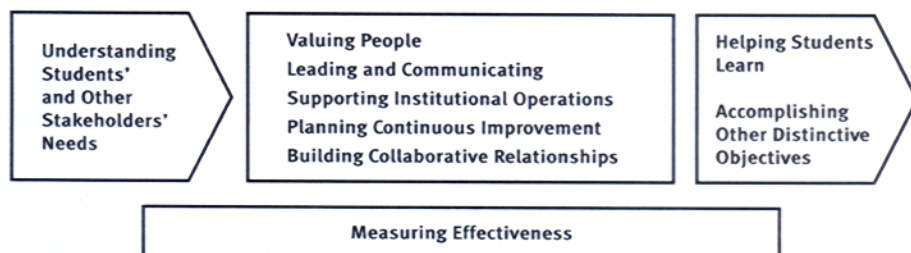| Action	Expected Outcome	Deadline	Responsible Party	Next Step
Conversation with Stephen Spangehl	Decision to move forward.	September 30, 2007	President/VP	Start self assessment process
Create AQIP Oversight Team (AOT)	Team of 10-14(?) Members: AQIP liaison – VP Faculty (4) 2FR 2BC Staff /Admin (6) 3FR 3BC OAC team member Instruction Student Services Admissions	Fall 2007	VP/FC	Start work on Application, manage self assessment process
Self Assessment	Vital Focus – survey and conversations AQIP Examiner – survey	May 31, 2008		
Application to HLC		October 1, 2007 or February 4, 2008	VP & AOT	
AQIP Workshops at HLC	Members of AOT 1 day over view workshop –pre annual meeting of HLC	April 2008		
Team Participates in Strategy Forum	Institutions send a team of 6 to 12 members to the Forum. This team should represent the groups that drive the improvement efforts on campus. The team will include the president, a	May 2008 or Fall, 2008		

	leader of the faculty, a leader of the staff, and a board member. The board member, and only the board member, has the option of leaving at the conclusion of Thursday's activities, as long as the team still has at least six members.			
Action Plans (3 projects)		Submitted 2-3 months after Forum		
Systems Portfolio Workshop	The Systems Portfolio is a 75-100 page document	Spring 2009		
Annual Updates	Reports on action plans	September 1 2009 and annually		
Systems Portfolio	Comprehensive study of institution including action plans	Nov 1, 2011 or June 1, 2012 (Latest Nov 2012)		
Team Participates in Strategy Forum		Fall, 2012		
Quality Check up Visit		2014		
Reaffirmation of Accreditation review		2015		

6.2

The AQIP Criteria and the Commission's Criteria for Accreditation

Systems Thinking in the Process-Focused Organization

AQIP is characterized by its concentration on systems and processes both as the basis for quality assurance and as leverage for institutional improvement. To ensure that its participant organizations maintain this process focus, AQIP created nine criteria that pose challenging questions about groups of related processes. Although the AQIP Criteria examine an organization from a perspective different from the lens used in the Commission's Criteria for Accreditation, they ultimately permit an institution to create a body of evidence that will allow easy proof that it fulfills the Commission's Criteria. The figure below shows how the nine AQIP Criteria together describe the interrelationships among systems essential to any effective college or university, using *quality* to refer to the never-ending improvement of systems and processes in support of mission.

Understanding Students' and Other Stakeholders' Needs	Valuing People Leading and Communicating Supporting Institutional Operations Planning Continuous Improvement Building Collaborative Relationships	Helping Students Learn Accomplishing Other Distinctive Objectives

Measuring Effectiveness

AQIP insists that every organization be lucid and direct about what it is trying to accomplish, and clear about identifying those for whom it is expending its energies and capital. To do this effectively, every organization needs a system that can precisely decipher the shifting needs of its target students and stakeholders. At the left of the figure, *Understanding Students' and Other Stakeholders' Needs* examines this system, which reestablishes the basis for accountability by determining the requirements, expectations, and preferences of stakeholders. Knowing the needs it chooses to serve delineates a higher education organization's mission and vision. In turn, this understanding drives the design and operation of the other systems and processes an organization establishes to carry out its mission.

