Assurance Argument

Barton County Community College - 1267

10/25/2017

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1A.1.

In 1996, the College's Board of Trustees adopted the Carver Model of Policy Governance. Using this model, a governing board fundamentally redesigns its role, embedding its values into the policies and strategic plans of the institution. The model empowers the board by allowing it to articulate and emphasize its vision of the future. Upon adoption of the Carver Model, the Barton Board of Trustees revised the College's Mission Statement and created ENDs Statements that were adopted on November 21, 1996. During the intervening years, the Barton Mission Statement has been regularly reviewed and revised through the institutional strategic planning process coordinated by the Executive Leadership Team and approved by the Board of Trustees.

In 2015, the Board of Trustees adopted the Barton 2016-2021 Strategic Plan. The planning framework is the context within which Barton operates to achieve its Mission, Vision, and ENDs; it is the foundation for a strategic management approach through which Barton's leadership team takes responsibility for leading the institution through change. The Leadership Team defines the knowledge critical to planning strategically for the College's future, decides how to interpret that knowledge, and determines how to apply it to plans and decisions that lead to continuous improvement of Barton's programs, services, and operations. In this model, planners at all levels of the College determine performance "gaps" at the institutional and divisional/department levels and implement initiatives to close those gaps. Senior administrators, with input from internal stakeholders, allocate resources to support the Strategic Plan and ongoing operations that are essential to closing the performance gaps. Each summer, the Executive Leadership Team conducts a review and shares Strategic Plan updates with Barton stakeholders in the fall.

1A.2.

The mission of the College, in part, is "…to provide an educational system that is learning-centered, innovative, meets workforce needs, strengthens communities, and meets the needs of a diverse population." Barton's academic programs, student support services, and enrollment profile are

consistent with its stated Mission and ENDS statements as demonstrated in the Board Monitoring Reports and Barton 2016 Community Report.

Degrees and Programs The College offers a comprehensive curriculum including transfer opportunities, career technical education programs, general education coursework, certificate, and associate degree programs. These programs are directly related to the Barton Mission to meet workforce needs and strengthen communities. The College develops strategies to identify and address regional workforce needs by seeking input from workforce advisory boards and more than 350 business and industry partners including the U.S. Army. As a provider of a learning-centered, educational system that strengthens the community, and meets the needs of a diverse population, Barton offers 23 associate degree programs and 30 certificate programs including traditional and online programs. The College employs multiple platforms for the delivery of instruction; including face-to-face, online, Skype, GoToMeeting, and mobile training labs that enhance learning opportunities for students across the globe.

Student Support Services -The Mission and ENDs statements envision specific Essential Skills and Academic Advancement outcomes. Support services that address students' academic, personal, and social needs, including academic advising, career assistance, financial aid and scholarships, student life, and tutoring are available through multiple modalities. Developmental Education and English for Speakers of Other Languages Programs are also offered to assist students develop essential academic skills. These programs are responsive to the individual differences and specific needs among learners. Qualified support staff provides student services through the same innovative platforms used for instruction as well as providing referrals to local support services. Data from the END 4 Board Monitoring Report, which includes Barton Graduation Application Survey and BARTonline Student statistics, indicate that students are satisfied with the student services that they receive at Barton. Furthermore, Community College Survey of Student Engagement (CCSSE) results indicate that students are as satisfied or more satisfied with Barton student services than students in a comparable cohort.

Enrollment Profile – Barton's enrollment profile demonstrates that the College is more diversified than the communities that it serves. The majority, 58.1%, of students are white, non-Hispanic while Black or African American students comprise 13% of the student body. Hispanic and Asian students constitute the next largest student sets (8.8% and 8.4% respectively.) Furthermore, the College's student-focused programs help meet the needs of a student population with diverse needs, including 8,000 students enrolled in one or more online courses, 4,584 primarily military-connected students enrolled at Fort Riley and Fort Leavenworth, more than 2,600 transfer students as well as those students enrolled in programs at correctional facilities. In addition to the Kansas-based instructional programs, the OSHA and Barton Hazardous Materials and Emergency Services Training Institutes, Military Programs and Training, and the Military On-Site Training Program provide training at military installations, business and industry, and governmental units across the nation.

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

1.A.3.

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, and ENDS. The current strategic planning process is designed to enable Barton's leadership team to take responsibility for:

(1) leading the institute through change;

(2) defining the knowledge critical to planning strategically for the college's future; and

(3) deciding how to interpret that knowledge and how to apply it to plans and decisions that lead to continuous improvement of Barton's programs, services, and operations.

The strategic plan evolves from the mission and in turn, the budget is developed to actualize the strategic plan. The strategic planning effort challenges all departments to evaluate their program direction and integrate resource allocation strategies with planning and assessment.

Budgeting guidelines and schedules set forth by the Kansas Board of Regents regulate the College's fiscal planning process. Reflecting the mission "to provide an educational system that is learning-centered," Barton Community College allocated 46% of the FY 2016 budget to instruction, 13% to academic support, and 9% to student services. Another 20% was allocated to institutional support for management and long range planning, programming, fiscal operations, and other processes that enable the institution to achieve Board END 8 Contingency Planning.

An executive team, including the President; Vice Presidents of Administration, Instruction, and Student Services; Dean of Institutional Effectiveness, and Dean of Information Services meet monthly to conduct an assessment of the Strategic Plan, related budget allocations, and accomplishments. Following the meeting, the Dean of Institutional Effectiveness publishes a monthly Strategic Plan Update reflecting budget allocations, expenditures, accomplishments, and revisions.

Sources

- 01 1.A.1 PRES_Carver_Model_Policy_Governance
- 01 1.A.2 VPI_Degrees_Programs
- 01 1.A.3 PRES_Vision_and_Mission_Statement
- 02 1.A.1 PRES_Vision_and_Mission_Statement
- 02 1.A.2 VPSS_Student_Support_Services
- 02 1.A.3 PRES_Strategic_Planning_Process
- 03 1.A.1 PRES_Executive_Leadership_Team
- 03 1.A.2 PRES_Enrollment_Profile
- 03 1.A.3 VPA_Operational_Budget_FY16
- 04 1.A.1 PRES_Mission_Revisions
- 04 1.A.2 PRES_Mission_Statement
- 04 1.A.3 PRES_Strategic_Planning_Framework
- 05 1.A.1 PRES_2016-2021_Strategic_Plan
- 05 1.A.2 PRES_Board_Monitoring_Reports
- 05 1.A.3 PRES_Departmental_Planning_Documents_2016
- 06 1.A.1 PRES_Strategic_Planning_Framework
- 06 1.A.2 PRES_2016_Community_Report
- 06 1.A.3 VPA_Fiscal_Planning_Process
- 07 08 1.A.1 PRES_Mission_Statement
- 07 1.A.2 VPI_Degrees_Programs
- 07 1.A.3 PRES_FY_2016_Budget
- 08 1.A.2 VPI_Regional_Workforce_Needs
- 08 1.A.3 PRES_Board END 8
- 09 1.A.1 PRES_ENDs

- 09 1.A.2 VPI_Programs_and_Certificates
- 09 1.A.3 PRES_Strategic_Plan_Update
- 1.A.2 VPI_Military_On-Site_Training_Program
- 10 1.A.1 PRES_Strategic_Plan_Updates
- 10 1.A.2 VPI_Online_Instruction
- 11 1.A.2 VPI_Study_in_Persistence
- 12 1.A.2 VPI_Essential_Skills_and_Academic_Advancement
- 13 1.A.2 VPSS_Student_Services
- 14 1.A.2 VPSS_Academic-Advising
- 15 1.A.2 VPSS_Career_Center
- 16 1.A.2 VPSS_Financial_Aid_and_Scholarships
- 17 1.A.2 VPSS_Student_Life
- 18 1.A.2 VPSS_Tutoring
- 19 1.A.2 VPSS_Developmental_Education
- 20 1.A.2 VPI_English_for_Speakers_of_Other_Languages_(ESOL)
- 21 1.A.2 PRES_END_4
- 22 1.A.2 IE_Enrollment_Profile
- 23 1.A.2 VPI_Correctional_Education
- 24 1.A.2 VPI_OSHA
- 25 1.A.2 VPI-Military Programs and Training
- 26 1.A.2 VPI_Military-On-Site_Training
- 27 1.A.2 VPI_MOST_Brochure
- 28 1.A.2 VPI_MOST_Sites

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1.

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

- Barton Course Catalog 2017-2018
- Barton Community Report 2016
- Barton Employee Business Cards
- Barton Faculty Handbook
- Barton Meeting Minutes Template
- Barton New Employee Information – Essential Information
- Barton Strategic Plan
- Barton Student Handbook
- Barton Website

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 and Fort Riley campuses 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 staff, faculty, students, and other stakeholders to access the information.

1.B.2.

The Mission, Vision, ENDs, and Core Priorities (Values), Strategic Plan, and budget, demonstrate the College's emphasis on and commitment to the educational and student focus of the College. The mission clearly articulates the College's instructional priority is "to provide quality educational opportunities that are accessible, affordable, continuously improving and student-focused." Moreover, the college is committed to providing "an educational system that is learning-centered, innovative, meets workforce needs, strengthens communities, and meets the needs of a diverse population."

The central mission statement is further supported and clarified by the Core Priorities (Values) and related ENDs statements. These statements emphasize the College's commitment to:

- Drive Student Success
- Cultivate Community Engagement
- Optimize Employee Experience
- Emphasize Institutional Effectiveness.

The Core Priorities and ENDs statements serve as the framework of the institutional strategic planning process. The mission documents support and guide the development and implementation of the path from mission to analysis, planning, budgeting, action, and evaluation.

The Barton Planning webpage, maintained by the Office of Institutional Effectiveness, provides access to critical planning documents, training schedules, accreditation updates, and departmental plans that support strategic planning efforts.

Other institutional entities communicate the College's statements of purpose, goals, plans, and institutional priorities. Agenda and minutes for Trustee Meetings, President's Staff, and other Institutional Teams including the Executive Leadership Team and Dean's Council document actions focused upon accomplishing institutional priorities. The Board of Trustees Accountability and Transparency webpage highlights financial updates, governance documentation, survey results, and other data of interest to stakeholders. The Barton Community College Foundation, Central Kansas Educational Opportunity Center, the Athletic Department, and other programs publish informative newsletters and reports documenting goals and accomplishments.

The mission and related documents are current. In January 2017 the Trustees reviewed and updated the mission; this action resulted in the addition of: "…and meets the needs of a diverse population." The revision reflects the college's commitment to and the values for educating and serving diverse populations. Furthermore, institutional entities review related documents and statement regularly. During the most recent Planning Retreat, the Executive Leadership Team reviewed the 2016-2017 Strategic Plan, assessed outcomes, and created 2017-2018 goals as appropriate. The Board of Trustees last reviewed the eight ENDs on November 24, 2015 and made revisions to END 6; the next review is scheduled for August 9, 2017.

1.B.3.

The Barton Mission Statement and related documents clearly identify the College's nature, scope, and intended constituents and are discussed in Core Component 1.A.2. These documents demonstrate a strong commitment to serving students, the workforce, and the communities served by the College. The nature and scope of the programs and services that Barton provides are consistent with the mission "…to provide an educational system that is learning-centered, innovative, meets workforce needs, strengthens communities, and meets the needs of a diverse population."

Barton offers 23 associate degree programs and 30 certificate programs that are designed to help students enter the workforce immediately, earn an associate's degree, or transfer to a four-year institution. The College demonstrates its mission, vision, and core priorities through a defined set of programs and services that include:

- academic programs;
- career and technical programs;
- military programs and training,

- correctional education programs;
- high school student programs;
- OSHA, HAZMAT, emergency management programs;
- online programs;
- adult education programs; and
- student services.

The mission identifies the institution's nature, scope, and constituencies. As a comprehensive, public community college, Barton's mission, ENDs, and Core Priorities (Values) affirm that it will provide "student-focused educational opportunities that meet workforce needs, strengthen communities, and meet the needs of a diverse population." The programs and services are reflective of the needs of the College's constituencies and the College's commitment to meet those needs.

Sources

- 01 1.B.1 VPSS_College_Catalog
- 01 1.B.2 PRES_Vision_and_Mission_Statement
- 01 1.B.3 PRES_Mission_Statement
- 02 1.B.1 PRES_Community_Report
- 02 1.B.2 PRES_ENDs
- 02 1.B.3 VPI_Academic_Programs
- 03 1.B.1 VPA_Barton_Business_Card
- 03 1.B.2 PRES_Core_Priorities_(Values)
- 03 1.B.3 VPI_Career_and_Technical_Programs
- 04 1.B.1 VPI_Faculty_Handbook
- 04 1.B.2 PRES_Strategic_Plan
- 04 1.B.3 VPI_Military_Programs_and_Training
- 05 1.B.1 PRES_Meeting_Minutes_Template
- 05 1.B.2 PRES_FY_2016_Budget
- 05 1.B.3 VPI_Correctional_Education
- 06 1.B.1 PRES_Strategic_Plan
- 06 1.B.2 PRES_Barton_Planning_Website
- 06 1.B.3 VPI_High_School_Student_Programs
- 07 1.B.1 VPA_New_Employee_Essential_Information
- 07 1.B.2 PRES Board_of_Trustees_Meetings
- 07 1.B.3 VPI_OSHA_HazMat _Emergency_Management
- 08 1.B.1 VPSS_Student_Handbook
- 08 1.B.2 PRES_President's_Staff
- 08 1.B.3 VPI_Online_Options
- 09 1.B.1 PRES_Mission_Statement
- 09 1.B.2 PRES_Institutional_Teams
- 09 1.B.3 VPI_Adult_Education
- 10 1.B.2 PRES_Executive_Leadership_Team
- 10 1.B.3 VPSS_Student_Services
- 11 1.B.2 VPI_Dean's_Council-Minutes 2-28-17
- 12 1.B.2 PRES_BOT_Accountability_and_Transparency
- 13 1.B.2 PRES_BCC_Foundation_Focus
- 14 1.B.2 VPSS_CKEOC_Newsletter
- 15 1.B.2 PRES_Athletic_Department_Newsletter

- 16 1.B.2 PRES_Mission_Change
- 17 1.B.2 PRES_2017_Executive_Training_Session
- 18 1.B.2 PRES_2016-2017_Strategic_Plan

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1.

Barton's mission "…to provide an educational system that is learning-centered, innovative, meets workforce needs, strengthens communities, and meets the needs of a diverse population" articulate its role in a diverse society. As the College and service area demographics indicate, the College is more ethnically diversified than the communities it serves. (See 1.A.2) It further demonstrates its commitment to diversity by providing a welcoming environment and support services for the out-of-state and international students who comprise more than 24% of the student body.

An initiative that underscores the commitment of the College to "meet the needs of a diverse population" is the establishment of the Inclusion and Diversity Team in 2016. The Team, consisting of representatives from a range of demographics and chaired by the Coordinator of Developmental Education, is developing a strategic plan to identify goals, actions, and timelines that align with the College mission and Inclusion and Diversity Statement. The team is researching external diversity training resources to ensure quality and consistency and to establish a common foundation upon which to build future policies, programs, and initiatives.

The College's strong affirmation and commitment to promoting fairness and equity in all aspects of education enterprise are best demonstrated in the Civil Rights Equity Resolution for all Students, Employees, Guests, and Visitors policy document. The policy addresses discrimination, bias-related misconduct, and the processes through which the institution reaches a resolution.

The College's commitment to inclusion and diversity is also expressed in its notice of non-discrimination and Board END 4: Barton Experience.

1.C.2.

Barton's students, programs, and activities reflect the human, cultural, and workforce diversity of the campus community as well as the state and the nation. These actions are appropriate to the Barton mission and constituencies.

- The English for Speakers of Other Language curriculum and the Multicultural Society provide a supportive environment for international students representing 17 countries.
- Partnerships with the U.S. Army as well as OSHA have resulted in innovative programs such as the Hazardous Materials and Emergency Services Training Institute that provides multi-state training to the military, business and industry, as well as emerging and dislocated workers. A recent feature article in the *1st Infantry Division Post,* Fort Riley newspaper, highlighted the College's Hazardous Waste Operation and Emergency Response (Hazwoper) certificate

program. The program is free to transitioning soldiers, dependents, veterans, and retirees.
- A robust academic curriculum, supported by a partnership with the Kansas Department of Corrections and a grant from the U.S. Department of Education serves as the foundation for the BASICS program that serves students at two area correctional facilities.
- Four TRIO programs provide support services for first-generation high school, post-secondary, and adult participants.
- Numerous Career and Technical Education programs support the region's economic development efforts as well as reflect the needs of diverse populations including Natural Gas, Agriculture, and high school programs.

Other initiatives that encourage the recruitment, retention, and completion of diverse populations include: citizenship preparation classes, GED and Adult Education, bilingual student services representative, and TRIO programs.

Sources

- 01 1.C.1 PRES_Ethnic_Profile
- 01 1.C.2 VPI_English_for_Speakers_of_Other_Languages_(ESOL)
- 02 1.C.1 PRES_Inclusion_and_Diversity_Team
- 02 1.C.2 VPI_Multicultural_Society
- 03 1.C.1 PRES_Inclusion_and_Diversity_Statement
- 03 1.C.2 VPI_Hazardous_Materials_and_Emergency_Training_Institute
- 04 1.C.1 PRES_Civil_Rights_Equity
- 04 1.C.2 VPI_Hazwoper_Program
- 05 1.C.1 PRES_Notice_of_Non-discrimination
- 05 1.C.2 VPI_BASICS_Programs
- 06 1.C.1 PRES_Board_END_4
- 06 1.C.2 VPSS_TRIO_Programs
- 07 1.C.2 VPI_Natural_Gas_Transmission _Distribution
- 08 1.C.2 VPI_Agriculture
- 09 1.C.2 VPI_High_School_Student_Programs
- 10 1.C.2 VPI Citizenship
- 11 1.C.2 VPI_GED _Adult Education

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1.

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, continuously improving, and student focused.

Furthermore, through its ENDs statements, the College articulates its obligation to the public including 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.D.2.

As a public, two-year community college, Barton has no obligation to generate financial returns for investors, to contribute to a parent organization, or to support any external interests. It is responsible only to the community it serves and to the state of Kansas. Barton Community College operates with the primary purpose of providing an educational system that is learning-centered, innovative, meets workforce needs, strengthens communities, and meets the needs of a diverse population. The Board of Trustees and College administration are committed to providing quality educational opportunities which benefit the taxpayers, students, and communities.

1.D.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 Statement and ENDs prominently focus on the provision of an educational system that "meets workforce needs, strengthens communities, and meets the needs of a diverse population." Furthermore, the College underscores the mission by identifying "Cultivate Community Engagement" as one of four Core Priorities (Values) 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; select examples of engagement include:

Meets Workforce Needs

- Advisory Boards – Twenty advisory boards composed of community volunteers meet at least twice a year and advise Barton CTE educators regarding CTE programs, based on the employment needs of the community, state, regional, national, and international marketplace.

- Work Preparedness: Board END 2 – students will be prepared for success in the workplace. Students will have the skills and knowledge required for successful entry into the workplace,

- Workfit is unique partnership between Advanced Therapy and Sports Medicine and Barton dedicated to reducing work-related injuries and associated costs for employers.

Strengthen Communities - Cultivate Community Engagement

- Community Perception Survey – In FY 2016, Public Relations deployed this survey with the intent of determining potential messaging for a micro-rebrand project. After a review of the results, some individuals and departments identified other possible applications for the data. As a result, a team plans to analyze the objectives, target population, questions, process, timeline, and evaluation. The aim of the survey is to identify the community's perception of the College and establish a foundation for dialogue with the community, with the ultimate goal of improving and providing services and programs that strengthen the community.

- Economic Impact Study – A third-party evaluation by a company that specializes in providing comprehensive impact analyses for colleges and universities. The EMSI study sources include the 2012-13 academic and financial reports from the college, industry and employment data from the U.S. Bureau of Labor Statistics, earning and demographic data from the U.S. Census Bureau and a variety of studies and surveys relating education to social behavior. The Barton Service Area includes Barton, Rick, Rush, Stafford, Ellsworth, Russell and Pawnee counties. EMSI was not able to show impact on Barton County specifically; due to the college's statement access presence, the impact study was basically for the entire state.

- Strengthen Services and Regional Locations: Board End 6 – Services and locations are compatible to the institutional mission of the College with the goals of maximizing revenues, minimizing expenses, and minimizing local tax reliance.

    o Cultivate and Strengthen Partnerships – Barton maintains and develops partnerships with post-secondary institutions, area school districts; industry, and identifies ways to enhance post-secondary opportunities for students.

    o The College explores new partnerships in support of new programs and services and nurtures existing partnerships. 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.

- Annual Field Ops Day – Criminal Justice, Medical Assistant, Nursing, and EMS students engage in more than 100 scenarios exposing them to life-like emergency situations requiring them to apply skills that they learn in the classroom. Community and regional EMS, Law Enforcement, Fire Departments, 911 Dispatch, and other personnel from emergency flight and transport services, hospitals, and organizations, partner with Barton to host the event.

- Volunteers in Action – The Volunteers in Action program matches retired senior and working professionals who want to volunteer their skills with non-profits who need their help. The

program receives funding from RSVP and numerous local agencies to provide volunteer opportunities with organizations such as Meals-on-Wheels, Food Bank, Red Cross, and local school districts. Volunteers also assist with tax preparation, operating a thrift store, and providing transportation for medical appointments.

- Wounded Warrior Project and Fisher House Foundation - In addition to the training, certification, and degree programs that Barton offers to military-connected individuals, the College supports special projects that benefit the military community.

Sources

- 01 1.D.1 PRES_ENDs
- 01 1.D.2 PRES_Order_Establishing_Community_College
- 01 1.D.3 PRES_Mission_Statement_ENDs
- 02 1.D.3 VPI_WTCE_Advisory_Board_Guidelines.doc
- 03 1.D.3 VPI_ENDS_2_Report
- 04 1.D.3 VPI_WorkFit
- 05 1.D.3 PRES_Community_Perception_Survey
- 06 1.D.3 PRES_Economic_Impact_Study
- 07 VPI_ENDS_6_Report
- 08 1.D.3 VPI_Transferability
- 09 1.D.3 VPI_High_School_Programs
- 10 1.D.3 VPI_Barton-Nursing-Partnership
- 11 1.D.3. VPI_Young_JROTC_student_receives_Associate_Degree
- 12 1.D.3 VPI_Weights_and_Measures_Training
- 13 1.D.3 VPI_Short-Term_Training_Opportunities
- 14 1.D.3 VPI_Field_Ops_Day
- 15 1.D.3 VPSS_Volunteers_in_Action (RSVP)
- 16 1.D.3 VPSS_RSVP
- 17 1.D.3 VPSS_Volunteer_Opportunities
- 18 1.D.3 PRES_Wounded_Warrior_Golf_Scramble
- 19 1.D.3 PRES_Fisher_House_Foundation

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 is learning-centered, innovative, meets workforce needs, strengthens communities, and meets the needs of a diverse population.

The College's mission is further articulated through its Core Priorities (Values) and Board ENDs; these documents guide the development of the institutional strategic plan, programs, 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 operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

2.A.

Financial Integrity

Under the direction of the Vice President of Administration, Barton's business office operates under generally accepted accounting principles to ensure consistent and transparent financial processes. Each year the institution's financial records and practices are audited by an independent certified public accounting firm. In the most recent audits, the college has received an unqualified audit opinion reflecting the institution is following compliant and ethical accounting principles and its financial statements are presented fairly. Audit results plus monthly and annual financial reporting, and long term debt for college building projects are all published on the college website for review by local taxpayers as well other interested parties. Barton's Composite Financial Indicator (CFI) scores for the past three years as calculated from the annual audits and reported to HLC fall within the "no further review" range.

Additionally, Barton's financial aid office, TRIO programs, and the Foundation undergoes separate audits the results of which are included in the college's annual A-133 audit referenced above. Auditing of the handling of federal funds is required by the U.S. Department of Education (ED) and a copy of the audit report is submitted to ED in compliance with regulations for administering federal funds. The audit results from the past two years have revealed no material weaknesses or other compliance exceptions. Barton's financial aid office periodically goes through a self-evaluation assessing federal compliance as well as best practices using tools provided by the U.S. Department of Education and the National Association of Financial Aid Administrators. The last such self-evaluation was done in 2012; one is currently being done in 2017. Barton also has policies (2123-Title IV Student Aid Fraud) and a mechanism for reporting federal student aid fraud.

Barton has procurement policies and procedures in place to ensure all procurement activities are in accordance 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.

To further ensure equity in the procurement process, vendors have the opportunity to request to be included on Barton's vendor list for opportunities to bid on goods or services in accordance with the college's purchasing procedure (2315 – Purchasing, Fixed Assets and Inventory).

Academic Integrity

Regarding academics, Barton has developed and published Academic Integrity policies (Procedure 2502) 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 30 of the college catalog as well as page 82 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.

Expectations of student behavior and responsibilities established under the Student Code of Conduct, the Student Athlete Code of Conduct, and Student Rights and Responsibilities for receiving financial aid, all of which are published on the college website. Students may voice their concerns regarding academic or other issues through several mechanisms located at the Student Concerns Procedures link on the college website which provides instructions on how to express a concern to the college, the Board of Trustees, the state, HLC, and even to the U.S. Department of Education.

The faculty handbook provides guidance on classroom management and instructional operations. Within the handbook, faculty are provided with forms and instructions to complete required actions such as reporting an incomplete grade, change of grade, etc. In addition, an addendum to the compensation contract for instructors who teach BartOnline classes includes teaching performance expectations including providing regular and substantive interactions with students, such as:

- Welcome Letter upon receipt of enrollment;
- Weekly updates about course due dates;
- Answer/comment on student questions in virtual office within 24-48 hours;
- Login to course at least four times per week; and,
- Lectures and threaded discussions with instructor participation.

Personnel Integrity

The Board of Trustees, administrators, faculty and staff at Barton recognize a shared responsibility to protect the integrity of the institution 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 include the following specifically intended to ensure integrity and protection of any person affiliated with or representing the college:

- Policy 1125 – Equal Employment Opportunity, Equal Education Opportunity, and Affirmative Action
- Policy 1126 – Drug-Free Workplace
- Policy 1131 – Personal Relationships
- Policy 1132 – Civil Rights Equity Resolution for all Students, Employees, Guests, and Visitors
- Procedure 2125 – Solicitation of Employees/Students
- Policy 1165 – Conflict of Interest

- Policy 1166 – Copyright Law
- Policy 2146 – Gifts, Gratuities, and Unrelated Compensation

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 are expected to read, understand, and comply with all of the College's Administrative Policies and Procedures. Employees sign an acknowledgment form that is maintained in their personnel file.

Barton's Human Resources has published policies on employee conduct and ethical behavior expectations, and whistle blower available to all current employees. Annually, officers of Barton Community College, Board of Trustee members, all employees at the coordinator level and above, and all employees 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 Integrity

Barton subscribes to the U.S. Department of Veteran's Affairs (VA's) Principles of Excellence, in providing prescribed top quality, ethical service to veterans, military students, and associated dependents including the required Shopping Sheet, educational plans for students, academic and financial advising, and ensuring accreditation approval of all new programs prior to enrolling students.

Through a federal grant and institutional support, Barton partners with the Central Kansas Educational Opportunity Center (CKEOC) to promote educational awareness by helping community members find a pathway in which to identify and meet their education, personal and career goals. CKEOC shares and celebrates their successes through periodic newsletters.

As a way to give back to local communities, the college reaches out to support various community assistance projects including Relay for Life, United Way, the Fort Riley Fisher House Fund, and the Wounded Warrior Project. To assist permanent residents of any nationality who want to obtain their U.S. citizenship through naturalization or are just interested in learning about the United States, Barton hosts civics classes. Community members have the opportunity to provide feedback to the college through the Community Perception Survey located on the college website and through the Barton Feedback Form located in the footer of Barton's web presences.

Sources

- 01 2.A VPA_15-16_final_audit
- 02 2.A VPA_Monthly_Financial_Report
- 03 2.A VPA_16-17-published-budget
- 04 2.A VPA_Long_Term_Debt_Report
- 05 2.A VPSS_Composite_Financial_Indicator
- 06 2.A HLC_Financial_Indicator_Process

- 07 2.A VPA_15-16_final_audit
- 08 2.A VPSS_Policy_Student_Aid_Fraud
- 09 2.A VPA_Procedure_2315_Procurement
- 10 2.A VPA_Vendor_Registration
- 11 2.A VPA_Purchasing_Policy
- 12 2.A VP1_Procedure_2502_Academic_Integrity
- 13 2.A VP1_Barton_College_Catalog_Academic_Integrity
- 14 2.A VPSS_Barton_Student_Handbook
- 15 2.A VPI_Instructional_Policies
- 16 2.A VPSS_Procedure_2611_Student_Code_of_Conduct
- 17 2.A PRES_Procedure_2610_Student_Athlete_Code_of_Conduct
- 18 2.A VPSS_Student_Rights_and_Responsibilities
- 19 2.A VPSS_Student_Concerns_Procedures
- 20 2.A VPI_Faculty_Handbook
- 21 2.A PRES_Barton_Policies_and_Procedures
- 22 2.A VPA_Barton_Policy_1125_Equal_Employment
- 23 2.A VPA_Policy_1126_Drug_Free_Environment
- 24 2.A VPA_Policy_1131_Personal_Relationships
- 25 2.A VPA_Policy_1132_Civil_Reight_Equity_Resolution
- 26 2.A VPA_Procedure_2125_Solicitation_of_Employees_Students
- 27 2.A VPA_Policy_1165_Conflict_of_Interest
- 28 2.A VPA_Policy_1166_Copyright_Law
- 29 2.A VPA_Procedure_2146_Gifts_Gratuities
- 30 2.A VPA_New_Employee_Guide
- 31 2.A PRES_President's_Expectations
- 32 2.A VPA_Acknowledgement_Form
- 33 2.A VPA_Procedure_2450_Employee_Conduct
- 34 2.A VPA_Procedure_2451_Ethical_Behavior
- 35 2.A VPA_Procedure_2453_Whistle_Blower
- 36 2.A VPA_Annual_Conflict_of_Interest_Form
- 37 2.A VPSS_Financial_Aid_Employee_Code_of_Conduct
- 38 2.A VPSS_Alternative_Loan_Code_of_Conduct
- 39 2.A VPSS_VA_Principles_of_Excellence_Program
- 40 2.A VPSS_Shopping_Sheet
- 41 2.A VPSS_Central_Kansas_Educational_Opportunity_Center
- 42 2.A VPSS_Central_Kansas_Educational_Opportunity_Center_Newsletter
- 43 2.A VPSS_Community_Assistance_Projects
- 44 2.A VPI_Citizenship_Classes
- 45 2.A EDIA_Community_Perception_Survey
- 46 2.A VPSS_Barton_Feedback_Form

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

2.B.

Barton Community College strives to present clear, relevant, and vital information to invested parties through many and various forms, including a number of print and web materials.

Frequently updated, Barton's website provides information on admissions, programs offered at Barton, the college catalog, costs, financial aid, the student handbook, support services, and other student consumer information. All of Barton's programs have accompanying annually reviewed curriculum guides showing all of the courses needed to earn the degree or certificate, including any prerequisites, preparatory coursework, or other requirements to be admitted to the program. 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.

Faculty teaching at the Great Bend, Ft. Riley, Grandview Plaza, and Ft. Leavenworth campuses are listed with their credentials in the college catalog. Barton is currently working on an all-inclusive list of full-time, part-time, and adjunct faculty list to publish on the college website. Constituents may also access a detailed directory of Barton employees and credentials including faculty, staff, administration, and the college trustees.

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.

Barton's accreditation status with the Higher Learning Commission and strategic planning information can be accessed on the college website under accreditation information; while program accreditation is located under institutional accreditation and on program webpages. Additionally, state authorization to provide distance education to online learners is located on both the accreditation information webpage and with information on Barton's online classes.

Sources

- 01 2.B VPI_Programs_of_Study
- 02 2.B VPSS_College_Catalog _ Barton
- 03 2B VPA_Cost_per_Credit_Hour
- 04 2.B VPSS_Barton_Student_Handbook
- 05 2.B VPSS_Student_Consumer_Information
- 06 2.B VPSS_Curriculum_Guides

- 07 2.B VPI_Articulation_Agreement_Example
- 08 2.B VPI_Industry_Licensure_Nursing
- 09 2.B VPSS_Faculty_Credentials
- 10 2.B VPA_Employee_Directory
- 11 2.B PRES_Board_of_Trustees
- 12 2.B PRES_2016_Community_Report
- 13 2.B PRES_Accreditation
- 14 2.B PRES_Institutional_Program_Accreditation
- 15 2.B VPI_State_Authorization

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1.

Barton Community College is governed by a six-member Board of Trustees elected from Barton County and coordinated by the Kansas Board of Regents. Every two years, during odd-numbered years, three board positions come up for election. Board terms are four years.

Barton's trustees have developed eight overarching goals, known as ENDs, to achieve and inspire execution of the college mission. At each monthly board meeting, monitoring reports complete with supporting data are presented by college administration to the trustees with the intent of providing a snapshot to demonstrate how the college is using the ENDs to meet the college mission and to make improvements.

Barton's strategic planning aligns with the board ENDs, as well as the Kansas Board of Regents Foresight 2020 plan adopted in 2010 intended to improve quality of state institutions under their control. (See more about Barton's Strategic Planning in 1.A.3, 5.A.5, and 5.C.)

2.C.2.

Besides monthly board meetings, the trustees have monthly study sessions where they are able to obtain more in-depth information on a range of topics, plus special meetings are sometimes scheduled for matters that need to be reviewed before the next scheduled board meeting. Minutes from the trustees' monthly meetings, study sessions, and special meetings are captured and available for the public to view. During monthly trustee meetings, a portion of the meeting is set aside for public comment during which trustees may hear and consider the viewpoints of internal or external constituencies. The trustees also occasionally engage in field visits to Barton's additional locations and attend Kansas Board of Regents, KAACT, and AACT meetings in order to gain a broader understanding of practices within higher education and to develop networks with other institutions.

Periodically, an economic impact report is published and disseminated to the local community on behalf of the trustees. This report provides facts and figures showing the overall economic health of the college and return on investment to taxpayers supporting the college. In addition, Accountability and Transparency reports are published to provide additional, more detailed data to 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.3.

The Board of Trustees, administrators, faculty and staff at the College recognize a shared responsibility to protect the integrity of the institution and to conduct business according to the highest legal and ethical standards. In accordance, Barton has a Conflict of Interest policy and an annual requirement for officers of Barton Community College, its Board of Trustees, all employees coordinator level and above, and all employees with the responsibility of maintaining financial records, to submit a completed Annual Conflict of Interest Disclosure Form.

2.C.4.

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. The Board of Trustees operates under Barton Governance directed policies and as such sets the policy and ENDS for the college. Barton Governance emphasizes values, vision, empowerment of both board and staff, and the strategic ability to lead leaders. Specifically, the General Executive Constraint of the Board Governance Manual sets out the Board's expectation that the President will act in a manner consistent with Board policies and consistent with those practices, activities, decisions and organizational circumstances which are legal, prudent and ethical.

Barton's Learning, Instruction and Curriculum Committee (LICC) exists as a faculty-driven committee to oversee the college curriculum. LICC membership consists of a minimum of ten faculty members, chosen from both the Great Bend and Fort Riley campuses, to represent a broad spectrum of both the academic and vocational curricula. LICC is responsible for:

- Reviewing and approving all curriculum matters and changes (credit hour change, title change, new classes, programs, etc.).
- Functioning as a vehicle to encourage a focus toward student and institutional learning.
- Functioning as a vehicle to ensure a quality and comprehensive curriculum.
- Functioning as a vehicle to support faculty professional development.
- Being 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 course.

Sources

- 01 2.C PRES_Board_of_Trustees
- 02 2C PRES_ENDs
- 03 2.C PRES_Board_Monitoring_Reports
- 04 2.C PRES_Strategic_Planning
- 05 2.C.2 PRES_BOT_Monthly_Meetings
- 06 2.C.2 PRES_BOT_Minutes
- 07 2.C.2 PRES_Economic_Impact_Study
- 08 2.C.2 PRES_Accountability_and_Transparency
- 09 2.C.2 PRES_BOT_Complaint_Process
- 10 2.C.3 VPA_2165_Conflict_of_Interest
- 11 2.C.3 VPA_2165_Conflict_of_Interest_Form

- 12 2.C.4 PRES_Board_Governance_Manual
- 13 2.C.4 VPI_Learning_Instruction_and_Curriculum_Committee

2.D - Core Component 2.D

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

Argument

Academic freedom is a respected and protected value of the institution. Barton's policy on and commitment to academic freedom is located within the college Instruction policies on the Barton website. While instructors are free from institutional censorship or discipline, 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. In addition, Barton's Library upholds the principles of the American Library Association's "Library Bill of Rights", supplying access to this sources within their published policies.

Sources

- 01 2.D.1 VPI_2520_Academic_Freedom
- 02 2.D.1 VPI_Instructional_Policies
- 03 2.D.1 American_Library_Association
- 04 2.D.1 VPI_Library_Policies

2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1.

Barton is a teaching rather than research institution. However, the college does provide learning support for employees and students through a variety of mechanisms. Coursework grants as well as tuition scholarships are available to assist with the cost of courses for the professional growth of college employees and to promote a better-educated Barton workforce. The Library provides many books and other references at the physical location in the center of Barton's Great Bend campus as well as providing online resources on the college website.

2.E.2.

As referenced above in 2.A, the college has academic integrity policies which are published on the college website and available in the college catalog and the student handbook. The Library also offers guidance on the ethical use of information resources in the published library policies which specifically provide basics on copyrighted information.

2.E.3.

As stated previously, the college has academic integrity policies which are published on the college website and available in the college catalog and the student handbook. Within the policy, procedures for addressing academic misconduct include:

- Verbal warnings;
- Zero grades on assignments or quizzes;
- Assignment of an "XF" grade which is a permanent record on the student's transcript; or,
- Administrative academic sanctions.

This policy is reinforced in online classes through BartOnline with an academic integrity quiz required at the start of every course.

Sources

- 01 2.E.1 VPA_Coursework_Grants
- 02 2.E.1 VPSS-2115_Tuition_Scholarships
- 03 2.E.1 VPI_Online_Library_Resources

- 04 2.E.2 VPI_2502_Academic_Integrity
- 05 2.E.2 VPI_Library_Policies
- 06 2.E.2 VPI_Library_Copyright_Webpage
- 07 2.E.3 VPI_2502_Academic_Integrity

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 in an ethical and responsible manner. To every extent possible, the College is transparent with its financial and budgeting process as well as 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.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

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

Argument

3A.1

Barton Community College employs a number of internal and external processes to assure the relevancy, currency, and quality of courses and programs of study.

Articulation Agreements

The Kansas Board of Regents (KBOR) has approved sixty-six 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. Each fall, KBOR coordinates a day dedicated to reviewing specific courses within various disciplines. Two-year and four-year representatives discuss the essential core competencies for coursework success. 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 event 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 Transferability/Articulation Agreements website.

Advisory Boards

The CTE Advisory Boards consist of a representative group of individuals, outside the education profession, with expertise relevant to a particular program field. Members of twenty Advisory 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; in addition, 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 select 2015-2016 fall and spring Advisory Board meetings identify themes and actions that are common to most Barton Advisory Boards.

Agency and Industry Accreditation and Regulations

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. These organizations perform regular external reviews of programs on cycles that vary from 3 to 8 years. 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. A list of programs with third party accreditation or certification appears on page 12 of the 2016-17 Catalog.

Annual Catalog Review

Each year, prior to publication of the College Catalog, departments review Program of Study and course descriptions for currency and relevancy. A Catalog Review Team facilitated by the Director of Admissions coordinates the review process to meet the timeline.

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 from (1) the originator's supervisor; (2) Program Topics and Processes Team –notification only; (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, Chapter III.A.6; (8) Higher Learning Commission, and (9) U.S. Department of Education. The originator and supervisor submit new and revised syllabus requests to Instruction and Student Services for review and approval by the Learning and Instruction Curriculum Committee (LICC).

Curriculum Guide Review

Academic deans and faculty review and update curriculum guides and where available, semester guides to ensure accuracy and consistency. The process used by each division varies according to the organizational structure.

KBOR Transfer Feedback Report

The Kansas Board of Regents Transfer Feedback Report, page 15, reflects enrollments for fall of the

stated year and illustrate how Barton transfer students compare to other students. It is organized by an individual Community College summary report providing data about students who have transferred from that community college to a Kansas state/municipal university. In addition to the Community College reports, individual University summary reports are provided describing students transferring into the University. The reports provide comparative data for students who transferred to Kansas state and municipal universities. Data cohorts include Barton students, other Kansas community college transfers, other transfers, and first-time freshmen.

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 ten (10) faculty members, chosen from both the Barton County and Fort Riley campus, to represent a broad spectrum of the curriculum both academic and vocational. The new members will come on the committee at the August meeting. The last meeting for the members rotating off will be July. 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 November 2016 LICC Meeting Minutes illustrates numerous, common curriculum maintenance steps, including the following.

- Outcome/Competencies Change, Course Description Change
- Course Title/Change
- Pre-requisite Change
- New Course
- Syllabi Formatting Changes
- Syllabi Submitted to Inactive

Supporting documents including Revised Course Syllabus Checklist and proposed Syllabus for each of the Action Items are included in the minutes. The minutes also reflect the approval status and conditions that must be met prior to approval, e.g. "Approved pending formatting changes."

Pass Rates on Normed Tests

Healthcare Certification and Trades and Technology pass rates (pages 3-4) serve as indicators of student performance at the college level and ensure graduates have the skills necessary to excel in the industry. Work preparedness data reflects the rate at which Barton students can pass a third-party certification exam on the first attempt. Certification data includes pass rates for 11 Healthcare related

programs and 13 Trades and Technology programs. Data indicate that in AY 215, 297 individuals attempted Healthcare licensures with 82% passing on the first attempt in comparison to an 81% previous two year average. In AY 2015, 107 individuals attempted licensure in Trades and Technology programs with 86% passing on the first attempt in comparison to an 84% previous two year average. This data is included in the END 2 Work Preparedness Monitoring Report that is submitted to the Board of Trustees every April.

Program Alignment Process

One of the initiatives underway by the Post-Secondary Technical Education Authority (TEA) to enhance technical education in Kansas is the alignment of specific technical programs; the needs of business and industry drive this project. Groups of business leaders are convened by the Kansas Department of Commerce and the Kansas Board of Regents with participation by program advisory committee members from the community colleges and four-year institutions to "map" a preferred outcome for an occupational category. The alignment requirements for Welding serve as an example.

The purposeful outcomes of the project include:

- Allow business and industry to identify value-added exit points within programs,
- Identify and support student acquisition of nationally recognized 3rd party industry credentials.
- Identify common courses that can serve as a bridge for articulation opportunities.
- Decrease the variability in program length.

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.

  Data from the KBOR Follow-Up Report identifies the status of students with a declared major in a Perkins-approved program, who have passed 12 tiered hours in that major over a three-year time period. The report provides educational and employment data.

- Indicator 2: Students will have the work ethics, discipline, and collaborative skills necessary to be successful in 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. (Administered through office of Dean of Workforce Training and Community Education.)

- 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 86% of former vocational students are satisfied with the training they received from Barton.

  The Barton Employer Satisfaction Survey indicates a 96% level of satisfaction with work and performance of employees, 96% level of satisfaction with preparation of graduates, and

100% indicate that the graduate's education qualified the employee for their current position.

Monitoring Report – Associate of Applied Science in Technical Studies

In 2013, Barton requested approval for a new degree program -- an Associate of Applied Science in Technical Studies. Upon review of the request, HLC's Institutional Action Council (IAC) did not approve of this new program due to several concerns. As a result, IAC requested a report on a systematic strategy to monitor effects, performance, and quality of the Associate in Applied Science in Technical Studies as related to student learning. Barton responded to the IAC's concerns and after a subsequent review taking into account Barton's response, the IAC approved the program with the requirement a monitoring report would be provided at a future date.

That required report articulates a systematic strategy to monitor effects, performance, and quality of the Associate in Applied Science in Technical Studies as related to student learning. Additional supporting narratives document the four stages preceding the development of the monitoring report, including 1) New Programs Application, 2) Panel Letter, 3) Institutional Response Form and Barton Response to Capacity Concerns, and 4) Change Panel Action Letter.

3A.2

General Education Fundamental Outcomes

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. These outcomes and their assessment are reviewed biannually by the Outcomes Assessment Committee and annually by Barton's Board of Trustees.

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.

Associate Degree and Certificate Programs

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

Barton Community College offers undergraduate education at the Associate Degree level; the College awards Associate in Applied Science, Associate in Arts, Associate in Science, and Associate in General Studies degrees upon the successful completion of a minimum of 64 credit hours with a cumulative grade point average of 2.0 or better in an approved educational program. The Programs of Study section (p 30) of the 2016-17 college catalog, describes the specific requirements for the

individual degrees including a general overview and credit hour requirements.

The College also offers the option of one or two-year Career and Technical Education, Military Program, 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. Specific requirements for each certificate option are articulated in the Career Programs and Training section of the Barton website.

Select programs such as Automotive Technology offer multiple certificate and Associate Degree options. Students can earn 24, 44, or 52-hour Automotive Technology certificates as well as a 67-hour Automotive Technology Associate in Applied Science degree or an Associate in Science degree designed for transfer to four year colleges.

Course Level Learning Outcomes and Competencies

The Kansas Core Outcomes Project was initiated in 1999 by the Kansas Council of Instructional Administrators (KCIA), a group comprised of the chief academic officers of the state's community colleges and vocational‑technical schools/colleges. The goal of this project was to develop core outcomes and competencies for general education courses at the state's colleges and universities.

In June of 212, the Kansas Board of Regents authorized the Transfer and Articulation Council (TAAC) as the body responsible for creating structures and processes that facilitate student transfer and degree completion within Kansas higher education. TAAC utilized the structure of the faculty led Kansas Core Outcome Groups (KCOGs) to create additional discipline groups and facilitate annual meetings for the purpose of articulating common core outcomes for system wide transfer.

Faculty led discipline-specific groups, KCOGs, meet annually or as necessary, to confirm or articulate learning outcomes and discuss courses for inclusion in the Kansas System-Wide Transfer process. Faculty groups identify core outcomes, which are observable and measurable actions that students will be able to perform upon successful completion of a course. The most recent KCOG Outcome Report indicates that faculty reviewed 11 courses and identified common core outcomes. These core outcomes, are then incorporated into the Barton Master Syllabus.

3.A.3

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

Consistency and Quality in Curricula and Programs

Barton courses are designed, approved, and delivered according to program and course standards that assure uniform quality and consistency. A Master Syllabus is created to ensure instructors deliver courses to meet minimum Student Learning Outcomes and general content expectations as approved by the Learning and Instruction Curriculum Committee (LICC). The Master Syllabus incorporates four standard components for the specific course: General Course Information; College Policies; Course as Viewed in the Total Curriculum; and Assessment of Student Learning (course level outcomes and competencies.) Instructors customize other sections as appropriate. 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. 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.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1.

Appropriate to Mission

The general education program at Barton is an integral component of the degree programs and is designed to contribute to the student's educational growth by providing a liberal arts or career and technical education. 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, and "Barton Experience".

General Education Fundamental Outcomes

Barton identifies 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. These outcomes and their assessment are reviewed biannually by the Outcomes Assessment Committee and annually by Barton's Board of Trustees.

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.

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. The minimum distribution of credits and general education courses varies by degree. The College subdivides General Education courses into five categories:

1. Foundation studies – degree specific, general education courses that fulfill course or credit requirements in the quantitative, oral and written communication, or computer literacy areas.

2. Humanities – The branches of learning that investigate human culture, constructs and concerns (i.e. fine arts, language arts, history, philosophy, and religion) as opposed to natural processes and social relations. Some humanities courses are further designated as Studio Courses and Performance Courses as defined below.

   Studio Course – Any course in Fine Arts (Humanities) that instructs students on the techniques used in artistic expression and significantly involves students (individually or as a group) in the production of tangible, physical artistic products.

   Performance Course – Any course in the Fine Arts (Humanities) that instructs students on the techniques used in artistic expression and significantly involves students (individually or as a group) in ephemeral activities that relate to public entertainment and/or personal enrichment.

3. Social and behavioral sciences – the branches of learning that investigate the institutions and functioning of human society and the interpersonal relationships of individuals as members of society (i.e. social science, behavioral science, economics, and political science).

4. Natural Sciences and mathematics – the branches of learning that investigate matter, energy, and their interrelations and transformations or relate to objectively measurable phenomena (i.e. life sciences, chemistry, and physical sciences), as well as higher level math classes (i.e. courses beyond college algebra).

5. Physical Education, health and performance – the branch of learning that investigates instruction in the care and development of the body, and in activities undertaken for personal enjoyment.

Appropriate to Degree Levels

General education course requirements are appropriate to the Associate of Arts, Associate of Science, Associate of General Studies, and Associate of Applied Science degrees that are offered at Barton. The general education program meets the KBOR degree standards for quality and curriculum.

3.B.2.

Overview of General Education and General Education Assessment

The Outcomes Assessment Committee is charged with the oversight of the College's system for collecting, assessing, and reporting Barton's general education outcomes. The College is a current

participant of the HLC Academy. Detailed assessment information is included in the response to Component 4.

Barton uses a set of common objectives that is unique to all sections of each course offered. On the course level, Barton instructors assess student learning by course objectives. In many instances, faculty also conduct a course level assessment in which students are assessed on specific course competencies using embedded assessments.

For example, a final exam may be itemized identifying specific questions within and aligning them individually with the course competencies. As such, instead of just knowing the class average on the exam, faculty determine the percentage of students who correctly answered individual questions. While a low, class average on the final would indicate that efforts need to be made to improve student learning, it does not direct faculty to the specific issue at hand. By using question level analysis, even with a high, class average on the exam, if a majority of students are missing a specific question on the final that is an issue that instructors can address.

Thus, by identifying which competency this question assesses, faculty can refocus their efforts and make more efficient use of their time developing ways to improve student learning in the respective area of weakness. These efforts are then tracked in subsequent offerings of the course using the same methods to assist further in the continual improvement process. This way, the effectiveness of the changes can be determined, and instructors can make further adjustments as necessary.

In addition to the course level assessment competency-based information, the results are also used to assess the fundamental outcomes. These outcomes have also been tied directly to specific questions. Similar information is collected such that not only is a specific competency identified as a respective strength/weakness, but also the respective fundamental outcome supporting it. For instance, historical perspective is one of the fundamental outcomes. Knowing that a student missed a question relating to a given competency tied to this fundamental outcome gives further insight into the possible issues at hand which can then be dealt with accordingly. The results are additionally pooled by general education outcome from all such courses assessments to give an overall picture of the success of the college at meeting these outcomes. The results are presented and discussed annually at the Board of Trustees meeting and are open to feedback. (ENDS 1 Report: Essential Skills , Indicator #2)

3.B.3.

Barton's certificate and degree programs incorporate numerous opportunities for students to collect, analyze, and communicate information; master modes of inquiry or creative work; and develop skills adaptable to changing environments as articulated in the Assessment of Student Learning section of the course level Master Syllabus. Each syllabus incorporates Outcomes and Competencies to describe the learning gained by students in individual courses or for the program as a whole.

Outcomes – broad, general statements that indicate skills or knowledge the individual will possess upon successful completion of the course. These may be dictated by the Kansas Core Outcomes Group (KCOG), industry, a governing agency, or accreditation requirements.

Competencies – specific and measurable statements regarding how the student will achieve an outcome.

The following Master Syllabi are representative of the hundreds of Barton courses that engage students in collecting, analyzing, and communicating information. The examples range from the general education areas of math and English to career and technical areas such as automotive and

welding. Each example demonstrates curriculum-specific learning outcome and competencies.

- **English** Creative Writing – Students will read, analyze, and appreciate techniques in exemplary published work. Then, they apply various pre-writing techniques to develop their own style and engage in group critiques and discussion.

- **Automotive** Auto - Brakes – Students will inspect automotive brake systems, evaluate brake performance, determine needed service, and conduct the required repairs.

- **Mathematics** Basic Algebra – Students will evaluate arithmetic and algebraic expressions, apply the laws of the exponents, and express numbers in scientific notation.

- **Welding** Gas Tungsten Arc Welding – Students will explain the gas tungsten arc welding process, demonstrate the safe and correct set up of the workstation, and perform GTAW welds on selected weld joints, and perform visual inspection of welds.

Inquiry-based learning is most often associated with the natural sciences, specifically laboratory-based classes. In addition to traditional science laboratories,such as chemistry, life sciences, and physics, the mastery of modes of inquiry is fundamental to all career and technical learning outcomes. Students in these courses are required to engage in questions, collect data, analyze the data, formulate an explanation, and communicate the conclusions. The following Master Syllabus is representative of Barton courses that engage students in inquiry-based learning.

- **Chemistry** College Chemistry– Students describe and apply several concepts of the common state; gather and record qualitative and quantitative data; and handle and evaluate data in logical, productive, and meaningful ways.

3.B.4.

The College's Inclusion and Diversity Statement encourages human and cultural diversity in the educational experience. We recognize that diversity and inclusion support learning, promote excellence, and prepare a global citizenry. Barton Community College is committed to this vision with the goal of positioning the College to support diversity/inclusion in our student body, workforce, curriculum, and community.

Barton encourages and supports inclusion and cultural diversity throughout the educational experience. It can be seen in the composition of Barton's students and is evidenced throughout the curriculum, policies and procedures, and co-curricular activities.

Students

The 215-16 academic year data demonstrates the diversity of the student population. The average Barton student is approximately 26 years old; 62% are males; 35% are active duty military personnel; and 42% self-identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Other Pacific Islander, or Two or More Races.

International Students

Fall 216 data show that the 6 international students enrolled at the Barton County Campus, come from 17 different countries! The Barton Multicultural Society and ESOL faculty host social and academic activities to share cultural experiences as well as familiarize students with American culture. One such event is the Conversation Caf, based on the popular speed-dating model. Native

and non-native English speakers have refreshments and mingle. Then, to start the activity, students sit in pairs, facing each other and have a five-minute conversation. After five minutes, half of each pair moves to a different partner and begin a new conversation in the same manner. The activity provides opportunities for students to practice their English skills as well as to meet other students.

The College further honors the presence of our international students by displaying flags representing the homeland of each student. The flags are hung in the main gymnasium during spring commencement to provide a graphic reminder of the diverse student population.

Co-Curricular Activities (Detailed information regarding co-curricular programs appears in Core Component 3.E.)

Barton Student Life organizations provide opportunities for students that promote and encourage human and cultural diversity. The organizations range from academic-focused themes such as honor societies, Theater, Choir, vocal ensembles, and instrumental groups. Students can also select organizations that focus on extracurricular interests, faith, culture, or careers.

