

Assurance Argument

Barton County Community College - 1267

10/25/2017

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1A.1.

In 1996, the College's Board of Trustees adopted the [Carver Model of Policy Governance](#). Using this model, a governing board fundamentally redesigns its role, embedding its values into the policies and strategic plans of the institution. The model empowers the board by allowing it to articulate and emphasize its vision of the future. Upon adoption of the Carver Model, the Barton Board of Trustees revised the College's [Mission Statement](#) and created ENDS Statements that were adopted on November 21, 1996. During the intervening years, the Barton Mission Statement has been regularly reviewed and revised through the institutional strategic planning process coordinated by the [Executive Leadership Team](#) and [approved by the Board of Trustees](#).

In 2015, the Board of Trustees adopted the Barton [2016-2021 Strategic Plan](#). The planning [framework](#) is the context within which Barton operates to achieve its [Mission, Vision, and ENDS](#); it is the foundation for a strategic management approach through which Barton's leadership team takes responsibility for leading the institution through change. The Leadership Team defines the knowledge critical to planning strategically for the College's future, decides how to interpret that knowledge, and determines how to apply it to plans and decisions that lead to continuous improvement of Barton's programs, services, and operations. In this model, planners at all levels of the College determine performance "gaps" at the institutional and divisional/department levels and implement initiatives to close those gaps. Senior administrators, with input from internal stakeholders, allocate resources to support the Strategic Plan and ongoing operations that are essential to closing the performance gaps. Each summer, the Executive Leadership Team conducts a review and shares [Strategic Plan updates](#) with Barton stakeholders in the fall.

1A.2.

The mission of the College, in part, is "...to provide an educational system that is learning-centered, innovative, meets workforce needs, strengthens communities, and meets the needs of a diverse population." Barton's [academic programs](#), [student support services](#), and [enrollment profile](#) are

consistent with its stated [Mission and ENDS](#) statements as demonstrated in the [Board Monitoring Reports](#) and [Barton 2016 Community Report](#).

Degrees and Programs The College offers a comprehensive curriculum including transfer opportunities, career technical education programs, general education coursework, certificate, and associate degree programs. These programs are directly related to the Barton Mission to meet workforce needs and strengthen communities. The College develops strategies to [identify and address regional workforce needs](#) by seeking input from workforce advisory boards and more than 350 business and industry partners including the U.S. Army. As a provider of a learning-centered, educational system that strengthens the community, and meets the needs of a diverse population, Barton offers [23 associate degree programs and 30 certificate programs](#) including traditional and online programs. The College employs multiple platforms for the delivery of instruction; including face-to-face, [online](#), Skype, GoToMeeting, and mobile training labs that enhance learning opportunities for students [across the globe](#).

Student Support Services -The Mission and ENDS statements envision specific [Essential Skills and Academic Advancement](#) outcomes. [Support services](#) that address students' academic, personal, and social needs, including [academic advising, career assistance, financial aid and scholarships, student life, and tutoring](#) are available through multiple modalities. [Developmental Education and English for Speakers of Other Languages](#) Programs are also offered to assist students develop essential academic skills. These programs are responsive to the individual differences and specific needs among learners. Qualified support staff provides student services through the same innovative platforms used for instruction as well as providing referrals to local support services. Data from the [END 4 Board Monitoring Report](#), which includes Barton Graduation Application Survey and BARTonline Student statistics, indicate that students are satisfied with the student services that they receive at Barton. Furthermore, Community College Survey of Student Engagement (CCSSE) results indicate that students are as satisfied or more satisfied with Barton student services than students in a comparable cohort.

Enrollment Profile – Barton's [enrollment profile](#) demonstrates that the College is more diversified than the communities that it serves. The majority, 58.1%, of students are white, non-Hispanic while Black or African American students comprise 13% of the student body. Hispanic and Asian students constitute the next largest student sets (8.8% and 8.4% respectively.) Furthermore, the College's student-focused programs help meet the needs of a student population with diverse needs, including 8,000 students enrolled in one or more online courses, 4,584 primarily military-connected students enrolled at Fort Riley and Fort Leavenworth, more than 2,600 transfer students as well as those students enrolled in [programs at correctional facilities](#). In addition to the Kansas-based instructional programs, the [OSHA and Barton Hazardous Materials and Emergency Services Training Institutes, Military Programs and Training](#), and the [Military On-Site Training Program](#) provide training at [military installations](#), business and industry, and governmental units across the nation.

Barton's academic programs, student support services, and enrollment profile are consistent with its stated mission.

1.A.3.

The College places a strong emphasis on the alignment of the [mission and its related components](#), the [strategic planning process](#), and the [budget](#). The [Strategic Planning Framework](#) is the context within which Barton Community College operates to achieve its Mission, Vision, and ENDS. The current strategic planning process is designed to enable Barton's leadership team to take responsibility for:

- (1) leading the institute through change;
- (2) defining the knowledge critical to planning strategically for the college's future; and
- (3) deciding how to interpret that knowledge and how to apply it to plans and decisions that lead to continuous improvement of Barton's programs, services, and operations.

The strategic plan evolves from the mission and in turn, the budget is developed to actualize the strategic plan. The strategic planning effort challenges all [departments](#) to evaluate their program direction and integrate resource allocation strategies with planning and assessment.

Budgeting guidelines and schedules set forth by the Kansas Board of Regents regulate the College's [fiscal planning process](#). Reflecting the mission "to provide an educational system that is learning-centered," Barton Community College allocated 46% of the [FY 2016 budget](#) to instruction, 13% to academic support, and 9% to student services. Another 20% was allocated to institutional support for management and long range planning, programming, fiscal operations, and other processes that enable the institution to achieve [Board END 8 Contingency Planning](#).

An executive team, including the President; Vice Presidents of Administration, Instruction, and Student Services; Dean of Institutional Effectiveness, and Dean of Information Services meet monthly to conduct an assessment of the Strategic Plan, related budget allocations, and accomplishments. Following the meeting, the Dean of Institutional Effectiveness publishes a monthly [Strategic Plan Update](#) reflecting budget allocations, expenditures, accomplishments, and revisions.

Sources

- 01 1.A.1 PRES_Carver_Model_Policy_Governance
- 01 1.A.2 VPI_Degrees_Programs
- 01 1.A.3 PRES_Vision_and_Mission_Statement
- 02 1.A.1 PRES_Vision_and_Mission_Statement
- 02 1.A.2 VPSS_Student_Support_Services
- 02 1.A.3 PRES_Strategic_Planning_Process
- 03 1.A.1 PRES_Executive_Leadership_Team
- 03 1.A.2 PRES_Enrollment_Profile
- 03 1.A.3 VPA_Operational_Budget_FY16
- 04 1.A.1 PRES_Mission_Revisions
- 04 1.A.2 PRES_Mission_Statement
- 04 1.A.3 PRES_Strategic_Planning_Framework
- 05 1.A.1 PRES_2016-2021_Strategic_Plan
- 05 1.A.2 PRES_Board_Monitoring_Reports
- 05 1.A.3 PRES_Departmental_Planning_Documents_2016
- 06 1.A.1 PRES_Strategic_Planning_Framework
- 06 1.A.2 PRES_2016_Community_Report
- 06 1.A.3 VPA_Fiscal_Planning_Process
- 07 08 1.A.1 PRES_Mission_Statement
- 07 1.A.2 VPI_Degrees_Programs
- 07 1.A.3 PRES_FY_2016_Budget
- 08 1.A.2 VPI_Regional_Workforce_Needs
- 08 1.A.3 PRES_Board END 8
- 09 1.A.1 PRES_ENDs

- 09 1.A.2 VPI_Programs_and_Certificates
- 09 1.A.3 PRES_Strategic_Plan_Update
- 1.A.2 VPI_Military_On-Site_Training_Program
- 10 1.A.1 PRES_Strategic_Plan_Updates
- 10 1.A.2 VPI_Online_Instruction
- 11 1.A.2 VPI_Study_in_Persistence
- 12 1.A.2 VPI_Essential_Skills_and_Academic_Advancement
- 13 1.A.2 VPSS_Student_Services
- 14 1.A.2 VPSS_Academic-Advising
- 15 1.A.2 VPSS_Career_Center
- 16 1.A.2 VPSS_Financial_Aid_and_Scholarships
- 17 1.A.2 VPSS_Student_Life
- 18 1.A.2 VPSS_Tutoring
- 19 1.A.2 VPSS_Developmental_Education
- 20 1.A.2 VPI_English_for_Speakers_of_Other_Languages_(ESOL)
- 21 1.A.2 PRES_END_4
- 22 1.A.2 IE_Enrollment_Profile
- 23 1.A.2 VPI_Correctional_Education
- 24 1.A.2 VPI_OSHA
- 25 1.A.2 VPI-Military_Programs_and_Training
- 26 1.A.2 VPI_Military-On-Site_Training
- 27 1.A.2 VPI_MOST_Brochure
- 28 1.A.2 VPI_MOST_Sites

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1.

Barton Community College articulates its mission through documents that include the college's Mission, Vision, ENDS Statements, and Core Priorities (Values). The College periodically reviews its mission and related documents to ensure that they are current, relevant, and identify the nature, scope, and intended constituents of the College. Barton communicates the mission through a variety of media including the following select examples:

- [Barton Course Catalog 2017-2018](#)
- [Barton Community Report 2016](#)
- [Barton Employee Business Cards](#)
- [Barton Faculty Handbook](#)
- [Barton Meeting Minutes Template](#)
- [Barton New Employee Information – Essential Information](#)
- [Barton Strategic Plan](#)
- [Barton Student Handbook](#)
- [Barton Website](#)

In addition to posting the mission and related documents, Barton continuously shares its goals, plans, and institutional priorities with the college community. President Carl Heilman regularly conducts Forums at the Great Bend and Fort Riley campuses to provide updates on the Core Priorities, institutional initiatives, legislative actions, and progress towards achieving the strategic planning goals. The Forums are live streamed for staff, faculty, students, and other stakeholders to access the information.

1.B.2.

The [Mission](#), [Vision](#), [ENDS](#), and [Core Priorities \(Values\)](#), [Strategic Plan](#), and [budget](#), demonstrate the College's emphasis on and commitment to the educational and student focus of the College. The mission clearly articulates the College's instructional priority is "to provide quality educational opportunities that are accessible, affordable, continuously improving and student-focused." Moreover, the college is committed to providing "an educational system that is learning-centered, innovative, meets workforce needs, strengthens communities, and meets the needs of a diverse population."

The central mission statement is further supported and clarified by the Core Priorities (Values) and related ENDS statements. These statements emphasize the College's commitment to:

- Drive Student Success
- Cultivate Community Engagement
- Optimize Employee Experience
- Emphasize Institutional Effectiveness.

The Core Priorities and ENDS statements serve as the framework of the institutional strategic planning process. The mission documents support and guide the development and implementation of the path from mission to analysis, planning, budgeting, action, and evaluation.

The [Barton Planning webpage](#), maintained by the Office of Institutional Effectiveness, provides access to critical planning documents, training schedules, accreditation updates, and departmental plans that support strategic planning efforts.

Other institutional entities communicate the College's statements of purpose, goals, plans, and institutional priorities. Agenda and minutes for [Trustee Meetings](#), [President's Staff](#), and other [Institutional Teams](#) including the [Executive Leadership Team](#) and [Dean's Council](#) document actions focused upon accomplishing institutional priorities. The Board of Trustees [Accountability and Transparency webpage](#) highlights financial updates, governance documentation, survey results, and other data of interest to stakeholders. The [Barton Community College Foundation](#), [Central Kansas Educational Opportunity Center](#), the [Athletic Department](#), and other programs publish informative newsletters and reports documenting goals and accomplishments.

The mission and related documents are current. In [January 2017](#) the Trustees reviewed and updated the mission; this action resulted in the addition of: "...and meets the needs of a diverse population." The revision reflects the college's commitment to and the values for educating and serving diverse populations. Furthermore, institutional entities review related documents and statement regularly. During the most recent [Planning Retreat](#), the Executive Leadership Team reviewed the [2016-2017 Strategic Plan](#), assessed outcomes, and created 2017-2018 goals as appropriate. The Board of Trustees last reviewed the eight ENDS on November 24, 2015 and made revisions to END 6; the next review is scheduled for August 9, 2017.

1.B.3.

The Barton [Mission Statement](#) and related documents clearly identify the College's nature, scope, and intended constituents and are discussed in Core Component 1.A.2. These documents demonstrate a strong commitment to serving students, the workforce, and the communities served by the College. The nature and scope of the programs and services that Barton provides are consistent with the mission "...to provide an educational system that is learning-centered, innovative, meets workforce needs, strengthens communities, and meets the needs of a diverse population."

Barton offers 23 associate degree programs and 30 certificate programs that are designed to help students enter the workforce immediately, earn an associate's degree, or transfer to a four-year institution. The College demonstrates its mission, vision, and core priorities through a defined set of programs and services that include:

- [academic programs](#);
- [career and technical programs](#);
- [military programs and training](#),

- [correctional education programs](#);
- [high school student programs](#);
- [OSHA, HAZMAT, emergency management programs](#);
- [online programs](#);
- [adult education programs](#); and
- [student services](#).

The mission identifies the institution's nature, scope, and constituencies. As a comprehensive, public community college, Barton's mission, ENDS, and Core Priorities (Values) affirm that it will provide "student-focused educational opportunities that meet workforce needs, strengthen communities, and meet the needs of a diverse population." The programs and services are reflective of the needs of the College's constituencies and the College's commitment to meet those needs.

Sources

- 01 1.B.1 VPSS_College_Catalog
- 01 1.B.2 PRES_Vision_and_Mission_Statement
- 01 1.B.3 PRES_Mission_Statement
- 02 1.B.1 PRES_Community_Report
- 02 1.B.2 PRES_ENDs
- 02 1.B.3 VPI_Academic_Programs
- 03 1.B.1 VPA_Barton_Business_Card
- 03 1.B.2 PRES_Core_Priorities_(Values)
- 03 1.B.3 VPI_Career_and_Technical_Programs
- 04 1.B.1 VPI_Faculty_Handbook
- 04 1.B.2 PRES_Strategic_Plan
- 04 1.B.3 VPI_Military_Programs_and_Training
- 05 1.B.1 PRES_Meeting_Minutes_Template
- 05 1.B.2 PRES_FY_2016_Budget
- 05 1.B.3 VPI_Correctional_Education
- 06 1.B.1 PRES_Strategic_Plan
- 06 1.B.2 PRES_Barton_Planning_Website
- 06 1.B.3 VPI_High_School_Student_Programs
- 07 1.B.1 VPA_New_Employee_Essential_Information
- 07 1.B.2 PRES_Board_of_Trustees_Meetings
- 07 1.B.3 VPI_OSHA_HazMat_Emergency_Management
- 08 1.B.1 VPSS_Student_Handbook
- 08 1.B.2 PRES_President's_Staff
- 08 1.B.3 VPI_Online_Options
- 09 1.B.1 PRES_Mission_Statement
- 09 1.B.2 PRES_Institutional_Teams
- 09 1.B.3 VPI_Adult_Education
- 10 1.B.2 PRES_Executive_Leadership_Team
- 10 1.B.3 VPSS_Student_Services
- 11 1.B.2 VPI_Dean's_Council-Minutes 2-28-17
- 12 1.B.2 PRES_BOT_Accountability_and_Transparency
- 13 1.B.2 PRES_BCC_Foundation_Focus
- 14 1.B.2 VPSS_CKEOC_Newsletter
- 15 1.B.2 PRES_Athletic_Department_Newsletter

- 16 1.B.2 PRES_Mission_Change
- 17 1.B.2 PRES_2017_Executive_Training_Session
- 18 1.B.2 PRES_2016-2017_Strategic_Plan

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1.

Barton's mission "...to provide an educational system that is learning-centered, innovative, meets workforce needs, strengthens communities, and meets the needs of a diverse population" articulate its role in a diverse society. As the [College and service area demographics](#) indicate, the College is more ethnically diversified than the communities it serves. (See 1.A.2) It further demonstrates its commitment to diversity by providing a welcoming environment and support services for the out-of-state and international students who comprise more than 24% of the student body.

An initiative that underscores the commitment of the College to "meet the needs of a diverse population" is the establishment of the [Inclusion and Diversity Team](#) in 2016. The Team, consisting of representatives from a range of demographics and chaired by the Coordinator of Developmental Education, is developing a strategic plan to identify goals, actions, and timelines that align with the College mission and [Inclusion and Diversity Statement](#). The team is researching external diversity training resources to ensure quality and consistency and to establish a common foundation upon which to build future policies, programs, and initiatives.

The College's strong affirmation and commitment to promoting fairness and equity in all aspects of education enterprise are best demonstrated in the [Civil Rights Equity Resolution for all Students, Employees, Guests, and Visitors](#) policy document. The policy addresses discrimination, bias-related misconduct, and the processes through which the institution reaches a resolution.

The College's commitment to inclusion and diversity is also expressed in its [notice of non-discrimination](#) and Board [END 4: Barton Experience](#).

1.C.2.

Barton's students, programs, and activities reflect the human, cultural, and workforce diversity of the campus community as well as the state and the nation. These actions are appropriate to the Barton mission and constituencies.

- The [English for Speakers of Other Language](#) curriculum and the [Multicultural Society](#) provide a supportive environment for international students representing 17 countries.
- Partnerships with the U.S. Army as well as OSHA have resulted in innovative programs such as the [Hazardous Materials and Emergency Services Training Institute](#) that provides multi-state training to the military, business and industry, as well as emerging and dislocated workers. A recent feature article in the *1st Infantry Division Post*, Fort Riley newspaper, highlighted the College's [Hazardous Waste Operation and Emergency Response \(Hazwoper\)](#) certificate

program. The program is free to transitioning soldiers, dependents, veterans, and retirees.

- A robust academic curriculum, supported by a partnership with the Kansas Department of Corrections and a grant from the U.S. Department of Education serves as the foundation for the [BASICS program](#) that serves students at two area correctional facilities.
- Four [TRIO programs](#) provide support services for first-generation high school, post-secondary, and adult participants.
- Numerous Career and Technical Education programs support the region's economic development efforts as well as reflect the needs of diverse populations including [Natural Gas](#), [Agriculture](#), and [high school](#) programs.

Other initiatives that encourage the recruitment, retention, and completion of diverse populations include: [citizenship](#) preparation classes, [GED and Adult Education](#), bilingual student services representative, and TRIO programs.

Sources

- 01 1.C.1 PRES_Ethnic_Profile
- 01 1.C.2 VPI_English_for_Speakers_of_Other_Languages_(ESOL)
- 02 1.C.1 PRES_Inclusion_and_Diversity_Team
- 02 1.C.2 VPI_Multicultural_Society
- 03 1.C.1 PRES_Inclusion_and_Diversity_Statement
- 03 1.C.2 VPI_Hazardous_Materials_and_Emergency_Training_Institute
- 04 1.C.1 PRES_Civil_Rights_Equity
- 04 1.C.2 VPI_Hazwoper_Program
- 05 1.C.1 PRES_Notice_of_Non-discrimination
- 05 1.C.2 VPI_BASICS_Programs
- 06 1.C.1 PRES_Board_END_4
- 06 1.C.2 VPSS_TRIO_Programs
- 07 1.C.2 VPI_Natural_Gas_Transmission_Distribution
- 08 1.C.2 VPI_Agriculture
- 09 1.C.2 VPI_High_School_Student_Programs
- 10 1.C.2 VPI_Citizenship
- 11 1.C.2 VPI_GED_Adult Education

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1.

Barton's actions and decisions reflect a public obligation in addition to serving the institution's core educational mission. Since its establishment in 1965, Barton Community College has embraced its role as a public, comprehensive community college dedicated to providing quality educational opportunities that are accessible, affordable, continuously improving, and student focused.

Furthermore, through its [ENDs](#) statements, the College articulates its obligation to the public including developing workplace preparedness; addressing regional workforce needs; supporting the mission through strategic planning; developing Barton service and regional locations; and making optimal use of its resources.

1.D.2.

As a [public, two-year community college](#), Barton has no obligation to generate financial returns for investors, to contribute to a parent organization, or to support any external interests. It is responsible only to the community it serves and to the state of Kansas. Barton Community College operates with the primary purpose of providing an educational system that is learning-centered, innovative, meets workforce needs, strengthens communities, and meets the needs of a diverse population. The Board of Trustees and College administration are committed to providing quality educational opportunities which benefit the taxpayers, students, and communities.

1.D.3.

Barton identifies and engages with its external constituencies and communities in multiple ways to assess and respond to their needs. The institution's [Mission Statement and ENDs](#) prominently focus on the provision of an educational system that "meets workforce needs, strengthens communities, and meets the needs of a diverse population." Furthermore, the College underscores the mission by identifying "Cultivate Community Engagement" as one of four Core Priorities (Values) that serve as constant areas of focus and a framework for institutional strategic planning. In addition to the multiple examples highlighted throughout Core Component 1; select examples of engagement include:

Meets Workforce Needs

- [Advisory Boards](#) – Twenty advisory boards composed of community volunteers meet at least twice a year and advise Barton CTE educators regarding CTE programs, based on the employment needs of the community, state, regional, national, and international marketplace.
- [Work Preparedness: Board END 2](#) – students will be prepared for success in the workplace. Students will have the skills and knowledge required for successful entry into the workplace,
- [Workfit](#) is unique partnership between Advanced Therapy and Sports Medicine and Barton dedicated to reducing work-related injuries and associated costs for employers.

Strengthen Communities - Cultivate Community Engagement

- [Community Perception Survey](#) – In FY 2016, Public Relations deployed this survey with the intent of determining potential messaging for a micro-rebrand project. After a review of the results, some individuals and departments identified other possible applications for the data. As a result, a team plans to analyze the objectives, target population, questions, process, timeline, and evaluation. The aim of the survey is to identify the community's perception of the College and establish a foundation for dialogue with the community, with the ultimate goal of improving and providing services and programs that strengthen the community.
- [Economic Impact Study](#) – A third-party evaluation by a company that specializes in providing comprehensive impact analyses for colleges and universities. The EMSI study sources include the 2012-13 academic and financial reports from the college, industry and employment data from the U.S. Bureau of Labor Statistics, earning and demographic data from the U.S. Census Bureau and a variety of studies and surveys relating education to social behavior. The Barton Service Area includes Barton, Rick, Rush, Stafford, Ellsworth, Russell and Pawnee counties. EMSI was not able to show impact on Barton County specifically; due to the college's statement access presence, the impact study was basically for the entire state.
- Strengthen Services and Regional Locations: [Board End 6](#) – Services and locations are compatible to the institutional mission of the College with the goals of maximizing revenues, minimizing expenses, and minimizing local tax reliance.
 - o Cultivate and Strengthen Partnerships – Barton maintains and develops partnerships with [post-secondary institutions](#), [area school districts](#); [industry](#), and identifies ways to [enhance post-secondary opportunities](#) for students.
 - o The College explores new partnerships in support of new programs and services and nurtures existing partnerships. Barton partners with the Scale Association and Kansas Department of Agriculture to provide a [Weights and Measures Training](#) program; one of the few that offer yearly certification to scale technicians. Other [short-term training programs](#) offer participants customized and continuous education opportunities.
- Annual [Field Ops Day](#) – Criminal Justice, Medical Assistant, Nursing, and EMS students engage in more than 100 scenarios exposing them to life-like emergency situations requiring them to apply skills that they learn in the classroom. Community and regional EMS, Law Enforcement, Fire Departments, 911 Dispatch, and other personnel from emergency flight and transport services, hospitals, and organizations, partner with Barton to host the event.
- [Volunteers in Action](#) – The Volunteers in Action program matches retired senior and working professionals who want to volunteer their skills with non-profits who need their help. The

program receives funding from [RSVP](#) and numerous local agencies to provide [volunteer opportunities](#) with organizations such as Meals-on-Wheels, Food Bank, Red Cross, and local school districts. Volunteers also assist with tax preparation, operating a thrift store, and providing transportation for medical appointments.

- [Wounded Warrior Project](#) and [Fisher House Foundation](#) - In addition to the training, certification, and degree programs that Barton offers to military-connected individuals, the College supports special projects that benefit the military community.

Sources

- 01 1.D.1 PRES_ENDs
- 01 1.D.2 PRES_Order_Establishing_Community_College
- 01 1.D.3 PRES_Mission_Statement_ENDs
- 02 1.D.3 VPI_WTCE_Advisory_Board_Guidelines.doc
- 03 1.D.3 VPI_ENDS_2_Report
- 04 1.D.3 VPI_WorkFit
- 05 1.D.3 PRES_Community_Perception_Survey
- 06 1.D.3 PRES_Economic_Impact_Study
- 07 VPI_ENDS_6_Report
- 08 1.D.3 VPI_Transferability
- 09 1.D.3 VPI_High_School_Programs
- 10 1.D.3 VPI_Barton-Nursing-Partnership
- 11 1.D.3. VPI_Young_JROTC_student_receives_Associate_Degree
- 12 1.D.3 VPI_Weights_and_Measures_Training
- 13 1.D.3 VPI_Short-Term_Training_Opportunities
- 14 1.D.3 VPI_Field_Ops_Day
- 15 1.D.3 VPSS_Volunteers_in_Action (RSVP)
- 16 1.D.3 VPSS_RSVP
- 17 1.D.3 VPSS_Volunteer_Opportunities
- 18 1.D.3 PRES_Wounded_Warrior_Golf_Scramble
- 19 1.D.3 PRES_Fisher_House_Foundation

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

As a public, comprehensive community college, Barton Community College is committed to its mission of providing an educational system that is learning-centered, innovative, meets workforce needs, strengthens communities, and meets the needs of a diverse population.

The College's mission is further articulated through its Core Priorities (Values) and Board ENDS; these documents guide the development of the institutional strategic plan, programs, actions, and fiscal priorities.

Sources

There are no sources.