HLC Accreditation Evidence

Title: Examples: December 2021 Instructional Reviews

Office of Origin: Vice President of Instruction

Owner: Vice President of Instruction

Other Contacts:

- Coordinator of Assessment
- Institutional Effectiveness - Institutional Researcher
- Vice President of Administration

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2021-2023 Instructional Review
Reporting Years: 2018-2019, 2019-2020 and 2020-2021

Review Date: 12/1/2021

Instructional Area: Criminal Justice

Reporter(s): Chris Baker/Melissa Stevens

General Information
Please provide a response to each of the statements below as applicable to your instructional area. If an area does not apply, please note "non-applicable."

- Describe the instructional area and its purpose.

The Criminal Justice Program is instructed via face-to-face and online delivery of courses. Courses are offered in Great Bend, Fort Leavenworth and through Bartonline. All five courses required for the Associate of Arts degree with an emphasis in Criminal Justice are available online. The program is phasing out the Certificate and the Associate of Applied Science degree. The AA degree is highly transferable to four-year institutions or those who seek professional employment in this field of study.

For use in this program review, the subject code for Criminal Justice, CRIM, is being used for analysis for all possible venues as listed above.

- How does the instructional area advance Barton's mission and support the College's ENDS statements?

Mission
Barton offers exceptional and affordable learning opportunities supporting student, community, and employee needs.
ENDs

1. Essential Skills
2. Work Preparedness
3. Academic Advancement
4. "Barton Experience"
5. Regional Workforce Needs
6. Barton Services and Regional Locations
7. Strategic Plan
8. Contingency Planning

Barton Community College is driven to provide and education system that is learning-centered, innovative, meets workforce needs, and meets the needs of a diverse population. Barton's

Criminal Justice Program students fulfill the mission of the institution through face-to-face classes as well as online offerings.

All coursework in Criminal Justice involves multiple components of essential skills, with an emphasis particularly on work preparedness, academic advancement and knowledge of workforce needs.

Work Preparedness – Appropriate technical skills along with communication skills are taught to help students with their first/continuing work experience

Academic Advancements – Students are advised as to the requirements for completion and transferability of the AA-CJ degree. This allows students to complete both criminal justice specific course work along with the general education credits. Once students have completed the AA degree, they may enter the workforce or seek academic advancement via transfer to a four year institution.

"**Barton Experience"** – Students in the Criminal Justice program spend time together in and out of class with program activities, community service, field trips and tours. They develop a sense of comradery and affiliation with BCC. They are active in attending advisory committee meetings and attending District Court proceedings.

Regional Workforce Needs – The regional workforce is experiencing an extreme labor shortage in the areas of law enforcement and corrections. Students completing the Criminal Justice program are employed in prisons, detention facilities, sheriff's department and local law enforcement agencies.

Barton Services and Regional Locations – Barton's Criminal Justice program coordinator works closely with the service area and regional locations to help supply the workforce needs of the area.

Strategic Plan – The Criminal Justice Department does participate in strategic planning for the department. Needs are listed as part of upcoming year strategic plans for future needs.

- Describe any changes, challenges and/or improvements that have occurred since the last instructional review.

Since the last instructional review, the college was affected by the COVID pandemic and face-to-face classes were converted to ZOOM and online learning. The pandemic overall had a negative effect on student enrollment in the Criminal Justice.

Improvements include increased attention to the needs of online students and the program coordinator providing advising services to these students.

- How does the area serve, support and/or collaborate with other Barton instructional areas?

The Criminal Justice program coordinator collaborates with other Barton instructional areas through participation of the Jack Kilby Science Day, guest lecturing on violence in the healthcare workplace and providing input into collaborations with other disciplines that have law enforcement functions.

- List current partnerships associated with the instructional area. What are the benefits? What other partnership opportunities exist?

Partnerships with local law enforcement, community corrections, corrections and family crisis center are active with the Criminal Justice program. The benefits to the students are compatible with the "ENDs", demonstrating to the students work preparedness and demonstrating the regional workforce needs.

Recent graduates of the Criminal Justice program are employed with various department partners throughout the service area of BCC.

- Does the instructional area have an advisory board? If so, please describe its membership and activities?

The Criminal Justice program has an excellent advisory board with active participants. Representatives are from law enforcement, corrections, court services, probation/parole, domestic, and sexual violence services.

- Summarize the instructional team that supports the instructional area including full-time faculty; regular, part-time faculty, adjunct faculty and staff. Please include references to the location of team members.

The Criminal Justice Program has one full-time instructor coordinator, Melissa Stevens, one adjunct instructor at Fort Leavenworth, one adjunct Bartonline instructor and one adjunct faculty member on the Great Bend campus.

Melissa Stevens – Full-time Instructor/Coordinator
  o Teaches on campus and online courses
Ericka Peoples-Howard – Adjunct Faculty
  o Teaches at Fort Leavenworth
Claudia Mather – Adjunct Faculty
Vacant Adjunct Faculty member specifically for the Firearms course.

- What faculty professional development activities have been completed since the last instructional review?

The Criminal Justice program coordinator has participated and completed the Instructional Excellence Academy (Fall, 2020). She has also participated in numerous webinars and training provided by the Kansas Coalition Against Sexual and Domestic Violence and the Department of Justice.

- Are there any professional development requests unmet?

Not at this time.

- If applicable, discuss program accreditation status.

N/A

Data Analysis

Please utilize the following link (https://app.powerbi.com/home) to gain access to the Instruction Power BI app. Click on "Reviews" on the left hand blue column and then click on "Instructional Review." Review the reports noted below, reflect on what the data is revealing, what opportunities and/or challenges the data brings to your awareness and what recommendations you have in response to the data review. Please provide a written response.

- Applicant Statistics

Application / Enrollment / Completion Headcounts

AcadYear	App Major/Concentration	Headcount	Enrolled	Enrolled in Application Program	Completed Application Program	Completed Different Program
AY 2018-2019	Criminal Justice	68	39	16	9	1
AY 2019-2020	Criminal Justice	39	22	9	1	4
AY 2020-2021	Criminal Justice	41	23	12		
Total		**143**	**84**	**37**	**10**	**5**

Applications by Student Type

AcadYear	Continuing/Former Student	First time/first year	High School Student	Transfer Student	Total
AY 2018-2019	2	47	7	12	**68**
AY 2019-2020	5	22	5	7	**39**
AY 2020-2021	5	23	6	8	**41**
Total	**12**	**92**	**18**	**27**	**143**

Overall the number of students have declined during this reporting period, primarily the "First time/First year" students. The pandemic and the current public perception of Law Enforcement are possible concerns affecting applications for employment as well as student interest in the field.

- Instructional Area General Statistics

AcademicYear	Program	Headcount	Enrollments	Billed Hours	Developmental
AY 2018-2019	CRIMINAL JUSTICE	55	636	1814	14
AY 2019-2020	CRIMINAL JUSTICE	39	404	1146	18
AY 2020-2021	CRIMINAL JUSTICE	36	330	940	6
Total		**122**	**1370**	**3900**	**37**

The Criminal Justice program has steadily declined from the high in 2018-2019, however in the current school year we have seen an increase and are on pace to improve from the low of 2020-2021.

- Demographics (Gender, Age, Race & Residence)

Headcount by Gender

AcademicYear	F	M	Total
AY 2018-2019	20	35	55
AY 2019-2020	21	18	39
AY 2020-2021	19	17	36
Total	**56**	**66**	**122**

In the previous Instructional Review, males dominated enrollment and in the chart above, the numbers show a change in more female students enrolling in the program. The trend of more female students is continuing in the current school year almost being 2:1. This is a dramatic change from the previous review being approximately 3:1 male students in 2016.

Headcount by Age Group

AcademicYear	17 and Under	18 to 25	26 to 35	36 to 45	46 to 55	56 to 65	Total
AY 2018-2019		42	8	5			55
AY 2019-2020		27	5	5	2		39
AY 2020-2021	3	26	5		1	1	36
Total	**3**	**88**	**17**	**10**	**3**	**1**	**122**

The 18-25 Age group continues to dominate other age groups, 36 years of age and above are not active in this program currently.

Headcount by Residency

AcademicYear	Barton County Resident	Foreign	Kansas Resident	Non-Kansas Resident	Total
AY 2018-2019		2	36	17	55
AY 2019-2020	13		22	4	39
AY 2020-2021	11	2	16	8	36
Total	**23**	**4**	**73**	**28**	**122**

Kansas residents continue to be the largest group participating in this program, with the AA online opportunity, a marketing opportunity is available to expand with the Non-Kansas resident.

Headcount by Ethnicity

AcademicYear	American Indian/Alaska Native	Asian	Black or African American	Hispanic of any race	Race/Ethnicity Unknown	Two or more races	White	Total
AY 2018-2019		2	12	10	1		30	55
AY 2019-2020	1	2	3	4		3	26	39
AY 2020-2021			5	13		1	17	36
Total	**1**	**2**	**20**	**26**	**1**	**4**	**68**	**122**

As far as ethnicity, including the last review period along with the current data, white students have seen a decline every year, as well as African American students declining. Hispanic students have seen the most consistency when comparing to the last review, minus one year (2020) that was significantly lower.

- Program Majors

Headcount by Major and Degree Code

AcademicY...	Major/Concentration	DegCode	Headcount
AY 2018-2019	Criminal Justice	AA	53
AY 2018-2019	Criminal Justice	AAS	2
AY 2018-2019	Criminal Justice	CERT3	1
AY 2019-2020	Criminal Justice	AA	34
AY 2019-2020	Criminal Justice	AAS	4
AY 2019-2020	Criminal Justice	CERT3	2
AY 2020-2021	Criminal Justice	AA	33
AY 2020-2021	Criminal Justice	AAS	1
AY 2020-2021	Criminal Justice	AS	1
AY 2020-2021	Criminal Justice	CERT3	1
Total			**122**

It is hopeful the downward trend in enrollment is stabilizing, the majority of the students continue to enroll in the Associate of Arts degree. The AAS Degree has a limited number of participants/completers due to the requirement of completion of KLETC training prior to issuing the AAS Degree.

- New Students

Headcount by Student Type

AcademicYear	Continuing/Former Student	First time/first year	High School Student	Transfer Student	Total
AY 2018-2019	38	26	2	7	55
AY 2019-2020	28	15	2	6	39
AY 2020-2021	25	8	5	8	36
Total	**86**	**49**	**9**	**21**	**122**

Melissa Stevens continues to work with High School students and participate in Jack Kilby day with good results and participation with students.

- Time Status (Full/Part-time)

Headcount by Time Status

AcademicYear	Full-Time	Part-Time	Total
AY 2018-2019	45	12	**55**
AY 2019-2020	31	8	**39**
AY 2020-2021	26	11	**36**
Total	**97**	**31**	**122**

A shift in the percentage of Full/Part-time students has occurred when comparing the previous Instructional Review data. In 2019-2021, this data was evenly split, and the current data shows a shift to more full time students.

- Student Performance/Grades for **All Students** in Program Courses

Enrollments by Grade Received

AcademicYear	A	B	C	D	F	I	P	W	XF	Total
AY 2018-2019	10	254	136	64	36	86	6	8	34	2	**636**
AY 2019-2020	4	140	76	64	20	74			26		**404**
AY 2020-2021		116	66	50	18	62	4		14		**330**
Total	**14**	**510**	**278**	**178**	**74**	**222**	**10**	**8**	**74**	**2**	**1370**

Grades over the three year period have remained relatively consistent.

- Program Awards

Completions by Major and Degree

AcadYear	Deg	Major/Concentration	Headcounts
AY 2017-2018	AA	Criminal Justice	3
AY 2017-2018	AS	Criminal Justice	1
AY 2018-2019	AA	Criminal Justice	10
AY 2019-2020	AA	Criminal Justice	5
AY 2020-2021	AA	Criminal Justice	5
Total			**24**

Completions during this review period are higher than the last Instructional Review completed, 24 current and 17 in the previous review.

- Venue – Credit Hours

Headcount by Venue

AcademicYear	BartOnline	EduKan	Fort Leavenworth	Fort Riley	Grandview/Troop School	Main Campus	Total
AY 2018-2019	22	1	8	1	1	29	55
AY 2019-2020	19	1	5		1	18	39
AY 2020-2021	25		1		1	17	36
Total	**61**	**2**	**14**	**1**	**3**	**60**	**122**

BARTonline has increased every year, while we have seen decreases in main campus and Fort Leavenworth participation.

- Section Fill Rate

Section Fill Rate (Enroll/Max Enroll)

AcademicYear	Avg	Max	Min	Median
AY 2018-2019	66.53 %	104.00 %	4.00 %	75.00 %
AY 2019-2020	58.37 %	100.00 %	3.33 %	60.00 %
AY 2020-2021	56.83 %	100.00 %	3.33 %	58.33 %
AY 2021-2022	57.93 %	100.00 %	3.33 %	65.00 %

Assessment of Student Learning

Considering your area's Student Learning Outcomes (SLOs) and associated data at the classroom, course and/or program assessment level, respond to the following questions.

- What trends have you identified and what actions have occurred and/or are planned to respond to the results.

Melissa reports that students are having challenges with research projects that she assigns at the beginning of the semester. They are not being completed in a timely manner and are not often complete when turned in. She plans to incorporate videos into the CANVAS course shells to facilitate a hands-on approach to assignment instruction.

- What curricular changes have occurred (or are planned) since the last review to ensure student learning outcomes are achieved?

Several course syllabi are going to be updated and submitted to LICC for guidance and approval.

Curricular adjustments are always occurring as the field is constantly changing. Recent developments nationally in regards to defunding the police and increased public scrutiny are being examined and encouraging the students think critically.

- What strategies do you utilize to achieve instructional quality and student engagement?

Continued development of online courses, updated course syllabi for selected classes and curriculum updates insure instructional quality. The program coordinator is very student focused and invested in the success of the students. The students participating in the program have a high level of engagement and enthusiasm for the Criminal Justice field.

Sustainability
Utilizing the Instruction Power BI app, please click on the Instructional Review area, read the Fiscal Report and respond to the following questions.

- Summarize the instructional area's fiscal stability, contributions or losses.

AcadYear	Student Revenue	Total Class Expense	Miscellaneous Amount	Non Instructional Salaries	Non Instructional Benefits	Operational Expense	Indirect Expense	Profit/Loss With Indirects	Profit/Loss Without Indirects
2018-19	$507,357	($145,522)	$0		($23,461)	($13,255)	($211,869)	$113,250	$325,120
2019-20	$470,681	($158,100)	$0		($29,631)	($7,633)	($208,135)	$67,181	$275,317
2020-21	$407,962	($140,129)	$65		($29,695)	($8,313)	($146,101)	$83,789	$229,890

The Criminal Justice program continues to operate within the College budget with a positive contribution though the last three years has seen a decline in contribution. It is believed the pandemic and national landscape for the field has contributed to this decline, but in the Fall 2021 semester the Coordinator has noticed an increase in interest that will hope to transition into enrollment.

- What strategies are recommended to enhance the area's revenue generation?

Credits (Hours Billed) by Academic Year

Enrollments (Students Billed) by Academic Year

Working with Barton's PR Department to market the Associate of Arts Degree as a fully online program is the best opportunity at this time to enhance the Criminal Justice programs revenue generation.

- Do resources (personnel, technology, physical space, support services, etc.) meet the instructional area's student learning goals and objectives? If not, please describe what needs are being unmet and if available, provide a detailed list of associated requests.

The firearms training simulator and new firearms are in need of being updated and replaced to ensure proper training and safety. These items are currently being researched as part of the strategic planning process. A replacement adjunct faculty for the Firearms class is also in need of being located.

Strategic Planning

Considering the data you have reviewed and your first-hand knowledge of the instructional area, please respond to the following questions.

- What are the strengths of the instructional area? What makes the area unique and interesting to students?

The strengths of the instructional area are the program coordinators knowledge of current events and changes in case law. The advisory board is very active and participate as guest lecturers which contribute to the overall student's learning. Students are provided the opportunity for many hands-on demonstrations of equipment used in various criminal justice agencies. Students are also provided an opportunity to participate in the Kansas Highway Patrol Collegiate Academy, field trips to prisons and detention facilities, and court proceedings.

Students generally find this program interesting because of the public service, and a commitment to excellence in the field.

- What needs improvement? What barriers exist that limits quality and effectiveness?

The firearms trainer is in need of repair to be utilized by students, campus members and the community.

- What opportunities exist to grow and/or strengthen the instructional area?

Current recruitment strategies will be continued and enhanced. Participation in Junior/Senior day activities, Jack Kilby science day, teaching high school classes and utilizing Admissions recruiting efforts all strengthen the Criminal Justice Program.

Coordination with Fort Leavenworth to work with the Criminal Justice degree, work towards offering additional face to face classes if possible.

Continuing to develop online courses, and development of courses for OER certification.

Possible increased usage of the firing range, offering weekend classes, training opportunities for women is one goal that the Instructor/Coordinator has that could enhance utilization of a resource available.

- What challenges limit the competitiveness, scope and delivery of the instructional area?

Faculty workload could become a challenge, with completion of online courses complete and maintaining Face to Face delivery on the Great Bend campus as well.

Goal Setting

- Please list the goals that were established during the last instructional review (2019-2021) and report on their status.

- o Were they completed and if so, what was the outcome?
- o If not completed, please share why and report as to whether you plan to carry any of them forward or if you are concluding them as unmet.

1. Online curriculum development will be completed for Criminal Law and Criminal Profiling; meet with PR to identify promotional campaign to kick off the minute the last course is complete and on the BOL schedule.
   a. Successfully completed development of online curriculum for AA Criminal Justice degree.
   b. The Criminal Law course is complete and is being offered online. This completes the five course emphasis necessary for the AA Criminal Justice Program Degree online. The Criminal Profiling class is not complete and will be carried forward. This class will be completed collaboratively with coordinator, Lee Miller. The next course in succession to be developed is CRIM 1659 interviewing and Police Report Writing.
   c. Promotion has not occurred for AA degree to date. PR has been contacted, it looks like according to Brandon a campaign could work in the February-April timeframe, digital search with Google campaign as well, and then we will update the program page.

2. Continued work on recruitment/retention practices to increase the overall numbers of face to face and online students studying/majoring in Criminal Justice
   a. Numbers for this year are not reflecting an increase of students, but were able to increase the numbers from what had originally been projected.
   b. Recruitment and retention is an area of focus that the Coordinator works hard at.
   c. This still needs to be monitored and recruiting efforts continued. Promotion of the Criminal Justice Department scholarships should increase in recruiting strategies.

3. Develop an outreach program to facilitate recruitment of active duty military, law enforcement and correctional personnel
   a. Criminal Justice is being offered at Fort Riley by a consortium school, work is ongoing with limited opportunities. Melissa continues to work with Law Enforcement and Corrections officers weekly.

4. Explore OER opportunities with online delivery; work with Lee Miller to certify courses
   a. Lee Miller was contacted, initial conversations have occurred with Lee Miller, some courses do not require textbooks and Melissa plans to continue working with Lee towards certification.

5. Make final decision about the continuation of the Certificate and AAS exit options. If not moving forward, please notify the VP Office for follow-up plan.
   a. The plan is to move forward with eliminating/no longer offering the AAS and Certificate option in Criminal Justice, will work to complete this task.

6. Follow-up on April 7, 2020 meeting with Director Jenkins (including Dean Teal) and adding ED Connell to the discussion and make sure the current CJ AA curriculum guide is being utilized for Fort Leavenworth offerings.
    a. Meeting did occur, and the current CJ AA curriculum guide is being utilized at Fort Leavenworth.

7. Meet with Director Balk and Dean Teal to organize the potential offering of the CJ program at Fort Riley.
    a. Adjunct at Fort Leavenworth continues to teach F2F classes during the daytime hours, and Melissa would like to monitor needs to analyze if evening and weekend class offerings would generate additional credit hours. Criminal Justice courses are already being offered at Fort Riley by a consortium school.

- Please identify goals for the 2021-2023 timeframe.
    o Goals should be limited to three.
    o **A minimum of one goal needs to support student learning**
    o Goals should be achievable in one-two years and align with the College's strategic core priorities and/or instruction's strategic goals.

1. Online curriculum development and OER certification for Criminal Justice Courses.
    a. What resources and/or support are needed to accomplish the goals?
        i. Resources required are availability to work collaboratively with campus personnel in course design and OER certification.

    b. What are the recommended actions to achieve the goals?
        i. Recommend program coordinator meet with Lee Miller and others to design Criminal Profiling course to meet OER certification. Will involve coordinating and working with personnel from the Center for Instruction and Excellence for course design and innovative software applications.

2. Repair and updating of the TI Firearms trainer and increased utilization of the firing range.
    a. What resources and/or support are needed to accomplish the goals?
        i. Resources needed are the purchase of a minimum of eight (8) new weapons to replace outdated weapons. New weapon restraint holsters, belts, and various accoutrement to foster a realistic simulation of police use of firearms.

    b. What are the recommended actions to achieve the goals?
        i. The addition of a qualified firearms instructor to the program will facilitate the offering of the police firearms course. New courses

centered on lifelong learning opportunities for campus and community members are also being examined.

3. Updating course syllabi to align competencies and outcomes.
    a. What resources and/or support are needed to accomplish the goals?
        i. Recognition of which specific course syllabi needs to be updated and aligned with course competencies and outcomes to be accomplished in an expedient manner. Without conducting this goal it is difficult to assess if all course competencies and outcomes are met.

    b. What are the recommended actions to achieve the goals?
        i. Recommended actions include meeting regularly with ED Baker and Joe Harrington to insure criteria and protocols are met consistently and in a timely manner.

Review Summary

Instructor & Coordinator/Department Chair Comments

There is a shortage of work eligible applicants for all areas of Criminal Justice in BCC's service areas. Employment rates and wages are consistently strong for program completers.

Advisory committee members and CJ department faculty work well together to insure responsiveness to the needs of the students.

Advisory committee members are engaged, diverse and responsive to requests from BCC faculty for internships, guest lecturers and facility tours. Members represent a good cross-section of the discipline.

Barton Community College Criminal Justice program continues to confer credits to active duty military personnel, veterans and graduates of the Kansas Law Enforcement Training Academy.

Work-based learning experiences are an important component of professional technical education. Internships should consistently be offered to students. These aid in developing real world essential skills and aids in employment, transfer scholarships to receiving institutions and student memberships in professional organizations.

The Criminal Justice program has made significant progress towards online offerings and updated curriculum in courses.

Executive Director/Director/Coordinator Comments

Melissa does excellent work with her students and her passion for the field is very evident. Her advisory board is very active and responsive, working well with the students. Very exciting for the AA degree to now be fully online and promotional activities will be forthcoming as communication with PR has occurred. Moving into the new review period an important focus will be made on updating and making current specific course syllabi to ensure they are current.

Dean Comments

Thank you for the opportunity to review the Instructional Review for Criminal Justice. I am excited to see promotions for the fully online AA starting in Spring 2022. This will be a definite advantage for all students and especially could provide opportunities for our students in the Fort Leavenworth area. We will need to begin the formal process of phasing out of the Certificate and AAS. It is obvious from the numbers you present that these offerings are not supported by enrollments. I support this move. I do also agree that the Criminal Justice areas have been negatively impacted by the pandemic and also the national societal occurrences. I am hopeful this will rebound. In spite of the decline, the program remains fiscally profitable for the college. I appreciate the evaluation of student learning outcomes and the direction you are taking. I look forward to updates on how the research assignments will change with new strategies. I appreciate the time and effort of the Instructor/Coordinator to help students participate in multiple activities, including the Highway Patrol Academy. Thank you! I also look forward to the movement of courses to OER where applicable. I support the 3 goals listed. Well done!

                                            12/1/21

Melissa Stevens

Instructor & Coordinator/Department Chair   **Date**

Chris Baker   **12/1/21**

Executive Director/Director/Coordinator   **Date**

Dr. Kathleen Kottas   **12/15/21**

Dean   **Date**

Vice-President's Response

Thank you for submitting the Criminal Justice program review. I applaud the time you invested in providing a complete report. The response to the College's ENDS statements are excellent!

Congratulations on meeting the 2019-2021 goal of preparing the AA course emphasis courses for online delivery!

I support the 2021-2023 goals outlined in the review and have added two additional goals – one a carry-over from the 2019-2021 review and a follow-up goal to promote the completion of the 2019-2021 goal (both noted below).

- Online curriculum development and OER certification for Criminal Justice Courses.
- Repair and updating of the TI Firearms trainer and increased utilization of the firing range.
- Updating course syllabi to align competencies and outcomes.
- Promote the availability of the online AA Criminal Justice program (in response to 2019-2021 goal completion)
- Complete the process for removing the certificate and AAS degree (carry-over from the 2019-2021 goals)

I noted the request for resources to address the firearms training simulator and firearms that are in need of being updated and replaced to ensure proper training and safety. Thank you for utilizing the strategic planning process for this purpose.

Elaine Simmons   **1/3/22**
_____   _____
Vice-President of Instruction   **Date**

2021-2023 Instructional Review
Reporting Years: 2018-2019, 2019-2020 and 2020-2021

Review Date: October 2021

Instructional Area: Dance

Reporter(s): Bill Forst, Danika Bielek

General Information
Please provide a response to each of the statements below as applicable to your instructional area. If an area does not apply, please note "non-applicable."

- Describe the instructional area and its purpose.
  The Barton Performing Arts Dance Department houses a growing, multifaceted program that strives to cultivate a community that appreciates dance as an art form, promote wellness through movement on campus, and fortify Barton's dance students with professional quality of dance training.

  The program was reconstructed in 2018 to revive its AA Dance Degree program. In 2019 to present-day, additions to the program are being implemented to best meet the needs of the region. These needs encompass some areas related to dance, entertainment, fitness, alternative movement therapy and the performing arts.

  - AA Liberal Arts Dance Emphasis Program: Provide quality dance education for students looking to major in dance by transferring to a four-year university dance department. Our program helps lay the groundwork for students to work as dance professionals.
  - Dance Classes for Elective Credit: Give all college students the ability to take part in dance classes, regardless of their major, for elective credits hours.
  - Community Outreach: Offer dance classes and activities for community members of all ages such as dance therapy classes (Dancing for Mobility), creative camps for children, dance training for local community theatre members and hosting special dance guest artists for community master classes.
  - Branding & Recruitment: Represent Barton Community College in the community, state, and nation through performances by the college student dance company, Barton Dance Theatre.
  - Training Dance Educators: Barton's Dance Department is creating a *Certificate of Teaching Dance* is designed to prepare students to enter the workforce as a dance teacher for dance studios, community centers, fitness centers and after school programs or simply engage in a life-long appreciation of dance. Regional dance studios have requested such training program.

  Courses in the program are DANC 1001 Barton Dance Theatre (college dance company), DANC 1003 Dancing for Mobility (dance therapy for aging adults), DANC 1010 Dance Composition I, DANC 1016 Tap I, DANC 1020 Modern Dance I, DANC 1030 Modern Dance II, DANC 1035 Ballet I, DANC 1036 Ballet II, DANC 1040 History of Dance I, DANC 1100 Jazz Dance I, and DANC 1102 Jazz Dance II. Also offered is PHED 1319 Yoga which supports the Dance Department's purpose.

- How does the instructional area advance Barton's mission and support the College's ENDS statements?
  Barton's Dance Program provides a welcoming, student-centered environment for all students who have chosen to come dance with us. We continue to attract a diverse population of students who come to us with a variety of dance goals. Our program continuously assesses these students' needs and goals so we can provide the most beneficial learning experiences to help them aspire, and then take their next steps beyond Barton.

  Our Dance Performance Awards continues to be a major attraction to our program. I am confident that the scholarship opportunities we offer not only assist in recruiting but also student retention and building confidence in our students. One student said, "The types of scholarships offered to her made her feel valued".

  Our continued community outreach is a vital piece to our program by providing multiple dance performances, educational experiences, and other activities year-round.

  A dance curriculum naturally has the capacity to teach Essential Skills in its curriculum due to the emphasis placed on etiquette and self-control. Based on recently accrued assessment data, this is an area our program needs to focus more attention. We will work to instill skills beneficial to students in aspects of both their personal and future professional lives including creative problem-solving skills, self-discipline, interpersonal skills when working closely with each other, self-assessment techniques, promotion of healthy habits, and self-confidence.

- Describe any changes, challenges and/or improvements that have occurred since the last instructional review.
  The Barton Dance Program has been very busy since the last instructional review:

  - Changes & Improvements-
    - Faculty Status: Salaried Dance Program Coordinator and instructor was awarded tenure.
    - Institutional Memberships: In addition to continuing our membership with the National Dance Education Organization (NDEO), our department has obtained membership with the well-respected American College Dance Association (ACDA). Both organizations offer volumes of educational resources and opportunities for both professional dance faculty and college dance students. Membership with ACDA opens doors to new performance venues at regional and national conferences.
    - Yoga Course Offering: In the fall of 2020 Danika Bielek underwent yoga certification teacher training to offer Yoga classes under the PHED course listing. The classes have been popular with sizable enrollment and a positive student response. Yoga was an existing class that lost a faculty member.
    - Virtual Dance (Technology): The pandemic has produced many challenges. However, a surprising benefit has arisen from the necessity for dance works to move online. Dean Howe approved a Dance Department request to obtain an Apple computer so our dance students could start performing in *Screen Dance* works (dances with choreography made specifically for the camera). This added technology has led to the following positive results:
    - Barton's Dance Program independently produced our first full-length virtual concert, *Dance, Dare, Share* in December 2020. The event had a good attendance for a new venture with audience members all over the country.
    - Barton Dance Theatre's dance video *Bird On A Wire* was featured in the Kansas Screen Dance Festival on December 3, 2021, with a good response.
    - Screen Dance creation has been implemented in the curriculum for DANC 1010 Dance Composition to keep our students up to date in today's creative trends and developments merging technology with choreography.
    - *Haunting On the Hill* Community Event: On October 30, 2021, the performing arts department held a new event for the community that celebrated the creative side of Halloween. We had an exceptional turn-out for a first event held on the tail-end of the COVID pandemic with a minimum of 198 community members joining us on campus for some fall time fun. The free event had four business sponsors and cost the college $547.03. In addition to the participation of Barton's performing arts students, 16 additional Barton students volunteered with activities. Event activities included:
      - Costume contest
      - Performances by The Riff (rock band), Barton Dance Theatre, Hilltop Singers and Barton's Theatre production of *Baba Yaga*.
      - Halloween games
      - Spooky story time for "little ghouls"
      - Fall arts and crafts (led by an Early Education Program student)

- Challenges:
  - <u>Recovering Students from the Pandemic</u>- The last year has instilled poor working habits in our dance students. Absences have increased, and so has tardiness. In the performing arts profession, it is essential for performers to be responsible and reliable. If I could target one primary weakness in the Dance Program right now, it work be a decrease in practicing the dance-related Essential Skills.
  - <u>Lack of Live Recruitment Activities</u>- Due to COVID there were fewer traditional recruitment activities. We now see an increase in live conferences and fairs being held in which we will attend.
  - <u>Live Streaming Difficulties</u>- Presenting the students' work to the largest audience possible is most important. In recent performances we have had some difficulties with being able to provide a decent quality of Live Stream footage. More efficient processes and means of communication need to be established so we can meet this need for virtual performances. The addition of Live Streaming our shows has been wonderful. We now need to smooth out the bumps.
  - <u>Posters and Concert Programs</u>- A more efficient protocol needs to be developed for communicating and collaborating on printed posters and concert programs.

- How does the area serve, support and/or collaborate with other Barton instructional areas?
  - Working with colleagues from the Music Department:
    - Collaborative concerts such as the *Autumn Arts Concert* and the *Holiday Harmony Concert*.
    - Providing dancers for some Instrumental Music concerts, under direction of Dr. Luis Palacios.
    - Providing occasional choreography for the Hilltop Singers, under direction of Dr. Eric Foley.
  - Working closely with the Theatre Department, under direction of James Miller:
    - Providing choreography, and sometimes dancers, for musical productions such as Cinderella and currently working on *Mamma Mia!*
    - Attending the Kansas Thespian's Conference as a Barton representative in January 2019 and again in January 2021. This is a recruitment and networking event.
  - Provided workshops in *The Physics of Dance* at STEM/Jack Kilby Day on November 22, 2021.
  - Visits to the Barton Nursing Department to talk about the alternative therapeutic benefits of Dance Therapy and Yoga.
  - Collaborating with Kathy Boeger from the Business Department to develop a new team-taught class in Arts Management to support Dance Teaching Certificate as well as other performing arts programs.

- List current partnerships associated with the instructional area. What are the benefits? What other partnership opportunities exist?
  - <u>Partnership with Kansas Creative Arts and Industries Commission (KCAIC):</u> Our Dance Program has had the opportunity to develop a relationship with this state-run organization. From this partnership projects have developed in which Danika Bielek is on steering committees for:
    - Creative Aging State-Wide Initiative
    - Development of the Kansas Dance Cohort
  - <u>Partnership with Dance Studios</u>: Continued and growing relationships with regional dance studios. Danika Bielek frequently guest teaches dance master classes at studios, adjudicates competition team tryouts, and serves as a choreographic advisor for dances preparing for events and auditions.
    - Danika Bielek continues to serve as a rehearsal director for the Prairie Nutcracker bi-annual show in Hutchinson.
  - <u>Partnership with University Dance Departments</u>: In-state and out-of-state
  - <u>Partnership with Hoisington High School</u>: Danika Bielek and Barton dance major, Madalyne Casey, assisted the Hoisington music department by choreographing multiple numbers for the *Greatest Showman* recital in November 2021.

- Does the instructional area have an advisory board? If so, please describe its membership and activities?
  To meet the needs of our developing project in creating a Certificate of Teaching Dance, a Dance Advisory Board has recently been assembled. The Board will help steer the dance workforce training sector of the Dance Department by guiding the new certification program. The Board has not met yet and plans to do so in early spring 2022. Confirmed members:

  - Andrews, Elizabeth "Betsie" (ArtisTree & Prairie Nutcracker- Hutchinson)
  - Beahm, Barbara (Community Stakeholder- Great Bend)
  - Berning, Haylie (Bethel College Academy of Performing Arts- Newton)
  - Homier, Lindsay (Euphoria Dance Centre & Great Bend HS Dance Team- Great Bend)
  - Klenda, Mara (Ballet Salina & Tamara Howe's School of Dance- Salina)
  - Klima, Laura (Danceography- Great Bend & DeSoto)
  - Kottmann, Mary (Community Stakeholder- Great Bend)
  - Landrith, Jill (Metropolitan Ballet & Jill Landrith's School of Dance- Wichita)
  - Mercier, Angel (Kansas Creative Arts & Industries Commission- KC Area)
  - Pollard, Amy (Newton Performing Arts Centre & Newton HS Dance Team- Newton)
  - Schnoebelen, Amanda "Mandy" (Barton Dance & Cheer Teams- Great Bend)
  - Scott, Kelley (Retired Owner of Just Dance Studio, Barton Academic Mentor- Great Bend)
  - Snider, Sarah (ArtisTree & Prairie Nutcracker- Hutchinson)
  - Stanley, Blake (Freelance Choreographer & Dance Instructor- NYC & Great Bend Native)
  - Stitt, Andie (Freelance Choreographer & Dance Instructor- Lawrence)

- Summarize the instructional team that supports the instructional area including full-time faculty; regular, part-time faculty, adjunct faculty and staff. Please include references to the location of team members.
  - The Dance Program has one full-time salaried and tenured faculty member, Danika Bielek, who was hired in 2018.
    - Performing Arts Dance Coordinator and Instructor, Great Bend Campus
  - James Miller, who teaches the dance emphasis requirement THEA 1302 Acting.
    - Director of Theatre, Great Bend Campus
  - We would like to hire a dance adjunct instructor for fall 2022.

- What faculty professional development activities have been completed since the last instructional review?
  Dance, like all artistic disciplines, is an ever-changing landscape of new creative processes and continuously seeking ways to meet the needs of today's society. Professional development is essential to stay current to better lead our students' education. Recent professional development activities include:

  - July-December 2020: Yoga Teacher Training- Online Yoga School, hosted by Yoga & Ayurveda Center
    - Continuing training with their school in an asynchronous format (Current training- Chair Modifications, Restorative Yoga)
  - February 5, 2021: New Dance Partners Mentoring Session- Hosted by Johnson County Community College.
    - Paired with a Chicago choreographer for discussion on creativity.
  - March 25-26, 2021: Dance & Change Virtual Workshop- Hosted by American College Dance Association (ACDA)
    - Attended with a Barton dance student
  - May 6-May 8, 2021: NYC Virtual Dance Studio Classes- (Broadway Dance Center, Steps On Broadway, Alvin Ailey School of Dance & Peridance)
    - Attended with Barton dance students
  - June 26, 2021: Steppin' Into Cultural Competency- Part of the Building Racial Equity Through the Arts (BREAD) series, hosted by *ClancyWorks Dance Company*
  - July 26-29, 2021: Lifetime Arts' Creative Aging Training- Hosted by Kansas Creative Arts & Industries Commission (KCAIC)
  - **UPCOMING**- February 14-May 8: Foundations for Dance Pedagogy for All Dance Environments- Online Professional Development Dance Institute (OPDI), hosted by National Dance Education Organization (NDEO)
    - Online course worth 3 CEUs

- Are there any professional development requests unmet?
  No, thank you.

- If applicable, discuss program accreditation status.
  N/A

Data Analysis

Please utilize the following link (https://app.powerbi.com/home) to gain access to the Instruction Power BI app. Click on "Reviews" on the left hand blue column and then click on "Instructional Review." Review the reports noted below, reflect on what the data is revealing, what opportunities and/or challenges the data brings to your awareness and what recommendations you have in response to the data review. Please provide a written response.

It is good to see the increase of dance students, especially during the 2020-2021 year, and have the demographics so clearly displayed. Reflecting on the student numbers reminds me that there were extraordinarily little traditional recruiting events, and many students were exposed to the program from contacts made the year before the COVID pandemic. This is a reminder that much recruitment needs to be done now to keep this kind of enrollment growing. The launch of the Dance Teaching Certificate should help bolster enrollment more.

- Applicant Statistics

AcadYear	App Major/Concentration	Headcount	Enrolled	Enrolled in Application Program	Completed Application Program	Completed Different Program
AY 2018-2019	Dance	3	1	1		
AY 2019-2020	Dance	8	3		1	1
AY 2020-2021	Dance	10	7	4		1
Total		**21**	**11**	**5**	**1**	**2**

- Instructional Area General Statistics

AcademicYear	Program	Headcount	Enrollments	Billed Hours	Developmental
AY 2018-2019	LIBERAL STUDIES	1	12	31	1
AY 2019-2020	LIBERAL STUDIES	2	22	55	1
AY 2020-2021	LIBERAL STUDIES	8	88	246	3
Total		**11**	**122**	**332**	**5**

- Demographics (Gender, Age, Race & Residence)

AcademicYear	F	M	Total
AY 2018-2019		1	1
AY 2019-2020	2		2
AY 2020-2021	7	1	8
Total	**9**	**2**	**11**

AcademicYear	18 to 25	Total
AY 2018-2019	1	1
AY 2019-2020	2	2
AY 2020-2021	8	8
Total	**11**	**11**

AcademicYear	American Indian/Alaska Native	Black or African American	Hispanic of any race	Two or more races	White	Total
AY 2018-2019				1		1
AY 2019-2020					2	2
AY 2020-2021	1		1		3	3	8
Total	**1**		**1**	**1**	**3**	**5**	**11**

AcademicYear	Barton County Resident	Kansas Resident	Non-Kansas Resident	Total
AY 2018-2019		1		1
AY 2019-2020	1	1		2
AY 2020-2021	2	5	1	8
Total	**3**	**7**	**1**	**11**

- Program Majors

AcademicY...	Major/Concentration	DegCo...	Headcount
AY 2018-2019	Dance	AA	1
AY 2019-2020	Dance	AA	2
AY 2020-2021	Dance	AA	8
Total			**11**

- New Students

AcademicYear	Continuing/Former Student	First time/first year	High School Student	Transfer Student	Total
AY 2018-2019	1	1			1
AY 2019-2020	2	1			2
AY 2020-2021	7	5	1	1	8
Total	**10**	**7**	**1**	**1**	**11**

- Time Status (Full/Part-time)

AcademicYear	Full-Time	Total
AY 2018-2019	1	1
AY 2019-2020	2	2
AY 2020-2021	8	8
Total	**11**	**11**

- Student Performance/Grades for **All Students** in Program Courses

AcademicYear	A	B	C	D	F	W	Total
AY 2018-2019	4	3	2		3		12
AY 2019-2020	11	4	2		2	3	22
AY 2020-2021	35	17	15	3	8	10	88
Total	**50**	**24**	**19**	**3**	**13**	**13**	**122**

- Program Awards

AcadYear	Deg	Major/Concentration	Headcounts
AY 2020-2021	AA	Dance	1
Total			**1**

- Venue – Credit Hours

AcademicYear	BartOnline	Main Campus	Total
AY 2018-2019		31	31
AY 2019-2020		55	55
AY 2020-2021	16	230	246
Total	**16**	**316**	**332**

- Section Fill Rate

AcademicYear	Avg	Max	Min	Median
AY 2018-2019	61.88 %	100.00 %	10.00 %	76.79 %
AY 2019-2020	53.86 %	100.00 %	11.43 %	55.00 %
AY 2020-2021	79.31 %	150.00 %	10.00 %	90.00 %

Assessment of Student Learning

Considering your area's Student Learning Outcomes (SLOs) and associated data at the classroom, course and/or program assessment level, respond to the following questions.

Dance - 2019 – 2021 Aggregated Results

To assist with the interpretation and analysis of the program assessment data, the following summaries have been provided. These are meant to provide an overview of the program assessment data to enable the reader to make program goals and strategic budgetary requests. It is worth noting that these are not meant to explicitly direct action, but rather to assist the content experts to make informed decisions.

Note that for simplification, the data has been aggregated over the listed years to enable the reader to see an overall standing and trend of the data and not simply a single moment in time.

Program Learning Outcomes

All Program Learning Outcomes are above the minimal 70% benchmark and two are above the aspirational benchmark of 80%.

PLO 1: Demonstrate and understand the creative process through choreographed and improvised movement projects applying timing (musicality), space, and movement dynamics.

PLO	% Met	Trending
DANC_PLO_1	84.09%	Up
DANC_PLO_2	87.50%	Up
DANC_PLO_3	74.47%	Down
DANC_PLO_4	72.73%	Down

PLO 2: Apply kinesiological based technique and performance qualities to expressive movement with physical clarity.

PLO 3: Describe, analyze, and reflect upon historical, cultural, and theatrical styles of movement by use of their appropriate terminologies.

PLO 4: Present themselves with professionalism through self-disciple, being prepared for the demands of a dancer, and working collaboratively with others.

Competencies

Of the 20 competencies tied to the PLOs, four were below the 70% benchmark.

Course	Competency	% Met
DANC 1010	C1. Describe dance through assessment of a variety of viewed choreography	16.67%
DANC 1040	B1. Describe how environmental, geological, and sociological factors affect dancing from different regions	50.00%
DANC 1001	A3. Compare and contrast the demands of live performances, informal showings, and rehearsals	65.00%
DANC 1040	B4. Demonstrate one folk dance	66.67%

Courses with High Pass Rates but Low Learning Rates

Pass rates were considered by course and by term. Terms with pass rates below 70% were removed. This created a new data set (thus the values may differ from the previous table) from which the percentage of competencies met was calculated.

Course	Competency	% Met
DANC 1010	C1. Describe dance through assessment of a variety of viewed choreography	16.67%
DANC 1040	B1. Describe how environmental, geological, and sociological factors affect dancing from different regions	50.00%
DANC 1001	A3. Compare and contrast the demands of live performances, informal showings, and rehearsals	65.00%
DANC 1040	B4. Demonstrate one folk dance	66.67%

- What trends have you identified and what actions have occurred and/or are planned to respond to the results.
  It is so helpful to see the competency success rate so clearly. The low learning rates in these courses reflect various occurrences, some related to the COVID pandemic and how the students were responding to it that has led to a decrease in practicing dance-related Essential Skills.

  - DANC 1010 & C1: This class had a remarkable number of absences. Since fall of 2020 dance student absences have been alarmingly high. Especially during the weeks we were in the module based on choreography critiques and viewing dance videos. During non-pandemic years we would have travelled out to attend live dance performances for the students to assess. The assessing choreography on video was less than inspiring for students during an already difficult year. This course will be taught again this coming spring semester 2022. The course schedule is being updated to being the section on how to critique and assess choreography within the first month of the course so there will be plenty of opportunities to develop and practice this skill. There are many live dance events being offered this year creating more dance viewing experiences available, and exciting.
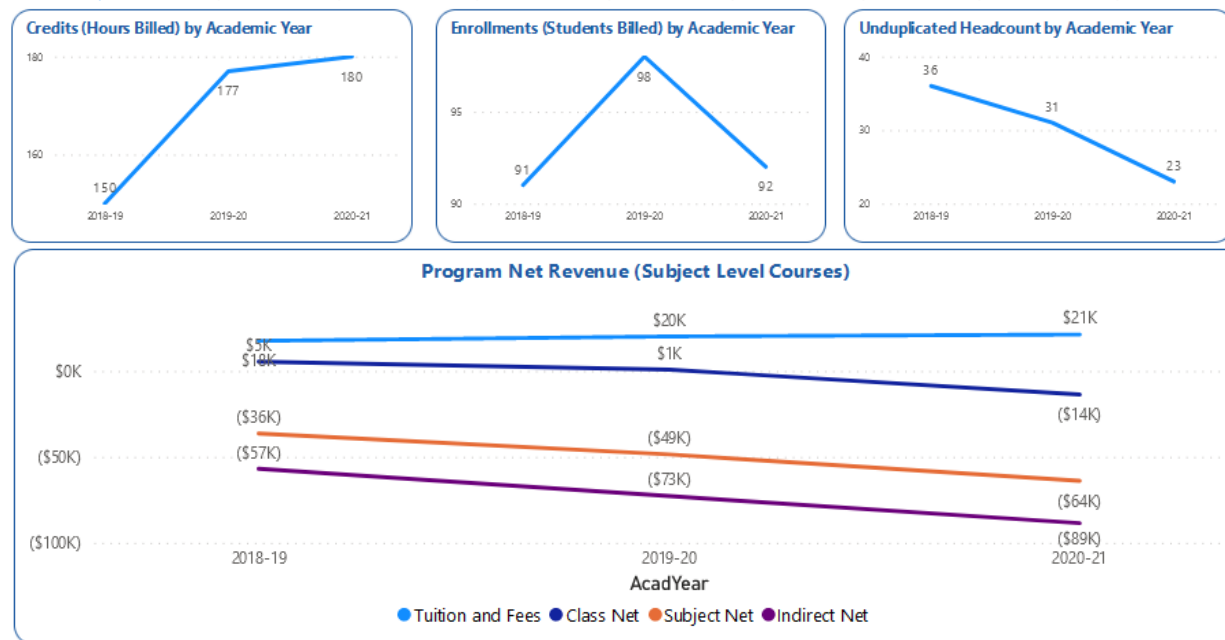
- DANC 1040 & B1: I recall the weakness in the section was due to my lecture not being engaging enough in this section. The lack-luster delivery of the information was reflected in the results from exam questions. This fall, DANC 1040 was taught with additional group learning activities included that focus on regional dance characteristics. So far, exam results show a substantial increase in understanding in this area and competency.

- DANC 1001 & A3: Barton Dance Theatre fell below the benchmark for this competency which focuses on preparing for performances and rehearsals primarily because the company did little performing during the pandemic making measuring this competency difficult when there was not much to balance. The pandemic not only impacted the number of performances our company could do but also the work ethic of the dance students. As mentioned in the first bullet, dance student absences have increased in all classes. Other disturbing trends have been increased tardiness and less energy put forth in dancing. This was reflected in students not meeting the *competency A3- Compare and contrast the demands of live performances, informal showings, and rehearsals*. This year's performance schedule filling up, students are creating more journal entries reflecting on the performance experiences. Dance students are exhibiting a stronger work ethic this academic year, but some Essential Skills are not being practiced like they should in a dance studio. We, DANC 1001 and the Dance Program, have been revisiting these skills more often this semester. I expect this year's results will reveal more success in meeting this competency.

- DANC 1040 & B4: Due to the pandemic the class had to cancel to event where they demonstrate the folk dances. We did some in-class demonstrations to attempt to meet this competency on a day when there were more absences. This year the class had full participation in learning fold dances and held the Dancing Around the World event where this competency is best assessed.

- What curricular changes have occurred (or are planned) since the last review to ensure student learning outcomes are achieved?
  - In dance lecture classes all PowerPoint presentations have been updated with photos and more organized formats or designs to keep the students' attention.
  - Barton students are performing twice as much as last year giving them the types of interactive learning experience performing arts students crave and learn best from.
  - More group activities have been implemented in projects to give students multiple points of view to learn from.
  - CANVAS is being used more to show additional material supporting learning modules (video examples, discussion boards, additional learning assignments for extra credit).

- What strategies do you utilize to achieve instructional quality and student engagement?
  - Increased communication with students to find out if they are having difficulty understanding material and developing a relationship with the students to keep them engaged.
  - Cultivating socialization within the Dance Department. From the isolation during the pandemic became increasingly evident that dance students learn best when they can connect with each other during the learning experiences.
  - Moving to more project-based learning to replace some traditional tests.

Sustainability

Utilizing the Instruction Power BI app, please click on the Instructional Review area, read the Fiscal Report and respond to the following questions.

AcadYear	Student Revenue	Total Class Expense	Miscellaneous Amount	Non Instructional Salaries	Non Instructional Benefits	Operational Expense	Indirect Expense	Profit/Loss With Indirects	Profit/Loss Without Indirects
2018-19	$26,831	($21,393)	$1,239		($11,142)	($14,709)	($20,541)	($39,715)	($19,173)
2019-20	$30,295	($29,493)	$1,594		($11,861)	($21,166)	($24,239)	($54,870)	($30,631)
2020-21	$32,111	($45,815)	$3,105		($14,353)	($21,215)	($24,649)	($70,816)	($46,167)

Credits (Hours Billed) by Academic Year

Enrollments (Students Billed) by Academic Year

Unduplicated Headcount by Academic Year

Program Net Revenue (Subject Level Courses)

- Summarize the instructional area's fiscal stability, contributions or losses.
  It is a relief to see revenue from enrollment increasing. The decreasing rate of the unduplicated headcount is confusing and requires more investigation into the reasons behind this change. Over-all the data reflects a good move towards fiscal health, but the program still has a way to go to be financially secure.

- What strategies are recommended to enhance the area's revenue generation?
  - Increased recruitment in the region.
  - Launching the Dance Teaching Certificate to attract more enrollment from a new population of students.
  - In the future increasing more Creative Aging opportunities for senior citizens. This is a population the Dance Department and college underserves. There are innovative programming models being developed at the state level that could benefit our community and tap into a new revenue source from retirees looking for life-long learning experiences.
  - Though not tuition-based, the Dance Department will work with the Foundation to develop more support for program activities from private donors.

- Do resources (personnel, technology, physical space, support services, etc.) meet the instructional area's student learning goals and objectives? If not, please describe what needs are being unmet and if available, provide a detailed list of associated requests.
  Barton's leadership has been quite supportive of the Dance Department by providing resources needed for the program's health. At this time, the resources needed to strengthen the program's needs are:

  - Dance Adjunct Instructor- Hiring a dance adjunct to assist with the teaching load and bring more varied learning experiences, through means such as new choreography, to our dance students.
  - Barton's Leadership- Providing continued guidance in developing the Dance Teaching Certificate and professional development to prepare dance faculty for teaching new classes such as Dance Teaching Methodologies and Dance Kinesiology.
  - Facilities- Having facilities change the light in Studio 34 to allow the lights to be turned off manually. This would make the large space appropriate for Yoga classes, and then we can more comfortably increase the maximum enrollment size for these classes.

Strategic Planning

Considering the data you have reviewed and your first-hand knowledge of the instructional area, please respond to the following questions.

- What are the strengths of the instructional area? What makes the area unique and interesting to students?
    - AA Degree in Dance- Barton is one of the very few community college dance programs that offers an AA Degree in Dance in the Midwest.
    - Facilities (Studio 34)- Dance technique classes are housed in a dance studio with top-notch facilities that enhance student dance training.
    - Welcoming and Inclusive Environment- The Dance Program sees itself as a launching pad for students from all backgrounds and levels of experience. We help identify personal dance and life goals, then create strategies for them to realize these goals.
    - Collaboration- The dance program has many opportunities to collaborate with others BCC arts programs giving students greater depth in the education as dance artists, and deeper understanding of how the arts intersect.
    - Strong Dance Community Network- We are fortunate enough to have many connections in all areas of the dance field throughout the state of Kansas who can provide special learning opportunities and resources for our students.
    - Supportive Leadership- The dance program has drawn strength on having supportive administrative leadership who has recognized the potential of the program resulting in continuous program growth. This includes having the ability to offer performance award scholarships to assist with recruitment efforts

- What needs improvement? What barriers exist that limits quality and effectiveness?
    - Dance Adjunct Faculty- A program is only as strong as its instructors. To provide challenging and diverse learning experience for our students we need another dance instructor with different strengths than the current instructor to balance out instructional weaknesses and lend to the program's creativity. With the development of the certificate, and all the new courses the new program brings, the current instructor will not be able to keep up with teaching all classes needing to be taught.
    - Lack of OER Certification- The OER process has not started yet in the Dance Department. OER resources would be quite helpful for our students to better afford their education. Once the certificate has been launched, OER will be the next project for the Dance Department.
    - Student Recruitment- Due to the lack of recruitment opportunities, there is a need for increased recruitment efforts to bring in more dance students.
    - Strengthening our Online Dance Offerings.

- What opportunities exist to grow and/or strengthen the instructional area?
    - The newly developing Dance Teaching Certificate mentioned previously. The new course offerings will expand and amplify our students' dance educational experience at Barton.
    - Continued attention and work with student assessment. We are just beginning to to a larger picture of the dance students' learning.
    - Increasing performance experiences in a variety of venues for Barton Dance Theatre.
    - Continued use of CANVAS as a teaching tool.

- What challenges limit the competitiveness, scope and delivery of the instructional area?
    - <u>Time</u>- There never seems to be enough time to schedule all the courses needed, get administrative work done and engage in the creative side of the position.

Goal Setting

- Please list the goals that were established during the last instructional review (2019-2021) and report on their status.
    1. <u>Goal 1- Create Two Transfer Articulations with Four-Year Dance Programs</u>- **In process and on-going.**
    - We have focused our transfer agreement planning with partners from the Kansas State University's and Wichita State University's Dance Departments.
    - A series of obstacles has delayed the completion of this project. Reasons for the delay vary for each of the universities involved. Both have stated having to shift attention to focus on the challenges of continuing to teach dance and engage in performances safely during COVID-19 as a reason to pause.
    - Another primary delay has been due to changes and updates in the university dance degrees.
    - Both institutions are still committed to developing transfer agreements with Barton's Dance Program.
    - We are currently working on Step 4 of the *College To University Articulation Agreement* process.

    2. <u>Goal 2- Develop Three Recruitment Strategies</u>- **Completed**
    - Contacts have been established at regional high schools. As COVID restrictions relax we are having increasing invitations to visit and have Barton Dance Theatre perform at these schools.
    - Barton College Dance Day has been established and occurred for two years now, including a small group during COVID. We have had four students who have attended these events choose to dance at Barton.
    - Dancing for Mobility did offer a second class. We received many inquiries from new participants who all decided to join our original class stating they wished for the socialization of a larger group. We average between 11 to 12 enrolled participants a session.

    3. <u>Goal 3- Increase Barton Dance Theatre's Budget</u>- **Completed**

    - We have been working with The Foundation office with consistent fundraising activities.
    - The Barton Dance Theatre supply fee has been in place for multiple semesters. It has helped immensely with purchasing costumes.

4. Goal 4- <u>Develop and Implement an Assessment Plan</u>- **Completed, for the moment.**

- This goal is naturally being met through the organization and efforts of our assessment committees. The Dance Program is completing Program, Course and CAT assessments and beginning to review data. Once more cycles are completed it would be easier to see the larger picture of the program's strengths and weaknesses.
- We are holding off on the "Foundations for Assessments in Dance" online course through OPDI (Online Professional Development Institute) for now so other online courses can be taken to support our new Dance Teaching Certificate.

5. <u>NEW GOAL 5 STARTED MID-YEAR: Dance Teaching Certificate Development</u>: **In process and on-going.**

- The project has completed the Phase Zero Proposal and the Executive Summary Report.
- A Dance Advisory Board has been formed
- Three regional dance studios are supportive of the certificate and have agreed to let our students intern with them.
- A state-driven *Kansas Dance Cohort* tasked with developing much needed standards for dance in the state of Kansas is supportive of Barton's Dance Teaching Certificate and its role in strengthening dance educators in dance studios and recreational facilities.
- We are now researching options for the certificate's completion exams and projects.

    - Were they completed and if so, what was the outcome?
      Please see summaries above.

    - If not completed, please share why and report as to whether you plan to carry any of them forward or if you are concluding them as unmet.
      Please see summaries above.

- Please identify goals for the 2021-2023 timeframe.
    - Goals should be limited to three.
    - **A minimum of one goal needs to support student learning**
    - Goals should be achievable in one-two years and align with the College's strategic core priorities and/or instruction's strategic goals.

<u>Goal 1-</u> Increased Focus on Dance Essential Skills- **New.** As mentioned previously in this report, a primary program challenge is the decrease of work ethic, self-discipline, attendance, being on time and even, at times, the ability to empathize with fellow peers. I believe that this decrease in etiquette stems from the changes and frustrations brought on from the pandemic. However, essential skills are a cornerstone to the performing arts profession. This year the Dance Department will focus attention on instilling these essential skills in our students to ensure better preparedness for the demands of a life and working in the performing arts.

<u>Goal 2-</u> Create Two Transfer Articulations with Four-Year Dance Programs- **Carried over from last year**

<u>Goal 3-</u> Dance Teaching Certificate Development- **Carried over from last year**

- What resources and/or support are needed to accomplish the goals?
  - Goal 1- The Essential Skills Team has already published helpful information on cultivating these skills. It would be beneficial to contact the team for additional ideas related to dance-specific essential skills.
  - Goal 2- Continued guidance and reminders of the process for completing articulations are much appreciated.
  - Goal 3- Assistance from Dean Howe in determining what evidence needs to be produced for completing a certificate.

- What are the recommended actions to achieve the goals?
  - Goal 1- To foster behavioral and mental change in the dance students these steps will be taken starting in the spring semester 2022:
    - Increase Class and Rehearsal Attendance-
      - In addition to awarding attendance points, the Dance Department will also give attendance awards at the spring dance concert to honor students who have no unexcused absences (excused absences will include proven illness, documented doctor's appointments, and bereavement). Tardiness will be addressed in this way as well.
    - Student Goal Setting-
      - At the beginning of the semester each dance student will do a SWAT analysis as part of their journaling assignment. The next entry will be setting two obtainable goals that will help them meet dance class expectations. The third entry will be devising strategies to meet these goals. Thereafter, they will report on progress.
    - Peer Support-
      - A journaling assignment will be given that focuses on the students recognizing the strengths of their peers.
      - Two bonding experiences a semester will be helpful for Barton Dance Theatre members.
    - In-Class Guest Speakers-
      - Two dance professionals will be invited to have Q & A sessions with students, specifically focusing discussions on the dance essential skills needed to work as a professional in the field. We can do these sessions over Zoom.
    - More Live Performance Experiences for Barton Dance Theatre-
      - A minimum of five live performances will be scheduled for the spring semester, and each following semester.
      - This will remind them why they choose to dance. They need to have the "pay-off" to keep them working towards being better.

  - Goal 2- All of Barton's dance courses from the AA Degree have been reviewed and approved by both university dance departments. Next steps:
    - Develop the draft articulation agreement to submit to Dean Howe to review and send on to Vice-President Simmons.
    - Meet with Wichita State University's dance representative in late November and they are ready to create the draft.
    - An additional meeting with Kansas State University's representative is needed before the draft can be completed.

- Goal 3- There is much energy and support surrounding the dance certificate development. To complete this project the following steps need to be taken:
  - Through research and meeting with business stakeholders, determine what the criteria for certificate completion would look like.
  - Develop by-laws for the new Advisory Board and hold the first board meeting in early January. The agenda will include guidance on completion criteria and additional courses needing to be included in the program.
  - Decide on a course schedule that is accessible to working professionals as well as traditional students.
  - Creating a budget for the new program.
  - Submit applications for the new courses needing to be created to LICC. These new courses, along with existing DANC courses, comprise the certificate program.
  - Meet with PR to create a marketing strategy that can reach all areas of the state for potential students. The plan should include outreach to dance studios, recreational facilities, and high schools.

Review Summary

Instructor & Coordinator/Department Chair Comments

Barton's Dance Department is excited to pursue its new program offerings and provide more resources for our students. We are thankful for all the support we receive from Barton's administration- Danika Bielek

Dean Comments

I am very pleased to see the continued growth of this program. It is unique in the state and has opportunity for continued growth. Grateful for Danika's leadership. I am in support of these three goals. I am excited about the development of an advisory board and the varied representation currently planned. I am aware (because of conversations) that university partners will be added as well.

Danika Bielek   **12/13/2021**
Instructor & Coordinator/Department Chair   **Date**

Brian Howe   12/14/21
Dean   **Date**

Vice-President's Response

Thank you for submitting the Dance instructional review! It provided updates and awareness helpful to a greater understanding of the program.

The following were key takeaways:
- The changes and enhancements since the last review are substantial and serve as indicators of a developing program!
- Keen awareness of the challenges.
- Impressive partnerships
- Development of an advisory board
- Enrollment growth and increase in revenue generation; however, expenses grew as well; therefore, the program is not yet yielding positive financial contributions to the institution.
- Responses to the assessment and strategic planning segments of the review exhibit thought, planning and action strategies.

I approve the submitted goals:
- Goal 1- Increased Focus on Dance Essential Skills- **New.** As mentioned previously in this report, a primary program challenge is the decrease of work ethic, self-discipline, attendance, being on time and even, at times, the ability to empathize with fellow peers. I believe that this decrease in etiquette stems from the changes and frustrations brought on from the pandemic. However, essential skills are a cornerstone to the performing arts profession. This year the Dance Department will focus attention on instilling these essential skills in our students to ensure better preparedness for the demands of a life and working in the performing arts.
- Goal 2- Create Two Transfer Articulations with Four-Year Dance Programs- **Carried over from last year**
- Goal 3- Dance Teaching Certificate Development- **Carried over from last year**

Dean Howe shared his gratitude for Danika's leadership and I echo that comment. Thank you for your obvious passion and commitment to your craft, the dance program, the students and the institution!! We are fortunate for your service with the Barton family!

Elaine Simmons

1/19/22

_____   _____

Vice-President of Instruction   **Date**

2021-2023 Instructional Review
Reporting Years: 2018-2019, 2019-2020 and 2020-2021

Review Date: October 2021

Instructional Area: Developmental Education

Reporter(s): Carol Murphy

General Information
Please provide a response to each of the statements below as applicable to your instructional area. If an area does not apply, please note "non-applicable."

- Describe the instructional area and its purpose.
  - Developmental Purposes**:** To preserve and make possible educational opportunities for each post-secondary learner. To ensure proper placement by assessing each learner's level of preparedness for college course work. To develop in each learner the skills and attitudes necessary for the attainment of academic, career, and life goals. To enable learners to acquire the knowledge and skills needed to succeed in mainstream college courses. To increase student retention.

- How does the instructional area advance Barton's mission and support the College's ENDS statements?
  - As developmental educators at Barton Community College, we believe in maximizing the potential of our students and ourselves. We believe in the rights of all students to excellent post-secondary educational experiences; therefore, we strive to achieve and maintain excellence in all our teaching and learning endeavors. It is our mandate to help students overcome any barriers that would hinder their personal and academic success.
  - We create a learning environment in which faculty, staff, and administration employ the best practices in their field, promote individual initiative, honor diversity, empower independent learning, and encourage risk taking, active learning, problem-solving, and critical thinking while we model a lifelong commitment to learning.
  - Developmental education at Barton Community College provides a post-secondary educational opportunity, sensitive and responsive to the individual differences and special needs among learners. To facilitate academic preparedness, we support diagnostic testing and placement, develop and provide general and discipline-specific learning strategies, and assist students in coping with barriers to learning.

- Describe any changes, challenges and/or improvements that have occurred since the last instructional review.
  - After the challenges with developmental students attending classes via Zoom, the majority are back to in-person only. Students are showing more involvement and success in math and reading with the F2F format. Exceptions allowing attendance via Zoom are made for specific circumstances.

- The challenges for Developmental Education entail offering the number of courses and seats to meet the needs of the students. Fall is especially difficult to have enough instructors and enough rooms to fulfill the demand. Another challenge for instructors is the additional need to work with students who are not only academically challenged, but also often lack effective non-cognitive skills.
- Since the last instructional review:
  - College Prep Math instructors revised the math modules to better fit course competencies and to delete redundancy.
  - Developmental English and Reading courses as well as Student Success have been added to BOL.
  - Integrated Reading and Writing classes are being created to replace the separate Reading and Writing courses.
  - The DE Team is reviewing the need to revise the Student Success course and/or recommend expanding student orientation

- How does the area serve, support and/or collaborate with other Barton instructional areas?
  - Developmental course competencies for each course discipline are aligned with the competencies for the specific entry level college course.
  - Communication is maintained with instructors of the gateway courses to ensure students are entering their courses with the needed skills. Data is also collected on a yearly basis to track the level of success for transition from developmental coursework to college-level courses.

- List current partnerships associated with the instructional area. What are the benefits? What other partnership opportunities exist?
  - Non-applicable

- Does the instructional area have an advisory board? If so, please describe its membership and activities.
  - Non-applicable

- Summarize the instructional team that supports the instructional area including full-time faculty; regular, part-time faculty, adjunct faculty and staff. Please include references to the location of team members.
  - Developmental English and Reading
    - Jaime Abel - Great Bend campus
    - Paulia Bailey - Great Bend campus
    - Kim Bradney
    - Justin Brown – Great Bend campus
    - Melissa Hardwick
    - Abby Howe - Great Bend campus
    - Stephanie Joiner - Great Bend campus
    - Scott McDonald - Great Bend campus
    - Erin Renard
    - Carol Murphy - Great Bend campus

- Developmental Math
  - Amber Bebout
  - Kim Bradney
  - Patrick Busch - Great Bend campus
  - Ange Davied
  - John Denny
  - Nolan Esfeld
  - Jessica Fullen
  - Addie Goymerac
  - Jo Harrington - Great Bend campus
  - Kristen Hathcock - Great Bend campus
  - Brian Howe - Great Bend campus
  - Andrea Jenkins – Great Bend campus
  - Sam Kline-Martin - Great bend campus
  - Ken Kolembe
  - Amber Pflughoeft
  - Laura Schlessiger - Great Bend campus
  - Jann Sherman - Great Bend campus
  - Jessica Struck
  - Jim Turner
- Developmental Lab Coordinator
  - Carol Beck - Great Bend campus

- What faculty professional development activities have been completed since the last instructional review?
  - Certain instructors participated in webinars and in NISOD workshops. There was not a structured activity for all developmental faculty. Math instructors have gone to the AMATYC Conference where many of the workshops offered concern developmental education.
- Are there any professional development requests unmet?
  - No
- If applicable, discuss program accreditation status.
  - Non-applicable

Data Analysis
Please utilize the following link (https://app.powerbi.com/home) to gain access to the Instruction Power BI app. Click on "Reviews" on the left-hand blue column and then click on "Instructional Review." Review the reports noted below, reflect on what the data is revealing, what opportunities and/or challenges the data brings to your awareness and what recommendations you have in response to the data review. Please provide a written response.

