HLC Accreditation Evidence

Title: Barton HLC Assessment Academy Application - February 2015

Office of Origin: Vice President of Instruction - Assessment of Student Learning

BARTON COMMUNITY COLLEGE	GREAT BEND, KS	FEBRUARY 6, 2015
Name of Institution	City, State	Application Date

Preferred Point of Entry to the Academy:

_____ November 2014   __X__ June 2015

Note: The Commission determines Academy entry point based on the Admissions Panel's recommendations and the process of constructing cohorts based on needs, goals, institutional types, mission, size, and other factors.

Application Questions

Check the appropriate request for Academy participation:

__X__ Open Pathway Quality Initiative

_____ AQIP Action Project

_____ While in Standard Pathway

_____ Other institutional purposes

Recent Efforts

1. *What is your "assessment story"? Evaluate your past and present efforts (include here things such as your accomplishments, issues, barriers, results, strategies).*

    Assessment of Student Learning
    The Outcomes Assessment Committee (OAC), a subcommittee of the Learning Instruction and Curriculum Committee (LICC), at Barton consists of Faculty, Deans, and the Vice President (VP). Its main purpose is to assist faculty in the assessment and improvement of student learning. It serves as a central hub of assessment knowledge, information, and data for Barton, as well as offering training for the various levels of assessment.

    Assessment Model Description
    The following is a description of the Barton Assessment Model:

    *   **Classroom Level of Assessment**: Barton instructors use Classroom Assessment Techniques (CATs) to gauge student understanding and comprehension of a given topic or lesson. These in-the-moment assessments enable in-the-moment changes to take place with the purpose to improve student learning. To add additional direction and focus to CATs, instructors involved with the Course Assessment Project (CAP) can identify which competencies are deficient in their classrooms. This will allow them to direct their CATs at specific parts of a given competency; thereby, shedding light on the possible causes for the lack of comprehension and improve student learning. This improvement should then be reinforced by feedback from the next round of the course assessment demonstrating whether or not improvement within the competency itself has occurred.

    *   At the **Course Level of Assessment**, the Course Assessment Project (CAP) asks instructors to determine a way to assess the course competencies. Most often this is done by identifying items on a Final or Post-Test within the course. This is done by aligning questions within the exam to

specific course competencies. Thus, regardless of the percentage of students passing the exam, an instructor can look at specific questions and ask himself or herself, "How come only 29% of the class got number 5 correct?" At this point, the instructor can now use CATs to investigate the issue further the next time the course is taught and perhaps try a new method for teaching the concept. Similarly, as alignment is done with the course competencies, alignment is also done in regards to Barton's General Education Outcomes. This provides yet another layer of detail as it relates to their students ability to achieve the General Education goals and abilities, which can then be further investigated at the classroom level with CATs.

- The process of (1) and (2) is repeated for all CAPs resulting in an overall score for each of the General Education Outcomes. This represents the **Degree Level of Assessment** at Barton, referenced as Degree Level Embedded Assessment, which originated as an AQIP Action Project (#1586). All five of the general education outcomes are then combined into one overall score assessing the general education outcomes as a whole. This is then presented to the BOT for direction and feedback as a measure of the **ENDS** statement directed at the Outcomes Assessment Committee (OAC): "Students will have the essential skills to lead productive lives. Assessment of the General Education Outcomes will serve as an indicator of the essential skills retained by our students and their ability to lead productive lives."

Needs and Benefits

2. *What are the most pressing needs that you expect to address via your participation?*

Barton is in the process of changing Learning Management Systems and Survey tools. Although Barton received an S during the last AQIP Portfolio for Assessment of Student Learning, we are concerned with the major changes the college will be going through over the next several years, and require outside help to keep our Assessment at a high level. As all our data collections process, analyses and outcomes change over the next few years, we envision the outcome will be to shift to a more automated data collection and analysis process giving faculty more time to apply the data in their classroom to make informed decisions and improve student learning.

3. *Why is the Academy key to your success at this time?*

The transformation from one Learning Management System and Survey tool to new systems provides both high risks and rewards. As the purpose of any assessment initiative is to improve student learning and academic quality, Barton believes the Academy mentoring and model will lessen the risks and maximize the rewards.

4. *What are your goals for the Academy participation?*

- Develop processes to improve academic quality

- Develop plan(s) to improve student learning

- Develop new survey tools and applications

- Develop rubrics and other classroom assessment tools

- Develop transition plans to maintain assessment quality during Learning Management System Transition

- Engage Faculty in developing survey tools

- Develop processes to close the loop in assessment

- Develop a sustainability plan

- Collaboration

- Networking

What do you think will be your focus during the Academy (e.g., projects, initiatives, activities, work)?

As Barton selects and moves to new Learning Management System and Survey tools, focus will be placed on Measures, Tools, and Performance Criteria and Identifying and/or developing effective measures, tools, instruments, and approaches—as well as performance standards—to gather meaningful and effective data.

Commitment and Focus

5. *What evidence demonstrates your commitment to and capacity for assessment of student learning (include things such as evidence of presidential and academic commitment to full participation, plans for involving the people and groups to accomplish your goals, financial and other resource support, inclusion of the broader institutional community)?*

The President's Cabinet, Faculty Council, Outcomes Assessment Team, Institutional Research and other departments are fully committed to making both the transition to the new tools and improving assessment a priority. The President has reviewed the costs of Academy participation and has approved funding to cover expenses over the life of the Academy. The initiative leaders are the Associate Dean of Distance Learning, Assessment of Student Learning Coordinator and Coordinator of Instructional and Institutional Research. This group will receive support from the Open Pathways Accreditation core team and others throughout the college.

Potential Impact

6. *What results do you want to achieve in the Academy?*

- Improve student assessment; positive transition to new tools; data driven research,
- Develop quality processes, survey tools, sustainability plan,
- Close the loop on assessment,
- Develop new data collection, analysis, and outcome goals and processes.

What is the potential for impact on the institution?

Taking the time needed and committing the proper resources will result in a modernization of Assessment Data, Analysis and Processes.

On learning and teaching?

In order for data driven decisions to be made to improve student learning in the classroom, it is imperative that faculty have access to timely, readily available accurate assessment data. Barton's current assessment model collects data from many sources. However, many of the data collection processes are still manual or at least have a large manual component which lends itself to data collection errors such as transposition errors and missing data. Additionally, the manual components increase the amount of time it takes to move data collection to data analysis to actually driving change and improvement in the classroom. By automating many of the data collection processes and the data analysis components, Barton hopes to shorten this time span.

On organizational culture?

One goal will be to move the culture of the college to identifying and collecting the proper data, using established data analysis, making data informed decisions and closing the loop on assessment.

7. *How will your work in the Academy contribute to improvement of student learning at your institution?*

Currently, an excessive amount of time is dedicated to collecting and analyzing assessment data; conversely, not enough time is spent on analysis of the results and application of adjustment. The College collects a large amount of assessment data; however, the time that it takes to compile and review the data, unduly delays the implementation of improvements. By reducing or eliminating the manual component of data collection, and improving the turnaround of data analysis through automation, faculty will be more readily able to make timely data driven decisions. Academy inclusion will assist Barton in creating an environment where faculty are able to apply what they have learned about their teaching, make appropriate adjustments, assess, try new things, assess again, and inevitably improve student learning, and close the assessment loop on a much shorter timeframe, with data that is less likely to have errors due to manual manipulation.

Institutional Contact Information

Primary Institutional Contact Person for Academy Participation:

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Name

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Name and address to which the Commission should send invoices for Academy participation:

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HLC Academy for Assessment of Student Learning

Before you email your *Academy Application* to academy@hlcommission.org, make certain it has been reviewed and approved by your institution's CEO. See Affirmation page.

Academy Application Affirmation

I affirm that the application emailed to academy@hlcommission.org presents our institution accurately, and that we agree, if admitted, to commit to meaningful and productive participation in the Academy for Assessment of Student Learning.

2/6/15

Signature of Institutional CEO   Date

Dr. Carl Heilman
Printed/Typed Name and Title

Barton County Community College
Institution name

245 NE 30Rd
Institution Address

Great Bend, KS 67530
Institution City, State, Zip

Include the affirmation in the electronic delivery of the application
or fax it to the Commission, attention Academy: 312.263.7462.