



## *HLC Accreditation Evidence*

- Co-Curricular Assessment 2022 Annual Report

URL: <https://docs.bartonccc.edu/about/mission-vision/assessment/co-curricular-assessment-processes-report-2022.pdf>

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# CO-CURRICULAR ASSESSMENT 2022 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.

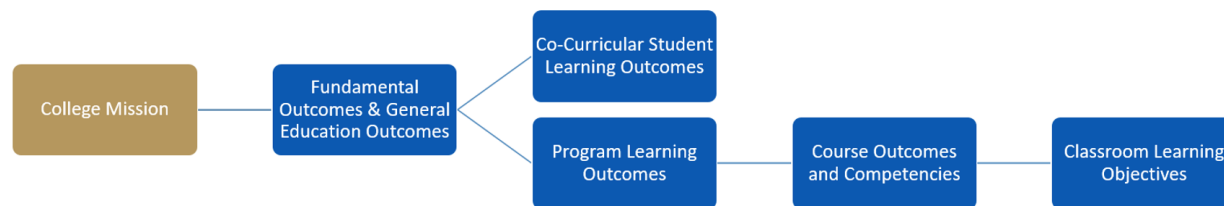


Figure 1: Barton's Institutional Assessment Diagram

## 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  
**AY21-22:**
  - Hosted fall meeting in support of transition to Fundamental Learning Outcomes alignment.
  - Implemented Co-Curricular identification survey for student organizations to determine alignment with Barton's co-curricular definition
    - Formally identified 15 student organizations/events that qualify as co-curricular
  - Partnered with Student Life to identify new organizations that should be considered for co-curricular assessment, and formalized language to be required for student organization's institutional constitutions recognizing their participation in co-curricular assessment practices.

**Next steps:** This year, the subcommittee opted to not hold a spring planning meeting for co-curricular groups as a way to lessen the load for faculty and staff sponsors. After considerations on the reporting process, the committee has determined that a spring meeting is still needed with the fall meeting.

The co-curricular survey was an excellent tool that created ongoing discussions between the sub-committee and student organizations to better understand the curricular or non-curricular purposes of Barton's student organizations and activities. Survey questions will be updated to promote clarity.

- To advise and support Co-Curricular student groups identify and assess student learning outcomes  
**AY21-22:**
  - Created Co-Curricular Assessment Spotlight Video
  - Updated Co-Curricular Assessment Handbook
  - Sub-Committee members met individual with student organizations to answer questions regarding assessment requirements

**Next steps:** Although the sub-committee provided updated materials on the co-curricular assessment process to student organization sponsors, the need for an in-person or Zoom meeting to assist with reporting is still needed by many. As noted above, bi-annual meetings will be held in the future to increase support efforts.
- To Evaluate Co-Curricular student learning outcomes and associated supporting evidence.  
**AY21-22:**
  - 11 of 15 (73%) student organizations submitted co-curricular assessment reports. This is an increase from 65% in AY20-21.
  - 4 of 15 (26%) student organizations reported that they did not meet during AY21-22.
  - 5 of 15 (33%) student organizations are new to co-curricular reporting.
  - 9 of 15 (60%) student organizations have student learning outcomes to support Barton's Fundamental Learning Outcome of Life-Long Learning.
  - 3 of 15 (20%) student organizations have student learning outcomes to support Barton's Fundamental Learning Outcome of Cultural Perspectives.
  - 5 of 15 (33%) student organizations have student learning outcomes to support Barton's Fundamental Learning Outcome of Critical Thinking.

**Next Steps:** With the current increase in response rates for co-curricular groups, the subcommittee will strive to continue this increase and aim for a response rate of 85% in the coming year.

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 2022 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.

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

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

## Barton Nursing Club

### AY 2021-2022

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: developing qualities and skills that will enhance member leadership abilities and to provide opportunity to demonstrate leadership and compassion through service to others in the Barton Community College service area.

