



BARTON
COMMUNITY COLLEGE

REPORT 2017

The Barton Community College
Board of Trustees is proud
to present Report 2017, highlighting the
college's progress in meeting the
direction provided by your elected board.



BOARD OF TRUSTEES



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"The Board is committed to transparency and accountability to the public.

Visit transparency.bartonccc.edu for data that paints a real time picture of how the institution is doing."

PRESIDENT



Dr. Carl R. Heilman

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, strengthens communities and meets the needs of a diverse population.

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, Barton Experience, Regional Workforce Needs, Strategic Planning, Services & Regional Locations 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 2017**

Dear Constituents,

The Barton Community College Board of Trustees is proud to share the 2017 Community Report, which provides a glimpse at the college's progress in the past year and our vision for the future.

Workforce Needs & Partnerships

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, Barton expanded its partnership with the Kansas Department of Corrections (KDOC) to offer enhanced vocational programming to Larned Correctional Mental Health Facility as part of KDOC's plan to reduce recidivism through education. Barton also added an Occupational Safety and Health Degree that can be earned 100-percent online.

Barton has teamed up with Fort Hays State University to offer a Degree in Three, which plots students on an accelerated course to complete a teaching degree in just three years.

Accessibility & Awareness

Administration has adjusted the tiered scholarship awards based on high school GPA and ACT scores. Students from Kansas can earn up to books and tuition if their graduating GPA is 3.5 or above, or if their ACT score is 26 or higher. Learn more at Bartonccc.edu/GPA.

Barton grew its career fair for junior high students, and launched its first-ever Junior Day to complement its popular Senior Day to enhance awareness of higher education's benefits to a younger audience.

Financial Responsibility

The Barton Board of Trustees is proud to enter its 10th 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 Soldiers and their families.

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 white background.

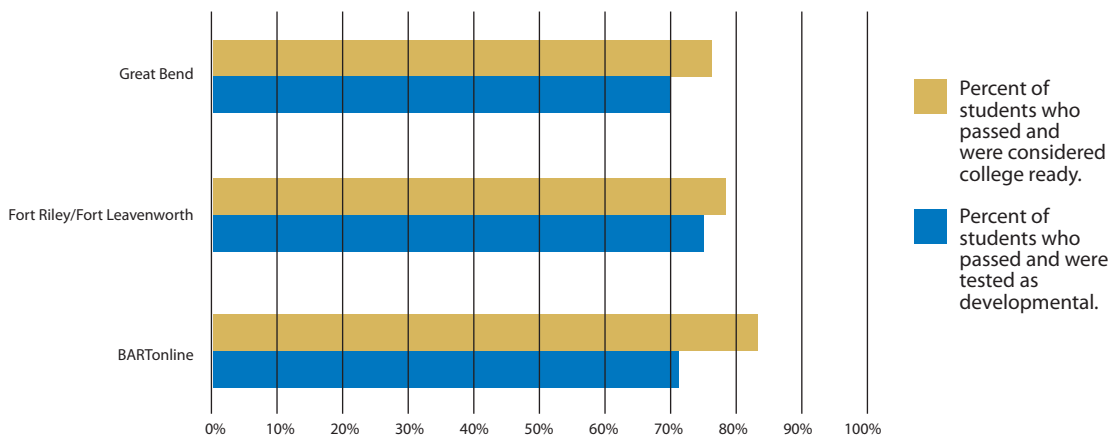
Mike Johnson | Chairman | Barton Community College Board of Trustees

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.

Developmental vs Non-Developmental Performance



The graph at the left shows how students who tested as developmental and needing remediation performed compared to those who were considered college-ready.

High School Equivalency

Barton 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.



Twenty years after dropping out of high school at the age of 17, Virginia Lang of Great Bend is proud to have earned her high school diploma in September of 2017. "I set my mind to 'I'm going to get this done' and I did it," she said. "I did it so I can look at my son and say, 'it took me 20 years to get my diploma, but it doesn't have to take you that long to finish high school.' It's a weight lifted off my shoulders."

Lang operates the soup kitchen at the Central Kansas Dream Center in downtown Great Bend, where she has worked for two and a half years.

ESSENTIAL SKILLS: ASSESSMENT SPOTLIGHT

Assessment Explained

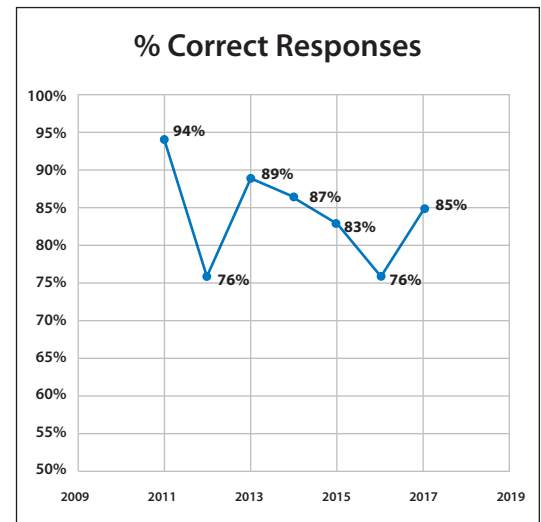
Assessment is a process of continuous improvement and is the driving force that can build a more effective course, a more meaningful degree and a more potent educational experience for Barton students. By identifying and focusing on the topics students are struggling with, faculty can make strategic improvements to their courses. Assessment of the Fundamental Outcomes serve as an indicator of the essential skills retained by our students and their ability to lead productive lives.

FUNDAMENTAL OUTCOMES:

1. Critical Thinking
2. Life-Long Learning
3. Historical Perspective
4. Technological Perspective
5. Cultural Perspective

Completion of a Barton degree will enable students to explain how culture develops through various aspects of human endeavor, how culture develops understanding of a given subject and how a given subject develops within different cultures.

The graph to the right represents the percent of students who correctly answered specific questions designed to assess a student body's grasp of a concept as it pertains to the Cultural Perspective Outcome.



Assessment Testimonial

"Depending on the students' knowledge background, the class is adjusted to more suit the students. If there is a particular area that students are not aware of, or do not know much about the content, more time is spent on that particular area. If there are areas that all students are advanced in, that area is covered, but not as in-depth."

- Mark Bogner

(Course: Farm Machinery and Technology)



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 - 729

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

Programs of Highest Interest	
Career & Technical Education	2015-16 TOTALS
CNA	112
Welding	53
Manufacturing Skills	50
Paramedic	49
Nursing RN	39

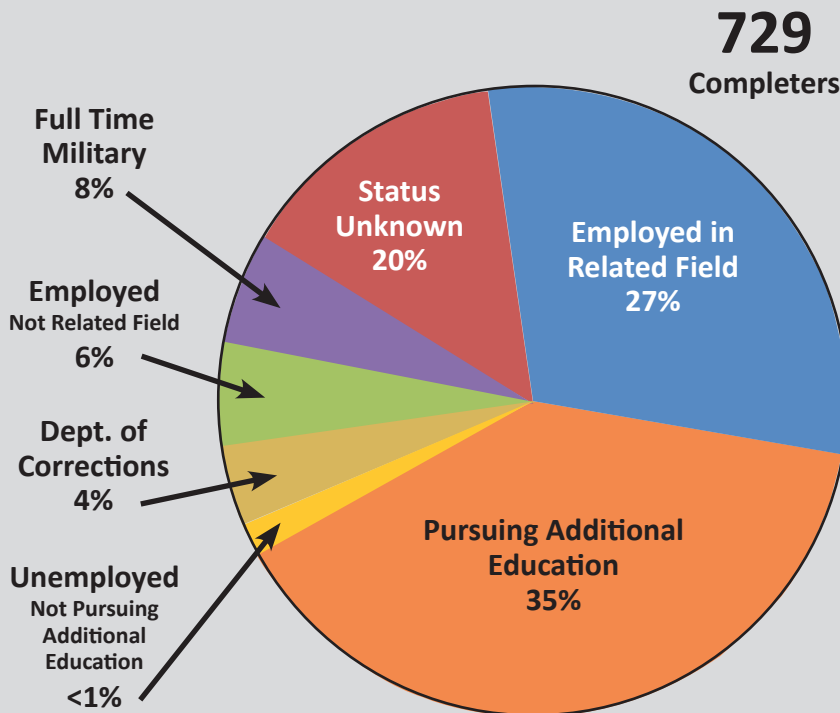
Industry Certification Pass Rates

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.

Pass Rates			
Certification	2015-16	Natl. Avg.	Prior 6 Yr. Avg.
HEALTHCARE			
Registered Nurse (RN)	44%	81.68%	72.61%
Practical Nurse (PN)	87%	83.73%	94.32%
Certified Nurse Aide (CNA)	92%	-	86.66%
Certified Medical Aide (CMA)	100%	-	96.08%
Med Lab Technician (MLT)	71%	81%	70%
EMT Basic	66%	71%	58%
AEMT	86%	57%	76.25%
Paramedic	71%	76%	65.33%
Dietary Manager	64%	71%	79.76%
Pharmacy Technician	60%	57%	100%
Medical Assistant	88%	4%	80%
Licensure Exams, Overall	-	57%	80.5%
Certification	2015-16	Prior 2 Year Average	
TRADES & TECHNOLOGY			
Auto - Brakes	50%	85.5%	
Auto - Electrical	50%	71.4%	
Auto - Engine Performance	75%	71.4%	
Auto - Suspension	75%	86%	
Early Childhood (CDA)	100%	100%	
Information Security	73%	93%	
Certiport MOS (Access)	-	100%	
Certiport MOS (Excel)	-	67%	
IC3	83%	67%	
EMS Instructor/Coordinator	100%	100%	
EMS Training Officer I	100%	100%	
EMS Training Officer II	100%	100%	
Commercial Driv. License (CDL)	92%	NEW	
Licensure Exams, Overall	87%	83.5%	

Where are our students now?

The chart below illustrates the employment or education status of Barton graduates who completed a career technical education program in the 2015-16 academic year.



WORK PREPAREDNESS: BARTON GO-GETTERS



Zack Steffen managed to acquire 32 credit-hours of college coursework through dual credit before graduating high school.

He then began pursuit of an associate of science degree with an emphasis in engineering, which he finished within a year after high school.

He is now at Wichita State University studying Biomedical Engineering, which he hopes will prepare him to contribute to the field of prosthetics and the use of technology in medicine.

Victoria Fortune was in the first wave of Soldiers deployed to Iraq in the early 2000s. Like many of her comrades, upon returning home she suffered from post-traumatic stress disorder.

Social workers at a VA hospital helped her learn to live a normal life; she has since married and has a family. Her appreciation and admiration for the social workers' efforts inspired her to pursue an education and career in social work so she can help others overcome similar challenges and succeed when they transition to civilian life.

"Ever since I was young, my main inspiration was seeing one of my teachers helping these students whose parents were not really there," she said. "I saw how she helped these kids accomplish so much and it caught my attention. It made me realize I want to help people."



Cody Tuzicka is among the lucky few to score his dream job, and he did it months before graduating from Barton in December of 2015. Tuzicka is serving as a Soil Conservation Technician for the United States Department of Agriculture Natural Resource Conservation Service (NRCS) in Larned.

After high school, he tried his luck at a four-year university and was quickly turned off by the size and scope of the courses. One semester passed before he made the switch to Barton, which he said was a breath of fresh air.

"The class sizes are small and you get a lot of one-on-one time with the instructors," he said. "In my experience, smaller classes help me get more out of the curriculum."

ACADEMIC ADVANCEMENT

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

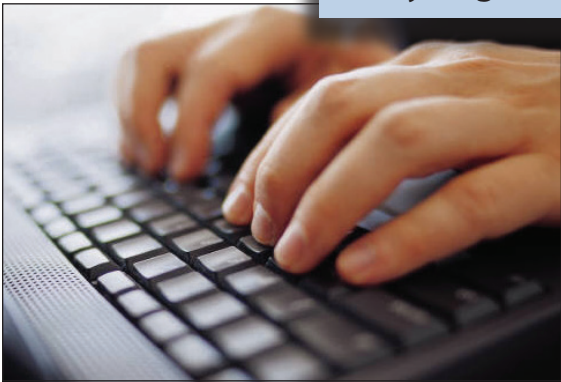
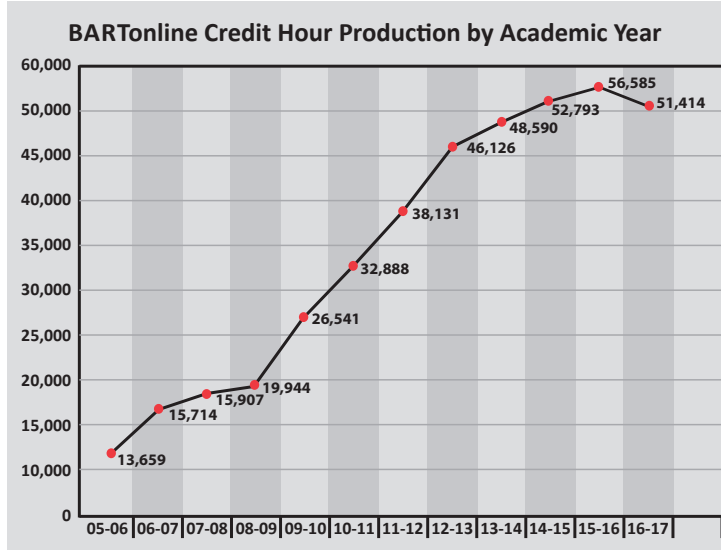
- Students will have the academic prerequisites sufficient for successful transfer.
- Students will have appropriate knowledge of transfer requirements.
- Students will have adequate preparation to be successful after transfer to other colleges or universities.
- Students will be able to obtain Bachelor's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

BARTonline.org

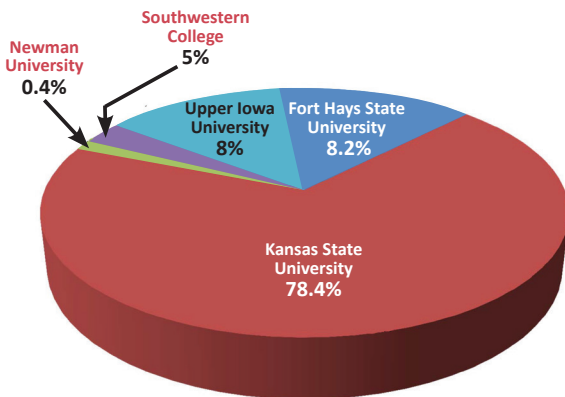
YOUR COMMUNITY COLLEGE SOLUTION

Barton students can continue to take courses through BARTonline even after transferring to a four-year university. High school students and university students have also found BARTonline courses a convenient way to get ahead. In addition to the traditional general education courses, BARTonline offers more than a dozen career programs 100-percent online.

...students have found BARTonline courses a convenient way to get ahead.



Students taking advantage of Transfer Agreements since 2011



TRANSFER Agreements

College to University Agreements with the following institutions:

	2011	2012	2013	2014	2015	2016
Fort Hays State University	0	23	33	35	14	0
Kansas State University	75	127	165	109	247	280
Newman University	3	3	1	0	0	0
Southwestern College	0	10	0	0	10	43
Upper Iowa University	0	22	31	49	0	0
Totals	78	185	230	193	271	323

Data as of Spring 2016



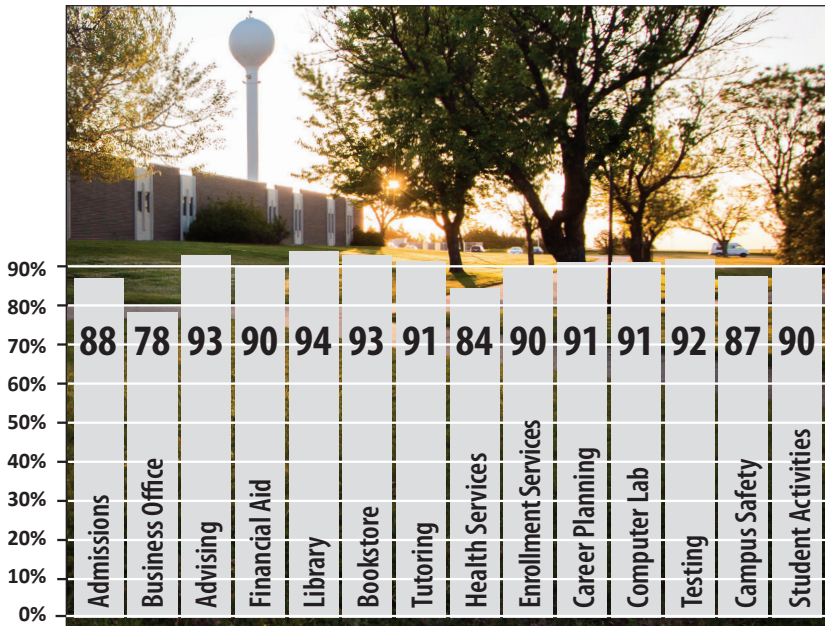
BARTON EXPERIENCE

Student responses will reflect positively of their Barton experience.

- Student responses will be documented through student exit surveys and other report mechanisms.
- Student responses will assess impact of faculty and staff.
- Student responses will reflect the diversity of the student body.
- Individuals/students will experience various cultural activities.

Graduation Survey Results Spring 2017

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



This graph represents the percentage of Barton graduates who rated their experience as adequate or better.

Barton Athletics



Featuring 18 men's and women's sports, Barton Cougar Athletics is a big part of the Barton Experience. Recent capital improvements led by Athletic Director Trevor Rolfs, and made possible largely through donations, have made Barton's facilities the envy of Kansas community colleges. The college's progressive approach has also led to the addition of wrestling in 2015, and swimming in 2017.

Visit BartonSports.com to follow the Cougars!

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

Megan Chambers



Fort Riley Advisement Coordinator

Nominated by Joshua Lichtensteiger

Ms. Chambers always gets back to me and answers my questions with the best possible answer. She is always available to contact and ask questions. Thank you so much, Megan, for making my time at Barton great.

Judy Jacobs



Director of Testing, Advisement & Career Services
Nominated by Andrew LeRoy

Mrs. Jacobs was awesome from the day I first met her to discuss my education options. She helped me brainstorm ideas of what I could do and what I needed to do to earn my degree. She always went the extra mile to help me plan my college and career choices and is an excellent employee and guidance counselor.

REGIONAL WORKFORCE NEEDS

The College will address regional workforce needs.

- 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.

2017 Workforce Advisory Boards

Adult Healthcare
Agriculture
Automotive
Business
Corrections
Criminal Justice
Dietary Manager

Early Childhood Education
Emergency Management
Emergency Medical Services Education

Hazardous Materials
Welding
Information Technology
Medical Support Programs

Medical Laboratory Technician
Military Programs
Natural Gas
OSHA
Pharmacy Technician
Scales Technician
Nursing



Responsive to Industry Needs - Advisory Boards

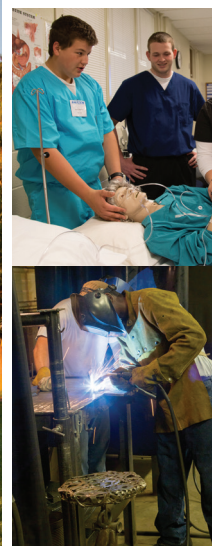
Barton boasts 21 advisory boards, which are composed of recognized and respected representatives of business and industry. They advise the college’s career technical educators and administrators, while assisting in the development of programs and curriculum to ensure our students leave with skills necessary to excel in the workplace.

Barton’s Economic Impact



**\$12.9
MILLION**

Impact of Barton operations, student spending and alumni in the workforce on the Barton County economy.*



* Based on a study conducted in academic year 2015-16.

REGIONAL WORKFORCE NEEDS: ONLINE CAREER & TECHNICAL PROGRAMS

Some popular online courses that qualify for 'Excel in CTE' (formerly SB-155) include:

- General Accounting
- Accounting I
- Principles of Animal Science
- Introduction to Business
- Intro to Early Childhood
- Medical Terminology
- Medical Coding I & II
- Principles of Phlebotomy
- Requires on-campus or lab by arrangement
- Networking I
- Principles of Management
- Intro to Corrections
- Business Law I
- Marketing
- Digital Image Editing
- Website Construction
- Java Programming
- Pharmacy Operations
- Criminal Investigation
- Intro to Counseling
- Beef Cattle Operations

268

Total number of online classes that qualify for waived tuition for high school students under Excel in CTE!

'Excel in CTE'

waives tuition for high school students for Career & Technical Education

High school students can take advantage of dozens of career technical courses **without paying a dime in tuition**, thanks to a state program called 'Excel in CTE' formerly known as SB-155.

With many offerings online, Barton makes it easy for high school students to put this bill to work and save thousands of dollars. Some students are even able to obtain an industry credential while they are in high school.

Online Flexibility Beneficial to Adult Learners

Online career programs allow busy adults to take college classes, as the coursework can be done when it's convenient for the student.

Terria Ashby returned to college as a 45-year-old grandmother to study early childhood education through BARTonline.org. Ashby works from home running a childcare center, where on an average day she takes care of seven children.

"Choosing Barton, that was an easy one," she said. "Barton has the entire program online and it's efficient for me. The online format allowed me to take classes with my busy schedule."

Barton met all of my needs. The online structure was simple to navigate. They provided me with as much knowledge as I think I would have learned in a classroom. It was just overall a great experience. I may be a grandma, a mom and 45 but you don't have to give up. As long as you have a stable support system and are willing to put in the effort, it can be done."



FOUNDATION UPDATE

Barton Community College Foundation

Shafer Gallery



- Presented nine quality art exhibits with local, regional and national themes and artists
- Hosted 28 receptions and other events in the gallery
- Sponsored three professional art making workshops

- Reached over 800 public school students via the Glenn & Elaine Mull "Art Cart" Classroom Outreach Program
- Reached 450 students at 19 venues via the CUNA Mutual Retirement Solutions Art and Science Encounter Series
- Used Barton Arts Council Grants via the Bill J. McKown Endowment at the Golden Belt Community Foundation to expand the "Fall Friends and Acquaintances Community Arts Festival," as well as subsidizing lunch and awards for the "Vortex High School Art Day."

2017 Distinguished Service Award



Each year the Foundation Board of Directors honors those who have supported the college and the foundation through acts of philanthropy and/or volunteer service.

On May 12, 2017 Gary and Anna Burke were awarded the Barton Community College Foundation Distinguished Service Award. Gary joined the Barton Community College Foundation Board in 2008 serving as chair in 2012.

Always looking for a way to serve, Gary is currently a member of the Barton Community College Board of Trustees. Gary and Anna have been life-long, involved community members, always giving back to the community they call home. In 2013 they established the Betty L. Miller Memorial Endowment in honor of Gary's mother and have designated funds for a planned gift to the Foundation.

Silver Cougar Club Annual Picnic

More than 200 of the 475 Silver Cougar Club members enjoyed the annual picnic in the Student Union at Barton Community College. They enjoyed dinner, door prizes and a program by Curtis Wolf, Director of the Kansas Wetlands Education Center.



2017-18 Barton Community College Foundation Board of Directors



Megan Barfield



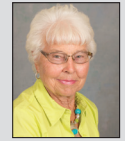
Sylvan Bleeker



Dan Boone



Patrick Burnett



Marian DeWerff



Judy Fox
Second Vice-Chair



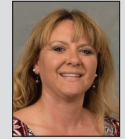
Bill Lowry



Teresa Malone
Chair



Paul Maneth



Tiffany Mayo



Shawn Panzer
Immediate Past Chair



Pete Schartz



Nancy Sundahl
First Vice-Chair



Jim Vopat



Jan Westfall

2016-2017 Annual Campaigns Wrap-up

38th Annual Big Benefit Auction - "A Political Party"

Net Proceeds **\$46,726**

Academic Enrichment Fund - Co-Chairs Mike & Teresa Malone

Net Proceeds **\$190,626**

Seventh Annual Sporting Clay Shoot

Net Proceeds **\$10,408**

228 Scholarships Awarded

For a total of **\$239,960**

Two New Scholarships created

One endowment and one annually funded

\$54,582 added to new and existing endowments

\$100,000 unrestricted donation from Dorothy Morrison Foundation

Total Assets of the Foundation as of June 30, 2017: **\$8,641,418**, an increase of \$703,055.



2016 Old Bill Honorarium

Each year prior to the annual benefit auction, the Foundation board selects a deserving, dedicated donor(s) to be honored in this special way – academic scholarships given in their name.

In 2016 the Barton Community College Foundation Board of Directors selected the Craig and Jolene Biggs Family as the recipients of the honorarium award. The funds raised from the sale of Old Bill at the 2016 Benefit Auction were awarded as scholarships to students for the 2017-18 academic year at Barton.

Both Craig and Jolene are life-long residents of Great Bend and Barton county. They are engaged in successful businesses and appreciate the value of the college to all of the communities we serve – culturally, educationally and economically. The Biggs' believe in paying it forward; never taking for granted their good fortune and always responding to the needs of others whenever they can.

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.

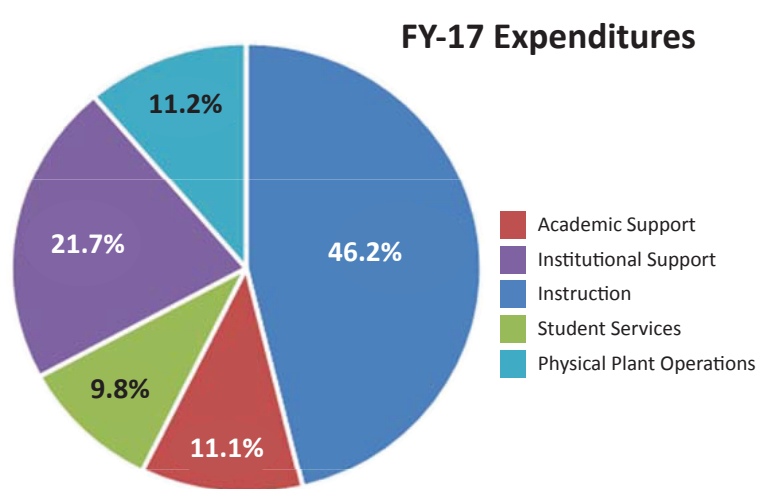
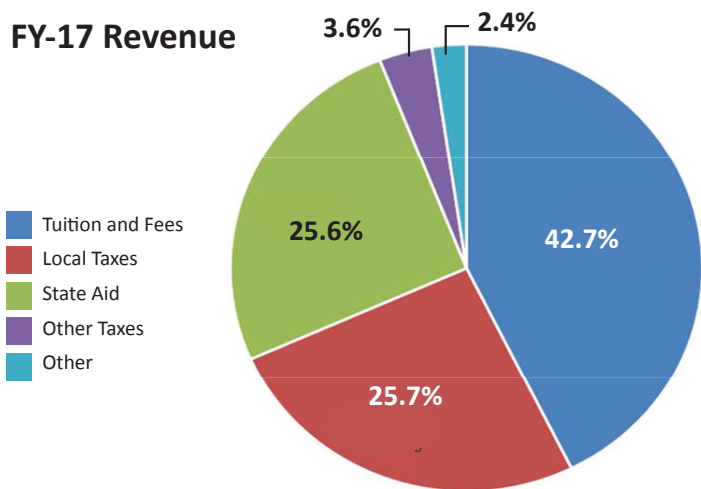
This END is a new addition as of 2015. It was added as a precautionary measure to provide guidance to the Board of Trustees and College Administrators during times of financial crisis.

This approach is proactive rather than reactive. Thanks to the work of Institutional Research and a forward-thinking administration, future funding issues can be foreseen and navigated before they become problems for Barton.



The charts below show Barton’s revenue sources and expenditures for Fiscal Year 2017. 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.

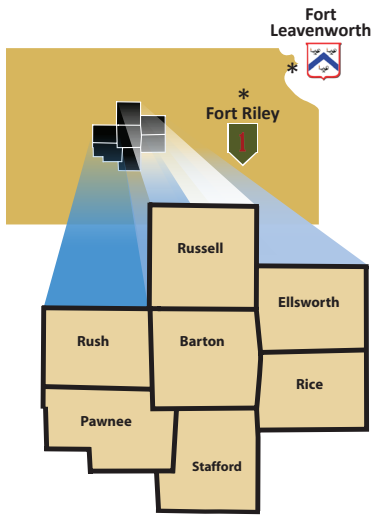
The Board of Trustees prioritizes keeping the local tax burden low, and prides itself on having maintained the same mill levy for 10 years. Reduced property valuations left tax revenue nearly \$1 million less in 2015 than the previous year. The board committed to using cash reserves to compensate for the drop in revenue. The college’s cash reserves remain healthy.



SERVICES & REGIONAL LOCATIONS

The College mission will be supported by the strategic development of Barton services and regional locations.

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

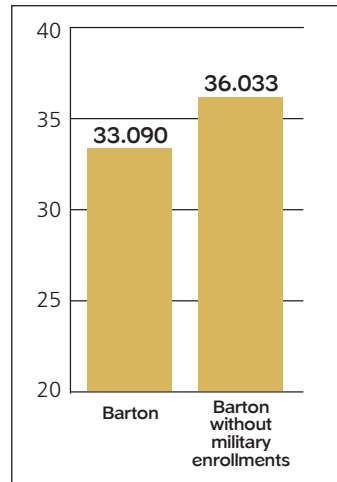


***Agreement with military to offer classes and training at Fort Riley and Fort Leavenworth.**

Barton's State Ranking based on Unduplicated Headcount

1. Johnson County Community College – 29,661
2. **Barton Community College – 14,736**
3. Butler Community College – 12,895
4. Hutchinson Community College – 8,914
5. Kansas City Kansas Community College – 8,338
6. Highland Community College – 5,127
7. Allen Community College – 4,046
8. Cowley Community College – 3,876
9. Cloud County Community College – 3,089
10. Garden City Community College – 2,933
11. Neosho County Community College – 2,837
12. Fort Scott Community College – 2,710
13. Seward County Community College – 2,587
14. Dodge City Community College – 2,564
15. Coffeyville Community College – 2,329
16. Labette Community College – 2,281
17. Colby Community College – 2,239
18. Pratt Community College – 1,641
19. Independence Community College – 1,444

The value of Barton's outreach activities.



The left bar above, shows the 2017 mill levy. The right bar shows what the mill levy would be **without** the Fort Riley, Grandview Plaza, Fort Leavenworth and BARTOnline military enrollments.

Local Taxpayers Benefit from Barton

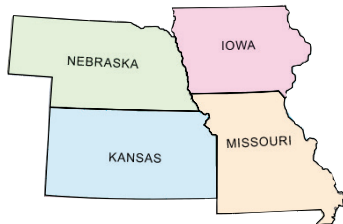
Barton received 25% of its funding from Barton County taxpayers in FY 2015-16. Every dollar of local taxpayer funding towards Barton supports

\$2.54

in spending in Barton County.

*based on 15-16 economic impact study

Barton is a designated Great Plains OSHA Education Center. Barton serves Region VII, which consists of Nebraska, Iowa, Missouri and Kansas.



Barton's outreach efforts extend well beyond the local service area. By constructing custom trailers, we can take our training on the road. Natural Gas and Hazardous Waste Worker Training (HWWT) are two programs that can be taught anywhere in the continental United States. The HWWT trailer



was purchased with a federal grant. This same grant also funds HWWT education for Veterans, and Soldiers transitioning to civilian life and their immediate family members.

STRATEGIC PLAN

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 guiding focus and purpose across the college, aligning long-range plans to the critical work of teaching and learning, managing limited resources and making decisions every day that move the college toward realizing its mission, purpose and strategic goals.

Barton Planning aligns the Board of Trustees' ENDS with the college strategic plan, the Kansas Board of Regents requirements and Higher Learning Commission Accreditation requirements.

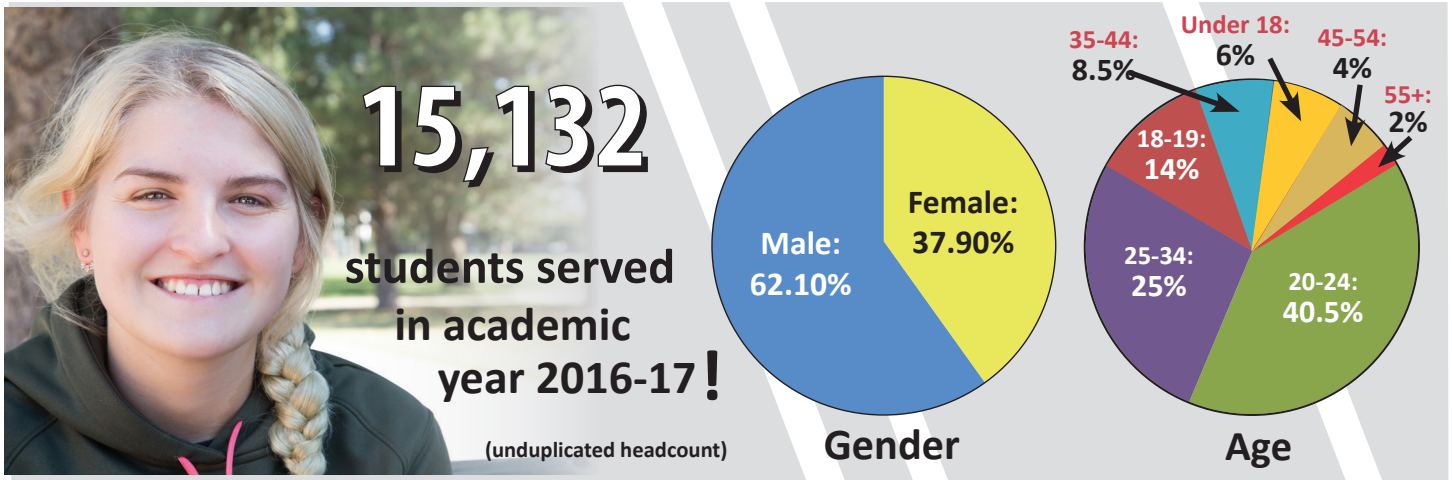
This publication is organized by the college's core priorities, outlined above, and the nine ENDS statements as outlined by the elected Board of Trustees.

