BARTON
COMMUNITY COLLEGE

HLC Accreditation Evidence

Title: Assessment Summit Presentation 2022

Office of Origin: Vice President of Instruction

Contacts:
- Coordinator of Assessment

Assessment Summit – 2022

Presenter:

Jo Harrington

Coordinator of Assessment

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

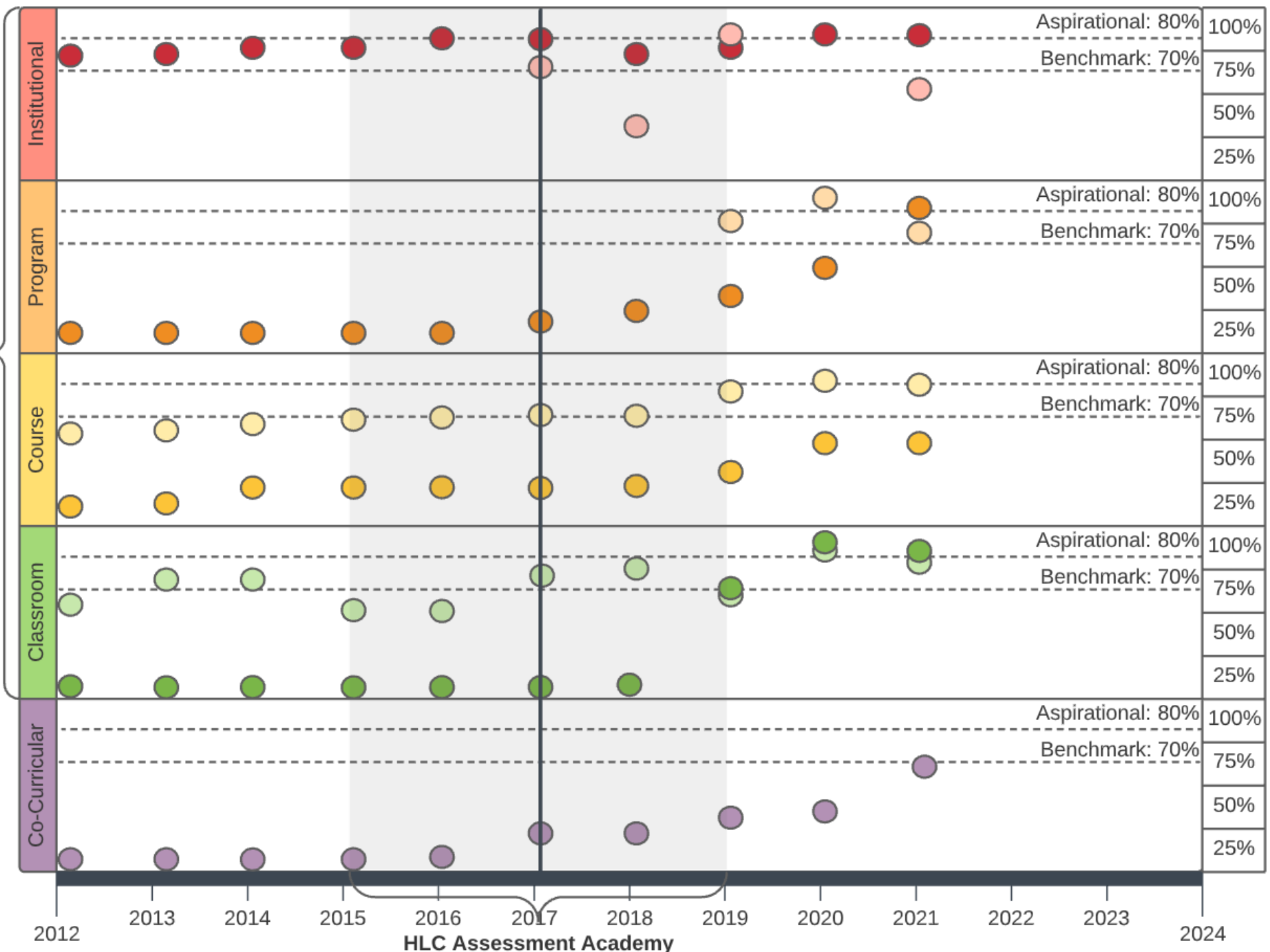Assessment Model

Assessment Institute

Assessment Committees

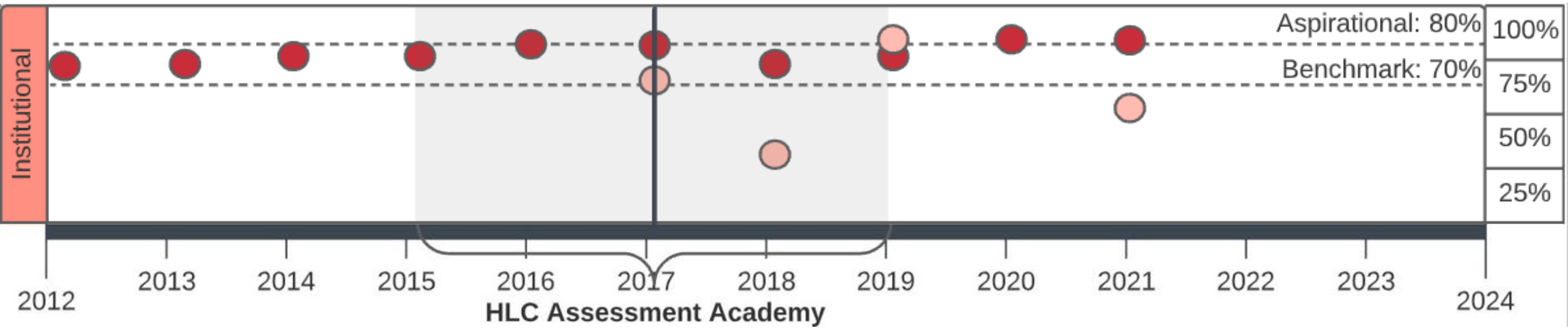AQIP/Open Comments

Increasing Complexity of Data

Institutional

Program

Course

Classroom

Co-Curricular

Benchmark Definition

Aggregate Scores

Exit

Aspirational: 80%
Benchmark: 70%

100% 75% 50% 25%

HLC Assessment Academy

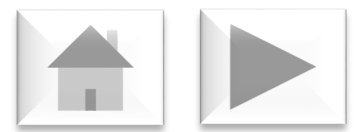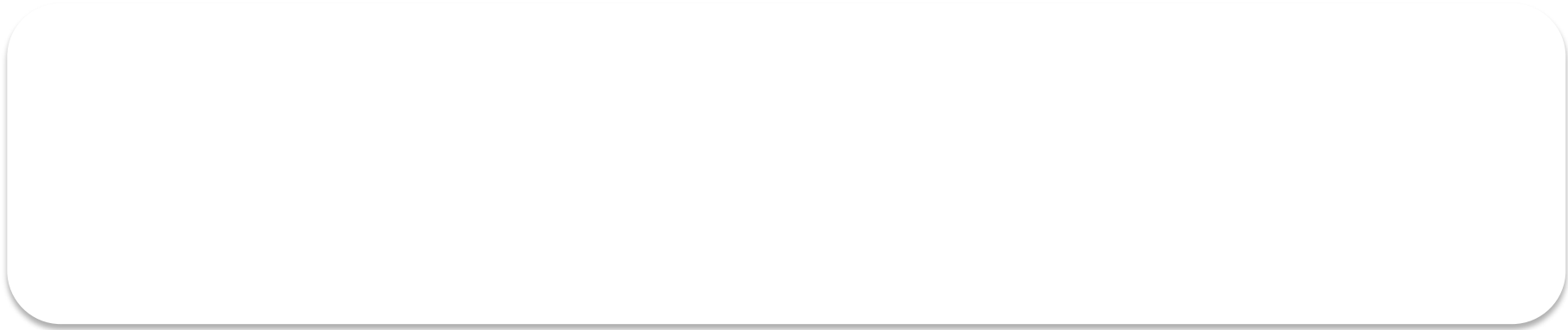2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024
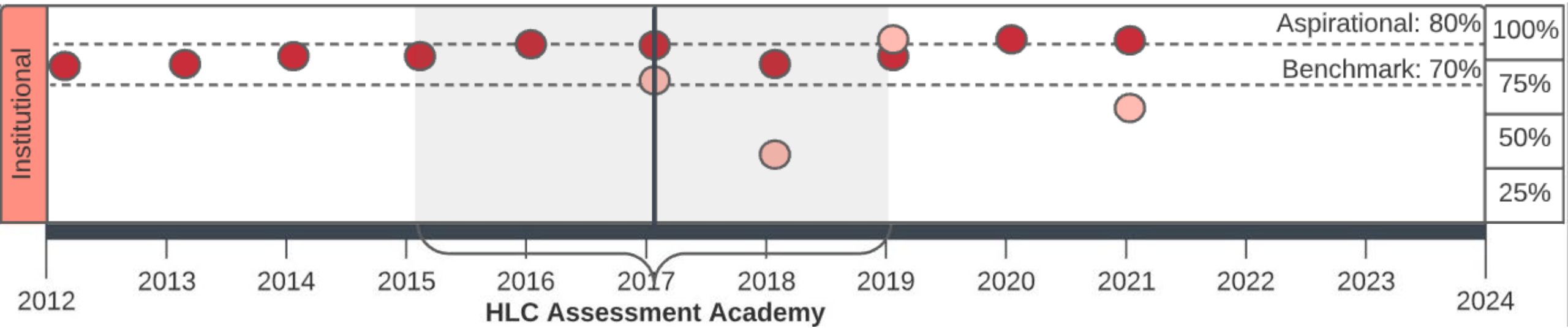
GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Percentage of correct responses by students on institutional assessments

Percentage funds allocated to strategic plan initiatives for academics and student services

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Institutional

Aspirational: 80% — 100%
Benchmark: 70% — 75%
50%
25%

2012 · 2013 · 2014 · 2015 · 2016 · 2017 · 2018 · 2019 · 2020 · 2021 · 2022 · 2023 · 2024
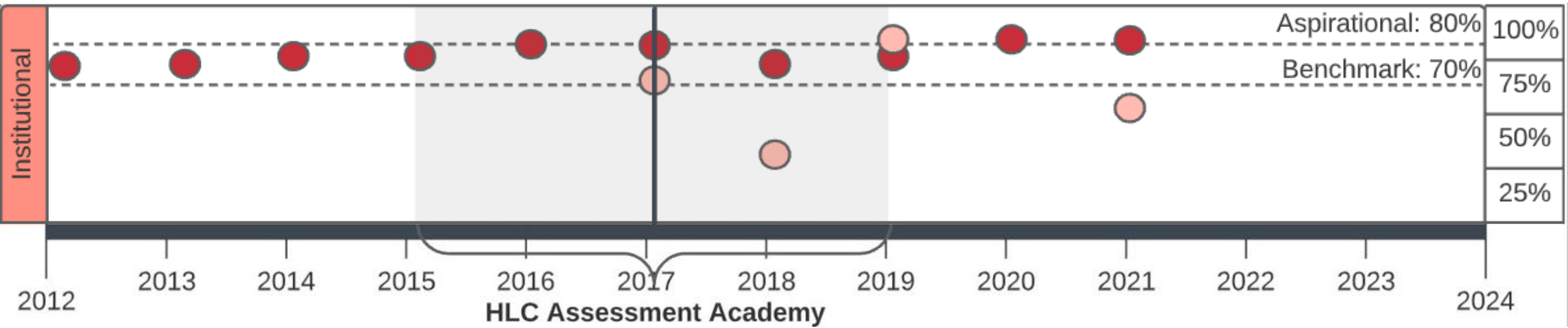
HLC Assessment Academy

- 🔴 Percentage of correct responses by students on institutional assessments
- 🔴 Percentage funds allocated to strategic plan initiatives for academics and student services

2012:
- **74%** of responses were correct on institutional assessments
- Data linked to course assessments
- AQIP System Portfolio listed institutional assessment as a Strength
- Fundamental outcomes serve as both the institutional learning outcomes and the general education outcomes

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Institutional

Aspirational: 80% — 100%

Benchmark: 70% — 75%

50%

25%

2012   2013   2014   2015   2016   2017   2018   2019   2020   2021   2022   2023   2024
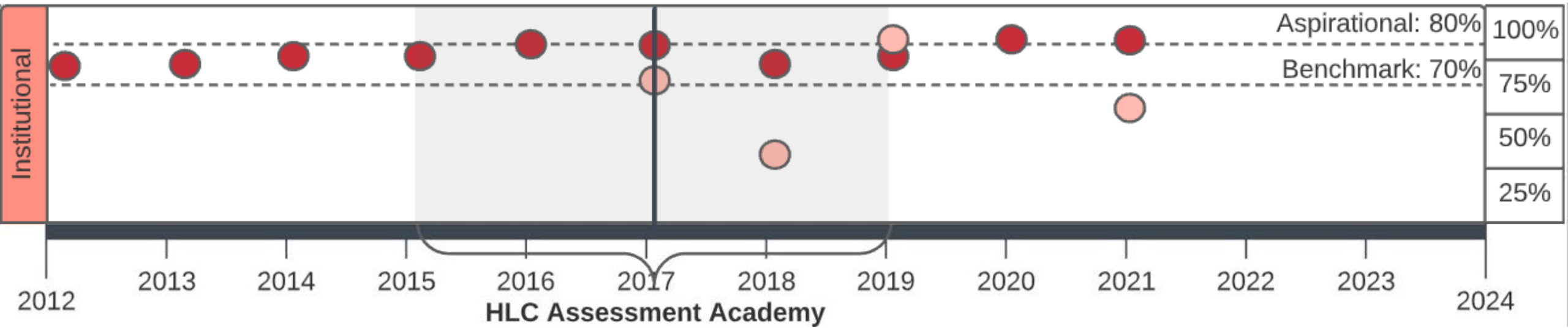
HLC Assessment Academy

● Percentage of correct responses by students on institutional assessments

○ Percentage funds allocated to strategic plan initiatives for academics and student services

2013:
- **76%** of responses were correct on institutional assessments
- A report is given annually to the Board of Trustees in support of the ENDs

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Institutional

Aspirational: 80% — 100%

Benchmark: 70% — 75%

50%

25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024
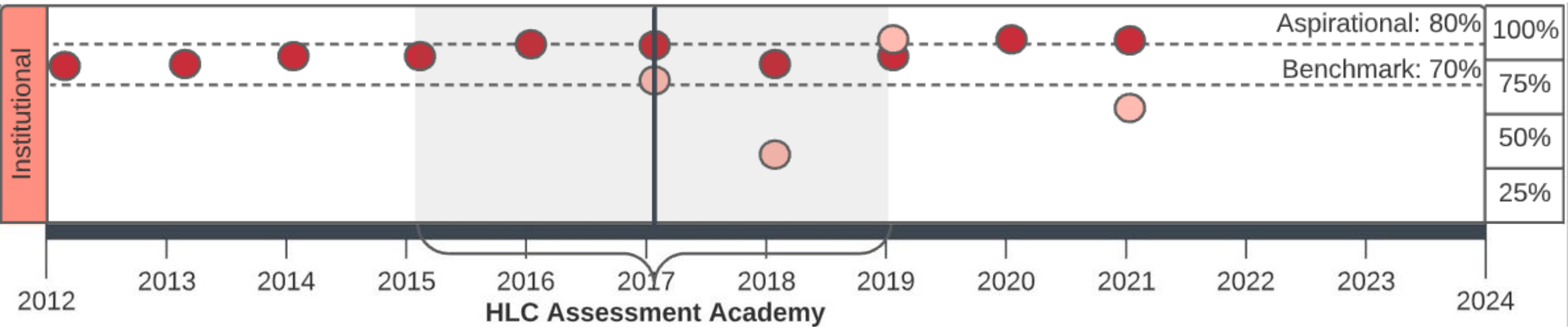
HLC Assessment Academy

● Percentage of correct responses by students on institutional assessments

○ Percentage funds allocated to strategic plan initiatives for academics and student services

2014:
- **77%** of responses were correct on institutional assessments
- Assessment spotlight included as part of the Barton community report

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Institutional

Aspirational: 80% — 100%
Benchmark: 70% — 75%
50%
25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024
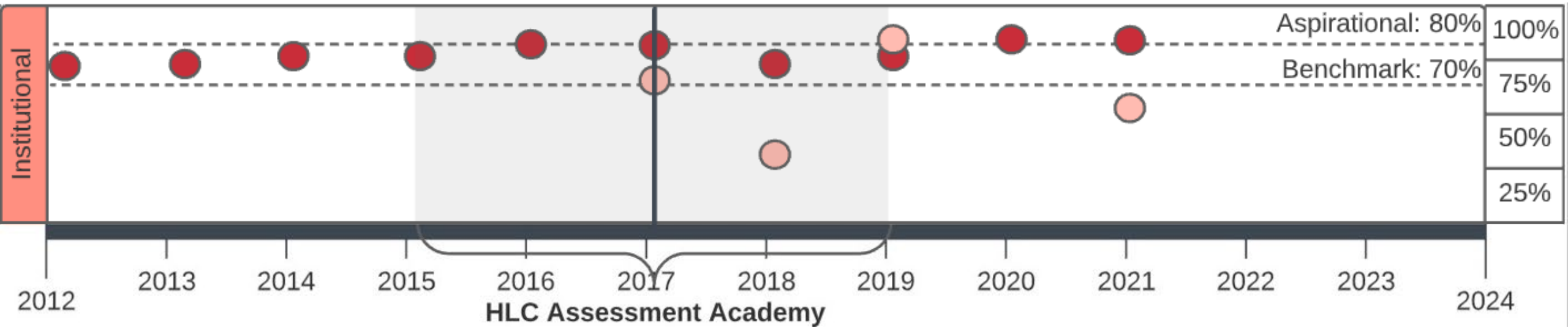
HLC Assessment Academy

● Percentage of correct responses by students on institutional assessments

○ Percentage funds allocated to strategic plan initiatives for academics and student services

