



February 14, 2012

Carl Heilman
President
Barton County Community College
245 NE 30th Rd
Great Bend, KS 67530-9283

Dear President Heilman:

Enclosed is a copy of Barton County Community College's *Systems Appraisal Feedback Report*. It begins with a concise Executive Summary, intended for those general readers that do not require a high level of detail. Your Systems Appraisal Team of quality experts provided extensive detail in the full report by identifying nine distinct groups of what they view as your institution's *strengths* and *opportunities for improvement*, one group for each of the nine AQIP Categories. We are also emailing your institution's AQIP Liaison a copy of this full *Systems Appraisal Feedback Report*.

To receive maximum benefit from your Systems Appraisal, you and your colleagues should plan to invest substantial time in discussing it, considering the team's observations and advice, and identifying which actions will best advance your institution.

To comply with federal requirements, we need the CEO of the institution formally to acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Limit your acknowledgement and comments to a maximum of two typewritten pages, and understand that your response will become part of your institution's permanent HLC file, to be shared with future peer reviewers who review your institution (including the next Systems Appraisal team, the next Quality Checkup visit team, and the next Reaffirmation of Accreditation panel). Email your response to AQIP@hlcommission.org; call me or Mary Green (at 800-621-7440 x130) if you have any questions about it.

We know you will gain real value from the Systems Appraisal Feedback and the activities it will stimulate within your institution, and we are proud to be working with you as you continue along the never-ending path to improvement.

Sincerely,

A handwritten signature in cursive script, reading "Stephen D. Spanghel".

Stephen D. Spanghel, Vice President for Accreditation Relations

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

BARTON COMMUNITY COLLEGE

February 14, 2012



**Academic
Quality Improvement
Program**

The Higher Learning Commission **NCA**

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EXECUTIVE SUMMARY FOR BARTON COMMUNITY COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Barton Community College's** achievements and to identify challenges yet to be met.

- Although Barton Community College has substantial processes in place for developing and accessing classroom and course-level outcomes, there are three areas for growth which would further support and enhance its initiatives in Helping Students Learn: First, the development of a stronger focus on program-level outcomes; Second, expanding existing services designed for unique student groups to the larger student population; and Third, the elevation of its collecting and analyzing data processes to include more direct and quantitative metrics and the expanded use of longitudinal data.
- A focus on the institution's other distinctive objectives has strengthened community relationships, helped the College identify stakeholder needs, and linked ENDS Policy Statements to these activities. Data on other distinctive objectives are collected via satisfaction surveys, enrollment statistics and the allocation of resources. The College has begun the process of identifying tools for collecting more direct measures of results and conducting comparative analyses of those results.
- Barton Community College demonstrates that it maintains close relationships with key stakeholder groups through multiple personal contacts and social functions, consultation with advisory boards, and through trend analysis of data from a variety of internal and external sources

Many of the stakeholder relationships cited by the portfolio are outside the traditional realm of student needs and services (i.e. the museum, regional activities, wilderness camp, Cougar Den Membership, etc.). Given the difficulty in finding satisfaction benchmarks for these types of activities, the programs could benefit from comparing the participation data for these activities with other comparable programs/services from within Kansas or surrounding states (both within education and non-educational institutions) as a means of determining effectiveness.

- Barton Community College has an impressive range of processes related and contributing to Valuing People. However, it has not yet achieved a fully integrated,

systemic approach which would more fully support its values, mission and goals. Within this context, the College has administered the PACE survey for the first time with slightly less than 50% employee participation. The value of the information collected through the PACE would be significantly enhanced with a greater employee participation rate. It would be in the best interest of the College to develop a process which would increase this response rate in order to more appropriately and accurately identify potential areas for improvement.

- Barton Community College's use of a policy based planning model demonstrates a clear commitment to continuous improvement in the Category of Leading and Communicating. In addition, the College's commitment to seeking input from a variety of stakeholders demonstrates a culture of shared values and governance. As the systems and processes related to Leading and Communicating mature, further refinement and analysis of these systems and the resulting ability to improve in this vital area should help Barton Community College achieve its goals.
- While the College has made commendable investments in capital improvements and technological updates, without the development of a comprehensive system for collecting and analyzing performance results to ensure that future such investments meet the needs of the institution's stakeholders the College may not be serving its stakeholders to the best of its ability.
- The institution selects information to support student learning and institutional objectives through an integrated strategic planning process. Indicators are aligned to the ENDS Policy Statement goals in the strategic plan, success plan and yearly college plan. Measures are identified for Strategic Action Plans and communicated through regular meetings as well as through reports to the Board of Trustees and other departmental reports. In addition, each department and unit identifies unique needs for data and information collection, storage, and accessibility including among others, enrollment, student demographics, grade distribution, degree attainment, class size, facilities usage, retention, and persistence. The institution is improving its current process for measuring effectiveness by working with other community colleges and institutions of higher education in Kansas to improve its data reporting capabilities, and the National Community College Benchmark Project to provide data and improve the integrity of state and national comparisons. It is not clear, however, what measures are used to

determine the effectiveness of the system for collecting and analyzing data. The measures that are provided in the portfolio appear to be data that are collected to measure institutional performance, not measures for determining effectiveness of the system for collecting and analyzing data. This is a critical opportunity for improvement if the College is to continue developing an even more effective, data rich environment which will support its quality journey.

- Barton Community College's planning model is multi-faceted and includes operational, annual, and multi-year strategic planning as components of its plan for continuous improvement. It assures that appropriate resources are applied to goal achievement through its budgetary and action planning processes. When planning continuous improvement, the College has an opportunity to not only present specific results and draw clear conclusions based on those results, but also establish goals that are directly linked to the results of its performance analysis.
- In addition to high schools that provide prospective students for the college, Barton partners with educational institutions, community agencies, business and industry, and governmental and regulatory agencies, supplying them with students and graduates. Given these types of relationships, the College appears to have an opportunity to develop a more formal process that analyzes data and information on these relationships. Identifying its prevailing collaboration rationale, relevant criteria, validating its measures, and linking improvement targets to analysis hold significant potential for the institution. Barton Community College has an opportunity to be more proactive in its approach to improving collaboration by establishing a more deliberate, comprehensive, and systematic approach to Building Collaborative Relationships.

Accreditation issues and Strategic challenges for **Barton Community College** are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

ELEMENTS OF Barton Community College's FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed

your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Executive Summary: Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by

definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

Category Feedback: The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

Issues Affecting Compliance with the *Criteria for Accreditation*. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the

Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Barton Community College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist Barton Community College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Barton Community College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- Many examples exist in Barton's portfolio where the College has not described the processes it uses. Since development of a process management practice is fundamental to the development of any continuous improvement effort, systematic improvement cannot begin without understanding how important processes function.
- Process outcomes (results) and measures of evaluation (improvements) are generally missing from this portfolio. While Barton is adept at identifying what happens at the College, it is less fluent in documenting how processes are carried out, the reasons why particular systems are in place, and how well those systems and processes support the

institution's mission, goals and objectives. Without process measures, systematic improvement cannot be verified because there is no way to understand whether quantifiable changes have occurred.

- Analysis of results is generally missing from the portfolio. Analysis includes providing a description of the data source, pertinent collection methods, interpretation to clarify meaning, and a discussion of how results are used to drive further improvements. Without the analysis of results, the College cannot accurately determine where improvements still need to be made and when continued improvements to a process or system are not necessary within the short-run.
- While Barton reports that specific processes and performance targets are established by related departments or work groups, there is limited information as to how or why specific process improvements or improvement targets are established. Likewise, many of the targets are not quantifiable. Well-defined processes for planning, implementing, and prioritizing changes resulting from the data are largely absent from the portfolio but would further support the College's quality culture and infrastructure.
- Barton Community College uses multiple methods for securing data in areas such as Helping Students Learn, Accomplishing Other Distinctive Objectives, Understanding Student and Stakeholder Needs, and Measuring Effectiveness. The establishment of data trends and patterns of comparison with peer institutions would provide information that would support data-informed decision-making to further institutional improvements.

USING THE FEEDBACK REPORT

The *AQIP Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the

Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Barton Community College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Barton Community College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and

highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item Critical Characteristic

- Oa Barton Community College is a rural, public, comprehensive community college maintaining two campuses: One in Great Bend, and a second at Fort Riley, near Junction City, Kansas.
- Ob BCC has identified five interrelated themes for all graduates, regardless of discipline or degree: empowerment of students, learning and mastering of core knowledge, evaluation of relevant skills, discovery of better ways to empower students to learn, and growth in the ability to accomplish the mission.
- Oc Barton Community College operates within a Board adopted Policy Governance Model based on Carver Policy Governance[®]. The Board has adopted eight ENDS Policy Statements that “designate the results or Barton exists, the beneficiaries of those results, and the value of the results.”
- O1a Barton categorizes students as either “regular” certificate or degree seeking and eligible for federal financial aid, or “special” students who are only course enrollees.
- O1b The College grants four associate degrees and multiple certificate programs, basic skills remediation, dual/concurrent enrollment, noncredit training and continuing education. In addition to these programs, active duty military, family members of active duty military, veterans, Department of Defense employees, and retirees are eligible to pursue two training areas not offered to the general public.
- O1c More than 4,200 students constitute the Barton student body, with 77% (3,277 headcount) holding part-time status. Full Time Equivalency (FTE) for Barton is almost 3,000 with 37.62% of the credit hours being generated by military personnel.
- O2a Barton Community College provides six non-instructional services linked to the Board’s Ends Policy Statements. Those are: 1. Athletics; 2. Cultural and community enrichment; 3. Economic development and workforce development; 4. Research; and 5. Resource development; and 6. Student activities.
- O3 The Board of Trustees employs various means for collecting input from student and key stakeholder groups and meets annually with representatives from service area school

- district superintendents, college student activity leaders, local chamber of commerce and local business leaders, and military leadership from Fort Riley. The College uses a variety of administrative surveys, scans, forums, and other processes designed for gaining external feedback related to requirements and expectations of students and other stakeholder groups.
- O4 Barton employs 438 full-time faculty and staff with well-defined job descriptions outlining specific roles, duties, expectations, and skills. There are no collective bargaining units. However, faculty is formally represented through the Faculty Council and staff members are represented on the Presidents Staff committee. Compease is utilized to uniformly determine salaries and wage benefits.
- O5 Barton has a hierarchical organizational chart and is governed by a six member, publicly elected Board of Trustees. The Board has defined executive limitations policies which establish parameters of authority and align governance practices with the ENDS Policy Statements.
- O6 Barton initiated a strategic planning process in 2010 to “anticipate, predict, and align its activities for the next five years.” Areas of specific action include: document alignment, internal and external environmental analysis, refining strategic direction, and defining and refining measurable indicators.
- O7 The institution’s data collection and distribution processes are defined by six primary needs: internal and external reporting requirements, accountability, student outcomes assessment, financial planning and reporting, action plans, and program development/enhancement/review. Systems for collecting and storing data include SunGard’s Banner, eCollege, Atrium, Resource 25, and Compease.
- O8 At Barton, enrollment fluctuation and potential for growth is both a “challenge and an opportunity.” Dwindling state appropriations and the deployment cycles of military personnel on the Fort Riley campus directly impact overall institutional operations.
- O9 Barton’s key collaborative relationships are: 1. Accreditation, regulatory, and/or funding agencies; 2. Business/Industry and community; 3. Postsecondary partners; and 4. Service area high schools and feeder organizations.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these “strengths and opportunities” sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

Helping Students Learn identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Barton Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:

Item Critical Characteristic

Oa Barton Community College is a rural, public, comprehensive community college maintaining two campuses: One in Great Bend, and a second at Fort Riley, near Junction City, Kansas.

- Ob BCC has identified five interrelated themes for all graduates, regardless of discipline or degree: empowerment of students, learning and mastering of core knowledge, evaluation of relevant skills, discovery of better ways to empower students to learn, and growth in the ability to accomplish the mission.
- O1a Barton categorizes students as either “regular” certificate or degree seeking and eligible for federal financial aid, or “special” students who are only course enrollees.
- O1b The College grants four associate degrees and multiple certificate programs, basic skills remediation, dual/concurrent enrollment, noncredit training and continuing education. In addition to these programs, active duty military, family members of active duty military, veterans, Department of Defense employees, and retirees are eligible to pursue two training areas not offered to the general public.
- O1c More than 4,200 students constitute the Barton student body, with 77% (3,277 headcount) holding part-time status. Full Time Equivalency (FTE) for Barton is almost 3,000 with 37.62% of the credit hours being generated by military personnel.

Here are what the Systems Appraisal Team identified as Barton Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
1P1	S	Through its cross-representative Learning and Instruction Curriculum Committee, Outcomes Assessment Committee, and Statewide Articulation efforts, Barton ensures that it maintains processes for determining common objectives for learning and development. Barton faculty members have determined 26 credit hours of common learning objectives for all degree seeking students in the areas of written communication, oral communication, college level mathematics, computer literacy, humanities, social and behavioral sciences, natural sciences, and physical education, health, and performance.
1P2a	S	New course learning objectives are based upon the following criteria: advisory committee recommendations, standards from business and industry, and requirements from institution requirements and accreditation

bodies. The criteria are used to form a framework which ensures consistency in course development and assessment. Common competencies and outcomes for specific courses are ensured through the development of a master syllabi. Each syllabus contains general course information, classroom policies, course scope and sequence information, assessment of defined learning objectives and instructor expectations.

- 1P3a S The College uses a Curricula Approval Matrix which details each development and approval step for new course and program development beginning with program or departmental research and moving through approval by the Kansas Board of Education and the Higher Learning Commission.
- 1P2b-1P3b O The College participated in a state-wide taskforce which resulted in recommendations designed to enhance transfer and common general education outcomes across the state. Using these recommendations for future development may enhance program offerings, assist students with transferability, and establish a more comprehensive process for determining program outcomes (as opposed to focusing on course outcomes). Furthermore, the College may have an opportunity to state its prevailing rationale or over-arching philosophy for designing new programs and courses.
- 1P4 S A Curricula Approval Matrix (Figure 1P3) and the Workforce Training and Community Education Division drive the development of new courses and programs as well as the modification of current programs and courses with input from multiple sources including students, faculty, advisory committee members, governing bodies, employers and other stakeholders. New career-technical program development appears to have a significant tie to related industry standards and advisory committee involvement. The connection should ensure that BCC is responding to regional workforce needs.
- 1P5 S The College requires students seeking a certificate or degree or enrolling in General Education courses to document appropriate preparation or use

- of college administered, standardized test(s) to assist with appropriate course placement.
- 1P6 S The college uses multiple venues to inform new students of the educational opportunities available at Barton Community College and, in the case of technical careers, opportunities for and the occupational outlook for those careers.
- 1P7a S The college makes an online advising link available to students on both of its websites, BartonCCC and BartOnline. These websites are the primary vehicles by which BCC provides written information about expectations to students.
- 1P7b O Incoming students who have identified a career path receive needed assistance to register and enroll. It may be helpful to provide students who are undecided about a career path with a more proactive and systematic method of determining appropriate career paths/choices. Without a strong, proactive process for working with these students who are at risk because they are unclear about their major and/or future career, these students may be lost to the College.
- 1P8 S Barton's Center for Adult Education provides programs and services to meet the needs of adult learners who have not completed their high school education through its ABE/GED/ESOL Program, GED Preparation and Testing, and Kansas WORKReady! Certificate. The Center offers targeted services to military and incarcerated individuals. Barton's Developmental Education Department and the Tutoring Center also provide post-secondary educational services for underprepared students.
- In addition, the mandatory placement policy requires students to enrollment in the appropriate developmental course(s) as needed prior to enrollment in a college-level course in the specific discipline.
- 1P9 O An assessment of learning styles is required of all military students at the beginning of their Basic Skills Education Program (BSEP) and General Technical (GT) Improvement programs. Based on this assessment, military students receive counseling regarding their learning style(s), and

BSEP instructional methodologies target the range of student learning styles enrolled in that cycle. There may be an opportunity to extend the use of the learning style assessment used with military students to a broader range of students in order to better detect and address differences in students' learning styles throughout the College.

