

DRIVE STUDENT SUCCESS

| ACTION/FUNCTION | LOCATION | RATINGS | TO REACH NEXT LEVEL |
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| MISSION | Great Bend | 3 4 3 3 | <ul style="list-style-type: none"> It says everything it needs to relative to Student Success, but it is not well-displayed on campus There needs to be a method for relaying the key points of the mission without having to know the whole statement. This can easily be done by saying we focus first on Driving Student Success, and that this is supported by the other three principles, etc. Mission needs to be presented to new employees and reviewed by the whole campus annually. Public Relations can support mission statement visibility by providing wall art containing the statement and the principles that could look something like this, but with the mission statement instead of the ND notice printed on canvas or framed: https://www.dropbox.com/s/srvpn2nhjxnwcy/ND-BumperSticker0415proof.pdf?dl=0 Be more adaptive to changes, overall Train new employees on resources and empowering them by teaching them their place in the overall, big picture of the college's mission Work on accessibility of information for everyone, staff, faculty, and students – communication Better train students and employees of support systems that are already in place for them Taking a more proactive stance on day-to-day and semester-to-semester happenings rather than waiting and reacting Be in better control of our day-to-day responsibilities so that when something is mandated from a governing body, we are better able to pivot and move forward More consistency in essential skills for students Training for all students and employees regarding the mission of the college Better articulation of what defines student success benchmarks for faculty/staff across college Increase focus and engagement of students Simplify mission statement Make mission statement more prominent – put it in prominent visible places around campus and on college documents Focus on mission during recruiting and develop a mentoring system for students Stress mission during hiring Training of all employees on the college's mission Yearly Communication from the Board when they review. |

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| | | | <ul style="list-style-type: none"> • Report from Board on what Benchmarks they used |
| | Junction City | 3 3 | <ul style="list-style-type: none"> • Capability/Maturity Model becomes part of the Barton Culture • Mentoring/Professional Development program reinforces mission and core principles • Gather more staff, faculty, student input |
| OPERATIONAL INTEGRITY | Great Bend | 3 3 4 4 | <ul style="list-style-type: none"> • Policies on academic freedom, faculty development, student conduct and expectations are <i>available</i> and <i>accessible</i>, but they are not actively promoted to faculty, staff and students consistently. The online class model where students are required to review and test over academic integrity should be adopted for all courses, regardless of course platform or delivery method, and replicated for new hires as well. • Clearly define development for faculty and standardize it (KBOR change will help with this.) • Prompt more student engagement with the policies that we already have in place, as an institution. • Require students to be responsible for such information as academic integrity, orientation, and syllabus details (as mandatory as distributing a syllabus on the first day) <ul style="list-style-type: none"> ○ This is required of BARTonline students, but campus students are not required to interact with this information. • Requiring that faculty/associate faculty utilize course shells could unify the training that students are receiving on the resources available • Scavenger hunts for campus resource were listed as a great way to make students responsible for need-to-know information, also. • With disciplinary issues, in general, having a follow-up method to close the loop between behavioral issue and disciplinary action final result would help us better determine if students feel they are being treated fairly and/or if they are aware of the different levels of appeals they have available to them if they're unhappy. • Interactive online tutorials for students before accessing course shells • Required interactive tutorials for appropriate faculty and staff • Consistency in application of policies between divisions and departments • Make requirements clear for students when they matriculate to Barton • Improve new student orientation • Find ways to deal with entitled students • Associate faculty training process |
| | Junction City | 3 4 | <ul style="list-style-type: none"> • Mentoring/Orientation programs for new Faculty and Staff. • Import the Bartonline Orientation and Academic Integrity Quizzes as needed.. |

