Minutes – Documentation of Approval

2.A.2.

Barton Community College establishes and follows policies and procedures to ensure fair and ethical behavior on the part of the Board of Trustees, administration, faculty, and staff. These policies allow the College to operate with integrity in its financial, academic, human resources, and auxiliary functions.

Taxpayer and Student Transparency Data

In compliance with Kansas House Bill 2144, the Board of Trustees publishes taxpayer and student transparency data annually on the institutional website.

Financial Integrity

Barton maintains its commitment to financial integrity through robust College policies and procedures that regulate financial practices and transparency. For example, the College has detailed procurement policies and procedures to ensure all procurement activities comply with state and federal laws and that students, staff, faculty, and taxpayers receive full value for each dollar of public

funds spent. The policies address general procurement standards, methods of procurement, purchase of transmittal procedures, and:

1. Focus on the stewardship of public funds;
2. Advance and support the mission of the institution;
3. Promote a competitive and fair procurement environment; and,
4. Are open and transparent, including adherence to the Kansas Open Records Act.

Additional policies and procedures establish guidelines for financial operations, including, standard practices for:

- 1305 Fiscal Management
- 1310 Fiscal Expenditures
- 2109 Contracts, Agreements, MOU
- 2112 Information Technology Purchases and Projects
- 2307 Federal Payments
- 2308 Cash Management for Federal Grant Awards

The College's annual A-133 audit includes the financial aid office and Foundation fiscal operations. (The Foundation is also required to conduct a separate yearly audit.) Auditing of the administration of federal funds, including grant funds, is required by the U.S. Department of Education (ED); in compliance, the College submits a copy of the audit report to ED. The audit results from the past two years have revealed no material weaknesses or other compliance exceptions.

In addition to an annual program review, the financial aid office conducts a federal compliance assessment every five years to assess federal compliance and best practices using tools provided by the U.S. Department of Education and the National Association of Financial Aid Administrators. Barton also has policies (2123- Title IV Student Aid Fraud) and a mechanism for reporting federal student aid fraud.

Supervisors or their designees are responsible for providing customized training for financial policies and procedures relative to the specific office or department.

Academic Integrity

Regarding academics, Barton has developed and published Academic Integrity policies and procedures expressing expectations regarding student work. The policy defines basic violations of academic integrity, sanctions for the violations, and student responsibilities. Academic integrity is also discussed on page 29 of the college catalog as well as page 59 of the student handbook. Barton's other instructional policies provide guidance on all aspects of academic activity including credit hour allocation, grade and degree revocation, proctored examinations, grade and attendance reporting, and course attendance.

Human Resources

The Board of Trustees, administrators, faculty, and staff at Barton recognize a shared responsibility to protect the institution's integrity and to conduct business according to the highest legal and ethical standards. Barton has published operating policies and procedures on the College website, available for all constituencies to access. The policies and procedures specifically ensure the integrity and protection of any person affiliated with or representing the college: employee conduct, ethical

behavior expectations, Civil Rights Equity Resolution for all Students, Employees, Guests, and Visitors (Title IX), and Ethical Behavior available to all current employees. Other policies and procedures further evidence Barton's commitment to ethical conduct and expectations.

The College's New Employee Guide is online. During the Human Resources (HR) orientation session (including student employees), an HR staff member identifies the guide's location and the President's expectations that all employees will read, understand, and comply with the College's Administrative Policies and Procedures. Employees sign an acknowledgment form that is maintained in their personnel file.

Annually, officers of Barton Community College, Board of Trustee members, all employees at with the responsibility of maintaining financial records must complete an Annual Conflict of Interest Disclosure Form.

As required by the U.S. Department of Education (ED), Barton's financial aid office publishes two codes of conduct, the Financial Aid Employee Code of Conduct intended to instill expectations regarding administration of federal funds, and the Alternative Loan Code of Conduct, addressing ethical handling of non-federal student loan funds. Financial aid staff members are provided an annual reminder of these during staff meetings as required by ED.

Auxiliary Functions

Two Auxiliary Funds, the Student Dormitory Fund and the Student Union Fund including Bookstore Operations, are included in the annual audit. Both of these functions operate outside of the general fund and are self-supported.

Other Auxiliary Functions

The Barton County Community College Foundation is a nonprofit 501(c)(3) organization with the sole purpose of supporting the mission of Barton County Community College, and the Board ENDS policies through fund development. Audited Financial Statements for the Foundation are posted annually. Although a large portion of the Foundation's financials are incorporated into the College's audit, the Foundation also is required to have a separate audit.

Sources

- 2.A.1 IE_ Board Approval August 24. 2021
- 2.A.1 IE_FY 2022 Mission Review Timeline
- 2.A.1 IE_Mission Review Report to BOT 072721
- 2.A.1 IE_Mission Statement Suggested Revision - Presented to Board Study Session
- 2.A.1 IE_Vision and Mission Review Process Map
- 2.A.2 BCCCF_ANNUAL AUDIT
- 2.A.2 CIO_2112 IT Purchases and Projects
- 2.A.2 P_1305 Fiscal Management
- 2.A.2 P_1310 Fiscal Expenditures
- 2.A.2 P_Message from the President
- 2.A.2 P_Taxpayer and Student Transparency Data
- 2.A.2 VPA_1435 Employee Conduct and Discipline
- 2.A.2 VPA_2020-21 AUDIT REPORT

- 2.A.2 VPA_2109 Contracts. Agreements. MOU
- 2.A.2 VPA_2307 Federal Payments
- 2.A.2 VPA_2451 Ethical Behavior
- 2.A.2 VPA_Acknowledgement Form
- 2.A.2 VPA_Annual Conflict of Interest Form
- 2.A.2 VPA_Barton Policies and Procedures
- 2.A.2 VPA_Cash Management for Federal Grant Awards
- 2.A.2 VPA_Human Resources Integrity
- 2.A.2 VPA_New Employee Information
- 2.A.2 VPA_PROCUREMENT POLICY AND PROCEDURE
- 2.A.2 VPI_2510 Proctored Examinations
- 2.A.2 VPI_2511 Grade and Attendance Reporting
- 2.A.2 VPI_2530 Course Attendance
- 2.A.2 VPI_2540 Credit Hour Allocation
- 2.A.2 VPI_Academic Integrity College Catalog
- 2.A.2 VPI_Academic Integrity Policy and Procedures
- 2.A.2 VPI_Academic Integrity Student Handbook
- 2.A.2 VPI_Grade and Degree Revocation
- 2.A.2 VPI_Instructional Policies
- 2.A.2 VPSS_1132 Civil Rights Equity Resolution
- 2.A.2 VPSS_2123 TITLE IV STUDENT AID FRAUD
- 2.A.2 VPSS_ANNUAL FINANCIAL AID PROGRAM REVIEW
- 2.A.2 VPSS_Code of Conduct for Alternative Student Loans
- 2.A.2 VPSS_Financial Aid Employee Code of Conduct

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1.

Barton Community College strives to present accurate, relevant, and vital information to invested parties through various formats, including print and web materials.

Barton Website

Frequently updated, Barton's website (www.bartonccc.edu) serves as the primary medium for communicating information to our constituents. The Web Content Strategist manages the development of website sections and performs regular reviews of the College's website to ensure organized information architecture, content accuracy, timeliness, relevance, and style and graphics standards. The ADA-compliant website features:

- Academics- Constituents can access information on degrees and programs offered at Barton. Barton's programs annually review curriculum guides showing all the courses needed to earn the degree or certificate, including any prerequisites, preparatory coursework, or other requirements to be admitted to the program. Transfer and articulation agreement information is provided on program webpages for those programs where students may want to advance their education at another institution after completing their degree or certificate at Barton. Program webpages may also provide information on industry licensure if applicable.

  Online – Describes programming for Barton Online; the virtual Barton campus has offered flexible, robust online education programming since 1999. Program options are clearly presented, including single classes, associate's degree or certificate programs, and short-term, specialized, and military training opportunities.

- Students - Students can access links to announcements and other resources, including activities, course search, the college catalog, cost of attendance, admissions and enrollment information, financial aid, the student handbook, and support services such as disability services, Hispanic Engagement and Recruitment Office (HERO), and Title IX.

- Governance Structure - Information on Barton Community College's Board of Trustees elected to govern (coordinated by the Kansas Board of Regents), and their annual community report is available on the college website. The webpage also includes information on the Barton

Foundation and other community resources and programming.

- Accreditation - The public can access Barton's accreditation status with the Higher Learning Commission and other accreditation organizations on the college website under institutional accreditation information. Additionally, information regarding state authorization to provide distance education to online learners appears on the State Authorization page.

- Faculty and Staff - Faculty teaching at the Great Bend, Ft. Riley, Grandview Plaza, and Ft. Leavenworth campuses are listed with their credentials in the college catalog. Constituents may also access a detailed directory of Barton employees and credentials, including faculty, staff, administration, and the college trustees.

Student and Taxpayer Transparency – The College complies with Federal: Student Consumer Information and State: Taxpayer and Student Transparency information disclosure mandates. A webpage dedicated to transparency has been created at transparency.bartonccc.edu, which is linked in the footer throughout all Barton websites.

Social Media

Social media platforms, including Facebook, Instagram, Snapchat, Tiktok, Twitter, and YouTube keep students, employees, and the community informed and engaged.

Other Communication Resources

The Barton website features an Emergency Update page to communicate with constituents during the time of an emergency. The page includes the institutional Emergency Operations Plan, campus maps, and Campus Safety and Security information.

The RAVE mass notification system provides information on special events, emergency warnings or updates. Students and employees can also download the RAVE Guardian App feature that turns any smartphone into a personal safety device.

2.B.2

The College's mission, "Barton offers exceptional and affordable learning opportunities supporting student, community, and employee needs," is supported through documentary evidence on the College website, the annual Community Report, and other information from the Communications Office and individual programs. These sources provide evidence to the public regarding academic opportunities, governance, public resources, athletic, visual, and performing arts events, and current notifications, including the Barton Action Plan for COVID-19. As described in 2.B.1, the College ensures evidence is available to support any claims it makes through the publication of institutional effectiveness data, taxpayer and student transparency data, Student Consumer Information, Economic Impact Report, monthly Board Monitoring Reports. The webpages also publish links to student enrollment and outcomes data (from the National Center for Educational Statistics, IPEDS Data Center), the Annual Security and Fire Safety Report, and the Drug-Free Workplace, Schools, and Communities Biennial Review. Process owners review and update the reports to reflect revisions and current data.

The College contributes to the educational experience of constituents; it engages in the community via its participation and presence throughout the service area. The Communications, Institutional Effectiveness, and Program Offices ensure that evidence is available to support any claims regarding

contributions to the community educational experience. Barton's partnerships with local school districts, chambers of commerce, economic development groups, boards, businesses, and local organizations reinforce the opportunities to improve and enhance programs and services to further student success and community growth.

Sources

- 2.B.1 BF_BCCC Foundation
- 2.B.1 CCO_Barton Website
- 2.B.1 P_Community
- 2.B.1 P_Community Report
- 2.B.1 P_Institutional Accreditation Information
- 2.B.1 VPA_Barton RAVE Guardian
- 2.B.1 VPA_Emergency Update
- 2.B.1 VPA_Employee Directory
- 2.B.1 VPA_Taxpayer and Student Transparency Data
- 2.B.1 VPI_Academics
- 2.B.1 VPI_Activities
- 2.B.1 VPI_Barton Online
- 2.B.1 VPI_Barton Online Program Options
- 2.B.1 VPI_Course Search
- 2.B.1 VPI_Curriculum Guides Examples
- 2.B.1 VPI_Degrees and Programs.pdf
- 2.B.1 VPI_Licensure
- 2.B.1 VPI_Online
- 2.B.1 VPI_State Authorization Reciprocity Agreement
- 2.B.1 VPI_State Authorization Reciprocity Agreement Page
- 2.B.1 VPI_Transfer and Articulation
- 2.B.1 VPSS_2022-2023 Cost of Attendance
- 2.B.1 VPSS_Become a Cougar!
- 2.B.1 VPSS_catalog-22-23-web
- 2.B.1 VPSS_Civil Rights and Title IX
- 2.B.1 VPSS_Disability Services
- 2.B.1 VPSS_Financial Aid
- 2.B.1 VPSS_Hispanic Engagement and Recruitment Office
- 2.B.1 VPSS_Registration and Enrollment
- 2.B.1 VPSS_Student Consumer Information
- 2.B.1 VPSS_Student Handbook
- 2.B.1 VPSS_Students
- 2.B.2 DIE_NCES Report
- 2.B.2 P_Board Monitoring Reports
- 2.B.2 VPA_Barton Action Plan for COVID 19
- 2.B.2 VPA_Bartons Economic Impact
- 2.B.2 VPA_Taxpayer and Student Transparency Data
- 2.B.2 VPSS_Annual Security and Fire Safety Report
- 2.B.2 VPSS_Drug-Free Biennial Review
- 2.B.2 VPSS_Student Consumer Information

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1

Barton Community College ensures that the Board of Trustees is trained and knowledgeable to make informed decisions concerning the institution's financial and academic policies and practices. Before the new trustee orientation session, the Assistant to the President, who serves as the Clerk of the Board, provides the newly elected Trustee access to relevant documents on the College website. These resources include the Barton Policy Governance Manual, Board Monitoring Reports, agendas and minutes for previous Board meetings, and other critical resources, including Taxpayer Transparency reports. Furthermore, the Assistant to the President provides the Trustee with an iPad to conduct Board-related business and arranges for the IT Department to establish a Barton email account and training if needed.

As soon as possible, newly elected Trustees participate in an orientation session with the President and the Board Chair. The orientation session covers a general overview of the College, instructional programming, budget overview, the role of the Kansas Board of Regents, the role of the Board member and Policy Governance, meeting dates, and a tour of the College campus.

Newly elected and seasoned Trustees continue to participate in ongoing training throughout their tenure as Board members. Training resources and opportunities include:

- Board Policy Governance Manual - The Barton Board has adopted policy governance to oversee the College. The Manual includes information on the principles of Policy Governance, Executive (the President's) Limitations, Board processes and responsibilities (including ACCT Model Standards of Good Practices for Trustee Boards), Board-President Relationship, END Statements, and the Board By-Laws.

- Monthly Study Sessions – Study sessions allow Trustees to receive information and review issues and topics that affect the institution. Topics may include new programs, program reviews, financial reports, upcoming decisions, and policy governance updates. No action is

taken at these informational meetings.

- Biannual Board Retreats – The fall and spring Board Retreats focus primarily on a review of institutional accomplishments, policy governance review, campus tours, and long-range planning.

- Opportunities to participate in Kansas Association of Community College Trustees, Kansas Board of Regents, and Association of Community College Trustees. Although participation waned during the pandemic, scheduling for participation is returning to normal.

- Special Training – To protect the integrity of the Barton cyber-infrastructure, all Trustees, employees, and students are required to complete online cyber security training.

2.C.2

Barton Community College is governed by a six-member Board of Trustees elected from Barton

County and coordinated by the Kansas Board of Regents (KBOR). Three Board positions come up for election every two years during odd-numbered years. Board terms are four years.

The Board is committed to reflecting priorities that preserve and enhance the institution. Through the policy governance process, Barton's Trustees have developed eight overarching goals, known as ENDs, to achieve and inspire the execution of the College mission. To ensure that the Board is informed, administrators present monthly monitoring reports with supporting data illustrating and evaluating the progress towards achieving the Board's ENDs to meet the college mission and to demonstrate continuous improvement.

The College's strategic planning processes support the Board's ability to anticipate, predict and align future activities and provide a framework to advance the College's vision, mission, ENDs, and goals. Barton's strategic planning aligns with the Board ENDs and the KBOR Building a Future plan adopted in 2020, intended to improve the quality of state institutions under their control. (See more about Barton's Strategic Planning processes in 1.A.3 and 5.)

2.C.3

According to the Principles of Policy Governance®, "the Board represents the ownership of the organization. The primary relationship the Board must establish, maintain, clarify and protect is its relationship with its "owners." In most cases, community college boards consider the taxpayers the institution's owners." Adhering to this philosophy, the Barton Board of Trustees employs various methods to review reasonable and relevant interests of internal and external constituencies.

Besides monthly Board meetings, the Trustees conduct monthly study sessions where they can obtain more in-depth information on a range of topics; the Board takes no action during a study session. Occasionally, the Board schedules special meetings to address matters that need review or action before the next board meeting. The Clerk of the Board captures minutes from the Trustees' monthly and special meetings and posts them on the following month's agenda for Board approval and for the public to view.

During monthly Trustee meetings, a portion of the agenda is set aside for public comment, during which Trustees may hear and consider the viewpoints of internal or external constituencies. The Trustees also occasionally visit Barton's additional locations and attend Kansas Board of Regents,

Kansas Association of Community College Trustees, and Association of Community College Trustees meetings to gain a broader understanding of practices within higher education and to develop networks with other institutions. The College values community engagement and periodically invites members of the Barton Foundation, service area city councils, and the County Commissions to participate in information-sharing opportunities.

Periodically, an economic impact report is published and disseminated to the local community on behalf of the Trustees. This report provides data showing the overall economic health of the college and return on investment to taxpayers supporting the college. In addition, Student Consumer Information and Transparency reports are published to provide more detailed data to the Board and constituents.

Barton provides a Board of Trustee complaint process by which students may register comments directly to the Trustees, allowing students to have their voices heard on matters important to them.

2.C.4

The Board of Trustees, administrators, faculty, and staff at Barton Community College recognize a shared responsibility to protect the institution's integrity and conduct business according to the highest legal and ethical standards. In accordance, Barton has a Conflict of Interest policy and procedure requiring officers of Barton Community College, Board of Trustee members, and all employees responsible for maintaining financial records to complete an Annual Conflict of Interest Disclosure Form.

2.C.5

Board of Trustees

The Board of Trustees of Barton Community College adopted the Carver Policy Governance® Model on November 21, 1996, which serves as the foundation for all Board practices/policies.

Specifically, the General Executive Constraint of the Board Governance sets out the Board's expectation that the President will act in a manner consistent with Board policies and those practices, activities, decisions, and organizational circumstances which are legal, prudent, and ethical. Accordingly, the Barton Policy Governance Manual states:

> The organization's conduct, activities, methods and practices are its means. To exercise appropriate control without meddling, and to withdraw safely from the details of the means, the Board must resist telling the staff how to do its job and must tell the President in writing what is unacceptable. By producing a "don't do it" list, the Board builds an enclosure within which freedom, creativity and action are allowed and even encouraged. This method of means constraint makes it possible to govern with fewer Board pronouncements, less Board member dabbling into details of implementation, and greater accountability from the President.

In conclusion,

- Board decisions predominantly should be policy decisions.
- Executive Limitations: The Board establishes the boundaries of acceptability within which methods and activities can be responsibly left up to the President.
- The Board's best control over staff is to limit, not prescribe.

Administration

Barton administrators, including the President; Vice Presidents of Administration, Instruction, and Student Services; oversee the day-to-day management of the institution. They are responsible for their primary assignment areas' organization, management, and leadership.

Faculty

Faculty members oversee academic matters and initiatives through two primary organizational systems, the Learning, Instruction, and Curriculum Committee (LICC) and the Faculty Council.

Barton's Learning, Instruction and Curriculum Committee (LICC) functions in an advisory capacity to the Vice President of Instruction. Focusing on academic and curricular matters, the committee's goal is to ensure instructional integrity and to provide quality learning experiences for all Barton students regardless of venue or modality. LICC is responsible for:

- Guarding the academic integrity of the College; to assure that all programs, certificates, and degrees are of uniformly high quality with current and valid course content.
- Evaluating and approving new courses.
- Reviewing and approving all curriculum revisions.
- Suggesting additions, deletions, or modifications to course content or Master Syllabi.
- Proposing and/or approving changes to courses or pre-requisites that enhance transferability.
- Setting high standards of performance for both teaching and learning.
- Serving as a communications link for all changes and updates related to the curriculum.
- Making recommendations to the Vice President of Instruction pertaining to such academic and curricular matters.

Faculty Council - The purpose of the Faculty Council is to:

- support and encourage best practices in the classroom,
- promote professional development actives,
- review all proposed policies and policy changes for their impact upon faculty and the academic performance of students, and
- represent the concerns and proposals of faculty to college administrators.

Sources

- 2.C.1 P_Board Governance Manual
- 2.C.1 P_Board Monitoring Reports
- 2.C.1 P_Board of Trustees Study Session Agenda
- 2.C.1 P_Taxpayer and Student Transparency Data
- 2.C.2 IE_Barton Planning SP
- 2.C.2 IE_Barton Strategic Planning Documents
- 2.C.2 KBOR_Building a Future
- 2.C.2 KBOR_Kansas Board of Regents
- 2.C.2 P_Board Monitoring Reports
- 2.C.2 P_Board of Trustees
- 2.C.2 P_END Statements
- 2.C.3 P_Barton Economic Impact Report

- 2.C.3 P_Board Governance Manual
- 2.C.3 P_Board of Trustees Meeting Minutes
- 2.C.3 P_Board of Trustees Meetings 2021-2022
- 2.C.3 P_Board of Trustees Student Complaint Process
- 2.C.3 P_Board of Trustees Study Session Agenda
- 2.C.3 P_Public Comments
- 2.C.3 P_Taxpayer and Student Transparency Data
- 2.C.3 VPSS_Student Consumer Information
- 2.C.4 VPA_2165 Conflict of Interest Policy and Procedure
- 2.C.4 VPA_Annual Conflict of Interest Form
- 2.C.5 P_Barton Board Governance Manual
- 2.C.5 P_Carver Policy Governance
- 2.C.5 VPI_Faculty Council Charter
- 2.C.5 VPI_LICC Charter 2020-2021

2.D - Core Component 2.D

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

Argument

2.D.

