CO-CURRICULAR ASSESSMENT 2026 ANNUAL REPORT

BARTON COMMUNITY COLLEGE

Updated: 10/5/2026

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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.

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. Co-curriculars are assessed in relationship to Barton's Fundamental Learning Outcomes. This alignment supports Barton's END 1: Essential Skills.

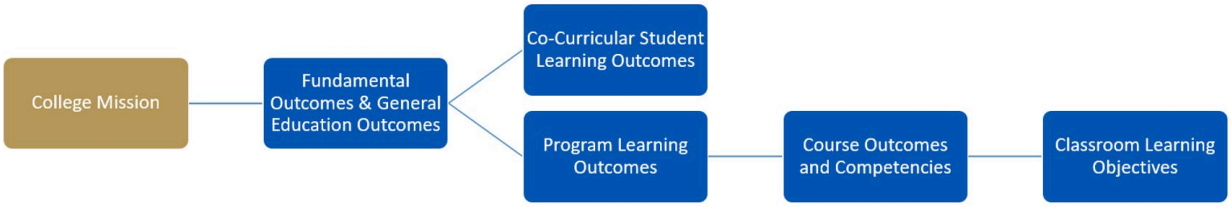


Figure 1: Barton's Institutional Assessment Diagram

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.

Progress Toward Co-Curricular Outcomes

During AY25, Barton's Co-Curricular committee opted to not hold annual meetings with cocurricular groups and instead offered individualized support for groups completing the co-curricular reports.

The committee received assessment reports from thirteen co-curricular organizations. Of the thirteen reports, six were received from groups who had not previously submitted. Additionally, six groups who reported during AY24 did not report in AY25. These six organizations indicated they had limited or no student participation in the last academic year, so they could not provide an assessment report.

This year's report contains multiple uses of attendance and participation for assessment data indicating a need for the Co-Curricular Committee to increase professional development opportunities for student organization sponsors.

Of the reports submitted, the most often cited FLOs are Critical Thinking and Lifelong Learning. Historical and Technological Perspectives are not cited in any reports.

Co-Curricular Student Organization Reports

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

Barton Community College Teaching and Learning Club

AY 2025-2026

Barton Community College Teaching and Learning Club is a community of practice for those interested in how we teach and learn. Membership is open to any Barton Community College student who is interested in teaching and learning in formal and informal learning spaces. Whether you want to become a preschool teacher, high school teacher or a coach, this community is for you. Community Activities include learning to become a substitute teacher, arts and culture experiences, field trips and community service.

Student Learning Outcomes:

Goals for the Barton Teaching and Learning Club (BTLC) include:

1. BTLC members will engage in respectful, productive collaboration and demonstrate effective communication across settings. [*Collaboration & Professional Communication*]
   Indicators include:
   - Club members will build rapport with peers, mentors, and community partners
   - Club members will demonstrate active listening and empathy.
   - Club members will communicate clearly in writing, speaking, and digital formats.
   - Club members will participate constructively in group work and professional conversations.
2. BTLC members will take initiative in identifying their own learning needs, selecting resources, and monitoring progress. [*Self-Directed Learning*]
   Indicators include:
   - Club members will create personal learning goals.
   - Club members will demonstrate the ability to organize time and tasks effectively.
   - Club members will independently seek out additional resources to support identified learning goals.

We currently have no active members in the club. Opportunities that were provided to perspective members this semester included volunteering to do All Hallows Read at the Haunting on the Hill event, attending the Wichita Renaissance Fair, and going through Greenbush's substitute teacher training modules.

Assessment data:

We had several students express interest in the club, however no students attended regularly scheduled meetings. We had no perspective club members volunteer to do All Hallows Read at Haunting on the Hill. We had one member of the gaming club attend the Renaissance Fair. She did not sign up for the club. And we had two students from the Foundations for Modern Education Class begin the Greenbush substitute teaching training modules but did not become club members.

Improvements:

Recruitment is our number one priority. I will continue to offer routine club meetings, opportunities for informal learning experiences and promote the substitute training opportunities.

Barton Nursing Club

AY 2025-2026

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.

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. A rubric is used to evaluate the activities and student learning.

