

Barton County Community College - 1267

HLC ID 1267

OPEN PATHWAY: Reaffirmation Review

Review Date: 10/24/2022

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Context and Nature of Review

Review Date

10/24/2022

Review Type:

Reaffirmation Review

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Barton Community College is a fully accredited institution situated in a rural area of Kansas serving a diverse student population that includes traditional and non-traditional age bands, military connected students, and students at correctional facilities. Currently, Barton serves more than 13,000 students annually, with an average of more than 6,000 each semester. The College continually focuses on its mission statement: "Barton offers exceptional and affordable learning opportunities supporting student, community, and employee needs."

The College is situated across four campuses: Barton County Campus, Fort Riley Campus, Grandview Plaza Campus, and Fort Leavenworth Campus. Only the Barton County Campus includes student housing. The Barton County campus, the main campus, and is located in the Great Bend area on a hilltop that includes eight buildings, student housing, athletic fields, and the Midwest Utility Training Center. The College offers programs of study for transfer students, military programs of study, workforce readiness programs, GED courses, and courses for high school students who are looking for a head start on college. The College provides the venue and space from many community service and arts programs. For example, the community may rent space such as the Barton Student Union or the community may enjoy the Planetarium that recreates the night sky and offers programs free of charge. The College continues a positive relationship with U.S. Army, specifically the Fort Riley and the Fort Leavenworth bases. The College offers courses at these locations and serves the enlisted personnel with Barton staff and faculty. The College's longstanding relationship with these bases benefits the community and students alike.

As a publicly funded institution, the College relies on multiple revenue sources including state funding, tuition dollars, and property taxes. The College also receives grant dollars as it applies for and is awarded appropriate grants. The College has an adequate number of faculty, staff, and administration to serve its student and community stakeholders. The College is governed by a six-member elected Board of Trustees who guide the college in its operations which directly impact student readiness and success. The Board of Trustees support the work of administrators, faculty, and staff. In fact, the College supports students with a 1: 14 ratio with staff and a 1:16 ratio with faculty. These ratios contribute to their continued outstanding, positive results on both student satisfaction surveys (Noel Levitz Student Survey and CCSSE) and employee surveys (PACE).

The College guides and offers full-scale services to its students from the time of application through graduation. The Student Services offered complement academic programs offered at the institution. The College has a robust planning process which includes a strategic plan, attention to its END statements, and clear key performance indicators to ensure it is serving students and meeting its goals. This high level planning and integration are clear in its culture of trust and integrity which leads to a collaborative culture.

During the Comprehensive Campus Evaluation visit on October 24 and 25, 2022, the Team found that Barton employees and students alike are passionate about the College and its ability to serve the students and the community well. The College places students at the center of its decision-making processes. This vision guides how the College schedules courses, delivers student services, plans for new academic programming, and provides opportunities for student success. Still, the College is aware of its institutional challenges, including expanding schedules and delivery methods to meet student need, continuing to give attention to student evaluations, and cross-training advising staff by providing better access to data. The College demonstrated that it has the ability to meet these challenges through its continued collaborative work and data informed decision making processes. Employees are satisfied with the institutional progress and commitment to these challenges.

Interactions with Constituencies

College President

Board of Trustees

Barton Foundation Board Members and Leadership Team

Full-time Faculty Welding

Full-time Faculty Chemistry

Full-time Faculty English

Full-time Faculty Math

Full-time Faculty Science

Full-time Faculty MLT

Full-time Faculty BiologyFull-time

Full-time Faculty Life Sciences

Full-time Faculty Agriculture

Full-time Faculty Natural Gas

CDL Coordinator

Full-time Faculty Communications

Full-time Faculty Business

Full-time Faculty Computers

Full-time Faculty Sociology

Fine and Performing Arts Coordinator and Dance Instructor

Adjunct Faculty

Student Support Services Project Director

Vice President of Instruction

Dean of Military Academics, Technical Education and Outreach Programs

Coordinator of Employee Education & Engagement

Director of Athletics

Chief Accreditation Officer & Director of Financial Aid

Director of Grants

Associate Dean of Instruction

Director of Military Programs

Director of Innovation and Compliance

Director of Institutional Effectiveness

Vice President of Student Services

Coordinator of Community Education

Director of Military Student Services/Military Academic Services

Educational Opportunity Center Project Director

Dean of Workforce Training & Community Education

Executive Director of Foundational Education

Director of Testing, Advisement, & Career Services

Academic Advisors

Faculty Advisors

Students

Director of Library and College Archives

Dean of Academics

Director of Hazardous Materials, Emergency Management, and Occupational Safety, and Health

VIA & RSVP Director

Director of Human Resources

Administrative Assistant to the President

Hispanic Engagement & Recruitment Office (HERO) Director

TRIO Director

Chief Information Officer

Coordinator of Assessment and Instructor of Mathematics

Barton County Upward Bound Project Director

Director of Child Development Center

Executive Director of Workforce Training & Economic Development

Director of Student Academic Development

Director of Online and LSM Management

Interim Chief Information Officer

Vice President of Administration

Registrar

Director of Admissions

Director of Instructional Excellence

Central Kansas Upward Bound Project Director

Title IX Coordinator

Executive Director of Healthcare and Public Service Education

Assistant Director of Financial Aid

Director of Financial Aid

Chief Accreditation Officer

Chief Communications Officer

Director of SSS

Assistant Librarian

Director of Theater

Executive Director of Foundational Education

Coordinator of Community Education

Director of CKUB

Dean WTCE

Director MLT

Additional Documents

There are no additional documents reviewed.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

Barton Community College's mission is articulated publicly and is operationalized and known throughout the institution. It is readily found on the college's website, printed materials, and throughout the campuses including classrooms. During the Open Forum for Criterion 1 and 2, both faculty and staff were able to provide numerous examples of how the mission is reflected in their work. In addition, Barton employees from all site locations and the main campus clearly articulated their role and ownership of the College's approach and deployment of the process used to revise the College's mission statement. Employees voiced that they had multiple feedback opportunities and channels. This reflects positively on the executive leadership's ability to trust employee and community input. As a result, the mission serves the community, the employees, and the students well.

The institution updated the mission in 2020 - 2021 following an inclusive process an inclusive and collaborative process directed by the Executive Leadership Team and inclusive of an environmental scan, and theme identification, and final adoption by the Board of Trustees. Evidence demonstrated the process included listening sessions, surveys, votes, and open sessions with all stakeholders. The institution's mission statement: *Barton offers exceptional and affordable learning opportunities supporting student, community, and employee needs* is appropriate for the community and student stakeholders served and includes an emphasis on learning.

The mission appropriately identifies the nature, scope and intended constituents for a community college. Barton associate degrees, certificates, and Stand Alone Parent Programs (SAAP) that prepare students for direct entry into the workplace. The College offers multiple courses online, in the traditional classroom, in high schools, and on military bases. The mission is deployed in the College's daily actions and comprehensive strategic plan.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

Barton's actions and decisions to prioritize its educational role to serve the public has been and continues to evident through its commitment to provide a public, comprehensive community college since 1965. Barton prides itself on making education accessible, affordable, and student focused while continuing to build on its quality offerings.

The College centers itself on its eight ENDS in order to active their mission and commitment to its four Core Priorities which demonstrate that its educational responsibilities are at the center of their operations. The Board of Trustees, following Kansas Statue 71-201, ensure that educational operations are the central focus on the institution. The College is committed to providing quality educational opportunities to ensure taxpayers, students, and the community have an opportunity to work to their full potential. This is demonstrated through the work of faculty, administration, and student voicing. The campus tour also validated that the College's resources and facilities support the necessary equipment and space to serve students and develop faculty.

Barton engages and supports its community through workforce preparedness in numerous ways. Evidence includes a nursing partnership with Pratt Community College, regional workforce partnerships such as its partnership with Scale Associate and Kansas Department of Agriculture, military programs, and other short-term training programs. The College also cultivates community engagement and services as showcased in their athletes collective volunteering of 2,400 community service hours, the Family Crisis Center presence on campus, and the Volunteers in Action programs. A specific example of the College engaging with its current and expanding population includes the addition of the Hispanic Engagement and Recruitment Office whose function is to familiarize prospective students, their families, and other community members with the educational opportunities and services available at Barton. The Barton community fondly refers to this as the HERO program. The College actively engages with its military bases located within close proximity of the campus. Barton collaborates with the U.S. Army to offer specific training and academic courses as requested by the Army. The is agreement is part of the College's Memorandum of Understanding with the Army. The Army charges Barton for the use of the buildings, equipment,

and services on Fort Riley and Fort Leavenworth bases, and those charges are offset with a “UOF” scholarship for active-duty personnel. Military students enrolled in LSEC/BSEP/TROOP School classes receive the UOF scholarship resulting in no out of pocket expenses for the Military of the student for these courses. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

Barton's commitment to providing an equitable student experience to ensure opportunities for civic engagement in a diverse, multicultural society and globally connected world, is exemplified in its Diversity, Equity, and Inclusion statement: *Barton embraces diversity/inclusion with regard to our student body, our workforce, our curriculum, our practices, and our engagement with our community. We recognize that diversity, equity, and inclusion support learning, promote excellence, and prepare a global citizenry.*

Barton provides opportunities to its students, faculty and staff for civic engagement in a diverse, multicultural society and globally connected world as appropriate to its mission and the communities it serves. The College provided numerous curricular examples aligned to courses such as nursing students attending the National Student Nursing Conference and participating in breakout and networking sessions and students enrolled in a Marriage and Family course volunteering at the Family Crisis Center. Cocurricular examples include scholarship and leadership development opportunities associated with student honor organizations such as Phi Theta Kappa, STEM club, and performance groups. International students engage in community events and collectively participate in civic events intended for fund raising and fellowship. All cocurricular groups have direct student learning outcomes that align to preparing students for informed citizenship and workplace success.

Barton fosters a climate of respect among all students, faculty, and staff and administrators from a range of diverse backgrounds, ideas and perspectives as evidenced by Category #1 and #2 Open Forums and a meeting with students. In addition, the College administers and uses feedback data from a 2021 Engagement Inventory and Barton Climate Survey as evidence of its open, inclusive climate. The College values and provides evidence of shared governance and its focus and commitment to diversity is evident through the College's enrollment profile. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas, and perspectives.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

Barton Community College's mission is articulated publicly and is operationalized throughout the institution. Through deliberate actions and substantive programming, the college has demonstrated a commitment to the public good and provides a variety of activities, opportunities, resources to promote civic and community as appropriate to the constitutes it serves.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

Barton County Community College establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff. Following are examples for this resolve. The college mission is current and stipulates the purpose and focus of the enterprise. The mission statement has been updated as recently as during the 2020 - 2021 academic year. Based on evidence provided in Criterion 1, review, revision and adaptation of the current mission statement followed a comprehensively inclusive and intentionally collaborative process. All stakeholders of the college, both within and outside of the community had the opportunity to participate in the process. The evidence provided affirms that the process included an environmental scan to assess the current conditions and context of the college, listening sessions conducted to gain input from respective constituents, and sequential approval stages beginning internally and culminating in the approval of the mission by the governing board. Based on the evidence provided, the process for review, revision and adaptation of the current mission statement is clear, exceedingly comprehensive, well documented, as it was transparent, fair, equitable and involved all levers of the organization. During the campus visit, varying sessions with faculty, staff, administration and governing board affirmed that Barton County Community College establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff. Furthermore, the campus visit confirms that Barton County Community College develops the mission which is then adopted by the governing board.

Based on the evidence provided, the governing board members are onboarded to their roles in a comprehensive manner, they are provided ongoing orientations, and they have the opportunity to attend trustee conferences to familiarize themselves with the role of board members. This was confirmed by governing board member present during the session with the board members during the campus visit. Annually, the governing board acknowledges no conflict of interest. The governing board handbook, faculty handbook, and student handbook attest to an institution with clear policies

and processes to ensure fair and ethical behavior on the part of all constituents. The end board statements, respective dashboards, and monitoring reports to the board are some of the evidence provided to buttress that governing board indeed adheres to their role in ensuring the college meets the mission and priorities.

Barton County Community College operates with integrity in its financial, academic, human resources and auxiliary functions. The board is onboarded in a seamless comprehensive manner to their role. In compliance with Kansas House Bill 214, the Board of Trustees publishes taxpayer and student transparency data annually on the institutional website. Financial integrity is adhered to through robust college policies and procedures that regulate financial practices and transparency. Annually, all constituents (officers of the college, Board of Trustees, and employees with responsibility to maintain fiduciary expectations must complete an annual Conflict of Interest Disclosure Form. Furthermore, Barton County Community College Financial Aid office, in compliance with U.S. Department of Education regulations, publishes two codes of conduct, Financial Aid Employee Code of Conduct, and Alternative Loan Code of Conduct, both of which addresses expectations regarding administration of federal funds and ethical handling of non-federal student loan funds respectively. Review of the college procurement policies and procedures affirms that the college ensures all procurement activities comply with state and federal laws. Provided evidence of policies and procedures establishing guidelines for financial operations and standard practices address Fiscal management, Fiscal Expenditure, Contracts/agreements/MOU, Information Technology Purchases and projects, Federal payments, and Cash Management for Federal Grant Award. All of these verifies that the college operates with integrity in its finances. During the campus visit, the reviewing team was provided Barton Community College Governing Board Report 2021 and 2022. Both documents highlight the college's progress in meeting the direction provided by the board. Indeed, a document produced by Barton Institutional Effectiveness, titled Docking Institute Study Summary: Return on Tax Investment for Barton County from Barton Community College, further confirms that Barton County benefits from the social embeddedness of Barton Community College in the county. Specifically, the report asserts that 'the ROI from Barton County Property Taxes considering all the direct impacts of Barton Community on Barton county is 205%'. During the campus visit, sessions with the development board, the governing board, faculty and staff affirms the college adheres to its fiduciary responsibilities and commitment to serving the county.

Barton County Community College is committed to academic integrity in prosecuting its academic mission. The college has academic integrity policies and procedures well delineated and published in varying mediums (College Catalog - Page 29, and Student Handbook - page 59, for instance) depicting expectations regarding student work. Furthermore the policies and procedures define prospective violations of academic integrity, attendant prospective sanctions for respective violations, assurance of due process, and perhaps more importantly the student's responsibilities. During the campus visit, students who attended the student session verified that the policies exist, they are informed of the policies, and when they have questions they are clear who to contact including their instructors, academic advisors and administrators.

In relation to human resources, the evidence provided by Barton Community College verifies that the college operates with integrity. Varying policies and procedures are published on the institutional website. The policies and procedures address employee conduct, expectation of ethical behavior, civil rights equity resolution for all students/employee/guest/, and these stipulations about ethical behavior are made available to the employees. The the applicable policies, procedure and expectations are addressed in the new employee guide which is available online. The expectations are also addressed during new employee orientation sessions for full time, part time, and student employees. Above all,

employees sign an acknowledgement form that is maintained in the employee's personal file.

Relative to the college's fidelity to the human resources , the Climate survey depicts the college as having high fidelity to the human resources. A high degree of satisfaction by employees (88%) and Students (71%) indicated that Barton County Community College is committed to diversity, equity and inclusion. More importantly 88% of employees and 84% of students agreed that they are treated with respect at Barton County Community College. Both in terms of feeling discriminated against or experiencing discrimination in terms of ability or disability, Banton County Community College employees and students responded as never experiencing either at 97% and 91% as well as 98% respectively. Of the responding students, 78% indicated that the college provides sufficient programs and resources to foster the success of a diverse student body. Based on the respective employee and student feedback one can surmise that Barton operates with integrity in terms of human resources. During campus visit, students, faculty and staff affirmed that the college is indeed committed to worth and dignity of students/employees and ensuring a safe environment for teaching and learning to take place.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

Barton County Community College presents itself clearly and completely to its students and to the public. Review of the evidence cited, General Catalog, Handbook, Student Handbook, faculty Handbook, as well as applicable sections of the college website, verifies that the college presents itself clearly and completely to its students and to the public. The website (www.bartoncc.edu) is the primary medium for communicating information to prospective students, guests, industry and the community. In reviewing the website, one could easily locate evidence cited by the institution, and the website is ostensibly reviewed and updated on an ongoing basis. Barton County Community College affiliation and accreditation status with The Higher Learning Commission is on the website. Consumer information such as new student admissions/application process, course placement assessment, academic degrees/program requirements, cost of attendance, and course fees are available through the website. Prospective, current and continuing students are able to find information about course search, enrollment steps, student services and student activities. During the campus visit, students were complementary of the college in regards to the sundry ways the college presents itself to prospective students and families.

