Once faculty and staff have assessed the respective student learning outcomes, they collect, analyze, and share the results among their peers and administrators. By identifying and focusing on the SLOs students are struggling with, faculty and staff can strategically improve Barton's course, program, and co-curricular areas. The Coordinator of Assessment publishes [annual reports](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.2/4.B.2%20VPI_Assessment%20of%20Student%20Learning%20Evidence.pdf) to inform constituents about assessment outcomes. The following reports demonstrate that Barton uses the information gained from assessment to improve student learning.

In 2022, the Coordinator of Assessment established the inaugural Assessment Summit to demonstrate the effectiveness of the assessment model. The [Assessment of Student Learning Summit Report](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.2/4.B.2%20VPI_Assessment%20Summit%20Report%202012-2021.pdf) provides graphic representations of SLOs for the past 11 years, comparing benchmark and aspirational percentages for each assessment level. In addition, the report incorporates assessment level journey maps identifying outcomes and milestones.

The annual [Assessment of Student Learning Summary Report](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.2/4.B.2%20VPI_Assessment%20of%20Student%20Learning%20Summary%20Report%202021.pdf) provides an overview of AY 2021 assessment outcomes. Examples of report highlights illustrate that:

* Program Assessment: 83% of programs have established [Program Learning Outcomes (PLOs), completed Curriculum Mapping](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.2/4.B.2%20VPI_Program%20Assessment%20Documentation%20EMHS.pdf) associated with them, and are actively collecting data and assessing these outcomes.
* Course Assessment: Faculty documented 506 competencies in 2021; 81% were above the benchmark of 70%. 49% showed an improvement over previous 2020 results.
* Classroom Assessment: Classroom Assessment Techniques (CATs) continue to be used by faculty to improve student learning in their classrooms. Documentation rates for these micro-assessments are 88% for spring 2021; this represents an improvement over the previous rate of 87% for spring 2020.

[**Program Assessment**](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.2/4.B.2%20VPI_Program%20Assessment%20Report.pdf) – Barton values the learning rates of its students just as much as it values their passing rates, and this report seeks to analyze the interconnection between these two concepts. Consequently, this report does not look at one specific program, as the individual program assessment reports already serve that purpose, but gives an overall analysis of student learning at Barton.

**Course Assessment -** Following up on a one-year cycle of pilot data collection conducted during the 2020-2021 academic year, for the Fall portion of the 20210-22 academic year, the course assessment committee expanded its data collection process to the entire college, including all campuses and modalities and asked for data from faculty between November 2021 and January 2022. Overall, approximately half (51%) of all faculty submitted the required course assessment. The [Course Assessment Report](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.2/4.B.2%20VPI_Course%20Assessment%20Report.pdf) describes procedures, key findings, results, and conclusions.

**Classroom Assessment** – As demonstrated in the [Assessment Documentation Report](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.2/4.B.2%20VPI_Assessment%20Documentation%20Report%202021%20CAT.pdf), the institution uses the information gained from assessment to improve student learning. The annual Assessment Documentation Reports include data regarding the [percentage of faculty](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.2/4.B.3%20VPI_Percentage%20of%20Faculty%20who%20Documented%20at%20Least%20One%20Assessment.pdf) who documented at least one Classroom Assessment Technique and described [improvements to enhance student learning](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.2/4.B.2%20VPI_Assessment%20Results%20Used%20to%20Improve%20Student%20Learning.pdf).

[**Co-curricular Assessment**](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.2/4.B.2%20VPI_Co-Curricular%20Assessment%20Annual%20Report.pdf) **-** During the 2019-2020 academic year, Barton’s Co-Curricular Assessment Committee made significant efforts to improve reporting standards. It implemented a three-year plan to identify and implement reporting standards for all co-curricular groups. To further support the development of the Co-Curricular assessment at Barton Community College, the Co-Curricular Assessment Committee has identified three [program outcomes](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.2/4.B.2%20VPI_Co-Curricular%20Assessment%20Outcomes.pdf) to guide their work.