New leadership activities included an Officer Training Session, which was new this year. Additional Nursing Club student activities included: Fall and Spring T-shirt sales, Cookie dough sales, a Christmas Escape Room that included collaborative efforts with Barton Paramedic & EMS faculty. Community Service projects included a canned food drive in the fall for community food banks and a spring drive for personal products for Survivors of Domestic Violence at Community Centers.

Assessment data:

Participation in Nursing Club contributed to development of:	2026	2025	2024
Leadership qualities & skills	100 %	100%	80%
Demonstration of compassion through service	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 to provide officer training for group of officers.
2. Continue club community service events.
3. Coordinate student schedules to offer more activities for collegiality and learning.
4. Create more opportunities for networking and relaxing with peers.

Collegiate Farm Bureau

AY 2025-2026

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:

The farm bureau members began the year with conducting frequent meetings; however, participation dropped off for the second semester. The group did complete a community service project of purchasing Christmas gifts from area angel trees. The members organized the event, obtained, and delivered the gifts appropriately. The participation included the majority of the members helping to plan and organize. Indicator 1: percent number of members that actively participated in the event. Last year members helped with the tasks, while this year the majority helped plan but a few carried out the details. 8 members out of 14 total members helped organize the event. Decrease in number can be attributed to a smaller number of total members.

Data Descriptor	24-25	25-26
Indicator 1	87%	58%

Improvements:

1. Continue to develop more "buy in" into the organization that would help the students then organize and expand the experience of the community service project and holding monthly meetings.

National Association for Music Education-Collegiate (C-NAfME)

AY 2025-2026

NAfME Collegiate is the college organization under the parent group National Association for Music Education. Membership is open to any student actively participating in the music department as 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.
2. To gain an understanding of the music industry's role in support of music education.
3. To develop professional credibility and start to build a network of professional contacts.

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	2025	2026
Build Network	5/7, 71%	3/4, 75%	2/6, 33%
Music Industry	5/7, 71%	3/4, 75%	3/5, 60%

Improvements:

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.

Based on 2025 Data, goals will be to increase participation and require more specific feedback at the event instead of waiting until we return home. Several students did not respond to the survey. Increased involvement in MIOSM is also a goal.

Future Business Leaders of America (FBLA)

AY 2025-2026

FBLA is a national organization that works closely with business and charities. Each year, members can travel to state, regional, and national conferences to compete in various areas of business. The organization consists of programs to enhance leadership skills, expand business knowledge, contribute to the local community, support charities, and earn recognition.

Student Learning Outcomes:

1. Demonstrate professional dress and conduct. [*Life-Long Learning*]
2. Participate in networking opportunities with members of the business community and BCC administration, faculty, and staff. [*Life-Long Learning*]

FBLA members will participate in the annual state FBLA Leadership Conference and competition. Students earning top honors in any event will qualify for the National Leadership Conference and competition. Through these events students are required to dress in professional attire and conduct themselves in a professional manner.

Members attending the state conference will present to Barton's Board of Trustees and to Barton's Business Advisory Board. Furthermore, students will interact with Barton students and employees as they raise funds for the program. These events provide opportunities for students to network and also demonstrate professional dress and conduct.

Assessment data:

During the 2025-2026 academic year, FBLA had a total of eight members participating in meetings and community service projects. Five of the eight members chose to participate in the state leadership conference. Two of the remaining members were unable to attend due to conflicts with their athletic schedules, and the final member withdrew from school during the spring semester.

Data Descriptor	2024	2025	2026
Indicator 1	n/a	n/a	5/8, 63%
Indicator 2	n/a	n/a	5/8, 63%

Improvements:

Barton's FBLA chapter began with the 2024-2025 academic year. During that first year, students participated in meetings and workshops held at Barton. This year students were eager to participate in the state FBLA Leadership Conference and competition. All five students competing qualified for the national FBLA Leadership Conference and competition, earning a total of 12 awards. The success of these students has prompted excitement to grow the chapter and increase the number of members participating at the conference.

1. Promote FBLA membership across campus. The organization is open to all majors.
    a. Current members will assist with the FBLA table during the campus open house.
    b. Current members will talk about their experiences to encourage others to join.
2. Increase the number of members participating at the state conference.
    a. Members attending the state and national competitions will talk about their experiences at meetings to encourage members to participate.
    b. Share photos and recognition of members' success at the competitions.

