

2025

PROGRAM

REPORT

BARTON

STUDENT ACADEMIC
DEVELOPMENT



Executive Summary

All students will possess the academic skills to successfully navigate collegiate coursework and campus culture.

The Student Academic Development program began in the Fall of 2019. We began with the vision that all students will possess the academic skills to successfully navigate collegiate coursework and campus culture. Our vision was built on the belief that with targeted support, students arriving on our campus could find academic success, and we established the following mission: Student Academic Development supports all students in their development of academic skills by providing academic coaching, student-centered research, timely communication strategies, and student advocacy.

This previous year, we have completed our fifth year of serving students. During the last five years, our service and support to students have grown exponentially, and it is now time for us to consider how we have managed that growth and met our mission. This report offers our reflections on our growth, considerations of our impact, and visions for our future.

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Program & Learning Outcomes

In support of the Academic Development Mission:

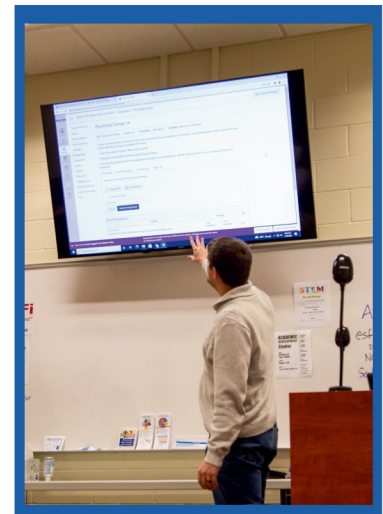
PROGRAM OUTCOMES

1. Deliver targeted student-centered academic support services to students regardless of location or modality
2. Analyze student data related to course completion, satisfaction, and support usage to direct effective academic support programming and consistent instructional practices
3. Collaborate with Student Services and Instruction to provide relevant and comprehensive academic support to students
4. Serve on appropriate institutional committee to develop and support student-centered policies and procedures.

STUDENT LEARNING OUTCOMES

Students participating in Academic Development activities will:

- A. Demonstrate essential academic skills such as study strategies, test taking methods, time management, and goal setting.
- B. Formulate personal academic goals and resources.



Services at a Glance

Academic Coaching

A one-on-one process of helping a student examine academic concerns and empowering them in developing academic skills for college success. Coaches will provide students with semester long academic support in areas such as: time management, study skills, test preparation, and note taking. The coaches will work individually with students, assess their strengths, and devise a personalized plan of action. Students may request a meeting with an Academic Coach through the Student Academic Development Center or by contacting ADC@bartonccc.edu.

Independent Study

Independent Study is a designated space, available to all students, specifically for learning, completing homework, and practicing academic skills. Independent Study in the Academic Development Center (ADC) is monitored for academic integrity and developed to assist students in acquiring study skills, academic organization, and task planning.

Students may walk in during open hours for individual or group study, and scheduling is available for team sessions. Also, multiple computers in the ADC are Zoom compatible so students may attend classes virtually.

Directed Skill Development

Directed Skill Development is a voluntary program that offers free, regularly scheduled study sessions for any course based on student needs. Directed Skill Development is an opportunity for students to work together with an academic mentor to explore important concepts, review class notes, discuss reading assignments, practice subject-specific test-taking and study skills.

Referrals

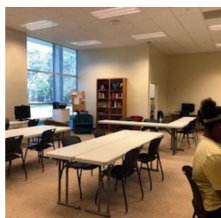
Faculty and staff may refer students to the Academic Development Center for Academic Coaching or Directed Skill Development by contacting the Director of Student Academic Development, Nolan Esfeld: esfeldn@bartonccc.edu.

Faculty may also schedule Student Academic Development to lead Directed Skill Development sessions for a specific class or study group. This is a great option for a scheduled faculty absence.

Highlights

Consistency & Access

As Academic Development has grown, we have expanded access to provide consistent support for all students, regardless of campus location or course modality. The following examples highlight our efforts. Page 6 provides data highlights of student reach and impact as a result of these efforts.



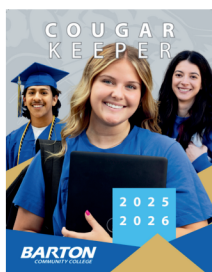
ACADEMIC DEVELOPMENT CENTER

The Academic Development Center (ADC) opened on the Barton County Campus in the Fall of 2021. Serving as home base for Student Academic Development, the ADC provides a meeting and homework space for students, hosting open study, group study sessions, CougarConversations, and academic coaching.



