HLC Accreditation Evidence

Title: Levels of Assessment Excerpt from Barton Assessment Institute

URL:

Office of Origin: Vice President of Instruction

Contact(s):

- Coordinator of Assessment

Levels of Assessment

HLC Criteria for Accreditation:

4.B.

The institution engages in **ongoing** assessment of student learning as part of its commitment to the educational outcomes of its students.

The institution has **effective processes** for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings.

The institution **uses the information** gained **from assessment to improve student learning**.

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.

BARTON's Assessment Model

The following flowchart represents the various levels of assessment at Barton.

Each level focuses in on specific **Student Learning Outcomes** relating to what a student will understand, apply, analyze, evaluate, create, etc. when they have completed a given learning experience.
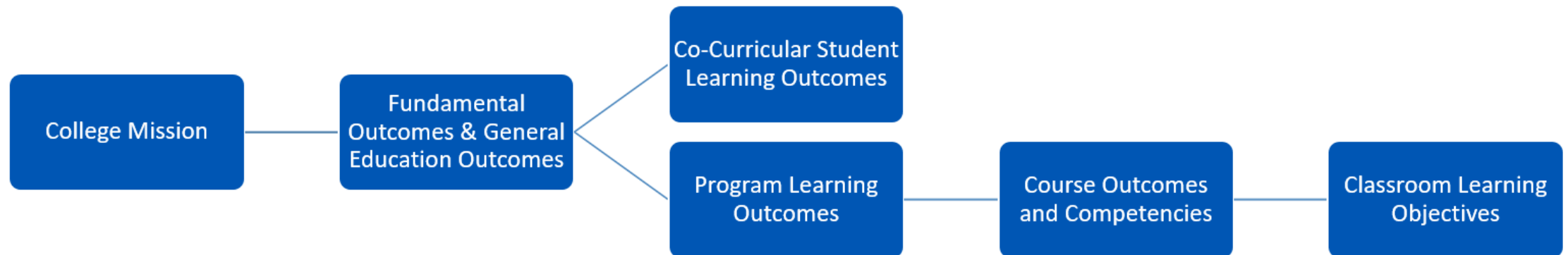
The Learning Outcomes are compared to a benchmark, or minimum level of performance as determined by the respective faculty, staff, or other party, which must be met for the Outcome to be reached or attained.

At Barton, **70% is a common benchmark** used for Student Learning Outcomes Assessment.

HLC Criteria for Accreditation:

1) Mission (Values)

2) Integrity (Governance, Policies and Procedures)

3) Teaching and Learning I (General Education and Faculty Expectations)

4) Teaching and Learning II (Program/Instructional Review, Assessment of Student Learning, and Completion/Persistence/Retention)

5) Institutional Effectiveness, Resources and Planning (Administration Expectations, Strategic Planning and Finances)

HLC Criteria for Accreditation:

1.B

The institution's mission is clear and articulated publicly; it **guides the institution's operations**.

The institution's **educational responsibilities take primacy over other purposes**, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Mission

Barton offers exceptional and affordable **learning** opportunities supporting student, community, and employee needs.
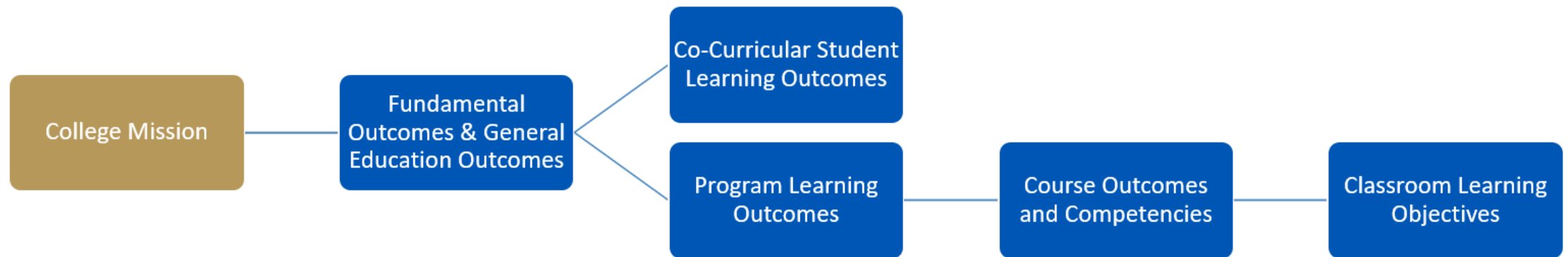
Institution Level Assessment

Barton faculty and staff will seek to achieve our Mission through **ENDs that define our commitment to excellence** in education.

