



HLC Accreditation Evidence

Title: Co-Curricular Assessment
2021 Annual Report
2022 Annual Report

URL:

Office of Origin: Vice President of Instruction

Contact(s):

- Coordinator of Assessment

CO-CURRICULAR ASSESSMENT 2021 ANNUAL REPORT

BARTON COMMUNITY COLLEGE

Contents

Institutional Definition of Co-Curricular Activities	3
Realignment of Co-Curricular Assessment within Barton’s Strategic Planning Framework.....	3
Co-Curricular Program Outcomes	4
Strategic Planning Framework	5
Board of Trustees END Statements.....	5
National Association for Music Education (NAfME)	7
Athletic Mentoring.....	8
Computer Club	9
Community Student Organization (CSO)	10
Phi Theta Kappa (PTK) Phi Psi Chapter	11
Phi Theta Kappa (PTK) Beta Nu Rho Chapter.....	12
Phi Theta Kappa (PTK) Beta Phi Eta Chapter	13
Barton SPARK.....	14
STEM Club	15
Collegiate Farm Bureau.....	16
Student Ambassadors	17

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.

During the 2019-2020 academic year, Barton's Co-Curricular Assessment Committee made significant efforts to improve reporting standards and implemented a three-year plan to identify and implement reporting standards for all co-curricular groups. While significant progress has been made in reporting from co-curricular groups during the 2020-2021 academic year, many groups were unable to meet or collect data as a result of COVID restrictions. As a result, the Co-Curricular Assessment Committee used this year as an opportunity to further improve the co-curricular program and review process. This year's report will follow the same format as previous years, but the following changes are currently being implemented and will be reflected in the academic year 2021-2022 Co-Curricular Report:

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).*

Realignment of Co-Curricular Assessment within Barton's Strategic Planning Framework

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.

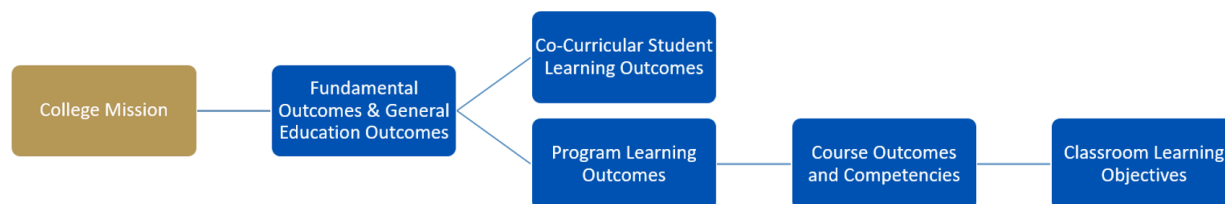


Figure 1: Barton's Institutional Assessment Diagram

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:

- To Coordinate Co-Curricular assessment in support of Fundamental Learning Outcomes
- To advise and support Co-Curricular student groups identify and assess student learning outcomes
- To Evaluate Co-Curricular student learning outcomes and associated supporting evidence

Beginning in academic year 2021-2022, the Co-Curricular subcommittee will report on these program level outcomes along with the individual co-curricular student learning outcomes.

Strategic Planning Framework

The Strategic Planning Framework is the context within which Barton County Community College operates to achieve its mission and vision. This framework is the foundation for a strategic management approach through which Barton's leadership team takes responsibility for leading the institution through change, defining the knowledge critical to planning strategically for the college's future, deciding how to interpret that knowledge and how to apply it to plans and decisions that lead to continuous improvement of Barton's programs, services and operations.

The basic operating principles of the Strategic Planning Framework are:

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

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

CORE 1 - Drive Student Success

CORE 2 - Cultivate Community Engagement

CORE 3 - Optimize Employee Experience

CORE 4 - Emphasize Institutional Effectiveness

Board of Trustees END Statements

The college's Core Priorities represent constant areas of focus. Barton's Board of Trustees have defined a series of END statements, which express in measurable terms the value Barton intends to create in each Priority area. These statements are not as timeless as Barton's Core Priorities, and may evolve over time as conditions change. The END statements provide definition to the Core Priorities, identifying the essential elements of each priority and creating the foundation for effective measurement of results. The context created by the priorities and END statements enables the college leadership to identify how the college needs to adapt to changing conditions to improve results in these areas.

END 1 - Essential Skills

Students will acquire the skills needed to be successful for the program they are in.

END 2 - Work Preparedness

Students will be prepared for success in the workplace.

END 3 - Academic Advancement

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

END 4 - "Barton Experience"

Student responses will reflect positively of their Barton experience.

END 5 - Regional Workforce Needs

The College will address regional workforce.

END 6 - Barton Service and Regional Locations

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

END 7 - Strategic Plan

The College Mission will be supported by strategic emphasis.

END 8 - Contingency Planning

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

National Association for Music Education (NAfME) AY 2020-2021

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

Expected Outcomes:

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

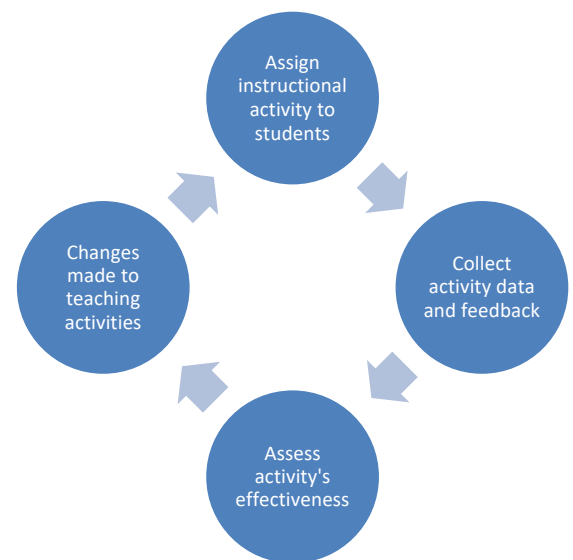
The purpose of NAfME Collegiate membership is to provide students the opportunity for professional orientation and development. Each member has the opportunity to engage with the community outside of Barton and implement teaching skills they learn from their music curriculum.

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

During Academic Year 20-21, NAFME was unable to host activities as a result of COVID restrictions. As such there is no data to report. The goals for this academic year will be continued into Academic Year 2021-2022:

Improvements:

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



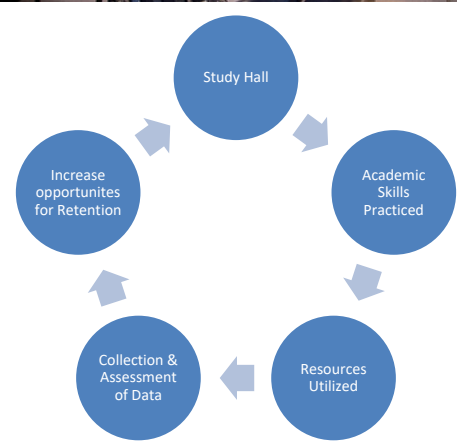
Athletic Mentoring AY 2019-2020

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

Expected Outcomes:

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

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



Participation Rates/Retention Rates	AY16-17	AY17-18	AY18-19	AY19-20
Athletes using Athletic Mentoring	66 (17%)	86 (21%)	113 (25%)	89 (40%)
Athletes retained after year 1	103 (57%)	129 (58%)	140 (60%)	121 (60%)

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

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

1. Beginning AY21-22, student data will be compiled based on an activity rubric that evaluates students understanding of academic skills developed through study hall and individual academic coaching sessions.

Computer Club AY 2020-2021

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

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

Expected Outcomes:

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

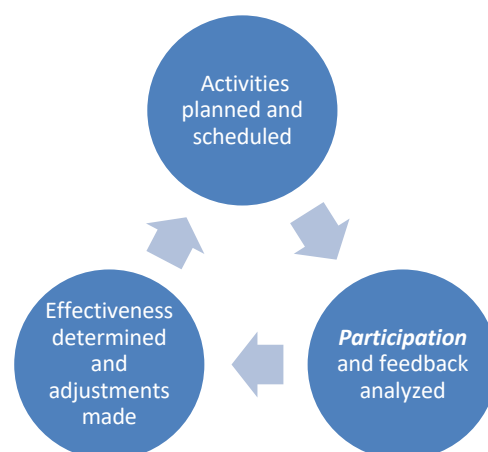
Computer Club members have an opportunity to take a leadership role during group meetings and in planning and facilitating campus events. Students plan and implement a Local Area Network (LAN) party which is open to the campus community. Students organize and carry out the logistics for planning, promoting,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

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

During Academic Year 20-21, the Computer Club was unable to host activities as a result of COVID restrictions. As such there is no data to report. The goals for this academic year will be continued into Academic Year 21-22:

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

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



Community Student Organization (CSO) AY 2020-2021

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.

