Co-Curricular Assessment

Committee Update
November 17, 2016

Outline

1. **Background**
   a. Letter from HLC and feedback from final CQR Review
   b. This committee and our approach
2. **Research**
   a. About Co-Curricular
   b. Institutional Models
3. **Draft Framework**
   a. Criteria, Mission, Vision and Goals
4. **Next Steps**
   a. Timeline for moving forward

The Co-Curricular Committee and Approach

Tamara Trujillo, Assessment

Tobe Bott-Lyons, Student Success

Patricia Trujillo, Equity and Diversity

Amy Ortiz, Library

1. **Researched models for best practices in higher education:**
   a. Organizational structure
   b. Best practices
   c. Identify conceptual framework for co-curricular learning outcomes
2. **Created a vision, mission and goals to guide the process**
3. **Identify stakeholders and inventory what co-curricular activities are currently happening on campus**
4. **Create timeline toward December 2017 HLC Report**

TIA BROWN McNAIR · SUSAN ALBERTINE · MICHELLE ASHA COOPER
NICOLE McDONALD · THOMAS MAJOR, JR.

BECOMING A STUDENT-READY COLLEGE
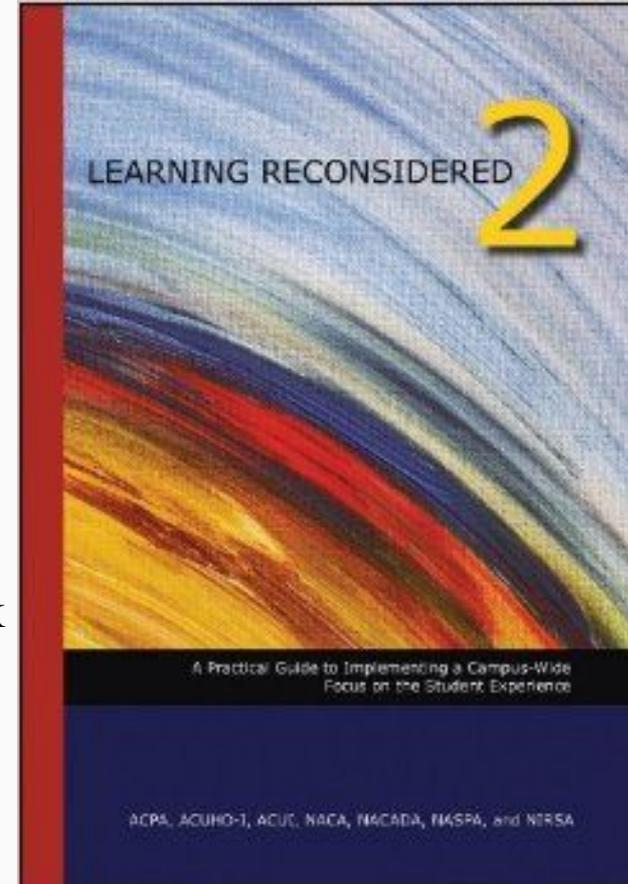
A NEW CULTURE OF LEADERSHIP FOR STUDENT SUCCESS

AAC&U Association of American Colleges and Universities
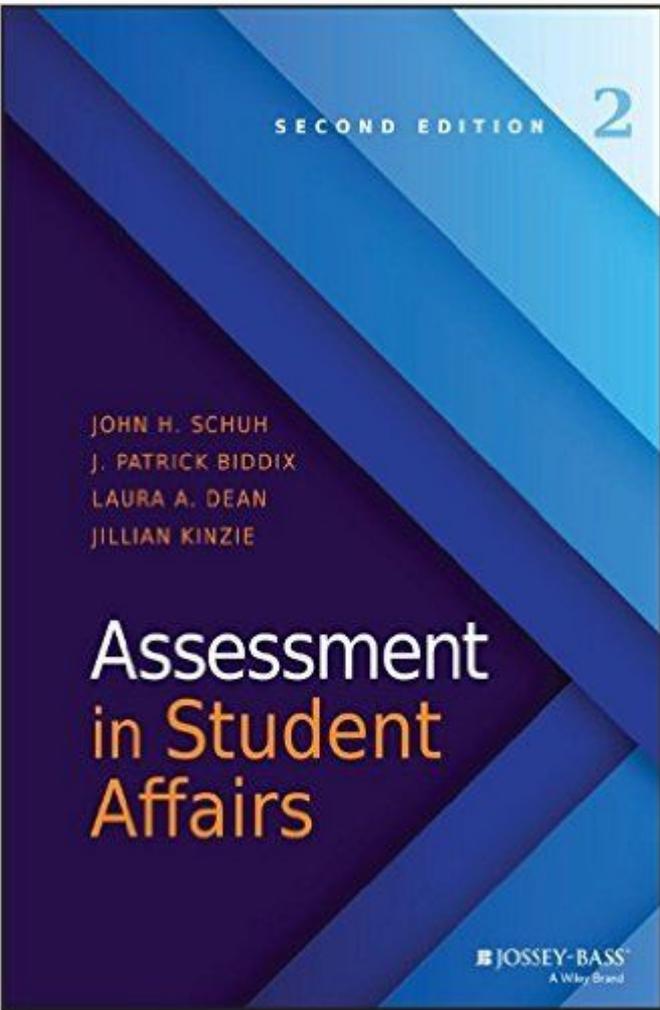
JOSSEY-BASS A Wiley Brand

Becoming a Student Ready-Campus:

1. Access goes beyond ADMITTING STUDENTS, it means ENSURING ACCESS TO EDUCATIONAL OPPORTUNITIES
2. Blaming students for outcomes has allowed higher ed as a sector to DEFLECT ACCOUNTABILITY
   a. Recognizing our role in marginalization & stratification of students
3. The standard model of PSE was designed for a narrowly defined demographic with different needs, interests, challenges, and strengths than the 21st century collegiate demographic
4. Many colleges are "uninformed about what it takes to help them succeed or unwilling to allocate the resources necessary to put it into practice"

Becoming a Student-Ready College (2016)

THE ENTIRE CAMPUS IS A LEARNING COMMUNITY:

1. A new paradigm of 'learner-centered' pedagogy and practice that recognizes that the potential for learning exists in a variety of forms and activities
2. We are far more effective if we consciously integrate our activities *across campus AND off campus.* The campus should be considered a *learning system.*
3. Assessment is a component of a larger process of recognizing, identifying, documenting and mapping the sites for outside of classroom learning and lays the framework within which student affairs educators can link their programs to learning activities
4. Co-Curricular programs represent BOTH unique teaching/learning activities AND teaching/learning activities that deepen academic learning outcomes

LEARNING RECONSIDERED 2

A Practical Guide to Implementing a Campus-Wide Focus on the Student Experience

ACPA, ACUHO-1, ACUI, NACA, NACADA, NASPA, and NIRSA

Learning Reconsidered (2006)

The Context and Function of Co-Curricular Assessment:
1. "A transition from a teaching-oriented to a student-centered learning environment requires institutional or divisional self-analysis"
   a. turning results into strategies
   b. creating student learning experiences (versus just unaligned experiences)
   c. Measuring whether or not delivered experiences actually contribute to transformative learning in the context of institutional mission
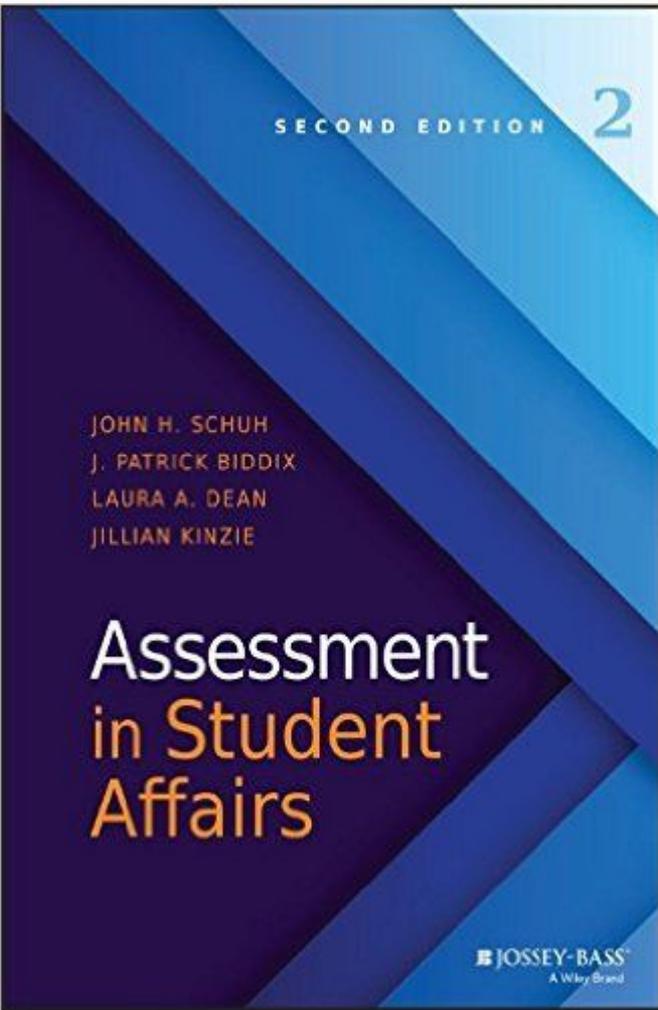
Principles of Good Practice:

1. Rooted in institutional educational values
2. Organizational performance is multi-dimensional, integrated and revealed in performance over time
3. Clear, explicitly stated goals
4. Requires attention to outcomes AND process that lead to them
5. Ongoing NOT episodic
6. Process of assessment can be as valuable as the outcomes
7. Should begin with issues of use but go on to illuminate the issues people really care about
8. Should be part of larger improvement strategy - "Building a culture of evidence"
9. Transparency

SECOND EDITION 2

JOHN H. SCHUH
J. PATRICK BIDDIX
LAURA A. DEAN
JILLIAN KINZIE

Assessment in Student Affairs

JOSSEY-BASS
A Wiley Brand

Designing and Assessing Learning Outcomes: A Framework for Co-Curricular Sustainability Programs (2014)
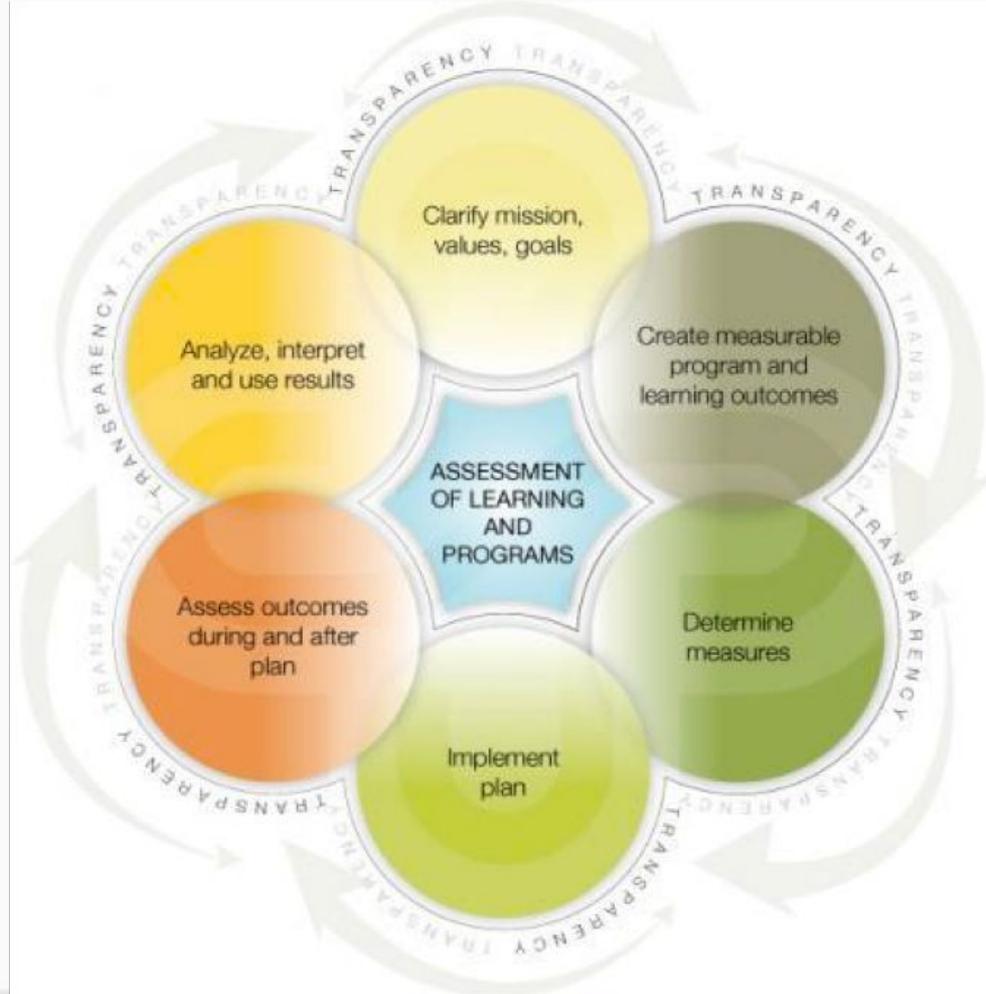
Background and Research
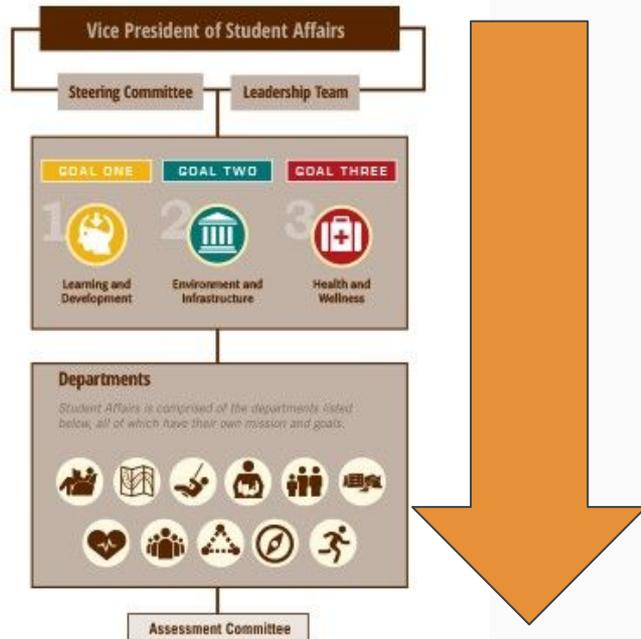
Model structure from Western Michigan University

- Infrastructure intact
- Division recognized under a VP of student affairs
- Goals designed by a steering committee and leadership team
- Shared goals for departments
- Possible critique: top-down

Background and Research

Our model as a work in progress
- Assessment committee
- Goals
- Steering committee
- Departments
- VP of Student Affairs?
- Division of Student Affairs

NORTHERN
New Mexico
College

President

Diversity + Equity

Finance + Admin

Provost

ARC

Director of Finance/HR

Athletics

Registrar / Dean of Students

Financial Aid

Admissions/Recruitment

Library

Academic Units

Title III

CAMP

Student Life + Activities

Advisement

Work Study

Student Success

Veterans Resource Center

Tutoring Centers

Orientation

Testing

Student Senate

Ambassadors

Other Programs & High Impact Practices

UREs and Capstone Experiences

Common Learning Experiences (Learning Communities, Common Reads)

Service Learning & Community-Based Learning

    Sostenga

Career Services & Internships

Bridge + Outreach Programs (IE: Summer Bridge, JumpStart)

Campus-Wide Events (Symposia, Conferences, Traditions, Gatherings, Exhibitions)

Student Affairs & Enrollment Management Organizational Chart 2016
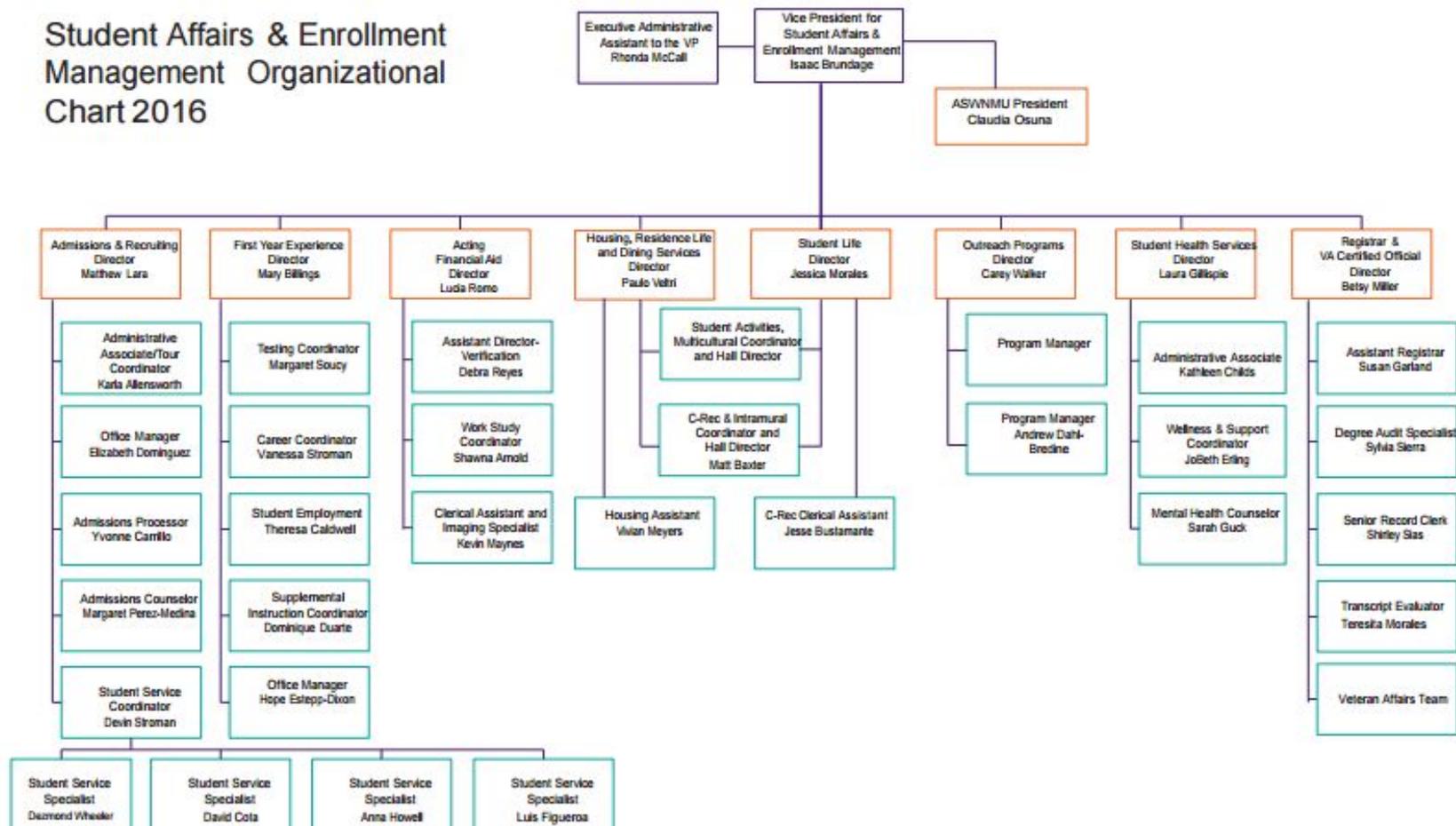
Executive Administrative Assistant to the VP
Rhonda McCall

Vice President for Student Affairs & Enrollment Management
Isaac Brundage

ASWNMU President
Claudia Osuna

Admissions & Recruiting Director
Matthew Lara

- Administrative Associate/Tour Coordinator
  Karla Allensworth
- Office Manager
  Elizabeth Dominguez
- Admissions Processor
  Yvonne Carrillo
- Admissions Counselor
  Margaret Perez-Medina
- Student Service Coordinator
  Devin Stroman
  - Student Service Specialist
    Dezmond Wheeler
  - Student Service Specialist
    David Cota
  - Student Service Specialist
    Anna Howell
  - Student Service Specialist
    Luis Figueroa

First Year Experience Director
Mary Billings

- Testing Coordinator
  Margaret Soucy
- Career Coordinator
  Vanessa Stroman
- Student Employment
  Theresa Caldwell
- Supplemental Instruction Coordinator
  Dominique Duarte
- Office Manager
  Hope Estepp-Dixon

Acting Financial Aid Director
Lucia Romo

- Assistant Director-Verification
  Debra Reyes
- Work Study Coordinator
  Shawna Arnold
- Clerical Assistant and Imaging Specialist
  Kevin Maynes

Housing, Residence Life and Dining Services Director
Paulo Veltri

- Housing Assistant
  Vivian Meyers

Student Life Director
Jessica Morales

- Student Activities, Multicultural Coordinator and Hall Director
- C-Rec & Intramural Coordinator and Hall Director
  Matt Baxter
- C-Rec Clerical Assistant
  Jesse Bustamante

Outreach Programs Director
Carey Walker

- Program Manager
- Program Manager
  Andrew Dahl-Bredine

Student Health Services Director
Laura Gillispie

- Administrative Associate
  Kathleen Childs
- Wellness & Support Coordinator
  JoBeth Erling
- Mental Health Counselor
  Sarah Guck

Registrar & VA Certified Official Director
Betsy Miller

- Assistant Registrar
  Susan Garland
- Degree Audit Specialist
  Sylvia Sierra
- Senior Record Clerk
  Shirley Sias
- Transcript Evaluator
  Teresita Morales
- Veteran Affairs Team

WNMU student affairs & enrollment management

Guiding Questions

1. How should we develop a collective definition and strategic vision for student activities/student life?
2. What is the relationship between student services/enrollment management and co-curricular and other student affairs?
3. How do we formalize the institutionalization of co-curricular in a cohesive fashion?
4. How do we align and utilize our human resources for the highest impact for our students?