Barton County Community College ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships. The web content strategist manages the development of the website and performs regular review of the same to ensure accuracy, timeliness, and relevance. The mission statement, governance structure (including Board of Trustees and Board meetings), and directory of the college employees and credentials are discernable through the website and the college catalog. Judging from the evidence provided by Barton County Community College, the administration, the board of trustees, use varying methods and processes to ensure accuracy of information depicting the college. The expansive and inclusive mission review process, the end board statements, respective dashboards, and monitoring reports to the board, regular review of the general catalog, student handbook, and and ongoing review of the website confirms that the college's fidelity to portraying the college accurately to the students and to the public.

Barton County Community College ensures evidence is available to support claims it makes

regarding its contribution to the educational experience of the students through research, community engagement, experiential learning, and economic development. A robust set of listening sessions during the review and adaptation of the current mission statement afforded the college the opportunity to verify its purpose. The institutional dashboard and board monitoring reports afford the college yet another opportunity to ensure evidence is available to support the claims it makes.

The college's comprehensive program review, learning outcomes assessment, institutional climate survey, are additional modes that Barton County Community College ensures evidence is available to support any claims it makes regarding its contribution to the educational experience of the students. The annual community report, Board Monitoring Reports, Student Consumer Information, Student enrollment and outcome data, and other institutional data, verified and shared from the Institutional Effectiveness and Programs Office as well as the Communications Office, ensures evidence is available to support any claims it makes regarding its contributions to the educational experience of the students. During the campus visit, it was clear from discussions with the staff, faculty, administration institutional effectiveness office and the Board that due care is given to ensuring accuracy of information presented about the college.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

Based on the role of the Governing Board in the approval process of the recent mission statement, review/approval of board monitoring reports, deliberation on program presentations made to the board, and deliberation/approval of financial presentation made to the board, it is evident that the governing board of Barton County Community College is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

During the session with the Governing Board at the campus visit, the board members present were convincing in depicting their understanding of their role and ensured the reviewing team of the board's autonomy.

Moreover, the governing board confirmed they are trained and knowledgeable such that they make informed decisions with respect to the institution's financial and academic policies and practices thus meeting its legal and fiduciary responsibilities. During the onboarding of the board, indeed through ongoing orientations, the board members conveyed they are oriented to their roles. Throughout their orientation and tenure as board members, the board members are provided with all relevant information (Board Policy Governance Manual, information/issue review during Monthly Study Sessions) as well as opportunities to participate at Kansas Association of Community College Trustees, Kansas Board of Regents and Association of Community College Trustees) to have a conversant understanding of their role relative to the college. The board of trustees also receive special training, for instance, online cyber security training, to ensure fidelity to cyber security in prosecuting their responsibilities. The strategic plan, new program adoption, and the college's annual budget are presented to the board for approval thus ensuring the board's fiduciary responsibility for the college.

Judging from the information presented to the board in their onboarding and continued training, as

well as the board's prosecution of their role, it is clear that the board understands their role, reserves day to day operation of the college to the president and college officers, and uses board monitoring reports and other board updates to fulfill their role as board members. Primarily through the monthly Board meetings, and periodic focused study sessions, the Board is able to reflect on the priorities of the college and enhance the institution's viability. Based on the review of the Board's minutes about mission, program, infrastructural and budget approvals, it is evident the board's deliberations reflect priorities to preserve and enhance the institution. Relatedly, judging from the information provided by the college (Board Minutes for instance), and affirmed during the campus visit with board members, the board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations. Furthermore, in annually declaring no conflict of interests through the conflict of interest disclosure form, the board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Rating

Met

Rationale

Based on information provided by the institution and review of varying college documents, it is evident that Barton County Community College is committed to academic freedom and freedom of expression throughout the teaching and learning environment. The Board of Barton County Community College adopts the Carver Policy Governance Model, and accordingly the Barton Policy Governance manual stipulates that the governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters. Indeed, the Barton Policy Governance Manual buttressed the fact that board decisions center around policy decisions only. The evidence provided by the college (faculty Handbook for instance) shows that the faculty are responsible for the curriculum and for faculty review by their peers. Barton County Community College Learning, Instruction and curriculum committee is primarily made up of faculty, yet sufficiently representative of the other areas of the college to address curriculum development matters, and serve as an advisory capacity to the Vice President of Instruction. As such, the Learning, Instruction and Curriculum Committee focus include but are not limited to guarding the academic integrity of the college to assure all programs/certificates and degree are of uniformly high quality with current and valid course content, evaluating/approving new courses, reviewing/approving all curriculum revisions, and suggesting additions/deletions/modifications to course content.

In adhering to the college's commitment to academic freedom and freedom of expression in the pursuit of truth in the teaching and learning environment, Barton County Community College upholds the tenets of the American Association of University Professors (AAUP) 1940 statement of Principles on Academic Freedom and Tenure. Providing a framework for academic integrity, policies, and procedures, and ethical behavior, a core principle of AAUP, states that college and university teachers are citizens, members of a learned profession, and officers of an educational institution. Accordingly when they speak or write as citizens they have the right to freedom of institutional censorship, and a responsibility to accuracy, exercise of appropriate restraint, respect for the opinion of others, and indication when they are not speaking for the institution. The faculty handbook is sufficiently clear that the faculty are responsible for the curriculum and underscores academic freedom. The tenets of honesty, trust, respect, and support for the freedom of ideas and freedom in research and learning are depicted. During the campus visit in sessions with students, faculty and staff it was confirmed that all constituents are committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

Barton County Community College policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students. While primarily a teaching institution, the new Director of Institutional Effectiveness has designated an institutional review board to provide oversight for conducting research on campus for both internal and external purposes. The composition of the IRB members includes a psychology instructor or counselor, faculty council chair, a science instructor, vice president of administration - college risk assessment, and the Director of Institutional Effectiveness serves as the facilitator. The proposed charter of the newly composed IRB sufficiently addresses the foci of the group, to ensure ethical treatment, welfare, rights, and privacy of research participants in studies conducted by Barton's faculty, staff and students. College employees conducting research for advanced degrees must seek IRB approval when collecting data from within the college. Moreover, research projects conducted by faculty, staff, or students that involve human or animal subjects operate under the authority of another institutional review board sanctioned by another college or research organization.

Through the student handbook, general catalog and Library services, students are oriented with the standards of basic research. The Library website features resources to support academic integrity, including policies and guidelines for citation, research guide, and access to other library collections. Selected courses, for instance in social sciences, are mediums to teach and emphasize the rudiments of basic research. From this standpoint, Barton County Community College endeavors to support basic and applied research while maintaining professional standards and provide oversight where applicable. This was evident in discussions with students, staff and faculty during the campus visit.

As indicated above, Barton County Community College abundantly depicts the expectation regarding basic research through the college catalog, student handbook and addresses rights and responsibilities of academic freedom in the faculty handbook. The newly established IRB is commendable as the college continues to ensure fidelity to ethical standards in research. Barton County Community College Library is vital in helping students be familiar with integrity of research and scholarly

practice. Related resources are available on the Library website. More importantly, the Director of Library and College Archives conducts customized training and support sessions for individuals and collaborates with faculty in selected disciplines (English Composition, Nursing, and Western Civilization to speak to principles of good practice in research. The existence of The Library Advisor Board provides advise on current curriculum support and student study/research/and library usage habits, while a course such as STAT 1850- Research Methods 1, outline the research methods used to acquire knowledge in STEM related professions.

As previously stated, Barton County Community College provides clear expectations for academic integrity and honesty. The respective policies and procedures are depicted in the student handbook, general catalog and the college website. The policies and procedures, as prospective sanctions for student violation of academic integrity are abundantly clear. Barton County Community College Academic Integrity Council is responsible for ensuring that the college establishes a culture of integrity defined by accepted and practiced values and recommends transparent and fair integrity policies and procedures that guide the institution. Based on the Barton Academic Integrity Procedure, academic integrity is clearly defined, and more importantly the procedures incorporate six core values of integrity and maintain an honor code relative to integrity. The student code of conduct depicted in the Student Handbook, and found on the website, depicts student rights and responsibilities, including academic integrity, and associated investigation/adjudication and appeal processes. From all indications then, including confirmation during the campus visits, one can conclude that Barton County Community College provides students, faculty and staff guidance in the ethics of research and use of information resources.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

Barton County Community College's policies and procedures support fair and ethical behavior at all levels: Board of Trustees, administration, faculty, staff, and students. Faculty are responsible developing curricula and are supported in their academic freedom. The College's online and printed communications are accurate and truthful. Students are afforded the opportunity to learn and grow in an engaging learning environment without undue bias or prejudice. Students are encouraged to explore and make critical, informed choices that allow them to mature both inside and outside the classroom.

The College's Boards of Trustees acts appropriately as a governing body and trusts the College's administration it is daily operations and fiscal management. The elected Board meets its obligations, including fiduciary responsibility, and acts independently. In short, the Board of Trustees continues to make decisions that are in the best interest of student learning and continued fiscal responsibility of the institution.

After a thorough review of the college's written evidence and verification during the campus visit, it is evident Barton County Community College acts with integrity and its conduct is ethical and responsible.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

Barton County Community College (Barton) offers Associate in Arts, Associate in Science, Associate in General Studies and Associate in Applied Science degrees. They also offer three different levels of certificate programs.

Barton's career tech programs are regulated by the Kansas Board of Regents (KBOR) and five of the programs are accredited externally, which helps to demonstrate currency and level of appropriateness. Additionally, Advisory Boards help these programs stay current. When speaking with both the faculty and Academic Support Services, the Team learned that Barton uses the input from the Advisory Boards to improve and help guide decisions. One example involved the expansion of the welding program to create a second certificate level and an associate degree. The advisory committee was instrumental in helping identify important skills needed to include math and business communication. Another example related to the Hazardous Materials Management program, where the Advisory Board emphasized the importance of creating an 18-credit certificate program to help students be workforce-ready. The Team also learned that the KBOR asks for input from the advisory boards, further helping to ensure currency.

Many of Barton's courses have been approved for transfer by the KBOR, so that students can transfer seamlessly within the Kansas system. The Team confirmed with faculty that the faculty from Barton serve on the committee that reviews and updates course learning outcomes state-wide. This Kansas Core Outcomes Group meets annually.

The Learning and Instruction Curriculum Committee (LICC) also helps ensure that courses and

programs are meeting standards. This committee reviews and approves broad course changes and new courses. The College provided a very clear process for this. Faculty submit requests for new and amended courses using a worksheet. The membership of the committee consists of faculty and others, such as the Registrar, Advisement Coordinator and others. The faculty group and other groups indicated to the Team that the makeup of this committee is in transition and explained that the 3-year term rotation has been problematic. Barton told the Team that they are moving to a more permanent membership. The Team recommends that careful consideration of the committee composition includes a majority of faculty.

The program review process is outlined clearly. In fact, the Team learned that the process, which Barton calls Instructional Review, involves data points across the system, including assessment results. The Team heard that the results of Instructional Review are used to make decisions. For example, the Automotive Program was closed. Also, the Dance Programs were able to establish new markets and ways to recruit due to the Reviews.

Barton differentiates learning goals based on the type of degree. For example, Associate degrees require a minimum of 60 credit hours. As mentioned previously, Certificate programs are leveled into three groups based on hours provided. Stand-Alone programs require less than 16 credit hours, leading to a specific license or credential.

Further, Barton uses five Fundamental Learning Outcomes (FLOs) applied to the entire curriculum. The faculty and staff shared with the Team that as a result of their work with the HLC Assessment Academy, they now have developed General Education Outcomes (GLOs) in addition to the FLOs. It was clear after discussing with faculty that the Program Learning Outcomes (PLOs) and tied to the FLOs and the Course Learning Outcomes (CLOs) are tied to the PLOs. Documents provided also verified this.

Quality and learning goals are consistent across all delivery methods at Barton. The LICC approves student learning outcomes for all courses. The College uses a syllabus template through the Concourse platform and has begun a syllabus review process. The Team learned that the Deans looked at the template and through a process, has updated the syllabus for the spring 2023 semester. The syllabus template is used for all courses, regardless of location or type. Barton demonstrated consistency between online and other delivery modes. Faculty teaching an online class must complete training and the course must meet set standards based on a rubric. The faculty described to the team, the process of modifying a QM rubric to measure these standards and when they found it so helpful, they decided to use a similar rubric for all classes to further ensure consistency. This rubric is continuing to be developed further, and faculty confirmed that faculty across the system are a part of a committee that creates the rubric. They also stated that Instructional Design reviews the courses using the rubric and provides feedback to the faculty.

The faculty also discussed oversight of the Dual Credit Program. The Coordinator of Community Education reported that she evaluates each Dual Credit course annually at this time. The Team further suggests that program faculty also review Dual Credit courses based on their expertise and credentials.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

Barton provides learning opportunities to students, the community, and to its employees, which is appropriate to its mission. As mentioned in 3.A., varied degree offerings help support this. The general education program is based on providing education to support being a rational and humane person. A matrix outlines each course and aligns it with a specific general education zone and sector. When speaking with faculty and staff at Barton, it was clear that the courses and programs offered at Barton are aligned with the needs of the community.

The general education outcomes (GLOs), along with the fundamental outcomes guide the curricular framework. As described in 3.A., the faculty described the process of adding the GLOs through the work of the HLC assessment academy.

In order to complete an associate degree, students must take a course associated with sector D: Global issues and Diversity. That, along with the FLO of "Cultural Perspective" help ensure that students experience an education that recognizes human and cultural diversity. Additionally, the Team learned that the co-curricular programs are guided by the FLOs.

Barton's extensive co-curricular and performance activities are admirable and help support student's ability to work in the world as rational and humane citizens. The Team heard from faculty, staff, and the Barton Foundation Board regarding the community support of co-curricular and performance activities. It is clear that the community benefits from the activities of the College, and the College supports the community in return.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

Barton affirms its commitment to increasing diversity at the College with both the Diversity, Equity, and Inclusion Statement and the Human Resources Strategic Goals and Activities Plan. The faculty and staff of Barton also highlighted the diversity presented from the over 100 students who arrive to the College internationally. Additionally, 46% of enrollment is online, reaching far from Great Bend, Kansas. Barton's reach to military programs provides for increased diversity of student population. Additionally, the Hispanic Engagement Recruitment Office (HERO) proactively seeks out to support the increasing Hispanic student population. All of these are remarkable efforts on the part of the College. The Team acknowledges these efforts and suggests that the College continue to work actively on the diversity plan that they have established.

With a student to faculty ratio of 18:1, Barton provides a sufficient number of faculty. Faculty oversee the curriculum, and also serve in leadership positions. By nature of its constituents, Barton faculty reach not only traditional face-to-face students, but also reach dual enrollment, military programs, and online students as well.

Faculty in all areas are credentialed appropriately. Barton has a system that is centralized, to ensure that all faculty are qualified, regardless of type of offerings. Faculty who teach in the dual credit program are considered Barton faculty and are credentialed in the same manner. The Team reviewed

credentials of 10% of faculty, both full-time and adjunct, and found that faculty were teaching as credentialed according to HLC guidelines, and if not, a clear explanation of an exception to the guideline, with documented approval, was provided on the credentialing sheet.

Barton has procedures to evaluate both full-time and part-time faculty regularly. The faculty and staff discussed this, and the fact that the staff evaluations were similar to faculty. The evaluation process is clear with a schedule that outlines the steps.

Professional development opportunities are provided to faculty and staff both internally and externally. Faculty discussed the many opportunities available to them through the Center for Excellence and innovation (the Center). For example, new faculty attend a Faculty Bootcamp to help professionals transition from practice to teaching. Faculty talked of a New Faculty Institute that ended with the pandemic, with hopes to bring this program back to life. Faculty and the Barton Foundation Board both confirmed that the Foundation provides funding for professional development and other needs (mini-grants). The Center also provides funding for conferences. Faculty also stated that they can ask for funding for formal education. Additionally, every third Wednesday the Faculty Council sponsors faculty development activities.

According to student survey data, students agree that faculty are available for them. Faculty who teach online have expectations related to response times to student questions, course updates, and more. When speaking with students, the Team heard again and again how supported they felt by faculty. They reported that they felt at home at Barton. They felt accepted and that Barton was like a family. Even the high school students reported feeling connected.

Staff at Barton are oriented and receive regular professional development. They are fortunate to also receive professional development through the center and have the same opportunities as faculty. Specific areas provide specialized training and mentoring (advisement, for example).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

Barton's academic and support services provided to students are comprehensive and impressive. Although some support services are located on a campus, many are also offered remotely. In addition to the main campus, the Team heard from support services at the military sites and also heard from students who accepted services at those sites and at high schools. It is clear that students feel supported in whichever setting they find themselves in. Barton faculty and staff explained that the 14 High Schools have advising and tutoring. Additionally, the Library has an interlibrary loan available between campuses and the High School students can use the resource. All students, regardless of location, have Barton emails.

The College has a placement policy that includes assessment instruments such as ACCUPLACER, ACT, or SAT. There is a path for students who test into developmental areas if they choose. The College is currently exploring appropriate options for course placement. The Team heard about the use of an Early Alert system, Academia, to track and refer students who need extra support. According to Barton, by the end of this year, the College hopes to look at analytics surrounding use of the system in relation to student success. Part of the program includes an online process, to track attendance at weeks 3, 5, and 9.

Barton uses Degree Works to help with the advising process. Advisors are assigned to all degree or certificate students on all locations. The Team learned that there are ten full-time advisors, with three dedicated to the military areas and one to the corrections facility. Additionally, Workforce faculty advise students as part of their workload. The College explained that these faculty are Instructional Coordinators and advising is considered a part of their job responsibilities. All advisors, including the faculty who advise, are trained by completing an online course followed by a shadowing experience.

The infrastructure and resources provided by Barton vary based on the needs of the location and

students, be they at military locations, corrections, or the main campus. The Team was able to see the beautiful Shafer Art Gallery. The College is also home to numerous sports facilities to house the twenty-two different sports programs. The Foundation Board spoke of the Camp Aldrich facility and how it is even used to help fund-raise for the Foundation with an annual Clay Shoot. The Team viewed the library and other areas on the campus in Great Bend.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Rationale

Barton clearly provides quality education in all locations, be they within High Schools with concurrent programs, at military facilities, at a corrections location, on the main residential campus, or within their extensive online presence. With the many co-curricular and extra-curricular programs, along with a general education structure, students at Barton are able to analyze and communicate information and be creative.

The College has the faculty and staff needed for effective, high-quality programs and student services. Students feel supported and report that Barton offers them a great experience that is affordable. There is clearly support for student learning and resources for effective teaching at Barton.

Through documents provided by the College and through personal interactions with the faculty and staff of Barton, it is clear that the College on the Hill meets criterion 3 and is a gift to the community.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

Barton has a well-documented program review process and cycle which is under the oversight of the Vice President of Instruction. Documentation provided within the assurance argument indicates the college has put significant time and effort into revising the instructional review process, which was implemented in 2018, and aligned with the budget and strategic planning process in 2019. During the faculty discussion on campus the Team heard anecdotal evidence from faculty that they were involved in the instructional review process through the review of program data sent to them from the Program Level Assessment Committee (PLAC). This committee, with representation from faculty, staff and the chair of the Outcomes Assessment Committee (OAC), focuses on assisting faculty with developing program learning outcomes, collecting program assessment data, and aligning program assessment data to program learning outcomes. Some examples of the ways Barton has used the findings from instructional reviews are in adopting Open Educational Resources (OER),

use of common course shells, and in faculty professional development in student engagement.

Barton's transfer credit procedures and credit for prior learning (CPL) are shared on their website and incorporate the guidelines from the Kansas Board of Regents (KBOR) for assessing prior learning. The college also uses this guideline to review and assign credit for transfer-in of courses on the KBOR approved list which guarantees transfer of courses among all Kansas public postsecondary institutions. Barton's CPL requirements stipulate how credit will be evaluated and used towards program completion. During an open session with faculty and staff, the Registrar acknowledge that they evaluate lower-level courses for transfer and will send higher level courses to faculty to review prior to transcribing the credit. The assurance argument included minutes from a recent Learning, Instruction and Curriculum Committee (LICC) which documents the nature of the committee's function to review new and modified course descriptions, competencies, credit hours, and prerequisite requirements with the goal to evaluate and approve new or modified curriculum. A syllabus example for a Business Calculus courses listed the required pre-requisites to enroll in the course, thereby ensuring students have foundational knowledge in a subject area before taking the next level of course work in their academic pathway. Additionally, the syllabus contained course competencies and included expectations for how students would be evaluated.

Dual enrollment opportunities at Barton provide area high school students opportunities to attain college level courses. The College's website lists a variety of high school programs including the dual enrollment partnerships with nineteen (19) high schools. The KBOR Concurrent Enrollment Partnership (CEP) ensures consistency in the assessment of student outcomes for courses offered as dual enrollment. Barton's participation in the Course Binder Project is focused on helping attain an equal level of student achievement and consistency in evaluation using shared scoring rubrics and assessments. During the site visit we heard that the English Department holds calibration meetings with their faculty to ensure that they are grading on similar levels, and that they would like to get more adjunct and dual credit faculty involved in these meetings.

Barton has nationally accredited programs in five career and technical fields including Dietary Manager, EMS – Paramedic program, MLT, Practical and Registered Nursing which demonstrates their commitment to providing specialized programs that meet the appropriate curriculum standards and competencies.

The College evaluates the success of students in the academic and Career and Technical Education (CTE) programs and monitors first-time pass rates of third-party licensing exams. Students' exam pass rates for these programs are at or above national pass rate benchmarks. The Office of Institutional Effectiveness reportedly links key performance indicators (KPIs) to strategic goals and integrates the use of these data points into the planning process. Barton appears to be committed to the success of its graduates.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

The Barton College participated in an HLC Assessment Academy in 2019. The team confirmed the evidence provided in the assurance argument that the instructional review process has evolved since 2017. The Coordinator of Assessment is held by a faculty member with additional assessment coordination responsibilities and this role has been instrumental in developing the assessment strategy, framework, and tools in earnest since 2018. The College launched the Assessment Institute following their participation in the HLC Assessment Academy, and in recognition of the need to get faculty engaged in assessment of student learning outcomes (SLOs). In the Team's meeting with faculty, they heard high praise for the professional development opportunities and support given to new faculty in course design and assessment approaches as they transitioned from industry to Barton faculty.

Documentation of assessment of student learning was provided in the assurance argument and confirmed in our discussions with faculty. The program assessment report, which is prepared by the Coordinator of Assessment, aggregates program learning outcomes (PLOs) and is shared with faculty and staff. Faculty confirmed that they use the gradebook in the course management system (CMS) Canvas to track the performance level of their students on course competencies and fundamental learning outcomes (FLOs) which are linked to course outcomes. According to the Assessment Process Handbook, the FLOs, which are recognized as the institutional learning outcomes, are intended to provide all students with knowledge, skills, and abilities to be productive in work, family and community and incorporate: critical thinking, life-long learning, historical, technological, and cultural perspective.

During the site visit, faculty acknowledged they are involved in determining their program performance outcomes and use the 70% benchmark of attainment of outcomes to focus on areas of improvement in courses and programs. The assessment of specific learning activities at the classroom level was evident and indicates faculty use assessment data to make changes to course assignments and learning activities.

In the College's efforts to improve assessment overall, the Course Assessment Committee launched a three-year plan in 2019, to implement reporting standards for course assessment of student learning outcomes. The collection and analysis of course assessment data in the past academic cycle was completed using information faculty submit on student attainment of course competencies. During the site visit faculty confirmed that they find this information useful in making changes to their instructional approach, assessment strategies, and instructional resources. The Faculty Chair for the English Department shared that the Department holds calibration meetings with faculty, including adjuncts, to review and align course and program outcome assessment strategies.

Co-curricular Assessment Committee defines co-curricular for assessment purposes as those groups or organizations supporting curricular outcomes and objectives and recommends assessment of these activities align with the FLOs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

Barton collects student persistence, retention and completion data through the Office of Institutional Effectiveness. The College has set feasible retention goals with an increase target for FTE to 60% from 55%, and from 28% to 49% for PT students. The plan to use student success data to monitor these KPIs focuses on building a dashboard with metrics (data dictionary) and a communication plan linked to student services and program reviews.

Barton's commitment to improving student retention, persistence and completion rates was evident in their participation of the Higher Learning Commission's Student Success Academy in 2019. One aspect of the project focuses on developing a communication plan to loop all faculty and staff into the retention efforts of this initiative. Other efforts to improve student engagement and retention have led to the creation of the Student Leadership Council, and in incorporating clearer expectations for student success strategies during the orientation and onboarding process. Faculty verified their buy-in to these retention and persistence efforts and shared that faculty were offered professional development on student engagement strategies in course delivery.

The Student Success Plan stemming from Barton's participation in the HLC Student Success Academy, has led to the formation of the Student Alliance committee which will facilitate efforts to disaggregate student data so the college can break down student data beyond the typical demographics and better understand who they are serving. This committee plans to hold a data summit and review student success metrics based on student data and share that in the form of recommendations to specific groups across the College about processes and student engagement inventories. Ongoing communication and coordination of retention efforts are essential to sustain the

objectives of the Student Success Plan recommendations.

During the open session on criterion 3 and 4, the Team learned that Barton's student advising practices include training for general advising staff and faculty based upon the NACADA model for advising competencies. Ten general advising coordinators are distributed among the main campus, Grandview Plaza, Fort Riley, Fort Leavenworth and at the Corrections program to ensure students have access to academic coaching and additional support services. Faculty stated they report attendance concerns which are then shared with advisors and the Academic Development Center who can reach out to students with academic support. The College appears committed to further developing its capability to collect and use student data to improve student retention and success across its many programs and campuses.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

Barton assumes responsibility for the quality of its programs, learning environment and support services. The program review process ensures faculty and advisory committees are engaged in the currency of program learning outcomes to ensure programs are serving the regional workforce training needs. Collaborative partnerships with nearby military bases and correctional facilities exemplify the diversity in learning environments in place to meet student and employer's needs.

Retention and completion goals are ambitious and attainable. With the College's focus on improving student success data, further analysis of this data will support academic and student success initiatives across the College.

The College's has invested in the oversight, practice, and integration of assessment and evaluation of programs with its committee structure and faculty professional development resources, and is positioned to enhance a systematic approach to ensuring quality education outcomes for students.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

Through documents provided in the argument for 5.A.1 and conversation with its members, it is clear to the Team that the Board of Trustees recognizes its role and works to support the college mission. It is commendable that the Board meets for Study Sessions independent of its regular monthly meetings. These Study Sessions demonstrate the Board's involvement in planning through the sharing of information in a manner that provides time for review and reflection prior to official action.

The Board's retreats for planning and training, member development through conferences, and its presence at the state level with the Kansas Board of Regents and Kansas Association of Community College Trustees demonstrate their commitment to excellence. Member recognition on the regional, state, and institutional levels confirms this.

Barton Community College Annual Reports provide transparency through communication from the Board Chair and inclusion of data. A success highlight framework is provided through the reinforcement of and progress within each of the ENDS priorities.

The College acknowledges that Barton's Executive Leadership Team is composed of individuals with longevity at the College, in many cases holding a series of leadership positions on campus prior to their present positions. As emphasized in meetings with the HLC Team, Barton supports raising leadership from within their ranks through their Leadership Institute. The development of the Institute was a result of the recognized difficulty in recruiting new leaders in rural Kansas, and the significant upcoming retirements from leadership positions. The existence of the Institute demonstrates forward thinking and successful planning and execution to mitigate a challenge that, left unaddressed, could have been devastating to the collaborative culture that is so integral to Barton's success.

In Team conversation with Executive Leadership, the intention of not having to say no to initiatives on the campus was voiced. The format used for presentation of initiatives supports this intention. The required alignment of the initiative with the college mission and vision, strategic plan, ENDS, and Core Priorities, and the provision of supportive data provides a framework for successful approval. This was evident during Team discussion with faculty. The Team asked about the follow-up process when an initiative was not approved, and faculty were at a loss. No one could think of a time that an initiative was turned down.

The importance of communication and collaboration at Barton was a recurring discussion point in meeting with campus groups. It was expressed that the feedback received through the seventeen Institutional Teams is sought and valued by leadership. The collaborative culture established by leadership is infused into interactions between individuals, departments and divisions, evidenced by testimony of employees' experiences at Barton. The staff at the remote locations spoke well of the support they receive and their sense of belonging. These values contribute greatly to quality of work life for employees. The Team experienced repeated expressions of employee satisfaction in their roles at Barton. A stable workforce with minimal turnover contributes to the ability of the College to succeed.

Communication and collaboration are also valuable in their contributions to the college's agility in its responses to challenges and opportunities. Decreased enrollment is a nearly universal challenge in higher education. Barton has responded by maximizing its opportunities in a number of ways. Outreach to underserved segments of society is one aspect of Barton's commitment to its constituents. Its programs within correctional facilities and participation with the Second Chance Pell program is highly commendable. Barton gives hope by providing opportunities for success. The value of hope to those individuals cannot be overstated.

Another well-served opportunity is educational support for military personnel. Experts in this niche area of education successfully manage the programs at Fort Riley and Fort Leavenworth. It is recognized by the Team that enrollment at these extensions is affected by circumstances outside the control of the College.

Barton's connection with the community is vital to its service and recognition of opportunities. This connection is seen in a variety of ways. The Barton Community College Foundation is very involved in community events that raise awareness of the College. The Team found the Board of Directors members we met engaging and enthusiastic about their roles.

The extensive list of Community Partners with the Advisory Board participants was strong evidence of Barton's ties to its external stakeholders in addition to the Corrections and Military outreaches. Impressive evidence of the value of those ties was seen during our tour of the campus and the presence of the farm machines obtained on loan from a local company.

Mention was made during the tour and in discussion with leadership of the discontinuation of the Automotive Tech program and its replacement with electrician and plumbing programs. This change shows the effective assessment of and response to Workforce needs.

Evidence of shared governance at Barton is present in the collaborative and transparent culture, the involvement of the Board of Trustees, the multiple Institutional Teams, the President's Monthly Forums, and elsewhere. Argument 5.A.1 provides extensive evidence of engagement of internal constituencies with the exception of students. During meeting discussions, the Team discovered that the Community Student Organization has a high level of participation and is included in decision-making at Barton. The Team recommends a more deliberate documentation of the role of students in decision-making processes for future accreditation arguments.

The use of data in decision-making was apparent to the Team in the documents provided in the argument under 5.A.2. Data use in program and learning assessment, academic integrity policy reform, strategic planning, retention and completion assessment, budgeting, compensation, tuition and fees, scholarship funding assessment and grant accountability.

The PACE Survey and Ruffalo Noel Levitz Survey demonstrate assessment of quality of life for students and faculty at Barton.

While the success of Workforce programs is evident, the Team recommends a more deliberate documentation of Workforce Training outcomes.

The further development of institutional data literacy inspired by participation in the HLC's Student Success Academy is commendable. Based on current practices, the Team is confident of Barton's success in this intention.

The argument for 5.A.3 demonstrated the primary involvement of faculty in oversight of the curriculum through the Learning, Instruction, and Curriculum Committee (LICC). Outcomes Assessment Committee, Academic Integrity Council, Dean's Council, and Faculty Council assess academic policy and procedure and promote change as needed.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

Barton acknowledges the intention required to maintain a well-qualified staff and has committed to follow best practices concerning qualifications, hiring, evaluation, and retaining staff. Compensation is determined using comparable market data. The health care plan includes 100% premium coverage by the College for the employees. A healthy campus climate is maintained, as evidenced by results of satisfaction surveys.

Barton supports four primary sites and online programs with technology and facilities. A Facility Management Strategic Goals and Activities Plan and Facility Master Plan provide assessment and improvement mechanisms to maintain quality facilities.

Conversation with Executive Leadership supports the arguments for 5.B.2, 5.B.3, and 5.B.4 with the emphasis on goal alignment with all aspects of planning. The collaborative approach to planning at Barton includes a practical integration of mission, stable finances, community feedback, and vision. The transparent budgeting process relies on alignment with the strategic plan. The summary approach to budget was expressed as maintaining a good enough financial position to take risks. Audit reports, the Composite Financial Index score, cash reserves, and S&P ratings all support financial stability and therefore the planning processes of the College. Academics and student services support is benchmarked at 70% of available funds, reflecting the commitment to students and learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

The institution engages in systematic and integrated planning and improvement.

Barton's intentional collaborative approach to planning is evident throughout the arguments for Core Component 5. Campus awareness of the planning process was evident in the meeting discussions the Team held with employees. Shared vision, mission, standards, data, and goals is the framework for creation and evaluation of departmental strategic plans. The effectiveness of this approach results in the excellent service provided by the College to its stakeholders, as noted in CC 5.A. The testimonies via Zoom of staff from the extension sites positively reinforced the evidence of effective resource allocation to these facilities and programs.

Strong engagement with the community through communication, activities, partnerships, advisory boards, student athlete events, and program development gives assurance that external stakeholders are included in planning processes.

Intentional improvement in data gathering and usage is one result of participation in the HLC's Student Success Academy, evidence of Barton's engagement in self-assessment and improvement.

The College demonstrates awareness and consideration of changes in revenue. The observation that the relative share of state aid has declined prompted a tuition rate increase without an increase in the mill levy. Barton took steps to improve self-assessment in the face of declining enrollment. The dynamic nature of military deployments and its potential effect on enrollment-based funding is included in planning. Declining numbers of graduates from area schools led to outreach to other high schools and home school communities.

Monitoring of economic changes, taxation and oil valuations, and employee compensation help Barton anticipate change necessitated by external factors. The College incorporated temporary COVID funding into planning, budgeting, and allocation despite the fact that these funds could not have been foreseen. The Team acknowledges the College's recognition of potential fluctuations in funding for Fort Riley programs.

Barton's New or Enhanced Programming agenda of 5.C.5 is more evidence of the College's grasp of current needs in the area of Workforce Development. These projects will help meet the demands for engineers, nurses, and agriculture and skilled trade workers.

The Academic Integrity Project Plan report reflects effective assessment, planning, and execution. The Open Resources Initiative from the Center for Innovation and Excellence is comprehensive in nature. The Student Success Plan is relevant and demonstrates forward thinking. These initiatives are evidence of excellent work performed by expert and innovative employees and support the Barton commitment to student success.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Rationale

In summary, the argument for Criterion 5 and documents provided combined with confirmation received through meetings with Barton stakeholders during our visit affirms that the institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Criterion 5, Institutional Effectiveness, Resources and Planning, is met.

FC - Federal Compliance

Rating

Met

Federal Compliance Filing Form

- FedCompFiling_2022_Final

Rationale

Federal Compliance Rationale Template

Instructions: When an evaluation that includes a Federal Compliance Review is released to the peer review team in the Assurance System, copy and paste the text below into the Rationale section of the Federal Compliance tab.

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Barton County Community College clearly articulates its practice for assigning credit hours for its courses and programs, both online and face-to-face (Academic Program Listing: <https://bartonccc.edu/programs/generaleducation>). A review of the website for many of the programs offered reveals an alignment with the semester hour standards of comparable programs at other Kansas Regents colleges and universities. A General Education requirement of fifteen credit hours is standard for the reviewed Associate in Applied Science and Associate in General Studies programs. The Associate in Arts and Science programs require one lab science course, thus bringing their total General Education requirement to eighteen credit hours. Barton requires a minimum of sixty college credit hours to complete Associate Degrees across all programs reviewed. Barton offers three classifications of certificate programs that are comparable to similar programs. *To ensure and maintain the academic quality of their program offering*, Barton requires a minimum of fifteen credit hour residency for graduation.

A review of syllabi across all programs revealed a standard format in alignment with federal standards, including clearly articulated credit hour distribution, student evaluation process, instructor's contact information, and a standardized grading scale. Measurable Learning Objectives were present in all syllabi reviewed.

Barton charges differential tuition by student type and location. This information is articulated on the website at <https://bartonccc.edu/enrollment/cost>.

2. INSTITUTIONAL MECHANISMS FOR HANDLING STUDENT COMPLAINTS

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Barton County Community College has policies regarding academic appeals, discrimination, harassment, sexual misconduct, and student code of conduct. The college has guidelines for filing grievances and complaints, clearly identified as Student Concerns Procedures on the website: <https://bartonccc.edu/financialaid/studentconsumerinfo/procedures>. Barton provides a link on the complaint process page for students who may want to document their complaints using the institutional Problem Statement form. However, the link is broken.

As a member of the State Authorization Reciprocity Agreement (SARA), Barton provides a link to the Board of Regents page for students who may want to document complaints about SARA courses. Additionally, a link titled 'Discrimination complaints' on the Board of Trustees Student Complaint Process page takes students directly to the Kansas Human Rights Commission website.

Using the college's website search feature did not provide any information on the college's Organization Chart; however, contacting the college provided a link to access the information on the website.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Barton County Community College has policies to ensure a consistent and fair transfer process to and from accredited educational institutions. Transfer credits and guidelines are presented clearly in the Course Catalog. Alternatively, a link to the Kansas Public Colleges and Universities Transfer Agreement and Articulation Guide is available for transfer credits for courses outside of the approved list of courses or institutions.

Barton students have the flexibility to transfer to other Kansas State Public institutions of higher learning. This information is presented in the Kansas Public Community College-Kansas Public University Transfer Agreement and Articulation Guide (<https://bartonccc.edu/search/content?keys=transfer>).

Additionally, Barton students who transfer to other Kansas public institutions are eligible to obtain an associate degree or certificate as appropriate to their discipline through the Reverse Transfer Agreements (https://www.kansasregents.org/academic_affairs/reverse-transfer).

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Barton County Community College utilizes various policies, guidelines, and procedures to verify student identity. The college uses user-specific login and multi-factor authentication to access the learning management system in the student portal.

An added practice to ensure students' identity is using a virtual proctor, Examity, for online exams and assignments. Barton covers the cost of the virtual proctor for students, except when students fail to show up for a scheduled exam. The no-show cost of the proctoring software is not stated on the website and was not present on any course syllabi reviewed (PHRM 1000 Orientation to Pharmacy Tech, CHLD 1509 Child Care Practicum II, CHEM 1802 Fundamentals of General Chem). However, all other information on exam proctoring guidelines is available on the website <https://online.bartonccc.edu/student-services/proctoring>.

