



HLC Accreditation Evidence

Title: Board END #1 - Essential Skills

Office of Origin: Vice President of Instruction - Assessment of Student Learning

Board END 1: Essential Skills

- Students will acquire 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.

At the September meeting of the Board of Trustees, the Coordinator of Assessment of Student Learning submits an annual report on the assessment of the fundamental outcomes which are tied to the Barton ENDs statement. Additionally, assessment data is made available to the public in the Annual Barton Report Card. In 2016 taking into account all such course assessments, this totaled more than 24,000 questions and overall more than 223,000 since 2008. In 2016 the proportion of satisfactory responses from students was 79% of the questions/assessments. Generally speaking, this proportion has increased since its conception in 2008 which began at 67%. This was deemed too low and the BOT stated that they would like to see the percentage remain at or above 70%. This was not met in 2009, but has been met in the years since.

Indicator #2: Students will have the essential skills to lead productive lives.

Presenter Jo Harrington

Completion of a Barton Community College degree template will enable students to:

Fundamental -1. 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.

Fundamental -2. 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.

Fundamental -3. 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.

Fundamental -4. Explain how technologies affect important parts of human life and how information technologies shape the study of a given subject.

Fundamental -5. 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.

Assessment of the Fundamental Outcomes will serve as an indicator of the essential skills retained by our students and their ability to lead productive lives. To allow for a detailed demonstration/explanation of the data, the Institutional Assessment data will be presented one at a time over the next five years.

Assessing the Fundamental outcomes takes advantage of the Course Assessment Projects already in place at Barton. Course assessment asks faculty to assess the competencies or learning objectives of their course. An example would be a Post test for which specific questions are tied to specific competencies. It is one thing to see that the overall class average is 80%, but it is quite another to see that every student missed a particular question. Since the faculty member has already clearly identified which topic that question assesses, they can focus their efforts and make strategic improvements to their courses. In addition to the course learning objectives, the faculty have identified which fundamental outcomes are being assessed as well. Thus by pooling all courses this way, we gain a snapshot of how courses at Barton fit into the Fundamental Outcomes and the student comprehension of the various topics that relate. As such, the following data does not represent pass rates, rather it represents the percentage of correct

responses covering a multitude of students, on questions relating to the relevant Fundamental Outcome over multiple courses.

Percentage of correct responses on course assessments relating to the outcomes

Outcome	2008	2009	2010	2011	2012	2013	2014	2015	2016
F-1	67%	68%	70%	72%	73%	76%	75%	78%	80%
F-2	-	69%	68%	70%	72%	74%	76%	77%	76%
F-3	-	73%	82%	77%	77%	77%	77%	77%	83%
F-4	-	65%	74%	68%	70%	69%	68%	75%	78%
F-5	-	-	-	94%	76%	89%	87%	80%	73%
Total	67%	69%	70%	72%	73%	76%	76%	77%	79%

Current as of 08/30/2016

As stated, as there are five outcomes, each year the Board will be presented information specific to one of the outcomes. This year, Fundamental Outcome 4 will be discussed. The Outcomes again deals with the expectation that students upon completion of their degree will be able to explain how technologies affect important parts of human life and how information technologies shape the study of a given subject.



HLC Accreditation Evidence

Title: 2016 Community Report

Office of Origin: President

REPORT 2016



BARTON
COMMUNITY COLLEGE

The Barton Community College Board of Trustees is proud to present Report 2016, highlighting the college's progress in meeting the direction provided by your elected board.

Barton welcomes your opinion and general feedback. Visit bartonccc.edu/perception.

ESSENTIAL SKILLS: ASSESSMENT SPOTLIGHT

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's students. By identifying and focusing in on the respective topics that 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.

Fundamental Outcome 4:

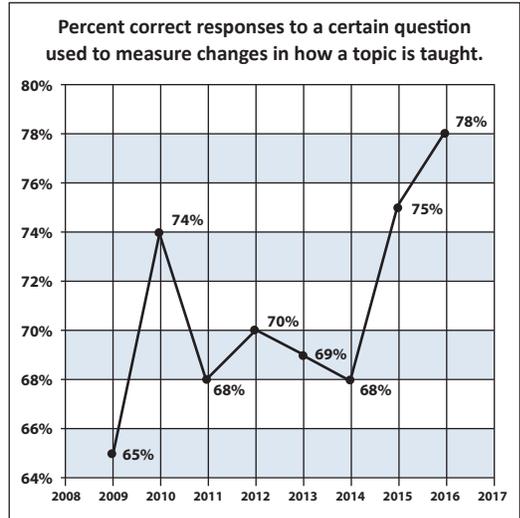
Completion of a Barton degree will enable students to explain how technologies affect important parts of human life and how information technologies shape the study of a given subject.

Course/Classroom Assessments:

A sampling of faculty response to improve comprehension of a topic or concept based on their respective data:

- After reviewing student learning styles, I can choose appropriate instructional approaches and can guide students to activities that will increase their chances for effective studying.
- Journal entries and financial statement preparation were the students' biggest struggle. I will add more videos and games regarding this matter.
- Students are asking for additional information on trust busting. I have added videos and also have added a power point. I will be adding a screen cast video of myself lecturing on monopolies in Kansas.
- With this element of Jeopardy and interactivity in mind, I was able to add more discussion and probing of students' knowledge throughout the course. In the future I may even add more elements like this as it highlights the important points, lets them know how they are doing on retaining the knowledge, and lets me know where they are getting hung up on the information.

"I am amazed at how deep some online students will dig into an area of interest I have changed areas of interest due to the suggestions of students."



- The classroom assessments let me see the areas that I am struggling in teaching my students. Often times students have similar questions, so I can address those issues for everyone. Sometimes I realize that I need to adjust my lectures or pause more often to ask if the students have understood what we have just talked about. As long as I create an opportunity for the students to let me know what is not making sense, I feel that I can address that and fix it. I try to do these things regularly.
- I have updated this course and added instructional videos on how to name and balance chemical equations. I added chapter summaries to better organize the information. I added four documents to the shared libraries that give detailed instructions on chemical equations and added three websites that explain basic chemistry.
- I did have a few students who wanted more emphasis placed on the math aspect of the certification exam and this course. For future courses, I will broaden the variety of pharmaceutical calculations so that students have more exposure.

