



BARTON COMMUNITY COLLEGE

Cougar Quest AQIP Conversation Day Summary Report

Submitted by
Office of Educational Innovation
and Evaluation

May 30, 2010

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**Barton Community College
Cougar Quest AQIP Conversation Day
Summary Report**

Spring 2010

Introduction

Barton Community College is preparing for a new accreditation cycle by initiating a process to review and update the institution's strategic plan. As part of this process, Barton Community College hosted a *Cougar Quest AQIP Conversation Day* at its campuses in both Great Bend and Grandview Plaza. These facilitated sessions gave faculty and staff at both locations the opportunity to reflect upon and discuss key aspects and elements of the institution through a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis. Facilitators from Cowley College and the Office of Educational Innovation and Evaluation (OEIE) at K-State led these sessions. This summary report provides the combined results from the two *Cougar Quest Day* events. An overview of the sessions and the methodology used is presented, along with the summary feedback from the faculty and staff. The PowerPoint presentations used in the sessions are also included in the appendix to this report.

Purpose of Sessions

The *Cougar Quest AQIP Conversation Days* were designed to serve as part of the strategic planning process for Barton Community College. The sessions served dual purposes: 1) to allow faculty and staff to revisit Barton's mission and vision; and 2) incorporate this broader audience in the process of working towards continuous improvement. The concept of continuous improvement is central to the Academic Quality Improvement Program (AQIP). AQIP is a process through which Barton Community College can maintain its accredited status with The Higher Learning Commission. By sharing both its improvement activities and results through AQIP, Barton can demonstrate both the structure and systems essential to achieving the distinctive higher education mission it has set for itself — and the evidence to enable the Commission to reaffirm accreditation.

Methodology

In order to incorporate feedback from faculty and staff at both campuses, Barton Community College hosted two facilitate events. Approximately 200 faculty and staff participated in the two sessions. Each event was scheduled for three hours. The session at Grandview Plaza was held on April 9, 2010 and facilitated by Dr. Jan Middendorf from the Office of Educational Innovation and Evaluation (OEIE). The session on the Great Bend campus was held on April 16, 2010 and facilitated by Michelle Schoon of Cowley College. OEIE provided the documenter for both events. The facilitators at each session led an interactive SWOT exercise with the faculty and staff to brainstorm ideas and compile feedback on various aspects of the institution. At the end of the SWOT exercise, participants were asked to identify one or two key words that they would use to describe Barton Community College. Individuals wrote

these ideas on note cards; the verbatim responses are listed in the results section after the SWOT analysis.

A SWOT analysis is a strategy commonly used in strategic planning. It provides a simple framework for an institution in scanning its internal and external environment. The analysis provides information that is helpful in matching the institution’s resources and capabilities to the competitive environment in which it operates. It also acts as a filter to reduce the information generated through the exercise to a manageable number of key issues.

As the name implies, a SWOT analysis consists of four categories: strengths, weaknesses, opportunities, and threats. These categories can further be defined as either internal or external factors. Strengths and weaknesses are often internal to an institution. Opportunities and threats tend to be external factors, often beyond the control of an institution, but that impact and/or influence operations. The following matrix presents the components of the SWOT analysis.

SWOT Matrix	Competitive Advantages	Institutional Challenges
Internal Factors	Strengths	Weaknesses
External Factors	Opportunities	Threats

SWOT Exercise

A number of questions guided the SWOT analysis. Participants were asked to consider the following questions as they worked through the exercise:

Strengths:

- What do we do well?
- What areas of our institution are vibrant and healthy?
- What would someone who sees us point out as being distinctively positive?

Weaknesses:

- What do we do less well?
- What areas of the institution are “weak”?
- What would someone point out as being distinctively negative?

Opportunities:

- What are the needs of the stakeholders?
- What is changing in the community or in society?
- What trends can we take advantage of?

Threats:

- Are there new rules and regulations that place demands and limits on the institution?
- What is changing in the community that will impact us?
- What is our competition doing?

During the SWOT exercise, each participant received eight sticky notes, two for each SWOT category. The participants were instructed to work individually and write down two strengths, weaknesses, opportunities, and threats on the sticky notes, representing each of the four SWOT categories. As these were completed, each of the tables (with 6-8 participants) was then asked to group their “strengths” notes into categories or themes. They repeated this process for the other three categories: weaknesses, opportunities, and threats.

After categorizing their ideas by table, the participants posted these themes on the wall to share with all the participants at that session. Given the differences in the number of participants at each session, the procedure for grouping the themes on the wall was modified between the two events. The smaller group (April 9th) worked together to collectively identify themes from all of the ideas posted. For the larger group (April 16th), participants were asked to categorize their ideas by placing their sticky notes on the wall on top of similar thoughts and issues. The facilitator and documenter also assisted in categorizing the ideas for the larger group.

Facilitators at both sessions reminded the participants that the purpose of the exercise was to generate ideas and feedback, not come to consensus on any particular item or issue. Rather, it was entirely conceivable that an issue could be identified in multiple categories (i.e., be both a strength and a weakness). As such, all ideas posted on the walls were documented and are included in the results section.

SWOT Results

As the *Cougar Quest AQIP Conversation Days* were intended to inform the overall strategic planning process for a unified Barton Community College, the results from both sessions have been integrated and are presented below. Note: In some categories, a particular item/issue may have been identified multiple times. To streamline the report, these multiple responses have been collapsed. The numbers in parentheses following the bullets indicate how many times that exact item/issue was posted.

Strengths:

- ***What do we do well?***
 - ***What areas of our institution are vibrant and healthy?***
 - ***What would someone who sees us point out as being distinctively positive?***
-
- **Innovative Technology/IT Department**
 - Research & Implement new Technology for students staff & faculty
 - IT Department
 - Innovative Technology
 - On-line Education

- **Marketing & Recruiting**
 - Marketing & Recruiting
 - Marketing potential to advertise affordability

- **Diversity**
 - Diverse population – faculty & staff that care, buildings that are free to use
 - Diversity in campus’ style
 - Diverse campus, LSEC, online, Night, etc.
 - Established & diverse “consumer base”
 - Free classes attract students
 - A lot of students who are all different (diverse population)

- **Educational Support**
 - Willing to provide Ed support to Ft. Riley/Community immediately
 - Student service need oriented
 - Student, instructor communication
 - Helping students to get grants & loans, to be able to go to school
 - Supportive administration
 - Very military friendly
 - Provide quality education/learning
 - Educating military dependents are outreach to military dependents
 - Talented Technology support paired with instructors who stay on the “cutting edge” in usage for benefit of learning
 - Supports the military soldiers & dependents w/ affordable tuition
 - Objective is to assist students to the best of our ability
 - Some make students’ request a priority
 - Weekend tutor center

- **Outstanding Facilities**
 - Outstanding facilities
 - Nice facilities
 - Facilities (4)
 - Maintaining & improving facilities

- **Responsiveness to community needs**
 - Responsiveness toward...needs...technology...community
 - Support from administration community & personnel
 - Responsiveness
 - Wide market area
 - Responds to community
 - Connected to community
 - Responsive

- **Central location**
 - Physical location allows for expansion
 - Central location

- **Diverse educational opportunities**
 - Quality educational and training opportunities for service area
 - Variety of educational delivery
 - Diverse innovative educational opportunities (library, new programs accredited online)

- **Strong academics & quality instruction**
 - Academic excellence
 - Quality & diversity of education – technology – cost – courses transfer
 - Classroom – degree opportunities
 - Student/Teacher ratio
 - Employees and faculty that are committed to students
 - Knowledgeable Instructors
 - Increased enrollment/class size

- **Caring employees & faculty**
 - Employees (2)
 - Caring employees, faculty, and staff
 - Quality employees that care about students due to class sizes & affordability
 - Good people
 - People (2)
 - Friends, hardworking caring employees

- **Student support – very student focused**
 - Personable & affordable
 - Faculty are caring
 - Support services for students
 - Student support (2)
 - Student/employee relationships
 - Employees – supplying good customer service
 - Campus – wide student support – student driven
 - Student focused staff (2)
 - Individualized attention
 - Student oriented (programs & services)
 - Personal education/touch student centered small classes
 - Student & personnel support
 - Students are important and Barton adapts to their needs
 - Comfortable student environment
 - Personable instruction & service
 - Student centered – activities – environment – admin/faculty support

- **Quality Athletics**
 - Recognition and reputation of athletics & academics
 - Cultural Diversity – athletes make up large on-campus population
 - Nearly 60 national championships

- **Cost**
 - Cost (4)
 - Low cost appealing to undergrad students
 - Cost of classes/at no cost to the student classes
 - Cost effective education
 - Quality elements of education-technology utilization
 - Quality at a good price
 - Inexpensive tuition
 - Cost control at Ft. Riley
 - Great value
 - Free use of building
 - Free to military & dependents
 - Provide Ed opportunity at limited cost
 - Opportunity for cheap/free/accelerated education @ Fort Riley campus - Online programs

- **Strong Workgroups**
 - Academic freedom
 - Close support within our office complex – so don't move people

- **Affordability/Quality**
 - Programs – Quality programs – Reasonable cost programs – programs connected to community
 - Good buy \$
 - Low cost of attendance
 - Cost advantage (2)
 - Affordable (2)
 - Small class size and quality education

- **People**
 - More than not, instructors at this campus have a strong educational background
 - Enrollments for the most part stay constant
 - Employees feel connected and involved
 - People
 - Great faculty “we care” & staff
 - We have a motivated student population - this attracts other motivated students
 - Provide opportunity to non-traditional students
 - Collective commitment to place student needs first
 - Openness to adult learners' needs
 - Collective skill set of employees
 - Experienced faculty
 - Faculty body
 - Caring faculty & staff

- **Venue**
 - BartOnline has a large amount of enrollment and continues to grow and increase the college's student population and revenue
 - Bartonline (2)
 - LSEC Program Campus on Fort Riley
 - Lunch time classes offered for busy soldiers/students
 - Daytime classes offered for military & dependents
 - K-State@Barton
 - Controlled student population (Fort Riley)
 - Varied customer base due to location
 - Abbreviated classes
 - Variety of terms sessions \Rightarrow class length
 - Location
 - Core specific military technologies courses offered
 - Shorter terms to complete classes
 - Variety of classes, different cycles: LSEC, night, online, Vo-tech
 - Value of education online & in LSEC
 - Multiple locations – allows students to take courses/Online programs – allows accessibility to all.
 - Online degree program
 - Nontraditional class offerings.
 - Accelerated classes attract customers
 - Instruction platforms –F2F, Hybrid, E-Course
 - “6 wks” intensity appeals & meets needs of many 21st century students
 - Off site classrooms
 - Quality comprehensive classes
 - Schedules that fit students - BartOnline
 - Moving toward expanded knowledge needs.
 - BartOnline – more degrees online
 - Accessible counselors & staff, great locations
 - We do a great job of providing education on basic skills
 - Great market position on Fort, online, & in Great Bend, Kansas

Other Strengths - not categorized

- Everyone treated like family
- Smaller class sizes
- Variety of distance learning opportunities
- Vocational programs
- Vibrant fine arts
- Friendly people
- Passionate faculty & staff
- College cares
- Excellent academic credential of faculty

Weaknesses:

- ***What do we do less well?***
- ***What areas of the institution are “weak”?***
- ***What would someone point out as being distinctively negative?***

- **Staff/Instructors Concerns**
 - Lack of advisors, staff, personnel, etc.
 - Didn't know about programs offered
 - Controlled student population (Ft. Riley)
 - Inadequate professional development opportunities/benefits
 - Understaffed in certain areas
 - Work within military schedules
 - Willing to step forward in difficult areas
 - Lack of courses
 - Enrollment process
 - Bureaucratic rules
 - Death by committee
 - We do not utilize faculty strengths within the college
 - Not adequately staffed to meet the needs of our students
 - Secrecy/lack of candor
 - Place priorities on unimportant issues, too many meetings when nothing occurs
 - Promoting “Great Value” not just “Cheaper” than four year institutions
 - Students who are not prepared for college classes because it's free, expect everything to be free, military schedule & demands
 - Complacency
 - Tendency for traditional models to dominate

- **Organization – too much red tape**
 - Organization of college creates multiple structural issues, instead of working for a common goal, employees are split due to multiple supervisors - creates a lack of focus and mission understanding
 - Expectations – top down bottom up - too many committees
 - Too many priorities
 - Too many management levels
 - Too much “red tape”

- **Funding**
 - Limited funding (i.e. Johnson County Community College) (tax based, etc)
 - Need for expanded resources, not being able to hold military units accountable for not showing
 - Finance for adequate staffing
 - Books (LSEC)
 - Free classes attract students with “no skin in the game”
 - Other resources (e.g. text books) need improvement
 - Marketing of individual programs

