

## AQIP Systems Appraisal Feedback Summary

Barton submitted the AQIP Systems Portfolio on October 28<sup>th</sup> (available to you on the “T” drive: AQIP / Portfolio–Drafts / Final / Barton Community College Systems Portfolio). The Portfolio is slightly over 100 pages. We received the System Appraisal Feedback Report from HLC on February 14<sup>th</sup> and it is around 50 pages:

(<http://bartonccc.edu/administration/presidentsoffice/presidentstaff/psmeetings/fy1112/20120227/1267%20AQ%20SR%2020120214.pdf>).

Purpose of the Systems Appraisal Feedback Report:

- to promote action of improvement
- to stimulate review of organizational processes and systems
- to stimulate cycles of continuous improvement

Scoring on the Appraisal is as follows:

- SS** A significant or “super” strength, something the institution does so well that it should be the model of *good practice, efficient operation, or effectiveness* for others.
- S** An institutional strength — a process that is well designed and operating effectively, a performance result that everyone is proud of, an improvement system that consistently finds and implements effective improvements.
- ?** A system or performance result that people in the institution do not agree represents either a strength or an opportunity for improvement.
- O** An opportunity for improvement, an area that everyone agrees can and ought to be done better.
- OO** An outstanding improvement opportunity, one that urgently needs attention, either because it represents an opportunity to diminish a significant risk to future effective operations, or because it represents an opportunity to innovate in a way that would significantly strengthen the institution in the future.

When reviewing our report results, consider the following questions:

- How do the findings challenge our assumptions about ourselves?
- Given our mission and goals, which issues should be focus on?
- How will we employ results to innovate, grow, and encourage a positive culture of improvement?
- How will we incorporate lessons learned into our planning and operational processes?
- How will we revise the Systems Portfolio to reflect what we have learned?

A summary of our 1<sup>st</sup> Systems Appraisal results is as follows:

- Barton met all required Accreditation Criteria
- Distribution of scores
  - SS – Super Strengths -- 2
  - S – Strengths -- 87
  - ? – Undecided -- 0
  - O – Opportunities -- 76
  - OO – Outstanding Opportunities -- 2

## SS

- Well developed Emergency Operation Plan
- SS – Strong relationships with organizations that supply services – esp. workforce development

## OO

- Comparing CCSSE results to other higher educational institutions
- OO – Could benefit from analyzing ENDS monitoring reports to assess meeting mission and vision goals

## S

- LICC – Learning Instruction Curriculum Committee
- CAM – Curricula Approval Matrix
- Use of advisory boards
- Use of placement testing
- Online advising
- Services for developmental, underprepared, & non-traditional students
- Services for disabilities
- Variety of instructional delivery methods
- Program review process
- Barton assessment model
- Comparison of pass rates, retention, and student performance
- Documentation of AQIP projects
- ENDS statements, strategic planning, Yearly plans
- Communication with stakeholders
- Collecting feedback from students through various methods
- Human Resources – annual reviews, hiring process, new hire orientation, rewards & recognition
- Identified credentials for staff and faculty positions
- Commitment to capital improvements

## O

- Use of statewide taskforce to determine program outcomes
- More proactive approach in working with undecided students
- Extend military learning assessment (BSEP) to broader range of students
- Expand program review and aggregate results
- A more systematic process for using Title III funds for professional development
- Link learning communities to curricular and co-curricular activities
- Collect longitudinal data of advisory board input
- Less use of anecdotal evidence and more use of discrete data
- More use of trend data – student satisfaction
- Analyze results and measures for further improvement
- Systematic approach to sharing mission, vision, values
- Coordinate data collection – aggregate and analyze
- Further mapping of processes
- Use of quantifiable targets in planning
- Systematic relationship building
- More specific targets to move to data-based decision making