Course Assessment Committee Report for Fall 2023 Data Collection Period

April 30, 2024

Executive Summary

- Response rates are fluctuating a handful of percentage points for each of the past three semesters, but they have remained above 80% for three consecutive data collection periods, even with the change in the data collection process this fall. While this percentage should be monitored for more substantial deviations, it appears current data collection procedures are working as designed.
- Despite high response rates of over 80% the past three data collection cycles, there has been a slight downward trend from 89% to 83%. While it is likely these fluctuations are statistical noise at this point, it still bears monitoring coupled with an awareness that every year brings new faculty who may not be familiar with the data collection process and requirements. Continued messaging and employee education will be needed to make sure the slight downward trend in response rates does not become more pronounced in the future.
- A small percentage of instructors (7%) reported addressing competencies that either did not contain a measurable verb based on Bloom's taxonomy in the first place or was simply reported incorrectly. While this is a small percentage, ideally 100% of course assessment reports need to be able to be traced to a measurable competency, suggesting this as one area for improvement.
- Overall, nearly three out of four competencies addressed for improvement (72.9%) were from one of the three lowest levels of Bloom's. While this, in and of itself, is not a problem it does suggest an opportunity to move towards a more systemic examination of which competencies are being targeted for improvement and moving towards competencies with higher levels of Bloom's verbs. These "higher" competencies might be more challenging to teach and/or assess, but it is worthwhile to challenge in order to ultimately improve student learning more impactfully by encouraging faculty not to simply reach for the lowest hanging fruit when conducting course-level assessments.

- Instructors continue to indicate a variety or creative and innovative approaches to improving student learning. A plurality of instructors report planning to update or add new materials, while nearly as many reported devoting more time or focus to specific competencies as well as devising new assignments or assessments to better assess student learning. These are encouraging numbers, as not only do nearly all instructors have a plan to address 'problem' competencies, but, they, also, as a group, feel

empowered to employ a litany of strategies and approaches in service of the ultimate goal of improving student learning.

- As with the adjustments instructors plan to make to their course delivery in order to improve student learning, there is a great variety in the way instructors report assessing student learning. Interestingly, a minority of instructors still rely on the “classic” final examination approach to using summative assessments of student learning at the end of the course. Instructors were much more likely to indicate using formative assessments in the form of in-class assignments, regular exams, or observations of student performance. This again indicates a strong degree of freedom that instructors feel to assess their students in a manner that works best for them and does not rely exclusively on summative evaluation.
- In total, these findings indicate that the culture of assessment continues to grow here at Barton Community College and a firm enough understanding of the course-level assessment is in place to allow this committee to expand employee education beyond basic simple “how-to” submit course assessment reports. The course assessment committee will look to improve the quality of the course assessments through employee education over the next academic year and will continue to use these data to help inform employee education in the future.

Introduction

The Fall 2023 data collection cycle for course assessment and improvement marked the seventh time data had been collected since the pilot began in 2020-21 and the fifth data collection cycle since the current biannual data collection structure began in 2021-22. The Fall 2023 data collection cycle also marked a couple of innovations in the data collection structure, including the addition of categorical variables to accompany the qualitative responses as well as same-semester data collection (prior data collection cycles had been done retroactively at the start of the spring and fall semesters asking respondents to think back to the prior semester).

Fall 2023 Data Collection

Instrument

The Fall 2023 data collection instrument was an updated version of the Microsoft Form that the Course Assessment Committee has used to collect data since the initial college-wide data collection period in Fall 2021. However, since that initial data collection period in the fall of 2021, minor adjustment based on a combination of observations and decisions made by the course assessment committee looking back at each data collection period and faculty feedback, minor changes have been made to the Form. The current form contains a total of 12 items. Six of the items are demographic about the instructors responded and they course they are reporting on Two open-ended items are devoted to reporting on the competency being reported on and the data used to identify that competency as needing improvement. Two items, one open-ended, one categorical are dedicated to the changes instructors plan to make to their courses to improve student learning in the future. The final two items, one close-ended, one open-ended, focus the tools and approach instructors use in order to assess student learning.

Data Collection

To begin the Fall 2023 data collection process, the Fall 2023 Scheduling Matrix was accessed from PowerBI and all instructors who listed as an instructor on the matrix were combined into an initial pool of respondents to be asked to complete an assessment report this cycle. Instructors who were listed on the matrix for administrative purposes only, instructors who were no longer teaching for Barton by the data collection period, instructors for full-year courses, as well as any other instructors who were

able to explain why they should be exempted on a case-by-case basis (e.g. course was more a practicum than a traditional college course) were exempted from the pool of instructors required to submit a course assessment report. That final roster of instructors was then used as the basis for a series of emails soliciting their course assessment reports.

Fall 2023 course assessment reports were primarily solicited from November 20 through December 8th 2023 via a series of emails to faculty who taught a class during the Fall of 2023. Continuing on the data collection process begun in the Fall of 2023, a combination of broadcast emails to all instructors as well as targeted and personalized emails sent by individual members of the course assessment committee were sent during the primary data collection period. These emails took the form of an initial email to all faculty heading into the Thanksgiving break as well as three different targeted reminder emails leading up to the deadline. Additionally, due to the new approach of same-semester data collection and the holiday break in December, another reminder emails was sent to faculty who had not yet responded by the December 8th deadline in early January and late responses were collected until January 8th.

Data Analysis

At the end of the data collection period, the course assessment committee downloaded all data from the Microsoft Form and established an Excel Spreadsheet to clean and analyze all data. After removing invalid (e.g., missing respondent data, reporting for a course taught outside the correct time frame) or duplicate data (some instructors provided multiple reports). The course assessment chair compiled all descriptive data of the faculty completers and non-respondents. For the qualitative responses, those responses were de-identified and alphabetized within an Excel spreadsheet and examined for common themes and trends expressed in instructor responses.

Results

Fall 2023 Data Collection

The final Fall 2023 instructor pool included 229 names and a total of 192 valid responses were submitted by the collection deadline, resulting in an effective response rate of 83%. While this response rate was a six-percentage point decline from the Fall 2022 data collection period and a three-percentage point decline from Spring 2023, it was a 13-percentage point increase from Spring 2022 data collection as well as the third consecutive data collection cycle with a response rate above the committee's 80% response rate goal (Table 1).

Table 1: Respondent Characteristics

	Responded (n)	Potential Respondents (n)	% Respondents
Fall 2023 Instructors	192	229	83%
Spring 2023 Instructors	175	204	86%
Fall 2022 Instructors	198	221	89%
Spring 2022 Instructors	159	228	70%

The total number of students assessed decreased from 3019 in Fall 2022 to 2498 in Spring 2023. However, when comparing Spring to Spring, the total number of students assessed were roughly equivalent with 2348 in Spring 2022. However, the mean number of students assessed did decrease from 15.8 in Spring 2022 to 14.1 in Spring 2023 and the median number of students assessed per class decreased from 12 to 10 (Table 2).

Table 2: Students Assessed

Total	N	Mean	Median
Fall 2023	2567	13.7	11
Spring 2023	2498	14.1	10
Fall 2022	3019	15.8	10
Spring 2022	2348	15.8	12

Course Competencies Addressed

Overall, 190 of 192 instructors (99%) provided the competency they were reporting on. Of those 190, 176 (93%) reported a competency that contained an identifiable, measurable verb based on Bloom's taxonomy. Respondents were most likely (36.5%) to identify a competency from the third level of Bloom's (Apply), followed by the lowest level, Remember at 23.9%. Overall, nearly three out of four competencies addressed (72.9%) were from one of the three lowest levels of Bloom's (Table 3).

Table 3: Competencies by Bloom's Level

Total (N=176)	n	%
Remember	42	23.9
Understand	22	12.5
Apply	64	36.5
Analyze	13	7.4
Evaluate	6	3.4
Create	26	14.8

Most instructors (99%) indicated how they were able to identify their competency in need of improvement: Most (73.7%) were able to provide exact empirical data to support their measurement, while the remaining percentage indicated non-empirical methods to determine which competencies needed improvement. Examples of empirically backed competencies in need of improvement include:

- *"Out of 14 students, 5 students (roughly 35%) did not successfully complete their reading journals that required them to draw multiple inferences and write formal conclusions based on a text reading when completing the final chapter journal entry on subcultures."*
- *"On the discussion board for week 2 on social research, 7 out of 24 (34%) were unclear of the two types of research methods and using them interchangeably."*
- *"During one exam, 16 questions were asked about what a nurse should do given the scenario. On 9/16, less than 50% chose the right response."*
- *"8/9 students were able to share 5 photos and attach a paragraph explaining how and why they used their camera settings to capture those photos."*
- *"8 students (of 17 submissions) missed at least part of the question asking them to describe how a character in a TV show progressed through the perception process in a reflection paper. 25-30% also missed questions related to this item on the quiz."*

Examples of non-empirically backed competencies in need of improvement include:

- *"All musicians must show growth. We determine where they are and set a goal for the amount of growth we expect to see. It is different for each individual student."*
- *"Discussion among class on aspects of personality and questions students had about impact of personality on stress."*
- *"Examination and review. Students could name some Neurotransmitters, but failed to assign the correct roles each played in mental disorders"*
- *"I used the flower dissection where student think critically about the evolved traits and how the evolved traits benefited the plant.".*

Course Adjustments

For the first time in Fall 2023, the types of adjustment instructors planned to make to their courses included both categorical and open-ended response options. Categories of responses were developed based on common open-ended responses in prior data collection cycles. Respondents were allowed to select all categories that apply, so percentages will not equal 100%. Nearly all respondents (n=189) responded to the questionnaire item regarding adjustments they planned to make to improve student learning. Respondents were most likely (47.6%) to indicate they were adding new materials, followed by those reporting planning to devote more time or focus to the selected competency (46.0%), and those planning on changing or adding new assignments to better address the competency (39.7%). (Table 4).

Table 4: Adjustments to Improve Student Learning

Total	n	%
Adding new materials	90	47.6
Adjusting time/attention given to competency	87	46.0
Changing or adding assignments	75	39.7
Adding videos/multimedia	55	29.1
Removing old/outdated materials	15	7.9
Other	15	7.9

Specific examples of some of the adjustments instructors plan to make to improve student learning are included below:

- *"Add additional focus during class by using more hands-on training with available training aids"*
- *"Build in more time to the course to go over the material and utilize new displays to enhance students understanding"*
- *"I added additional notes on subtracting negatives and put a link to a web based game."*

- *“I have a video linked to the quiz for that question. I will find a better video and make it a video (imbedded) quiz. I will alert the students in the question, "Make sure you answer all of the questions in the video quiz to cover all of the scientific method steps!"*
- *“I might include some more TalkAbroad work that allows them to practice speaking with native speakers.”*
- *“I plan to add additional pre-writing support for the journal entries, helping students talk through some of the questions in more detailed review of the passage (or potentially generate more questions), so they can develop core ideas and feel confident in composing and submitting journals.”*
- *“I plan to read some more about the issues facing the nation after the American Revolution, the debates at the Constitutional Convention, and some of the main points of the Early Republic. I then want to make a short video for my students to watch that will hone in on some of the issues in more detail. The textbook covers these topics, but I think a video from me will both build a more personalized course (help the students and I connect more) and also help organize all the things going on during this period in history.”*
- *“I will add more tests, quizzes, and homework. I’d like to stray away from PowerPoints and go more towards student led discussions.”*

Assessment Tool Adjustments

The final set of questions included both a categorical item to allow respondents to report how they assess student learning as well as any open-ended item to report any changes or adjustments they planned to make to the manner in which they assess their competencies. Categories for the close-ended item were determined based on prior data collection cycles, but included cumulative exams, exams or quizzes given during the regular flow of class, as well demonstrations and observations. Overall, 189 of the 192 respondents (99%) indicated they had a concrete method for assessing student learning. Respondents were most likely (72.5%) to indicate assessing their competency through regular assignments administered during the regular course of the class. A majority of respondents (62.4%) similarly reported using regular quizzes and exams administered

during regular class time to assess student learning. Less than half of respondents (47.1%) reported using final exams to asses student learning and just 25.4% reported using a final project or paper to assess student learning (Table 5).

Table 5: Assessing Student Learning

Total	N	%
Regular Assignments	137	72.5
Regular exams/quizzes	118	62.4
Final exam	89	47.1
Student demonstrations/observations	71	37.6
Capstone/Final project	48	25.4
Other/No set method	3	1.6

Sample comments of the adjustments instructors planned to make to their assessment of student learning are included below:

- *"Currently using mostly assignments to evaluate competencies but may move to a pre/post setup to assist as well."*
- *"I assess students with a discussion board where they have reflect on what they need to improve on or how they rate themselves in their school environment. This is the best form of assessment I can think to do."*
- *"I need to add a few essay questions to the Final Exam to better determine what students are learning."*
- *"I plan on adding more assessment and instructor feedback to in-class essay drafts before the final essay is assessed."*
- *"I plan to do more "hands on" assessments rather than pen and paper quizzes."*

- *"I think the assignment itself is fine, but I want to change the grading rubrics so that they better use the outcomes and competencies in the syllabus."*
- *"I will seek out the utilization of adaptive / learning mastery assignments"*
- *"More assessment such as smaller quizzes instead of the bigger assignments"*
- *"The quizzes are open-ended questions set up to be a part of their study guides. I want to go through and add a multiple choice question under each open-ended to help them summarize the point of the question."*
- *"To assist in clarifying the week competency, I plan to encourage an instructor organized class discussion on the topic along with showing a short video and lecture over "what makes an effective leader".*

Conclusion

Overall, the continued high response rate and high percentage of instructors who are use empirical data to determine which competencies to address as well as the variety of adjustments to course delivery and student assessment indicate that a strong culture of assessment continues to grow here at Barton Community College. Establishing this baseline was the initial focus of the Course Assessment committee and with this baseline in place, the time to begin expanding the efforts of the committee to improve the quality of course assessment reporting and begin to drive a more systemic approach to which competencies are assessed each semester are prime areas for improvement this committee plans to undertake in the coming academic years.

Additionally, despite the many successes in establishing the culture of assessment, challenges remain. The overall response rate, while good, is trending slightly down, which bears monitoring. The advent of generative AI in the Fall of 2022 and its increasingly widespread availability in the 2023-24 bears monitoring as well. Assessments of student learning must be based on valid measures in order to be useful. Instructors will need to closely monitor advances in the use and capability of generative AI technology by students, be it licit or illicit, and adapt not only their course delivery to meet those challenges, but also their assessment methods.

Spring 2024 Course Assessment Committee Report

November 22, 2024

Executive Summary

- A slight downward trend in response rates that began after the Fall 2022 data collection cycle peaked at 89% continued for Spring 2024. However, the effective response rate of 82% for Spring 2024 was just one percentage point below the response rate from the prior data collection cycle in Fall 2023. However, this represented the fourth consecutive data collection cycle with a response rate of 82%.
- In the big picture, the 82% response rate for this data collection cycle and the 83% response rate for Fall 2023 represent strong response rates one full year after data collection was accelerated to have data submitted as the current semester concludes, rather than a lagging data collection several months after a semester had ended. This change was made to help support higher quality data submissions while still maintain a high response rate. These data indicate that after one full academic-year, that this data collection change has been successful.
- The larger purpose of this committee is not to collect data for data's sake; rather, it is to use data to help instructors focus on how best to improve student learning. To that end, the Spring 2024 data collection cycle was a success. Nearly all respondents (97%) indicated they had a plan to improve student learning in the future based on their assessment data.
- Not only did nearly all respondents indicate they intended to make changes to their courses to improve student learning, a majority (52%) of those indicated they planned to make multiple changes to improve student learning. This indicates a well-engaged faculty who understand the importance of using data to drive their classroom decisions and feel empowered to make as many adjustments or changes as needed to ensure the best possible outcomes for their students.
- Though cumulative exams are an ingrained part of college life to the degree that Barton, like most colleges, sets time aside for cumulative exams in their academic calendar, instructors are primarily relying on other methods as their primary method to assess student learning. Assessment should be adaptable to the unique circumstances of each course and the preferences of each individual instructor. Therefore, it is encouraging to see faculty who feel empowered to glean assessment data from regular assignments, regular exams, and classroom demonstrations and observations rather than simply relying on single examination at the conclusion of a course to assess student learning.

Introduction

The Spring 2024 data collection cycle for course assessment and improvement marked the eighth time data had been collected since the pilot began in 2020-21 and the sixth data collection cycle since the current biannual data collection structure began in 2021-22. The Spring 2024 data collection cycle marked the second time that course assessment data had been collected same-semester, as opposed to retroactively asking respondents to look backwards to the prior semester each Spring and Fall.

Spring 2024 Data Collection

Instrument

The Spring 2024 data collection instrument was an updated version of the Microsoft Form that the Course Assessment Committee has used to collect data since the initial college-wide data collection period in Fall 2021. However, periodically, minor adjustments have been made to the Form based on committee decisions and faculty feedback. As a result of these periodic edits, the Spring 2024 Form ended up as a 12-item instrument, as it also was in Fall 2023. Four items dealt with the instructor and basic information of the course they were reporting on. Four items dealt with the specific competency on which instructors were reporting. Finally, two items each focused on the changes instructors planned to make to improve student learning in the future as well how they assessed student learning. Of the eight items focused on specific competencies, adjustments to improve student learning, and how learning was assessed, four had open-ended response options while four were categorical, close-ended responses.

Data Collection

To begin the Spring 2024 data collection process, the Spring 2024 Scheduling Matrix was accessed from PowerBI and an initial pool of all instructors who were listed as an instructor on the matrix was created. From that initial pool, instructors who were listed on the matrix for administrative purposes only, instructors who were no longer teaching for Barton by the end of the data collection period, as well as any other instructors who were able to explain why they should be exempted on a case-by-case basis (e.g. course was more a practicum than a traditional college course) were exempted from the pool of instructors required to submit a course assessment report. That final

roster of instructors was then used as the basis for a series of emails soliciting their course assessment reports.

Spring 2024 course assessment reports were primarily solicited from April 29 through May 15 2024 via a series of emails to all faculty who were required to submit an assessment report. One broadcast email was sent to all instructors at the outset of the data collection period followed by individualized email reminders to non-responders on May 2 and May 9. While the data collection period did officially end in May, last chance reminders were sent out in August when full-time faculty returned to the Great Bend campus and a final reminder was included in the Course Assessment Committee's Fall 2024 Cougar TALEs presentation. The Form was closed and no new responses were accepted after Tuesday, September 3rd.

Data Analysis

At the conclusion of the data collection period, all data was downloaded from the Microsoft Form on September 6th, 2024 and converted to an Excel Spreadsheet. Members of the committee then cleaned the data to remove duplicate or invalid responses (e.g., missing respondent data, reporting for a course taught outside the correct time frame). The course assessment chair then compiled all descriptive data of the faculty completers and non-respondents. For the qualitative responses, those responses were de-identified and alphabetized within an Excel spreadsheet and examined for common themes and trends expressed in instructor responses.

Results

Spring 2024 Data Collection

The final Spring 2024 instructor pool included 219 (235) names and a total of 180 valid responses were submitted by the collection deadline, resulting in an effective response rate of 82%. This does represent a four percentage point-decline from the 86% response rate in Spring 2023, but it is nearly identical to the 83% response for Fall 2023 and represents the fourth consecutive data collection period with a response rate above 80% (Table 1)

Table 1: Respondent Characteristics

	Responded (n)	Potential Respondents (n)	% Respondents
Spring 2024 Instructors	180	219	82%
Fall 2023 Instructors	192	229	83%
Spring 2023 Instructors	175	204	86%
Fall 2022 Instructors	198	221	89%
Spring 2022 Instructors	159	228	70%

The total number of students assessed for Spring 2024 was 2429, a slight decrease from Fall 2023, but roughly in line with the 2498 students assessed in Spring 2023 and the 2348 students assessed in Spring 2022. The mean number of students assessed has fallen from 15.8 in both Spring and Fall of 2022 to 13.6 for Spring 2024 data. The median class size assessed was 10 students per instructor, consistent with the median of 10 students in Spring 2023. These minor fluctuations in mean and median class sizes assessed are likely not significant and may simply represent more instructors choosing to report data from smaller class sizes or minor enrollment fluctuations overall. Nonetheless, in the future, these numbers may bear watching if they begin to fluctuate more wildly from semester to semester. (Table 2).

Table 2: Students Assessed

Total	N	Mean	Median
Spring 2024	2429	13.6	10
Fall 2023	2567	13.7	11
Spring 2023	2498	14.1	10
Fall 2022	3019	15.8	10
Spring 2022	2348	15.8	12

Specific Course Competencies

Overall, 175 of the 180 instructors (97%) provided the specific competency they were reporting on. Respondents were also asked to self-report which level of Bloom's taxonomy their competency addressed. The most common Bloom's level addressed, was level 3, Apply, with 33% of respondents reporting 'Apply' for their Bloom's level. Other than the highest Bloom level, create, all other Bloom's levels were between 12% and 18%. Overall, roughly 40% (39%) of respondents reported addressed a competency in the top three levels of Bloom's taxonomy (Table 3).

Table 3: Competencies by Bloom's Level

Total (N=175, 166)	n	%
Level 1 (Remember)	19	12%
Level 2 (Understand)	30	18%
Level 3 (Apply)	54	33%
Level 4 (Analyze)	26	16%
Level 5 (Evaluate)	24	15%
Level 6 (Create)	13	8%
Unsure	7	N/A
No Bloom's Verb	2	N/A

Respondents were asked to both self-identify the Bloom's verb for their selected competency, but they were also asked to report the competency verbatim. Examples of competencies by select Bloom's verb level are included below:

Remember and Understand:

- *"Define basic geographic terminology."*
- *"Explain the capabilities of the company landing page"*
- *"Identify the common materials and methods used for installing sheathing on walls."*
- *"Define the major dimensions of culture and the application of value orientation theory."*
- *"Examine the four steps of the perception process."*
- *"Identify a weld process"*
- *"List and define the types of soil colloids and their properties."*

Apply and Analyze:

- *"Perform Major 5-finger patterns and triads on C, D, E, F, G, A, B."*
- *"Apply leadership principles for the Practical Nurse (PN)."*
- *"Apply preventive and proactive measures to support life-long health and wellness issues."*
- *"Deconstruct the writing process through self-evaluation and revision."*
- *"Solve problems applicable to the real world on topics such as graph theory, investment options, mathematics of art, mathematics of architecture, and mathematics of music."*
- *"Design and implement a training program that will successfully meet personal needs and goals."*
- *"Calculate the interest cost of large and small purchases including credit card use."*

- *"Diagram the unique qualities of each belief structure in order to establish what sets each religion apart from the rest."*
- *"Factor expressions with common factors, expressions that require grouping, trinomial expressions, and difference of square expressions."*

Evaluate and Create:

- *"Evaluate aspects of pharmacology - Indicate the basics of dispensing pharmacologic agents."*
- *"Construct balanced chemical equations given a set of reactants and/or products, use a balanced chemical equation to solve stoichiometry problems, and analyze."*
- *"Collect, evaluate, and interpret qualitative and quantitative data from laboratory procedures in a productive and meaningful manner."*
- *"Compose coherent and complete simple and compound sentences in English."*
- *"Describe, develop, construct, and evaluate an integrated curriculum plan."*
- *"Evaluate student drawings and receive criticism from others."*
- *"Use word-processing software to create, edit and produce professional documents."*

Respondents were also asked to report whether or not they had empirical data to back up why they were reporting on their chosen competency. The majority of respondents (57%) did indicate that they had hard empirical data to base their competency adjustments on. Roughly a quarter (26%) indicated they did not have empirical data to base their competency adjustments on. The remaining 17% indicated they were unsure whether or not they had empirical data to back up the competency they were reporting on. Of those who had empirical data, 107 gave a specific percentage of students who had met that competency level to their satisfaction. Overall, the average competency identified as needing improvement had a pass rate of 63%.

Course Adjustments

Instructors were allowed to both select from a list of pre-populated potential course adjustments they planned to make to improve student learning as well as enter a free response

detailing the changes they planned to make. 183 instructors responded to this question overall, with 177 (97%) indicating they planned to make some adjustment to student learning in the future. Not only did nearly all respondents indicate they planned to make an adjustment in the future, but a majority of those respondents (n=91, 52%) indicated they planned to make multiple adjustments to improve student learning, with the average respondent indicating 1.86 changes.

The most common change respondents indicated they planned to undertake the next time the taught the course was adding new material (48%), closely followed by adjusting the amount of time and/or attention given to a specific competency (45%). An additional 41% of respondents reported they planned on changing or adding new assignments (Table 4).

Table 4: Adjustments to Improve Student Learning

Total (n=177)	n	%
Adding new materials	85	48%
Adjusting time/attention given to competency	79	45%
Changing or adding assignments	73	41%
Adding videos/multimedia	49	28%
Changing the order materials are covered	17	10&
Removing old/outdated materials	13	7%
Other	13	7%

The most common types of adjustment respondents planned to make included adding new materials, adding/adjusting assignments, and adjusting the time devoted to a given competency. As such, specific examples of some of these types of adjustments are included below:

- *"I am building PowerPoint slides to provide additional examples for students to view and how to approach naming a compound with different types of functionalities."*
- *"I plan to add extra exercises on 5-finger pattern scales, since the method book we used does not spend enough time covering this specific competency."*

- *“I plan to add additional resources like lectures and YouTube videos to help my students understand the post analytical side of phlebotomy better. They are having a hard time on their certification with specimen processing side of phlebotomy.”*
- *“The competency I am reviewing has to do with understanding the causes of WWII. I feel I need to create something new in the course to better explain/teach that competency for WWII in the Pacific (I currently have a discussion question that deals with this competency). There are videos and readings that cover the causes of the war in the Pacific Theater. I am planning on adding a short lecture with some primary sources, maps, and background historical information on the war in the Pacific.”*
- *“I plan on making additional videos to help support them doing stoichiometry. I am also thinking of adding in an interactive simulation that PHET has to reinforce concepts and allow them learn in a visual way.”*
- *“I plan to add additional hands on activities such as a skills lab or a clinical to help students understand how to stop a bleed, how to triage a patient in a Mass Casualty Incident, etc.”*
- *“I plan to create a group exercise where we discuss this competency to ensure the standard was met.”*
- *“I plan to add in-class short writing assignments that specifically ask students to examine the evidence for an opposing point of view on a controversial topic and evaluate how strong the evidence is and how is compares to the evidence for the preferred point of view.”*
- *“I am adding more reminders about the theories as we cover them and more explicit instructions in the capstone project itself. All three students who failed to meet the competency simply didn't include theories at all rather than applying them poorly in the capstone.”*
- *“I plan to add enrichment activities throughout the laboratory exercises of the course to assist students with identifying the critical information needed to provide interpretations of data expected in an undergraduate chemistry course.”*
- *“The students struggled with an activity associated with this competency, so I plan on adding an additional lesson on how to fasten sheeting materials to a wall.”*

- *"I will restructure the lesson about fractions to include more examples of cross-cancelling when multiplying and using Keep-Change-Flip when dividing for students to better crystalize those concepts."*
- *"Add more class time on how to produce a well written paper."*

Assessment Tool Adjustments

The final set of questions included both a categorical item to allow respondents to report how they assess student learning as well as any open-ended item to report in more detail any changes they planned to make to how they assess study learning moving forward. Overall, 187 respondents indicated which tools they used to assess student learning. Of those 187, 179 (96%) specified how they assess student learning. The average respondent reported using 2.34 different methods to assess student learning, with regular in-class assignments (67%) being the most common response, followed by regular in-class quizzes and exams (54%). Cumulative or Final exams were only used 37% of respondents and just 28% of respondents reported using a capstone or final project (Table 5).

Table 5: Assessing Student Learning

Total (n=179)	N	%
Regular in-class assignments	120	67%
Regular in-class quizzes/exams	97	54%
Student demonstrations/observations	75	42%
Final Exam/Cumulative	67	37%
Capstone/Final project	50	28%
Other/No set method	3	2%
None of the above	6	3%

Sample comments for each type of adjustments instructors planned to make to their assessment of student learning are included below. Most respondents indicated a plan to either make multiple

adjustments to how they assess study learning or indicated they were not wed to any one approach. Included below are typical examples of an instructor planning on making multiple adjustments to their assessment approach:

- *“In the future, I'll adjust our lesson structure by incorporating daily in-class time for students to engage with the app while I provide assistance. As an adjunct teaching a dual credit course, I have the advantage of meeting with my students at least four times a week. Additionally, I intend to foster daily discussions on data collection methods and interpretation. Previously, these conversations occurred at the end of the week-long data collection period. I believe that shifting these discussions to earlier in the unit will increase student engagement and foster richer conversations about promoting lifelong health and well-being. I will also encourage students to set phone alarms and calendar reminders to ensure they complete their logs promptly. This proactive approach will help them stay organized and on track with their data collection tasks, fostering a more effective learning experience.”*
- *“[I plan to] use a written rubric which includes possible exercises --which students can complete which will be included in the feedback provided to students.”*
- *“I need to focus less on techniques and fundamentals and more on creative research and personal decisions. Students can apply the techniques that I have taught in their own way to make the assignment more relatable to their own interests.”*
- *“I would like to explore better ways to assess learning as I feel students often do not give much time and attention to post tests, especially if their grade is already good and they do not "need" the points to earn a good grade.”*
- *“Exam and quiz questions that make them apply the information to better determine their understanding of the concept. [I will also] Add a small lab with different types of clays.”*

The majority of instructors indicated a plan to adjust assignments conducted during the regular course of the class or quiz and exam questions. Typical examples of those types of responses are included below:

- *“[I plan to] use a written rubric which includes possible exercises --which students can complete which will be included in the feedback provided to students.”*

- *"Create a specific assignment that only focuses on this specific competency that needs to be covered. I plan to dedicate an entire week towards the end of the semester to cover this specific goal."*
- *"I may need to move from pool questions to a static questions so I can control the type of problems students are given."*
- *"I plan to change my assignment on Film Editing to a quiz rather than a paper."*
- *"I plan to use a short answer/essay question to better assess student learning for the competency instead of multiple choice questions."*

Though less common, sizable percentages of respondents also reported they planned to move to assess student learning more through direct observation and demonstrations (42%) or a traditional cumulative exam (37%). Examples typical of those respondents are included below:

- *The final focuses on putting together what students have been learning and practicing throughout the semester. The students need to focus on what they know/have learned instead of just what they want to say in the target language (as a native speaker)."*
- *"The comprehensive simulation will be treated as an additional exam."*
- *"I will have my student athletes show their knowledge by teaching their peers"*
- *"Assess through student produced work. I want to see pictures of their works."*
- *"By adding a writing assignment, an understanding of the theories of abnormality can be evaluated more clearly."*

Conclusion

Despite a major adjustment to the data collection timing implemented last year, over 80% of faculty continue to respond to the requests to submit their assessment data each year. As the culture of assessment has grown at Barton Community College, faculty have continued to submit higher quality assessment as well. Majorities of respondents were able to cite empirical data in choosing which

competencies to focus their efforts to improve student learning on. The course assessment committee will work to continue to support faculty in not only submitting their course assessment data, but using high-quality empirical data when doing so.

Faculty also demonstrated a strong range of adjustments they planned to make to improve student learning based on their assessment data. Several encouraging signs were present in these data, including not only the exceptionally high percentage of faculty planning to make course adjustments based on their assessment data, but also the willingness of faculty to make multiple changes to their courses, if necessary, in service of advancing student learning. Assessment itself is simply a tool and all indications from this report indicate that faculty, collectively, are not only picking up that tool, but they are becoming increasingly adept at using it to the benefit of their students and the college as a whole. Moving forward, the course assessment committee will move to only strengthen and encourage this approach so that faculty continue to feel empowered to use their assessment data in this way.