



**Higher Learning Commission**  
A commission of the North Central Association

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November 13, 2012

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

Dear President Heilman:

Attached is the report of the team that conducted Barton County Community College's Quality Checkup site visit. In addition to communicating the team's evaluation of your compliance with the Commission's Criteria for Accreditation and the Commission's Federal Compliance Program, the report captures the team's assessment of your use of the feedback from your last Systems Appraisal and your overall commitment to continuous improvement.

We hope you will read and study the report carefully, because the team invested heavily in preparing for and conducting this visit, and its perceptions and advice are valuable to your institution. Please consider distributing it widely throughout your institution, since its positive feedback can be helpful in strengthening and broadening involvement in your quality improvement efforts.

A copy of the report will be read and analyzed by the AQIP Panel that reviews institutions for Reaffirmation of Accreditation at the time your review is scheduled. Prior to that review, we will send you a listing of the materials the Panel will consider, and give you an opportunity to update or supplement them if you so desire.

To comply with federal requirements, we need you, as CEO of your institution, to formally acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Your response will become a part of the institution's permanent record.

Sincerely,

Mary L. Green  
AQIP Accreditation Services

# QUALITY CHECKUP REPORT

## **Barton County Community College**

Great Bend, Kansas  
November 6-8, 2012

### **Quality Checkup team members:**

**Jane Salisbury**

Dean, Institutional Planning and  
Effectiveness, retired  
Edison State Community College

**Evonne Carter**

Vice President  
Milwaukee Area Technical College

## **Background on Quality Checkups conducted by the Academic Quality Improvement**

### **Program**

The Higher Learning Commission's Academic Quality Improvement Program (AQIP) conducts Quality Checkup site visits to each institution during the fifth or sixth year in every seven-year cycle of AQIP participation. These visits are conducted by trained, experienced AQIP Reviewers to determine whether the institution continues to meet The Higher Learning Commission's *Criteria for Accreditation*, and whether it is using quality management principles and building a culture of continuous improvement as participation in the Academic Quality Improvement Program (AQIP) requires. The goals of an AQIP Quality Checkup are to:

1. Affirm the accuracy of the organization's online Systems Portfolio and verify information included in the portfolio that the last Systems Appraisal has identified as needing clarification or verification (System Portfolio Clarification and Verification), including review of distance delivery and distributed education if the institution is so engaged.
2. Review with organizational leaders actions taken to capitalize on the strategic issues and opportunities for improvement identified by the last Systems Appraisal (Systems Appraisal Follow Up);
3. Alert the organization to areas that need its attention prior to Reaffirmation of Accreditation, and reassure it concerning areas that have been covered adequately (Accreditation Issues Follow Up);
4. Verify federal compliance issues such as default rates, complaints, USDE interactions and program reviews, etc. (Federal Compliance Review); and
5. Assure continuing organizational quality improvement commitment through presentations, meetings, or sessions that clarify AQIP and Commission accreditation work (Organizational Quality Commitment).

The AQIP peer reviewer(s) trained for this role prepare for the visit by reviewing relevant organizational and AQIP file materials, particularly the organization's last *Systems Appraisal Feedback Report* and the Commission's internal *Organizational Profile*, which summarizes information reported by the institution in its *Annual Institutional Data Update*. The report provided to AQIP by the institution is also shared with the evaluator(s). Copies of the Quality Checkup report are provided to the institution's CEO and AQIP liaison. The Commission retains a copy in the institution's permanent file, and will be part of the materials reviewed by the AQIP Review Panel during Reaffirmation of Accreditation.

### **Clarification and verification of contents of the institution's *Systems Portfolio***

The Team reviewed the College's 2011 Systems Portfolio before arriving for the Quality Checkup visit. During the visit, the team verified and clarified the contents of the 2011 Systems Portfolio through discussions with eighteen representative groups. Areas of discussion included the five strategic issues described in the Feedback Report: process descriptions, the need for process outcomes (results) and measures of evaluation, analysis of results, establishment of performance targets, and the need to utilize comparative data.

Discussions with the President and his staff began with information regarding progress and activities undertaken since the College received the Feedback Report. Other topics included the College's planning documents developed in the last semester as well as the importance of using data for making informed decisions. In the meeting with the AQIP Steering Committee, members explained how they identified projects and involved other college personnel in improvement activities. Several examples of utilizing data for improvements were provided, including a process for providing students with vouchers to purchase textbooks.

A number of instructors from the Fort Riley and Great Bend Campuses provided verification of information in the Portfolio in the areas of Assessment, Program Review, professional development, curriculum revision and online instruction. Many examples of the use and importance of continuous quality improvement were also provided from the instructors.

The Systems Appraisal Feedback Report identified opportunities to enhance systems, data collection processes, strategies to analyze results of data collected and suggestions for integrating targets into plans. The Quality Checkup Team reviewed documents, College website information, and committee actions that indicated the progress has been made since the Feedback Report was submitted to the Higher Learning Commission.

In the team's judgment, Barton Community College presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issues, documentation, and performance were acceptable and comply with the Commission's standards and AQIP's expectations.

### **Review of the organization's quality assurance oversight of its distance education activities.**

The College offers two AA degrees, twelve AAS degrees, and ten certificates online (approximately 270 active courses). Several AQIP Action Projects have focused on improved delivery and faculty development to ensure quality online instruction. The College received a grant to focus on enhancing online instruction and in preparing students for success in these alternative delivery classes. Data on

student success is being collected for this grant. As part of this grant, a team reviews all courses for consistency and rigor, and also provides training to faculty to ensure quality instruction. In the team's judgment, the institution has presented satisfactory evidence that its distance education activities are acceptable and comply with the Commission's standards and expectations.

**Review of the organization's quality assurance and oversight of distributed education (multiple campuses, additional locations, off-campus course sites)**

BCCC currently offers programs at two campuses and twenty sites. It also has three locations out of state. BCCC also offers courses at 42 sites. Efforts are made to ensure curriculum and course competencies are consistent, and high quality instruction is provided regardless of the format. The campus and/or site administrators work with faculty to ensure consistency and to assist with any concerns. The College LICC committee requires a process of faculty who are creating a course to ensure the syllabus template is followed and appropriate learning outcomes are included.

In the Team's judgment, the College has presented satisfactory evidence that its distributed education activities (operation of multiple campuses, additional locations, off-campus course sites) are acceptable and comply with Commission's standards and expectations.

**Review of specific accreditation issues identified by the institution's last Systems Appraisal**

There were no accreditation issues identified in the review of the 2011 Systems Portfolio. In the Team's judgment, BCCC presented satisfactory evidence that it continues to address the Criterion for Accreditation and has met the goal of the Quality Checkup. Further, the College demonstrates it complies fully with each of the Core Competencies of the five Criteria for Accreditation. The institution's approach to issues, documentation and performance is acceptable and complies with the Commission and AQIP expectations.

**Review of the institution's approach to capitalizing on recommendations identified by its last Systems Appraisal in the Strategic Issues Analysis.**

Barton Community College has begun to address the strategic issues identified in the Systems Appraisal Feedback Report (February, 2012).

1. *Process descriptions.* The College has begun to create process maps across several college departments; eighteen are posted on the Barton Webpage. Other processes are being evaluated

and refined and will be posted as they are completed. There is an understanding of the importance of consistent processes, especially since there are multiple service locations where courses and programs are offered. Several AQIP Action Projects have focused on developing processes in the areas of HR training and succession planning. There are some areas where critical work is being done, as is the case in the collection of student feedback with surveys, but the processes are not documented, nor are they evaluated to determine if surveys are the best strategy to collect input from students. It was acknowledged that processes would be helpful for consistency and that more processes would be developed by committees or departments.

