

Report 2014



BARTON
COMMUNITY COLLEGE



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Board of Trustees



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THE MISSION

The mission of Barton Community College is to provide quality educational opportunities that are accessible, affordable, continuously improving and student focused. Barton is driven to provide an educational system that is learning-centered, innovative, meets workforce needs and strengthens communities.

THE VISION

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

ENDS

ENDS are not just goals, they are a special type of goal, unique to Carver Policy Governance and specific to Barton Governance. According to *PolicyGovernance.com*, the authoritative website for the Carver Policy Governance model, 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. There is no other existing management term that combines these three elements. Furthermore, the words “goal” and “objective” can refer to ENDS and non-ENDS at times, so they cannot be used interchangeably with the word “ENDS” because not all goals and objectives qualify as ENDS.

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



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**Fall 2014**

Dear Constituents,

The Barton Community College Board of Trustees would like to share with its stakeholders the 2014 Community Report, which provides details on the college's efforts in the previous year and our vision for the future.

Workforce Needs

Barton has continued to grow and improve in the last year. One of the most significant points of pride for the college in the last few years has been its ability to meet workforce needs. The stories on page six and 10 provide a small sample of the great things Barton is doing in your community.

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.

Capital Improvements

Much-needed capital improvement projects have been completed thanks to the fiscal responsibility of our administrators and the hard work of our Foundation. These range from new athletic facilities to renovations of the Fine Arts Auditorium and the Student Union. More recently, the new dormitory, Bluestem Hall, was completed.

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

Military Services

Barton has had a campus at Fort Riley for about three decades. Its success has led to our presence on another military installation. We began serving soldiers at Fort Leavenworth in 2012. We have already proven to be a popular option for the soldiers stationed there and enrollments have increased quickly and steadily.

These outreach efforts are not supported by your tax dollars. Rather, these efforts generate revenue that supports and enhances the college's many offerings.

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 a copy or have questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Johnson", with a long horizontal flourish extending to the right.

Mike Johnson
Chairman
Board of Trustees

ESSENTIAL SKILLS

Students will acquire the skills needed to be successful in their respective programs.

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

Workforce Training and Community Education Advisory Boards

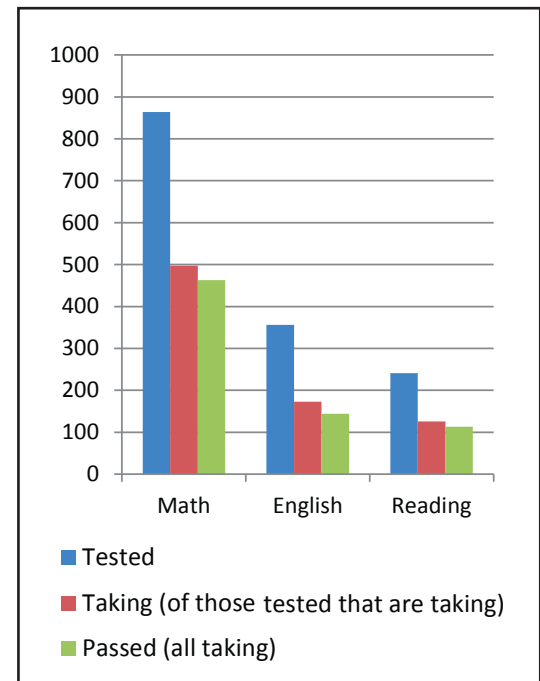
Advisory Boards are an essential ingredient in Barton’s strategies to connect classroom pedagogies with workforce needs. Individuals who serve on advisory boards are recognized and respected representatives of business and industry. They advise the college’s career technical educators and administrators, while assisting in the development of programs that ensure our students have the skills necessary to compete and succeed in the workplace.

Remediation Report 2013-14

In academic year 2013-14, a total of 2,291 full-time students were tested. Of that number, 42% tested as needing a developmental remediation in one or more areas.

Developmental pass rates are an excellent demonstration of student success through remediation as 93% of math, 83% of English and 90% of reading students successfully completed their courses. Listed are statistics related to each area:

	2013-14	2012-13	2011-12	2010-11
# Full-time Students Tested	2291	2079	2182	2145
Tested Developmental in 1 or more areas	42%	48%	45%	48%
Tested & Passed Rates				
Math	54%	59%	60%	60%
English	40%	39%	33%	35%
Reading	54%	59%	60%	60%
Taking & Passed Rates				
Math	93%	78%	84%	85%
English	83%	68%	79%	78%
Reading	90%	72%	85%	80%



* The developmental math course was redesigned prior to 13-14. Barton’s innovative new approach led to a significant improvement.

	Math	English	Reading
Tested	864	356	241
Taking (of those tested that are taking)	497	173	126
Passed (all taking)	463	144	113

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 technical knowledge, skills and abilities necessary to maintain, advance, or change their employment or occupation.

Program Completers

Definition: Completers are certificate and/or degree graduates.

Total Completers - 896

See “Programs of Highest Interest” to the immediate right for a list of programs with the highest completion rate.

Industry Certification Pass Rates

The table to the far right reflects **first-time** pass rates for career technical education programs with an industry certification. Typically, students who do not pass the first time do pass on their second attempt.

Where are our students now?

The table below illustrates the status of completers for Career Technical Education programs.

Programs of Highest Interest	
Career & Technical Education	2012-13 TOTALS
Nurse Aide	128
EMT	59
Paramedic	53
Medical Admin Tech	44
Automotive	40

Professional License Program		2012-13	Prior 4 Year Average
Nursing RN	# Attempted	26	27
	# Passed	15	20
	Pass Rate	58%	74%
Practical Nursing Certificate	# Attempted	30	33
	# Passed	29	31
	Pass Rate	97%	94%
Certified Nurse Aide (CNA)	# Attempted	138	172
	# Passed	113	150
	Pass Rate	82%	87%
Certified Medical Aide (CMA)	# Attempted	21	28
	# Passed	21	27
	Pass Rate	100%	96%
Medical Laboratory Technician (MLT)	# Attempted	2	9
	# Passed	1	7
	Pass Rate	50%	78%
EMT Basic	# Attempted	45	69
	# Passed	22	43
	Pass Rate	49%	62%
AEMT (new 2012)	# Attempted	3	10
	# Passed	1	6
	Pass Rate	33%	60%
Paramedic	# Attempted	18	27
	# Passed	13	21
	Pass Rate	72%	78%
Dietary Manager	# Attempted	8	12
	# Passed	7	12
	Pass Rate	88%	100%
Licensure Exams Overall	# Attempted	306	387
	# Passed	232	317
	Pass Rate	76%	82%

As of 2012-13	Pursuing Additional Education	Status Unknown	Full-Time Military	Employed In Related Field	Employed Not Related Field	Still Enrolled At Barton	Unemployed Not Pursuing Addl. Educ.	Still Enrolled At Barton (sprg)	Further Educ. & Employed	Disabled	Deceased	TOTALS
Adv Emergency Tech		3		5		2			1			11
Agriculture Bus Mgmt				1		5						6
Automotive	5	5		11	1	15			1	1	1	40
Bus, Mgmt, Leadership	3	8		4	4	16						35
Business Admin Tech	1	7		3		7					1	19
Computer Networking	2	8	4	5	3	11			1			34
Criminal Justice		3		4		9			1			17
Crop Protection				2		2			2			6
Dietary Manager				19	1							20
Early Childhood		14		3		11						28
Emergency Management			12			11						23
EMS I/C				7								7
EMS TO1				21		5						26
EMS TO2				2								2
EMT	2	37		12	2	6						59
Gas Measurement		4		2								6
Hazardous Materials			11			17						28
Infant/Toddler						1						1
Manufacturing Skills	1	2		1	10	8	5		1	8		36
Healthcare Documentation & Transcription		6		1		4		1		1		13
Medical Admin Tech	1	11		4	5	18		1	3	1		44
Medical Assistant		4	1	3	1	8	1					18
Medical Coding		18		5	3	6		1		2		35
Medical Lab Tech		2		18		9		1	4			34
Medication Aide				3		4			1			8
Natural Gas Tech	2	17		1	3	4						27
Nurse Aide	5	24		30	3	56	4	1	5			128
Nursing - LPN				7		27	1					35
Nursing - RN				28		4						32
Paramedic				30	1	22						53
Pharmacy Tech		3		1	1	4			1			10
Phlebotomy	1	4		6	1	5						17
Preschool Education				1								1
Technical Accounting	1	2		4		7					1	15
Welding	1	3		2	2	4	1		1		8	22
TOTALS	25	185	28	246	41	308	12	5	22	13	11	896

BARTON SUCCESS STORY

From Tragedy to Triumph: A Barton GED success story

Life for **Debbie Tomlinson** was not easy growing up. Her mother died of lung cancer when she was young and she moved to Kansas from California with her abusive, alcoholic father. She was beaten often and at the age of 15 she was kicked out of her house. She bounced around from home to home and eventually wound up married and pregnant at the age of 17. The lack of her home life stability coupled with her pregnancy caused her to drop out of high school, a decision she immediately regretted.

With a young child to care for and no education, Tomlinson entered the workforce as a dishwasher, while her husband pumped gas.

“I was quick to realize life was going to be pretty tough for me if I wasn’t able to be gainfully employed,” she said. “I really felt that there was more in life for me than that.”

Tomlinson didn’t wait long to try and better her situation. Although she wasn’t part of the graduating class of 1975, she got her GED from Barton Community College in 1976.

