



HLC Accreditation Evidence

- Grandview Plaza Operations Manual

URL:

Office of Origin:

- Vice President of Instruction

Contact(s):

- Dean of Military Academics, Technical Education, and Outreach Programs

**BARTON COMMUNITY COLLEGE
GRANDVIEW PLAZA
TECHNICAL PROGRAMS
OPERATIONS MANUAL**



**Hazardous Materials & Emergency Services
TRAINING INSTITUTE**

BARTON
COMMUNITY COLLEGE



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Information herein does not replace or supersede the College's official Faculty Handbook or any other Barton published policy or procedure. The purpose of this guide is to provide faculty with some guidelines, procedures, and information for a successful teaching experience at the Grandview Plaza facility.

General Information

Course Schedules - Evening and hybrid course schedules are determined and submitted for publishing several sessions in advance. Instructors will be notified in advance for approval of the course and session selections they are scheduled to teach. Also if applicable, the preferred days of the week for class meetings. To inquire or verify course schedules, please contact your Program Director.

Class Hours - 3 credit hour hybrid and other college evening courses are scheduled for 5:30 – 8:30 pm each class session unless otherwise coordinated. Specialty courses (hazmat, OSHA, etc.) or those with varying credit/non-credit will be scheduled independently.

Class hours are REQUIRED as follows for the 8-week Evening Classes:

- *9 seat hours per week for all college program courses worth 4 credit hours
 - classes are scheduled from 5:30 p.m. – 10:00 p.m.
 - classes meet 2 nights per week

- *6 seat hours per week for all college program courses worth 3 credit hours
 - classes are scheduled from 5:30 p.m. – 8:30 p.m.
 - classes meet 2 nights per week

- *3 seat hours per week for all HYBRID courses worth 3 credit hours
 - classes are scheduled from 5:30 p.m. – 8:30 p.m.
 - classes meet 1 night per week

NOTE: Hybrid courses are 50% seat time and 50% online

Correspondence – You are required to utilize your Barton Community College e-mail for all College business. Any information that is sent to instructors will be sent to that address. This will be our main mode of communication with you. If there is paperwork to be given to you will be left in your classroom the day of your class. To get help with your Barton email account, please contact Cougar Tech Support at cougartechsupport@bartonccc.edu or call (620) 786-1100.

Email Accounts – During initial in-processing/Human Resources orientation, Barton email accounts are set up for all instructors. To get help with your Barton email account, please contact Cougar Tech Support at cougartechsupport@bartonccc.edu or call (620) 786-1100.

Course Preparation –Preparing to teach will vary among the types of courses and individual instructors. In some cases the purchase of specific materials will need to be requested, approved, and ordered weeks prior to your course. This also includes printing of large batches of documents that would typically be sent out to a printing facility because of volume. Prior to the first day of class, instructors routinely check supplies, verify operation of equipment, and any other items that will be used in the course. If you would like assistance in this area, the Program Support Specialist and Administrative Assistant are available to assist. For Emergency Management (EMHS), Hazardous Materials Management (HZMT) and/or Occupational Safety & Health (OSH) courses please send an email with your requests to bartongvp@bartonccc.edu at least 7 days in advance. For Emergency Medical Services (EMS) courses contact the EMS Program Director at (620) 792-9347.

Facility Keys – Each instructor teaching in a Grandview Plaza program is authorized to sign out a building key and classroom door key through the period of their scheduled course.

Instructors are responsible for taking the necessary precautions to safeguard all keys and equipment placed in their care. Front door keys are issued when authorized by the Dean of Military Academics, Technical Education & Outreach. A Key Sign-Out form must be completed with the Administrative Assistant prior to keys being issued. The form will explain the liability of checking out a key and also the re-locking procedures for the building. All forms will be kept until termination of employment with Barton Community College.

Office Location – You have access to the Adjunct Faculty Office on the night(s) that you teach. The office is located in the main hallway (3rd door on the right). There is a desk and computer in that office for your use. Please do not use other office spaces (to include the Administrative Assistant's desk) without advance permission.

Supplies & Equipment – Various supplies such as office type materials (pen/pencils, paper, pads, binders, board markers & erasers, highlighters, staplers, hole punches, labelers, tape, scissors, clips, blank CD/DVDs, etc.) are available for instructor use. If you would like these types of items or A/V equipment such as projectors, laptops, etc., for use in your course, please contact your Program Support Specialist/Administrative Assistant.

Student Enrollment – The majority of courses conducted at the Grandview Plaza facility require some type of student enrollment. Depending on the course, students may be enrolled in-person or online. The one exception is for EMT/Paramedic courses. Those courses are enrolled through the Great Bend campus. The Administrative Assistant (785) 238-8550 is the point of contact for all enrollment information at Grandview Plaza. The OSHA Program Support Specialist can also provide instructors with updated numbers of students currently enrolled in an upcoming OSHA course.

Pay Procedures - Instructors are paid through an online procedure called Faculty Load and Compensation (FLAC). Pay is based on formal education attained in the teaching area, credit hours of the course (see appendix), and number of students enrolled. Only education related to the teaching area can be used to calculate pay.

Example; an instructor teaches Hazmat courses, has attained a Master's degree in English, and a Bachelor's degree in Hazardous Materials Management. Contracted pay would be based on the Bachelor's degree.

A total of 8 students must be enrolled in the course in order to receive full pay based on the applicable scale. Pay for courses with less than 8 students is pro-rated based on the total number of students. In this situation, instructors have the option of accepting the prorated amount presented or not teaching the course. FLAC contracts will be made available for acknowledgement approximately 1-2 weeks after the start of the course to allow for drop and adds. All adjunct faculty teaching contracts are paid over a two-month period because of course length. Other types of courses may be paid differently because of course duration and specialty.

The College's designated salaried pay date is the 27th of each month. The actual date may vary if the 27th falls on a weekend or a federal holiday. If the 27th falls on a weekend or federal holiday, pay day will normally be the last working day prior.

FLAC Procedures - Your FLAC records will be available in your Self Service account after the second week of class. This gives the students a chance to drop the course with a full refund. Students who drop your class in time to receive a full refund will **NOT** be included on the pay contract.

It is your responsibility to look over your FLAC record(s) to ensure the correct name and class information is listed **BEFORE** acknowledging it. All 8-week courses (hybrid/online) will have pay divided by the last 2 months of class and you will receive payment at the end of those months.

If there is a discrepancy regarding any of the information on your FLAC record(s) you need to contact your Program Director immediately to discuss the issue(s).

After looking over your contract you need to acknowledge it and submit in PAWS.

First Day of Class

Attendance & Roster Verification (in-person classes) – A class roster will be in your classroom on the first night of class (resident classes) or available in your Canvas shell (online classes). The roster will list the number of students in your course and their names. Please verify that the students that are in attendance are all on your roster.

For resident classes: If a student's name is not on the list please write their name *legibly* (Last Name, First Name) on the roster below all of the other names. If the student **HAS** enrolled in the class (following the procedure covered on pages 19-21 of this document) instruct them to stop by QR call the Barton –Ft. Riley office (Bldg. 211 on Main Post, (785) 784-6606) to inquire as to why their name is not on the Class Roster.

If the student **HAS NOT** enrolled in the class (following the procedure covered on pages 10-21 of this document) then you'll need to walk the student through the enrollment process at that time.

If a student's name is on the roster and they are not in attendance please write 'ABSENT' by their name. Students will be dropped from your class if they are not in attendance. There will be a revised Class Roster in your mailbox the night of your next class (if necessary). Please sign the class roster and place it in the roster mailbox.

Additional Class Documentation- The copy of your class roster will be accompanied by a blank course roster/student information sheet that needs to be filled out **COMPLETELY** by each student on the first night of class. A copy with the student's basic information needs to be filled out at **EACH** class period as well to be used as verification of attendance. A copy of this document needs to remain in your mailbox for the length of the course. The information will only be used if we need to get ahold of the student outside of class times.

Textbook Sign-Out – As a service to our students, Barton provides the books to use during all Hybrid courses. The instructors are responsible for signing out the books to the students and ensuring that the students are aware of the book replacement cost should the book acquire damage while in their possession. The books **MUST** be signed for and properly taken care of by the student.

On the first day of class, textbooks for the instructor's course along with a sign-out form will be placed either in the classroom or on the table below the distribution boxes. Instructors must ensure that if student receives a textbook that he or she signs for it. Students must return textbooks to the College no later than the last day of class.

Hybrid Course Shell Orientation & Login - The students are now required to enroll in their classes using the online system. No paper forms are used for enrollments. If the student is showing up for class but is not listed in the grade book in your 'Course Shell' they have not officially enrolled for the class which means they have **NOT** paid for the course. They are required to either complete the enrollment process or stop attending the courses.

The first night of class for each class is the time to get all of the students enrolled and set-up for their class. If they have not enrolled previously in a Barton class they can visit: <https://bartonccc.edu/enrollment/howtoenroll> for assistance (step-by-step).

Login Procedure

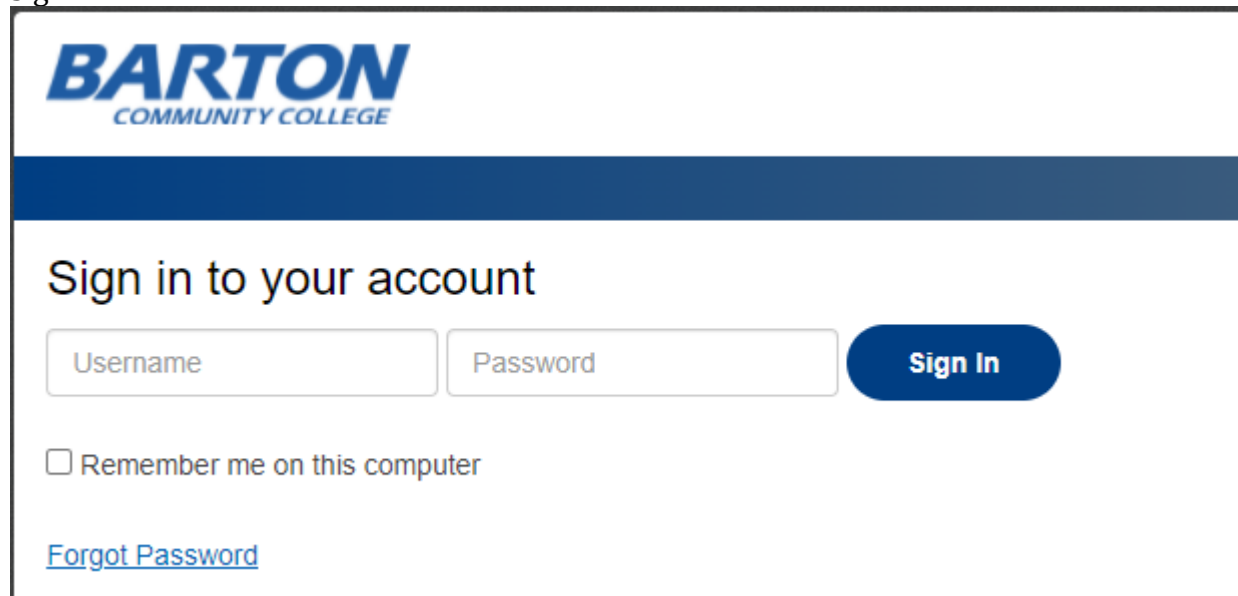
STEP ONE: To login to any Barton course (Hybrid, eCompanion or eCourse) the student will need to sign in to the Portal (<https://bartonccc.edu/mybarton>) to access their course shell. The most common problem with signing into this webpage is a forgotten Login ID.

Students:

- You will **NOW** use your **student email** as your username.
- First time login to the **NEW** portal password is your birthdate.
- Your Password will be your six- digit date of birth with the format (mmddyy). For example, if your date of birth is January 12, 1985, you will enter 011285 as your temporary PIN/Password.
 - e.g. Jane Smith
 - jane.smith@cougar.bartonccc.edu
 - 011285
 - After logging in for the first time, please locate the **Security Card** and set up security questions and set a new password different from your birthdate.

If the student cannot remember their password they can click the 'Forgot your Password' button for help. That will send an email to the email address they registered with.

Once the student has the correct login information entered they can click 'Sign In' to sign in.



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Sign in to your account

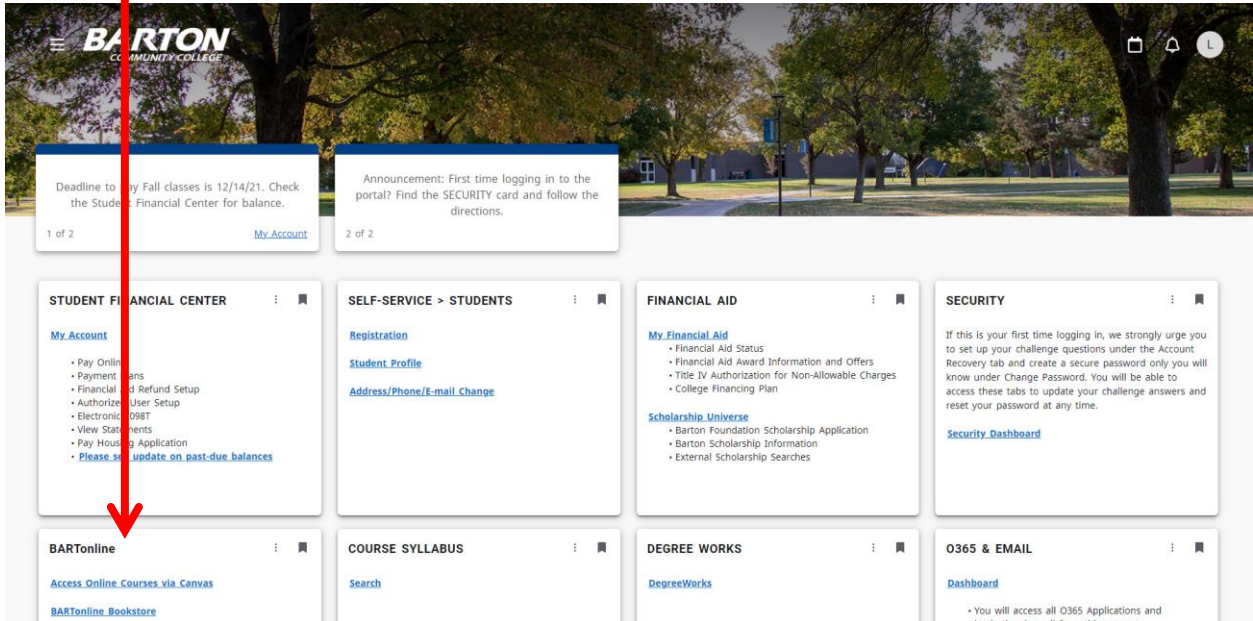
Username Password **Sign In**

Remember me on this computer

[Forgot Password](#)

STEP TWO: After a successful login the student will see this screen. This is the Portal Home Page for all Barton students. There are multiple “tiles” to choose from to provide different areas of information and services with the College.

To access courses in Canvas the student will need to click on the BARTonline tile.



(NOTE: These tiles can be re-ordered/arranged at anytime by simply clicking and dragging them.

STEP THREE: Once in the 'My Courses' tab the screen will look like this. It will show all of the classes the student has enrolled in and the cycle/session that those courses are in. Only classes that are *ACTIVE* will be "open" for the student to click on. To enter the shell for a class the student can just click on the specific class they're wanting to open and it will open the shell.

NOTE: The student's course shell will look almost the same as yours. You will have a few more options to click on in yours as you have instructor's rights with your account.

The screenshot displays the 'Dashboard' interface for Barton Online. On the left is a vertical navigation menu with icons for Account, Admin, Courses, Groups, Calendar, Inbox, History, Commons, and Help. The 'Courses' icon is highlighted with a red arrow. The main content area is titled 'Dashboard' and is divided into two sections: 'Published Courses (2)' and 'Unpublished Courses (0)'. The 'Published Courses' section contains two course cards. The first card has a green header and is titled 'EMHS 1908 Mitigation for Emerg...' with a sub-title 'EMHS 1908 Mitigation for Em... Spring 2022 (Session 1)'. The second card has a red header and is titled 'OSHA #3015 Excavation, Trenchin...' with a sub-title 'OSHA #3015 Excavation, Tren... Spring 2022 OSHA-HZMT'. The 'Unpublished Courses' section shows 'No courses to display'. On the right side of the dashboard, there are sections for 'Coming Up' (Nothing for the next week), 'Recent Feedback' (Nothing for now), and a 'View Grades' button. The Barton Online logo is visible in the top right corner.

Classroom Management

Student Issues (disruptive behavior, grievances, ADA accommodations) - Barton has published an official policy (2611) on student conduct (see appendix). It outlines and clearly defines unacceptable behavior along with possible disciplinary actions and due process rights. All student issues regarding behavior, grievances, or ADA accommodations should initially be directed to the Department Dean, Kurt Teal, and (785)238-8550 for possible resolution. If the issue cannot be resolved at this level, it will be forwarded to the appropriate office at the Great Bend Campus for further action.

Non-students in the classroom (visitors, children, spouses, etc.) - It is the position of the College to provide an atmosphere in the classroom that is conducive to the learning of all students, as such the college does not allow students, who are responsible for the care of children, to bring those children to class unless they can provide continuous and direct supervision of those children, outside of the classroom, while class is in session. This policy (2535) can be found in the appendix. College administrators may visit classes from time to time for observation purposes. In these instances they will identify themselves as such. Non-College employees, including student friends and family may visit the class only if approved by the instructor.

Physical layout & appearance - Classrooms may be configured to best suit individual instructional need. As a courtesy to the next users of the room, instructors are requested to insure that tables, desk, etc., are placed back in the original positions. Also because of the very limited cleaning services at the facility (once per week), full trash cans should be emptied at the end of each class period.

Audiovisual Equipment - Depending on the classroom, there may be various types of equipment in place such as computers, smart boards, document readers, overhead LCD projectors, DVD players, and ITV systems. If you are unfamiliar with these systems some written instructions on use can be found at the instructor's station. However it is recommended that instructors request an individual briefing and walk through from the Program Support Specialist whose office is located in Classroom #3.

Instructor Absences - Instructors should make every effort to avoid absences during scheduled class periods. However if an absence is unavoidable, please contact your Program Director to request a substitute instructor or to make other arrangements.

Building Security - At the end of each class period during evening classes and other after hour courses, instructors are required to check and insure each exit door is secured. Facility staff can provide a brief walkthrough with each instructor prior to class to point out exit locations. Often evening college classes, EMT, and other types

of courses end at various times. To ensure that the facility is not left unsecure, instructors should communicate with any faculty remaining in the building prior to departure.

Emergencies - An incident/accident report form must be completed for all incidents (non-injury accidents or events which do not result in immediate medical attention but could in the future) or accidents involving employees or visitors to College premises within 24 hours and returned to the appropriate office. In the event of an emergency or accident in class, the Department Dean Kurt Teal should be contacted immediately.

After Hour Contacts - In the event an instructor needs to contact a staff after hours concerning facility or class issues, please call Lindsay Holmes (620) 242-7305 (for HZMT/EMHS issues) or Lawrence Weber (785) 323-7476 (for OSH issues) Kurtis Teal (785) 209-2238 if you are unable to reach either Lindsay or Lawrence.

Severe weather & School closings - In the event of severe weather requiring school closure, announcements will be made via local radio stations. Further, office staff may also contact instructors directly by phone or email of scheduled closures.

You can also sign up for RAVE notifications pertaining to College closures or other pertinent information. This is available through your Portal.

In the event of incoming severe weather during evening, weekend, or other after hour classes, instructors may postpone, reschedule, or end class early in the interest of student safety. However missed class time shall be made up.

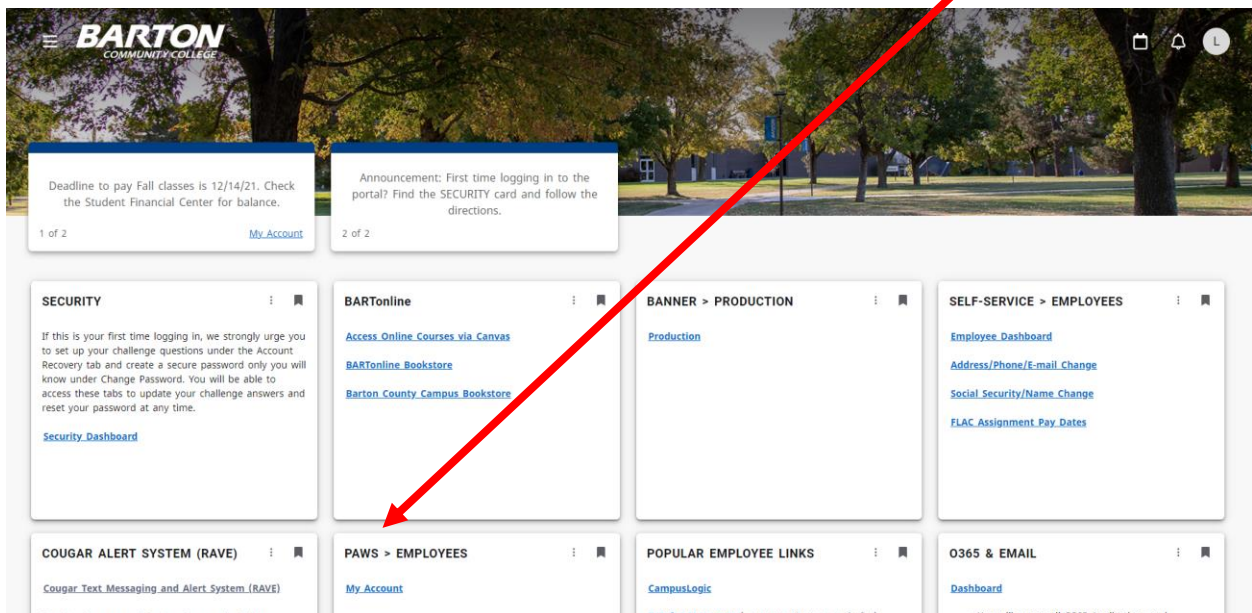
End of Course

Text Book Sign-In – No later than the last day of class, students must turn-in all signed out textbooks. Instructors should remind students prior to the last class meeting and collect all turned-in books. Instructor should annotate the turn-in on the original book sign-out form. After collecting the books and prior to leaving the facility, place them with the turn-in form on the table under the distribution boxes in the reception area.

