



SPRING 2015

INSTRUCTIONAL PROGRAM REVIEW

Report to the Trustees

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Barton Community College



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Introduction

This documentation is being provided to the Board of Trustees of Barton Community College to provide an overview of the status of programming within select instructional areas. The report is divided among the four instructional divisions of the college: Academics, Fort Riley Technical Education and Military Outreach Training, Military Academic Services, and Workforce Training and Community Education. Additionally, information is provided for our distance learning instructional delivery venue, BARTonline (BOL).

Instructional Deans prepared and/or collected the data and information supplied herein.

- Academics Division – Dr. Richard Abel, Dean
- Fort Riley Technical Education and Military Outreach Training – Bill Nash, Dean
- Military Academic Services – Ashley Arnold, Dean
- Workforce Training and Community Education – Elaine Simmons, Dean
- Distance Learning – Ange Sullivan, Associate Dean

Each instructional division determined the instructional areas for review. Many areas were determined based upon the identification of an instructional program (Nursing or Theater for example), and some are more logistical in nature (College Programs or LSEC). Data utilized in this report was solicited from both the office of Business Administration, and the Information Technology and Institutional Research Office. This report reflects a summary of the division/area which was submitted to the Vice-Presidents Office.

Academics Division

Division Overview

The Academic division consists of six areas which are further divided by program as denoted below. Each departmental area is overseen by a Department Chair or Coordinator.

1. Communications – Teresa Johnson, Chair
 - a. English
 - b. Journalism
 - c. Modern Languages
 - d. Speech Communications
2. Developmental Education & Student Success – Carol Murphy, Instructor Coordinator
 - a. Developmental English
 - b. Developmental Mathematics
3. Fine & Performing Arts – Vern Fryberger, Chair
 - a. Dance
 - b. Fine Art
 - i. Art
 - ii. Art Education
 - iii. Graphic Design
 - iv. Photography
 - c. Music
 - i. Music
 - ii. Music Education
 - d. Theater
4. Health, Physical Education, and Recreation – Brooke Thompson, Coordinator
 - a. Athletic Training
 - b. Exercise Science
 - c. Physical Education
 - d. Sports Management
5. Social & Behavioral Sciences – Ed Johnson, Chair
 - a. Anthropology
 - b. Education
 - c. History
 - d. Philosophy
 - e. Political Science
 - f. Psychology
 - g. Religion
 - h. Sociology
6. Math & Sciences – Oleg Ravitskiy, Chair
 - a. Biology
 - b. Chemistry
 - c. Engineering
 - d. Geology
 - e. Mathematics

- f. Physical Sciences
- g. Physics
- h. Wildlife Science

Fine Arts

For the 2015 report, program review areas were limited to Fine Arts, Education, Forensics, and Theater. This Fine Arts reviews included Art, Art Education, Graphic Design, and Photography. Faculty program area goals and the Deans summary appear below.

Program Goals

1. Integrate classroom curriculum with the Shafer Gallery's permanent exhibits, traveling exhibits and permanent collection
2. Increase public awareness of the Art Program through traditional and non-traditional venues
3. Continue the ceramic visiting artist program and expand it to include two dimensional artists
4. Transition course delivery methods (Shells, Hybrids and online courses) to the new electronic platform if selected (Canvas?)

Dean's Summary

- The Fine Arts programs provide academic training to college students in addition to delivering personal enrichment and cultural exposure to the general college population and community at large
- Enrollment within the Art department has experienced an 18% decrease over the past three years, with general arts and Arts Education stronger than both Graphic Arts and Photography
- Additional marketing activities are encouraged, especially advertisement in the local cinema
- Many students are enrolled in more online classes than in previous years, and building a greater awareness of the online venue is appropriate
- Outside funding has augmented program areas, most notably a \$50,000 endowment from former local arts student, Bill McKown



Education Program

This review targets students seeking transfer opportunities to secure employment as elementary and secondary teachers. The faculty program area goal is to increase the number of students seeking Education as an emphasis and to transition those program enrollees into graduates.

Deans Summary

- Due to the enrollment consisting of far more females than males (62:11) recruitment efforts may extend stronger outreach to males
- Plans to continue and expand College to University articulations for this program should also contribute to growth
- Online enrollment appears to be on the upswing, which presents new opportunities for marketing to a broader audience
- The program has operated in the black for three years with all EDUC courses on the Great Bend campus instructed by associate faculty or as overloads for full-time faculty or staff members
- Supporting classes (e.g. Elementary School Art, Music Elementary Classroom Teacher, Elementary Health and Physical Education) receive only moderate enrollment and future articulation agreements may seek those low enrolled courses as program requirements, rather than only recommended program requirements

Theater Program

Students tend to float in and out of this program. Often they seek Theater after failing to complete a successful semester at a 4-year institution, or occasionally they are recruited early out of the program by a 4-year or Acting Conservatory prior to completing the program. The majority of Theatre students do not follow a “traditional” 2-year degree plan.

Faculty Goals

1. The Barton Theatre Program aims to produce qualified acting students who are emotionally and intellectually prepared for a rigorous acting program in 4-year institution and/or performing arts academy
2. Additionally, Barton Theatre seeks a full-time Technical Director to develop a Technical Theater certificate for a variety of career opportunities (i.e. sound and light companies, concert promoters, special events, churches, high school, college, community and regional theater)
3. Continue to expand coursework in the curriculum (i.e. movement, improvisation, and acting for musical theatre) as appropriate for transfer
4. Provide enrichment for the college and community through a variety of live performances including: Dramas, Comedies, Musicals, Workshops, Showcases, Guest Performances and other live events
5. Advocate for the continued maintenance and modernization of Fine Arts Auditorium
6. Host outside performing arts events on campus for purpose of enrichment (i.e. lecturers, guest performers, traveling theatre productions, music concerts)
7. Create a fully funded Barton Summer Theatre Camp Program

Deans Summary

- Theatre program productions have increased from two per academic year to four
- Students are highly encouraged to take major responsibilities in productions, resulting in the Fall production completely under the development and direction of theater students
- Enrollment and theatre participation can be improved
- The recent major renovation of the Barton Fine Arts Auditorium resulted in an increase in enrollment, especially students interested in technical theatre
- Theater majors also contribute to enrollment in courses outside the THEA domain, including Communication Studies, Music, Dance, and Education
- Plans to develop new classes in creative, and technical theatre areas are in place
- The theatre program, promotes a positive image of the college to both the college community and the community at large, as well as provide cultural enrichment opportunities



Academic Activities: Forensics & Journalism

The primary goals of these two activities are to provide students experiential opportunities in the respective fields. Additionally, these activities have the potential to attract new students to Barton. An important distinction regarding Forensics and Journalism, is that they are considered co-curricular activities that are open to all students regardless of the educational plan he or she may have.

A limited number of credit hours are produced as a result of the courses students take in conjunction with their participation in Forensics or Journalism. Both activities have experienced limited participation for the past two years. Forensics had only two students on the team the past two years, and Journalism with only three students. It is important to note that those who participated in Forensics did well in competitions and took home 20 individual and team awards in 2013-2014.

Deans Summary

- As co-curricular activities, tracking students under the present data collection tools is difficult; therefore, it is recommended that we work with the college's Institutional Research division to determine how we may need to augment the request for data (or investigating how the information might be maintained by the forensics coordinator)

- Since re-establishment in the Fall of 2006, Forensics has been served by four different coordinators, which has possibly impacted activity enrollment/participation
- Forensics activity funding has been reduced, and now funds 4-5 tournaments per semester and offers six full books and tuition scholarships; however, if growth occurs a request for additional funds will be necessary
- The Forensics Team and Interrobang (Journalism) participation generate valuable positive awareness of the college; the forensics team and coordinator participate as judges at local tournaments and make presentations to these schools
- Plans are needed to improve recruitment for both activities
- If these activities are removed for fiscal reasons, it is hoped they would be reconsidered at a later time

Fort Riley Technical Education & Military Outreach Training (TEMOT)

Division Overview

This division of Barton's academic programming is located in Grandview Plaza, KS, located very near Fort Riley. The division purpose is to provide educational services that are connected with the military. Primary venues include Fort Riley Military Schools, MOST military outreach, Hazmat/Emergency Management training, and OSHA education.

As one of the college's most diverse divisions, TEMOT regularly conducts business in multiple states as well as across the state of Kansas. The department manages over 10,000 enrollments per year as well as over 100 non-credit classes per year with multiple local state and federal contracts. Services include consulting as well as providing respirator fit testing services for KSU labs, fire departments, SWAT teams, hazmat responders, business and industry, as well as county health departments and hospitals. Several of our programs are identified on federal web-sites which promote the college as well as the program, as evidenced below.

<http://training.fema.gov/hiedu/collegelist/emassociate/>

<https://www.osha.gov/dte/edcenters/map.html>

<https://www.osha.gov/dte/edcenters/certificate.html#certificates>



Military Schools

This program provides instruction for the Fort Riley, Military Schools the second largest in the Army. This operation is in its 20th year having started with only 12 classes to now offer over 42 different classes in 2015. Enrollments were 5,482 equaling 13,166 credit hours for 13/14 FY for classes conducted at Fort Riley, Military Schools. Unlike most of the other Fort Riley programs, the majority of the Military Schools classes are mandatory for soldiers to perform their jobs.

The program consists of three one year certificates (30 credit hours each) as well as an AAS degree (60 credit hours). Classes are 7 ½ hours per day for 5-10 days with classes starting every day of the week. The degree is structured to allow students to complete one of the certificates, plus 15 hours of a second certificate, and combine with 15 hours of general education to complete the AAS in Technical Studies. The Military Schools program is the only Barton department to offer this degree.

Certificates include:

- Military Logistics
- Military leadership
- Military Dangerous Materials Handling

As with the other Fort Riley programs, deployments affect enrollments. State aid, reduction in tiered funding reimbursement, and faculty raises have reduced profit margins for FY 2014-2015. To offset some of the reduction we have reduced the frequency of offerings, hoping to increase the number of students per class from 15 to 20. We are also working with DPTMS and G-3 to market available offerings including the three certificates (Leadership, Dangerous Materials Handling, and Logistics) and degree (AAS in Technology Management). This was not supported by the previous Education Services Officer (ESO) but with the arrival of a new ESO who is willing to promote programs that benefit the soldiers, enrollments should increase.

Fort Riley publishes an annual course catalog which is posted on the official web-site that identifies the classes provided by Barton and procedures for enrollment and out of state payment procedures.

<http://www.riley.army.mil/LinkClick.aspx?fileticket=rD9vwI0yVfI%3d&tabid=173&portalid=0&mid=1124>

Military OnSite Training (MOST)

This program duplicates the classes offered through Military Schools, however MOST training occurs as outreach at other military locations. Most of the classes offered are by contract rather than credit. Training has been conducted in 13 different states. A multi-year contract was completed December 2014, and Barton will complete a second three month extension of the contract in June 2015. The Request for Proposal (RFP) should be dispersed for the new contract in the next two months which will be for a seven year period.

This program has been a reliable profit stream for the college for the last five years. This next year increases in the offerings at the National Guard and Reserve Units in Kansas are expected. Classes have started Emporia and Wichita, and partnership development with the Kansas National Guard ESO and G-3 are underway.

MOST Locations:

- 704th MI BDE, Fort Meade MD
- 4th MEB, Fort Leonard Wood, MO
- 434 BDE, Fort Sill, OK
- 75th FIRES, Fort Sill, OK
- 425th Transportation Comp. Salina, KS
- 425th Transportation Comp. Emporia, KS
- 369th Transportation Comp. Wichita, KS
- 40th MP BN, Fort Leavenworth, KS
- Fort Gordon, GA
- Fort Knox, KY
- Fort Benning, GA
- Independence, KS
- Belton, MO
- US Army National Training Center, CA
- Aberdeen Proving Ground, MD
- Fort Huachuca, AZ
- Nebraska National Guard
- South Dakota National Guard

Hazardous Materials and Emergency Services Training Institute (HMESTI)

These two degree and certificate programs are offered both online and f2f. The credit offerings for the degree and certificates have seen slightly reduced enrollments in the 2014-2015 FY. This is mostly due to reduction of TA, hybrid fees and deployment of soldiers. Some of the classes are offered as non-credit contracted classes for Kansas Department of Health and Environment (KDHE), Kansas Department of Transportation (KDOT), Department of Defense (DOD) as well as some business and industry clients.

HMESTI has experienced moderate increases over the past two years. Strong partnerships have resulted in contract continuation including nine years with KDHE 9WHO previously contracted with K-State). This contract, as well as several with counties and municipalities, provides annual training to over 350 employees across the state of Kansas. Quality training resulted in the acquisition additional contracts to provide hazardous materials identification, Household Hazardous Waste (HHW) and recertification training at the annual "WORKS" conference hosted by KDHE and Kansas Organization of Recyclers (KOR).



OSHA

This program is three years old. As the **first** and **only** OSHA Education Center in the State of Kansas, it is growing but is experiencing growing pains (personnel). Despite the difficulties, enrollments are increasing on the credit as well as the non-credit side. The Safety Specialist in Health (SSH) certificate is now offered to Military Schools, with two classes scheduled per month. Increased enrollments have also occurred with our Hutchinson HOST site, with five classes in the last two months. Additionally, classes offered from Barton have experienced enrollment increases, as more out of town enrollees are taking advantage of the online pay-pal enrollment option through the Barton OSHA website.

This program will also see an increase in the next few years with the offering of the soon to be approved AAS degree in Occupational Safety and Health. Many inquiries have already been received regarding when this degree will be available. Fort Leonard Wood is also interested in adding the degree to its resident programs for soldiers, family members and local civilian workers. OSHA training has been conducted in Iowa and California, and classes are scheduled for Minnesota and New York for summer 2015. These are one day classes offered through the National PETE conference.

Miscellaneous

Several grants are pending that would provide sizable increases to support OSHA, Military Schools, and Hazmat areas. If received, these grants would begin Fall 2015/spring 2016 and continue for five years. Barton will be a sub-grantee of the national Partnership for Environmental Technical Education (PETE) with the grant being funded by the National Institute of Environmental Science (NIEHS).

We have been active members of the National Partnership for Environmental Technical Education (PETE), and the Community College Consortium of Health and Safety Trainers (CCCHST). Membership provides annual faculty professional development training (usually at no or little cost including travel), and offers grant money based on class enrollments.

Motorcycle safety classes at GVP are approved by the State of Kansas. Enrollment has increased the last two years and 2016 is starting off with the first three classes already full! These are non-credit classes with students paying for the training as well as a per student contribution (averaging \$50) from the state licensing fees paid in the spring/ early summer every year. An advanced rider training is also offered, and plans to add the new sport bike class are underway for late spring. A sizable increase in this program is expected this year.



Military Academic Services

Division Overview

Barton's Military Academic Services Division provides educational opportunity for military personnel and their dependents at Fort Riley and Fort Leavenworth military installations. These services are provided as a result of a Memorandum of Agreement (MOU) with the Department of Defense (DOD) for each location.

It is important to note that these two locations are very different in the personnel serviced. Fort Riley consists primarily of enlisted soldiers and retired enlisted soldiers. This is not the case in Fort Leavenworth where the overwhelming majority of the soldier demographic is Officer based rather than Enlisted. This has had a profound impact on the applicability of programming offered at the two locations.



Academic Offerings

Barton provides several types of instructional opportunities via the Fort Riley and Fort Leavenworth MOU's. These include: LSEC, College Program, Unit Training, and BSEP. Explanations for each appear below.

Learning Skills Enhancement Courses (LSEC)

LSEC is a daytime program offering the courses necessary to graduate with an associate's degree from BCC. Fort Riley and Fort Leavenworth both offer LSEC, and mimic each other's schedule's as much as possible. LSEC is a 29 "seat day" program, which equates to about seven weeks. The classes are held Monday through Friday for 1.5 hours each day, and seven cycles of LSEC are offered annually. Barton closely monitors student attendance to ensure Higher Learning Commission (HLC) requirements for accreditation are maintained.

In Fort Riley, the majority of LSEC students are family members of active duty or retired soldiers. For Fort Leavenworth, there is a larger presence of active duty soldiers in the daytime classes. Part of the reasoning for this is that the units stationed in Leavenworth are Military Police who work overnight hours at the multiple prison facilities located on post. This gives them the opportunity to enroll in Barton classes and also work at night.

LSEC is fully funded by the college (no cost to the soldier or family member), and Barton supplies the textbooks at no charge. Tutoring is also provided at the Fort Riley Tutoring Center Monday through Saturday, and students may access computers and free printers in addition to the Barton tutors. The intention is to provide a similar service in Fort Leavenworth in the future.

College Program

College Program is also offered at both military installations. This offering is an evening and weekend program. Classes are typically offered Monday through Thursday nights, as well as all day Saturday. Courses are eight weeks in length, and five cycles are offered each year. As with LSEC, all classes needed to fulfill requirements for the associate's degree from Barton are made available in this format. These classes are offered to and taken by active duty personnel and retirees, family members, and the general public.

There are tuition costs associated for family members and the public who choose to pursue College Program courses, however it is a fraction of the cost when compared to other institutions. Active duty and retirees may utilize tuition assistance (TA) which will pay for virtually all class expenses other than "additional fees" that all students must pay. As with LSEC, the books are at no cost to the student, regardless of military affiliation. Fort Riley has a healthy number of enlisted soldiers in these classes. One reason our numbers are relatively low in the night program in Ft. Leavenworth is because the demographics there are 90-95% Officers, and Officers by definition do not need to complete undergraduate coursework.



Unit Classes

Military personnel attending Barton - Fort Riley and Barton - Fort Leavenworth are fortunate to have access to "Unit" classes. These are classes taught during the "duty day" to specific units as they deem necessary and make request to Barton. Barton works in conjunction with the Education Center to coordinate the times and locations of the class offerings with each individual unit. Barton defines the length of duration (number of days and hours of instruction) and provides the instruction for those classes. Over the last year there has been increased interest in unit class opportunities, and many units

request courses months in advance. Units can request any LSEC course and courses are reflected on the student's transcript for transfer and employment verification purposes. Close to one thousand soldiers participate in this program annually.

Basic Skills Education Program (BSEP)

BSEP (also known as FAST) are three week courses which are available 14 cycles annually, and are popular with military units at both military installations. BSEP is available to active duty enlisted soldiers only, and as with other military offerings, there is no cost to the soldier for tuition or books. It is highly successful as it is designed to equip the student with the tools need to raise their "GT" score. An enhanced GT score provides personnel with the option to change their Military Occupation Specialty (MOS), as well as eligibility for Officer School, Special Forces etc. and thereby enhancing soldier employability and/or salary advancement.

Financial Overview (year over year, high level analysis)

Although credit hour growth continues each year, the amount of state reimbursement has remained frozen. State aid issues continue to adversely impact the bottom-line of the programming offered on both military posts. Given this impact, efforts are underway to bring the Fort Riley and Fort Leavenworth campuses back to break even in FY14-15, and on to a profit gain for FY15-16.

The engagement of Ashley Arnold, as the new Dean of Military Services on 1 July, 2014, has resulted in a general restructuring of the face of Barton at Fort Riley, as well as changes at Fort Leavenworth. Positions eliminated at FR include the Assistant Dean and the LSEC/BSEP Coordinator. New positions include a new Administrative Assistant to the Dean, and a fourth Academic Advisor. These additions have decreased the stress/workload/overtime for the other three Advisors and Supervisor. The savings to Fort Riley with this restructuring of staff is just over \$35K.

Since 1 July, 2014, four full time faculty positions have been reduced as a result of retirement, resignation and release. One full time Math instructor was hired due to the high need in this area. Overall, the attrition of full time instructors and availability of qualified associate faculty has produced a significant decrease in faculty associated expenses (\$175,741) when salaries, insurance, and overload reduction are considered.

The Director of Barton - Fort Leavenworth was replaced in February 2015. Fort Leavenworth is also holding steady with the number of instructors in LSEC and College Programs. Barton Fort Leavenworth currently functions with an all associate faculty body. It is anticipated that FY2015-2016 will likely see the addition of a few full time positions as the demand for full time instruction continues to grow at this venue.

Additionally, the annual contract for full time instructors at Fort Riley is 45 hours (15 3-credit classes). Past history indicates that many of these instructors were actually teaching 18-22 classes per year, rather than 15, which resulted in excessive overload payments (an additional \$1,545 for each 3 credit hour course above the expected 15 courses). Dean Arnold is strategically managing instructor load and course enrollment levels in an effort to decrease overload costs significantly. The hope is to all but eliminate such costs moving forward (except in special circumstances).

Analysis of Enrollment Numbers

Fort Riley LSEC enrollments have remained steady, with slight increases from year to year. As mentioned in more detail below, multiple Brigades and 1st Infantry Division deployed to Iraq/Kuwait/Jordan for the second half of 2014 causes enrollment numbers to fluctuate (an expected change during any large deployment). When close to 7,000 soldiers deploy, Barton will experience a slight shift in enrollment numbers; however this shift is not as drastic as one might assume. Many times, family member enrollment increases during deployments in an effort to remain occupied while a loved one is away. This can offset decreases in enrollments resulting from soldier deployment and result in a more flat enrollment level throughout the year.

Overall, College Program has seen a slight decrease in enrollments due to:

- Increases in costs paid by soldiers
- Deployment of 2 Brigades
- Deployment of Division for the second half of 2014
- Family members of deployed soldier's not staying in Fort Riley during deployments

Fort Leavenworth LSEC enrollments are increasing each and every cycle. This program has proven to be very popular at Leavenworth. In July 2014, enrollments for LSEC at Fort Leavenworth were 242; in January 2015 enrollments were up to 385. We are very proud of the growth we've seen and do not anticipate this to slow down in the coming year. A thorough analysis indicates College Program offerings are less popular at Fort Leavenworth than Fort Riley.



Issues and Implications

Past history presents a budget overextended in operational expenses. These expenses will be carefully monitored in the future, with a more balanced budget being the goal. In regard to state reimbursement, we would like to see the monies allotted revert back to that received in FY11-12, as it was \$400K MORE than FY12-13 and FY13-14; however, it is anticipated that until additional state dollars are applied to non-tiered courses, no increase will occur.

Fort Riley scholarshipped over \$2.1M in FY14 to Barton students in LSEC/BSEP/Unit Classes. This has resulted in Barton's positive positioning in Fort Riley, and is proving to grow our programs in Fort Leavenworth. As a result, Barton was recently highlighted in a military forum presented to Pentagon Army Leaders. This publicity gives Barton Fort Riley and Fort Leavenworth an even more amazing foothold in the eyes of the military and our partners at each location.

Go Army Ed (the tuition assistance program for the military) has been experiencing problems of their own over the last year, which has resulted in cut-backs in the amount of tuition assistance (TA) provided to soldiers. These cut-backs adversely impact Barton's enrollment figures. Soldiers are currently limited to 16 credit hours of TA each year. It is hoped this number does not decrease any further, as it will have a tragic impact on soldier ability to afford an education. Additionally, Go Army Ed and the Department of Education are no longer paying the fees associated with course enrollment. As a result, the cost has been passed along to the enrolling soldier. For a 3-credit hour class (College Program, not LSEC), it is a onetime fee of \$111. Fort Riley has not seen an adverse impact in our enrollment numbers. Fort Leavenworth College Program enrollment numbers are not large enough to discern any positive or negative impact.

As stated earlier, enrollments on Fort Riley are holding strong, even with thousands of soldiers deployed. Fort Leavenworth is growing with every cycle of classes offered and Unit classes and BSEP are in an upswing on both campuses.

Initiatives Moving Forward

As a whole, Barton is clearly on the right path, and we are showing not only the people of Kansas, but also the military that we are dedicated to education and bettering our students in the long run. The next program review will include an in-depth analysis of the VA program as well as full scale program reviews for LSEC and College Program located at Fort Riley and Fort Leavenworth.

This Division has an amazing administrative team in place, with no foreseeable changes anticipated for the future. The following bullets summarize Division expectations for the future:

- Overtime will decrease dramatically
- Faculty credential reviews will require adjustments to faculty instructional assignments as a result of recent HLC and KBOR policy changes
- Fort Leavenworth enrollment growth may necessitate employment of FT instructors
- Books and supplies will be closely monitored
- Fewer courses will be offered and increased enrollment targets expected
- Relationships among Barton locations will be strengthened to ensure consistent service for and expectations of students (such as the recent agreement regarding course syllabi content, common hiring practices, etc.)

Workforce Training & Community Education (WTCE)

Overview of Division

The WTCE division consists of three areas which are further divided by program as denoted below. Each area is overseen by an Executive Director or “ED”.

1. Nursing and Healthcare Education (Healthcare) – Dr Kathy Kottas
 - a. Adult Healthcare
 - b. Emergency Medical Services Education
 - c. Dietary Manager
 - d. Medical Laboratory Technician
 - e. Nursing
 - f. Pharmacy Technician
2. Business, Technology & Community Education (BTCE) – Jane Howard
 - a. Accounting
 - b. Business
 - c. Business Computer Management
 - d. Community Education (CEP, etc.)
 - e. Correctional Education Services
 - f. Criminal Justice
 - g. Information Technology
 - h. Medical Support Programs (Coding, Transcription, etc.)
 - i. Networking
3. Workforce Training & Economic Development (We-TED) – Mary Foley
 - a. Adult Education
 - b. Agriculture
 - c. Automotive
 - d. Case New Holland (CNH)
 - e. Early Childhood
 - f. Industrial Technology Programs (Drafting, Gas, Welding)

Project Synopsis

The WTCE Division management team (Dean Simmons and Executive Directors) met for a retreat in December to identify the completion model. A program review template was determined and completion of the template was achieved through the efforts of the respective Executive Director and each program lead (program leads serve under a variety of titles including: Director, Coordinator, or Instructor-Coordinator).

Upon template completion, Dean Simmons reviewed all of the reports and provided comments and recommendations to the Executive Director and the representative program lead. The reviews provide for goal-setting and planning for the 2015-2016 academic year with follow-up reviews and continued implementation planned for 2016-2017. Monthly discussions (at a minimum) will occur with the Executive Directors specific to their representative program areas. Additional meetings with the Executive Directors and program leads will be called as deemed necessary by Dean Simmons.

WCTE Program Review Summaries

Adult Healthcare

- Considerable growth since the availability of SB#155 for fall 2012; classes are occurring at area high schools with this funding support
- Increased instructional costs with the addition of a full-time faculty member to support high school SB#155 classes
- KBOR's decision to withdraw the payment for credential completion by high school students may impact SB#155 offerings
- Challenges with clinical sites; no Great Bend facilities authorized to serve as clinical site due to site visit deficiencies by the Kansas Department for Aging and Disability Services (KDADS)
- St. Rose donation provides for the development of an on-campus AHC lab; enabling future scheduling of campus based offerings
- Development of an associate faculty pool is an ongoing challenge
- Coordinator turnover has created program management inconsistencies; however, recent hire (fall '14) is improving operations
- Development of a new course offering, "CNA in the Hospital Setting" should attract repeat student enrollment and/or target new students
- Marketing enhancements will be planned and implemented over the next two years



Agriculture

- A growth area for Barton, with significant credit hour increases in the current academic year
- Development of two new programs including Crop Protection and Beef Cattle Production
- Addition of regular part-time faculty member; however, elimination of high mileage reimbursements to former associate faculty offsets nearly \$7,000 of the added cost
- Awarded five-year contract with Kansas Department of Agriculture to provide certification training for state Scales Technicians, with implementation began January '15
- Plans to identify an advisory board representative of the Weights & Measures industry, with goal to pursue the development of a new certificate program for preparation as Scales Technicians
- Generous donation is supporting the purchase of a semi-truck and trailer that will be used to offer Commercial Driver's License classes; a required course for the Crop Protection and Beef Cattle programs, and will also provide community training opportunities
- Plans to continue development of agriculture courses at area high schools require research regarding potential alternative delivery platforms for enhancing enrollment
- Marketing enhancements will be planned and implemented over the next two years

Automotive

- Declining enrollment over the program review reporting timeframe; however, 72 credit hour increase in enrollment from '13-14 to '14-15
- Eliminated second full-time faculty member beginning '14-15 to respond to ROI concerns
- Working through the CAM process to re-align curriculum as per TEA requirement; addition of new certificate program targeted to high school students will be a marketing opportunity
- Loss of funding support from USD #428: Great Bend beginning '14-15; funding supported instructor, equipment and tool costs
- KBOR's decision to withdraw the credential payment to high schools has caused Great Bend High School to withdraw financial support for textbooks beginning '15-16
- Class scheduling has been streamlined, cancelling several sections of repeat courses to maximize resources effective '14-15
- Course fees have been added to cover the costs associated with lab supplies and software effective '14-15
- Renewed emphasis has been placed on recruitment beginning summer '14 and will continue over the next two years
- Research possible addition of auto certificate program delivery at Larned Juvenile Correctional Facility; partner is receptive, but funds are needed for equipment



Business

- Major contributor to the College's fiscal stability and growth
- Addition of a new certificate program '14-15, with program focus on entrepreneurial studies
- Resignation of long time faculty member in December '13; replaced position beginning '14-15
- Significant credit hour reduction in the BSTC area from '13-14 to '14-15; analysis of the data reveals greatest losses incurred within BOL and Fort Riley delivery areas
- SB#155 funding originally created opportunities for growth in Computer Concepts offerings at the high school level, however tiered funding changes by KBOR will eliminate enrollment gains beginning '15-'16
- Reduction in force at CUNA (formally CPI) will have an enrollment impact on Pension Administration enrollment
- Research of the administrative professionals industry necessary to determine currency of Business Administrative Technology program

- Marketing emphasis to be placed on the Entrepreneurial Certificate program and development of an AAS in Technical Studies combining the Entrepreneurial program with another career technical program
- Improved coding practices necessary to accurately capture program review data; recognition that Barton does not award specific majors with their transfer degrees, therefore when data is pulled for the report, it needs to include the student's "emphasis" or "concentration"
- Advisors must ensure students pursuing a transfer outcome have a recorded concentration in order to capture a more accurate report of program completion

Corrections

- Growth area opportunity
- New Coordinator hired December '13 is actively working to develop the corrections certificate and degree program for BOL delivery
- Gain in credit hours (51.0) from '13-14 to '14-15
- Working to enhance associate faculty pool
- Partnering with the Distance Learning (BOL) team to gain instructor e-certification
- Marketing will initiate after the program is available online



Criminal Justice

- Hired a new Instructor/Coordinator fall '14; changes in philosophy, classroom management practices and student learning expectations, and program focus on rebuilding reputation for quality learning experiences will impact enrollment
- Moderate enrollment decrease, particularly with the spring '15 semester; analysis of enrollment data indicates the decline is split between Fort Leavenworth and Great Bend
- New initiative offering a criminal justice class at Great Bend High School for spring '15
- Reactivated student club; enhanced student expectations
- Recruitment practices and activities targeting transfer students more than terminal, due to difficulties with aligned curriculum requirements; students must complete Kansas Law Enforcement Training Center (KLETC) training before eligible to receive certificate or degree
- Transfer enhancement development via partnerships/agreements with research universities
- Instructor/Coordinator is currently working towards e-certification; once achieved, an associate faculty pool will be established to put the A.S. degree online
- Establish policies and procedures for the Ti training system which is long overdue

Dietary Manager

- Program stability over the program review period
- Shifted Instructor-Coordinator to a full-time, 12 month position in 2014; added an associate faculty member within the same timeframe
- Program pass rates lowered and rebounded during the review period; new national curriculum and an updated national certification exam released in 2012 are submitted as reasons for the inconsistency
- The curriculum will change again in the fall of 2015 requiring adaptations to coursework
- Marketing campaign was initiated in 2014 and will continue during the next two years
- A new online degree available through Kansas State University partnership and applicable to the program may assist with enrollment growth
- Reported completers are low due to coding practices. Students pursuing an A.S. may not have a recorded emphasis because of limits on financial aid, change of emphasis (there are multiple options within the Dietary program) and/or changes in KSU requirements for entering the program. Future data pulls should not only include A.S. completers, but also majors (advisees) to get a more accurate account of the number of students in the program
- Reaccreditation scheduled for 2016

Drafting

- Developing program with limited oversight management until fall 2013
- Steady enrollment; program offerings occurring at Great Bend High School and on the Great Bend campus
- Program offered with only one associate faculty member; goal is to add additional associate faculty; however, ongoing advertising has not yielded a qualified candidate
- Plans to establish an Industrial Technology Advisory Board to assist with program development, curriculum currency, partnerships and student recruitment
- Develop a marketing/recruitment plan to increase enrollment. Target additional high school students and adult learners
- Research industry credentials options

Early Childhood

- Steady enrollment; combination of offerings on the Great Bend campus and online.
- All exit points of the program are available online
- New offering at Great Bend High School during spring 2015 semester
- Finalizing CAM process to update curriculum and combine dual certificate offerings into one certificate exit point
- Enhanced focus on industry credential
- Strong pool of associate faculty to support delivery of program in different venue formats
- Annual Child Care Fair was discontinued through the review period due to KBOR funding changes; replacement continuing education workshops are being developed to replace this activity. First offering occurred during fall 2014; second offering scheduled for spring 2015
- Recruitment efforts will continue during the next two years to include activities targeted to high school students
- Completion data specific to the program seems low; similar concerns about the data pull as with the Business program.

Emergency Medical Services

- Reaccreditation scheduled for fall 2015
- New certificate exit point developed and approved in 2014; target is our new military “flight medic” program as well as individuals who do not need an additional Associate degree to complete their certification
- Credit hour generation cycles; per the January ‘15 credit hour report, production is steady
- Expansion of Grandview facilities occurred during the review period; \$30,000 increase in expenses for the program
- State aid is not received for EMT classes offered at the Grandview location; Cloud County will not approve our courses
- New Flight Medic program is a huge opportunity for the program; first class will graduate in March ‘15
- Challenges with enrollment for EMT course; this will be a marketing/recruitment priority for the program
- Retention will be a goal for this program during the next two years; retention will range from EMT training through the completion of the Paramedic certificate or degree program
- Pass rates are increasing at the paramedic level; challenges exist with EMT and AEMT. Increased tutoring, utilization of new online resources and refocus on clinical content and skills are strategies initiated to address these rates



Information Technology

- Change in student demographic during the review period; military student participation has decreased significantly
- Seek alternative, growth opportunities
- New full-time faculty member with experience and skills in computer networking will support gains in program enrollment
- New faculty member is working towards e-certification; plans to have all certificate and degree coursework online
- Focus on industry credentials; Information Security credential implemented during review period – additional credentials are scheduled to be included
- Strong emphasis on marketing/recruitment for the next two years; target high school students
- Renewed focus on computer science transfer program; plans to research and partner with transfer institutions for enhanced enrollment

- Research Juniper Academy for potential inclusion in the Networking program
- Investigate alternate programming schedules for the Networking program
- Identify area employers and initiate partnerships and/or student employment opportunities

Manufacturing Skills

- Program is featured at the College's three partner correctional facilities
- Selected pathway with AO-K program
- Difficulties identifying associate faculty members
- Challenged to find a student audience for on-campus program
- Marketing enhancements will be planned and implemented over the next two years

Medical Laboratory Technician

- Reaccreditation scheduled for 2019
- Excellent improvement in certification pass rate during last year of the program review
- Embedded certification fees in program costs; drives students to take the certification exam
- Credit hour generation has declined; enrollment opportunities exist with the program available online
- Faculty load needs to be addressed; correct course coding and enhanced class assignment
- Strong emphasis on marketing and recruitment will be planned and implemented over the next two years
- Program will participate in a CAM project – requirement KBOR alignment



Medical Support Programs

- Program review includes Medical Assistant, Medical Administrative Technology, Medical Coding and Medical Documentation & Transcription programs
- Subtle growth during program review period; sharp decline in enrollment during 14-15
- Much adjunct instructor turnover during the fall resulted in reduced enrollment
- Enrollment will increase as soon as new instructor and courses are certified
- Assumed the responsibility of the Medical Administrative Technology program during 2014-2015
- Seek additional associate faculty members for all programs within the overall programming area

- Research and implement industry certification credentials for Medical Coding and Medical Administrative Technology programs; credential options were implemented during the review period for the Medical Assistant program
- Marketing and recruitment will be planned and implemented over the next two years

Natural Gas

- Program continues to be offered in an accelerated “work” format; classes are held Monday-Friday, 8:00a.m.-5:00p.m. with each class generally complete in one week.
- Credit hour production is steady; slight decrease in the last year of the review period and more notable in spring 2015. Decreases are due to students acquiring employment before they complete the program, difficulties identifying associate faculty to teach advanced coursework and the availability of the Gas Measurement certificate program in spring 2015 – students choosing this option instead of the Gas Distribution program
- The Gas Measurement certificate program is a new training option for the Natural Gas program. The benefit of the new program is reflected in the spring 2015 credit hour report – an additional 429 credit hours
- Ongoing search for additional associate faculty members
- Plans to initiate a CAM project in 2015; update curriculum and coursework
- Continued marketing efforts and partnership development



Nursing

- Follow-up ACEN Accreditation visit during fall 2016
- There is a discrepancy in the review data; the Nursing Office records 31 students receiving a certificate (PN) award and 35 students awarded a degree. The IR data reflects 31 certificates and one degree
- Credit hour production increased with the 12-13 year due to a larger applicant pool and an increase in the number of students admitted to the program
- The applicant pool was much smaller for the 13-14 year resulting in small classes. Additionally, multiple first year students did not successfully complete their PN studies and were unable to continue with the RN program; these same students returned during the spring 2015 semester
- PN pass rates are consistently above state and national averages; RN rates significantly lowered in 12-13, but recovered well during 13-14. The decrease in RN pass rates are attributed to new passing standards for the NCLEX-RN exam; program adjustments are ongoing to address increased rates

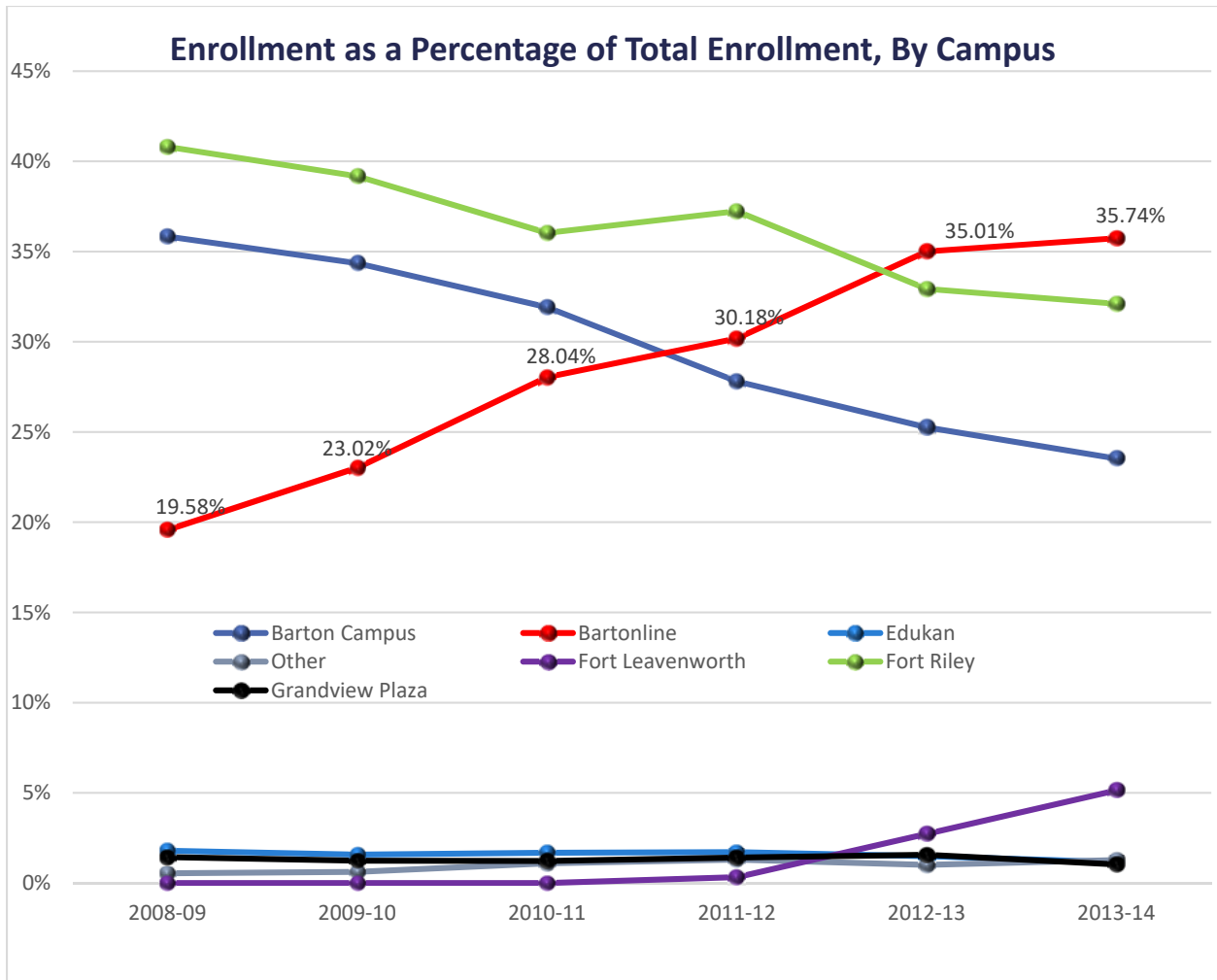
- Faculty retirements are ongoing with the nursing program; two replacement faculty members during 14-15 and another new members planned for 15-16
- The nursing program is expensive – restriction on enrollment and required student-faculty ratio; increased in credit hour production during 13-14 reduced program losses
- Curriculum changes are occurring with the PN and RN programs; PN changes are required by the Kansas Board of Regents and the RN changes are regulated by ACEN – the accrediting agency
- Plans to enhance marketing and recruitment activities during the next two years
- Emphasis on retention – particularly at the PN level

Pharmacy Technician

- New program during the review period; steady enrollment growth
- Change in Instructor-Coordinator during review period
- Plans to enhance marketing and recruitment during the next two years
- St. Rose donation provides for the development of an on-campus Pharmacy lab
- Program benefits from SB#155 and the participation of high school students
- Goal to gain program accreditation from the American Society of Healthcare Professionals

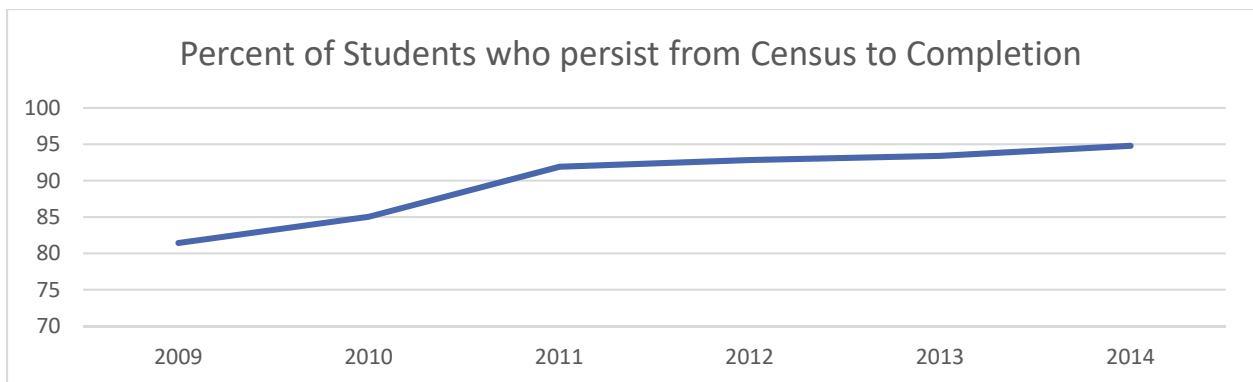
Welding

- Program offered at two partner correctional facilities – Ellsworth Correctional and Larned Juvenile
- Certificates awarded are challenged by the absence of high school transcripts or GED diploma documentation; team members William Rains and Christopher Lemon are addressing this issue
- Credit hour production at the correctional facilities is subject to potential student inmate transfers and/or student disinterest in the program
- A financial report is not included with the review; welding is part of the overall correctional education (BASICS) program
- Goal to offer the program on-campus; \$60,000 donation has been earmarked for the project through December 2015
- Working towards instructor American Welding Society certification



