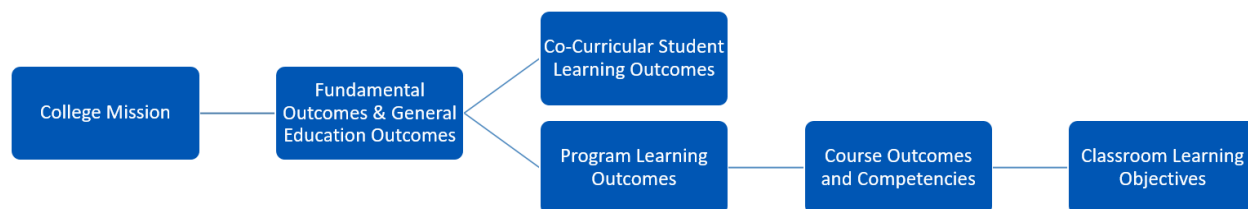


## Assessment of Student Learning Summary Report – 2021

### 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% and aspirational benchmark of 80% in 2021. These will be highlighted with the Board of Trustees September ENDS report on Fundamental Skills, and with the Assessment Spotlight in the Barton 2021 Report.

### General Education Assessment

The General Education Assessment Group began their work in the spring 2021. Curriculum mapping with the student learning outcomes has been completed. A pilot group will now be done using the online form that was developed for the documentation of adjustments made by faculty in their courses in response to assessment data relating to the General Education Outcomes, specifically Global Issues and Diversity, in 2022.

### Co-Curricular Assessment

While significant progress has been made in reporting from co-curricular groups during 2021, many groups were unable to meet or collect data as a result of COVID restrictions. As a result, the Co-Curricular Assessment Committee used this year as an opportunity to further improve the co-curricular program and review process. As a result, the following institutional definition of Co-Curricular was approved:

Barton Community College's Co-Curricular groups are student organizations or clubs designed to support curricular outcomes and objectives. These are separate from extra-curricular activities (activities solely for social engagement or entertainment and without curricular connection), performance groups (activities developed through credit-bearing courses, assessed through course and program level assessments), and Student Services (activities and student interactions such as advisement, tutoring center, career services, etc. which are assessed through various institutional reviews).

Based on current definitions, of the 17 identified Co-Curricular areas at Barton, eleven (65%) have been set-up under the current model establishing Student Learning Outcomes. Of those, five (45%) indicated improvements to their areas based on assessment data. As stated, many groups did not meet due to COVID restrictions which is reflected in the numbers.

#### Program Assessment

Of the 40 programs identified at Barton, 33 (83%) have established Program Learning Outcomes (PLOs), completed Curriculum Mapping associated with them, and are actively collecting data and assessing these outcomes. Several Programs reported goals relating to student learning within their Instructional Reviews, however based on feedback, reports will be generated to assist with the interpretation of data in this area developed and compiled by the newly formed Program Assessment Subcommittee.

For the PLOs reported in 2021, 75% met a benchmark of 80%.

#### Course Assessment

The Course Assessment Subcommittee will begin documenting specific adjustments made by faculty in their classrooms in response to Course Assessment data this fall 2021.

Currently, of the 506 competencies documented in 2021, 81% were above the benchmark of 70%, 49% showed an improvement over the previous 2020 result, and 36% of those showed an improvement of at least 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 88% for spring 2021. This represents an improvement over the previous rate of 87% for spring 2020.

#### 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 graduated its third class in 2021 with an additional eight participants bringing the total number to 21 completing the given curriculum. When joining an assessment subcommittee, at the end of the second year of service, graduates may elect to step down, and currently none have elected this option.

Report compiled by the Coordinator of Assessment – Jo Harrington