Expected Outcomes:

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

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



Data Descriptor	AY20-21	AY21-22	AY22-23
Leadership	13/15, 87% met the minimum benchmark (assessment in club canvas course)	#, %, ...	#, %, ...

Data compilation and reporting will begin in Fall 2020.

Phi Theta Kappa (PTK) Phi Psi Chapter AY 2020-2021

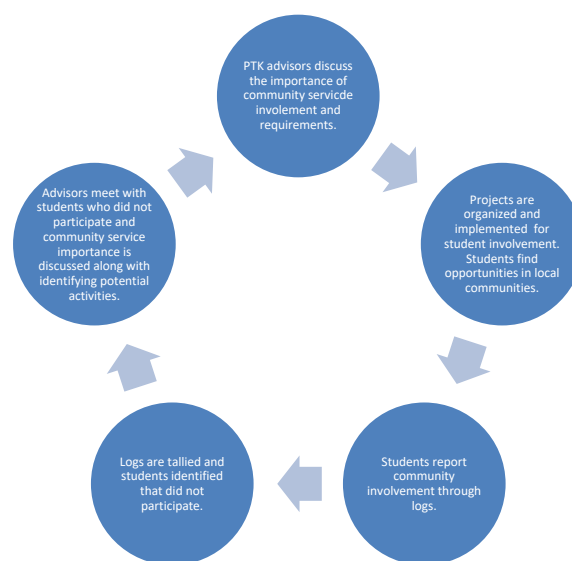
With more than two million members and 1,250 chapters located in all 50 of the United States and eight international countries, Phi Theta Kappa is recognized as the official honor society for community colleges by the American Association of Community Colleges. To be considered for membership in Phi Theta Kappa, one must have previously attended Barton Community College one semester and be currently enrolled in 12 or more hours at the College. The applicant must have a minimum grade point average of 3.5 and be nominated by Barton County Campus faculty to earn membership. The purpose of Phi Theta Kappa is to recognize and encourage scholarship among students. It also provides opportunities for the development of leadership, service, the intellectual exchange of roles, and continued academic excellence.



Expected Outcomes:

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

Phi Theta Kappa Phi Psi members are required to participate in community service throughout the academic year. Community Service hours can be earned by participating in Phi Psi's community service projects or students can participate in their home community activities. Logs are required with time, community service project and signature verification. Total hours and activities are compiled each year and students who did not complete required hours are identified. Advisors work with individuals who did not complete community service to identify ways and projects for future involvement.



During fall 2020, the Phi Theta Kappa group did not complete any community service projects as a group. Students were supposed to report any community service hours completed on their own. During spring 2020, the group did organize and participate in two major projects. When reviewing the community service reporting, it is clear that without the organized projects, students are not completing community service projects. When discussing with the members the importance of community service, even during the pandemic, it was clear this membership understands its importance, however, was limited due to the pandemic. However, when we organized projects such as the School Supply Donation project in conjunction with the Early Childhood Education students, masks were worn, social distancing was implemented (see picture) and participating members understood that community service was still viable. In fall 2020, more projects will be organized and completed as a group so the importance of community service will be demonstrated and more impactful on the membership no matter the condition of the world.

Data Descriptor	AY20-21	AY21-22	AY22-23
Graduating PTK members reporting Community Service Hours (on campus or off)	30/40, 75%	#, %, ...	#, %, ...

Phi Theta Kappa (PTK) Beta Nu Rho Chapter AY 2020-2021

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.

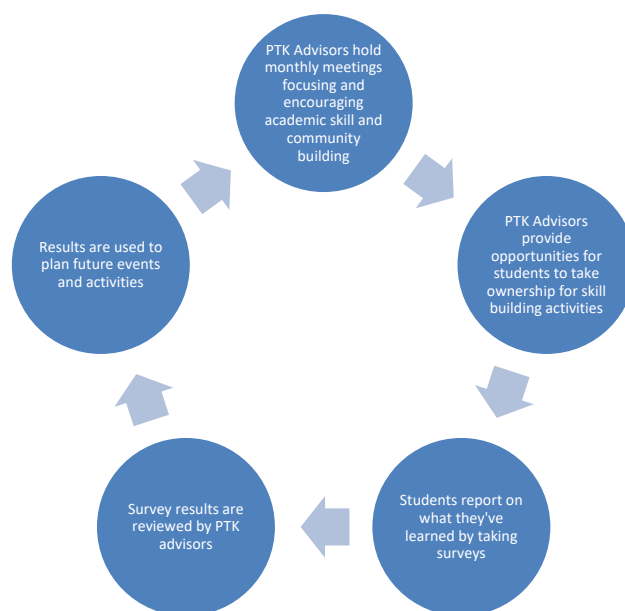


Expected Outcomes:

1. Develop and demonstrate the value of community involvement. [CORE 2; END 4]
2. Develop and demonstrate academic growth and success. [CORE 1; END 3]

Phi Theta Kappa Beta Nu Rho members are encouraged to participate in community service throughout the academic year. Community Service hours can be earned by participating in Beta Nu Rho community service projects or students can participate in their home community activities.

Data compilation and reporting will begin in during the Academic Year 2021-22.



Phi Theta Kappa (PTK) Beta Phi Eta Chapter AY 2020-2021

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.



Expected Outcomes:

1. Develop and demonstrate the value of community involvement. [CORE 2; END 4]
2. Develop and demonstrate academic growth and success. [CORE 1; END 3]

Phi Theta Kappa Beta Phi Eta members are encouraged to participate in community service throughout the academic year. Community Service hours can be earned by participating in Beta Phi Eta community service projects or students can participate in their home community activities.

Data compilation and reporting will begin in during Academic Year 2021-22.



Barton SPARK AY 2020-2021

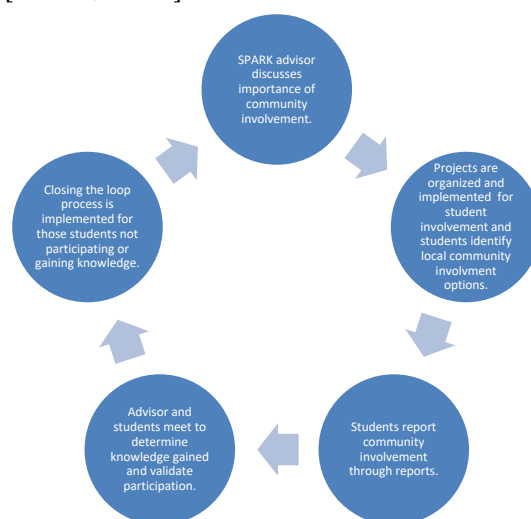
Barton Spark is a central gathering place for those who desire to learn, develop and share their entrepreneurial spirit and learn more about business. Open to all Barton students, Barton Spark is an incubator for creative thought, innovation and leadership. Entrepreneurship is more than just risk-taking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

Expected Outcomes:

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

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

Barton SPARK members joined with Barton Community Student Organization (CSO) members for fall 2020 and spring 2021 for community service projects and area business tours. Members toured the Great Bend Recreation Commission where students not only were told about the importance of business but the impact of the commission on the community through various services. Advisor met with each of the students participating and reviewed what was learned through the tour and service projects. Discussions revealed students understood the impact of community service on the community including the service the recreation commission provides all age groups in the community. This is the first time the Great Bend Recreation Commission was part of a business tour but now it will be included every year to continue to provide this knowledge to the students.



Data Descriptor	AY20-21	AY21-22	AY22-23
Community Service (see assessment rubric in club shell)	84% met or exceeded competency for community service importance & completed hours.	#, %, ...	#, %, ...

STEM Club AY 2020-2021

STEM Club is an extra-curricular activity providing students hands-on opportunities to explore careers and research in science, technology, engineering, and mathematics (STEM). The club promotes education in the STEM fields by providing education majors support as they enter their pre-service curriculum, encouraging STEM majors to pursue freshman and sophomore research, and encouraging participation in STEM related community outreach. Through these activities, STEM Club participants utilize critical thinking, teamwork, and communication skills. All students, regardless of major or intended career field, are encouraged to bring their ideas, creativity, and curiosities to this club as topics of investigation and activities are driven by student interest.



Expected Outcomes:

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

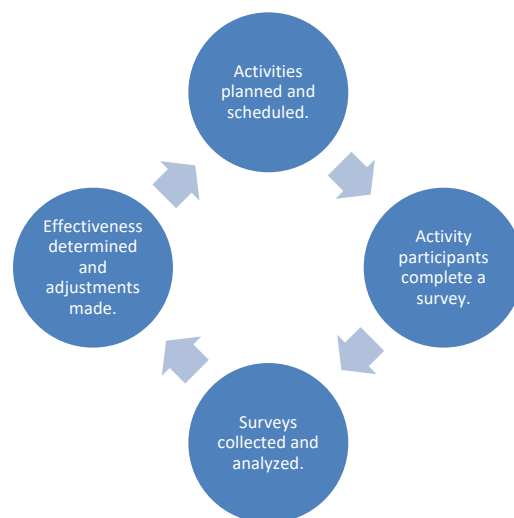
STEM Club regularly works with Kansas Kids @ Gear Up and hosts STEM activities for these middle school and high school students. These activities require the club members to organize and communicate effectively with faculty and participants. The club members lead the activities and assists the visiting students as necessary.

