



HLC Accreditation Evidence

Title: Example Program Review Demographics
Analysis Social/Behavioral Sciences

URL:

Office of Origin: Vice President of Instruction

Contacts:

- Coordinator of Assessment

2021-2023 Instructional Review
Reporting Years: 2018-2019, 2019-2020 and 2020-2021

Review Date: October 2021

Instructional Area: Social/Behavioral Sciences

Reporter(s): Kurt Konda

General Information

Please provide a response to each of the statements below as applicable to your instructional area. If an area does not apply, please note "non-applicable."

Data Analysis

Please utilize the following link (<https://app.powerbi.com/home>) to gain access to the Instruction Power BI app. Click on “Reviews” on the left hand blue column and then click on “Instructional Review.” Review the reports noted below, reflect on what the data is revealing, what opportunities and/or challenges the data brings to your awareness and what recommendations you have in response to the data review. Please provide a written response.

Applicant Statistics						
AcadYear	App Major	Headcount	Enrolled	Enrolled in App Program	Completed Application Program	Completed Different Program
2018-19	Psychology	98	43	19	6	6
2018-19	Social Work	12	8	1	1	4
2018-19	Sociology	27	14	5		2
2019-20	Psychology	108	54	37	5	1
2019-20	Social Work	34	21	11		4
2019-20	Sociology	22	12	3		
2020-21	Psychology	102	53	34	1	1
2020-21	Social Work	39	20	13	1	
2020-21	Sociology	15	9	4		
Total		445	234	127	14	8

Instructional Area General Statistics					
Academic Year	Program	Headcount	Enrollments	Billed Hours	Developmental
2018-19	Liberal Studies	75	301	881	16
2019-20	Liberal Studies	126	535	1584	30
2020-21	Liberal Studies	114	506	1461	32
Total		282	1342	3925	76

Demographics (Sex & Age)										
AcadYear	F	M	Total	17 & Under	18 to 25	26 to 35	36 to 45	46 to 55	56 to 65	Total
2018-19	61	14	75		46	18	8	3		
2019-20	109	17	126	1	72	33	13	5	2	
2020-21	90	24	114	1	61	37	9	5	1	
Total	233	49	282	2	159	79	28	12	2	282

Demographics (Race/Ethnicity)								
AcadYear	AIAN	Asian	Black/African American	Hispanic of any Race	Hawaiian or Pacific Islander	Two or more races	White	Total
2018-19	1	2	13	9		7	43	75
2019-20	3	1	21	16	1	10	74	126
2020-21	1	4	21	17	1	6	64	114
Total	5	7	48	40	2	22	158	282

Demographics (Residence)					
AcadYear	Barton County Resident	Foreign	Kansas Resident	Non-Kansas Resident	Total
2018-19		2	53	20	75
2019-20	22	1	77	26	126
2020-21	16	2	73	125	114
Total	36	5	183	67	282

Program Majors			
AcadYear	App Major	Degree	Headcount
2018-19	Psychology	AS	50
2018-19	Social Work	AA	16
2018-19	Social Work	AS	2
2018-19	Sociology	AA	8
2019-20	Psychology	AS	87
2019-20	Social Work	AA	33
2019-20	Social Work	AS	1
2019-20	Sociology	AA	5
2020-21	Psychology	AS	73
2020-21	Social Work	AA	30
2020-21	Sociology	AA	11
Total			282

New Students					
AcadYear	Continuing/Former Student	First time/First Year	High School Student	Transfer Student	Total
2018-19	43	26	4	19	75
2019-20	80	30	4	37	126
2020-21	84	37	5	18	114
Total	196	91	13	74	282

Time Status			
Academic Year	Full-time	Part-time	Total
2018-19	57	21	75
2019-20	106	24	126
2020-21	86	35	114
Total	223	79	282

Student Performance/Grades for All Students in Program Courses										
AcadYear		A	B	C	D	F	I	P	W	Total
2018-19	2	104	80	28	24	33	2		28	301
2019-20	6	218	96	65	30	84	3	3	30	535
2020-21	4	208	109	65	26	53	2	14	25	506
Total	12	530	285	158	80	170	7	17	83	1342

Program Awards			
AcadYear	Degree	App Major	Headcount
2018-19	AA	Social Work	1
2018-19	AS	Psychology	13
2019-20	AA	Social Work	1
2019-20	AA	Sociology	1
2019-20	AS	Psychology	5
2020-21	AA	Social Work	7
2020-21	AS	Psychology	15

Venue – Credit Hours							
AcadYear	BartOnline	EduKan	Ft. Leavenworth	Ft. Riley	Grandview/Troop School	Main Campus	Total
2018-19	458			95	7	321	881
2019-20	798	6	30	208	14	528	1584
2020-21	755	6	33	85	15	567	1461
Total	2011	12	63	388	35	1416	3925

Section Fill Rate				
AcadYear	Avg/Mean	Max	Min	Median
2018-19	62.08%	110.00%	6.67%	66.67%
2019-20	61.80%	133.33%	3.33%	64.29%
2020-21	66.52%	130.00%	3.33%	73.03%

Overall, several trends stand out in the Power BI data. One is the overall low completion rate. Just 14 of 127 (11%) of students who declared an emphasis within one of this instructional area's programs ended up completing that program. The majority of these occurred under Psychology (12 of 90). Understanding whether this is a structural problem with students using Barton as a stepping stone to a four-year program or whether this low completion rate is tied to dissatisfaction with the program itself could be an important opportunity to help improve student retention.

While it is difficult to fully separate out causes and effects of grade distribution at such a 40,000 foot view, the overall percentage of A grades has risen from 34% to 41% over the past three years. However, this jump also encompasses an overall growth in 301 total grades in 2018-2019 to over 500 in 2019-2020 and 2020-2021.

Again, while there is limited utility in looking at all courses and all modalities in one snapshot when so many surface-level variables impact course enrollment and section fill rate, the median current overall section fill rate of 73% is below the target of 75%. However, this 73% fill rate is an improvement over 66% and 64% the prior two years. Deeper exploration of this area might be necessary. Differences between BOL and physical campus locations no doubt are part of the occasion. Additionally, competing interests can countermand high section fill rate. Core courses like Introduction to Sociology and Psychology are routinely full, while more niche classes like Cross Cultural Awareness or Abnormal Psychology that fill a need or interest for a smaller section of students, it also makes it harder to maintain consistently high section fill rates.

While a gender imbalance may be apropos of nothing larger, it is nonetheless noteworthy the enrollment in this instructional area skews heavily female. Over the three-year period, 233 of 282 (83%) of students enrolled were female. While the inclusion of the traditional feminine field of social work under this heading undoubtedly contributes to this imbalance, it remains an open question why the students enrolling in this subject area are disproportionately female and whether or not adjustments in instruction, recruiting, or retention in this instructional area with a special emphasis on gender should be considered.