The graphic to the right illustrates the elements that work together to determine the college's direction.

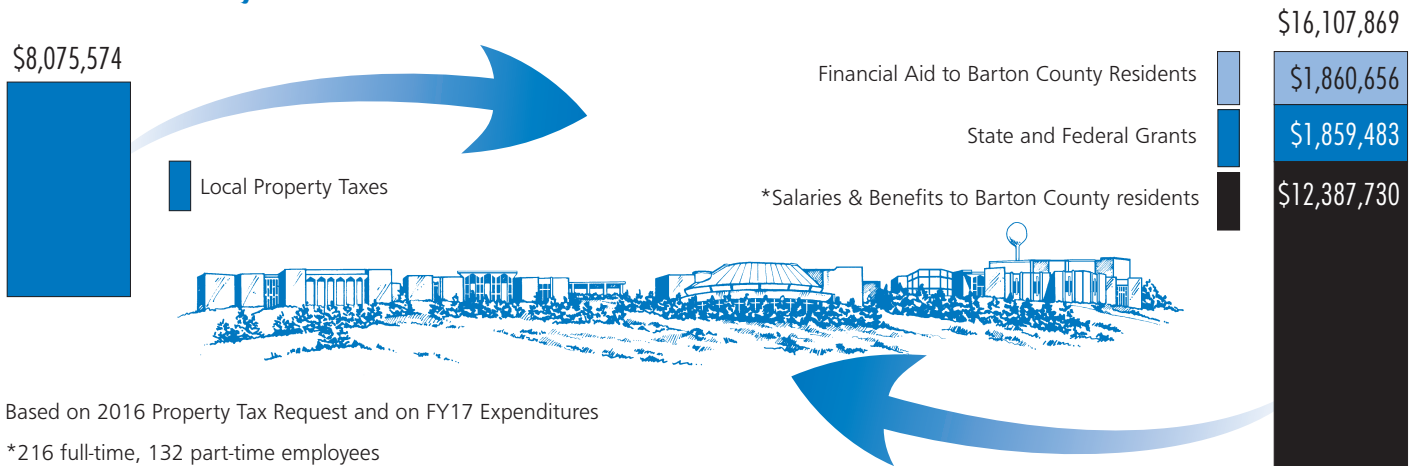


BARTON BY THE NUMBERS

Barton County's Return on Investment

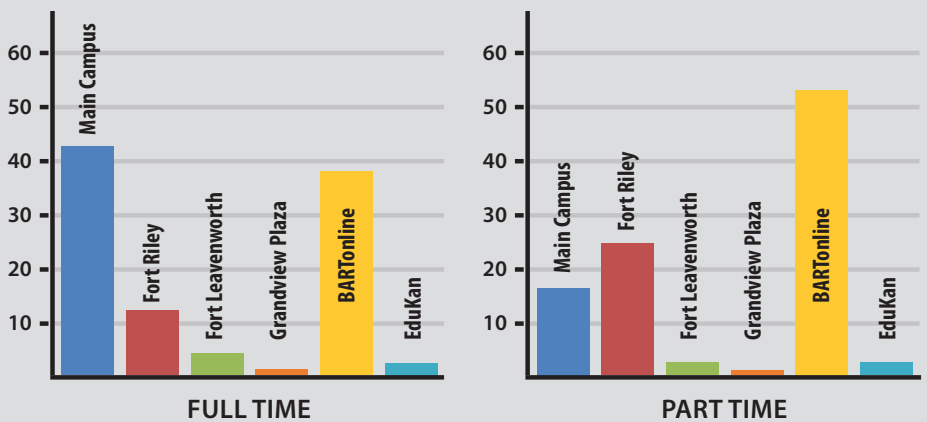


Barton County's Return On Investment



Percentage of Students on each campus who are full time vs. part time

The charts at the right are a break down of Barton's full-time and part-time students by campus. For example, of the students Barton serves who are full time, 38 percent are exclusively taking online classes compared to 53.2 percent of part-time students. Main campus, however, houses 42.3 percent of our full-time students, who by definition take more classes than part-time students. This means that even though our online classes serve more students, our physical campus generates a healthy amount of credit hours.



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