

Barton Community College Student Success Plan **Executive Summary**

HLC Student Success Academy
Spring 2022

In 2017, Barton Community College began participating in the Higher Learning Commission's Assessment Academy. Barton's positive experience with the HLC Assessment Academy led to the creation and support of robust assessment practices for the benefit of the institution, its instructors, and most importantly, its students. Barton's participation led to the formation of an institutional team devoted to maintaining standards of excellence in assessment: The Outcomes Assessment Committee (OAC).

During this same time period, Barton experienced increased maturation as an institution and in its focus on continuous improvement; thus when the opportunity to apply for the Student Success Academy (The Academy) became available, Barton recognized the benefit it could provide in continuing our institutional maturation process. Historically, Barton has devoted significant attention to enrollment growth (and decline). Participation in the Academy created an opportunity to enhance our focus on student success, and better investigate, understand, and support student success metrics specific to Barton students.

Barton began participating in the Student Success Academy in 2019. The Student Success Academy Team members represent multiple campus departments including Student Services, Instruction, Workforce Training and Community Education, and Technical Education Outreach (HAZ-MAT & OSHA). The six-member team has included the following:

Matt Connell – Director of Instructional Excellence
Deanna Heier – Instructor, Business Computer Management
Lindsey Holmes – Director of HAZ-MAT and OSHA
Stephanie Joiner – Director of Student Academic Development
Karen Kratzer – Advisement Coordinator
Angie Maddy – Vice President of Student Services (Team Lead)

To better understand how to define student success at Barton, the Academy Team used a survey developed by the HLC to first gain an institutional perspective on student success. Next, the Academy Team modified the same survey and gathered the opinions of its student populations. This baseline understanding of Barton's definitions and factors contributing to student success allowed the Academy Team to investigate the convergence of the institutional perspective of student support and the students' experience of that support.

The Academy Team conducted a robust and comprehensive environmental scan consisting of four focused inventories as a part of this inquiry: Data, Initiative, Infrastructure, and Engagement. Each inventory allowed the Academy Team to evaluate the institution's strengths and weaknesses regarding student success and was guided by three questions:

- 1). What do we know about our students, their needs, and their successes?
- 2). How are we using what we know about our students to address their needs?
- 3). Do we support in action the claims that we make about supporting student success?

After the completion of all four inventories, the Academy Team began analyzing the qualitative and quantitative data collected from each inventory to identify key-takeaways, themes, and gaps in our institutional support of student success. Supporting the Academy Team in considering the results of the inventories were an HLC Scholar and, in particular, an HLC-assigned mentor, with whom the team had several consultations in years two and three of the Academy experience.

In reviewing our inventory data, the Academy Team identified fifty-one key takeaways that were categorized into four themes, and further led to the identification of thirteen functional gaps, and four strategic gaps. The four themes that emerged through analysis of the inventory results were: Data Needs, Systematic Processes, Comprehensive Campus Involvement, and Holistic Care for Student Populations. The following Student Success Plan creates a three-year path to addressing these strategic gaps with an overarching goal of making informed decisions to support the academic success of students at Barton Community College through the following actions:

- I. Create a Student Success Alliance as a permanent chartered Institutional Team
- II. Organize and schedule Annual Data Review of Student Success Metrics
- III. Collaborate with IR and OAC for annual Data Summit
- IV. Establish a regularly scheduled Program Review process for Success Initiatives and institutionalized Student Support Departments