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).

Argument

3A.1

Barton Community College employs a number of internal and external processes to assure the relevancy, currency, and quality of courses and programs of study.

Articulation Agreements

The Kansas Board of Regents (KBOR) has approved sixty-six courses for guaranteed System Wide Transfer, which ensures transfer to all Kansas public post secondary institutions offering the course. These courses are approved by KBOR based on recommendations from the Transfer and Articulation Council and grounded in the work of discipline-based Kansas Core Outcomes Groups, which consist of faculty representatives selected by each campus who meet annually to determine and approve core outcomes for courses. Each fall, KBOR coordinates a day dedicated to reviewing specific courses within various disciplines. Two-year and four-year representatives discuss the essential core competencies for coursework success. Faculty representing selected disciplines define and identify a series of competencies per syllabus for acceptance throughout the state higher education system. The goals for the event are increased alignment, and greater collaboration, acceptance, and transfer of coursework. The clearly defined KBOR Transfer and Articulation Policy resides on the Regent's website. Additionally, Barton has established similar agreements with 14 state, private, and out-of-state colleges, as posted on the Barton Transferability/Articulation Agreements website.

Advisory Boards

The CTE Advisory Boards consist of a representative group of individuals, outside the education profession, with expertise relevant to a particular program field. Members of twenty Advisory Boards advise Barton CTE educators and administrators regarding CTE programs, based on the employment needs of the community, state, regional, national, and international marketplace. Board members assist with course/program development, improvement, and evaluation; analysis of course content,

competencies, and operations; evaluation of facilities and program equipment; and provide expertise regarding currency and relevancy of the program and related workplace applications. Advisory board input helps ensure students have the skills necessary to compete and succeed in the workplace.

Each advisory board meets twice a year; in addition, members are contacted and included in program planning on an ongoing basis. The ***Barton Advisory Board Guidelines*** incorporate KBOR Advisory Committee Handbook and institutional standards for Advisory Boards. The following agenda/minutes from select 2015-2016 fall and spring Advisory Board meetings identify themes and actions that are common to most Barton Advisory Boards.

Agency and Industry Accreditation and Regulations

Barton's career technical education programs are regulated by multiple agencies including the Kansas Board of Regents (KBOR), Higher Learning Commission (HLC) and U.S Department of Education. Additionally, select CTE programs adhere to requirements associated with industry, regulatory agencies, and accreditation boards. These organizations perform regular external reviews of programs on cycles that vary from 3 to 8 years. The accreditation of these specific programs provides evidence that the College is committed to continuous improvement of the content, quality, and viability of the program. Furthermore, accreditation verifies that a program meets industry standards for course curriculum and currency; incorporates best practices in pedagogy and assessment of learning outcomes; demonstrates that faculty are qualified and in sufficient number; and is receptive to feedback from students, employers, and other stakeholders. A list of programs with third party accreditation or certification appears on page 12 of the 2016-17 Catalog.

Annual Catalog Review

Each year, prior to publication of the College Catalog, departments review Program of Study and course descriptions for currency and relevancy. A Catalog Review Team facilitated by the Director of Admissions coordinates the review process to meet the timeline.

Curriculum Approval Process

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

Curriculum Guide Review

Academic deans and faculty review and update curriculum guides and where available, semester guides to ensure accuracy and consistency. The process used by each division varies according to the organizational structure.

KBOR Transfer Feedback Report

The Kansas Board of Regents Transfer Feedback Report, page 15, reflects enrollments for fall of the

stated year and illustrate how Barton transfer students compare to other students. It is organized by an individual Community College summary report providing data about students who have transferred from that community college to a Kansas state/municipal university. In addition to the Community College reports, individual University summary reports are provided describing students transferring into the University. The reports provide comparative data for students who transferred to Kansas state and municipal universities. Data cohorts include Barton students, other Kansas community college transfers, other transfers, and first-time freshmen.

Learning and Instruction Curriculum Committee (LICC)

This committee functions in an advisory capacity to the Vice President of Instruction. Membership consists of a minimum of ten (10) faculty members, chosen from both the Barton County and Fort Riley campus, to represent a broad spectrum of the curriculum both academic and vocational. The new members will come on the committee at the August meeting. The last meeting for the members rotating off will be July. Additional members include the Registrar, Director of Learning Resources, and Advisement Coordinator.

Focusing on academic and curricular matters, the committee's goal is to ensure instructional integrity and to provide quality learning experiences for all Barton students regardless of venue or modality. Specific responsibilities that ensure degree, certificate, and course relevancy, quality, and currency include:

- Review and approve all curriculum matters and changes (credit hour change, title change, new classes, programs, etc.)
- Function as a vehicle to encourage a focus toward student and institutional learning
- Function as a vehicle to ensure a quality and comprehensive curriculum
- Function as a vehicle to support faculty professional development
- Be mindful of the "total" College curriculum in its decisions so that the College's interests are inclusive of all locations, all delivery methods, and all types of courses.

LICC transactions are public and transparent, agendas, supporting documentation, and minutes are posted on the College's website. The November 2016 LICC Meeting Minutes illustrates numerous, common curriculum maintenance steps, including the following.

- Outcome/Competencies Change, Course Description Change
- Course Title/Change
- Pre-requisite Change
- New Course
- Syllabi Formatting Changes
- Syllabi Submitted to Inactive

Supporting documents including Revised Course Syllabus Checklist and proposed Syllabus for each of the Action Items are included in the minutes. The minutes also reflect the approval status and conditions that must be met prior to approval, e.g. "Approved pending formatting changes."

Pass Rates on Normed Tests

Healthcare Certification and Trades and Technology pass rates (pages 3-4) serve as indicators of student performance at the college level and ensure graduates have the skills necessary to excel in the industry. Work preparedness data reflects the rate at which Barton students can pass a third-party certification exam on the first attempt. Certification data includes pass rates for 11 Healthcare related

programs and 13 Trades and Technology programs. Data indicate that in AY 215, 297 individuals attempted Healthcare licensures with 82% passing on the first attempt in comparison to an 81% previous two year average. In AY 2015, 107 individuals attempted licensure in Trades and Technology programs with 86% passing on the first attempt in comparison to an 84% previous two year average. This data is included in the END 2 Work Preparedness Monitoring Report that is submitted to the Board of Trustees every April.

Program Alignment Process

One of the initiatives underway by the Post-Secondary Technical Education Authority (TEA) to enhance technical education in Kansas is the alignment of specific technical programs; the needs of business and industry drive this project. Groups of business leaders are convened by the Kansas Department of Commerce and the Kansas Board of Regents with participation by program advisory committee members from the community colleges and four-year institutions to "map" a preferred outcome for an occupational category. The alignment requirements for Welding serve as an example.

The purposeful outcomes of the project include:

- Allow business and industry to identify value-added exit points within programs,
- Identify and support student acquisition of nationally recognized 3rd party industry credentials.
- Identify common courses that can serve as a bridge for articulation opportunities.
- Decrease the variability in program length.

Student Preparation for Success in the Workplace

Board of Trustees END 2: Work Preparedness indicates that students will be prepared for success in the workplace. The annual Board Monitoring Report for Board of Trustees END 2 provides data to support each of the following indicators:

- Indicator 1: Students will have the skills and knowledge required for successful entry into the workplace.

  Data from the KBOR Follow-Up Report identifies the status of students with a declared major in a Perkins-approved program, who have passed 12 tiered hours in that major over a three-year time period. The report provides educational and employment data.

- Indicator 2: Students will have the work ethics, discipline, and collaborative skills necessary to be successful in the workplace.

  Results of the Annual KBOR Employer Follow-Up Survey - The survey evaluates the effectiveness of Barton Community College programs by asking employers how well recent graduates or certificate completers are performing on the job. (Administered through office of Dean of Workforce Training and Community Education.)

- Indicator 3: Students will have the skills and knowledge necessary to maintain, advance, or change their employment or occupation.

  Data from the KBOR Student Satisfaction survey indicates that 86% of former vocational students are satisfied with the training they received from Barton.

  The Barton Employer Satisfaction Survey indicates a 96% level of satisfaction with work and performance of employees, 96% level of satisfaction with preparation of graduates, and

100% indicate that the graduate's education qualified the employee for their current position.

Monitoring Report – Associate of Applied Science in Technical Studies

In 2013, Barton requested approval for a new degree program -- an Associate of Applied Science in Technical Studies. Upon review of the request, HLC's Institutional Action Council (IAC) did not approve of this new program due to several concerns. As a result, IAC requested a report on a systematic strategy to monitor effects, performance, and quality of the Associate in Applied Science in Technical Studies as related to student learning. Barton responded to the IAC's concerns and after a subsequent review taking into account Barton's response, the IAC approved the program with the requirement a monitoring report would be provided at a future date.

That required report articulates a systematic strategy to monitor effects, performance, and quality of the Associate in Applied Science in Technical Studies as related to student learning. Additional supporting narratives document the four stages preceding the development of the monitoring report, including 1) New Programs Application, 2) Panel Letter, 3) Institutional Response Form and Barton Response to Capacity Concerns, and 4) Change Panel Action Letter.

3A.2

General Education Fundamental Outcomes

Barton has five fundamental outcomes that direct not only the general education courses but also the entire curriculum. The outcomes are appropriate to the Mission and Board ENDS, educational offerings, certificates, and degrees of the College. They serve to demonstrate how students meet those ENDS and to articulate the competencies expected of students who complete a Barton certificate or degree.

The fundamental outcomes relate the relevance of a given subject to provide students with the knowledge, skills, and values which enable them to be productive in work, family, and community. These outcomes and their assessment are reviewed biannually by the Outcomes Assessment Committee and annually by Barton's Board of Trustees.

These outcomes are designed to ensure that all certificate and degree-seeking students learn the same general competencies even when they take different general education courses. This emphasis on critical thinking, life-long learning, and the formulation of essential perspectives forms not only the foundation of the General Education curriculum but also the course level outcomes and competencies.

Associate Degree and Certificate Programs

Associate degree requirements include Barton and KBOR approved general education courses designed to promote a common base of knowledge. Certificate requirements developed in collaboration with the TEA, are highly specialized and designed to provide knowledge and skills with an objective of immediate employment.

Barton Community College offers undergraduate education at the Associate Degree level; the College awards Associate in Applied Science, Associate in Arts, Associate in Science, and Associate in General Studies degrees upon the successful completion of a minimum of 64 credit hours with a cumulative grade point average of 2.0 or better in an approved educational program. The Programs of Study section (p 30) of the 2016-17 college catalog, describes the specific requirements for the

individual degrees including a general overview and credit hour requirements.

The College also offers the option of one or two-year Career and Technical Education, Military Program, OSHA, Hazmat, and Emergency Management certificate programs designed to provide knowledge and skills which prepare students for employment. Certificate programs are classified as Cert1: 16 – 29 hours, Cert2: 30-44 hours, Cert3: 45-59 hours. Specific requirements for each certificate option are articulated in the Career Programs and Training section of the Barton website.

Select programs such as Automotive Technology offer multiple certificate and Associate Degree options. Students can earn 24, 44, or 52-hour Automotive Technology certificates as well as a 67-hour Automotive Technology Associate in Applied Science degree or an Associate in Science degree designed for transfer to four year colleges.

Course Level Learning Outcomes and Competencies

The Kansas Core Outcomes Project was initiated in 1999 by the Kansas Council of Instructional Administrators (KCIA), a group comprised of the chief academic officers of the state's community colleges and vocational-technical schools/colleges. The goal of this project was to develop core outcomes and competencies for general education courses at the state's colleges and universities.

In June of 212, the Kansas Board of Regents authorized the Transfer and Articulation Council (TAAC) as the body responsible for creating structures and processes that facilitate student transfer and degree completion within Kansas higher education. TAAC utilized the structure of the faculty led Kansas Core Outcome Groups (KCOGs) to create additional discipline groups and facilitate annual meetings for the purpose of articulating common core outcomes for system wide transfer.

Faculty led discipline-specific groups, KCOGs, meet annually or as necessary, to confirm or articulate learning outcomes and discuss courses for inclusion in the Kansas System-Wide Transfer process. Faculty groups identify core outcomes, which are observable and measurable actions that students will be able to perform upon successful completion of a course. The most recent KCOG Outcome Report indicates that faculty reviewed 11 courses and identified common core outcomes. These core outcomes, are then incorporated into the Barton Master Syllabus.

3.A.3

Barton delivers courses via multiple modalities and settings to accommodate students' individual requirements and learning styles. Students take advantage of the different modes of delivery and instructional settings including: traditional face-to-face, online, hybrid, dual credit, clinical sites, laboratories, and internships. The following policies and processes assure that the College's program quality and learning goals are consistent across all modes of delivery and all locations.

Consistency and Quality in Curricula and Programs

Barton courses are designed, approved, and delivered according to program and course standards that assure uniform quality and consistency. A Master Syllabus is created to ensure instructors deliver courses to meet minimum Student Learning Outcomes and general content expectations as approved by the Learning and Instruction Curriculum Committee (LICC). The Master Syllabus incorporates four standard components for the specific course: General Course Information; College Policies; Course as Viewed in the Total Curriculum; and Assessment of Student Learning (course level outcomes and competencies.) Instructors customize other sections as appropriate. Regardless of the manner of delivery, or the location of the class, the course outcomes and competencies, as

documented in the syllabus, must be met. See also, 3.A.2.

Consistency and Quality in Faculty Qualifications

Another method to ensure consistency and quality across all delivery modes and locations is the application of credential requirements consistently to all faculty teaching college level courses. Faculty qualifications, as prescribed by the Higher Learning Commission and supported by the Kansas Board of Regents, govern Barton hiring practices. The Faculty Qualifying Credential document provides details regarding individual course qualifications. Furthermore, all faculty, regardless of teaching format, are subject to the Barton faculty evaluation process, designed to ensure the quality of instruction and uniformity across coursework.

Dual Credit

Barton awards college credit for courses in its dual credit program. The Kansas Board of Regents regulates the College's Concurrent Education Partnership (CEP) dual credit program. The following KBOR requirements, as stated in the Policy for Concurrent Enrollment, ensure quality and consistency with other College courses:

- Curricula and Program Quality: Curriculum Standards, Course Content/Materials, and Assessment of Students are the same as those for the same courses offered to students at any location or by any delivery method.
- Curricula and Program Quality Assurance Processes: Annual CEP Course Review, Annual Site and Course Review: Supervisor or Mentor On-site Visit
- Faculty Quality: Credentials meet or exceed HLC standards, faculty are integrated into the post secondary institution through orientation, professional development, seminars, site visits, annual evaluations, and ongoing communication with post secondary faculty.

Online – BARTonline (BOL)

Online courses must follow the same processes in terms of curriculum, syllabus, and program approval; faculty credentials; and student assessment. In addition, online instructors must earn a Barton eCertified Instructor Certificate before they are eligible to teach an online class. There are three steps that must be met:

1. Successfully complete the BARTonline Administrative Training (BOLT 101)
2. Successfully complete the BOLT 103 Course Training materials.
3. Successfully complete the Canvas Appraisal Rubric for at least one course; the rubric focuses on four major standards and supporting standards:

Canvas Conversion Training Data (June 2015 – January 2016)

- Instructors enrolled in 101/103 (First Step of Process): 125
- Instructors who have started lessons in 101/103: 117
- Instructors who have completed 101/103: 111
- Instructors who have submitted courses for review: 85
- Instructors terminated during process (started 101/103 but never passed a review): 4
- Instructors who have passed at least 1 course (Completed Process): 78
- Passed Courses: 193

eCertification Rubric Process Improvement

In October 215, the Vice President of Instruction and Student Services indicated that Faculty Council voiced concerns regarding the eCertification process and the previous rubric. Distance Learning staff requested a list of specific concerns, and in January 216, the Vice President and Associate Dean of Distance Learning reviewed the concerns, identified suggested changes, and BARTonline staff developed the current Canvas Appraisal Rubric. Data from an eCertification Feedback Survey administered in August 216 indicate a high rate of satisfaction with the eCertification process and support services. Annual satisfaction surveys are planned for the future.

 Help Desk Data

A team of BOL staff receive a copy of every Canvas Help desk ticket, response, and outcome; they The Help desk maintains a living document of common issues and answers that they use to assist users. The team also has access to a Canvas Help Desk Dashboard to see all the tickets and provide a workflow overview. The Dashboard provides information relative to the number of tickets, origin, and Canvas components affected, enabling the Team to focus efforts and resources towards the most commonly identified issues.

Sources

- 1-NewProgramsApplication_V02_FRM1
- 2-Barton County Community College Panel Letter 10-2013
- 3.A.1 PAGE 7 BOLT 101 103
- 3.A.1 PAGE 7 BOLT 102
- 3.A.1 VPI_24_Hour_Auto_Cert
- 3.A.1 VPI_44_Hour_Auto_Cert
- 3.A.1 VPI_52_Hour_Auto_Cert
- 3.A.1 VPI_AAS_Auto_Tech
- 3.A.1 VPI_Advisory_Board_Example_Agendas
- 3.A.1 VPI_Canvas_Help_Desk
- 3.A.1 VPI_Catalog_Review_Team
- 3.A.1 VPI_Common_Issues
- 3.A.1 VPI_Curriculum_Guide_Review_Process
- 3.A.1 VPI_Fundamental_Outcomes
- 3.A.1 VPI_Fundamental_Outcomes_Web
- 3.A.1 VPI_LICC
- 3A PAGE 7 BOLT REVIEW TICKET
- 3A PAGE 7 CANVAS APPRAISAL RUBRIC
- 3-Institutional Response Form and Barton Response to Capacity Concerns
- 4.A.4 VPI_Curriculum_Approval_Matrix
- 4-Barton County Community College Change Panel Action Letter 12-3-13
- Academics_BCC_ArticulationAgreements_AY1516
- Advisory Board Guidelines
- Catalog Timetable
- General Education Courses _ Barton Community College
- HLC_FacultyGuidelines_2016_OPB
- HR_2465-facultyqualifications
- HR_2481-faculty_eval_process
- IR_KBOR_Transfer_Feedback_Report_2014
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- Programs of Study
- StudentServices_Barton Catalog AY1617
- VP_ Master Syllabus Template
- VP_KBOR_Transfer and Articulation Policy
- VP_GeneralEducationRequirementsBartonWebsite
- VP_Kansas Core Outcome Groups
- VP_KBOR Transfer and Articulation Council
- VP_KBOR_Advisory_Committee_Handbook_2016
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- VP_KBOR_KRSN_Matrix_2016-17
- VP_KBOR_PolicyConcurrentEnrollment_AY1516
- VP_LearningAndInstructionCurriculumCommittee_AY1415
- VP_MasterSyllabusExample
- VP_Outcomes & Competencies Matrix
- WCTE Career Programs
- WCTE_AASCurNaturalGas_CG_AY1516
- WCTE_AASSemNaturalGas_AY1516
- WCTE_end1essentialskillssept15
- WCTE_ENDS 2 Work Preparedness
- WCTE_KBOR Technical Education Authority
- WCTE_Weldng Program Alignment

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.

Argument

3.B.1.

Appropriate to Mission

The general education program at Barton is an integral component of the degree programs and is designed to contribute to the student's educational growth by providing a liberal arts or career and technical education. Barton Community College's General Education program aligns with the institution's Mission and the accomplishment of the Board ENDS, specifically, Essential Skills, Work Preparedness, Academic Advancement, and "Barton Experience".

General Education Fundamental Outcomes

Barton identifies five fundamental outcomes that direct not only the general education courses but also the entire curriculum. The outcomes are appropriate to the Mission and Board ENDS, educational offerings, certificates, and degrees of the College. They serve to demonstrate how students meet those ENDS and to articulate the competencies expected of students who complete a Barton certificate or degree.

The fundamental outcomes relate the relevance of a given subject to provide students with the knowledge, skills, and values which enable them to be productive in work, family, and community. These outcomes and their assessment are reviewed biannually by the Outcomes Assessment Committee and annually by Barton's Board of Trustees.

These outcomes are designed to ensure that all certificate and degree-seeking students learn the same general competencies even when they take different general education courses. This emphasis on critical thinking, life-long learning, and the formulation of essential perspectives forms not only the

foundation of the General Education curriculum but also the course level outcomes and competencies.

Appropriate to Educational Offerings

The College's general education program is consistent with and appropriate to the educational offerings. The essential objective of general education is to educate the individual student to be a rational and humane person. The minimum distribution of credits and general education courses varies by degree. The College subdivides General Education courses into five categories:

1. Foundation studies – degree specific, general education courses that fulfill course or credit requirements in the quantitative, oral and written communication, or computer literacy areas.

2. Humanities – The branches of learning that investigate human culture, constructs and concerns (i.e. fine arts, language arts, history, philosophy, and religion) as opposed to natural processes and social relations. Some humanities courses are further designated as Studio Courses and Performance Courses as defined below.

   Studio Course – Any course in Fine Arts (Humanities) that instructs students on the techniques used in artistic expression and significantly involves students (individually or as a group) in the production of tangible, physical artistic products.

   Performance Course – Any course in the Fine Arts (Humanities) that instructs students on the techniques used in artistic expression and significantly involves students (individually or as a group) in ephemeral activities that relate to public entertainment and/or personal enrichment.

3. Social and behavioral sciences – the branches of learning that investigate the institutions and functioning of human society and the interpersonal relationships of individuals as members of society (i.e. social science, behavioral science, economics, and political science).

4. Natural Sciences and mathematics – the branches of learning that investigate matter, energy, and their interrelations and transformations or relate to objectively measurable phenomena (i.e. life sciences, chemistry, and physical sciences), as well as higher level math classes (i.e. courses beyond college algebra).

5. Physical Education, health and performance – the branch of learning that investigates instruction in the care and development of the body, and in activities undertaken for personal enjoyment.

Appropriate to Degree Levels

General education course requirements are appropriate to the Associate of Arts, Associate of Science, Associate of General Studies, and Associate of Applied Science degrees that are offered at Barton. The general education program meets the KBOR degree standards for quality and curriculum.

3.B.2.

Overview of General Education and General Education Assessment

The Outcomes Assessment Committee is charged with the oversight of the College's system for collecting, assessing, and reporting Barton's general education outcomes. The College is a current

participant of the HLC Academy. Detailed assessment information is included in the response to Component 4.

Barton uses a set of common objectives that is unique to all sections of each course offered. On the course level, Barton instructors assess student learning by course objectives. In many instances, faculty also conduct a course level assessment in which students are assessed on specific course competencies using embedded assessments.

For example, a final exam may be itemized identifying specific questions within and aligning them individually with the course competencies. As such, instead of just knowing the class average on the exam, faculty determine the percentage of students who correctly answered individual questions. While a low, class average on the final would indicate that efforts need to be made to improve student learning, it does not direct faculty to the specific issue at hand. By using question level analysis, even with a high, class average on the exam, if a majority of students are missing a specific question on the final that is an issue that instructors can address.

Thus, by identifying which competency this question assesses, faculty can refocus their efforts and make more efficient use of their time developing ways to improve student learning in the respective area of weakness. These efforts are then tracked in subsequent offerings of the course using the same methods to assist further in the continual improvement process. This way, the effectiveness of the changes can be determined, and instructors can make further adjustments as necessary.

In addition to the course level assessment competency-based information, the results are also used to assess the fundamental outcomes. These outcomes have also been tied directly to specific questions. Similar information is collected such that not only is a specific competency identified as a respective strength/weakness, but also the respective fundamental outcome supporting it. For instance, historical perspective is one of the fundamental outcomes. Knowing that a student missed a question relating to a given competency tied to this fundamental outcome gives further insight into the possible issues at hand which can then be dealt with accordingly. The results are additionally pooled by general education outcome from all such courses assessments to give an overall picture of the success of the college at meeting these outcomes. The results are presented and discussed annually at the Board of Trustees meeting and are open to feedback. (ENDS 1 Report: Essential Skills , Indicator #2)

3.B.3.

Barton's certificate and degree programs incorporate numerous opportunities for students to collect, analyze, and communicate information; master modes of inquiry or creative work; and develop skills adaptable to changing environments as articulated in the Assessment of Student Learning section of the course level Master Syllabus. Each syllabus incorporates Outcomes and Competencies to describe the learning gained by students in individual courses or for the program as a whole.

Outcomes – broad, general statements that indicate skills or knowledge the individual will possess upon successful completion of the course. These may be dictated by the Kansas Core Outcomes Group (KCOG), industry, a governing agency, or accreditation requirements.

Competencies – specific and measurable statements regarding how the student will achieve an outcome.

The following Master Syllabi are representative of the hundreds of Barton courses that engage students in collecting, analyzing, and communicating information. The examples range from the general education areas of math and English to career and technical areas such as automotive and

welding. Each example demonstrates curriculum-specific learning outcome and competencies.

- **English** Creative Writing – Students will read, analyze, and appreciate techniques in exemplary published work. Then, they apply various pre-writing techniques to develop their own style and engage in group critiques and discussion.

- **Automotive** Auto - Brakes – Students will inspect automotive brake systems, evaluate brake performance, determine needed service, and conduct the required repairs.

- **Mathematics** Basic Algebra – Students will evaluate arithmetic and algebraic expressions, apply the laws of the exponents, and express numbers in scientific notation.

- **Welding** Gas Tungsten Arc Welding – Students will explain the gas tungsten arc welding process, demonstrate the safe and correct set up of the workstation, and perform GTAW welds on selected weld joints, and perform visual inspection of welds.

Inquiry-based learning is most often associated with the natural sciences, specifically laboratory-based classes. In addition to traditional science laboratories,such as chemistry, life sciences, and physics, the mastery of modes of inquiry is fundamental to all career and technical learning outcomes. Students in these courses are required to engage in questions, collect data, analyze the data, formulate an explanation, and communicate the conclusions. The following Master Syllabus is representative of Barton courses that engage students in inquiry-based learning.

- **Chemistry** College Chemistry– Students describe and apply several concepts of the common state; gather and record qualitative and quantitative data; and handle and evaluate data in logical, productive, and meaningful ways.

3.B.4.

The College's Inclusion and Diversity Statement encourages human and cultural diversity in the educational experience. We recognize that diversity and inclusion support learning, promote excellence, and prepare a global citizenry. Barton Community College is committed to this vision with the goal of positioning the College to support diversity/inclusion in our student body, workforce, curriculum, and community.

Barton encourages and supports inclusion and cultural diversity throughout the educational experience. It can be seen in the composition of Barton's students and is evidenced throughout the curriculum, policies and procedures, and co-curricular activities.

Students

The 215-16 academic year data demonstrates the diversity of the student population. The average Barton student is approximately 26 years old; 62% are males; 35% are active duty military personnel; and 42% self-identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Other Pacific Islander, or Two or More Races.

International Students

Fall 216 data show that the 6 international students enrolled at the Barton County Campus, come from 17 different countries! The Barton Multicultural Society and ESOL faculty host social and academic activities to share cultural experiences as well as familiarize students with American culture. One such event is the Conversation Caf, based on the popular speed-dating model. Native

and non-native English speakers have refreshments and mingle. Then, to start the activity, students sit in pairs, facing each other and have a five-minute conversation. After five minutes, half of each pair moves to a different partner and begin a new conversation in the same manner. The activity provides opportunities for students to practice their English skills as well as to meet other students.

The College further honors the presence of our international students by displaying flags representing the homeland of each student. The flags are hung in the main gymnasium during spring commencement to provide a graphic reminder of the diverse student population.

Co-Curricular Activities (Detailed information regarding co-curricular programs appears in Core Component 3.E.)

Barton Student Life organizations provide opportunities for students that promote and encourage human and cultural diversity. The organizations range from academic-focused themes such as honor societies, Theater, Choir, vocal ensembles, and instrumental groups. Students can also select organizations that focus on extracurricular interests, faith, culture, or careers.

Curriculum

At least 13 English as a Second Language courses are included in the Barton curriculum. Courses range from ESOL Lab designed to help non-native speakers increase their fluency in the English language to courses that prepare students for College level English courses. Cultural competence and diversity is also embedded in selected courses in the Humanities curriculum. These courses incorporate creative, social, political, and cultural curricula; some examples include:

- Art Appreciation
- Contemporary Social Problems
- Cross Cultural Awareness
- Cultural Anthropology
- Modern Languages
- International Relations
- World Literature
- World Religion

Disability Services

As part of its mission to advance learning and improve lives, Barton Community College strives to provide equal access and opportunity to all campus programs and services for persons with disabilities. This commitment is consistent with legal requirements, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act as Amended (ADAAA) of 2008. Disability Support Services are available to students (on-campus or online) with physical or learning disabilities to promote equal educational opportunities. Accommodations allow students with disabilities an equal opportunity to participate in and benefit from educational programs. The College provides reasonable accommodations on an individualized, as-needed basis. At the college level, students with disabilities must self-declare and provide recent and professional documentation regarding the disability, which should include how the disability affects the student's academic performance, as well as suggested accommodations.

Facilities

Most campus buildings have a gender neutral bathroom for individuals, families, and members of the

college community to provide equal access to public facilities.

Institutional Training, Policies, and Procedures

Barton recognizes and supports the human and cultural diversity of the world in which students live and work by providing training for students and employees and creating and enforcing supportive policies and procedures. For example, the Sexual Misconduct and Assault Resources Team (SMART) is responsible for a campus collaborative approach to issues related to Title IX and preventing and addressing sexual misconduct. The SMART serves in an advisory capacity to campus leadership and community members about best practices in policies, education, prevention, and response to sexual misconduct. SMART, in collaboration with Student Services Division and Human Resources sponsors Anti-Harassment and Title IX training, workshops, and events for students, faculty, staff, and community members to educate and create a safe campus community that supports inclusion and diversity. The team also ensures that institutional policies such as the Civil Rights Equity Resolution for all Students, Employees, Guests, and Visitors, and related procedures meet Federal, State, and Local laws and mandates ensuring the civil rights of students, employees, guests, and visitors. Team representatives provide SMART training for employees and students at least twice each year.

TRIO Support Programs

TRIO programs are funded under Title IV of the Higher Education Act of 1965; they are college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. As mandated by Congress, two-thirds of the students served must come from families with incomes at 15% or less of the federal poverty level and in which neither parent graduated from college. TRIO programs provide support services necessary for educational access and retention to over 1,3 students and adults. Barton hosts four TRIO programs, Student Support Services, Educational Opportunity Center, and two Upward Bound projects.

- Educational Opportunity Center
- Student Support Services
- Barton County Upward Bound and Central Kansas Upward Bound

3.B.5.

Barton's faculty and students contribute to scholarship, creative work, and the discovery of knowledge that enhance programs and align with the Barton mission. Some of the specific examples include:

Arts – The College offers numerous activities and programs for students to participate in Music, Theater, Dance, Instrumental, Vocal, and Visual Arts. Many students plan to major in these programs or choose to enroll for personal enrichment. Additionally, many community members enroll in these classes for their personal enrichment.

Throughout the year, Barton presents various performances including concerts, musicals, master class forums, student recitals, dance theater, dramatic productions, and storytelling events.

- Performing Arts
  - Dance
  - Music
  - Theater

- Visual Arts
    - Shafer Art Gallery

Community – The discovery of knowledge is not limited to the traditional student population. In support of the College's mission to "strengthen communities", Barton offers numerous cultural and academic activities for the service area. Representative examples include the planetarium presentations, inmate education, free citizenship classes, Hazardous Waste Worker Training for Transitioning Soldiers, programs and services to the military and their families, and GED and Adult Education.

- Career Technical Education Fair – The Career Fair provides participants the opportunity to discover information about specific career paths; thus, helping them to begin the process of identifying their interests, matching skill abilities, and working towards future career decisions.
- Field Ops Day – Students from Criminal Justice, Medical Assistant, Nursing, and EMS programs participate in an annual emergency simulation event designed to test their skills in life-like emergency scenarios. Volunteer "patients" from all over the community are made-up to give the appearance of realistic traumatic injuries ranging from severe lacerations to broken bones and burns. Area professionals volunteer to oversee scenarios and evaluate performance. Emergency vehicles, helicopters, crashed vehicles, and crime scenes provide a realistic backdrop.
- Jack Kilby Science Day – Established in honor of Great Bend native and Nobel Prize winner, Jack Kilby who took part in the development of the first integrated circuit. The biennial event is designed to stimulate and enhance students' interest and excitement in science. More than 600 Kansas high school students attended the last event. Recent keynote speaker - Raphael Grau, Acting Manager of External Integration for the International Space Station Program.
- Kansas History Snapshot – The annual presentation is sponsored by the Cohen Center for Kansas History which is dedicated to preserving resources in Kansas and inspiring research in Kansas history
- Silver Cougar Club - The Silver Cougar Club is an organization for individuals 55 years of age or older. The club offers a variety of trips, events and services, while promoting friendships among its members. Membership is diversified and includes men and women, singles and couples, and members from a variety of communities.

Grants

- Teams of faculty and staff collaborate with the grant writer to research, develop, and submit the proposals to federal, state, and local agencies and governmental entities. Some of the most recent grant awards include the Improved Reentry Education (IRE) grant, Perkins Reserve, CDL program; and Educational Opportunity Center TRIO. The Combined Annual Report identifies grant funds received during the fiscal year.

Faculty and Student Recognition

Barton's faculty and students are recognized by the College and other organizations for their contributions to scholarship, creative work, and the discovery of knowledge.

Faculty

- Distinguished Instructor Awards – The Distinguished Instructor Award for full-time faculty was created in 1984 to recognize teaching excellence.
- Kansas Department of Corrections Recognition – Two Barton employees were names

Outstanding Non-Uniform Employee and Outstanding Contract Employee of the Quarter.

Students

- Students are recognized for outstanding academic achievement through the Dean's List and President's List.
- Citizenship through Barton Naturalization Classes – The College conducts at least one free citizenship preparation class each year.
- Inmate Success at Ellsworth Correctional Facility – Barton provides adult education, career and technical education, and college level courses at two Correctional Facilities.
- Outstanding Graduates – Each year, two students are recognized as Outstanding Graduates based on their academic performance, extra-curricular activities, and community involvement.
- Phi Theta Kappa Honorees – Students are selected for their scholarship, leadership, and community service.

Publications

- Original Playwright Series – Students, employees, and members of the community are invited to submit original plays to be performed by Barton students.
- Prairie Ink – An annual literary publication including submissions from students, alumni, and service area community members. The magazine includes original fiction, creative non-fiction, poetry, drama, literary criticism.

Professional Development

At the College's option, mandatory training may be required for its new and existing employees (including student employees) as a condition of their employment. The training may focus on employee or institutional-related issues which may include training as deemed appropriate by the College. Participation may require involvement from all employees or select employee groups or classifications, at the recommendation of their supervisor(s) or the College. The College will provide employees with work release time, allowing them to participate in the mandatory training during their normal work schedule.

- Barton Leadership Institute – A new initiative designed to provide emerging employee leaders with administrative and managerial skills that positively contribute to Barton's success. The institute will mirror aspects of the state leadership program.
- Participation in Professional Development Conferences and Training – The College provides opportunities for faculty and staff to attend professional development conferences.
- Employee Training: Barton Employee Training Curriculum
- The Barton Library houses a professional development collection to provide resources for students, faculty, and staff. In addition, it provides access to various database collections.

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- 3.B.1 VPI_Inmate_Education
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- VP_MATH 1821 Basic Algebra

- VP_POLS 1804 International Relations
- VP_Program of Study Associate in Science
- VP_Programs of Study Associate in Applied Science
- VP_Programs of Study Associate in Arts
- VP_Programs of Study Associate in General Studies
- VP_RELI 1311 World Religions
- VP_SOCI 1104 Contemporary Social Problems
- VP_SOCI 1129 Cross Cultural Awareness
- VP_WELD 1349 Gas Tungsten Arc Welding (GTAW)
- VPI_Modern Languages _ Barton Community College

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.

Argument

3.C.1.

Sufficient Numbers and Continuity of Faculty Members

Barton Community College has sufficient numbers of faculty to support the College mission and to provide high quality programs and services. The Spring FY 2016 Faculty Employment Report indicates that the College currently employs 66 full-time faculty members and 209 adjunct and part-time faculty; the average full-time faculty tenure is 12 years and 5 years for adjunct faculty with at least 40% of adjunct serving six or more years. According to the IPEDS Fall 2014 Report, the ratio of students to faculty is 25:1; which allows adequate time for instruction, assessment, curriculum oversight, student interaction, and participation on departmental and institutional teams.

Like most institutions of its size, Barton relies on a percentage of its full-time faculty to serve in leadership positions, such as academic advisement; program coordinators; division chairs; coordinators of curricular, assessment, and institutional initiatives; and team members. Faculty expectations are clearly articulated in the Faculty Handbook, Associate Faculty Guide, Expectations of BARTonline Instructors, Grand View Plaza Technical Programs Instructor Guide, Military Schools Instructor Handbook, and faculty contracts.

Oversight of the Curriculum

The faculty hold primary responsibility for curriculum; they are involved in the development of new courses and the review and revision of existing courses to meet the changing needs of the student body and the workplace. Since the initiation of the Kansas Core Outcomes Project (KCOP) in 1999, faculty from Kansas community colleges, vocational technical schools/colleges, and Regent's universities meet annually to confirm or articulate and adopt learning outcomes and discuss courses

selected for inclusion in the Kansas System-Wide Transfer process. Each course has **core outcomes,** which are observable and measurable actions that students will be able to perform upon successful completion of a course. Barton faculty representatives are identified in the KCOP annual reports. New courses and courses presented for revision including KCOP-reviewed courses and those that are not included in the KCOP process follow the processes established by the Learning and Instruction Curriculum Committee (LICC).

New Courses

The New Course Syllabus Checklist provides a planning grid for new course proposals; faculty developing new courses are required to seek administrative approval and support and conduct research to determine if there is an existing market for the course and evaluate the proposed course regarding transferability. After receiving approval from the supervisor and Dean, faculty focuses on Syllabus Development. This phase consists of three primary components:

> (1) syllabus development in collaboration and consultation with full-time and/or adjunct faculty in the curriculum area;

> (2) describe how the course outcomes fit into an existing Barton program or core/sequence of existing courses; and;

> (3) identify measurable course competencies for students to demonstrate attainment of course outcome.

The final phase of the new course development focuses upon Course Integrity; this phase consists of three components:

> (1) plan for assessing course rigor and competencies;

> (2) level of adequacy of resources including instructional, physical, equipment, technology, and library; and

> (3) receive Dean's approval for the course to be presented to the LICC.

Revised Courses

Faculty are also responsible for presenting revised course syllabi to LICC for approval. Requests for revisions may include new course title, change in credit hours, change in course description, revived course, or major syllabus revision. The process is outlined in the Revised Course Checklist.

CTE and Other Programs with External Certification Requirements

Some programs develop their curriculum to meet rigorous third-party accreditation requirements; for example, the Nursing Program maps its curriculum to the National Council of State Boards of Nursing Framework and Testing Plan. Thus, ensuring that the information is current and aligned with the National Council Licensure Examination (NCLEX). Furthermore, faculty review the nursing curriculum each semester with the Kaplan content areas.

Expectations for Student Performance

Institutional and faculty expectations for student performance are detailed in a number of formats. The College Policies, Instructor Expectations of Students in Class, and Attendance Requirements

sections of the course syllabus clearly articulate the expectations of the College and the instructor.

Many of the CTE programs, such as Nursing, with programmatic and external expectations, publish a Nursing Student Handbook clarify the specific requirements.

On the institutional level, Barton publishes an Academic Integrity Values Statement and notice of a Code of Conduct (p. 28) in the College Catalog. The Student Code of Conduct and the Student Handbook are posted on the College website and reviewed with students during the Fall Student Orientation. Also, the Office of Student Life publishes an annual Housing Handbook that provides general information regarding student housing, conduct and disciplinary guidelines, policies and procedures and other information relevant to students living on campus.

Assessment of Student Learning See also, Criterion Four.

Regardless of the venue or delivery mode, all faculty members are expected to assess student learning in their classes every semester. The Outcomes Assessment Committee clearly describes the role of faculty, instructional administrators, and other College personnel in the assessment of student learning. (Roles and Responsibilities for the Assessment of Student Learning at Barton Community College, page 3.*)*

The course syllabus articulates course outcomes, competencies, and supplemental competencies in the Assessment of Student Learning section. To document that class-level assessment is occurring, faculty are expected to submit a CAT Report for each Course Reference Number (CRN) they teach, and use the resulting data to improve student learning. Furthermore, BARTonline instructors are required to include course outcomes and competencies in each module introduction.

3.C.2.

The College articulates specific Full-time Faculty and Adjunct Faculty Employment Qualifications for ensuring that all faculty are appropriately qualified; including those in dual credit, contractual, and consortial programs. When determining acceptable qualifications of its faculty, the institution follows the guidelines set forth by the Higher Learning Commission (HLC). Additionally, Barton utilizes an approach that addresses instructional requirements outlined in programs designated with national and state accreditations and/or career technical programs that align with industry requirements for credentials and experience. For all employment outcomes, the institution is responsible for documenting qualifications of its entire faculty and utilizes a centralized faculty qualifying credentials system that ensures faculty across all instructional divisions and areas of the College possess required degrees, training, and/or professional experience.

As evidenced by the FY 2016 review and revision of the Faculty Employment Qualification procedure and the development of a detailed, centralized credential system, the College is committed to meeting the new faculty standards established by HLC. The Vice President of Instruction and Student Services collaborated with the Deans, Human Resources staff, and K-12 representatives to review all faculty credentials and identify those faculty who may fall short of the new standards.

The following processes have been enacted to ensure that the College can meet the deadline for implementation of the new credential requirement:

Full-time, Part-Time, and Adjunct Faculty

Respective Deans or supervisors met individually with full-time and adjunct faculty to review general

credential requirements for the courses that are being taught. If the faculty member does not meet the general requirements, the Faculty Credential Meeting Form identifies six options for compliance. The Dean or supervisor and the instructor agree upon an option and develop a Faculty Professional Education-Credentialing Agreement (PEA), submit missing documentation, or complete a Faculty Credential Exception Form.

The credential review meeting results in one of three outcomes:

1. Requirements Satisfied
2. Growth Plan
3. No Longer Teach Course(s)

3.C.3.

The College has an established faculty evaluation process for Full-Time Faculty and Regular Part-Time Faculty; including online and adjunct faculty. College Procedure 2481 describes the evaluation schedule, documents, and scoring process; Performance Improvement Plan; and evaluation meeting requirements. During the review the Instructional Evaluation Form, Classroom Visitation Form, and other applicable documentation. The faculty member and supervisor assign one of three performance levels: Needs Improvement, Meets Expectations, or Exceeds Expectations to the 21 evaluation indicators.

Faculty with performance gaps are placed on a Performance Improvement Plan; the plan documents serious employment concerns, notes gaps in work performance, defines the College's expectations, and allows the individual the opportunity to demonstrate improvement and commitment. The plan incorporates strategies for resources/management support, progress checkpoints, and a timeline for improvement, consequences, and expectations.

Student Evaluation - All Barton courses, regardless of instructional delivery mode, have a course shell in the Canvas learning management system. An integral component of the system is EvaluationKIT. During the course creation process, the instructor and appropriate Dean are linked to the EvaluationKIT course evaluation system; it automatically deploys instructor evaluation surveys two weeks before the end of the course. EvaluationKIT automatically creates a report including comments and raw data. Instructors and Deans can log into EvaluationKIT to retrieve information for incorporation into faculty review and improvement plans.

The evaluation criteria align with the mission, are consistent with contract renewal and tenure decisions, and meet the employee evaluation requirements as identified in Kansas Statutes 71-215 to 218.

3.C.4.

Processes

The College annually allocates funds to each academic area, and the respective Deans have oversight for distribution. Each academic area manages the process in a manner that meets the unique needs of the faculty and training requirements. The process followed by the Workforce Training and Community Education (WTCE) department is clearly articulated and well-documented. (Some of the forms may include a reference to Perkins; however, they are also used for non-Perkins activities.)

1. Faculty develop and submit an Annual Professional Development Plan identifying activities

and/or strategies to maintain currency in credential/employed field and instructional skills.

2. Pre-activity. Faculty requesting professional development funds submit a Travel Approval Form.

3. Post- activity. Submit a Professional Development Evaluation Form rating the activity and providing a plan to incorporate the new information into the curriculum or job.

4. Maintain Departmental Summary of professional development.

Resources

The institutional professional development budget is divided among the departments based on the number of full-time employees. Approximately 22% percent of this budget is appropriated to the Professional Development Teams for institution-wide initiatives. In addition, external funds such as the Carl Perkins grant, supplement training and development opportunities for faculty.

Professional Development Opportunities

Barton provides a variety of internal and external opportunities for faculty professional development at the departmental and institutional levels. Examples of these opportunities include:

Internal Opportunities

- Bi-annual Professional Conference Days- Twice a year, prior to the start of the semester, two-three days are set aside for institutional Professional Conference Days. Faculty members of the Professional Development Team schedule workshops and presentations that are designed to enhance instructional and student support skill; share best practices and promote pedagogical discussion; and provide updates of policies, procedures, or operational issues.

- Annual Adjunct Faculty Meeting – The academic deans and managers host an annual adjunct faculty meeting; sessions include new adjunct faculty training, Barton's Strategic Plan, discipline-specific topics, and networking opportunities. Remote faculty members are able to participate via Go-to-Meeting technology.

- The Cougar Quarterly – *Adjunct Faculty Newsletter* is published four times a year. The newsletter highlights College activities as well as policies, procedures, and relevant updates.

- STARLINK Webinars – Funding for the STARLINK professional development network is provided by KBOR and available to all faculty and staff. The State of Texas Academic Resource Link (STARLINK) is a video-based, higher education professional development network that provides higher education institutions with cutting edge training. New courses are available each month.

- Tuition Scholarships are available to eligible faculty for Barton courses. The scholarship covers the tuition portion of the charges for unlimited non-online classes and up to 9 credit hours per academic term for Regular Part-time Faculty, Adjunct Faculty, and Outreach Site Coordinators.

External Opportunities

The College allocates funds to each academic area and faculty may apply to their respective Deans for travel funds to support attendance at workshops or conferences. Professional development requests

are reviewed and prioritized by the Dean and Supervisor and applications are granted based on the availability of funds. In addition to the job-specific professional development, faculty may qualify for other developmental opportunities. Examples of recent faculty and instructional staff professional development opportunities are documented by each academic or staff area.

- Coursework Grants for advanced education. The College awarded five grants per academic year in 2013-2014 and 2014-2015. In 2015-2016, the number rose to 12 grants.

- HLC Annual Conference – At least two academic representatives attend the annual conference.

- NISOD (National Institute for Staff and Organizational Development) – faculty and staff may be nominated and selected for their achievements and contributions to the College. Each year, five awardees are recognized with a trip to the NISOD conference.

- FY 15-16 Professional Development Report - Faculty

3.C.5.

Data from the Barton Student Course Evaluation indicates 65.41% of student respondents strongly agree that the "instructor was accessible to students (e-mail, office visits, phone, Skype, Facetime, etc.)". Furthermore, 64.86% of students strongly agree that the "instructor offered help and timely feedback concerning assignments, projects and/or exams."

With an average class size of 25, Barton faculty have the opportunity for quality interaction with students and are readily accessible for student inquiry. Students have access to instructors inside and outside of the classroom; Learning and student-faculty interaction also occurs outside of the classroom through informal meetings, cultural and athletic events, and field experiences. Many instructors devote additional hours to serve as academic advisors, club sponsors, and activity volunteers.

Guidelines for faculty accessibility vary due to the diversity of locations (Great Bend Campus, Fort Riley, Fort Leavenworth, Grandview Plaza, various offsite locations such as high schools), the mixture of full-time and adjunct faculty, instructional mode, and availability of faculty offices. Faculty Council has established the following accessibility guidelines.

Face-to-Face Classes

1. Within the syllabus, posted in the course shell and/or handed out to students the following:
   o E-mail contact information and an indication of an appropriate response time.
   o Phone number where applicable.
   o Office hours & location where appropriate or
   o Location and times the faculty member will be available in person for adjunct and full-time faculty without an office.
   o Faculty should, within reason and as available, allow for appointments outside normal contact/office hours.
2. This information should also reside within the appropriate office/department.
3. The appropriate supervisor should be made aware of this information. If questions arise, they should be answered in consultation between the faculty member and supervisor.
4. If the faculty member has an office, office hours and contact information should be easily visible.
5. Faculty should comply with the appropriate policies and procedures regarding accessibility and

contact hours.

6. While illnesses and other emergencies arise, faculty will inform the appropriate supervisor of planned absences and make accommodations to have the absence adequately covered.

The Faculty Council recommends flexibility with some of these recommendations due to the diversity of face-to-face delivery methods and locations.

Online Classes

Online instructors are required to provide regular and substantive interaction with students, synchronously or asynchronously. For example:

- Ensure response to students is completed in a timely manner (24-48 hours)
- Welcome Letter upon receipt of enrollment
- Weekly updates about course due dates
- Answer/comment on student questions in virtual office within 24-48 hours
- Login to course at least four times per week.
- Lectures and threaded discussions with instructor participation

Grandview Plaza and Military Schools

More specific information regarding Grand View Plaza and Military school's policies can be found in the following documents. Grand View Plaza Technical Programs Instructor Guide (page 25) and Military Schools Instructor Handbook (page 16.)

3.C.6.

Appropriately Qualified

Every Barton position has a specific job description which identifies the role, major duties and responsibilities, expectations, knowledge and skills, and physical safety/working environment for the position. When a position is affiliated with an external entity (such as the TRIO Program), the partner's requirements are also incorporated into the job description. Qualifications, including experience and education, vary depending on the type of work being performed in the position. Some examples of job descriptions of staff who provide student support include Financial Aid Officer, Academic Advisor-VA Specialist, and Student Support Services Project Director.

Individuals interested in Barton open positions apply online through the applicant tracking system. Once an individual's application materials are complete (e.g., application, cover letter, resume, transcripts, etc.), they are screened by Human Resources to ensure the candidate meets the minimum qualifications for the position. Candidates meeting this requirement are then routed electronically to the Search Committee Chair for the position. Further screening for the position is conducted by the search committee to make certain the candidate possesses the appropriate qualifications in accordance with position requirements.

With the exception of appointments for unusual or emergency situations, all hiring is conducted by a screening committee composed of two or more individuals, including a Human Resources staff member for all regular positions. Expectations of the screening committee consist of developing regulatory compliant interview questions; note-taking during all candidate interviews; and the use of candidate evaluation and reference checking forms. All positions must be approved up the appropriate chain-of-command before a candidate is hired. Regular (non-temporary) positions also require board

approval.

Appropriately Trained and Supported

Barton Community College actively contributes to the professional development of its staff members who provide student support services. Staff training funds are incorporated into departmental, grant, and administrative budgets during the College's strategic planning process.

In addition to position- or program-specific professional development, support staff are eligible to participate in opportunities offered by the College. For example, eligible employees may apply for tuition scholarships (for Barton courses) and course work grants (for non-Barton courses) and to assist in the cost of tuition for courses that ensure the employee's continuing accreditation standards; enhance their ability to further the College's mission and ENDs; and contribute to their personal growth and development.

At the College's option, mandatory training may be required for support staff. The training may focus on employee or institutional-related issues which may include computer training, Title IX, Civil Rights Equity, customer service, blood-borne pathogens, etc. as deemed appropriate by the institution.

FY 15 -16 Instructional Support Staff Professional Development

Sources

- 3.C. 1 Faculty Contract
- 3.C.1 Nursing Handbook
- 3.C.1 Spring FY 2016 Faculty Employment Report
- 3.C.4 Faculty Professional Development
- 3.C.4 Travel Approval Form
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- 3.C.5 Military Schools Instructor Handbook
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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.

Argument

3.D.1.

Barton provides students with an array of academic and support services designed to meet their specific needs and to provide opportunities for a 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.

Every other year, Institutional Research administers the *Community College Survey of Student Engagement (CCSSE)*, in part to determine student satisfaction with support services offered by the College. As Figure 3 on page 4 of the CCSSE 2016 Key Findings Report indicates, of the five items on which the college performed most favorably, three were related to Support for Learners.

- Helping you cope with your non-academic responsibilities (work, family, etc.)
- Providing the support you need to thrive socially
- Providing the financial support you need to afford your education.

Based on these data, Barton provides student services that meet the needs of its students.

3.D.2.

The College has a mandatory assessment and placement policy that applies to 1) students enrolling in approved certificate or degree programs with prerequisite placement scores and 2) students who plan to enroll in any course with prerequisite placement. Students who asses into two or more developmental areas of study are encouraged to enroll in Student Success (EDUC 1103) during their first semester at Barton as available.

Barton County Campus, Fort Leavenworth, Fort Riley, and Dual Credit

The Barton Developmental Program offers post-secondary educational opportunities that are

responsive to the individual differences and needs among learners. To facilitate academic preparedness, the College provides diagnostic testing and placement, general and discipline-specific learning strategies, and assists students in coping with barriers to learning. The Barton Academic Center for Enrichment (ACE), located at the Barton County Campus, offers a unique, module-based instructional program for College Prep Math, Basic Reading, and Intermediate Reading. The various program components include ACE Reading (Reading Modules), and ACE Math (College Prep Math Modules and Competencies).

Two Developmental English courses are offered to provide the opportunity for students to improve writing skills necessary for successful performance in college courses and most careers. A third course, English Composition I with Review provides a faster pathway for students with placement scores below college level in writing. Students in this five-credit course attend a college-level English Composition I class followed by an hour of additional instruction/review with the same instructor. This format allows eligible students to save one semester by combining the Composition I class with the supplemental instruction and review.

The English for Speakers of Other Languages (ESOL) program prepares students to communicate in English in order to improve skills to further their academic studies. The goal is to provide students with the opportunity to attain fluency in English. Eight ESOL courses are also available for non-native speakers including Conversational English, Academic Vocabulary, and Sentence Structure.

BARTonline (BOL)

All students enrolling in a math or English course are required to take the BOL placement test unless they show proof of a passing score on the ACT, SAT, or other similar test. BOL uses the BARTonline assessment administered through Canvas; students who do not pass the assessment are required to enroll in the relevant developmental level English or math course. Students must pass the math placement with a 60% or higher in order to place in the desired Math Course and a 40% or higher in order to place into the desired English course. Developmental Reading will be offered beginning summer 2017.

3.D.3.

Barton County Campus and BARTonline Advisor Training

Prospective academic advisors are required to complete the Advisor Development course prior to advising students; the online course serves as the primary training medium for Barton Campus advisors. The Advisement Coordinator maintains, updates, and facilitates the training course with input from master advising faculty and administrators from the Financial Aid and Registrar's offices.

The course shell, located on the BARTonline Canvas LMS, serves as the central point for training, advising updates, and announcements; it includes separate units for new advisors and continuing advisors as well as advisement resources. The new advisor section consists of two modules, New Advisor and Continuing Advisor. Each module incorporates instructional narrative and interactive discussion. Advisors have access, as do students, to curriculum guides and select guides for transfer options. (example: Wichita State University)

Fort Riley and Fort Leavenworth Campus Advisor Training

Students who identify themselves as degree or certificate seeking are assigned an Advisor. Advisors located at a military installation follow Standard Operating Procedures identified in Section 4:

Advisement Services to meet the needs of students at the military installations.

3.D.4.

Faculty and students have access to the infrastructure and resources necessary to support effective teaching and learning. The Barton Library, located on the Barton County Campus, offers a variety of resources available to face-to-face and online students. A large room is dedicated to the Cohen Center for Kansas History, housing a collection of more than 1,200 books, the Center is devoted to preserving literary Kansas literary resources and supporting research in Kansas History. Students also have access to books, magazines, and other resources through the Barton Library On-Line Catalog and Kansas Library Catalog. The library staff includes the Director of Learning Resources, two Library Assistants, and student workers.

In addition to the numerous classrooms, science labs, and technological infrastructure, two unique resources reside on the Barton County Campus.

L. E. "Gus" and Eva Shafer Memorial Art Gallery - Located in the Fine Arts building, the Shafer Gallery displays significant works by Gus Shafer, objects from Barton's growing permanent collection, and a rotating series of exhibitions from regional and national artists. As the only art gallery in the county, the instructional activities and collections are designed to meet the needs of all age groups.

Planetarium – A digital dome theater serves as the instructional centerpiece of the planetarium, acting as a facility for astronomy classes, star tours, lectures, and school field trips.

Barton students have multiple electronic venues available to support their educational experience, including online services and messaging, instructional access, and safety.

Online Services and Messaging – Many of these services, including the following, are accessed through the MyBarton Portal.

Barton Guardian – Free mobile safety application that can turn a smartphone into a personal safety device that directly connects to Campus Safety (or 911 on/off-campus) in an emergency situation and provides the ability to submit an anonymous tip to Campus Safety.

BARTonline Courses - Educational opportunities and access to online course components (instructional modules, discussions, course syllabus, quizzes, assignments) for all 100% online courses, hybrid courses, and most face-to-face courses.

Course Shells– Barton online, hybrid, eCompanion, and face-to-face courses differ in the manner that they use course shells.

Cougar E-mail – Students are assigned a Cougar e-mail account where they receive time sensitive financial aid, advisement, enrollment, billing information, Emergency Notifications, Timely Warnings, and instructor communications.

Cougar Text Alert System – Emergency communications system that sends subscribers alerts concerning Emergency Notifications, Timely Warnings, and closings (weather) through email and/or text messaging. Additional notifications can include changes in the normal routine in housing (repair or maintenance work, reminder of cafeteria closing or changes in meal times and etc.) and student activity reminders.

DegreeWorks – A web-based degree audit program and academic advising tool designed to assist students and advisors in reviewing degree progress by comparing student academic history with degree requirements outlined in the college catalog.

PAWS - PAWS accounts provide students with 24/7 web access to their own student information such as: class schedules, grades, academic progress, and current financial aid. Students can also enroll online, make payments, or view an unofficial transcript.

Technological Infrastructure

- Banner® by Ellucian - is the College's Enterprise Resource Planning (ERP) software. Banner is used for almost every major Barton workflow, including Student and Administrative Information Systems. The Banner web enabled interfaces allow total anywhere, anytime access; online features include bill pay, enrollment, access to grades, and other advanced services.

- Ellucian Portal - provides single sign on to key applications and Mobile Web App, for both iPhone and Andriod. Recently Barton has introduced Degree Works which is a comprehensive academic advising, transfer articulation, and degree audit solution that aligns students, advisors, and institutions to a common goal: helping students graduate on time.

- Barton full-time employees are provided with either an Apple or Microsoft desktop computing system with multiple monitors customized to meet their workflow.

- Canvas LMS – transition from eCollege to be completed May 2017. Online and distance faculty have secure remote access Barton technological infrastructure. Canvas and the registration system are cloud based to ensure 24/7 availability. The online student help desk is cloud based and 24/7.

- GoToMeeting - the College video communication software. Currently, 21 rooms have dedicated GoToMeeting equipment and all faculty have access to portable GoToMeeting equipment to use in any venue. The portal GoToMeeting equipment is also available for instructors to use at clinical sites as needed.

- Wireless Access – all buildings have public, wireless access.

3.D.5.

Faculty incorporate instruction and direction in the effective use of research and information resources into their course curriculum. The scope and depth of the instructional outcomes and competencies for these skills vary according to the course and application. For example, students in College Chemistry I focus primarily on acquiring skills to "gather and record qualitative and quantitative data accurately" and "handle and evaluate data in logical, productive, and meaningful ways," whereas, the Composition II competencies focus more specifically on the skills required to address advanced problems in composition, emphasizing rhetorical and logical tools in argument development.

The Barton Library provides workshops and seminars and other services and resources to assist students with their projects and assignments. Research tools including references and tutorials are also available through the Barton Library YouTube Channel. The library also hosts the Cohen Center for Kansas History, dedicated to preserving resources in Kansas and inspiring research in Kansas History, is a unique resource for Kansas books and documents.

Sources

- 01 3.D.1 Academic and Support Services
- 01 3.D.2 Assessment and Placement Policy
- 01 3.D.3 Advisor Development Course
- 01 3.D.4 Library Barton Community College
- 01 3.D.5 CHEM 1806 College Chemistry I
- 02 3.D.1 CCSSE KEY FINDINGS
- 02 3.D.2 Developmental Program Policies
- 02 3.D.3 Curriculum Guides
- 02 3.D.4 Barton On-Line Catalog
- 02 3.D.5 ENGL 1206 English Composition II
- 03 3.D.1 Support for Learners
- 03 3.D.2 EDUC 1103 Student Success
- 03 3.D.3 Curriculum Guide - Wichita State University
- 03 3.D.4 Kansas Library Catalog
- 03 3.D.5 Library Workshops, Seminars and Usage
- 04 3.D.2 Barton Developmental Program
- 04 3.D.3 FR FL Advisor Training
- 04 3.D.4 Shafer Art Gallery Barton Community College
- 04 3.D.5 Library Services and Resources
- 05 3.D.2 Barton Academic Center for Enrichment (ACE)
- 05 3.D.4 Cohen Center for Kansas History
- 05 3.D.5 Barton Library YouTube
- 06 3.D.2 ACE Reading
- 06 3.D.4 Cohen Center Catalog
- 06 3.D.5 Cohen Center for Kansas History
- 07 3.D.2 ACE Reading Modules
- 08 3.D.2 ACE College Prep Math Modules and Competencies
- 09 3.D.2 VP_ENGL 1209 English Composition I with Review
- 10 3.D.2 English for Speakers of Other Languages
- 11 3.D.2 BOL Placement Testing
- 3.D.4 Barton Guardian
- 3.D.4 Barton Planetarium
- 3.D.4 Cougar E-mail
- 3.D.4 Cougar Text Alert System
- 3.D.4 Course Shells
- 3.D.4 DegreeWorks in PAWS
- 3.D.4 MyBarton Portal Dashboard
- 3.D.4 Online Services and Messaging
- 3.D.4 PAWS
- 3.D.4. BARTonline

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.

Argument

3.E.1.

As reflected in the College Mission Statement, Barton strives to provide an educational system that strengthens communities, and meets the needs of a diverse population. Student clubs and organizations are key to student engagement at Barton; there are over 30 that serve to broaden student life experiences, develop leadership skills, and provide a means for creative expression. The Barton Co-Curricular Assessment Report incorporates a profile for each activity highlighting student learning goals, assessment process, longitudinal data, and improvements based on the assessment data.

In addition to clubs and organizations, Barton has a robust intercollegiate athletics program including eight men's and eight women's teams that compete in the NJCAA Kansas Jayhawk Community College Conference. A high percentage of students at the Barton County campus participate in athletics with 408 (30%) participating in 2015-2016; these students include athletes, managers, trainers, cheer, and dance line. Students maintain excellence in the classroom as well as the field or the court. In 2015-16, the average GPA for athletes was 3.0, and since its inception in the mid-1960's, the athletic program has earned 55 national championships.

The College regularly administers the Community College Survey of Student Engagement (CCSSE) as one method of assessing institutional practices and student behaviors that are correlated highly with student learning and student retention. The student organization category is among the student support services that are the focus of the CCSSE survey. The three-tiered structure of the CCSSE questions associated with these student service areas focuses on (1) frequency of use, (2) satisfaction with the service, and (3) importance of the service to the student.

3.E.2.

Barton Community College encourages and supports community engagement and service that contribute to students' educational experience and enriches the service area. In striving to provide services that align with the Mission, Barton provides opportunities that are learning-centered, innovative, meet workforce needs, strengthen communities, and meet the needs of a diverse population.

Community Engagement

Barton offers numerous opportunities for students, employees, and community members to participate in joint activities that broaden their educational experiences and cultural perspective.

- [Date Rape and Campus Safety Activist](#), Katie Koestner, date rape and campus safety activist presented sessions to the campus community, high school students, and community members.
- [Community Blood Drive](#)– The College hosts two college/community blood drives during the year.
- [Original Playwright Series](#)– Students and service area residents are invited to submit original plays to be performed by theater students.
- ***[Prairie Ink Literary Magazine](#)***- Students, alumni and all residents of Barton's service region, as well as Barton's Fort Riley, Fort Leavenworth and Grandview Plaza campuses are encouraged to submit original fiction, creative non-fiction, poetry, drama, literary criticism and graphic short stories for the annual publication
- [Prairie Winds Concert Band](#)– The band is composed of high school students, college students, and community members; they perform throughout the academic year at various events. Shafer
- Art Gallery – [Workshops](#), [exhibits](#), for children, students, and community.

Community Service

The discovery of knowledge is not limited to the traditional student population. In support of the College's mission to "strengthen communities," Barton offers numerous opportunities such as those highlighted below, for students and employees to engage with the community.

- **Camp Hope** - Camp Hope, sponsored by non-profit Camp Hope-Heartland, Incorporated, is a free summer camp for youth who have, or have had cancer. The camp is conducted at the Camp Aldrich, the College's camp ground. Throughout the year, employee and student groups conduct fund raising events to support the camp.
  Faculty and Staff – [Going Casual for Camp Hope](#)
  Students – [5K for Camp Hope](#) , [Pink Out Night for Camp Hope](#), Black Out Night for Camp Hope

- **Community Volunteerism** – Barton-sponsored RSVP of Central Kanas and Volunteers-In-Action recruits community members to volunteer their time and talents to non-profit organizations in the area. Volunteer opportunities include those that help combat hunger, provide medical transportation, support educational needs, and work with homebound seniors.

- **[Free Citizenship Classes](#)**– The course is offered three times each year to assist permanent residents of any nationality who want to obtain their U.S. Citizenship through naturalization.

- **Service Learning -** Barton [Athletic Teams](#) and student organizations participate in numerous community service events throughout the year.
  Barton athletic teams fulfill the College's mission by volunteering for numerous community activities.
  The Community Service Organization (student service learning organization) conducted numerous activities that encourage community engagement, including a "[Career Closet Drive](#)" and [Christmas Adopt a Family](#).
  The [Beta Phi Eta Chapter of Phi Theta Kappa](#), [Barton Fort Leavenworth](#) conducted a Cap Drive for cancer patients
  Barton Community College Fort Riley – conducted an [Adopt-A-Family](#) activity.

- **Corrections-Focused -** Barton provides [educational services](#) to incarcerated juveniles and adults in two correctional facilities as well as the community corrections population. The program offerings include an adult literacy program, GED testing, career technical education and academic education resulting in 18 and 32 hour certificates and an Associate's of General

Studies. (Ellsworth Correctional Facility Student)

- **Military-Focused -** The College's association with Fort Riley and the U.S. Army began in 1984 with a single training contract and has continued to grow in support of the Army, its soldiers, their families, and the Junction City community. Barton provides education and training, as well as community support to soldiers, their families, and veterans at Fort Riley and Fort Leavenworth.

   Annual Fisher House Drive – The annual Barton Ft. Riley Fisher House Fund drive provides funds directly to the Landstuhl Fisher House The organization provides a "home away from home" for families and patients receiving medical care at Landstuhl Regional Medical Center, Landstuhl, Germany.

   Free Hazardous Waste Worker Training for Transitioning Soldiers – Certification program providing credentials to help soldiers obtain work after their tenure in the Army ends.

   Military-Friendly Programs – The College's partnership with the US Army spans more than 30 years. In 2015-16, more than 9,900 soldiers, family members, and veterans benefited from Barton's programs including degrees and certificates, specialized training such as the LSEC program, College Program, and Military Schools Training.

   Wounded Warrior Golf Tournament – Barton Fort Riley hosts an annual golf scramble to benefit the Wounded Warrior project. Barton employees, Trustees, Booster Club members, and community sponsors join members of the military community to support the event.

Religious or Spiritual Purposes

Numerous community churches sponsor faith-based organizations on campus; these clubs offer social activities, spiritual support, service learning, and opportunities for leadership development. The organizations include Campus Christian Fellowship, Contagious (Live Like Jesus Today Ministry), Dante Deo (Catholic organization), and the Latter-day Saint Student Association.

Addressing the Regional Workforce

Regional Workforce Needs addresses the College's efforts to support economic development in the region. Barton Board END 5 states "the College will address the regional workforce." In response, the Board identifies the following measurable results or indicators.

- The College will develop strategies to identify and address on-going needs.
- The College will organize area resources in addressing needs.
- The College will build effective partnerships in addressing workforce needs.
- The College will be recognized as a leader in economic development.

The Barton Board End 5 report documents the College's efforts towards these ends.

Economic Development

Barton Community College has a strong economic impact on the service area economy. A 2010 Economic Impact Study determined a positive impact upon:

- Regional economic benefits (contributions to local job and income formation);
     During the analysis year, Barton and its students added $94.1 million in income to the Barton Service Area economy - equal to 3.4% of the area's gross regional product

The net impact of college payroll and expenses in the Barton Service Area during the analysis year was approximately $11.7 million in added regional income.
The college spent $20.5 million to support its day-to-day operations.

- Earnings for graduates (increased average annual return);
  The accumulated contribution of former students currently employed in the Barton Service Area workforce amounted to $82.4 million in added income during the analysis year, equal to 3.0% of the Barton Service Area's Gross Regional Product.

- A broad collection of social benefits (improved health and well-being, reduced crime,lower welfare and unemployment);
  For every dollar that state and local taxpayers spent on Barton during the analysis year, society will receive a cumulative value of $21.50 in benefits

- The return to taxpayers for their college support
  2.0 benefit cost ratio, i.e. every $1 in cost returns $2 in benefits
  Average annual return on investment for taxpayers is 5.0%

Supporting Regional Employment Efforts

The College partners with local employers, governmental agencies, and educational institutions to conduct an annual Job Fest highlighting regional employment opportunities.

Sources

- 2016 Annual Ft Riley Fisher House Fund drive letter
- 3.E.1. PRES_CCSSE_Means_Report
- Academics_College Programs Schedules
- Athletics_2016-2017 Athletics Community Service
- IE_CCSSE DATA
- LSEC Schedules
- PR_Adopt A Family
- PR_Athletics Present Check to Camp Hope
- PR_Barton Career Closet Drive
- PR_Barton Community College Blood Drive
- PR_Barton Inmate Education
- PR_Barton Job Fest
- PR_Barton Theatre Original Playwright Series
- PR_Camp Hope
- PR_Camp Hope 5K
- PR_Citizenship Classes at Barton
- PR_Economic Impact Study
- PR_Ellsworth Correctional Facility
- PR_Fort Leavenworth Graduates
- PR_Fort Riley Graduates
- PR_Ft. Leavenworth Cap Drive
- PR_Grants to Transitioning Soldiers
- PR_Instrumental Concert
- PR_Katie Koestner Talk
- PR_Military Programs

- PR_Prairie Ink Magazine
- PR_Shafer Art Gallery Exhibit
- PR_Shafer Art Gallery Workshop
- PR_Wounded Warrior Golf Scramble
- PRESIDENT_end5regionalworkforce16
- VP_Co-Curricular Assessment Process Template
- VP_Co-Curricular Assessment Processes BARTON

3.S - Criterion 3 - Summary

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

Summary

All degree and certificate programs at Barton meet the rigors and expectations of higher education are consistent with industry standards and expectations. Barton's programs challenge the intellectual growth, acquisition, and application of students. The College employs internal and external processes to assure relevancy, currency, and quality of courses and programs of study across all modes of delivery and all locations.

Barton faculty and staff have credentials that meet or exceed the education and training requirements; with resources put in place to provide support their work, students receive a high-quality education and student services.

To fully comply with the new HLC expectations regarding faculty credentials, the Vice President of Instruction conducted a review of existing hiring policies and instituted new procedures. The narrative provided in 3.C.2 details processes enacted to ensure that the College can meet the deadline for implementation of the new credential requirement.

Barton provides an enriched educational environment through its varied co-curricular programs and opportunities that reinforce classroom learning.

Sources

There are no sources.