Academic freedom is a respected and protected value of the institution; the policy and procedures demonstrate the College's commitment to freedom of expression. As a demonstration of this commitment, the College upholds the tenets of the American Association of University Professors (AAUP) 1940 Statement of Principles on Academic Freedom and Tenure. The AAUP Statement provides a framework for academic integrity, policies and procedures, and ethical behavior. A core principle of the AAUP Statement indicates:

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations; the college policy cautions instructors to be accurate, exercise appropriate restraint, respect of the opinions of others, and to make every effort to indicate they are not speaking for the institution.

The policy is widely available and published in the Faculty Handbook, the Barton Instructional webpage, and the institutional Policies and Procedures, accessible by a link at the bottom of each webpage. In addition, Barton's Library upholds the principles of the American Library Association's "Library Bill of Rights," as documented within their intellectual freedom statement.

Moreover, the Academic Integrity procedure 2502 discusses academic freedom in the Pillars of Honesty, Trust, and Respect. The pillars of integrity support the free exchange of ideas and freedom in research and learning.

Sources

- 2.D VPI_Academic Value Statement and Honor Code
- 2.D. AAUP_1940 Statement of Principles_Academic Freedom and Tenure
- 2.D. ALA_Library Bill of Rights
- 2.D. VPI_Academic Integrity Policy and Procedures
- 2.D. VPI_Barton Library Policies
- 2.D. VPI_Barton Policies and Procedures
- 2.D. VPI_Faculty Handbook
- 2.D. VPI_Instructional Policy and Procedures

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1

While Barton is historically a teaching, rather than a research institution, science faculty have begun incorporating student research opportunities into the curriculum, and the number of faculty and staff conducting research related to an advanced degree has increased. Therefore, the new Director of Institutional Effectiveness has designated an Institutional Research Board (IRB) to provide oversight for conducting research on campus, whether for internal or external purposes. For example, employees actively engaged in research for their advanced degree must seek IRB approval when collecting data at Barton. This same statement is true when an external researcher seeks to use Barton's data.

Barton has very few human subject IRB requests. Currently, research projects conducted by faculty, staff, or students that involve human or animal subjects operate under the authority of another Institutional Review Board (sanctioned by another college or research organization). For example, a faculty member working on a doctoral dissertation and conducting research at the College would seek IRB approval from the institution sponsoring the doctoral program. The researcher will also seek permission from the Barton Vice President of Instruction.

At this time, the Director is developing the IRB charter, processes, and accompanying website. When those tasks are complete, the Barton IRB will assume all responsibility for the review of research requests.

The following information serves as a framework for the IRB policy and procedure. The IRB follows the guidelines for Human Subjects Research provided by the Department of Health and Human Services (HHS 45 CFR 46) to ensure the IRB uses ethical principles for reviewing all IRB requests.

- IRB Members include
  - Facilitator – Director of Institutional Effectiveness
  - Member – Psychology Instructor or Counselor
  - Member – Faculty Council Chair
  - Member – Science Instructor
  - Vice President of Administration – College Risk Assessment

- At Large Member

- Proposed Charter: The Institutional Review Board (IRB) ensures the ethical treatment, welfare, rights, and privacy of research participants in studies conducted by Barton's faculty, staff, or students. The IRB reviews applications and grants permission to conduct research that satisfies ethical standards. Specifically, researchers must inform participants about the purpose of the research, their right to withdraw once participating has begun, reasonably foreseeable factors, limits of confidentiality, and whom to contact for questions regarding the research. Principal Investigators must complete selected HHS training videos to ensure integrity is maintained in the research process.

The Barton Business Office and Grants Office provide fiscal accountability for grant-funded projects that include a basic or applied research component and necessitate fiscal management, budgeting, compliance, and reporting requirements.

2.E.2

Barton Community College provides effective support services to ensure the integrity of research and scholarly practice through the Library and the guidance of the Institutional Review Board (IRB). (See 2.E.1)

The Barton Library provides instruction and support services to ensure the integrity of research and scholarly practice conducted by faculty, staff, and students. The library website features resources to support academic integrity, including policies and guidelines for copyright compliance, citation and research guides, and access to other library collections. In addition to the critical resources, the Director of Library and College Archives delivers customized presentations and supplemental instruction for individuals and classes to enhance their research efforts. (See also, 2.E.3.)

As described in 2.E.1., under the direction of the Director of Institutional Effectiveness, the newly-established IRB will:

- Ensure the ethical treatment, welfare, rights, and privacy of research participants in studies conducted by Barton's faculty, staff, or students.
- Review applications and grant permission to conduct research that satisfies ethical standards. Specifically, researchers must inform participants about the purpose of the research, their right to withdraw once participating has begun, reasonably foreseeable factors, limits of confidentiality, and whom to contact for questions regarding the research.

2.E.3

As referenced in 2.A.2 and 2.E.4, the College has academic integrity policies and procedures which are published on the college website and available in the college catalog as well as the student handbook.

Barton Library's responsible and effective research and information resources programs include instruction on plagiarism and the ethical use of information resources. The Director of Library and College Archives conducts customized training and support sessions for individuals and as a supplement to classes such as English Composition, Nursing, and Western Civilization. The available topics include Barton Academic Research Tools, Reliable Publishers, and START. The newly appointed Director is establishing a robust video training program focused on research,

information sources, and other frequently requested topics. The Barton Library also provides guidance on the ethical use of information resources in the published library resources, specifically providing guidelines on copyrighted information.

The College articulates its support for guiding the ethics of research and the use of information resources by appointing a Library Advisory Board. The following Board objectives specifically reference these expectations.

- Advise on current curriculum support, and student study, research, and library use habits;

- Consider broad national issues related to scholarly communication, open access, open educational resources, and the role of the college library in teaching and research, and convey perspectives, as appropriate, among the board membership and externally to the College community.

Finally, as Barton's efforts to enhance student research opportunities expand, courses such as STAT 1850 Research Methods I outline the research methods used to acquire knowledge in STEM-related professions. The course introduces research tools, including conducting literature reviews, writing annotated bibliographies, using research methods to collect and analyze qualitative and quantitative data, formulating research questions, communicating research results, and computers to access, organize, and analyze, and display science data.

2.E.4

Barton provides clear expectations for academic integrity and honesty; these policies and procedures are widely publicized and enforced. The Academic Integrity Council ensures that the College establishes a culture of integrity defined by accepted and practiced values and identifies and recommends transparent and fair integrity policies and procedures that guide the institution. Among the Council's many accomplishments, the following actions created the broadest institutional impact:

- Review and revision of policies and procedures
- Creation of a professional development and student outreach component
- Building a culture of integrity
- Collecting data and measuring success

According to the Barton Academic Integrity Procedure (2502), "Academic integrity is scholarship based on honesty, trust, respect, responsibility, fairness, and courage. Barton Community College pledges to uphold these core values of integrity in all aspects of instruction." The procedure incorporates the six core values of integrity and maintains an honor code that states, "…I am acting with integrity in academics. I am acting per personal and institutional values and refraining from any form of academic dishonesty, and I will not tolerate the academic dishonesty of others."

Procedure 2502 also describes basic and capital violations of academic integrity and related sanctions that may include probationary status, designation of XF grade, suspension, reduction or retraction of college-awarded scholarship, denial of graduation application, or expulsion. Furthermore, the Honor Code describes Basic and Capital Violations of Academic Integrity and cites Faculty Rights and Responsibilities and Student Rights, including relevant resources such as the Academic Integrity Flowchart, Academic Integrity Violation Reporting Form, and an XF Form. The Student Code of Conduct and Problem Resolution Procedure describes the investigation, adjudication, and appeal processes for academic integrity violations. (See also, 2.A.2)

The Barton Online orientation incorporates a section on Academic Integrity (AI). At this time, students enrolled in online courses complete the AI component for each class. The knowledge check at the end of the section reinforces the six Academic Integrity core values.

Sources

- 2.E.1 IE_HHS Office for Human Research Protections
- 2.E.3 VPI_Library Advisory Board
- 2.E.3 VPI_Library Citation Guides
- 2.E.3 VPI_Library Copyright
- 2.E.3 VPI_Library Copyright
- 2.E.3 VPI_Library Presentation - Academic Research Tools
- 2.E.3 VPI_Library Presentation - Reliable Publishers
- 2.E.3 VPI_Library Presentation - START
- 2.E.3 VPI_Library Research Guides
- 2.E.3 VPI_Library Resources
- 2.E.3 VPI_Library Resources OTHER
- 2.E.3 VPI_STAT 1850 Research Methods Syllabus
- 2.E.4 VPI_2615 Problem Resolution (Student)
- 2.E.4 VPI_Academic Integrity Flowchart
- 2.E.4 VPI_Academic Integrity Policy and Procedures
- 2.E.4 VPI_Academic Integrity Violation Reporting Form Maxient
- 2.E.4 VPI_Academic Value Statement and Honor Code
- 2.E.4 VPI_AI Core Value Courage
- 2.E.4 VPI_AI Core Value Fairness
- 2.E.4 VPI_AI Core Value Honesty
- 2.E.4 VPI_AI Core Value Respect
- 2.E.4 VPI_AI Core Value Responsibility
- 2.E.4 VPI_AI Core Value Trust
- 2.E.4 VPI_AI Council Accomplishments
- 2.E.4 VPI_Barton Community College XF Form
- 2.E.4 VPI_Barton Online Orientation
- 2.E.4 VPSS_Student Code of Conduct

2.S - Criterion 2 - Summary

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

Summary

Many policies, procedures, and practices at Barton ensure the College acts ethically and responsibly. To every extent possible, the College is transparent with its financial and budgeting process and expectations for the conduct of all representatives. Regular, established communication channels throughout the institutional layers and with external stakeholders act as a reminder of these, as well as scheduled, periodic monitoring and other safeguards which are in place to address any institutional or academic integrity issues.

Our commitment to ethical and responsible behavior extends beyond the institution's operational processes, policies, and procedures. It includes employee and student guidance and the expectation to assume personal responsibility for their decisions and actions.

Finally, Barton's policies, procedures, and actions reflect our commitment to academic freedom, freedom of expression, and civil exchange of ideas.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

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

Argument

3.A.1

The institutional mission states, "Barton offers exceptional and affordable learning opportunities supporting students, community, and employee needs." Barton's courses and programs are current and require levels of student performance appropriate to the credentials awarded. They align with applicable third-party accreditation standards and Kansas Board of Regents (KBOR) transfer requirements. Input from external stakeholders and internal faculty-led processes assure the relevancy, currency, and quality of courses and programs of study.

Third-Party Accreditation

Barton's career technical education programs are regulated by multiple agencies including the Kansas Board of Regents (KBOR), Higher Learning Commission (HLC) and U.S Department of Education. Additionally, select CTE programs adhere to requirements associated with industry, regulatory agencies, and accreditation boards. The accreditation of these specific programs provides evidence that the College is committed to continuous improvement of the content, quality, and viability of the program. Furthermore, accreditation verifies that a program meets industry standards for course curriculum and currency; incorporates best practices in pedagogy and assessment of learning outcomes; demonstrates that faculty are qualified and in sufficient number; and is receptive to feedback from students, employers, and other stakeholders. Barton maintains specialized accreditation or approval for five programs. All accredited programs at the College are currently approved and compliant with full accreditation or licensure as of AY 2023.

KBOR Transfer

The Kansas Board of Regents (KBOR) has approved 114 courses for guaranteed System Wide Transfer, which ensures transfer to all Kansas public post-secondary institutions offering the course.

These courses are approved by KBOR based on recommendations from the Transfer and Articulation Council and grounded in the work of discipline-based Kansas Core Outcomes Groups, which consist of faculty representatives selected by each campus who meet annually to determine and approve core outcomes for courses. Two-year and four-year faculty representing selected disciplines define and identify a series of competencies per syllabus for acceptance throughout the state higher education system. The goals for the Core Outcomes groups are increased alignment, and greater collaboration, acceptance, and transfer of coursework. The clearly defined KBOR Transfer and Articulation Policy resides on the Regent's website. Additionally, Barton has established similar agreements with 14 state, private, and out-of- state colleges, as posted on the Barton Transfer website.

Advisory Boards

The Career and Technical Education (CTE) Advisory Boards consist of a representative group of individuals, outside the education profession, with expertise relevant to a particular program field. Members of 21 Boards advise Barton CTE educators and administrators regarding CTE programs based on the employment needs of the community, state, regional, national, and international marketplace. Board members assist with course/program development, improvement, and evaluation; analysis of course content, competencies, and operations; evaluation of facilities and program equipment; and provide expertise regarding currency and relevancy of the program and related workplace applications. Advisory board input helps ensure students have the skills necessary to compete and succeed in the workplace.

Each advisory board meets twice a year; members are contacted and included in program planning on an ongoing basis. The Barton Advisory Board Guidelines incorporate KBOR Advisory Committee Handbook and institutional standards for Advisory Boards. The following agenda/minutes from Advisory Board meetings identify common themes and actions to most Barton Advisory Boards.

In addition to the CTE, the Library, Education program, and Dance programs have advisory boards.

Learning and Instruction Curriculum Committee (LICC)
This committee functions in an advisory capacity to the Vice President of Instruction. Membership consists of a minimum of nine (9) members representing a broad spectrum of the curriculum. Additional members include the Registrar, Director of Learning Resources, and Advisement Coordinator.

Focusing on academic and curricular matters, the committee's goal is to ensure instructional integrity and to provide quality learning experiences for all Barton students regardless of venue or modality. Specific responsibilities that ensure degree, certificate, and course relevancy, quality, and currency include:

- Review and approve all curriculum matters and changes (credit hour change, title change, new classes, programs, etc.)
- Function as a vehicle to encourage a focus toward student and institutional learning Function as a vehicle to ensure a quality and comprehensive curriculum
- Function as a vehicle to support faculty professional development
- Be mindful of the "total" College curriculum in its decisions so that the College's interests are inclusive of all locations, all delivery methods, and all types of courses.

LICC transactions are public and transparent, agendas, supporting documentation, and minutes are posted on the College's website. The minutes also reflect the approval status and conditions that must

be met prior to approval, e.g. "Approved pending formatting changes."

Requested curriculum changes are submitted through the Course Submission Worksheet.

Curriculum Approval Process

Academic program curriculum recommendations originate at the program or division level. The Barton Curriculum Approval Matrix (CAM), a macro workflow map, illustrates the rigorous processes for approving new, revised, and deactivated programs and degrees; these actions must receive approval or review from (1) the originator's supervisor; (2) Program Topics and Processes Team; (3) Learning and Instruction Curriculum Committee; (4) President's Staff; (5) Board of Trustees Study Session; (6) Board of Trustees; (7) Kansas Board of Regents; (8) Higher Learning Commission, and (9) U.S. Department of Education. The originator and supervisor submit new and revised requests to Instruction and Student Services for review and approval by the Learning and Instruction Curriculum Committee (LICC).

Instructional (Program) Review – See 4.A.1 for detailed description of review process.

The comprehensive, biennial Instructional (Program) Review process, aligning with the mission and strategic plan, ensures currency, quality, and rigor.

Pass Rates on Normed Tests

Healthcare Certification and Trades and Technology pass rates serve as indicators of student performance at the college level and ensure graduates have the skills necessary to excel in the industry. Certification data includes pass rates for 11 Healthcare related programs and 15 Trades and Technology programs. Data indicate that in AY 2020, 273 individuals attempted Healthcare licensures with 84% passing on the first attempt. In AY 2020, 784 individuals (duplicated) attempted licensure in Trades and Technology programs with 97% passing on the first attempt. This data is included in the END 2 Work Preparedness Monitoring Report that is submitted to the Board of Trustees in October.

Student Preparation for Success in the Workplace

Board of Trustees END 2: Work Preparedness indicates that students will be prepared for success in the workplace. The annual Board Monitoring Report for Board of Trustees END 2 provides data to support each of the following indicators:

- Indicator 1: Students will have the skills and knowledge required for successful entry into the workplace.

  Results of the Annual KBOR Employer Follow-Up Survey - The survey evaluates the effectiveness of Barton Community College programs by asking employers how well recent graduates or certificate completers are performing on the job.

- Indicator 2: Students will have the work ethics, discipline, and collaborative skills necessary to be successful in the workplace.

  Essentials Skills Program Overview – See also 1.C1 – Essential Skills

- Indicator 3: Students will have the skills and knowledge necessary to maintain, advance, or

change their employment or occupation.

Data from the KBOR Student Satisfaction Survey indicates that 84% of former vocational students are satisfied with the training they received from Barton.

3.A.2

Barton articulates and differentiates learning goals for its undergraduate and certificate programs. The College offers undergraduate education at the associate degree and certificate levels. The College currently offers 19 degrees, 17 certificates, and 11 Stand Alone Parent Programs (SAPP.)

Associate degree requirements include Barton and Kansas Board of Regents (KBOR) approved general education courses designed to promote a common base of knowledge. Certificate requirements developed in collaboration with the Technical Education Authority (TEA), are highly specialized and designed to provide knowledge and skills with an objective of immediate employment.

Associate Degree Programs

Barton Community College offers undergraduate education at the Associate Degree level and awards Associate in Applied Science (A.A.S.), Associate in Arts (A.A.), Associate in Science (A.S.), and Associate in General Studies (A.G.S.) degrees upon the successful completion of a minimum of 60 credit hours with a cumulative grade point average of 2.0 or better in an approved educational program. The Programs of Study section (p. 32) of the 2022-23 College Catalog describes the specific requirements for the individual degrees, including a general overview and credit hour requirements.

Certificate Programs

Barton also offers the option of one or two-year Career and Technical Education, Military Technical, OSHA, Hazmat, and Emergency Management certificate programs designed to provide knowledge and skills which prepare students for employment. Certificate programs are classified as Cert1: 16–29 hours, Cert2: 30-44 hours, Cert3: 45-59 hours. Curriculum guides for each certificate option are featured on the program pages, as demonstrated for the Agriculture program.

Select programs such as Crop Protection offer multiple certificate and Associate Degree options. Students can earn 25 and 33-hour Crop Protection certificates as well as a 65-hour Associate in Applied Science degree.

Stand-Alone Parent Program

A program which is (1) less than 16 credit hours, (2) leads to an industry recognized credential, license or certification and (3) approved by KBOR Workforce Development staff.

Fundamental Learning Outcomes (FLOs)

Barton has five fundamental outcomes that direct not only the general education courses but also the entire curriculum. The outcomes are appropriate to the Mission and Board ENDs, educational offerings, certificates, and degrees of the College. They serve to demonstrate how students meet those ENDs and to articulate the competencies expected of students who complete a Barton certificate or degree.

The fundamental outcomes relate the relevance of a given subject to provide students with the knowledge, skills, and values which enable them to be productive in work, family, and community. The Outcomes Assessment Committee and Barton's Board of Trustees (BOT) review these outcomes and their assessment annually. As directed by the BOT, the assessment of the FLOs will indicate the fundamental skills our students possess and their ability to lead productive lives.

The five fundamental outcomes are as follows:

- **Critical Thinking** –Study a given subject critically, including processes to analyze and synthesize important parts of the subject, ask appropriate and useful questions about the study of this subject, and solve problems within the subject area.
- **Life-Long Learning** –Relate the relevance of a given subject to the individual student's life, to develop habits that encourage life-long, responsible and independent learning, and to apply appropriate and useful knowledge of the values, conventions, and institutions within an academic discipline.
- **Historical Perspective** – Describe how history works, including how historical perspective can strengthen understanding of a given academic subject, and how the history of human endeavor has helped develop that subject.
- **Technological Perspective** –Explain how technologies affect important parts of human life and how information technologies shape the study of a given subject.
- **Cultural Perspective** –Explain how culture develops through various aspects of human endeavor, how culture develops understanding of a given subject, and how a given subject develops within different cultures.

General Education Learning Outcomes (GLOs)

These outcomes are designed to ensure that all certificate and degree-seeking students learn the same general competencies even when they take different general education courses. This emphasis on critical thinking, life-long learning, and the formulation of essential perspectives forms not only the foundation of the General Education curriculum but also the course level outcomes and competencies.

The General Education program provides a foundation for personal enrichment and achievement. A broad selection of courses is available to explore a variety of interests. These courses are designed to become a part of a transfer program. The essential objective of general education is to educate the whole person with a variety of learning experiences that prepare them for a well-rounded life. Students will have the knowledge, skills, or abilities upon completion of the respective curriculum.

General education courses are subdivided into two "zones", Foundation Courses and Introductory Courses, and eight "sectors":

Zone 1: Foundational Courses

- Sector A: Written and Oral Communication,
- Sector B: Mathematical Reasoning,
- Sector C: Technological Skills, and
- Sector D: Global Issues and Diversity.

Zone 2: Introductory Courses

- Sector A: Arts and Humanities,
- Sector B: Social Sciences,
- Sector C: Mathematics and Pure Science, and
- Sector D: Personal Well-Being.

The minimum distribution of credits and general education courses vary by degree.

Instructional (Program Review) See 4.A.1

Barton Community College engages in a comprehensive, biennial Instructional (Program) Review process, aligning with the mission and strategic plan. The review schedule provides opportunities for faculty to assess the status, evaluate the effectiveness, and reflect on the successes and challenges of their divisions and programs. The Instructional Review process ensures that program learning outcomes are met and are appropriate for the degree and certificate programs.

3.A.3

Barton delivers courses via multiple modalities and settings to accommodate students' requirements and learning styles. Students take advantage of the different delivery modes and instructional settings, including traditional face-to-face, online, hybrid, dual credit, clinical sites, and laboratories. The following policies and processes assure that the College's program quality and learning goals are consistent across all delivery modes and locations.

