

# **Barton County Community College**

**March 2007**

## **Introduction**

This report was prepared at the direction of the Board of Trustees of Barton County Community College. The purpose of the report is to provide evidence that **Students desiring academic advancement will be prepared for successful transfer to other colleges and universities.** This will be accomplished by providing evidence that the College met the four criteria the Board established for this End. Those criteria are:

- 1. Students will have the academic prerequisites sufficient for successful transfer.**
- 2. Students will have appropriate knowledge of transfer requirements.**
- 3. Students will have adequate preparation to be successful after transfer to other colleges or universities.**
- 4. Students will be able to obtain Bachelor's and advanced degrees through studies sponsored by Barton County Community College.**

The report provides quantitative and qualitative evidence that students desiring academic advancement will be prepared for successful transfer to other colleges and universities. For thoroughness and in keeping with proper research methodology, this report uses multiple forms of measurement as evidence. For clarity the multiple measures used as evidence have been organized and are presented in four sections. Each section provides evidence of the College's achievements corresponding to the criterion set by the Board of Trustees and cited above.

The first section provides quantitative evidence that students will have the academic prerequisites sufficient for successful transfer. The evidence provided in this section includes longitudinal data from the Alumni Survey and Banner.

The second section provides quantitative evidence that students possessed appropriate knowledge of transfer requirements. The evidence provided in this section includes longitudinal data from the Alumni Survey, Noel-Levitz, and CCSSE.

The third section provides quantitative evidence that students were adequately prepared for successful transfer to other colleges or universities. The evidence provided in this section includes grade point averages between Barton and native students at four Regents Universities and KBOR data concerning bachelor degree attainment by Barton graduates at Regents Universities.

The fourth section provides quantitative evidence that students are able to obtain bachelor and advanced degrees through studies sponsored by Barton County Community College. The evidence provided in this section includes a description of the various collaborative arrangements Barton has with universities designed to facilitate bachelor and advanced degrees.

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**For**  
**End 3 Statement: Students desiring academic advancement will be prepared for successful transfer to other colleges and universities.**

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## Section I: Executive Summary

This section provides evidence concerning Criterion 1 of End 3. Specifically, this section provides evidence that Barton County Community College provides its students with the prerequisites sufficient for successful transfer. The evidence provided is provided from two sources: the locally generated Alumni Survey and Banner.

The first measurement of this criterion is from the Alumni Survey. The Alumni Survey (see Table/Chart 1-1) provides feedback from graduates on how well they perceived themselves prepared for transfer to a university. The specific question asked in the Alumni Survey was: "Generally how well did Barton prepare you for employment in your field of study and/or for transfer?" The data is presented in a longitudinal run chart using a Likert scale with a range from 2 (Poorly) to 5 (Very Well). While the data indicates that the majority of students believe Barton does a "Good" to "very Good" job in preparing them for employment and/or for transfer, the downward trend in this area since 2003 is a matter of concern.

The second measurement of this criterion was the number of transfer degrees conferred by Barton per year for the last five years. The assumption associated with this measurement is that Barton's transfer-oriented associate degrees provide students the prerequisites for successful transfer. The rationale for using this measurement is that the number of students earning transfer-oriented associate degrees from Barton is an indication that Barton is successfully preparing students for transfer. As can be seen in Table/Chart I-2, Barton has conferred 1,808 transfer degrees in the last five years. This is an average of 362 transfer degrees per year.