DIGITAL PRESENCE

To support students beyond the Barton County campus, the ADC manages Student Academic Resource shells within Barton's learning management system Canvas and has created program-webpage: <https://bartonccc.edu/academic-dev-center>. Access to all support resources are published online, as are options to meet with ADC staff via Zoom.



THE COUGARKEEPER

Time management and organization of study materials are two skills many new college students struggle to master. Developed in 2022, the CougarKeeper is the ADC's Barton-focused student planner complete with academic and Barton-support resources including the Student Handbook.



ACCUDERIA STUDENT SIGN-IN SOFTWARE

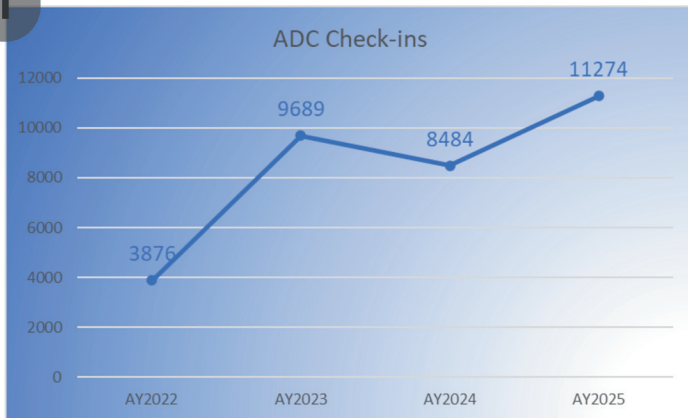
Accudemia software was implemented in 2022 and has improved our ability to maintain student data, creating a clearer picture of student usage. Automated reports have also improved communication to other support departments. Accudemia also allows students to schedule appointments conveniently online greatly reducing barriers for students contacting staff.

Measuring Progress

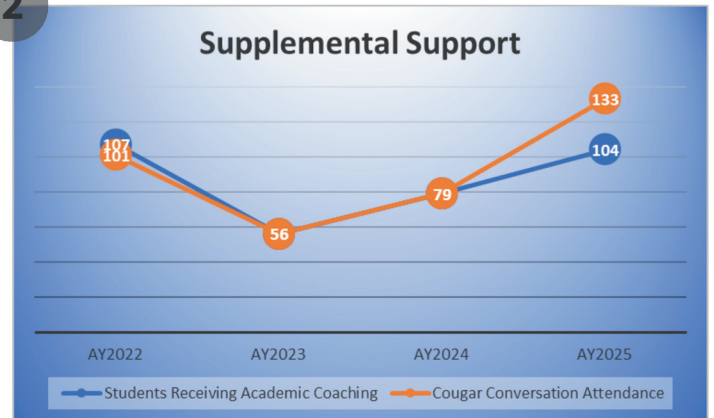
Numbers of Note

Data collection and analysis is important to Student Academic Development. The following charts highlight the data points we have begun reviewing for trends. Discussion of how these data points are impacting our programs and processes follows on page 6.

