

# Co-Curricular Student Learning Outcomes Assessment Handbook



2024-2025



**SOUTHERN**

WV COMMUNITY & TECHNICAL COLLEGE

## **Purpose of the Handbook**

The Higher Learning Commission (HLC) emphasizes student learning outcomes assessment. The purpose of this handbook is to assist in developing and implementing meaningful co-curricular assessment plans. This resource explains the basic concepts and processes of assessment, provides examples and strategies for meeting specific requirements, and offers approaches for making assessment a valuable tool in co-curricular programming.

## **What is Assessment?**

Assessment helps answer some simple questions:

- What do we do?
- Why do we do it?
- How well do we do it?
- How do we use what we learn to improve?
- Did the changes or improvements create the outcome we wanted?

Assessment is about developing clear program goals or outcomes, measuring our effectiveness at achieving those goals or outcomes and using the data to improve our effectiveness at serving our students.

## **What is Co-Curricular**

The HLC defines co-curricular as:

“Learning activities, programs, and experiences that reinforce the institution’s mission and values and complement the formal curriculum. Examples include study abroad, student-faculty research experiences, service learning, professional clubs or organizations, athletics, honor societies, career services, etc.”

Southern considers formal and college-sponsored activities that contribute to students’ educational experiences, such as Student Advising, Student Government, Student Clubs and Organizations, and Campus Events as co-curricular. Co-curricular learning activities are college activities, programs, and learning experiences that have not been identified as “academic” or “operational” and that support Southern’s mission, vision, strategic goals, or learning outcomes.

In addition to supporting the mission and vision of the College, a co-curricular experience should support at least one of the College’s General Education Goals or one of the CAS Standard’s Student Learning Outcome Domains.

Given the preceding, Southern defines Co-Curricular as learning activities, programs, and experiences that reinforce or complement the College’s mission, values, and formal curriculum.

## **General Education Goals**

Southern’s General Education Goals were developed locally by faculty at the College. The CAS Standards are recognized nationally as best practices in Student Affairs and Student Services assessment. The College’s General Education Goals and CAS Standards Domains and Dimensions mesh nicely to serve as a model for co-curricular learning and development.

The College's General Education Goals include written communication, verbal communication, intercultural knowledge, quantitative reasoning, and critical thinking. The following is a summary of the general education outcomes.

### Written Communication

Students will demonstrate effective written communication (W) by expressing thoughts, ideas, and information clearly and effectively through written mediums that exhibit the following qualities:

- W1 Purpose is clearly stated.
- W2 Organization is structured and has a clear beginning, middle, and end.
- W3 Ideas are thoroughly developed and support the thesis, purpose, or controlling idea.
- W4 Grammar and mechanics are correct and do not interfere with readability.
- W5 Language and style are appropriate for the intended audience and subject matter.

### Verbal Communication

Students will demonstrate effective verbal communication (V) by delivering presentations or engaging in dialogue-centered specific content that illustrates the following features:

- V1 Purpose is clearly stated.
- V2 Organization has a clear beginning, middle, and end.
- V3 Ideas and conclusions are thoroughly developed and support the purpose or objective.
- V4 Audience is actively engaged.
- V5 Delivery is clear and effective.

### Quantitative Literacy

Students will demonstrate quantitative literacy (Q) by using quantitative methods to calculate solutions to diverse problems and career-specific situations and interpreting and applying the results, effectively exhibiting the following:

- Q1 Performing mathematically correct calculations.
- Q2 Interpreting the results and forming data-supported conclusions.
- Q3 Applying the results to specific situations.

### Critical Thinking

Students will demonstrate critical thinking (CT) by exploring issues/objects/works through the collection and analysis of evidence that results in informed conclusions, effectively demonstrating the following:

- CT1 Identifying the issue.
- CT2 Gathering credible information.
- CT3 Analyzing relevant information.
- CT4 Formulating a conclusion.

**Intercultural Knowledge and Competence:** Students will demonstrate intercultural knowledge and competence (IC) by recognizing diversity, as well as interacting and cooperating in a diverse setting, including, but not limited to, differences in race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, or political belief, effectively demonstrating the following:

- IC1 Recognizing cultural diversity.
- IC2 Communicating in a diverse setting.
- IC3 Collaborating in a diverse context.

### **CAS Standards' Domains of Student Learning and Development**

CAS Domains are six broad categories of student learning and development outcomes. The domains are further clarified through dimensions. Student learning and development dimensions allow for a more focused assessment approach and opportunities for alignment with Southern's mission, vision, and strategic goals.

#### **Domain 1: knowledge acquisition, integration, construction, and application**

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

#### **Domain 2: cognitive complexity**

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

#### **Domain 3: intrapersonal development**

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

#### **Domain 4: interpersonal competence**

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

#### **Domain 5: humanitarianism and civic engagement**

- Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

#### **Domain 6: practical competence**

- Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

Chickering theorized that college students progressed through a series of vectors contributing to a sense of identity. The vectors build upon one another, but students do not necessarily progress through them sequentially.

## **Unit Co-Curricular Goals for Student Services**

- Students will think critically to develop solutions.
- Students will develop a feeling of connection to the College community.
- Students will demonstrate communication habits that support academic success.
- Students will apply knowledge by asking questions or giving correct answers to questions, examples, or problems.

## **Department and Program Co-Curricular Goals**

- Department: Student Success
  - Students will develop steps to reach a goal
    - Program: Student Clubs and Organizations: NSLS
      - Students will score at least 10 out of 15 on their SMART goals submissions
- Department: Financial Aid
  - Students will appraise their communication skills
    - Program: Work-Study
      - Students will score 3 or higher on their self-evaluation of their communication skills.
- Department: Registrar
  - Students will think critically about their academic requirements.
    - Program: Graduation Check-Out
      - Students will synthesize information when they review their DegreeWorks report and their Program of Study with an Advisor.
- Department: Admissions
  - Students connect with resources that improve their odds of success.
    - Program: New Student Orientation
      - At least two-thirds of students who complete the NSO evaluation will agree or strongly agree that NSO helped them develop a feeling of connection to the College community.

## **Co-Curricular Assessment Plan**

All co-curricular programs will submit a Co-Curricular Assessment Plan to the Chief Student Services Officer on or before September 30<sup>th</sup> of each year. A plan template is provided at the end of this handbook including the assessment activities, outcomes, cycles, methods, and measures.

## **Co-Curricular Reporting**

All co-curricular programs will report the assessment activities completed for the academic term by the day and time grades are due to the Registrar's Office at the end of the semester. This information will be submitted to the Chief Student Services Officer. A report template is provided at the end of this handbook.

# APPENDICES

**APPENDIX A**  
**Co-Curricular Assessment Plan Form**

## Co-Curricular Assessment Plan (Template)

Plan is due by September 30th for the upcoming academic year  
Submit to the Chief Student Services Officer

Plan for Academic Year: \_\_\_\_\_

Submitted by: \_\_\_\_\_

Submission Date: \_\_\_\_\_

Name of Co-Curricular Activity/Program: (Examples: NSLS, SAGA, Learning Studio, etc.)

Assessment Question(s): (What do you want to know?)

Strategic Goal/Unit or Department Goal or Co-Curricular Development/Support Area(s) related to Assessment Question:  
(How does this fit into the bigger picture?)

Which General Education Outcomes or CAS Standards Domains will students' experience from participating in the activity?

Assessment Methods: (How will you know?)

Activities or Measures to be Assessed: (What one thing are you explicitly doing/measuring?)

Data Collection Plan: (What are your criteria? What level of performance is acceptable? Are there internal targets or external benchmarks you hope to achieve?)

Data Analysis Plan: (How will you review the data you collected? Who is responsible?)

Assessment Results Review: (What will you do with what you've learned?)

Discussion and Sharing Plan: (For example: with your supervisor, a particular office, group/committee meeting, etc.)

The person who will complete the final report and make recommendations for future assessment questions  
(Who is responsible for completing this cycle?)

***A report is due at the end of each fall and spring term when grades are due to the Registrar.***



**APPENDIX B**  
**CO-CURRICULAR ASSESSMENT FINAL REPORT FORM**

## Co-Curricular Assessment Final Report

Report is due at the end of the academic term  
Submit to the Chief Student Services Officer

Academic Term Assessed: \_\_\_\_\_

Submitted by: \_\_\_\_\_

Submission Date: \_\_\_\_\_

Name of Co-Curricular Activity/Program:

Assessment Question(s):

Strategic Goal/Unit or Department Goal or Co-Curricular Development/Support Area(s) related to Assessment Question:

Assessment Methods:

Activities or Measures to be Assessed: (What did you measure?)

Data Collection Method: (How did you measure it?)

Data Analysis: (What were the results of the measurement?)

Assessment Results Review:

Discussion and Sharing Plan: (For example: with your supervisor, a certain office, group/committee meeting, etc.)

The person who will complete the final report and make recommendations for future assessment questions  
(Who is responsible for completing this cycle?)

## **APPENDIX C**

### **KEY TERMS**

## Key Terms

- Co-curricular - learning activities, programs, and experiences that reinforce or complement the College's mission, values, and formal curriculum.
- Department – an administrative section within a Unit of the College typically run by a Director.
- Goal - an idea of the future or desired result that a person or group envisions, plans, and commits to achieve.
- Outcome - the way a thing turns out; a consequence.
- Program – an activity or service provided by the College for the direct benefit of students.
- Unit – an administrative section of the College typically led by a member of the President's Cabinet.

## **APPENDIX D**

### **CO-CURRICULAR MAPPING**

# Southern West Virginia Community and Technical College

## Co-Curricular Mapping

| Program Goals                                                                                              | Department Goals                                                                                                                                                | Unit Goals (Outcomes)                                                                                                                                                                                                                                                                                               | (Institutional) General Education Outcomes                            | CAS Standards                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student will score at least 10 out of 15 on the SMART submissions (Student clubs and Organizations: NSLS). | Student will develop steps to reach a goal (Student Success).                                                                                                   | Students will think critically to develop solutions.                                                                                                                                                                                                                                                                | -Critical Thinking<br>-Written Communication                          | -Domain 2: Cognitive Complexity<br>-Domain 6: Practical Competence                                                                                                                                                                                                                   |
| Student will score 3 or higher or their self-evaluation of their communication skills                      | Students will appraise their communication skills (Work Study).                                                                                                 | Students will think critically to develop solutions.                                                                                                                                                                                                                                                                | -Critical Thinking<br>-Verbal Communication<br>-Written Communication | -Domain 2: Cognitive Complexity<br>-Domain 6: Practical Competence                                                                                                                                                                                                                   |
| Students will think critically about their academic requirements.                                          | Students will synthesize information when they review their Degree Works report and then Program of Study.                                                      | Students will think critically to develop solutions.<br>Students will feel connected to the College community.<br>Students will demonstrate communication habits that support academic success.<br>Students will apply knowledge by asking questions or giving correct answers to questions, examples, or problems. | -Critical Thinking                                                    | -Domain 1: Knowledge Acquisition, Integration, Construction, and Application<br>-Domain 2: Cognitive Complexity<br>-Domain 4: Interpersonal Competence<br>-Domain 6: Practical Competence                                                                                            |
| Students connect with resources that improve their odds of success.                                        | At least two-thirds of students who complete the NSO evaluation will agree or strongly agree that NSO helped them feel more connected to the College community. | Students will feel connected to the College community.<br>Students will apply knowledge by asking questions or giving correct answers to questions, examples, or problems.                                                                                                                                          | -Intercultural Knowledge and Competence                               | -Domain 1: Knowledge Acquisition, Integration, Construction, and Application<br>-Domain 2: Cognitive Complexity<br>-Domain 3: Intrapersonal Development<br>-Domain 4: Interpersonal Competence<br>-Domain 5: Humanitarianism and Civic Engagement<br>-Domain 6: Practical Competence |

## **Notes:**

**APPENDIX E**  
**CO-CURRICULAR ASSESSMENT PLANS**



## Co-Curricular Assessment Plan

Plan is due by September 30th for the upcoming academic year  
Submit to the Chief Student Services Officer

Plan for Academic Year: 2024-2025

Submitted by: Tim Ooten

Submission Date: September 30, 2024

**Name of Co-Curricular Activity/Program: (Examples: NSLS, SAGA, Learning Studio, etc.)**

New Student Orientation (NSO)

**Assessment Question(s): (What do you want to know?)**

Did at least two-thirds of students who complete the NSO evaluation will agree or strongly agree that NSO helped them develop a feeling of connection to the College community?

**Strategic Goal/Unit or Department Goal or Co-Curricular Development/Support Area(s) related to Assessment Question: (How does this fit into the bigger picture?)**

Students will develop a feeling of connection to the College community.

**Which General Education Outcomes or CAS Standards Domains will students' experience from participating in the activity?**

Intercultural Knowledge and Competence

**Assessment Methods: (How will you know?)**

**Activities or Measures to be Assessed: (What one thing are you explicitly doing/measuring?)**

We ask students on the NSO evaluation if the NSO program helped them develop a feeling of connection to the College community

**Data Collection Plan: (What are your criteria? What level of performance is acceptable? Are there internal targets or external benchmarks you hope to achieve?)**

Self-report Likert-type evaluation. Range of -2 to +2. Goal is to have average score at or above 1.0

**Data Analysis Plan: (How will you review the data you collected? Who is responsible?)**

Dashboard created to review results. Tim Ooten.

**Assessment Results Review: (What will you do with what you've learned?)**

**Discussion and Sharing Plan: (For example: with your supervisor, a particular office, group/committee meeting, etc.)**

Admissions Department meeting/SS Directors meeting/NSO planning meeting

**The person who will complete the final report and make recommendations for future assessment questions (Who is responsible for completing this cycle?)**

Tim Ooten

*A report is due at the end of each fall and spring term when grades are due to the Registrar.*

## Co-Curricular Assessment Plan

Plan is due by September 30th for the upcoming academic year  
Submit to the Chief Student Services Officer

Plan for Academic Year: 2024-2025

Submitted by: Mary Trent

Submission Date: September 30, 2024

**Name of Co-Curricular Activity/Program:** (Examples: NSLS, SAGA, Learning Studio, etc.)

Work-Study Program

**Assessment Question(s):** (What do you want to know?)

Did students score 3 or higher on their self-evaluation of their communication skills?

**Strategic Goal/Unit or Department Goal or Co-Curricular Development/Support Area(s) related to Assessment Question:** (How does this fit into the bigger picture?)

Students will demonstrate communication habits that support academic success.

**Which General Education Outcomes or CAS Standards Domains will students experience from participating in the activity?**

Critical Thinking, Verbal Communication, and Written Communication

**Assessment Methods:** (How will you know?)

**Activities or Measures to be Assessed:** (What one thing are you explicitly doing/measuring?)

Students will complete the "Student Self-Evaluation" at the end of the semester and rate their communication skills.

**Data Collection Plan:** (What are your criteria? What level of performance is acceptable? Are there internal targets or external benchmarks you hope to achieve?)

Students will rate their communication skills at an "Average" level or better (3 out of 5 points).

**Data Analysis Plan:** (How will you review the data you collected? Who is responsible?)

Dashboard created to review results. Mary Trent.

**Assessment Results Review:** (What will you do with what you've learned?)

**Discussion and Sharing Plan:** (For example: with your supervisor, a particular office, group/committee meeting, etc.)

Financial Aid department meeting/Student Services Directors' meeting

**The person who will complete the final report and make recommendations for future assessment questions (Who is responsible for completing this cycle?)**

Mary Trent

*A report is due at the end of each fall and spring term when grades are due to the Registrar.*

## Co-Curricular Assessment Plan

Plan is due by September 30th for the upcoming academic year  
Submit to the Chief Student Services Officer

Plan for Academic Year: 2024-2025

Submitted by: Teri Wells

Submission Date: September 30, 2024

**Name of Co-Curricular Activity/Program:** (Examples: NSLS, SAGA, Learning Studio, etc.)

Graduation Checkout

**Assessment Question(s):** (What do you want to know?)

Did students synthesize information when they reviewed their DegreeWorks report and Prog. of Study with an advisor?

**Strategic Goal/Unit or Department Goal or Co-Curricular Development/Support Area(s) related to Assessment Question:** (How does this fit into the bigger picture?)

Students will think critically to develop solutions.

**Which General Education Outcomes or CAS Standards Domains will students' experience from participating in the activity?**

Critical Thinking

**Assessment Methods:** (How will you know?)

**Activities or Measures to be Assessed:** (What one thing are you explicitly doing/measuring?)

A digital survey will be completed by the advisor, as well as the student after the graduation checkout process.

**Data Collection Plan:** (What are your criteria? What level of performance is acceptable? Are there internal targets or external benchmarks you hope to achieve?)

The advisor and student survey will consist of two, Likert-type questions. Scores range from -2 to +2. Our goal is an average score at or above 1.0 on both surveys.

**Data Analysis Plan:** (How will you review the data you collected? Who is responsible?)

Dashboard created to review results. Teri Wells.

**Assessment Results Review:** (What will you do with what you've learned?)

**Discussion and Sharing Plan:** (For example: with your supervisor, a particular office, group/committee meeting, etc.)

The outcomes will be discussed with SS Directors, Student Success Advisors, and Transfer Coordinator (DegreeWorks).

**The person who will complete the final report and make recommendations for future assessment questions (Who is responsible for completing this cycle?)**

Teri Wells

*A report is due at the end of each fall and spring term when grades are due to the Registrar.*

## Co-Curricular Assessment Plan

Plan is due by September 30th for the upcoming academic year  
Submit to the Chief Student Services Officer

Plan for Academic Year: 2024-2025

Submitted by: Dianna Toler

Submission Date: September 30, 2024

**Name of Co-Curricular Activity/Program: (Examples: NSLS, SAGA, Learning Studio, etc.)**

National Society of Leadership and Success (NSLS)

**Assessment Question(s): (What do you want to know?)**

Did students score at least 10 out of 15 on their SMART goals submissions?

**Strategic Goal/Unit or Department Goal or Co-Curricular Development/Support Area(s) related to Assessment Question: (How does this fit into the bigger picture?)**

Students will think critically to develop solutions.

**Which General Education Outcomes or CAS Standards Domains will students' experience from participating in the activity?**

Critical Thinking and Written Communication

**Assessment Methods: (How will you know?)**

**Activities or Measures to be Assessed: (What one thing are you explicitly doing/measuring?)**

The NSLS Advisor completes a rubric on how well the students write their SMART goals

**Data Collection Plan: (What are your criteria? What level of performance is acceptable? Are there internal targets or external benchmarks you hope to achieve?)**

Student completes online form after each Success Networking Team meeting. Advisor completes online rubric. Each student must score 10 out of 15 possible points to complete.

**Data Analysis Plan: (How will you review the data you collected? Who is responsible?)**

Dashboard created to review results. Dianna Toler.

**Assessment Results Review: (What will you do with what you've learned?)**

**Discussion and Sharing Plan: (For example: with your supervisor, a particular office, group/committee meeting, etc.)**

NSLS Executive Board Meeting/SS Directors Meeting

**The person who will complete the final report and make recommendations for future assessment questions (Who is responsible for completing this cycle?)**

Dianna Toler

*A report is due at the end of each fall and spring term when grades are due to the Registrar.*

**APPENDIX E**  
**CO-CURRICULAR ASSESSMENT REPORTS**

## Co-Curricular Assessment Final Report

Report is due at the end of the academic term  
Submit to the Chief Student Services Officer

**Academic Term Assessed:** 2024-2025

**Submitted by:** Tim Ooten

**Submission Date:** May 12, 2025

### **Name of Co-Curricular Activity/Program:**

New Student Orientation (NSO)

### **Assessment Question(s):**

Did at least two-thirds of students who complete the NSO evaluation will agree or strongly agree that NSO helped them develop a feeling of connection to the College community?

### **Strategic Goal/Unit or Department Goal or Co-Curricular Development/Support Area(s) related to Assessment Question:**

Students will develop a feeling of connection to the College community.

### **Assessment Methods:**

#### **Activities or Measures to be Assessed: (What did you measure?)**

We ask students on the NSO evaluation if the NSO program helped them develop a feeling of connection to the College community

#### **Data Collection Method: (How did you measure it?)**

Self-report Likert-type evaluation. Range of -2 to +2. Goal is to have average score at or above 1.0

#### **Data Analysis: (What were the results of the measurement?)**

93.9% of New Student Orientation attendees who completed the evaluation reported that they agreed (1) or strongly agreed (2) that the NSO program helped them feel more connected to the College.

### **Assessment Results Review:**

**Discussion and Sharing Plan: (For example: with your supervisor, a certain office, group/committee meeting, etc.)**

Student Services Directors and NSO committee

**The person who will complete the final report and make recommendations for future assessment questions (Who is responsible for completing this cycle?)**

Tim Ooten

Admissions CoCurricular Results 2024-2025

Evaluation Count

35

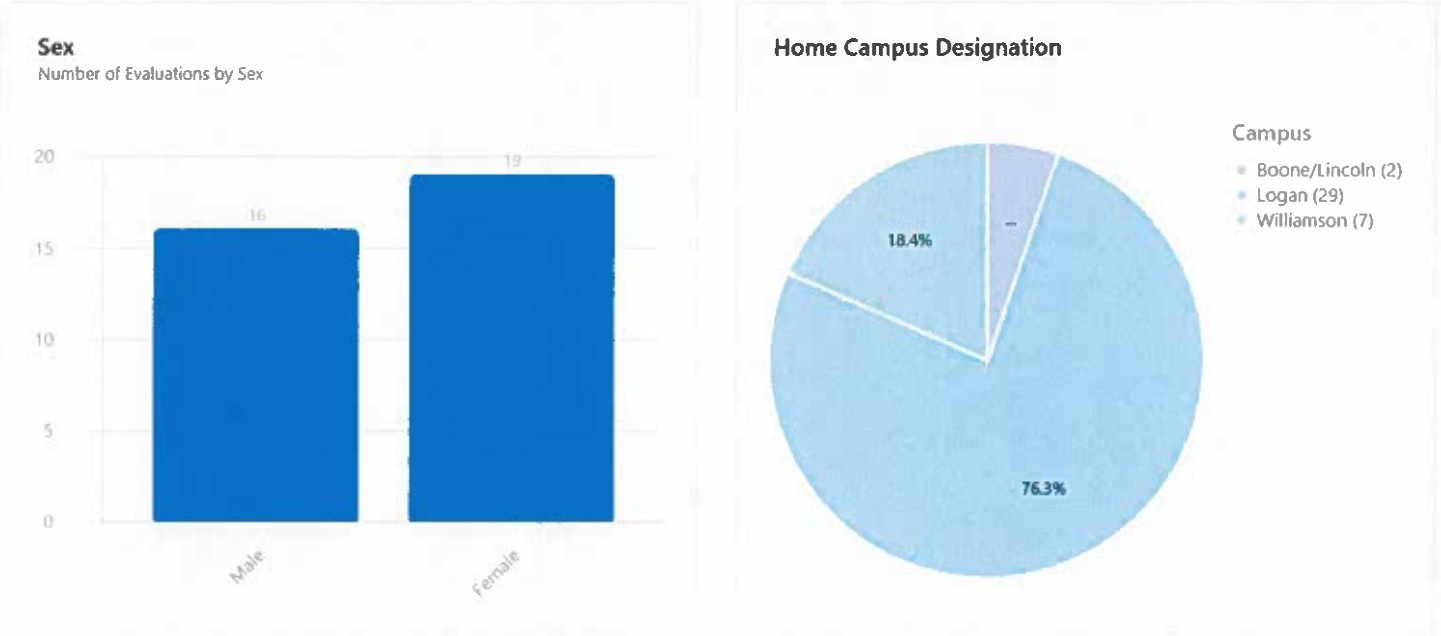
Evaluation Avg. Score

Out of 8 possible

5.17

Average Age

21.9



**Organized Avg. Score**

Score Range: -2 to +2

1.29

**Connect To Digital Accounts Avg. Score**

Score Range: -2 to +2

1.37

**Connect To College Avg. Score**

Score Range: -2 to +2

1.14

**Understand Where to Get Assistance Avg. Score**

Score Range: -2 to +2

1.37

**Number of Students Answering Q3**

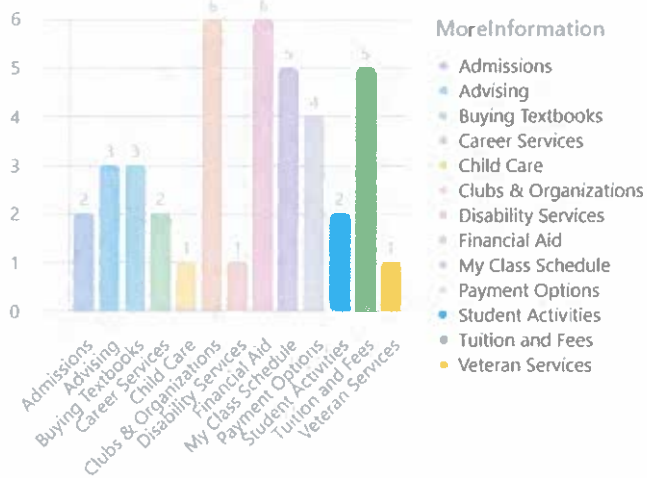
33

**Students Rating Q3 as 1 or 2**

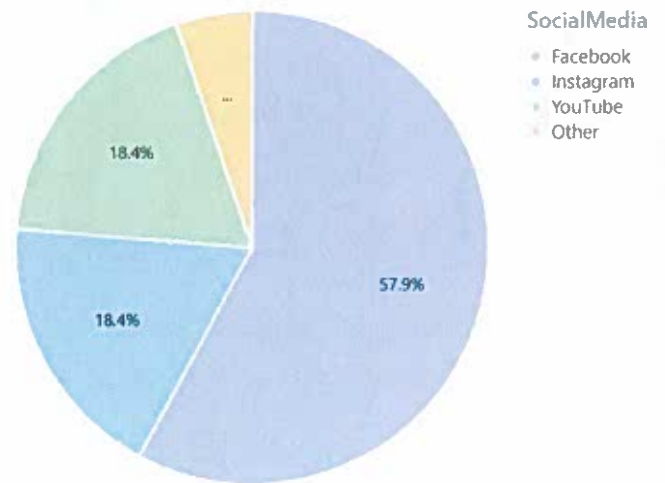
Score Range: -2 to +2

31

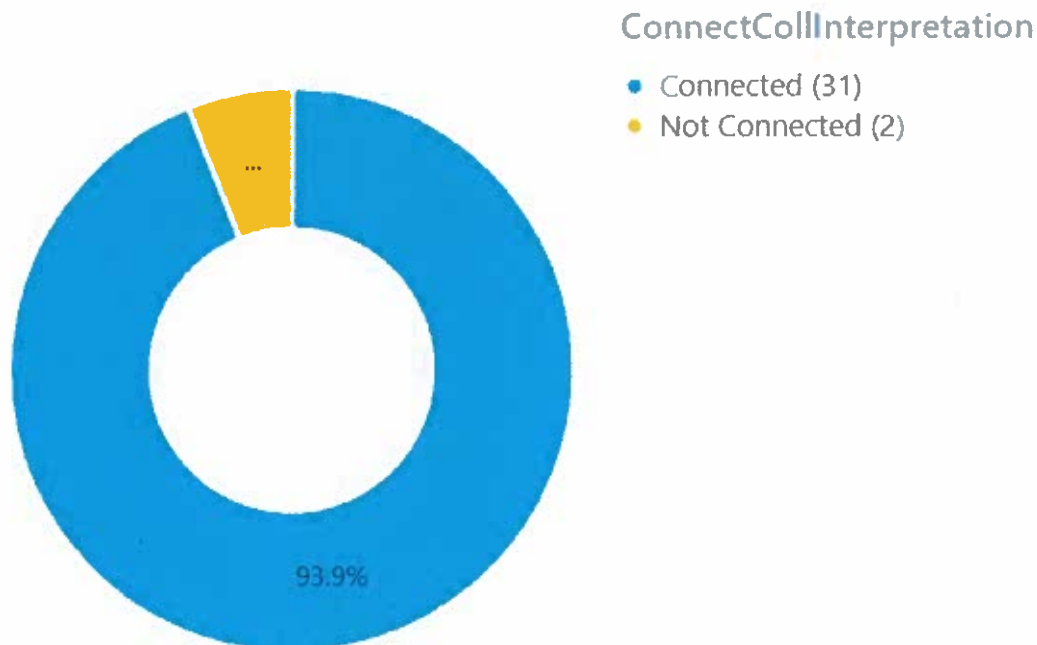
### More Information



### Which Social Media Platform Do You Prefer?



### Percentage of NSO Students Reporting "Connection" with College





## Co-Curricular Assessment Final Report

Report is due at the end of the academic term  
Submit to the Chief Student Services Officer

**Academic Term Assessed:** 2024-2025

**Submitted by:** Mary Trent

**Submission Date:** May 12, 2025

### **Name of Co-Curricular Activity/Program:**

Work-Study Program

### **Assessment Question(s):**

Did students score 3 or higher on their self-evaluation of their communication skills?

### **Strategic Goal/Unit or Department Goal or Co-Curricular Development/Support Area(s) related to Assessment Question:**

Students will demonstrate communication habits that support academic success.

### **Assessment Methods:**

#### **Activities or Measures to be Assessed: (What did you measure?)**

Students completed the "Student Self-Evaluation" at the end of the semester and rated their communication skills.

#### **Data Collection Method: (How did you measure it?)**

Students rated their communication skills at an "Average" level or better (3 out of 5 points).

#### **Data Analysis: (What were the results of the measurement?)**

100% (6 of 6) of Work-Study students who completed the evaluation scored their communication skills a 3 or higher. The average communication skills score by Work-Study students was 4.83 on a 5-point scale.

### **Assessment Results Review:**

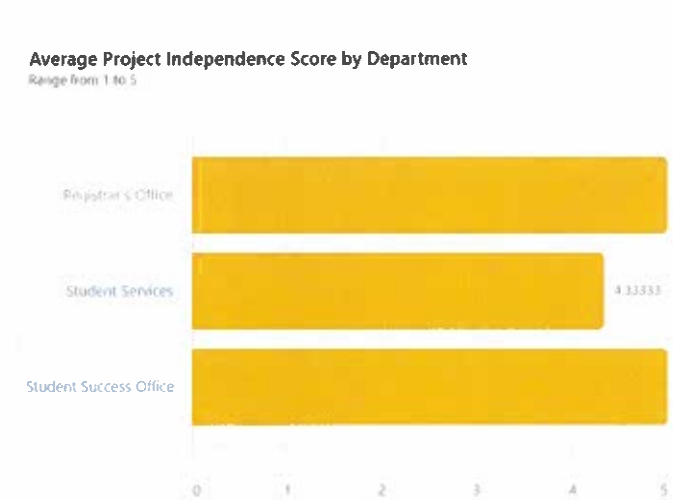
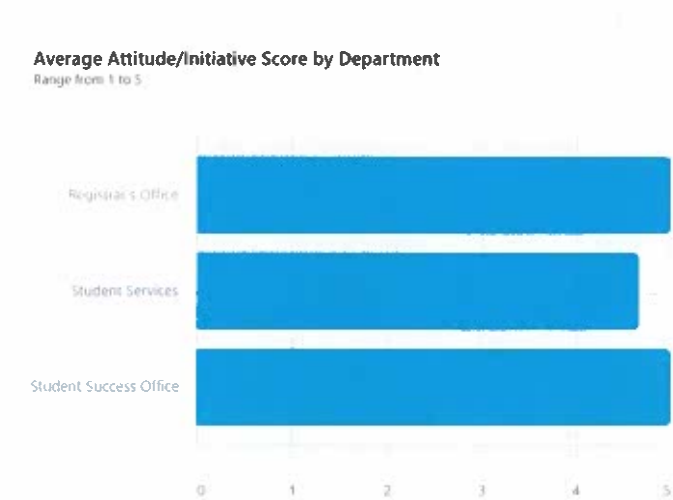
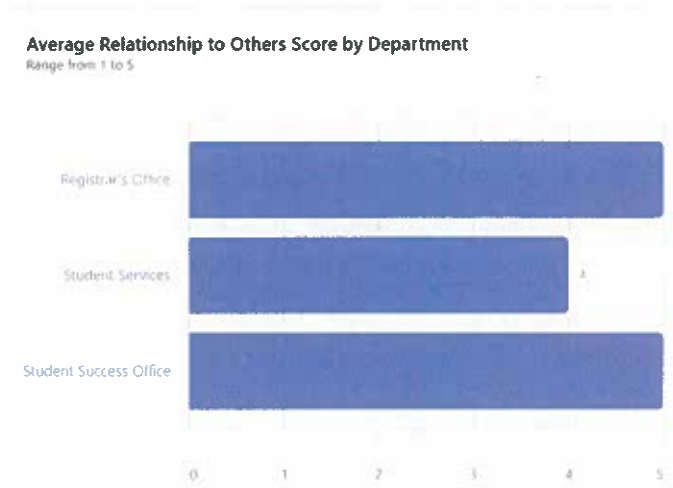
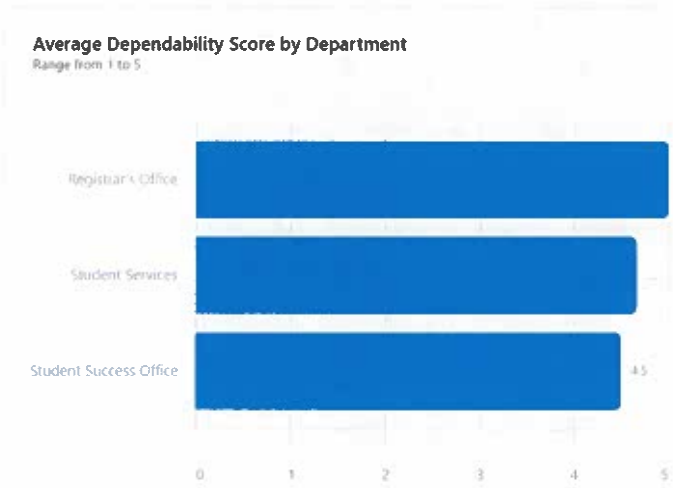
**Discussion and Sharing Plan: (For example: with your supervisor, a certain office, group/committee meeting, etc.)**

Student Services Directors, FA Staff members, and Work-Study students

**The person who will complete the final report and make recommendations for future assessment questions (Who is responsible for completing this cycle?)**

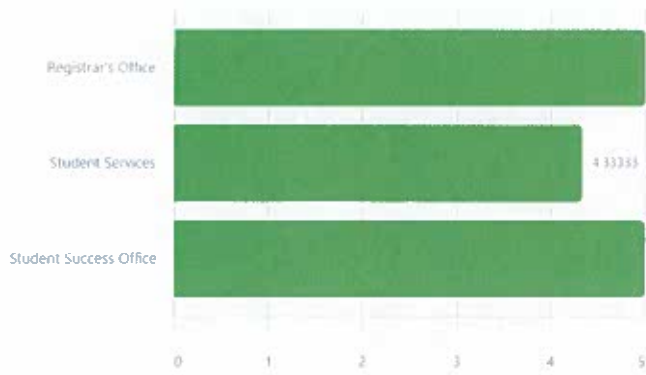
Mary Trent

FA Dashboard 2024-2025



**Average Quality of Work Score by Department**

Range from 1 to 5



**Average Personal Appearance Score by Department**

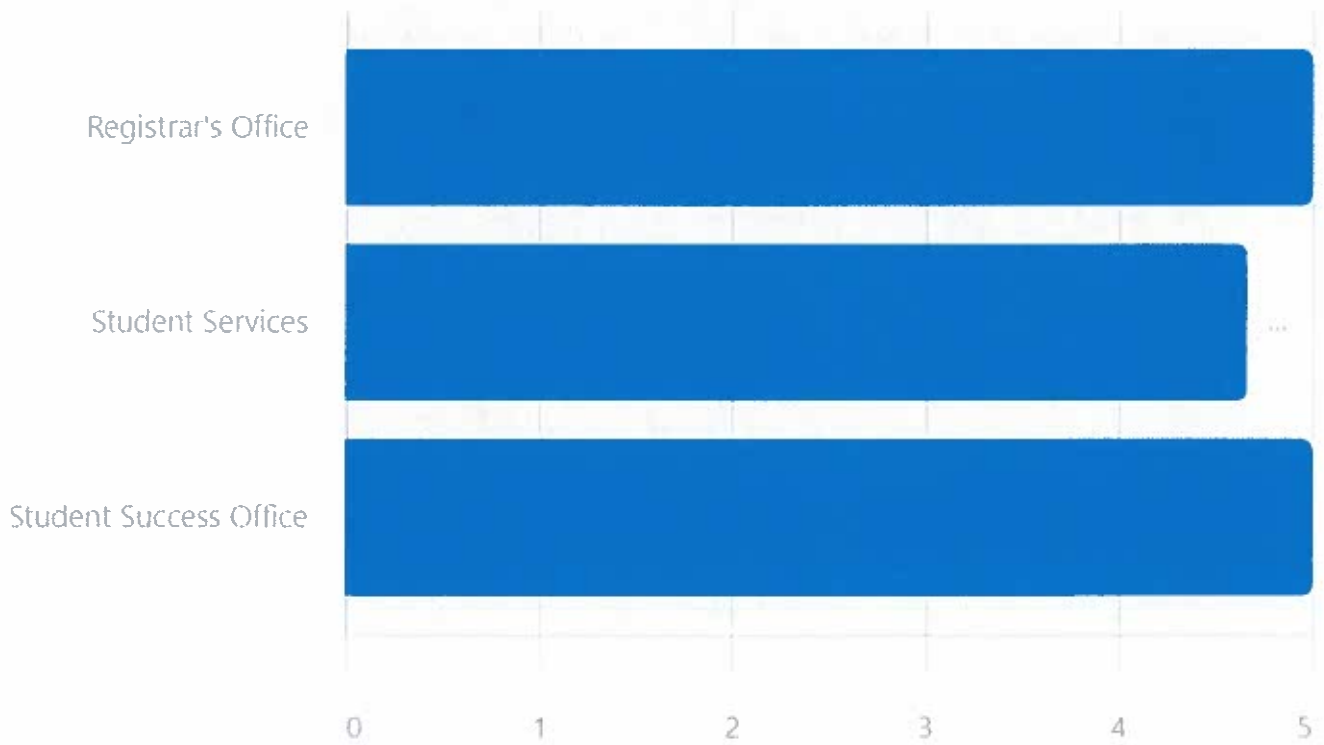
Range from 1 to 5



**Average Communication Skills Score by Department**

Range from 1 to 5

...



## Co-Curricular Assessment Final Report

Report is due at the end of the academic term  
Submit to the Chief Student Services Officer

**Academic Term Assessed:** 2024-2025

**Submitted by:** Teri Wells

**Submission Date:** May 12, 2025

### **Name of Co-Curricular Activity/Program:**

Graduation Checkout

### **Assessment Question(s):**

Did students synthesize information when they reviewed their DegreeWorks report and Prog. of Study with an advisor?

### **Strategic Goal/Unit or Department Goal or Co-Curricular Development/Support Area(s) related to Assessment Question:**

Students will think critically to develop solutions.

### **Assessment Methods:**

#### **Activities or Measures to be Assessed: (What did you measure?)**

A digital survey was completed by the advisor, as well as the student after the graduation checkout process.

#### **Data Collection Method: (How did you measure it?)**

The advisor and student survey consisted of two, Likert-type questions. Scores ranged from -2 to +2. Our goal was to obtain an average score at or above 1.0 on both surveys.

#### **Data Analysis: (What were the results of the measurement?)**

On the Student survey, the average Synthesis score was 1.3. On the Advisor survey, the average Synthesis score was 1.5. The percentage of students who "Agreed or Strongly Agreed" that they synthesized information as part of their graduation checkout experience was 88.5%. The percentage of advisors who "Agreed or Strongly Agreed" that the student synthesized information as part of the graduation checkout experience was 92.2%.

### **Assessment Results Review:**

#### **Discussion and Sharing Plan: (For example: with your supervisor, a certain office, group/committee meeting, etc.)**

Student Services Directors, Student Services Employees

#### **The person who will complete the final report and make recommendations for future assessment questions (Who is responsible for completing this cycle?)**

Teri Wells

## Graduation Checkout Cocurricular Assessment Survey

### Student Survey

Student name: \_\_\_\_\_

Student S#: \_\_\_\_\_

Student Success Advisor name: \_\_\_\_\_

**1. I combined the information from the DegreeWorks report and the Program of Study curriculum sheet during the graduation checkout process with the Student Success Advisor.**

**As a result, I understand what classes I need to take to graduate.**

\_\_\_ Strongly disagree \_\_\_ Disagree \_\_\_ Neither disagree nor agree \_\_\_ Agree \_\_\_ Strongly agree

**2. I was familiar with the DegreeWorks audit and Program of Study curriculum sheet before the graduation checkout process**

\_\_\_ Strongly disagree \_\_\_ Disagree \_\_\_ Neither disagree nor agree \_\_\_ Agree \_\_\_ Strongly agree

**3. After the graduation checkout process, I am confident in the accuracy of the DegreeWorks audit?**

\_\_\_ Strongly disagree \_\_\_ Disagree \_\_\_ Neither disagree nor agree \_\_\_ Agree \_\_\_ Strongly agree

## Graduation Checkout Cocurricular Assessment Survey

### Advisor Survey

Student Success Advisor name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student S#: \_\_\_\_\_

**1. The student combined the information from the DegreeWorks report and the Program of Study curriculum sheet during the graduation checkout process. As a result, the student now understands what classes are needed to graduate.**

\_\_\_ Strongly disagree \_\_\_ Disagree \_\_\_ Neither disagree nor agree \_\_\_ Agree \_\_\_ Strongly agree

**2. I was confident in the accuracy of the DegreeWorks audit for potential graduates before the graduation checkout process.**

\_\_\_ Strongly disagree \_\_\_ Disagree \_\_\_ Neither disagree nor agree \_\_\_ Agree \_\_\_ Strongly agree

**3. After the graduation checkout process, I am more confident or less confident in the accuracy of the DegreeWorks audit.**

\_\_\_ Strongly disagree \_\_\_ Disagree \_\_\_ Neither disagree nor agree \_\_\_ Agree \_\_\_ Strongly agree

Term is  Enter a value

## Number of Graduation Checkouts

113

## Number of Synthesis Scores

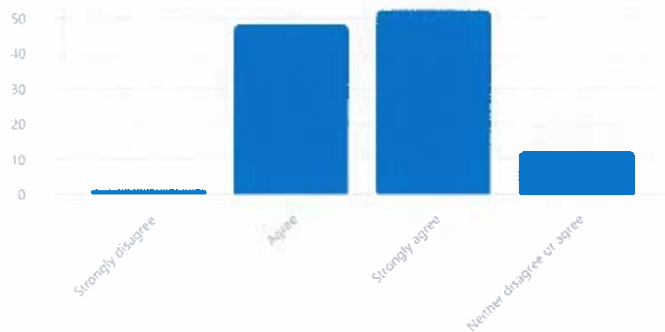
113

## Average Synthesis Score

1.3

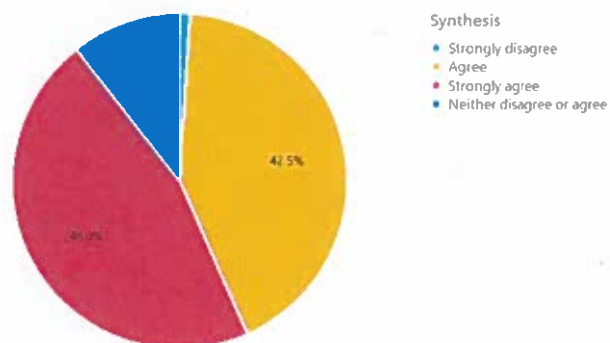
## Number of Synthesis Ratings

Strongly disagree, Disagree, Neither disagree nor agree, Agree, Strongly agree



## Percentage of Synthesis Ratings

Strongly disagree, Disagree, Neither disagree nor agree, Agree, Strongly agree



Term contains 202501

## Number of Graduation Checkouts

64

## Number of Synthesis Scores

64

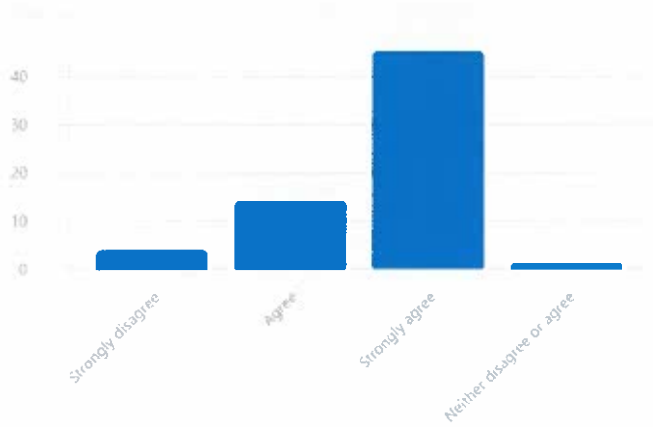
## Average Synthesis Score

Range of -2 to +2

1.5

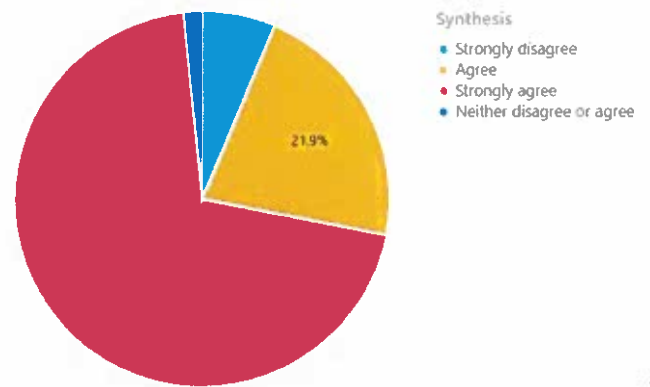
## Number of Synthesis Ratings

Strong disagree, Disagree, Neither disagree nor agree, Agree, Strongly agree



## Percentage of Synthesis Ratings

Strongly disagree, Disagree, Neither disagree nor agree, Agree, Strongly agree





## Co-Curricular Assessment Final Report

Report is due at the end of the academic term  
Submit to the Chief Student Services Officer

**Academic Term Assessed:** 2024-2025

**Submitted by:** Dianna Toler

**Submission Date:** May 12, 2025

### **Name of Co-Curricular Activity/Program:**

National Society of Leadership and Success (NSLS)

### **Assessment Question(s):**

Did students score at least 10 out of 15 on their SMART goals submissions?

### **Strategic Goal/Unit or Department Goal or Co-Curricular Development/Support Area(s) related to Assessment Question:**

Students will think critically to develop solutions.

### **Assessment Methods:**

#### **Activities or Measures to be Assessed: (What did you measure?)**

The NSLS Advisor completes a rubric on how well the students write their SMART goals

#### **Data Collection Method: (How did you measure it?)**

Student completes online form after each Success Networking Team meeting. Advisor completes online rubric. Each student must score 10 out of 15 possible points to complete.

#### **Data Analysis: (What were the results of the measurement?)**

One hundred percent (100%) of SMART goal submissions received and scored by the NSLS Advisor were higher than 10 out of 15.

### **Assessment Results Review:**

#### **Discussion and Sharing Plan: (For example: with your supervisor, a certain office, group/committee meeting, etc.)**

NSLS Executive Board Meeting/SS Directors Meeting

#### **The person who will complete the final report and make recommendations for future assessment questions (Who is responsible for completing this cycle?)**

Dianna Toler

## SMART GOAL Review Screen

FullName \_\_\_\_\_

Email \_\_\_\_\_

SNTDate \_\_\_\_\_

Goal \_\_\_\_\_

### Specific

- 3 - Clearly focused on the desired outcome
- 2 - Partially focused on the desired outcome
- 1 - Desired outcome is unclear
- 0 - No Answer

### Measurable

- 3 - Will be measurable because the evidence to be provided will clearly indicate progress
- 2 - Will be only partly measurable because the evidence to be provided will not clearly indicate progress
- 1 - Evidence of progress will be provided, but will not indicate progress
- 0 - No Answer

### Actionable

- 3 - The goal is within reason of the student's abilities and can be achieved
- 2 - The goal is mostly reasonable given the student's abilities and can probably be achieved
- 1 - The goal is only partially reasonable given the student's abilities and will likely not be achieved
- 0 - No Answer

### Rewarding

- 3 - The goal has a strong connection to the student's history, current interests and/or demonstrated abilities.
- 2 - The goal has some connection to the student's history, current interests and/or demonstrated abilities.
- 1 - The goal has only a slight connection to the student's history, current interests and/or demonstrated abilities.
- 0 - No Answer

### Timely

- 3 - Has a definite date of what will be accomplished by this date.
- 2 - Has an indefinite date of what will be accomplished by this date.
- 1 - Has an indefinite date of what will be accomplished by this date AND has an unclear time frame by which the goal should be accomplished.
- 0 - No Answer

**Total should be 10 or higher to be accepted as a SMART goal.**

Comments:

Spring 2025 NSLS SMART Goal Overview

SNT Goal Count

39

Average Specific Score

Range 0-3

2.79

Average Measurable Score

Range 0-3

2.90

Average Actionable Score

Range 0-3

2.97

Average Rewarding Score

Range 0-3

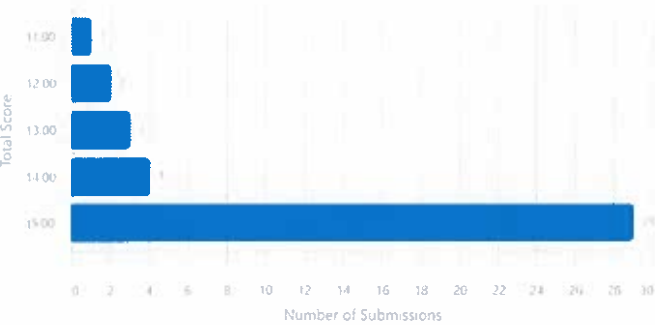
3.00

Average Timely Score

Range 0-3

2.89

SMART Goal Total Raw Score  
Total Score on SMART Goal Rubric



SMART Goal Completion Score Distribution  
Percentage of Submissions Completed Successfully

