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# *Barton Community College*

## *Student Success Plan*

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### **EXECUTIVE SUMMARY**

In 2015, Barton Community College began participating in the Higher Learning Commission's (HLC) Assessment Academy. Barton's positive experience with the HLC Assessment Academy led to the creation and support of robust assessment practices for the benefit of the institution, its instructors, and most importantly, its students. Barton's participation further strengthened Barton's institutional team devoted to maintaining standards of excellence in assessment: The Outcomes Assessment Committee (OAC). During this same time period, Barton experienced increased maturation as an institution and in its focus on continuous improvement; thus when the opportunity to apply for the Student Success Academy (The Academy) became available, Barton recognized the benefit it could provide in continuing our institutional maturation process. Historically, Barton has devoted significant attention to enrollment growth (and decline). Participation in The Academy created an opportunity to enhance our focus on student success, and better investigate, understand, and support student success metrics specific to Barton students.

The Student Success Academy Team members represent multiple campus departments including Student Services, Instruction, Workforce Training and Community Education, and Technical Education Outreach (HAZ-MAT & OSHA). The six-member team has included the following:

Matt Connell, Dir. of Instructional Excellence

Deanna Heier, Instr., Business Computer Management

Lindsay Holmes, Dir. of HAZ-MAT & Emergency Management

Stephanie Joiner, Dir. of Student Academic Development

Karen Kratzer, Advisement Coordinator

Angie Maddy, Vice President of Student Services (Team Lead)

To better understand how to define student success at Barton, the Academy Team used a survey developed by the HLC to first gain an institutional perspective on student success. Next, the Academy Team modified the same survey and gathered the opinions of its student populations. This baseline understanding of Barton's definitions and factors contributing to student success allowed the Academy Team to investigate the convergence of the institutional perspective of student support and the students' experience of that support. The Academy Team conducted a robust and comprehensive environmental scan consisting of four major inventories as a part of this inquiry: data, initiative, infrastructure, and engagement. Each inventory allowed the Academy Team to evaluate the institution's strengths and weaknesses regarding student success. After the completion of all four inventories, the Academy Team began inductively analyzing the

qualitative and quantitative data collected from each inventory to identify key-takeaways, themes, and gaps in our institutional support of student success, and their analysis was guided by three questions: 1). What do we know about our students, their needs, and their successes? 2). How are we using what we know about our students to address their needs? And 3). Do we support in action the claims that we make about supporting student success? Supporting the Academy Team in considering the results of the inventories were an HLC Scholar and an HLC-assigned mentor, with whom the team had several consultations in years two and three of the Academy experience.

In reviewing the inventory data, the Academy Team identified fifty-one key takeaways that led to the identification of four themes to describe the current state of student success at Barton Community College. The four themes that emerged through analysis of the inventory results were: Data Needs, Comprehensive Campus Involvement, Holistic Support, and Systematic Processes. The analysis of the key takeaways within these themes led to the identification of thirteen functional gaps, and four strategic gaps in the institution's support of students. The following Student Success Plan creates a three-year path to addressing these strategic gaps with an overarching goal *to support the success of students at Barton Community College through the coordination of data-driven processes across the institution*. The Student Success Plan is broken into four major sections:

- I. Create a Student Success Team as a permanent chartered Institutional Team modeled after Barton's Outcome Assessment Committee
- II. Organize and schedule annual data review of student success metrics and communicate with institutional stakeholders
- III. Collaborate with Institutional Effectiveness and the Outcomes Assessment Committee to host annual Data Summit
- IV. Create a regularly scheduled program review process for success initiatives and programs and institutional Student Support departments

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## *Barton Community College*

### *Student Success Academy Recommendations*

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As a result of the HLC Student Success Academy research process, the Academy Team makes the following recommendations for Barton Community College in the form of a three-year plan.

#### [Barton Community College Success Plan AY2023 – AY2025](#)

Purpose: To support the success of students at Barton Community College through the coordination of data-driven processes across the institution.

- I. Create a Student Success Team as a chartered Institutional Team modeled after Barton’s Outcome Assessment Committee.

Using lessons learned from the Student Success Academy to provide guidance and oversight for the Barton Student Success Plan and keeping the institution informed about the status of student success at Barton, including the identification of or advocacy for financial support of student success goals.

Leadership of the Student Success Team will be managed by an executive team comprised of representation from Student Services, Instruction, and Institutional Effectiveness.

Membership will be comprised of cross-departmental, intra-institutional representation including faculty, advisement, student services, and administrative representatives.

Action steps:

AY2023: Identification of membership, completion of institutional charter including team goals, creation of subcommittee responsibilities, and regular meeting schedule established.

AY2024 – 2025:

- Advancement of identified success metrics for programming, initiatives, services, and instructional reviews.
- Formalization of review processes for success programming and initiatives, recommended review processes for student services and instructional reviews.

Impact: A coordinated system committed to sustainable, measurable support of student success.

II. Organize and schedule Annual Data Review of Student Success Metrics and communicate with institutional stakeholders

To maintain systematic and ongoing analysis of identified success metrics to be reviewed as well as timeline for annual review. Annual Data Review will include a process and schedule for future engagement and infrastructure inventories.

To communicate the results of the annual data review with the institutional stakeholders including administration, faculty, staff, students, and the community at large with the expectation of use in individual department and program review processes and to increase overall campus awareness of student success.

Action Steps:

AY2023: Completion of Student Success Data Dictionary

AY2024: Completion of communication plan for success metrics, including scheduled updates to the Student Success webpage and KPI reports.

AY2025: Application of success metrics to formalized processes for success programming and initiatives, student services, and instructional reviews.

Impact: Barton-specific success metrics defined, understood, and examined across institutional departments.

III. Collaborate with Institutional Effectiveness and Outcomes Assessment Committee to host annual Data Summit

To support institutional understanding of data analytics and application to programming, initiatives, services, and instruction, and to inform faculty, staff, and administration of the state of student success at Barton including data from annual data reviews and analysis of previous year's review processes.

Action steps:

AY2023: Facilitate collaborative sessions with IE and OAC to identify shared goals for Data Summits and identify training needs for institution.

AY2024: Host Inaugural Data Summit and create schedule for subsequent Summits

Impact: Institutional knowledge and application of Barton's success metrics and evaluation processes.

IV. Create a regularly scheduled Program Review process for success initiatives and programs institutionalized student services departments.

To identify a systematic process similar through researched best practices to create consistency in expectations of formative and summative analysis reporting of program or department goals.

Action Steps:

AY2023: Research and recommend review process for adoption by across programs and divisions.

AY2024: Partner with Barton's DREAM Team and Innovation Team for formalized process that utilizes institutional supports in the development and management of review processes and new program or initiative formation.

AY2025: Institute a three-year plan to identify and train eligible programs and being regular review process.

Impact: Consistent application of standardized program review process.