END#1: **Fundamental Skills**

Assessment of the **Fundamental Learning Outcomes**, the knowledge, skills, or abilities that **guide all curriculum**, will serve as an indicator of the essential skills retained by our students and their ability to lead productive lives.
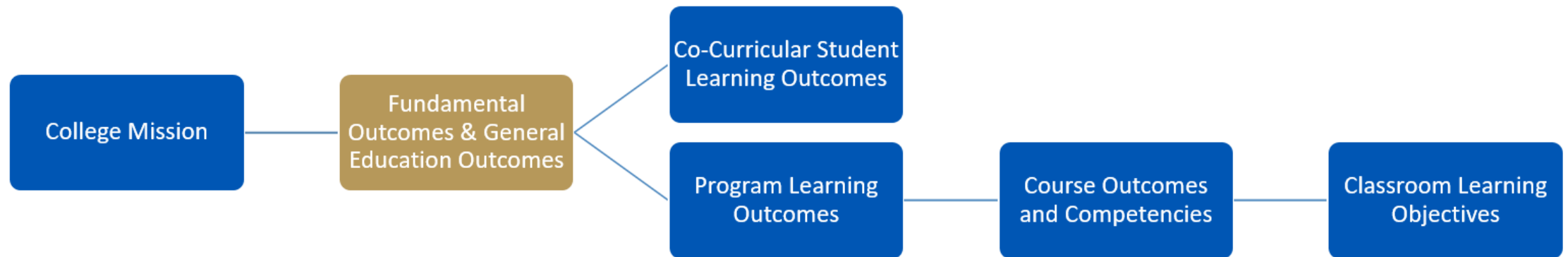
Fundamental Learning Outcomes

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

BARTON's 2020 Community Report:

Students will acquire the skills needed to be successful for the program they are in.

- Students will have the essential skills to succeed in the workplace.
- Students will have the essential skills to lead productive lives.
- Students will be provided remediation as needed.

ASSESSMENT EXPLAINED

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 students. By identifying and focusing on the topics students are struggling with, faculty can make strategic improvements to their courses. Assessment of the Fundamental Outcomes serve as an indicator of the essential skills retained by our students and their ability to lead productive lives. Each year, we highlight a different outcome to illustrate how assessment works in this document. This year we will look at the "Technological Perspective."

FUNDAMENTAL OUTCOMES

1. Critical Thinking

2. Life-Long Learning

3. Historical Perspective

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

The graph to the right represents the percent of students who correctly answered specific questions designed to assess a student body's grasp of a concept as it pertains to the Fundamental Outcome. A benchmark of 70% is used and as shown, the fundamental outcome is above this mark for 2020.

2016	2017	2018	2019	2020
79%	78%	76%	75%	76%
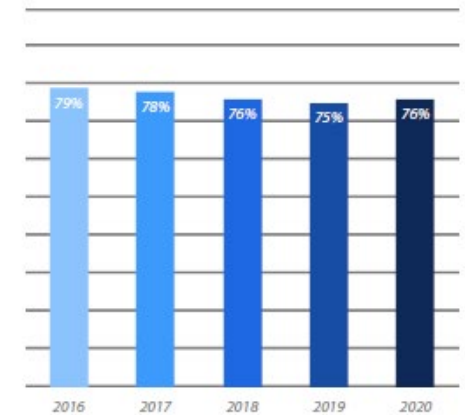
ASSESSMENT TESTIMONIAL

"In past classes, students have had difficulty on terminology quizzes and explaining different types of partnerships. I assigned an activity where each student had to create a document explaining each type of partnership and the different terminology used in partnership accounting to a peer that didn't have a background in accounting using both accounting terminology and terminology that a peer with no accounting background would understand.

After the activity was completed, the students took a terminology quiz including the different types of partnerships. The grades were significantly better than in past courses."

— Business Instructor Kathy Boeger

General Education Level Assessment

Barton faculty and staff will make **curricular-adjustments** to improve student learning based on the assessment of **General Education Learning Outcomes**, the knowledge, skills, or abilities students will have upon completion of the **respective curriculum**.

Strategies to improve student learning will be established with specific goals sustained by budgetary requests, as needed, in support of Strategic Planning and consequently the overall Mission of the College.
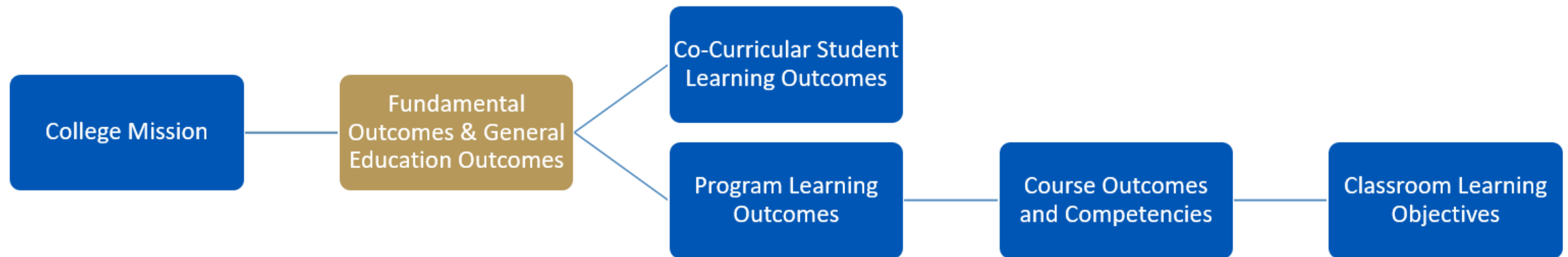
General Education Outcomes

Zone 1: Foundation Courses

- Written and Oral Communication
- Mathematical Reasoning
- Technological Skills
- Global Issues and Diversity

Zone 2: Introductory Courses

- Arts and Humanities
- Social Sciences
- Mathematics and Pure Science
- Personal Well-Being

Zone 1: Foundation Courses

Sector A: Written and Oral Communication
- Effectively communicate in writing and speaking with clarity, coherence, and persuasiveness.
- Present and support ideas in an organized manner consistent with the intended audience and purpose in both speaking and writing.
- Locate and evaluate source information and incorporate it into their work in an ethical and legal fashion.
- Identify communication techniques for effective elicitation of information including listening, speaking, writing and body-language.

Sector B: Mathematical Reasoning
- Use empirical methods to determine and express relationships between properties or concepts.
- Solve problems by applying appropriate strategies and logical reasoning.

Sector C: Technological Skills
- Demonstrate technical knowledge and skills used in a digital-age work and learning environment in an ethical manner.
- Practice communication, problem solving and decision-making using appropriate technology.

Sector D: Global Issues and Diversity
- Analyze issues such as globalization, sustainability, multiculturalism, and prejudice (equality/inequality) within a society or culture.
- Explain how the diverse range of human differences influences the historical and current formation of artistic, economic, social, scientific, cultural or political institutions.

Zone 2: Introductory Courses

Sector A: Arts and Humanities
- Effectively communicate in writing and speaking with clarity, coherence, and persuasiveness.
- Analyze and interpret artistic performances and works of art utilizing the historical and cultural context.
- Reflect on and explain the meanings of artistic works and performances.
- Demonstrate historical literacy and articulate a view of history as a series of historiographical discussions.
- Analyze and interpret the causes, course and consequences of major events in history.
- Describe and evaluate the cultural perspectives within the human condition.
- Develop appreciation for other cultures through language and other forms of expression.
- Analyze and interpret literary texts, including their meanings, utilizing the historical and cultural context.

Sector B: Social Sciences
- Develop an understanding of the relation of self to world through investigations of social, cultural, economic, and political institutions in shaping human thought, value, and behavior.
- Identify various social factors that influence behavior at multiple levels of human interaction.
- Apply systematic and scientific strategies to examine current social issues and problems.
- Analyze how people's experiences and perspectives are shaped by social change or human behavior.

Sector C: Mathematics and Pure Science
- Use empirical methods to determine and express relationships between properties or concepts.
- Solve problems by applying appropriate strategies and logical reasoning.
- Using scientific facts and ideas, examine and predict multiple outcomes for various encounters.
- Explain major concepts related to living systems and the physical universe.

Sector D: Personal Well-Being
- Participate in activities that enhance social inclusion, self-expression, personal and professional development.
- Develop habits which promote individual health and well-being (physical, mental and emotional).

Documentation:

Global Issues & Diversity (Pilot-Fall 2021)

General Education Assessment

Have a copy of your syllabi available to look up the respective competencies

Hi Joseph, when you submit this form, the owner will be able to see your name and email address.

* Required

1. General Education Outcome *

   [1D Global Issues and Diversity ⌄]

2. Course? (1D) *

   [AGRI 1100 Agriculture in our Society ⌄]

3. AGRI 1100 (1D) Competencies? *

   [A1 ⌄]

4. How many students met the given competency? (#) *

   [10]

https://forms.office.com/r/wTaKv4gZ1p

HLC Definition:

Co-Curricular

Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum.

Institutions determine for themselves, based on their Mission, **what they deem to be co-curricular**, as an essential part of, or partner to, their curricular activities (**as opposed to "extra-"curricular**).

HLC's Board of Trustees has identified a need for certain clarifications to be made, namely that

(1) the institution is **only obligated to assess the Learning Outcomes it claims for co-curricular offerings;** and

(2) to emphasize the **engagement** of faculty, instructional and other relevant staff members in assessment processes **as the major element of good practice** that HLC will evaluate.

Barton's Co-Curricular Subcommittee has determined **Co-Curricular activities** to be student organizations or clubs specifically designed to **support curricular outcomes and objectives**,

and **not** activities solely for social engagement or entertainment (**extra-curricular**), performance groups developed through credit-bearing courses, student services activities such as tutoring, advisement, or career services

Co-Curricular Level Assessment

Barton faculty and staff will make adjustments to improve student learning based on the assessment of **Student Learning Outcomes**, the knowledge, skills, or abilities students will develop **within a given co-curricular area**.