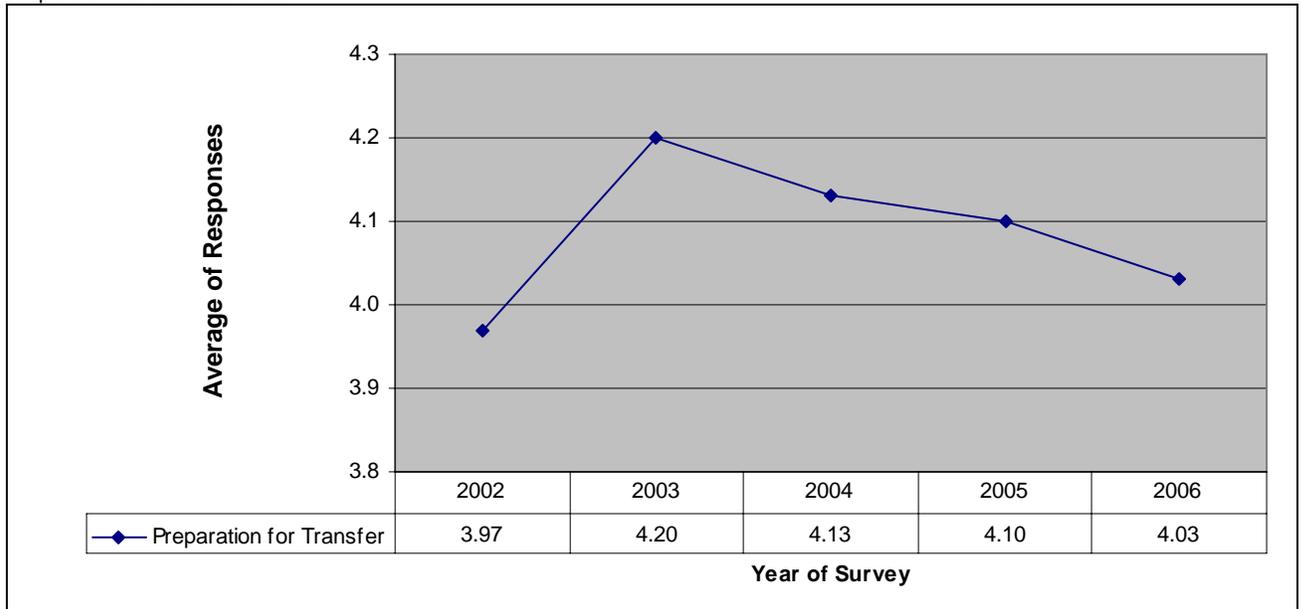
The third measurement of this criterion is the number of students who graduate per year who are granted waivers for one or more of the transfer-oriented associate degree requirements compared to the total number of transfer-oriented associate degrees conferred. This measure shows what percentage of Barton graduates meet all the transfer-oriented associate degree requirements, which is also an indication of how well Barton prepares its students for transfer. As can be seen in Table I-3 (Course Waivers for Graduation 2002 through 2006), less than one percent of Barton graduates over the last five years have required course waivers to graduate. This would indicate that the College provides its students with the prerequisites sufficient for successful transfer.

The fourth measure of this criterion is a self-report of how well graduates believe the course work at Barton prepared them for further education. Beginning in 2006, a survey was administered by the Outcomes Assessment Committee to graduating sophomores in order to better assess how well Barton graduates feel they are prepared for the future. The graduates were then asked to rate how well they felt their Barton coursework had prepared them for the future using a five-point interval scale with scores ranging from "Very Well Prepared" (5) to "Poorly

Prepared” (1); with a value of 3 representing a feeling of being “Moderately Prepared.” The overall mean score across all disciplines as well as the general skills area was a 4.0 which would correspond to them being in-between “moderately prepared” and “very well prepared”. Likely a label of “well prepared” would fit this value nicely. Table/Chart I-4 provides the raw scores and a graphic depiction of this data.

Table/Chart 1-1: **Alumni Survey Question:** “Generally, how well did Barton prepare you for employment in your field of study and/or for transfer? (Use the following scale: 1=Very Poorly; 2=Poorly; 3=Fair; 4=Well; 5=Very Well)”

Preparation for Transfer Chart



Table/Chart I-2: Barton has graduated an average of 362 students per year with a transfer degree (AA, AS, or AGS) over the last five fiscal years.

