

## 4 - Teaching and Learning: Evaluation and Improvement

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

### 4.A - Core Component 4.A

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Argument

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#### 4.A.1.

The College has maintained a schedule of annual program reviews; however, during the last four years, the process has been disrupted due to a rapid [change in leadership](#) as well as concerns identified through an internal review. The then, Vice President of Instruction and Student Services, and assessment representatives examined the Program Review process and identified concerns and recommendations. The [Future Reporting](#) section of the Spring 2016 Instructional Program Review identifies recommendations for process improvement, of these, one of the most critical is “focus attention on the Assessment of Student Learning within the Program.” Other recommendations include:

- Alignment of Program Review with Barton’s Mission, Core Priorities (Values), and ENDS Statements
- Consistent use of one reporting format
- Require additional program information for marketing, operations, and goals

This Program Review enhancement activity is also a key component of Barton's Quality Improvement activity for the [Assessment Academy](#); however it has been delayed until the 2017-2018 academic year.

**Note:** The Program Review Process described below is currently followed until the review team completes a new plan.

The current [Program Review Process](#) begins in September with a review of data derived from the Vice President of Administration (department/program credit hours, revenue, expense) and the Dean of Institutional Research (majors, completions, demographic data). Deans and Department Heads review the data and respond to the [Program Review Questions](#) including sections devoted to Trend Analysis, Student Learning and Curriculum, Program Evaluation and Needs, Technology, Staffing, and Goals. Throughout the process, administrators solicit faculty input.

The resulting report then undergoes an Executive Team Review by the President, Vice President of Instruction, Vice President of Administration, and Vice President of Student Services. Members of the team may identify concerns, make recommendations. The Vice President of Instruction then meets with the Dean and Department Head to highlight strengths and address concerns as needed.

The Vice President of Instruction, with input from the respective Academic Deans, creates an Instructional Program Review ([Spring 2015](#), [Spring 2016](#)) which includes an overview of the programs within the four instructional divisions of the College.

- Academics
- Fort Riley Technical Education and Military Outreach Training
- Military Academic Services
- Workforce Training and Community Education

Additionally, information is provided for BARTonline (distance delivery) as well as Library Services.

Finally, the President and Vice President of Instruction share the report with the Board of Trustees.

Although the same programs participated in the current Program Review process, a comprehensive Spring 2017 Instructional Program Review Summary was not completed due to the unexpected departure of the Vice President of Instruction and Student Services. Individual Program Reviews are available in the Office of the Vice President of Instruction. Examples of the 2017 [Workforce Training and Community Education Division Program Summaries Report](#), [Occupational Safety & Health Program Review](#), and [Business Program Review](#) are linked.

#### **4.A.2.**

The College evaluates all credit awarded, including that awarded for prior learning. The Barton [Prior Learning Credit Procedures](#) describes the processes for obtaining credit for learning gained outside a traditional postsecondary academic environment. The Registrar is responsible for oversight of the processes for awarding credit and for approving credit for prior learning. The College assesses Credit for Prior Learning (CPL) requests such as credit by examination, credit for military training, and industry/workplace credit.

Currently, the Registrar is facilitating a review and revision of the CPL procedures; the Vice President of Student Services and Vice President of Instruction will review the draft, and it will go through the institutional policy and procedure approval process. President's Staff will adopt the revised

procedures for the 2017-2018 academic year.

#### 4.A.3.

Barton accepts transfer credit earned at regionally accredited colleges in the United States. Transfer credits will be accepted from colleges and universities starting from the year they are accredited or hold candidacy status with the Higher Learning Commission; Middle States Commission on Higher Education; New England Association of Schools and Colleges, Commission on Institutions of Higher Education; Northwest Commission on Colleges and Universities; Southern Association of Colleges and Schools, Commission on Colleges; and the Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges; and Western Association of Schools and Colleges, Accrediting Commission, Senior College and University Commission.

Transfer credit from institutions recognized by CHEA and/or the US Department of Education are subject for review by the Registrar and the Vice President of Instruction and the Vice President of Student Services. Transfer credit from non-accredited institutions will not be accepted at Barton.

