

**Co-Curricular Learning: Its Origin, Implementation,
and Future at Minot State University**

**A White Paper Produced
by the Minot State University
Co-Curricular Committee**

11/22/19



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Introduction

Learning at Minot State University happens in multiple settings, engaging students inside and outside the classroom. The incentive and necessity for institutions of higher learning to provide more integrative educational opportunities that reach beyond, yet complement, traditional learning experiences and environments have expanded over the last three decades. Given the increasing use of technology, not only as a learning tool but as a learning platform, and the reality that career and life are situated within increasingly diverse and complex environments, it is imperative that higher education institutions complement and expand upon the learning occurring in the traditional classroom.

While many academic programs intentionally connect the classroom and experiential outlets, a university is more than *a* classroom, or more pointedly, the university is *the* classroom. A university is an incubator of varied experiences and voices, all of which students are expected to integrate. A university is also a catalytic environment, propelling students into experiences that demand application of learning. This is no simple task. Nonetheless, this is central to higher education if it is to leave a lasting, positive imprint upon students that will, in some measure, influence their personal lives, professional careers, and civic activities.

The purpose of co-curricular learning is to aid in the accomplishment of these ends. Linda Suskie (2015) notes, “it is widely recognized that most out-of-classroom experiences, done right, help students learn, grow, and develop. The best out-of-classroom experiences are integrated with academic (classroom) experiences and help students achieve shared learning outcomes, such as skills in communication, leadership, and problem-solving.” Minot State University (MiSU) has taken a distinct and purposeful approach regarding these types of “out-of-classroom,” or co-curricular experiences. Our approach values direct instruction from scholars; uses the myriad of learning opportunities MiSU offers; seeks to capitalize on the holistic education of students across the cognitive, psychomotor, and affective domains; and pursues discrete outcomes within categories of learning that are timely for life and career success.

Co-curricular Contextual Understandings

Co-curricular activities allow for learning objectives to be focused on improving student’s well-being and their knowledge and skill acquisition in areas such as adaptability, decision making, problem-solving, teamwork, intrapersonal development and competence, practical competence, leadership, cognitive complexity, ethics, humanitarianism, and citizenship (Kuh, 2001). Co-curricular programming is generally voluntary and primarily facilitated through participation in clubs/organizations, student government, recreation, athletics, arts, community services, committee membership, mentorship programs, and student life workshops (Stirling & Kerr, 2015). These elements require a dedication to developing co-curricular learning that engages students with high-impact practices.

Research indicates that participation in co-curricular programs that complement students’ curricular education improves the holistic student experience (Beltman & Schaeben, 2012; Elias & Drea, 2013; Foubert & Grainger, 2006; Kuh, 2001). Additionally, research indicates that



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programmatic participation in co-curricular activities lead to a range of positive outcomes in areas such as self-efficacy, satisfaction, feelings of support and institutional challenge, retention, academic achievement and intellectual engagement, better understanding of others, expanded sense of spirituality, and practical skills attainment (Daniyal, Nawaz, Hassan, & Mubeen, 2012; Kilpatrick & Wilburn, 2010; Lourens, 2014; Pasque & Murphy, 2005; Turrentine, Esposito, Young, & Ostroth, 2012).

Kolb's (1984) experiential learning theory describes learning as the process where knowledge is created through the transformation of experience (Evans, Forney, Guido, Patton, & Renn, 2010; Merriam & Bierema, 2014). Kolb's model entails four stages of learning, namely concrete experiences, reflective observations, abstract conceptualizations, and active experimentations. By creating the effective conditions for learning, by linking real-world experience to intended learning outcomes, and balancing all four learning modes (known as purposive experiences), this learning model is often used to create transformational learning opportunities (Evans, Forney, Guido, Patton, & Renn, 2010; Kolb, Boyatzis, & Mainemelis, 2001).

George Kuh's (2001; 2003; 2008) work on engaging high-impact practices through the use of Kolb's learning cycle is easily linked to co-curricular programs at most colleges and universities in the United States. While his work could be classified as curricular (i.e. study abroad, internships, service-learning, etc.), Kuh (2013) emphasizes the symbiosis of curricular and co-curricular experiential learning as part of student development. As student development theory has morphed into more holistic approaches, it has bridged curricular and co-curricular opportunities to provide a comprehensive set of outcomes that "are essential for all students because they are important to all fields of endeavor" (AACU&U & NLC, 2007, p.4).

To make co-curricular experiences excellent, universities should ensure those involved have focused experiences designed to achieve clear goals (Suskie, 2015). Those experiences should meet the needs of students and/or stakeholders and be integrated with other experiences, both in and out of the classroom (Suskie, 2015). By collecting evidence on the effectiveness of activities, co-curricular programs can adapt and provide more successful student experiences (Suskie, 2015). At MiSU our goal is to sponsor co-curricular experiences that develop students in discrete ways and intentionally enhance learning.

MiSU Development of Co-curricular Learning Framework

In the fall of 2018, the Vice President for Academic Affairs (VPAA) convened an institutional committee and charged (Appendix One) it with several tasks relevant to the creation, refinement, implementation, and assessment of co-curricular learning at MiSU. Given the lack of co-curricular assessment, both in structure and in practice, at MiSU, said committee set out to accomplish several goals. First, the committee started by contemplating and establishing a basis for co-curricular student development. Next, the committee reviewed parameters set by HLC regarding co-curricular learning and examples of how other institutions had or were developing co-curricular learning. Finally, the committee set to work designing and implementing a co-curricular plan, complete with processes, resources, and assessment procedures tailored to MiSU's mission and strategic plan.



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Student development theory supports higher education professionals' understanding of their roles in the student experience in various ways. Primarily student development theory aids identification of student needs and in designing programs (Evans, et al., 2010). It can also aid an institution's understanding of the broad impact it has on student development (Meents-DeCaigny and Sanders, 2015). By reviewing psychosocial theories, such as Chickering's Theory of Identity Development (1969; revised Chickering and Reisser, 1993); cognitive-structure theories, such as Perry's Theory (1968); and integrative and social identity theories such as Baxter Magolda's Theory of Self-Authorship (2001), the co-curricular committee was able to widen its understanding of how co-curricular experiences shape student learning.

HLC's parameters, according to their [Criteria for Accreditation](#), are straightforward. First, staff who serve in a capacity relevant to co-curricular learning should be adequately resourced and trained (HLC Criteria 3.C.6.). Second, the model, plan, and program developed should suit the institution's mission and contribute to student education (HLC Criteria 3.E.1.). Third, the achievement of co-curricular learning must be assessed (HLC Criteria 4.B.2.). With these parameters in place, the committee began evaluating and learning from the efforts of other institutions.





A few specific models were informative, including the California State Fullerton model; the Social Change Model of Leadership, especially as espoused by [Central Michigan University](#); and [Project CEO](#), a model developed at Stephen F. Austin State University that focuses on career and professional skills. What was learned from these examples included, A) It is best to leave the definition broad enough to encompass the diversity of experiences and programs that can be developed; B) Activities and instruments need to be tightly linked; C) Institutions often start with a concerted core of programs, offices, and activities and expand offerings as the plan and assessment matures; and finally D) A robust grounding in student development theory is necessary to maintain focus on students and what co-curricular learning imparts to and develops in them.

Additionally, the co-curricular committee reviewed industry standards. Organizations and resources, such as the Council for Advancement of Standards (CAS); AAC&U's LEAP (2011); the Degree Qualifications Profile (DQP); the National Association of Colleges and Employers (NACE); learning outcomes detailed by academic accrediting agencies (Drechsler Sharp, Komives, & Fincher, 2011); and Learning Reconsidered 2 (Keeling, 2006) were reviewed. Figure one outlines the co-curricular goals mapped to industry-standard outcomes.



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Figure 1: Aligning Minot State co-curricular student learning goal categories with those of other organizations. Adapted from CAS Standards Contextual Statement.

Council for Advancement of Standards (CAS)	<ul style="list-style-type: none"> • Knowledge acquisition, construction, integration, & application 	<ul style="list-style-type: none"> • Cognitive complexity 	<ul style="list-style-type: none"> • Intrapersonal development • Interpersonal competence • Humanitarianism & civic engagement 	<ul style="list-style-type: none"> • Practical Competence
LEAP (AAC&U's)	<ul style="list-style-type: none"> • Knowledge of human cultures & the physical & natural world 	<ul style="list-style-type: none"> • Intellectual & practical skills 	<ul style="list-style-type: none"> • Personal & social responsibility 	<ul style="list-style-type: none"> • Integrative & applied learning
Degree Qualifications Profile (DQP)	<ul style="list-style-type: none"> • Specialized knowledge; broad & integrative knowledge 	<ul style="list-style-type: none"> • Intellectual skills 	<ul style="list-style-type: none"> • Civic and global learning 	<ul style="list-style-type: none"> • Applied & collaborative learning
National Association of Colleges and Employers (NACE)		<ul style="list-style-type: none"> • Critical thinking/ Problem solving • Oral/written communications 	<ul style="list-style-type: none"> • Global/ intercultural fluency • Leadership 	<ul style="list-style-type: none"> • Teamwork/ collaboration • Professionalism/ work ethic • Career Management • Digital technology
Disciplines/ Learning outcomes detailed by academic accrediting agencies	<ul style="list-style-type: none"> • Knowledge bases 	<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Intrapersonal attributes & competencies • Interpersonal relations with diverse others • Ethics • Management & collaborative leadership 	<ul style="list-style-type: none"> • Professional skills • Lifelong learning
Learning Reconsidered 2	<ul style="list-style-type: none"> • Knowledge acquisition, integration, & application 	<ul style="list-style-type: none"> • Cognitive complexity 	<ul style="list-style-type: none"> • Civic & global learning 	<ul style="list-style-type: none"> • Applied & collaborative learning
				
Minot State Learning Goals	<ul style="list-style-type: none"> • Leadership • Wellness 	<ul style="list-style-type: none"> • Leadership • Self-Awareness 	<ul style="list-style-type: none"> • Leadership • Wellness 	<ul style="list-style-type: none"> • Leadership • Career and professional development



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Additionally, it is important to note the [general education model](#) at Minot State has a foundation in AAC&U's LEAP. The intended goal of general education at MiSU is to graduate students from all majors with the skills to make life-long contributions to their professional, civic, and social communities. The three developmental categories - critical capacities and skills, personal and social responsibility, and interconnecting perspectives - guide MiSU's general education curriculum. This approach to the curriculum provided the committee additional insight into how co-curricular activities can and do truly complement classroom learning for Minot State students.

Ultimately, the co-curricular committee believed several elements of institutional life not particularly foregrounded in the general education model warranted additional focus in the co-curricular model. Given the co-curricular committee's choice to pursue an integrative or holistic model, with Kegan's (1982, 1997) theory of self-authorship being highly instructive, the overlap between general education, programmatic, and co-curricular learning is not accidental. It is desired. Given this holistic framework, the committee hopes that the models and plans for co-curricular, programmatic, and general education assessment will migrate into a more uniform and complementary learning system over time.

Committee Process

Once these parameters were constructed into an effective foundation and framework, the committee began the processes of defining co-curricular learning at MiSU and vetting offices, programs, and activities. These elements were necessary to the construction of MiSU's specific plan, but also served to identify the institutional resources and apparatus necessary for implementing, monitoring, and improving the plan. The first issue was settling on a definition.

The definition stipulates, "*co-curricular learning is ungraded learning that happens outside the classroom, which complements the learning occurring inside the classroom.*" With this definition in place, the committee solicited examples of co-curricular activities (Appendix Two) that spanned the breadth of university life. The goal was to begin sifting offices, programs, and activities for those with maximum potential for near-term implementation, and those which would need more extensive assistance before inclusion and implementation. Additionally, this process was used as the mechanism to narrow the student learning goals and outcomes that would represent the core of co-curricular learning at MiSU.

The committee believed it was important to understand the mindset of the campus community and their thoughts on what constituted a co-curricular activity. In order to acquire this information, a survey was sent to faculty and staff asking for examples of co-curricular learning and activities appropriate to the working definition.

Co-curricular Model Developed and Implemented

With the definition in place and offices, programs, and activities being refined, the committee turned its attention to developing the model. What was clear, at least at the outset, was co-curricular learning would be more centralized than programmatic or general education.



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Consequently, in developing the [student learning goals and outcomes](#) the committee decided to pursue a path of focused prescription.

Co-curricular learning at MiSU emphasizes four categories, namely, Leadership, Wellness, Self-awareness, and Career and Professional Development. These categories are defined and have essential parameters that focus on learning and development. For each category, a general goal, *what a student should know and/or be able to do upon graduation*, is specified. Additionally, each category has specific outcomes, connected to its co-curricular goal, stipulating *what a student should know and/or be able to do as a result of what is learned in or through a specific activity or set of activities*. Finally, an office and/or program are encouraged to develop objective(s), *a deliberate task or activity, prompted by a specific outcome designed to broaden and/or mature student leadership, wellness, self-awareness, and/or career and professional development*. Additionally, faculty, staff, and students were surveyed and asked to provide feedback on the proposed categories and their relevance to student development at MiSU (Appendix Three). Figure two relays the basic template of MiSU’s staging of co-curricular learning.

Figure 2: Staging of Co-curricular Learning Goals, Outcomes, and Objectives

Office or Program:		
Co-curricular Learning Goal (CCLG)	Co-curricular Learning Outcome (SLO)	Office and/or Program developed objective
<p>A general statement of what a student should know and/or be able to do upon graduation.</p> <p>What – <i>What do we want students to know/do?</i></p>	<p>A specific statement, connected to a co-curricular goal, of what a student should know and/or be able to do as a result of what is learned in or through a specific activity or set of activities.</p> <p>How – <i>How do we accomplish the WHAT or the student learning goal?</i></p>	<p>A deliberate task or activity prompted by a specific outcome designed to broaden and/or mature students’ leadership, wellness, self-awareness, and/or career and professional development.</p>
<p>Institutional Goals</p> <p>Leadership Goal Statement: Minot State students will develop their leadership skills through individual, group, and community experiences.</p> <p>Wellness Goal Statement: Minot State students will describe</p>	<p>Institutional Outcomes for Respective Goal</p> <p>Leadership:</p> <ul style="list-style-type: none"> ▪ Students will guide others through processes involving collaboration, shared responsibilities, or teamwork. ▪ Students will apply problem-solving skills while working towards a common purpose. ▪ Students will use innovative approaches to solve problems: 	<p>Office and/or Program developed objective:</p> <p>Obj. 1:</p> <p>Obj. 2:</p> <p>Etc.</p>



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<p>and apply the dimensions of holistic well-being.</p> <p><i>Self-Awareness Goal Statement:</i> Minot State students will enhance their intrapersonal competence through their experiences.</p> <p><i>Career and Professional Development Goal Statement:</i> Minot State students will develop the necessary life and professional skills to promote their future success.</p>	<ul style="list-style-type: none"> ▪ Students will affect positive change within their organizations. <p><u>Wellness:</u></p> <ul style="list-style-type: none"> ▪ Students will develop emotional wellness-related knowledge, beliefs, and behaviors that promote individual and community well-being. ▪ Student will develop physical wellness-related knowledge, beliefs, and behaviors that promote individual and community well-being. <p><u>Self-Awareness:</u></p> <ul style="list-style-type: none"> ▪ Students will reflect on their goal-directed behavior. ▪ Students will reflect on their self-efficacy, growth mindset, or confidence. ▪ Students will reflect on their emotional and situational adaptivity. <p><u>Career and Professional Development:</u></p> <ul style="list-style-type: none"> ▪ Students will develop appropriate communication for use in a professional setting. ▪ Students will use effective time-management skills. ▪ Students will demonstrate appropriate demeanor in a professional setting. 	
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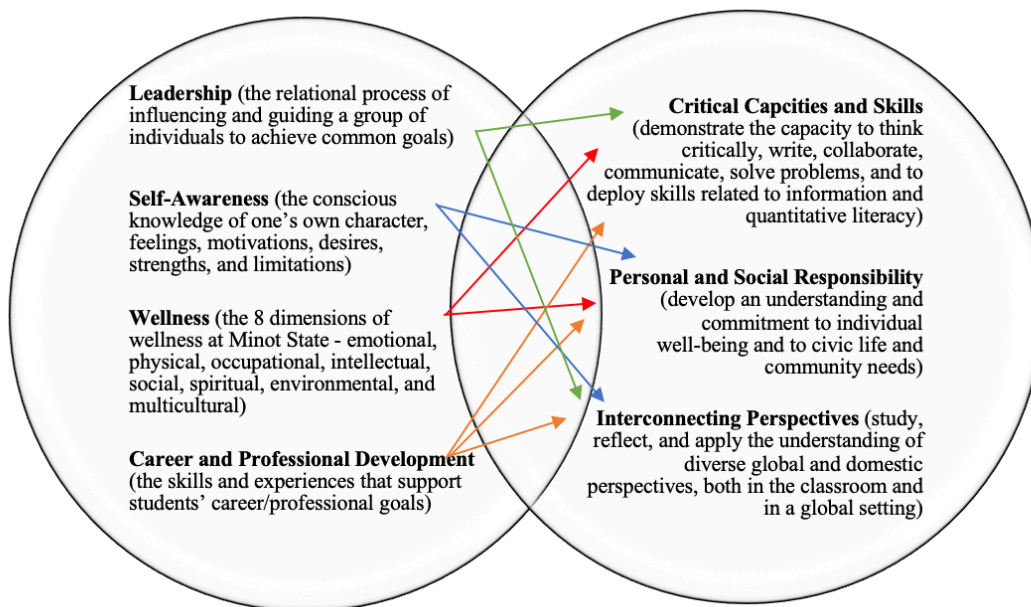
What is evident is the connection to programmatic and general education assessment. As with programmatic assessment, co-curricular assessment is intentionally designed to move from broad goals to outcomes, to specific objectives. This design is intended to keep the institution and institutional personnel focused on how specifically students learn and develop through specific activities and using specific resources. This is more accurately captured in the co-curricular Yearly Program Assessment (YPA) (Appendix Four).



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Additionally, as part of the framework for the co-curricular model, it was imperative to ensure co-curricular learning balanced and complemented the academic curriculum. If co-curricular learning is meant to be “alongside the academic curriculum” (Dean, 2015), it must not live within a pedagogical, content, or structure vacuum. Consequently, activities and programs are designed to fall within the student affairs unit (e.g., residence life), academic affairs unit (e.g., undergraduate research), or be a collaboration between the two (e.g., living-learning communities). More importantly, the committee chose to review and analyze connections between co-curricular learning and the institutions’ general education curriculum to ensure student learning opportunities are as connected as possible. Figure three illustrates the interrelated nature of co-curricular and general education.

Figure 3: Student development connections between co-curricular and general education



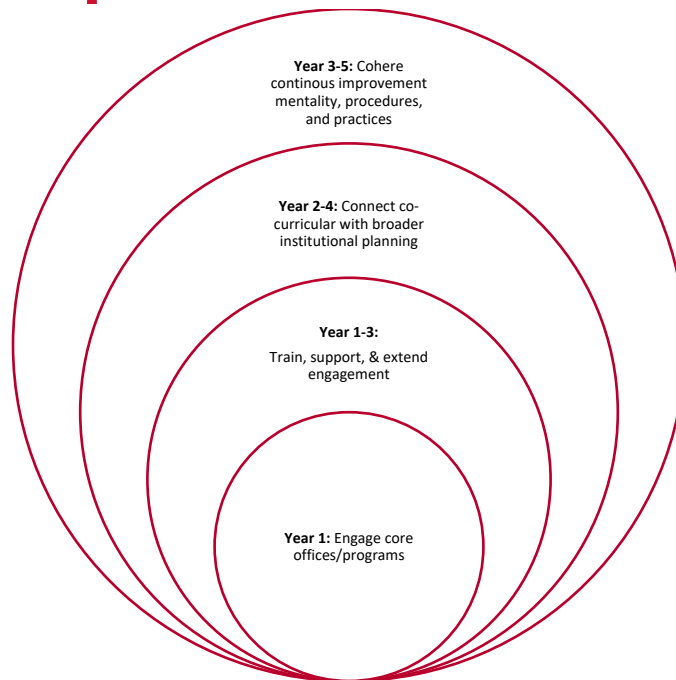
Co-curricular Assessment

A clear delineation of the specifics of what and how students will learn and develop through co-curricular experiences is important and necessary, as are the practices and plans for assessment. In the Fall of 2019 MiSU set in motion a tiered plan that seeks to engage a broad swath of offices, to train and supply resources to said personnel and offices to effectively accomplish assessment, and to connect efforts to broader institutional interests and a continuous improvement cycle. Figure four illustrates MiSU’s plan to implement co-curricular assessment.

Figure 4: Co-curricular Five-Year Plan



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In the academic year 2019-20 four offices, (Academic Support, Wellness Center, Career Services, and Student Activities) began a co-curricular assessment cycle. These offices represent the core of co-curricular assessment at MiSU. Year 1 is focused on developing these core offices/programs. In years 1-3 we will focus on development of the core group through professional training, resource allocation and/or refocusing, and extending co-curricular learning beyond the core group to additional offices/programs relevant to co-curricular learning at MiSU. In years 2-4 we will focus on extending co-curricular learning to nuanced outlets and refining the model so as to focus resources on institutionally-effective collaboration that explicitly moves university vision, mission, and strategic planning forward. Data sets are expected to play a prominent role in this developmental window. In years 3-5 we will focus on model and process coherence, improvement, and maturation of procedures and practices.

Throughout this five-year span several offices and committees are important to our momentum, maintenance, and improvement. First, shared responsibility between the Associate Vice President of Academic Affairs (AVPAA) and Vice President for Student Affairs (VPSA) is necessary and planned. Additionally, the AVPAA and the Director of Academic Assessment (DAA) will supplement senior leadership for the purposes of direct oversight, training, resource development, and day-to-day administrative integration, continuity, and organization. Finally, the co-curricular assessment committee, institutional in composition, will facilitate curation of the model; review, through the use of a rubric (Appendix Five), yearly assessment plans and reports; and communicate with relevant constituencies.

Additionally, MiSU [policy](#) dictates that all programs and/or offices designated as co-curricular participate in yearly co-curricular assessment using the University's proprietary process. The co-curricular assessment template is the primary administrative document used to facilitate yearly co-curricular assessment. Programs and Offices work with direct reports, the Co-curricular Assessment Committee, and the Director of Academic Assessment to facilitate progress and



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refine process. Programs and Offices involved in co-curricular assessment are required to use the co-curricular assessment timeline and calendar as a guide for timely completion. Co-curricular assessment reports are submitted, via an email entitled (Program/office Name_Academic Year_YPA) to the appropriate direct report and to the DAA. Co-curricular assessment reports are cataloged for a period of at least five years for the purposes of internal and external stakeholder review.

In the Summer of 2019, the aforementioned core offices entered the Year 1 planning phase. Planning is concerned with methodology, resources, and timing. The goal is for assessment projects to be implemented with as much intentionality as possible. With plans completed and reviewed by AVPAA and DAA, these offices entered the project phase in fall 2019. Projects are the “heart” of MiSU’s assessment plan. Projects engage students with activities, tasks, and content intentionally designed to provoke development, gauge ability, and provide feedback. Once projects are completed offices report findings and recommendations that will be implemented in the next cycle. The goal of the report is to convey where improvement did or did not occur, and how projects can be sustained, extended, and/or reformulated. The idea is to project how an improvement loop can be closed in the next cycle’s project phase, while simultaneously relaying what loops were closed in the current cycle. Figure five illustrates the phases of MiSU co-curricular assessment corresponding to the academic year.

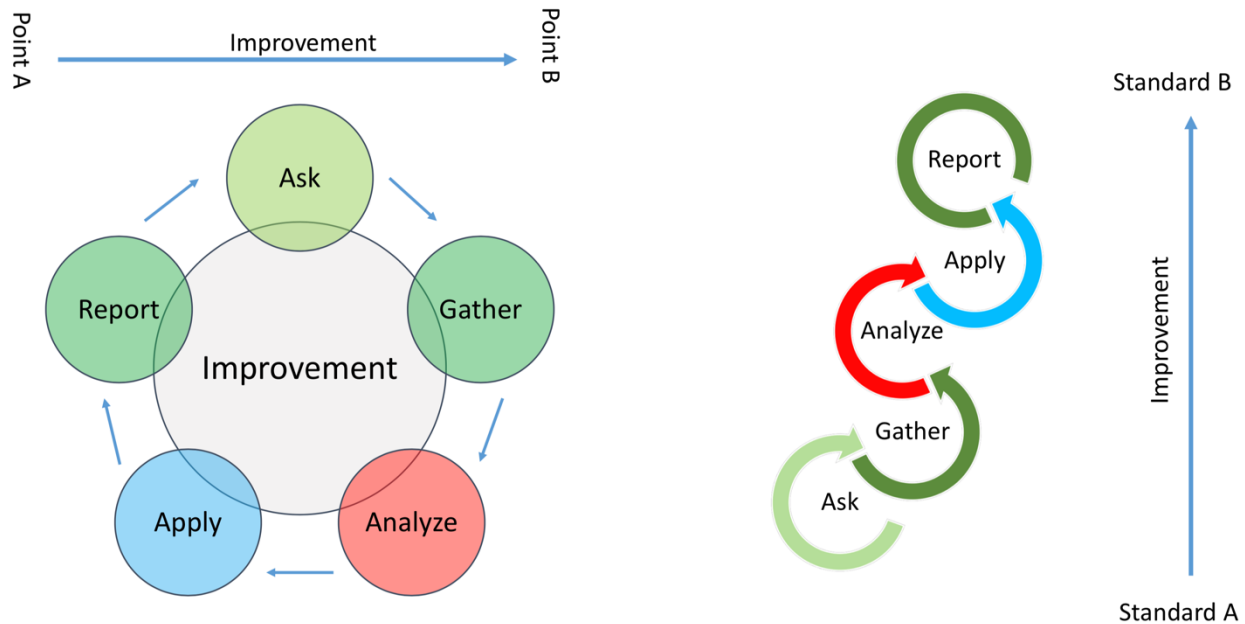
Figure 5: Co-curricular Assessment Cycle - Phases

Assessment Phases			
Yearly Cycle	Plan	Project	Report
June-July	Step 1 Step 2		
Semesters/Blocks		Step 2 Step 3 Step 4	
May-June			Step 4 Step 5

Within each yearly assessment cycle Offices and Programs move through deliberate steps. These steps are meant to convey order and help facilitate the offices’ or programs’ progress. These five steps are Ask, Gather, Analyze, Apply, and Report. As illustrated in Figure five some of these steps overlap. Such connections are bridges that propel institutional personnel forward, intentionally foregrounding their effort and progress and backgrounding the mechanics of the assessment plan. Figure six illustrates co-curricular assessment’s step-wise process.

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Figure 6: Co-curricular Assessment Cycle - Steps



Working in tandem with assessment processes are the documents that facilitate, organize, and capture information for institutional and office/program review, storage, and organization. Assessment at MiSU, whether curricular or co-curricular, is conceived and presented as a continuous-improvement process and its central document, the YPA (Appendix Four), is a living document. This means that MiSU does not produce year-end activity reports. Rather, MiSU’s goal is to integrate assessment into the institution’s ethos. Our intent is to prompt programs, offices, and divisions to continually ask how, where, and what is intentionally being improved, especially in terms of student learning and operational processes. Co-curricular assessment, much like programmatic assessment, uses the YPA to facilitate this goal.

The YPA is an administrative document designed, vetted, and refined by MiSU personnel for intentional university fit. It is designed to capture and convey clear and understandable information to internal and external stakeholders. It is designed to facilitate assessment through the phases and steps addressed in figures five and six. It is designed to be a deliberate context, data, and instrument storage device. Finally, it is designed to capture where programs and offices intend to and do close improvement loops.

Meaningful training and investment of institutional resources went into the development and application of this document. Consequently, YPAs form the “backbone” of curricular and co-curricular assessment. Each year, in-line with the Co-curricular Timeline & Calendar (Appendix Six), offices move through the phases and steps of assessment and collect data that is relevant to their offices and to the institution. As MiSU’s co-curricular five-year plan proceeds, more and more data from assessment projects will be collected, analyzed, cataloged, and used to improve student learning and development across co-curricular categories. Minot State will be responsive to what the data conveys and will seek to refine co-curricular assessment through direct and indirect sources of information.



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Vision for Future Success

As MiSU's five-year plan for co-curricular assessment progresses we aspire to improve our data analytics. This aspiration is not unconnected from general education assessment or programmatic assessment. The growing glut of institutional data and the need to perceive and forecast trends present in data are a couple of the reasons that investment in data discovery, interpretation, and communication resources is desired.

Presently MiSU uses resources like the YPA, Microsoft Excel, SPSS, Minitab, and to a lesser extent Power BI. These tools are helpful and are collectively used to provide greater insight into data-related trends and questions relevant to students and their learning. However, this arrangement is less than optimal. Accordingly, MiSU is considering cost-effective and efficient improvements.

One such potential improvement is integration and use of [Strategic Planning Online \(SPOL\)](#). The SPOL platform is currently paid for by the North Dakota University System (NDUS) and made available to relevant institutional personnel. The benefits of using such software are twofold. First, its integration across multiple institutional tasks, such as assessment, institutional effectiveness, accreditation, and planning and budgeting, makes it efficient. Second, said integration solves the numerous communication issues that often plague institutional effectiveness. However, its use will require a level of awareness and investment in time and training that we have yet to address.

Beyond adding resources, MiSU is committed to continuing and enhancing professional development. It is vital to the quality of co-curricular education at MiSU that applicable personnel be trained, developed, and financially supported. The focus of this training should be two-fold. First, it should concentrate on the specifics of each area. Office leaders, especially those directly involved with co-curricular programming, need to maintain and improve the resources, services, and learning facilitated by said office. This will require that they receive internal and external professional training explicitly related to the content and character of the office. Second, the personnel of supporting offices must be developed through similar external or internal means. The goal is an increasingly professional and skilled support system able to implement increasingly nuanced and sophisticated student- development opportunities.

Finally, along with all of the proposed resources and training for leaders, MiSU remains committed to hearing student input. Co-curricular learning, like general education and curricular learning, is not an end in itself. Rather, its purpose is to positively influence the cognitive, affective, and psychomotor development of students in formative ways. Consequently, student input remains a valued variable in the development of learning, especially learning that – is designed to have as profound an effect on development as co-curricular learning.



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Appendix One: Co-Curricular Assessment Committee Charge



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**Development of MSU's Co-Curricular Committee
and Learning Model, Plan, and Assessment Practices**

Charge Author: Vice President for Academic Affairs, Dr. Laurie Geller

Purpose: Gathering of personnel and resources in order to develop, complete and implement MSU's co-curricular plan

Pertinent HLC evidence request - *"A detailed assessment plan that includes learning outcomes and standardized assessment practices in co-curricular programming and activities"*

Committee Charge:

- Develop a definition of co-curricular learning at MSU
- Determine which offices and activities at Minot State fit that definition
- Determine plan and practices specific to assess student learning gained through co-curricular learning
- Develop means for tracking and documenting results

Proposed Committee Members:

Beth Odahlen, Director of Center for Engaged Teaching and Learning
Katie Tyler, Director of Enrollment
Paul Brekke, Director of Wellness Center
Devin McCall, Director of Residence Life
Bethany Andreasen, Professor of History
Lisa Borden-King, Associate Professor of Education
Jessica Smestad, Director of Honors Program
Cheryl Nilsen, Professor of Mathematics Education
Erik Anderson, Professor of Music
Erik Kana, Assistant VP for Academic Affairs
Michael Brooks, Director of Academic Assessment
Laurie Geller, VP for Academic Affairs
Two students - TBD



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Appendix Two: Co-Curricular Activities at Minot State Survey

Methods

From September 18, 2018 to October 1, 2018, faculty and staff were asked to submit examples of co-curricular activities occurring at Minot State that fit the working definition: Co-curricular activities are those that happen outside the classroom and complement the learning that takes place in the classroom. Students would not be awarded a grade for such activities and they currently may or may not be being assessed. These activities were categorized into similar categories by the co-curricular committee.

Results

Thirty-one faculty and staff responded to the survey with activities they thought represented a co-curricular activity. The activities provided that were deemed co-curricular by the committee (those that were ungraded) were categorized into seven main categories for review. Survey results were coded into similar sections and condensed. The results listed in table one show the activities that the committee felt most related to the idea of co-curricular activities and could potentially be assessed as part of the co-curricular learning at Minot State.

Table 1

Consolidation of Activities Thought to be Co-Curricular at Minot State

What activities do you see at Minot State that represent a co-curricular activity? These activities can be those you coordinate, those you help plan, or those you see students planning.

Wellness/Health/Security	Volunteer/Engagement	Student Activities	Res Life	Academic Support	Veterans
Fitness Certification Workshops and Trainings	Alternative Spring Break experiences-cultural experiences, career cruise, graduate school visits	Student Center support services dining, bookstore, business office, registrar, testing	Housing Program Model	Writing Center	Veteran Club meetings/activities



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Visiting the Student Health provider and/or nurse at the SHC who educates students on how to appropriately utilize healthcare	Civic engagement activities	Community Fair	Living and Learning Communities - Wellness and Honors/Leadership	New Student Orientation	Veterans Week outreach (Service groups on campus Legion, VFW, DAV, AMVETS, Auxiliary, SSVF, Ward County VSO, HUDVASH)
Access Services	Regularly volunteer when area elementary schools host their Fun Night, and this includes collaborating with local teachers, administrators, and parent groups to provide a night or games and educational opportunities for families within the school.	Opportunities to see speakers such as Neil deGrasse Tyson	Residence Hall Association (Student Org)	Peer Tutoring	Campus Veterans events (Flag Day -PTSD awareness Day - Memorial Day -Patriot Day)
Assisting distressed students (detection, prevention, intervention, referral, education)	A winter gear drive, where we collect coats, gloves, stocking caps, and other winter gear items for area students in need.	Halloween at the Dome, where we hand out books and candy to area children.	Student Conduct Meetings (Educational Outcomes)	Starfish	VA Veteran Center monthly on campus in office outreach
Title IX activities	Welcome weekend service projects	Students helping with a STEM event for female elementary and middle school students		Supplemental Instruction	Military Culture Presentation to campus departments
Health Fair	Nursing Mission Trips	DECA Conference Presentations		Peer mentoring	
Health promotion and prevention (physical, mental, and spiritual)	Social Work - Freezing for a Reason	Who is Who Award- Student Activities & SGA		POWER Student retreats	
Physical health (treatment of minor illnesses and injuries)	Volunteer opportunities	Welcome Weekend		POWER student conferences	



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Domestic Violence Awareness Events		PBL and DECA participate in fund-raising activities as well as state and national competitions. The groups also bring in industry experts to discuss current events.		POWER Week for incoming POWER students	
Wellness Wheel Worksheet - 8 Dimensions		Fall semester the students chosen to be in the Leadership Program complete the personality/leadership test during fall semester.			
Access Services (accommodations for persons with disabilities)		Student Leadership positions such as RA's, RHD's, Orientation Leaders, Student Ambassadors, Student Employees, Student Government			
Emergency preparedness (e.g. shooter, infectious disease outbreak)		Annual International Cultural Celebration			
Step Up		Study Abroad Information Sessions			
Wellness Staff - Team Building & Staff Training		Activities planned and organized by the International Student Organization			
Consultation with faculty for planning and advising students with chronic health conditions (e.g. seizure disorders)		Religious Celebrations Around the World display			



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Suicide prevention (prevention, detection, intervention, education, training)		Annual Spring Honor Dance & Powwow Celebration			
Mental health (counseling services, e-chug, ATOD)		Athletic team participation in community service activities			
Flu clinics, immunization compliance, and program requirements (nursing, international students)		Athletic team captains or team leadership council			
		Student-Athlete Advisory Council			
		Finance Club attends the Berkshire Hathaway Annual Stockholder meeting as well as manage the investment dollars provided by the SEA.			
		The Entrepreneurship Club helps start-up companies create and evaluate business plans.			
		The Accounting Club brings in industry experts to speak with them.			
		Honors Council.			



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Appendix Three: Minot State Co-Curricular Learning Activities Faculty and Staff and Student Feedback

Method

The survey was delivered to recipients via email list serves (all faculty, all staff, and all students), and recipients submitted rankings and comments between February 20, 2019 and March 11, 2019. The survey was anonymous and reviewed by the Co-Curricular Committee.

Results

More than 500 Minot State University community members completed the survey; figure six provides a breakdown of who completed the survey.

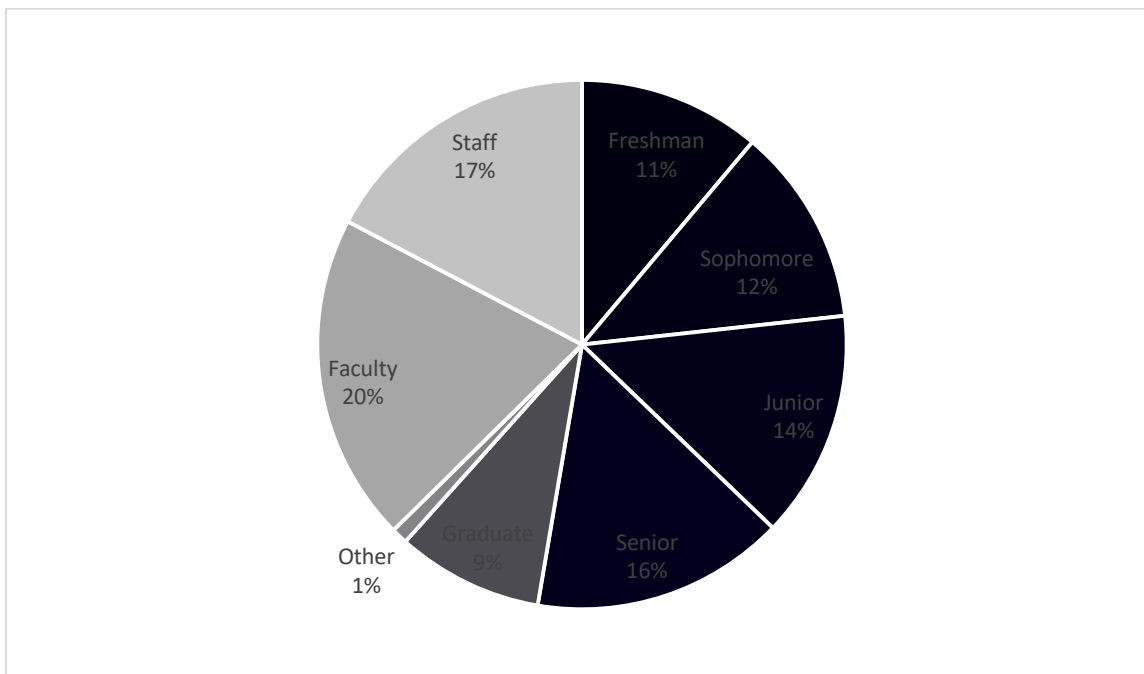


Figure 6. Breakdown of faculty, staff, and students completing the survey.

Faculty and staff results were viewed together and compared to student results. Self-awareness and career and professional development were ranked as the top categories of importance to student development at Minot State by both faculty and staff and by students. The average of



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the rankings for all four categories were ranked at important or very important. Table two provides an overview of the rankings, while table three provides an outline of the additional comments by students and faculty or staff.

Table 2

Importance of Proposed Co-Curricular Categories in Student Development at Minot State

<i>Category</i>	Average Student Ranking	Average Faculty/Staff Ranking
<i>Leadership</i>	4.02	4.21
<i>Self-Awareness</i>	4.37	4.28
<i>Wellness</i>	4.28	4.21
<i>Career and Professional Development</i>	4.41	4.44

Table 3

Comments from Survey

Faculty/Staff Leadership Comments
While leadership is important, students are here to learn. Some are distracted by the leadership roles they may take.
This is covered in departmental goals
Co-curricular activities as defined for me are optional experiences that don't affect leadership. Most listed as examples are not even explicitly for MSU students. (Unless you are referring to the leadership in hosting/putting the activities on for others?)
Please please please do not create new categories the need definition, rubrics, assessments, etc. Why don't we use the developmental content in the Gen Ed?
I don't see the need for the four categories. Try not to complicate this additional assessment or you will have a tough time getting participation.
How would co-curricular programs do this? It is already addressed by academic programs.
I would be more behind the idea of emphasizing servant leadership. Or even emphasizing leading towards the common good.
It is important but lacking at Minot State University. Students need the ability to empower others through a collaborative process and distribution of responsibility.
Faculty/Staff Self-Awareness Comments
I'm not sure academic institutions at the collegiate level should delve into this personal construct. None of our business.



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I don't know that developing categories is the right way to go about this.
Self-awareness also needs to include an honest desire to understand how others see us, and if that is similar to or different from our own perception, and why.
I am not sure this is co-curricular... Good curriculum with meaningful delivery helps students figure this out.
This is covered in gen ed.
I think the activities may be useful (as above) If the activity is a creative endeavor for the college student (they are creating the activity for someone else)
Please please please do not create new categories the need definition, rubrics, assessments, etc. Why don't we use the developmental content in the Gen Ed?
Their character is their own business, as mine is mine. I seek to encourage them to think.
How would co-curricular programs do this? This is part of the purpose of general education.
I talk with so many students who believe they know who they are. They know their rights, but they fail to know their responsibilities.
It is important but lacking at Minot State University. Students need the ability to respond resiliently to adversity and life challenges in a flexible and healthy manner.
Faculty/Staff Wellness Comments
I don't understand the role of a university in all of these areas, especially emotional, physical, and spiritual wellness. We are not students' parents.
I feel this is not an academic concern. Instead it is a personal concern that should be dealt with on one's own.
This is covered in gen ed.
Please please please do not create new categories the need definition, rubrics, assessments, etc. Why don't we use the developmental content in the Gen Ed?
I am not sure this is something we can or should teach. It is an awareness that the student needs to accept. Plus, it is my belief that interests can develop in University but time is important to work hard. I often tell my students, it is 4 years of your life, then you will have a life. I am not sure school should be a balanced endeavor.
How would co-curricular programs do this? This is part of the purpose of general education.
I prefer awareness of how actions affect others, complementing self-awareness.
Very broad and can encompass almost anything.
While I think this is important, as stated it would require that eight different assessment criteria be surveyed. I don't think that's workable.
Not all areas listed are of importance. However, categories such as intellectual (critical thinking), social (communication skills; interpersonal skills), and multicultural are of importance.
Faculty/Staff Career and Professional Development Comments
Some students are still exploring options in undergraduate school. Career and professional development needs to include a range of assistance, exploratory options and their own skill sets for those still deciding and direct assistance from those in their field for those who have already explored and set a clear goal.
This is covered in departmental goals.
Please please please do not create new categories the need definition, rubrics, assessments, etc. Why don't we use the developmental content in the Gen Ed?



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How would co-curricular programs do this? It is already addressed by academic programs.

Is part of the 8 Dimensions of Wellness. A little redundant.

Our current co-curricular activities in this area frankly are so weak that I have a hard time assigning importance to this.

It is important but lacking at Minot State University. Existing programs do not meet goals for the 21st Century Learner.

Faculty/Staff Overall Comments

Campus Engagement, on, and off campus is important. It seems like when students see President Shirley, or other VP's in and around the community, you hear about it. Especially at games, and functions that normally only students attend. Faculty and staff outreach, it is important for the students to feel as though they are also being seen and heard.

This is embarrassingly dumb.

I think the committee should focus on identifying where co-curricular is happening on campus and working with departments/groups to determine how (or if) assessment is taking place. Building the categories seems like we are trying to compartmentalize the on-going activities which isn't the point. The point is, do we know that the co-curricular activities we have in place are meeting student needs? Are we making changes based on student feedback?

In my undergrad years, my best experiences came from actual work. Internships, part-time side jobs related to my field, freelance projects with actual clients, etc. Classroom projects are fun and entertaining and may teach skills... real work though with real employers/clients/customers is a completely different experience. I believe every student should have some form of authentic experience while pursuing their studies, at the bare minimum an internship or placement.

This may fall under #6, but should have more emphasis. College-aged students are expanding their horizons about the world and their own mindsets. This takes a willingness to examine perspectives beyond their own and how/why others hold those perspectives. The best way to do that is through proximity to others in everyday situations. In what ways do we assure this happens for our students, local students and those who come from far away?

It is hard to relegate these important tasks to co-curricular. As I said above, a strong curriculum with meaningful delivery will help students figure out where they fit in the world.

Please stick to HLCs idea about co-curricular, that it is a SUPPORT SERVICE, not another academic unit!!!

Unless co-curriculars are curricular, few MSU students participate. My perception is that few faculty even know what they are or have them as part of their course expectations. Make it up to address HLC.

This process needs to begin with questions not categories. What do we want to know about our cocurricular activities? The answers to this question should drive the process.

Why are we taking the difficult road (yet again) when it comes to making unnecessarily burdensome activities for all to implement and maintain? If we took several of our current Gen Ed developmental categories and assessed them 'outside of the classroom', we could see how the institution is meeting those categories. It would make our institution stronger and tighter (working together) if we had campus-wide assessment goals/measures/outcomes. Please do not create something new. Use what we have!

Leadership better than generic service. We need to be producing leaders more than worker bees.



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Thank you for the stupendous work organizing co-curricula assessments!

I suggest you go to student data in which they describe the kind of supports are important and whether they are already provided. Then use data to make a decision about how well co-curricular programs are doing.

Sophisticated Internships to integrate the academic theories with the applied factors and attributes.

The club in our department start out large but by the end of the semester ends up being a hand full. Students work too much.

These experiences are not only important for student education, but personal and professional development as well. Co-curricular activities allow students to grow into more well-rounded individuals and academics.

Clinical experiences fall within the working definition and the scope of application and should not be excluded from the co-curricular program.

I know the activities of the student organization in my discipline are immensely helpful in all four of the categories listed.

Do we really need one more thing to assess?

Would love to see an emphasis on service.

When we revamped general education, the developmental categories were developed through input of the campus in regards to what competencies we thought a Minot State graduate should possess. We all need to be working toward assisting our students toward those competencies not creating separate ones for co-curricular. Having all of us work toward assisting students in developing the competencies identified by the campus creates collaboration between co-curricular entities and academic entities. We should be working as one toward the same goals for our students. Working together toward the same goals creates a unified campus and a sense of a common purpose. If we have the same student outcomes, co-curricular can complete the same annual assessment reports academics complete. Co-curricular units would have program goals, student learning outcomes related to general education, and have ways of measuring outcomes which then relate to their budgeting needs. New measure may not need to be created for some units. For instance one would expect better achievement or retention in student receiving tutoring or mentoring. For personal wellness (already a developmental category), in courses which have personal wellness content, added to the rubric could be attendance of co-curricular activities related to personal wellness. You could assess whether those students who attended more co-curricular activities were rated higher on the rubric than those who did not attend co-curricular activities related to personal wellness.

I am a bit worried in terms of what this will mean for my already high workload. I understand the importance of assessing academics, but assessing the 'wellness' of my students - huh?

Teaching Leadership skills benefits the students in all areas. Emphasis on career and professional development will enhance the "value" of the student's experience at Minot State.

This is ridiculous. The university should push back hard against the HLC on this issue. Student participation in things like NotStock and Darwin Day do not need to be assessed. This is a prime example of the this creeping assessment. What next - assessing intramural sports? What better way to kill extra-curricular activities than to place an assessment burden on the faculty and staff that are trying to do something worthwhile in the community.

Co-curricular learning outcomes that are needed at Minot State University to meet 21st century learning : 1.) Civil and Social Responsibility-Ability to identify and address the needs of the community collaboratively to facilitate positive social change. 2.)



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Communication Skills- Ability of students to express and interpret concrete and abstract information in a variety of ways to effectively convey ideas. 3.) Critical and Creative Thinking- Ability to recognize and effectively manage ambiguous ideas, experiences and situations. 4.) Intercultural Competency-Ability to understand that there is an inequitable distribution of social power within society, resulting in advantages for some and disadvantages for others. 5.) Interpersonal Skills-Ability to foster an inclusive environment by shared goals; 6.) Leadership-Ability to empower others through a collaborative process and distribution of responsibility; 7.) Self-Awareness if it deals with the ability to respond resiliently to adversity and life challenges;

I haven't seen what the co-curricular definition is or what areas are involved so I'm not in a position to comment. I do know that providing students with a well-rounded education is important. Thank you.

I believe co-curricular learning is incredibly important for integration and retaining of knowledge, the development of critical thinking skills, and the understanding of how real world experience relates to classroom learning.

It'd be hard to say any of these are anything less than "very important" but if I were ranking them, I'd say Career and Professional Development is probably the most useful to all types of people.

I think some of the definitions of the categories are too broad to be assessed effectively. For instance, "wellness" includes "occupational" concerns, yet "career/professional goals" is also given its own category.

I feel we are a campus who thinks we don't need these types of evaluations, but we definitely do. I know this is early in the process, but are we limiting the way we look at co-curricular by only having these four categories? Maybe you are looking to start small and grow? My most meaningful experience was co-curricular so this is definitely something needed, even if some people don't believe it is.

According to one article I found stated there is little research of co-curricular learning for students with disabilities. Another article mentioned structured activities outside of the classroom benefits students/disabilities. Most importantly students w/disabilities voices should be heard or thought about when developing co-curricular learning.

I enjoy co-curricular activity as part of my role as faculty, in particular, mentoring undergraduate research. I find it to be creative and reciprocally fulfilling. I hope that this area of my work remains this way and doesn't not become the intense subject of unnecessary scrutiny.

Financial planning should be it's own category and not considered a part of wellness where students will have to choose one or the other. Students need both.

Student Leadership Comments

Contribute in the classroom and outside of the classroom

Some people don't like to be leaders

I'm just a number on campus. I'm like everyone else.

Not everyone is capable of or comfortable with leading people. Forcing people into those situations could result in students leaving the university or class. I think the options for leadership should exist but not be mandatory requirements



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the student government does not do much
Not all students want to be leaders. Some do better working equally in a group.
It is a personality type, some people cannot be forced to be leaders, nor should they be.
I am on the BSC campus with Minot State. Though I feel that my classmates (7 of us) have developed immensely in our time together, I would say we developed more through our volunteer experiences and from each other; we do not feel that Minot State positively encouraged us to value Leadership.
Mediocre athletes are more appreciated from MSU than “regular” students
Leaders can't force student to achieve common goals. They need a group to identify with.
Student Self-Awareness Comments
My goal in to finish school nothing more yet.
This is not the responsibility of the university to aid their students in this area.
I don't feel it's the schools job to make me self-aware.
I feel like the rest of college already does that. By trying new things you get to learn about your strengths and weaknesses. Also there are a lot of events, contests and clubs that students can join to see what they like and don't like.
Student Wellness Comments
It would depend on the person, and if they have other things outside of campus life.
I think mental health is extremely important and doesn't fit into any of the categories listed.
While other universities in ND shut down for severe life threatening weather MSU did not. Put your pride aside and focus on your students and their safety.
Student Career and Professional Development Comments
Don't really have hands on ways to determine if I'm in the right career or not.
We have been left on our own to find our own resources and developments; minimal opportunities have been provided by Minot State.
Student Overall Comments
Wellness is extremely important especially the mental portion.
While I believe that these things are important, I do not feel that MSU does a particularly great job of providing these skills.
I believe that Minot has such experiences for students but does not address the students enough for them to fully have the experience.
I feel that all of these factors create the greatest experience for the student. They cannot be given in place of the other. They are all equally important.
I don't' really think they take our opinions into consideration. It may get talked about one day and then nothing gets done
This survey seems geared and skewed toward the youngest students. As a non-traditional student, I did not find these questions at all stimulating.
I'm not sure if this applies but as a parent attending school I wish there was childcare offered at MSU for those parents who may only need care during class hours. I attend classes 1 hour a day 4 days a week and had trouble finding someone to watch my child during these hours bc of scheduling. I also have heard other students mention the need as well. I'm actually struggling with the lack of support for students that are parents as well. Thankfully I have had very understand professors who have worked with me but it's not always a guarantee.



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I believe that all of these are important factors that contribute to a healthy and successful individual, however I do not feel that this institution sets anyone up for success. College is currently outdated and needs to advance with the rest of the world. It should not take 4 years to receive a bachelor's degree in the age of information. I have learned more from Youtubers for free than the entirety of my educational pursuit at MSU. School needs to hone in and fine tune the important skills and allow students the opportunity to focus solely on their interests and what they feel is important to them, not what the institution tells them they have to do because the institution deems it necessary.

Every Student should be put into hard leadership roles that test limits. If you are talking about the theory of leadership, then you are wasting peoples time. Also, I'm not sure if most people understand what leadership is. I have found that there is a distinct difference between a leader and a manager. An NCO in the military that follows the core values is a leader. Everyone else is a manager. Everyone should be self-aware. On the other hand, they don't need to be public in their self-awareness. One persons or groups feelings should not outweigh what is best for the populace.

Instructors should be able to address multicultural differences regarding these four aspects to cater to all students, not just students from the majority group

I think the Minot state website is not very user friendly for an actual student. Finding what I need and where it is is very frustrating at times.

I think that co-curricular groups have allowed me to apply what I have learned in the classroom to a real-life setting. This experience has been beyond valuable to me as I am now looking for a job after college.

Would be great if all programs could be considered to add this. I feel that nursing students often don't get included in things like this and we miss out because of our busy schedules

Minot state needs to support developing student organizations. Even SGA is deterring student influence and leadership. No proper guidance from the university's leaders and that should start with SGA.

The qualities listed on this survey make me think of "life experience" more than "co-curricular".

The Music Division has two very unique co-curricular activities that are essential to the development of the music students careers. The Western Plains Opera Company and Minot Symphony Orchestra. I would not have gained as much experience as I have without it.

I believe the 8 dimensions of wellness were not explained thoroughly enough to me as a College of Business student. I think all students struggle with allocating their time between schoolwork, a job, and multiple other areas of life. Teaching us balance at an early age will help out in the future so we aren't such overwhelmed adults.

If the point is to help graduate students that have a more positive impact in/on the world after they graduate, then there should be a greater focus on diversity

Students need to find who they are when they come to university, and creating social groups and getting involved with something, that each respective student is passionate about, is an important part in developing the mind for the future.

Try addressing older students, they have a totally different set of needs

I think that at times people's co-curriculars are going to have more impact on our future careers than some of the information we are learning in our specific degrees. All of the previous topics have to do with being a professional adult in any field. I also think that many individuals lack



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these skills even if they think that they possess them. Training on these topics is a much needed resource for the upcoming generations.

Being on the BSC campus with Minot State is a slight disadvantage to start with as each university has it's "silo" areas; we are not associated with on campus. Our professors, for the most part, have been very inclusive and caring about our well being. But beyond our professors, we have not felt cared about nearly as much as the students on the Minot State campus are cared about. We are not checked in with and often when we call the main campus, everyone is unaware that we are even a student with them. It's disheartening that there is no "radar" on those of us on the BSC campus.

All important but easier said than done. It will take time to change the culture on campus.

I think that it works well and it is a nice program to have.

It's very beneficial

Independent

I believe putting classmates together and making them work in teams is very beneficial. It's something we'll have to do in the work field after we graduate.

I have enjoyed all aspects of learning and think all of these areas are important. MSU is wonderful!

I feel like wellness is already emphasized a lot but it is very important. Its just some new majors that lack a lot of professional skills and learning that prepares students for the real world.

I find that most students that I speak with about Univ 110, feel that the directions are not as clear as other courses. I realize that the motivation behind it is to teach students that if you miss a class you could miss important information. However, we have found that it is disproportionate to other classes. For example, each quiz is 80-90% based on the notes we take from a slide show only shown in class. We cannot receive this information from any other source. She hands out the test a day or two sometimes 4 days before the quiz is due. However if you are not there for the day she hands it out you are not allowed to take the test, even though there may be several days before it is actually due.

I would like to see more for graduate students.

Honestly a waste of time and money. A majority of people bs their way through these classes so what are they really even worth?



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Appendix Four: Co-Curricular and Administrative Yearly Program Assessment

(Office/Program Title)
(year) Yearly Program Assessment (YPA)

1. **Administrative Office Leader:**
2. **Administrative Office Mission Statement:**
3. **Location(s) where Goals are Implemented:**

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Form 1 - Listing of Student Learning, Co-curricular, & Program Goals

STUDENT LEARNING GOALS

(What and/or how students generally learn and develop from interacting with the office, program, and program personnel)

Column 1	Column 2
	Related MSU Strategic Goal #
Student Learning Goal 1:	
<ul style="list-style-type: none"> • Outcome 1 – • Outcome 2 – • Etc. - 	
Student Learning Goal 2:	
<ul style="list-style-type: none"> • Outcome 1 – • Outcome 2 – • Etc. - 	
Student Learning Goal 3	
<ul style="list-style-type: none"> • Outcome 1 – • Outcome 2 – • Etc. - 	
Student Learning Goal 4:	
<ul style="list-style-type: none"> • Outcome 1 – • Outcome 2 – • Etc. - 	
Student Learning Goal 5:	
<ul style="list-style-type: none"> • Outcome 1 – • Outcome 2 – • Etc. - 	

CO-CURRICULAR LEARNING GOALS

(What and/or how students specifically learn or develop through co-curricular activities, programs, and content)

Column 1	Column 2
	Related MSU Strategic Goal #
Co-Curricular Goal 1:	
<ul style="list-style-type: none"> • Outcome 1 – <ul style="list-style-type: none"> ○ Objective 1: • Outcome 2 – <ul style="list-style-type: none"> ○ Objective 1: • Etc. - 	
Co-Curricular Goal 2:	
<ul style="list-style-type: none"> • Outcome 1 – <ul style="list-style-type: none"> ○ Objective 1: • Outcome 2 – <ul style="list-style-type: none"> ○ Objective 1: • Etc. - 	
Co-Curricular Goal 3	
<ul style="list-style-type: none"> • Outcome 1 – <ul style="list-style-type: none"> ○ Objective 1: • Outcome 2 – <ul style="list-style-type: none"> ○ Objective 1: • Etc. - 	
Co-Curricular Goal 4:	
<ul style="list-style-type: none"> • Outcome 1 – <ul style="list-style-type: none"> ○ Objective 1: • Outcome 2 – <ul style="list-style-type: none"> ○ Objective 1: • Etc. - 	

OPERATIONAL GOALS

(What and/or how the office, program, and personnel intentionally plan to improve)

Column 1	Column 2
	Related MSU Strategic Goal #
Operational Goal 1:	
<ul style="list-style-type: none">• Outcome 1 –• Outcome 2 –• Etc. -	
Operational Goal 2:	
<ul style="list-style-type: none">• Outcome 1 –• Outcome 2 –• Etc. -	
Operational Goal 3	
<ul style="list-style-type: none">• Outcome 1 –• Outcome 2 –• Etc. -	
Operational Goal 4:	
<ul style="list-style-type: none">• Outcome 1 –• Outcome 2 –• Etc. -	
Operational Goal 5:	
<ul style="list-style-type: none">• Outcome 1 –• Outcome 2 –• Etc. -	

Form 2a - Assessment Cycle Informative Table – Plan (Goals/Outcomes, Methodology, Target)

ALL STUDENT LEARNING GOALS

Goals/Outcomes/Objectives	Target	Methods
State the Student Learning Goals/Outcomes/Objectives	Expected Benchmarks for Success	Describe the Assessment Methodology
		<ul style="list-style-type: none"> • Activity • Instrument • Time Frame • Personnel Involved

ALL STUDENT CO-CURRICULAR LEARNING GOALS

Goals/Outcomes/Objectives	Target	Methods
State the Co-Curricular Learning Goals/Outcomes/Objectives	Expected Benchmarks for Success	Describe the Assessment Methodology
		<ul style="list-style-type: none"> • Activity • Instrument • Time Frame • Personnel Involved

ALL OPERATIONAL GOALS

Goals/Outcomes/Objective	Target	Methods
State the Operational Goals/Outcomes/Objectives	Expected Benchmarks for Success	Describe the Assessment Methodology
		<ul style="list-style-type: none"> • Activity • Instrument • Time Frame • Personnel Involved

Form 2b - Table of Measures

Form 5 exists as a digest of data and materials used in the assessment process. In the space below please list the types of direct assessments and indirect assessments used in the assessment process. In the table below, simply list the name of the instrument, whether it was direct or indirect, who was the participant(s), and how the data is/will be used.

Definitions: Direct Measures are instruments such as projects, observations, performances, etc.

Indirect Measures are instruments such as surveys, focus groups, etc.

Name	Direct or Indirect Measure	Participants	How is/will data used?

Form 2c - Assessment Cycle Informative Table – Project (Gather, Review, Interpret)

Student Learning Goal, Outcome, Objective	<p style="text-align: center;">Gather, Review, & Interpret Gather, share, and interpret findings & indicate whether target was met or not met.</p>
<p style="text-align: center;">Ex. 1.1.1</p>	

Co-Curricular Goal, Outcome, Objective	<p style="text-align: center;">Gather, Review, & Interpret Gather, share, and interpret findings & indicate whether target was met or not met.</p>
<p style="text-align: center;">Ex. 1.1.1</p>	

Operational Goal, Outcome, Objective	<p style="text-align: center;">Gather, Review, & Interpret Gather, share, and interpret findings & indicate whether target was met or not met.</p>
<p style="text-align: center;">Ex. 1.1.1</p>	

Form 2d - Assessment Cycle Informative Table – **Report** (Recommendations, and Implementation)

Student Learning Goal, Outcome, Objective	Recommendations and Implementation Comment/Relay any improvements/changes that were the result of this cycle’s assessment
Ex. 1.1.1	

Co-Curricular Goal, Outcome, Objective	Recommendations and Implementation Comment/Relay any improvements/changes that were the result of this cycle’s assessment
Ex. 1.1.1	

Operational Goal, Outcome, Objective	Recommendations and Implementation Comment/Relay any improvements/changes that were the result of this cycle’s assessment
Ex. 1.1.1	

Form 3 – Budget recommendations based on assessment results

Budget Recommendation	Type	Related Strategic Goal	Amount Requested	Timeline Prioritization

Form 4 – Three-year Reflection Assessment Table

ALL STUDENT LEARNING GOALS

Column 1	Column 2	Column 3
Specific Recommendations Resulting from Assessment in 2017-2018	Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2019-2020

ALL STUDENT CO-CURRICULAR LEARNING GOALS

Column 1	Column 2	Column 3
Specific Recommendations Resulting from Assessment in 2017-2018	Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2019-2020

ALL OPERATIONAL GOALS

Column 1	Column 2	Column 3
Specific Recommendations Resulting from Assessment in 2017-2018	Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2019-2020

Form 5 – Appendices

This is a place to provide copies of an instrument, more in-depth data/results, anything the reporter does not want to “squash” into a column.



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Appendix Five: Co-Curricular Assessment Rubric



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MSU Co-Curricular Program Assessment Rubric

This rubric is intended to provide feedback on co-curricular action plans and assessment. Each component of Minot State University’s assessment template is incorporated in the rubric. A sustainability component is included as well, providing the expectation that each co-curricular office/program will sustain a well-designed and manageable assessment plan and process to inform decision-making.

Action Plan Elements	MiSU Minimum Expectation	Developing	Proficient	Comments
Goals	<p>The unit/program plan includes at least one co-curricular goal.</p> <p>Please note: The unit/program plan may include a combination of student learning, co-curricular, and operational goals.</p>	<p>The co-curricular unit/program does not use the university developed goal statements OR does not use them completely.</p> <p>Goals are somewhat applicable to the long-term aims and purposes of the co-curricular unit and align with its mission, with moderate success.</p>	<p>The co-curricular unit/program uses the university developed goal statements.</p> <p>Goals are applicable to the long-term aims and purposes of the co-curricular unit and align with its mission.</p>	
Outcomes	<p>The unit/program plan includes at least one co-curricular outcome.</p> <p>The plan may include a combination of student learning, co-curricular, and operational outcomes.</p>	<p>The co-curricular office/program does not use the university developed outcome statements OR does not use them completely.</p> <p>Outcome statements are somewhat applicable to the long-term aims and purposes of the co-curricular unit and align with its mission, with moderate success</p>	<p>The co-curricular office/program uses the university developed outcome statements</p> <p>Outcome statements are applicable to the long-term aims and purposes of the co-curricular unit and align with its mission.</p>	
Objectives	<p>Specific: Objectives relay concrete skills/knowledge/tasks the student will complete or master.</p> <p>Measurable: Objectives allow for quantification or qualification.</p> <p>Attainable: Objectives are reasonable in relation to the activity, the instrument, the student.</p> <p><i>Examples of specific, measurable, and attainable objectives:</i></p> <ul style="list-style-type: none"> <i>The student will accurately identify four of the five elements of consent.</i> <i>The student will accurately label and describe the parts of a business letter.</i> 	<p>Objectives are generally measurable and attainable, with only minor or occasional deficiencies.</p>	<p>All objectives are measurable and attainable, with no deficiencies.</p>	



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	<ul style="list-style-type: none"> The student will accurately use and reflect on one leadership strategy in their Welcome Weekend group. 			
Measures/Instruments	<p>Assessment measures are clearly linked to the objectives.</p> <p>For each objective, at least one direct and/or one indirect measure is identified</p> <p>Direct Measure – Test, Writing Samples, Presentations</p> <p>Indirect Measure – Surveys, Questionnaires, Focus groups</p>	<p>Relationship between assessment measure and objective is unclear or incomplete.</p> <p>Unit/program does not identify and use one direct or indirect measure per objective.</p>	<p>Assessment measure is clearly linked to objective.</p> <p>Unit/program identifies and uses at least one direct or indirect measure per objective.</p>	
Targets	<p>An appropriate target is identified for each measure and aligned with the objective.</p> <p>Targets give the unit/program a reference point for achievement.</p> <p>Examples:</p> <ul style="list-style-type: none"> 50% Attendance 85% of attendees will.... Scores range within one standard deviation By the End of the Semester 	<p>Unit/program does not identify and use one target per objective</p> <p>Target is unrealistic for the objective or assessment measure.</p>	<p>Unit/program identifies and uses at least one target per objective.</p> <p>Target is realistic and appropriate for the objective or assessment measure.</p>	
Project Elements	MSU Expectation	Developing	Proficient	Comments
Results	<p>Results are consistent with the information provided for the corresponding measures and criteria.</p> <p>Recorded results are detailed (include references to written reports, exact numbers and percentages of participants surveyed, measure descriptions, results collection date, responsible unit members).</p>	<p>Results are occasionally or rarely consistent with corresponding measures and criteria.</p> <p>Data is incomplete.</p>	<p>Results are consistent with the corresponding measures and criteria.</p> <p>Results are recorded for all measures.</p> <p>Results include considerable detail for informed interpretation in the discussion section.</p>	
Discussion	<p>Detailed statement explaining what the results indicate. Interpretation assists informed decision-making about unit strategies, processes, and services.</p> <p>In the review of results, consideration is given to the strengths and weaknesses observed across the selected measures</p>	<p>Discussion is incomplete. While interpretation does identify strengths and weaknesses, interpretation is not specific enough to inform decision-making about the unit's strategies, processes, and services.</p>	<p>Comprehensive discussion is provided for all results.</p> <p>Interpretation explains the results, identifying the strengths and weaknesses observed across the selected measures related to the outcome(s) being assessed.</p>	



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	related to the outcome(s) being assessed. How the results can be used to make improvements is also discussed.		Information is consistent with Action Plan (goals, outcomes, objectives) Interpretation is specific enough to inform decision-making about the co-curricular unit's strategies, processes, and services.	
Report Elements	MSU Expectation	Developing	Proficient	Comments
Action and Follow-up	Based on results and interpretation, co-curricular unit members suggest and implement actions to improve or modify the program/services. The rationale for proposed actions is clearly documented. Implemented actions are assessed in subsequent assessment cycles and documented in the assessment and action plan.	Action items and follow-up are incomplete. Fewer than one action item per outcome is provided AND there is no rationale for omissions. Rationale and plan(s) for follow-up on action items is unclear or incomplete.	An action item is identified for all outcomes being assessed in the current cycle. The rationale for a proposed action is detailed, clearly described, and consistent with the results. OR "No actions" decision is stated and provides clear justification (i.e., clear explanation of the absence of actions). The impact of the previous actions has been measured and recorded.	
Sustainability	MSU Expectation	Developing	Proficient	Comments
Sustaining Assessment	Co-curricular units sustain a well-designed and manageable assessment plan and process to inform decision-making. All unit's members participate in the assessment process and are provided an opportunity to recommend improvements to assessment processes.	Assessment processes are sporadic and assessment results may or may not be used. Participation in assessment process is not universal among unit's members Action planning may or may not be used by unit	Assessment processes are a regular part of the co-curricular unit's functioning and inform decision-making. The results have been discussed and evaluated at a meeting of all unit's members leading to informed decision-making. An action plan detailing how modifications have been implemented and the impact of actions over time is clearly described. Unit's members annually review assessment processes and implement changes as needed.	



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Appendix Six: Co-Curricular Timeline and Calendar

Responsibility	Action	Completion Dates	Synopsis of Procedure
Program/Office	Offices enter <u>planning phase*</u> of co-curricular assessment for upcoming year	June 2 – July 31 *Some programs may begin project phase during this timeframe.	Program/Office directors and appropriate VP's will meet, discuss previous year's feedback, and develop strategy for A) Closing the loop on improvement items, B) Implementing data driven changes to assessment procedures and processes for program/office improvement, C) Implementing data driven changes to pedagogy and co-curriculum for student learning improvement. Assessment steps of <i>Ask</i> and <i>Gather</i> are completed.
Program/Office	Submission of Yearly Program Assessment (YPA) to VPAA's office via DAA	June 1-15	Directors submit YPAs to Vice President of Academic Affairs (VPAA) office via Director of Academic Assessment (DAA) and appropriate direct supervisor. Director of Academic Assessment reminds YPA authors of submission deadline one week before submission deadline. Documents are stored and organized on MiSU VPAA SharePoint site. Assessment step of <i>Report</i> is completed.
DAA	Finalization of YPA report submission, storage, organization, and audit by DAA	July 1	DAA and VPAA confirm all applicable YPAs are submitted, stored, and organized through an audit process.



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DAA & CC Committee	Reading, review, and evaluation of each submitted YPA by DAA and Committee	June 1 – July 1	DAA & CC Committee will read, review, and evaluate each YPA. Evaluation will produce a response entailing points of praise and points of consideration for improvement.
DAA	Generalized synopsis of the condition of Co-Curricular YPAs and assessment at MiSU relayed to VPAA, and any other relevant VP's, by DAA	July 15	DAA will produce an informative report detailing the present condition of YPAs and consequently the present condition of co-curricular assessment at MiSU.
DAA	Reviewed YPAs returned to author/Director by DAA	July 15	Reviewed YPAs will be returned to authors/director with appropriate VP sent a copy. A request for personalized follow-up with DAA will be sent as needed and desired.
Program/Office	Planning strategy documents submitted to VPAA's office and to any other relevant VP's	July 31	Directors submit planning documents to appropriate VP and send copy to DAA for storage and organization of assessment planning strategies.
Program/Office	Co-Curricular programs begin <u>project phase*</u> of current assessment cycle (Fall/Spring)	August 1 - April 30 of following year *Some programs/offices may begin project phase during the summer semester.	All programs will begin collecting new assessment-cycle data. Some programs may begin collecting data and implementing assessment projects during summer semester. Said programs will have assessment review and planning completed. No formal feedback is planned.



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			<p>Informal feedback is possible if desired.</p> <p>Program chairs, directors, and faculty implement assessment plans for fall and spring semesters. Assessment steps of Gather, Analyze, and Apply are completed</p>
Program/Office	Programs enter <u>reporting phase</u> of current years' assessment project.	May 1 – May 31	Program directors and personnel gather, edit, and finalize assessment reports from previous academic year. Assessment steps of Apply and Report are completed