Transfer Associate Degrees Awarded

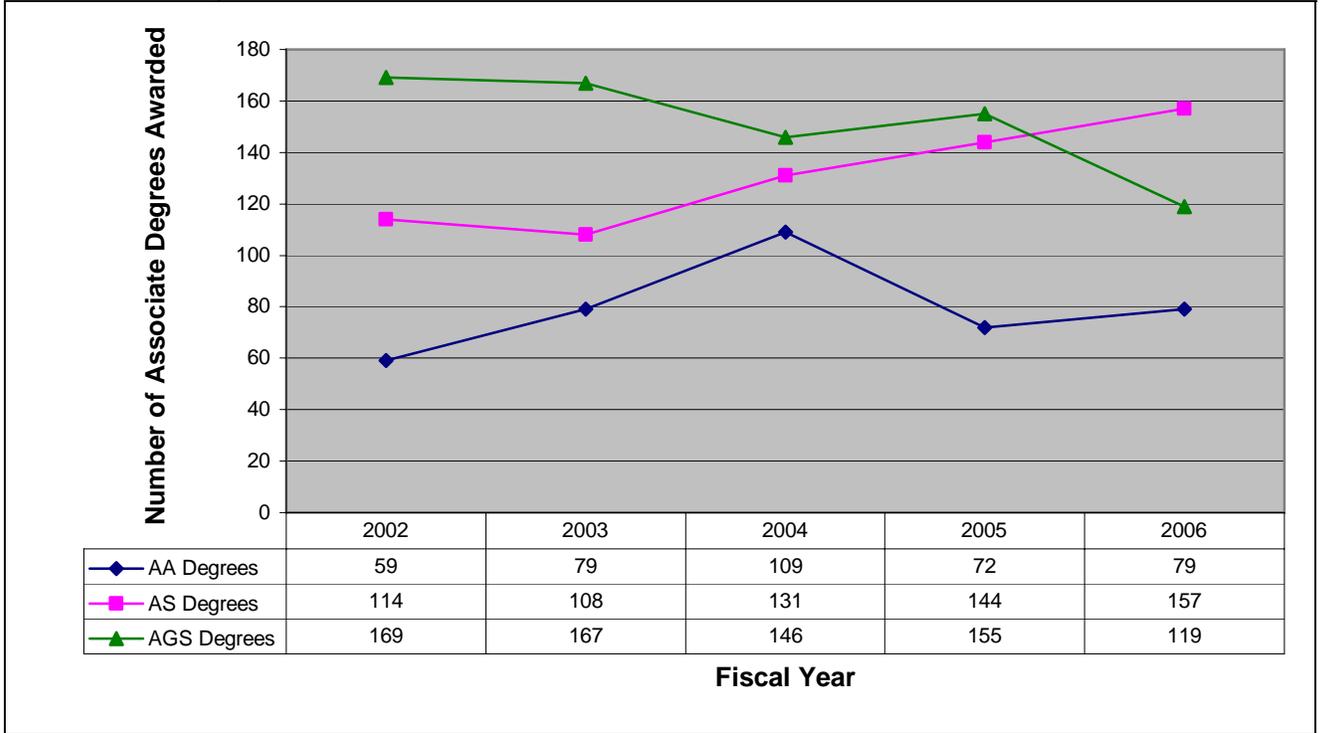


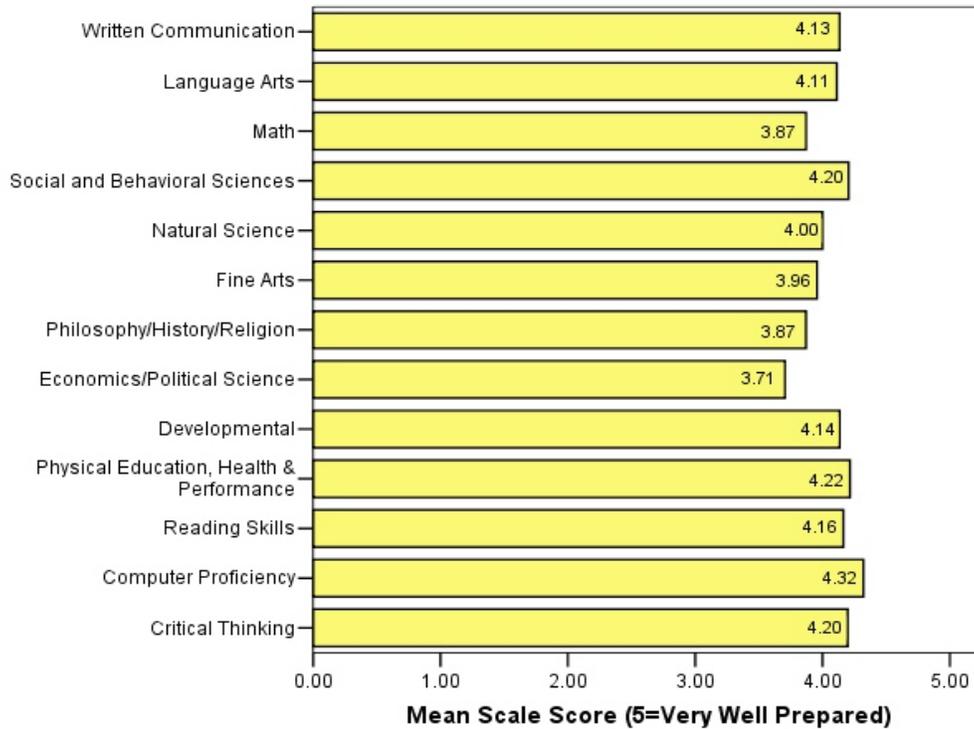
Table I-3: Course Waivers for Graduation 2002 through 2006

	2002	2003	2004	2005	2006	Total
Number of Degrees	342	354	386	371	355	1,808
Number of Waivers	1	1	6	1	3	12
Percent of Graduates with Waivers	0.3%	0.3%	1.6%	0.3%	0.9%	0.7%

Table/Chart I-4:

	Total N	Valid N	Missing <sup>1</sup>	Missing Percent <sup>1</sup>	Mean	Standard Deviation
Written Communication	148	127	21	14.19%	4.13	.76
Language Arts	148	116	32	21.62%	4.11	.85
Math	148	124	24	16.22%	3.87	1.02
Social and Behavioral Sciences	148	127	21	14.19%	4.20	.82
Natural Science	148	121	27	18.24%	4.00	.92
Fine Arts	148	93	55	37.16%	3.96	1.07
Philosophy/History/Religion	148	100	48	32.43%	3.87	1.00
Economics/Political Science	148	78	70	47.30%	3.71	1.03
Developmental	148	111	37	25.00%	4.14	.88
Physical Education, Health & Performance	148	116	32	21.62%	4.22	.83
Reading Skills	148	110	38	25.68%	4.16	.78
Computer Proficiency	148	109	39	26.35%	4.32	.77
Critical Thinking	148	116	32	21.62%	4.20	.83

**Mean Scale Scores of Coursework Preparedness Categories**



## **Section II: Executive Summary**

This section provides evidence concerning Criterion 2 of End 3. Specifically, this section provides evidence that students possess appropriate knowledge of transfer requirements. The evidence provided in this section includes longitudinal data from the Alumni Survey, Noel-Levitz, and CCSSE.

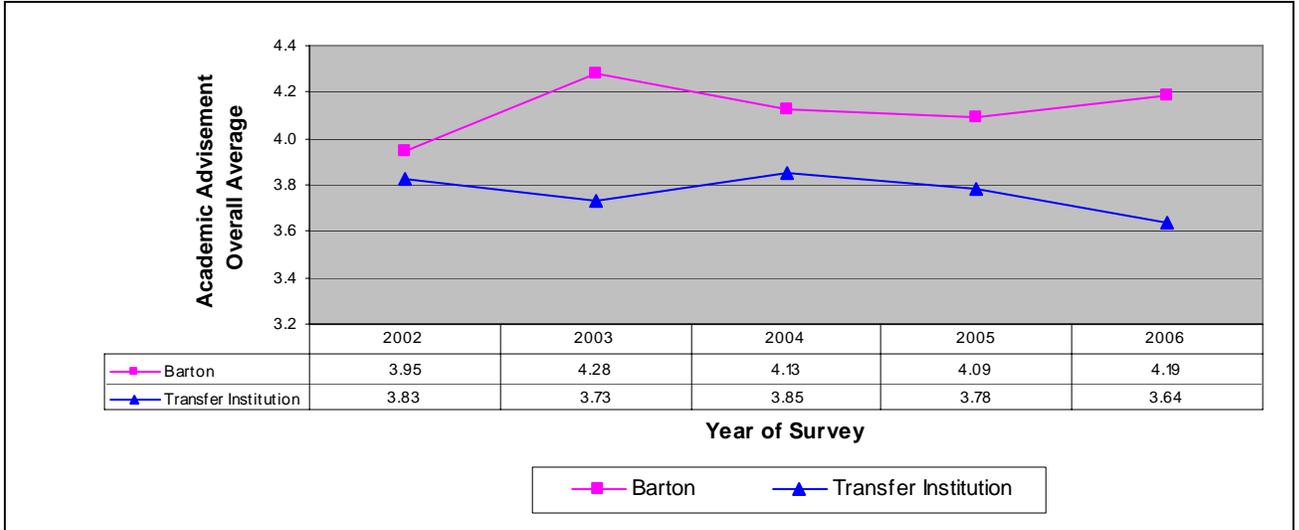
The first measurement of this criterion is from the Alumni Survey. The Alumni Survey provides feedback from graduates on how well they perceived the academic advising they received while at Barton. Academic advising is the primary method used to inform students of transfer requirements. On the Alumni Survey graduates were asked to rate the advising they received at Barton on a Likert scale with a range from 1 (Very Poor) to 5 (Very Good). The data indicate that on average Barton graduates believe the academic advising they receive at Barton is good to very good (see Table/Chart II-1). This is evidenced by the fact that the average score for the last year was 4.19 and that 77.5% of respondents ranked Academic Advisement at Barton either “Good” or “Very Good” (see Table/Chart II-2). It is further evidenced by the fact that only 26.8% of respondents ranked Academic Advisement at the institution they transferred to as either “Good” or “Very Good” (see Table/Chart II-3).

The second measurement of this criterion is from the Noel-Levitz Survey. Noel-Levitz provides another measure of the quality of academic advising (see Table/Chart II-4). However, while the Alumni Survey provides feedback from graduates, the Noel-Levitz Survey provides feedback from current students. The data from the Noel-Levitz survey corroborates the data from the Alumni Survey and indicates that Barton students believe the academic advising they receive at Barton is good to very good. Worthy of note is that academic advising at Barton is ranked significantly above the National Average.

The third measurement of this criterion is from the CCSSE. CCSSE, like Noel-Levitz, provides feedback from current students. The CCSSE data agrees with the data from the Alumni Survey and the Noel-Levitz Survey for the Barton Campus and for the overall College average (see Chart II-5). However the data also show that the satisfaction with advising at the Fort Riley Campus is below the national average. Since this survey was take before the recent advising initiatives at Fort Riley (such as Advising Day), the situation may have changed. Regardless, the data indicate that academic advising at the Barton County Campus is adequate; the data also indicate that there is room for improvement in the academic advising at the Fort Riley campus.

Table/Chart II-1: **Alumni Survey Question:** "Please rate the quality of Barton's Academic Advisement below. Alumni who never transferred should complete only the Barton column; those who continued their education elsewhere should complete both columns. (Use the following scale: 1=Very Poor; 2=Poor; 3=Fair; 4=Good; 5=Very Good; NA=Unable to evaluate)"