The Student Learning Outcomes compliment Barton's Curricular Programs and support the Fundamental Learning Outcomes.
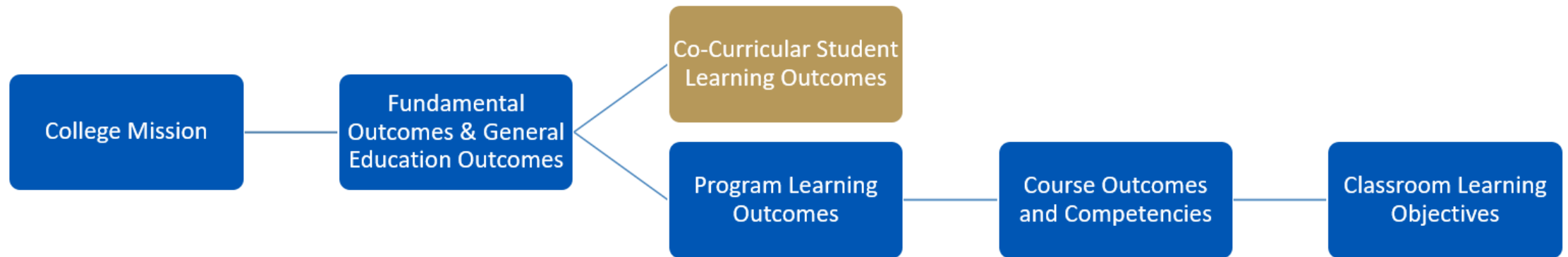
Co-Curricular Assessment Documentation Report – 2021:

Student Ambassadors
AY 2020-2021

The Student Ambassadors serve as representatives of the college by conducting and scheduling campus tours and participating in recruitment activities. Ambassadors are selected from both the freshman and sophomore classes through an application and interview process.

Expected Outcomes:

1. Develop and demonstrate effective communication [CORE 1; END 2]
2. Develop and demonstrate leadership skills [CORE 1; END 2]

Student ambassadors are given thorough training to prepare them to be Barton representatives. After which they are quizzed on their comprehensi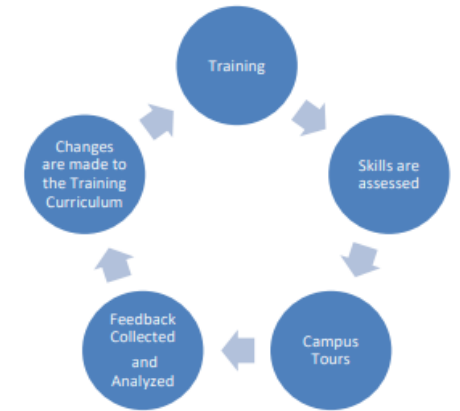on and understanding of their duties and responsibilities. Additional training is given as necessary followed by mock campus tours. Following this the student ambassadors are heavily involved in scheduling and conducting campus tours. Feedback is collected from the perspective students which is summarized below:

Interest level in attending Barton	2016	2017	2018	2019	2020
Definitely Attending	38%	100%	56%	40%	71%
More Likely to attend	50%	0%	28%	20%	29%
Still exploring/Undecided	13%	0%	17%	33%	0%
Not Attending	0%	0%	0%	0%	0%

Student Learning Goals (1-Low, 5-High)	2016	2017	2018	2019	2020
Was your meeting with the faculty member helpful and informative?	5.00	5.00	5.00	4.80	4.90
Did you feel welcome?	5.00	5.00	5.00	5.00	5.00

Based on this data, curricular changes are made to the training that is given to further enhance the entire process. For instance, the feedback indicated a lack of knowledge of some of the specifics within given areas. As such, since 2014 during the mock campus tours building experts such as faculty and deans have been used to give an overview and to advise the ambassadors on specifics to mention during the tours. This has further enhanced their ability to effectively communicate about Barton and enhanced their recruitment capabilities.

HLC Criteria for Accreditation:

3.C.

The institution provides **quality education**, wherever and however its offerings are delivered.

The institution has the faculty and staff needed for **effective, high-quality programs** and student services.

The institution has **sufficient numbers** and continuity of faculty members to carry out both **the classroom and the non-classroom roles of faculty**, including **oversight** of the curriculum and expectations for student performance, **assessment of student learning**, and establishment of academic credentials for instructional staff.

HLC Criteria for Accreditation:

5.C.

The institution's **resources**, structures, and processes are sufficient to fulfill its Mission, **improve the quality of its educational offerings**, and respond to future challenges and opportunities.

The institution engages in systematic and integrated planning and improvement.

The institution **links** its processes for **assessment of student learning**, evaluation of operations, **planning, and budgeting**.

HLC Review/ Response -2017:

Barton has some work to do on ensuring the integrity of its academic **programmatic** offerings.

While **several programs hold external accreditation** which helps to ensure that they meet high standards **many others do not.**

Program Level Assessment

Barton faculty and staff will make **holistic curricular-adjustments** to improve student learning based on the assessment of **Program Learning Outcomes**, the knowledge, skills, or abilities students will have upon completion of **a given program**.

Strategies to improve student learning will be established with **specific goals sustained by budgetary requests**, as needed, within the respective **Instructional Reviews** in support of Barton's Strategic Planning Framework.

College Mission — Fundamental Outcomes & General Education Outcomes — Co-Curricular Student Learning Outcomes / Program Learning Outcomes — Course Outcomes and Competencies — Classroom Learning Objectives
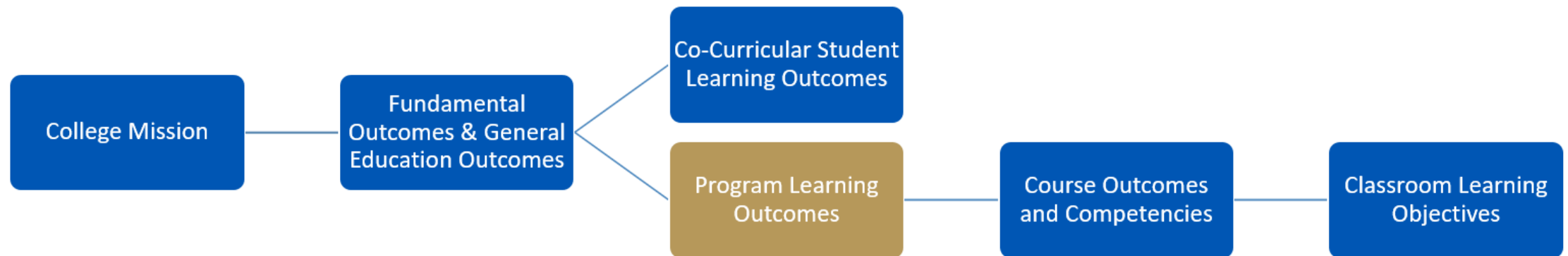
(PLO)

(Courses)

(Competencies)

Create a Body of Work

Graphic Design

Painting I

Develop creative expressions

Apply contemporary design

Artistically interpret and express emotion

Demonstrate proper use of a medium

Curriculum Mapping

Program Outcomes	EDUC 1128				EDUC 1134				EDUC 1136				EDUC 1142			
PLO 1: Understand, appreciate and utilize diverse peoples, thoughts and perspectives in an educational environment	Competency	Met	Total	%	Competency	Met	Total	%	Competency	Met	Total	%	Competency	Met	Total	%
% Met:	D1	20	29	69%	A3	5	7	71%	E3	5	6	83%	B2	1	2	50%
76%	D2	15	16	94%					F7	5	6	83%				
PLO 2: Become a reflective practioner	Competency	Met	Total	%	Competency	Met	Total	%	Competency	Met	Total	%	Competency	Met	Total	%
% Met:	G1	26	29	90%	A1	5	7	71%	F6	4	6	67%	C1	1	1	100%
87%	G2	29	29	100%												
PLO 3: Observe, analyze and evaluate teaching materials/techniques	Competency	Met	Total	%	Competency	Met	Total	%	Competency	Met	Total	%	Competency	Met	Total	%
% Met:	A2	29	29	100%					E1	4	7	57%	B1	1	1	100%
89%	C1	25	29	86%					E2	4	6	67%				
	C2	28	29	97%												
PLO 4: Communicate effectively to other people orally and through writing and listening	Competency	Met	Total	%	Competency	Met	Total	%	Competency	Met	Total	%	Competency	Met	Total	%
% Met:	A1	28	29	97%	B2	5	7	71%					D1	1	2	50%
89%																
PLO 5: Have a historical and technological literacy of education	Competency	Met	Total	%	Competency	Met	Total	%	Competency	Met	Total	%	Competency	Met	Total	%
% Met:	B1	28	29	97%					F2	5	6	83%	A1	3	3	100%
89%	B2	24	29	83%												

Documentation: Instructional/Program Review

Assessment of Student Learning

Utilizing the Instruction Power BI app, the **Program Assessment Report** (if applicable), and any other program assessment data, respond to the following questions:

- Summarize the assessment data and include comments on identified trends of program learning outcomes and steps that have or are planned to respond to the results.
- What **curricular changes** have occurred (or are planned) since the last review to ensure student learning outcomes are achieved?
- What strategies do you utilize to achieve instructional **quality** and student engagement?
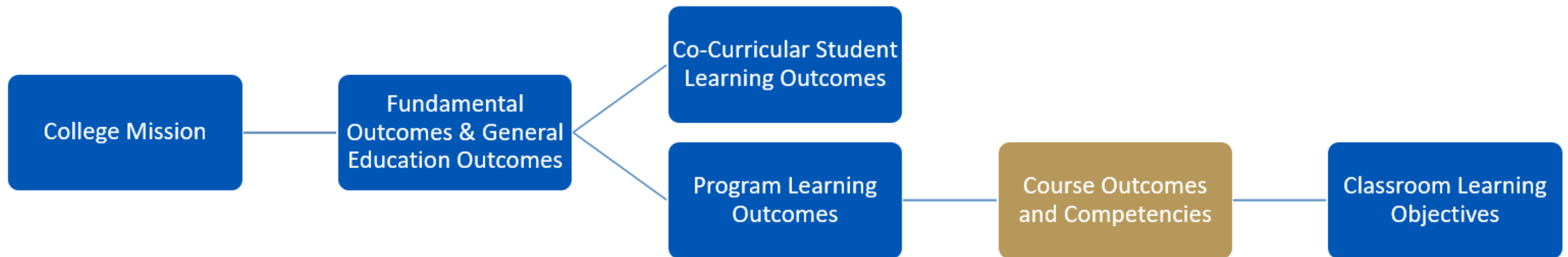
Goal Setting

Please identify goals for the 2021-2023 timeframe.

- Goals? **A minimum of one goal** needs to **support student learning**.
- What **resources** and/or support are needed to accomplish the goals?

Course Level Assessment

Barton faculty and staff will make **macro-adjustments** to improve student learning based on the **summative** assessment of **Course Learning Outcomes**, the **competencies** stated in the course syllabus, using various Course Assessments.

| College Mission | Fundamental Outcomes & General Education Outcomes | Co-Curricular Student Learning Outcomes |
| | | Program Learning Outcomes → Course Outcomes and Competencies → Classroom Learning Objectives |

Outcomes Report - Canvas

15 Outcomes Aligned	1-CHI-C 1 Question 6 Mastery 1 Didn't Meet	1-CHI-TS 1 Question 4 Mastery 3 Didn't Meet	1-MEAN-C 1 Question 6 Mastery 1 Didn't Meet	1-MEAN-TS 1 Question 6 Mastery 1 Didn't Meet	2-MEAN-D-C 1 Question 7 Mastery 0 Didn't Meet
DD	★ 1/1 Mastery	★ 1/1 Mastery	0/1 Didn't Meet	★ 1/1 Mastery	★ 1/1 Mastery
GP	★ 1/1 Mastery	0/1 Didn't Meet	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery
IA	0/1 Didn't Meet	0/1 Didn't Meet	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery
IF	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery
MT	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery
NO	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery	★ 1/1 Mastery
SE	★ 1/1 Mastery	0/1 Didn't Meet	★ 1/1 Mastery	0/1 Didn't Meet	★ 1/1 Mastery

Learning Mastery Gradebook - Canva

Course average ▼	0.29 /1 🟥	0.79 /1 🟧	0.79 /1 🟧	0.93 /1 🟧
Students ⋮	198	201	203	199
	1 / 1 🟩	1 / 1 🟩	0 / 1 🟥	1 / 1 🟩
	1 / 1 🟩	1 / 1 🟩	1 / 1 🟩	1 / 1 🟩
	0 / 1 🟥	0 / 1 🟥	1 / 1 🟩	0 / 1 🟥
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Documentation:

- Faculty are required to teach and assess all of the stated competencies in a given syllabus and will now <u>document two</u> competencies from <u>one</u> course each term beginning in fall 2021

- Faculty are still required to do multiple CATs each term and will continue to <u>document one</u>

Course Assessment Reflection

Course assessment is a macro look at instruction in a course. Course assessment asks you to examine the data gathered from your course assessment and analyze it to determine what can be done more effectively to teach selected competencies.

7. CONCLUSIONS

Consider, compare, and contrast your teaching methods, resources, and any other variables associated with the instruction of the competencies in the strengths and weaknesses sections above.

Strength(s):

Enter your answer

9. Weakness(es):

Enter your answer

12. ACTION PLAN

Based on your course assessment, what competency (or competencies) are you going to focus on the next time you teach the course?