Consistency and Quality - Curricula and Programs

Course syllabi are created to ensure instructors deliver courses to meet Student Learning Outcomes and general content expectations as approved by the Learning and Instruction Curriculum Committee (LICC). Barton courses are designed, approved, and delivered according to program and course standards, ensuring uniform quality and consistency. In 2020, LICC collaborate with a faculty and staff committee to launch a new syllabus management system (Concourse). The committee established January 1, 2021, as the deadline for transitioning to the new system.

The new system and the review process ensure that program quality and learning goals are consistent. Regardless of the manner of delivery, or the location of the class, the course outcomes and competencies, as documented in the syllabus, must be met. (Syllabus example.)

Syllabus Review Process

The initial review will launch August 22, 2022 and will conclude August 31, 2022. During this timeframe a team of instructional administrators, managers, supervisors and support staff will review course syllabi associated with courses offered during the fall 2022 term. Reviewers will check for the following information:

Part I - The syllabus review process focuses on reviewing the following elements:

- Use of Concourse – Course syllabi must be uploaded into the Concourse system.
- Course Description, Course Outcomes and Competencies - The course description, outcomes and competencies for each class are prepopulated into the system.
- Meeting Times
  - Days of the week, class/meeting times
  - Specifics associated with hybrid scheduling and reference to an online section

- Contact Information
    - Faculty contact information
    - Method for contacting instructor
    - Faculty's office hours/availability for student inquiry
- Materials
    - Text book and supplemental materials identified
    - Textbook ISBN number and publisher and/or
    - Link to where this information is provided (e.g. book store, virtual vendor, OER)
- Course Outline
    - Faculty who direct students to the "Course Outline" section of the syllabus
- Grading Methods
    - What is the grading process?
    - Is it clear what students must do to pass the course?
- Consistency Across all Delivery Modes and Locations
    - The same amount of material and same topics are covered.
    - Student outcomes are the same for different modalities or for compressed classes.

Part II – Syllabus Review Process

- A random sample of syllabi from the fall 2021, spring 2022 and summer 2022 terms will be reviewed for standards to identify patterns of non-compliance. This review will take place in September, 2022 with findings reported to the Learning, Instruction & Curriculum Committee (LICC) at their October 12, 2022 meeting.

Consistency and Quality in Faculty Qualifications

Another method to ensure consistency and quality across all delivery modes and locations is the application of credential requirements consistently to all faculty teaching college level courses. Faculty qualifications are clearly stated and align with guidelines from the Higher Learning Commission and the Kansas Board of Regents. Regardless of delivery method, all instructors hold the HLC-required credentials in a field relevant to the courses taught. The Barton Faculty Qualifying Credentials spreadsheet, based on the IPEDS Classification of Instructional Programs (CIP), specifies instructor-qualifying credentials for each course. All faculty, including faculty teaching in any of the Barton College Advantage Programs (the Barton umbrella term for all high school programming), must meet the Barton and HLC's Qualified Faculty Requirements.

Furthermore, regardless of location or delivery format, all faculty, including adjunct faculty, are subject to the Barton faculty evaluation process, designed to ensure the quality of instruction and uniformity across coursework.

Consistency Between Concurrent Enrollment Partnership (CEP) Courses and Programs and Higher Education Curriculum

The Barton Course Binder Project (CBP) further addresses course and program equivalency. The CBP is a multi-tiered system to ensure expectations for learning, assessment, and student performance are consistent and meet a minimum level of quality and rigor as established and agreed upon by the faculty across all instructional venues and locations. The project provides a continuous improvement framework in which seasoned faculty identify, vet, and collect representative instructional artifacts representing each course's minimum expected rigor and quality level. The multi-tiered system incorporates the following critical elements:

- [Development](#) and distribution of course-specific binders
- Faculty-driven curriculum oversight - places expectations on faculty to collaborate and establish the minimum expected quality level.
- Capacity building infrastructure - includes strategic plan and timeline, [Process Handbook](#), [user training](#), and [process map](#).
- [Evaluation](#) - peer review: quality and rigor
- Continuous improvement – the process map illustrates the development and review cycle.

Consistency Between Online and Other Delivery Modes

Online courses must follow the same processes in terms of curriculum, syllabus, and program approval; faculty credentials; and student assessment. In addition, online instructors must successfully pass the Canvas Appraisal Checklist before they are eligible to teach an online class. There are three steps that must be met:

1. Successfully complete the Barton Online Administrative Training ([BOLT 101/103](#))
2. Successfully complete the [BOLT 102](#) Course Training materials.
3. Successfully complete the [Canvas Appraisal Rubric](#) for all courses; the rubric focuses on seven major sections and relative subsections.

    - Syllabus
    - Orientation Module
    - Course Shell
    - Assessment
    - Content
    - Learning Styles
    - Substantive Interaction

Continuous Improvement Initiative: Rubric Improvement Process

Because of the Barton Online Rubric's success and the need to provide consistency, the Instructional Division will expand the application across all delivery modes. A workgroup was formed in late 2020 to begin discussing a rubric that would encompass all modalities. To help refine and adjust the rubric to meet national standards, the College purchased the [Quality Matters (QM) Rubric Standards](#). This fall, the [Center for Innovation and Excellence](#) (Center) initiated a pilot with 15 courses across all modalities. The workgroup immediately identified gaps between current practices and the QM standards and is now adjusting the Barton rubric to meet those standards. Current status:

- The first two reviews uncovered several challenges, and the Center staff is designing a modified QM-based rubric.
    - As we are not seeking QM certification, we have the flexibility to adjust the rubric to meet Barton's needs. Note: The College purchased the QM Rubric and Standards as a course-design process improvement resource. QM is primarily for online delivery; however, the principles and standards align well with the overall goal of having a single rubric suitable for all course delivery modes.
- A modified QM rubric was created and sent to the workgroup for feedback.
- Due to the need for a revised QM Rubric, the Center is rescheduling all of the reviews.

    - Two Fort Riley courses: target completion date - September.
    - Remaining courses: target completion date - Early October with one in November (due to

the start date/time).

- Once the pilot is complete, the Center will schedule a review of all Barton courses.

Sources

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- 3.A.1 KBOR_Transfer and Articulation Council
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- 3.A.1 VPI_Advisory Board Guidelines
- 3.A.1 VPI_Advisory Board Minutes
- 3.A.1 VPI_CAM
- 3.A.1 VPI_Course Submission Worksheet
- 3.A.1 VPI_CTE Advisory Boards
- 3.A.1 VPI_CTE Pass Rates Reports
- 3.A.1 VPI_Education Advisory Board
- 3.A.1 VPI_Essential Skills Program
- 3.A.1 VPI_Instructional (Program) Review Process Map
- 3.A.1 VPI_KBOR Employer Follow-Up Survey
- 3.A.1 VPI_KBOR Student Satisfaction Survey
- 3.A.1 VPI_Learning and Instruction Curriculum Committee
- 3.A.1 VPI_Library Advisory Board
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- 3.A.1 VPSS_Transfer
- 3.A.2 KBOR_Technical Education Authority
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- 3.A.2 VPI_Associate Degree and Certificate Levels
- 3.A.2 VPI_Fundamental Outcomes
- 3.A.2 VPI_General Education Outcomes
- 3.A.2 VPI_Instructional (Program) Review Process Map
- 3.A.2 VPI_Instructional Review Timeline (2019-2025)
- 3.A.2 VPI_Program Learning Outcomes ALL
- 3.A.3 HLC_Faculty Guidelines
- 3.A.3 KBOR_Concurrent Enrollment Partnership Requirements
- 3.A.3 VPI_Barton Online BOLT 101_103
- 3.A.3 VPI_Barton Online BOLT 102
- 3.A.3 VPI_CANVAS Appraisal Rubric
- 3.A.3 VPI_Center for Innovation and Excellence
- 3.A.3 VPI_College Advantage
- 3.A.3 VPI_Concourse
- 3.A.3 VPI_Course Binder Development Process
- 3.A.3 VPI_Course Binder Project Communication and Training
- 3.A.3 VPI_Course Binder Project Evaluation
- 3.A.3 VPI_Course Binder Project Handbook
- 3.A.3 VPI_Course Binder Project Process Map
- 3.A.3 VPI_Faculty Evaluation Procedure 2481

- 3.A.3 VPI_Faculty_Qualifying_Credentials
- 3.A.3 VPI_LICC Charter 2020-2021
- 3.A.3 VPI_Quality Matters Rubric Standards
- 3.A.3 VPI_Syllabus Example

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1

Appropriate to Mission

The General Education program at Barton is an integral component of certificate and degree programs and is designed to contribute to the student's educational growth by providing a foundation for an undergraduate degree. General education courses are approved to fulfill credit towards any of the following degrees: Associate in Arts (A.A.), Associate in Science (A.S.), Associate in General Studies (A.G.S.), or Associate in Applied Science (A.A.S). Barton Community College's General Education program aligns with the institution's Mission and the accomplishment of the Board ENDS, specifically, Essential Skills, Work Preparedness, Academic Advancement, Barton Experience, and Regional Workforce Needs.

Appropriate to Educational Offerings

The College's General Education program is consistent with and appropriate to the educational offerings. The essential objective of general education is to educate the individual student to be a rational and humane person. This objective is reflected in the courses and sectors and embedded across the curriculum. The minimum distribution of credits and general education courses vary by degree.

General education courses are subdivided into two "zones", Foundation Courses and Introductory Courses, and eight "sectors":

     Zone 1: Foundational Courses

- ○ Sector A: Written and Oral Communication,
- ○ Sector B: Mathematical Reasoning,
- ○ Sector C: Technological Skills, and
- ○ Sector D: Global Issues and Diversity.

Zone 2: Introductory Courses

- ○ Sector A: Arts and Humanities,
- ○ Sector B: Social Sciences,
- ○ Sector C: Mathematics and Pure Science, and
- ○ Sector D: Personal Well-Being.

Appropriate to Degree Levels

General education course requirements align with the Kansas Board of Regents degree standards for quality and curriculum. Minimum general education requirements for each degree are outlined on the Barton website.

- Associate in Arts – Zone 1: 18 credit hours, Zone 2: 18 credit hours
- Associate in Science – Zone 1: 18 credit hours, Zone 2: 18 credit hours
- Associate in General Studies – Zone 1: 15 credit hours, Zone 2: 18 credit hours
- Associate in Applied Science – 15 credit hours between Zone 1 and Zone 2

Barton articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements.

Barton publishes the General Education requirements, purposes, content, and intended learning outcomes in the 2022-23 Catalog (beginning on page 32) and the College website. The narratives clearly articulate the purpose and content of the general education requirements.

The Learning, Instruction & Curriculum Committee in conjunction with a faculty and staff committee launched the Concourse syllabus management system in 2020 with a volunteer group of faculty members and extended use of the system to all faculty in 2021. The course syllabus identifies the learning outcomes and competencies, as well as course descriptions, for all general education courses. (Sample syllabus.)

3.B.2

The Barton Fundamental Outcomes and General Education Outcomes are grounded in a framework developed by Barton Community College. These outcomes, as developed and adopted by the Learning, Instruction, and Curriculum Committee, are intricately woven and mapped through the general education curriculum

Fundamental Outcomes

Barton's Fundamental Outcomes form a framework for the College's instructional offerings. The five fundamental outcomes direct not only general education courses but the College's entire curriculum. The outcomes are appropriate to the Mission and Board ENDS, educational offerings, certificates, and degrees of the College. They serve to demonstrate how students meet those ENDs and articulate the competencies expected of students who complete a Barton certificate or degree.

The fundamental outcomes relate the relevance of a given subject to provide students with the knowledge, skills, and values which enable them to be productive in work, family, and community. These outcomes and their assessment are reviewed annually by the Outcomes Assessment Committee by Barton's Board of Trustees.

The five fundamental outcomes are as follows:

- **Critical Thinking** –Study a given subject critically, including processes to analyze and synthesize important parts of the subject, ask appropriate and useful questions about the study of this subject, and solve problems within the subject area.
- **Life-Long Learning** –Relate the relevance of a given subject to the individual student's life, to develop habits that encourage life-long, responsible and independent learning, and to apply appropriate and useful knowledge of the values, conventions, and institutions within an academic discipline.
- **Historical Perspective** – Describe how history works, including how historical perspective can strengthen understanding of a given academic subject, and how the history of human endeavor has helped develop that subject.
- **Technological Perspective** –Explain how technologies affect important parts of human life and how information technologies shape the study of a given subject.
- **Cultural Perspective** –Explain how culture develops through various aspects of human endeavor, how culture develops understanding of a given subject, and how a given subject develops within different cultures.

General Education Outcomes

As indicated in 3.B.3, the General Education program is consistent with and appropriate to the educational offerings. The essential objective of general education is to educate the individual student to be a rational and humane person. This objective is reflected in the courses and sectors and embedded across the curriculum.

These outcomes are designed to ensure that all certificate and degree-seeking students learn the same general competencies even when they take different general education courses. This emphasis on critical thinking, life-long learning, and the formulation of essential perspectives forms not only the foundation of the General Education curriculum but also the course level outcomes and competencies.

The Zone 1, Sector A example below identifies the Written and Oral Communication outcomes for Foundation Courses, the complete list of General Education Outcomes can be found here. These outcomes are reflected in course syllabi.

Zone 1: Foundation Courses

Sector A: Written and Oral Communication

1. Effectively communicate in writing and speaking with clarity, coherence, and persuasiveness.
2. Present and support ideas in an organized manner consistent with the intended audience and purpose in both speaking and writing.
3. Locate and evaluate source information and incorporate it into their work in an ethical and legal fashion.
4. Identify communication techniques for effective elicitation of information including listening,

speaking, writing and body-language.

3.B.3

Barton Community College is committed to offering an education that encourages human and cultural diversity and provides students with opportunities and lifelong skills that prepare them for global citizenry. The College demonstrates this commitment through its curriculum, activities, policies, and procedures.

Curriculum

As evidenced below, the fundamental outcomes and general education outcomes incorporate curricula that provide students with growth opportunities and lifelong skills to live and work in a multicultural world.

Barton has five fundamental outcomes that direct not only general education courses but the College's entire curriculum: critical thinking, life-long learning, historical perspective, technological perspective, and cultural perspective. The fundamental outcomes relate the relevance of a given subject to provide students with the knowledge, skills, and values which enable them to be productive in work, family, and community.

> **Critical Thinking** – Study a given subject critically, including processes to analyze and synthesize important parts of the subject, ask appropriate and useful questions about the study of this subject, and solve problems within the subject area.
>
> **Life-Long Learning** – Relate the relevance of a given subject to the individual student's life, to develop habits that encourage life-long, responsible and independent learning, and to apply appropriate and useful knowledge of the values, conventions, and institutions within an academic discipline.
>
> **Historical Perspective** – Describe how history works, including how historical perspective can strengthen understanding of a given academic subject, and how the history of human endeavor has helped develop that subject.
>
> **Technological Perspective** – Explain how technologies affect important parts of human life and how information technologies shape the study of a given subject.
>
> **Cultural Perspective** – Explain how culture develops through various aspects of human endeavor, how culture develops understanding of a given subject, and how a given subject develops within different cultures.

Barton's general education outcomes include a Global Issues and Diversity coursework requirement to complete an associate degree.

Sector D: Global Issues and Diversity

1. Analyze issues such as globalization, sustainability, multiculturalism, and prejudice (equality/inequality) within a society or culture.
2. Explain how the diverse range of human differences influences the historical and current formation of artistic, economic, social, scientific, cultural or political institutions.

Courses that meet this requirement include Cultural Anthropology, Women and the American Experience, History and Philosophy of Western Culture, History of Rock and Roll, and Cross-Cultural Awareness. Please see the General Education webpage for more course examples.

Co-Curricular and **Performance Activities** (Detailed information regarding co-curricular programs appears in Core Component 1.C.1)

The academic programs are supported by co-curricular activities, performance groups, organizations, and clubs that promote and encourage human and cultural diversity and prepare students for informed citizenship and workplace success. The activities range from academic-focused themes such as honor societies, theater, choir, vocal ensembles, and instrumental groups to organizations that focus on extracurricular interests, faith, culture, or careers.

Training, Policies, and Procedures

Barton recognizes and supports the human and cultural diversity of the world in which students live and work by providing training for students and employees and creating and enforcing supportive policies and procedures. For example, the Sexual Misconduct and Assault Resources Team (SMART) is responsible for a campus collaborative approach to issues related to Title IX and preventing and addressing sexual misconduct. SMART serves in an advisory capacity to campus leadership and community members about best practices in policies, education, prevention, and response to sexual misconduct. The team also ensures that institutional policies such as the Civil Rights Equity Resolution for all Students, Employees, Guests, and Visitors, and related procedures meet Federal, State, and Local laws and mandates ensuring the civil rights of students, employees, guests, and visitors. In addition to mandatory Title IX online training for employees and select student populations, the Title IX Coordinator provides training for employees and students throughout the year, including but not limited to:

- Athletic Orientation
- Appeals Hearing Committee Training
- New Student Orientation
- Upward Bound Staff Training for Summer Residential Program

Diversity, Equity, and Inclusion Statement

The College's Diversity, Equity, and Inclusion Statement encourages human, cultural, and intellectual diversity in the educational experience. As part of its mission in service to and support of students, community members, and employees, Barton affirms its commitment to diversity, equity and inclusion with the following statements:

- Barton embraces diversity/inclusion with regard to our student body, our workforce, our curriculum, our practices, and our engagement with our community. We recognize that diversity, equity, and inclusion support learning, promote excellence, and prepare a global citizenry.
- Barton is committed to achieving a community free from all forms of discrimination and harassment in its policies, practices and endeavors. Further, Barton is committed to fostering a diverse community and to promoting greater awareness of and sensitivity to issues of diversity.
- Toward that end Barton asserts the dignity and worth of every human being and the value of diversity as a source of its strength, including diversity of race, gender, ethnicity, national origin, culture, sexual orientation, age, religion, ability and perspective among students,

faculty, staff and community.

Barton Puzzle Project

The Barton Puzzle Project seeks to explore the intersection of our unique identities and our connectedness, both of which give meaning to our experience at Barton and in our communities. Questionnaires sent to students and employees encourage them to share their unique piece of "The Barton Puzzle." The overwhelming response to the project gives us a peek into heartwarming and inspiring slices of the human experience and the rich tapestry of our interconnected lives. Regularly through each semester, Barton will add to these spotlights of those who make up this community of learners.

3.B.4

Barton's faculty and students contribute to scholarship, creative work, and the discovery of knowledge that enhance programs and align with the Barton mission. Some of the specific examples include:

Arts – The College offers numerous activities and programs for students to participate in Music, Theater, Dance, Instrumental, Vocal, and Visual Arts. Students major in these programs or choose to enroll for personal enrichment. Additionally, many community members enroll in these classes for their personal enrichment. Throughout the year, Barton presents various performances including, concerts, musicals, master class forums, student recitals, dance theater, dramatic productions, and storytelling events.

- Faculty
- Performing Arts
  - Dance
  - Instrumental
  - Theater
  - Vocal
- Visual Arts
  - Shafer Art Gallery

Community – The discovery of knowledge is not limited to the traditional student population. In support of the College's mission to "strengthen communities," Barton offers numerous cultural and academic activities for the service area. Representative examples include the following:

- Career Technical Education Fair – The Career Fair provides participants the opportunity to discover information about specific career paths; thus, helping them to begin the process of identifying their interests, matching skill abilities, and working towards future career decisions.
- Cohen Center for Kansas History is a special collection and research library dedicated to preserving historic resources in Kansas, and inspiring research, teaching, and creative work on the agricultural, cultural, economic, educational, military, and political histories of Kansas. The Center is open to the public.
- GED and Adult Education – Under the guidelines of the Kansas Board of Regents, the Center for Adult Education provides GED and Adult Education services to service area residents, including residents at the Ellsworth Correctional Facility and Larned Correctional Mental Health Facility.

- Jack Kilby STEM Day – Established in honor of Great Bend native and Nobel Prize winner, Jack Kilby who took part in the development of the first integrated circuit. The biennial event is designed to stimulate and enhance students' interest and excitement in science. More than 600 Kansas high school students attended the last event. Recent keynote speakers include –
    - Brian McClendon, CEO of CVKey Project, and creator of Google Earth and Google Maps
    - Charles Rice. Dr. Rice served on the UN Intergovernmental Panel on Climate Change to author a report on Climate Change in 2007 and 2014 and was among scientists recognized when that work won the Nobel Peace Prize in 2007.
- Transitioning Soldiers – Hazardous Waste Worker Training - The program provides model occupational safety and health training for active duty, family members, Guard/Reserve and Veterans worldwide.

Grants

Teams of faculty and staff collaborate with the grant writer to research, develop, and submit the proposals to federal, state, and local agencies and governmental entities. Some of the most recent grant awards include the American Welding Society grant, Perkins grants, KBOR Nursing Initiative grant, and four TRIO programs: Educational Opportunity Center, Student Support Services, and two Upward Bound projects. The Combined Annual Report identifies grant funds received during the fiscal year.

Faculty and Student Recognition

Barton's faculty and students are recognized by the College and other organizations for their contributions to scholarship, creative work, and the discovery of knowledge.

