

# CO-CURRICULAR ASSESSMENT 2024 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.

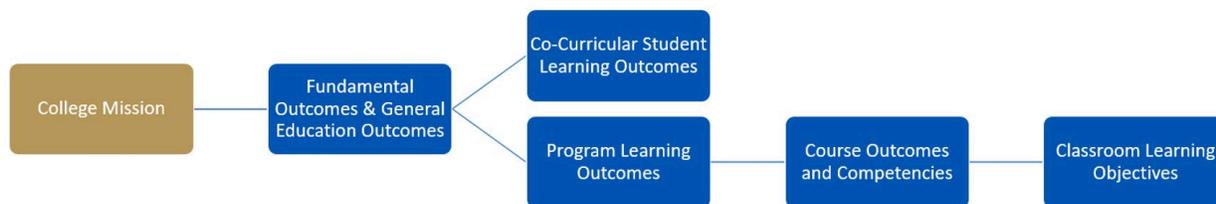


Figure 1: Barton's Institutional Assessment Diagram

## 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
- To advise and support Co-Curricular student groups identify and assess student learning
- To Evaluate Co-Curricular student learning outcomes and associated supporting evidence.

### **Co-Curricular Student Organization Reports**

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

## Barton Nursing Club AY 2023-2024

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 3<sup>rd</sup> year 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, a home essential drive for former nursing student diagnosed with a tumor, participation in a blood drive, and participation in the Suicide Prevention Awareness Walk.

### Assessment Data:

Participation in Nursing Club Contributed to Development of:	2024	2023	2022
<b>Leadership Qualities &amp; Skills</b>	80%	100%	100%
<b>Demonstration of Compassion Through Service</b>	100%	100%	100%

**Improvements:** Students felt the opportunity to develop leadership skills and to demonstrate compassion through service were available by participating in the club. Ways to improve the flow of performance in the club were discussed with additional goals added. We will continue to collect data and plan.

1. Continue club community service events.
2. Offer more activities for collegiality and learning.

## Christian Challenge

### AY 2023-2024

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*]

Indicator 1: We ask students to fill out a information card when they first come to Bible study about where they are spiritually. At the end of the year, we will ask them if anything changed for them this year.

Indicator 2: We will ask students at a Friday night dinner about how connected they feel as a result of coming to dinner and in what ways do they feel connected to others.

#### Assessment data:

Data Descriptor	2024
Indicator 1	100%
Indicator 2	NA

Indicator 1: Two students were polled and they both described spiritual growth this one. One of the two accepted Christ this year.

Indicator 2: We did not ask our poll question at dinner because we haven't had anyone attend over the last month.

**Improvements:** This section should show how the data was used to inform changes to the program's learning activities.

This year would be gathering baseline data.

## Collegiate Farm Bureau

### AY 2023-2024

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.



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#### 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:

The farm bureau members only met for a total of 3 times and consequently very few activities were attempted. The group did complete a community service project of hosting a food drive for the Barton Cougar Den. The members organized the event, created flyers, obtained, delivered and gathered boxes around campus and delivered all to the Cougar Den. The participation included the majority of the members.

Indicator 1 percentage of members that actively participated in the event. Last year only a few main students completed all the work where this year the majority or 90% of the members helped with the tasks.

Data Descriptor	22-23	23-24
Indicator 1	75%	90%

**Improvements:** Develop more "buy in" into the organization that would help the students then organize and expand the experience of the community service project.

## HOSA-Future Health Professionals AY 2023-2024

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:

With participation in HOSA, Students will have sufficient knowledge of and be able to:

1. Evaluate different professions in healthcare and identify one career they would be interested in pursuing. [*Critical Thinking*]
2. 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. For outcome 1, students will be evaluated on their plan and performance in a competitive event sample on a selected career. For outcome 2, students are observed during meetings and participate in service-related events to demonstrate leadership, and 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 was our second year for competitive events. In 2023, all 6 participants taking events (3 each) to State competition placed in the top two places of at least 2 if not all three events chosen. Three students were able to compete at the National level and finished in the top three of the Nation in their chosen career event.

Service projects – leadership and professionalism – Students have provided a Bone Marrow Registry drive on campus adding 12 names to the donor registry. Students also provided mentorship to the Great Bend High school HOSA chapter for competition preparation.

Data Descriptor	2023	2024
Indicator 1	6/9, 67%	6 participants
Indicator 2	9/9, 100%	9/9 participants

**Improvements:**

Competitive events will be held at State Leadership conference on March 28th 2024. Data from the score sheets will be compiled to help assess outcome #1 and #2.

With 67% of the participants reaching their goals (outcomes #1) in 2023 at the State level, we could also encourage more students to take an event to State competition. Providing more help with funding for travel would be one way to increase the number of competitors.

Increasing our numbers of participants will help increase our ability to Mentor to other HOSA chapters and allow us to increase the number of our Service projects.

## History Club

### AY 2023-2024

History Club aims to provide an opportunity to allow students to gain a wider range of historical knowledge through book reviews, topic discussions, and the hosting of guest speakers. It also allows students to meet with others with a similar interest in history.



#### Student Learning Outcomes:

1. 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. [*Historical Perspective*]
2. 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. [*Critical Thinking*]
3. 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. [*Life-Long Learning*]

The assessment process for the club is following the trip to the World War One Museum in Kansas City, Missouri, we had an open discussion about what we learned through the experience at the museum. This ties into all three of the learning goals listed above.

#### Assessment data:

Ratings on competitive event score cards/rubrics – This was our second year for competitive events. In 2023, all 6 participants taking events (3 each) to State competition placed in the top two places of at least 2 if not all three events chosen. Three students were able to compete at the National level and finished in the top three of the Nation in their chosen career event.

Service projects – leadership and professionalism – Students have provided a Bone Marrow Registry drive on campus adding 12 names to the donor registry. Students also provided mentorship to the Great Bend High school HOSA chapter for competition preparation.

Data Descriptor	2023
Outcome 1	100%
Outcome 2	100%
Outcome 3	100%

**Improvements:** Grow the size of the club to expand the assessment group.

## National Association for Music Education (NAfME) AY 2023-2024

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	2024
<b>Build Network</b>	5/7, 71%
<b>Music Industry</b>	5/7, 71%

**Improvements:** Because this was the first year of data collection with the updated outcomes, the following steps were taken prior to the CNAfME Convention in support of the learning outcomes.

1. Students were required to be more involved in the CNAfME activities of the convention in order to start building a network of professional contacts.

2. Students were made aware of the learning outcomes so that they could visit music industry booths to gain a better understanding of their role.

## Phi Theta Kappa (PTK) Beta Nu Rho Chapter AY 2023-2024

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*]

Phi Theta Kappa Beta Nu Rho members are encouraged to participate in community service throughout the academic year. Community Service hours can be earned by participating in Beta Nu Rho community service projects or students can participate in their home community activities.

### 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:** The data indicated students reflect the ease of acquiring new information but not self-reflecting to identify needed changes to improve academic success. Students have expressed their lack of knowledge of academic resources at Barton. The meetings were structured around students' request involving introducing them to the online library, the Foundation, scholarship research and essay writing. To promote knowledge and skills growth, meetings will consist of continue introductions to academic resources to build awareness to stimulate students to apply acquire skills gain to support increase academic growth and success.

The data highlighted students admitting the lack of knowledge and skills to navigate the steps to transfer to a four-year educational institution. Students lack knowledge of Barton resources to utilize to successfully navigate transferability. Students indicated not knowing when to contact an academic advisor, how to search degree programs to match a college's program, and how to find scholarships. Meetings will continue to focus on scholarship searches through increasing

knowledge of resources through PTK and the Barton Foundation. Connecting students through meeting seminars with academic advisors, financial aid and the academic development center will provide students with the knowledge and skills to transfer successfully.

