**Processes for Assessment of Student Learning**

Barton engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students. As described in the [Assessment Processes Handbook](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Assessment%20Process%20Handbooks.pdf), the College has well-defined, effective processes for assessing student learning and achieving learning goals in academic and co-curricular offerings. Moreover, the [Assessment of Student Learning Strategic Plan](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Assessment%20of%20Student%20Learning%20Strategic%20Plan%201%20and%202.pdf) establishes a framework to communicate the alignment with the College’s mission and vision and identify assessment objectives and the actions necessary to achieve them.

**Focus on Continuous Improvement**

Throughout the assessment processes, 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).

**Levels of Assessment**

As illustrated by the [Barton Assessment Model](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Barton%20Assessment%20Model.pdf), each level of assessment focuses on specific Student Learning Outcomes (SLOs) relating to what a student will understand, apply, analyze, evaluate, and create when they have completed a given learning experience. The [Assessment Process Map](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Assessment%20Process%20Map.pdf) outlines the process used to assess SLOs at all assessment levels. Each assessment level follows the same path:

* Identify Student Learning Outcome
* Collect and assess sufficient evidence to determine if students are learning the SLO
* Determine if the level of achievement is at or above the established [benchmark](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Barton%20Benchmark%20Definition.pdf)
	+ Adjust as needed
* Document the assessment and lessons learned for future use and continuous improvement

The Assessment Process Handbook describes a systematic approach to successfully traversing the assessment process described above and performing each assessment level. The common elements for each assessment level include:

* Align with the Fundamental Learning Outcomes
* Use, Apply, and Document the Assessment – data collection, documentation process, and data application as needed.
* Close the Loop – data analysis; data sharing; data application for planning, evaluation, identification of deficiencies and gaps; share best practices and lessons learned; improve quality.

The Barton Assessment Model incorporates the following [levels of assessment](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Levels%20of%20Assessment.pdf):

* [Institutional Assessment](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Institutional%20Assessment.pdf) – Assessment of the Fundamental Learning Outcomes, the knowledge, skills or abilities that guide all curriculum, serves as an indicator of the essential skills retained by our students and their ability to lead productive lives.
* [General Education Assessment](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_General%20Education%20Assessment.pdf) – Currently, General Education Assessment at Barton is in the planning phase. 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.

* [Co-Curricular Assessment](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Classroom%20Assessment%20AI.pdf) – Barton is committed to assessing and strengthening co-curricular organizations. The College recognizes and values that student learning is most effective when students can make meaningful connections across their many educational experiences, both curricular and co-curricular.

The [Co-Curricular Assessment Handbook](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_CoCurricular%20Assessment%20Process%20Handbook.pdf) and [video](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_CoCurricular%20Assessment%20Video.pdf) thoroughly describe how co-curricular groups at Barton systematically assess and make improvements to benefit their respective student learning outcomes. The Handbook illustrates the alignment of Co-Curricular Assessment with Barton’s [Strategic Planning Framework](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20IE_Strategic%20Planning%20Framework.pdf) and [Fundamental Learning Outcomes](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Fundamental%20Learning%20Outcomes.pdf). These data subsequently support the ENDs statements addressed by the Board of Trustees and Barton’s strategic planning framework.

**Documenting Co-Curricular Assessment -** The report for each area follows a standard [template](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_CoCurricular%20Assessment%20Report%20Template.pdf) identifying the group’s learning outcomes and plans for data collection. The club/activity sponsor updates information annually to document assessment data and changes made by the group because of the assessment data and submitted to the [Co-Curricular Assessment Sub-Committee](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Cocurricular%20Assessment%20Subcommittee.pdf) for review. Each report will provide a snapshot of the student group’s activities and accomplishments. An [annual report compilation](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_CoCurricular%20Assessment%20Annual%20Report%20Compilation%20Example%202021.pdf) is published within the [Co-Curricular Assessment Report](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_CoCurricular%20Assessment%20Reports%202021%20and%202022.pdf), contributing to a holistic review of co-curricular activities.

* [Program Assessment](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Program%20Assessment.pdf) - Barton faculty and staff make holistic curricular adjustments to improve student learning based on Program Learning Outcomes (PLOs) assessment. Program faculty and administrators identify strategies to enhance student learning with specific goals sustained by budgetary requests, as needed, within the respective Instructional Reviews (also referred to as Program Reviews). (See also 4.A.1 Program Review)

In collaboration with the Coordinator of Assessment, the Program Level Assessment Committee collects and aggregates the respective program assessment data for the [Program Assessment Reports](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Program%20Assessment%20Report%20Examples.pdf). Program representatives analyze the data as a part of the instructional review process.

Program Learning Outcomes

Program learning outcomes look to find the core identity and values of a program. These are a student's skills and abilities upon completing a given program. Each program will develop [Program Learning Outcomes](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Program%20learning%20Outcomes%20ALL.pdf) and [means of assessment](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Program%20Learning%20Outcomes%20Brainstorming%20Guide.pdf) as part of Barton's efforts to keep student learning at the forefront of Instructional (Program) Review.

* [Course Assessment](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Course%20Assessment.pdf) – The goal of course assessment is to measure SLOs based on course competencies at the end of a given course, identify competency areas in need of improvement, determine the necessary steps to improve student learning, and then make the appropriate changes to the course content for future offerings of the course.
* [Classroom Assessment](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Classroom%20Assessment%20AI.pdf) – measures student learning as it happens on a day-to-day basis. 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). See also, 4.B.2)

**Process Maturity**

The College conducts regular monitoring and evaluation to ensure that the Assessment of Student Learning Process matures. This cyclical review process results in an integrated Assessment System rather than a stand-alone activity. Using the [HLC Stages in Systems Maturity matrix](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20HLC_HLC%20Stages%20in%20System%20Maturity.pdf) as a framework for continuous process improvement, Barton strives to develop and institutionalize a system that meets the criteria of an "Integrated Process."

Before Barton participated in the HLC Assessment Academy, faculty and administrators generally understood the College's assessment processes. Yet, there was a need for progress toward making the activities more explicit, measurable, and subject to continual improvement. Following the guidance of the Academy mentors, the College began with goals to develop (1) well-defined processes (develop a [process handbook for each assessment level](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Assessment%20Process%20Handbooks.pdf) describing "how.”) and (2) [metrics for success with clear benchmarks](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Assessment%20Summit%20Report%202012-2021.pdf) that demonstrate measurable improvement. The current Assessment of Student Learning Process meets the criteria of an Integrated System.

Operations are characterized by repeatable, predictable processes and regularly evaluated for optimum effectiveness: The [process map](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Assessment%20Process%20Map.pdf), assessment handbooks, and [reports](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.B%20EVIDENCE%20UPLOADED/4.B.1/4.B.1/4.B.1%20VPI_Assessment%20Summit%20Report%202012-2021.pdf) clearly illustrate the operations, including SLO identification, data collection and documentation, data analysis, and continuous improvement.

Efficiencies across units are achieved through analysis, transparency, innovation, and process and analysis artifacts are shared among instructional units: Multiple [annual reports](file:///T%3A%5C00%20EVIDENCE%20FOR%20UPLOAD%2022%5C4.B.1%5C4.B.1%20VPI_Assessment%20of%20Student%20Learning%20Evidence.pdf) track progress on key strategic and operational goals, identify actions to improve student learning, and demonstrate.

Outsiders request permission to visit and study why the institution is so successful: Representatives from six postsecondary institutions have consulted with the Coordinator of Assessment to learn about the Barton Assessment Model. Many requested information regarding the Assessment Institute, Outcomes Assessment Committee, and subcommittees. Other questions focused on specific levels of assessment. The multiple conversations with the Coordinator, Barton presentations, handbooks, videos, and reports created by OAC serve as foundational resources for other institutions to develop their assessment processes.