

Institution: Barton County Community College	Contact Person: Gillian Gabelmann	Contact phone & e-mail: 620.792.9303 gabelmann@bartonccc.edu	Date: 8/10/06
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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)	Baseline	Targets	Performance Outcome	Amount of Directional Improvement
Indicator 1: Students will have the appropriate knowledge of transfer requirements through the advisement process and indicate that they are more satisfied with the advising process	Noel-Levitz SSI Academic Advising/Counseling Performance Gap 1.09 (2005) CCSSE data 49.0 (2006) Support for Learners Benchmark Score	2007: 0.97 NL 2008: 52.1 CCSSE 2009: 0.67 NL	Gap reduced to 0.81 on spring 2007 Noel-Levitz Student Satisfaction Inventory survey.	directional improvement of 1.08, exceeded 2007 goal by 0.16
Indicator 2: Increase the number of students transferring to universities on 2+2 agreements.	Base Year	2007: Base Year 2008: 2007 + 20% 2009: 2008 + 20%	29 at Regent's universities 50 at other 4-year institutions	goal was met
Indicator 3: Increase number of 2+2 agreements with secondary and other post secondary institutions.	9	2007: 11 2008: 13 2009: 15	13	4 - goal was met

NARRATIVE — INSTITUTIONAL GOAL 1: Students at Barton's Fort Riley campus will report increased satisfaction with the advising process.

Key Performance Indicator 1: Students will have the appropriate knowledge of transfer requirements through the advisement process and indicate that they are more satisfied with the advising process.

Data Collection: Students at all venues will be administered the Noel-Levitz student satisfaction inventory in 2007 and 2009 and CCSSE (Community College Survey of Student Engagement) in 2008.

Targets: The college is pleased that its efforts at Fort Riley to proactively advise students made such a dramatic improvement in the gap between the importance of this measure and student satisfaction. The majority of the students now have degree plans.

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 will be determined in the base year (2007). Barton's intention is to increase the number of students using 2+2 agreements by 20% per year. Barton will collect the data based on number of students transferring to universities with a 2+2 agreement per annum.

Targets: Barton collected data from the Regent Universities and other 4-year institutions. The total number of students who are currently at 4-year institutions who transferred from Barton is 79. 29 are at K-State in a variety of programs and 50 are at other universities including Upper Iowa University, Kansas Newman University and Franklin University.

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

Data Collection: Barton has worked with Regents Universities to develop program-specific 2+2 agreements.

Targets: Barton now has 13 signed 2+2 agreements with Kansas State University and one with Washburn University that guarantee seamless transfer for our students. We are currently working on similar agreements with Fort Hays State University and Pittsburg State University.

Comments: Barton has met or exceeded targets for all three indicators for this goal, thus achieving the goal.

Regents System Goal B: Improve Learner Outcomes				
Institutional Goal 2: Students will be given the opportunity to acquire essential skills by passing their developmental classes with an emphasis on Basic Algebra.				
Key Performance Indicator (Data)	Baseline	Targets	Performance Outcome	Amount of Directional Improvement
Indicator 1: Pilot and fully implement linked-course schedule for fall and spring developmental courses (Barton County campus)	Pilot a minimum of two courses in each developmental area (English, math, reading)	2007: Pilot a minimum of 6 class sections/semester 2008: 33% of DE course offerings 2009: 50% of DE course offerings	Seven sections were offered in Spring 07 and six sections in Fall 07. In addition 2 non-developmental sections were added in the second half of each semester.	13 sections exceeded the target
Indicator 2: Enroll students into linked developmental classes	0	2007: 200 2008: 250 2009: 300	107 enrolled into the Spring 07 first 8 weeks and 103 into second 8 weeks - 90% fill rate was not achieved.	107 students directional improvement was made but did not meet target
Indicator 3: Increase the pass rate for Basic Algebra	54.9%	2007: 58% 2008: 60% 2009: 62%	Pass rate improved to 58.4%	exceeded target by 0.4%
Indicator 4: Increase the number of students who complete Basic Algebra classes.	85.5%	2007: 87% 2008: 89% 2009: 90%	Completion rate for Barton Campus reached 90%	exceeded target

NARRATIVE — INSTITUTIONAL GOAL 2: Students will be given the opportunity to acquire essential skills by completing their developmental classes in a compressed 8 week format.

Key Performance Indicator 1: Pilot and fully implement linked-course schedule for fall and spring developmental courses.

Data Collection: Success in this goal will be the creation of a new scheduling format for developmental courses and the first level college course in math and English and reading. By 2009, at least 50% of the DE courses in math, English and reading will be offered in the new format. This will impact at least 385 of the 769 who annually enroll in developmental math courses, 160 who enroll in reading and 390 who enroll in English.

Targets: New schedule was implemented, with linked sections added to both Spring 07 and Fall 07

Key Performance Indicator 2: Enroll students into linked developmental classes

Data Collection: Number of students enrolled on 20th day of linked developmental classes, Spring 2007 and Fall 2007.

Targets: The targets require a minimum of 12 sections at 90% fill rate to be established for 2007. This will be a stretch because it will require both students, staff, faculty and advisors to support the new process. 90% fill rate was not achieved, although the number of classes offered exceed our expectations. With any new concept, there is resistance to change. More effective communication with both students and advisors is expected to improve the fill rate of these 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 baseline data is for calendar year 05 spring, summer and fall.