2. *The need for process outcomes (results) and measures of evaluation.* In conversations with College leaders and AQIP Steering Committee members, it was evident that the college currently collects data in many areas, but there is no systematic way data are reported, used or evaluated. In one Action Project, data related to students completing Developmental Education courses were utilized to assist students in high schools to choose appropriate levels of math and English. In the grants area, several examples were provided that indicate process outcomes and measures of evaluation are required in the reports. Solutions to this strategic issue will evolve and improve as more areas of the college utilize continuous improvement in planning, evaluation, and reporting processes.
3. *Analysis of results.* BCCC currently is in the first steps of addressing this strategic issue. As processes and measures are more defined, results can be used for analysis. Members of the AQIP Steering Committee have begun to declare Action Projects that require data and data analysis. Although some areas of the college have been utilizing data for future planning, this is also a strategic issue that will improve over time.
4. *Establishment of performance targets.* In several instances in the 2011-12 College Plan, Objectives included performance indicators with measurable targets. However, College leaders acknowledged that the issue of identifying performance targets is one that needs improvement. The importance of establishing end results and specifying targets related to objectives was discussed in an effort to assist college leaders to develop a systematic way to improve performance and ensure continued improvements. .
5. *Use of comparative data.* The 2011 Systems Portfolio provided several sets of data that showed BCCC's performance compared to other colleges in Kansas. The value of seeking and using comparative data will enhance performance by identifying market leaders or best practices. It may also assist in setting performance targets that are realistic and that will drive improvements.

### **Review of organizational commitment to continuing systematic quality improvement**

The Team found a number of examples of Barton's continued commitment to systematic improvement.

- The President and other? leaders were vocally supportive of the decision to become an AQIP college and to find ways to improve the education and services for students which would also enhance the community.
- Members of the College's Board of Trustees were supportive of AQIP and were optimistic about the benefits of this system of accreditation. They were aware of the challenges the President, his staff and the faculty members are facing as they work on the strategic issues identified, and the time it may take to study future issues and to implement the improvements.
- Barton faculty members identified college-wide committees and subcommittees that have undertaken a number of improvement projects (committees include: LICC, OAC, Assessment, Online Instruction, Professional Development). Processes are in place for improvements to be developed, vetted, communicated, and implemented, especially in the areas of curriculum and assessment.
- Career and Technical programs undergo a program review process every three years. Criteria for performance are identified; data on performance in key areas are provided for analysis; input from Advisory Committee members is sought; strategies for improvement are then identified, reported and implemented with the start of the next cycle.
- Action projects are identified by cross-functional teams who use the feedback from the Systems Portfolio and input from stakeholders. These projects are overseen by the team and focus on improvements in key areas.
- The remodeling and addition of space for the Student Learning Center was begun with input from students regarding their needs for assistance. The new space includes the Library, study rooms, a tutoring center, an assessment center, counselor and advisor offices, and a coffee corner. The addition/remodeling vastly increased the number of students occupying the space and using the more centrally located services.
- The BCCC Workforce Training and Community Education staff members utilize feedback and stakeholder requests to identify community and business/ industry training and service needs. Services are evaluated to ensure customer satisfaction and to make improvements.
- The Student Life Director develops a variety of events and activities to enhance the lives of students and to build a community of learners on the Great Bend Campus. Input is sought from

students as plans are being developed, and students can then evaluate the value of activities provided.

### **Other AQIP issues**

The Quality Checkup Team avers there are some challenges the college needs to address.

