CO-CURRICULAR ASSESSMENT PROCESSES HANDBOOK

BARTON COMMUNITY COLLEGE

09/22/2026

WHY WE ASSESS

Assessment is central to Barton's commitment to continuous improvement and to ensuring the quality and effectiveness of its educational programs. Through systematic assessment of student learning, Barton identifies areas of strength and opportunities for improvement, using the information gained to make strategic, data-informed changes to courses, programs, and educational practices. In this way, assessment serves as a mechanism for strengthening student learning, supporting student success, and enhancing the overall educational experience.

DEFINITION OF CO-CURRICULAR GROUPS

Co-Curricular Groups play an important role in enhancing student learning through thoughtful learning-based activities. The following definition, approved by Barton's Outcome Assessment Committee, establishes the scope of the Co-Curricular Assessment Committee:

Barton Community College's Co-Curricular Groups are student organizations or clubs designed to support curricular outcomes and objectives. These are separate from extracurricular activities (activities solely for social engagement or entertainment and without curricular connection), performance groups (activities developed through credit-bearing courses and assessed through course and program assessment), and Student Services activities (such as advisement, tutoring center, or career services, which are assessed through various institutional reviews).

Co-Curricular Groups provide opportunities for sustained engagement that support student learning beyond the classroom.

All student organizations are asked to complete a Co-Curricular Survey to help determine whether and how the organization supports student learning outside the classroom. If the Co-Curricular Committee determines that an organization is a Co-Curricular Group, the organization is required to participate in the Co-Curricular Assessment process on an annual basis. To support participation, the Co-Curricular Committee works with Barton's Office of Student Life to encourage co-curricular student organizations to include assessment-related language in their organizational constitutions.

CO-CURRICULAR LEVEL ASSESSMENT

Barton believes students learn best when they can make meaningful connections across their educational experiences, both in and beyond the classroom. Each of Barton's Co-Curricular Groups is unique in its educational mission and learning activities. Barton recognizes that assessment methods should reflect the unique educational purposes and activities of each group. While participation creates opportunities for learning and development, Barton's assessment process focuses on identifying and understanding the knowledge and skills students gain through these experiences and how that learning can be strengthened. Evidence of student learning should demonstrate what students know and are able to do as a result of their involvement in the group.

Participation, attendance, and engagement are not considered measures of student learning.

As part of Barton's commitment to student learning and continuous improvement, assessment of Co-Curricular Groups provides the College with information about the effectiveness and impact of these experiences. Assessment findings are used to inform future programming, strengthen learning opportunities, and build upon the work and insights of previous sponsors and student leaders.

This handbook provides guidance specific to Co-Curricular Groups and follows the Assessment Framework outlined in Barton's Assessment Processes Handbook.

CO-CURRICULAR ASSESSMENT ALIGNED WITH BARTON'S STRATEGIC PLANNING

The Strategic Planning Framework provides the context for how Barton County Community College works toward its mission and vision. To support this work, Barton's Board of Trustees has established a series of END statements. These statements describe, in measurable terms, the value Barton aims to create in each priority area.

Co-Curricular Groups are assessed in relation to Barton's Institutional Learning Outcomes (ILOs). This alignment supports END 1: Essential Skills and helps ensure that co-curricular experiences contribute to Barton's broader educational goals.

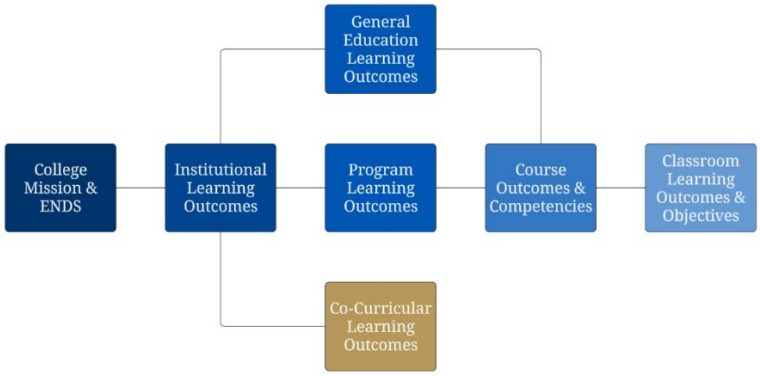


Figure 1. Co-Curricular Assessment Alignment with Barton's Institutional Learning Outcomes and Mission

CO-CURRICULAR AND INSTITUTIONAL LEARNING OUTCOMES

Co-Curricular Group sponsors develop Co-Curricular Learning Outcomes that describe the learning they hope students will gain through their involvement in a Co-Curricular Group. These outcomes help define the educational purpose of the group and guide its assessment efforts.