Enter your answer

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**).
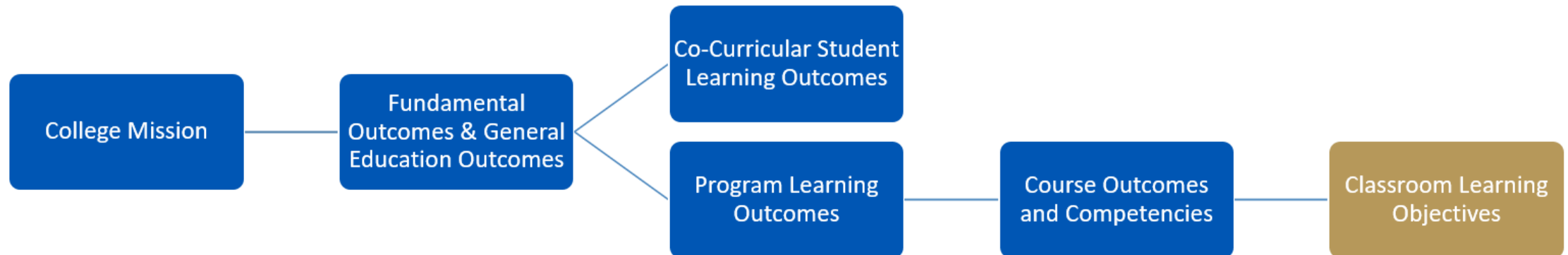
Classroom Assessment Documentation Report – 2020:

**BARTON** COMMUNITY COLLEGE

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).

Organizational Structure
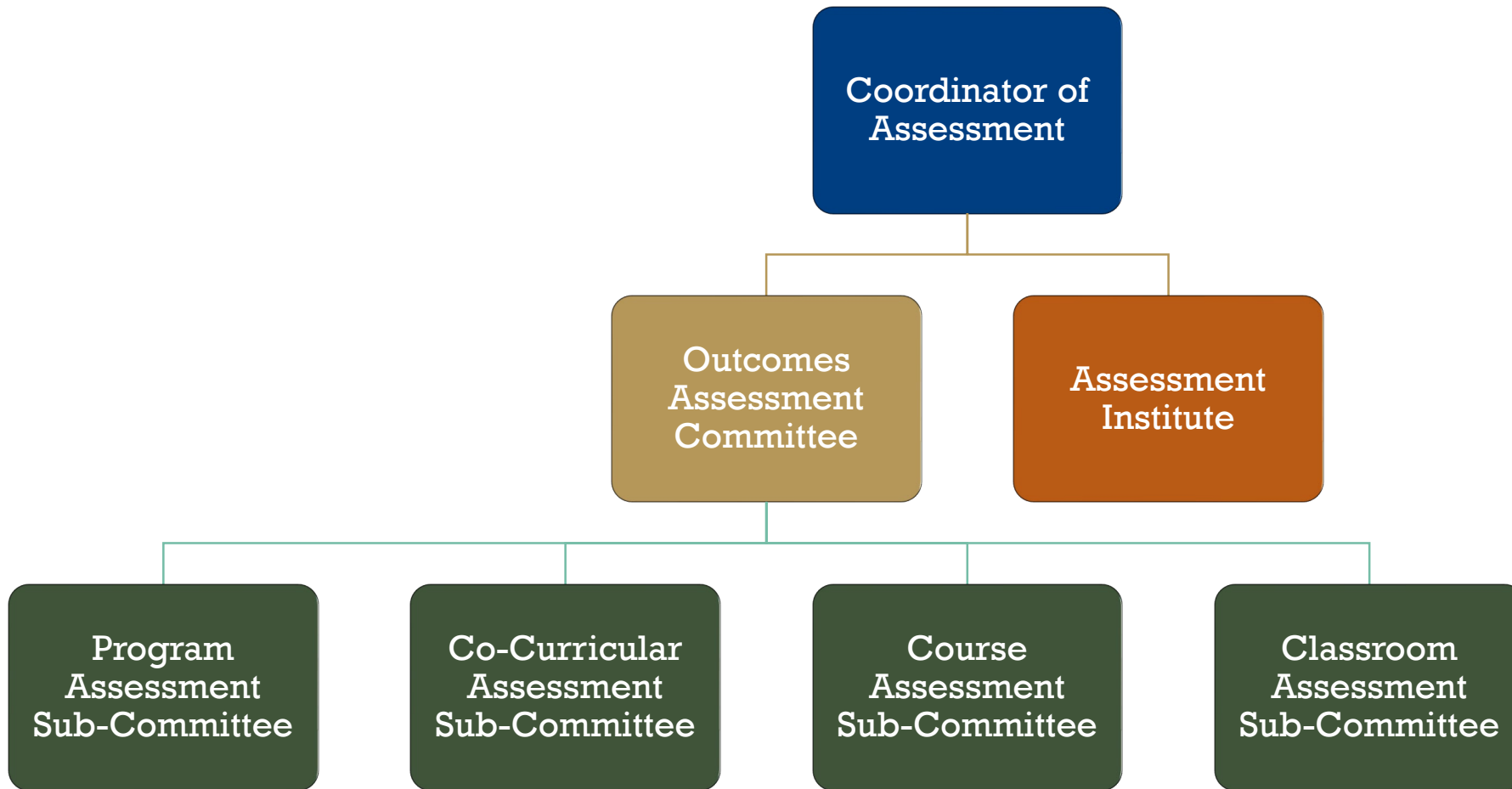
Assessment Committee Membership
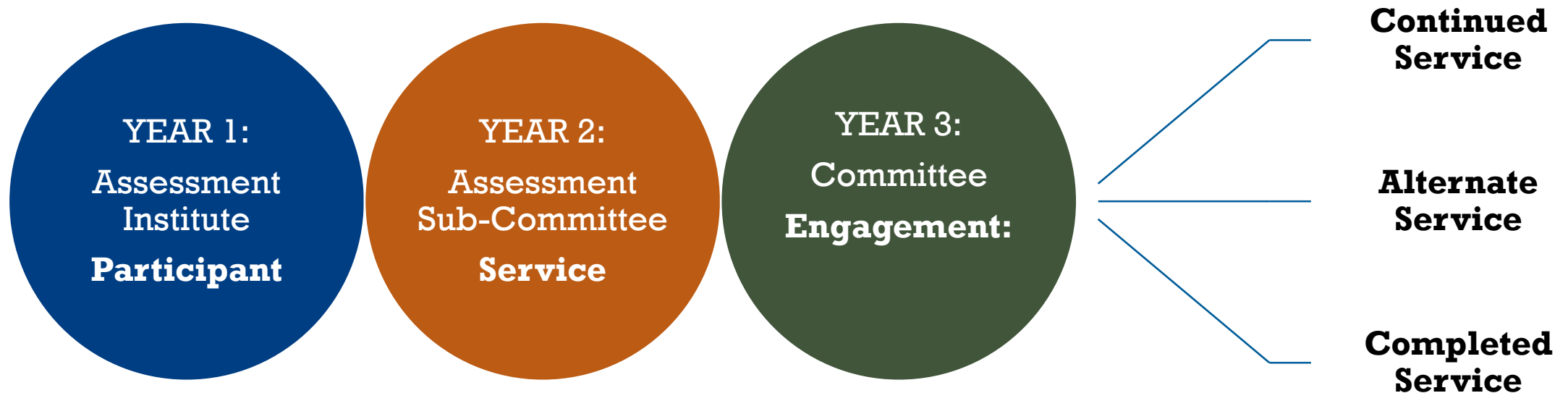
Purpose:
- To build up trained membership for the various assessment sub-committees (**sustainability**)
- To establish a thorough mindfulness of assessment influencing other committees (**culture**)

