**University of Akron**

**Plan for Co-curricular Program Assessment**

**Updated: November 2021**

**Submit report to:** Program/Activity dropbox onthe [Co-Curricular Assessment Brightspace Page](https://brightspace.uakron.edu/d2l/home/4500408)

**Questions:** Jenny Hebert, Director of Assessment: jgh2@uakron.edu, ext 6062

See the [Appendix](#_APPENDIX_2) below for further details.

**Unit Title:**

**Unit Director:**

Email:

**Assessment Coordinator:**

Email:

**Activity/Program to be assessed (complete *a separate plan for each program*):**

**Co-curricular Student Learning Outcomes:**

Check only those that are directly supported by the identified activity/program

**\_\_\_\_\_ LO1: Career-readiness** – students will demonstrate preparedness for 21st century professional experiences

**\_\_\_\_\_ LO2: Teamwork and Leadership** --Students will engage in collaborative activities and leadership roles that allow all individuals to inspire and promote change collectively towards a shared vision or goal.

**\_\_\_\_\_ LO3: Global and Cultural Awareness** -- Students will integrate and celebrate human differences through interaction, scholarship, and active participation to achieve a more inclusive and equitable community.

**\_\_\_\_\_ LO4: Community and Civic Engagement --** Students will make meaningful contributions within local and global communities.

**\_\_\_\_\_ LO5: Life Skills, Health, and Wellness --** Students will develop skills to support them in living a healthy, financially sound, and meaningful life.

**Program Goals and Co-Curricular Connections**

Briefly describe the program/activity and its primary goals. Then explain how this activity fosters or supports student learning, particularly in relation to the Co-curricular learning outcome(s) identified.

|  |
| --- |
|  |

## **Assessment Plan**

Complete one chart for each Learning Outcome selected above. (Feel free to copy and paste from one chart to the next if the methods of assessment and other plans overlap. Be sure to specify details as necessary, though, to align each plan with the particular outcome it addresses.) For details on how to complete each row, see the [Appendix](#_APPENDIX_2) included below.

**Assessment of SLO# \_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **[Learning Outcome](#_APPENDIX_2)**[:](#_APPENDIX_2)  **[Co-curricular Connections:](#_Co-Curricular_Connections:_)** | | | | |
| **Activity** | [**Summer Semester**](#_Activity_Timeline:) | [**Fall Semester**](#_Activity_Timeline:) | [**Spring Semester**](#_Activity_Timeline:) | **[Next Summer Semester](#_Activity_Timeline:)**  **[(Report due June 30th)](#_Activity_Timeline:)** |
| [**Identifying Artifacts and Assessment Tools**](#_Identifying_Artifacts_and) |  |  |  |  |
| [**Collecting Evidence**](#_Collecting_Evidence) |  |  |  |  |
| [**Scoring Evidence and Presenting Results**](#_Scoring_Evidence_and) |  |  |  |  |
| [**Analyzing and Interpreting Findings**](#_Analyzing_and_Interpreting) |  |  |  |  |
| [**Taking Action**](#_Taking_Action) |  |  |  |  |

**Assessment of SLO# \_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcome**:  **Co-curricular Connections:** | | | | |
| **Activity** | **Summer Semester** | **Fall Semester** | **Spring Semester** | **Next Summer Semester**  **(Report due June 30th)** |
| **Identifying Artifacts and Assessment Tools** |  |  |  |  |
| **Collecting Evidence** |  |  |  |  |
| **Scoring Evidence and Presenting Results** |  |  |  |  |
| **Analyzing and Interpreting Findings** |  |  |  |  |
| **Taking Action** |  |  |  |  |

**Assessment of SLO# \_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| [**Learning Outcome**](#_Learning_Outcome:_Simply):  **Co-curricular Connections:** | | | | |
| **Activity** | **Summer Semester** | **Fall Semester** | **Spring Semester** | **Next Summer Semester**  **(Report due June 30th)** |
| **Identifying Artifacts and Assessment Tools** |  |  |  |  |
| **Collecting Evidence** |  |  |  |  |
| **Scoring Evidence and Presenting Results** |  |  |  |  |
| **Analyzing and Interpreting Findings** |  |  |  |  |
| **Taking Action** |  |  |  |  |

**Final Notes and Questions:**

Use this space to provide any additional information you would like to offer and/or to post any questions you might have as you begin this process:

|  |
| --- |
|  |

**Follow-up Consultation:**

Would you like the director of assessment to schedule a follow-up consultation regarding this plan?

Yes \_\_\_\_\_\_ No \_\_\_\_

If yes, would you like other members of your program/unit to be invited as well?

Yes \_\_\_\_\_\_ No \_\_\_\_

## **APPENDIX**

**Co-curricular Student Learning Outcomes:** Co-curricular learning is defined by HLC ([The Higher Learning Commission](https://www.hlcommission.org/Policies/core-component-4-b-what-does-hlc-mean-by-cocurricular.html)) as “Learning activities, programs, and experiences that reinforce the institution’s mission and values and complement the formal curriculum.” At the University of Akron, we have defined five core learning outcomes for co-curricular assessment (as listed above). While some of your programs and activities may link directly to one or more of these outcomes, others may not, which is why you are invited to select and assess only the outcome or set of outcomes most relevant to your program. Simply map out a plan for the assessment of each outcome you select. [(Back to top.)](#_Assessment_Plan)

**Learning Outcome:** Simply restate the Co-curricular SLO you will be reporting on in each grid. (Remember to address just one SLO per grid, but feel free to use as many—or as few—grids as necessary. Three are provided on the template, but you may delete those that you do not use or copy and paste an additional grid (or two) into the report form if necessary. [(Back to top.)](#_Assessment_Plan)

## **Co-Curricular Connections**: Briefly explain how this program/activity fosters or supports the student learning outcome addressed in this chart. [(Back to top.)](#_Assessment_Plan)

## **Activity Timeline:**

Use these divisions to indicate what occurs (or will need to be done) during each semester of the academic year/assessment process. [(Back to top.)](#_Assessment_Plan)

## **Identifying Artifacts and Assessment Tools**

This initial step of outcome assessment typically occurs during the first semester of the cycle. During this phase, the assessment lead identifies which artifacts will be used for the assessment of this program or activity. *Indirect measures*, such as student surveys, employer interviews, or student reflections may yield valuable insight for co-curricular assessment. You may even decide to use more than one measurement in the assessment of each outcome, depending on how your program is structured.

As you fill out this phase of the plan, indicate also what measurement tool(s) will be used to evaluate the artifacts collected and, if necessary, how and by whom these measurement tool(s) will be developed. Do you have a student survey already in place? If so, which questions on that survey will be most useful in the assessment of this learning outcome? If you plan to develop a survey, what sorts of questions might you ask in order to gain insight on the strength of your program in relation to this LO? [(Back to top.)](#_Assessment_Plan)

## **Collecting Evidence**

This step occurs during the semester(s) in which your program/activity is offered. To plan for this part of the process, determine how, when, and by whom the evidence will be collected. Also indicate in what form it will be presented and where it will be stored (electronic or hard copy? Anonymous or student-identified? Where will the raw data be housed? [(Back to top.)](#_Assessment_Plan)

## **Scoring Evidence and Compiling Results**

Scoring and presentation may take place at the end of the semester(s) during which the artifacts are collected OR early in the following semester. To plan this phase, describe how the scoring process will work:  who will be involved? When will scoring take place? How (and by whom) will the scores be summarized for presentation to your unit or department?   (Graph?  Chart?  Descriptive paragraph?) [(Back to top.)](#_Assessment_Plan)

## **Analyzing and Interpreting Findings**

Depending on when the scoring is completed and the data is summarized, the results may be presented to your unit late in the spring semester or early in the fall semester during which the report will be due. To sketch out this part of your plan, determine how, when, and by whom the results will be presented to those in your unit for analysis and interpretation. NOTE: *all* faculty and staff directly involved in the program should be included in these final two stages. [(Back to top.)](#_Assessment_Plan)

## **Taking Action**

This final step--which is the most important of all--occurs at the end of the cycle and continues through the next assessment of this Learning Outcome. To complete this part of the plan, describe how you will go about using the assessment findings to identify—and implement—meaningful closing-the-loop actions. Who will be involved in this conversation and when/how will it occur? Also specify who will write the assessment report for this outcome. [(Back to top.)](#_Assessment_Plan)