Under the leadership of the Coordinator of Assessment and the [Outcomes Assessment Committee (OAC)](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_OAC%202022%20Charter.pdf), the College's assessment processes and methodologies to assess student learning are systematic, sustainable, and effective; they reflect good practice and engage substantial faculty participation. Barton’s assessment model incorporates the following best practices:

**Documented Processes and Procedures**

Clear, Documented, Systematic, and Aligned with the College Mission - The [Barton Assessment Model](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Barton%20Assessment%20Model.pdf) features multiple layers of assessment. Each layer creates unique outcomes, which build to support the College’s mission. In addition to the [Assessment Process Handbook](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Resources%20-%20Assessment%20Process%20Handbook.pdf), OAC-developed [handbooks](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Resources%20-%20Assessment%20Handbooks.pdf) provide guidance and expectations for the specific assessment level.

**Professional Development and Training**

* **HLC Assessment Academy** -The College allocates significant resources to support professional development for faculty and instructional support staff who have an assessment role or responsibility, including future assessment leaders. The most impactful training resulted from the College's participation in the HLC Assessment Academy. In 2015, the Assessment Coordinator and a team of faculty and staff began working with Academy mentors to identify and address assessment process gaps and ultimately develop, document, and implement a systematic approach to institutional assessment, the foundation for the Barton Assessment Model. The current model results from a more than a seven-year cycle of continuous improvement and enhancement.
* [**Assessment Summit**](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Assessment%20Summit%20Report%202012-2021.pdf)– Audience: Executive Leadership (President, Vice Presidents, and Instructional Deans). The 2022 inaugural Assessment Summit reviews assessment goals, activities, and outcomes from 2012 to the present and demonstrates the impact of institutional support. Attendees are responsible for institutional leadership, instruction, and allocation of resources for assessment activities, professional development, and student services.
* [**Assessment Institute**](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Assessment%20Institute%20Summary.pdf) **-** Barton’s Assessment Institute is an in-house training program developed to educate faculty and staff on assessing student learning and developing the next generation of assessment leaders. The rigorous Assessment Institute model addresses three institutional issues: sustainability, consistency, and empowerment. Participants meet approximately once a month, focusing on current assessment literature, theoretical application, and Barton assessment policies and procedures. Graduates serve as members of assessment subcommittees. Since 2019, 30 current employees have completed the [curriculum](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Assessment%20Institute.pdf).
* [**Resources**](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Assessment%20of%20Student%20Learning%20Resources.pdf) – To ensure that all faculty and support staff, regardless of location or modality, can access assessment information, the following resources are available:
	+ [Handbooks](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Resources%20-%20Assessment%20Handbooks.pdf) – As assessment processes are developed, updated, or revised, members of OAC or the assessment sub-committees develop handbooks to provide context within the assessment model, document the processes, and identify expectations.
	+ [Library Collection](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Resources%20-%20Library%20Collection.pdf) – Literature from the leading authors on the cutting edge of Assessment of Student Learning is available in Barton’s Learning Resource Center (LRC). Library staff provides information and assistance with an inter-campus library loan or other retrieval options for staff and instructors without direct access to the main campus.
	+ Peer Training - Members of the Outcomes Assessment Committee provide regular [training](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_PD%20Cougar%20Tales.pdf) for new, adjunct, and seasoned instructors. [Training Videos](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Resources%20-%20Videos.pdf) – The Assessment Spotlight videos focus on specific assessment topics such as the individual layers of assessment. As demonstrated in these presentations, the Coordinator is deliberate in demonstrating the alignment between the processes and the expectations of the College and the Higher Learning Commission.

**Applications and Results –** See 4.B.2 for details.

**Scheduled Reviews and Reports –**The [Assessment of Student Learning: Evidence webpage](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Assessment%20of%20Student%20Learning%20Evidence.pdf) identifies the numerous annual reports OAC publishes to document assessment efforts and results and is accessible to the public. Examples include:

* [**Board of Trustees END 1 Monitoring Report**](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_END%201%20Fundamental%20Skills%20Report.pdf) **–** Annual report to the Board of Trustees
* [**Community Report 2021**](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Community%20Report%202021.pdf) **–** Audience: Board of Trustees, community, constituents
* **Other** - [Assessment of Student Learning Summary Report](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Assessment%20of%20Student%20Learning%20Summary%20Report%20-%202021.pdf), [Program Assessment Report](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Program%20Assessment%20Report%202019-2021.pdf), [Course Assessment Report](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Course%20Assessment%20Committee%20Annual%20Report%202021-2022.pdf), [Classroom Assessment Report](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Classroom%20Assessment%20Report%202021-2022.pdf), and [Co-Curricular Report](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_CoCurricular%20Assessment%20Report.pdf)

Audience: Faculty, Staff, Administrators, Constituents

**Continuous Improvement – OAC and its subcommittees meet regularly to evaluate processes, outcomes, evidence, recommendations, and issues. The membership may make recommendations to administrators or make necessary modifications. The OAC and the Assessment Coordinator ensure that any change aligns with HLC and College assessment guidelines and procedures.**

**Substantial Participation -** Assessment documentation evidence demonstrates a high level of faculty participation.

* Program Assessment (See 4.A.1) – 100% of the identified programs (faculty, managers, administrators) participate in a [Biennial Instructional Review](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Instructional%20Review%20Timeline%20%282019-2025%29.pdf) process.
* Course Assessment - AY 2021 data indicate that 48% of courses submitted summative data. The OAC developed Course Assessment training videos and presentations to provide guidance and increase participation.
* Classroom Assessment - 2015-2021 [Percentage of Faculty who Participated in Classroom Assessment](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Percentage%20of%20Faculty%20who%20Documented%20at%20Least%20One%20Assessment.pdf). Academic Year data indicated 58% participation in the fall 2015 semester compared to 75% in the fall 2021 semester.
* [Co-Curricular Assessment](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_CoCurricular%20Assessment%20Report.pdf) – In 2021, 65% of programs that met the co-curricular definition participated in the assessment compared to 0% in 2015.
* Barton Assessment - The members of the [Outcomes Assessment Committee and sub-committees](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.3/4.B.3%20VPI_Outcomes%20Assessment%20Committee.pdf) demonstrate significant participation in the assessment processes. Membership includes representatives from faculty, support staff, and administrators from all locations and modalities.