Targets: The target for 2007 was met.

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: The new scheduling resulted in a marked increase in retention rate in Basic Algebra classes.

Comments: In 3 out of 4 indicators the targets were met or exceeded. In the 4th indicator directional improvement was achieved. This goal was met.

Regents System Goal C: Improve Workforce Development				
Institutional Goal 3: Barton County Community College will take a leadership role in the development and expansion of employment opportunities				
Key Performance Indicator (Data)	Baseline	Targets	Performance Outcome	Amount of Directional Improvement
Indicator 1: Enroll students in LPN program via ITV from Larned State Hospital	6	2007: 10 2008: 15 2009: 20	6 students from Fall 06 completed the program in Spring 07. 8 new students were enrolled in Fall 07	2 students directional improvement was made
Indicator 2: Enroll students in Barton's Paramedic program via ITV from various locations in the state.	Baseline will be establish in 2007 Students enrolled	2007 baseline 2008: increase by 5% 2009: increase by 5%	15 students in Spring 2007 11 students in Fall 2007 5 duplicated head count	This goal was met

Indicator 3: Establish an ITV consortium with service area hospitals	0 hospitals	2007: 3 hospitals 2008: 6 hospitals 2009: 8 hospitals	While we are connected to Larned State Hospital via ITV, this connection is for the nursing program rather than continuing education.	This goal was not met
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NARRATIVE — INSTITUTIONAL GOAL 3: Barton will develop and expand employment opportunities by providing training via distance learning with an emphasis in the healthcare industries

Key Performance Indicator 1: Enroll students in LPN program via ITV from Larned State Hospital

Data Collection: This fall 6 students enrolled from the LSH in a satellite LPN program taught via ITV from the Barton County campus. The goal is to increase the enrollments to the maximum allowed by the KS Board of Nursing of 20

Targets: This is a stretch goal because it is a new way of presenting the didactic material and it represents a new partnership for the college. The number of students enrolled is limited by the KS Board of Nursing.

Key Performance Indicator 2: Indicator 2: Enroll students in Barton's Paramedic program via ITV from various locations in the state.

Data Collection: Total number of students enrolled in didactic portion of Paramedic program delivered by ITV.

Targets: Barton has been successfully teaching paramedic students at three sites via ITV not including the Barton County Campus host site (13 more students were at the host site.) The off-campus sites are Junction City, Smith Center and Pratt Community College. Barton has partnered with Pratt to make this happen. While the numbers are still small, this is an exciting model of cooperation. This target to set a baseline was met.

Key Performance Indicator 3: Establish an ITV consortium with service area hospitals

Data Collection: Barton will report the number of hospitals that are connected to Barton via the Kan-ed network from its service area and using the network for continuing education or training.

Targets: The healthcare consortium concept was presented to area healthcare facilities. Two facilities responded with some interest; follow-up with each of the facilities has not yielded the development of a consortium for the purpose of employee/patient education and training.

Comments: Two out of three indicators were either met or had directional improvement, so this goal was met.

Regents System Goal D: Increase Targeted Participation/Access				
Institutional Goal 4: Increase access for underrepresented populations				
Key Performance Indicator (Data)	Baseline	Targets	Performance Outcome	Amount of Directional Improvement
Indicator 1: Increase the number of Hispanic students enrolled at Barton	832	2007: 10% increase 915 2008: 10% increase 990 2009: 10% increase 1089	2007 - 1027 Hispanic students enrolled at Barton this is a 23% increase.	Target was exceeded by 112 students and 13%
Indicator 2: Increase the graduation rate of Hispanic students.	17.2%	2007: 19 % 2008: 21% 2009: 23%	Graduation rate was improved to 22% for 2007	Goal was exceeded by 3%
Indicator 2: Increase the number of incarcerated persons enrolled at Barton.	59	2007: 20% 71 . 2008: 15% 82 2009: 10% 90	95 enrollments in 2007	Target was exceeded by 24 enrollments.

NARRATIVE — INSTITUTIONAL GOAL 4: Increase access for underrepresented populations

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

Data Collection: In 2005, 832 Hispanic students (unduplicated headcount) were enrolled at various Barton locations, including the Fort Riley Campus, Barton County Campus and online. The data collection will determine the number of Hispanic students enrolled during the calendar years in 2007, 2008 and 2009.

Targets: Barton made significant progress in this goal.

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

Data Collection: Determine 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.

Targets: Barton made significant directional improvement in this goal with a 2007 graduation rate of 22%, thus exceeding this indicator target. Research has not been able to duplicate the data used for the baseline however, with an actual 2005 rate of 19.2% rather than the reported rate of 17.2%. This is the graduation rate for first time, full time Hispanic students who enrolled at Barton in 2002. Barton has still shown directional improvement.

Key Performance Indicator 3: Increase the number of incarcerated persons enrolled at Barton.

Data Collection: In 2005, Barton provided educational opportunities to 59 students at the area correctional facilities participating in the BASICS program. In 2007, educational opportunities included both inmates and staff members. Growth in this area will be demonstrated by the total number of enrollments.

Targets: Number of enrollments has continued to increase. Barton will have its first graduate from this program in May 2008.

Comments: Barton met or exceeded each of the targets for this goal, thus achieving the goal.

KBOR use only: Barton County Community College:
Summary of changes from the previous approved performance agreement
Response to any Board comments on the previous approved performance agreement
Recommendation and Comments