Curriculum

At least 13 English as a Second Language courses are included in the Barton curriculum. Courses range from ESOL Lab designed to help non-native speakers increase their fluency in the English language to courses that prepare students for College level English courses. Cultural competence and diversity is also embedded in selected courses in the Humanities curriculum. These courses incorporate creative, social, political, and cultural curricula; some examples include:

- Art Appreciation
- Contemporary Social Problems
- Cross Cultural Awareness
- Cultural Anthropology
- Modern Languages
- International Relations
- World Literature
- World Religion

Disability Services

As part of its mission to advance learning and improve lives, Barton Community College strives to provide equal access and opportunity to all campus programs and services for persons with disabilities. This commitment is consistent with legal requirements, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act as Amended (ADAAA) of 2008. Disability Support Services are available to students (on-campus or online) with physical or learning disabilities to promote equal educational opportunities. Accommodations allow students with disabilities an equal opportunity to participate in and benefit from educational programs. The College provides reasonable accommodations on an individualized, as-needed basis. At the college level, students with disabilities must self-declare and provide recent and professional documentation regarding the disability, which should include how the disability affects the student's academic performance, as well as suggested accommodations.

Facilities

Most campus buildings have a gender neutral bathroom for individuals, families, and members of the

college community to provide equal access to public facilities.

Institutional 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. The SMART serves in an advisory capacity to campus leadership and community members about best practices in policies, education, prevention, and response to sexual misconduct. SMART, in collaboration with Student Services Division and Human Resources sponsors Anti-Harassment and Title IX training, workshops, and events for students, faculty, staff, and community members to educate and create a safe campus community that supports inclusion and diversity. 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. Team representatives provide SMART training for employees and students at least twice each year.

TRIO Support Programs

TRIO programs are funded under Title IV of the Higher Education Act of 1965; they are college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. As mandated by Congress, two-thirds of the students served must come from families with incomes at 15% or less of the federal poverty level and in which neither parent graduated from college. TRIO programs provide support services necessary for educational access and retention to over 1,3 students and adults. Barton hosts four TRIO programs, Student Support Services, Educational Opportunity Center, and two Upward Bound projects.

- Educational Opportunity Center
- Student Support Services
- Barton County Upward Bound and Central Kansas Upward Bound

3.B.5.

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. Many students plan to 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.

- Performing Arts
    - Dance
      Music
      Theater
    -
    -

- 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 planetarium presentations, inmate education, free citizenship classes, Hazardous Waste Worker Training for Transitioning Soldiers, programs and services to the military and their families, and GED and Adult Education.

- 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.
- Field Ops Day – Students from Criminal Justice, Medical Assistant, Nursing, and EMS programs participate in an annual emergency simulation event designed to test their skills in life-like emergency scenarios. Volunteer "patients" from all over the community are made-up to give the appearance of realistic traumatic injuries ranging from severe lacerations to broken bones and burns. Area professionals volunteer to oversee scenarios and evaluate performance. Emergency vehicles, helicopters, crashed vehicles, and crime scenes provide a realistic backdrop.
- Jack Kilby Science 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 speaker - Raphael Grau, Acting Manager of External Integration for the International Space Station Program.
- Kansas History Snapshot – The annual presentation is sponsored by the Cohen Center for Kansas History which is dedicated to preserving resources in Kansas and inspiring research in Kansas history
- Silver Cougar Club - The Silver Cougar Club is an organization for individuals 55 years of age or older. The club offers a variety of trips, events and services, while promoting friendships among its members. Membership is diversified and includes men and women, singles and couples, and members from a variety of communities.

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 Improved Reentry Education (IRE) grant, Perkins Reserve, CDL program; and Educational Opportunity Center TRIO. 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 full-time faculty was created in 1984 to recognize teaching excellence.
- Kansas Department of Corrections Recognition – Two Barton employees were names

Outstanding Non-Uniform Employee and Outstanding Contract Employee of the Quarter.

Students

- Students are recognized for outstanding academic achievement through the Dean's List and President's List.
- Citizenship through Barton Naturalization Classes – The College conducts at least one free citizenship preparation class each year.
- Inmate Success at Ellsworth Correctional 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 Honorees – Students are selected for their scholarship, leadership, and community service.

Publications

- Original Playwright Series – Students, employees, and members of the community are invited to submit original plays to be performed by Barton students.
- 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

At the College's option, mandatory training may be required for its new and existing employees (including student employees) as a condition of their employment. The training may focus on employee or institutional-related issues which may include training as deemed appropriate by the College. Participation may require involvement from all employees or select employee groups or classifications, at the recommendation of their supervisor(s) or the College. The College will provide employees with work release time, allowing them to participate in the mandatory training during their normal work schedule.

- Barton Leadership Institute – A new initiative designed to provide emerging employee leaders with administrative and managerial skills that positively contribute to Barton's success. The institute will mirror aspects of the state leadership program.
- Participation in Professional Development Conferences and Training – The College provides opportunities for faculty and staff to attend professional development conferences.
- Employee Training: Barton Employee Training Curriculum
- The Barton Library houses a professional development collection to provide resources for students, faculty, and staff. In addition, it provides access to various database collections.

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3.C - Core Component 3.C

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

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

Argument

3.C.1.

Sufficient Numbers and Continuity of Faculty Members

Barton Community College has sufficient numbers of faculty to support the College mission and to provide high quality programs and services. The Spring FY 2016 Faculty Employment Report indicates that the College currently employs 66 full-time faculty members and 209 adjunct and part-time faculty; the average full-time faculty tenure is 12 years and 5 years for adjunct faculty with at least 40% of adjunct serving six or more years. According to the IPEDS Fall 2014 Report, the ratio of students to faculty is 25:1; which allows adequate time for instruction, assessment, curriculum oversight, student interaction, and participation on departmental and institutional teams.

Like most institutions of its size, Barton relies on a percentage of its full-time faculty to serve in leadership positions, such as academic advisement; program coordinators; division chairs; coordinators of curricular, assessment, and institutional initiatives; and team members. Faculty expectations are clearly articulated in the Faculty Handbook, Associate Faculty Guide, Expectations of BARTonline Instructors, Grand View Plaza Technical Programs Instructor Guide, Military Schools Instructor Handbook, and faculty contracts.

Oversight of the Curriculum

The faculty hold primary responsibility for curriculum; they are involved in the development of new courses and the review and revision of existing courses to meet the changing needs of the student body and the workplace. Since the initiation of the Kansas Core Outcomes Project (KCOP) in 1999, faculty from Kansas community colleges, vocational technical schools/colleges, and Regent's universities meet annually to confirm or articulate and adopt learning outcomes and discuss courses

selected for inclusion in the Kansas System-Wide Transfer process. Each course has **core outcomes,** which are observable and measurable actions that students will be able to perform upon successful completion of a course. Barton faculty representatives are identified in the KCOP annual reports. New courses and courses presented for revision including KCOP-reviewed courses and those that are not included in the KCOP process follow the processes established by the Learning and Instruction Curriculum Committee (LICC).

New Courses

The New Course Syllabus Checklist provides a planning grid for new course proposals; faculty developing new courses are required to seek administrative approval and support and conduct research to determine if there is an existing market for the course and evaluate the proposed course regarding transferability. After receiving approval from the supervisor and Dean, faculty focuses on Syllabus Development. This phase consists of three primary components:

(1) syllabus development in collaboration and consultation with full-time and/or adjunct faculty in the curriculum area;

(2) describe how the course outcomes fit into an existing Barton program or core/sequence of existing courses; and;

(3) identify measurable course competencies for students to demonstrate attainment of course outcome.

The final phase of the new course development focuses upon Course Integrity; this phase consists of three components:

(1) plan for assessing course rigor and competencies;

(2) level of adequacy of resources including instructional, physical, equipment, technology, and library; and

(3) receive Dean's approval for the course to be presented to the LICC.

Revised Courses

Faculty are also responsible for presenting revised course syllabi to LICC for approval. Requests for revisions may include new course title, change in credit hours, change in course description, revived course, or major syllabus revision. The process is outlined in the Revised Course Checklist.

CTE and Other Programs with External Certification Requirements

Some programs develop their curriculum to meet rigorous third-party accreditation requirements; for example, the Nursing Program maps its curriculum to the National Council of State Boards of Nursing Framework and Testing Plan. Thus, ensuring that the information is current and aligned with the National Council Licensure Examination (NCLEX). Furthermore, faculty review the nursing curriculum each semester with the Kaplan content areas.

Expectations for Student Performance

Institutional and faculty expectations for student performance are detailed in a number of formats. The College Policies, Instructor Expectations of Students in Class, and Attendance Requirements

sections of the course syllabus clearly articulate the expectations of the College and the instructor.

Many of the CTE programs, such as Nursing, with programmatic and external expectations, publish a Nursing Student Handbook clarify the specific requirements.

On the institutional level, Barton publishes an Academic Integrity Values Statement and notice of a Code of Conduct (p. 28) in the College Catalog. The Student Code of Conduct and the Student Handbook are posted on the College website and reviewed with students during the Fall Student Orientation. Also, the Office of Student Life publishes an annual Housing Handbook that provides general information regarding student housing, conduct and disciplinary guidelines, policies and procedures and other information relevant to students living on campus.

Assessment of Student Learning See also, Criterion Four.

Regardless of the venue or delivery mode, all faculty members are expected to assess student learning in their classes every semester. The Outcomes Assessment Committee clearly describes the role of faculty, instructional administrators, and other College personnel in the assessment of student learning. (Roles and Responsibilities for the Assessment of Student Learning at Barton Community College, page 3.)

The course syllabus articulates course outcomes, competencies, and supplemental competencies in the Assessment of Student Learning section. To document that class-level assessment is occurring, faculty are expected to submit a CAT Report for each Course Reference Number (CRN) they teach, and use the resulting data to improve student learning. Furthermore, BARTonline instructors are required to include course outcomes and competencies in each module introduction.

3.C.2.

The College articulates specific Full-time Faculty and Adjunct Faculty Employment Qualifications for ensuring that all faculty are appropriately qualified; including those in dual credit, contractual, and consortial programs. When determining acceptable qualifications of its faculty, the institution follows the guidelines set forth by the Higher Learning Commission (HLC). Additionally, Barton utilizes an approach that addresses instructional requirements outlined in programs designated with national and state accreditations and/or career technical programs that align with industry requirements for credentials and experience. For all employment outcomes, the institution is responsible for documenting qualifications of its entire faculty and utilizes a centralized faculty qualifying credentials system that ensures faculty across all instructional divisions and areas of the College possess required degrees, training, and/or professional experience.

As evidenced by the FY 2016 review and revision of the Faculty Employment Qualification procedure and the development of a detailed, centralized credential system, the College is committed to meeting the new faculty standards established by HLC. The Vice President of Instruction and Student Services collaborated with the Deans, Human Resources staff, and K-12 representatives to review all faculty credentials and identify those faculty who may fall short of the new standards.

The following processes have been enacted to ensure that the College can meet the deadline for implementation of the new credential requirement:

Full-time, Part-Time, and Adjunct Faculty

Respective Deans or supervisors met individually with full-time and adjunct faculty to review general

credential requirements for the courses that are being taught. If the faculty member does not meet the general requirements, the Faculty Credential Meeting Form identifies six options for compliance. The Dean or supervisor and the instructor agree upon an option and develop a Faculty Professional Education-Credentialing Agreement (PEA), submit missing documentation, or complete a Faculty Credential Exception Form.

The credential review meeting results in one of three outcomes:

1. Requirements Satisfied
2. Growth Plan
3. No Longer Teach Course(s)

3.C.3.

The College has an established faculty evaluation process for Full-Time Faculty and Regular Part-Time Faculty; including online and adjunct faculty. College Procedure 2481 describes the evaluation schedule, documents, and scoring process; Performance Improvement Plan; and evaluation meeting requirements. During the review the Instructional Evaluation Form, Classroom Visitation Form, and other applicable documentation. The faculty member and supervisor assign one of three performance levels: Needs Improvement, Meets Expectations, or Exceeds Expectations to the 21 evaluation indicators.

Faculty with performance gaps are placed on a Performance Improvement Plan; the plan documents serious employment concerns, notes gaps in work performance, defines the College's expectations, and allows the individual the opportunity to demonstrate improvement and commitment. The plan incorporates strategies for resources/management support, progress checkpoints, and a timeline for improvement, consequences, and expectations.

Student Evaluation - All Barton courses, regardless of instructional delivery mode, have a course shell in the Canvas learning management system. An integral component of the system is EvaluationKIT. During the course creation process, the instructor and appropriate Dean are linked to the EvaluationKIT course evaluation system; it automatically deploys instructor evaluation surveys two weeks before the end of the course. EvaluationKIT automatically creates a report including comments and raw data. Instructors and Deans can log into EvaluationKIT to retrieve information for incorporation into faculty review and improvement plans.

The evaluation criteria align with the mission, are consistent with contract renewal and tenure decisions, and meet the employee evaluation requirements as identified in Kansas Statutes 71-215 to 218.

3.C.4.

Processes

The College annually allocates funds to each academic area, and the respective Deans have oversight for distribution. Each academic area manages the process in a manner that meets the unique needs of the faculty and training requirements. The process followed by the Workforce Training and Community Education (WTCE) department is clearly articulated and well-documented. (Some of the forms may include a reference to Perkins; however, they are also used for non-Perkins activities.)

1. Faculty develop and submit an Annual Professional Development Plan identifying activities

and/or strategies to maintain currency in credential/employed field and instructional skills.

2. Pre-activity. Faculty requesting professional development funds submit a Travel Approval Form.

3. Post- activity. Submit a Professional Development Evaluation Form rating the activity and providing a plan to incorporate the new information into the curriculum or job.

4. Maintain Departmental Summary of professional development.

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 to the Professional Development Teams for institution-wide initiatives. In addition, external funds such as the Carl Perkins grant, supplement training and development opportunities for faculty.

Professional Development Opportunities

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

Internal Opportunities

- Bi-annual Professional Conference Days- Twice a year, prior to the start of the semester, two-three days are set aside for institutional Professional Conference Days. Faculty 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 Adjunct Faculty Meeting – The academic deans and managers host an annual adjunct faculty meeting; sessions include new adjunct faculty training, Barton's Strategic Plan, discipline-specific topics, and networking opportunities. Remote faculty members are able to participate via Go-to-Meeting technology.

- The Cougar Quarterly – *Adjunct Faculty Newsletter* is published four times a year. The newsletter highlights College activities as well as policies, procedures, and relevant updates.

- STARLINK Webinars – Funding for the STARLINK professional development network is provided by KBOR and available to all faculty and staff. The State of Texas Academic Resource Link (STARLINK) is a video-based, higher education professional development network that provides higher education institutions with cutting edge training. New courses are available each month.

- 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.

External Opportunities

The College allocates funds to each academic area and faculty may apply to their respective Deans for travel funds to support attendance at workshops or conferences. Professional development requests

are reviewed and prioritized by the Dean and Supervisor and applications are granted based on the availability of funds. In addition to the job-specific professional development, faculty may qualify for other developmental opportunities. Examples of recent faculty and instructional staff professional development opportunities are documented by each academic or staff area.

- 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.

- NISOD (National Institute for Staff and Organizational Development) – faculty and staff may be nominated and selected for their achievements and contributions to the College. Each year, five awardees are recognized with a trip to the NISOD conference.

- FY 15-16 Professional Development Report - Faculty

3.C.5.

Data from the Barton Student Course Evaluation indicates 65.41% of student respondents strongly agree that the "instructor was accessible to students (e-mail, office visits, phone, Skype, Facetime, etc.)". Furthermore, 64.86% of students strongly agree that the "instructor offered help and timely feedback concerning assignments, projects and/or exams."

With an average class size of 25, 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.

Guidelines for faculty accessibility 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, instructional mode, and availability of faculty offices. Faculty Council has established the following accessibility guidelines.

Face-to-Face Classes

1. Within the syllabus, posted in the course shell and/or handed out to students the following:
   - E-mail contact information and an indication of an appropriate response time.
   - Phone number where applicable.
   - Office hours & location where appropriate or
   - Location and times the faculty member will be available in person for adjunct and full-time faculty without an office.
   - Faculty should, within reason and as available, allow for appointments outside normal contact/office hours.
2. This information should also reside within the appropriate office/department.
3. The appropriate supervisor should be made aware of this information. If questions arise, they should be answered in consultation between the faculty member and supervisor.
4. If the faculty member has an office, office hours and contact information should be easily visible.
5. Faculty should comply with the appropriate policies and procedures regarding accessibility and

contact hours.

6. While illnesses and other emergencies arise, faculty will inform the appropriate supervisor of planned absences and make accommodations to have the absence adequately covered.

The Faculty Council recommends flexibility with some of these recommendations due to the diversity of face-to-face delivery methods and locations.

Online Classes

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

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

Grandview Plaza and Military Schools

More specific information regarding Grand View Plaza and Military school's policies can be found in the following documents. Grand View Plaza Technical Programs Instructor Guide (page 25) and Military Schools Instructor Handbook (page 16.)

3.C.6.

Appropriately Qualified

Every Barton position has a specific job description which identifies the role, major duties and responsibilities, expectations, knowledge and skills, and physical safety/working environment for the position. When a position is affiliated with an external entity (such as the TRIO Program), the partner's requirements are also incorporated into the job description. Qualifications, including experience and education, vary depending on the type of work being performed in the position. Some examples of job descriptions of staff who provide student support include Financial Aid Officer, Academic Advisor-VA Specialist, and Student Support Services Project Director.

Individuals interested in Barton open positions apply online through the applicant tracking system. Once an individual's application materials are complete (e.g., application, cover letter, resume, transcripts, etc.), they are screened by Human Resources to ensure the candidate meets the minimum qualifications for the position. Candidates meeting this requirement are then routed electronically to the Search Committee Chair 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 a screening committee composed of two or more individuals, including a Human Resources staff member for all regular positions. Expectations of the screening committee consist of developing regulatory compliant interview questions; note-taking during all candidate interviews; and the use of candidate evaluation and reference checking forms. All positions must be approved up the appropriate chain-of-command before a candidate is hired. Regular (non-temporary) positions also require board

approval.

Appropriately Trained and Supported

Barton Community College actively contributes to the professional development of its staff members who provide student support services. Staff training funds are incorporated into departmental, grant, and administrative budgets during the College's strategic planning process.

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) and 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.

At the College's option, mandatory training may be required for support staff. The training may focus on employee or institutional-related issues which may include computer training, Title IX, Civil Rights Equity, customer service, blood-borne pathogens, etc. as deemed appropriate by the institution.