Sociology in Film Club

AY 2025-2026

The Sociology in Film Club exists to serve students who are interested in examining popular films through a sociological lens. Members will watch select films together and then discuss the social issues raised in the films. Members will have opportunities to think critically and analytically while fostering leadership and social skills within the Sociology in Film Club.

Student Learning Outcomes:

1. Students will be able to identify sociological themes present in popular culture product in the current cultural zeitgeist [*Cultural Perspective*]
2. Students will evaluate the manner in which sociological themes are presented in select popular films [*Critical Thinking*]
3. Students will develop their own ideas and beliefs about the validity of sociological themes presented in select popular films [*Critical Thinking*]

Traditionally, students had been assessed informally (through sponsor observation) on these outcomes as the club worked to establish itself during the 2024-25 academic year. However, beginning with the first of the two Fall 2025 meetings of the club, a Likert-scale type questionnaire based on the three student learning outcomes was implemented. Students attending one of the film discussion sessions were asked to complete the questionnaire at the end of the session. Those results were then tallied to be presented in the table below (Table 1)

Prior to the development of the questionnaire, the sponsor was able to assess from oral discussion responses how well each student meets each of the three outcomes. Data shown from 2024-25 will be based on that assessment while data from 2025-26 will be based on questionnaire data.

Assessment data:

Table 1 (2025-2026 Data)

Data Descriptor	Strongly Agree	Agree	Disagree	Strongly Disagree
Outcome 1	7, 88%	1, 12%	0, 0%	0, 0%
Outcome 2	8, 100%	0, 0%	0, 0%	0, 0%
Outcome 3	8, 100%	0, 0%	0, 0%	0, 0%

While the methodology of collecting data moved from observation data to questionnaire data, the same three outcomes were assessed for 2025-26 as for 2024-25. So, as a result, while it is not exactly comparing apples to apples and is more like comparing two different types of apples to each other, there is enough overlap to continue using 2024-25's data as a baseline for the 2025-26 data. However, for next year, 2025-25 data will be reestablished as the baseline data moving forward

unless and until assessment approaches change again. In looking at the results of the two years of data collection (Table 2), the vast majority of all respondents (90% or more) appeared to meet Outcomes 1 and 2 and all respondents appeared to meet Outcome 3.

Table 2 (2024-2026 Data)

Data Descriptor	2024-25 (met)*	2025-26 (met)^
Outcome 3	10, 100%	8, 100%
Outcome 2	9, 90%	8, 100%
Outcome 1	9, 90%	8, 100%

** - based on sponsor assessment of film discussion*
^ - based on 'Strongly Agree' or 'Agree' self-rating statements on survey

Improvements:

No concrete improvements are needed at this time as we are still getting established as a club. We moved to a more formal form of assessment and can repeat that same form over time moving forward. Additionally, though the club is open to all, the club primarily recruits students enrolled in Sociology courses. We did move from one meeting per semester for the Fall of 2025 to two and offered two different showings of the same movie (as opposed to a single time slot before) and both of those moves have potential to help slowly increase the reach of the club. In the future, as the club grows and possibly includes an audience beyond Sociology students, adjustments to discussions, film selection, etc. may have to be made as well. However, as of right now, no such concrete plans exist.

STEM Club

AY 2025-2026

STEM Club is a co-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 had opportunities to engage with the public when they participated in Haunting on the Hill and Jack Kilby STEM Day during the fall semester. In May, the STEM Club will be participating in the Kansas Science Fest in Hays. A few of the students traveled to Kansas City for an overnight trip and to attend a STEM seminar titled Enemy to Ally: Using Modified Viruses to Heal.

Assessment Data:

Data Descriptor	2024-2025	2025-2026
Members understood the importance of the STEM acitivity.	20%	45%
Can relate the STEM activity to their individulal lives.	10%	45%

Improvements:

Students attend the STEM Club meetings sporadically. There are very few dedicated STEM Club members which makes attendance issues more noticeable. Sports and other school related activities (such as theater and HOSA) conflicted with STEM Club meetings and activities. We need to reevaluate how we are looking at gathering our assessment data for a small group of students and look into new avenues for recruiting possible STEM Club members.

