



## *HLC Accreditation Evidence*

- Student Success Plan

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# Barton Community College Student Success Plan

HLC Student Success Academy  
Spring 2022



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## EXECUTIVE SUMMARY

In 2017, Barton Community College began participating in the Higher Learning Commission's (HLC) Assessment Academy. Barton's positive experience with the HLC Assessment Academy led to the creation and support of robust assessment practices for the benefit of the institution, its instructors, and most importantly, its students. Barton's participation led to the formation of an institutional team devoted to maintaining standards of excellence in assessment: The Outcomes Assessment Committee (OAC). During this same time period, Barton experienced increased maturation as an institution and in its focus on continuous improvement; thus when the opportunity to apply for the Student Success Academy (The Academy) became available, Barton recognized the benefit it could provide in continuing our institutional maturation process. Historically, Barton has devoted significant attention to enrollment growth (and decline). Participation in The Academy created an opportunity to enhance our focus on student success, and better investigate, understand, and support student success metrics specific to Barton students.

The Student Success Academy Team members represent multiple campus departments including Student Services, Instruction, Workforce Training and Community Education, and Technical Education Outreach (HAZ-MAT & OSHA). The six-member team has included the following:

Matt Connell, Dir. of Instructional Excellence  
Deanna Heier, Instr., Business Computer  
Mngmt  
Lindsay Holmes, Dir. of HAZ-MAT & OSHA

Stephanie Joiner, Dir. of Student Academic  
Development  
Karen Kratzer, Advisement Coordinator  
Angie Maddy, Vice President of Student  
Services (Team Lead)

To better understand how to define student success at Barton, the Academy Team used a survey developed by the HLC to first gain an institutional perspective on student success. Next, the Academy Team modified the same survey and gathered the opinions of its student populations. This baseline understanding of Barton's definitions and factors contributing to student success allowed the Academy Team to investigate the convergence of the institutional perspective of student support and the students' experience of that support. The Academy Team conducted a robust and comprehensive environmental scan consisting of four major inventories as a part of this inquiry: data, initiative, infrastructure, and engagement. Each inventory allowed the Academy Team to evaluate the institution's strengths and weaknesses regarding student success. After the completion of all four inventories, the Academy Team began inductively analyzing the qualitative and quantitative data collected from each inventory to identify key-takeaways, themes, and gaps in our institutional support of student success, and their analysis was guided by three questions: 1). What do we know about our students, their needs, and their successes? 2). How are we using what we know about our students to address their needs? And 3). Do we support in action the claims that we make about supporting student success? Supporting the Academy Team in considering the results of the inventories were an HLC Scholar and an HLC-assigned mentor, with whom the team had several consultations in years two and three of the Academy experience.

In reviewing the inventory data, the Academy Team identified fifty-one key takeaways that led to the identification of four themes to describe the current state of student success at Barton Community College. The four themes that emerged through analysis of the inventory results were: Data Needs, Comprehensive Campus Involvement, Holistic Support, and Systematic Processes. The analysis of the key takeaways

within these themes led to the identification of thirteen functional gaps, and four strategic gaps in the institution's support of students. The following Student Success Plan creates a three-year path to addressing these strategic gaps with an overarching goal *to support the success of students at Barton Community College through the coordination of data-driven processes across the institution*. The Student Success Plan is broken into four major sections:

- I. Create a Student Success Team as a permanent chartered Institutional Team modeled after Barton's Outcome Assessment Committee
- II. Organize and schedule annual data review of student success metrics and communicate with institutional stakeholders
- III. Collaborate with Institutional Effectiveness and the Outcomes Assessment Committee to host annual Data Summit
- IV. Create a regularly scheduled program review process for success initiatives and programs and institutional Student Support departments

## METHODOLOGY

In the Fall 2019 semester, the Academy Team began its research with a data inventory. The data inventory was broken into two parts: data infrastructure and student data. The data infrastructure portion of the inventory entailed reviewing the institution's data management process in regard to student demographics and success metrics. It also tasked the Academy Team with clarifying "who Barton's students are" by identifying the student populations served by Barton as well as success metrics for those identified populations. The inventory further sought to identify opportunities to improve data management processes and investigate perceptions of student success at Barton.

To begin Barton's Data Inventory, the Academy Team worked closely with our Institutional Research department and the Student Services Student Concierge to gather as much student data that could be made available to us. The result was a multitude of data shared in various forms and from various data sources. The Academy Team used the HLC Roundtable in November of 2019 to better understand what data was needed and/or missing from the original data pull. What we found was that most of the data was related to demographics and general data sets for completion, retention, and satisfaction in aggregate form. Dis-aggregation by student populations was limited. Recommendations and takeaways from the 2019 Roundtable led to further data requests for dis-aggregated data sets for identified populations. For example, during discussions regarding the student data, the Academy Team continually noted the distinction between an on-campus student and a fully online student. As a result, the team requested a separate student demographic profile for its fully online student population. Roundtable discussions also lead to the further identification of success and momentum-to-success metrics for evaluation.

Consideration of these metrics revolved around the various definitions of student success. The core definitions of success were identified and discussed based on the results of an HLC-implemented survey of Barton's faculty, staff, and administration. This survey identified seven qualifiers (or definitions) for success, and six factors that impact a student's ability to find that level of success. The Academy Team next modified the HLC success definition survey to collect the students' definitions of success in a student survey implemented in the spring of 2020. The addition of a student's perspective on success helped guide the development of requested success metrics. Upon completion of the 2019 Roundtable, the Academy

Team created three infographics highlighting lessons learned about Barton’s students and their pursuit of success. The most recent versions of these infographics can be found in Appendix A.

The Academy Team began the Initiatives Inventory in the spring of 2020. Targeted requests for initiatives that support student success were collected from Barton’s Instructional and Dean’s Councils and targeted emails to campus support staff. The resulting list of initiatives was reviewed with HLC definition of an initiative in mind: *An initiative is a targeted strategy, in the form of a program, services, or process, put in place to serve a special population or strategic goal. For the purpose of this inventory, established core support functions that are central to the institution are not considered initiatives.* Upon review by the Academy Team, a total of 21 initiatives were determined to meet HLC definition and were further analyzed by the Academy Team. To better understand the initiatives and their roles at Barton, the Academy team asked initiative leaders to complete a 10-question survey regarding their program, its history, impact, and resources. The survey was based on the HLC’s recommendations for initiative review. For extended review of Barton’s support of student success during the data analysis process, the Academy Team also included four integrated campus activities that support student success but did not fit the definition of as initiative as they are considered core support functions of the college (Tutoring, HERO, TRIO, and ACE Math Lab). To assist with analysis of the initiatives, the Academy Team created an Initiatives Report that compiled the survey results by individual initiative snapshots as well as by survey questions. These two organizational methods allowed for comparative analysis and thematic review. The initiatives inventory was analyzed during the Fall 2020 Roundtable, and graphics depicting the analysis were added. A summary of the Initiatives Report can be found in Appendix B.

The Infrastructure Inventory began in the Fall 2020 semester as a part of the second Academy Roundtable. Guided by the HLC recommendations to create a strategic approach to student success, the Academy Team sought to answer the central question from HLC: “Is it possible that the institution might play a role in the lack of student success?” To explore this question on Barton’s campus, the Academy Team requested information from two campus groups: administrators (deans, directors, and department leaders) and key faculty and staff members who work closely with students. The campus groups were asked to respond to questions via email regarding infrastructure (practices and procedures) that may have an impact on student success. Responses were somewhat limited and primarily came from the Student Services Concierge, Financial Aid, and the Academy Team (Academy Team has representation from the Instructional Division, Student Services (including Advisement), Adult Education, Workforce Training, Barton Online, and Military Affiliated populations). Responses were analyzed and compiled into the Infrastructure Inventory Table<sup>1</sup> which highlighted the potential inhibitor to student success, why it inhibits success, and the specific student success issue (based on identified definitions - retention, completion, satisfaction, career development, etc.). Next the Academy Team evaluated for impact and color-coded inhibitors to identify which policies had a strong impact and should be reviewed by the institution. While HLC recommended investigations into curriculum issues as a part of the Infrastructure Inventory, the Academy Team determined that these areas of focus were currently being reviewed through Barton’s recent general education review process and participation in the HLC Assessment Academy.

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<sup>1</sup> The complete Infrastructure Inventory Table is available for review by contacting [joiners@bartonccc.edu](mailto:joiners@bartonccc.edu) or [maddya@bartonccc.edu](mailto:maddya@bartonccc.edu).

Finally, the Engagement Inventory began in January 2021. The Academy Team hosted nine focus groups to gather information regarding student, faculty, staff, and administrator perceptions of Barton's commitment to and support of student success. Four focus groups were held for employees, and five were held for students. Focus groups were offered in person and via Zoom for students, and only via Zoom for employees. Student and employee representation from all of Barton's campuses participated. All focus groups used a combination of survey/poll questions and open-ended questions to gather quantifiable and qualitative data. During the student focus groups, the Academy Team asked students about their definitions of success, their perceptions of Barton's support of their success, as well as their knowledge of success initiatives and programs offered by Barton. During the employee focus groups, the Academy Team walked participants through the HLC student success continuum exercise, reviewed Barton's mission in regard to student success, and gathered responses about individual and institutional responsibility for supporting student success.

Data gathered from all four inventories were presented in various visual formats (color coded lists, charts, posters, and images) in a working "war room" to give the Academy Team the opportunity to look for, consider, and discuss connections between the inventory results and identify functional and strategic gaps in a more holistic way.

## CURRENT STATE

The following section highlights lessons learned during the four inventories conducted in years one and two of the Student Success Academy and analyzed in the war room during years two and three. While this section highlights the current state of student success, the Academy Team believes it is important to note that data was collected during a finite period. Specific details and examples considered may have changed since the data was collected; however, the inductive analysis of the data collected allowed for patterns to be organized into themes. The current state of student success at Barton Community College will be expressed as it relates to the three guiding questions and the four themes identified through the Academy Team's data analysis process.

