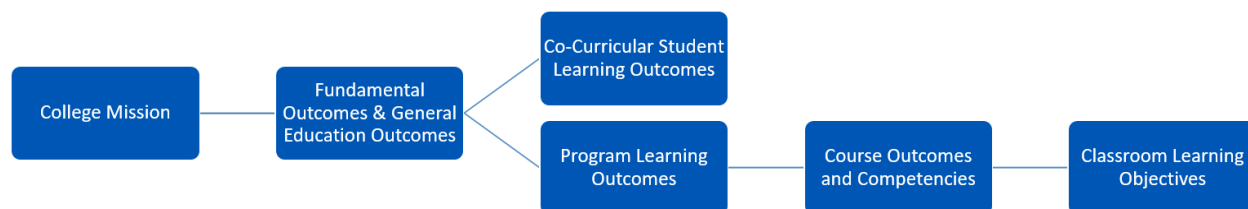


## Assessment of Student Learning Summary Report – 2020

### Overview

The following flowchart represents the various layers of assessment at Barton. Each layer focuses in on specific Student Learning Outcomes (SLOs) relating to what a student will understand, apply, analyze, evaluate, create, etc. when they have completed a given course or program. These are then compared to a benchmark, or minimum level of performance, which must be met for the SLO to be considered to be reached or attained.



### Institutional Assessment

All five Fundamental Outcomes (critical thinking, life-long learning, and historical, technological, and cultural perspectives) were above the benchmark of 70% in 2020. This is an increase from the four out of five achieved in 2019. These will be highlighted with the Board of Trustees September ENDS report on Essential Skills, and with the Assessment Spotlight in the Barton 2020 Report.

### Co-Curricular Assessment

Based on updated requirements from HLC, Barton no longer uses participation numbers as measures of success. To accommodate these new requirements, Barton's model has been updated. Additionally, there is the potential to reassign some Co-Curricular areas designating them as Extra-Curricular, depending on discussions with HLC representatives; however, these discussions have been temporarily postponed due to COVID-19.

Based on current definitions, of the 26 identified Co-Curricular areas at Barton, nine (35%) have been set-up under the current model establishing Student Learning Outcomes. Of those, six (67%) indicated improvements to their areas based on assessment data.

By far the greatest improvement to this area is the update to the Co-Curricular assessment process and procedure. Of note, this update includes a reminder processes to keep the various co-curricular areas engaged.

### Program Assessment

Currently 22 of 40 programs are involved at some level with the Program Assessment process. Of those, 19 (48%) have established Program Learning Outcomes (PLOs), completed Curriculum Mapping associated with them, and are actively collecting data and assessing these outcomes. Programs reported goals relating to student learning within their Instructional Reviews.

Documentation rates for faculty responding to program assessment data requests were 80% in the fall 2019 and 69% in the spring 2020. Most likely rates suffered due to the COVID-19 outbreak last spring disrupting data collection. However, of the PLOs reported in the 2020 term, 89% met a

benchmark of 80%. Additionally, 64% of programs showed an improvement in overall PLOs from fall 2019 to spring 2020.

#### Course Assessment

The Course Assessment Subcommittee began its work in fall 2019. The subcommittee's goal is to document macro-adjustments made to improve student learning based on the assessment of course competencies.

Of the competencies assessed in 2020, 72% (119/166) were above the benchmark of 70%, 44% showed an improvement over the previous 2019 result, 63% of those showed an improvement of at least 5%, and 61% were within 5% of the previous result.

The results signify an improvement over the 2019 results with 74% (138/187) above the benchmark of 70%, 36% showing an improvement over the previous 2018 result, and 55% of those showing an improvement of at least 5%.

By course in 2020, 64% (27/42) of courses overall were above the benchmark of 70% with 50% of them showing an improvement over the previous 2019 result and 67% were within 5%.

#### Classroom Assessment

Classroom Assessment Techniques (CATs) continue to be used by faculty to improve student learning in their classrooms. Documentation rates for these micro-assessments are 90% for fall 2019, 85% for spring 2020, and 77% for summer 2020. These percentages represent improvements over the previous rates of 69% for fall 2018, 61% for spring 2019, and 72% for summer 2019.

#### Assessment Institute

Having completed the HLC Assessment Academy in 2019, Barton's Assessment Institute is now the main avenue for sustainability of our assessment processes. Its purpose is to instill in the next generation of faculty and staff not only the processes and procedures relating to assessment at Barton, but also a deep understanding of the benefit systemic use of assessment can have on student learning holistically.

The Assessment Institute completed its second class with an additional seven participants completing the given curriculum. They have all joined an assessment subcommittee and have added their own perspective to further enrich assessment at Barton.

Membership numbers on the respective assessment committees has increased from 20 to 24. At the end of the second year of service, graduates may elect to step down from the respective assessment subcommittee, and of the initial class of seven, none have elected this option.

Report compiled by the Coordinator of Assessment – Jo Harrington