

Co-Curricular Annual Program Meeting
September 7, 2022
9:00 am/BC 811
2:30 pm/JH 210

End of the year reporting for 2021-2022:

- All identified co-curricular units were invited to attend one of two sessions.
- Although 25 units had plans, 19 completed reporting.

Items Covered:

- Review of the Purpose and Process
- Survey of Culture Results
- Simplified Explanation of Assessment of Student Learning:
- Direct and Indirect Measures
- Creating a Development Outcome Rubric
- Examples of Assessment Plans & Data Collection/Evaluation Tools
- Co-Curricular Assessment Plan Template
- Single Point Rubrics & Other Tools
- Example of 2021-2022 Reporting

Summary of Discussion: The due date for new/revised co-curricular plans is October 1, 2022. The units will meet again in October to discuss the current progress and 2022-2023 reporting. An emphasis was on examples of direct and indirect measures. The assessment plan template has been updated to include direct and indirect measures. Examples of assessment plans with data collection/evaluation tools were discussed. NASNTI Director Micky Solomon discussed her plan and data collection/evaluation tool. Many units are sharing an outcome rubric to assess the student learning outcome – working effectively within a team structure. The Office of IE and Assessment distributed the co-curricular section of the assessment process document for review and input.

Materials: Presentation Handout and Co-Curricular Section of Process Document

Co-Curricular Annual Program Meeting
Zoom
September 28, 2021
10:00 am

End of the Year Reporting for 2020-2021:

- All identified co-curricular units were invited to attend the annual group meeting session.
- Because of COVID restrictions, the meeting was held via Zoom.
- A total of sixteen units participated during the 2020-2021 academic year.
- COVID had a tremendous impact on club activity.

Items Covered:

- Review of the Co-Curricular Framework: The mission, goals, learning dimensions, and outcomes were reviewed by the participants for changes or additions. There were no changes proposed.
- Co-Curricular Assessment Plan Template 2021-2022: Each component of the plan was reviewed. The Co-Curricular Committee had changed "performance criteria" to "performance indicators" to keep consistency in terminology across the assessments.
- Assessment Plan Examples: Three example plans were discussed. Two plans provided examples of performance indicators and related data collection tools. One plan displayed how PIs were not needed since the student learning outcome contained the indicators.
- Emphasis on Collecting Data of Student Learning: Participants discussed how to measure student learning and to collect data.
- Using shared SLOs and Shared Rubrics: An example of a shared student learning outcome with performance indicators, and a shared rubric was presented.
- Co-Curricular Reporting: The reporting form was discussed in detail. An example of reporting was provided using data based on the performance indicators was discussed.
- CCSSE Results: Spring 2021 CCSSE results that relate to co-curricular was reviewed. CCSSE items were associated with specific learning dimensions. The data showed a comparison to similar small colleges and the cohort.
- End of Meeting Discussion Questions: The participants selected one of four breakout groups each over a specific learning dimension to address the following questions:
 1. Why is this learning dimension important to student learning outside of the classroom?
 2. What are some takeaways from the CCSSE results?
 3. What challenges do you face with the co-curricular process?
- Summary of Questions Discussion:
 1. One goal of higher education is develop students as citizens, and for a community college, it is in a relative short amount of time. Lifelong learning and civic & social engagement are two important learning dimensions that should start at this level and continue on in their educational/professional journey. Self-directed learning & self-efficacy and leadership & teamwork are important skills that should be developed and applied to real life situations.

2. CCSSE items supported the co-curricular framework and showed us where we can do better and how we stand against other colleges. One group mentioned a concern about the low attendance of college sponsored activities, which requires further investigation into ways to engage students and to change how we provide activities.
3. The biggest challenges are collecting data and then figuring out what can be measured. Moving up the reporting deadline to April 15 will be helpful. Concerning the CCSSE results, it would be helpful to know specifically what offices/services contributed to student responses.

**Co-Curricular Assessment
2019-2020 Reporting Session
September 29, 2020
Zoom
2:30 pm**

Items Covered:

- Key Takeaways to Improve Co-Curricular Plans & Reporting
- Co-Curricular Experience

End of the Year Reporting:

- All identified co-curricular units were invited to attend the annual group reporting session.
- Because of COVID restrictions, the meeting was held via Zoom.
- A total of thirty units, clubs, and organizations participated during the 2019-2020 academic year.
- Twenty-four completed the reporting process.
- Six submitted plans, but did not complete assessment because of COVID.