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| | | | <ul style="list-style-type: none"> • Sharing CAT Data and Best Practices • Publishing and acting on systemic issues from Student and Faculty surveys. • Need regular review schedule • Easier to find on web • More ways to engage students in their part |
| TEACHING & LEARNING: QUALITY, RESOURCES & SUPPORT | Great Bend | 3 2 2 3 | <ul style="list-style-type: none"> • Need robust evaluations for adjunct faculty similar to what is in place for full time faculty. • Need a method for rewarding good teaching and quality work for employees. CompEase removes this element. • Otherwise, resources provided for classrooms are sufficient and were considered a strength by our group. • We believe the education we provide is quality, but we know it isn't consistent. • Standardization in items such as course shells, common rubrics, and grading time requirements. Students who don't receive feedback on the work they're doing are bound to remain static in their learning experiences. Some students aren't informed of grades on assignments until the end of the semester. • The model of BARTonline instructors meeting a rubric for their course before it begins would be a good start to standardize face-to-face offerings. • Our student support services: tutoring, counseling, and advising, need to be more widely publicized. On-campus students are aware of these options, but how many students taking classes in other modes of delivery are aware of these services? • How can we make them more easily accessible to more students in more modes of delivery? • More consistent and objective evaluation of teaching and faculty • More opportunities for professional development • Better use of Professional Development Days • Improve teacher collaboration between sites • Hold faculty accountable • Face to Face faculty support • Resource sharing • Process for expanded faculty mentoring |
| | Junction City | 2 3 | <ul style="list-style-type: none"> • Annual Faculty Evaluations/Goal Setting Sessions both as individuals and programs. • Establishing a Lead Faculty system and sharing best practices. • Mentoring/Orientation programs for new Faculty and Staff. • Updating and Publishing the Faculty Handbook • Benchmarking success and resource needs. • No policy to deal with negative teacher feed back • Hold faculty accountable |

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| TEACHING & LEARNING: EVALUATION & IMPROVEMENT | Great Bend | 3 3 3 3 | <ul style="list-style-type: none"> • Need consistency in the process for assessment. Some instructors are doing it, but many are not. Those who are, might not be using it to make decisions in how they improve their courses. This needs to be centralized and I believe Jo Harrington is building this piece of the puzzle. See inside back pages of Community Report for an example of how it should be used. • As an institution, we assess and make changes, but all documentation isn't regularly updated to reflect what we've done. • Sometimes the public sees old information. • More/faster communication internally could help us better evaluate and assist students. • Better more consistent assessment of learning • Better sharing of information across departments and divisions • More consistent review of programs across campus. Less complicated and more responsive • Use the data we have more effectively • Need for rewards for good teaching • Formal mentoring program and better orientation for new faculty. • Need more consistency across the college • More in depth evaluations • Take Action on results • More holistic approach to evaluations |
| | Junction City | 2 3 | <ul style="list-style-type: none"> • Publishing and sharing common CAT and Survey data. • Mentoring/Orientation programs for new Faculty and Staff. • Sharing Best Practices • Benchmarking success and resource needs against the planning framework • Need more rigorous evaluations • Create professional development classes |
| RESOURCES & PLANNING | Great Bend | 2 3 3 3 | <ul style="list-style-type: none"> • Program reviews need to happen for <i>all</i> programming, including on the academic side. (WTCE says it reviewed all its programs) • Individual areas of campus were empowered to decide what is cut when the 10% requirement came down the pipe. This is a huge strength when it comes to trust in decentralizing this type of decision-making. • This strategic planning initiative is a step in the direction of making it a 3. • Be more proactive rather than reactive. • Some team members wanted to learn of struggles within programs before it came to a crisis/cut. • Empowerment to make necessary changes while feeling supported • More open communication of internal program workings/numbers. |

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| | | | <ul style="list-style-type: none"> • Successfully completing and implementing the new strategic plan. • Better integration of all factors for the budgeting process • Better more regular access in this area so all are aware and given time to respond • Continue to build new framework and learn how to adapt |
| | Junction City | 2 2 | <ul style="list-style-type: none"> • Time. The Strategic Planning Framework is a major paradigm shift and not yet part of the 'Barton Culture'. • Need a planning model • Need more feedback • Put funding where energy is |

CULTIVATE COMMUNITY ENGAGEMENT

| ACTION/FUNCTION | LOCATION | RATINGS | TO REACH NEXT LEVEL |
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| MISSION | Great Bend | 3 3 2 2 | <ul style="list-style-type: none"> Use WTCE Advisory Board model across ALL departments on campus. Ex: Admissions, Math, Enrollment Services, English Include on and off campus partners to provide input, increase communication and outside evaluation, provide assessment and feedback Include student and alumni representatives on Advisory Boards Improve community member understanding of mission and linkage to action Document and Communicate Create Policy on handling. PR Press Releases & Publications List Partnerships online. Debut them in newsletter or press release. Include employers on fliers More fully document the linkage between mission and action Continue to pro-actively visit with Community members. On program Advisory boards, always consider including different community members. Consider focus surveys of community members. |
| | Junction City | 2 | <ul style="list-style-type: none"> More involvement with community from areas where courses are being taught. (Example – TX for military schools and Topeka and other areas for paramedics area) Work with Ed Center on military installations to determine programming and scheduling. |
| OPERATIONAL INTEGRITY | Great Bend | 2 2 3 3 | <ul style="list-style-type: none"> Reach out to high schools, and other service area stakeholders to survey their perspective on Barton’s transparency, accountability, and ethical behavior Base next-level plan from the survey results Improve customer service and communication between Barton and students, Barton and High Schools, and Barton and Parents Present students a clear outline of contacts to resolve conflict/issue specific to each class/course. E.g. issues with ITV, with faculty, with environment Improve faculty knowledge of Student Support Services and other service departments External Awareness of ROI |

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| | | | <ul style="list-style-type: none"> • invite alumni back to play in the band, sing etc. and engage them in classroom as guest speakers to speak re their career success (athletics already does this first part well) • annual alumni document noting grad year and where grads are employed • increase student community volunteerism • better promotion of the engagement of students in community service etc (we do internal, but community doesn't know about it) • more departmental specific clothing and alumni pride items (again, athletics does this well) • must evidence to external stakeholders their ROI – how many students are receiving scholarships? – how many are getting jobs? • place door magnets on college cars that not just promote BCC, but promote a specific program (whoever is driving) • need more promotion of ROI on billboards etc, in addition to the annual report • Transparency and Internal Awareness of Positive Results & Engagement of Personnel in Sharing BCC Story <ul style="list-style-type: none"> • initial faculty orientation to include more about college community • continue with administrative forums • transparency lacking across departments • improved connectivity if internal email included a face pic with the signature line • when announcing new hires, share a couple reasons why hire will benefit college • new GB faculty should volunteer to attend tours with Ambassadors as they are learning the new info • Communication • Training/Orientation Survey • Annual employee satisfaction survey • Continue Open & consistent communications via PR. • Keep reminding communities of 'promises kept' • Add evaluations of efforts to show added value. |
| | Junction City | 3 | <ul style="list-style-type: none"> • More formal evaluation documented. • Cross functional communication to community. |
| TEACHING & LEARNING: QUALITY, RESOURCES & SUPPORT | Great Bend | 1 3 5 2 | <ul style="list-style-type: none"> • Redefine “community” to include micro-communities such as Hispanic, Non-Traditional, Single Parent, Blended Students (taking online and F2F classes). Then include external stakeholders from those micro- |

