

## **POLICY TYPE: ENDS MEASUREMENTS**

### **POLICY TITLE: ESSENTIAL SKILLS**

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#### **Assessment of Student Learning**

**Annual: April 2006**

**Response:** The College has continued the work outlined in the Five-Year Strategic Plan. The 2005-06 Annual Assessment Plan has been further refined and condensed. Supporting documents, including a detailed Assessment Calendar, Leadership Roles and Responsibilities, and the Annual Plan are updated annually and published on the Learning and Instruction website. The College's assessment efforts are facilitated by the following individuals/teams: two assessment coordinators, the Outcomes Assessment Committee (faculty and administrative leadership), and the Dean of Learning & Instruction. The Outcomes Assessment Committee continues to work with its parent committee, the Learning, Instruction, and Curriculum Committee. The two standing committees meet biannually to report on assessment initiatives and progress.

The Higher Learning Commission of the North Central Association of Colleges and Universities (HLC-NCA) required the submission of a Monitoring Report on Barton's assessment effort. The Monitoring Report was submitted prior to its December 15, 2004 deadline. In March of 2005, the Commission issued a favorable response to Monitoring Report, recognizing that Barton's "assessment efforts and follow-up have been incredibly thorough." Furthermore, the Commission noted that Barton's documentation "reveal(s) a college community fully informed, engaged, and committed to meeting its educational purposes and mission." The Commission requires no additional reporting on assessment of student learning until the institution's next comprehensive evaluation in 2012/2013.

#### ***Levels of Assessment***

In partial fulfillment of the goals outlined in the 2004-05 Assessment Plan, the Outcomes Assessment Committee submits the following accomplishments as evidence of its progress:

1. Class Level: Faculty members (full-time as well as associate faculty) continue to use Classroom Assessment Techniques (CATs) to ensure that what they are teaching is what the students are learning, and curricular changes are being recommended and implemented as a result of the respective assessment activities.

As the table on the following page illustrates, the majority of Barton faculty who administer CATs in their classes use the results to effect positive changes in their curriculum and its delivery.

<b>Methods to Improve Student Learning</b>	<b>Number</b>	<b>Percent</b>
None	85	36%
New improved material / Study Materials/Handouts	34	14%
Further Discussions/additional practice/expand directions	34	14%
Revise Assessment / Implement other Assessment Tools	24	10%
More Examples	9	4%
Increase Class Participation/notetaking	9	4%
More Visual Aids	7	3%
More Hands On	5	2%
Add lab time to every class period	4	2%
Encourage Students to choose more indepth projects	3	1%
Attendance/Pre-reading assignments	5	2%
More Pop Quizzes	2	1%
Student Self-revise/use portfolios	2	1%
Better planning/More Research	2	1%
Oral Presentations	2	1%
Implement Vocabulary Journal	2	1%
Other	7	3%
<b>Totals</b>	<b>236</b>	<b>100.0%</b>
<p>"Other" included one each of : Make adjustments more radical for students to work harder, Incorporate more health initiatives and recreation activities, Change length of course, Add more writing assignments, Breakdown coursework, Emphasize the Evidence of Multiplicity Answers, Encourage use of memory matrix to help with organization.</p>		

2. Course Level: Barton faculty continue their work on course-level assessment via the Course Assessment Project. The primary purpose of the project is to assess student learning in selected Barton courses. All sections of the selected courses, regardless of the delivery mode (live instruction, online, or ITV) or the location (Outreach or high school site, Great Bend or Fort Riley campus), are included in the project. Faculty have used the fall and spring all-faculty meetings to advance their projects. Currently, the project involves twenty-one courses and over 150 full- and part-time faculty. Each Course Assessment Project follows five basic steps:
- Agree on core content of course syllabus, including the course description, course outlines, and course competencies
  - Design an instrument to gauge student learning in all sections of the course. This step also involves discussing and agreeing on administration guidelines and benchmarks
  - Pilot/administer the instrument

- Analyze and discuss assessment results
- Effect changes to the instrument, the process, instructional delivery, or course curriculum

Course faculty make all of the decisions regarding the syllabus, the instrument and the improvements made as a result of student performance on the assessment. Results are not used by administrators to evaluate individual faculty.

All of the courses involved in the Course Assessment Project have made progress during the 2005-06 academic year. One hundred percent of the projects aligned their syllabi's course descriptions and outcomes. Faculty in all but one project (American History, the newest project to begin the process) have aligned their competencies. All projects are poised to submit assessment results at the end of summer 2006, thereby achieving the Outcome Assessment Committee's goal for course-level assessment. The following table illustrates the status of each of the Course Assessment Projects:

Course Title	Assessment Instrument	Project Status
American History 1877 to present	Common Final	1, 2, 4,
Business Law	Pre/post test	2, 3, 9, 10
College Algebra	Common Final	2, 3, 9, 13, 14
English Composition I	Essay with Common Rubric	2, 3, 4, 5
English Composition II	Essay with Common Rubric	2, 3, 4, 5
General Accounting	Pre/post test	2, 3, 6, 9, 10
General Psychology	Pre/post test	2, 3, 5, 7, 8, 10, 12
Introduction to Music	Pre/Post test	2, 3, 5, 6, 9, 11, 12, 13, 14
Introduction to Philosophy	Pre/post test	2, 3, 9, 10
Introduction to Sociology	Pre/post test	2, 3, 4, 5, 6, 8, 10
MicroComputer Applications	Common Final	2, 3, 4
MicroComputer Repair/Upgrade	Pre/post test	2, 3, 9
Physical Science	Embedded Questions on final exam	2, 3, 5, 8, 10
Principles of Biology	Pre/Post Test	2, 3, 5, 9
Public Speaking	Pre/post speech with Common Rubric	2, 3, 5
Spreadsheet Applications	Pre/post test	2, 3, 9
Trigonometry	Common Final	2, 3, 6, 9, 11, 13
Website Construction	Common Final & Project/Performance	2, 3, 4, 5, 6, 7, 9, 10, 12
Western Civilization 1500-present	Pre/Post test	2, 3, 4, 5, 7, 8, 10, 12
Word Processing	Pre/post test	2, 3, 9, 10
World & Regional Geography	Pre/post test	2, 3, 9

Status Legend:

- |  |   |
|--|---|
| 1 = Faculty in preliminary conversations | 8 = Instrument partially implemented                            |
| 2 = Course Description/Outcomes aligned  | 9 = Instrument fully implemented (all venues, including online) |
| 3 = Course Competencies aligned          | 10 = Data being analyzed  |
| 4 = Instrument in development            | 11 = Data analysis complete                                     |
| 5 = Instrument developed and piloted     | 12 = Faculty deciding on improvements                           |
| 6 = Benchmarks established               | 13 = Curricular/Instructional improvements being implemented    |
| 7 = Instrument being revised             | 14 = Improvements to process being effected                     |

The Course Assessment Project has provided the impetus for faculty to meet, discuss common issues and to consider not only what constitutes the core curriculum of their courses but also what they want students to learn. While sometimes challenging, these conversations have enabled faculty to work toward the benefit of Barton students.

During the 2005-06 year, the Kansas Board of Regents established new guidelines for Concurrent Education Programs. All high school faculty members who teach daytime classes for college credit fall under these new regulations. One of these guidelines addresses the need for a representative final and grading rubric. Thus, the work of the Course Assessment Project may prove useful in this process as well.

3. Department/Program Level: Program-level assessment occurs primarily in vocational-technical programs and involves all students enrolled in vocational programs and classes, including high school students. As outlined in the table below, the Career and Technical Education (CTE) Division has set up its assessment plan on a semester by semester cycle:

**CTE ASSESSMENT PLAN CYCLES**

<b>Vocational Students-Semester</b>	<b>Name/Type of Assessment</b>
High School-Fall	Wonderlic (Basic Skills: Verbal & Quantitative)
High School-Spring	WorkKeys (Reading & Math)
Freshman Year: Fall	WorkKeys-department dependant (Pre)
Freshman Year: Spring	General Education Assessment Tool
Sophomore Year: Fall	Departmental Assessment
Sophomore Year: Spring	WorkKeys-department dependent (Post)

Department-specific assessments taken by sophomore vocational students include topics related to their career path, such as ethics, writing, math, social studies and critical thinking. Vocational students enrolled in Agriculture, Automotive, Business, Child Care, Computer Science, Criminal Justice, Graphic Design, Office Technology, and Technical Accounting programs are assessed using these department-specific instruments.

Career and Technical Education faculty have set benchmarks (standards) for student performance on the assessments. Students who fail to meet the benchmark undergo remediation, such as math tutoring, in their area(s) of weakness.

The Nursing and MLT programs continue to use national certification exams to assess their students' learning. The MLT program changed from administering WorkKeys to administering a certification standard simulation test.

During the 2005-06 academic year, CTE faculty have revised and developed several Program/Department Assessment Plans.

4. Degree Level: During the 2005-06 year, the Outcomes Assessment Committee submitted three proposals for degree-level assessment to the general faculty.

The faculty voted to adopt two surveys, the graduate survey and the alumni survey, as vehicles to assess student learning at the degree level. Because these surveys are already in place, the Outcomes Assessment asked for and was granted permission to place assessment questions on each of these surveys. Both surveys are in the revision process; however, assessment questions are being piloted with the spring 2006 graduation survey. Preliminary results are expected in summer 2006.

5. Institutional Level: The fifth level of assessment involves assessment of the institution as a whole. This is being achieved in a variety of ways using national surveys and in-house data gathering.
- Community College Survey of Student Engagement (CCSSE) was administered to a sample of students at the Barton County Campus, the Fort Riley Campus and some Outreach Sites.
  - Noel-Levitz Student Satisfaction Inventory (SSI) data have been collected for several years including spring 2004. Longitudinal data from 1998 to 2002 are found in Appendix 14. In spring 2003, CCSSE data were collected. SSI and the CCSSE surveys are administered in alternate years.
  - The institution collects data for a variety of internal monitoring reports on an annual basis. Data from these reports have been shared with the Board of Trustees, but little effort has been made to share the information with other constituents of the College. Board of Trustees' monitoring reports contain many elements that will be part of both degree and institutional assessment, including the results of surveys, placement data, student success, etc. With a new format being initiated, these reports are currently being reviewed by the OAC

With the administration of the CCSSE survey in spring 2006, the Outcomes Assessment Committee will be able to compare this year's results to the results of the survey administered in spring 2004 and determine what improvements, if any, are needed.

6. Outcomes Assessment Committee Activities: With the HLC-NCA's acceptance of the Assessment Monitoring Report, the Committee has moved forward with fully implementing the Five-Year Strategic Plan. The following list details some of the Committee's other accomplishments:
- Continuous updating of assessment web pages located on the Learning and Instruction website: [www.bartonccc.edu/learningandinstruction/assessment.htm](http://www.bartonccc.edu/learningandinstruction/assessment.htm)
  - Joint all-faculty meetings of Fort Riley and Barton County full-time and associate faculty were held during the fall 2005 and spring 2006 semesters. Faculty members met in discipline-specific groups as well as in larger forums to discuss assessment and related topics
  - Spring Assessment Day was held in the Career and Technical Division on March 16, 2006, and fall Assessment Day was held on September 27, 2005
  - Noel-Levitz results were received and presented to the Board. These results are part of our institutional assessment and were discussed by faculty at the all faculty meeting in September 2005
  - All Course Coordinators involved in the Course Assessment Project submitted a spring progress report
  - Data regarding the assessment of student learning has been incorporated into the Program Review process designed by the Learning, Instruction, and Curriculum Committee
  - The Outcomes Assessment Committee planned the institution's assessment work for 2005-06 in a day-long summer retreat
  - eCollege has initiated features that will greatly assist faculty in implementing common assessment instruments into online coursework

**POLICY TYPE: ENDS MEASUREMENTS**

**POLICY TITLE: WORK PREPAREDNESS**

**Professional State License Pass Rates**

**Annual: April 2006**

Professional License Program		2001-02	2002-03	2003-04	2004-05	Prior 4 yrs (2001-02 to 2004-05)
Nursing ADN	# Attempted	18	21	21	33	93
	# Passed	16	20	20	28	84
	<b>Pass Rate</b>	<b>89%</b>	<b>95%</b>	<b>95%</b>	<b>85%</b>	<b>90%</b>
Practical Nursing Certificate	# Attempted	18	28	35	39	120
	# Passed	17	28	35	38	118
	<b>Pass Rate</b>	<b>94%</b>	<b>100%</b>	<b>100%</b>	<b>97%</b>	<b>98%</b>
Certified Nurses Aide	# Attempted	240	101	70	90	501
	# Passed	225	96	69	89	479
	<b>Pass Rate</b>	<b>94%</b>	<b>95%</b>	<b>99%</b>	<b>99%</b>	<b>96%</b>
Home Health Aide	# Attempted	10	6	0	0	16
	# Passed	10	6	0	0	16
	<b>Pass Rate</b>	<b>100%</b>	<b>100%</b>	-	-	<b>100%</b>
Certified Medical Aide	# Attempted	73	19	18	27	137
	# Passed	63	19	16	26	124
	<b>Pass Rate</b>	<b>86%</b>	<b>100%</b>	<b>89%</b>	<b>96%</b>	<b>91%</b>
Medical Laboratory Technician	# Attempted	5	10	11	13	39
	# Passed	3	9	7	9	28
	<b>Pass Rate</b>	<b>60%</b>	<b>90%</b>	<b>64%</b>	<b>69%</b>	<b>72%</b>
EMS Education Basic	# Attempted	18	32	26	NA	76
	# Passed	18	28	25	NA	71
	<b>Pass Rate</b>	<b>100%</b>	<b>88%</b>	<b>96%</b>	\\	<b>93%</b>
EMS Education Paramedic	# Attempted	7	0	0	12	19
	# Passed	6	0	0	12	18
	<b>Pass Rate</b>	<b>86%</b>	-	-	<b>100%</b>	<b>95%</b>
Licensure Exams, Overall	# Attempted	389	217	181	214	1,001
	# Passed	358	206	172	202	938
	<b>Pass Rate</b>	<b>92%</b>	<b>95%</b>	<b>95%</b>	<b>94%</b>	<b>94%</b>

**Notes:** -One year equals July 1 through June 30.

**Response:** Students at Barton County Community College have consistently performed well on licensure exams.