DRAFT Framework

Defining Characteristics of Co-Curricular Activities:

1. **Intentionality-** Is your program designed to promote student learning/ development? Does it give student the opportunity to apply their learning in new situations?
2. **Claims-** Does your institution make claims that your program does these things (promote learning/ development) or contribute to the enriched educational environment?
3. **Outside the classroom-** Is the program outside the formal classroom (i.e. it's not a class activity)?

DRAFT Framework

Vision:

Student Affairs and Co-Curricular Programs at Northern will be a leader in student-ready and student-centered services and programs that create a campus culture that is caring, empowering, and fosters a sense of belonging to enable the college to truly meet the needs of students, families, communities, and the region it serves.

Mission:

To create programs, services, and experiences that support students to be leaders in their own educations, communities, and lives.

DRAFT Framework

Goals:

Transform the WHOLE student experience:

1. **Promote Health & Wellness**
2. **Support Social & Personal Growth**
3. **Cultivate Culture & Identity**
4. **Encourage Student Leadership & Engagement**
5. **Engage the Campus & Community**
6. **Develop Career & Lifelong Learning**
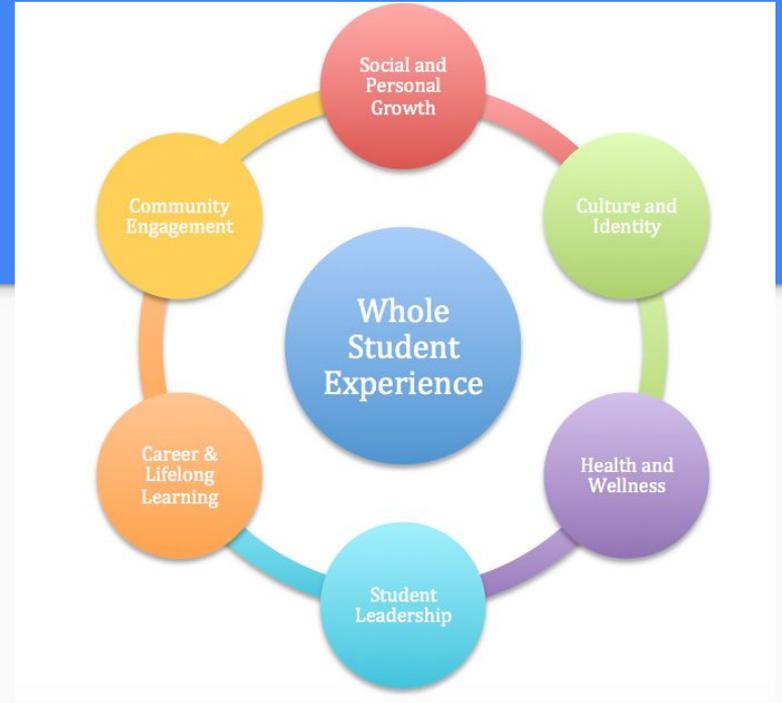
Timeline

1. *December:* Meet with Stakeholders
2. *December/January:* Inventory what we are already doing and what we would like to be doing via survey monkey.
3. *January/February:* From the feedback we can draft the learning outcomes
4. *January/February:* Develop Assessment Framework
5. *March/April*: Pilot (3) Program Level Assessments
6. *May/June:* Develop Templates for Planning Assessments & Reporting
7. *July* / CC Assessment Retreat
8. *Fall*: Second Cycle of Pilot Assessment
9. ***December 2017 - HLC Report!!!***

What we need from Executive Team:

Honest and Ongoing feedback

Guidance and transparency about expectations and direction

Support and Institutional Buy-In - Is this to be a core component or a one-time report?

Short-Term funding - For training?

Authority - Who needs to be at the table? Who gets to opt in and out?

Consider sustainability - Funding and long-term ownership and authority