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| | | | <p>communities to gain feedback on defining outcomes that relate to their unique needs</p> <ul style="list-style-type: none"> • Increase community awareness of opportunities to participate in discussions that contribute to student success • Improve Knowledge of Evaluation & Improvement • Budget and Staffing • Barton cannot be everywhere doing everything. Improve methods of evaluating academic programming, services and locations. • Engage communities with need for evaluations in challenging times. • Document how community members help define student learning outcomes. • Develop process to evaluate community needs. |
| | Junction City | 4 | <ul style="list-style-type: none"> • Continue to involve faculty in KBOR Common Outcome Meetings |
| TEACHING & LEARNING: EVALUATION & IMPROVEMENT | Great Bend | 1 4 5 1 | <ul style="list-style-type: none"> • Create an assessment process for ALL service area groups, including admissions, advising, enrollment, financial aid, student support services, etc. • Actually DO course level Assessments (the CAP assessments) evaluating courses across instructors, schedule, and venues to ensure consistency of outcomes and quality do not waver from each iteration of the course. • Report the assessment results to campus and stakeholders • Identify Means of Collecting Student Career Attainment - Better survey response gathering/new method of gathering? • Find funding for new programs • Continue moving towards and developing continuous process improvement methodology. • Develop consistent ways to assess the workforces and economic needs of Barton communities. • Continue activities to evaluate and assess teaching and learning. |
| | Junction City | 2 | <ul style="list-style-type: none"> • Consistency would be desired across areas in order to improve. • Create common process but allow for variance because of our different constituents. |
| RESOURCES & PLANNING | Great Bend | 1 4 4 1 | <ul style="list-style-type: none"> • The strategic plan is there but it is used ad hoc – not consistently. • Involve external community on the front end – for example, how would the High Schools, Chambers, or other stakeholders fill this rubric out? • Closing the Loop on Implementations |

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| | | | <ul style="list-style-type: none"> • Expansion of External Community Input • Service regions are non-negotiable so this is hard. • We make do with what we have. • Aggressively move towards the strategic planning framework as it has been presented. • Continue to develop opportunities for community members to have a meaningful voice through advisory boards, focused surveys/listening/comments sessions. |
| | Junction City | 2 | <ul style="list-style-type: none"> • More direct feedback from community. • Survey needs and collect data from individual venues. |

OPTIMIZE EMPLOYEE EXPERIENCE

| ACTION/FUNCTION | LOCATION | RATINGS | TO REACH NEXT LEVEL |
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| MISSION | Great Bend | 1 1 | <ul style="list-style-type: none"> • Be more structured at defining and including optimizing employee development and participation in governance and stated in the mission statement. • Scheduled periodic reviews of the mission; reviews should be inclusive of representatives from various areas of the college, including student and perhaps external representatives • Review individual department/division/area missions statements and align with overall college mission • Ensure the college mission aligns with any external mandates (e.g. state, accrediting agency, federal) Make the mission more of a “living mission”, including it more prominently in |
| | Junction City | 2 2 | <ul style="list-style-type: none"> • Define PD • Align PD so it’s available for all • Have uniform processes available (for all campuses) • Find ways to measure PD’s for continuous improvement • It should be explicitly stated that employee professional development is priority and is accessible to all. • The mission should also be in more places and highly visible |
| OPERATIONAL INTEGRITY | Great Bend | 3 3 | <ul style="list-style-type: none"> • Define in policy and be consistent with the methods used in dealing w/like situations. • Improve communication for all employees • Constantly evaluate the communication processes. • Develop a course shell on ethical behavior for review every couple of years. • Employees who work remotely should be monitored more consistently; expectations of remote employees should be consistent rather than ad hoc per department • Annual training should be simplified, should be learning-based rather than simply assessed for accuracy, and should include an integrity component • Employees should be encouraged and even expected to participate in campus communication efforts (e.g. Barton Chat, Barton Forums, etc.). • Barton should develop a College Code of Conduct for employees. |
| | Junction City | 3 2 | <ul style="list-style-type: none"> • Find a way to review (perhaps a 3rd party) • Make schedule of Evaluations available for staff and faculty • Speed up evaluations of new hires; instead of 12 month eval, we propose a 3 month then 6 month evaluation • Mentoring Programs (as GVP does with faculty) |