5. PROTECTION OF STUDENT PRIVACY

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Barton County Community College has a comprehensive written Information Security Program to protect students' rights and confidentiality as mandated by the Federal Trade Commission's Safeguards Rule and the Gramm – Leach – Bliley Act (“GLBA”).

Information on FERPA guidelines and Disclosure of Personally Identifiable Information is available at <https://www.bartonccc.edu/enrollment/ferpa>. Additionally, Barton has a documented process for training its employees and contractors on managing private student information, including FERPA and cybersecurity training.

6. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Barton County Community College shares student outcome data with the public and enrolled students clearly and transparently (<https://www.bartonccc.edu/financialaid/studentconsumerinfo>). The information on the website is organized into six categories and subcategories, thus making it readily accessible to the public. Additionally, KPI Metrics Dashboard, <https://bartonccc.edu/planning/kpi-metrics-dashboard>, clearly presents students' success, learning, and completion rates over the last seven years (2015 -2021). Barton also sends out emails annually to

inform enrolled students about the existence of this data.

A website search reveals active links to admission policies, **participation rates, athletic programs, cost of attendance, net price calculator, refund policies, tuition, current academic programs, faculty information, disability accommodations, and student counseling information.**

Federal Financial Aid, FAFSA, and Title IV repayment and refund information is accessible to the public through the Financial Aid Student Consumer Information page (<https://www.bartonccc.edu/financialaid/studentconsumerinfo>).

By searching the website, students can find information about campus crime. Additionally, the student right-to-know reports are available for 2015-2022 at <https://bartonccc.edu/campussafety/crimesecurityact>.

Barton publishes its yearly audits on the website. A review of the audit reports confirmed a steady increase from the CFI score of 3.20 in 2014 to 6.23 in 2021, and S&P Global Ratings of A+ in 2021. This information supports Barton's claim of fiscal responsibility and a stable financial standing.

7. STANDING WITH STATE AND OTHER ACCREDITORS

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Barton County Community College listed four program-specific accreditations or certifications in addition to HLC accreditation on the institutional website, <https://www.bartonccc.edu/accreditation>. This includes the Dietary Manager, Emergency Medical Services, Medical Laboratory Technician, and Nursing programs, all of which undergo programmatic accreditation. While the accreditation expiration dates are not stated for all programs on the website, assurance documents affirm that the college is in good standing with all listed accreditation agencies.

8. RECRUITING, ADMISSIONS AND RELATED INSTITUTIONAL PRACTICES

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Barton County Community College has clearly documented processes on Code of Conduct training for its employees and contractors regarding managing sensitive student information. This annual mandatory training targets admission counselors, marketing staff and financial aid advisors. Barton does not use contractors for admissions, student recruitment, enrollment, or financial aid processing. **Barton's Code of Conduct for Alternative Student Loans prohibits financial advisors from accepting gifts or compensation from a lender or making contracting arrangements on behalf of any educational loan lender** (<https://www.bartonccc.edu/financialaid/othersources#ALTloans>).

Additionally, Barton mandates its employees to sign a "Conflict of Interest" form annually affirming their commitment to represent the College according to the highest legal and ethical standards and

protect its integrity.

APPENDIX A: TITLE IV PROGRAM RESPONSIBILITIES

Complete this section **only if** the institution has submitted an Appendix A. Review any negative actions taken against the institution since HLC's last Federal Compliance review and identify any implications for the institution's current compliance with the Criteria for Accreditation or other HLC requirements. Provide a detailed rationale for any Core Components identified as Met with Concerns or Not Met.

Rationale:

-

MANDATORY REPORTING: FRAUD, ABUSE OR FAILING TO MEET TITLE IV RESPONSIBILITIES

Federal regulations require HLC to notify the U.S. Department of Education related to the following item. Do not skip this section.

In the course of the peer review team's evaluation of this institution, have the reviewers encountered any reason to believe that (i) the institution is failing to meet its Title IV, Higher Education Act program responsibilities (if the institution participates in Title IV, HEA programs) or (ii) that the institution may be engaged in fraud or abuse?

Answer

No

Rationale (If the team responded "Yes," explain the reasons for concern in detail. Otherwise, leave this section blank.):

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Met

Review Summary

Conclusion

Barton County Community College continues to excel as an institution. The College's mission is embodied in numerous learning opportunities provided for its students and community members. The College is certainly a central learning hub for the Great Bend area. The College's Board of Trustees and administration alike ensure that the behaviors and actions of students and employees reflect fair practices and ethical responsibility. Students and faculty have the freedom to express themselves and learn in a bias-free environment. The faculty are responsible for quality teaching and take pride in the courses and content they develop and deliver to students. The faculty have developed relationships with critical business, government agencies (i.e. the military), and transfer institutions to ensure the courses and content offered are relevant to the applicable learning landscape. These high quality programs matter to students and are critical to students reaching their intended learning and educational goals. Students are supported with essential support staff and essential learning facilities. Faculty continually assess student learning at the classroom, program, and institutional level. These data are shared and analyzed at the correct level to inform changes at the course and program level. Such actions drive quality programming. The institution as a whole continues to value and assess its needs, including the needs of the community and the needs of its employees. Faculty and staff alike are supported in their professional development. The College's Foundation Board is a phenomenal asset as its philanthropic efforts assist in funding student scholarships, college projects, and community-college joint efforts such as an art gallery on-campus. The College's ability to demonstrate effective planning through its strategic focus and its continued balanced budget ensure the college's financial sustainability. Employees and the community alike believe in the College and affirm that the College's resources are well managed and used appropriately.

The Peer Review Team recommends continued accreditation for Barton Community College. The College provided written evidence and voicing evidence that demonstrates a commitment to continuous quality improvement with an emphasis on quality education and student success.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose

Federal Compliance

Met

No Interim Monitoring Recommended.

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Barton County Community College, Kansas
TYPE OF REVIEW:	Open Pathway - Comprehensive Evaluation Visit
DESCRIPTION OF REVIEW:	
DATES OF REVIEW:	10/24/2022 10/25/2022
<input type="checkbox"/> No Change in Institutional Status and Requirements	

Accreditation Status

Control: Public

Recommended Change: no change

Degrees Awarded: Associates

Recommended Change: no change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2012 - 2013

Year of Next Reaffirmation of Accreditation: 2022 - 2023

Recommended Change: 2032-2033

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

Recommended Change: no change

Additional Locations:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

Institutional Status and Requirements Worksheet

Recommended Change: no changes

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: no change

Accreditation:

Accreditation Events

Accreditation Pathway:

Open Pathway

Recommended Change: Eligible to choose

Upcoming Events:

(No Upcoming Events)

Monitoring

Upcoming Events:

(No Upcoming Events)

Institutional Data

Educational Programs

**Recommended
Change: no
change**

Undergraduate

Associate Degrees

24



Institutional Status and Requirements Worksheet

Baccalaureate Degrees	0
Graduate	
Master's Degrees	0
Specialist Degrees	0
Doctoral Degrees	0
Certificates	30

Extended Operations

Active Branch Campuses

(NONE)

Recommended Change: no change

Active Additional Locations

UNITED STATES, 1607 State Street, Ellsworth, Kansas, 67439-0107
 UNITED STATES, 120 Dickman Avenue, Fort Leavenworth, Kansas, 66027
 UNITED STATES, 8388 Armistead Street, Fort Riley, Kansas, 66442
 UNITED STATES, 211 Custer Avenue, Ft. Riley, Kansas, 66442-0463
 UNITED STATES, 100 Continental Drive, Grandview Plaza, Kansas, 66441
 UNITED STATES, Route 3 ; 1318 Ks Highway 264, Larned, Kansas, 67550-9803
 UNITED STATES, Chandler Hall
 348 NE State Road 61, Pratt, Kansas, 67124-8317
 UNITED STATES, 401 SW Jackson St, Topeka, Kansas, 66603

Recommended Change: no change

Contractual Arrangements

(NONE)

Recommended Change: no change