- **Split Campus**
 - Lack of cohesiveness between campuses and in Fort Riley area
 - There is a disconnect between campuses
 - The idea that the multiple campuses should be “one” -each has their own identity and should be treated uniquely under one administration, need a Great Bend, Kansas, Fort Riley and Online College (See Penn State)
 - Hostility (too strong) between various constituencies (campuses)
 - Ability to respond to diverse educational needs is hampered by bureaucratic systems within the institution (Communication understanding with Great Bend and Fort Riley)
 - EduKan - split campuses
 - Student confusion about both campuses - consistency
 - Intra-campus challenges & diversity is not understood
 - Military schools incorporated with other non-Barton military schools
 - Weak organizational structure
 - Complacency
 - “Gotcha” culture sometimes
 - Cannot offer general education classes on site (Grandview Plaza)
 - Campus – spread out
 - One college – Not all campuses the same
 - Varied customers based due to location

- **IT (Instructional Technology)**
 - Poor internet speed at Fort Riley
 - IT INF
 - Banner-system (3)
 - Bartonline
 - Need to reevaluate education needs, develop new course to accommodate the growing community & surrounding area
 - Acronyms on materials without definition, homepage & lack and interactive enrollment systems. Much of our technology is implemented with an assumption of understanding
 - Need for better technology

- **Facility - Physical Plant – need for updates/repairs**
 - Facilities need an upgrade
 - Buildings & Environment are less than ideal
 - Outdated facilities and/or needed maintenance for facilities, outdated facilities/facility maintenance
 - Advisonat – online Fort Riley (lack of personal facilities)
 - Not given tools necessary to be successful
 - Location
 - Bad facilities support
 - Climate in offices
 - Old carpet & desks, buildings need updating, more modern equipment

- **Reputation**
 - Perceived as second rate to universities
 - Bad reputation from previous issues

- **Poor morale from faculty and staff**
 - Staff morale issues
 - Leadership: lack of motivation, lack of personality
 - Understaffed
 - Faculty/Staff spread too thin
 - Poor morale: no raises, no budget, no real communication etc.

- **Lack of marketing advertisements of specific programs**
 - Customer service
 - Marketing weakness
 - Marketing
 - Lack of advertisement (specific programs) not just workforce programs – others i.e. art, music, debate, agriculture

- **Location of campus – rural**
 - Barton’s rather rural location is a weakness in regards to number of business relationships which can be formed
 - Location of campuses
 - Location - distance from town
 - Location (2)
 - Rural location/ two separate campuses
 - Location & size of community
 - Because of our location, students have limited access to town and external activities/opportunities - can be a “culture shock” to some students
 - Rural Location
 - Lack of students activities due to location
 - Student culture shock

- **Lack of resources – budget instability, lack of time, people, & training in technology**
 - Budget/ Budgetary Instability
 - Funding (budget)
 - Pay freezes cause numerous employee issues
 - State funding cuts cause understaffing in critical areas
 - Financial issues
 - Lack of resources: staff, equipment, space, technology
 - Lack of funds to carry out mission, whether related to recruiting students and keeping qualified employees
 - Budget: lack of resources
 - Budgets/resources limited time, money, people, training in technology
 - Suboptimal resource management
 - Acknowledge sacrifices in meeting “More With Less”
 - Funding for workshops – conferences, computer labs, student desks

- **Not committed to developmental education**
 - Unwillingness to move to 21st century - lack of developmental Ed services, weak tutoring programs
 - Not committed to developmental education, and not responding to current needs when Barton has so many students needing developmental education

- **Poor communication across institution**
 - Communication (3)
 - Communications – clarity, openness
 - Lack of communication all around
 - Lack/Poor “Real” communication
 - Poor relationship between Great Bend and Fort Riley, lack of communication
 - Little administrative input to employees on a personal or positive professional nature * Maybe the V.P could have joined a group & participated ?!
 - Different locations, diversity of employees, communication
 - Administrative tolerance of unprofessionalism and bad behavior
 - Communication between students, employees, & separate campuses
 - Communication among employees
 - Lack of communication between departments/campuses (5)
 - Communication – inconsistent
 - Electronic communication: ecompanion - still a work in progress, promoting an atmosphere of impersonal communication between student & instructor
 - Lack of faculty & staff not knowing each other
 - Lack of communication internally and externally (3)
 - Communication emails come out for everyone - often does not apply not sure which ones to read
 - Dissemination of information
 - Perspectives
 - Not being out front in providing requirements for communication

Other Weaknesses – not categorized

- Too often ok with mediocrity
- Cafeteria Issues
- Job Security
- Not utilizing individual’s skills and knowledge
- Data interpretation
- Transportation – to college for classes, entertainment, supplies, bike trail for student access to town
- Challenges to the learning process – extracurricular demands, drugs/alcohol abuse
- Students’ attitudes
- Student activity (lack thereof)
- Confusion of offerings – location departments
- Curricular offerings