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| | | | <ul style="list-style-type: none"> We have a lot of policies and procedures guiding our behavior, but they need to be 1) simplified and condensed. 2) broadcast to everybody with some kind of frequency |
| TEACHING & LEARNING: QUALITY, RESOURCES & SUPPORT | Great Bend | 3 1 | <ul style="list-style-type: none"> Need opportunities for all classifications of employees for training Developing more consistent and robust new hire orientation (i.e. all should be trained in computer usage, who to contact for what around campus and at other campuses, methods of communication or how to keep "in the know", etc.) Establish a better system for employee recognition. Example: The "Barton Difference" is very targeted in recognition. However, the facilities crew who shovel snow from sidewalks for students to get to class also play a part in helping students earn their degree. There are many "Unsung Heroes" who work to keep the college going. Showcase improvements, innovations, etc. employees have engaged in. Example: Communicate BHAG's (e.g. the new remedial math delivery format) in a format similar to what is used to introduce new employees Establish a mechanism by which groups can apply for mini-grants within the institution for projects they would like to try but that have a price involved. (Example: the new remedial math delivery format was only able to proceed because they found a way to fund through the use of some current fees. Had that not become a resources, this new successful format might not have been attempted.) Promote to employees the ROI of professional development training by showcasing innovative concepts brought back and implemented at Barton as the result of investment in professional development. |
| | Junction City | 2 2 | <ul style="list-style-type: none"> More collaboration with department faculty (within same/similar departments) Need to engage more people from various venues (campuses) Utilize Go-to-Meeting more frequently to align campuses Scheduling & Advising (align classes with those offered by advisors during appointments (or vice versa) Centralize Barton-specific professional development as it relates to our policies and procedures or umbrella topics relating to all employees. Decentralize other forms of professional development and assign budgets to departments and divisions sufficient to allow for additional coursework, conferences and other continuing education opportunities specific to their areas of expertise. Consider all satellite locations when scheduling things like Professional Conference Days, etc. |

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| TEACHING & LEARNING: EVALUATION & IMPROVEMENT | Great Bend | 3 2 | <ul style="list-style-type: none"> • Need consistency across all divisions. • Not sure how this applies to staff • Academic programs should go through a periodic review similar to the ones that vocational programs go through. • When new processes are put into place, a feedback loop should be expected. (Example: The TB information collection process was put into place and seemed to be working, but without evaluation the fact that there were bottlenecks in the process was not considered.) • A full-time position should be in place to assist instructors with using assessment data to make changes which could positively impact student learning. • Train employees on established and effective methods of analysis • Establish ways to link assessment with improvement. |
| | Junction City | 2 3 | <ul style="list-style-type: none"> • Possible reviewing by 3rd party (no bias) • Better alignment between campuses • Scheduling & advising; at least some involvement of what will be offered and what the advisors offer their students • A great deal of data is available, and faculty know what needs to be done. • There needs to be some process to get consideration for additional resources to ensure appropriate progress is made. Decision should be based on the data mentioned. |
| RESOURCES & PLANNING | Great Bend | 3 3 | <ul style="list-style-type: none"> • Need consistency for all classifications of employees for training. • Separate individual staff and faculty goals from the annual performance evaluation process in order for planning and evaluation processes to be more dynamic and continuous rather than at one point in time. • Check to see how goals that are set link through to and align with the college mission. • Ensure all departmental goals align with the college mission. • Automatically built into all processes should be: <ol style="list-style-type: none"> 1. Plan 2. Do 3. Check 4. Act |
| | Junction City | 3 1 | <ul style="list-style-type: none"> • Dissemination of ideas and decisions • Evaluations • Taking documentation and implementing it • Better preparedness for Accreditation purposes • Professional development is not viewed as a priority on campus, though some departments do have budgets to use. • Many are hesitant to use it as they have a hesitancy to take action and use the funds. There can be a stigma of selfishness |

