Co-Curricular Student Learning Outcomes Assessment Handbook

July 1, 2023 - June 30, 2024

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 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 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:

APPENDIX E

CO-CURRICULAR ASSESSMENT PLANS

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: 2023-2024

Submitted by: Tim Ooten, Director of Admissions

Submission Date: 8/29/2023

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

New Student Orientation

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.

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

Southern

West Virginia Community & Technical College
New Student Orientation
Evaluation Form

Please tell us about you.

Age: _____ **Sex**: ___Male ___Female **High School**: _____

Campus: ___Boone/Lincoln ___Logan ___Williamson ___Wyoming/McDowell

Which social media platform do you prefer most?

___Facebook ___Instagram ___Twitter ___YouTube ___Other_____

Which mode of communication do you prefer most?

___Talking on the phone

___Email

___Text/Instant Messaging

___Chat

___Letter in the U.S. Postal Service

___Other_____

What is your goal at Southern West Virginia Community & Technical College?

___Obtain an Associate's Degree

___Obtain an Associate's Degree, then transfer to another institution

___Obtain a Certificate

___Obtain a Certificate, then transfer to another institution

___Take some classes

___Take some classes, then transfer to another institution

___Other. Please specify: _____

Please Continue On Other Side

Why did you choose to attend Southern instead of other colleges or universities in the state or region?

_____

_____

Please tell us about today's Orientation program.

1. **Today's workshop was organized and well-prepared.**

___Strongly Disagree ___Disagree ___Agree ___Strongly Agree ___No Opinion

2. **I learned how to connect to my Southern digital accounts (email, blackboard, mySouthern, etc) today.**

___Strongly Disagree ___Disagree ___Agree ___Strongly Agree ___No Opinion

3. Today's orientation program helped me develop a feeling of connection to the College community.

___Strongly Disagree ___Disagree ___Agree ___Strongly Agree ___No Opinion

4. If I have a problem at Southern, I know where to go to get assistance.

___Strongly Disagree ___Disagree ___Agree ___Strongly Agree ___No Opinion

5. I wish today's orientation program would have included more information about (check all that apply):

___Admissions ___Advising ___Buying Textbooks

___Career Services ___Child Care ___Clubs & Organizations

___Disability Services ___Financial Aid ___My Class Schedule

___Payment Options ___Placement Testing ___Student Activities

___Student Government ___Tuition and Fees ___Veteran Services

___Other _____

6. Comments, Concerns, or Suggestions:

_____

_____

_____

_____

_____

Evals

Reset

Age ≤ Enter a value | Sex is Select an option

Evaluation Count

74

Evaluation Avg. Score

Out of 8 possible

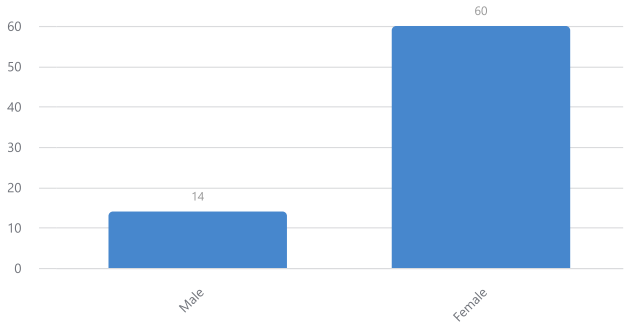
5.82

Average Age

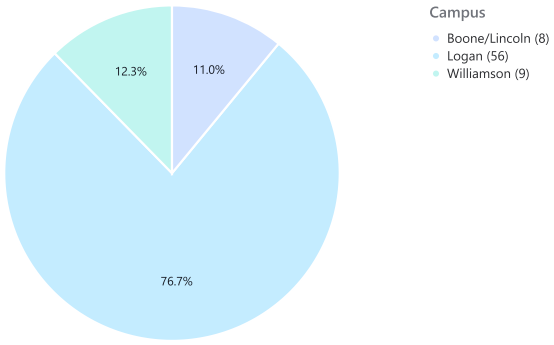
20.5

Sex

Number of Evaluations by Sex



Home Campus Designation



Sex | is | Select an option

Age | ≤ | Enter a value

Organized Avg. Score
Score Range: -2 to +2
1.49

Connect To Digital Accounts Avg. Score
Score Range: -2 to +2
1.41

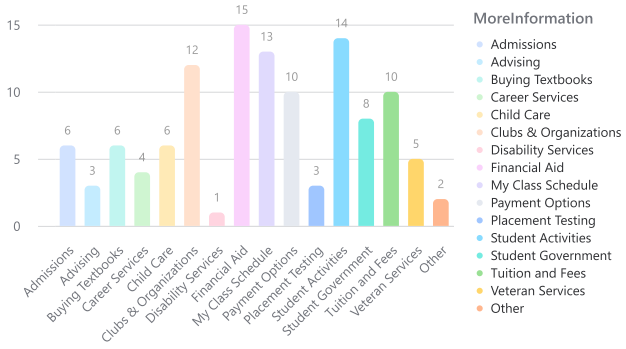
Connect To College Avg. Score
Score Range: -2 to +2
1.46

Understand Where to Get Assistance Avg. Score
Score Range: -2 to +2
1.47

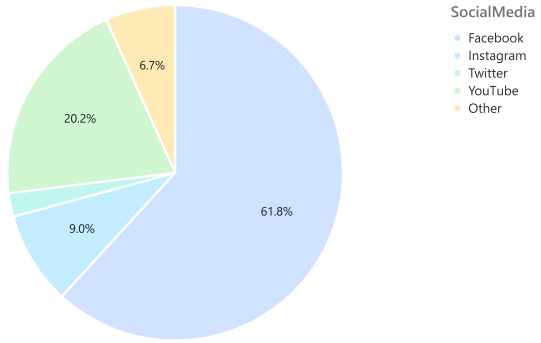
Number of Students Answering Q3
74

Students Rating Q3 as 1 or 2
Score Range: -2 to +2
71

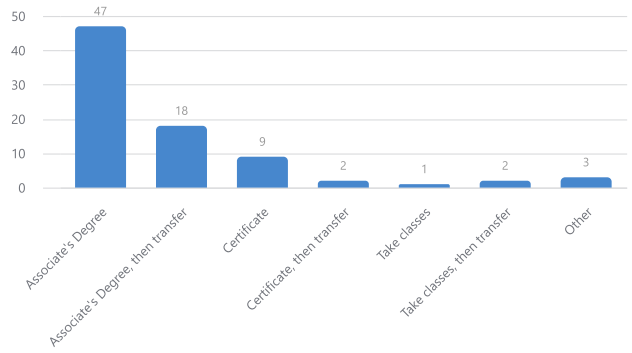
More Information



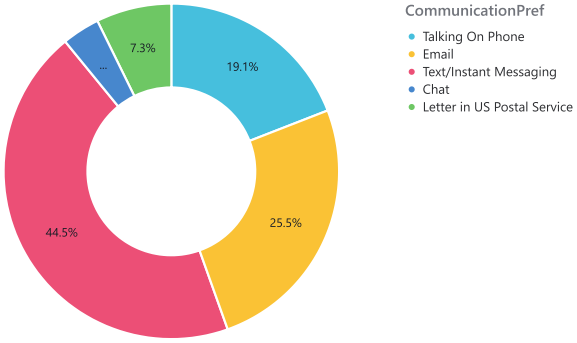
Which Social Media Platform Do You Prefer?



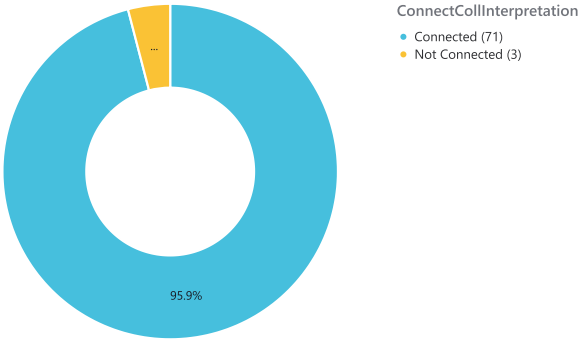
What is Your Goal?



Which Mode of Communication Do You Prefer?



Percentage of NSO Students Reporting "Connection" with College



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: 2023-2024

Submitted by: Stella Estepp, Director of Student FA

Submission Date: 8/29/2023

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.

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. Stella Estepp and 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?)
Stella Estepp and Mary Trent

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

Federal Work Study Performance Evaluation

Student Information	
Student Name:	Supervisor:
Student ID:	Department:
Period Covered By Evaluation To	

Each Federal Work Study Student will be formally evaluated at the end of each semester. The evaluation will be based on the student's attitude, abilities, and job performance. From this evaluation, it will be determined whether the student will be retained for the following semester.

The Financial Aid Office would like you to inform us of additional training/work experience that would make your job more interesting and/or more efficient.

Please circle the appropriate job performance rating with the following:

1 = Unacceptable 2 = Needs Improvement 3 = Average 4 = Very Good 5 = Excellent

	Please Circle One				
Dependability	1	2	3	4	5
Relationship to Others	1	2	3	4	5
Attitude/Initiative	1	2	3	4	5
Project Independence	1	2	3	4	5
Quality of Work	1	2	3	4	5
Personal Appearance	1	2	3	4	5
Communication Skills	1	2	3	4	5

Would you rehire? _____

Comments _____

Employee Acknowledgement: I have reviewed this document and discussed the contents with my supervisor.

____ I agree with this evaluation. ___ I disagree with this evaluation.

Comments _____

_____ _____

Student Employee Date

_____ _____

Student Employee Supervisor Date

Southern WV Community & Technical College is accredited by The Higher Learning Commission. AA/EO/ADA Institution. Southern is an Affirmative Action/ADA/Equal Opportunity Employer. Southern does not discriminate on the basis of race, color, national origin, ethnicity, sex, disability, age, religion, gender, sexual or gender orientation, marital status, and veteran status in the administration of any of its educational programs, activities, or with respect to admission or employment. Faculty, staff, students, and applicants are protected from retaliation from filing complaints or assisting in an investigation. Please contact the following concerning inquiries regarding non-discrimination policies and complaints: Title IX Coordinator-Darrell Taylor 304.896.7432; Affirmative Action Officer-Doug Kennedy 304.896.7408; Section 504 ADA Coordinator-Dianna Toler 304.896.7315

Federal Work Study
Student Self-Evaluation

Student Information	
Student Name:	Supervisor:
Student ID:	Department:
Period Covered By Evaluation	To

At the end of each semester, each Federal Work Study Student will formally complete a self-evaluation. The evaluation will be based on the student's attitude, abilities and job performance. From this evaluation, the Financial Aid Office will determine how to provide additional training/work experience that would make your job more interesting and/or more efficient.

Please circle the appropriate job performance rating with the following:

1 = Unacceptable 2 = Needs Improvement 3 = Average 4 = Very Good 5 = Excellent

	Please Circle One				
Dependability	1	2	3	4	5
Relationship to Others	1	2	3	4	5
Attitude/Initiative	1	2	3	4	5
Project Independence	1	2	3	4	5
Quality of Work	1	2	3	4	5
Personal Appearance	1	2	3	4	5
Communication Skills	1	2	3	4	5

What skills have you learned? _____

_____

What skills would you like to learn? _____

How could we better prepare you for the work force?

_____

Comments _____

_____ _____

Student Signature Date

For more information visit: **www.southernwv.edu**

#FINDYOURDIRECTION

Southern WV Community & Technical College is accredited by The Higher Learning Commission. AA/EO/ADA Institution. Southern is an Affirmative Action/ADA/Equal Opportunity Employer. Southern does not discriminate on the basis of race, color, national origin, ethnicity, sex, disability, age, religion, gender, sexual or gender orientation, marital status, and veteran status in the administration of any of its educational programs, activities, or with respect to admission or employment. Faculty, staff, students, and applicants are protected from retaliation from filing complaints or assisting in an investigation. Please contact the following concerning inquiries regarding non-discrimination policies and complaints: Title IX Coordinator-Darrell Taylor 304.896.7432; Affirmative Action Officer-Doug Kennedy 304.896.7408; Section 504 ADA Coordinator-Dianna Toler 304.896.7315

