

## 5 - Resources, Planning, and Institutional Effectiveness

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

### 5.A - Core Component 5.A

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

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

## Argument

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### 5.A.1.

#### Fiscal Resources

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

#### Human Resources

Regarding human resources, for [2016 IPEDS faculty reporting](#) Barton declared 64 full-time and 148 part-time instructors, calculating to a student-to-instructor ratio of 23:1.. For the same report, Barton reported a total of 283 non-instructional staff (240 full-time and 43 part-time) inclusive of administrative and support staff, or a student-to-staff ratio of 17:1. All faculty employed at Barton meet the faculty qualification requirements set by the Higher Learning Commission which and followed by the Kansas Board of Regents.

#### Physical Infrastructure

Barton Community College's originating and central campus of 84 classrooms and 168 offices, located in Central Kansas serving Rice, Rush, Ellsworth, Stafford, Pawnee, Ellis and Barton Counties, sits on 160 acres about two miles northeast of Great Bend. On campus housing is available for 426 students since the completion of a recent housing facility project. Barton also boasts [Camp Aldrich](#), which sits on 290 acres of rolling hills and grassland north of Cheyenne Bottoms.

Barton's full-service campus at [Fort Riley](#), which in 2017 celebrates its 33rd year serving students, emphasizing access to education for active military and their family members has 16 classrooms and 9 offices. Barton's campus at [Fort Leavenworth](#) provides many of the common services available at Fort Riley and has been operational since 2012 with 10 classroom and 1 office.

Barton also offers several vocational training programs at [Grandview Plaza](#) (KS) in a recently remodeled building accommodating 10 classrooms and 10 offices. Other vocational training outreach efforts include emergency services training throughout the state at various local services such as Salina Fire Department, Hays Medical Center, and Harper County Health Department to name a few. Barton also provides inmate education at Ellsworth Correctional Facility and Larned Correctional Mental Health Facility.

The Facility Management Department supports all aspects of Barton's facilities infrastructure, guided by a [Master Facilities Plan](#) for maintenance and new construction. The plan continually evolves as the needs of facilities change in direct relation to student needs and is incorporated into Barton's strategic and budgeting plan.

### **Technological Infrastructure**

Barton maintains a strong technology infrastructure supporting student learning and college operations guided by a [Strategic Technology Plan](#) which is handled by fourteen full-time employees in Barton's Information Services (IS) department. Through the institution's overall strategic and budgeting plan, funds are allocated to sustain and enhance technological needs including upgrading campus IT hardware and software, partnering with vendors that can provide specialized services, and providing appropriate technical equipment for faculty, staff, and students. Barton's IS department currently operates seven smart classrooms, 400 PC's in computer labs available for students' use, and maintains 350 workstations throughout the physical locations, and 150 iPads provided to employees. These machines are supported by approximately 110 physical and virtual servers running Windows or Linux systems. All buildings on the Great Bend campus including student living units, as well as Barton's additional locations have wireless connectivity available to students, staff, and guests. Key software applications include the following:

- Banner, an integrated Student Information System (SIS), is used for processing and archiving transactions such as student and employee demographic information, enrollments, grades, finances and budgeting, handling human resources paperwork, processing financial aid, processing payroll, and engaging with alumni. Interfacing with Banner is the My Barton Portal with self-service functionality for students to access their grades, make payments on their student account, view financial aid information, and access their school-assigned email.
- CANVAS serves as the Learning Management System (LMS) for online, F2F, and hybrid classes where instructors and students can access course platforms.
- Degree Works, a degree audit software, was implemented in 2016, enabling academic advisors and students to gauge what classes are needed by a student for a degree or certificate to be earned.

- Document imaging and archiving within the Banner system through BDMS (Banner Document Management Solution).

Barton is currently working on an ambitious plan to launch several technological enhancements in the next year including the following:

- Faculty Load and Compensation (FLAC) is baseline Banner® functionality, which integrates Student and Human Resources, by linking Faculty and Adjunct assignment data in Student to employee job data in Human Resources. The FLAC Module automates the calculation of compensation for Faculty and Adjunct assignments, as well as provides user-friendly access to view all assignment detail in Self Service Banner.
- Maxient is software that assists in managing behavioral records including incident reports and student conduct cases, Title IX complaints, behavioral intervention/care and concern cases, and academic integrity incidents. Human Resources will use this program to track employee conduct and discipline incidents plus follow up.
- Enrollment Rx will allow better management of recruitment, admission, enrollment, and communication with new and returning students.
- Campus Logic “Student Forms was implemented July, 2017 and is scheduled to be integrated with the Banner system in the spring of 2018. This solution allows for students to submit federal financial aid requirements through an online application enabling them to eSign and complete electronic forms through their mobile devices.
- Banner 9 is the next major upgrade to the SIS and has required an update to server requirements. All modules (Finance, Student, Financial Aid, Human Resources, Alumni, etc.) will be updated to the next level of functionality with this upgrade.

### 5.A.2.

Being a public institution founded and supported by local taxpayers, Barton has no superordinate entity to which revenues would be disbursed. The major external funding factor impacting Barton is state aid. Following Barton’s mission to provide quality educational programs continuously improving, despite a decreasing percentage of the annual budget, funding for academics has remained relatively even. (See [Resources Report](#))

### 5.A.3.

Barton’s mission, as well as the vision, core priorities, and ENDS are realistic and align with the institution’s organization, and strategic and budgeting plan. 1.A.3 goes into detail on the development of the current strategic and budgeting plan. The process of resource allocation which is explained in detail in 5.A.5, ensures that funds and talents support the college mission.

Workforce needs is a very integral component of the college’s mission to which an entire division, [Workforce Training & Community Education \(WTCE\)](#), is dedicated. Program advisory boards are comprised of representatives from business and industry who provide input into program curriculum and attest to the skills expected from graduates. WTCE provides programs in Agriculture & Industrial Technology, Business & Technology, Early Childhood Education, Healthcare, and Public Safety. Many short-term customized training and continuing education opportunities are offered such as the annual [NACE Corrosion Control Seminar](#) and [Childhood Education](#) seminars. More information on

this in 3.A.1.

Barton strengthens communities by offering several educational opportunities including concurrent classes for area [high school students](#), [GED](#) programs, and tuition-free classes for Barton County residents who are 65 years of age or older. [Scholarships](#) were available to high school students on free and reduced lunches, to GED earners with composite scores of 700+, and tuition scholarships are automatically applied for Barton County residents 65 or older.

Additionally, the [Silver Cougar Club](#) is an organization for community individuals 55 years of age or older, or a spouse of a Silver Cougar Club member who is 55 years of age or older. The club offers a variety of 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.

Another prominent characteristic of Barton and identified in the mission statement is meeting “the needs of a diverse population.” Not only does Barton serve students with transfer degree options and workforce training, the college also directs resources to offer educational opportunities to [military students](#), [correctional education](#) for inmates, and even [citizenship classes](#) to assist permanent residents of any nationality who want to obtain their U.S. citizenship through naturalization or are just interested in learning about the United States. For active military, military dependents, and veterans at Ft Riley and Ft Leavenworth, day classes are offered at no pocket of pocket expense; tuition, fees, and book costs are subsidized by Barton. Books scholarships for Ellsworth Correctional Facility inmates paid for the books for 30 inmates in 2016-17. Barton’s Foundation also provide some scholarships for inmates.

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

Each employee at Barton must meet the education and experiential qualifications required by the position he or she holds. All position descriptions include minimum and frequently preferred qualifications, and employees selected for interviews must meet at least the minimum qualifications. Barton’s Human Resources department has developed and published [hiring policies](#). Faculty must meet minimum faculty credentials as set forth by the Higher Learning Commission and the Kansas Board of Regents. Only qualified applicants advance through the interview process.

[Newly hired employees](#) go through a one-on-one employee orientation with a Human Resources employee. In addition, employees must go through [mandatory training](#) on topics such as blood borne pathogens, Title IX, active shooter, quality customer service, computer, etc. Employees are also encouraged to participate in professional development in their areas of expertise. Faculty regularly engage in professional development activities as outlined in 3.C.4. Professional conferences employees have attended include the annual Ellucian Live conference for Banner training, the AACRAO conference for the Registrar and Director of Admissions, various Financial Aid Training, the NACADA conference for academic advising, TRIO conferences, the annual Higher Learning Commission conference, and conferences for those directly involved with distance education delivery. Financial aid staff are also currently working on earning credentials through the [National Association of Financial Aid Administrators \(NASFAA\)](#).

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

The college budget is set yearly but is also agile enough to allow for unanticipated expenses should they arise. Barton’s [Business Office](#) provides fiscal and accounting services to the campus and serves as an interface with external agencies for all fiscal matters. This department ensures funds are

properly received, spent, and reported in accordance with institutional policies, state law, and federal regulations. The Business Office handles accounts receivable, cash, purchasing, account balancing, and other accounting functions. Each year the college undergoes an audit by an external entity and the [final report](#) is published to stakeholders.

The college budget process is transparent and actively engages all campus stakeholders. In addition to regular monitoring of expenses, the Vice President of Administration and Barton's President carefully monitor revenues due to fluctuating external influences such as the amount of annual state aid or the amount of county property tax. Operating departments have access to accurate budget information through the self-service interface (My Barton Portal) with Banner. Any expenditure in excess of \$500 must have approval by the requester supervisor; expenditures in excess of \$1,000 must be approved by the President; expenditures in excess of \$5,000 must be presented to and approved by the Board of Trustees. A final review of all expenditures is done by the Vice President of Administration. Detailed [financial reports](#), are presented monthly to the Board of Trustees and published for access by other stakeholders.

## Sources

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- 01 5.A.1 VPA\_Monthly\_Financial\_Report
- 01 5.A.2 VPA\_Resources\_State\_Aid\_vs.\_Academic\_and\_Student\_Support\_Expenditures
- 01 5.A.3 VPI\_Workforce\_Training\_Community\_Education
- 01 5.A.4 VPA\_Hiring
- 01 5.A.5 VPA\_Business\_Office
- 02 5.A.1 VPA\_Annual\_Financial\_Statement
- 02 5.A.3 VPI\_NACE
- 02 5.A.4 VPA\_New\_Employee\_Information
- 02 5.A.5 VPA\_Financial\_Reporting
- 03 5.A.1 VPA\_Annual\_Audit
- 03 5.A.3 VPI\_Early\_Childhood\_Continuing\_Education
- 03 5.A.4 VPA\_Mandatory\_Training
- 03 5.A.5 VPA\_Monthly\_Financial\_Report
- 04 5.A.1\_VPA\_IPEDS\_Faculty
- 04 5.A.3 VPI\_High\_School\_Programs
- 04 5.A.4 VPSS\_NASFAA\_Credential
- 05 5.A.1\_VPA\_Camp\_Aldrich
- 05 5.A.3 VPI\_GED\_and\_Adult\_Education
- 06 5.A.1\_VPA\_Fort\_Riley
- 06 5.A.3 VPSS\_Scholarships
- 07 5.A.1\_VPA\_Fort\_Leavenworth
- 07 5.A.3 PRES\_Silver\_Cougar\_Club
- 08 5.A.1\_VPA\_Grandview\_Plaza\_Campus
- 08 5.A.3 VPI\_Military\_Programs\_and\_Training
- 09 5.A.1\_VPA\_Master\_Facilities\_Plan
- 09 5.A.3 VPI\_Correctional\_Education
- 10 5.A.3 VPI\_Citizenship\_Classes
- 5.A.1 PRES\_Technology\_Plan

## 5.B - Core Component 5.B

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

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

### Argument

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#### 5.B.1.

As [mandated](#) by the State of Kansas Barton Community College is governed by a six-member [Board of Trustees](#) (BOT) elected from Barton County and coordinated by the Kansas Board of Regents. The [Barton Trustees](#) are knowledgeable about the institution, institutional operations, and provide oversight of college finances, operations, and academic practices as defined in [Kansas Statute 71-201](#). Every two years, during odd-numbered years, three board positions come up for election. Board terms are four years.

The BOT adopted the Carver Policy Governance® model on November 21, 1996, and it serves as the foundation for all Board practices and policies. The Board subscribes to the Principles of Policy Governance as defined in the [Board Governance Manual](#) and as such sets the policy and ENDS for the college. Barton Governance emphasizes values, vision, empowerment of both board and staff, and the strategic ability to lead leaders.

The BOT meets 24 times a year in public session; it conducts monthly Study Sessions in addition to regular Board Meetings. During the Study Session, administrators, staff, and faculty provide programmatic updates and support material for planning; agenda items are for discussion and information; the BOT takes no action during these sessions; regular Board meetings are held two weeks later. Board members and stakeholders have access to all [support material](#) before each meeting; employees receive [notification](#) from the the President's Office via institutional e-mail. All meetings are accessible to employees at outreach campuses via GoToMeeting and to other individuals upon request to the President's Office.

Board members participate in bi-annual retreats for strategic planning and training. Periodically, individuals attend national conferences (e.g., HLC, ACCT) to gain a broader perspective of the role of the Board in higher education. Barton Board members are also active in state level trustee activities. A BOT representative attends regular meetings conducted by the Kansas Board of Regents and the [Kansas Association of Community College Trustees](#) to ensure that Barton has a voice on the state level.

The Barton BOT invests time and effort to be knowledgeable about the College and their role as

Trustees. Their commitment to the college and to provide excellent leadership is evidenced by the recognition that they receive on the [national](#) and [institutional](#) level.

### 5.B.2.

Barton has policies and procedures that engage its internal constituencies in the College's oversight, governance, and decision-making processes. As detailed in 5.B.1, the [BOT Manual](#) highlights policies and procedures

The College maintains standing teams, committees, and councils to share in appropriate levels of responsibilities for operational oversight of administrative, instructional, student services, and employee operations. Membership for these teams includes representation from relevant internal and external stakeholders including faculty, staff (at all levels), and students, as appropriate. The President designated sixteen groups as [Institutional Teams](#); these teams are permanent and established to support institutional guiding policy directives identified in Procedure 2102 – Institutional Planning and Effectiveness. Each team operates under a [Team Charter](#) which describes membership, team purpose, and authority.

[Faculty Council](#) serves as the agency of the Faculty in recommending to the Vice President of Instruction and the President, decisions on policies regarding academic, professional, and curricular matters. The Faculty and the Administration share the responsibility to formulate and implement the academic policies of the College. Faculty Council through the various committees, consults with the appropriate programs, offices, and departments, particularly in those academic and professional matters substantively affecting them or in which they have responsibility and expertise. On any issue that directly involves another constituency of the college (e.g. students, staff, or administration), the faculty through its governance and committees shall make every effort to invite and consult representatives of those constituencies during its deliberative processes. Faculty from all venues, including online, are represented on the Council. Faculty Council conducts monthly meetings through GotoMeeting™ video conferencing; thus, providing a high-quality, accessible communication tool for representatives at all locations.

