



## *HLC Accreditation Evidence*

Title: 2021-2023 Instructional Review: Assessment of Student Learning Responses Report

URL:

Office of Origin: Vice President of Instruction

Contacts:

- Coordinator of Assessment

Note: In 2021, one goal addressing student learning was required.

**Instructional Reviews  
2021-2023  
Assessment Responses**

**Communications**

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

- The primary focus of the Communication Department is General Education. Our success is directly tied to the enrollment numbers.

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

- Addition of the Digital Communications and Content Strategy program will address the gap that currently exists with a lack of practical learning courses.

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

- Boswell has instituted a speech practice day prior the beginning of each assigned speech. This permits students to practice speech techniques and hear feedback from their peers.
- Solie has begun formal assessment tracking after each student speech. The first results will be available following the end of the fall semester.
- At Great Bend we do not currently teach Non-verbal, Persuasion, Organizational Communication or Storytelling. We could consider offering these courses that are currently offered through BART online on the Great Bend Campus.

**Corrections**

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

- Conducting weekly assignments, chapter tests each week is a standard, and discussion between students, videos, etc., for engagement. One-minute papers have been a good tool to gain more information from students and plan to add more of this type of tool to modules.

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

- No major changes are planned at this time.

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

- Utilize discussions between students, videos to engage students, and weekly assignments and tests. Weekly communication with the students at a minimum, and when a student communicates, trying to respond in less than 24 hours is the goal. Also utilizing Instructor notes to discuss briefly what will be focused on in the next chapter.

**Action: Recommended for Closure**

## **Criminal Justice**

**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.

## **Dance**

**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 folk 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.

## **Developmental Education**

### **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

## **Early Childhood**

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

- F2F courses were offered in an 8-week format in an attempt to mimic what students would encounter in the online courses. However, it was not as successful

as we had hoped It did not allow for field trips or as many hands on activities.

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

- Some face-to-face students did not embrace the 8-week course versus the 16-week course. We will be adding back one or two 16 week courses to the face-to-face offerings, keeping at least two 8 week course offerings.
- We have had students do more videoing themselves leading teaching experiences plus responding to discussion threads. This is outside of their comfort zone but in line with how education and learning have evolved over the past two years.

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

- We do icebreakers and relationship-building exercises so we all get to know each other as people.
- We do pair/partner activities, (like speed dating) so you have to share information quickly and move on to new information. We also use peer assessments. Sometimes criticism and praise are more valued by a peer.
- We do a mixture of assessments including projects that relate to the real world.
- We use a variety of teaching techniques so it is not the same thing day after day.
- I allow students to weigh in on due dates, and some parameters of the assignment for buy-in.

**Education**

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

- We have identified a downward trend in three competencies in EDUC 1142: A.1, B.1, and C.1.

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

- Adding two new courses in the program.

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

- Continue to use class and course-level assessment data to make changes and improve student learning.

**Emergency Management/Homeland Security**

**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.

### **Fine Arts**

### **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.
- I also want to highlight the following from the Fine Arts instructional review:

#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

**Information Technology**

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

- One improvement that Cristi has identified from the program learning outcome process is she needs to add more explanation for sorting algorithms.

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

- Starting with the fall 2022 semester Barton will start offering a new



Cybersecurity certificate. Two new classes were created and one class was updated.

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

- A variety of assignments, quizzes, hands on activities, discussion boards in online courses, and virtual networking and repair simulations to ensure students can learn with a learning method that best meets their needs.

**Life Sciences**

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

- There seems to be issues with LIFE 1406, we will meet as a department to address outcome issues and work with The Center to identify relevant professional development resources

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

- Microbiology and A&P outcomes were reviewed at KCOG in fall 2021.
- Curriculum guides have been updated to new format.

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

- We have established a common Life Science Canvas Course Shell that has been made available to all courses.
- We are participating in the Course Binder Project for biology and A&P.

**Medical Laboratory Technology**

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

- **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?**

- 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?**

- Instructor evaluations are performed each semester for new instructors their first 2 teaching assignments. Yearly evaluations are done thereafter.
- Course review (online classroom evaluation) is conducted with each new e-certification for each instructor.
- Student learning outcomes are discussed and evaluated each year with instructors
- Instructors perform Classroom Assessment Technique (CAT) evaluations each semester for each class.
- Instructors are e-certified by Assessment Rubric including Substantive Student Interaction for each class taught.
- Evaluation of ASCP test scores for each area of instruction.

**Medical Support Programs**

**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 program 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.

**Military Programs**

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

- This program has not undergone the formal program assessment process with Jo Harrington. Our faculty members use tools to measure student learning while teaching competencies approved for each course syllabus.

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

- This program will change curriculum based on guidance and recommendations from our Advisory Board.

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

- This program uses the Student Survey for each class. I review the feedback from the Student Surveys and offer suggestions or recommendations to our faculty. I included feedback that speaks highly of our faculty members, as well as areas that need to be looked at for improvements.
- I schedule at least one unannounced classroom visit of all my faculty members each month. These unannounced visits allow me to check for consistency in teaching

practices. I document and discuss with faculty members on areas that need correcting and praise them for great innovative teaching methods that enhances student learning.

- Our Dean will makes at least monthly unannounced/informal visits to the classrooms.

## **MOST**

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

- Non-applicable. The MOST program offers non-credit contracted training. SLOs and associated data will be discussed in the Fort Riley Military Programs Instructional Review report.

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

- Non-applicable. The MOST program offers non-credit contracted training. SLOs and associated data will be discussed in the Fort Riley Military Programs Instructional Review report.

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

- This program uses the Student Survey for each class. I review all of the feedback gathered from the Student Surveys and offer suggestions or recommendations to our faculty. I include feedback that speaks highly of our faculty members, as well as areas that needs to be looked at for improvements.

## **Occupational Safety & Health**

**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.

### **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 data 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.

### **Scales Technician**

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

- A weakness in mathematical skills, even after technical mathematics, in applying math to scales. The response was to spend extra time on applying math skills and relating them to the scale industry.
- Difficulty in comprehending the materials germane to the scale industry. The “bible” of the commercial weights and measures industry is Handbook 44 and its companion Handbook 112. These are extremely technical publications and written at a level equivalent to college. They simply haven’t the background or practice in reading and comprehending materials written in this style. We spent time on exercises where

students had to locate relevant sections of Handbook 44, write them down and then explain them in laymen's terms which helped and more of this is planned.

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

- As of the last review, we were just starting the program so we are still in a learning process as to adjusting the materials to facilitate learning. We are shifting to more time on the necessary mathematics and handbook 44 and less time of scale theory. All students have passed the state licensing exams.

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

- We are increasing hands on activities for Scale Principles and having them apply the materials as they work on scales with less lecturing. That and more individualized math work. And the instructors know the relevant material teach to it.

**Social/Behavioral Sciences**

**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.