Sponsors then connect their learning outcomes to **one or more Institutional Learning Outcomes (ILOs)**. These include:

1. **Critical Thinking:** Analyze complex information from multiple sources, evaluate alternatives, and design effective solutions using evidence-based reasoning in a variety of academic and professional settings.
2. **Essential Skills:** Demonstrate self-management, interpersonal, professional, and life skills, including foundational academic abilities, to support success across Barton's educational programs and workplace settings.
3. **Integrity:** Evaluate situations thoughtfully, consider relevant context and potential consequences, and make responsible decisions that reflect ethical reasoning in academic and professional settings.
4. **Literacy:** Apply literacy skills across academic and technological disciplines to express ideas clearly, make informed decisions, and engage meaningfully in academic, professional, and personal settings.
5. **Citizenship:** Demonstrate an understanding of civic and community systems and reflect on personal roles and responsibilities within them to engage responsibly and contribute to the public good.

By aligning learning outcomes with the ILOs, sponsors demonstrate how learning that occurs through Co-Curricular Groups contributes to Barton's broader understanding of student learning and supports the College's Mission.

CO-CURRICULAR ASSESSMENT COMMITTEE

The Co-Curricular Assessment Committee serves as a resource and partner for sponsors throughout the assessment process. Sponsors are not expected to be assessment experts, and the Committee is available to provide guidance and support along the way. This may include helping sponsors develop learning outcomes and benchmarks, identify appropriate assessment methods and systems for measurement, complete the annual assessment report, and compile and interpret data to better understand student learning within the Co-Curricular Group.

The Committee also provides report templates and other resources to help make the process easier to navigate. Ultimately, the Committee's role is to support sponsors and ensure that Co-Curricular Assessment remains manageable, meaningful, and useful in understanding and improving student learning.

APPLICATION AND DOCUMENTATION OF ASSESSMENTS

Each Co-Curricular Group will use a standard annual report to document its assessment activities and student learning. Sponsors determine how student learning will be measured, using evidence that is meaningful to the group and its activities. This evidence may include assignments, projects, performances, presentations, reflections, surveys, leadership activities, observations, or other group experiences.

Throughout the assessment process, sponsors review the information gathered to better understand student learning, identify strengths and opportunities for improvement, and consider how the group's activities can continue to support student growth. The annual report provides a consistent way to document learning outcomes, assessment methods, results, and any changes made as a result of the findings.

The completed report is submitted to the Co-Curricular Assessment Committee for review and contributes to the annual Co-Curricular Assessment Report. Together, these reports provide a broader view of co-curricular learning across campus while also capturing the activities, accomplishments, and growth of individual groups.

The documentation also serves as a record of each group's history and development. As sponsors and student leaders change, these records provide a foundation for future leaders to build on previous successes, learn from past experiences, and continue strengthening the student experience.

GUIDANCE FOR GROUPS WITHOUT PARTICIPATION

When a Co-Curricular Group does not have student participation and is therefore unable to gather assessment data, sponsors should note this at the top of the report and return the document through the usual submission process.

The time and care sponsors invest in offering quality co-curricular learning opportunities is valued by Barton. When circumstances prevent student participation, sponsors are not expected to produce data where none exists. Sharing accurate and honest information on Co-Curricular Groups helps to ensure a more meaningful understanding of student learning beyond the classroom.

Sponsors are encouraged to reach out to the Co-Curricular Assessment Committee with any questions. Our goal is for this report to be a useful tool that supports Barton's Mission and your role in it. It helps capture the impact Co-Curricular Groups have on student learning and the opportunities they provide beyond the classroom. Sponsors' contributions help us tell that story with clarity and purpose.

The continued dedication to our students and to Barton's Mission is appreciated.

CLOSE THE LOOP

The Co-Curricular Assessment Committee compiles submitted reports and prepares an annual summary highlighting student learning across the institution. This work contributes to Barton's understanding of student learning, helps identify patterns and opportunities for improvement, supports continuous improvement across the College, and provides an opportunity to recognize and celebrate the learning that occurs through Co-Curricular Groups.

CO-CURRICULAR SURVEY

The Co-Curricular Assessment Committee uses the following survey to help determine whether a student organization or club meets Barton's definition of a Co-Curricular Group.

Co-Curricular Groups are student organizations or clubs designed to support curricular outcomes and objectives and provide meaningful opportunities for student learning beyond the classroom.

Please respond to the following questions regarding your student organization. A member of the Co-Curricular Assessment Committee will follow up regarding next steps.

1) Briefly describe the purpose or mission of your student group.
   Include the name of the group.

2) Is your student group evaluated or assessed through a credit-bearing course?
   a) Yes
   b) No

   If yes, which course is used for this assessment?
   Include the course name and number.

3) How does your student group contribute to the Barton student experience?

4) Is your student group a routine institutional operation with its own budget or staff positions, such as a tutoring lab or service area?
   a) Yes
   b) No

5) Are the group's activities primarily designed for entertainment purposes only?
   a) Yes
   b) No

6) Do students actively assist in planning or organizing group activities or events?
   a) Yes
   b) No