



HLC Accreditation Evidence

Title: Classroom Level Assessment
Excerpt from Assessment Institute

URL:

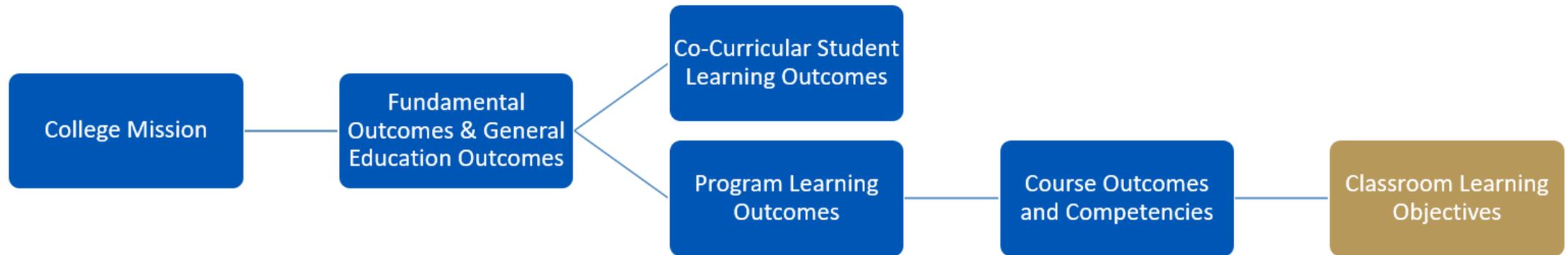
Office of Origin: Vice President of Instruction

Contact(s):

- Coordinator of Assessment

Classroom Level 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 Assessment Documentation Report - 2020:

Documented Assessments and Improvements to Enhance Student Learning:

Each of the following assessments, submitted by faculty, resulted in at least one change/adjustment/improvement to enhance, and improve student learning.

Note: The following are only a sampling of the 500+ assessments documented during the given term.

Subject Code	Course Number	What did the results/findings show you?	How will you implement changes in your course based on the results of your CAT?
CHLD	1500	All students 5/5 turned in a 4-5 page document. One student turned in an 8 page document. 5/5 students successfully completed competencies #1, #2, #4, #5 and #6. 3/5 students successfully completed competency #3.	We found that compare and contrast is a skill that was difficult for a couple of the students. The work of those two students lacked facts and details and went more to emotionally charged "I like" or "it makes me feel" verbiage. It gave us a wonderful classroom opportunity to discuss, bounce ideas off of one another plus work together to advance skills and knowledge that will assist them in the workplace.
MLTR	1535	The students need this class annually since this is a skill that they will lose if not refreshed on a regular basis.	Find the students at the lowest level of medical care and teach to their level until everyone learns the basics.
ARTS	1210	7 of 10 students exhibited a 100% understanding 2 of 10 students exhibited 90% understanding 1 of 10 students exhibited 70% understanding	While students go through the practice of painting in oil, re-introduce the terms associated to specific stages in the creation of a painting (beginning/middle/completion and critique). Create 3 exams (not 2) testing the understanding of an expanding terminology in each exam at the beginning, mid-term, and end of the semester.
MATH	1826	Initially, 5 out of 14 students successfully multiplied the three different variations of polynomial multiplication presented. After identifying the need to focus on subtraction such that the first term gets a sign change as well, and when multiplying two separate variables, their exponents are dealt with separately, I then provided clarity, justification, explanation, and additional examples of each. The CAT was repeated with three additional polynomial multiplication problems being presented. 12 out of 14 students were able to successfully multiply the given problems at this time (class was over at this point).	At the beginning of the following class period I went back over the competency and presented newer and more challenging problems. After several passes, a majority of the class was able to master the competency (a rotating 13 out of 14 with perfect work).