On the figure's right end, *Helping Students Learn* highlights the core processes—such as instructional design and delivery—that contribute directly to student learning, an educational organization's primary purpose and achievement. *Accomplishing Other Distinctive Objectives* provides for diversity in the character of higher education organizations by encompassing the variety of processes that organizations administer to pursue additional critical goals, such as research, development of endowment funds, competitive athletics, and service to specific communities. Together, these two criteria examine the key processes that a college or university employs to create value directly for its students and other stakeholders. In the eyes of the people an organization serves, the processes included in these systems are the apparent reasons it exists. They are where an organization touches and affects the lives of its stakeholders.

Here are the groups of
processes they focus on:

1. Helping Students Learn
2. Accomplishing Other Distinctive Objectives
3. Understanding Students' and Other Stakeholders' Needs
4. Valuing People
5. Leading and Communicating
6. Supporting Institutional Operations
7. Measuring Effectiveness
8. Planning Continuous Improvement
9. Building Collaborative Relationships

The Commission's Criteria for Accreditation	AQIP Criteria								
	1	2	3	4	5	6	7	8	9
Criterion One: Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.	✔	✔	✔		✔			✔	
Criterion Two: Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.				✔		✔	✔	✔	✔
Criterion Three: Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.	✔		✔			✔	✔	✔	
Criterion Four: Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.	✔	✔	✔	✔		✔			
Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.		✔			✔	✔		✔		✔

AQIP   Academic Quality Improvement Program

AQIP is an alternative accreditation process offered by the Higher Learning Commission (HLC).

PEAQ (Program to Evaluate and Advance Quality)
- ✓ 10 year accreditation – self study and extensive site visit by accrediting team.
- ✓ In 2002, Barton was required to submit 4 monitoring reports. All have been successfully submitted
- ✓ Advantages:
  - o 10 years between visits
  - o Familiar process
- ✓ Disadvantages:
  - o college wide self study
  - o no incentive (except monitoring reports) to maintain momentum towards improvement
  - o tends to limit progress during 2 years of self-study prior to visit
  - o visit results can be unexpected

AQIP www.aqip.org
- ✓ continuous improvement model
- ✓ requires ongoing review of systems and processes
- ✓ short term projects with achievements to celebrate
- ✓ Advantages:
  - o ongoing
  - o 7 years between visits
  - o can be closely aligned with strategic initiatives
  - o can be closely aligned with KBOR performance agreements even though the performance agreements are outcomes based
  - o focuses on 3-4 action plans at any given time
  - o momentum for change is maintained by working the program outlined
  - o continuous improvement is institutionalized – it becomes everyone's responsibility
  - o accreditation visits contain no surprises
- ✓ Disadvantages:
  - o Ongoing and time consuming

AQIP has 9 criteria that the institution needs to address, these are listed below. Helping Students Learn must always have an action plan.   Other action plans come from the other 8 criteria.   HLC has aligned 5 criteria for accreditation. The relationship between these 5 and the 9 AQIP criteria is shone in the table produced on page 6.2-3 of HLC Handbook for Accreditation. (handout)

1. Helping Students Learn
2. Accomplishing Other Distinctive Objectives
3. Understanding Students' and Other Stakeholders' Needs
4. Valuing People
5. Leading and Communicating
6. Supporting Institutional Operations
7. Measuring Effectiveness
8. Planning Continuous Improvement
9. Building Collaborative Relationships

Time line for accreditation with application submitted by October 2007

Process that need to occur

1. Recommendation from LICC to proceed
2. Application to join AQIP
3. AQIP training
4. Set up AQIP Improvement Teams

AQIP team	Existing Team/department	Criteria addressed
Oversight team	College Planning team	Overall responsibility 7,8
Curriculum improvement	LICC/ I&SS	1, 2, 4
Institutional effectiveness	OAC/ President's Staff	1, 2, 4, 5, 6, 7
Informational Technology	IT	1, 2, 6
Valuing People	Professional Dev. /HR	1, 2, 4, 9
Student Support	Enrollment Management/I&SS	1, 3, 6, 9
Communications/Linkages	??Management Council/Foundation	2, 3, 5, 9
Other?	??	7, 8

Departments/Teams	
Presidents staff	Measuring effectiveness Leading and Communicating Valuing people
OAC	Assessment of student learning
LICC	Curriculum
Faculty Council	Faculty representation
Student Senate	Student representation
BCOOP	Staff representation
Other??	

Distance Learning Strategic Plan

July 2007-09

Barton County Community College
Vision & Mission

The Vision

Barton County Community College will be a premier educational institution, recognized for its innovative and outstanding people, programs and services.

The Mission
The Mission of Barton County Community College is to deliver educational opportunities that improve the lives of students, meet the workforce needs of the region and strengthen its communities.

Distance Learning Vision

Distance learning will an integral part of Barton County Community College; providing distance learning opportunities to Kansas residents, students world wide, and the United States Military Family. Barton will provide students with the ability to take selected classes, complete associate degrees, achieve certifications and obtain associate degrees in the distance learning environment. BartONline will be recognized as a benchmark distance learning platform, providing student friendly, cost effective, convenient, and quality educational opportunities.

Distance Learning Mission

The mission of distance learning is to provide students a convenient, quality, and cost effective system for achieving their educational goals.

Critical Success Factors

- ✓ Obtain NCA accreditation to award associate degrees to students that complete 100% of their course work through the BartONline distance learning platform.

- ✓ Implement a Quality Assurance System.

- ✓ Ensure inclusion of distance learning courses in assessment activities.

- ✓ Implement a distance learning marketing plan.

- ✓ Integrate emerging technologies.

- ✓ Establish an instructor certification program.

- ✓ Imbed the culture of the distance learning into the traditional campus curriculum, logistics, budget and administrative activities.

- ✓ Support college initiatives to expand into new markets.

- ✓ Maintain profitability of distance learning programs.

- ✓ Re-invest a portion of profits to provide salary (staff, faculty) increases and to fund infrastructure growth.

Goals, Objectives, and Indicators of Performance

Goal 1: Achieve NCA accreditation standards/approval to award degrees to students that complete 100% of their course work through distance learning. (Target date: May 2008)

⇒ Objective 1.1: Request Change of Status from HLC to allow award of degrees online.
   ➢ Indicator: Request for status change submitted to HLC on 28 March 2007.
   ➢ Indicator: Site visit scheduled for September 2007

⇒ Objective 1.2: Clarify relationship between BartONline and EDUKAN
   ➢ Indicator: Barton-EduKan Affiliation: In Transition plan dated 4/16/07
   ➢ Indicator: Barton-EduKan Proposal forwarded to Dr. William Wojciechowski, chair of the EduKan President's Council 8/5/07
   ➢ Indicator: Site visit scheduled for September 2007

Goal 2: Implement a Quality Assurance System. (Target date: May 2009)
⇒ Objective 2.1: Establish a quality assurance plan for curriculum content and administrative content.
   ➢ Indicator: Administrative checklist to review all classes is established.
   ➢ Indicator: Curriculum checklist to review classes is established.
   ➢ Indicator: Faculty and department chairs review online classes using the curriculum check list. Administrators limit involvement to administrative check.
   ➢ Indicator: All Distance Learning offerings are "staffed" through the appropriate college committees.

⇒ Objective 2.2: Use the QA check lists (admin and curriculum) to approve and re-evaluate all online delivery.
   ➢ Indicator: Review all new courses prior to placing on the teaching schedule.