All transfer hours will be equated on the semester-hour system. All credits earned with an F grade or higher will be listed on the Barton transcript and calculated into the student's cumulative grade point average. The institutional procedure for credit exams such as AP is to assign letter grades based on performance. These grades are included in the calculation of the student's Barton GPA.

Barton Community College has established state-wide articulation agreements to assist secondary (high school) students in continuing their education. Articulation agreements provide a systematic, seamless student transition process from secondary to postsecondary (community colleges) education that maximizes the use of resources and minimizes content duplication. *See also*, 3.A.1.

#### 4.A.4.

##### **Authority Over Courses, Rigor, Expectations for Student Learning**

The College is committed to the integrity, quality, and academic rigor of all of its courses. Responsibility for oversight of curriculum and academic standards for courses and programs is managed by the Learning, Instruction, and Curriculum Committee (LICC). This faculty-led committee functions in an advisory capacity to the Vice President of Instruction and focuses on academic and curricular matters. The committee's goal is to ensure the instructional integrity and to provide quality learning experiences for all Barton students regardless of venue or modality. This committee oversees the review of all proposed courses and programs, changes in curriculum, modifications to course content or Master Syllabi, reviews and recommends changes to faculty credentialing guidelines and evaluation processes and guards the academic integrity of the College. The Barton Curriculum Approval Matrix (CAM), a macro workflow map, illustrates the rigorous processes for approving new, revised, and deactivated programs and degrees. *See also*, 3.A.1.

##### **Prerequisites**

Prerequisites for all dual/concurrent credit classes align with those for on-campus and online classes; they are assessed and determined by each academic department and new requests and changes are reviewed by LICC. Course prerequisites are then published in the College Catalog. There are two primary types of prerequisites, a mandated assessment score or a course that a student must pass before enrolling in the more advanced course. According to the Academic Assessment, Placement, and Re-testing policy, students who enroll in specific courses or meet other criteria are required to

take an assessment test. If test scores are required for a course, the [Placement Scores Advising Matrix](#) is used to determine appropriate course placement. If a prerequisite class is required, students in all delivery modes must meet this prerequisite prior to enrolling.

### **Faculty Qualifications, Including Dual Credit Programs**

[Faculty qualifications](#), as prescribed by the [Higher Learning Commission](#) and supported by the Kansas Board of Regents, govern Barton hiring practices. The [Barton Faculty Qualifying Credential](#) document, based on the IPEDS Classification of Instructional Programs (CIP), identifies instructor qualifying credentials for each course. Furthermore, all faculty, regardless of location or mode of delivery, are subject to the [Barton faculty evaluation process](#), designed to ensure the quality of instruction and uniformity across coursework.

### **Resources**

As explained in 3.D.4 and 3.D.5, students have access to multiple learning resources.

#### **4.A.5.**

Barton maintains a number of programs that have earned specialized accreditation appropriate to its programs. All [accredited programs](#) at the College are currently approved and compliant with full accreditation or licensure as of 2016-2017.

#### **4.A.6.**

The Workforce Training and Community Education division compiles the [Work Preparedness Report](#) in response to END 2: *Students will be prepared for success in the workplace*. The report is presented to the Trustees annually during the April Board meeting and includes data reflecting the status of students with a declared major in a Perkins-approved program, healthcare and trades and technology certification pass rates, and results from the Kansas Board of Regents (KBOR) Employer Follow-up Survey. Additionally, results from the Student Satisfaction Survey and Barton Employer Satisfaction Survey indicate that students are satisfied with the training they received from the College and employers are satisfied with the work and performance of the employee.

### **Sources**

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- 01 4.A.1 VPI\_Change\_in\_Leadership
- 01 4.A.2 VPSS\_Prior\_Learning\_Credit
- 01 4.A.3 VPSS\_Procedure\_Send\_a\_Transcript
- 01 4.A.4 - VPI\_2501\_Academic\_Integrity\_Quality\_and\_Rigor
- 01 4.A.5 VPI\_Institutional\_Accreditation\_Information
- 01 4.A.6 VPI\_ENDS\_2\_Report
- 02 4.A.1 VPI\_Future\_Reporting
- 02 4.A.3 VPSS\_Council\_for\_Higher\_Education\_Accreditation
- 02 4.A.4 VPI\_LICC\_Charter 2016-2017
- 03 4.A.1 VPI\_Assessment\_Academy
- 03 4.A.3 VPSS\_AP\_Credit\_for\_Prior\_Learning
- 03 4.A.4 VPI\_Curriculum\_Approval\_Matrix
- 04 4.A.1 VPI\_Program\_Review\_Process
- 04 4.A.3 VPI\_Statewide\_Articulation\_Agreements

- 04 4.A.4 VPI\_Examples\_of\_Courses\_with\_Prerequisites
- 05 4.A.1 VPI\_Program\_Review\_Questions
- 05 4.A.4 VPSS\_Assessment\_Placement\_Re-testing\_Policy
- 06 4.A.1 VPI\_Program\_Review\_Summary\_Spring\_2015
- 06 4.A.4 VPSS\_Placement\_Matrix
- 07 4.A.1 VPI\_Program\_Review\_Summary\_Spring\_2016
- 07 4.A.4 - VPI\_2465\_Faculty\_Qualifications
- 08 4.A.1 VPI\_WTCE\_Program\_Review\_Summary\_Spring\_2017
- 08 4.A.4 VPI\_HLC\_Determining\_Qualified\_Faculty
- 09 4.A.1 VPI\_OSHA\_Program\_Review\_Spring\_2017
- 09 4.A.4 VPI\_Faculty\_Qualifying\_Credentials\_Spreadsheet
- 10 4.A.1 VPI\_Business\_Program\_Review\_Spring\_2017
- 10 4.A.4 VPI\_2481\_Faculty\_Evaluation\_Process

## 4.B - Core Component 4.B

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

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

### Argument

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#### 4.B.1.

##### Student Learning Goals

Barton has five [Fundamental Outcomes](#) that direct not only the general education courses but also the entire curriculum. These outcomes and their assessment are [reviewed biannually](#) by the [Outcomes Assessment Committee](#) (OAC) and [annually](#) by Barton's Board of Trustees (BOT). Institutional assessment of the Fundamental Outcomes relies on data collected from the 55 course assessment projects for which faculty have identified the connection between the course competencies to the Fundamental Outcomes and assessed the knowledge, skills, and competencies that students have acquired. The [MLTC 1502 course assessment project](#) serves as an example.

##### Effective Processes for Assessment of Student Learning and Achievement of Learning Goals

To more efficiently document critical processes, (OAC), under the leadership of the [Coordinator of Assessment of Student Learning](#) published the [Assessment Processes Handbook](#) to document the Barton assessment processes and to ensure consistency moving forward. The Handbook details the assessment procedures at Barton. OAC also published a handbook to describe the [Roles and Responsibilities for the Assessment of Student Learning](#). The handbook addresses the multiple assessment stakeholders. Finally, the [Assessment Process Timeline](#) describes the expected assessment of student learning activities completed by OAC for the year.

Furthermore, the Coordinator provides regular training, including an annual update, for new, adjunct, and seasoned instructors. As demonstrated in this [presentation](#), the Coordinator is deliberate in demonstrating the alignment between classroom, course, and institutional level assessment and the expectations and mandates of the College and the Higher Learning Commission.

#### 4.B.2.

##### Curricular Programs

The [Assessment Process](#) has made increasing progress throughout its [history](#). Beginning in 2004 with a required monitoring report to address concerns HLC had regarding assessment until now, Barton

has made great strides. Barton assesses, documents, and [reports](#) the following data and outcomes. Furthermore, as documented in 4.B.4, the institutional assessment process undergoes continuous review, evaluation, and improvement as evidenced by the quality improvement actions institutionalized since 2004.

