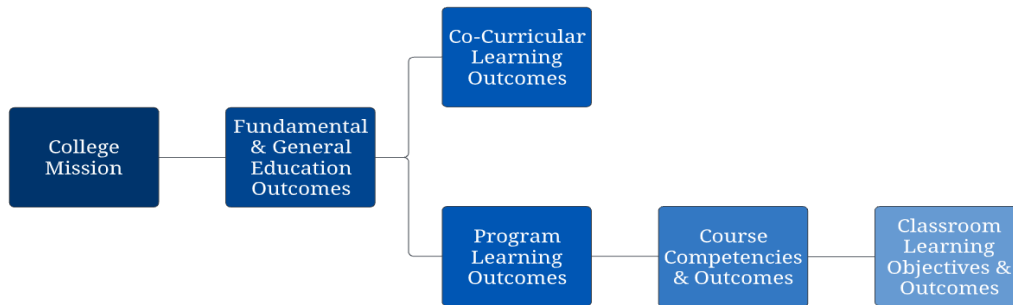


Assessment of Student Learning Summary Report – 2022 - 2023

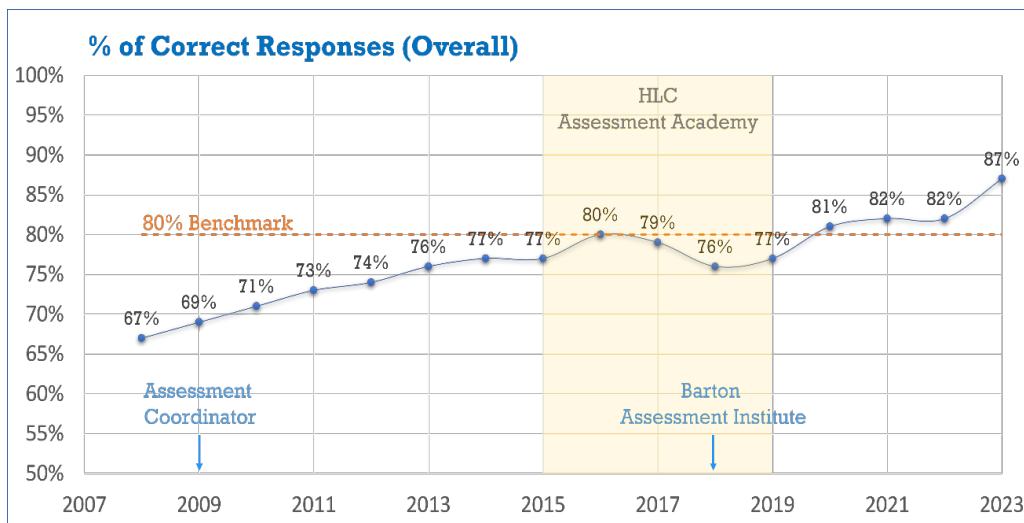
Overview

The following flowchart represents the various layers of assessment at Barton. Each layer focuses 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 reached or attained.



Institutional Assessment

All five Fundamental Learning Outcomes (FLOs), critical thinking, life-long learning, and historical, technological, and cultural perspectives, have been above the 80% benchmark since 2020. Aggregated together, as shown below, there has been an upward trend in student learning over the last 15 years. These are reported at the Board of Trustees ENDS report on Essential Skills, and with the Assessment Spotlight in the Barton Report.



Co-Curricular Assessment

To further support the development of the Co-Curricular assessment at Barton Community College, the Co-Curricular Assessment Committee (CCAC) has identified three program outcomes to guide their work. Specifically, to coordinate Co-Curricular assessment in support of FLOs, to advise and support Co-Curricular student groups identify and assess Student Learning Outcomes (SLOs), and to evaluate Co-Curricular SLOs and associated supporting evidence.

Of the identified Co-Curricular groups, 73% submitted assessment reports in 2022 and 71% in 2023 which are both above the 65% submission rate from 2021. CCAC has a goal of 85% and continues to make strategic progress towards this end.

Program Assessment

Program assessment looks at the various skills and abilities students should achieve throughout a given program which are called Program Learning Outcomes (PLOs). For the PLOs reported in 2022 and 2023, 84% met a benchmark of 80%. Additionally, 70% of programs showed an improvement in student learning from 2022 to 2023 which also met the 70% benchmark.

Course Assessment

Course assessments continue to be used by faculty to improve student learning in their courses with 89% of faculty submitting course assessment documentation in 2023. This is above benchmark, and a significant increase over 51% of faculty submitting in 2022. This improvement was due to the Course Assessment Committee (CAC) strategically identifying gaps and addressing them as needed. Increasing response rates, continuing to improve the data collection process and form, analyzing patterns and best practices that will appear from faculty adjustments being made and finding longitudinal trends are goals CAC continues to focus on.

Classroom Assessment

Classroom Assessment Techniques (CATs) continue to be used by faculty to improve student learning in their classrooms. Documentation rates were 78% for 2022 and 94% in 2023. More importantly, the quality of the documentation improved with the percentage rated excellent at 86% in 2022 and 95% in 2023.

Both the quality and participation rates for CATs have been above benchmark since 2019 and as said both are now above the 90% benchmark. Considering 20 years ago this number was closer to 30%, the culture of assessment at Barton has shifted and the use of CATs has become an assumed practice. As such, the Outcomes Assessment Committee (OAC), in coordination with the Classroom Assessment Committee, decided that while the expectation for the use of Classroom Assessment Techniques (CATs) remains, the requirement to document CATs was sunset after Fall 2023.

Assessment Institute

The Assessment Institute serves 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 fifth class in 2023 with an added ten participants completing the given curriculum bringing the overall total to 42.

The Assessment Institute was presented at the 2023 Higher Learning Commission (HLC) Annual Conference. Audience members were provided curriculum outlines, best practices, results, and well-received implementation strategies.

Report compiled by the Coordinator of Assessment – Jo Harrington