- Communicating progress, celebrating the attainment of objectives and outcomes (College Plan), and sharing the success of completed Action Projects.
- Prioritizing key areas of improvement to better focus and align resources
- Utilizing Strategy Mapping to expand the understanding and involvement in CQI across the college.
- Developing accountability processes and measures to ensure consistent levels of quality education and services are available across all service locations.
- Pro-actively seeking input from stakeholders to ensure services are appropriate and effective. (instead of waiting for complaints and then responding or reacting)



## **Appendix A**

### **Worksheet for The Evaluation Team on Federal Compliance Requirements**

*Instructions: The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of this AQIP Quality Checkup Report. This Worksheet must be completed for all Quality Checkup visits after January 1, 2012.*

#### **Institutional Materials Related to Federal Compliance Reviewed by the Team:**

Profile with the HLC  
Status of programs and locations with HLC and the Department of Education  
Credit Hour Definition  
Academic Calendar  
Course Schedules  
Credit Hours and Program Length  
Catalog and Bulletins  
Courses and Number of Credits  
Problem Resolution Process  
Complaint Log (made to Compliance Officer)  
Academic Policies including Transfer of Credit  
Student Identity Verification (EduKan and BartOnline)  
Title IV:  
    Program Participation  
    Eligibility/Certification Approval Report  
    Default Rates – Loan Statistics  
    Student Consumer Information  
    Student Right to Know  
    Satisfactory Academic Process  
    Attendance Policies  
College Website  
Numerous Marketing Materials  
Accreditation Documents for specific programs  
Public Notification Documents  
Tuition and Fees

#### **Evaluation of Federal Compliance Program Components**

**1. Credits, Program Length, and Tuition:** *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition). New for 2012: The Commission has a new policy on the Credit Hour. Complete the Worksheet in Appendix A and then complete the following responses. Attach the Worksheet to this form.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S  
CONCLUSIONS:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Barton Community College's approach to the Commission's policy on Credits, Program Length, and Tuition is well documented and consistent with the federal definition of a credit hour and the Kansas Board of Regents' Coordination and Supervision Policies and Procedures. A time-based standard is used to determine applicable credit on a semester/trimester basis for both on-campus and online teaching modalities. Courses may be full semester or compressed into 6 - 9 week cycles.

The College offers 118 fields of study through one-year certificate programs and two-year associate programs. Specific program lengths are published in the annual catalog and delivery formats may be face-to-face, online, or a combination.

Tuition is set consistently across degree programs with variations justified based upon the cost of offering the degree. In- and out-of-state costs and for international students are also variable. Students are also subject to additional class fees such as special course fees, student records fees, and lab fees. Full disclosure of costs can be found in the catalog, the Bulletin of Classes, and on the website.

In summary, the College has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs. In the Quality Checkup Team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup visit.

Additional Monitoring, if any: None.

**2. Student Complaints:** *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Barton has a defined, multi-step Problem Resolution Process to address student disagreements with established rules of conduct, policies, or practices. A separate policy dealing with complaints of sexual harassment is also multi-step. The *Student Handbook* clarifies the infringements and processes for student complaints, sexual harassment complaints and obeying the *Drug-Free School and Communities Act*. The Checkup Team reviewed the Student Complaint Log for FY 2010, 2011, 2012, and the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance is acceptable and comply with Commission and AQIP's expectations.

**In the team's judgment**

Additional Monitoring, if any: None.

**3. Transfer Policies:** *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

\_\_\_\_\_ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The College Catalog describes Barton's transfer policy on page 14. Barton has demonstrated it is appropriately disclosing its transfer policies to students and the public by posting the requirements from the College Catalog on the web site.

Additional Monitoring, if any: None.

**4. Verification of Student Identity:** *The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and has appropriate protocols to disclose additional fees related to verification to students and to protect their privacy.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

\_\_\_\_\_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

\_\_\_\_\_ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

\_\_\_\_\_ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Barton Community College verifies student identity for courses and programs delivered through distance education in both EduKan and BartOnline course management systems. EduKan access is granted by following a process for developing a BioSig-ID profile, and/or BartOnline access is granted through a student authentication process supplemented by the monitoring of style and quality of student work. Photo identification, remote proctoring, and lecture capture are planned for the Spring 2013 implementation.

