

Co-Curricular Assessment

Committee Update

December 12, 2016 & January 11, 2017



Outline

1. Background

- a. HLC Findings

2. Research

- a. About Co-Curricular
- b. Institutional Models

3. Draft Framework

- a. Criteria for Co-Curricular Activity
- b. Criteria, Mission, Vision and Goals

4. Next Steps

- a. Timeline for moving forward

Comprehensive Quality Review - 4/25/16

Core Component 3E: The institution fulfills the claims it makes for an enriched educational environment.

Subcomponent 1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Subcomponent 2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Team Determination: Core Component is met with Concerns

Relevant Report Excerpts- CQR Report 4/25/16

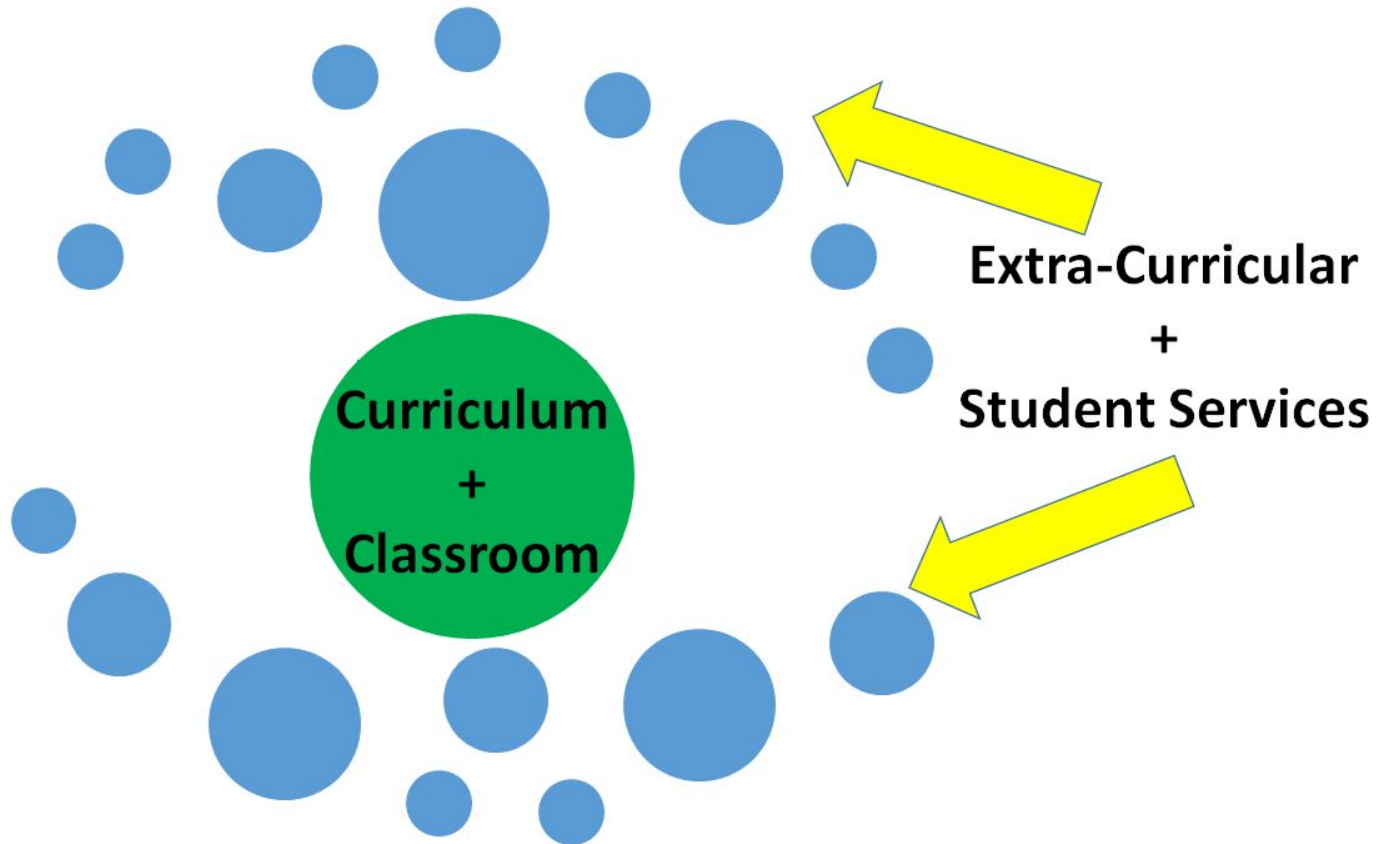
“The College offers and supports a number of co-curricular programs ...While these activities are clearly happening with regularity in a variety of programs, they are not formalized or tracked in any cohesive fashion. These practices would facilitate assessment of these activities, helping the institution to better understand how they contribute to the educational experiences of the students. Assessment data would also enable the College to measure the suitability and efficacy of current co-curricular programs, and inform the development of new ones.”

HLC Correspondence with NNMC - 8/19/16

Interim Report. Interim Report due 12/1/17
on Title IV standards, plan to increase full-time
faculty, and assessment of curricular and
co-curricular learning outcomes.

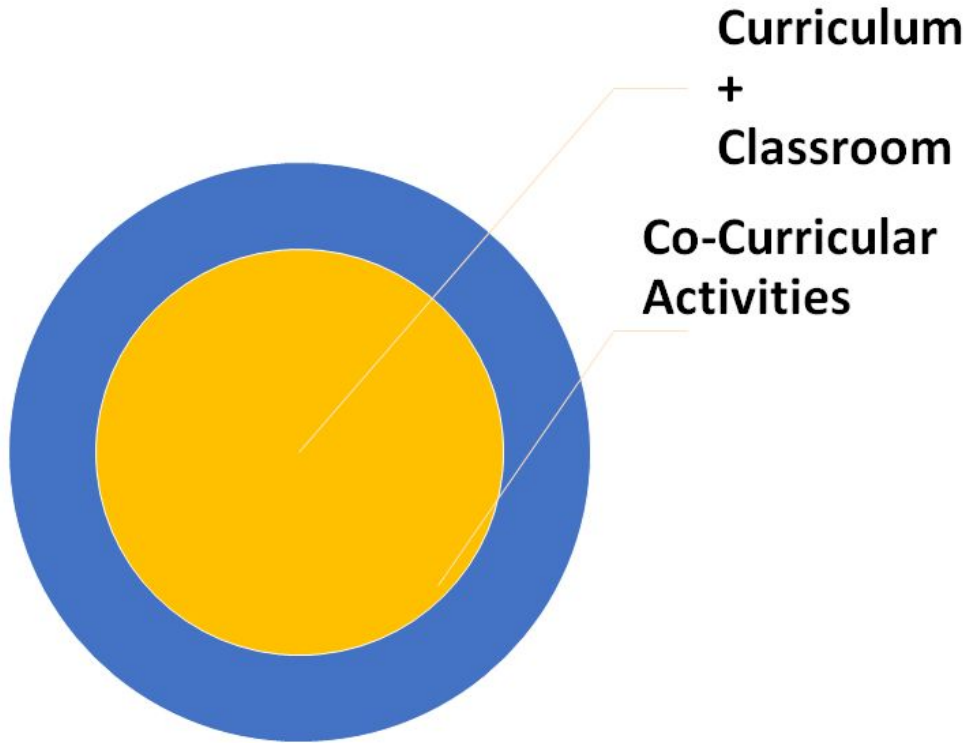
What is Co-Curricular?

The Traditional Extra-Curricular Model



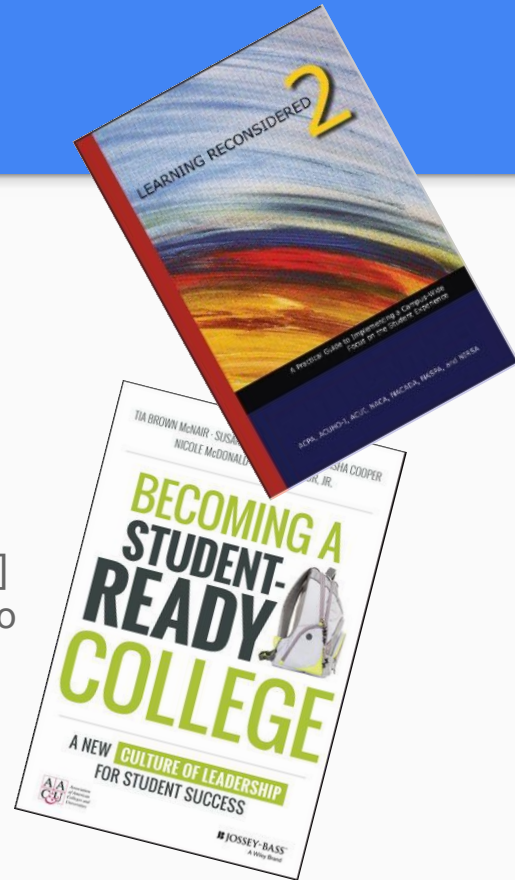
What is Co-Curricular?

A Co-Curricular Model of Student Development

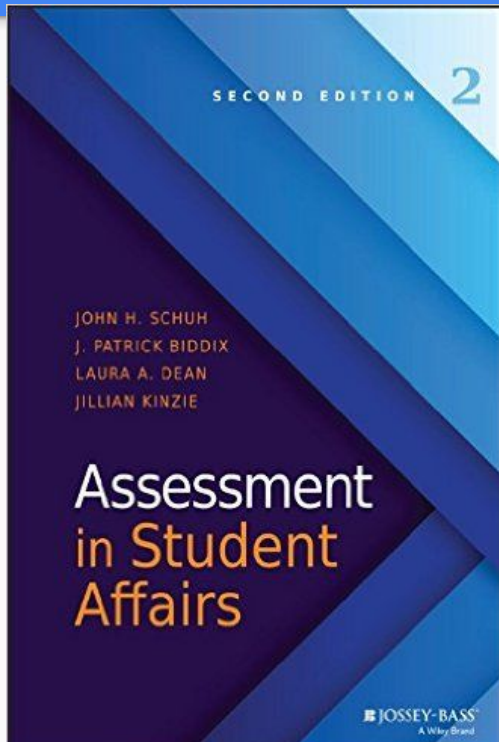


Research Basis for a Co-Curricular Framework

- *Learning Reconsidered*
 - Ultimate aim of college is STUDENT TRANSFORMATION
 - Learning as a Campus-Wide Responsibility
- Student Ready Colleges
 - Are students underprepared for us, OR ARE WE UNDERPREPARED FOR THEM?
 - Many colleges are “uninformed about what it takes to help [students] succeed or unwilling to allocate the resources necessary to put it into practice”

