



HLC Accreditation Evidence

Title: Co-curricular Assessment Process - from the *Barton Assessment Processes Handbook*

Office of Origin: Vice President of Instruction - Assessment of Student Learning

ASSESSMENT PROCESSES HANDBOOK

BARTON COMMUNITY COLLEGE

V. Co-Curricular Level Assessment:

Co-Curricular Assessment Report

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.

Documenting co-curricular assessment

The report for each area will follow a standard template. If needed, a member of the Outcomes Assessment Committee will walk you through how to set this up. These will initially be filled out by the club/activity sponsor and then updated annually by sending them to the Outcomes Assessment Committee for review. This will give Barton the opportunity to celebrate your successes and assist you with any issues that come up.

Co-Curricular Assessment Process Template

Co-Curricular Title

General Description-Should match stated description found at:

<http://bartonccc.edu/studentlife/clubs>

List the student learning goals (again, it should match those found on the above website)

Student Learning Goals (list as needed):

1. Goal 1 [Supported CORE; END]
2. Goal 2 [Supported CORE; END]
3. ...

General Description of the assessment process. Include a descriptive process graphic to match the written information such as the one to the right to demonstrate how the assessment loop is closed and then repeats itself:

Assessment data:

Give longitudinal data tied to the student learning goals upon which adjustments/improvements have been based.

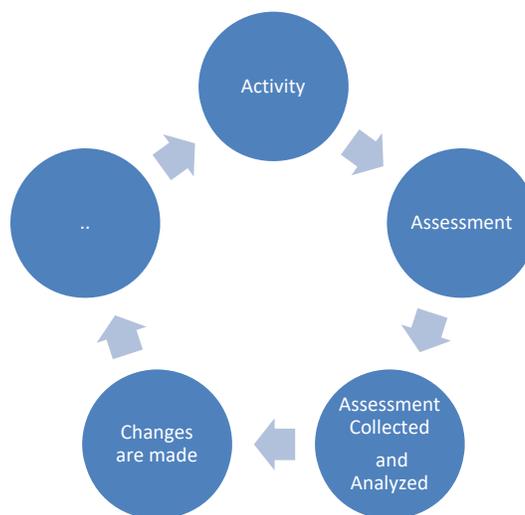
Data Descriptor	2015	2016	...
Indicator 1	#, %, ...	#, %, ...	#, %, ...
Indicator 2	#, %, ...	#, %, ...	#, %, ...
...	#, %, ...	#, %, ...	#, %, ...

Give a “laundry list” of improvements made based on the assessment data.

Improvements (list as needed or provide a narrative):

1. Improvement 1
2. Improvement 2
3. ...

Include a relevant graphic such as a picture of the group or people involved



VI. Assessment Model:

