

Performance Agreement/Report

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Regents System Goal A: Efficiency/Effectiveness/Seamlessness				
Institutional Goal 1: Students desiring academic advancement will be prepared for successful transfer to other colleges and universities by improving the advising process.				
Key Performance Indicator (Data)	3-Year Performance History	Targets	Performance Outcome	Evaluation
Indicator 1: Student perception of advising, measured in even-numbered years by CCSSE and in odd-numbered years by Noel-Levitz	2004: CCSSE N/A 2005: Noel-Levitz SSI Academic Advising/Counseling Performance Gap 1.09 (FR campus) (0.67 BC campus) 2006: CCSSE data 49.0 (both campuses) Support for Learners Benchmark Score	2008: 52.1 CCSSE 2009: 0.67 NL 2010: 53.3 CCSSE	52.2	Target met
Indicator 2: Increase the number of students transferring to universities on 2+2 agreements	2004: N/A 2005: N/A 2006: 43	2008: 51 2009: 61 2010: 73	94	Target exceeded
Indicator 3: Increase number of 2+2 agreements with secondary and other post-secondary institutions	2004: 7 2005: 9 2006: 11	2008: 13 2009: 15 2010: 17	16	Target exceeded

NARRATIVE — INSTITUTIONAL GOAL 1: Students desiring academic advancement will be prepared for successful transfer to other colleges and universities by improving the advising process.

Key Performance Indicator 1: Student perception of advising, measured in even-numbered years by CCSSE and in odd-numbered years by Noel-Levitz

Data Collection: The CCSSE was administered in Spring 2008 and showed improvement for Barton compared to previous years and compared to other institutions of similar size.

Targets: Barton achieved the target for this indicator, showing a marked improvement in advising at the Fort Riley campus. This is especially gratifying as the improvement shown by the Noel Levitz survey in 2007 has been confirmed using a different instrument in 2008. This change included adding an advisement day to the middle of each instructional cycle. This has now become part of the culture at the Fort Riley campus. The majority of the Fort Riley students now have degree plans, ensuring that they are taking the correct classes for seamless transfer to a 4-year

institution.

Key Performance Indicator 2: Increase the number of students transferring to universities on 2+2 agreements.

Data Collection: The number of students transferring to a university on a 2+2 was determined to have increased.

Targets: Barton has significantly increased the number of students who are using 2+2 agreements and transferring to 4-year institutions. These students are taking advantage of degree plans that ensure seamless transfer.

Key Performance Indicator 3: Increase number of 2+2 agreements with secondary and other post-secondary institutions

Data Collection: Barton now has sixteen (16) 2+2 agreements with 7 different post secondary institutions in Kansas and is in the process of developing several more with two other institutions. These 2+2 agreements are listed on Barton's web pages with a link from the front page.

Targets: Barton has exceeded this target and continues to develop 2+2 agreements with 4-year institutions, both in Kansas and beyond. The agreements that we have with institutions outside of Kansas are for distance learning opportunities that allow our student to continue their studies even if they are place bound. Our primary goal is to serve the needs of our students and to ensure that they have opportunities to pursue their studies and achieve their educational goals.

Comments: Barton met all of the targets for this goal and so achieved the goal. These improvements are ongoing and will continue to benefit our students.

Regents System Goal B: Improve Learner Outcomes				
Institutional Goal 2: Students will acquire essential skills by completing their developmental classes in a compressed 8-week format.				
Key Performance Indicator (Data)	3-Year Performance History	Targets	Performance Outcome	Evaluation
Indicator 1: Improve student success by implementing a compressed course schedule for fall and spring developmental courses	2004: N/A 2005: N/A 2006: N/A 2007: 12 class sections	2008: 14 sections of DE course offerings 2009: 16 sections of DE course offerings 2010: 18 sections	17 sections	Target was met
Indicator 2: Enroll students in compressed developmental classes	2004: N/A 2005: N/A 2006: N/A Base line established in 2007	2008: 250 2009: 290 2010: 324	2007 - 107 unduplicated head count 2008 - 158 unduplicated head count	Target was not met but directional improvement was made
Indicator 3: Increase the pass rate in Basic Algebra	2004: 67.1% 2005: 54.9% 2006: 56.6%	2008: 58% 2009: 60% 2010: 62%	2007: 61.0% 2008: 62.3%	Target was exceeded
Indicator 4: Increase the retention rate in Basic Algebra	2004: 87.2% 2005: 85.8% 2006: 85.5%	2008: 89% 2009: 90% 2010: 91%	2007: 89.9% 2008: 86.1%	Target was not met