“Someone told me about the GED option at Barton, and I started seeing advertisements, and I was able to tap into the GED program, and it really opened the door for me to a lot of other opportunities,” she said.

Debbie rolled with the momentum of her GED accomplishment. She began working as a candy-striper for Central Kansas Medical Center in Great Bend. CKMC offered a nurses aid program which she completed. She served as a nurses aid for several years, when one of the nurses saw promise in her and suggested she move forward in her career as a nurse.

“I really felt like it was something I was destined to do. I truly enjoyed taking care of people,” she said. “I came out and

talked to the people at Barton and they were very encouraging. I started taking evening classes and while working as a nurse, got my LPN and eventually my RN and graduated from Barton in 1981. I was elated that I was officially a nurse.”



Tomlinson didn’t stop there. She was asked to become a manager of one of the units at the hospital, which required an undergraduate degree. She earned her undergraduate degree from Newman University in 1996. After a brief stint in management, Debbie was eager to get back to helping patients at the bedside. She earned her master’s degree from Fort Hays State University and became a nurse practitioner in 1997. She then decided to go as far as she could in nursing and received her doctorate in 2010 from Rocky Mountain University.

She said Barton’s GED and nursing programs are what made it all possible.

“I have always been proud to say that I started my education and got my associate degree from Barton,” she said. “The nursing program was a wonderful foundation for me

to start my nursing career. You can have a great career with just your associate degree or you can build on it. It makes you very marketable in this area or anywhere else.”

Tomlinson said her story is only one of many, and nobody should sell themselves short.

“Don’t let anybody tell you that you can’t do it,” she said. “Don’t let life experiences keep you down. Just make the call to Barton. Talk to somebody. Let them know where you are in life and what is going on with you and ask them ‘What is the next step for me?’ If I can do it, anybody can.”

Barton offers dozens of transfer programs with universities across the state of Kansas and beyond.

transfer.bartonccc.edu

Excerpt from the Kansas Board of Regents website:

The Kansas Board of Regents has approved 46 courses for guaranteed transfer among all Kansas public postsecondary institutions. A student who completes these courses at any Kansas public community college, technical college or university can be certain that he or she can transfer that course to any other public institution in Kansas in pursuit of a degree or credential. For more information, visit kansasregents.org/transfer_articulation.

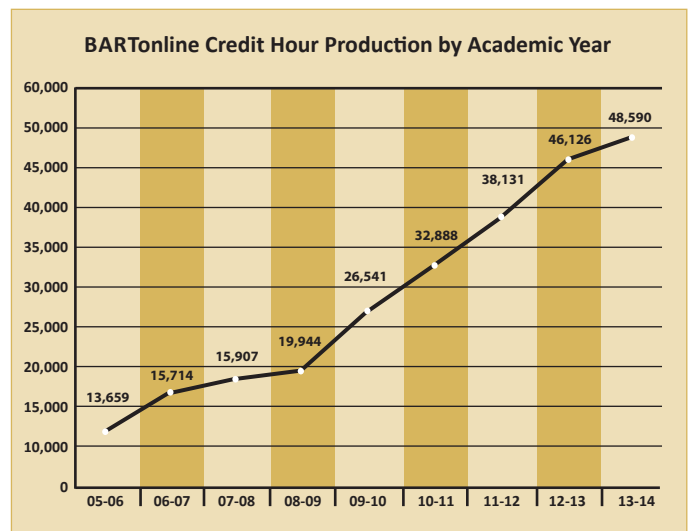
ACADEMIC ADVANCEMENT

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

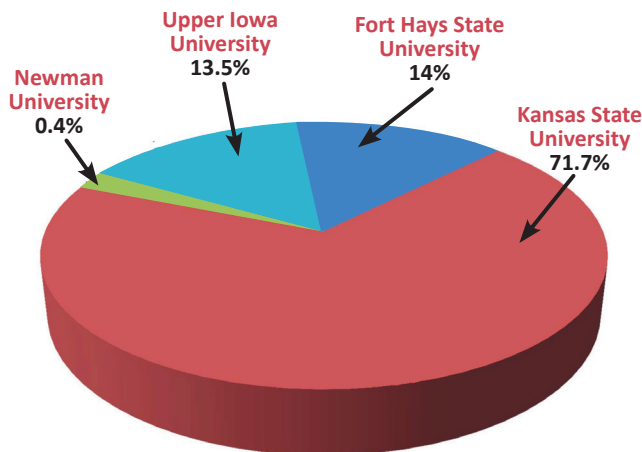
- Students will have the academic prerequisites sufficient for successful transfer.
- Students will have appropriate knowledge of transfer requirements.
- Students will have adequate preparation to be successful after transfer to other colleges or universities.
- Students will be able to obtain Bachelor's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



Barton has grown its online program in terms of both offerings and enrollments. Barton students can continue to take courses through BARTonline.org even after transferring to a four-year university. High school students have also found BARTonline courses a convenient way to get ahead in college. These benefits, among others, have been the contributing factors to BARTonline's substantial growth.



