

CO-CURRICULAR ASSESSMENT 2023 ANNUAL REPORT

BARTON COMMUNITY COLLEGE

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Barton is committed to assessing and strengthening co-curricular programs. Barton recognizes and values that student learning is most effective when students are able to make meaningful connections across their many educational experiences, both curricular and co-curricular.

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

This year's report reflects Barton's re-alignment of co-curricular assessment to the Fundamental Learning Outcomes, a process that began three years ago, and the sub-committee's first report on the Co-Curricular program goals.

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 would be assessed through Barton's Co-Curricular Assessment Committee, the following definition was approved: *Barton Community College's Co-Curriculars 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).*

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 programs have aligned their student learning outcomes directly under Barton's ENDS and Core Priorities (Values). While this alignment ensured a direct support of Barton's Mission, the committee determined a more appropriate alignment would be to assess co-curriculars in relationship to Barton's Fundamental Learning Outcomes. This alignment supports the curricular purpose of co-curriculars as identified in the institutional definition. Specifically, the Co-Curricular Student Learning Outcomes are created in support of the Institutions Fundamental Learning Outcomes which have been created in support of Barton's END 1: Essential Skills.

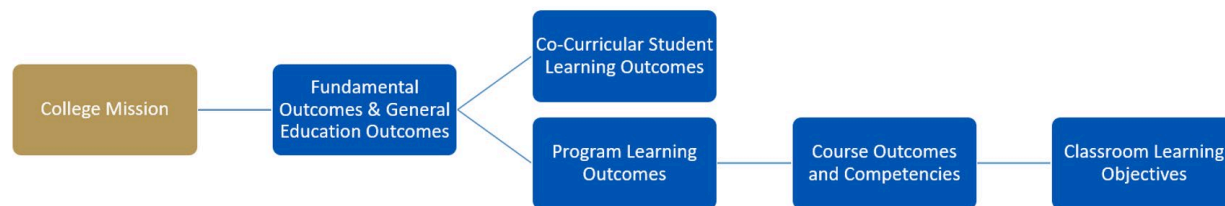


Figure 1: Barton's Institutional Assessment Diagram

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 the Co-Curricular assessment at Barton Community College, the Co-Curricular Assessment Committee has identified three program outcomes to guide their work. Progress toward these goals is reflected based on the academic year. Program outcomes will be re-evaluated every three years.

- To Coordinate Co-Curricular assessment in support of Fundamental Learning Outcomes
AY22-23:
 - Hosted fall meeting in support of newly reporting groups and as a refresher for returners. Spring meeting was not held as sub-committee members met one-on-one for guided support of reporting needs from groups.
 - Continued use of Co-Curricular identification survey for student organizations to determine alignment with Barton’s co-curricular definition. Implementation of survey has been embedded in Student Life process.**Next steps:** This year, the sub-committee is hosting a fall meeting, and will use group feedback to determine the need for a spring meeting.

- To advise and support Co-Curricular student groups identify and assess student learning outcomes
AY22-23:
 - Continued working with new reporting groups to understand and communicate student learning outcomes.**Next steps:** To assist with streamlining the reporting process and assist with visualizing the data, the sub-committee is considering the implementation of shared reporting spreadsheet. This idea will be presented to reporting groups during the fall meeting.

- To Evaluate Co-Curricular student learning outcomes and associated supporting evidence.
AY22-23:
 - 12 of 17 (71%) student organizations submitted co-curricular assessment reports. This is an increase in the number of reporting groups, but a slight decrease in the percentage of reporting groups from AY21-22.
 - 3 of 20 (15%) student organizations reported that they did not meet during AY22-23.
 - 4 of 17 (24%) student organizations are new to co-curricular reporting.
 - 11 of 17 (65%) student organizations have student learning outcomes to support Barton’s Fundamental Learning Outcome of Life-Long Learning.
 - 5 of 17 (29%) student organizations have student learning outcomes to support Barton’s Fundamental Learning Outcome of Cultural Perspectives.
 - 7 of 17 (41%) student organizations have student learning outcomes to support Barton’s Fundamental Learning Outcome of Critical Thinking.**Next Steps:** With the changes to the co-curricular reporting process, many of the reports are sharing baseline data, or only just planning to begin collecting data in the next year. Further, many groups expressed continued assistance in the creation of rubrics and tools to assess their student learning goals. The fall 2023 Co-Curricular program meeting will focus on providing this assistance with a goal of reporting a comprehensive analysis of Barton’s co-curricular support of identified Fundamental Learning Outcomes. The sub-committee has still not reached its goal of 85% Co-Curricular Organizations reporting. We will continue to strive to that number.

Co-Curricular Student Organization Reports

Individual assessment reports as submitted by Barton’s student organizations and activities are shared below.

Art Club

AY 2022-2023

The Art Club exists to serve students who are interested specifically in two-dimensional and three-dimensional art. Members promote the importance of art as they develop an appreciation for the arts through attending gallery and museum openings and exhibitions, artist workshops, field trips, and exhibiting their art. Members will have opportunities to foster leadership and social skills within the Art Club. Members support each other through the exchange of ideas related to creating and marketing works of art.



Student Learning Outcomes:

1. Art Club is a growing creative community open to anyone who wants to expand their cultural horizon, understanding and appreciation of art. Students will develop and enhance their awareness and understanding of the visual world, particularly the natural world and the world of the visual arts, through special field trips and through extracurricular studies and observational practices. [*Life-Long Learning or Critical Thinking*]
2. Students will become better able to place their work, and the works of others, into a larger community context. In turn, this will reinforce the communicative power and purpose of making art. With a more nuanced, measured, and interpretive understanding of art forms, students will mature into better appreciators, critics and practitioners, whether in the fine arts or applied fields. [*Cultural Perspective*]

Students will be asked questions at the beginning of their membership regarding their awareness of visual art's principles for a baseline. After field trips and educational activities students will fill out a survey that asks for their observations of the art they saw and answer similar questions from the baseline survey about specific art works.

Improvements:

1. Half of the art club members dropped out after the first month, we believe a more extended and encompassing cultural trip will help to recruit and retain members.

Barton Nursing Club AY 2022-2023

Nursing Club, an affiliate of the Kansas Association of Nursing Students (KANS) and the National Student Nursing Association (NSNA), was established as a means of promoting interest in nursing and fostering professional development.

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



Student Learning Outcomes:

Goals of the Barton Nursing Club include:

1. Nursing Club members will demonstrate leadership qualities and skills through their participation in nursing club activities. [*Life-Long Learning*]
2. Nursing Club members will demonstrate compassion through service to others in our community and service area. [*Cultural Perspective*]

Nursing club members select their service projects and activities in the fall of the year. This is the 2nd time of using a rubric to evaluate the activities and student learning.

Some Nursing Club student activities included: Fall and Spring T-shirt sales, Cookie dough sales, a Fall Fiesta and Game night, participation in a pet product donation drive for the Great Bend Humane Society, participation in a blood drive, and participation in the Suicide Prevention Awareness Walk.

Assessment Data:

Participation in Nursing Club Contributed to Development of:	2023	2022
Leadership Qualities & Skills	100%	100%
Demonstration of Compassion Through Service	100%	100%

Improvements: 100% of students who responded to the survey agreed Barton Nursing Club provided both the opportunity to develop leadership skills, and to demonstrate compassion through service. Further club improvements were discussed among students with goals for 2023-2024 added.

1. Clarify leadership roles and expectations within the club prior to election of officers.
2. Increase club participation.

Christian Challenge

AY 2022-2023

Christian Challenge is open to all students. The purpose of the group is to introduce people to Jesus, help students grow in their walk with God and serve others. Activities include Bible studies (one-on-one or small groups) and regular, weekly meals. We are also connected to other college ministries in the state and go to conferences during the year.



Student Learning Outcomes:

1. Evaluate areas of spiritual growth in their lives. [*Life-Long Learning*]
2. Develop connections to others. [*Life-Long Learning*]

Members will assess spiritual growth by filling out a pre-assessment info card when they start Bible study. Near the end of the year students would be asked to fill out a similar questionnaire to determine how they grew spiritually during the year.

For the connection outcome we are going to ask a question at a Friday night dinner around March and ask about their perception of connection to others.

Assessment data:

Data collection will begin during the 2023-2024 Academic year.

Collegiate Farm Bureau AY 2022-2023

Collegiate Farm Bureau is a program of Kansas Farm Bureau which exists to support students engaged in agriculture, enhance members'

education and develop future leaders for the organization and ag industry. Chapter activities center around Kansas Farm Bureau's mission based in advocacy, education and service and provide opportunities for members to meet new friends and mentors and build leadership skills.



Student Learning Outcomes:

1. Determine, develop, and implement a minimum of one community service project per semester that is effective in enhancing the community. [*Life-Long Learning*]
2. Conduct meetings and group's functions/projects according to Robert's Rules of Order. [*Life-Long Learning*]

Assessment Data for Outcome 1:

2022-2023 year: The FB members had a great opportunity to help out the "Cougar Den" this year. This food pantry had received a grant and choose to support a local grocery store with bulk grocery orders and the FB members helped to pickup those orders. This occurred every other week for a total of 5 trips. The students had to drive the college vehicle, talk with the grocery manager, load and deliver the groceries to the food pantry. For this service project to work, the students had to exhibit planning and organizing of which members would help and on which days and responsibility to follow through with plans. All 5 of the trips were completed successfully.

Improvements:

1. Improvements to be made would include developing and giving the students a checklist of "how to" to help insure organization and planning of the project.
2. Developing a survey that students complete after project to assess their ability to organize and a successful and effective community project.

HOSA-Future Health Professionals AY 2022-2023

HOSA-Future Health Professionals is a national student-led organization run by and for students interested in pursuing careers in the health professions. HOSA is officially recognized by the U.S. Department of Education. HOSA is 100% health; therefore, HOSA includes leadership opportunities at the local, state, and national levels, volunteer and community service opportunities, scholarships nationwide, state and national leadership conferences that include educational symposiums, fifty-four different competitive and recognition events, and networking opportunities with business and health industry partners. Barton Community College chartered their HOSA organization in 2022.



Student Learning Outcomes:

1. With participation in HOSA, Students will have sufficient knowledge of and be able to: Evaluate different professions in healthcare. Identify one career they would be interested in pursuing. Plan and perform in a competitive event sample on a selected career. [*Critical Thinking*]
2. Students will have sufficient knowledge of and be able to: Discuss and demonstrate characteristics that identify good leaders, and Identify qualities that would indicate professional behavior. [*Life-Long Learning*]

Students participate in several competitive event opportunities during the year that will demonstrate their ability to meet the outcomes listed in 1 and 2.

Students are observed during meetings and participate in service-related events to demonstrate leadership. Students are observed during the competitive events and graded by rubrics on their professionalism. Students organize/plan and manage a service project during the year.

Assessment data:

Ratings on competitive event score cards/rubrics – This will be our first year for competitive events and have not yet received scores. Members did choose events that are relevant to their career choices.

Service projects – leadership and professionalism – Students have provided a Bone Marrow Registry drive on campus adding 15 names to the donor registry.

Improvements:

Competitive events will be held at State Leadership conference on March 28th 2023. Data from the score sheets will be compiled to help asses outcome #1 and #2.

National Association for Music Education (NAfME) AY 2022-2023

NAfME Collegiate is the college organization under the parent group National Association for Music Education. For the Barton chapter, membership is open to any student actively participating in the music department as a music major and/or a member of the performing groups within the music department. The purpose of NAfME Collegiate membership is to afford students an opportunity for professional orientation and to enable students to gain an understanding of:



- The basic truths and principles that underlie the role of music in human life.
- The philosophy and function of the music education profession.
- The professional interests of members involved in the local, state, division, and national levels.
- The music industry's role in support of music education.
- The knowledge and practices of the professional music educator as facilitated through chapter activity.

Student Learning Outcomes:

1. To gain an understanding of the basic truths and principals that underlie the role of music in human life. [*Cultural Perspective*]
2. To gain an understanding of the music industry's role in support of music education. [*Critical Thinking*]
3. To develop professional credibility and start to build a network of professional contacts. [*Life-Long Learning*]

Students will attend the Kansas Music Educators Association In-Service Workshop held in Wichita, KS in February. They will be able to participate in clinic sessions, attend concerts, visit exhibits, and work in the BCC booth. In March, students will participate in a survey to determine if learning outcomes have been accomplished. The results will guide future needs for the group.

Assessment data:

Data Descriptor	2023	2024	2025
Understanding of industry role	90%	#, %, ...	#, %, ...
Networking	100%	#, %, ...	#, %, ...

Improvements:

1. A more structured use of time at the convention would ensure students are focused on the industry's purpose and role at the convention.
2. Taylor the survey questions to more specifically identify the data descriptors.

Phi Theta Kappa (PTK) Beta Nu Rho Chapter AY 2022-2023

With more than two million members and 1,250 chapters located in all 50 of the United States and eight international countries, Phi Theta Kappa is recognized as the official honor society for community colleges by the American Association of Community Colleges. To be considered for membership in Phi Theta Kappa, one must have completed at least 12 credit hours at the College and be currently enrolled. The applicant must have a minimum grade point average of 3.5. The purpose of Phi Theta Kappa is to recognize and encourage scholarship among students. It also provides opportunities for the development of leadership, service, the intellectual exchange of roles, and continued academic excellence.