- 1P10a S The College provides reasonable accommodations for self-declared disabilities. Information regarding available services is available in the Student Handbook, College webpage, the BartOnline webpage and on each course syllabus, as required by the standardized syllabus template.
- 1P10b O The College may have an opportunity to address the special needs of student subgroups that goes beyond those required by law under equal educational opportunity. BCC may want to consider establishing a process such as an AQIP Project for identifying student subgroups and the changing needs of each group on a regular basis; and evaluating the effectiveness of its new online tutoring resources web page and to determine its impact on the number of disabled students accessing services .
- 1P11 S The College has a comprehensive process for developing and maintaining the integrity of its instructional programs, delivery of instruction, and learning effectiveness. Primary responsibility for the content and revision of programs and courses lies with the Vice President of Instruction and Student services, while the Academic Deans are responsible for ensuring that suitable teaching methods are used that promote student learning. As outlined in the Curriculum Development Matrix, the Learning and Instruction Curriculum Committee also has a review and approval role in documenting teaching and learning effectiveness.
- 1P12 S Barton Community College utilizes a variety of instructional delivery processes to accommodate student location, time and learning style. These include face-to-face on-campus instruction, online (eCourses, hybrid courses with both face-to-face and online instruction, eCompanion

Course shells which supplement face-to-face instruction, and the eCollege LMS platform primarily for online outreach to inmates), EduKan (a six college online consortium offering eCourses), and Interactive Television (synchronous instruction for students on both the Great Bend and Fort Riley campuses, and the North Central Distance Learning Network for dual credit/concurrent coursework in conjunction with five area high schools).

- 1P13a S BCC primarily relies upon regular meetings of advisory boards and a three-year program review cycle to ensure that its offerings are current and effective. The College uses 18 data driven criteria to assess career-technical program effectiveness; participates in the annual Kansas Board of Regents' process to review and discuss essential core competencies for transfer coursework; and uses the Learning and Instruction Curriculum Committee (LICC) to annually monitor and adapt the general education curriculum. In addition, all new courses and programs are reviewed by the department, the LICC, the Instructional Deans, the Vice President for Instruction and Student Affairs, and the Board of Trustees.
- 1P13b O The comprehensive program review process will provide data on key performance areas and allow for action plans for improvement to be developed. With this information, the College has the opportunity to use this process to compare performance across programs or to aggregate data across programs to identify college-wide areas for improvement.
- 1P14a S The College uses environmental scanning, advisory committee input, and its regularly scheduled program review process to inform program revision and elimination decisions. Factors included in the decision-making for program revision and/or elimination include fiscal stability, program strength, and the impact on current and prospective students.
- 1P14b O With the implementation of the program review process and the strategic planning goals, the College has an opportunity to develop a process for ensuring program "viability" and maintaining programs which are essential to the College's curricular mix and community needs.

- 1P15 O BCC uses Title III to enhance its on-going professional development program. While a great deal of targeted training and development activities appear to be occurring, it is unclear what process the College uses to identify the needs of faculty and staff. Without such a structured process, the College may be expending time, funds and energy in areas that may or may not be of interest to faculty and staff. The proposed review of the process would provide the College an opportunity to create feedback and other input systems which would guarantee the maximum effectiveness of its professional development initiatives.
- 1P16 O While, Barton's College Learning Community programs link classes together and provide support for cohort groups, BCC acknowledges that it does not have processes in place to link curricular and co-curricular goals and outcomes. Implementing such processes have significant potential for enhancing and increasing student engagement with faculty.
- 1P17 O While BCC has a system for input and program review from advisory committees and employers for its technical programs, it does not appear to collect any longitudinal data. Without such long-term data, faculty and staff can only respond to short-term input and may, as a result, miss the opportunity to identify and react appropriately to merging and declining trends.
- 1P18a S The Barton Assessment Model utilizes three levels of assessment: Classroom, Course, and Degree. The classroom assessment is formative and designed to collect immediate feedback which is used to create mid-stream adjustments in the classroom with the goal of improving student learning of defined competencies. The course assessment is more summative in nature and is linked to not only specific course competencies but also General Education Outcomes. The degree assessment is also summative in that it reviews alignment of course level competencies with Barton's General Education Outcomes and the Board's Ends Policy Statement, "Students will have the essential skills to lead productive lives".

- 1P18b O While twenty one courses participate in the Course Assessment Project (CAP) and more courses are added each year, it may help the College to evaluate the effectiveness of the model and identify courses more strategically in line with the program evaluation process. In addition, the model of Degree-Level Embedded Assessment (DLEA) is one that may provide the College with a tool that, although seemingly complex, would link other assessment processes to provide a measure of student learning. This could be helpful in expanding the use of the model and ascertaining its value and effectiveness.
- 1R1 O BCC has identified the need to have more faculty participate in the Classroom Assessment Techniques (CATS) survey. In addition, data that have been collected need to be evaluated to determine if the outcomes defined in the Action Project have been achieved. It is also unclear how outcomes with descriptors of “study, relate, describe, and explain” are evaluated and measured. If consistency of measurement is to be attained, some specific metric must be utilized. Finally, as this process develops, it may be helpful for future planning and instruction to identify and utilize tools which *directly* assess the outcomes.
- 1R2 S Student retention scores as compared to other Kansas Community Colleges are collected and analyzed for first-time, full-time student retention and graduation percentages. Barton’s ranking is average and slightly above average other community colleges respectively.
- 1R3 O The College’s reported results appear to be goals that flow from program reviews. Barton has an opportunity to identify more-valid and quantitative metrics from which it can analyze and draw conclusions with a view to establishing continuous improvement targets.
- 1R4a S Barton student competence as measured through industry professional licensure pass rates surpasses the national average for all but three of the areas where comparative data are available, and more than 90% of all advisory members surveyed responded positively to surveys on

technical program effectiveness. BCC transfer student performance is comparable to that of other Kansas community college transfer students.

Based on the Kansas Board of Regents Transfer Feedback Report, Barton Community College's new transfer GPAs were higher than all new community college transfers in three of the five state universities to which BCC students transferred. The same was true when comparing continuing BCC transfer students to all continuing community college transfers.

- 1R4b O Results indicate that students are generally well prepared by Barton. However, the College has an opportunity to expand the scope of its employer feedback by expanding the breadth of circulation beyond advisory committee members.
- 1R5 O BCC reports four years of results from the Community College survey of Student Engagement (CCSSE) and one year's results for the Barton Student Support Services Graduation Survey to determine student satisfaction with learning support services. Results of the CCSSE survey (1R5a) provide trend data on key areas of the college. In those areas where performance scores are decreasing, the College has an opportunity to focus on clear opportunities for improvement.
- 1R6 S Barton uses summary national and statewide data for two-year, public institutions in reporting positive results for the evaluation of student performance: Kansas Board of Regents Transfer Report, the National Community College Benchmark Project, and for graduation rates, the Integrated Postsecondary Education Data System IPEDS). The National Community Benchmarking Project results indicated that BCC student's academic achievement compared favorably to students within the benchmarking peer group.
- 111a S The portfolio cites nine improvement initiatives ranging from a multi-year Title III grant to discrete improvement initiatives within/between departments of BCC and other organizations. Within this context, six improvements have been made or are in a pilot phase. Substantive goals

- and/or outcomes focused on helping students learn are projected as far out as 2014.
- 111b O Given the magnitude, complexity, and overlapping nature of the goals and/or outcomes cited through 2014, the College has established an impressive list of improvements which it will pursue. However, it is unclear how systematic and/or comprehensive these initiatives will be if completed as projected. Without a clear understanding of how each of these multiple initiatives contribute to the overall programming improvements desired by the College it may be difficult to first, solicit and then sustain the faculty and staff commitment inherent in this many initiatives, and second, determine how comprehensive or systematic they will be if completed.
- 112 S The culture and infrastructure of working within a policy governance organization establishes the overarching priorities for process improvement and continuous improvement. In the case of Barton Community College, five of the eight ends policy statements address students or recipients specifically and the last policy statement places an emphasis within the institution on strategic planning. This emphasis, emerging from the Board of Trustees, creates a positive foundation for setting, studying, designing, and implementing processes designed to help students learn.

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Barton Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:

Item Critical Characteristic

- O2a Barton Community College provides six non-instructional services linked to the Board's Ends Policy Statements. Those are: 1. Athletics; 2. Cultural and community enrichment; 3. Economic development and workforce development; 4. Research; and 5. Resource development; and 6. Student activities.
- O3 The Board of Trustees employs various means for collecting input from student and key stakeholder groups and meets annually with representatives from service area school district superintendents, college student activity leaders, local chamber of commerce and local business leaders, and military leadership from Fort Riley. The College uses a variety of administrative surveys, scans, forums, and other processes designed for gaining external feedback related to requirements and expectations of students and other stakeholder groups.
- O6 Barton initiated a strategic planning process in 2010 to "anticipate, predict, and align its activities for the next five years." Areas of specific action include: document alignment, internal and external environmental analysis, refining strategic direction, and defining and refining measurable indicators.
- O9 Barton's key collaborative relationships are: 1. Accreditation, regulatory, and/or funding agencies; 2. Business/Industry and community; 3. Postsecondary partners; and 4. Service area high schools and feeder organizations.

Here are what the Systems Appraisal Team identified as Barton Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2P1a	S	The Barton Community College Board of Trustees has adopted eight ENDS Policy Statements that drive the programs and processes of the

- College. Five of those statements (4, 5, 6, 7, and 8) guide the design and operation of key non-instructional processes.
- 2P1b S Of the eight Ends Policy Statements adopted by the Board of Trustees, five guide the design and operation of key non-instructional processes. These long-range policies identify what need(s) the institution will meet, for whom and at what cost. As such they become the foundation for all short- and long-range planning including the Barton Success Plan and the Yearly College.
- 2P2 S The strategic planning process for determining Other Distinctive Objectives begins with the Board of Trustees and the establishment of outcomes (i.e. Ends Policy Statements) to be achieved by the institution. Under the President's direction the processes used to identify specific outcomes for Other Distinctive Objectives include alignment of initiatives with external agencies (AQIP, Higher Learning Commission, Kansas Board of Regents, etc.); Internal and external environmental analyses; and refinement of strategic directions and development or modification of measureable indicators with key stakeholders. Given this level of information and direction, departmental and/or division action plans and performance indicators are created as part of the Yearly College Plan.
- 2P3 S A variety of communication methods (Annual Board Report Card, newsletters, radio and TV announcements, website posting of President's Staff meeting notes, informal and formal discussion sessions with staff, Advisory Board meetings, face-to-face and/or synchronous electronic meetings with academic partners, business and industry, student and community groups) are used to share progress and expectations flowing from the strategic planning process with both internal and external stakeholders.
- 2P4 S The Board of Trustees requires an annual report on each of the Ends Policy Statements which govern Other Distinctive Objectives. Each report is delivered at the Board of Trustees meeting selected for review of that Ends Policy Statement (January, July, August, October, and

November). The resulting monitoring reports utilize a wide range of assessment tools and participants in the report development and analysis phase. A critical component of this phase is the opportunity for key stakeholders (individual programs, departments, data owners) to present an annual review of their objectives and outcomes which support the Board's Ends Policy Statements.

- 2P5a O All faculty and staff develop individual professional growth goals that align with department and College objectives. However, there appears to be no connection between the professional growth goals of faculty and staff members and accomplishing other distinctive objectives. BCC is encouraged to explore how these connections can be created and aligned in order to assist faculty and staff in identifying how they can contribute to the institution's efforts to accomplishing other distinctive objectives.
- 2P5b S The planning process for accomplishing other distinctive objectives begins with the faculty and staff's identification of annual goals and objectives for their unit. This process includes the unit's identification of resources, training and support needed to accomplish these goals and objectives and the individual faculty and staff needs during annual performance appraisals.
- 2P6 S Through the annual review process and action projects, the College ensures that information regarding staff and faculty needs is incorporated in readjusting objectives or the processes that support them.
- 2R1a S While not included in the text of the portfolio, Barton Community College does provide those measures collected and analyzed for each of the Ends Policy Statements.
- 2R1b O The College identified a rudimentary set of measures which were collected and analyzed for accomplishing major non-instructional objectives and activities. However, for some Ends Policy Statements these measures rely heavily on satisfaction surveys and anecdotal reporting. While some use of satisfaction results and anecdotal reporting

- is appropriate, excessive use of this form of measurement fails to provide comparative, actionable data for the analysis of strengths and weaknesses. As the College continues to develop its metrics it has the potential for adding discrete data which could better identify emerging trends and provide comparative data with other institutions with similar distinctive objectives (i.e. The L. E. "Gus" and Eva Shafter Memorial Gallery, Silver Cougar Club, music/theatre events, etc.)
- 2R2 O While the data printed regarding ENDS Policy Statement 5 is positive, it appears to rely quite heavily on the graduation survey and reflects no trend data that support improvements. Likewise, there is no indication of the number of students participating in the survey processes other than the Title III eCourse survey. The College has an opportunity to quantify its goals/targets and identify additional, valid and reliable metrics to analyze in order to gain a better understanding of whether the needs of the students are being met.
- 2R3a S The College reports mean scores above the CCSSE Cohort mean for evaluation of the entire educational experience.
- 2R3b OO While the cited CCSSE results indicate student satisfaction with their entire experience at Barton and can be used for comparison purposes, they do not indicate how the College compares to other higher education organizations in the specific area of accomplishing other distinctive objectives. Obtaining this information will allow the College to better gauge whether it is serving the students to the best of its ability.
- 2R4 O While the College cites an impressive set of performance results stemming from the five ENDS Policy Statements which target other distinctive objectives, it fails to discuss how these results strengthen the overall organization and enhance its relationships with the communities and regions served by the College. The College has an opportunity to analyze specific results for each ENDS Policy Statement. The discussion in 2R4 generally lists accomplishment or results based on student

perception. Accomplishments should be discussed below in 2I1, allowing the discussion in 2R4 to focus on reporting the results of valid metrics.

- 2I1 O The College maintains that it is “focusing on transitioning from a culture of minimal data-based decision-making to one that is focused upon data collection and analysis of performance results.” Improvements, such as the creation of a data dictionary, are commendable. While improvement systems and processes are mentioned, no specific targets for improvement or improvements made are defined. BCC has an opportunity to define the level of growth and improvement it wants to achieve thereby clarifying for faculty and staff a discrete target to work toward.
- 2I2a O The development of the Institutional Planning document, ENDS Policy Statement monitoring reports, and the Strategic Planning Umbrella are the building blocks for systematic and comprehensive processes and performance results. However, without the introduction and use of comparative and discrete metrics and the resulting ability to compare one’s results with other comparable institutions, the College may have difficulty in achieving its overarching goals as stated by the Board’s ENDS Policy Statements.
- 2I2b O The institution has an opportunity to identify specific improvement targets driven by analysis of data and information.

AQIP CATEGORY 3: UNDERSTANDING STUDENTS’ AND OTHER STAKEHOLDERS’ NEEDS

Understanding Students’ and Other Stakeholders’ Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Barton Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:

Item Critical Characteristic

- O1a Barton categorizes students as either “regular” certificate or degree seeking and eligible for federal financial aid, or “special” students who are only course enrollees.
- O1b The College grants four associate degrees and multiple certificate programs, basic skills remediation, dual/concurrent enrollment, noncredit training and continuing education. In addition to these programs, active duty military, family members of active duty military, veterans, Department of Defense employees, and retirees are eligible to pursue two training areas not offered to the general public.
- O2a Barton Community College provides six non-instructional services linked to the Board’s Ends Policy Statements. Those are: 1. Athletics; 2. Cultural and community enrichment; 3. Economic development and workforce development; 4. Research; and 5. Resource development; and 6. Student activities.
- O3 The Board of Trustees employs various means for collecting input from student and key stakeholder groups and meets annually with representatives from service area school district superintendents, college student activity leaders, local chamber of commerce and local business leaders, and military leadership from Fort Riley. The College uses a variety of administrative surveys, scans, forums, and other processes designed for gaining external feedback related to requirements and expectations of students and other stakeholder groups.

Here are what the Systems Appraisal Team identified as Barton Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
3P1	O	While Barton Community College collects and analyzes results to identify the changing needs of students, primarily through CCSSE and the Graduate Application Survey, a systematic process is not discussed

concerning the use of data and the identification of trends to promoting change. A systematic process for understanding the needs of students and other stakeholders will help the College to maintain a consistent approach and ensure greater insight into whether the College is exhibiting best practices in the area.