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 first year a rubric was added to evaluate the activities and student learning. The students use information from the rubrics for each activity to plan future community service projects and leadership activities. Club sponsors use the rubrics to evaluate student learning as well. On the rubric, students were asked to identify how they felt the activity assisted them in developing their leadership qualities and compassion. The students were also asked to discuss the success of the activity itself. Future activities will be planned based on the feedback received on the student-completed rubrics. This year student activities included: Fall and Spring T-shirt sales, Cookie dough sales, Christmas Potluck and Spring Potluck for Nursing Students, Food drive for the Barton student food pantry, and hygiene item drive for the Dream Center in Great Bend.

### Assessment Data:

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

### Improvements:

Actions for next year include:

1. Simplify the activity rubric.
2. Increase club participation.



## **Barton Student Chapter of American Choral Directors Association (ACDA) AY 2021-2022**

ACDA Student Chapters have been established for colleges and universities by the American Choral Directors Association to provide opportunities for future choral directors to be directly involved with their professional organization while in college. 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. Chapter activities will include activities and sessions that engage the training and experience of student choral musicians such as workshops, masterclasses, reading sessions, and attendance at state, regional and national conferences. Student Chapter American Choral Directors Association.



### **Student Learning Outcomes:**

1. Gain additional knowledge in the areas of choral music for both HS and MS teachers from experienced and new teachers in the field. [Life-Long Learning]
2. Experience music conventions at either the state, regional, or national level. [Life-Long Learning]

### **Assessment Data:**

Due to lack of membership this year, the group did not meet or form.

## Collegiate Farm Bureau AY 2021-2022

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. [Live-Long Learning]

### **Assessment Data for Outcome 1:**

2021-2022 year: The FB members held a food drive for the on-campus Food Pantry. The food drive was held for a week and a half. The students put up 10 flyers and we went out a campus wide email. After the completion of the project, the students reported that the drive was somewhat successful. They believed that providing more time and promotion of the drive would have netted a more successful program.

### **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.

## Contagious AY 2021-2022

Live Like Jesus Today Ministries hosts the student organization Contagious. The purpose of the group is to minister to all college students. We want everyone to understand that they are special, loved, and that life is bigger than self. God has a plan for our lives and we want to help student understand this plan and purpose and start to live it by serving and loving others. Our goal is to help them understand God's love for them and give them opportunities to become caring, loving and responsible young men and women. Thus, they will want to make a difference on campus, in their community, and in the world.



### **Student Learning Outcomes:**

1. Identify Biblical and faith-based concepts to and apply them in one's daily life. [Life-Long Learning]
2. Identify and act upon opportunities to provide support, assistance, help, compassion, care to others in one's community. [Life-Long Learning]

### **Assessment activities:**

SLO 1 - At least one time each semester, students participating in Contagious will create reflection statements, connecting Biblical or faith-based concepts that the group has discussed to aspects of their day to day lives.

SLO 2 - Regularly survey students regarding the identification of and employment of providing a measure of support in their community, as they define it.

### **Assessment data:**

Collecting of data will begin in academic year 2022-2023.

## CSO/SPARK: Community Student Organization and SPARK Group AY 2021-2022

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 Outcomes:

1. Develop and demonstrate the value of community involvement. [Life-Long Learning]
2. Develop and demonstrate the ability to work well with teams. [Life-Long Learning]

The Community Student Organization/SPARK leadership board develops and implements various community service projects during the academic year. Organization members provide input and participate as much as possible due to scheduling and other priorities. Members participated in a survey at the end of the academic year to identify changes that might be needed if members do not understand the need and importance of community involvement. This survey and results are in the Canvas Club Course CSO/SPARK 2021-2022.

### Assessment Data:

Survey Responses	2021-2022	2022-2023	2023-2024
<b>Members understand impact/importance of community service on community.</b>	73%	#, %, ...	#, %, ...

