

KBOR Performance Agreement Timeline	Data Collection Start Date	Data Collection End Date	Due to KBOR Staff	BAASC* Reviews	KBOR Regents Board Acts	New Funds Disbursed**
AY 2017	Summer 2016	Spring 2017	1-Jul-18	Oct-Nov 2018	Dec. 2018	July 2019 (FY2020)
Performance Agreement AY 2020, AY 2021, AY 2022	Guidelines sent Jan. 2019		15-Jun-19	Sept-Oct 2019	Dec. 2019	N/A
AY 2018	Summer 2017	Spring 2018	1-Jul-19	Dec 2019-Jan 2020	Feb. 2020	July 2020 (FY2021)
AY 2019	Summer 2018	Spring 2019	1-Jul-20	Oct-Nov 2020	Dec. 2020	July 2021 (FY2022)

KBOR Academic Year (AY) = Summer, Fall, Spring

*Board Academic Affairs Standing Committee

**If required one-time offset of new eligible funds (two-year colleges). Off-set funding restored to institutions's base the following year.

Barton Community College Performance Reports AY 2017						AY 2017 FTE: 3,849		
Contact Person: Elaine Simmons			Phone and email: 620-792-9303; simmonse@bartonccc.edu			Date: 4/20/2018		
Barton Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of Barton degrees and certificates awarded.	1	2013 = 1,032 2014 = 977 2015 = 830 Baseline: 946	869	↓				
2 Increase the percentage of successful responses on competency based reasoning questions pooled from multiple sections of five courses. (AY)	2	2013 = 1,528/1,804 (85%) 2014 = 1,298/1,566 (83%) 2015 = 1,184/1,398 (85%) Baseline: 4,010/4,768 (84%)	88.5% (895/1011)	↑				
3 Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials by AY.	2	2013 = 232/306 (76%) 2014 = 277/349 (79%) 2015 = 334/404 (83%) Baseline: 843/1,059 (80%)	88.6% (233/263)	↑				
4 Increase fall-to-fall retention of low-performing students requiring entry level developmental education courses.	2	2013 = 147/259 (57%) 2014 = 111/240 (46%) 2015 = 146/280 (52%) Baseline: 404/779 (52%)	51% (142/276)	↓				
5 Increase three-year graduation rate of college-ready cohort.	2	2013 = 23.80% (92/387) 2014 = 28.60% (108/377) 2015 = 34.70% (179/516) Baseline: 29.60% (379/1,280)	33.1% (99/299)	↑				
6 Increase the percentage of student performing at the “Proficiency” level on mandatory competencies within written communication assessments of general education (AY).	2	2013 = 645/1,430 (45%) 2014 = 680/1,528 (45%) 2015 = 550/1,502 (37%) Baseline: 1875/,4460 (42%)	51.7% (881/1704)	↑				

Barton Community College Performance Report AY 2017

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

Description: Foresight 2020, Goal #1 Increase Higher Education Attainment; as measured by “Number of degrees produced”. Barton wishes to continue the upward growth of students completing certificates and degrees. This goal aligns directly with the KBOR 2020 Strategic Plan. For Barton, there were 556 completers in 2010 and by 2015 there were 830. If Barton can continue to grow, we believe we can impact and support KBORs desire to increase higher education attainment of Kansans to 60% by 2020.

Outcome/Results:

Barton was not able to sustain previous years growth rates. Most of our venues were down in unduplicated headcount with our online system dropping from 161 to 124. This drop of 30% coupled with our Barton County Campus dropping from 432 to 393 or 10% is responsible for the reduction in certificate and degree completion from 946 to 869 or 9%.

What we wrote last year: Barton shows an increase above baseline from 664 to 968.

Indicator 2: Increase the percentage of successful responses on competency based reasoning questions pooled from multiple sections of five courses.

Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an indicator of performance of students on institutional quality measure. One of the ways that Barton assesses reasoning is by identifying questions within a course final that assess not only the specific competencies of the course, but also tie to the general education outcome expectations as a whole. This indicator is measured using five courses for which two competencies per course are selected (specific courses and skill competencies are outlined below). The performance numbers for this indicator represent the number of correct answers on the associated competency questions, divided by the total number possible answers pooled in the multiple sections of each of the five courses indicated below, resulting in the percentage of successful responses. Note that it is possible that students may be enrolled in more than one of these courses simultaneously, so some data may be duplicated.

BSTC 1036 - Computer Concepts and Applications; BSTC 1685 - Spreadsheet Applications; ECON 1615 - Personal Finance; MATH 1819 - Business Math; MATH 1806 - Technical Math

Outcome/Results:

Barton shows an increase above baseline from 84% to 88.5%. 4,010 is the number of correct responses out of a total of 4,768 responses. We credit our faculty for their continued effort and support in improving student learning in this area.

What we wrote last year: Barton shows an increase above baseline from 76% to 82.4%. 1371 is the number of correct responses out of a total of 1664 responses.

Indicator 3: Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials by AY

Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by “Performance of students on selected third-party technical program certificate/credential assessments”. Barton recognizes the significance of industry credentials and the impact on employment requirements and/or opportunities they may have. The institution is interested in enhancing student achievement of technical certifications and/or licensure credentials and intends to apply additional priority to this student outcome. The College’s Workforce Team plans to increase student awareness of the benefits of seeking these credentials, address (as necessary) course scheduling to assist in completion of required course, monitor participation through the development of less laborious tracking system to record student credential completion, and continue to seek a process to improve student self-reporting. The Healthcare area will be targeted with credentials associated with the following programs targeted: Nursing (RN & PN), Medical Lab Technician (ASCP), Emergency Medical Services (EMT Basic, AEMT, & Paramedic), Dietary Manager (ANFP), and Adult Healthcare (CMA & CNA). The passing percentage rate is calculated each year. The numerator reflects the number of students who passed the exam. The denominator reflects the number of students who sat for the exam. Note that the data for this indicator is self-reported for all program areas targeted, other than Nursing.