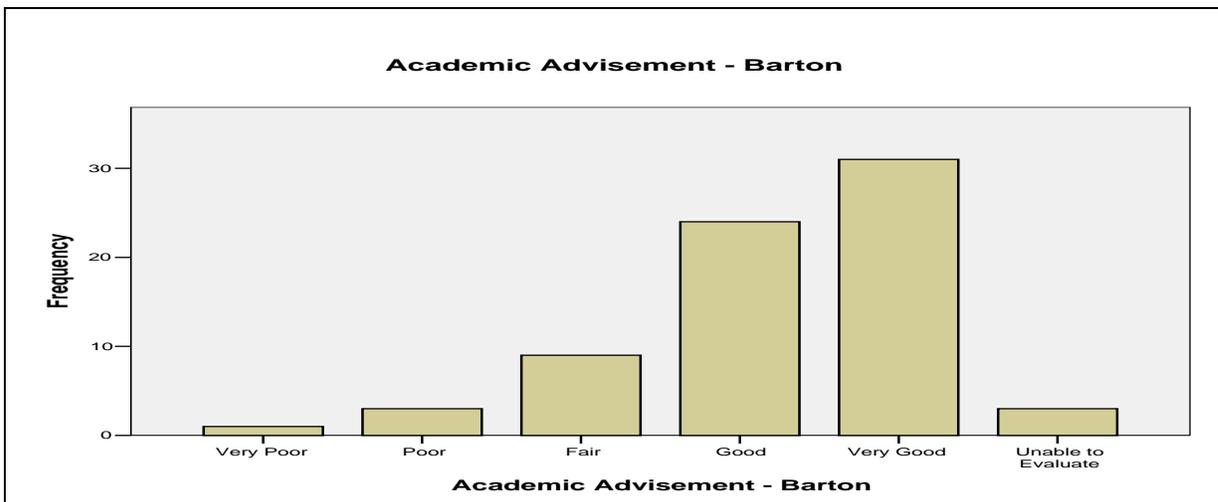
Academic Advisement Chart



Table/Chart II-2

Academic Advisement - Barton

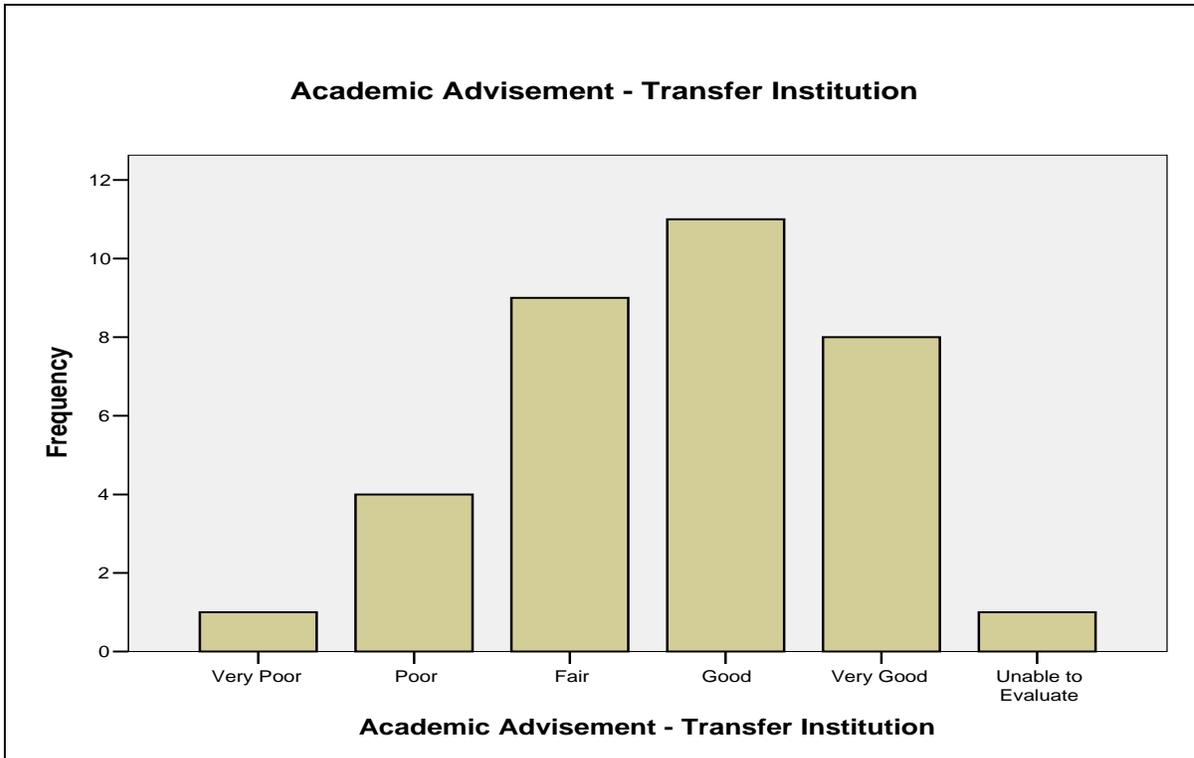
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Very Poor	1	1.4	1.4	1.4
2 Poor	3	4.2	4.2	5.6
3 Fair	9	12.7	12.7	18.3
4 Good	24	33.8	33.8	52.1
5 Very Good	31	43.7	43.7	95.8
6 Unable to Evaluate	3	4.2	4.2	100.0
Total	71	100.0	100.0	



Table/Chart II-3

**Academic Advisement - Transfer Institution**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very Poor	1	1.4	2.9	2.9
	2 Poor	4	5.6	11.8	14.7
	3 Fair	9	12.7	26.5	41.2
	4 Good	11	15.5	32.4	73.5
	5 Very Good	8	11.3	23.5	97.1
	6 Unable to Evaluate	1	1.4	2.9	100.0
	Total	34	47.9	100.0	
Missing	System	37	52.1		
Total		71	100.0		



Table/Chart II-4: Noel-Levitz SSI score – Satisfaction with Academic Advisement.

	2000	2001	2002	2004	2005
	Sat.	Sat.	Sat.	Sat.	Sat.
Barton Campus	5.60	6.02	5.63	5.42	5.57
Ft. Riley & Outreach	5.25	5.28	5.31	5.14	5.23
Barton Composite	5.47	5.72	5.52	5.28	5.23
National Comparison	4.95	4.96	4.96	4.99	5.03

