

CO-CURRICULAR ASSESSMENT REPORT

BARTON COMMUNITY COLLEGE

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Barton is committed to assessing and strengthening co-curricular programs. Barton recognizes and values that student learning is most effective when students are able to make meaningful connections across their many educational experiences, both curricular and co-curricular.

This report outlines how many of the various co-curricular areas at Barton systematically assess and make improvements to benefit their respective student learning goals. These are subsequently in support of the ENDS statements provided required to be addressed by our Board of Trustees and Barton's strategic planning framework.

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. In this model planners at all levels of the college are able to determine performance "gaps" at the institutional and divisional/department levels and implement initiatives to close those gaps. Senior administrators, with input from internal stakeholders, are able to allocate resources to support the Strategic Plan and ongoing operations that are essential to closing those performance gaps.

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:

- 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

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"

Students 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)

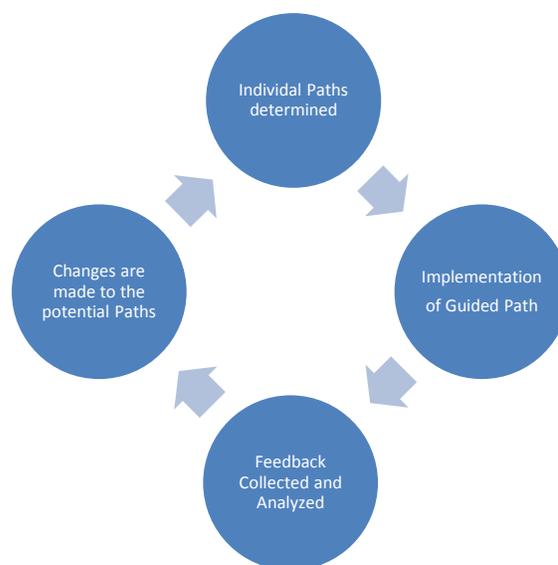
NAfME Collegiate is the college organization under the parent group MENC (Music Educators National Conference). Membership is open to any student actively participating in the music department as music major and/or a member of the performing groups within the music department.



Student Learning Goals:

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 with community performance groups beyond college [CORE 2; END 4]

The purpose of NAfME Collegiate membership is to afford students an opportunity for professional orientation and development. Specifically, to prepare students for “after Barton” when they may find themselves without the support of the “school music” atmosphere that they have grown accustomed to over the years. NAfME taps the members into the music community at large so that they can continue to grow in music beyond college and the benefits thereof.



Each member can tailor their experience by attending the KMEA (Kansas Music Educators Association) in-service that is held annually. This in-service allows each member to network with post-Barton colleges and universities and develop a plan/path:

KMEA	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
% ATTEND	100%	88%	88%	71%	63%	78%	67%	92%	94%	94%	83%	89%

The Path that each member takes in NAfME is individualized to their interests and musical inclinations. Whereas one group or conference may be ideal for one member’s needs, it might not for another. As such, annual changes are made to the experiences for each NAfME member to further enhance their membership.

The effectiveness of this group in meeting their stated learning goals have not gone unnoticed. In 2012, Barton was the only community college to receive the National Chapter of Excellence Award which is awarded to four schools annually.

Student Ambassadors

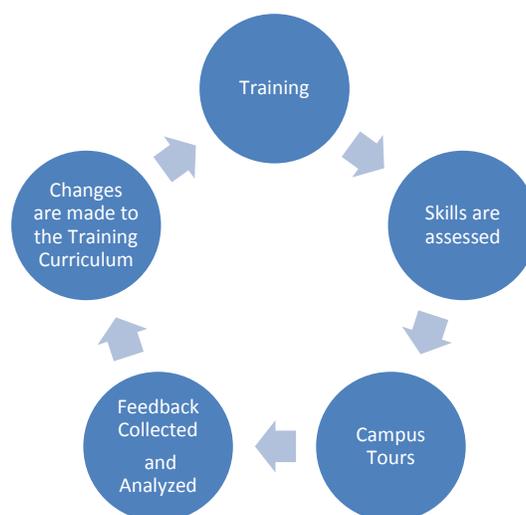
The Student Ambassadors serve as representatives of the college by conducting and scheduling campus tours and participating in recruitment activities. Ambassadors are selected from both the freshman and sophomore classes through an application and interview process.



Student Learning Goals:

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	2013	2014	2015	2016
Definitely Attending	72%	51%	47%	38%
More Likely to attend	24%	41%	33%	50%
Still exploring/Undecided	4%	8%	20%	13%
Not Attending	0%	0%	0%	0%

Student Learning Goals (1-5 scale used, 1-Low, 5-High, Mean Score Listed)	2013	2014	2015	2016
Was your meeting with the faculty member helpful and informative?	4.72	4.97	4.81	5.00
Was your tour guide welcoming, informative and made you feel at ease?	5.00	4.85	4.97	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.

Student Life

The College activity program supplements the instructional program by providing experiences and events that stimulates enjoyment and a sense of belonging.

Student Learning Goals:

1. Stimulate personal growth and [CORE 1; END 1]
2. Social development within a diverse group of students [CORE 2; END 4]



Movie Night: For the fall of 2014 cost and attendance a little high than the fall of 2015, some is due to 2 more movie dates in 2014 than 2015 for the fall. Over all very successful though out the years. This event takes place at the local movie theater and was organized back in the 1990's.

Bowling Night is another long time event. It started at Walnut Bow and was moved to Ellinwood for many years to a non-smoking atmosphere. This is our 2nd year back at Walnut Bowl.

Bingo is another oldie but goodie event. It has changed a lot over the years.

Skate Night is in its second year as a college event. The cost has stayed the same and it's always been a 2-hour event.

Ice Cream Social was brought back into the programing in 2014-15 school year with good attendance. It was put into the programing for 2015-16.

Event	Fall 2014 Cost	# of Dates in a semester	Fall 2014 Attend	Fall 2015 Cost	# of Dates in a semester	Fall 2015 Attend
Movie Night	\$3,375.00	12	506	\$2,700.00	10	461
Bowling	\$ 845.00	3	140	\$1,305.60	3	203
Bingo	\$1,225.00	3	175	\$ 750.00	3	186
Skating	\$ 300.00	2	70	\$ 300.00	2	139
Ice Cream	\$ 140.06	1	100	\$ 99.60	1	75

Clearly the higher the attendance, the more opportunities the students have to meet the student learning goals. However, based on the attendance/cost figures, adjustments are considered to keep the program cost effective.

Residential Life Cinema gives housing students 12 newly released movies for 8 months (Aug-May movies change every 30 days) which equals 96 movies. For the last 6 years the price has stayed the same. \$7,389 yearly. The cost over the years included movies, equipment, postage, and viewing rights. The last year the movies have been streaming from a server on campus that is provided by the company. With streaming, movies are available for a longer period of time and after May 2016, we will end our 3-year contract. It will topic of discussion if this service continues and a survey was done for the fall 2015 semester.