Students taking advantage of Transfer Agreements



TRANSFER Agreements

College to University Agreements with the following institutions:	2010	2011	2012	2013
Fort Hays State University	0	0	23	33
Kansas State University	51	75	127	165
Newman University	0	3	3	1
Upper Iowa University	0	0	22	31
Washburn University	4	0	0	0
Totals	67	78	185	230

Data as of Spring 2013



PERSONAL ENRICHMENT

Recipients pursuing individual interests will be personally enriched.

- Individuals/students will participate in college activities.
- Intercollegiate athletics and other extracurricular programs and activities will improve the lives of the participants.



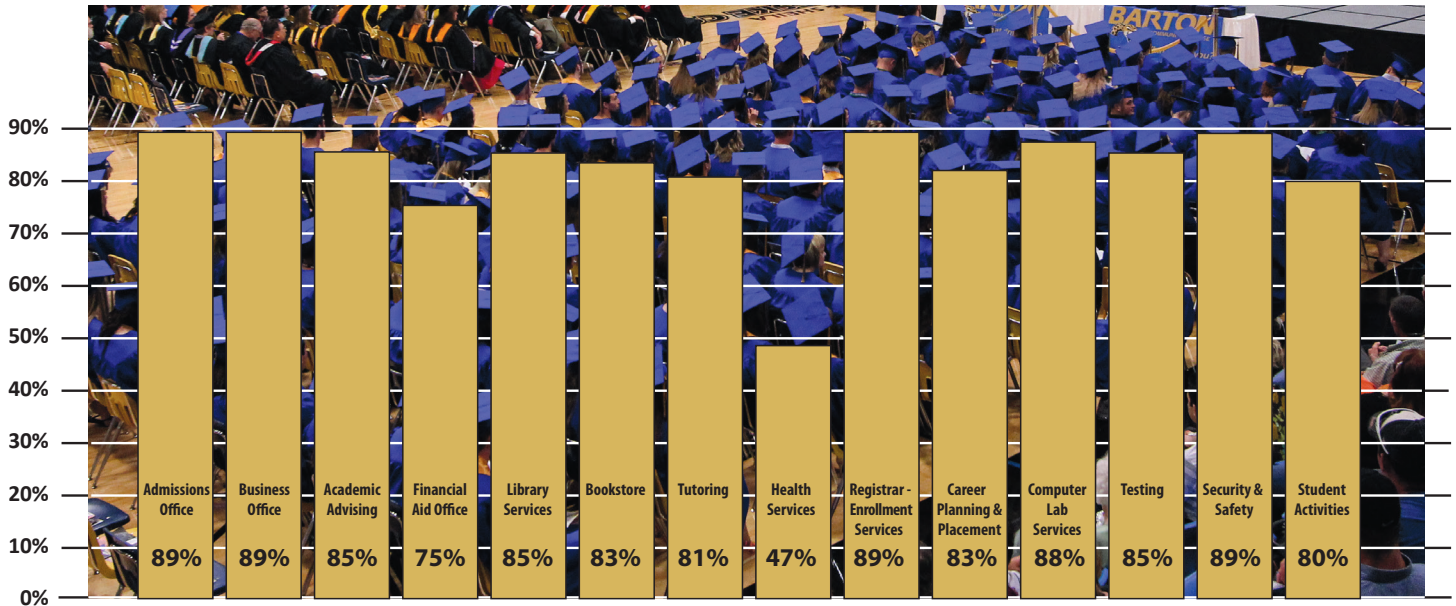
BARTON EXPERIENCE

Students will be positive about their Barton experience.

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

Graduation Survey Results Spring 2014

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



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

Rick Bealer

Psychology Instructor

Nominated by Hannah Fulin

He is an amazing, fabulous man with a sense of style. Mr. Bealer has made a difference in my life. He has a passion for his job and a personal understanding of what he teaches. He’s just a great teacher inside and out and will always have a good attitude about life. He showed me how we should be in life. I really did appreciate his class. He made me want to enter the field of psychology. I would recommend his classes to everyone.



Kathy Boeger

Business Instructor & Coordinator

Nominated by Kade Cook

You won’t find anyone that’s more positive than Kathy. No matter what kind of mood you are in, you will not leave her classroom without a positive attitude. She’s one of those teachers who makes you want to go to class and makes learning fun. She makes you realize the potential you have within you and makes you want to achieve. When you do well, she lets you know. I enjoyed having her as a teacher and I will miss seeing her next year.



