Co-Curricular Assessment Manual

The following manual was compiled by Dr. Abby J. Hahne, Director of Assessment and Associate Professor of Chemistry for Danville Area Community College in 2020. Special thanks go to Dr. Ruth Lindemann for proof-reading this document and to Tracy Thompson (MASS Learning Center) and Dr. Ruth Lindemann (Library) for their pilot assessments.

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Contents

Using Assessment for Improvement

Assessment is "…the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.[1]" It is an ongoing process which takes many forms. DACC Assessment takes place in Academic Programs, as well as Co-Curricular groups and Non-Academic departments and is a tool for determining how well we are meeting our goals and outcomes. Assessment data and results are used to inform our decisions on budgeting and continual improvement of student learning at DACC.

Where Co-Curricular Fits in Assessment

Co-Curricular Assessment bridges the gap between Academic Assessment and Non-Academic Department Assessment. The graphic below shows where Co-Curricular fits in the broader scope of our college system.
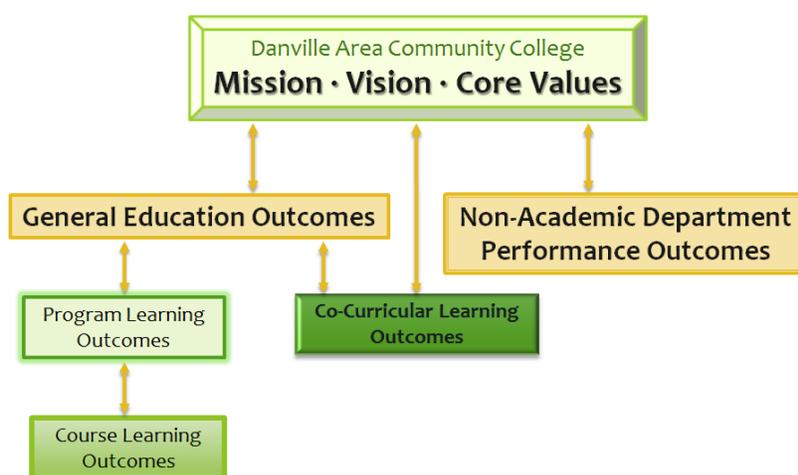
Some of the groups taking part in Co-Curricular assessment provide students with direct support for coursework, while other provide extracurricular opportunities to develop important life skills, such as leadership, teamwork and communication. *A full list of Co-Curricular groups is given in a subsequent section.*

Co-Curricular Definition

Learning activities, programs and campus organizations that reinforce the College's mission and complement established undergraduate curriculum. *As of May 2020.*

Co-Curricular Outcomes

Competence in Communications

>   Learners express themselves clearly and concisely (written or oral format).
>   Learners gather information from communicating with others.

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[1] **Great Schools Partnership.** Assessment. *The Glossary of Education Reform.* [Online] November 10, 2015. [Cited: July 2, 2019.] https://www.edglossary.org/assessment/.

Competence in Critical Inquiry and Problem Solving

Learners evaluate information for use in answering a question or developing an argument.
Learners seek information to solve problems.

Competence in Teamwork

Learners demonstrate professional work habits.
Learners utilize reflection to improve their work and work environment.
Learners maintain positive working relationships.
Learners demonstrate leadership and teambuilding skills.

Competence in Personal Development

Learners develop goals.
Learners incorporate strategies for managing their resources.

Competence in Navigating Processes

Learners demonstrate technological literacy and skills.
Learners utilize information, resources, and technology to navigate college systems or processes.

DACC General Education v. Co-Curricular Outcomes

General Education Outcomes	Co-Curricular Outcomes
Competence in Communications	
Learners express themselves clearly and concisely to others in logical, well-organized papers and/or verbal presentations using documentation and quantitative tools when appropriate. Learners listen, understand, debate, and use information communicated by others.	Learners express themselves clearly and concisely (written or oral format). Learners gather information from communicating with others.
Competence in Critical Inquiry and Problem Solving	
Learners evaluate the credibility and significance of information, effectively interpret, analyze, synthesize, explain, and infer concepts and ideas; solve problems and make decisions; and construct and deconstruct arguments.	Learners evaluate information for use in answering a question or developing an argument. Learners seek information to solve problems.
Cultural Awareness and Social Skills	*Teamwork & Professionalism*
Learners recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social and environmental issues from multiple perspectives; they recognize the interdependence of the global environment and human recognize the interdependence of the global environment and humanity.	Learners demonstrate professional work habits. Learners utilize reflection to improve their work and work environment. Learners maintain positive working relationships. Learners demonstrate leadership and teambuilding skills.
Technological Competence	*Personal Development*
Learners maintain, improve and transfer academic and technical skills to the workplace; demonstrate life-long learning skills by having the ability to acquire and employ new knowledge; and set goals and devise strategies for personal and professional development.	Learners develop goals. Learners incorporate strategies for managing their resources.
	Navigating Processes
	Learners demonstrate technological literacy and skills. Learners utilize information, resources, and technology to navigate college systems or processes.

Co-Curricular Groups

Identifying Co-Curricular Groups

Co-Curricular groups have been identified by the Co-Curricular Sub-team.   The Sub-team chose these groups based on the Co-Curricular definition and their more-consistent use and/or attendance by students. Some groups on campus that could be considered Co-Curricular do not run every semester because they operate based on student interest. As a result, these groups are not part of our regular cycle of assessment but will be assessed as we are able.

