



## *HLC Accreditation Evidence*

Title: Instructional Program Review Summary Spring 2016

Office of Origin: Vice President of Instruction

Barton Community College

# Instructional Program Review Spring 2016

REPORT TO THE BOARD OF TRUSTEES

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## Introduction

The Program Review process is a self-assessment activity which presents information among Barton programs to guide in decision making and optimizing resources.

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





The following personnel submitted the data and information supplied herein:

- Academic Division – Dr. Richard Abel, Dean
- Fort Riley Technical Education and Military Outreach Training – Bill Nash, Dean
- Military Academic Services – Ashley Anderson, Dean
- Workforce Training and Community Education – Elaine Simmons, Dean
- Distance Learning/BARTonline – Ange Sullivan, Associate Dean
- Library Services – Regina Casper, Director

Data utilized in this report was solicited from the Office of Business Administration, the Information Technology Office, and Institutional Research. This report reflects a summary of the division/area which was submitted to the Vice-Presidents Office.

While each program has arrows indicating credit hour and revenue increases and decreases over the previous year, this data only reflects credit hours and revenue generated for that particular program. It does not reflect the impact each program has on the overall college, other programs, or the community, including the employers and universities these students may transfer to.

Each arrow represents the following:

- Program in the black and brought in more revenue than the previous year 
- Program still in the black but did not bring in as much revenue as the previous year 
- Program running at a financial loss & more of a loss than previous year 
- Program running at a financial loss but doing better than previous year 

Actual numbers these arrows represent can be found in the summary section of this report.

# Academic Division

## Division Overview

The Academic Division consists of six areas which have related programs as denoted below. Each area is led by a Department Chair or Coordinator.

Communications – Teresa Johnson, Chair

English, Journalism, Modern Languages, Speech Communications

Development Education & Student Success – Carol Murphy, Instructor Coordinator

Development English, Developmental Mathematics

Fine & Performing Arts – Vern Fryberger, Chair

Dance, Fine Art (Art, Art Education, Graphic Design, Photography), Music (Music, Music Education), Theater

Health, Physical Education, and Recreation – Brooke Thompson, Coordinator

Athletic Training, Exercise Science, Physical Education, Sports Management

Social & Behavioral Sciences – Ed Johnson, Chair

Anthropology, Education, History, Philosophy, Political Science, Psychology, Religion, Sociology

Math & Sciences – Oleg Ravitskiy, Chair

Biology, Chemistry, Engineering, Geology, Mathematics, Physical Sciences, Physics, Wildlife Sciences

## Programs Reviewed

For the AY 2015 report, program review areas focused on Arts, Life Sciences, Developmental Education, Modern Languages, Communication, Theater, and Physical Education.

## ARTS

Comparing 13/14 to 14/15	
Credit hours	Revenue
↓	↓

Summary Highlights:

- Data was collected to represent all delivery modes from all BCC campuses
- Data indicates that the ARTS program(s) at BCC are fiscally sound
- The Barton County Campus classes enrolled a significant amount (14%) of Older Adults (46+) who essentially enrolled for personal enrichment
- Art Appreciation classes were by far the more popular ARTS classes as it serves as a Humanities, General Education class
- Currently investigating the possibility of adding Art History online and collaborating with the new Welding Program (WTCE) to include art students
- Marketing approaches have included personal letters to those who have indicated an interest in ARTS plus have developed and expanded on an event Vortex that brings 150 high school art students on campus for a day of workshops and juried exhibitions.

- Over the past three years, has generated, through the BCC Marketing department, an average of 9.5 press releases
- Goals are linked to specific ENDS statements

Program Goals:

- Transition Course delivery methods (Shells, Hybrids, and online courses to the new LMS – Canvas
- Integrate classroom curriculum with the Shafer Gallery’s permanent exhibits, travelling exhibits, and permanent collection
- Continue the ceramic/painting visiting artist program

## LIFE SCIENCES

Comparing 13/14 to 14/15	
Credit hours	Revenue
↑	↑

Summary Highlights:

- Data was collected to represent BCC campus only
- Life Sciences consist of 11 different classes
- A.S. A.A. A.G.S. A.A.S. and certificate students will enroll in Life Science classes
- Enrollment on the BCC campus in the three year period has increased 15%
- Jack Kilby Science Day – draws over 500 students to campus and is completely funded by outside sources
- All proposed goals align with specific ENDS statements

Program Goals:

- Communicate with four-year institutions to integrate classroom curriculum and develop articulation agreement
- Increase public awareness of the Life Science Program
- Continue visiting high schools
- Transition course delivery methods (shells, hybrids and online courses) to the new LMS- Canvas
- Develop a Science Safety Committee to develop policies and ensure student safety in the laboratories

## DEVELOPMENTAL EDUCATION

Summary Highlights

- Pass rates have significantly improved over the past three year period:
  - Math 78% to 93% (+15%)
  - ENG 71% to 82% (+11%)
  - READ 80% to 90% (+10%)
- Data was collected from BCC campus only
- Generated 303 credit hours in the last reported year
- Other collegiate institutions are looking to Barton’s College Prep Math (CPM) as a model to replicate
- All proposed goals align with specific ENDS statements

Program Goals:

- Preserve and make possible educational opportunity for each postsecondary learner
- Ensure proper placement by assessing each learner’s level of preparedness for college coursework

- Develop in each learner the skills and attitudes necessary for the attainment of academic, career, and life goals
- Enable learners to acquire the knowledge and skills needed to succeed in mainstream college courses
- Increase student retention

## MODERN LANGUAGE

### Summary Highlights

- Data was collected from BCC campus only
- During this 3 year period, credit hours dropped from 178 (AY11) to 40 (AY14)
- Also during this period, Barton lost its only full time instructor with much difficulty to replace
- The alternate approach was to employ the adjunct Spanish language instructor from Fort Riley and deliver classes via GoToMeeting, which has been successful
- Marketing plans are underway to better place Modern Languages (especially Spanish) on the student curriculum agendas.

Comparing 13/14 to 14/15	
Credit hours	Revenue
↓	↓

### Program Goals:

- Change scheduling of Elementary Spanish I & II classes
- Improve credit hour production of LANG courses at Great Bend Campus
- Increase number of Spanish offerings to complete a two-year rotation of Elementary Spanish I & II and Intermediate Spanish I & II

## COMMUNICATIONS

### Summary Highlights

- Collected data from COMM classes at BCC campus only
- Consistently generating approximately 1300 credit hours per academic year
- Recommendation to transition Mass Communication class from JOUR to COMM
- Plans to expand offerings for both Interpersonal Communication and Public Speaking classes as they receive greater enrollments

Comparing 13/14 to 14/15	
Credit hours	Revenue
↑	↑

### Program Goals:

- Create cross-listed COMM course equivalent to Introduction to Mass Media
- Enhance feedback for students in Public Speaking courses
- Increase efficiency of class scheduling to better meet the needs of CTE and Academics

## THEATER

### Summary Highlights

- Data was collected from BCC campus only
- Generated an average of 122 credit hours annually last three years
- Over 50% of THEA majors also enroll in BCC music classes

Comparing 13/14 to 14/15	
Credit hours	Revenue
↓	↓



- Operating budget subsidized by ticket sales
- Operating budget subsidized by ticket sales
- Classes provide both educational opportunities and enrollment
- Marketing plans have been extensive
- Proposed goals align with college ENDS statements

Program Goals:

- Increase number of Theater students from 7 to 10
- Reduce program expenditures
- Work with the Foundation to increase capital into the program by way of grants, scholarships, and underwriters

## PHYSICAL EDUCATION

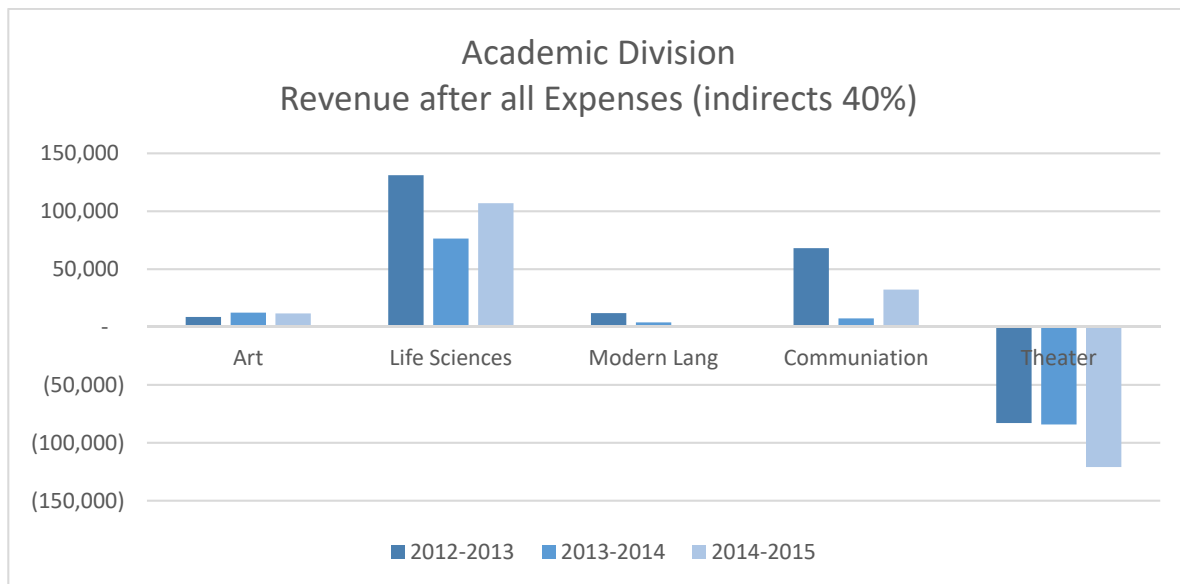
Summary Highlights

- Many of the classes are taught by full-time assistant coaches as part of their employment responsibilities
- Enrollment is strong and steady
- Proposed to develop new courses to attract students from the general college population

Program Goals:

- Continue to evaluate trends in fitness, physical activity, wellness, and physical education and make adjustments to curriculum for students and the surrounding community
- Increase public awareness of the HPER program
- Continue to explore options for new classes
- Maintenance of the current level of PE facilities

### Academic Division – Revenue Chart



# Workforce Training & Community Education (WTCE) Division

**Reporting Years: 2012-2013, 2013-2014 & 2014-2015**

## Project Synopsis:

The WTCE Division utilized the following project design to conduct their program reviews.

### Reports:

- Faculty Load (Dean) – June
- Fiscal Program Review (Dean) – September
- Program Demographics & Completion (IR) – October
- Credit Hour Report (Dean) – October to October Comparison
- Enrollment By Course (Dean) - October

### 2015-2016 Goal Definition:

- Three Goal Limit
- Measurable Goals
- Stretch Towards Program Growth and/or Enhancement
- Achievable in One-Two Years
- 2014-2015 Goals Continue IF Gains were Made; Continued Goals Count Towards Goal Limit
- Goals Align When Possible with Barton's Core Priorities/Strategic Plan Goals (outlined below)
  - **Drive Student Success**
    - Increase Student Retention and Completion
    - Enhance the Quality of Teaching and Learning
  - **Cultivate Community Engagement**
    - Enhance Internal Communications
    - Enhance External Communications
  - **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

The Dean of WTCE reviewed all program reports, provided comments and recommendations to the Executive Director and their representative program leader and submitted a summary report to the Vice-President of Learning & Instruction.

## Review Summaries:

### Adult Healthcare

- Continued grow and financial contributions to the College.
- Reduced instructional costs – shifted full-time faculty member position to regular, part-time faculty position.
- Ongoing challenges with clinical sites; no Great Bend facilities authorized to serve as clinical site due to site visit deficiencies by KDADS
- Development of an on-campus adult healthcare lab supported by St. Rose’s generous donation. Open House February 2, 2016.
- Enhancement of the adjunct faculty pool is an ongoing challenge.
- Approved goals:
  - Building the CNA course for online (hybrid) instruction will drive student success and better serve our service area (i.e. Lyons, Wilson, Russell, Ellsworth, Chase – HS areas that always have a couple of interested students, but it is hard to get a class to go due to low enrollments or instructor issues). This will be evidenced by more CNA student enrollments and credit hours generated.
  - Using the database and overhauling the enrollment process for our courses will seek to emphasize institutional effectiveness. This will be evidenced by quicker enrollments for AHC courses more in line with other course enrollment.
  - Encourage advisory board input to enhance external communications by continuing to network with clinical partners, adding new members to the AHC advisory board (i.e. high school counselors, previous students, etc.) and finding a method of holding advisory boards (i.e. virtual) which have greater attendance.

Comparing 13/14 to 14/15	
Credit hours	Revenue
↑	↑

### Agriculture

- Credit hour production continues to increase; continued reduction in net loss
- Scale Technician continuing education contract with Kansas Department of Agriculture was implemented this past year; high marks from industry and the Department of Agriculture; new revenue stream.
- Weights & Measures advisory board implemented this past year.
- CDL training was implemented this past year; ongoing challenge to find adequate adjunct faculty pool; submitted application to serve as a CDL testing site.
- Improvement in agriculture certificate completers with the addition of the CDL course.
- Approval goals:
  - Schedule a minimum of four area high schools focusing on potential students for the Beef Cattle and Crop Protection Certificates. Set up in advance to specifically meet with interested potential students.
  - Develop a formal agreement with individual area agricultural concerns for students to gain work experience. The long-term goal would be for the development of internships.
  - Move past Phase Zero and work with the Weights and Measures Advisory Board to develop the curriculum for a new certificate program.

Comparing 13/14 to 14/15	
Credit hours	Revenue
↑	↑

## Automotive

- Increase in credit hour production from 14-15 to 15-16 (per October 14-October 15) credit hour report – 304 credit hours.
- Elimination of second full-time instructor in 14-15, increased course fees and increased credit hours have impacted net loss – lowering from the previous academic year.
- Automotive team has made a concerted effort to schedule courses in a more effective manner; team is offering evening sections to attend additional markets.
- Revised curriculum will be implemented fall 2016 in response to KBOR program re-alignment. The addition of a new certificate program targeted to high school students will be a marketing opportunity.
- Expansion of instructor pool – additional of new adjunct faculty member
- Approved goals:
  - Continued increase of automotive program enrollment. The target improvement is 120 credit hours for fiscal 2016.
  - Update scanner equipment. We will utilize Perkins funding, program budgets and students fee to update our equipment.
  - Expand instructor pool to support enhanced program presentation.

Comparing 13/14 to 14/15	
Credit hours	Revenue
↑	↑

## Business

- Significant contribution to the College’s fiscal stability and growth – healthy programming area.
- Approved goals:
  - Potential enhancement of Business Administrative Technology (BAT) program with industry credentials
  - Full implementation of the Entrepreneurship certificate.
- Requested follow-up:
  - Review and subsequently report on course scheduling pertinent to all Business program offerings (face-to-face and online); interested in potential adjustment in the number of sections. **Due April 1, 2016**
  - Review and subsequently report on business program advisors and load to include F2F and online students. **Due April 1, 2016**

Comparing 13/14 to 14/15	
Credit hours	Revenue
↓	↓

## Computer-Aided Drafting

- The credit hour production decline and current limited target market is cause for program concern.
- An adjunct faculty member was recently added to enhance available day offerings. The other adjunct faculty member is dedicated to Great Bend High School students.
- Goals approved:
  - Develop a comprehensive marketing and recruitment plan to increase enrollment beyond CEP students.

Comparing 13/14 to 14/15	
Credit hours	Revenue
↓	↓

- o Develop plan to increase transferability of program courses to four-year institution to market to pre-engineering students.
- o Develop a plan to increase CEP enrollment via articulation agreement and career pathways.
- Cautionary Comment: Enrollment is already down with the 15-16 year; therefore, if enrollment does not increase during the 16-17 academic year, the program will be considered for closure.

## Corrections

- This is a growth area for programming and credit hour production.
- Significant progress in the development of online courses occurred in 2015.
- Approved goals:
  - o All coursework for the certificate and degree program assigned, completed and ready for scheduling by the end of calendar year 2016
  - o Market the Corrections program to incumbent correctional officers, military veterans and general public seeking a career path and grow program enrollment.

Comparing 13/14 to 14/15	
Credit hours	Revenue
↑	↓

## Criminal Justice

- This is a growth area for programming and credit hour production.
- Program's stability is challenged with faculty turnover.
- Enrollment decrease across all delivery venues.
- Goals approved
  - o Assess and revise the current degree/certificate offerings to Criminal Justice majors
  - o Increase enrollment through consistent and innovative recruiting strategies
  - o Increase use of TI Trainer (use of force firearms simulator) for credit and non-credit programming.
  - o Additional goal: increase adjunct faculty resources to support development of online delivery; target 2016-2017.
- Requested follow-up
  - o Review and subsequently report on course scheduling pertinent to all Criminal Justice offerings (face-to-face and online); interested in potential adjustment in the number of sections. **Due April 1, 2016**

Comparing 13/14 to 14/15	
Credit hours	Revenue
↓	↑

## Dietary Manager

- Program stability over the program review period; continued contribution despite shift of Instructor-Coordinator to full-time position.
- Strong partnership continues between Barton and Kansas State University.
- Program pass rates improved.
- New national curriculum released to be implemented fall '16.
- Implementation of new Nutrition & Health degree emphasis with Kansas State.

Comparing 13/14 to 14/15	
Credit hours	Revenue
↓	↓

- Reaccreditation scheduled for 2016.
- Approved goals:
  - Maintain at least an 80% pass rate on the National Certification exam.
  - Continue to grow our programs (increase student numbers) by the addition of adjunct faculty and potential addition of course sections.
  - Convert current courses to the CANVAS course platform.
  - Obtain re-accreditation for the DM program.

## Early Childhood

- Decreased revenue with 14-15 year. Overall, program is contributing well to the institution.
- Completion of CAM process to implement revised curriculum – target fall '16.
- Enhancement of adjunct faculty pool.
- Enhanced focus on industry credential (CDA).
- Ongoing non-credit offerings to supplement loss of annual Child Care Fair.
- Recruitment efforts are ongoing.
- Approved goals:
  - Increase student enrollment by 5%.
  - Develop at least one new course offering during the academic year.
  - Research, develop and offer at least one new educational seminar or workshop each academic year.
    - Additional administrative goals:
      - Address industry credential (CDA) and identify method of tracking completions for reporting purposes.
- Requested follow-up:
  - Review and subsequently report on course scheduling pertinent to all Early Childhood program offerings (face-to-face and online); interested in potential adjustment in the number of sections.

**Due April 1, 2016**

Comparing 13/14 to 14/15	
Credit hours	Revenue
↓	↓

## Emergency Medical Services

- Accreditation visit (fall '15); awaiting summary letter from association
- New certificate exit point developed; target is military “flight medic” program as well as individuals who do not need an additional associate degree to complete their certification; awaiting final approval
- Significant financial losses; negative contribution to the College
- State aid is not received for EMT classes offered at the Grandview location; Cloud County will not approve our courses; however Dr. Heilman approves offering the coursework without state support
- Flight Medic program continues; partnership with the U.S. Army.
- Program will lose Topeka site May '16.
- Approved goals:
  - Student retention – maintain 75% retention of EMT students

Comparing 13/14 to 14/15	
Credit hours	Revenue
↓	↓

- o Increase first time pass rates for EMT students – 70%
- o Recruitment of additional adjunct faculty members; targeting one at GVP and one at GB.
- Administrative request – restructure plan including:
  - o Transition Junction City Site Coordinator position to 12 month full-time faculty member at Great Bend.
  - o Reduce Director’s teaching load.
    - Identify method of streamlining credit hour load reports to accurately reflect teaching vs. course management.
  - o Identify strategies with the Coordinator of Community Education to increase participation of high school students in EMT training.
  - o Implement new industry curriculum changes
  - o Research opportunities to serve Kansas State University medical students who need EMT training for this MCATs.
  - o Research viability of offering an EMS Academy focused on EMT, AEMT and Paramedic.
  - o Explore opportunity to provide paramedic training in northwest Kansas; need to locate technology platform to accommodate this audience; thus reducing student travel time.
  - o Enhance Training Officer I and II to include online component; reduce student travel and extends targeted student participation.
  - o Develop and offer support courses such as Advanced Cardiac Life Support (ACLS), Advanced Medical Life Support (AMLS), Emergency Pediatric Care (EPC), etc.
  - o Explore the feasibility of offering a Community Paramedic program.
  - o Explore the possibility of a donation to support the EMS operation at Grandview.

## Information Technology

- Steady enrollment increases; growth opportunities associated the implementation of the online Networking program and partnerships with area universities for the Computer Science and Computer Information Systems transfer degrees.
- Continued focus on industry credentials are expected; embed credential examinations throughout the program.
- Strong emphasis on marketing/recruitment; target high school students.
- Approved goals:
  - o Finalize development and implement the Networking program online
  - o Develop new curriculum for the CS and CIS programs based on university feedback
  - o Develop and implement the CS and CIS programs online
    - Implementation of the Networking program online is expected by the end of 2016.
- Requested follow-up
  - o Review and subsequently report on course scheduling pertinent to Information Technology offerings (face-to-face and online - Networking, Computer Science & Computer Information Systems programs); interested in potential adjustment in the number of sections. **Due April 1, 2016**

Comparing 13/14 to 14/15	
Credit hours	Revenue
↓	↓

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## Manufacturing Skills

- Health and contributions of the program are attributed to offerings at area correctional facilities and the support of the Kansas Department of Corrections contract.
- Multiple attempts to offer the program on-campus have failed.
- Recommended goals not approved:
  - Develop plan for program restructure to include an industry credential
  - Develop plans to tie into Project Lead The Way and as prep for Welding & NATG programs
  - Enrollment on Great Bend campus by 16-17
- Administration Recommendations:
  - Discontinue promotion of on-campus MSC program; remove from Program of Study
  - Shift responsibility of MSC program to Correctional Education program area.

Comparing 13/14 to 14/15	
Credit hours	Revenue
↓	↓

## Medical Laboratory Technician

- Significant financial loss.
- Credit hour production is demonstrating increases during current year (2015-2016)
- Reaccreditation process initiated.
- Embedded certification fees in program costs is increasing student participation.
- Strong emphasis on marketing and recruitment underway
- State aligned curriculum scheduled for implementation fall '16.
- Approved goals:
  - Increase the number of phlebotomy class offerings (BOL session 1 and 3; increase net program numbers.
  - Offer nine week BOL course with cooperative lab at Grandview Plaza. This area has had difficulties procuring cooperative labs.
  - Target marketing to high school students, adults and medical professionals.
  - Increase clinical practicum/cooperative lab sites.
  - Refurbish campus MLT laboratory (S116). The space is dated and ineffective. Redesign recommendations have been submitted via the division's strategic plan.
    - Additional goal:
      - Identify method of documenting teaching assignments that manage Director oversight of coursework and clinical sites and labs that are offered for zero credit.

Comparing 13/14 to 14/15	
Credit hours	Revenue
↓	↓

## Medical Support Programs

- Program review includes Medical Assistant, Medical Administrative Technology, Medical Coding and Medical Documentation & Transcription programs
- Sharp downturn in enrollment from 2013-2014 to 2014-2015 due to loss of Medical Coding adjunct faculty member.

Comparing 13/14 to 14/15	
Credit hours	Revenue
↓	↓



- o Despite enrollment decrease, the overall financial contributions of the collective programs is significant.
- o Replacement adjunct faculty member has been hired; all three coding classes have been developed and approval as of spring '16
- o Enrollments will increase as a result of this action
- Program leadership should continue to seek additional adjunct faculty members for all programs.
- Approved goals: research to determine if development and implementation of the Medical Scribe career path is a viable career technical program, eliminate the Healthcare Documentation & Transcription Specialist program and implement industry certification exams into courses (including course fees structure) for Medical Coding (CPC and/or CBCS) and the CMAA for the Medical Administrative Technology Program.
  - o Comments:
    - Plan elimination of the Healthcare Documentation & Transcription Specialist program regardless of implementation of a Medical Scribe program.
    - Ensure industry credentials offered and embedded across programs match alignment expectations and standards.

## Natural Gas

- Reputable program that provides financial contributions to the College.
- Enrollment decline in Natural Gas Distribution & Transmission program, but increased enrollment with Gas Measurement certificate program.
- Revisions to curriculum have been approved; implementation will occur fall '16.
- Approved goals:
  - o Develop a comprehensive marketing and recruitment plan for gas measurement.
  - o Create additional online and advanced level courses.
  - o Research the opportunity to offer energy summer camps for middle school and high school students and/or skill camps for traditional/non-traditional students.
    - Additional goal:
      - Continue enhancement of the adjunct faculty pool.

Comparing 13/14 to 14/15	
Credit hours	Revenue
↑	↑

## Nursing

- Significant losses contribute negatively to the College's fiscal health; however, nursing programs chronically yield fiscal losses.
- We had a noted reduction in losses with the 2013-2014 year; strategies as described in the review are ongoing to re-establish financials to that point (as a minimum).
- Improvement in RN pass rates are celebrated; strategies to increase PN pass rates are in development for implementation.
- The faculty team is new. We have one senior faculty member, while all others have service of three years or less. We are currently seeking a maternal child faculty member to complete the team.
- Ongoing plans to enhance marketing and recruitment activities.
- **Emphasis on retention – particularly at the PN level**

Comparing 13/14 to 14/15	
Credit hours	Revenue
↓	↓

- Approved goals:
  - Pass rates for NCLEX-PN and NCLEX-RN at or exceed the state and national levels.
  - Review clinical sites annually to ensure learning needs of students are achieved.
  - Promote and market the BCC nursing programs by attending BCC Senior Day, HS Career fairs and other recruitment activities.
  - Integrate innovative teaching strategies and techniques into BCC nursing program curriculum.
    - Additional goals: Re-establish full accreditation with ACEN.

## Pharmacy Technician

- Growing program – financial contributions to the College
- Increased student numbers with lower credit hour production in '15. Credit hour production has increased during the spring '16 semester.
- Successful transition to new Instructor-Coordinator
- Additional adjunct faculty hired.
- Enhancement in marketing and recruitment; new targeted states due to residence of Instructor-Coordinator and new adjunct faculty.
  - Approved goals:
    - Train and Implement additional adjunct faculty.
    - Continue completion of on-site lab in Great Bend.
    - Review program requirements & submit application for ASHP accreditation.

Comparing 13/14 to 14/15	
Credit hours	Revenue
↑	↑

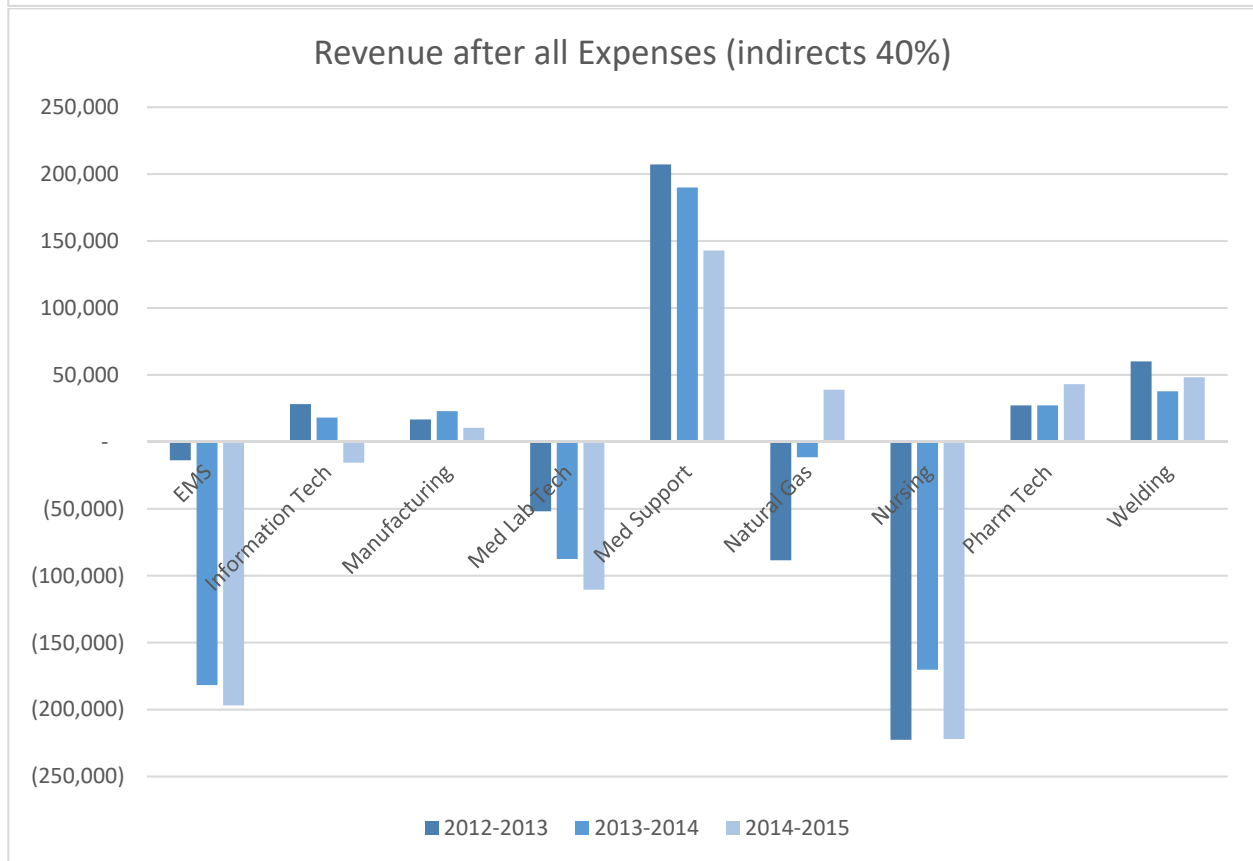
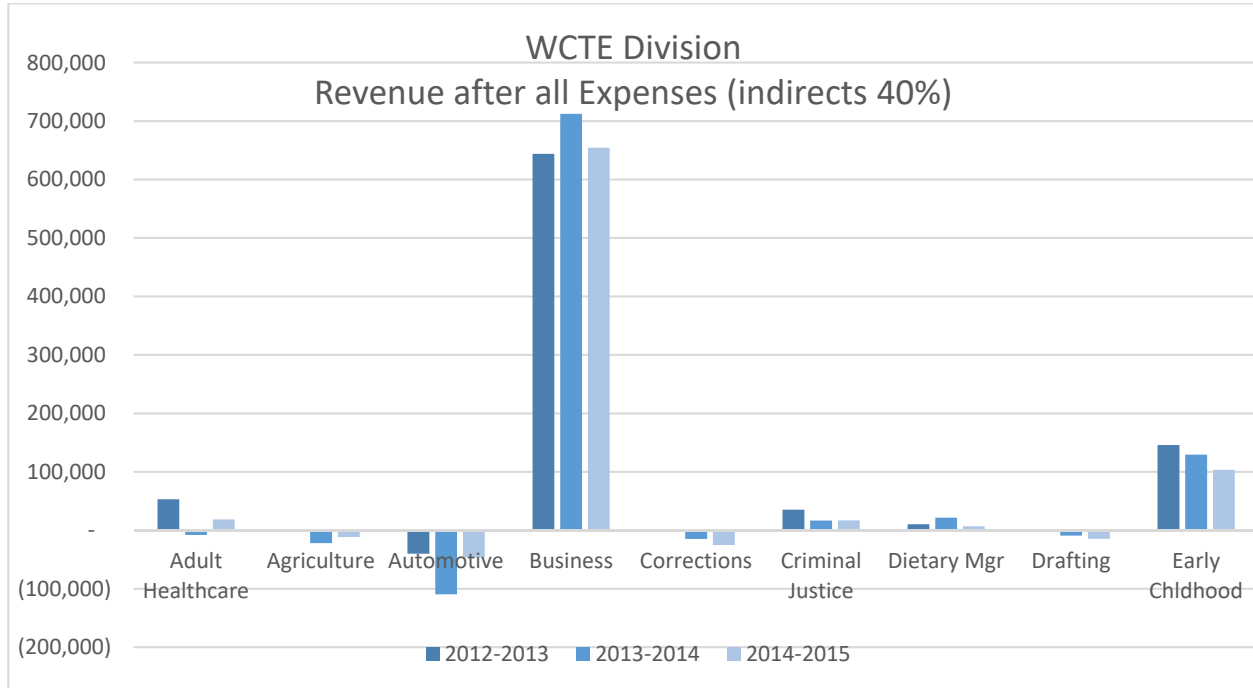
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## Welding

- Ongoing programming at two correctional facilities – Ellsworth Correctional and Larned Juvenile Correctional.
- U.S. Department of Education Grant (IRE) provided financial support for full-time faculty member for corrections.
- Continued support for welding is provided through the Kansas Department of Corrections contract.
- New process identified to locate and file student inmate high school transcripts or GED diploma documentation; this action should increase completers.
- Program fiscal contributions are growing and will continue with the opening of the Great Bend campus program.
- Approved goals:
  - Develop a comprehensive marketing and recruitment plan for the Great Bend campus location.
  - Have an AWS Certified instructor at each location.
  - Create AWS Level 2 certificate.
    - Additional goals:
      - ✓ Establish program budget
      - ✓ Hire full-time faculty member for Great Bend campus program

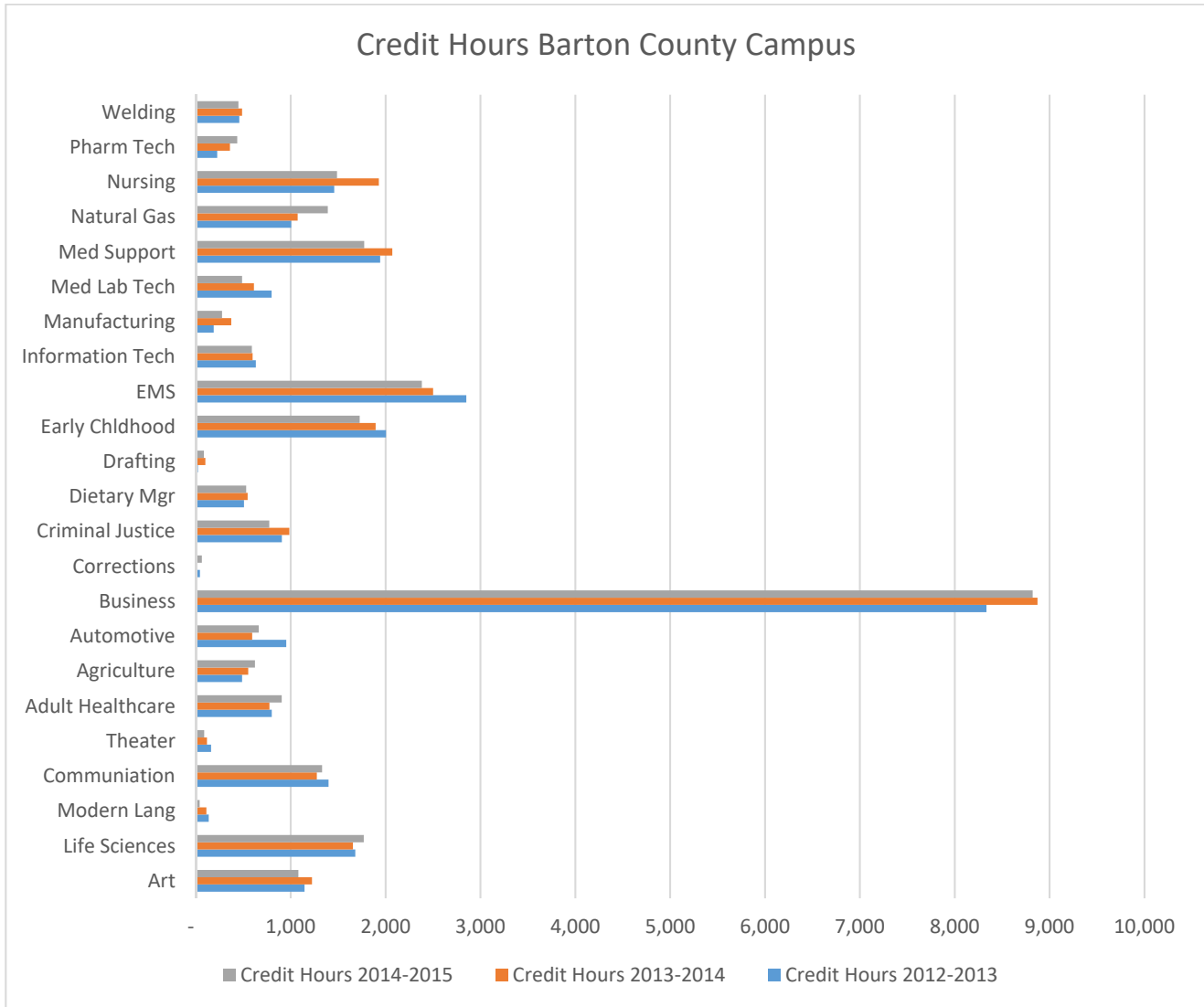
Comparing 13/14 to 14/15	
Credit hours	Revenue
↓	↑

## WCTE Division – Revenue Chart





## Credit Hours Barton County Campus



# Fort Leavenworth & Fort Riley / Military Academic Service Operations

## Introduction

The following is a program review of Instruction and Student Services for Fort Leavenworth followed by Fort Riley. This is an overview of these subcategories.

### Fort Leavenworth Military Academic Operations:

Fort Leavenworth has been in operation since November 2012. We followed the models developed at Fort Riley in terms of the LSEC (Leadership Skill Enrichment Program), BSEP (Basic Skill Enrichment Program) and Night College Programs in Fort Riley. Over the last few years, Fort Leavenworth has grown with the same concerns or issues arising with any new business or program. Today, we are seeing much less of this as Ft. Leavenworth operations in Instruction and Student services has been able to overcome any adversity thrown its way and thrive. Below is an overview of the Instructional Academic piece of FL followed by the changes in Student Services over the past year.

### Instruction

#### LSEC:

FY14-15 saw a mild reduction in enrollments for the daytime LSEC program. This has a direct correlation with the demographics on Fort Leavenworth. The family members taking the LSEC classes filter in and out each year, with the summer session being the lowest due to these active duty families changing their duty stations; a group of families leave and a similar amount arrive throughout the summer. Once the fall begins, our numbers rise as word gets around about our fully funded program during the day. What we have found is that the dip in enrollments is not due to this group of student, rather the MP's (Military Police) that are stationed in Fort Leavenworth. There are only two Installations in the entire country (in addition to Guantanamo Bay, Cuba) where these specialized MP's can work. These are Fort Lewis, Washington and Fort Leavenworth. Our active duty students who are stationed in Fort Leavenworth have typically been with this particular Unit for more than 2-3 years, and if they have taken our classes, they have already graduated, which causes a dip in enrollment. In addition, recently there has been an increase in of active duty who have been 'deployed' to Guantanamo Bay, Cuba, decreasing enrollments.

NOTE: We have been told there will be a "switch out" of active duty stationed in Fort Leavenworth within the next fiscal year. Should this come to fruition, we will target those new soldiers (MP's) to take our classes when they are not at the DB's (Disciplinary Barracks) located on the installation. We see many soldiers who work overnights as "guards" at the DB's, and then come directly to the Education Center and Barton for classes. With this likely change out of soldiers, we are likely to see an increase in enrollments of 50-100 in year 1 of the transition, and climbing higher after that point.

Since inception, Fort Leavenworth has not had any Full Time Faculty. There are 10-15 Instructors who teach full loads between LSEC and CP (night programs), which in the future will need to be watched carefully with changes made across all of Barton, however for now the Instructors are all credentialed to teach the classes taught, and each shows great passion for their students. We have multiple Faculty members who have a Ph.D. or MFA (terminal), and the rest have Master Degrees in their specified discipline.

## Overall Concerns:

1. Over the past year FL said goodbye to a few top notch Adjunct Instructors who were recruited by local high schools or left due to their spouse being Active Duty and the family PCSing (Permanent Change of Duty Station). We also a few Adjunct Instructors go due to failure to comply with the standards set forth by Barton Community College's Policies and Procedures, and what we felt was best for the students and overall health of FL Operations. Filling those lost positions has raised concern as the geographical area is flooded with highly sought after Instruction at the High School and College levels. Below you will find possible solutions for all the concerns raised in this portion of the review.
2. No Full Time Instructors.
3. BSEP Classes: We have observed an up-tick in our enrollments for BSEP. This is wonderful for Barton Fort Leavenworth; however, we may be faced with needing to hire another BSEP Adjunct Instructor this coming fiscal year.
4. Johnson County Community College and Kansas City Kansas Community College are both located very close to the Ft. Leavenworth Campus. This causes some Instructors to move on from us to work for them (specifically JCC) due to pay rates.
5. Night College Program has very dismal numbers each cycle. As compared with Fort Riley averaging 150-200 Students per cycle, Fort Leavenworth averages below 40 students. The reasoning behind this is the demographic of students in our programs. Fort Leavenworth is extremely unique in that the majority of our students are spouses and family members of Officers (specifically Majors here in the US and internationally) being stationed at FL for a year to complete CGSC (Command General Staff College). These Officers are in class during the Duty Day, and released at night, meaning most if not ALL of our students are in class during the day and go home to be with their families at night.
6. Retention: Due to the above (CGSC), the time of residency in Fort Leavenworth is usually about 10-12 months, whereas almost all other duty stations around the country have soldiers stationed at those locations for at least 2-3 years if not more. While we have students who are able to complete their Associates degree in this time, many take classes with us and then transfer those classes to another school when it is time for the family to PCS to another location. Even though the numbers may show we are able to grow (we are currently at capacity in many classes, retaining those students is extremely difficult unless they take Bartonline classes to finish their degree.

## Solutions:

1. Marketing and promotion of our LSEC/BSEP and CP programs is critical. Word of mouth has always been an avenue we have relied on heavily, however working with the PR and Marketing Department with Barton has been extremely beneficial, identifying the best ways to promote what we offer. Many students have no idea we are a fully funded program (LSEC), thus marketing this unique opportunity is the key to our success in Fort Leavenworth. We have also been able to secure more Unit classes specifically aimed at the only Brigade located in Fort Leavenworth, Military Police, for classes like Criminal Justice etc.

