

CO-CURRICULAR  
ASSESSMENT PROCESSES HANDBOOK

BARTON COMMUNITY COLLEGE

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## WHY WE ASSESS:

### Quality Focused

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 on the respective issues that students are struggling with, Barton can make strategic modifications to improve student learning. This is in direct alignment with the mission and vision of the college.

### Vision

Barton Community College will be a leading educational institution, recognized for being innovative and having outstanding people, programs, and services.

### Mission

Barton offers exceptional and affordable learning opportunities supporting student, community, and employee needs.

### HLC Mandate for Accreditation

#### Criterion Four - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

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

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. 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.

## Kansas Board of Regents (KBOR) Policy and Requirement

### KBOR MISSION FOR COMMUNITY COLLEGES

The mission of Kansas community colleges is to provide access to quality education programs and services to those who may benefit from services of the institutions. The primary educational function of the community college sector is to help students achieve successful outcomes in such areas as: degree programs designed for transfer, technical education certificate and degree programs, adult education, developmental education, and customized training to assist business and industry.

Community colleges may offer noncredit courses, customized training, technical certificates, and the Associate of Arts, Associate of Science, Associate of General Studies, and the Associate of Applied Science degrees.

## HOW WE ASSESS (LEVELS UTILIZED):

### Co-Curricular Level Assessment:

Barton is committed to assessing and strengthening co-curricular organizations. Barton 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.

This report outlines how many of the various co-curricular groups at Barton systematically assess and make improvements to benefit their respective student learning outcomes. These are subsequently in support of the ENDS statements to be addressed by our Board of Trustees and Barton's strategic planning framework.

### Institutional Definition of Co-Curricular Activities

The Higher Learning Commission defines Co-Curricular activities as "learning activities, programs, and experiences that reinforce the institution's mission and values and complement the formal curriculum." Specifically, however, they rely on institutions to "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)."

To better identify which programs and activities should be assessed through Barton's Co-Curricular Assessment Committee, the following definition was approved by Barton's Outcome Assessment Committee: *Barton Community College's Co-Curricular groups are student organizations or clubs designed to support curricular outcomes and objectives. These are separate from extra-curricular activities (activities solely for social engagement or entertainment and without curricular connection), performance groups (activities developed through credit-bearing courses, assessed through course and program level assessments), and*

*Student Services (activities and student interactions such as advisement, tutoring center, career services, etc. which are assessed through various institutional reviews).*

All student organizations are asked to complete a co-curricular survey that is used to evaluate the curricular support (if any) the organization provides to students. Once the Co-Curricular Committee determines a student organization to be co-curricular, they are required to participate in the co-curricular assessment process. To encourage participation in the assessment process, the Co-Curricular Committee has partnered with Barton's office of Student Life to request that these student organizations include the following language in their organizational constitution:

Co-Curricular organizations and clubs play an important role in enhancing a student's education through thoughtful learning-based activities. Assessing these activities is an essential part of gaining understanding of the larger picture of the students' comprehensive learning experiences while at Barton and is a key practice to maintaining our institution's accreditation. As a co-curricular activity, we will commit to:

- Strengthen our students' college experience by offering enriching and meaningful activities guided by a process of continuous improvement through annual assessments.
- Provide evidence of Barton's compliance with HLC Criteria 4.B.1.:

Criterion 4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

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

### **Alignment of Co-Curricular Assessment within Barton's Strategic Planning Framework**

The Strategic Planning Framework is the context within which Barton County Community College operates to achieve its mission and vision. To support strategic planning for this mission, Barton's Board of Trustees have defined a series of END statements, which express in measurable terms the value Barton intends to create in each priority area.

Historically, Barton's Co-Curricular assessment process has aligned directly under Barton's ENDS and Core Priorities. While this alignment ensured a direct support of Barton's Mission, in the Spring of 2021, the Co-Curricular Assessment Committee determined a more appropriate alignment would be to assesses co-curricular activities in their support of Barton's Fundamental Learning Outcomes. This alignment supports the curricular purpose of co-curricular activities as defined by Barton. Barton's Fundamental Learning Outcomes support the institutional mission through Barton's END 1: Fundamental Skills.



Figure 1: Co-Curricular assessment's alignment with Barton's Fundamental Learning Outcomes and Mission

## Fundamental Learning Outcomes

Barton has five fundamental outcomes that direct the College's curriculum. The outcomes are appropriate to the Mission and Board ENDS, educational offerings, certificates, and degrees of the College. They serve to demonstrate how students meet those ENDS and articulate the competencies expected of students who complete a Barton certificate or degree.

The fundamental outcomes relate the relevance of a given subject to provide students with the knowledge, skills, and values which enable them to be productive in work, family, and community. These outcomes and their assessment are reviewed annually by the Outcomes Assessment Committee and annually by Barton's Board of Trustees.

The five fundamental outcomes are as follows:

**Critical Thinking** – Study a given subject critically, including processes to analyze and synthesize important parts of the subject, ask appropriate and useful questions about the study of this subject, and 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 diverse cultures.

## **Co-Curricular Program Outcomes**

To further support the development of Co-Curricular Assessment at Barton Community College, the Co-Curricular Assessment Committee has identified three program outcomes to guide their work:

1. To coordinate co-curricular assessment in support of Fundamental Learning Outcomes
2. To advise and support co-Curricular student groups as they identify and assess student learning outcomes
3. To evaluate co-curricular student learning outcomes and associated supporting evidence

In the 2022 Co-Curricular assessment report, the committee will begin reporting on these outcomes along with the individual co-curricular organizations' student learning outcomes.

## **Documenting Co-Curricular Assessment**

The report for each area will follow a standard template. This report will be filled out by the club/activity sponsor to identify the group's learning outcomes and plan for data collection. The report will be updated annually to document assessment data and changes made by the group because of the assessment data. The report will be sent to the Co-Curricular Assessment Committee for review. Each report will provide a snapshot of the student group's activities and accomplishments and will be published within the yearly Co-Curricular Assessment Report to contribute to a holistic review of co-curricular activities.

## Co-Curricular Assessment Process Template

### Co-Curricular Title

General Description of Co-Curricular group-  
When available, this description should match the  
stated description found online:

<http://bartonccc.edu/studentlife/clubs>

### Student Learning Outcomes:

List the group's student learning outcomes, and identify which Fundamental Learning Outcome it supports. Groups may identify more than one learning outcome; however, they are only asked to provide assessment data for one. These outcomes should answer the question: *What do you want students to learn by participating in the group's activities?*

1. Outcome 1 [fundamental learning outcome]
2. Outcome 2 [fundamental learning outcome]
3. ...

Provide a general description of the assessment process. Include a brief description of where learning takes place and how the learning outcome will be assessed during these learning activities. Share plans for using the data collected to make improvements to the learning activities as a way to close the assessment loop.

### Assessment data: -

Give longitudinal data tied to the student learning goals upon which adjustments or improvements have been based.

Data Descriptor	Year 1	Year 2	...
Indicator 1	#, %, ...	#, %, ...	#, %, ...
Indicator 2	#, %, ...	#, %, ...	#, %, ...
...	#, %, ...	#, %, ...	#, %, ...

**Improvements (list as needed or provide a narrative):** This section should show how the data was used to inform changes to the

program's learning activities.

1. Improvement 1
2. Improvement 2
3. ...

Include a relevant graphic such as a picture of the group or people involved