Student Wellness Action Team (SWAT)

AY 2024-2025

A student-led club designed to promote a culture of mental, physical and social wellness throughout the Barton Community College student body.

Student Learning Outcomes:

1. Identify and improve mental, physical and emotional health for themselves and the students at Barton Community College [*Life-Long Learning*]

The 2024-2025 Academic year is the first year the SWAT club was created. It was established after the August 2024 start date which led to difficulties in club attendance as it was not a well-known club the student body.

During regularly scheduled club meetings, students were tasked with developing ideas for activities that would encourage students to attend and learn about coping with stress, improving mental health and general health improvement strategies.

This year, assessment tools were not implemented. Next year the club will include measurable outcome goals, such as surveying students prior to the activity and then following up with an additional survey to see if they will use the knowledge and tools provided to improve their general well-being.

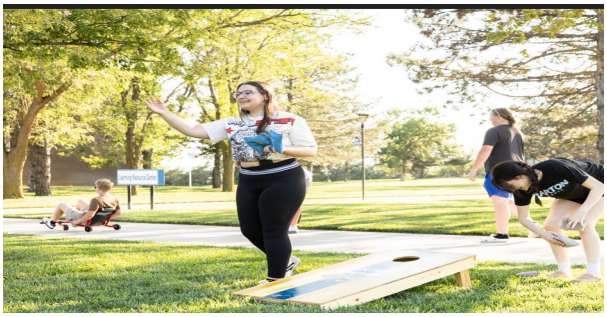
Improvements:

1. Develop survey/questionnaire for club members to measure what they learn during their time as a SWAT club member. Assess whether the club improved their leadership skills, responsibility in attending regular meetings, and development of better coping skills.
2. Develop surveys for activity attendees for pre- and post-activity learning and if it was beneficial.

Student Life Advisory Council (SLAC)

AY 2025-2026

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. Life-Long Learning

Assessment Process Learning takes place during weekly meetings where event planning is conducted. Three data descriptors will be evaluated: "Attendance", "Communication" and "Meeting Objectives in a Timely Manner". 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 to focus and improve in the future.

Assessment data:

Data Descriptor	2023-2024	2024-2025	2026
Attendance	63%	90%	67%
Communication	75%	90%	85%
Meeting objectives in a timely manner	75%	85%	34%

Improvements:

The Fall '25 and Spring '26 semesters presented a few challenges. Firstly, a new sponsor entered the position in October of '25, resulting in SLAC getting a late start. Second, we were only able to fill three of our four member positions in the Fall semester, which dropped to one for the Spring semester, and we were unable to recruit any additional members. In addition, the required benchmarks for success for the SLAC team were not fully met.

Looking ahead, further improvements in recruitment, clear expectations and further leadership building activities will need to be considered.

Voice of The World Club

AY 2025-2026

Voices of the World is open to all students who are passionate about engaging in activities designed to support the sharing of experiences, perspectives and worldviews, in order to promote personal development in a global world. The club fosters a welcoming environment where students from all backgrounds can connect, appreciate, and share one another's traditions. Through collaboration with campus organizations and departments, the club promotes understanding of what makes everyone unique and at the same time, a valuable piece of the Barton Family. Additionally, it encourages leadership, social support and development, and a strong sense of community.

We celebrated International Students Week with Letters and Flavors event in November. Black History Month celebration was held in February. We also had a private meeting for the club members in November.

Student Learning Outcomes:

1. Students had the chance to get familiar with other languages and different flavors.
2. Students celebrated Black History Month with their peers.
3. Students learnt about diverse backgrounds and different cultures to strength the sense of community among them.

Assessment data:

Data Descriptor	2024	2025	2026
Membership	n/a	27	22
Participation	n/a	80	100

Improvements:

1. We had a good number of students who became a member and participated in different events, but we still struggle with leading students to leadership roles and planning their own events.

Student Ambassadors

AY 2025-2026

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.

In AY 2025 we shifted our focus and data collection methods. We collected data at the end of Ambassador training week with the goal being improving awareness of faculty positions and advising locations. Previous reported data has shown success so we are moving on to improve the ambassador learning experience.