Student Learning Outcomes:

1. Develop and demonstrate the value of community involvement. [*Cultural Perspective*]
2. Develop and demonstrate academic growth and success. [*Critical Thinking & Life-Long Learning*]

PTK Advisor engages verbally with students to support and identify areas for academic and individual growth and development. The meetings were structured around students request about the online library, the Foundation, scholarship research and ways to improve essay writing. Students participated in meetings polls and completed surveys to identify newly acquired knowledge and skills to strengthen their academic and leadership qualities. Students also identified areas for improvement to further academic and leadership growth. The PTK advisor used polls and surveys to structure future meetings to the meet the needs of the students to promote continued growth and success. Beta Nu Rho members join Beta Phi Eta member for a monthly PTK meetings focusing on encouraging academic skill and community building. PTK advisor encourages students to discuss community issues from their individual communities to share with the other PTK chapter members of different communities. Students encourage other PTK students to volunteer at their local community service organizations.

Assessment Data:

Data Descriptor	2022	2023	...
Indicated academic growth and success	55 %	57%	#, %, ...
Indicated academic awareness	25 %	27%	#, %, ...
Indicated the need to develop academic growth	20 %	25%	#, %, ...

Improvements:

1. Create more opportunities for students to self-reflecting to identify needed changes to improve academic success.
2. Increase student participation.

Phi Theta Kappa (PTK) Beta Phi Eta Chapter AY 2022-2023

With more than two million members and 1,250 chapters located in all 50 of the United States and eight international countries, Phi Theta Kappa is recognized as the official honor society for community colleges by the American Association of Community Colleges. To be considered for membership in Phi Theta Kappa, one must have completed at least 12 credit hours at the College and be currently enrolled. The applicant must have a minimum grade point average of 3.5. The purpose of Phi Theta Kappa is to recognize and encourage scholarship among students. It also provides opportunities for the development of leadership, service, the intellectual exchange of roles, and continued academic excellence.



Student Learning Outcomes:

1. Develop and demonstrate the value of community involvement. [*Cultural Perspective*]
2. Develop and demonstrate academic growth and success. [*Critical Thinking & Life-Long Learning*]

Beta Phi Eta members join Beta Nu Rho member for a monthly PTK meetings focusing on encouraging academic skill and community building. PTK Advisor provide opportunities for students to take ownership for skill building activities through research of meeting topics, ice breakers, and leading discussions. PTK Advisor engages verbally with students to support and identify areas for academic and individual growth and development. The meetings were structured around students request knowledge of Barton academic resources like the online library, the Foundation, scholarship research and improve essay writing. Students participated in meetings polls and completed surveys to identify how the new information and skills strengthen their academic and leadership qualities and students identified areas for improvement to further academic and leadership growth. PTK advisors use polls and surveys to structure meetings to the meet the needs of the students to promote continued growth and success. PTK advisors encourage students to discuss community issues from their individual communities to share with the other PTK chapter members of different communities. Students encourage other PTK students to volunteer for their local community service organizations. In the fall Beta Phi Eta contacted the Fort Leavenworth pet shelter to identify needed items to continue care of the pets. The students hosted a Pet Drive to provide the needed items for the local pet shelter on Fort Leavenworth. After the pet drive students discuss outreach to other offices on the Fort Leavenworth to help increase donations.

Assessment Data:

Data Descriptor	2022	2023	...
Indicated academic growth and success	55 %	57%	#, %, ...
Indicated academic awareness	25 %	27%	#, %, ...
Indicated the need to develop academic growth	20 %	25%	#, %, ...

Improvements:

1. Create more opportunities for students to self-reflecting to identify needed changes to improve academic success.
2. Increase student participation.

Phi Theta Kappa (PTK) Phi Psi Chapter AY 2022-2023

With more than two million members and 1,250 chapters located in all 50 of the United States and eight international countries, Phi Theta Kappa is recognized as the official honor society for community colleges by the American Association of Community Colleges. To be considered for membership in Phi Theta Kappa, one must have previously attended Barton Community College one semester and be currently enrolled in 12 or more hours at the College. The applicant must have a minimum grade point average of 3.5. The purpose of Phi Theta Kappa is to recognize and encourage scholarship among students. It also provides opportunities for the development of leadership, service, the intellectual exchange of roles, and continued academic excellence.



Student Learning Outcomes:

1. Develop and demonstrate the value of community involvement [*Life-Long Learning*]
2. Encourage and develop academic growth and success [*Life-Long Learning*]

The Phi Theta Kappa (PTK) leadership board develops and implements various community service projects during the academic year. PTK members supply input and take part as much as possible due to scheduling and other priorities.

Members take part in a survey at the end of the academic year to evaluate their understanding and the need for community service. Last year 31% of the survey respondents had not completed their required community service hours. This year, only 18% of the survey respondents did not meet this requirement, this improvement is an indicator of their understanding of the impact and the importance of community service.

Assessment Data:

Survey Responses	2021-2022	2022-2023	2023-2024
Members understand impact/importance of community service on community.	52%	71%	#, %, ...

Improvements:

More focus and direct conversations were included last year which resulted in a significant gain in the response value. These conversations will continue next year, emphasizing the importance and impact of community involvement.

Student Quote:

“Community service not only helps the surrounding community, but it also helps you become familiar with the area, the people, and the town. Personally, I love getting involved and meeting new people. Seeing the smiles that results from the community service makes it worth it.”

STEM Club

AY 2022-2023

STEM Club is an extra-curricular activity providing students hands-on opportunities to explore careers and research in science, technology, engineering, and mathematics (STEM). The club promotes education in the STEM fields by providing education majors support as they enter their pre-service curriculum, encouraging STEM majors to pursue freshman and sophomore research, and encouraging participation in STEM related community outreach. Through these activities, STEM Club participants utilize critical thinking, teamwork, and communication skills. All students, regardless of major or intended career field, are encouraged to bring their ideas, creativity, and curiosities to this club as topics of investigation and activities are driven by student interest.



Barton STEM is open to all students who are interested in science, mathematics, technology and/or engineering. Activities include helping with Jack Kilby Science Day, Mini STEM Days, plus planning other fun events related to science and technology. Come get Involved!

Student Learning Outcomes:

1. Discuss and develop ideas related to STEM. [*Critical Thinking*]
2. Illustrate applicability of STEM to individual student life. [*Life-Long Learning*]

The STEM club has new sponsorship and has been focusing on how to increase student involvement for the 2022-2023 school year.

Based on the activities selected for the 2023-2024 academic year:

1. After each activity, students will indicate what they have learned and their level of comprehension.
2. Students will describe how the activity can be applied to their individual lives.

Student Life Advisory Council (SLAC) AY 2022-2023

SLAC participants assist with planning, preparing and executing Student Life Activities. Participants should represent our diverse campus and have a passion for connecting with the student body.



Student Learning Outcomes:

1. To understand what it takes to plan a successful event [*Critical Thinking*]
2. To develop leadership skills [*Life-Long Learning*]

During the course of the school year, each participant will serve as a leader for at least one event. They will be responsible for identifying, planning and executing the event with assistance from others as needed. After leading the efforts for an event, participants will complete a brief questionnaire that asks them to identify what they learned during the planning and implementation of the event. The questionnaire will gain information on students' use of promotions, organization, and communication skills. At the end of the academic year, questionnaire results will be tallied and evaluated for learning and further assess needs for the student leaders in future events.

Assessment data:

Because this is our first year as an organization and to participate in co-curricular assessment, data is not yet available to report. Our baseline data will be reported in AY24.

**Student Seminars with the Academic
Development Center
AY 2022-2023**

BARTON
**STUDENT ACADEMIC
DEVELOPMENT**

During the 2022-203 academic year, the Academic Development Center continued to build on the Cougar Conversation seminars that were created in the 2021-2022 academic year. These seminars help students develop skills and processes to assist them in completing college-level coursework.

Student Learning Outcomes:

1. Identify new academic skills they can implement in their coursework [*Life-Long Learning*]
2. Analyze personal learning process and apply new techniques to improve learning [*Critical Thinking*]

During the 2022-2023 academic year, 12 unique student seminars were hosted by the Academic Development Center in the Fall and included sessions such as Note Taking, Online Course Tips, and Planning for Success. New topics were added this year, including: Get It Together!, How Do You Learn?, and Academic Integrity. Due to changes in personnel and data collection software, new data collection methods were tested, but consistent data was not recorded until late in the Spring semester, providing an incomplete data report.

During the 2023-2024 academic year, the ADC will offer student seminars with a built-in data collection method. Students will be asked to fill out a survey after each seminar giving feedback on the seminar as well as an opportunity to state any new academic skills they may choose to apply to their current academic toolbox. Survey responses will be evaluated to determine level of learning or application of academic skill knowledge.

Improvements: After receiving feedback from instructors and students, new seminars will be developed and some previous seminars may be combined/condensed. The seminars will continue to see variance every academic year, providing different information to the students that may have attended previously. The assessment tool used will be reviewed in AY2024 as well.