NARRATIVE — INSTITUTIONAL GOAL 2: Students will acquire essential skills by completing their developmental classes in a compressed 8-week format.

Key Performance Indicator 1: Improve student success by implementing a compressed course schedule for fall and spring developmental courses

Data Collection: Success in this goal will be the implementation of a new scheduling format for developmental courses and the first level college course in math and English and reading. By 2010, at least 18 sections of the DE courses in math, English and reading will be offered in the new format. This will impact at least 324 of the 769 who annually enroll in developmental math courses, 160 who enroll in reading, and 390 who enroll in English (these are duplicated head counts).

Targets: While Barton made directional improvement for this target, it did not achieve the complete scheduling change that was first anticipated. As a result of reviewing the results from 2007, it was determined that changing only part of the schedule to the new format did not enable students to take full advantage of the new schedule. The number of sections for Fall 2008 was significantly reduced and a different strategy employed to

improve the passrates in Basic Algebra.

Key Performance Indicator 2: Enroll students in linked developmental classes

Data Collection: Number of students enrolled on 20th day of linked developmental classes, spring and fall increased from 107 to 158 (unduplicated headcount).

Targets: As noted above, the number of students who enrolled in the compressed sections did not achieve the target of 90% fill rate in the sections although it did increase - so directional improvement was made. The challenge of fitting the compressed classes that meet every day into a regular schedule made it more difficult for students to enroll in the classes.

Key Performance Indicator 3: Increase pass rate in Basic Algebra

Data Collection: A percentage calculated by taking the number of students who complete the course with a C or better grade compared to the number of students enrolled in Basic Algebra on Barton's Barton County Campus. The pass rate improved to 62%.

Targets: Barton achieved this target despite the scheduling concerns noted above. In Fall 2008 a different approach to teaching Basic Algebra was introduced. Barton has been using the PLATO learning system for teaching all developmental math classes since 2000. When the program was initially used, there was a significant increase in our success rates, particularly in Basic Applied Math - the lowest level math class, and also for Basic Algebra and Intermediate Algebra. However, our success and retention rates reached a plateau in the first few years in Basic and Intermediate Algebra and were beginning to decline as shown in the historical data. Instructors, who were committed to helping their students succeed, were supplementing heavily in the computer-mediated courses. After extensive discussion, the math department decided to keep using PLATO for Basic Applied Math (the computer-mediated nature was still very effective for that course) but move to a more faculty-facilitated learning for Basic and

Intermediate Algebra. The computer-mediated approach was still used for most sections in Spring 08, but in Fall 08 it was discontinued and a more faculty-facilitated approach was used. Data show that our pass rates have continued to improve. While this is no longer a goal for the college as far as the performance agreement is concerned, our faculty are committed to continuing to improve pass rates in Basic Algebra and all our developmental courses.

Key Performance Indicator 4: Increase the retention rate in Basic Algebra

Data Collection: Number of students who complete the class compared with the number of students enrolled

Targets: Barton introduced a new grade designation in 2008-09: that is the UF. This grade indicates that a student stopped attending class, but did not drop the class. These students are not considered to be completers. Including them in the drop rate has impacted the retention rate reported. It is reasonable to determine the success rate based on the number of completers, but it is also important to increase the number of students who complete.

