Barton Community College AQIP 2011 Systems Portfolio

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College Overview

Barton Community College (Barton) is a rural, public, comprehensive community college in Kansas, providing technical and transfer educational opportunities. Barton is one of twenty-five two year community and/or technical colleges within Kansas [19 community colleges, 6 technical colleges (plus Washburn which is a four year with a technical college within its operational framework)].

History & Location

Barton was established in the summer of 1969 to provide post-secondary educational services to Barton's seven county service area including: all or portions of Barton, Ellsworth, Pawnee, Rice, Rush, Russell, and Stafford counties.

In addition to a number of outreach sites, Barton has two campuses located 125 miles apart; one just north of Great Bend in the central portion of the state and the other on the Fort Riley military installation east of Junction City. Educational services provided at Fort Riley with the US Army have been in existence since 1984, and formally established in a Memorandum of Understanding (MOU) in the '90's.

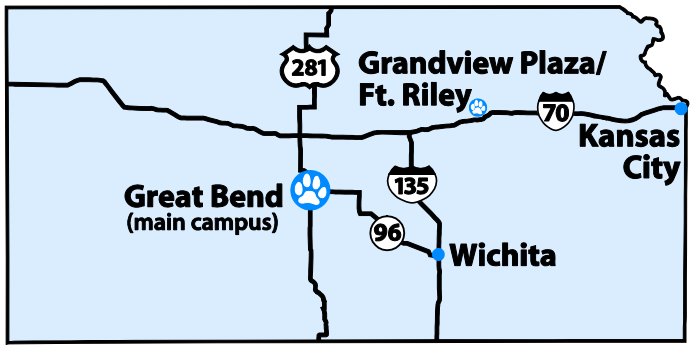


Figure O

Vision & Mission

The College's Mission and Vision statements are clear and articulate publicly Barton Community College's commitments; they are published on the College's website and in all major institutional publications.

Vision

To be a leading educational institution, recognized for being innovative and having outstanding people, programs and services.

Mission

The Mission of Barton Community College is to provide quality educational opportunities that are accessible, affordable, continuously improving and student focused. Barton is driven to provide an educational system that is learning-centered, innovative, meets workforce needs, and strengthens communities.

ENDS

On November 21, 1996, the Board of Trustees (BOT) adopted the Barton Governance model; based on the principles of Carver Policy Governance™, the Barton Model identifies eight ENDS that designate the results for which Barton exists, the beneficiaries of those results, and the value of the results.

END 1: **Essential Skills**: Students will acquire the skills needed to be successful for the program they are in.
END 2: **Work Preparedness**: Students will be prepared for success in the workplace.
END 3: **Academic Advancement**: Students desiring academic advancement will be prepared for success transfer to other colleges and universities.
END 4: **Personal Enrichment**: Recipients pursuing individual interests will be personally enriched.
END 5: **"Barton Experience"**: Students will be positive about their Barton experience.
END 6: **Regional Workforce Needs**: The College will address regional workforce needs.
END 7: **Service Regions**: The College Mission will be supported by the strategic development of service regions.
END 8: **Strategic Plan**: The College mission will be supported by strategic planning emphasis.

Barton Success Plan Goals

1. Maximize student learning and success.
2. Take full advantage of educational opportunities with service regions.
3. Facilitate a culture of innovation, excellence, and quality improvement.
4. Ensure efficient management and stewardship of resources.

College Level Accreditation

Barton is accredited by the Higher Learning Commission (HLC) and is a member of the North Central Association. Additionally, Barton is accredited under the provisions of the Kansas Community Junior College Act of 1965 and is a member of the American Association of Community Colleges as well as the Council of North Central Two Year Colleges.

Barton received its first full accreditation in 1974 and has been fully and continuously accredited since that time. Additionally, in 2008 accreditation was extended to include all of Barton's programs offered via distance learning modalities. Acceptance into AQIP was received late in 2007, and this is the first System Portfolio submission for Barton.

Infrastructure

The annual operating budget for 2010-2011 is $26,066,367. Funding for Barton operations is received from three sources: student tuition and fees, local tax payers, and state appropriations. Income sources share almost equally in the provision of fiscal support for the College (33% Tuition & Fees, 32% Local Taxes, 29% State Appropriations, and 6% Miscellaneous Operational Revenue)

A $7 million dollar renovation project was begun in 2008 and completion celebrated in 2010. Areas of primary focus receiving renovation include:

- Library transformation and expansion of student computer access
- Expansion and enhancement of Nursing classroom and lab space
- Repair and expansion of Automotive classroom and lab space
- Expansion of Case New Holland (CNH) lab space
- Expansion of Agriculture classroom
- Expansion of student services, including testing, advising, tutoring, career center, and centralization of the institution sponsored TRIO Programs

O.1 Student Learning

Barton seeks to achieve the mission through five interrelated themes that define the commitments to excellence in education. 1) Empowerment of students to formulate and realize their educational goals, 2) Learning and mastering a core of knowledge and skills necessary to become responsible citizens, 3) Evaluation of the relevant skills and knowledge acquired by all students, 4) Discovery of better ways to empower all students to learn and grow, and 5) Growth in our ability to accomplish the mission through purposeful enrollment and commitment to quality.

Admission to the college may be achieved as a "regular student" or as a "special student". Regular students are certificate or degree seeking (these students are eligible for federal financial aid), and special students who are course enrollees. Additionally four Barton programs require additional admission requirements and include: Emergency Medical Services, Medical Assistant, Medical Laboratory Technician, and Nursing.

The educational opportunities provided by Barton are delivered through various modalities, at multiple locations, and include access to and support of the following options.

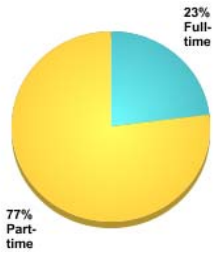
	Certificate Programs
Associate of Arts Degree	Basic Skills Remediation
Associate of Science Degree	Dual/Concurrent Enrollment
Associate of General Studies Degree	Noncredit Training
Associate of Applied Science Degree	Continuing Education

Career Technical Education (CTE) programs are available to students in a variety of one or two year formats which will prepare them for employment. CTE programs may be AAS degrees, certificates, and training programs requiring less than 16 credit hours.

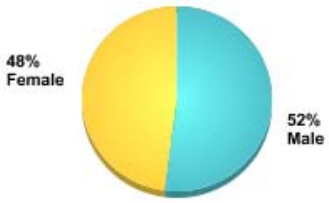
In addition to the above options, active duty military, family members of active duty military, veterans, Department of Defense (DOD) employees, and retirees are additionally eligible to pursue two training areas not offered to the general public. Leaders Skills Enhancement Courses (LSEC) and Basic Skills Enhancement Programs (BSEP). LSEC courses

are offered online and run on six week cycles, with seven cycles available per year. These courses are accessed by many military personnel who are deployed, so the online format allows continuation of academic completion while serving. BSEP are intensive developmental classes designed to enhance basic math, reading, and writing skills for military personnel. These courses may also be designed to meet Military Unit requirements.

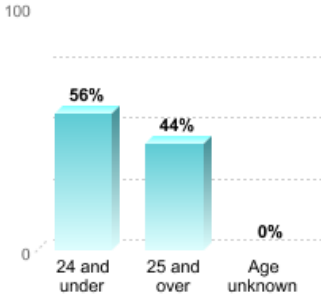
More than 4,200 students constitute the Barton student body, with 77% (3,277 headcount) of students served holding a part-time student status. Full Time Equivalency (FTE) for Barton is almost 3,000.



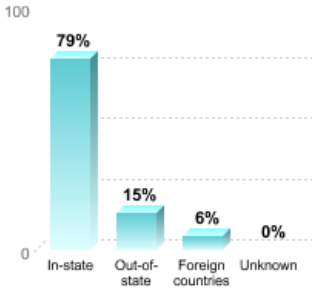
Full-Time/Part-Time Students
Figure O.1.a



Male/Female Students
Figure O.1.b



Student Age
Figure O.1.c



Student Residence
Figure O.1.d

Barton values the honest pursuit of knowledge and expects its students to conduct themselves with academic integrity. To that end, an academic integrity policy defines basic and capitol violations and outlines the expectations, rights and responsibilities, sanctions, and related processes essential to maintain the academic integrity standards of the college. Students completing online courses are provided information regarding academic integrity expectations at the beginning of each course and must complete a quiz over the material before beginning the online course.

The total credit hours generated by the college for 2009 and 2010 are delineated by semester in the following chart. Since Barton has a strong presence with the military, many college hours are generated at our Grandview Plaza Center, Fort Riley campus, and at other military installations where Barton courses are provided. These numbers also include credit offered via various delivery formats (online ITV, etc.).

	Summer 2009-03	Summer 2010-03	Fall 2010-01	Fall 2011-01	Spring 2010–02	Spring 2011–02	Total Credit Hours 09-10	Total Credit Hours 10-11
TOTAL	13,312	13,683	44,245	47,777	43,393	44,706	99,950	106,166

Figure O.1.e

The Barton offers courses face-to-face (f2f) and web-enhanced f2f, in addition to those delivered via ITV and fully online. Some of the top producing workforce training areas include services specific to our military partners, and the programs for Emergency Medical Technician and Business. These two instructional programs are closely followed by Automotive, Networking, Medical Assistant, Nursing, and Accounting instructional areas. The chart below displays the total credit hours for each area for the past two years.

Description	Total Hours 09-10	Total Hours 10-11	Net Inc/(Dec)
Accounting	1,479	1,434	(45)
Agriculture	890	802	(88)
Auto	1,127	1,608	481
Business	2,096	2,859	763
Child Care	657	969	312
Criminal Justice	1,027	1,232	205
EMT	2,396	2,904	508
Hazmat	1,146	1,126	(20)
Medical Assistant	1,624	1,487	(137)
Medical Lab Tech	1,070	934	(136)
Military	15,428	11,785	(3,643)
Networking	186	1,530	1,344
Nursing	1,389	1,485	96
Office Technology	913	1,172	259

Figure O.1.f

IPEDS data indicates Barton's graduation rates of full-time, first-time degree/certificate seeking students meet or exceed the average of our identified cohort group (N=18). The graduation rate for Barton is 2% higher than our cohort group. When completion time is expanded to 150% or 200%, Barton surpasses the cohort group average by 4% and 3% respectively. Additionally, Barton exceeds the student retention rate of our IPEDS cohort group. Barton retains full-time students at a 5% higher rate and the part-time student rate is 24% above the cohort.

O.2 Key Organizational Services and Programs

Barton Community College provides a number of key non-instructional services to students and other external stakeholders. These services can be categorized into six broad key processes, 1) athletics, 2) cultural and community enrichment, 3) economic development and workforce development, 4) research, 5) resource development, and student activities. The chart below summarizes the relationship between the Board of Trustees ENDS statements, the key processes, and the programs that the College operates to achieve them.

Organizational Services and Programs

Board ENDS	Key Services	Operations
4: Personal Enrichment 5: Barton Experience	Athletics	• 7 Men's Sports (baseball, basketball, cross country, golf, soccer, tennis, track and field) • 8 Women's Sports (basketball, cross country, golf, soccer, softball, tennis, track and field, volleyball) • 210 Student Athletes
	Cultural and Community Enrichment	• Camp Aldrich Conference Center (wilderness camp – hosts conferences, ropes course events, family celebrations, Camp Hope for children with cancer, and deer hunting • Cohen Center for Kansas History – preserves Kansas resources for research 1200+ volume collection • Jack Kilby Science Day – An annual event for high school juniors and seniors to stimulate and enhance students' interest and excitement in science. • Grants Barton County Upward Bound (HS TRIO) Central Kansas EOC (Adult TRIO) Central Kansas Upward Bound (HS TRIO) RSVP (55 Years+) • Performance – Musical, Theater • Shafer Art Gallery – displays significant works by Gus Shafer, Barton's permanent collection, and a rotating series of exhibitions from regional and national artists. • Silver Cougar Club (55 Years+) – offers classes, events, trips, social events, and volunteer opportunities • State Spelling Bee • Wellness Center – staffed center with exercise equipment.
6: Regional Workforce Needs 7: Service Regions	Economic Development Workforce Development	• Grants (Job Training) Community Based Job Training (DOL) – incarcerated population Dislocated Worker (KS Department of Commerce) State Energy Sector (KBOR) Talent Grant for CNA Certification (KBOR) Workforce Solutions Crop Protection (KBOR) Workforce Solutions Gas Distribution & Transmission (KBOR) • Hazardous Materials and Emergency Services Training Institute – home to the College's Hazardous Materials, Occupational Safety and Health, Emergency Management, Motorcycle Safety Training, and Emergency Medical Services • Military Training – Military on-site training program to enhance readiness posture of US Army Reserve, National Guard, as well as active units. • WorkFit Solutions – Partnership with Innovative Livestock, Inc., Barton Community College, and Advanced

Board ENDS	Key Services	Operations
		Therapy and Sports Medicine. Offers the Physical Capacity Profile testing system.
8: Strategic Plan	Research	• Coordinate Board Monitoring Reports • Customized data reports for internal departments • Data analyses • Reports for local, state, and national agencies
8: Strategic Plan	Resource Development	• Average annual scholarship disbursement: $155,000 • Investment Portfolio: $5,788,830 • Average annual grant awards: $2.5 million
5: Barton Experience	Student Activities	• Housing Association • Student activities (at least one per month, including off-campus trips) • Student government • Student organizations

Figure O.2

O.3 Short and Long Term Requirements and Expectations of Students and Key Stakeholders

The BOT meets annually with representatives from stakeholder groups at regularly scheduled board meetings to ensure the flow of communication is maintained. These groups include:

- Service area school district superintendents,
- College student activity leaders,
- Local chamber of commerce, local business leaders, and
- Military leadership from Fort Riley.

In addition to input from the preceding stakeholders, Barton assesses student and stakeholder needs through regularly scheduled surveys, advisory board contacts, environmental scans, forums, and service area comment. The methods for information collection are further detailed throughout this document.

Figures O.3a and O.3b identify the results of analyses conducted to identify stakeholders and their requirements and expectations.

Barton Other Current and Prospective Student Requirements & Expectations

Students	Requirements and Expectations	
Current Students ▪ Active Duty Military ▪ At-risk/ Special Needs ▪ Business & Industry Training ▪ Concurrent ▪ Degree/Certificate – Seeking ▪ Developmental ▪ Distance/Online ▪ Face-to-Face Students ▪ International ▪ Job/Skill/Personal Enrichment ▪ Lifelong Learning ▪ Military Connected ▪ Minority Students ▪ Non-Degree – Seeking ▪ Non-Traditional ▪ Program Completers ▪ Transfer ▪ Veterans	▪ Accessible quality learning support services and resources (counseling, tutoring, computer labs, library, etc.) ▪ Accurate and effective academic advisement ▪ Assessment and accurate course placement ▪ Assistance with job search and placement ▪ Campus life activities ▪ Continuing learning opportunities ▪ Course availability ▪ Consistent course offerings to complete program ▪ Current and adequate facilities, technology and equipment ▪ Ease of registration process ▪ Excellent campus climate (facilities, parking,	▪ Flexible course and support services schedules ▪ Health and wellness services and facilities ▪ Instructional quality and effectiveness ▪ One-stop service for essential functions (Admissions, Business Office Financial Aid , Registration) ▪ Positive institutional image ▪ Relevance of coursework to employment ▪ Responsive faculty, staff, and administrators ▪ Safe and secure environment ▪ Support services for special populations ▪ Timely, clear, accurate communications (activities, deadlines, Transferability of coursework
Prospective Students ▪ General Education ▪ Career/Technical Education ▪ Customized Training ▪ Student Athletes	▪ Access to technology ▪ Accurate advisement ▪ Affordable housing and access to parking ▪ Affordable tuition ▪ Availability of courses and programs ▪ Availability of curriculum resources ▪ Campus life activities ▪ Ease of admissions processes ▪ Financial aid and scholarship opportunities	▪ Flexible course and support services schedules ▪ New student orientation ▪ One-Stop service for essential functions ▪ Positive institutional image ▪ Timely and clear communication (registration timelines, prerequisites, required documentation) ▪ User friendly website

Figure O.3a

Barton Other Stakeholder Group Requirements & Expectations

Stakeholder Group	Requirements and Expectations	
Accreditation, Regulatory, and Legislative Agencies	▪ Academic integrity ▪ Accountability ▪ Compliance with federal, state, and local guidelines, laws, and regulations	▪ Current, relevant and high quality programs ▪ Student success

Stakeholder Group	Requirements and Expectations	
Business and Industry	▪ Collaboration and partnerships ▪ Graduates with excellent basic skills ▪ Graduates with industry recognize training	▪ Opportunities for training and continuing education ▪ Quality workforce
Board of Trustees, Community, Parents	▪ Accountability ▪ Affordable education ▪ Caring faculty and support staff ▪ Ethical business practices ▪ High standards of quality	▪ Positive institutional image ▪ Reasonable taxes ▪ Seamless transfer ▪ Student safety ▪ Student success
Educational Entities, Transfer Institutions, School Districts/Feeder Schools	▪ Articulation agreements ▪ Career pathways ▪ Collaboration and partnerships	▪ Timely and helpful interactions and communications ▪ Transition services

Figure O.3b

O.4 Administrative, Faculty, and Staff Human Resources

Fall 2010 Institutional Research data indicate that the college employs a full-time faculty and staff of 438. Almost 90% of Barton faculty have a Master's degree of higher educational credential. Employees are primarily divided into one of four classifications, full-time faculty, full-time staff, part-time/associate faculty, or administrators.

The College has job descriptions for every position; these documents detail and describe the specific role, duties and responsibilities, expectations, knowledge and skills required and desired, and define the physical safety and working environment for each position. The job descriptions conform to a uniform template to ensure that required information is included in each description.

Barton also utilizes the Compease salary administration software to determine staff salary and wage levels. Compease utilizes a 10-factor job evaluation, with the focus on the job being performed rather than the person holding the position. The job evaluation process utilizes four steps which include: (1) establish the relative worth of jobs; (2) group jobs into appropriate pay grades; (3) ensure a basis for disciplined rather than arbitrary judgments; and (4) provide consistent, understandable measure of the worth of each job. The 10 compensatory factors are grouped into three categories, which are: knowledge/skills, problem solving (effort), and accountability.

Although Barton has no collective bargaining units, faculty members are formally represented though the Faculty Council and staff have representation on the Presidents Staff committee.

O.5 Leadership Alignment to Policies, Mission, and Values

The Board of Trustees (BOT) is the governing body of the College, deriving its legal authority from the duly enacted laws of the State of Kansas. The BOT is composed of six publicly elected members from the College's service area. Current members of the Board, who are leaders in their respective communities, include a banker, retired principal, human resources manager, attorney, and three businessmen. Each elected member serves a four-year term. Terms are staggered so that three trustee positions are up for election ever two years. This system allows for a degree of continuity in Board membership and, assures that at least half of the Trustees are experienced members.

The Board of Trustees (BOT) adopted the Barton Governance model on November 21, 1996. Based on the principles of Carver Policy Governance™, the Barton Model identifies eight ENDS that designate the results for which Barton exists, the beneficiaries of those results, and the value of the results. The BOT officially approved and adopted the *Barton Governance Manual* in 1996. Board processes emphasize:

- Outward vision rather than an internal preoccupation;
- Encouragement of diversity in viewpoints;
- Strategic leadership above administrative detail;
- Clear distinction between Board and staff roles;
- Collective rather than individual decisions; and
- The future rather than the past or present;
- Productivity.

The BOT clarifies the manner in which it delegates authority to the President as well as how it monitors and evaluates the President's performance according to the ENDS and executive limitations policies. Furthermore, the Board develops ENDS, which define which human needs are to be met, for whom, and at what cost. Written with a long-term perspective, these mission-related policies embody the Board's long-range vision. The BOT has developed eight ENDS which shape Barton Community College. Each of the ENDS links below further defines the ENDS and identifies monitoring report tools and definitions.

- BOT END 1-Essential Skills – Students will acquire the skills needed to be successful for the programs they are in.
- BOT END 2- Work Preparedness – Students will be prepared for success in the workplace.
- BOT END 3-Academic Advancement – Students desiring academic advancement will be prepared for successful transfer to other colleges and universities.

- BOT END 4-Personal Enrichment – Recipients pursuing individual interests will be personally enriched.
- BOT END 5- "Barton Experience" – Students will be positive about their Barton experience.
- BOT END 6-Regional Workforce Needs – The College will address regional workforce needs.
- BOT END 7-Service Regions – The College mission will be supported by the strategic development of service regions.
- BOT END 8-Strategic Plan – The College mission will be supported by strategic planning emphasis.

Barton Organizational Chart

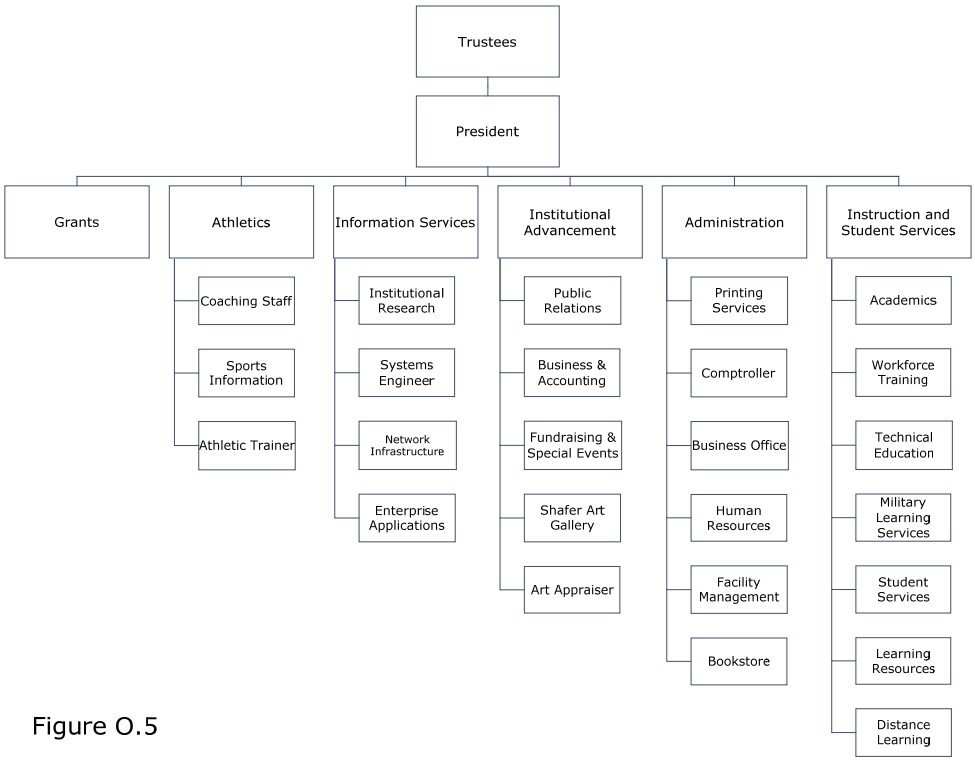


Figure O.5

The organizational chart above illustrates the College's leadership. The President reports to the BOT and the President's Staff team consists of the Vice President of Instruction and Student Services, Dean of Administration, Dean of Academics, Dean of Student Services, Dean of Information Services, Dean of Workforce Training and Community Education, Dean of Technical Education, Dean of Ft. Riley Learning Services and Military Operations, Athletic Director, Executive Director of Institutional Advancement, Director of Human Resources, and Director of Grants. Policy decisions are the responsibility of the BOT, and members of the President's Staff manage the College's key operations. Each member is responsible for linking their department/division strategic plan and actions with the Barton Success Plan and the Yearly College Plan which are linked to the mission and vision via the strategic planning process. (See also, O.6)

Communication between the College and the BOT as well as its stakeholders is facilitated through a number of methods including Board ENDS Reports, BOT meetings, institutional committees, e-mail, Barton web site, newsletters and publications, public forums, and news releases.

O.6 Alignment of Key Administrative Goals with Mission and Values

Barton Community College initiated a strategic planning process in 2010 to anticipate, predict, and align its activities for the next five years. During this time, the entire strategic planning process was also examined. The new process provides a framework aimed at advancing Barton's vision, mission, and goals via a series of phased components aligned with the overarching mission of improving Barton's services. Four primary strategic planning activities were conducted in the 2010-2011 academic year, including:

1. Document Alignment
   - Accreditation mandates (AQIP requirements),
   - System (Kansas Board of Regents) Requirements (Foresight 2020 and Performance Agreements), and
   - Mission, Vision, 2010 Barton Strategic 2010 Goals, Strategic Statements, Board of Trustees' ENDS Statements
2. Internal and External environmental analysis
   - Review of Strengths, Weaknesses, Opportunities, and Threats (SWOT)
   - Strengths, Opportunities, Aspirations, and Results (SOAR)

- Environmental Scan

3. Refining Strategic Direction
   - Facilitations with Barton key stakeholders March 2011
4. Developing and refining measurable indicators
   - Facilitations with Barton key stakeholders March 2011

Phase I: Barton administrators and faculty and staff representatives worked with external consultants to align the identified statements, objectives and goals. As a result, the College developed a Document Alignment Matrix. This graphic serves as the preliminary model for the alignment of the basic components.

Phase II: Responses collected from the various SOAR analysis activities were compiled and analyzed and also served as a foundation for the final product – the Barton Success Plan. In addition, an environmental scan was conducted to consider external factors and their impact on the institution's direction and success. An external consultant compared analyzed data responses from external stakeholders as well as results of an investment analysis and economic growth analysis. Results indicate:

- Barton provides a skilled workforce and provides for new income in the Barton Service Area;
- Barton develops and maintains partnerships with the community and local business that is mutually beneficial for the local economy and sustainability; and
- Barton promotes a reduced social cost, as a more educated public provides a productive network with lessened dependence upon social services and programs.

The second component of the environmental scan reviewed a variety of data sources to identify external thematic trends that currently impact the institution, as well as having implications for future Direction Barton may decide to take.

Phase III: Select representatives from both campuses met to 1) discuss and refine the Barton Success Plan goals, and 2) provide an introduction to developing objectives and defining measurable key performance indicators. Four goals for the Barton Success Plan were identified:

Goal 1: Maximize student success.
Goal 2: Provide responsive education and training activities.
Goal 3: Instill a culture of innovation, excellence, and continuous improvement.
Goal 4: Ensure efficient management and accountability for resources.

Phase IV: Process, actions, and results from Phases I-III resulted in the development of the Strategic Planning Umbrella Format. This preliminary planning model illustrates the alignment of the Barton Vision, Mission, Board ENDS, and the resulting five –year Barton Success Plan. Furthermore, the model illustrates the alignment of the Barton Success Plan with the Yearly College Plan. Administrators enter annual projects that support the aligned documents and the Barton Success Plan.

Strategic Planning Umbrella Format 2012-2016

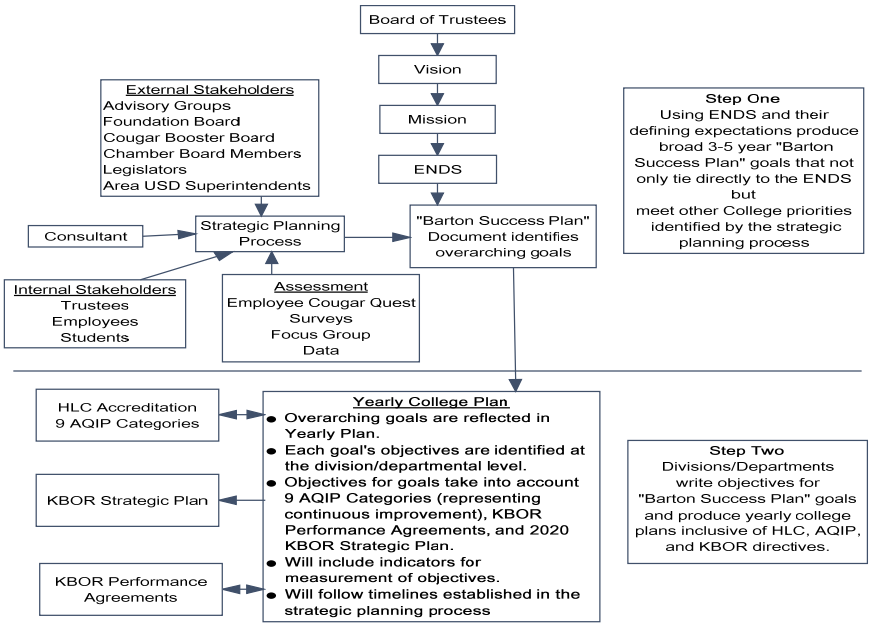


Figure O.6

O.7 Data and Information Collected and Distributed

Data Collection and Distribution

Data collection, storage, and accessibility needs are determined by each department's specific reporting or usage requirements. Data can be frozen, as–needed, to ensure replicable reporting. Determination of data needs is driven by six primary influences.

- Internal and external reporting requirements;
- Accountability;
- Student outcomes assessment;
- Financial planning and reporting;
- Action Projects, action planning, grant development; and
- Program development, enhancement or review.

Data collection and distribution processes are designed to support institutional planning, decision-making, operations, and quality improvement. Most action projects, grants, and pilot projects require baseline data which is used to provide a comparison for assessing program or project impact. The OIR staff is charged with collecting and maintaining academic, finance, student, and survey data for report development and other project documentation.

As Barton administrators, faculty, and staff become more dependent upon quality data for College operations, the data collection and management systems have become increasingly sophisticated. More emphasis is being placed on data analysis and utilization through the institutionalization of strategic planning, AQIP action projects, and outcomes assessment. Future plans focus upon the development of employee data analysis and utilization skills.

Access to the data is determined by the type of data and the potential user. For example, internal and external stakeholders can access enrollment data; but Financial Aid data is restricted to specific staff members. The College regularly publishes select data on the website, in newsletters, and reports to inform stakeholders about the College and its accomplishments.

Technologies

Barton's primary system for collecting and storing information is SunGard's SCT/Banner system. Barton owns the following modules: Student, Financial Aid, Finance, Alumni, and Human Resources. SCT/Banner has been in use since 1995. In order to preserve product consistency, Barton does not make very many modifications.

Other principle systems used by the College are:

- eCollege – online learning management system
- Atrium – Resource Center book system
- Resource 25 – facility scheduling system
- SunGard – document imaging
- Compease – salary administration software

Microsoft Office application documents (such as word processing documents, spreadsheets, PowerPoint presentations, etc.) are stored on centralized Microsoft Windows-based servers. For security purposes, there are separate servers/partitions for employees and students.

All full-time employees (and selected part-time employees) have access to information - relevant to their job - via a variety of methods:

- Virtual private network (VPN) to connect to individual office computers remotely;
- Microsoft Terminal Servers from off campus locations;
- Open database connectivity to query the data and pull it directly into Microsoft Office applications; and
- Using previously developed Internet interfaces.

O.8 Key Commitments, Constraints, Challenges, and Opportunities

The College's key commitments, constraints, challenges, and opportunities are summarized below. The data was collected during strategic planning actions including SOAR assessment, environmental scans with internal and external stakeholders, Cougar Quest (conversation day), and administrative planning sessions.

Strengths
Friendly, student oriented employees are a primary strength area for Barton. This student orientation results from the commitment to student engagement, retention, and achievement. In addition to serving students, Barton provides major leadership for community exposure to culture, sports, and lifelong learning opportunities.

Barton is a comprehensive community college which provides a variety of services and support to the community; maintaining a community focus not only with education and training needs, but also providing community leadership for exposure to culture, sports, and other social enrichment events and activities. Barton is industry/partner focused community minded, and progressive.

Challenges & Opportunities
Enrollment fluctuation and potential for growth is both a challenge and an opportunity for Barton. The Fort Riley campus enrollment is directly impacted due to the deployment cycles of military personnel.

The most prominent competing educational institutions are Hutchinson Community College (HCC), Fort Hays State University (FHSU), and Kansas State University (KSU). HCC is within 60 miles of Barton and offers similar program training opportunities at a similar cost. FHSU and KSU provide opportunities for students interested in transfer degrees the option of starting there and bypassing a Barton experience, although the cost is significantly higher than Barton.

Two issues of particular concern for our Workforce Training and Community Education (WTCE) Division is to ensure the curricular programs offered address the anticipated needs not only locally, but nationwide; and that the content of technical training remains cutting edge to prepare students to meet business and industry expectations for both hard and soft skills.

Now that Barton's accreditation has been expanded to include distance learning, the development of program delivery via alternative modalities is both a challenge and an opportunity. As with distance learning across the nation, ensuring excellence when students are not available for face-to-face engagement continues to be a focal point. Several career technical programs are either underdevelopment or planned for development in the near future; program administrators collaborate with the College's multimedia specialist and instructional specialist to ensure the quality of the online offerings.

State appropriations account for 29% of Barton's operating budget and the level of reimbursement has reverted to what it was in 2007. This funding stream remains uncertain as it is allocated by the legislature from the discretionary portion of the general fund. Additionally, state mandates can divert the limited fiscal resources which could otherwise be utilized to more directly address the College mission. Figure O.8 summarizes other commitments, constraint, challenges, and opportunities that impact Barton Community College.

COMMITMENTS	CONSTRAINTS	CHALLENGES	OPPORTUNITIES
▪ Develop Successful, Employable Students that Provide for a Trained and Qualified Workforce ▪ Foster Community, Public Engagement, through Participation and Collaboration ▪ Provide Quality, Affordable Education and Training ▪ Student centeredness ▪ IT support and innovative technology access ▪ Caring faculty and staff ▪ Military friendly ▪ Quality instructor – student communication ▪ Partnerships with Universities ▪ Cultural diversity supported by athletics ▪ Vibrant fine and performing arts support	▪ State Funding is declining ▪ Hiring and retaining quality CTE instructors ▪ Problems with consistent acceptance of student transfer credit by some Universities, or their schools/departments ▪ Rural location limits opportunities for local business partnership development ▪ Restrictions of Fort Riley Education Center Consortium prevent expansion of training/education majors and marketing of additional Barton offerings	▪ Serving all ability levels of students who seek services ▪ Serving diverse instructional interests while remaining economically efficient ▪ Maintaining technology at desired level ▪ Two primary campus locations creates hurdles in community building and sometimes student confusion	▪ Expand technology, training, classes, and social media ▪ Develop additional partnerships with local industries, health care, and military employers ▪ Expand partnerships with local school districts and universities ▪ Expand training partnerships with military bases ▪ Expand availability of online CTE programming ▪ Marketing available education and training opportunities ▪ Transition Center for Adult Education student graduates to College-level opportunities ▪ Investigation of curricular offerings which align with Camp Aldrich ▪ Partnership with Kansas State Department of Corrections for expanded training

Figure O.8

O.9 Partnerships and Collaborations

Barton has developed and nurtured relationships with both internal and external stakeholders; the Colleges key collaborative relationships can be categorized into four primary areas; 1) Accreditation, Regulatory, and/or Funding Agencies; 2) Business/Industry and Community; 3) Postsecondary Partners; and 4) Service Area High Schools and Feeder Organizations. The key partnerships and collaboration efforts contribute to Barton's effectiveness by supporting the mission, vision, and Board ENDS.

Key Partnerships and Collaborations

Category	Partner/Collaborator

Accreditation, Regulatory, and/or Funding Agencies	▪ Federal Emergency Management Agency
	▪ Higher Learning Commission/AQIP
	▪ Kansas Board of Regents
	▪ Kansas Department of Corrections
	▪ Kansas Department of Commerce
	▪ Kansas Department of Health and Environment
	▪ Local and State Workforce Board
	▪ National Guard
	▪ State and Federal Grantors
	▪ U.S. Department of the Army
	▪ U.S. Department of Education
	▪ U.S. Department of Health and Human Services
	▪ U.S. Department of Homeland Security
	▪ U.S. Department of Labor
	▪ U.S. Department of Transportation
	▪ Other Accreditation and Certification Organizations
	  ▪ Automotive Technology: National Institute for Automotive Service Excellence
	  ▪ Emergency Medical Services: Commission on Accreditation of Allied Health Education, Commission on Accreditation of Educational Programs for Emergency Medical Services Professions
	  ▪ Medical Laboratory Technician: National Accrediting Agency for Clinical Laboratory Sciences
	  ▪ Nursing: National League for Nursing Accrediting Commission

Business/Industry and Community	▪ Advisory Boards (10 Environmental Technology and Military Programs; 17 Workforce Training and Community Education) ▪ Area Chambers of Commerce and Economic Development Boards ▪ Municipalities ▪ Social Service Agencies
Postsecondary Partners	▪ Collaborating with Kansas community colleges, technical colleges, and 4-year institutions to develop a statewide articulation (32 institutions) ▪ EduKan Online Consortium (Barton and five other community colleges) ▪ Servicemembers Opportunity Colleges Active Duty (SOCAD – Accredited postsecondary institutions selected by the Army to offer associate and bachelor's degrees to Soldiers and their families. Member institutions guarantee transfer of courses)
Service Area High Schools and Feeder Organizations	▪ College Advantage (college courses offered at the area high schools) ▪ Get Ahead Program (college courses for H.S. students offered at the college) ▪ North Central Distance Learning Network (Barton and 11 USDs – ITV concurrent/dual credit courses) ▪ Service Area High Schools/Unified School Districts (17 individual schools within 15 school districts)

Figure O.9

Category 1: Helping Students Learn

1P1. Determining Common Student Learning Goals
College Curriculum Committee

The Learning and Instruction Curriculum Committee (LICC), functions in an advisory capacity to the Vice President of Instruction and Student Services. Focusing on academic and curricular matters, the committee's goal is to ensure instructional integrity and to provide quality learning experiences for all Barton students regardless of venue or modality. Membership includes 10 faculty members chosen from the Fort Riley and Great Bend locations and representing both academic and vocational curriculum. Additional membership includes the Advisement Coordinator, the Registrar, the Director of the LRC, and a representative from Financial Aid, and one from Admissions. LICC is expected to ensure the following:

- Academic integrity of the college; to assure that all programs, certificates and degrees are of uniformly high quality with current and valid course content
- Evaluate and approve new courses, new programs of study (transfer), and new programs (vocational)
- Review and approve all program revisions
- Suggest additions, deletions or modifications to course content or Master Syllabi
- Propose and/or approve changes to course, programs, or pre-requisites that enhance transferability
- Assist in the incorporation of Advisory Committee input in the enhancement of certificates and degrees
- Review and recommend changes to faculty credentialing guidelines and evaluation processes
- Set high standards of performance for both teaching and learning
- Serve as a communications link for all changes and updates related to the curriculum
- Make recommendations to the Vice President of Instruction and Student Services pertaining to such academic and curricular matters

Outcomes Assessment Committee

The Outcomes Assessment Committee (OAC) oversees the layers of assessment at Barton, including the course level. Course assessment at Barton is the assessment of student learning as it occurs throughout the duration of the course. To assess learning at the course level, OAC has established the course assessment project (CAP) that would not only allow faculty to discover whether, and to what degree, their students were mastering the course content, but also would provide a means by which faculty from Barton's many teaching venues could communicate, sharing experiences, expertise, and philosophies.

In the first phase of the project, course faculty review the course syllabus, coming to a consensus on the course description, outcomes, and competencies. A course coordinator, an instructor who teaches the course, facilitates these conversations, keeping all course faculty apprised of progress and changes as they occur. Throughout this process OAC provides support to assist the faculty as needed to ensure that common student goals, as stated in the syllabus are established. Additionally, any significant changes are then presented before the Learning Instruction and Curriculum Committee (LICC) for approval. Only after the course faculty have reached consensus on the areas mentioned, and received LICC's approval, if necessary, can they begin the work of creating a common course assessment instrument, the second phase of the project. (This is discussed further in section 1P18.)

Barton faculty has established 26 credit hours of common learning objectives for degree (AA, AS, AGS, AAS) seeking students. General education outcomes were developed by the OAC supported by the Learning and Instruction Curriculum Committee (LICC) and voted on by the faculty at the 2008 all faculty meeting. The requirement categories are noted below, including the number of credit hours required.

- Written Communication (3)
- Oral Communication (3)
- College Level Mathematics (3)
- Computer Literacy (3)
- Humanities (6)
- Social & Behavioral Sciences (6)
- Natural Sciences (3)
- Physical Education, Health, & Performance (2)

Outcomes assessment is further discussed in Section 1P18, Assessment of Student Learning.

Statewide Articulation
During Fall 2010, the KBOR Transfer and Articulation Task Force was formed. Barton provided one of two community college faculty representatives for the statewide Task Force. In response to *Foresight 2020* (KBOR's 10 year strategic agenda) the Task Force was charged among other things to:

- Make recommendations for enhancing transfer and articulation across the postsecondary educational system (e.g., system level coordination of articulation, a system transfer/articulation mechanism)
- Develop an inventory and assess the efficacy of existing alignment arrangements among higher education institutions

As a result, the Task Force presented recommendations to KBOR which were approved at its June 2011 meeting. The recommendation included the following:

- Charge KBOR staff, led by its Vice-President for Academic Affairs, to create an avenue for regular curricular discussion among faculty and provide a mechanism to develop learner outcomes for general education courses commonly taken by Kansas students
- Recognition of the national trend toward ensuring seamless transition between two- and four-year institutions
- Following development of a list of general education courses that readily transfer, Kansas must continue to study models from other states with the goal of developing an intra-state pathway of core general education courses that transfer across all schools governed and coordinated by the KBOR
- The common general education core should define common educational outcomes that provide quality assurance for course transfer

1P2. Determining Program Learning Objectives
Curricular learning objectives for a new course are developed by instructors proficient in the content area. These objectives are based upon industry standards, advisory committee recommendations, transferability expectations, and third party accrediting bodies where applicable. The learning objectives are incorporated into the master syllabus proposal which is presented to LICC for approval. Once approved, common master syllabi are maintained to ensure that multiple instructors are aligned in the delivery of course content. Master syllabi contain five sections which must be replicated on each individual instructor's syllabus for distribution to students.

- general course information (description, etc.)
- classroom policy (plagiarism, disability services, etc.)
- course as part of a program of study (scope and sequence description)
- assessment of learning (competencies and outcomes)
- instructor expectations

By maintaining common competencies and outcomes for a given course, Barton ensures students complete the course having been presented the same opportunity for outcome achievement. Further, syllabi are regularly reviewed by instructors, administrators, LICC, and where applicable advisory committees in order to ensure students are receiving the best possible preparation for transfer or career entry.

1P3. Designing New Courses and Programs
There are several aspects involved in the research and development of new classes and programs. For additions and updates related to career and technical programs, it almost always starts with a customer/partner that has adopted a new process or procedure or a regulatory requirement that necessitates new or additional employee training. The class could also be part of the company's need for professional development that prepares an employee for advancement. If the class is a new class that would be part of a certificate or degree program then the advisory board for that program is engaged to review the requirement and make a recommendation.

If it is a new program we assemble an advisory board made up of industry leaders within the field, preferably those that also would be or are currently employing those individuals from the program. We work with the advisory board to insure that the course content recommended for the certificate and or degree has the appropriate scope, breath and rigor required.

Once the decision is made to develop new courses and programs or modify existing courses and programs, the faculty design the curriculum and move the required documentation through a defined process for approval called the Curricula Approval Matrix (CAM) or, "The CAM". The CAM was a Barton Action Project last year. The CAM maps out necessary steps to develop a new academic program, or change an existing one. The approval process appears below and the policy regarding new course approvals is available at this web link

.Curricula Approval Matrix

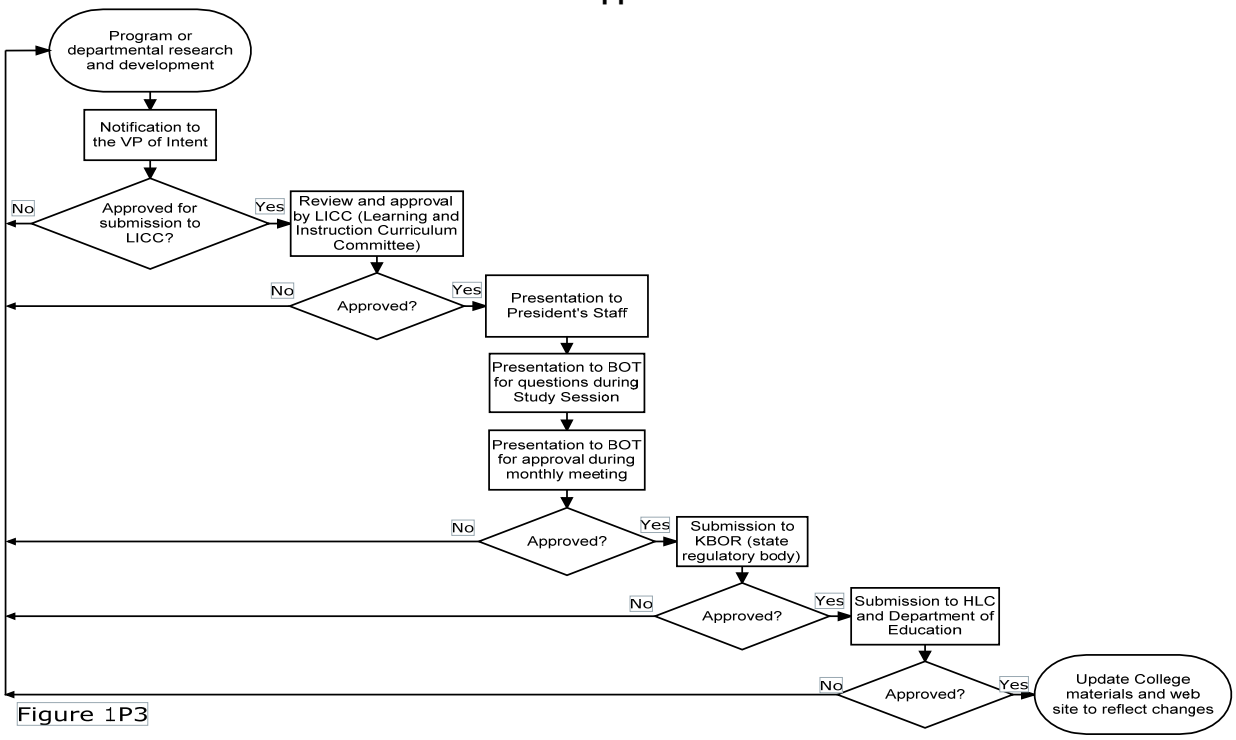


Figure 1P3

Additionally, the CAM spreadsheet includes tabs and links to a breadth of supporting materials. This includes, but is not limited to a checklist to accurately track progress through the CAM, access to documentation templates, the processing timeline ranges for each step, timeframe limitations for submission to the various committees and agencies, and a glossary of terms.

1P4. Designing Responsive Academic Programming

The Workforce Training and Community Education (WTCE) Division strives to design academic programming that responds to the needs of today's employers. As such, the team utilizes multiple sources to gain insight into career field trends and changes in target career fields including: partners, employers and advisory board members. Division representatives interact with one or more of these groups to ascertain employment needs, desired skills and preferred delivery formats. If preliminary discussions yield a continuing interest in the development and/or redesign of a program, additional research occurs to assess human resource, equipment, supply, facility and budget needs. Once this information is known, team members consult with the Department of Commerce, Workforce Centers, and industry-specific organizations to gauge local and state employment needs. Additionally, members working on the programming project look into the possibility of grants and/or donations to assist with expenses associated with establishing and/or updating the program. If all of this research results in a decision to move forward with the development of a new program and/or the upgrading of an existing academic program, division members utilize the CAM process to gain institution support before submitting programming changes to the KBOR for approval.

The WTCE Division responds quickly to meet business and industry needs. Responsive curriculum development depends on two key external resources – employers and advisory boards. Whether the institution identifies a potential career path itself or representatives are approached by industry members or an individual employer, new academic programming is designed with the aid of those who will potentially hire student certificate and/or degree graduates. These described external resources provide the College with desired skill sets and together, higher education and business develop the program including entry-level courses and advanced training. In some instances, industry representatives or advisory board members donate equipment and/or supplies to the institution to assist with the establishment of the program. Similar patterns of collaboration are also utilized to update current academic programs.

1P5. Determining Required Student Preparation

Faculty from the appropriate disciplines establish the preparation standard required of students for specific courses and programs. These standards are based on (1) guidelines established through various accrediting and credentialing

bodies, (2) standard practices in the discipline, (3) input from advisory committees, (4) discussion with professional colleagues, and (5) input from students received from survey feedback.

Once faculty have established the prerequisite courses and standards for minimum performance, placement in English, Reading, and Math courses is determined by ACT, SAT, COMPASS scores or previous course work. Placement scores are determined by faculty in the respective disciplines and reviewed periodically. Placement information and services for the Military Community and for the Great Bend Campus appear on the webpage.

Barton requires students who are seeking a certificate or degree, or who wish to enroll in General Education courses requiring specific test scores, to provide documentation evidencing appropriate academic preparation. Documentation may include evidence of prior course work that meets course prerequisites, or provision of standardized test scores that can be used for placement (e.g. ACT, SAT). For students who cannot or chose not to provide this documentation, the Barton Testing Center administers the Accuplacer, the ASSET, or the Compass standardized tests to assist with appropriate course placement.

1P6. Communicating Expectations to Students

Students receive much verbal communication regarding necessary preparation, curricular paths, and general expectations, both as prospects to the college and as enrolled students. This information is provided in advisement sessions, private meetings, college fairs, high school visits, etc.

The primary vehicles for providing information to students about expectations in written form are through Barton's websites: BartonCCC, and BartOnline which target issues of interest to online students. These websites provide students with a wealth of up-to-date information including:

- **Barton Website**
  The Barton website offers in-depth information helpful to a student's understanding of the College's operations, opportunities and expectations.

- **Curriculum Guides**
  Located on the Programs of Study webpage, curriculum guides delineate course requirements for each certificate and degree Barton offers.

- **College Bulletin of Classes**
  The College produces a bulletin of classes six times a year. The bulletin offers enrollment information along with program/class schedules.

- **Academic Advising**
  A wealth of academic advisement information is provided for students within each of the Barton webpages noted earlier. Information provided includes facts about transferability of courses to Kansas four-year colleges and universities, definitions of types of courses, the college student responsibilities for success, etc. Students meet with College advisors to discuss assessment results and course prerequisites, determine course load, and for assistance with course selection. Distance students can assess online advisors to assist them with their concerns.

- **Student Orientation**
  New campus-based students are invited to participate in a student orientation. This activity provides students with information, expectations and resources.

- **Student Success Class**
  All students are encouraged to enroll in the Student Success course, as the course focus is on goal setting and development of student degree and career goals. Students who place into two developmental instructional areas are required to take a Student Success class. This class provides helpful hints and processes suitable to a college's student's experiences and needs.

- **College Student Handbook**
  Barton provides students with a student handbook that includes college policies and procedures which outline expectations and outcomes.

- **Program Student Handbooks**
  Several career technical programs provide students with a program handbook that outlines expectations, guidelines, policies and procedures. These handbooks are distributed to students in hardcopy form and/or are available to students online.

- **One Stop for Students**
  As part of Barton's Title III grant, a One Stop for Students page was created to provide a centralized source for an assortment of important information necessary for student success.

An additional access point for student information is the Student Toolkit. The toolkit includes the College Catalog and the Student Handbook.

1P7. Choosing a Program of Study

A student arriving at Barton with the intent to enroll and pursue a degree program will be directed to the Admissions Office. Here, staff assists the student complete an admissions application. If the student provides or has provided documentation evidencing prior coursework or standardized placement scores (e.g. ACT), the student is referred to the Advisement Center or to a major-specific faculty advisor. Students without assessment documentation are referred to assessment and placement services.

Students who are undecided about a major receive initial advisement from a general advisor and are encouraged to participate in career exploration activities at the Career Center.

Barton has created an advisement services contact link that is available in many places on both websites. This form allows a student to connect with a group of advisors who can review their inquiry or request and respond, or refer the student to a more appropriate support staff person as necessary to best serve the student. Students who have not already been assigned to an advisor, this includes newly admitted or newly enrolled online-only students or part-time students, are encouraged to utilize this form for all types of advisement assistance. Primary responders to this form are the two Advisement Coordinators (one from each campus) who are assigning students to responsible for advisors.

1P8. Serving Underprepared Students

The Barton Community College Center for Adult Education (CAE) opened in 1978 to serve the needs of adult learners (age 17+) who had not completed their high school education. Since that time, the CAE has expanded to provide programs that support the needs of the community and provide adults with flexible scheduling options, multiple orientation sessions throughout the academic year, and accelerated class formats for working adults who want to complete their GED. The selected highlights below reflect the program's service components.

- **ABE/GED/ESOL Program**
  The ABE core curriculum includes reading, mathematics, language, writing, spelling, vocabulary, literature, science, social studies, technology, and workplace and life skills. The program focuses on preparing adults for the GED Examination, learning English as a second language (ESOL), achieving basic literacy skills, or earning a Kansas State High School Diploma.

- **GED Preparation and Testing**
  The GED program is designed to offer eligible students the opportunity to acquire high school level competencies by preparing them for the GED examination and subsequent awarding of a Kansas State High School Diploma. Preparation for GED in a distance learning format was established by the CAE in 2008 with ABE/GED offerings.

- **Kansas WORKReady! Certificate**
  This preparatory program focuses upon reading for information, locating information, and applied mathematics. Examinees are awarded Bronze, Silver, Gold or Platinum certificates based upon their proficiency in this certification process. The WORKReady! Certificate allows employers to identify the core skills a potential employee possesses prior to the hiring process.

- **Military Presence**
  Beginning in 1984, the College began a partnership to provide college level courses to the members of the Army, as well as their families, who were stationed at Fort Riley. Although Barton provided developmental and college

level courses during this long partnership, it was not until 2009 that ABE/GED services were offered in response to family members who desired on site access.

- **Correctional Facilities**
  Beginning in 2011, the College began a partnership to provide GED services to incarcerated individuals. Although Barton provides other services through this partnership, it was not until 2011 that ABE/GED services were offered.

In addition to services provided via the CAE, Barton provides post-secondary educational opportunities for students who are underprepared for college-level coursework through the Developmental Education Department and the Tutoring Center. Developmental needs are identified via standardized test scores.

In order to ensure proper placement of students into coursework, Barton assesses each student's level of preparedness for college-level work. Under the college's mandatory placement policy, students must enroll in the appropriate developmental courses and demonstrate mastery of course competencies before moving to the next course in the developmental sequence or to the college-level course in the specific discipline. Developmental students are also aided by a variety of Student Support Services including on-campus tutoring assistance.

To enable learners to acquire the knowledge and the skills needed to succeed in mainstream college courses, Barton offers a sequence of courses in math, English, and Reading. Barton also offers a Student Success course to assist learners in developing study skills, active learning strategies, and personal responsibility in making wise choices for their success in college and beyond.

Programming specifically provided to the Military population at the Fort Riley campus includes Basic Skills Education Program (BSEP) and General Technical (GT) Improvement programs. These instructional programs target Reading, Writing, and Math skill enhancement. Soldiers are able to attend the courses during the day, either morning or afternoon for three hours each day for three weeks in length. Family members are able to attend the classes based on availability. Students are encouraged to complete the Computer program available to the soldiers online to improve their scores for the Armed Services Vocational Aptitude Battery (ASVAB) test.

Tutor assistance is provided at the Barton County Tutoring Center location, and at the Barton Fort Riley Tutor Center. Additionally, the Barton website includes links to a number of useful tutorials which benefit students at either location, as well as those who are completing coursework from a distance. These tutorials serve as a resource for students who find they struggle to successfully grasp the necessary concepts.

1P9. Incorporating Learning Styles

Through close observation of students in the process or learning, the collection of frequent feedback on students' learning and the design of modest classroom experiments, instructors can learn much about how students learn and more specifically, how students respond to particular teaching approaches. Classroom assessment helps individual instructors to obtain useful feedback on what, how much, and how well their students are learning. Common classroom assessment techniques (CATs) used to obtain this information include the One Minute Paper, Muddiest Point, and Background Knowledge Probe.

Since every class, every set of students, by their very nature, differ from one to the next, instructors need the tools to identify the different learning styles of their students and they need to be able to expedite the process as quickly as possible. Among other things, CATs give instructors the instant in the moment feedback needed to adapt to their students' different learning styles. An instructor can gauge how well a group of students responds to their teaching style by administering a CAT. Thereafter, instructors can make necessary adjustments and follow up with another CAT to determine if the adjustments have increased student learning.

Military students enrolling in BSEP courses are required to complete the learning styles assessment at the beginning of each BSEP cycle to identify, both for the individual student and the instructor, their individual learning style. Instructors will counsel students and ensure that instructional methods target the range of student learning styles.

1P10. Addressing Special Needs

Services are available to students (on-campus or online) with physical or learning disabilities in order to promote equal educational opportunities. Reasonable accommodations are provided on an individualized, as-needed basis. Necessary

accommodations are made to allow students with disabilities an equal opportunity to participate in and benefit from educational programs.

Students with disabilities must self-declare and provide recent and professional documentation regarding the disability. Documentation should include how the disability affects the student's academic performance, and suggestion for reasonable accommodations which would enhance the learning process. The student must take the first step of self-advocacy by contacting the Student Support Services office, preferably prior to the start of classes, in order to allow adequate time for recommended accommodations to be determined and implemented. Common accommodations include reading exams, testing time extension, and identification of audio books.

Student may access information regarding disability services in the Student Handbook, the College webpage, the BOL webpage, and on each course syllabus (inclusion of disability services information appears as part of the syllabus development template). Students requesting disability services auto-generate a group email to several personnel to initiate assistance with areas beyond classroom instruction as appropriate and desired.

Tutoring services are provided on both campuses and online as well. A centralized site for all tutoring information and options was established during the 2010-2011 academic year. This brought all of the information together in one convenient location, so communications to all students regarding tutoring options could be improved.

1P11. Documenting Teaching and Learning Effectiveness

Primary responsibility for the content and the revision of Barton programs of study and courses lies with the Vice President of Instruction and Student Services, while Academic Deans are responsible for ensuring suitable teaching methods that promote student learning. Faculty (full-time and associate) maintain currency in their respective career fields and/or discipline and serve as subject matter experts for curriculum development Faculty are required to designed course syllabi which include outcomes, competencies and related coursework expectations. In like teaching assignments, faculty utilize master syllabi that promote consistency across venues of learning including format and location. Master course syllabi are published on the T Drive (internal shared drive) and accessible to all instructors. Revisions are disseminated to all online, Barton County, and Fort Riley instructors teaching the revised course.

Furthermore, the Learning and Instruction Curriculum Committee (LICC) reviews all curricula to ensure that the standards of the institution and the Higher Learning Commission (HLC) are met. The LICC membership consists of a minimum of ten (10) faculty members, chosen from both the Barton County and Fort Riley campus, to represent a broad spectrum of the curriculum both academic and vocational. The LICC is charged with the following responsibilities.

- Guard the academic integrity of the College; to assure that all programs, certificates and degrees are of uniformly high quality with current and valid course content;
- Evaluate and approve new courses, new programs of study (transfer), and new programs (vocational);
- Review and approve all program revisions;
- Suggest additions, deletions or modifications to course content or Master Syllabi;
- Propose and/or approve changes to course, programs, or pre-requisites that enhance transferability;
- Assist in the incorporation of Advisory Committee input in the enhancement of certificates and degrees;
- Review and recommend changes to faculty credentialing guidelines and evaluation processes;
- Set high standards of performance for both teaching and learning;
- Serve as a communications link for all changes and updates related to the curriculum;
- Make recommendations to the Vice President of Instruction and Student Services pertaining to such academic and curricular matters; and
- With the Vice President of Instruction and Student Services, manage the program review process.

The assessment process and criteria are similar among the various delivery venues. All instructors use the same master syllabus for the course; the syllabus identifies course requirements, expected learning outcomes and competencies. Course evaluations and assessments serve to confirm the effectiveness of the e-learning and classroom learning programs. Faculty is instrumental in developing the instructional outcomes assessment tools and in analyzing the course assessment data comparing online to F2F results.

Full time and associate instructors participate in the Course Assessments Program (CAP). The CAP provides a comparison with the online, traditional, and hybrid course. (See 1P18).

1P12. Instructional Delivery Processes

Although the majority of Barton instructional delivery occurs in a face-to-face (f2f) format, a variety of delivery methods are utilized in order to best serve the breadth of students who seek our support of their educational goals. The decision of instructional delivery method is determined between the individual instructor and his/her supervisor. This decision is predicated by department and college-wide plans and initiatives. Regardless of venue, all courses are held to the same expectations for outcomes, assessment, etc. The various venues are highlighted below.

Face to Face (F2F)

F2F classes are 100% on campus for the required classroom time (aka – "on ground"). These courses must meet the required "seat time" rules (750 minutes/credit hour for lecture courses, and 1125 minutes/credit hour for lab courses). Students enroll in courses with the assistance of an adviser or Enrollment Services.

Online

Online delivery of courses is Barton's fastest growing delivery venue. Although the College has provided online classes for two decades, it is just within the past couple of years the College has made a significant gain in offering certificate and degree programs via the BartOnline (BOL) platform. This enhancement provides students with additional scheduling options and positions the institution to serve students outside its assigned state service area. Barton's online Learning Management System (LMS) is through Pearson eCollege. The eCollege platform is used to deliver online courses and to enhance face-to-face courses Barton *eCourses*, *Hybrid*, and *eCompanion Course Shells*.

eCourses are 100% online with no F2F instruction. Some courses may require limited F2F interaction, but not with the instructor; such interaction might include the proctoring of examinations, or F2F clinical assignments, job shadowing, etc. This format extends educational opportunities to students around the world, and is especially important for our students who continue their education during military deployment in Afghanistan and Iraq.

Hybrid courses are delivered on campus through a lecture or seminar format and are supplemented by online content which is delivered through the BartOnline system. Hybrid courses utilize online supplemental content to replace no more than 50% of the required classroom experience. Most hybrid classes are 50/50, but they can be 80/20, 75/25, etc. with the larger portion being the percent of time in a traditional classroom. Because of the classroom component of these courses, a student must be enrolled either at main campus or at Fort Riley to participate. Students are automatically enrolled in the course shell at the time of registration.

eCompanion Course Shells are used for fully F2F courses and serve as a receptacle for instructors to store resource information for students. Faculty may craft the use of eCompanion Course Shells in any manner that enhances their classroom/course delivery. The idea is to improve instruction and administration.

In addition to the primary eCollege LMS platform, Barton also offers a limited number of courses via a Moodle LMS. Courses delivered via Moodle are primarily designed for online outreach to inmates. This separate venue allows for the restriction of student access to the internet and does not allow contact with other inmates, only the instructor may be contacted.

EduKan

Barton is a member of a consortium of six Kansas Community Colleges from Central and Western Kansas offering 100% online eCourses. Students nationwide enroll in EduKan online and select the consortium college through which they want their course credit to be granted. Students utilizing this service work with EduKan student services employees, unless a desire for degree or certificate completion is the goal; in this instance the student is referred to a Barton Student Services staff member.

Interactive Television (ITV)

ITV classes are delivered in order to provide quality, synchronous (real-time) instructional engagement between students and instructors not located in the same location. Some students may be located in the host room with the instructor, or participate elsewhere via remote classroom links.

Barton utilizes an ITV system to offer joint instruction to students located on both campuses, i.e. Great Bend and Fort Riley. Additionally, the institution uses ITV to serve the North Central Distance Learning Network (NCDLN) with dual/concurrent credit coursework. NCDLN serves five area high schools, allowing students the opportunity to jump-start their college education by receiving coursework not typically available in their communities from full-time faculty located on the Great Bend campus. The network is testing a new learning arrangement utilizing iPads with one of the partner

schools. If effective, more of the partnering schools may be shift to this technology; thus, decreasing costs associated with maintaining ITV systems.

1P13. Curricular Currency and Effectiveness

Career Technical Programs

Each Workforce Training and Community Education curricular program has an advisory committee which meets at least twice each year. The advisory committee is composed of professionals in the field who ensure the program remains focused on the current preparation needs for the profession. Additionally, CTE programs complete a comprehensive program review every three years. The process for review begins with the completion of a multi-page Program Review template by the program Coordinator. This is done in conjunction with the program faculty and advisory committee, with supporting documentation provided by the College Business Office, and the Office of Institutional Research. The template includes the content areas noted below. Once all documentation is compiled, the Coordinator defines recommendations for the future and works with his/her Executive Director to align future plans with College goals. This review is delivered, with recommendations, to the WTCE Dean for review and comment. The Vice President and Dean then discuss proposed adjustments and improvements to define a plan for the program.

- Accreditation (if applicable) – accrediting agency, cycle, and outcomes of most recent visit
- Industry recognized certifications/assessments and student pass rates (if applicable)
- Review of faculty
- Articulation agreements –high schools/ colleges
- B&I partnership identification
- Credit hour generation
- Three year fiscal report
- Student completion rates
- Recent acquisitions and funding sources
- Employability skills integration
- Student satisfaction survey results
- Employer satisfaction survey results
- Marketing and recruitment activities
- Achievements
- Instructional delivery methods
- Assessment results
- Perkins core indicator performance report
- Webpage and curriculum guide review

Academic Transfer Programs

Each Fall, the KBOR coordinates a day dedicated to reviewing specific courses within various disciplines. Two-year and four-year colleges are invited to attend a half-day meeting to discuss the essential core competencies for coursework success. Faculty representing selected disciplines meet to help define and potentially select a series of competencies per syllabus that do meet and are accepted throughout the state higher education system. The goal of the annual event is offered in the hopes for increased alignment, and greater collaboration, acceptance, and transfer of coursework.

General Education

The general education curriculum is reviewed by the Learning and Instruction Curriculum Committee (LICC) annually. LICC reviews the list of courses which haven't been taught in the past five years, and determines whether the courses should be pulled from the active list of course offerings. As discussed in 1P1 and 1P2, all new courses and new programs are reviewed and approved by the department, LICC, Instructional Dean's, the Vice President, and the BOT before they are implemented.

1P14. Discontinuation of Programs

The decision to discontinue a curricular program or service is based on considerable evaluation and discussion. The program review process explained in 1P13 is utilized heavily in this process. The three year review cycle ensures regular review and initiates a timeline for modification and improvement. A program identified as at-risk for major alteration or closure possibility is aware of such identification which allows time for enhancement where possible and notification of students when closure is determined. All programs undergoing major changes or closure review are presented to the President before final decisions are determined. Strategic Planning efforts in 2006-2007 and again in 2010-2011 prompted the college to carry out a comprehensive environmental scan. Scanning coupled with advisory committee input and formal program review assessment, provides some of the data used to compliment the review, revision, and although rare, elimination of programs.

Similarly, evaluations of non-curricular student services occur periodically to ascertain fiscal stability and program strength. Such reviews occur regularly for all athletic teams.

Throughout any potential discontinuation evaluation review process, focus is placed on the impact the discontinuation will have on current and prospective students. It is important to note that no programs have been discontinued under this process in the past ten years. However, loss of a program partnering college last year created an irreplaceable

instructional void which required Barton to place the online Pharmacy Technician program on hold while qualified instructors were sought. In this instance, students were referred to a sister college that offers the program in an online format.

1P15. Determining Student and Faculty Support Needs

Barton's current Professional Development (PD) structure is complex. It is composed of the Faculty Council which approves limited professional development dollars for instructors, and a Professional Development Committee responsible for in-service type training college-wide, in addition to individual applications for funding. Recently, a variety of training opportunities have been provided including online employee training modules, guest speakers, workshops, and individualized professional development funding. The PD process is currently being reviewed for redesign.

When seeking new avenues for support, managers, advisors, and instructors are charged with the responsibility of recognizing support mechanisms that aide students and employees. Once identified, management and other leaders work together to review proposals and subsequently systemize and/or fund appropriate requests.

Faculty members are encouraged to utilize their management levels to seek support for their programs and their teaching needs. When general budgets cannot support a request, other avenues exist for support. These include professional development grants, Foundation faculty mini-grants, Perkins funding for CTE programs, and external grant sources. Barton is privileged to have a full time grant writer who fully supports the mission of the college.

Financial support to achieve identified needs may be obtained from several sources including College general fund, the College Foundation, Barton Office Professionals, and individual businesses from the local community and beyond. Supplementing these PD funding sources is a mini-grant opportunity provided by the Foundation for application by Barton instructors.

Title III

The Distance Learning Team engages in a variety of activities designed to determine and meet student and faculty support needs. Barton Community College was awarded a 5-year Title III grant with a focus to foster instructor enhancement, address faculty and student support needs, and improve the quality of all online activities for both the student and instructor at Barton Community College.

A major effort to enhance and support faculty is the eCertificate initiative. The Barton Community College eCertification Process consists of three milestones that must be met in order to be awarded the Barton eCertified Instructor Certificate. Milestone I is to successfully pass the Online 101 .NExT eCourse Instructor Orientation Exam. This exam covers Educational Philosophy, eCourse Model, eCourse Evaluation Process, eCertification, Blooms Taxonomy, Assessment, Copyright, & Administration and instructors must score 80% or higher to pass. Milestone II, Successfully complete the course Improvement process for at least one course, consists of three steps. The instructor initially completes a self-evaluation for their eCourse using the eCourse Improvement Rubric. They then submit the rubric via email to the Instructional Specialist. Once received, the Instructional Specialist and the Multimedia Specialist will perform the course review using the rubric and the outcome of the review will be communicated to the instructor by the Instructional Specialist. The instructor is sent a copy of the completed rubric; the courses pass/fail status; as well as explanations of revisions that are needed. Finally, the instructor makes the necessary revisions and notifies the Instructional Specialist when the revisions are completed for final review. Milestone III requires an instructor to successfully complete a formal training course. Most often instructors complete a course offered by the Pearson eTeaching Institute with the tuition being paid via the Title III grant. Currently, there are 52 eCertified instructors out of a possible 103 existing and recently added instructors. The remaining instructors will be eCertified by the end of the Title III grant.

Additionally, the grant enables funding for instructors to travel to conferences, receive training on specific areas of need, access webinars and engage in a variety of professional development activities. Faculty have been able to attend many conferences, including Pearson's Cite Conference, the EduCause conference, the EduComm conference, the SidLit Spring Forum, and the SidLit Conference. Additionally, many faculty and instructors have been able to attend smaller seminars and professional development events at area Universities including Kansas State University. Other opportunities for faculty and instructors have included the purchase of webinars, subscriptions to academic journals aimed at distance learning, and the acquisition of an institutional membership in the Sloan-C consortium.

The Title III grant provided for several new Distance Learning positions including a Distance Learning Effectiveness Manager, Instructional Specialist, Multimedia Specialist, and a Student Services Concierge. The Distance Learning Effectiveness Manager, Instructional Specialist, and Multimedia Specialist provide training and support via one on one

initiatives, small group or workshop educational efforts, large group presentations and asynchronous training solutions. Feedback from these activities as well as survey initiatives is constantly being reviewed to determine what the faculty and instructor's needs are not being addressed in order to provide new and relevant training for their enhancement. An August 2011 survey of Distance Learning Instructors yielded responses from 68 instructors. Of those 68 instructors, 52 indicated that they had participated in a form of professional development or training regarding distance learning during the Title III grant timeline to date.

Several processes exist to identify and respond to the needs of Barton students. Select areas are noted below.

- Athletics Academic Support - Each month the Barton advising office sends out an academic alert report on all Barton student athletes. In conjunction with receipt of this report, the athletic staff meets one-on-one with each particular student to arrange an academic support plan.
- Bookstore provides course books and supplies, snacks and drinks (free popcorn all day), and college apparel.
- Campus Life provides student arts and entertainment events. Activities include Student Government, special interest clubs such as Campus Christian Fellowship, Hispanic American Leadership Organization, and International Club.
- Career Center assists students with finding work on the Barton campus and surrounding communities as well as providing opportunities for career exploration.
- Child Development Center provides daycare services for students and employees.
- Counseling Services provides a full-time licensed counselor responsible for professional counseling services with personal and academic concerns; online resources are available to assist students with issues such as stress, test anxiety, etc.
- Disability Services provides support to students seeking academic accommodations.
- Early Alert - Early Alert provides students early notification of poor course performance.
- Health Services provides a full-time registered nurse who assists with non-urgent healthcare needs.
- Library provides access to print and electronic resources, databases, and library literacy assistance.
- Security has 24-7 campus security personnel to patrol the campus grounds and make building checks.
- Student Support Services provides assistance with placement, academic advising, career counseling and testing, and academic tutoring.

1P16. Alignment of Curricular and Co-curricular Goals

Barton has many co-curricular opportunities and events for students; however, the linkage between curricular and co-curricular goals is not established at a process level.

Learning Communities

The College's Learning Community programs, essentially link classes together and establish student cohort groups. Emphasis is placed on student involvement outside the classroom to strengthen co-curricular goals. Additionally, Barton Student Success classes assign a grade value on student participation and engagement in college and community activities.

Campus Life and Student Government

The College activity program supplements the instructional program by providing experiences that will add to student enjoyment and stimulate personal growth and social development. Activities are selected based on current trends, student suggestions, student surveys, participation rates, Student Senate guidance, and budget considerations. During the fall and spring semesters, at least one activity is offered each week, and often two. In addition to these activities, the Student Life Office also promotes attendance at home athletic contests, which also contribute to a well-developed campus life program. The Student Senate is the representative governing body of the student population. It is composed of elected student officials. The main purpose of the SGA is to provide a voice for the student population on campus and to plan student activities. The Director of Student Life serves as advisor to the Student Senate and provides oversight to Campus Life programming.

Scholarships
The Barton Foundation has implemented a "get acquainted" initiative with the students receiving Foundation scholarships. Each student receives a letter from the Foundation requesting they come in to introduce themselves. It gives the Foundation staff an opportunity to visit with each student about their hometown, major, class work, and dreams for the future. The Foundation provides each student with a 1 gig flash drive for their course work and takes the opportunity to share with students regarding the goals of the organization and the generous donors that support student educational pursuits and faculty instructional needs.

The Foundation also has students involved with their friend/fundraising activities such as our Big Benefit Auction, Shafer Art Gallery events, National Spelling Bee, holiday phone calls to donors, etc. The goal is to enhance student awareness of college goals and giving back to others.

Student Organizations
Several student interest organizations and clubs have been created to provide opportunities for socialization and developing leadership and community engagement which are goals of the institution. Each club or organization has one to two faculty or staff sponsors who are directly responsible to and for their respective groups. All groups send representatives to the Clubs and Organizations meetings, which are held to create awareness of what various clubs are involved in and to promote collaboration between the various organizations. At present, Barton recognizes 16 official student organizations.

1P17. Student Preparedness for Transfer Study or Employment
Evaluation of student preparedness is collected through CTE Advisory Boards, surveys of graduates and employers, and reports relating to transfer student success.

CTE Advisory Boards
Sixteen individual advisory boards exist to support Barton career technical instructional programs. These boards are a critically important ingredient in student preparedness for career entry, as this group aids instructors in connecting classroom pedagogies with workforce needs. Individuals who serve on advisory boards are recognized and respected representatives of specific business and industry areas. Members advise career technical educators and administrators, while assisting in the development and maintenance of programs that ensure students have the skills necessary to compete and succeed in the workplace. Advisory boards meet twice a year and are created with the following purposes in mind:

- Provide advice and support for programs.
- Assist in the establishment and validation of industry-recognized knowledge and skills.
- Partner in the exploration, evaluation and adoption of assessment tools, industry-recognized credentials and/or other certifications or accreditations.
- Participate in curriculum development and Kansas Post-Secondary Kansas Technical Education program alignment projects.
- Assist with the identification of strategies to promote career and technical education programs.
- Evaluate training facilities and program equipment; make suggestions appropriate to industry standards.
- Assist with the alignment of Perkins IV requirements with institutional and statewide initiatives.
- Participate in college and/or program related activities.
- Assist with the identification of student career experience opportunities.

Student/Employer Surveys
Surveys are administered at the point of program completion. Students are questioned regarding their perception of the level of preparation Barton has provided them. The student/employer survey process is complicated. Letters and emails are disseminated to students who have completed at least 12 credit hours the previous year and are not currently enrolled at Barton. These letters request information regarding employment and identification of current employer information. Unreturned requests receive a follow-up call from College personnel requesting information personally and emphasizing the importance of participation (Perkins Grant dollars are tied to this data).

- Database is created reflecting student contact information in early fall;
- Emails or letters are sent along with the employer survey in early October (after student responses are received);
- If no response is received by mid-October, a second round of letters and surveys are distributed;
- If no response is received by early November, personal phone calls are made; and
- If calls do not make contact, faculty are solicited so database can be updated.

Transfer Data

The vast majority of students attending Barton do so in preparation for transfer or for career purposes; the most recent graduate survey identified that 61% planned to transfer to a baccalaureate program for further study following graduation from Barton. To ensure this population is well prepared for transfer, numerous College to University Articulation Agreements are maintained to ensure Barton curriculum aligns with the requirements of the baccalaureate institution and prepares students for seamless transfer following graduation. The process for creation of articulation agreements applies to both technical and transfer programs of study. The process is a formalized college policy (#2525) and reads as follows.

> Barton promotes the development and implementation of articulation agreements with colleges and universities, both in-state and out-of-state. In the event there is interest in pursuing an articulation agreement, the following steps should be followed to formalize the agreement.
>
> 1. Barton representative identifies student benefit in partnering with a university to develop an articulation agreement. Representative solicits input from appropriate colleagues across the institution, i.e. advisement coordinators, faculty and staff.
> 2. Barton representative discusses idea with the appropriate Dean. The Dean seeks approval from the Vice-President.
> 3. Barton representative makes arrangements to meet appropriate university colleagues to discuss articulation arrangements, i.e. program, coursework, equivalencies, etc.
> 4. A draft articulation agreement (partnership document and curriculum template) is developed and submitted to the Dean. Guidelines to support the development of a college to university articulation agreements are included here: click
> 5. Draft materials are submitted to the office of the Vice-President of Instruction and Student Services and discussed with the Dean's group.
> 6. If the draft agreement is approved by the Dean's group, it is submitted by the Vice-President to the President for review.
> 7. If the agreement is approved by the President, it is signed by the President and forwarded to the Vice-President's office for distribution. A media event may be scheduled to promote the new agreement.
> 8. If all parties sign the agreement, the articulation agreement is added to the Barton web page and a courtesy email regarding the new agreement is sent to Advisement Coordinators, the Director of Testing, Advisement and Career Services, the Dean of Student Services and faculty advisors.

KBOR provides a Transfer Feedback Report which reflects the performance level of transfer students in terms of their GPA. Any student who has completed at least 9 credit hours with a state community college before registering with a Kansas University is included in the report. New transfers and continuing transfer students are identified in the report.

1P18. Assessment of Student Learning

The Outcomes Assessment Committee (OAC), a subcommittee of the Learning Instruction and Curriculum Committee (LICC), at Barton consists of Faculty, Deans, and the Vice President (VP). Its main purpose is to assist faculty in the assessment and improvement of student learning. It serves as a central hub of assessment knowledge, information, and data for Barton, as well as offering training for the various levels of assessment.

Assessment Model Description

The following is a description of the Barton Assessment Model. For a graphic display of this model, please see the following chart.

1. **Classroom Level of assessment:** Barton instructors use Classroom Assessment Techniques (CATs) to gauge student understanding and comprehension of a given topic or lesson. These in-the-moment assessments enable in-the-moment changes to take place with the purpose to improve student learning. To add additional direction and focus to CATs, instructors involved with the Course Assessment Project (CAP) can identify which competencies are deficient in their classrooms. This will allow them to direct their CATs at specific parts of a given competency; thereby, shedding light on the possible causes for the lack of comprehension and hopefully, improve student learning. This improvement should then be reinforced by feedback from the next round of the course assessment demonstrating whether or not improvement within the competency itself has occurred.

2. At the **Course Level of assessment**, the CAP asks instructors to determine a way to assess the course competencies. Most often this is done by identifying items on a Final or Post-Test within the course. This is done by aligning questions within the exam to specific course competencies. Thus, regardless of the percentage of students passing the exam, an instructor can look at specific questions and ask themselves, "How come only 29% of the class got number 5 correct?" The visual below uses Business Calculus as an example, which uses a Post-Test as its course assessment. Note the percentages do not represent pass rates, but rather how well the class did on specific questions within the exam itself. Since only 29% answered the question relating to competency regarding concavity, the instructor can now use CATs to investigate the issue further the next time the course is taught and perhaps try a new method for teaching the concept. Four such competencies are listed, although many more are included; they are specified because they directly relate to Barton's

General Education Outcome F-1. These four competencies are then pooled together to determine the overall percentage that were answered correctly as it relates to F-1 (69%). This provides yet another layer of detail as it relates to their students ability to achieve the F-1 goals and abilities which can then be further investigated at the classroom level with CATs.

3. The process of (1) and (2) is repeated for all CAPs each resulting in an overall score for F-1.

4. All of these scores are pooled to create an overall score for F-1. Scores are drawn from multiple course assessments where competencies assessed at the course level have been identified as also aligning with General Education Outcome F-1.

5. Processes (1), (2), (3), and (4) are then repeated for all of the general education outcomes F-1 through F-5, resulting in an overall assessment of the general education outcomes. This represents the Degree Level of Assessment at Barton, referenced as Degree Level Embedded Assessment which originated as an AQIP Action Project (#1586).

6. All five of the general education outcomes are then combined into one overall score assessing the general education outcomes as a whole. This is then presented to the BOT as a measure of the ENDS statement directed at the Outcomes Assessment Committee (OAC): "Students will have the essential skills to lead productive lives. Assessment of the General Education Outcomes will serve as an indicator of the essential skills retained by our students and their ability to lead productive lives."

Classroom Level Assessment (Figure 1P18a)
By far, the most long standing and developed level of assessment at Barton, is classroom level assessment. Since the fall of 2001, Barton faculty has been encouraged to incorporate Classroom Assessment Techniques (CATS) into their instructional delivery using the works of Thomas Angelo and Patricia Cross, as a resource and guide. As a process, faculty administer a CAT within their courses to identify areas that need improvement or further explanation, enact these changes and then gauge whether or not improvements have occurred. This allows for the process to repeat itself as necessary, the goal being to isolate the exact issue at hand such that improved student learning can take place.

Faculty is expected to administer CATS in their classes. Additionally, to encourage and verify that CATS are being done, faculty members are asked to document the use of CATS using a survey tool. This tool has taken many forms and most recently has been directly related to two related AQIP Action Projects (#1624, #1625).

Course Level Assessment (Figure 1P18b)
In 2003, the course assessment project (CAP) was established to assist faculty in identifying areas of concern within their courses. A lead instructor is designated as the course coordinator and serves as the contact person for that course. He or she organizes the faculty within a given course to work to determine a common method to assess the agreed upon course competencies. A vast majority of course assessments at Barton involve a final exam, whereas questions are identified to assess a specific competency. This, in turn, gives an instructor insight into which course competencies they need to focus on improving. Specifically, CATS can now be used to isolate the precise issue within a stated competency. Thus, any improvements made at the classroom level should be reflected at the course level and vice versa thus creating a natural feedback loop overseen by the individual instructor and course coordinator. Currently, twenty-one courses participate in the CAP, with more courses added each semester.

Degree Level Assessment (Figure IP18c)
The BOT established the following ENDS Statement, "Students will have the essential skills to lead productive lives." The assessment of Barton's General Education Outcomes was determined to satisfy this measurement and represents Barton's direct measure of degree level assessment (DLA); earning a Barton degree will enable students to achieve the five General Education Outcomes.

The Degree Level Embedded Assessment (DLEA) AQIP Action Project (#1586) looks at course level competencies identified and assessed by the CAP and adds another assessment layer; faculty determine how the competencies align with Barton's General Education Outcomes. The DLEA process allows the CAP to serve a second purpose, to identify patterns related to the alignment of competencies and General Education Outcomes, which may indicate an even larger issue. Consequently, these issues can be assessed, measured, and considered more judiciously using CATS.

Thus, the three levels of assessment, degree, course, and classroom, are now directly related. Improvements at the classroom level should be reflected at the course level and degree levels and vice-versa creating a feedback loop; whereby, each layer identifies areas of improvement as well as providing feedback as to whether previous efforts have been successful or not. This assessment model was implemented in 2008; it is currently in its infancy. The model will continue to mature as the other layers of assessment also mature.

Classroom Level Assessment

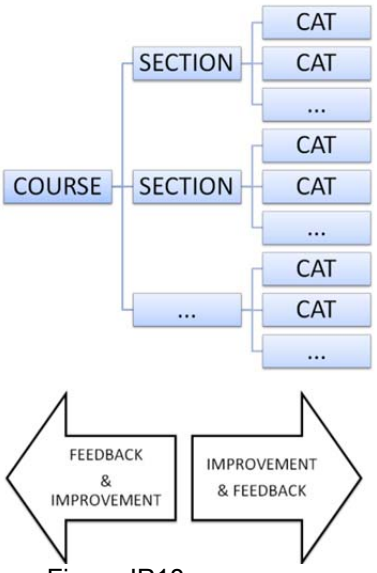


Figure IP18a

Course Level Assessment

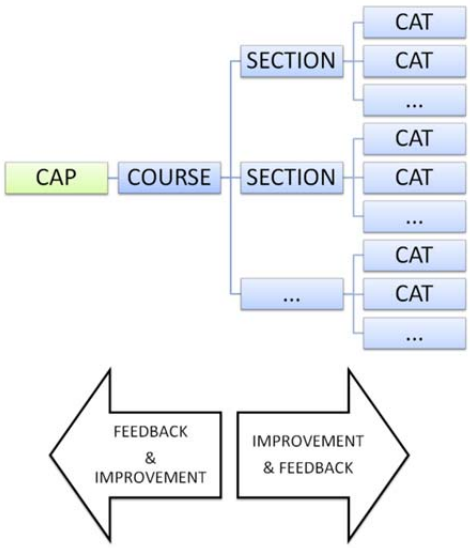


Figure IP18b

Degree Level Assessment

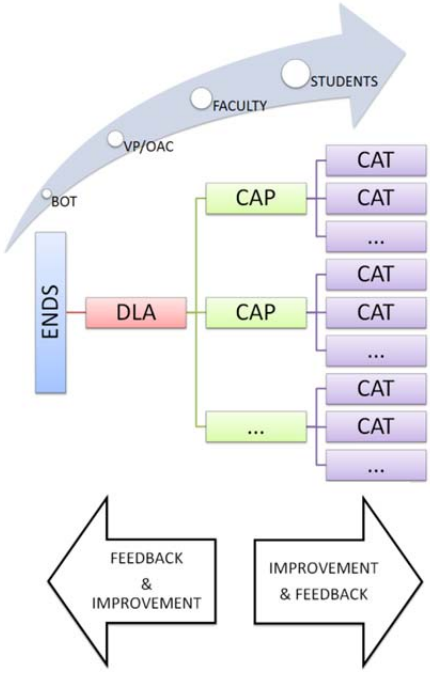


Figure 1P18c

The indirect measure of student learning at the degree level is collected from the Barton Graduation Survey. First administered in 2006, the survey questions students about their academic preparation at Barton, focusing on general education coursework completed as part of an associates' degree. The purpose of the survey is to identify strengths and weaknesses in Barton's general education program.

Barton designed its assessment process with the "ends" in mind. Faculty set a goal to create a system that would gauge students' learning and facilitate curricular improvements. In developing this system, Barton created a natural feedback loop guided by assessment data. The process was driven by faculty, endorsed by OAC, and then approved by LICC. Additionally, individual departments such as Nursing, Automotive, Paramedic, Hazardous Materials, and the Military have specific certifications and licensure requirements which must be maintained.

1R1. Collected Measures of Student Learning and Development

The primary method for measuring student learning achievement at Barton is the Barton Assessment Plan which assesses at the classroom, course, program, and degree levels to identify improvements which will enhance student learning. The assessment "loop" is closed through the discussion of results among faculty peers, adjustments made to instruction and/or curriculum, consideration of alternate approaches, evaluating the assessment instrument, reassessment of learning outcomes following adjustments, and when appropriate, discussing the results with students. Barton utilizes a number of assessments methods to measure student performance. Figure 1R1a identifies the data collected and the cycle for collection.

Data	Cycle
Faculty Assessment of Class Performance	Varies
Classroom Assessment Techniques (CATS)	Semester/Cycle
Program Level Survey	Annually
Student Course Evaluation	Semester/Cycle
Course Level Evaluation	Semester
Degree Level Assessment	Semester
Completion Rates	Annually
Retention Rates	Annually

Figure 1R1a

Figure 1R1b displays Barton's degree level assessment which focuses on five outcomes. Descriptions of the outcome expectations appear below and the chart indicates the number of items that have been utilized to evaluate each outcome.

F-1 Study a given subject critically, including processes to analyze and synthesize important parts of the subject, to ask appropriate and useful questions about the study of this subject, and to solve problems within the subject area.

F-2 Relate the relevance of a given subject to the individual student's life, to develop habits that encourage life-long, responsible and independent learning, and to apply appropriate and useful knowledge of the values, conventions, and institutions within an academic discipline.

F-3 Describe how history works, including how historical perspectives can strengthen understanding of a given academic subject, and how the history of human endeavor has helped develop that subject.

F-4 Explain how technologies affect important parts of human life and how information technologies shape the study of a given subject.

F-5 Explain how culture develops through various aspects of human endeavor, how culture develops understanding of a given subject, and how a given subject develops within different cultures.

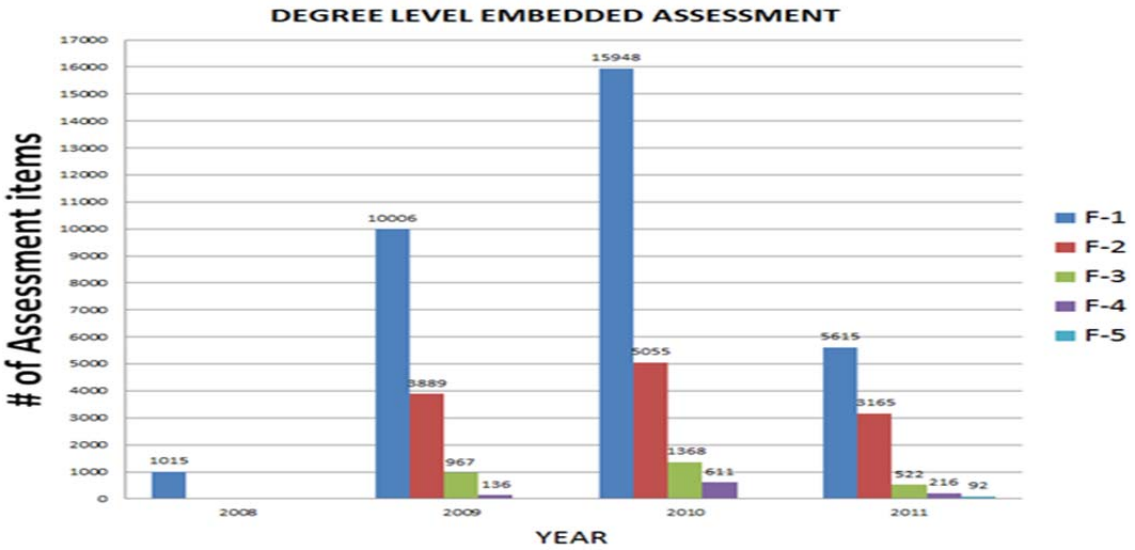


Figure 1R1b

Degree level assessment as it relates to Degree Level Embedded Assessment directly ties to the CAP. Initially, only one of the CAPs went through the process of identifying questions/items that dually assessed Barton's General Education Outcomes as well as the course competencies as it relates to course assessment. In 2008, 1015 questions pooled from multiple instructors and sections of the course were analyzed. This number has grown steadily since 2008 as more courses, instructors and sections are included. (*For a visual, see figure: 1R1b; note the data is sorted by year and by fundamental outcome, additionally, the 2011 numbers are low due to the fact that it does not yet include fall 2011*).

Course level assessment through the Course Assessment Project (CAP) is currently overseen by the Outcomes Assessment Committee (OAC) through the respective Course Coordinators. Currently 21 courses have active course assessments in place; however, there are many that are currently under development.

Classroom level assessment through the use of Classroom Assessment Techniques (CATS) is documented using a survey tool. This tool has taken many forms and the most recent version was developed in 2010 under the AQIP Action Project *(#1624)*. Currently, faculty, with some exceptions, are asked to document one CAT for each course, again with some exceptions, that they teach. Based on the survey tool, of the 3073 courses considered since 2010, 1639 of them reported a CAT (53%), this accounts for 204 out of 327 faculty (62%) that were expected to document one. Currently, these numbers are being looked at via the follow-up AQIP Action Project (*#1625*) to determine their accuracy and to follow-up with faculty who were unsuccessful in documenting their CAT. Based on initial conversations, it is believed that faculty are using CATS in the classroom to improve student learning, but are having technical issues with the survey tool, or simply forgot to document it entirely. This is seen as a positive as it indicates the culture at Barton has shifted to see CATS as a natural part of instruction, but rather the documentation needs improved upon.

1R2. Student Learning and Development Performance

The **graduation survey** questions students about their academic preparation at Barton, focusing on general education coursework completed as part of an associates' degree. This gives Barton an indirect measure of the general education outcomes as part of degree level assessment tied to a Board of Trustee (BOT) ENDs statement as described in 1P18. Graduates are asked to rate how well they felt their Barton coursework had prepared them for the future using a five-point interval scale with scores ranging from "Very Well Prepared" (1) to "Poorly Prepared" (5). The respondents were asked to rate their preparedness in the listed areas; the results indicated in 1R2a are the mean score response for each category as listed by year below.

Student Retention is measured as the rate at which students persist in their educational program at an institution, expressed as a percentage. For community colleges this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. Barton's retention of first-time, full-time students is average when compared to the other Kansas Community Colleges. In terms of graduation rate, Barton ranks above the state average (30.8) with a 34% graduation rate. (See Figure 1R2b.)

Barton Graduation Survey

Category	2008	2009	2010	2011
Natural Science	1.73	1.57	1.77	1.73
Economics/Political Science	1.73	1.74	1.71	1.72
Philosophy/History/Religion	1.72	1.62	1.69	1.68
Written Communication	1.62	1.54	1.68	1.68
PE, Health and Performance	1.60	1.56	1.64	1.65
Math	1.72	1.76	1.75	1.63
Developmental	1.62	1.59	1.57	1.61
Language Arts	1.67	1.58	1.63	1.60
Social and Behavioral Sciences	1.58	1.55	1.56	1.60
Reading Skills	1.62	1.54	1.61	1.58
Fine Arts	1.74	161	1.63	1.57
Computer Proficiency	1.62	1.52	1.71	1.51
Critical Thinking	1.59	1.51	1.58	1.48

Figure 1R2a

Student Retention

IPEDS Retention Data (data sampled 9/15/2008)	First-Time, Full-Time Student Retention %	Graduation Percentage Rate Overall
Allen Community College	59	29
Barton Community College	55	34
Butler Community College	59	23
Cloud Community College	60	33
Coffeyville CC	67	55
Colby Community College	67	49
Cowley Community College	56	38
Dodge City CC	49	22
Fort Scott CC	60	35
Garden City CC	58	34
Highland Community College	37	24
Hutchinson CC	65	33
Independence CC	31	34
Johnson Community College	50	11
Kansas City Kansas CC	58	16
Labette Community College	51	23
Neosho Community College	50	24
Pratt Community College	60	37
Seward Community College	57	32

Figure 1R2b

1R3. Program Learning Objective Performance

Program Review

The process for Curricular Program Review was presented in 1P13. This new process began in FY'11 and continues each year with programs on an every three-year cycle. A summary of two of the five WTCE Program Reviews currently underway appears below.

WTCE Program	Review Results Summary
Computer Networking Specialist (Includes degree and certificate)	▪ identify service area and targeted state employers ▪ implement survey to gain insight to the skills and certifications needed to achieve entry-level employment in the Information Technology industry ▪ investigate new certificate possibilities in Cyber Security, Web Developer, and Certiport -report due 11/1/11 ▪ curriculum adjustments - due 12/1/11 ▪ enhance advisory board membership and partnerships ▪ develop marketing plan - due 10/15/11 ▪ instructor and coordinator are to seek eCertification
Criminal Justice	▪ outstanding partnerships noted ▪ excellent integration of academic skills and attention to employability skills in curriculum ▪ recognized student achievement in firearms and crime scene investigation ▪ financial stability ▪ low number of program completers requires report submission 11/1/11 ▪ online delivery plan due 12/1/11 ▪ operations plan focused on internship experience due 2/1/12 ▪ additional reports associated with training opportunities assigned

Figure 1R3b

1R4. Evidence of Student Competence

Students in programs with industry certification include: Advance Degree Nursing (ADN), Practical Nursing (PN), Home Health Aide (HHA), Certified Nurse Aide (CNA), Certified Medical Aide (CMA), Medical Laboratory Technician (MLT), Emergency Medical Technician (EMT) Basic, Emergency Medical Technician (EMT) Intermediate, and Mobile Intensive Care technician (MICT). Barton's average first-time pass rate for all programs with licensure/certification is 85%. That rate has remained steady since the 08-09 academic year. Comparison pass rates of Barton programs appear below; note that all rates are at time of first testing. It is important to note that almost all Barton students are successful at securing certification after completing subsequent testing.

Industry Professional Licensure Pass Rate (At time of first testing)

	2009		2010	
	Barton	**National Average**	**Barton**	**National Average**
CMA	94%	96%	100%	not available
CNA	91%	84%	86%	92%
EMT Basic	68%	64%	68%	65%
EMT Intermediate	100%	69%	92%	69%
MLT	83%	76%	66%	not available
Paramedic	91%	69%	65%	69%
Practical Nursing (certificate)	97%	86%	88%	87%
Registered Nursing (degree)	68%	88%	88%	87%

Figure 1R4

Advisory Board Survey

During the spring 2011 semester, all CTE advisory board members were surveyed for feedback on the effectiveness of Barton's various career technical programs in order to focus on the goal of continuous improvement. Selected results of that survey along with comments appear below.

- 92% are aware that their recommendations/ suggestions are implemented
- 95% felt the career technical program's curriculum is relevant to today's industry
- 93% reported that their respective career program is meeting the needs of the community
- 95% stated there is adequate market demand to support completers of the career program
- 88% believe the career program is marketed effectively
- 93% confirmed the program facilities are adequate to meet the program's objectives
- 91% felt the program's equipment is adequate to meet the program's objectives
- 94% stated the program's technology is adequate to meet the program's objectives
- I continue to be amazed! Great accomplishments are being made. I'm glad to be a part of this board.

- Our success with employees trained at Barton has been great. The instructors have their heart in this program and the results show positively.
- Very productive program. Meeting the needs of EMS for communities.
- With the idea of hybrid courses, the College is right on track—this is a great outreach
- Must be able to continue upgrading facilities & equipment to meet changing needs.

One measure utilized to monitor student preparation for transfer to a baccalaureate program is provided within the KBOR Transfer Feedback Report. The chart below displays the performance of both new and continuing Barton transfer students against all Kansas community college transfer students for the seven Kansas Universities. Continuing Barton transfer students (red bar) are performing at or above all other community colleges, except those transferring to Emporia State (Barton is .07 lower). Barton transfer students who continue university studies maintain higher grade point averages than students who enter a Kansas university directly. Additionally, Barton transfer students on average enter university programs with more credit hours accepted than other Kansas community colleges.

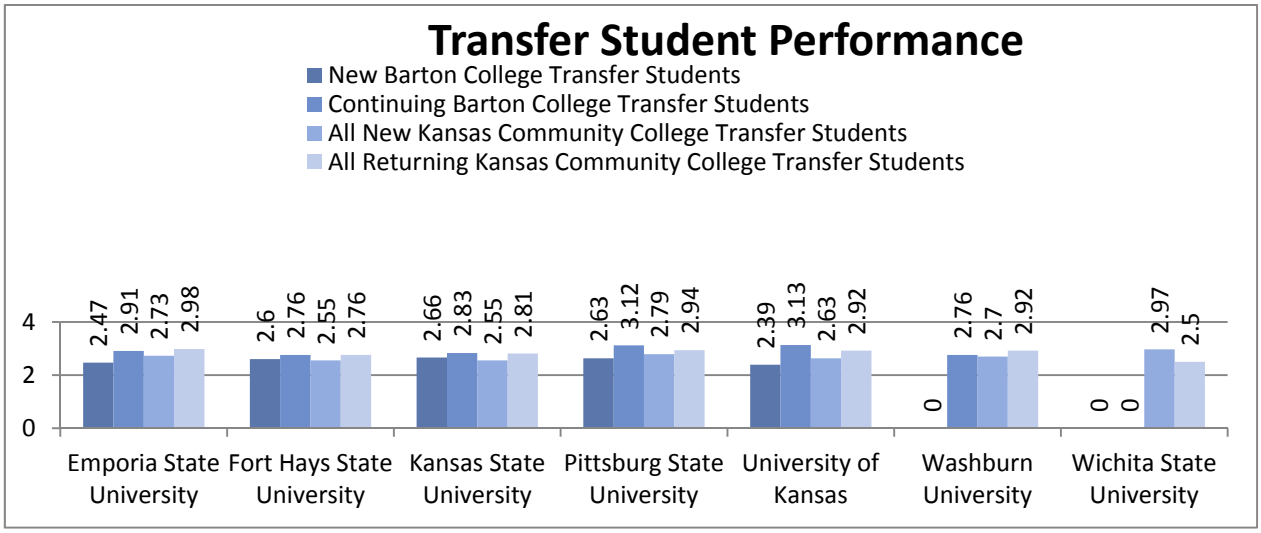


Figure 1R4a

1R5. Learning Support Services Performance

CCSSE Key Findings for 2010 identified the following items that reflect the largest differences (in mean scores) between Barton and the 2010 CCSSE Cohort. Specifically, the greatest differences were for the following areas:

- Talking with advisors or instructors regarding career plans (Barton 72% - Cohort 70%)
- Working with instructors on activities other than coursework (Barton 34% - Cohort 30%)
- Support needed to succeed at college (Barton 98% - Cohort 95%)
- Support to cope with non-academic responsibilities such as work, family, etc. (Barton 66% - Cohort 60%)
- Support needed to thrive socially (Barton 76% - Cohort 72%)

CCSSE Student Satisfaction	2003		2006		2008		2010	
	Barton	CCSSE Cohort	Barton	CCSSE Cohort	Barton	CCSSE Cohort	Barton	CCSSE Cohort
Academic Advising/Planning	2.32	2.19	2.23	2.21	2.27	2.22	2.20	2.23
Career Counseling	2.13	2.03	2.02	2.04	2.02	2.05	1.99	2.05
Job Placement Services	1.83	1.85	1.79	1.81	1.8	1.83	1.76	1.82
Peer or Other Tutoring	2.10	2.11	2.13	2.13	2.12	2.15	2.07	2.16
Skill Labs	2.31	2.22	2.15	2.24	2.07	2.26	2.10	2.26
Child Care	1.85	1.84	1.81	1.74	1.54	1.77	1.59	1.78
Financial Aid Advising	2.25	2.17	2.15	2.18	2.08	2.19	2.14	2.21
Computer Lab	2.41	2.45	2.39	2.49	2.38	2.49	2.32	2.49
Student Organizations	1.99	1.93	2.01	1.94	1.98	1.97	2.06	1.98
Transfer Credit Assistance	2.16	2.06	2.14	2.05	1.99	2.07	2.11	2.08
Services for People with Disabilities	2.07	2.09	1.90	1.99	1.72	2.01	1.96	2.02
[Range: 0 = "Not Applicable", 1 = "Not at All Satisfied", 2 = "Somewhat Satisfied", 3 = "Very Satisfied"]								

Figure 1R5a

Students responding to the Graduation Survey regarding their satisfaction with primary Student Support Service offerings indicated no student found any support service ranked as "poor". The chart below displays the specific areas evaluated with the corresponding level of approval.

Satisfaction: Barton Student Support Services
Graduation Survey

2009-2010	Excellent	Good	Ave	Poor	N/A	Overall Positive Rating By Respondents Using Service
Tutoring Services	32 (68%)	8	0	0	7	100%
Counseling Services	32 (68%)	9	0	0	6	100%
Cultural Activities	28 (70%)	5	0	0	14	100%
Advising Assistance	37 (96%)	8	0	0	2	100%
Disability Services	17 (51%)	7	1	0	22	96%
Workshop Services	29 (79%0	8	0	0	14	100%
Overall Services	39 (98%)	7	0	0	1	100%

Figure 1R5b

1R6. Process Comparisons

Barton uses summary national and statewide statistics for public, two-year institutions as one basis for analysis when evaluating student performance. Results of the various comparisons appear below.

KBOR Transfer Feedback Report

Barton transfer students (to Regent Universities) are performing at or above all other KS community colleges, except those transferring to Emporia State where Barton is .07 lower (See Figure 1R4).

National Community College Benchmark Project (NCCBP)

Barton ranked higher than the 90th percentile when compared to other community colleges in the NCCBP cohort with regard to the success rate of students enrolled in college-level coursework. Barton rankings for specific developmental and college level courses appear in the chart below.

Rank among NCCBP Cohort

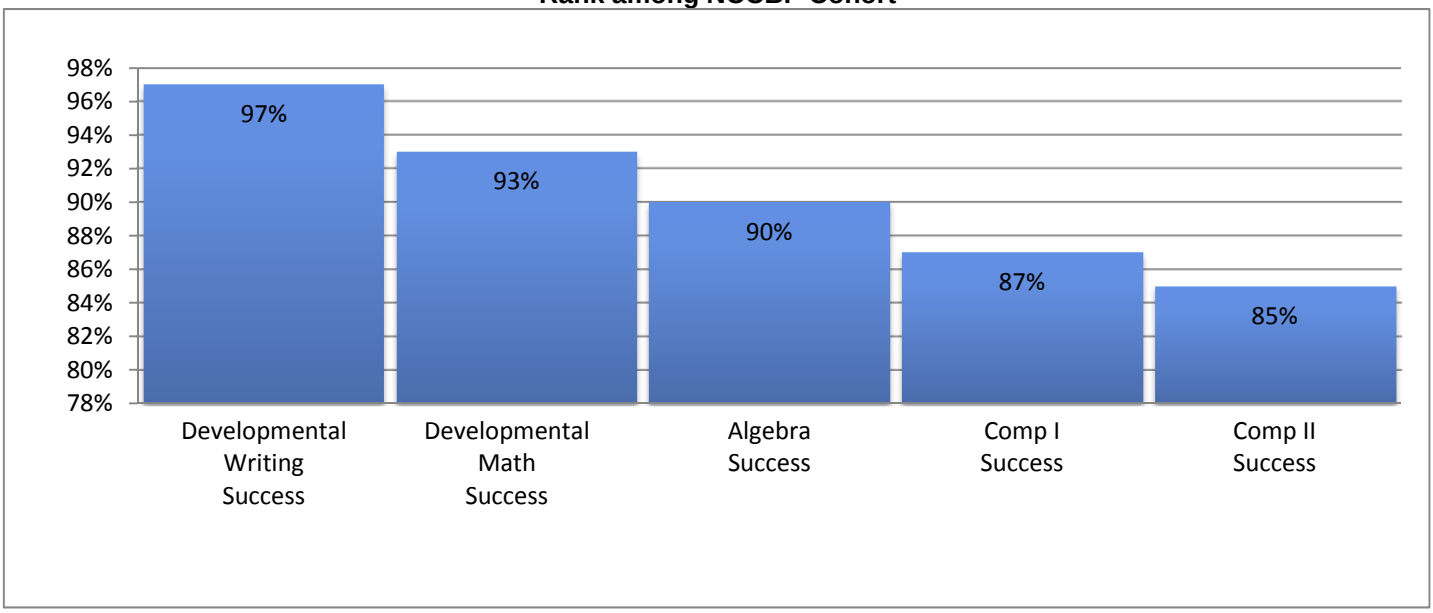


Figure 1R6a

Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report

Graduation Rates

Barton's Graduation rate (for normal time) is equal to the median of the other Kansas community colleges. When completion time is extended to 150% of normal time, Barton is 4% above the 18 Kansas CC's median, and when completion time is extended to 200% of normal time, Barton is 3% higher (See chart 1R6a). When compared to the average number of degrees awarded by all Kansas community colleges, Barton awards twice as many (See chart 1R6b).

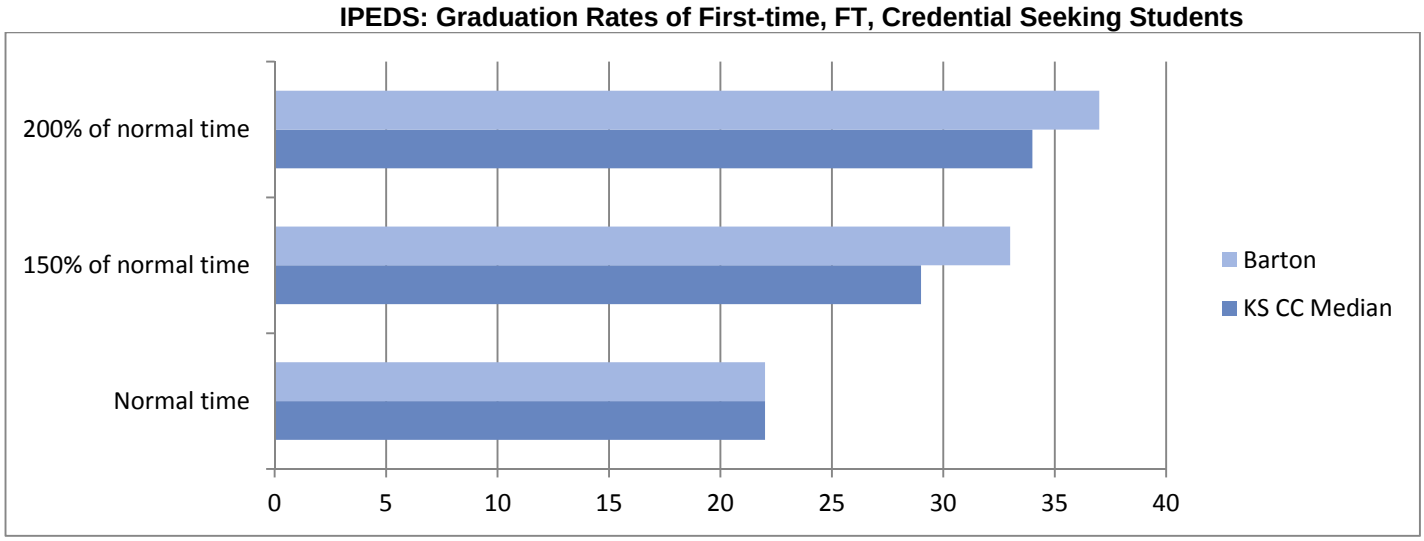


Figure 1R6b

Number of Degrees and Certificates Awarded

Figure 1R6c provides a visual representation of Barton's degree and certificate production as compared to the average for all Kansas Community Colleges. This IPEDS data confirms that Barton confers about twice as many one year certificates, and more than double the number of associate degrees granted annually.

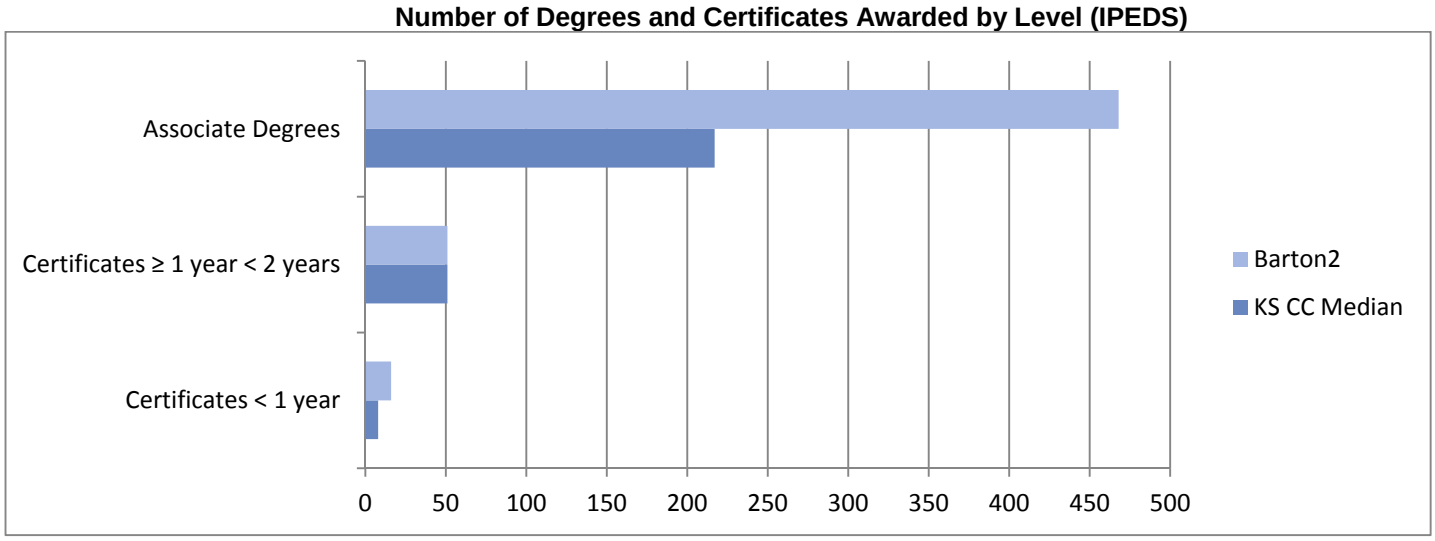


Figure 1R6c

1I1. Improving Processes and Learning Systems

Title III Initiative

The Title III Grant awarded to Barton Community College has five primary goals with each goal having a subset of initiatives. The entire purpose of these goals is to collectively increase student learning by improving course quality, eliminating student service obstacles, improving student retention, and retraining and empowering the BartOnline faculty to provide students an engaging, supportive and proactive environment in which their learning can be maximized. Through the Title III grant, specific initiatives are being implemented to educate and communicate with students regarding student services as well as identify and improve shortcomings that presently exist for BartOnline students. Additionally, faculty are provided training, support and professional development opportunities with the focus to dramatically increase student learning through increased instructional effectiveness, creation of student focused classroom environments, and the implementation and usage of classroom assessment tools to accurately gauge student learning and make revisions and improvements as appropriate. Finally, student retention initiatives help to ensure

students are successful in their courses prior to a course's start, during the course, and throughout their tenure with BartOnline.

Given that all of the Title III Goals work to improve student learning, Goal 2 of the Title III grant specifically seeks to improve the assessment of student learning. By the end of the grant, ninety percent of BartOnline faculty are to incorporate methods to monitor day-to-day student learning. Additionally, faculty are to work together within their disciplines to produce comparative data across delivery modalities to ensure students are effectively learning content material regardless of the modality in which they choose to consume it. To accomplish Goal 2, Distance Learning staff and Outcomes Assessment Committee members work together to increase education and clarify expectations for faculty. Although it covers multiple goal requirements, the eCourse improvement process also helps ensure courses are utilizing classroom assessment since an assessment item must be in place in a given course in order to successfully pass this review. The Title III goals target a September 2014 completion date.

Goal 1: Increase academic and support services at several points in the College's interaction with students.
1a. Increase student awareness of academic and support services to 80%
1b. Increase student satisfaction with the quality of academic and support services to 80%

Goal 2: Improve assessment of student learning.
2a. Increase the percentage of distance learning instructors who incorporate class-level assessment to monitor day-to-day learning of their students to 90%
2b. Increase the percentage of distance learning instructors who demonstrate incorporation of improvement strategies resulting from assessment data to 90%
2c. Increase the percentage of course, program, and degree assessment projects that produce comparative data for online vs. on-ground student learning to 90%

Goal 3: Increase distance student retention.
3a. Increase the percentage of online students who persist from enrollment to course start to 55%
3b. Increase the percentage of online students who persist from course start to course completion to 90%
3c. Increase the percentage of hybrid students who persist from course start to course completion to 85%

Goal 4: Increase Distance Learning Faculty and Staff Development.
4a. Increase the percentage of new distance learning instructors who score 80% or higher on key course quality indicators (ecourse certification exam) to 90%
4b. Increase the percentage of experienced distance learning instructors who score 80% or higher on key course quality indicators (ecourse model organization and design; curriculum: syllabus, instructional design, assessment, content, student support) to 90%
4c. Increase the percentage of new and experienced distance learning instructors who participate in distance learning training to 90%
4d. Increase the percentage of distance learning instructors who receive distance instruction certification to 85%

Goal 5: Increase the percentage of distance learning courses that incorporate interactive technology.
5a. Increase the percentage of distance learning courses that incorporate interactive technology to 80%

Classroom Level Assessment

An AQIP Action Project has been designed to address the classroom level of assessment process (AP #1625). This AP was identified in section 1R1.

Developmental Education

The Developmental Education committee has reviewed various learning strategies recently put into place (Learning Communities, Mastery Learning) gathering statistical data (pass rates, retention, completion) in conjunction with the college's IT Department. After evaluating the data, practices were revised to better serve student success needs. Developmental mathematics and English courses are capped at a 20-25 student enrollment maximum to ensure students receive the best possible instructional setting for success. As a result of data collection process, several courses have been developed to improve student progression in language utilization including: Conversational English, Academic Vocabulary II, ESOL Sentence Structure, Intro to English Language I & II, English Study Skills, and ESOL I, II, and III.

Developmental Student Success

A redesign of developmental courses is in process, changes are being developed to help students become college-ready as soon as possible in an efficient, timely, and cost-effective manner. The process is described below.

Developmental Redesign Project

Problems

- High course failure rates;
- Low retention rates in developmental courses;
- Lack of individualized instruction; and
- Length of time required to complete a Developmental Education sequence.

Goals

- Improving learning outcomes;
- Provide flexibility to address individual needs and academic plans;
- Students are successful in college-level work; and
- Create an active, student-centered learning environment with the assistance of technology.

Processes

- Review successful instructional practices and their correlation to student success;
- Faculty professional development webinars, Skype session with representative from successful program;
- Instructional teams (English, math, reading, Student Success) develop approach, instruction, and model;
- Reviewed Barton and Kansas core competencies and developed modules models (incorporating modules or other appropriate strategies)
- Team recommendations presented to committee;

Next steps

- Involve other departments for input – including, Registrar, Financial Aid, tutoring, etc.
- Present to Vice President of Instruction and Student Services
- Present to LICC

Anticipated Outcomes

- Syllabi – approved by December 2011
- Pilot Fall 2012

State Regents Processes

As a result of communicating with the state Regents, this year KBOR changed their CA-1, New Program Request Form, to include subordinate credentials. This allows Barton to quickly and easily submit program approvals when building a program related to an existing degree, and better serve students.

Student Transfer Success

In order to further strengthen transfer articulation agreements, an Action Project is currently underway. The AP has five tasks, including:

- Streamlining the development process
- Monitoring and managing current agreements
- Enhancing website promotion of agreements
- Creating a marketing plan to enhance awareness
- Enhancing participant tracking

Student Services

One recent change made through the institution's Title III grant has been a pilot project to test a new Early Alert system for students taking online (eCourse) classes. This alert system builds upon the previous model by pulling "attendance" (login) and grade information directly from the LMS instead of having to rely on instructors to report this information to support staff. It further automates the process and allows the process to be run earlier in the semester, which is an essential component of successful early alert systems.

Electronic surveys of students taking at least one online course have been taking place for over two years, also as part of the Title III grant program. These surveys help us to collect information on access to and satisfaction with services. Additionally, we are able to compare ourselves against national (or regional) "best practice" standards, and set benchmarks and goals.

Yet a third Title III related development has been the focus on providing and marketing to students (especially distance students) the availability of tutoring resources. Early usage data suggests low usage but evidence of awareness, satisfaction, and appreciation for the option and the knowledge of the service's availability are positive.

Implementation of a Financial Aid Warning Acknowledgement process has pushed students to report awareness of their FA warning status. It also requires students to report steps they are taking to improve their academic progress and

request resources that may be helpful to them. In return, the support services personnel can share specific information about services available relevant to each students' individual situation.

Another development has been the movement away from hard copy notification of electronic/online services to electronic notification of such services. This notification takes the form of an email and provides students with information on accessing the various electronic information sources available to them, such as their student email, the student information system, and their online course companions.

Workforce Training

The Workforce Training and Community Education (WTCE) Division has a new college goal to administer WorkKeys assessments to all career technical students. This initiative will result in Kansas WORKReady! credentialing of all Barton career technical students.

Kansas WORKReady! is an employment initiative that utilizes WorkKeys assessments to award career readiness certificates through the assessment of student skills in Applied Mathematics, Locating Information, and Reading for Information. This certification is of value upon entering the workplace, as employers utilize the WORKReady! certificate as an additional tool to select quality applicants.

Barton was awarded a Community-Based Job Training (CBJT) grant in 2009. The purpose of the grant is to provide career technical training to inmates and community corrections participants across a defined service area (currently serving two facilities). The grant also provides for wrap-around services such as GED, Life Skills and Kansas WORKReady!. Since the implementation of the grant, Barton has trained 95 inmates, of which 51 have successfully completed and been awarded Kansas WORKReady! certificates.

WTCE Career Experiences

One means of better preparing students for entry into the workplace, is the provision of career experiences as part of the curricular training. Currently, career experiences are available predominantly to students in healthcare programs. The Workforce Training & Community Education (WTCE) Division is working to enhance career experiences across all career technical programs. These experiences may include job shadowing, internships, field experiences, clinicals, or practicums. The division's focus to increase the availability of career experiences relies on the enhancement of employer partnerships.

1I2. Targets for Improvement

The BOT has a yearly schedule for reviewing each ENDS Statement. ENDS Statement Reports include measurement of key performance indicators that are identified by the Trustees. The BOT assesses the key performance indicator outcomes, to determine relevancy, and need for continuation or discontinuation. Furthermore, since 2006-2007, the BOT has convened two Retreats per year. During the Retreats, the BOT routinely reviews the appropriateness of the ENDS Statements and their "fit" to the institutional vision and mission. Since 2006-2007, the BOT has affirmed continuation of six ENDS Statements and in 2010, they determined that there needed to be a process in place to assess and guide institutional strategic planning and service region identification. Accordingly, two ENDS Statements were added. As for revisions, BOT has made several key performance indicator modifications over the years for purpose of ensuring up-to-date assessments according to institution's changing environment.

Recently, the Service Enhancement Committee (SEC) was developed to address more complex service issues as they apply to students. Created with the foundation of quality customer service, the committee will address everything from enrollment processes to faculty/staff professional development.

Curricular Changes

Creation of the Programs 'n Processes Committee has greatly enhanced the College's ability to address curricular changes at the local, state, and national levels. Conversations that occur at this meeting enhance cross-institutional relationships and services as well as support the needs of our students and faculty.

Process for Program Discontinuation

The College is guided by the Curricular Approval Matrix (CAM) designed by a committee of faculty and staff to better develop and inform the college community regarding course or program development. This matrix does not include such guidelines for the discontinuation of a program. An AQIP project declaration will be formed to address this matter.

Action Project: Assessment
At the degree level of assessment, the BOT is presented with the Degree Level Embedded Assessment data by the Outcomes Assessment Committee to make recommendations, identify areas of improvements and set targets. This is filtered to the course level where the Course Coordinator along with the faculty related to a given Course Assessment Project (CAP) disseminate the course assessment data and faculty can identify areas for improvement and set targets for their courses. This is again filtered to the classroom level where faculty, including those not currently involved in the CAP, identify their own areas for improvements based on Classroom Assessment techniques and set personal targets for improvement in the classroom.

Action Project: Mastery Learning Communities
Mastery Learning Communities were developed after research that included collecting Barton student data as well as data from similar projects at other institutions. Through the DE committee, a series of Best Practices were determined and replication of such ensued.

Action Project: Essential Skills Preparation
A method of better preparing students to enter the workforce is to ensure their training includes all aspects of success as identified by the professionals in the field, and not limit training to only "hard skills". During the spring 2011 semester, the WTCE Division began an Action Project to address this preparation.

Goals:
- Identify desired employee essential skills from national research, business/industry feedback, accreditation agencies and/or certification entities
- Identify current approaches to teaching essential skills
- Identify alternative methods for facilitating essential skills with career technical education students
- Implement select essential skills training in all career technical programs

Processes:
- The division assembled a faculty committee members interviewed all career technical faculty and gathered feedback on how essential skills were already being taught in specific WTCE program curriculum.
- The committee also facilitated discussion with all of the College's career technical advisory boards to gain their perspective on essential skills in the workplace.

Outcomes:
- Feedback received from the faculty and advisory board members was analyzed and six common essential skills were identified for the project.
  - Accountability
  - Communications
  - Critical Thinking
  - Customer Service
  - Professionalism
  - Self-Management
- A Google survey was conducted to determine how peer institutions address essential skills in career technical programs. The comments received reflected little to no activity as it applied to the implementation of essential skills in career technical programs.
- A survey of CTE students provided comparable results to the feedback received from the career technical faculty and advisory board members. The committee discussed how the student's responses indicated their awareness of what employers expect from them, yet advisory board members (employers) shared that the majority of employees do not demonstrate appropriate essential skills.
- The committee assessed the student feedback and was surprised to find the six identified essential skills were also skills that students identified.
- In response to the committee's work, faculty will be required to incorporate the six identified essential skills in their programs during the 2011-2012 year. At the conclusion of the academic year, faculty will self-evaluate the project and submit a report to their Executive Director. Executive Directors will review reports and share results with the Essential Skills committee. The committee plans to continue this AQIP project to gain faculty feedback, to update advisory board members, and to enhance the project as appropriate.

Category 2: Accomplishing Other Distinctive Objectives

2P1. Design and Operation of Key Non-instructional Processes (See also O.2, 2P2)

The Board of Trustees (BOT) adopted the Barton Governance model on November 21, 1996. Based on the principles of Carver Policy Governance™, the Barton Model identifies eight ENDS that designate the results for which Barton exists, the beneficiaries of those results, and the value of the results. Five of the ENDS guide the design and operation of key non-instructional processes; the ENDS that specifically relate to accomplishing other distinctive objectives include:

END 4: Personal Enrichment
END 5: "Barton Experience"
END 6: Regional Workforce Needs
END 7: Service Regions
END 8: Strategic Plan

Barton strategic goals and objectives are identified in the Barton Success Plan as discussed in 2P2; in response, institutional units or departments design corresponding key non-instructional processes. Please see Figure O.2 for detailed chart that identifies the methods for designing and operating select key non-instructional services.

2P2. Determining Other Distinctive Objectives (See also, 2P1)

The College determines other distinctive objectives through three integrated components of the strategic planning process:

Planning Component	Primary Responsibility	Related Processes to Determine Other Distinctive Objectives	Outcome(s) Related to Other Distinctive Objectives
Barton Governance	BOT	▪ The BOT operates under Barton Governance directed policies and as such sets the policy and ENDS for the college. ▪ **ENDS:** The board defines which human needs are to be met, for whom and at what cost. Written with a long-term perspective, these mission-related policies embody the board's long-range vision.	▪ END 4: Personal Enrichment ▪ END 5: "Barton Experience" ▪ END 6: Regional Workforce Needs ▪ END 7: Service Regions ▪ END 8: Strategic Plan

Barton Success Plan	President	▪ Document alignment
		  ▪ Accreditation documents (HLC, AQIP)
		  ▪ System (KBOR Foresight 2020, Performance Agreements)
		▪ Internal and External Environmental Analysis
		  ▪ Review of SWOT
		  ▪ SOAR Analysis
		  ▪ Environmental Scan
		▪ Refine strategic direction with key stakeholders
		▪ Define and refine measurable indicators with key stakeholders
			▪ Goal 1: Maximize student learning and success
			▪ Goal 3: Facilitate a culture of innovation, excellence, and quality improvement
			▪ Goal 4: Ensure efficient management and stewardship of resources

Yearly College Plan (YCP)	President's Staff	▪ Division/departmental leaders collaborate with staff to review Board ENDS and Barton Success Plan
		▪ Divisions and departments review existing data analyses (including design guides identified in 2P1) to develop action plans
		▪ Divisions develop objectives responding to Barton Success Plan
		  ▪ Linked to guiding documents previously identified in Barton Success plan
		  ▪ Incorporates timed, measurable performance indicators
			▪ Department/Division Action Plans and Performance Indicators
			  ▪ Athletics
			  ▪ Business Services
			  ▪ Grants
			  ▪ Institutional Advancement
			  ▪ Information Services
			  ▪ Student Services

Figure 2P2

2P3. Communicating Expectations Regarding Objectives

The College routinely communicates its expectations to internal and external stakeholders by employing strategies designed to reach the broadest audience possible. Board Study Sessions and Board Meeting schedules are published on the web and distributed to local media for publication. Furthermore, the meetings are open to the public. BOT meeting minutes are posted on the Internet and available for review by all stakeholders. Information is also distributed through the Annual Board Report Card, executive summaries, annual reports, newsletters, radio and television announcements, paid advertising, press releases, or feature stories.

Internally, regularly scheduled College-wide forums, departmental and team meetings, and e-mail are used to communicate with the College community and to gather feedback on current issues and concerns. To inform stakeholders of discussions and topics, President's Staff meeting notes are published on the website. Members of the President's Staff conduct departmental meetings to communicate with their staff and bring ideas, comments, and concerns back. During the annual and the five year strategic planning processes employees are encouraged to

participate in informal and formal discussion sessions and to share ideas. The Strategic Planning documents, as well as the yearly plans, are posted to the web site and updated regularly to inform constituents of progress.

In addition, Barton communicates regularly with Advisory Boards, academic partners, business and industry, student and community representatives, and others to solicit input and share information. Most of the communication is conducted through face-to-face or media-enabled technology.

Finally, the first responsibility listed on the Job Description of a Board member is "linkage with the public regarding ENDS"; this is accomplished through meetings with the community; meetings with other public boards; hosting opportunities that afford owners the opportunity to learn about the College; and during open sessions of Board meetings.

2P4. Assessing and Reviewing Objectives

The Office of Institutional Research (OIR) coordinates reporting of Board ENDS Monitoring Reports; the presentation schedule is published on the Barton website along with links to existing reports. Collaborating with OIR staff, Barton administrators collect, analyze, and report data to stakeholders. During the report development and analysis phase, individual programs, departments, and data owners have the opportunity to present an annual review of each of their corresponding objectives. The Monitoring Reports serve as an annual validation of efforts and accomplishments. At the end of the year, President's Staff reviews the Yearly Plan and corresponding assessment data. The resulting data provides a baseline for the development of the new Yearly College Plan (YCP).

END/Report Schedule	Monitoring Report Assessment Tools for Assessing Appropriateness and Value of Objectives	Assessment Participants
END 4: Personal Enrichment/ January	▪ Barton County Campus Student Activity Reports ▪ Barton Graduation Survey, CCSSE ▪ Shafer Art Gallery Reports ▪ Music/Theater Reports – Cohen KS History Center ▪ Silver Cougar Club Reports	▪ Activity participants ▪ Activity providers ▪ Community stakeholders ▪ External agencies and/or partners ▪ Students
END 5: Barton Experience/July	▪ Barton Difference ▪ Barton Graduation Survey, CCSSE ▪ PACE	▪ Students at all sites including distance students ▪ Barton graduates ▪ Students utilizing specific services
END 6: Regional Workforce Needs/ November	▪ Advisory Boards ▪ Chambers of Commerce/Economic Dev. Boards ▪ Contributions (Financial, in-kind) ▪ Labor Data/Employers ▪ Military Program Data ▪ Partnership Reports ▪ School Districts ▪ Training Reports ▪ Trends and Opportunities	▪ 275+ Business and industry partners ▪ Advisory Board Representatives from Business and Industry (17 Boards) ▪ Chamber of Commerce and Economic Development Board Representatives ▪ Employers ▪ School district representatives from 15 districts ▪ Training participants ▪ U.S. Army Administration and Student populations
END 7: Service Regions/ October	▪ Advisory Boards ▪ Chambers of Commerce and Economic Development Boards ▪ Employers/Labor Data ▪ Revenue Reports ▪ School Districts ▪ Trends and Opportunities	▪ Representatives from geographic areas identified to be compatible with the Barton mission and offering a competitive advantage where the college can maximize revenues and minimize expenses ▪ New Markets: As identified ▪ Seven County Service Area
END 8: Strategic Plan/ August	▪ Academic Quality Improvement Plan ▪ AQIP Action Project Reports ▪ Barton Success Plan ▪ Higher Learning Commission Accreditation Criteria ▪ Kansas Board of Regents policies and mission ▪ Monitoring Reports	▪ Internal and External stakeholders ▪ Specifically identified individuals and populations as identified

Figure 2P4

2P5. Faculty and Staff Needs

In preparation for the upcoming year, department and divisions participate in the planning processes described in 2P1, 2P2, and 2P4. Deans and supervisors work along with faculty and staff to identify annual goals and objectives for their unit. Together, they identify resources, training, and support needed to accomplish the goals and objectives.
Additionally, all College faculty and staff develop individual goals and are encouraged to link these to College objectives. Supervisors identify faculty and staff needs during annual performance appraisals and, when possible, incorporate them into the department/division action plans. Individual goals that are not incorporated into the YCP are addressed individually and resourced if possible.

2P6. Incorporating Information on Faculty and Staff Needs

Employees and their supervisors participate in an annual review process designed to establish goals for the next year and to review the previous year's progress. Employee goals are connected to the strategic and YCP to ensure that all are tied into the overall direction of the College. During this process, job descriptions are reviewed to determine if the environment has changed and if the descriptions and duties needed to be revised. Supervisors and employees collaborate to ensure that necessary resources are available to accomplish the goals.

Employees have the opportunity to establish new or improve existing processes through their participation on institutional and action project teams. Action projects can evolve from individual employee suggestions, departmental or institutional need, or supervisor designation. Action projects can evolve from individual employee suggestions, departmental or institutional need, or supervisor designation.

2R1. Measures of Non-Instructional Objectives Collected and Analyzed Regularly (See also 2P4)

Each Board END identifies specific reporting tools that are used to measure the accomplishment of the major non-instructional objectives. Additionally, data from these tools are supplemented with other relevant data sources that provide further evidence of accomplishment. For example, most externally funded programs require progress reports relative to the accomplishment of objectives, participant demographics, and budget. The Board ENDS creation details documents exist for each END; outlining related essential skills, reporting tools and definitions relative to the specific Board END. Finally, the Office of Institutional Research created a data repository for internal and external stakeholders. The stakeholder groups include administrators, faculty, staff and community.

2R2. Results for Accomplishing Other Distinctive Objectives

Regularly scheduled Board ENDS Monitoring Reports are submitted to the BOT to identify the degree to which the ENDS key performance indicators are being met. These reports are a component of the standardized reporting process which is reviewed each year to determine effectiveness and need for improvement. An example of accomplishing other distinctive objectives is the Board ENDS Monitoring Report for "Barton Experience" which includes students' perception of their experience at Barton Community College.

ENDS MONITORING REPORT: ENDS 5
POLICY TITLE: "BARTON EXPERIENCE"

- Students will be positive about their Barton experience.
- In exit surveys and other feedback report mechanisms, students will speak positively of their experiences at Barton.
- Students will cite individual, personal, caring attention from faculty and staff as a significant factor in how they perceive their experience at Barton.

Graduation Application Survey is administered to Barton graduates, this data is for spring 2011 (January – May). The survey is located on the web at GradApp.bartonccc.edu (graphic display of data here.) For this **END** we will focus on the Instruction and Student Services sections.

Instruction

- 87% post-secondary credential provided a variety of useful educational experiences
- 89% post-secondary credential will allow fulfillment of educational goals

Student Services of the students who indicated utilization of the various Barton services available, our service areas received positive feedback:

- 95% Admissions Office
- 94% Business Office
- 94% Advising Office
- 89% Financial Aid
- 96% Registrar/Enrollment Services

General Info

- 99% overall educational experience at Barton was positive
- 98% would recommend Barton to others
- Title III eCourse survey submitted to 4,150 students with an 85.6% response rate (3,553 students)
- 95% satisfaction with the student and academic services offered by Barton (all locations)

The "Barton Difference" initiative promotes annual student recognition of faculty and staff that have made a difference in their experience here at Barton. The typical student at Barton takes a mix of classes including face to face, hybrid and online. Most all faculty/staff whether at Barton County Campus, Grand View, Fort Riley, or remote locations also teach/support a mix of classes from face to face, hybrid and online. These student nominations reflect all styles of instructional/staff interaction with students.

2R3. Comparative Results

Comparative results for measures related to other distinctive objectives are best represented by student response to the CCSSE Survey. The results for the question, "How would you evaluate your entire educational experience at this college?" relate directly to BOT END 5.

Barton CCSSE Survey: College Experience

27. How would you evaluate your entire educational experience at this college?					
	2006	2008	2010	2008	2010
	Barton Mean	Barton Mean	Barton Mean	CCSSE Cohort Mean Sig* Effect Size	CCSSE Cohort Mean Sig* Effect Size
	3.18	3.11	3.19	3.16	3.16

Figure 2R3

2R4. Results for Other Distinct Objectives that Strengthen the Organization and Community

All non-instructional programs and activities are designed to address Board ENDS that have evolved through careful study of the needs of stakeholders, the workforce, and state, regional, and national economic indicators. The development and institutionalization of these objectives strengthens Barton Community College; successful results of the other distinct objectives translate into increased enrollment and student satisfaction, greater demand for workforce training, expanded opportunities for partnerships, and improved access to external funding sources. Moreover, the community is strengthened as a result of a skilled workforce, increase in cultural and leisure activities, and expanded opportunities for employment. The chart below identifies the results for each of the ENDS.

BARTON ENDS RESULTS

END/Report Schedule	Essential Skills	Results
END 4: Personal Enrichment	▪ Students will acquire the skills needed to be successful for the program they are in. ▪ Students will have the essential skills to succeed in the workplace. ▪ Students will have the essential skills to lead productive lives. ▪ Students will be provided remediation as needed.	Graduate Survey; Spring and Fall 2010 • 80.0% of graduating students indicated that services were rewarding or good • 83% strongly agreed or agreed that Barton assisted them in acquiring or improving essential skills for success in college • 78% strongly agreed or agreed that Barton assisted them in acquiring or improving essential skills to be successful in the workplace and/or transfer
END 5: "Barton Experience"	▪ Students will be positive about their Barton experience. ▪ In exit surveys and other feedback report mechanisms, students will speak positively of their experiences at Barton. ▪ Students will cite individual, personal, caring attention from faculty and staff as a significant factor in how they perceive their experience at Barton.	Graduate Survey; Spring and Fall 2010 • 99% indicate overall experience at Barton was positive • 98% would recommend Barton to others eCourse Survey, 2010 • 95% satisfaction with student services offered by Barton
END 6: Regional Workforce Needs	▪ The College will develop strategies to identify and address on-going needs. ▪ The College will organize area resources in addressing needs. ▪ The College will build effective partnerships in addressing workforce needs. ▪ The College will be recognized as a leader in economic development.	• 66 customized/responsive training sessions • 275 active business/Industry partners • $1,543,501 income from grants received • $34,073 cash and in-kind gifts received • Military Schools: 5,804 soldiers trained • Army National Guard: 628 soldiers trained • Military Onsite Training at 5 sites: 892 trained • HazMat and Emergency Training: 197 trained • $113,800 cash and in-kind gifts received • $1,179,727 Military Schools payment in-kind

END 7: Service Regions	▪ Service regions will be compatible to the institutional mission of the College.
	▪ Service regions will be in accordance to available resources.
	▪ Service regions will maximize revenues and minimize expenses.
	▪ Service regions will minimize local tax reliance.
	▪ Service regions will compliment growth of student learning services.
		▪ Moving toward a funding model - 1/3 local taxpayer, 1/3 state funded, and 1/3 student funded
		  ▪ Current revenue indicates 33.1% students, 32.3% tax payer, 28.7% state aid, 5.9% other
		▪ Distance Education
		  ▪ Alignment of information on Barton website and Bartonline websites
		  ▪ Consolidation of registration confirmation information
		  ▪ Enhanced Early Alert process

END 8: Strategic Plan	▪ The institutional mission of the college will be supported by strategic planning goals and objectives. ▪ Accreditation requirements of the Higher Learning Commission will be satisfied through the development and implementation of strategic planning goals and objectives. ▪ Kansas Board of Regents policies and mission will be satisfied through the development and implementation of strategic planning goals and objectives. ▪ Strategic planning goals and objectives shall be measurable in order to demonstrate their effectiveness and to provide accountability to the public	Developed and published Strategic Planning Umbrella • Identified and aligned critical documents including HCL AQIP, Kansas Board of Regents requirements and Barton initiatives • Conducted SWOT, SOAR analysis report, and environmental scan • Refined strategic direction – facilitation with Barton key stakeholders March 2011 • Developed and refined measurable indicators -facilitation with Barton key stakeholders April 2011

Figure 2R4

2I1. Improving Systems and Processes for Accomplishing Distinctive Objectives

Barton is transitioning from a culture of minimal data-based decision-making to one that is focused upon data collection and analysis of performance results. Steps toward the implementation of a systematic and comprehensive process are evidenced in the Institutional Planning document, ENDS monitoring reports, and the development of the Strategic Planning Umbrella graphic, see O.6.

One of the recent improvements instituted by OIR has been the creation of a data dictionary designed as a repository of information about commonly used data and process terms including definition, relevant website links, and sample documents. Maintenance efforts continue as the institutional processes mature and the stakeholder population grows. The institutionally adopted definitions serve to lessen confusion and enhance the ability for planning participants as well as beneficiaries to communicate from a common ground.

2I2. Selecting Processes and Targets for Improvement

Barton has developed a culture and supporting infrastructure to select specific processes to improve and to set targets for improved performance. Although the College has maintained a strategic planning process for more than 10 years, the plan itself has only now begun to mature as administrators have gained experience in the development of specific, measurable targets accompanied by challenging anticipated outcomes. Intensive training and attention to clearly articulating the planning process, including, the development of the Strategic Planning Umbrella graphic has contributed to the performance improvement culture.

Potential targets for improvement are identified through stakeholder input, departmental meetings and reviews, external agency input, or through the institutional strategic planning processes. Furthermore, specific targets can be the result of a need for improving an existing process or a need for the development of a process. Administrators review related data, justification, and cost/benefit ratio of the potential targets to determine the anticipated impact on the institution and its stakeholders. As the planning format indicates, the final selection of processes to improve evolves from the division/departments.

Category 3: Understanding Students' and Other Stakeholders' Needs

3P1. Identify the Changing Needs of Student Groups

The changing needs of current students are collected and tracked at an institutional level and at the specific point-of-service level. At the institutional level, the Office of the Vice President for Instruction and Student Services coordinates the administration of the Community College Survey of Student Engagement (CCSSE). The Office of Institutional Research (OIR) collects and analyzes enrollment, outcomes, and other demographic data that are used in determining changing student needs. The annual Graduation Survey generates the data that will indicate how well their Barton prepares them. Survey data is analyzed by OIR.

Additional information regarding students' changing needs is collected at specified points-of-service including student services, instruction, and admissions. The College uses surveys, focus groups, individual interviews, and comment cards to collect data. The relevant departments evaluate data to improve processes and services for students.

The Admissions Office, faculty, and programs such as ABE/GED and the TRIO Upward Bound and Educational Opportunity Center, actively interact with students, high school counselors, and administrators to monitor the needs of prospective students. Information gathered through these interactions provides insight into the changing needs of students and data for program and service improvement.

Analyzing and Selecting a Course of Action Regarding Needs

The changing needs of current students are assessed by student outcomes data and results of reports including those related to student performance on licensing examinations including NCLEX, MLT, MICT, and EMS and program accreditation. (See also, extensive discussion in Category 1, Helping Students Learn.) Results of these reports are analyzed by the academic divisions and programs to identify the changing needs of students. For example, NCLEX nursing licensure results indicated a pattern of poor performance in the area of leadership. As a result, the Nursing Department developed a leadership course to reinforce the identified competencies.

Graduation survey results are placed on the web site for review by all stakeholders and are reported to the BOT annually. College committees (composed of faculty and staff), charged with responsibility for specific areas addressed by the survey, provide recommendations to address stakeholder needs. The Student Services Department and the Instructional areas analyze these recommendations along with survey data and other sources of information to develop a course of action for the under- or unaddressed needs.

3P2. Building and Maintaining Student Relationships

Barton employs a number of strategies, including marketing, recruitment, student services, and instruction to build relationships with students.

Marketing initiatives are focused on the Barton service area and extends to a 130 mile radius around the College. Marketing at the Fort Riley campus is limited to target populations within the immediate area of the military installation. Relationship building begins with initial contact of potential students through student initiated inquiry or college initiated outreach. Once a student contact is established, that student's name is placed in the Admissions Recruitment database; this database is utilized in the admissions and recruitment communication plan which coordinates a variety of department contacts from across the College community.

Recruiting contacts are primarily made via phone, mail, email, and face-to-face interactions. Successful recruiting strategies include high school visits, career fairs, college fairs, county fairs, personal phone calls, e-mail, and social media contacts (Primarily Facebook). Facebook has proven to be a very effective medium for student contact, not only to inform a mass group or individual about information, but is also utilized for instant messaging. A variety of communication tools is utilized for face-to-face and distant student recruitment and other pre-enrollment communication. These tools include activity calendar correspondence, housing letter, orientation letter, orientation to online student services, as well as individualized, personal attention provided by faculty and staff.

Student Services personnel facilitate student progress through a sequence of support services including orientation, financial aid application, registration, and disability services where appropriate. Once enrolled, Student Services relationships continue through club and organization involvement, athletics participation, and academic and student services engagement.

Instructors build relationships with students in a number of ways. Often, the most successful and lasting relationships are forged by faculty who couple excellent instruction with co-curricular and extracurricular activities. A number of instructors serve as academic advisors, student organization sponsors, and study group facilitators. Additionally, faculty support students by attending fine arts performances, cheering at athletic events, and supervising student employees. With the growing popularity of distance learning modalities, faculty members have incorporated online course orientation, group study sessions, and other innovative strategies to engage students.

3P3. Analyzing the Changing Needs of Stakeholder Groups and Determining Action

Barton uses four primary methods to evaluate the changing needs of stakeholders: 1) personal contact; 2) consultation with advisory boards; 3) trend analysis based on data from academic, business and industry, government, and community-related organizations and agencies; and 4) accreditation, regulations, and legislation.

Personal Contact

The College collects and receives data from interactions with key stakeholder groups including current and prospective students, parents, high school personnel, alumni, retirees, employees, and community members. (See also 3P1, Student Groups)

Stakeholder Group	Data	Responsibility for Analysis/Action
Community	focus groups, presentations,	▪ President's Staff, including Deans and supervisors are responsible for reviewing and analyzing data and identifying trends. ▪ Deans and Supervisors communicate the analyses to their staffs to determine priorities for actions that are aligned with the Barton Strategic and Yearly Plans. ▪ Teams and units review analysis reports and develop appropriate action plans to address the needs.
Employees	PACE survey results, committee recommendations, Faculty Council, Division Meetings, Cougar Quest Day (employee input)	
High School Personnel	formal and informal interactions during focus groups, planning meetings,	
Parents	feedback from student orientation, direct communication with faculty, staff, administrators	

Figure 3P3

Consultation with Advisory Boards

The College is committed to the utilization of advisory boards; a large number of Barton advisory boards are designed to support curricular program areas. Such boards provide opportunities for interaction between the College and representatives from business and industry and other stakeholders for the purpose of gaining insight into current and developing career fields. The boards meet twice per year and provide feedback through surveys, interviews, and presentations. All feedback is reviewed and addressed over subsequent months as changes and improvements are made and reported back to the boards. Based on this information, the College and managers can predict enrollment trends, plan for new or enhanced programs, and

The Agriculture Advisory board was instrumental in reversing a program with sagging enrollment and an absence of responsiveness. Members strongly encouraged the College's Instructor Coordinator, along with program managers, to research and develop a Crop Protection program. In response, College representatives secured a state Workforce Solution grant, developed new curriculum, and launched two new certificate programs as well as a new Associate of Applied Science degree which have already begun to prove successful.

The Natural Gas Advisory Board is an outstanding example of the significance of a program advisory board. From the inception of the College's new Natural Gas program, members of the advisory board have demonstrated leadership and support. Board members actively participate to accomplish the following:

- Develop industry-recognized curriculum for the certificate and degree programs;
- Develop and nurture linkages between the College and business and industry representatives; consultants, and labor organizations;
- Donate time, cash, supplies and equipment;
- Enroll employees in Barton-sponsored training, certificate, and degree programs;
- Hire students from the certificate and degree programs; and
- Sponsor student internships.

Trend Analyses – Formal and Informal
Each October, the academic divisions, of the College, convene to discuss statewide curriculum issues. Throughout the year, division representatives maintain contact with the Kansas community colleges and 4-year institutions though the State Core Outcomes Initiative. The goal of this project is to develop core outcomes and competencies for general education courses at the state's colleges and universities. Discipline-based articulation agreements align Barton curricular requirements and those of the baccalaureate granting institutions.

The outcomes of the project include a) the identification of value-added exit points (certificate to degree programs, b) agreement on nationally recognized industry based third party credential(s), c) agreement on common courses to facilitate the transfer between programs and potential articulation with high schools and d) guidance regarding program length in credit hours to ensure consistency across the state.

Barton, as well as all two-year colleges in the state of Kansas, is included in a state-wide alignment of existing technical education programs. This initiative is facilitated by the Post-Secondary Technical Education Authority (TEA) and serves under the oversight of the Kansas Board of Regents (KBOR). Additionally, as new programs are presented for approval, TEA ensures program alignment with business and industry needs for current and emerging occupations.

The purpose of the alignment project is to enhance technical education and create consistency across programs wherever possible. This project is driven by the needs of state business and industry leaders, with groups of business leaders convening with the Kansas Department of Commerce and KBOR to participate in program advisory committees to essentially "map" a preferred outcome for an occupational category. Barton also conducts site visits, where appropriate, and surveys employers to ensure alignment with workforce needs and forecasts. Information regarding statewide initiatives is disseminated by administrators through monthly email summaries of KBOR (KBOR) decisions, and discussed where appropriate during monthly instructional and student services Dean's meetings.

Finally, the Barton BOT maintains their understanding of stakeholder needs through a schedule of reports presented during BOT meetings, as noted in 3P1.

Accreditation, Regulations, and Legislation
The Barton President, key administrative staff, and Board representatives regularly attend legislative sessions, accreditation conferences, regulatory organization meetings, and confer with city, state, and federal elected officials to keep abreast of mandates, legislation, or other actions that may impact the College. Representatives share the information and assignment for action is determined by the President or Vice President.

3P4. Building and Maintaining Relationships with Key Stakeholders
An important aspect of ensuring Barton meets the needs of its constituents is maintaining quality relationships with a wide variety of both internal and external stakeholders.

Students
Relationship building with students includes high school visits, phone calls, social media, advisory boards, community events, newsletters, personal contact, and other initiatives that keep Admissions and instructional areas in contact with students. Relationships are built by talking with the students every day and engaging students attending College functions. Most importantly, the Student Senate maintains open lines of communication between the student body and the College. An important aspect of ensuring Barton meets the needs of its constituents is maintaining quality relationships with a wide variety of both internal and external stakeholders. Relationship building with students includes high school visits, phone calls, social media, advisory boards, community events, newsletters, personal contact, and other initiatives that keep Admissions and instructional areas in contact with students. Relationships are built by talking with the students every day and engaging students attending College functions. Most importantly, the Student Senate maintains open lines of communication between the student body and the College.

Student relationships are built not only through quality instruction, but also by the various services provided to assist in their success. TRIO programs: Barton County Upward Bound, Central Kansas Upward Bound and Central Kansas Educational Opportunity Center; tutoring services, career counseling, transfer assistance, library services, and special services to military personnel, encourage the development of a bond with caring personnel focused upon providing quality service to students.

Employees

Relationship building with employee stakeholders includes a variety of committees which combine both faculty and staff members and others representing those individuals supporting one role or the other. These groups serve to address College issues and provide decisions which driven the direction of the College. These groups include AQIP Quality Council, Facilities Planning Committee, Faculty Council, Information Technology Committee, Learning Instruction and Curriculum Committee, Outcomes Assessment Committee, Presidents Staff, Professional Development Committee, Program Topics and Processes, Public Relations Advisory Board, and the Vice President's Dean's Council. These diverse committees provide avenues for personnel to work with one another and develop strong relationships to address College issues, engage in College decision-making, and advance the College mission.

In addition to committees, another communication tool is the College Forum, which provides internal stakeholders regular audience with the President and encourages the communication of pertinent information across the College. A method of promoting employee morale is achieved through the Presidents 'Good News', which is a quarterly email to all College employees providing recognition of employee achievements and noting program and area success stories. Informal employee receptions at the home of the President or elsewhere are also enjoyed by many.

Services to employees that aid in maintaining positive relationships include opportunities and special events such as educational scholarships, continuing education opportunities, Distinguished Instructor Awards, staff recognition opportunities, Foundation awards to enhance instruction and professional development opportunities. Social interactions, Ice Cream Socials, Holiday luncheons, and other opportunities to socialize also encourage a collegial atmosphere.

The College website management system provides every department daily opportunities to update their site with the latest information. Videos and media pages have become very popular and have created thousands of hits on Barton sites, which continue to build relationships with our key stakeholders.

External Stakeholders

Input from external stakeholders is solicited through surveys, advisory committee response, and through the engagement of a variety of College personnel in community action and service organizations. For example, the Barton Silver Cougar Club reaches out to those 55 and over in the community to provide education, travel, and special event opportunities; membership exceeds 500, a strong indication of its value and success.

As a prominent provider of arts and entertainment for the community at-large, the College's auditorium, chapel, art gallery, and wilderness camp are regularly utilized for special events and programming. Numerous concerts, plays, musicals, recitals, and art shows benefit many Barton stakeholders each year. In addition, Barton is the annual host for a number of state and regional activities including the Kansas Spelling Bee, Jack Kilby Science Day, Camp Hope (for children with cancer), Breaking Traditions Camp (career exploration), Upward Bound residential programs, and summer sports leagues and camps.

The Barton Foundation is also central to building and maintaining relationships with key stakeholders. The Foundation Board of Directors consists of 15 community leaders who represent the surrounding communities and serve as strong ambassadors for the College. They attend College and Foundation functions and events and bring in new partnerships and donors to the College.

A quarterly Focus newsletter provides news of the College and Foundation-specific initiatives to current and prospective donors and leaders in the surrounding communities. Features and press releases highlight engaging success stories or Foundation activities demonstrating the value of donor participation.

Whether the need is for continuing education programming, or the desire for Barton to host a special event, the lines of communication are open to receive those requests and to initiate services when desired and warranted. Engagement within the community by Barton employees, and engagement in the College by community members is integral to building and maintaining relationships with key stakeholders.

Every year, in collaboration with the Booster Club, the BCC Athletic Department hosts several functions to enhance and maintain relationships with key stake holders. These events include the following:

- August – Chamber of Commerce After Hours
- August – Meet the Cougars Event for Community
- October – Booster Club Membership Social
- Monthly – Cougar Nation Monthly Newsletter
- October to March – Cougar Den Membership/Meals
- January– Barton Athletics Hall of Fame
- May – Athletics Banquet

3P5. Targeting New Student and Stakeholder Groups

Efforts are ongoing to identify and pursue new target audiences. Some of these decisions are driven by College data from previous experiences, but a vast majority of outreach to new stakeholders is due to Barton's connection to the community to remain abreast of community needs.

As needs from stakeholders are communicated or identified, applicable areas respond. Factors considered in determining "who" responds include identifying the specific needs of:

- the College (Ex: new program, program of emphasis)
- students (Ex: training, GED, needing additional resources to attend college, correctional facilities)
- stakeholders who desire the College to provide assistance (Ex: Businesses, USDs, and Correctional Facilities).

Barton administration and planning committees incorporate advisory board recommendations as well as feedback from current stakeholders. Consideration is also given to local input from business, industry, school districts, parents, students, and corrections system.

3P6. Collecting Complaint Information

Complaints are collected through personal interaction, surveys, phone calls, e-mails, and event specific evaluations such as those used for campus visits, enrollment and registration, and end of course feedback.

Analyzing Feedback and Taking Action

Barton's policies and procedures provide a quality reference as decisions are made with regard to complaints. In some instances, the problem is referred to a committee for review (non-curricular concerns). In addition to ensuring alignment with Barton policy, procedure, and the College mission, Barton ensures that decisions are based upon appropriate legal requirements and expectations and consider the safety and well-being of all Barton students and employees. In some instances, external governing agency policies or other constraints must also be considered.

Student

To aid in collection of complaints and concerns, the College has a formalized, published, Student Problem Resolution Procedure which is outlined in Barton's policies and procedures manual, summarized in the Student Handbook, and posted online.

If a situation occurs when students believe that a conflict they are experiencing needs to be resolved, or if they feel a decision affecting them is unjust or inequitable, they are encouraged to resolve the problem at the lowest level possible and make use of the following steps. All information obtained in resolving problems shall be considered confidential by all parties involved. The student may discontinue the procedure at any step. This procedure does not apply to disciplinary actions involving a student or grade appeals.

- Student presents problem to the appropriate College official (Vice President for Instruction and Student Services for instructional issues or Dean of Student Services for all other issues) within seven (7) working days after problem/concern is identified. If the College official is unavailable or the student believes it would be inappropriate to contact the designated College official, the student may present problem to the school Counselor.

- The designated College official (as outlined in step 1) shall:
  - direct and advise the student,
  - assist the student in writing a Problem Statement on the appropriate form,
  - visit with the appropriate College personnel or other student(s) and
  - when deemed necessary, request an informal meeting with the student and individual(s) identified in the Problem Statement within seven (7) working days.

- If the problem is resolved during the informal meeting, the designated College official (as outlined in Step 1) shall complete a Problem Resolution Form which shall be signed by both the student and the designated College official. The designated College official shall provide the student with a copy of the signed form and retain the original form.

- If the problem is unresolved during the informal meeting, the designated College official (as outlined in step 1) shall assist the student in scheduling a meeting for the student to present the problem to the College President.

- The College President, in turn, shall discuss the problem with the student, review all documentation, and present the student with a written determination within seven (7) working days, forwarding a copy of the written determination to the appropriate College official (as outlined in step 1). The President has full authority to make any adjustment deemed appropriate to resolve the problem and or final disposition of the problem.

For informal complaints, the individual is referred to the appropriate person, based upon the concern identified. For example, students with complaints or concerns regarding any division instructor or class that are unresolved through discussion with the instructor are directed to the Executive Director or Dean as appropriate for the division hierarchy. The Dean then interacts with the student, ascertains the problem, and collects the necessary information to address the issue. This collection process includes communication with the instructor in question. When possible, the student and instructor are re-connected, and the problem is solved to the satisfaction of each; this is often the case where there has been a minor misunderstanding between the two parties. If, however, the student remains unsatisfied, the next step in seeking resolution is to formalize the complaint and seek arbitration and appeal process up through the President's Office.

With non-curricular concerns, students most often take their complaint to the Dean of Student Services. In some instances, a student may choose to seek the support of the Student Senate. The Senate then reviews these concerns during the monthly Senate meeting.

Employees

If employees disagree with established rules of conduct, policies or practices, they can express their concern, confidentially, through the problem resolution process, which is also published on the web page. No employee is to be penalized, formally or informally, for voicing a complaint in a reasonable, business-like manner, or for using the Problem Resolution Procedure. If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, they are encouraged to resolve the problem at the lowest level possible. All information obtained in resolving problems is considered confidential by all parties involved.

Additionally, the College has a Whistleblower Procedure to protect any employee of the College who reports an activity that he/she considers being illegal or dishonest. If an employee has knowledge of or a concern of illegal or dishonest fraudulent activity, the employee is to contact his/her immediate supervisor or the Director of Human Resources. Whistleblower protections are provided in two important areas – confidentiality and against retaliation. Insofar as possible, the confidentiality of the whistleblower will be maintained. In addition, any supervisor or anyone acting on a supervisor's behalf that knowingly retaliates against a whistleblower will be subject to discipline up to and including termination. All reports of illegal and dishonest activities are then promptly submitted to the Director of Human Resources who is responsible for investigating and coordinating corrective action.

In order to facilitate quality communication and to allow Barton stakeholders to voice any need or complaint, all offices maintain an "open door policy." By properly handling situations and achieving results/answers in a timely manner, trust has been built which reinforces individuals to come forward with concerns. Appropriate follow-up is also done to help reinforce trust and communication. The College encourages an open and frank atmosphere in which any problem, complaint, suggestion or question receives a timely response from the appropriate College staff.

3R1. Determining Satisfaction

In addition to surveys and evaluations, student satisfaction is evaluated through personal interaction, tracking complaints and evaluations, and through contacts with alumni and other stakeholder groups. Surveys and evaluations used to assess student satisfaction include those specifically designed for Advisement, Housing, Graduation, Courses, Special Event/Participation activities, and the nationally normed CCSSE (see Figures 3R2, 3R3, and 3R6) .

The Graduation Survey (Figure 1R6) is an example of a tool that provides information regarding the students' perspective of their overall experience while at Barton. The survey is embedded into the graduation application form; thereby, requiring each graduate to provide a response in order to complete the application process. Survey data are reviewed by academic and support services representatives as well as the BOT. Additional data regarding student satisfaction can be found in sections 1R5a and 3R2.

Advisory boards are a key stakeholder to the institution; therefore, it is important to capture member's feedback pertinent to their service. Advisory boards meet twice a year and at minimum, an evaluation is administered at least once during the year. Additionally, for those programs with third-party accreditation, there is opportunity for feedback from advisory board members during the re-accreditation process.

3R2. Student Satisfaction Performance Results

Barton is confident that overall, students are satisfied with the services received and that the College responds appropriately to those who express legitimate concerns/problems and resolves these issues to their satisfaction at a

comparable level to other institutions. If/when a low performance result is identified; Deans and/or other appropriate staff review the problem and initiate action to improve the area of concern. The "College Experience" chart below demonstrates that Barton was slightly above the CCSSE cohort for 2010.

Barton CCSSE Survey: Student Services Satisfaction

13.2 How satisfied are you with the services? 0=Don't Know/NA, 1=Rare/Never, 2=Sometimes, 3=Often					
	2006	**2008**	**2010**	**2008**	**2010**
	Barton Mean	**Barton Mean**	**Barton Mean**	**2008 CCSSE Cohort Mean Sig* Effect Size**	**2010 CCSSE Cohort Mean Sig* Effect Size**
a. Satisfaction: Academic advising/planning	1.78	2.27	2.20	2.22	2.23
b. Satisfaction: Career counseling	1.46	2.02	1.99	2.05	2.05
c. Satisfaction: Job placement assistance	1.30	1.80	1.76	1.83	1.82
d. Satisfaction: Peer or other tutoring	1.45	2.12	2.07	2.15	2.16
e. Satisfaction: Skill labs (writing, math, etc.)	1.74	2.07	2.10	2.26 -0.28*	2.26 -0.25*
f. Satisfaction: Child care	1.30	1.54	1.59	1.77	1.78
g. Satisfaction: Financial aid advising	1.69	2.08	2.14	2.19	2.21
h. Satisfaction: Computer Lab	1.94	2.38	2.32	2.49	2.49 -0.29*
i. Satisfaction: Student organizations	1.51	1.98	2.06	1.97	1.98
j. Satisfaction: Transfer credit assistance	1.65	1.99	2.11	2.07	2.08
k. Satisfaction: Services to students with disabilities	1.31	1.72	1.96	2.01 -0.39*	2.02

Figure 3R2

3R3. Performance Results for Building Student Relationships

Students evaluate the quality of their relationships with College employees as a component of the CCSSE survey. Evaluations are based on a 1-7 scale ranging from unfriendly/unsupportive relationships that give a sense of alienation (1) to friendly/supportive relationships that give a sense of belonging (7). Survey results demonstrate that Barton is average in relationships between students and slightly above average in relationships between students and employees (instructors and administrative personnel) as indicated in The "Quality of Relationships" chart.

Barton CCSSE Survey: Quality of Relationships

11. Mark the box that best represents the quality of your relationships with people at this college.					
	2006	**2008**	**2010**	**2008**	**2010**
	Barton Mean	Barton Mean	Barton Mean	2008 CCSSE Cohort Mean Sig* Effect Size	2010 CCSSE Cohort Mean Sig* Effect Size
1=Unfriendly, unsupportive, sense of alienation to 7=Friendly, supportive, sense of belonging					
Relationships with other students	5.42	5.54	5.33	5.48	5.50
1=Unavailable, unhelpful, unsympathetic to 7=Available, helpful, sympathetic					
Relationships with instructors	5.79	5.81	5.88	5.67	5.67
1=Unhelpful, inconsiderate, rigid to 7=Helpful, considerate, flexible					
Relationships with administrative personnel and offices	4.92	5.22	5.13	4.98	4.99

Figure 3R3

3R4. Performance Results for Stakeholder Satisfaction

As previously discussed, Barton administers the CCSSE and the Graduation Survey to determine student satisfaction. Results for both surveys are included in the responses to items 1R5a, 3R1, 3R2, and 3R3. The Personal Assessment of the College Environment (PACE) is administered to College employees on a biennial schedule; a discussion of PACE analysis is included in sections 4R1, 4R2, and 4R4.

Satisfaction of stakeholders, other than students and staff, is assessed in less formal means. Barton has an opportunity to develop more formal collection and analysis processes to measure, analyze, and use results of stakeholder satisfaction data.

3R5. Performance Results for Building Stakeholder Relationships

The BOT meets annually with representatives from stakeholder groups at regularly scheduled board meetings to ensure the flow of communication is maintained. The following stakeholder groups shared presentations with the BOT in FY 2010 and 2011; reports highlight outcomes of stakeholder relationships.

Internal related reports
- December 2010 – Admission and recruitment report
- December 2010 – Military program report
- August 2011 – Foundation Board
- April 2010 – College founders

Service area school district superintendents,
- October 2010 – Area superintendents

College student activity leaders
- July 2010 – *Interrobang* – student newspaper
- September 2010 – TRIO Student Support Services

Local chamber of commerce, local business leaders, other community groups
- July 2010 - Retired and Senior Volunteer Program
- March 2011 – College audit review
- May 2011 – Area law enforcement agencies
- June 2011 – EDUKAN (Online consortium)
- June 2011 – Advisory committee for Camp Aldrich, College-owned wilderness camp

Other
- March 2010 – Secretary of the Department of Corrections, Technical Education Authority, local business and industry partner representatives, and Great Bend Chamber of Commerce

3R6. Comparing our Performance Results with Other Higher Education Institutions

Nationally normed CCSSE data are provided in the following table. Preceding tables include data related to satisfaction and importance of key academic and student support services, these results focus on utilization of student services. Based upon the data collected, Barton student use of several services exceeds the cohort group, in academic advising, skill labs, child care, financial aid, student organizations, transfer assistance, and disability support services. There were two areas where improvements should be investigated including satisfaction with skill labs and computer labs.

Barton CCSSE Survey: Student Services Utilization

13.1 How often do you use the following services?								0=Don't Know/NA, 1=Rare/Never, 2=Sometimes, 3=Often
	2006	2008	2010	2008		2010		
	Barton Mean	Barton Mean	Barton Mean	2008 CCSSE Cohort Mean	Sig*	2010 CCSSE Cohort Mean	Sig*	Effect Size
a. Frequency: Academic advising/planning	1.78	1.80	1.86	1.75		1.77		
b. Frequency: Career counseling	1.46	1.33	1.43	1.43		1.43		
c. Frequency: Job placement assistance	1.30	1.29	1.27	1.24		1.24		
d. Frequency: Peer or other tutoring	1.45	1.34	1.45	1.46		1.46		
e. Frequency: Skill labs (writing, math, etc.)	1.74	1.65	1.72	1.71		1.71		
f. Frequency: Child care	1.30	1.19	1.22	1.18		1.18		
g. Frequency: Financial aid advising	1.69	1.74	1.91	1.79		1.83		
h. Frequency: Computer Lab	1.94	2.01	1.86	2.10		2.10		-0.31*
i. Frequency: Student organizations	1.51	1.34	1.53	1.34		1.35		0.30*
j. Frequency: Transfer credit assistance	1.65	1.56	1.76	1.55		1.54		0.32*
k. Frequency: Services to students with disabilities	1.31	1.21	1.43	1.29		1.29		

Figure 3R6

3I1. Improvements Made

Barton Community College, Community Based Job Training Grant, Department of Corrections, and Adult Education Partnership

In 2011, the Kansas Department of Corrections suffered extensive loss of funding in the area of vocational education/training. In fact, funding for the General Education Degree program was cut at the correctional facilities in the Barton service area. The Center for Adult Education was also suffering a decline in funding and student enrollment. At the same time, the Community Based Job Training Grant (CBJT) had funds to provide training to incarcerated citizens and community corrections participants.

Improvements:
- The CBJT Grant and its large partnership (Kansas Department of Corrections; Kansas Department of Commerce; wardens and superintendents of area correctional and correctional mental health facilities; area law

enforcement, Community Corrections representatives, workforce board representatives) determined that CBJT funds should be used to support a GED program for eligible incarcerated and restricted individuals.
- The Center for Adult Education was identified as the service provider and one instructor has been hired; two more will be hired in November 2011.
- GED classes have begun at one of the correctional facilities with maximum enrollment attained.
- Additional classes including Student Success and WorkReady! Certification are being planned.

Other improvements include:
- Continuous evaluation and adjustments of student activities;
- Development of new partnerships with business and industry, academic organizations, and other stakeholders;
- Development and improvement of tracking systems for departmental processes and actions;
- Enhancement and reorganization of select advisory boards;
- Enhancement of relationships with existing stakeholders, advisory boards, community groups, and economic development entities;
- Improvement of student/staff communication systems;
- Redesign of staff and instructor organizational structure based on evaluation of individual strengths; and
- Review and re-design of instructional strategies to improve student-learning: including new equipment and additional hands-on learning opportunities.

Barton has the opportunity to develop systematic and comprehensive processes to identify performance results for Understanding Students' and Other Stakeholder needs.

3I2. How Culture and Infrastructure Impact Improved Performance Results

Barton's culture of providing student-centered service encourages the College to respond to student needs when and as soon as possible. Additionally, Barton's personal relationships with students and stakeholders contribute to continuous and dynamic feedback, which helps to drive performance improvements.

With the adoption of AQIP improvement processes, the College has taken more of a systematic approach to the review and improvement of processes. Within this approach is the increased usage of data to make decisions and drive system processes and the development of a data dashboard aid in accessing common data elements for use campus wide.

Barton employees interact with students and alumni to garner their perceptions of important elements of the strategic planning process; this interaction provides a valuable perspective of stakeholders' expectations and ideas.

Barton administrators and staff incorporate stakeholder input as well as data from other sources into action plans in order to address the needs of an ever-changing educational environment. The strategic planning process, enhanced by continuous monitoring and follow-up by departmental liaisons, creates a dynamic system to support improved performance results. Barton systematically communicates targets, goals, objectives and improvements utilizing various outlets, including regular updates by the President to the College community. This communication further enhances Barton's commitment to maintain transparency with stakeholders.

Demonstrating Barton's commitment to continuous improvement, the College strategic planning process, was reviewed, and a new matrix alignment is to be finalized for the upcoming year. This new structure improves Barton's ability to anticipate, predict, and align future activities with the numerous internal and external expectations in order to advance the College mission. The data collected from various group meetings, College-wide conversations, individual surveys and structured SOAR activities with stakeholders, defined connections between and among the following goals, targets, and criteria for Barton success:
- AQIP Categories - established by HLC
- HLC Criteria - established by HLC
- 2020 Goals - developed by the KBOR
- Performance Goals - expected by the KBOR
- ENDS Statements - established by the Trustees
- Strategic Goals - defined by the College
- Strategic Statements - recognized by the College

Category 4: Valuing People

4P1. Identifying Employee Credentials, Skills, and Values

Internal processes are utilized to confirm the credentials and skills of employees; Deans and supervisors are responsible for working within their areas to identify needed employee credentials and skills. Hiring supervisors develop or revise a job description identifying specific credentials, skills, and knowledge (both required and desired) for each position. Institutionally designed job description templates for staff and instructional positions are used to ensure compliance.

Employment qualifications are delineated for faculty, as appropriate, to their teaching field. In addition to Barton policy, qualifications are also defined by the Higher Learning Commission, the State of Kansas, and multiple accreditation organizations such as the National League for Nursing Accrediting Commission (NLNAC).

4P2. Ensuring Employees are Qualified

Application screening processes are established to ensure all minimum position qualifications have been met, as determined by the job description. After the Recruitment and Employment Coordinator in the Office of Human Resources has reviewed the packets, the screened packets are sent to the search committee chair (who is usually the hiring supervisor).

Interviews are facilitated by the selected search committee. Interviews may be conducted over the phone, or more commonly, face-to-face, and occasionally will utilize both interview methods when an exceptionally qualified pool is identified.–Phone interviews may be necessary to narrow the number of candidates brought to campus for the face-to-face interview process. Upon determination of a final candidate, the Search Committee or committee chair checks employment references and Human Resources personnel conduct criminal background checks for regular (non-temporary) positions and select temporary positions, such as positions associated with the Child Development Center. Additionally, motor vehicle reports are conducted for any final candidate (both regular and temporary) who will be driving for College business.

Assurance of appropriate certification or licensure is verified by the Office of Human Resources and the respective department or unit to be in compliance with state regulations, accreditation requirements, and local program initiatives. Certifications or licenses are reviewed during annual evaluations and program reviews/accreditation.

The College employs competent faculty members qualified to accomplish the mission and ENDS of the institution. When determining acceptable qualifications of its faculty, the institution gives primary consideration to the highest earned degree in the discipline, in accordance with the guidelines identified in the College faculty employment qualifications policy. The College also considers competence, effectiveness, and capacity, including appropriate, undergraduate and graduate degrees, related work experiences in the field, and professional licensure and certifications. In all cases, the institution is responsible for justifying and documenting qualifications of its entire faculty.

4P3. Recruiting, Hiring, and Retaining Employees

Barton's Policy and Procedures Manual identifies these criteria, as well as establishes the processes by which individuals are recruited, evaluated, and when necessary, terminated.

The office of Human Resources coordinates all job searches following a highly structured internal process. The process for filling employee vacancies begins with filing a letter of resignation, a notification of transfer, or a College-initiated letter (non-renewal, involuntary termination, or reduction in force) with the Office of Human Resources.

Following the Personnel Requisition and Authorization Procedure Instructions a Personnel Action form is submitted to the President or his designee. If it is determined that there is a need for the position, the information is communicated to the office of Human Resources who in turn will notify the appropriate supervisor. The BOT must approve new Vice President level positions before proceeding with the hiring process.

Recruitment

Prior to advertising, the hiring supervisor, with the assistance of a Human Resources Specialist, reviews or creates a job description; the Office of Human Resources has final approval. The supervisor and Human Resources customize the content of the application packet for the open position.

If a similar position has been advertised within the last six months, the supervisor may review previously submitted materials and contact candidates under consideration to determine their continued interest and availability for the open position.

The office of Human Resources, working closely with the hiring supervisor, creates the advertisement for the position. Recruitment ads are reviewed by the hiring supervisor, approved by the President or his designee, then published according to the College's advertising guidelines. If a similar position has been advertised within the last six months, and an adequate number of candidates are identified, the supervisor does not need to proceed with a new advertisement.

Position announcements are distributed, by the Employee Recruitment Specialist via campus email. For external applicants, announcements are posted on the College website, vocational and academic sites, and multiple newspapers, as appropriate to the position, including service area, state, and regional publications. As need dictates, national searches, especially for executive level administrators, are posted in professional journals and publications, such as *The Chronicle for Higher Education*.

A screening committee is appointed to consider qualified applicants for all regular positions. The committee shall consist of the hiring supervisor or his/her designee, serving as the Search Committee Chair, and members from the campus base, as selected by the appropriate supervisor and the office of Human Resources. The screening committee is responsible for the duties as outlined in the Search Committee Chair & Committee Procedure Instructions-Regular Positions descriptions.

Hiring

The hiring process is described on the Barton web site. At the conclusion of the selection process, the final candidate is recommended to the President. If the position is non-temporary, the President conveys the recommendation to the BOT for approval. In the event, a candidate is not approved by the President or the Board; the appropriate supervisor shall re-examine those applications on file for the position. If qualified candidates cannot be identified, the selection process shall be renewed beginning with the Advertisement of Position process.

Retention

Barton provides generous benefits, competitive salaries, a welcoming atmosphere, and an onsite child care center. Benefits, which entice retention of employees, once hired are addressed in subsequent sections. (See also 4P10 and 4P13.)

4P4. Orienting Employees to the Institution's History, Mission, and Values

New employees participate in a one-on-one orientation with a Human Resource staff member; at this time, they receive a copy of the *New Employee Guide* incorporating essential information such the College's mission and vision, select policies, procedures, services, maps, and other basic information critical for the new employee. Furthermore, the Human Resources representative provides a review of relevant topics on the College's website, including historical information, along with values-focused procedures such as Employee Conduct and Discipline, Ethical Behavior, and the Employee Oath as required by the laws of the State of Kansas. This information is reinforced regularly through departmental meetings, college publications, Cougar Quest conversation days, as the new employee is integrated into the Barton culture.

Thereafter, new faculty members participate in a two-day "New Faculty Orientation", followed by monthly meetings, which focus on, topics relevant to Barton policies, procedures, and services. The sessions are designed to reinforce the campus culture and traditions and to encourage the establishment of a new faculty cohort.

The Barton Office Professionals (BOP), a service organization, provides mentoring to new staff members. On the first day of work, the new staff member is welcomed by a mentor. After a tour of the campus and introductions to personnel, mentors are available by phone or e-mail to assist with questions or procedures.

Most importantly, the Mission and Values are the cornerstones of the Barton strategic planning process. They are integral to developing the Barton Success Plan which in turn provides the framework for the Yearly College Plan (YCP), departmental, program, and individual plans. The Barton mission and vision are prominently displayed across campus, in College reports, publications, and the website; thereby, serving as an organizational guide, reinforcing purpose and focus for the future.

4P5. Changes in Personnel

In preparation for personnel change, the College encourages each department to develop step-by-step instructions of daily work activities, and maps of all business processes. In addition, employee cross-training is strongly encouraged. Unanticipated changes are usually accommodated through a temporary placement pending a staffing analysis and formal employee search.

The College plans for possible retirements by performing a yearly projection analysis. Although other staff and faculty expansion or attrition is more difficult to predict, the College relies upon data-driven decision making as much as possible. Scheduled program reviews provide data for increasing, reorganizing, or decreasing faculty. Similarly, staff evaluation, work area process evaluations, funding availability, and strategic planning initiatives provide documentation for staff-related actions. In addition, the Board has adopted an Emergency Succession Plan which authorizes the temporary appointment of an Acting President in the event of an unplanned absence of the President.

4P6. Designing Processes and Activities to Contribute to Productivity and Employee Satisfaction

Barton has developed a culture of identifying practices to improve employee productivity and satisfaction. The following example provides an overview of a process that was developed based on employee need.

Telecommuting

Barton's focus on maintaining employee productivity and satisfaction is evidenced by innovative practices such as telecommuting jobs. In order to create a supportive work environment, Barton supports telecommuting from alternative work sites. Clearly defined Telecommuting Guidelines are published in the policy and procedures handbook. Telecommuting is a voluntary work arrangement in which an eligible employee works one or more days each work week from an alternative work site instead of commuting to a work place. Employee selection is based on a specific, written, work-related criteria established by the direct supervisor with reasonable accommodation for employees who are permanently or temporarily disabled.

Problem: Two issues precipitated the development of the Telecommuting procedure; the increasing number of jobs that could be conducted offsite and full-time, out-of-state employees who moved from the service area but continue to work for the College.

Goal: Develop a guideline/procedure to identify implementation steps, eligible employees, and other considerations.

Process: The Director of Human Resources facilitated a team to:

- Identify need for telecommuting procedures
- Research telecommuting procedures at similar institutions
- Solicit input from supervisors
- Draft policy and procedures
- Solicit comments from Barton employees
- Seek approval from the President's Staff

Outcomes:

- Development of Telecommuting Guidelines procedures including General Terms of Implementation; Steps for Initiating Telecommunicating; Support Documents; Selection Criteria for Successful Telecommuting; Scheduling; Hours of Work and Overtime; Confidential and Sensitive Information; Maintenance, Repair, and Replacement of Equipment; Health and Safety; Termination of Participation; Periodic Performance Review; Employee Reimbursement Procedures; and Renewal of Telecommuting Agreements.
- Published in the policy and procedures handbook.
- Supervisors develop specific, written, work-related criteria in each instance.

4P7. Ensuring Ethical Employee Practices

Barton establishes behavior expectations through the development of the Employee Conduct and Discipline and Ethical Behavior procedures. The College also provides professional development and leadership training to supervisors and College employees, utilizing small unit leadership and departmental meetings. In addition to the policies and procedures that specifically address conduct and ethical behavior, the College publishes all Human Resources policies and procedures on the website. Finally, the following processes and activities are identified on the Barton website with regard to Staff Performance Standards, with the acknowledgement that not all standards apply to all employee roles.

- Job Knowledge
- Quality of Work
- Productivity
- Accepts Responsibility
- Dependability
- Initiative
- Attitude
- Work Ethics

- Student/Public Contacts
- Interpersonal Relationships
- Communication
- Organization
- Decision Making
- Leadership
- Management Skills
- Supervisory Skills

4P8. Determining Training Needs, and Aligning Employee Training with Organizational Plans
Training needs are determined by indicators such as employee surveys, regulatory changes, departmental requirements, performance evaluation, professional licensure, and institutional initiatives. Two priorities guide the allocation of professional development resources: 1) the development of skills and knowledge that assist employees to remain current and competitive in their area of expertise and 2) alignment with the goals of the Barton Strategic Plan and YCP.

Individual professional development requests are submitted to the appropriate supervisor for consideration. Funding selections are based upon the priorities identified above and the identified goals identified in the employee's individual professional development plan. Group professional development activities are primarily determined by institutional initiatives such as compliance, customer services, technology, regulatory requirements, and stakeholder needs; the Professional Development Team is charged with identifying these needs and providing appropriate training opportunities.

4P9. Training and Developing Employees to Contribute to the Institution
The College encourages and supports professional development by providing opportunities and funding for conference participation, institutionally-based training, and coursework grants.

The Professional Development committee monitors and develops specific trainings and online coursework. Additionally, the College trains and develops its people through the development of work performance goals as part of the annual performance evaluation process. Planning considerations are in process as to the future format of employee professional development, based on employee and supervisor suggestion.

Additionally, at the College's option, mandatory training may be required for new and/or existing employees (including student employees). The training may focus on employee- or institutional-related issues, which may include, but are not limited to, computer training, quality customer service, and other compliance training, etc. as deemed appropriate by the Institution. Participation may require involvement from all employees or select employee groups or classifications, at the recommendation of their supervisor(s) or the Institution. The College provides employees work release time for participation in mandatory training. In some situations, employees earn college credit for participation in required training. Failure to participate in mandatory training can result in disciplinary action, up to and including termination.

Faculty and staff members designed an online training delivery model covering several topics necessary for a safe and productive work environment. All new employees complete the training upon hire and subsequently renew every three years. The module topics include Anti-Harassment, Bloodborne Pathogens, Disabilities 101, Drug-Free Environment, Employment Discrimination, Family Educational Rights and Privacy Act (FERPA), and Student Discipline. Between 11/9/08 – 11/1/10, 370 employees completed the training.

Coursework Grants and tuition waivers (see 4P11) help faculty and staff attain required certification and credentials as well as provide opportunities for improving skills related to their current job responsibilities. With the award of the Title III grant, Barton employees have been able to enroll in selected on line learning programs such as: Lynda.com to learning new computer programs/systems at no cost to the employee. The Title III personnel are training instructors on various software programs to enhance the f2f, hybrid and online programs. Faculty and staff are examining possible replacement for the ITV instructional venue by using *Go to Meeting* and *Adobe Viewer* to instruct courses and conduct meetings.

This year, the Barton Athletics Department acquired approval for both a full-time Athletic Director (AD) and a part-time Assistant AD. In the first year, many new initiatives have begun including bi-monthly staff meetings to review department policies and Kansas Jayhawk Community College Conference (KJCCC) and National Junior College Athletic Association (NJCAA) regulations. August 2012 will be the kick-off for a formalized athletics orientation process for all coaching staff and student athletes.

4P10. Designing and Utilizing Personnel Evaluation System
Faculty evaluation is conducted in accordance with Kansas State guidelines and includes a self-evaluation, a supervisor evaluation, and classroom evaluation. Minimum frequency of faculty evaluation adheres to the following guidelines:

- Employed 1-2 years – once each semester
- Employed 3-4 years – once each year
- After the 4th year – once every three years

College staff member evaluations include a self-evaluation and a supervisor-evaluation. Both evaluation tools require that the staff member is assessed on an identified list of 16 performance standards. Additionally, the staff member's evaluation includes the achievement and status of past annual goals, and the identification of goals for the upcoming year. The goal setting component of both evaluation processes are directly tied into the College's Strategic Planning process.

Employees are formally evaluated on an annual basis, or more often as needed. The primary focus of evaluation is job performance, although other factors that affect the work-group, department, and the College may be included in the evaluation. The purpose of performance evaluation is to improve job performance and to advance employee skills and abilities.

Individuals not meeting or maintaining performance expectations may be placed on a Performance Improvement Plan. This process provides the opportunity for the delineation of clear expectations for improvement within an identified timeframe, to allow a poorly performing employee the opportunity to meet supervisor expectations.

4P11. Designing Employee Recognition, Reward, Compensation, and Benefit Systems
Barton recognizes, rewards, and compensates employees through the following ways:

Service Recognition Awards
Service recognition awards are presented at College forum ceremonies; these awards recognize years of service. For 2010, there were 38 service recognition awards presented; 47% were for service of fifteen years of more. Employee pictures are published in the community newspaper and each recognized employee is eligible to select a gift from a catalog. In addition to service recognition awards, the College recognizes current and retired employees in the following manner:

Good News
The President publishes a regular Good News email that highlights positive activities that are occurring around the College.

Barton Difference Award
The Barton Difference Award is an opportunity for students to nominate Barton employees who literally "made a difference" for them during their time at Barton Community College. A brochure is developed including comments alongside a photo of the employee, their name, and role at the College. During commencement exercises, the publication is distributed to recognize the difference employees really make. Excerpts of a few of these comments are also located on the website.

Distinguished Instructor Award
The Distinguished Instructor Award (DIA) is Barton's effort to recognize teaching excellence. Any Barton employee (administrator, faculty, or staff member) may nominate any instructor for the DIA. Nominations address three areas of service: teaching and learning, College mission, and community service. Two awards are conferred annually when nominations warrant, one to a full-time faculty member and one to an associate faculty member. Individuals honored receive a small honorarium and public recognition during commencement when a plaque is presented.

Cougar Commemorative Circle
The College has established the Cougar Commemorative Circle to honor Barton retirees. The circle includes brick pavers with the retiree's name and years of service inscribed. Each retiree also receives a memento of this recognition. To qualify for this recognition, the employee must have at least ten (10) consecutive years of service (full-time, regular part-time, or a combination of both), qualified for KPERS retirement, and left the College in good-standing. The office of Human Resources coordinates this program and the eligibility requirements.

Coursework Grants and Tuition Scholarships
Additionally, the College encourages the professional growth of its employees for the betterment of the College and the growth of the individual. Coursework Grants are available to eligible employees to assist in the cost of tuition for non-Barton courses that receive prior approval from the College; and Tuition Scholarships are available to those wishing to

enroll in Barton courses. In 2010, Coursework Grants aided three employees in completing their Master's Degree and one with completing a graduate certification.

Barton Employees Pursuing Additional Education Utilizing Coursework Grants				
	Baccalaureate	Masters	Doctoral	Other
2009	1	14	2	1
2010	2	9	3	1

Figure 4P11

Compensation

Compensation and benefits for staff positions are delineated by Barton Compease Salary Administration software, surveys for faculty compensation, and benefit system reviews by HR consultants. (See also, 4P1). The College experienced several years with low increases, and in 2008, a concerted effort was established to ensure all faculty salaries were at the appropriate level denoted in the salary schedule. Upon review, 72 faculty members were below the designated level. On average, these raises averaged 7.49% across the 72 individuals impacted. Staff and coaches also received a review and raise to align positions with the salary schedule. The adjustment impacted 144 employees at an overall average of 5.08%.

Benefits

Barton offers a wide range of benefits that foster satisfaction, health, safety and well-being for full-time and part-time employees. Benefits available include: a flexible benefit plan, health, dental and life insurance, KPERS state retirement, vacation, sick (includes care for immediate family members and bereavement), and personal leave benefits, catastrophic illness leave, general leave of absence, paid sabbatical leave, paid holidays and breaks (21-24 days annually), and early retirement options. Additionally, optional benefits are available including but not limited to the 403b plan, discounted community memberships, use of College fitness areas, bookstore discounts, and complimentary basketball tickets.

4P12. Determining Key Issues Related to Motivating Faculty, Staff, and Administrators

The College is continually working to enhance motivation in the workplace. One of the Professional Development committee co-facilitators is tasked with communicating monthly with supervisors, sending motivation emails, videos, and strategies. Supervisors are encouraged to share this information with the employees under their supervision and to implement ones that are relevant to their units/divisions.

Barton analyzes these issues through Exit Interview surveys, Open Door policy, Problem Resolution procedure, College strategic planning, and various committee memberships. The College encourages input from individuals and committees and is open to new ideas or opinions.

Barton recognizes that it has an opportunity to improve processes to motivate employees, to analyze related issues, and select a course of action.

4P13. Providing for and Evaluating Employee Satisfaction, Health, and Safety

Employees are the most valuable College asset; therefore, Barton maintains a safe and healthy work environment. The following examples illustrate the College's commitment to the health and safety of its employees.

Donated Leave Program

A well-received option available at Barton which contributes to employee satisfaction is the availability of donated sick leave. The donated leave program benefits eligible employees who have exhausted their accrued sick leave, vacation leave, and personal leave as the result of the employee's own serious health condition. As the need is identified, a temporary "depository" is set up into which employees may voluntarily contribute their unused sick leave for allocation to a specific employee with a serious health condition. The purpose of the temporary depository is to lessen the hardship caused when employees lose compensation as the result of a serious health condition.

Security

The Campus Safety and Security Survey demonstrates Barton's provision of a safe campus atmosphere. In 2010, there were three burglaries reported. No criminal offenses or arrests, for illegal weapons, drug or liquor law violations, sex offenses, assault, or robbery, are identified for 2008, 2009, or 2010.

Multiple factors contribute to Barton employee safety and health. In cooperation with local authorities, the College developed and implemented an Emergency Operations Plan (EOP). In addition to trained security personnel, the

campus is further enhanced by well-maintained facilities, safety lighting, building cameras, and strategically placed emergency phones. Furthermore, a campus-wide audio system and text alert system can provide emergency communication when needed.

Barton Community College has established a professional relationship with the Barton County Sherriff's office and other area emergency personnel. This relationship is enhanced by training partnerships that benefit campus security as well as area law enforcement and emergency personnel. In fall 2009, sheriff's officers participated in a simulated shooter/lockdown scenario; this event involved multiple emergency personnel and reviewed the emergency procedures to be executed should such an incident occur on campus.

Fort Riley security is provided by the installation military police. Security notification information is provided to students, faculty, and staff via the Fort Riley alert notification system, and through Facebook.

Health

The College also offers annual health screenings (free or at low cost), flu vaccinations, health informational emails from the College nurse, and opportunities to participate in physical activity classes. Furthermore, the College provides a comprehensive group health insurance program for each full-time employee.

Evaluating Employee Satisfaction

Employee satisfaction is evaluated through the utilization of a survey, administered by the National Initiative for Leadership and Institutional Effectiveness (NILIE). The Personal Assessment of the College Environment (PACE) survey is designed to assess satisfaction with the college climate, including identifying the areas of greatest satisfaction and the priorities for change. Results of the study are used for benchmarking, to initiate discussion and serve as a foundation for strategic planning, and to initiate general improvement strategies for the college. This nationally normed survey provides a composite comparison to over one hundred colleges each year.

4R1. Measures Collected and Analyzed Annually

In April and May 2010, the Personal Assessment of the College Environment (PACE) survey was administered for the first time, to 438 employees at Barton. Of those 438 employees, 215 (49.1%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the College climate and to provide data to assist Barton in promoting more open and constructive communication among faculty, staff, and administrators. The OIR staff will administer the PACE survey to all employees on alternating years.

Barton collects and analyzes data relevant to employee turnover, exit interviews, Annual Performance Reviews, and the nationally normed Personal Assessment of the College Environment (PACE) survey. Submissions of customer suggestions for improvements are placed in suggestion boxes, which are monitored by the office of Human Resources, are located on both campuses. The data and information collected contribute to measuring how Barton strives to further value its employees and customers.

4R2. Performance Results: Valuing People

Three of the top ten performance factors identified in the recent PACE survey reinforced Barton's performance results for valuing people. The five point scale rates satisfaction on a scale of "1" for low satisfaction through "5" for high satisfaction. Employees acknowledged that they felt their jobs were relevant to the mission of the College (4.27), that supervisors expressed confidence in their work (4.07), and that they were given the opportunity for creativity in their work (3.94). The corresponding levels of satisfaction are "Coercive" (1-2), "Competitive" (2-3), "Consultative" (3-4), and "Collaborative" (4-5). None of the 52 items evaluated by Barton employees fell within the "Coercive" level. One item out of 52 fell within the "competitive" range, 46 were within the "consultative" range and five composite scores were in the "collaborative" range.

Overall, the PACE executive summary indicated that Barton provides a healthy campus climate, yielding an overall 3.66 mean score, which is mid-range in the "Consultative" system. Barton administered the PACE survey for the first time in 2010; therefore, there are no comparative longitudinal data.

4R3. Evidence of Employee Productivity and Effectiveness in Goal Achievement

The YCP provides ample evidence of employee productivity and achievement. At the end of the academic year, deans and supervisors develop action plans for the next year's YCP. Throughout the year as the action plans are implemented, milestones are documented, evaluations conducted, and final outcomes are entered. The following achievements or outcomes resulted from the 2010-2011 YCP.

Yearly College Plan Achievements 2010 - 2011

Yearly Strategic Goal 2010-11	Achievement
1. Facilitate Student Success	▪ Advisor assignment for students taking only eCourses is increasing Fall 2008: 44%; Fall 2009: 49%; Spring 2010: 52%; Fall 2010: 53%, Spring 2011: 55% ▪ Increased number of dance performances by 20% over AY 2010 ▪ FAO increase in funds distributed and number of applications processed
2. Develop a Highly Functional Human Resource System	▪ Completed HR Personnel Data Sheet process map and entry details ▪ Revised HR personnel data sheet ▪ Increased accessibility to New Employee Guide by placing on the website in four sections ▪ HR professional development modules developed and implemented
3. Enhance College Decisions with Data Driven and Evidence Based Thinking	▪ Created matrix of Office of Institutional Research Surveys ▪ Identified freeze dates at key points in time to ensure reproducible data
4. Use Technology to Strategically Support Student Learning	▪ Completed the SCT/Banner to eCollege integration – system is live ▪ Enhance technology to support instructional delivery (ITV upgrades, enhancements for online courses, iPad pilot project) ▪ SunGard Luminis Portal placed into test environment ▪ Implement pilot projects to identify alternative distance learning delivery methods ▪ Integration of SunGard and Pearson IT applications
5. Enhance College Operated Effectiveness and Efficiency	▪ Creation of campus wide master plan for deferred maintenance ▪ Update and enhancement of Emergency Operation Plan ▪ Reduce the loss of books in LSEC and College programs ▪ Increased eternal funding to support institutional, departmental, and programmatic goals by 64.9% ▪ Efficiency of operations allowed for increased funds being placed in reserve that in turn supported remodeling of S&M, Tech Bldg, Library, and Student Services; addition of Soccer/Track Complex; and supported building remodeling and long term lease of HAZ-MAT/EMS building in Grandview Plaza
6. Drive Workforce Education and Training	▪ Enhanced curriculum guides and website – standardized format ▪ Developed and executed marketing plan, annual evaluation scheduled ▪ Developed and implemented a program review process that includes fiscal reporting (AQIP Project) ▪ Expanded class offerings at Grandview Plaza – Kansas Department of Health and Environment and county Household Hazardous Waste Training ▪ OSHA class expansion ▪ Development of advisory committees for all tracks of the military tech certificate ▪ Expanded Military On-Site Training out-of-state operations, income at $200,000
7. Support Economic Development Initiatives	▪ Expanded student workforce initiatives including online practicum internship for Early Childhood ▪ Honored first Partner in Education recipient ▪ Expanded Leadership Series ▪ Big Benefit Auction raised $78,000 – most successful ▪ Academic Enrichment Fund Campaign increased income ▪ Initiated Fine Arts Development project by hosting "Dancing with the Stars"

Figure 4R3

Barton employees also participate in Annual Individual Performance Appraisals that include the identification and tracking of performance goal accomplishments. Job targets, which indicate specific goals and how each employee plans to measure and achieve those goals, are completed by all employees each year. Results of completed goals and plans of action for new goals are reviewed by supervisors, department heads, and administrators during the employee evaluation process each May.

Deans and other supervisors utilize the annual employee performance appraisal process to not only identify individual employee goals, but also goals that address various programs and work groups throughout the division. The division's program reviews and subsequent action plans to enhance programming, partnerships, student achievement, and student engagement are another example of employee productivity within a guided process.

4R4. Comparing Results with Other Institutions

Barton's utilizes the Personal Assessment of the College Environment (PACE) survey; which measures six workplace factors (formal influence, communication, collaboration, organizational structure, work design/technology, and student focus), to compare itself with other higher education institutions. The following chart indicates two areas where Barton exceeded the norm base of our cohort grouping as it relates to the 'relationships with supervisors' category. Longitudinal

data is unavailable for this assessment since Barton participated in the survey for the first time in 2010. Survey administration will be on a biennial schedule, resuming in 2012.

PACE Results

Supervisory Relationships	BCC Mean	Norm Base
The extent to which my supervisor expresses confidence in my work.	4.07	4.03
The extent to which I am given the opportunity to be creative in my work.	3.94	3.93
The extent to which positive work expectations are communicated to me.	3.55	3.54
The extent to which professional development and training opportunities are available.	3.49	3.64
The extent to which unacceptable behaviors are identified and communicated to me.	3.47	3.48
The extent to which I receive timely feedback for my work.	3.58	3.53
The extent to which I receive appropriate feedback for my work.	3.60	3.56
The extent to which my supervisor actively seeks my ideas.	3.79	3.65
The extent to which my supervisor seriously considers my ideas.	3.75	3.72

Figure 4R4a

Campus Crimes – Kansas Community Colleges w/ Housing Facilities*
Campus Safety and Security Survey

Category	2008	2009	2010
Barton: Criminal Offenses – On campus (All crimes)	3	6	3
Barton: Criminal Offenses – On campus, Student Housing (All crimes)	2	3	3

Figure 4R4b [*FY National Figures are not available at this time]

Some of the other instruments the College uses to evaluate itself include the Human Resources portion of the Integrated Postsecondary Education System (IPEDS) data, and the Kansas Association of Community College Business Officers (KACCBO) report.

4I1. Improvements to 'Valuing People' Category

Celebrations

College-wide celebrations of achievements to celebrate individual and departmental successes are common practice. Examples of celebrations include:

- President's "Good News" emails to all College employees noting employee excellence;
- Celebration of employee retirements;
- Recognition of employee work anniversaries and employment milestones;
- Special graduation ceremony for GED recipients; and
- Celebrations of student accomplishments in academics, athletics, performing arts, and extracurricular activities.

Hiring and Compensation

All College positions have been reviewed; job descriptions have been updated; and hiring processes have been streamlined. The formally adopted pay structures for faculty and staff positions, as identified by the Compease Salary Administration software, have been reevaluated.

Professional Development

The development of seven online employee training courses was completed and institutionalized for all non-temporary employees of the College.

Incorporation into College Strategic Plan

Goal 2 of the College's Strategic Plan identifies the intent to "Develop a highly functional human resource system." Objectives to address this goal have been identified, along with the criteria (measures) and or outcomes, and actions/results expectations.

An example of a division-wide improvement project is the Human Resources goal to develop a highly functional human resource system. This highly ambitious and intimidating goal was established for the department more than five years ago. The process and select outcomes are described below.

Problem: Several Human Resource functions were spread across the institution and some major policies and procedures were not updated creating a decentralized system that did not meet the needs of Barton and its current and potential employees.

Goal: Develop a highly functional Human Resource system.

Process:

- The first action was to hire an external Human Resources consultant to review processes and recommend changes or improvements.
- Developed a prioritized Human Resources Action Plan outlining all related goals and actions
- HR Team identified actions and responsibility
- Identify specific actions to incorporate into YCP each year

Outcomes:

- Action plan identified 69 items for action
- As of October 2011, 61 items have been completed
- New or revised procedures including hiring, multi state employment, compensation, background checks, customized employment guides, etc.
- Increased satisfaction of supervisors, interview team, and potential employees.
- Aligned documents and procedures to meet federal and state employment requirements.
- Standardized processes for all units of the College.

4I2. Selecting Processes and Setting Targets

Supervisors and employees reference the performance standards identified below to facilitate the annual process of targeting yearly improvement. Employees are responsible for developing work performance goals in collaboration with their supervisors. These goals tie directly to the Barton Success Plan and YCP.

Staff Performance Standards

The performance standards listed below are to be used as a guide when completing the job performance section of the review. Not all performance standards are applicable to each employee.

1. ***Job Knowledge***: Demonstrates knowledge of information, procedures, materials, equipment and techniques required for proficient performance in completing work assignments. Understands the scope of duties and responsibilities in the job description. Seeks out opportunities to keep knowledge and skills up-to-date. Understands and appropriately applies laws, rules, regulations, policies, and procedures.

2. ***Quality of Work*:** Work meets specified standards of quality and is consistently complete and accurate. Minimum expenditure of time and resources is necessary to correct errors or re-do work. Work quality positively impacts interaction with the public, co-workers, other departments, and outside agencies.

3. ***Productivity*:** Produces an appropriate volume of work. Completes assignments within specified time and according to deadlines. Adjusts to unexpected changes in work demands. Maintains high level of constructive activity.

4. ***Accepts Responsibility*:** Willingly accepts full accountability and responsibility for actions and work. Requires minimal supervision. Takes on added responsibility when time permits.

5. ***Dependability*:** Adheres to reliable attendance standards. Reports to work on time and begins work promptly. Provides proper notification and advance notice for absences and tardiness. Strives to adjust personal schedule to accommodate departmental needs and work load.

6. ***Initiative*:** Demonstrates resourcefulness and persistence in developing and improving work methods/results. Takes independent action where appropriate.

7. ***Attitude*:** Maintains a positive work attitude. Displays motivation and interest in work. Willing accepts all assignments. Approaches problems optimistically. Easily adapts to new situations and changes in routines.

8. ***Work Ethics*:** Exhibits honesty and integrity in performing work assignments. Maintains discretion and confidentiality. Adheres to laws and College policies, procedures, and work practices.

9. ***Student/Public Contacts*:** Projects a positive, professional attitude. Demonstrates patience, consideration, and respect for others. Views people objectively and avoids biases. Works effectively with external groups and individuals.

10. ***Interpersonal Relationships*:** Develops cooperative, professional working relationships with supervisors, co-workers, and other departmental employees. Works effectively as member of a team. Demonstrates respect and understanding in co-worker contacts. Assists co-workers or acts as a resource.

11. ***Communication*:** Demonstrates ability to comprehend and communicate directions and instructions clearly and effectively. Presents information objectively in clear, concise, and logical manner. Demonstrates knowledge of effective communication techniques in achieving objectives.

12. ***Organization*:** Plans and organizes work to meet objectives. Effectively establishes and manages work priorities. Anticipates and effectively handles problems. Efficiently allocates time and utilizes resources to handle multiple assignments.

13. ***Decision Making*:** Makes timely, logical decisions based on available information and reasonable assumptions. Gathers, develops, and analyzes data and information to support decisions. Identifies problems and underlying causes. Develops alternative solutions and identifies consequences and impact. Functions effectively in stressful or emergency situations.

14. ***Leadership*:** Demonstrates the ability to motivate staff and gain their support, cooperation, and commitment. Develops a positive work atmosphere that promotes staff participation and fosters teamwork. Motivates employees to perform and achieve results. Adapts leadership style to situation and resolves conflicts.

15. ***Management Skills*:** Demonstrates effective resource management techniques in budgeting and managing assigned money and personnel resources to meet college objective and mission. Establishes and facilitates appropriate departmental goals and objectives.

16. ***Supervisory Skills*:** Effectively delegates work to staff while maintaining control and accountability. Establishes performance standards and ensures they are met. Provides prompt and consistent feedback to staff and counsels as needed regarding performance.

Faculty Supervisor Evaluation Form

Supervisors use the Faculty Supervisor Evaluation Form as a tool in the evaluation of full-time and regular part-time faculty members. Each instructor submits a self-evaluation in response to questions 3 and 7, and supervisors use this self-reported information in conjunction with student evaluation reports, and classroom observation, to determine if a faculty member has met institutional expectations.

The evaluative tool is based on a three point Likert scale; any “1” (needs improvement) or “3” (exceeds expectations) ranking necessitates an explanation which includes specific examples be documented. After the supervisor completes and signs the evaluation form, the faculty member reviews the document, and a discussion occurs either face-to-face, via phone, or by electronic medium. The instructor’s signature indicates they have reviewed the information (not that they necessarily agree with the evaluation).

If no criteria are scored as a “1” (needs improvement), the supervisor sends the signed form to the Vice President of Instruction and Student Services for final disposition, and a copy of the signed form is returned to the instructor. Should any criterion receive a “1” ranking, the supervisor initiates a meeting within 10 working days of faculty receipt of the evaluation form and develops a performance improvement plan. Expectations for improvement are delineated in the progress plan with a timeline or other framework identified for successful completion. In instances where the instructor disagrees with the need, for the performance plan or expectations for improvement, the faculty member initiates an appeal with the Vice President of Instruction and Student Services.

Category 5: Leading and Communicating

5P1. Defining and Reviewing Institutional Mission and Values

Strategic planning at Barton is an ongoing effort to anticipate, predict and align future activities and provide a framework to advance the College vision, mission, and goals. Clarity for the entire Barton organization is necessary with regard to the "where", "why" and "how" of Barton's strategic direction.

The Barton BOT identifies that the College mission is to be supported by a strategic planning emphasis which satisfies the Higher Learning Commission (HLC) accreditation requirements and the Kansas Board of Regents (KBOR) policies and expectations. The monitoring reporting tools to reach this end include the Barton Success Plan, the YCP, KBOR policies and guidelines, and the AQIP categories for success.

April 2010

Barton initiated a comprehensive review of the Strategic Planning process beginning with the Cougar Quest Employee Discussion. A revised strategic planning umbrella was created to aid in stakeholder understanding of the various components involved.

July 2010

The Trustees approved a revised Vision and Mission Statement for the College.

September 2010

A strategy was developed to review the College Strategic Planning process. The College contracted with the Office of Educational Innovation and Evaluation through Kansas State University to assist with our strategic planning process. During the months of October, November, and December multiple initiatives were undertaken to analyze the Barton environment both internally and externally.

1. Alignment of a variety of agency expectations was sought to streamline accountability reporting.
   a. Document review included BOT ENDS Statements, AQIP expectations, KBOR Foresight 2020 Goals, KBOR Performance Agreements, Barton Annual Plan, etc.

2. Environmental analysis was conducted.
   a. Two College-wide SWOT analyses were implemented.
   b. A SOAR Survey was conducted with internal and external constituents to assess the College's strengths, opportunities, aspirations, and results.
   c. The Personal Assessment of the College Environment (PACE) survey was administered to determine the extent to which Barton employees not only understand the college direction, but also to gather feedback to help improve alignment.
   d. An environmental scan of the economic, political and social trends for the county, state, and nation were reviewed, in addition to the identification of economic development and county needs.
   e. A review of accreditation mandates at the federal and state level was conducted.

3. A meeting with key internal stakeholders was conducted to refine the strategic direction.

4. A second meeting with internal stakeholders was held to develop and refine measureable indicators.

July 2011

The BOT approved the new strategic plan.

5P2. Setting Directions

Mission, vision, and values serve as the guide for establishing BOT Barton Governance. Within the scope of Barton Governance, there are eight institutional ENDS Statements identified. The ENDS Statements serve as the foundation for strategic planning purposes.

Strategic planning occurs, at a maximum, within a five year cycle. A comprehensive review occurs at the third year of the five year cycle. This process is mapped and provided on the College web page in the Strategic Plan section along with other supporting documents. The Barton Success Plan is then operationalized through the development of the YCP. The YCP appears as a regular agenda item for the President's Staff.

At the conclusion of each academic year, YCP achievements are communicated to employees, students, and the BOT; as well as disseminated via the College website. In addition, administration generates ENDS Monitoring Reports which are presented to the BOT and attending guests regularly at monthly Board meetings.

In mid-academic year, the College community initiates discussion and review of pertinent YCP objectives for the following academic year. Regular monitoring and assessment of the current Yearly Plan objectives provides advance indications for continuing areas of emphases. Additionally, student surveys; BOT ENDS reporting and evaluation; external stakeholder discussions; and environmental assessments serve as additional indicators of needed attention.

5P3. Needs and Expectations of Stakeholders

In accordance with Barton Governance, the BOT meet with specified stakeholder groups a minimum of every other month; meet monthly with student support groups and receive service reports; and seek public comment at each of the 24 yearly BOT meeting dates [12 Board of Trustee (BOT) meetings and 12 BOT Study Sessions].

The Personal Assessment of the College Environment (PACE) survey is administered biennially, to determine the extent to which employees not only understand the College direction, but also to gather feedback to help improve alignment.

Internal stakeholder communication occurs as a direct result of service to the College as a member of one of the College's numerous institutional committees. In addition to member remarks, much information is gathered from presenters who provide comments, concerns, and ideas which guide the College. Barton institutional committees include:

- College Planning and Coordinating Committee
- Facilities Planning Committee
- Faculty Council
- Information Technology Committee
- Learning, Instruction, and Curriculum Committee
- Outcomes Assessment Committee
- Professional Development Committee
- Program Topics and Processes Committee
- Public Relations Advisory Board
- Service Enhancement Committee

The College professional development team is charged with regularly offering online courses, guest speakers and other forms of professional development to all employees.

5P4. Focusing on Student Learning

Leaders at Barton guide the College in seeking future opportunities while enhancing a strong focus on students and learning. This is evidenced by the following actions:

- Barton adheres to established BOT Barton Governance policy expectations; subsequent reporting of identified ENDS Statements; Barton Success Plan and annual planning processes, regular interactions with stakeholders, and regularly scheduled BOT meeting and study session dates.

- Leaders review and analyze data (student demographics, enrollment patterns, student learning outcomes, occupational and environmental trends, legislation) provided by the Office of Institutional Research (OIR) and other sources.

- Processes, results, and improvements identified in Category 3 Understanding Students' and Other Stakeholders' Needs identify the strategies that leaders use to seek future opportunities and build strong relationships with employers, advisory boards, legislators, and other stakeholders to enhance student learning opportunities.

- The strong, student learning outcomes focus developed by faculty leaders and detailed in Category 1 (IP1, 1P18, 1R1, and 1R2) provide documentation of student learning as well as data to guide the College in seeking opportunities for improved instructional strategies to improve student learning.

- Barton administrative and instructional leaders focused on enhancing and expanding the College's online programs. In support of this goal, leaders sought accreditation for the online programs and in an effort to further enhance all distance offerings, the College applied for and received a Title III Strengthening Institutions grant with a focus on distance learning. (See, IP15)

- The engagement of Barton employees in the community adds to opportunities where information regarding existing or possible services can be gathered. The focus on students is also maintained through the extensive utilization of advisory groups on both the academic and service sides of the institution.

5P5. Decision-Making

Board of Trustees' (BOT) Barton Governance is the overarching College policy framework identifying the role and responsibilities of the BOT, the President, and members of the College. The institutional process used for annual planning and decision-making is described below. The process is based on the Strategic Planning Guides, Appendix I and Appendix II. The overarching component of the plan is Communication. Communication is central to each step of the decision-making process.

Planning

- Operational Review
  - Examine Barton Success Plan
  - Consider recommendations from previous year
  - Review current evaluation activities
- Operational Development
  - Select and prioritize annual performance goals
  - Develop annual objectives
  - Develop indicators of performance
  - Assign responsibilities
- Budget Planning
  - Analyze basic budget needs
  - Develop annual basic budget
  - Develop budget priorities
  - Allocate discretionary resources

Implementation

- Apply resources
- Schedule delivery of planned services
- Provide planned services
- Prepare progress report

Evaluation

- Student/Community feedback
- Assessment of student academic achievement
- Academic and service program review
- Indicators of institutional effectiveness

5P6. Use of Data and Information

Barton has an opportunity to further develop processes for using data in decision-making. The recently enhanced strategic planning process and the establishment of an Office of Institutional Research are two examples of the College's commitment to increased data-based decision-making.

Barton has an Information Services Division that includes positions supporting institutional research. All planning documents and College surveys are routinely updated throughout the year. Planning documents identify responsible parties and progress to date in meeting goal objectives.

The rational model is employed as verified through the documents titled Strategic Planning Guide Appendix I and Appendix II. Annually, the YCP outcomes are evaluated and the resulting data is documented, analyzed, and distributed to appropriate parties for future decision-making.

5P7. Communication

Board of Trustees' Barton Governance stipulates reporting and communication responsibilities of BOT members and College administration. The BOT schedules 24 yearly meetings open to the College community and the general public. The minutes of these meetings are posted on the web page and an email notification is disseminated to all College employees upon posting.

Internal communication within the college community is enhanced through a number of meetings designed to plan, review, update, and evaluate institutional and departmental processes.

- College committees record meeting proceedings; the minutes are distributed to all committee members, and made available to any employee upon request.
- President's Staff meeting minutes are directly emailed to all employees following each meeting.
- Each division of the College holds regular staff/faculty meetings.

- The Vice President holds monthly Deans' meetings. Faculty Council holds monthly (during the academic year) meetings presenting and discussing matters that are of relevance to student learning and employment responsibilities. Faculty Council members provide communication to their designated peers.
- The President leads College Forums, which are scheduled throughout the academic year, at both College locations.
- The President prepares and emails a Good News notification to all College employees which highlights College success activities.
- The President also communicates a Weekly Summary to the BOT 2-3 times per month in order to ensure awareness of activities and College events.

In order to highlight the annual success of the College, its students, and employees in achieving the College mission throughout the previous year, the College publishes each October the College Report on behalf of the BOT. This document delivers information based upon the ENDS expectations and is provided electronically on the website as well as disseminated throughout the community.

AQIP activities are shared in a variety of ways. An AQIP webpage was developed which explains the academic quality improvement program, our college liaison, core team, etc. This page also has subpages with Action Project information, and the Barton AQIP Wiki which contains the materials necessary to declare a new Action Project, and access and submission of reports. Additionally, the College maintains a shared T-drive, and AQIP has a folder on this site that any Barton employee can access to review materials related to AQIP initiatives, portfolio drafts, etc.

Posters were also developed to promote AQIP Accomplishments; they reinforce the process and reiterate the success achieved as a result of the action projects. Posters are mounted in prominent locations across campus, to celebrate achievement.

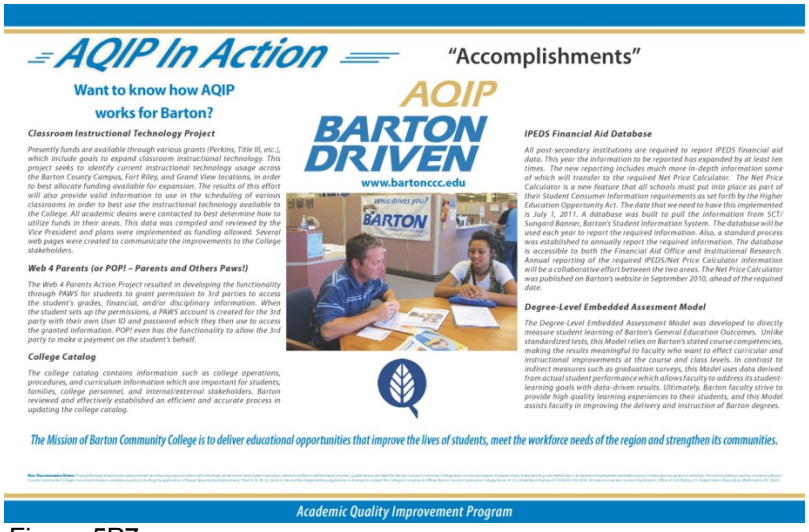


Figure 5P7

5P8. Communicating a Shared Mission, Vision, and Values

Barton Governance and ensuing planning processes, utilizing the rational model approach, enable consistent and on-going communication (BOT Monitoring Reports, BOT Community Linkages, BOT annual Report Card to the public, College committee meetings/minutes, College Forums) with the entire college community. Communication is facilitated through numerous media including print publications, radio and television, and electronically. Through the annual evaluation and goal setting process, each employee is directly involved in developing professional goals that support the institution's mission and vision.

5P9. Encouraging, Developing, and Strengthening Leadership

Barton supports leadership development as evidenced below; however, the processes for encouraging, developing, and strengthening leadership have not been established at the process level.

Barton supports leadership development through a variety of ways including:

- committee membership
- internal promotions
- professional development opportunities
- routine requests of the College for employee input and collaboration
- routine communications to all employees identifying the successes of College employees/services
- planning documents routinely identify responsible parties that are key to planning
- success/outcomes and outcomes are broadly communicated to all employees/public

Leadership outcomes and best practices are communicated through:

- College committee minutes forwarded to employees and/or posted to web site
- identifying the successes of College employees and/or service areas via routine communication to all employees
- monthly employee presentations to the BOT via regular monitoring reports, student support services presentations, and community linkage activities
- planning committee outcomes and membership contributions communicated to all employees and/or posted to web site
- promoting presentations of institutional achievement during College Forums

5P10. Maintaining Mission, Vision, Values, and Commitment to High Performance

BOT Barton Governance stipulates the roles and responsibilities of the BOT and College administration. Included in Barton Governance is the Board Process Policy addressing the Emergency Succession Plan for appointment of an Acting President in the event of an unplanned absence. In addition, and as directed by Board Governance, institutional policies and procedures are in place to govern College operations and services.

Although there are no formal succession plans for any other positions at the College, the environment encourages individuals to consider leadership positions and opportunities. This has been evidenced by recent internal appointments to leadership positions across the College.

5R1. Recent Improvements

The initial meeting to investigate the implementation of a Barton Portal to better communicate with various stakeholders occurred in October 2010. Information Services is currently building the portal in test mode and addressing the technical aspects necessary in order to integrate the new portal with Banner, Barton's Student Information System (SIS) and Human Resource Information System (HRIS). Once the text mode is functional, associated portal design and implementation meetings will be initiated with various members of the Barton college community. A video, which provides an overview of the generic portal concept, is available.

It is anticipated the implementation of the Barton Portal, currently named MyBarton, will position the College to further advance communication to all Barton stakeholders. The Portal Project Initiation, is a highly participatory engagement with four primary goals identified below. The Portal Project Initiation activities will enable Barton to develop a Project Roadmap, the implementation's primary guiding document.

1. The first goal is to educate institutional executives, administrators, and the project team about the functionality of the Luminus™ Platform and how it can support the institutional mission.
2. The second goal is to preview the implementation process and to explain how the SunGard Higher Education team will collaborate closely with the client project team to ensure a successful implementation.
3. The third goal is to gain executive consensus regarding the project's strategic objectives and to gather input about other key project components.
4. The final goal is to establish the groundwork for a successful portal implementation by considering such essential project building-blocks as a viable timeline, milestones, priorities, roles, resources, success factors, risk-management strategies, quality-control processes and other important components.

An extensive program review process was initiated in 2011 for career technical programs; 4-6 academic program reviews occur each year (rotating three year cycle) to assess program outcomes and the appropriate utilization and investment of College resources. (See also, 1R3.)

5R2. Results for Leading and Communicating

Monitoring reports are provided to the BOT throughout the year and published on the website. These reports contain evidence that the College is meeting the expectations the board sets for the College.

The overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.66 mean score or mid-range Consultative system. Items were rated on a five-point satisfaction scale from a low of "1" to a high of "5". Barton was statically higher in the areas listed: actions of this institution reflect its mission, administrative leadership is focused on meeting the needs of students, employees can appropriately influence the direction of this institution, institution has been positively motivating my performance, institution-wide policies guide my work, institution is appropriately organized, employees have the opportunity for advancement within this institution and employee work is guided by clearly defined administrative processes.

Barton PACE Survey

Institutional Structure	BCC Mean	Norm Base
1. The extent to which the actions of this institution reflect its mission.	3.89*	3.75
4. The extent to which decisions are made at the appropriate level at this institution.	3.11	3.07
5. The extent to which the institution effectively promotes diversity in the workplace.	3.74	3.70
6. The extent to which administrate leadership is focused on meeting the needs of students	3.77*	3.60
10. The extent to which information is shared within the institution.	2.94	2.99
11. The extent to which institutional teams use problem-solving techniques.	3.21	3.17
15. The extent to which I am able to appropriately influence the direction of this institution.	3.26*	3.07
16. The extent to which open and ethical communication is practiced at this institution.	3.13	3.19
22. The extent to which this institution has been successful in positively motivating my performance.	3.46*	3.32
25. The extent to which a spirit of cooperation exists at this institution.	3.14	3.24
29. The extent to which institution-wide policies guide my work.	3.65*	3.52
32. The extent to which this institution is appropriately organized.	3.30*	3.12
38. The extent to which I have the opportunity for advancement within this institution.	3.27*	3.09
41. The extent to which I receive adequate information regarding important activities at this institution.	3.54	3.56
44. The extent to which my work is guided by clearly defined administrative processes.	3.46*	3.32
Mean Total	**3.39***	**3.31**

Figure 5R2 [*T-test results indicate a significant difference between the mean and the Norm Base mean (α=0.05)]

5R3. Comparison of Results

The chart below shows how Barton compares with the NILIE PACE Norm Base, which includes approximately 60 climate studies conducted at two-and four-year institutions since 2007. These studies include small, medium, and large institutions. The Norm Base is updated each year to include the prior 2-year period. The distance between each item mean and the ideal situation, represented by a score of 4.50 on any item, can be identified as a measure of the extent to which individuals and groups can be motivated through leadership to improve the climate within the institution. Thus, the gap between the scores on what is and what could be for each item is the zone of possible change within the institution.

	Barton	Norm Base
Institutional Structure	3.39	3.31
Supervisory Relationships	3.69	3.66
Teamwork	3.71	3.70
Student Focus	3.95	3.88
Overall	3.66	3.61

Figure 5R3

5I1. Recent Improvements

Recently, a number of improvements have been made in the area of leadership and communication, resulting in systematic and comprehensive processes and performances.

- The BOT conducted an exhaustive analysis and assessment of Barton Governance; as a result the format is significantly revised and updated.
- The strategic planning process was systematically reviewed and revised accordingly.
- All BOT policies, planning documents, and AQIP continuous improvement documents have been posted to the web to facilitate communication transparency.
- The continuous improvement philosophy has been embraced by the College, enhanced by the adoption of the rational model in meeting planning documents and the College efforts to introduce and implement process mapping.
- Planning updates are continually being discussed and presented to the BOT, College work groups, and disseminated via email communications and the web.

- The office of Human Resources underwent an external audit. As a result, an action plan was developed in order to enhance the HR support for employees and other customers. Revisions include: (1) revised HR processes, procedures, support, location and training, including the addition of the Recruitment and Employment Coordinator position to assist with all aspects of employee recruitment; (2) additional/revised College policies and procedures; and (3) payroll enhancement and compliance.
- Developed and instituted a one College framework integrating the functions of two campuses, e-campus, and multiple outreach sites.
- Centralized all instructional functions, HR functions, information service functions, business functions, student service functions, public information functions, and business and industry training (community education) functions. These measures enhanced effectiveness, efficiency, and accountability for related services and empowered leaders to plan and track progress within their services.

5I2. Selecting Processes for Leading and Communicating

The College's implementation of the Barton Success Plan and Yearly College Plan to guide and prioritize actions at Barton creates a culture that supports quality improvement. The clearly articulated strategic planning process incorporating reporting formats, timelines, evaluation, and responsibilities are designed to enhance leading and communicating.

Category 6: Supporting Institutional Operations

6P1. Identifying Service Needs of Students and Stakeholders

The College routinely collects and analyzes the following data to identify student and stakeholder need. Data collected from these sources are used by administrators, departments/divisions, and programs to form strategic action plans that support the goals and objectives identified in the Barton Success Plan and the Yearly College Plan. The following chart identifies examples of institutional units and the methods commonly used to identify student and stakeholder need. This chart does not represent all of the institutional units or methods.

Unit	Data to Identify Student or Stakeholder Need
ABE/GED/ESOL	▪ Participation rates ▪ GED pass rates ▪ Matriculation to postsecondary program ▪ Citizenship attainment rates
Campus Housing	▪ Number of students that contract service. ▪ Student satisfaction. ▪ Annual housing survey.
Community	▪ Comments at BOT meetings, phone calls, visits ▪ Foundation input ▪ Requests for services (facility usage, volunteers, speakers) ▪ Surveys, environmental scans
Food Service	▪ Continuous interaction between food service and the students to vary the menu's to meet changing desires and dietary needs.
Institutional	▪ Environmental scans ▪ External recognition ▪ Normed surveys (Kansas Study, NCCBP, PACE) ▪ Public comment ▪ Student and other stakeholder input (meetings, suggestions, complaints, ad hoc committees)
Instructional Programs	▪ Assessment – placement, student outcomes assessment ▪ Course/Instructor evaluation ▪ External demand or requests (OSHA, Kansas Department of Corrections, U.S. Army, Business and Industry, etc.) ▪ Internally developed surveys (Graduation Survey, BartOnline Academic and Student Services Survey) ▪ Normed surveys including CCSSE ▪ Student satisfaction
Military Programs	▪ Continuance of MOUs and other partnerships ▪ Evaluations ▪ Military directives and regulations
Student Health and Counseling	▪ The number of students that continue to seek services. ▪ Student satisfaction.
Student Senate	▪ Student Senate minutes and other communications identifying specific concerns or suggestions. ▪ An additional channel for communication of student needs is to bring matters directly to Trustees during regularly scheduled BOT meetings. ▪ Student attendance at Student Senate sponsored events.
TRIO Programs – Student Support Services, Upward Bound, Educational Opportunity Center	▪ Participation rates ▪ Academic progress ▪ Matriculation to postsecondary program ▪ Assessment data ▪ Graduation
Workforce and Career Technical Education	▪ Advisory Board input – surveys, interviews, employer presentations ▪ Employer feedback ▪ Former students

Figure 6P1

Student Services staff responds to complaints, suggestions, concerns, and feedback for internal and external constituents. Critical issues are addressed individually and in a time conscious manner. For issues determined to be less critical, information is compiled to identify trends and, as appropriate, action committees may be assigned to recommend changes. Additionally, personnel listen and observe. By listening, staff can respond appropriately to student needs and by observing, they may be able to anticipate student needs.

Other Stakeholder Groups (See also, 6P2)

In addition to the methods highlighted below, internal and external stakeholders have the opportunity to participate in a Strategic Opportunities and Assessment Review every five years in conjunction with the strategic planning process.

Trustees have the opportunity to request additional documentation, clarification, or training through the BOT processes. The Barton Governance Manual specifies the types of communications and counsel that the President shall provide to the BOT. In addition, Trustees are able to identify their needs at Board Study sessions and Board Retreats.

- **Employees** participate in a biennial Personal Assessment of the College Environment (PACE) survey. Results of the study are used for benchmarking, to initiate discussion and serve as a foundation for strategic planning, and to initiate general improvement strategies for the college. (See also, 4P13.)
- **External stakeholders** have multiple opportunities to share their needs with the College. All monthly Board Study and BOT meetings are open to the public; BOT meeting guidelines identify the processes for meeting participation and for requesting addition to the Board agenda.

6P2. Identifying Administrative Support Service Needs of Faculty Staff, and Administrators

Administrative support services needs are primarily identified by external dictates and regulations as well as internal means. Externally, needs are communicated by KBOR regulations, Higher Learning Commission standards, and state and federal government legislation. Internally, administrative support needs are most often identified through division or departmental meetings or through institutional committees. Committees may act upon a need or forward the request to the appropriate individual or department for action. (See also, 5P3 for list of committees.)

Furthermore, needs are identified through departmental and program reviews and accreditations; Faculty Council; and division meetings. Another method for communicating needs is through the regular All-College Forums which provide a venue for the President to share information with the college community.

Another method for identifying needs is through the regular All-College Forums which provide a venue for sharing information from the administration, as well as from the general employee base. An additional channel for communication of student needs is to bring matters directly to Trustees during regularly scheduled BOT meetings.

Possibly the most inclusive method of identifying administrative support service needs is through the Strategic Planning process. The processes used to develop departmental/division goals, objectives, and action plans solidify and communicate the needs of those areas.

6P3. Physical Safety and Security

In cooperation with local consultants, Barton employees developed an Emergency Operation Plan and placed copies of the document in all buildings as well as the Barton web site; a team responsible for informing employees about the plan and providing regular updates to the campus community. The College Nurse facilitates the Emergency Response Team that mobilizes when a credible risk is presented. The Emergency Response Team supervises the actions of Barton Community College, its students and employees during a crisis. The Emergency Response Team assumes responsibility of all decisions and actions made until the arrival of professional emergency personnel, and each member of the Emergency Response Team is required to have a designated alternate.

In addition to the Emergency Response Team, and the Security Officer on duty, another distinct role in emergency management at Barton is the function of Building Monitors. This is a key group of individuals that will perform multiple duties; everything from maintaining Emergency Response Kits, to assisting in building evacuation and floor searches.

Potential types of emergencies have been categorized into three levels. When an emergency occurs, it is the responsibility of the Security Officer on duty to determine the level; the emergency level is directly tied to the notification of Emergency Response Team members. The Emergency Response Team has a direct link to mobilizing executive leadership, if necessary. At Barton, these are considered first-step processes that will evolve and mature as the College faces potential threats. The Emergency Response Team conducts campus-wide tests to validate the

Throughout the College, numerous security cameras ensure the safety of people entering and exiting the buildings. Regularly scheduled drills occur on the Barton County Campus, coupled with warning emails and text messages. Refer to additional information contained in 4P13.

Fort Riley security is managed by the installation's military police; security notification information is provided to students, faculty, and staff via the Fort Riley alert notification system, and through Facebook.

6P4. Addressing Key Student, Administrative and Organizational Support Service Processes

The College's day-to-day student and administrative support functions are managed through the use of established college and departmental policies and procedures. The key student support processes have been identified below. Other service areas are developing similar process maps.

Key Student Support Processes

Process	Components	Management	Measures	Utilization
Housing	▪ Application ▪ Contract ▪ Assignment of room ▪ Fill rates	▪ Application questionnaire ▪ Coach requests ▪ time stamp of deposit ▪ report of expected residents & follow up procedure	▪ Deposits received ▪ Occupancy rates ▪ Surveys ▪ Report of expected residents ▪ Peer comparison	Reviewed by: Student Life Staff - for potential process or management improvements
Activities	▪ Student Senate ▪ Clubs and Organizations ▪ Campus Events	▪ Student suggestions ▪ Budget constraints ▪ Surveys ▪ Senate guidance ▪ Current activity trends	▪ Participation rates ▪ Satisfaction surveys	Reviewed by : Student Senate & Student Life Staff - for potential process or management improvements
Food Service	▪ Contracted service ▪ Catered special events	▪ Collaboration between Director of Student Life & Housing Staff & Food Service Director	▪ Monitoring usage & considering student input	Reviewed by: Student Life Staff - for potential processor management improvement
Student Health	▪ Maintain records ▪ International population ▪ Assessment & treatment ▪ Referral services ▪ Health promotion	▪ Referrals to student health ▪ Inquiries & usage ▪ Referrals to external services ▪ Directives from external entities	▪ Usage rates ▪ Student survey comments ▪ Referrals to external services	Reviewed by: Student Life Staff - for potential process or management improvement
Tutoring	▪ Tutoring & academic assistance	▪ Hiring, training, & scheduling of peer tutors to provide for hours of operation ▪ Classroom visitation & faculty referral	▪ Documentation on usage ▪ Student surveys	Reviewed by: Student Support Services Staff -for potential process or management improvement
Career Services	▪ On and off campus job postings ▪ Career exploration ▪ Internships ▪ Special events	▪ Class visitation & presentations ▪ Referrals from faculty & staff ▪ Student Employment procedures	▪ Data on positions open & filled, applications received & hires, usage of other services ▪ Attendance at special events ▪ Student surveys	Reviewed by: Director of Testing, Advisement & Career Services & Dean of Student Services - with reporting as requested
Placement, Advising & Enrollment	▪ Admissions application or enrollment form ▪ Placement testing or placement information received ▪ Enrollment ▪ Advisor assignment	▪ Applications and enrollments entered into SIS ▪ Placement & prerequisite review ▪ Advisor assignment process	▪ Student surveys ▪ Goal attainment ▪ Successive enrollment ▪ Override report & other reporting	Reviewed by: Admissions & Advising Personnel, Asst. Dean of Student Services, & Dean of Students - with reporting as requested
Financial Aid	▪ Processing of Federal grants & loans ▪ Activity & performance awards ▪ Satisfactory Academic Progress procedure	▪ Application processing ▪ Document notification ▪ award notification	▪ Data on apps received ▪ Data on aid awarded ▪ Data on processing time ▪ Data on warnings, suspensions, appeals ▪ Student surveys	Reviewed by: Financial Aid Staff & Asst. Dean of Student Services - with reporting to wider campus community Peer review
Recruitment	▪ High school visits ▪ CPCs ▪ Enrollment days ▪ Other special events	▪ Counselor feedback ▪ Prospect database ▪ Scheduling H.S. visits ▪ Social media	▪ Enrollment trends ▪ Enrollment numbers ▪ Campus tour feedback	Reviewed by: Admissions Staff & Asst. Dean of Student Services - with reporting as requested
Student Records	▪ Student data/Admissions apps/Enrollments/Schedule Changes/Grades/Graduation Applications/Academic Progress	▪ Student data, Applications, enrollment/schedule changes, graduation applications entered in SIS	▪ Student Surveys/Reporting/Data on student academic status/Honors	Reviewed by: Registrar & Asst. Dean of Student Services - with reporting as requested
Library	▪ Research Resources ▪ Curriculum Support ▪ Reference & Technology Assistance	▪ Student Suggestions ▪ Faculty Surveys/Feedback ▪ Course Presentations ▪ Class visits to library ▪ Information Literacy tools	▪ Monitor Usage ▪ Faculty Referrals	Reviewed by: Director of Learning Resources & Library Staff

Figure 6P4

6P5. Documenting Support Processes

Documentation of processes occurs through many efforts at Barton. The College's policies and procedures are a critical demonstration of processes that support the College, its employees and students. In turn, these guiding principles direct the development of additional supporting documents including the College Catalog, Minutes of numerous committees, and a variety of department and service area brochures and informational pieces.

Barton provides universal access to the information on the web site. Sixty trained web editors are empowered to keep information on the site updated. The site houses numerous process documents.

When process maps are created, they are posted on the web site for review, use, and comment. The process maps are valuable tools in training new employees, streamlining processes, and defining responsibilities. As process documentation continues, creators are responsible to market the existence, the location, and the value of the documents.

The Workforce Training & Community Education Division utilizes an informal process to capture steps associated with various projects and/or tasks. The managers of the division reference a "Yearly Duties" document that guides them through required activities on an annual basis. The document does not address projects and/or tasks that are specific to programs within the division, but instead the document focuses on global activities that are critical to the overall operation of the division and institution.

One action project illustrates the method that was used to review and map processes surrounding the Human Resources Personal Data Sheet (PDS). Multiple participants from Human Resources, Banner support, and user groups were represented on the committee.

Problem

Confusion regarding the hiring guidelines and processes.

Goal

The Human Resources Personal Data Sheet affects multiple areas of the College's data input processes. The process needed to be improved by creating training and documenting through videos and paper, provide opportunity for cross-training, improve on timeliness of PDS submission, and identify a step-by-step, standardized hiring process. A process map was created to clarify the practice and help communicate this protocol to the entire organization.

Process

- Identify critical team members within the HR Department as well as representatives from IT, BANNER module leaders, and a WTCE representative.
- Team reviewed current document and surrounding processes.
- Identify issues and confusion, eliminated unused data, revised processes to reflect improvements.
- Developed user awareness process.

Outcomes

- Elimination of unused data collection information on the PDS;
- Addition of new data collection information so that the Payroll Clerk knows who to call with any questions (Hiring Contact) and when the PDS has been entered into Banner;
- User awareness of two form options – hard copy or electronic;
- User awareness and training in an effort to try and avoid creating duplicate Banner PIDMs with the potential of saving Enrollment Services and Information Technology staff from having to combine multiple records into one record in the Banner system; and
- Focus on minimizing the entry of duplicate Banner PIDMs, which will result in the creation of training video(s) for affected data entry areas.

6R1. Measures of Student, Administrative, Organizational Support Services Processes

The Office of Institutional Research collects data that are used to identify the needs of students and stakeholders. The data are analyzed and incorporated into the following reports: Board ENDS reports, CCSSE, enrollment data, enrollment comparisons (weekly), GPA data, Graduation Surveys, graduation rates, IPEDS, KSPSD, Kansas Study, NCCBP (National Community College Benchmark Project), State Funding Data, and Tuition Rate Comparison.

The financial aid department publishes a yearly Financial Aid Dashboard on the web site with key financial aid information such as: percent of students receiving financial aid, total of financial aid dispersed and comparative data to previous years.

The Office of Institutional Research website publishes institutional and community data in addition to information such as data Freeze dates; a listing of federal and state reports including data responsibility; and select process maps.

6R2. Student Support Service Process Performance

The College routinely collects and analyzes measures targeting student satisfaction. The web-based graduation survey is administered to all graduates; data from this survey is communicated to the BOT and all service areas of the College. The following chart reflects the results of the CCSSE Support for Learners benchmark.

Support for Learners

CCSSE 2010		Barton	Medium Colleges		2010 Cohort	
Item	Class	Mean	Mean	Effect Size	Mean	Effect Size
1=Very little, 2=Some, 3=Quite a bit, 4=Very much						
How much does this college emphasize each of the following?						
*Providing the support you need to help you succeed at this college	All students	3.09	2.98		2.98	
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds						
*Helping you cope with your non-academic responsibilities (work, family, etc.)		2.10	2.50		2.50	
*Providing the support you need to thrive socially		2.22	2.15		2.15	
Providing the financial support you need to afford your education		2.50	2.48		2.46	
1=Rarely/never, 2=Sometimes, 3=Often						
How often do you use the following services?						
*Academic advising/planning	All students	1.86	1.77		1.77	
Career counseling	All students	1.43	1.43		1.43	

Figure 6R2

*Items which reflect the largest differences (in mean scores) between Barton and the 2010 CCSSE Cohort.

Additionally, other formal and informal processes are employed to evaluate performance results, including:

- Pursuit of external grant funds to support academic and support services remains a priority for the College. Income levels for the past three years appear below.
  - FY 2009 - $3,459,575
  - FY 2010 - $1,945,880
  - FY 2011 - $2,200,582
- TRIO programs including Student Support Services, Upward Bound, and Educational Opportunity Center maintain participant documentation including the following data for FY 2010. Each program achieved their stated objectives.
  - Educational Opportunity Center
    - 15% of participants without HS/GED credentials enrolled in a continuing education program
    - 31% of EOC participants enrolled in a postsecondary education program for the first time
  - Student Support Services
    - 84.5% of all participants were in good academic standing at the end of the year
    - 62.7% of each year's cohort persisted from Year 1 to Year 2
  - Barton County Upward Bound
    - 88% of seniors enrolled in a postsecondary program the following fall
    - 100% of previous year's seniors continued in their postsecondary program
  - Central Kansas Upward Bound
    - 75% of seniors enrolled in a postsecondary program the following fall
    - 80% of participants who enrolled in college either graduated or enrolled in the following fall term

6R3. Administrative Support Service Process Results

Financial Reports are produced monthly for the board to review and policies are in place concerning cash reserves. Budgeting information and credit hour information is produced on a regular basis and distributed to deans and placed where appropriate on the web sites. Administrators and program managers can access individual program accounts data at any time.

External Fiscal Audit The College operates according to generally accepted accounting practices, and it has consistently received unqualified financial and program audits from the external auditors.

Account Receivables The graph below shows the amount charged (Tuition & fees) versus the unpaid amount for each semester. Our percentage of unpaid charges remains around 1% which is an acceptable rate for receivables.