Students and their Satisfaction

The students attending Barton via BOL reside predominantly outside the service area (90%), nearly 50% are freshmen, and 90% of them are taking classes on a part-time basis. Over the past five years, Barton has made a significant impact in student persistence to course completion. Currently 95% of students enrolled in BOL complete their course(s).



After each course student surveys are administered through the LMS. On a Likert scale from 1 – 5 with 5 being completely agree and 1 being completely disagree, the following data showcases Spring 2014, Summer 2014 and Fall 2014 results. Overall, students are satisfied with instructor interaction and the course content.

Instructor interacted with learners in a manner that was consistent and encouraging.	4.27
Instructor provided opportunities for critical thinking and problem solving skills.	4.39
Instructor demonstrated professionalism and was enthusiastic for the course.	4.38
Instructor demonstrated knowledge of the subject matter and presented a well-organized course.	4.41
Instructor was accessible to students (email, office visits, phone, Skype, FaceTime etc.).	4.36
Instructor offered help and timely feedback concerning assignments, projects and/or exams.	4.31
The online material helped me to achieve the course competencies and outcomes.	4.37

BARTonline Highlights

- In-state enrollments are growing
- Service area enrollments are decreasing
- Out-of-state enrollments are growing
- Top 20 growing courses are common General Education Courses

BARTonline's Future

- Transfer credit focus
 - Marketing should be directed to in-state colleges and universities first
 - Targeted out-of-state marketing should be looked at as budget permits
- Increase awareness at KSU, KU, Washburn, PSU, ESU as courses are easily transferable
- Use social media and website to market key programs

Considerations

Academics

- Continue efforts to increase public awareness of Fine Arts and seek outside funding to support Arts programming
- Although the Education Program is conducted without the expense of full-time faculty, to be fiscally sound a plan for increasing enrollment is necessary, with consideration for online only program delivery (to increase potential pool of majors)
- Evaluation of Theater cost verses benefit is necessary to capture cultural enrichment impact
- Eliminate Forensics and Journalism for 15'-16' due to financial exigency and seek re-establishment following budget downturn
- Initiate strategic course scheduling to maximize ROI of offerings, with attention on BOL delivery and marketing opportunities

FR Technical Education and Outreach

- Continue Military Schools efforts to increase profit margin by strategically offering coursework
- Develop next steps in promoting Military Schools degree and certificates with new Education Center ESO
- Continue contract MOST offerings to military personnel at alternate locations and seek grant opportunities to support these efforts
- Continue efforts to stand-up Occupational Safety and Health, AAS degree

Military Academic Services

- Continue strategic course scheduling to maximize ROI of offerings
- Develop a plan in conjunction with Dean of Workforce Training and Continuing Education, and Associate Dean of Distance Learning to present to Fort Riley and Fort Leavenworth ESO's which would allow us to market fully-BOL CTE program opportunities without concerns for MOU violation
- Continue with strategic course scheduling to maximize ROI of offerings
- Develop a plan for expansion of marketing to target Unit Classes

WCTE

- Prioritize for development, programs viable for fully-BOL delivery that are not currently in process
- Develop a plan in conjunction with Dean or Military Academic Services, and Associate Dean of Distance Learning to present to Fort Riley and Fort Leavenworth ESO's which would allow Barton to market fully-BOL CTE program opportunities without concerns for MOU violation
- Initiate strategic course scheduling to maximize ROI of offerings both F2F and online
- Develop (or update) marketing and recruitment plans for all WCTE programs
- Review potential for low enrollment programs to be offered as BOL only to broaden the recruitment pool
- Continue to seek new programming opportunities, especially those which can be replicated via BOL or through outreach (i.e. Pension Administration), with consideration given to contracted training (verses credit hour reimbursement model)

Distance Learning

- Develop a plan in conjunction with Dean of Workforce Training and Community Education, and Dean of Military Academic Services to present to Fort Riley and Fort Leavenworth ESO's which would allow Barton to market fully-BOL CTE program opportunities without concerns for MOU violation
- Investigate options to expand marketing of fully-BOL certificates and degrees to military personnel at alternate locations
- Work with WCTE, and Academic Division Deans to strategically market programs available via electronic means (low/no cost) in conjunction with Marketing/PR

Adjustments for Future Reporting

Recommendations for improvements of this process for reporting cycle include the following:

- Ensure requests to IR are made well in advance, and are clear regarding data pull necessary for reporting purposes
- Program Status Coding
 - Each program reviewed should be coded to reflect at a glance information regarding the standing of the program within a particular area. This coding could be representative of important areas such as enrollment growth, staffing quality, fiscal support (and/or ROI), etc.
 - The area of Enrollment Growth, for example, could have three levels identified:
 - **Green** – Program is growing and/or growth is anticipated over the next year
 - **Orange** – Program has neither lost or gained enrollment recently, and is anticipated to remain flat for the upcoming year
 - **Red** – Program is decreasing in enrollment
 - Parameters should be consistent across service divisions, or if different, clearly defined within each component of the report.
- Inclusion of Occupational Outreach Handbook (OOH) data - (<http://www.bls.gov/ooh/>)
 - This information could potentially be reflective of program and/or related field growth potential
 - The Dean and his/her team would also provide recognition of whether this data is believed to be reflective of local need
- Expansion of Academic Division report to include all program categories (developmental education, etc.)
- Modification of Military Academic Services report to focus from a program category perspective (LSEC, BSEP, College Program, etc.), while maintaining the separation between Fort Riley and Fort Leavenworth
- Highly recommend consideration be given to a similar review and reporting of non-academic services and programs; examples could include athletics, counseling, library, etc.