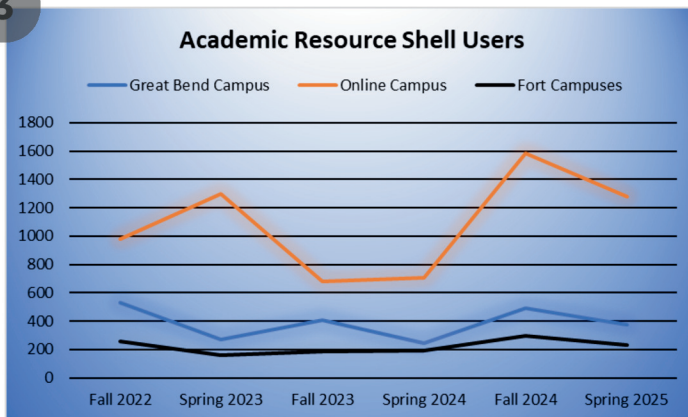
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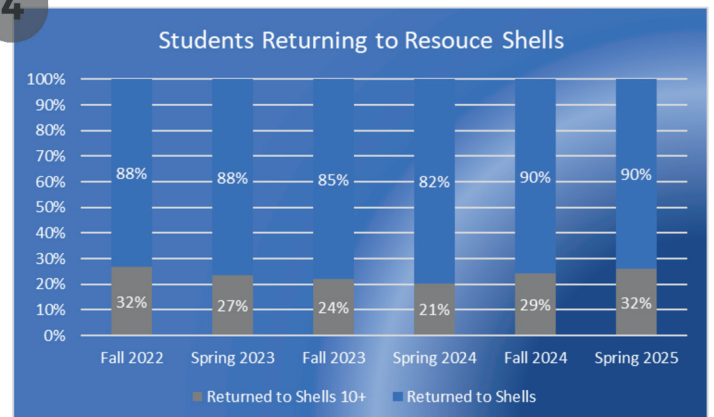
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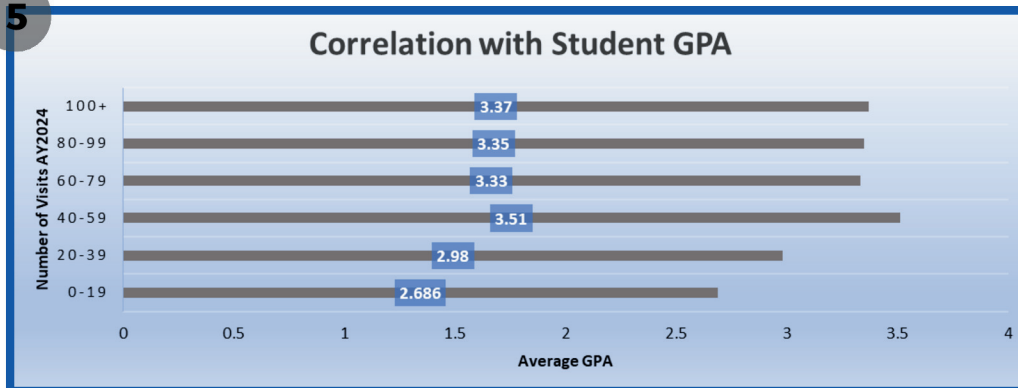
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4



5



1. Unduplicated count of students and total number of check-ins to the ADC.
2. Number of students receiving academic coaching and attending Cougar Conversations.
3. Number of students accessing the Academic Development Resource Shells by campus.
4. Percentage of students with multiple page views/visits to the Resource Shells and the percentage that visit/view more than 10 times.
5. Average student GPA in correlation with total number of visits to the ADC in 2024.

Aligning Data with Program and Student Learning Outcomes.

The following table aligns analyzed data points with our stated outcomes.

Outcome	Data - Impact Analysis
Program Outcome 1: Deliver targeted student-centered academic support services to students regardless of location or modality	<p>Chart 1 identifies an increase in number of students using ADC services. There has been a nearly 191% increase in usage comparing AY2022, our first data point, to AY2025</p> <p>In Chart 2, we can see a rebound in the numbers of students attending supplemental supports, indicating that changes made to programing and increasing staff improved our abilities to support our students.</p> <p>The Academic Resource shells provide our greatest access to students on campuses away from Great Bend, and Chart 3 indicates usage by all campus locations and modalities, and Chart 4 indicates our students return to the shell and look at multiple resources. We continue to see a decrease in Academic Shell usage in the spring semester, this is likely due to the decrease in the number of new students in these shells compared to the fall.</p>
Program Outcome 2: Analyze student data related to course completion, satisfaction, and support usage to direct effective academic support programming and consistent instructional practices	<p>Chart 5 highlights the value of using ADC services. On average, students who attend the ADC once a week during the academic year, maintain a GPA of 3.51. This data also speaks to our Student Learning Outcome A: Demonstrate essential academic skills such as study strategies, test taking methods, time management, and goal setting. Additional data collection methods regarding student feedback and successful course completion rates will need to be identified.</p>
Program Outcomes 3 & 4: Collaboration & Policy and Procedure Support	<p>We do not have a chart associated with these particular outcomes; however, ADC staff serve on a number of institutional teams and working groups and have provide student-centered recommendations on multiple policies and procedures. Examples include: Student Success Alliance, Early Alert Process, Academic Integrity Council, Athletics Staff, Programs, Topics, & Processes, Co-Curricular Assessment, Programs, Library Committee, and Instructional Council.</p>

Looking Back

Areas of focus for AY2025

Last year, Student Academic Development identified the following goals for the previous year. This page also reviews progress made on these goals.

01

Formalize Coaching Processes

1st Edition Training Manual has been completed. This manual includes processes for the academic coaching process as well as common referrals.

02

Embedded Coaches

Coaches were embedded in 36 corequisite courses in AY2025 with the goal of increasing ADC use. This increased access to the ADC netted positive growth, exceeding our desired goal of a 5% increase. The ADC experienced an increase of 32.9% from AY2024 and an increase of 191% from AY2022.