The session began with a discussion over key takeaways from 2019-2020 to improve plans and reporting:

- SLO states what students will be able to do after and as a result of the learning experience instead of describing what the student will do during the learning experience.
- SLO supports the identified co-curricular learning dimension, especially in reporting.
- Establish performance criteria to assess the outcome and to make assessing easier.
- Focus on student learning not checking a box.
- Focus on the quality of reporting.

The "Check Form for Co-Curricular Improvements" was reviewed. The form provides questions for each component of the reporting process to further clarify what is expected for solid reporting. This was a missing piece in the initial launch. SSS Coordinator Kim Hughes commented that the form provided a simple explanation. VP of AA Marc Willis noted that the performance criteria is used in the data collection tool to measure and evaluate the outcome. He also liked the simplicity of the information over needed improvements.

The next part of the session was a group discussion over the co-curricular experience. Several attendees shared their insight from last year. Tommy Smith, sponsor of the Maker Space, stated that assessment showed him that his projects were "too complex" and "lacked rewards" because "they didn't see results fast enough." He has used the analysis to revamp his projects and has added rewards. Blue and White sponsor Caleb Dolan shared that his club was in the preplanning stages of a leadership summit when they had to cancel due to COVID. He decided to use the preplanning as the measure and found that students were developing leadership and communication skills during that process. He hopes to have the summit in the near future. Another club under the leadership and teamwork dimension is the OAEA, which is for future teachers. Susan Hill stated that her members hosted a professional development workshop for the campus and community. They learned that they needed to do a better job at publicity. This year's workshop will be via Zoom. Also, Susan stated that she needs to revise her outcome after

reviewing the key takeaways. Kim Hughes stated that the simple reporting questions are the "right questions" to guide reporting and that the assessment experience opens up more questions about student learning to explore. She also emphasized that co-curricular assessment isn't a pass or fail. It is about improving learning. EOC Coordinator Cara Comer shared that her reporting focused more on participation and will use the key takeaways to improve. The session ended with NASNTI Director Micky Solomon commenting on viewing co-curricular assessment as an opportunity for each department to show what they bring to the table concerning student learning outside of the classroom.

Materials & Handouts: Check Form for Co-Curricular Improvements

**Co-Curricular Assessment
2018-2019 Reporting Session
September 23, 2019
2:30 pm
JH 210**

Items Covered:

- Co-Curricular Draft – discussed mission, goals, four dimensions, and outcomes
- Co-Curricular Assessment Plan 2019-2020 – availability of shared outcomes and removing target
- Co-Curricular Template & Example – covered components of plan
- Examples of Solid SLOs – reviewed unit/club examples of SLOs
- Focus Group – covered components of a simple focus group format
- Co-Curricular Map 2018-2019 – reviewed unit SLO/activities related to the four dimensions

End of the Year Reporting:

The session began with a group review of the proposed mission, goals, dimensions, and outcomes. Since last year was the first year of implementation, co-curricular is still in pilot mode. The attendees agreed that all of the proposed components currently reflect the direction of co-curricular. For the 2019-2020 academic year, the outcomes under the dimensions can be shared, or units/clubs can develop their own SLOs. Each unit/club is encouraged to focus on assessing one to two SLOs. The components of the assessment plan were reviewed. Our HLC Assessment Scholar advised to remove the focus off meeting a target. A threshold of acceptable performance can be established through the method of assessment and related data collection tool. Hopefully the removal of a specific target will be conducive to better reporting since the emphasis is on improvement of student learning. The establishment of performance criteria when applicable will assist with defining the outcome and evaluating the activity used to measure the SLO. The template was discussed along with a club example. Also, examples of strong SLOs were reviewed. Various data collection tools, such as focus groups, were discussed. The co-curricular map of 2018-2019 was reviewed. A due date for new plans was set for Oct. 1. The session lacked direct feedback from the units, which is probably due to the continued "newness" of co-curricular. Kristin Snyder shared that she received an Endowed Professorship for Teaching Excellence under social and behavior science to purchase three sets of Keva Planks. She will use the planks with the Psychology Club. They plan on hosting a building contest. The purpose behind the planks for the club is to have the students interact, work as a team, socialize, and de-stress in a healthy way. This also will provide an enriched environment for our college students to enhance their creativity and to stimulate their brains. Kim Hughes shared how formalized assessment has added more clarity to learning for the Student Support Services Club, especially adding more meaning and purpose to surveys. A total of twenty-six units, clubs, and organizations participated in 2018-2019.

Materials & Handouts: Sign-In Sheet, PowerPoint, Co-Curricular Draft, Co-Curricular Plan, Co-Curricular Template & Example, Examples of Solid SLOs & Focus Group, and Co-Curricular Map 2018-2019