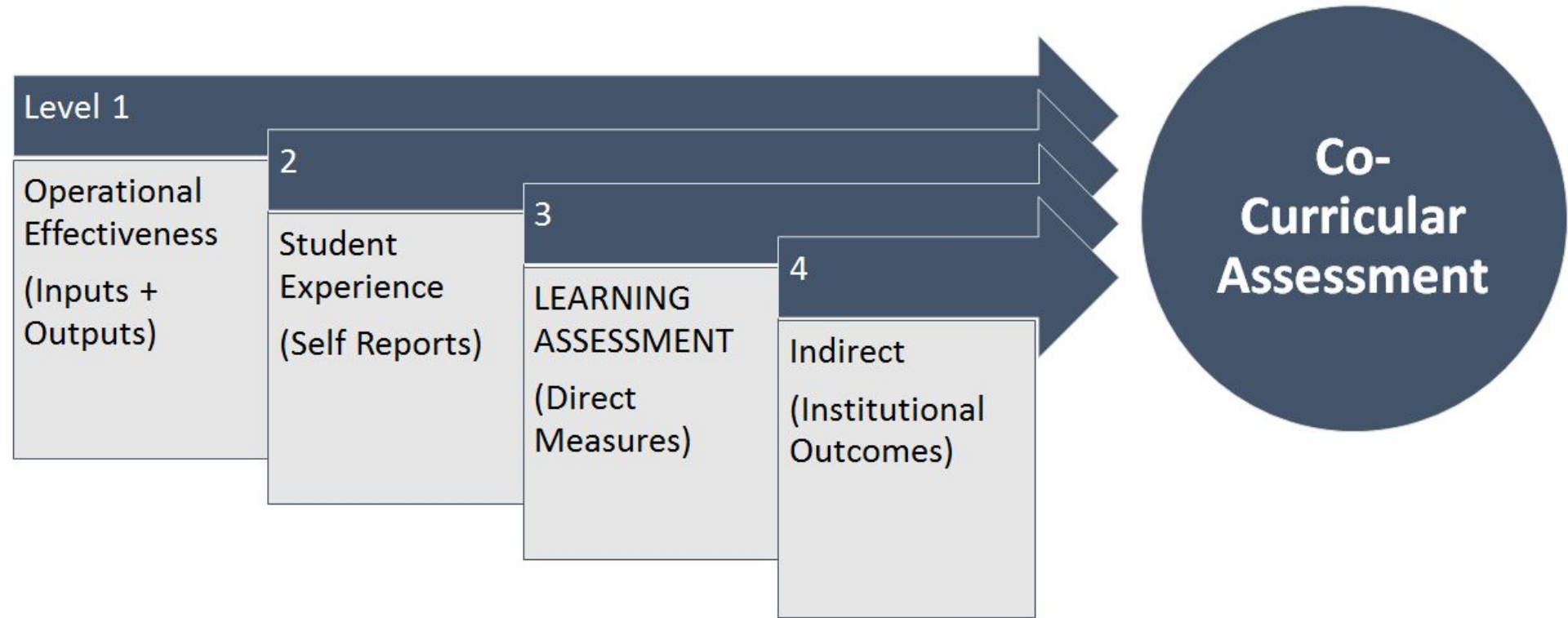


Research Base for Co-Curricular Assessment?



1. *Transition to a student-centered learning environment requires:*
 - a. institutional and divisional self-analysis
 - b. turning results into strategies
 - c. creating student learning experiences (versus just unaligned experiences)
 - d. Measuring whether or not delivered experiences actually contribute to transformative learning in the context of institutional mission

Basic Flow of Co-Curricular Assessment

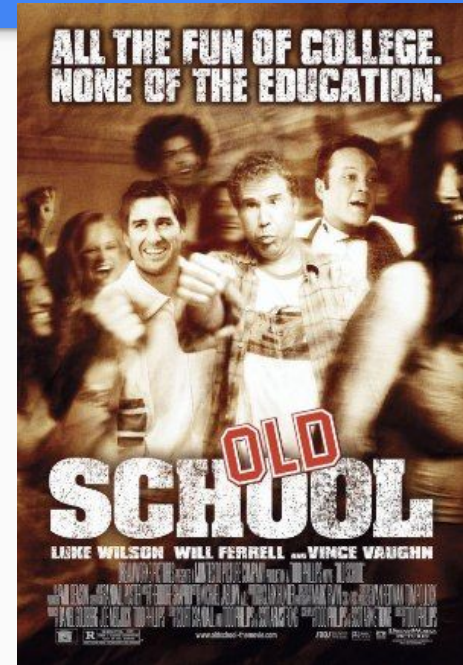


What is Co-Curricular Assessment?

Student Activities Example

MOVIE NIGHT

1. **Level One / Operational Effectiveness:**
 - a. # of Students who attended
2. **Level Two / Student Self-Reports:**
 - a. Did you enjoy the movie?
 - b. What movies should we show in the future?
3. **Level Three / Learning Outcomes:**
 - a. What do we want students to gain out of this experience?
 - b. What strategies will we use to accomplish this?
 - c. How will we know if it was effective?
 - i. Surveys
 - ii. Discussions
 - iii. One Minute Papers, etc...



What is Co-Curricular Assessment?