- ➢ Indicator: Review 25% of all existing courses each year.
- ➢ Indicator: Select (choice by department chairs) 5% of online classes for eCollege self-assessment program.

- ⇒ Objective 2.3: Ensure that placement and prerequisite policies for the college are properly adapted to the online environment.
  - ➢ Indicator: Student Services advisors take part in all online placement activities.
  - ➢ Indicator: Student Services advisors enforce online placement and pre-requisites.
  - ➢ Indicator: Online Placement Exams for English and Math are established and used for each BOL term.

- ⇒ Objective 2.4: Improve online tutoring access.
  - ➢ Indicator: Online tutoring access is posted to website.
  - ➢ Indicator: Establish a partnership with selected tutor services to provide custom support to BartONline students

Goal 3: Ensure inclusion of distance learning courses in assessment activities. (Target date: May 2009)

- ⇒ Objective 3.1: Ensure that all distance learning courses are included in appropriate level of the college assessment plan.
  - ➢ Indicator: Include courses in class level assessment (CATs).
  - ➢ Indicator: Include courses in the course level assessment.
  - ➢ Indicator: Include courses in the program level assessment as appropriate.
  - ➢ Indicator: Include courses in the degree level assessment.
  - ➢ Indicator: Demonstrate course improvement resulting from assessment data.

- ⇒ Objective 3.2: Establish and use eCompanion shells as the communication tool and archive facility for class, course and program assessment.
  - ➢ Indicator: All instructors use the eCollege system for course evaluations and administrative data.
  - ➢ Indicator: Assessment Coordinators use eCompanion to manage assessment activities.
  - ➢ Indicator: Department chairs establish maintain and use an eCompanion shell to manage assessment and curriculum.
  - ➢ Indicator: Faculty share material between eCompanion shells and venues.

⇒ Objective 3.3: Integrate use of Program Intelligence Manager as an assessment tool.
  ➢ Indicator: Assessment coordinators are trained in PIM.
  ➢ Indicator: PIM is used to produce data to assist in evaluation of course.

⇒ Objective 3.4: All college surveys are generated by the eCollege survey wizard.
  ➢ Indicator: Institutional research plans and launches routine common surveys across the curriculum venues.
  ➢ Indicator: Survey data is used by faculty and department chairs for curriculum improvement.

Goal 4: Implement a Distance Learning Marketing plan. (Target date: Jan 2008)

⇒ Objective 4.1: Distance learning advertisement is a routine part of the college marketing office operations.
  ➢ Indicator: A portion (5% of BartONline net profit is re-invested into marketing budget).
  ➢ Indicator: Newspaper advertisements are posted in a routine and systematic manner to the following 4-year Kansas Colleges – KSU, KU, WSU, ESU, FHSU, PSU and WSU.
  ➢ Indicator: Newspaper advertisements are posted Fort Riley in publication in a routine and systematic manner.
  ➢ Indicator: Direct mailing campaign is maintained for Fort Riley and expanded to other Military housing.
  ➢ Indicator: Direct mailing and internet advertisement program is established for special programs: e.g. Dietary, Hazmat.
  ➢ Indicator: Outside marketing agency like DATAMARK is contracted to assist in lead generation.

Goal 5: Integrate emerging technologies. (Ongoing)

⇒ Objective 5.1: Improve communication through use of technology.
  ➢ Indicator: Reduced use of travel funds, increased use of ITV meetings.
  ➢ Indicator: Integration and participation of out-of-state and other associate faculty in meetings through use of technology such as net meeting.
  ➢ Indicator: Department chairs conduct internet based meetings to ensure maximum participation of faculty.

⇒ Objective 5.2: Enhance multi-media, gaming and interactive exam use in distance learning.
  ➢ Indicator: Increased use of multi-media in online courses.
  ➢ Indicator: Instructor participation in the EDU 106 *Reviewing and Enriching Your Online Courses Class*.
  ➢ Indicator: Barton College IT department support in training and funding of hardware/software requirements.

⇒ Objective 5.3: Improve participation in the annual CITE conference for online learning.
  ➢ Indicator: Fund a minimum of one associate faculty member per year to attend CITE.
  ➢ Indicator: Fund at least one Department Chair per year to attend CITE.
  ➢ Indicator: Fund at least two full time faculty per year to attend CITE.
  ➢ Indicator: Fund at least two full time administrators per year to attend CITE

Goal 6: Establish an instructor certification program (Target date: Jan 2008)

⇒ Objective 6.1: Upgrade Special Courses listed on instructors' BartONline home page.
  ➢ Indicator: All instructors are enrolled into the eCollege Student orientation, Instructor Orientation and Examguard tutorial classes. All Instructors are enrolled into the BartONline 101 locally developed orientation course.
  ➢ Indicator: BartONline 101 course content is revised to include sections for Hybrid and eCompanion.
  ➢ Indicator: Material in the 101 course is used to answer routine questions.
  ➢ Indicator: Department Chairs and Executive directors are aware of the contents of all special courses.

⇒ Objective 6.2 Use eCollege eTeaching institute as the primary professional development vehicle for online instructors.
  ➢ Indicator: All instructors complete the special courses plus a minimum of eCollege's EDU 101A and 101B course.
  ➢ Indicator: The budget includes sufficient dollars to pay for minimum certification of new instructors - $900 per instructor.
  ➢ Indictor: The budget includes sufficient dollars to pay for advanced training for veteran instructors. EDU 102

Effectively Managing Your Online Course, EDU 103 Creating Section 508 Accessible Courses, EDU 105 using eCompanion and EDU 106 Reviewing and Enriching Your Online Courses. Minimum expenditure of $3000 per year.

➢ Indicator: Conduct annual workshops on eCourse, Hybrid, ITV and eCompanion. Minimum of one workshop per campus location.

Goal 7: Imbed the culture of the distance learning into the traditional campus curriculum, logistics, budget and administrative activities. (Target date: May 2009)

⇒ Objective 7.1: Ensure that Department Chairs and discipline specific faculty are involved in oversight, rigor and quality of distance learning instruction.

➢ Indicator: Department Chairs responsibility posted to web resources like the BartONline 101 course.

➢ Indicator: Department Chairs and discipline specific faculty are included in all distance learning communications.

➢ Indicator: Department Chairs and discipline specific faculty review and approve all material used in distance learning courses.

⇒ Objective 7.2: Key college committees will integrate distance learning concepts and programs into plans, policies and procedures. Key committees - Learning, Instruction and Curriculum Committee; College Planning Coordinating Committee; Enrollment Management Committee; Management Council; Marketing Committee; Professional Development Committee; Facilities Planning Committee; Information Technology Committee.

➢ Indicator: Learning, Instruction and Curriculum Committee have direct oversight for curriculum used in the distance learning programs.

➢ Indicator: Enrollment Management Committee and the Information Technology Committee assume responsibility for the electronic enrollment process between BANNER and eCollege.

➢ Indicator: Enrollment Management Committee reviews student services provided to students who take distance education courses to ensure adequacy and consistency.

➢ Indicator: Marketing Committee implements a formal advertising plan for BartONline.

> ➢ Indicator: Professional Development Committee plans and funds faculty training for online activities and courses.
> ➢ Indicator: Faculty meetings and communications include distance learning faculty located out of state, through use of technology such as ITV or WebX.
> ➢ Indicator: College budget includes specific resource allocation for distance learning projects.

⇒ Objective 7.3: College administrators will be familiar with distance learning activities that relate to their specific area of responsibility.
> ➢ Indicator: Administrators will include distance learning in all employee evaluations and reviews.
> ➢ Indicator: Administrators will take responsibility for assisting employees involved in distance learning activities.
> ➢ Indicator: Administrators will update and manage material presented in distance learning venues that is relevant to their particular area of responsibility, especially websites like BartONline.
> ➢ Office of the Registrar, Human Resources, Business etc. monitor and stay appraised of BartONline and other distance learning activities.
> ➢ Indicator: Administrators will be familiar with all distance learning process, especially enrollment procedures, term scheduling, budget and course assignment.
> ➢ Indicator: Administrators will have access to distance learning websites and venues. All administrators have a BartONline account.
> ➢ Indicator: Administrators complete or review the BartONline special courses posted to user home page.

⇒ Objective 7.4: College curriculum will maximize use of distance learning assets.
> ➢ Indicator: All faculty members will receive orientation on the BartONline platforms (eCourse, eCompanion and hybrid)
> ➢ Indicator: 80% of faculty will use the BOL platform as part of course delivery.
> ➢ Indicator: The College adopts the eCollege system for student surveys.

Goal 8: Support college initiatives to expand into new markets. (Ongoing)

⇒ Objective 8.1: Establish an online component to support degree initiatives with Industry.
  ➢ Indicator: Complete online component for Northern Natural Gas Company.
  ➢ Indicator: Complete degree articulation plan with Starbucks.
  ➢ Indicator: Revise eCollege contract to allow teaching of contact hour classes for industry

⇒ Objective 8.2: Increase course offerings on BartONline to support the request to HLC to provide degrees 100% online.
  ➢ Indicator: Add science classes like Biology and A&P I/II to the curriculum.
  ➢ Indictor: Increase number of classes in the developmental semester, being constructed or revised.

Goal 9: Maintain profitability of distance learning programs. (Ongoing)

⇒ Objective 9.1: Establish a distinct distance learning budget.
  ➢ Indicator: Line item distance learning budget is published.
  ➢ Indicator: Distance learning budget, expenditures and receipts are managed by the distance learning staff.

⇒ Objective 9.2: Create standard budget monitoring reports.
  ➢ Indicator: Establish a standard recurring report through IT that would provide a break out of courses taught in distance learning venues.
  ➢ Indicator: Identify various distance learning venues in the BANNER system (BartONline, Hybrid, eCompanion, ITV and combinations)
  ➢ Indicator: Assess viability of programs at the end of each term and brief assessment to the distance learning advisory board and other applicable college committees.

⇒ Objective 9.3: Monitor distance learning programs and individual courses to ensure balance of receipts and expenditure of resources.
  ➢ Indicator: Coordinate instructor course assignments in distance learning venues with appropriate academic Dean.
  ➢ Indicator: Tuition receipts cover total salary cost for distance learning staff and the cost of all associated contracts (less grand receipts).
  ➢ Indicator: Non productive courses and programs are discontinued in the distance learning venue.

Goal 10: Re-invest a portion of BartONline profits in salary (staff, faculty) increases and to fund infrastructure growth. (Target date: Aug 2008)

⇒ Objective10.1: Hire a full time Distance Learning Multi-media specialist.
  ➢ Indicator: PD established and funding approved in the budget.
  ➢ Indicator: Multi-media specialist enhances use of technology in online courses.

⇒ Objective 10.2: Hire a full time Distance Learning QA specialist/editor.
  ➢ Indicator: PD established and funding approved in the budget.
  ➢ Indicator: A QA specialist conducts QA review of 25% of all distance learning courses per session.

⇒ Objective 10.3: Hire a full time distance learning inquiry and retention specialist.
  ➢ Indicator: Improved conversion of distance learning leads to actual enrollments.
  ➢ Indicator: Improved drop rates during a course.
  ➢ Indicator: Improved retention rates.
  ➢ Indicator: PD established and funding approved in the budget.

Prepared by:

Gillian M. Gabelmann, PhD,
Vice President of Instruction & Student Services
Wynn Butler,
Executive Director of Distance Learning