

Barton County Community College - 1267

HLC ID 1267

OPEN PATHWAY: Mid-Cycle Review

Visit Date: 8/14/2017

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Context and Nature of Review

Visit Date

8/14/2017

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review

There are no forms assigned.

Institutional Context

Barton Community College is a comprehensive community college located in Great Bend, Kansas. Its service area includes Barton, Ellsworth, Pawnee, Rush and Russell Counties, Stafford County north of US Highway 50, and northwestern Rice County. It provides educational services to over 20,000 students annually in both credit and non-credit programs. In addition to a number of outreach sites, Barton has two campuses located 125 miles apart; one just north of Great Bend in the central portion of the state and the other on the Fort Riley military installation east of Junction City.

The College's mission to provide quality educational opportunities that are accessible, affordable, continuously improving and student focused. Barton is driven to provide an educational system that is learning-centered, innovative, meets workforce needs, and strengthens communities.

As of end of FY 2016, Barton had total assets of \$53,922,957 and total liabilities of \$14,313,353. The total operating revenue for FY2016 was \$44,039,522; total operating expenses for the same period was \$42,382,457. Despite decreases for the past several years in state aid to Kansas schools and the lowering of oil prices influencing a major regional industry, Barton has been able to increase reserves by \$2,408,202 for FY's 2016, and \$1,100,132 for FY 2017. The major revenue sources for Barton are tuition and fees (43%), county property taxes (29%), and state aid (26%) for FY 2016.

Interactions with Constituencies

There are no interactions.

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 broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

Barton County Community College's (BCC) Board of Trustees lead the process for developing its institution's mission statement. BCC's process employs the Carver Model of Policy Governance as the basis for revising and adopting its mission. This model provides Barton's Board with the ability to develop a mission statement that is suited to the nature and culture of the institution. The institution's established strategic planning process gathers input from stakeholders and ensures continual review, revision and approval by its Board of Trustees. Following the approval of its mission statement, Barton developed ENDS statements which combined with the vision and mission statement guide the institution's strategic planning process. BCC's strategic plan is led by its leadership team while engaging employees at all levels to identify areas needing improvement and executing plans to address inefficiencies.

Barton's various and comprehensive curriculum and numerous student support services supports its mission of "...meeting the needs of a diverse population" and are consistent with its enrollment profile. The process for developing degrees and programs is aligned with Barton's mission of targeting workforce needs and strengthening communities. Student support services address the diverse population through offerings such as academic advising, career assistance, and tutoring. In particular are programs offered in multiple delivery platforms for military-connected students, programs at correctional facilities, and industry training to meet workforce needs.

The College's planning and budgeting priorities align with and support its mission. Barton's process gathers feedback from various stakeholders which is reviewed by senior administrators to determine appropriate resource allocation that supports current priorities. Budget alignment is evidenced in Barton's allocation of approximately 68% of the FY2016 budget between instruction, academic and

student support services with an additional 20% assigned to supporting learner-centered planning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of 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 document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

Barton County Community College publicly articulates its mission and institutional priorities through a variety of means including its strategic plan. The strategic plan and related documents are accessible via a web page on the college's website. Additional public documents where Barton's mission and priorities are articulated include a community report, faculty handbook, meeting minutes, and through multiple internal documents such as its student handbook and new employee information. New employees receive guidance regarding the institution's priorities and expectations in addressing the needs of its stakeholders. The Board of Trustees accountability and transparency webpage also provides an avenue of transparency related to progress such as finances and governance.

Barton County Community College's mission was recently updated in January 2017 resulting in the addition of "...and meets the needs of a diverse population" to its mission statement. Barton's revised mission better reflects its demographic profile and aligns with the diverse needs of the population it serves. Its mission statement is clear in stating the instructional priority of "provid[ing] quality educational opportunities" while offering courses and programming that are accessible, economical, and cater to the learner. The mission is distributed and communicated through traditional print media such as the course catalog and through a variety of social mediums such as the college website. Barton's course catalog demonstrates a broad range of offerings and services suited to the students it serves as evidenced in its 23 associate degrees and 30 certificates which highlight programming in career and technical, military training, correctional education, and emergency management.

In addition, adjustments to the 2016-17 strategic plan were made in June 2017 for its 2017-18 strategic goals. Barton's President regularly provides updates to the community, particularly at its Great Bend and Fort Riley campuses, and shares the progress being made in reaching strategic planning goals. Additional key documents such as the ENDS statements are scheduled for review in August 2017.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

Barton County Community College addresses its role in a multicultural society and acknowledges the diversity of its student body through several initiatives. In 2016, BCC formed an Inclusion and Diversity Team consisting of broad institutional representation. This team's purpose is to establish a plan for identifying training, programs and initiatives to support students with diverse needs. In addition, Barton County Community College's commitment to its role in a multicultural society is demonstrated through its equity policy, Civil Rights Equity Resolution for all Students, Employees, Guests, and Visitors which addresses discrimination, bias-related misconduct and provides guidance for resolution.

In January 2017, Barton revised its mission with the addition of "...and meets the needs of a diverse population." The decision to revisit and revise the institutional mission was based on the need to better reflect that Barton's student diversity is greater than the communities it serves and to embrace the 24% of out-of-state and international students.

Barton's processes and activities reflect attention to human diversity and are evidenced through multiple methods. Initiatives include curriculum offerings in English for Speakers of Other Language, innovative military, business or industry programming, and a partnership with the Kansas Department of Corrections. Additional efforts include coursework in gaining citizenship, student services assistance for bilingual learners and first-generation college learners, and curriculum programming for adult education.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
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 identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

Barton County Community College's efforts and initiatives are consistent with its mission in providing quality educational opportunities to its constituents and the communities it serves. The College's role as a public institution of higher learning reinforces its mission of providing academic and student services programming for the benefit of its students and the communities it serves. Barton's ENDs statements address its role specifically as evidenced in END 2 which focuses on workplace readiness, END 3 emphasizing academic advancement and with ENDs 5 and 6 addressing regional workforce needs.

Barton determines how new student and stakeholder groups needs should be met by engaging groups through multiple means. With its mission and core priority, "Cultivate Community Engagement" serving as the foundation, Barton employs approximately 20 advisory boards and other partners in discussions and the development of action plans. Furthermore, the institution continues to foster existing partnerships while evaluating the potential for new partners as evidence in their Wounded Warrior Project and Fisher House Foundation which aids military-connected learners in their community.

The College also reviews various data generated from surveys, economic studies, or partner feedback as a means of responding to stakeholder needs. While the institution has conducted a Community Perception Survey and employed a third-party resulting in an Economic Impact Study, response to these findings and the needs of these stakeholders has been limited. A team addressing findings of the Community Perception Survey are in the initial planning stages. In addition, Barton states the Economic Impact Study was unable to target Barton's service areas, specifically. The institution may wish to explore other resources as a means for collecting feedback in responding to its external constituencies and communities.

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.

Evidence

- Barton County Community College assesses stakeholders' needs through established activities such as its strategic planning process. The Board of Trustees aligns the mission with its strategic goals so the executive leadership team may guide operations to be carried out throughout the organization.
- Institutional efforts are integrated, monitored, and targets set for improvements via continual review of the College's Core Priorities and Board ENDS.

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 operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

Barton Community College (BCC) demonstrates throughout documents such as financial reports, faculty and student handbooks, and numerous general policies and procedures regarding fiscal, academic and personnel matters that it operates with integrity in matters of decision making. These documents outline a firm commitment by the institution to present itself openly and honestly to all constituencies.

Barton makes use of annual audits performed by independent external agencies to review its accounting and financial operations and to ensure that they are clean and fair. The results of these audits as well as annual and monthly financial reports are available via the college's website for any interested parties to examine. BCC also references several additional audits (both independent and internal) for financial aid, TRIO and its Foundation that are performed by no evidence of these was provided. Additionally, Barton has in place policies and procedures that govern all aspects of the procurement process including general procurement standards, methods of procurement, requisitions and processes for transmittals.

Barton has also established and maintained numerous policies and procedures for faculty and students. Faculty members receive guidance on academic integrity, instructional operations, classroom management and numerous other academic policies in the faculty handbook and through the instructional policies and procedures found on the institution's website. Student behavior and responsibilities guidelines are laid out in the Student Code of Conduct, the Student handbook and the college's catalog. Similarly, the processes for students to voice concerns on a wide range of topics are made available to them on the BCC website.

A new employee guide is provided to all employees by the office of human resources during an initial orientation session. Among other items the guide indicates the college's Administrative Policies and Procedures that employees are expected to abide by and all employees sign an acknowledgement form to that fact. The Human Resources office also publishes policies on ethical behavior and all employees at the coordinator level and above or those who have responsibilities for maintaining

financial records complete an Annual Conflict of Interest form.

While the institution has presented ample evidence that it has developed and maintained numerous policies and procedures that are aimed at guiding ethical and responsible conduct by faculty, staff and students it should be noted that there is little evidence that any of these groups receive any substantial training on them or that they are indeed used. Furthermore, while academic integrity from the student and faculty perspective is addressed the integrity of the academic programs themselves is not. As the institution notes in Criterion 4.A.1., the annual program review schedule has been significantly disrupted and internal concerns have been raised. While BCC has been accepted into the Higher Learning Commission's Assessment Academy as part of its Quality Initiative that work has yet to begin in earnest and the institutions needs to take steps to ensure the integrity of its overall academic programming. Moving forward, the college should ensure that evidence that addresses employee training and academic program integrity is addressed more completely.

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 with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

The various programmatic offerings and directories for BCC are clearly represented in both paper and electronic formats. The primary location for BCC information is the institutions website which is well organized to provide ease of access to students and community members. The website contains important consumer information regarding overall student cost, a variety of financial aid information and student outcome data (including graduation, retention and transfer rates). Information on BCC's board of trustees and their annual reports is also made available to the public on the institutions website.

BCC relationships with a variety of external accreditors (both institutional and programmatic) are also easily accessible via the website. Additionally, Barton provides a wealth of information on its academic programs to its students and the community on their website. Among other documents the college's catalog, curriculum guides, articulation agreements with partnering higher education institutions and information regarding specific industry licensures are provided to the public. Finally, key information on numerous college policies and faculty contact information and credentials are also present on the institutions website.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

Barton Community College meets the criteria as evidenced by adhering to established practices as outlined by the Kansas Board of Regents and the Board of Trustees Governance Manual. Minutes from Board Study Sessions, Meetings and Special Meetings, which are all publically available, reflect ongoing purposeful considerations of issues important to the institution's ENDS, strategic plan, and key performance indicators. Board members also attend meetings Kansas Board of Regents, Kansas Association of Community College Trustee and Association of Community College Trustee meetings to remain connected to current trends and practices in higher education and the college.

Based upon the Board Governance Manual there is a clear delineation of the responsibilities of the Board of Trustees and the range of authority of the President and administration at Barton. In order to make sure that the lines of authority are followed the Board has final approval and oversight on all financial decisions including budget approval. The President and their staff are recognized to have day to day operational decision making and regularly report by presentation to the Board.

With set term limits, the BCC Board of Trustees limits opportunity for undue outside influence. The Board sets aside a portion of each meeting for public comment during which trustees may hear the viewpoints of both internal and external constituencies. Finally, the Board of Trustee complaint process is clearly published on the website which allows students to directly register complaints to trustee members.

Academic matters related to Barton's curriculum are under the control of the Learning, Instruction and Curriculum Committee. This committee is made up of between nine and twelve faculty members chosen from multiple campuses. The Committee's Charter indicates that the committee functions in an advisory capacity to the Vice President of Instruction and Student Services and does not define a process for curriculum review when the committee and the administration do not agree on matters concerning the curriculum. This lack of clarity with the charter implies that faculty may not have

complete control over academic matters should the administration not agree. Some clarification of this may be necessary to guarantee that faculty academic freedom and autonomy over curricular matters is conserved.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

Barton clearly defines their academic freedom and responsibility policy through the academic freedom policy located on the website. The policy aligns with the AAUP statement on academic freedom which includes both a commitment to academic inquiry and expression (which extends to research and publication). The policy also acknowledges that both faculty and students have a responsibility to the maintenance of a conducive learning environment. BCC's library also abides by the American Library Association's Library Bill of Rights which affirms that libraries are forums for information and ideas, that material should not be excluded because of origin, background or views of those contributing to their creation and that libraries should cooperate with those concerned with resisting abridgment of free expression and the free access to ideas.

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, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

Barton Community College provides a number of policies related to the responsible use of information. As noted in the institutions assurance argument, Barton is a two-year teaching institution, and while intellectual inquiry is encouraged the processes of teaching and learning are more central to the mission of the college. However, as noted previously, policies do exist on the use of intellectual property and copyrighted materials. The institution also has in place a policy on use of computers on BCC campuses. The library provides specific instruction in the use of information and copyrighted materials on its website. As noted previously, the institutions Academic Integrity policy is published on the BCC website, in the Catalog and in the Student Handbook. This policy is also enforced in online courses through an academic integrity quiz administered through BartOnline at the beginning of every course.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

As noted, the relevant policies and procedures are clearly delineated by the institution in a variety of paper and electronic resources. In particular, Barton's website houses virtually all relevant procedures; with others being found in the Catalog, and Faculty and Student Handbooks. Numerous policies have been developed to help guide all employees on the standards of ethical behavior that is expected by the institution including several that govern all aspects of procurement and purchasing.

Unfortunately, as noted in 2.A., while evidence of the numerous policies was provided no evidence was found that indicates that employees and students are trained sufficiently on the existing policies or to what extent the policies are adhered to or used.

The Board of Trustees has properly separated itself from the day-to-day operations of the college which are delegated to the administration, staff and faculty. However, the trustees still maintain control over policy, budget and other items appropriate to their purview. Furthermore, multiple opportunities exist for both internal and external groups to engage in discussions with the trustees. The faculty have clearly delineated academic freedom of academic inquiry and expression and have been delegated control over the curriculum process. Additionally, both faculty and students are provided guidance on the proper use of intellectual property and copyrighted materials.

However, as noted previously, BCC has some work to do on ensuring the integrity of its academic programmatic offerings. While several programs hold external accreditation which helps to ensure that they meet high standards many others do not. At this time Barton has joined the Higher Learning Commission's Assessment Academy but as the institution itself admits not much in the way of programmatic assessment has been done in the recent past. Barton should take full advantage of the guidance it receives from the Academy to move student learning and programmatic assessment to the forefront.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for 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

Evidence

Barton has designed all programs of study to align with The Kansas Board of Regents (KBOR) approved sixty-six courses for guaranteed system wide transfer. Barton faculty engage in continuous review of these 66 courses and work with the College's Transfer and Articulation Council (made of their peer faculty) to ensure seamless transfer to all Kansas public post-secondary institutions offering the course. These courses are also grounded in the work of discipline-based Kansas Core Outcomes Groups, which consist of faculty representatives throughout the state selected by each campus who meet annually to determine and approve core outcomes for courses. Barton faculty representing selected disciplines define and identify a series of competencies per syllabus for acceptance throughout the state higher education system.

Barton Community College (Barton) has develop a comprehensive and industry-specific Advisory Board framework which consists of representatives throughout the Barton service area with expertise in particular program fields. The advisory boards meet twice per year with program faculty and respective deans to help ensure curriculum is current and providing the required skills for credentials awarded.

Barton has employed a very extensive and systematic approach to curriculum develop and approval. In these academic programming infrastructure, curriculum changes/additions must go through nine levels of approval prior to implementation. These linear, yet systematic approach has proven successful as over a dozen new programs have been established at Barton over the past 5-7 years. The process of new curriculum approval includes 1) the originator's supervisor, 2) Program Topics and Processes Team, 3) LICC, 4) President's staff, 5) Board of Trustees Study Session, 6) Board of Trustees, 7) Kansas Board of Regents (KBOR), 8) Higher Learning Commission and 9) U.S.

Department of Education.

The career technical programs are regulated by agencies besides the Higher Learning Commission including the Kansas Board of Regents and individual program accreditation organizations. The Learning and Instruction Curriculum Committee (LICC) has representation from both campuses and focuses on academic and curricular issues to including mode and location of delivery. The use of a Master Syllabus helps ensure the consistency of program quality and learning outcomes. Dual credit courses fall under the KBOR Policy for Concurrent Enrollment that ensures quality and consistency. Online courses follow the approval and implementation process as face-to-face courses.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. 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. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Evidence

Barton as established an institutionally supported general education program. Faculty have designed courses keeping in mind that the essential objective of general education at Barton is to educate the individual student to be both a rational and humane person. The minimum distribution of credits and general education courses varies by degree.

In terms of assessment of the general education courses at Barton. The five general education/fundamental outcomes that align with the mission and the Board ENDS are an integral part of Barton's curriculum. These outcomes include critical thinking, life-long learning, historical perspective, technological perspective, and cultural perspective. All course syllabi include the Fundamental Outcomes to ensure general education requirements are articulated to all students.

Barton is also participating in the HLC Assessment Academy. Student learning is assessed by course objectives which allows the faculty to analyze student learning. Each syllabus includes outcomes, broad statements indicating skills/knowledge to be covered and competencies that are specific and measurable to document student learning.

Barton's statement of Inclusion and Diversity and the Fundamental Outcomes stress and support human and cultural diversity. Throughout the year, Barton presents cultural and academic activities for both the student population and the community it serves including events such as concerts, musicals, student recitals, etc.

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 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; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. 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.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

Barton Community College currently employs 66 full-time faculty and 209 adjunct faculty. This is a student to faculty ratio of 25:1. The average length of employment for full-time faculty is 12 years and for at least 40% adjunct faculty six years or more.

As a result of the monitoring report that was required by HLC, Barton's full-time and adjunct faculty qualifications are specifically spelled out in policy and documentation is in place to verify credentials. If the required qualifications are not met, a process is in place for compliance to be obtained. Faculty credentialing is now housed in centralized repository in the college's human resources department and shared with all academic departments to ensure easy access and the ability add and edit faculty credentials. Faculty that do not meet the credentials for a particular program of study are afforded and professional improvement plan. In this plan the educational standards are clearly outlined and the route to achieving the required credential is mapped for the faculty to ensure compliance in a specified amount of time.

Policies are in place for that provide regularly scheduled evaluation of all faculty, both full-time, adjunct or contract. Evaluation ranking is as follows:needs improvement, meets expectations, exceeds expectations. If one needs improvement is received, a faculty member can be placed on a Performance Improvement Plan with stated goals and a timeline. As part of the classroom visit and student evaluation process, the accessibility of faculty to students is evaluated for both fact-to-face and online courses. Specific job descriptions for every position which ensures the qualifications of

the support staff as well as faculty.

Evidence is apparent that supports the claim that Barton faculty are present (through office hours and service) outside of their regular teaching assignments and students are aware of these designated hours where they can engage with faculty. Academic and student support services is readily available to Barton students. Tutoring is the leading academic support mechanism used by students. Peer and professional tutors are employed by the college to meet diverse student academic needs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and 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 programs 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, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

A variety of academic and support services are provided to Barton students. These essential services are designed to meet the needs of students as they traverse toward the successful attainment of their educational goals. The College offers these services for prospective, new, and current students in multiple locations and a wide range of modalities. Students can access information and assistance in-person, by telephone, via e-mail, and through other internet-based communications.

Student success is an institutional priority at Barton and in order to properly place students on their educational pathway toward successful completion of their educational goals, Barton has a mandatory assessment and placement policy. Because many students come to Barton underprepared for college rigor, faculty and staff have designed student success courses that provide needed exposure to the college and its expectations. Study skills and time management are embedded in these courses and are taken at the same time students enroll in developmental areas of study.

Additionally Barton provides support services to meet the needs of its student population including such programs as English for Speakers of Other Languages (ESOL) and advisors at military installations.

After successfully completing developmental courses, evidence did support that design and content of the pre-college courses are appropriate and with continued academic and student support for students skills learned in developmental courses successfully transfer to subsequent college level courses.

Barton does have a process in place for training new advisors and providing professional development for existing advisors to help ensure students have the appropriate information to achieve their educational goals. Advising, developmental courses, and support services are provided in more than one modality to meet the needs of faculty and students. The Barton library also provides orientation sessions, workshops

and seminars as well as YouTube tutorials to assist students with research and the use of information.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

As part of fulfilling its role of providing an enriched educational environment, Barton has over 30 student clubs and organizations. It also has eight men's and eight women's intercollegiate athletic teams. Barton administers the Community College Survey of Student Engagement (CCSSE) every other year of where student organizations are a part of the survey regarding frequency, satisfaction and importance. Barton uses this information to improve co-curricular programs. In reviewing the CCSSE results, Barton's students are not as engaged outside of the classroom as could be. Barton appears to have a strong relationship with its community through various programs that are offered to both students and community residents as well as providing opportunities for students to volunteer or participate in service learning. This relationship might be used to improve student engagement outside of academics and the classroom.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

External accreditation, advisory boards, and the LICC help ensure the quality and relevance of Barton's programs. All courses and programs must go through the same nine step approval process regardless of the mode of delivery or the location. As a result of Barton's monitoring report, policies and procedures have been put in place to help ensure that faculty are qualified and properly credentialed with steps to remedy and exceptions. Policies and procedures for placement in development and/or college-level are in place and used to help ensure student success. As previously stated, there is some ambiguity in the policies that should be clarified. The general education/fundamental outcomes that have been approved are aligned with the mission and the Board ENDS. These are included in courses and state on course syllabi. Barton provides programs and support services to students at all locations and through various modalities to meet their needs.

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 demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
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 assure 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 assures 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 assures that the degree or certificate programs 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, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

Currently the program review documents and process do not appear to be assessing student learning. There has been a significant change in leadership in the last five years. With the new leadership, there now appears to be move to assessing student learning as part of the annual program review. Barton is a participant in the HLC Assessment Academy which should assist in this process. The new/revised program review process will not be implemented, however, until 2017-2018.

The current policy for awarding credit for prior learning which is the responsibility of the registrar and is not very in depth. However, with the new leadership, a revised more detail policy has been developed. This policy should be implemented this academic year.

Barton has a policy for accepting transfer credit from both higher education institutions and a state-wide articulation agreement for accepting credits from secondary institutions.

The Workforce Training and Community Education division compiles information on student preparedness that is presented to the Board of Trustees annually.

However, as noted previously, BCC has some work to do on ensuring the integrity of its academic programmatic offerings. While several programs hold external accreditation which helps to ensure that they meet high standards many others do not. At this time Barton has joined the Higher Learning Commission's Assessment Academy but as the institution itself admits not much in the way of programmatic assessment has been done in the recent past. Barton should take full advantage of the guidance it receives from the Academy to move student learning and programmatic assessment to the forefront.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met

Evidence

General education assessment permeates Barton Community College through a well-established platform of accountability, connection and competency. The five Fundamental Outcomes direct general education courses as well as the curriculum have been vetted by a faculty-driven Assessment Committee and are reviewed annually by the Board of Trustees. Employing a comprehensive Assessment Process timeline, student learning outcomes reported in 55 courses throughout the college align with the Five Fundamental Outcomes and results are reported in the Annual Assessment Documentation Report. These processes prove to be successful in sharing learning outcomes throughout the college thus promoting course and curricular improvement. By developing an Assessment Processes Handbook, understanding and ownership of effective student learning assessment is apparent throughout the academy at Barton.

To ensure that assessment remains at the forefront of the curriculum at Barton, the Coordinator of Assessment provides regular training, including an annual update, for new, adjunct, and seasoned instructors.

As with course and program level assessment, Barton has demonstrated a commitment to assessing and strengthening co-curricular programs. Evidence of effective co-curricular assessment is found in the documents detailing the process for academic support areas and they align their departmental purpose, student learning goals, and activities systematically in order to annually assess and makes improvements. These data are collected and published in the Co-Curricular Assessment Report.

The College allocates significant resources to support professional development for faculty and instructional support staff who have an assessment role or responsibility. Faculty and instructional support staff assessment training occurs on a regular basis at Barton as evidenced in recent professional developments events and trainings.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to 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 but 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

Evidence

As a result of the Barton Executive Leadership team review of five years of institutional data, three measurable goals have been established,

- 1). Increase the percent of first-time, full-time, degree or certificate seeking students who were in their first semester of college the previous fall and are enrolled the current fall semester from 51.40% to 64.4% by September 30, 2022. Based on historical data, this is an ambitious goal as in the previous five years the highest retention rate has been 58.57% and has been steadily declining. However, Barton appears to be focusing on this issue and implementing strategies to achieve their goal. It will take an effort by the entire institution to reach this goal.
- 2) Increase the percent of first-time, part-time degree or certificate seeking students who were in their first semester of college the previous fall and are enrolled the current fall semester from 23.5% to 25.5% by September 30, 2022. This goal is not as ambitious as goal one. Retention for this population has been steadily increasing over the past five years and the goal should definitely be attainable.
- 3) Increase the percent of first-time, full-time degree or certificate seeking students who graduate with 150% of normal time from 29.4% to 33% by September 30, 2022. Over the past five years Barton's graduation rate has fluctuated between 28% and 31% with most recently a downward trending. Although an ambitious goal, with the programs mentioned below that Barton is implementing, this goal should be attainable.

These goals are based on definitions from IPEDS. To meet these goals, improvement projects such as

the Communication Project, the Early Alert and Grade Reporting project and DegreeWorks are some of the actions being implemented. The data being collected does indicate an improvement in the areas of retention, persistence and completion. The goals set by the institution should be obtainable if the current efforts are continued.

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.

Evidence

Barton Community College shows substantial evidence that quality educational programming is evident, understood and shared. Proof of such programming is found in regular curricular program reviews, co-curricular program assessments, external accreditations, and documentation of the success of graduates following degree completion. The institution evaluates all of the credit that it transcripts and has policies that assure rigor and quality of the transfer credit that it accepts.

Learning and a true commitment to student academic success is articulated and sustained through an effective, efficient assessment process. The process exhibits an alignment from course competencies to the institutional Fundamental Outcomes.

5 - Resources, Planning, and Institutional Effectiveness

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. The institution plans for the future.

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Evidence of sound fiscal operations is found within the financial documents and portfolios provided by Barton Community College (BCC). Particularly noteworthy is the 2016 Financial Audit where BCC was cited for prudent fiscal planning and the continued maintenance of the institution's positive fund balance. In FY 2016, BCC had a total operating revenue ledger of \$44,039,522 and expenses over the same time-period of \$42,382,457. This budget surplus was achieved even in the face of reduced state aid and a declining oil price index (the leading economic indicator for the BCC region as Oil is the leading industry).

According to the 2016 IPEDS faculty reporting and institutional profiles located in the Evidence Repository, BCC maintains staffing appropriate for its size and service area. With a student-to-faculty ratio of 23:1 and a staff to student ratio of 17:1, the human resources infrastructure meets student needs both inside and outside of the classroom. BCC does need to develop a comprehensive staffing

plan that is connected strategically to both budget and master planning given the growth in satellite campus at Grandview Plaza and the military base service centers at Fort Riley and Fort Leavenworth.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

The primary artifact used to determine whether or not the Barton Community College Board of Trustees meets their obligation for oversight of the institution's policies, practices and their legal and fiduciary responsibilities is the Board Manual. Its contents contain a detailed "roadmap" for not only the roles and responsibilities of a trustee but also the detail and level of training that they are afforded to be skilled and useful members of the Board. The training component of the manual is extremely beneficial for the onboarding of new trustees. Information regarding BCC's shared governance found in the evidence file and also on the college website directly connects with the Board of Trustees manual in the areas of policy development, committee structure and communication both internally and externally.

Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort. The College has a defined committee structure that permeates all employee groups. Additionally the president has established 16 Institutional Teams that not only identify important college initiatives but have the authority and support of the president to develop policy and practice that better the institution. Charters govern the role and responsibility of these internal teams and thus lead to institutional collaboration, trust and sound decision making. Student voice and collaboration with faculty and staff is grant through the Student Government Association and Student Trustee.

Faculty at BCC have numerous opportunity to participate in the shared governance of the college. The councils and committees they participate in are well defined and lead to great impact on the institution. The Learning, Instruction and Curriculum Committee is the main conduit for faculty participation and has maintained a long history of designing and developing key institutional practices and policies on academic standards, new program development and expansion of courses and curricula and most recently redesigning the student learning outcomes and assessment platform now used throughout the college.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
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. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

Upon reviewing the Barton Community College planning documents (strategic, budget and program review) it is evident that the institution plans in a strategic and fiscally prudent manner. The College leadership involves both internal (at all employee levels) and external stakeholder groups in the planning mechanism on an annual basis and the results are two-fold: an educated and aware college community about how the College uses valuable assets of the college and secondly, a climate of trust and partnership in planning for the future as the college evolves to meet the changing needs of its students. Documents located on the college website and evidence repository show explicitly that the strategic plan evolves from the mission and in turn, the budget is developed to actualize the strategic plan.

Reporting of the outcomes and updates of these planning processes, and moreover the outcomes of the Strategic Plan are generated by the President and President's Executive team via monthly institutional effectiveness reports and monthly budget updates.

Barton Community college also has clearly stated goals for student learning and well-developed processes and practices of student learning and achievement of learning goals. The faculty-driven processes are designed to improve instruction and student learning continuously.

In terms of annually assessing the viability of academic programs, the Program Review Datasheet serves as an excellent repository for staff and faculty enrollment, budget, retention, success rate, and other data indicators for program analysis. Based on the data provided, program coordinators are equipped with primary data sources that allows them to respond to Program Review questions designed to provide analyses of trends, student learning and curriculum, program evaluation and needs, technology, staffing, and goals.

The technology infrastructure is well designed and easily accessible in the College's Strategic

Technology Plan. As a result, there is substantiated evidence contained in the strategic and budgeting plan that funds are allocated to sustain and enhance technological needs including upgrading campus IT hardware and software, partnering with vendors that can provide specialized services, and providing appropriate technical equipment for faculty, staff, and students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

Several documents and reports ranging from the 2016 Community Report to the Assessment and Co-Curricular summaries provide clear evidence that Barton Community College utilizes key performance indicators (KPI) and measures to achieve both annual division and institutional goals and objectives as identified in the strategic plan and program level assessment and programs evaluations and reviews. These reports are shared with the Board of Trustees and published on the Barton external and internal websites.

In developing a culture of accountability and outcome, Barton has created a KPI Overview webpage. This dashboard provides “desktop access” for faculty and staff on important measures that not only promote the educational enterprise but also assist in ad hoc reporting by departments and the competitive pursuit of external funding. Evidence that a data-driven, outcome-based environment exists at Barton, recently the employed a Project Proposal Model. Contained in the model are components that directly influence and impact institutional effectiveness and sustainability.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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. The institution plans for the future.

Evidence

Evidence consulted and reviewed in the argument analysis of Core Component 5 substantiates that Barton Community college allocates resources in support of its organizational mission and structure and therefore develops protocols, processes and best practices to sustain and advance the college's mission, to improve and advance the quality of educational offerings, and to respond to future challenges and opportunities.

Noteworthy as a best practice is Barton's design of an effective accountability and outcome mechanism that aligns the College's strategic planning process with the Mission, ENDS, Core Priorities (Values), and budget. Key stakeholders including the Board of Trustees, faculty, staff, students, and members of the community are encouraged to participate in the process to ensure that the College is meeting its mission.

Data generating "engines" (such as the Office of Institutional Effectiveness) have been identified at Barton and help "fuel" the improved Strategic Planning processes. Significant resources have been allocated to grow IE from an office primarily tasked with collecting and reporting data to one that is more focused on the collection, analysis and interpretation of institutional data to support analysis, assessment, decision-making, management, and planning.

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.D	Core Component 1.D	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.E	Core Component 3.E	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	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Not Applicable to This Review

No Interim Monitoring Recommended.