



HLC Accreditation Evidence

Title: Monitoring Report to Board of Trustees
**END 1: Essential Skills (Fundamental Skills
as of January 2022)**

URL:

<https://docs.bartonccc.edu/trustees/Monitoring%20Reports/2021%20Monitoring%20Reports/end1essentialskills2021.pdf>

Office of Origin: Vice President of Instruction

Contact(s):

- Assessment Coordinator

1 ESSENTIAL SKILLS



ENDS
REPORTS



BARTON
COMMUNITY COLLEGE

2 WORK
PREPAREDNESS



3 ACADEMIC
ADVANCEMENT



4 "BARTON
EXPERIENCE"



5 REGIONAL
WORKFORCE
NEEDS



6 SERVICES AND
REGIONAL
LOCATIONS



7 STRATEGIC
PLAN



8 CONTINGENCY
PLANNING



Center for Adult Education

1025 Main Street

September 28nd 2021

Melissa Feist

Coordinator of Adult Education

BARTON
COMMUNITY COLLEGE



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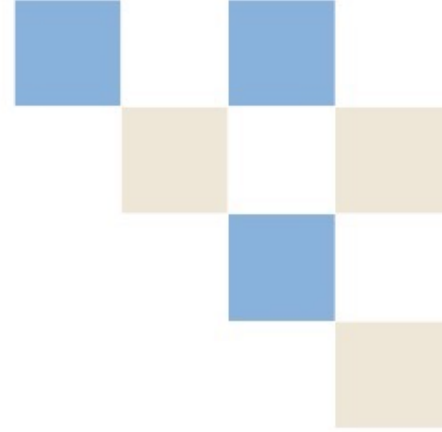


7 STRATEGIC PLAN



8 CONTINGENCY PLANNING





Our Team

 Melissa Feist

Coordinator; Adult Education

 Gina Owen

Testing and Support Specialist

 Anita Ellison

Data Specialist (P/T)

 Kristi Mason

Instructor (ABE/ASE; Main Campus)

 Kim Walter

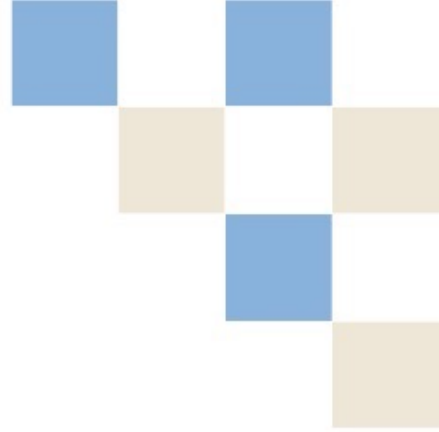
Instructor (AO-K; Main Campus) (P/T)

 Luke Seitz

Instructor (ABE/ASE; ECF)

 Angie Reed

Instructor (ABE/ASE; LCMHF)



Programs Offered

Adult Basic / Secondary Education (*All locations*)

- Kansas High School Diploma
- AO-K – Partnership with CTE
- Academic skill development/Improvement
- Workforce preparedness

Students Served

🐾 FY 22 (YTD – 9/10/21)

– 61 Students Served (all locations/programs)

🐾 FY 21

– 155 Students Served (all locations/programs)

🐾 FY 20

– 183 Students Served (all locations/programs)

🐾 FY 19

– 220 Students Served (all locations/programs)

🐾 FY 18

– 250 Students Served (all locations/programs)

🐾 FY 17

– 185 Students Served (all locations/programs)

🐾 FY 16

– 184 Students Served (all locations/programs)

🐾 FY 15

– 176 Students Served (all locations/programs)

🐾 FY 14 ***The GED test was changed in January of FY 14*

– 231 Students Served (all locations/programs)

Goals

- 🐾 Increase the Number of Adult Ed Students (Program Wide)
 - Continue / Increase the Number of AO-K Students
- 🐾 Continue AO-K Model Training/Professional Development for All Staff
- 🐾 Increase Student Transition to Post-Secondary
- 🐾 Increase and Sustain GED Completion Rates/Educational Gains

Developmental Education

Carol Murphy

Coordinator of Developmental Education

BARTON
COMMUNITY COLLEGE

B

**ENDS
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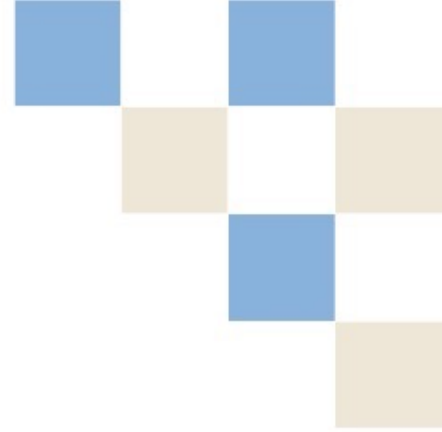


8 CONTINGENCY PLANNING



Developmental Education Purposes

- To preserve and make possible educational opportunity for each post-secondary learner.
- To ensure proper placement by assessing each learner's level of preparedness for college course work.
- To develop in each learner the skills and attitudes necessary for the attainment of academic, career, and life goals.
- To enable learners to acquire the knowledge and skills needed to succeed in mainstream college courses.

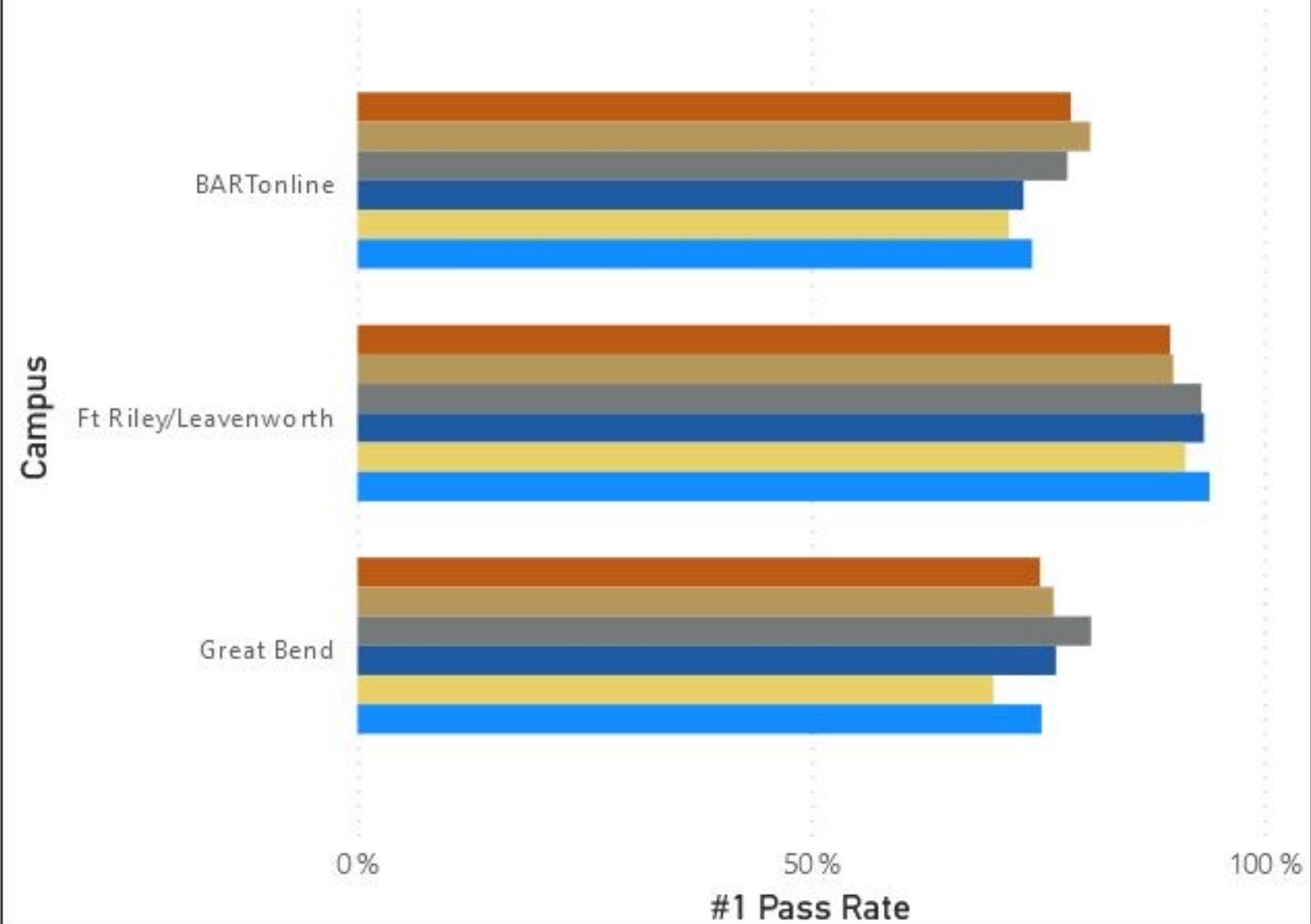


Focus Points

- Assessment and Placement of students
- Courses designed with developmental best practices
- Embed affective skills in developmental courses
- Flexible scheduling

#1 Pass Rate by Campus and Acad Year

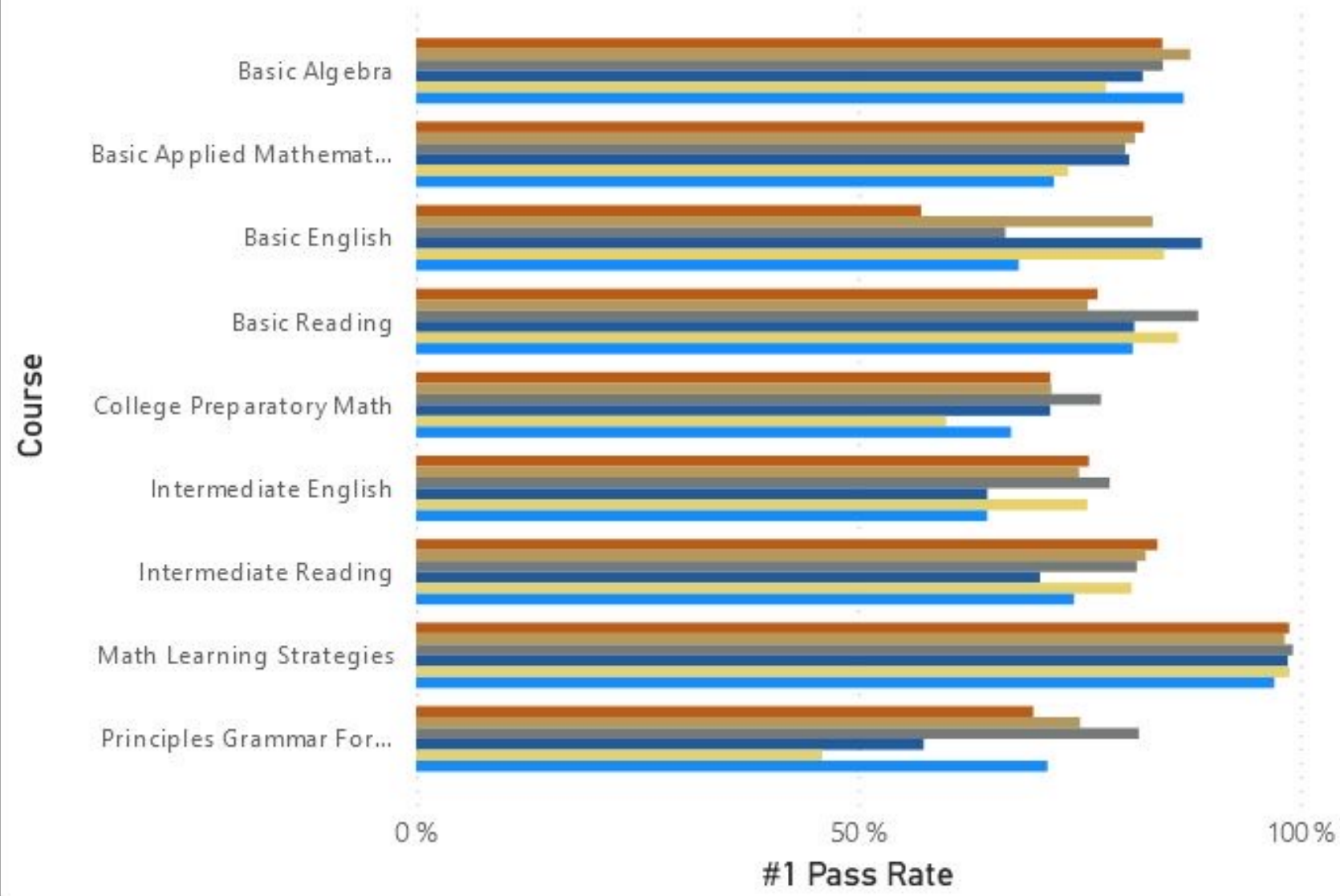
Acad Year ● 2015-16 ● 2016-17 ● 2017-18 ● 2018-19 ● 2019-20 ● 2020-21



#1 Pass Rate by Course and Acad Year

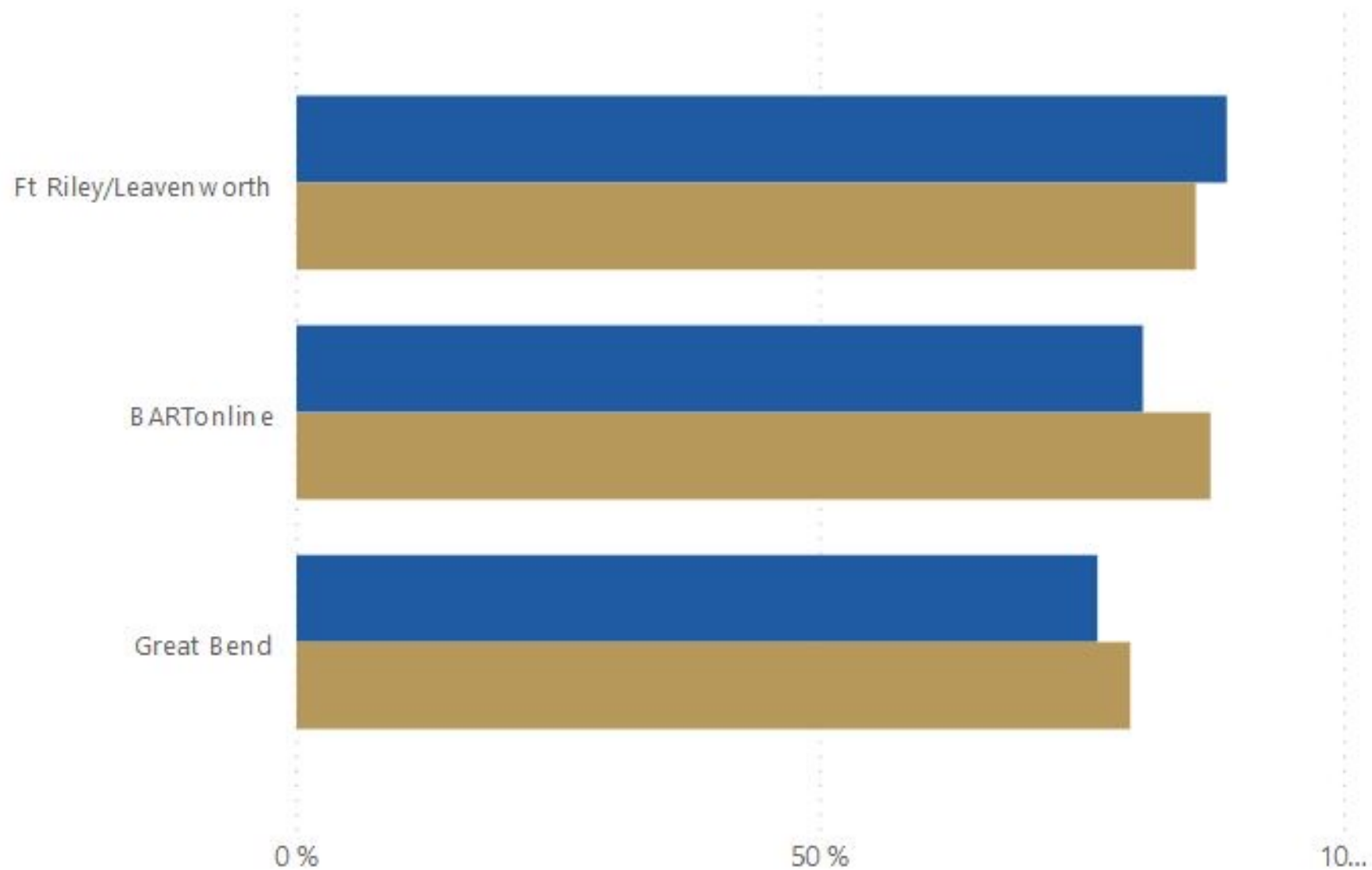


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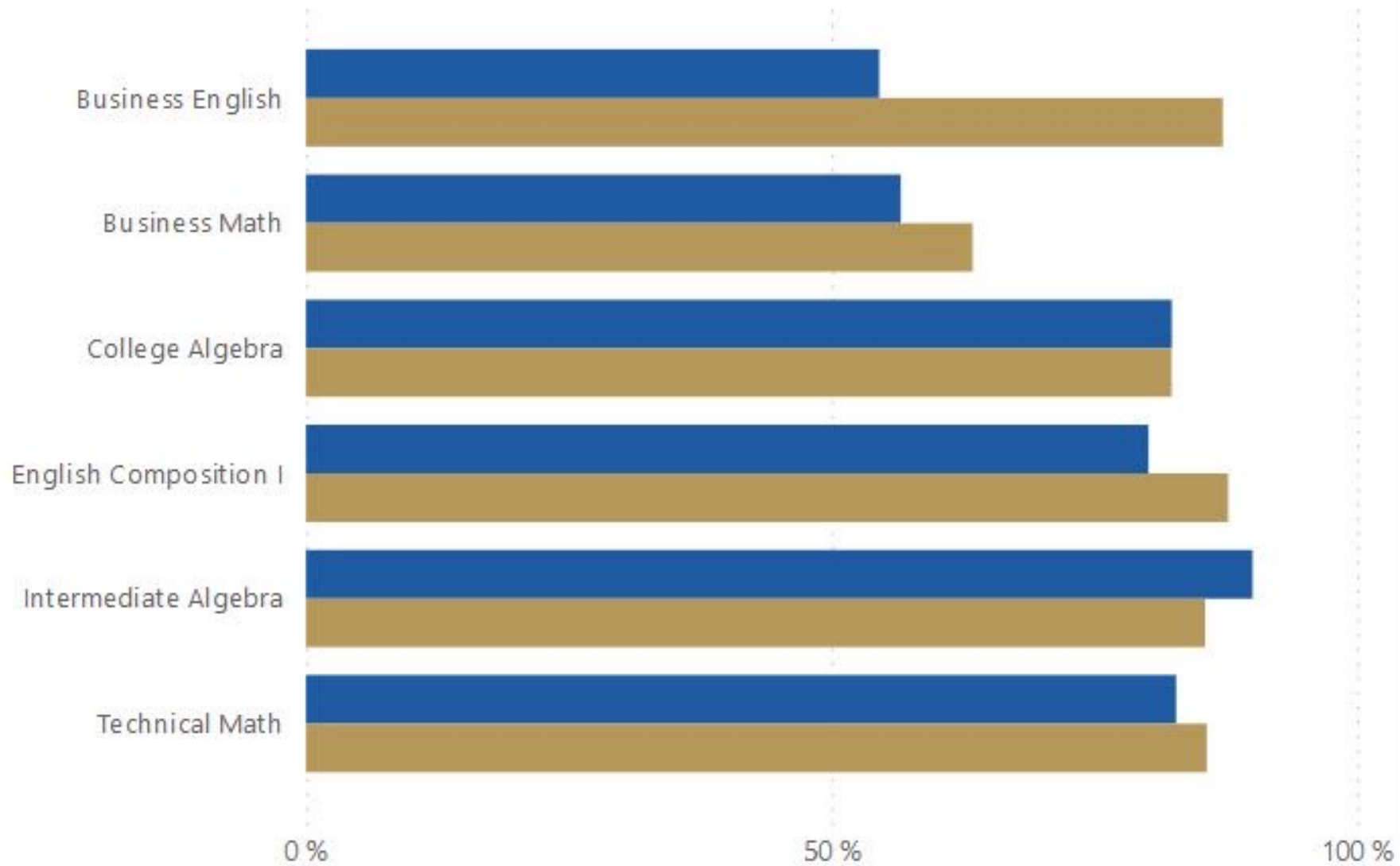
Developmental vs Non-Developmental Performance in College Ready Courses by Campus

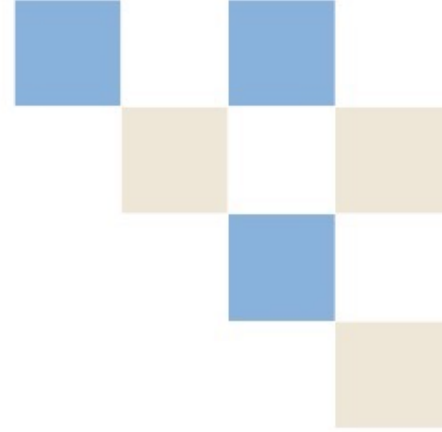
● Developmental Pass Percent ● Non-Developmental Pass Percent



Developmental vs Non-Developmental Performance in College Ready Courses by Course

● Developmental Pass Percent ● Non-Developmental Pass Percent





The Developmental Team reviews the monitoring report data looking for red flags or areas of concern and develops plans to address problems or to improve courses to better fit student needs.

Indicator #2 - Assessment

Jo Harrington

Coordinator of Assessment





Indicator #2: Students will have the essential skills to lead productive lives.

	% of Correct Responses				
Year:	2017	2018	2019	2020	2021
Overall:	79%	76%	77%	81%	82%

Indicator #2: Students will have the essential skills to lead productive lives.

% of Correct Responses

Year:	2017	2018	2019	2020	2021
F-1	81%	77%	81%	81%	82%
F-2	76%	77%	67%	82%	80%
F-3	75%	72%	76%	81%	82%
F-4	78%	82%	84%	83%	84%
F-5	76%	79%	82%	81%	84%

Indicator #2: Students will have the essential skills to lead productive lives.

Fundamental Learning Outcome (FLO) 4:

Technological Perspective

Students will be able to explain how technologies affect important parts of human life and how information technologies shape the study of a given subject

Indicator #2: Students will have the essential skills to lead productive lives.

% of Correct Responses

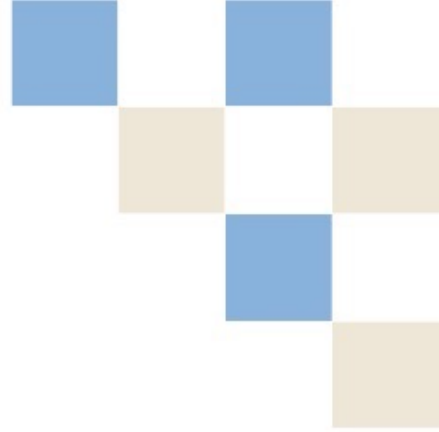
2019 2020 2021

Resource Conservation and Recovery Act (RCRA)

- Define and distinguish solid waste, hazardous waste, non-hazardous waste, hazardous substance, and extremely hazardous substances **40% 67% 80%**

Introduction to Environmental Management

- Outline indoor air quality pollutants such as radon, formaldehyde, volatile organic compounds, combustion gases, particulates and biological contaminants as well as various monitoring methods involved with indoor air quality **67% 90% 92%**
-



Questions?