



HLC Accreditation Evidence

- Example: Instructional Review Data

URL:

Office of Origin:

- Institutional Effectiveness

Contact(s):

- Director of Institutional Effectiveness

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	Hawaiin 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.

Assessment of Student Learning

Considering your area’s Student Learning Outcomes (SLOs) and associated data at the classroom, course and/or program assessment level, respond to the following questions.

Social/Behavior Sciences - 2019 – 2021 Aggregated Results

To assist with the interpretation and analysis of the program assessment data, the following summaries have been provided. These are meant to provide an overview of the program assessment data to enable the reader to make program goals and strategic budgetary requests. It is worth noting that these are not meant to explicitly direct action, but rather to assist the content experts to make informed decisions.

Note that for simplification, the data has been aggregated over the listed years to enable the reader to see an overall standing and trend of the data and not simply a single moment in time.

Program Learning Outcomes

All Program Learning Outcomes are above the minimal 70% benchmark and the aspirational benchmark of 80%.

PLO	% Met	Trending
SOCI_PLO_1	84.69%	Down
SOCI_PLO_2	83.27%	Down
SOCI_PLO_3	86.97%	Down

PLO 1: Describe societal and behavioral structures, both normative and diverse, that effect individual and group behavior

PLO 2: Interpret and apply research and evidence-based practice in an ethical manner.

PLO 3: Apply theoretical framework reflecting the historical foundation and evolution of understanding

Competencies

Of the 17 competencies tied to the PLOs, the following were the bottom five.

Course	Competency	% Met
SOCI 1110	E4. Summarize juvenile court and corrections options following adjudication	45.00%
POLS 1801	D2. Describe political economy and the relationship between economic conditions and political choices we make	69.57%
POLS 1801	D3. List and describe global economic factors that commonly influence politics	73.91%
POLS 1801	C1. Describe the impact of cultural divisiveness on the nation-state	73.91%
PSYC 1006	B5. Identify the assessment instruments used by each theoretical model	77.97%

Courses with High Pass Rates but Low Learning Rates

Pass rates were considered by course and by term. Terms with pass rates below 70% were removed. This created a new data set (thus the values may differ from the previous table) from which the percentage of competencies met was calculated.

Course	Competency	% Met
SOCI 1110	E4. Summarize juvenile court and corrections options following adjudication	45.00%
PSYC 1006	B2. Compare and contrast the six different theoretical models of psychopathologies	76.47%
PSYC 1006	B5. Identify the assessment instruments used by each theoretical model	78.43%

Blooms (Remember/Understand)

Competencies with the lower end Blooms below the 70% minimal benchmark are listed below.

Course	Competency	% Met
SOCI 1110	E4. Summarize juvenile court and corrections options following adjudication	45.00%
POLS 1801	D2. Describe political economy and the relationship between economic conditions and political choices we make	69.57%

- **What trends have you identified and what actions have occurred and/or are planned to respond to the results.**

Full trends have not yet been developed as we are still finishing up our first cycle and are just now establishing baseline data. However, as the assessment data collection apparatus at the college improves, this will be an area of focus moving forward as we track whether or not course-level adjustments tied to these specific competencies are improving across the entire program.

- **What curricular changes have occurred (or are planned) since the last review to ensure student learning outcomes are achieved?**

This area is still in progress as some of the data are still outstanding (Juvenile Delinquency was not taught last year when these were established; data from that course will finally be available in December 2021). However, Juvenile Delinquency has been revamped and redeveloped as an online course that will roll out in BOL in Spring 2022 and the new version is being taught on campus this semester. In Fall 2021, it is being taught differently to better address competency E4 and the competency itself will be assessed with a capstone rubric rather than a mere pre-/post-assessment as had been previously conducted. For POLS, lessons plans have been changed to correlate with OER materials and instructional materials have been enhanced to better meet course competencies.

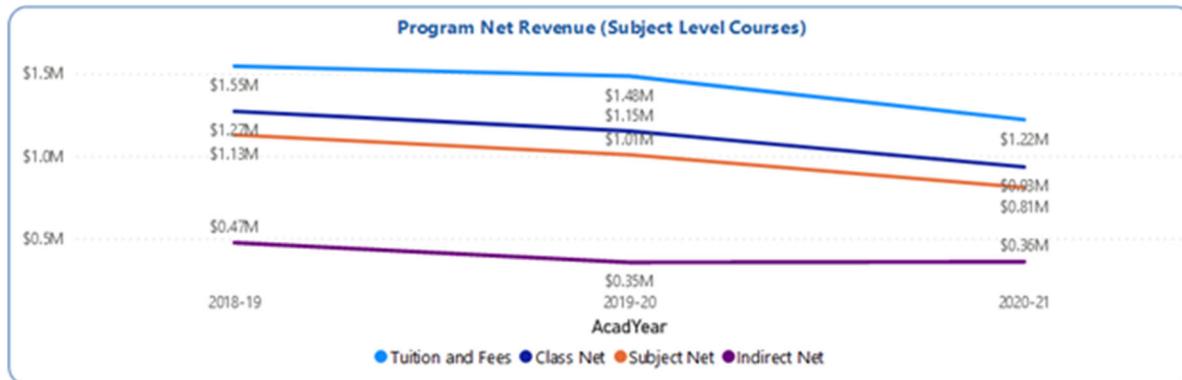
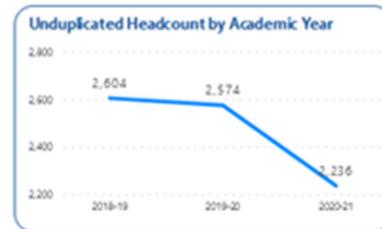
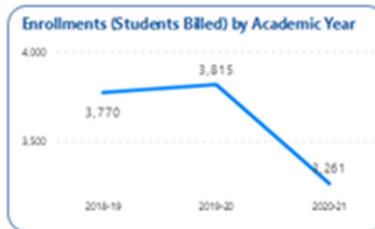
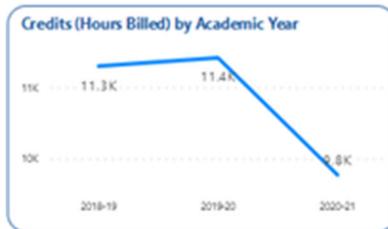
- **What strategies do you utilize to achieve instructional quality and student engagement?**

Course and instructor evaluations are used for full time and adjunct faculty. Additionally, the department chair for this instructional area is also the chair of the course/institutional assessment committee and has been discussing ways to use course assessment data to improve instructional quality and student engagement. This will continue to be a focus in this instructional area, as the instructors collectively work in a cycle of continuous quality improvement.

Sustainability

Utilizing the Instruction Power BI app, please click on the Instructional Review area, read the Fiscal Report and respond to the following questions.

AcadYear	Student Revenue	Total Class Expense	Miscellaneous Amount	Non Instructional Salaries	Non Instructional Benefits	Operational Expense	Indirect Expense	Profit/Loss With Indirects	Profit/Loss Without Indirects
2018-19	\$1,907,841	(\$636,202)			(\$80,952)	(\$2,539)	(\$654,477)	\$533,670	\$1,188,148
2019-20	\$1,781,084	(\$629,066)			(\$68,441)	(\$2,001)	(\$653,633)	\$427,943	\$1,081,575
2020-21	\$1,469,098	(\$535,264)			(\$67,012)	(\$54)	(\$450,771)	\$415,997	\$866,768



- **Summarize the instructional area's fiscal stability, contributions or losses.**

The impact of COVID-19 is hard to overstate in terms of the general trend lines in lost revenue for this instructional area. However, these declines are in-line with what the college as a whole experienced and not likely related to anything directly within this instructional area. However, overall profits have declined below the \$500,000 mark during the two academic years that were most significantly impacted by COVID-19 instructional adjustments. Money from tuition and fees dropped over \$300,000 during this time, obviously reducing overall profitability with it. With the return to something resembling academic 'normalcy' in the 2021-2022 academic year, this figure should increase organically. However, steps to reduce costs for students in the form of textbooks should be explored by the instructional area collectively to help potentially increase enrollment, and, therefore, profitability as well.

While the overall trend is down, the instructional area as a whole still remains profitable. While the downward trend is almost certainly tied to COVID-19, it is not a sustainable trend. Indirect net profitability is down \$ 110,000 from 2018-19 to 2020-21. Left unaddressed, this trend would lead to negative profitability by 2031-2032.