

CLASSROOM ASSESSMENT TECHNIQUES PROCESS HANDBOOK

BARTON COMMUNITY COLLEGE

Contents

WHY WE ASSESS:	3
1. Quality Focused.....	3
2. HLC Mandate for Accreditation	4
3. KBOR Policy and Requirement	4
HOW WE ASSESS (LEVELS UTILIZED):	6
I. Classroom Assessment Techniques (CATs)	6
Intentions:	6
Administering a Classroom Assessment	7
1. Choose a learning goal to assess:	7
2. Choose an assessment technique and apply it:	7
3. Analyze the data and respond to it:.....	9
4. Document the Classroom Assessment:	9
Closing the loop:	10
II. Assessment Model:	11

WHY WE ASSESS:

1. Quality Focused

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:

Aspirations

- **Empowerment**
We strive to empower all students to formulate and realize educational goals that will promote their personal growth and facilitate their full participation in a rapidly changing world.
- **Learning**
We invite and assist all students to master a core of knowledge and skills needed for advanced learning, employment, personal growth, and responsible citizenship.
- **Evaluation**
We evaluate the relevant skills and knowledge acquired by all students so as to enhance their meaningful and productive educational experiences. Similarly, Barton evaluates its performance in terms of its contribution to student learning and success.
- **Discovery**
Because we are a force for innovation, we continually strive to discover better ways to empower all students to learn and grow. Barton is a learning institution in both its means and its ends; we facilitate our students' discovery of what they need and want to know.
- **Growth**
We strive to grow each year in our ability to accomplish our mission through purposeful enrollment and a commitment to quality.

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.

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

Chapter III, A. 10. ACCREDITATION OF DEGREE GRANTING INSTITUTIONS

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

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. Assessment Model:

