

ASSESSMENT AS CAREFUL ATTENTION TO LEARNING

Each year, the Assessment Institute invites us to pause and reflect on the work of assessment. It invites us to consider what that work reveals about student learning and how that understanding shapes what comes next.

Over the past year, this group of faculty and staff engaged in that work with intention. They reflected on their roles, their areas of responsibility, and the ways their work supports students across the College.

Through the reflective work of the Institute, a clear shift emerged. Many participants shared that their perspective on assessment had changed, moving from a reporting requirement to a meaningful tool for improving student outcomes. That shift reflects a simple truth. Assessment becomes most useful when it deepens understanding and informs decisions rather than simply marking completion.

Others described assessment as something that happens along the way. They noted that it works best when it moves beyond an individual task and becomes a shared, ongoing process. Across disciplines and roles, it was described as a way to strengthen conversations, refine questions, and make thoughtful adjustments in support of students.

When assessment is practiced with care and attention, it becomes one of the ways we live out Barton's mission together.

Completion of the Assessment Institute does not mark an ending. It reflects dedication. Dedication to pay attention, reflect with purpose, and grow together.

As shown by their completion of this program, distinguished guests, it is my honor to present the graduating class of Barton's Assessment Institute.

Jo Harrington
Coordinator of Assessment



Supporting faculty and staff in the assessment of student learning while cultivating the next generation of assessment leaders at Barton.