Comments: Barton achieved 3 out of 4 targets and so achieved this goal. The most significant measure of learning outcomes is the pass rate; however, it is also critically important that students are retained in class. The drop in retention will be addressed as student retention continues to be an area of focus for Barton and one of Barton's three action plans for AQIP.

Regents System Goal E: Increase External Resources

Institutional Goal 3: Increase funding from external sources, both public and private

Key Performance Indicator (Data)	3-Year Performance History	Targets	Performance Outcome	Evaluation
Indicator 1: Increase the number of federal grant applications	2004: 4 2005: 6 2006: 6	2008: 7 2009: 8 2010: 9	2008: 16	Target was exceeded
Indicator 2: Increase the number of non-federal grant applications	2004: 10 2005: 13 2006: 15	2008: 16 2009: 18 2010: 20	2008: 17	Target was exceeded
Indicator 3: Increase the total amount of grant dollars received	2004: \$1,328,829 (1.3M) 2005: \$1.46M 2006: \$1.54M	2008: 20% \$1.8M 2009: 20% \$2.2M 2010: 20% \$2.6M	2007: \$1.59 M 2008: \$1.99 M	Target was exceeded
Indicator 4: Increase the number of academic scholarships awarded supported by external funds	2004: 133 2005: 171 2006: 124	2008: 175 2009: 225 2010: 275	200 scholarships were awarded	Target was exceeded
Indicator 5: Increase the total assets administered by the Barton Foundation	2004: \$4.2Million 2005: \$5.2M 2006: \$5.8M	2008: \$6.4M 2009: \$7.0M 2010: \$7.7M	\$6.085M	Target was not met, directional improvement was made

NARRATIVE — INSTITUTIONAL GOAL 3: Increase funding from external sources, both public and private

Key Performance Indicator 1: Increase the number of federal grant applications

Data Collection: Total number of grant applications submitted by Barton for federal grant programs increased

Targets: Barton has made remarkable progress in submitting grant applications in the last year, exceeding this target and as a result has been able to secure more funds than expected.

Key Performance Indicator 2: Increase the number of non-federal grant applications

Data Collection: The total number of grant applications submitted by Barton for state and private grant programs increased.

Targets: This target was also exceeded due to the extraordinary efforts of the faculty and staff and our grant writer.

Key Performance Indicator 3: Increase the total amount of grant dollars received

Data Collection: Total of all grant funds received by Barton from all sources, both public (state and federal) and private increased

Targets: This target was met and slightly exceeded.

Key Performance Indicator 4: Increase the number of academic scholarships awarded supported by external funds

Data Collection: The number of academic scholarships awarded for the AY 08-09. These scholarships are awarded before the start of the academic

year. Historical data is based in academic years, not calendar years. The number of scholarships depends on the success of the foundation in raising funds to meet the needs. The number of scholarships increased..

Targets: The foundation was able to fund 200 scholarships in 2008, exceeding the target because these scholarships were awarded using the FY 2007 earnings on our foundation's assets. 200 students benefited from the generosity of our donors and were able to pursue their education goals.

Key Performance Indicator 5: Increase the total assets administered by the Barton Foundation

Data Collection: Data from the Foundation's tax return for the previous year will be reported. The tax year coincides with the college's fiscal year from July 1 to June 30. Historical data is from 03-04, 04-05 and 05-06. In 07-08 growth was seen.

Targets: Barton did not achieve this target although directional improvement was made. The improvement was remarkable considering that the economic downturn started prior to the report date. The progress made indicates an increase in donations even though the return on investments was not as good as expected.

Comments: Barton met or exceeded 4 out of 5 indicators and made directional improvement on the 5th indicator, achieving this goal.

Regents System Goal D: Increase Targeted Participation/Access				
Institutional Goal 4: Increase access for underrepresented populations				
Key Performance Indicator (Data)	3-Year Performance History	Targets	Performance Outcome	Evaluation
Indicator 1: Increase the number of Hispanic students enrolled at Barton	2004: 890 2005: 832 2006: 1148	2008: 1263 2009: 1389 2010: 1458	2007 = 1027 2008 = 1083	Target was not met, directional improvement was made from 2007 to 08.
Indicator 2: Increase the graduation rate of Hispanic students	2004: 14.9% 2005: 17.2% 2006: 16.7%	2008: 21% 2009: 23% 2010: 24%	2007 = 14.2% 2008 = 13.9%	Target was not met
Indicator 3: Increase the number of persons from correctional facilities enrolled at Barton	2004: 54 2005: 59 2006: 59	2008: 15% 82 2009: 10% 90 2010: 10% 99	80	Target was not met, but significant directional improvement was made.

NARRATIVE — INSTITUTIONAL GOAL 4: Increase access for underrepresented populations

Key Performance Indicator 1: Increase the number of Hispanic students enrolled at Barton

Data Collection: The number of Hispanic students (unduplicated headcount) enrolled at various Barton locations, including the Fort Riley Campus, Barton County Campus and online, has varied over the past 3 years, not showing consistent growth. The data collection showed that the growth of Hispanic students is now steadily increasing. The high value in 2006 seems to be a special case, but the overall trend is in the right direction.

Targets: The number of Hispanic students at Barton has steadily increased for the past two years although we have not yet achieved the high of 2006. The cause of the dramatic increase in 2006 has not been determined, but it may be associated with a change in our military enrollments that vary significantly from year to year depending on troop deployments. The student soldiers are being provided with just-in-time training right before they deploy to their assignments in various countries of the world.

Key Performance Indicator 2: Increase the graduation rate of Hispanic students

Data Collection: The percentage of Hispanic students who graduate with an associate's degree within 3 years of enrolling at Barton, for all locations and modes of delivery was shown to have fallen below earlier levels.

Targets: Barton failed to achieve this target. There are several factors contributing to the failure to achieve this target. First, the graduation rate is measured for full-time, first-time students over three years. The graduation rate has been a target for only two years. So there has not been sufficient time to make an impact on this indicator. Second, many students are completing certificates and not staying to complete their associates degree even if they are full-time students. While this is not a failure from the students' point of view, it does not meet the criteria for this indicator. Finally, a significant issue with retention of Hispanic students is that some students are undocumented. These students face many obstacles in the pursuit of education. Continuation in the educational system can lead to ever increasing fear of being identified as undocumented, and thus subject to deportation. Obviously these challenges impact an institution's ability to retain these students. One of our institutional goals is to improve the retention of all students, both within the semester and from semester to semester. We have also developed a strategic plan to specifically address the need to increase Hispanic enrollments. The plan includes working closely with the Adult Education Center in Great Bend, where many Hispanic students make their first contact with Barton at our ESOL and citizenship classes. These students also take Adult Basic Education classes and study for their GED (which is also offered in Spanish). In the past year we have successfully hired three more Hispanic bilingual staff in the student services area. This includes both student advisors and a recruiter. These employees will serve as role models as well as work with the HALO group to improve the success and retention of Hispanic students, therefore improving their graduation rate.

Key Performance Indicator 3: Increase the number of persons from correctional facilities enrolled at Barton

Data Collection: 80 students (unduplicated headcount) were enrolled from the correctional facilities in our service area. This includes both staff and inmates.

Targets: Barton made significant directional improvement for this target, coming within 2 students of the target. The correctional degree for staff was approved in Spring 2008 and continued growth in the number of these students is expected. Furthermore, Barton recently received a CBJT grant in partnership with two other post secondary institutions and several correctional facilities to provide technical training to inmates so that they can be prepared to enter directly into the workforce when they are released. Barton also graduated its first student-inmate with an associate degree in

business studies in May 2008.

Comments: Although this goal was not achieved, Barton made directional improvement in one of the three indicators, and has developed a strategic plan that will support Hispanic students pursue and achieve their educational goals at Barton.

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Board comments on the approved performance agreement

Recommend approval for a one-year performance agreement with the understanding that the institution will continue to strengthen the learner outcomes goal in future performance agreements.

Recommendation and Comments