



July 30, 2021

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

Dear President Heilman:

Attached is a copy of the Multi-Location Visit Report completed following the visit to Barton County Community College. As detailed in the report, the pattern of operations at the locations appears to be adequate and no further review or monitoring is necessary.

Within the Multi-Location Visit Report, you will find brief comments on the instructional oversight, academic services, student services, facilities, marketing and recruitment information and adequacy of assessment of student performance. Please consider these comments as advice for continued improvement of the additional locations.

Per HLC policy, completion of these visits and fulfillment of the requirement will be noted in your institution's history record and the completed report will be included in your institution's permanent file.

If you have any questions or comments regarding the Multi-Location Visit or the attached report, please contact Pat Newton-Curran (pnewton@hlcommission.org).

Sincerely,

Higher Learning Commission



Multi-Location Visit Peer Review Report

Institution: Barton County Community College

Additional Locations Visited:

Location Name	Location Address (<i>street, city, state and ZIP code</i>)	Date Reviewed
Fort Riley Campus	211 Custer Avenue Fort Riley, KS 666442	June 24, 2021
Grandview Plaza	100 Continental Drive Grandview Plaza, KS 66441	June 24, 2021

Peer Reviewer

Name: Karlene Tyler

Institution: McPherson College

Title: Associate Professor of Speech

Instructions

In order to document effective administrative systems for managing multiple additional locations, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in Comments the institution’s strengths and/or opportunities for improvement in controlling and delivering degree programs off-campus. If comments pertain to a specific location, they should be included along with the identity of that location.

Submit the completed report as a PDF file at hlcommission.org/upload. Select “Final Reports” from the list of submission options to ensure the institution’s materials are sent to the correct HLC staff member. The report is due within 30 days after the last additional location is visited.

Overview Statement

Provide information about current additional locations and the institution’s general approach to off-campus instruction. Describe the growth pattern at the institution since the last review of off-campus instruction. Provide information about the involvement of external organizations or other higher education institutions.

Judgment of reviewer. Check appropriate box:

Adequate

Attention Needed

Comments:

Barton County Community College offers educational and training experiences beyond its home campus. Presently, BCCC has six additional locations where unique and targeted programming is offered to students to give them skills to enter the workforce. BCCC reports that expanding their enrollment at the present will most likely be online.

This visit involved two locations, Fort Riley and Grandview Plaza. The Fort Riley location started in 1984 specifically to serve soldiers and their families, as well as civilians in neighboring communities. Four degrees are offered at this location. The Grandview location began in 1990 at a different address, but then moved to its present location in 2008 where 8 programs of study are offered. The Central Kansas Educational Opportunity Center, a U.S. Department of Education TRIO grant program is located at these two locations.

Institutional Planning

What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

Judgment of reviewer. Check appropriate box:

Adequate

Attention Needed

Comments:

Barton County Community College has a very well outlined process for assessing needs at these two additional locations. BCCC works closely with the military to determine the need for classrooms, offices, and technology at the Fort Riley location. BCCC works closely with state and federal licensing organizations to determine the physical and staffing needs for the hazardous materials and emergency medical services programs offered at the Grandview Plaza location.

BCCC also closely monitors enrollment trends which affect staffing. An example of the close monitoring process that takes place was the recent trend of declining enrollment at the Fort Riley location, that COVID, then, magnified. The decision was made to eliminate ten full-time faculty positions and replace needed positions with adjunct faculty. Interviews with students indicated that there was great satisfaction, still, with the time, location, and quality of classes.

Another example of BCCC success was when changes to Veterans Services left a service gap at the Fort Riley location. BCCC was able to cross-train staff at both Fort Riley and another location, thus enabling the staff to provide uninterrupted service at both locations. Because BCCC involved the home campus staff with the additional locations staff, all were also able to align processes that will make sure Veterans' Services will be more efficient at all locations.

Facilities

What evidence demonstrates that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

Judgment of reviewer. Check appropriate box:

Adequate

Attention Needed

Comments:

Tours of each additional location (Fort Riley and Grandview Plaza) showed that the facilities were quite adequate for the programs offered. There was space for faculty and administrative offices, as well as plenty of parking, a good security system, and areas for students to have informal meetings and areas to have snacks and eat. All areas were handicapped accessible, and for classes that needed textbooks, services were available. Many classes have transitioned to Open Educational Resources (OER) during COVID-19, thus eliminating the need for textbooks.

At the Fort Riley location, the Deans and Program Directors consult with faculty, staff, students, and external stakeholders to identify student and curricular needs. The MOU between BCCC and the Fort Riley Education Services Officer states that meetings will be held on a regular (monthly) basis to discuss any issues relating to facilities or program operation.

At the Grandview Plaza location, where a great deal of reliance on technology exists, BCCC's IT team visits each week to ensure equipment is working properly, and if needed, replaced. Program Directors, using the BCCC facility review process, work with accrediting agencies to ensure that facilities and equipment needs of students and programs are met.

Instructional Oversight

What evidence demonstrates that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer. Check appropriate box:

Adequate

Attention Needed

Comments:

The Learning, Instruction, and Curriculum Committee is faculty-led and is responsible for the oversight of curriculum, and reports to the Vice-President of Instruction. The deans of these additional locations report to the VP of Instruction, thus ensuring the integrity of courses and curriculum. The Curriculum Approval Matrix (CAM) outlines the process which begins at the divisional or program level.

BCCC has instituted a Center for Innovation and Excellence which is available to all faculty and staff, and expands opportunities for orientation, training, and best practices. There are three programs in the center 1) Instructional Excellence Academy 2) Barton Assessment Institute 3) Barton Leadership Institute. The Instructional Excellence Academy is a peer-to-peer group sharing for faculty; the Barton Assessment Institute is a year-long program developed to train faculty and staff to become assessment leaders; the Barton Leadership Institute furnishes employees with administrative and managerial skills.

Interviews with 13 students at both locations led this reviewer to believe that student expectations were met in terms of satisfaction with curriculum, faculty, and communication of information to students. One specific example of improved communication was the publication of expected schedule release dates and future cycles of classes to the webpage. Students were able to plan more effectively with this information.

Institutional Staffing and Faculty Support

What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location, and that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

Judgment of reviewer. Check appropriate box:

Adequate

Attention Needed

Comments:

BCCC has a job description for every position, and uses a centralized Faculty Qualifying Credential System that ensures each instructor possesses the proper credentials. Hiring is conducted by a committee of two or more individuals and must include a Human Resources staff member who has vetted the applicant before an interview is scheduled.

BCCC requires mandatory orientation and training for additional location hires just the same as on campus. There is a very clear orientation process depending on the job description for each new hire including training in the use of technology, safety issues, and unlawful harassment issues. As mentioned in the comments above, BCCC's Center for Innovation and Excellence provides professional development opportunities for faculty and staff in addition to online conferences and workshops and budgetary allocations to attend state and national conferences in their areas of expertise.

Faculty and staff at these additional locations are evaluated with the same procedures as on campus which includes supervisor comments, self-reflection, student comments, and classroom visit feedback. If serious concerns surface a Performance Improvement Plan (PIP) is developed by supervisors and employees that give employees the opportunity to improve by outlining specific areas for improvement with a timeline.

Student Support

What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library

materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

Judgment of reviewer. Check appropriate box:

Adequate

Attention Needed

Comments:

At the entrance to each additional location Customer service representatives (CSR's) are trained to offer basic services for admissions, enrollment, financial aid, payments, and book orders. CSR's work with experts in these areas to connect students if they need more assistance. Academic advisors are also available to meet with students in person, on the phone, or via Zoom to review degree plans and assist with course selection.

The Central Kansas Educational Opportunity Center (CKEOC), a U.S. Department of Education TRIO grant program, works with first-generation and low-income adults in postsecondary education. From these two additional locations CKEOC serves approximately 60% of the 1000 students it is funded to serve annually. About 300 of these participants (50%) attend BCCC or attend BCCC within a year of first contact.

BCCC has in place several ways students can give both positive and negative feedback on the service they receive. Electronic surveys are often used to gather information. On every BCCC web page students have the opportunity to provide feedback. In addition, the Army has an Interactive Customer Evaluation (ICE) program where students can pass along negative or positive feedback for classes taken at the Fort Riley site.

Again, when the peer reviewer met with students, they acknowledged that they knew and had used some of these opportunities to provide feedback with their concerns. However, most acknowledged the ease with which they receive information and/or help.

Evaluation and Assessment

What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

Judgment of reviewer. Check appropriate box:

Adequate

Attention Needed

Comments:

BCCC has a very specific flowchart that outlines their assessment process which flows from their mission statement and includes 1) fundamental and general education outcomes 2) co-curricular outcomes 3) program learning outcomes 4) competencies and course outcomes 5) classroom learning objectives. These are collected and analyzed and regularly shared with faculty, staff, administration, and the Board of Trustees. They are then published on a web page titled Assessment of Student Learning: Evidence.

Continuous Improvement

What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.

Judgment of reviewer. Check appropriate box:

Adequate

Attention Needed

Comments:

These additional locations align with BCCC's mission, as well as external partners' requirements. At present BCCC is focusing on student learning outcomes and student services.

BCCC shared several specific examples of changes they have made as a result of employing continuous improvement strategies. These include 1) creating a general checklist to deliver information to new students 2) publishing future course cycles with their course search option 3) spurred by COVID-19, many instructors transitioned to using Open Enrollment Resources (OER), therefore eliminating much confusion over the distribution of textbooks, and if textbooks were required, the process was centralized, eliminating another non-instructional duty for instructors 4) setting a maximum number of daily student appointments for advisors, thus freeing time to plan and complete other tasks.

Marketing and Recruiting Information

What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

Judgment of reviewer. Check appropriate box:

Adequate

Attention Needed

Comments:

The Director of Public Relations (PRM) is responsible for all college communications and publications. To ensure that electronic communication changes are consistent, BCCC uses a tool, SiteImprove, to find and replace information across their website. The guidelines and protocols for all locations are the same and are outlined in the [Barton Brand Guide](#). In addition, these additional location sites have implemented an etiquette guide for posting and responding to social media posts on program-related websites.

It is of note that because of utilization of nearly a dozen different platforms, including both traditional and electronic media, BCCC created a position in the PR & Marketing Department, a Marketing Strategist. This person reviews and works with all types of media to determine where they can get the most "bang for their buck." This has resulted in savings where, for example, BCCC has been able to eliminate costly printing and mailing dollars and replace those communications with electronic or radio spots.

Student Consumer Information is regularly reviewed and updated, and includes the college catalog, degrees and programs, financial aid, and cost of attendance.

Summary Recommendation

Select one of the following statements. Include, as appropriate, a summary of findings.

- Overall, the pattern of this institution’s operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.
- Overall, the pattern of this institution’s operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed. **[Identify specific areas needing organizational attention.]**
- The overall pattern of this institution’s operations at its additional locations is inadequate and requires attention from the Higher Learning Commission. **[Identify the specific concerns and provide a recommendation for HLC follow-up monitoring.]**

Summary of Findings:

BCCC has done an excellent job with this report and hosting the visit. Access to faculty, staff, and students was easily handled, and additional information requested was furnished in a timely manner. There were many staff from the home campus who traveled a distance to be at the visit, including the BCCC President. Ms. Perkins held a Zoom meeting a week before with many staff who were scheduled to be a part of the visit. This was very helpful to see faces and make connections before the visit. I applaud BCCC for the service these additional locations offer to the soldiers, their families, and the surrounding communities of Fort Riley and Grandview Plaza. Everything in the report was positively echoed in my findings during the visit.

Notification Program for Additional Locations Approval Form

Complete this form **only** if an institution has been granted access to the Notification Program for Additional Locations. The Institutional Status and Requirements Report for the institution will indicate whether the institution has access to the Program under “Location Stipulation.”

The institution has been accredited by HLC for at least 10 consecutive years with no record of any action during that period for sanction or show-cause.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
HLC has not required monitoring of issues related to the quality of instruction or to the oversight of existing additional locations or campuses in the past 10 years.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The institution has demonstrated success in overseeing at least three locations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<p>The institution has no other HLC or other legal restrictions on additional locations and/or programs offered off campus.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>The institution has appropriate systems to ensure quality control of locations that include clearly identified academic controls; regular evaluation by the institution of its locations; a pattern of adequate faculty, facilities, resources and academic/support systems; financial stability; and long-range planning for future expansion.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



Multi-Location Visit Institutional Report

Instructions

Submit the completed report as a single PDF file to the peer reviewer assigned to conduct the visit and to HLC at hlc.commission.org/upload. Select “Visit Materials” from the list of submission options to ensure the institution’s materials are sent to the correct HLC staff member. Brief evidentiary materials may be included if they are necessary to support information provided in the report. The report is due 30 days prior to the visit.

Overview Statement

1. Provide a brief overview statement about current additional locations, and about the institution’s general approach to off-campus instruction. List the current approved active additional locations. Be sure to include with each location the full address and all academic programs offered at the location.

Barton Community College (Barton) is committed to providing education and training beyond its Barton County (primary) campus. It hosts six approved additional locations that offer unique and targeted programming that prepare individuals with skills to enter the workforce.

Depending on the program, off-campus instruction is directed by campus based program directors and associated staff members with assigned time at the respective site location or in some cases, teams are hired and functioning full-time at the assigned location.

Current Approved Active Locations – Specific to the 2021 multi-location visit, June 24, 2021. Other approved active locations are included in the Appendix.

Fort Riley - 211 Custer Ave, Fort Riley, KS 66442

Fort Riley campus was established in 1984 with the invitation by the U.S. Army to offer two courses. The target student populations include soldiers, college-age family members, and eligible civilian individuals from surrounding communities. Over the years, Barton increased its academic programming, current offerings include:

- 24.0101 - Associate of Arts, Liberal Studies
- 24.0101 - Associate of Science, Liberal Studies
- 24.0101 - Associate of General Studies
- 52.0201 - Associate of Applied Science Business Management & Leadership

In a memorandum of understanding partnership with the Fort Riley Education Center, Barton offers the following delivery formats.

- **Leadership Skills Enhancement Courses (LSEC):** LSEC is a daytime Army program designed to assist soldiers who demonstrate leadership potential to perform at higher-level positions. The LSEC classes are not just for the active-duty military but also Department of Defense employees, Veterans, and family members.
- Barton and the Army Education Services also offer the **Basic Skills Education Program (BSEP):** An On-Duty Army opportunity that provides education in reading, mathematics, and test-taking skills for service members preparing to take the Armed Forces Classification Test (AFCT), intending to raise their GT score and earn college credit.
- **College Program:** College Program classes consist of both traditional and hybrid courses which are open to civilian and military students. Programs include Academic and CTE courses designed to prepare students for employment or transfer to a university. Students may earn a certificate or an associate degree.
- **Civilian Leadership Development Program:** This is an alliance between Barton and the Ft. Riley Department of Human Resources to provide leadership training to USAG and Partner Organization Army Civilian Corps. Barton provides nine credits of instructional leadership classes. In a partnership with the Army Ready and Resilient Staff, the students receive additional leadership concepts.

Grandview Plaza, 100 Continental Drive, Grandview Plaza, KS 66441

The Grandview Plaza campus began operations in 1990, with the original location on Grant Avenue in Junction City, Kansas. Then in 2008, the programs moved to the Grandview Plaza facility to accommodate program growth. The site, known collectively as the **Hazardous Materials & Emergency Services Training Institute (HMESTI)** provides soldiers and family members, civilians, business, industry, and governmental entities with Environmental, Health, and Safety training services. Current programs include:

- 15.0701 - Certificate - Occupational Safety & Health
- 15.0701 - Associate of Applied Science - Occupational Safety & Health
- 15.0508 - Certificate - Hazardous Materials Management
- 15.0508 - Associate of Applied Science - Hazardous Materials Management
- 43.0302 - Certificate - Emergency Management & Homeland Security
- 43.0302 - Associate of Applied Science - Emergency Management & Homeland Security
- 51.0904 - Certificate - Paramedic
- 51.0904 - Associate of Applied Science – Paramedic

HMESTI is home to Barton Community College's Hazardous Materials, Occupational Safety and Health, Emergency Management/Homeland Security, and Emergency Medical Services, programs. Other features of the Institute include the following.

- The Institute, an OSHA Training Institute Education Center, is one of only 27 in the nation.
- HMESTI provides customized training to business, industry, and government agencies across the nation.

Barton GVP Paramedic Program

- Barton's EMS programs are approved by the Kansas Board of EMS and are nationally accredited by CoAEMSP.
- CoAEMSP accreditation guidelines and the Kansas Board of EMS require that facilities have the same tools, equipment, simulation manikins, and supplies to ensure program curriculum and instruction consistency.

Central Kansas Educational Opportunity Center

The Fort Riley and Grandview Plaza sites also hosts offices for the Central Kansas Educational Opportunity Center, a U.S. Department of Education TRIO grant program. Further information regarding the program and its services is included in the Student Support section.

It is important to note that unless otherwise stated, Barton Community College policies and procedures apply to Fort Riley and Grandview Plaza programs.

2. What future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations?

Enrollment management data indicate that Barton's enrollment growth will likely occur with online programming in the foreseeable future, while enrollment at other venues will remain stable. Opportunities for additional physical locations may arise with specialized career technical partnerships, higher learning institution affiliations, or opportunities to serve new correctional facilities. The College's strategic planning and budget processes, supported by reliable data, will drive potential program expansion decision-making.

Specific to the Fort Riley and Grandview Plaza locations, Barton's partnership with the U.S. Army drives strategic planning and budgeting, particularly as it applies to deployments that directly impact enrollment.

Institutional Planning

1. How does the institution ascertain that facilities at each location will meet the needs of the students and the curriculum?

The Vice President of Administration and the Deans and Program Directors conduct a facility and contractual agreement review process before offering classes in any location outside the primary campus. All contractual agreements are approved and regularly reviewed via a thorough review process before offering classes at any location outside the Barton County (primary) campus.

The facility review is not complete without a technology needs assessment conducted by the Chief Information Officer (CIO). The CIO collaborates with Program Directors to determine the need and cost estimates for classroom and administrative technology, including network access, computers, and instructor stations.

During this review, the team identifies any potential technology, building, or remodeling needs and expenses. The process works to identify solutions that support student learning and align with college fiscal plans before the Vice President of Administration grants final approval.

Fort Riley: Barton works closely with the managers of the military installation facilities (e.g., Army Continuing Education Services office, Directorate of Human Resources) to ensure there is adequate classroom space available that aligns with the instructional schedule and requirements. Furthermore, the Dean and Program Directors assess classroom capacity to operate required technology and ensure that existing instructional equipment is clean and in working order. Barton Community College and the United States Army Garrison (USAG) establish a formal Memorandum of Understanding (MOU) specifically addressing Educational Services. In part, the MOU indicates that the USAG Fort Riley Education Services Officer (ESO) will “provide facilities, adequate classroom space and office space to allow for private conversations to take place between school representative(s) and students. Space has also been allocated for Barton Community College to provide a National Testing Center and Tutor Center for use by the Fort Riley Community.”

Grandview Plaza: This campus has been in operation since 2010; before moving into this building, the Dean and Program Directors assessed the location for size, set up, technology needs, parking, and more. The assessment included but was not limited to classroom space, functional lab space, storage, IT infrastructure, office space, and parking. The facilities, technology, and equipment necessary to support College operations at GVP are evaluated each year as part of the Strategic Planning Process.

Barton GVP Paramedic Program: Before contracting with an Emergency Medical Services (EMS) department, Barton’s Director of EMS Education assesses the location for size, set up, technology needs, etc. Assessment includes but is not limited to classroom space, practical lab space, storage for equipment and supplies, IT support, and office space.

2. What is the process through which the institution assesses and adjusts, as necessary, funding and staffing for locations?