FY 15 -16 Instructional Support Staff Professional Development

Sources

- 3.C. 1 Faculty Contract
- 3.C.1 Nursing Handbook
- 3.C.1 Spring FY 2016 Faculty Employment Report
- 3.C.4 Faculty Professional Development
- 3.C.4 Travel Approval Form
- 3.C.5 GVP Technical Programs Instructor Guide
- 3.C.5 Military Schools Instructor Handbook
- 3.C.6 Staff Professional Development
- ASSOCIATE FACULTY GUIDE
- HLC_FacultyGuidelines_2016_OPB
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- VP_2015-16_KCOG_Report
- VP_Addendum of Expectations of BARTonline Instructors_AY1516
- VP_CHEM 1806 College Chemistry I
- VP_Classroom Assessment Technique
- VP_Kansas Core Outcome Groups
- VP_Learning & Instruction Curriculum Committee
- VP_New Course Checklist
- VP_Revised Course Checklist
- VP_sprsum2016facnewsletter
- VP_Starlink Schedule
- WCTE_Compiled-Professional Development_AY1516
- WCTE_Professional Development Form (Perkins Trips) new_AY1516
- WCTE_PROFESSIONAL DEVELOPMENT PLAN 2015-16

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

3.D.1.

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.

Every other year, Institutional Research administers the *Community College Survey of Student Engagement (CCSSE)*, in part to determine student satisfaction with support services offered by the College. As Figure 3 on page 4 of the CCSSE 2016 Key Findings Report indicates, of the five items on which the college performed most favorably, three were related to Support for Learners.

- Helping you cope with your non-academic responsibilities (work, family, etc.)
- Providing the support you need to thrive socially
- Providing the financial support you need to afford your education.

Based on these data, Barton provides student services that meet the needs of its students.

3.D.2.

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. 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.

Barton County Campus, Fort Leavenworth, Fort Riley, and Dual Credit

The Barton Developmental 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. The Barton Academic Center for Enrichment (ACE), located at the Barton County Campus, offers a unique, module-based instructional program for College Prep Math, Basic Reading, and Intermediate Reading. The various program components include ACE Reading (Reading Modules), and ACE Math (College Prep Math Modules and Competencies).

Two Developmental English courses are offered to provide the opportunity for students to improve writing skills necessary for successful performance in college courses and most careers. A third course, English 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 an hour of 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 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. Eight ESOL courses are also available for non-native speakers including Conversational English, Academic Vocabulary, and Sentence Structure.

BARTonline (BOL)

All students enrolling in a math or English course are required to take the BOL placement test unless they show proof of a passing score on the ACT, SAT, or other similar test. BOL uses the BARTonline assessment administered through Canvas; students who do not pass the assessment are required to enroll in the relevant developmental level English or math course. Students must pass the math placement with a 60% or higher in order to place in the desired Math Course and a 40% or higher in order to place into the desired English course. Developmental Reading will be offered beginning summer 2017.

3.D.3.

Barton County Campus and BARTonline Advisor Training

Prospective academic advisors are required to complete the Advisor Development course prior to advising students; the online course serves as the primary training medium for Barton Campus advisors. The Advisement Coordinator maintains, updates, and facilitates the training course with input from master advising faculty and administrators from the Financial Aid and Registrar's offices.

The course shell, located on the BARTonline Canvas LMS, serves as the central point for training, advising updates, and announcements; it includes separate units for new advisors and continuing advisors as well as advisement resources. The new advisor section consists of two modules, New Advisor and Continuing Advisor. Each module incorporates instructional narrative and interactive discussion. Advisors have access, as do students, to curriculum guides and select guides for transfer options. (example: Wichita State University)

Fort Riley and Fort Leavenworth Campus Advisor Training

Students who identify themselves as degree or certificate seeking are assigned an Advisor. Advisors located at a military installation follow Standard Operating Procedures identified in Section 4:

Advisement Services to meet the needs of students at the military installations.

3.D.4.

Faculty and students have access to the infrastructure and resources necessary to support effective teaching and learning. The Barton Library, located on the Barton County Campus, offers a variety of resources available to face-to-face and online students. A large room is dedicated to the Cohen Center for Kansas History, housing a collection of more than 1,200 books, the Center is devoted to preserving literary Kansas literary resources and supporting research in Kansas History. Students also have access to books, magazines, and other resources through the Barton Library On-Line Catalog and Kansas Library Catalog. The library staff includes the Director of Learning Resources, two Library Assistants, and student workers.

In addition to the numerous classrooms, science labs, and technological infrastructure, two unique resources reside on the Barton County Campus.

L. E. "Gus" and Eva Shafer Memorial Art Gallery - Located in the Fine Arts building, the Shafer Gallery displays significant works by Gus Shafer, objects from Barton's growing permanent collection, and a rotating series of exhibitions from regional and national artists. As the only art gallery in the county, the instructional activities and collections are designed to meet the needs of all age groups.

Planetarium – A digital dome theater serves as the instructional centerpiece of the planetarium, acting as a facility for astronomy classes, star tours, lectures, and school field trips.

Barton students have multiple electronic venues available to support their educational experience, including online services and messaging, instructional access, and safety.

Online Services and Messaging – Many of these services, including the following, are accessed through the MyBarton Portal.

Barton Guardian – Free mobile safety application that can turn a smartphone into a personal safety device that directly connects to Campus Safety (or 911 on/off-campus) in an emergency situation and provides the ability to submit an anonymous tip to Campus Safety.

BARTonline Courses - Educational opportunities and access to online course components (instructional modules, discussions, course syllabus, quizzes, assignments) for all 100% online courses, hybrid courses, and most face-to-face courses.

Course Shells– Barton online, hybrid, eCompanion, and face-to-face courses differ in the manner that they use course shells.

Cougar E-mail – Students are assigned a Cougar e-mail account where they receive time sensitive financial aid, advisement, enrollment, billing information, Emergency Notifications, Timely Warnings, and instructor communications.

Cougar Text Alert System – Emergency communications system that sends subscribers alerts concerning Emergency Notifications, Timely Warnings, and closings (weather) through email and/or text messaging. Additional notifications can include changes in the normal routine in housing (repair or maintenance work, reminder of cafeteria closing or changes in meal times and etc.) and student activity reminders.

DegreeWorks – A web-based degree audit program and academic advising tool designed to assist students and advisors in reviewing degree progress by comparing student academic history with degree requirements outlined in the college catalog.

PAWS - PAWS accounts provide students with 24/7 web access to their own student information such as: class schedules, grades, academic progress, and current financial aid. Students can also enroll online, make payments, or view an unofficial transcript.

Technological Infrastructure

- Banner® by Ellucian - is the College's Enterprise Resource Planning (ERP) software. Banner is used for almost every major Barton workflow, including Student and Administrative Information Systems. The Banner web enabled interfaces allow total anywhere, anytime access; online features include bill pay, enrollment, access to grades, and other advanced services.

- Ellucian Portal - provides single sign on to key applications and Mobile Web App, for both iPhone and Andriod. Recently Barton has introduced Degree Works which is 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.

- Barton full-time employees are provided with either an Apple or Microsoft desktop computing system with multiple monitors customized to meet their workflow.

- Canvas LMS – transition from eCollege to be completed May 2017. Online and distance faculty have secure remote access Barton technological infrastructure. Canvas and the registration system are cloud based to ensure 24/7 availability. The online student help desk is cloud based and 24/7.

- GoToMeeting - the College video communication software. Currently, 21 rooms have dedicated GoToMeeting equipment and all faculty have access to portable GoToMeeting equipment to use in any venue. The portal GoToMeeting equipment is also available for instructors to use at clinical sites as needed.

- Wireless Access – all buildings have public, wireless access.

3.D.5.

Faculty incorporate instruction and direction in the effective use of research and information resources into their course curriculum. The scope and depth of the instructional outcomes and competencies for these skills vary according to the course and application. For example, students in College Chemistry I focus primarily on acquiring skills to "gather and record qualitative and quantitative data accurately" and "handle and evaluate data in logical, productive, and meaningful ways," whereas, the Composition II competencies focus more specifically on the skills required to address advanced problems in composition, emphasizing rhetorical and logical tools in argument development.

The Barton Library provides workshops and seminars and other services and resources to assist students with their projects and assignments. Research tools including references and tutorials are also available through the Barton Library YouTube Channel. The library also hosts the Cohen Center for Kansas History, dedicated to preserving resources in Kansas and inspiring research in Kansas History, is a unique resource for Kansas books and documents.

Sources

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- 01 3.D.2 Assessment and Placement Policy
- 01 3.D.3 Advisor Development Course
- 01 3.D.4 Library Barton Community College
- 01 3.D.5 CHEM 1806 College Chemistry I
- 02 3.D.1 CCSSE KEY FINDINGS
- 02 3.D.2 Developmental Program Policies
- 02 3.D.3 Curriculum Guides
- 02 3.D.4 Barton On-Line Catalog
- 02 3.D.5 ENGL 1206 English Composition II
- 03 3.D.1 Support for Learners
- 03 3.D.2 EDUC 1103 Student Success
- 03 3.D.3 Curriculum Guide - Wichita State University
- 03 3.D.4 Kansas Library Catalog
- 03 3.D.5 Library Workshops, Seminars and Usage
- 04 3.D.2 Barton Developmental Program
- 04 3.D.3 FR FL Advisor Training
- 04 3.D.4 Shafer Art Gallery Barton Community College
- 04 3.D.5 Library Services and Resources
- 05 3.D.2 Barton Academic Center for Enrichment (ACE)
- 05 3.D.4 Cohen Center for Kansas History
- 05 3.D.5 Barton Library YouTube
- 06 3.D.2 ACE Reading
- 06 3.D.4 Cohen Center Catalog
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- 07 3.D.2 ACE Reading Modules
- 08 3.D.2 ACE College Prep Math Modules and Competencies
- 09 3.D.2 VP_ENGL 1209 English Composition I with Review
- 10 3.D.2 English for Speakers of Other Languages
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- 3.D.4 Barton Guardian
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- 3.D.4 Course Shells
- 3.D.4 DegreeWorks in PAWS
- 3.D.4 MyBarton Portal Dashboard
- 3.D.4 Online Services and Messaging
- 3.D.4 PAWS
- 3.D.4. BARTonline

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1.

As reflected in the College Mission Statement, Barton strives to provide an educational system that strengthens communities, and meets the needs of a diverse population. Student clubs and organizations are key to student engagement at Barton; there are over 30 that serve to broaden student life experiences, develop leadership skills, and provide a means for creative expression. The Barton Co-Curricular Assessment Report incorporates a profile for each activity highlighting student learning goals, assessment process, longitudinal data, and improvements based on the assessment data.

In addition to clubs and organizations, Barton has a robust intercollegiate athletics program including eight men's and eight women's teams that compete in the NJCAA Kansas Jayhawk Community College Conference. A high percentage of students at the Barton County campus participate in athletics with 408 (30%) participating in 2015-2016; these students include athletes, managers, trainers, cheer, and dance line. Students maintain excellence in the classroom as well as the field or the court. In 2015-16, the average GPA for athletes was 3.0, and since its inception in the mid-1960's, the athletic program has earned 55 national championships.

The College regularly administers the Community College Survey of Student Engagement (CCSSE) as one method of assessing institutional practices and student behaviors that are correlated highly with student learning and student retention. The student organization category is among the student support services that are the focus of the CCSSE survey. The three-tiered structure of the CCSSE questions associated with these student service areas focuses on (1) frequency of use, (2) satisfaction with the service, and (3) importance of the service to the student.

3.E.2.

Barton Community College encourages and supports community engagement and service that contribute to students' educational experience and enriches the service area. In striving to provide services that align with the Mission, Barton provides opportunities that are learning-centered, innovative, meet workforce needs, strengthen communities, and meet the needs of a diverse population.

Community Engagement

Barton offers numerous opportunities for students, employees, and community members to participate in joint activities that broaden their educational experiences and cultural perspective.

- [Date Rape and Campus Safety Activist](#), Katie Koestner, date rape and campus safety activist presented sessions to the campus community, high school students, and community members.
- [Community Blood Drive](#)– The College hosts two college/community blood drives during the year.
- [Original Playwright Series](#)– Students and service area residents are invited to submit original plays to be performed by theater students.
- [*Prairie Ink* **Literary Magazine**](#)- Students, alumni and all residents of Barton's service region, as well as Barton's Fort Riley, Fort Leavenworth and Grandview Plaza campuses are encouraged to submit original fiction, creative non-fiction, poetry, drama, literary criticism and graphic short stories for the annual publication
- [Prairie Winds Concert Band](#)– The band is composed of high school students, college students, and community members; they perform throughout the academic year at various events. Shafer
- Art Gallery – [Workshops](#), [exhibits](#), for children, students, and community.

Community Service

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 opportunities such as those highlighted below, for students and employees to engage with the community.

- **Camp Hope** - Camp Hope, sponsored by non-profit Camp Hope-Heartland, Incorporated, is a free summer camp for youth who have, or have had cancer. The camp is conducted at the Camp Aldrich, the College's camp ground. Throughout the year, employee and student groups conduct fund raising events to support the camp.
    Faculty and Staff – [Going Casual for Camp Hope](#)
    Students – [5K for Camp Hope](#) , [Pink Out Night for Camp Hope](#), Black Out Night for Camp Hope

- **Community Volunteerism** – Barton-sponsored RSVP of Central Kanas and Volunteers-In-Action recruits community members to volunteer their time and talents to non-profit organizations in the area. Volunteer opportunities include those that help combat hunger, provide medical transportation, support educational needs, and work with homebound seniors.

- [**Free Citizenship Classes**](#)– The course is offered three times each year to assist permanent residents of any nationality who want to obtain their U.S. Citizenship through naturalization.

- **Service Learning -** Barton [Athletic Teams](#) and student organizations participate in numerous community service events throughout the year.
    Barton athletic teams fulfill the College's mission by volunteering for numerous community activities.
    The Community Service Organization (student service learning organization) conducted numerous activities that encourage community engagement, including a "[Career Closet Drive](#)" and [Christmas Adopt a Family](#).
    The [Beta Phi Eta Chapter of Phi Theta Kappa](#), [Barton Fort Leavenworth](#) conducted a Cap Drive for cancer patients
    Barton Community College Fort Riley – conducted an [Adopt-A-Family](#) activity.

- **Corrections-Focused -** Barton provides [educational services](#) to incarcerated juveniles and adults in two correctional facilities as well as the community corrections population. The program offerings include an adult literacy program, GED testing, career technical education and academic education resulting in 18 and 32 hour certificates and an Associate's of General

Studies. (Ellsworth Correctional Facility Student)

- **Military-Focused -** The College's association with Fort Riley and the U.S. Army began in 1984 with a single training contract and has continued to grow in support of the Army, its soldiers, their families, and the Junction City community. Barton provides education and training, as well as community support to soldiers, their families, and veterans at Fort Riley and Fort Leavenworth.

  Annual Fisher House Drive – The annual Barton Ft. Riley Fisher House Fund drive provides funds directly to the Landstuhl Fisher House The organization provides a "home away from home" for families and patients receiving medical care at Landstuhl Regional Medical Center, Landstuhl, Germany.

  Free Hazardous Waste Worker Training for Transitioning Soldiers – Certification program providing credentials to help soldiers obtain work after their tenure in the Army ends.

  Military-Friendly Programs – The College's partnership with the US Army spans more than 30 years. In 2015-16, more than 9,900 soldiers, family members, and veterans benefited from Barton's programs including degrees and certificates, specialized training such as the LSEC program, College Program, and Military Schools Training.

  Wounded Warrior Golf Tournament – Barton Fort Riley hosts an annual golf scramble to benefit the Wounded Warrior project. Barton employees, Trustees, Booster Club members, and community sponsors join members of the military community to support the event.

Religious or Spiritual Purposes

Numerous community churches sponsor faith-based organizations on campus; these clubs offer social activities, spiritual support, service learning, and opportunities for leadership development. The organizations include Campus Christian Fellowship, Contagious (Live Like Jesus Today Ministry), Dante Deo (Catholic organization), and the Latter-day Saint Student Association.

Addressing the Regional Workforce

Regional Workforce Needs addresses the College's efforts to support economic development in the region. Barton Board END 5 states "the College will address the regional workforce." In response, the Board identifies the following measurable results or indicators.

- The College will develop strategies to identify and address on-going needs.
- The College will organize area resources in addressing needs.
- The College will build effective partnerships in addressing workforce needs.
- The College will be recognized as a leader in economic development.

The Barton Board End 5 report documents the College's efforts towards these ends.

Economic Development

Barton Community College has a strong economic impact on the service area economy. A 2010 Economic Impact Study determined a positive impact upon:

- Regional economic benefits (contributions to local job and income formation);
  During the analysis year, Barton and its students added $94.1 million in income to the Barton Service Area economy - equal to 3.4% of the area's gross regional product

The net impact of college payroll and expenses in the Barton Service Area during the analysis year was approximately $11.7 million in added regional income.
The college spent $20.5 million to support its day-to-day operations.

- Earnings for graduates (increased average annual return);
    The accumulated contribution of former students currently employed in the Barton Service Area workforce amounted to $82.4 million in added income during the analysis year, equal to 3.0% of the Barton Service Area's Gross Regional Product.

- A broad collection of social benefits (improved health and well-being, reduced crime,lower welfare and unemployment);
    For every dollar that state and local taxpayers spent on Barton during the analysis year, society will receive a cumulative value of $21.50 in benefits

- The return to taxpayers for their college support
    2.0 benefit cost ratio, i.e. every $1 in cost returns $2 in benefits
    Average annual return on investment for taxpayers is 5.0%

Supporting Regional Employment Efforts

The College partners with local employers, governmental agencies, and educational institutions to conduct an annual Job Fest highlighting regional employment opportunities.

Sources

- 2016 Annual Ft Riley Fisher House Fund drive letter
- 3.E.1. PRES_CCSSE_Means_Report
- Academics_College Programs Schedules
- Athletics_2016-2017 Athletics Community Service
- IE_CCSSE DATA
- LSEC Schedules
- PR_Adopt A Family
- PR_Athletics Present Check to Camp Hope
- PR_Barton Career Closet Drive
- PR_Barton Community College Blood Drive
- PR_Barton Inmate Education
- PR_Barton Job Fest
- PR_Barton Theatre Original Playwright Series
- PR_Camp Hope
- PR_Camp Hope 5K
- PR_Citizenship Classes at Barton
- PR_Economic Impact Study
- PR_Ellsworth Correctional Facility
- PR_Fort Leavenworth Graduates
- PR_Fort Riley Graduates
- PR_Ft. Leavenworth Cap Drive
- PR_Grants to Transitioning Soldiers
- PR_Instrumental Concert
- PR_Katie Koestner Talk
- PR_Military Programs

- PR_Prairie Ink Magazine
- PR_Shafer Art Gallery Exhibit
- PR_Shafer Art Gallery Workshop
- PR_Wounded Warrior Golf Scramble
- PRESIDENT_end5regionalworkforce16
- VP_Co-Curricular Assessment Process Template
- VP_Co-Curricular Assessment Processes BARTON

3.S - Criterion 3 - Summary

The institution provides high 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 are consistent with industry standards and expectations. Barton's programs challenge the intellectual growth, acquisition, and application of students. 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.

Barton faculty and staff have credentials that meet or exceed the education and training requirements; with resources put in place to provide support their work, students receive a high-quality education and student services.

To fully comply with the new HLC expectations regarding faculty credentials, the Vice President of Instruction conducted a review of existing hiring policies and instituted new procedures. The narrative provided in 3.C.2 details processes enacted to ensure that the College can meet the deadline for implementation of the new credential requirement.

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 demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1.

The College has maintained a schedule of annual program reviews; however, during the last four years, the process has been disrupted due to a rapid change in leadership as well as concerns identified through an internal review. The then, Vice President of Instruction and Student Services, and assessment representatives examined the Program Review process and identified concerns and recommendations. The Future Reporting section of the Spring 2016 Instructional Program Review identifies recommendations for process improvement, of these, one of the most critical is "focus attention on the Assessment of Student Learning within the Program." Other recommendations include:

- Alignment of Program Review with Barton's Mission, Core Priorities (Values), and ENDs Statements
- Consistent use of one reporting format
- Require additional program information for marketing, operations, and goals

This Program Review enhancement activity is also a key component of Barton's Quality Improvement activity for the Assessment Academy; however it has been delayed until the 2017-2018 academic year.

Note: The Program Review Process described below is currently followed until the review team completes a new plan.

The current Program Review Process begins in September with a review of data derived from the Vice President of Administration (department/program credit hours, revenue, expense) and the Dean of Institutional Research (majors, completions, demographic data). Deans and Department Heads review the data and respond to the Program Review Questions including sections devoted to Trend Analysis, Student Learning and Curriculum, Program Evaluation and Needs, Technology, Staffing, and Goals. Throughout the process, administrators solicit faculty input.

The resulting report then undergoes an Executive Team Review by the President, Vice President of Instruction, Vice President of Administration, and Vice President of Student Services. Members of the team may identify concerns, make recommendations. The Vice President of Instruction then meets with the Dean and Department Head to highlight strengths and address concerns as needed.

The Vice President of Instruction, with input from the respective Academic Deans, creates an Instructional Program Review (Spring 2015, Spring 2016) which includes an overview of the programs within the four instructional divisions of the College.

- Academics
- Fort Riley Technical Education and Military Outreach Training
- Military Academic Services
- Workforce Training and Community Education

Additionally, information is provided for BARTonline (distance delivery) as well as Library Services.

Finally, the President and Vice President of Instruction share the report with the Board of Trustees.

Although the same programs participated in the current Program Review process, a comprehensive Spring 2017 Instructional Program Review Summary was not completed due to the unexpected departure of the Vice President of Instruction and Student Services. Individual Program Reviews are available in the Office of the Vice President of Instruction. Examples of the 2017 Workforce Training and Community Education Division Program Summaries Report, Occupational Safety & Health Program Review, and Business Program Review are linked.

4.A.2.

The College evaluates all credit awarded, including that awarded for prior learning. The Barton Prior Learning Credit Procedures describes the processes for obtaining credit for learning gained outside a traditional postsecondary academic environment. The Registrar is responsible for oversight of the processes for awarding credit and for approving credit for prior learning. The College assesses Credit for Prior Learning (CPL) requests such as credit by examination, credit for military training, and industry/workplace credit.

Currently, the Registrar is facilitating a review and revision of the CPL procedures; the Vice President of Student Services and Vice President of Instruction will review the draft, and it will go through the institutional policy and procedure approval process. President's Staff will adopt the revised

procedures for the 2017-2018 academic year.

4.A.3.

Barton accepts transfer credit earned at regionally accredited colleges 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 the Higher Learning Commission; Middle States Commission on Higher Education; New England Association of Schools and Colleges, Commission on Institutions of Higher Education; Northwest Commission on Colleges and Universities; Southern Association of Colleges and Schools, Commission on Colleges; and the Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges; and Western Association of Schools and Colleges, Accrediting Commission, Senior College and University Commission.

Transfer credit from institutions recognized by CHEA and/or the US Department of Education are subject for review by the Registrar and the Vice President of Instruction and the Vice President of Student Services. Transfer credit from non-accredited institutions will not be accepted at Barton.

All transfer hours will be equated on the semester-hour system. All credits earned with an F grade or higher will be listed on the Barton transcript and calculated into the student's cumulative grade point average. The institutional procedure for credit exams such as AP is to assign letter grades based on performance. These grades are included in the calculation of the student's Barton GPA.

Barton Community College has established state-wide articulation agreements to assist secondary (high school) students in continuing their education. Articulation agreements provide a systematic, seamless student transition process from secondary to postsecondary (community colleges) education that maximizes the use of resources and minimizes content duplication. *See also*, 3.A.1.

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. Responsibility for oversight of curriculum and academic standards for courses and programs is managed by the Learning, Instruction, and Curriculum Committee (LICC). This faculty-led committee functions in an advisory capacity to the Vice President of Instruction and focuses on academic and curricular matters. The committee's goal is to ensure the instructional integrity and to provide quality learning experiences for all Barton students regardless of venue or modality. This committee oversees the review of all proposed courses and programs, changes in curriculum, modifications to course content or Master Syllabi, reviews and recommends changes to faculty credentialing guidelines and evaluation processes and guards the academic integrity of the College. The Barton Curriculum Approval Matrix (CAM), a macro workflow map, illustrates the rigorous processes for approving new, revised, and deactivated programs and degrees. *See also*, 3.A.1.

Prerequisites

Prerequisites for all dual/concurrent credit classes align with those for on-campus and online classes; they are assessed and determined by each academic department and new requests and changes are reviewed by LICC. Course prerequisites are then published in the College Catalog. There are two primary types of prerequisites, a mandated assessment score or a course that a student must pass before enrolling in the more advanced course. According to the Academic Assessment, Placement, and Re-testing policy, students who enroll in specific courses or meet other criteria are required to

take an assessment test. If test scores are required for a course, the Placement Scores Advising Matrix is used to determine appropriate course placement. If a prerequisite class is required, students in all delivery modes must meet this prerequisite prior to enrolling.

Faculty Qualifications, Including Dual Credit Programs

Faculty qualifications, as prescribed by the Higher Learning Commission and supported by the Kansas Board of Regents, govern Barton hiring practices. The Barton Faculty Qualifying Credential document, based on the IPEDS Classification of Instructional Programs (CIP), identifies instructor qualifying credentials for each course. Furthermore, all faculty, regardless of location or mode of delivery, are subject to the Barton faculty evaluation process, designed to ensure the quality of instruction and uniformity across coursework.

Resources

As explained in 3.D.4 and 3.D.5, students have access to multiple learning resources.

4.A.5.

Barton maintains a number of programs that have earned specialized accreditation appropriate to its programs. All accredited programs at the College are currently approved and compliant with full accreditation or licensure as of 2016-2017.

4.A.6.

The Workforce Training and Community Education division compiles the Work Preparedness Report in response to END 2: *Students will be prepared for success in the workplace.* The report is presented to the Trustees annually during the April Board meeting and includes data reflecting the status of students with a declared major in a Perkins-approved program, healthcare and trades and technology certification pass rates, and results from the Kansas Board of Regents (KBOR) Employer Follow-up Survey. Additionally, results from the Student Satisfaction Survey and Barton Employer Satisfaction Survey indicate that students are satisfied with the training they received from the College and employers are satisfied with the work and performance of the employee.

Sources

- 01 4.A.1 VPI_Change_in_Leadership
- 01 4.A.2 VPSS_Prior_Learning_Credit
- 01 4.A.3 VPSS_Procedure_Send_a_Transcript
- 01 4.A.4 - VPI_2501_Academic_Integrity_Quality_and_Rigor
- 01 4.A.5 VPI_Institutional_Accreditation_Information
- 01 4.A.6 VPI_ENDS_2_Report
- 02 4.A.1 VPI_Future_Reporting
- 02 4.A.3 VPSS_Council_for_Higher_Education_Accreditation
- 02 4.A.4 VPI_LICC_Charter 2016-2017
- 03 4.A.1 VPI_Assessment_Academy
- 03 4.A.3 VPSS_AP_Credit_for_Prior_Learning
- 03 4.A.4 VPI_Curriculum_Approval_Matrix
- 04 4.A.1 VPI_Program_Review_Process
- 04 4.A.3 VPI_Statewide_Articulation_Agreements

- 04 4.A.4 VPI_Examples_of_Courses_with_Prerequsites
- 05 4.A.1 VPI_Program_Review_Questions
- 05 4.A.4 VPSS_Assessment_Placement_Re-testing_Policy
- 06 4.A.1 VPI_Program_Review_Summary_ Spring_2015
- 06 4.A.4 VPSS_Placement_Matrix
- 07 4.A.1 VPI_Program_Review_Summary_Spring_2016
- 07 4.A.4 - VPI_2465_Faculty_Qualifications
- 08 4.A.1 VPI_WTCE_Program_Review_Summary_Spring_2017
- 08 4.A.4 VPI_HLC_Determining_Qualified_Faculty
- 09 4.A.1 VPI_OSHA_Program_Review_Spring_2017
- 09 4.A.4 VPI_Faculty_Qualifying_Credentials_Spreadsheet
- 10 4.A.1 VPI_Business_Program_Review_Spring_2017
- 10 4.A.4 VPI_2481_Faculty_Evaluation_Process

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1.

Student Learning Goals

Barton has five Fundamental Outcomes that direct not only the general education courses but also the entire curriculum. These outcomes and their assessment are reviewed biannually by the Outcomes Assessment Committee (OAC) and annually by Barton's Board of Trustees (BOT). Institutional assessment of the Fundamental Outcomes relies on data collected from the 55 course assessment projects for which faculty have identified the connection between the course competencies to the Fundamental Outcomes and assessed the knowledge, skills, and competencies that students have acquired. The MLTC 1502 course assessment project serves as an example.

Effective Processes for Assessment of Student Learning and Achievement of Learning Goals

To more efficiently document critical processes, (OAC), under the leadership of the Coordinator of Assessment of Student Learning published the Assessment Processes Handbook to document the Barton assessment processes and to ensure consistency moving forward. The Handbook details the assessment procedures at Barton. OAC also published a handbook to describe the Roles and Responsibilities for the Assessment of Student Learning. The handbook addresses the multiple assessment stakeholders. Finally, the Assessment Process Timeline describes the expected assessment of student learning activities completed by OAC for the year.

Furthermore, the Coordinator provides regular training, including an annual update, for new, adjunct, and seasoned instructors. As demonstrated in this presentation, the Coordinator is deliberate in demonstrating the alignment between classroom, course, and institutional level assessment and the expectations and mandates of the College and the Higher Learning Commission.

4.B.2.

Curricular Programs

The Assessment Process has made increasing progress throughout its history. Beginning in 2004 with a required monitoring report to address concerns HLC had regarding assessment until now, Barton

has made great strides. Barton assesses, documents, and reports the following data and outcomes. Furthermore, as documented in 4.B.4, the institutional assessment process undergoes continuous review, evaluation, and improvement as evidenced by the quality improvement actions institutionalized since 2004.

Institutional

- Board ENDS Annual Report – Essential Skills
- Community Report 2016 – Assessment Spotlight
- Institutional Level Assessment

Course Classroom Assessment

- Annual Assessment Documentation Reports (Example: 2016)
- Course Competencies Currently Assessed

Program

- Graduation Survey
- Program Level Assessment: initially, the focus was on those programs such as Nursing, MLTC, and EMS which already had separate accrediting requirements and full program reviews along with curricular mapping and other standard program assessment components. While participating in the Assessment Academy, the Barton Quality Initiative team elected to follow the model set forth by the Assessment Academy mentors. This process has further involved faculty in the process and broadened their understanding of their student's learning giving them new insights into a much larger program level picture.

Co-Curricular Programs

Barton is committed to assessing and strengthening co-curricular programs; 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 Barton co-curricular assessment process requires these programs to articulate their purpose, student learning goals, activities, assessment cycle, and collect supporting data. Each program systematically assesses and makes improvements towards accomplishing their respective student learning goals. Subsequently, these data are collected and published in the Co-Curricular Assessment Report in support of Barton's strategic plan.

Of the nineteen identified co-curricular areas, seven have had assessment processes formalized such that their student learning outcomes are identified and assessed. Plans are in place as component of the Quality Initiative to continue to develop and formalize the remaining co-curricular areas which are sponsored by both faculty and staff.

4.B.3.

As demonstrated in the Documented Assessments and Improvements to Enhance Student Learning section of the Annual Documentation Reports, 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 assessment, percentage classes (by CRN) which documented at least one assessment, and documented assessments and improvements to enhance student learning.

- Assessment Documentation Report 2012
- Assessment Documentation Report 2013
- Assessment Documentation Report 2014
- Assessment Documentation Report 2015
- Assessment Documentation Report 2016

As a critical component of faculty assessment training, the Coordinator focuses on the documentation of Faculty Documented Adjustments/Improvements.

4.B.4.

Barton's processes and methodologies to assess student learning reflect good practice with substantial faculty and instructional staff participation.

Assessment Academy – Open Pathways Quality Initiative

In 2015, Barton applied to become a member of the HLC Assessment Academy. The 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 goal of the Academy participation is to further develop and refine Barton's processes for the documentation of the student learning improvements and adjustments resulting from the Classroom, Course, and Institutional Level Assessments.

Assessment Academy (Quality Initiative) Goals

- Automate, as much as possible, the processes relating to the collection and documentation of assessment data.
- Improve communication regarding assessment.
- Develop Co-curricular and Program Level Assessment Processes.

Examples of outcomes from Academy Participation

- The Classroom Level assessment processes are institutionalized; however, multiple components required manual input and significant time commitment. With the assistance of the Assessment Academy mentors, Barton was able to develop more automated processes on the back end which saved an estimated 500 hours a year in manual work by the Coordinator.
- The Course and Institutional assessments, all of the student learning documentation is collected and reviewed by the Outcomes Assessment Committee and shared with the respective Deans for review and further consideration to enhance the Program Review process.

Professional Development/Training

The College allocates significant resources to support professional development for faculty and instructional support staff who have an assessment role or responsibility. Information gathered from the conferences are incorporated into faculty and instructional support staff assessment training and into institutional assessment policies and procedures.

Resources

OAC used Classroom Assessment Techniques: A Handbook for College Teachers, by Thomas A. Angelo and K. Patricia Cross, extensively as a model and training manual for faculty and staff. More

recently, Assessment Academy mentors recommended the textbook, Assessing Student Learning: A Common Sense Guide by Linda Suskie and Trudy W. Banta which has been made available at the Barton campus locations for review by faculty and staff and has become the model for which we aspire in all areas of assessment. To this end, faculty presentations have been given on many topics also covered in the text to educate faculty and guide Barton assessment processes.

Sources

- 01 4.B.1 VPI_Fundamental_Learning_Outcomes
- 01 4.B.3 VPI_Assessment_Documentation_Report_2012
- 01 4.B.4 VPI_Barton_Assessment_Academy
- 02 4.B.1 VPI_Assessment_Process_Timeline_Updated 2017
- 02 4.B.2 VPI_History_of_Assessment_at_Barton
- 02 4.B.3 VPI_Assessment_Documentation_Report_2013
- 02 4.B.4 VPI_Barton_Assessment_Academy_Application_2015.02.06
- 03 4.B.1 VPI_OAC_15-16_Charter
- 03 4.B.2 VPI_Assessment_Reports_by_Layer
- 03 4.B.3 VPI_Assessment_Documentation_Report_2014
- 03 4.B.4 VPI_Assessment_Professional_Development
- 04 4.B.1 VPI_Board_Ends_1_Report
- 04 4.B.2 VPI_Board_Ends_1_Report
- 04 4.B.3 VPI_Assessment_Documentation_Report_2015
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- 05 4.A.2 PRES_Community_Report_2016_Assessment_Spotlight
- 05 4.B.1 VPI_MLTC_1502_Course_Assessment_Project
- 05 4.B.3 VPI_Assessment_Documentation_Report_2016
- 06 4.B.1 VPI_Coordinator_of_Assessment_of_Student_Learning
- 06 4.B.2 VPI_Institutional_Level_Assessment_Report
- 06 4.B.3 VPI_201401_Completing_the_Cycle
- 07 4.B.1 VPI_Assessment_Process_Handbook
- 07 4.B.2 VPI_Assessment_Documentation_Report_2016
- 08 4.B.1 VPI_Roles_and_Responsibilities_for_the_Assessment_of_Student_Learning
- 08 4.B.2 VPI_Course_Competences_Currently-Assessed_updated-01222016
- 09 4.A.1 VPI_Business_Program_Review_Spring_2017
- 10 4.B.1 VPI_Assessment_Presentation_Harrington
- 10 4.B.2 PRES_Grad_Survey_Comparisons
- 11 4.B.1 VPI_Co-Curricular_Assessment_Process
- 12 4.B.2 VPI_Co-Curricular_Assessment_Report

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

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

Argument

4.C.1.

Three measurable goals for Barton retention, persistence, and completion effort are to increase:

- first to second-year retention rates (for full-time, first-time degree or certificate seeking students),
- first to second-year retention rates (first-time, part-time, certificate or degree seeking students),
- three-year graduation rates (first-time, full-time degree or certificate-seeking students who graduate within 150% of normal time).

The Executive Leadership Team reviewed five-year institutional data as well as data from the that National Center for Education Statistics and the National Community College Benchmark Project to identify ambitious but attainable goals. The work of the Team continues as it endeavors to validate data and identify goals that are comparable to benchmark institutions. The next step for the Team is to develop an Enrollment Management Plan that incorporates recruitment, retention, and completion goals, strategies/actions, data collection and analysis processes, marketing, and other critical components to guide Barton's efforts.

As evidenced by the improvement projects (see 4.C.3) designed to address these indicators, the college is committed to effecting institutional changes.

In cooperation with the Kansas Board of Regents (KBOR) the college has established performance agreements which guide the college in supporting the State of Kansas Foresight 2020 Strategic Plan, the plan sets long-range achievement goals that are measurable, reportable, and ensures the state's higher education system meets Kansans' expectations. Each year the performance agreements are evaluated by KBOR staff to ensure that Barton is making progress. Of the six indicators over the past 6 years Barton has met KBOR's expectations.

