



HLC Accreditation Evidence

Title: Example of Email to Social/Behavioral Science Faculty Regarding Instructional Review

Includes a Program Assessment training video from Coordinator of Assessment

URL: <https://www.screencast.com/t/cl9eaNxqn6uT>

Office of Origin: Vice President of Instructor

Contacts:

- Coordinator of Assessment

From: Harrington, Joseph

Sent: Friday, October 8, 2021 10:50 AM

To: Abbott, Christine <AbbottC@bartonccc.edu>; Allen, Randy <AllenR@bartonccc.edu>; Blessing, Alana <BlessingA@bartonccc.edu>; Campbell, Angela <CampbellA@bartonccc.edu>; Darden, Charles <DardenC@bartonccc.edu>; Funk, Robert <FunkR@bartonccc.edu>; Howell, Katelyn; Ingala, Ann <IngalaA@bartonccc.edu>; Knapp, Mark <KnappM@bartonccc.edu>; Lundstrom, Joel <lundstromj@bartonccc.edu>; Boltman, Dennis <BoltmanD@bartonccc.edu>; Konda, Kurt <KondaK@bartonccc.edu>

Cc: Howe, Brian <HoweB@bartonccc.edu>

Subject: Social/Behavior Sciences Program Assessment

Barton Faculty,

This term several of you will be completing Instructional/Program Reviews for your respective areas. During this period, you are given time to consider all of the assessment data you have at your disposal and look for thematic issues that exist within your instructional area.

Be sure to take the time to reflect on student learning and make strategic plans to address this vital mission of the college. As you consider goals to address student learning, consider professional development needs or other budgetary requests to assist in meeting your Program Goals and Learning Outcomes; your analysis of program assessment data should be referenced in support of your requests.

The following Assessment Spotlight Video on Program Assessment serves as a quick overview and may give you some ideas: [Program Assessment Summary](#) (11:49). With Strategic Planning and Budgeting also occurring during the Instructional Review timeframe, this is your opportunity and the ideal time to set plans in motion.

Thank you for your continued commitment to student learning!

Sincerely,

Jo Harrington
Coordinator of Assessment
Mathematics Instructor
Barton Community College
harringtonj@bartonccc.edu

Program Assessment Report

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 1: Describe societal and behavioral structures, both normative and diverse, that effect individual and group behavior

PLO	% Met	Trending
SOCI_PLO_1	84.69%	Down
SOCI_PLO_2	83.27%	Down
SOCI_PLO_3	86.97%	Down

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%

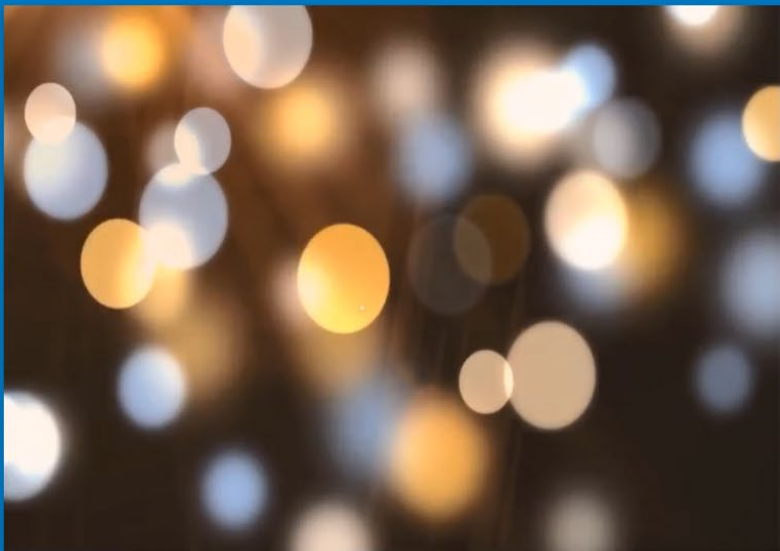
Blooms (Remember/Understand)

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%

Instructional/Program Review

The Program Assessment Subcommittee hopes that this information is useful in identifying areas where strategic plans and goals can be made to address any issues identified and agreed upon. As you complete the Instructional Reviews, use these data points when determining strategies and budgetary requests related to Assessment of Student Learning. As always, you can reach out to the Center for ideas.



JO HARRINGTON

COORDINATOR OF ASSESSMENT

Assessment Spotlight

