



Report 2015

feedback.bartonccc.edu

Barton welcomes your ideas, opinions and general feedback. Please visit feedback.bartonccc.edu to submit your comments.

BARTON
COMMUNITY COLLEGE

Board of Trustees



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THE 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.

THE VISION

Barton Community College will be a leading educational institution, recognized for being innovative and having outstanding people, programs and services.

ENDs

ENDs designate the results for which the organization exists, the recipients or beneficiaries of those results and the worth of the results for those designated groups.

The ENDs as identified by Barton Governance are Essential Skills, Work Preparedness, Academic Advancement, Personal Enrichment, Barton Experience, Regional Workforce Needs, Strategic Planning, Service Regions and Contingency Planning.

CORE PRINCIPLES

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

The END statements provide definition to the Core Priorities, identifying the essential elements of each priority and creating the foundation for effective measurement of results.

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Fall 2015

Dear constituents,

The Barton Community College Board of Trustees would like to share with its stakeholders the 2015 Community Report, which provides an updated glimpse at the college's progress and our vision for the future.

Workforce Needs: Welding, CDL Training & Weights and Measures

Barton has continued to grow and improve in the last year. One of the most significant points of pride for the college in the last few years has been its ability to meet workforce needs.

Our Workforce Training and Community Education division has been progressive and aggressive to identify and fill workforce needs by expanding current programs and adding new ones each year. Most recently, a Welding program and CDL course were added to Barton's offerings as well as a Weights and Measures program, which trains individuals to calibrate scales and pumps of all sizes and types. These additions were greeted with enthusiasm from local business and industry and the Board is excited to see them grow and expand.

Camp Aldrich

As you likely know, the Camp Aldrich Dining Hall burned down in April of 2014. Though it is unfortunate to have lost such a beloved landmark, the situation has allowed us the opportunity to build a new, state-of-the-art facility. Projections suggest the facility should be open in the spring of 2016.

Financial Responsibility

The Barton Board of Trustees is proud to enter the eighth year without raising the local mill levy. Hard work, planning and commitment on the part of the college faculty, staff and administration, as well as continued growth, allow us to keep the local tax burden as light as possible, which is a noted priority.

Our Fort Riley and Fort Leavenworth outreach efforts and other military offerings also generate revenue to offset the mill levy, while providing affordable education opportunities to our service men and women.

There is a wealth of information regarding the college's operations in this report, and the Board of Trustees would be happy to share it with groups in our service area. Please contact the President's Office at (620) 792-9302 if you are interested in receiving additional copies or have questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Johnson", is written over a light blue circular stamp.

Mike Johnson
Chairman
Board of Trustees

ESSENTIAL SKILLS

Students will acquire the skills needed to be successful for the program they are in.

- Students will have the essential skills to succeed in the workplace.
- Students will have the essential skills to lead productive lives.
- Students will be provided remediation as needed.

Workforce Training and Community Education Advisory Boards

Advisory Boards are composed of recognized and respected representatives of business and industry. They advise the college’s career technical educators and administrators, while assisting in the development of programs to ensure our students leave with skills necessary to excel in the workplace.

Remediation

In academic year 2014-15, a total of 2,213 full-time students were tested. Of that number, 43% tested as needing a developmental remediation in one or more areas.

Developmental pass rates are an excellent demonstration of student success through remediation as 87% of math, 88% of English and 90% of reading students successfully completed their courses.

The data from the graph below shows that Developmental Pass Rates are an excellent indicator of student success through remediation.

| Remediation Report | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
|---|---------|---------|---------|---------|
| # Full-time Students Tested | 2213 | 2291 | 2236 | 2182 |
| Tested Developmental in 1 or more areas | 43% | 42% | 44% | 45% |
| Tested & Passed Rates | | | | |
| Math | 66% | 54% | 61% | 60% |
| English | 41% | 40% | 34% | 33% |
| Reading | 66% | 54% | 61% | 60% |
| Taking & Passed Rates | | | | |
| Math | 87% | 93% | 88% | 84% |
| English | 88% | 83% | 71% | 79% |
| Reading | 90% | 90% | 80% | 85% |



“I have a clinical doctorate in nursing & I’ve enjoyed an amazing, successful career that has provided a higher quality of life for my family.”

“And I started with a GED from Barton.”

- Dr. Debbie Tomlinson



High School Equivalency

Barton also offers preparation courses for individuals planning to take the state GED exam to acquire a high school diploma. The Adult Education Center sees dozens of participants each year, with an average of about 60 people per year earning their diplomas since 2012.

WORK PREPAREDNESS

Students will be prepared for success in the workplace.

- Students will have the skills and knowledge required for successful entry into the workplace.
- Students will have the work ethic, discipline, and collaborative skills necessary to be successful in the workplace.
- Students will have the skills and knowledge necessary to maintain, advance, or change their employment or occupation.

Program Completers

Definition: Completers are certificate and/or degree graduates.

Total Completers - 938

See “Programs of Highest Interest” to the immediate right for a list of programs with the most completers.

Industry Certification Pass Rates

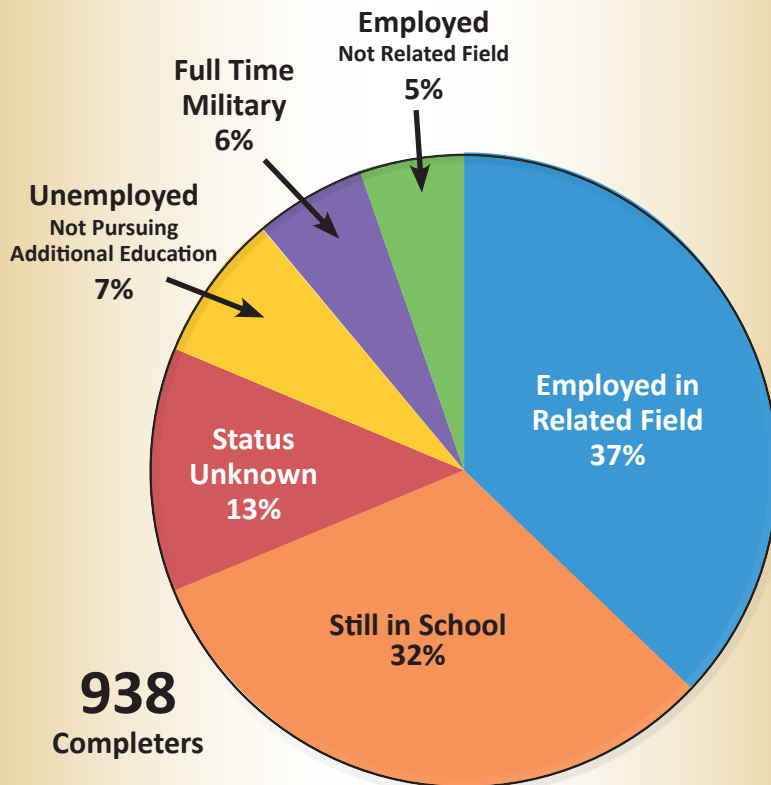
Many programs include training to pass industry certifications to ensure graduates have the skills necessary to excel in the industry. The table to the far right reflects the rate at which our students are able to pass a third-party certification exam on the first attempt.

| Programs of Highest Interest | |
|------------------------------|----------------|
| Career & Technical Education | 2013-14 TOTALS |
| Nurse Aide | 40 |
| Nursing - LPN | 32 |
| Automotive | 27 |
| Paramedic | 22 |
| Busn., Mgmt., Leadership | 20 |

| Professional License Program | | 2013-14 | Prior 4 Year Average |
|-------------------------------------|-----------------------|------------|----------------------|
| Nursing RN | # Attempted Pass Rate | 40 73% | 27 76% |
| Practical Nursing Certificate | # Attempted Pass Rate | 28 96% | 33 93% |
| Certified Nurse Aide (CNA) | # Attempted Pass Rate | 165 91% | 157 84% |
| Certified Medical Aide (CMA) | # Attempted Pass Rate | 10 100% | 22 96% |
| Medical Laboratory Technician (MLT) | # Attempted Pass Rate | 9 89% | 7 62% |
| EMT Basic | # Attempted Pass Rate | 31 52% | 53 57% |
| AEMT | # Attempted Pass Rate | 25 80% | 7 31% |
| Paramedic | # Attempted Pass Rate | 20 90% | 20 70% |
| Dietary Manager | # Attempted Pass Rate | 26 77% | 14 60% |
| Pharmacy Technician | # Attempted Pass Rate | 4 100% | 0 0% |
| Medical Assistant | # Attempted Pass Rate | 5 80% | 0 0% |
| Licensure Exams Overall | # Attempted Pass Rate | 337 79% | 387 82% |

Where are our students now?

The pie chart below illustrates the employment or education status of Barton graduates who have completed a career technical education program as of the 2013-14 academic year.



BARTON GO-GETTERS



Heike Arrowood
Nursing

Heike Arrowood started as a German-speaking Certified Nurse's Aide student at Barton in 1994. Now she has a doctorate in Nursing.

"I had such great support from my teachers. My teachers at Barton told me I needed to go on and continue my educa-

tion. They supported me and listened to me even though my English was so broken. They told me I could succeed."



Tina Shaw
Natural Gas

Tina Shaw finished Barton's Natural Gas program to change directions in the middle of an already successful career.

"Life begins at 40! I wanted a career that could support my lifestyle. Everyone needs to know, but especially women,

that they can work in non-traditional fields and it is never too late to try something new. Within a week of graduating, I went to work. I didn't even apply, they called me."

These Barton grads are living their dreams!

Brance Barnard
Automotive
Technology

Brance Barnard graduated from Barton's Automotive Technology program in 2006. He recently opened his own automotive repair shop. "Working in this field is a wonderful opportunity. As cars become more and more advanced, less people can do the work on their own. The more specialized training someone gets the more valuable they become."



Jana Parker
Nurse
Aide

Jana Parker had dropped out of high school and was looking to get back on her feet as a mother of two. She used Barton's accelerated program to complete her GED and take CNA classes simultaneously. Now she's gainfully employed.

"I didn't want my kids to grow up listening to me being hypocritical when I say 'You need to get up and go to school.' I wanted to have finished school. I wanted to do it for my family."



ACADEMIC ADVANCEMENT

Students desiring academic advancement will be prepared for successful transfer to other colleges and universities.

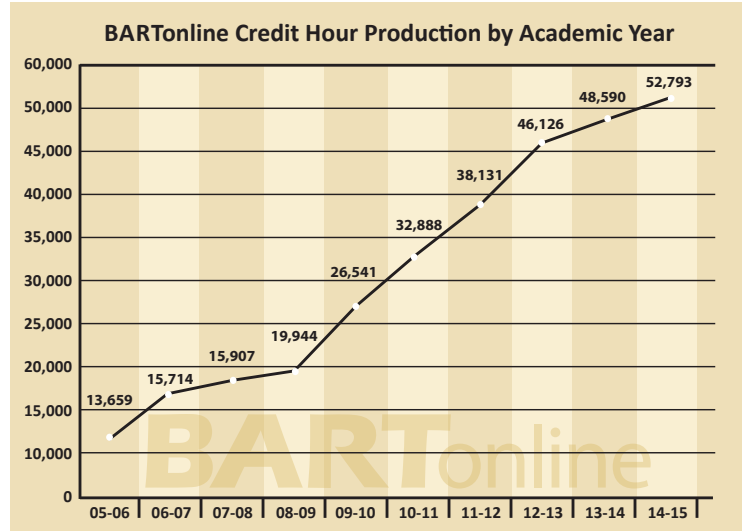
- Students will have the academic prerequisites sufficient for successful transfer.
- Students will have appropriate knowledge of transfer requirements.
- Students will have adequate preparation to be successful after transfer to other colleges or universities.
- Students will be able to obtain Bachelor's and advanced degrees through studies sponsored by Barton Community College.

BARTonline.org

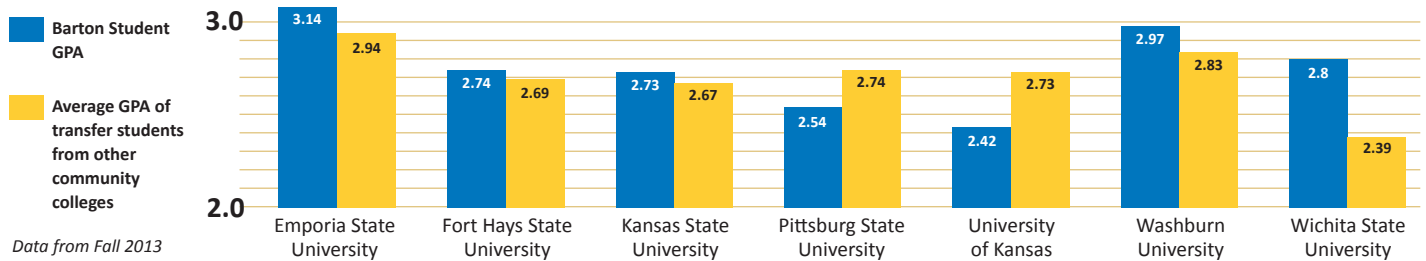
ONLINE LEARNING OPPORTUNITIES

Barton students can continue to take courses through BARTonline even after transferring to a four-year university.

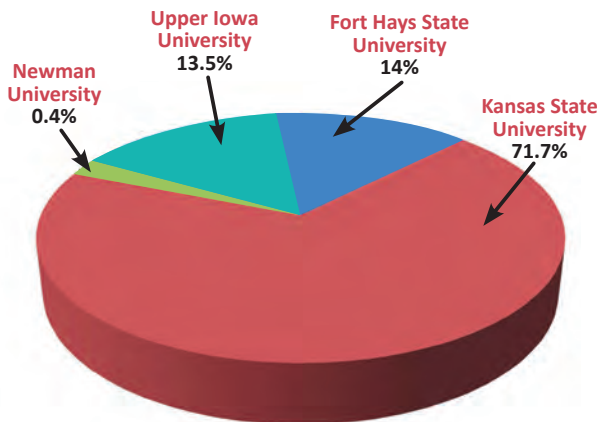
High school students have also found BARTonline courses a convenient way to get ahead. Even current university students from other areas have learned of the affordability and transferability of Barton's online offerings. These factors have contributed to a steady growth in online credit hour production.



Barton students, on average, perform better than students from other Kansas community colleges after transferring to a 4-year school



Students taking advantage of Transfer Agreements



TRANSFER Agreements

College to University Agreements with the following institutions:

| | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------------------------|-----------|-----------|------------|------------|------------|
| Fort Hays State University | 0 | 0 | 23 | 33 | 35 |
| Kansas State University | 51 | 75 | 127 | 165 | 109 |
| Newman University | 0 | 3 | 3 | 1 | 0 |
| Southwestern College | 12 | 0 | 10 | 0 | 0 |
| Upper Iowa University | 0 | 0 | 22 | 31 | 49 |
| Washburn University | 4 | 0 | 0 | 0 | 0 |
| Totals | 67 | 78 | 185 | 230 | 293 |

Data as of Spring 2014



PERSONAL ENRICHMENT

Recipients pursuing individual interests will be personally enriched.

- Individuals/students will experience various cultural activities.
- Individuals/students will participate in College activities.
- Intercollegiate athletics and other extra-curricular programs and activities will improve the lives of the participant(s).



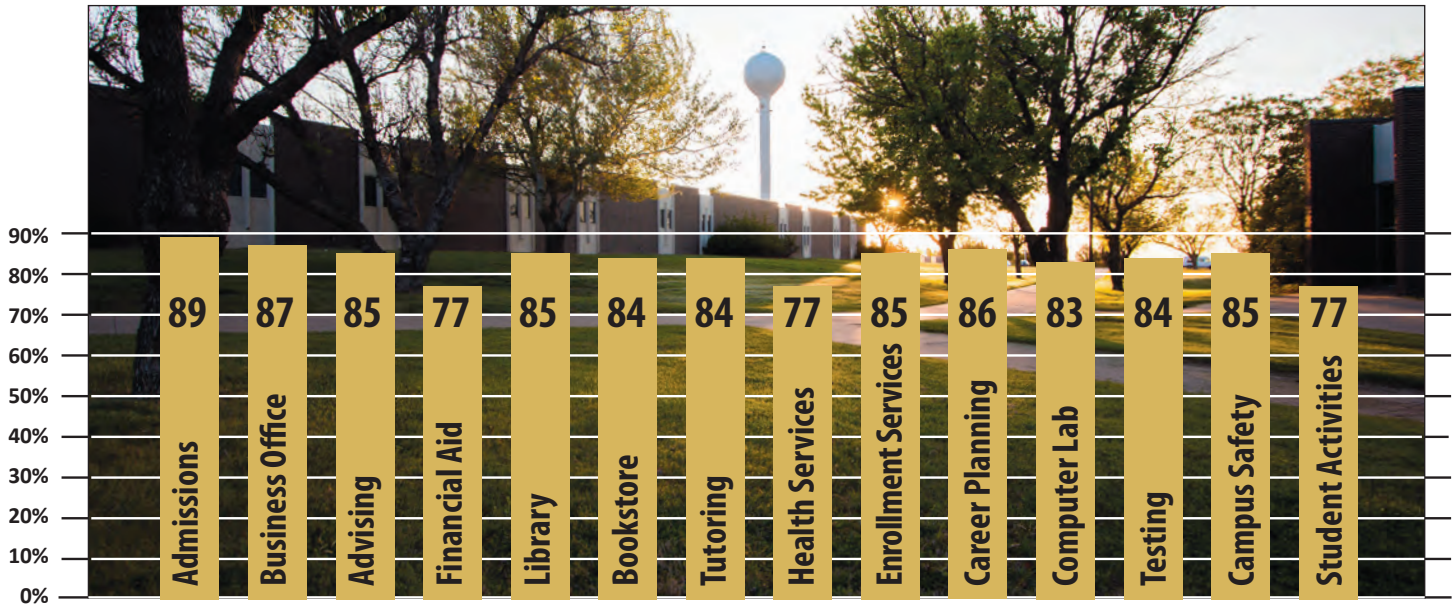
BARTON EXPERIENCE

Students will be positive about their Barton experience.

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

Graduation Survey Results Spring 2015

Percentages do not include Did Not Use/No Response categories.



This graph represents the percentage of Barton graduates who rated their experience as “rewarding” or “good.”

These are two of many “Barton Difference Award” nominations. Instructors are nominated by students for making a difference in their lives.

Randy Allen

Psychology Instructor
Nominated by Caroline Muiruri



Professor Allen has a unique way of delivering educational instructions, which made it so easy for me to understand and remember the information at ease or without any stress. He incorporates real life events into his teaching, which made me curious and remain focused in the class. He creates a calm, comfortable atmosphere in his classes. Even when my day is not going the way it should be, I am able to separate myself from the distractions and focus in class. He is always ready to answer the questions that I may have. He made a great difference in my academic life by enriching it.

Amy Neidig

Associate Faculty (Mathematics) at Fort Leavenworth
Nominated by Kim Dutil



Ms. Neidig teaches math at the Fort Leavenworth campus. When I walked into her class a year ago for Intermediate Algebra, my confidence level was very low when it came to mathematics. Due to Ms. Neidig’s teaching style, I was not only able to understand and grasp the concepts she was teaching, but gained the confidence to take all the upper-level math she teaches. Through her encouragement, I applied for Phi Theta Kappa and became part of the All-Kansas Academic Team for 2015. Without Ms. Neidig in my life, I truly do not think I would have done as well in school as I have.

REGIONAL WORKFORCE NEEDS

The College will address regional workforce.

- The College will develop strategies to identify and address on-going needs.
- The College will organize area resources in addressing needs.
- The College will build effective partnerships in addressing workforce needs.
- The College will be recognized as a leader in economic development.



2014-2015 Workforce Advisory Boards

| | | | |
|------------------|-------------------------------------|-------------------------------|-------------------|
| Adult Healthcare | Criminal Justice | Hazardous Materials | Military Programs |
| Agriculture | Dietary Manager | Industrial Technology | Natural Gas |
| Automotive | Early Childhood | Information Technology | OSHA |
| Business | Emergency Management | Medical Support Programs | Pharmacy |
| Corrections | Emergency Medical Service Education | Medical Laboratory Technician | Nursing |

Responsive to Industry Needs - Advisory Boards

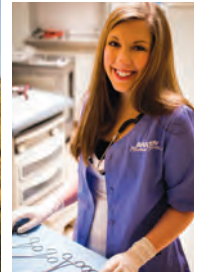
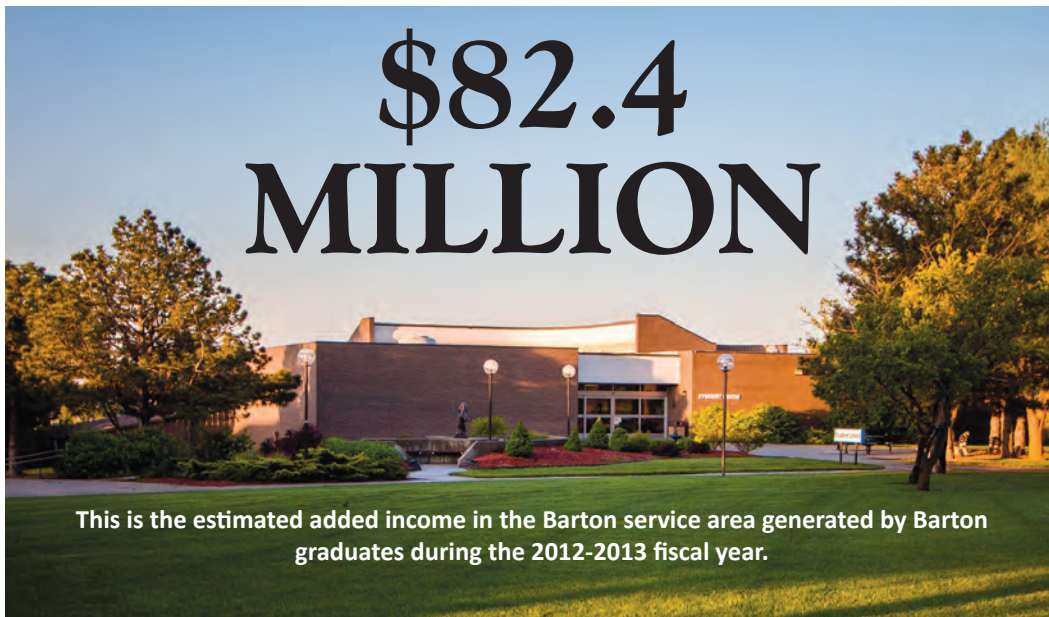
Barton boasts 20 advisory boards, which are composed of recognized and respected representatives of business and industry. These groups work closely with college personnel to develop programs and curriculum in line with industry standards and expectations.

Further, 364 partnerships with business and industry leaders have yielded access to resources and mutual benefits.

Barton's Economic Impact

**\$82.4
MILLION**

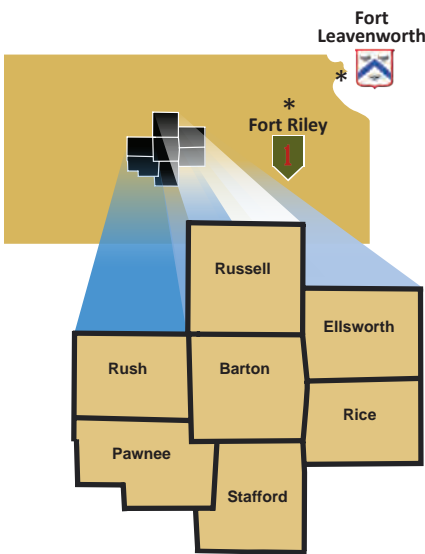
This is the estimated added income in the Barton service area generated by Barton graduates during the 2012-2013 fiscal year.



SERVICE REGIONS

The College Mission will be supported by the strategic development of service regions.

- Service regions will be compatible to the institutional mission of the College.
- Service regions will be in accordance to available resources.
- Service regions will maximize revenues and minimize expenses.
- Service regions will minimize local tax reliance.
- Service regions will compliment growth of student learning services.

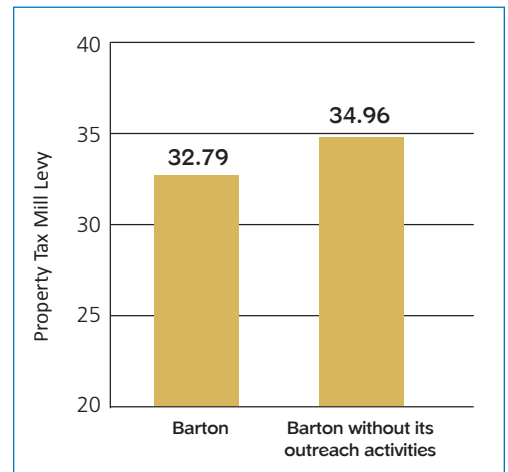


***Agreement with military to offer classes and training at Fort Riley and Fort Leavenworth.**

Barton's State Ranking based on Unduplicated Headcount (fall 20th day)

1. Johnson County Community College – 19,113
2. Butler Community College – 9,150
- 3. Barton Community College – 6,281**
4. Kansas City Kansas Community College – 5,631
5. Hutchinson Community College – 5,546
6. Cowley County Community College – 3,083
7. Highland Community College – 2,903
8. Allen Community College – 2,385
9. Garden City Community College – 2,091
10. Neosho County Community College – 2,069
11. Cloud County Community College – 2,063
12. Seward County Community College – 1,971
13. Fort Scott Community College – 1,852
14. Dodge City Community College – 1,779
15. Coffeyville Community College – 1,741
16. Labette Community College – 1,516
17. Colby Community College – 1,258
18. Pratt Community College – 1,189
19. Independence Community College – 978

The value of Barton's outreach activities.



The left bar above, shows the 2014 mill levy. The right bar shows what the mill levy would be without the Fort Riley, Grandview Plaza, Fort Leavenworth and BARTOnline Military enrollments.

Barton was selected by OSHA to serve as a Midwest OSHA Education Center. Barton will serve Region VII, which consists of Nebraska, Iowa, Missouri and Kansas.



STRATEGIC PLANNING

The College Mission will be supported by strategic planning emphasis.

- The institutional mission of the College will be supported by strategic planning goals and objectives.
- Accreditation requirements of the Higher Learning Commission will be satisfied through the development and implementation of strategic planning goals and objectives.
- Kansas Board of Regents policies and mission will be satisfied through the development and implementation of strategic planning goals and objectives.
- Strategic planning goals and objectives shall be measurable in order to demonstrate their effectiveness and to provide accountability to the public.



Barton's Future!

Barton has a redesigned, streamlined planning model. This model defines a data-informed, strategic approach to creating focus and purpose across the college, aligning long-range plans to the critical daily work of teaching and learning, managing limited resources and making decisions every day that move the college toward achieving its mission, purpose and strategic goals.

College boards and top-level administrators have to be adaptable, willing to shape their institutions in new ways and make decisions quickly using the best available data. Planning at a community college is now a vital tool leaders employ in strategic ways to ensure their institutions' ongoing sustainability, fiscal viability - even survival.

Barton Core Principles & Strategic Plan Goals



Drive Student Success

- Increase student retention and completion
- Enhance the quality of teaching and learning



Cultivate Community Engagement

- Enhance internal communication
- Enhance external communication



Emphasize Institutional Effectiveness

- Initiate periodic review of the mission statement and vision statement.
- Through professional development, identify and create a training for understanding and use of process improvement methodologies.



Optimize Employee Experience

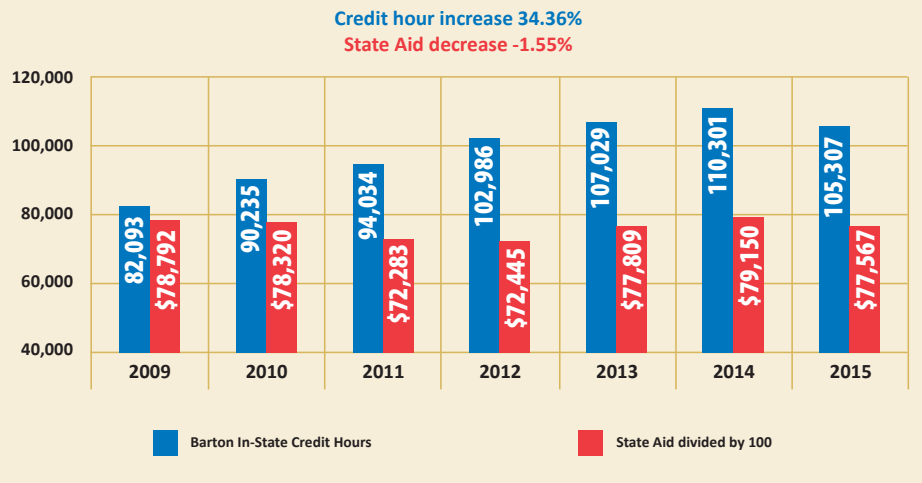
- Develop more consistent & robust employee orientation.
- Enhance professional development system.

CONTINGENCY PLANNING

- In fulfilling its educational mission, Barton Community College attempts to make optimal use of its resources. Optimum utilization may call for the adjustment of operational procedures such as a reduction or discontinuance of a program or service; reallocation of resources as a result of changing educational priorities; shifting enrollment patterns; lack of funds; and/or the requirements of legally imposed mandates.
- The President will make these recommendations to the Board of Trustees based on the college’s mission of emphasizing academic, vocational-technical, and cultural enrichment learning opportunities; coupled with the need for maintaining program integrity, financial viability, and responsiveness to internal and external college constituencies.

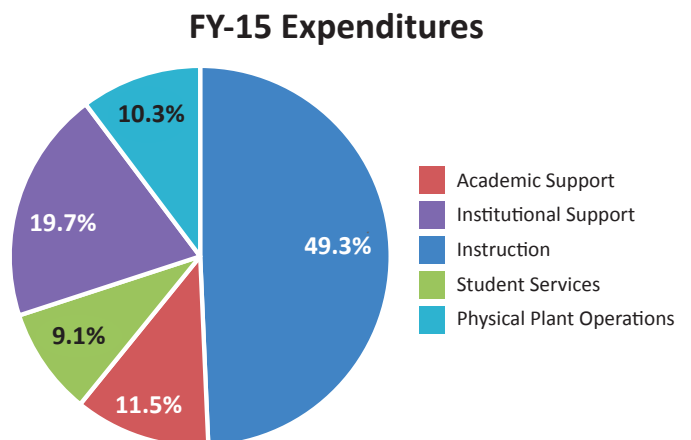
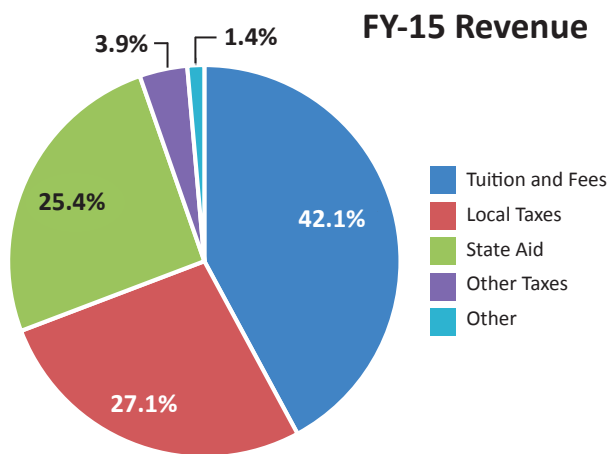
In-State Credit Hour Production vs. State Aid

The chart at the right shows that funding from the state has remained at a 2009 level, while demands on resources have increased with a 34-percent increase in credit hour production.



The chart below left shows Barton’s revenue sources for Fiscal Year 2015. Previously, Barton maintained each of the three primary revenue sources at about 33 percent of the total. Reduced support from state aid has rendered that model unsustainable.

The Board of Trustees prioritizes keeping the local tax burden low, and prides itself on having maintained the same mill levy for eight years. Reduced property valuations left tax revenue nearly \$1 million less than the previous year. The board is committed to using cash reserves to compensate for the drop in revenue that followed the decreased valuations.

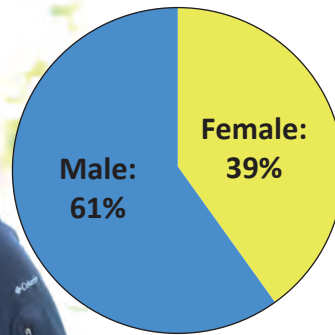


BARTON BY THE NUMBERS
Barton County's Return on Investment

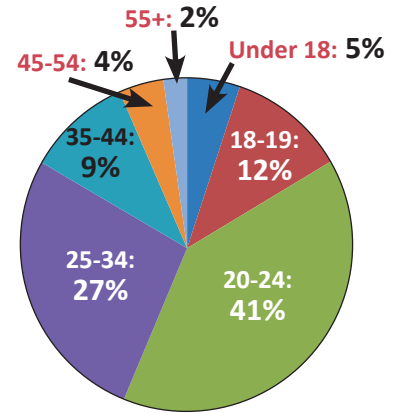
Total Students Served (unduplicated headcount)
in 2014-15 academic year: 17,203



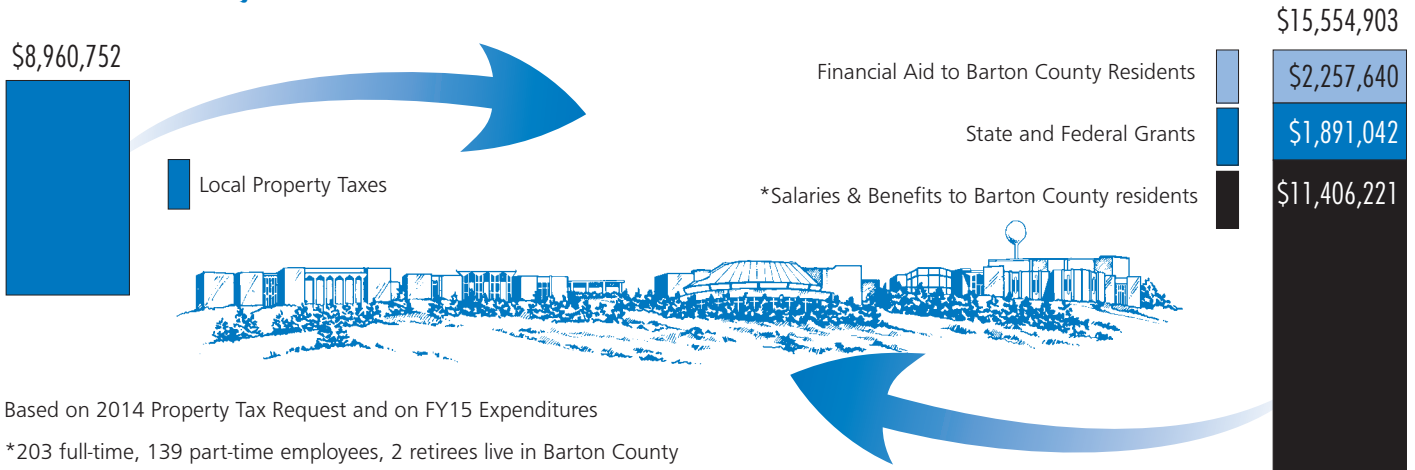
Gender



Age



Barton County's Return On Investment



| | | | | |
|--|----------|--|----------|-------------------------------------|
| \$11.7 million | + | \$82.4 million | = | \$94.1 million |
| The amount of added regional income Barton's payroll and expenses bring to the Service Area. | | The accumulated contribution of former students currently employed in the Barton Service Area. | | Total Impact on Service Area |

Did you know?

- Every \$1 in taxes spent toward Barton yields \$2 in benefits to the service area.
- A Barton student's annual return on investment in education is 14.3%.
- Barton County taxpayers see a net value of \$32.7 million in benefits due to students' higher lifetime incomes and increased output of business.

ASSESSMENT SPOTLIGHT

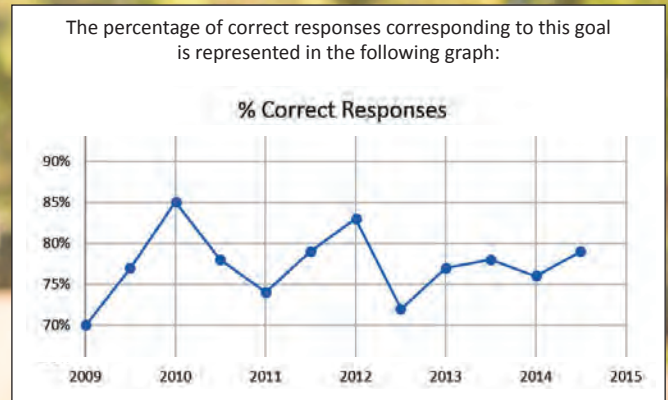
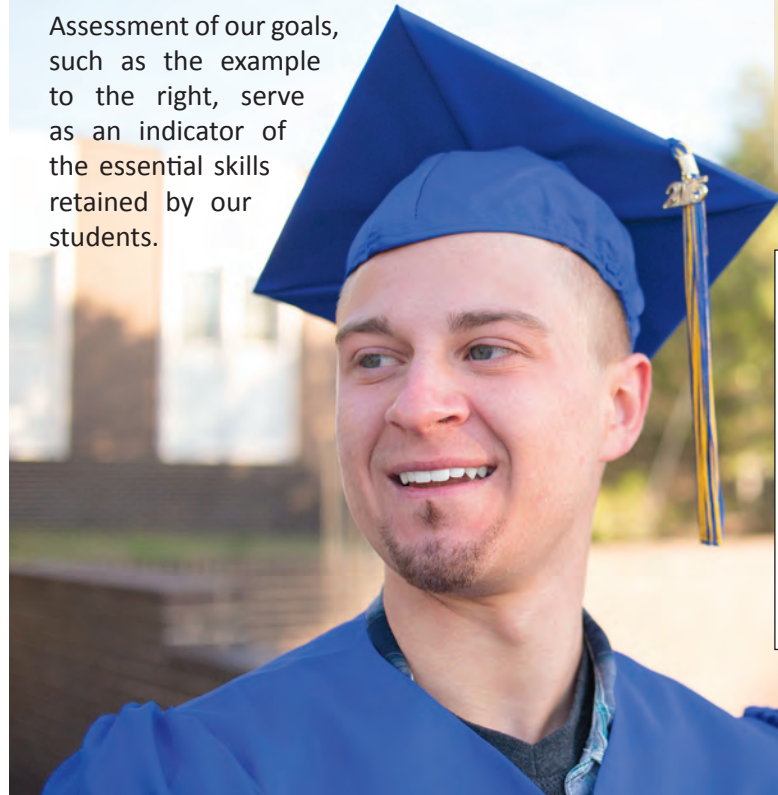
What is Assessment?

Assessment is a process of continuous improvement and is the driving force that can build a more effective course, a more meaningful degree, and a more potent educational experience for Barton’s students. By identifying and focusing in on the respective topics that students are struggling with, faculty can make strategic improvements to their courses.

Essential Skills

Assessment of our goals, such as the example to the right, serve as an indicator of the essential skills retained by our students.

Example: Completion of a Barton degree will enable students to describe how history works, including how historical perspective can strengthen understanding of a given academic subject, and how the history of human endeavor has helped develop that subject.



Course/Classroom Assessments:

A sampling of faculty responses to improve comprehension of a given topic/concept based on their respective data:

- *“I required each student to create a business plan for a new business and make a quality PowerPoint presentation on the last day of class.”*
- *“Students (were) assigned according to where they sit in the class...to come up to the board and fill out a mnemonic device we are using to memorize historic eras, events and timeless composers.”*
- *“I asked (my students) about antibody panels and identification and what problems they were having with this area (so that I) could provide them with a better understanding of this section.”*
- *“(The students) seemed to struggle with the maturation of both the RBC and WBC lineage. Even though I have great pictures in the course, I thought perhaps of doing a separate lecture that goes into more detail and explanation for the students in both of these areas.”*

BARTON FOUNDATION HIGHLIGHTS

Executive Director Retires

Major accomplishments:

- Foundation assets increased \$4.7 million or 137%
- 39 new endowments, 34 new annually-funded scholarships plus annual supplements to College GPA scholarships
- Raised funds to support 30 College programs, capital projects and initiatives including renovation and updates to the Fine Arts Auditorium/Lobby, Library/Learning Resource Center and Student Union.



Darnell Holopirek
2003-2014

2015 Distinguished Service Award

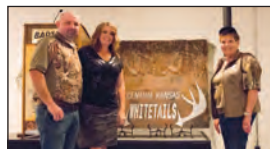


Brad & Sarah Shirer

The Foundation board honors those who have supported the College through volunteer service and/or acts of philanthropy. The Shirers have experienced Barton as students, employee, community advocates and benefactors. They take special pleasure in supporting programs and projects that benefit the Fine Arts Department, especially the recent auditorium renovation.

2014-2015 Annual Campaigns Wrap-up

36th Big Benefit Auction
Net Proceeds **\$39,772**
Barton Dynasty: Hunting for Bucks



Big Benefit Auction 2014

Academic Enrichment
Net Proceeds **\$121,812**
Chairs Gary & Anna Burke

Total student scholarships awarded
310 totaling **\$253,636**

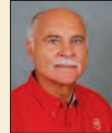
Three new Endowments; **\$89,684** added to new and existing endowments

One major gift of more than **\$100,000**



Anna & Gary Burke

2014-15 Barton Community College Foundation Board of Directors



Sylvan Bleeker
Great Bend
1ST CHAIR



Dan Boone
Great Bend



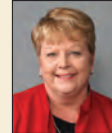
Patrick Burnett
Great Bend



Marian DeWerff
Ellinwood



Rob Dove
Ellinwood
CHAIR



Judy Fox
Great Bend
PAST CHAIR



Troy Griffith
Great Bend



Jay Holopirek
LaCrosse



Teresa Malone
Great Bend



Shawn Panzer
Great Bend
2ND CHAIR



Robert Peter
Ellinwood



Diana Sunley
Great Bend



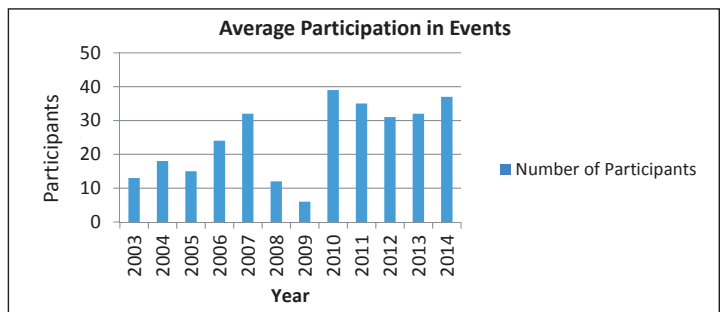
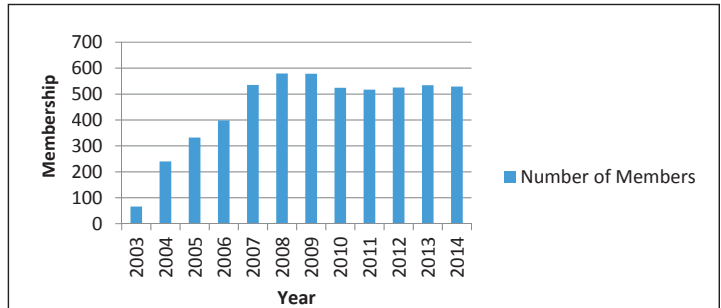
Travis Thompson
Larned



Kim Vink
Great Bend

Silver Cougar Club 2015

More than 500 individuals from the area ages 55+ enjoyed a variety of events, services and friendships over the year.



Non-discrimination Notice:
Barton Community College is an equal opportunity provider and employer. Visit equal.bartonccc.edu for more information.

feedback.bartonccc.edu

Barton welcomes your ideas, opinions and general feedback. Please visit feedback.bartonccc.edu to submit your comments.

CollegeNEWS
news.bartonccc.edu

Stay informed with the latest news and events happening at Barton Community College.



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#GoBarton