4.C.2

The office of Institutional Research (IR) has primary responsibility oversight for collection, analyzing, and reporting information on student retention, persistence, and completion to support administrative decision-making. (KPI Overview, Enrollment Report). The data are also compared to other colleges using reports from the National Community College Benchmark Project (NCCBP) which provides peer comparison reports that include persistence, transfer, and completion information. These data are used to generate internal reports for Instruction, Student Services, Administrative Services, and the President's Office. The reports also serve as a resource for institutional, divisional, and departmental teams to support strategic planning efforts.

Institutional Research administers the Community College Student Survey of Engagement (CCSSE) every two years and the resulting Key Findings Report are among the data used to make decisions and changes at the College. Other reports generated by IR for submission to internal and external entities include IPEDS, the Kansas Board of Regents, Board ENDS Monitoring reports, and Frequently Requested Data.

4.C.3.

Barton's actions for improving student retention, persistence, and program completions incorporate multiple strategies. Most of the projects include faculty, support staff, and administrator participation in planning and project execution. Although the impetus for the pilot comes from student retention, persistence, and completion, most of the pilots incorporate plans also to address sub-issues.

Barton Activities to Improve Student Retention, Persistence, and Completion of Programs

Communication Project

 Three years ago, based on information received from other schools and conferences, a student services team developed a strategy to improve the engagement between Advisors and Advisees with a series of emails throughout the semester. The topics are situational. For example, a 'Welcome' communications before semester start, a 'Checking in' email a third into the semester to see how students are doing, other motivational or informational messages, etc.

The pilot is voluntary for advisors. As the data indicates for the most recent academic year, fall to spring retention is greater for advisees in the Plan. For the last three years, the retention rate for students in the Communication Plan has consistently been higher than those. As a result, the team will expand the pilot in the 2017-2018 Academic Year and increase the number of participating advisors.

Early Alerting and Grade Reporting

Student services selected Barton athletes as the cohort for Phase I of the Early Alert Pilot. The focus of this project is to transition the Barton Early Alert process from instructor initiated to data driven. Canvas, the Barton LMS, now identifies students who appear to be falling behind. At the beginning of this pilot, the Early Alert reports were generated twice a semester. Based on data and anecdotes from both students and advisors, the reports are distributed on a bi-weekly schedule. Based on improvements in academic performance, the Athletic Department added an 'Athletic Mentor' to provide timely support services. Additionally, based on the success of the Athletic Pilot, the College expanded the pilot to include Barton TRIO students and several Barton advisors.

Barton Admissions Portal

Recognizing the existing Application and Enrollment processes/systems may be contributing to questionable class choices by new degree-seeking students, Barton is implementing a new Application Portal. This activity builds on the experiences from the Communication Plan project. The new portal is layered on the Salesforce CRM and provides powerful communication work flows to help guide students through the application – enrollment process. The pilot cohort includes all new degree-seeking students who choose to enroll with the Barton Admissions Portal. Eventually, based on the project plan the majority of students will use the Portal.

DegreeWorks

Noting a need for improved advising tools for academic advisors and self-service options for students, Barton implemented the Degree Works Degree Audit System during the 2013-2014 academic year. Program requirements and graduation requirements are scribed into the Degree Works software which pulls information nightly from the Banner Student Information System. Thus, students and advisors have 24/7 access to real time program status, outstanding requirements, etc. With its business rules based system, Degree Works has enabled Barton to standardize the Degree Audit process. The standardization has measurably reduced the time for Degree Audits. In addition to assisting with current students, Barton has worked to learn the Degree Works reporting capabilities which will assist in identifying students very close to program completion but who may have stopped out/not returned to Barton to complete their final program requirements. This project will become a new retention initiative for Barton.

BARTonline (BOL AuditProject

Issue: online enrollment decline.

BOL enrollment has been on the decline since Fall 2016 and unfortunately, a turnaround has not occurred this year. The College has more competition than ever in the history of Barton's online offerings and as such, it is important to take a closer look at BOL operations. The focus is on a quality learning experience and a support system that attracts and retains students to their educational opportunities.

In response, a BOL audit has been initiated and a cross-functional team is working to review three operational categories: scheduling/programming, student services, and promotion/marketing. The team's priority is to identify opportunities to restore and grow enrollment, while ensuring effective processes to support students. The audit is a not a short-term project and involves a myriad of data points, decisions, and organizational enhancements. It is expected that the Audit Project outcomes will evolve into an institutional function and serve as a permanent team.

Outcomes-to-Date:

- Plans for accelerated offerings to match student interest and enhancement of opportunities for reduction in time needed for certificate or degree completion
- Shift in processing online faculty payments to supervisors
- Plans for expanded online academic calendar
- Shift in scheduling processes – coordination between online staff and supervisors
- Enhanced student services for online students including shift in service location as well as alignment of services with ground students
- Adjustment of payment procedures to align with ground student

FuturePlans

The Executive Leadership Team, as well as subcommittees from Student Services and Instruction, are researching strategies to improve student engagement. Many of the planning sessions focus on the intersection between Guided Pathways and Academic Coaching. Planning strategies include identifying best practices, consulting representatives from institutions with recognized programs, and contacting service providers such as InsideTrack to formulate a long-range plan. The College will submit the resulting plan for external funding.

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.

Sources

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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 curricular program reviews, co-curricular program assessments, external accreditations, and documentation of the success of graduates following degree completion. The institution evaluates all of the credit that it transcripts and has policies that assure rigor and quality of the transfer credit that it accepts.

Barton has processes to maintain and exercise authority over course rigor and prerequisites, expectations for student learning, access to resources, and quality of faculty.

Commitment to students' educational achievement is demonstrated and monitored through an effective, efficient assessment process. The process exhibits an alignment from course competencies to the institutional Fundamental Outcomes. The College articulates well-defined outcomes assessment processes supplemented by regular training and peer support. Qualified leadership, faculty commitment, and institutional support continuous quality improvement.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1.

Fiscal Resources

Barton operates on a sound financial basis, as evidenced by the published monthly and annual financial statements and also the yearly audits. (Note: See also, 2.A.). As of end of FY 2016, Barton had total assets of $53,922.957 and total liabilities of $14,313,353. The total operating revenue for FY2016 was $44,039,522; total operating expenses for the same period was $42,382,457. Despite decreases for the past several years in state aid to Kansas schools and the lowering of oil prices influencing a major regional industry, Barton has been able to increase reserves by $2,408.202 for FY's 2016, and $1,100,132 for FY 2017. The major revenue sources for Barton are tuition and fees (43%), county property taxes (29%), and state aid (26%) for FY 2016.

Human Resources

Regarding human resources, for 2016 IPEDS faculty reporting Barton declared 64 full-time and 148 part-time instructors, calculating to a student-to-instructor ratio of 23:1.. For the same report, Barton reported a total of 283 non-instructional staff (240 full-time and 43 part-time) inclusive of administrative and support staff, or a student-to-staff ratio of 17:1. All faculty employed at Barton meet the faculty qualification requirements set by the Higher Learning Commission which and followed by the Kansas Board of Regents.

Physical Infrastructure

Barton Community College's originating and central campus of 84 classrooms and 168 offices, located in Central Kansas serving Rice, Rush, Ellsworth, Stafford, Pawnee, Ellis and Barton Counties, sits on 160 acres about two miles northeast of Great Bend. On campus housing is available for 426 students since the completion of a recent housing facility project. Barton also boasts Camp Aldrich, which sits on 290 acres of rolling hills and grassland north of Cheyenne Bottoms.

Barton's full-service campus at Fort Riley, which in 2017 celebrates its 33rd year serving students, emphasizing access to education for active military and their family members has 16 classrooms and 9 offices. Barton's campus at Fort Leavenworth provides many of the common services available at Fort Riley and has been operational since 2012 with 10 classroom and 1 office.

Barton also offers several vocational training programs at Grandview Plaza (KS) in a recently remodeled building accommodating 10 classrooms and 10 offices. Other vocational training outreach efforts include emergency services training throughout the state at various local services such as Salina Fire Department, Hays Medical Center, and Harper County Health Department to name a few. Barton also provides inmate education at Ellsworth Correctional Facility and Larned Correctional Mental Health Facility.

The Facility Management Department supports all aspects of Barton's facilities infrastructure, guided by a Master Facilities Plan for maintenance and new construction. The plan continually evolves as the needs of facilities change in direct relation to student needs and is incorporated into Barton's strategic and budgeting plan.

Technological Infrastructure

Barton maintains a strong technology infrastructure supporting student learning and college operations guided by a Strategic Technology Plan which is handled by fourteen full-time employees in Barton's Information Services (IS) department. Through the institution's overall strategic and budgeting plan, funds are allocated to sustain and enhance technological needs including upgrading campus IT hardware and software, partnering with vendors that can provide specialized services, and providing appropriate technical equipment for faculty, staff, and students. Barton's IS department currently operates seven smart classrooms, 400 PC's in computer labs available for students' use, and maintains 350 workstations throughout the physical locations, and 150 iPads provided to employees. These machines are supported by approximately 110 physical and virtual servers running Windows or Linux systems. All buildings on the Great Bend campus including student living units, as well as Barton's additional locations have wireless connectivity available to students, staff, and guests. Key software applications include the following:

- Banner, an integrated Student Information System (SIS), is used for processing and archiving transactions such as student and employee demographic information, enrollments, grades, finances and budgeting, handling human resources paperwork, processing financial aid, processing payroll, and engaging with alumni. Interfacing with Banner is the My Barton Portal with self-service functionality for students to access their grades, make payments on their student account, view financial aid information, and access their school-assigned email.

- CANVAS serves as the Learning Management System (LMS) for online, F2F, and hybrid classes where instructors and students can access course platforms.

- Degree Works, a degree audit software, was implemented in 2016, enabling academic advisors and students to gauge what classes are needed by a student for a degree or certificate to be earned.

- Document imaging and archiving within the Banner system through BDMS (Banner Document Management Solution).

Barton is currently working on an ambitious plan to launch several technological enhancements in the next year including the following:

- Faculty Load and Compensation (FLAC) is baseline Banner® functionality, which integrates Student and Human Resources, by linking Faculty and Adjunct assignment data in Student to employee job data in Human Resources. The FLAC Module automates the calculation of compensation for Faculty and Adjunct assignments, as well as provides user-friendly access to view all assignment detail in Self Service Banner.

- Maxient is software that assists in managing behavioral records including incident reports and student conduct cases, Title IX complaints, behavioral intervention/care and concern cases, and academic integrity incidents. Human Resources will use this program to track employee conduct and discipline incidents plus follow up.

- Enrollment Rx will allow better management of recruitment, admission, enrollment, and communication with new and returning students.

- Campus Logic "Student Forms was implemented July, 2017 and is scheduled to be integrated with the Banner system in the spring of 2018. This solution allows for students to submit federal financial aid requirements through an online application enabling them to eSign and complete electronic forms through their mobile devices.

- Banner 9 is the next major upgrade to the SIS and has required an update to server requirements. All modules (Finance, Student, Financial Aid, Human Resources, Alumni, etc.) will be updated to the next level of functionality with this upgrade.

5.A.2.

Being a public institution founded and supported by local taxpayers, Barton has no superordinate entity to which revenues would be disbursed. The major external funding factor impacting Barton is state aid. Following Barton's mission to provide quality educational programs continuously improving, despite a decreasing percentage of the annual budget, funding for academics has remained relatively even. (See Resources Report)

5.A.3.

Barton's mission, as well as the vision, core priorities, and ENDS are realistic and align with the institution's organization, and strategic and budgeting plan. 1.A.3 goes into detail on the development of the current strategic and budgeting plan. The process of resource allocation which is explained in detail in 5.A.5, ensures that funds and talents support the college mission.

Workforce needs is a very integral component of the college's mission to which an entire division, Workforce Training & Community Education (WTCE), is dedicated. Program advisory boards are comprised of representatives from business and industry who provide input into program curriculum and attest to the skills expected from graduates. WTCE provides programs in Agriculture & Industrial Technology, Business & Technology, Early Childhood Education, Healthcare, and Public Safety. Many short-term customized training and continuing education opportunities are offered such as the annual NACE Corrosion Control Seminar and Childhood Education seminars. More information on

this in 3.A.1.

Barton strengthens communities by offering several educational opportunities including concurrent classes for area high school students, GED programs, and tuition-free classes for Barton County residents who are 65 years of age or older. Scholarships were available to high school students on free and reduced lunches, to GED earners with composite scores of 700+, and tuition scholarships are automatically applied for Barton County residents 65 or older.

Additionally, the Silver Cougar Club is an organization for community individuals 55 years of age or older, or a spouse of a Silver Cougar Club member who is 55 years of age or older. The club offers a variety of events and services, while promoting friendships among its members. Membership is diversified and includes men and women, singles and couples, and members from a variety of communities.

Another prominent characteristic of Barton and identified in the mission statement is meeting "the needs of a diverse population." Not only does Barton serve students with transfer degree options and workforce training, the college also directs resources to offer educational opportunities to military students, correctional education for inmates, and even citizenship classes to assist permanent residents of any nationality who want to obtain their U.S. citizenship through naturalization or are just interested in learning about the United States. For active military, military dependents, and veterans at Ft Riley and Ft Leavenworth, day classes are offered at no pocket of pocket expense; tuition, fees, and book costs are subsidized by Barton. Books scholarships for Ellsworth Correctional Facility inmates paid for the books for 30 inmates in 2016-17. Barton's Foundation also provide some scholarships for inmates.

5.A.4.

Each employee at Barton must meet the education and experiential qualifications required by the position he or she holds. All position descriptions include minimum and frequently preferred qualifications, and employees selected for interviews must meet at least the minimum qualifications. Barton's Human Resources department has developed and published hiring policies. Faculty must meet minimum faculty credentials as set forth by the Higher Learning Commission and the Kansas Board of Regents. Only qualified applicants advance through the interview process.

Newly hired employees go through a one-on-one employee orientation with a Human Resources employee. In addition, employees must go through mandatory training on topics such as blood borne pathogens, Title IX, active shooter, quality customer service, computer, etc. Employees are also encouraged to participate in professional development in their areas of expertise. Faculty regularly engage in professional development activities as outlined in 3.C.4. Professional conferences employees have attended include the annual Ellucian Live conference for Banner training, the AACRAO conference for the Registrar and Director of Admissions, various Financial Aid Training, the NACADA conference for academic advising, TRIO conferences, the annual Higher Learning Commission conference, and conferences for those directly involved with distance education delivery. Financial aid staff are also currently working on earning credentials through the National Association of Financial Aid Administrators (NASFAA).

5.A.5.

The college budget is set yearly but is also agile enough to allow for unanticipated expenses should they arise. 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

properly 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. Each year the college undergoes an audit by an external entity and the final report is published to stakeholders.

The college budget process is transparent and actively engages all campus stakeholders. In addition to regular monitoring of expenses, the Vice President of Administration and Barton's President carefully monitor revenues due to fluctuating external influences such as the amount of annual state aid or the amount of county property tax. Operating departments have access to accurate budget information through the self-service interface (My Barton Portal) with Banner. Any expenditure in excess of $500 must have approval by the requester supervisor; expenditures in excess of $1,000 must be approved by the President; expenditures in excess of $5,000 must be presented to and approved by the Board of Trustees. A final review of all expenditures is done by the Vice President of Administration. Detailed financial reports, are presented monthly to the Board of Trustees and published for access by other stakeholders.

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- 08 5.A.1_VPA_Grandview_Plaza_Campus
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- 09 5.A.1_VPA_Master_Facilities_Plan
- 09 5.A.3 VPI_Correctional_Education
- 10 5.A.3 VPI_Citizenship_Classes
- 5.A.1 PRES_Technology_Plan

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1.

As mandated by the State of Kansas Barton Community College is governed by a six-member Board of Trustees (BOT) elected from Barton County and coordinated by the Kansas Board of Regents. The Barton Trustees are knowledgeable about the institution, institutional operations, and provide oversight of college finances, operations, and academic practices as defined in Kansas Statute 71-201. Every two years, during odd-numbered years, three board positions come up for election. Board terms are four years.

The BOT adopted the Carver Policy Governance® model on November 21, 1996, and it serves as the foundation for all Board practices and policies. The Board subscribes to the Principles of Policy Governance as defined in the Board Governance Manual and as such sets the policy and ENDS for the college. Barton Governance emphasizes values, vision, empowerment of both board and staff, and the strategic ability to lead leaders.

The BOT meets 24 times a year in public session; it conducts monthly Study Sessions in addition to regular Board Meetings. During the Study Session, administrators, staff, and faculty provide programmatic updates and support material for planning; agenda items are for discussion and information; the BOT takes no action during these sessions; regular Board meetings are held two weeks later. Board members and stakeholders have access to all support material before each meeting; employees receive notification from the the President's Office via institutional e-mail. All meetings are accessible to employees at outreach campuses via GoToMeeting and to other individuals upon request to the President's Office.

Board members participate in bi-annual retreats for strategic planning and training. Periodically, individuals attend national conferences (e.g., HLC, ACCT) to gain a broader perspective of the role of the Board in higher education. Barton Board members are also active in state level trustee activities. A BOT representative 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.

The Barton BOT invests time and effort to be knowledgeable about the College and their role as

Trustees. Their commitment to the college and to provide excellent leadership is evidenced by the recognition that they receive on the national and institutional level.

5.B.2.

Barton has policies and procedures that engage its internal constituencies in the College's oversight, governance, and decision-making processes. As detailed in 5.B.1, the BOT Manual highlights policies and procedures

The College maintains standing teams, committees, and councils to share in appropriate levels of responsibilities for operational oversight of administrative, instructional, student services, and employee operations. Membership for these teams includes representation from relevant internal and external stakeholders including faculty, staff (at all levels), and students, as appropriate. The President designated sixteen groups as Institutional Teams; these teams are permanent and established to support institutional guiding 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 agency of the Faculty in recommending to the Vice President of Instruction and the President, decisions on policies regarding academic, professional, and curricular matters. The Faculty and the Administration share the responsibility to formulate and implement the academic policies of the College. 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. On any issue that directly involves another constituency of the college (e.g. students, staff, or administration), the faculty through its governance and committees shall make every effort to invite and consult representatives of those constituencies during its deliberative processes. Faculty from all venues, including online, are represented on the Council. Faculty Council conducts monthly meetings through GotoMeeting™ video conferencing; thus, providing a high-quality, accessible communication tool for representatives at all locations.

Although Barton staff do not have an organization parallel to the Faculty Council, they are well-represented on teams, councils, and committees. Moreover, staff members actively participate in divisional, departmental, and program meetings with specific focus on policies and procedures that impact their particular area as well as the institution at-large. During the academic year, the President conducts monthly forums (with the exception of December) to engage faculty and staff in conversations and updates regarding institutional activities, concerns, and strategic planning. The meeting locations alternate between Great Bend, Fort Riley, and Fort Leavenworth.