2. In order to fill positions needed currently (Math and Science specifically), we will need to offer a few full time positions in the future.
3. Hire more cross-trained instructors who can not only teach in their discipline, but also the BSEP program as more and more active duty are learning of this opportunity.
4. Night Program needs a jump start or perhaps cancellation. While this brings in modest tuition, the numbers are almost too low to justify teaching this program. We are not yet ready to say we want to fully cancel the program, but it is being analyzed to see if the benefits actually outweigh the costs and we will act accordingly. Exposure to this program is very difficult due to other consortium members offering similar classes, although we are the least expensive to date. Soldiers are able to use TA (Tuition Assistance) to fund the classes, and retirees/veterans are able to use VA Benefits in the same fashion. Again, the demographics are the main concern, not the active duty, veterans or retirees. Director Miller and Brandon Steinert are working closely to find a way to increase these numbers so as to not need to do away with the night program altogether.
5. The only way for us to combat our retention issues in Fort Leavenworth is to make sure our students know from the first class they enroll in that this is something they could finish within the timeframe of their spouse of family member being stationed in Fort Leavenworth for CGSC. Many students do not realize it is possible to finish an Associates within a year, and it is our job on the Instructional and Student Services sides to educate these students of this possibility. Our current Director, Lee Miller, talks to classes at the beginnings of each cycle and tries to impress upon them the importance of completing their program with us face to face, if not in BOL once they PCS to another location. She will be honing in on this discussion with students in Cycle 6 and 7, (late summer, early Fall), when the majority of our new students begin classes.

#### Student Services:

As mentioned earlier, all new programs and locations come with issues or concerns to tackle and continue growth along the way. Fort Leavenworth is certainly no different. Over the 3.5 years of being operational in Fort Leavenworth, we have seen four different Directors, the latest hire (February 2015) is Director Lee Miller. She has been by far the longest standing Director on this branch of Barton. She has now been with us in the Director role for about 14 months and could not be more respected by her peers, students, faculty, and supervisors. Director Miller has instituted the following programs while being in this position:

1. PTK – created and formed new Chapter, making Barton Community College the ONLY Community College in Kansas with 3 Chapters of PTK across the state.
2. Running Club
3. Writing Lab/Club
4. Chamber of Commerce: Director Miller attends many Chamber of Commerce breakfast meetings to gain exposure to Barton and our programs offered in Fort Leavenworth.
5. LICC and Faculty Council: Director Miller has made it very clear she would like to have members of her team in FL be part of LICC (which we already have), and Faculty Council, as her faculty in FL have much



to say as the rest of the faculty at different locations. We are working with Dr. Vic Martin to ensure this happens, even though there are no Full Time Faculty at the Fort Leavenworth location.

6. Communication: Director Miller does not sit back and let things come to her, she is actively talking with our Kansas Representatives in the area of Fort Leavenworth, attends MWR (Morale, Welfare and Recreation) events at least twice a month, and talks to anyone who will listen about our amazing opportunities in Fort Leavenworth.

Staff Needs: We are currently short a Customer Service Representative (CSR) and actively looking for one to assist our other CSR, Michelle Merchant. She has gone above and beyond to help students, faculty, anyone needing assistance. Right now she is part time, although some weeks puts in more hours than that (around the start of LSEC sessions) due to the need for as many hands on deck as possible. We have been advertising for a CSR for about 6 months with little success, although Director Miller is always trying different avenues to obtain applications.

#### Disciplinary Actions:

When I first became Dean (May, 2014), there were many trips I had to make to Fort Leavenworth due to students acting out, causing issues in and out of class, responding to many ICE (Complaint system in the Army) complaints about noise and rowdiness in the common study areas. The Education Center was not happy with the student behaviors or the Instructors that appeared to allow this behavior to occur. I put out many “fires” in the first 6 months on the job, going out to the location at least once a week if not more.

Today, with a new (since I was brought on board and hired her) Director, and policies and procedures of Barton being adhered to, I find I am not “needed” to go to Fort Leavenworth for negative issues any longer as these are usually handled by Director Miller. My time in Fort Leavenworth is now for visits with the faculty and staff, all in a positive manner. We let some instructors go, and worked with the Education Center to retain order within the halls of the Consortium and Barton CC. The students are no longer noisy or rowdy, have shown common respect for each other (which was not seen in the past), and understand the consequences that will follow them should they act inappropriately. The suspensions and dismissals have virtually ceased. This is all due to Director Miller and her ever-present attitude in the classrooms and hallways while classes are in session. Surveys submitted by students have referenced these changes all for the positive, and made the environment in Fort Leavenworth not only inviting, but also the Education Center Directors have noticed the changes, which make Barton look better than ever.

#### Overall Student Services Concerns and Solutions:

##### Concerns:

1. The classroom sizes are very small, and prevent us from maxing out on classes the way we would like. Most of the classrooms only fit between 16-20 students, however we would like the classrooms to hold 25-30 students. This would greatly improve our enrollments. In addition, we are in one building, with a limited amount of rooms, so we are not able to offer the amount of classes we feel we could fill if given the chance.
2. Office space is tiny. There is little to no privacy for Director Miller or any students/faculty who may come in with a need to speak confidentially or privately. We currently share an office with UIU (Upper

Iowa) and it is very difficult for both colleges to run efficiently with such little space to move, especially when students are present.

#### Solutions:

1. We were told about 6 months ago that there is an Elementary School on the Installation that is currently empty. Garrison (who oversees the Education Center), has recognized the need for schools, specifically Barton, to grow and entice more students to come earn a degree while stationed in Fort Leavenworth. As with the Army, these type of moves take time, however it will only prove to be an amazing opportunity for Barton CC. We will be able to hold more classes in larger sized rooms, increasing enrollments almost immediately. The Education Center expressed concern we would grow too fast, although that is not our intention. We would like to start out with offering an additional 3-4 classes, and see how our growth expands our LSEC program. This will take much coordination on the part of main campus in Great Bend (IT in particular), but is highly feasible and something we are very excited about to come down the road (almost certainly this coming fiscal year).
2. With a new building we would also get an office just for Barton, and be able to have a lobby area for students (which we do not have currently), an office for Director Miller, space for students to take the Accuplacer exam in a quiet setting, and more room for faculty and staff to enjoy all Barton has to offer. We will know more about this opportunity in the coming months.

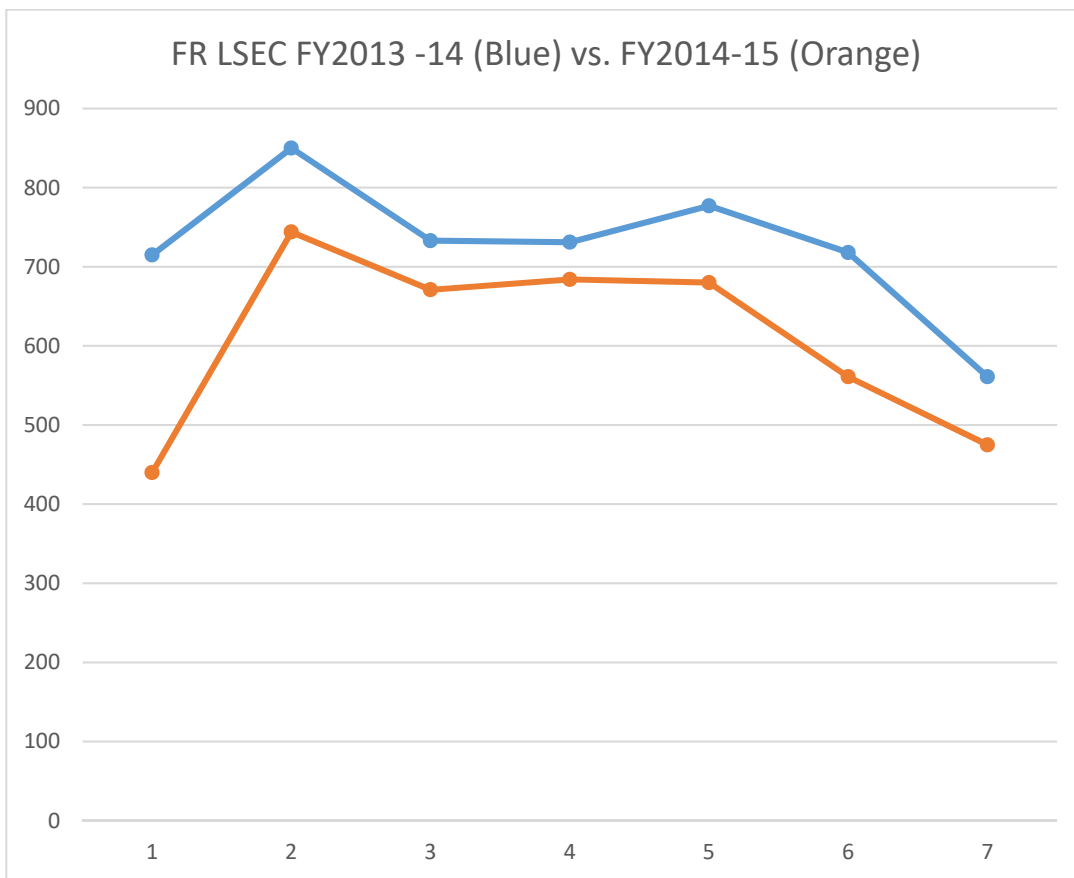
### **Fort Riley Military Academic Operations**

Barton Fort Riley has been in existence since 1984. Over the years, the small program of less than 50 Active Soldiers has grown into a very large part of operations at the Fort Riley Military Installation. There are eight total schools in the Consortium today; Barton, University of Mary, Southwestern, Central Texas College, Upper Iowa, Central Michigan, Hutchinson CC, and K-State. The total number of students at Barton is higher than that of all other seven schools combined (for F2F classes on the installation). We work closely with UIU, as many of our students will typically graduate from Barton and then finish their Bachelor Degree at UIU or Kansas State (in Manhattan, KS). We have 2+2 programs with many schools, K-State and UIU being two of them, so the majority of the credits earned by students here in Ft. Riley can be transferred over and allow the students to start as juniors in Manhattan (for K-State) or on Post for Upper Iowa. We have similar 2+2's with many other institutions; these are two of the larger ones we deal with day to day. As with Fort Leavenworth, Fort Riley offers the LSEC program along with College (Night) Program where we charge minimal tuition, BSEP/GT Improvement and Unit Classes. One interesting fact about Fort Riley is that there is never a time when ALL Soldiers who are stationed here are actually stateside. There is always a Unit (Brigade) that is deployed/downrange. This past year was our biggest obstacle we see every few years, 2<sup>nd</sup> Brigade. They are the largest Brigade by far, with between 4500 and 5000 Soldiers assigned to them. They deployed to the Middle East this past fall, which showed in our enrollment numbers starting in Cycle 6 (the beginning of the fiscal year). They are due to return this summer, however we are tracking CAB (Combat Aviation Brigade), 1<sup>st</sup> Sustainment (partial), 1<sup>st</sup> BDE (partial), and part of Division to deploy this upcoming year. While that sounds like a great deal of soldiers (which in turn leads to family members possibly leaving the area for 9-12 months), having 2<sup>nd</sup> BDE back will keep our enrollments level and we should not see quite

the dip we experienced during FY15-16. It is always a guessing game with deployments and what the family members decide to do during that assignment. Some family choose to leave while others stay and actually enroll in classes that they may not have enrolled in before when their spouse or family member was here. We are cautiously optimistic with this next round of deployments the majority of family will stay in the Fort Riley area and start or continue their education with Barton Community College.

### Instruction

LSEC: Our LSEC Classes have experienced an ebb and flow this past year. With the departure of 2<sup>nd</sup> BDE, we saw a major decrease in enrollments over the cycles leading up to that deployment (which is normal for family/soldiers to take time off from school right before leaving), and then a large bounce back once the soldiers have departed. Average enrollments in LSEC during any particular cycle will range from 550-850 total enrollment in classes. We saw a spike in enrollment (around the 850 mark) a month or so after 2<sup>nd</sup> BDE left, which is what we had forecast to happen. As they begin coming back in June 2016, we will see another drop off, as the families will want to spend time with their loved ones who have just returned from at least 9 months downrange. In addition, the family members who take LSEC that have small children will usually take the summer session off as they do not have the children in school, and cannot put them in camps or daycare. On the other side of the coin, we see an uptick in K-State and KU students taking summer classes. Due to the unique nature of our LSEC program being fully funded if the student is a Veteran, Retiree, family member of Active Duty or DOD Employee/child, we have many students that will take our classes in the summer and then transfer those classes back to their own universities after the summer sessions conclude. We also have high school students who take many summer classes in LSEC. They are allowed to take these classes as long as they meet the LSEC criteria (family member of military), and the high school counselor or Principal signs a form that says they allow that student to take classes. All factors considered, there has not been any significant increase or decrease in the LSEC enrollments; especially taking into account the deployment we have been faced with on the Installation. We have instilled a new policy of minimums and maximums per class. A class must have 10 students enrolled on the first day, if it does not, the instructor is given the chance to cancel (and we find the students a new class), teach it at a pro-rated amount, or we may find a different instructor who is willing to pro-rate the class and is qualified to teach it. Our maximum number of students is 40, although most classrooms will not hold 40 students. If a class has over 30 students enrolled, we work with the Education Center to make sure the Education Services Officer is on board with us running the class. In the event a class is offered that a group of students need to graduate, the ESO may also ask us to run the class even if it has not met the minimum set forth in our MOU (Memorandum of Understanding) between Barton and the Fort Riley Education Center.



College Program: College Program (offered only at night and with tuition charged) has “weathered the storm” of this latest deployment. Many active duty soldiers take classes at night, so many times deployments will significantly hurt our night classes. We have strategically scheduled the classes differently this past year, which is the reasoning behind the steady enrollments. We are not offering classes on Saturdays at present, as these classes were cannibalizing the same classes offered during the week; we were eager to see if there were going to be complaints by soldiers or family members but have received none, so we are continuing with this plan until 2<sup>nd</sup> BDE returns and we may see a demand once again for weekend classes. The classes offered at night are many times tough to sell as a few of our competitors on Fort Riley offer the same classes; that said, our tuition is less, and we loan out our books so we typically are able to retain our student population at night. The only caveat for College Program is GAE (GoArmyEd) which allows soldiers to use ONLY enough tuition monies for 16 credit hours per year (that is throughout ALL of the Department of Defense, not just at Fort Riley). This is equivalent to about 5 classes, so if the soldier wants to continue taking classes once they’ve reached their 16 credit hour maximum, they need to either pay out of pocket or use grant monies/federal financial aid.