In the team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance are acceptable and comply with the Commission's and AQIP's expectations.

Additional Monitoring, if any: None.

**5. Title IV Program and Related Responsibilities:** *The institution has presented evidence on the required components of the Title IV Program.*

▪ ***General Program Requirements:***

The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly any review activities by the Department of Education. Barton has not been subject to reviews related to the U.S. Department of Education Title IV program. No issues have been raised regarding the administration of Title IV funds.

▪ ***Financial Responsibility Requirements:***

The Quality Checkup Team reviewed documents from an external auditor, McMillen Folkerts & Associates, P.A, that reveal no findings or questions related to Title IV programs, or instances of noncompliance with Federal contracts or rules.

▪ ***Default Rates. The institution has provided the Commission with information about three years of default rates.***

- The Quality Checkup Team has reviewed the institution's default rates for years 2006-2012 and note that it is rising. It does, however, remain within federal guidelines and is comparable to the national average for 2-year colleges. It is below the national average for 2-year public colleges. Barton has a default management program in place and provides counseling and financial literacy information for borrowers.

▪ ***Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures:***

In accordance with the Crime Awareness and Campus Security Act of 1990, Barton publishes crime information annually on both the website and in hard copy. Campus crime is minimal with incidents being reported primarily in areas of larceny/theft and liquor and drug law violations.

▪ ***Student Right to Know.***

Barton has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students.

▪ ***Satisfactory Academic Progress and Attendance.***

The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that

the institution is appropriately applying these policies and practices to students. The policies and procedures are accessible through the web site and catalog.

▪ ***Contractual Relationships:***

Barton Community College has no relationships with non-accredited third-party providers that provide 25-50% of the academic content of any degree or certificate program.

▪ ***Consortial Relationships:***

Barton Community College has no consortia relationships that require Commission approval.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The institution's approach to these issues, documentation, and performance were acceptable and comply with Commission and AQIP expectations.

Additional Monitoring, if any: None.

**6. Institutional Disclosures and Advertising and Recruitment Materials:** The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

\_\_\_\_\_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

\_\_\_\_\_ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

\_\_\_\_\_ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: In the team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issues, documentation, and performance are acceptable and comply with the Commission's and AQIP expectations.

Additional Monitoring, if any: None.

**6. Relationship with Other Accrediting Agencies and with State Regulatory Boards:** Barton Community College is accredited to offer certificate and associate degree programs by the Higher Learning Commission. It maintains specific area certification/accreditation with the following entities:

- Automobile-Technician Training: National Institute of Automobile Excellence (NATEF)
- Long-Term CNE Provider: Kansa State Board of Nursing
- Medical Laboratory Technician: National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- Dietary Manager Program: Dietary Managers Association (DMA)
- EMS: Commission of Accreditation of Allied Health Education Programs (CAAHEP)
- Practical Nursing: Kansa State Board of Nursing
- Registered Nursing: National League for Nursing Accrediting Commission (NLNAC)

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

  X   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

\_\_\_\_\_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

\_\_\_\_\_ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

\_\_\_\_\_ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: In the team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The Institution's approach to the issue, documentation, and performance are acceptable and comply with Commission and AQIP expectations.

Additional Monitoring, if any: None.

**7. Public Notification of an Evaluation Visit and Third Party Comment:** The College provided evidence of public notification of the Checkup Team visit through Barton's web site, emails to students and area public school superintendents, and the local newspaper. The Checkup Team and the College President were provided with electronic mail indicating the Commission had received no third-party comments.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

X\_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

\_\_\_\_\_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

\_\_\_\_\_ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

\_\_\_\_\_ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Additional Monitoring, if any: None.

**8. Public Notification of an Evaluation Visit and Third Party Comment:** The College provided evidence of public notification of the Checkup Team visit through Barton's web site, emails to students and area public school superintendents, and five local newspapers. The Checkup Team and the College President were provided with electronic mail on October 31, 2012 indicating the Commission had received no third-party comments.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

X\_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.



\_\_\_\_\_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

\_\_\_\_\_ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

\_\_\_\_\_ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Additional Monitoring, if any: None.

## Appendix B Credits and Program Length

*Instructions: The team reviews the "Protocol for Peer Reviewers Reviewing Credit Hours Under the Commission's New Policies" before completing this Worksheet. This Worksheet must be completed for all Quality Checkup visits after January 1, 2012.*

### A: Answer the Following Questions

#### *Institutional Policies on Credit Hours*

- Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes                       No

Comments:

- Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution?

Yes                       No

Comments:

- For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

Yes                       No

Comments:

- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes                       No

Comments:

#### *Application of Policies*

- Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes  No

Comments:

- Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes  No

Comments:

- If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes  No

Comments:

- If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes  No

Comments:

- Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes  No

Comments:

**B: Identify the Sample Courses and Programs Reviewed by the Team. For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.**

**Literature:** LITR 1210, Introduction to Literature; LITR 1228, Introduction to Drama; LITR1231, Popular Topics in Literature

**Mathematics:** MATH 1823, Fundamentals of Math; MATH 1822, Intermediate and College Algebra; MATH 1829, Elements of Statistics; MATH 1832, Analytics Geometry and Calculus I.

**Military:** MLTR 1039, Building Maintenance for Military Facilities; MLTR 1042, Military Petroleum Operations; MLTR 1044, US Army Generators Operator's Course; MLTR 1051, Basic Non-Commissioned Officer Course.

**Physical Education:** PHED 1222, Beginning Swimming; PHED 1234, Weight Training; PHED 1242, Introduction to Health, Physical Education, and Recreation; PHED 1242, First Aid and Emergency Care; PHED1270, Introduction to Exercise Science.

**Electric:** ELEC1321, Install and Repair of Domestic Refrig I; ELEC1323, Installation and Repair of Clothes Dryers & Dishwashers; ELEC 1330, DC Circuit Fundamentals; ELEC1059, Basic DC & AC Electronics

**Agriculture:** AGRI 1100, Agriculture in Our Society; AGRI 1105, Crop Protection; AGRI 1108, Farm Crop Production; AGRI 1109, Grain Grading and Handling.

**Accounting:** ACCT 1602, General Accounting; ACCT 1618, Managerial Accounting; ACCT 1640, Accounting for Business Operations; ACCT 1641, Accounting for Investing & Financing.

**ARTS:** ARTS 1200, Art Appreciation; ARTS 1205, Graphic Design; ARTS 1210, Painting; ARTS 1222, Ceramics I; ARTS 1234, Photography I.

All syllabi are consistent across various modes of delivery and must follow a standard template. Furthermore, the expectations for coursework and hours of instruction are within the range of good practice. **C: Recommend Commission Follow-up, If Appropriate**

Is any Commission follow-up required related to the institution's credit hour policies and practices?

Yes                       No

Rationale:

Identify the type of Commission monitoring required and the due date: NA

**D: Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour**

None.

## Appendix C Clock Hour Worksheet

*Instructions: Teams complete the following worksheet only if the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Such programs typically include those that must be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.*

### Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

- 1 semester or trimester hour must include at least 37.5 clock hours of instruction
- 1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

### A: Answer the Following Questions

- Does the institution's credit to clock hour formula match the federal formula?

Yes                       No

Comments:

- If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

- Did the team determine in reviewing the institution's credit hour policies that they reasonable within the federal definition as well as within the range of good practice in higher education?

Yes                       No

Comments:

- Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes

No

Comments:

**B: Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?**

Yes

No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

**C: Recommend Commission Follow-up, If Appropriate**

Is any Commission follow-up required related to the institution's clock hour policies and practices?

Yes

No

Rationale: