# Higher Learning Commission (HLC) Accreditation

The **Criteria for Accreditation** are organized under five major headings. Each Criterion has three elements: Criterion Statement, Core Components, and Examples of Evidence.

1. *Criteria Statements.* These statements, adopted by the Commission, define necessary attributes of an organization accredited by the Commission. An institution must be judged to have met each of the Criteria to merit accreditation. Sanctions may be applied if an affiliated institution is in jeopardy of not meeting one or more of the Criteria.
2. *Core Components.* The Commission identifies Core Components of each Criterion. An institution addresses each Core Component as it presents reasonable and representative evidence of meeting a Criterion. The review of each Core Component is necessary for a thorough evaluation of how an institution meets a Criterion.
3. *Examples of Evidence.* In the Examples of Evidence, the Commission provides illustrative examples of the specific types of evidence that an institution might present in addressing a Core Component.

## Academic Quality Improvement Program (AQIP)

**AQIP** infuses the principles and benefits of continuous improvement into the culture of colleges and universities by providing an alternative process through which an already-accredited institution can maintain its accreditation. An institution in AQIP demonstrates how it meets accreditation standards and expectations through a sequence of events that align with the ongoing activities of an institution striving to improve its performance.

**Action Projects** - AQIP views Action Projects as the keys mechanisms institutions can use to improve performance.

**Systems Portfolios** - The Systems Portfolios cover the nine AQIP Categories, describing processes, results, and improvement in each system, and shows evidence that the institution continues to meet The Higher Learning Commission's five Criteria for Accreditation.

**System Appraisal** - The Systems Appraisal complements the intensive work embodied in the Action Projects by asking the institution to take stock of its overall systems for maintaining quality.

**Appraisal Feedback Report** - The AQIP Systems Appraisal is a consistent, cost-effective process designed to provide an AQIP institution with professional feedback representing the consensus view of a team of educators and others experienced in continuous quality improvement and systems thinking.

**Strategy Forum** (October 3-5 )- An innovative element in the Academic Quality Improvement Program's accreditation process, the Strategy Forum brings together teams from diverse colleges and universities for three days to generate and test new improvement strategies in a creative, supportive environment.

**Quality Checkup Visit** (November 6-8) - The Quality Checkup requires two or more evaluators and occupies two or more days on campus.

**History and Future**

Year of Last PEAQ Comprehensive Evaluation: 2002 - 2003

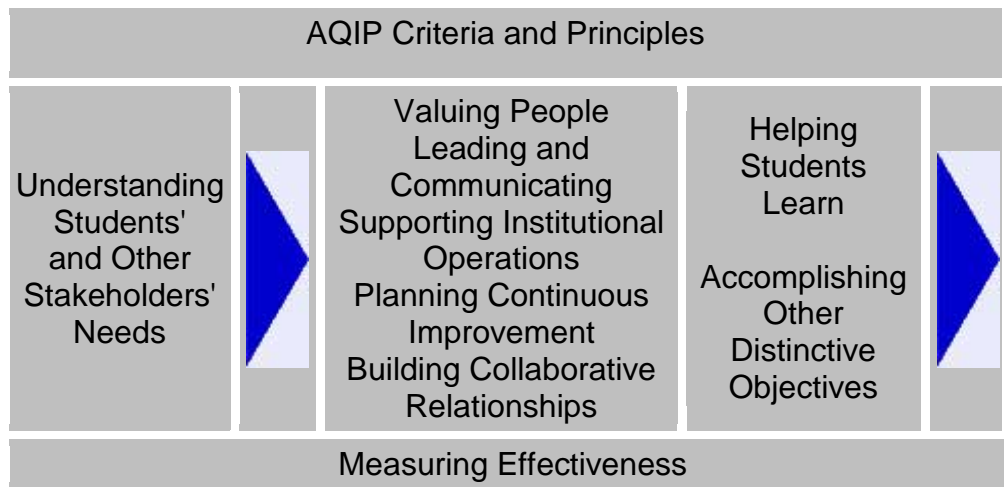Year of Admission to AQIP: 12/13/2007

Year of Last Reaffirmation of Accreditation: None

Year of Next Reaffirmation of Accreditation: 2012 - 2013

Year of Last System Appraisal: 2011 - 2012

Year of Next System Appraisal: 2015 - 2016

Due Date of Next Systems Portfolio: 11/1/15

## AQIP Criteria and Principles

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

## Measuring Effectiveness

**System Portfolio Opportunities which involve the Board of Trustees**

**System Portfolio Question** - **2R4** How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

**Barton's Answer in System Portfolio - 2R4**  All non-instructional programs and activities are designed to address Board ENDS that have evolved through careful study of the needs of stakeholders, the workforce, and state, regional, and national economic indicators. The development and institutionalization of these objectives strengthens Barton Community College; successful results of the other distinct objectives translate into increased enrollment and student satisfaction, greater demand for workforce training, expanded opportunities for partnerships, and improved access to external funding sources. Moreover, the community is strengthened as a result of a skilled workforce, increase in cultural and leisure activities, and expanded opportunities for employment. The chart below identifies the results for each of the ENDS.

**BARTON ENDS RESULTS**

| END/Report Schedule | Essential Skills | Results |
|---|---|---|
| END 4: Personal Enrichment | <ul><li>Students will acquire the skills needed to be successful for the program they are in.</li><li>Students will have the essential skills to succeed in the workplace.</li><li>Students will have the essential skills to lead productive lives.</li><li>Students will be provided remediation as needed.</li></ul> | Graduate Survey; Spring and Fall 2010<ul><li>80.0% of graduating students indicated that services were rewarding or good</li><li>83% strongly agreed or agreed that Barton assisted them in acquiring or improving essential skills for success in college</li><li>78% strongly agreed or agreed that Barton assisted them in acquiring or improving essential skills to be successful in the workplace and/or transfer</li></ul> |
| END 5: "Barton Experience" | <ul><li>Students will be positive about their Barton experience.</li><li>In exit surveys and other feedback report mechanisms, students will speak positively of their experiences at Barton.</li><li>Students will cite individual, personal, caring attention from faculty and staff as a significant factor in how they perceive their experience at Barton.</li></ul> | Graduate Survey; Spring and Fall 2010<ul><li>99% indicate overall experience at Barton was positive</li><li>98% would recommend Barton to others</li></ul>eCourse Survey, 2010<ul><li>95% satisfaction with student services offered by Barton</li></ul> |
| END 6: Regional Workforce Needs | <ul><li>The College will develop strategies to identify and address on-going needs.</li><li>The College will organize area resources in addressing needs.</li><li>The College will build effective partnerships in addressing workforce needs.</li><li>The College will be recognized as a leader in economic development.</li></ul> | <ul><li>66 customized/responsive training sessions</li><li>275 active business/Industry partners</li><li>$1,543,501 income from grants received</li><li>$34,073 cash and in-kind gifts received</li><li>Military Schools: 5,804 soldiers trained</li><li>Army National Guard: 628 soldiers trained</li><li>Military Onsite Training at 5 sites: 892 trained</li><li>HazMat and Emergency Training: 197 trained</li><li>$113,800 cash and in-kind gifts received</li><li>$1,179,727 Military Schools payment in-kind</li></ul> |
| END 7: Service Regions | <ul><li>Service regions will be compatible to the institutional mission of the College.</li><li>Service regions will be in accordance to available resources.</li><li>Service regions will maximize revenues and minimize expenses.</li><li>Service regions will minimize local tax reliance.</li><li>Service regions will compliment growth of student learning services.</li></ul> | <ul><li>Moving toward a funding model - 1/3 local taxpayer, 1/3 state funded, and 1/3 student funded<ul><li>Current revenue indicates 33.1% students, 32.3% tax payer, 28.7% state aid, 5.9% other</li></ul></li><li>Distance Education<ul><li>Alignment of information on Barton website and Bartonline websites</li><li>Consolidation of registration confirmation information</li><li>Enhanced Early Alert process</li></ul></li></ul> |
| END 8: Strategic Plan | <ul><li>The institutional mission of the college will be supported by strategic planning goals and objectives.</li><li>Accreditation requirements of the Higher Learning Commission will be satisfied through the development and implementation of strategic planning goals and objectives.</li><li>Kansas Board of Regents policies and mission will be satisfied through the development and implementation of strategic planning goals and objectives.</li><li>Strategic planning goals and objectives shall be measurable in order to demonstrate their effectiveness and to provide accountability to the public</li></ul> | Developed and published Strategic Planning Umbrella<ul><li>Identified and aligned critical documents including HCL AQIP, Kansas Board of Regents requirements and Barton initiatives</li><li>Conducted SWOT, SOAR analysis report, and environmental scan</li><li>Refined strategic direction – facilitation with Barton key stakeholders March 2011</li><li>Developed and refined measurable indicators -facilitation with Barton key stakeholders April 2011</li></ul> |

Figure 2R4

**System Appraisal Feedback Report** - **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.

**System Portfolio Question - 7R2** What is the evidence that your system for Measuring Effectiveness meets your organization's needs in accomplishing its mission and goals?

**Barton's Answer in System Portfolio - 7R2** The BOT has identified eight ENDS Statements which the College leadership is required to meet. The Office of Institutional Research coordinates, with departments across the College, to produce bi-monthly monitoring reports. The reports allow the BOT to determine the degree to which College is meeting the mission and vision. Monitoring reports can be reviewed on the College web site. The BOT also critiques the reporting methods in order to ensure that each year they reflect the changing environment.

**System Appraisal Feedback Report - 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.