Although Barton staff do not have an organization parallel to the Faculty Council, they are well-represented on teams, councils, and committees. Moreover, staff members actively participate in divisional, departmental, and program meetings with specific focus on policies and procedures that impact their particular area as well as the institution at-large. During the academic year, the President conducts monthly forums (with the exception of December) to engage faculty and staff in conversations and updates regarding institutional activities, concerns, and strategic planning. The meeting locations alternate between Great Bend, Fort Riley, and Fort Leavenworth.

The [Student Government Association](#) (SGA) is the representative governing body of the student population; it is composed of elected officials and representatives of each college-sponsored club and organization. The purpose of SGA is to provide a voice for expression of student views and interests and to ensure student rights and responsibilities. Students demonstrate their involvement in institutional governance through their participation in other activities including:

- the review of student procedures; such as [Procedure 2611 – Student Code of Conduct](#)
- membership on the [Executive Leadership Team - student participation](#) in institutional strategic planning efforts
- membership on [Appeals Hearing Committee](#)

All teams, committees, and councils, including the Board of Trustees, publish meeting agendas and

minutes for stakeholder review. Examples of these documents are included below.

- BOT meeting [agenda and embedded minutes](#) of previous meeting
- Institutional Team meeting agenda and minutes examples – [SMART Title IX](#), [Executive Leadership Team](#)

In addition to team membership, all employees have the ability to participate in the policy and procedure review and approval process. The Director of Human Resources [publishes a draft of all proposed policies and procedures](#) for comment and employees have one week to submit comments. The members of the President's Staff review comments and make revisions as appropriate before voting to approve or disapprove the policy or procedure.

### **5.B.3.**

Core Components 5.B.1 and 5.B.2 provide examples of administrative, faculty, staff, and student engagement in setting academic requirements and the development and evaluation of operational policies and processes. Other examples of opportunities for individual contribution and collaboration include the following.

[Learning, Instruction, and Curriculum Committee](#) – Faculty driven committee charged with oversight of the college curriculum. Committee membership includes faculty and instructional support staff representatives. The primary functions of the Committee include:

[Outcomes Assessment Committee](#) – The purpose of the committee is to update and ensure the implementation of the College's Outcomes Assessment Plan and Strategic Plan. This committee provides the leadership necessary to ensure that the assessment of student learning is providing consistent and useful data to faculty, the instructional divisions, and the institution for the improvement of the curriculum and student learning.

[Online Divisional Meeting for BARTonline Faculty](#) – One outcome of the BARTonline Audit discussed in 4.C.3, is the limited opportunities for online faculty engagement. For the first time, the Vice President of Instruction and academic deans conducted an online meeting for all distance instructors. As the agenda indicates, the first faculty meeting included topics related to operational policies, procedures, issues, and updates.

[Professional Development and Enrichment Committee](#) – Faculty and support staff serve on one of five sub-committees that support the identified objectives - (1) reconnect employees with one another; (2) invigorate why we work at Barton; (3) assist employees to find the passion for what we do; (4) acknowledge that the welfare of all employees is important; (4) encourage communication and networking within the college areas; (5) provide training activities relevant to both faculty and staff; and (6) promote continued quality customer service practices.

## **Sources**

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- 01 5.B.1 KSA\_Board\_of\_Trustees-71-1403
- 01 5.B.2 PRES\_BOT\_Governance\_Manual
- 01 5.B.3 VPI\_LICC
- 02 5.B.1 PRES\_BOT
- 02 5.B.2 PRES\_Institutional\_Teams
- 02 5.B.3 VPI\_OAC\_15-16\_Charter



- 03 5.B.1 PRES\_BOT\_Brochure
- 03 5.B.2 VPI\_OAC\_15-16\_Charter
- 03 5.B.3 VPI\_BOL\_Faculty\_Meeting\_Agenda
- 04 5.B.1 KSA\_BOT\_Powers\_and\_Duties\_71-201
- 04 5.B.2 VPI\_Faculty\_Council
- 04 5.B.3 VPA\_PDEC\_Team\_Charter
- 05 5.B.1 PRES\_BOT\_Governance\_Manual
- 05 5.B.2 VPSS\_Student\_Government\_Association
- 06 5.B.1 PRES\_BOT\_Agenda\_Supporting\_Documents
- 06 5.B.2 VPSS\_2611\_Student\_Code\_of\_Conduct
- 07 5.B.1 PRES\_BOT\_Meeting\_Notification\_July 25, 2017
- 07 5.B.2 PRES\_Executive\_Leadership\_Team
- 08 5.B.1 KACCT
- 08 5.B.2\_PRES\_Student\_Participation
- 09 5.B.1 AACC\_Mike\_Johnson
- 09 5.B.2 VPSS\_Appeals\_Committee 16-17student-handbook (14)
- 10 5.B.1 PRES\_Gary\_Burke
- 10 5.B.2 PRES\_BOT\_Meeting\_Agenda\_Minutes
- 11 5.B.2 PRES\_SMART\_Agenda\_Minutes
- 12 5.B.2 PRES\_Executive\_Leadership\_Team\_Agenda\_Minutes
- 13 5.B.2 VPA\_Review\_of\_Revised\_Procedure

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Argument

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#### 5.C.1.

The College places a strong emphasis on the alignment of the [mission and its related components](#), the strategic [planning process](#), and the [budget](#). The Strategic Planning Framework is the context within which Barton Community College operates to achieve its Mission, Vision, and ENDS. The current strategic planning process is designed to enable Barton's leadership team to take responsibility for:

- leading the institute through change;
- defining the knowledge critical to planning strategically for the college's future; and
- deciding how to interpret that knowledge and how to apply it to plans and decisions that lead to continuous improvement of Barton's programs, services, and operations.

The strategic plan evolves from the mission and in turn, the budget is developed to actualize the strategic plan. The strategic planning effort challenges all [departments](#) to evaluate their program direction and integrate resource allocation strategies with planning and assessment.

Budgeting guidelines and schedules set forth by the Kansas Board of Regents regulate the College's fiscal [planning process](#). Reflecting the mission "to provide an educational system that is learning-centered," Barton Community College allocated 46% of the [FY 2016 budget](#) to instruction, 13% to academic support, and 9% to student services. Another 20% was allocated to institutional support for management and long range planning, programming, fiscal operations, and other processes that enable the institution to achieve [Board END 8 Contingency Planning](#).

An executive team, including the President; Vice Presidents of Administration, Instruction, and Student Services; Dean of Institutional Effectiveness, and Dean of Information Services meet monthly to conduct an assessment of the Strategic Plan, related budget allocations, and accomplishments. Following the meeting, the Dean of Institutional Effectiveness publishes a monthly [Strategic Plan Update](#) reflecting budget allocations, expenditures, accomplishments, and revisions. Coupled with data from the [monthly budget reports](#) generated by the VP of Administration, stakeholders can easily understand the alignment between the mission and resource allocation.

The responses to Core Component 5.A (1-5) further describe the relationship between the college's mission and the allocation process.

### 5.C.2.

Barton recognizes the importance of linking academic and operational goals with planning and budgeting processes. Beginning in Fall 2014, as plans for a new strategic planning process began, the Executive Leadership Team agreed that the Barton strategic plan must meet the following criteria:

- Planning needs to be an ongoing effort to anticipate, predict, and align future activities
- The strategic plan should provide a framework to advance the College's vision, mission, and goals
- Planning must start with the Vision, Mission, Core Priorities, and Board ENDS
- Planning and actions support the [Academic Plan of Work](#)

As previously described in Component 4.B., the institution has clearly stated goals for student learning and well-developed [processes for assessment](#) of student learning and achievement of learning goals. The faculty-driven processes are designed to improve instruction and student learning continuously.

With the purpose of strengthening the alignment between assessment of student learning, program review, and planning, the Coordinator of Assessment of Student Learning initiated a committee to examine and enhance the Program Review process. Based on research conducted as a component of the Assessment Academy project, the team produced a draft of review questions that elicit responses that analyze specific indicators that measure the state of the program.

The Vice President of Administration and institutional research staff generate and distribute a [Program Review Datasheet](#) containing enrollment, budget, retention, success rate, and other data indicators for program analysis. Based on the data provided, program coordinators respond to [Program Review Questions](#) designed to provide analyses of trends, student learning and curriculum, program evaluation and needs, technology, staffing, and goals.

The team conducted a pilot in Spring 2017 and the anticipated launch date for the new process is Spring 2018 pending the completion of an automated system for data generation.

As a result of the new Program Review process, faculty and administrators can analyze and evaluate programs individually as well as on a departmental and institutional level. The resulting outcomes will provide data for strategic planning and budgeting.

### 5.C.3.

Barton Community College plans for change; the [planning model](#) is the basis for a data-informed, strategic approach to creating focus and purpose across the college, aligning long-range plans to the critical daily work of teaching and learning, managing limited resources, and making decisions every day that move the college toward achieving its vision, mission, ENDS, Core Priorities, and strategic goals.

Barton's [Executive Leadership Team](#) has created a flexible approach to planning, specifically to developing the college's [Strategic](#) and [Yearly Plans](#). Instead of defining at the top level a list of specific projects departments would be required to accomplish, this approach creates a more general framework at the operational level, allowing management, faculty, and staff the opportunity to

allocate resources to projects that rise to the top in their work areas as priorities evolve. This approach also helps departments implement big projects that align with the college's strategic objectives in a more manageable manner. Barton's planning actions operate within the Strategic Planning Framework approved by the Board of Trustees on 3/26/2015. The plan is designed to advance the college's core priorities, seek continuous improvement in the board-defined ENDS, and enact planning according to the principles the Board has endorsed.

Planning takes place throughout the year, starting with the Executive Leadership Team in the summer. This group has created a flexible approach to planning, specifically to developing the college's Strategic and Yearly Plans. Instead of defining at the top level a list of specific projects departments would be required to accomplish, this approach creates a more general framework at the institutional level, allowing management, faculty, and staff the opportunity to allocate resources to projects that rise to the top in their work areas as priorities evolve. Planning updates are reported each month to president's staff and Board of Trustees.

The strategic planning process incorporates multiple opportunities, including team membership, surveys, and studies, to engage internal and external constituent groups. Examples include:

- [Executive Leadership Team](#) – membership includes senior administrators; faculty, staff, and student representatives
- [Faculty Council](#)
- [Student Government](#)
- [CCSSE Survey](#) - administered to Barton students every two years to identify good educational practice and areas in which the institution can improve programs and services for students
- [PACE Survey](#)– administered to Barton employees every two years to assess employee satisfaction and identify areas needing change or improvement
- [Community Perception Survey](#)
- [Student Complaint Process](#)
- [Feedback Link](#)

#### 5.C.4.

Multiple variables can affect the College's financial viability; therefore, the College monitors indicators in anticipation of the possible impact of fluctuations in revenue. (See 5.A for additional detail.)

Barton's overall fiscal picture is summarized in the [Annual Financial Report](#), which indicates that the institution has a fundamentally sound financial base. The college relies on three primary sources of revenue – state aid, a levy on Barton County property owners, and tuition.

**State Aid** - State aid has stagnated and its relative share of revenues to Barton has declined. Revenues from state aid account for 25.4% of revenues,

**Mill Levy** - Local tax revenues have risen slightly, mainly due to increased valuation but Barton has not increased the mill levy for the last ten years. Local tax sources account for 27.1% of revenues (other revenues were 5.3%).

**Tuition** - Due to reductions in state aid, students are funding a greater percentage of the total operating budget, from 33.1% in 2009 to 42.1% in 2015. Increased revenue from tuition is mainly from tuition rate increases.

## Other Factors Impacting Fiscal Viability

**Enrollment** - After several years of enrollment growth, the college has experienced a decrease in credit hour and head count generation for 2016-2017 but expects to see a return to growth in future years.

**Military Deployments and Redeployments (Returns)** – Barton Community College has a significant presence at Fort Riley and Fort Leavenworth; military deployments and redeployments can cause fluctuations in enrollment and ultimately, credit hour production. Although the College plans for these fluctuations, an unanticipated move may result in changes to accommodate the student population.

As the Barton strategic planning efforts begin to incorporate more data-based budget planning strategies, institutional entities have begun to adopt increasing responsibility for monitoring fiscal viability indicators. The President, Vice President of Administration, the Board Chair, and other administrators participate in numerous local and state-wide planning groups sponsored by the Kansas Board of Regents, the U.S. Army, Kansas Department of Corrections, and economic development agencies to keep informed of plans that may impact college operations. Increasingly, through enhanced staff training and the adoption of more sophisticated data collection and analysis systems, Institutional Effectiveness is advancing towards incorporating predictive analysis into all planning levels. One of the most recent developments to support this effort is the development of the [KPI Overview Dashboard](#). Data presented on the dashboard support the college's core priorities.

### 5.C.5.

The College strategic planning anticipates emerging factors such as technology and demographic shifts and incorporates those that would most benefit the institutional goals.

**Technology** - As demonstrated in 5.A.1, the College has Barton maintains a strong technology infrastructure supporting student learning and college operations guided by a [Strategic Technology Plan](#) which is handled by fourteen full-time employees in Barton's Information Services (IS) department. Through the institution's overall strategic and budgeting plan, funds are allocated to sustain and enhance technological needs including upgrading campus IT hardware and software, partnering with vendors that can provide specialized services, and providing appropriate technical equipment for faculty, staff, and students.

**Demographic Shifts** – In addition to the impact created by military-connected demographic shifts, enrollment at the college is affected by other changes. For example, recent changes to the Kansas Jayhawk Community College Athletic Conference by-laws to align them with the National Junior College Athletic Association rules will result in a potential increase in the number of student athletes enrolling at Barton. The implications of this change will be far-reaching; there may be a need for additional class sections, scholarships, student support services, and perhaps in the future, facility enhancement. Operational teams of faculty, staff, and athletic representatives have identified impacts and implementing plans to address the anticipated timeline.

The college's actions to monitor and anticipate possible impacts emerging factors is critical to planning, as evidenced by recent events at a local correctional facility. As the primary provider of adult and post-secondary educational opportunities for the Larned Correctional Mental Health Facility, a [plan to move nearly 150 mental health inmates](#) from the facility and replace them with more than 200 inmates ages 18 to 25 will impact Barton services. Because of the College's partnership with the Kansas Department of Corrections (KDOC), Barton prepared for the change. Among the

planning actions taken was the renegotiation of the contract to ensure program viability. The change resulted in the addition of new staff, revised course schedules, and plans for additional curriculum. Program administrators will also review and update the program plan to meet the differing needs of the new population.