- → Grade distribution is a bit skewed, but the majority of students had a B average.
- → Section fill rate could be better (in the 85% average consistently) but is at respectable level.
- → The number of full-time students has not changed dramatically. Overall enrollment numbers have decreased.
- → Notable discrepancies or gaps in demographics [gender, race, and age].

- Applicant Statistics
  Does not apply

- Instructional Area General Statistics

AcademicYear	Program	Headcount	Enrollments	Billed Hours	Developmental
AY 2018-2019	WELDING TECHNOLOGY	1	1	3	
AY 2020-2021	WELDING TECHNOLOGY	1	3	9	1
AY 2018-2019	Undecided-Major Not Declared	34	43	131	30
AY 2019-2020	Undecided-Major Not Declared	27	37	119	18
AY 2020-2021	Undecided-Major Not Declared	17	33	99	17
AY 2018-2019	TECHNICAL ACCOUNTING SPECIALIST	2	2	6	1
AY 2019-2020	TECHNICAL ACCOUNTING SPECIALIST	1	1	3	
AY 2020-2021	TECHNICAL ACCOUNTING SPECIALIST	1	1	3	1
AY 2018-2019	SCALE TECHNICIAN	1	1	3	1
AY 2020-2021	SCALE TECHNICIAN	2	2	6	2
AY 2018-2019	REGISTERED NURSING	1	1	3	1
AY 2018-2019	PRACTICAL NURSING	29	38	116	26
AY 2019-2020	PRACTICAL NURSING	23	31	99	15
AY 2020-2021	PRACTICAL NURSING	17	33	99	17
AY 2018-2019	PHARMACY TECHNICIAN	6	9	25	5
AY 2019-2020	PHARMACY TECHNICIAN	13	17	51	13
AY 2020-2021	PHARMACY TECHNICIAN	8	9	27	7
AY 2018-2019	PARAMEDIC	3	6	18	2
AY 2019-2020	PARAMEDIC	2	4	16	1
AY 2018-2019	OCCUPATIONAL SAFETY AND HEALTH	1	3	9	1
AY 2019-2020	OCCUPATIONAL SAFETY AND HEALTH	2	6	18	2
AY 2020-2021	OCCUPATIONAL SAFETY AND HEALTH	1	3	9	1
AY 2019-2020	NURSING AIDE	1	2	6	1
AY 2020-2021	NURSING AIDE	1	1	3	1
AY 2018-2019	Non-Degree Seeking	166	200	602	100
AY 2019-2020	Non-Degree Seeking	118	154	462	71
AY 2020-2021	Non-Degree Seeking	103	133	395	64
AY 2018-2019	NETWORKING SPECIALIST	3	8	24	2
AY 2019-2020	NETWORKING SPECIALIST	2	4	12	2
AY 2020-2021	NETWORKING SPECIALIST	7	14	42	5
AY 2018-2019	NATURAL GAS TRANSMISSION & DISTRIBUTION TECHNICIAN	2	4	12	2
AY 2020-2021	NATURAL GAS TRANSMISSION & DISTRIBUTION TECHNICIAN	9	18	54	9
AY 2019-2020	MENTAL HEALTH TECHNICIAN	1	3	9	1

AY 2018-2019	MEDICAL LABORATORY TECHNOLOGY	13	21	62	11
AY 2019-2020	MEDICAL LABORATORY TECHNOLOGY	14	20	60	11
AY 2020-2021	MEDICAL LABORATORY TECHNOLOGY	20	29	87	13
AY 2019-2020	MEDICAL CODING	1	1	3	1
AY 2020-2021	MEDICAL CODING	1	1	3	
AY 2018-2019	MEDICAL ASSISTANT	1	6	18	1
AY 2019-2020	MEDICAL ASSISTANT	2	6	22	1
AY 2020-2021	MEDICAL ASSISTANT	2	10	30	1
AY 2019-2020	MEDICAL ADMINISTRATIVE TECHNOLOGY	4	4	12	4
AY 2020-2021	MEDICAL ADMINISTRATIVE TECHNOLOGY	1	1	3	1
AY 2018-2019	LIBERAL STUDIES	492	1395	4208	368
AY 2019-2020	LIBERAL STUDIES	517	1422	4368	398
AY 2020-2021	LIBERAL STUDIES	426	1227	3839	318
AY 2020-2021	HAZARDOUS MATERIALS MANAGEMENT	1	2	6	1
AY 2018-2019	GENERAL STUDIES	93	161	469	64
AY 2019-2020	GENERAL STUDIES	101	163	481	67
AY 2020-2021	GENERAL STUDIES	80	125	369	61
AY 2020-2021	EMERGENCY MEDICAL TECHNICIAN	1	1	3	1
AY 2018-2019	EMERGENCY MANAGEMENT WITH EMPHASIS IN HOMELAND SECURITY	2	4	12	1
AY 2019-2020	EMERGENCY MANAGEMENT WITH EMPHASIS IN HOMELAND SECURITY	3	6	18	2
AY 2020-2021	EMERGENCY MANAGEMENT WITH EMPHASIS IN HOMELAND SECURITY	2	4	12	1
AY 2018-2019	EARLY CHILDHOOD	3	5	15	3
AY 2019-2020	EARLY CHILDHOOD	5	7	21	5
AY 2020-2021	EARLY CHILDHOOD	1	2	6	1
AY 2019-2020	DIETARY MANAGER	1	1	3	1
AY 2018-2019	CRIMINAL JUSTICE	17	66	210	12
AY 2019-2020	CRIMINAL JUSTICE	20	66	202	17
AY 2020-2021	CRIMINAL JUSTICE	10	44	140	6
AY 2019-2020	CORRECTIONS PROGRAM	2	4	12	2
AY 2019-2020	CORRECTIONS	2	4	12	2
AY 2018-2019	CHILD DEVELOPMENT	1	2	6	1
AY 2020-2021	CHILD DEVELOPMENT	1	2	2	1
AY 2018-2019	BUSINESS MANAGEMENT AND LEADERSHIP	12	48	148	12
AY 2019-2020	BUSINESS MANAGEMENT AND LEADERSHIP	13	30	90	12
AY 2020-2021	BUSINESS MANAGEMENT AND LEADERSHIP	9	22	66	8
AY 2018-2019	BUSINESS ADMINISTRATIVE TECHNOLOGY	3	3	9	3
AY 2019-2020	BUSINESS ADMINISTRATIVE TECHNOLOGY	2	2	6	1
AY 2020-2021	BUSINESS ADMINISTRATIVE TECHNOLOGY	3	4	12	2
AY 2018-2019	AUTOMOTIVE TECHNOLOGY	1	4	12	1
AY 2019-2020	AUTOMOTIVE TECHNOLOGY	2	12	36	2
AY 2018-2019	AGRICULTURE BUSINESS MANAGEMENT	1	1	3	1
AY 2020-2021	AGRICULTURE BUSINESS MANAGEMENT	1	1	3	1
AY 2018-2019		363	485	1493	242
AY 2019-2020		398	532	1608	261
AY 2020-2021		474	669	2057	337
Total		**2852**	**7450**	**22750**	**2,082**

- Demographics (Gender, Age, Race & Residence)

AcademicYear	F	M	Total
AY 2018-2019	654	459	1,113
AY 2019-2020	685	441	1,126
AY 2020-2021	651	426	1,077
Total	1,687	1,165	2,852

AcademicYear	17 and Under	18 to 25	26 to 35	36 to 45	46 to 55	56 to 65	66 and over	Total
AY 2018-2019	1	669	276	110	49	7	1	1,113
AY 2019-2020	1	731	247	111	30	5	1	1,126
AY 2020-2021	6	699	241	96	28	7		1,077
Total	8	1,790	669	270	96	17	2	2,852

AcademicYear	American Indian/Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaii/Pacific Islander	Nonresident Alien	Race/Ethnicity Unknown	Two or more races	White	Total
AY 2018-2019		17	35	208	168	10	2	16	62	595	1,113
AY 2019-2020		16	35	201	146	7	2	13	73	633	1,126
AY 2020-2021		15	44	190	156	10	1	12	75	574	1,077
Total		44	99	491	407	23	5	36	179	1,568	2,852

AcademicYear	Barton County Resident	Foreign	Kansas Resident	Non-Kansas Resident	Total
AY 2018-2019	363		92	568	152	1,113
AY 2019-2020	397	121	83	483	126	1,126
AY 2020-2021	441	83	45	434	162	1,077
Total	1,092	194	203	1,417	417	2,852

- Program Majors
  Does not apply

- New Students

AcademicYear	Continuing/Former Student	First time/first year	High School Student	Transfer Student	Total
AY 2018-2019	363	479	359	32	127	1,113
AY 2019-2020	397	496	332	25	117	1,126
AY 2020-2021	441	455	300	14	115	1,077
Total	1,092	1,357	977	71	359	2,852

- Time Status (Full/Part-time)

AcademicYear	Full-Time	Part-Time	Total
AY 2018-2019	937	204	1,113
AY 2019-2020	985	182	1,126
AY 2020-2021	948	164	1,077
Total	2,485	526	2,852

- Student Performance/Grades for **All Students** in Program Courses

AcademicYear	A	B	C	D	F	I	W	XF	Total
AY 2018-2019	2	722	784	362	105	371	4	166	1	2517
AY 2019-2020		726	729	379	76	427	16	186		2539
AY 2020-2021		714	722	312	97	410	6	133		2394
Total	2	2162	2235	1053	278	1208	26	485	1	7450

- Program Awards
  Does not apply

- Venue – Credit Hours

AcademicYear	BartOnline	EduKan	Fort Leavenworth	Fort Riley	Main Campus	Total
AY 2018-2019	2,067	57	597	1,263	3,633	7,617
AY 2019-2020	2,307	25	531	1,386	3,500	7,749
AY 2020-2021	2,586	30	489	1,047	3,232	7,384
Total	6,960	112	1,617	3,696	10,365	22,750

- Section Fill Rate (Enroll/Max Enroll)

AcademicYear	Avg	Max	Min	Median
AY 2018-2019	70.01 %	133.33 %	3.33 %	73.33 %
AY 2019-2020	69.54 %	200.00 %	3.33 %	70.00 %
AY 2020-2021	74.37 %	150.00 %	4.00 %	80.00 %

Assessment of Student Learning

Considering your area's Student Learning Outcomes (SLOs) and associated data at the classroom, course and/or program assessment level, respond to the following questions.

Developmental Education - 2019 – 2021 Aggregated Results

To assist with the interpretation and analysis of the program assessment data, the following summaries have been provided. These are meant to provide an overview of the program assessment data to enable the reader to make program goals and strategic budgetary requests. It is worth noting that these are not meant to explicitly direct action, but rather to assist the content experts to make informed decisions.

Note that for simplification, the data has been aggregated over the listed years to enable the reader to see an overall standing and trend of the data and not simply a single moment in time.

Program Learning Outcomes

All Program Learning Outcomes are above the minimal 70% benchmark and two of the three are above the aspirational benchmark of 80%.

PLO 1: Demonstrate comprehension of the rudimentary reading, writing, and math skills

PLO 2: Apply critical thinking to create, expand, and solve problems

PLO 3: Use, demonstrate, and identify appropriate communication and collaboration across various contexts (i.e., intrapersonal, small group)

PLO	% Met	Trending
DEVE_PLO_1	78.49%	Up
DEVE_PLO_2	80.20%	Down
DEVE_PLO_3	81.11%	Up

Competencies Below 70% Benchmark

Of the 83 competencies tied to the PLOs, the following were below the 70% benchmark.

Course	Competency	% Met
EDUC 1103	A4. Increase memory skills by learning various methods to improve the ability to recall information	56.32%
EDUC 1103	D2. Identify and use electronic resources	63.04%
EDUC 1103	D1. Identify and use print resources	64.13%
MATH 1809	A18. Estimate the square root of a whole number	64.57%
EDUC 1103	B2. Explain general college terms and criteria necessary for college success	68.54%

Courses with High Pass Rates but Low Learning Rates

Pass rates were considered by course and by term. Terms with pass rates below 70% were removed. This created a new data set (thus the values may differ from the previous table) from which the percentage of competencies met was calculated.
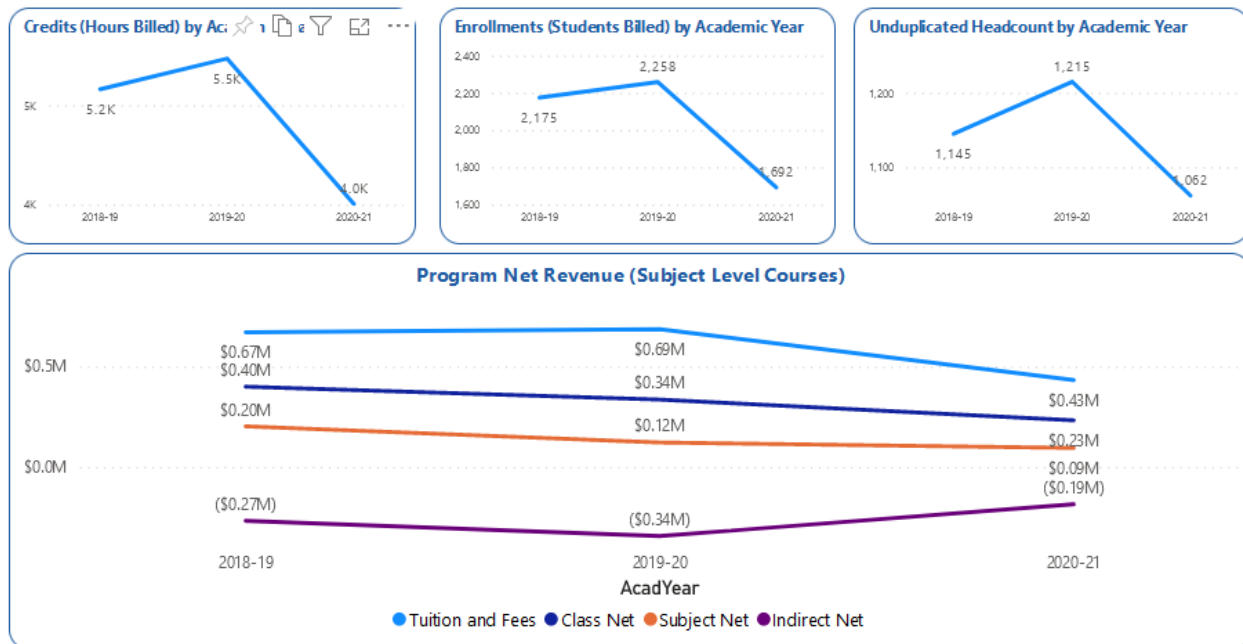
Course	Competency	% Met
MATH 1815	D3. Solve equations with no solutions or all real numbers solution sets	0.00%
EDUC 1103	A4. Increase memory skills by learning various methods to improve the ability to recall information	45.45%
EDUC 1103	D2. Identify and use electronic resources	56.52%
EDUC 1103	D1. Identify and use print resources	58.70%
EDUC 1103	B2. Explain general college terms and criteria necessary for college success	63.04%
MATH 1809	A18. Estimate the square root of a whole number	63.06%
EDUC 1103	C1. Demonstrate the ability to work in a small group	68.89%

- What trends have you identified and what actions have occurred and/or are planned to respond to the results.
  - There is a clear trend showing the need for more instructional assistance with non-cognitive skills covered in EDUC 1103. The Developmental Team and the Student Success instructors will discuss ways to best respond to the specific competencies listed as having low learning rates. The Team will also consider how these competencies could be improved through Orientation and/or faculty professional development.
  - Determine the causes for the drop in success in PLO 2 to consider improvements or revisions in coursework.
- What curricular changes have occurred (or are planned) since the last review to ensure student learning outcomes are achieved?
  - Updates have been made to CPM videos and assignments.
  - Integrated courses for Reading and Writing are being designed for Fall 2022 implementation. Instructors are reviewing curricular options to find material that addresses the reading and writing competencies.
- What strategies do you utilize to achieve instructional quality and student engagement?
  - Classroom Assessment techniques
  - Meetings with instructional teams [ex. CPM instructors]
  - Instructor evaluations
  - Classroom visits

Sustainability

Utilizing the Instruction Power BI app, please click on the Instructional Review area, read the Fiscal Report and respond to the following questions.

AcadYear	Student Revenue	Total Class Expense	Miscellaneous Amount	Non Instructional Salaries	Non Instructional Benefits	Operational Expense	Indirect Expense	Profit/Loss With Indirects	Profit/Loss Without Indirects
2018-19	$722,545	($322,600)	$15,040	($26,200)	($244,043)	($15,566)	($470,704)	($341,530)	$129,175
2019-20	$721,034	($385,320)	$18,045	($28,291)	($224,272)	($5,257)	($466,274)	($370,334)	$95,940
2020-21	$443,716	($211,268)	$11,875	($28,447)	($198,416)	($10,618)	($280,480)	($273,640)	$6,841

Credits (Hours Billed) by Academic Year

Enrollments (Students Billed) by Academic Year

Unduplicated Headcount by Academic Year

Program Net Revenue (Subject Level Courses)

Tuition and Fees ● Class Net ● Subject Net ● Indirect Net

- Summarize the instructional area's fiscal stability, contributions, or losses.
    - The drop in headcount is a bit more than the overall the College experienced last year which caused a loss in student revenue.
    - Last Fall Barton was still feeling the effects of COVD. There was a decrease in the percent of first time in college students in Fall 2020 as compared to the previous fall. Being frugal and retaining students are not always compatible objectives.

- What strategies are recommended to enhance the area's revenue generation?
    - Increase fill rates for developmental courses which would increase revenue.
    - Check enrollments in afternoon classes and determine what impacts enrollment in these classes.
    - Important to note that the purpose of developmental education is not monetary or revenue focused.
- Do resources (personnel, technology, physical space, support services, etc.) meet the instructional area's student learning goals and objectives? If not, please describe what needs are being unmet and if available, provide a detailed list of associated requests.
    - Getting instructors for the number of classes needed for CPM is difficult, especially in the Fall.
    - Since most developmental classes are individualized and use technology, classrooms appropriate for developmental classes are limited.

Strategic Planning

Considering the data, you have reviewed and your first-hand knowledge of the instructional area, please respond to the following questions.

- What are the strengths of the instructional area? What makes the area unique and interesting to students?
  - Defined goals /objectives.
  - Excellent instructors who understand developmental education and the unique needs of our students.
  - Cooperation and coordination between instruction, support services, advisement, testing, and tutoring / mentoring personnel.
  - Team committed to continually seek ways to improve the program and to provide quality instruction to meet students' needs.

- What needs improvement? What barriers exist that limits quality and effectiveness?
  - Differing perceptions as to what characterizes "developmental" and therefore not always being on the same page with pedagogical implementations.
  - Not enough staff or room availability to implement all of desired course additions/revisions.
  - Difficulty motivating at-risk students.
  - Lack of flexibilty in classroom settings to fit student needs and developmental pedagogy.

- What opportunities exist to grow and/or strengthen the instructional area?
  - Opportunity to revise developmental English and Student Success to be more in line with developmental best practices.
  - State-wide focus on assessment and placement practices.
  - Professional development in developmental education best practices for instructors and support staff.

- What challenges limit the competitiveness, scope and delivery of the instructional area?
  - State support for developmental education is questionable for the future.
  - Staff changes and not enough instructors for developmental education.
  - Shortage of personnel trained in developmental education and/or learning disabilities.

Goal Setting

- Please list the goals that were established during the last instructional review (2019-2021) and report on their status.
  - Develop methods for early identification of students who need Developmental Education courses.
    The testing coordinator, the team working with international students, and others in VP Maddy's area are continuing a pilot project for early testing.
  - Revise CPM modules to shorten the time needed to complete the developmental sequence and still learn the required competencies.
    Instructors have revised each module, eliminating problems not covered in the competencies and merging some assignments while deleting problems that are not needed or are confusing. These changes will go into effect in Fall 2021.
  - Increase the overall first-year academic achievement for students in developmental courses.
    Bridge Agreement data showed an increase in the GPA. A Student Center for Academic Developmental opened in Fall 2021 and will offer help for students struggling academically.

  - Collaboration with Student Services, Student Academic Development and Developmental Education to assess programming [Student Success class, Barton Playbook, Orientation] for first-year students across the college system.
    Expand the Student Success course to include all students, not only DE.

    Create an online course / course for Ft. Riley and Ft. Leavenworth. Two online instructors have been hired and one instructor to cover Forts Riley and Leavenworth.

    Suggestions to consider:
    ◊ Expand Orientation for first-year students [full and part time].
    ◊ Implement a first-year experience program or first year seminars.
    ◊ Use of mentors {faculty, staff, peer} or academic coaches.

- Were they completed and if so, what was the outcome?
  - Goal 2 is completed. The revisions have helped students successfully complete the modules in a shorter timeframe.
  - The objective to expand the Student Success course to BOL and to both Forts Riley and Leavenworth was completed.

- If not completed, please share why and report as to whether you plan to carry any of them forward or if you are concluding them as unmet.
  - Goal 1 will continue after the pilot data is reviewed.
  - Goal 3 is being carried forward with the advisors and the Student Center for Academic Development.
  - Goal 4 was partially completed with the expansion of the Student Success course. The results from research generated by the Student Success Academy will determine what direction is taken concerning orientation, first-year seminars, and mentoring/academic coaching. The Developmental Team will not be guiding the project since the scope includes all new students, not only developmental.

- Please identify goals for the 2021-2023 timeframe.
  - Goals should be limited to three.
  - **A minimum of one goal needs to support student learning**
  - Goals should be achievable in one-two years and align with the College's strategic core priorities and/or instruction's strategic goals.

Goal 1: Redesign the reading and writing courses following an integrated instructional approach.

Goal 2: Improve the competencies from EDUC 1103 listed on the Assessment of Student Learning report as being below the benchmark.

- What resources and/or support are needed to accomplish the goals?
  - Material appropriate for each level of developmental reading and writing.
  - Support from advisors and student services in helping students know how the new format works.

- What are the recommended actions to achieve the goals?
  Goal 1: Redesign the reading and writing courses following an integrated instructional approach.

  - Determine the prerequisites and placement scores for the new basic level course, foundations of Reading and Writing.
  - Revise prereqs for Integrated Reading and Writing (current intermediate level course).
  - Submit new and revised syllabi to LICC.
  - Select curriculum.
  - Decide if there will be additional technology needs and, if so, add requests to Strategic Planning.

  Goal 2: Improve the competencies from EDUC 1103 listed on the Assessment of Student Learning report as being below the benchmark.

  - Meet with Student Success instructors to discuss the results of the program assessment, specifically the competencies connected to EDUC 1103 [A4, B2, C1, D1, D2].
  - Develop strategies to increase the understanding and application of the listed competencies.

Review Summary

Instructor & Coordinator/Department Chair Comments

Developmental Education is a vital component of Barton's mission. We strive to provide quality education for a diverse population and to enable each student an opportunity to grow, learn, and advance in either academia or the workforce. Our goals continue to center around student success. The instructors and the DE Team endeavor every year to be innovative, to follow the best practices for developmental education, and to provide instruction and guidance for each student's needs.

Dean Comments

I appreciate that this program is all about continuous improvement and responds in a timely manner to data changes and national trends. I am supportive of the curricular change connecting reading and writing in developmental coursework. I am also supportive of the curricular changes in the mathematics area as well as we are responding to national trends.

I am supportive of the EDUC 1103 goal and, if some positive achievement change can occur there, would help in the overall scoring of how our developmental students are doing. Looking forward to the conversations and ideas coming from those chats.

Carol Murphy	**12/14/2021**
Instructor & Coordinator/Department Chair	**Date**

Brian Howe	12/14/21
Dean	**Date**

Vice-President's Response

Thank you for submitting the Developmental Education instructional review. The report provides a solid review of current operations and future planning. I appreciate the obvious passion and commitment that echoes through the narrative!

I have followed up with VP Angie Maddy and Director Stephanie Joiner specific to three of the 2019-2021 goals that are shifting to their leadership. I appreciate the work that was done to address these goals during the review period and the transparency of next steps moving forward.

I approved the cited goals in this review:

Goal 1: Redesign the reading and writing courses following an integrated instructional approach.
Goal 2: Improve the competencies from EDUC 1103 listed on the Assessment of Student Learning report as being below the benchmark.

I am curious about the following that was included in "what needs improvement?" I would be interested in more information and to learn whether or not this is being discussed in strategic planning.

- Lack of flexibility in classroom settings to fit student needs and developmental pedagogy.

1/25/22

Vice-President of Instruction **Date**

2021-2023 Instructional Review
Reporting Years: 2018-2019, 2019-2020 and 2020-2021

Review Date: November 23, 2021

Instructional Area: Emergency Management/Homeland Security

Reporter(s): Lindsay Holmes

General Information
Please provide a response to each of the statements below as applicable to your instructional area. If an area does not apply, please note "non-applicable."

- Describe the instructional area and its purpose.
  The Emergency Management/Homeland Security (EMHS) program currently offers three 1-year certificate options and a 2-year associate's degree. The objective of the EMHS program is to provide students and current emergency managers those skills required to perform at various levels within the emergency management field.

- How does the instructional area advance Barton's mission and support the College's ENDS statements?
  The Emergency Management/Homeland Security program strives to provide quality educational opportunities that meet workforce needs. We follow the guidance of our advisory committee and business & industry partners to ensure we are staying up-to-date with our course offerings. This program works to advance Barton's mission and support the ENDs statements of the College through providing an educational experience that is beneficial to the students.

- Describe any changes, challenges and/or improvements that have occurred since the last instructional review.
  This year we finalized the addition of two new CERT1 options for the EMHS program. These certificates were recommended by our Advisory Committees as a way to boost the number of 'exited and employed' students associated with the EMHS program. They are shorter in length (18 credit hours) than the original CERT2 (34 credit hours) allowing students to earn a credential quickly while working toward the associate's degree option.

  PowerBI has been a huge improvement for us since the last instructional review. We are able to use this program to track nearly every aspect of the program. We are able to pull real-time information about topics such as enrollment, completers and student demographics with just a few clicks of the mouse. This allows us to gather pertinent program information quickly

without waiting on data requests which has streamlined a lot of our processes.

We continue to address the challenge of increasing enrollments to generate revenue for our program. We work hard to find new contract opportunities through our Business & Industry partners to further boost our program.

- How does the area serve, support and/or collaborate with other Barton instructional areas?
The Emergency Management/Homeland Security program works together with the HZMT and OSHA programs and many of our students end up completing multiple degrees and/or certificates because of the way the curriculum works together.

  We have also worked closely with the Workforce Division this year to assist with the creation of a Cyber Security certificate program. Members of our advisory committee have provided letters of support to be included in the paperwork accompanying the request for this program to KBOR. The intention is to make one or more of the courses included in this certificate curriculum required for the EMHS program students once it's approved.

- List current partnerships associated with the instructional area. What are the benefits? What other partnership opportunities exist?
Our students continue to be the main focus of all of our efforts with the Emergency Management/Homeland Security program. With that being said, we are not blind to the fact that contracts and Business & Industry partnerships are a critical part of our operations within this program. We are dedicated to maintaining solid working relationships with our current partners including (but not limited to):
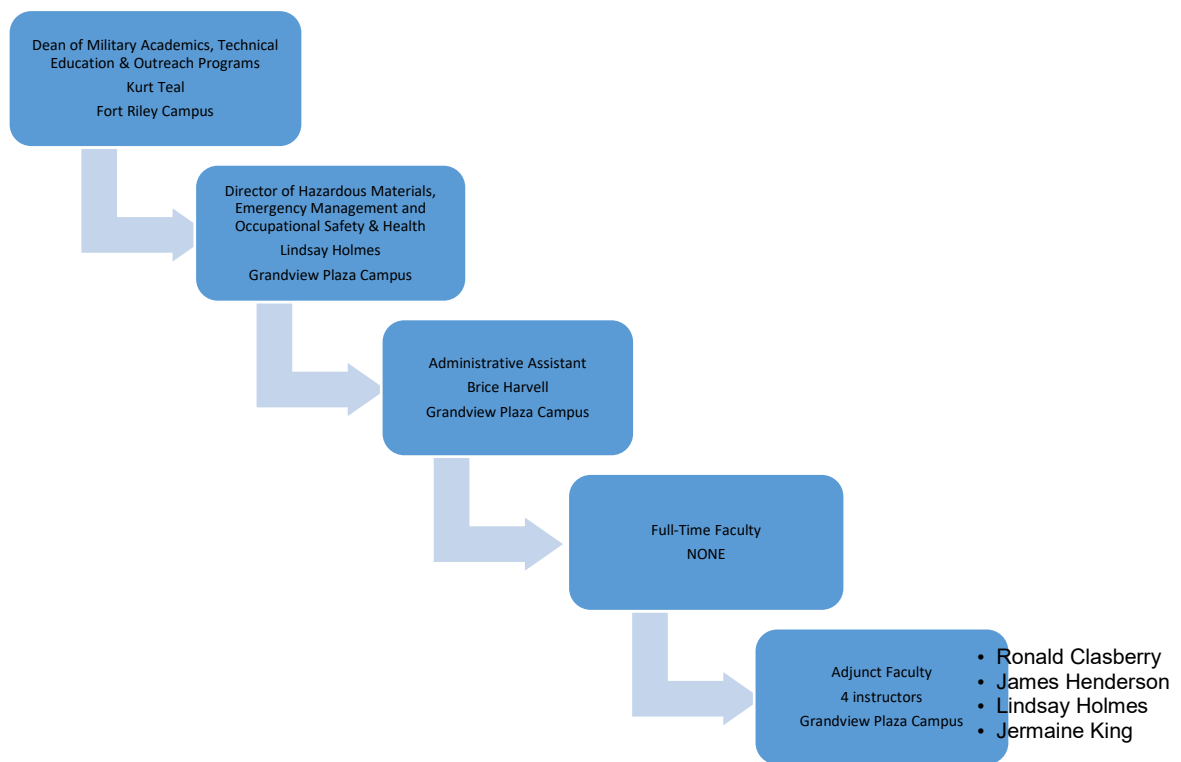 - Partnership for Environmental Technology Education (NPETE)
  - National Institute of Environmental Health Sciences (NIEHS)
  - Community College Consortium of Health & Safety Trainers (CCCHST)
  - Kansas Department of Agriculture (KDA)
  - Kansas Division of Emergency Management (KDEM)
  - Kansas Emergency Management Association (KEMA)

- Does the instructional area have an advisory board? If so, please describe its membership and activities?
The Advisory Committee for the EMHS program is created for the purpose of working with Barton Community College to provide advisement on matters that directly concern the EMHS program. The specific purposes of the Committee may include the following responsibilities:

  - assist the program in setting priorities, including participating in ongoing planning activities of the program

- determine necessary entry-level skills, attitude and knowledge competencies as well as performance levels for target occupations in the community
- assist in program evaluation and improvement
- assist in placing students at employment sites
- facilitate cooperation and communication between the program and the community

- Summarize the instructional team that supports the instructional area including full-time faculty; regular, part-time faculty, adjunct faculty and staff. Please include references to the location of team members.

Dean of Military Academics, Technical Education & Outreach Programs
Kurt Teal
Fort Riley Campus

Director of Hazardous Materials, Emergency Management and Occupational Safety & Health
Lindsay Holmes
Grandview Plaza Campus

Administrative Assistant
Brice Harvell
Grandview Plaza Campus

Full-Time Faculty
NONE

Adjunct Faculty
4 instructors
Grandview Plaza Campus
- Ronald Clasberry
- James Henderson
- Lindsay Holmes
- Jermaine King

- What faculty professional development activities have been completed since the last instructional review?
The instructional faculty for the EMHS program are all adjunct faculty members so participation in professional development is generally limited to participation in BartONLINE Adjunct Faculty meetings (2 per year) and the annual All Faculty Meeting held in August each year. Instructors are all also encouraged to participate in CougarTALEs offerings in the Spring and Fall of each year and the Third Wednesday discussions hosted by the Faculty Council each month.

- Are there any professional development requests unmet?
  None at this time.

- If applicable, discuss program accreditation status.
  n/a

Data Analysis
Please utilize the following link (https://app.powerbi.com/home) to gain access to the Instruction Power BI app. Click on "Reviews" on the left hand blue column and then click on "Instructional Review." Review the reports noted below, reflect on what the data is revealing, what opportunities and/or challenges the data brings to your awareness and what recommendations you have in response to the data review. Please provide a written response.

- Applicant Statistics

AcadYear	App Major/Concentration	Headcount	Enrolled	Enrolled in Application Program	Completed Application Program	Completed Different Program
AY 2018-2019	Emerg Mgmt/Homeland Security	16	9	5		
AY 2019-2020	Emerg Mgmt/Homeland Security	24	14	8	1	1
AY 2020-2021	Emerg Mgmt/Homeland Security	18	5	4		
Total		58	28	17	1	1

AcadYear	Foreign	Kansas Resident	Non-Kansas Resident	Total
AY 2018-2019		13	3	16
AY 2019-2020	1	13	10	24
AY 2020-2021		9	9	18
Total	1	35	22	58

AcadYear	Continuing/Former Student	First time/first year	High School Student	Transfer Student	Total
AY 2018-2019	4	3	1	8	16
AY 2019-2020	5	4		15	24
AY 2020-2021	2	4	1	11	18
Total	11	11	2	34	58

- Instructional Area General Statistics

AcademicYear	Program	Headcount	Enrollments	Billed Hours	Developmental
AY 2018-2019	EMERGENCY MANAGEMENT WITH EMPHASIS IN HOMELAND SECURITY	15	76	226	1
AY 2019-2020	EMERGENCY MANAGEMENT WITH EMPHASIS IN HOMELAND SECURITY	16	92	278	2
AY 2020-2021	EMERGENCY MANAGEMENT WITH EMPHASIS IN HOMELAND SECURITY	15	68	212	1
Total		43	236	716	4

We have seen an ebb and flow with the EMHS program headcounts over the past AY periods. We will continue to work towards an upward trend of this statistic.

- Demographics (Gender, Age, Race & Residence)

AcademicYear	F	M	Total
AY 2018-2019	5	10	15
AY 2019-2020	6	10	16
AY 2020-2021	2	13	15
Total	12	31	43

AcademicYear	18 to 25	26 to 35	36 to 45	46 to 55	56 to 65	Total
AY 2018-2019	3	7	3	1	1	15
AY 2019-2020	3	6	6	1		16
AY 2020-2021		8	5	2		15
Total	6	20	12	4	1	43

AcademicYear	Asian	Black or African American	Hispanic of any race	Race/Ethnicity Unknown	Two or more races	White	Total
AY 2018-2019	1	5	1		1	7	15
AY 2019-2020		1	1		1	13	16
AY 2020-2021		2	2	1	1	9	15
Total	1	7	4	1	3	27	43

AcademicYear	Kansas Resident	Non-Kansas Resident	Total
AY 2018-2019	12	3	15
AY 2019-2020	13	3	16
AY 2020-2021	9	6	15
Total	31	12	43

The majority of our students are males between the ages of 26-45 years old. Over 50% of our students have been of Caucasian ethnicity in the past three AY periods. We have been primarily serving KS residents.

Getting females and minorities into our Program has become a focus over the past 6 months. We are utilizing Perkins marketing dollars to promote the Emergency Management/Homeland Security program to females and minorities. These campaigns have included the purchase of smaller equipment to accommodate these demographics and marketing campaigns facilitated by the PR department. The most recent campaign showcased a former female student that is now working in Iowa as an Emergency Manager.

- Program Majors

AcademicY...	Major/Concentration	DegCode	Headcount
AY 2018-2019	Emerg Mgmt/Homeland Security	AAS	14
AY 2018-2019	Emerg Mgmt/Homeland Security	CERT2	1
AY 2019-2020	Emerg Mgmt/Homeland Security	AAS	14
AY 2019-2020	Emerg Mgmt/Homeland Security	CERT2	2
AY 2020-2021	Emerg Mgmt/Homeland Security	AAS	15
Total			43

- New Students

AcademicYear	Continuing/Former Student	First time/first year	Transfer Student	Total
AY 2018-2019	13	1	1	15
AY 2019-2020	11		5	16
AY 2020-2021	13	2	1	15
Total	34	3	7	43

- Time Status (Full/Part-time)

AcademicYear	Full-Time	Part-Time	Total
AY 2018-2019	11	4	15
AY 2019-2020	12	4	16
AY 2020-2021	9	6	15
Total	30	14	43

The majority of our students maintain a full-time status throughout their educational journey. I would attribute this to financial aid requirements.

- Student Performance/Grades for **All Students** in Program Courses

AcademicYear	A	B	C	D	F	W	Total
AY 2018-2019	28	30	12		4	2	76
AY 2019-2020	52	12	12	2	10	4	92
AY 2020-2021	40	12	2		10	4	68
Total	120	54	26	2	24	10	236

Instructional Method	A	B	C	D	F	W	Total
ECBOL	114	54	20	2	20	10	220
ECHYB				2			2
ECOMP				2			2
F2F	6		6				12
Total	120	54	26	2	24	10	236

- Program Awards

AcadYear	Deg	Major/Concentration	Headcounts
AY 2018-2019	AAS	Emerg Mgmt/Homeland Security	5
AY 2018-2019	CERT2	Emerg Mgmt/Homeland Security	2
AY 2019-2020	AAS	Emerg Mgmt/Homeland Security	5
AY 2019-2020	CERT2	Emerg Mgmt/Homeland Security	3
AY 2020-2021	AAS	Emerg Mgmt/Homeland Security	4
AY 2020-2021	CERT2	Emerg Mgmt/Homeland Security	3

The completers for the EMHS program have remained fairly steady over the past 3 AY periods. We're hopeful with the addition of the CERT1 offerings we will be able to grow this number.

- Venue – Credit Hours

AcademicYear	BartOnline	Fort Leavenworth	Fort Riley	Grandview/Troop School	Total
AY 2018-2019	216			10	226
AY 2019-2020	252		22	4	278
AY 2020-2021	200	6		6	212
Total	668	6	22	20	716

- Section Fill Rate

AcademicYear	Avg	Max	Min	Median
AY 2018-2019	34.76 %	90.00 %	6.67 %	20.00 %
AY 2019-2020	38.93 %	100.00 %	6.67 %	20.00 %
AY 2020-2021	30.10 %	110.00 %	6.67 %	21.67 %

Assessment of Student Learning

Considering your area's Student Learning Outcomes (SLOs) and associated data at the classroom, course and/or program assessment level, respond to the following questions.

- What trends have you identified and what actions have occurred and/or are planned to respond to the results.
  We developed the Student Learning Outcomes (SLOs) for the Emergency Management/Homeland Security program when we began participating in the formal Program Assessment project in the fall of 2018. Since that time we have averaged greater than 80% success rates with our students successfully completing the questions that are directly linked to the Student Learning Outcomes for each of the courses in the EMHS program.

  We are consistently communicating with our adjunct faculty members to make them aware of the Assessment efforts we have in place to maintain these high success rates for all of our classes.

- What curricular changes have occurred (or are planned) since the last review to ensure student learning outcomes are achieved?
  The majority of the curricular changes that have occurred since the last review were related to the addition of the CERT1 offerings. In the event that our success rate drops below the 80% mark we work with the affected instructors one-on-one to identify the areas that need improvement. A plan of action is then established to work towards the 80% success rate for any class(es) that need attention.

- What strategies do you utilize to achieve instructional quality and student engagement?
  The Program Assessment project has been a great first step in implementing a standard format for assessing the instructional quality of our courses. By utilizing this information, we are able to provide quantitative data to the instructors for each course regarding their instructional efficiency or deficiencies. This information is discussed in the adjunct faculty evaluations of all instructors.

  Student engagement is also assessed and those findings are addressed with the adjunct faculty members in their evaluations. We strive to have excellent instructor-to-student engagement in each class we offer. Any instructors that show areas of improvement are offered assistance and monitored until a satisfactory level of engagement is established and maintained.

Sustainability
Utilizing the Instruction Power BI app, please click on the Instructional Review area, read the Fiscal Report and respond to the following questions.

- Summarize the instructional area's fiscal stability, contributions or losses.

AcadYear	Student Revenue	Total Class Expense	Miscellaneous Amount	Non Instructional Salaries	Non Instructional Benefits	Operational Expense	Indirect Expense	Profit/Loss With Indirects	Profit/Loss Without Indirects
2018-19	$242,939	($90,740)	$279,711	($119,260)	($39,406)	($62,554)	($45,453)	$165,235	$210,688
2019-20	$154,914	($75,283)	$240,909	($118,837)	($35,892)	($28,501)	($34,880)	$102,430	$137,311
2020-21	$181,972	($72,789)	$185,107	($109,733)	($33,918)	($28,784)	($23,503)	$98,351	$121,854

  The budget for the EMHS program is a combined budget with the Hazardous Materials Management (HZMT) program so the fiscal stability is a combined effort of both programs. The HZMT program has multiple grant-funded and contract courses that greatly support the fiscal stability of this program.

  The decline in profit from AY 2018-19 and AY 2019-20 is attributed to training 67 fewer students (EMHS and HZMT) in AY 2019-20. This accounted for 182 fewer credit hours taught in that AY. There was a drop noted from AY 2019-20 to AY 2020-21 as well. This was smaller with only 4 fewer students trained accounting for 20 more credit hours taught in that period.

- What strategies are recommended to enhance the area's revenue generation?
  Again, because of the joint budget for the EMHS and HZMT programs it is imperative that we continue to seek out grant/contract funding opportunities in both programs to maintain our financial stability.

- Do resources (personnel, technology, physical space, support services, etc.) meet the instructional area's student learning goals and objectives? If not, please describe what needs are being unmet and if available, provide a detailed list of associated requests.
  In the spring of 2022 we will be adding Virtual Reality simulation to our training program. We are currently setup to provide this new option for training but we will need to explore the possibility of additional technology needs. We will continue to work with IT through Strategic Planning and Technology Requests to allocate any software/technology we identify as mission critical in the future.

Strategic Planning
Considering the data you have reviewed and your first-hand knowledge of the instructional area, please respond to the following questions.

- What are the strengths of the instructional area? What makes the area unique and interesting to students?

STRENGTHS
- Our team of instructors have a great deal of experience working in the Emergency Management/Homeland Security field.   - Our students benefit greatly from the ability of our instructors to provide real-world examples to the education they're providing.   - We are also able to pull from our team of instructors to branch out and provide different areas of training for Business & Industry partners in addition to our Certificate and Degree program options.   - The Emergency Management/Homeland Security program is the only associate's degree program of its type in the State of Kansas.   - The program boasts multiple 2+2 programs with EMHS specific options for students to continue their education and achieve both bachelors and master's degrees from other in-state institutions.

- What needs improvement? What barriers exist that limits quality and effectiveness?

WEAKNESSES
- We are a small but mighty team. The EMHS program is facilitated with the team effort of 5 people. Each instructor provides instruction and support in multiple areas of the program.   - The majority of our adjunct faculty teach multiple classes within the EMHS discipline. If we were presented with additional qualified instructors, we could spread out the teaching responsibilities for our adjunct instructors.

- What opportunities exist to grow and/or strengthen the instructional area?

- Because Emergency Management/Homeland Security continues to be an on-going issue in the world we will always have the opportunity for outreach training. We will continue to explore these opportunities where applicable.   - According to the Bureau of Labor Statistics (BLS Website) about 1,000 openings for emergency management directors are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Emergency Management Directors, at https://www.bls.gov/ooh/management/emergency-management-directors.htm (visited November 15, 2021).)   - Another opportunity we can explore is to seek out and establish more 2+2 programs for EMHS students to continue their education after completing our degree program.

- What challenges limit the competitiveness, scope and delivery of the instructional area?

CHALLENGES
- We have to continue to stay up-to-date with our curriculum and course offerings in order to keep our students marketable to the workforce once they've completed their educational journey with us.   - This could potentially require us to spend money to purchase newer and updated equipment including: - Training simulation equipment   - We need to continue to work to market our program and increase the number of participants we serve each year. We can do this by partnering with the Public Relations department to identify where and how we can be most effective with these efforts.

Goal Setting

- Please list the goals that were established during the last instructional review (2019-2021) and report on their status.
  1. Increase certificate and/or degree completion rates by 10% for the EMHS program.
     a. Here is the current status of this goal:
        (i) AY 2019 – 7 completers; 10% goal was met
        (ii) AY 2020 – 8 completers; 10% goal was met
        (iii) AY 2021 – 11 completers, 10% goal was met
        (numbers pulled from Live Student Awards – Power BI)

EMHS COMPLETERS				
	201901-201903	**202001-202003**	**202101-202103**	**202201-202203**
CERT 1	n/a	n/a	pending	0
CERT 2	2	3	4	0
AAS	5	5	7	1

   b. Develop and implement a system to accurately track our student's progression towards completion of the certificate program(s) on the way to completion of the AAS degree.
   c. Michelle Rutherford, Academic Advisor for EMHS/HZMT/OSH, has been doing a great job of tracking and awarding students for their certificates and degrees.
   d. We are able to utilize DegreeWorks to do searches of all students enrolled in our programs and see where they are on credit hours.

  2. Continue to increase our business and industry partnerships from 7 to 9 organizations served. We will also continue to maintain current training contracts and pursue new opportunities when available.
     a. Add 2-3 more industry partners for the advisory committee.
        ➢ Requested suggestions for new committee participants at our Advisory Committee meeting facilitated via email on November 16, 2020.
           i. KS Department of Agriculture EM – Nathan Brown
           ii. KS Division of Emergency Management – Mark Willis
           iii. Riley Co. Emergency Manager – Russel Stukey
  3. Develop and begin to offer opportunities for our students to receive real-world experience through classroom projects or internship opportunities. Currently we do not have any opportunities for our students so we'll start with seeking out 1-3 options for the students in the coming year.
     a. Currently working on the purchase of Virtual Reality simulation equipment/software to use in classes for hands-on experience in workplace settings.
        ➢ 6 Headsets received. Working through DEMO software with PIXO V/R.
        ➢ Perkins funding for software was awarded.

- Were they completed and if so, what was the outcome?
    - **Goal #1** – While this goal could be marked as completed because we did increase our completion rates by 10% each academic year, I would also mention that this goal will never be fully complete as we will continue to strive for growth each year.
        - Because of this, we will continue this goal to the next review period.
    - **Goal #2** – We were successful in adding 3 new members to our Advisory Committee for the EMHS program.
        - While this is a good goal to continue to add to, I have not continued it to the next review period. I will still plan to continue to add to our Advisory Committee members without having it as a formal goal.
    - **Goal #3** – We are still working on completing this goal. The virtual reality options are in process but not complete.
        - We have not had success finding internship opportunities for our students but I'm hopeful that we'll be able to integrate classroom project opportunities for students in the coming year. I am not carrying this goal over to the next review period because we're putting a focus on Assessment for that period. But we'll continue to work towards adding more real-world/VR experiences for our students.

- Please identify goals for the 2021-2023 timeframe.
    - Increase certificate and/or degree completion rates by 10% for the HZMT program.
        - Track the success of students completing the program utilizing the multiple exit points established with the addition of the CERT1 programs starting in fall 2021.
    - Continue growth in the HZMT program by increasing for credit enrollments and non-credit (revenue generating) enrollments by 10% each year over the next 2 academic years.
        - Numbers will include both credit and non-credit (revenue generating) enrollments to track the actual number of students served each year through degree programs as well as business & industry offerings and Grant funded training.
    - Increase Program Assessment success percentages to 85% success across all Program Learning Outcomes assessed for the EMHS program.

- What resources and/or support are needed to accomplish the goals?
    - Goal #1 – No additional resources/support are identified at this time.
    - Goal #2 – We can continue to partner with Institutional Research (IR) to develop additional reports that may be identified as necessary to track enrollments for the EMHS program. No additional reports are required at this time but future needs will be addressed when they are identified.
    - Goal #3 – We will provide more in-depth professional development opportunities for our adjunct faculty members relating to Program Assessment. This additional training will be sufficient to support the plan for this goal.

- What are the recommended actions to achieve the goals?
    - GOAL #1 – We will continue to monitor the progress of our current students in the program and get new students set up with the tools they need to complete their designated program as efficiently as possible.
    - GOAL #2 – We will continue to work with the Public Relations (PR) department to promote the EMHS program to all avenues available and ensure that proper tracking is occurring of current classes to capture all of our enrollment data (both credit and non-credit) over the next 2 academic years.
    - GOAL #3 – The adjunct faculty will continue to be reminded of the program assessment efforts within the EMHS program. Additionally, program assessment results from each semester of classes will be shared with instructors and we will have them work adjustments of their instructional plan into their curriculum planning to ensure student learning is occurring on all levels. This will also connect the link from the instructor to the student and back to the instructor.

Review Summary

Instructor & Coordinator/Department Chair Comments

Non-applicable

Executive Director/Director/Coordinator Comments

The enrollments for the EMHS program have fallen off a bit over the past year. We plan to work diligently to work toward an upward trend in the coming year and work towards a continual increase in numbers. The EMHS program continues to be self-sustaining because of the combined efforts of this program and the HZMT program through grant and contract income we have secured. We will continue to seek out additional funding resources as well as maintain the current sources we have in place. The ability to offer our new certificate options will provide our students with multiple pathways in this career field and should also provide us with more completers to report. Our ultimate goal is to continue to record positive movement towards attaining our goals. This will contribute to another successful year and keep us on track with overall program success.

Dean Comments

Your instructional review is informative and has provided a good overview of the inner workings of the EMHS program. I support and recommend approval of the three goals you've identified. The EMHS program is currently self-sustaining but the dip in headcount/enrollment from 2019-20 to 2020-21 could be a cause for concern. You are always looking for ways to innovate and are dedicated to seeing the program and the students you service succeed. I'm optimistic that the changes you've made to the certificates will provide an increase in headcount/enrollments via students looking to change careers and get back into the workforce sooner than later. Thank you for your effort in completing this instructional review.

Non-applicable
_____   _____
Instructor & Coordinator/Department Chair   **Date**

Lindsay Holmes   12/09/2021
_____   _____
Executive Director/Director/Coordinator   **Date**

Kurtis Teal   12/09/21
_____   _____
Dean   **Date**

Vice-President's Response

Thank you for submitting the Emergency Management/Homeland Security instructional review. You have provided a thorough and well-written report that provides insight into the operations of the program. I applaud your passion for this program and your commitment to its success.

Thank you for your attention and commitment to assessment! And, for your use of data to help manage the program. I applaud all of your partnerships and particularly am excited for the collaboration occurring with the Information Technology program via the WTCE Division.

The acknowledgement of enrollment challenges combined with goal-setting further exemplifies good management. I support the following goals.

- Increase certificate and/or degree completion rates by 10% for the HZMT program.
    - Track the success of students completing the program utilizing the multiple exit points established with the addition of the CERT1 programs starting in fall 2021.
- Continue growth in the HZMT program by increasing for credit enrollments and non-credit (revenue generating) enrollments by 10% each year over the next 2 academic years.
    - Numbers will include both credit and non-credit (revenue generating) enrollments to track the actual number of students served each year through degree programs as well as business & industry offerings and Grant funded training.
- Increase Program Assessment success percentages to 85% success across all Program Learning Outcomes assessed for the EMHS program.

Elaine Simmons

1/7/22

_____   _____
Vice-President of Instruction   **Date**

2021-2023 Instructional Review
Reporting Years: 2018-2019, 2019-2020 and 2020-2021

Review Date: October 2021

Instructional Area: Fine Arts

Reporter(s): Bill Forst

General Information

Please provide a response to each of the statements below as applicable to your instructional area. If an area does not apply, please note "non-applicable."

- Describe the instructional area and its purpose.
  - The instructional area of the Art Program is comprised of four main classrooms/studios**. T171, T171A, T151, T145**
    - **T-151** is the Ceramics studio. **T171** is the Painting, Drawing, and **T171A** Digital Graphics studio. **T145** functions as the studio for 2/D Design, Art History Survey I and II and all the sections of the fine art general elective course titled Art Appreciation.
    - **T151** Ceramics Studio - Bill Forst The ceramic studio is located on campus in the Technical Building, room number T151. The main workroom provides students with 1750 square feet of space to create ceramics. A separate kiln room, attached to this main studio contains an outdoor patio. It has an additional 480 square feet for firing and clay reclamation. The indoor studio area has an additional 300 square feet dedicated to the ceramic lab. This separate room provides space for students to formulate glazes for their clay creations. The ceramic studio provides professional equipment for students to use as they learn about the materials and techniques associated with ceramics.
      - **Ceramic Studio Equipment:** 12 Brent Pottery Wheels; 1 adjustable pottery wheel, adjustable height for wheelchair access; Wedging table; 8 hand-building tables; Bailey Extruder with extruding dies; 3' x 6' Slab Roller; Deep double sink; Individual student storage bins; Shelving for projects; 40" wide screen apple TV with Apple connect for iPad mirroring.
      - Kiln Room: 3, 12 cubic foot Skutt Production Kilns with Digital Controls; 1, 24 cubic foot Alpine, forced air, Gas fired updraft Kiln; 1, 6 cubic foot Olympic Raku kiln with digital controls; Automated, thermostat-controlled air exchange for the kiln room
      - **Outdoor Firing:** 1, 6 cubic foot Raku Kiln; Reduction cans; Refractory Brick firing pads for flash firing with propane burners
      - **Ceramic Laboratory:** Ventilated lab; Alpine Stainless steel storage bins for bulk chemicals; Complete inventory of oxides and carbonates; Spray booth with air guns; Soldner clay mixer; Reclaim area
    - **T171** Painting, Drawing, Philip Jacobson
    - **T171A** Digital Photography and Digital Graphics, Yuchen Boswell
      - The Visual Arts Studio is in the technical building, room number T171 and T171A. The studio space contains 3 separate workspaces.

- T171 (I) The main first floor work area provides students with approximately 2,500 sq. ft.
- T171A (II) Adjacent to the main studio space is an area that has been constructed for a new Digital Arts program. This houses an additional space of approximately 340 sq. ft. with an adjoined storage room of approximately 260 sq. ft.
- (III) The third space is a second-floor loft area that is divided into two sections and has formerly been used more as a storage space. The loft area is divided into two sections. The first section will serve as a lounge and discussion area for students and faculty and is 396 sq. ft. The second section is 312 sq. ft. and provides a private studio area for the instructor and to work with independent study and/or advanced students. The Visual Arts Studio provides professional instruction and equipment for students as they learn about the materials and techniques of Drawing and Painting
- **Studio Equipment:** 7 new aluminum Easels; 1 new wood Easel; 7 new black metal Landscape Easels; 9 used semi-functional wooden Easels; 20 mobile storage bins with tabletops; 10 wooden semi-functional Drawing/Drafting tables; 1 Large Wall-mounted 60" inch wide screen Monitor/TV; 1 Large tabletop 52" inch wide screen Monitor/TV (untested); 2 tabletop monitors/computer drive with Epson 2000 printer for Instructor use; Two 4 ft. long wooden rolling cabinets; 4 Painting/Print storage racks; 5 seven ft. tall metal cabinets for storing supplies; 5 four ft. tall shelving units; 5 spotlights with stands (two work well); 1 single industrial plastic sink; 1 double deep steel sink; 1 large solid wood (unmounted) worktable top with vice 54 "x 64 "inches; 1 three ft. safety storage cabinet for flammable waste material; 1 safety disposal container for flammable/toxic materials; 1 Printing Press
  - *Missing after the Summer 2020 remodel 5 tabletop monitors with 5 printers 1 large format Epson Pro 4800 printer. Yuchen Boswell will be teaching Digital Graphics SP 2022 in T171A and will request from Renee Demel the computers be reinstalled with appropriate software into T171A*
- **T145** Art History Survey I and II, Design I, Art Appreciation - Bill Forst
  - T145 functions as a design studio and a classroom for Art History and Art Appreciation classes. The room will effectively seat 20 students at 12 tables. The room contains a sink with soap and paper towels for cleaning brushes and students' hands. Three large lockable storage closets with shelving provide secure storage for Design I and Art Appreciation supplies. A large paper cutter in the room will cut large to small paper cleanly. The teaching station in the room features a CPU monitor, mouse, and keyboard. These items are connected to an in-room color printer, a stereo sound system. Fall of 2020 a 72" color TV was installed enabling the mirroring of iPad on the large screen. A Ladybug document camera and an independent tripod and camera were installed in 2020 to facilitate Zoom classes and to be used to bring instructor demonstrations on the large TV screen.

- How does the instructional area advance Barton's mission and support the College's ENDS statements?

Mission: Barton offers exceptional and affordable learning opportunities supporting student, community, and employee needs.

ENDs:

 1. **Essential Skills**
 2. **Work Preparedness**
 3. **Academic Advancement**
 4. **"Barton Experience"**
 5. Regional Workforce Needs
 6. Barton Services and Regional Locations
 7. **Strategic Plan**
 8. Contingency Planning

1. **Essential Skills: Attendance, Reading, Writing, Speaking, Critical Thinking**

The Art Program supports the development and refinement of essential skills in its studio courses as well as the academic courses. Within the Art courses, regular attendance is recorded at each class meeting. Students become aware of attendance and late policies through written policies in all course syllabi. Reading and writing assignments are a part of academic courses such as Art History I and II as well as Art Appreciation. Studio courses such as Ceramic II and Ceramic I have reading and writing assignments. Threaded online discussions document the students use of course vocabulary as related to the assigned projects in the Ceramic courses. Meeting assigned due dates is a part of the essential skills needed for success as a student and later in the student's life as they become professionals. Students in Art History I are encouraged with extra credit points to submit chapter exams on a Friday, two days early from the close date of the assignment. Painting I included research essays. Painting I and II fosters critical thinking inside portfolio critiques. Students learn to use a formalist vocabulary and speak about the art work inside of critiques in the Art Program.

 Assessment at the classroom level and at the Program level is underway to document how well BCC (Barton Community College) Art Program students acquire the skills needed to be successful in the Art Program and in the Art profession.

 1. Articulating the visual elements and the principles of design. (Formalism)
 2. Use critical thinking demonstrated through writing assignments, creativity, and critiques.
 3. Develop works of art that are included in a student portfolio, used for application to jobs and application to meet higher educational goals.

2. **Work Preparedness**: Started in the Spring of 2021 an Arts Capstone, (ARTS1280) course has been developed to launch students into continued work on a BA or to prepare to enter the workforce as artists. The course has been updated to an 8-week hybrid to be delivered during the session in Spring of 2022. The course concentrates on Documentation, which includes Resume, Portfolio, Artist's statement. The artist's statement is also emphasized in Painting II and Drawing II

Educational paths, Marketing Strategies, and Business Entities are also presented in the Capstone course.

Discussions on how to approach galleries are conducted in Art Program in upper-level classes.

3. **Academic Advancement**

We have and continue to provide quality two-year experience that prepares our Associates of Arts (AA) graduates to springboard from our two-year community college into a Bachelor of Art/Fine Arts (BA, BFA) program at the university level. Seamless transfer of general elective credit hours has been achieved through active participation in the KBOR (Kansas Board of Regents) driven Outcomes and Competency meetings. The following classes have Outcomes and Competencies which mirror and transfer to 4-year schools in Kansas. Art Appreciation, Art History Survey I and II, Introduction to Drawing, 2D Design and 3D. Design. SOURCE: https://www.kansasregents.org/resources/PDF/SWT/2021_June_Disciplines_One-Page.pdf

During the COVID-19 pandemic no new ARTS general elective classes were added to the KBOR list. The 2021 KCOG Conference was held VIRTUALLY on October 8, 2021, hosted by Wichita State University. No ARTS courses were included in this session.

4. "**Barton Experience"**

- Collegiality built through assignments that utilize small group interactions.
- Community engagement through our partnership with the Shafer Gallery.
- Art Program students participate in the BaRTaRT Barton student, Faculty and Staff exhibition at the Shafer Gallery.
- A new Program Goal is Recruitment, Retention and Graduation Rate. A step being taken to enhance the student experience is the re-creation of an Art Club by Phil Jacobson in the Spring of 2022.

7. **Strategic Plan**

The Art Program has been and is involved with the College strategic plan through the following:

- o Renovation of T 171. Restructuring use of the space in T171 and T171A to support the new Digital Graphics emphasis.
- o Yuchen Boswell will be teaching Digital Graphics in T171A in the Spring of 2022.

Strategic planning requests for 2022-2023 include:

- o a new double sink and faucets for T151, repairs to the existing faucets stop the leaks temporarily, Leaks under the sink occur regularly, Plumbing has been held up in place with flat rocks, Heavy corrosion and scale buildup on fixtures is evident and gross. Dislodge trap devices under the sink no longer function.
- o the replacement of old florescent lights in T151 and T145 with color balanced LED lighting. The same type of lights used in the remodel of T171.
- o A need exists for book shelves in the upstairs room in T171.
- o **Beyond 2023** a need exists for an individual to be hired to construct and launch an online digital graphics program, this position would be balanced between Face-to-Face Hybrid graphics classes and online courses. Shorter competency driven certifications need to be developed to increase enrollment and employment in Digital Graphics.

- Describe any changes, challenges and/or improvements that have occurred since the last instructional review.
  - **Improvements**: T171 has been renovated. The room was cleaned, painted, new color balanced lights, and a new sink were installed. The old Black and White Photography Studio has been transformed into T17A. This will house the growing Digital Graphics Art Emphasis currently being taught by Yuchen Boswell. (Teaching Digital Graphics and Digital Photography.)
  - During the summer of 2021 Bill Forst constructed two new Bartonline courses titled Art History Survey I and Art History Survey II. The courses were placed online in the Fall of 2021. The new courses have been integrated into the BCC Hybrid format and used to breathe new life into the Art History Survey courses during the Fall of 2021 and Spring of 2022.
  - Through coordination with Myrna Perkins/Financial Aid, the Art Program is now a part of Scholarship Universe.
  - The number of students enrolled Fall of 2021 with an Art Emphasis is 20. (See document below in DATA ANALYSIS)
  - The Art Program is working closely with Mary Doyle, Art Advisor to ensure students are on track for graduation.

- How does the area serve, support and/or collaborate with other Barton instructional areas?
  - The Art Program has participated in Jack Kilby Day, supporting the Sciences at BCC. We did not participate in 2021 Jack Kilby Day.
  - The Art Program serves the Humanities by presenting transferable, general elective courses such as Art Appreciation, Drawing, Painting and Art History Survey.

- List current partnerships associated with the instructional area. What are the benefits? What other partnership opportunities exist?
  - The Art Program partners closely with the Shafer Gallery. Participating in the BaRTaRT 2020 Barton Student Faculty and Staff Exhibition.
  - **BARTON COUNTY ARTS COUNCIL** The Art Program partners with the Barton County Arts Council which provides funding through the **Bill J McKown Endowment/Golden Belt Foundation** for the Art Programs major recruitment event called Virtual Vortex.
  - In order to make a way through the obstructed byways of COVID-19, we designed a special virtual world for Barton County high school students to exhibit in. On April 30, the portal opened for students to explore a gaming style online environment where they could participate in a variety of activities and explore a realm of art all their own.
  - Hoisington High School Art Instructor Christina Lamoureaux said the exhibit was well received by the students. "It was a more than a wonderful format," she said. "I will be continuing to share and use it in my classes through the week. I think this is motivating and encouraging to our young artists and increases student appreciation of the arts."
  - The highlight of **Vortex Da**y is always the juried art show, which this past year consists of an **online exhibit of the work by students from Central Plains, Ellinwood, Great Bend, Larned and Hoisington High Schools**. In addition, the students were able to do the following activities: • View their submitted work and that of their peers on the "World of Exposition."• View comments by Vortex judges on the "Orb of Wise Critique."• Participate in short online workshop presentations by Barton Aesthetic Masters Bill Forst, Philip Jacobson and Yuchen Boswell.• View a video made exclusively for the Virtual Vortex by renowned steam-punk artist Kris Kuksi on the "Magister's World."•

Mind-meld with the "Core Brain" to determine the Artists' Choice Singularity Award. Visit https://shafergallery.myportfolio.com/vortex to interact with the Virtual Vortex Day Prezi.

- o **The benefits for working with our partners, The Shafer Gallery, the Barton Arts Council, and the Bill McKown Endowment,** include exposure for our faculty to the public, increased enrollment for the Art Program, and funding for Art Program events beyond our Art Program budget.

- Does the instructional area have an advisory board? If so, please describe its membership and activities.
- o We do not have an Advisory board. Bill Forst and Phil Jacobson serve on the advisory committee for the Shafer Gallery.

- Summarize the instructional team that supports the instructional area including full-time faculty; regular, part-time faculty, adjunct faculty, and staff. Please include references to the location of team members.
- o Currently we have two full-time faculty members and approximately five adjunct instructors across the system.
  - o Bill Forst, Full time Art Instructor, Barton Campus, BARTonline Instructor
  - o Philip Jacobson, Full time Art Instructor,
  - o Todd Mobray, Adjunct, BARTonline Instructor
  - o Yuchen Boswell, Full Time (Communications) teaching some ARTS and GRPH courses, Barton Campus
  - o Christina Lamoureaux, Adjunct, Barton Campus
  - o Mark Freeman, Adjunct, Barton Campus
  - o Mantra Jacobson, Adjunct, Barton Campus
  - o Brandy Brooks, Adjunct, Fort Leavenworth
  - o Teralyn Morriss, Adjunct, Fort Riley
  - o Aimee Hanson, Adjunct, Fort Leavenworth

- What faculty professional development activities have been completed since the last instructional review?
- o Forst, "Tips for Effective Online Teaching" December 2021, Professional Development Archive.
- o Full time Faculty, Forst and Jacobson participated in mandatory cyber security training as well as blood borne pathogens training. Mandatory Title IX training.

- Are there any professional development requests unmet?
- o Phil Jacobson applied for and received professional development funds for an Ala Prima Workshop, but COVID 19 hit and it was cancelled. Future funds needed for travel to painting workshops.

- If applicable, discuss program accreditation status.
- o N/A

Data Analysis

Despite the drop in revenue generated, the Art Program is experiencing growth with 20 students declaring an Art emphasis in the Fall 2021. Decreased BOL enrollment in ARTS1200 Art Appreciation online has contributed to the lower generation of billable credit hours. The Pandemic has been responsible for a decrease in generated revenue.

Mary Doyle, advisor to the art majors, has composed a spread sheet of students with a declared Art Emphasis. We have 20 declared Art Majors enrolled in the Fall of 2021. The Art Program has the possibility of graduating four students in the Spring of 2022. We have one student graduating at the end of Fall 2021.

Our main recruitment tool, VIRTUAL VORTEX DAY (LINK TO SHAFER ARCHIVE) has been successful in attracting high school students to the BCC Art Program.

Information was requested on the history of Art Majors from 2015- 2022 from Randy Thode.

He provided the following data.

Academic Year	Major/Concentration	Deg Code	Head count
AY 2016-2017	Art Education	AA	6
AY 2016-2017	Digital Graphics	AA	6
AY 2017-2018	Art	AA	6
AY 2017-2018	Art Education	AA	6
AY 2017-2018	Digital Graphics	AA	6
AY 2021-2022	Art	AA	6
AY 2020-2021	Digital Graphics	AA	5
AY 2016-2017	Digital Photography	AA	4
AY 2018-2019	Art	AA	4
AY 2019-2020	Digital Graphics	AA	4
AY 2020-2021	Art	AA	4
AY 2021-2022	Art Education	AA	4
AY 2021-2022	Digital Graphics	AA	4
AY 2015-2016	Art	AA	3
AY 2016-2017	Art	AA	3
AY 2017-2018	Digital Photography	AA	3
AY 2018-2019	Art Education	AA	3
AY 2018-2019	Digital Graphics	AA	3
AY 2019-2020	Art	AA	3
AY 2018-2019	Digital Photography	AA	2

AY 2019-2020	Art Education	AA	2
AY 2020-2021	Art Education	AA	2
AY 2021-2022	Digital Photography	AA	2
AY 2015-2016	Art Education	AA	1
AY 2015-2016	Digital Photography	AA	1
AY 2019-2020	Digital Photography	AA	1
Total			**94**

This is a graph created from Randy Thode's data. The dip in students declaring an Art Emphasis coincides with the death of Art Instructor Steve Dudek. The data/graph indicates we are increasing the number of Art majors in the last three years. Our recruitment efforts during the pandemic have been successful. I do not know why the Data from Randy Thode does not match the number of declared Art Emphasis students in Fall of 2021.
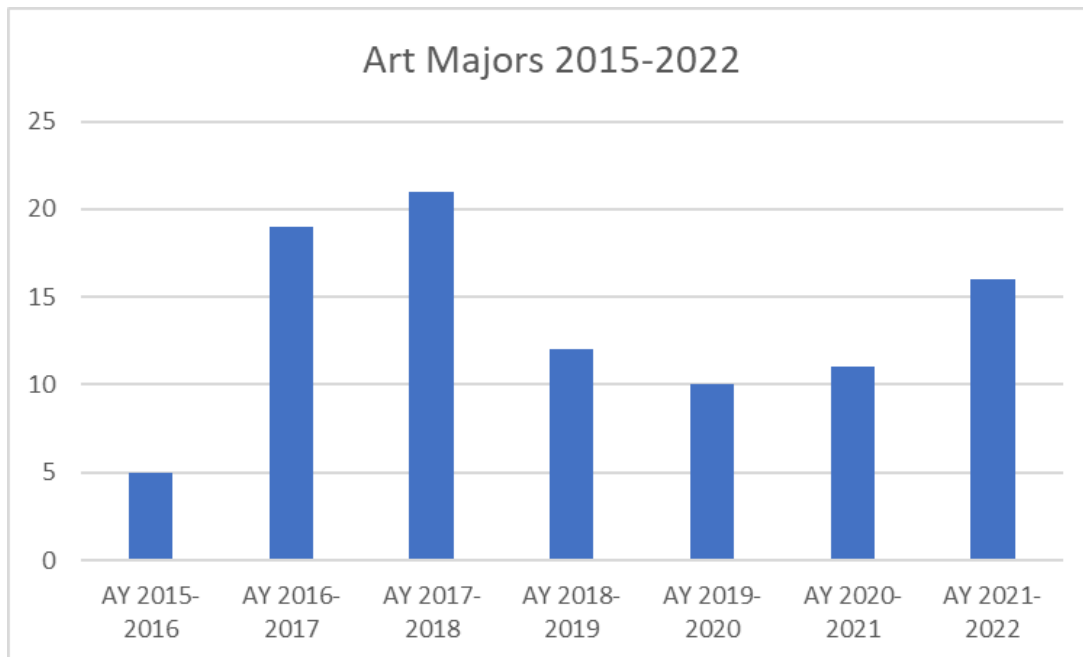
- Applicant Statistics

AcadYear	App Major/Concentration	Headcount	Enrolled	Enrolled in Application Program	Completed Application Program	Completed Different Program
AY 2018-2019	Art	9	5			2
AY 2018-2019	Art Education	3				
AY 2018-2019	Digital Graphics	12	3			
AY 2018-2019	Digital Photography	6	4	1		1
AY 2019-2020	Art	6	3	1		
AY 2019-2020	Art Education	6	3		1	1
AY 2019-2020	Digital Graphics	10	6	2		2
AY 2019-2020	Digital Photography	4	2	1		1
AY 2020-2021	Art	11	6	4		1
AY 2020-2021	Art Education	2	2	1		
AY 2020-2021	Digital Graphics	9	7	4		
AY 2020-2021	Digital Photography	3	1			
Total		**80**	**42**	**14**	**1**	**8**

- Instructional Area General Statistics

AcademicYear	Program	Headcount	Enrollments	Billed Hours	Developmental
AY 2018-2019	LIBERAL STUDIES	13	83	219	4
AY 2019-2020	LIBERAL STUDIES	14	82	211	5
AY 2020-2021	LIBERAL STUDIES	11	71	219	3
Total		**36**	**236**	**649**	**12**

- Demographics (Gender, Age, Race & Residence)

AcademicYear	F	M	Total
AY 2018-2019	11	2	13
AY 2019-2020	8	6	14
AY 2020-2021	8	3	11
Total	**26**	**10**	**36**

AcademicYear	17 and Under	18 to 25	26 to 35	36 to 45	56 to 65	66 and over	Total
AY 2018-2019		11	1		1		13
AY 2019-2020		9		1	3	1	14
AY 2020-2021	1	10					11
Total	**1**	**29**	**1**	**1**	**3**	**1**	**36**

AcademicYear	Asian	Hispanic of any race	Two or more races	White	Total
AY 2018-2019		1		12	13
AY 2019-2020	1	2		11	14
AY 2020-2021		3	1	7	11
Total	**1**	**6**	**1**	**28**	**36**

AcademicYear	Barton County Resident	Foreign	Kansas Resident	Non-Kansas Resident	Total
AY 2018-2019		1	12		13
AY 2019-2020	8	1	4	1	14
AY 2020-2021	4		7		11
Total	**12**	**2**	**23**	**1**	**36**

- Program Majors

AcademicY...	Major/Concentration	DegCo...	Headcount
AY 2018-2019	Art	AA	4
AY 2018-2019	Art	NDS	1
AY 2018-2019	Art Education	AA	3
AY 2018-2019	Digital Graphics	AA	3
AY 2018-2019	Digital Photography	AA	2
AY 2019-2020	Art	AA	3
AY 2019-2020	Art	NDS	4
AY 2019-2020	Art Education	AA	2
AY 2019-2020	Digital Graphics	AA	4
AY 2019-2020	Digital Photography	AA	1
AY 2020-2021	Art	AA	4
AY 2020-2021	Art Education	AA	2
AY 2020-2021	Digital Graphics	AA	5
Total			**36**

- New Students

AcademicYear	Continuing/Former Student	First time/first year	High School Student	Transfer Student	Total
AY 2018-2019	6	7		3	13
AY 2019-2020	11	8			14
AY 2020-2021	8	8	1		11
Total	**23**	**23**	**1**	**3**	**36**

- Time Status (Full/Part-time)

AcademicYear	Full-Time	Part-Time	Total
AY 2018-2019	11	2	13
AY 2019-2020	9	6	14
AY 2020-2021	10	1	11
Total	**29**	**8**	**36**

- Student Performance/Grades for **All Students** in Program Courses

AcademicYear	A	B	C	D	F	W	Total
AY 2018-2019	4	42	12	10	2	4	9	83
AY 2019-2020		48	12	5	3	8	6	82
AY 2020-2021		34	16	10	3	7	1	71
Total	**4**	**124**	**40**	**25**	**8**	**19**	**16**	**236**

- Program Awards

AcadYear	Deg	Major/Concentration	Headcounts
AY 2017-2018	AA	Art	2
AY 2017-2018	AA	Digital Graphics	2
AY 2017-2018	AA	Digital Photography	1
AY 2018-2019	AA	Art	1
AY 2018-2019	AA	Digital Photography	1
AY 2020-2021	AA	Art Education	1
Total			**8**

- Venue – Credit Hours

AcademicYear	BartOnline	EduKan	Main Campus	Total
AY 2018-2019	29	8	182	219
AY 2019-2020	18	3	190	211
AY 2020-2021	18		201	219
Total	**65**	**11**	**573**	**649**

Credit hour generation remains flat.

- Section Fill Rate

AcademicYear	Avg	Max	Min	Median
AY 2018-2019	65.90 %	114.29 %	4.00 %	75.00 %
AY 2019-2020	58.05 %	106.67 %	4.00 %	53.50 %
AY 2020-2021	71.00 %	100.00 %	16.67 %	88.89 %

Section fill rate is increasing.

Assessment of Student Learning

Considering your area's Student Learning Outcomes (SLOs) and associated data at the classroom, course and/or program assessment level, respond to the following questions.

Fine Arts - 2019 – 2021 Aggregated Results

To assist with the interpretation and analysis of the program assessment data, the following summaries have been provided. These are meant to provide an overview of the program assessment data to enable the reader to make program goals and strategic budgetary requests. It is worth noting that these are not meant to explicitly direct action, but rather to assist the content experts to make informed decisions.

Note that for simplification, the data has been aggregated over the listed years to enable the reader to see an overall standing and trend of the data and not simply a single moment in time.

Program Learning Outcomes

All Program Learning Outcomes are above the minimal 70% benchmark, and one is above the aspirational benchmark of 80%.

PLO 1: Articulate the visual elements and principles of design

PLO 2: Use critical thinking demonstrated through writing, creativity, and critiques

PLO 3: Develop works of art that can be included in a student portfolio

PLO	% Met	Trending
FINE_PLO_1	82.58%	Up
FINE_PLO_2	75.32%	Down
FINE_PLO_3	77.14%	Up

Problem solving will be used inside Design I and Painting I and II during critiques of assignments. This will be documented in PLO 2.

Competencies Below 70% Benchmark

Of the 18 competencies tied to the PLOs, three were below the 70% benchmark.

Course	Competency	% Met
ARTS 1210	1d. Debate and defend specific uses of materials in the creation of a work of art	41.18%
ARTS 1210	4a. Evaluate your completed work and the work of others in term of personal response	41.18%
ARTS 1214	3a. Use the visual elements to analyze your drawings to arrive at the best composition	66.67%

Quizzes will be enhanced to include shorter vocabulary tests to increase student retention of the material.

Blooms (Remember/Understand)

Competencies with the lower end Blooms are listed below. All were above the 70% minimal benchmark with two above the 80% aspirational benchmark.

Course	Competency	% Met
ARTS 1210	2a. Artistically express or interpret different thoughts, ideas, emotions, and relationships using the medium of painting	70.59%
ARTS 1214	4d. Recognize the problems associated with a given assignment, identify the necessary techniques and materials needed to complete the assignment and prioritize a set of procedures that can be used to accomplish the task	83.33%
ARTS 1202	1a. Know and apply the language and vocabulary of color and design as related to art elements and principals of composition	100.00%

- What trends have you identified and what actions have occurred and/or are planned to respond to the results.
  - Problem solving will be used inside Design I and Painting I and II during critiques of assignments. This will be documented in PLO 2.
  - Quizzes will be enhanced to include shorter vocabulary tests to increase student retention of the material.

- What curricular changes have occurred (or are planned) since the last review to ensure student learning outcomes are achieved?
  - See above response.

- What strategies do you utilize to achieve instructional quality and student engagement?
  - A strategy to achieve instructional quality and student engagement was sparked after Forst participated in the professional development seminar titled, "Tips for Effective Online Teaching." The idea of using short 3-6-10 minute micro lectures was helpful. "It made me think about how to use information from recent C.A.T.s in the BOL online courses called Art Appreciation and to overlap this data with the campus courses. I ask, in the C.A.T., if the instructional video was helpful in the drawing project/assignment. Overwhelming students say yes."
    - Micro lecture demonstrations for the other art projects need to be produced and embedded in these courses to facilitate student learning regarding the concepts, materials and techniques used by artists to create works of art.

Sustainability

Utilizing the Instruction Power BI app, please click on the Instructional Review area, read the Fiscal Report, and respond to the following questions.

Covid did not just affect some things, it altered everything from recruitment and enrollment to the pedagogy used in the classrooms. It affected our physical environment as well as our mental states.

We are following a nationwide trend because of COVID-19. Research indicates the following: *"We can now add increased attrition of 2019 freshmen to the severe impacts of the pandemic,"* said **Doug Shapiro, Executive Director of the National Student Clearinghouse Research Center.** *"These losses erase recent improvements that colleges have made in keeping learners on track early. They will ripple through higher education for years."*
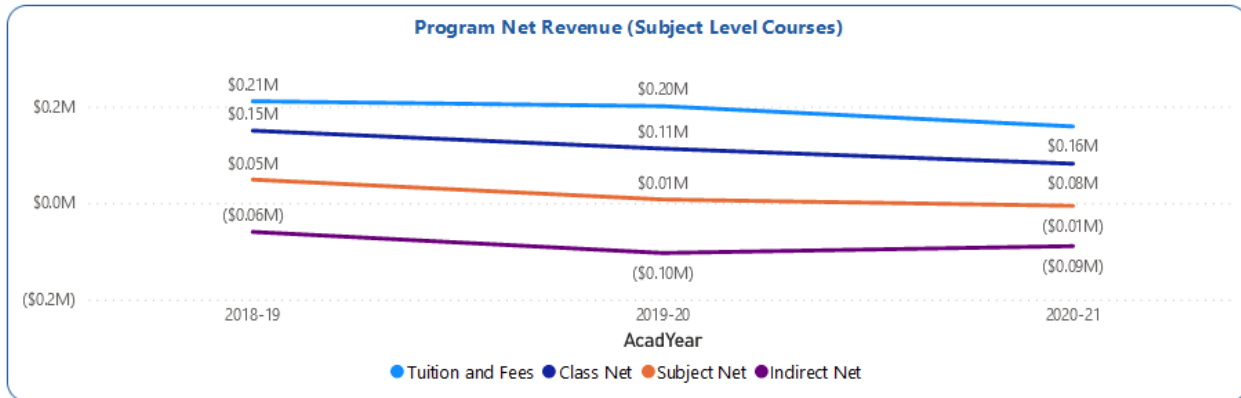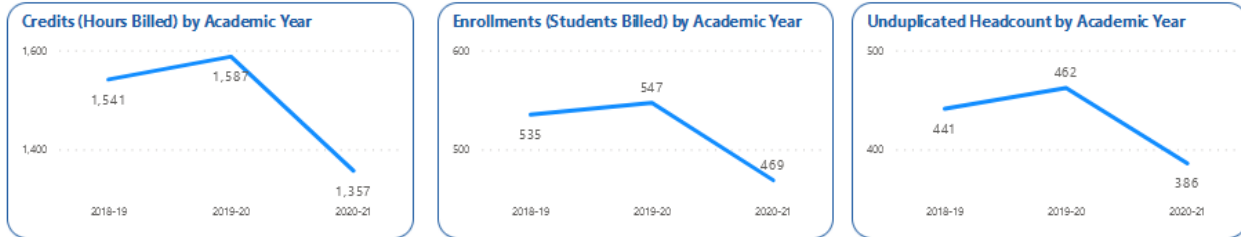***Highlights from the 2021 Persistence and Retention Report include:***

- o *There was a marked decline in first-year persistence rate in fall 2020 after remaining stable for the past four years. The overall persistence rate dropped two percentage points to 73.9 percent for fall 2019 beginning college students, its lowest level since 2012.*
- o ***Community colleges showed the steepest persistence rate decline over last year of all institution sectors (down 3.5 percentage points to 58.5%).***
- o *The persistence rate gaps by race and ethnicity in the 2019 cohort remain as wide as in the previous cohort years, with approximately a 22-percentage point gap between the highest (86.5% for Asian students) and the lowest (64.9% for Black students). White (79.3%) and Latinx (68.6%) students reflect a gap of nearly 11 percentage points. The overall first-year persistence rate fell the most among Latinx students (down 3.2 percentage points from 71.8% to 68.6%).*
- o *Retention rates declined the most in the community college sector (down 2.1 percentage points to 51.6%) whereas the rates went up in the public four-year college sector (up 0.7 percentage points to 76.3%). "*
- o *Source: https://www.studentclearinghouse.org/blog/college-persistence-rate-drops-an-unprecedented-2-percentage-points/*

Over the past four years the Art Program has undergone significant changes.

- Alyssa Bliven and Carson Norton stepped in as adjunct instructors to complete teaching schedule in 2017 - 2018. (Steve Dudek retired at end of 2018 and died Friday, Jan. 18, 2019)
- Scott Arthur was hired as a Full time Art Instructor and taught for BCC for one year before resigning.
- Phil Jacobson was hired to replace Scott as a full time Art Instructor July 2019.

AcadYear	Student Revenue	Total Class Expense	Miscellaneous Amount	Non Instructional Salaries	Non Instructional Benefits	Operational Expense	Indirect Expense	Profit/Loss With Indirects	Profit/Loss Without Indirects
2018-19	$262,709	($112,499)	$0	$0	($26,955)	($10,511)	($108,393)	$4,350	$112,743
2019-20	$245,067	($132,150)	$0	$0	($36,389)	($15,632)	($110,890)	($49,995)	$60,895
2020-21	$188,558	($106,855)	$200	$0	($39,057)	($15,954)	($83,518)	($56,626)	$26,892

Credits (Hours Billed) by Academic Year; Enrollments (Students Billed) by Academic Year; Unduplicated Headcount by Academic Year

Program Net Revenue (Subject Level Courses)

- Tuition and Fees ● Class Net ● Subject Net ● Indirect Net

- Summarize the instructional area's fiscal stability, contributions, or losses.
  - Bartonline credit hour generation is down. This, in part, reflects the recent changes to quizzes, pretests, and exams to stop academic integrity violations. We will not sacrifice academic integrity for financial gain. It may also indicate a "screen weary public" due to extensive use of Zoom and the online learning environment through the Covid 19 pandemic.
  - I do not understand why we are operating in the red in the category of Profit/Loss with indirect. We have steadily increased the number of declared Art Majors from 2019-2021. The chart on page 7 illustrates those numbers.

    - 2018-19 fiscal report

AcadYear	Student Revenue	Class Expense	Miscellaneous Revenue	Non-Instructional Salaries	Non-Instructional Benefits	Operational Expense	Indirect Expense	Profit/Loss With Indirects	Profit/Loss Without Indirects
2016-17	$231,802	($200,542)	$0	($5,409)	($32,803)	($13,566)	($100,506)	($121,024)	($20,518)
2017-18	$270,228	($132,781)	$0	($723)	($9,937)	($23,851)	($58,675)	$44,261	$102,936
2018-19	$261,465	($163,044)	$0	$0	($1,327)	($10,511)	($65,144)	$21,439	$86,583

AcadYear	Student Revenue	Total Class Expense	Miscellaneous Amount	Non Instructional Salaries	Non Instructional Benefits	Operational Expense	Indirect Expense	Profit/Loss With Indirects	Profit/Loss Without Indirects
2018-19	$262,709	($112,499)	$0	$0	($26,955)	($10,511)	($108,393)	$4,350	$112,743
2019-20	$245,067	($132,150)	$0	$0	($36,389)	($15,632)	($110,890)	($49,995)	$60,895
2020-21	$188,558	($106,855)	$200	$0	($39,057)	($15,954)	($83,518)	($56,626)	$26,892

What strategies are recommended to enhance the area's revenue generation?

The Art Program will continue to produce and launch another Virtual Vortex Day in May of 2022. We will follow up with letters/e-mail being sent to award winners and their high school art teachers informing them of our program's scholarships.

- o To counter the negative effects of the Pandemic we adapted our recruitment practices to a virtual environment. Using a PowerPoint presentation in 2019 the Art Program, partnering with the Shafer Gallery created and launched the first "Virtual Vortex Day." We had a positive to the Virtual Vortex Day and it help to recruit 14 Art Majors for the 2019 academic school year. We continued to develop the "Virtual Vortex Day" format for 2020 and in April of 2020 we launched a second "Virtual Vortex Day." This one was in a Prezi format and has collected over 1000 hits on social media. These efforts resulted in a total of 20 declared Art majors for Fall of 2021.

- Do resources (personnel, technology, physical space, support services, etc.) meet the instructional area's student learning goals and objectives? If not, please describe what needs are being unmet and if available, provide a detailed list of associated requests.
  - o A full time Digital Graphics instructor is needed to expand digital graphics into the online environment and on campus.
  - o Videography production online course needed.
  - o Short certification courses focused on Digital graphic skills including photo editing and videography are needed.

Strategic Planning

Considering the data, you have reviewed and your first-hand knowledge of the instructional area, please respond to the following questions.

- What are the strengths of the instructional area? What makes the area unique and interesting to students?
  - Dynamic Instructors
  - Updated facilities
  - Material fees in place for use by students in painting and drawing art classes.

- What needs improvement? What barriers exist that limits quality and effectiveness?
  - Faculty needed for digital graphics emphasis.
  - Online courses need to be expanded
  - Giclee printer needs an instructional demonstration.

- What opportunities exist to grow and/or strengthen the instructional area?
  - Digital graphics online
  - Videography online.
  - Drawing I online

- What challenges limit the competitiveness, scope, and delivery of the instructional area?
  - More online classes needed.

Goal Setting

- Please list the goals that were established during the last instructional review (2019-2021) and report on their status.

#1, Continue the visiting artists program to include regional, national, and international artists.

#2, Increase credit hour generation through the development of online art classes

- If not completed, please share why and report as to whether you plan to carry any of them forward or if you are concluding them as unmet.
- Talks with International artist Diaz have stalled due to the artists exhibition schedule conflicts. Jacobson will continue to work with Dave Barnes, Shafer Gallery Director to secure National and International artists for exhibitions at the Shafer. This will be peripheral to the Art Programs new goals for 2021- 2023.
  - We will retire goal #1
  - We will work on recruitment, retention and graduation rate and have added it as a new goal.

- Please identify goals for the 2021-2023 timeframe.
  - Goals should be limited to three.
  - **A minimum of one goal needs to support student learning**
  - Goals should be achievable in one-two years and align with the College's strategic core priorities and/or instruction's strategic goals.

  #1, Concentrate on Recruitment, Retention and raising the graduation rate.

  #2, Increase credit hour generation through the development of online art classes

  #3 Help students understand the descriptive language of formalism.

  - Goal three is associated with the following assessment goals:
    - ARTS 1202 Design I
      - 1a. Know and apply the language and vocabulary of color and design as related to art elements and principals of composition
    - ARTS 1210 Painting I
      - 3a. Use the elements and principles of design to evaluate the compositional make-up of your paintings
    - ARTS 1214 Drawing I
      - 3a. Use the visual elements to analyze your drawings to arrive at the best composition
- What resources and/or support are needed to accomplish the goals?
  - Continue with Vortex Day, Jr Day, Senior Day, and Jack Kilby Day.
  - Coordination with Matt Connell, Director of Instructional Excellence, to create H5P Drag and drop quizzes for Design, Painting and Drawing.
  - H5P drag and drop quizzes would help students understand the language of Formalism. Visual Elements, Principles of Design, and the influences of other works of art, seen or studied.
  - Coordination with Joe Harrington, Coordinator of Assessment to document student achievement.

- What are the recommended actions to achieve the goals?
  - o Participate in recruitment activities and coordinate with financial aid and college recruitment efforts.
  - o Forst will develop a Drawing I class to launch online, Fall of 2022
  - o Coordination with Matt Connell, Director of Instructional Excellence, to create H5P Drag and drop quizzes for Design, Painting and Drawing.
  - o H5P drag and drop quizzes would help students understand the language of Formalism. Visual Elements, Principles of Design, and the influences of other works of art, seen or studied.
  - o Create Drag and Drop quizzes and launch into Canvas course shells, use automated assessment to collect data for the Fine Art Program Assessment.

Review Summary

Instructor & Coordinator/Department Chair Comments

The Fine Art Program has faced challenges we could not imagine two years ago.
We pivoted to Zoom quickly and adapted our pedagogy to meet the demands of our new teaching environment. Our largest recruitment tool, "Vortex Day" became "Virtual Vortex Day." We discovered a new and larger audience when the PowerPoint and Prezi were released on social media.

Challenges will continue in 2021-2022. Fine Art and BCC are experiencing a national trend in the decline in enrollment at community colleges. The Fine Art Program will focus on recruitment, retention, and graduation to counter this national trend.

The analysis of students declaring an Art Emphasis shows an increase in the past two years. Our recruitment strategies are working. Increased retention and completion are needed. The Fine Art Program will create an Art Club to increase retention and graduation rates. The Arts Capstone course will promote professional practices and how to take the next step after graduation.

Using innovative technology such as Scholarship Universe, automated collection of assessment data through Canvas course shells and H5P components, will help us to engage our students in the Fine Art Program.

Dean Comments

This particular review highlights inconsistency with the data for these reviews. The data from IE doesn't seem to match the enrollment and emphasis student numbers the art department has.

I am in support of the goals presented.

Bill Forst	**12/10/2021**
Instructor & Coordinator/Department Chair	**Date**

Brian Howe	12/14/21
Dean	**Date**

Vice-President's Response

Thank you for submitting the Fine Arts instructional review. I appreciate the time and attention given to this report. I learn a great deal from reading through the information.

Much applause for the Virtual Vortex Day! What an incredible experience for students and an innovative approach to maintaining the annual event during a pandemic.

Congratulations on the growth in art majors! And, kudos for working closely with the Advisement Center to assist with retention and completion.

I'm excited to learn more about the new Art Club's launch and progress.

I like the idea of short certification courses focused on Digital graphic skills – I believe there is a market for these offerings.

I approve the following goals:
- Concentrate on Recruitment, Retention and raising the graduation rate.
- Increase credit hour generation through the development of online art classes
- Help students understand the descriptive language of formalism.

Elaine Simmons

1/28/22

_____   _____
Vice-President of Instruction   **Date**

2021-2023 Instructional Review
Reporting Years: 2018-2019, 2019-2020 and 2020-2021

Review Date: November 16, 2021

Instructional Area: Medical Support

Reporter(s): Chris Baker/Cathy Smith

General Information
Please provide a response to each of the statements below as applicable to your instructional area. If an area does not apply, please note "non-applicable."

- Describe the instructional area and its purpose.

Medical Support Programs for this program review timeframe includes the following programs: Medical Administrative Technology (AAS), Medical Assistant (AAS and certificate), and Medical Coding (Certificate). The Medical Assistant performs routine administrative and clinical tasks under the direct supervision of a licensed health care provider. Most often working in a clinic, but can work in other health care facilities to keep a medical office, clinic, or other similar setting running smoothly by greeting patients, and scheduling appointments. The Medical Administrative Technologist takes on a role of the medical administrative assistant and files insurance claims, answers incoming calls and other day-to-day office functions. The Medical Coder reviews the patient's file and translates everything from that file into universal codes for the purpose of documenting medical records and for medical billing required by insurance companies

The Medical Support Instructional Area has one full-time instructor/coordinator and one adjunct faculty member.

- How does the instructional area advance Barton's mission and support the College's ENDS statements?

Mission

Barton offers exceptional and affordable learning opportunities supporting student, community, and employee needs.

ENDs

1. Essential Skills
2. Work Preparedness
3. Academic Advancement
4. "Barton Experience"
5. Regional Workforce Needs
6. Barton Services and Regional Locations

7. Strategic Plan
8. Contingency Planning

The Medical Support Programs support the mission of Barton Community College by educating individuals to provide needed healthcare services not only in Barton county's service area but throughout the United States and overseas. Medical Administrative Technology and Medical Coding can be completed 100% online and lend themselves to students from around the world. In addition, the Medical Assistant Program will be moving to a 100% online offering with the final course of Patient Care II currently going through the final stages of the online course development process. Clinical check-offs requiring face to face completion will be coordinated through Clinical Agreements.

- Essential Skills – The Medical Support Programs deal with essential skills in all areas of the medical field especially as these individuals work with patients. These skills are reinforced through all courses in the program.
- Work Preparedness – The program's goal is to prepare students to work in the medical field as either a Medical Administrative Assistant, Medical Assistant and/or Medical Coder. These positions require specific skills to be successful in the workplace.
- Academic Advancement – This program enhances the knowledge of current/future employees and expands their knowledge of the medical setting. The goal of this program is to lead to employee hires and promotions.
- "Barton Experience" – This program is mainly taught through Bartonline although there are in-Person/Hybrid Medical Terminology classes.
- Regional Workforce Needs – This program serves not only the Barton Service area but the United States as well. All three programs for the Medical Support program are able to be taught online and lend themselves well to serving not only the regional workforce needs but the United States as well.
- Strategic Plan – The Medical Support program is versed in Barton's' Strategic Plan and has the opportunity to request funds for the program. In the past, this program has not asked for additional funds.

- Describe any changes, challenges and/or improvements that have occurred since the last instructional review.

Improvements in the Medical Support Programs were made by the use of Zoom/hybrid classes especially in the Medical Assistant program for the 2021spring semester. Full online implementation of the Patient care classes will allow all classes to be taken on line by students in remote locations. MDAS 1648 Medication Administration and MDAS1644 Basic Laboratory techniques were transitioned to fully online in the fall of 2020 and were published for student enrollment during the 2021 fall semester.

A challenge might be in the student securing a site for the clinical experiences due to the ongoing pandemic of Covid-19 and facilities being hesitant to have students in their buildings.

A new instructor/coordinator started in September, 2021 as the previous instructor/coordinator retired in May, 2020.

- How does the area serve, support and/or collaborate with other Barton instructional areas?

For the three programs under the Medical Support Programs, students are expected to take classes outside of the MDAS course description. This includes courses from a number of academic areas on campus, and it is advantageous for this program to work closely with the Adult Healthcare program as it relates to the Medical Assistant Program. Specifically, High school students who take the CNA class at Barton can get credit for the Patient Care 1 course.

- List current partnerships associated with the instructional area. What are the benefits? What other partnership opportunities exist?

Based on recommendations through the Medical Support advisory board, a new class was developed, Medical terminology for the non-healthcare provider. It is a 1 credit hour 8 week class giving basic terminology devised for employees not working in clinical areas i.e.: dietary, housekeeping, supply storage.

Currently talks are starting to develop a partnership with the Hays Medical Center specifically related to the Medical Assistant Program. The hospital is interested in setting up an arrangement with Barton for Hays Medical Center employees to complete the Medical Assistant program. Meetings have been organized to discuss this interest further.

- Does the instructional area have an advisory board? If so, please describe its membership and activities?

The Medical Assistant program has an advisory board, which meets twice a year and comprised of health care facility members primarily in Barton county. Specifically Clara Barton Hospital, University of Kansas health care systems, urgent care and physician offices within the area. Attendance has been a challenge, with the last meeting in September, 2021 being attended by five industry professionals (one in person and four via zoom).

- Summarize the instructional team that supports the instructional area including full-time faculty; regular, part-time faculty, adjunct faculty and staff. Please include references to the location of team members.

The three programs currently have one full time instructor/coordinator. The instructor/coordinator teaches on the great bend campus and online classes. She will be going to an area high school in the 2022 spring semester for an in person Medical terminology class. In addition, one adjunct faculty member teaches the Medical Coding program online. Medical terminology courses, which is a required course in all three programs are also taught at the Fort Riley and Fort Leavenworth campus as well.

- What faculty professional development activities have been completed since the last instructional review?

The Instructor/Coordinator is currently participating in the Assessment Institute and has also recently attended a KCWE Workshop on Classroom Management/Motivation.

- Are there any professional development requests unmet?

Not at this time.

- If applicable, discuss program accreditation status.

N/A

Data Analysis

Please utilize the following link (https://app.powerbi.com/home) to gain access to the Instruction Power BI app. Click on "Reviews" on the left hand blue column and then click on "Instructional Review." Review the reports noted below, reflect on what the data is revealing, what opportunities and/or challenges the data brings to your awareness and what recommendations you have in response to the data review. Please provide a written response.

- Applicant Statistics

Application / Enrollment / Completion Headcounts

AcadYear	App Major/Concentration	Headcount	Enrolled	Enrolled in Application Program	Completed Application Program	Completed Different Program
AY 2018-2019	Medical Admin Technology	17	5	4	1	
AY 2018-2019	Medical Assistant	33	11	3	1	1
AY 2018-2019	Medical Coding	69	34	28	3	
AY 2019-2020	Medical Admin Technology	23	8	3		1
AY 2019-2020	Medical Assistant	32	9	7	1	
AY 2019-2020	Medical Coding	56	19	12	3	1
AY 2020-2021	Medical Admin Technology	14	7	4		
AY 2020-2021	Medical Assistant	16	10	3		2
AY 2020-2021	Medical Coding	49	19	16		
Total		**306**	**122**	**80**	**9**	**5**

A drop in enrollment was experienced during the pandemic, the instructor/coordinator is working on recruitment for the program and is fielding an increased amount of phone calls for the programs. We are hopeful that the Medical assistant program completing the transition to fully online will help increase enrollment and completions. The number of completers for this program is a concern.

- Instructional Area General Statistics

Basic Program Statistics

AcademicYear	Program	Headcount	Enrollments	Billed Hours	Developmental
AY 2018-2019	MEDICAL CODING	45	191	604	
AY 2019-2020	MEDICAL CODING	34	142	457	1
AY 2020-2021	MEDICAL CODING	36	127	382	
AY 2018-2019	MEDICAL ASSISTANT	10	78	250	1
AY 2019-2020	MEDICAL ASSISTANT	15	150	440	1
AY 2020-2021	MEDICAL ASSISTANT	13	74	254	1
AY 2018-2019	MEDICAL ADMINISTRATIVE TECHNOLOGY	16	58	181	
AY 2019-2020	MEDICAL ADMINISTRATIVE TECHNOLOGY	18	83	246	4
AY 2020-2021	MEDICAL ADMINISTRATIVE TECHNOLOGY	11	32	96	1
Total		**172**	**935**	**2910**	**8**

Head count, decreased over the three-year period by 48, and may be attributed to the pandemic. The current largest group of enrollment is in the Medical coding program.

- Demographics (Gender, Age, Race & Residence)

Headcount by Gender

AcademicYear	F	M	Total
AY 2018-2019	65	6	**71**
AY 2019-2020	61	5	**66**
AY 2020-2021	58	2	**60**
Total	**159**	**13**	**172**

The Medical Support program enrollment is led by the Female gender, as 92.4 % of the student population in the last three years are Female students.

Headcount by Age Group

AcademicYear	17 and Under	18 to 25	26 to 35	36 to 45	46 to 55	56 to 65	66 and over	Total
AY 2018-2019		13	26	20	8	3	1	**71**
AY 2019-2020		17	21	18	8	1	1	**66**
AY 2020-2021	2	19	19	10	9	1		**60**
Total	**2**	**40**	**60**	**40**	**25**	**4**	**1**	**172**

The majority of the students in the programs in the last 3 years were in the 26-35 age group with a total of 60 as opposed to the 2016-2019 review when it was the 18-25 age group with 78. These two age groups make up 58.1 % of the majors. The 36-45 age group has had the largest decline during this three year period, possibly indicating this age group being less likely to go back to school during the pandemic to change careers.

Headcount by Residency

AcademicYear	Barton County Resident	Foreign	Kansas Resident	Non-Kansas Resident	Total
AY 2018-2019			51	20	71
AY 2019-2020	15		36	16	66
AY 2020-2021	6	2	36	16	60
Total	**21**	**2**	**111**	**47**	**172**

76.7% of the students are Kansas residents over the last 3 years with only 18% of the Kansas residents being from Barton County.

Headcount by Ethnicity

AcademicYear	American Indian/Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaii/Pacific Islander	Race/Ethnicity Unknown	Two or more races	White	Total
AY 2018-2019			17	2			1	6	44	71
AY 2019-2020	1	1	9	4		2	4	45	66
AY 2020-2021		2	10	4	2		3	39	60
Total	**1**	**4**	**30**	**9**	**2**	**2**	**10**	**114**	**172**

The ethnicity of the Medical Support programs are 66.2 % white with the next largest group being African American. Marketing to the Hispanic students might be advantageous.

- Program Majors

Headcount by Student Major

AcademicYear	Medical Admin Technology	Medical Assistant	Medical Coding	Total
AY 2018-2019	16	10	45	71
AY 2019-2020	18	15	34	66
AY 2020-2021	11	13	36	60
Total	**38**	**34**	**104**	**172**

Medical coding certificate program remains the largest program with 60.4% of the students and is offered completely online. We are hopeful that the Medical Assistant will increase after transitioning online.

- New Students

Headcount by Student Type

AcademicYear	Continuing/Former Student	First time/first year	High School Student	Transfer Student	Total
AY 2018-2019	55	10	1	25	71
AY 2019-2020	55	5	1	18	66
AY 2020-2021	44	10	3	16	60
Total	**138**	**25**	**5**	**58**	**172**

Of the 172 students in the last three year period, a total of 30 students were first year or High School students. For the 2020-2021 school year both the first time and High School student categories show an increase in enrollment while the continuing/former student showed a decrease.

- Time Status (Full/Part-time)

Headcount by Time Status

AcademicYear	Full-Time	Part-Time	Total
AY 2018-2019	59	14	**71**
AY 2019-2020	57	12	**66**
AY 2020-2021	40	24	**60**
Total	**136**	**48**	**172**

Head count is overwhelmingly leaning towards the full time student, for the last three years, with 79.0% being full time students. This is an interesting shift as in the 2016-2019 review period more students were Part-time (155 Part-time students/128 Full-time students).

- Student Performance/Grades for **All Students** in Program Courses

Enrollments by Grade Received

AcademicYear	A	B	C	D	F	I	P	W	Total
AY 2018-2019		126	53	63	17	42	2		24	**327**
AY 2019-2020	2	168	79	50	17	38	8	3	10	**375**
AY 2020-2021		107	56	32	15	13			10	**233**
Total	**2**	**401**	**188**	**145**	**49**	**93**	**10**	**3**	**44**	**935**

Of the 935 total grades, 79% received a C or better. A larger amount of students failed than the last three years at 10%.Students are generally doing well in their classes.

- Program Awards

Completions by Major

AcadYear	Medical Admin Technology	Medical Assistant	Medical Coding	Total
AY 2017-2018	2	3	1	**6**
AY 2018-2019	4	2	9	**15**
AY 2019-2020	5	4	5	**14**
AY 2020-2021		3	5	**8**
Total	**11**	**12**	**20**	**43**

The Medical Support programs saw a decrease in completions in the 2020-2021 timeframe, mainly in the Medical Admin Technology degree with no students receiving an award.

- Venue – Credit Hours

Headcount by Venue

AcademicYear	BartOnline	EduKan	Fort Leavenworth	Fort Riley	Grandview/Troop School	Main Campus	Total
AY 2018-2019	68	1		1		6	**71**
AY 2019-2020	63	3			1	14	**66**
AY 2020-2021	55		1	1		8	**60**
Total	**164**	**4**	**1**	**2**	**1**	**24**	**172**

As expected with the majority of the program being offered online during the three year reporting period, the majority of the headcount is as expected.

- Section Fill Rate

Section Fill Rate (Enroll/Max Enroll)

AcademicYear	Avg	Max	Min	Median
AY 2018-2019	52.58 %	100.00 %	3.33 %	50.00 %
AY 2019-2020	49.56 %	100.00 %	3.33 %	46.67 %
AY 2020-2021	54.98 %	114.29 %	3.33 %	50.00 %

Section fill Rate has remained consistent during this reporting period.

Assessment of Student Learning

Considering your area's Student Learning Outcomes (SLOs) and associated data at the classroom, course and/or program assessment level, respond to the following questions.

- What trends have you identified and what actions have occurred and/or are planned to respond to the results.

It was recognized in Medical Coding that the internship portion of the course resulted in more watching for the student than actual real hands on experience. This was resulting in the students not having to think through scenarios and gaining proper experience needed in coding. With this information, a new approach was determined as necessary for the student.

The Covid pandemic has resulted in a challenge to find clinical placements for some students, with sites not accepting of students in some cases. With this development, a simulation program that is online is being researched to help provide additional content for the students.

- What curricular changes have occurred (or are planned) since the last review to ensure student learning outcomes are achieved?

The Medical Coding internship has been transitioned out of an in person experience to a simulated coding programing done as the final class of the program online. This new experience

requires the student to be the active participant with more hands on experience as opposed to observing an actual coder complete the work.

- What strategies do you utilize to achieve instructional quality and student engagement?

Course content utilizes video content written assignments and group discussions. Students are engaged weekly by the instructor to make sure class is flowing smoothly and questions are answered. The Medical Assistant program also has clinical experiences added to it. In the future all clinical experiences will be in an external site.

Sustainability

Utilizing the Instruction Power BI app, please click on the Instructional Review area, read the Fiscal Report and respond to the following questions.

- Summarize the instructional area's fiscal stability, contributions or losses.

AcadYear	Student Revenue	Total Class Expense	Miscellaneous Amount	Non Instructional Salaries	Non Instructional Benefits	Operational Expense	Indirect Expense	Profit/Loss With Indirects	Profit/Loss Without Indirects
2018-19	$431,374	($106,857)	$0		($19,715)	($2,339)	($94,929)	$207,534	$302,463
2019-20	$385,219	($121,253)	$0		($19,541)	($2,410)	($86,514)	$155,501	$242,014
2020-21	$283,810	($82,454)			($16,567)	($444)	($51,457)	$132,888	$184,345

The Medical Support program does contribute positively to the overall college budget. The program has experienced a decline in enrollment over the last three years, which has decreased the profits this program had previously experienced.

- What strategies are recommended to enhance the area's revenue generation?

Enrollments (Students Billed) by Academic Year
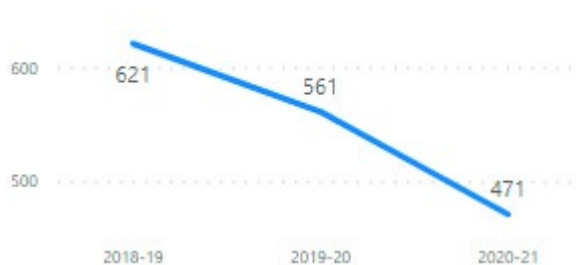
The Medical Assistant program has been transitioning over the last two years to a more online format with this transition completing to fully online in 2022. It is hopeful that students being able to complete clinical experiences locally will be seen as an extra appeal to the student and increase enrollment.

- Do resources (personnel, technology, physical space, support services, etc.) meet the instructional area's student learning goals and objectives? If not, please describe what needs are being unmet and if available, provide a detailed list of associated requests.

With the transition of the Medical Assistant program to online, research has started to locate a simulated technology program to supplement instruction and provide additional experience for students to improve skills prior to utilizing their clinical site, and to enhance content for the program.

In addition consideration of adding a Medical Coding adjunct faculty member has been considered to provide more scheduled offerings to increase enrollment.

Strategic Planning

Considering the data you have reviewed and your first-hand knowledge of the instructional area, please respond to the following questions.

- What are the strengths of the instructional area? What makes the area unique and interesting to students?

The Medical Support Program is designed to provide graduates with the skills necessary to obtain entry-level employment in a variety of multidisciplinary clinical and/or administrative healthcare settings. The program also provides an overview of complementary methods and current healthcare trends. The strengths of the program are an opportunity for students to have a broad range of experiences, and wide range of employment options in the Healthcare industry

- What needs improvement? What barriers exist that limits quality and effectiveness?

Development of partnerships to facilitate the clinical agreement process with the external clinical sites will need to be expanded with the program transitioning to offer all the courses online. In addition, with the development of partnerships, it would be hopeful that an increase in participation by the Advisory board could strengthen instructional content for the program.

- What opportunities exist to grow and/or strengthen the instructional area?

Development of partnerships through the clinical agreement process provides additional opportunities to be exposed to additional students and aide in recruitment to the Medical Support programs.

- What challenges limit the competitiveness, scope and delivery of the instructional area?

It was felt that the Medical Assistant program was not as competitive due to many other programs being fully online. With this transition to online completing, increased marketing should eliminate this challenge.

Goal Setting

- Please list the goals that were established during the last instructional review (2019-2021) and report on their status.

- Were they completed and if so, what was the outcome?
- If not completed, please share why and report as to whether you plan to carry any of them forward or if you are concluding them as unmet.

1. Have all programs online and develop needed clinicals to support program completion.
   - The program will be able to be fully offered online starting in the Spring 2022 semester. The partnerships for clinicals is currently being worked on and with positive results to date. Would consider this goal met with the exception of the necessary clinical sites.
   - Will consider a goal for the clinical site portion and improving partnerships in the next review.

2. Work on the initiative to offer Medical Terminology for the Non-medical employee that was a recommendation from the advisory board.
   - This was offered in the 2021 Fall semester, advertising flyers went out to healthcare providers, the result was not successful with extremely low response and enrollment.
   - This goal was met, and will continue to market this class availability.

3. Identify strategies to increase completers.
   - Moving program offerings to online, looked at and adjusted course scheduling.
   - During data review, increasing completers has not occurred and should continue to be monitored.

   - Please identify goals for the 2021-2023 timeframe.
     - Goals should be limited to three.
     - **A minimum of one goal needs to support student learning**
     - Goals should be achievable in one-two years and align with the College's strategic core priorities and/or instruction's strategic goals.

1. Complete development of the required face-to-face courses into an Online format – the lecture part of the coursework through Canvas/or course shell and the utilization of external clinical sites for hands on completion of skills.
2. Development of at least two new partnerships for the Medical assistant program to utilize facilities for clinical experiences.
3. Research and development of simulated content for increased educational support in the medical assistant program.

   - What resources and/or support are needed to accomplish the goals?

Increased marketing for the Medical Assistant program transitioning to full online availability as this will be a change for the program. Also, a possible simulated technology program that will enhance instructional content in preparing students for clinical experiences.

- What are the recommended actions to achieve the goals?

Work with the PR Department and the Center to increase marketing when available to do so, and to work with the IT Department and the Center as appropriate to develop options for the simulated clinical experiences.

Review Summary

Instructor & Coordinator/Department Chair Comments

Since I have arrived here in September 2020, I have worked to convert Basic Lab techniques and Medication administration to a BARTonline format, which after passing the improvement process rubric have been scheduled and started in the Fall semester August 2021. To complete our transitioning of the Medical Assistant program to online the Last two in person classes will be finished by the end of December 2021 in order to be ready for students with the spring 2022 semester. The Medical Assistant program has a lot of room to grow which I am hoping the transitioning will take care of as this allows students to remain closer to where their residences are and not have to travel attend the BCC campus. BCC is the last Medical Assisting program to the Colorado border and the online part should facilitate more students and adding in the loss of workers due to Covid, the program should show a healthy growth.

Executive Director/Director/Coordinator Comments

The Medical Support program does make a positive contribution to the College budget, although it has showed a steady decline over the three year period. It is believed the pandemic has played a role in this decline and the program has been undergoing some changes that will hopefully show a rebound in enrollment. Coordinator Smith will have the last course of Patient Care II completed in December, 2021 and the spring semester schedule will have an option for all students to complete courses fully online. The data review for this reporting period and the last reporting period revealed some interesting changes to consider:
- The 26-35 age group has the highest number of participants now as opposed to the previous review when it was the 18-25 age group.
- The 36-45 age group has had the largest decline, during the pandemic years of any age group.
- Currently Kansas residents not residing in Barton County are the majority of students, and with the online opportunities for this program, it is hopeful for an increase in Non-Kansas residents to occur.
- During the pandemic years it was noted the largest decline in students was in the continuing/Former student, and the transfer student categories. First time/First year and High School students showed a small growth.
- From the review of data that occurred in the 2019 review to the current review it is interesting to note a shift in having more Full-time students than part time. The previous review notes more part time students take this program.

I do like the goals of developing partnerships to enhance clinical opportunities and also potentially assist in increasing enrollment, and also the development of online clinical simulation options for

student learning to improve competency in the field. Additional goals for this program should be increased marketing of the online options, and working to retain the students through completion.

The partnership conversations with the Hays Medical group should also be followed through on and could yield positive results for the program.

Dean Comments

Thank you for the opportunity to review the Instructional Review for Medical Support Programs here at Barton. I definitely agree that one are of focus should be on retention of students and getting them to complete the program. One thing that might help us is to find out why they didn't complete, i.e., life change, change of major, pandemic, etc. Marketing is also one thing that should be at the top of our list. Marketing to diverse ethnic groups and special populations and marketing to the 18-35 year old potential student would be a good place to start our focus. I continue to be excited about the new approach to the Medical Coding Internship. The online modules make the student the "coder" and allow them to make mistakes, find mistakes, and correct mistakes. This active participation is much better than just observing someone else completing the work. Even though we have seen a downward trend in the profitability of the Medical Support programs, it remain profitable for the college.

One thing I would like for you to keep a close eye on is the declining enrollment for our Medical Administrative Technology courses. This has been an area of concern in the past and I want to make sure we keep it on our radar.

I support the current goals and really like the focus on building and growing partnerships. This will help grow and market our program through our partners. Of note on the goals, the Patient Care II course has been completed and approved and is ready to go for Spring semester 2022.

Well done!

Cathie Smith   **11/16/21**
Instructor & Coordinator/Department Chair   **Date**

Chris Baker   **11/16/21**
Executive Director/Director/Coordinator   **Date**

Dr. Kathleen Kottas   **12/10/21**
Dean   **Date**

Vice-President's Response

Thank you for submitting the Medical Support programs instructional review! It was an informative read with excellent responses that referenced the relationship between the programs and the College's mission and ENDS statements. I appreciated the thorough review of the data points and attention given to student assessment outcomes.

I applaud the near completion of your 2019-2021 goal to move the Medical Assistant program online and the achievement of a new course offering as recommended by your advisory board.

I support the 2021-2023 goals (noted below) with the addition of two additional goals noted in Executive Director Baker's comments (added below).

- Complete development of the required face-to-face courses into an Online format – the lecture part of the coursework through Canvas/or course shell and the utilization of external clinical sites for hands on completion of skills.
- Development of at least two new partnerships for the Medical assistant program to utilize facilities for clinical experiences.
- Research and development of simulated content for increased educational support in the medical assistant program.
- Increased marketing of online program options
- Identify strategies to retain students through completion.

With respect to resources and support, I recognize the request for "Increased marketing for the Medical Assistant program transitioning to full online availability" and "a possible simulated technology program that will enhance instructional content in preparing students for clinical experiences." Both are addressed in the 2021-2023 goals.

Elaine Simmons

12/22/21

_____   _____
Vice-President of Instruction   **Date**

Review Date: 11-29-2021

Instructional Area: Medical Laboratory Technician

Reporter(s): Karen Gunther/Chris Baker

General Information

Please provide a response to each of the statements below as applicable to your instructional area. If an area does not apply, please note "non-applicable."

- Describe the instructional area and its purpose.

Medical Laboratory Technician is an online program that requires intermittent laboratory support provided by cooperative laboratories, clinical affiliates, and the Barton Community College campus. Students successfully completing this program are awarded an AAS degree in Medical Lab Technology and are eligible to take the ASCP (American Society of Clinical Pathologists) national certification exam. Upon graduation, the students have received the education necessary to begin work in the many facets of the medical lab world.

- How does the instructional area advance Barton's mission and support the College's ENDS statements?

Mission

Barton offers exceptional and affordable learning opportunities supporting student, community, and employee needs.

ENDs

1. Essential Skills

2. Work Preparedness

3. Academic Advancement

4. "Barton Experience"

5. Regional Workforce Needs

6. Barton Services and Regional Locations

7. Strategic Plan

8. Contingency Planning

The MLT department offers Phlebotomy to anyone over the age of 16 and with completion of the class and clinical portion, they will be eligible for the ASCP national certification. This aligns with the secondary CTE Health Science pathway tiered as Applied and Technical levels.

The MLT degree is an associate of applied science which focuses on essential skills and abilities needed to work in the clinical laboratory. Students participate in on campus labs or cooperative labs at CLIA (Clinical Laboratory Improvement Amendments) approved facilities around the country during course work and are required to complete approximately 400 hours of clinical hands-on training as well, after completion of the coursework.

MLT and Phlebotomy courses are offered in a totally online, hybrid, and face-to-face format in order to accommodate all students in regard to class times, as well as providing the opportunity for students to complete lab work at a facility location close to home or in which they are currently working.

Barton's MLT program is accredited by the NAACLS (National Accrediting Association of Clinical Laboratory Scientists.) Yearly self-studies are completed and all cooperating and clinical lab sites are also CLIA or COLA (Commission on Office Laboratory Accreditation) or JCAHO (Joint Commission on Accreditation of Healthcare Organizations) accredited.

- Describe any changes, challenges and/or improvements that have occurred since the last instructional review.

The program's long time Director and the full-time instructor both retired in 2019 and 2020. In June of 2020, a new Director, Karen Gunther was hired. Andrea Thompson has transitioned from an adjunct faculty member to a full-time instructor position. There have also been an additional 4 new adjunct instructors hired since the last review.

- How does the area serve, support and/or collaborate with other Barton instructional areas?

Adult Healthcare, MLT and Academic Division Science programs work closely, collaborate, and support each other's programs frequently and share support staff, ideas, etc. We often share resources and information during student career fairs and informational presentations. We are involved in STEM Day, Jack Kilby Day, and HOSA (Health Occupation Student Association) projects. The phlebotomy course is used in multiple programs such as CNA, Nursing, EMS (Emergency Medical Services), and Medical Assisting, and MLT. The labs, resources and manipulatives used in phlebotomy are shared by all and maintained by MLT. MLT is also responsible for the proper disposal of the biohazard and sharps containers used in various programs on campus.

- List current partnerships associated with the instructional area. What are the benefits? What other partnership opportunities exist?

MLT and Phlebotomy students are required to complete approximately 400 hours of clinical lab experience during the MLT program. Clinical sites maintain positions on the MLT advisory board and provide input and feedback on program development and instruction of the program content. A current list of Advisory Board members and partnerships are attached.

- Does the instructional area have an advisory board? If so, please describe its membership and activities?

The MLT program conducts Advisory Board meetings twice a year. The purpose of the Advisory Board is to:

- Provide advice and support for programs.
- Assist in the establishment and validation of industry-recognized knowledge and skills.
- Partner in the exploration, evaluation and adoption of assessment tools, industry-recognized credentials and/or other certifications or accreditations.
- Participate in curriculum development and program alignment projects as required by the Kansas Board of Regents.
- Assist in the review process to align Perkins IV requirements with institutional and statewide initiatives.
- Assist in the identification of strategies to promote career and technical education programs.
- Assist in the identification of appropriate training, internship, and employment opportunities.
- Evaluate training facilities and program equipment; make suggestions appropriate to industry standards.
- Participate in college and/or program related activities.

- Summarize the instructional team that supports the instructional area including full-time faculty; regular, part-time faculty, adjunct faculty and staff. Please include references to the location of team members.

The MLT department has a full-time program Director, full time instructor and 4 adjunct instructors. The following are new to their positions since June 2020

- Karen Gunther MS, MT(ASCP) Director
- Andrea Thompson MS, MLT(ASCP) Full time Instructor
- Risa Bayliff MLS(ASCP) Adjunct instructor
- Heather Scott MLS(ASCP) Adjunct instructor
- Patience Lahita MLS(ASCP) Adjunct instructor
New in 2021
- Tyler Brown MLT(ASCP) Adjunct instructor

- What faculty professional development activities have been completed since the last instructional review?

All faculty and staff attended Clinical Laboratory Educators Conference (CLEC) via Zoom in 2021. Program Director attended CLEC in 2020 including the NAACLS update meeting. All faculty attended Cougar Tales for Barton Campus in 2020 and 2021 either in person or via Zoom.

Full time instructor - Instructional Excellence Academy Spring 2020; ASCP annual meeting 2020; Barton Leadership Institute 20/21 and currently attending KCCLI (Kansas Community College Leadership Institute)

- Are there any professional development requests unmet?

Program Director has requested attending Instructional Excellence Academy; NAACLS training for program Directors, and attendance for all adjuncts to CLEC 2022.

- If applicable, discuss program accreditation status.

The MLT program is accredited by NAACLS. We received 10-year accreditation in 2018 through a very intense and lengthy process of inspections, documentation, and meeting specific requirements and standards of excellence for instructors, content and facilities set by NAACLS. We complete yearly self-studies. We will have a 5-year review in 2022. Facilities used by students to complete their clinical rotations are also NAACLS approved.

Procedures-for-Review-Initial-and-Continuing-Accre.aspx

Data Analysis
Please utilize the following link (https://app.powerbi.com/home) to gain access to the Instruction Power BI app. Click on "Reviews" on the left hand blue column and then click on "Instructional Review." Review the reports noted below, reflect on what the data is revealing, what opportunities and/or challenges the data brings to your awareness and what recommendations you have in response to the data review. Please provide a written response.

- Applicant Statistics

Application / Enrollment / Completion Headcounts

AcadYear	App Major/Concentration	Headcount	Enrolled	Enrolled in Application Program	Completed Application Program	Completed Different Program
AY 2018-2019	Medical Lab Technician	159	74	54	6	9
AY 2019-2020	Medical Lab Technician	176	71	54	2	10
AY 2020-2021	Medical Lab Technician	180	78	67		9
Total		508	223	175	8	28

The overall headcount and participants in this program has continued to increase through the pandemic which is a positive trend in a challenging time period.

Applications by Residency

AcadYear	Barton County	Foreig	Kansas Resident	Non-Kansas	Tota
AY 2018-2019		6	90	63	159
AY 2019-2020	4	9	84	79	176
AY 2020-2021	2	6	90	82	180
Total	6	21	261	220	508

The MLT program remains a strong program for Kansas residents as well as for surrounding states. Enrollment has been increasing for foreign students.

- Instructional Area General Statistics

Basic Program Statistics

AcademicYear	Program	Headcount	Enrollments	Billed Hours	Developmental
AY 2018-2019	MEDICAL LABORATORY TECHNOLOGY	72	198	702	11
AY 2019-2020	MEDICAL LABORATORY TECHNOLOGY	77	221	790	11
AY 2020-2021	MEDICAL LABORATORY TECHNOLOGY	102	287	982	13
Total		229	706	2474	32

Billed hours have increased 30% along with the increase in enrollments.

- Demographics (Gender, Age, Race & Residence)

Headcount by Gender

AcademicYea	F	M	Tota
AY 2018-2019	62	10	72
AY 2019-2020	66	11	77
AY 2020-2021	89	13	102
Total	197	32	229

MLT students have remained approximately 85% female and 15% male.

Headcount by Ethnicity

AcademicYear	American Indian/Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaii/Pacific Islander	Race/Ethnicity Unknown	Two or more races	White	Total
AY 2018-2019	1	3	12	2	1	1	2	50	72
AY 2019-2020	2	3	12	7			6	47	77
AY 2020-2021	3	3	12	10	2		7	65	102
Total	6	8	32	17	3	1	13	149	229

Enrollment in the MLT program by Hispanic of any race has increased by 80% while other ethnicities have remained constant. I wanted to note the columns in the chart are not adding up correctly.

Headcount by Age Group

AcademicYea	17 and	18 to	26 to	36 to	46 to	56 to	Total
AY 2018-2019		16	38	10	6	2	72
AY 2019-2020		23	37	10	6	1	77
AY 2020-2021	1	39	40	17	5		102
Total	1	73	103	34	15	3	229

MLT students are primarily considered non-traditional students with most students falling in the age range of 26-36 years. This has been constant for the past three years. The average age is decreasing however as there has been an increase of students in the 18 –26 years age range by 40%.

- Program Majors

Headcount by Major and Degree Code

AcademicY...	Major/Concentration	DegCode	Headcount
AY 2018-2019	Medical Lab Technician	AAS	72
AY 2019-2020	Medical Lab Technician	AAS	77
AY 2020-2021	Medical Lab Technician	AAS	102
Total			229

The MLT major has seen an increase of completers by approximately 30%, which is consistent with the enrollment increase.

- New Students

<p align="center">Applications by Student Type</p>

AcadYear	Continuing/Former Student	First time/first year	High School Student	Transfer Student	Total
AY 2018-2019	8	24	7	120	159
AY 2019-2020	4	43	9	120	176
AY 2020-2021	10	32	2	136	180
Total	22	97	18	371	508

There has been an increase in first time/first year students consistent with enrollment increases, however the age of first-time students enrolling in the program has decreased. Younger students are enrolling in the program as first time/first year students.

- Time Status (Full/Part-time)

Headcount by Time Status

AcademicYear	Full-Time	Part-Time	Total
AY 2018-2019	45	34	72
AY 2019-2020	56	28	77
AY 2020-2021	65	44	102
Total	153	103	229

MLT student full-time status has remained about 65% over the past 3 years. The majority of MLT students are working full-time while taking classes, and many have family responsibilities as well. This is an increase from the previous survey data of 2016-2019 when students were 60% part time students.

- Student Performance/Grades for **All Students** in Program Courses

Grade Count by Instructional Method

Instructional Method	A	B	C	D	F	I	P	W	XF	Total
ECBOL		180	195	90	21	55	3		54	1	599
ECHYB	3	7			1			1			12
ECOMP		24	4	5	2	3	2	15	5		60
EDUK		1	3	1	1				1		7
F2F	6	3	1	1	1	1	4	6			23
SYNC		4				1					5
Total	9	219	203	97	26	60	9	22	60	1	706

MLT students must maintain a C grade average (78%) to remain in the MLT program. Most students remain in the A-B grade range. With the COVID-19 impact, there were several students who were issued incomplete grades and had to withdraw from classes requiring clinical or cooperative lab hours as students were not permitted access to hospital laboratories.

- Program Awards

Completion by Major

AcadYear	Medical Lab Technician	Phlebotomy Training	Total
AY 2017-2018	9	9	18
AY 2018-2019	14	15	29
AY 2019-2020	15	9	24
AY 2020-2021	4	27	31
AY 2021-2022	5		5
Total	47	60	107

The MLT program saw a reduction in completions for the AAS MLT degree, mainly due to difficulties during the pandemic with Clinical sites not allowing student's access in hospital laboratories. The Phlebotomy training SAPP is maintaining and growing through 2021.

- Venue – Credit Hours

Headcount by Venue

AcademicYear	BartOnline	EduKan	Fort Riley	Grandview/Troop School	Main Campus	Total
AY 2018-2019	70	2	1		8	72
AY 2019-2020	72	2	1	1	13	77
AY 2020-2021	90		1		37	102
Total	213	4	3	1	57	229

All MLT students are considered BARTonline students until their Clinical rotations. They are then considered to be Main Campus or Face to Face students. Clinical students do not complete their clinical rotations on campus. General Education courses required for the MLT program may be completed in all Venues. COVID –19 may have resulted in an increase in General education courses taken through BARTonline.

- Section Fill Rate

Section Fill Rate (Enroll/Max Enroll)

AcademicYear	Avg	Max	Min	Median
AY 2018-2019	65.48 %	93.75 %	10.00 %	73.33 %
AY 2019-2020	65.68 %	100.00 %	8.00 %	66.67 %
AY 2020-2021	71.51 %	220.00 %	6.67 %	70.00 %

The average section fill rate has increased during the reporting period.

Assessment of Student Learning
Considering your area's Student Learning Outcomes (SLOs) and associated data at the classroom, course and/or program assessment level, respond to the following questions.

- What trends have you identified and what actions have occurred and/or are planned to respond to the results.

    o **Trends identified and actions planned are:**
        - Increase in enrollment numbers in Hispanic students
            - Accuplacer scores reviewed or TOEFL exam required.
        - Increase in student enrollment overall.
            - Increase the availability of cooperative labs on campus and off campus
            - Limit class size to manageable levels (20) to allow for substantive student interaction and feedback from instructors.
        - Continuing displacement of clinical and cooperative students due to COVID-19
            - Increase the number of virtual lab simulations
            - create recorded video demonstrations
            - Assign longer clinical rotations to compensate for lack of cooperative lab hours
            - Add another on-campus instructor for cooperative labs
        - Increase in the number of younger first-time students.
            - Re-evaluate the online learning platform to include more engaging content
            - Increase blocking or smaller chunks of information to be processed in each module of online courses.

- What curricular changes have occurred (or are planned) since the last review to ensure student learning outcomes are achieved?

    o Curriculum changes include
        - Adding class availability each semester to accommodate non-traditional students' life responsibilities.
        - Adding Academic integrity lessons to decrease the number of violations.
        - Offering summer classes to provide continual learning opportunities.
        - Increased virtual lab simulations.
        - Director and full-time instructor both have received Masters Degrees in Curriculum and Instructional design.

- What strategies do you utilize to achieve instructional quality and student engagement?

    o Instructor evaluations are performed each semester for new instructors their first 2 teaching assignments. Yearly evaluations are done thereafter.
    o Course review (online classroom evaluation) is conducted with each new e-certification for each instructor.

- o Student learning outcomes are discussed and evaluated each year with instructors
- o Instructors perform Classroom Assessment Technique (CAT) evaluations each semester for each class.
- o Instructors are e-certified by Assessment Rubric including Substantive Student Interaction for each class taught.
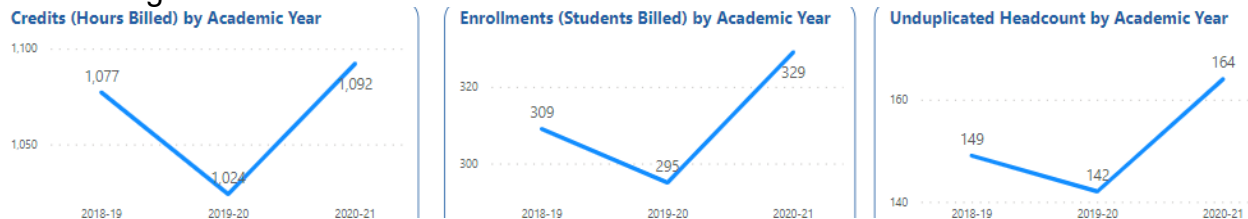- o Evaluation of ASCP test scores for each area of instruction.

Sustainability

Utilizing the Instruction Power BI app, please click on the Instructional Review area, read the Fiscal Report and respond to the following questions.

- Summarize the instructional area's fiscal stability, contributions or losses.

AcadYear	Student Revenue	Total Class Expense	Miscellaneous Amount	Non Instructional Salaries	Non Instructional Benefits	Operational Expense	Indirect Expense	Profit/Loss With Indirects	Profit/Loss Without Indirects
2018-19	$300,532	($89,869)	$2,555	($79,778)	($37,181)	($23,323)	($40,768)	$32,169	$72,937
2019-20	$275,668	($93,696)	($805)	($54,014)	($24,115)	($20,719)	($40,846)	$41,473	$82,319
2020-21	$280,550	($67,299)	$3,335	($74,266)	($34,194)	($27,323)	($45,396)	$35,407	$80,804

The MLT Department is making a positive contribution to Barton as shown by looking at the chart above. Through the challenges of the pandemic, MLT was specifically able to maintain and increase contributions, showing the possibility of continued upward growth in future years.

- What strategies are recommended to enhance the area's revenue generation?

Credits (Hours Billed) by Academic Year — 1,077 (2018-19), 1,024 (2019-20), 1,092 (2020-21)

Enrollments (Students Billed) by Academic Year — 309 (2018-19), 295 (2019-20), 329 (2020-21)

Unduplicated Headcount by Academic Year — 149 (2018-19), 142 (2019-20), 164 (2020-21)

Since the last Instructional Review period a shift occurred in data with more full time students participating in this program, it is hopeful this trend will continue moving forward. A need has been identified to increase on-campus cooperative lab hours due to displacement and challenges for students to complete hours during the COVID pandemic, hopeful this strategy will yield positive results.

- Do resources (personnel, technology, physical space, support services, etc.) meet the instructional area's student learning goals and objectives? If not, please describe what needs are being unmet and if available, provide a detailed list of associated requests.

  - o There is an increased need to provide additional on-campus cooperative lab hours in all areas due to displacement of students during COVID.

- Lab instrumentation and automation is outdated and in need of updating to newer technology.
  - Blood bank refrigerator has failed multiple times resulting in the loss of reagents and supplies. Parts have been replaced on the refrigerator and a refrigerator has been added to the strategic plan.
  - Basic lab testing is now done primarily through instrumentation instead of manual tests, and campus lab is lacking in instrumentation.
- Class sizes continue to increase and adjunct instructors are specialized, primarily working full time as Laboratory professionals; therefore, more adjunct instructors are being requested to provide quality instruction.

Strategic Planning

Considering the data you have reviewed and your first-hand knowledge of the instructional area, please respond to the following questions.

- What are the strengths of the instructional area? What makes the area unique and interesting to students?

  - The online format of our program is attractive to students especially during COVID when students cannot attend classes on campus
  - Flexible class scheduling
  - Our program does not limit the number of students who can enroll in classes each semester.
    - We are not an application-based program
  - Students can come to campus if they are local for cooperative labs
    - Students can complete their cooperative lab hours in a hospital in their geographic area.
  - Laboratory science is a growing field with more exposure in the media due to the COVID pandemic.
  - Job placement for students is 100% in the past 3 years often before graduation.
  - Highly qualified/specialized instructors

- What needs improvement? What barriers exist that limits quality and effectiveness?

  - Instrumentation and testing methods for on campus cooperative labs need to be updated.
  - Availability of Cooperative and clinical lab sites off campus
  - Availability of instructors to teach on campus cooperative lab classes.

- What opportunities exist to grow and/or strengthen the instructional area?

  - Instructor professional development in pedagogy.
    - Instructors are highly qualified laboratory professionals but may need professional development in educational instruction.

- What challenges limit the competitiveness, scope, and delivery of the instructional area?

    o Full service or automation in the on-campus cooperative lab needs to be increased to remain competitive with other programs in Kansas.
    o Offering year-round classes to provide continuous learning opportunities.
        ▪ Clinical practicums are currently offered in the summer semester
        ▪ Offer all classes in both Spring and Fall semesters.
            • Would need additional instructors to manage the number of class offerings
            • Would increase the number of cooperative labs needed on campus

Goal Setting

- Please list the goals that were established during the last instructional review (2019-2021) and report on their status.
    o Were they completed and if so, what was the outcome?
    o If not completed, please share why and report as to whether you plan to carry any of them forward or if you are concluding them as unmet.

1. **By August 2021, the MLT department will establish 10-15 new partnerships with Clinical and Cooperative lab facilities across the Nation to ensure the completion of program requirements particularly in the areas of Microbiology and Blood banking.**
    a. MLT added or renewed 27 new clinical affiliations throughout the United States in 2021 alone.
    b. Nine new affiliates included full-service Microbiology and/or Blood bank testing.
    c. Goal met
2. **By August 2021, the MLT department would like to organize a HOSA (Health Occupation Student Association) group on campus.**
    a. Barton Community College chartered the first post-secondary chapter of HOSA in Kansas during the Fall 2021 semester.
    b. Barton HOSA has partnered with Great Bend High School HOSA on projects and community awareness for the 2021-22 school year.
    c. Goal met
3. **By the completion of the 20-21 school year, MLT hopes to create a bridge agreement with Wichita State University and their MLS program.**
    a. There is currently a bridge agreement with Barton MLT and WSU MLS to waive first year courses in the MLS program for graduating Barton MLT students.
    b. Goal met

- Please identify goals for the 2021-2023 timeframe.
    o Goals should be limited to three.
    o **A minimum of one goal needs to support student learning**
    o Goals should be achievable in one-two years and align with the College's strategic core priorities and/or instruction's strategic goals.

1. **By August 2023, the MLT department will have a complete on-campus cooperative lab opportunity for all MLT courses.**
   a. Doing so will increase the number of students who can complete their MLT requirements in the local area during COVID restrictions
   b. Relieve the burden on local clinical laboratories and staff

   What resources and/or support are needed to accomplish the goals?
   - Additional on-campus lab instructor
   - Increased/updated instrumentation and analyzers

   What are the recommended actions to achieve the goals?
   - Purchase of updated testing analyzers or instruments
   - Hire additional local adjunct instructor

2. **By August 2023, increase the average passing score on the ASCP certification exam to 78% according to the PPR calculations.**
   a. Doing so will demonstrate the increase in student content knowledge, retention, and critical thinking skills.

   What resources and/or support are needed to accomplish the goals?
   - Increase the availability of cooperative labs on-campus
   - Instructor professional development in course design and instructional technology

   What are the recommended actions to achieve the goals?
   - CLEC attendance (Clinical Lab Educators Conference) by adjuncts
   - Additional strategic planning funds for instrumentation/analyzers, updated testing procedures.

3. **By August 2023, Increase student enrollment in the MLT program 20%**
   a. By doing so, we would increase the number of students completing the program and employed in clinical laboratories.
   - Increased number of clinical and cooperative lab sites due to staffing fulfillment
   - Increased funds for the program continuance

   What resources and/or support are needed to accomplish the goals?

   - Additional MLT advisor to free up Director's time for recruiting.
   - Clinical site visits to promote "grow your own"
   - High school career fairs attendance
   - HOSA involvement at the State level

What are the recommended actions to achieve the goals?
- Andrea completes advisor training and takes on some Pre-MLT students
  - Evaluates for course load/semester
  - Establishes relationship with future instructor
- Partner with area High School HOSA organizations
  - Attend State HOSA conference to promote MLT program
- Course Binders development for Phlebotomy including MLT promotional materials

Review Summary

Instructor & Coordinator/Department Chair Comments

According to the data gathered during this program review and the NAACLS self-survey and 5-year survey review, I can see several trends appearing. 1. The MLT program has increased enrollment and completion every year for the past 3 years with significant increases in class sizes. 2. The enrollment numbers for first time students and students in the younger age groups are increasing. 3. Pass rates for the ASCP program are starting to climb again after a dip during the COVID pandemic. The first two trends will need to be addressed with increased adjunct instructor teaching assignments and on-campus cooperative labs. Pass rates for the ASCP will continue to be monitored as we have increased the rigor in, and requirements for courses including the Clinical practicums.

The need to continue with increasing enrollment numbers for first time students and all students, can be achieved with the addition of another student advisor for the MLT program. We currently have one advisor, and another in advisor training. Adding the additional advisor will free up the Director's time to allow for recruiting and site visits promoting the "grow your own" concept, increasing clinical sites, and meeting with High school students to promote the program.

HOSA promotion and further development of the student organization will also help with recruitment for all health care programs on campus.

Executive Director/Director/Coordinator Comments

The MLT program continues to move in a positive direction through the challenges the pandemic has created. Financial stability, and maintaining enrollment numbers creates positive optimism that this program could continue to grow.

HOSA is an exciting new addition that Karen is working hard to develop and promote and develop, I look forward to see how this could expand and grow during this review period.

Dean Comments

Thank you for the opportunity to review the Instructional Review for MLT. Very exciting findings and direction for the program: Program growth, Addition of Adjunct Faculty, Next full accreditation visit in 2028, completer increases and continued enrollment growth. I am very happy to see the steady, continued increases in enrollment and completions for this program. I was also excited to see that the ethnic diversity of our students is also growing. We need to make sure to emphasize this in our promotions to students. Even with the numbers growth, I appreciate the difficult situation we have been in due to clinical placement during a pandemic. I also am happy to see your focus on Academic Integrity due to the increase of violations you experienced during the past year. Good initiative! MLT remained fiscally positive for the institution and continues to grow. As I appreciate the need for new equipment and establishment of labs on campus, I would encourage us to move cautiously. We have had the difficulty with clinical placement during the past one and a half years, but will this continue? An on-campus lab will only help a select few. Be cautious due to the expense of this venture and the fact that we are an online program. I do appreciate the need to be cutting edge and make sure to train students on equipment they will see in the industry.

Good goals! Goal #1, I previously addressed my cautions. Great Goal #2 and #3! Keep up the good work!!

Karen Gunther	**11/30/21**
Instructor & Coordinator/Department Chair	**Date**
Chris Baker	**11/30/21**
Executive Director/Director/Coordinator	**Date**
Dr. Kathleen Kottas	**12/14/21**
Dean	**Date**

Thank you for submitting the Medical Laboratory Technology instructional review! It was an informative read that included responses of substance and quality. I'm particularly impressed with the assessment of learning, strategic planning and goal sections. Kudos for growing the program through the pandemic! Congratulations too on achieving your 2019-2021 goals!

I support the 2021-2023 goals (noted below) with Dean Kottas' guidance associated with goal #1. I also have added a couple of goals associated with your data findings.

- By August 2023, the MLT department will have a complete on-campus cooperative lab opportunity for all MLT courses.
- By August 2023, increase the average passing score on the ASCP certification exam to 78% according to the PPR calculations.
- By August 2023, Increase student enrollment in the MLT program 20%
- Work with the Admissions Office to expand program awareness to the high school market.
- Work with the Hispanic Engagement and Recruitment Office HERO to increase awareness of the MLT program.

With respect to resources and support, I recognize the requests for an additional on-campus lab instructor, increased/updated instrumentation and analyzers, increased professional development in course design and instructional technology and the addition of a second MLT advisor. Director Gunther has indicated in her comments that there is already process towards the added advisor. Dean Kottas has provided some caution for the expansion of on-campus cooperative labs; thus, increased equipment. I trust this area will continue to be vetted for future decision making. I encourage the MLT team to reach out to the Center for Innovation & Excellence to discuss the professional development needs.

Well done team! I look forward to watching for your continuing progress!!

1/3/22

Vice-President of Instruction   **Date**

2021-2023 Instructional Review
Reporting Years: 2018-2019, 2019-2020 and 2020-2021

Review Date: October 1, 2021

Instructional Area: Occupational Safety & Health

Reporter(s): Lawrence D. Weber

General Information
Please provide a response to each of the statements below as applicable to your instructional area. If an area does not apply, please note "non-applicable."

- Describe the instructional area and its purpose.
  The Occupational Safety & Health program currently offers 2 SAPPs, 1-year certificate and a 2-year Associate's Degree. The objectives of the program are to provide the students with the skills and knowledge to perform and be successful at different levels within the Occupational Safety & Health field.

- How does the instructional area advance Barton's mission and support the College's ENDS statements?
  The Occupational Safety & Health programs strives to provide quality and meaningful educational opportunities that meet or exceeds the workforce needs. We follow the guidance of our advisory committee and our Occupational Safety & Health partners to ensure we are staying current with our course offerings. This program works to support the ENDs and CORE Priorities of the College while providing an educational experience that is beneficial to the students.

- Describe any changes, challenges and/or improvements that have occurred since the last instructional review.
  Having Power BI as a tool has been an outstanding improvement/advantage not just for us but the entire College. We can use this program not only to track but to generate reports nearly on every aspect of the program. Another advantage/improvement has been the advances in Degree Works. This allows us to track our student's progress in the program in a more efficient manner.

  We have a constant challenge of increasing our enrollments to generate revenue for our program and the College. The daytime OSHA program has been given permission to teach OSHA numbered classes over Zoom which should help increase the enrollments in The Occupational Safety & Health Program. These classes can be used as electives in the OSH degree program.

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- How does the area serve, support and/or collaborate with other Barton instructional areas?

  The Occupational Safety & Health program works together with the Environmental Management Homeland Security and the Hazardous Materials Management programs and numerous of our students end up participating in and completing multiple degrees and/or certificates because of how the curriculum is laid out.

  We have also provided respirator fit testing during our OSHA 1972 Respiratory Protection class and during the Respiratory Protection portion of our OSHA 1914 General Industry class to help assist with COVID-19 operations. We work with the EMS department and provide OSHA 1012 Hazardous Materials training in conjunction with our partnership. Hazardous Materials training is a required portion of the Emergency Medical Services education program. I have partnered with Mary Foley, the Welding Instructor at the Great Bend main campus to provide the required OSHA 10-hr General Industry training to the to the students enrolled in the Welding Program at the Great Bend campus. The classes are provided in one hour blocks over a 2 ½ week timeframe via LiveOnline. This partnership allows for those students to complete their program without leaving their classroom. This partnership served both Barton Community College students and the Great Bend high school students seeking the welding certificate.

- List current partnerships associated with the instructional area. What are the benefits? What other partnership opportunities exist?

  Partnership for Environmental Technology Education (NPETE)
  National Institute of Environmental Health Science (NIEHS)
  Community College Consortium of Health and Safety Trainers (CCCHST)
  Kansas Department of Health and Environmental (KDHE)
  Kansas Department of Transportation (KDOT)
  Kansas Department of Labor (KDOL)
  Kansas Organization of Recyclers
  Foot Locker Corporate Service Center
  Great Plains Manufacturing
  Smithfield Foods

  The greatest benefit of having these organizations as partners is they do inform us of the what kind of Safety & Health demands are arising and the training we provide can be tailored to accommodate the training. Plus, these organizations will send their new hirers to us for the required training they need for the company.
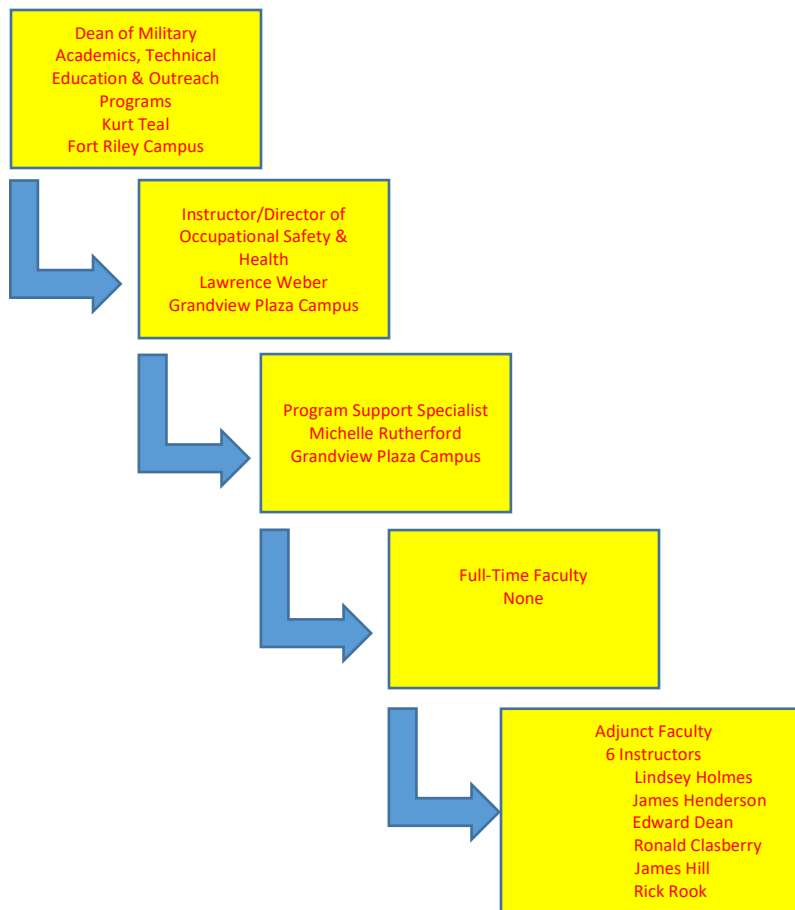
  Manhattan, Salina and Topeka provide an excellent opportunity for additional partnerships. Within these three cities and in our surrounding communities,

there are many General Industry and Construction based companies that we could partner with. One of my goals is to increase my partnership, between 1 – 3 partner to help the students with real-world experience by providing class tours or class projects.

- Does the instructional area have an advisory board? If so, please describe its membership and activities?
Yes, we have an Advisory committee. The committee is made up of individuals that work in the Safety and Health Industry. These individuals assist and inform us of the new trends that are happening and the new areas of concern in the industry. Additionally, we utilize the guidance of the advisory committee to drive changes to the curriculum of our program as necessary. The advisor Committee is a great asset to help us stay up on the competition.

- Summarize the instructional team that supports the instructional area including full-time faculty; regular, part-time faculty, adjunct faculty and staff. Please include references to the location of team members.

Dean of Military Academics, Technical Education & Outreach Programs
Kurt Teal
Fort Riley Campus

Instructor/Director of Occupational Safety & Health
Lawrence Weber
Grandview Plaza Campus

Program Support Specialist
Michelle Rutherford
Grandview Plaza Campus

Full-Time Faculty
None

Adjunct Faculty
6 Instructors
Lindsey Holmes
James Henderson
Edward Dean
Ronald Clasberry
James Hill
Rick Rook

- What faculty professional development activities have been completed since the last instructional review?
  - Mastering Microsoft Excel
  - Essentials of Microsoft PowerPoint
  - Explain the Values of Power BI
  - How to Use Microsoft Excel PivotTables
  - How to be Prepared for an OSHA Inspection
  - The COVID-19: Straight Talk
  - Management & Leadership Skills for First-Time Supervisors
  - The Supervisor's Role as Trainer & Coach
  - OSHA 3115 Fall Protection Pilot Course
  - OSHA 2015 Hazardous Materials Pilot Course

- Are there any professional development requests unmet?
  All professional development requests have been fulfilled and there are no unmet requests at this time.

- If applicable, discuss program accreditation status.
  N/A

Data Analysis
Please utilize the following link (https://app.powerbi.com/home) to gain access to the Instruction Power BI app. Click on "Reviews" on the left hand blue column and then click on "Instructional Review." Review the reports noted below, reflect on what the data is revealing, what opportunities and/or challenges the data brings to your awareness and what recommendations you have in response to the data review. Please provide a written response.

- Applicant Statistics
  - Instructional Program Applications

	Application / Enrollment / Completion Headcounts					
AcadYear	App Major/Concentration	Headcount	Enrolled	Enrolled in Application Program	Completed Application Program	Completed Different Program
AY 2018-2019	OSH Safety&Hlth General	19	7	7		
AY 2019-2020	OSH Safety&Hlth General	66	23	19	5	
AY 2020-2021	OSH Safety&Hlth General	48	19	14	3	
Total		133	49	40	8	

Applications by Residency

AcadYear	Barton County Resident	Foreign	Kansas Resident	Non-Kansas Resident	Total
AY 2018-2019		1	2	16	19
AY 2019-2020		1	15	50	66
AY 2020-2021	1	3	12	32	48
Total	1	5	29	98	133

Applications by Student Type

AcadYear	Continuing/Former Student	First time/first year	Transfer Student	Total
AY 2018-2019	1	1	17	19
AY 2019-2020	3	20	43	66
AY 2020-2021	7	17	24	48
Total	11	38	84	133

- Instructional Area General Statistics

⟨ Back to report | **BASIC PROGRAM STATISTICS**

AcademicYear	Program	Headcount	Enrollments	Billed Hours	Developmental
AY 2018-2019	OCCUPATIONAL SAFETY AND HEALTH	21	201	566	1
AY 2019-2020	OCCUPATIONAL SAFETY AND HEALTH	29	279	782	2
AY 2020-2021	OCCUPATIONAL SAFETY AND HEALTH	22	369	984	1
Total		64	849	2331	4

- Demographics (Gender, Age, Race & Residence)
  - ○ Instructional Program Major Headcounts

Headcount by Gender

AcademicYear	F	M	Total
AY 2018-2019	3	18	21
AY 2019-2020	5	24	29
AY 2020-2021	6	16	22
Total	13	51	64

Headcount by Age Group

AcademicYear	18 to 25	26 to 35	36 to 45	46 to 55	56 to 65	66 and over	Total
AY 2018-2019		7	7	6		1	21
AY 2019-2020	1	7	12	6	3		29
AY 2020-2021		5	9	7	1		22
Total	1	17	25	17	3	1	64

AcademicYear	American Indian/Alaska Native	Asian	Black or African American	Hispanic of any race	Native Hawaii/Pacific Islander	Nonresident Alien	Two or more races	White	Total
AY 2018-2019			7	2		1	1	10	21
AY 2019-2020		1	8	2				18	29
AY 2020-2021	1		3			1	1	16	22
Total	1	1	16	4		1	1	39	64

AcademicYear	Barton County Resident	Foreign	Kansas Resident	Non-Kansas Resident	Total
AY 2018-2019			10	12	21
AY 2019-2020		1	14	14	29
AY 2020-2021	1		8	13	22
Total	1	1	27	36	64

- Program Majors
  - Instructional Program Major

AcademicYear	Program	Headcount	Enrollments	Billed Hours	Developmental
AY 2018-2019	OCCUPATIONAL SAFETY AND HEALTH	21	201	566	1
AY 2019-2020	OCCUPATIONAL SAFETY AND HEALTH	29	279	782	2
AY 2020-2021	OCCUPATIONAL SAFETY AND HEALTH	22	369	984	1
Total		64	849	2331	4

- New Students
  - Instructional Program Major Headcounts

Headcount by Student Type

AcademicYear	Continuing/Former Student	First time/first year	Transfer Student	Total
AY 2018-2019	17	2	6	21
AY 2019-2020	20	6	8	29
AY 2020-2021	18	5	4	22
Total	52	13	17	64

- Time Status (Full/Part-time)
  - Instructional Program Major Headcounts

Headcount by Time Status

AcademicYear	Full-Time	Part-Time	Total
AY 2018-2019	13	9	21
AY 2019-2020	22	7	29
AY 2020-2021	21	1	22
Total	**52**	**17**	**64**

- Student Performance/Grades for **All Students** in Program Courses
  - Instructional Program Major

Enrollments by Grade Received

AcademicYear	A	B	C	D	F	P	W	Total
AY 2018-2019		87	48	24	15	12	3	12	201
AY 2019-2020	6	165	45	21	6	15	6	15	279
AY 2020-2021	6	267	45	18		18	9	6	369
Total	**12**	**519**	**138**	**63**	**21**	**45**	**18**	**33**	**849**

- Program Awards
  - Instructional Program Completion Headcounts

Completions by Degree Type

AcadYear	AAS	CERT1	SAPP	Total
AY 2017-2018	1		14	15
AY 2018-2019	5	1	23	28
AY 2019-2020	4	1	30	35
AY 2020-2021	7	6	37	46
Total	**17**	**8**	**104**	**123**

- Venue – Credit Hours
  - Instructional Program Major Credit Hours

Billed Hours by Venue

AcademicYear	BartOnline	Fort Riley	Grandview/Troop School	Main Campus	Total
AY 2018-2019	510	9	47		566
AY 2019-2020	639	72	71	0	782
AY 2020-2021	855		129	0	984
Total	**2,004**	**81**	**246**	**0**	**2,331**

- Section Fill Rate
    - Instructional Program Major Headcounts (Headcount by Venue?)

AcademicYear	Avg	Max	Min	Median
AY 2018-2019	30.27 %	95.00 %	6.67 %	23.33 %
AY 2019-2020	38.83 %	105.56 %	3.33 %	26.67 %
AY 2020-2021	35.86 %	93.33 %	6.67 %	30.00 %

SECTION FILL RATE (ENROLL/MAX ENROLL) — Back to report

Assessment of Student Learning

Considering your area's Student Learning Outcomes (SLOs) and associated data at the classroom, course and/or program assessment level, respond to the following questions.

- What trends have you identified and what actions have occurred and/or are planned to respond to the results.
  During this past review period the biggest thing that happened was the COVID-19 pandemic. As one would think this would hinder student's chances of learning but the opposite happened. Prior to the pandemic students received their learning through In-Person engagement but now the student engagement is both In-Person and LiveOnline which have increased enrollment number for our department. Plan is to continue both In-Person, LiveOnline and Online.

- What curricular changes have occurred (or are planned) since the last review to ensure student learning outcomes are achieved?
  At this time the main goal is to make all adjunct faculty aware of the Program Assessment project so they can support the continued success of our programs meeting the outcomes set forth for them. Each instructor is aware of the learning outcomes and what assignments have been linked to those outcomes as well as the success rates for their classes in regards to those outcomes. If there is a deficiency identified the instructor will work to adjust their teaching methods to ensure mastery for the students.

  The 1-year certificate program was completely revised in 2021 to allow more students the opportunity to complete that program. When it was initially developed, it was comprised of just daytime offered, OTIEC courses. This meant that no students outside of our immediate area could complete the certificate program because the required classes were not offered online. The revisions replaced all the required courses with ones that are offered both In-Person and Online, thus allowing student across the globe the opportunity to complete the certificate and degree programs.

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- What strategies do you utilize to achieve instructional quality and student engagement?
  Student engagement is assessed and addressed in the adjunct faculty evaluation process for each instructor. We strive to have excellent instructor to student engagement in each class we offer. Any instructors that need improvement in this area are offered assistance and monitored until a satisfactory level of engagement is established and maintained.

  In 2022, the plan is to initiate a formal Program Assessment for the Occupational Safety & Health program. This will include the development of Program Learning Outcomes (PLOs) for the OSH Program. These PLOs will align with the course competencies identified in each course syllabus. This will allow us to evaluate quantitative date each term to assess instructional efficiency and student learning.

  The Program Assessment will be a great addition in implementing a standard format for assessing instructional quality. By utilizing this information, we are able to provide quantitative data to the instructors regarding their instructional efficiency or deficiencies. This will be discussed in the adjunct faculty evaluations for each instructor.

Sustainability

Utilizing the Instruction Power BI app, please click on the Instructional Review area, read the Fiscal Report and respond to the following questions.

- Summarize the instructional area's fiscal stability, contributions or losses.

AcadYear	Student Revenue	Total Class Expense	Miscellaneous Amount	Non Instructional Salaries	Non Instructional Benefits	Operational Expense	Indirect Expense	Profit/Loss With Indirects	Profit/Loss Without Indirects
2018-19	$276,251	($102,999)	$155,607	($82,069)	($37,604)	($83,952)	($65,646)	$59,587	$125,233
2019-20	$197,921	($108,713)	$232,953	($54,475)	($31,818)	($22,166)	($62,540)	$151,163	$213,702
2020-21	$196,961	($109,425)	$218,783	($49,079)	($31,145)	($23,467)	($71,695)	$130,932	$202,627

We have maintained a profit in the program through the grant-funded and contract courses we've been able to provide. This has attributed greatly to the fiscal stability of the OSH program. The drop off in profit from AY 2019-2020 and AY 2020-2021 can be attributed the COVID-19 pandemic and training 10 fewer students in AY 2019-2020. This accounted for 46 fewer credit hours.

- What strategies are recommended to enhance the area's revenue generation?
  We are aware of the importance of the income generated through contracts. Grant funding continues to greatly assist in offsetting the expenses we incur throughout the year. We will continue to seek out grant/contract funding opportunities to maintain our financial stability. We currently work with Metropolitan Community College and St. Louis University as a consortium. As part of the consortium we pay $1,000 a year to assist in the marketing

efforts to increase the enrollments of each partner. Each year, as a consortium we develop a Consortium Catalog which list all OSHA courses, locations and prices per class. This process is a time consuming event, it takes us about 20 hours of research and typing to complete. This is a great opportunity for Barton and the consortium to generate enrollment. Each year I attend the Kansas Safety & Health Conference where I have an opportunity to network with numerous clients from business/industries.

- Do resources (personnel, technology, physical space, support services, etc.) meet the instructional area's student learning goals and objectives? If not, please describe what needs are being unmet and if available, provide a detailed list of associated requests.
  Yes, during this last review period I partnered with Lindsey Holmes to purchase 30 Chrome Books to enhance to students learning virtually.

Strategic Planning

Considering the data you have reviewed and your first-hand knowledge of the instructional area, please respond to the following questions.

- What are the strengths of the instructional area? What makes the area unique and interesting to students?
  We have the benefit of having a great team of instructors that have an extensive wealth of knowledge in the Occupational Safety and Health field. Our students greatly benefit from the real-world experiences that our instructors provide. We are also able to pull from our team of instructors to provide different areas of training for General & Construction Industries partners to include our Certificate and Degree program options.
  We have a great amount of industry-specific equipment that allows the student to enjoy the hands-on experience before entering into the real world of work.

  What makes us unique is we are a small group of instructors but have a huge knowledge and backgrounds in Occupational Safety and Health. We are interesting to the students because of the great amount of equipment used for the hands-on experience and the Certificates and Degree we offer.

- What needs improvement? What barriers exist that limits quality and effectiveness?
  As of now all improvements that need to be implemented have been applied. Near the end of the last year of this review period, a purchase was made of 30 Chrome Books to allow the students to enhance the learning experience. The Chrome Books gives the student an opportunity to access our Canvas program to conduct their exercises and test. Also gives them the power to conduct research for their class. There are no barriers that exist right now since we were able to purchase Chrome Books to keep up with technology.

- What opportunities exist to grow and/or strengthen the instructional area?
  The opportunity to grow and strengthen the instructional area are endless. I am currently working with Chris Perkins, employee of the Great Plains Manufacturing Company. There is an opportunity for our students to tour their facility as part of the OSHA 1013 Machinery and Machine Guarding Standards class. The department continues to instruct students that work in the Safety and Health Industry and as a result we are constantly making partners and networking with one another to ensure the students are receiving all the new information on Safety and Health.
  When new equipment is introduced in the Industry, our Safety and Health Industry partners inform us of the new equipment and are willing to demonstrate how to properly use the equipment in order to enhance the students learning in our instructional area.

- What challenges limit the competitiveness, scope and delivery of the instructional area?
  The challenge we face is how to prove our program is better than others and what can we give the student in return. Right now, we have the word of mouth from former students about how well our product is better and how the staff will bend over backwards to assist the students.
  Our location is a challenge in itself. The population size and number of business/industry do not compare to the population size and business/industry of the bigger cities of Topeka and Salina.

Goal Setting

- Please list the goals that were established during the last instructional review (2019-2021) and report on their status.
  1. Increase certificate and/or degree completion rates by 10% for the OSH program.
     A. Develop and implement a system to accurately track our student's progression towards completion of the certificate program(s) on the way to completion of the AAS degree.
  2. Increase our participation in the local (Salina and Topeka) Safety Council meetings from once to twice a quarter. These events are a great way to get the word out and share our quarterly OSHA course schedule at each event. Currently I am in contact with both the Salina and Topeka Safety Council receiving emails.
     A. Add 2-3 more actively participating industry partners for the advisory committee. I have added the following:
        Requested suggestions for new committee participants at our Advisory Committee meeting that will be held in?

> I will reach out to suggested contacts and a few others that are in the Safety field to get more participation on this committee.
>
> 3. Develop and begin to offer opportunities for our students to receive real-world experience through classroom projects or class tours.

- o Were they completed and if so, what was the outcome?
  - Yes, the goals were meet and for goal number 1 the number of enrollments increase each term.
    In 2018 we had 1 Degree and 27 Cert completers
    In 2019 we had 5 Degrees and 23 Cert completers
    In 2020 we had 4 Degrees and 40 Cert completers
    In 2021 we had 7 Degrees and 64 Cert completers
  - During the achievement of the goal the participation was hindered due to the COVID-19 Pandemic. The Safety meetings stopped in April 2020 and resumed Aug 2021. I have attended 3 meeting since the Safety counsel has resumed.
  - Goal number 3, we have opportunities to participate in class tours to the Great Plains Manufacturing to look at the equipment and see how it operates. We also have the OSHA Area Director Dave McDonnell who speaks to our students on OSHA related subjects and answers question during certain OSHA classes. A major development in class materials was accomplished during this goal. A total of 130 Practical Exercise were developed for 15 OSHA classes, a Pre-Test/Post-Test for each class, 15 Re-Test and updating all 15 Final Exams. All Practical Exercises, Pre-Test/Post-Test, Re-Test and Final Exams were loaded into our Canvas and Respondus Monitor programs.

- o If not completed, please share why and report as to whether you plan to carry any of them forward or if you are concluding them as unmet. NA

- Please identify goals for the 2021-2023 timeframe.
  - o Goal #1 - Increase certificate and/or degree completion rates by 5% for the OSH program.
    - Track the success of students completing the program utilizing Power BI.
    - Numbers will include both credit and non-credit enrollments to track the actual number of students served each year through degree programs as well as business & industry offerings and Grant funded training.

  - o Goal #2 - Develop and implement an OSHA Program Assessment that evaluates the Learning Outcomes assessed for the OSHA program.

- Goal #3 - Develop 1 - 3 more opportunities for our students to receive real-world experience through class tours or class projects.
    - Continue to network with my Advisory Board and local business/industry safety professionals to encourage partnership in educating the safety professionals of tomorrow.
    - Participate in local (Salina and Topeka) Safety Council Meetings to further foster the partnerships with businesses and industry in our area to allow for additional opportunities for class tours

- Goals should be limited to three.
- **A minimum of one goal needs to support student learning**
- Goals should be achievable in one-two years and align with the College's strategic core priorities and/or instruction's strategic goals.

- What resources and/or support are needed to accomplish the goals?
    - Goal #1 – We can work with IR to ensure that both credit and non-credit enrollments are being counted for our Power BI reports. This may mean we need a separate report for our classes.

    - Goal #2 – Assistance from Jo Harrington.

    - Goal #3 – No additional resources/support are identified at this time.

- What are the recommended actions to achieve the goals?
    - Goal #1 – We will continue to monitor the progress of our current students in the program and get new students set up with the tools they need to complete their designated program as efficiently as possible.

    - Goal #2 – Work with Jo Harrington to develop the assessment of the program based on the identified learning outcomes.

    - Goal #3 – Will identify local business and industry partners in the area and try to set up meeting to ask if they would like to take part in developing tomorrow's future by helping me educate our students.

Review Summary

Instructor & Coordinator/Department Chair Comments

The Occupational Safety & Health program experienced a small decrease in credit hour generation last year due to the COVID-19 pandemic. We plan to work diligently to turn that trend back in an upward direction in the coming year and work towards a continual increase in numbers. The OSH program continues to be self-sustaining because of the grant opportunities and contract income we have

secured. We will continue to seek out additional funding resources as well as maintaining the current sources we have in place. Pending HLC and Department of Education approval, the offering of new certificate options will provide our students with multiple pathways in this career field and should also provide us with more completers to report. Working toward our goals will also contribute to another successful year and keep us on track with overall program success.

Executive Director/Director/Coordinator Comments

Non-applicable

Dean Comments

Your instructional review is informative and has provided a good overview of the inner workings of the Occupational Safety & Health program. The organization and accounting structural changes we've made to your program have put it on more solid footing. I think it's early in the assessment period to state the program is self-sustaining. Another year of operating within the current structure will provide a clearer assessment of its financial stability. I do think you are on the right foot and you are dedicated to see the program be self-sustaining and a success for the College. I support and recommend approval of the three goals you've identified and remain optimistic that exposure of the program to new students will lead to higher enrollments in the next and future years. Thank you for your effort in completing this instructional review.

	14 Dec. 21
Instructor & Coordinator/Department Chair	**Date**

Non-applicable	
Executive Director/Director/Coordinator	**Date**

Kurtis Teal	12/14/21
Dean	**Date**

Vice-President's Response

Thank you for submitting the Occupations Safety & Health instructional review! I enjoyed reading the report and gained added awareness and understanding of the program's operations.

I applaud the partnerships that support this program as well as the outreach provided to other programs across the instructional system. Your response to the pandemic in delivering programming remotely was responsive, but also provided permanent growth opportunities to the program by expanding course delivery in three formats (in person, Liveonline and online). Your attention to the assessment of learning is welcomed and I also appreciate your attention to capturing both credit and non-credit enrollments when reporting on behalf of this program.

Congratulations on completing your 2019-2021 goals! I approve the presented 2021-2023 goals:

- Goal #1 - Increase certificate and/or degree completion rates by 5% for the OSH program.
    o Track the success of students completing the program utilizing Power BI.
    o Numbers will include both credit and non-credit enrollments to track the actual number of students served each year through degree programs as well as business & industry offerings and Grant funded training.

- Goal #2 - Develop and implement an OSHA Program Assessment that evaluates the Learning Outcomes assessed for the OSHA program.

- Goal #3 - Develop 1 - 3 more opportunities for our students to receive real-world experience through class tours or class projects.
    o Continue to network with my Advisory Board and local business/industry safety professionals to encourage partnership in educating the safety professionals of tomorrow.
    o Participate in local (Salina and Topeka) Safety Council Meetings to further foster the partnerships with businesses and industry in our area to allow for additional opportunities for class tours.

Elaine Simmons   **1/18/22**
_____   _____
Vice-President of Instruction   **Date**

2021-2023 Instructional Review
Reporting Years: 2018-2019, 2019-2020 and 2020-2021

Review Date: October 2021

Instructional Area: Social/Behavioral Sciences

Reporter(s): Kurt Konda

General Information
Please provide a response to each of the statements below as applicable to your instructional area. If an area does not apply, please note "non-applicable."

- **Describe the instructional area and its purpos**e.

Social/Behavioral Sciences consist of Sociology, Psychology, Political Science. Social Work, and Anthropology. Most of the classes are taken by students to fulfill general education requirements. The social and behavioral sciences area provides students with an understanding of human behavior, both as individuals and group settings. In an increasingly culturally diverse and globalized world, a background in social and behavioral sciences gives students knowledge and skills to understand and thrive in the job market and in their own lives.

- **How does the instructional area advance Barton's mission and support the College's ENDS statements?**

The social and behavioral sciences advance Barton's mission in numerous ways. Courses contained under the social/behavioral sciences umbrella include both Introduction to Psychology and Sociology, which are part of the general education curriculum. The social and behavioral sciences support the colleges ENDS such as by embedding essential skills into day-to-day classroom curricula. These essential skills include time management, study skills, and expressing information in written for. This instructional area not only generally prepares workers with a basic understanding of human behavior, but it also supports industry-specific long-term career goals. For example, students wanting to advance to medical school as a long-term goal must pass the MCAT, which added a section on social and behavioral science in 2013 (https://www.apa.org/science/about/psa/2013/05/mcat-sections). Finally, this instructionally area robustly addresses academic advancement as so many of its course are needed to fulfill requirements for an Associate or Bachelor's Degree.

- **Describe any changes, challenges and/or improvements that have occurred since the last instructional review.**

This instructional area has experienced a great deal of change since the last instructional review, which stands as a challenge. Two long-tenured instructors retired at the end of each of the past two academic years, taking with them decades of both academic and institutional expertise. Stability is a challenge as well, as this instructional area is on its third chair in as many years and fourth in six years. This lack of continuity, while understandable, is detrimental to long-term planning. Additionally, this instructional area has just three full-time faculty members on the Great Bend campus, which is a challenge as well. However, the department still retains dedicated, experienced instructors. In this academic year, the instructional area has begun to meet twice a semester as a division to discuss long-term planning, discuss instructional challenges and lessons learned, and share more perspectives as unified academic division.   New classes have been developed and offered, with Cross Cultural Awareness going live in Fall of 2020. Women in Society went live the Summer of 2021 and Juvenile Delinquency will go live the Spring of 2022. In Political Science, both POLS 1801 and POLS 1800 now use OER text and related reading material along with short lesson enrichment videos from films on demand the Crash course selections from PBS. POLS 1800 also uses selection from the "Founders Constitution' along with current media coverage to support and enforce student understandings of the United States government topic at hand.

- **How does the area serve, support and/or collaborate with other Barton instructional areas?**

Individuals in this instructional area serve on numerous committees, such as LICC and Course/Institutional Assessment that interact regularly with and impact other instructional areas. Additionally, because of the physical geography of the office location, this instructional area has strong personal relationships with individual faculty members Communications and Fine Arts and a sense of collegiality that is beneficial to the college. Individual-level collaborations have occurred as well. Behavioral science instructors have previously taken part in sessions on Jack Kilby Day as well as Upward Bound sessions. Some of the behavioral instructors have invited Jakki Maser and student counseling into classroom in support of mental health awareness and domestic violence tied to course content. Juvenile Delinquency formerly partnered with Criminal Justice on a shared final capstone assignment in the Fall of 2019 (The course wasn't offered in 2020 and the course was revamped for a move to BOL in 2021).

- **List current partnerships associated with the instructional area. What are the benefits? What other partnership opportunities exist?**

Social/Behavioral Sciences support other areas of instruction by providing general education classes. General Psychology and Introduction to Sociology are listed on most academic curriculum guides. General Psychology and Introduction to Sociology are requirements for nursing students. Both General Psychology and Introduction to Sociology are offered each semester at 2:00 to provide classes for Great Bend High School students. Political Science classes revolve around many aspects of the social/behavioral disciplines, from politics, to cultural aspects, the divisions work together to further explain the spectrum of human behavior.

- **Does the instructional area have an advisory board? If so, please describe its membership and activities?**

N/A

- **Summarize the instructional team that supports the instructional area including full-time faculty; regular, part-time faculty, adjunct faculty and staff. Please include references to the location of team members.**

At the Great Bend campus, there are currently three full-time faculty and five part-time instructors. Two full-time, long-tenured instructors (Bealer, McCaffery) retired during this time. Bealer was 41.0 FTE during his one year of the review period and McCaffery was 106.3 during her last two years. Jason Lindstrom is the new history instructor, but he did not teach any courses between 2018-19 and 2020-21 review period. In Psychology, Randy Allen was at 158.8 FTE over the three-year period and 42.4 FTE for the most recently completed year. In Sociology, Kurt Konda was at 147.8 over the three-year period and 44.8 FTE for the most recently completed academic year. For the part-time faculty on campus at Great Bend, Alana Blessing was at 2.0 FTE in Sociology and Dennis Boltman was at 22.0 FTE in Political Science. For other adjunct faculty or part-time faculty no longer on staff, there were a total of 56 Adjunct faculty instructing in the area at satellite campuses or on BARTOnline.They taught a total of 2434.6 FTE, for an average of 7.24 FTE for semester or 43.5 per instructor over the three-year review period.

- **What faculty professional development activities have been completed since the last instructional review?**

Despite the limitations of the pandemic, faculty members have attended external professional conferences on such as the 2021 Assessment Matters Conference hosted virtually in Kansas City, a Gender and Sexuality conference at Wichita State in 2019 and 2020, NISOD online conferences, as well as web-based symposia on academic integrity. Internally, member of the instructional area have also participated in Cougar TALEs, presenting sessions in 2020 and 2021.   One instructor attended the State OER zoom meeting during spring 2021 and reported obtaining new insights in the development of OER courses. The instructor was also given new information as to what the numerous symbols stand for and where to find the best OER materials. Follow-up discussions with Lee Miller regarding OER also occurred.

- **Are there any professional development requests unmet?**

Not at this time. With COVID restrictions limiting travel to professional conferences for development over the past couple of calendar years, there haven't been any requests recently. However, this might be area to explore over time and professional development activities that are currently being offered for free via web-based avenues move back to an older model where travel or expense requests might be required.

- If applicable, discuss program accreditation status.

N/A

Data Analysis
Please utilize the following link (https://app.powerbi.com/home) to gain access to the Instruction Power BI app. Click on "Reviews" on the left hand blue column and then click on "Instructional Review." Review the reports noted below, reflect on what the data is revealing, what opportunities and/or challenges the data brings to your awareness and what recommendations you have in response to the data review. Please provide a written response.

Applicant Statistics

AcadYear	App Major	Headcount	Enrolled	Enrolled in App Program	Completed Application Program	Completed Different Program
2018-19	Psychology	98	43	19	6	6
2018-19	Social Work	12	8	1	1	4
2018-19	Sociology	27	14	5		2
2019-20	Psychology	108	54	37	5	1
2019-20	Social Work	34	21	11		4
2019-20	Sociology	22	12	3		
2020-21	Psychology	102	53	34	1	1
2020-21	Social Work	39	20	13	1	
2020-21	Sociology	15	9	4		
Total		**445**	**234**	**127**	**14**	**8**

Instructional Area General Statistics

Academic Year	Program	Headcount	Enrollments	Billed Hours	Developmental
2018-19	Liberal Studies	75	301	881	16
2019-20	Liberal Studies	126	535	1584	30
2020-21	Liberal Studies	114	506	1461	32
Total		**282**	**1342**	**3925**	**76**

Demographics (Sex &, Age)

AcadYear	F	M	Total	17 & Under	18 to 25	26 to 35	36 to 45	46 to 55	56 to 65	Total
2018-19	61	14	75		46	18	8	3		
2019-20	109	17	126	1	72	33	13	5	2	
2020-21	90	24	114	1	61	37	9	5	1	
Total	**233**	**49**	**282**	**2**	**159**	**79**	**28**	**12**	**2**	**282**

Demographics (Race/Ethnicity)

AcadYear	AIAN	Asian	Black/African American	Hispanic of any Race	Hawaiin or Pacific Islander	Two or more races	White	Total
2018-19	1	2	13	9		7	43	75
2019-20	3	1	21	16	1	10	74	126
2020-21	1	4	21	17	1	6	64	114
Total	**5**	**7**	**48**	**40**	**2**	**22**	**158**	**282**

Demographics (Residence)

AcadYear	Barton County Resident	Foreign	Kansas Resident	Non-Kansas Resident	Total
2018-19		2	53	20	75
2019-20	22	1	77	26	126
2020-21	16	2	73	125	114
Total	**36**	**5**	**183**	**67**	**282**

Program Majors

AcadYear	App Major	Degree	Headcount
2018-19	Psychology	AS	50
2018-19	Social Work	AA	16
2018-19	Social Work	AS	2
2018-19	Sociology	AA	8
2019-20	Psychology	AS	87
2019-20	Social Work	AA	33
2019-20	Social Work	AS	1
2019-20	Sociology	AA	5
2020-21	Psychology	AS	73
2020-21	Social Work	AA	30
2020-21	Sociology	AA	11
Total			**282**

New Students

AcadYear	Continuing/Former Student	First time/First Year	High School Student	Transfer Student	Total
2018-19	43	26	4	19	75
2019-20	80	30	4	37	126
2020-21	84	37	5	18	114
Total	**196**	**91**	**13**	**74**	**282**

Time Status

Academic Year	Full-time	Part-time	Total
2018-19	57	21	75
2019-20	106	24	126
2020-21	86	35	114
Total	**223**	**79**	**282**

Student Performance/Grades for All Students in Program Courses

AcadYear		A	B	C	D	F	I	P	W	Total
2018-19	2	104	80	28	24	33	2		28	301
2019-20	6	218	96	65	30	84	3	3	30	535
2020-21	4	208	109	65	26	53	2	14	25	506
Total	**12**	**530**	**285**	**158**	**80**	**170**	**7**	**17**	**83**	**1342**

Program Awards

AcadYear	Degree	App Major	Headcount
2018-19	AA	Social Work	1
2018-19	AS	Psychology	13
2019-20	AA	Social Work	1
2019-20	AA	Sociology	1
2019-20	AS	Psychology	5
2020-21	AA	Social Work	7
2020-21	AS	Psychology	15

Venue – Credit Hours

AcadYear	BartOnline	EduKan	Ft. Leavenworth	Ft. Riley	Grandview/Troop School	Main Campus	Total
2018-19	458			95	7	321	881
2019-20	798	6	30	208	14	528	1584
2020-21	755	6	33	85	15	567	1461
Total	**2011**	**12**	**63**	**388**	**35**	**1416**	**3925**

Section Fill Rate

AcadYear	Avg/Mean	Max	Min	Median
2018-19	62.08%	110.00%	6.67%	66.67%
2019-20	61.80%	133.33%	3.33%	64.29%
2020-21	66.52%	130.00%	3.33%	73.03%

Overall, several trends stand out in the Power BI data. One is the overall low completion rate. Just 14 of 127 (11%) of students who declared an emphasis within one of this instructional area's programs ended up completing that program. The majority of these occurred under Psychology (12 of 90). Understanding whether this is a structural problem with students using Barton as a stepping stone to a four-year program or whether this low completion rate is tied to dissatisfaction with the program itself could be an important opportunity to help improve student retention.

While it is difficult to fully separate out causes and effects of grade distribution at such a 40,000 foot view, the overall percentage of A grades has risen from 34% to 41% over the past three years. However, this jump also encompasses an overall growth in 301 total grades in 2018-2019 to over 500 in 2019-2020 and 2020-2021.

Again, while there is limited utility in looking at all courses and all modalities in one snapshot when so many surface-level variables impact course enrollment and section fill rate, the median current overall section fill rate of 73% is below the target of 75%. However, this 73% fill rate is an improvement over 66% and 64% the prior two years. Deeper exploration of this area might be necessary. Differences between BOL and physical campus locations no doubt are part of the occasion. Additionally, competing interests can countermand high section fill rate. Core courses like Introduction to Sociology and Psychology are routinely full, while more niche classes like Cross Cultural Awareness or Abnormal Psychology that fill a need or interest for a smaller section of students, it also makes it harder to maintain consistently high section fill rates.

While a gender imbalance may be apropos of nothing larger, it is nonetheless noteworthy the enrollment in this instructional area skews heavily female. Over the three-year period, 233 of 282 (83%) of students enrolled were female. While the inclusion of the traditional feminine field of social work under this heading undoubtedly contributes to this imbalance, it remains an open question why the students enrolling in this subject area are disproportionately female and whether or not adjustments in instruction, recruiting, or retention in this instructional area with a special emphasis on gender should be considered.

Assessment of Student Learning

Considering your area's Student Learning Outcomes (SLOs) and associated data at the classroom, course and/or program assessment level, respond to the following questions.

Social/Behavior Sciences - 2019 – 2021 Aggregated Results

To assist with the interpretation and analysis of the program assessment data, the following summaries have been provided. These are meant to provide an overview of the program assessment data to enable the reader to make program goals and strategic budgetary requests. It is worth noting that these are not meant to explicitly direct action, but rather to assist the content experts to make informed decisions.

Note that for simplification, the data has been aggregated over the listed years to enable the reader to see an overall standing and trend of the data and not simply a single moment in time.

Program Learning Outcomes

All Program Learning Outcomes are above the minimal 70% benchmark and the aspirational benchmark of 80%.

PLO	% Met	Trending
SOCI_PLO_1	84.69%	Down
SOCI_PLO_2	83.27%	Down
SOCI_PLO_3	86.97%	Down

PLO 1: Describe societal and behavioral structures, both normative and diverse, that effect individual and group behavior

PLO 2: Interpret and apply research and evidence-based practice in an ethical manner.

PLO 3: Apply theoretical framework reflecting the historical foundation and evolution of understanding

Competencies

Of the 17 competencies tied to the PLOs, the following were the bottom five.

Course	Competency	% Met
SOCI 1110	E4. Summarize juvenile court and corrections options following adjudication	45.00%
POLS 1801	D2. Describe political economy and the relationship between economic conditions and political choices we make	69.57%
POLS 1801	D3. List and describe global economic factors that commonly influence politics	73.91%
POLS 1801	C1. Describe the impact of cultural divisiveness on the nation-state	73.91%
PSYC 1006	B5. Identify the assessment instruments used by each theoretical model	77.97%

Courses with High Pass Rates but Low Learning Rates

Pass rates were considered by course and by term. Terms with pass rates below 70% were removed. This created a new data set (thus the values may differ from the previous table) from which the percentage of competencies met was calculated.

Course	Competency	% Met
SOCI 1110	E4. Summarize juvenile court and corrections options following adjudication	45.00%
PSYC 1006	B2. Compare and contrast the six different theoretical models of psychopathologies	76.47%
PSYC 1006	B5. Identify the assessment instruments used by each theoretical model	78.43%

Blooms (Remember/Understand)

Competencies with the lower end Blooms below the 70% minimal benchmark are listed below.

Course	Competency	% Met
SOCI 1110	E4. Summarize juvenile court and corrections options following adjudication	45.00%
POLS 1801	D2. Describe political economy and the relationship between economic conditions and political choices we make	69.57%

- **What trends have you identified and what actions have occurred and/or are planned to respond to the results.**

Full trends have not yet been developed as we are still finishing up our first cycle and are just now establishing baseline data. However, as the assessment data collection apparatus at the college improves, this will be an area of focus moving forward as we track whether or not course-level adjustments tied to these specific competencies are improving across the entire program.

- **What curricular changes have occurred (or are planned) since the last review to ensure student learning outcomes are achieved?**

This area is still in progress as some of the data are still outstanding (Juvenile Delinquency was not taught last year when these were established; data from that course will finally be available in December 2021). However, Juvenile Delinquency has been revamped and redeveloped as an online course that will roll out in BOL in Spring 2022 and the new version is being taught on campus this semester. In Fall 2021, it is being taught differently to better address competency E4 and the competency itself will be assessed with a capstone rubric rather than a mere pre-/post-assessment as had been previously conducted. For POLS, lessons plans have been changed to correlate with OER materials and instructional materials have been enhanced to better meet course competencies.
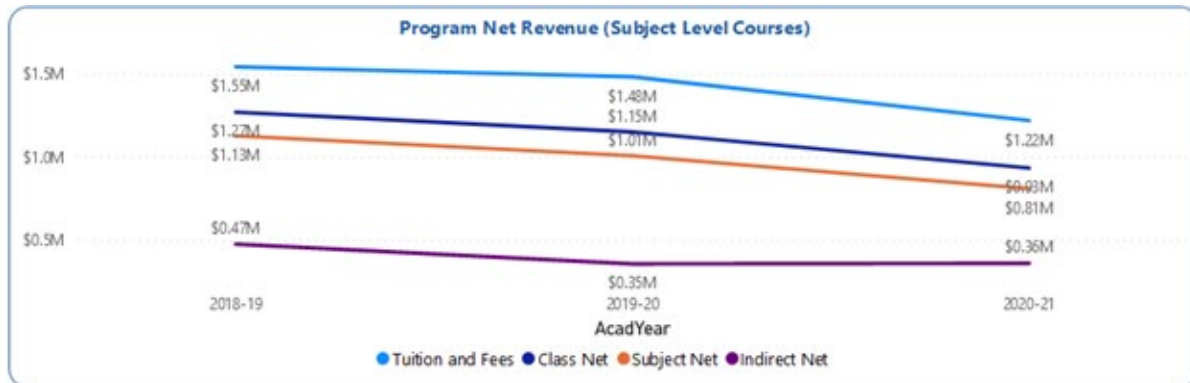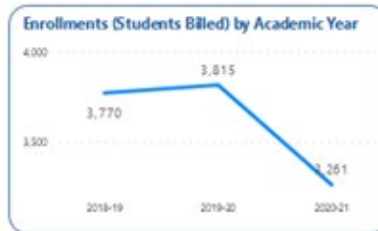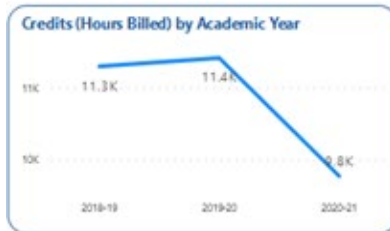
- **What strategies do you utilize to achieve instructional quality and student engagement?**

Course and instructor evaluations are used for full time and adjunct faculty. Additionally, the department chair for this instructional area is also the chair of the course/institutional assessment committee and has been discussing ways to use course assessment data to improve instructional quality and student engagement. This will continue to be a focus in this instructional area, as the instructors collectively work in a cycle of continuous quality improvement.

Sustainability

Utilizing the Instruction Power BI app, please click on the Instructional Review area, read the Fiscal Report and respond to the following questions.

AcadYear	Student Revenue	Total Class Expense	Miscellaneous Amount	Non Instructional Salaries	Non Instructional Benefits	Operational Expense	Indirect Expense	Profit/Loss With Indirects	Profit/Loss Without Indirects
2018-19	$1,907,841	($636,202)			($80,952)	($2,539)	($654,477)	$533,670	$1,188,148
2019-20	$1,781,084	($629,066)			($68,441)	($2,001)	($653,633)	$427,943	$1,081,575
2020-21	$1,469,098	($535,264)			($67,012)	($54)	($450,771)	$415,997	$866,768

Credits (Hours Billed) by Academic Year

Enrollments (Students Billed) by Academic Year

Unduplicated Headcount by Academic Year

Program Net Revenue (Subject Level Courses)

- **Summarize the instructional area's fiscal stability, contributions or losses.**

The impact of COVID-19 is hard to overstate in terms of the general trend lines in lost revenue for this instructional area. However, these declines are in-line with what the college as a whole experienced and not likely related to anything directly within this instructional area. However, overall profits have declined below the $500,000 mark during the two academic years that were most significantly impacted by COVID-19 instructional adjustments. Money from tuition and fees dropped over $300,000 during this time, obviously reducing overall profitability with it. With the return to something resembling academic 'normalcy' in the 2021-2022 academic year, this figure should increase organically. However, steps to reduce costs for students in the form of textbooks should be explored by the instructional area collectively to help potentially increase enrollment, and, therefore, profitability as well.

While the overall trend is down, the instructional area as a whole still remains profitable. While the downward trend is almost certainly tied to COVID-19, it is not a sustainable trend. Indirect net profitability is down $ 110,000 from 2018-19 to 2020-21. Left unaddressed, this trend would lead to negative profitability by 2031-2032.

- **What strategies are recommended to enhance the area's revenue generation?**

As tuition and fees are the largest source of income for this instructional area, reducing student cost to drive increased employment are the most likely areas to drive revenue generation.

- **Do resources (personnel, technology, physical space, support services, etc.) meet the instructional area's student learning goals and objectives? If not, please describe what needs are being unmet and if available, provide a detailed list of associated requests.**

In general, yes, needs are currently being met, but as the future unfolds, better interactional technology may be required. Zoom functions well for what it is, but a Zoom recording on a classroom computer with one microphone is simply not on par with being in-class or more advanced audio-video technology that can more truly replicate 'being in class.' A broadcast studio type of classroom with multiple microphones and monitors might be an important step to enable more area high schools to take general education classes remotely without being bound by the limitations of Zoom. Pursuing something like this might allow us greater outreach to our high school or distance bound students for basic classes like Introduction to Psychology and/or Sociology.

Strategic Planning

Considering the data you have reviewed and your first-hand knowledge of the instructional area, please respond to the following questions.

- **What are the strengths of the instructional area? What makes the area unique and interesting to students?**

The biggest strengths of this area are its connection to the larger general education curriculum. Many classes in this instructional area are part of the KBOR list of courses that transfer to all member institutions in Kansas. Additionally, the humanities and the social and behavioral sciences have long been part of a classic Liberal Arts education and many students enjoy the subject matter immensely. Instructors in this area often see students take the one course in their discipline that is required for graduation and then return to take two or three other courses in the discipline as their electives precisely because they find the subject matter of interest. The full-time instructors we have in the area are highly knowledgeable and passionate about their work. All are willing to consider different approaches or innovations, when appropriate, and even though Konda and Lindstrom have been at Barton five years or less, while Allen has been on staff for over 30 years, all the full-time instructors have a wealth of educational experience in general that is a real strength and asset to the department.

- **What needs improvement? What barriers exist that limits quality and effectiveness?**

Currently, the instructional area is stretched pretty thin. Between retirements, COVID-19 instructional adjustments, and new course development, the instructors in this area are being asked to shoulder large burdens that are, ultimately, not sustainable in the long-term. Improving scheduling offerings to best match student demand and student graduation requirements so that the full-time instructors can carry a normal full-time teaching load of five sections per semester every semester is essential, as it allows instructors to devote more time to professional development and to implementing continuous improvement in their classrooms. Using BARTonline and its asynchronous approach as a milieu for more lower enrollment 'niche' classes, while a time burden up front, could, longer-term, help prevent situations where full-time instructors routinely teach six or seven synchronous classes a semester.

- **What opportunities exist to grow and/or strengthen the instructional area?**

While section fill rates of 75% are an important metric, the ability to offer more and more courses of interest is an opportunity for growth and a potential to sway more students to return for a second year at Barton. Specialty courses in anthropology, sociology, and psychology have all been developed in the past two years, and while these niche classes do have lower section fill rates, the still present an opportunity to reach and retain more students; it's just a matter of where to devote instructional resources. This is by no means guaranteed to be a successful way to reach and retain more students, but it nonetheless represents an opportunity for growth. Additional courses to meet rising demand in an increasingly diverse workplace environment in areas like the sociology of globalization or a history course on the economics of the 20th century could be developed to help appeal to more students and potentially keep students on-campus for a second year to finish their associates degree rather than transferring after one year and impacting the college's overall completion rate.

Additionally, as the MCATs now include a section on social and behavioral aspects of health and as the recent pandemic has highlighted the overlap between medicine and the social determinants of health (sociology), personal decision-making (psychology), and even politics (political science), it might be advantageous to tie-in to the nursing program here and stress how important a background in social and behavioral sciences can be to anyone pursuing patient care long-term in nursing, or even, eventually, medical school.

- **What challenges limit the competitiveness, scope and delivery of the instructional area?**

We have limited capacity in terms of overall instructors. As distance-based and Zoom-based instruction increases, we also lack sufficient technology to truly embrace this opportunity. Something like a studio classroom truly designed to replicate the in-class experience over distance in a way Zoom cannot could allow more General Education courses to be beamed into area classrooms in our assigned geographic footprint at one time as opposed to just Great Bend High School students coming onto campus for Introduction to Psychology or Sociology Courses.

Goal Setting

o   Please list the goals that were established during the last instructional review (2019-2021) and report on their status.

1) Create a common final for Anthropology based on the Kansas Core Competency Project.

As of May 2021, a document/assessment had already been created and this was shared with the additional instructor who taught the course in February 2021. This goal can be considered complete.

2) Partner with Fort Hays State University for a EDS degree path in school psychology.

As of May 2021, FHSU had a change in leadership in the psychology department at FHSU. After multiple attempts to communicate with FHSU regarding the project, a visit with Erica Fisher confirmed that this project is dead.

- Were they completed and if so, what was the outcome?

See above for details, but goal #1 is completed and goal #2 is dead.

- If not completed, please share why and report as to whether you plan to carry any of them forward or if you are concluding them as unmet.

Goal #2 required buy-in and partnership from a peer institution that declined to continue to participate. We cannot force another school to partner with us, so this one will be left unmet for the time being.

- o Please identify goals for the 2021-2023 timeframe.
  - o 1) Have full-time behavioral sciences faculty attend at least (one) virtual conference or webinar on instructional techniques or pedagogy rather than their individual subject areas before the end of the 2022-2023 academic year.

  - o 2) Have physical materials promoting the social and behavioral sciences available to show to prospective students during tours available by the end of the 2022-23 academic year.
    - o Secure physical space (akin to the monitors and glass-enclosed display areas art, theatre, dance, et al utilize in the corridors of the Fine Art building) in Fine Arts building to display social/behavioral materials
    - o Work with PR to produce a promotional video for our instructional area
    - o Work with PR department to produce brochures, posters, and other visual media promoting social and behavioral science.

- o What resources and/or support are needed to accomplish the goals?

Goal #2 needs to occur in stages. We'd like to display materials promoting our educational area, but none currently exist and producing them is not an area of expertise our team possesses, so we would need support from our own in-house graphic arts, public relations, the print shop, etc. To help us produce the materials themselves. Once we have that, then we can work on the 'where' we can find space in Fine Arts to show them.

- o What are the recommended actions to achieve the goals?

For Goal #1, the instructional team will need to meet to identify and discuss conferences and webinars of interest and then work with Angel and/or Dean Howe to get funding (if necessary) to attend conferences.

For Goal #2, the instructional team will need for the PR department and all other areas that can assist in developing our promotional materials have permission/time granted to assist us with this endeavor. Once that is given, we can have communicate with PR our ideas and collaborate with them to produce the materials.

Review Summary

Instructor & Coordinator/Department Chair Comments

While this instructional area has seen a massive loss of institutional and academic knowledge due to retirements during this review period, there are ample opportunities for growth as well. We have a very strong core team of faculty and there is a good degree of communication and camaraderie amongst the staff that can be utilized to help improve the work we do and meet the challenges before us.

Dean Comments

Right now, for the GB campus, student numbers support a full-time in social science and a full-time behavioral science with a need for adjunct behavioral science. When there were two full-time behavioral science, it was a challenge to get the 60 credit hours with full classes for both positions.

I am saddened to see there is not a student learning/assessment goal here. By the time I was able to review this document, the faculty were gone so a correction could not be achieved. If I was creating an assessment goal, I might create something with SOCI 1100 identifying E4 as something to discuss amongst instructors of the course and come up with a plan together to address it.

Kurt Konda	**12-08-21**
Instructor & Coordinator/Department Chair	**Date**

Brian Howe	12/14/21
Dean	**Date**

Vice-President's Response

Thank you for submitting the Social/Behavioral Sciences instructional review. I appreciate the time and attention given to the preparation of the report. I also value the thorough responses provided – particularly in the data, assessment and strategic planning sections of the review.

I encourage you to consider a discussion with Karly Little about the concept of providing general education coursework via technology into area high schools.

I approved the following goals with the addition of the goal recommended by Dean Howe in his comments:

- o Have full-time behavioral sciences faculty attend at least (one) virtual conference or webinar on instructional techniques or pedagogy rather than their individual subject areas before the end of the 2022-2023 academic year.

- o Have physical materials promoting the social and behavioral sciences available to show to prospective students during tours available by the end of the 2022-23 academic year.
  - o Secure physical space (akin to the monitors and glass-enclosed display areas art, theatre, dance, et al utilize in the corridors of the Fine Art building) in Fine Arts building to display social/behavioral materials
  - o Work with PR to produce a promotional video for our instructional area
  - o Work with PR department to produce brochures, posters, and other visual media promoting social and behavioral science.

- o SOCI 1100 identifying E4 as something to discuss amongst instructors of the course and come up with a plan together to address it.

Elaine Simmons

1/28/22

_____   _____
Vice-President of Instruction   **Date**