Grade Submission – Final course grades must be posted by the instructor. Access to the instructor's PAWs account is required.

STEP ONE: Enter student grades via your PAWS account. You can access your PAWS account through the Barton Portal. If you have questions regarding Portal Access please see your Program Director for assistance.

STEP TWO: Once you have logged in, click on 'My Account' in the 'PAWS > Employees Tile':



STEP THREE: Click on 'Faculty and Advisors'

The screenshot shows the top navigation bar of the Barton Community College website. The 'Faculty Services' tab is selected. A red arrow points from the text 'STEP THREE' to the 'Faculty and Advisors' link in the dropdown menu. Other links in the menu include Personal Information, Alumni and Friends, Student, Financial Aid, Employee, and Finance. A search bar and 'SITE MAP HELP EXIT' are also visible.

STEP FOUR: Then click on Final Grades ONLY – DO not enter certification/attendance roster reporting here.

The screenshot shows the 'Faculty Services' dropdown menu with 'Final Grades ONLY' selected. A red arrow points from the text 'STEP FOUR' to the 'Final Grades ONLY' link. The page content below includes 'Enrollment Verification/Cert Roster Reporting', 'Term Selection', and 'CRN Selection'. The 'Final Grades ONLY' section contains instructions for reporting grades for the spring 2022 semester, including due dates for Great Bend, Fort Riley, and Barton Online campuses. A red arrow also points to the 'Final Grades ONLY' section title.

STEP FIVE: Choose the term in which you are grading:

Select the Term for processing then press the Submit Term button.

Select a Term:

RELEASE: 8.4

STEP SIX: Select the course(s) for which you are putting in a final grade for: If you have more than one, you will have to enter the grades separately.

Please enter the CRN you wish to access, or select a different term from the menu.

CRN: CRIM 1610 0: Criminology, 26061 (3) ▾

Submit

STEP SEVEN: Once you have selected your course, you will then enter the final grade from your grade book in BARTONline to the grade book in your PAWS account.

When you have entered all the grades for that course, hit submit.

If you have a student with a failing grade the instructor will be required to enter the last day that particular student attended and participated in class.

Mid Term Grades

Record Number	Student Name	ID	Credits	Registration Status	Grade	Last Attend Date MM/DD/YYYY	Attend Hours 0-999.99	Registration Number
1			3.000	**Registered** Jan 28,2013	A ▾			4
2			3.000	**Registered** Mar 06,2013	A ▾			6
3			3.000	**Registered** Jan 25,2013	A ▾			3

Submit Reset

Classroom Assessment Technique (CAT) - Instructors are required to submit one Classroom Assessment Technique (CAT) per semester.

What is a CAT? It is an approach designed to help instructors find out what students are learning in the class and how well they are learning it. Through Classroom Assessment, instructors become better able to understand and promote learning, and increase their ability to help students become more effective, self-assessing, self-directed learners. Simply put, the central purpose of Classroom Assessment is to empower both instructors and their students to improve the quality of learning in the classroom.

Course Assessment – As of November 23, 2021 we are transitioning the level of assessment the college will be asking you to report. In your course assessment report, you should document adjustments you plan on making to your instructional approach the next time you teach the same course based on your course assessment data you are reporting for the current semester. To do this, highlight any two individual competencies of your choice (one strength, one weakness) from any one of your courses using the following form: Course Assessment Documentation Form. Each instructor, is asked to report data for one course.

For a refresher on the role course assessment plays in Barton’s total assessment strategy, the following Assessment Spotlight Video on Course Assessment gives an overview: Course Assessment Summary (9:40). For additional questions please contact Kurt Konda at kondak@bartonccc.edu.

In Summary

- Faculty are required to do multiple CATs each term and will continue to document one. The CAT submission deadline will continue to be BEFORE the end of each semester.
- Faculty will now document adjustments they will make to their courses based on two competencies (one strength, one weakness) from one course of their choosing each term. The course assessment data collection period will occur AFTER the end of each term.

APPENDICIES

APPENDIX A

Policy 2611 – Student Code of Conduct

<https://docs.bartonccc.edu/procedures/2611-studentcodeofconduct.pdf>

2611 – Student Code of Conduct

Barton County Community College will establish and maintain a fair and equitable procedure for addressing student disciplinary matters ensuring that the rights of the students, the College community, and the community-at-large are protected.

PURPOSE:

The objectives of the disciplinary process at Barton County Community College are:

1. To protect members of the campus community from harm due to the indiscretions of the few members of the community who are unable, or unwilling to respect the rights of others;
2. To help ensure order in the College community;
3. To create an environment that enhances the opportunity for learning;
4. To protect the rights of members of the College community and the community at large; and
5. To assure students due process when they have been charged with violating College rules and regulations.

DEFINITIONS:

The following terms used in this Code are defined:

1. “College” means Barton County Community College.
2. “Faculty member” means any person employed by the College to conduct classroom, lab, interim experiences, or clinical activities. As necessary, faculty may tutor students.
3. “College official” includes any person employed by the College, performing assigned administrative or professional responsibilities.
4. “Student” includes all persons taking courses at the College, both full- and part-time, as well as those participating in all outreach programs, off-campus programs, and such other activities as may be sponsored by the College.
5. “College premises” includes all land, buildings, facilities, and other property in the possession of or owned, used, rented or controlled by the College.
6. “College campuses” includes the land and buildings on which Barton Community College’s traditional Barton campus exists, the Golden Belt One Stop Facility, as well as the Grandview Plaza, Fort Riley and Fort Leavenworth campuses.

7. "College-sponsored activity" means any activity on or off campus that is initiated, aided, authorized, or supervised by the College.
8. "Policy" is defined as the written regulations of the College as found in, but not limited to, the Student Code of Conduct, Student Handbook, College Catalog, Policy and Procedural Manual, and Course Schedules.
9. "Student Advocate" is an individual whose role is to support, advise, and champion the student's rights.
10. "Bystander engagement" is the purposeful intervention of someone who is present during and witness to an incident.
11. "Preponderance of evidence" is *the standard of proof established for conduct investigations. The preponderance of evidence (i.e. just enough evidence to make it more likely than not) standard differs from the standard used in criminal investigations which is "beyond a reasonable doubt."*

Bystander Engagement. The welfare of members of our community is of paramount importance. At times, students on and off-campus may need assistance. The college encourages students to offer help and assistance to others in need. Sometimes, students are hesitant to offer assistance to others, for fear that they may get themselves in trouble. (For example, a student who has been drinking might hesitate to help take a sexual misconduct victim to the Campus Safety Office.) The college applies a policy of limited immunity for students who offer help to others in need. While policy violations cannot be overlooked, the college will provide educational options, rather than punishment, to those who offer their assistance to others in need.