### What do we know about our students, their needs, and their perceptions of success?

#### Theme 1: Student Data

While the first year of the Academy was focused on understanding our student data, the theme of student data permeated all investigations and analysis processes. With each moment of clarity regarding the "who" of our students, a new question or need for data would present itself. Data collection has never stopped and has led the Academy Team to recognize the need for ongoing processes to identify and evaluate key population and success metrics for our students beyond the Academy. While systematic processes will be discussed at length in a following section, it is important to note our ongoing difficulty with data collection and use when describing what we know about our students.

During the collection of data regarding our students, a theme that emerged is the need to disaggregate the data by identified populations. This proved more difficult than we anticipated. This difficulty was partially attributed to a significant change in the college's Institutional Research/Institutional Effectiveness department, but another significant attribution was in Barton's inability to clearly define its student data during the data request process. Data definitions might vary depending on the requestor of the data, the original reporting department of the data, or the purpose for the data request. This difficulty was elevated

when trying to determine how to analyze and apply the numerical data provided. The Academy Team was uncertain of who held the responsibility to analyze Barton’s data for trends, strengths, or weaknesses. The Academy Team’s assigned Scholar from HLC noted this difficulty as well and recommended Data 101 for Academy Team members and Barton at large. As a starting point, the Academy Team worked to identify and define foundational demographics and success metrics to review. The result of this review was a data map created in Microsoft Excel. This Student Success Data Map can be found in Appendix C. It is notable that the Data Map is currently incomplete. This is not by design, but a product of the process.

In evaluating demographic trends in enrollment over the last four years, Barton’s student populations very closely match state averages with two notable differences: Barton’s African American student population has remained consistently higher than other institutions (16% of total enrollment) while its Caucasian student population has remained consistently lower (61%). Another comparison to state averages that is notable is the ratio of part time students to full time students. On average, 26% of students at other community colleges are full-time students. At Barton, this percentage has remained closer to 18%. Other student demographics important and perhaps unique to Barton include the percentage of students enrolled in developmental coursework (5%), student athletes (6%) and student enrollment based on campus location. Barton provides instruction through four venues: Great Bend campus (16%), Ft. Riley (20%), Ft. Leavenworth (10%), and Barton Online (54%). Additionally, two student population demographics that were determined to be important based on Barton programs and initiatives and that are not monitored meaningfully in data metrics are socio-economic status and correctional-student populations. For a more complete review of Barton’s demographic trends, please consult the Student Success Data Map in Appendix C.

What student demographics cannot tell us is the level of success our students are experiencing while at Barton, or how success is defined by the students we serve. The Academy Team utilized success definitions identified during the Fall 2019 Roundtable to survey Barton’s students and identify their priorities for success. Barton’s students identified course completion, program completion, learning, and personal goal attainment as the most important contributors to their success (Figure 1); thus, it is important for Barton to evaluate how we are contributing to these areas through its data metrics. The

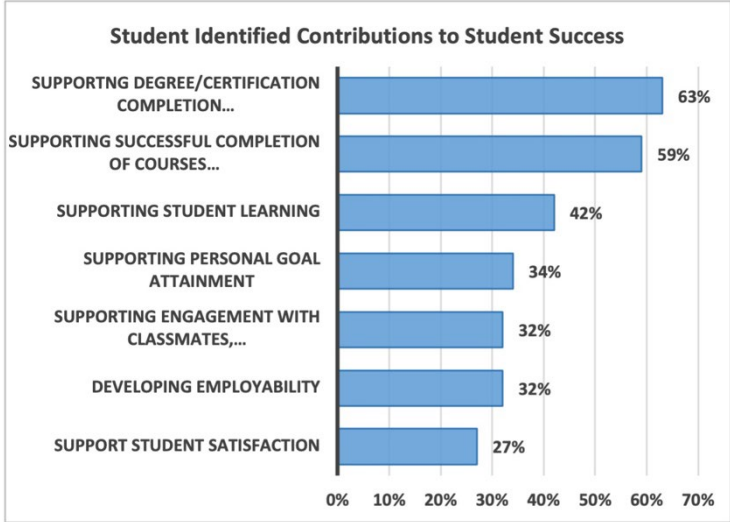


Figure 1: Percentage of responses students shared when asked to identify three most important contributors to success.

Student Success Data Map is a first step in monitoring completion, retention, and course-level success for many of our identified population demographics. Figure 2 shows the relationship between the success metrics of the Student Success Data Map and the student identified success goals. The Academy Team recommends continued review and disaggregation of these metrics to support identified student populations and to complete institutional and program reviews. Momentum metrics for these identified populations should be defined and included in future editions of the Student Success Data Map.



In reviewing the current success metrics for identified populations, the Academy Team compared individual population rates to Kansas State level benchmarks (as reported by KBOR when available) and in comparison to Barton’s institutional averages. Barton’s average retention rate is 57%, which is slightly below the state average for community colleges at 61%. Populations that fall below these rates and warrant further consideration are students between the ages 24 and 39 (on average 40%), males (56%), out-of-state students (52%), African American students (52%), Hispanic students (52%), students enrolled in developmental courses (53%), military-connected students (29%), and fully online students (49%). Barton’s average success rate for courses is 86%. Populations that fall below this average rate that deserve further consideration include students enrolled in developmental courses (74%), military-connected students (80%), and part-time students (80%).

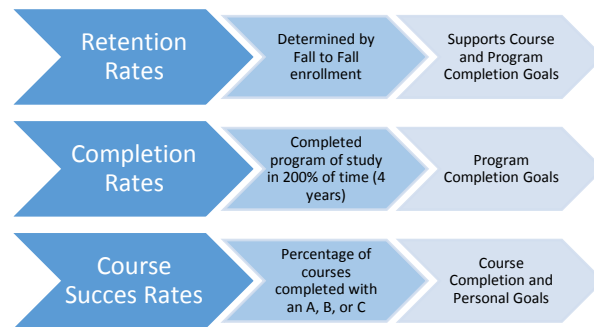


Figure 2: Success metrics relationship to student defined success goals

In reviewing success metrics and retention rates, the Academy Team questioned what is a standard course success rate? Most populations’ success rates are not worrisome when reviewed individually, and we wonder if there is a point when they could become too high. The more important question the Academy Team began to ask, is why do students leave if they are doing well in their courses? More specifically, are there populations where retention rates are low despite high or positive success rates? Populations that should be investigated more fully to understand these questions include military-connected students, students older than 30, and fully online students. These questions highlighted the fact that Barton does not collect data regarding why students leave. While the answer may lie in the fact that Barton serves a population of students whose desire is to successfully complete **one** course, we do not have a system for tracking that identifier.

### How are we using what we know about our students to address their needs?

To better understand how we are supporting our students, The Academy Team reviewed data collected through the Initiative, Infrastructure, and Engagement Inventories in relation to our student populations. What we found was that Barton Community College is an institution that cares for its students. This care is evidenced by the twenty-one student success initiatives occurring on multiple campus locations and the institutionalized support services provided by the Instructional and Student Services departments. Additionally, this care was expressed by faculty, staff, and administrators during the institutional focus groups conducted by the Academy Team during its Engagement Inventory. Further, students explicitly identified the care they felt from Barton personnel during student focus groups, and various student surveys including the Barton Cares survey initiated after the onset of the COVID pandemic. What needs to be clarified is how this care translates into data-informed practices to support student success. Like many institutions, Barton has historically focused on enrollment metrics; however, as the initiative and engagement inventories have demonstrated, Barton is maturing in its perspective of student success. Figure 3 illustrates Barton’s growth toward a more student success centered focus.

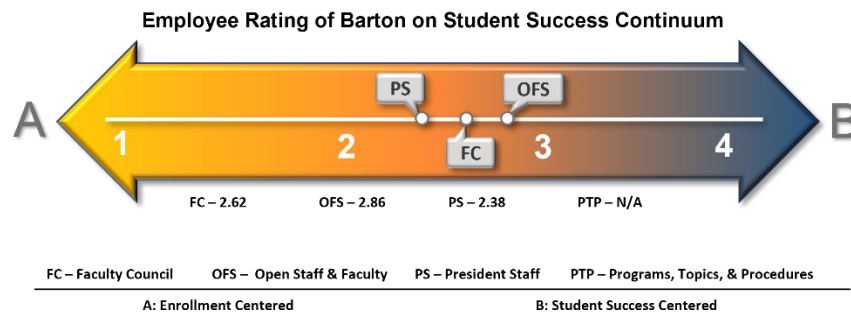


Figure 3: Average placement by Barton’s faculty, staff, and administrators on a continuum that compared enrollment center and student success centered institutions

## Theme 2: Comprehensive Campus Involvement

The theme of comprehensive campus involvement developed as the Academy Team analyzed success initiatives and support programs alongside the needs expressed by students through the engagement inventory. Since 2014, there has been significant maturation in the scope of support initiatives available to students at all campus locations emphasizing comprehensive support is offered on all of Barton’s campuses. Figure 3 illustrates the timeline of initiative development and the learning goals supported by the initiatives. As Barton has matured in its approach to student success, the opportunities we have developed to serve students in the completion of their goals has also increased.

Although success initiatives and programming have increased across campus locations, analysis of the initiatives pointed to the need for support measures to be integrated across all campus departments. Nine different service areas or departments were identified as supporting various initiatives including Student Academic Development, Advisement Center, Financial Aid, Enrollment Services, The Center for Innovation and Excellence, Emergency Medical Services Education, Student Support Services, and Developmental Education, and included various faculty members from multiple instructional departments. Many of the initiatives provide support on multiple campuses, and many of the initiatives are supported by multiple departments; however, several initiatives are managed by a singular person within a department, and four of the initiatives are managed by the same person. Additionally, many of the employees that participate or support in one success initiative also participate or support in multiple initiatives. Although there is broad campus support of student support initiatives, there are only a limited number of individuals administering them. When asked “who is responsible for student success?” during employee focus groups, overwhelmingly participants responded “everyone” or “all of us.” However, the responsibility of many is the work of relatively few. As Barton continues to mature in its efforts to support student success, consideration should be given to comprehensive programming that is integrated through supported networks across the institution and not resting on the shoulders of only a few departments. Many employees identified the need to complete a Building Barton activity based on the student success continuum. The Academy Team believes this activity could be a next step in the conceptualizing how supporting student success can and should include comprehensive campus involvement.