#### Institutional

- [Board ENDS Annual Report – Essential Skills](#)
- [Community Report 2016 – Assessment Spotlight](#)
- [Institutional Level Assessment](#)

#### Course Classroom Assessment

- [Annual Assessment Documentation Reports \(Example: 2016\)](#)
- [Course Competencies Currently Assessed](#)

#### Program

- [Graduation Survey](#)
- Program Level Assessment: initially, the focus was on those programs such as Nursing, MLTC, and EMS which already had separate accrediting requirements and full program reviews along with curricular mapping and other standard program assessment components. While participating in the Assessment Academy, the Barton Quality Initiative team elected to follow the model set forth by the Assessment Academy mentors. This process has further involved faculty in the process and broadened their understanding of their student's learning giving them new insights into a much larger program level picture.

#### Co-Curricular Programs

Barton is committed to assessing and strengthening co-curricular programs; the College recognizes and values that student learning is most effective when students can make meaningful connections across their many educational experiences, both curricular and co-curricular.

The Barton [co-curricular assessment process](#) requires these programs to articulate their purpose, student learning goals, activities, assessment cycle, and collect supporting data. Each program systematically assesses and makes improvements towards accomplishing their respective student learning goals. Subsequently, these data are collected and published in the [Co-Curricular Assessment Report](#) in support of Barton's strategic plan.

Of the nineteen identified co-curricular areas, seven have had assessment processes formalized such that their student learning outcomes are identified and assessed. Plans are in place as component of the Quality Initiative to continue to develop and formalize the remaining co-curricular areas which are sponsored by both faculty and staff.

#### 4.B.3.

As demonstrated in the Documented Assessments and Improvements to Enhance Student Learning section of the Annual Documentation Reports, the institution uses the information gained from assessment to improve student learning. The annual Assessment Documentation Reports include data regarding the percentage of faculty who documented at least one assessment, percentage classes (by CRN) which documented at least one assessment, and documented assessments and improvements to enhance student learning.

- [Assessment Documentation Report 2012](#)
- [Assessment Documentation Report 2013](#)
- [Assessment Documentation Report 2014](#)
- [Assessment Documentation Report 2015](#)
- [Assessment Documentation Report 2016](#)

As a critical component of [faculty assessment training](#), the Coordinator focuses on the documentation of Faculty Documented Adjustments/Improvements.

#### **4.B.4.**

Barton's processes and methodologies to assess student learning reflect good practice with substantial faculty and instructional staff participation.

#### [Assessment Academy – Open Pathways Quality Initiative](#)

In 2015, Barton [applied](#) to become a member of the HLC Assessment Academy. The Coordinator and a team of faculty and staff began working with Academy mentors to identify and address assessment process gaps and ultimately develop, document, and implement a systematic approach to institutional assessment. The goal of the Academy participation is to further develop and refine Barton's processes for the documentation of the student learning improvements and adjustments resulting from the Classroom, Course, and Institutional Level Assessments.

#### Assessment Academy (Quality Initiative) Goals

- Automate, as much as possible, the processes relating to the collection and documentation of assessment data.
- Improve communication regarding assessment.
- Develop Co-curricular and Program Level Assessment Processes.

#### Examples of outcomes from Academy Participation

- The Classroom Level assessment processes are institutionalized; however, multiple components required manual input and significant time commitment. With the assistance of the Assessment Academy mentors, Barton was able to develop more automated processes on the back end which saved an estimated 500 hours a year in manual work by the Coordinator.
- The Course and Institutional assessments, all of the student learning documentation is collected and reviewed by the Outcomes Assessment Committee and shared with the respective Deans for review and further consideration to enhance the Program Review process.

#### [Professional Development/Training](#)

The College allocates significant resources to support professional development for faculty and instructional support staff who have an assessment role or responsibility. Information gathered from the conferences are incorporated into faculty and instructional support staff assessment training and into institutional assessment policies and procedures.

#### [Resources](#)

OAC used *Classroom Assessment Techniques: A Handbook for College Teachers*, by Thomas A. Angelo and K. Patricia Cross, extensively as a model and training manual for faculty and staff. More



recently, Assessment Academy mentors recommended the textbook, *Assessing Student Learning: A Common Sense Guide* by Linda Suskie and Trudy W. Banta which has been made available at the Barton campus locations for review by faculty and staff and has become the model for which we aspire in all areas of assessment. To this end, faculty presentations have been given on many topics also covered in the text to educate faculty and guide Barton assessment processes.

## Sources

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- 01 4.B.1 VPI\_Fundamental\_Learning\_Outcomes
- 01 4.B.3 VPI\_Assessment\_Documentation\_Report\_2012
- 01 4.B.4 VPI\_Barton\_Assessment\_Academy
- 02 4.B.1 VPI\_Assessment\_Process\_Timeline\_Updated\_2017
- 02 4.B.2 VPI\_History\_of\_Assessment\_at\_Barton
- 02 4.B.3 VPI\_Assessment\_Documentation\_Report\_2013
- 02 4.B.4 VPI\_Barton\_Assessment\_Academy\_Application\_2015.02.06
- 03 4.B.1 VPI\_OAC\_15-16\_Charter
- 03 4.B.2 VPI\_Assessment\_Reports\_by\_Layer
- 03 4.B.3 VPI\_Assessment\_Documentation\_Report\_2014
- 03 4.B.4 VPI\_Assessment\_Professional\_Development
- 04 4.B.1 VPI\_Board\_Ends\_1\_Report
- 04 4.B.2 VPI\_Board\_Ends\_1\_Report
- 04 4.B.3 VPI\_Assessment\_Documentation\_Report\_2015
- 04 4.B.4 VPI\_Assessment\_Library\_Resources
- 05 4.A.2 PRES\_Community\_Report\_2016\_Assessment\_Spotlight
- 05 4.B.1 VPI\_MLTC\_1502\_Course\_Assessment\_Project
- 05 4.B.3 VPI\_Assessment\_Documentation\_Report\_2016
- 06 4.B.1 VPI\_Coordinator\_of\_Assessment\_of\_Student\_Learning
- 06 4.B.2 VPI\_Institutional\_Level\_Assessment\_Report
- 06 4.B.3 VPI\_201401\_Completing\_the\_Cycle
- 07 4.B.1 VPI\_Assessment\_Process\_Handbook
- 07 4.B.2 VPI\_Assessment\_Documentation\_Report\_2016
- 08 4.B.1 VPI\_Roles\_and\_Responsibilities\_for\_the\_Assessment\_of\_Student\_Learning
- 08 4.B.2 VPI\_Course\_Compences\_Currently-Assessed\_updated-01222016
- 09 4.A.1 VPI\_Business\_Program\_Review\_Spring\_2017
- 10 4.B.1 VPI\_Assessment\_Presentation\_Harrington
- 10 4.B.2 PRES\_Grad\_Survey\_Comparisons
- 11 4.B.1 VPI\_Co-Curricular\_Assessment\_Process
- 12 4.B.2 VPI\_Co-Curricular\_Assessment\_Report

## 4.C - Core Component 4.C

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The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

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

### Argument

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#### 4.C.1.

Three measurable [goals](#) for Barton retention, persistence, and completion effort are to increase:

- first to second-year retention rates (for full-time, first-time degree or certificate seeking students),
- first to second-year retention rates (first-time, part-time, certificate or degree seeking students),
- three-year graduation rates (first-time, full-time degree or certificate-seeking students who graduate within 150% of normal time).

The Executive Leadership Team reviewed five-year institutional data as well as data from the that National Center for Education Statistics and the National Community College Benchmark Project to identify ambitious but attainable goals. The work of the Team continues as it endeavors to validate data and identify goals that are comparable to benchmark institutions. The next step for the Team is to develop an Enrollment Management Plan that incorporates recruitment, retention, and completion goals, strategies/actions, data collection and analysis processes, marketing, and other critical components to guide Barton's efforts.

As evidenced by the improvement projects (see 4.C.3) designed to address these indicators, the college is committed to effecting institutional changes.

In cooperation with the Kansas Board of Regents (KBOR) the college has established performance agreements which guide the college in supporting the [State of Kansas Foresight 2020 Strategic Plan](#), the plan sets long-range achievement goals that are measurable, reportable, and ensures the state's higher education system meets Kansans' expectations. Each year the performance agreements are evaluated by KBOR staff to ensure that Barton is making progress. Of the six indicators over the past 6 years Barton has met KBOR's expectations.

#### 4.C.2

The office of [Institutional Research \(IR\)](#) has primary responsibility oversight for collection, analyzing, and reporting information on student retention, persistence, and completion to support administrative decision-making. ([KPI Overview](#), [Enrollment Report](#)). The data are also compared to other colleges using reports from the National Community College Benchmark Project ([NCCBP](#)) which provides peer comparison reports that include persistence, transfer, and completion information. These data are used to generate internal reports for Instruction, Student Services, Administrative Services, and the President's Office. The reports also serve as a resource for institutional, divisional, and departmental teams to support strategic planning efforts.

Institutional Research administers the Community College Student Survey of Engagement (CCSSE) every two years and the resulting [Key Findings Report](#) are among the data used to make decisions and changes at the College. Other reports generated by IR for submission to internal and external entities include [IPEDS](#), the [Kansas Board of Regents](#), [Board ENDS Monitoring reports](#), and [Frequently Requested Data](#).

#### 4.C.3.

Barton's actions for improving student retention, persistence, and program completions incorporate multiple strategies. Most of the projects include faculty, support staff, and administrator participation in planning and project execution. Although the impetus for the pilot comes from student retention, persistence, and completion, most of the pilots incorporate plans also to address sub-issues.

### **Barton Activities to Improve Student Retention, Persistence, and Completion of Programs**

#### **Communication Project**

Three years ago, based on information received from other schools and conferences, a student services team developed a strategy to improve the engagement between Advisors and Advisees with a series of emails throughout the semester. The topics are situational. For example, a 'Welcome' communications before semester start, a 'Checking in' email a third into the semester to see how students are doing, other motivational or informational messages, etc.

The pilot is voluntary for advisors. As the [data](#) indicates for the most recent academic year, fall to spring retention is greater for advisees in the Plan. For the last three years, the retention rate for students in the Communication Plan has consistently been higher than those. As a result, the team will expand the pilot in the 2017-2018 Academic Year and increase the number of participating advisors.

#### **Early Alerting and Grade Reporting**

Student services selected Barton athletes as the cohort for Phase I of the Early Alert Pilot. The focus of this project is to transition the Barton Early Alert process from instructor initiated to data driven. Canvas, the Barton LMS, now identifies students who appear to be falling behind. At the beginning of this pilot, the Early Alert reports were generated twice a semester. Based on data and anecdotes from both students and advisors, the reports are distributed on a bi-weekly schedule. Based on improvements in academic performance, the Athletic Department added an 'Athletic Mentor' to provide timely support services. Additionally, based on the success of the Athletic Pilot, the College expanded the pilot to include Barton TRIO students and several Barton advisors.

## **Barton Admissions Portal**

Recognizing the existing Application and Enrollment processes/systems may be contributing to questionable class choices by new degree-seeking students, Barton is implementing a new Application Portal. This activity builds on the experiences from the Communication Plan project. The new portal is layered on the Salesforce CRM and provides powerful communication work flows to help guide students through the application – enrollment process. The pilot cohort includes all new degree-seeking students who choose to enroll with the Barton Admissions Portal. Eventually, based on the project plan the majority of students will use the Portal.

## **DegreeWorks**

Noting a need for improved advising tools for academic advisors and self-service options for students, Barton implemented the [Degree Works Degree Audit System](#) during the 2013-2014 academic year. Program requirements and graduation requirements are scribed into the Degree Works software which pulls information nightly from the Banner Student Information System. Thus, students and advisors have 24/7 access to real time program status, outstanding requirements, etc. With its business rules based system, Degree Works has enabled Barton to standardize the Degree Audit process. The standardization has measurably reduced the time for Degree Audits. In addition to assisting with current students, Barton has worked to learn the Degree Works reporting capabilities which will assist in identifying students very close to program completion but who may have stopped out/not returned to Barton to complete their final program requirements. This project will become a new retention initiative for Barton.

## **BARTonline (BOL AuditProject)**

Issue: online enrollment decline.

BOL enrollment has been on the decline since Fall 2016 and unfortunately, a turnaround has not occurred this year. The College has more competition than ever in the history of Barton's online offerings and as such, it is important to take a closer look at BOL operations. The focus is on a quality learning experience and a support system that attracts and retains students to their educational opportunities.