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

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 when addressing needs.
- The College will build effective partnerships in addressing workforce needs.
- The College will be recognized as a leader in economic development.

Barton's Effect on the Workforce



Rey Rodriguez Automotive Technician

More than a decade removed from high school with four kids and a wife to support and no career prospects, 32-year-old Rey Rodriguez turned to Barton Community College's Automotive Technician program to change his life.

"I was going nowhere. I needed a fail-safe skillset, something that I could go

anywhere and do outside of Kansas or outside of the country if I wanted to. It's what made sense to me."

"Having the Barton name and certifications made it really easy. It was almost instantaneous. I started applying and a week later I had a job."

Workforce Categories

- Adult Health Care
- Agriculture
- Automotive Technology
- Business
- Business Administrative Technology
- Business Management & Leadership
- Business Management & Leadership Certificate Program-Entrepreneurial Emphasis
- Computer-Aided Drafting
- Computer Science & Computer Information Systems
- Corrections
- Criminal Justice
- Dietary Manager/Dietetics
- Early Childhood Education
- Emergency Medical Services Education
- Healthcare Documentation and Transcription Specialist
- Manufacturing Skills
- Medical Administrative Technology
- Medical Assisting
- Medical Coding
- Medical Laboratory Technology
- Natural Gas Programs
- Networking
- Nursing
- Pension Management
- Pharmacy Technician
- Phlebotomy
- Technical Accounting

Economic Impact Study

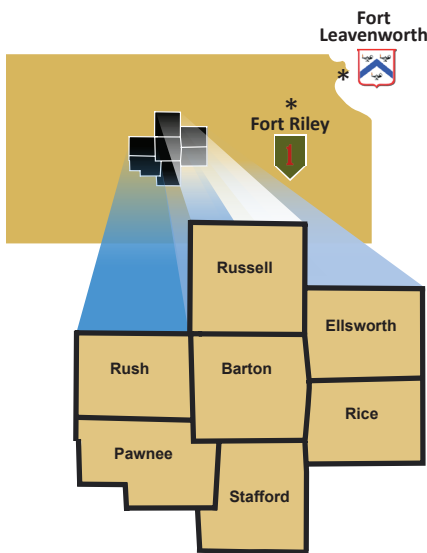
According to an economic impact study conducted by Economic Modeling Specialists Inc., Barton's training programs are crucial to sustaining a skilled workforce. Students with credentials typically earn more money than those without, which give businesses a larger potential audience with more disposable income. Skilled workers also improve profits at their place of employment via higher productivity. In fiscal year 2012-13, about \$82.4 million in added income can be attributed to former Barton students working in the service area.



SERVICE REGIONS

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

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



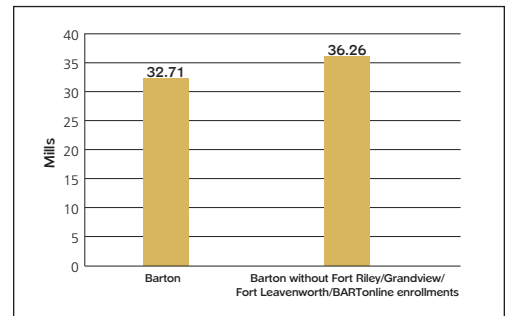
*Agreement with military to offer classes and training at Fort Riley and Fort Leavenworth.

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

1. Johnson County Community College – 19,442
2. Butler Community College – 9,205
- 3. Barton Community College – 6,223**
4. Kansas City Kansas Community College – 6,202
5. Hutchinson Community College – 5,718
6. Cowley County Community College – 3,371
7. Allen County Community College – 2,776
8. Highland Community College – 3,739
9. Cloud County Community College – 2,269
10. Neosho County Community College – 2,218
11. Garden City Community College – 2,086
12. Seward County Community College – 1,861
13. Fort Scott Community College – 1,816
14. Dodge City Community College – 1,768
15. Coffeyville Community College – 1,609
16. Labette Community College – 1,528
17. Pratt Community College – 1,383
18. Colby Community College – 1,291
19. Independence Community College – 945

Property Tax Mill Levy

The Value of the Fort Riley/Grandview/
Fort Leavenworth/BARTonline Military enrollments



The left bar shows the 2013 mill levy. The right bar shows what the mill levy would be without the Fort Riley/Grandview/Fort Leavenworth/BARTonline Military enrollments.

Barton's Fort Riley/Grandview/Fort Leavenworth/BARTonline Military enrollments realized approximately \$954,391 in revenue over expenditures last year. Based upon the 2013 mill levy for the College, 1 mill generated approximately \$268,730. Barton's mill levy was reduced by approximately 3.55 mills because of Barton's Fort Riley/Grandview/Fort Leavenworth/BARTonline Military enrollments.

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



STRATEGIC PLANNING

The College Mission will be supported by strategic planning emphasis.

