

Barton Community College Board of Trustees is proud to present Report Card 2008, highlighting the College's progress in meeting the direction provided by your elected board.

The Mission

The Barton Community College, in accordance with policy governance, has established the following mission and ends for the College.

The Mission of Barton Community College is to deliver educational opportunities that improve the lives of students, meet the workforce needs of the region and strengthen its communities.

We will seek to achieve our mission through five interrelated themes that define our commitment to excellence in education:

Empowerment

We strive to empower all students to formulate and realize educational goals that will promote their personal growth and facilitate their full participation in a rapidly changing world.

Learning

We invite and assist all students to master a core of knowledge and skills needed for advanced learning, employment, personal growth, and responsible citizenship.

Evaluation

We evaluate the relevant skills and knowledge acquired by all students so as to enhance their meaningful and productive educational experiences. Similarly, Barton evaluates its performance in terms of its contribution to student learning and success.

Discovery

Because we are a force for innovation, we continually strive to discover better ways to empower all students to learn and grow. Barton is a learning institution in both its means and its ends; we facilitate our students' discovery of what they need and want to know.

Growth

We strive to grow each year in our ability to accomplish our mission through purposeful enrollment and a commitment to quality.

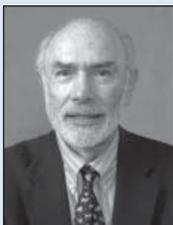
The Vision

Barton Community College will be a premier educational institution, recognized for its innovative and outstanding people, programs and services.

Through policy governance, the Board views the citizens of Barton County as the owners of the College. And in fulfilling its duty to the owners, the Board strives to emphasize:

- a.) outward vision rather than an internal preoccupation;
- b.) encouragement of diversity in viewpoints;
- c.) strategic leadership above administrative detail;
- d.) clear distinction between Board and staff roles;

Barton Community College 2008-09 Board of Trustees



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The Ends

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.

ABE/GED Graduates and Enrollments

Barton provides foundational services through the Center of Adult Education for students increasing their opportunities to be successful in life.

ABE/GED Student Enrollment	2003	2004	2005	2006	2007	2008
Total Number of GED Graduates	81	85	85	74	67	58
Number of GED Graduates Enrolled at Barton	NA	15	20	22	18	8

Notes: One year equals July 1 through June 30. No outreach sites this year.

Essential Skills Course Success Rates

Success rates are determined by the following grades: A, B, C, P. The success rates do not include the grades D, F, I, or W.



Discipline	Spring 2006	Fall 2006	Spring 2007	Fall 2007
English	77%	78%	80%	79%
Math	70%	65%	74%	70%
Reading	70%	71%	60%	62%

GED Grads – In June, Barton Community College’s Center for Adult Education recognized the 2007-08 GED students who passed the General Education Development Test. Approximately 70 students from the surrounding area completed the Center’s GED program from July 2007 to June 2008. The ABE/GED program is funded by the Kansas Board of Regents. In addition to preparing students to earn a high school equivalency diploma, the Center for Adult Education helps students improve their basic math, reading, communications and keyboarding skills; learn basic conversational and survival English; and prepare for citizenship.

WORK PREPAREDNESS

Students will be prepared for success in the workplace.

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

Workforce Degrees/Certificates Awarded 2007-08

Associate of Applied Science: 58, Associate of Science: 41, Certificates: 59

Employer Satisfaction with Student Technical Skills

Annual: May 2008

Spring 2007 Graduates Vocational Programs	NA	Poor	Good	Very Good
Technical Skills Related to Specific Jobs	0%	0%	46%	54%
Operating job-related tools, instruments & equipment	8%	0%	38%	54%

Notes: Data was collected from 13 Employer Surveys.

Data was collected from graduates of the following programs: Med. Lab. Technician, Dietary Mgr., Busn. Mgmt. and Leadership, Automotive, Office Technology, Networking, and Graphic Design. Data from Nursing was not included in this report due to the use of a different survey that did not permit a comparable summary of data.

Employer Satisfaction with “Soft Skills”

Annual: May 2008

Spring 2007 Graduates

Vocational Programs	NA	Poor	Good	Very Good
Organizational Time-Management Skills	0%	8%	15%	77%
Quantity of Work Accomplished	0%	0%	23%	77%
Following Directions	0%	15%	8%	77%
Working Independently	0%	8%	31%	62%
Working Cooperatively With Others	0%	8%	31%	62%
Leadership/Promotion Potential	0%	23%	31%	46%
Personal Appearance/Dress	0%	0%	23%	77%
Attendance	0%	8%	23%	70%
Punctuality	0%	8%	23%	70%
Overall Rating of Student	31%	15%	8%	46%

Notes: Data was collected from 13 Employer Surveys.

Data was collected from graduates of the following programs: Med. Lab. Technician, Dietary Mgr., Busn. Mgmt. and Leadership, Automotive, Office Technology, Networking, and Graphic Design. Data from Nursing was not included in this report due to the use of a different survey that did not permit a comparable summary of data.

ACADEMIC ADVANCEMENT

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

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

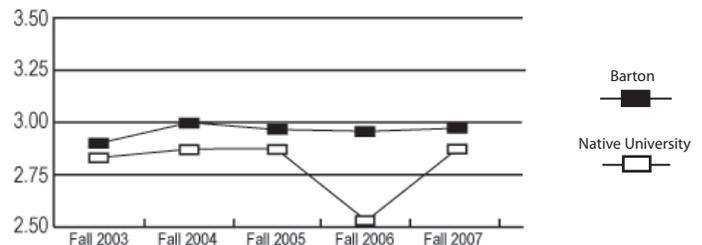
2+2 Agreements

Barton provides opportunities for students to obtain bachelor and advanced degrees through studies sponsored by the college through formal articulation agreements with bachelor or advance degree granting institutions.

Current 2+2 Partners

American Institute of Banking	Kansas Wesleyan University	Southwestern College
Barclay University	Mountain State University	University of Wisconsin
Franklin University	Newman University	Upper Iowa University
Friends University	Northcentral University	Washburn University
Kansas State University	Ottawa University	

Mean Student GPA's - (Barton Transfer vs. Native University)



In general, Barton students who transfer to Regent’s Universities have higher GPAs after transferring as compared to native university students. Mean scores are weighted by the percentage of Barton students from each institution. Regents schools represented: Emporia State, Fort Hays, Kansas State, and Wichita State. Barton students transfer to other institutions in the State of Kansas, however, no information was received from those institutions.

Transfer Degrees Awarded 2007-08

Associate of Arts: 64, Associate of Science: 142, Associate of General Studies: 83

PERSONAL ENRICHMENT

Recipients pursuing individual interests will be personally enriched.

1. Individuals/students will experience various cultural activities.
2. Individuals/students will participate in College activities.
3. Intercollegiate athletics and other extra curricular programs and activities will improve the lives of the participant(s).

From its Action Plan of 2008-07, Barton presented an objective to increase student engagement in activities. That objective will be accomplished by:

- 1.4.1 Increasing the quality of the experience for students in performance groups. (Athletics, Hilltop Singers, etc.)
- 1.4.2 Increasing participation in student activities. (dances, intramurals, etc.)



Membership in the Silver Cougar Club reached nearly 558 in 2008. The club offers a variety of classes, events and services to individuals 55 years or older.

BARTON EXPERIENCE

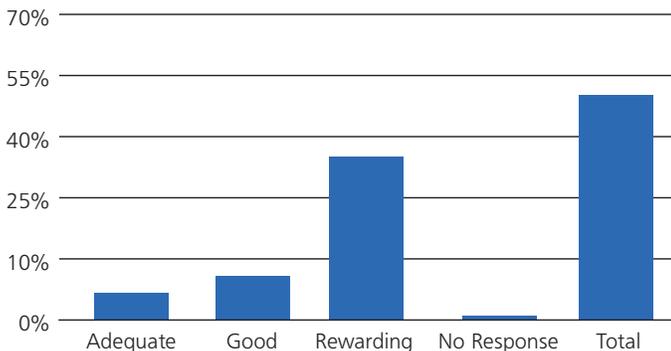
Students will be positive about their Barton experience.

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



Barton Community College's Noel-Levitz Student Satisfaction Survey:

How do you rate the overall educational experience at Barton?



Higher Satisfaction at Barton vs. National Community Colleges

(Barton scored higher than the national benchmark in 27 categories)

Classes are scheduled at times that are convenient for me.
The quality of instruction I receive in most of my classes is excellent.
I am able to register for classes I need with few conflicts.
I am able to experience intellectual growth here.
My academic advisor is knowledgeable about the transfer requirements of other schools.
Adequate financial aid is available for most students.
Faculty are fair and unbiased in their treatment of individual students.
Faculty provide timely feedback about student progress in a course.
This school does whatever it can to help me reach my educational goals.
Program requirements are clear and reasonable.
Admissions staff are knowledgeable.
Faculty are usually available after class and during office hours.
The college shows concern for students as individuals.
Faculty take into consideration student differences as they teach a course.
My academic advisor helps me set goals to work toward.
Faculty are understanding of students' unique life circumstances.
Tutoring services are readily available.
Class change (drop/add) policies are reasonable.
Policies and procedures regarding registration and course selection are clear and well-publicized.
Academic support services adequately meet the needs of students.

Barton Community College Composite produced by Noel-Levitz Student Satisfactory Inventory 6/2007 Strategic Planning Overview

REGIONAL WORKFORCE NEEDS

The College will address regional workforce needs.

1. The College will develop strategies to identify and address ongoing needs.
2. The College will organize area resources in addressing needs.
3. The College will build effective partnerships in addressing workforce needs.
4. The College will be recognized as a leader in economic development.

Customized Training	2005-2006	2006-2007	2007-2008
Number of businesses served	21	16	14
Number of Credit Students	258	248	243
Number of Non-Credit Students	171	174	184
Total Credit Hours Generated	391	454	413

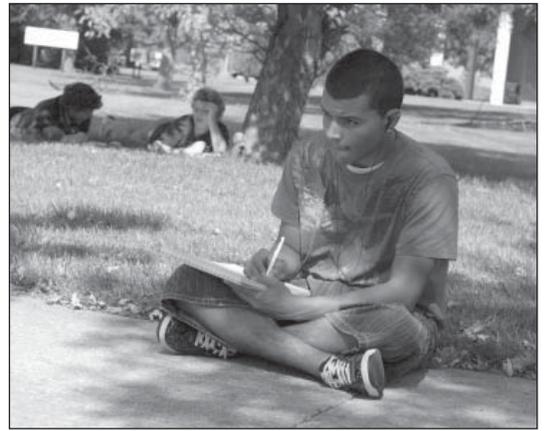
Examples of employers served by customized training include:

- Case New Holland
- Aquila
- Ellsworth Economic Development
- Salina Public Library
- Mission Teams from the Salina Church of Christ
- Natural Gas Companies and Municipalities including Midwest Energy, Atmos Energy, Enterprise Products, the Cities of Partridge, Winfield, Little River, Jamestown, Cheney, Rozel, LaCygne, Kechi, Ulysses, Pawnee Rock, Windom, and Garden Plain
- CPI Qualified Plan Consultants
- Innovative Livestock Services

The Strategic Plan

Strategic planning at Barton Community College is an ongoing effort to anticipate, predict and align future activities and provide a framework to advance the College's vision, mission and goals. It must be clear to the entire organization where we are going, why we are going there, and how we will get there.

The College's strategic planning starts with the Board of Trustees' mission and vision, followed by an institutional environmental scan (SWOT - strengths, weaknesses, opportunities, threats). From this activity, the College Planning Coordinating Committee (CPCC) has identified College strategic initiatives for the next five years. This is followed by the college developing and resourcing annual plans relating to how the vision and initiatives will be implemented. The one-year plans will provide managers with an important tool to help determine the goals and objectives of individual staff members within their departments.



1. The College will be learning centered.

The College will place learning first and provide learners with educational opportunities that are neither time nor place bound. The college will focus its resources and activities to keep learning central and engage everyone in the learning process.

2. The College is a good investment for individuals.

A college is a good investment for students when it provides quality educational programs and services at a reasonable cost. Quality education consists of instruction that prepares the student for the next phase of his/her life; whether that means continuing his/her education, entering the work force, or satisfying a personal goal. Quality services consist of those support measures necessary for a student to attain his/her educational goal. Reasonable cost is the fair market value of the instruction and services provided to the student for the tuition he/she pays. A college is a good investment for donors when the college uses donations ethically and within the spirit in which they are given.

3. The College will be a good steward of resources.

All personnel are managing the College's services efficiently and feasibly, thus appropriately providing customer benefits.

4. The College will be a leader in economic development.

The College has a realistic understanding of rural community resources. As such, Barton will provide leadership in economic development through: research of state, local and national trends that create opportunities, demographic research, development of entrepreneurial enterprise, collaborative partnerships with existing industries, and our ability to recruit, train and educate both an emergent as well as the incumbent workforce.

5. The College will build effective partnerships.

Barton is committed to building relationships that not only represent our service area communities but also reflect the diversity of our campus communities. These partnerships are effective because they illustrate our willingness to respond to the needs of the communities we serve. In order to build these effective partnerships,

the College will strengthen its efforts to reach out to individuals, businesses, and any other organizations to determine their needs and our ability to respond in an effective manner.

6. The College will highly value people.

Barton employees are our most valued resource. The College will recruit, retain, and cultivate a well-qualified, committed workforce through competitive compensation, professional development, and a supportive work environment.

7. The College will strive for excellence.

Excellence is a decision to be the best we can possibly be and to constantly strive to become better than we were before. In all programs (educational, extra-curricular, athletic, etc.), the College will commit to excellence, to become the best it can possibly be and to continually work to better itself.

8. The College will maximize student and College potential.

The College strives to understand changes in the global workplace and will empower students to learn how to learn and to love learning in a manner to fuel their passion and curiosity. The college will be as open and flexible as possible to create the necessary learning environments and methodologies to prepare the student.

9. The College will cultivate lifelong learners.

The College's ultimate goal is to ensure that students take responsibility for their own learning, understand their own learning styles and develop the ability to learn from any situation in which they may find themselves. These skills will produce individuals who are passionate about learning and who will embrace lifelong learning.

10. The College will make research-based decisions.

The College will use data collected using sound research methodology to assist in making policy decisions rather than relying on anecdotal evidence or intuition.

2008-09 Action Plan

GOAL 1: Facilitate student success.

- 1.1 Improve distance education student services
- 1.2 Improve retention
- 1.3 Learning resources will be curriculum driven
- 1.4 Enhance student services
- 1.5 Enhance diversity of employees and students
- 1.6 Complete and achieve performance agreement goals
- 1.7 Encourage student engagement and employee engagement
- 1.8 Complete yearly goals for assessment plan

GOAL 2: Develop a highly functional human resource system.

- 2.1 Ensure college has celebrations
- 2.2 Improve recognition of individual/department successes
- 2.3 Complete components of HR action plan
- 2.4 Ensure proper staffing of the college

GOAL 3: Enhance College decisions with data driven thinking.

- 3.1 Increase the availability of standardized data
- 3.2 Increase use of data by improving understanding and access

GOAL 4: Use technology to strategically support student learning.

- 4.1 Increase number of automated processes used in BANNER
- 4.2 Update technology

GOAL 5: Enhance College operational effectiveness and efficiency.

- 5.1 Strengthen administrative services and processes
- 5.2 Build foundation of institutional accountability and measurement that impact fiscal conditions of Barton County campus and Barton Community College
- 5.3 Increase and optimize use of external funding resources to support college priorities
- 5.4 Increase scholarship dollars awarded
- 5.5 Improve facilities
- 5.6 Enhance safety for students and employees
- 5.7 Foster shared governance
- 5.8 Comply with KBOR requests for data

GOAL 6: Drive workforce education and training.

- 6.1 Increase awareness of all vocational and WCTE programs and services through consistent and ongoing marketing efforts
- 6.2 Establish a consistent and understandable fiscal reporting system for workforce programs
- 6.3 Establish a viable program review process for workforce programs
- 6.4 Increase business and industry offerings including military
- 6.5 Increase awareness of MOST/HazMat programs
- 6.6 Market OSHA outreach classes to business and industry

GOAL 7: Support economic development initiatives.

- 7.1 Enhance and maintain local, state, and regional partnerships
- 7.2 Respond and collaborate to meet economic development needs
- 7.3 Seek alternative sources of funding to support workforce programs and services

In Their Words ...



Strength in Support

I was going to school full time, had a child and was working full time. I had Jordan and I wanted him to know that I could do it. That's what kept me going. I grew up really fast and had a lot

of support. Here at Barton, without them I think it would have been really hard. This was my passion, what I was chosen to do; I wouldn't change it at all. I really want to show people that if I can do it they can do it too and that's what Barton has done for me.

Angie Brough – Barton Community College Student and Working Mother



A Better Life for Them

I'm a full-time mom and I have two beautiful children. I'm also a full-time student. I go to Barton. My husband is in the military and when daddy's gone my children go through the deployments

with me. They go through the school work with me and they're proud of me. They tell me they're proud of me and I know I'm going to help provide a better life for them. My daughter tells me, "I want to go to college, mommy, because you did." And that's the best thing in the world. I'm very thankful that Barton is here.

Amber Boudreaux – Barton Community College, Fort Riley Student, Military Spouse and Full-time Mother

Do Well for Others

I wouldn't be where I am today if it wasn't for Barton. I think I was heading in the wrong direction but then I started realizing I had to be a good role model for my siblings. If I'm doing well, then I

can keep them motivated to go to school so they can do better for themselves. I was able to start this business because of the knowledge I got. It makes me happy that I'm able to provide for my family. I just want the best for them.

Baudilio Hernandez – Barton Community College Graduate, Role Model and Business Owner



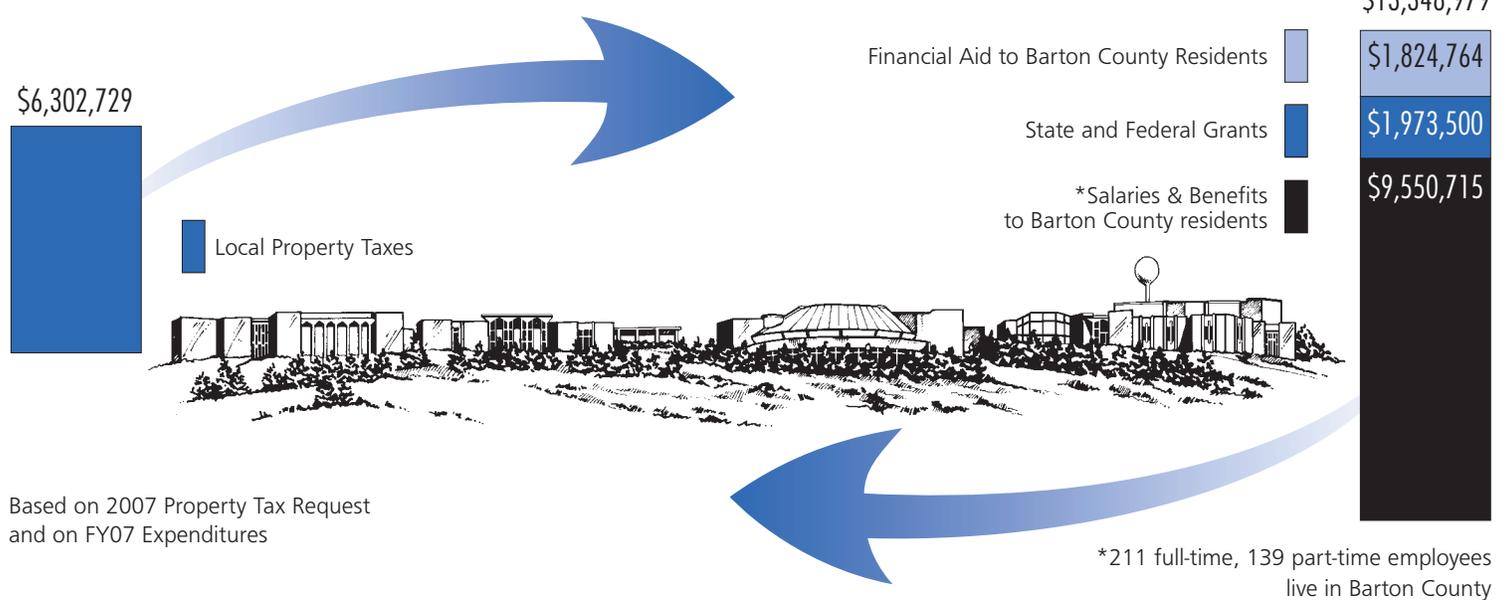
Exciting Futures

How have I been affected by Barton Community College? It's given this 30-something, divorced mother of three the confidence to continue my education and to aspire to my dream job. Most importantly, the College has welcomed my family, the fear (of pursuing education) is gone, and we are excited about the future. That's what the College has done for us. It's given us an exciting future, one that we never even conceived. For that, I can't thank (Barton) enough.

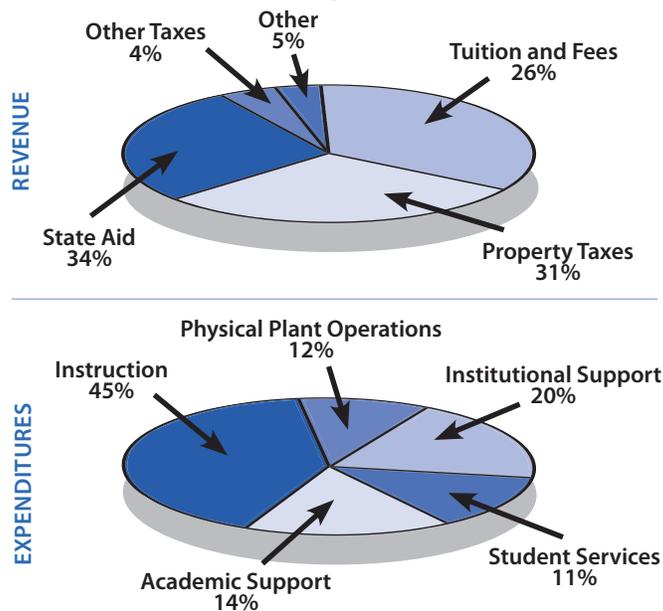
Fancy Ellerman – Barton Community College Graduate and Mother of Three, who is pursuing a career in Library Science



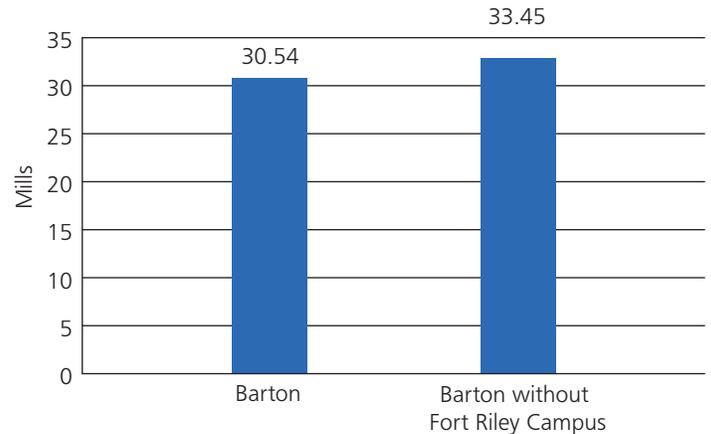
Barton County's Return On Investment



Barton Revenues and Expenditures Fiscal Year 2008



Property Tax Mill Levy: The Value of the Fort Riley Campus



The left bar shows the 2007 mill levy. The right bar shows what the mill levy would be without Fort Riley Campus.

Fort Riley Campus (FRC) credit hours identified by the Barton Institutional Research and Records Office; FRC expenditures and property tax projection identified by the Barton Business Office.

hilltopics.bartonccc.edu

Stay informed with the latest news and events happening at Barton Community College. Hilltopics is a collection of news releases, feature stories, information and photos produced or gathered by Barton's Public Relations Office. Visit the Web site often to view Barton's latest news.

- College News
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245 NE 30 RD · Great Bend, KS 67530-9251

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