- 3P2 S BCC builds relationships with students by collecting feedback on stakeholder needs using varied means to ensure communication is appropriate and effective. Strategies employed include marketing initiatives, recruiting activities, and once on campus, through Student Services support activities and instructor relationships through classroom and co-curricular activities.
- 3P3-3P4 S The College maintains close relationships with key stakeholder groups through multiple personal contacts and social functions (newsletters, Barton Silver Cougar Club, art and drama offerings, social events), consultation with advisory boards, and through trend analysis of data from academic, business and industry, government, and community-related organizations and agencies, and accreditation, regulation, and legislation. The statewide sessions held in the fall allow the college to analyze results of various program processes to enhance offerings and provide the staff and faculty with comparative data for future improvements.
- 3P5 O While the portfolio indicates that recommendations from advisory boards, feedback from current stakeholders and input from business, industry, school districts, etc. are incorporated into the decision to target new student and stakeholder groups with the College's offerings and services, there does not appear to be a systemic process in place. Without such a process, the ability to make institutionally driven priority decisions may be lost and significant opportunities may be missed.
- 3P6 O While the College has a well-developed process for collecting and responding to student complaints, faculty and staff may want to consider aggregating the types or instances of complaints and analyzing this information to determine possible areas for improved services or

offerings. In addition, it is unclear how the resolution process of non-curricular concerns and complaint management for external stakeholders aligns with the College's formal process. This type of analysis may also provide stakeholders with evidence of the College hearing their voice and making changes based on feedback received.

- 3R1 S BCC measures student and community-based satisfaction through multiple surveys and evaluations including those from Advisement, Housing, Graduation, Courses, Special Event/Participation activities, advisory committees, and CCSSE. BCC's student satisfaction results in the CCSSE survey ranked slightly above the average for the 2010 cohort.
- 3R2 O While the introduction of CCSSE Survey data for Student Services Satisfaction categorizes Barton as slightly above the CCSSE cohort for 2010, seven of the eleven area scores for Barton were below the CCSSE cohort mean/Sig* Effect scores for 2010. Without a clear understanding of the institution's performance results, college staff will be unable to identify the appropriate areas for improvement efforts.
- 3R3a S BCC's 2008 and 2010 comparative data for "Quality of Relationships" for relationships with faculty and relationships with administrative personnel and offices is higher than the respective CCSSE Cohort data.
- 3R3b O BCC's 2008 and 2010 comparative data for "Quality of Relationships" for relationships with other students is below the CSSE Cohort data. Without an understanding of the root causes for this level of satisfaction the faculty and staff may be unable to address the problem.
- 3R4 O BCC recognizes that it has an opportunity to collect and analyze feedback from stakeholder groups other than students and college employees.
- 3R5 O Although the Board of Trustees and faculty/staff/administration meet regularly with stakeholder groups, no performance results are provided. Without such data the institution may have difficulty in determining if its efforts are producing the desired outcomes.

- 3R6 O While the portfolio cites multiple sources of stakeholder satisfaction, CCSSE data for utilization of Student Services is the only data provided. Without other sources of measurable, comparative data, the Board, administration, faculty and staff have no way to analyze the full spectrum of student and other stakeholder needs. Given this, it may be difficult for the institution to plan and executive effective improvements.
- 3I1a S Barton identifies several improvements related to understanding stakeholder needs. It should be commended for supporting the needs of incarcerated citizens in its service area and other improvements made in understanding students' and other stakeholders' needs.
- 3I1b O BCC recognizes the opportunity to develop systematic and comprehensive processes to identify performance results for Understanding Students' and Other Stakeholder needs. While improvements are noted, few are measureable and little data is provided to support the improvement claim. In addition, it is not clear how the specific improvements that are listed were driven by specific analysis of data and information. Without such a systematic and comprehensive approach to identifying and meeting student and other stakeholder needs, it will be difficult to determine effectiveness measures and improvement strategies.
- 3I2 O The Barton Community College culture and infrastructure reflect a defined commitment to implementing the principles and using the process of continuous improvement to improve its performance results in this area. As with all evolving cultures and infrastructures, it has made greater progress in some areas than others. While it is to be commended on the progress made to date and the corresponding process and performance results which have been implemented/achieved, without further progress in the identification of needs and the effectiveness of the institution's processes in meeting those needs, the faculty and staff may become frustrated and disenfranchised with the institution's efforts to fully embrace quality improvement.

AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Barton Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

Item Critical Characteristic

- Oc Barton Community College operates within a Board adopted Policy Governance Model based on Carver Policy Governance®. The Board has adopted eight ENDS Policy Statements that “designate the results or Barton exists, the beneficiaries of those results, and the value of the results.”

- O3 The Board of Trustees employs various means for collecting input from student and key stakeholder groups and meets annually with representatives from service area school district superintendents, college student activity leaders, local chamber of commerce and local business leaders, and military leadership from Fort Riley. The College uses a variety of administrative surveys, scans, forums, and other processes designed for gaining external feedback related to requirements and expectations of students and other stakeholder groups.

- O4 Barton employs 438 full-time faculty and staff with well-defined job descriptions outlining specific roles, duties, expectations, and skills. There are no collective bargaining units. However, faculty is formally represented through the Faculty Council and staff members are represented on the Presidents Staff committee. Compease is utilized to uniformly determine salaries and wage benefits.

O5 Barton has a hierarchical organizational chart and is governed by a six member, publicly elected Board of Trustees. The Board has defined executive limitations policies which establish parameters of authority and align governance practices with the ENDS Policy Statements.

Here are what the Systems Appraisal Team identified as Barton Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4P1	S	Barton Community College identifies the specific credentials required for staff and administration through the development of job descriptions which incorporate credentials, skills and knowledge for the position in addition to institutional job description templates for staff and instructional positions. Faculty positions include these components in addition to appropriate discipline-related qualifications and those qualifications defined by the Higher Learning Commission, the State of Kansas, and the appropriate discipline-specific accreditation organization as appropriate.
4P2a	S	The instructional job description template clearly states the institutional values of the institution.
4P2b	O	The staff job description template does not address the institutional values of the institution. Failure to include the type of values statements found in the instructional job description template for staff hiring can result in hiring staff who do not share the values of the institution and who, subsequently, may detract from the quality initiatives of the College
4P3	S	Applicants meeting the criteria for employment follow a process that includes interviewing, and background as well as reference checks. The process is outlined in Barton’s <i>Policy and Procedures Manual</i> and the <i>Personnel Requisition and Authorization Procedure</i> .
4P4	S	BCC’s orientation process for new employees includes a one-to-one orientation with a Human Resources staff member along with Barton Office Professional (BOP) mentoring of staff and a two-day New Faculty

Orientation. Areas covered include the College's website, historical information, and values such as employee conduct and discipline, ethical behavior, and the employee oath as required by the State of Kansas. New employees are given a *New Employee Guide* that addresses the College's mission, vision, and select policies.

- 4P5 S The College has an Emergency Succession Plan for an unplanned absence of the President. A yearly projection analysis of potential changes, scheduled program reviews, and a variety of other inputs are used to help plan for changes in personnel.
- 4P6 O While telecommuting opportunities provide an important alternative for those who have difficulty commuting to campus, the College does not show how it designs work processes and activities that contribute to productivity and satisfaction on a broad scale. Designing and implementing such processes will help to ensure that the College is meeting the needs of its employees.
- 4P7 S The College uses its Employee Conduct, and Discipline and Ethical Behavior procedures to define the institutional expectations for employee behavior as a foundation for ensuring the ethical practices of its employees.
- 4P8a S Training needs are determined by a variety of indicators including employee surveys, regulatory changes, departmental requirements, performance reviews, professional licensure, and institutional initiatives.
- 4P8b S The allocation of professional development resources is guided by two priorities: 1. Skill and knowledge development to assist employees in remaining current and competitive in their area of expertise; and 2. Alignment with the goals of the Barton Strategic Plan and the Yearly College Plan.
- 4P9a S The College has an impressive array of voluntary and mandatory training and development initiatives appropriate to the individual's work role. This is reinforced through the development of work performance goals as part

of the annual performance evaluation process, release time for mandatory training, and, in some cases, college credit.

- 4P9b O The institution acknowledges its need to consider employee and supervisor input for professional development.
- 4P10 S An annual evaluation of all employees follows Kansas State guidelines. Self-evaluations and supervisor evaluation are a part of all reviews; faculty has a classroom component while staff is assessed against 16 performance standards.
- 4P11 S The College recognizes, rewards, and compensates employees through service recognition awards, the **Good News**, the Barton Difference Award, the Distinguished Instructor Award, the Cougar Commemorative Award, coursework grants and tuition scholarships, and compensation and benefits delineated by Compease.
- 4P12a O While the portfolio cites the identification of issues related to employee motivation through Exit Interview surveys, an Open Door policy, the Problem Resolution procedure, Strategic Planning processes, and various committee memberships, the portfolio also recognizes that this is an area with opportunities for improvement. The College is encouraged to develop a more systemic approach to retaining a quality workforce.
- 4P12b O While BCC is “continually working to enhance” the motivation of faculty, staff, and administrators, the College recognizes that it has an opportunity to systematize these efforts.
- 4P13 S BCC has a comprehensive health and wellness program in place for staff and faculty. Barton does a good job providing for and evaluating employee satisfaction, health and safety, and wellbeing.
- 4R1 O Barton administered the Personnel Assessment of the College Environment (PACE) survey for the first time in 2010, only 49% of employees responded to the effort. Since it is common that dissatisfied employees do not participate in employee satisfaction surveys, Barton

- has an opportunity to analyze employees' rate of response to its administration of the PACE survey and to explore ways to increase it.
- 4R2 S The 2010 PACE Results indicated that Barton Community College maintained a healthy campus climate with an overall 3.66 mean score on a scale of 1 to 5.
- 4R3 S BCC cited the Yearly College Plan Achievements for 2010-11 as evidence of faculty, staff and administrators helping to achieve institutional goals.
- 4R4 S Comparative data taken from the PACE survey administered in 2010 are used to demonstrate positive performance results in the area of Supervisory Relations. Other sources of comparison are cited (Campus Crimes Report, IPEDS, and the Kansas Association of Community College Business Officers report) but no results are provided.
- 4I1 O It is unclear how Barton's recent improvements have been driven by its analysis of data and information. The institution may have an opportunity to establish improvement targets that directly result from the analysis of its results.
- 4I2a S There are sixteen performance standards that makeup the evaluation process at BCC. This comprehensive approach should help the College in implementing professional development opportunities for staff that incorporate enrichment of one or more of the standards.
- 4I2b O The College has an opportunity to address the contribution of its culture and infrastructure for setting improvement targets comprehensively for the institution's efforts in Valuing People.

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Leading And Communicating addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It

examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Barton Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

Item Critical Characteristic

- Oc Barton Community College operates within a Board adopted Policy Governance Model based on Carver Policy Governance[®]. The Board has adopted eight ENDS Policy Statements that “designate the results or Barton exists, the beneficiaries of those results, and the value of the results.”
- O3 The Board of Trustees employs various means for collecting input from student and key stakeholder groups and meets annually with representatives from service area school district superintendents, college student activity leaders, local chamber of commerce and local business leaders, and military leadership from Fort Riley. The College uses a variety of administrative surveys, scans, forums, and other processes designed for gaining external feedback related to requirements and expectations of students and other stakeholder groups.
- O4 Barton employs 438 full-time faculty and staff with well-defined job descriptions outlining specific roles, duties, expectations, and skills. There are no collective bargaining units. However, faculty is formally represented through the Faculty Council and staff members are represented on the Presidents Staff committee. Compease is utilized to uniformly determine salaries and wage benefits.
- O5 Barton has a hierarchical organizational chart and is governed by a six member, publicly elected Board of Trustees. The Board has defined executive limitations policies which establish parameters of authority and align governance practices with the ENDS Policy Statements.

Here are what the Systems Appraisal Team identified as Barton Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5P1	S	Barton Community College's mission and values are defined by the Board of Trustees through the Board's eight ENDS Policy Statements. The Board conducts a review of each policy using an annual review cycle.
5P2	S	The President guides and directs the Strategic Planning process which establishes discrete goals or objectives in alignment with the ENDS Policies. This Barton Success Plan uses a five year cycle with a comprehensive review during the third year of the cycle and annual Yearly College Plans to establish, guide and review discrete goals and objectives for each year.
5P3	S	The needs and expectations of current and potential students and other stakeholder groups are identified using a variety of means: Board meetings and study sessions with specified stakeholder groups on a bi-monthly basis, the use of multiple advisory groups, the College committee structure and use of normed satisfaction instruments such as the CCSSE and PACE, focus groups and meetings with students.
5P4a	O	While the Board of Trustees' Barton Governance model includes stages of planning, implementation and evaluation, and guides the decision-making of the College, it is unclear what specific processes are used to analyze and prioritize issues.
5P4b	S	Working from the Board's ENDS Policy Statements, Barton Community College leadership uses the Barton Success Plan including the Yearly College Plan to guide the College in seeking new opportunities while enhancing its focus on students and learning.
5P5	S	Within the framework of ENDS Policy Statements and the Barton Success Plan, the College delineates the annual planning and decision making (planning, implementation, and evaluation) processes.

- 5P6 O Even with the enhanced Strategic Planning process in place and the establishment of an Office of Institutional Research, the College recognizes the need to further develop its processes for using data in decision-making.
- 5P7 S The College relies heavily on Board Meetings, internal meetings, the distribution of meeting minutes, College Forums, e-mail distribution of information, and the AQIP website to communicate between and among levels and units of the institution.
- 5P8a S The Barton approach to governance beginning with mission, vision and values in addition to the resulting planning processes provide consistent and on-going communication with the College community.
- 5P8b O Barton has not demonstrated how leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations. A more systematic approach to communicating mission, vision and values would assist the College in achieving its goals.
- 5P9 O While the portfolio reports several mechanisms by which leadership development and communication are supported, there is no mention of effectiveness measures and resulting improvements. A more strategic approach to developing leaders and leadership would assist the College in its continuous improvement efforts. Barton acknowledges that it has an opportunity to develop a process for encouraging, developing and strengthening leadership abilities among faculty, staff, and administrators.
- 5P10a O BCC has a number of activities that nurture and reinforce leadership skills, but has not yet defined a process for managing future turnover in key leadership positions.
- 5P10b S The Board of Trustees has an emergency succession plan in place for an unexpected absence of the President. Although the portfolio states that there are no formal succession plans for other positions in the college, a yearly projection analysis of potential changes, scheduled program

- reviews, and a variety of other inputs are processes used to help plan for changes in personnel.
- 5R1 O While the portfolio cites a number of recent improvements in Leading and Communicating, it does not illustrate what performance measures are collected and analyzed in this area.
- 5R2 O BCC cites impressive results for the Institutional Structure portion of the Pace. However, the two items which directly relate to Leading and Communicating (shared information, and open and ethical communication) fall below the Normed Base. Without further research to determine what elements of the communications processes are contributing to this score, the College may lose an opportunity to make significant improvements in this critical area.
- 5R3 S The PACE results indicate a healthy campus climate and it appears that employees are mostly satisfied with the College's performance in the area of Leading and Communicating. Furthermore, these results indicate that Barton compares favorably with other institutions of higher learning.
- 5I1 O Barton has demonstrated that it has made significant improvements in the Category of Leading and Communicating, however It is unclear how the described improvements were driven by an analysis of the College's results (data and information). Without a clearer connection between decision-making and data analysis, the College may lose the opportunity to make significant improvements in this critical area.
- 5I2 O The extensive nature of the planning and improvement processes in place at Barton Community College (Board ENDS Policy Statements, Barton Success Plan, and Yearly College Plan) demonstrate an institutional culture which establishes overall goals, monitors and analyzes its results, establishes new targets and makes modifications as appropriate. However, the portfolio does not clearly delineate how this is applied to Learning and Communicating. Without a clear identification of how these institutional processes apply to Leading and Communication

results in this area may be episodic and sporadic rather than continuous and on-going.

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Barton Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:

Item Critical Characteristic

- O2a Barton Community College provides six non-instructional services linked to the Board's Ends Policy Statements. Those are: 1. Athletics; 2. Cultural and community enrichment; 3. Economic development and workforce development; 4. Research; and 5. Resource development; and 6. Student activities.
- O5 Barton has a hierarchical organizational chart and is governed by a six member, publicly elected Board of Trustees. The Board has defined executive limitations policies which establish parameters of authority and align governance practices with the ENDS Policy Statements.
- O6 Barton initiated a strategic planning process in 2010 to "anticipate, predict, and align its activities for the next five years." Areas of specific action include: document alignment, internal and external environmental analysis, refining strategic direction, and defining and refining measurable indicators.

Here are what the Systems Appraisal Team identified as Barton Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.