Opportunities:

- ***What are the needs of the stakeholders?***
- ***What is changing in the community or in society?***
- ***What trends can we take advantage of?***

- **Advertising – focusing on location**
 - Large enrollment increase enable Barton to reach more students
 - Advertising
 - Build & capitalize on extracurricular activities
 - Emphasize ties to Central Flyway Location
 - Advertising
 - With the rebranding just completed, we have an opportunity to effectively advertise our facilities to the community
 - Student assistance & marketing

- **Student Support**
 - Expanding student knowledge attainment with online, and services for at risk students
 - Student support

- **Economic downturn forces creative solutions/grants**
 - Down turn in economy - & Pell Grants
 - Let employees share ideas to save money
 - Economic downturn forces creative solutions

- **Focus on employees & professional development**
 - Capitalize on employees' talents
 - Continuous professional development for employees

- **Affordability**
 - Barton keep education affordable and attractive even in good economic times
 - Affordability
 - Rising cost of university tuition fees, increased need for tech training under utilization of resources changes health care

- **Technology Innovations**
 - Technology (2)
 - Technology changes – new courses
 - Technology (online, ITV)
 - Technological innovations

- **Workforce training**
 - Workforce training & using new technology
 - Changing workforce
 - Meeting increased workforce needs
 - Customized training/ Job training
 - Help all workers with retraining and growth

- **Networking & partnerships w/others**
 - Networking
 - Partnerships, sponsorships
 - Partnerships, partnering with others strengths everyone

- **Reaching out to diverse populations**
 - Growing Hispanic community – adult center, ESOL
 - Diverse populations will enhance learning
 - Reaching out to the growing Hispanic community – what are their needs!
 - Non-traditional students
 - Vocational job training classes with apprenticeships
 - Hispanic population
 - Education/Training
 - Community involvement – community needs etc. teaching methods – online ecomparison etc.
 - Economic development engine
 - Community development
 - Supportive community organizations
 - Training needs within community
 - Partnership within the community
 - Economical opportunities – sponsors, hard time – budget tuition – low
 - Education and workforce needs created by the economy
 - Improving economy and changing job market

- **Expansion of alternative delivery modes of instruction**
 - Expand distance learning
 - **Distance learning**
 - **New Programs and alternate delivery systems**
 - Aggressive advertising in major markets
 - GED grads targeted for attendance
 - Online high schools through Barton to funnel graduates
 - Continue to expand and improve programs and their modes of delivery
 - New programs, online or on campus
 - Growth in online, hybrid and instructional offerings
 - Expanding markets: technical, online
 - Ability and flexibility to develop new programs and offerings
 - New programs, careers, mode of delivery (online)
 - New academic programs

- **Better Financial Aid**
 - Positive thinking
 - Increase in student loans
 - Increase availability of student loans
 - Governmental encouragement (grant money – etc.) for community colleges

- **Marketing**
 - Increase marketing (2)
 - Enrollment increases could be mined within army community and local high schools
 - Increase of enrollments
 - Advertising and marketing
 - There will always be new students wanting college classes
 - Critical influence on improving secondary education - equipping those who will carry out improvement – many secondary instructors teaching at night
 - Many people entering college due to economy – get info about less known programs ex. 2+2
 - Creating new degrees for students entering the workforce
 - Increase in enrollments in BartOnline
 - Facebook social network post college info - become a fan 06
 - Vocational/tech programs
 - Stability w/in community
 - Declining economy
 - Good growing community at Manhattan, KS so opportunity to capture more enrollments
 - Use of consulting groups to facilitate interchange of ideas
 - Population increasingly looking to gain new skills
 - Provide best education at lowest cost: quality is a must
 - Fundamental change in economy/cultures (information age), (service industry), (regulatory increase)

- **Technology**
 - In a position to meet the 21st century needs for applied education and current industry demands
 - New technology to make learning more streamlined
 - To bring all faculty into the 21st century regarding technology
 - Students have opportunities to learn technology with campus wide use of e-companions
 - Internet offering
 - Internet education, brand name
 - Emerging technology wind power etc.
 - New environmental technology – provide training for jobs

- **Course Development**
 - Expanding into new curriculums to meet customer changes
 - Community colleges have less institutional baggage vis a vis innovation & doing new courses/career path training etc.
 - More classes
 - To expand based on military growth in area
 - Develop new courses based on need of growing community
 - Bringing additional programs to outreach areas
 - Students who fail LSEC should pay
 - Expansion
 - Communication

- **Military**
 - A lot of students on-post to draw from
 - Military pool of students
 - Charge for military E1val
 - Constantly changing students (military)
 - Constantly changing population base
 - To meet the expanding educational needs of the military and dependents
 - Expansion to other posts
 - GAE – pulling in additional military from outside posts
 - Expansion of meeting the testing needs of the military and dependents

- **Distance Learning**
 - Create an online or distance college and embrace its growth along with the increase of demand for distance programs (University of Phoenix has over '100,000 distance students) See Penn State World Campus
 - Enhancing online due to need
 - Address economic development/business training initiatives
 - D.O.L predicts huge swing in demand for technical and Associate degrees in this decade
 - Online market
 - Complete online degree program
 - Online learners
 - Online classes
 - New facilities and equipment
 - Expanding classes taught i.e....M.O.S.T.
 - More students wanting online classes/less time in classroom
 - More jobs requiring degrees, more specialized areas
 - Enhance online curriculum platforms
 - New course development
 - Online growth
 - Growing demand for online learning opportunities/access
 - E course, pod cast

Other Opportunities – not categorized

- Career vs. degree seeking students
- Create a staff position to bring the 4 elements together
- Expansion: campus size, activities & sports, promotion

Threats:

- ***Are there new rules and regulations that place demands and limits on the institution?***
- ***What is changing in the community that will impact us?***
- ***What is our competition doing?***

- **Budget \$ Worries**
 - Budget cuts
 - Economy is questionable - funds available for education
 - Budget concerns
 - Economy
 - State economy and national
 - Economy, what's it going to do?
 - Increasing bureaucratic overhead
 - Loss of financial support
 - Reduced state funding
 - Budget cuts
 - State aid cuts
 - Changing economy – unstable
 - Less disposable income
 - Funding (state level)
 - Competition for funding (community colleges)
 - Funding from the State and Federal Government
 - Unfunded national and state mandates/laws
 - Financial worries: state subsidies ↓
 - The pool of available skilled works to provide needed college services is shrinking (due to economy, rural setting, retiring baby boomers, etc.)
 - State & federal funding streams are unstable.

- **Academic Standards**
 - Shoes too tight on students
 - Some don't make students the priority
 - Ourselves – stagnation inertia
 - KBOR – TEA – Government Ed policies
 - KBOR is in control but not obviously concerned (tech committee virtually operates separately/Responsibility without authority)
 - Transfer to other colleges & universities
 - Need of accountability
 - Socialist government takeover of remaining academic freedom
 - Academic rigor: being all things to all people might water down academic standards
 - Different double standards for different people (Ex: Accountability for instructors office staff)
 - Education center policies
 - Unequal expectations of employees
 - Separation of BCCC/military schools/main campus

- **Military**
 - Change in military
 - War
 - Rotation of soldiers
 - Army deployments or population drop in Barton County
 - No deployments =no classroom, no money too many staff
 - Changing expectations and rules from Educational Services at Fort Riley

- **Marketing/Competition**
 - Competition from other institutions (3)
 - Other installations incorporating the ideas of Ft. Riley – Troop School, Barton CC
 - Competition between community colleges should not be hampered by artificial borders in a virtual age.
 - Competition (5)
 - Negative word of mouth
 - 4 year colleges
 - Other community colleges
 - Technical school offerings
 - Market area constantly challenged – service area unprotected from outside – other online entities/Heard advertising for SCCC in Manhattan
 - Barton brand
 - Other colleges taking over with demand we can't meet
 - Other universities & colleges catching up w/online offerings
 - Other schools are much more scalable and able to respond to demand in the educational marketplace
 - Local & internet schools w/competitive value-oriented programs
 - Other Community Colleges trying to mimic Barton CCC
 - External shareholders, other colleges/university ↙ State funding
 - Other colleges
 - Cost of operations
 - Perception of better college opportunity elsewhere
 - Competition for students
 - Other schools are recruiting students just like Barton is
 - Other colleges on military bases
 - Educational services by other institutions
 - Competition from other colleges
 - Online classes – (can take classes from any college)
 - With the growth of online education, students have choices beyond our options that we offer -
Could negatively impact our on-campus/live enrollment

- **Low Morale**
 - Lack of morale
 - Rising workloads w/same amount of employees

- **Technology**
 - Not keeping up with changing technology
 - Technology (2)
 - Other schools are improving technology and staying more agile and current with their usage and implementation of IT
 - Some will not embrace technology
 - Technology – advancing, are we keeping up?
 - Classes – offer more classes for the growing area
 - Information