In response, a BOL audit has been initiated and a cross-functional team is working to review three operational categories: scheduling/programming, student services, and promotion/marketing. The team's priority is to identify opportunities to restore and grow enrollment, while ensuring effective processes to support students. The audit is a not a short-term project and involves a myriad of data points, decisions, and organizational enhancements. It is expected that the Audit Project outcomes will evolve into an institutional function and serve as a permanent team.

### **Outcomes-to-Date:**

- Plans for accelerated offerings to match student interest and enhancement of opportunities for reduction in time needed for certificate or degree completion
- Shift in processing online faculty payments to supervisors
- Plans for expanded online academic calendar
- Shift in scheduling processes – coordination between online staff and supervisors
- Enhanced student services for online students including shift in service location as well as alignment of services with ground students
- Adjustment of payment procedures to align with ground student

## FuturePlans

The Executive Leadership Team, as well as subcommittees from Student Services and Instruction, are researching strategies to improve student engagement. Many of the planning sessions focus on the intersection between Guided Pathways and Academic Coaching. Planning strategies include identifying best practices, consulting representatives from institutions with recognized programs, and contacting service providers such as InsideTrack to formulate a long-range plan. The College will submit the resulting plan for external funding.

### 4.C.4.

Barton uses the [IPEDS](#) and [Kansas Board of Regents](#) definitions for first-year-to-second-year retention rates and three-year graduation rates. The Office of Institutional Effectiveness – Institutional Research is charged with collecting, analyzing, and reporting the data for publication and distribution to administrators, faculty, and staff. Data from the annual [IPEDS Feedback Report](#) is used in combination with other internal and external data for institutional decision-making and improvements.

The college’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. Faculty and instructional support staff regularly receive training from external and internal consultants to optimize the product features and enhance their skills. Finally, for best practices with data analysis, Barton frequently interacts with faculty who have expertise in statistics and data analysis.

Barton uses Banner by Ellucian administrative system in consolidation with Oracle, for data collection of student demographics, enrollment information, grades, and course information.

**Data collection:** Barton utilizes Oracle for its relational database management system and adheres to industry best practices for data management and security.

**Data analysis:** Barton primarily uses Microsoft Excel, Microsoft t Access and Power Bi also a Microsoft product. Power BI by Microsoft is a cloud based analytics service that, according to Microsoft, allows users “analyze and visualize data” with greater efficiency.

**Student surveys and Student Course Evaluations:** Barton utilize EvaluationKit which is a cloud base system that integrates with Canvas, the Barton Learning Management System.

## Sources

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- 01 4.C.2 PRES\_Institutional\_Research\_Plan
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- 02 4.C.2 PRES\_KPI\_Overview
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- 03 4.C.2 PRES\_Enrollment\_Data\_Report
- 03 4.C.4 IPEDS\_Data\_Feedback\_Report\_2016
- 04 4.C.2 PRES\_NCCBP\_Completion\_Report

- 05 3.D.1 CCSSE KEY FINDINGS
- 06 4.C.2 IPEDS
- 07 4.C.2 KBOR\_Institutional\_Profile
- 08 4.C.2 VPI\_ENDS\_2\_Report
- 09 4.C.2 PRES\_Frequently\_Requested\_Data

## **4.S - Criterion 4 - Summary**

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

### **Summary**

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Barton Community College demonstrates responsibility for quality educational programs through regular curricular program reviews, co-curricular program assessments, external accreditations, and documentation of the success of graduates following degree completion. The institution evaluates all of the credit that it transcripts and has policies that assure rigor and quality of the transfer credit that it accepts.

Barton has processes to maintain and exercise authority over course rigor and prerequisites, expectations for student learning, access to resources, and quality of faculty.

Commitment to students' educational achievement is demonstrated and monitored through an effective, efficient assessment process. The process exhibits an alignment from course competencies to the institutional Fundamental Outcomes. The College articulates well-defined outcomes assessment processes supplemented by regular training and peer support. Qualified leadership, faculty commitment, and institutional support continuous quality improvement.

### **Sources**

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*There are no sources.*