Barton's continuous analysis of programs and locations includes a review of the enrollments generated, fiscal reviews, external funding sources, student surveys, and partner feedback, as well as feedback, gathered ad hoc. Combining these sources with input and recommendations from those directly responsible for the program or location provides data and justification for funding and staffing decisions. Based on this information, Program Directors prepare an annual budget proposal and requests for Strategic Planning initiatives (as applicable) for submission to the Vice President of Administration. A senior executive team consisting of the President, Vice Presidents, and Chief Information Officer reviews proposals and institutional budget projections to determine annual funding.

Fort Riley: As the needs of the students increase, staff and faculty availability are assessed and adjusted. The Vice Presidents of Instruction and Administration, Deans, and Program Directors review enrollment patterns regularly to assess needs and determine appropriate solutions. Unfortunately, Barton experienced a declining enrollment trend, which COVID-19 exacerbated. This decline resulted in the difficult decision to eliminate ten full-time faculty positions and replace the positions with adjunct faculty at Fort Riley. Hiring adjunct faculty has slightly reduced the College's ability to provide the same number of courses; however, the change did not negatively impact enrollment. The administrative team reviews the actions regularly and makes appropriate adjustments as data indicates.

Grandview Plaza and Barton GVP Paramedic Program: Program Directors assess revenue streams (tuition/fees, state funding, and contract training fees) as well as expenses (instructor/lab assistant costs, equipment, supplies, and indirect costs to perform budget reviews. The combination of these sources plus input and recommendations from those directly responsible for the program or location provide reliable data from which to make funding and staffing decisions. Due to the cost of equipment and accreditation agency requirements or recommendations for equipment to student ratio, class sizes are limited. For example, the Paramedic program is an application career-technical program that includes a student interview process. No more than 12 students qualify for acceptance into a paramedic class during each 15-month period.

Examples of Cross-Campus Staffing Adjustment:

Example #1

Issue: Recent changes to Veteran Services staffing at the Fort Riley location. With the recent departure of the Fort Riley Veteran's Affairs (VA) Certifying Official responsible for certifying most student veterans, a service gap existed.

Location: Fort Riley and Fort Leavenworth Campuses and Barton County Campus

Actions: Barton immediately adjusted the assignment of service areas to temporarily move the responsibilities to the Barton County campus Academic Advisor and Veteran's Affairs Specialist. At the same time, Fort Riley hired a new advisor, VA training had begun; unfortunately, that individual soon departed.

Perhaps more importantly, during this transitional period, the Advisement Coordinator at Fort Riley worked with the VA Certifying Official from the Barton County Campus to align processes. Previously, some process differences existed; aligning the procedures allows for consistency and greater ease for this similar type of shifting of responsibilities in the absence or departure of a certifying official in the future.

Process Goals: Provide uninterrupted service to student veterans and resume VA Certification capacity to the Fort Riley location.

Results:

- Uninterrupted service to student veterans by remaining flexible with shifting responsibilities.
- Alignment of veteran certification processes and procedures for all locations.

Example #2

Issue: The Director of Fort Riley Academic Programs and the Director of Fort Leavenworth Learning oversee academic programs at each location and encounter similar problems, including identifying and retaining qualified instructors. Often, adjunct instructors may seek to expand their course loads, but a single location cannot accommodate additional course sections. The College may face the risk of losing a valued employee.

Locations: Fort Riley and Fort Leavenworth Campuses

Actions: Establish weekly meetings between the Director of Fort Riley Academic Programs and the Director of Fort Leavenworth Learning services to review common issues and design solutions that allow for pro-active

Process Goals: Identify and retain a pool of qualified faculty who teach at both locations.

Result: Whenever possible, both locations share experienced, qualified faculty, resulting in reduced time spent recruiting and hiring new personnel and creating stability in the academic programs.

Facilities

1. How does the institution ensure that the facilities at each location meet the needs of students and the curriculum?

As previously stated, the Vice President of Administration and the Deans and Directors conduct a facility and contractual agreement review process before offering classes in any location outside the primary campus. All contractual agreements are approved and regularly reviewed via a thorough review process before offering classes at any location outside the primary campus.

Before selecting or approving facilities, Deans and Program Directors consult with faculty, staff, students, and external stakeholders to identify student and curricular needs.

- Career and Technical programs seek recommendations from their respective accrediting or oversight organizations and Advisory Boards to ensure that facilities, equipment, and technology meet current workforce standards.
- The Dean of Military Academics, Technical Education, and Outreach Program and the Director of Military Student Services/Military Academic Services assess facilities to ensure adequate space to provide services such as enrollment, academic advising, and financial aid counseling. Moreover, the Dean and Program Directors seek facilities capable of providing an environment resembling a post-secondary institution, including study areas and dedicated classrooms.
- The Dean, Program Directors, and faculty identify specific technology, software, and space requirements necessary to support instruction for the particular subject matter. Barton IT staff ensures that Internet connectivity at the site will support the instructional and curricular needs.

Fort Riley: Barton works closely with the managers of the military installation facilities (e.g., Army Continuing Education Services office, Directorate of Human Resources) to ensure there is adequate classroom space available that aligns with the instructional schedule and instructional requirements. Furthermore, the Dean and Program Directors assess classroom capacity to operate required technology and existing instructional equipment is clean and in working order.

The MOU between Barton Community College and the USAG specifically addresses the guidelines and procedures for the delivery of educational services. In part, the MOU indicates that the USAG Fort Riley Education Services Officer (ESO) will “schedule regular meetings with the Barton Community College on-post coordinator to discuss problems, pertinent issues, and concerns relating to program operation. Meetings will be facilitated on a monthly basis.”

Grandview Plaza and Barton GVP Paramedic Program: Each week, Barton's IT team visits off-campus sites to ensure instructional and support technology, including wall display monitors, instructor workstations, and student computer labs, are operational and there are no connectivity issues. Equipment is maintained and replaced regularly.

Barton GVP Paramedic Program: The EMS Director ensures that a prospective facility meets the requirements of the accrediting agency and identifies programming and student learning needs to the Vice President of Administration and potential partners. Arrangements to meet these needs are made before and included in contractual agreements. Utilizing the Barton facility review process, the team must approve contractual agreements before offering classes at any location outside of the primary campus.

Instructional Oversight

1. How does the institution ensure that promotion, marketing and enrollment for the additional location stay in balance with the institution's actual resources and technical capabilities?

The Director of Public Relations and Marketing (PRM) oversees the promotional budgets for all locations. Barton's Marketing team works directly with the Program Directors or Deans of the outreach programs, often traveling to the sites to assess promotional needs. At the same time, the PRM Director regularly interfaces with Institutional Technology (IT) to ensure the availability of efficient and up-to-date technology and website administration capacity.

The PRM team approaches the planning process for Fort Riley, Grandview Plaza, and other instructional sites the same way it does for any academic or career technical education program offerings at the Barton County campus. It starts with identifying the audience, then determining the most efficient and effective ways of reaching that audience. The budget for the efforts at additional locations is determined based on the expected enrollment at the site or based on enrollment growth goals to attract students in a new market.

The complexity of placing advertising utilizing nearly a dozen different platforms, including digital and traditional media, has been addressed with a Marketing Strategist position in the PR & Marketing Department. Since 2018, this position works with the various media entities and marketing platforms to place, schedule, and track advertisements at all the college's locations. An example of a specific advertising activity at an additional site: The College runs advertisements on the radio stations in Manhattan and Junction City, and places social media advertisements targeting the Riley County service area, before each of the Fort Riley campus' seven-week sessions. These recurring campaigns replaced a percentage of a far more costly activity involving the mass-mailing of class schedules to every household at Fort Riley. Opportunities to reach these audiences are evaluated and budgeted in advance. These types of opportunities are evaluated ahead of time and budgeted in advance

The Director of PRM and the Chief Information Officer (CIO) are members of the President's Staff; therefore, they regularly receive data updates regarding enrollment, budgets, and upcoming developments. Their roles in the institutional strategic planning processes ensure that adequate resources are available to fund promotional initiatives to increase enrollment and sustain or grow programs. The College adjusts financial budgeting accordingly to accommodate enrollment growth or decline, technology changes, or other developments.

Fort Riley and Grandview Plaza: The Dean and Program Directors collaborate with Barton's PRM Department to capitalize on the demographic of students at the site. Marketing methods include mailings, emails, TV/Radio broadcasting, print advertisements, social media, and Education Fairs on the installation and local schools. Fort Riley relies heavily on the Institutional Technology (IT) Department to provide guidance and support to ensure that the location can meet the student's instructional technology needs. Barton's IT department performs weekly visits to the Fort Riley campus to assist with technical requirements, and remote assistance is also available as needed.

The Dean of Military Academic, Technical Education, and Outreach Programs identifies the strategies used to ensure resource availability in The May 2021 [END 6: Barton Services and Regional Locations monitoring report](#) to the Board of Trustees

- Position the Military Academic Services at Fort Riley and Fort Leavenworth at key locations on each military installation.
- Design Academic and Technical programs with soldiers, civilians, and their family members' educational needs in mind.
- Work closely with Education Service Center representatives to ensure maximum utilization of available resources (classrooms, technology, office space, etc.).
- Employ hiring practices that strive for faculty and staff that are functional experts in more than one program/discipline/area.
- Cross-train staff to create functional experts in more than one department/ area.
- Conduct monthly divisional staff meetings to facilitate planning, operation, and resource allocation across the division.

Barton GVP Paramedic Program: EMS programs have limited enrollment and maintain guidelines mandated per the Kansas Board of EMS and [Committee on Accreditation of Education Programs for the Emergency Medical Services Professions \(CoAEMSP\)](#), ensuring adequate resources and technical capabilities. If there is no assurance of technical support from the EMS Department and IT Department, an off-campus location does not meet the accreditation criteria for an educational site. The EMS Director coordinates program marketing efforts with the Director of PRM and the Workforce Training & Community Education Division.

2. How does the institution effectively oversee instruction at an additional location?

The College's instructional priority is to provide quality instruction that facilitates integrity and academic rigor regardless of the location.

Each of the following individuals participates in overseeing instruction and the integrity of the academic programs and ensures that programs follow the established curriculum in terms of content and quality. Moreover, these individuals verify that faculty at all locations are fully qualified and meet institutional, KBOR, HLC, and U.S. Department of Education requirements.