## Sources

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- 01 5.C.1 PRES\_Vision\_and\_Mission\_Statement
- 01 5.C.2 VPI\_Academic\_Plan
- 01 5.C.3 PRES\_Strategic\_Planning\_Framework
- 01 5.C.4 VPA\_Annual\_Financial\_Statement
- 01 5.C.5 PRES\_Technology\_Plan
- 02 5.C.1 PRES\_Strategic\_Planning\_Process
- 02 5.C.2 VPI\_Assessment\_Process\_Handbook
- 02 5.C.3 PRES\_Executive\_Leadership\_Team
- 02 5.C.4 PRES\_KPI\_Overview
- 02 5.C.5\_VPI\_Larned\_Correctional\_Mental\_Health\_Facility
- 03 5.C.1 VPA\_Operational\_Budget\_FY16
- 03 5.C.2 VPI\_Program\_Review\_Datasheet
- 03 5.C.3 PRES\_Strategic\_Plan
- 04 5.C.1 PRES\_Strategic\_Planning\_Framework
- 04 5.C.2 VPI\_Program\_Review\_Questions
- 04 5.C.3 PRES\_Yearly\_Strategic\_Plan
- 05 5.C.1 PRES\_Departmental\_Planning\_Documents\_2016
- 05 5.C.3 PRES\_Executive\_Leadership\_Team
- 06 5.C.1 VPA\_Fiscal\_Planning\_Process
- 06 5.C.3 VPI\_Faculty\_Council
- 07 5.C.1 PRES\_FY\_2016\_Budget
- 07 5.C.3 VPSS\_Student\_Government
- 08 5.C.1 PRES\_Board\_END\_8
- 08 5.C.3 PRES\_CCSSE\_Findings
- 09 5.C.1 PRES\_Strategic\_Plan\_Update
- 09 5.C.3 PRES\_PACE\_Survey
- 10 5.C.1 VPA\_Monthly\_Financial\_Report
- 10 5.C.3 PRES\_Community\_Perception\_Survey
- 11 5.C.3 VPSS\_Student\_Complaint\_Process
- 12 5.C.3 VPSS\_Feedback\_Link

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

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

### Argument

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#### 5.D.1.

Barton Community College is committed to accountability and transparency for students, parents, faculty, staff, and taxpayers. As such, the College publishes annual reports documenting the performance of its operations throughout the institution. These reports are posted on the Barton website and are available in hard-copy format upon request.

These documents provide evidence for the key performance indicators and respond to the Mission, Core Priorities (Values), and ENDS statements. The data are evaluated and analyzed for incorporation into college planning and quality improvement efforts.

Examples of updates and annual reports include:

#### Athletics

- [Equity in Athletics Data Analysis Report](#)

#### Board of Trustees

- [2016 Community Report](#)
- [Accountability and Transparency Webpage \(including Budget\)](#)
- [Annual Board Monitoring Reports](#)
- [Economic Impact Study](#)

#### Instruction and Assessment of Student Learning

- [Assessment Documentation Report – 2016](#)
- [Co-Curricular Report – 2016](#)
- [Course Competencies Report - 2016](#)
- [Program Review - 2016](#)

#### Institutional Effectiveness

- [KPI Overview](#)
- [Strategic Plan Update](#)

#### Student Consumer Information

- [Student Consumer Information Report](#)

Although the College collects data and generates routine reports documenting evidence of performance in its operations, efforts are underway to strengthen the organizational, analysis, and application processes. One outcome of this work has been the establishment of the KPI Overview webpage - a dashboard with reports that correspond to the Barton Core Priorities.

- Drive Student Success
- Cultivate Community Engagement
- Optimize Employee Experience
- Emphasize Institutional Effectiveness

The dashboard enhances tracking of institutional performance and provides a collection of critical reports from external entities (CCSSE, IPEDS, KBOR, NCCBP, PACE) to enable Barton to improve benchmarking efforts. These actions will serve to strengthen the college's efforts to establish measurable goals and objectives that can be compared and aligned with higher education best practices.

### 5.D.2.

Increasingly, Barton faculty, staff, and administrators are focusing their efforts on identifying and addressing

Barton administrators, faculty, and staff are committed to using information from ongoing operations as the foundation for improving future performance. Evidence in support of this commitment include:

- **Project Proposal Model** – As the College moves toward data and outcome-based planning that is also aligned with budget allocation, it has become evident that the current processes for funding requests are inadequate. The [Financial Aid Processing Analysis Report and Solution](#) proposal illustrates a model under consideration. This model incorporates the following components that will strengthen the institution and improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.
  - o Problem analysis supported by institutional data
  - o Proposed solution, including product features and benefits
  - o Peer Institution Reviews
  - o Student and Stakeholder comments after Campus Logic Demo
  - o Other alternatives considered
  - o Potential challenges and plans to address challenges
  - o Investment offsets and ROI projections
  - o Alignment with Barton Vision, Mission, ENDS, Core Priorities, and Accreditation
  - o Process comparison between current workflow and Campus Logic implementation
- [Activities to improve retention, persistence, and completion](#) (see Core Component 4.C.3)