A supervisor may at any time determine that committee membership is not appropriate on a case-by-case basis

HLC Criteria for Accreditation:

4.B.

The institution engages in **ongoing** assessment of student learning as part of its commitment to the educational outcomes of its students.

The institution has **effective processes** for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings.

The institution **uses the information** gained **from assessment to improve student learning**.

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.

HLC Sanctions:

Independence Community College

Independence Community College **now meets** Criterion **4.B.** for the following reasons:

- Data from the program review process, **including assessment data**, are being utilized to make programmatic changes

- Findings based on data **are now** being **connected to budgetary decisions** and strategic initiatives

Independence Community College **now meets** Criterion **5.C.** for the following reasons:

- The Institution has worked to create a systematic planning process that **integrates strategic planning** with operational plans and **budgeting**

ACCREDITED

https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1284

HLC Response on Probation :

Cloud County Community College

Cloud County Community College **does not meet** Criterion **4.B.** for the following reasons:

- The Institution **does not have an effective process** for assessment of student learning and **only a few** academic areas have **articulated program outcomes**.

- **Varying interpretations of assessment** and assessment outcomes across the Institution have contributed to a **lack of cohesive** student learning outcomes **and effective assessment practices** in both academic and co-curricular environments.

- The Institution **has begun to put people**, structures and activities **in place** to articulate student learning outcomes and initiate various assessment processes.

ACCREDITED ON PROBATION

HLC Sanctions:

Kansas City Kansas Community College – 11/2020

Kansas City Kansas Community College **does not meet** Criterion **4.B.** for the following reasons:

- The **establishment of program outcomes** for all degree programs has **not been completed**

- There is a **lack of sustained progress** in conducting assessment of student learning outcomes

- There is **no evidence** that data on student learning is **used to further improvements** in teaching and learning

ACCREDITED
ON PROBATION

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HLC Sanctions:

Kansas City Kansas Community College – FAQ

Will the college credits I earn at KCKCC still transfer to other schools?

In the overwhelming majority of cases, other colleges and universities will continue to accept KCKCC's credits in transfer or for admission to a higher degree program.

However, all colleges and universities define their own transfer and admission policies. Students interested in pursuing a higher degree or transferring **should contact the institution they plan to attend** so that they are knowledgeable about the admission policies for that college or university.

ACCREDITED
ON PROBATION

Resources:

https://bartonccc.edu/assessments/student-learning