BSEP/GT Improvement: The Army is currently scaling back the number of soldiers on Active Duty. Due to this drawdown, many soldiers are looking to “reclass” or “drop a packet” which means either enter a new MOS (Military

Occupational Specialty, or job), or become an Officer. In order to do this, the soldier must have a certain GT (General Technical) score that measures math, English vocab, and English comprehension skills. Through working with the Education Center, Barton provides the Instruction for these classes. They are run twice in the morning and twice in the afternoon for 15 workdays. On the last day of class, the student will take a standardized proctored test (given by the Education Testing Center) that will recalculate and hopefully improve that soldier's score enough that they can go Special Forces, become an Officer, or change their occupation. This past year we saw an initial increase of students/soldiers wanting to take the class, then a decrease (when 2<sup>nd</sup> BDE deployed), and now it is back on the increase. When 2<sup>nd</sup> BDE returns and other brigades get ready to deploy, we will see this number increase even further. We currently have two instructors for these classes, for a total of 40 students allowed in the morning (split in two), and the afternoon. There are 12 cycles of this class per year. As you will find in the section below on Unit Classes, many Units come to the Education Center and Barton for a Unit GT Improvement Class.

Unit Classes: Saw a downturn in Units requesting classes from September 2015-December 2015. As soon as the New Year came, various Battalions and Brigades hit us with back-to-back requests for Unit Classes around post (including the hospital). Barton works closely with the Units to cater to their needs; timeframe (could be a weeklong class 8 hours a day or 4-week class at 2 hours a day). As long as we hit the HLC requirements for seat time, have a minimum of 10 students and have an Instructor available, we will run the class per the Unit's request. We are usually asked to teach BSEP/GT Improvement, however will also teach any general education class offered in our typical LSEC program. Over the past year we have taught Public Speaking, Effective Military Writing, Basic Algebra and many GT Improvement classes to multiple Units. We are also lined up to continue teaching Unit classes through the summer. Once 2<sup>nd</sup> BDE re-deploys, there is a high chance they will ask us to teach Unit classes as a "break" for the soldiers who have been downrange for the past 9 months.

### Faculty

1. Adjunct: We currently have enough Adjunct Faculty in Barton Fort Riley to cover any additional needs for students that cannot be covered by Full Time Faculty. We lost a group of Adjuncts due to credential issues and not wanting to go back to graduate school to receive additional credits in the subject matters they teach, but have been able to schedule the classes appropriately so the students have not been impacted by the loss of faculty.
2. Credentials: As a part of HLC Compliance, all faculty members have had their credentials reviewed and documented. Every single review has been vetted twice (with a change in the HLC requirements), and reviewed with the instructors. Some instructors (all adjunct) chose to leave the college instead of going back to graduate school for additional hours in their teaching field. Those full time and adjunct who do not meet the requirements that want to keep teaching the classes they have always taught have signed a document created by the Deans/CAO that specifies they will continue their education until the point in time they are fully credentialed (18+ credit hours in expertise). Some full time faculty in Fort Riley are still attempting to dispute the decisions made (classes they cannot in good faith teach due to lack of credentials), however most understand why they cannot teach some of the disciplines.

### Overall Concerns:

1. Scheduling of LSEC/CP Classes: The schedules have taken a turn recently with the evaluation of the full time profits/losses. For 9 out of 10 full time instructors. We are losing money due to their income (most have been with Barton for 10-20 years, thus their incomes are quite high), and they serve a minimal amount of students. The State only gives Barton a set amount of monies for the year, and that does not at present cover the costs of the full time faculty. Most adjuncts meet or exceed the numbers needed to bring a profit to the college.
2. Canvas Conversions: The College is moving its online platform to Canvas. Any faculty who teach classes that have “course shells” must convert those over to Canvas. If this is not done in a timely fashion, the information will be lost and the instructors will need to build the classes from scratch. This would be extremely time consuming.
3. Marketing: The faculty have expressed concerns over what they believe is “lack of marketing” or “marketing to the correct audience.”
4. Overload: In the past, Barton Fort Riley Faculty are contracted to teach 45 credit hours per year. Many faculty members would meet their contracts in five LSEC Cycles, which would then give them an entire cycle of overload, and then a cycle “off” for vacation.
5. Master Syllabi: We are currently using different versions of syllabi in all different disciplines. This causes confusion for the students and faculty when teaching. Administration and Faculty Council found it necessary to streamline the syllabi across all venues and disciplines.

#### Solutions:

1. Scheduling is a top priority in Fort Riley, especially with the State of Kansas in a budget crisis. The full time will now be teaching the classes with the highest enrollments, and not necessarily the classes they “want” to teach. We have worked to decrease the amount of times a class may be offered to students if we see the trend is low enrollments, and re-worked the times of the classes to draw in the most students. This is an ongoing process, which is being evaluated closely.
2. The Associate Dean of Distance Learning has an Excel Spreadsheet which shows the classes that have been converted, those that still need to be converted, and a timeline (which has been given to faculty) of when those classes are due.
3. MWR Activities and Marketing: We have been working diligently with PR/Marketing in Great Bend, as well as MWR (Morale, Welfare and Recreation) to ensure we are touching as many current and potential students as we can. We are present at almost all activities on the Installation, including Apple Days, Run for the Fallen, Army 10-Miler and more. This brings in many potential students who stop to talk to a Barton representative about their options for degrees and classes. We also post our CP schedules in the Daily Union (Junction City) quarterly, and send LSEC/CP schedules to every house located on Fort Riley. We also have billboards on the major highways and radio/tv advertisements. To ensure proper dissemination of this information to ease the faculty’s minds, we have had the Director of PR/Marketing come to Fort Riley for a Forum explaining all the different ways we are visible to the students on and around Fort Riley.

4. New policies/loads in place: Starting September 1, 2016, all full time faculty in Fort Riley will be required to teach 54 credit hours per their signed contract with Barton CC. This will significantly cut down on losses, and save the college money.
  
5. It was decided last year that all syllabi should be reviewed to ensure they are in the correct format. The syllabi are reviewed and edited by the instructors who teach those classes, then submitted to the LICC Committee for review. Once LICC approves that particular syllabus, it is placed in the T-Drive for all instructors to use for their classes (with common outcomes, competencies and formatting) across all venues.

# Fort Riley Military Programs & Grand View Plaza

## Fort Riley Technical Education & Military Outreach Training (TEMOT)

### Division Overview

The main office of this division of Barton's academic programming is located in Grandview Plaza, KS, located very near Fort Riley. The division provides educational services that are connected with the military which includes Fort Riley Military Schools located on Fort Riley and Military Onsite Training, MOST a military outreach program which operates out of the GVP facility. The MOST program provides technical training for the military across the country.

The Hazmat and Emergency Management degrees/certificates are offered both online as well as face to face at the GVP facility. The Occupational Safety and Health degree program has been approved by the Kansas Board of Regents and has been submitted to HLC and the Department of Education for final approval. The degree will be offered both online as well as face to face at the GVP facility.

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

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

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

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

### Military Schools



This program provides instruction for the Fort Riley, Military Schools the second largest in the Army. This operation is in its 21st year having started with only 12 classes to now offer over 42 different classes in 2016.



Enrollments were 5,658 equaling 13,616 credit hours for FY for classes conducted at Fort Riley, Military Schools which is a slight increase over the previous year. Unlike most of the other Fort Riley programs, the majority of the Military Schools classes are mandatory for soldiers to perform their jobs.

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

Certificates include:

- Military Logistics
- Military leadership
- Military Dangerous Materials Handling

As with the other Fort Riley programs, deployments affect enrollments. State aid, reduction in tiered funding reimbursement, and faculty raises have reduced profit margins for FY 2014-2015. To offset some of the reduction we have reduced the frequency of offerings, increasing the number of students per class from 15 to 20. The advisement and student counseling duties have been moved to Education Services and Fort Riley Academic Service for the Leadership, Dangerous Materials Handling, and Logistics s certificates and degree (AAS in Technology Management).

We have started conducting night classes for units and soldiers who are unable to attend during the day due to mission requirements. Enrollments in these classes have exceeded all expectations with enrollments ranging from 20 -38 students per class.

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

<http://www.riley.army.mil/LinkClick.aspx?fileticket=rD9vwI0yVfI%3d&tabid=173&portalid=0&mid=1124>  
This schedule changes almost on a daily basis as unit classes are added almost every day.

### **Military On Site Training (MOST)**

This program duplicates the classes offered through Military Schools, however MOST training occurs as outreach at other military locations. Most of the classes offered are by contract rather than credit. Training has been conducted in 13 different states. We were successful in our bid for the Fort Sill Oklahoma Military Schools contract which covers the next 5 years. This contract has been a reliable profit stream for the college for the last five years and allows us to market other training and our online programs.

MOST Locations:

- 704<sup>th</sup> MI BDE, Fort Meade MD
- 4<sup>th</sup> MEB, Fort Leonard Wood, MO
- 434 BDE, Fort Sill, OK
- 75<sup>th</sup> FIRES, Fort Sill, OK
- 425<sup>th</sup> Transportation Comp. Salina, KS
- 425<sup>th</sup> Transportation Comp. Emporia, KS

- 369<sup>th</sup> Transportation Comp. Wichita, KS
- 40<sup>th</sup> MP BN, Fort Leavenworth, KS
- Fort Gordon, GA
- Fort Knox, KY
- Fort Benning, GA
- Independence, KS
- Belton, MO
- US Army National Training Center, CA
- Aberdeen Proving Ground, MD
- Fort Huachuca, AZ
- Nebraska National Guard
- South Dakota National Guard

### Hazardous Materials and Emergency Services Training Institute (HMESTI)



The facility at Grandview Plaza houses several unique programs including the Hazardous Materials and Emergency Management degrees/certificate programs. These two degree and certificate programs are offered both online and face to face.



The credit offerings for the degree and certificates have seen a moderate increase for HAZMAT and a slight drop for the EM degree. This is mostly due to reduction of TA, hybrid fees and deployment of soldiers. Some of the classes are offered as non-credit contracted classes for Kansas Department of Health and Environment (KDHE), Kansas Department of Transportation (KDOT), Department of Defense (DOD) as well as some business and industry clients.

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

#### Midwest OSHA Education Center, Barton Community College



Midwest OSHA Education Center, MOEC is a consortium consisting of Saint Louis University, National Safety Council-Nebraska and Barton Community College. MOEC along with Metropolitan Community College in Kansas City, Mo service OSHA's region VII which includes Nebraska, Kansas, Iowa and Missouri. This program is four years old (five year contract with OSHA). As the **first** and **only** OSHA Education Center in the State of Kansas, although there have been some setbacks the program is on fire this year with enrollments already exceeding last FY's annual total with 6 months yet to go. Although the current classes are under the OSHA Education Center, many of the classes count towards electives for the Hazmat degree. The Safety Specialist in Health (SSH) and Certified Safety & Health Official, CSHO certificates are now offered to Military Schools, with two classes scheduled per month with evening classes scheduled to start next month.. Increased enrollments have also occurred with our Hutchinson HOST site, and Pittsburg state has 12 classes scheduled. OSHA training has been conducted (by Barton) in Iowa and California, Arkansas, Minnesota, New York and Florida. The 5 year contract is up for renewal next year (we will have to reapply).

#### Occupational Safety and Health

This program will also see an increase in the next few years with the offering of the soon to be approved AAS degree in Occupational Safety and Health. Although many of the OSHA classes can be used for electives and some required classes towards the degree it is not part of the Midwest OSHA Education Center, MOEC program but a separate academic program. Many inquiries have already been received regarding when this degree will be available.

## Miscellaneous

Several grants have been awarded to the National Partnership for Environmental Technical Education (PETE) with the grant being funded by the National Institute of Environmental Science (NIEHS). The training will support the OSHA, Military Schools, and Hazmat areas. This grant was awarded in September 2015 with Barton being contracted to provide training through a year by year contract. The biggest contract (10 classes per year up to \$288K per year) is to provide 80 hours of training that provides transitioning service members, family members and veterans with 3 separate certifications.



We have conducted 3 classes to date (2 at Fort Riley and 1 at Fort Carson, Co.) with the Fort Sill Ok, class scheduled to finish early in March. We are working on scheduling additional classes prior to the 31 July end of first year deadline (shortage of qualified instructors).



A second grant awarded PETE is to conduct Disaster worker Training to 15 community college instructors and 5 minority program instructors annually (5 years). The first class was conducted at Indian Rivers State College, Fort Pierce, Florida 9 – 16 January 2016. Barton was the lead trainer with 3 OSHA classes conducted in 6 days.

Pete has also applied for DOT grant which would also involve Barton conducting several Traier classes at various military installations.