- **Faculty**
    - Distinguished Instructor Awards – The Distinguished Instructor Award for faculty was created in 1984 to recognize teaching excellence.
- **Students**
    - Athletic-Academic Honors – Twenty-one Barton athletic teams received 2021-2022 Academic Teams of the Year achievement awards. Three squads earned the NJCAA Academic Team of the Year honor – Volleyball, Women's Basketball, and Women's Tennis.
    - Students are recognized for outstanding academic achievement through the Dean's List and President's List.
    - Inmate Success at Ellsworth Correctional Facility and Larned Correctional Mental Health Facility – Barton provides adult education, career and technical education, and college level courses at two Correctional Facilities.
    - Outstanding Graduates – Each year, two students are recognized as Outstanding Graduates based on their academic performance, extra-curricular activities, and community involvement.
    - Phi Theta Kappa All-Kansas Academic Team Honorees – Students are selected for their scholarship, leadership, and community service.

Publications

- Faculty and Staff Publications
    - Great Bend Tribune, Great Bend Post Weekly Agriculture Column: Martin, Vic

- ○ NISOD "Innovation Abstracts": Connell, Matt; Miller, Lee; Schottel, Stephanie
- Prairie Ink – An annual literary publication including submissions from students, alumni, and service area community members. The magazine includes original fiction, creative non-fiction, poetry, drama, literary criticism.

Professional Development

- Assessment Institute- Barton's Assessment Institute is an in-house training program developed to educate faculty and staff on assessing student learning and developing the next generation of assessment leaders. The rigorous Assessment Institute model addresses three institutional issues: sustainability, consistency, and empowerment. Participants meet approximately once a month, focusing on current assessment literature, theoretical application, and Barton assessment policies and procedures. Graduates serve as members of assessment subcommittees. Since 2019, 30 current employees have completed the curriculum.
- Barton Leadership Institute – An initiative designed to provide emerging employee leaders with administrative and managerial skills that positively contribute to Barton's success. The institute mirrors aspects of the state leadership program.

- Employee Education – Assist supervisors in identifying resources to support employee skill enrichment, including professional development specific to programs, disciplines, and certification training for employee work functions. Development, training, and enrichment programs include customized training developed by in-house trainers and commercially-developed curricula.

  Participation in Professional Development Conferences and Training – The College provides opportunities for faculty and staff to attend professional development conferences.

- Instructional Excellence Academy - The Instructional Excellence Academy (IEA) is for all instructors, experienced or just beginning, part-time or full-time, online or on-ground along with those that aren't instructors and just want to learn. Some of the IEA's highlights include:
    - ○ Structured 90-minute sessions on Fridays throughout academic year
    - ○ Focused topics each session plus participant's choice topic
    - ○ All sessions will be held through Zoom
    - ○ "Work Smarter not Harder" ideas along with collaboration and brainstorming over current challenges

Sources

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- 3.B.1 IE_Barton Mission
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- 3.B.1 VPI_Associate in Applied Science
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- 3.B.1 VPI_Associate in General Studies
- 3.B.1 VPI_Associate in Science
- 3.B.1 VPI_General Education
- 3.B.1 VPI_Sample Syllabus
- 3.B.2 BOT_END Statements

- 3.B.2 IE_Mission Statement
- 3.B.2 VPI_Assessment of Fundamental Outcomes
- 3.B.2 VPI_Course Syllabi Example
- 3.B.2 VPI_Fundamental Outcomes
- 3.B.2 VPI_General Education Outcomes
- 3.B.3 VPI_Co-curricular Activities
- 3.B.3 VPI_DEI Web Page
- 3.B.3 VPI_Fundamental Outcomes
- 3.B.3 VPI_General Education
- 3.B.3 VPSS_Performance Groups and Clubs
- 3.B.3 VPSS_Policy 1132 Civil Rights Equity Resolution
- 3.B.3 VPSS_SMART Team Charter
- 3.B.4 AD_Athletic Academic Success
- 3.B.4 FO_Shafer Art Gallery
- 3.B.4 GO_Grants Combined Annual Report
- 3.B.4 VPI_Assessment Institute
- 3.B.4 VPI_Assessment Institute Summary
- 3.B.4 VPI_Barton Leadership Institute
- 3.B.4 VPI_Career Technical Education Fair
- 3.B.4 VPI_Cohen Center
- 3.B.4 VPI_Connell
- 3.B.4 VPI_Correctional Education
- 3.B.4 VPI_Deans List
- 3.B.4 VPI_Distinguished Instructors
- 3.B.4 VPI_Employee Education
- 3.B.4 VPI_GED and Adult Education
- 3.B.4 VPI_Instructional Excellence Academy
- 3.B.4 VPI_Jack Kilby STEM Day
- 3.B.4 VPI_Martin
- 3.B.4 VPI_Miller
- 3.B.4 VPI_Performing Arts_Dance
- 3.B.4 VPI_Performing Arts_Faculty Recital and Exhibition
- 3.B.4 VPI_Performing Arts_Instrumental
- 3.B.4 VPI_Performing Arts_Theater
- 3.B.4 VPI_Performing Arts_Vocal
- 3.B.4 VPI_Phi Theta Kappa All_Kansas Academic Team
- 3.B.4 VPI_Prairie Ink
- 3.B.4 VPI_Presidents List
- 3.B.4 VPI_Professional Development
- 3.B.4 VPI_Schottel
- 3.B.4 VPI_Transitioning Soldiers_Hazardour Waste Water
- 3.B.4 VPSS_2022 Outstanding Graduates Award

3.C - Core Component 3.C

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

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

Argument

3.C.1

Barton Community College strives to ensure that the overall composition of the institution's faculty and staff reflects the diversity of the student body and the College's service area. While faculty and staff represent a wide range of experience, credentials, and skills, achieving this goal entails increasing faculty and staff diversity to reflect the students they serve and ensuring that it reflects service area human and workforce diversity. Institutional effectiveness data indicates:

FY 2022 Barton employs 60 full-time, 2 part-time, and 179 adjunct faculty and 230 full-time and 55 part-time staff.

Of the faculty and staff:

- 41.18% identify as male, 58.82% as female;
- 2.85% identify as Hispanic of any race;
- 91.08% identify as white;
- 0.38% identify as American Indian/Alaskan Native;
- 0.19% identify as Native Hawaiian/Pacific Islander;
- 3.8% identify as Black or African American;
- 1.14% identify as Asian; and
- 0.57% are unspecified.

See also: Student and Service Area Demographics

The College affirms its commitment to increasing the overall composition of the institution's faculty and staff to reflect the diversity of the student body and the College's service area through its philosophy and planned actions.

The Barton Diversity, Equity, and Inclusion Statement indicates in part, "…Barton asserts the dignity and worth of every human being and the value of diversity as a source of its strength, including diversity of race, gender, ethnicity, national origin, culture, sexual orientation, age, religion, ability and perspective among students, faculty, staff and community."

The 2022-2023 Human Resources Strategic Goals and Activities Plan reflects the goal to increase diversity.

Recruit and retain talent and leadership at all levels to thrive in an era of change: Barton Core Priority 3, 4 /HLC Criterion 5A1, 5C4

- Promote, support and leverage technology resources and tools to respond to college needs, improve and enhance workflow efficiency, and improve customer service.
- Lead the execution of the Campus Climate Survey.
- Promote financial stewardship.
- Create, promote and foster an organizational environment that values development, diversity and growth opportunities for all employees.
- Research alternative methods for employee evaluation.

Enhance the recruitment process for excellence in hiring to promote diversity of employees: ensuring adequate staffing capacity and staff retention in the face of retirements, new sourcing models, growing external competition, rising salaries, and the demands of technology. Barton Core Priority 3, 4/HLC Criterion 5A4, 5B3

- Balance right mix of internal and external experts supporting the human resource department.
- Support the recruitment and retention of a highly talented, inclusive and diverse workforce.
- Provide accurate and timely workforce information and analysis.
- Provide ongoing support of the organization's onboarding, employee engagement and succession efforts.

3.C.2

Sufficient Numbers and Continuity of Faculty Members

Barton employs sufficient numbers of qualified faculty members to support the College mission and provide high-quality programs and services. Spring 2021 data indicates that the College employs 60 full-time faculty members, 179 adjuncts, and two part-time faculty members. The average full-time faculty tenure is eight years, with nearly 54% serving five years or longer. The average adjunct/part-time faculty years of service is 3.8 years, with at least 28% of adjuncts serving five or more years. According to the IPEDS Fall 20 Report, the ratio of students to faculty is 18:1, which allows adequate time for non-classroom roles including curriculum oversight and expectations for student performance, assessment, establishment of academic credentials, and participation on departmental and institutional teams.

Like most institutions of its size, Barton relies on its faculty to serve in leadership positions, such as academic advisors; program coordinators; division chairs; coordinators of curricular, assessment, and

institutional initiatives; and team members. Faculty expectations are clearly articulated in the Faculty Handbook, Expectations of Barton Online Instructors, Grandview Plaza Operations Manual, Military Programs Faculty Handbook, College Advantage Program Orientation (high school programs), and faculty contracts.

Curriculum Oversight

The faculty hold primary responsibility for curriculum. Through the work of teams such as the Learning, Instruction, and Curriculum Committee (LICC), faculty assume responsibility for curriculum oversight and academic standards for courses and programs to meet these commitments. This committee serves in an advisory capacity to the Vice President of Instruction. It focuses on ensuring instructional integrity and providing quality, learning experiences for all Barton students regardless of venue or modality.

Expectations for Student Performance

Faculty are involved in setting expectations for student performance, which are conveyed in various ways, including but not limited to course syllabi and student learning outcomes (see Criterion 4). Most Career and Technical Education programs have student handbooks (e.g., Dietary Manager, Natural Gas, Early Childhood, Paramedic) detailing expectations for student performance.

Assessment of Student Learning (See also Criterion 4.)

All faculty members participate in the assessment of student learning. The faculty-led Outcomes Assessment Committee (OAC) provides the leadership necessary to ensure the assessment of student learning delivers relevant and consistent data to faculty, staff, and the administration to improve student learning. The more than 25 faculty members of OAC and its subcommittees oversee the development, implementation, and reporting of the College's outcomes assessment processes in alignment with the institutional assessment plan and HLC guidelines. Faculty also participate in institutional, program, course, classroom and as applicable, co-curricular assessment.

The staff and faculty at Barton are continually working to improve. They want to know how their students learn and how to improve their teaching methods. Toward that end, the Assessment Coordinator established the Barton Assessment Institute, an in-house training program, to educate faculty and staff about the assessment of student learning and to sustain assessment efforts by developing the next generation of assessment leaders. Since 2019, 31 faculty have completed the curriculum and continue to serve as subcommittee leaders and members.

Establishment of Academic Credentials

The Vice President of Instruction ensures that all faculty members meet the College's qualifications required credentials to teach assigned courses in the discipline. Faculty hiring procedures are clearly stated and align with guidelines from the Higher Learning Commission, the Kansas Board of Regents, and standards and guidelines from other accreditation requirements. The Barton Faculty Qualifying Credentials spreadsheet, based on the IPEDS Classification of Instructional Programs (CIP), specifies instructor-qualifying credentials for each course.

3.C.3

Barton exercises authority over faculty qualifications and required credentials. Barton's instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

Faculty Qualifications, Including Dual Credit Programs

The College articulates faculty employment qualifications for ensuring that all faculty are appropriately qualified, including those in dual credit programs. When determining acceptable qualifications for its faculty, the institution follows the guidelines set forth by the Higher Learning Commission (HLC) and the Kansas Board of Regents. Additionally, Barton utilizes an approach that addresses instructional requirements outlined in programs designated with national and state accreditations or career technical programs that align with industry requirements for credentials and experience. (See Job Description below.) For all employment outcomes, the institution is responsible for documenting the qualifications of its entire faculty, including faculty teaching in any of the Barton College Advantage Programs (the Barton umbrella term for all high school programming). Administrators use a centralized Faculty Qualifying Credential system based on the IPEDS Classification of Instructional Programs (CIP) that ensures that instructors across all divisions and areas of the College possess the required degrees, training, or professional experience. Regardless of delivery method, all instructors hold the HLC-required credentials in a field relevant to the courses taught.

Job Description

Every Barton position has a specific job description that identifies the role, duties and responsibilities, expectations, knowledge and skills, and physical safety/working environment. Job qualifications, including experience and education, vary depending on the work required for the position. When an external accrediting or certifying organization requires entity-specific qualifications (such as the Nursing program), the partner's requirements are incorporated into the job description.

Hiring Procedures

Barton procedures 2460 Faculty Hiring Procedures and 2461 Adjunct Faculty Hiring Procedures address hiring guidelines. Human Resources representatives and interview team members review all applications to ensure applicants meet the required qualifications. The processes specify the necessary actions, from initial approval for filling positions to advertising to interviewing and hiring.

Faculty Evaluation Process

Regardless of location or delivery mode, all faculty, including adjunct faculty, are subject to the Barton faculty evaluation process, designed to ensure the quality of instruction and uniformity across coursework.

3.C.4

Barton instructors are evaluated regularly in accordance with institutional policies and procedures. In 2020, the College transitioned to the AgileHR PRISMHR (Agile) software for faculty and staff performance appraisals. The Agile system improves on the previous paper-based documentation that required forwarding documents from one individual to another for review and signature. Reminders follow auto-generated messages alerting participants to begin the appraisal processes until the assignment is complete, reducing HR staff deployment, collection, and monitoring time. The system maintains forms, instructions, and user input and controls user access.

Faculty Evaluation

The College has an established, institution-wide faculty evaluation process for faculty, including full-time, regular, part-time, and adjunct faculty. Direct supervisors, including Deans, Program Directors, or other designated administrators, evaluate faculty according to their classification and years of service.

- Full-time and regular part-time faculty receive an annual evaluation for three years, resulting in tenure as applicable to performance. After a fourth-year review, the individual transitions to a triennial review schedule.
- Direct supervisors evaluate adjunct faculty during their first two teaching assignments, and if successful, the individual transitions to a biennial review schedule.

The faculty member's direct supervisor completes the evaluation documentation, including responses to the required criteria and an analysis of student evaluation comments. Coordinators, Directors, Deans, and the Vice-President of Instruction add comments as applicable. The Agile Evaluation System incorporates the Faculty Appraisal and Faculty-Coordinator Appraisal Forms. Supervisors continue to document classroom visits with hardcopy versions of the Classroom Visit Form Face-to-Face, Classroom Visit Form Online, and Online Visitation Form Guide.

Student Evaluation - Student Evaluation - All Barton courses, regardless of instructional delivery mode, conduct instructor and course evaluation. Those with a course shell in the Canvas learning management system utilize the Watermark™ Course Evaluations and Surveys (Watermark.) The system deploys instructor evaluation surveys before the end of the course and automatically creates a report, including comments and raw data. Instructors and Deans can log into Watermark to retrieve information for incorporation into faculty review and improvement plans. Courses without a Canvas shell (a small percentage, e.g., CDL) use hard-copy evaluations.

The evaluation criteria are consistent with contract renewal and tenure decisions, and meet the employee evaluation requirements as identified in Kansas Statutes 71-215 (2021).

3.C.5

Processes

The College annually allocates professional development funds to each academic area of the College with the supervisor having oversight of distribution. Each supervisor manages the process in a manner that meets the area's unique training requirements. Forms for requesting and reporting professional development participation are located on the website. (Some of the forms may include a reference to Perkins; however, they are also used for non-Perkins activities.)

Resources

The institutional professional development budget is divided among the departments based on the number of full-time employees. Approximately 22% percent of this budget is appropriated for Professional Development Teams. In addition, external funds such as the Carl Perkins grant, Center for Innovation and Excellence (CIE) Funding Opportunities, supplement training and faculty development opportunities.

Professional Development Opportunities

Barton provides a variety of internal and external opportunities for employee education at the departmental and institutional levels. Examples of these opportunities include:

Internal Opportunities

- Bi-annual Cougar TALES (Professional Conference Days) - Twice a year, prior to the start of the semester, three-four days are set aside for institution-wide Cougar TALES conference days. The CIE schedules workshops and presentations designed to enhance instructional and student support skills, share best practices, promote discussion, and provide policy, procedure, or operational updates. Members of the Professional Development Team schedule workshops and presentations that are designed to enhance instructional and student support skill; share best practices and promote pedagogical discussion; and provide updates of policies, procedures, or operational issues.
- Annual All Faculty Meeting – The CIE hosts an annual faculty meeting; sessions include new faculty training, Barton's Strategic Plan, discipline-specific topics, and networking opportunities. This session is 100% remote with participation via ZOOM technology. More than 100 faculty attended the fall 2022 session.
- Tuition Scholarships are available to eligible faculty for Barton courses. The scholarship covers the tuition portion of the charges for unlimited non-online classes and up to 9 credit hours per academic term for Regular Part-time Faculty, Adjunct Faculty, and Outreach Site Coordinators.
- The Center for Innovation and Excellence provides services for all employee development. Among those services include opportunities for personal and professional growth, resources, LMS expertise, and activities for collaboration to support employee engagement and quality service to the institution and its students

External Opportunities

The College allocates funds to each area of the College and faculty and employees may apply to their respective supervisor using the Profession Development Request Form to support attendance at workshops or conferences. Professional development requests are reviewed and prioritized by the supervisor and applications are granted based on the availability of funds. In addition to the job-specific professional development, employees may qualify for other developmental opportunities. Examples of recent faculty and instructional staff professional development opportunities are documented in the Professional Development Report.

- Coursework Grants for advanced education. The College awarded five grants per academic year in 2013-2014 and 2014-2015. In 2015-2016, the number rose to 12 grants.
- HLC Annual Conference – At least two academic representatives attend the annual conference.
- The employee education webpage shares current and upcoming opportunities for professional development. Offerings include internal and external live offerings as well as on-demand, previously recorded and archived material.
- Training documentation.

3.C.6

Faculty guidelines and directives demonstrate the College's commitment to ensuring that instructors are accessible for student inquiry.

Annual Student Services Survey

Data from the Barton Fall 2021 and Fall 2020 Annual Student Services Survey indicate that 77.4% of student respondents strongly agreed or agreed that "faculty are available when I need help." Moreover, in fall 2021, 79.8% of respondents strongly agreed or agreed that "the frequency of student and instructor interactions is adequate," a slight increase from the fall 2020 78.4% rate. This survey is administered each fall and all enrolled students are given the opportunity to respond.

With an average class size of 18, Barton faculty have the opportunity for quality interaction with students and are readily accessible for student inquiry. Students have access to instructors inside and outside of the classroom; Learning and student-faculty interaction also occurs outside of the classroom through informal meetings, cultural and athletic events, and field experiences. Many instructors devote additional hours to serve as academic advisors, club sponsors, and activity volunteers.

Faculty Contact

Faculty contact mediums vary due to the diversity of locations (Great Bend Campus, Fort Riley, Fort Leavenworth, Grandview Plaza, various offsite locations such as high schools), the mixture of full-time and adjunct faculty, and instructional mode. Instructors post contact information within the syllabus and course shell. Contact preferences vary with instructor and may include Canvas Inbox, email, physical office hours, office hours online via Zoom, phone, and additional hours by arrangement.

Online Classes (Expectations for Barton Online Instructors)

Online instructors must provide regular and substantive interaction with students, synchronously or asynchronously. For example:

1. Ensure response to students is completed in a timely manner (24-48 hours)
2. Welcome Letter upon receipt of enrollment
3. Weekly updates about course due dates
4. Answer/comment on student questions in virtual office within 24-48 hours Login to course at least four times per week.
5. Lectures and threaded discussions with instructor participation

Grandview Plaza and Military Programs

Students can find specific information regarding Grand View Plaza and Military school's policies in the following documents. Grandview Plaza Operations Manual and Fort Riley Military Programs Faculty Handbook.

College Advantage Programs (Courses taught by an instructor at the student's high school.)

As demonstrated in the examples, College Advantage faculty post their contact information in their course syllabi.

3.C.7

Appropriately Qualified

Every Barton position has a specific job description that identifies the role, major duties and responsibilities, expectations, knowledge and skills, and physical safety/working environment.

Qualifications, including experience and education, vary depending on the work being performed in the position. Examples of job descriptions for student services staff include Counselor, Veteran's Services Coordinator, and Educational Opportunity Center Project Director.

The College's hiring guidelines are clearly articulate in Procedure 2460 – Hiring Guidelines for Regular Faculty and Staff. Individuals interested in Barton open positions apply online through the applicant tracking system. Once an individual's application materials are complete, they are screened by Human Resources to ensure the candidate meets the minimum qualifications for the position.

Further screening for the position is conducted by the search committee to make certain the candidate possesses the appropriate qualifications in accordance with position requirements. With the exception of appointments for unusual or emergency situations, all hiring is conducted by the search committee composed of two or more individuals, including a Human Resources representative for all regular positions. Positions must be approved through the appropriate chain-of-command before a candidate is hired. Regular (non-temporary) positions also require board approval.

A survey of select student support services staff demonstrates that all staff members meet or exceed the minimum qualifications for their position.

Appropriately Evaluated

Staff members who are new to the College or who have transferred into the position participate in a performance review process after 90 days and again after 180 days in their new position. These reviews provide an opportunity for supervisors and staff members to review initial performance and accomplishments, address questions or concerns, and establish a vision for the future. After the preliminary reviews, supervisors follow the schedule outlined in Procedure 2480 – Regular Staff Evaluation Process. Supervisors are encouraged to communicate frequently with employees by providing real-time performance feedback, one-on-one meetings, and regular check ins.

Appropriately Trained and Supported

Barton Community College actively contributes to the professional development of its staff members who provide student support services. Training opportunities include virtual sessions, conferences, and College-developed training. Staff training funds are incorporated into the Center for Innovation and Excellence, departmental, grant, and administrative budgets during the College's strategic planning process.