Outcome/Results:

Barton shows an increase above baseline from 80% to 88.6%.

Elaine please add some verbiage here bragging about our improvements.

What we wrote last year: We believe these factors will continue to increase this indicator and Barton shows an increase above baseline from 79% to 91.56%. 263 Healthcare students received the certification of the 288 who attempted.

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

Description: Foresight 2020, Goal #2; Institution Specific Indicator: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an ‘Institution Specific’ indicator as a component of Barton Board expectations. Barton’s goal is to increase the retention of low-performing non-college ready students. Our efforts will target the students who did not perform well, rather than all students in the class. To achieve our goal, students in Basic English, Basic Reading, and/or College Prep Math 1 will be provided with individualized instruction in areas of greatest weakness and receive positive reinforcement for successful “milestones” within the course. Student services and support staff will assist instructors in providing guidance and support for these low-performing entry level students. Intervention strategies will be used to provide support and guidance for low performing students in order to increase their self-efficacy and determination to return the following semester and improve their academic standing. Assessment will occur by mid-term during the first semester, and for the subsequent semester. The chart indicates the “low performing students” retained as the numerator, and all “low performing students” in the denominator.

Outcome/Results:

Barton missed the baseline goal of 52% by 1%. The designated processes were followed including individualized instruction, early alerts, and intervention for low-performing students. Multiple attempts were made to contact students who quit attending without withdrawing from courses. There was limited success in making contact. Also, low-performing student athletes who lost eligibility did not return. For many students the processes were successful.

What we wrote last year: Barton was able to increase above baseline from 50% to 67.9%.

Indicator 5: Increase three-year graduation rate of college-ready cohort.

Description: Using the KBOR/KHEDS graduation rate of first-time, full-time, undergraduate degree-seeking students Barton Community College will increase the percent of students graduating in 150% (3 years) of initial enrollment. This indicator aligns with Barton’s standing core value of Drive Student Success. The college will be improving advising processes across all venues and enhancing data tracking of how students are moving through the advising process and progression to completion. Faculty are receiving detailed training on how to use Community College Survey of Student Engagement (CCSSE) data to achieve focused improvements.

Outcome/Results:

Barton was able to sustain previous years growth rates.

Indicator 6: Increase the percentage of student performing at the “Proficiency” level on a mandatory competency within written communication assessments of gen ed.

Description: Foresight 2020, Goal #2; Institution Specific Indicator: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an ‘Institution Specific’ indicator as a component of Barton Board expectations; and as an ‘Institution Specific’ indicator as a component of the assessment of general education at Barton. Included within the general education outcomes is the inclusion of written communication. A competency in ENGL 1204 Composition I and ENGL 1205 Comp II, is to avoid plagiarism by crediting any outside sources incorporated into a document using attributive tags and/or in-text references as well as works cited/ bibliographical listings. This competency is assessed using a rubric where faculty grade a paper scoring students as Proficient (P), Competent (C), or Emerging (E) with regard to the competency expectations. The number of students who scored at the highest level, ‘Proficient’, is counted from both courses across multiple sections, this is then divided by the total number of students in the respective courses. The performance numbers for this indicator represent the number of students who received ratings of ‘proficient’ to indicate successful completion of this indicator. The reported data is reflective as follows: the numerator identifies the number of students performing at the “Proficiency” level, and the denominator reflects the total number of students in the courses being assessed.

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 processed. Barton results are above our baseline from 42% to 51.7%. 1875 represents the number of students performing at the proficiency level. 4460 represents the total number of student in the courses being assessed. We credit our faculty for their continued effort and support in improving student learning in this area.

What we wrote last year: For this indicator, we measured how many students earned specifically the Proficient rating on their documentation skills out of the total number of papers processed. Barton results are above our baseline from 37% to 48.6%. 1068 represents the number of students performing at the proficiency level. 2197 represents the total number of student in the courses being assessed.

The Atlantic
American Higher Education Hits a Dangerous Milestone
Ronald Brownstein/May 3, 2018

Drawing almost no attention, the nation crossed an ominous milestone last year that threatens more economic polarization and social division: For the first time, public colleges and universities in most states received most of their revenue from tuition rather than government appropriations.....

The result has been an enormous shift in cost from the public collectively to parents and students individually.....

Over the past several decades, demographic and financial changes have already profoundly reshaped the higher-education landscape. As recently as 2000, white kids comprised over three-fifths of all K-12 public-school students in the United States. But the National Center for Educational Statistics calculates that kids of color became the majority for the first time in 2014, and it projects their share will reach 55 percent within a decade.

By June 2025, kids of color will, for the first time, comprise the majority of high-school graduates, the center recently projected. And soon after 2030, minorities—who represented just 30 percent of post-secondary students as recently as 2000 and constitute almost 40 percent now—are expected to become the majority on college campuses, too.....

Excerpts taken from: <https://flipboard.com/@flipboard/-american-higher-education-hits-a-danger/f-7ac28d3f6a%2Ftheatlantic.com>