Since regulations were in place for COVID, only two activities with the Kansas Kids @ Gear Up were held. STEM Club also worked with the local 4-H extension district and hosted a Space Day with activities including demonstrations with drones, coding, robotics and chemistry. STEM Club also participated in Junior Day on the Great Bend campus.

Due to COVID, STEM Club membership is down and the number of activities 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.

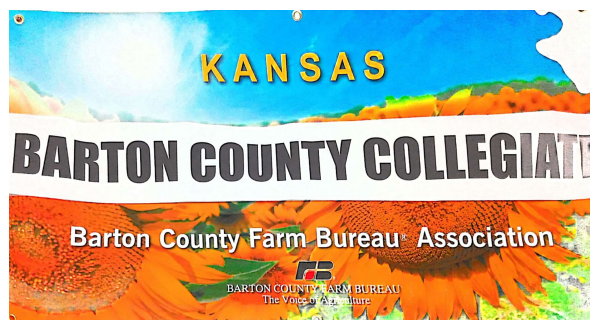
Based on the success of the activities for the 2020-21 school year, the following improvement will be implemented:

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



Collegiate Farm Bureau AY 2020-2021

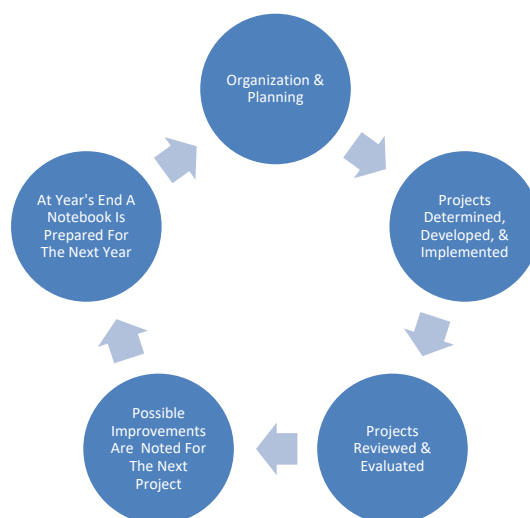
Barton Community College Collegiate Farm Bureau (BCFB) is a student organization with the goal of promoting agriculture through leadership and social activities. All Barton students are eligible for membership. Collegiate Farm Bureau is sponsored by the Barton Agriculture Business Management Department, the Barton County Farm Bureau, and Kansas Farm Bureau.



Expected Outcomes:

1. Determine, develop, and implement a minimum of one community service project per semester. [CORE 2; END 1]
2. Conduct meetings and group's functions/projects according to Robert's Rules of Order. [CORE 1; END 1]

At the start of each academic year, last year's members and advisers recruit membership and hold an organizational meeting to elect officers and start to plan the year. Meetings are conducted according to Robert's Rules of Order. Election of officers will be concluded with handing out and discussing Robert's Rules of Order. Expectations, including a rubric, for running a meeting will be discussed. Assessment will take place at the end of the semester and documented on the rubric.



BCFB members decide on projects, including speakers, community service, fundraising and educational functions. Then committees are developed and the project conducted followed by an evaluation. A survey will be conducted upon completion of the project to assess the value students associated with it. Officers also report regularly to the Barton County Farm Board and are involved with the state coordinator of the various Collegiate Farm Bureau Chapters.

Data compilation and reporting begins Spring 2020.

Student Ambassadors AY 2020-2021

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.

Expected Outcomes:

1. Develop and demonstrate effective communication [CORE 1; END 2]
2. Develop and demonstrate leadership skills [CORE 1; END 2]

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	2016	2017	2018	2019	2020
Definitely Attending	38%	100%	56%	40%	71%
More Likely to attend	50%	0%	28%	20%	29%
Still exploring/Undecided	13%	0%	17%	33%	0%
Not Attending	0%	0%	0%	0%	0%

Student Learning Goals (1-Low, 5-High)	2016	2017	2018	2019	2020
Was your meeting with the faculty member helpful and informative?	5.00	5.00	5.00	4.80	4.90
Did you feel welcome?	5.00	5.00	5.00	5.00	5.00

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.