

**NC STATE
UNIVERSITY**

PACE CAMPUS CLIMATE SURVEY

An initiative of the Belk Center at NC State

706 Hillsborough Street | Raleigh, NC 27603

Barton County Community College

Great Bend, Kansas

PACE Qualitative Report

PACE Climate Survey for Community Colleges

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Conducted

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Qualitative Report Summary

PACE Climate Survey respondents were given an opportunity to submit comments about areas of the institution they found most favorable and least favorable. Of the 244 Barton County Community College (BCCC) employees who completed the PACE Climate Survey, 103 respondents (42.2%) provided open-ended comments.

Qualitative Questions

These two qualitative questions are:

- 1) Considering the questions you have answered on the climate survey, please expand on the areas you find **most favorable** about your institution. You may give examples, but please refrain from identifying specific individuals. This is a confidential survey.
- 2) Considering the questions you have answered on the climate survey, please expand on the areas you find **least favorable** about your institution. You may give examples, but please refrain from identifying specific individuals. This is a confidential survey.

Climate Factors

Together, the unique focus of each climate factor provides a comprehensive picture of the campus climate at an institution. Each comment is coded broadly back to one of the four climate factors or an “Other” category for those comments that do not fit into one of the four climate factors.

- The **Institutional Structure** climate factor focuses on the mission, leadership, spirit of cooperation, structural organization, decision-making, and communication within the institution.
- **Supervisory Relationships** provides insight into the relationship between an employee and a supervisor and an employee’s ability to be creative and express ideas related to the employee’s work.
- **Teamwork** explores the spirit of cooperation within work teams and effective coordination within teams.
- The **Student Focus** climate factor considers the centrality of students to the actions of the institution as well as the extent to which students are prepared for post-institution endeavors.

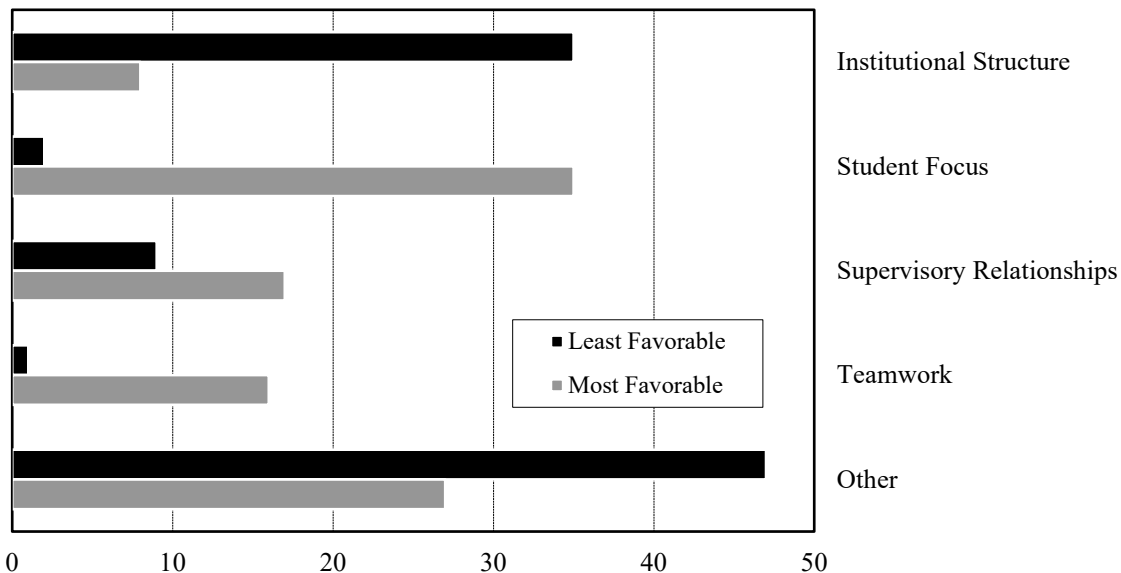
Qualitative Analysis

In analyzing the qualitative data there is a degree of researcher interpretation in categorizing the individual comments. However, reliability is ensured by coding all responses back to the PACE climate factors. All responses to question #1 are included in the “favorable” tables (Tables 1-5), and all responses to question #2 are included in the “unfavorable” tables (Tables 6-10). To present the responses as the respondent provided them with minimal interpretation from the research associate, we do not move these comments from favorable to unfavorable or vice versa.

Figure 1 provides a summary of the open-ended responses. This summary is based on Herzberg’s (1982) two-factor model of motivation. The PACE team at the Belk Center has modified the model to represent the PACE factors by classifying the comments into the most appropriate PACE climate factor. This approach illustrates how each factor contributes to the satisfaction or dissatisfaction of the respondents. Please note that when asked for opinions, it is common for respondents to write a greater number of negative comments than positive comments.

The greatest number of favorable comments fell within the Student Focus climate factor, and the greatest number of unfavorable comments fell within the Institutional Structure climate factor. Please refer to the tables in this report for comments categorized by climate factor and the total number of responses provided by employees. Please note that comments are quoted exactly as written except in instances where the confidentiality of the respondent is compromised. Any edits for confidentiality are indicated by [].

Figure 1. Barton County Community College Comment Response Rates



Note: Adapted from Herzberg, F. (1982). *The managerial choice: To be efficient and to be human* (2nd ed.). Salt Lake City, UT: Olympos Publishing Company.

Table 1. Favorable Institutional Structure Responses

Table 1. Favorable Institutional Structure Responses (n=8)

A great working environment. I feel respected and valued.

Communication from the top down is second to none.

Fiscal responsibility and fiscal return to the community

I enjoy the forward thinking attitude of the institution. It is every changing to meet the needs of students and staff.

I think it is great that the college is trying to get the community invested and interested in the impact the college can have on the local environment. Lessons on volunteering and ethical commitments that the students learn will impact them for the rest of their lives. The faculty and staff at the college present good examples of doing these things and are a positive influence on the students. It makes the students want to learn and grow and teaches them important steps in being that influence in the lives of others, especially their family and friends.

My voice is heard and considered. That doesn't always translate into a policy that I like, but I know that I have been heard.

The administration so far has treated me more like a professional than any school I have ever worked at. I think they can tell care about my job and my program and they can tell that I am doing the best I can for my program and students. The institution helps me keep my program going and gives me opportunities to improve it and asks me where I think it needs to go next.

WTCE leadership

Table 2. Favorable Student Focus Responses

Table 2. Favorable Student Focus Responses (n=35)

assistance given to students

Barton Community College is a welcoming college and they strive to do better for their students wants and needs.

Barton has a lot of good people who care about the students and the institution.

Barton is a friendly and welcoming institution. It excels over most junior colleges. I base this on conversations with students and community at various other institutions in our state as well as Barton. I also base it on observation. I think the quality of education is better than most junior colleges. The community support and relationship with the community exceeds most other community colleges. I am blessed to have a good working relationship with co-workers. Everyone strives to have a positive atmosphere for students and staff.

Barton is Student Focused.

Course offerings have been consistent. I can count on the availability of a course to reach each semester, even if only one student is enrolled.

Faculty and staff care deeply about students, as a whole, and as individuals. They show this in every interaction with students.

focus on student

Table 2. Favorable Student Focus Responses (n=35)

Getting to interact with all kinds of students.

I appreciate that the institution does its best to serve both faculty and students. They are quick to help and troubleshoot if any problem arises.

I believe Barton cares about its students and has a general spirit of support.

I believe I am an important link in helping students achieve.

I believe we offer affordable education, go above and beyond to meet student need.

I find that we provide good opportunities for students to thrive on this campus.

I love the ability to teach what I do to students. The field is not widely known and I love showing and teaching it to new students.

I have the resources I need and the confidence to ask questions or for help if needed.

I talk to a former Barton international student, that went on to another higher education institution, regularly. She praises Barton highly as preparing her to operate in an American speaking world and understanding how higher education works. While she enjoys her current university, she misses Barton's caring people very much.

Table 2. Favorable Student Focus Responses (n=35)

I think Barton has done an excellent job of setting up students for success. Their focus on student gains is commendable.

It's affordable for students. It provides many jobs/careers for students and non students.

Low tuition and fees at Barton provide an economical way to receive a college education.

Most Favorable is the clubs that are available for our students who share a similar passion but might not be in the same classes. Example - STEM Club - it's more than just Science. Gaming Club - it's not directly tied to any one subject so your opportunity to meet someone new is high. Another MF - is our smaller campus. The ratio of student to instructor is much better than when they are at a University.

Our college is an intimate size college that offers individualized plans for each of our students augmenting their ability to transition to other higher ed schools and into the workforce.

Preparing for future career

Student support. I have never seen a college that offers so much personal assistance to students with services like a free pantry and free closet. Transportation to the airport and frequent shuttles to Walmart is also unique. I think overall students are given a great deal of personal assistance.

The college puts great efforts and energy into improving student success and maintaining the student-focused decision making / problem solving. Barton genuinely cares for all of the students and works to better them as people and students along with improving the community.

Table 2. Favorable Student Focus Responses (n=35)

The faculty and the staff are next level here. They all really care about the well-being of students and want to really see the students succeed both here at Barton and beyond.

The faculty, administration and staff all are focused on students. Cooperation between these groups is valued and appreciated.

The institution works for assisting students toward a certification or transfer to another school at a high level.

There is a high level of cooperation and collegiality among the faculty and staff.

The opportunities we are able to provide to the military community.

The student engagement is top notch. The support of faculty inside and outside of the classroom has been very instrumental and has been recognized as contributing to the overall wellness of the students.

The students are one of the best parts here, without them we wouldn't have a job. They liven the atmosphere on campus, and it's always fun to meet new people from other country's.

The workforce instructors are here to teach about the craft they have been trained for. This is learning from someone that has walked the walk. That means so much.

This institution is great in the way that there is no discrimination. It also worries about the well-being of the students.

Table 2. Favorable Student Focus Responses (n=35)

Very well organized. Access to other faculty and staff for assistance. Geared towards students success

We strive to give students the support, resources and environment they need to receive a great education. I believe Barton is a welcoming place for all questions, thoughts, and concerns that potential students or current students may have. I enjoy that staff and students feel a sense of community here at Barton.

We take care of our students!

Table 3. Favorable Supervisory Relationships Responses

Table 3. Favorable Supervisory Relationships Responses (n=17)

-Ability to write my own classes

As a new employee, I have been very impressed with the onboarding process. I feel I have access to the training and support I need to successfully complete my responsibilities.

Barton Faculty and staff do an excellent job of preparing students for the workforce. They go above and beyond to help students succeed. My immediate supervisor listens to the needs of the department employees, and always stands up for them in situations that require it.

I favor the freedom to express my ideas to coworkers and learn from their strategies.

I have great supervisors. I am trusted to do my job with little oversight. My working environment is ideally suited for me.

I like Barton. My boss is kind but willing to tell me what needs to be done. I can't complain about anything at Barton. The only thing I wish for is that my classes would be full so I would make the full amount (money) per course.

I receive frequent communication and invitations to meetings from the department heads. It helps me know what is going on in the general education department where we work, what the goals of the course are, the instructional expectations, and how I can get further support or training.

My direct supervisor is great as is my team, so day-in/day-out it is easy to work here and do what I need to be successful

Table 3. Favorable Supervisory Relationships Responses (n=17)

My supervisor allows me the opportunity to express ideas and opinions some leading to streamlining processes or developing new ones. Working with other Barton employees across the institution is rewarding and helps to try to develop an understanding of all Barton has to offer to all students.

My supervisor as well as the college have been wonderful and have given me all the tools, I need to be successful at my job. For that i am grateful.

My supervisor listens effectively to all of us.

My work team is super motivational and helpful. I feel like my supervisor listens and considers what I have to say.

One of the things I find favorable about Barton is the academic freedom that the faculty is allowed. I believe the technical support is marginal, especially regarding the maintenance and upgrading software. I do not understand why software that has been approved cannot be updated automatically when new versions become available.

Professional behavior of my supervisor

The one area I have is I always feel the support of my supervisor and his willingness to listen to and help me implement my ideas for improvement in my area here at the college. Also the support of all the other departments to my area is also appreciated.

The quick feedback I receive when I ask questions.

There are adequate opportunities for professional development.

Table 4. Favorable Teamwork Responses

Table 4. Favorable Teamwork Responses (n=16)

Center of Innovation and Excellence team is phenomenal! Very helpful and responsive; always available to assist instructors.

Collaboration and cooperation are essential to the success of initiatives across the college. We have made progress over the years in including more voices within the institution. By further diversifying employee participation and increasing the use of sub-teams, we can enhance this aspect of the institution and create additional capacity for administrators, while ensuring they remain informed and consulted.

I appreciate the team oriented focus of the administration.

I enjoy the structure and camaraderie of my department. I strongly feel we fulfill our responsibilities and beyond to make Barton the best it can be.

I enjoy what I do in my job and how well out department works together.

I enjoy working with members of my immediate team as well as those on campus. I think that the college is a wonderful place to work as far as benefits such as insurance rates and coverage, time off, the importance of family, etc. The wages are competitive to those in the area, especially when the cost of insurance of time off are factored in.

I fell that my department works very well together and make the environment an enjoyable place to be.

I like the 'teamwork' culture here.

I truly enjoy the area of the College I work for. My crew never hesitates to help each other, listen to ideas and reach out with exciting endeavors.

Table 4. Favorable Teamwork Responses (n=16)

I work with an amazing coteacher. We have a great team. There have been a lot of changes but I can and have reached out to other instructors and supervisors (three in the [less than 5] years I have been here) who have all been supportive of [redacted] and I teaching and our students.

Most coworkers seem willing to assist if/when they can. I'm not afraid to send an e-mail or pick up the phone to ask for assistance in fear of being judged. Most will go above and beyond for students.

My work group are excellent team members. We look for ways to improve our teaching and outcomes for our students. In my opinion, administration has been good at communicating policies and expectations with faculty and staff.

My work team is excellent and runs efficiently, professionally, and as a work team should.

The college has been good to me and accommodating over the years. In my department, we are well bonded and work as a team. The college has great people to work with and overall we share a passion for the success of our students and the institution.

The most favorable area is the great team that is in our own department. Everyone in our team works well together. We are a very cohesive team, that works for inclusion and understanding the qualities that others bring to the table. Our focus is on student success.

The teamwork between not only individual departments but the College as a whole is my favorite thing. Groups work to problem solve but when needed other groups collaborate as well to get the problem fixed or to gather options to help with the solution.

Table 5. Other Favorable Responses

Table 5. Other Favorable Responses (n=27)

Positive Environment

friendly, welcoming, inclusive

Great Place to work!

Great working environment.

I don't know what to say. It is a great institution to work for.

I love how the diversity. Every day brings a new experience learning about others backgrounds and giving them a the college experience is always fun.

It is, for the most part, a very good work environment. The staff really work hard to make things easy and understandable for the students and as fun as possible.

Neither too big or too small. Easy to navigate and find a homely atmosphere.

One of the best things about Barton is the people and the atmosphere. Everyone is so helpful and wants to truly see you succeed and wants to ensure student success not only in academics but as individuals in general.

The college atmosphere across campus is very friendly and inviting and I truly believe most employees work everyday to create an environment students can thrive in.

Table 5. Other Favorable Responses (n=27)

The faculty, staff and administration at Fort Leavenworth have been absolutely wonderful.

The personnel that I have encountered are very welcoming and want you to be successful. I have found this institution to be very professional and supportive.

The staff is excellent. Knowledgeable and very supportive.

Upbeat, caring environment that is welcoming to not only the students but to new faculty and staff.

Wonderful people!!! I love all of the opportunities afforded me as an instructor.

Uncategorized

I think a lot of people are trying to make Barton a better place and are making head way in that endeavor.

In WTCE, people who are knowledgeable, committed, and professional.

Innovative spirit and service minded.

Loyalty, willingness to help, motivation to move the institution forward.

Table 5. Other Favorable Responses (n=27)

Na

Nothing further. I'm happy with Barton Cc

The benefits

Work Flexibility

Ability to have a work life balance.

Barton is good about allowing for family/work life division and time off for family.

Flexibility

How many holidays we get at Christmas and throughout the year. I like the 4 day work week in the summer.

I enjoy the atmosphere of our institution, time off, and holiday pay the most!

Very Lenient on my work schedule. I have had to be gone from work and use FMLA and my coworkers and boss has always gone out of their way to accomodate me.

Table 6. Least Favorable Institutional Structure Responses

Table 6. Least Favorable Institutional Structure Responses (n=35)

Above my immediate supervisor there starts to be a real disconnect between upper administrators and regular faculty. Too many policies, procedures designed to be one-size fits all in an institution that is anything but. The more upper management can get out of the way and stop passing policy after policy to micromanage employees overall, but faculty in particular, the better this college will be

Administration leaders come up with ideas for initiatives and programs without adequate input from the people who will be impacted or will implement the program or initiative. It would be better to get stakeholder's input and ideas before rolling some of them out.

Administration plays favorites. They do not foster a collaborative work environment and only nit pick the most inane items in courses on reviews. If the course had been through 3 thorough reviews with the Center, why isn't that enough? Why was the performance review rubric different?

As is the case in many institutions and businesses, especially larger ones, communication can sometimes be found a bit lacking. Clear definitions, timely information, and roadmaps for the forward direction are all necessary parts of the smooth running whole.

As someone that does not work at the Great Bend location, the opportunity to be considered for full time employment is non-existent. There is no upward mobility available to faculty or staff. I think this contributes to a somewhat defeated attitude.

Barton has grown tremendously which is great. However, I feel as though us not located at the Great Bend campus get left out or forgotten about when it comes to sharing/disbursing pertinent information that impacts the different campuses.

Table 6. Least Favorable Institutional Structure Responses (n=35)

Barton leadership has a hard time addressing issues with specific employees / having hard conversations rather than we changing policies that address the issue for everyone instead of a few. Hard conversations can be a form of improvement and growth.

Certain senior administrators are unprofessional in their conduct, supervision, and treatment of others. It doesn't ever get addressed because they actively work to isolate, undermine and remove anything that they do not like. The toxic environment they manage pollutes the entire institution as it is well known that to disagree is to be destroyed. Hope did exist during the presidential search, however that was short lived as they continued to force their will over the selection and ultimately undermine the entire process. Now they seem to have a rubber stamp from the new president to pass any policies and continue business as usual, leaving the campus morale in the garbage and most to either wait for retirement or pray for the rare opportunity to abandon the college. The student loses everytime in this environment and employee apathy flourishes.

Coming from an industry that is heavily regulated and expectations are very clear, the open-ended autonomy that Barton offers is both nice and takes some getting used to.

Decision-making is centralized at the very top levels of administration with little to no input from middle management. Important decisions are solely made by senior leadership, leaving middle management without a role in the decision-making process.

Feeling left out about conduct issues. I feel like those are topics I should always be included in because it helps me be more aware of the what's going on so I know I to handle situations if needed. Though I would say it has gotten better a bit this year but I don't think it something that should be questioned because I'm around students the most. Its also safe for me to know incase something were to happen.

Table 6. Least Favorable Institutional Structure Responses (n=35)

I am in a department that is often over looked when it comes to changes in procedures and processes that take place in other departments. While we do not often deal with students directly, the changes that those departments can often negatively affect other processes that are taking place on campus. Because there is a disconnect between departments, there is little discussion as to the bigger picture, leaving some areas scrambling to cover the gaps and failures when new processes/software are implemented.

I believe we still have some individuals administration and other leadership roles who are against change despite the need for it.

I have been here for some years, and probably the most difficult part, is that I have been here so long and I am still exposed to new things every semester and it seems like I don't know very much of how the college actually works and what is needed of me. I am just surprised when I am asked by my boss to do fill something out, or turn something in he/ or she would need I am often surprised that I have no idea how I have worked here this long and not know that this had to be done every year. there is so much to know about.

I often feel stuck in the process of how we do things simply because it is how we do things. We do not have a strategic process for decision making or directing individual and collective efforts.

I sometimes feel that important information isn't always shared with everyone. I've recently heard from people not associated with Barton that there was a large academic integrity issue that occurred. If this is in fact true, I would think the faculty members would be informed of details regarding the situation so we can work towards preventing it in the future. I know we focus on AI, but details of what has occurred would help us to better prevent it in the future.

I think the institution is in danger of having toxic environments in smaller departments. We run in teams of 3 to 4 people on occasion and it is difficult for those smaller teams to be open and honest with the work environment.

Table 6. Least Favorable Institutional Structure Responses (n=35)

In my first year, I felt lost on procedures and who was in charge of what.

Not being on-campus, if I have a rare HR problem, a tech problem, or a question about policy, it can be difficult for me to figure out who to contact. It is not clear to me from the website which people are in charge of which areas and who the go-to contact person is. They all have clear job titles and emails listed, but that's all the information I have to go on.

Over the years the communication comes and goes. Several committees have gotten to big and the decisions made during meetings don't filter down to the correct people.

room for advancement

Some lower level decisions seem to require clearance from higher level authorities. We seem to not have decisions made at the lowest leader level.

Some times trying to get supplies for my students is a little difficult due to the many "hoops" that need to be jumped through to obtain the materials.

Sometimes departments become so insular that they are cliquish and reflect a certain distain and haughtiness to members of other departments. Unpleasant.

Sometimes I feel I am not informed of certain situations that do pertain to my area.

Table 6. Least Favorable Institutional Structure Responses (n=35)

The administrative structure of the college is VERY top heavy. Many do not practice what they preach, hypocritical. It is said we want to innovate and grow, yet it seems at every turn, ideas for progress are blocked. Unless the ideas are exactly what is wanted by certain administrators, ideas are killed before they are even considered. Instead of certain administrators allowing staff to do their jobs, they are very hands on and involved in areas/levels that should be trusted to the employees who are hired to do those jobs. Lots of micromanaging from some, which can be interpreted as a lack of trust of employees and fear from the administrator. Word travels and people talk.... this overall idea is felt and shared by many. Barton is a great place to work, but it gets frustrating to know that so many ideas for progress are killed before they can be heard by others. There are too many chiefs and not enough Indians when it comes to forward progress - - however, there are a lot of Indians who would love to be heard and ideas considered, but the chiefs want what they want.

The gray areas and lack of clarity provided by senior leaders make it difficult to provide quality and concise information to students.

There are times when it feels like our concerns are categorized as less of a priority in light of other things.

There is a culture of "we've always done it this way" at Barton. Most administrators have been at Barton for years and are not open to new ideas or processes. New ideas are pushed down from employees that have less longevity than others within the institution, with the attitude of "that's not the way we do it at Barton"

Too many centers resulting in too many people involved in too many things. Too much redundant paperwork.

Top down admin leadership, favoritism toward full-time employees by leadership and other full-time employees

Table 6. Least Favorable Institutional Structure Responses (n=35)

Two key points warrant attention: information sharing and decision-making processes.

It appears that information is often selectively shared or tailored for broader consumption within the college. While it is understandable that not all information can be disseminated, a lack of transparency regarding various initiatives can foster distrust and rumors, rather than promoting factual understanding and honesty.

Furthermore, many decisions seem to be made in isolation, with minimal stakeholder input regarding their potential impact, available alternatives, and the methods or support for their execution and implementation. This challenge is compounded by the insufficient sharing of information.

A final issue I would like to raise is my concern regarding marketing. Based on my experience, there is insufficient tracking of projects, accountability, and noticeable favoritism. While I understand that priorities may shift based on timelines, there is a significant lack of support and communication from the communications department.

Very difficult to advance professionally do to lack of openings that occur higher up the salary list.

VP Leadership. They have minimal contact with some employees, but most of them feel enabled to openly display nepotistic behaviors and tell other employees "Reflection and written communication are skills for [them] to gain and develop". The VP team is too worried about keeping things as they currently are instead of focusing on the future and looking for ways to bring in new views and ideas. If they continue the route they are currently heading, talented people will start leaving in droves.

Work is siloed and not communicated, often leading to duplication and disagreement with processes and outcomes.

Expertise in a field is treated as less valuable than length of service at Barton in some cases.

Longevity is celebrated (as it should be), but sometimes to the detriment of positive change or adapting to meet current needs of students, partners, employees, and community. It is incredibly frustrating to hear "that's the way we do/have always done it" or "that's the Barton way", especially when it is in direct conflict with standard best practices.

Table 7. Least Favorable Student Focus Responses

Table 7. Least Favorable Student Focus Responses (n=2)

I worry about leniency with AI use in the classroom. I worry about students not truly understanding essential concepts or building the sorely-needed skills they'll need in the workplace, especially communication.

Least favorable is that some of the programs don't continue. Auto repair as an example. Our PR team even did a news story about one of the graduates but shortly after, the program was cut.

Table 8. Least Favorable Supervisory Relationships Responses

Table 8. Least Favorable Supervisory Relationships Responses (n=9)

Colleagues are not held accountable by our supervisor to fulfill their work duties and/or meet deadlines. One colleague works remotely many days per week, however lives within our county. 10% of our department's budget is spent on an outside consultant to perform many of this person's work duties. Unfortunately, new ideas to address or change this are not considered and the mindset is "that's how it's always been done." Hiring a full-time position with those consultant's qualifications would replace the current position the consultant is assisting, eliminating the need for a consultant, while bringing a beneficial (in-house) skill-set to the college.

I don't feel that all departments are held to as high a standard as my department is, and that individual employees are not held accountable for unprofessional or disrespectful behavior.

I have had 3 or 4 evaluations since I have been here and have not been given them personally by my supervisor. I have never gotten any feedback regarding my work or performance. My performance evaluations are just emailed to me to sign and I never hear anything else about them. I have only been told if I do something wrong but not given any direction as to what I need to do to fix the work, usually its just given to someone else.

I sometimes wish we would have higher standards within our department when it comes to showing up or more specific division of tasks between co workers. I think this could help relieve some tension there sometimes can be.

My least favorable area of Barton would be addressing employee issues. There have been instances where not everyone has pulled their weight in the department. Specifically for projects directly relating to their position.

My supervisor seems to think I do alright but only occasionally compliments me on my work. Numerical scores on evaluations are lower than they should be.

Table 8. Least Favorable Supervisory Relationships Responses (n=9)

Not given the right training on daily base to know what exactly is expected of us as employees.

Some immediate supervisors do not encourage or support growth of those they oversee.

Some supervisors are not always held accountable of their employees and policies are put in place so the supervisor doesn't have to address the employees issues directly. (A typical supervisor job description would be to address the employees issue directly with the employee - there are some small exceptions to this however).

There is not always consequences to actions of not following procedures overall.

The culture is to ask for forgiveness after doing something instead of following procedure all the time, even though the employee knows the correct procedure. This can lead to a bad culture and cause major consequences to the college if specific policies are not followed (legality, etc.). (For example a culture that can lead to another scandal of some type).

Table 9. Least Favorable Teamwork Responses

Table 9. Least Favorable Teamwork Responses (n=1)

There are certain individuals that do not do as good of work when covering other areas and cause more work because of it.

Table 10. Other Least Favorable Responses

Table 10. Other Least Favorable Responses (n=47)

Adjunct/Part-Time

Adjunct faculty receive little pay, training, and support.

Adjuncts are expected to participate in events, meetings, and activities that help the school's enrollment numbers, savings on materials and textbooks, and students' performance without proper compensation or discussion of proper compensation.

As adjunct, we often receive a great deal of communication that does not directly relate. And some times it is difficult to know exactly what relates to us.

Salary advancements rarely occur for adjunct faculty.

Communication

Barton Online administration could improve in their communication with faculty.

Communication between departments needs improving. Policies are enforced differently depending on department as well.

Communication is always needing improvement anywhere and everywhere. Some people might not get a message in time or get it, but treat it as if someone were stepping on their toes. Varies from department to department.

Communication is lacking

Table 10. Other Least Favorable Responses (n=47)

Management has some areas they need to work on with communication, treating everyone with the same respect, and be a little more open in letting supervisors run their departments and let them do their jobs, instead of telling them how to do their jobs when they themselves have very little experience in that line of work. Some departments out here have to work ten times harder than others and are expected to be accountable in their work and to get it done, no matter what the task is while others are allowed to push it off onto someone else to take care of.

There seems to be an understanding of learning the programs at Great Bend but it seems the efforts of Great Bend learning/understanding the basic information about the LSEC scholarship program is not known. There have been several times the information communicated was wrong and the students were not helped by the bare minimum connecting the student with the right campus to get additional information. It is frustrating when potential students finally contact us and were told by a Barton employee that they were not able to answer the question nor did they provide the contact information to the potential student.

Diversity, Equity, and Inclusion

1) For all of higher education in 2024. I'm concerned about over prescribing the correct pathway for success with students. Students learn, in part, by experience and failure. Unfortunately, we are so dependent on federal money that we are forced to limit the students to 60 credits. We should give greater weight to the possibility that students must explore and fail and not be fully focused on the "correct pathway to" success of students and their completion.

2) I really disliked the two diversity questions in this survey. The institution effectively promotes diversity in the workplace and Student diversity is important at this institution.

I want no one to be excluded from employment or education because of their status. We can accomplish all kinds of diversity without restricting or placing reduced weight upon certain groups. However, those two questions can be interpreted to mean: I want certain people to be prioritized and other people to be restricted based upon their race or sex. I have no evidence that Barton is acting with discrimination towards any individual. There are some that want to see active DEI measures at Barton. I do not. Let's have the debate.

Diversity is lacking (understandably due to location) and also the mess coming from KBOR regarding placement and degree maps. I know we are trying to be transparent but some areas which directly play a role within this have been left out of some important decisions and communication (placement testing specifically).

Table 10. Other Least Favorable Responses (n=47)

Quit pushing the DEI crap. I don't care what your skin color or sexual orientation is, and I don't need to hear about it. I'll treat everybody with respect as in individual, but the minute you start talking about that I don't have respect for you. Also, I don't mind discussing politics through email (though I don't do it), but I don't think we need to be getting emails about political issues. Regardless what you think of the George Floyd incident or Trump's election, that's not relevant to my job as a teacher, and I don't need to hear what the VP thinks about it.

Facilities

I wish we would host a track event on campus. We lack efficient facilities to ensure that all of Barton sports teams can perform in front of their home fans.

We don't have access to a copier. Other than that, and rearranging things around without giving us a heads up can be confusing but we find and we learn.

Salary/Benefits

Compensation for all the work required for preparation of courses.

I don't feel that representation of the faculty toward compensation is provided from this group. There is no group that has input into the compensation packages or the amount of increase based on the cost of living/inflation that occurs across the region.

I really wish they had vacation buy back. I lose over 3 weeks of vacation per year, and that money would go a long way to getting a reliable vehicle to actually get to work.

It would be wonderful to move to four 10 hour work days all year around, not just summer.

Table 10. Other Least Favorable Responses (n=47)

Low pay per course

High course enrollment.

I often feel that my experience and degree are taken advantage of and so I stopped volunteering for any committee type work as it is unpaid.

Monthly pay that is based on the first Friday of the month for hourly.

The monetary compensation is rough.

The pay should reflect inflation.

Uncategorized

Faculty are stretched too thin with unrealistic expectations requiring work hours beyond 40 hours a week. The OER initiative requires faculty to spend hundreds of hours of personal time as authors, editors, graphic designers, etc. The administration needs to understand faculty receive valuable resources from publishers beyond a quality textbook, including images, PowerPoint decks, quality homework assignments, and test banks. Losing those resources is not insignificant. It is easy to find free textbooks, but what is time-consuming is developing quality meaningful assignments. Assistance from the center is available, but they can't develop discipline-specific assignments. Saving students money on textbooks is at the cost of faculty time that would be better spent on planning and thinking about how to teach the material and time with family. Additionally, salaries for the employees to certify OER courses and assist in finding resources could be used to provide quality textbooks to students, freeing instructors to focus on what they are actually supposed to be doing - teaching.

Getting up so early in the morning

I can't think of anything.

Table 10. Other Least Favorable Responses (n=47)

I have no unfavorable opinions about the institution

I have not found anything I do not enjoy about working at Barton.

I think it is nice that there are possibilities for remote work when sick, but there are a lot of employees that take advantage of it. This makes it harder for others in the department to want to be at work. There needs to be more guidelines and less opportunity for remote working. If you are an on-campus employee, you should be on-campus. Also, if a truly remote worker is sick, they need to take sick time and not just work late at night. The remote workers also need to keep a normal schedule instead of working super early and getting off super early; or working really late at night and then taking off early on Fridays. There just needs to be more structure in the work hours in my opinion.

My experience with Barton holistically is limited. I find few areas where the institution is not favorable.

N/A

N/A

N/A

Na

Table 10. Other Least Favorable Responses (n=47)

Neutral responses are not a reflection on the organization. They are a reflection of the fact that I've been with Barton for such a short time.

none

none

None

Nothing further

Others in the work place can get a power trip and belittle people.

So far I have not found anything I find unfavorable.

The dress code was a little more casual.

The government people we work with on Ft. Riley specifically Troop Schools personnel.

The HR department accepts statements from employees about other employees that meet Webster's definition of slander. HR allows those employees making statements to remain an anonymous accuser with no repercussions to them if their statements could be countered/proven as lies or misrepresentations. There is no clear recourse/process to the employee that has had their reputation defamed/damaged with these false or misrepresented statements to clear their name.

Table 10. Other Least Favorable Responses (n=47)

The least favorable area is....no least favorable.

The marketing department does not like to give attention to the workforce side of this as a priority. Art Gallery, dance and nursing get the bulk of the advertising attention. The communication department has stated that they are willing to help with promoting our departments, but they also stated that we as department heads and faculty are required to do all the work. There hands-off offer rings hollow about promoting the college and its workforce classes.

There is really nothing right now.