Item	S/O	Comment
6P1a	S	BCC utilizes a number of tools to identify the support service needs of students and other stakeholders. These tools include surveys, participation rates, meeting minutes, student reviews, student comments and evaluation of some services. Data collected are used to inform and shape strategic goals.
6P1b	O	While multiple sources are utilized to secure data defining student, staff, faculty, and other stakeholder needs, it is unclear how the College provides for the overall coordination in identifying the support service needs for its students and other stakeholders. It may have an opportunity to establish such a mechanism for overall coordination in order to identify broader needs that manifest themselves across the College's units.
6P2a	S	The College has demonstrated that it has the means through external dictates, regulations, departmental meetings, institutional committees, reviews, accreditations, Faculty Council, divisional meetings, All-College Forums, Trustee meetings, and strategic planning for identifying the administrative support service needs of faculty, staff, and administrators.
6P2b	O	While BCC used multiple sources to secure data defining student, staff, faculty, and other stakeholder needs, no process for how the data contributes to supporting institutional operations is provided. A systematic method to collect data could benefit the College's improvement initiatives in this area.
6P3	SS	Barton has a well-developed plan and supporting processes related to safety and security. An Emergency Response Team works in conjunction with local consultants, the College Nurse and the Security Officer to monitor the campus community and to respond to the three levels of emergencies as defined by the Emergency Operation Plan.
6P4	S	BCC has established key support processes that have formed a well-developed set of management tasks and measurement tools. Nine areas list aspects of operation, how processes are facilitated, measurements of

activities, and the manner in which data are used to further institutional operation and effectiveness.

- 6P5 O BCC has established an action project related to the Human Resources Personal Data Sheet. This Sheet illustrates a problem-solving model that is focused on process improvement and involved key stakeholders and serves as a model which could be used in other areas of the College to focus on improvements by facilitating more consistent and comprehensive knowledge sharing, innovative problem-solving, and empowerment.
- 6R1 O The portfolio documents the collection and analysis of student and stakeholder needs from a variety of sources. However, there is no discussion of how the College measures the effectiveness of the processes used to collect these data. The data collected are critical to the successful achievement of the institution's ENDS Policy Statements and the resulting goals and objectives established to achieve these ENDS. Without measuring the effectiveness of these data collection processes, the College may be basing critical decisions on faulty data.
- 6R2 O While results were reported for student support services, student satisfaction with and utilization of student support services, procurement of external grant funds designed to support student support services, and the student participation results from each of the TRIO Programs funded, the performance results included for student support services are taken from indirect measures. In some cases the connection between results cited and the role support services play in fostering those results is unclear. By employing direct measures of student support services, faculty and staff will gain insights and can draw conclusions into whether these services are specifically helping students to succeed. For example, survey results from the CCSSE provide data the college could use to further enhance its services.
- 6R3 O Although the College provides monthly financial data, no results are provided on the measures used to determine administrative support

- service effectiveness. The establishment of measures, data collection methods, and a plan to assess these results will ensure a practice of continuous improvement in supporting institutional operations.
- 6R4 S The ENDS Policy Statement Reports provides BCC with results related to key indicators of effectiveness (KPIs). The data provided in these reports, as well as results of other support areas, assist the College in further enhancing performance and, in the case of BCC's effort to solicit business and community, revealed several unmet service expectations that ultimately led to improvements to address them.
- 6R5 O The College acknowledges that it does not currently track comparative data for its supporting organizational operations. However, as a participant in the National Community College Benchmark Project, the institution is committed to developing those processes needed to provide comparative results in this area.
- 6I1a S BCC has made a commitment to invest in capital improvements and technological updates. These improvements will help the institution to move forward in its quest to serve students and stakeholders to the best of its ability.
- 6I1b O BCC has made improvements in student service areas and various programs that will provide tools and facilities that are much needed. There is, however, no evidence that these improvements are linked to measures provided or program review plans. A more direct approach for determining improvements will assist the College with a more transparent and customer-driven system.
- 6I2 S The connection of the ENDS Policy Statements to planning and improvements will assist the College in developing a culture of improvements that is linked to the institution's planning and budgeting processes. In addition, its improvements in Supporting Institutional Operations align with mission themes, evidencing cultural and infrastructural support of continuous improvement in its supporting operations.

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Barton Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

Item Critical Characteristic

- O3 The Board of Trustees employs various means for collecting input from student and key stakeholder groups and meets annually with representatives from service area school district superintendents, college student activity leaders, local chambers of commerce, local business leaders, and military leadership from Fort Riley. The College uses a variety of administrative surveys, scans, forums, and other processes designed for gaining external feedback related to requirements and expectations of students and other stakeholder groups.
- O6 Barton initiated a strategic planning process in 2010 to “anticipate, predict, and align its activities for the next five years.” Areas of specific action include: document alignment, internal and external environmental analysis, refining strategic direction, and defining and refining measurable indicators.
- O7 The institution’s data collection and distribution processes are defined by six primary needs: internal and external reporting requirements, accountability, student outcomes assessment, financial planning and reporting, action plans, and program development/enhancement/review. Systems for collecting and storing data include SunGard’s Banner, eCollege, Atrium, Resource 25, and Compease.

Here are what the Systems Appraisal Team identified as Barton Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
7P1	S	Data requirements are determined through the strategic planning process and are specific to college-wide initiatives, departmental and program needs, grants, accreditation requirements, and the monitoring of key performance indicators. BCC clearly identifies the parties responsible for coordinating data collection, management, and distribution, namely, the Dean of Administration is responsible for financial information while the Office of Institutional Research is responsible for all other information.
7P2	O	The portfolio addresses primarily the distribution of data and performance information beginning with the Board's ENDS Policy Statements and subsequent assessment data. However, no information is provided on how data are selected and managed.
7P3	O	Currently the departmental and unit needs for collection, storage, accessibility, and performance information are determined by six primary factors. The AQIP Quality Council has established the Data Integrity Group to develop a process map for the collection and reporting of data needed by key stakeholders. Completion of the mapping process and implementation of a systemic approach to providing data to stakeholders would enhance the ability of individual departments and units to make decisions based on accurate and up-to-date data.
7P4	O	The portfolio states that the College recognizes an "opportunity to enhance processes for data analysis as Barton matures in its demand and use of data for decision making, quality improvement, and measuring effectiveness."
7P5	O	While the College has a process for data collection primarily related to federal, state, and other required agencies, no information is provided as to how the institution determines what data and information are needed to support the institution's quality initiatives. Without the development of a

systematic approach to identification and prioritization of the data and information needed to support the College's quality initiatives, the ability of internal stakeholders to benchmark performance against other comparable organizations may be hampered.

- 7P6 S The Yearly College Plan and AQIP Action Projects are the primary processes used to ensure that department and unit analysis of data aligns with the ENDS Policy Statements and resulting institutional goals and objectives.
- 7P7 S Data timeliness, accuracy, reliability, and security are monitored through SunGard SCT/Banner, the Data Integrity Group (DIG), system backup processes, a firewall system, and an every five-year hardware replacement policy.
- 7R1 O The portfolio discusses the use of data and measurement of performance but does not address what measures are being used to determine the effectiveness of the College's system for information and knowledge management. The institution's system for information and knowledge management is the foundation for all data based decision making. Without the regular collection and analysis of effectiveness data related to this system, the institution's efforts to improve decision making through the use and analysis of internal and comparative data may be hampered.
- 7R2 OO Monitoring reports are produced for the eight ENDS Policy Statements. However, the College does not provide data in evidence that its system for measuring effectiveness meets the organization's needs in accomplishing its mission and goals. Collecting and analyzing this information would allow the College to gain insight as to whether it is succeeding in this category.
- 7R3 S BCC is a part of the National Benchmark Project and the Kansas Study of Community College Instructional Costs and Productivity. BCC also gains performance information from the Kansas Board of Regents (KBOR) and the CCSSE survey.

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| 711a | O | While Barton has implemented various activities that measure effectiveness including a process map for submitting potential Action Projects, it is unclear how recent the projects are and whether they were driven by data analysis or information. |
| 711b | S | BCC appears to be striving to use a comprehensive approach in managing data to assess effectiveness. BCC's efforts include means to archive, report, and reproduce institutional data. |
| 712 | S | The strategic planning process guided by the Board's ENDS Policy Statements, Barton Success, and the Yearly College Plan, informal opportunities for information and input, the AQIP Quality Council and the Kansas Board of Regents contribute to the selection of processes for improvement and targeted performance results in this category. |

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Barton Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:

Item Critical Characteristic

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| Oc | Barton Community College operates within a Board adopted Policy Governance Model based on Carver Policy Governance [®] . The Board has adopted eight ENDS Policy Statements that “designate the results or Barton exists, the beneficiaries of those results, and the value of the results.” |
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- O3 The Board of Trustees employs various means for collecting input from student and key stakeholder groups and meets annually with representatives from service area school district superintendents, college student activity leaders, local chamber of commerce and local business leaders, and military leadership from Fort Riley. The College uses a variety of administrative surveys, scans, forums, and other processes designed for gaining external feedback related to requirements and expectations of students and other stakeholder groups.