Select support positions require training specific to maintain required external agency requirements and certifications two examples include:

- Department of Veteran's Affairs of the United States of America - Colmery Education Assistance Act. The School Certifying Official (SCO) is a representative of an educational institute or training establishment who is authorized to submit enrollment certification to DVA (Department of Veterans Affairs) for VA education benefits. The following staff positions completed the required training and are certified SCOs: Director of Testing, Advising, and Career Services; Veteran's Services Coordinator; 2 Advisement Coordinators (FR, FL).

- Financial Aid staff has earned the following National Association of Student Financial Aid Administrators (NASFAA) credentials:
  - Director: 17 credentials and NASFAA Financial Aid Administrator Certification (Of the

thousands of financial aid administrators across the United States, only 200 have completed all seventeen credentials. Also, only 309 financial aid administrators have earned NASFAA's FAAC certification.)
  - Assistant Director: 5 credentials
  - FA Compliance Officer: 4 credentials
  - FA Officers: 6 credentials

Examples of Other Orientation and Training

- Faculty and Staff: Job specific orientation and training provided by supervisors and staff: Technology: Canvas LMS, BANNER, Barton Portal and network
- Peer observation, supervisor mentoring, consulting the Continuity Book(s) for their specific position, and referencing applicable College Policy and Procedures.
- Advisors across the College utilize the same initial advisor training through the advisor training shell in Canvas.
- Training Documentation

In addition to position- or program-specific professional development, support staff are eligible to participate in opportunities offered by the College. For example, eligible employees may apply for tuition scholarships (for Barton courses) and course work grants (for non-Barton courses) to assist in the cost of tuition for courses that ensure the employee's continuing accreditation standards; enhance their ability to further the College's mission and ENDs; and contribute to their personal growth and development.

Position-based mandatory training is required for support staff. The training may focus on employee or institutional-related issues which may include cyber-security training, Title IX, Civil Rights Equity, customer service, blood-borne pathogens, etc. as deemed appropriate by the supervisor or institution.

Sources

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- 3.C.1 VPI_2022-2023 HR Strategic Goals and Activities
- 3.C.1 VPI_DEI Web Page
- 3.C.2 HLC_FacultyGuidelines (3)
- 3.C.2 HR_Hiring_Procedures_Faculty (2)
- 3.C.2 VPI_Assessment of Student Learning
- 3.C.2 VPI_Assessment_Institute
- 3.C.2 VPI_College Advantage Program Orientation
- 3.C.2 VPI_Expectations for Barton Online Instructors
- 3.C.2 VPI_Faculty Contract
- 3.C.2 VPI_Faculty Handbook
- 3.C.2 VPI_Faculty_Qualifying_Credentials (1)
- 3.C.2 VPI_Fort Riley Military Programs Faculty Handbook (1)
- 3.C.2 VPI_Grandview Plaza Operations Manual
- 3.C.2 VPI_LICC Charter 2020-2021 (1)
- 3.C.2 VPI_Student Handbook Dietary Manager
- 3.C.2 VPI_Student Handbook Early Childhood

- 3.C.2 VPI_Student Handbook Natural Gas
- 3.C.2 VPI_Student Handbook Paramedic
- 3.C.3 HLC_FacultyGuidelines
- 3.C.3 HR_2460 Faculty Hiring Procedures
- 3.C.3 HR_2461 Adjunct Faculty Hiring Procedures
- 3.C.3 HR_2465 Faculty Employment Qualifications
- 3.C.3 VPI_College Advantage
- 3.C.3 VPI_Faculty_Qualifying_Credentials
- 3.C.3 VPI_Nursing Job Description
- 3.C.4 HR_Classroom Visit Form F2F
- 3.C.4 HR_Classroom Visit Form Online
- 3.C.4 HR_Faculty Appraisal Form
- 3.C.4 HR_Faculty Coordinator Appraisal Form
- 3.C.4 HR_Online Visitation Guideline
- 3.C.4 KS_KS Statutes 71-215 (2021)
- 3.C.4 VPI_2481 Faculty Evaluation Process
- 3.C.5 VPA_Procedure 2115 Tuition Scholarships
- 3.C.5 VPA_Procedure 2440 Coursework Grants
- 3.C.5 VPI_Center for Innovation and Excellence
- 3.C.5 VPI_Professional Development Forms
- 3.C.5 VPI_Professional Development Opportunities
- 3.C.5 VPI_Training Documentation
- 3.C.6 VPI_Contact Information_Course Shell
- 3.C.6 VPI_Expectations for Barton Online Instructors
- 3.C.6 VPI_Fort Riley Military Programs Faculty Handbook
- 3.C.6 VPI_Grandview Plaza Operations Manual
- 3.C.6 VPI_Syllabus CAP Instructor Accessibility
- 3.C.6 VPI_Syllabus Instructor Accessibility
- 3.C.7 HR_Employee Mandatory Training
- 3.C.7 HR_Job Description Counselor
- 3.C.7 HR_Job Description EOC Director
- 3.C.7 HR_Job Description Template
- 3.C.7 HR_Job Description Veterans Services Coordinator
- 3.C.7 VPA_Procedure 2115 Tuition Scholarships
- 3.C.7 VPA_Procedure 2440 Coursework Grants
- 3.C.7 VPA_Procedure 2460 Hiring Guides
- 3.C.7 VPA_Procedure 2480 Regular Staff Evaluation Process
- 3.C.7 VPI_Procedure 2458 Professional Development
- 3.C.7 VPI_Professional Development Opportunities
- 3.C.7 VPI_Training Documentation
- 3.C.7 VPSS_Financial Aid Office
- 3.C.7 VPSS_School Certifying Official
- 3.C.7 VPSS_Student Services Staff Qualifications
- 4.A.4 VPI_Faculty Evaluation Procedure 2481

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

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

Argument

3.D.1

Barton provides students with an array of academic and support services designed to meet their specific needs and to provide opportunities for a successful attainment of their educational goals. The College offers these services for prospective, new, and current students in multiple locations and a wide range of modalities. Students can access information and assistance in-person, by telephone, via e-mail, and through other internet-based communications.

The annually-administered Barton Student Services Survey demonstrates that students express satisfaction with the College's support services. The following data is in response to the statement, "Based on your experience at Barton; please rate the following student services." Percentage of students who utilized the service indicating Rewarding or Good.

- Admissions Office: 80.81%
- Academic Advising:82%
- Financial Aid Office: 85%
- Library Services: 85%
- Tutoring: 82%
- Registrar-Enrollment Services: 89%
- Placement Testing: 87%
- Housing: 64%
- Food Service: 51%
- Health Services: 91%
- Career Services: 89%
- Security and Safety: 92%
- Student Activities: 91%

Every other year, Institutional Research administers the Ruffalo Noel Levitz Satisfaction Priorities Survey (RNL) to determine student satisfaction with services offered by the College. Selected student services-related responses indicate of the 17 categories, Barton's student satisfaction rate is higher than the average state/peer college rates. Note: Only student service-related data are reflected in this

chart.

3.D.2

Barton Community College provides learning support and preparatory instruction to address the academic needs of its students.

Assessment and Placement

The College has a mandatory assessment and placement policy that applies to 1) students enrolling in approved certificate or degree programs with prerequisite placement scores and 2) students who plan to enroll in any course with prerequisite placement. For the purposes of the Academic Assessment and Placement Procedure, placement scores include results from nationally-normed assessment instruments including ACCUPLACER, ACT, OR SAT. Students who asses into two or more developmental areas of study are encouraged to enroll in Student Success (EDUC 1103) during their first semester at Barton as available.

The College continues to explore appropriate and evidence-based options for course placement. A pilot using Grade Point Average as a placement measure for high school students enrolling into dual enrollment classes produced promising results that appropriate departments plan to discuss for potential implementation with other student groups. (See 4.C.3.)

Academic Preparation

The Barton Foundational Education Program offers post-secondary educational opportunities that are responsive to the individual differences and needs among learners. To facilitate academic preparedness, the College provides diagnostic testing and placement, general and discipline-specific learning strategies, and assists students in coping with barriers to learning. Barton offers a unique, module-based instructional program for College Preparatory Math. Students needing to master competencies included in any Module 1 -12 are expected to complete a minimum of 4 modules in order to earn a passing grade in this course.

Faculty began reviewing remedial English and Reading developmental courses employing the best practice philosophy that reading builds writing skills and writing builds reading skills. The resulting courses, ENGL 1191 Foundations of Reading and Writing and ENGL 1195 Integrated Reading and Writing, combine English and Reading competencies and outcomes and creates co-requisite courses to ensure better placement and completion rates when students transition to College level curriculum. A third course, ENGL 1209 Composition I with Review provides a faster pathway for students with placement scores below college level in writing. Students in this five-credit course attend a college-level English Composition I class followed by additional instruction/review with the same instructor. This format allows eligible students to save one semester by combining the Composition I class with the supplemental instruction and review. The courses are offered to provide the opportunity for students to improve writing skills necessary for successful performance in college courses and most careers.

The English for Speakers of Other Languages (ESOL) program prepares students to communicate in English in order to improve skills to further their academic studies. The goal is to provide students with the opportunity to attain fluency in English. Four courses, including Introduction to English Language, focus on Fluency Level. Six other supplemental courses available to assist students to including Conversational English, Academic Vocabulary, Conversational English II, Academic

Vocabulary II, and Sentence Structure.

Center for Adult Education – The program assists students who need to improve basic skills to prepare for a high school equivalency exam, strengthen skills to prepare for college placement exams, or gain skills to obtain a better job. In addition, the College provides Adult Education services at two local area correctional facilities.

As noted in 3.D.1, Barton provides students with a wide array of academic and support services designed to meet their specific needs.

3.D.3

Barton provides academic advising suited to the programs we offer and the needs of the various student populations. Academic advisors are assigned to all degree or certificate students at all locations and all instructional modalities. Non-degree or non-certificate-seeking students are assigned to the Advisement Center or they may request to be assigned to a specific advisor.

Global academic advisement support mechanisms are available to students at all locations – including access to Degree Works Degree Auditing System and a general academic advisement email address monitored and responded to by general advisors throughout the institution, regardless of location. The following sections provide specific information about the various site- or population-specific services.

Great Bend Campus and Barton Online

Academic advising at Barton uses a shared model where some advisors meet with students in a central advising center, and some faculty advise students in the instructional department of their major program or discipline.

The Advisement Center has full-time academic advisors and other members of the Student Services department who have advising as part of their job responsibilities. In addition, other staff and faculty members may volunteer as academic advisors. Other academic advisor characteristics include:

- CTE/workforce faculty usually have advising as a required part of their responsibilities.
- General education/academic faculty may volunteer to advise students in a particular area, i.e., math, science, English, education, fine arts, etc.
- Staff members in appropriate areas may request to become advisors and require approval from their supervisor to include this in their responsibilities.

Advisor Training

Prospective academic advisors are required to complete the online Advisor Development Course and meet with the Advisement Coordinator for their area prior to advising students. The online course serves as the primary training medium for Barton advisors. The Advisement Coordinator maintains, updates, and facilitates.

The online Advisor Development Course focuses on the three Foundations of Academic Advising outlined by NACADA (Global Community for Academic Advisors): Conceptual, Informational, and Relational. The final discussion, face-to-face or via Zoom, phone, or email, allows for questions and training specific to the population or area of the trainee. Topics for discussion may include general questions or specifics on using Banner, Degreeworks, student information storage, or

communications.

Other training opportunities include professional development in various forms, including online webinars, transfer workshops, seminars, advising conferences at colleges/universities both in- and out-of-state.

Fort Riley and Fort Leavenworth

Fort Riley and Fort Leavenworth advisors work under the purview of the Memorandum of Understanding with the Army; therefore, the specific advisement needs of military-connected students are reflected in the services and advisor training.

- Barton strives to meet the needs of students. Student Services Specialists (SSSs) serve as front-line staff and provide various functions at this location. They assist with enrollment, book orders, basic financial aid questions, and payments. The SSSs work collaboratively with subject matter experts, connecting students with these individuals for more in-depth counseling.
- Academic advisors are also available at this location to meet with students (in-person, via phone or email, or via Zoom) to review degree progress and advise on class selection.
- The Advisement Coordinator at those offices oversees customized training for these locations.

Grandview Plaza

An academic advisor is assigned to students pursuing all of the certificate and degree programs offered at that campus, and is available on-site to assist students in person, via phone, or via email. The academic advisor participates in the Advisor Development Course training and training applicable to the specific programs and training offered at Grandview Plaza.

3.D.4

Faculty and students have access to the infrastructure and resources necessary to support effective teaching and learning.

Career and Technical Education Laboratories

The College has established multiple laboratories on campus for programs for programs such as healthcare and trades programs. The labs simulate workplace settings by providing a realistic environment, equipment, and workplace scenarios, allowing learners to practice and perfect their skills in a guided learning environment.

Clinical Practice Sites

The Adult Healthcare, Dietary Manager, Emergency Medical Services, Medical Laboratory Technician, Nursing, Paramedic, Pharmacy Technician, Medical Support Programs, (Medical Assistant and Medical Coding), and Phlebotomy, programs collaborate with external entities to provide clinical, intern, or field experiences for students. The College and the site partner sign a formal Clinical Affiliation Agreement identifying the role and responsibilities of each organization.

Fine Arts and Performance Spaces

Barton provides dedicated spaces for fine arts and performance. Examples of the various venues include Studio 34 Dance Studio, Dorothy Moses Morrison Chapel, the Fine Arts Auditorium, and the

Shafer Art Gallery.

Library and Research

The Barton Library and Cohen Center for Kansas History provides resources to students, employees, and community members to access resources and services in a variety of media for education, research, and recreation.

Life and Physical Science Laboratories

Students conduct research in a lab setting, with simulation programs, or in the field. These labs include Biology, Microbiology, and Chemistry.

Sports Facilities

Students, employees, and the community have access to numerous sports facilities at the Great Bend campus. The College sponsors 22 NJCAA men's and women's athletic teams. The multiple facilities include baseball and softball fields, soccer pitch, swimming pool, tennis courts, wrestling/volleyball/basketball arena, eSports room, and multiple practice facilities.

Other Facilities

In addition to the numerous classrooms, science labs, and technological infrastructures, Barton oversees other resources including Camp Aldrich, the Planetarium, and the Student Union.

Technological Infrastructure

Barton's robust Technological Infrastructure is demonstrated in the services, technology assets and major projects.

Instructional Technology – The Information Services staff support the following instructional components:

- Barton Online -Barton Online is the virtual campus of Barton Community College offering quality online education courses since 1999. Students can take a class or earn an associate's degree or certificate – all on a flexible schedule, from any location, and at a affordable cost. Students can login to Barton Online anywhere there is Internet access and work at their own pace to complete weekly assignments. Online courses are accessible 24 hours a day, 7 days a week.

- Canvas Learning Management System - Canvas houses all of Barton's online, hybrid, live online, and face-to-face course shells. Canvas is also the repository for professional development training resources, including the Instructional Excellence Academy, Leadership Institute, Assessment Institute, and Academic Advisor Training.

- Concourse - Barton uses the Concourse syllabus management system to update, store, and display course syllabi.

-
- Degree Works - a comprehensive academic advising, transfer articulation, and degree audit solution that aligns students, advisors, and institutions to a common goal: helping students graduate on time.

Other

- Active Learning Classrooms (2)
- Anatomage Classroom
- Apporto Virtual Desktop
- Zoom Technology Classrooms (79)

Sources

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- 3.D.1 VPSS_Barton Student Services Survey Fall 2021
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- 3.D.2 VPI_Adult Education
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- 3.D.2 VPI_ENGLISH 1111 Introduction to English Language
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- 3.D.2 VPSS_BOT Report Developmental Education
- 3.D.3 VPI_FR Academic Advisor
- 3.D.3 VPI_FR FL Advisement Coordinator
- 3.D.3 VPI_FR FL Student Services Specialist
- 3.D.3 VPSS_2500 Academic Advisement Placement and Retesting
- 3.D.3 VPSS_Academic Advisor
- 3.D.3 VPSS_Advisement Coordinator
- 3.D.3 VPSS_Advisor Development Course
- 3.D.3 VPSS_Degree Works
- 3.D.4 CIO_Technology Infrastructure
- 3.D.4 VPA_Camp Aldrich
- 3.D.4 VPA_Student Union
- 3.D.4 VPI_Barton Fine Arts Auditorium
- 3.D.4 VPI_Barton Library
- 3.D.4 VPI_Barton Online
- 3.D.4 VPI_Canvas Learning Management System
- 3.D.4 VPI_Career and Technical Education Laboratories
- 3.D.4 VPI_Clinical Practice Site Agreement
- 3.D.4 VPI_Clinical Practice Sites
- 3.D.4 VPI_Cohen Center for Kansas History
- 3.D.4 VPI_Concourse
- 3.D.4 VPI_Degree Works
- 3.D.4 VPI_Fine Arts and Performance Spaces
- 3.D.4 VPI_Life and Physical Science Laboratories

- 3.D.4 VPI_Planetarium
- 3.D.4 VPI_Shafer Art Gallery

3.S - Criterion 3 - Summary

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

Summary

All degree and certificate programs at Barton meet the rigors and expectations of higher education and are consistent with industry standards and expectations. Barton's programs challenge students' intellectual growth, acquisition, and application. The College employs internal and external processes to assure relevancy, currency, and quality of courses and programs of study across all modes of delivery and all locations.

The College employs an appropriate number of qualified faculty with credentials that meet or exceed the education and training required to provide exceptional, quality programs and student services. Faculty provide oversight of the curriculum and assessment of student learning.

Appropriately qualified and trained staff provide student support services such as tutoring, academic advising, assessment and testing, career services, counseling, disability services, financial aid, and military-connected and veterans services.

The College provides students with a supportive learning environment through appropriate infrastructure, including active learning classrooms, advanced technology, advisement center, career services center, laboratories, library, clinical practice sites, and Student Academic Development Center.

Barton provides an enriched educational environment through its varied co-curricular programs and opportunities that reinforce classroom learning.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4.A.1

Barton Community College engages in a comprehensive, biennial Instructional (Program) Review process, aligning with the mission and strategic plan. The review schedule provides opportunities for faculty to assess the status, evaluate the effectiveness, and reflect on the successes and challenges of their divisions and programs. Moreover, the process serves to identify the needs, priorities, and future direction of those programs.

The Vice President of Instruction coordinates the instructional review process in collaboration with academic representatives, including Deans, Executive Directors, Program Coordinators, and the Coordinator of Assessment and the Institutional Effectiveness Researcher. As demonstrated in the Instructional Review Template, the multi-leveled instructional review process incorporates programmatic and demographic data, assessment of student learning, sustainability assessment, strategic plans, and goals. The Review Summary section features comments and responses from the Instructor/Coordinator, Executive Director, Dean, and Vice President of Instruction. (Examples from the most recent Instructional Review cycle illustrate the completed Instructional Review Report.)

As evidenced by the [Instructional (Program) Review Process - Historical Timeline](), the College continuously endeavors to improve the Review Process. In 2016, administrators and representatives from the assessment team, in consultation with the HLC Assessment Academy Mentor, examined the instructional review process and identified concerns and process gaps. This review resulted in recommendations for the initial revision phase goals. In response to the recommendations, representatives of the Instructional Division, in collaboration with the Coordinator of Assessment, Institutional Effectiveness Researcher, and the Vice President of Administration, instituted a redesign of the instructional review process and related components. The following example demonstrates the College's actions. (Other [action examples]().)

- Recommendation: Focus attention on the assessment of student learning within the program. In 2018, the Assessment Coordinator and Instructional Council collaborated to incorporate Student Learning Outcomes data in the Instructional Reviews. To assist with interpreting and analyzing the program assessment data, the Coordinator of Assessment prepares a [Program Assessment Report]() demonstrating a data analysis for each program participating in the review cycle. As the Historical Timeline demonstrates, the new Instructional Review Template requires the [analysis of specific data points relating to learning outcomes and grade performance]() to support continuous program improvement. The Instructional Reviews document decisions and expected actions based upon the data.

To ensure that the Instructional Review Process matures, the College conducts regular monitoring and evaluation. The Instructional Review Process incorporates the following elements:

- Operations are characterized by [repeatable, predictable processes]() and regularly evaluated for optimum effectiveness. The process map clearly illustrates the operations including data collection, data analysis, budgeting, and strategic planning. A bi-monthly review cycle, requiring a Follow-Up Report ensures continuous focus on identified goals and plans.
- Processes and measures track progress on [key strategic and operational goals](). Instructional Review addresses [specific requirements for goal setting](), required resources, and specific actions to achieve the goals. Additionally, to ensure continuous effort, programs submit [quarterly progress reports]().
- To facilitate the student learning outcomes component of the review process, the Coordinator of Assessment develops [training videos]() to guide using assessment data for strategic planning and budgetary decisions to meet program goals and learning outcomes.
- Establishment of two process-related committees to provide process oversight and support.
  - [Instructional Review Committee]() – Example: [Meeting Minutes]()
  - [Program Level Assessment Committee (PLAC)]()
- Instructional Review Process and Analysis [artifacts]() shared among instructional units.
- [Potential Professional Development]() topics resulting from Instructional Review analysis.
- [Continuous Improvement for Instructional Review]()

4.A.2

Barton evaluates all prior academic learning of students transferring to the College, including that awarded for experiential learning or other forms of prior learning to ensure the quality of the credits it accepts. The Barton [Credit for Prior Learning Procedures]() clearly describes the processes for evaluating credit for learning gained from other accredited postsecondary institutions and outside a traditional postsecondary academic environment. These procedures follow the [KBOR Credit for Prior Learning Guidelines](). Students can find these policies and procedures on the College and KBOR websites.