Figure 4 illustrates the importance of faculty engagement to a student’s successful college experience. Students identify their faculty as first point of contact for the college and are limited in their ability to name specific programming that is created to support their success. This is particularly true for Barton’s online student population. Although faculty are devoted to the development of their courses and in individual student interactions, the addition of faculty to targeted support initiatives could increase

student-reach and the student support impact. Table 1 demonstrates how faculty engagement tends to take place on initiatives that directly impact the build of their course content, and often only requires passive student engagement. Faculty have historically had higher representation in co-curricular programming and work individually with students in a manner that is not structured through programming.

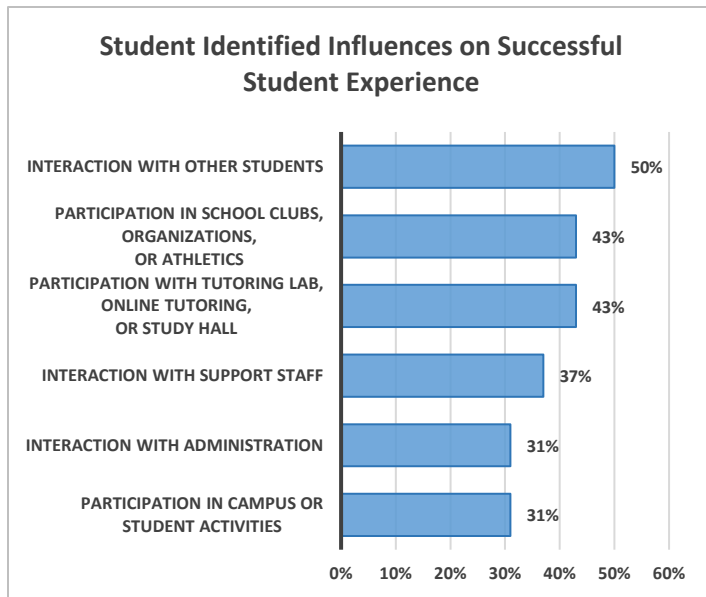


Figure 4: Percentage of responses students shared when asked to identify three most important influences on a successful student experience

The Academy Team believes faculty are interested in participating in initiatives but that to this point many of the current initiatives that actively engage students have sought faculty involvement during development. When surveyed, faculty, staff, and administration did not identify Barton’s mission to be grounded in content-expertise, nor did faculty identify that developing the knowledge of their content area as the most impactful. All commentary on the institution and individual employee’s role in supporting students focused on developing and preparing the student. Barton should support faculty in the continued intentional development of personal relationships and social capital for students. Additionally, future considerations for

integrated programming through instructional departments similar to the EMT Tutoring program could have significant ability to connect faculty with student support needs specific to the goal of course and program completion.

Table 1: Counts of initiative participation by active and passive student engagement levels

Student Engagement Level	No. of Initiatives	No. of Faculty Participating	No. of Staff Participating	No. of Advisors Participating
Active Engagement	14	5	24	4
Passive Engagement	11	50+	21	8

During the course of Barton’s Infrastructure Inventory, twenty-nine potential barriers to

student success were identified. Examples include: the process for including or excluding repeated courses; the lack of coordinated, systematic processes for student alert follow-up; traditional business hours for services; the lack of gradebook requirements or grading policies for instructors; the lack of policies regarding military deployments, and the lack of a coordinated communications plan. While many of the institutional barriers identified belong to singular departments and could be easily reviewed (in fact, two have been updated since the completion of the inventory) many of the barriers are ingrained in Barton’s culture and long-term practices. Additionally, the three student goals most affected by identified barriers were learning, retention, and satisfaction, with multiple barriers affecting multiple goals (see Table 2). Addressing these will require cross-divisional input and will need to begin with conversations and research on their impact on student success that is shared across the institution. Barton’s newly developing Innovation Teams could be considered for these efforts.

Table 2: Count of initiatives that support and barriers that inhibit identified student success goals

<i>Student Goal</i>	No. of Initiatives	Student Engagement Active - Passive		No. of Identified Barriers	No. of “Low-Hanging” Barriers	No. of Institutional-Culture Barriers
<i>Retention</i>	10	6	4	20	4	4
<i>Completion</i>	4	1	3	8	3	3
<i>Satisfaction</i>	6	2	4	18	2	7
<i>Engagement</i>	11	9	2	2	2	4
<i>Learning</i>	10	6	4	17	4	4
<i>Personal Goal Attainment</i>	4	3	1	1	1	3
<i>Employability</i>	2	2	0	1	0	2

### Theme 3: Holistic Support

As previously noted, Barton identifies as serving the development of the whole student, not simply academic or content-specific goals. In considering holistic support of the student, the Academy Team noted the need to define holistic support in three ways: 1.) the holistic progression of the student from matriculation to graduation or transfer; 2.) the holistic support of all identified student populations; and 3.) the holistic cycle of support that includes data-informed formative and summative processes. The first perspective was exemplified during the employee focus groups where one participant noted that for each student, the need should be met “when needed” by the student, not necessarily based on our assumed timelines. Similarly, employees noted that success efforts must be holistic and comprehensive – they should span the entirety of the student experience. This focus on holistic and as-needed support was echoed by students in two ways. First, online students were quick to respond that their support needed to be convenient and available outside of formal programming that required more time on their part. Second, students were able to name supports they needed as individuals and they varied from academic skills to the simple “how-tos” of being a college student, to “personalized” opportunities.

Most initiatives are designed to support students at any time during the duration of their Barton career. Figure 4 identifies the semester during which student initiatives are meant to serve students (insert image from initiative report). Barton identifies two support initiatives pre-matriculation and two others are focused on completion and thus toward the end of the student’s Barton career indicating support across the life span of the student.

Currently, few if any are designed to have a specific focused timeline that begins sometime in the middle of the student’s career at Barton. Bearing in mind the holistic perspective of providing support to students “when

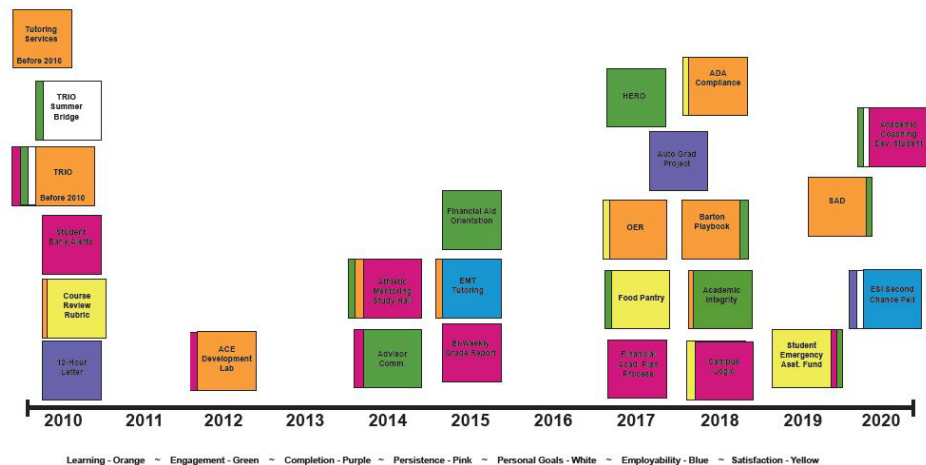


Figure 4: Timeline of Success Initiative and Program development

they need it,” methods for determining consistent checkpoints or engaging student populations for unmet needs could be considered. Momentum metrics were suggested by the Academy Team’s Mentor to evaluate when students might need support during their progression through Barton’s curriculum paths. These metrics could assist with locating when students need targeted support strategies. For example, success rates for students in developmental coursework are precarious. Identifying momentum metrics specific to Barton’s sequence of courses or curriculum paths are needed to support the success rates and retention of students in their developmental courses and on to completion of college-level coursework.

When considering holistic support of student populations, all populations identified on the Student Success Data Map were targeted by at least one student success initiative; however, it is important to note that ten of the initiatives indicated they supported all student populations, and of those cross-campus initiatives, the majority involve passive (or no) student engagement. This begs the question, is this an acceptable or effective model? Could targeted initiatives that engage students have an impact on those populations whose success goals are below the benchmark standard? Population groups without specific supports targeted to their defined demographic include: part-time students, fully online students, gender-specific, age-group specific, or race/ethnicity-specific (other than Hispanic). Further investigations into the support needs of these students should be considered. Specifically, the population demographics previously identified as below benchmark standards for retention or success that should receive further consideration: students between the ages 24 and 39, males, out-of-state students, African American students, Hispanic students, students enrolled in developmental courses, military-connected students, fully online students, and part-time students.

While investigating best practices for supporting these populations, ongoing data collection and analysis must be considered. Methods for formative program analysis need to be considered that include the student’s perspective on needs. For example, only half of the student-identified needed supports are a focus of success initiatives, and students did not necessarily recognize that the other half were currently addressed or supported by initiatives at Barton. This indicates that process for planning, implementing, and evaluating initiatives needs additional consideration. Further investigations should also consider methods for identifying a population that will never return or be retained from the start. For example, what can be learned about Barton’s part-time, nondegree seeking and transient student populations? Better identification of methods for collecting information and or connecting with these students could potentially lead to increased retention.

### [Do we support in action the claims that we make regarding student success?](#)

#### [Theme 4: Systematic Process](#)

While the desire to care for and support students is a core Barton value, effective processes for implementation and evaluation of *how* that support is provided needs further consideration. To provide holistic support with comprehensive campus involvement requires focus on the processes that determine student needs, develops support methods, and evaluates their impact. As has been previously noted, Barton does not have institutionalized processes for identifying, collecting, analyzing, and applying student success metrics to programs and services. This was first identified as the Academy Team worked to understand our student population profiles. It was affirmed as the Academy Team reviewed current initiatives and programs designed to support student success. While the institution has several programs

to support students that are supported by devoted and caring faculty and staff, many of those programs struggle to articulate the data they collect or how they use and report the data. Barton’s HLC Mentor posed the question: “What data is used to identify when it is time to ‘sunset’ a program or initiative?” Barton did not have a consistently applied answer. The question about data usage in policy review was also relevant as the Academy Team looked to define “barriers” inherent in policies and procedures, and asked, “Do we have a systematic process to investigate and address those barriers?” The Academy Team also had difficulty in evaluating the resource commitment and impact of the initiatives evaluated.

Additionally, none of the initiatives reported data as the pre-cursor to the development of the initiative. Instead, responses to the Initiative Inventory Survey indicated it was “felt” or “believed” to be a need which led to the initiative. Data may have been considered in the process, but it wasn’t the original focus – save for perhaps anecdotal data. Anecdotal data may become qualitative data for analysis; however, Barton currently does not have a system for collecting or evaluating anecdotal or qualitative data. A data repository or review process could also assist Barton with its review process for policies and procedures. During the infrastructure inventory, many respondents to the Academy Team’s inquiries regarding institutional barriers struggled to define how a particular process created a specific barrier. This was a struggle for the Academy Team as well. A benchmark or threshold for addressing the barrier’s impact relied upon nearly individualized employee practice: a particular employee or department had “seen” the impact on individual students.

When considering the need for systematic processes, the Academy Team asked: Who is responsible for reflection and dissemination of student data? How are is Barton *closing the loop* – showing that data is informing decisions about student success programming? While Barton collects information from students through surveys and evaluations, Barton lacks a documented process for the review of the often qualitative data that is received. Barton’s Outcome Assessment Committee (OAC) provided a good example of shared oversight of institutional processes to support data-informed decisions. The need for a student success team similar to OAC should be considered. Specific areas of focus that could be addressed by the team include:

- Processes to collect, analyze, and disseminate data on completion, retention, persistence, and momentum of identified student populations at multiple institutional levels (student support programming, initiatives, instructional programs, and institutional policies and procedures)
- Process for initiatives and departmental programs to use data-informed decision making, evaluation, and assessment
- Communication plan for ongoing awareness of success metrics and potential barriers to student success.

## GAP ANALYSIS

### Functional Gaps

The Academy Team thematic analysis of Barton’s current state detailed above identifies a host of functional gaps. Functional gaps can be understood as success barriers that occur in a limited fashion. They can be addressed by singular departments or with relatively simple changes or additions to current policies and practices. They are the low-hanging fruit of barriers. Many of our functional gaps relate to data needs identified through our inventorying process. These would include things like a Barton County

Campus enrollment profile similar to what was created for All Students and for Fully Online Students in the infographics found in Appendix A. The Academy Team also noted the need for comparison data on retention, as well as further disaggregated data on success metrics. Finally, we noted the need to develop a process for documenting and tracking why students leave Barton. In considering our success initiatives, the Academy Team noted gaps in the data collection and reporting processes from those managing initiatives, gaps in student populations and service locations served, and gaps in the engagement of faculty in targeted initiatives. A portion of our infrastructure barriers may be accurately considered functional gaps or “low hanging fruit,” and somewhat easily addressed. These barriers will be communicated directly to the departments that “own” the policy or area of concern as the Academy Team disseminates the proposed student success plan or included in ongoing student policy revision processes.

### Strategic Gaps

Identifying strategic gaps, of course, has required the Academy Team to take a broader view and consider the intersections and the interplay between the various inventory findings. Strategic gaps are those that permeate all inventories and identified themes that describe Barton’s current state, and require comprehensive and intentional planning across the institution. Barton’s most fundamental strategic gap involves data. This includes the need to develop a process for regularly monitoring student demographic characteristics and success metrics including plans and timelines for tracking, storing, compiling, analyzing, and sharing the data. Attention should be given to both qualitative and quantitative data (including identifying a method for collecting and storing anecdotal data). This process would allow for analyzing potential student populations shifts that may require initiatives and strategies other than the ones the institution has been utilizing.

Closely related to this gap is the need to consider concerns about data integrity at Barton. This includes the confidence in the consistency of how data is pulled for review, how it is labeled and presented. This consistency requires a currently missing institutionalized use of definitions, and training for use of data. In the spring of 2021, the Institutional Effectiveness (IE) office at Barton suffered a loss of key personnel which provided the opportunity for new approaches to data management. IE came under new leadership and added two new team members, including one current Barton employee who worked closely with the Academy Team. The Academy Team believes that the IE personnel have already begun addressing items that relate to data integrity concerns from the past and will continue to focus on data integrity, particularly with the support of the Academy Team and the Student Success Plan.

Also related to gaps associated with data is that Barton leaders (including initiative/program directors) are not trained on data usage, including how to filter data, how to access data, how to present data, and how to evaluate and use data to make informed decisions about student success and the impact of student success programming. The strategic gap associated with data might be considered to be the most foundational gap that has been identified through the Student Success Academy as it permeates all four themes that describe Barton’s current state.

Another strategic gap was identified when completing the Initiatives Inventory. A process is needed that sets expectations regarding the development, implementation, evaluation, and reporting on success initiatives and additional support programs that currently do not have reporting processes. The process should encourage the consideration of how staff and faculty from other functional areas might be included in development, implementation, and sustaining of the initiative or program. This process should include

consideration of what outcomes are expected from an initiative or program and what data will be used to determine whether those outcomes have been achieved. Further, the process should include analyzing thresholds for initiatives to be considered for institutionalizing or sun-setting, which could include reallocating resources associated with the initiative. In consideration of holistic support of students, this process should also consider initiatives and programs in the context of the student lifecycle, identifying key points where gaps exist in support.

A third identified strategic gap associated with initiatives and support activities is the small number of departments (and, in some instances, individual staff members) responsible for the bulk of support initiatives. To provide comprehensive campus support, the responsibility and management of success initiatives and programming must be shared. As noted above, initiative developers and program leaders should consider how staff and faculty from other functional areas might be included in development, implementation, and sustaining of support programming. Additionally, cross-campus and cross-division communications will need to continue in their development to include conversations and data points specific to student success support at Barton. As a part of the dissemination process of the Academy Team's Student Success Plan, these conversations can begin to identify partnerships for programming and addressing policy or procedural barriers. The emphasis should be on inviting areas to consider how they can employ their expertise and commitment to student success..

Not as result of any of our inventories per se, but as a result of our discussions and consideration of our overall academy experience, the Academy Team has identified a gap in our own processes. That is the communicating of our academy work thus far to our colleagues. Work has begun toward this end but has stalled out, more than once, and for a variety of reasons. This functional gap represents the strategic gap of communicating student success metrics, practices, and programming to Barton's stakeholders, including administration, the Board of Trustees, students, employees, and the communities we serve. The limited communication of success metrics, practices, and programming is likely a result of our still-developing perspective on student success; however, the Academy Team hopes to begin addressing this gap with scheduled communications regarding the result of our participation in the HLC Student Success Academy and our recommended Student Success Plan.

## RECOMMENDATIONS

As a result of the HLC Student Success Academy research process, the Academy Team makes the following recommendations for Barton Community College in the form of a three-year plan.

### [Barton Community College Success Plan AY2023 - AY2025](#)

Purpose: To support the success of students at Barton Community College through the coordination of data-driven processes across the institution.

- I. Create a Student Success Team as a chartered Institutional Team modeled after Barton's Outcome Assessment Committee.

Using lessons learned from the Student Success Academy to provide guidance and oversight for the Barton Student Success Plan and keeping the institution informed about the status of student success at Barton, including the identification of or advocacy for financial support of student success goals.



Leadership of the Student Success Team will be managed by an executive team comprised of representation from Student Services, Instruction, and Institutional Effectiveness.

Membership will be comprised of cross-departmental, intra-institutional representation including faculty, advisement, student services, and administrative representatives.

Action steps:

AY2023: Identification of membership, completion of institutional charter including team goals, creation of subcommittee responsibilities, and regular meeting schedule established.

AY2024 – 2025:

- Advancement of identified success metrics for programming, initiatives, services, and instructional reviews.
- Formalization of review processes for success programming and initiatives, recommended review processes for student services and instructional reviews.

II. Organize and schedule Annual Data Review of Student Success Metrics and communicate with institutional stakeholders

To maintain systematic and ongoing analysis of identified success metrics to be reviewed as well as timeline for annual review. Annual Data Review will include a process and schedule for future engagement and infrastructure inventories.

To communicate the results of the annual data review with the institutional stakeholders including administration, faculty, staff, students, and the community at large with the expectation of use in individual department and program review processes and to increase overall campus awareness of student success.

Action Steps:

AY2023: Completion of Student Success Data Dictionary

AY2024: Completion of communication plan including scheduled updates to the Student Success webpage and KPI reports.

AY2025: Application of success metrics to formalized processes for success programming and initiatives, student services, and instructional reviews.

III. Collaborate with Institutional Effectiveness and Outcomes Assessment Committee to host annual Data Summit

To support institutional understanding of data analytics and application to programming, initiatives, services, and instruction, and to inform faculty, staff, and administration of the state of student success at Barton including data from annual data reviews and analysis of previous year's review processes.

Action steps:

AY2023: Facilitate collaborative sessions with IE and OAC to identify shared goals for Data Summits and identify training needs for institution.

AY2024: Host Inaugural Data Summit and create schedule for subsequent Summits

- IV. Create a regularly scheduled Program Review process for success initiatives and programs institutionalized student services departments.

To identify a systematic process similar through researched best practices to create consistency in expectations of formative and summative analysis reporting of program or department goals.

Action Steps:

AY2023: Research and recommend review process for adoption by across programs and divisions.

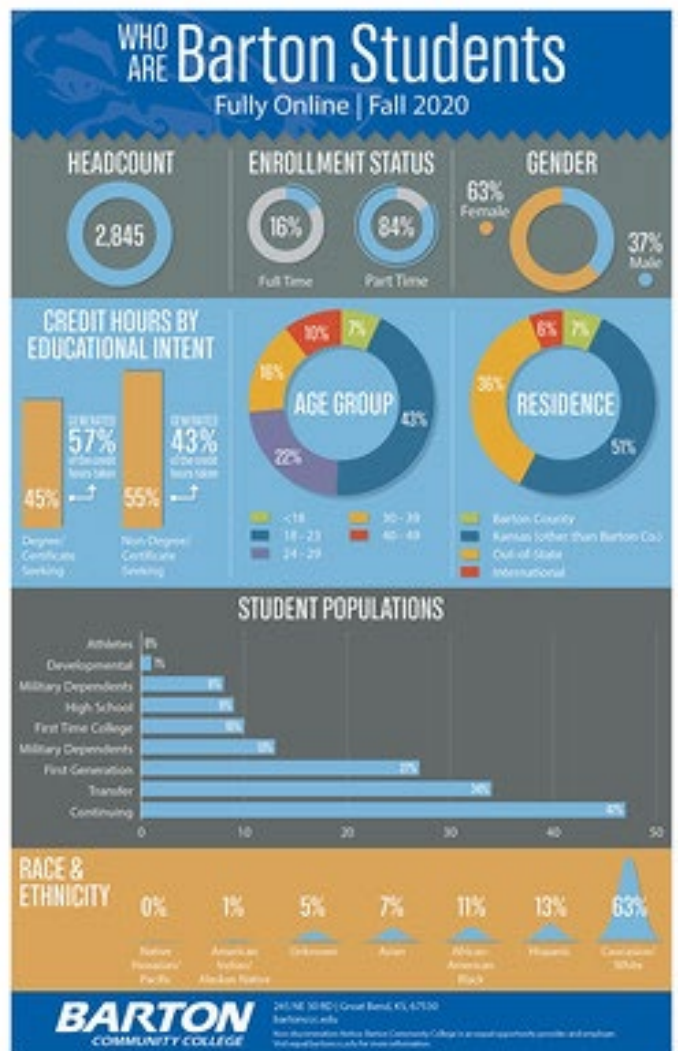
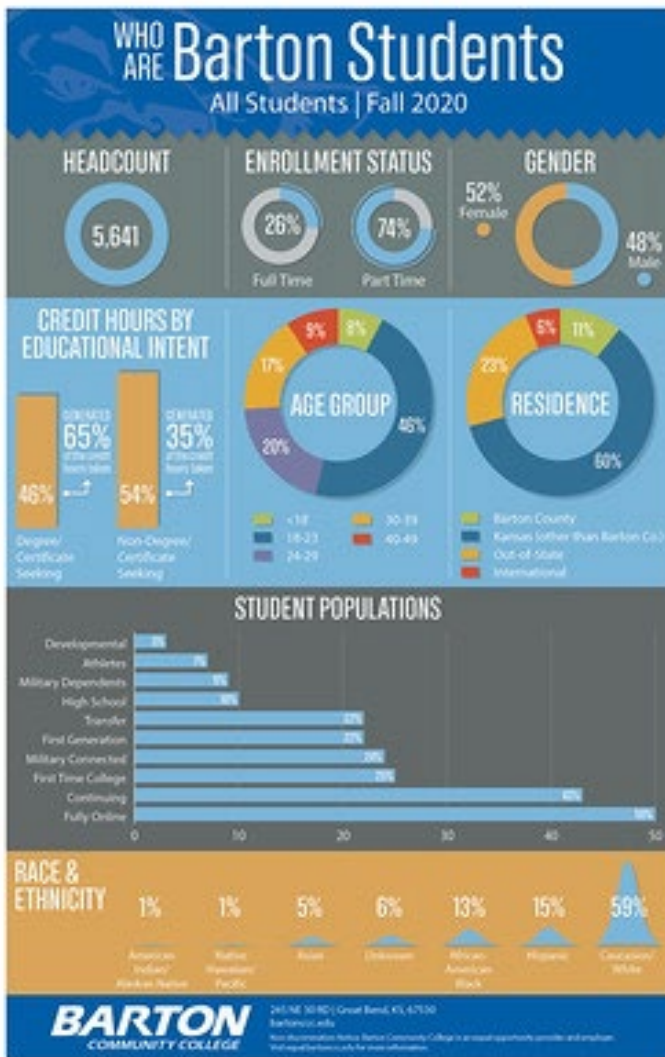
AY2024: Partner with Barton's DREAM Team and Innovation Team for formalized process that utilizes institutional supports in the development and management of review processes and new program or initiative formation.

AY2025: Institute a three-year plan to identify and train eligible programs and being regular review process.

# Appendix A

## Student Success Academy Infographics

The following infographics were created based on student data and success metrics available to the Academy Team during their first year of participation in the Student Success Academy. The infographics will be updated to reflect current metrics, select dis-aggregated student populations, and campus profiles as needed to support the communications plan of the Student Success Team. Currently, these infographics can be found with an accompanying narrative at <https://bartonccc.edu/students/success-academy>.



# Student Success

## Student Services Survey | Fall 2020

Retention | Full time



The retention rate is percentage of first-time degree/certificate seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

Retention | Part time



Course Completion



Success rate: course completers who earned A, B or C grades  
Unsuccessful rate: course completers who earned D or F grades

Program Completion



The program completion rate is the percentage of PEES first-time, full-time degree seeking cohort students who completed their program in 100%, 150% or 200% of "normal time"



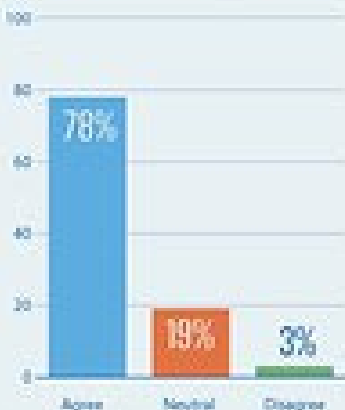
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bartonccc.edu

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# Student Success

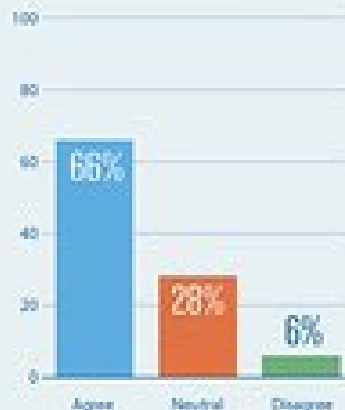
## Student Services Survey | Fall 2020

The frequency of student and instructor interactions is adequate.



Survey results indicated 77% of students noted interaction with faculty the strongest influence on a successful student experience.

When I have nonacademic questions, I can reach help in a timely way.



Most important contributions to student success



Students were allowed to choose more than one option.



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Appendix B  
Initiatives Report Summary

## Barton Community College Initiatives Inventory

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## Section 1: Initiative Snapshots

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Key administrators and staff members identified potential student success initiatives to be included in the 2020 Initiative Inventory. Members of Barton’s HLC Student Success Academy Team (the Team) reviewed brief descriptions of submissions to determine if they met the definition as created from HLC’s recommendation:

*An initiative is a targeted strategy, in the form of a program, services, or process, put in place to serve a special population or strategic goal. For the purpose of this inventory, established core support functions that are central to the institution are not considered initiatives.*

Discussions by the Team led to the identification of the 21 initiatives to be included in this analysis. The Team communicated the lead contact for each initiative and requested completion of a Microsoft Form to collect data in the following areas: historical context, goals, participation, permanency, resources, constraints, engagement, review, impact, and accountability. Responses from program contacts were copied directly, without editing or interpretation.

Snapshot pages were developed to give a simple synopsis and allow for the Team to review each initiative as it is described by those who operate it. This process allowed for the team to gain a general understanding of the initiative and identify gaps in information or presentation of information for the initiative.

Each initiative is identified by a number and a title. The number remains consistent to the initiative in Section 2 of this inventory, Question Review.

## Section 2: Question Review

---

On the previously mentioned Microsoft Form, Initiative contacts answered the following questions as recommended by HLC:

1. What is the historical context for this initiative? Please tell us why and when it was started.
2. What are the goals or outcomes of this initiative and how do they related to student success.
3. What is the target population or demographic the initiative was designed to serve? Does your participant population match your target population? In not, please explain.
4. What is the projected life cycle of this initiative? Do you have an end date for the program, or do you hope to have the program become a core function for the institution?
5. Describe the resources that are devoted to the initiative (think about financial, human, spatial, and technological). Please note the source and the stability of the funding (i.e. grand funding with limited time frame?).
6. Consider and describe any limitations on capacity that may prevent eligible or interested students from participating in this initiative.
7. Who is involved in the initiative (other than paid positions listed above), i.e. faculty, staff, etc.?
8. Explain the process(es) in place for reviewing the effectiveness of the initiative and its contributions to the College's strategic priorities.
9. Cite any direct or indirect evidence of the initiative's impact or success in meeting its goals.
10. To who, how often, and based on what information do you report on this initiative?

The question review sheets are organized by each question with all responses gathered for that question listed in numerical order as assigned on the program snapshot page. By collecting all responses for each question and representing them collectively, the Team was able to identify trends in responses. It further allowed for comparative analysis within each topic.

