



HLC Accreditation Evidence

- **Barton Cares Initiative**

- Discussion and Recommendations

Office of Origin:

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Barton Cares Initiative

Discussion and Recommendations

Barton Community College

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Discussion and Recommendations

With a significant response rate of 40% for students in Phase 1 and 20% of all students, the results of the Barton Cares Initiative provide tremendous insight to Barton's response to the Coronavirus pandemic and the methods of communication to and support of students. By and large, Barton handled the transition well. Student responses were positive in regards to Barton's communication methods and support of students through the transition, and Barton's online student population felt Barton's communication, support, and quality of instruction for online students during the pandemic was successful as well. What may be more telling than the positive ratings for Barton in these areas, is the lack of low rankings. Less than 10% of respondents in each survey felt that Barton was did not communicate well, did not provide adequate support, or did not provide quality instruction.

Student respondent's high rankings of Barton's service and instruction suggest that Barton's commitment to quality instruction supported by consistent self-assessment partnered with the desire of individual members of faculty, staff, and administration to support student learning created a strong foundation to support the massive upheaval experienced by students and the institution as a result of the Coronavirus pandemic. These positive results should be publicized along with Barton's current online promotion of "Educating online since 1999," and Barton's promotion of new course delivery methods for the Summer and Fall 2020 semesters.

Although student responses to posed questions indicated adequate support for and communication to students is strong, student comments did provide insight to areas that can be continually developed. Specifically, Barton should review the following:

- Communication plans (including varying methods) regarding academic practices and student services during a normal academic year and in the event of future course interruptions.
- Clear definitions of expectations for students and faculty in the varying CDMs.
- Methods for providing support to students remotely to include all student populations and CDMs.
- Student support specific to online student population.
- Faculty professional development opportunities to instruction and support of students during times of national instability.