

Co-Curricular Student Learning Outcomes
Assessment Handbook

at

Southern West Virginia Community & Technical
College

July 2023

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 July 1st 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 their program 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

Plan is due by July 1st 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?)

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 final 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 -Written Communication	-Domain 2: Cognitive Complexity -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 -Verbal Communication	-Domain 2: Cognitive Complexity -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. Students will feel connected 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.	-Critical Thinking	-Domain 1: Knowledge Acquisition, Integration, Construction, and Application -Domain 2: Cognitive Complexity -Domain 4: Interpersonal Competence -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. 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 -Domain 2: Cognitive Complexity -Domain 3: Intrapersonal Development -Domain 4: Interpersonal Competence -Domain 5: Humanitarianism and Civic Engagement -Domain 6: Practical Competence

Notes: