2024

PROGRAM

REPORT

BARTON
STUDENT ACADEMIC DEVELOPMENT

Executive Summary

All students will possess the academic skills to successfully navigate collegiate coursework and campus culture.

The Student Academic Development program began in the Fall of 2019. We began with the vision that all students will posses the academic skills to successfully navigate collegiate coursework and campus culture. Our vision was built on the belief that with targeted support, students arriving on our campus could find academic success, and we established the following mission: Student Academic Development supports all students in their development of academic skills by providing academic coaching, student-centered research, timely communication strategies, and student advocacy.
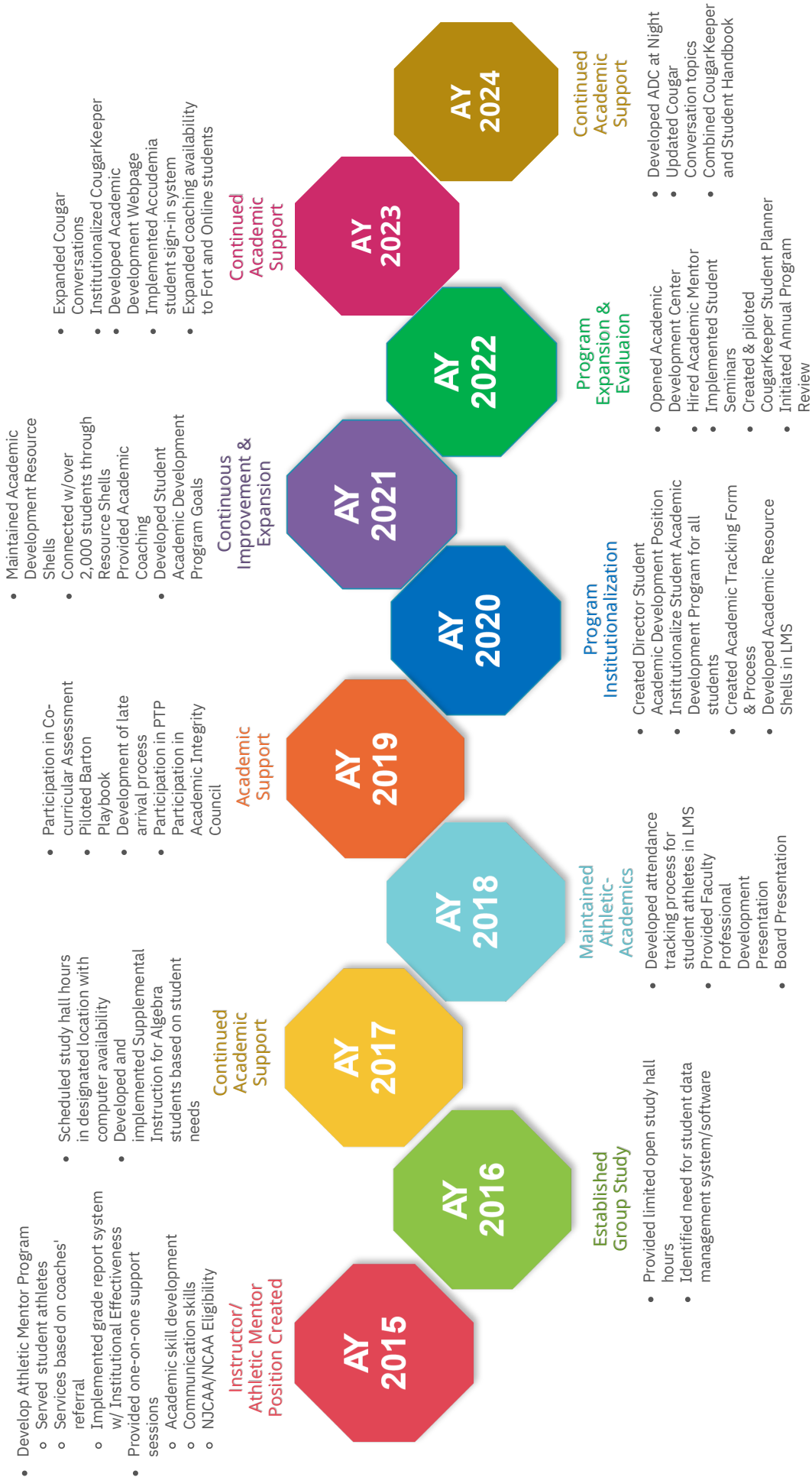
This fall, we are beginning our fifth year of serving students. During the last four years, our service and support to students have grown exponentially, and it is now time for us to consider how we have managed that growth and met our mission. This report offers our reflections on our growth, considerations of our impact, and visions for our future.

Report Contents

STUDENT ACADEMIC DEVELOPMENT TIMELINE

The timeline presented below highlights the history of Student Academic Development,, and it's growth from a portion of a faculty member's contract into an institutionalized program supporting students on all campuses and modalities.

AY 2015 — Instructor/Athletic Mentor Position Created

- Develop Athletic Mentor Program
  - Served student athletes
  - Services based on coaches' referral
- Implemented grade report system w/ Institutional Effectiveness
- Provided one-on-one support sessions
  - Academic skill development
  - Communication skills
  - NJCAA/NCAA Eligibility

AY 2016 — Established Group Study

- Provided limited open study hall hours
- Identified need for student data management system/software

AY 2017 — Continued Academic Support

- Scheduled study hall hours in designated location with computer availability
- Developed and implemented Supplemental Instruction for Algebra students based on student needs

AY 2018 — Maintained Athletic-Academics

- Developed attendance tracking process for student athletes in LMS
- Provided Faculty Professional Development Presentation
- Board Presentation

AY 2019 — Academic Support

- Participation in Co-curricular Assessment
- Piloted Barton Playbook
- Development of late arrival process
- Participation in PTP
- Participation in Academic Integrity Council

AY 2020 — Program Institutionalization

- Created Director Student Academic Development Position
- Institutionalize Student Academic Development Program for all students
- Created Academic Tracking Form & Process
- Developed Academic Resource Shells in LMS

AY 2021 — Continuous Improvement & Expansion

- Maintained Academic Development Resource Shells
- Connected w/over 2,000 students through Resource Shells
- Provided Academic Coaching
- Developed Student Academic Development Program Goals

AY 2022 — Program Expansion & Evaluaion

- Opened Academic Development Center
- Hired Academic Mentor
- Implemented Student Seminars
- Created & piloted CougarKeeper Student Planner
- Initiated Annual Program Review

AY 2023 — Continued Academic Support

- Expanded Cougar Conversations
- Institutionalized CougarKeeper
- Developed Academic Development Webpage
- Implemented Accudemia student sign-in system
- Expanded coaching availability to Fort and Online students

AY 2024 — Continued Academic Support

- Developed ADC at Night
- Updated Cougar Conversation topics
- Combined CougarKeeper and Student Handbook

Program & Learning Outcomes

In support of the Academic Development Mission:

PROGRAM OUTCOMES

1. Deliver targeted student-centered academic support services to students regardless of location or modality
2. Analyze student data related to course completion, satisfaction, and support usage to direct effective academic support programming and consistent instructional practices
3. Collaborate with Student Services and Instruction to provide relevant and comprehensive academic support to students
4. Serve on appropriate institutional committee to develop and support student-centered policies and procedures.

STUDENT LEARNING OUTCOMES

Students participating in Academic Development activities will:
   A. Demonstrate essential academic skills such as study strategies, test taking methods, time management, and goal setting.
   B. Formulate personal academic goals and resources.
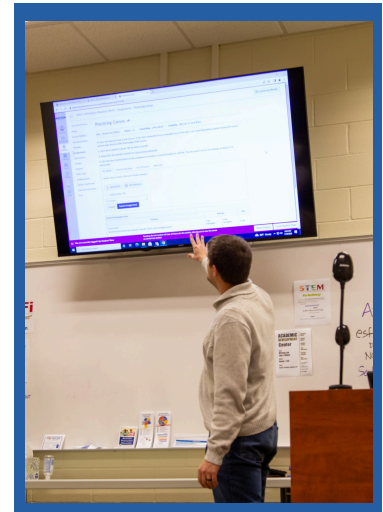
Services at a Glance

Academic Coaching

A one-on-one process of helping a student examine academic concerns and empowering them in developing academic skills for college success. Coaches will provide students with semester long academic support in areas such as: time management, study skills, test preparation, and note taking. The coaches will work individually with students, assess their strengths, and devise a personalized plan of action. Students may request a meeting with an Academic Coach through the Student Academic Development Center or by contacting ADC@bartonccc.edu.

Independent Study

Independent Study is a designated space, available to all students, specifically for learning, completing homework, and practicing academic skills. Independent Study in the Academic Development Center (ADC) is monitored for academic integrity and developed to assist students in acquiring study skills, academic organization, and task planning.

Students may walk in during open hours for individual or group study, and scheduling is available for team sessions. Also, multiple computers in the ADC are Zoom compatible so students may attend classes virtually.

Directed Skill Development

Directed Skill Development is a voluntary program that offers free, regularly scheduled study sessions for any course based on student needs. Directed Skill Development is an opportunity for students to work together with an academic mentor to explore important concepts, review class notes, discuss reading assignments, practice subject-specific test-taking and study skills.

Referrals

Faculty and staff may refer students to the Academic Development Center for Academic Coaching or Directed Skill Development by contacting the Director of Student Academic Development, Nolan Esfeld: esfeldn@bartonccc.edu.

Faculty may also schedule Student Academic Development to lead Directed Skill Development sessions for a specific class or study group. This is a great option for a scheduled faculty absence.

Highlights

Consistency & Access

As Academic Development has grown, we have expanded access to provide consistent support for all students, regardless of campus location or course modality. The following examples highlight our efforts. Page 5 provides data highlights of student reach and impact as a result of these efforts.

ACADEMIC DEVELOPMENT CENTER

The Academic Development Center (ADC) opened on the Barton County Campus in the Fall of 2021. Serving as home base for Student Academic Development, the ADC provides a meeting and homework space for students, hosting open study, group study sessions, CougarConversations, and academic coaching.

DIGITAL PRESENCE

To support students beyond the Barton County campus, the ADC manages Student Academic Resource shells within Barton's learning management system Canvas and has created program-webpage: https://bartonccc.edu/academic-dev-center. Access to all support resources are published online, as are options to meet with ADC staff via Zoom.

THE COUGARKEEPER

Time management and organization of study materials are two skills many new college students struggle to master. Developed in 2022, the CougarKeeper is the ADC's Barton-focused student planner complete with academic and Barton-support resources including the Student Handbook.
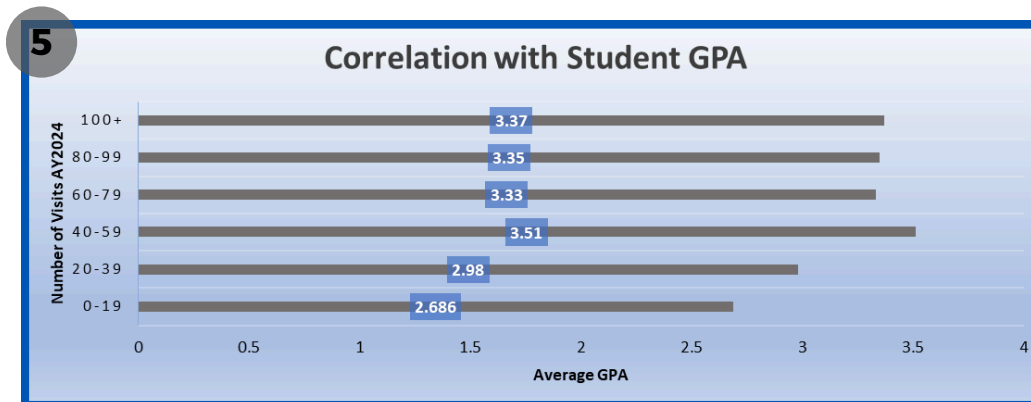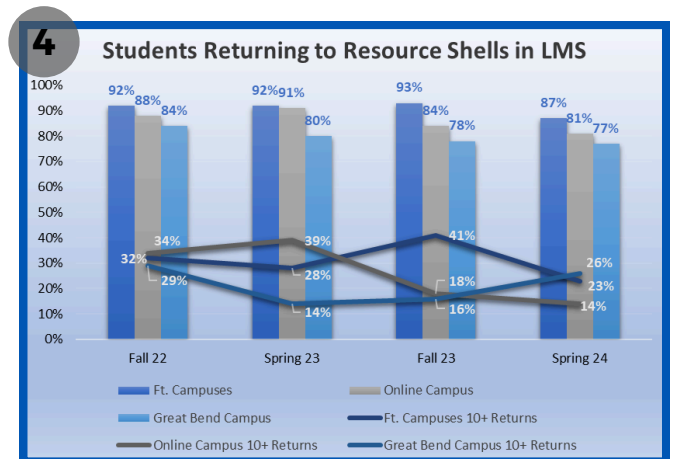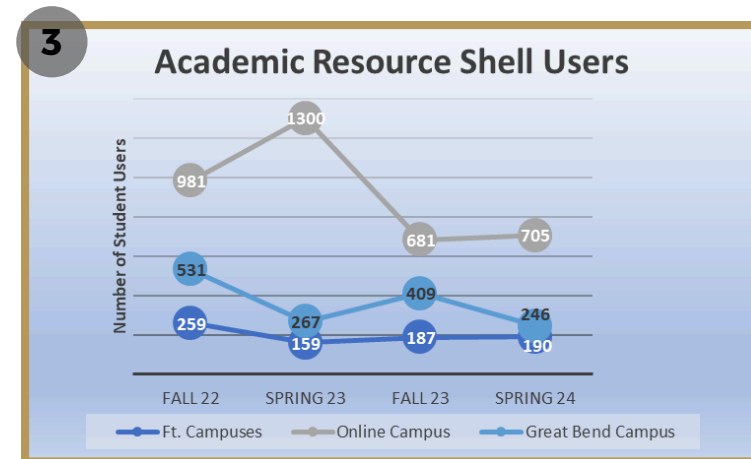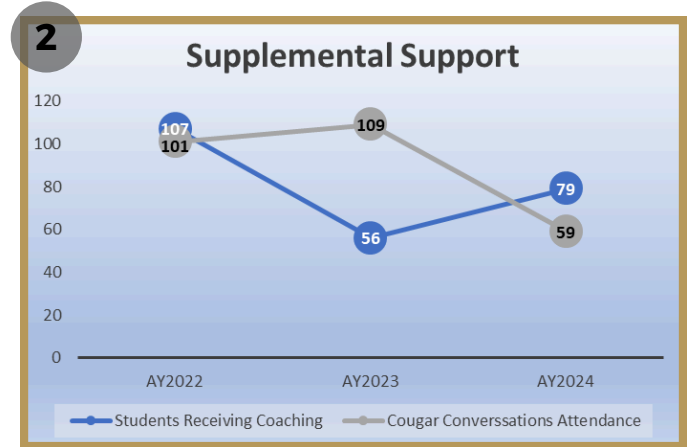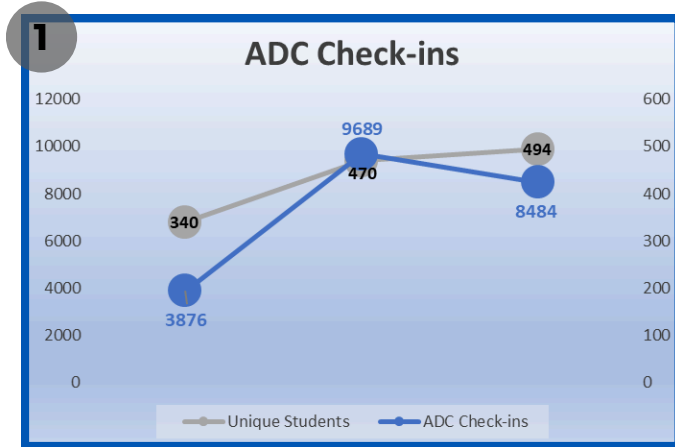
ACCUDEMIA STUDENT SIGN-IN SOFTWARE

Accudemia software was implemented in 2022 and has improved our ability to maintain student data, creating a clearer picture of student usage. Automated reports have also improved communication to other support departments. Accudemia also allows students to schedule appointments conveniently online greatly reducing barriers for students contacting staff.

Measuring Progress

Numbers of Note

Data collection and analysis is important to Student Academic Development. The following charts highlight the data points we have begun reviewing for trends. Discussion of how these data points are impacting our programs and processes follows on page 6.

1

ADC Check-ins

- 9689
- 470
- 494
- 340
- 8484
- 3876

Unique Students — ADC Check-ins

2

Supplemental Support

- 107
- 101
- 109
- 79
- 56
- 59

AY2022 — AY2023 — AY2024

Students Receiving Coaching — Cougar Converssations Attendance

3

Academic Resource Shell Users

Number of Student Users

- 1300
- 981
- 681
- 705
- 531
- 259
- 267
- 409
- 246
- 159
- 187
- 190

FALL 22 — SPRING 23 — FALL 23 — SPRING 24

Ft. Campuses — Online Campus — Great Bend Campus

4

Students Returning to Resource Shells in LMS

	Fall 22	Spring 23	Fall 23	Spring 24
	92% 88% 84%	92% 91% 80%	93% 84% 78%	87% 81% 77%
	32% 34% 29%	39% 28% 14%	41% 18% 16%	26% 23% 14%

Ft. Campuses — Online Campus — Great Bend Campus — Ft. Campuses 10+ Returns — Online Campus 10+ Returns — Great Bend Campus 10+ Returns

5

Correlation with Student GPA

Number of Visits AY2024

Visits	Average GPA
100+	3.37
80-99	3.35
60-79	3.33
40-59	3.51
20-39	2.98
0-19	2.686

Average GPA

1. Unduplicated count of students and total number of check-ins to the ADC.
2. Number of students receiving academic coaching and attending Cougar Conversations.
3. Number of students accessing the Academic Development Resource Shells by campus.
4. Percentage of students with multiple page views/visits to the Resource Shells and the percentage that visit/view more than 10 times.
5. Average student GPA in correlation with total number of visits to the ADC in 2024.

Aligning Data with Program and Student Learning Outcomes.

The following table aligns analyzed data points with our stated outcomes.

Outcome	Data - Impact Analysis
Program Outcome 1: Deliver targeted student-centered academic support services to students regardless of location or modality	Chart 1 identifies an increase in number of students using ADC services, though total number of check-ins is slightly lower. Currently, we have difficulty identifying student use of other ADC services based on student location. In Chart 2, we can see significant drops in the numbers of students attending supplemental supports; however, academic coaching supports is rebounding. We have identified inconsistencies in our sign-in and tracking processes for academic coaching to be addressed. The Academic Resource shells provide our greatest access to students on campuses away from Great Bend, and Chart 3 indicates usage by all campus locations and modalities and Chart 4 indicates our students return to the shell and look at multiple resources. We can see a distinct drop in use of the shells by online students, and reduction in use during the spring semesters.
Program Outcome 2: Analyze student data related to course completion, satisfaction, and support usage to direct effective academic support programming and consistent instructional practices	Chart 5 highlights the value of using ADC services. On average, students who attend the ADC once a week during the academic year, maintain a GPA of 3.51. Additionally, student data collected for co-curricular reporting indicates that students who participated in Cougar Conversations learned new academic skills and were able to apply those skills to their academic process (88% and 84% respectively). This data also speaks to our **Student Learning Outcome A:** Demonstrate essential academic skills such as study strategies, test taking methods, time management, and goal setting. Additional data collection methods regarding student feedback and successful course completion rates will need to be identified.
Program Outcomes 3 & 4: Collaboration & Policy and Procedure Support	We do not have a chart associated with these particular outcomes; however, ADC staff serve on a number of institutional teams and working groups and have provide student-centered recommendations on multiple policies and procedures. Examples include: Student Success Alliance, Early Alert Process, Academic Integrity Council, Athletics Staff, Programs, Topics, & Processes, Co-Curricular Assessment, and Instructional Council.

Next Steps

Areas of focus for AY2025

In light of the shared data points of this report, Student Academic Development has identified the following goals for the upcoming year. When appropriate, we have identified numerical benchmarks to measure progress.

01 —————————— ### Formalize Coaching Processes

Document academic coaching and documentation processes.
Create training manual and implement training for academic coaches.

02 —————————— ### Embedded Coaches

Coaches will be embedded in co-requisite courses to provide better access to ADC and academic coaching services and increase communication. Benchmark: 5% increase in number of students using the ADC at each campus location.

03 —————————— ### Unique Support Content

Update and create new academic support videos for publication in Resource Shells. Update Cougar Conversation topics and presentation materials. Benchmark: 50% increase in number of students attending Cougar Conversations.

04 —————————— ### Data Analysis

Identify methods for data collection and analysis concerning successful course completion, student usage by campus affiliation, and student feedback and needs as expressed in academic coaching sessions.

Conclusion

The first four years of Student Academic Development have been years of learning and years of growth. We began as a staff of one in an office on the Barton County campus, and we served a sliver of student population. We have grown our staff, added the physical location of the Academic Development Center, and expanded to a virtual location in Canvas to increase our service to greater representation of Barton students. We have forged partnerships with Academic Advisement, Student Support Services, Ft. Riley and Ft. Leavenworth staff, and The Center for Innovation and Excellence. We continue to strive to support all students. We are ever grateful for the support of our program, and hope to always be seen as a support to all of Barton Community College.

Beyond the areas of focus listed on page 7, we are continuing to survey students and find ways to transform our physical and virtual spaces in support of engagement, and we are working to better connect with high school and home-schooled student populations within the ADC. Additionally, embedded academic coaches will increase access for students enrolled in corequisite courses, We will continue to connect students with campus resources including academic advisors, financial aid advisors, Cougar Counseling, and the Barton Foundation. This year, we will also sponsor the Great Bend chapter of Phi Theta Kappa along with Vice President Maddy.

Students remain at the center of our program and that is evident in the success of the students who use our services. We are incredibly proud of our ability to say that students who use the ADC on a weekly basis have an average GPA of 3.51. Engagement, relationships, access, and support are key offerings to students as they progress toward their academic goals.

Student Academic Development - Supporting all students on their journey to academic success.

Barton Student Academic Development

Stephanie Joiner - Ex. Director Foundational Education
Nolan Esfeld - Director of Student Academic Development
Kelley Scott - Academic Mentor

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