

## Yearly Program Assessment Executive Summary: Co-Curricular

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MiSU has four co-curricular student learning goals (SLGs) representing the categories of leadership, wellness, self-awareness, and career and professional development. The SLGs collectively subsume 12 co-curricular student learning outcomes (SLOs, see Table 1).

**Table 1. Co-curricular SLGs and SLOs**

Category	SLG	SLO
Leadership	1. Students will enhance their intrapersonal competence through their experiences.	1.1. Students will guide others through processes involving collaboration, shared responsibilities, or teamwork. 1.2. Students will apply problem-solving skills while working towards a common purpose. 1.3. Students will use innovative approaches to solve problems. 1.4. Students will affect positive change within their organizations.
Wellness	2. Students will describe and apply the dimensions of holistic well-being.	2.1. Students will develop emotional wellness-related knowledge, beliefs, and behaviors that promote individual and community well-being. 2.2. Student will develop physical wellness-related knowledge, beliefs, and behaviors that promote individual and community well-being.
Self-Awareness	3. Students will enhance their intrapersonal competence through their experiences.	3.1. Students will reflect on their goal-directed behavior. 3.2. Students will reflect on their self-efficacy, growth mindset, or confidence. 3.3. Students will reflect on their emotional and situational adaptivity.
Career and Professional Development	4. Students will develop the necessary life and professional skills to promote their future success.	4.1. Students will develop appropriate communication for use in a professional setting. 4.2. Students will use effective time-management skills. 4.3. Students will demonstrate appropriate demeanor in a professional setting.

Ten co-curricular programs representing six co-curricular offices submitted program assessment plans in SPOL for the 2023-2024 academic year (Figure 1).

**Figure 1. Outcomes Assessed by Office and Program in 2022-2023 YPA Reports.**

Office Program	Co-Curricular Outcomes												Other Outcome
	1.1	1.2	1.3	1.4	2.1	2.2	3.1	3.2	3.3	4.1	4.2	4.3	
Academic Support Center													
Peer Tutoring		X											
Enrollment Services													
Registration								X					
Gordon B. Olson Library													
Gordon B. Olson Library													X
Looyenga Leadership Center													
Leadership Workshops	X			X				X					
Student Leader Summit	X			X			X						
Native American Center													
Annual Honor Dance & Powwow Celebration									X				
Annual Native American Cultural Celebration Month							X						
Residence Life													
Residence Life & Housing Staff							X						
Student Conduct													
Student Government Association	X												
Student Health & Counseling													
Counseling Services					X				X				
Student Health Clinic						X							

The outcomes, measures, and criteria for each of the submitted plans were added to SPOL. Quantitative findings for 2022-2023 were reported for the outcomes marked by program in Figure 1. Seven programs assessed one co-curricular outcome. One program assessed two co-curricular outcomes. Two programs assessed three co-curricular outcomes. One program did not assess a co-curricular outcome but assessed other outcomes. Four programs assessed outcomes relevant to category 1, Leadership. Two programs assessed outcomes relevant to

category 2, Wellness. Seven programs assessed outcomes relevant to category 3, Self-Awareness. No programs assessed outcomes relevant to category 4, Career and Professional Development. Sixty-seven percent (8 out of 12) of the outcomes were assessed by at least one program. The other 33% (4 out of 12) of the outcomes (1.3, 4.1, 4.2, 4.3) were not assessed by any program. According to the YPAs for the programs listed in Figure 1, most of the quantitative targets were met. Although quantitative findings were reported, narrative interpretations of the results with explanations of how the data informed decision-making were sparse.

Due to challenges related to the meaning of the term, co-curricular, the Co-Curricular Committee began working on defining criteria intended to help establish a more concrete understanding of the term, co-curricular, and to develop methods of compiling a list of programs that meet some or all the criteria. If the criteria are formally adopted, some of the programs currently identified as co-curricular programs may no longer be classified as co-curricular. Even if a program is no longer considered co-curricular according to the criteria, it will still complete an annual assessment to support continuous improvement through evidence-based decision-making.