

CO-CURRICULAR ASSESSMENT 2025 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.

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.

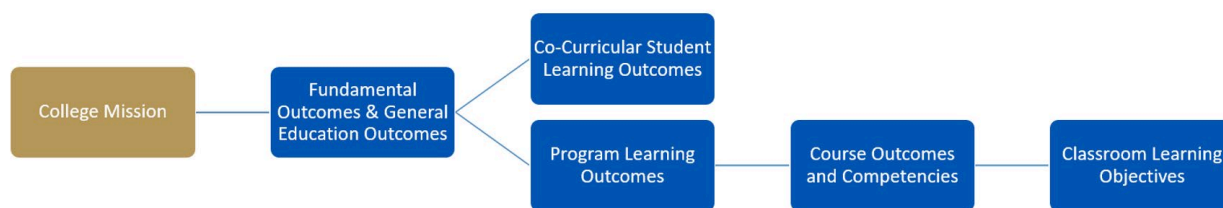


Figure 1: Barton's Institutional Assessment Diagram

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 Aspiring Educators

AY 2024-2025

Barton Community College Aspiring Educators (BCCAE) exists to promote the personal and professional growth of pre-service educators and those interested in education. BCCAE is a chapter of the Kansas National Education Association-Aspiring Educators (KNEA-AE) and one of 28 local chapters on Kansas college and university campuses. Membership to BCCAE is open to any Barton Community College student preparing for a career or interested in education, and who concurrently holds membership in KNEA-AE. Chapter activities include service projects, social affairs, professional development, and opportunities for participation in statewide leadership roles.

This club has not been active since AY23. The previous club sponsor believes this might be tied to the fact that it is a student chapter of KNEA and required a student membership fee. She also posited that the fact that the NEA is union might have impacted students. Based on this feedback, it is recommended that BCCAE be removed from student organizations and co-curricular reporting in the future, and an alternative student organization be considered

Improvements:

1. Create a club that engages both Education majors and Early Childhood Education certificate and degree candidates.
2. Build connections with the ECE and Education communities in the Barton Service Area.

Barton Nursing Club

AY 2024-2025

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.

Some Nursing Club student activities included: Fall and Spring T-shirt sales, Cookie dough sales, a Fall Fiesta and Game night, participation in a blood drive, and participation in the Suicide Prevention Awareness Walk for Great Bend Campus students and the Kingman Color Run by Pratt Campus students.

Assessment data:

Participation in Nursing Club contributed to development of:	2025	2024	2023
Leadership qualities & skills	100 %	80 %	100%
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 club community service events.
2. Offer more activities for collegiality and learning.
3. Provide officer training for group of officers.

Collegiate Farm Bureau

AY 2024-2025

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 hosting a food drive for the Barton Cougar Den. The members organized the event, created flyers, obtained, delivered and gathered boxes around campus and delivered all to the Cougar Den. The participation included the majority of the members.

Indicator 1: percent number of members that actively participated in the event. Last year only a few main students completed all the work where this year the majority or 87% of the members helped with the tasks. Decrease in number can be attributed to other members participating in other community service activities.

Data Descriptor	23-24	24-25
Indicator 1	90%	87%

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.

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

AY 2024-2025

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	2023	2024	2025
Build Network	n/a	5/7, 71%	3/4, 75%
Music Industry	n/a	5/7, 71%	3/4, 75%

Based on 2024 Data:

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 feedback. Several students did not respond to the survey. Increased involvement in MIOSM is also a goal.

Future Business Leaders of America (FBLA)

AY 2024-2025

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 effective preparation and performance for a job interview. [*Life-Long Learning*]
2. Implement at least one community service project per semester. [*Cultural Perspective*]

Throughout the school year, FBLA members will be given the opportunity to attend career preparation seminars. These seminars will include resume and cover letter writing as well as interviewing skills. Upon the completion of these seminars, members will be invited to participate in mock interviews conducted by our business community partners. The interviewers will provide the students with constructive feedback of their resumes and interviewing performances.

Each semester FBLA members will select a community organization to support through a community service project. Students will be assessed on their level of involvement in all phases of the project.

Phi Theta Kappa (PTK) Phi Psi Chapter

AY 2024-2025

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 uses a student-led approach to community service. Students were asked to brainstorm community service project ideas and Advisors would also add community service projects, but the larger projects were lead by the PTK student officer group. PTK members participate as much as possible despite their busy schedules and participation in other priorities. PTK's goal is to become a more student lead group and increase the number of PTK sponsored events lead by PTK officers. Last year, students reported 39 different events where they participated in community service. Of these 39 events, 6 events were events lead by the PTK officer group for our members.