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



Strategic planning goals and objectives

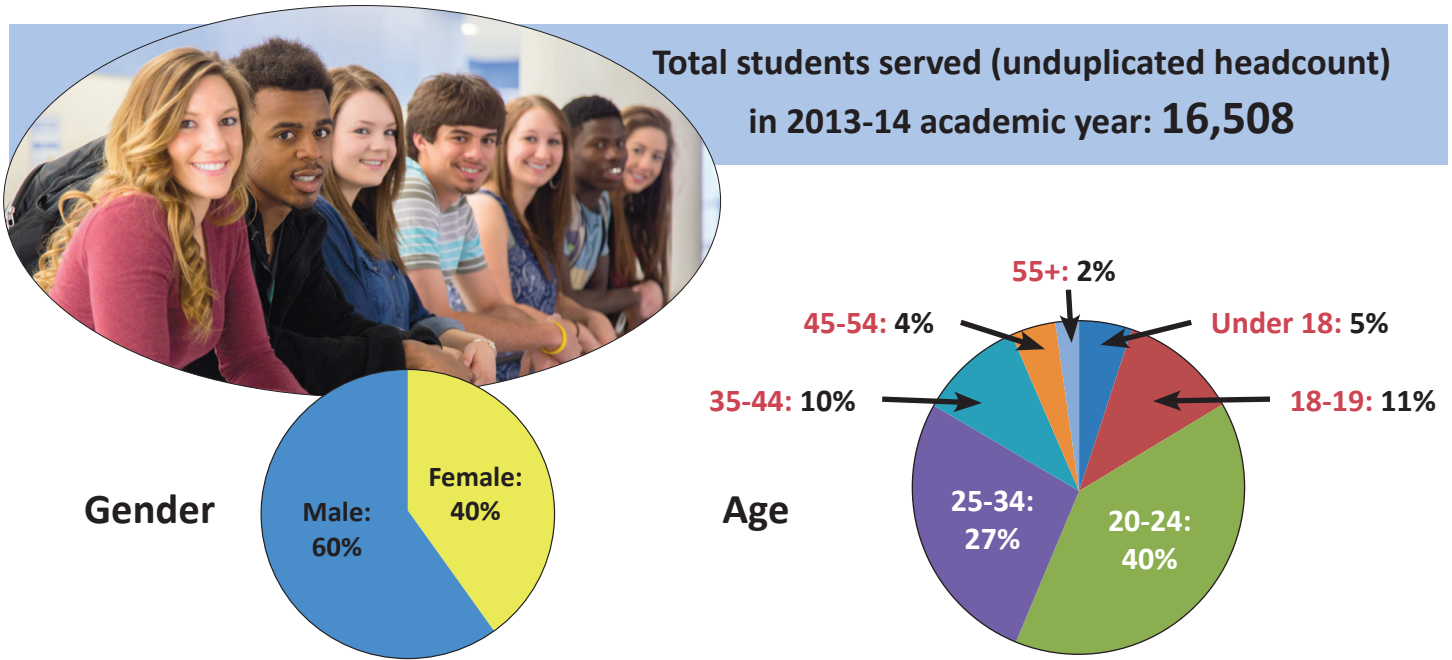
1. Maximize student learning and success.
2. Take full advantage of educational opportunities with service regions.
3. Facilitate a culture of innovation, excellence and quality improvement.
4. Ensure efficient management and stewardship of resources.

Strategic Planning Process

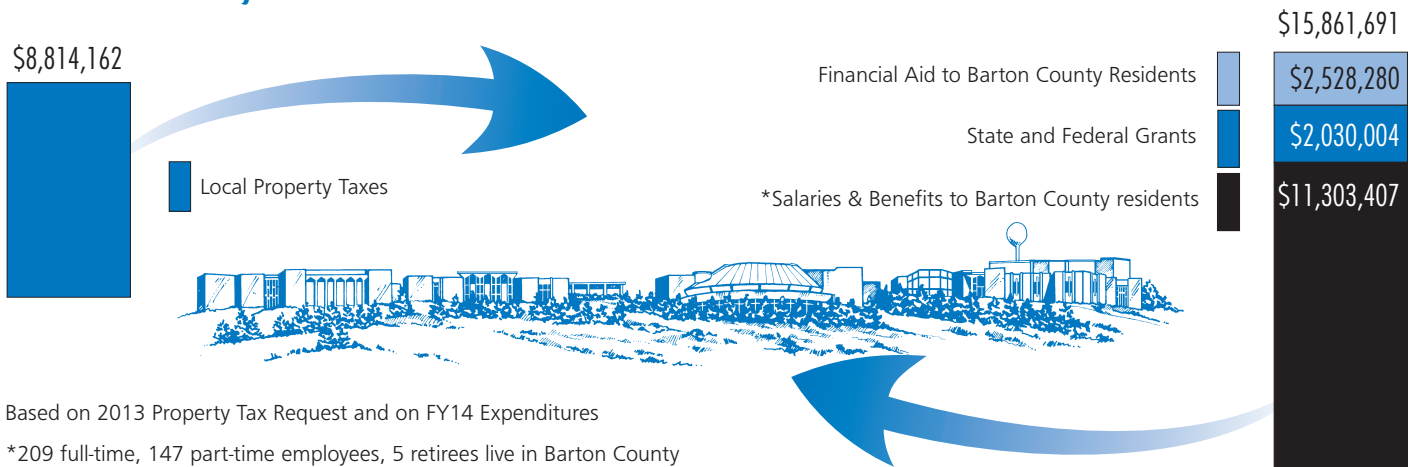
It is time again for Barton to begin our five-year Strategic Planning process. As with the previous five year plan (concluding 2015), Barton will be seeking the engagement of an external facilitator to support and guide our process. Although a multifaceted responsibility due to multiple stakeholder groups (taxpayers, advisory groups, legislators, etc.), assessments, and reporting bodies (Board of Trustees, Kansas Board of Regents, Higher Learning Commission, Department of Education, etc.) we hope to simplify this complex undertaking as much as we possibly can. The graphic at right provides a visual of the vital steps Barton will utilize as we progress through the planning process.

Strategic Planning Process Five Year Cycle





Barton County's Return On Investment



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

Did you know?

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

BARTON COMMUNITY COLLEGE

Assessment Spotlight

What is Assessment?

Barton Community College measures the effectiveness of student learning based on direction from the Board of Trustees and the college's strategic plan.

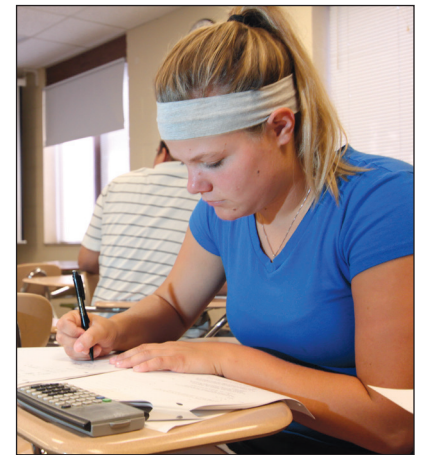
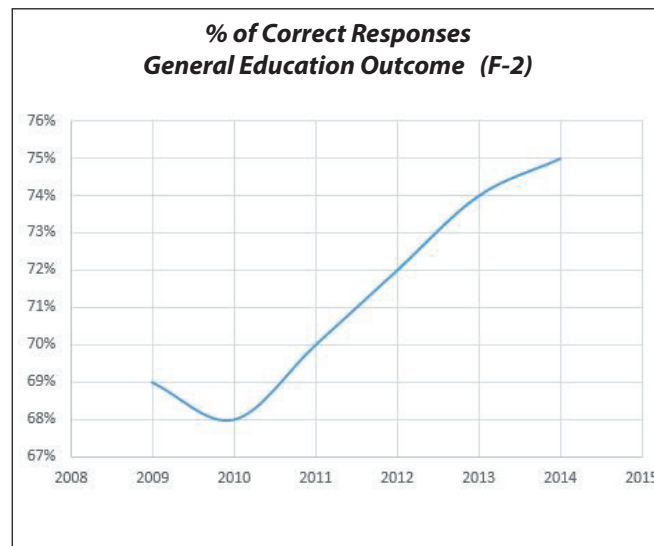


Barton uses various methods of assessment, which are applied at all levels, from gauging entire degrees and classes to specific curriculum and even teaching methods. These assessments reveal how well students have retained information and their ability to apply it. This holistic approach to assessing Barton's progress means the faculty can make changes in very specific curriculum delivered in a lesson or make major changes in the course overall.

This process of continuous improvement is the driving force that can build a more effective course, a more meaningful degree, and a more potent educational experience for the student.

General Education Outcomes

Relate the relevance of a given subject to the individual student's life, to develop habits that encourage life-long, responsible and independent learning, and to apply appropriate and useful knowledge of the values, conventions, and institutions within an academic discipline.



Course Assessments:

When looking at a course assessment, it is one thing to see that the class average is 80 percent, but it is quite another to see that everyone missed a particular problem. By focusing in on that question and identifying the respective topic students are struggling with, faculty can make strategic improvements to their courses.

A Sampling of Adjustments/Improvements as documented by Faculty:

- "The assessment data allows me to see if my students have mastered the art of research, documentation, and writing. I teach two forms of documentation (MLA and APA) during the class, so the final paper also allows me to see which form the student prefers and feels confident using, since I allow the student to choose the form. "As such, instead of assigning a few long papers for my students to write, I now assign shorter research-based argumentation papers, but just more of them. This in turn gives the students more opportunities to practice both forms of documentation."