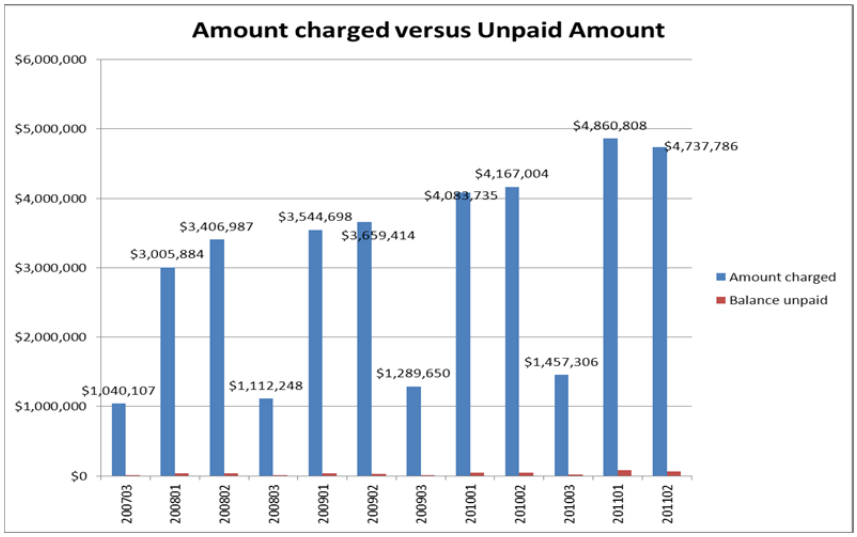


Figure 6R3

Electronic Billing – Starting with the fall semester, Barton started sending bills to students via email. Duplicate bills are sent to all email addresses that we have in our Student Information System. Approximately 2,600 bills are delivered via email every month.

Student Refunds – Starting with the fall semester, Barton contracted with Higher One for the processing of all student refunds. Students receive a BartonChoiceCard in the mail prior to the distribution of student refunds. Once the student receives this card they simply choose their refund method (online bank account & debit card, ACH transfer to their home bank, or paper check) and all future refunds will be distributed to them based on the disbursement method they have selected.

6R4. Using Information and Results

ENDS Statement Reports are providing KPI measurements to Trustees and measurements either support effective ENDS measurement or need for revised KPI measurement. Effective measurements assure BOT that ENDS Statement is being adequately addressed.

In 2005, the College conducted area public presentations and listening forums and Trustees conducted personal surveys of area business and community leaders. Outcome of forums and surveys identified following expectations were not being met- accountability to tax payers, public transparency, and training support for area businesses. This led to establishment of Board Linkage reporting schedule, revised content for annual Community Report, remodeled and re-formatted website, electronic signboard, master advisory council, utilized EMSI data bases to identify development of new training programs; and increased partnerships.

Financial aid response time is used to evaluate the efficiency of response, especially in light of increasing workload without increasing personnel. Student activity attendance data used to guide programming. Housing survey used to direct improvements and programming in housing. The College learning management system is used to email surveys to guide retention initiatives.

The Workforce Training & Community Education Division recognizes the significance of learning from the outcome of a project and/or activity. The division uses the common practice of “debriefing” and executes feedback either via meetings and/or email requests. It is critically important to capture the successes and failures of projects and/or activities within a narrow timeframe after the completion of the task. Roundtable discussions or email surveys reveal current reactions and responses to outcomes and affords the divisions with information that may be utilized to enhance and/or discontinue specific practices and processes. Additionally, workforce advisory committees are providing details that are leading to revised course content and/or new degree/certificate programs and enrollments are justifying program developments/revisions.

6R5. Comparison of Performance Results

Comparative results for student support service processes can be found in 3R1 and 3R5. Where data are publicly available, the College may make local and state comparisons; however, Barton is currently not formally tracking

comparative data for many of its administrative support service processes. However, as a participant in the National Community College Benchmark Project, the College will develop processes to compare performance results for Supporting Organizational Operations.

6I1. Recent Improvements for Organizational Operations

Over $7 million has been committed to remodel and update College facilities at all locations, resulting in new classrooms and a learning resource center. These dollars were for both physical and technological improvements. The College celebrated the renovation of its Great Bend campus facilities during the summer of 2010.

Student Services

- **Learning Resource Center** - the new addition allowed for the bringing together of placement testing, academic advising, and career services into a new Advisement Center. Here, students can easily be referred between these services and begin to better realize the connections between these services.

- **TRIO Consolidation** - renovation provided the ability to house the three campus based TRIO programs all together in one area. Two of the programs are "feeder" programs for a third one and this arrangement not only allows for ease of transition for students but also the regular sharing of information and assistance between the personnel in the programs.

- **Library** - provides a physical atmosphere that is welcoming and spacious and usage of the library and its services and resources has increased as a result. A classroom allows library staff to provide instruction without disruption ensuring students understand how to use library resources for research and classroom requirements. Improvements include increased number of computers.

Workforce Training and Community Education

- **Nursing** –acquired two classrooms and two labs for its Practical and Registered nursing programs. Previously, the program relied on one classroom and one lab to provide instruction to 80 first and second year students. The new labs, through multiple funding sources, i.e. departmental, Perkins, donations and state grants, are equipped with state-of-the-art simulation manikins that provide supplemental instruction to classroom studies as well as clinical experiences.

- **Emergency Medical Services** – Increased classroom/lab to two rooms for EMT and Paramedic programs -- increase in square footage enhanced lab experiences and provided program with additional storage from their program's equipment.

- **Case-New Holland** – Barton has a long-standing partnership with Case-New Holland; Barton has trained thousands of technicians on behalf of Case-New Holland locally, across the United States and from international dealers. The renovation project significantly increased the shop space for this business & industry partnership, created a dedicated classroom and provided for the trainer's office.

- **Computer Labs** – All student computer labs in the Technical Building were updated with new personal computer equipment.

- **Medical Assistant** – The former mail room facility was updated to serve as a simulated Physician's Office for Medical Assistant students. Located near the Nursing and EMS facilities, this development has not only enhanced student learning specific to the Medical Assisting career, but also enhanced collaboration among healthcare programs and their managers.

- **Agriculture** – with the addition of the Crop Protection program to the already existing Agri-Business transfer program, the Agriculture Department needed a classroom facility that supported its instructional needs. The renovation provided for the creation of a new and much larger classroom that is used for all core agriculture courses.

- **Automotive** – The remodeling project addressed the issues of increasing enrollments and lack of corresponding classroom and shop facilities. The project provided for the creation of two dedicated classrooms and enhanced square footage for the shop area. The program will acquire funds from the College's Foundation to install a camera system to monitor student activities in the shop setting.

Hazardous Materials & Emergency Services Training Institute

- With increasing enrollments, the lack of sufficient classroom, office, and training space at the previous facility forced Barton to look for a more suitable facility. Barton signed a long term lease for a facility located in Grandview. The building was completely remodeled to provide state of the art classrooms, office space, and training areas. The new location also provided much needed outside space for conducting Hazmat Technician, Waste Site Operations, Confined Space and Household Hazardous Waste training. The official name of the facility was changed to reflect the training opportunities provided at the facility. The Grandview location greatly improves access for our students.

6I2. Improving Processes and Setting Targets

Barton culture is predicated on five interrelated themes that serve as the foundation of the institutional mission statement – empowerment, learning, evaluation, discovery, and growth. The definitions of each of these themes drive the selection

of processes to improve performance results and to support of organizational operation. For example, each ENDS Statement supports one or more of the themes; ENDS are integrated into the Barton Success Plan and Yearly College Plan. The primary target setting process is through the Barton Success Plan and the Yearly College Plan. These processes are discussed in detail in Category 8: Planning Continuous Improvement.

The Payment Plans Action Project is an example of an improved process.

Problem
The College had two payment plans which were managed in-house. The plans were quite different and students enrolling in F2F and online courses sometimes ended up signing up for both payment plans; this situation led to student and staff confusion. In addition, the system is a manual system, requiring the student to contact the Business Office and manually go through the sign up process.

Goal
Develop a single, automated payment plan that is easy for students to sign up, streamlined, and produces a higher collection rate.

Processes
- Formed a team including representatives from IT, financial aid, and business office.
- Research potential payment plans/systems.
- Identified potential problems with the academic calendar and payment plans.
- Created payment plans based on the academic calendar.

Outcomes
- One payment plan.
- Automated for student access and ability to sign up for the plan totally online.
- Automated posting to BANNER.
- Increased collection rate. (Anticipated.)
- Training for applicable staff.
- User directions documented, users informed.
- Payment plan implemented in August 2011.
- Starting for the Spring semester (201102), Barton contracted with Nelnet to provide Online payment plans to our students. All charges (Tuition, Fees, Housing, Books, etc.) can be placed on the payment plan and the payments are automatically adjusted to compensate for Financial Aid, adding courses, and dropping courses throughout the semester.

Category 7: Measuring Effectiveness

7P1. Data Utilization for Programs and Services

The performance data to support Barton planning and improvement efforts for programs and services is driven by strategic initiatives set forth by the College's Board of Trustees, administrative staff, and action plans set forth in the Barton Success Plan and Yearly College plan. Furthermore, departmental strategic plans, program reviews, grants, accreditation processes, and other planning and monitoring activities determine additional data needs.

As strategic plans are developed and refined, goals identified, objectives defined, key performance indicators needed to monitor progress and accomplishments are identified. The primary responsibility for coordinating data collection, management, and distribution lies with the Office of Institutional Research (OIR). A process for requesting data has been established and the Data Request Form is posted on the web. Selected data are available on the OIR web page and the internal shared drive. Unit specific data relative to specific grants, athletics, or committees may be collected and maintained by the individuals responsible for those projects.

Key financial data is collected, managed, analyzed, and distributed by the Dean of Administration; the Dean produces monthly financial reports for the BOT and each of the major areas. Monthly credit hour reports are also distributed to the President, Vice President, and Deans for systematic review and action.

Data and performance indicators are continually distributed through regular meetings (e.g. President's staff, Vice President's Deans Council, President's Forum, institutional teams) as well as BOT monitoring reports and other departmental reports. Furthermore, data and performance information are distributed through news publications, accreditation processes, grant performance reports, federal and state reports, and external surveys.

Data Utilization

The Workforce Training and Community Education division recently completed the development of a systematic program review process that incorporates data collection and utilization for program evaluation and improvement. The division conducts a Program Review for each of its career technical education programs; each program is reviewed on a three-year rotation.

The comprehensive review process incorporates the following steps:

1. The program's Executive Director, program manager, and associated support staff conduct a Strengths, Opportunities, Aspiration, and Results (SOAR) analysis. A standard survey instrument is used and is administered to all program members including the advisory board, full-time and associate faculty and staff.
2. Incorporate the following items:
   - Program curriculum guides
   - Perkins Indicator report
   - Fiscal reports from Dean of Administration including:
     - Fiscal information based on program subject codes
     - Tuition & fee rates (may vary by reported year)
     - Courses with less than 10 students
     - Program revenue
     - Salaries and benefits
     - Operational expenses
     - Indirect expenses
     - Profit/loss
     - Three year enrollment report
   - Delivery Method report from OIR
   - Summary of SOAR Survey responses
3. Goals and Recommendations

When the review process has been completed, the report is reviewed by the Dean of WTCE who then prepares a program review summary. The document is then presented to the Vice President for review and further comment and recommendations. The Dean will work with the Executive Director, Director and/or Instructor Coordinator to address the final recommendations.

The resulting data from the review may be used in future proposals for:

- Additional human resources,
- Additional fiscal resources,
- Program redesign, i.e., certificate programs, customized training, new degree options;
- Enhanced marketing efforts;
- Downsize or discontinue program;
- Enhance advisory board membership; and
- Pursuit of grants.

7P2. Data and Performance Information Usage

Planning improvement is driven by the Board ENDS Statements which permeate all planning processes. Bi-monthly board presentations are given to demonstrate effectiveness. On the web site are the definitions of each of the eight Board ENDS Statements report criteria. The creation details for each of the Board ENDS are published on the web.

- BOT END 1-Essential Skills
- BOT END 2- Work Preparedness
- BOT END 3-Academic Advancement
- BOT END 4-Personal Enrichment
- BOT END 5- "Barton Experience"
- BOT END 6-Regional Workforce Needs
- BOT END 7-Service Regions
- BOT END 8-Strategic Plan

The Outcomes Assessment Committee processes Classroom Assessment Techniques and other assessment information for distribution to appropriate groups. Faculty, departments, and divisions utilize the resulting information for annual reports and plans. Public data are placed on the College institutional research web site for access by the general population. Internal data are maintained on a server with the appropriate permissions in place.

7P3. Determining Data Needs

Data collection, storage, and accessibility needs are determined by each department's specific reporting or usage requirements. (See also, 7P1.) Data can be frozen, as–needed, to ensure replicable reporting. Determination of data needs is driven by six primary influences.

- Internal and external reporting requirements;
- Accountability;
- Student outcomes assessment;
- Financial planning and reporting;
- Action Projects, action planning, grant development; and
- Program development, enhancement or review.

Departments communicate directly with the Coordinator of Institutional and Instructional Research to process data requests.

The AQIP Quality Council established the Data Integrity Group (DIG) which is charged with mapping processes for the collection of data and for the creation of reports that meet the needs of our stakeholders. The DIG team consists of the BANNER module heads, Information Services, Office of Institutional Research and is facilitated by a faculty member. Completed process maps are posted on the web site for user reference and review.

7P4. Data Analysis

The Office of Institutional Research produces bi-monthly board reports reflecting how the College is meeting the BOT ENDS. Public data are placed on the College institutional research web site. Internal data are on a shared drive on a Microsoft server with the appropriate permissions in place. Program review reports are created yearly to allow academic departments to analyze their areas. These reports contain financial and enrollment data. The College recognizes the opportunity to enhance processes for data analysis as Barton matures in its demand and use of data for decision-making, quality improvement, and measuring effectiveness.

7P5. Comparative Data

Barton has identified potential sources for comparative information and data through participation in a number of federally and state mandated surveys and voluntary data collections. The process for data collection varies with each report. The OIR has developed a document to track reports that are submitted to Federal, State, and other reporting agencies. The Federal/State Reports document incorporates the following information.

- Report name
- Type
- Report frequency
- Month data collection begins
- Month due
- Due date
- Report data responsibility (data owner)
- Keyholder locks

Generally, the OIR generates a request for data from the data owner, if it is someone other than the OIR. The Coordinator then completes the required report and it is reviewed and approved by the Dean of Information Services and submitted to the appropriate agency. Selected reports are posted on the web while reports with restrictive data are posted on the internal server for select viewers. Chart 7P5 provides an overview of reports that are regularly submitted to external entities; the complete document, Federal/State Reports is posted on the Barton web site.

Federal, State, and Other Reports

Survey	Agency
Campus Crime and Security	Federal
IPEDS Survey (US Department of Education)	Federal
Equity in Athletics Disclosure Act Survey	Federal
Kansas Higher Education First-time Freshmen Report (KHEER)	State
Kansas Higher Education General Enrollment Report (KHEER)	State
Kansas Higher Education Transfer Student Report (KHEER)	State
Kansas Post-Secondary Database	State
Perkins Vocational and Technical Student Follow-up Data	State
National Community College Benchmark Project (NCCBP) (US Comparison)	State-JCCC
Kansas Study (US Comparison)	State-JCCC
Annual Institutional Data Update (AIDU – HLC NCA)	Accreditation
Community College Survey of Student Engagement (CCSSE)	National Comparison
Personal Assessment of College Environment Survey (PACE)	National Comparison

Figure 7P5

In addition, the College looks for other opportunities to benchmark against comparable institutions. These sources often are suggested by members of the BOT, the administration, faculty, or staff based on information obtained at conferences or meetings attended.

7P6. Aligning Data with Goals

The yearly College planning process is administered by Presidents Staff. The Yearly College Plan is developed during April through June each year and is implemented starting in July. The President's Staff, composed of deans and other departmental leaders, is responsible for aligning departmental goals with College goals. During the monthly meetings, members present progress updates and data relative to YCP outcomes. As part of the AQIP process, departments are encouraged to make action project proposals which align with organizational goals and the Barton Success Plan. The Vice President of Instruction and Student Services oversees all AQIP action projects.

7P7. Timeliness, Accuracy, Reliability, and Security of Data

Barton Community College instituted several measures to ensure data security and integrity. The processes include the following.

- The SunGard SCT/Banner system has fine grained access controls to ensure the proper access levels.
- Barton freezes data on a regular basis to ensure data are reproducible, freeze dates are published on the college web site.
- The AQIP Quality Council formed the Data Integrity Group (DIG) is charged with mapping processes for the collection of data and for the creation of reports that meet the needs of our stakeholders.
- The information services department ensures that all mission critical systems are backed up regularly, and all backups are stored in two different locations.
- The College networks are protected by a firewall system.
- A 3rd party is regularly engaged in auditing the firewall.
- In order to prevent equipment failure or obsolescence, the College strives to replace hardware every 5 years

Technology

See Overview – O.7 for a discussion of the information technologies available to College employees.

7R1. Measuring Performance and Effectiveness of System for Information and Knowledge Management

The Office of Institutional Research coordinates reporting of the Board Monitoring Reports. The web site houses the reports along with the yearly schedule for addressing the Board ENDS. The creation details and parameters for Board ENDS reports are presented on the web site. The Board regularly reviews data and outcome indicators demonstrating success or areas of concern. (See also, 2P4 and 2R2 for further detail regarding Monitoring Reports.)

As the College gains experience in utilizing the data available, administrators, faculty, and staff is beginning to focus on improving data analysis to support decision-making and quality improvement.

The Action Project Institutional Research Survey Matrix was developed to inform key administrators about the usefulness of surveys and to provide awareness of issues surrounding surveys. The chart illustrates of one of the annual surveys -- demonstrating the value of the resulting analysis and other survey/reports that are used in the survey completion. The action project is still in progress as all other reports are reviewed and similar charts are created. (See also, 7P5).

7R2. Results for Measuring Effectiveness
The BOT has identified eight ENDS Statements which the College leadership is required to meet. The Office of Institutional Research coordinates, with departments across the College, to produce bi-monthly monitoring reports. The reports allow the BOT to determine the degree to which College is meeting the mission and vision. Monitoring reports can be reviewed on the College web site. The BOT also critiques the reporting methods in order to ensure that each year they reflect the changing environment.

7R3. Comparing Effectiveness
As functions of the Office of Institutional Research mature, a significant amount of data is being collected and used for internal benchmarking and comparison to previous years. As data collection and analysis processes expand, OIR has increased its focus on projects that enable Barton to compare itself to other similar institutions.

At this time, the most promising enterprise is the College's participation in National Community College Benchmark Project and Kansas Study of Community College Instructional Costs and Productivity. The OIR, administrators, and program managers are reviewing the data to determine how the information can best be used to demonstrate institutional effectiveness, set targets for improvement, and compare Barton's data to other community colleges. Other methods that Barton uses to compare outcomes with other institutions include the following.

- The Kansas Board of Regents (KBOR) released a new report on the performance of community college transfer students within the Kansas postsecondary database. The report highlights transfer student performance at Kansas four-year institutions and is accessible online. This source of comparative data will be reviewed annually.

- The Community College Survey of Student Engagement (CCSSE) is administered in the spring to approximately 400 Barton students. The Vice President is responsible for sharing results of the survey with stakeholders, including the BOT, President's Staff, faculty, and staff. Results of the survey are posted on Barton's web site. Identified challenges are addressed as priorities for action by the various teams, and an appropriate plan of action is developed for those challenges deemed most important and immediate. In addition, the CCSSE is used to measure progress toward several institutional goals and objectives.

- Barton Community College was named one of America's 50 best community colleges by Washington Monthly magazine in its 2010 September issue. Washington Monthly reviewed 650 community colleges nationwide and based rankings on the following factors: what schools are doing for the country, whether they're improving social mobility, and promoting public service. Barton's 70% graduation rate ranked 5th among the community colleges reviewed. http://www.washingtonmonthly.com/college_guide/feature/americas_best_community_colleg_1.php

- Figure 1R4a, located in Category 1, displays a six year GPA comparison between Barton transfer students and students who started at Kansas universities and four-year institutions. Overall, Barton students do relatively well compared to students bypassing community college and starting immediately with a four-year school.

7I1. Improvements in Measuring Effectiveness
Beginning in the fall 2008, Barton began freezing data regularly. By freezing the data, Barton meets the KBOR requirements for reproducible data.

Other activities that enhance measuring effectiveness include the following:

- Implementation of a new web site with expanded data repositories; the OIR is continually expanding the data availability and accessibility.
- The financial aid department produces a yearly dashboard with comparative data.
- The Data Integrity Group conducted exercises to test process maps and ensure the flow of data was accurate. The team recommended improvements to the process of pulling data and creating reports: Determined that data must be frozen to be accurate and added the tabs to the data Excel reports including:
  1. Banner tables used for report.
  2. Decisions made based on data.
  3. Definitions used.
- Renewed focus on the development of a culture of maintaining accurate data and fixing errors as they are discovered.

7I2. Selecting Processes to Improve

As described in Category 8, Barton has implemented a defined strategic planning process. Barton encourages employees to participate in teams, forums and conversation days to bring forth concerns and ideas for improvements; targets for improvement are selected by various stakeholders including AQIP Quality Council, individuals, departments/divisions, committees, and the President's Staff. Employees were encouraged to attend the 2010 conversation days to learn about the mission and Action Projects.

To aid in this endeavor, an AQIP sub team has created and revised an action project process map to guide anyone in creating and submitting action projects. An Action Project Declaration Form is also posted on the web site for all users. The process includes the following steps.

1. Complete an AP Declaration Form,
2. Subteam reviews and solicits feedback from internal reviewers,
3. Subteam forwards to VP,
4. VP confers with external reviewers and edits as needed,
5. VP brings to Quality Council as informational item,
6. VP puts project on HLC-AQIP project directory and on Barton's wiki action project directory,
7. VP ensures that action project is making progress, resources are provided, and timeline is being met,
8. AP leader produces progress reports to QC,
9. QC evaluates and enters documentation/annual summary on HLC-AQIP site,
10. AQIP reviewers comment,
11. VP and project leaders decide to continue or retire project, and
12. VP organizes celebration

External influences also impact the selection of processes to improve, for example, the Kansas Board of Regents numerous student outcomes reports, data requirements, and quality assessments require accuracy and timeliness. As a result, Information Services selected the KBOR 2020 data collection and accessibility process as a target for improvement in 2011-2012. Figure 7I2 illustrates the process improvement objective as entered into the Yearly College Plan.

OIR Action Plan: KBOR 2020 Data Dashboard

Responsible Department/Area & Individual	Barton END	Strategic KPI	Objective	Performance Indicators (PI)	Target Date	PI Outcome
Information Services Dean	4, 8	A5, A7, A8 H2 P2, P3, P4, P5 S3, S4	Institutional Research will create a KBOR 2020 strategic objective web based dash board, setting up baseline data and begin to graph yearly progress.	1. Dash board established	Feb 2012	
				2. Baseline data identified	Mar 2012	
				3. Annual progress graphed	Jun 2012 and ongoing	

Figure 7I2

Each year, as the College develops the Yearly College Plan, administrators collaborate with departments and divisions to review data from surveys, reports, and accomplishments from the previous year. Based on this analysis, specific processes are targeted for improvement. These global targets are prioritized and entered into the Yearly College Plan. Other identified targets for improvement are addressed by the departments, divisions, or by small units. Many of these process improvement projects are submitted as action projects and monitored by the AQIP Core Team

Category 8: Planning Continuous Improvement

8P1. Key Planning Processes

Strategic Planning

Barton Community College has well-defined strategic planning process to anticipate, predict, and align its activities.

Five-Year Cycle

- College review of the Barton Success Plan every five years, including modification if necessary.
  - Affirmation of the mission and vision statements.
  - Affirmation of the Board ENDS.
  - Identification of strategic goals that evolve from the Board ENDS and Key Performance Indicator documents including: AQIP Categories, HLC Accreditation Criteria, KBOR 2020 Pillars and Performance Indicators

Annual Cycle

- Annual Board of Trustees (BOT) retreat to review the Barton Success Plan, ENDS, Monitoring Reports, Mission and Vision, Yearly College Plan (YCP) and other topics and issues which impact the direction of the College.
- January - Budgetary planning begins for the upcoming Fiscal Year which commences each July.
- April - Presidents Staff initiates the development of the YCP to commence in conjunction with the fiscal year.
- May - Departmental plans are developed across the College to align with the YCP.
- May - Individual employee plans developed in conjunction with Annual Performance Appraisals for both staff and faculty. Individual plans align with Departmental Plans.
- Summer – President presents YCP to the Board
- Fall – President and administrators communicate Plan to College community

Ongoing

- AQIP action projects are guided by the Vice President to ensure they align with all the relevant institutional and required government goals.
- President's staff is charged with systematic oversight throughout the year

Operational Planning

Operational planning supports the elements of the Barton Success Plan and the Yearly College Plan; this planning occurs within the operational areas of the College and includes the following.

- Facilities Master Plan – Identifies renovation needs, deferred maintenance, space management
- Technology Plan – Technology acquisition and disposal guidelines, academic and non-academic technology needs
- Budget Planning Process – Spring - fiscal year budgetary planning begins. The process continues as the legislature builds a state budget through the remainder of the fiscal year. The BOT also has input throughout the year determining College budget priorities through planning retreats and regular meetings.
- Barton Foundation Strategic Plan - supports the YCP and is in accordance with the policies and procedures of the non-profit organization.

The collection and analysis of institutional data occurs at the departmental and unit levels, as well as at the administrative levels of the institution. These data are distributed to all levels of the College through specialized reports based on the needs of individual departments. The BOT receives regular reports, and members of the President's staff, faculty groups, and other constituent entities review the data as a portion of the institutional planning processes.

8P2. Determining Short- and Long-Term Strategies

When selecting short and long-term strategies, Barton considers the impact of federal and state legislation, BOT policies and goals, recommendations received from the strategic planning process, assessment data, and resource availability.

The Barton strategic planning cycle is described in 8P2. Goals are determined not only to align with the College BOT, but also the Kansas Board of Regents (KBOR). More specifically, goals are determined through the following actions:

- Review of mission and vision statements,
- Review of BOT ENDS Statement,
- Review of KBOR actions and Barton Performance Agreements,
- Review of action plans and assessment data,
- Discussion of annual priorities within the President's Staff meetings,
- Review of budgetary planning and resource availability,
- Alignment of annual priorities and responses with KBOR identified goals Foresight 2020, and
- Annual appropriation of budgetary resources for departments.

Performance Agreement goals are established as directed by Kansas Statute (74-3202d) as a means of ensuring continuous improvement within each Kansas institution of higher education. Performance Agreement goals and key performance indicators (KPI) are established with a three year duration and include annual reporting to, and review by, KBOR staff. Performance Agreement compliance impacts the allocation of new state funding. The Performance Agreement Goals for 2009-2011 follow; it must be noted that the goals are under review and subject to negotiation and final approval by KBOR Staff. Associated PI and Performance Reports may be reviewed on the KBOR website.

- Increase the enrollment rate of students pursuing GED credential attainment.
- Increase the number of students who utilize advisors to establish a career pathway that originates with ABE and continues into Barton college-level training; targeting credential, certificate, or degree completion.
- Increase the number of GED graduates who enroll into Barton college-level training.
- Increase the number of GED students securing training which prepares them to test for the nationally recognized Certiport certification (computer skills).
- Increase the number of students who complete a Military Technical credential.
- Increase student performance in general education assessment for technical and numerical literacy.
- Increase student performance in general education assessment for written communication.
- Increase student performance in general education assessment for critical thinking.

8P3. Developing Action Plans

Individual administrators, in collaboration with their faculty and staff, develop annual action plans to support the goals identified in the five-year Barton Success Plan. Action plans grow out of a review of the historical data, the current status of the associated processes, and consideration for the available human and other resources needed to reach the desired outcome. Particular attention is paid to the ability to collect data needed to both build the action plan and evaluate it. The action plan identifies the following:

- department/area and individual responsible for the project;
- the related Barton ENDS;
- the strategic performance indicators (AQIP Category, HLC Accreditation Criteria, KBOR 2020 Pillars and Performance Indicators, and Barton Success Plan Goal)
- objective;
- Performance indicator;
- target date for completion; and,
- performance indicator outcome.

The President facilitates the resource allocation process in collaboration with the Vice President, Dean of Administration, and with input from administrators. An example of an action plan from the YCP appears below. The individual responsible for the plan will enter updates as milestones are reached or the objectives are accomplished.

OIR Action Project: KBOR 2020 Data Dashboard

Responsible Department/Area & Individual	Barton END	Strategic KPI	Objective	Performance Indicators (PI)	Target Date	PI Outcome
FR Learning Services & Military Operations Division Dean	1, 3	A1, A7 H3 P2 S1	Increase ESOL enrollment and success in non-ESOL courses.	4. Increase by 10% the number of students enrolling in ESOL ENGL 1122	Jan 2012	
				5. Expand by 10% the number of students successfully completing ESOL ENGL 1122	May 2012	
				6. Enhance by 10% the number of students who enroll in one or more non-ESOL courses after success in ENGL 1122	Jun 2012 and ongoing	

Figure 8P3

8P4. Coordinating Planning Processes (See also, 8P1)

The inclusionary, College-wide planning process requires communication and collaboration among all levels of the College community. As strategic plans are reviewed and action plans are developed, administrators are strongly encouraged to involve faculty and staff at all levels. This process is facilitated through meetings, announcements, publications, and the College website.

The coordination and alignment of strategies, plans, and planning processes occurs throughout the institution as goals for each unit and/or individual are developed. Each set of goals has carefully defined links to the College ENDS, mission and vision of the institution.

The College has a regular gathering of faculty and staff called 'Cougar Quest'. This event utilizes appreciative inquiry to elicit ideas and input from all areas and personnel of the College, and to allow administrators to remain abreast of the changing College environment.

Another method for initiating actions that drive the Strategic Plan within the College is through the development and implementation of AQIP Action Projects (AP). The College has both an online form and a Word document for submission of AP proposals. The AQIP Core Team reviews each proposal to ensure the project is well-planned and aligns with the overarching Barton Success Plan. Upon approval, the project is implemented. Each AP leader makes regular progress reports to the AQIP Action Project Management Team throughout the life of the project.

8P5. Setting Long- and Short-Term Strategies

After departmental action plans are compiled into one document, the document is presented to the President's Staff. The President's Staff approves and/or modifies the document as needed, and it is then submitted to the BOT for approval during the summer. The final document, the YCP, is posted on the College website in the fall.

Once a plan is approved, the individual department is then charged with writing objectives and action plans. When a departmental plan is approved by President's Staff, it is the responsibility of each team to follow through and implement their plan. There are many ways to accomplish the tasks, and it is assumed that the Dean's and/or Department heads are well-versed and accomplished in this aspect of leadership. Plan approval indicates immediate action is required and objectives will be met as identified in the YCP. (See also, 8P3) Barton Strategic Planning documents are located on the College web site, and a summary of the general planning timeline is provided in Section 8P1.

8P6. Linking Strategies and Action Plans

A continual review of resources and resource needs occurs throughout the yearly College planning process and action plan implementation processes. The President's staff reviews and updates the YCP throughout the year. The reviews consider state and institutional budgetary dynamics, ongoing and one-time resources, personnel utilization and needs, and projected growth.

There are two primary mechanisms that assure appropriate resources are applied to accomplish the goals identified by the College.

1. All institutional goals and strategies are formally established, and resources are generally allocated through the normal budgetary process. The President facilitates the resource allocation process in collaboration with the Vice President, Dean of Administration, and with input from administrators.
2. Action plans are submitted by stakeholders directly responsible for the success of the strategy, and are reviewed, and resourced, by the Vice President. (Allocation of resources comes in the form of departmental budgets.)

Finally, budget enhancements from executive leadership also occur, but they are not necessarily a product of strategic planning initiatives.

8P7. Assess and Address Risk

An Asset Protection Policy was adopted by the BOT and appears in the BOT Governance Manual. The policy indicates, in part:

> The President shall cause assets to be adequately maintained and protected from unnecessary risk.
>
> Accordingly, the President may not:
>
> 1. Allow unbonded personnel access to material amounts of cash.
> 2. Permit plant and equipment to be subjected to improper wear and tear or inadequate maintenance.
> 3. Unnecessarily expose the College, the Board, or staff to claims of liability.
> 4. Receive, process, or disburse funds under controls which are not sufficient to meet the auditor's standards.

The policy was adopted in 1997 and reviewed and approved three times since.

As a component of the strategic planning process, a SOAR analysis was conducted to identify current and future opportunities and challenges. The process involved collecting environmental scan data and internal and external stakeholder group input to assess potential risks. The resulting analysis was incorporated into the development of Barton

Success Plan goals. As the College focuses on the development of the YCP, administrators continue to review internal and external factors that may necessitate the development of a new action plan to address identified risks. Three processes for identifying and addressing risk are described below.

Service Enhancement Committee

The Service Enhancement Committee is central to assessing risks for the Instructional and Student Services divisions. Facilitated by the Vice President of Instruction and Student Services, the committee membership reflects key process stakeholders on both campuses, e.g., financial aid, enrollment, instructional program managers, etc. When a process is considered for adoption or a concern is identified, the following process occurs:

- The Vice President clearly articulates the task and informs committee members.
- Committee members whose area may be impacted by the process self-identify.
- Committee members meet to identify the risks, impact, resources, potential solutions, processes, implementation plan, cost/benefit, and evaluation strategies. Meetings may take place once or over a period of time until a solution is identified.
- Evaluation and follow-up is conducted between the Vice President and the affected divisions or programs.

Cost/Benefit Analysis

The College monitors the financial stability of programs to determine the cost/benefit of each program. Although some programs or services are not financially profitable, they may fulfill a community need that warrants program preservation. Potential new programs undergo a stringent cost analysis to determine the potential for financial viability. If the analysis does not show the potential for both financial success and student need, the new program is put on hold. Existing programs are reviewed on an established cycle. The Dean of Administration and the Dean with program oversight employ the following process.

- Identify purpose of review – new program or review of existing program – the process is similar; however the new program review incorporates research-based assumptions rather than longitudinal data.
- Identify number of students/enrollments
- Identification and review of revenues:
  - Credit hours
  - State aid
  - Tuition & Fees
  - Miscellaneous revenue
- Identification and review of expenditures:
  - Salaries
  - Benefit costs
  - Operational costs
  - Indirect costs

A program review formula is applied to the data to determine a profit/loss ratio for the program. The resulting ratio and analysis is provided to the Vice President of Instruction and Student Services and serves as a component of the final recommendation for program adoption, continuance, discontinuance, or revision.

Risk Assessment for Military Programs

The increases and deployments of troops at Fort Riley also impact our operations. The changes in the number of troops and their educational requirements are difficult to predict; Barton reacts to the needs of our military troops as quickly as possible. Since state aid allocation is based on the previous year's credit hours, an increase in the number of troops places a strain on the budget. Cash reserves are used to cover sudden increases in our budgetary requirements. The risk assessment process for Military programs includes the following process:

- Identification of troop increase, deployment, or other risk involving Fort Riley operations.
- Information verified and relayed to administrators.
- Assessment of risk and impact on income, expenditures, resources, and services conducted by President, Vice President, Dean of Administration, Dean of Fort Riley Learning Services and Military Operations and/or Dean of Technical Education.
- Development and implementation of action plan. (Most action plans are pre-designed in anticipation of common-occurring events.

Additionally, risk assessments and subsequent plans for threats such as military installation closure are facilitated by the President and select administrators.

8P8. Developing and Nurturing Employees Capabilities
Barton develops faculty, staff, and administrator capabilities by funding professional development opportunities, including workshops and presentations, cross training for employees, and webinar participation. The College also provides tuition discounts for employees completing Barton coursework and coursework grants to employees completing coursework at other academic institutions when the training is job related.

The College has two groups which are responsible for professional development: the elected Faculty Council and the Professional Development committee. Faculty Council is responsible for coordinating Professional Conference Days twice each year, in addition to reviewing and approving professional development funding for faculty. The Professional Development committee invites employees to apply for professional development funds during each semester and approves the allocation of funding, as well as coordinating College-wide professional development opportunities (speakers, etc.).

Barton also offers a broad range of internal workshops that provide faculty and staff professional development and workforce training opportunities. The workshops are scheduled throughout the academic year and cover issues such as technology skills, human relations skills, and customer service. Two years ago, this committee oversaw the development of eight online professional development classes for employees (based on job description). The mandatory training modules are Disabilities, Anti-Harassment, Employment Discrimination Seminar, FERPA, Student Discipline, Bloodborne Pathogens, Drug-Free Environment and Student Employment Supervisor Training.

8R1. Measuring Effectiveness
Barton uses specific reporting tools to monitor the effectiveness of the goals and ENDS Statements. Each ENDS Statement is defined, and associated reporting tools are identified. Every other month, administrators and program managers submit one or two ENDS Reports to the BOT. These reports document the annual progress and outcomes of the specific END. For example, the September ENDS report focuses on END 1: Essential Skills. Three areas were highlighted in the report, an AQIP project to enhance student skills important to success in the workplace; general education course outcomes assessment; and developmental course student achievement. All ENDS Monitoring Reports are posted to the College webpage following presentation to the Board. A summary of the data sources and hyperlinks to the ENDS for 2010 follow.

1. Essential Skills - Assessment scores, graduation survey, developmental reports, IPEDS reports, CCSSE, and input from various Advisory Boards.
2. Work Preparedness – NCCBP, Program completers, Healthcare Certification Pass Rates, KBOR employer follow-up survey, and KBOR student satisfaction survey, WTCE follow-up report.
3. Academic Advancement - Graduation survey, advisors, Articulation agreements, transfer program and memorandum of understanding, NCCBP, IPEDS reports, Transfer Hall of Fame.
4. Personal Enrichment – on and off campus student activities, graduation survey, CCSSE, graduation survey, music /theater events, Silver Cougar Club reports.
5. Barton Experience – CCSSE, graduation survey, Personal Assessment of the College Environment (PACE), and “Barton Difference”
6. Regional Workforce Needs – Advisory boards, Chamber of Commerce, employers, Labor data, school districts, Trends and Opportunities.
7. Service Regions - Revenue report, Advisory boards, Employers, Chamber of Commerce, Schools, Labor Data, Trend and Opportunities.
8. Strategic Plan – Strategic Plan, Strategic Plan report, HLC Criteria for Accreditation, KBOR policies and mission, and AQIP.

Divisions and/or departments demonstrate continuous improvement, through reporting of goals, objectives, and performance indicators. Progress is documented in the Yearly College Plan. Each employee also creates and tracks individual professional goals as part of the annual evaluation process; these goals evolve from the YCP goals and objectives.

The College uses a variety of data sources to verify performance measures have been met, not just improved, for Barton. Data is also used to compare Barton’s performance outcomes to other institutions of higher education. These nationally normed data sources that are used for comparison include the following.

- The National Community College Benchmark Project (NCCBP) – provides a means for comparison with other institutions of similar size and purpose.

- The Integrated Postsecondary Education Data System (IPEDS) - provides a means for comparison benchmarking through the "Peer Analysis Tool."
- The Community College Survey of Student Engagement (CCSSE) - provides a means to analyze progress related to program and student services.
- The Kansas Study – provides a means for comparison of community college instructional costs and productivity.

8R2. Accomplishing Organizational Strategies

The progress of all the AQIP Action Projects is tracked in Barton's Action Project Directory spreadsheet. Periodically, the submitted Action Projects are reviewed by the AQIP Core Team and several are chosen to be reported to HLC. Every AP project manager is required to submit an Annual Summary and Outcome Report, whether or not the AP is posted to the HLC AQIP site.

Currently, Barton has 35 AQIP Action Projects that have been recorded on the AP Checklist. Of those, seven have been reported to HLC as in progress. Nine have been completed with three completions reported to HLC.

8R3. Projections or Targets for Performance

Barton's YCP goals and objectives for 2010-2011 appear below. These goals are actualized by the various divisions through the yearly planning process and tied to each area's more focused objectives (some noted below). All of these goals are tracked and updated on the College web site. Members of the President's Staff monitor the progress of these goals on a regular basis and the President provides an annual report to the BOT.