## Section 3: Initiative Analysis

---

During the November 2020 Roundtable, the Team used the HLC analysis plan to review and evaluate initiatives as identified in the initiative inventory. The “Essential Question” we sought to answer was *Do we have the right kind of support available to help our students be successful?* To answer this question, the HLC analysis plan encouraged a visual organization of the initiatives in order to Understand what we are doing to support student success, understand who we are supporting, and identify oversights and overlaps

This section is a digitally recreation of the organization process the Team participated in using post-it notes and a whiteboard.

**Definitions of Success:** Using the definitions of success as identified through the HLC Student Success Survey in the Fall of 2019, initiatives were sorted by which definition of success they most likely support based on their descriptions. The following color-coding was used: Green squares indicate the initiative only supports one definition; Pink squares indicate the second definition an initiative supports; and Blue squares indicate the third definition an initiative supports.

**Populations Served:** The Team began by listing populations identified during the ongoing student data inventory. What became clear while sorting initiatives within the identified populations was that the initiatives served populations the Team had not previously identified. Color-coding was established to identify which definition(s) of success each initiative supported with many colors for one square indicating multiple definitions supported. (this coding was used on the remaining representations): Orange = learning; Green = engagement; Pink = completion; Purple = persistence; White = personal goals; Blue = employability; and Yellow = satisfaction.

**Semester of Students Served:** Initiatives were placed within the semester for which they begin serving students. Arrows are used to show the duration for which the program can last. And dashed arrows indicate the ability of a program to start and stop at any point during the timeline.

**Dated Developed:** Initiatives were organized based upon development dates as indicated by the brief descriptions of the initiative contact. All initiatives are still ongoing.

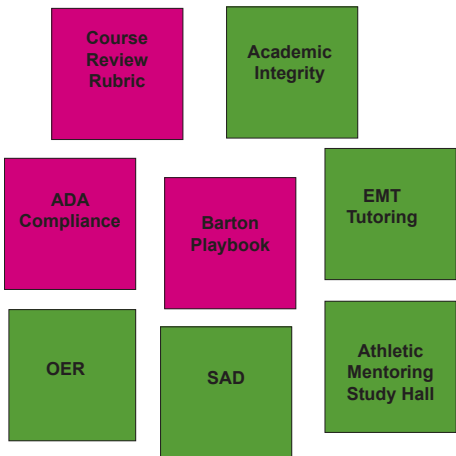
**Program Impact:** For this representation, initiatives were evaluated on the impact they have on student success based on the data cited within the initiative descriptions. The Team also considered knowledge of impact not expressly stated, and made notes regarding evidence collection needs.



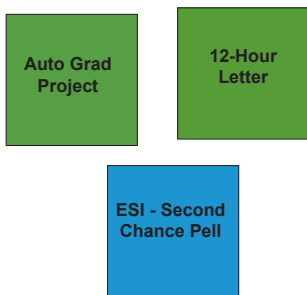
**Resource Commitment and Reach:** The Team evaluated initiatives on two axis to evaluate resource commitment on a scale of minimal to significant and students served on a scale of minimal to significant. Conversations on the placement of each initiative discussed the definition of resources (individual vs institutional) and the difference in students served versus student impact.

# Definitions of Success

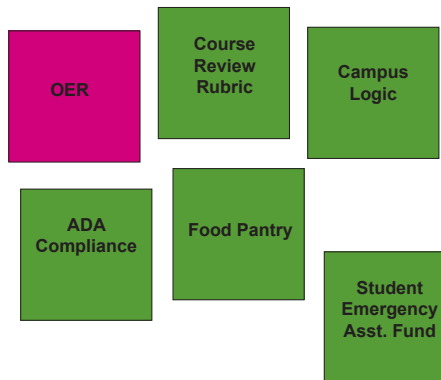
## Learning



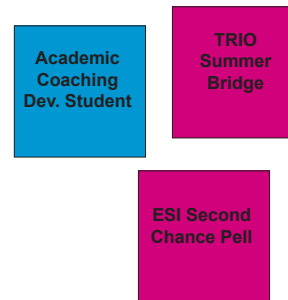
## Completion / Graduation



## Satisfaction

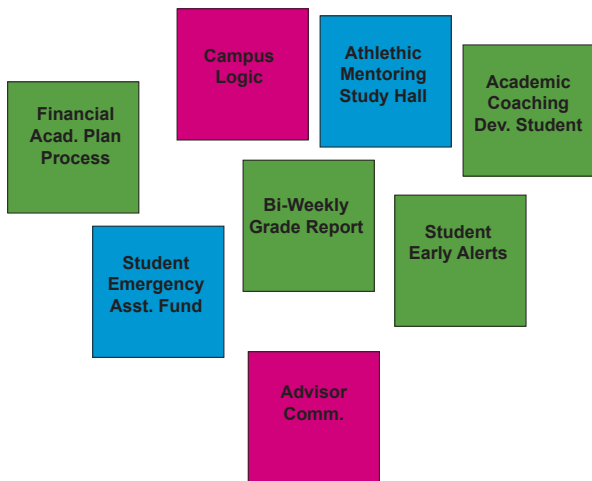


## Personal Goals



25

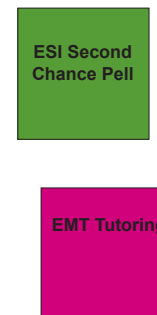
## Retention/ Persistence



## Engagement



## Employability



Green - Level 1 (in 1 group) - Pink - Level 2 (in 2 groups) - Blue - Level 3 (in 3 groups)



# Populations Served

1st Generation

High School

SES

Military/  
Veteran

Financial Aid Orientation

Campus Logic

12-Hour Letter

Diversity

Enrollment Status

Correctional

ESI Second Chance Pell

Developmental

1st Time In College

Transfer

Residence

Academic Coaching Dev. Student

EMT Tutoring

Food Pantry

TRIO Summer Bridge

Bi-Weekly Grade Report

Student Emergency Asst. Fund

Athletic

Age

Fully Online

DS / NDS

Barton Playbook

Athletic Mentoring Study Hall

All

OER

SAD

Academic Integrity

ADA Compliance

Student Early Alerts

Course Review Rubric

Financial Acad. Plan Process

Auto Grad Project

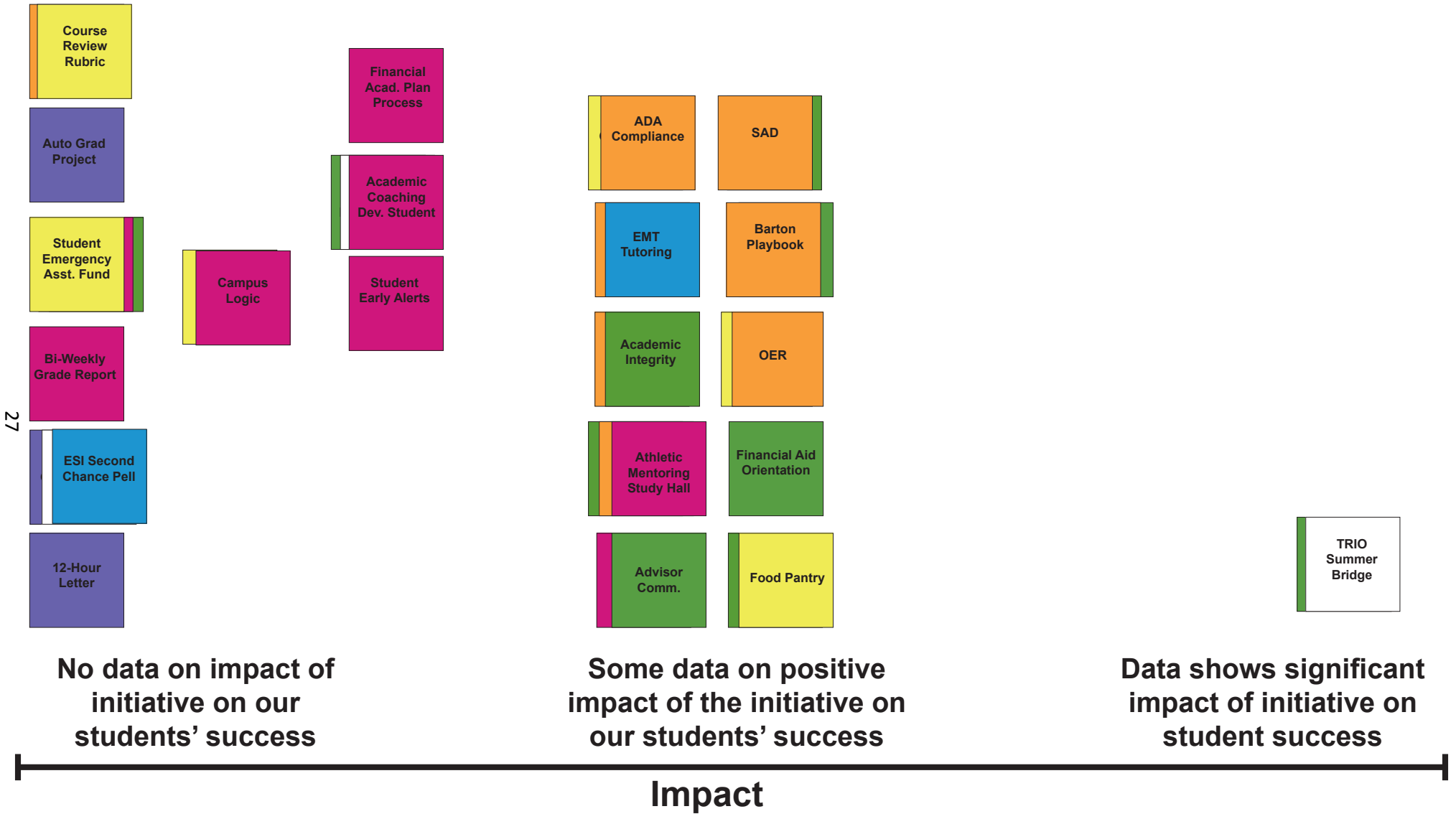
Advisor Comm.

Learning - Orange ~ Engagement - Green ~ Completion - Purple ~ Persistence - Pink ~ Personal Goals - White ~ Employability - Blue ~ Satisfaction - Yellow

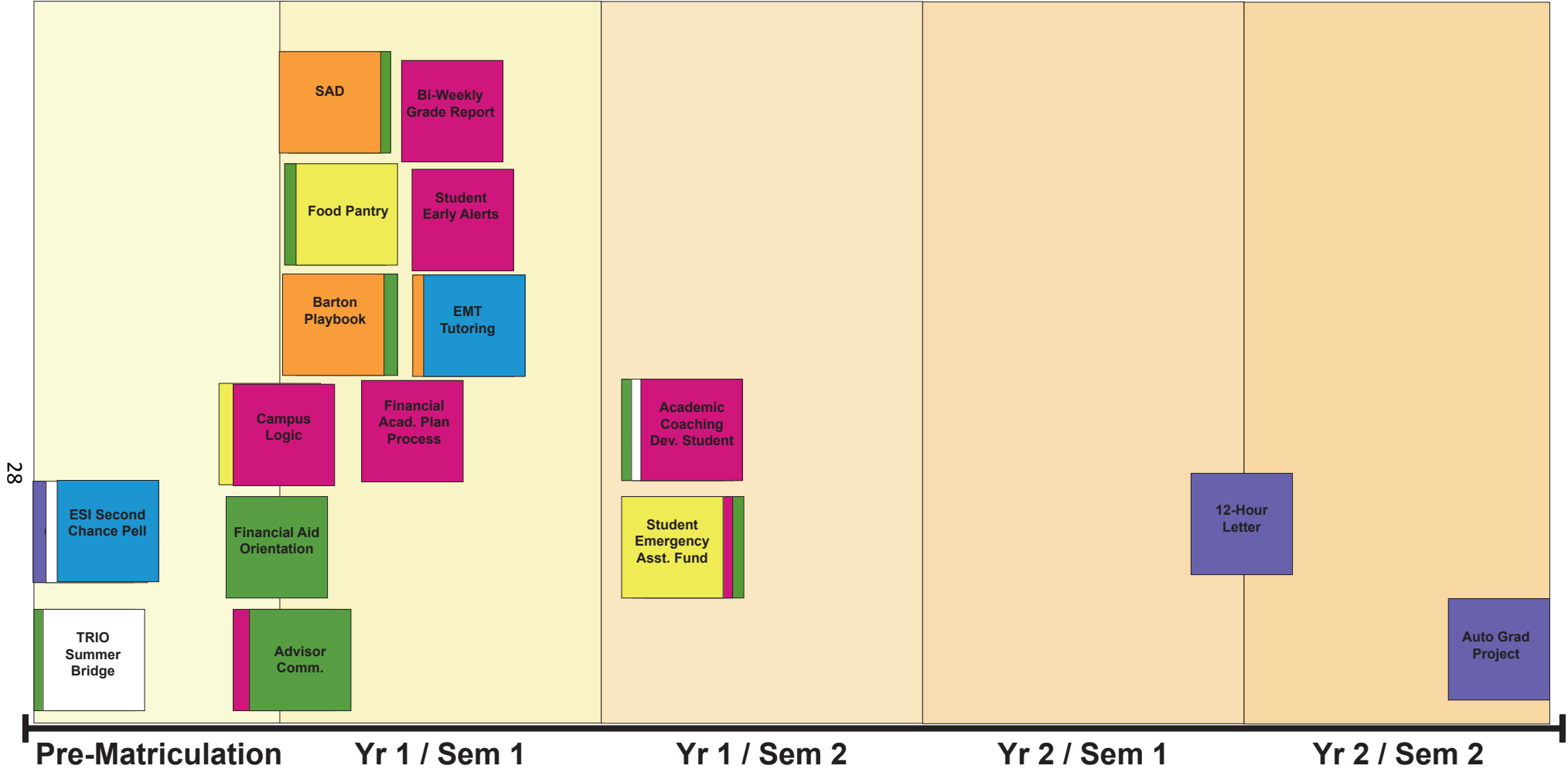


**BARTON**  
COMMUNITY COLLEGE

# Evidence of Impact



# Semester of Students Served

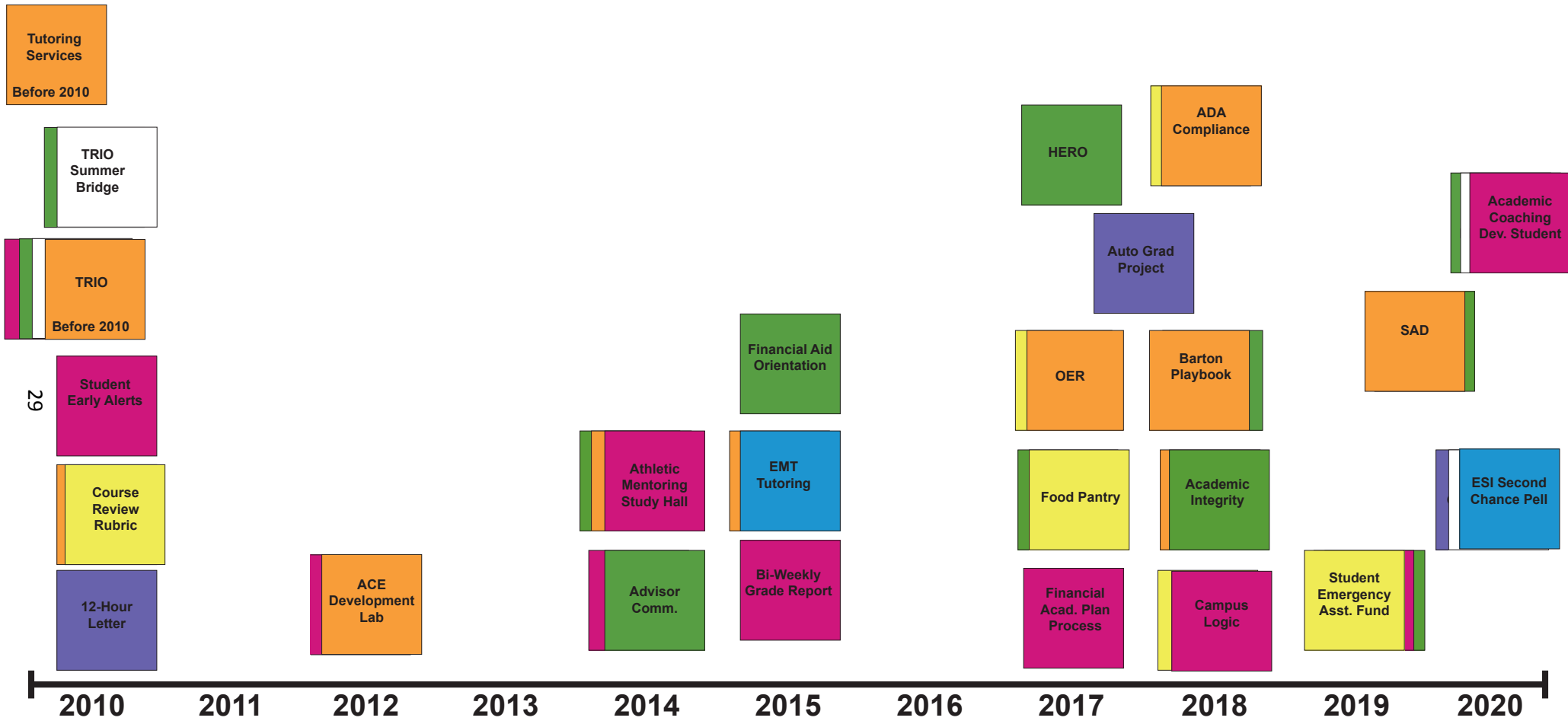


Start @ Any Time

- Academic Integrity
- ADA Compliance
- Course Review Rubric
- OER
- Athletic Mentoring Study Hall



# Date Developed



29

Learning - Orange ~ Engagement - Green ~ Completion - Purple ~ Persistence - Pink ~ Personal Goals - White ~ Employability - Blue ~ Satisfaction - Yellow



