



HLC Accreditation Evidence

- **KBOR – Performance Agreement**

URL:

Office of Origin:

- Institutional Effectiveness

Contact(s):

- Director of Institutional Effectiveness

Barton County Community College Performance Report AY 2021						AY 2021 FTE: 3,469 Date: 7/5/2022		
Contact Person: Elaine Simmons Phone: 620-792-9214 email: simmonse@bartonccc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of Barton degrees and certificates awarded	1 <i>KBOR data</i>	AY 2013: 1,032 AY 2014: 977 AY 2015: 830 Baseline: 946	922	↓	938	↓		
2 Increase the percentage of successful responses on competency-based reasoning questions pooled from multiple sections of five courses	2	AY 2016: 1,885/2,604 = 72.4% AY 2017: 1,495/1,961 = 76.2% AY 2018: 1,268/1,710 = 74.2% Baseline: 4,648/6,275 = 74.1%	1,643/2,032 = 80.9%	↑	1,339/1,707 = 78.4%	↑		
3 Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure	2	AY 2013: 232/306 = 75.8% AY 2014: 277/349 = 79.4% AY 2015: 334/404 = 82.7% Baseline: 843/1,059 = 79.6%	230/273 = 84.2%	↑	251/292 = 86.0%	↑		
4 Increase overall first-year academic achievement (GPA) for students in developmental courses	1	2017=2.36 GPA (n = 1,794) 2018=2.22 GPA (n = 2,005) 2019=2.22 GPA (n = 2,171) Baseline: 2.27 GPA	2.74 GPA (n=2,042)	↑	2.51 GPA (n= 2,012)	↑		
5 Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort	2 <i>KBOR data</i>	Fall 2010 Cohort: 92/387 = 23.8% Fall 2011 Cohort: 108/377 = 28.6% Fall 2012 Cohort: 179/516 = 34.7% Baseline: 379/1,280 = 29.6%	153/476 = 32.1%	↑	168/478 = 35.1%	↑		
6 Increase the percentage of students performing at the “Proficiency” level on mandatory competencies within written communication assessments of general education	2	AY 2013: 645/1,430 = 45.1% AY 2014: 680/1,528 = 44.5% AY 2015: 550/1,502 = 36.6% Baseline: 1,875/4,460 = 42.0%	222/621 = 35.7%	↓	258/666 = 38.7%	↓		

Barton County Community College Performance Report AY 2021

Indicator 1: Increase the number of Barton degrees and certificates awarded

Description: Foresight 2020, Goal #1 Increase Higher Education Attainment; as measured by “Number of degrees produced”. Barton wishes to continue the upward growth of students completing certificates and degrees. This goal aligns directly with the KBOR 2020 Strategic Plan.

Result: Barton’s 938 degrees and certificates awarded demonstrated a fifth straight year of upward growth since AY2017: AY 17 (869), AY 18 (902), AY 19 (914), and AY 20 (922). Although we did not surpass the baseline of 946, the percentage of degrees and certificates per FTE has increased vs. the period (2013-2015) since the baseline was established. We are up from 22% (2,839/12,627) in the years that were used as the baseline (AYs 13, 14 and 15) to 27% (938/3,469) in AY 21. In fact, AY 21 was Barton’s most efficient of the last 10 years in this degrees and certificates awarded by almost 2%. With dropping enrollment rates across the system, efficiency and retention take on even more importance.

Indicator 2: Increase the percentage of successful responses on competency-based reasoning questions pooled from multiple sections of five courses

Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an indicator of performance of students on institutional quality measure. One of the ways that Barton assesses reasoning is by identifying questions within a course final that assess not only the specific competencies of the course, but also tie to the general education outcome expectations as a whole. This indicator is measured using five courses for which two competencies per course are selected percentage of successful responses.

Result: Barton exceeded baseline on this indicator. Barton credits its faculty and staff for their continued effort and support in improving student learning in this area. The awareness, understanding and use of assessment has improved on all Barton campuses due to the launch of the Barton Assessment Institute, initiated in the school year 2018-2019. To date, the institute has graduated 31 faculty and staff members. In addition, the College is supporting multiple assessment committees (classroom, course, program and co-curricular) to round out added awareness and participation.

Indicator 3: Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials.

Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by “Performance of students on selected third-party technical program certificate/credential assessments”. The College’s Workforce Team plans to increase student awareness of the benefits of seeking these credentials, address (as necessary) course scheduling to assist in completion of required course, monitor participation through the development of less laborious tracking system to record student credential completion, and continue to seek a process to improve student self-reporting. The Healthcare area will be targeted with credentials associated. The passing percentage rate is calculated each year. The numerator reflects the number of students who passed the exam. The denominator reflects the number of students who sat for the exam.