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

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

Program	Enrollments	Credits
HZMT/EMHS	520	1,332
OSHA	286	715
Military Schools	5,937	14,187
Total	6,743	16,234

Program	Revenue
HZMT Contract Services	\$97,875
MOST	\$228,835
OSHA	\$90,000
Grant-PETE	\$10,500

## AY 2015 Program Review Summary

### BARTonline

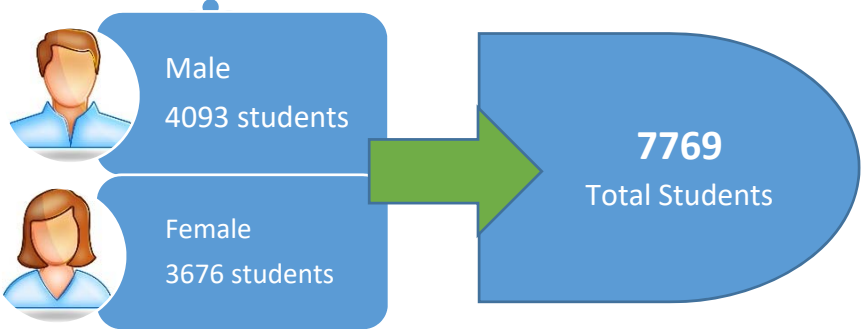
#### HIGHLIGHTS:

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

#### BARTonline's FUTURE:

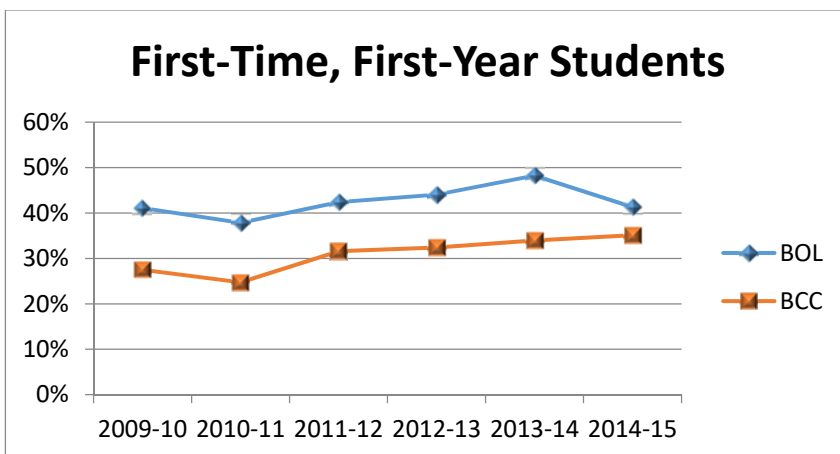
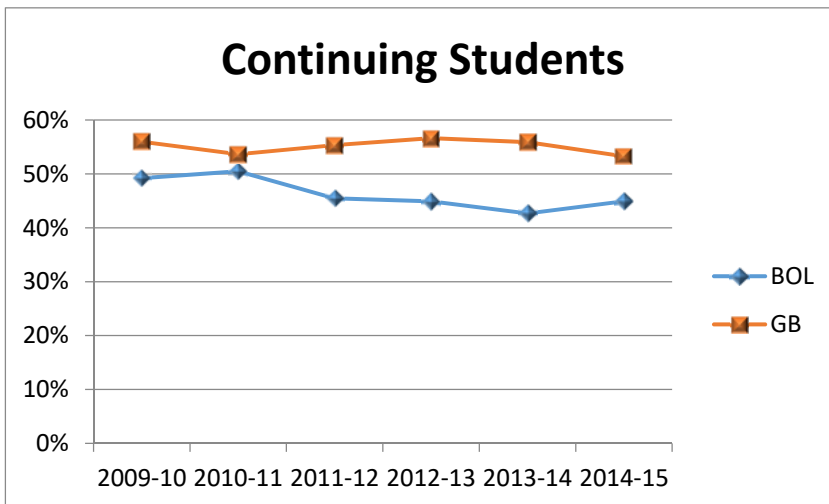
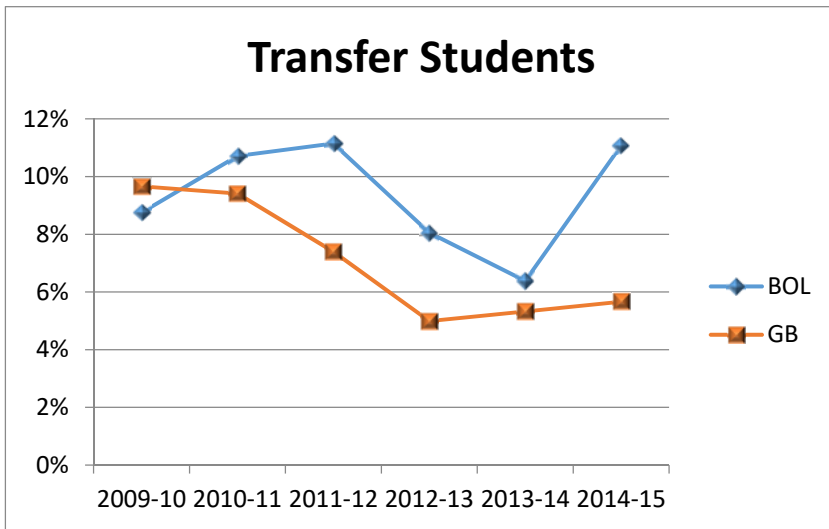
- Transfer credit focus
  - Marketing should be directed to instate colleges and universities first.
  - Out of state marketing should be looked at when budget permits.
- Need to increase awareness at KSU, KU, Washburn, PSU, ESU as courses are easily transferable
- Use social media and website to market key programs

Demographics: A Year in Numbers



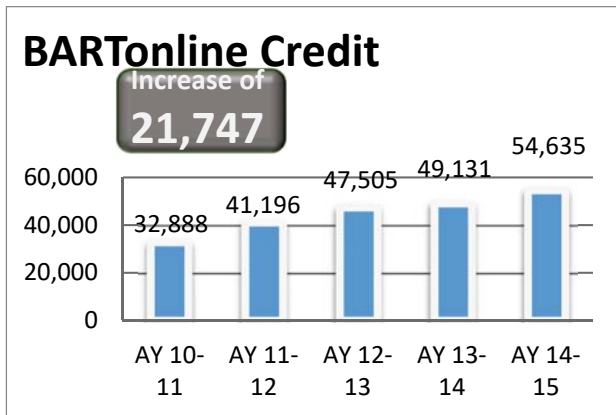
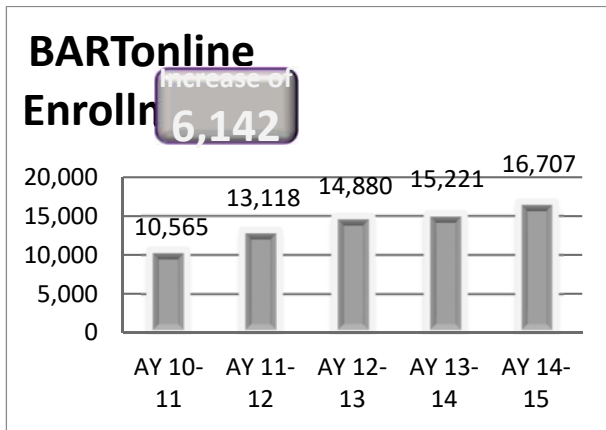
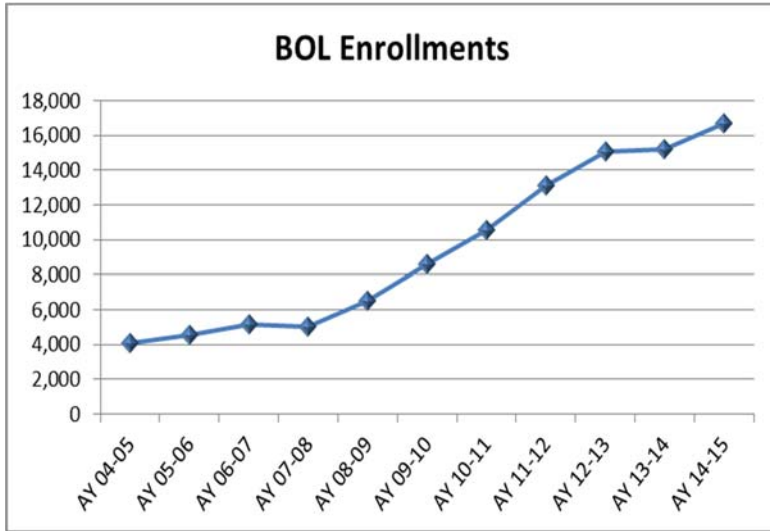
## NOTABLES

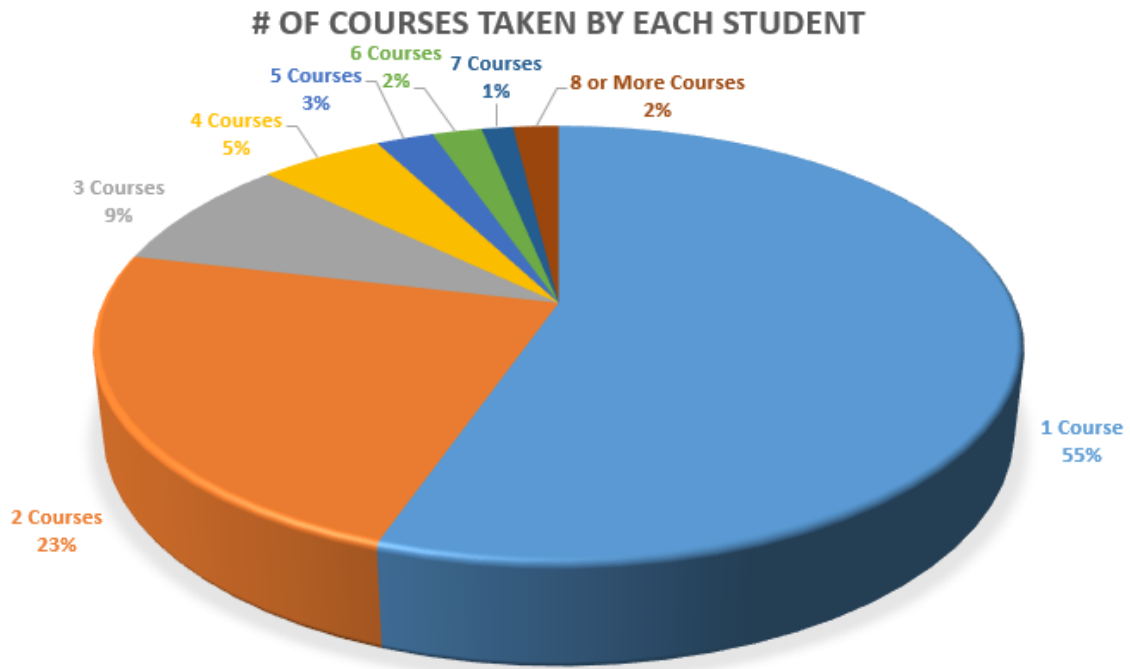
- Notable increases in transfer students.
- The number of first time, first year students are declining.



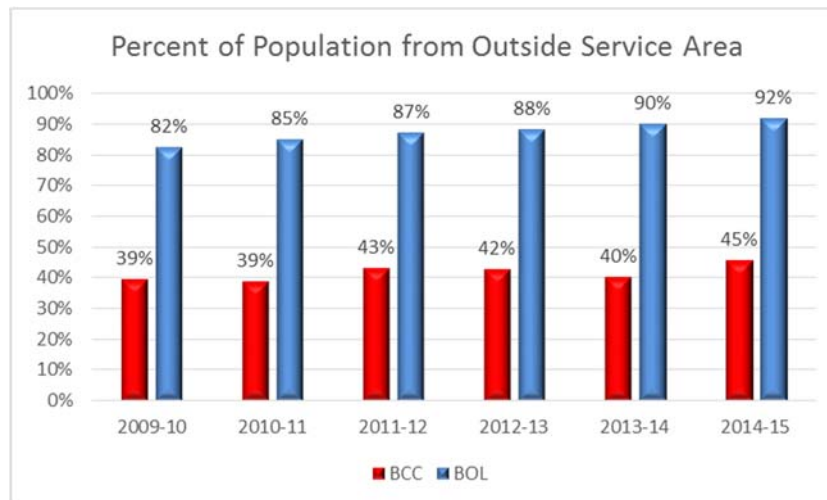


## BARTonline Enrollment Numbers





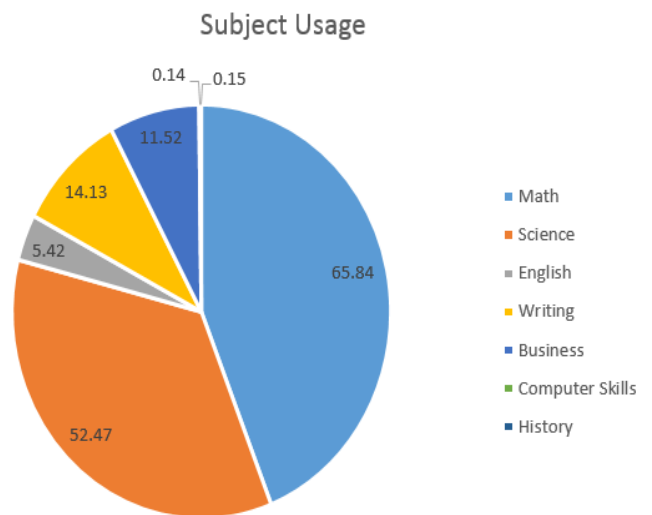
Data shows over half of students enrolling in BARTonline courses only taken one course. Approximately 78% take one or two classes notating the majority of students are supplementing their degree plans with an online course or using BARTonline to transfer courses back to their respective college.



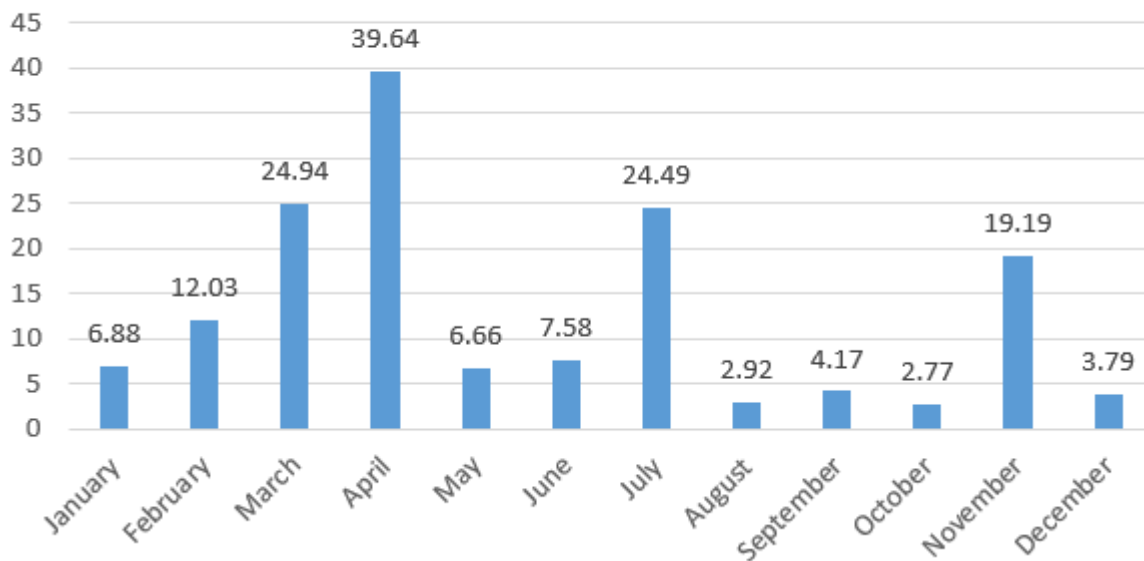
## Online Tutoring

Students have several options of tutoring for BARTonline. If they are located near the Great Bend or Fort Riley campus they can visit the campus based tutoring labs. For those that are military affiliated Tutor.com is available at no additional cost. Online students that are unable to make one of the other options work, can also request hours for Tutor.com.

51 TOTAL STUDENTS USED THE ONLINE TUTORING OPTION FOR BARTONLINE COURSES. THE TOP TWO SUBJECTS INCLUDED MATH AND SCIENCE.

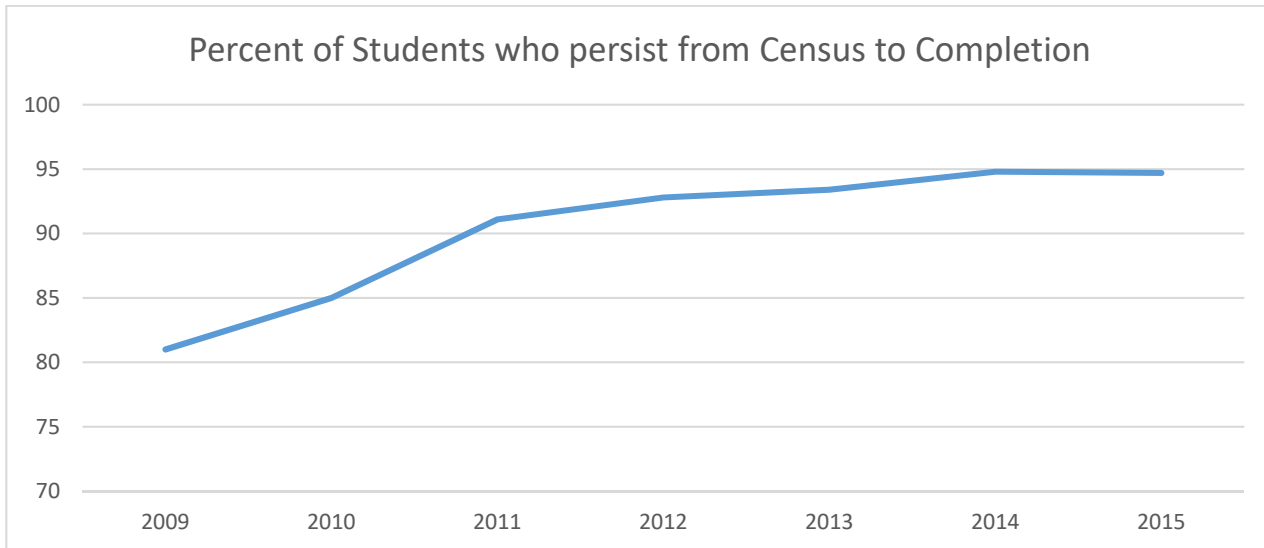


### Total Hours Used 2015



## Retention

Online student retention was a focus for the Title III grant and a critical component for the success of BARTonline. Distance Learning Staff focus on frequent and immediate contact to students to ensure timely information about course enrollment and important dates.



**OVERALL RETENTION RATE IS APPROXIMATELY 95% IN BARTonline COURSES.**

## Student Survey Data

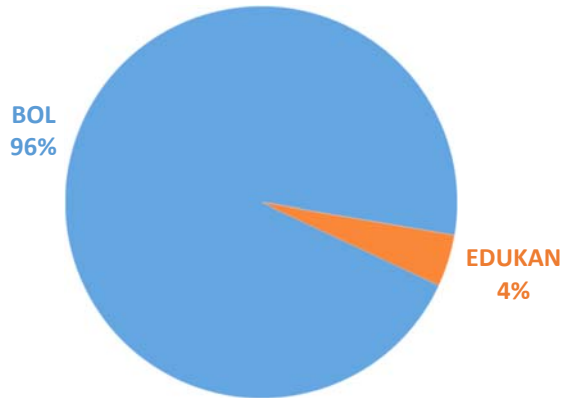
After each course student surveys are administered through the LMS. On a Likert scale from 1 – 5 with 5 being completely agree and 1 being completely disagree, the following data showcases Spring 2015, Summer 2015 and Fall 2015 results.

Instructor interacted with learners in a manner that was consistent and encouraging.	4.13
Instructor provided opportunities for critical thinking and problem solving skills.	4.45
Instructor demonstrated professionalism and was enthusiastic for the course.	4.19
Instructor demonstrated knowledge of the subject matter and presented a well-organized course.	4.10
Instructor was accessible to students (email, office visits, phone, Skype, FaceTime etc.).	4.46
Instructor offered help and timely feedback concerning assignments, projects and/or exams.	4.23
The online material helped me to achieve the course competencies and outcomes.	4.37

**OVERALL STUDENTS ARE SATISFIED WITH THE INSTRUCTOR INTERACTION AND COURSE MATERIALS IN THEIR COURSES.**

## Comparison of BARTonline and eduKan

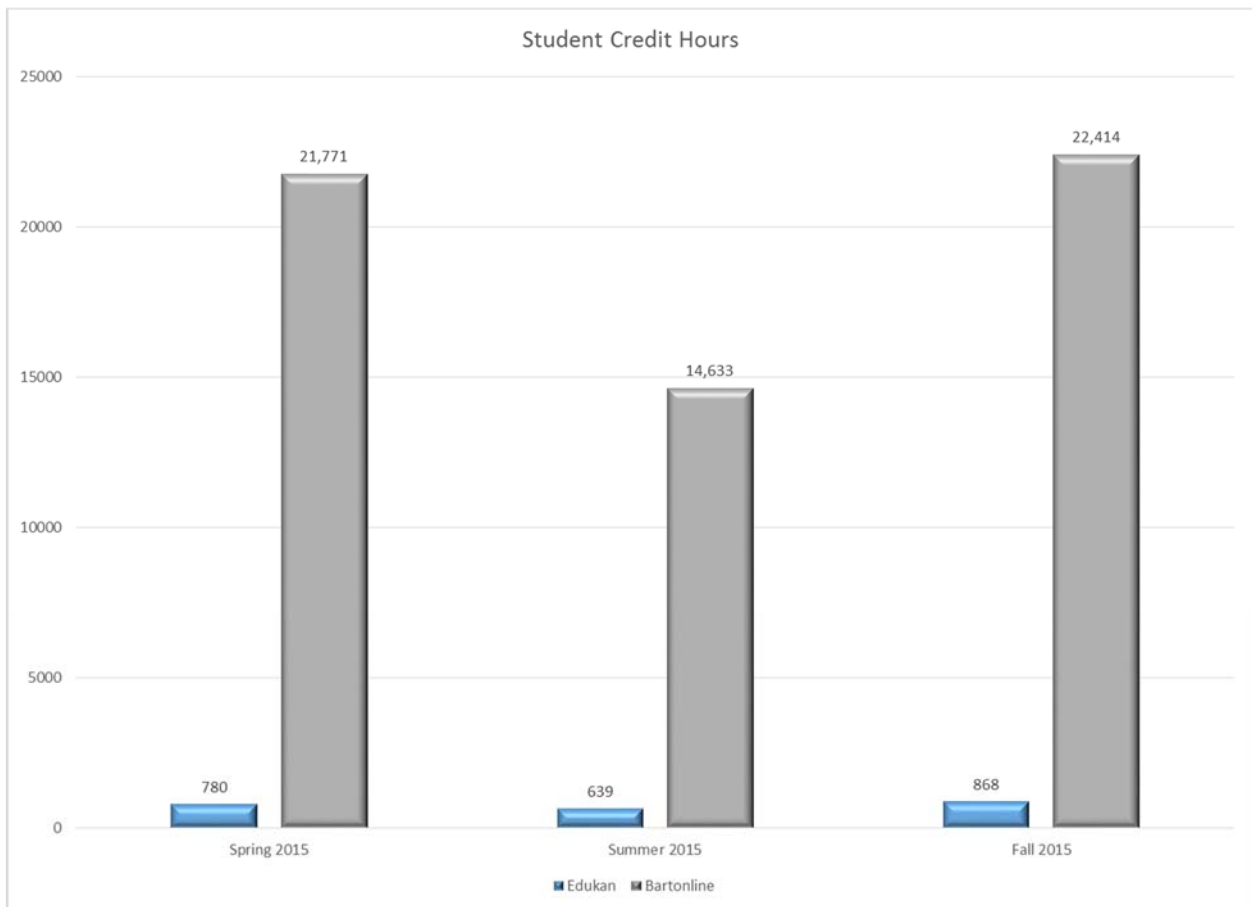
### 2014 TOTAL ENROLLMENTS IN DISTANCE EDUCATION



### BARTON STUDENTS

- Take both BARTonline & EduKan distance courses.
- A very small portion take EduKan courses.

### Student Credit Hours



## Marketing

BARTonline advertising conducted through the following:

### **AWARENESS INITIATIVES** (maintains top-of-mind awareness in key areas)

- Google Search advertising throughout Kansas
  - *\$11,000 per year*
- Manhattan and Junction City area radio
  - *\$10,000 per year*
- Billboards (2) on I-70 at Hays and Ellsworth
  - *\$4,500 per year*

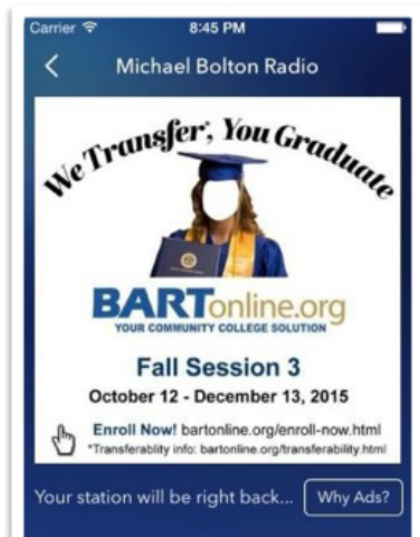
### **CAMPAIGN-BASED INITIATIVES** (promotes session 3 each semester + winter and spring intersession to specific audiences)

- Pandora Internet Radio – Eastern half of Kansas
  - *\$12,000 per promotion x4*
- University Student Publications (campus newspapers, etc.)
  - *\$6,500 per promotion x4*
    - KSU Collegian + website
    - University Daily Kansan + website
    - WSU Sunflower
    - University of Texas at El Paso “The Prospector”
    - Daily Nebraskan
    - The O’Colly (Oklahoma State)
- Facebook advertising in Kansas – targeting “in college” & “some college” ages 18-25.
  - *\$500 per promotion x4*
- Geo-fencing advertising targeting WSU
  - *One test run - \$2,400*

### **ONLINE SEARCH ADS:**

LIN Digital (via KSN)  
Covers all of Kansas  
~130-175 clicks per month  
~\$5.70 per click.  
Purchased keywords focus on  
“online classes” “online college” etc.

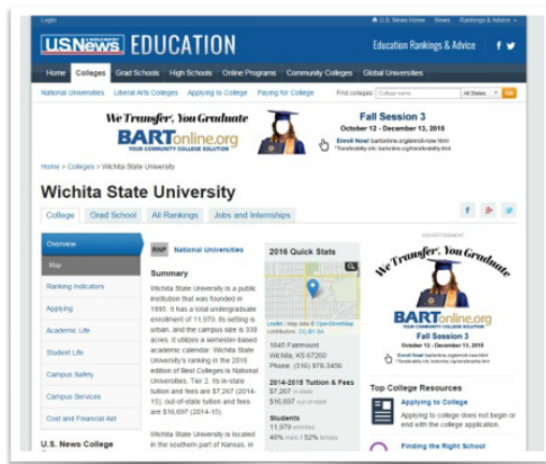
Pandora "Audio Everywhere" "Display Everywhere" Cost: \$12,000\*  
 Impressions: 2,334,468  
 Clicks: 14,896



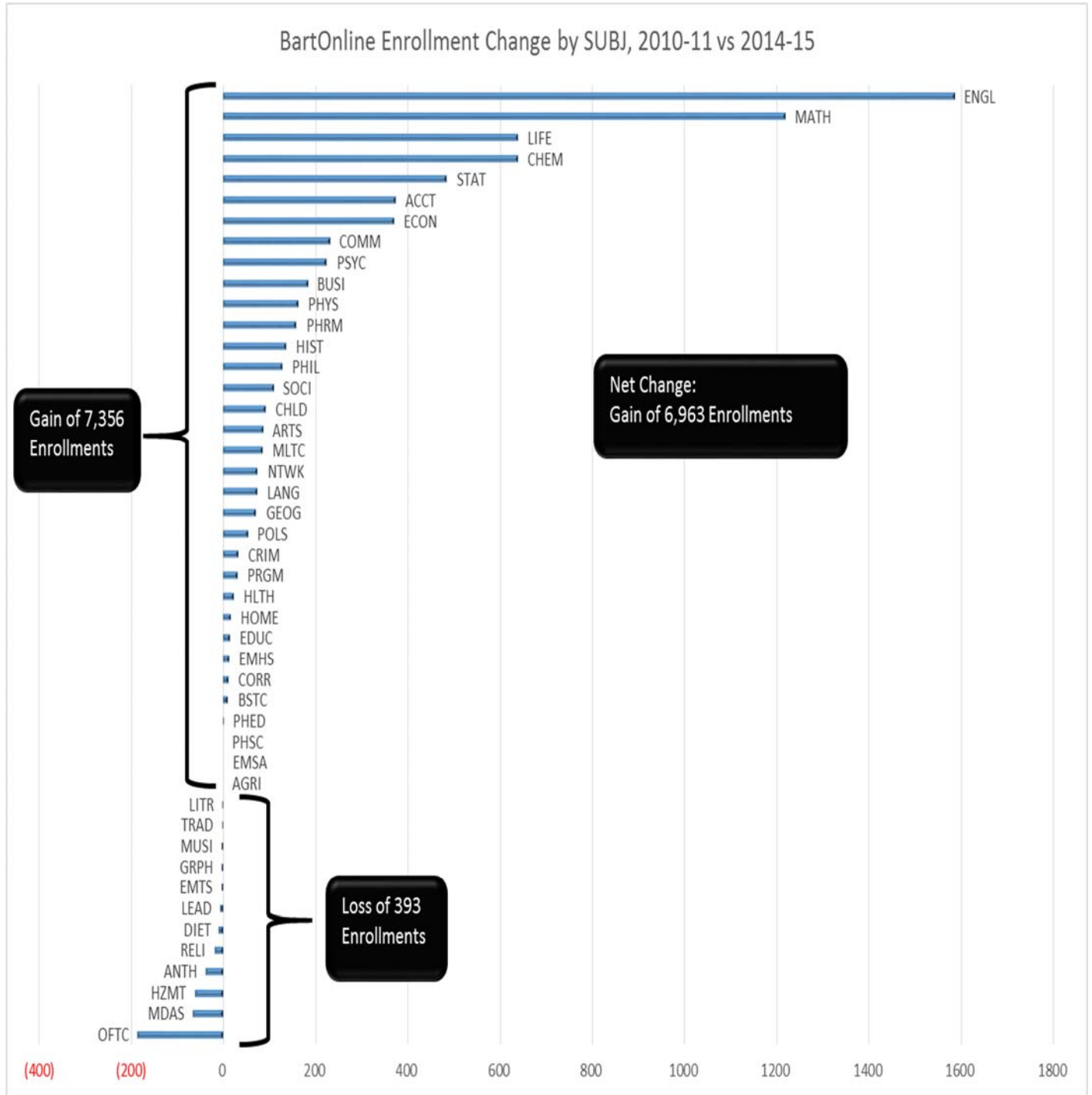
PANDORA EXAMPLE:

GEOFENCING AT WSU:

WSU IP Targeting Cost: \$2,352\*  
 Impressions: 213,948 over the three week run, targeting WSU wifi users.  
 Clicks: 501 CTR: 0.23% (benchmark = 0.14%)



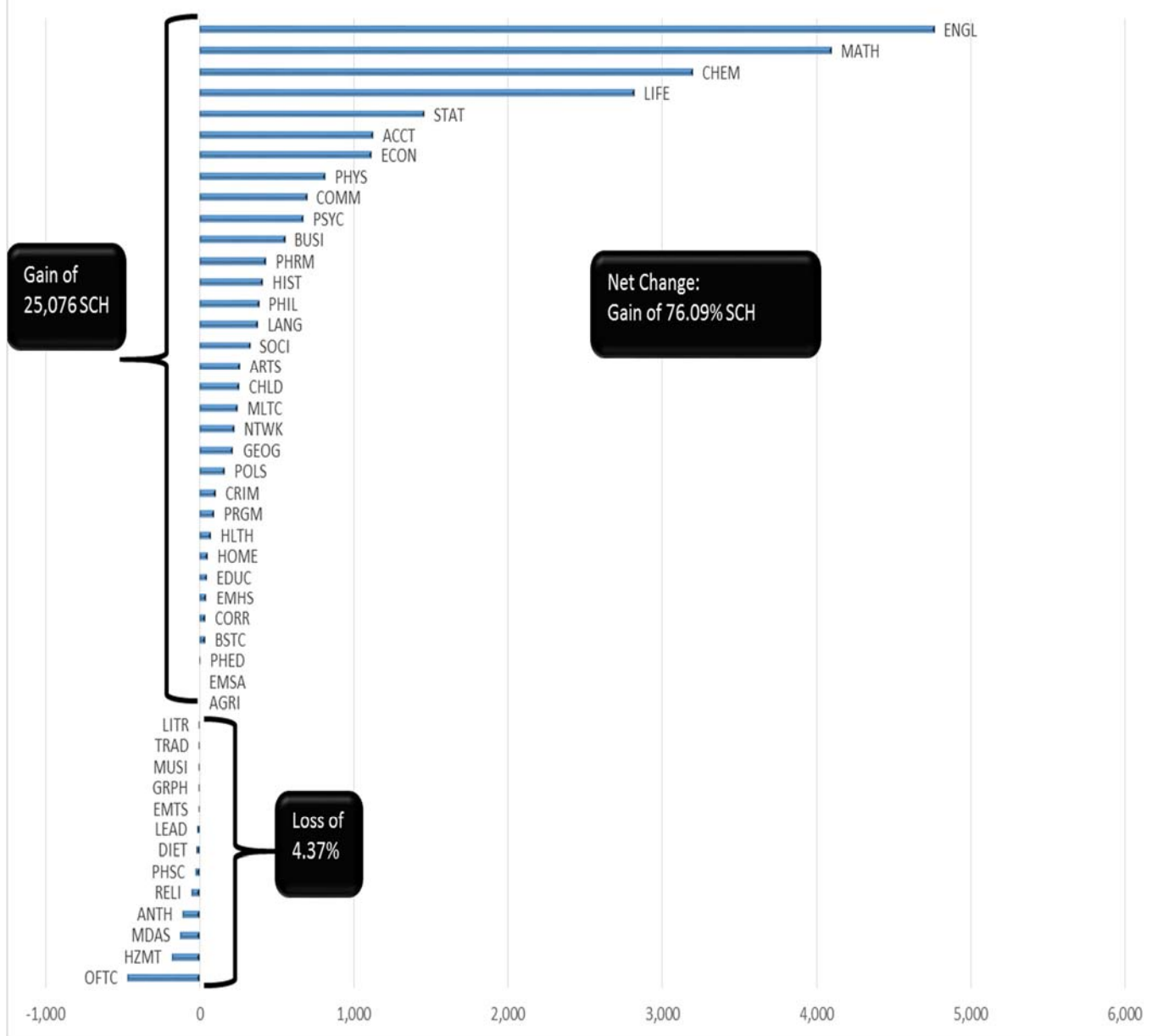
Areas of Growth and Decline



General education courses continue to grow with minor losses occurring mainly in work force training areas.

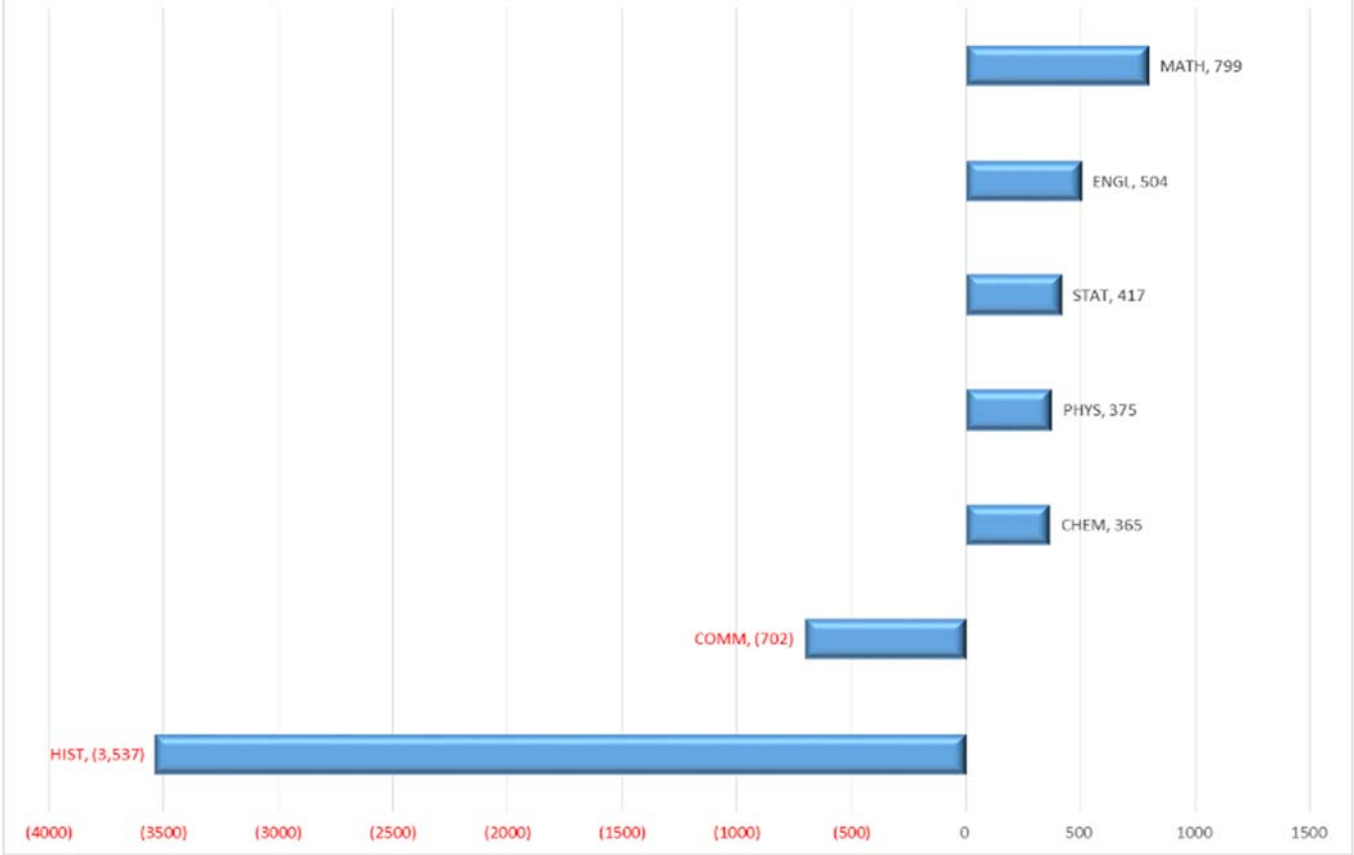


### BartOnline SCH Change by SUBJ, 2010-11 vs 2014-15



General education course credit hours continue to grow from 2011 to 2015 and partnered with the demographic data and the review of email addresses used for students to enroll, indicates that students are using BARTonline hours to transfer to other schools.

BartOnline SUBJ w/ Largest Growth & Loss in SCH, 13-14 vs 14-15



The two areas with the largest loss are History and Communications. Communications loss came at the retirement of a teacher and the gap between getting an instructor hired in that area. The History loss is shown in further detail below indicate 97% of the total loss occurring in the HIST 1409 and HIST 1411 courses that are used to transfer to Kansas University.

# Barton Library Patron Report



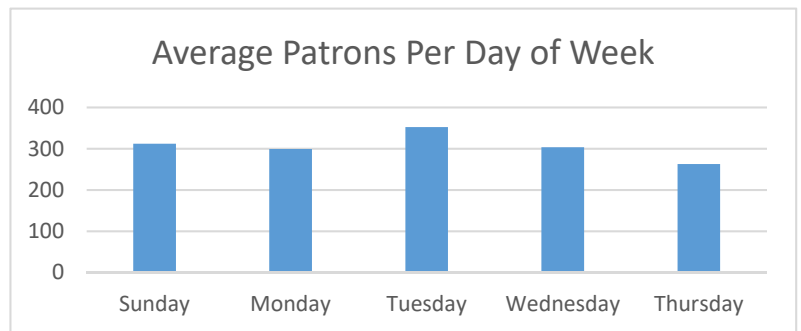
Barton Library began collecting patron data in September 2014. For 7 months data was collected from 6:00 pm to close (9:30 pm).

In April 2015 Barton Library began collecting more detail patron information to include the following: study hall, use of tables, and use of computers. Comfy seating is defined as barrel chairs and loveseats.

Below is a summary of the data collected for FY15.

## FY15 Barton Library Data Summary:

- September 2014-March 2015: 1543.43 monthly patron average
  - Average per day of week (Friday is not included as library closes at 4:30 pm):
    - Sunday – 312.14
    - Monday – 299.43
    - Tuesday – 352.43
    - Wednesday – 303.57
    - Thursday – 262.86



- April 1-15: 516 patrons (6:00-9:30pm)
- April 19-30: "monthly" total – 3135
  - Total per category:
    - Tables – 513
    - Computers – 1975
    - Comfy seating - 431
- 82% were non-athletes (18% came in for Athletic Study Hall)
- May and June 2015: 2289 monthly average
  - Average per category:
    - Tables – 463.5
    - Computers – 1359.5
    - Comfy seating – 269.5
- May – 92% were non-athletes (8% came in for Athletic Study Hall)
  - Athletic Study Hall is not held in June

## FUTURE REPORTING

This project is being led by Randy Thode and Jo Harrington

1. Consistent use of one reporting format
2. Pilot an in house developed electronic program review process to streamline work for all contributing departments
3. Review all programs in each department each year to evaluate sustainability, goals, and continuous

This coming year, the Program Review process is being improved by taking the version implemented the last two years by WCTE and doing the following:

- a. Creating consistency among all Barton Programs with expanded data sheets,
- b. Requiring additional program information for marketing, operations and goals. We are working with Mark Dean to ensure consistency with Credit Hour reporting. Additionally he has suggested key areas of interest related to marketing, recruiting and enrollment management we plan to incorporate into the review process.
- c. Facilitating analysis by creating an enhanced data collection process with an Access Database with the assistance of Ray Willis. This will provide improved reporting and cross-program analysis.
- d. Aligning the Program Review with Barton's Mission, Core Value and Ends Statement.
- e. Focusing attention on the Assessment of Student Learning within the Program. This project improvement activity is also a key component of Barton's Quality Improvement activity with the Assessment Academy. The enhanced Program Reviews are part of our continuous improvement which is mentored by the Assessment Academy in coordination with HLC.
- f. Ensuring key strategic directions are addressed by Departments. For example, since online courses and programs are key to Barton growth, per Dr. Garrett, data will be included for fully online students in the Programs
- g. Reducing data collection activities by departments which should provide more time for program analysis.

The current status and next steps include:

- a. Key process flows, data collection and program questions have been reviewed by Dr. Garrett.
- b. The process is currently being reviewed first by the Business programs and then by WCTE. Working with Elaine Simmons, Jane Howard and WCTE, we are refining the various components and processes. The current goal is to parallel this year's Program Review for selected WCTE programs as a pilot.
- c. Following the work with WCTE, the process will begin to be reviewed and rolled out to Academics and Fort Riley.
- d. The project is also being initiated with Brian Howe for the Academics Department focusing initially on the Assessment of Student Learning portion of Program Review.
- e. Finally the same process will be introduced to the Non-Instructional areas of Barton. Currently activities are ongoing with Angie Maddy and Student Services to begin identifying and collecting key departmental indicators.