Feedback/Constituents Theme – Charles Perkins Theme Leader – 11/08/2018

Based on the **Feedback/Constituents (Initial Focus Handout)** this workgroup will focus on the bold item below.

•   Advisory Boards
•   CCSSE, Graduation Survey, PACE, etc.
•   **External Constituents – Alumni, Community**

Information from the Feedback/Constituents Theme Conversation document list the following Synthesis: (*italics* indicate ACT team comments)

- 1.D core Component Final Report, pg.9
    - The institution may wish to explore other resources as a means for collecting feedback in responding to its external constituencies and communities.
    - *We need more pro-active ways of gathering feedback from customers and stakeholders.*
- 2.A core Component Final Report, pg.12
    - Barton makes use of annual audits performed by independent external agencies to review its accounting and financial operations and to ensure that they are clean and fair. The results of these audits as well as annual and monthly financial reports are available via the college's website for any interested parties to examine. BCC also references several additional audits (both independent and internal) for financial aid, TRIO and its Foundation that are performed by no evidence of these was provided.
- 2.C core Component Final Report, pg.15
    - The Board sets aside a portion of each meeting for public comment during which trustees may hear the viewpoints of both internal and external constituencies.
- 2.S summary Component Final Report, pg.19
    - Furthermore, multiple opportunities exist for both internal and external groups to engage in discussions with the trustees.
- 5.D.1 pg 97 Evidence of Performance in Operations
    - *How are data evaluated and analyzed for information into college planning and quality improvement efforts?*
    - *Why/how we collect data; how we analyze/share data*
    - *How do we use the constituent input/data for planning and quality improvement?*

Next steps
- Touch base with Foundation to determine if they have evidence of using audits to improvement processes/services.
- Document how the Board distributes and uses Community Report.
- Document various ways the Board interacts with the public and uses public input decision making.
- Document how President interacts with the public and uses public input in decision making.

Examples of evidence relating to this theme (https://www.hlcommission.org/Policies/criteria-and-core-components.html)

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

- The institution's mission documents, if it specifically addresses the institution's role in the community.
- List of efforts, programs and certificates that meet community or constituent needs.
- Information about the institution's sustainability program.
- A list of partnerships and consulting arrangements with local businesses.
- Documentation of public events and series the community is able to attend.
- Documentation of the utilization of campus facilities by community.
- Engagement of faculty, staff, and students in community (i.e., community service, service-learning, etc.).

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

- Hiring qualifications and processes for faculty and staff, including a search committee procedure or handbook.
- External (independent) and internal audits since last comprehensive evaluation.
- Investment policy and documentation demonstrating compliance.
- Internal budget control policies.
- Bond rating since last comprehensive evaluation, if available.
- Schedule of and minutes for Board audit and/or finance committee meetings.
- Documentation supporting ongoing training related to integrity issues and ethical behavior for all employees and board members (e.g., sexual harassment, sexual assault, campus-safety, etc.).
- Annual conflict of interest affirmation forms signed by board and senior leadership.

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

- Board manual, policies and bylaws, including a conflict of interest policy.
- List and bios of board members.
- Documentation of the selection process for board members and for selection of chair, vice-chair, etc.

5.D. The institution works systematically to improve its performance.
Examples

- Retention and completion data and reports.
- Student success data and reports.
- Documentation of institutional effectiveness plans and strategies, including goals and measureable outcomes for identified functional areas.
- Student learning and academic program assessment documentation.
- Documentation regarding assessments of and satisfaction with facilities, libraries, technology, human resources, security, and other services (e.g., counseling, dining, residence life, student recreation, student activities, parking, etc.).
- Key performance indicators/dashboard.
- Meeting minutes, agendas and/or task lists indicating review and analysis of data to inform improvements of operational activities (e.g., counseling, residence life, IT, parking, student activities).