Assessment Data:

Officer Led Events	Total Events	Percentage of Officer Led Events
6	39	15%

Improvements:

Programming will begin earlier next year and more focus will be directed towards events that take place over multiple days to help accommodate students' schedules. Adding asynchronous community service projects were well received and will be suggested to the new officer group once they are established. More direct conversations (instruction) will be included next year for students to understand and be able to express the importance of community involvement.

Sociology in Film Club

AY 2024-2025

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

Students are assessed informally on these outcomes. The club itself calls for watching the films as a group and then participating in a guided discussion with the club sponsor. In the course of taking part in that guided discussion. However, every student takes part in the discussion and every student is asked to discuss multiple ideas. Sponsor is able to assess from oral responses how well each student meets each of the three outcomes.

As club is just beginning and still very small, these data are primarily useful in establishing a baseline of where we are at, identifying if students are able to grasp more complex and themes and ideas, etc. In the future, these data will be used to drive innovation and change in the approach of the group.

STEM Club

AY 2024-2025



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 interact with different professionals who joined the STEM Club meetings and in a professional workplace on a trip to NOAA. The STEM Club hosted a meteorology event that was open to the public and were responsible for selecting activities that they would demonstrate or teach to young kids who came to the event. The club members also had other potential opportunities to engage with the community and learn more about STEM possibilities at Earth Day and Kansas STEM Fest at FHSU, yet most chose not to participate.

Assessment Data:

Data Descriptor	2023-2024	2024-2025
Members understood the importance of the STEM activity.	50%	20%
Can relate the STEM activity to their individual lives.	17%	10%

Improvements:

Attendance was a struggle for this academic year. Several of the students who attended the STEM Club meetings would attend the meetings sporadically. There are very few dedicated STEM Club members. Even with the meeting times on a different day and at a different time, the attendance is

still an issue. Problems with attendance was a result of athletics, other classes, work hours, or traveling home for the weekend. With the students choosing to do other activities during STEM Club meeting times and only coming to select meetings, it was difficult to prepare and select activities for community outreach event.

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:

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.

Develop surveys for activity attendees for pre- and post-activity learning and if it was beneficial.

Student Life Advisory Council (SLAC)

AY 2024-2025

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	20-24	24-25
Attendance	63%	90%
Communication	75%	90%
Meeting objectives in a timely manner	75%	85%

Improvements:

A lot of improvement was made compared to the previous year. One of the biggest improvements was the increase in participants which helped improve our goals. While we show improvement in each category the majority of the participants, 3 of 4, participated in the same sport. This year we extended the recruitment process, which helped gain more participants, but if we try to limit the number of athletes from the same sport it might help get a better representation of the student body for the next upcoming year.

Voice of The World Club

AY 2024-2025

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.



Student Learning Outcomes:

The voices of the world club held a spring celebration in collaboration with H.A.L.O. This gave us a chance to introduce the club to students and attract their participation. The goal for the event was to teach student a new tradition.

1. Introducing the club to the students and registering for the club.
2. Introducing students to different traditions and costumes.

In AY 25, the club introduced students to the Thailand New Year, Songkran, by having water fight and Thai snacks. This could help students to understand Thai students on campus and celebrate the day with them, promoting human understanding and tolerance and improving mental health.

Assessment data:

Data Descriptor	2025
Attendance	80 people
Member registration	27 people

Improvements:

1. We had many attendees but not many registrations, and since it was about the end of semester many of them already graduating or transferring. We should be able to register students from the very beginning of the year, maybe even in the admission process.
2. If student plan the future events, there would be even more participation and more educating. It would help them to learn organizing, community building and leadership. But since we just started, advisors planned the event.

Student Ambassadors

AY 2024-2025

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	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

HOSA – Future Health Professionals

AY 2024-2025

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:

Performance in competitive events are scored with cards/rubrics – 2025 will be our fourth year for competitive events. All six participants taking events (3 events each) to the State competition in 2023, placed first or second in their individual skill event, and at least 2nd in the knowledge and teamwork events. Each of the six participating students for 2024 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 students participating placing first in their individual skill events, first in team event, and first or second in all knowledge events. All five students qualified for international competition this summer.

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

competition event preparation. Students served as volunteer patients, judges, and ambassadors at the State Conference in 2025. Students will serve as ambassadors at the international conference this summer.

Data Descriptor	2023	2024	2025
Indicator 1	6/6, 100%	6/6, 100%	5/5. 100%
Indicator 2	9/9, 100%	9/9, 100%	5/7, 71%

Improvements for 2025-2026

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.