

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.

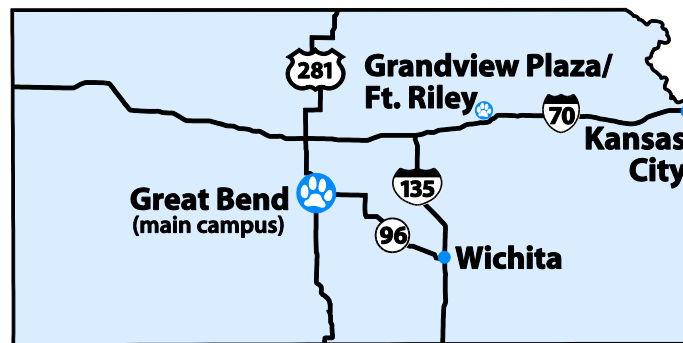


Figure OV.1

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.

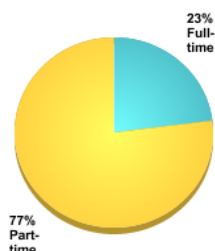
Associate of Arts Degree	Certificate Programs
Associate of Science Degree	Basic Skills Remediation
Associate of General Studies Degree	Dual/Concurrent Enrollment
Associate of Applied Science Degree	Noncredit Training
	Continuing Education

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
Male/Female Students
 Figure OV.2

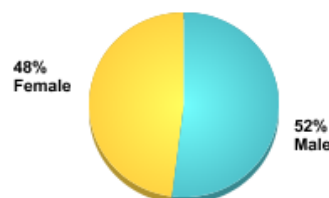
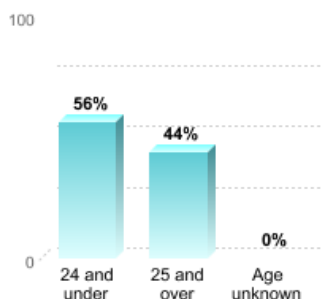
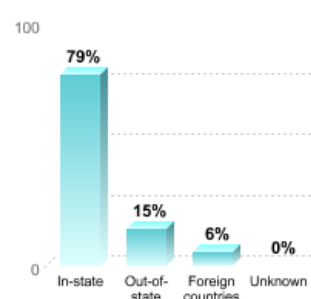


Figure OV.3



Student Age
 Figure OV.4



Student Residence
 Figure OV.5

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 OV.6

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		Net
	09-10	10-11	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 OV.7

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	Athletics	<ul style="list-style-type: none"> 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
5: Barton Experience	Cultural and Community Enrichment	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.

Board ENDS	Key Services	Operations
6: Regional Workforce Needs 7: Service Regions	Economic Development Workforce Development	<ul style="list-style-type: none"> 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 Therapy and Sports Medicine. Offers the Physical Capacity Profile testing system.
8: Strategic Plan	Research	<ul style="list-style-type: none"> Coordinate Board Monitoring Reports Customized data reports for internal departments Data analyses Reports for local, state, and national agencies
8: Strategic Plan	Resource Development	<ul style="list-style-type: none"> Average annual scholarship disbursement: \$155,000 Investment Portfolio: \$5,788,830 Average annual grant awards: \$2.5 million
5: Barton Experience	Student Activities	<ul style="list-style-type: none"> 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
<p>Current Students</p> <ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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,
<p>Prospective Students</p> <ul style="list-style-type: none"> ▪ General Education 	<ul style="list-style-type: none"> ▪ 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)

<ul style="list-style-type: none"> ▪ Career/Technical Education ▪ Customized Training ▪ Student Athletes 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ New student orientation ▪ One-Stop service for essential functions ▪ Positive institutional image ▪ Timely and clear communication (registration timelines, prerequisites, required documentation) ▪ User friendly website
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Figure O.3a

Barton Other Stakeholder Group Requirements & Expectations

Stakeholder Group	Requirements and Expectations	
Accreditation, Regulatory, and Legislative Agencies	<ul style="list-style-type: none"> ▪ Academic integrity ▪ Accountability ▪ Compliance with federal, state, and local guidelines, laws, and regulations 	<ul style="list-style-type: none"> ▪ Current, relevant and high quality programs ▪ Student success
Business and Industry	<ul style="list-style-type: none"> ▪ Collaboration and partnerships ▪ Graduates with excellent basic skills ▪ Graduates with industry recognize training 	<ul style="list-style-type: none"> ▪ Opportunities for training and continuing education ▪ Quality workforce
Board of Trustees, Community, Parents	<ul style="list-style-type: none"> ▪ Accountability ▪ Affordable education ▪ Caring faculty and support staff ▪ Ethical business practices ▪ High standards of quality 	<ul style="list-style-type: none"> ▪ Positive institutional image ▪ Reasonable taxes ▪ Seamless transfer ▪ Student safety ▪ Student success
Educational Entities, Transfer Institutions, School Districts/Feeder Schools	<ul style="list-style-type: none"> ▪ Articulation agreements ▪ Career pathways ▪ Collaboration and partnerships 	<ul style="list-style-type: none"> ▪ 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.

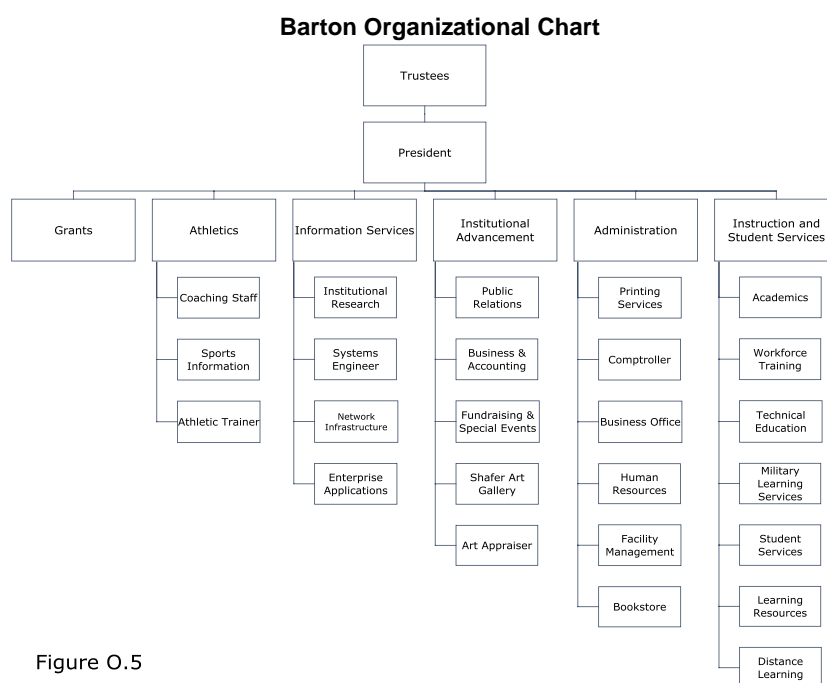


Figure O.5

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

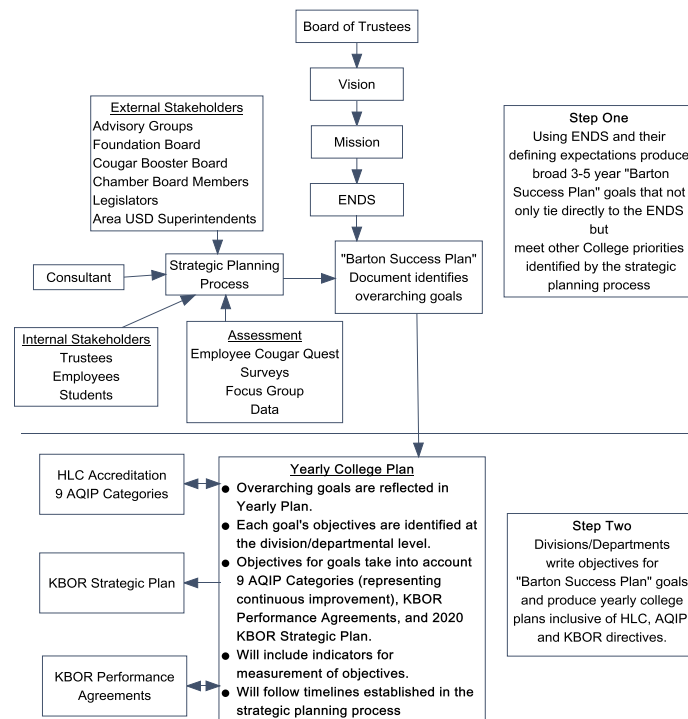


Figure O.6

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
<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Advisory Boards (10 Environmental Technology and Military Programs; 17 Workforce Training and Community Education) ▪ Area Chambers of Commerce and Economic Development Boards

	<ul style="list-style-type: none"> ▪ Municipalities ▪ Social Service Agencies
Postsecondary Partners	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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