

CO-CURRICULAR ASSESSMENT 2020 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 the ENDS statements provided required to be addressed by our Board of Trustees and Barton's strategic planning framework.

During the 2019-2020 academic year, Barton's Co-Curricular Assessment Committee has made significant efforts to improve reporting standards and has implemented a three-year plan to insure the review of all co-curricular groups based on the new standard. This year's report reflects programs that are being assessed for the first time and programs assessed previously that have updated their assessment process to meet Barton's expectations. Notable changes to the individual reports and the data shared are to be expected.

Strategic Planning Framework

The Strategic Planning Framework is the context within which Barton County Community College operates to achieve its mission and vision. This framework is the foundation for a strategic management approach through which Barton's leadership team takes responsibility for leading the institution through change, defining the knowledge critical to planning strategically for the college's future, deciding how to interpret that knowledge and how to apply it to plans and decisions that lead to continuous improvement of Barton's programs, services and operations. In this model planners at all levels of the college are able to determine performance "gaps" at the institutional and divisional/department levels and implement initiatives to close those gaps. Senior administrators, with input from internal stakeholders, are able to allocate resources to support the Strategic Plan and ongoing operations that are essential to closing those performance gaps.

The basic operating principles of the Strategic Planning Framework are:

1. Barton exists to create success for its students and the communities it serves.
2. To create stakeholder success, Barton must develop appropriate capacity and function at ever-higher levels of effectiveness.

The college enacts those operating principles through four standing Core Priorities:

- CORE 1 - Drive Student Success
- CORE 2 - Cultivate Community Engagement
- CORE 3 - Optimize Employee Experience
- CORE 4 - Emphasize Institutional Effectiveness

Board of Trustees END Statements

The college's Core Priorities represent constant areas of focus. 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. These statements are not as timeless as Barton's Core Priorities, and may evolve over time as conditions change. The END statements provide definition to the Core Priorities, identifying the essential elements of each priority and creating the foundation for effective measurement of results. The context created by the priorities and END statements enables the college leadership to identify how the college needs to adapt to changing conditions to improve results in these areas.

END 1 - Essential Skills

END 2 - Work Preparedness

Students will be prepared for success in the workplace.

END 3 - Academic Advancement

Students desiring academic advancement will be prepared for successful transfer to other colleges and universities.

END 4 - "Barton Experience"

Students responses will reflect positively of their Barton experience.

END 5 - Regional Workforce Needs

The College Will Address regional workforce.

END 6 - Barton Service and Regional Locations

The College Mission will be supported by the strategic development of Barton service and regional locations.

END 7 - Strategic Plan

The College Mission will be supported by strategic emphasis.

END 8 - Contingency Planning

In fulfilling its educational mission, Barton Community College attempts to make optimal use of its resources.

National Association for Music Education (NAfME) AY 2019-2020

As one of the world's largest arts education organizations, NAfME addresses all aspects of music education and serves as an advocate at the local, state, and national levels; provides resources for teachers, parents, and administrators; and hosts professional development events. Membership is open to any student actively participating within the Barton music department.

Student Learning Goals:

1. Demonstrate knowledge and proficiency in music for the next phase in their education [CORE 1; END 3]
2. Recognize the benefit and potential for enrichment through participation in community performances [CORE 2; END 4]

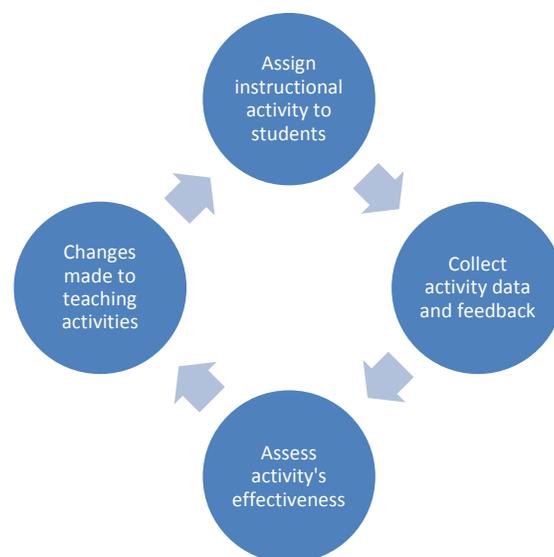
The purpose of NAfME Collegiate membership is to provide students the opportunity for professional orientation and development. Each member has the opportunity to engage with the community outside of Barton and implement teaching skills they learn from their music curriculum.

Members prepare a short 10-15-minute lesson in which they teach a musical concept to grade school students. Students are evaluated based on the effective use of teaching strategies and their ability to successfully demonstrate proficiency in music performance. After activity is completed members will answer a survey where they can reflect on their ability to complete the instructional activity and the benefits from participating.

All NAfME members get the opportunity to travel to the Kansas Music Educators Association in-service that is held annually. This conference provides members the opportunity to network with post-Barton colleges and universities while simultaneously engaging in enrichment music education activities.

Improvements:

1. More member participation
2. Collect feedback data on member presentations for future assessment and reporting.
3. Provide opportunity to practice lessons with just members



Athletic Mentoring AY 2018-2019

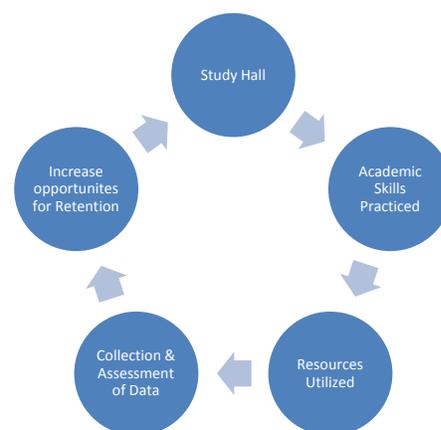
Athletic Mentoring at Barton community College serves the Student Athletes as they strive for academic success. The Athletic Mentor serves as a role model and resource for student athletes, providing support and guidance as they develop in their academic endeavors, and assisting with communication between faculty, staff, and Barton Athletics.

Expected Outcomes:

1. To obtain skills necessary for success in the classroom [CORE 1; END 1, END 3]
2. To support academic growth of student athletes and the academic success of athletic teams [CORE 1; END 3]
3. To foster relationships between student athletes, their peers, their faculty, and support staff at Barton [CORE 1; END 4]

In order to meet the academic needs of student athletes, Athletic Mentoring increased study hall sessions to four times a week. These sessions provide the opportunity for the Athletic Mentor to oversee study habits, assist with task management and course study preparations, as well as ask for guidance in all academic areas. Further, in 2018, Athletic Mentoring piloted the Barton Playbook with three athletic teams. These sessions provided an opportunity for Student Athletes to develop their understanding of campus policies and procedures that often affect academic success. Further the Barton Playbook introduced students to individualized mentoring opportunities and encouraged attendance at Study Hall. Students who meet regularly in study hall should gain better study skills and have increased access to resources; therefore, retention rates for student-athletes should show positive gains.

Participation Rates/Retention Rates	AY16-17	AY17-18	AY18-19
Athletes using Athletic Mentoring	66 (17%)	86 (21%)	113 (25%)
Athletes retained after year 1	103 (57%)	129 (58%)	140 (60%)



Data was collected on 1st year, 1st generation college students who used Athletic Mentoring services either in Study Hall or through individualized sessions. Retention rates are listed for that same subgroup of student athletes (including those who did not come to study hall).

Based on the baseline data, the following improvements are being considered and/or implemented:

1. Increasing awareness of services via direct communication with students by creating formalized, credit-bearing Barton Playbook Course.
2. Increasing opportunities for study hall and individualized mentoring sessions.

Barton Athletics AY 2019-2020

Barton Athletics, an affiliate of the KJCCC and the NJCAA, was established to promote student involvement and as a means to let students continue their academic and athletic careers at the collegiate level. Student athletes from 22 sports represent Barton Community College, as well as Barton County and the surrounding areas.



Expected Outcomes:

1. Demonstrate Servant Leadership [CORE 1; END 1]
2. Recognize the benefit of community involvement. [CORE 2; END 4]

Student athletes have several community service opportunities during their time at Barton. Throughout the year, activities are presented to teams and individuals. Teams participate in a selected community service activity and report participation to athletic administration.



Comm. Service Hours	2019-2020
# of Hours (22 Teams)	2,502

Improvements:

Beginning in AY 20-21, Barton athletics will collect student surveys on the benefits of community service to their collegiate experience.

Computer Club AY 2019-2020

The club provides an opportunity to increase leadership abilities of the members, provide insight to the computer area of the real world and recognize the characteristics important for future employment. It also gives students the opportunity to meet others with the same career interest.

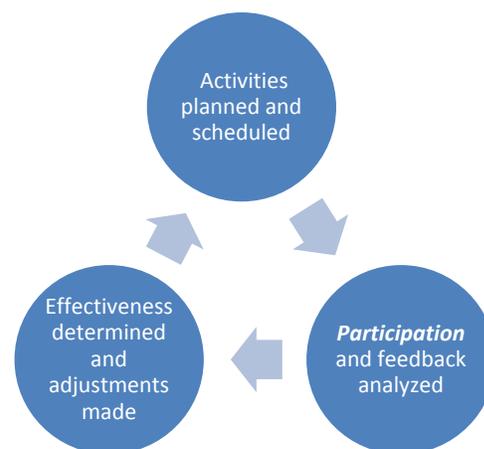


Computer Club resumed in Fall 2017 after a two-year hiatus.

Student Learning Goals:

1. Develop and demonstrate leadership skills [CORE 1; END 2]
2. Meet people with same career interests [CORE 2; END 4]

Computer Club members have an opportunity to take a leadership role during group meetings and in planning and facilitating campus events. Students plan and implement a Local Area Network (LAN) party which is open to the campus community. Students organize and carry out the logistics for planning, promoting, and running the party. The event requires members to determine how to implement and effectively run a tournament and clearly communicate the rules and expectations with participants.



LAN Party	Attendance
November 10, 2017	12
October 26, 2018	16
October 23, 2019	8

The Club Sponsor had a personal emergency during the week of the LAN Party. The party was held with minimal supervision. Thus feedback on the success of the event was not gathered. Students enjoyed getting together and subsequently held another unofficial LAN party in November.

Based on the data from 2019, the following improvements are being considered and/or implemented:

1. Prepare a survey to distribute at future events for participants to report on how the event promotes the student learning goals.
2. Distribute survey at future events and report the findings.

Community Student Organization (CSO) AY 2019-2020

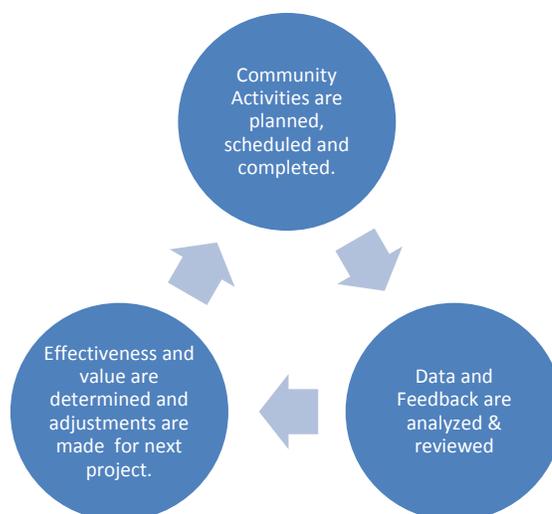
Barton's Community Student Organization's purposes include: to promote a wider acquaintance among its members, to maintain and increase their interest in community service, to develop leaders in the various Workforce Training & Community Education Majors, to aid in any campus activity relating to club work, to foster the best interest of Barton Community College and the interest of Community Student Organization members and encourage others to come to Barton Community College.



Student Learning Goals:

1. Develop and demonstrate the value of community involvement. [CORE 2; END 4]
2. Develop and demonstrate the ability to work well with teams. [CORE 1; END 2]

The Community Student Organization Student Leadership Board determines a list of potential community service projects for the year by reviewing and evaluating projects from previous years and/or community service projects requested by the community. Activities and events are planned, completed and evaluated with data recorded for the next year's possible inclusion. Outcomes are reviewed at both the end of the activity and again the next year before determining the inclusion for the next academic year. If activity is continued, improvement is made for additional success and value. If activity is determined not to add value to the community, then a new activity is developed or implemented.



Data compilation and reporting will begin in Fall 2020.

Phi Theta Kappa (PTK) Phi Psi Chapter AY 2019-2020

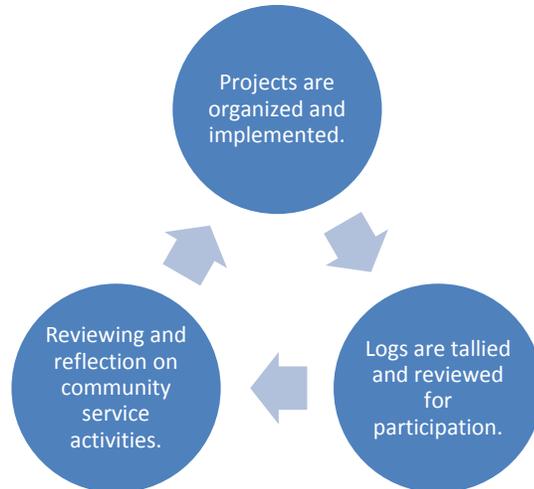
With more than two million members and 1,250 chapters located in all 50 of the United States and eight international countries, Phi Theta Kappa is recognized as the official honor society for community colleges by the American Association of Community Colleges. To be considered for membership in Phi 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 and be nominated by Barton County Campus faculty to earn membership. 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 Goals:

1. Develop and demonstrate the value of community involvement. [CORE 2; END 4]
2. Develop and demonstrate leadership skills. [CORE 1; END 1]

Phi Theta Kappa Phi Psi members are required to participate in community service throughout the academic year. Community Service hours can be earned by participating in Phi Psi's community service projects or students can participate in their home community activities. Logs are required with time, community service project and signature verification. Advisors and members will review and reflect on community service activities and make necessary adjustments.

Data compilation and reporting will begin in fall 2020.



Barton SPARK AY 2019-2020

Barton Spark is a central gathering place for those who desire to learn, develop and share their entrepreneurial spirit and learn more about business. Open to all Barton students, Barton Spark is an incubator for creative thought, innovation and leadership. Entrepreneurship is more than just risk-taking business ownership, it is the ability to see a problem or unmet need and turn it into an opportunity to initiate or create change with value.



Student Learning Goals:

1. Demonstrate knowledge and awareness in business for the student's workplace success. [CORE 1; END 2]
2. Develop and demonstrate the value of community involvement. [CORE 2; END 2]

Barton SPARK members participate in community service projects throughout the academic year along with business tours, speaker presentations and field trips. Barton SPARK members are required to participate in at least three different community activities during the academic year and report on each. Participation, knowledge gained and importance to the community must all be included in report. Each student will meet with advisor to review and demonstrate importance and knowledge of community involvement to the success of entrepreneurs.



Data compilation and reporting will begin in fall 2020.

Nursing Club AY 2019-2020

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 the nursing field.

Expected Outcomes:

1. Demonstrate Leadership [CORE 1; END 5]
2. Demonstrate Compassion [CORE 2; END 1]

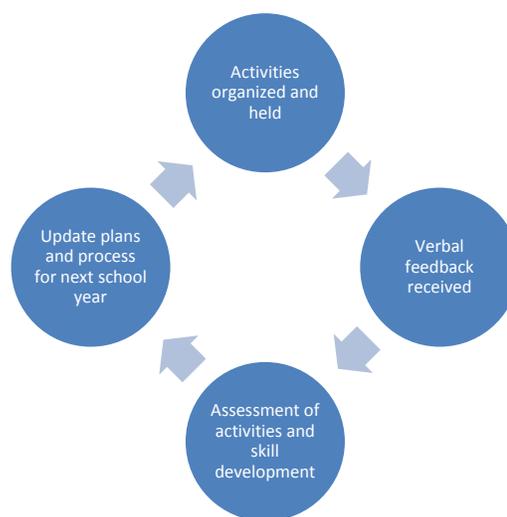
The nursing club members each have an opportunity to take a leadership role in the group. The students hold leadership positions in the club such as the traditional club leader offices and within the projects committee. The projects committee organized three separate fund-raising opportunities for community service that develop compassion. Events organized and held by the Nursing Club during the 2019-2020 school year included work for the college food bank, a

Teddy Bear Clinic, Fundraising activities, and a Fall Fiesta. Further, Leadership skills were to be developed during the National Student Nurses Association Annual Convention in Florida in the Spring of 2020. This conference was cancelled as a result of the Coronavirus pandemic.

Historically, verbal feedback has been used to evaluate efforts. These indicators have shown student satisfaction and personal growth. Further, advisors have been able to monitor the development of individual growth in areas of leadership and compassion. For future club improvements, nursing club members will develop a rubric to evaluate the effectiveness of each activity to ensure that club goals are met. This will help club members with planning future goals, activities, and events.

Suggested Improvements:

1. Develop and Implement rubric to be completed at the end of each activity to measure leadership skills and development of compassion.



STEM Club AY 2019-2020

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.



Expected Outcomes:

1. Cultivate Community Outreach [CORE 2; END 4]
2. Develop and demonstrate effective communication [CORE 1; END 2]

This is Barton STEM's first year as a campus organization and co-curricular assessment. As a result, survey data has not yet been collected or analyzed.

Based on the first year of activities and verbal feedback from students, the following improvements are being implemented:

1. Creation of survey to completed by Barton students and activity participants at the conclusion of each outreach activity.

