

documented in the syllabus, must be met. See also, 3.A.2.

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](#), as prescribed by the [Higher Learning Commission](#) and supported by the Kansas Board of Regents, govern Barton hiring practices. The [Faculty Qualifying Credential](#) document provides details regarding individual course qualifications. Furthermore, all faculty, regardless of teaching format, are subject to the [Barton faculty evaluation process](#), designed to ensure the quality of instruction and uniformity across coursework.

Dual Credit

Barton awards college credit for courses in its dual credit program. The Kansas Board of Regents regulates the College's Concurrent Education Partnership (CEP) dual credit program. The following KBOR requirements, as stated in the [Policy for Concurrent Enrollment](#), ensure quality and consistency with other College courses:

- Curricula and Program Quality: Curriculum Standards, Course Content/Materials, and Assessment of Students are the same as those for the same courses offered to students at any location or by any delivery method.
- Curricula and Program Quality Assurance Processes: Annual CEP Course Review, Annual Site and Course Review: Supervisor or Mentor On-site Visit
- Faculty Quality: Credentials meet or exceed HLC standards, faculty are integrated into the post secondary institution through orientation, professional development, seminars, site visits, annual evaluations, and ongoing communication with post secondary faculty.

Online – BARTonline (BOL)

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 earn a Barton eCertified Instructor Certificate before they are eligible to teach an online class. There are three steps that must be met:

1. Successfully complete the BARTonline Administrative Training ([BOLT 101](#))
2. Successfully complete the [BOLT 103](#) Course Training materials.
3. Successfully complete the [Canvas Appraisal Rubric](#) for at least one course; the rubric focuses on four major standards and supporting standards:

Canvas Conversion Training Data (June 2015 – January 2016)

- Instructors enrolled in 101/103 (First Step of Process): 125
- Instructors who have started lessons in 101/103: 117
- Instructors who have completed 101/103: 111
- Instructors who have submitted courses for review: 85
- Instructors terminated during process (started 101/103 but never passed a review): 4
- Instructors who have passed at least 1 course (Completed Process): 78
- Passed Courses: 193

eCertification Rubric Process Improvement

In October 215, the Vice President of Instruction and Student Services indicated that Faculty Council voiced concerns regarding the eCertification process and the previous rubric. Distance Learning staff requested a list of specific concerns, and in January 216, the Vice President and Associate Dean of Distance Learning reviewed the concerns, identified suggested changes, and BARTonline staff developed the current Canvas Appraisal Rubric. Data from an eCertification Feedback Survey administered in August 216 indicate a high rate of satisfaction with the eCertification process and support services. Annual satisfaction surveys are planned for the future.

Help Desk Data

A team of BOL staff receive a copy of every [Canvas Help desk ticket](#), response, and outcome; they The Help desk maintains a living document of [common issues](#) and answers that they use to assist users. The team also has access to a [Canvas Help Desk Dashboard](#) to see all the tickets and provide a workflow overview. The Dashboard provides information relative to the number of tickets, origin, and Canvas components affected, enabling the Team to focus efforts and resources towards the most commonly identified issues.

Sources

- 1-NewProgramsApplication_V02_FRM1
- 2-Barton County Community College Panel Letter 10-2013
- 3.A.1 PAGE 7 BOLT 101 103
- 3.A.1 PAGE 7 BOLT 102
- 3.A.1 VPI_24_Hour_Auto_Cert
- 3.A.1 VPI_44_Hour_Auto_Cert
- 3.A.1 VPI_52_Hour_Auto_Cert
- 3.A.1 VPI_AAS_Auto_Tech
- 3.A.1 VPI_Advisory_Board_Example_Agendas
- 3.A.1 VPI_Canvas_Help_Desk
- 3.A.1 VPI_Catalog_Review_Team
- 3.A.1 VPI_Common_Issues
- 3.A.1 VPI_Curriculum_Guide_Review_Process
- 3.A.1 VPI_Fundamental_Outcomes
- 3.A.1 VPI_Fundamental_Outcomes_Web
- 3.A.1 VPI_LICC
- 3A PAGE 7 BOLT REVIEW TICKET
- 3A PAGE 7 CANVAS APPRAISAL RUBRIC
- 3-Institutional Response Form and Barton Response to Capacity Concerns
- 4.A.4 VPI_Curriculum_Approval_Matrix
- 4-Barton County Community College Change Panel Action Letter 12-3-13
- Academics_BCC_ArticulationAgreements_AY1516
- Advisory Board Guidelines
- Catalog Timetable
- General Education Courses_Barton Community College
- HLC_FacultyGuidelines_2016_OPB
- HR_2465-facultyqualifications
- HR_2481-faculty_eval_process
- IR_KBOR_Transfer_Feedback_Report_2014
- Monitoring Report AAS Technical Studies