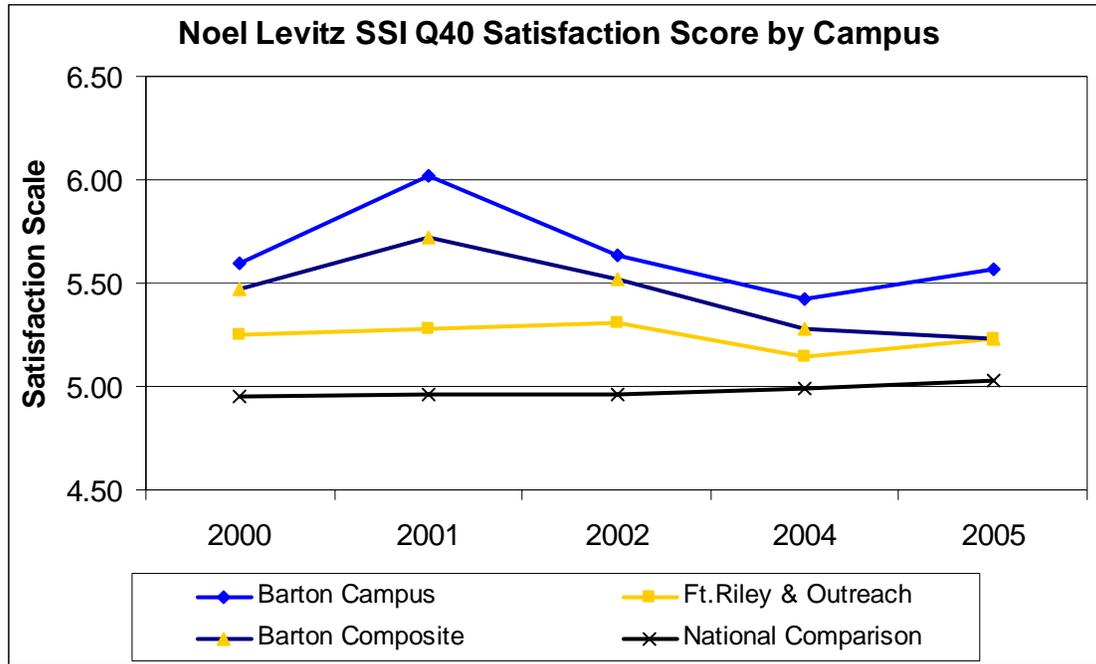
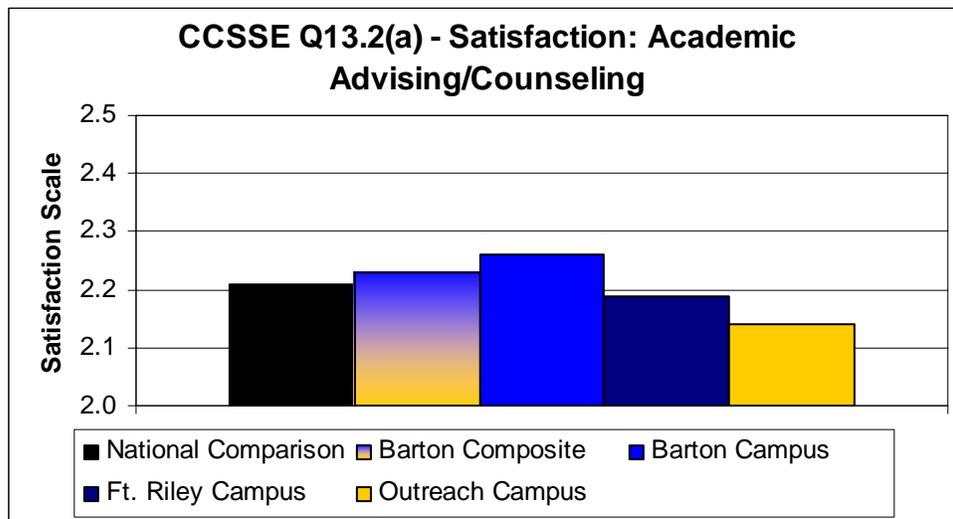


Chart II-5: CCSSE score – Satisfaction with Academic Advisement.



### **Section III: Executive Summary**

This section provides evidence concerning Criterion 3 of End 3. Specifically, this section provides evidence that Barton County Community College adequately prepares its graduates to be successful after transfer to other colleges or universities. The evidence provided in this section includes grade point averages (GPAs) between Barton and native students at four Regents Universities and KBOR data concerning bachelor degree attainment by Barton graduates at Regents Universities.

The first measurement of this criterion is a comparison of the academic performance of Barton alumni at the Regents University to which they transferred to native students at those Universities (see Table/Chart III-1). The standard of measurement is GPA. It should be noted that because the data referenced here is compiled by the universities, Barton cannot control whether or not the universities ever compile and send the data. The data contained in Table III-1 is all the data available to Barton. The available data indicate that on average Barton graduates have higher GPAs at the universities they transfer to than do native students. This in turn indicates that Barton does indeed adequately prepare its graduates to be successful after transfer to other colleges or universities.

The second measurement is a new measurement Barton Institutional Research designed in cooperation with KBOR. The purpose of this measurement is to track Barton graduates after they transfer to a Regents University to determine how many Barton graduates complete a bachelor's degree within three years of graduating from Barton (see Table III-2). Because of the newness of this report, the data contained in it is incomplete. However, the existing data does show at the start of the fall semester of 2006 thirty-six (36) of the 122 graduates (29.5%) from the Barton Class of 2003 had earned bachelor degrees at a Regents University. The data also show the break down of which universities Barton students preferred and which universities they were most successful at. However, at this early stage it is dangerous to draw too many conclusions from this data. While 29.5% may seem low, we have nothing to compare it against. So, until more data is collected and a longitudinal trend can be established, this data should be used judiciously.

