The Barton Community College Board of Trustees is proud to present Report 2015, highlighting the college’s progress in meeting the direction provided by your elected board.

Barton welcomes your ideas, opinions and general feedback. Please visit feedback.bartonccc.edu to submit your comments.
THE MISSION
The mission of Barton Community College is to provide quality educational opportunities that are accessible, affordable, continuously improving and student-focused. Barton is driven to provide an educational system that is learning-centered, innovative, meets workforce needs and strengthens communities.

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

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

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

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

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

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Fall 2015

Dear constituents,

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

**Workforce Needs: Welding, CDL Training & Weights and Measures**

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

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

**Camp Aldrich**

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

**Financial Responsibility**

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

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

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

Sincerely,

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

## Remediation Report

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># Full-time Students Tested</td>
<td>2213</td>
<td>2291</td>
<td>2236</td>
<td>2182</td>
</tr>
<tr>
<td>Tested Developmental in 1 or more areas</td>
<td>43%</td>
<td>42%</td>
<td>44%</td>
<td>45%</td>
</tr>
<tr>
<td>Tested &amp; Passed Rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>66%</td>
<td>54%</td>
<td>61%</td>
<td>60%</td>
</tr>
<tr>
<td>English</td>
<td>41%</td>
<td>40%</td>
<td>34%</td>
<td>33%</td>
</tr>
<tr>
<td>Reading</td>
<td>66%</td>
<td>54%</td>
<td>61%</td>
<td>60%</td>
</tr>
<tr>
<td>Taking &amp; Passed Rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>87%</td>
<td>93%</td>
<td>88%</td>
<td>84%</td>
</tr>
<tr>
<td>English</td>
<td>88%</td>
<td>83%</td>
<td>71%</td>
<td>79%</td>
</tr>
<tr>
<td>Reading</td>
<td>90%</td>
<td>90%</td>
<td>80%</td>
<td>85%</td>
</tr>
</tbody>
</table>

**Workforce Training and Community Education Advisory Boards**

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

**Remediation**

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

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

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

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**ESSENTIAL SKILLS**

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

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

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

“And I started with a GED from Barton.”

- Dr. Debbie Tomlinson

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**High School Equivalency**

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

Students will be prepared for success in the workplace.

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

Program Completers
Definition: Completers are certificate and/or degree graduates.

Total Completers - 938
See “Programs of Highest Interest” to the immediate right for a list of programs with the most completers.

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

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

- Employed in Related Field: 37%
- Employed Not Related Field: 5%
- Full Time Military: 6%
- Unemployed Not Pursuing Additional Education: 7%
- Status Unknown: 13%
- Still in School: 32%
- 938 Completers

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BARTON GO-GETTERS

Heike Arrowood
Nursing

Heike Arrowood started as a German-speaking Certified Nurse’s Aide student at Barton in 1994. Now she has a doctorate in Nursing. “I had such great support from my teachers. My teachers at Barton told me I needed to go on and continue my education. They supported me and listened to me even though my English was so broken. They told me I could succeed.”

Tina Shaw
Natural Gas

Tina Shaw finished Barton’s Natural Gas program to change directions in the middle of an already successful career. “Life begins at 40! I wanted a career that could support my lifestyle. Everyone needs to know, but especially women, that they can work in non-traditional fields and it is never too late to try something new. Within a week of graduating, I went to work. I didn’t even apply, they called me.”

Jana Parker
Nurse Aide

Jana Parker had dropped out of high school and was looking to get back on her feet as a mother of two. She used Barton’s accelerated program to complete her GED and take CNA classes simultaneously. Now she’s gainfully employed. “I didn’t want my kids to grow up listening to me being hypocritical when I say ‘You need to get up and go to school.’ I wanted to have finished school. I wanted to do it for my family.”

Brance Barnard
Automotive Technology

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

These Barton grads are living their dreams!
ACADEMIC ADVANCEMENT

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

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

BARTonline.org

ONLINE LEARNING OPPORTUNITIES

Barton students can continue to take courses through BARTonline even after transferring to a four-year university. High school students have also found BARTonline courses a convenient way to get ahead. Even current university students from other areas have learned of the affordability and transferability of Barton’s online offerings. These factors have contributed to a steady growth in online credit hour production.

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

<table>
<thead>
<tr>
<th>College</th>
<th>Average GPA of transfer students from other community colleges</th>
<th>Barton Student GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emporia State University</td>
<td>2.94</td>
<td>3.14</td>
</tr>
<tr>
<td>Fort Hays State University</td>
<td>2.69</td>
<td>2.74</td>
</tr>
<tr>
<td>Kansas State University</td>
<td>2.67</td>
<td>2.73</td>
</tr>
<tr>
<td>Pittsburg State University</td>
<td>2.54</td>
<td>2.74</td>
</tr>
<tr>
<td>University of Kansas</td>
<td>2.42</td>
<td>2.74</td>
</tr>
<tr>
<td>Washburn University</td>
<td>2.83</td>
<td>2.87</td>
</tr>
<tr>
<td>Wichita State University</td>
<td>2.39</td>
<td>2.8</td>
</tr>
</tbody>
</table>

Data from Fall 2013

Students taking advantage of Transfer Agreements

- Kansas State University: 71.7%
- Fort Hays State University: 14%
- Upper Iowa University: 13.5%
- Newman University: 0.4%

TRANSFER AGREEMENTS

<table>
<thead>
<tr>
<th>College to University Agreements with the following institutions:</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fort Hays State University</td>
<td>0</td>
<td>0</td>
<td>23</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Kansas State University</td>
<td>51</td>
<td>75</td>
<td>127</td>
<td>165</td>
<td>109</td>
</tr>
<tr>
<td>Newman University</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Southwestern College</td>
<td>12</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Upper Iowa University</td>
<td>0</td>
<td>0</td>
<td>22</td>
<td>31</td>
<td>49</td>
</tr>
<tr>
<td>Washburn University</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>67</td>
<td>78</td>
<td>185</td>
<td>230</td>
<td>293</td>
</tr>
</tbody>
</table>

Data as of Spring 2014

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PERSONAL ENRICHMENT

Recipients pursuing individual interests will be personally enriched.

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

Students will be positive about their Barton experience.

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

Graduation Survey Results Spring 2015

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

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

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

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

2014-2015 Workforce Advisory Boards

<table>
<thead>
<tr>
<th>Adult Healthcare</th>
<th>Criminal Justice</th>
<th>Hazardous Materials</th>
<th>Military Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Dietary Manager</td>
<td>Industrial Technology</td>
<td>Natural Gas</td>
</tr>
<tr>
<td>Automotive</td>
<td>Early Childhood</td>
<td>Information Technology</td>
<td>OSHA</td>
</tr>
<tr>
<td>Business</td>
<td>Emergency Management</td>
<td>Medical Support Programs</td>
<td>Pharmacy</td>
</tr>
<tr>
<td>Corrections</td>
<td>Emergency Medical Service Education</td>
<td>Medical Laboratory Technician</td>
<td>Nursing</td>
</tr>
</tbody>
</table>

Responsive to Industry Needs - Advisory Boards
Barton boasts 20 advisory boards, which are composed of recognized and respected representatives of business and industry. These groups work closely with college personnel to develop programs and curriculum in line with industry standards and expectations. Further, 364 partnerships with business and industry leaders have yielded access to resources and mutual benefits.

Barton’s Economic Impact

$82.4 MILLION

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

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

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

![Service Regions Diagram]

Barton’s State Ranking

based on Unduplicated Headcount (fall 20th day)

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

The value of Barton’s outreach activities.

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

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

![OSHA Training Institute Education Centers]

Midwest OSHA Education Center
Barton’s Future!

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

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

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

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

The Board of Trustees prioritizes keeping the local tax burden low, and prides itself on having maintained the same mill levy for eight years. Reduced property valuations left tax revenue nearly $1 million less than the previous year. The board is committed to using cash reserves to compensate for the drop in revenue that followed the decreased valuations.
Total Students Served (unduplicated headcount) in 2014-15 academic year: 17,203

Barton County’s Return On Investment

Total Students Served: 17,203

- Gender: Male 61%, Female 39%
- Age:
  - Under 18: 5%
  - 18-19: 11%
  - 20-24: 27%
  - 25-34: 27%
  - 35-44: 9%
  - 45-54: 4%
  - 55+: 2%

Barton County’s Return on Investment

- Local Property Taxes: $8,960,752
- Financial Aid to Barton County Residents: $15,554,903
  - State and Federal Grants: $2,257,640
  - Salaries & Benefits to Barton County residents: $13,297,263

Based on 2014 Property Tax Request and on FY15 Expenditures.

*203 full-time, 139 part-time employees, 2 retirees live in Barton County.

Total Impact on Service Area

- $11.7 million: The amount of added regional income Barton’s payroll and expenses bring to the service area.
- $82.4 million: The accumulated contribution of former students currently employed in the Barton Service Area.
- $94.1 million: 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.
What is Assessment?

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

Essential Skills

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

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

Course/Classroom Assessments:

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

- “I required each student to create a business plan for a new business and make a quality PowerPoint presentation on the last day of class.”

- “Students (were) assigned according to where they sit in the class...to come up to the board and fill out a pneumonic device we are using to memorize historic eras, events and timeless composers.”

- “I asked (my students) about antibody panels and identification and what problems they were having with this area (so that I) could provide them with a better understanding of this section.”

- “(The students) seemed to struggle with the maturation of both the RBC and WBC lineage. Even though I have great pictures in the course, I thought perhaps of doing a separate lecture that goes into more detail and explanation for the students in both of these areas.”
Executive Director Retires

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

2015 Distinguished Service Award

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

2014-2015 Annual Campaigns Wrap-up

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

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

Total student scholarships awarded
310 totaling $253,636

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

One major gift of more than $100,000

Silver Cougar Club 2015

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