**Barton Community College Performance Agreement 2017-2019 Fall 2015 FTE: 4,291**

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| **Barton Community College** | **Foresight Goals** |  |  | |  | |  | |
| **3yr History** | **AY 2017**  **(Summer 2016,**  **Fall 2016, Spring 2017)** | | **AY 2018**  **(Summer 2017,**  **Fall 2017, Spring 2018)** | | **AY 2019**  **(Summer 2018,**  **Fall 2018, Spring 2019)** | |
|  |  |  | Institutional  Performance | Outcome | Institutional  Performance | Outcome | Institutional  Performance | Outcome |
| **1** Increase the number of  Barton degrees and certificates awarded.  (FY) | 1 | 2013 = 1032  2014 = 977  2015 = 830  Baseline: 946  Baseline: |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | |
| **2** The performance numbers for this indicator represent the percentage of successful responses on competency based questions pooled in the multiple sections of each of the five courses indicated below. (AY) | 2 | 2013 = 1528/1804 (85%)  2014 = 1298/1566 (83%)  2015 = 1184/1398 (85%)  Baseline: 4010/4768 (84%) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | |
| **3** Increase the percentage of students receiving third-party health care technical program certification and licensure credentials by AY | 2 | 2013 = 232/306 (76%)  2014 = 277/349 (79%)  2015 = 334/404 (83%)  Baseline: 843/1059 (80%) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | |
| **4** Increase fall-to-fall  retention of low-performing students requiring entry level developmental education courses | 2 | 2013 = 147/259 (57%)  2014 = 111/240 (46%)  2015 = 146/280 (52%)  Baseline: 404/779 (52%) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | |
| **5** Increase three-year graduation rate of college-ready cohort. | 2 | 2013 = 92/387 (23.80%)  2014 = 108/377 (28.60%)  2015 = 179/516 (34.70%)  Baseline: 126/427 (29.50%) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | |
| **6** Increase the percentage of  student performing at the “Proficiency” level on mandatory competencies within written communication assessments of general education (AY) | 2 | 2013 = 645/1430 (45%)  2014 = 680/1528 (45%)  2015 = 550/1502 (37%)  Baseline: 1875/4460 (42%) |  |  |  |  |  |  |
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**Barton Community College Performance Agreement 2017-2019 Narrative**

**Indicator 1: Increase the number of degrees and certificates awarded.**

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. For Barton, there were 556 completers in 2010 and by 2015 there were 830. If Barton can continue to grow, we believe we can impact and support KBORs desire to increase higher education attainment of Kansans to 60% by 2020.

**Indicator 2: The performance numbers for this indicator represent the percentage of successful responses on competency based questions pooled in the multiple sections of each of the five courses indicated below.**

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 mathematical 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 (specific courses and skill competencies are outlined below). The performance numbers for this indicator represent the number of students who correctly answered the associated competency questions, divided by the total number of students pooled in the multiple sections of each of the five courses indicated below. [For example, if overall there are 100 students in BSTC 1036, and 80 get (1) correct (80/100), and 70 get (2) correct (70/100), then overall there were 150 correct answers out of a possible 200, or (80+70)/(100+100) = 150/200. Similarly, if overall there are 150 students in BSTC 1685, and 75 get (1) correct (75/150), and 105 get (2) correct (105/150), then overall there were 180 correct answers out of a possible 300, or (75+105)/(150+150) = 180/300. This is then pooled with BSTC 1036 such that now we have 330 correct answers out of a possible 500, or (150+180)/(200+300) = 330/500. This is repeated for the remaining courses listed.] Note that it is possible that students may be enrolled in more than one of these courses simultaneously, so some data may be duplicated.

BSTC 1036 - Computer Concepts and Applications

1. Use word-processing software to create, edit and produce professional looking documents

2. Create spreadsheets and charts to analyze, investigate and/or interpret numerical and financial data to support problem-solving process

BSTC 1685 - Spreadsheet Applications

1. Determine which chart type should be created and create and format a 3-D column or pie chart using the Chart Wizard.

2. Recognize order of operations used in formulas and be able to adjust formulas as necessary.

ECON 1615 - Personal Finance

1. Identify and use financial statements and budgeting tools

2. Explain the positive and negative aspects of borrowing (credit cards, consumer loans, home loans

and car loans)

MATH 1819 - Business Math

1. Apply ratios and proportions to problem-solving situations.

2. Calculate salary on the basis of weekly, biweekly, semimonthly, and monthly pay periods.

MATH 1806 - Technical Math

1. Solve application problems involving basic arithmetic operations, measurement, and percentage.

2. Use formulas to solve for an unknown quantity

**Indicator 3: Increase the percentage of students receiving third-party health care technical program certification and licensure credentials by AY**

Foresight 2020, Goal #2: Improve Economic Alignment; as measured by “Performance of students on selected third-party technical program certificate/credential assessments”. Barton recognizes the significance of industry credentials and the impact on employment requirements and/or opportunities they may have. The institution is interested in enhancing student achievement of technical certifications and/or licensure credentials and intends to apply additional priority to this student outcome. 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 with the following programs targeted: Nursing (RN & PN), Medical Lab Technician (ASCP), Emergency Medical Services (EMT Basic, AEMT, & Paramedic), Dietary Manager (ANFP), and Adult Healthcare (CMA & CNA). Note that the data for this indicator is self-reported for all program areas targeted, other than Nursing.

**Indicator 4:** **Increase fall-to-fall retention of low-performing students requiring entry level developmental education courses (Basic English, Basic Reading, College Prep Math).**

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. Barton’s goal is to increase the retention of low- performing non-college ready students. Our efforts will target the students who did not perform well, rather than all students in the class. To achieve our goal, students in Basic English, Basic Reading, and/or College Prep Math 1 will be provided with individualized instruction in areas of greatest weakness and receive positive reinforcement for successful “milestones” within the course. Student services and support staff will assist instructors in providing guidance and support for these low-performing entry level students. Intervention strategies will be used to provide support and guidance for low performing students in order to increase their self-efficacy and determination to return the following semester and improve their academic standing. Assessment will occur by mid- term during the first semester, and for the subsequent semester. The chart indicates the “low performing students” retained as the numerator, and all “low performing students” in the denominator.

**Indicator 5: Increase three-year graduation rate of college-ready cohort.** 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.

**Indicator 6: Increase the percentage of student performing at the “Proficiency” level on a mandatory competency within written communication assessments of gen ed.**

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. A competency in ENGL 1204 Composition I and ENGL 1205 Comp II, is to avoid plagiarism by crediting any outside sources incorporated into a document using attributive tags and/or in-text references as well as works cited/ bibliographical listings. This competency is assessed using a rubric where faculty grade a paper scoring students as Proficient (P), Competent (C), or Emerging (E) with regard to the competency expectations. The number of students who scored at the highest level, ‘Proficient’, is counted from both 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. The reported data is reflective as follows: the numerator identifies the number of students performing at the “Proficiency” level, and the denominator reflects the total number of students in the courses being assessed.

**Staff Comments and Recommendation:**