Advising Example

1. Level One / Operational Effectiveness:

- a. # of Students seen

2. Level Two / Student Satisfaction:

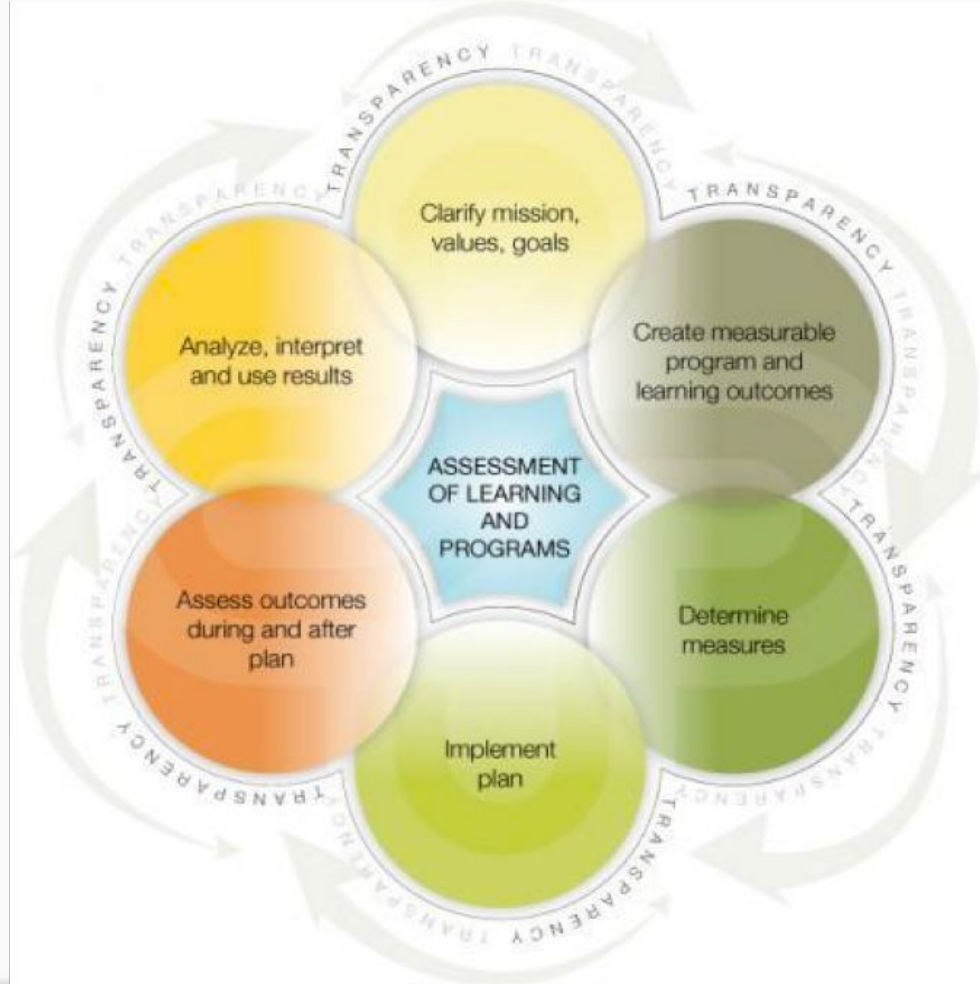
- a. Customer Service Surveys

3. Level Three / Learning Outcomes (Direct Measures):

- a. What do we want students to gain out of this experience?
- b. What strategies will we use to accomplish this?
- c. How will we know if it was effective? How will students DEMONSTRATE this?
 - i. Focus Groups + Interviews
 - ii. Questionnaires

4. Level Four / Institutional Outcomes (Indirect Measures):

- a. Student Success
 - i. GPA
 - ii. Course Completion
- b. Student Engagement
- c. Student Retention



DRAFT Framework

Defining Characteristics of Co-Curricular Activities:

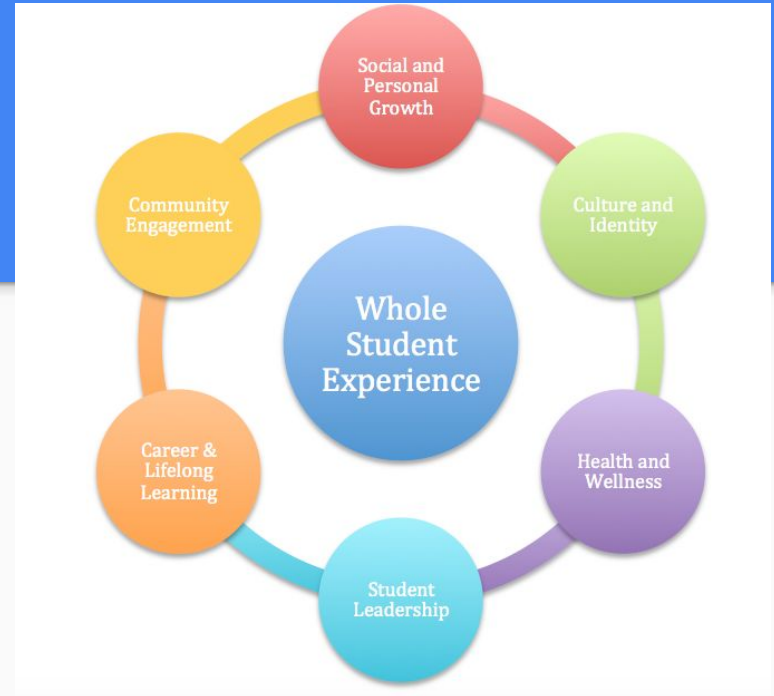
1. **Intentionality**- Is your program designed to promote student learning/ development? Does it give student the opportunity to apply their learning in new situations?
2. **Claims**- Does your institution make claims that your program does these things (promote learning/ development) or contribute 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

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**



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.

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!!!***