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| | | | <p>attached to using funds to develop one's own skills. It should be communicated that this is in the best interest of the institution, since our people are the product we're selling at the end of the day.</p> <ul style="list-style-type: none">• See the third item's notes (T&L – Quality, Resources & Support) for further context and more ideas. |
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EMPHASIZE INSTITUTIONAL EFFECTIVENESS

| ACTION/FUNCTION | LOCATION | RATINGS | TO REACH NEXT LEVEL |
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| MISSION | Great Bend | 3 3 2 | <ul style="list-style-type: none"> • Participate in Pathways • Conduct cross-departmental dialogues at regular times • The budget framework does guide our actions. • Our administrative assistants are essential. They are the “go to” for resources. • Internally we have budget input with our deans, more is needed. • Enhance awareness of college mission and relationships to various college areas and units • More training and follow up for employees • Communicate how decisions are made utilizing assessment and data that ties to the mission • Creation of full time Institutional Effectiveness position to manage data collection, reporting, analyzing and dialog with employees to increase awareness |
| | Junction City | 1 | <ul style="list-style-type: none"> • Increase participation on all levels. • Continue developing communication, that includes connecting people with overall increasing buy in and sense of ownership. |
| OPERATIONAL INTEGRITY | Great Bend | 4 3 3 | <ul style="list-style-type: none"> • Publish all results of audits, certifications, on and clearly accessible • Foster a climate of consistent ethical behavior campus-wide • In emergencies use the faculty Council to consult on budget changes. • Faculty driven input is needed for budget planning meetings These meetings need to incorporate support services • Find resources and partnerships outside of the BCC budget. • Automated e-mail receipt for submitted forms. • Data sharing between 4 year and 2 year colleges. • Increase communication from upper administration • Mandatory college forums within the college work day • Staffing levels are not sufficient - Understaffed: people are wearing too many hats to do job sufficiently - Staff not always sufficiently trained • Enhance professional development opportunities in Customer Service and Supervisory Development |
| | Junction City | 1 | <ul style="list-style-type: none"> • Increasing transparency with communication and Equitable accountability. |
| TEACHING & LEARNING: QUALITY, | Great Bend | 4 2 2 | <ul style="list-style-type: none"> • Consider creating individualized course formats for advanced students, eg telescoping • Advisors as support assistants |

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| RESOURCES & SUPPORT | | | <ul style="list-style-type: none"> • Consistent and timely use of the e- gradebook. • “A pat on the back” system to accompany the early warning system. • Create full time Institutional Effectiveness position to assist in conducting and reviewing program reviews • Incorporate Student Services & Business Administration areas into program reviews • Increase student, staff and faculty awareness of support services • Align college resources to program needs • Enhance professional development opportunities for faculty |
| | Junction City | 2 | <ul style="list-style-type: none"> • Continued review of actual and perceived needs and equitable distribution of resources to meet our mission. |
| TEACHING & LEARNING: EVALUATION & IMPROVEMENT | Great Bend | 3 3 2 | <ul style="list-style-type: none"> • Foster opportunities for networking with counterparts at other community colleges in Kansas • Create a mirrored program for students who want to be a part of a group...”Peer Support Groups” • Evaluation extends to associate faculty • Assess student success model and plan strategies to improve student retention and completion • Increase trained staff positions in support services in order to provide more accessible, quality services and improve student retention • Ongoing professional development for faculty/staff • More collaboration between support services and faculty |
| | Junction City | 2 | <ul style="list-style-type: none"> • Analyzing data, evaluating and reviewing data, productively (to move forward for quality education) as a group by disciplines and/or areas. |
| RESOURCES & PLANNING | Great Bend | 4 2 3 | <ul style="list-style-type: none"> • Evaluate current programs and adapt best practices to respond to local, national, and global demands to support our programs in their mission of student success • Leverage community partnerships and resources • Reach out across borders, interact within universities in China, Indonesia, South Korea with our Bartonline format • Be more open to researching and innovating new methods and ideas • Communicate initiatives and progress frequently • Increase amount and frequency of ongoing conversations related to strategic planning |
| | Junction City | 1 | <ul style="list-style-type: none"> • Moving forward needs to include shifting to a process with the Mission driving the budget process. |