HLC Accreditation Evidence

Title: Barton Assessment Process Handbook

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

Note: Beginning with classroom assessments, faculty are encouraged to document at least one classroom assessment technique for every class that they teach, with exceptions determined by the respective deans, as stated in the policy. In the 2016, 1,553 individual classroom assessments were documented representing 67% of classes totaling to more than 8,787 documented classroom student learning adjustments and improvements since 2012.

Documentation of the classroom assessment techniques was formalized as part of an Action Project while Barton was in AQIP. This information is then shared with the respective Deans via OAC for review and further application. Additionally, follow-up emails are generated by the database developed with the assistance of our Assessment Academy team as reminders to faculty and prompt them for any questions. This process provides a quick email for their response. The follow-up concept was initially implemented as part of a major AQIP action project as well.

ASSESSMENT PROCESSES HANDBOOK

BARTON COMMUNITY COLLEGE

Contents

WHY WE ASSESS:

1. Quality Focused

Assessment is a process of continuous improvement and is the driving force that can build a more effective course, a more meaningful degree, and a more potent educational experience for Barton's students. By identifying and focusing in on the respective issues that students are struggling with, Barton can make strategic modifications to improve student learning. This is in direct alignment with the mission and vision of the college.

Vision

Barton Community College will be a leading educational institution, recognized for being innovative and having outstanding people, programs and services.

Mission

The Mission of Barton Community College is to provide quality educational opportunities that are accessible, affordable, continuously improving and student focused. Barton is driven to provide an educational system that is learning-centered, innovative, meets workforce needs, and strengthens communities.

We will seek to achieve our mission through five interrelated aspirations that define our commitment to excellence in education:

2. HLC Mandate for Accreditation

Criterion Four - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.

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

3. KBOR Policy and Requirement

<u>Chapter III, A. 10. ACCREDITATION OF DEGREE GRANTING INSTITUTIONS</u>

It is the policy of the Board of Regents that all public post-secondary institutions conferring college degrees achieve and maintain accredited status with the Higher Learning Commission of the North Central Association, an accrediting commission for higher education in the United States.

Any public post-secondary institution that has not achieved or does not maintain accredited status with the Higher Learning Commission of the North Central Association may be subject to loss of degree granting authority.

Each public post-secondary institution pursuing HLC accreditation shall continue to comply with all standards established by the institution's current accrediting agency; and shall submit an end of fiscal year report to the Board of Regents confirming adequate progress toward accredited status with the HLC, including as applicable any supporting documentation.

KBOR Mission for Community Colleges

Community Colleges
The mission of Kansas community colleges is to provide access to quality education programs and services to those who may benefit from services of the institutions. The primary educational function of the community college sector is to help students achieve successful outcomes in such areas as: degree programs designed for transfer, technical education certificate and degree programs, adult education, developmental education, and customized training to assist business and industry.

Community colleges may offer noncredit courses, customized training, technical certificates, and the Associate of Arts, Associate of Science, Associate of General Studies, and the Associate of Applied Science degrees.

HOW WE ASSESS (LEVELS UTILIZED):

I.   Classroom Assessment Techniques (CATs)

Intentions:

- Classroom assessments measure student learning as it happens, in the moment, on a day to day basis.

- Adjustments made as a result of the CAT should effect the same group of students that were administered the CAT. Clearly, any insight gained should be carried over to the next time that the course is taught, but the overall focus is on the current set of students being taught.

- That is, CATs measure student learning on a smaller scale. It is not from one course offering to the next, but rather from one class period to the next.

Administering a Classroom Assessment

1. Choose a learning goal to assess:

So what do you want to focus in on with regards to a given lesson? If this is a difficult question, look back at previous sessions and identify areas of weakness or concern. Where do you have room to improve? Hopefully your course is already part of the Course Assessment Project (if not, you should begin that process too) in which case you already know which areas you need to focus in on.

Once you know what topic you want to look into further, you are ready for the next step.

2. Choose an assessment technique and apply it:

There are many, many classroom assessments to pick from.

As a reference, you can have access to the following text upon request. It is a 400+ page book, so there are plenty to choose from:

> Angelo, Thomas A. and K. Patricia Cross, 1993, Classroom Assessment Techniques: A Handbook for College Teachers, Second Edition, San Francisco: Jossey-Bass Publishers.

There are some that take minutes of prep and some that can take hours, but it is your choice which one you go with, and in fact, you can always make-one up yourself.

Commonly used CATs (several taken directly from the Angelo and Cross text):

Name	How It's Done	How to Use
Application Article	During last 15 minutes of class, ask students to write a short news article about how a major point applies to a real-world situation. An alternative is to have students write a short article about how the point applies to their major.	Sort articles and pick several to read at next class, illustrating range of applications, depth of understanding, and creativity.
Audible/Nods	Pose a question to the class and make note of any verbal/non-verbal clues regarding their comprehension of the material.	Based on their reaction to the question, adjust your teaching, and then track their understanding with further questioning.
Background Knowledge Probe (Pre-Test)	Administer questionnaires prior to introducing a new topic to gauge students' prior understanding of the material. Background Knowledge Probes can also be used as pre- and post-assessments: before instruction and **immediately after**, to get a rough sense of how much and how well they have learned the material.	With so much to cover, results can help to divvy up time appropriately with quick reviews on some topics and more intense coverage on others.
Chain Notes	Pass around a large envelope with a question about the class content. Each student writes a short answer, puts it in the envelope, and passes it on.	Sort answers by type of answer. At next class meeting, use to discuss ways of understanding.

Exam Evaluations	Select a test that you use regularly and add a few questions at the end which ask students to evaluate how well the test measures their knowledge or skills.	Make changes to the test that is reasonable. Track student responses over time.
Journals	Ask students to keep journals that detail their thoughts about the class. May ask them to be specific, recording only attitudes, values, or self-awareness.	Have students turn in the journals several times during the semester so you can chart changes and development.
Muddiest Point	During last few minutes of class period, ask students to use a half-sheet of paper (a discussion thread can also be used) and describe what they didn't understand and what they think might help.	Review before next class meeting and use to clarify, correct, or elaborate.
Peer Review	Work with a willing colleague, pick a representative class session to be observed, and ask the colleague to take notes about his/her impression of the class, your interactions with students, and your teaching methods.	Decide method with the colleague. Discussion is best, but a written report may be more useful in the long term.
Student Rep Group	Ask students to volunteer to meet as a small group with you on a regular basis to discuss how the course is progressing, what they are learning, and suggestions for improving the course.	Some issues will be for your information, some to be addressed in class.
Student-generated test questions	Divide the class into groups and assign each group a topic on which they are each to write a question and answer for the next test. Each student should be assured of getting at least one question right on the test.	Use as many of the questions as possible, combining those that are similar.
Documented Problem Solving/Walk-About	Have students solve problems where on one side of the page they work out the problem and on the other they describe the steps used. This way you assess not only if they can work out the problems, but also if they understand the "why" behind it. The Documented Problem Solving CAT is turned in and evaluated for the next class period, whereas the Walk-About has the instructor walking around the room making note of the issues so that an adjustment can be made immediately.	By identifying missed or misunderstood steps in the process you can isolate the specific issue the class is having with the specific problem type. In this they can be better prepared to work all problems of this type, not just this one problem.
Suggestion Box	Put a box near the classroom door and ask students to leave notes about any class issue.	Review and respond at the next class session.
Y-Chart	Have students draw a large Y on their paper. At the top place a paragraph, works-cited, HTML code, etc. with errors in it. On one side of the Y have students identify the errors and on the other have them state "why" they are errors.	By identifying missed or misunderstood errors, you can isolate the specific issue the class is having with the specific problem type. In this they can be better prepared to work all problems of this type, not just this one problem.

Seriously, with the Nods /Audible CAT, you should be doing several CATs a day, much less over the duration of the course. The difference being that these CATs do not produce as much usable information as the others, so choose accordingly.

3. Analyze the data and respond to it:

Information gathered from CATs are meant to effect real-time adjustments designed to improve student learning. So you need to incorporate improvement strategies resulting from the assessment data sooner rather than later.

Again, the CAT is supposed to help improve student learning with this set of students as well as the next, so you cannot wait until the end of the semester to analyze your data, you need to respond to it now.

4. Document the Classroom Assessment:

Each faculty member (associate and full-time) is asked to conduct and document at least one classroom assessment activity in each class they teach.

Exceptions

The following do not require CATs to be documented:

- 0 enrollment courses
- 0, 0.5, 0 to #, credit hour courses
- AUTO 1132, 1134
- Courses less than 2 calendar weeks in length
- Edukan courses
- Field Experience courses
- Independent Studies
- Internships
- ITV receiving courses
- Labs
- MEAS 1102, 1103
- MLTC 1501, 1519, 1520
- MSCT 1100, 1101, 1102, 1103, 1104
- MLTR
- HZMT 1917, 1919
- Occupational Work Experience courses
- PHED (by arrangement and activities courses)
- CHLD 1506, 1508, 1509 (Practicums)
- Seminars

Faculty,

Classroom Assessments Techniques (CATs) can be completed at any time during the semester/session, however, we just want to remind you to use the CAT documentation form found in the T-Drive. Presumably by now you have completed at least one which you found to provide beneficial information from which you were able to positively impact student learning. Please take a moment today to complete the documentation on your one required CAT (per CRN).

Again, you should be using the new CAT form located in the T:Drive in the following folder:
    T:\Assessment-CAT Documentation Form
    File: CAT Entry

    The following video will walk you through all of the steps involved:
    http://screencast.com/t/4RitBp2UG

For instructions on accessing the T:Drive using the Terminal Server see the following website:
    http://internal.bartonccc.edu/it/terminal-services.html

    The following video will walk you through the steps involved on a PC:
    http://screencast.com/t/SKYdD3Rw

Otherwise, for associate faculty without access to the T-Drive only, the older form is located at: www.tinyurl.com/submitCAT. This is much more time intensive on our part, so as few as people as possible should be using this form.

Thank you for your time and commitment to improving student learning!

OAC
Outcomes Assessment Committee
BARTON

Closing the loop:

- What worked? What didn't? Did you discover a new "trick" or way of teaching a topic that others may benefit from? Discuss with other members in your program/department/discipline the results of your classroom assessments as a means to learn from one another.

- Now apply the additional insight into how your students learn throughout the rest of the course. Go back through steps 1-3 many times during the course.

- When the course is over, be sure to make note and document what you changed and learned so that these lessons may be applied the next time you teach the course.

- Regarding the CAT that was submitted, the Assessment Coordinator will compile all the data as evidence of classroom assessment at Barton.

II.   Course Assessment Project (CAP)

Intentions:

- The overall goal is to establish a common core set of competencies that all instructors have agreed to asses and track student learning in order to make improvements in the course from one offering to the next.

- The goal is not to compare one instructor to another instructor. In this, it is not necessary for every instructor to have an identical course assessment.

- That is, the goal is to compare yourself to yourself, to see how you are doing and improve your teaching. The goal is to produce meaningful data which you can use to identify your weaknesses and make improvements to increase student learning in your class.

- So while instructors can assess competencies in different ways (multiple choice/short answer), in different formats (face-to-face/online), and under different constraints (open/closed book, timed or not, part of their grade or not), as long as you yourself give the assessment in the same way each time, you will be able to track how well your students have learned the competencies and make adjustments as necessary.

    - Now while the overall data will be collected from all sections, to get a snapshot of the college as a whole, it is just that, a representation of Barton. Overall, it will give our Board of Trustees a picture of competency retention at Barton.

    - Clearly, when pooled this way, the data is not perfect, but the point of all of this is not perfect data. The point is to make improvements in student learning, to improve your teaching and disagreements about how the instrument should be administered or about the specific wording of a question only serves to hinder this goal.

- Another way to look at this is to ask yourself, "Are you teaching a class this session that you taught last session? Are you teaching it exactly the same way that you did before?" Of course not, you made adjustments, changes, and improvements. We need to capture that and course assessment simply gives you some data which you can base those changes on.

- So pick some competencies, assess them in your course, look at your data between offerings, and make adjustments as indicated by the data to improve student learning. That's it.

Creating a Course Assessment:

1. **Arrange a meeting with the instructors teaching the course.**

   GoToMeeting is a video conferencing option if a face-to-face meeting is not reasonable. Instructors will need to bring a copy of their syllabus, post-test and/or final exam.

2. **Review sections I-III.**

   Ensure that these sections on instructors' syllabi match the master syllabi and course catalog. If not, facilitate revisions to these sections as needed. *

3. **Review course outcomes and competencies (sections IV and V of the syllabus) and compare them to those found in the master syllabi.**

   Additionally, if the course is involved in the KBOR State Core Competencies' project, review those as well. Facilitate any differences of regarding the course outcomes and competencies. Note, individual faculty can always add supplemental competencies to their individual syllabi, but an overall common set of competencies must be agreed upon. *

   All revisions to the syllabus course description and outcomes, and major revisions to the course competencies must be forwarded to the learning, instruction, and curriculum committee (LICC) for approval.

4. **As a group, determine which competencies you, as instructors, want to know about your students' learning.**

   Note that this list of <u>core competencies</u> does not have to include all competencies of the course.

5. **Develop an assessment instrument to assess these core competencies.**

   Typically, the final exam and/or post tests are a good place to start. Have instructors look at their final exams and/or post tests and determine if these competencies are currently being assessed. That is, do specific question pools assess specific competencies? Or lacking question pools, do individual questions assess specific competencies?

   An example for clarification on question pools:

   On an exam using question pools, question 1 is pulled from a question pool with 5 questions. If all 5 questions assess competency 3, then question 1 would be considered to assess competency 3. If on the other hand, question 2 is pulled from a question pool with 5 questions, but only 1 of them assesses competency 5, then question 2 would not be

considered to assess competency 5. (It is assumed that all questions within a question pool have similar rigor)

Note the assessment instrument does not have to be a final exam; in fact, it does not have to be an exam at all. Rather, it may be whatever the instructors deem the best measure of the course competencies. For instance, if a paper or speech is being assessed, a rubric could be used to clearly identify how a competency is being assessed.

6. **Determine if the core competencies are being assessed.**

After each faculty member has gone through and determined which of the core competencies are being assessed, if all faculty have found such instances that asses the core competencies, then congratulations, you now have a common course assessment! That is, you have (1) established a set of core competencies that (2) each instructor will assess.

If not, instructors lacking competency coverage for one reason or another will need to determine ways to cover those competencies, or the list of core competencies may need to be reduced, which may not sound like a good thing, but some competencies may not lend themselves to an obvious assessment.

7. **Facilitate changes as necessary.**

This should continue until as a group you have (1) established a set of core competencies that (2) each instructor will assess. At which point, congratulations, you now have a common course assessment!

8. **Develop the Degree Level Assessment.**

To save time, you should continue on to the development of a Degree Level Assessment which pulls from the Course Assessment that you just created.

9. **Documenting the course assessment:**

Results and Adjustments\Improvements from each instructor on the core competencies will be documented using a database. What worked, what didn't, what are you trying next, etc.? If you have not done so already, contact the Outcomes Assessment Committee as the documentation software will need updated to include your course.

Action Plan:

- Based on your course assessment, what competencies are you going to focus in on the next time that you teach the course?
- What adjustments will you make to improve student learning in these areas?

Previous Action Plan Updates:

- Based on your course assessment, how well did your previous action plan work from the last time that you taught the course?
- If improvement was not achieved, what adjustments will you make to improve student learning in these areas?

Closing the Loop:

- Once you know your strengths, you can build off of them and by identifying areas of weakness you can begin to plan and implement changes to address these issues in order to improve student learning so that the next time you teach the course you can use the course assessment to gauge whether or not these changes were successful or not.

- Additionally, be sure to discuss with other members in your program/department/discipline the results of your course assessment as a means to learn from one another. Other instructors may have a weakness where you have a strength and vice-versa. As such, you can build off each other's strengths in the course overall and not just in your classroom.

III. Institutional Level Assessment (ILA)

Background:

- Barton Community College's Board of Trustees (BOT) has several ENDS expectations as part of the policies and procedures of the college. These are all in support of the college's Mission Statement:

  o *The Mission of Barton Community College is to provide quality educational opportunities that are accessible, affordable, continuously improving and student focused. Barton is driven to provide an educational system that is learning-centered, innovative, meets workforce needs, and strengthens communities.*

- Within the ENDS category of ESSENTIAL SKILLS it is stated that Students will acquire the skills needed to be successful for the program they are in. One of the three identifiers tied to this states that Students will have the essential skills to lead productive lives.

- Subsequently, it is stated that Assessment of Barton's Fundamental Outcomes will serve as an indicator of the essential skills retained by our students and their ability to lead productive lives. Barton has five fundamental outcomes that direct not only the general education courses, but also the entire curriculum. These outcomes and their assessment are reviewed biannually by the Outcomes Assessment Committee and annually by Barton's Board of Trustees.

- The five fundamental outcomes are as follows:

  1. **Critical Thinking**
     Study a given subject critically, including processes to analyze and synthesize important parts of the subject, to ask appropriate and useful questions about the study of this subject, and to solve problems within the subject area.

  2. **Life-Long Learning**
     Relate the relevance of a given subject to the individual student's life, to develop habits that encourage life-long, responsible and independent learning, and to apply appropriate and useful knowledge of the values, conventions, and institutions within an academic discipline.

  3. **Historical Perspective**
     Describe how history works, including how historical perspective can strengthen understanding of a given academic subject, and how the history of human endeavor has helped develop that subject.

4. **Technological Perspective**
   Explain how technologies affect important parts of human life and how information technologies shape the study of a given subject.

5. **Cultural Perspective**
   Explain how culture develops through various aspects of human endeavor, how culture develops understanding of a given subject, and how a given subject develops within different cultures.

- Consequently, Institutional Level Assessment serves to assess these Fundamental Outcomes as directed by our Board of Trustees.

Intentions:

- It is not the intention of Institutional Level Assessment for faculty to create yet another assessment tool to assess their students.

- Instead the intention is to use Course Assessments in a dual role.

- The fundamental outcomes are intended to give a complete picture of what a degree (or certificate for that matter) at Barton represents. That is, after a student has completed all their required courses, they should have met all of the stated Fundamental Outcomes.

- As such, no one course satisfies all of these outcomes with respect to their degree, but rather it is a collection of many courses.

- Likewise, a course is the sum of its competencies. The idea being that at the end of a course, a student should have met all of the stated competencies. Since the Course Assessment Project (CAP) already assesses several of stated competencies within a course, to save time, energy, and resources, it will be used to assess the fundamental outcomes as well.

- The goal then is to identify which of the assessed competencies within the CAP connect back to the fundamental outcomes. That is, what pieces of the Fundamental Outcomes does your course assess and where, specifically with which competencies.

- Just as with the course assessment project, where you were not expected to assess all the stated competencies of the course, you are not expected to assess all the fundamental outcomes in your course. Again, it takes many courses to get a degree, not just yours.

Creating an Institutional Level Assessment:

It is highly recommended, to save time that this task should be completed immediately following the creation of the Course Assessment for this course.

1. **Arrange a meeting with the instructors teaching the course.**

   GoToMeeting is a video conferencing option if a face-to-face meeting is not reasonable. Instructors will need to bring a copy of the course assessment.

2. **As a group, determine which fundamental outcomes, as instructors, you feel should are important/relevant to your course.**

3. **Have instructors look at course assessment and determine if the core competencies you are currently assessing can be tied back to these fundamental outcomes.**

   Note, just as one question may not assess all of a competency, a single competency may not assess all of a fundamental outcome. As such, you are not looking to assess the entire outcome, just to determine where your course and this competency fit into the bigger picture.

   If it helps, look at the commas within the fundamental outcomes, it may help to break it up into smaller chunks, for instance:

   Fundamental-1 (F-1):
   - Study a given subject critically,
   - including processes to analyze and synthesize important parts of the subject,
   - to ask appropriate and useful questions about the study of this subject,
   - and to solve problems within the subject area.

That is, does your competency tie back to one of these four items, if so, then you can consider it to assess this fundamental outcome as well.

As with the Course Assessment Project, you are looking for a single outcome per assessment item.

   So for example, let's say question pool 1 (or question 1, if you don't use pools, or rubric category 1, etc.) has already been identified as assessing competency A.

   - If as a group, you have determined that the competency ties back to F-1, perfect.

- However, if as a group you determined that competency ties back to F-1 and F-2, then without a clear winner, this competency/question pool/question will not be part of the Institutional Level Assessment tool and will be skipped.

Continue on in this fashion until all course assessment items have either been identified as assessing a single specific fundamental outcome, or skipped.

4. **Finalize the list of Fundamental Outcomes being assessed.**

After each faculty member has gone through and determined which of the fundamental outcomes are being assessed, if all faculty have found such instances that asses those identified in step 2, then congratulations, you now have an institutional level assessment! That is, you have tied the fundamental outcomes to at least some of the competencies currently being assessed in the course assessment.

If not, you may need to revisit the course assessment, or the list of fundamental outcomes identified in step 2 may need to be reduced.

Facilitate changes as necessary until as a group you have tied the fundamental outcomes to at least some of the competencies currently being assessed in the course assessment. At which point, congratulations, you now have an institutional level assessment!

5. **Documenting Institutional Level Assessment:**

Results and Adjustments\Improvements from each instructor on the core competencies will be documented using a database. What worked, what didn't, what are you trying next, etc.? If you have not done so already, contact the Outcomes Assessment Committee as the documentation software will need updated with to include your course.

Closing the loop:

- Annually, Barton's Assessment Coordinator will report to the Board of Trustees (BOT) on the Assessment of the Fundamental Outcomes at tied to the ENDS Statements as mentioned earlier.

- If the ENDS are met as determined by the BOT, the current Institutional Level Assessment model will continue to be used for an additional year. If not, adjustments/revisions will be made to the satisfaction of the BOT.

- Regardless, comments and/or feedback from the Board of Trustees will be relayed back to the respective faculty to take under advisement for the next year.

IV.   An Example:

The following Institutional Level Assessment (ILA) data was presented to the Board of Trustees (BOT):

%_Correct	Year				
Outcome	⊞2008	⊞2009	⊞2010	⊞2011	⊞2012
⊞F-1	67%	68%	70%	72%	73%
⊞F-2	#DIV/0!	69%	68%	70%	72%
⊞F-3	#DIV/0!	73%	82%	77%	77%
⊞F-4	#DIV/0!	63%	71%	66%	71%
⊞F-5	#DIV/0!	#DIV/0!	#DIV/0!	94%	76%
Grand Total	67%	69%	70%	72%	73%

The BOT has set a benchmark of 70%. Since all Outcomes fall above this value, no issues were identified by the BOT. Additionally, they determined that this assessment tool satisfied the criteria for the ENDS statement.

College Algebra is part of ILA and specifically assesses Fundamental Outcome F-1 resulting in the following data:

%_Correct	Year				
Outcome	⊞2008	⊞2009	⊞2010	⊞2011	⊞2012
⊟F-1					
⊞College Algebra	67%	70%	70%	75%	74%

As evident in the data, the percentage of correct responses has seen a decrease in this area. As such, efforts need to be made to isolate the issue and improve student learning with regards to F-1.

So let's take a look at F-1 and see where they can make improvements:

Outcome/Description	
F-1	Study a given subject critically, including processes to analyze and synthesize important parts of the subject, to ask appropriate and useful questions about the study of this subject, and to solve problems within the subject area.

Unfortunately, this is too broad of a topic to make direct adjustments in the classroom to improve student learning.

However, since BARTON uses the Course Assessment Project (CAP), for ILA, the College Algebra instructors have more information to go on. Specifically, their course assessment has identified seven competencies which are tied directly F-1:

%_Correct	2008	2009	2010	2011	2012
Outcome					
F-1					
College Algebra					
Finding the zeros of a function	57%	55%	59%	66%	63%
ID the Domain of a function	65%	72%	71%	76%	71%
Linear Application	54%	56%	54%	62%	63%
Solve an absolute value inequality	59%	67%	65%	73%	75%
Solving exponential equations	79%	81%	81%	84%	82%
Solving systems of equations	84%	88%	87%	90%	87%
Translation of a Graph	72%	72%	75%	75%	77%
Grand Total	**67%**	**70%**	**70%**	**75%**	**74%**

So instead of trying to tackle F-1, a broad topic, College Algebra instructors can now direct their attention to their part of F-1 in regards to the specific competencies that tie back to it.

From this list, two areas fell below the 70% range, however, the competency, Finding the Zeros of a Function, was the only one which saw a decrease in the percentage of correct responses.

However, this competency is covered over many sections of the course, which involves many class periods and/or lessons. Essentially, it is still too broad of a topic. Now, they need to break this competency down into day to day topics/lessons, just as F-1 was broken down into 7 competencies.

For instance, the following steps are part of the competency, Finding the Zeros of a Function:

To find the zeros of a function, the students must (1) set the equation equal to 0, then (2) solve the equation either by (2A) factoring, or (2B) using the quadratic formula.

Each of these can be assessed directly as they are covered using Classroom Assessment Techniques (CATS):

- **Nods/Audible**
  - "So, to find the zeros of a function, we first set the equation equal to five, right?"

  - "Oh, then to find the zeros of a function, we first evaluate the equation at zero."

This CAT isolates and assesses topic (1)

- **Background Knowledge Probe**

  Write out the quadratic formula used to solve:

  $ax^2 + bx + c = 0$

This CAT isolates and assesses topic (2B)

- **Documented Problem Solving/Walk-About**
  - Solve the following equation for x, showing all steps:
    $3x - 6 = 0$
  - Solve the following equation for x, showing all steps:
    $x^2 - 4x - 5 = 0$
  - Solve the following equation for x, showing all steps:
    $x^2 - 3x - 7 = 0$

This CAT isolates and assesses topics (2A) and (2B). Note, how topic (1) is not included here, so any possible issues there will not affect the results.

By using these CATS, instructors can identify a specific issue and make immediate adjustments to improve student learning in the moment, as it happens.

So let's see how this all worked out. How did the data look in 2013?

%_Correct	2008	2009	2010	2011	2012	2013
Outcome						
F-1						
College Algebra						
Finding the zeros of a function	57%	55%	59%	66%	63%	73%
ID the Domain of a function	65%	72%	71%	76%	71%	77%
Linear Application	54%	56%	54%	62%	63%	68%
Solve an absolute value inequality	59%	67%	65%	73%	75%	73%
Solving exponential equations	79%	81%	81%	84%	82%	89%
Solving systems of equations	84%	88%	87%	90%	87%	92%
Translation of a Graph	72%	72%	75%	75%	77%	71%
Grand Total	**67%**	**70%**	**70%**	**75%**	**74%**	**77%**

As you can see, improvements were made in the category from the previous year.

Again, as College Algebra is a piece of the much bigger puzzles, F-1, they helped it to see an improvement as well:

%_Correct	2008	2009	2010	2011	2012	2013
Outcome						
F-1	67%	68%	70%	72%	73%	76%
F-2	#DIV/0!	69%	68%	70%	72%	74%
F-3	#DIV/0!	73%	82%	77%	77%	78%
F-4	#DIV/0!	63%	71%	66%	71%	68%
F-5	#DIV/0!	#DIV/0!	#DIV/0!	94%	76%	92%
Grand Total	**67%**	**69%**	**70%**	**72%**	**73%**	**75%**

From all of this, they have learned something about their teaching styles, made improvements to how they teach the competency which can carry over into future sessions and student learning at Barton has improved thereby closing the loop.

V.   Co-Curricular Level Assessment:

Co-Curricular Assessment Report

Barton is committed to assessing and strengthening co-curricular programs. Barton recognizes and values that student learning is most effective when students are able to make meaningful connections across their many educational experiences, both curricular and co-curricular.

This report outlines how many of the various co-curricular areas at Barton systematically assess and make improvements to benefit their respective student learning goals.   These are subsequently in support of the ENDs statements provided required to be addressed by our Board of Trustees and Barton's strategic planning framework.

Strategic Planning Framework

The Strategic Planning Framework is the context within which Barton County Community College operates to achieve its mission and vision. This framework is the foundation for a strategic management approach through which Barton's leadership team takes responsibility for leading the institution through change, defining the knowledge critical to planning strategically for the college's future, deciding how to interpret that knowledge and how to apply it to plans and decisions that lead to continuous improvement of Barton's programs, services and operations. In this model planners at all levels of the college are able to determine performance "gaps" at the institutional and divisional/department levels and implement initiatives to close those gaps. Senior administrators, with input from internal stakeholders, are able to allocate resources to support the Strategic Plan and ongoing operations that are essential to closing those performance gaps.

The basic operating principles of the Strategic Planning Framework are:

1. Barton exists to create success for its students and the communities it serves.
2. To create stakeholder success, Barton must develop appropriate capacity and function at ever-higher levels of effectiveness.

The college enacts those operating principles through four standing Core Priorities:

> CORE 1 - Drive Student Success
> CORE 2 - Cultivate Community Engagement
> CORE 3 - Optimize Employee Experience
> CORE 4 - Emphasize Institutional Effectiveness

The college's Core Priorities represent constant areas of focus. Barton's Board of Trustees have defined a series of END statements, which express in measurable terms the value Barton intends to create in each Priority area. These statements are not as timeless as Barton's Core Priorities, and may evolve over time as conditions change. The END statements provide definition to the Core Priorities, identifying the essential elements of each priority and creating the foundation for effective measurement of results. The context created by the priorities and END statements enables the college leadership to identify how the college needs to adapt to changing conditions to improve results in these areas.

END 1 - Essential Skills

END 2 - Work Preparedness
Students will be prepared for success in the workplace.

END 3 - Academic Advancement
Students desiring academic advancement will be prepared for successful transfer to other colleges and universities.

END 4 - "Barton Experience"
Students responses will reflect positively of their Barton experience.

END 5 - Regional Workforce Needs
The College Will Address regional workforce.

END 6 - Barton Service and Regional Locations
The College Mission will be supported by the strategic development of Barton service and regional locations.

END 7 - Strategic Plan
The College Mission will be supported by strategic emphasis.

END 8 - Contingency Planning
In fulfilling its educational mission, Barton Community College attempts to make optimal use of its resources.

Documenting co-curricular assessment

The report for each area will follow a standard template. If needed, a member of the Outcomes Assessment Committee will walk you through how to set this up. These will initially be filled out by the club/activity sponsor and then updated annually by sending them to the Outcomes Assessment Committee for review. This will give Barton the opportunity to celebrate your successes and assist you with any issues that come up.

Co-Curricular Assessment Process Template

Co-Curricular Title

General Description-Should match stated description found at: http://bartonccc.edu/studentlife/clubs

List the student learning goals (again, it should match those found on the above website)

Include a relevant graphic such as a picture of the group or people involved

Student Learning Goals (list as needed):

1. Goal 1 [Supported CORE; END]
2. Goal 2 [Supported CORE; END]
3. …

General Description of the assessment process. Include a descriptive process graphic to match the written information such as the one to the right to demonstrate how the assessment loop is closed and then repeats itself:

Assessment data:

Give longitudinal data tied to the student learning goals upon which adjustments/improvements have been based.
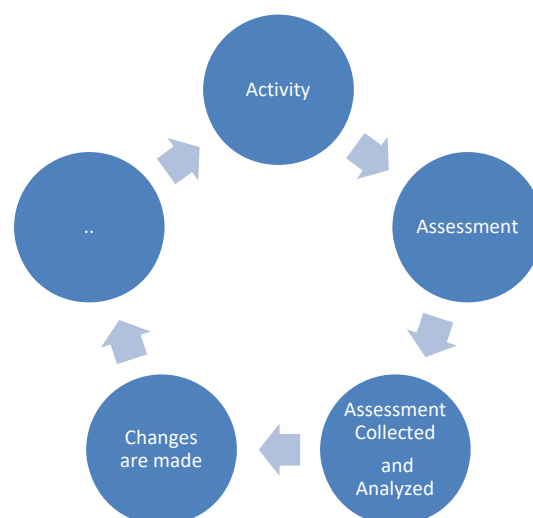

Data Descriptor	2015	2016	…
Indicator 1	#, %, …	#, %, …	#, %, …
Indicator 2	#, %, …	#, %, …	#, %, …
…	#, %, …	#, %, …	#, %, …

Give a "laundry list" of improvements made based on the assessment data.

Improvements (list as needed or provide a narrative):

1. Improvement 1
2. Improvement 2
3. …

VI.   Assessment Model:

BARTON Planning

```
                        ┌──── Institutional ──── Course ──── Classroom
                        │     Assessment        Assessment   Assessment
                        │
ENDS ───────────────────┼──── Program ──── Program Review
                        │     Assessment
                        │
                        └──── Co-Curricular
                              Assessment
```