

Barton Community College Performance Report AY 2014

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

Description: Barton made a focused effort utilizing both data from Institutional Research and a concerted effort by advisors, faculty and staff to move more students towards completion. The data used was both departmental performance reports and advising reports. By using a two-prong method of coupling faculty and advisors together, Barton hopes to continue this trend. In the future Barton is reviewing online retention efforts to determine areas of improvement.

Outcome/Results: Barton shows an increase above baseline from 664 to 977.

Indicator 2: Increase the percentage of successful student technical & numerical literacy responses for assessment of general education.

Description: The Board of Trustees END's (END statements are part of Barton's governance guiding the college as to what the desired state of the college should be) statement relating to Essential Skills requires the assessment of general education outcomes. Questions are identified within a course final exam, which assess specific competencies of a course. The student answers are tabulated to show how well students perform on these questions. This type of specific questioning is measured using five courses for which two competencies were selected measuring the general education outcome relating to technical and numerical literacy. Faculty utilizes the tabulated and itemized results to identify areas of weakness within their courses such as, when most students fail a question about binomial's, the faculty can focus on explaining the concept more completely in future courses. Competency specific discussions also take place among departments allowing faculty to compare results and best practices for a given area to learn from each other's experiences. In this case, for a given class, two of the questions from the final were pooled together with the other four courses giving us the overall percentage of correct answers.

Outcome/Results: Barton shows an increase above baseline from 76% to 82.9%. 1298 is the number of students with the correct response out of a total of 1566 students

Indicator 3: Enhance student receipt of third-party technical program certification and licensure credentials.

Description: Currently all programs that lead to a certification and licensure credential are making a conscious effort to focus on Certification/Licensure pass rates and also student retention and completion. The nursing department relies heavily on data obtained from test results. All questions are analyzed to determine, almost in real time, the areas students are lacking in understanding. The faculty can emphasize needed concepts starting the class period following the tests.

Outcome/Results: We believe these factors will continue to increase our outcome on this indicator and Barton shows an increase above baseline from 79% to 79.4%. 277 students received the certification of the 349 students who attempted.

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

Description: Barton's developmental education area has gone through both a physical and instructional review/change/upgrade. These efforts are meeting the needs of developmental students moving them forward through the processes and preparing them for college level work. Over the course of one year, 193 students moved through what Barton refers to as Developmental Education or Essential Skills courses. These courses move the students into college level courses with both the confidence and knowledge necessary to succeed. As noted below the rate of success is improving.

Outcome/Results: Barton was able to increase above baseline from 50% to 58%. 112 students received a C or better of 193 low performing students.

Indicator 5: Increase the number of Adult Basic Education (ABE) participants.

Description: Barton's Adult Education program experienced a decrease in participation during AY 15. During the year, we struggled to find a replacement for a full-time position at one of our four sites while also losing a part-time position at another. These staffing troubles didn't allow us to serve as many students at these sites as in years past. These positions have now been filled which we believe will bring our enrollment back up to, and past, previous levels.

During a time when Adult Education enrollment is down statewide, we have stepped up recruiting efforts at all of our sites as well as for our AO-K programs. We are hopeful that the expansion of our on-campus Healthcare Pathway and the addition of an on-campus Welding pathway will help us to increase enrollment in the coming academic year. Barton has also begun developing a distance learning option to provide access to students who might have conflicts with our traditional course schedule.

Outcome/Results: The number of Adult Basic Education participants decreased 19% from 2012 to 2014 (2012=199/2014=167). Data received from State Adult Education Department, per Dr. Susan Fish reflects a state decrease in participants of 1545 (22% decrease with a comparable timeframe). The State Adult Education Department reports data on a fiscal year basis which does not align with performance agreement years.

Indicator 6: Increase the percentage of student performing at the "Proficiency" level on written communication assessments of gen ed.

Description: This indicator initially comes from our Board of Trustees END mandate to assess our general education outcomes. Included within these is written communication, another essential skill our graduates need to be successful. In this case, English Composition I and II, were selected to assess our students' writing using a rubric with a scale of Proficient, Competent, and Emerging where Proficient is the highest rating. The data looked at is the number of students able to score at the highest level "Proficient" when utilizing all external resources at their disposal. Barton wanted students to excel in both writing and research skills. The percentage below refers to moving from less than "Proficient" to "Proficient" across multiple sections. Based on these results, faculty can make adjustments to how this topic is covered and then when the assessment is used again in the following section of the course, the effectiveness of the adjustment can be improved upon.

Outcome/Results: For this indicator, we measured how many students earned specifically the Proficient rating on their documentation skills out of the total number of papers assessed. Barton results are above our baseline from 37% to 44.5%. 680 represents the number of students performing at the proficiency level. 1528 represents the total number of student in the courses being assessed.

Staff Comments and Recommendation
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