Table/Chart III-1

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	Barton	Native								
Emporia	2.86	3.00	2.55	2.90	2.73	2.93	2.80	2.88	2.73	2.90
Ft. Hays	3.03	2.84	3.04	2.85	3.05	2.81	3.13	2.85	3.09	2.86
Wichita	3.13	3.03	2.95	2.97	3.12	3.04	3.24	3.07	3.21	3.07
K-State					2.71	2.54	2.84	2.69	2.87	2.64
Weighted Mean:	3.02	2.93	2.90	2.90	3.00	2.92	3.09	2.93	3.05	2.94

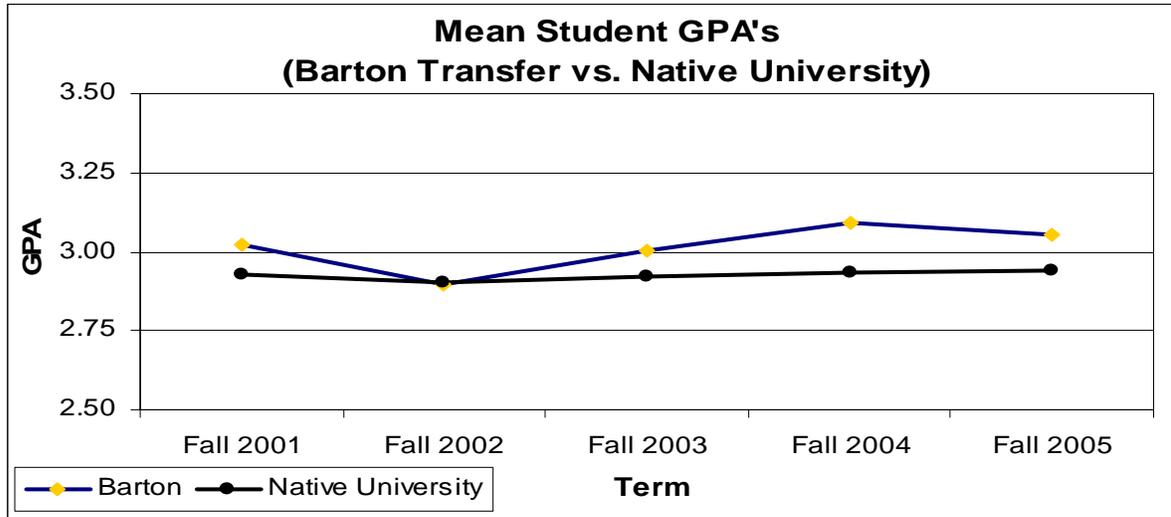


Table III-2

Barton Graduates		Enrolled at a KBOR University during the three subsequent years <sup>1</sup>								
Cohort Year	Number of Students	KU	KSU	KUMC	PSU	ESU	WSU	FHSU	WU	Total <sup>2</sup>
2003	465	45	11	3	2	6	12	41	9	122
AY 2006	BACH	3	12	1	1	2	3	11	3	36
		6.67%	109.09%	33.33%	50.00%	33.33%	25.00%	26.83%	33.33%	29.51%

## Section IV: Executive Summary

This section provides evidence concerning Criterion 4 of End 3. Specifically, this section provides evidence that Barton County Community College provides opportunities for students to obtain bachelor and advanced degrees through studies sponsored by Barton County Community College. The evidence provided in this section consist of the below list of current and future formal articulation agreements between Barton and bachelor or advance degree granting institutions.

### Current 2+2 Partners

Friends University

Franklin University

Kansas State University (8)

- Dietetics Coordinated Bachelor's Degree
- Dietetics Didactic Bachelor's Degree
- General Business Bachelor's Degree
- General Business & Economics Bachelor's Degree
- Agricultural Economics and General Business Bachelor's Degree
- Sociology and Interdisciplinary Social Science Bachelor's Degree
- Economics and Interdisciplinary Social Science Bachelor's Degree
- EMS-Paramedic and Technology Management Bachelor's Degree

Kansas Wesleyan University

Mountain State

North Central University

Newman University

Ottawa University

Upper Iowa University

Washburn University

### Future 2+2 Initiatives

Kansas State University (Anticipated signing date: March 13<sup>th</sup>).

- Criminal Justice - Law Enforcement to Tech Management (distance program)
- Networking to Tech Management (distance program)
- Computer Science - Engineering Technology (Salina campus for last 2 years)

Southwestern University

- Elementary Education
- Secondary Education (Bridge Program)