## Phi Theta Kappa (PTK) Beta Phi Eta Chapter AY 2023-2024

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*]

Phi Theta Kappa Beta Phi Eta members are encouraged to participate in community service throughout the academic year. Community Service hours can be earned by participating in Beta Phi Eta community service projects or students can participate in their home community activities.

### 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:** The data indicated students reflect the ease of acquiring new information but are not self-reflecting to identify needed changes to improve academic success. Students have expressed their lack of knowledge of academic resources at Barton. The meetings were structured around students' requests involving introducing them to the online library, the Foundation, scholarship research and essay writing. To promote knowledge and skills growth, meetings will consist of continue introductions to academic resources to build awareness to stimulate students to apply acquire skills gain to support increase academic growth and success.

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utilize to successfully navigate transferability. Students indicated not knowing when to contact an academic advisor, how to search degree programs to match a college's program, and how to find scholarships. Meetings will continue to focus on scholarship searches through increasing knowledge of resources through PTK and the Barton Foundation. Connecting students through meeting seminars with academic advisors, financial aid and the academic development center will provide students with the knowledge and skills to transfer successfully.

## Phi Theta Kappa (PTK) Phi Psi Chapter AY 2023-2024

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*]

In order to assess this outcome, students document their required community service hours, which allows us to assess how many students are meeting the community service requirement. We also administer a short (four-item) survey at the end of the semester in which students report on what they learned from their community service and why they felt community service is important.

### Assessment Data:

The spring semester is still ongoing and those data will not be available until May 2024, but data from students who logged service hours in Fall 2023 are provided below.

Outcome	Students who met outcome
Community Service Hours (2022-2023)	N=14, 67%
Community Service Hours (2023-2024)	N=22, 62%

The percentage of students who met service hours for 2023-24 went down slightly from 67% to 62%, but the total number went up from 14 to 22. The transition from one sponsor to another in the Fall of 2023 put the chapter behind going into 2024, but during the Spring of 2024, more service activities were planned, including a February food drive and May Day baskets to nursing homes that helped a great number of students earn their service hours.

### Improvements:

While the percentage of all PTK members going forward need to be improved, the majority of students did still meet the service hours. PTK is transitioning from one sponsor to a team of three sponsors in Fall 2024 which should help provide stronger support systems for students to help meet their service hour requirement. The fact that the new sponsors are staff working in student support rather than a faculty member should also be helpful for students meeting their service hours.

## STEM Club

### AY 2023-2024

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*]

STEM Club members explored different opportunities that were STEM related from a variety of guest speakers. The members interacted with the presenters by participating in discussions and asking questions. The members had the opportunity to participate and lead activities for the Great Bend School District and the Kansas Wetlands Education Center. Online surveys were used to identify the student's newly found knowledge of STEM opportunities and learning. Not all students that attended the sessions or completed the surveys. Of the 6 students that completed the surveys:

#### Assesment Data:

Data Descriptor	2023-2024
Members understood the importance of the STEM activity.	50%
Can relate a STEM to their individual lives.	17%

#### Improvements:

This was the first year for active participation under the new leadership. The online survey will need to be improved and updated. Based on the responses above, there will need to be more focus on the purpose of the activity and its importance to STEM.

## Student Ambassadors AY 2023-2024

The Student Ambassadors serve as representatives of the college by conducting and scheduling campus tours and participating in recruitment activities. Ambassadors are selected from both the freshman and sophomore classes through an application and interview process.