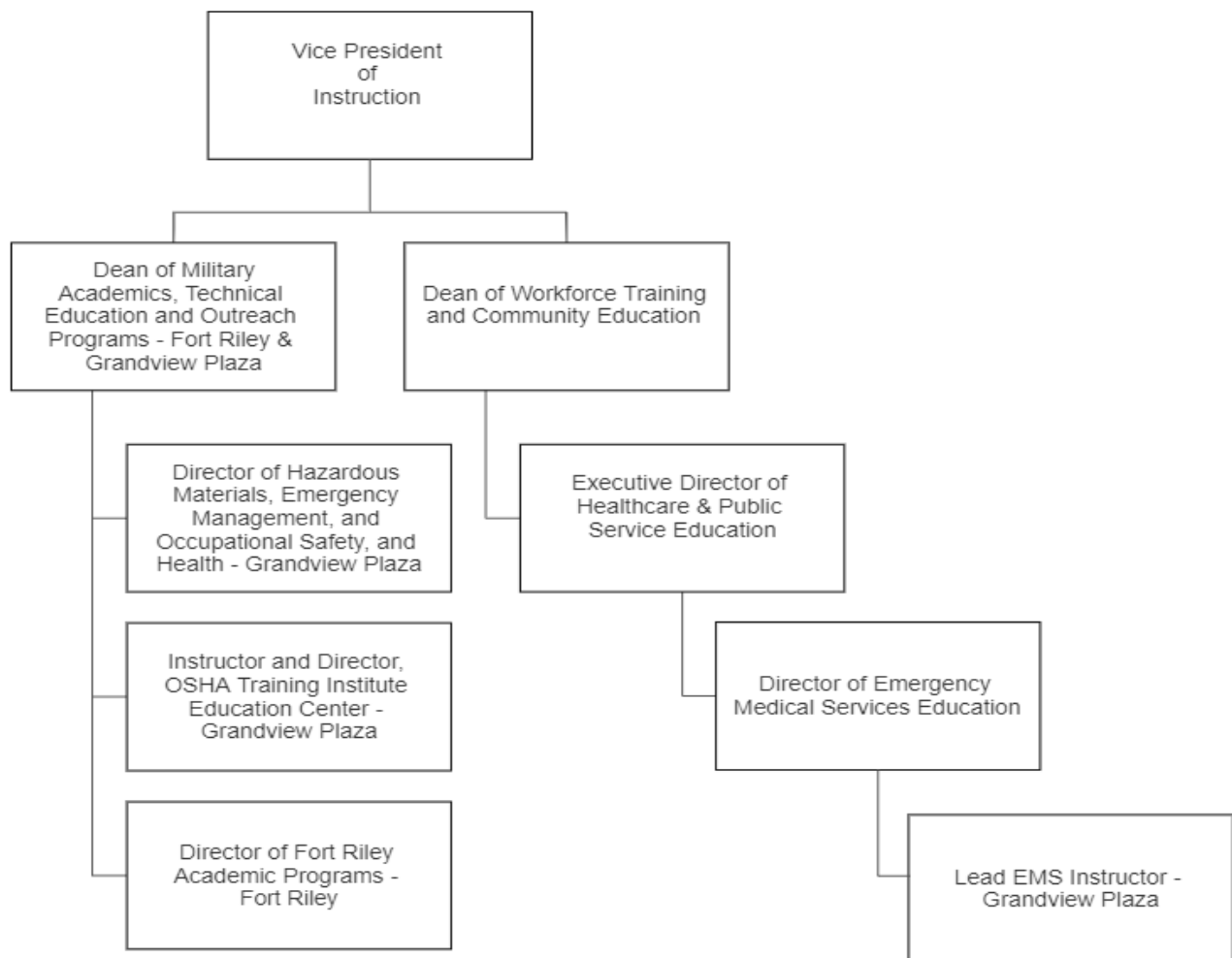
- **Vice President of Instruction** – ensures instructional quality, consistency, and effectiveness.
- **Dean of Military Academics, Technical Education, and Outreach Programs** – administers operational, financial, and personnel activities at Fort Riley and Grandview Plaza and ensures the instructional quality of faculty and curriculum, supervises and evaluates:

- Fort Riley - Director of Fort Riley Academic Programs
- Grandview Plaza - Director of Hazardous Materials, Emergency Management
- Grandview Plaza – Instructor/Director OSHA Training Institute Education Center.

The Program Directors coordinate the development and delivery of the individual program's instructional services, including faculty supervision and evaluation.

- **Dean of Workforce Training and Community Education** – administers a division of faculty and staff representing Career Technical Education programs and ensures the instructional quality of faculty and curriculum, supervises and evaluates:
 - Executive Director of Healthcare and Public Service Education – manages Healthcare and Public Service Education Division, including the Barton GVP Paramedic program. The Executive Director supervises and evaluates the Director of EMS.
 - Director of Emergency Medical Services - coordinates the development and delivery of the EMS instructional services, including faculty supervision and evaluation.

Organizational Structure – Instructional Oversight



- **Policies and Procedures Related to Instructional Oversight**

- Several Barton policies and procedures guide instructors and instructional processes. Throughout the academic year, the Vice President, Deans, and Directors Instructor send emails and conduct orientation sessions, faculty meetings, and employee forums to inform instructors about current and revised policies. A link to Barton Policies and Procedures appears at the bottom of each web page. Faculty are responsible for familiarizing themselves with applicable policies and seeking appropriate resources when necessary. A link to the Barton Policies and Procedures appears at the bottom of each web page. Examples, including the Barton Handbook, appear below.[2520 – Academic Freedom](#)
 - [Barton Faculty Handbook](#)
 - [2501 – Academic Integrity, Quality, and Rigor](#)
 - [1504 – Course/Program Development and Management](#)
 - [2511 – Grade and Attendance Reporting](#)
 - [2505 – Grade Revocation](#)
 - [2470 – Intellectual Property](#)
 - [2452 – Problem Resolution - Employee](#)

Components of Instructional Oversight

The following components guide and support instructional oversight efforts at Barton Community College.

- **Assessment of Student Learning Outcomes**

Barton's rigorous Classroom, Course, Program, and Co-Curricular Assessment processes supports the framework for effective instructional oversight. Student assessment data measures not only student learning but also the instructor's impact on student learning. The Assessment processes also encourage and facilitate self-validation -- reinforcing best practices and providing confirmation of student learning. (See also, Evaluation and Assessment)

- **Classroom Visit Protocol** - The Deans and Program Directors regularly conduct formal and informal classroom visitations to observe instructional activities (planning, managing, delivering, and evaluating instruction) and create opportunities to explore instructional strengths and areas for improvement. Individual follow-up sessions establish an environment for faculty and supervisors to share expectations, ideas, and strategies to enhance student learning.

- **Curriculum Oversight**

The College is committed to the integrity, quality, and academic rigor of all of its courses, regardless of its location. Responsibility for oversight of curriculum and academic standards for courses and programs is managed by the [Learning, Instruction, and Curriculum Committee \(LICC\)](#). This faculty-led committee functions in an advisory capacity to the Vice President of Instruction and focuses on academic and curricular matters. The committee's goal is to ensure the instructional integrity and to provide quality learning experiences for all Barton students regardless of venue or modality. This committee oversees the review of all proposed courses and programs, changes in curriculum, modifications to course content or Master Syllabi, reviews and recommends changes to faculty credentialing guidelines and evaluation processes and guards the academic integrity of the College.

Consistency and Quality in Curricula and Programs

Barton courses are designed, approved, and delivered according to program and course standards that assure uniform quality and consistency. A Master Syllabus ensures instructors deliver courses to meet minimum Student Learning Outcomes and general content expectations as approved by the Learning and Instruction Curriculum Committee (LICC). The Master Syllabus incorporates four standard components for the specific course: General Course Information; College Policies; Course as Viewed in the Total Curriculum; and Assessment of Student Learning (course level outcomes and competencies.) Instructors customize other sections as appropriate. The faculty evaluation process, program meetings (including full-time and adjunct instructors), and the program evaluation process ensures that regardless of the manner of delivery, or the class's location, the course outcomes, and competencies, as documented in the syllabus, are met.

Curriculum Approval Process

Academic program curriculum recommendations originate at the program or division level. The Barton [Curriculum Approval Matrix \(CAM\)](#), a macro workflow map, illustrates the rigorous processes for approving new, revised, and deactivated programs and degrees; these actions must receive approval from (1) the originator's supervisor; (2) Program Topics and Processes Team – notification only; (3) Learning and Instruction Curriculum Committee; (4) President's Staff; (5) Board of Trustees Study Session; (6) Board of Trustees; (7) [Kansas Board of Regents, Chapter III.A.6](#); (8) Higher Learning Commission, and (9) U.S. Department of Education. The originator and supervisor submit new and revised syllabus requests to Instruction and Student Services for review and approval by the Learning and Instruction Curriculum Committee (LICC).

- **Professional Development** - With the inception of the [Center for Innovation and Excellence](#), professional development activities are no longer limited to conference attendance. The Center provides access to in person training and development as well as online opportunities.

Center staff consistently survey and respond to supervisor and faculty needs including best practices, innovation, instructional design, instructional technology, and instructional excellence. The following Barton Institutes and Academies serve as vehicles for focused personal and professional development. Acceptance into one of the programs is by invitation.

- The [Instructional Excellence Academy](#), a peer-to-peer group sharing instructional and leadership best practices and inspirations, provides opportunities for faculty to improve their craft. Participants meet five cohort sessions to explore ideas and solutions, review resources, and engage in team activities. Instructors may choose to produce a final presentation on best practices, sample lessons, or highlight changes they have made to become a lifetime Academy member.
- [Barton Assessment Institute](#) - Barton's Assessment Institute is a year-long program developed to educate faculty and staff on the assessment of student learning and to develop the next generation of assessment leaders.
- Barton Leadership Institute - designed to provide emerging employee leaders with administrative and managerial skills that positively contribute to Barton's success.

