**University of Akron**

**Plan for Co-curricular Program Assessment**

**Updated: August 2024**

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

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

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

**Unit Title:**

**Unit Director:**

Email:

**Assessment Coordinator:**

Email:

**Activities/Programs to be assessed (complete a separate plan for each program, as/if necessary):**

**Program Description**

Briefly describe the program/activity or group of activities and its primary goals. Explain who is involved (first-year students? Junior- or senior-level students? First-generation students? Etc.) and describe what students will do. Then explain how this activity fosters or supports student learning, particularly in relation to the co-curricular learning outcome(s) identified below.

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**Co-curricular Student Learning Outcomes:**

Check only the outcome (or outcomes) that figure prominently in the goals you have set for student learning within this program. Though each program may address multiple outcomes, only the primary targeted outcome(s) need to be assessed.

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

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

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

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

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

**Customized Learning Outcomes:** restate each outcome identified above to show what each looks like and involves in relation to your program *more specifically*. For example, a program that aims to foster financial literacy and basic budgeting skills might restate LO5 as follows: “LO5: Financial Literacy – Students will demonstrate the ability to plan, execute, and document a budget effectively and accurately.” Click [here](#_Customized_Student_Learning) for tips on writing your customized SLOs.

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## **Assessment Plan**

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

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

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| --- | --- | --- | --- | --- |
| [**Customized Student Learning Outcome:**](#_Customized_Student_Learning_1) | | | | |
| **[Activity](#_Activity_Timeline:)** | [**Summer Semester**](#_Activity_Timeline:) | [**Fall Semester**](#_Activity_Timeline:) | [**Spring Semester**](#_Activity_Timeline:) | **[Next Summer Semester](#_Activity_Timeline:)**  **[(Report due June 30th)](#_Activity_Timeline:)** |
| [**Identifying Artifacts and Assessment Tools**](#_Identifying_Artifacts_and) |  |  |  |  |
| [**Collecting Evidence**](#_Collecting_Evidence) |  |  |  |  |
| [**Scoring Evidence and Presenting Results**](#_Scoring_Evidence_and) |  |  |  |  |
| [**Analyzing and Interpreting Findings**](#_Analyzing_and_Interpreting) |  |  |  |  |
| [**Taking Action**](#_Taking_Action) |  |  |  |  |

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

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

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

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

**Final Notes and Questions:**

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

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**Follow-up Consultation:**

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

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

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

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

## **APPENDIX**

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

### **Customizing Your Student Learning Outcomes (SLOs):**

SLOs are specific, clear, and concise statements of what students will *know and be able to do* upon completion of your program activity or group of activities.

Notes:

* Though your “Customized SLOs” will be related to the broad categories outlined above (i.e. “Teamwork and Leadership;” “Global and Cultural Awareness”) each one should reflect more specifically what students will be expected to *know and do* in relation to the chosen categories/outcomes upon completion of *this program* in particular.
* SLOs are most useful when stated as “Students will be able to…”
* SLOs should reflect actual learning, rather than just “participation” or appreciation.
* SLOs should be **measurable** (“develop an awareness” is hard to measure; “apply skills” is easier to measure once an appropriate artifact has been identified.)
* Keep it simple. Identify specific but broad aspects of learning. Do not try to delineate each aspect of every skill or competency; instead use language that captures—and also invites measurement of--*overall* learning (such as “plan, execute, and document” a budget,” a feat which no doubt requires students to pull together countless skills and abilities but results in (and can be measured through) effective bookkeeping. [(Back to top.)](#_Assessment_Plan)

# **Customized Student Learning Outcome**:

Simply restate the customized student learning outcome you developed above. Remember to address just one SLO per grid, but feel free to use as many—or as few—grids as necessary. Three are provided on this template, but you may delete those that you do not use or copy and paste an additional grid (or two) into the report form if necessary. ([Back to top.)](#_top)

## **Activity Timeline:**

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

## **Identifying Artifacts and Assessment Tools**

This initial step of outcome assessment typically occurs during the first semester of the cycle. During this phase, the assessment lead identifies which artifacts will be used for the assessment of this program or activity. *Direct measures*, such as final projects, personal applications, or group presentations provide means of assessing student learning through direct demonstration. *Indirect measures*, such as student surveys, employer interviews, or student reflections may also provide valuable information about what students are learning—and/or need to learn—in relation to your program. You may even decide to use more than one measurement in the assessment of each outcome, depending on how your program is structured. For this section of the plan, identify artifacts that are already built into the program and indicate what, if any, measures you will be developing for additional assessment.

As you fill out this phase of the plan, indicate how you will be *evaluating* the artifacts collected. Will you, or someone on your committee, create evaluation rubrics? Do you have a student survey already in place? If so, which questions on that survey will be most useful in the assessment of this learning outcome? Also, who will compile this data and in what form will it be presented? If you plan to develop a new survey, what sorts of questions might you ask in order to gain insight on the strength of your program in relation to this LO? [(Back to top.)](#_Assessment_Plan)

## **Collecting Evidence**

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

## **Scoring Evidence and Compiling Results**

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

## **Analyzing and Interpreting Findings**

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

## **Taking Action**

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