UNACCEPTABLE BEHAVIOR

The following constitute some of the conduct violations that may result in disciplinary action being taken against the student. The list is not intended to be all inclusive but is intended to be used as a guide.

The student is advised that specific career technical programs, as well as Barton athletic programs, communication and performing arts programs, and other student organizations publish student handbooks and program guidelines with policies and procedures associated with their respective programs. Students are advised that in addition to the guidelines and expectations outlined herein, they are expected to comply with the policies and procedures applicable to the programs with which they are affiliated. Students in these programs are entitled to the same due process as all other students.

Students attending Barton as part of an MOU with the Department of Defense to provide educational opportunities on a military installation are governed by any code of conduct or behavioral expectations dictated by the military. Any conduct violations, investigations, and/or action taken will be the purview of the appropriate military authority designated to handle such matters.

1. Violation of federal, state and local laws that affect the student's suitability as a member of the college community.

2. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or other conduct which threatens or endangers the health or safety of any person, whether perceived or real.
3. Attempted or actual theft of and/or damage to property of the College, or property of a member of the College community, or other personal or public property, including knowingly receiving or possessing stolen property.
4. Manufacture, possession, control, sale, transmission of or use of any controlled substance, alcohol, or other illicit drugs on the College's campuses.
5. Possession of a weapon, firearm, explosive and/or facsimile weapons on the College's campuses, including any weapon designed to fire any projectile (i.e. paintball guns, bb guns, air rifles, air pistols, pellet guns, etc.) as well as the associated paraphernalia. The only exceptions will be for military personnel who must carry a firearm as part of their commission, or for in-class use by instructors teaching or students enrolled in courses utilizing firearms.
6. Obstructing or restraining the lawful movement of another and thereby causing personal or campus disorder.
7. Obstructing or disrupting a police response or the response of College Safety Personnel.
8. Intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency on College premises or at College-sponsored activities.
9. Fraudulent use or forgery of any College seal or document, including the Student ID card.
10. Fraudulent or unauthorized use of college facilities or college resources, including computing resources.
11. Unauthorized possession, duplication, or use of keys to any College premises, or unauthorized entry to or use of College premises.
12. Intentionally impeding normal pedestrian or vehicular traffic on campus.
13. Violation of any other federal, state or local law on College premises or at College-sponsored activities.
14. Disrupting, impeding or interfering with the operation of the College.
15. Disruption of the learning environment or any behavior that detracts from the goals of or diminishes the dignity, respect, or worth of other students on campus. This includes: overt disrespect for the ideas and opinions of others; disruptive talk during class; and bringing activated electronic devices to classes or computer labs without prior approval.

16. Verbal or written communication that has the intent or effect of subjecting any individual or group to hatred, contempt, ridicule, racist slurs, or intimidation and thereby injures the person, property, or reputation of another.
17. Discrimination, harassment or retaliation including harassment based on race, color, religion, sex, sexual orientation, national origin, age, disability, or status in any group protected by state or local laws and including all forms of sexual harassment. (See Policy 1130, Procedure 2122 - Anti-harassment.)
18. General misconduct.
19. Littering and posting of notices in non-designated spaces or without approval from the appropriate College personnel and unauthorized distribution or sale of goods on campus.
20. Violation of College traffic and parking regulations.
21. Smoking in areas designated non-smoking.
22. Possession or use of alcohol by any person on the College's campuses except as allowed for special events (See Policy 1220, Procedure 2215 Service of Alcoholic Beverages for Special Events.)
23. Leaving children or animals unattended on campus.
24. Use of bicycles, skateboards, roller blades, and any other non-motorized vehicle or equipment (except wheelchairs) outside designated areas.
25. Failure to comply with a directive of College officials or Campus Safety officers acting in the performance of their duties and/or failure to identify oneself to these persons when requested to do so.
26. Tampering with the election of any College-recognized student organization.
27. Intentionally or maliciously furnishing false information to the College.
28. Unauthorized actions taken in the name of the College.
29. The possession of any flammable or explosive materials such as paint, gasoline, fireworks, ammunition, etc., except for use by an employee or in a program approved by the College.
30. Gambling on campus or at any College sponsored activity except in the case of approved student activities sponsored by the Student Life Office.
31. All forms of academic dishonesty. (See Policy 1501, Procedure 2502 – Academic Integrity.)
32. Violation of any other published College policies, rules or regulations.

Student Rights for Due Process:

To protect students from capricious disciplinary action, all proceedings which may lead to suspension or expulsion and/or dismissal from a college program must be conducted in a manner which insures the charged student due process. The basis of due process is the method by which substantive rules are effectuated in a society. The key is how rules are implemented so that fair play and justice are generally recognized as being present. The following elements must be included to guarantee due process:

1. Jurisdiction: The parties must be amenable to the power wielded by the disciplinary body.
2. Notice: A concise, specific statement, in writing, of the charges (the specific facts and acts). A time and place for the hearing must be specified.
3. Testimony: The right personally to give testimony and to have others give testimony.
4. Impartiality: An impartial body to determine the facts and whether they (the facts) fit the rule. "Impartial" does not necessarily mean that they have no knowledge of the facts – it is not necessary in an administrative hearing.
5. Student Advocate: The student is allowed to bring an advocate to all hearing procedures or have one appointed for the student if so requested.
6. Documentation: The proceedings shall be recorded.

Disciplinary Procedure:

Whenever a complaint is made against any student for misconduct, the Vice President of Student Services or such other person as may be designated by the President shall conduct an investigation of the allegations as soon as possible (generally, for Offenses Against the Academic Community the President will designate the Vice President of Instruction). The Vice President of Student Services or such other person as designated by the President is authorized to take any interim action necessary to maintain campus safety, integrity of the process, and/or protection of student rights and institutional rights during the formal investigation and determination process.

The student shall be given written notice of the complaint and charges against the student within five (5) College business days of receipt of the complaint. If a student is under the age of eighteen (18) years, a copy of the notice may be sent to the parents or guardian of the student. The student shall have five (5) College business days after receipt of the notice to respond in writing to the charges. If it is necessary to mail notice to the student, the student shall have seven (7) College business days after the date of mailing to respond in writing to the charges.

The Vice President of Student Services or such other designee of the President shall, as soon as possible after the investigation, render a decision that may include dismissal of the complaint or imposition of any discipline set forth herein. Notice of the decision shall be served upon the student in person, by certified mail, or by regular mail. If a student is

under the age of eighteen (18) years, a copy of the decision may be sent to the parents or guardian of the student.

Disciplinary Action:

If the Vice President of Student Services or other designee of the President finds that the student has violated College policy, rules, or regulations, disciplinary action shall be taken. The Vice President of Student Services or other designee shall impose such discipline as The Vice President of Student Services or other designee determines is warranted taking into consideration the seriousness of the offense. For more complicated incidents, the Vice President of Student Services or other designee may seek the input of a Review Board before determining discipline. The Review Board, if utilized, shall be chosen from members of the College Student Life staff. Individuals who serve on a Review Board would not later be eligible to serve on an Appeals Committee, should an appeal follow imposition of disciplinary sanctions. Permissible actions include but are not limited to: written reprimand, community service, fines, probation, full or partial suspension from classes, expulsion from housing, and/or expulsion from school.

Disciplinary action may also include a bar against readmission to the College.

Appeals

Right of Appeal

Any decision of the Vice President of Student Services or such other person as designated by the President may be appealed by the accused or the complainant within five (5) College business days of the receipt of the decision. Such appeals shall be in writing and shall be delivered to the President of the College.

A student who fails to file a written notice of appeal in the President's Office, within the times specified waives the right to appeal.

Status Pending Appeal

Any disciplinary action imposed shall remain in effect during the appeals procedure, unless otherwise directed by the President of the College.

An appeal shall be conducted for one or more of the following purposes:

- To determine whether the original process was conducted fairly a) in light of the charges and evidence presented, and b) in conformity with prescribed procedures. This gives the complaining party a reasonable opportunity to prepare and present evidence that the Student Code was violated, and gives the accused student a reasonable opportunity to prepare and to present a rebuttal of those allegations.
- To determine whether the decision reached regarding the accused student was based on substantial evidence, that is, whether the facts in the case were sufficient to establish that a violation of the Student Code occurred.

- To determine whether the sanction imposed was appropriate given the violation of the Student Code that occurred.
- To consider new evidence sufficient to alter a decision or other relevant facts not brought out in the original process, because such evidence and/or facts were not known to the person appealing at the time of the original hearing.

If the President or designee determines, in the President or designee's sole discretion that the written appeal fails to meet the Standard for Appeal (noted above), the President or designee will inform the student in writing. If the written appeal submission fails to meet the Standard for Appeal, the matter is concluded and no further action will be taken.

Composition of Appeals Committee

The President of the College shall name an Appeals Committee Facilitator to conduct a formal Appeals Hearings in order to review the charges and imposed sanctions. The Appeals Committee shall consist of six (6) members, selected by the Facilitator and approved by the President, two of which shall be from the faculty, two staff, and two representatives from the student body. At any hearing before the committee, at least four (4) members shall be present to constitute a quorum in order to transact the business of the committee. Any member of such committee directly involved in the outcome of a hearing, or who believes they have a conflict of interest rendering them to be perceived as being incapable of providing an impartial decision, shall disqualify themselves from the hearing and the Appeals Committee Facilitator shall appoint a person to take theirplace.

Hearing

The Appeals Committee shall set a hearing as soon as possible after the hearing has been approved. Notice of the time, date, and place of the hearing shall be given to all parties in writing no less than three (3) College business days prior to the hearing.

It is the hope of the College that disciplinary matters will be handled by members of the College community, and legal counsel will not ordinarily be present to represent the College. However, if the student is to have a professional legal advisor present (which will be at the student's expense) at any hearing, the student must notify the President's Office not later than forty-eight (48) hours before the scheduled time of the hearing, in which event, the College may, in its discretion, be represented by counsel.

A student failing to appear before the Appeals Committee at the designated time, shall forfeit any right to appeal or seek further relief of the decision.

Proceedings before the Appeals Committee shall be recorded electronically or via written minutes. Recordings and communications related to the disciplinary procedure and resulting actions shall not be considered a public record as that term is defined by the Kansas Open Records Act.

Decision

Upon the conclusion of the hearings, the Appeals Committee, by majority vote, shall decide whether the student has violated the Student Code of Conduct and whether the sanction imposed fits the nature of the violation. The Appeals Committee may uphold, modify, or completely reverse the original decision as appropriate.

A written summary of the findings must be provided and should the decision be modified it should be in accordance with one or more of the conditions delineated in this code. In all appeals, any modification of the original sanctions may not result in more severe discipline for the accused student.

The Appeals Committee shall render its decision in writing within three (3) College business days of the conclusion of the hearing. The findings of the Appeals Committee shall be forwarded to the President.

Notification of Decision

The President's Office shall inform the student in writing of the Appeals Committee's decision within three (3) College business days of the receipt of the Appeals Committee's decision. The findings of the Appeals Committee shall be final.

Contact(s)

Vice President of Student Services

Related Form(s)

Relevant Policy or Procedure(s): [Policy 1610 – Code of Conduct](#)

Approved by: President

Date: 6/17/02

Revision(s): 9/2/02; 11/16/07; 1/23/12; 7/28/14; 5/25/17 (minor revision); 10/1/21 (update); 10/6/21 (change)

APPENDIX B

Policy 2535 – Children in the Classroom

<https://docs.bartonccc.edu/procedures/2535-childreninclassroom.pdf>

2535 – Children in the Classroom

It is the position of the College to provide an atmosphere in the classroom that is conducive to the learning of all students, as such the college does not allow students, who are responsible for the care of children, to bring those children to class unless they can provide continuous and direct supervision of those children, outside of the classroom, while class is in session.

Instructor Options

Instructors may make the following information available to students:

- If you are responsible for the care of a child, be advised that while you are in class your child should not be left unattended in Barton Buildings or any other instructional site.
- You should not bring the child to class with you as the child's presence can be disruptive to other students and the instructor. In addition, if you work in college labs (including Science Labs, Art Labs, or Computer Labs) at times, when they are open for student use, you will not be allowed to bring your child into those labs.
- If your child cannot attend school due to a school vacation or if the child becomes ill and cannot go to school or a child care center, do not bring the child with you to class as you will be advised to find a more appropriate location to provide proper care for the child. When you miss a class because of your child's illness, you may make up your work for classes missed if prior arrangements were made with the instructor.
- If your child is between the ages of 2 weeks to 12 years, the Barton Child Development Center on campus may be able to provide care for your child periodically if you have completed the necessary application in advance. Applications are available from the staff at the Child Development Center located to the north of the student housing highrise.

Based on policy 1535

Approved by: President

Date: 11/16/07

Revision(s): 6/9/08; 11/4/08; 4/28/14; 1/23/17; 1/22/19 (minor revision); 4/9/19 (minor revision); 7/15/19 (minor revision); 7/22/19 (minor revision); 10/28/19 (minor revision); 10/1/21 (update); 10/6/21 (change)

APPENDIX C

Policy 2502 - Academic Integrity

<https://docs.bartonccc.edu/procedures/2502-academicintegrity.pdf>

APPENDIX D
Adjunct Faculty/Overload Compensation
<https://docs.bartonccc.edu/procedures/2466-assocfaccomp.pdf>

2466 - Adjunct Faculty/Overload Compensation

Barton employs adjunct faculty to assist Barton achieve its instructional mission.

Adjunct faculty serve on an “as needed” basis and are assigned to teach in support of an existing program and/or special instruction project.

Full-time faculty, when teaching on overload, are compensated per this procedure.

Barton compensates adjunct faculty for their contributions to the delivery of instruction according to the following procedure:

1. Adjunct faculty credentials are evaluated to ensure compliance with the Higher Learning Commissions Guidelines for Determining Qualified Faculty and detailed in the Faculty Qualifying Credentials document.

All adjuncts must meet these criteria and are paid at the rate of \$660 per credit hour rate. Those teaching classes fully online receive an additional \$150 per credit hour pay for the additional work/responsibilities required of quality online learning.

2. Divisions and departments are expected to offer pro-rated payment to faculty members for classes with less than the required minimum. Adjunct/Overload faculty, teaching face-to-face classes, have the right to decline pro-rated payments. In this case the class may be assigned to another instructor or cancelled.
3. Class minimums are established by the institution. Exceptions to class minimums will be considered on a case-by-case basis by the appropriate Dean.
4. The preceding procedures may or may not impact faculty, instructors, trainers and/or presenters involved with non-credit programs, 3rd party contracts, customized projects, and/or programs with scarcity of teaching resources.
5. Consideration may be granted for payment differential on a case-by-case basis as approved by the appropriate Dean.
6. The payment format is managed consistently and in a fiscally responsible manner.

Other Adjunct Faculty Compensation Considerations...

APPLIED MUSIC CLASSES

Applied music classes are offered for one-credit hour and are taught as private 50-minute classes once a week.

Example: If an instructor is teaching three applied piano students, then the instructor meets with each student separately for the 50-minute lesson.

Adjunct faculty members assigned to teach these classes will receive a \$100 base pay plus \$150 per ~~one~~ student.

Adjunct Serving as a Substitute – Substitutes for another instructor's class, when qualified in that discipline to teach that subject and when the scheduled class falls outside of the substitute's normal working hours, will be paid \$25 per hour.

Contacts(s):

Vice President of Instruction

Related Form(s):

Relevant Policy or Procedure(s): 1476-Employee Pay Schedules and Faculty Load

Approved by: President

Date: 7/28/08

Revision(s): 2/23/09; 7/19/12; 10/31/16; 5/25/17 (minor revision); 9/1/21 (update)

APPENDIX E

Classroom Assessment Techniques (CATS)

WHAT IS CLASSROOM ASSESSMENT?

From Classroom Assessment Techniques: A Handbook for College Teachers

By Thomas A. Angelo and K. Patricia Cross

Through close observation of students in the process of learning, the collection of frequent feedback on students' learning, and the design of modest classroom experiments, classroom teachers can learn much about how students learn and, more specifically, how students respond to particular teaching approaches. Classroom assessment helps individual college teachers obtain useful feedback on what, how much, and how well their students are learning. Faculty can then use this information to refocus their teaching to help students make their learning more efficient and more effective.

PURPOSE OF CLASSROOM ASSESSMENT

Despite the diversity of the over-three thousand colleges and universities across America, all share one fundamental goal: to produce the highest possible quality of student learning. In other words, the central aim of all colleges is to help students learn more effectively and efficiently than they could on their own.

Learning can and often does take place without the benefit of teaching--and sometimes even in spite of it--but there is no such thing as effective teaching in the absence of learning. Teaching without learning is just talking. College instructors who have assumed that their students were learning what they were trying to teach them are regularly faced with disappointing evidence to the contrary when they grade tests and term papers. Too often, students have not learned as much or as well as was expected. There are gaps, sometimes considerable ones, between what was taught and what has been learned. By the time faculty notice these gaps in knowledge or understanding, it is frequently too late to remedy the problems.

To avoid such unhappy surprises, faculty and students need better ways to monitor learning throughout the semester. Specifically, teachers need a continuous flow of accurate information on student learning. For example, if a teacher's goal is to help students learn points A through Z during the course, then that teacher needs first to know whether all students are really starting at point A and, as the course proceeds, whether they have reached intermediate points B, G, L, R, W, and so on. To ensure high-quality learning, it is not enough to test students when the syllabus has arrived at points M and Z. Classroom assessment is particularly useful for checking how well students are learning at those initial and intermediate points, and for providing information for improvement when learning is less than satisfactory.

Through practice in classroom assessment, faculty become better able to understand and promote learning, and increase their ability to help the students themselves become more

effective, self-assessing, self-directed learners. Simply put, the central purpose of classroom assessment is to empower both teachers and their students to improve the quality of learning in the classroom.

CHARACTERISTICS OF CLASSROOM ASSESSMENT

Classroom assessment is an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it. This approach is learner-centered, teacher-directed, mutually beneficial, formative, context-specific, ongoing, and firmly rooted in good practice.

Learner-Centered

Classroom assessment focuses the primary attention of teachers and students on observing and improving learning, rather than on observing and improving teaching. To improve learning, it may often be more effective to help students change their student habits or develop their metacognitive skills (skills in thinking about their own thinking and learning) than to change the instructor's teaching behavior. In the end, if they are to become independent, lifelong learners, students must learn to take full responsibility for their learning. To achieve that end, both teachers and students will need to make adjustments to improve learning. Classroom assessment can provide information to guide them in making those adjustments.

Teacher-Directed

A defining characteristic of any profession is that it depends on the wise and effective use of judgment and knowledge. No one can provide teachers with rules that will tell them what to do from moment to moment in the complex and fluid reality of a college classroom. What faculty does depend on their skill, experience, professional knowledge, and insight. Classroom assessment respects the autonomy, academic freedom, and professional judgment of college faculty. As a result, in this approach, the individual teacher decides what to assess, how to assess, and how to respond to the information gained through the assessment.

Mutually Beneficial

Because it is focused on learning, classroom assessment requires the active participation of students. By cooperating in assessment, students reinforce their grasp of the course content and strengthen their own skills at self-assessment. Their motivation is increased when they realize that faculty are interested and invested in their success as learners. When students focus more clearly, participate more actively, and feel more confident that they can succeed; they are likely to do better in their course work.

Faculty also sharpens their teaching focus by continually asking themselves three questions: "What are the essential skills and knowledge I am trying to teach?" "How can I find out whether students are learning them?" "How can I help students learn better?" As teachers work closely with students to answer these questions, they improve their teaching skills and gain new insights.

Formative

Classroom assessment is a formative rather than a summative approach to assessment. Its purpose is to improve the quality of student learning, not to provide evidence for evaluating or grading students; consequently, many of the concerns that constrain testing do not apply. Good summative assessments--tests and other graded evaluations--must be demonstrably reliable, valid, and free of bias. They must take into account student anxiety, cheating, and issues of fairness. Classroom assessments, on the other hand, are almost never graded and are almost always anonymous. Their aim is to provide faculty with information on what, how much, and how well students are learning, in order to help them better prepare to succeed--both on the subsequent graded evaluation and in the world beyond the classroom.

Context-Specific

To be most useful, classroom assessments have to respond to the particular needs and characteristics of the teachers, students, and disciplines to which they are applied. Any good mechanic or carpenter will tell you, "You need the right tool to do the job right"; similarly, you need the right classroom assessment technique to answer the question right. Therefore, classroom assessment is context-specific: what works well in one class will not necessarily work in another.

Ongoing

Classroom assessment is an ongoing process, perhaps best thought of as the creation and maintenance of a classroom "feedback loop." By employing a number of simple classroom assessment techniques that are quick and easy to use, teachers get feedback from students on their learning. Faculty then completes the loop by providing students with feedback on the results of the assessment and suggestions for improving learning. To check on the usefulness of their suggestions, faculty uses classroom assessment again, continuing the "feedback loop." As this approach becomes integrated into everyday classroom activities, the communications loop connecting faculty to students--and teaching to learning--becomes more efficient and more effective.

Rooted in Good Teaching Practice

Most college teachers already collect some feedback on their students' learning and use that feedback to inform their teaching. Classroom assessment is an attempt to build on existing good practice by making it more systematic, more flexible, and more effective. Teachers ask questions, react to students' questions, monitor body language and facial expressions, read homework and tests, and so on. Classroom assessment provides a way to integrate assessment systematically and seamlessly into the traditional classroom teaching and learning process.

By taking a few minutes to administer a simple assessment before teaching a particular class session, the teacher can get a clearer idea of where the students are and, thus, where to begin instruction. A quick assessment during the class can reveal how well the students are following the lesson in progress. Classroom assessment immediately after the class session helps to reinforce the material taught and also uncovers gaps in understanding before they become serious impediments to further learning.

Finally, teaching students techniques for self-assessment that they can use in class or while they are studying helps them integrate classroom learning with learning outside school. Directed practice in self-assessment also gives students the opportunity to develop metacognitive skills; that is, to become skilled in thinking carefully about their own thinking and learning.

NEED FOR CLASSROOM ASSESSMENT

As they are teaching, faculty monitor and react to student questions, comments, body language, and facial expressions in an almost automatic fashion. This "automatic" information gathering and impression formation is, in large part, a subconscious and implicit process. Teachers depend heavily on their impressions of student learning and make important judgments based on them, but they rarely make those informal assessments explicit or check them against the students' own impressions or ability to perform. In the course of teaching, college faculty assumes a great deal about their students' learning, but most of their assumptions remain untested.

Even when college teachers routinely gather potentially useful information on student learning through questions, quizzes, homework, and exams, it is often collected too late--at least from the students' perspective--to affect their learning. In practice, it is very difficult to "de-program" students who are used to thinking of anything they have been tested and graded on as being "over and done with." Consequently, the most effective times to assess and provide feedback are before the chapter tests or the midterm and final examinations. Classroom assessment aims at providing that early feedback.

STEP 1: PLANNING

Start by selecting one, and only one, of your classes in which to try out the classroom assessment. We recommend focusing your first assessments on a course that you know well and are comfortable with. Your "focus class" should also be one that you are confident is going well, one in which most students are succeeding and relatively satisfied. Although this may seem an odd suggestion, it is best not to use classroom assessment to gather data on a problematic or difficult situation until you become experienced in the approach. In other words, it is best to minimize risks while you develop confidence and skill.

Once you have chosen the "focus class," decide on the class meeting during which you will use the classroom assessment technique. Make sure to reserve a few minutes of that class session for the assessment. At this point, you need to select a CAT. The five techniques listed below, described in detail in Chapter Seven of Angelo and Cross's book *Classroom Assessment Techniques*, are all flexible and easily adaptable to many situations, and simple and quick to apply. They also generate data that are easy to analyze. For those reasons, they make excellent introductory CATs and have been widely used by faculty from many disciplines.

Minute Paper (CAT 6)

Muddiest Point (CAT 7)

One-Sentence Summary (CAT 13)

Word Journal (CAT 14)

Documented Problem-Solutions (CAT 21)

They can be quickly summarized here. The Minute Paper asks students to respond to two questions: (1) what was the most important thing you learned today? (2) What questions remain uppermost in your mind as we conclude this class session? The Muddiest Point is an adaptation of the Minute Paper and is used to find out what students are unclear about. At the end of a lecture or class session, students are asked to write brief answers to the following question: What was the muddiest point in my lecture today? The One-Sentence Summary assesses students' skill at summarizing a large amount of information with a highly structured, compact format. Given a topic, students respond to the following prompt: Who did what to / for whom, when, where, how, and why? In a course on U.S. government or American history, for example, this CAT could be used to assess students' understanding of the Constitutional Convention. The Word Journal assesses students' memory and ability to synthesize and summarize information. Typically, after a short reading assignment, students are asked to choose a word they believe best summarizes the text; then, students defend their word choice in a paragraph or two. Finally, Documented Problem-Solutions is a CAT that assesses students' understanding of a problem-solving technique or skill. It is particularly useful in math classes.

Detailed descriptions of five of Angelo and Cross's CATs are included in this packet of handouts.

STEP 2: IMPLEMENTING

Once you have chosen a focus course and selected a simple CAT to use in it, let students know beforehand (at the beginning of the class period or at the prior class meeting) what you are going to do. Whenever you announce your plans, be sure to tell the students why you are asking them for information. Assure them that you will be assessing their learning in order to help them improve, and not to grade them. In most cases, it is best to ask for anonymous responses.

When it comes time to use the classroom assessment technique, make sure that the students clearly understand the procedure. You may need to write directions for the CAT on the chalkboard or project them using an overhead projector and transparency. Let students know how much time they will have to complete the assessment. The first time you use a particular CAT, it is helpful to allow a little extra time for responses.

STEP 3: ANALYZING STUDENT RESPONSES

After the students have finished, collect their responses and read through them quickly as soon as you can. If you have time to read and analyze the responses fully immediately after class, so much the better. However, if you must put the CAT responses aside for a while, this fast "read-through" will help you recall exactly what students were responding to when you later read their answers more carefully.

As a rough technique for estimating time required, you can expect to spend one to two minutes per response analyzing the feedback. For example, if you were to use the Muddiest Point technique in a class of thirty students, you would need to budget at least thirty minutes--one minute per response--of your out-of-class time to analyze the feedback; for the Minute Paper, which poses two questions, you would estimate sixty minutes; for the One-Sentence Summary, which requires more complex feedback from students, you would probably need slightly more than an hour. The good news is that, with practice, teachers get faster at "processing" the data from classroom assessments.

Even a cursory reading of the five CATs can provide useful information. In analyzing feedback from the Muddiest Point technique, for example, you can simply note how many and which "muddy points" are mentioned and how many times the same "muddy points" come up. The same method can be used to analyze feedback from the Minute Paper or any other CAT that elicits student opinions or questions. Other techniques, such as Directed Paraphrasing, the One-Sentence Summary, or Applications Cards, prompt responses that can be judged more or less correct, or more or less complete. Student response to this type of CAT can be quickly sorted into three piles: correct / complete (or "on-target") responses, somewhat correct / complete (or "close") responses, and incorrect / incomplete ("off-target") responses. Then the number of responses in each pile can be counted, and the approximate percentage of the total class each represents can be calculated. Teachers also can look for particularly revealing or thoughtful responses among the on- and off-target groups.

STEP 4: RESPONDING

To capitalize on time spent assessing, and to motivate students to become actively involved, you will need to "close the feedback loop" by letting them know what you learned from the CAT exercise and what difference that information will make. Take a few moments to think through what, how, and when you will tell your students about their responses. Responding can take the form of simply telling the class, "Forty percent of you thought that X was the 'muddiest' point, and about one-third each mentioned Y or Z. Let's go over all three points in that order." In other cases, a handout may allow for a more effective and complete response. However you respond let the class know what adjustments, if any, you are making in your teaching as a result of the information they have provided. Just as important, inform students of adjustments they could make in their behavior, in response to the CAT feedback, in order to improve learning. In other words, let students know that their participation in the classroom assessment can make a difference in your teaching and their learning.

Work Cited

Angelo, Thomas A. and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook for College Teachers*. 2nd ed. San Francisco: Jossey-Bass, 1993