2015:
• **77%** of responses were correct on institutional assessments

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Institutional

Aspirational: 80% — 100%
Benchmark: 70% — 75%
50%
25%

2012 · 2013 · 2014 · 2015 · 2016 · 2017 · 2018 · 2019 · 2020 · 2021 · 2022 · 2023 · 2024
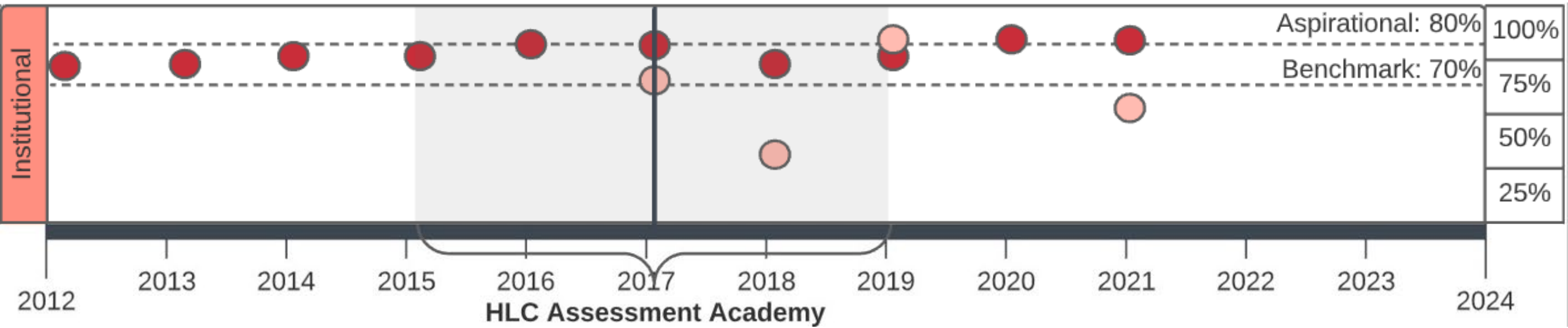
HLC Assessment Academy

🔴 Percentage of correct responses by students on institutional assessments

🔘 Percentage funds allocated to strategic plan initiatives for academics and student services

2016:
- **80%** of responses were correct on institutional assessments
- **70%** benchmark for funds allocated to strategic plan initiatives for academics and student services used as a measurement for the influence of institutional and program assessment on budgetary allocations

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Institutional

Aspirational: 80% 100%
Benchmark: 70% 75%
50%
25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024
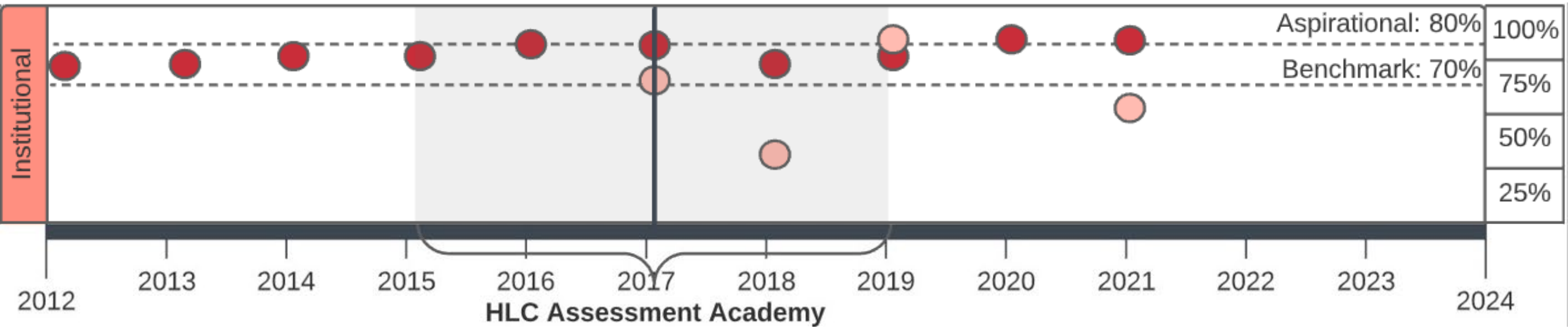
HLC Assessment Academy

- ● Percentage of correct responses by students on institutional assessments

- ○ Percentage funds allocated to strategic plan initiatives for academics and student services

2017:
- **79%** of responses were correct on institutional assessments
- **73%** of funds allocated to strategic plan initiatives for academics and student services

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Institutional

Aspirational: 80% | 100%
Benchmark: 70% | 75%
50%
25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024
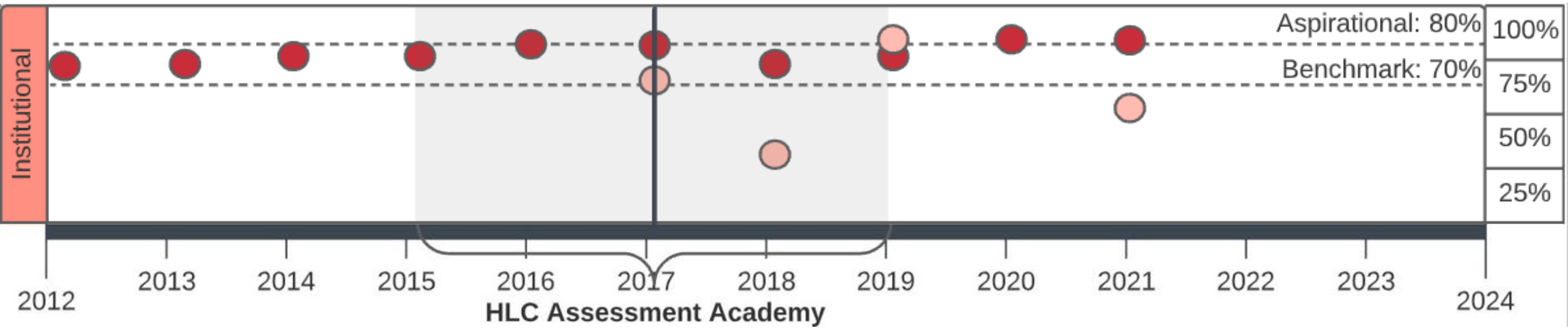
HLC Assessment Academy

- ● Percentage of correct responses by students on institutional assessments
- ○ Percentage funds allocated to strategic plan initiatives for academics and student services

2018:
- **76%** of responses were correct on institutional assessments
- **30%** of funds allocated to strategic plan initiatives for academics and student services
- HLC Mentors suggested developing separate general education outcomes based on our assessment maturity

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Aspirational: 80%
Benchmark: 70%

Institutional

100%
75%
50%
25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024
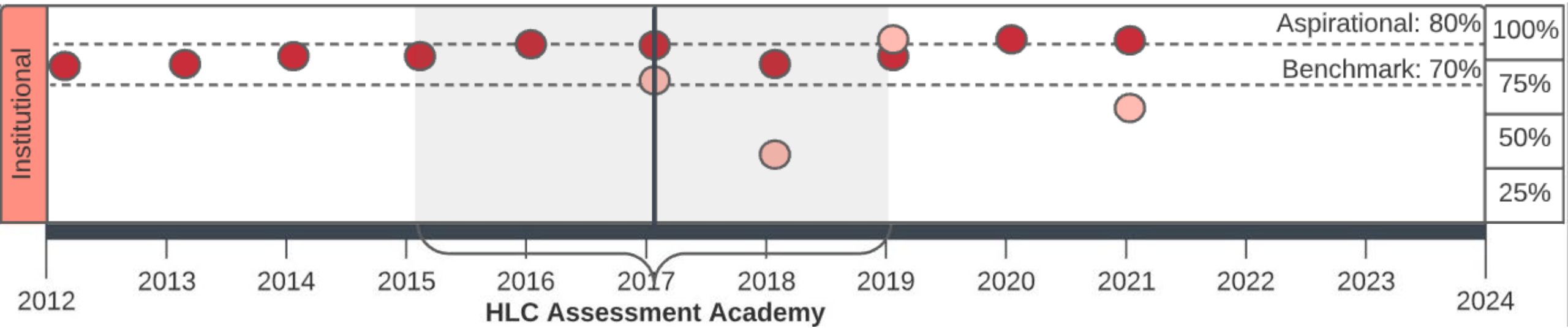
HLC Assessment Academy

● Percentage of correct responses by students on institutional assessments

○ Percentage funds allocated to strategic plan initiatives for academics and student services

2019:
- **77%** of responses were correct on institutional assessments
- **80%** of funds allocated to strategic plan initiatives for academics and student services
- Revised general education outcomes developed by the Learning Instruction Curriculum Committee

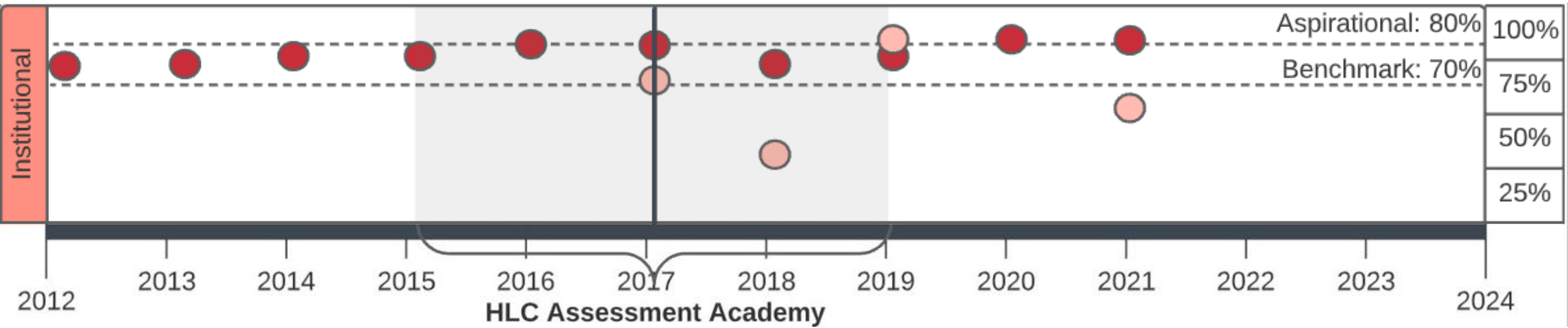# GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

- **●** Percentage of correct responses by students on institutional assessments
- **○** Percentage funds allocated to strategic plan initiatives for academics and student services

2020:
- **81%** of responses were correct on institutional assessments
- **$0** allocated to strategic plan initiatives due to COVID
- General education outcomes aligned to course competencies
- Program learning outcomes aligned with the fundamental learning outcomes

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Aspirational: 80%
Benchmark: 70%

Institutional

100%
75%
50%
25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024
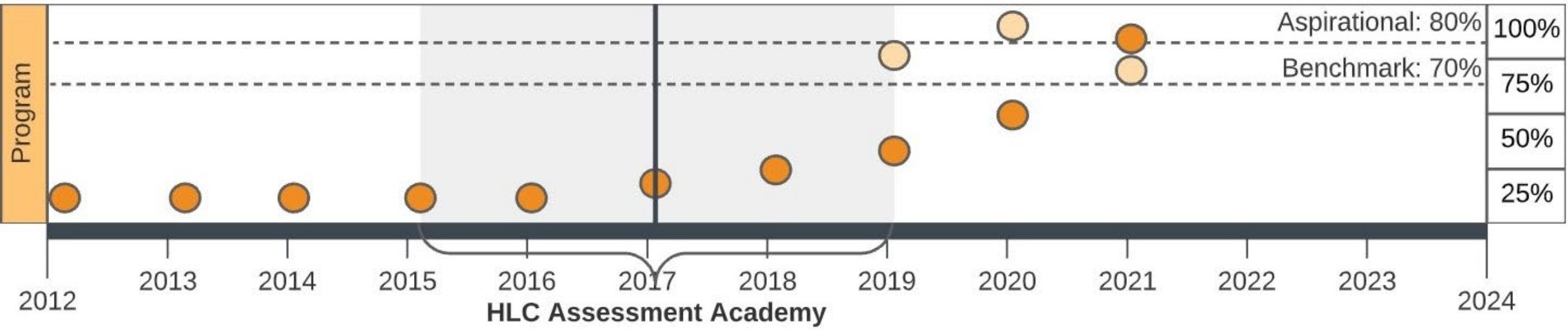
HLC Assessment Academy

● Percentage of correct responses by students on institutional assessments

○ Percentage funds allocated to strategic plan initiatives for academics and student services

2021:
- **82%** of responses were correct on institutional assessments
- **57%** of funds allocated to strategic plan initiatives for academics and student services
- Documentation form developed for general education outcomes
- KBOR establishment of general education outcomes
- Institutional Assessment Subcommittee in development

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Aspirational: 80%

Benchmark: 70%

100%

75%

50%

25%

Program

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024
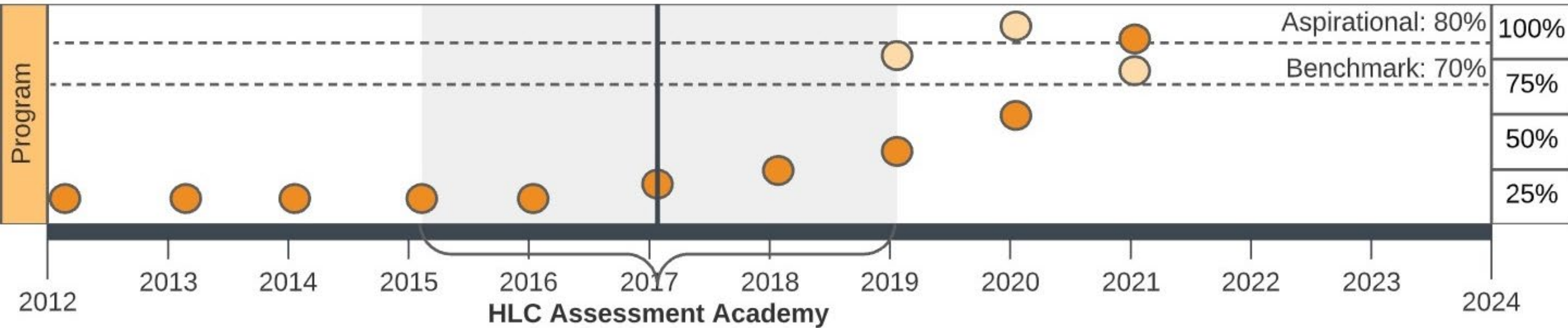
HLC Assessment Academy

Measure(s):

⬤ Percentage of programs with program learning outcomes

⚪ Percentage of program learning outcomes being met at or above the 80% aspirational benchmark

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data
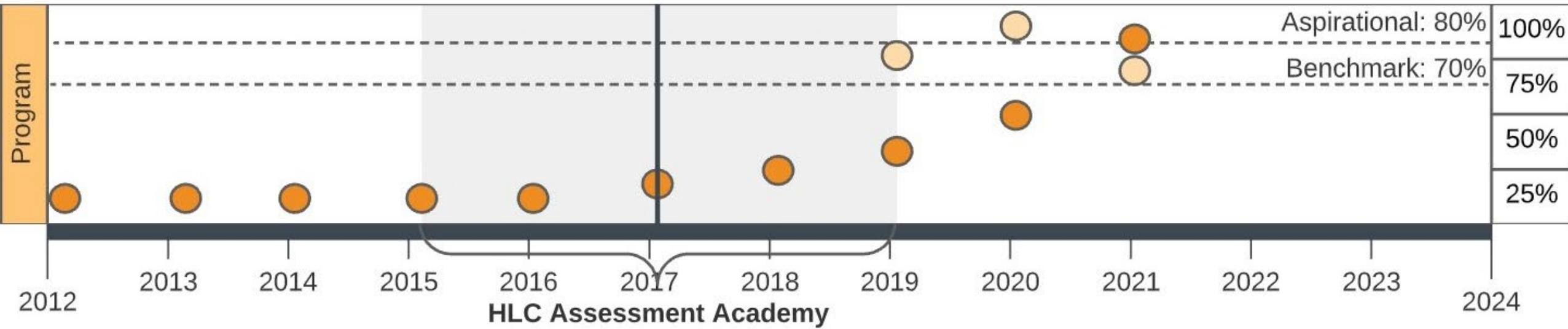

Measure(s):

🔴 Percentage of programs with program learning outcomes

⚪ Percentage of program learning outcomes being met at or above the 80% aspirational benchmark

2012 – 2014:
- **0 – 5%** of programs with program learning outcomes
- AQIP System Portfolio identified program assessment as an Opportunity
- Most program assessment data limited to Graduation Survey and CCSSE data
- Updated program reviews completed every three years in workforce training and community education included one question on classroom assessment

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data
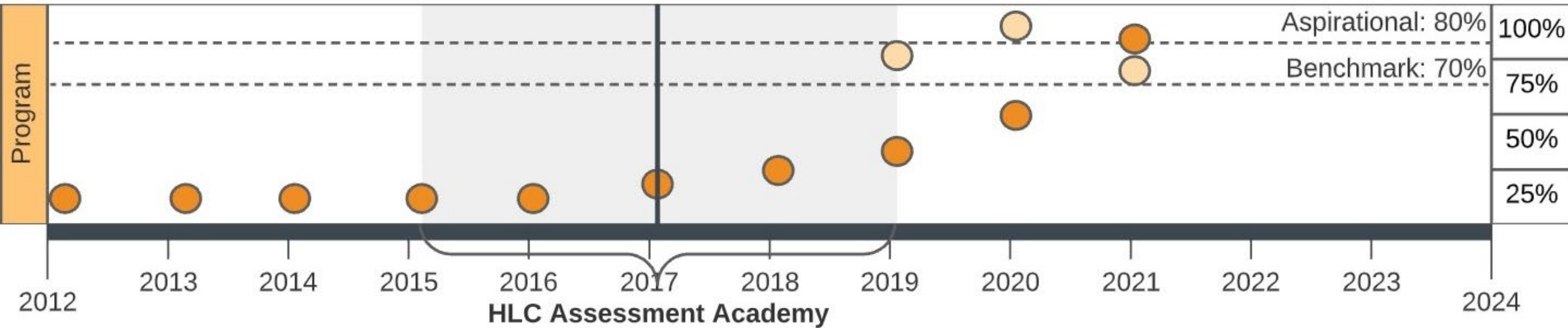

Measure(s):

🟠 Percentage of programs with program learning outcomes

⚪ Percentage of program learning outcomes being met at or above the 80% aspirational benchmark

2015:
- **0 – 5%** of programs with program learning outcomes
- Program review goals with an alignment to Driving Student Success implemented

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Program

HLC Assessment Academy

Aspirational: 80%
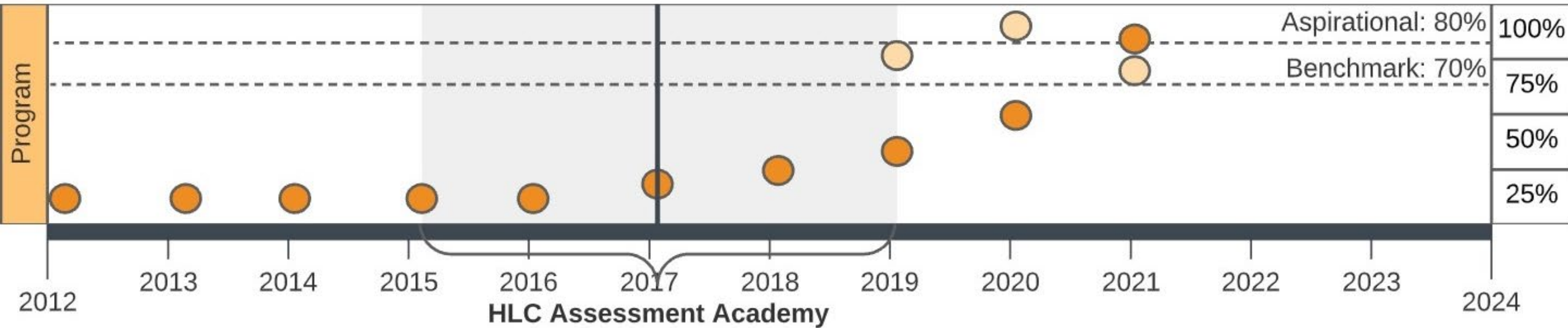Benchmark: 70%

100%
75%
50%
25%

Measure(s):

🟠 Percentage of programs with program learning outcomes

⚪ Percentage of program learning outcomes being met at or above the 80% aspirational benchmark

2016:
- **0 – 5%** of programs with program learning outcomes
- Follow-up report established for program review
- HLC Mentor Consultation on program review and program assessment
- Began review of programs for existing assessment processes

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Program (y-axis)

Aspirational: 80% — 100%
Benchmark: 70% — 75%
50%
25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024
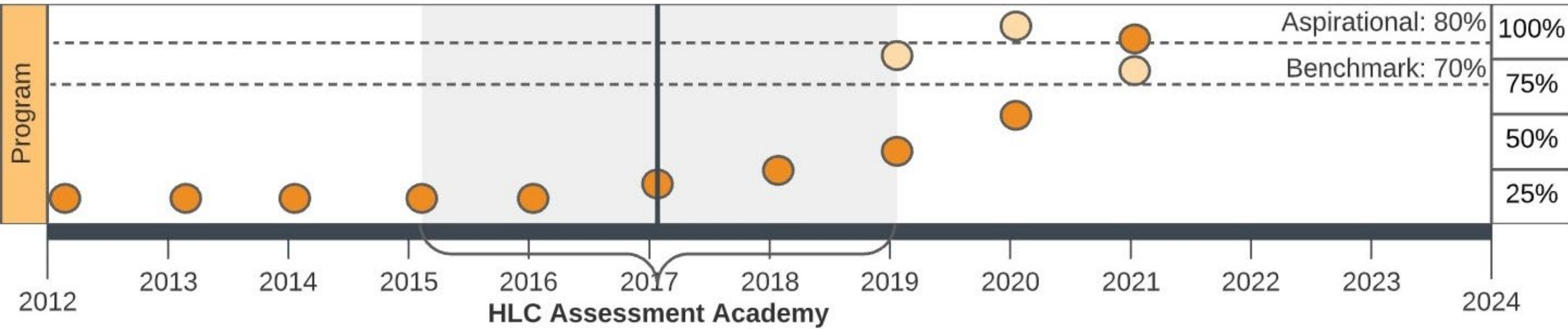
HLC Assessment Academy

Measure(s):

● Percentage of programs with program learning outcomes

○ Percentage of program learning outcomes being met at or above the 80% aspirational benchmark

2017:
- Open Pathways Assurance Argument Response noted a lack of program assessment
- Coordinator of Assessment presentation to Deans Council on program assessment
- Program reviews completed annually and transitioned to instructional reviews to include the academic areas
- **20%** of programs with program learning outcomes

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Program

Aspirational: 80%	100%	
Benchmark: 70%	75%	
	50%	
	25%	

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024
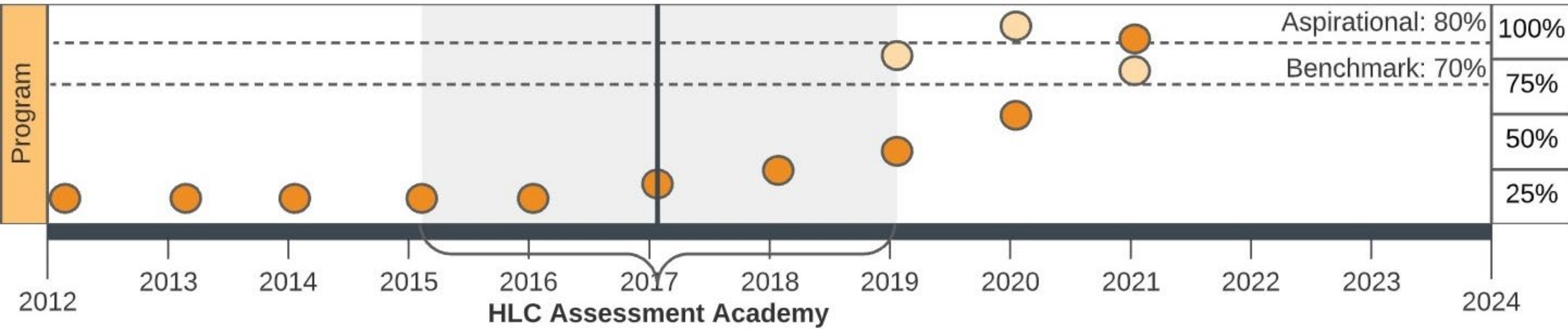
HLC Assessment Academy

Measure(s):

⬤ Percentage of programs with program learning outcomes

◯ Percentage of program learning outcomes being met at or above the 80% aspirational benchmark

2018:
- Instructional Council to provide oversight of the Program Assessment processes
- **25%** of programs with program learning outcomes
- HLC Mentors assisted in the development of a program assessment guide

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Aspirational: 80%

Benchmark: 70%

100%
75%
50%
25%

Program

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024
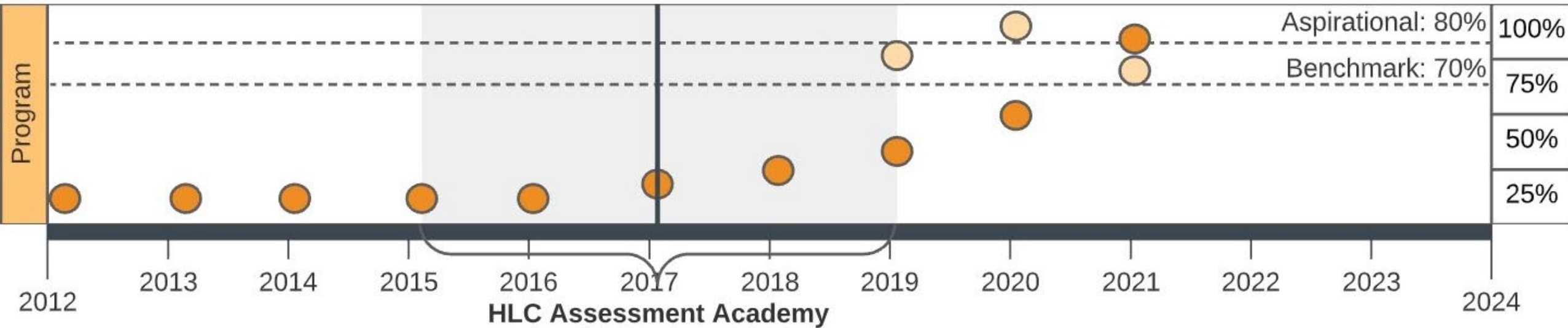
HLC Assessment Academy

Measure(s):

🟠 Percentage of programs with program learning outcomes

⚪ Percentage of program learning outcomes being met at or above the 80% aspirational benchmark

2019:
- **35%** of programs with program learning outcomes
- **78%** of program learning outcomes met at or above the 80% benchmark
- Instructional review follow-up report lacked standardization and will be revisited
- Instructional review completed every two years
- Program assessment process handbook developed
- Initial program assessment spreadsheet report needed more summary analysis

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Measure(s):

🟠 Percentage of programs with program learning outcomes

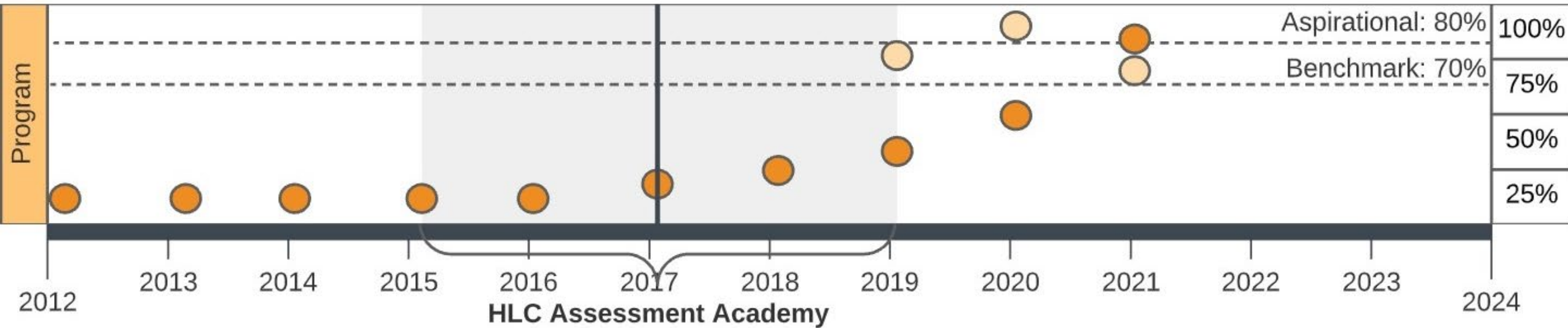⚪ Percentage of program learning outcomes being met at or above the 80% aspirational benchmark

2020:
- **48%** of programs with program learning outcomes
- **89%** of program learning outcomes met at or above the 80% benchmark
- Program assessment data included with instructional reviews

- Instructional reviews include one recommended goal relating to assessment with further alignment with planning and budgeting timelines
- Location instructional reviews discontinued
- Standardization of follow-up goal report template developed for instructional reviews

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data
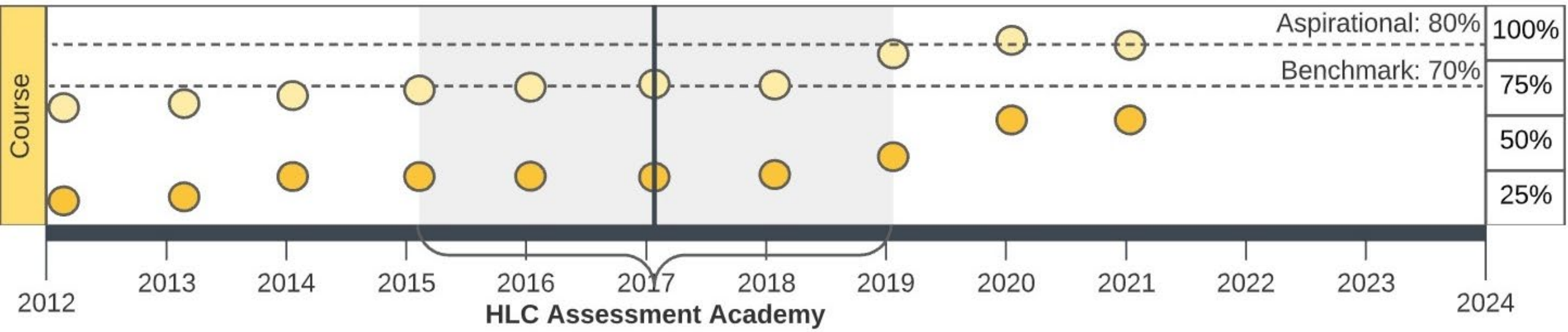

Measure(s):

🟠 Percentage of programs with program learning outcomes

⚪ Percentage of program learning outcomes being met at or above the 80% aspirational benchmark

2021:
- **83%** of programs with program learning outcomes
- **75%** of program learning outcomes met at or above the 80% benchmark
- Instructional Review Committee founded
- Program Assessment Subcommittee founded

- Program assessment reports updated
- Assessment spotlight videos developed focusing on use of data and budgetary connections
- Instructional reviews include one required goal regarding assessment

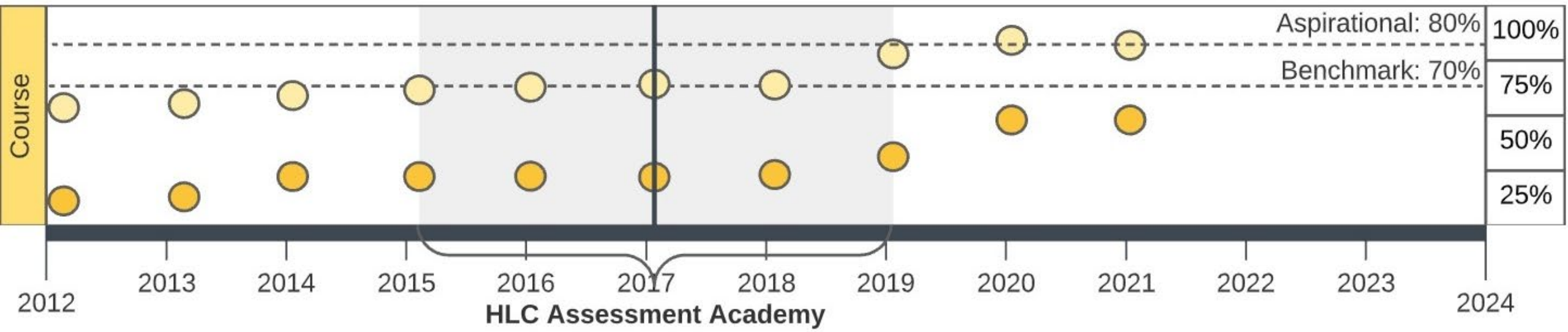# GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Aspirational: 80%
Benchmark: 70%

100%
75%
50%
25%

Course

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

HLC Assessment Academy

Measure(s):

⬤ Percentage of courses with documented summative course assessments

◯ Percentage of competencies being met at or above the 70% benchmark
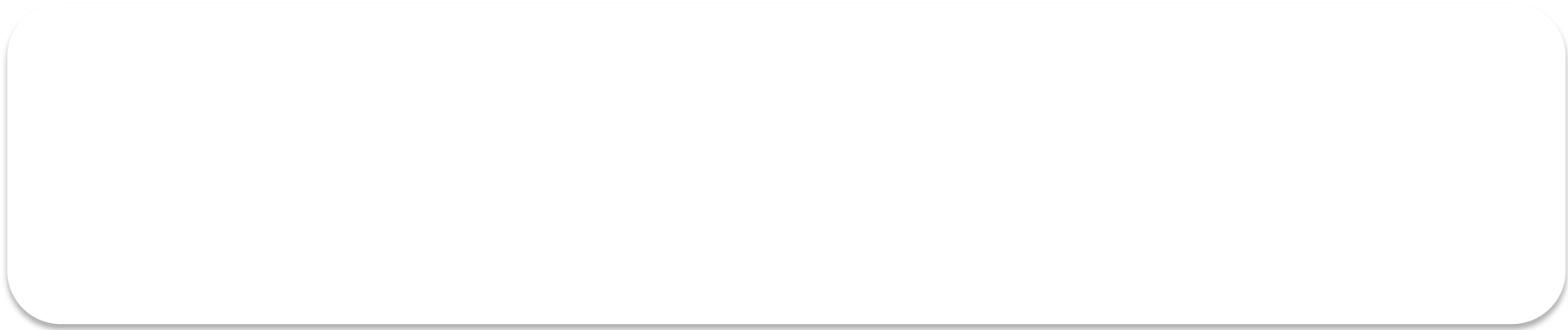
GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data
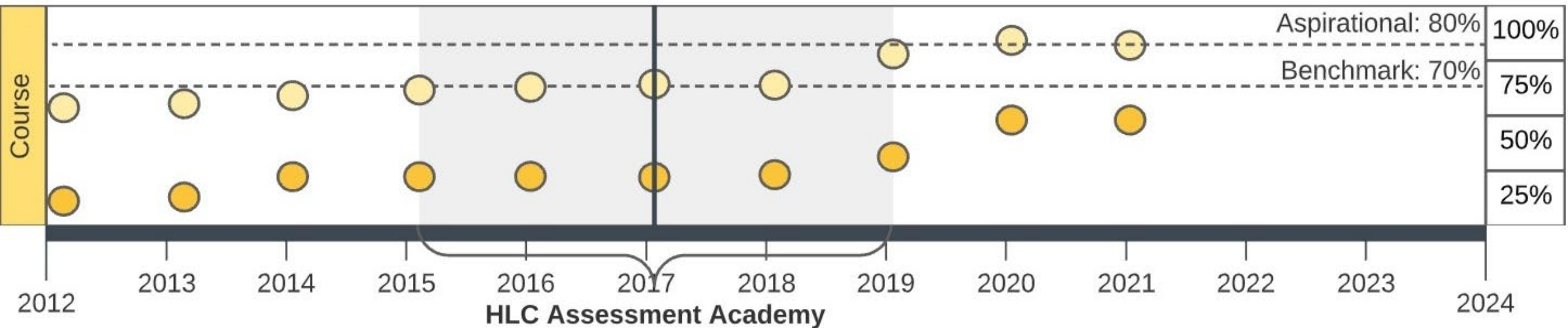

Measure(s):
- ● Percentage of courses with documented summative course assessments
- ○ Percentage of competencies being met at or above the 70% benchmark

2012:
- **12%** of courses submitting summative data
- **54%** of competencies assessed at or above 70% achievement
- AQIP System Portfolio listed the current processes as a Strength

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Measure(s):
- 🟠 Percentage of courses with documented summative course assessments
- ⚪ Percentage of competencies being met at or above the 70% benchmark

2013:
- **16%** of courses submitting summative data
- **60%** of competencies assessed at or above 70% achievement
- Process handbook developed
- Attempts to document assessment use met with mixed results

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Aspirational: 80%

Benchmark: 70%

100%, 75%, 50%, 25%

2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024
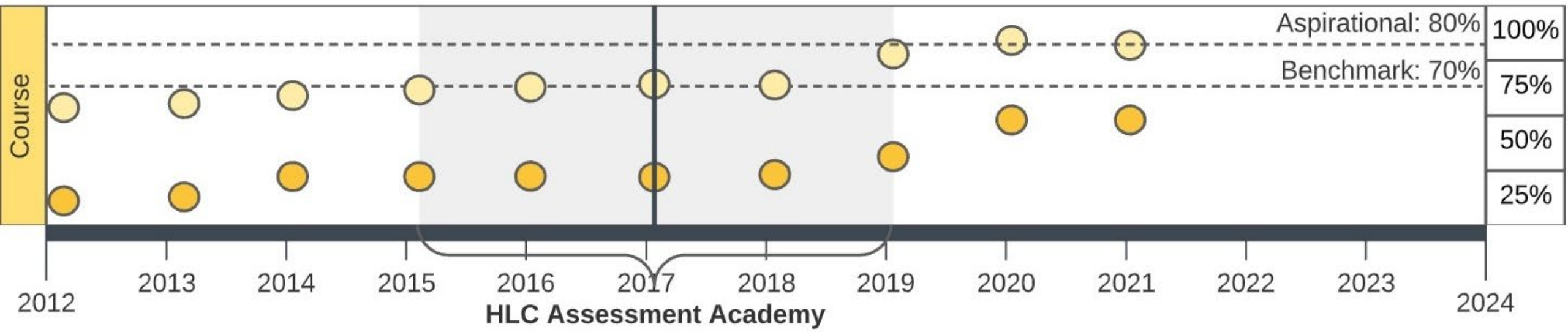
HLC Assessment Academy

Measure(s):

- Percentage of courses with documented summative course assessments
- Percentage of competencies being met at or above the 70% benchmark

2014:
- **20%** of courses submitting summative data
- **65%** of competencies assessed at or above 70% achievement
- Attempts are made to increase the number of courses involved

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data
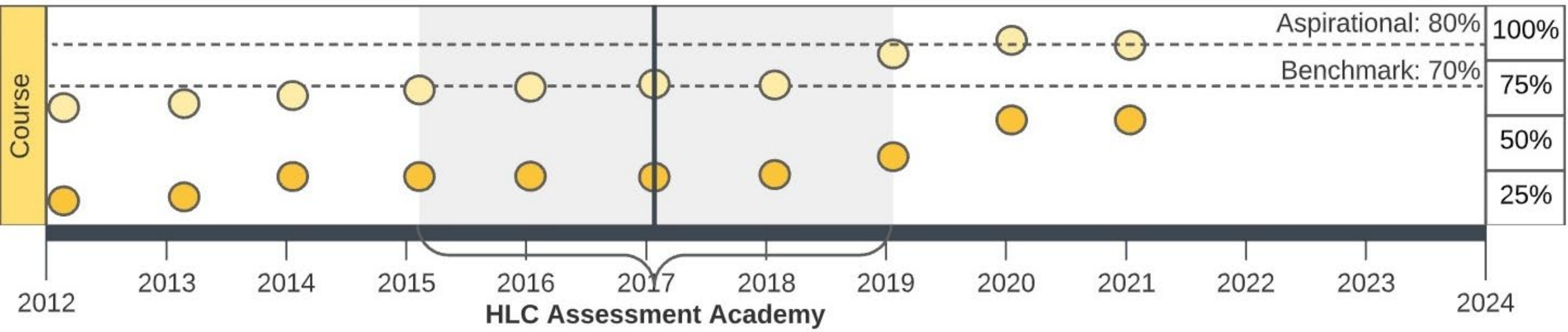

Measure(s):

- ● Percentage of courses with documented summative course assessments

- ○ Percentage of competencies being met at or above the 70% benchmark

2015:
- **20%** of courses submitting summative data
- **69%** of competencies assessed at or above 70% achievement
- HLC Mentors recommend that program assessment be established prior to developing this layer further as processes in one will influence the other

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Course

Aspirational: 80% | 100%
Benchmark: 70% | 75%
50%
25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024
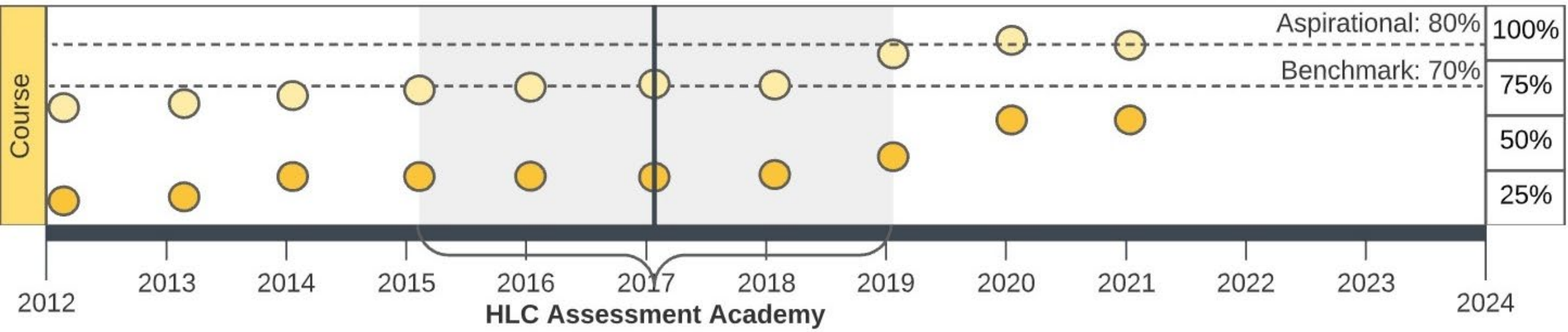
HLC Assessment Academy

Measure(s):

⬤ Percentage of courses with documented summative course assessments

◯ Percentage of competencies being met at or above the 70% benchmark

2016:
- **21%** of courses submitting summative data
- **72%** of competencies assessed at or above 70% achievement
- MS Access considered as a documentation tool, determined to be a poor fit

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data
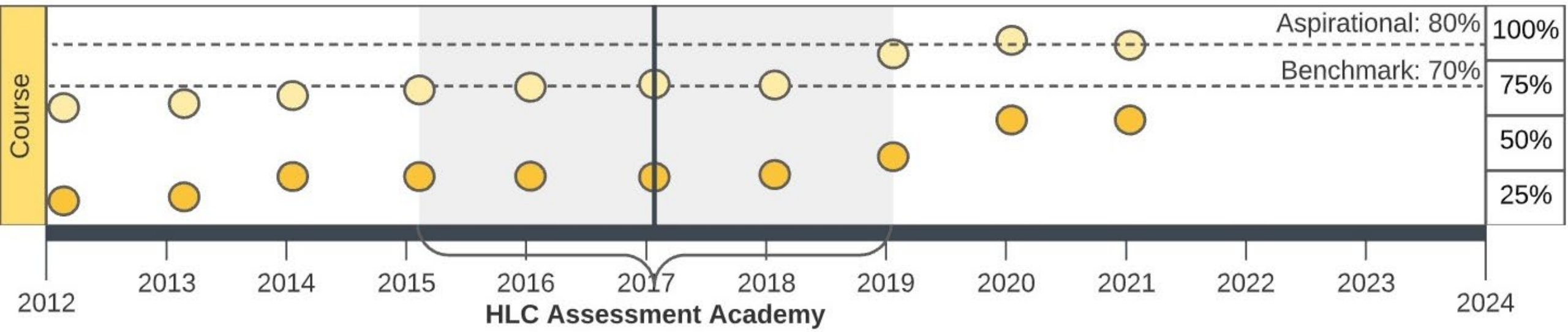

Measure(s):

- 🟠 Percentage of courses with documented summative course assessments

- ⚪ Percentage of competencies being met at or above the 70% benchmark

2017:
- **21%** of courses submitting summative data
- **73%** of competencies assessed at or above 70% achievement

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data
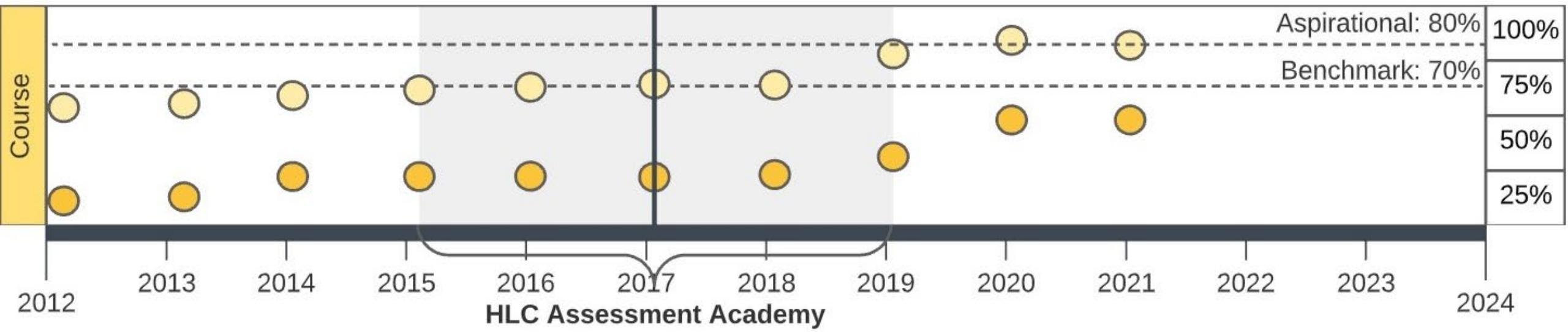

Measure(s):

- (orange) Percentage of courses with documented summative course assessments
- (light) Percentage of competencies being met at or above the 70% benchmark

2018:
- **21%** of courses submitting summative data
- **73%** of competencies assessed at or above 70% achievement
- Program assessment, being based on course competencies, added to the pool of courses collecting and using data

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data
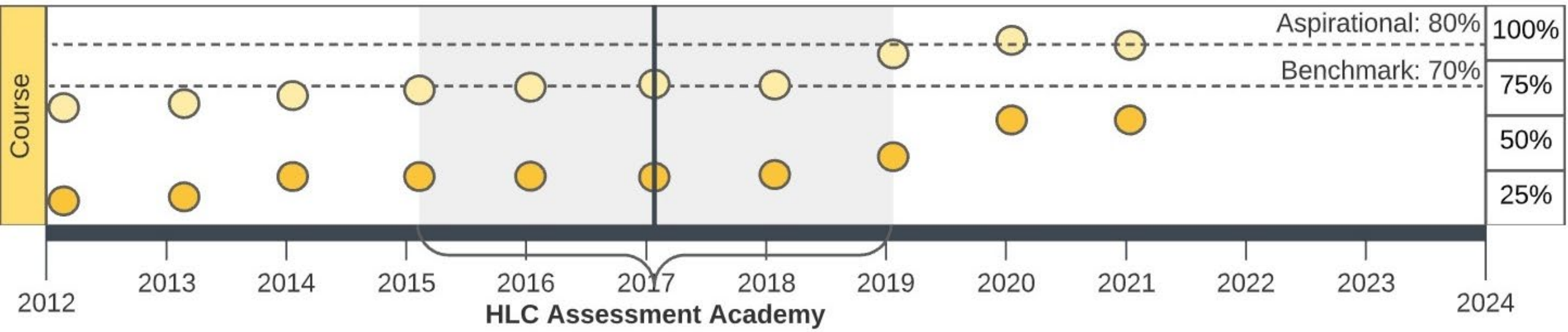

Measure(s):

⬤ Percentage of courses with documented summative course assessments

◯ Percentage of competencies being met at or above the 70% benchmark

2019:
- **35%** of courses submitting summative data
- **78%** of competencies assessed at or above 70% achievement
- Course Assessment Subcommittee founded
- Documentation form developed in Canvas LMS with HLC Mentor guidance

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Aspirational: 80%
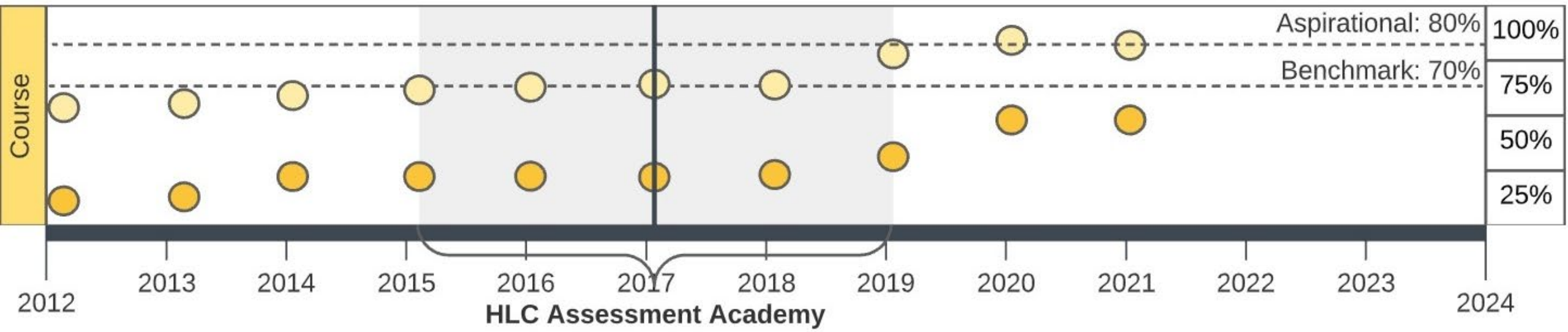Benchmark: 70%

HLC Assessment Academy

Measure(s):

- ● Percentage of courses with documented summative course assessments
- ○ Percentage of competencies being met at or above the 70% benchmark

2020:
- **48%** of courses submitting summative data
- **83%** of competencies assessed at or above 70% achievement
- New documentation form piloted; feedback used to refine the process
- Process handbook updated to reflect current expectations

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data
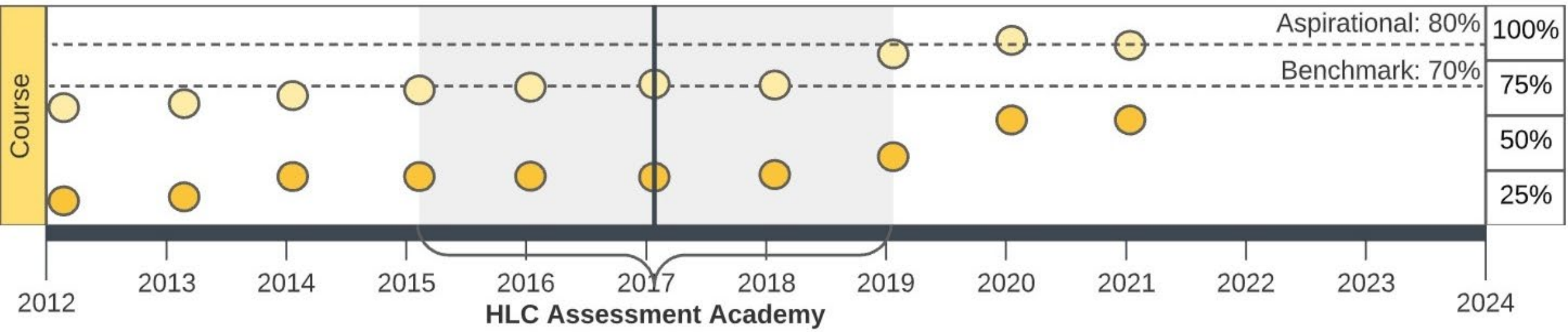

Measure(s):

⬤ (orange) Percentage of courses with documented summative course assessments

◯ (light) Percentage of competencies being met at or above the 70% benchmark

2021:
- **48%** of courses submitting summative data
- **81%** of competencies assessed at or above 70% achievement
- Assessment spotlight video developed on course assessment
- Documentation form implemented with an initial goal of 70% of faculty submitting improvements plans based on the data

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data
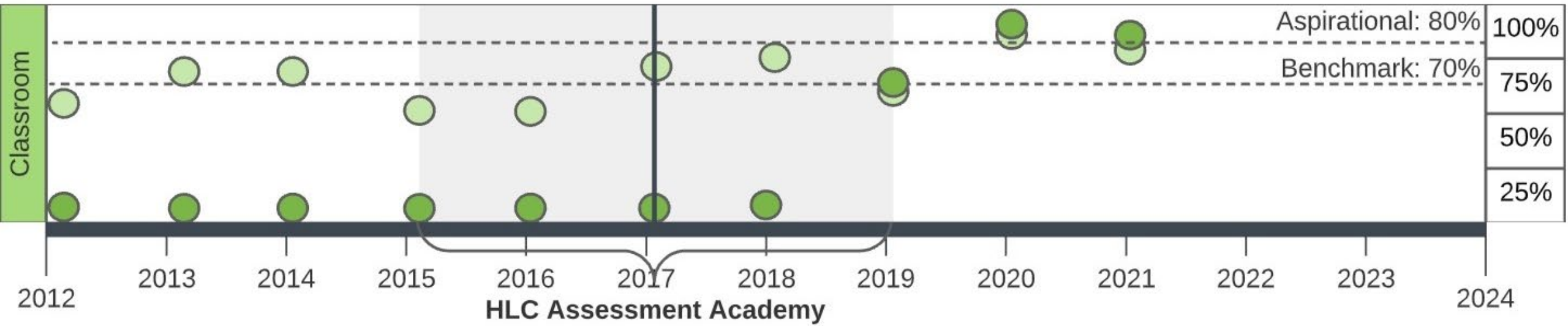
Classroom

Aspirational: 80%   100%

Benchmark: 70%   75%

50%

25%

2012   2013   2014   2015   2016   2017   2018   2019   2020   2021   2022   2023   2024

HLC Assessment Academy

Measure(s):

● Percentage of classroom assessments with a quality rank of excellent

○ Percentage of faculty documenting formative classroom assessments

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Aspirational: 80%
Benchmark: 70%

Classroom

100%
75%
50%
25%

2012   2013   2014   2015   2016   2017   2018   2019   2020   2021   2022   2023   2024

HLC Assessment Academy
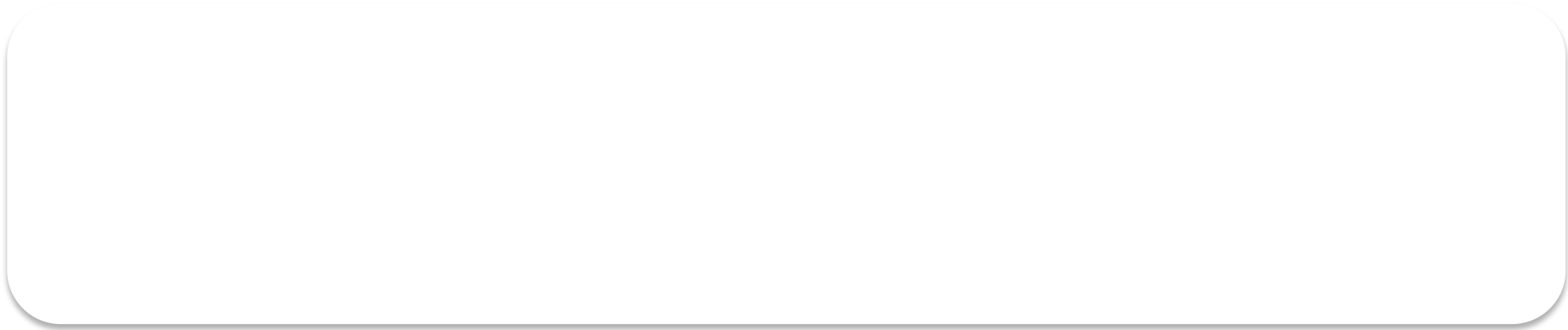
Measure(s):

● Percentage of classroom assessments with a quality rank of excellent

○ Percentage of faculty documenting formative classroom assessments

2012:
- **54%** overall submission rate using Google Docs
- **Low** quality rate – Title III grant emphasized quantity
- Assessment report and process handbook developed
- AQIP indicated a need to increase faculty participation

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Classroom

Aspirational: 80% 100%

Benchmark: 70% 75%

50%

25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024
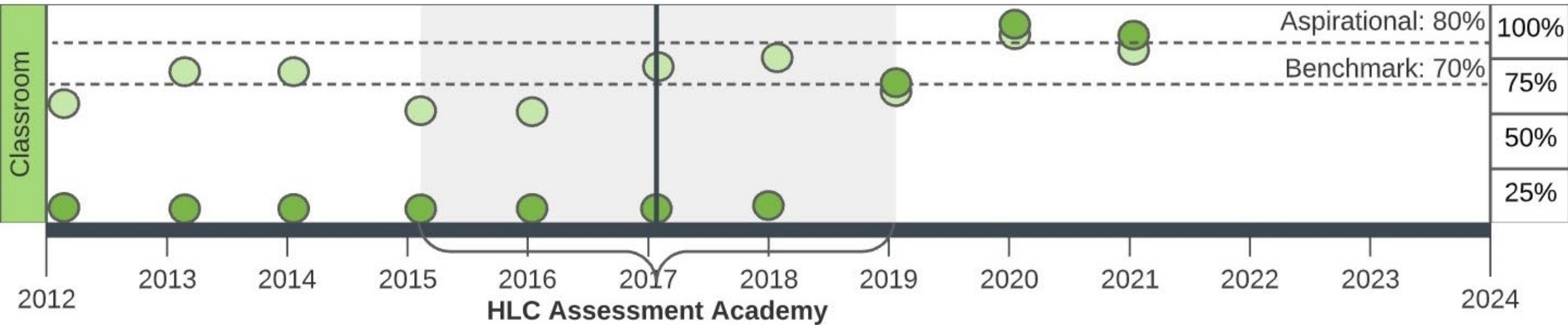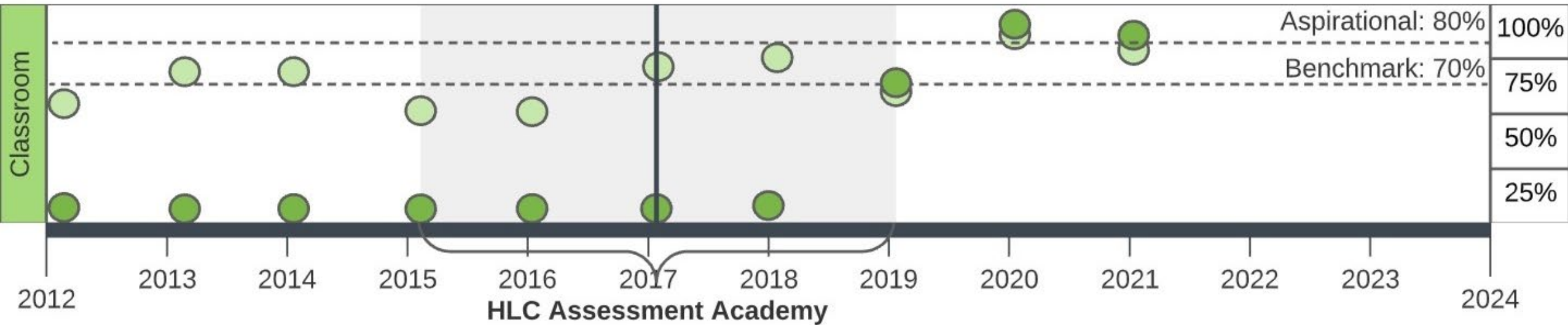
HLC Assessment Academy

Measure(s):

● Percentage of classroom assessments with a quality rank of excellent

○ Percentage of faculty documenting formative classroom assessments

2013:
- **71%** overall submission rate using Google Docs
- **Low** quality rate – missing information, dots not connected, etc.
- Faculty follow-up efforts continued using processes from two prior AQIP Action Projects

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Classroom

Aspirational: 80%
Benchmark: 70%

100%
75%
50%
25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024
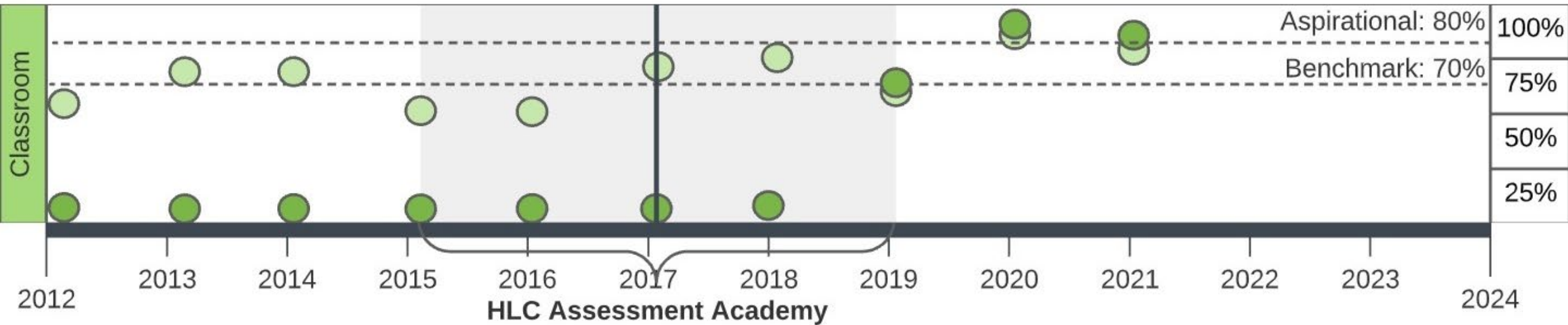
HLC Assessment Academy

Measure(s):

- Percentage of classroom assessments with a quality rank of excellent
- Percentage of faculty documenting formative classroom assessments

2014:
- **70%** overall submission rate using Google Docs
- **Low** quality rate – typos, grammatical errors, etc.

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Measure(s):

- 🟢 Percentage of classroom assessments with a quality rank of excellent

- ⚪ Percentage of faculty documenting formative classroom assessments

2015:
- **60%** overall submission rate using Google Docs
- **Low** quality rate
- MS Access system for collecting data piloted with HLC Mentor guidance

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Classroom

Aspirational: 80% 100%
Benchmark: 70% 75%
50%
25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

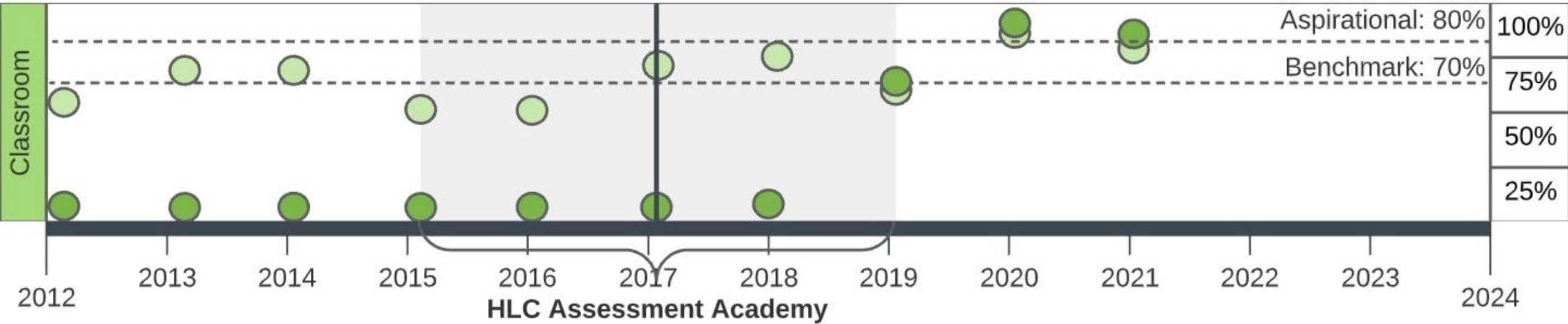**HLC Assessment Academy**

Measure(s):

● Percentage of classroom assessments with a quality rank of excellent

○ Percentage of faculty documenting formative classroom assessments

2016:
- **59%** overall submission rate using MS Access
- **Low** quality rate
- HLC Mentors noted a need to improve quality

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Classroom

Aspirational: 80% | 100%
Benchmark: 70% | 75%
50%
25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

HLC Assessment Academy

Measure(s):

- 🟢 Percentage of classroom assessments with a quality rank of excellent

- 🟢 Percentage of faculty documenting formative classroom assessments

2017:
- **73%** overall submission rate using MS Access
- **Low** quality rate
- Malware attack on MS Access database resulted in lost data
- Professional development provided to shift focus from quality to quantity

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Aspirational: 80%
Benchmark: 70%

HLC Assessment Academy

Measure(s):

- Percentage of classroom assessments with a quality rank of excellent
- Percentage of faculty documenting formative classroom assessments

2018:
- **76%** overall submission rate using MS Access and then Canvas LMS
- **0.5%** quality rate
- Classroom Assessment Subcommittee founded
- Began to provide feedback on submitted assessments regarding quality
- Assessment newsletter developed

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Classroom

Aspirational: 80% 100%

Benchmark: 70% 75%

50%

25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

HLC Assessment Academy

Measure(s):

● Percentage of classroom assessments with a quality rank of excellent

○ Percentage of faculty documenting formative classroom assessments

2019:
- **67%** overall submission rate using Canvas LMS
- **70%** quality rate
- Feedback loop deemed a success with dramatic increase in quality

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Classroom

Aspirational: 80% — 100%

Benchmark: 70% — 75%

50%

25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024
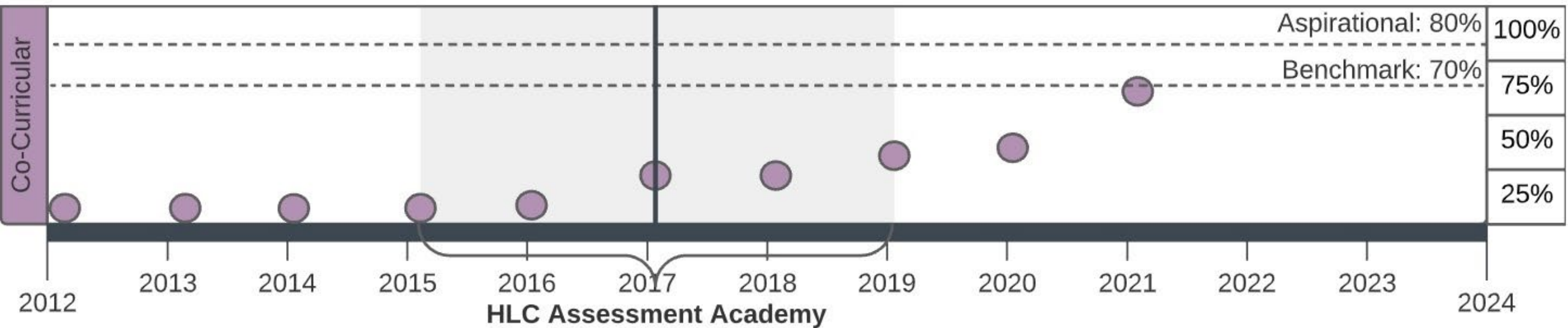
HLC Assessment Academy

Measure(s):

- ● Percentage of classroom assessments with a quality rank of excellent
- ○ Percentage of faculty documenting formative classroom assessments

2020:
- **86%** overall submission rate using Canvas LMS
- **88%** quality rate
- Assessment spotlight videos developed highlighting difference between classroom and course layers of assessment

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Aspirational: 80%
Benchmark: 70%

100%
75%
50%
25%

Classroom

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

HLC Assessment Academy

Measure(s):

● Percentage of classroom assessments with a quality rank of excellent

○ Percentage of faculty documenting formative classroom assessments

2021:
- **80%** overall submission rate using Canvas LMS
- **84%** quality rate
- Quality rubrics being developed to further enhance feedback loop

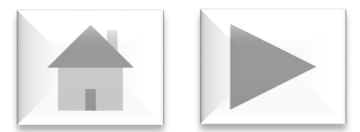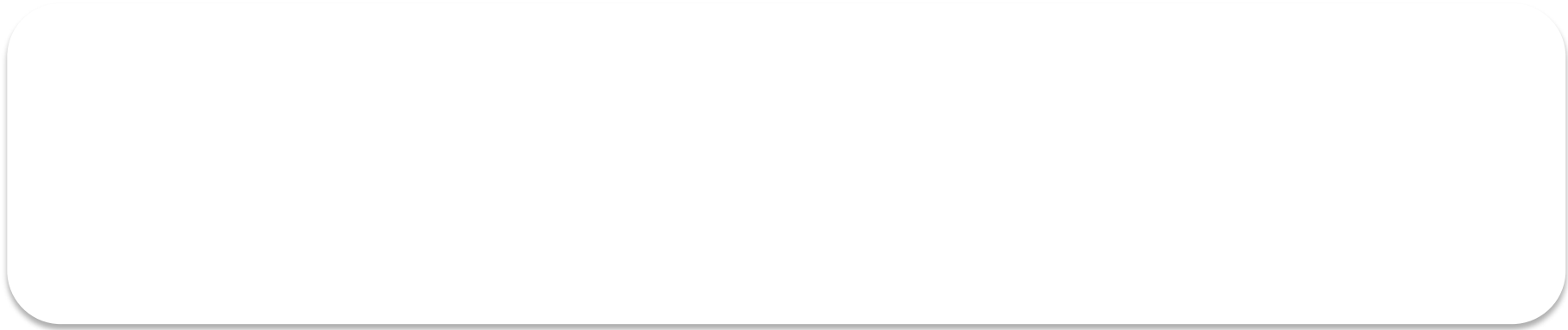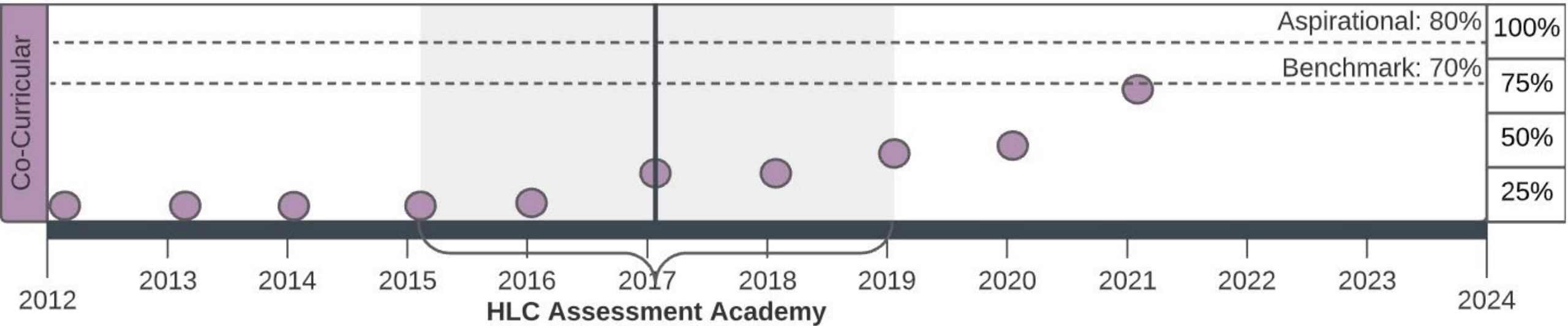**GOAL:** Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Co-Curricular

Aspirational: 80%
Benchmark: 70%

100%
75%
50%
25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

HLC Assessment Academy

Measure(s):

○ Percentage of co-curricular groups assessing learning outcomes

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Co-Curricular

Aspirational: 80%
Benchmark: 70%

100%
75%
50%
25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

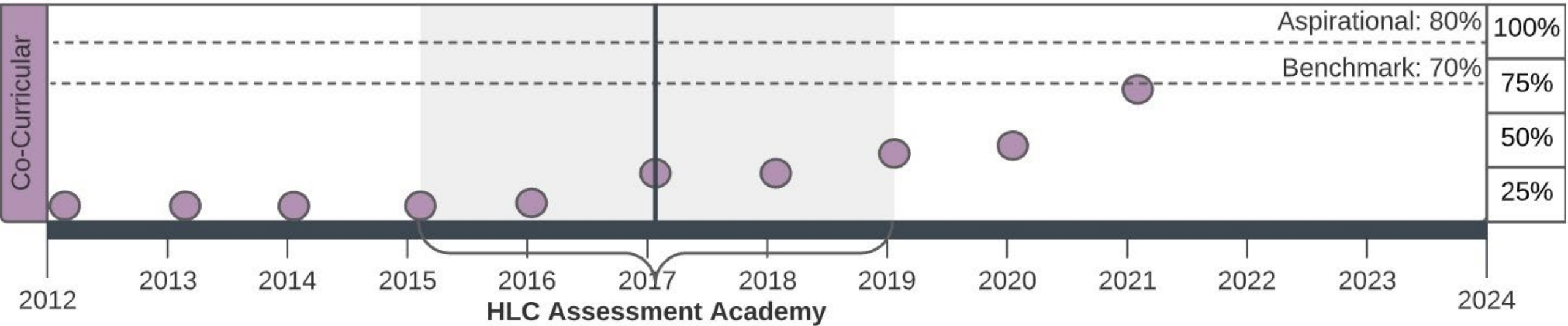HLC Assessment Academy

Measure(s):

○ Percentage of co-curricular groups assessing learning outcomes

2012 – 2014:
- **0%** of co-curricular groups assessing learning outcomes
- AQIP System Portfolio response specified co-curricular assessment as an Opportunity

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Co-Curricular

Aspirational: 80% — 100%
Benchmark: 70% — 75%
50%
25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

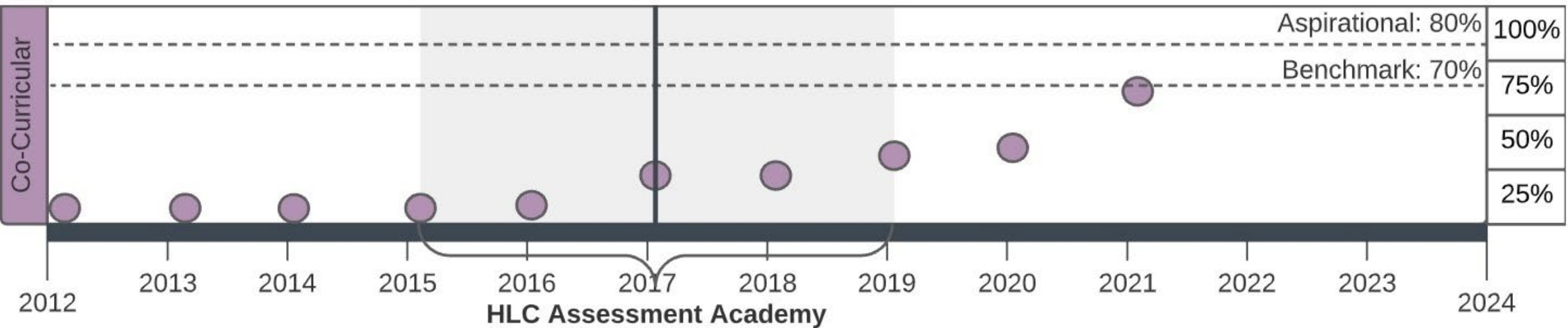HLC Assessment Academy

Measure(s):

○ Percentage of co-curricular groups assessing learning outcomes

2015:
- **0%** of co-curricular groups assessing learning outcomes
- HLC Assessment Academy provided professional development on this area

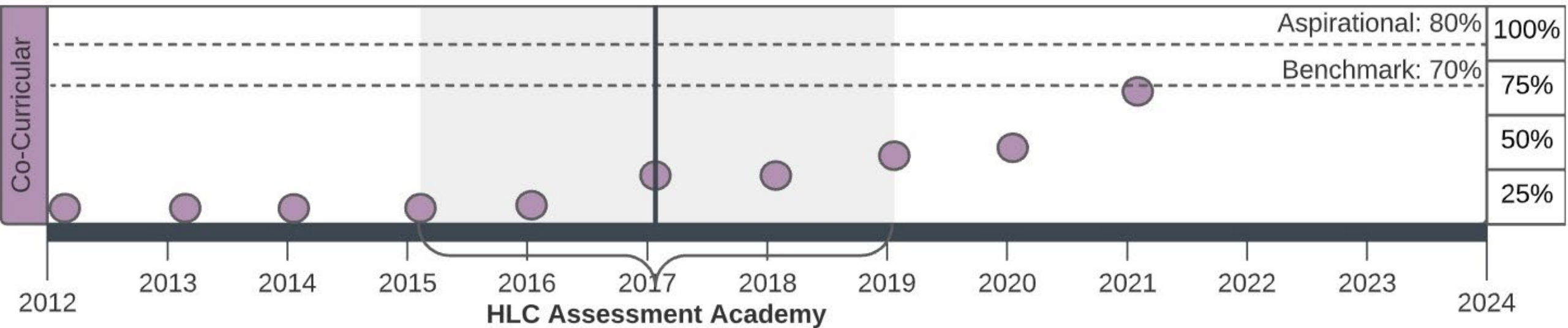## GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Aspirational: 80%

Benchmark: 70%

Co-Curricular

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

HLC Assessment Academy

100% 75% 50% 25%

Measure(s):

⬤ Percentage of co-curricular groups assessing learning outcomes

2016:
- **15%** of co-curricular groups assessing learning outcomes
- Potential co-curricular groups identified, some with existing assessments
- HLC guidance sought on defining co-curricular at Barton
- Process handbook developed

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Co-Curricular

Aspirational: 80% — 100%
Benchmark: 70% — 75%
50%
25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024
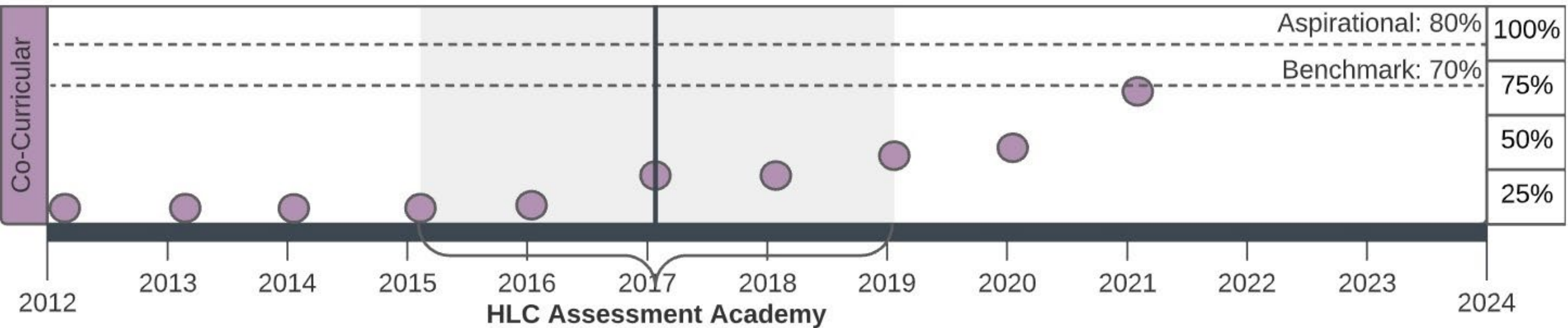
HLC Assessment Academy

Measure(s):

● Percentage of co-curricular groups assessing learning outcomes

2017:
- **27%** of co-curricular groups assessing learning outcomes
- Refined the list of co-curricular groups
- Co-Curricular assessment template developed with HLC Mentor guidance
- Co-curricular learning outcomes aligned with ENDS and Core Values
- Open Pathways Assurance Argument response indicated approval with the current model

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Co-Curricular

Aspirational: 80%

Benchmark: 70%

100%
75%
50%
25%

2012   2013   2014   2015   2016   2017   2018   2019   2020   2021   2022   2023   2024
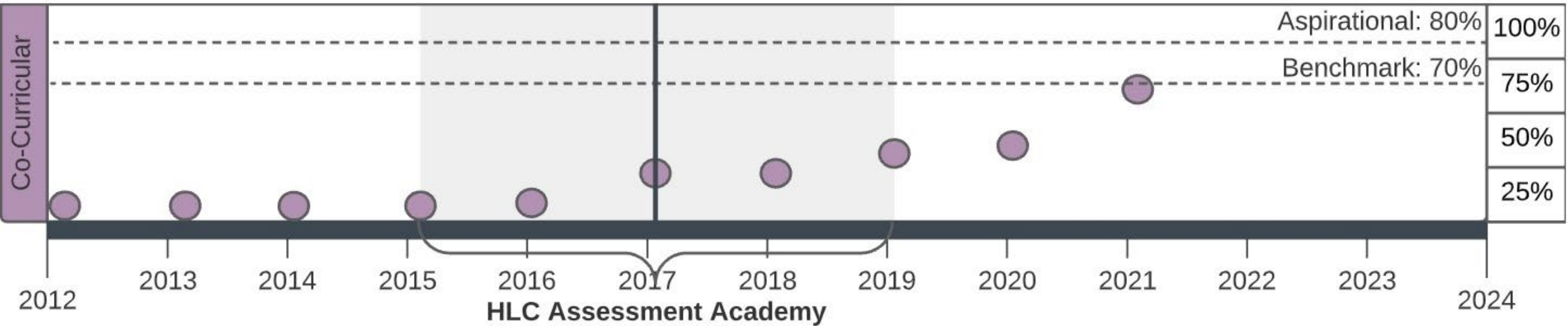
HLC Assessment Academy

Measure(s):

● Percentage of co-curricular groups assessing learning outcomes

2018:
- **27%** of co-curricular groups assessing learning outcomes
- Continued refinement of the list of co-curricular groups
- Co-Curricular Assessment Subcommittee founded
- Assessment processes updated

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Co-Curricular

Aspirational: 80% — 100%
Benchmark: 70% — 75%
50%
25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

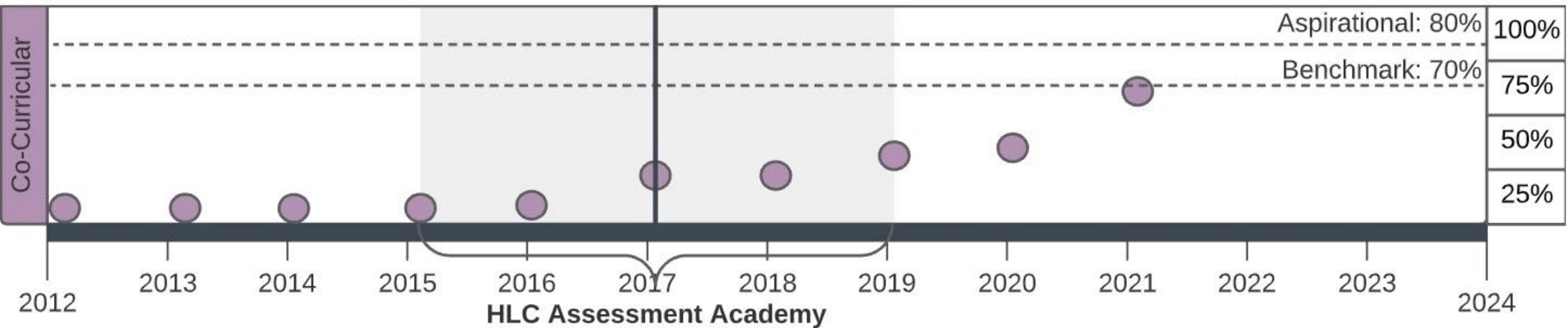**HLC Assessment Academy**

Measure(s):

● Percentage of co-curricular groups assessing learning outcomes

2019:
- **31%** of co-curricular groups assessing learning outcomes
- HLC scaled back the use of attendance as a measure for co-curricular learning outcomes
- Quality rubrics researched for potential use

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Aspirational: 80% 100%
Benchmark: 70% 75%
50%
25%

Co-Curricular

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024
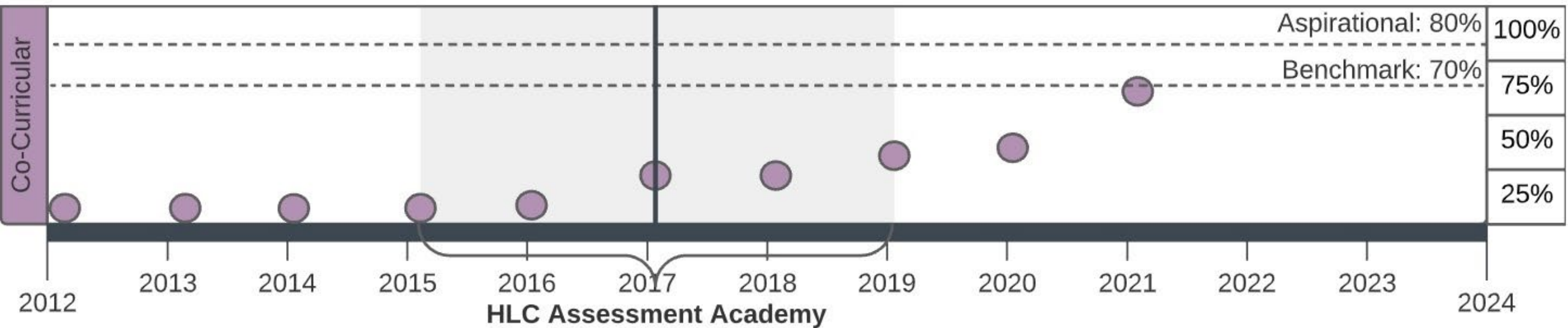
HLC Assessment Academy

Measure(s):

⬤ Percentage of co-curricular groups assessing learning outcomes

2020:
- **35%** of co-curricular groups assessing learning outcomes
- Revised HLC definition of co-curricular and extra-curricular considered
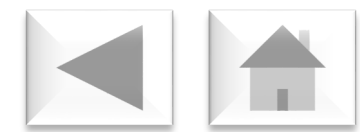- Review of acceptable data completed bringing co-curricular areas back in compliance with updated standards

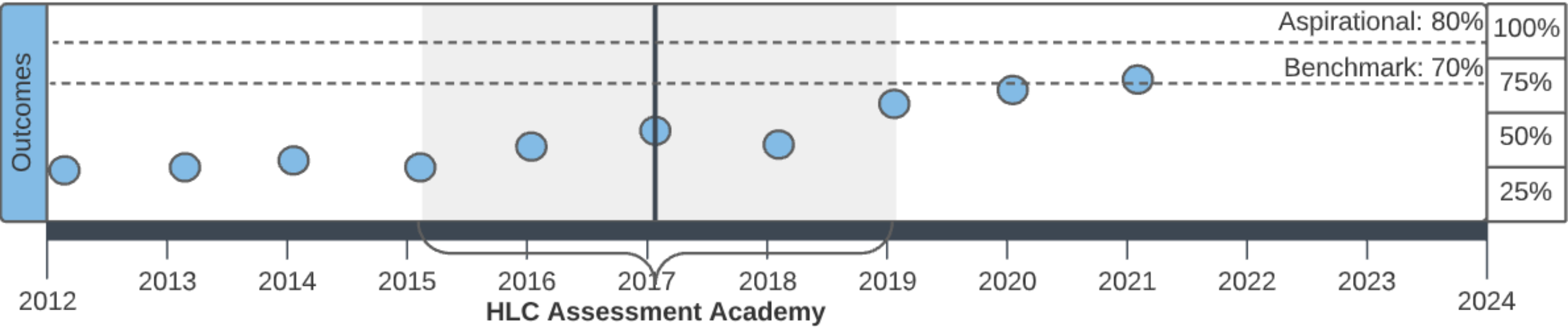## GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Aspirational: 80% — 100%
Benchmark: 70% — 75%

Co-Curricular

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

HLC Assessment Academy

Measure(s):

○ Percentage of co-curricular groups assessing learning outcomes

2021:
- **65%** of co-curricular groups assessing learning outcomes
- Updated definition of co-curricular and extra-curricular groups approved
- Survey developed for groups to determine if they are a co-curricular or not
- Co-curricular program goals created
- Realignment of co-curricular learning outcomes with fundamental outcomes
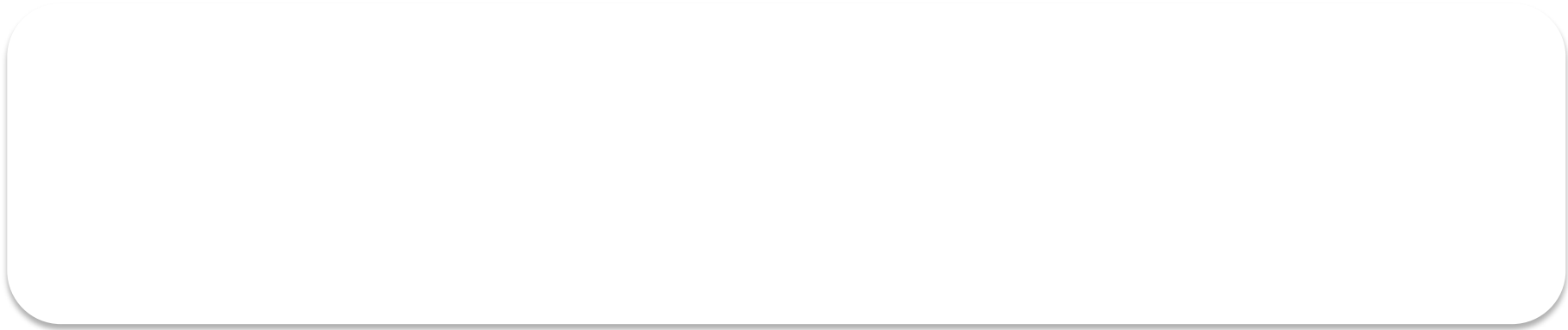
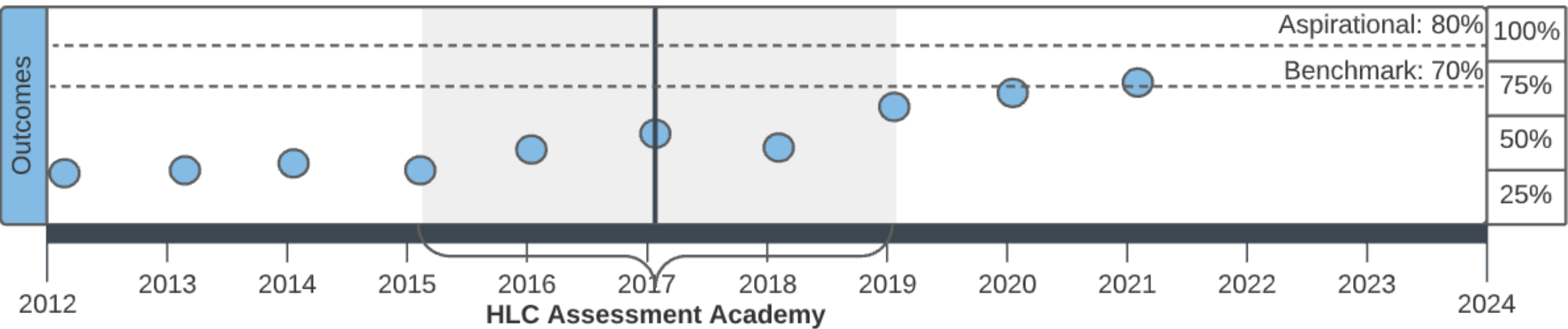**GOAL**: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Aspirational: 80%
Benchmark: 70%

100%
75%
50%
25%

Outcomes

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

HLC Assessment Academy

Measure(s):

◯ Aggregated score from all layers of assessment

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data
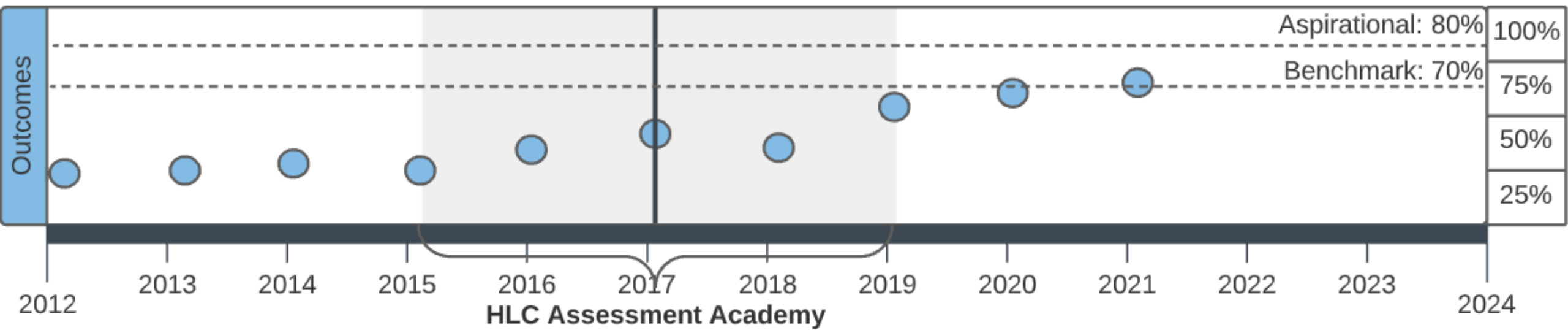

Measure(s):

○ Aggregated score from all layers of assessment

2012:
- **27%** aggregated score
- AQIP System Portfolio response received, Assessment processes seen as a Strength but co-curricular and program assessment as Opportunities
- Outcomes Assessment Committee comprised of 11 members serving as an advisory group to the Coordinator of Assessment

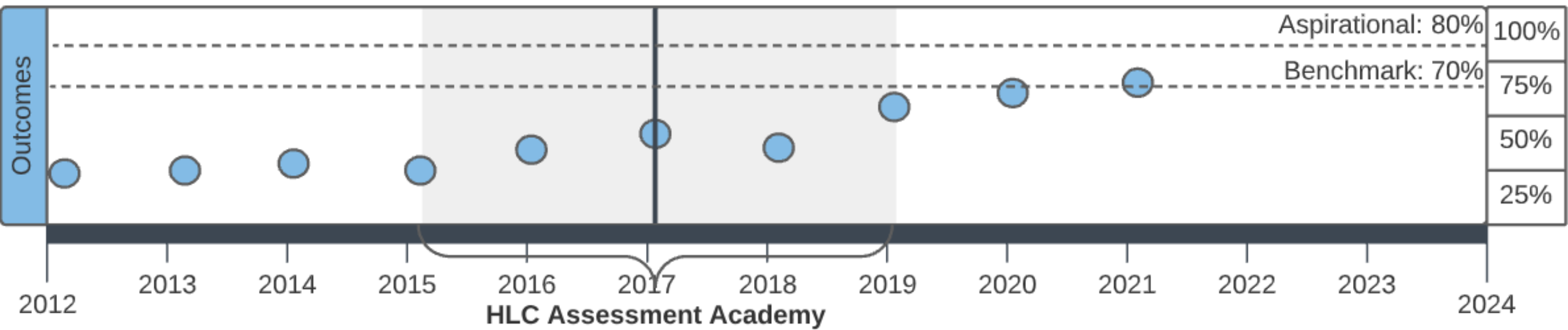# GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Aspirational: 80%
Benchmark: 70%

Outcomes

100%
75%
50%
25%

2012   2013   2014   2015   2016   2017   2018   2019   2020   2021   2022   2023   2024

HLC Assessment Academy

Measure(s):

⬤ Aggregated score from all layers of assessment

2013:
- **30%** aggregated score
- Focus mainly on providing guidance on classroom assessment and their documentation

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data
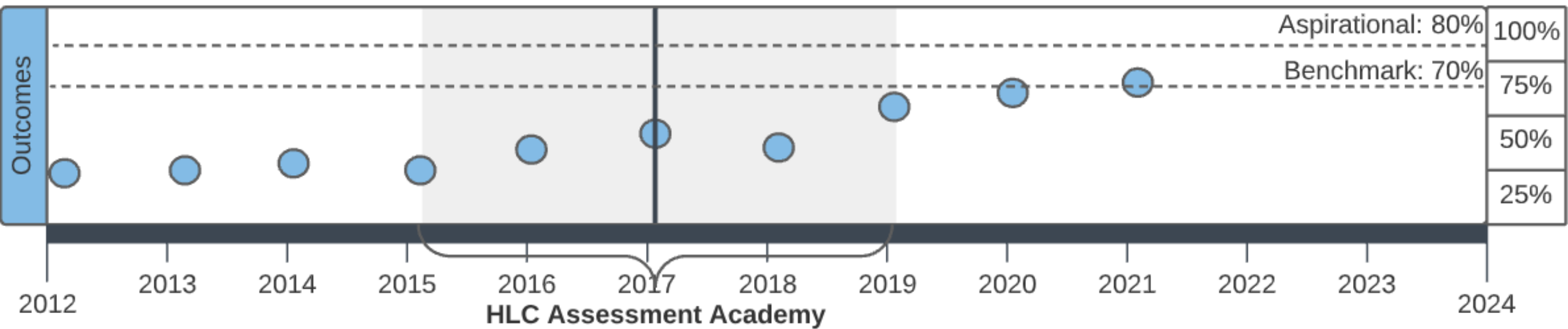

Measure(s):

⬤ Aggregated score from all layers of assessment

2014:
- **31%** aggregated score

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Aspirational: 80% — 100%
Benchmark: 70% — 75%
50%
25%

Outcomes

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

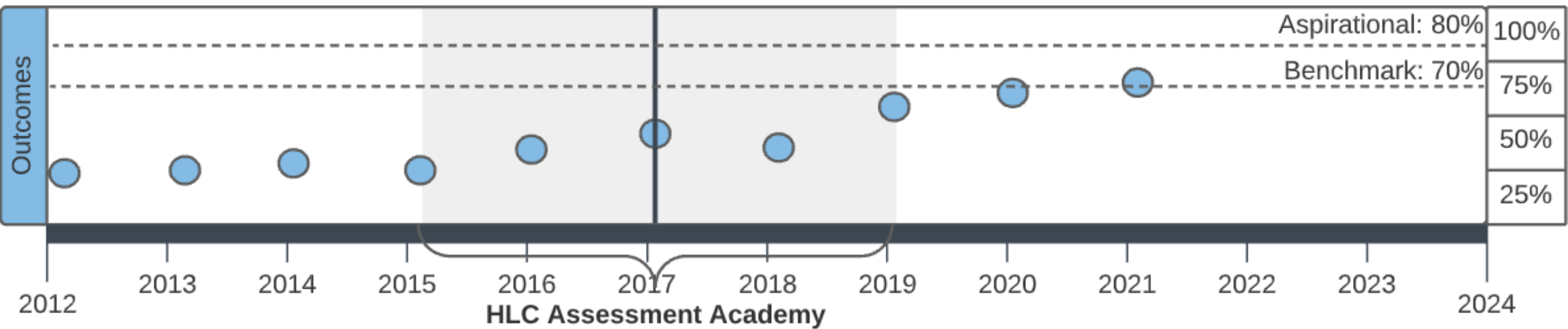HLC Assessment Academy

Measure(s):

⬤ Aggregated score from all layers of assessment

2015:
- **31%** aggregated score
- Coordinator of Assessment Position Description developed
- Barton became a member of the HLC Assessment Academy
- The Coordinator of Assessment served full-time for one year
- Coordinator of Assessment to give an overall report to the President annually

◀ ⌂ ▶

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data
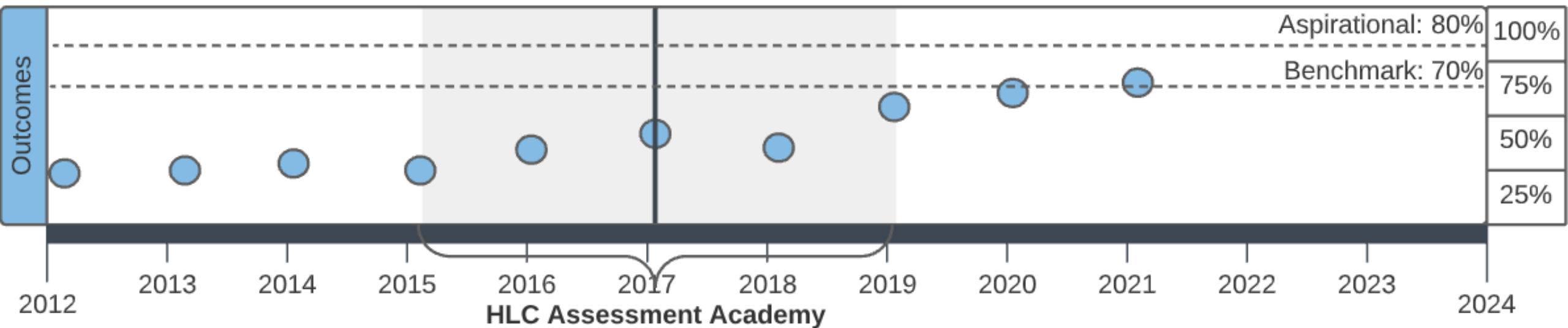

Aspirational: 80%

Benchmark: 70%

100%

75%

50%

25%

Outcomes

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

HLC Assessment Academy

Measure(s):

◯ Aggregated score from all layers of assessment

2016:
• **35%** aggregated score
• Assessment process handbooks developed
• HLC Assessment Academy goals (automate data collection, develop program and co-curricular assessment, and improve communication on assessment)

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Outcomes

Aspirational: 80%
Benchmark: 70%

100%
75%
50%
25%

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

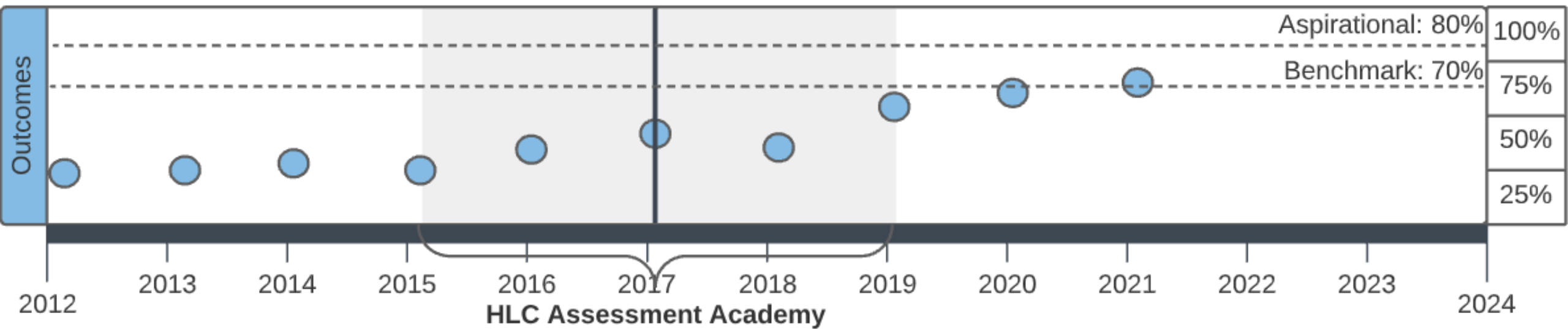HLC Assessment Academy

Measure(s):

◯ Aggregated score from all layers of assessment

2017:
- **39%** aggregated score
- Strategic Plan of Assessment for Sustainability developed and implemented
- Coordinator of Assessment met with the VP for professional development
- Open Pathways Assurance Argument response received with the Assessment processes listed as efficient/effective and program assessment as a concern

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Aspirational: 80%
Benchmark: 70%

100%
75%
50%
25%

Outcomes

2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

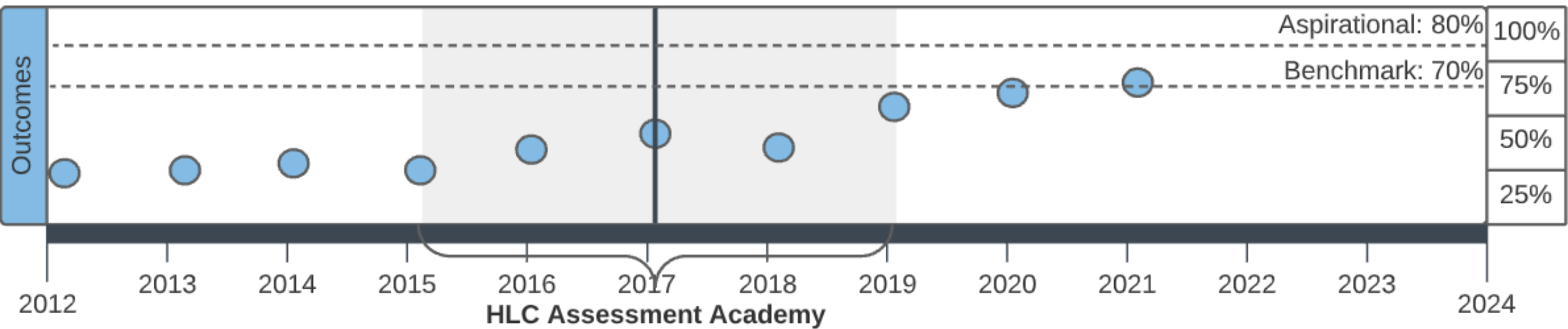HLC Assessment Academy

Measure(s):

🔵 Aggregated score from all layers of assessment

2018:
- **36%** aggregated score
- Barton Assessment Institute founded
- Classroom and Co-Curricular Assessment Subcommittees founded
- External assessment website developed to communicate with stakeholders based on Mentor consultation and NILOA standards

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data
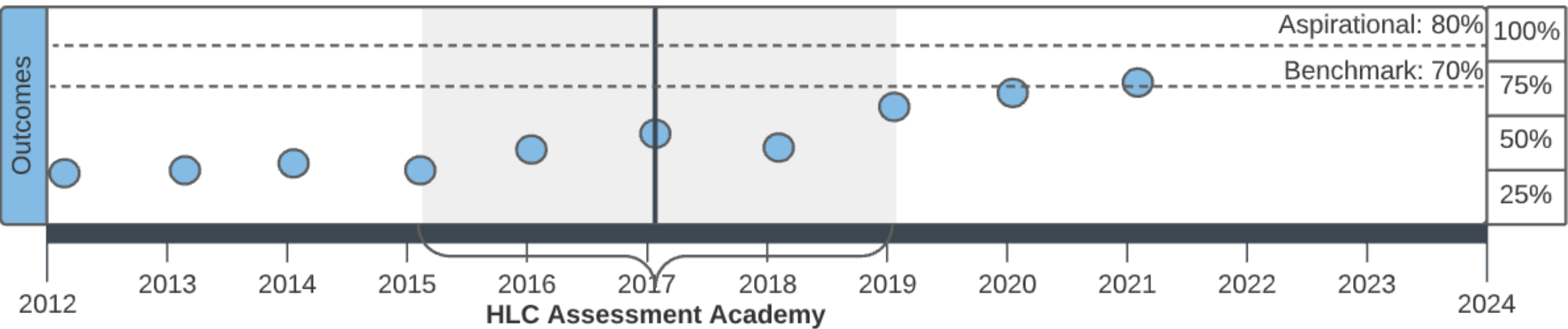

Measure(s):

○ Aggregated score from all layers of assessment

2019:
- **58%** aggregated score
- Course Assessment Subcommittee founded
- External assessment website went live
- Graduated first class from the Assessment Institute
- Graduated from the HLC Assessment Academy

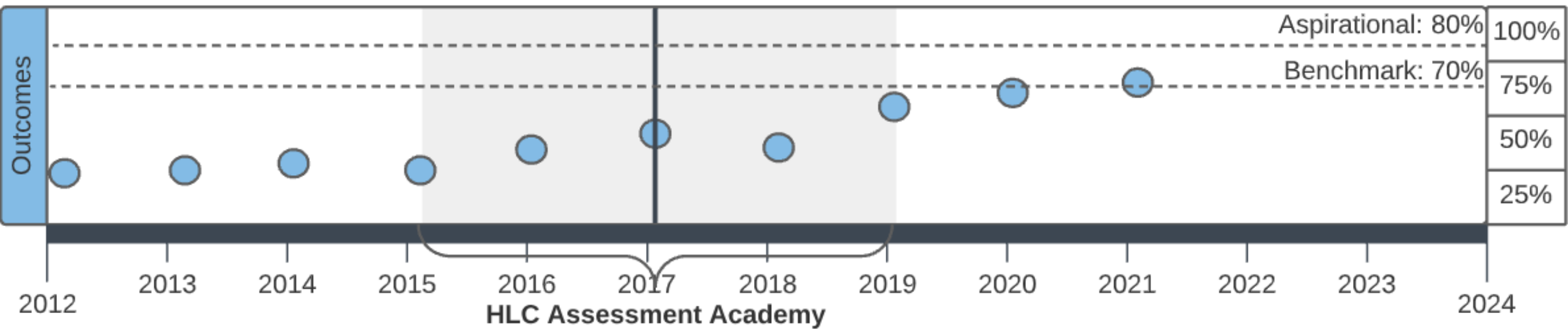# GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Outcomes vs. Year (2012–2024)

- Aspirational: 80%
- Benchmark: 70%
- 100%
- 75%
- 50%
- 25%

HLC Assessment Academy

Measure(s):

○ Aggregated score from all layers of assessment

2020:
- **67%** aggregated score
- Course Binder Project implemented
- Executive summary of assessment report developed
- Graduated second class from the Assessment Institute
- Instructional reviews aligned with assessment, planning, and budgeting timelines

GOAL: Make Decisions to Improve Student Learning Outcomes Based on Useful Data

Aspirational: 80%
Benchmark: 70%

Outcomes

100%
75%
50%
25%

2012 · 2013 · 2014 · 2015 · 2016 · 2017 · 2018 · 2019 · 2020 · 2021 · 2022 · 2023 · 2024

HLC Assessment Academy

Measure(s):

◯ Aggregated score from all layers of assessment

2021:
- **72%** aggregated score
- Program Assessment Subcommittee founded
- Graduated third class from the Assessment Institute
- Institutional Assessment Subcommittee being developed
- Assessment summit to administration being developed

Assessment Model

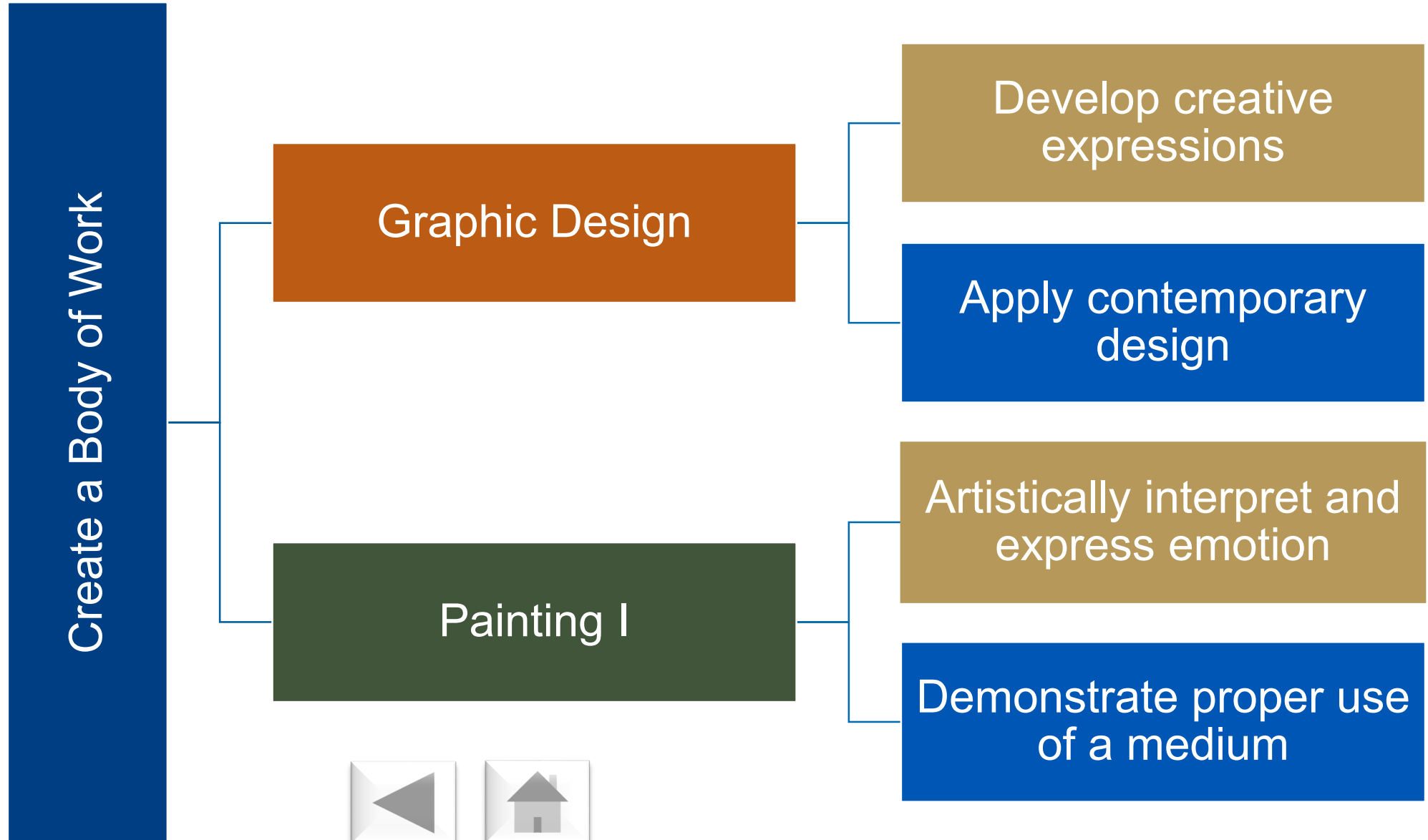The following flowchart represents the various layers of assessment at Barton.

Each layer focuses in on specific **Student Learning Outcomes** relating to what a student will understand, apply, analyze, evaluate, create, etc. when they have completed a given learning experience.
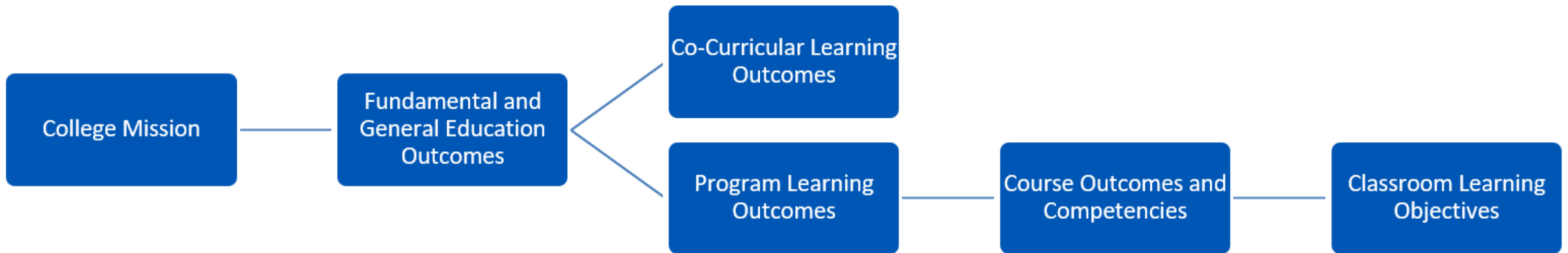
BARTON
A S S E S S M E N T
I N S T I T U T E

Barton's Assessment Institute is an in-house training program developed to educate faculty and staff on the assessment of student learning and to develop the next generation of assessment leaders.

Issues:

- Who will be the next assessment leaders at Barton? (**Sustainability**)
- Who understands the holistic assessment picture at Barton? (**Consistency**)
- How will Barton ensure continuous quality improvement? (**Empowerment**)

Benefits:

- **Sustainability**
  - Education with current assessment literature.
  - Membership on assessment subcommittees.
- **Consistency**
  - Hands-on practice with direct supervision.
  - Time for reflection on what has been learned.
- **Empowerment**
  - Active discussion-based learning.
  - Participants gained confidence in their knowledge and ability to participate in and to contribute to assessment committees and projects.

Assessment Committees: Sustainability
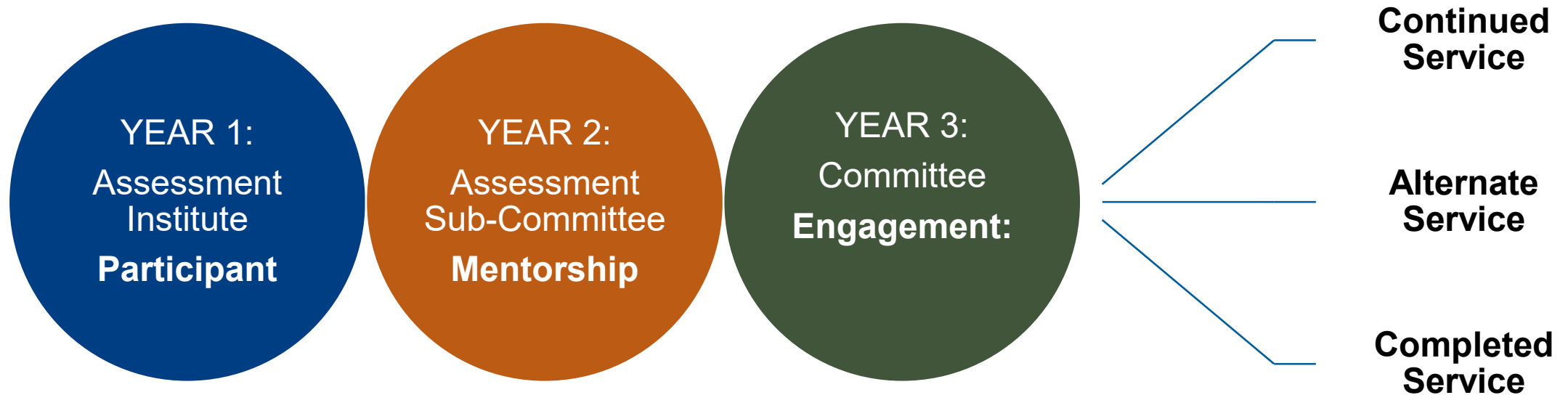
Organizational Structure
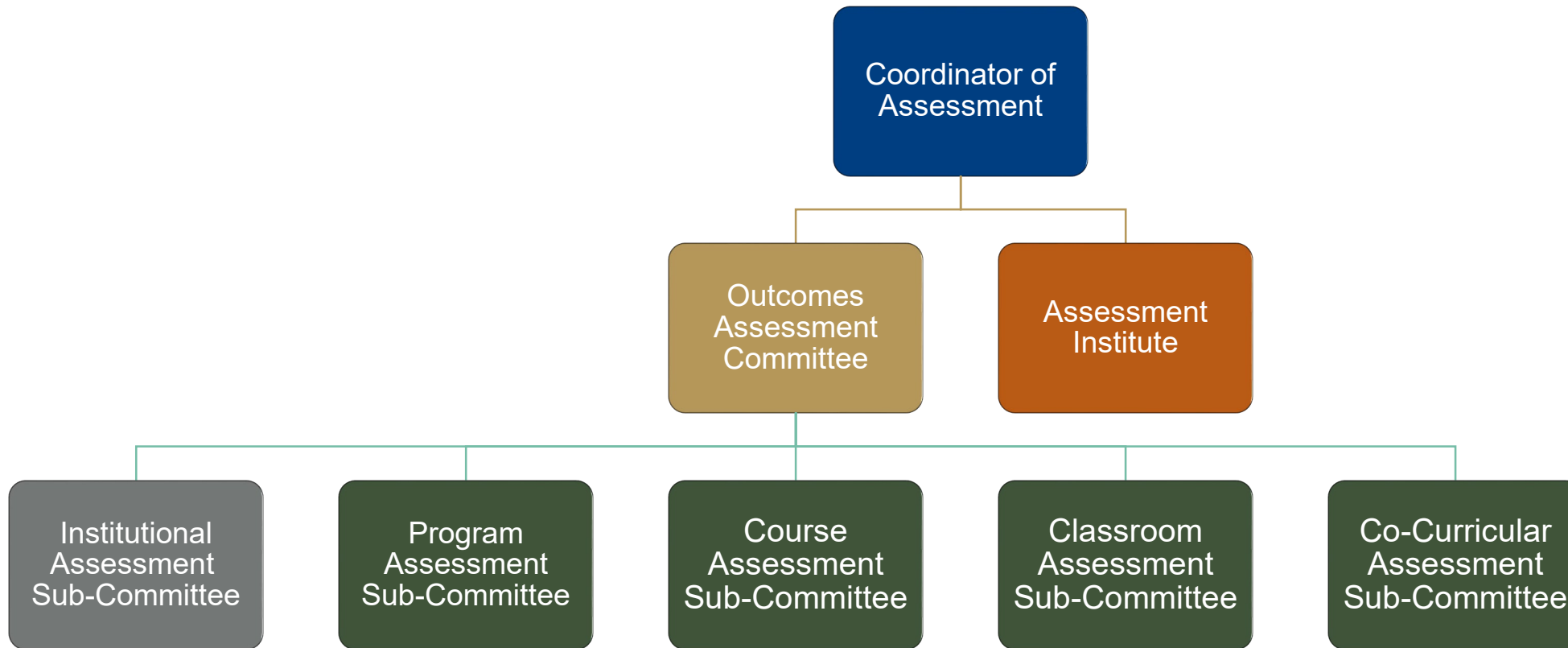
AQIP System Appraisal 2012

The following are summary comments on…the AQIP Categories crafted by the Appraisal Team…to highlight Barton Community College's achievements and identify challenges yet to be met:

Strengths (S)

- Assessment Model
- Embedded assessment

Opportunities (O)

- Need to have more faculty participate in the Classroom Assessment Techniques
- Program-level outcomes
- Co-curricular goals and outcomes
- Not described the processes it uses
- Analysis of results is generally missing

Open Pathways Assurance Review 2017

Criterion: 2.A., 3.B, 3.E., 4.A., 4.B., 5.C., 5.D.

- Currently the program review documents and process do not appear to be assessing student learning,…Barton should take full advantage of the guidance it receives from the Academy to move student learning and programmatic assessment to the forefront

- In terms of assessment of the general education courses at Barton, the five general education/fundamental outcomes that align with the mission and the Board ENDS are an integral part of Barton's curriculum…general education assessment permeates Barton Community College through a well-established platform of accountability, connection and competency

- By developing an Assessment Processes Handbook, understanding and ownership of effective student learning assessment is apparent throughout Barton…these processes prove to be successful in sharing learning outcomes throughout the college thus promoting course and curricular improvement…the faculty-driven processes are designed to improve instruction and student learning continuously

- As with course and program level assessment, Barton has demonstrated a commitment to assessing and strengthening co-curricular programs…Barton uses … information to improve co-curricular programs

- Barton Community college also has clearly stated goals for student learning and well-developed processes and practices of student learning and achievement of learning goals…the process exhibits an alignment from course competencies to the institutional Fundamental Outcomes…learning and a true commitment to student academic success is articulated and sustained through an effective, efficient assessment process

HLC Criteria for Accreditation:

4.B.

The institution engages in **ongoing** assessment of student learning as part of its commitment to the educational outcomes of its students.

The institution has **effective processes** for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings.

The institution **uses the information** gained **from assessment to improve student learning**.

The institution's processes and methodologies to assess student learning **reflect good practice**, including the **substantial participation** of faculty, instructional and other relevant staff members.

https://www.hlcommission.org/Policies/criteria-and-core-components.html

Benchmarks

The Student Learning Outcomes are compared to a benchmark, or minimum level of performance as determined by the respective faculty, staff, or other party, which must be met for the outcome to be considered reached or attained.

At Barton, **a benchmark of 70%** is used for Student Learning Outcome Assessment with a stretch goal or **aspirational benchmark of 80%**.

Aspirational: 80% | 100%
Benchmark: 70% | 75%

Questions?

Jo Harrington
620-792-9334
harringtonj@bartonccc.edu

https://bartonccc.edu/assessments/student-learning