The Student Government Association (SGA) is the representative governing body of the student population; it is composed of elected officials and representatives of each college-sponsored club and organization. The purpose of SGA is to provide a voice for expression of student views and interests and to ensure student rights and responsibilities. Students demonstrate their involvement in institutional governance through their participation in other activities including:

- the review of student procedures; such as Procedure 2611 – Student Code of Conduct
- membership on the Executive Leadership Team - student participation in institutional strategic planning efforts
- membership on Appeals Hearing Committee

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.

- BOT meeting agenda and embedded minutes of previous meeting
- Institutional Team meeting agenda and minutes examples – SMART Title IX., Executive Leadership Team

In addition to team membership, all employees have the ability to participate in the policy and procedure review and approval process. The Director of Human Resources publishes a draft of all proposed policies and procedures for comment and 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 procedure.

5.B.3.

Core Components 5.B.1 and 5.B.2 provide examples of administrative, faculty, staff, and student engagement in setting academic requirements and the development and evaluation of operational policies and processes. Other examples of opportunities for individual contribution and collaboration include the following.

Learning, Instruction, and Curriculum Committee – Faculty driven committee charged with oversight of the college curriculum. Committee membership includes faculty and instructional support staff representatives. The primary functions of the Committee include:

Outcomes Assessment Committee – 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 the 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.

Online Divisional Meeting for BARTonline Faculty – One outcome of the BARTonline Audit discussed in 4.C.3, is the limited opportunities for online faculty engagement. For the first time, the Vice President of Instruction and academic deans conducted an online meeting for all distance instructors. As the agenda indicates, the first faculty meeting included topics related to operational policies, procedures, issues, and updates.

Professional Development and Enrichment Committee – Faculty and support staff serve on one of five sub-committees that support the identified objectives - (1) reconnect employees with one another; (2) invigorate why we work at Barton; (3) assist employees to find the passion for what we do; (4) acknowledge that the welfare of all employees is important; (4) encourage communication and networking within the college areas; (5) provide training activities relevant to both faculty and staff; and (6) promote continued quality customer service practices.

Sources

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- 09 5.B.2 VPSS_Appeals_Committee 16-17student-handbook (14)
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- 11 5.B.2 PRES_SMART_Agenda_Minutes
- 12 5.B.2 PRES_Executive_Leadership_Team_Agenda_Minutes
- 13 5.B.2 VPA_Review_of_Revised_Procedure

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

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, and ENDs.The current strategic planning process is designed to enable Barton's leadership team to take responsibility for:

- leading the institute through change;
- defining the knowledge critical to planning strategically for the college's future; and
- deciding how to interpret that knowledge and how to apply it to plans and decisions that lead to continuous improvement of Barton's programs, services, and operations.

The strategic plan evolves from the mission and in turn, the budget is developed to actualize the strategic plan. The strategic planning effort challenges all departments to evaluate their program direction and integrate resource allocation strategies with planning and assessment.

Budgeting guidelines and schedules set forth by the Kansas Board of Regents regulate the College's fiscal planning process. Reflecting the mission "to provide an educational system that is learning-centered," Barton Community College allocated 46% of the FY 2016 budget to instruction, 13% to academic support, and 9% to student services. Another 20% was allocated to institutional support for management and long range planning, programming, fiscal operations, and other processes that enable the institution to achieve Board END 8 Contingency Planning.

An executive team, including the President; Vice Presidents of Administration, Instruction, and Student Services; Dean of Institutional Effectiveness, and Dean of Information Services meet monthly to conduct an assessment of the Strategic Plan, related budget allocations, and accomplishments. Following the meeting, the Dean of Institutional Effectiveness publishes a monthly Strategic Plan Update reflecting budget allocations, expenditures, accomplishments, and revisions. 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.

The responses to Core Component 5.A (1-5) further describe the relationship between the college's mission and the allocation process.

5.C.2.

Barton recognizes the importance of linking academic and operational goals with planning and budgeting processes. Beginning in Fall 2014, as plans for a new strategic planning process began, the Executive Leadership Team agreed that the Barton strategic plan must meet the following criteria:

- Planning needs to be an ongoing effort to anticipate, predict, and align future activities
- The strategic plan should provide a framework to advance the College's vision, mission, and goals
- Planning must start with the Vision, Mission, Core Priorities, and Board ENDs
- Planning and actions support the Academic Plan of Work

As previously described in Component 4.B., the institution has clearly stated goals for student learning and well-developed processes for assessment of student learning and achievement of learning goals. The faculty-driven processes are designed to improve instruction and student learning continuously.

With the purpose of strengthening the alignment between assessment of student learning, program review, and planning, the Coordinator of Assessment of Student Learning initiated a committee to examine and enhance the Program Review process. Based on research conducted as a component of the Assessment Academy project, the team produced a draft of review questions that elicit responses that analyze specific indicators that measure the state of the program.

The Vice President of Administration and institutional research staff generate and distribute a Program Review Datasheet containing enrollment, budget, retention, success rate, and other data indicators for program analysis. Based on the data provided, program coordinators respond to Program Review Questions designed to provide analyses of trends, student learning and curriculum, program evaluation and needs, technology, staffing, and goals.

The team conducted a pilot in Spring 2017 and the anticipated launch date for the new process is Spring 2018 pending the completion of an automated system for data generation.

As a result of the new Program Review process, faculty and administrators can analyze and evaluate programs individually as well as on a departmental and institutional level. The resulting outcomes will provide data for strategic planning and budgeting.

5.C.3.

Barton Community College plans for change; the planning model is the basis for a data-informed, strategic approach to creating focus and purpose across the college, aligning long-range plans to the critical daily work of teaching and learning, managing limited resources, and making decisions every day that move the college toward achieving its vision, mission, ENDs, Core Priorities, and strategic goals.

Barton's Executive Leadership Team has created a flexible approach to planning, specifically to developing the college's Strategic and Yearly Plans. Instead of defining at the top level a list of specific projects departments would be required to accomplish, this approach creates a more general framework at the operational level, allowing management, faculty, and staff the opportunity to

allocate resources to projects that rise to the top in their work areas as priorities evolve. This approach also helps departments implement big projects that align with the college's strategic objectives in a more manageable manner. Barton's planning actions operate within the Strategic Planning Framework approved by the Board of Trustees on 3/26/2015. The plan is designed to advance the college's core priorities, seek continuous improvement in the board-defined ENDS, and enact planning according to the principles the Board has endorsed.

Planning takes place throughout the year, starting with the Executive Leadership Team in the summer. This group has created a flexible approach to planning, specifically to developing the college's Strategic and Yearly Plans. Instead of defining at the top level a list of specific projects departments would be required to accomplish, this approach creates a more general framework at the institutional level, allowing management, faculty, and staff the opportunity to allocate resources to projects that rise to the top in their work areas as priorities evolve. Planning updates are reported each month to 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 – membership includes senior administrators; faculty, staff, and student representatives
- Faculty Council
- Student Government
- CCSSE Survey - administered to Barton students every two years to identify good educational practice and areas in which the institution can improve programs and services for students
- PACE Survey– administered to Barton employees every two years to assess employee satisfaction and identify areas needing change or improvement
- Community Perception Survey
- Student Complaint Process
- Feedback Link

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. (See 5.A for additional detail.)

Barton's overall fiscal picture is summarized in the Annual Financial Report, which indicates that the institution has a fundamentally sound financial base. 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 25.4% 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 27.1% 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, from 33.1% in 2009 to 42.1% in 2015. Increased revenue from tuition is mainly from tuition rate increases.

Other Factors Impacting Fiscal Viability

> **Enrollment** - After several years of enrollment growth, the college has experienced a decrease in credit hour and head count generation for 2016-2017 but expects to see a return to growth in future years.

> **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.

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 KPI Overview Dashboard. Data presented on the dashboard support the college's core priorities.

5.C.5.

The College strategic planning 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, the College has Barton maintains a strong technology infrastructure supporting student learning and college operations guided by a Strategic Technology Plan which is handled by fourteen full-time employees in Barton's Information Services (IS) department. Through the institution's overall strategic and budgeting plan, funds are allocated to sustain and enhance technological needs including upgrading campus IT hardware and software, partnering with vendors that can provide specialized services, and providing appropriate technical equipment for faculty, staff, and students.

Demographic Shifts – In addition to the impact created by military-connected demographic shifts, enrollment at the college is affected by other changes. For example, recent changes to the Kansas Jayhawk Community College Athletic Conference by-laws to align them with the National Junior College Athletic Association rules will result in a potential increase in the number of student athletes enrolling at Barton. The implications of this change will be far-reaching; there may be a need for additional class sections, scholarships, student support services, and perhaps in the future, facility enhancement. Operational teams of faculty, staff, and athletic representatives have identified impacts and implementing plans to address the anticipated timeline.

The college's actions to monitor and anticipate possible impacts emerging factors is critical to planning, as evidenced by recent events at a local correctional facility. As the primary provider of adult and post-secondary educational opportunities for the Larned Correctional Mental Health Facility, a plan to move nearly 150 mental health inmates from the facility and replace them with more than 200 inmates ages 18 to 25 will impact Barton services. Because of the College's partnership with the Kansas Department of Corrections (KDOC), Barton prepared for the change. Among the

planning actions taken was the renegotiation of the contract to ensure program viability. The change resulted in the addition of new staff, revised course schedules, and plans for additional curriculum. Program administrators will also review and update the program plan to meet the differing needs of the new population.

Sources

- 01 5.C.1 PRES_Vision_and_Mission_Statement
- 01 5.C.2 VPI_Academic_Plan
- 01 5.C.3 PRES_Strategic_Planning_Framework
- 01 5.C.4 VPA_Annual_Financial_Statement
- 01 5.C.5_PRES_Technology_Plan
- 02 5.C.1 PRES_Strategic_Planning_Process
- 02 5.C.2 VPI_Assessment_Process_Handbook
- 02 5.C.3 PRES_Executive_Leadership_Team
- 02 5.C.4 PRES_KPI_Overview
- 02 5.C.5_VPI_Larned_Correctional_Mental_Health_Facility
- 03 5.C.1 VPA_Operational_Budget_FY16
- 03 5.C.2 VPI_Program_Review_Datasheet
- 03 5.C.3 PRES_Strategic_Plan
- 04 5.C.1 PRES_Strategic_Planning_Framework
- 04 5.C.2 VPI_Program_Review_Questions
- 04 5.C.3 PRES_Yearly_Strategic_Plan
- 05 5.C.1 PRES_Departmental_Planning_Documents_2016
- 05 5.C.3 PRES_Executive_Leadership_Team
- 06 5.C.1 VPA_Fiscal_Planning_Process
- 06 5.C.3 VPI_Faculty_Council
- 07 5.C.1 PRES_FY_2016_Budget
- 07 5.C.3 VPSS_Student_Government
- 08 5.C.1 PRES_Board END 8
- 08 5.C.3 PRES_CCSSE_Findings
- 09 5.C.1 PRES_Strategic_Plan_Update
- 09 5.C.3 PRES_PACE_Survey
- 10 5.C.1 VPA_Monthly_Financial_Report
- 10 5.C.3 PRES_Community_Perception_Survey
- 11 5.C.3 VPSS_Student_Complaint_Process
- 12 5.C.3 VPSS_Feedback_Link

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1.

Barton Community College is committed to accountability and transparency for students, parents, faculty, staff, and taxpayers. As such, the College publishes annual reports documenting the performance of its operations throughout the institution. These reports are posted on the Barton website and are available in hard-copy format upon request.

These documents provide evidence for the key performance indicators and respond to the Mission, Core Priorities (Values), and ENDs statements. The data are evaluated and analyzed for incorporation into college planning and quality improvement efforts.

Examples of updates and annual reports include:

Athletics

- Equity in Athletics Data Analysis Report

Board of Trustees

- 2016 Community Report
- Accountability and Transparency Webpage (including Budget)
- Annual Board Monitoring Reports
- Economic Impact Study

Instruction and Assessment of Student Learning

- Assessment Documentation Report – 2016
- Co-Curricular Report – 2016
- Course Competencies Report - 2016
- Program Review - 2016

Institutional Effectiveness

- KPI Overview
- Strategic Plan Update

Student Consumer Information

- Student Consumer Information Report

Although the College collects data and generates routine reports documenting evidence of performance in its operations, efforts are underway to strengthen the organizational, analysis, and application processes. One outcome of this work has been the establishment of the KPI Overview webpage - a dashboard with reports that correspond to the Barton Core Priorities.

- Drive Student Success
- Cultivate Community Engagement
- Optimize Employee Experience
- Emphasize Institutional Effectiveness

The dashboard enhances tracking of institutional performance and provides a collection of critical reports from external entities (CCSSE, IPEDS, KBOR, NCCBP, PACE) to enable Barton to improve benchmarking efforts. These actions will serve to strengthen the college's efforts to establish measurable goals and objectives that can be compared and aligned with higher education best practices.

5.D.2.

Increasingly, Barton faculty, staff, and administrators are focusing their efforts on identifying and addressing

Barton administrators, faculty, and staff are committed to using information from ongoing operations as the foundation for improving future performance. Evidence in support of this commitment include:

- **Project Proposal Model** – As the College moves toward data and outcome-based planning that is also aligned with budget allocation, it has become evident that the current processes for funding requests are inadequate. The Financial Aid Processing Analysis Report and Solution proposal illustrates a model under consideration. This model incorporates the following components that will strengthen the institution and improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

  o Problem analysis supported by institutional data

  o Proposed solution, including product features and benefits

  o Peer Institution Reviews

  o Student and Stakeholder comments after Campus Logic Demo

  o Other alternatives considered

  o Potential challenges and plans to address challenges

  o Investment offsets and ROI projections

  o Alignment with Barton Vision, Mission, ENDs, Core Priorities, and Accreditation

  o Process comparison between current workflow and Campus Logic implementation

- Activities to improve retention, persistence, and completion (see Core Component 4.C.3)

o   Communication Project – improve the engagement between advisors and advisees resulting in an increased semester to semester retention rate

o   Early Alert and Grade Reporting – Transition the Early Alert Process from instructor initiated to data driven.

o   Barton Admissions Portal – Evaluation of existing application and enrollment processes/systems and implementation of a new Admissions Portal.

o   Degree Works – Improved advising tools for academic advisors and self-service options for students.

o   BARTonline Audit – Audit of BARTonline processes and procedures to address online enrollment decline.

- Developmental Math Project– Developmental math faculty identified a disturbing number of students who completed developmental math courses were not successful in the next course. Institutional Research provided data that supported their theories. The team researched and planned a developmental math redesign model based on best practices at other similar institutions. A four-year data analysis demonstrates the continued success.

- **Establishment of the Office of Institutional Effectiveness (OIE** – In June 2016, the Office of Institutional Effectiveness was established to provide leadership in two critical areas of the institution; institutional effectiveness (including strategic planning) and institutional research.

   As OIE matures, the primary role of institutional research is transitioning from data gathering and reporting to efforts that support decision-making and planning through analyzing and interpreting institutional performance data. Barton has allocated resources to build the skills of the institutional research staff.

   Furthermore, OIE provides leadership and support for the College's strategic planning, organizational development, and continuous improvement efforts. To this end, the Executive Leadership Team was formed to identify strategies to make planning more of an integral part of college operations. The Team's efforts resulted in the following outcomes.

   o   A redesigned, streamlined planning model that defines a data-informed, strategic approach to creating focus and purpose across the college, aligning long-range plans to the critical daily work of teaching and learning, managing limited resources and making decisions that move the college toward achieving its mission, purpose and strategic goals.

   o   A planning guide that describes the scope and purpose of the strategic planning model, the function of its parts and their interrelationships, and the steps to be taken for the model's implementation.

   o   The engagement of Barton faculty, staff, Board of Trustees and other stakeholders that leads to the creation of the college's plan for 2016-2021 using the new model

- Programs, Topics, and Processes Team – The purpose of the Team is to communicate and/or brainstorm multiple functions that support the development and maintenance of the College's instructional offerings. This includes, but is not limited to: data entry, research requests, programs of study, courses, schedule of classes, advisement, promotion, registration, financial aid, and location information. This also includes communication with outside entities such as

the Kansas Board of Regents, Higher Learning Commission,U.S. Department of Education, other institutions and agencies.

Sources

- 01 5.D.1 PRES_Equity_in_Athletics_Report
- 01 5.D.2 VPSS_Campus_Logic
- 02 5.D.1 PRES_Report_2016
- 02 5.D.2 VPSS_VPI_Activities_to_Improve
- 03 5.D.1 PRES_BOT_Accountability_and_Transparency
- 03 5.D.2 VPI_Developmental Math Project
- 04 5.D.1 PRES_Board_Monitoring_Reports
- 04 5.D.2 PRES_Institutional_Research_Plan
- 05 5.D.1 PRES_Economic_Impact_Study
- 05 5.D.2 PRES_Barton_Planning
- 06 5.D.1 VPI_Assessment_Documentation_Report_2016
- 06 5.D.2 PRES_Strategic_Planning_Documents
- 07 5.D.1 VPI_Co-Curricular_Assessment_Report
- 07 5.D.2 PRES_Executive_Leadership_Team
- 08 5.D.1 VPI_Course_Competences_Currently-Assessed_updated-01222016
- 08 5.D.2 VPI_PTP_Team_Charter
- 09 5.D.1 VPI_Program_Review_Summary_Spring_2016
- 10 5.D.1 PRES_KPI_Overview
- 11 5.D.1 PRES_Strategic_Plan-Update
- 12 5.D.1 VPSS_Student_Consumer_Information

5.S - Criterion 5 - Summary

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

Summary

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 (Values), and budget. Key stakeholders including the Board of Trustees, faculty, staff, students, and members of the community are encouraged to participate in the process to ensure that the College is meeting its mission.

The budget planning process has matured as evidenced by efforts to align resources and allocations with the Strategic Plan and to create a more transparent process. Increasingly, senior administrators identify and implement processes to integrate data from past performance to prioritize projects for coming years. Examples of these data may include: department/program credit hours, revenues, expenses, majors, retention, and completion.

The development of the Office of Institutional Effectiveness (IE) has been a driving force for many of the improved Strategic Planning processes. Significant resources have been allocated to grow IE from an office primarily tasked with collecting and reporting data to one that is more focused on the collection, analysis and interpretation of institutional data to support analysis, assessment, decision-making, management, and planning.

Sources

There are no sources.