Result: We continue to strive for excellence and high pass rates for our students receiving third-party healthcare certification and licensure. Barton healthcare programs provide several different opportunities to assist students in their preparation for testing for certification and licensure, such as remediation, study halls/sessions, tutoring, review courses and individual study plans. The healthcare credentials that are tracked and monitored annually are: Nursing (Registered Nurse & Licensed Practical Nurse - National Council of State Boards of Nursing), Medical Lab Technician – (Medical Lab Technician -American Society for Clinical Pathology), Emergency Medical Services (Emergency Medical Technician, Advanced Emergency Medical Technician and Paramedic – National Registry), Dietary Manager (Certified Dietary Manager - Association of Nutrition & Foodservices Professionals), Pharmacy Technician (Pharmacy Technician

Certification Board), Medical Assistant and Adult Healthcare (Certified Nurse Aide & Certified Medication Aide - Kansas Department for Aging and Disability Services).

Indicator 4: Increase overall first-year academic achievement (GPA) for students in developmental courses

Description: Foresight 2020, Goal #1; Increase Higher Education Attainment; Increase the academic achievement of at-risk developmental students. To achieve this indicator, it will take coordination between instructors, advisors, student services and the Director of Student Academic Development. Interventions may include increased use of the tutoring lab, instructors and advisors emphasizing study skills and time management, and connecting the outcomes of the Student Success course to specific courses the students are taking.

Result: Barton exceeded baseline on this indicator. We have improved our response to bi-weekly grade reports provided by Institutional Effectiveness with an emphasis on communication. Full time advisors in the Advisement Center and the department of Student Academic Development (as well as a few other advisors who have requested) receive a grade report for assigned cohorts. When a student is identified as struggling in a class, advisors and Student Academic Development follow up with that student and faculty, when appropriate, to provide specific recommendations to better assist students and their connection with resources. This process creates more awareness by the faculty of support efforts, thereby increasing referrals, and increased the access to support services such as tutoring and academic mentoring that impact the positive effects on student GPAs from the baseline data. (2.51 AY 21 vs. Baseline of 2.27).

Indicator 5: Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort

Description: Using the KBOR/KHEDS graduation rate of first-time, full-time, undergraduate degree-seeking students, Barton Community College will increase the percent of students graduating in 150% (3 years) of initial enrollment. This indicator aligns with Barton's standing core value of Drive Student Success. The college will be improving advising processes across all venues and enhancing data tracking of how students are moving through the advising process and progression to completion. Faculty are receiving detailed training on how to use Community College Survey of Student Engagement (CCSSE) data to achieve focused improvements.

Result: Barton again surpassed the baseline for Indicator 5 with a graduation rate (35.1%) 5.5% higher than the baseline. The continued progress is due to improved advising processes using targeted student communication based on data of their enrollment status and degree progression. Our HLC Student Success Academy is a three-year project which began in 2019. The progress of the Student Success Academy has established a plan for a sustainable structure that more directly collects and analyzes student feedback and data. Barton has also used student data in the form of feedback from the CCSSE 2010 through 2020 and Ruffalo-Noel Levitz in 2021, and internal student surveys to create data-driven professional development for faculty training. The Executive Leadership Team utilized this data and feedback with the institution's recent review of the Mission Statement and incorporates it with ongoing strategic planning.

Indicator 6: Increase the percentage of students performing at the "Proficiency" level on a mandatory competency within written communication assessments of general education

Description: Foresight 2020, Goal #2; Institution Specific Indicator: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an 'Institution Specific' indicator as a component of Barton Board expectations; and as an 'Institution Specific' indicator as a component of the assessment of general education at Barton. Included within the general education outcomes is the inclusion of written communication. The number of students who scored at the highest level, 'Proficient', is counted from courses across multiple sections, this is then divided by the total number of students in the respective courses. The performance numbers for this indicator represent the number of students who received ratings of "proficient" to indicate successful completion of this indicator.

Result: Barton unfortunately fell below baseline on this indicator, but there have already been improvements when compared to the AY 2020 data. Additionally, when comparing sequential courses an increase can be seen. Although 34% of students in English Composition I in Fall 2020 scored proficient, in Spring 2021, 46% of students in English Composition II scored proficient. Although Barton fell below baseline on this indicator, positive movement is clear.