

Feedback/Constituents Theme – Charles Perkins Theme Leader – 11/16/2018

Based on the **Feedback/Constituents (Initial Focus Handout)** this workgroup will focus on the bold item below.

- **Advisory Boards**
- CCSSE, Graduation Survey, PACE, etc.
- External Constituents – Alumni, Community

Information from the Feedback/Constituents Theme Conversation document list the following Synthesis: (*italics indicate ACT team comments*)

- 1.D core Component Final Report, pg.9
 - With its mission and core priority, "Cultivate Community Engagement" serving as the foundation, Barton employs approximately 20 advisory boards and other partners in discussions and the development of action plans.
- 1.B.1 pg. 6 Mission – review process to identify the intended constituents of the College
 - *Do we have a process or schedule to identify the intended constituents?*
- 3.A core Component Final Report, pg.20
 - Barton Community College (Barton) has develop a comprehensive and industry-specific Advisory Board framework which consists of representatives throughout the Barton service area with expertise in particular program fields. The advisory boards meet twice per year with program faculty and respective deans to help ensure curriculum is current and providing the required skills for credentials awarded.
 - External accreditation, advisory boards, and the LICC help ensure the quality and relevance of Barton's programs.
- 5.D.1 pg. 97 Evidence of Performance in Operations
 - *How are data evaluated and analyzed for information into college planning and quality improvement efforts?*
 - *Why/how we collect data; how we analyze/share data*
 - *How do we use the constituent input/data for planning and quality improvement?*

Next steps

- Touch base with those who are appropriately doing work with Advisory Boards
- Create goals coupled with data (possible goals)
 - Develop list of people who are working with advisory boards.
 - Document how they determine who are their intended constituents.
 - Create a document explaining how to find meeting dates and minutes.
 - Determine a process to provide data/examples and prove advisory board input is reviewed and where applicable ideas implemented.

Examples of evidence relating to this theme (<https://www.hlcommission.org/Policies/criteria-and-core-components.html>)

1.B. The mission is articulated publicly.

Examples

- Information about where the mission statement, purpose, vision, values, plans and goals are located and their accessibility to staff, faculty, students and the general public.
- Documentation of the policies and actions implemented or discontinued to achieve clearer alignment between an institution's practices and its mission.
- Recruitment materials.

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

Examples

- The institution's mission documents, if it specifically addresses the institution's role in the community.
- List of efforts, programs and certificates that meet community or constituent needs.
- Information about the institution's sustainability program.
- A list of partnerships and consulting arrangements with local businesses.
- Documentation of public events and series the community is able to attend.
- Documentation of the utilization of campus facilities by community.
- Engagement of faculty, staff, and students in community (i.e., community service, service-learning, etc.).

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

Examples

- Academic catalog.
- Documentation that the institution is in compliance with federal policy for credit hour requirements, where appropriate.
- Agendas and minutes from graduate council, faculty senate and/or curriculum review committee meetings.
- Examples of course- and program-learning goals for each degree level across all modes and locations.
- A syllabus template or guidelines for course outlines.
- Documentation that supports the method in which the institution determines program levels, e.g., Bloom's Taxonomy of Learning Domains or other methodology or framework.
- Program-level admission requirements.
- External reviews conducted of programs.
- Documentation of any linkages between undergraduate and graduate level programs and differentiation of student learning outcomes by level.

5.D. The institution works systematically to improve its performance.

Examples

- Retention and completion data and reports.
- Student success data and reports.
- Documentation of institutional effectiveness plans and strategies, including goals and measureable outcomes for identified functional areas.
- Student learning and academic program assessment documentation.
- Documentation regarding assessments of and satisfaction with facilities, libraries, technology, human resources, security, and other services (e.g., counseling, dining, residence life, student recreation, student activities, parking, etc.).
- Key performance indicators/dashboard.
- Meeting minutes, agendas and/or task lists indicating review and analysis of data to inform improvements of operational activities (e.g., counseling, residence life, IT, parking, student activities).