### Improvements:

More focus and direct conversations (instruction) will be included next year for students to understand and be able to express the importance of community involvement. Approximately 27% could not express the importance of community service in their answer to the survey questions. Students may have understood a part of the importance but could not express in answers.

## Phi Theta Kappa (PTK) Beta Nu Rho Chapter AY 2021-2022

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 & Life-Long Learning]
2. Develop and demonstrate academic growth and success. [Critical Thinking & Life-Long Learning]

Monthly PTK Seminar meetings are conducted with academic topics that promote and encourage student success. Seminar topics included time management, goal setting, self-care, library resources, leadership, and scholarship. Meetings, conducted by a PTK Advisor and students, providing opportunities for discussions, group activities and individual practice to encourage the acquiring of the new knowledge and skills. Students completed online surveys to identify newly acquired knowledge and skills and academic areas needing further learning support. The data collected helps to identify students showing academic growth, identify students aware of the new knowledge but have not acquire the skills and students still needing additional support to develop the needed knowledge and skills to be academic successful.

### Assessment Data:

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

### Improvements:

1. The data indicated students reflect the ease of identifying others strengths but not their own. Students' need seminars to help them develop self-awareness skills to promote

academic success. To promote knowledge and skill growth in this area, seminar meeting topics will stimulate self-awareness skills and how to apply acquire skills to facilitate academic growth and success.

2. The data highlighted students admit the lack of skills to navigate the steps to transfer to a four-year educational institution. Students indicated the lack of knowledge and skills to navigate and search career programs to match a college, and finding scholarships. Meeting series will focus on scholarship searches, identifying the best academic institutional fit, self-advocating, timeline of transferring process and financial aid in addition inviting an academic advisor, financial aid, and academic services will provide students with the knowledge and skills to transfer successfully.

## Phi Theta Kappa (PTK) Beta Phi Eta Chapter AY 2021-2022

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 & Life-Long Learning]
2. Develop and demonstrate academic grow and success. [Critical Thinking & Life-Long Learning]

Monthly PTK Seminar meetings are conducted with academic topics that promote and encourage student success. Seminar topics included time management, goal setting, self-care, library resources, leadership, and scholarship. Meetings, conducted by a PTK Advisor and students, providing opportunities for discussions, group activities and individual practice to encourage the acquiring of the new knowledge and skills. Students completed online surveys to identify newly acquired knowledge and skills and academic areas needing further learning support. The data collected helps to identify students showing academic growth, identify students aware of the new knowledge but have not acquire the skills and students still needing additional support to develop the needed knowledge and skills to be academic successful.

### Assessment Data:

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

### Improvements:

1. The data indicated students reflect the ease of identifying others strengths but not their own. Students' need seminars to help them develop self-awareness skills to promote academic success. To promote knowledge and skill growth in this area, seminar meeting

topics will stimulate self-awareness skills and how to apply acquire skills to facilitate academic growth and success.

2. The data highlighted students admit the lack of skills to navigate the steps to transfer to a four-year educational institution. Students indicated the lack of knowledge and skills to navigate and search career programs to match a college, and finding scholarships. Meeting series will focus on scholarship searches, identifying the best academic institutional fit, self-advocating, timeline of transferring process and financial aid in addition inviting an academic advisor, financial aid, and academic services will provide students with the knowledge and skills to transfer successfully.



## Phi Theta Kappa (PTK) Phi Psi Chapter AY 2021-2022

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 provide input and participate as much as possible due to scheduling and other priorities. Members participated in a survey at the end of the academic year to identify changes that might be needed if members do not understand the need and importance of community involvement. This survey and results are in the Canvas Club Course PTK 2021-2022.

### Assessment Data:

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

### Improvements:

More focus and direct conversations (instruction) will be included next year for students to understand and be able to express the importance of community involvement. Approximately 48% could not express the importance of community service in their answers to the survey questions. Students may have understood a part of the importance but could not express in answers. Also, of the 29 members that completed the survey, nine did not complete the community service requirement.

## STEM Club

### AY 2021-2022

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.



#### Student Learning Outcomes:

1. Develop and demonstrate critical thinking [Critical Thinking]
2. Develop and demonstrate a growth mindset [Life-Long Learning]

STEM Club regularly works with Kansas Kids @ Gear Up and hosts STEM activities for these middle school and high school students. These activities require the club members to organize and communicate effectively with faculty and participants. The club members lead the activities and assists the visiting students as necessary. Due to scheduling conflicts only one activity was held with Kansas Kids @ Gear Up this year. STEM Club members participated in 5 activities with children from Barton's Child Development Center during their STEM week and 2 activities as part of the CDC's Space Day. STEM Club members participated in an activity with children from Helping Hands Preschool at the Shafer Art Gallery and another activity at the Helping Hands Preschool location.

STEM Club membership continues to be down following COVID and the number of activities and participants were fewer than years past. Therefore, surveys about the activities were not distributed as planned. However, informational postcards were given out to prospective STEM students and club members.

Based on the success of the activities for the 2020-21 school year, the following improvement will be implemented during the 2022-2023 year:

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

## Student Ambassadors AY 2021-2022

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.

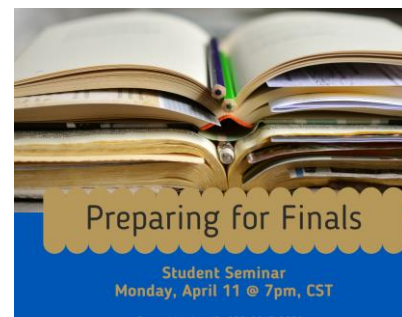
Student ambassadors are given thorough training to prepare them to be Barton representatives. After which they are quizzed on their comprehension and understanding of their duties and responsibilities. Additional training is given as necessary followed by mock campus tours. Following this the student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

Interest level in attending Barton	2017	2018	2019	2020	2021
<b>Definitely Attending</b>	100%	56%	40%	71%	56%
<b>More Likely to attend</b>	0%	28%	20%	29%	33%
<b>Still exploring/Undecided</b>	0%	17%	33%	0%	0%
<b>Not Attending</b>	0%	0%	0%	0%	11%

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 Seminars with the Academic Development Center AY 2021-2022

During the 2021-2022 academic year, the Academic Development Center introduced student seminars, regularly scheduled presentations and guided conversations on the academic skills that support success in college-level coursework. Seminar topics include: Note Taking, Planning for Success, Study Groups, Preparing for Finals, Study Skills, Online Course Skills, and Academic Integrity. All seminars are held live in the Academic Development Center on the Great Bend campus, and are simultaneously offered via Zoom to include students from Barton's Ft. Leavenworth, Ft. Riley, and Online student populations.



### 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 spring semester, 14 student seminars were hosted by the Academic Development Center. All student seminars were recorded and shared digitally with students and faculty upon request. At the conclusion of each seminar, students were asked to complete a brief survey that asked, in part, what they learned in the seminar and how they planned to apply it to their academic process. Not all students who attended or viewed the seminars completed the survey. Responses were reviewed and students who identified a new academic skill and accurately described how they planned to implement it are reflected in the data table below. Of the 96 students who completed the survey, 82% identified a specific skill from the presentations that they could begin practicing, and 63% provided some analysis of their learning process in regards to the application of the academic skill. Responses are being used to update seminar presentations for next year, including clarifying uncertain terms and practices.

### Assessment Data:

96 student responses analyzed	2021-2022
Identification of new academic skill	82%
Analysis of personal learning process	63%

### Improvements:

Because this was the first year to offer student seminars and the first year to collect data, these percentages will act as baseline measures for future co-curricular reports. To continue to improve the students' analyses of their personal learning process, future seminars will incorporate time to practice self-analysis by the students. Student comments will also be considered in the explanation of academic skill how-to (continued development and application of examples).