Student Learning Outcomes:

1. Develop and demonstrate critical thinking.
2. Develop and demonstrate life-long learning.

Student ambassadors are given thorough training to prepare them to be Barton representatives. After which they are quizzed on their comprehension and understanding of their duties and responsibilities. Additional training is given as necessary followed by mock campus tours. Following this the student ambassadors are heavily involved in scheduling and conducting campus tours. Feedback is collected from the perspective students which is summarized below:

Student Learning Goals (1-Low, 5-High)	2018	2019	2020	2021	2022	2023
<b>Was your meeting with the faculty member helpful and informative?</b>	5.00	4.80	4.90	4.88	5.0	4.5
<b>Did you feel welcome?</b>	5.00	5.00	5.00	5.0	5.0	5.0

Interest level in attending Barton	2018	2019	2020	2021	2022	2023
<b>Definitely Attending</b>	56%	40%	71%	56%	50%	60%
<b>More Likely to attend</b>	28%	20%	29%	33%	50%	40%
<b>Still exploring/Undecided</b>	17%	33%	0%	0%	0%	0%
<b>Not Attending</b>	0%	0%	0%	11%	0%	0%

Based on this data, curricular changes are made to the training that is given to further enhance the entire process. For instance, the feedback indicated a lack of knowledge of some of the specifics within given areas. As such, since 2014 during the mock campus tours building experts such as faculty and deans have been used to give an overview and to advise the ambassadors on specifics to mention during the tours. This has further enhanced their ability to effectively communicate about Barton and enhanced their recruitment capabilities.

## Student Life Advisory Council (SLAC) AY 2023-2024

SLAC is open to all students who are enrolled in a minimum of 12 credit hours on the Barton County Campus and maintain a 2.0 cumulative GPA. We focus on planning, preparing and executing Student Life Activities, enriching and serving the campus community.



### Student Learning Outcomes:

1. It is our goal that participants will gain experience that will stay with them life. The data descriptors below will be essential for many aspects of their lives going forward, both as they continue their educational pursuits and eventually as they begin their careers [*Life-Long Learning*]

### Assessment Process:

Learning takes place during weekly meetings where event planning is conducted. Three data descriptors will be evaluated: **Attendance:** The importance of “showing up” and being reliable. **Communication:** No event can be successful without proper communication. This is a skill that translates to all aspects of life. **Meeting Objectives in a Timely Manner:** This is where plans start to materialize. Showing steady progress toward the event or goal.

This data will be evaluated on a Pass/Fail basis for each participant pertaining to select events and a percentage calculated based on that information. We will then use those percentages to help us identify where we need focus and improve in the future.

### Assessment data:

Data Descriptor	2023-2024
<b>Attendance</b>	63%
<b>Communication</b>	75%
<b>Meeting objectives in a timely manner</b>	75%

### Improvements:

The category with the biggest room for improvement is Attendance. While we try to recruit students who are active on campus, sometimes involvement in other sports and clubs make it difficult for students to fully participate in SLAC. This is significant because poor attendance is an impediment to the entire process. If they are not actively participating in meetings, then they are

not having the opportunity to effectively communicate with other members of the team. This also means they are not contributing to setting and meeting objectives.

**Student Seminars with the Academic  
Development Center  
AY 2023-2024**

**BARTON**  
**STUDENT ACADEMIC  
DEVELOPMENT**

During the 2023-2024 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 2023-2024 academic year, 12 unique student seminars were hosted by the Academic Development Center in the Fall and then repeated in the Spring. The list of seminars can be found on the in the PDF accompanying this Co-Curricular Report. These seminars include the same topics as the previous year with the addition of the following: Barton 101, Grad Check, and Brainstorming.

**Assessment Data:**

Student Learning Outcome 1:

45/51 students who completed the survey selected that they identified a new academic skill that they can implement in their coursework.

Student Learning Outcome 2:

43/51 students who completed the survey selected that they were able to analyze personal learning process and apply new techniques to improve learning.

**Improvements:** We have continued to collect feedback from instructors and students and will continue to adjust our sessions to better accommodate our students' needs. Next year, we will host our Cougar Conversations at 8pm, this should reduce the interruptions from students using our kiosk. This will hopefully also allow students to attend the seminars after they have finished studying.