



HLC Accreditation Evidence

- Athletic Mentoring Program

URL:

Office of Origin:

- Vice President of Instruction

Contact(s):

- Executive Director of Foundational Education

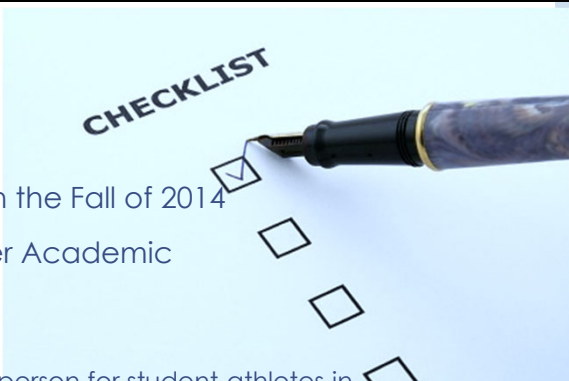
Athletic Mentoring Program

The athletic mentoring program was established at Barton Community College in 2015 as a part-time position to support Barton's athletic population in their academic development. The program began with limited one-on-mentoring and open study hours for student-athletes identified as experiencing academic difficulties. The mentor worked with student-athletes to identify academic barriers and design and execute plans to address them. The program developed ongoing academic progress support systems through regularly scheduled grade reports and increased study sessions. Student participation increased each year, and faculty began referring students to receive support services from the athletic mentor. Access continued to expand as support processes were defined and systematized, resulting in an orientation course pilot project. In 2019, the strategies developed through athletic mentoring were enhanced and expanded beyond athletics and into the Student Academic Development program designed to support all students regardless of campus location or course modality.



What, *exactly*, is an Athletic Mentor?

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x238



Historical Context

- Athletic Mentoring began at Barton in the Fall of 2014
- New position at Barton, modeled after Academic Support Services at 4 year institutions
- Job Description:
 1. Serve as a role model and a resource person for student-athletes in balancing participation in athletics and in academics.
 2. Maintain Communication network between coaches, athletes, and faculty.
 3. Monitor academic progress of student-athletes.
 4. Provide support and guidance to student-athletes not achieving academic success (i.e. help student develop goals, assist with time management, refer to tutorial services...).
 5. Assist student-athletes in becoming responsible for own academic success.

Athletic Mentoring & FERPA

The Athletic Mentor is eligible to request grades and see the grades of student-athletes based on the "need-to-know" provision of FERPA.

Barton Community College will disclose information from a student's education records only with the written consent of the student, except:

1. To school officials who have a legitimate educational interest in the records. These members include personnel in the offices of Admissions, Registrar, Business Office, Computing Center, Financial Aid, Career Services, Community Education, Planning, Testing, Library, Advisement Center, Advancement Office, Athletic Department, College deans, and other administrative and academic personnel within the limitation of their need-to-know. Legitimate educational interests means a) the information or records requested is (are) relevant and necessary to accomplishment of some task or determination; and b) the task or determination is an employment responsibility for the inquirer or is a properly assigned subject matter for the inquirer's employment responsibility (<http://www.bartonccc.edu/enrollment/ferpa>).

In order to successfully monitor the academic progress of student-athletes, the Mentor needs access to their grades.

Who qualifies for mentoring?

- All student-athletes and support-service students within the athletic department qualify for Athletic Mentoring Support
- For 2017-2018 school year, Barton enrolled 412 Athletes, Student Managers, and Trainers
- Screen for assistance indicators:
 - Coach's recommendation
 - Instructor's recommendation
 - 70% or below in 2 or more classes
 - "red flags" in any class.



A Day in the Life...

Serve as a role model and resource:

- Student assistance and general questions
- Daily/Weekly check-ins for at-risk students
- Messaging regarding events/resources/meetings/etc.

Maintain communication network between coaches, athletes, and faculty:

- Attend regular Athletic Department Meetings
- Represent Athletics in various Academic/Campus committees
- Act as a Buffer... Assist with communications
- Identify and share trends regarding academic struggles and success

Monitor academic progress of student-athletes:

- Grade Reports
- Attendance Reports
- Math Lab Reports
- Tutoring Lab check-ins as needed
- Gatekeeper of information: compile and share reports with coaches as staff as needed, use information to identify "red flags."



A Day in the Life cont'd

Provide support and guidance and Assist student athletes in becoming responsible for own academic success:

- Study Hall
 - Approximately 6 hours of monitored study hall per week
 - Kirkman Classroom – 4 desktop computers
 - Group study sessions and individualized check-ins
- Connect with resources
 - Tutoring lab
 - Instructor meetings
 - Student Support Services
 - Counselling Services
- Intrusive mentoring
 - One-on-one meetings
 - Assistance with time management/pre-planning
 - Degree Auditing for Athletic Compliance & Transferability – Partnering with advisors



Major Projects

- Grade Reporting/Updated Rosters
 - Bi-weekly grade reports
- Attendance Reports
 - Bi-weekly with grades
- Social Media Presence & Increase Communication with Students
- Academic Integrity Seminars
- Group Study Sessions
 - Algebra
 - Gen Psych, Sociology
 - Life Sciences
- One-stop sign-in for data collection and student accountability – currently working with IT to develop this.



Tips for Helping your Student-Athlete

***COURSE OUTLINES ☺

M – F	DATE	COMPLETE
Monday	12/11	Orientation Assignments (Due Tuesday)
Tuesday	12/12	Chapter 1: 00:27:05 of lecture videos, 2 homework assignments
Wednesday	12/13	Chapter 2: 00:38:06 of lecture videos, 2 homework assignments
Thursday	12/14	Chapter 3: 02:25:47 of lecture videos, 4 homework assignments
Friday	12/15	Chapter 4: 01:38:33 of lecture videos, 3 homework assignments
Monday	12/18	Exam
Tuesday	12/19	Chapter 5: 01:31:17 of lecture videos, 4 homework assignments
Wednesday	12/20	Chapter 6: 01:22:39 of lecture videos, 2 homework assignments
Thursday	12/21	Chapter 7: 02:14:13 of lecture videos, 2 homework assignments
Friday	12/22	Chapter 8: 01:32:39 of lecture videos, 2 homework assignments
Monday	12/25	Exam
Tuesday	12/26	Chapter 9: 01:51:08 of lecture videos, 2 homework assignments
Wednesday	12/27	Chapter 10: 02:36:53 of lecture videos, 4 homework assignments
Thursday	12/28	Chapter 11: 02:34:44 of lecture videos, 3 homework assignments
Friday	12/29	Chapter 12: 01:31:11 of lecture videos, 2 homework assignments
Monday	1/1	Chapter 14: 01:05:46 of lecture videos, 1 homework assignment
Tuesday	1/2	Review
Wednesday	1/3	Exam
Thursday	1/4	Review
Friday	1/5	Final Exam

Canvas Calendar

Roll-Call Attendance

Online Quizzes – Please mark “Open Book” or “Closed Book.”

Communicate Expectations – in class, online, & with Mentor if needed

Communicate Concerns

What's next on the Horizon?

- *Systemizing processes – reviewing handbooks and procedures*
- *Check-in, service management system*
- *Continuing education*
- *Growth*
- *Outreach*



EDUC 1105 Barton Playbook 10825 2

FALL 2021 Section 1 1 Credits 08/18/2021 to 10/08/2021

Meeting Times

Lecture

August 19 - October 8

Monday, Wednesday, 3:30 PM to 4:25 PM, Classroom Building, Room 150

Contact Information

Director of Student Academic Development: Mrs. Stephanie Joiner

Email: joiners@bartonccc.edu

Office: Classroom Building, Rm 122

Phone: 620-792-9238

Office Hours

By Appointment Only

L-136a

Course Description

This course is designed to help new students understand and comply with the expectations and challenges of a student-athlete specific to collegiate academics and athletics, to develop the tools to increase academic success, to promote learning in a supportive environment, and to foster connections with college resources.

Prerequisite(s)

None

Course As Viewed In The Total Curriculum

The purpose of the Barton Playbook is to provide student-athletes with an opportunity to cultivate the skills, values, and attitudes necessary to become confident, capable students balancing the roles of student and athlete and representing the college. The class is offered as an elective and transfers as such.

The transferability of all courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

Outcomes & Competencies

Barton County Community College is committed to quality education and to the assessment of student learning. Assessment provides a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies and Supplemental Competencies:

- A. Demonstrate the expectations, culture and challenges of college life and collegiate athletics
 - 1. Employ general college terms and criteria necessary for college success and athletic eligibility.
 - 2. Use online applications specific to Barton procedures and coursework and NCAA athletics.
 - 3. Apply Barton Community College, the Jayhawk Conference, and the National Junior College Athletic Association policies and procedures.
 - 4. Exemplify cultural expectations of higher education classrooms and athletic activities.
- B. Apply life skills and implement organizational tools to increase academic success, college retention, and lifelong learning.
 - 1. Evaluate personal responsibility for individual success
 - 2. Design personal academic plan.
 - 3. Apply time management and organizational skills to make progress toward successful completion of academic and athletic goals.
 - 4. Demonstrate effective communication skills with Barton students, faculty, and staff to support positive relationships and shared learning experiences.
- C. Identify and use academic, cultural, personal, and social resources on campus.
 - 1. Identify where to go for mental, emotional, or physical health concerns.
 - 2. Develop methods to maintain a healthy lifestyle.
 - 3. Participate in campus activities and interact with people of diverse cultural backgrounds.
- D. Develop the ability to make purposeful and informed decisions about life choices while increasing critical thinking skills for collegiate coursework.
 - 1. Identify personal strengths, motivations, and learning behaviors and apply these attributes to make informed decisions as a collegiate athlete.
 - 2. Employ Barton's expectations of integrity in academics, athletics, and the campus community.

Materials

There is no textbook for this course.

Required Supplies

You are required to create a personal notebook for this course.

You are required to have a personal planner or agenda. You may download a FREE digital planner (my personal favorite) and print pages for your use from Passion Planner: <https://passionplanner.com/collections/free-downloads>.

* Instructor Policies

Show up. Do the work. It is that simple. I will show up and I will work to help you find success as a student, and I expect the same from you.

Be to class on time, respect your classmates, and pay attention in each class. You will get out of this class, and your academic career, what you put into it.

The Canvas course shell is our new classroom. All information will be posted in the course shell. I strongly encourage you to check your email daily, set-up notifications through Canvas, and to communicate your concerns to me as soon as they arise via the student discussion page.

Fuzion course delivery: having students online and in the classroom at the same time will present a new set of challenges. I expect we will all address the challenges as they arrive. Be mindful of students in alternative locations as you respond to discussion questions live and online. If you are studying remotely and experiencing technical difficulties or find that I am not using technology in the most helpful fashion, I encourage you to let me know.

✓ Grading Methods

The purpose of this class is to prepare you for academic success at Barton and beyond. As such, much of the work and homework for this class will be in support of your other courses. You will have regular assignments that are graded for completion only. You will also be assigned regular journal entries and online discussion posts. We will have class discussions and small group activities. You must

participate to receive points.

Attendance Requirements:

You must come to class and you must arrive on-time. Barton-sponsored events will be excused. Major illness or emergency situations will be considered excused at the discretion of the instructor, and only if the student contacts the instructor individually. Documentation may be requested.

****COVID and Fuzion Model:** This is a unique year. Our focus this year must be concern and kindness for our fellow humans – this means that students may need to miss a class if they are experiencing any COVID symptoms. If a student is not feeling well, they may attend via Zoom to be counted present, BUT, I must be notified prior to 8 am to schedule the Zoom link.

Grading Scale

Grade	Range	Notes
A	90-100	
B	80-89	
C	70-79	
D	60-69	
F	59.5 or below	

Institutional Policies

Academic Integrity

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

Disability Services

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu

Student Code of Conduct

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Civil Rights Equity & Title IX

Barton Community College adheres to all federal and state civil rights laws, including Title IX, banning discrimination in public institutions of higher education. The College will not discriminate against any employee, applicant for employment, student or applicant for admission on the basis of many protected categories. Please refer to the entire policy at the link below.

Title IX protects against discrimination on the basis of sex, gender, sexual orientation, gender identity, including discrimination due to all forms of sexual harassment and sexual misconduct.

Annually, all enrolled students are provided the opportunity to participate in online Title IX training. The training link is sent to the student's Barton issued email account generally within the first month of enrollment.

Barton's Civil Rights Equity Policy (Policy 1132) is found at: https://docs.bartonccc.edu/policies/1132-Civil_Rights_Equity_Resolution.pdf (https://docs.bartonccc.edu/policies/1132-Civil_Rights_Equity_Resolution.pdf)

Problem Resolution

The College encourages an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from the appropriate college staff. If a student disagrees with established rules of conduct, policies, practices, or if they feel their rights have been infringed upon, they can express their concern through the problem resolution procedure. No student will be penalized for using the problem resolution procedure, or for voicing a complaint in a timely and business-like manner. Students are directed to the procedure linked below and are advised to pay attention to the limitations of the procedure and the strict adherence to timelines noted.

https://docs.bartonccc.edu/procedures/2615-problem_resolution.pdf (https://docs.bartonccc.edu/procedures/2615-problem_resolution.pdf)

Course Outline

Please follow the course Outlines as published in the Canvas Course Shell using assignment due dates. Module outlines are also a great resource for upcoming activities.

Additional Items

Athletes Grade Reporting Process

Background: The process to report grades for athletes is the same process used for Early Academic Alerting for online classes created in 2010. The reporting was developed with the assistance of eCollege.

Process Steps:

1. Prior to each semester, a report identifies students in Banner who are in a 'Sport'. The list is distributed to coaches to reconcile. Names are always added or deleted. From this a Master list in Excel is created.
2. The Master list contains the following fields:
 - Sport
 - Student ID
 - Last Name
 - First name
 - Coach's Email Address
3. Bi-weekly, the eCollege report exports into Excel all students taking an eComp, eCourse, or Hybrid course.
4. The list from Step 2 contains the same fields as the lists used in Early Alerting.
5. Both the Master and Grades spreadsheets are moved into Access.
6. The Master and Grades lists are combined with a query to produce the 'Athletes-Grades' spreadsheet.
7. The fields for the Athletes-Grades are:
 - Sport
 - Student ID
 - Last Name
 - First Name
 - Course Name
 - Course Average Grade to date
 - Gradable Item count
 - Activity Submission Count
 - Course Points Possible
 - Instructor Name
 - Coach's email
8. Special Notes
 - The Course Average Grade as a percentage is used because there can be a big difference between a high and low 'C'.
 - The other items are simply to show if student is doing anything in class.
9. The 'Athletes-Grades spreadsheet is distributed via email to each coach showing only the athletes for a coach.

Possible Future Enhancements

- A. Email Distribution: We are working on a process to automatically take the report and distribute to coaches via email their part of the spreadsheet. I need to test this to get comfortable with the process.

- B. Email distribution for Attendance. If 'A' works, I've always thought it should be possible to identify in the spreadsheet from the 'Athletes-Grades reports those students for whom we want to check Instructors. For example, maybe we want to ask questions for athletes with a grade of 70% or less. We should be able to create a spreadsheet and use the automatic emailing that can also include a message like you sent Brian and include the email attachment. Both 'A' and 'B' are 'down the road' things. Personally, I like doing new processes manually at first, then when my comfort level is increased, I can start speeding things up.
- C. For data analysis, link to tutoring database. Using the Student ID, we can connect to the database used by the Tutoring department.