Fort Riley: Barton has an on-site director (Director of Fort Riley Academic Programs) with supervisory oversight of all academic programs, instructors, and students at this campus. Should

any issues arise, the Director can diffuse any situation quickly according to Barton policies and procedures. The Dean of Military Academics, Technical Education, and Outreach Programs with oversight of the Fort Leavenworth, Fort Riley, and Grandview Plaza campuses is co-located with the Director of Fort Riley Academic Programs. Both the Program Director and Dean make regular unscheduled/unannounced visits to classrooms (in-person and online) to ensure adherence to instructional requirements. Both the Program Director and Dean have an open door policy and are available to meet with faculty, staff, and students to address needs, concerns or requests.

Grandview Plaza: Barton has two on-site directors (Director of Hazardous Materials, Emergency Management, and Occupational Safety and Health and the Instructor/Director OSHA Training Institute Education Center) for the programs offered at this location. These directors have supervisory oversight of their technical programs, instructors, and students at this campus. Should any issues arise, the Director can diffuse the situation quickly according to Barton policies and procedures. The Dean, with oversight of the Grandview Plaza, Fort Leavenworth, and Fort Riley campus is located just 20 minutes away. He regularly makes trips to this campus to facilitate unscheduled/unannounced visits to classrooms and to meet with faculty, staff, and students to address any needs, concerns, or requests.

Barton GVP Paramedic Program: The Director of EMS Education makes classroom visits to all sites throughout the semester to evaluate student/teacher relationships, instructional delivery, and talks to individual students, instructors, lab assistants, and partners. If issues arise, the Director works directly with the Executive Director of Healthcare Programs, the Dean of Workforce Training & Community Education, and the Kansas Board of EMS to address the situation.

Institutional Staffing and Faculty Support

1. What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location?

Qualified Staff and Faculty

Every Barton position has a specific job description which identifies the role, major duties and responsibilities, expectations, knowledge and skills, and physical safety/working environment for the position. When a position is affiliated with an external entity (such as the EMS program), the partner's requirements are also incorporated into the job description. Qualifications, including experience and education, vary depending on the type of work being performed in the position.

All applications are vetted by Human Resources to ensure that applicants meet the required criteria before being selected for interview. Barton procedures [2461](#), [2461A](#), and [2460](#) address hiring guidelines for faculty and staff. Hiring is conducted by a screening committee composed of two or more individuals, including a Human Resources staff member for all regular positions.

Qualifying Credentials for Faculty

The College articulates specific Full-time Faculty and Adjunct Faculty Employment Qualifications for ensuring that all faculty are appropriately qualified, including those in dual credit programs. When determining acceptable qualifications of its faculty, the institution follows the guidelines set forth by the Higher Learning Commission (HLC) and the Kansas Board of Regents. Additionally, Barton utilizes an approach that addresses instructional requirements outlined in programs designated with national and state accreditations and/or career technical programs that align with

industry requirements for credentials and experience. For all employment outcomes, the institution is responsible for documenting the qualifications of its entire faculty. Administrators use a centralized [Faculty Qualifying Credential](#) system that ensures that instructors across all divisions and areas of the College possess required degrees, training, and/or professional experience.

Example of Specialized Faculty Credentials

Barton GVP Paramedic Program Instructor: Barton seeks EMS educators primarily from graduates as these people are a known quality resource. Seasoned educators on the Barton EMS staff mentor and assist individuals desiring to become instructors. Potential hires are also required to complete an Instructor-Coordinator training course per the Kansas Board of EMS. Once hired, new instructors participate in the prescribed Barton orientation process. The EMS Director oversees a program orientation that encompasses EMS policies, procedures, and all online programs required for the program.

The [Instructor/Director, OSHA Training Institute Education Center](#) is required to have five years of either construction or general industry experience (a college degree in occupational safety and health, a Certified Safety Professional (CSP) or Certified Industrial Hygienist (CHI) designation in the applicable training area may be substituted for two years of experience). Also completion of OSHA #500 Trainer Course in Occupational Safety and Health Standards for Construction and #510 Occupational and Health Standards for the Construction Industry.

Qualified Staff

When a position is affiliated with an external entity such as an accrediting agency or Federal grant program, the College incorporates the entity's requirements into the job description. For example, the [Educational Opportunity Center Project Director](#) job description includes U.S. Department of Education guidelines for education, experience, and skills.

Sufficient Staff and Faculty

Barton runs enrollment reports and examines institutional data regarding student services and course instruction to ensure sufficient staff and faculty. In addition, the College adheres to external program accreditation standards, such as [CoAEMSP/CAAHEP Standards and Guidelines](#) for the Paramedic Program that specify student to faculty ratios, enrollment caps, or other criteria that affect the definition of sufficient faculty and staff. Administrators regularly monitor services to identify challenges created by insufficient human resources and address barriers by reallocating or adding faculty or staff.

2. What evidence demonstrates the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training and orienting faculty at the location.

Barton's personnel at the Fort Riley and Grandview Plaza sites are supported and evaluated according to the same processes as the Barton County campus personnel.

Training and Orienting

Barton provides mandatory and job-specific training for its new and existing employees as a condition of their employment. The College will provide employees with work release time, allowing them to participate in the mandatory training during their normal work schedule. The

following examples demonstrate Barton's training and orientation opportunities. Examples of Orientation and training opportunities include:

Targeted Orientation and Training

- [Mandatory Training](#) – Barton requires employees to participate in mandatory training -- topics and timelines depend upon job classification. The following examples demonstrate the breadth and depth of required training activities.
 - New hires: Human Resources Orientation, Employee Guide, Policies and Procedures including Employee Conduct and Discipline, Ethical Behavior, Payroll
 - [Faculty](#): Faculty, regardless of full-time; regular, part-time or adjunct are included in mandatory training requirements. Additionally, new faculty orientation is provided and supported by training sponsored by the Center for Innovation & Excellence. Currently, the College has a workgroup designing employee onboarding that will be available for faculty and staff.
 - All employees: Cyber Security Training, Title IX/Sexual Harassment
 - All employees/no adjuncts: Americans with Disabilities Act, Blood borne Pathogens, Drug-Free, Unlawful Harassment
 - Job-Specific Training: Title IX/Sexual Harassment targeted to: athletic staff, TRIO staff, and program supervisors that oversee programs with overnight and travel components; Campus Security Authorities – Clery Act
 - Barton County Campus Only: Active Shooter

Examples of Other Orientation and Training

- Faculty and Staff: Job specific orientation and training provided by supervisors and staff: Technology: Canvas LMS, BANNER, Barton Portal and network
- Peer observation, Program Director mentoring, consulting the Continuity Book(s) for their specific position, and referencing applicable College Policy and Procedures.
- All advisors across the College utilize the same initial advisor training through the advisor training shell in Canvas.

Personal Growth and Professional Development Opportunities for Faculty and Staff

- The [Center for Innovation and Excellence](#) provides services that promote a trusting environment for all employee development. Among those services include opportunities for personal and professional growth, resources, LMS expertise, online course development assistance, and activities for collaboration to support employee engagement and quality service to the institution and its students.
- Academies and Institutes. Barton hosts three individual and institutional-strengthening training opportunities for faculty and staff at all locations.

- [Barton Assessment Institute](#) - Barton's Assessment Institute is a year-long program developed to educate faculty and staff on the assessment of student learning and to develop the next generation of assessment leaders.
- Barton Leadership Institute - designed to provide emerging employee leaders with administrative and managerial skills that positively contribute to Barton's success.
- [Instructional Excellence Academy](#) – The Academy is peer to peer group sharing classroom, online, training, and leadership best practices and inspirations. Instructors meet for four to five cohort sessions to complete. They may choose to do a final presentation on best practices, sample lessons, or changes they have made to become lifetime Academy members.
- [Online Conferences, Workshops, Webinars](#)
- Institutional budget allocations and grant-funding provide opportunities for faculty and staff at all locations to attend conferences related to their professional duties.

Evaluation - Fort Riley and Grandview Plaza: Faculty and regardless of location, are evaluated with the same procedures. In 2020, the College transitioned to the Agile PRISMHR software for faculty and staff performance appraisals. The Agile system improves on the previous paper-based documentation that required forwarding documents from one individual to another for review and signature. Reminders follow auto-generated messages alerting participants to begin the appraisal processes until the assignment is complete, reducing HR staff deployment, collection, and monitoring time. The system maintains forms, instructions, and user input and controls user access.

Faculty Evaluation

The College has an established, institution-wide faculty evaluation process for faculty, including full-time, regular, part-time, and adjunct faculty. Direct supervisors, including Deans, Program Directors, or other designated administrators, evaluate faculty according to their classification and years of service.

- Full-time and regular part-time faculty receive an annual evaluation for three years, resulting in tenure as applicable to performance. After a fourth-year review, the individual transitions to a triennial review schedule.
- Direct supervisors evaluate adjunct faculty during their first two teaching assignments, and if successful, the individual transitions to a biennial review schedule.

The faculty member's direct supervisor completes the evaluation documentation, including responses to the required criteria and an analysis of student evaluation comments. Coordinators, Directors, Deans, and the Vice-President of Instruction add comments as applicable. The Agile Evaluation System incorporates the [Faculty Appraisal](#) and [Faculty-Coordinator Appraisal Forms](#). Supervisors continue to document classroom visits with hardcopy versions of the [Classroom Visit Form Face-to-Face](#), [Classroom Visit Form Online](#), and [Online Visitation Form Guide](#).

The Performance Improvement Plan (PIP) documents serious employment concerns, notes gaps in work performance, defines the College's expectations, and allows faculty with performance gaps the opportunity to demonstrate improvement and commitment. The plan incorporates strategies for resources/management support, progress checkpoints, and a timeline for improvement, consequences, and expectations. Additionally, Program Directors and the Deans regularly observe class sessions to conduct informal evaluations.

Staff Evaluation

Human Resources managed the staff evaluation roll-out processes in test phases. Selected faculty and staff sample groups received emails detailing employee expectations and a [training guide](#). Future appraisals after the completion of all test phases will coincide with employee work anniversary dates. This change resolves the issue for supervisors with large staffs tasked with hours of evaluation duties in a brief period. The Agile Evaluation System incorporates the [Staff Supervisor Appraisal Form](#) and the [Staff Appraisal Form](#).