- O6 Barton initiated a strategic planning process in 2010 to “anticipate, predict, and align its activities for the next five years.” Areas of specific action include: document alignment, internal and external environmental analysis, refining strategic direction, and defining and refining measurable indicators.

- O8 At Barton, enrollment fluctuation and potential for growth is both a “challenge and an opportunity.” Dwindling state appropriations and the deployment cycles of military personnel on the Fort Riley campus directly impact overall institutional operations.

Here are what the Systems Appraisal Team identified as Barton Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1	S	In order to plan continuous improvement, Barton Community College has a multi-faceted planning process that includes operational planning, annual planning, and multi-year strategic planning.
8P2	S	In addition to the internal considerations that it uses to determine short- and long-term strategies, compliance with the Kansas Board of Regents (KBOR) and performance agreement goals from the state influence its strategies.
8P3	S	Barton displays its key action plan information including quantified performance indicators, persons responsible, and completion dates on a dashboard. The president and other administrators, oversee the distribution of funds for annual action plans that are developed by faculty and staff. Institutional goal alignment, historical data, status of associated

- processes, and the availability of resources are considerations in project selection.
- 8P4 S Planning processes, organizational strategies, and action plans throughout the organization are aligned by linkage with the Board's ENDS Policy Statements.
- 8P5 S Individual departments and units develop objectives, select measures and performance targets for submission to the President's staff. Once modified or approved at this level, these are incorporated into the Yearly College Plan. The Yearly College Plan is submitted to the Board for review and approval. Once approved, the departments and units begin the implementation of their departmental or unit plans.
- 8P6 S The College identifies its budgetary process and action planning process as its primary mechanisms to assure that appropriate resources are applied to its goals. Yearly College Plans are evaluated throughout the year to ensure adequate resources and completion.
- 8P7 S The College has a published Asset Protection Policy and assesses risk exposure through its Service Enhancement Committee, cost/benefit analysis, and risk assessment for military programs.
- 8P8a S An elected Faculty Council and a Professional Development Committee offer professional development opportunities through in-house workshops, presentations, cross-training, webinars, and Professional Conference Days. Tuition discounts and coursework grants may be available for job-related studies.
- 8R1 S For each of its ENDS Policy Statements, Barton clearly identifies data, information, and/or data sources that it regularly uses to analyze its improvement progress.
- 8R2 O While it demonstrates compliance with reporting expectations related to AQIP Action Projects, BCC does not include performance results for other accomplishments. The College has an opportunity to present specific

results for planning continuous improvement as well as drawing clear conclusions based on its results.

- 8R3 O The portfolio illustrates its response with the 2010-11 Yearly College Plan. While the Plan includes projections in seven areas none of the objectives are quantifiable. Without quantifiable targets for these objectives, it may be difficult for the institution to measure the level of achievement or progress accurately and to reset, modify, or abandon objectives as indicated by an analysis of comparative data.
- 8R4 O Barton Community College cites comparative data as a result of the institution's participation in the Kansas Performance Agreement and the National Community College Benchmark Project. It is unclear, however, if these sources of comparative data provide benchmarks for planning continuous improvement. Without such comparative data, the College may have difficulty in determining how well its system and processes for planning continuous improvement are working.
- 8R5 S BCC employs a structured cycle for planning with assessment and evaluation centered around four core components. It's planning, implementing, and evaluating processes build upon student and community input, student academic achievement, program reviews, and indicators of institutional effectiveness.
- 8I1a S The College cites an example of an AQIP project that utilized tenets of continuous improvement. Other AQIP projects on the website support this as well.
- 8I1b O Barton has an opportunity to present specific improvements related to its planning efforts. It would be helpful if the institution would shift its discussion from what it is doing (process) to an emphasis upon the concrete outcomes (improvements) that it has made in planning continuous improvement.
- 8I2 S New improvement initiatives may be selected after a review and analysis of information from such sources at CCSSE and PACE. Four areas of

academic engagement are being targeted for improvement at the College.

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Barton Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:

Item Critical Characteristic

- O3 The Board of Trustees employs various means for collecting input from student and key stakeholder groups and meets annually with representatives from service area school district superintendents, college student activity leaders, local chamber of commerce and local business leaders, and military leadership from Fort Riley. The College uses a variety of administrative surveys, scans, forums, and other processes designed for gaining external feedback related to requirements and expectations of students and other stakeholder groups.
- O9 Barton's key collaborative relationships are: 1. Accreditation, regulatory, and/or funding agencies; 2. Business/Industry and community; 3. Postsecondary partners; and 4. Service area high schools and feeder organizations.

Here are what the Systems Appraisal Team identified as Barton Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

Item S/O Comment

- 9P1a S Barton Community College maintains relationships with 39 high schools through articulation agreements, regular visits, meetings, conference calls, emails, and personal relationships in order to attract and inform prospective students.
- 9P1b O Beyond identifying the relationships that it has with organizations from which it receives students, the College has an opportunity to declare how it creates, prioritizes, and builds relationships with stakeholders.
- 9P2a S Barton partners with educational institutions, community agencies, business and industry, and governmental and regulatory agencies to provide students and graduates to meet their various needs. Additional relationships develop as a result of meetings, research and evaluation activities, articulation agreements, and participation in community activities.
- 9P2b O The College has an opportunity to identify how it prioritizes its collaboration with organizations that depend upon the supply of Barton graduates, identifying its prevailing rationale and relevant criteria for this kind of collaboration.
- 9P3 SS The College has relationships with organizations that supply services to students, specifically in the areas of workforce development and the military.
- 9P4 S The College creates, prioritizes, and builds relationships with vendors in accordance with governmental and institutional policies and procedures.
- 9P4-9P5 O The College has an opportunity to identify its intentional process (including rationale and criteria) for its collaborative relationships with suppliers, educational associations, external agencies, consortia partners, and the community.
- 9P6 O In light of its four major collaboration groups (educational institutions, community agencies, business & industry, governmental and regulatory agencies), it is unclear how the College ensures that the needs of these distinct groups are met. It seems to rely on its employees to determine

- the effectiveness of partnerships. The College may have an opportunity to develop a more formal and effective process that analyzes data and information on these relationships.
- 9P7 O Internal collaboration among departments appears to be primarily situational, offering the College an opportunity to develop a more comprehensive and systematic approach with a view to better integration and communication across the College.
- 9R1a S BCC identifies numerous quantifiable measures for effective collaboration with business and industry, community groups, regulatory and funding agencies, university partners, and high schools and feeder organizations.
- 9R1b O While it collects and analyzes measures of building collaborative relationships, it is unclear whether the College employs direct measures. Barton has an opportunity to establish the validity and reliability of the measures that it uses to analyze its collaborative effectiveness.
- 9R2a S Several increases in external funding from 2009-2011 demonstrate the College's effectiveness in building collaborative relationships.
- 9R2b O The funding results that are discussed use measures that were not identified previously. The College has an opportunity to analyze the results for the measures of collaborative effectiveness that were identified in 9R1.
- 9R3 O The College recognizes that it has an opportunity to compare results for Building Collaborative Relationships with other organizations.
- 9I1a S BCC describes examples of efforts made with local high schools, the military, correctional facilities, and area businesses that are successful in meeting the needs of these stakeholders. One such example is its partnership with a correctional facility which not only generates enrollment and revenue, but also serves the greater College community.
- 9I1b O The College identifies one collaborative relationship (enhanced services with correctional facilities) that has resulted in improvements. Its discussion of aligning with the Kansas Postsecondary Technical

Education Authority appears to be in progress but has yet to result in an improvement. The College has an opportunity to be more proactive in its approach to improving its collaborative relationships.

- 911-912 O BCC has an opportunity to demonstrate how its improvement(s) are driven by an analysis of data and information. There is an opportunity for the institution to establish a more deliberate, comprehensive, and systematic approach to this important task of Building Collaborative Relationships.