- o Communication Project – improve the engagement between advisors and advisees resulting in an increased semester to semester retention rate
- o Early Alert and Grade Reporting – Transition the Early Alert Process from instructor initiated to data driven.
- o Barton Admissions Portal – Evaluation of existing application and enrollment processes/systems and implementation of a new Admissions Portal.
- o Degree Works – Improved advising tools for academic advisors and self-service options for students.
- o BARTonline Audit – Audit of BARTonline processes and procedures to address online enrollment decline.
- **Developmental Math Project**– Developmental math faculty identified a disturbing number of students who completed developmental math courses were not successful in the next course. Institutional Research provided data that supported their theories. The team researched and planned a developmental math redesign model based on best practices at other similar institutions. A four-year data analysis demonstrates the continued success.
- **Establishment of the Office of Institutional Effectiveness (OIE)** – In June 2016, the Office of Institutional Effectiveness was established to provide leadership in two critical areas of the institution; institutional effectiveness (including strategic planning) and institutional research.

As OIE matures, the primary role of [institutional research](#) is transitioning from data gathering and reporting to efforts that support decision-making and planning through analyzing and interpreting institutional performance data. Barton has allocated resources to build the skills of the institutional research staff.

Furthermore, OIE provides leadership and support for the College's [strategic planning](#), organizational development, and continuous improvement efforts. To this end, the [Executive Leadership Team](#) was formed to identify strategies to make planning more of an integral part of college operations. The Team's efforts resulted in the following outcomes.

- o A redesigned, streamlined planning model that defines a data-informed, strategic approach to creating focus and purpose across the college, aligning long-range plans to the critical daily work of teaching and learning, managing limited resources and making decisions that move the college toward achieving its mission, purpose and strategic goals.
- o A planning guide that describes the scope and purpose of the strategic planning model, the function of its parts and their interrelationships, and the steps to be taken for the model's implementation.
- o The engagement of Barton faculty, staff, Board of Trustees and other stakeholders that leads to the creation of the college's plan for 2016-2021 using the new model
- **Programs, Topics, and Processes Team** – The purpose of the Team is to communicate and/or brainstorm multiple functions that support the development and maintenance of the College's instructional offerings. This includes, but is not limited to: data entry, research requests, programs of study, courses, schedule of classes, advisement, promotion, registration, financial aid, and location information. This also includes communication with outside entities such as

the Kansas Board of Regents, Higher Learning Commission, U.S. Department of Education, other institutions and agencies.

## Sources

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- 01 5.D.1 PRES\_Equity\_in\_Athletics\_Report
- 01 5.D.2 VPSS\_Campus\_Logic
- 02 5.D.1 PRES\_Report\_2016
- 02 5.D.2 VPSS\_VPI\_Activities\_to\_Improve
- 03 5.D.1 PRES\_BOT\_Accountability\_and\_Transparency
- 03 5.D.2 VPI\_Developmental Math Project
- 04 5.D.1 PRES\_Board\_Monitoring\_Reports
- 04 5.D.2 PRES\_Institutional\_Research\_Plan
- 05 5.D.1 PRES\_Economic\_Impact\_Study
- 05 5.D.2 PRES\_Barton\_Planning
- 06 5.D.1 VPI\_Assessment\_Documentation\_Report\_2016
- 06 5.D.2 PRES\_Strategic\_Planning\_Documents
- 07 5.D.1 VPI\_Co-Curricular\_Assessment\_Report
- 07 5.D.2 PRES\_Executive\_Leadership\_Team
- 08 5.D.1 VPI\_Course\_Competerences\_Currently-Assessed\_updated-01222016
- 08 5.D.2 VPI\_PTP\_Team\_Charter
- 09 5.D.1 VPI\_Program\_Review\_Summary\_Spring\_2016
- 10 5.D.1 PRES\_KPI\_Overview
- 11 5.D.1 PRES\_Strategic\_Plan-Update
- 12 5.D.1 VPSS\_Student\_Consumer\_Information

## **5.S - Criterion 5 - Summary**

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

### **Summary**

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Barton allocates its resources in support of its organizational structure and develops processes to fulfill the college's mission, to improve and advance the quality of educational offerings, and to respond to future challenges and opportunities.

The College's strategic planning process is effectively aligned with the Mission, ENDS, Core Priorities (Values), and budget. Key stakeholders including the Board of Trustees, faculty, staff, students, and members of the community are encouraged to participate in the process to ensure that the College is meeting its mission.

The budget planning process has matured as evidenced by efforts to align resources and allocations with the Strategic Plan and to create a more transparent process. Increasingly, senior administrators identify and implement processes to integrate data from past performance to prioritize projects for coming years. Examples of these data may include: department/program credit hours, revenues, expenses, majors, retention, and completion.

The development of the Office of Institutional Effectiveness (IE) has been a driving force for many of the improved Strategic Planning processes. Significant resources have been allocated to grow IE from an office primarily tasked with collecting and reporting data to one that is more focused on the collection, analysis and interpretation of institutional data to support analysis, assessment, decision-making, management, and planning.

### **Sources**

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*There are no sources.*