03

Unique Support Content

Student Academic Resource Shells have been updated along with pertinent support videos. Cougar Conversation topics were restructured with a goal of increasing attendance by 50%. Cougar Conversation attendance saw an increase of 68% over AY2024.

04

Data Analysis

In AY2025 we focused on student needs as expressed in our Academic Coaching sessions. The chart on the back cover identifies the most common needs expressed by students.

Next Steps

Areas of focus for AY2026

In light of the shared data points of this report, Student Academic Development has identified the following goals for the upcoming year. When appropriate, we have identified numerical benchmarks to measure progress.

01

Retention Processes

The ADC will Collaborate with the Student Success Alliance to pilot a retention and persistence initiative that identifies students at risk of leaving and applies coaching processes to address student needs. This next year we will pilot the project, collect data, and set goals for AY2027 and beyond.

02

Embedded Coaches

Collaborate with faculty to create supplemental content for skill development in corequisite courses. Create videos and materials that provide just in time remediation. Develop materials to bolster literacy specific to courses.

03

Continuing Data Analysis

Data collection will continue to grow in AY2026. The addition of our second Academic Coach will allow us to contact students specifically for the collection of data pertinent to retention and persistence.

Conclusion

The Academic Development Center has experienced tremendous growth from its conception. Starting as a one-person department in a single office, it has transformed into a comfortable space that can accommodate the needs of our students across all modalities. The room serves as a one-on-one space for students, a study area for groups, and a town hall for the college.

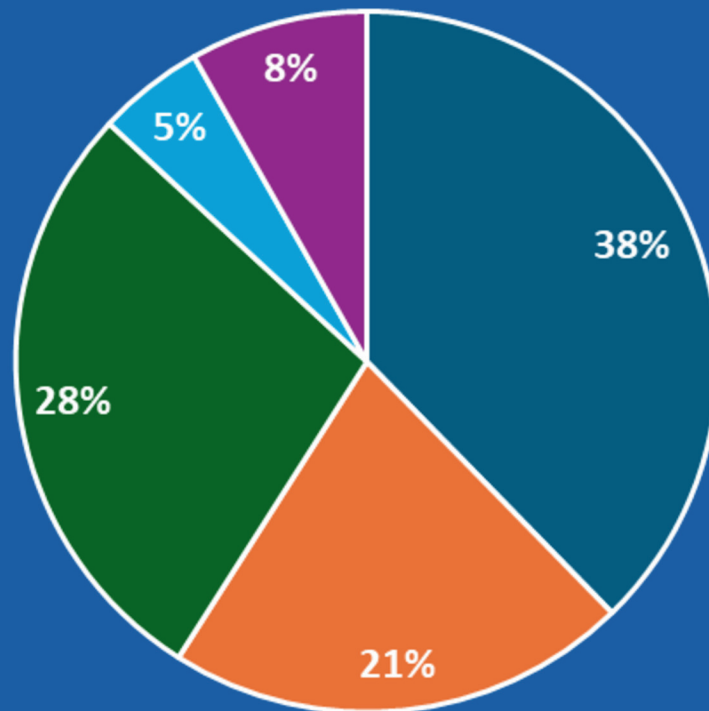
Through the support of the Barton Family, this space has grown into a neutral location for students, instructors, and coaches to foster learning to support students as they navigate the difficulties of attending college, allowing them to reach their academic goals. Most importantly, this space acts as a glue to tighten the connections between Barton's multiple campuses while supporting its extensive community of adjunct faculty.

The ADC continues to innovate ways to support student success. Working closely with instruction to embed coaches into corequisite courses has allowed the ADC to make connections with students in their courses earlier and more often. Additionally, embedding coaching is opening dialogue with faculty to help identify the needs of their students. This feedback from students and faculty will be incredibly valuable as the college transitions to a corequisite model without the support of stand-alone developmental courses.

As the Academic Development Center evolves, students will continue to be the primary focus. Researching student demographics and tendencies is a major focus of AY26, creating a clearer picture of how to better support the goal of improved retention through persistence.

Student Academic Development - Supporting all students on their journey to academic success.

Students Needs Recorded from Academic Coach Sessions



Student Needs observed in Academic Coaching were recorded for AY2025. The top three topics were Time Management 38%, Study Skills and Test Prep 28%, and Academic Planning 21%. Other needs were Transfer Questions, 8%, and Direct Resource Referral, 5%.

Barton Student Academic Development

Stephanie Joiner - Dean of Academics
Nolan Esfeld - Director of Student Academic Development
Kelley Scott - Academic Coach
Julie Peterson - Academic Coach

Learning Resource Center, Rm L-136
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bartonccc.edu/academic-dev-center