



Co-Curricular Assessment

- Where we started
- Where we've been
- Where we're going

What the Higher Learning Commission (HLC) directed us to create:

“A detailed assessment plan that includes learning outcomes and standardized assessment practices in co-curricular programming and activities”



Be seen. Be heard. BE INSPIRED.

Dr. Geller formed a Co-Curricular Committee to respond to HLC:

Beth Odahlen, Director of Center for Engaged Teaching and Learning

Katie Tyler, Director of Enrollment

Paul Brekke, Director of Wellness Center

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 Kana, Associate VP for Academic Affairs

Michael Brooks, Director of Academic Assessment

Laurie Geller, Vice President for Academic Affairs

Kevin Harmon, Vice President for Student Affairs (joined committee mid-year)

Karina Stander, Director of Residence Life (joined committee mid-year)

Jermaine Rolle, Associate Director of Compliance – Athletics (joined committee mid-year)

Devin McCall, former Director of Residence Life (left committee mid-year)

Two MSU students



Be seen. Be heard. BE INSPIRED.

Dr. Geller charged the Co-Curricular Committee:

- 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, and
- Develop means for tracking and documenting results



- Our definition of co-curricular learning at MSU

Co-Curricular learning at Minot State University is ungraded learning that happens outside the classroom, which complements learning that happens inside the classroom.

Once we had our definition in place, we then surveyed the campus and asked faculty and staff, in light of our definition, to identify co-curricular activities that were already happening.



Be seen. Be heard. BE INSPIRED.

At this point we needed to identify categories (or domains or focuses or themes) of co-curricular we would assess.

- ✓ Should we use the MSU general education categories?
6 critical skills and capacities, 3 personal and social responsibilities, 2 interconnecting perspectives



Be seen. Be heard. BE INSPIRED.

✓ Should we use the categories of the wellness wheel?

emotional, physical, occupational, intellectual, social, spiritual, environmental, multicultural

✓ What are other institutions using for co-curricular categories?

North Dakota institutions & regional
Nationwide



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✓ What knowledge, beliefs, or skills are professional organizations currently discussing and promulgating?

Council for the Advancement of Standards (CAS)

Association of America's Colleges and Universities (AAC&U)(LEAP)

Degree Qualifications Profile (DQP)

National Association of Colleges and Employers (NACE)

Disciplines/learning outcomes detailed by academic accrediting agencies

Learning Reconsidered 2 (a multi-group project on the student experience)



Be seen. Be heard. BE INSPIRED.

From that discussion and analysis, the committee finally landed on four categories for our co-curricular assessment model:

Leadership
Wellness
Self-Awareness
Career and Professional Development

Again we surveyed – faculty, staff, and students. We received generally positive responses from all groups.



Be seen. Be heard. BE INSPIRED.

Based on the survey results, we set out to fine-tune our categories, definitions, goals, learning outcomes, and key components.

www.minotstateu.edu/academic/assessment/co-curricular-assessment.shtml



Be seen. Be heard. BE INSPIRED.

Which programs and offices will begin co-curricular assessment?

- Peer Mentors – Beth Odahlen
- Student Activities – Aaron Hughes & Leon Perzinski
- Wellness Center – Paul Brekke
- Career Services – Lynda Bertsch



Each office wrote an assessment plan.



The Co-Curricular Committee created a rubric to evaluate the plans.
Each plan has been evaluated using the rubric.



The four offices are currently in the “project” phase of the assessment cycle – data collection.



At the end of the academic year, each office will write an assessment report, which will contain discussion of the data in relation to co-curricular goals, learning outcomes, and program objectives.



This year (and every year) we will author an institutional co-curricular report which will synthesize the individual program reports and provide a more holistic look at co-curricular learning and assessment at MSU.



The cycle begins again.



Be seen. Be heard. BE INSPIRED.

Having now completed the tasks of the charge, the original co-curricular committee disbanded, and another, permanent institutional committee has been established.

Kevin Harmon (permanent) - VPSA, co-chair

Erik Kana (permanent) - Associate VPAA, co-chair

Michael Brooks (permanent) - Director of Academic Assessment

Erin Holt (22) - Faculty

Zeb Wallace (21) - Faculty

Beth Odahlen (21) - Staff

Karina Stander (22) - Staff

Jermaine Rolle (22) - Staff

TBA - Students (2 reps)



Be seen. Be heard. BE INSPIRED.

Functions of this institutional Co-Curricular Committee will include:

- Oversight and guidance of co-curricular programming and assessment at Minot State,
- Further development and refinement of the co-curricular model and structure,
- Advisement of future program involvement for years two to five and beyond,
- Training regarding assessment, co-curricular assessment, and related topics to co-curricular offices and others,
- Evaluation of the yearly institutional report, program assessment plans, and program assessment reports, and
- Communication of plans, goals, activities, assessment results, and other information to our stakeholders.



Be seen. Be heard. BE INSPIRED.

Immediate/short-term tasks for the Co-Curricular Committee:

1. Plan and offer professional development opportunities for professional staff about assessment
2. Identify offices for co-curricular assessment for next school year
3. Think about how we might use standardized assessment results as data points in demonstrating we are meeting our co-curricular goals





Questions?