The Registrar is responsible for awarding and approving credit for prior learning. In support of the process, the College designates trained Transfer Analysts at each instructional site who conduct transcript reviews. Following the established procedures, the Registrar and Analysts review Credit for Prior Learning (CPL) requests such as credit by examination, portfolio review, career pathway, military training credit, alignment, apprenticeship, industry/workplace credit, and international credit. Analysts consult with program directors and faculty to evaluate experiential and other forms of prior learning as indicated in the policy and procedures.

Third Party Evaluation

Barton relies on the evaluation and policies of third parties including the KBOR Systemwide Transfer (SWT) for credits earned at other state institutions, the American Council on Education Guidelines for military courses and training, and the World Education Services (WES) for credits received from international institutions.

4.A.3

Barton Community College has policies and procedures that ensure the quality of credit it accepts in transfer. The College accepts undergraduate transfer credits from colleges and universities accredited by or holding candidacy status with one of the regional or national accrediting bodies in the United States. Transfer credits will be accepted from colleges and universities starting from the year they are accredited or hold candidacy status with their accrediting agencies. Non-accredited institutions are subject for review by the Registrar. Other credit, including advanced placement examinations, may be approved for transfer on a course-by-course basis and applied to select degrees as determined by the Registrar or designated reviewers.

Barton's Registrar is responsible for administering the policies for evaluation and transcription of transfer credit. The policies and procedures for transfer credits are detailed on the Barton website and distributed to all academic advisors and enrollment personnel at all sites.

The College also maintains several articulation and transfer agreements that facilitate the transfer of credits, examples include:

> • Military Articulation Agreements The Kansas Credit for Prior Learning Task Force works closely with the Kansas Collaborative on Military Credit and other groups to make recommendations for evaluating and awarding credit for military training. Veterans and service members can use the search tool to review credit for prior military learning that Kansas public postsecondary institutions offer.

> • Reverse Transfer Agreements allow individuals to receive an associate degree from their most recent Kansas community college or technical college by combining those credits with the credits earned after transferring to a Kansas public university.

> • Statewide Articulation Agreements enable Kansas High School Graduates to have a seamless transition from their high school Career & Technical Education Pathway to the corresponding Occupational Program at the postsecondary level.

> • The Transfer Kansas Portal houses all Systemwide Transfer (SWT) courses approved by the Kansas Board of Regents, for which faculty across Kansas institutions develop and update learning outcomes. SWT courses transfer to any Kansas public institution offering an

equivalent course. See also, 3.A.1.

Transfer Credit Evaluation

The College converts all transfer credits to the semester-hour system. All credits earned with a "D" grade or higher are listed on the Barton transcript and calculated into the student's cumulative grade point average (GPA). The institutional procedure for credit exams such as AP is to assign letter grades based on performance. Barton offers numerous Credit for Prior Learning opportunities.

Residency Requirement

To be eligible for graduation, students must complete at least 15 resident hours from Barton Community College. Students seeking a certificate from Barton must have completed at least 25% of the required courses from Barton.

4.A.4

Authority Over Courses, Rigor, Expectations for Student Learning

The College is committed to the integrity, quality, and academic rigor of all of its courses. The Vice President of Instruction, Dean's Council (Associate Dean of Instruction; Dean of Academics; Dean of Military Academics, Technical Education, and Outreach Programs; Dean of Workforce Training and Community Education; and Vice President of Student Services), Faculty, and the Outcomes Assessment Committee, manage the rigor of curriculum and expectations for student learning. Furthermore, external Advisory Boards and accreditation bodies provide input in establishing and validating industry-recognized knowledge and skills.

The Learning, Instruction, and Curriculum Committee (LICC) assumes responsibility for oversight of curriculum and academic standards for courses and programs to meet these commitments. This committee serves in an advisory capacity to the Vice President of Instruction. It focuses on ensuring instructional integrity and providing quality, learning experiences for all Barton students regardless of venue or modality. LICC oversees the review of all proposed courses, changes in curriculum, modifications to course content, and safeguards the academic rigor of the College.

The Barton Curriculum Approval Matrix (CAM), a macro workflow map, illustrates the rigorous processes for approving new or revising existing and deactivated programs, certificates, and degrees. *See also,* 3.A.1.

Prerequisites

Each academic department assesses and defines prerequisites and submits new requests and changes to LICC for review and approval. Prerequisites for all delivery modes and dual/concurrent credit classes align with on-campus and online courses. There are three types, a mandated assessment score, the attainment of a specific grade, and required coursework before enrolling in the more advanced course. If a prerequisite is required, the College publishes a notification in the course syllabus, the Barton Catalog, and the Barton website.

Access to Learning Resources

The College provides students with learning resources and services to support their academic and personal success regardless of their location or learning modality. Students are encouraged to contact the various offices for direct services or referrals to services in their locale. Examples of learning resources include: Academic Advising, Academic Development Center, Barton Online Student

Services, Civil Rights and Title IX, Counseling, Library Services, Military and VA Services, Tutoring, and Veteran's Services. *See also 3.D.4. and 3.D.5.* for additional detail.

Dual credit courses or programs for high school students are equivalent to the higher education curriculum. Barton adheres to the Kansas Board of Regents (KBOR) Concurrent Enrollment Partnership (CEP) Requirements:

- Concurrent Enrollment Partnership (CEP) students are held to the same grading standards and achievement standards as those expected of students in on-campus sections.
- CEP students are assessed using the same method (i.e. papers, portfolios, quizzes, labs) as students in on-campus sections.
- High school faculty are utilizing the same final examination for each CEP course as is given in a representative section of the same course taught at the public postsecondary institution awarding the course credit.
- High school faculty are applying the same scoring rubric for the assigned course as in the on-campus course. Moreover, course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

The Barton Course Binder Project (CBP) further addresses course and program equivalency. The CPB is a multi-tiered system to ensure expectations for learning, assessment, and student performance are consistent and meet a minimum level of quality and rigor as established and agreed upon by the faculty across all instructional venues and locations. The project provides a continuous improvement framework in which seasoned faculty identify, vet, and collect representative instructional artifacts representing each course's minimum expected rigor and quality level. The multi-tiered system incorporates the following critical elements:

- Development and distribution of course-specific binders
- Faculty-driven curriculum oversight - places expectations on faculty to collaborate and establish the minimum expected quality level.
- Capacity-building infrastructure - includes Process Handbook, user training, and process map.
- Evaluation - peer review: quality and rigor
- Continuous improvement - the process map illustrates the development and review cycle.

Faculty Qualifications, Including Dual Credit Programs

Barton exercises authority over faculty qualifications and required credentials. Faculty hiring procedures are clearly stated and align with the guidelines from the Higher Learning Commission and the Kansas Board of Regents. Regardless of delivery method, all instructors hold the HLC-required credentials in a field relevant to the courses taught. The Barton Faculty Qualifying Credentials spreadsheet, based on the IPEDs Classification of Instructional Programs (CIP),specifies instructor-qualifying credentials for each course. All faculty, including faculty teaching in any of the Barton College Advantage Programs (the Barton umbrella term for all high school programming), must meet the HLC's Qualified Faculty Requirements. Furthermore, regardless of location or delivery format, all faculty, including adjunct faculty, are subject to the Barton faculty evaluation procedure, designed to ensure the quality of instruction and uniformity across coursework. *See also, 3.C.2.*

4.A.5.

Barton maintains specialized accreditation or approval for five programs. The programs undergo a rigorous process that includes completing a comprehensive self-evaluation report, which ensures the

programs' rigor and quality. All accredited programs at the College are currently approved and compliant with full accreditation or licensure as of AY 2023.

4.A.6

The College evaluates the success of its graduates; it monitors key performance indicators (KPIs) to track institutional and programmatic performance. The data collected and analyzed by the Office of Institutional Effectiveness guides planning, goal setting, benchmarking, and insights for decision-making that result in strategies that help achieve established student success goals. Barton's goals and KPIs include:

Goal 1: Advance student entry, reentry, retention, and completion strategies.

- **Student Success**
    - KPI 1.1: Fall to Fall Retention – Full and Part-time
    - KPI 1.2: Fall to Spring Retention – Full and Part-time
- **Student Completion**
    - KPI 1.3: Course Completion
    - KPI 1.4: Degree/Certificate Completion
    - KPI 1.5: Program Completion (100%, 150%, 200%)

 Goal 2: Foster excellence in teaching and learning.

- **Student Learning**
    - KPI 2.1: Student Learning Outcomes/Program Assessment

The Instructional (Program) Review process analyzes and assesses student learning outcomes and associated data at the classroom, course, and/or program assessment level. Additional detail regarding the program review process is available in 4.A.1. Moreover, Criteria 4.B and 4.C address the assessment of student learning as well as student success.

The Workforce Training and Community Education (WTCE) division also evaluates the success of its graduates through the annual Student Satisfaction Survey and Barton Employer Satisfaction Survey, as well as data reflecting the status of students with a declared major in a Perkins-approved program. In response to Board of Trustee END 2: *Students will be prepared for success in the workplace,* the Dean of WTCE presents the annual Work Preparedness Monitoring Report at the October Board meeting. The report provides an overview of work preparedness data including:

- Program assessment process
- Healthcare and trades and technology certification and pass rates
- Essential skills program overview
- Results from the Kansas Board of Regents Student Satisfaction Survey
- Results from the Barton Employer Satisfaction Survey

Workforce faculty and administrators also consult with advisory committees to prepare students for success in the workplace. The committees assist programs in understanding the community's workplace skills and employment needs by providing input to ensure that the curriculum adequately addresses industry needs and program competencies and performance levels meet industry standards.

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1

Processes for Assessment of Student Learning
Barton engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students. As described in the Assessment Processes Handbook, the College has well-defined, effective processes for assessing student learning and achieving learning goals in academic and co-curricular offerings. Moreover, the Assessment of Student Learning Strategic Plan establishes a framework to communicate the alignment with the College's mission and vision and identify assessment objectives and the actions necessary to achieve them.

Focus on Continuous Improvement
Throughout the assessment processes, the staff and faculty at Barton are continually working to improve. They are interested in knowing how their students learn and how to improve their teaching methods. What faculty learn about their students and how well they learn the material will affect how the information is presented to the next class and the one after that in a continuous cycle of improvement as overseen by the Outcomes Assessment Committee (OAC).

Levels of Assessment
     As illustrated by the Barton Assessment Model, each level of assessment focuses on specific Student Learning Outcomes (SLOs) relating to what a student will understand, apply, analyze, evaluate, and create when they have completed a given learning experience. The Assessment Process Map outlines the process used to assess SLOs at all assessment levels. Each assessment level follows the same path:

- Identify Student Learning Outcome
- Collect and assess sufficient evidence to determine if students are learning the SLO
- Determine if the level of achievement is at or above the established benchmark
  Adjust as needed
- Document the assessment and lessons learned for future use and continuous improvement

The Assessment Process Handbook describes a systematic approach to successfully traversing the assessment process described above and performing each assessment level. The common elements for each assessment level include:

- Align with the Fundamental Learning Outcomes
- Use, Apply, and Document the Assessment – data collection, documentation process, data application as needed.
- Close the Loop – data analysis; data sharing; data application for planning, evaluation, identification of deficiencies and gaps; share best practices and lessons learned; improve quality.

The Barton Assessment Model incorporates the following levels of assessment:

- Institutional Assessment – Barton's Board of Trustees have defined a series of END statements, which express in measurable terms the value Barton intends to create in each priority area. Barton's Fundamental Learning Outcomes (FLOs) support the institutional mission through Barton's END: Fundamental Skills.

Assessment of the FLOs, the knowledge, skills or abilities that guide all curriculum, serves as an indicator of the essential skills retained by our students and their ability to lead productive lives.

- General Education Assessment – Currently, General Education Assessment at Barton is in the planning phase. Barton faculty and staff will make curricular-adjustments to improve student learning based on the assessment of General Education Learning Outcomes, the knowledge, skills, or abilities students will have upon completion of the respective curriculum. Strategies to improve student learning will be established with specific goals sustained by budgetary requests, as needed, in support of Strategic Planning and consequently the overall Mission of the College.
- Co-Curricular Assessment – Barton is committed to assessing and strengthening co-curricular organizations. The College recognizes and values that student learning is most effective when students can make meaningful connections across their many educational experiences, both curricular and co-curricular.

  The Co-Curricular Assessment Handbook and video thoroughly describe how co-curricular groups at Barton systematically assess and make improvements to benefit their respective student learning outcomes. The Handbook illustrates the alignment of Co-Curricular Assessment with Barton's Strategic Planning Framework and Fundamental Learning Outcomes. These data subsequently support the ENDs statements addressed by the Board of Trustees and Barton's strategic planning framework.

  Documenting Co-Curricular Assessment - The report for each area follows a standard template identifying the group's learning outcomes and plans for data collection. The club/activity sponsor updates information annually to document assessment data and changes made by the group because of the assessment data and submitted to the Co-Curricular Assessment Sub-Committee for review. Each report will provide a snapshot of the student group's activities and accomplishments. An annual report compilation is published within the Co-Curricular Assessment Report, contributing to a holistic review of co-curricular activities.

- Program Assessment - Barton faculty and staff make holistic curricular adjustments to improve student learning based on Program Learning Outcomes (PLOs) assessment. Program faculty and administrators identify strategies to enhance student learning with specific goals sustained by budgetary requests, as needed, within the respective Instructional Reviews. (See also 4.A.1

Program Review)

In collaboration with the Coordinator of Assessment, the Program Level Assessment Committee collects and aggregates the respective program assessment data for the Program Assessment Reports. Program representatives analyze the data as a part of the instructional review process.

Program learning outcomes look to find the core identity and values of a program. These are a student's skills and abilities upon completing a given program. Each program will develop Program Learning Outcomes and means of assessment as part of Barton's efforts to keep student learning at the forefront of Instructional (Program) Review.

- Course Assessment – The goal of course assessment is to measure SLOs based on course competencies at the end of a given course, identify competency areas in need of improvement, determine the necessary steps to improve student learning, and then make the appropriate changes to the course content for future offerings of the course.

  Faculty must teach and assess all stated competencies in a given syllabus and submit documentation for two competencies from each course. They will make macro-adjustments to improve student learning based on the summative assessment of Course Learning Outcomes, the competencies stated in the course syllabus, using various Course Assessments.

- Classroom Assessment – measures student learning as it happens on a day-to-day basis. Barton faculty and staff will make micro-adjustments to improve student learning based on the formative assessment of classroom learning objectives, the learning outcomes for a given lesson, using various classroom assessment techniques (CATs). (See also, 4.B.2)

4.B.2

Once faculty and staff have assessed the respective student learning outcomes, they collect, analyze, and share the results among their peers and administrators. By identifying and focusing on the SLOs students are struggling with, faculty and staff can strategically improve Barton's course, program, and co-curricular areas. The Assessment Coordinator publishes annual reports to inform constituents about assessment outcomes. The following reports demonstrate that Barton uses the information gained from assessment to improve student learning.

In 2022, the Assessment Coordinator established the inaugural Assessment Summit to demonstrate the effectiveness of the assessment model. The Assessment of Student Learning Summit Report provides graphic representations of SLOs for the past 11 years, comparing benchmark and aspirational percentages for each assessment level. In addition, the report incorporates assessment level journey maps identifying outcomes and milestones.
The annual Assessment of Student Learning Summary Report provides an overview of AY 2021 assessment outcomes. Examples of report highlights illustrate that:

- Program Assessment: 83% of programs have established Program Learning Outcomes (PLOs), completed Curriculum Mapping associated with them, and are actively collecting data and assessing these outcomes.
- Course Assessment: Faculty documented 506 competencies in 2021; 81% were above the benchmark of 70%. 49% showed an improvement over previous 2020 results.
- Classroom Assessment: Classroom Assessment Techniques (CATs) continue to be used by

faculty to improve student learning in their classrooms. Documentation rates for these micro-assessments are 88% for spring 2021; this represents an improvement over the previous rate of 87% for spring 2020.

Program Assessment – Barton values the learning rates of its students just as much as it values their passing rates, and this report seeks to analyze the interconnection between these two concepts. Consequently, this report does not look at one specific program, as the individual program assessment reports already serve that purpose, but gives an overall analysis of student learning at Barton.

Course Assessment - Following up on a one-year cycle of pilot data collection conducted during the 2020-2021 academic year, for the Fall portion of the 20210-22 academic year, the course assessment committee expanded its data collection process to the entire college, including all campuses and modalities and asked for data from faculty between November 2021 and January 2022. Overall, approximately half (51%) of all faculty submitted the required course assessment. The Course Assessment Report describes procedures, key findings, results, and conclusions.

Classroom Assessment – As demonstrated in the Assessment Documentation Report, the institution uses the information gained from assessment to improve student learning. The annual Assessment Documentation Reports include data regarding the percentage of faculty who documented at least one Classroom Assessment Technique and described improvements to enhance student learning.

Co-curricular Assessment - During the 2019-2020 academic year, Barton's Co-Curricular Assessment Committee made significant efforts to improve reporting standards. It implemented a three-year plan to identify and implement reporting standards for all co-curricular groups. To further support the development of the Co-Curricular assessment at Barton Community College, the Co-Curricular Assessment Committee has identified three program outcomes to guide their work.

4.B.3

Under the leadership of the Coordinator of Assessment and the Outcomes Assessment Committee (OAC), the College's assessment processes and methodologies to assess student learning are systematic, sustainable, and effective; they reflect good practice and engage substantial faculty participation. Barton's assessment model incorporates the following best practices:

Documented Processes and Procedures
Clear, Documented, Systematic, and Aligned with the College Mission - The Barton Assessment Model features multiple layers of assessment. Each layer creates unique outcomes, which build to support the College's mission. In addition to the Assessment Process Handbook, OAC-developed handbooks provide guidance and expectations for the specific assessment level.

Professional Development and Training

- **HLC Assessment Academy** -The College allocates significant resources to support professional development for faculty and instructional support staff who have an assessment role or responsibility, including future assessment leaders. The most impactful training resulted from the College's participation in the HLC Assessment Academy. In 2015, the Assessment Coordinator and a team of faculty and staff began working with Academy mentors to identify and address assessment process gaps and ultimately develop, document, and implement a systematic approach to institutional assessment, the foundation for the Barton Assessment

Model. The current model results from a more than a seven-year cycle of continuous improvement and enhancement.

- **Assessment Summit** – Audience: Executive Leadership (President, Vice Presidents, and Instructional Deans). The 2022 inaugural Assessment Summit reviews assessment goals, activities, and outcomes from 2012 to the present and demonstrates the impact of institutional support. Attendees are responsible for institutional leadership, instruction, and allocation of resources for assessment activities, professional development, and student services.

- **Assessment Institute -** Barton's Assessment Institute is an in-house training program developed to educate faculty and staff on assessing student learning and developing the next generation of assessment leaders. The rigorous Assessment Institute model addresses three institutional issues: sustainability, consistency, and empowerment. Participants meet approximately once a month, focusing on current assessment literature, theoretical application, and Barton assessment policies and procedures. Graduates serve as members of assessment subcommittees. Since 2019, 30 current employees have completed the curriculum.

- **Resources** – To ensure that all faculty and support staff, regardless of location or modality, can access assessment information, the following resources are available:
  - Handbooks – As assessment processes are developed, updated, or revised, members of OAC or the assessment sub-committees develop handbooks to provide context within the assessment model, document the processes, and identify expectations.
  - Library Collection – Literature from the leading authors on the cutting edge of Assessment of Student Learning is available in Barton's Learning Resource Center (LRC). Library staff provides information and assistance with an inter-campus library loan or other retrieval options for staff and instructors without direct access to the main campus.
  - Peer Training - Members of the Outcomes Assessment Committee provide regular training for new, adjunct, and seasoned instructors. Training Videos – The Assessment Spotlight videos focus on specific assessment topics such as the individual layers of assessment. As demonstrated in these presentations, the Coordinator is deliberate in demonstrating the alignment between the processes and the expectations of the College and the Higher Learning Commission.

Applications and Results – See 4.B.2 for details.

Scheduled Reviews and Reports – The Assessment of Student Learning: Evidence webpage identifies the numerous annual reports OAC publishes to document assessment efforts and results and is accessible to the public. Examples include:

- **Board of Trustees END 1 Monitoring Report**– Audience: Board of Trustees Annual report to the Board of Trustees
- **Community Report 2021**– Audience: Community, Constituents
- **Other** - Audience: Faculty, Staff, Administrators, Constituents
  Assessment of Student Learning Summary Report, Program Assessment Report, Course Assessment Report, Classroom Assessment Report, Co-Curricular Report.

Continuous Improvement – OAC and its subcommittees meet regularly to evaluate processes, outcomes, evidence, recommendations, and issues. The membership may make recommendations to administrators or make necessary modifications. The OAC and the Assessment Coordinator ensure

that any change aligns with HLC and College assessment guidelines and procedures.

Substantial Participation - Assessment documentation evidence demonstrates a high level of faculty participation.

- Program Assessment (See 4.A.1) – 100% of the identified programs (faculty, managers, administrators) participate in a Biennial Instructional Review process.
- Course Assessment - AY 2021 data indicate that 48% of courses submitted summative data. The OAC developed Course Assessment training videos and presentations to provide guidance and increase participation.
- Classroom Assessment - 2015-2021 Percentage of Faculty who Participated in Classroom Assessment. Academic Year data indicated 58% participation in the fall 2015 semester compared to 75% in the fall 2021 semester.
- Co-Curricular Assessment – In 2021, 65% of programs that met the co-curricular definition participated in the assessment compared to 0% in 2015.
- Barton Assessment - The members of the Outcomes Assessment Committee and sub-committees demonstrate significant participation in the assessment processes. Membership includes representatives from faculty, support staff, and administrators from all locations and modalities.