1. Facilitate Student Success
    a. Expand/improve advisement system
    b. Enhance Student Life
    c. Expand/improve developmental education
    d. Improve GED graduate transition to College programs of study
    e. Improve students cyclic GPA through advisement and reporting
2. Develop a Highly Functional Human Resource System
    a. Determine is the Banner faculty load and compensation module would be viable for faculty contracts
    b. Evaluate customized employment guides consolidation and/or formatting
    c. Set-up HR rules for the Banner data management system in order to image personnel files
    d. Map the processes surrounding the Personal Data Sheet and develop hard and virtual training modules
3. Enhance College Decisions with Date Drive and Evidence Based Thinking
    a. Create Institutional Research survey usage matrix
    b. Provide data for AQIP Action Plans
    c. Provide Google Forms training for College employees
    d. Meet KBOR reporting requirement
4. Use Technology to Strategically Support Student Learning
    a. Complete the SCT/Banner to eCollege integration project
    b. Upgrade/add technology to support Perkins and Technology grants
    c. Determine direction on Exchange email system upgrade/replacement
    d. Implement Luminus portal
5. Enhance College Operated Effectiveness and Efficiency
    a. Identify deferred maintenance needs in support of student learning
    b. Continue with implementation of Emergency Operations Plan
    c. Reduce the loss of books in LSEC and College Programs
    d. Increase external funding to support institutional, departmental, and programmatic goals
6. Drive Workforce Education and Training
    a. Increase awareness of career technical education (CTE) programs and services through marketing efforts
    b. Implement a viable program review process for CTE that includes fiscal reporting
    c. Expand Natural Gas offerings at Grandview Plaza
    d. Improve efficiency of military school operations
    e. Continue to improve the MOST program
7. Support Economic Development Initiatives
    a. Utilize partnerships to enhance workforce programs that serve economic needs
    b. Enhance student experience and opportunities through annual fundraising events (Auction, Clay Shoot, etc.)
    c. Increase public awareness and donors of College opportunities and enhance community relationships

8R4. Comparison of Processes for Planning Continuous Improvement

Barton routinely benchmarks processes and strategies with similar institutions through its participation in the Kansas Study and the National Community College Benchmark project (NCCBP) Barton also compares processes with peer

community colleges that participate in the Performance Agreement legislation for the state of Kansas. The Performance Agreement goals for each Kansas community college are posted to the KBOR webpage. Additionally, Performance Agreement Reports are submitted annually in response to Regents Systems Goals. NCCBP comparison metrics are located in the Appendix.

8R5. Measuring and Evaluating Planning Processes

Annual

Yearly goals, objectives, and performance indicators are defined as a result of strategic planning process, which is identified in sections 8P1, 8P2, and 8P3. The Yearly College Planning strategic planning guide illustrates the process for Planning, Implementation, and Evaluation. The evaluation process includes four components 1) student/community feedback; 2) assessment of student academic achievement; 3) academic and service program review; and indicators of institutional effectiveness.

Five-Year Cycle

The five-year cycle strategic planning guide illustrates the continuous planning and evaluation process including 1) comprehensive review of institutional mission, vision, and ENDS ; 2) internal and external environmental analysis (external stakeholders, internal stakeholders, focus groups, employee Cougar Quest, data); 3) development of the strategic plan; 4) development of measurable indicators; and 5) completing the strategic plan.

Annual Strategic Planning Process

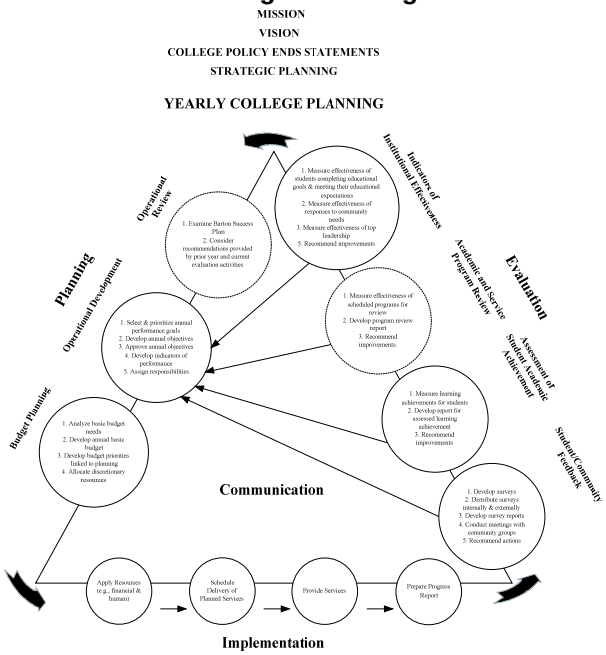


Figure 8R5a

5-Year Planning Process Cycle

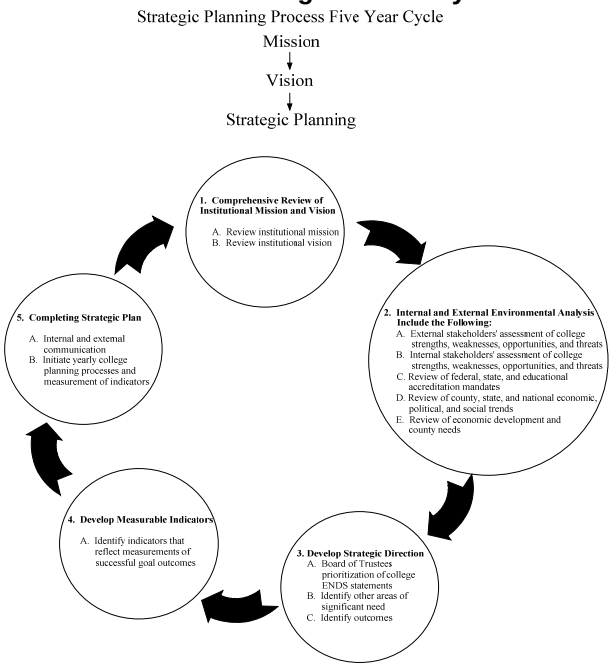


Figure 8R5b

8I1. Systematic and Comprehensive Processes

Multiple AQIP Action Projects are underway to support continuous improvement. One such action project is described here. In 2008, a group of employees began meeting to map out a process for updating curriculum guides to the College website. After several meetings, the group, identified program changes that needed to be mapped and stakeholders that needed to be included in the mapping.

- Summer 2009: Sub-group meets to mapping the processes for any type of program development or change. A matrix was created in Excel to map the processes and links were inserted to direct users to important information or forms that needed to be completed. The vision was the development of a tool for employees to use for program development or change.

- Based on further analysis the focus of the Action Project is changed from improving communication with students to the development of an Excel-based tool which will aid in more organized and consistent program

development. This new Action Project includes several AQIP categories: Supporting Organizational Operations, Leading and Communicating, and Planning Continuous Improvement.

- May 2009: the subgroup began working on the matrix that captures the processes. The subgroup, many of whom develop and revise programs, were motivated to work on this project, as they felt it would be very helpful to themselves and to others.
- July 2009: the subgroup presented the matrix to the larger group for assistance in completing the information included. The larger group was very receptive of the work that had been accomplished and quickly became actively involved in fine-tuning the matrix to its current form.

- Current: While the matrix is an overall guideline, there are certain actions that need to be mapped by individual departments to capture the unique ways the particular departments address program creation and changes. Eventually, the variances need to be captured and included in the overall plan.

- Future Vision: Once all process nuances are captured, the group will explore the possibility of incorporating all actions into actions a database that is more multi-dimensional and interactive than the one dimension Excel spreadsheet. The multi-dimensional database would guide the user through a series of actions in a more intuitive manner and track progress, communications, etc. The possibility of a database would be a Phase II project that will require another year of work.

8I2. Selecting Processes for Improvement

In concert with Barton's collaborative processes for identifying and developing strategies, targets for improvement are selected by various stakeholders including AQIP Quality Council, individuals, departments/divisions, committees, and the President's Staff.

Barton also identifies the need for new initiatives through results gathered from two nationally normed surveys: the Community College Survey of Student Engagement (CCSSE) and the Personal Assessment of the College Environment (PACE) survey.

Results of the CCSSE indicate a need for increasing emphasis on the following areas:

- levels of academic challenge,
- active and collaborative learning,
- student-faculty interactions, and
- educational experiences.

PACE Survey results disclose a need for Barton to address more effective communication as it relates to two primary areas.

- The Academic Quality Improvement Program
- The short- and long-term planning processes

Setting Targets for Improved Performance Results

Targets for improved performance results are identified by the process owners based on internal and comparable external data. For example, the team focusing on increasing the number of GED graduates who transition from the GED program to a college level program gathered longitudinal, Barton data and comparable data from other Kansas GED programs. Improvement targets are reasonable and achievable based on previous accomplishments, enrollment trends, comparable data, and resource availability.

Action Project Proposal Documentation Process

The submission of the Action Project information goes to the AQIP Core Team which reviews the information, assures that it aligns with the College's mission, vision, and Board END, then, provides guidance and feedback. After the review is completed the AP is recorded on an Action Project spreadsheet that documents the elements of the proposal (the AQIP category supported by the AP, timeline, project status, etc.). AQIP Action Project proposals can be submitted in hardcopy or through an electronic link.

Category 9: Building Collaborative Relationships

9P1. Building Relationships with Educational Organizations

Barton maintains close relationships with the high schools in Kansas. The office of Admissions coordinates regular visits to these locations annually, and many instructors and instructor/coordinators are engaged with high school representatives. Time is spent getting to know key contacts at the various service area high schools (e.g. superintendents, principals, counselors) through meetings, conference calls, email blasts, etc. Partnering with high schools means identifying common goals, requirements, and initiatives, as well as determining methods of sharing resources (e.g. personnel, facilities, initiatives, etc.). Barton also partners with many area high schools offering credit through concurrent/dual enrollment.

Concurrent/Dual Credit Partnerships with Area High School Populations	
Chase HS	Lyons HS
Central Plains HS	Otis-Bison HS
Ellinwood HS	Russell HS
Ellsworth HS	St. John HS
Great Bend HS	Victoria HS
Hays HS	Wilson HS
Hoisington HS	Larned Juvenile Correctional Facility
LaCrosse HS	

Figure 9P1.a

In addition to concurrent and dual credit partnerships, Barton maintains articulation agreements with 39 high schools in order to pave the way for a high school student to take approved high school coursework that can be applied for credit to a College transcript. Articulations are developed for specific programs and currently in the following instructional areas: Agriculture Food and Natural Resources, Architecture and Construction, Arts, A/V Technology & Communications, Business Management and Administration, Education and Training, Finance, Hospitality and Tourism, Human Services, Information Technology – Network Systems, Manufacturing, Marketing, and Transportation.

The articulation process requires the student to complete an application, obtain an approval signature from the respective high school, and make payment for credit to be applied to their transcript. Students have up to two years after high school graduation to submit an application for articulated coursework.

Barton also maintains a close working relationship with the community colleges and technical colleges across the state. The admissions counselors also participate in several career/education fairs at each of the colleges throughout the fall and spring semesters.

Relationships with four-year institutions are also valued as a means of assisting Barton students in transitioning to baccalaureate level program opportunities after completing their associate's degree with Barton. To make this transition as seamless as possible, Barton has developed College to University Articulation Agreements. These arrangements formalize the transition process and create a matrix to guide student course selection while attending Barton. This activity has been a high priority, and Barton currently has over twenty of these agreements in place. One of Barton's action projects initiated in 2010 (and still under development) is a review and enhancement of College to University Articulation Agreements.

College-to-University Agreements between Barton and Other Higher Education Institutions	
AIB International	Kansas State University
Barclay	KSU – Salina
Fort Hays State University	Newman University
Friends University	Ottawa University

Figure 9P1.b

Barton collaborates with Adult Education programs to enhance the skills of college-ready students. The College provides Student Success class for students receiving their GED from the Manhattan Adult Learning Center at no cost to the student. Barton's Educational Opportunity Center staff provides Financial Literacy and Career Exploration workshops for the Great Bend Center for Adult Education and Salina Adult Education Center. In turn, the adult education programs refer students to the College. The collaboration between the College and the adult education program enhance the ability of all programs to provide quality transitional programs in a cost-effective manner that is also mutually beneficial.

In summary, Barton collaborates with other educational institutions by using the College's Mission, Vision, ENDS, Strategic Planning and Yearly College Plan (YCP) to guide collaboration with others.

9P2. Building Relationships with Employers and Others

Barton's key collaborative relationships have been divided into four primary categories: 1) Educational Institutions; 2) Community Agencies; 3) Business & Industry; and 4) Government & Regulatory Agencies. These four partner categories are identified in the following chart along with the specific types of partners within each category and the nature of Barton's relationship with each type.

Partner	Nature of Relationship
Educational Institutions	
State colleges, universities, community colleges, and technical colleges	Transfer articulation, information sharing, consortia, partner programs
Unified school districts - Superintendents/principals, area high schools, and middle schools	Distance learning partnerships, recruitment, dual/concurrent enrollment, articulation agreements, TRIO programs, grants
Community Agencies	
College BOT	Elected officials, policy approval
One Stop	Training opportunities, placement, economic development, skills assessment
Alumni, Athletic Department boosters (Cougar Booster Club), Foundation members, community members	Financial support, participation at College events, committee membership, strategic planning
Area associations and civic organizations, e.g. Chambers of Commerce, Rotary, art councils, etc.	Joint community projects, service learning initiatives
City and county government and social agencies	Support, public safety, health services
Business & Industry	
Advisory committees	Guidance in curriculum development, support, information sharing, student employment
Key business and industry partnerships, e.g. Midwest Utility Pipeline, Natural Gas, Case/International, Qualified Plan Consultants, Highway Patrol, KS Department of Corrections	Customized training, credit/non-credit training, providing equipment and/or facilities, student placement, curriculum and equipment review, internships, advisory committee representation
Governmental & Regulatory Agencies	
BOT	Governance, program approval
Kansas Board of Regents	Oversight, program approval
Licensing Boards - State Board of Emergency Medical Services, State Board of Nursing, Kansas Department of Health and Environment, The Dietary Managers Association, National Accrediting Agency for Clinical Laboratory Sciences	Accreditation, certification of programs
State and federal agencies e.g. Kansas Department of Commerce (KDOC); U.S. Department of Education; U.S. Department of Health and Human Services; U.S. Department of Labor	Budgeting, governance, grants and funding, mandates, legislation
Higher Learning Commission	Accreditation, AQIP
Department of Defense, U.S. Army	Military doctrine and service schools regulations ▪ Army Training and Doctrine Command ▪ National Guard Bureau Post/State requirements Brigade/Unit requirements

Figure 9P2

Barton creates and builds relations with others through the following activities.

- Conducting face-to-face visits with local businesses to help them understand the College and the students;
- Conducting research and evaluation (ex. survey partner organizations for employee satisfaction);
- Developing Articulation Agreements;
- Hosting bi-annual meetings with local/affected industry;
- Identifying relationship shifts based on projects, changes in partnerships, external influences, etc.;
- Participating with Chambers of Commerce to develop relationship with businesses and the community;
- Presenting to civic groups;
- Using advisory boards, cold calls, and follow-up visits;
- Working with schools to find methods of developing career pathways, concurrent/dual credit projects, and articulation agreements; and
- Working with industry to find methods of identifying education/training needs and interests.

Finally, the Barton strategic planning process enhances the development and maintenance of relationships with employers by ensuring that their input is solicited at multiple planning and implementation points including the environmental scan, YCP, and actions to meet annual goals and objectives.

9P3. Building Relationships with Organizations Serving Students

Barton creates, prioritizes and builds relationships with organizations that provide services to our students through the following:

- Advisory boards,
- Associating with community leaders and business people,
- Frequent communication (email, f2f, etc.),
- Surveys of partnering organizations, and
- Meetings with partners and potential partners.

Each instructional division is encouraged to develop partnerships which enhance workforce opportunities and support the College's strategic plan. The two examples noted below were selected the College's workforce training area and military education area.

Workforce Training

Through the efforts of the Workforce Training and Community Education Division, Barton has been successful in securing both private and public monies to develop the Midwest Utility and Pipeline Training Center. This program and facility trains technicians for the natural gas pipeline career field. One indicator of success is that industry is hiring trainees before they even complete the entire program, and then making accommodations to allow them to finish. The partnership has quickly expanded beyond the development of program curriculum, to include partnership in securing equipment, internship sites, and job placement.

A consortium of multiple energy industries contacted the College to develop a unique program to train new and incumbent workers; as a result, the Midwest Utility and Pipeline Training Center was instituted. The request arose from the high quality training partners received through a 25-year energy transmission partnership with Barton. In 2010, as a direct result of well-established business and industry partnerships, Barton was selected to establish a Gas Measurement Training program for the natural gas industry.

Military

The College's partnership with the Army at Fort Riley Military Installation is another successful example. Barton is one of seven schools in the Fort Riley consortium offering educational services, and each year Barton graduates more students than all the other consortium schools combined. The partnership between the College and Army continues to grow, and the Fort Riley campus now serves over 5,000 students. In addition to providing classroom and tutoring space, the military provides work space for 35 instructors and office space for 23 staff.

The Barton Fort Riley staff work closely with the Education Service personnel to provide the soldiers and family members with educational information and opportunities to reach their goals. In order to determine their career interests, soldiers and family members visit with an Army Education counselor. Once the area of interest is determined, the soldier and family member are referred to the appropriate onsite school for development of their educational plan.

Barton develops Servicemembers Opportunity College Army Degree (SOCAD) agreements based on the degree template the soldier or family member is interested in pursuing. The College's advisors conduct a review of the soldier's military schools and military occupational specialties using the American Council on Education credit review process to determine credits. Based on this process, students are able to reduce program requirements.

Soldiers are required to take a three credit class prior to Barton awarding their military evaluations. The soldier's degree plan is uploaded into GOARMYED, and Barton maintains a copy of the student's file. If the students require an updated degree, they are able to contact their advisor and the degree plan will be upgraded and uploaded into GOARMYED. Degree completion programs are offered to meet the educational needs of the student population. Full time and associate faculty are employed with the focus on "learning" rather than grades alone. Degree plans are designed to enhance the student's military career, and to prepare students to discover and move toward their place in society. Fort Riley Education Service Office holds monthly consortium meetings discuss the needs and issues of the soldiers and family members on Fort Riley and the surrounding Flint Hills area. Meetings focus on improving the quality of service and support the consortium members to provide for the needs of our students. Barton staff brief the Army Education Counselors on new programs, processes, and initiatives the college is pursuing during their meeting.

In addition to the Military-connected relationship with Fort Riley, Barton's military program provides training throughout the state of Kansas and nationally at sites located in 13 states. The College offers training such as Combat Lifesaver, Nuclear Biological Chemical and Unit Armorer to military installations in Oklahoma, Kentucky, and Maryland.

9P4. Building Relationships with Organizational Suppliers

Governmental regulations and institutional policies and procedures determine how Barton establishes relationships with organizations that supply materials and services; additional procedures have been developed for the Information Technology Department.

Barton creates, prioritizes, and builds relationships with the organizations that supply materials and services to us through frequent communication, research, and collaborative efforts with state and local entities. Additionally, organizations that have proven they are a quality partner are selected for recognition annually.

Relationships with organizational suppliers are maintained through excellent communication. The College outsources the Learning Management System and the Dean of Information Services meets monthly with the vendor to discuss concerns and issues. A web page has been developed to track issues and resolutions, so students and faculty may remain abreast of system issues and adjustments.

9P5. Building Relationships with External Agencies

The Barton-WorkFit partnership is an example of a collaborative effort between private industry and higher education with the goal being the provision of state-of-the-art physical capacity assessments for area employers. Matching the physical demands of a job with the physical abilities of an employee is vital to the safety and well-being of the employee. When an employee is physically matched to the job, they are substantially less likely to be injured. WorkFit is a partnership between Innovative Livestock Inc., Barton Community College, and Advanced Therapy and Sports Medicine, one of many services Barton offers to the businesses and industries we serve.

Barton utilizes the following methods to create, prioritize, and build relationships with education associations, external agencies, consortia partners, and the general community:

- Participatory advisory boards
- Attending workshops and community events
- Understanding who is “at the table”, what is needed and/or desired, what resources are available to achieve the goals and how well the individuals within the partnership trust and interact with each other
- Understanding that priorities shift depending on opportunities, contact changes, and resources availability
- Using diverse methods of contacting individuals and businesses in the community, keeping notes on the needs and desires of the people
- Sending personal letters, personal requests, quarterly newsletters, taking trips, giving discounts, producing seminars and academic classes, speaking at conferences and peer groups
- Researching and developing to meet needs
- Maintaining affiliation with professional associations

9P6. Ensuring Partnerships are Working

Barton ensures the varying needs of people and organizations are being met by encouraging employees to observe what is occurring in the community and bring those observations to the appropriate division. Additionally, the following organizational efforts are used for this purpose:

- Advisory boards to discuss needs and results (these boards meet twice each year),
- Annual reviews,
- Employer surveys,
- Formal evaluations to ensure we understand concerns, desires and requests,
- Student comments and surveys,
- Personal and email communication, visits, and
- Fort Riley Education Service Office conducts a post wide Needs Assessment yearly to ensure needs of the military, soldiers, and family members are being met.

9P7. Building Relationships within the College

Relationships between and among divisions, departments, and individuals at Barton are most often formed around shared interests related to common daily operations, a particular goal, or the desire to solve a problem. The President’s Staff was created to build relationships between departments and enhance institutional communication.

Often, relationships are created through the organizational and committee structure. Institutional committees such as those identified below include representatives from all employee groups. For example, the College Planning and Coordinating Committee includes the Vice President, deans, instructors, and numerous staff members. This team oversees the development a comprehensive and strategic plan for the future of the college. (See also, 5P

Examples of activities and systems that build relationships and foster communication within the College include:

- Attendance at student performances and athletic events;
- Barton Office Professionals Organization, Faculty Council;
- Campus-wide meetings including Forums;
- Campus to campus meetings facilitated by video conferencing, GoToMeeting, Skype, or Adobe Connect;
- Celebrations;
- "Cougar Quest Day" (conversation day);
- Phone, e-mail, and the College website communications;
- Posting minutes from President's Staff, and BOT meetings for all employees and others to access;
- President sends regular "Good News" emails highlighting accomplishments throughout the College;
- Publications and other written documentation; and
- Recognition of employee achievements.

These shared experiences help to enhance communication and provide a common ground for relationship-building.

9R1. Analyzing Collaborative Relationship Success

The College uses a number of methods to collect data relative to the success of collaborative relationships, these data are analyzed and successful strategies are incorporated into the relationship building process. Less successful strategies are redesigned or eliminated. Some of the collection methods include the following:

- Asking for feedback and evaluation;
- Being perceptive and checking for understanding;
- Encouraging on-going communication and follow up; and
- Implementing a system of accountability with objectives that can be measured.

In addition, the College collects data through the regular submission of reports to such agencies as the Department of Education, Higher Learning Commission, Kansas Board of Regents, NJCAA, etc.

The collection strategies outlined below contribute to a pool of data that can be used to analyze the effectiveness of the collaborative relationships. Barton regularly analyzes the following types of data for program improvement.

Measures of Collaborative Relationships

Relationship	Measure/Analysis
Business/Industry and Community	▪ Number of B/I employers, industry representatives, and community members serving on Advisory Boards ▪ Number of B/I partnerships ▪ Number of donors and value of donations (including cash, in-kind, scholarships, equipment and staff sharing) ▪ Number of internships, job-shadowing, field experiences, clinicals, and practicum ▪ Number of graduates hired ▪ Number of B/I that return to Barton for additional training ▪ Customer satisfaction ▪ Number of referrals ▪ Graduate evaluations from employers ▪ Requests to collaborate in partnerships ▪ Attendance at athletic events, student performances, fundraising
Regulatory and/or Funding Agencies	▪ Attainment and maintenance of institutional and programmatic accreditation and certifications ▪ Compliance with regulations, legislation, directives, and laws ▪ Compliance with reporting requirements
University Partners	▪ Number of University agreements providing seamless transition from Barton to a transfer school ▪ Transfer student performance
Service Area High Schools and Feeder Organizations	▪ Number of state-wide articulation agreements ▪ Number of students enrolled in concurrent/dual credit courses ▪ Number of students who transition from the Adult Education program ▪ Number of high school or home school students enrolled in Fort Riley courses ▪ Number of transfer students ▪ Number of Bartonline students also enrolled at other colleges ▪ Number of service area high school students enrolling at Barton after graduation

Figure 9R1.a

Barton's Concurrent College Program provides opportunities for high school sophomores, juniors, seniors, and gifted underclassmen to experience college while they are still in high school. The program's success is a result of the excellent collaborative relationships with partnering high schools.

Unduplicated Headcount of Students from Partnering High Schools Enrolled in Concurrent/Dual Credit Courses					
Area	**High School**	**2007-08**	**2008-09**	**2009-10**	**2010-11**
Barton	Chase High School	5	7	10	4
Barton	Claflin High School	15	16	16	12
Barton	Ellinwood High School	11	15	19	28
Barton	Ellsworth High School	17	13	9	18
Barton	Great Bend High School	145	120	122	130
Barton	Hays High School	103	81	89	92
Barton	Hoisington High School	5	22	41	29
Barton	Lacrosse High School	11	14	15	20
Barton	Larned High School	17	17	13	11
Barton	Lucas-Luray High School	9	16	11	
Barton	Lyons High School	35	24	33	31
Barton	Otis-Bison Senior High School	10	8	7	5
Barton	Pawnee Heights High School	9	20	13	10
Barton	Quivira Heights High School	17	11	19	11
Barton	Russell High School	32	38	29	18
Barton	Saint John High School	10	8	7	
Barton	Victoria High School	11	9	17	18
Barton	Wilson High School	10	7	3	7
Total		**472**	**446**	**473**	**444**

Figure 9R1.b

9R2. Partnership Performance Results

Divisions and departments within the College have benefited greatly from developing partnerships with other organizations and agencies. Two primary examples are described below, external funding from grant partnerships and cash and in-kind contributions from partners.

Results: External Funding from Grant Partnerships				
Grant	**Partners**	**2009**	**2010**	**2011**
2 Upward Bound Programs	9 Service area High Schools	$500,000	$500,000	$500,000
R^3 Community Based Job Training Grant	3 Correctional Facilities; 1 Mental Health Correctional Facility; 1 Juvenile Correctional Facility; 3 Community Corrections Departments; Kansas Department of Corrections; 3 Postsecondary Institutions; 1 K-12 Unified School District; 1 Adult Education Provider; Kansas Department of Commerce	$4,874	$267,436	$458,015
RSVP	Barton County Commission Barton County Commission on Aging 2 United Way agencies Meals on Wheels	$28,943	$28,943	$29,943
State Energy Sector Partnership & Training Grant	KansasWorks State Workforce Board, 4 LWIBs Kansas Department of Commerce 7 Community Colleges Joint Industry Project Partnership (Gas Pipeline companies)	---	$44,865.07	$743,128

Figure 9R2.a

Results: Cash and In-Kind Contributions from Partners					
Project/Department	**Partners**	**Donations**	**2009**	**2010**	**2011**
Military Schools	▪ US Army	▪ Supplies and equipment ▪ Facilities ▪ Staff	$1,179,727	$1,179,727	$1,179,727
Natural Gas Transmission & Distribution	▪ B/I ▪ Utility Companies	▪ Equipment ▪ Cash	$8,000	-	$26,969
Nursing Department	▪ Area hospitals	▪ Cash donations ▪ In-Kind donation – supplies ▪ Scholarships	$5,000	$18,745	$300

Figure 9R2.b

9R3. Comparing Partnership Results

Currently, Barton collects extensive data regarding partnership activities and outcomes but has not yet developed benchmarking data that demonstrate how its processes for building collaborative relationships compare with the performance of other higher education organizations.

9I1. Recent Improvements in Building Relationships

The discussion in preceding sections suggests that the College's processes for building and measuring collaborative relationships are primarily focused upon data collection; however, examples of improvements are evident. Barton's numerous collaborative relationships result in institutional and divisional improvements; two examples are provided below.

Building Collaborative Processes to Align with the Kansas Postsecondary Technical Education Authority (TEA)

The College participates in a collaborative partnership with Kansas postsecondary and secondary school entities in the development of a new process for statewide secondary to post-secondary articulation. The goal of this initiative is to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate or a degree. This new process will eliminate the need for Barton to process and maintain agriculture agreements with 20+ high schools; Barton will have one agreement held by Kansas State Department of Education which will meet the needs of all the high schools served in the state.

Correctional Facilities

Barton has provided instructional services to Ellsworth Correctional Facility since fall 2001. In 2009, the College developed a partnership with 2 postsecondary institutions, 3 correctional facilities, a mental health correctional facility, a juvenile correctional facility, a K-12 educational service provider, Kansas Secretary of Corrections, the Kansas Juvenile Justice Authority Commissioner, Kansas Department of Commerce, Kansas Department of Labor, KBOR and business and industry for the purpose of program enhancement and expansion. The chart below identifies the services that Barton provided prior to the partnership and as a result of the partnership.

Improvements to Partnership with Correctional Facilities	
Services Prior to Correctional Partnerships	**Enhanced Services Due to Partnership**

Offered at Ellsworth Correctional Facility only
• Building Academic Skills in Correctional Settings – 64 credit hours; Associate of General Studies with a Business Emphasis
	Certificate Programs
	▪ Manufacturing Skills Certification – 8 credit hours
	▪ Welding Certification – 16 credit hours
	▪ Computer Certification
	  ▪ Internet Computing Core Certification – credit hours
	  ▪ Microsoft Office Specialist – varied credit hours
	▪ Computer Aided Drafting – 21 credit hours
	▪ WorkReady Training/Certification
	▪ Life Skills Training
	▪ General Education Diploma (GED)
	Associates Degree of General Studies
	▪ Building Academic Skills in Correctional Settings – 64 credit hours; AGS with a Business Emphasis
	Grant
	▪ Received $2,000,000 CBJT grant to fund instructional services
	▪ Developed application for new proposal to continue services after CBJT

Figure 9I1

9I2. Identifying Processes to Improve Partnerships

Barton's advisory committees meet twice a year; they are also invited to Board of Trustee meetings to gain information and to ensure that follow-up on program issues occurs. The success of these various partnerships led to the formation of a K-12 advisory group. The group meets regularly to review articulation agreements, enrollments, and to determine how to improve service to the K-12 student and support transition to College.

Barton's culture and infrastructure help internal stakeholders select specific processes to improve and to set targets for improved performance results. Barton administrators, faculty, and staff:

- Learn from what has worked and what did not work so well.
- Conduct evaluation both internally and externally to identify strengths and weaknesses.
- Collect and analyze data for decision-making.
- Continue to show appreciation to partners and donors.
- Search for new and innovative techniques to enhance internal and external relationships.
- Assist those in need to become successful, driving us to ensure that our departments provide quality services independently and collectively.
- Promote and encourage an egalitarian structure where meeting notes are freely shared, and employees are welcome to open discussion with all opinions valued.

In March 2011, the first of two annual Work Force Partnership in Education recipients was selected by the Workforce and Foundation Departments. The criteria to nominate a partner for recognition includes the following types of partnership contributions: serves on a work force advisory board, is a cash contributor or in-kind donor to the College, provides equipment donation, serves as a classroom guest speaker, assists in program or curriculum development, is a grant participant or provides grant match funding, serves as an Associate Faculty member, sponsors tuition and fee payments for employees continuing education, or serves as an internship or clinical site.

This year's recipient was CPI Qualified Plan Consultants. CPI has been an ongoing partner of Barton Community College for more than 25 years. The College honored this business with a luncheon which was held with two of the CPI employees, Barton administrators, and the selection committee. CPI was publically recognized via the College webpage, the community newspaper, and a Barton Cougar desk display. Annually, both recipients of the recognition will be recognized at a joint dinner with the College Trustees and the Foundation Board of Directors.

Index to the Location of Evidence Relating to the Commission's
Criteria for Accreditation
found in
Barton Community College's *Systems Portfolio*

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- The College's Mission and Vision statements which clearly articulate our commitment to our students, the workforce, and the community are published on the College's website and in all major institutional publications. [Institutional Overview, O.1, O.6, 5P1]

- The College's mission and vision are on the web site. [http://bartonccc.edu/community/aboutbarton/mission.html]

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- Overview

Core Component 1c. Understanding of and support for the mission pervade the organization.

- Employees understand and support the Barton mission. [4P4, 4R2, 5P1, 5P2, 5P8, Figure 5R2, 612, 8P1, 8P2, 8P4]

Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.

- Governance and administrative structure [5P1, 5P2, 5P5, 5P7, 5P8, 5P9, 5P10, 5R1, 5R2, 5I2]

Core component 1e. The organization upholds and protects its integrity.

- Specific institutional policies and procedures address organizational and individual integrity. [4P1, 4P4, 4P7]

- Employees participate in mandatory compliance training. [4P9]

- Survey results indicate that ethical communication is practiced at Barton. [Figure 5R2]

- The College complies with requirements of regulatory and funding agencies [Figure 9r1a]

- The Athletic Department maintains a BCC Athletics Compliance Matrix to monitor compliance with athletics-related processes and regulations [Figure 2P1]

Criterion Two – Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- Advisory board input provides current information relative to workforce needs. [1P3, 1P4, 1P17, 1R4, 1I2, 2P1, 2P4, 3R1, 8R1]

- Enhanced facilities prepare students for the workforce. [6I1]
- Instructional leaders design responsive academic programming. [1P4, 1P5, 1P13, 1P17]
- Career Technical programs will administer the WorkKeys assessment with a goal of all students attaining a Kansas WORKReady! Certificate. [1I1]
- Career experience program. [1I1]

Core component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- Strategic planning processed identify stakeholder needs which are incorporated into program planning and resource allocation [3P1, 3P3, 3P6, 3R1, 3R2, 3R3, 3R4]
- Appropriation of resources [8P6]

Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- Outcomes assessment [see Core component 3a]
- The College uses data to measure effectiveness. [1P14, 1P15, 1P17, 2P1,7P1, 7P2, 7P3, 7P5, 7P6, 7R5, 8P7]

Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- Barton Strategic Planning [2P2, 2P3, 2R4, Figure 2R4, 2I1, 2I1, 3I2, 5P1, 5P2, 5P5, 5P6, 5I1, 6P1, 7I2, 8P1, 8P2, 8P5, 8P6, 8R5]

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- The Barton mission states, in part, "We invite and assist all students to master a core of knowledge and skills needed for advanced learning, employment, personal growth, and responsible citizenship." [Overview]
- Comprehensive outcomes assessment process including classroom level assessment, course level assessment, and degree level assessment. [1P1, 1P18]
- Course assessment [1P1, 1P18, 1R1]
- Curricular learning objectives for a new course are developed by instructors proficient in the content area. These objectives are based upon industry standards, advisory committee recommendations, transferability expectations, and third party accrediting bodies where applicable. Learning objectives are incorporated into a master syllabus. [1P2]
- Course Assessments Program (CAP). The CAP provides a comparison with the online, traditional, and hybrid course. [1P11]
- The BOT established the following ENDS Statement, "Students will have the essential skills to lead productive lives." The assessment of Barton's General Education Outcomes was determined to satisfy this measurement and represents Barton's direct measure of degree level assessment (DLA); earning a Barton degree will enable students to achieve the five General Education Outcomes. [1P18]

Core component 3b. The organization values and supports effective teaching.

- The Barton mission states, in part, "Barton is driven to provide an educational system that is learning-centered…" [Overview]

- Barton has a well-defined process for designing new courses and programs. [1P3]
- The Learning and Instruction Curriculum Committee (LICC) reviews all curricula to ensure that the standards of the institution and the Higher Learning Commission (HLC) are met. [1P11]
- To assess learning at the course level, OAC has established the course assessment project (CAP) that would not only allow faculty to discover whether, and to what degree, their students were mastering the course content, but also would provide a means by which faculty from Barton's many teaching venues could communicate, sharing experiences, expertise, and philosophies. [1P1, 1R1

- The Title III project provides significant support for distance learning instructor professional development. [1P15]

- the Distinguished Instructor Award [4P11]

- A primary goal identified in the 2010-2011 Yearly College Plan was "Use technology to strategically support student learning." [4R3]

- College policies and procedures identify a process for faculty evaluation. Full-time and regular part-time faculty members are evaluated on a regular schedule. [412]

Core component 3c. The organization creates effective learning environments.

- Four primary delivery methods are utilized in order to best serve the breadth of students who seek our support of their educational goals. [F2F, Online, EduKan, ITV; 1P12]

- The curricula are current and effective. [1P13, 1P14, 1R1]

- The Distance Learning division was awarded a 5-year Title III grant to foster instructor enhancement, address faculty and student support needs, and improve the quality of all online activities for both the student and instructor at Barton Community College. [1P15]

- $7 million for remodel and update of college facilities at all locations resulting in new classrooms, labs, learning resource center, workshops, and the establishment of the Hazardous Materials and Emergency Services Training Institute. [6I1]

Core component 3d. The organization's learning resources support student learning and effective teaching.

- The College has processes, programs, and services to support student learning. [1P4, 1P5, 1P7, 1P8, 2P1, 3P6, 5P4, 6P4]

- The Distance Learning Team engages in a variety of activities designed to determine and meet student and faculty support needs. [1P15]

- Financial support to achieve identified needs may be obtained from several sources. [1P15]

- The College has the services of a full-time grant writer. [1P15]

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- The Board of Trustees ENDS designates the results for which Barton exists, the beneficiaries of those results, and the value of the results. [1I2, 2P1, 7P2, 8R1]
- Each of the eight Board ENDS statements demonstrates that the board, administrators, students, faculty, and staff values a life of learning. [8R1]
- The College is a prominent provider of arts and entertainment for the community at large. [3P4]
- Barton supports employee development. [5P9, 8P8]

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- The faculty driven Outcomes Assessment model and related processes are well defined and documented. [see Component 3a]
- The Mission, Board ENDS, Barton Success Plan, and Yearly College Plan demonstrate that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs. [Overview, 4P4, 6P1, 6I2, 7P1, 7P2, 8R1, 8R2, 8R3, 8R5]

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- Institutional processes ensure currency and relevance of the curriculum. [1P2, 1P3, 1P4, 1P13, 1P14, 1P17, 1R4, 1I2, 2P1, 2P4, 3R1, 8R1]
- Regularly scheduled program reviews ensure the usefulness and relevancy of the curricula. [1R3]
- Comparative data is used to analyze transfer student performance at Kansas Regent Institutions. [1R6]

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- Professional development opportunities are available to employees. [4P8, 4P9, 4P10]
- The College collects and analyzes data to identify service needs of students and stakeholders. [6P1, 6P2, 6R1]
- Barton has developed processes to address the needs of its students and stakeholders. [1P6, 4P7, 5P10, 5I2, 6P3]

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- Barton surveys students to determine their rate of satisfaction. [CCSSE,1R5; Graduation Survey 1R5; Online Student Survey, 1I1]
- Surveys to assess student satisfaction [Advisement, Housing, Graduation, Courses, Special Event, 3R1]

- Advisory Board input, evaluations, and feedback are solicited for program development, review and enhancement. [1P3, 1P4, 1P17, 1R4, 1I2, 2P1, 2P4, 3R1, 8R1]

- Stakeholder needs are evaluated and action is determined to meet the needs. [3P3, 3P4, 3R4, 8R1]

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- Program administrators and faculty value the input of Advisory Boards. [1P17, 1I2, 2P3, Figure 2P4, 3P3, 3P4, 8R1, 9P3]

- Recently enhanced facilities expand Barton's capacity for serving our stakeholders. [6I1]

- Barton's educational opportunities are provided through various modalities and locations. [Overview, 1P12, 3I1, 6I1]

- Barton maintains close relationships with the high schools in Kansas. [1P12, 1P13, 3P2, 3P3, 3P4, Figure 6P4, 9P1, 9R1]

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Barton serves as the lead institution for programs such as the Retired Senior and Volunteer Program (RSVP); TRIO Upward Bound and Educational Opportunity Center; ABE/GED programs at Great Bend, Fort Riley, and area correctional facilities. [2P1]

- Collaborative partnerships exist with Unified School Districts, higher learning institutions, and the Kansas Board of Regents to enhance instructional programming, training opportunities, transition, program quality, and teaching effectiveness. [9P1, Figure 9P1, 9P2, Figure 9P2, 9R1, Figure 9R1a and 9R1b]

- Barton provides extensive instructional and technical training for the U.S. Army. [1P8, 1P9, Figure 2R4, 3P2, 9P3]

- Barton provides military-related training throughout the state of Kansas and nationally at sites located in 13 states. [9P3]

- The College participates in collaborative partnerships with other entities that result in external funding. [Figure 9R2a and Figure 9R2b]

- The College develops partnerships with external business, industry, and governmental agencies to meet their unique needs. [1P4, Figure 2P4, 3P3, 3R5, 9P5]

- A number of measures have been identified to analyze collaborative relationship success with our various constituent groups. [9P6, 9R1]

Core Component 5d. Internal and external constituencies value the services the organization provides.

- Stakeholders express satisfaction with services. [3R4, 3R5, 3R6, 4R1, 4R2, 4R4, 9R1, 9R2, 9R3]