Student Support

1. What evidence demonstrates that the institution effectively delivers, supports and manages necessary academic and student services at off-campus locations?

Barton provides academic and support services for all students at additional locations. A more detailed description of technology-enhanced services appears in Student Support – Item #2.

Student Feedback – Barton evaluates the need and effectiveness of its academic and student services to support strategic planning initiatives and improve services. Feedback from students comes through surveys, tutoring, mentoring programs with Phi Theta Kappa (PTK) students, and informal student meetings. The President of the College and the Board of Trustees, Vice President, Dean, and Director meet with students a few times a year to receive feedback on their experiences. In addition, there is an “open-door policy” with students; if they need resources or have input they would like to share, they are welcome to speak to Barton personnel at any time. Should they want to deliver feedback anonymously, they can fill out surveys or recommendation sheets available in the offices or complete a “Provide Feedback” form that is linked to the bottom of each Barton webpage.

Fort Riley: Barton strives to meet the needs of students. Customer service representatives (CSRs) serve as front-line staff and provide various functions at this location. They assist with enrollment, book orders, basic financial aid questions, and payments. The CSRs work collaboratively with subject matter experts, connecting students with these individuals for more in-depth counseling.

Academic advisors are also available at this location to meet with students (in-person, via phone or email, or virtually via Zoom) to review degree progress and advise on class selection. Furthermore, the Army and the College collaborate to provide services through the Fort Riley Tutor Center as well as free online tutoring services via <http://www.tutor.com/>. Additionally, the [Director of Student Academic Development](#) provides resources to students at the Fort Riley and Grandview Plaza locations primarily through a Student Academic Development Canvas shell, but is also available for meetings as well.

In addition, global academic advisement support mechanisms are available to students at all locations – including access to [DegreeWorks Degree Auditing System](#) and to a general [academic advisement email address](#) that is monitored and responded to by general advisors throughout the institution, regardless of location.

Grandview Plaza: An academic advisor is assigned to all of the programs at Grandview Plaza and is available to assist students when requested. The advisor or instructors can assist students who need more information about a service or resource with Barton County campus

representatives via Zoom, phone, or email. There is an “open door policy” with students; if they are in need of resources or have any feedback they would like to share, they are welcome to talk to Barton personnel at any time so improvements may be made for them.

Barton GVP Paramedic Program: Barton provides online services for pertinent student support services, including library services, enrollment services, financial aid, business office, counseling, and student health. Students have a mandatory eight-hour orientation before starting the Paramedic program in which they access and explore all of the online services they might need during their time at Barton. The open atmosphere is a successful method to gauge student satisfaction and provide input for continuous improvement.

All locations: Faculty and staff provide counseling referral assistance to the counselor at the Barton County campus and resources in at Fort Riley and Grandview Plaza area.

Central Kansas Educational Opportunity Center (CKEOC)

Fort Riley and Grandview Plaza

The CKEOC program, a U.S. Department of Education TRIO grant program, provides counseling and information on college admissions to qualified first-generation and low-income adults who want to enter or continue a program of postsecondary education. The program also offers services to improve the financial and economic literacy of participants.

CKEOC works with these target populations, including military personnel at Fort Riley and Grandview Plaza. From these two locations, CKEOC serves approximately 60% of the 1000 students it is funded to serve annually. Approximately 300 CKEOC participants are either currently attending Barton Community College or attend Barton within a year of the first contact.

An essential objective of the program is to counsel participants on financial aid options, including basic financial planning skills, and assist in the FAFSA and scholarship application process. The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions. Performance is reported annually to the US Department of education. In addition to meeting the number of participants served, the following objectives are in place to measure performance:

- 70% or more of college ready participants that are not already attending, complete a financial aid application within the grant year
- 50% or more of the college ready participants that are not already attending, complete a college admissions application within the grant year
- 40% or more of the college ready participants that are not already attending, enroll in college classes within the grant year
- 25% of the participants without a secondary credential at time of first service, receive a secondary diploma within the grant year.

Services Provided:

- Assist participants with financial aid
 - Assistance with completing FAFSA
 - Finding and applying for scholarships
 - Help with navigating the financial aid verification process.

- Basic assistance with understanding Army Tuition Assistance (TA), GI Bill, MyCAA scholarships and how they work in conjunction with Title IV aid.
- Budgeting for educational expenses
- Assist participants with completing admissions applications
 - Help with completing online application
 - Assistance in ordering secondary and postsecondary transcripts.
- Provide basic academic counseling and assist participants with getting enrolled in courses.
- Provide Career Exploration Inventory and assist with interpreting results to choose a program of study.
- Provide transfer assistance for those that wish to pursue Baccalaureate studies upon graduation.

CKEOC Offices:

Fort Riley

211 Custer Ave Rm 105

Fort Riley, KS 66442

Grandview Plaza

100 Continental Dr.

Grandview Plaza, KS 66441

2. What evidence demonstrates that the institution provides students with sufficient access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid and job placement services?

Application

Students can access and complete the online application on the Barton website. (Printable Applications are also available.) Customer Service Representatives at Fort Riley and Grandview Plaza are available to assist students in completing the forms and providing access to computers. The staff then process admissions applications within 24-48 business hours (sooner in most cases), at which the student will receive a welcome email with account and enrollment information.

As soon as students receive their account and enrollment information, students can access information and services through their portal/self-service accounts. The MyBarton portal provides access to multiple resources, assistance, and self-service systems, including Official Transcript Request, Apply to Graduate, Authorize Release of Information, Financial Aid, and Student One-Stop (multiple links to essential services).

Enrollment

For most Fort Riley Academic classes, students can use the self-service process to enroll in a Barton course; and Barton representatives from Advising, Admissions, Bookstore, Business Office, and Financial Aid, are available by phone, email, or Zoom to assist.

Barton Grandview Plaza utilizes applications onsite for daytime course offerings, and for all other courses (online or hybrid), students use the self-service process to enroll in classes. Onsite computers are available for students without Internet access or students requiring additional assistance.

Access to Admissions, Registration/Student Records, Financial Aid, and Job Placement

The Barton website provides access to numerous student services and available resources to students at any location. Links to procedures, forms, enrollment, finance, records, degree, activities, career advisement, and resources specifically related to Military and VA issues. Barton representatives from any student services area are ready to assist via phone, email, or Zoom if a in person meeting is not possible.

Financial Aid

Often, Financial Aid processes and issues cause the most anxiety for prospective and current students. Students at Fort Riley and Grandview Plaza have ample access to Financial Aid assistance, including:

- Barton CSRs can assist with basic questions and provide a referral for more complicated issues.
- A representative from the Barton Financial Aid Office conducts weekly visits to Fort Riley for in-person meetings and consultation or students can use the Appointment Plus System to schedule phone or Zoom appointments with a representative.
- CKEOC staff assists students with completing the FAFSA application, scholarship search, navigating the financial aid verification process, Army Tuition Assistance (TA), GI Bill, MyCAA scholarships, and how they work in conjunction with Title IV aid.
- The Army Education Center also serves the Fort Riley students offering Financial Aid Counseling and Career advisement.

Disability Services

Services are available to students at all locations (on-campus or online) with physical, mental, or learning disabilities to promote equal educational opportunities. Accommodations are modifications or adjustments that allow students with disabilities an equal opportunity to participate in and benefit from educational programs. Barton provides reasonable accommodations on an individualized, as-needed basis. Students with disabilities must self-declare at the college level and provide recent and professional documentation regarding the disability, including how the disability affects the student's academic performance and recommended accommodations. The student must take the first step of self-advocacy by making sure they contact a disability advocate at (620) 786-1102, preferably before starting classes, to allow adequate time for accommodations.

Other Resources

Barton utilizes college-assigned email accounts and the RAVE text system to distribute critical information related to schedule changes, important deadlines, and emergencies. Often, instructors and staff use social media (e.g., college website, Facebook, Flickr, Constant Contact, etc.) to reach students.

Barton struggled with identifying a process to provide timely responses to students located around the globe --especially applicants and prospects calling between 8:00 a.m.-5:00 p.m Central Time, Monday through Friday. Barton's new chatbot feature, Bart the Cougar, provides 24/7 response to student and other stakeholder inquiries originating from all time zones and multiple countries. Powered by artificial intelligence, the system continuously increases its

capacity to respond and engage students. Currently, most responses consist of referrals to Barton webpages and phone numbers for specific services. Ultimately, as the system matures and the College's capacity to implement new applications expands, Bart the Cougar can engage in personalized conversation. As Barton chatbot administrators continue developing protocols, collecting data, and conducting evaluations to improve this service, Bart continues to impact services across the institution.

Both routine and as-needed employee travel between the Barton County campus and Fort Riley and Grandview Plaza locations allow for added "high touch" support for students at these locations. For example, it is not unusual for a disability services provider to travel to another Barton location to provide consultation or deliver a loaner device to support disability accommodations.

3. What evidence demonstrates that student concerns are addressed?

Institution-Wide: Barton Community College employs multiple procedures for addressing student concerns that range from informal to formal.

Electronic surveys are often used for students to register an opinion, complaint, concern, or suggestion. Barton collects feedback from students through online course surveys, Noel-Levitz Survey, Student Services survey, graduation survey, and campus climate surveys. Results from the surveys provide data for planning, decision-making, and continuous improvement. As an example, supervisors incorporate data from end-of-course surveys into the faculty evaluation process. These data support, in part, instructor goal setting, tenure awards, professional development, and program improvement.

To provide students or stakeholders the ability to register a compliment, complaint, or suggestion, a "[Provide Feedback](#)" form appears in the footer of all Barton web pages. A student services and IR representative monitor, record, distribute, and/or respond to the messages. The Vice President of Student Services reports concerns that may impact the campus or institution at regular President's Staff meetings.

[Problem Resolution Procedure](#): The College encourages an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from the appropriate college staff. Students who believe a conflict they are experiencing needs to be resolved or feels a decision affecting them is unjust or inequitable are to follow the Problem Resolution Procedure. The graduated process begins with addressing the problem informally, at the lowest level possible, then progressing through the administrative chain of command if necessary. The last level of appeal rests with the President, whose decision is final.

[Civil Rights and Title IX Concerns](#): Students, staff, and visitors who wish to file a Civil Rights or Title IX-related report may do so online or contact the Title IX representative at each location. The College follows well-defined procedures and processes for addressing all complaints.

The [Student Concerns Procedures](#) webpage highlights additional methods for students to voice their concerns, providing a link to the appropriate organization and the prescribed process.

Fort Riley

Additionally, the Army has a program called Interactive Customer Evaluation (ICE); students attending Fort Riley classes can go onto the Fort Riley website and fill out an electronic form to

register their positive or negative comments. Military installation leadership review and process all comments and forward issues to the Dean for comment/response. Installation representatives request a response within 24 hours.

Barton GVP Paramedic Program: In addition to the general staff who assist students, the Director of EMS Education advises all EMS students, aiding in student contact, discussions, problem-solving, and needs.

Evidence of Student Satisfaction

The Dean of Military Academic, Technical Education, and Outreach Programs provides examples of positive student feedback in The May 2021 END 6: Barton Services and Regional Locations monitoring report to the Board of Trustees.

- Satisfied student comment through ICE: “Abby and Megan were amazingly helpful! First time enrolling and they made the process so easy for me! Thank you so much for your help.”
- Positive student comment through email regarding assistance for his class: “Thank you ALL! I appreciate that you all are so supportive and helpful! Thank you for working with me.”
- Positive student comment through email regarding MyCAA: “Thank you, Abby and Megan! I appreciate all your help.”

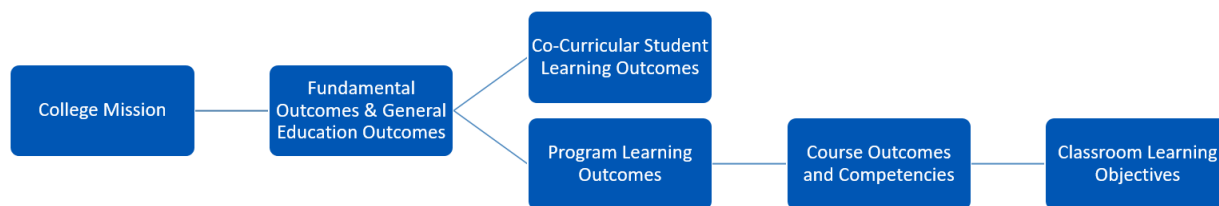
Evaluation and Assessment

1. How does the institution measure, document and analyze student academic performance sufficiently to maintain academic quality at a location?

Overview

Assessment is the process for the continuous improvement of instruction and student learning. It is the driving force to identify opportunities to build a more effective and meaningful course, program, and degree and a more robust and rewarding educational experience for Barton students. The College is committed to consistently and systemically evaluating student learning to ensure that students are learning at the level expected of a Barton graduate.

Barton Community College’s Assessment Plan is rigorous, structured, and well-defined. The following flowchart represents the various layers of assessment at Barton. Each layer focuses in on specific Student Learning Outcomes (SLOs) relating to what a student will understand, apply, analyze, evaluate, create, etc. when they have completed a given course or program. These are then compared to a benchmark, or minimum level of performance, which must be met for the SLO to be considered to be reached or attained.



Fundamental Outcomes

Barton expects instructors to utilize assessment data to make informed decisions to improve student learning. Fundamental Outcomes regarding Critical Thinking, Life-Long Learning, and Historical, Technological, and Cultural Perspectives guide all curriculum, regardless of venue. These are tied to Barton's Mission Statement and specific Board of Trustee Ends and expectations. Assessment of the Fundamental Learning Outcomes, the knowledge, skills, or abilities that guide all curriculum, will serve as an indicator of the essential skills retained by our students and their ability to lead productive lives.

Program Learning Outcomes - Program Level Assessment Guide

Barton faculty and staff will make holistic curricular-adjustments to improve student learning based on the assessment of Program Learning Outcomes, the knowledge, skills, or abilities students will have upon completion of a given program. Strategies to improve student learning will be established with specific goals sustained by budgetary requests, as needed, within the respective Instructional Reviews in support of Barton's Strategic Planning Framework. Examples: [HZMAT Program Assessment](#) and [EMHS Program Assessment](#) Spreadsheets.

Co-Curricular Student Learning Outcomes

Barton defines Co-Curricular activities as student organizations or clubs specifically designed to support curricular outcomes and objectives. These are not activities solely for social engagement or entertainment (extra-curricular), performance groups developed through credit-bearing courses, student services activities such as tutoring, advisement, or career services. Regardless of location, all Co-Curricular activities will establish student learning outcomes and make adjustments to improve student learning based on their assessment. One such Co-Curricular activity, Phi-Theta-Kappa, a national honor society for community colleges, is represented at Fort Riley and Grandview Campus. Example: [Fort Riley Phi-Theta-Kappa Co-Curricular Report Draft](#).

Course Learning Outcomes and Competencies

Course learning outcomes and competencies are common by course, regardless of location, and are kept current through the use of a Master Syllabus, as approved by the Learning Instruction and Curriculum Committee. Faculty assess these competencies through embedded assignments and/or capstone projects/activities within a given course. Issues are identified and addressed as needed. All faculty utilize various classroom assessments and document improvements/adjustments made to address these issues. Faculty and staff will make macro-adjustments to improve the student learning, based on the summative assessment of Course Learning Outcomes, the competencies stated in the course syllabus, using various Course Assessments.

Classroom Learning Objectives – [Classroom Learning Assessment Guide](#)

Formative assessment - Barton faculty and staff will make micro-adjustments to improve student learning based on the formative assessment of Classroom Learning Objectives, the learning outcomes for a given lesson, using various Classroom Assessment Techniques (CATS). The results of these analyses help instructors improve their craft – their teaching skills.

Documentation, Reporting, and Continuous Improvement

Once faculty and staff have assessed the respective student learning outcomes, the results are collected, analyzed, and shared among peers. The Coordinator of Assessment provides annual reports to the Board of Trustees, administrators, faculty, and staff and publishes the analysis on the [Assessment of Student Learning: Evidence](#) web page.

By identifying and focusing in on the respective student learning outcomes that students are struggling with, faculty and staff can make strategic improvements to the respective course, program, and co-curricular areas at Barton.

The staff and faculty at Barton are continually working to improve. They are interested in knowing how their students learn and how to improve their teaching methods. What instructors learn about their students and how well they learn the material will affect how the information is presented to the next class and the one after that in a continuous cycle of improvement.

Professional Development

With instructors located across the country teaching from multiple locations and delivery modes, the assessment model needs to be consistent and parallel the system developed for on-campus programs. Faculty members need to be engaged and have the same opportunity for professional development regardless of where teaching occurs. Extensive assessment-related professional development is available through multiple formats. Some examples include:

- Assessment Orientation – The Coordinator or a member of the Outcomes Assessment Committee conducts onsite assessment workshops when changes occur in external requirements and expectations (e.g., KBOR, HLC), as the institution introduces new concepts, or a location, division, or program requests assistance.
- [Assessment Resources](#) - To ensure a common understanding of assessment concepts and consistency of processes, the Coordinator of Assessment created and assembled assessment resources such as handbooks, literature, templates, and videos.
- Assessment Spotlight videos for faculty and new hires.
 - Classroom Assessment: <https://www.screencast.com/t/zrrxRazr>
 - Course Assessment: <https://www.screencast.com/t/WEUgMPtaR>
 - Program Assessment: <https://www.screencast.com/t/cl9eaNxqn6uT>
- [Barton Assessment Institute](#) - a year-long training program developed to educate faculty and staff on assessing student learning and developing the next generation of assessment leaders, is available for faculty and staff at all locations. Since its inception in 2019, all 21 graduates (representing all locations) have joined an Assessment Subcommittee to further enrich assessment efforts at Barton. Assessment Institute graduates represent the following locations:
 - Barton County Campus – 15
 - Fort Riley Campus – 4
 - Remote Faculty – 2
- Outcomes Assessment Committee – The purpose of the committee is to lead, educate, and support the implementation of Barton’s assessment strategic plan and assessment processes.

2. How are the measures and techniques the institution uses for a location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

The assessment and evaluation measures and techniques used at the Fort Riley and Grandview Plaza locations are equivalent to those used at the Barton County campus and all approved locations.

Continuous Improvement

1. How does the institution encourage and ensure continuous improvement at a location?

Fort Riley and Grandview Plaza programs align with institutional and external partner requirements; therefore, administrators, faculty, and staff regularly monitor products, services, and processes, seeking opportunities for improvement. Barton's efforts towards institutionalizing continuous improvement processes are currently tied most closely with its focus on improving student services and student learning outcomes (see Assessment and Evaluation.)

Although Barton employees practice problem-solving and process improvement daily, only recently has the College begun to focus on developing standardized mechanisms for recognizing, documenting, and evaluating continuous improvement efforts. The following examples describe employee actions to improve the efficiency of processes.

Example #1

Process: Student Course Search – LSEC Program

Location: Fort Riley Campus

Process Description: The staff observed the release of the current LSEC schedule triggered questions about future LSEC cycles.

Process Goal: Reduce the large number of questions about future cycles³.

Process Change: Reviewing options and the process, the staff increased awareness for future schedules by publishing expected schedule release dates to the Fort Riley webpage and updating the current schedule with the specific date for the next schedule.

Results: The staff observed a decrease in inquires. Fort Riley also has College Program classes with different schedules. Fort Riley also added the expected schedule release dates for College programs to the web pages and the current schedule release to maintain a consistent Course Search. The staff will continue to observe/count course search inquiries.

Example #2

Process: Distribution, retrieval, and tracking of rented textbooks. Instructors issue textbooks to students on the first day of class and collect them from the students on the last day of class. Due to COVID-19, however, most of their classes moved to a LiveOnline delivery method (scheduled meeting time; all students participating via zoom) which increased the delay and confusion of textbook distributions and returns.

Location: Fort Riley

Process Description: Instructors controlled the distribution and subsequent collection of textbooks in the classroom; the process resulted in confusion and multiple questions by both instructors and students. Additionally, the inefficiencies were increasing the shipping costs of textbooks.

Process Goal: Reduce the confusion voiced by instructors and students regarding the distribution of textbooks.

Process Changes:

As a result of COVID-19 restrictions, some instructors could eliminate textbooks for their classes by incorporating Open Education Resources (OER).

Transferring textbook pick-ups and returns from the instructors to the Fort Riley staff reduced bottlenecks and inspection processes.

Staff sent emails to students enrolled in “textbook required” courses to improve process awareness regarding textbook pick-up and drop-off procedures.

Results: Process changes reduced the number of student textbook-related questions and eliminated non-instructional tasks for faculty. Additionally, centralizing the process at Fort Riley increased the efficiencies, which measurably reduced shipping costs.

Example #3

Process: Start of LSEC cycle ‘reminder’ email

Location: Fort Riley

Process Description: At the start of every LSEC cycle, the Barton Fort Riley office sends “Reminder” emails out to all students enrolled reminding them classes were starting soon and the requirement to attend the first day or they will be dropped for non-attendance. Additional information includes steps to take for technical difficulties as well as how to confirm their military affiliation. After sending out these emails, staff observed a trend for similar questions.

Process Goal: Reduce common questions and student confusion.

Process Change: Staff added an FAQ section to the email.

Results: Data indicated a significant reduction in student questions.

Example #4

Process: Implement a Best Practice from NACADA Conference: create a general checklist to reduce overwhelming communications to new students, triggering more confusion.

Location: Fort Riley

Process Description:

Communications to new students

Process Goal: Reduce confusion to new students caused by initial communications

Process Changes: Fort Riley created a folder that includes the student's degree plan, general course list, schedules, Tutor Center card, Advisor's card, and a card with the student's login credentials for the portal and their Barton student ID number.

Results: Advisors regularly see returning students come back with their folder in hand and hear how helpful the checklist has been to them during follow-up meetings.

Example #5

Process: Best Practice from NACADA Conference. Setting a maximum to the number of student appointments they see in a day.

Location: Fort Riley

Process Description: Student appointments with Advisors

Process Goal: Allow time for students to ask questions and reduce the perceived rush. Secondly, provide time for Advisors to complete necessary tasks such as degree planning, email processing, reviewing prerequisites, etc.

Process Changes: Fort Riley determined and implemented a maximum daily advisor appointment number.

Results: Advisors are observing fewer post-appointment questions from students, and efficiencies are improving with daily tasks.

Because the locations provide services to a small or targeted student population, the staff at Barton Fort Riley and Grandview Plaza tend to be very agile and adapt quickly to student or stakeholder needs to the extent possible.

Marketing and Recruiting Information

1. What controls are in place to ensure that the information presented to students in advertising, brochures and other communications is accurate?

Public Relations & Marketing

The Director of Public Relations and Marketing (PRM) oversees communications and publications from the College. News releases, advertisements, web pages, publications, videos, radio and television productions, and other communications are created alongside and reviewed by the primary source responsible for the content to ensure information is accurate and presented properly to avoid confusion. This review occurs before developing new content and at each iteration of a recurring communication. Further, creative work is reviewed retroactively by the Public Relations and Marketing Advisory Board, comprised of leaders from departments across campus, every other month. Public Relations and Marketing has also invested in tools like SiteImprove that allow editors to quickly "find and replace" information across the website when changes are needed. Changes in personnel or email addresses, for example, can be made promptly once the department receives notification, triggered by the standardized forms Human Resources uses whenever such changes occur.

Additionally, Barton's PRM department has stringent guidelines for all marketing, including program brochures, flyers, and postcards. These guidelines and protocols are administered regardless of location and are available in the [Barton Brand Guide](#).

Fort Riley and Grandview Plaza: Collaboration with Barton PRM and Information Technology Departments are critical in communicating and disseminating communication. Employees also monitor their respective Barton webpages to ensure schedules are accurate and new information is placed on the website. Other methods of communication include social media, email "blasts" to students, brochures/ads, and TV/radio/newspaper advertising, and periodic mailings. Furthermore, the Fort Riley and Grandview sites have an etiquette guide for posting and responding to social media posts on program-related Barton websites.

Barton GVP Paramedic Program: Faculty are subject matter experts in EMS and EMS education and capable of answering most questions. If they cannot answer a student's question, they refer the student to the Director of EMS, who also serves as the student advisor. All inquiries concerning upcoming classes are directed to the EMS secretary; a single contact ensures consistent information delivery.

Student Consumer Information

Barton strives to present clear, relevant, and vital information to invested parties through various formats, including a number of print and web materials.

Frequently updated, Barton's [Student Consumer Information](#) webpage provides information on admissions, cost of attendance, costs, financial aid, the student handbook, support services, and other student consumer information. Tools such as the Net Price Calculator can help students determine the overall annual cost of attendance. The Director of Financial Aid ensures that the material is current, accurate, and meets the marketing guidelines.

[College Catalog](#)

The annually published College Catalog provides information regarding admission and enrollment procedures, student services, academic information, programs of study, course descriptions, distance learning opportunities, and other educational opportunities. Before publishing the College Catalog, academic departments and other catalog contributors review their sections for currency and relevancy. A Catalog Review Team (including PRM representatives) facilitated by the Office of Student Services coordinates the process to meet the June publication timeline.

[Degrees and Programs](#)

Annually, program administrators, directors, and faculty review program descriptions and curriculum guides for accuracy and currency. The guides show all of the courses needed to earn the degree or certificate, including any prerequisites, preparatory coursework, or other requirements to be admitted to the program. The program webpages include articulation agreement information for students who may want to advance their education at another institution after completing their degree or certificate at Barton.

[Financial Aid](#)

Current and prospective students can find Financial Aid-related information on the Barton website. Employing a consistent review process, the Director of Financial Aid ensures that the material is current and accurate and reflects College and U.S. Department of Education policies and procedures. Examples of finance-related information include the following.

- [Apply for Federal Financial Aid](#) provides information and guidance relevant to completing and submitting the Free Application for Financial Aid (FAFSA).
- [Cost of Attendance \(COA\)](#) is an estimate of the total expenses for a student attending Barton Community College. The total figure includes tuition and fees, room and board (dorm and meal plan costs for an on campus student, or housing and food allowances for an off campus student), books, transportation, and miscellaneous expenses. The Office of Financial Aid uses the cost of attendance when calculating aid eligibility, it is not representative of a student's actual charges. The information is updated annually to reflect the most current data. [2020-2021 Cost of Attendance](#).
- [Other: Deadlines and Important Dates](#), [Helpful Resources](#), [Forms and Applications](#), [Purchasing Textbooks with Financial Aid](#), and [Kansas Promise Act](#)

APPENDIX

**Multi-Location Visit
2021 Approved Locations**

Current Approved Location	Programs Offered
Ellsworth Correctional Institution 1607 State Street Ellsworth, KS 67439-1628	<ul style="list-style-type: none"> • 24.0101 - Associate of General Studies • 43.0102 - Certificate, Corrections • 43.0102 - Associate, Corrections • 48.0508 - Certificate, Welding Technology/Welder • 52.0201 - Associate, Business Administration and Management, General • 52.0201 – Associate, Business Administration and Management, General
Fort Leavenworth 120 Dickman Avenue Fort Leavenworth, KS 66027-1241	<ul style="list-style-type: none"> • 11.0901 - Certificate, Computer Systems Networking and Communications • 11.0901 - Associate, Computer Systems Networking and Communications • 15.0508 - Certificate, Hazardous Materials Management and Waste Technology/Technician • 15.0508 - Associate, Hazardous Materials Management and Waste Technology/Technician • 24.0101 - Associate of Arts, Liberal Studies • 24.0101 - Associate of General Studies • 43.0102 - Associate, Corrections • 43.0107 - Associate, Criminal Justice/Police Science • 43.0302 - Certificate, Crisis/Emergency/Disaster Management – Homeland Security, Law Enforcement, Firefighting, and Related Protective Services, Other • 43.0302 - Associate, Crisis/Emergency/Disaster Management – Homeland Security, Law Enforcement, Firefighting, and Related Protective Services, Other • 52.0201 – Associate Business Administration and Management, General
Fort Riley 211 Custer Avenue Fort Riley, KS 66442-4020	<ul style="list-style-type: none"> • 24.0101 – Associate, Liberal Studies • 24.0101 – Associate, Liberal Studies • 24.0101 - Associate of General Studies • 52.0201 - Associate, Business Management & Leadership
Fort Riley Military School 8388 Armistead Street Fort Riley, KS 66442-7072	<ul style="list-style-type: none"> • 29.204 – Command and Control (C3, C4) Systems and Operations • 30.9999 – Associate, Multi/Interdisciplinary Studies
Grandview Plaza, 100 Continental Drive Grandview Plaza, KS 66441-4362	<ul style="list-style-type: none"> • 15.0701 – Certificate, Occupational Safety & Health • 15.0701 - Associate, Occupational Safety & Health • 15.0508 – Certificate, Hazardous Materials Management • 15.0508 – Associate, Hazardous Materials Management • 43.0302 – Certificate, Emergency Management & Homeland Security • 43.0302 - Associate, Emergency Management & Homeland Security • 51.0904 – Certificate, Emergency Medical Technology/Technician (EMT Paramedic)

Current Approved Location	Programs Offered
	<ul style="list-style-type: none"> • 51.0904 – Associate, Emergency Medical Technology/Technician (EMT Paramedic)
<p>Holton 300 W 4th Holton, KS 66436-1605</p>	<ul style="list-style-type: none"> • 51.0904 – Certificate, Emergency Medical Technology/Technician (EMT Paramedic) • 51.0904 – Associate, Emergency Medical Technology/Technician (EMT Paramedic)
<p>Larned Correctional Mental Health Facility Route 3, 1318 KS Highway 264 Larned, KS 67550-5353</p>	<ul style="list-style-type: none"> • 24.0101 - Associate of General Studies • 43.0102 - Certificate, Corrections • 43.0102 - Associate, Corrections • 46.0201 - Pre-Associates Certificate, Carpentry/Carpenter • 46.0503 - Pre-Associates Certificate, Plumbing Technology/Plumber • 52.0201 - Associate, Business Administration and Management, General