Sources

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- 4.B.3 VPI_Resources - Assessment of Student Learning
- 4.B.3 VPI_Resources - Library Collection
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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

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

Argument

4.C.1.

Two definitions of student success monitored by the Student Success Alliance (SSA) and Barton's strategic goals include Retention and Successful Program Completion.

Retention
When monitoring retention, Barton looks to baseline measures of full-time, degree-seeking, fall-to-fall retention, and part-time degree-seeking fall-to-fall retention metrics rather than IPEDS retention rates.

In support of Goal 1, KPI 1.1, Barton set specific targets for retaining students. By AY26-27, Barton will strive to increase fall-to-fall retention of full-time, first-time, degree-seeking students to 60% and part-time, first-time, degree-seeking students to 30%. These increases reflect a 9% increase from the current five-year average retention rates.

> **Five Year Retention Goals** – accepted by the Executive Leadership Committee, June 2022.
>
> - **Full-time Retention** (First-time, full-time, degree-seeking, fall to fall):
>   - **AY 26-27 Goal: 60%**
> - **Part-time Retention** (First-time, part-time, degree-seeking, fall to fall):
>   - **AY 26-27 Goal: 30%**

Successful Program Completion
In support of Goal 1, KPI 1.4, Barton has established a five-year goal for the completion rate of first-time students at 200% of the regular time (4 years). By AY26-27, 42% of students will have completed their program of study within four years of the initial enrollment. This is a modest increase from Barton's most recent completion rates reported in AY22 (40%); however, it reflects a

significant increase in Barton's average completion rates for the last five years. Further, the SSA will begin reporting on programmatic impacts on completion as recommended in the Student Success Plan.

> **Five Year Completion Goal** – accepted by the Executive Leadership Committee, July 2022

- **Completion** - Completion in 200% of regular time through AY 25-26/Fall Cohort 2023 (IPEDS first-time, full-time, degree and certificate seeking)
    - **AY 25-26 Goal: 42%**

Action Plan: Multiyear retention and completion goals will be monitored through KPI 1.1 and 1.4 and reviewed annually by the SSA. As Barton and the Alliance continue to mature through defining, disaggregating, and using data, they will consider additional retention and completion perspectives and metrics for further goals.

4.C.2

The Office of Institutional Effectiveness (IE) is primarily responsible for collecting, analyzing, and reporting student retention and completion data (e.g., FT and PT enrollment, certificate, and program completion) to support administrative decision-making. The data are also compared to other colleges using reports from agencies such as the National Center of Education Statistics (NCES) and Kansas Higher Education Statistics from the Kansas Board of Regents (KBOR), which provide peer comparison reports that include retention and completion data. The IE staff generates internal reports for Instruction, Student Services, Administrative Services, and the President's Office, as well as institutional, divisional, and departmental teams to support strategic planning efforts.

Collection and Analysis of Retention and Completion Data

Institutional Effectiveness administers the Ruffalo Noel Levitz survey every two years and the resulting data are among the data used to make decisions and changes at the College. Other reports generated by IE or using IE-generated data for submission to internal and external entities include: IPEDS, the KBOR Performance Agreement, and Board of Trustees Monitoring Reports.

> Example: In collaboration with IE, the Student Success Alliance employed exacting data collection and analysis processes to:

- examine historic retention and completion data,
- research peer institution metrics,
- identify ambitious and attainable student retention and completion goals, and
- define the timeline and key performance indicators.

The goals were reviewed and approved by the Executive Leadership Team and articulated into the KPI metrics.

4.C.3.

Barton uses student success data to make improvements. Improvements have been implemented in response to initial Student Success Academy data and assessment data collected through the institutional outcomes assessment processes.

- Initial HLC Student Success Academy (SSA) work data

The initial phase of the SSA work focused on a comprehensive environmental scan consisting of four inventories: The Data Inventory, the Initiatives Inventory, the Infrastructure Inventory, and the Engagement Inventory. Data gathered from all four inventories resulted in an institutional Student Success Plan and recommendations.

- Assessment data collected through the institutional outcomes assessment processes

Evolving from participation in the HLC Assessment Academy, the assessment of student learning strategy is a systematic and continuous process for gathering and using information about student learning. For more than a decade, the members of the Outcomes Assessment Committee continually endeavor to collect and analyze data to improve student learning.

Examples of data-informed improvements include:

Academic Development Center

Focus: Expanding Academic support for improved student success

The College established the Academic Development Center (ADC) to meet identified needs for targeted support services. The ADC supports students in their development of academic skills and provides a space for supported study. Although located on the Great Bend Campus, all ADC services are delivered remotely to students regardless of campus affiliation or personal location. The ADC assists students with time management, note-taking skills, academic resource development, group study, and test preparation through student seminars and academic coaching. During academic coaching, academic mentors may also assist students as they navigate the business of being a student by connecting them with additional support services such as tutoring, advisement, mental health counseling, or financial aid. The ADC also partners with faculty to create supplemental instruction through events like Science Fridays! and Thursday MathHour!

The key metrics from the following sources were critical to the development of the ADC.

- the Student Success Academy work and the resulting Student Success Plan, Recommendations, Student Success Data, Student Success Infographic, and accompanying inventories,
- the Barton Cares Report and Recommendations, and
- documentation from the Athletic Mentor pilot program, including Evolution of the Athletic Mentor Program to ADC.

Consistent with an overarching goal to identify leading indicators that evidence student success and satisfaction, ADC continues to collect and analyze data for continuous improvement.

Grade Point Average (GPA) Placement Initiative

Focus: Placement of high school students into English Comp I and College Algebra.

During the time frame in which Barton typically administered placement testing at area high schools, Governor Kelly's Pandemic Response closed K-12 schools. Based on a review of the following sources:

- Barton students' DFW rates,
- Research into GPA as an indicator of placement success at other community colleges, and
- Research from the California Acceleration Project,

The Coordinator of Community Education developed a plan to use GPA for high school students' placement into dual enrollment classes. The data review confirmed GPA could be a valid placement measure for the high school students in our dual enrollment programs. This initiative allowed students to stay on track despite the inability to test either on-site at their school or on-campus. Thus, leading to retention and academic progress in the face of the Pandemic's disruption of many other parts of their lives.

The GPA Placement Timeline presents the systematic approach for this project, the Placement Matrix presents the changes made in Placement, the Initiative Results document the final results of the initiative including a comparison of high school cohort GPA Placement grade distribution versus overall college cohort grade distribution.

Program Level Outcomes (PLO): Prior Term Data

Focus: Early data for improving learning rates.

Barton Community College engages in a comprehensive, biennial Instructional (Program) Review process, aligning with the mission and strategic plan. As demonstrated in the Instructional Review Template, the multi-leveled instructional review process incorporates programmatic and demographic data, assessment of student learning, sustainability assessment, strategic plans, and goals.

As evidenced by the Instructional (Program) Review Process - Historical Timeline, the College continuously endeavors to improve the Review Process. In 2016, in consultation with the HLC Assessment Academy Mentor, administrators, and representatives from the assessment team examined the instructional review process and identified concerns and process gaps. The following example demonstrates one of the College's actions. In 2019, the Assessment Coordinator and Instructional Council collaborated to incorporate Student Learning Outcomes data in the Instructional Reviews. To assist with interpreting and analyzing the program assessment data, the Coordinator of Assessment prepares a Program Assessment Report demonstrating data analysis for each program participating in the review cycle. By accessing the report, faculty do not have to wait for their 2-year Instructional Review rotation to begin to make data-based changes and adjustments. The report provides data and graphs on learning and passing rates and demonstrates the impact on meeting competencies. Most importantly, this delivery of early data evidences Barton's push for using data as leading indicators.

4.C.4.

Barton uses the IPEDS and Kansas Board of Regents definitions for first-year-to-second-year retention rates and three-year graduation rates. The Office of Institutional Effectiveness – Institutional Research is charged with collecting, analyzing, and reporting the data for publication and distribution to administrators, faculty, and staff. Data from the annual IPEDS Feedback Report is used in combination with other internal and external data for institutional decision-making and improvements.

The college's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. Faculty and instructional support staff regularly receive training from external and internal consultants to optimize the product features and enhance their skills. Finally, for best practices with data analysis, Barton frequently interacts with faculty who have expertise in statistics and data analysis.

Barton uses Banner by Ellucian administrative system in consolidation with Oracle, for data collection of student demographics, enrollment information, grades, and course information.

Data collection: Barton utilizes Oracle for its relational database management system and adheres to industry best practices for data management and security.

Data analysis: Barton primarily uses Microsoft Excel, Microsoft t Access and Power Bi also a Microsoft product.   Power BI by Microsoft is a cloud based analytics service that, according to Microsoft, allows users "analyze and visualize data" with greater efficiency.

Student surveys and Student Course Evaluations: Barton utilize EvaluationKit which is a cloud base system that integrates with Canvas, the Barton Learning Management System.

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4.S - Criterion 4 - Summary

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

Summary

Barton Community College demonstrates responsibility for quality educational programs through regular instructional program reviews and mature processes for assessing student learning through processes designed to promote continuous improvement. The institution evaluates all of the credits it transcripts and has policies that assure the rigor and quality of the transfer credit it accepts.

Barton employs a process for regular instructional (program) reviews focused on eliciting data for improvement. Faculty and administrators design and deploy regularly reviewed action plans to improve programs and learning outcomes.

Commitment to students' educational achievement is demonstrated and monitored through a mature, effective, and efficient assessment process. The methodologies reflect good practice and demonstrate an alignment from course competencies to the Barton Fundamental Outcomes. Well-defined learning outcomes and co-curricular assessment processes supplemented by regular training and peer support demonstrate the qualities of a mature assessment program. Barton documents all assessment efforts through annual reports.

Qualified leadership, substantial faculty and staff participation, and institutional support contribute to Barton's processes to maintain and exercise authority over course rigor and prerequisites, expectations for student learning, access to resources, and faculty quality to ensure continuous quality improvement.

As a result of the College's experience in the Student Success Academy, the institutional processes and methodologies for collecting, analyzing, and applying information on student retention and completion continue to evolve and mature. The resulting Student Success Plan incorporates recommendations for establishing a Student Success Alliance (SSA) to support student success by coordinating data-driven processes.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1

Through Barton's governance framework, organizational structure and institutional planning teams, the College has an established systematic method for engaging internal constituencies in planning, policies, and procedures.

Barton's organizational structure recognizes the College is accountable to Barton County voters, and that the Board of Trustees, as the six-member body elected by and representing voters, is the governing entity for all collective operations. The Barton Trustees are knowledgeable about the institutional operations and provide oversight of college finances, operations, and academic practices as defined in Kansas Statute 71-201.

Barton's Trustees adopted the Carver Policy Governance® model on November 21, 1996, which serves as the foundation for all Board practices and policies. Barton subscribes to the Principles of Policy Governance as defined in the Board Governance Manual which sets the policy and ENDS for the College. Barton Governance emphasizes values, vision, and the empowerment of both board and staff.

Barton Trustees meet 24 times per year in public session, conducting monthly Study Sessions in addition to regular Board Meetings. During the Study Sessions, administrators, staff, and faculty provide programmatic updates and support material for planning. Agenda items are for discussion and information and Trustees take no action during these sessions. Board meetings are held two weeks after the Study Sessions. Board members and stakeholders have access to all support material before each meeting. Employees also receive meeting trustee meeting information from the

President's Office through institutional e-mail. All meetings are accessible to employees at outreach campuses and working remotely via Zoom.

Board members participate in retreats for strategic planning and training. Periodically, individuals attend conferences (e.g. HLC, ACCT) to gain broader perspective of their role in higher education as part of the governing board. Barton Trustees are also active in state level trustee activities. A Board of Trustee representatives attends regular meetings conducted by the Kansas Board of Regents and the Kansas Association of Community College Trustees to ensure that Barton has a voice on the state level.

Barton Trustees invest time and effort to be knowledgeable about and represent the College. Their commitment to Barton to provide excellent leadership is evidenced by the recognition they receive on the regional, state, and institutional level.

The President of the College reports directly to the Board of Trustees who delegate daily operational management of the institution to Barton administrators. The administrators are responsible for their primary assignment areas' organization and management of the deans, directors, coordinators and staff supporting college operations. Barton has developed policies and procedures that engage internal constituencies in the College's oversight, governance, and decision-making processes.

Barton has established a network of standing teams, committees, and councils designed to share in appropriate levels of responsibilities for operational oversight of administrative, instructional, student services, and employee operations. Memberships for these teams includes representation from relevant internal and external stakeholders including faculty, staff (at all levels), and students, as appropriate. The President has designated seventeen Institutional Teams; these teams are permanent and established to support institutional policy directives identified in Procedure 2102 – Institutional Planning and Effectiveness. Each team operates under a Team Charter which describes membership, team purpose, and authority.

Faculty Council serves as the voice of the faculty in recommending to the Vice President of Instruction and the President, decisions on policies regarding academic, professional, and curricular matters. Faculty and Administration share responsibility for formulating and implementing Barton's academic policies. Faculty Council, through the various committees, consults with the appropriate programs, offices, and departments, particularly in those academic and professional matters substantively affecting them or in which they have responsibility and expertise. Faculty from all venues, including online, are represented on the Council.

Barton staff are well-represented on teams, councils, and committees. In addition, staff members actively participate in divisional, departmental, and program meetings with specific focus on policies and procedures that impact their particular areas as well as the institution at-large. During the academic year, the President conducts monthly forums to engage faculty and staff in conversations and updates regarding institutional activities, concerns, and strategic planning. The forums and Board of Trustees meetings are available through Zoom for those employees working remotely or at additional locations.

All teams, committees, and councils, including the Board of Trustees, publish meeting agendas and minutes for stakeholder review. Examples of these documents are included below.

- Board of Trustee agendas and embedded minutes of previous meetings
- Institutional Team meeting agenda and minutes examples – Program Topics & Processes,

Dean's Council

In addition to team membership, all employees have the ability to participate in the policy and procedures review and approval process. The Director of Human Resources publishes a draft of all proposed policies and procedures for comment. Employees have one week to submit comments. The members of the President's Staff review comments and make revisions as appropriate before voting to approve or disapprove the policy or procedures.

5.A.2

Woven through planning efforts across the institution, Barton uses data to reach informed decisions in the best interests of the institution and its constituents. Following are some examples:

- Barton's response and evidence in Criterion 4 extensively outline Instructional Review and Learning Assessments developed through much intentionality. Both evidence the use of data to evaluate actions and influence improvements. Program and learning assessment continues to expand and refine, continuously improving.

- Of particular note, Barton's nursing program has used data to successfully turn around industry licensure testing rates. When less than optimal pass rates threatened Barton's nursing program-specific accreditation, changes were made to help increase rates. Data evaluation was critical in making and assessing these changes.

- Barton is addressing academic integrity issues through a strategic plan using data to measure efforts. In 2018, seeing an increase in academic integrity issues, Barton focused efforts on understanding and reducing the incidents.

- Barton aligns strategic planning and state performance agreements using data to evaluate where to target additional investment of effort. The number of projected completers is reviewed each month in the Programs, Topics, and Processes (PTP) meeting which includes cross-representation of academic and student support services. Strategies such as identifying and reaching out to students who have met degree and certificate requirements yet have not applied for graduation have been employed to help with reaching performance agreement numbers.

- Good resource management and careful financial consideration has resulted in a healthy financial position for Barton. The College watches market compensation rates and uses this information to determine how to provide competitive wages within a fiscally responsible budget. Tuition and fee increases are carefully determined through data and comparison with costs of peer institutions.

- Barton's participation in HLC's Student Success Academy resulted in a multitude of data and the creation of an institution-wide strategy for more systematically addressing student success.

- Beginning in 2018, a Scholarship Focus Group of institutional cross-representation has worked to gather and evaluate data to use in making adjustments to most effectively leverage institutional scholarship funding. While this group's analysis has always been strong in the use of data review, the latest analysis was further refined to mirror that of the work resulting from the Student Success Academy. This demonstrates institutionalizing what Barton gained from academy participation.

- Student Support annual Program Review includes data indicators used to assess operations. Barton TRIO programs track performance for accountability to grant parameters. In contrast to the current varying styles of departmental program review, Barton is mindful of and working towards a more systematic student support program review methodology modeled to what has been established for instructional review. Participation in the Student Success Academy has energized this effort. Having a more systematic method will allow Barton to synergize efforts, tapping optimal efficacy.

- Workforce training regularly reviews and reports on insights gleaned from data to help programs improve. With state and federal vocational reporting requirements, Workforce Training is very familiar with and attuned to gathering, evaluating and using data to ensure success rates for receipt of state, federal, and other funding.

Participation in HLC's Student Success Academy has enlightened Barton to the need to further develop institutional data literacy. While the College collects and uses a huge amount of data for evaluation and planning, Barton is now beginning to work towards better understanding of the data and determining how to select and use the most meaningful data. In the last two years, due to retirements, resignations, and an unfortunate death, Barton's office of Institutional Effectiveness has undergone a nearly 100% turnover. Barton has taken this opportunity to revamp the department and make changes that will better support the extraction, integrity, and analysis of data. Further, Barton is transitioning to a new reporting functionality, Argos, which promises better data extraction and evaluation.

Barton is also working towards furthering evaluation of changes when using data to influence improvements. While many "close the loop" in the evaluative process, the College is cognizant that this can be further refined with awareness, effort, and intentionality.

5.A.3

Several of the institutional planning teams mentioned in 5.A.1 are directly involved in setting academic requirements, policy and processes through effective collaborative structures.

Learning, Instruction, and Curriculum Committee (LICC) – LICC is a faculty-driven committee

charged with oversight of the college curriculum. Committee membership includes faculty and instructional support staff representatives. Responsibilities of LICC Committee members' include the following:

- Guard the academic integrity of the college; to assure that all programs, certificates and degrees are of uniformly high quality with current and valid course content
- Evaluate and approve new courses
- Review and approve all curriculum revisions
- Suggest additions, deletions or modifications to course content or Master Syllabi
- Propose and/or approve changes to course, or pre-requisites that enhance transferability
- Set high standards of performance for both teaching and learning
- Serve as a communications link for all changes and updates related to the curriculum
- Make recommendations to the Vice President of Instruction pertaining to such academic and curricular matters

Outcomes Assessment Committee (OAC) -- The purpose of the committee is to update and ensure the implementation of the College's Outcomes Assessment Plan and Strategic Plan. This committee provides leadership necessary to ensure that the assessment of student learning is providing consistent and useful data to faculty, the instructional divisions, and the institution for the improvement of the curriculum and student learning.

Academic Integrity Council – The Academic Integrity Council was established to identify and recommend clear and fair integrity policies and procedures that are consistently applied across the institution. Council members recommend strategies for promoting the positive elements of integrity, methods for educating students on expectations, processes for adjudicating integrity violations in an equitable manner and providing professional development for faculty.

Dean's Council – Dean's Council was developed to coordinate college-wide communication and collaboration pertinent to instructional matters. The Council is charged to:

- recommend new and updated instructional policies and procedures
- manage new and updated instructional processes
- recommend and review programs of study
- lead events and activities to promote holistic awareness of instructional requirements and expectations
- promote the availability of professional development to support teaching and learning
- lead strategic planning to identify instructional priorities and goals
- Initiate instructional initiatives that support student learning
- work in conjunction with Faculty Council and Student Services

  Faculty Council – Faculty Council supports and encourages best practices in the classroom, promotes professional development activities, reviews all proposed policies and policy changes for their impact upon faculty and the academic performance of students, and represent the concerns and proposals of faculty to college administrators.

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- 5.A.3 Faculty Council
- 5.A.3 LICC
- 5.A.3 OAC

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1

Barton Community College is committed to recruiting and retaining qualified employees and to providing education and training. Initiatives for retaining faculty and staff include providing competitive compensation and benefits, creating a supportive working environment, and providing development opportunities.

- Competitive compensation – The College utilizes the Compease tool to manage salary administration. The tool uses comparable market data that factors indicators such as responsibilities and location to determine salary ranges for the various positions. The Vice President of Administration and the Director of Human Resources monitor job openings, employee retention and attrition to determine compensation increases.

- Benefits – Barton offers a wide array of employee benefits. Among the most impressive benefits to applicants is the health care plan. Barton pays 100% of the health insurance premiums for an employee. The College also covers a percentage of the family plans.

- Supportive working environment – The results of the 2020 PACE show that four of four individual climate factors reached the top level (Collaborative) mean score of 4.0, indicating a healthy campus climate.

Barton follows best practices concerning qualifications, hiring, evaluating, and retaining staff. Criteria 3.C.5 and 3.C.7 describe hiring procedures, professional development opportunities, and evaluation processes for staff and faculty in detail.

The College's infrastructure supports its operational needs and programs. Barton offers educational programming and services at four primary sites and online. A detailed description of the technology and instructional infrastructure is available in Criterion 3.D.4.

- Barton Online
- Great Bend
- Fort Leavenworth

- Fort Riley
- Grandview Plaza

The Facility Management Strategic Goals and Activities Plan describes overarching goals for facilities. The Facility Master Plan is a comprehensive review of the condition of the existing Great Bend Campus and facilities.

5.B.2

Barton's Mission and related statements are realistic and align with the institution's organization, resources, and opportunities. The planning process establishes a mission-centered, structured, strategic context for conducting the essential work of the institution. This approach guides all areas of the College and incorporates the means and capacity to allocate resources to projects as priorities evolve.