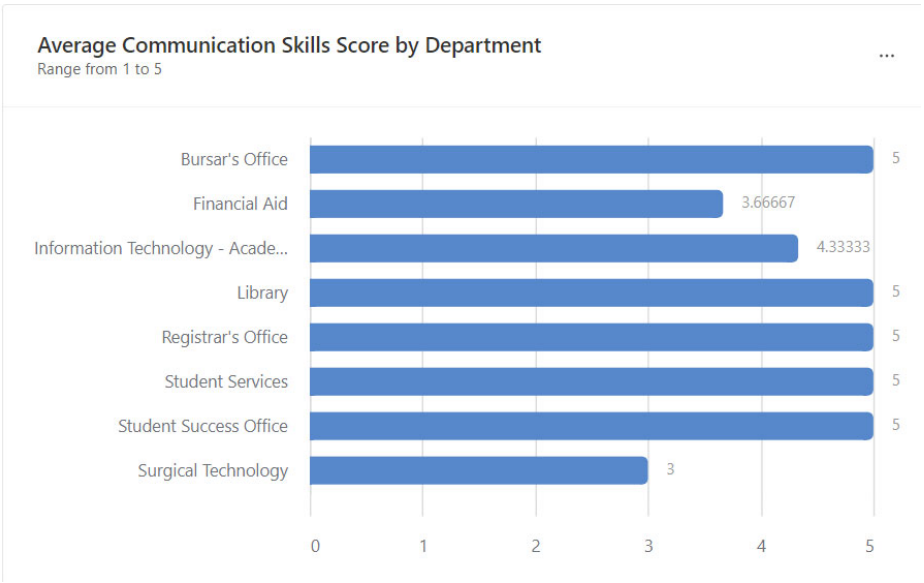
Federal Work Study Student Employee Evaluation Rubric

	Excellent	Very Good	Average	Needs Improvement	Unacceptable
Dependability Comes to work on days assigned, at time assigned, on time to work, leaves when allowed.	Completely dependable. Regularly comes to work on days and times assigned, on time, and leaves when scheduled to leave. No absences or tardies.	Above average in dependability. Has been late, left early, or missed work occasionally. (No more than once a month)	Usually dependable. Typically at work, on time and until departure as scheduled. (No more than 2 absences or being early or leaving early in a month)	Absences, tardiness, or leaving early -- more than average. (Has had 3 or more absences, tardies, early departures in a month)	Unreliable. Unpredicatable regarding attendance. Does not attend on regular basis. (Often late or leaving early)
Relationship with Others Uses work appropriate language, polite with others, cooperates with co-workers, engages in appropriate conversation.	Exemplary working relationship with others. Displays polite attitude, volunteers to help other workers. Interactions do not interfere with quality or completion of work.	Works well with others. Will intiate interaction with co-workers. Uses appropriate language when communicating with others. Interactions do not interfere with quality or completion of work.	Gets along pleasingly with others. May have limited interaction with co-workers but will respond to interaction intiated by them. Uses appropriate language when communicating with others. Interactions do not interfere with quality or completion of work.	Has some difficulty working with others. Does not communicate or communicates too much. Sometimes uses inappropriate language when communicating with others. May interfere with quality or completion of work.	Does not work well with others. Participates in distracting behaviors, uses inappropriate language when communicating with others often. Quality or completion of work is seriously impacted.
Attitude/Initiative Comes prepared, willingness to assist in projects, completes projects as directed, will self-initiate completion of projects.	Outstanding and positive attitude. Willing to do more than required, without being asked. Shows enthusiam in finding work to do. Works in a timely manner while maintaining high quality of performance. Checks quality of own work.	Very ambitious. Open to added projects when asked to perform them, but may not pursue any additional work. Works at a constant pace while maintaining high quality of work. Generally checks quality of own work.	Average in diligence and motivation. Completes assigned projects in allotted time at a constant pace while maintaining acceptable quality of work. Some initiative noted.	Somewhat uncaring in attitude. Does not initiate work on any project. Does not constantly complete work in allotted time and does not constantly maintain quality of work. Often does not complete project.	Undependable. Shows lack of interest. Complains about work. Works at a slow pace or so fast that the quality of work is impacted. Has to be directed through a project. Does not show initiative.
Project Independence Total of assistance needed to complete assigned projects.	Completes all assigned projects independently.	Normally completes projects independently, but sometimes will need a reminder.	Some directions required to complete projects, but mostly independent. May need a reminder no more than once a week.	Needs verbal or graphic prompts in order for projects to be completed on a constant basis.	Does not independently complete projects. Requires assistance.
Quality of Work Does work meet the criteria of the project?	Project is completed in a timely manner with efficiency and high quality of work, while maintaining high standards.	Project is completed with additional time, but quality of work is maintained at high standard.	Additional time needed to complete project, quality is at acceptable level or needs a few changes to meet acceptable level.	Efficiency and timeliness needs improvement for completion. Does not meet acceptable standard and work must be redone.	Efficiency and timeliness for completion is not acceptable and must be redone.
Personal Appearance Physical appearance (dress) is appropriate for business setting.	Exemplary personal appearance (dress) appropriate for business setting.	Personal appearance (dress) is mostly appropiate for business setting.	Personal appearance (dress) is average for business setting.	Personal appearance (dress) could be improved for the business setting.	Personal appearance (dress) is inappropiate for the business setting.
Communication Skills Ability to communicate both verbally and in writing. Uses work appropriate language, polite with others, cooperates with co-workers, engages in appropriate conversation.	Exemplary communication both verbally and written with others. Displays polite attitude with co-workers, students, and visitors. Interactions do not interfere with quality or completion of work.	Works well with others. Will intiate verbal and written communication with co-workers, students, and visitors. Uses appropriate language when communicating with others. Interactions do not interfere with quality or completion of work.	Gets along pleasingly with others. May have limited interaction with co-workers, students, and visitors but will respond to interaction intiated by them. Uses appropriate language when communicating with others. Interactions do not interfere with quality or completion of work.	Has some difficulty working with others. Does not communicate or communicates too much. Sometimes uses inappropriate language when communicating with others. May interfere with quality or completion of work.	Does not work well with others. Participates in distracting behaviors, uses inappropriate language when communicating with others often. Quality or completion of work is seriously impacted.

Work-Study Self-Evaluations Fall 2023

Sunday, January 14, 2024 12:19 PM

Number of Evaluations 13	Dependability Average Score Range from 1 to 5 4.38	Relationship to Others Average Score Range from 1 to 5 4.46
Attitude/Initiative Average Score Range from 1 to 5 4.38	Project Independence Average Score Range from 1 to 5 4.23	Quality of Work Average Score Range from 1 to 5 4.62
Personal Appearance Average Score Range from 1 to 5 4.23	Communication Skills Average Score Range from 1 to 5 4.38	Number of Communication Skills Evaluations That Scored 3 or Higher 13



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: **2023-2024**

Submitted by: **Teri Wells, Registrar**

Submission Date: **8/29/2023**

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 their Program 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.

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 from the digital surveys.

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

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

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

Registrar CoCurricular Dashboard Fall 2023

Monday, January 15, 2024 3:30 PM

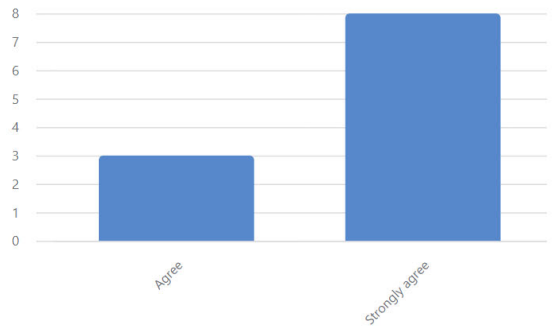
GradCheckoutAdvisor Reset

Term contains Enter a value

Number of Graduation Checkouts	Number of Synthesis Scores	Average Synthesis Score
11	11	1.7
		Range of -2 to +2

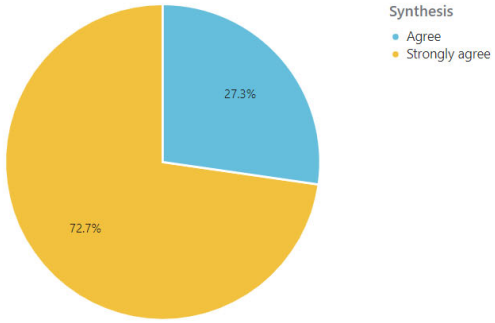
Number of Synthesis Ratings

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



Percentage of Synthesis Ratings

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



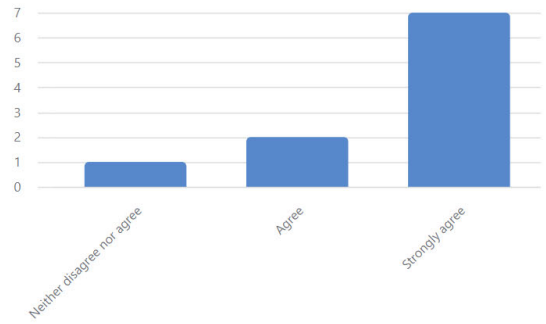
GradCheckoutStudent Reset

Term is Enter a value

Number of Graduation Checkouts	Number of Synthesis Scores	Average Synthesis Score
10	10	1.6

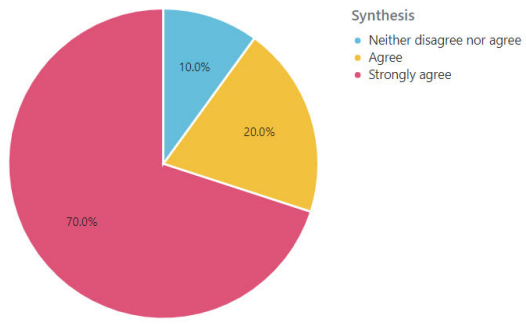
Number of Synthesis Ratings

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 Plan

Plan is due by July 1st for the upcoming academic year
Submit to the Chief Student Services Officer

Plan for Academic Year: 2023-2024

Submitted by: Dianna Toler, Director of Student Success

Submission Date: 8/29/2023

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.

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

Review Screen

FullName

Email

SNTDate

mm/dd/yyyy

Goal

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

Specific

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

Measurable

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

Actionable

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

Rewarding

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

Timely

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

SNT Goal Count

34

Average Specific Score
Range 0-3

2.21

Average Measurable Score
Range 0-3

2.47

Average Actionable Score
Range 0-3

2.47

Average Rewarding Score
Range 0-3

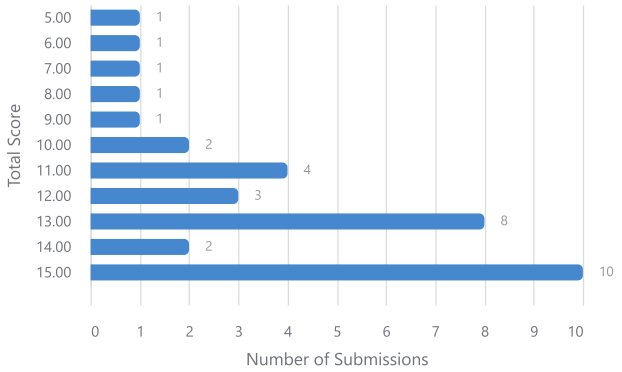
2.76

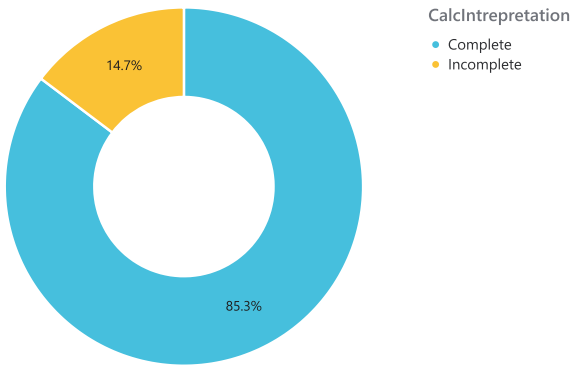
Average Timely Score
Range 0-3

2.35

SMART Goal Total Raw Score

Total Score on SMART Goal Rubric



SMART Goal Completion Score Distribution

Percentage of Submissions Completed Successfully