

1.C - Core Component 1.C

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

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

Argument

1.C.1.

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

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

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

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

1.C.2.

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

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

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

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

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

3.B.4.

The College's [Inclusion and Diversity Statement](#) encourages human and cultural diversity in the educational experience. We recognize that diversity and inclusion support learning, promote excellence, and prepare a global citizenry. Barton Community College is committed to this vision with the goal of positioning the College to support diversity/inclusion in our student body, workforce, curriculum, and community.

Barton encourages and supports inclusion and cultural diversity throughout the educational experience. It can be seen in the composition of Barton's students and is evidenced throughout the curriculum, policies and procedures, and co-curricular activities.

Students

The 2015-16 academic year data demonstrates the diversity of the student population. The average Barton student is approximately 26 years old; 62% are males; 35% are active duty military personnel; and 42% self-identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Other Pacific Islander, or Two or More Races.

International Students

Fall 2016 data show that the 60 international students enrolled at the Barton County Campus, come from 17 different countries! The Barton Multicultural Society and ESOL faculty host social and academic activities to share cultural experiences as well as familiarize students with American culture. One such event is the Conversation Café, based on the popular speed-dating model. Native

and non-native English speakers have refreshments and mingle. Then, to start the activity, students sit in pairs, facing each other and have a five-minute conversation. After five minutes, half of each pair moves to a different partner and begin a new conversation in the same manner. The activity provides opportunities for students to practice their English skills as well as to meet other students.

The College further honors the presence of our international students by displaying flags representing the homeland of each student. The flags are hung in the main gymnasium during spring commencement to provide a graphic reminder of the diverse student population.

Co-Curricular Activities (Detailed information regarding co-curricular programs appears in Core Component 3.E.)

[Barton Student Life organizations](#) provide opportunities for students that promote and encourage human and cultural diversity. The organizations range from academic-focused themes such as honor societies, Theater, Choir, vocal ensembles, and instrumental groups. Students can also select organizations that focus on extracurricular interests, faith, culture, or careers.

Curriculum

At least 13 English as a Second Language courses are included in the Barton curriculum. Courses range from [ESOL Lab](#) designed to help non-native speakers increase their fluency in the English language to courses that prepare students for College level English courses. Cultural competence and diversity is also embedded in selected courses in the Humanities curriculum. These courses incorporate creative, social, political, and cultural curricula; some examples include:

- [Art Appreciation](#)
- [Contemporary Social Problems](#)
- [Cross Cultural Awareness](#)
- [Cultural Anthropology](#)
- [Modern Languages](#)
- [International Relations](#)
- [World Literature](#)
- [World Religion](#)

Disability Services

As part of its mission to advance learning and improve lives, Barton Community College strives to provide equal access and opportunity to all campus programs and services for persons with disabilities. This commitment is consistent with legal requirements, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act as Amended (ADAAA) of 2008. [Disability Support Services](#) are available to students (on-campus or online) with physical or learning disabilities to promote equal educational opportunities. Accommodations allow students with disabilities an equal opportunity to participate in and benefit from educational programs. The College provides reasonable accommodations on an individualized, as-needed basis. At the college level, students with disabilities must self-declare and provide recent and professional documentation regarding the disability, which should include how the disability affects the student's academic performance, as well as suggested accommodations.

Facilities

Most campus buildings have a gender neutral bathroom for individuals, families, and members of the college community to provide equal access to public facilities.

Institutional Training, Policies, and Procedures

Barton recognizes and supports the human and cultural diversity of the world in which students live and work by providing training for students and employees and creating and enforcing supportive policies and procedures. For example, the [Sexual Misconduct and Assault Resources Team \(SMART\)](#) is responsible for a campus collaborative approach to issues related to Title IX and preventing and addressing sexual misconduct. The SMART serves in an advisory capacity to campus leadership and community members about best practices in policies, education, prevention, and response to sexual misconduct. SMART, in collaboration with Student Services Division and Human Resources sponsors Anti-Harassment and Title IX training, workshops, and [events for students, faculty, staff, and community members](#) to educate and create a safe campus community that supports inclusion and diversity. The team also ensures that institutional policies such as the [Civil Rights Equity Resolution for all Students, Employees, Guests, and Visitors](#), and related procedures meet Federal, State, and Local laws and mandates ensuring the civil rights of students, employees, guests, and visitors. Team representatives provide SMART training for employees and students at least twice each year.

TRIO Support Programs

TRIO programs are funded under Title IV of the Higher Education Act of 1965; they are college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. As mandated by Congress, two-thirds of the students served must come from families with incomes at 150% or less of the federal poverty level and in which neither parent graduated from college. TRIO programs provide support services necessary for educational access and retention to over 1,300 students and adults. Barton hosts four TRIO programs, Student Support Services, Educational Opportunity Center, and two Upward Bound projects.

- [Educational Opportunity Center](#)
- [Student Support Services](#)
- [Barton County Upward Bound](#) and [Central Kansas Upward Bound](#)