

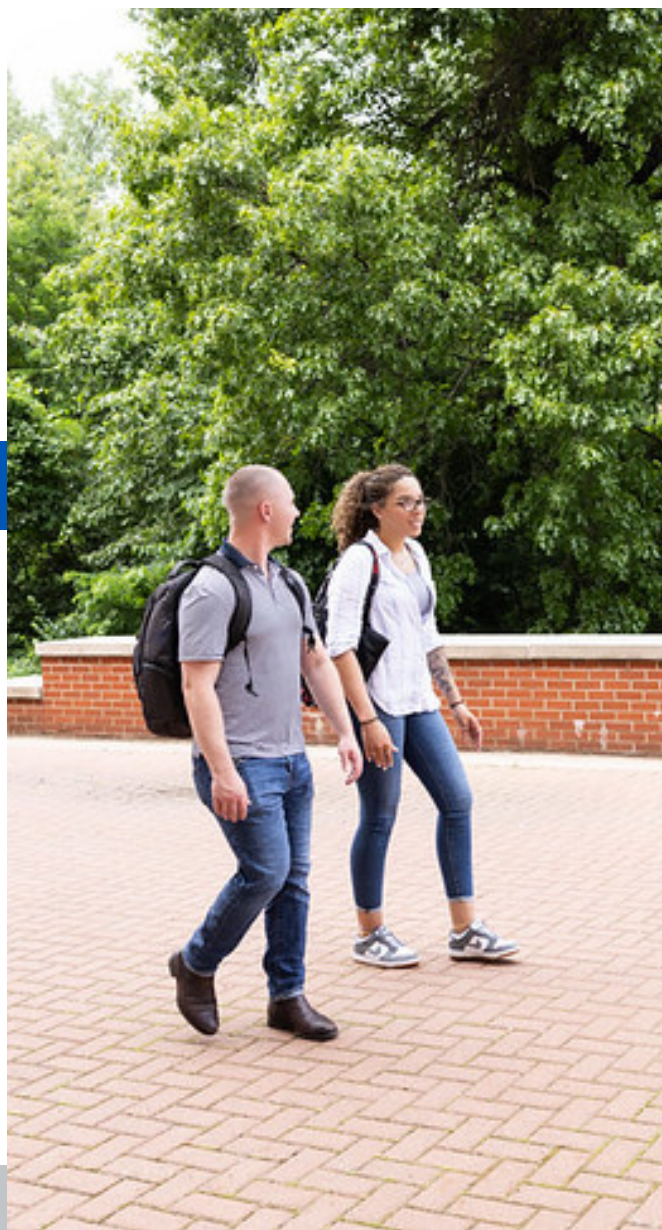
EVIDENCE AND SUPPORT RESOURCES

Evidence and resources are posted so faculty, staff, and community partners can review progress and celebrate improvements over time. These pages offer handbooks, reports, and training that you can access and use right away.

- EVIDENCE AND REPORTS:
<https://www.bartonccc.edu/assessments/student-learning/evidence>
- ASSESSMENT INSTITUTE:
<https://www.bartonccc.edu/assessments/student-learning/institute>
- RESOURCES AND HANDBOOKS:
<https://www.bartonccc.edu/assessments/student-learning/resources>

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BARTON
COMMUNITY COLLEGE

ASSESSMENT OF STUDENT LEARNING

A guide to understanding how learning insights strengthen instruction and support student success.



TURNING INSIGHT INTO ACTION

A REFLECTION CYCLE FOR STUDENT LEARNING

- Recognize Results
- Analyze Approaches
- Evaluate Evidence

This cycle helps faculty see how students are learning and where instruction can improve. It reflects the steady practice of reviewing evidence, noticing patterns, and making adjustments that strengthen learning.

WHY THIS MATTERS

Small adjustments add up over time. When faculty reflect on student learning and make purposeful changes, the impact grows. Across the college, this steady work leads to meaningful and measurable gains in student learning.

"Assessment data allows us to evolve to meet the current needs of our students."
Justin Brown, English Instructor

"Assessment data is essential to how we improve and grow our programs. It provides a clear picture of what is working, where we can improve, and how to align our efforts with both student goals and workforce demands."
Chris Baker, Executive Director of Healthcare and Public Service Education

LEVELS OF ASSESSMENT

Barton uses several levels of assessment that work together to support continuous improvement. Each level offers a distinct insight, and together they help students make progress on the pathway to success.

CLASSROOM

Daily moments help faculty understand what and how students are learning so they can support their progress in real time.

COURSE

End-of-term reflections help faculty see patterns in learning and shape thoughtful improvements that strengthen future instruction.

PROGRAM

A shared picture of learning within a program helps faculty learn from one another and coordinate adjustments that strengthen the curriculum and the overall learning experience.

GENERAL EDUCATION

Insights from general education courses show how students apply core skills and guide faculty in reinforcing those outcomes across the curriculum.

CO-CURRICULAR

Student groups extend learning beyond the classroom by supporting core institutional learning outcomes and fostering leadership, service, creativity, and community involvement.

INSTITUTIONAL

A broad view of student learning across Barton helps the college understand progress and set strategic priorities that guide continued improvement.



WHY WE ASSESS AT BARTON

At Barton, faculty and staff are continually working to improve. They want to understand how students learn, where they are succeeding, and where support will help them grow. Assessment helps us see learning more clearly so teaching can evolve in ways that strengthen each student's experience.

OUR MISSION

Barton offers exceptional and affordable learning opportunities supporting student, community, and employee needs.

This shared purpose shapes a supportive culture. Faculty reflect on student work, learn from one another, and make intentional adjustments that build stronger learning experiences across the college.

"It is amazing what can be seen and improved with time for reflection, which is both a comfort and a call to action."
Paulia Bailey, English Instructor