Assessment data:

Student Ambassador Quiz 2024-2025	10	9.5	9.0	8.5	8.0	7.5	7.0	6.5
Number of questions right out of 10	0	2	1	1	1	0	0	1

Student Ambassador Quiz 2025-2026	25	24	23	22	21	20	19	18
Number of questions right out of 25	0	4	3	1	1	0	0	1

HOSA – Future Health Professionals

AY 2025-2026

HOSA-Future Health Professionals is a national student-led organization run by and for students interested in pursuing careers in healthcare professions. HOSA is officially recognized by the U.S. Department of Education. 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, over ninety-five different competitive and recognition events, and networking opportunities with business and health industry partners.

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. Plan and perform in a competitive event sample on a selected career. [*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 events during the year that will demonstrate their ability to meet the outcomes.

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

Assessment data:

Outcome 1: Performance in competitive events are scored with cards/rubrics and the top scores only qualify for International competition – 2026 will be our fifth year for competitive events. All active participants taking events (3 events each) to the State competition in 2023, 2024, placed first or second in their individual skill event, and at least 2nd in the knowledge and teamwork events. Each of the five students participating at the 2025 State competition placed first in at least one if not more, events. Three students in 2023 were able to compete at the National level and finished in the top three of the Nation in their chosen career event. The 2024 National competition resulted in one first place, one second place and two competitors in the top 5 of their respective events. The State competition in 2025 had all five active students participating, placing first in their individual skill events, first in team events, and first or second in all knowledge events. All five students qualified for international competitions that summer and all 5 placed in the top 10 in their event, with two students placing 2nd, one placing 5th, and one placing 1st. This demonstrates the students' ability to plan and perform a chosen skill well. Over 13.000 students competed overall. Five students

competed at the State Leadership conference in March 2026, with all students placing first in their skills event and first or second in knowledge exams.

Outcome 2: Service projects – leadership and professionalism – Students in the 2025-26 group organized, hosted, and assisted in an area wide Barton Healthcare Skills day for high school students to showcase different skills needed in healthcare professions. The skills were linked to HOSA competitive events to help high school HOSA members prepare for HOSA State competitions. They also helped showcase the healthcare professions available through Barton Community College. This demonstrates the students' ability to demonstrate leadership, professionalism, plan/organize service projects, and provide mentoring. At the 2026 State conference, Barton HOSA students were chosen for leadership roles as Competitive Event Managers, and judges.

Data Descriptor	2024	2025	2026
Indicator 1	6/6, 100%	5/5. 100%	5/5. 100%
Indicator 2	9/9, 100%	5/7, 71%	7/7, 100%

Improvements:

1. Increasing the number of participants will help improve our ability to Mentor and allow us to increase the number, and impact, of our Service projects.
2. Increasing engagement in meetings and competitive events will increase member retention and activity, thereby increasing the number of career exploration opportunities.

Christian Challenge

AY 2025-2026

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.
2. Develop connections to others

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:

We did not have large or consistent participation to have any data for this year.

Data Descriptor	2024	2025	2026
Indicator 1	100%	n/a	n/a
Indicator 2	n/a	n/a	n/a

Barton Table Top Gaming Club

AY 2025-2026

BTGC is a student club with the goal of promoting social interaction, problem solving, and leadership skills through outlets provided by tabletop, roleplaying, and board games of all kinds. All Barton students are eligible for membership regardless of location. Members promote the importance of creativity and teamwork as they attend regularly planned or arranged D&D/TTRPG sessions, gaming events, and creative writing workshops.

Student Learning Outcomes:

1. To build a support network of peers that can extend beyond the classroom. [*Life-Long Learning*]
2. The ability to plan and coordinate professional and social functions. [*Life-Long Learning*]
3. Develop and demonstrate leadership and critical thinking skills. [*Critical Thinking*]

Students will meet regularly throughout the year for regular club meetings and scheduled events that are coordinated by a group of elected executives from within the club. The success of these outcomes will be measured in two parts:

1. **Event/Meeting Attendance**: Event attendance will be graded based on those who signed up versus those who showed, while meetings will be primarily graded based on the appearance and timeliness of club executives charged with planning both the meetings and events.
2. **Number of Regular Subgroups**: The club naturally subdivides into groups based on different games/campaigns (referring to a game that extends into multiple sessions). As such, the number of these regular subgroups formed every academic year will be used as a comparative metric for the coordinative success of the club.

