

CLASSROOM ASSESSMENT PROCESS HANDBOOK

BARTON COMMUNITY COLLEGE

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WHY WE ASSESS:

1. Guiding Principles

Assessment is not about the uniform methods used to document our processes. Rather, assessment is about the unity of purpose, commitment, and dedication of Barton's faculty and staff to ensure students are learning what they came here to learn.

To ensure Barton's programs and services are of the highest quality, continually improved, and meet the needs of its students, the assessment of student learning at Barton:

- serves to improve student learning
- is comprehensive and based upon the values reflected in the mission of the college
- involves a variety of assessment methods
- is a systematic and continuous process for gathering and using information about student learning
- confirms the achievement of student learning outcomes at Barton
- is integrated as part of the culture at Barton
- is supported through on-going training and budgeting processes

2. Continuous Improvement

The staff and faculty at Barton are continually working to improve. They are interested in knowing how their students learn and how to improve their teaching methods. What faculty learn about their students and how well they learn the material will affect how the information is presented to the next class and the one after that in a continuous cycle of improvement as overseen by the Outcomes Assessment Committee (OAC).

3. Mission

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

Assessment is the driving force for more effective and meaningful courses, programs, degrees, and overall **learning opportunities** for Barton's students.

Student learning takes place throughout Barton. It is what Barton is about. Throughout the college experience learning is assessed to ensure Barton is meeting its responsibilities.

4. HLC Mandate for Accreditation

Assessment at its core is about improving student learning. Clearly our accrediting body, the Higher Learning Commission (HLC) values student learning as well. As such, it is not surprising that assessment is woven throughout the many criteria for accreditation.

Barton is not committed to assessment simply because of an accreditation mandate, accreditation follows naturally due to Barton’s commitment to improving student learning.

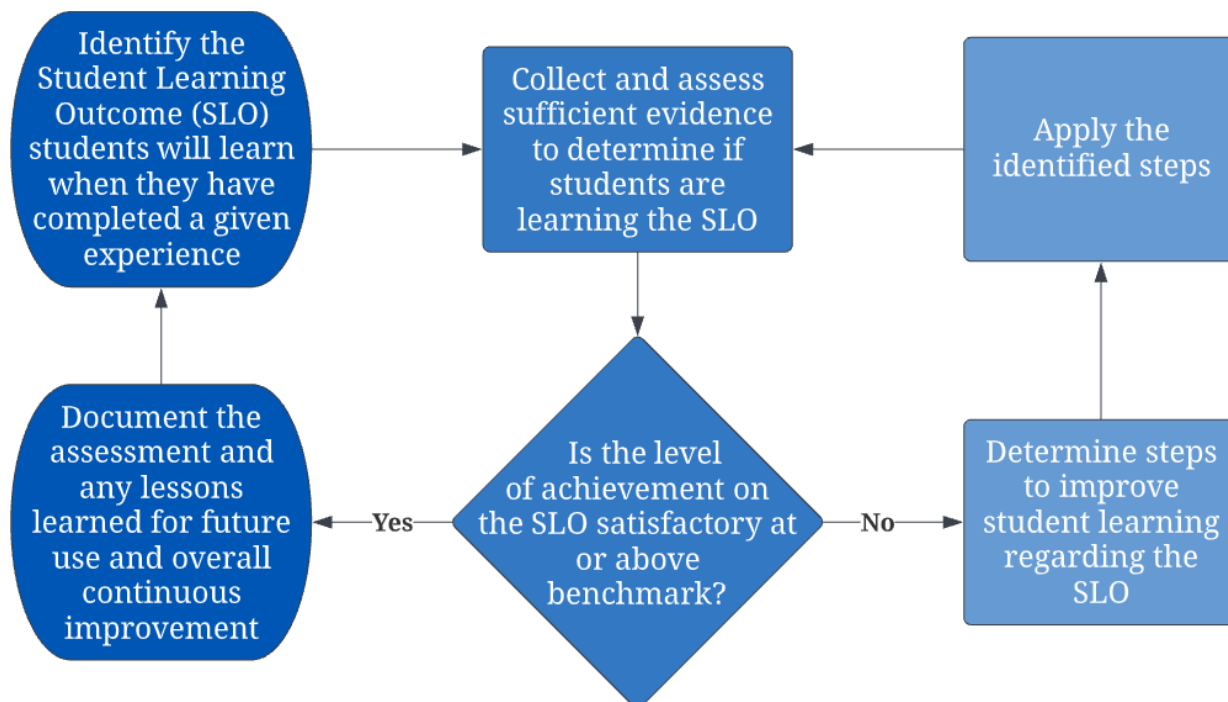
HLC Criteria 4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

HOW WE ASSESS:

I. Assessment Process Map

The following outlines the process used to assess student learning outcomes (SLOs):



II. Administering a Classroom Assessment

Barton faculty and staff will make micro-adjustments to improve student learning based on the formative assessment of classroom learning objectives, the learning outcomes for a given lesson, using various classroom assessment techniques (CATs).

Classroom assessments measure student learning as it happens on a day-to-day basis. Adjustments made because of classroom assessment affect the same group of students that were administered the CAT and any insights are then carried over to future offerings of the course. Overall, classroom assessment measures student learning on a smaller scale. Faculty are encouraged to not think in terms of one course offering to the next, but from one lesson to the next.

1. Choose a Student Learning Outcome to Assess

Faculty must first identify the learning goal for a given lesson or activity. Faculty should then recognize the purpose of the lesson and what students will learn as this information drives how the material is presented.

2. Choose an Assessment Technique

Faculty should refer to the following list for a sampling of potential CATs and decide on a suitable assessment technique for their given learning goal. Otherwise, an online search will lend itself to a wealth of other examples.

3. Sampling of Classroom Assessment Techniques

Name	How it is Done	How to Use
After Action Report (AAR)	After a learning activity faculty should find strengths to be kept and weaknesses to be addressed.	The faculty member should make note of any strengths to be kept for future use and address any weaknesses found by updating the learning activity accordingly.
Application Article	During the last 15 minutes of class, the instructor asks their students to write a short news article about how a major point applies to a real-world situation.	The instructor then sorts the articles and picks several to read at the next class, illustrating range of applications, depth of understanding, and creativity.
Audible/Nods	The instructor poses a question to the class and makes note of any verbal or non-verbal clues about their comprehension of the material.	Based on their reaction to the question, the instructor adjusts their teaching, and then tracks the students' understanding with further questioning.

Background Knowledge Probe (Pre-Test)	The instructor administers questionnaires prior to introducing a new topic to gauge students' prior understanding of the material.	Results can help to distribute content coverage time appropriately with quick reviews on some topics and more intense coverage on others.
Chain Notes	The instructor passes around a large envelope with a question about the class content. Each student then writes a short answer and puts it in the envelope before passing it on.	The instructor then sorts answers by type and uses them as examples to discuss ways of understanding.
Documented Problem Solving/Walk-About	The instructor should 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 looks to see if students understand the "why" behind a step. While the Documented Problem-Solving CAT is turned in and evaluated, 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 errors, the instructor can isolate the specific issue the class is having with the specific problem type. As such, students can be better prepared to work on all problems of this type, not just this one problem.
Exam Evaluations	An instructor should select a test that is used regularly and add a few questions at the end which ask students to evaluate how well the test measures their knowledge or skills.	The instructor then makes changes to the test based on the feedback and tracks overall student responses over time.
Journals	The instructor asks students to keep journals that detail their thoughts about the class.	The students then turn in the journals throughout the term to allow the instructor to adjust instruction as needed.
Muddiest Point	During the last few minutes of class period, the instructor asks students to describe what they did not understand and what they think might help (a discussion thread can also be used).	The instructor then reviews the responses and adjusts their instruction as needed.
Peer Review	The instructor requests a colleague to see or review their class, take notes about any interactions with students, and the teaching methods used, supplying suggestions as needed.	The faculty members should then collaborate to make improvements based on the feedback provided.

Suggestion Box	The instructor places a box near the classroom door and asks students to leave suggestions about the provided instruction.	The instructor then reviews and responds to any suggestions at the next class session.
Student Generated Test Questions	The instructor divides the class into groups and assigns each group a topic on which they to write a question and answer for the next test.	The questions show the students' perspective on what was covered and what was important. The instructor should adjust content emphasis as needed.
Student Rep Group	The instructor asks students to volunteer to meet as a small group on a regular basis to discuss how the course is progressing, what they are learning, and any suggestions for improving the course.	The instructor should adjust accordingly based on the feedback.
Y-Chart	The instructor draws a large Y on a piece of paper. At the top is written a paragraph, works-cited, or HTML code with errors in it. On one side of the Y the instructor has students name the errors and on the other side the instructor has them state "why" they are errors.	By identifying missed or misunderstood errors, the instructor can isolate the specific issue the class is having with the specific problem type. As such, students can be better prepared to work on all problems of this type, not just this one problem.

Additionally, various texts from leading authors at the forefront of the assessment of student learning have been added to the diverse collection of books available at the main campus library, the Learning Resource Center (LRC). For staff and faculty without direct access to the main campus, contact the LRC for more information and help with an inter-library loan so these resources can be made available.

4. Use, Apply, and Document the Assessment

Information gathered from CATs is meant to effect real-time adjustments designed to improve student learning. As such, faculty should incorporate improvement strategies resulting from the assessment data sooner rather than later.

Although multiple classroom assessment techniques should be used throughout a given course, to spot-check, each faculty member (adjunct, part-time, and full-time) is **required to document one classroom assessment activity each term** (fall, spring, summer). Faculty will document their classroom assessment using a Canvas Quiz provided by the Classroom Assessment Sub-Committee.

5. Close the Loop

Faculty should review their classroom assessment from the lens of their course. Discussing these results with peer faculty members is an effective way for faculty to learn from each other and collaborate on any potential issues. Faculty can then apply the added insight into how students learn throughout the rest of the course.

The submitted classroom assessments are then compiled by the Classroom Assessment Subcommittee in a report as evidence of classroom assessment at Barton to be posted to the [assessment website](#) for review.

III. Assessment Model:

