



HLC Accreditation Evidence

Title: Essential Skills and Academic Advancement Outcomes

Office of Origin: Vice President of Instruction

Barton Community College Board ENDS – The Board defines which human needs are to be met, for whom, and at what cost. Written with a long-term perspective, these mission-related policies embody the Board’s long-range vision.

Board END 1 – 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.

This policy adopted on 10-16-97

Reviewed on 07-03-02 (no changes)
Reviewed on 09-03-03 (no changes)
Reviewed on 09-01-04 (no changes)
Revised on 03-21-06
Revised on 10-17-06
Reviewed on 11-24-15 (no changes)

Board END 3 – Academic Advancement

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

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

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REPORT 2016



BARTON
COMMUNITY COLLEGE

The Barton Community College Board of Trustees is proud to present Report 2016, highlighting the college's progress in meeting the direction provided by your elected board.

Barton welcomes your opinion and general feedback. Visit bartonccc.edu/perception.

ESSENTIAL SKILLS

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Workforce Training and Community Education Advisory Boards

Advisory Boards are composed of recognized and respected representatives of business and industry. They advise the college’s career technical educators and administrators, while assisting in the development of programs to ensure our students leave with skills necessary to excel in the workplace.

Remediation Report	2015-16	2014-15	2013-14	2012-13
Total Full-time Students	3,378	3,211	2,836	2,336
Percent Tested	64%	69%	81%	96%
Percent needing remediation	41%	43%	42%	44%
Pass Rates				
Math	91%	87%	93%	88%
English	71%	88%	83%	71%
Reading	86%	90%	90%	80%

Remediation Report 2015-16 - In academic year 15-16, a total of 2,170 full-time students were tested. Of that number, 41% tested as needing developmental remediation in one or more areas. Developmental pass rates demonstrate student success through remediation. Of the students who required remediation, 91% of math, 71% of English and 86% of reading students passed their courses. Table (left) lists statistics related to each area.

High School Equivalency



Barton also offers preparation courses for individuals planning to take the state GED exam to acquire a high school diploma. The Adult Education Center sees dozens of participants each year, with an average of about 60 people per year earning their diplomas since 2012.

Ellsworth Correctional Facility inmate **Desmund Cantu** (right) has earned his high school diploma and a welding certificate through Barton while incarcerated. He was able to concurrently take college courses and the GED exam thanks to Accelerated Opportunity Kansas (AO-K). He hopes to land a welding job and pursue an education in art when he releases in 2018.



“What they’re doing back here with Barton, what they’re doing to help us better ourselves, is a wonderful thing. I deeply appreciate it. It’s a great benefit not only for ourselves, but for our families so we can provide for them. We can utilize our time in a productive manner and feel proud to take a negative situation and make something positive from it.”

- Desmond Cantu

ESSENTIAL SKILLS: ASSESSMENT SPOTLIGHT

Assessment Explained

Assessment is a process of continuous improvement and is the driving force that can build a more effective course, a more meaningful degree, and a more potent educational experience for Barton's students. By identifying and focusing in on the respective topics that students are struggling with, faculty can make strategic improvements to their courses. Assessment of the Fundamental Outcomes serve as an indicator of the essential skills retained by our students and their ability to lead productive lives.

Fundamental Outcome 4:

Completion of a Barton degree will enable students to explain how technologies affect important parts of human life and how information technologies shape the study of a given subject.

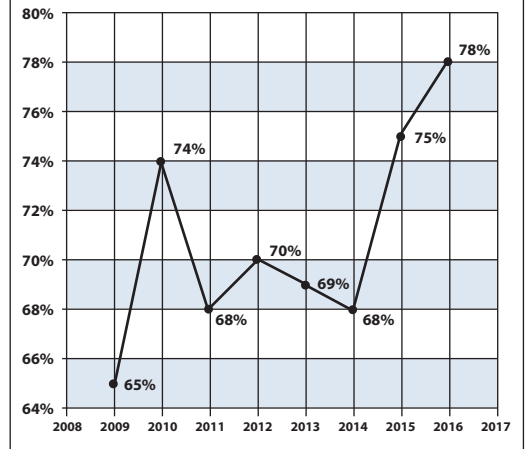
Course/Classroom Assessments:

A sampling of faculty response to improve comprehension of a topic or concept based on their respective data:

- After reviewing student learning styles, I can choose appropriate instructional approaches and can guide students to activities that will increase their chances for effective studying.
- Journal entries and financial statement preparation were the students' biggest struggle. I will add more videos and games regarding this matter.
- Students are asking for additional information on trust busting. I have added videos and also have added a power point. I will be adding a screen cast video of myself lecturing on monopolies in Kansas.
- With this element of Jeopardy and interactivity in mind, I was able to add more discussion and probing of students' knowledge throughout the course. In the future I may even add more elements like this as it highlights the important points, lets them know how they are doing on retaining the knowledge, and lets me know where they are getting hung up on the information.

