



HLC Accreditation Evidence

Title: Assessment Summit Report 2012 - 2021

URL:

Office of Origin: Vice President of Instruction

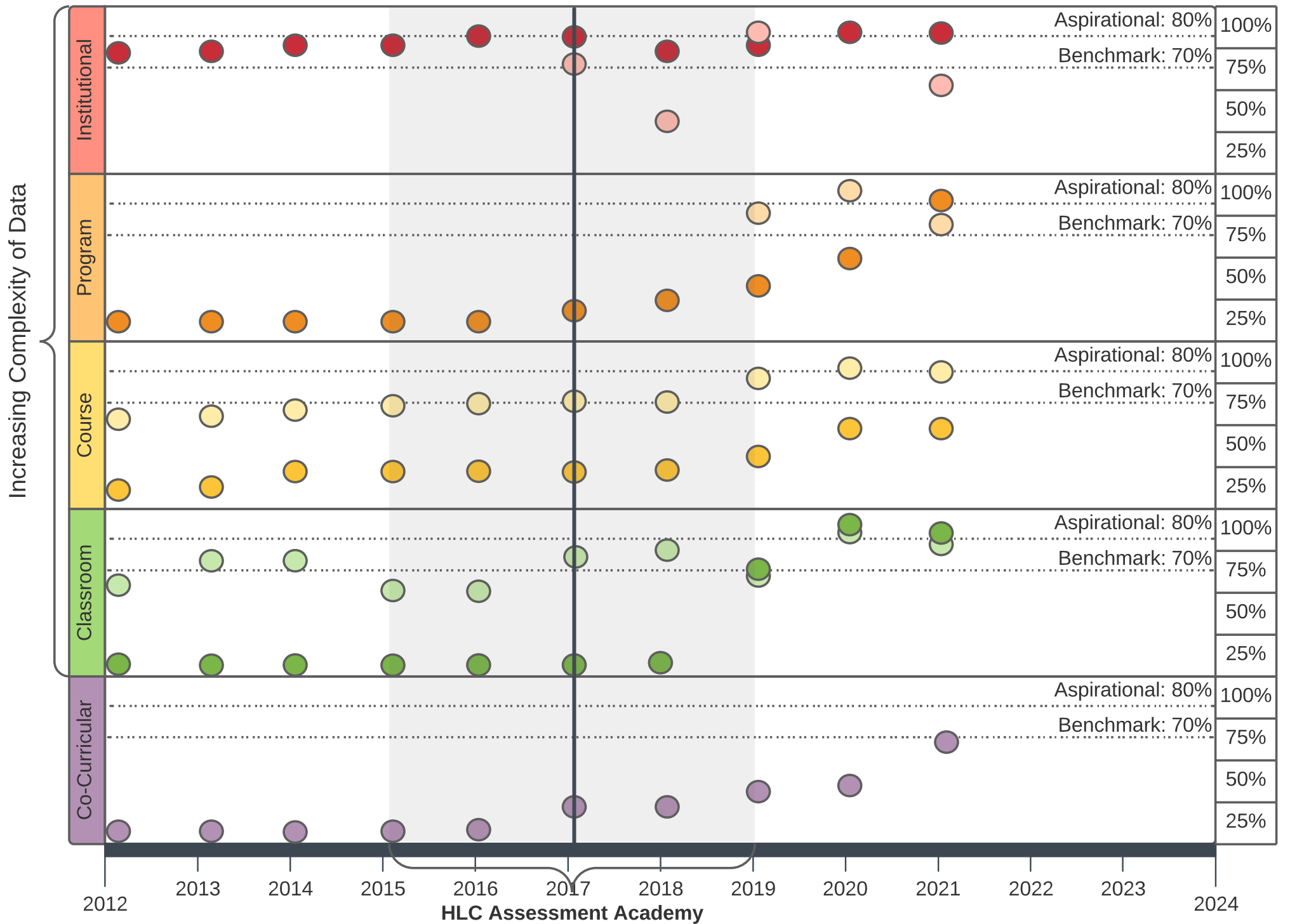
Contact(s):

- Coordinator of Assessment

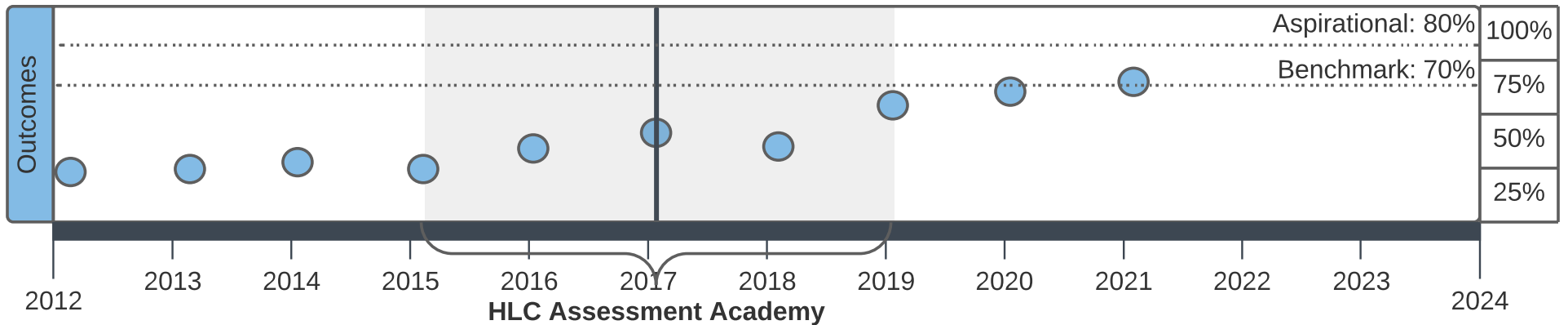
ASSESSMENT SUMMIT REPORT: 2012 - 2021

BARTON COMMUNITY COLLEGE

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



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



Measure(s):

- Percentage of correct student responses on institutional assessments
- Percentage funds allocated to strategic plan initiatives for academics and student services
- Percentage of programs with program learning outcomes
- Percentage of program learning outcomes being met at or above the 80% aspirational benchmark
- Percentage of courses documenting summative course assessments
- Percentage of competencies being met at or above the 70% benchmark
- Percentage of classroom assessments with a quality rank of excellent
- Percentage of faculty documenting formative classroom assessments
- Percentage of co-curricular areas assessing learning outcomes
- Aggregated score from all layers of assessment

	Outcomes
2012	<ul style="list-style-type: none"> •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
2013	<ul style="list-style-type: none"> •30% aggregated score •Focus mainly on providing guidance on classroom assessment and their documentation
2014	<ul style="list-style-type: none"> •31% aggregated score
2015	<ul style="list-style-type: none"> •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
2016	<ul style="list-style-type: none"> •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)
2017	<p>2017:</p> <ul style="list-style-type: none"> •39% aggregated score •Strategic Plan of Assessment for Sustainability developed and implemented •Coordinator of Assessment to meet 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
2018	<ul style="list-style-type: none"> •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 National Institute for Learning Outcomes Assessment (NILOA) standards
2019	<ul style="list-style-type: none"> •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
2020	<ul style="list-style-type: none"> •67% aggregated score •Course Binder Project implemented •Executive summary of assessment report developed •Graduated second class from the Assessment Institute •Instructional reviews connecting assessment, planning, and budgeting
2021	<ul style="list-style-type: none"> •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 the use of data and budgetary connections •Instructional reviews include one required goal regarding assessment
2022	
2023	TBD

	Institutional
2012	<ul style="list-style-type: none"> •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
2013	<ul style="list-style-type: none"> •76% of responses were correct on institutional assessments •A report is given annually to the Board of Trustees in support of the ENDS
2014	<ul style="list-style-type: none"> •77% of responses were correct on institutional assessments •Assessment spotlight included as part of the Barton community report
2015	<ul style="list-style-type: none"> •77% of responses were correct on institutional assessments
2016	<ul style="list-style-type: none"> •80% of responses were correct on institutional assessments •70% benchmark for funds allocated to strategic plan initiatives used as a measurement for the influence of institutional and program assessment on budgetary allocations
2017	<ul style="list-style-type: none"> •79% of responses were correct on institutional assessments •73% of funds allocated to strategic plan initiatives for academics and student services
2018	<ul style="list-style-type: none"> •76% of responses were correct on institutional assessments •30% of funds allocated to strategic plan initiatives for academics and student services •HLC Mentors suggest developing separate general education outcomes based on our assessment maturity
2019	<ul style="list-style-type: none"> •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
2020	<ul style="list-style-type: none"> •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
2021	<ul style="list-style-type: none"> •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
2022	TBD
2023	

	Program
2012	<ul style="list-style-type: none"> •0 – 5% of programs with program learning outcomes •AQIP System Portfolio identifies program assessment as an Opportunity •Most program assessment data limited to Graduation Survey and CCSSE data •Updated program reviews done every three years in workforce training and community education including one question on classroom assessment
2013	
2014	
2015	<ul style="list-style-type: none"> •0 – 5% of programs with program learning outcomes •Program review goals with an alignment to Driving Student Success implemented
2016	<ul style="list-style-type: none"> •0 – 5% of programs with program learning outcomes •Follow-up report established for program review •HLC Mentor Consultation on program review and program assessment •Begin review of current programs for existing assessment processes
2017	<ul style="list-style-type: none"> •Open Pathways Assurance Argument Response notes a lack of program assessment •Coordinator of Assessment presentation to Deans Council on program assessment •Program reviews will now be completed every year and are transitioned to Instructional Reviews to include more of the academic areas •20% of programs with PLOs
2018	<ul style="list-style-type: none"> •Instructional Council to provide oversight of the Program Assessment processes •25% of programs with program learning outcomes •HLC Mentors assist in the development of a program assessment guide
2019	<ul style="list-style-type: none"> •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 will now be completed every two years •Program assessment process handbook developed •Initial program assessment spreadsheet report needed more summary analysis
2020	<ul style="list-style-type: none"> •48% of programs with PLOs •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
2021	<ul style="list-style-type: none"> •83% of programs with PLOs •75% of PLOs met at or above the 80% benchmark •Instructional Review follow-up report template developed •Instructional Review and Program Assessment Committee founded •Program assessment reports updated •Assessment spotlight videos developed •Instructional reviews include one required goal regarding assessment
2022	
2023	TBD

	Course
2012	<ul style="list-style-type: none"> •12% of courses submitting summative data •54% of competencies assessed at or above 70% achievement •AQIP System Portfolio lists the current processes as a strength
2013	<ul style="list-style-type: none"> •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
2014	<ul style="list-style-type: none"> •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
2015	<ul style="list-style-type: none"> •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
2016	<ul style="list-style-type: none"> •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
2017	<ul style="list-style-type: none"> •21% of courses submitting summative data •73% of competencies assessed at or above 70% achievement
2018	<ul style="list-style-type: none"> •21% of courses submitting summative data •73% of competencies assessed at or above 70% achievement •Program assessment, being based on course competencies, begins to add to the pool of courses collecting and using data
2019	<ul style="list-style-type: none"> •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
2020	<ul style="list-style-type: none"> •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
2021	<ul style="list-style-type: none"> •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
2022	
2023	TBD

	Classroom
2012	<ul style="list-style-type: none"> •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
2013	<ul style="list-style-type: none"> •71% overall submission rate using Google Docs •Low quality rate – missing information, dots not connected, etc •Faculty follow-up efforts resulted in 500 hours of work per year using established processes from two AQIP Action Projects
2014	<ul style="list-style-type: none"> •70% overall submission rate using Google Docs •Low quality rate – typos, grammatical errors, etc
2015	<ul style="list-style-type: none"> •60% overall submission rate using Google Docs •Low quality rate •MS Access system for collecting data piloted with HLC Mentor guidance
2016	<ul style="list-style-type: none"> •59% overall submission rate using MS Access •Low quality rate •HLC Mentors note a need to improve quality
2017	<ul style="list-style-type: none"> •73% overall submission rate using MS Access •Low quality rate •Malware attack on MS Access database, lost data •Provide professional development to shift focus from quality to quantity
2018	<ul style="list-style-type: none"> •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
2019	<ul style="list-style-type: none"> •67% overall submission rate using Canvas LMS •70% quality rate •Feedback loop huge success with dramatic increase in quality
2020	<ul style="list-style-type: none"> •86% overall submission rate using Canvas LMS •88% quality rate •Assessment spotlight videos developed highlighting difference between classroom and course layers of assessment
2021	<ul style="list-style-type: none"> •80% overall submission rate using Canvas LMS •84% quality rate •Quality rubrics being developed to further enhance feedback loop
2022	
2023	TBD

	Co-Curricular
2012	<ul style="list-style-type: none"> •0% of co-curricular areas assessing learning outcomes •AQIP System Portfolio response specifies this area as an opportunity
2013	
2014	
2015	<ul style="list-style-type: none"> •0% of co-curricular areas assessing learning outcomes •HLC Assessment Academy provides professional development on this area
2016	<ul style="list-style-type: none"> •15% of co-curricular areas assessing learning outcomes •26 potential co-curricular areas identified, four with existing assessments •HLC guidance sought on defining co-curricular at Barton •Process handbook developed
2017	<ul style="list-style-type: none"> •27% of co-curricular areas assessing learning outcomes •Refined list to 19 co-curricular areas •Co-Curricular assessment template developed with HLC Mentor guidance •Alignment of co-curricular outcomes with ENDS and Core Values •Open Pathways Assurance Argument Response indicates approval with current model
2018	<ul style="list-style-type: none"> •27% of co-curricular areas assessing learning outcomes •Two areas added and two were removed •Co-Curricular Assessment Subcommittee founded •Assessment processes updated
2019	<ul style="list-style-type: none"> •31% of co-curricular areas assessing learning outcomes •HLC conference removed use of attendance as an outcome measure for co-curricular •Quality rubrics are researched for potential use
2020	<ul style="list-style-type: none"> •35% of co-curricular areas assessing learning outcomes •Revised HLC definition of co-curricular vs extra-curricular considered •Review of acceptable data completed bringing co-curricular areas back in compliance with updated standards
2021	<ul style="list-style-type: none"> •65% of co-curricular areas assessing learning outcomes •Updated definition of co-curricular vs extra-curricular areas approved •Survey developed for areas to determine if they are a co-curricular or not •Creation of co-curricular program goals •Realignment of co-curricular learning outcomes with fundamental outcomes
2022	
2023	TBD