Course Assessments: *(continued)*

- “I always look at the lowest score on the assessment data and make an effort to improve my students’ comprehension of the given competency. Using assessments, I try and isolate the specific issue that is holding my students back and make every effort to improve my presentation of the topic. This way, I always have something new and exciting to try each year.”
- “When I look at my data from the assessment after each session, I typically find my lowest scoring competency and then try to find a “fix” or an improvement for that competency. I then moved onto other competencies until I thought I had improved it enough.”

Classroom Assessments:

Once a specific topic has been identified as an issue, faculty members then need to identify the exact concept within the topic that their students are struggling with. Classroom assessments use information gathered while a topic is being presented, in the moment, to develop strategies for improvement.

A Sampling of Adjustments/Improvements as documented by Faculty:

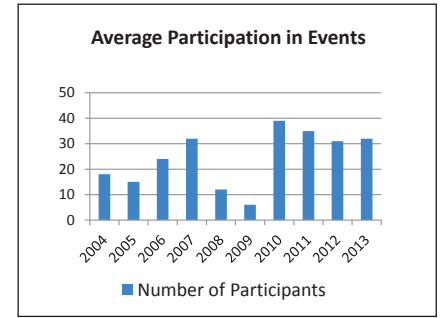
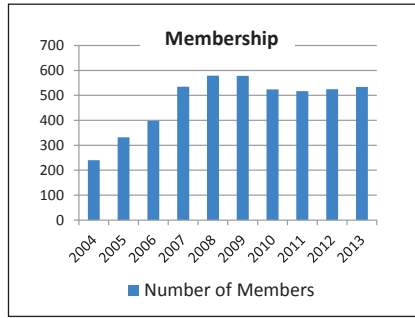
- “From the classroom assessments, I found there are certain periods of history that students know about. Therefore I spend less class time covering material students already know and more on other aspects of history.”
- “I used a progressive study guide, which only covers the objectives we have covered up to a certain point in the chapter. Students worked on it in class under my direct supervision and questions were answered as they came up. As we covered more of the chapter, they continued working toward proficiency on the whole chapter.”
- “Throughout my course, I continue to complete a verbal or online assessment to determine where the students are struggling in regards to their big semester project. This allows for student discussion, instructor clarification and further demonstration and examples so the students are able to apply what they are learning from the chapters into their semester projects.”



The Mission of Barton Community College is to provide quality educational opportunities that are accessible, affordable, continuously improving and student focused. Barton is driven to provide an educational system that is learning-centered, innovative, meets workforce needs, and strengthens communities.

Silver Cougar Club Membership Numbers, Participation in Activities in 2013

The Silver Cougar Club is an organization for individuals 55 years of age or older. The club offers a variety of events and services while promoting friendships among its members. Membership is diverse and includes men and women, singles and couples, individuals 55–96 years of age, and members from a variety of communities.



2013-14 Barton Community College Foundation Board of Directors



The **Foundation Board of Directors** are comprised of volunteer community leaders who have taken on the responsibility of assisting the Foundation Executive Director and office staff in overseeing five key areas:

- Finance and Fundraising
- Governance and Policy
- Planning and Evaluation
- Board Development
- Community Relations

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

Kansas Law and Venue: Barton Community College is located in Barton County Kansas. Any controversy or claim of any nature, arising out of or relating to or referring in any way to business done with Barton Community College, which controversy or claim cannot be amicably resolved, shall be settled in a court of competent jurisdiction in the State of Kansas. By doing business with Barton, each party consents and agrees to submit to the exclusive jurisdiction of said court and that Barton County Kansas shall be designated as the venue for the resolution of any claim.

Annual Fundraising Campaigns for 2013-14

35th Big Benefit Auction--Net Proceeds **\$51,467.87**
Co-Chairs - Barry & Monica Bowers

Academic Enrichment -- Net Proceeds **\$68,801.13**
Chair - Paul Maneth

7th Annual Clay Shoot
Canceled due to the Camp Aldrich fire

BEST (Barton Enhancement & Scholarship Team)--Net Proceeds **\$8,444.08**
(86 employees donated)

Take a Seat Campaign (to renovate the auditorium) **\$30,551.13**
(184 donors)

5 New Funded Endowments **\$529,447.37**

Total number of student scholarships awarded
267 totalling **\$259,378.00**

The **Distinguished Service Award** is given each year to an individual or couple who has shown genuine regard for Barton Community College through volunteer service, acts of philanthropy or both. Roger and Mary Lou Murphy were the 2014 recipients, and were well deserving of this honor bestowed on them from the Foundation Board of Directors.



Roger & Mary Lou Murphy

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