"I am amazed at how deep some online students will dig into an area of interest I have changed areas of interest due to the suggestions of students."

Percent correct responses to a certain question used to measure changes in how a topic is taught.



- The classroom assessments let me see the areas that I am struggling in teaching my students. Often times students have similar questions, so I can address those issues for everyone. Sometimes I realize that I need to adjust my lectures or pause more often to ask if the students have understood what we have just talked about. As long as I create an opportunity for the students to let me know what is not making sense, I feel that I can address that and fix it. I try to do these things regularly.
- I have updated this course and added instructional videos on how to name and balance chemical equations. I added chapter summaries to better organize the information. I added four documents to the shared libraries that give detailed instructions on chemical equations and added three websites that explain basic chemistry.
- I did have a few students who wanted more emphasis placed on the math aspect of the certification exam and this course. For future courses, I will broaden the variety of pharmaceutical calculations so that students have more exposure.



ACADEMIC ADVANCEMENT

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

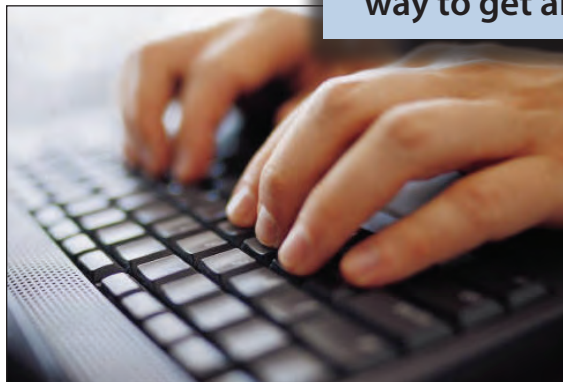
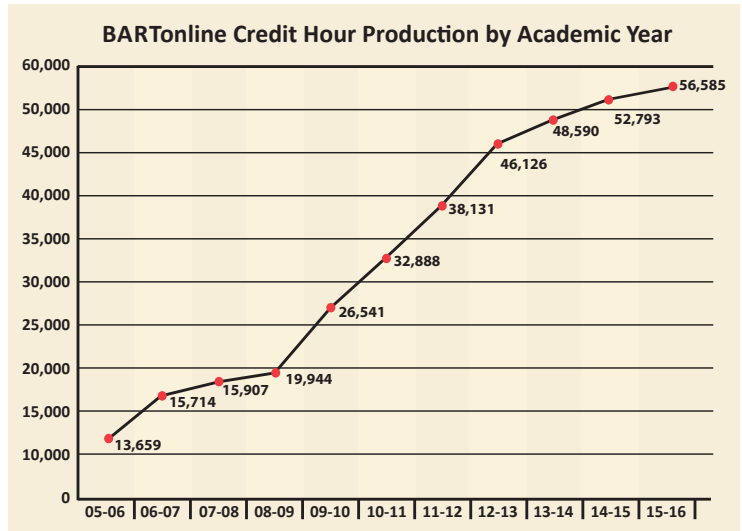
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BARTonline.org

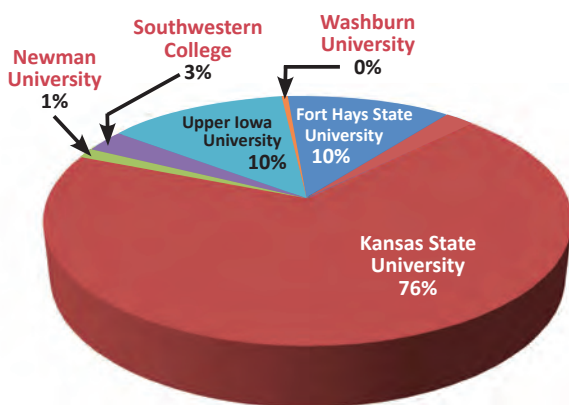
YOUR COMMUNITY COLLEGE SOLUTION

Barton students can continue to take courses through BARTonline even after transferring to a four-year university. High school students and university students have also found BARTonline courses a convenient way to get ahead. In addition to the traditional general education courses, BARTonline offers more than a dozen career programs 100-percent online.

...students have found BARTonline courses a convenient way to get ahead.



Students taking advantage of Transfer Agreements since 2010



TRANSFER Agreements

College to University Agreements with the following institutions:

	2010	2011	2012	2013	2014	2015
Fort Hays State University	0	0	23	33	35	14
Kansas State University	51	75	127	165	109	247
Newman University	0	3	3	1	0	0
Southwestern College	12	0	10	0	0	10
Upper Iowa University	0	0	22	31	49	0
Washburn University	4	0	0	0	0	0
Totals	67	78	185	230	293	271

Data as of Spring 2015