As evidenced in 5.B.1, 5.B.3 and 5.B.4, the College has been successful in leveraging its financial, operational, and human resources to achieve our mission of offering **exceptional and affordable learning opportunities supporting student, community, and employee needs.**

After developing the new mission statement, the Executive Leadership Team (ELT) evaluated the strategic goals, core priorities, Key Performance Indicator (KPI) Metrics, and numerous related documents to ensure alignment with the mission statement. The Mission Alignment graphic illustrates the alignment of the components. As an outcome of these activities, the ELT revised the Strategic Plan to reflect these changes. By incorporating KPI metrics, Barton increased its capacity to monitor its progress towards achieving our Mission, Vision, and Core Priorities.

As driven by our mission, maintaining and strengthening the quality of the College's educational and support services has been at the center of various planning and resource allocation initiatives. The Strategic Goals and Activities plans from entities across the institution reflect the College's focus on using our financial, operational, and human resources to achieve our mission.

- Facility Management
- Fiscal Management
- Human Resources
- Information Services (IT)
- Instruction
- Student Services

Under the leadership of the Director of Institutional Effectiveness, the Executive Leadership Team and other institutional planning entities will continue to review and analyze the mission and related statements to ensure that it is realistic and achievable.

5.B.3

The Vice President of Administration (VPA) manages the Barton budgeting and financial processes with the support of the Business Office. The budgeting and financial processes are clearly articulated and guided by institutional policies and procedures such as 2315 – Cash Management.

In addition to regular expenses, the Vice President of Administration and other administrators carefully monitor revenues due to fluctuating external influences such as annual state aid, current, and projected enrollment, or the amount of county property tax. FY2021 data indicate the primary

revenue sources for Barton are tuition and fees (35.9%), county property taxes (27%), and state aid (27.1%). The VPA uses the revenue and expense data to prepare budget projections for the next fiscal year while continually monitoring and updating projections. In consultation with the President, the VPA prepares the proposed operational budget for presentation to the Board of Trustees in May or June of the preceding year and for Board approval in October.

Utilizing Banner software, Barton's Business Office provides fiscal and accounting services to the campus and serves as an interface with external agencies for all fiscal matters. This department ensures funds are appropriately received, spent, and reported in accordance with institutional policies, state law, and federal regulations. The Business Office handles accounts receivable, cash, purchasing, account balancing, and other accounting functions.

Institutional entities with budget oversight have access to 24/7 current, accurate information through the self-service interface (My Barton Portal) with Banner. Budget information reflects itemized revenues and expenditures by fund, operation, account, and program.

Financial processes are documented in College policies and procedures; the processes are conducted and maintained in Banner. Procedure 2315 describes the procurement procedures for micro purchases, small purchases, purchases over $50,000, and competitive proposals. The College's requisition process for obtaining goods and services incorporates appropriate levels of electronic approvals.

Barton's budget process is transparent and actively engages campus stakeholders. Section 5.B.4 further describes the annual allocations for the past five years. Furthermore, financial reports, including the College Budget, monthly budget reports, and the annual College Audit, are reviewed and approved Board of Trustees as required, and published on the Financial Reporting webpage for access by other stakeholders.

In addition to internal budget and financial monitoring, the College utilizes multiple indicators to assess the institutional budget, including:

- 2021 Annual Audit Reports: College, BCC Foundation - unqualified audit, without findings.
- Composite Financial Index – the CFI score of 6.23 is an indicator of the financial health of the institution. Barton is within the recommended scale.
- Cash Reserves – Barton maintains a cash reserve demonstrating annual increases for the last four years.
- S&P Ratings – Long term rating A+/Stable citing consistently positive historical performance and healthy operating reserves

5.B.4

Barton Community College operates under a conservative budgeting model that demonstrates fiscal responsibility while ensuring that the College's educational purposes are achieved.

In collaboration with the President and Vice Presidents, the Vice President of Administration oversees the process of distributing funds in alignment with strategic planning initiatives. The budgeting process results in the following outcome: requests aligned with academics and student services strategic planning receive support with a benchmark of 70% of the available funds. This benchmark is an indirect measure of the influence of institutional and program assessment on budgetary allocations. (See also, Budgeting Process Map)

The [2021 Indirect Assessment Budget Report](#) concludes that between FY18 and FY22 (there were no allocations in FY21 due to COVID), two of the four years exceeded the 70% benchmark. The report concluded, "It is worth mentioning that by removing the FY19 outlier, FY18, FY20, and FY22 have an overall average of 70% right at benchmark. **Barton is clearly keeping its commitment to students and their learning**."

The [Strategic Plan Allocation Report](#) from the Vice President of Administration which includes the FY23 allocation of 77%, demonstrates that Barton continues to honor its commitment to students and their learning.

Note: Due to CoVid, FY 21 data show $0 allocations. The College anticipated lower enrollment, lower revenues, and higher expenditures. The budget process is agile enough to allow for unanticipated circumstances should they arise.

Sources

- 5.B.1 IE_PACE
- 5.B.1 VPA_Employee Benefits
- 5.B.1 VPA_Facility Management Plan
- 5.B.1 VPA_Facility Master Plan
- 5.B.1 VPA_Health Insurance
- 5.B.1 VPI_Barton Online
- 5.B.1 VPI_Fort Leavenworth
- 5.B.1 VPI_Fort Riley
- 5.B.1 VPI_Grandview Plaza
- 5.B.1 VPI_Great Bend
- 5.B.2 CIO_Information Services Plan
- 5.B.2 IE_Barton Strategic Plan
- 5.B.2 IE_Executive Leadership Team
- 5.B.2 IE_Key Performance Indicators
- 5.B.2 IE_Mission Alignment
- 5.B.2 IE_Mission Statement
- 5.B.2 VPA_Facility Management Plan
- 5.B.2 VPA_Fiscal Management Plan
- 5.B.2 VPA_Human Resources Plan
- 5.B.2 VPI_Instruction Plan
- 5.B.2 VPSS_Student Services Plan
- 5.B.3 FO_BCC Foundation Audit
- 5.B.3 VPA_2130 Requisitions
- 5.B.3 VPA_2308 Cash Management
- 5.B.3 VPA_2315 Procurement
- 5.B.3 VPA_BCC Audit
- 5.B.3 VPA_Budgeting Process
- 5.B.3 VPA_Cash Reserves
- 5.B.3 VPA_Composite Financial Index
- 5.B.3 VPA_Financial Reporting
- 5.B.3 VPA_SP Global Ratings
- 5.B.4 VPA_Budgeting Process

- 5.B.4 VPA_Budgeting Process Map
- 5.B.4 VPA_Strategic Plan Allocation
- 5.B.4 VPI_Indirect Assessment Budget Report

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1

The College places a strong emphasis on the alignment of the mission and its related components, the strategic planning process, and the budget. The Strategic Planning Framework is the context within which Barton Community College operates to achieve its Mission, Vision, Core Priorities, and Strategic Goals. The framework is the foundation of a strategic management approach in which Barton's leadership team takes responsibility for:

- Driving Student Success by tracking progress and improving teaching and learning.
- Cultivating Community Engagement by fostering and recognizing the value of partnership with community members and businesses.
- Optimizing the Barton Experience for students, the community, and employees by initiating dialogue and feedback opportunities.
- Emphasizing Institutional Effectiveness by defining data and resources critical to planning strategically for the college's current and future goals.

In this model, planners at all levels use the framework as shared vision, mission, standards, data, and goals to evaluate and create departmental strategic plans. The decisions guided by this framework lead to continuous improvement of Barton's student services, instructional programs, community enrichment, and operations. College leadership then allocates resources to support ongoing and future operations and projects that are essential to improving overall effectiveness. The VP of Administration and other administrators monitor budget outcomes using the budget request template.

Budgeting guidelines and schedules set forth by the Kansas Board of Regents regulate the College's fiscal planning process. Reflecting the mission "to offer exceptional and affordable learning opportunities supporting student, community, and employees," Barton Community College allocated 70% of the FY 2023 strategic plan initiatives funds to support instruction and student services. (Those allotments do not include salaries.)

An executive team, including the President; Vice Presidents of Administration, Instruction, and Student Services, Director of Institutional Effectiveness, and Chief Information Officer meet monthly to conduct an assessment of the Strategic Plan, related budget allocations, and accomplishments. The President provides information reflecting budget allocations, expenditures, accomplishments, and challenges through quarterly employee forums, email updates, President's Staff, Board Meetings, and other communication sources. Coupled with data from the monthly budget reports generated by the VP of Administration, stakeholders can easily understand the alignment between the mission and resource allocation.

5.C.2

Barton recognizes the importance of linking its processes for assessing student learning, evaluation of operations, planning, and budgeting.

The inclusive budget planning process described in 5.B.3 involves stakeholders at all levels. Administrators and their management staff assess and prioritize budgetary requests from their areas to support the College's strategic plan and units' strategic goals (e.g., Instruction, Student Services), and submit departmental budget requests.

As previously described in Component 4.B., the institution has clearly stated goals for student learning and well-developed processes for assessing and achieving learning goals. To strengthen the alignment between assessment of student learning, planning, and budgeting, the Instructional (Program) Review process and review schedule also provide opportunities for faculty to identify programs' needs, priorities, and future direction and provide justification for budget allocation.

In addition to the Program Assessment Report data, the Institutional Effectiveness staff generates program data containing enrollment, budget, retention, success rate, and other indicators for inclusion in the instructional review. Based on the data provided, program coordinators respond to review questions designed to provide analyses of trends, student learning and curriculum, program evaluation and needs, technology, staffing, and goals.

It is noteworthy that Barton has established a strategic planning initiative funding benchmark of 70% for academic and student services. Criterion 5.B.3 demonstrates the College has maintained an overall average of 70% over the past four years. The FY 2023 budget allocation of 77% indicates that Barton continues to honor its commitment to students and their learning.

Administrators and managers regularly monitor revenues and expenditures and conduct reviews to confirm the linkage between assessment data, operations evaluation, strategic plans, and budgeting. Information gathered from these reviews provides data for future planning and budget allocations.

5.C.3

Planning at Barton County Community College is an ongoing effort to anticipate, predict and align future activities and provide a framework to advance the College's vision, mission, ENDs, and goals. It must be clear to the entire organization where we are going, why we are going there, and how we will get there.

The Strategic Planning Framework is the context within which Barton Community College operates to achieve its Mission and Vision. This framework is the foundation of a strategic management approach in which Barton's leadership team takes responsibility for:

- Driving Student Success by tracking progress and improving teaching and learning.
- Cultivating Community Engagement by fostering and recognizing the value of partnership with community members and businesses.
- Optimizing the Barton Experience for students, the community, and employees by initiating dialogue and feedback opportunities.
- Emphasizing Institutional Effectiveness by defining data and resources critical to planning strategically for the college's current and future goals.

The decisions guided by this framework lead to continuous improvement of Barton's student services, instructional programs, community enrichment, and operations. In this model, planners at all levels use the framework as shared vision, mission, standards, data, and goals to evaluate and create departmental strategic plans. College leadership then allocates resources to support ongoing and future operations and projects that are essential to improving overall effectiveness.

Planning takes place throughout the year, starting with the Executive Leadership Team in the summer. The Director of Institutional Effectiveness presents monthly planning updates to the President's Staff and Board of Trustees.

The strategic planning process incorporates multiple opportunities, including team membership,

surveys, and studies, to engage internal and external constituent groups. Examples include:

- Executive Leadership Team - develops the strategic plan, manages its implementation, monitoring progress.
- Faculty Council - promote professional development activities, review all proposed policies and policy changes for their impact upon faculty and the academic performance of students, and represent the concerns and proposals of faculty to college administrators.
- Other Institutional Teams – Team Charters identify the purpose of each team
- Ruffalo Noel Levitz Survey – assesses student satisfaction and priorities
- PACE Survey– assesses employee satisfaction
- Student and Employee Concerns – feedback processes for students or employees

5.C.4

Multiple variables can affect the College's financial viability; therefore, the College monitors indicators in anticipation of the possible impact of fluctuations in revenue.

Revenue Sources

The College relies on three primary sources of revenue – state aid, a levy on Barton County property owners, and tuition.

- **State Aid** - State aid has stagnated and its relative share of revenues to Barton has declined. Revenues from state aid account for 27.1% of revenues,
- **Mill Levy** - Local tax revenues have risen slightly, mainly due to increased valuation but Barton has not increased the mill levy for the last ten years. Local tax sources account for 27% of revenues (other revenues were 5.3%).
- **Tuition** - Due to reductions in state aid, students are funding a greater percentage of the total operating budget at 35.9%. Increased revenue from tuition is mainly from tuition rate increases.

Other Factors Impacting Fiscal Viability

- **Enrollment** - After several years of steady enrollment, the College has experienced a decrease in credit hour and head count generation for AY 20-21 and AY 21-22 but expects to see a return to growth in future years. As a result, the College has taken the following action steps:
  - Established a Barton Online Enrollment Team to review data, identify trends, and develop an action plan
  - Contracted with EAB for strategic assistance
  - Contracted with Amperage for marketing consultation
- **Military Deployments and Redeployments (Returns)** – Barton Community College has a significant presence at Fort Riley and Fort Leavenworth; military deployments and redeployments can cause fluctuations in enrollment and ultimately, credit hour production. Although the College plans for these fluctuations, an unanticipated move may result in changes to accommodate the student population.

Institutional Health

Barton's overall fiscal picture is summarized in the Monthly Reports as well as the annual audit which indicates that the institution has a fundamentally sound financial base.

- Composite Financial Index (CFI) is within an acceptable range. The rise in the FY 2021 reflects an increase in cash at the end of FY21 due to the receipt of Federal CARES/HEERF funds.
- S&P Ratings – Long term rating A+/Stable citing consistently positive historical performance and healthy operating reserves

As the Barton strategic planning efforts begin to incorporate more data-based budget planning

strategies, institutional entities have begun to adopt increasing responsibility for monitoring fiscal viability indicators. The President, Vice President of Administration, the Board Chair, and other administrators participate in numerous local and state-wide planning groups sponsored by the Kansas Board of Regents, the U.S. Army, Kansas Department of Corrections, and economic development agencies to keep informed of plans that may impact College operations.

Increasingly, through enhanced staff training and the adoption of more sophisticated data collection and analysis systems, Institutional Effectiveness is advancing towards incorporating predictive analysis into all planning levels. One of the most recent developments to support this effort is the development of the Student Success Plan and subsequent recommendations:

- Create a Student Success Team as a permanent chartered Institutional Team modeled after Barton's Outcome Assessment Committee
- Organize and schedule annual data review of student success metrics and communicate with institutional stakeholders
- Collaborate with Institutional Effectiveness and the Outcomes Assessment Committee to host annual Data Summit
- Create a regularly scheduled program review process for success initiatives and programs and institutional Student Support departments

5.C.5

The College strategic planning processes anticipates emerging factors such as technology and demographic shifts and incorporates those that would most benefit the institutional goals.

Technology - As demonstrated in 5.A.1, Barton maintains a strong technology infrastructure supporting student learning and college operations guided by a Strategic Technology Plan. Through the institution's overall strategic and budgeting plan, funds are allocated to sustain and enhance technological needs.

Changes Originating at the Kansas Board of Regents

- Upcoming implementation of a state-wide to General Education program and the launch of a new Performance Funding model will have unanticipated changes to curricular development, planning, and human resources.

Enrollment Fluctuation

- High School – declining number of students graduating from area schools; therefore, the College is advancing its reach to high schools outside the service area with partnered online courses and also working closer with home school communities.
- Barton has a significant presence at Fort Riley and Fort Leavenworth; military deployments and redeployments can cause fluctuations in enrollment and ultimately, credit hour production.

Fluctuating Expenditures and Funding Streams

- Barton needs to anticipate how inflation, rising interest rates, and increased prices impact the budget (i.e. fuel costs and locking in prices has been discussed at the BOT meeting)
- The College increased employee compensation the last two years to get to market competitive compensation.
- Consistent monitoring of local taxes valuation, oil valuation, anticipated state aid when developing the operating budget.
- During the last three years, Barton received COVID funding, which increased the need for planning, new budgeting strategies, and allocation processes.
- The pandemic affected vendor contracts and increased prices for some operational costs.
- Fort Riley administrators and managers provide contract training across the country requiring mobile and flexible instructional strategies and potentially fluctuating funding streams.

Innovation – Implementation of a framework that establishes a system to support innovation

- Serve as a filter for internal and external proposals to maintain and sustain Barton's strategic planning.
- Support initial discovery, research, and vetting.
- Mechanisms to move past ideas into problem-solving, project development, and implementation.
- Assist with prioritization.

New or Enhanced Programing

- Registered Apprenticeship Program - Barton is working with the Kansas Department of Commerce and area Economic Development to promote this career advancement opportunity.
- A new degree proposal (Associate's of Engineering Science) will be discussed with two state

universities. The potential degree option will help to address state workforce needs.

- Expansion of the Barton's Nursing program to Pratt Community College requires additional faculty and resources.
- The College received a 1:1 matching grant from the Kansas Board of Regents, totaling $1,843,594, to construct an Agriculture, Farm Machinery, and Transportation Technology Complex.

5.C.6

Departments and programs throughout the College have developed and implemented systematic plans to improve operations and student outcomes. The following examples demonstrate initiatives that have an impact on student learning, services, and institutional operations.

Academic Integrity

- Challenge: With an academic integrity (AI) policy that dates back to 2002, we found ourselves under siege in 2018 with academic integrity violations. The issue of how to address the increase of AI policy violations presented was multi-tiered and would take time, research, and testing to answer.
- Goals: The initial challenge was to understand more clearly the problem that sat before us, determine how we could address it, and intentionally define what our proposed solutions would communicate to the stakeholders.
- AI Project Plan

Open Educational Resources

- Challenge: Over the past several years, traditional publisher textbook costs have spiked creating a barrier for students. In recent years, and with the rising adoption of OER materials, publishers have begun to move away from printed textbooks to digital platforms as their profits continued to plummet.
- Purpose
  - Students: Affordability and Access
  - Faculty: Instructional Goals and Authentic Instructional Freedom
- OER Initiative

Student Success Plan

- Outcome of Barton's participation in the HLC Student Success Academy

The Student Success Plan creates a three-year path to addressing these strategic gaps with an overarching goal *to support the success of students at Barton Community College through the coordination of data-driven processes across the institution*.

- Focus:
  - Create a Student Success Team as a permanent chartered Institutional Team modeled after Barton's Outcome Assessment Committee
  - Organize and schedule annual data review of student success metrics and communicate with institutional stakeholders
  - Collaborate with Institutional Effectiveness and the Outcomes Assessment Committee to host annual Data Summit

- ○ Create a regularly scheduled program review process for success initiatives and programs and institutional Student Support departments
- Student Success Plan

Sources

- 5.C.1 IE_Mission_
- 5.C.1 IE_Strategic Goals and Activities Plans
- 5.C.1 IE_Strategic Planning Framework
- 5.C.1 VPA_Budgeting Process
- 5.C.1 VPA_Monthly Budget Report
- 5.C.1 VPA_Operational Budget
- 5.C.1 VPA_Strategic Plan Allocation
- 5.C.2 IE_Strategic Planning Framework
- 5.C.2 VPA_Budget Request Template
- 5.C.2 VPA_Budgeting Process
- 5.C.2 VPA_Strategic Plan Allocation
- 5.C.2 VPI_Example_Instructional Review
- 5.C.2 VPI_Example_Instructional Review Data
- 5.C.2 VPI_Indirect Assessment Budget Report
- 5.C.2 VPI_Instruction Plan
- 5.C.2 VPI_Instructional (Program) Review Process Map
- 5.C.2 VPI_Instructional Review Historical Timeline
- 5.C.2 VPI_Program Assessment Report Examples
- 5.C.2 VPSS_Student Services Plan
- 5.C.3 FA_Student and Employee Concerns
- 5.C.3 IE_Executive Leadership Team
- 5.C.3 IE_Institutional Teams
- 5.C.3 IE_PACE
- 5.C.3 IE_Ruffalo Noel Levitz
- 5.C.3 IE_Strategic Planning Framework (2)
- 5.C.3 VPI_Faculty Council
- 5.C.4 IE_KPI Metrics Dashboard
- 5.C.4 VPA_Annual Audit
- 5.C.4 VPA_Composite Financial Index
- 5.C.4 VPA_Monthly Financial Statement
- 5.C.4 VPA_SP Global Ratings
- 5.C.4_VPSS Student Success Plan
- 5.C.5 CIO_Technology Plan
- 5.C.6 VPI_Academic Integrity Quality Initiative
- 5.C.6 VPI_OER Initiative
- 5.C.6_VPI Student Success Plan Initiative

5.S - Criterion 5 - Summary

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

Summary

Barton allocates its resources in support of its organizational structure and develops processes to fulfill the College's mission, to improve and advance the quality of educational offerings, and to respond to future challenges and opportunities.

The College's strategic planning process is effectively aligned with the Mission, ENDs, Core Priorities, and budget. Key stakeholders, including the Board of Trustees, faculty, staff, students, and community members, are encouraged to participate to ensure that the College meets its mission.

The budget planning process has matured, as evidenced by its strategies that align resources and allocations with the Strategic Plan, resulting in a more transparent process. Increasingly, senior administrators identify and implement procedures to integrate data from past performance to prioritize projects for coming years. These data may include department/program credit hours, revenues, expenses, majors, retention, and completion.

The Office of Institutional Effectiveness (IE) has been a driving force for many improved strategic planning processes. The College allocated significant resources to grow IE from an office primarily tasked with collecting and reporting data to one more focused on collecting, analyzing, and interpreting institutional data to drive decision-making, management, and planning. To realize this goal, Barton strives to create a culture of data-driven decision-making and evaluation across the institution.

Sources

There are no sources.