- **Economy/Economic Forecast**
 - Economy (2)
 - Budget cuts
 - Economic forecast and its impact on our resources and potential students
 - Loss of jobs/funding
 - Economic times
 - The economy is sluggish – affecting institutions
 - Temporary set backs

- **Decrease in funding for institutions/scholarships**
 - Funding (5)
 - Loss of funding
 - State budget cuts cause constant uncertainty and concern
 - Budget cuts/wages
 - Budget
 - Decrease in funding
 - Financial limitations for athletic scholarships
 - Competitive salaries
 - Money
 - As project cost go up funding goes down
 - Economy – budget cuts and funds being smaller and job opportunities/security
 - Funding resources and online competitors
 - Money, Money, Money
 - Lack of funding
 - Budget cuts

- **Difficult to change attitudes**
 - Hard to change our attitude we do what we always have done
 - Community and employee resentment when other employees are terminated in a less than professional manner
 - Not being proactive & responding to change

- **Federal and State Regulatory Agencies/Requirements**
 - Not enough/too many restrictions on technical programs
 - KBOR/program alignment

- **Changing campus demographics**
 - Loss of students
 - Age of structures
 - Demographics
 - Decrease in population – decrease skilled workforce
 - Declining student population
 - Location – difficult to bring traditional age students here
 - Changing demographics: aging community, declining population

- **Lack of Community Involvement**
 - **Not involving the community** – location
 - Town doesn't care about college - location, bad streets, no stores
 - Reputation from issues in past
 - Financial/economy – example: community concept of college as a financial drain

- **Changing technology/course delivery**
 - Not keeping up with new technologies
 - Infrastructure no bandwidth
 - Online education expansion
 - Competition (programs & online)
 - Traditional vs. Non-traditional classrooms
 - Online colleges
 - Loss of face-to-face learning opportunities

Other Threats – not categorized

- Distance/location: rural area creates challenges
- Students don't like physical labor
- Lack of student housing
- Low literacy rates
- K-12 instability
- Quality of students

Key Word Descriptors

The final exercise of the session asked participants to brainstorm key words to describe Barton Community College. The intent of the activity was to generate a variety of words and phrases that Barton Community College could use in evaluating its mission and vision. Participants' comments were predominantly positive, and contributed words such as supportive, affordable, integrity, and accommodating. The verbatim results are listed below. Note: Some words were mentioned multiple times. To streamline the report multiple responses were collapsed; the number in parentheses to the right of the word indicates how many times it was submitted.

- A great place to work & study
- Academic
- Academic rigor
- Accessible (2)
- Accommodating
- Adaptable
- Affordable (6)
- Afraid
- Aggressive
- Anything that "can't" usually does happen
- Available
- Barton Community College not only has provided me an education close to home but a job that I'm proud of that allows me to stay close to my roots.
- Basic hands off and let you do your job!
- Beneficial
- Board should be more involved in decision making
- Broken
- Build athletics the right way to boost community involvement
- Caring (12)
- Caring for students (3)
- Caring people
- Caring personnel
- Centered on students
- Changing
- Close knit
- Cohesive
- Committed (2)
- Community (2)
- Community founded
- Compassionate (2)
- Competent
- Competitive
- Concerned
- Convenient campus
- Cost efficient
- Creative
- Crib & milk store
- Customer focused (2)
- Cutting edge
- Death by committee
- Dedicated (2)
- Dedicated employees
- Dedicated staff
- Disconnected
- Disjointed
- Diverse (3)
- Divided (2)
- Double standards
- Driven (8)
- Driven to excel
- Dynamic
- Economical
- Educational opportunities
- Emphasis in instruction/learning
- Enduring
- Enjoyable work environment
- Facilities
- Family (2)
- Flexible (6)
- Flexible class schedules
- Focus on policy procedure not people
- Forward thinking (2)
- Friendly (2)
- Friendly work environment
- Good value (2)
- Great faculty body & staff
- Great place to be an educator
- Growing (2)
- Hardworking (2)
- Honest
- Hopeful
- Important
- In original plans around the library
- Initiative
- Innovative (5)
- Insular
- Integrity
- Interpersonal
- Lack of trustee support to the college - they focus on the Pres.
- Light
- Losing touch with past linked to future
- Love of learning
- Loyal to students
- Mission driven
- Morale
- Multi-dimensional
- Naïve
- Need full time AD

- Need to build art/theater to get more foundation \$
- Nice campus
- Non motivated
- One overall vision
- Open minded (2)
- Opportunistic
- Opportunity
- Outdated
- Outstanding athletics
- Policies & procedures
- Professional (2)
- Progress through technology
- Progressive (4)
- Provide valuable services
- Qualified & competent employees
- Quality
- Quality education (2)
- Red Tape
- Reputable
- Responsive (2)
- Rewards activity not productivity
- Rigorous academics
- Room to grow
- Sheltered from reality
- Small
- Solid- goal oriented
- Staff/faculty who care
- Stagnate
- Strong (2)
- Strong relationships
- Student centered (4)
- Supportive
- Technologically savvy, if underfunded
- Technology
- Thoughtful
- Total quality improvement
- Unorganized (2)
- Up to date classrooms (technology)
- Used to have family atmosphere
- Value (3)
- Value based service
- Value in education
- Value people
- Very Driven
- Very proud
- Visionary (2)
- Willing to try
- Willing to work for the college
- Winning opportunity for workforce

SWOT Categories Summary

The *Cougar Quest AQIP Conversation Days* were designed to serve as part of the strategic planning process for Barton Community College. Faculty and staff in Great Bend and Grandview Plaza participated in facilitated SWOT exercises designed to generate ideas to be used in the AQIP process for accreditation, as well as provide feedback about the institution to leadership. Below is a list of the categories generated by the discussion in the SWOT exercise.

The strengths identified through the SWOT exercise focused on the people at the institution, along with the issue of affordability and the programs and activities offered. Below is a list of the categories generated by the discussion in the SWOT exercise.

Strengths Categories

- Affordability/Quality
- Caring employees and faculty
- Central location
- Cost
- Diverse educational opportunities
- Diversity
- Educational Support
- Innovative technology/IT department
- Marketing and recruitment
- Outstanding facilities
- People
- Quality athletics
- Responsiveness to community needs
- Strong academics and quality instruction
- Strong workgroups
- Student support – very student focused
- Venue

The weaknesses discussed included the lack of funding and other resources, as well as challenges in communication and organization, particularly across the different campuses.

Weaknesses Categories

- Facility – physical plant – need for updates/repairs
- Funding
- Instructional technology
- Lack of marketing/advertisements of specific programs
- Lack of resources – budget instability, lack of time, people and training in technology
- Location of campus – rural
- Need for better technology
- Not committed to developmental education
- Organization - too much red tape
- Poor communication across institution
- Poor morale from faculty and staff

- Reputation
- Split campus
- Staff/instructors concerns

Opportunities identified in the SWOT exercise centered on expansion. This included reaching out to new and diverse audiences, expanding delivery methods, and responding to training needs.

Opportunities Categories

- Advertising - focusing on location
- Affordability
- Better financial aid
- Course development
- Distance learning
- Economic downturn forces creative solutions/grants
- Expansion of alternative delivery modes of instruction
- Expansion of campus/outreach
- Focus on employees and professional development
- Marketing
- Military
- Networking and partnerships with others
- Reaching out to diverse populations
- Responding to community needs/training
- Staff
- Student support
- Technology
- Technology innovations
- Workforce training

In the last category, the threats discussed focused mainly on the economy and budget. Changing demographics and competition from other institutions was also mentioned.

Threats Categories

- Academic standards
- Budget \$ worries
- Changing campus demographics
- Changing technology/course delivery
- Competition from other institutions
- Decrease in funding for the institution/scholarships
- Difficult to change attitudes
- Economy/economic forecast
- Federal and state regulations/requirements
- Lack of community involvement
- Low morale
- Marketing/competition
- Military
- Technology

Key Word Summary

The final exercise of the day had the participants generating a list of key words that they would use to describe Barton Community College. The complete list of all the words generated from the exercise is found on pages 20-21. Overall, these were positive responses that, similar to the strengths identified above, focused on the people at the institution. The following table presents the most frequently mentioned key words in this exercise.

Key Words	Frequency
Caring	12
Driven	8
Affordable	6
Flexible	6
Innovative	5
Progressive	4
Student Centered	4
Caring for Students	3
Diverse	3
Value	3
Accessible	2
Committed	2
Compassionate	2
Customer Focused	2
Dedicated	2
Divided	2
Family	2
Forward Thinking	2
Friendly	2
Good Value	2
Growing	2
Hardworking	2
Open Minded	2
Professional	2
Quality education	2
Responsive	2
Strong	2
Unorganized	2
Visionary	2