Assessment data:

Data Descriptor	2024-2025	2025-2026
Event/Meeting Attendance	64%	73.81%
Number of Regular Subgroups	4	7

Improvements:

This year we made some major improvements:

1. We had 42 members compared to last year's 25, and a 9.81% boost in attendance

2. We had 7 regularly meeting subgroups: 3 student led TTRPG campaigns, 1 Sponsor led TTRPG campaign, 2 event planning groups for larger club events, and 1 strategy game planning group.

Student leadership was a great factor in our improvements this semester, with many students both in and outside of our club's executive board taking on the responsibility of planning and setting up club events with minimal guidance from club sponsors. These events include the regular meetings of subgroups listed in improvement 2, monthly Game Nights in Partnership with SSS TRiO, a Videogame Night in the Observatory, an In-Person Among Us Event, a Werewolf Night (Card Game), a Mini Painting Night, and a PowerPoint Potluck.

With the success of these events, future plans for the club will include greater community involvement or external club actions such as running a larger community service events and hopefully pairing with other on campus clubs to improve student peer networks and to create more professional social functions.

Hispanic American Leadership Organization (HALO)

AY 2025-2026

H.A.L.O. is a student organization at Barton Community College. We are dedicated to promoting the Hispanic culture on campus and throughout the Great Bend community. We also seek to develop leadership skills and encourage academic excellence. H.A.L.O stands for Hispanic American Leadership Organization. On the Barton County campus, HALO functions as a social network for Hispanic students while fostering and perpetuating the traditions and customs of our people through college and civic events. HALO serves as a unifying organization for other Latino based student groups. HALO has been active on the Barton Community College Campus since 2006.

Student Learning Outcomes:

1. To build a support network of peers and community members that can extend beyond the classroom and the Barton Campus. [*Life-Long Learning*]
2. The ability to plan and coordinate professional and social functions. [*Life-Long Learning*]
3. Develop and demonstrate leadership and critical thinking skills. [*Critical Thinking]*
4. Develop Multicultural leadership and communication skills *[Life- long Learning]*
5. Develop understanding of other cultures and learn how to respect them. *[Life-long Learning]*

Students meet regularly throughout the year for regular club meetings and scheduled events that are coordinated by a group of elected executives from within the club. Some of these events include Hispanic Heritage Month Celebration, Black History Month Celebration and Cinco De Mayo Celebration on campus in and in our community. The data assessed will be participation in meeting and participation in actual events/community service.

Assessment data:

Data Descriptor	2024-2025	2025-2026
Meeting Attendance	65%	50%
Event/community service participation	50%	30%

This year we had a total of 18 members compared to last year's 26 members. Participation was greater in previous years.

Improvements:

H.A.L.O needs to improve in area of being more student lead and not majority of events and planning be sponsor lead. It is a club that is supposed to promote leadership by students as part of their development in whatever career they choose. There needs to be more participation especially in community service and event participation.

Phi Theta Kappa (PTK) Phi Psi Chapter

AY 2025-2026

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 complete a minimum of 12 or more hours at Barton Community 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) Advisor team previously used a student-led approach to community service, but after discussions with on-campus departments, it was recognized that a larger pool of student volunteers would be advantageous. Students are still encouraged to be active with PTK community service projects, but this year an emphasis was made for student engagement with campus activities (PTK included) to encourage involvement in all areas. Throughout the duration of AY2025-2026 PTK students volunteered in 32 total events, with 18 being Barton related (56%).

Assessment Data:

Data Descriptor	2025-2026
PTK Sponsored/Highlighted Events	18
Total Events	32
Percentage of Officer Led Events	56%

Improvements:

Programming will begin earlier next year and more focus will be directed towards events that traditionally need a large number of volunteers or activities that were understaffed. Adding asynchronous community service projects would be beneficial, but we have found these larger activities and understaffed activities to have a larger impact. More direct conversations (instruction) will be included next year for students to help students self-identify projects on campus to increase the number of activities for all members. This still greatly aligns with PTK's goal to highlight the importance of community involvement.