# Resource Commitment & Reach

Significant

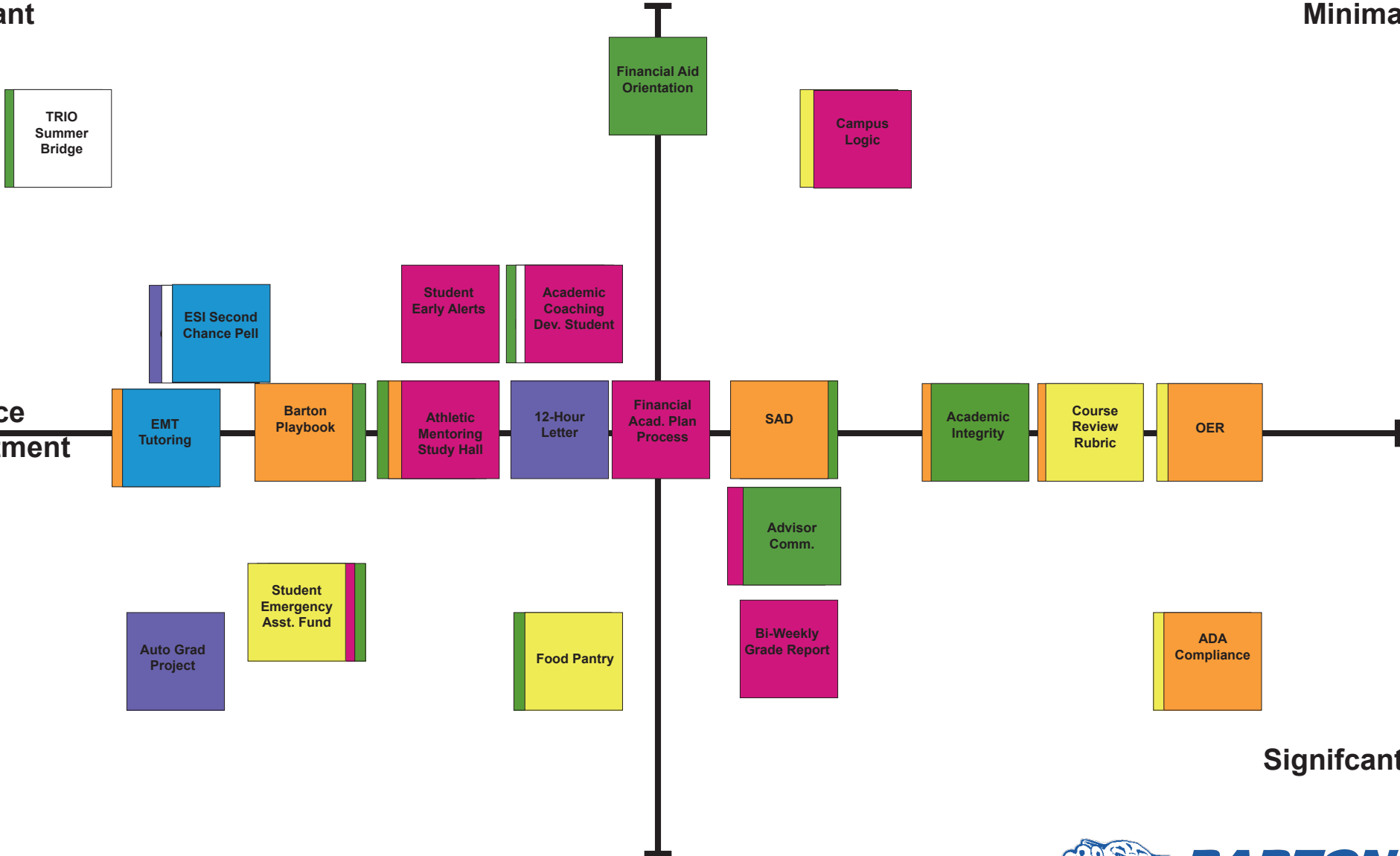
Minimal

Resource Commitment

Students Served

Significant

Minimal



# Appendix C

## Student Success Data Map

		Rolling Average	Kansas CC Benchmarks			Fall 2017					
		Completion	Retention	Success	Completion	Retention	Success	Percent	Completion	Retention	
<b>Total Headcount</b>		6671.75		57%	86%	109281	36%	61%	2019 forward	7508	
<b>Demographics</b>											
<b>Age</b>											
	< 18 -	5%		89%	30%			- <18	1%		
	18-23*	46%		57%	85%	58%		- 18-23	41%		54%
	24-29	24%		41%	86%			- 24-29	30%		67%
	30-39	16%		39%	89%			- 30-39	17%		39%
	40-49	7%		49%	90%			- 40+	6%		80%
	50+	4%			90%				4%		
<b>Gender</b>											
	Male	53%		52%	86%	46%			58%		46%
	Female	47%		61%	85%	54%			42%		65%
<b>Residence</b>											
	Barton County	11%		54%	82%				10%		59%
	Kansas	68%		58%	86%				74%		56%
	Out-of-State	23%		52%	85%				25%		43%
	International	4%		61%	90%				1%		56%
<b>Race &amp; Ethnicity</b>											
	American Indian/Alaskan Native	1%			82%	1%			1%		
	Native Hawaiian/Pacific	1%			78%	0%			1%		
	Asian	6%			86%	3%			7%		
	Unknown	7%				6%			8%		
	African-American/Black	13%		52%	82%	9%			13%		54%
	Hispanic	13%		52%	84%	12%			11%		55%
	Caucasion/White	61%		60%	87%	64%			59%		56%
<b>Identified Populations</b>											
x	Developmental	5%		53%	74%				9%	31%	53%
x	Athlete	6%		63%	88%				6%	41%	58%
x	Military Connected (active)	8%		29%	92%				9%	27%	38%
x	Military Connected (Veterans)	27%		18%	80%				30%		50%
x	High School	9%			92%				8%		
x	Transfer	19%			84%				15%		
x	First-Time in College	31%			86%				35%		
x	Continuing Student	40%			85%				42%		
x	Fully Online	51%		49%	82%				57%	40%	56%
x	Degree Seeking	41%			84%				37%		
x	NonDegree Seeking	59%			90%				63%		
x	Full Time	22%			85%	18%		61%	20%	37%	
x	Part-Time	78%			87%	82%		34%	80%		
	Part Time / DS				81%						
	Full Time /DS				85%						



		Rolling Average			Kansas CC Benchmarks			Fall 2017		
		Completion	Retention	Success	Completion	Retention	Success	Percent	Completion	Retention
x	Part Time/DS/ First or Trns			80%						
	Transient	8%		86%						
	Campus Affiliation									
	- Great Bend	16%	58%	83%				15%		57%
	- Ft. Riley	24%	51%	90%				28%		51%
	- Ft. Leavenworth	3%	55%	88%				3%		47%
	- Online	50%	49%	82%				48%		56%
	- GVP	2%	67%	98%				2%		0%
x	Veterans	2%		79%				2%		
<b>Other Success Measures - uncertain of organization</b>										
<b>Degree Enrollment</b>										
	AA	355.50						5%		
	AAS	374.50						5%		
	AGS	314.50						4%		
	AS	1388.50						20%		
	CERT	289.50						3%		

		Fall 2018				Fall 2019				Fall 2020				
		Success	Percent	Completion	Retention	Success	Percent	Completion	Retention	Success	Percent	Completion	Retention	Success
<b>Total Headcount</b>		86%	6842		59%	86%	6696		56%	85%			56%	86%
<b>Demographics</b>														
<b>Age</b>									55%				56%	
	< 18 -	83%	5%			95%	6%			90%	8%		0%	86%
	18-23*	85%	48%		60%	85%	49%		57%	84%	47%		57%	84%
	24-29	84%	23%		38%	86%	21%		35%	86%	20%		27%	86%
	30-39	89%	15%		38%	88%	15%		43%	88%	17%		38%	91%
	40-49	89%	6%		50%	90%	9%		0%	90%	9%		67%	89%
	50+	93%	3%			88%			50%	87%				90%
<b>Gender</b>														
	Male	88%	54%		56%	85%	49%		53%	86%	48%		56%	86%
	Female	84%	46%		61%	86%	51%		57%	84%	52%		61%	86%
<b>Residence</b>														
	Barton County	84%	10%		50%	81%	10%		51%	82%	11%		55%	82%
	Kansas	86%	74%		59%	86%	61%		58%	86%	60%		60%	87%
	Out-of-State	84%	22%		55%	86%	22%		56%	85%	23%		55%	85%
	International	96%	5%		61%	88%	7%		53%	87%	6%		75%	87%
<b>Race &amp; Ethnicity</b>														
	American Indian/Alaskan Native		1%				1%				1%			82%
	Native Hawaiian/Pacific		1%				1%				1%			78%
SS	Asian	82%	7%			88%	6%			88%	5%			87%
	Unknown		7%				6%				6%			
	African-American/Black	85%	13%		54%	83%	13%		52%	80%	13%		49%	81%
	Hispanic	85%	13%		49%	84%	14%		49%	83%	16%		54%	84%
	Caucasion/White	87%	60%		65%	87%	62%		56%	87%	62%		65%	87%
<b>Identified Populations</b>										85%				
x	Developmental	80%			54%	75%	3%		51%	70%	3%		54%	72%
x	Athlete	91%	6%		66%	89%	6%		60%	87%	7%		66%	86%
x	Military Connected (active)	92%	8%		27%	91%	9%		25%	92%	9%		27%	92%
x	Military Connected (Veterans)	80%	27%		0%	81%	25%		20%	76%	24%		0%	82%
x	High School	91%	9%			94%	9%			91%	10%			91%
x	Transfer	81%	18%			84%	23%			84%	22%			85%
x	First-Time in College	88%	33%			85%	27%			86%	25%			86%
x	Continuing Student	85%	39%			86%	38%			84%	43%			85%
x	Fully Online	80%			45%	83%	46%		50%	82%	50%		45%	82%
x	Degree Seeking	85%	39%			84%	43%			83%	46%			83%
x	NonDegree Seeking	88%	61%			90%	57%			90%	54%			91%
x	Full Time	86%	22%			85%	24%			84%	26%			85%
x	Part-Time	86%	78%			87%	76%			87%	74%			87%
	Part Time / DS	80%				80%				81%				81%
	Full Time /DS	86%				85%				83%				84%

		Fall 2018				Fall 2019				Fall 2020				
		Success	Precent	Completiior	Retention	Success	Percent	Completiior	Retention	Success	Percent	Completiior	Retention	Success
x	Part Time/DS/ First or Trns	85%				76%				81%				76%
	Transient	84%	6%			83%	9%			86%	10%			89%
	Campus Affiliation													
	- Great Bend	80%	15%		59%	84%	17%		57%	84%	16%		59%	85%
	- Ft. Riley	91%	25%		55%	89%	22%		44%	89%	20%		55%	92%
	- Ft. Leavenworth	87%	3%		53%	90%	3%		41%	87%	3%		77%	88%
x	- Online	80%	49%		45%	83%	51%		50%	82%	54%		45%	82%
	- GVP	99%	2%		100%	96%	2%				1%		100%	100%
	Veterans	80%	2%		0%	76%	2%		20%	78%	2%			82%
<b>Other Success Measures - uncertain of organization</b>														
<b>Degree Enrollment</b>														
AA			5%				5%				6%			
AAS			5%				6%				7%			
AGS			4%				5%				6%			
AS			20%				21%				23%			
CERT			4%				5%				5%			