List of Groups

Groups as of August 2020. Subject to change based on demand.

Academic Clubs	Tech Art
Athletic Groups	Basketball Softball Golf Baseball eSports
Tutoring, 3+ visits	Trio MASS Writing Center Tech
Honor Societies	PTK
Trio Student Development	
INST 101	Success in College
One time events and Student Services	
Orientations	New Student LMS
Library Trainings	
Support/Mentoring Groups	Toolbox

Cycle and Schedule of Assessment

The Co-Curricular Assessment Cycle rotates through the Co-Curricular Outcomes. Each assessment cycle includes an initial assessment and secondary assessment, which may occur over one semester, one academic year or two years, depending on the occurrence of the Co-Curricular group. Assessments are completed based on the cycle listed below. During the cycle, each participating Co-Curricular group will

focus on the assigned Co-Curricular Outcome. This process should highlight areas of improvement throughout Co-Curricular groups. *Please note that not all outcomes have been piloted at this time, and the assigned groups are still being determined, as is shown by "TBD".*

Co-Curricular Assessment Grid						
Co-Curricular Type	Groups	Teamwork & Professionalism	Personal Development	Navigating Processes	Critical Inquiry and Problem Solving	Communication
Assessment Year		**Year 2**	**Year 3**	**Years 1 & 4**	**Year 4**	**Year 5**
Academic Clubs	Tech Art	Yes	Yes		Yes	Yes
Athletic Groups	Basketball Softball Golf Baseball eSports	Yes	Yes		*TBD*	Yes
Tutoring, 3+ visits	Trio MASS Writing Center Tech	MASS Trio	MASS Trio	Yes	Yes	Yes
Honor Societies	PTK	*TBD*	*TBD*			*TBD*
Trio Student Development		Yes	Yes	*TBD*	*TBD*	Yes
INST 101	Success in College		*TBD*	Yes		
One time events and Student Services				*TBD*		
Orientations	New Student LMS			*TBD*		
Library Trainings				*TBD*		
Support/ Mentoring Groups	Toolbox		*TBD*	*TBD*		

Development of DACC Co-Curricular Assessment

Co-Curricular Assessment was designed by the Co-Curricular Assessment Sub-Team. This sub-team came out of the Assessment Team and met during the Spring 2020 semester. During this time, the team completed the following:

- Revision of the DACC Co-Curricular definition.
- Composition of the Co-Curricular outcomes.
- Creation of the initial list of Co-Curricular Groups.
- Drafting rubrics for assessment.
- Drafting the Co-Curricular Assessment Report.
- Piloting of Navigating Processes rubric and the assessment report.
- Initial draft of the Assessment Cycle and Schedule.

From this information the Assessment Director drafted this document to organize and propel forward DACC Co-Curricular Assessment. Co-Curricular Assessment was presented during the Fall 2020 Faculty and Staff Inservice to promote the involvement of faculty and staff in Co-Curricular Assessment.

The Co-Curricular Assessment Plan is a working document that is to be revised and refined as the needs of DACC progress and change. Each rubric is to be piloted and revised as the assessment cycle progresses. It is the goal of the Co-Curricular Assessment Sub-Team to involve both faculty and staff in this process as a way of uniting the college in assessment. Together, the faculty and staff can ensure that our college is meeting its outcomes and goals for the betterment of student learning.

Revision Date: 8.12.2020

Assessment Contacts

For assistance with assessment, contact the Assessment Director or the Non-Academic Assessment Champion.

Assessment Director:
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Non-Academic Assessment Champion
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Assessment Process

Step 1: Planning
The Assessment Director or Non-Academic Assessment Champion will contact your group to let you know what co-curricular outcome you will assess. Planning your assessment starts by:

- Downloading the Co-Curricular Assessment Report from the Assessment webpage.
- Meeting with the other leaders of your Co-Curricular group or with the Assessment Director/Champion to plan the assessment.

Step 1 of the Co-Curricular Assessment Report is designed to lead the individual completing the assessment through planning their assessment. Step 1 involves answering the following:

1A: Describe the service or activity being assessed. Be specific so that the purpose and goal is clear.

- What is the service/activity?

- What kind of information do you need? Opinions, attendance, usage, continued usage of the service?

- Based on the information needed, when should the assessment be completed—before or after the service, during the service, etc.?

- Where is the assessment completed—where the service occurs, email, Blackboard, online…?

- What level would you expect your students to achieve at the time of the assessment: Beginning, Progressing, Proficient or Advanced?

- What percentage of the students do you expect to be proficient at the assessment?

1B: Relate the service/activity to its intended outcomes.

Which outcome are you assessing? Check the box next to the appropriate outcome.

	Co-Curricular Outcome
	Communications
	Critical Thinking
	Teamwork & Professionalism
	Navigating Processes
	Personal Development

*Remember your assessment will need to clearly and separately report on <u>each</u> outcome within this form.

Step 2: Assessing

The assessment has two parts—answering questions about the assessment in the report form and completing the rubric. The report questions are shown below:

2A: Assessment Summary:
- Describe how you are evaluating each category in the rubric.

- Attach the data file(s) to form.

2B: Participant Summary
- How many students were assessed?

- Were all students assessed?

  - If not, which students were assessed?

Co-Curricular Rubrics

The Co-Curricular rubrics are available on the Assessment webpage (accessible from the Employee Resources on the DACC website). The rubrics are contained in an Excel spreadsheet and have the following worksheet pages:

- **Instructions**—details how to use the document.
- **Student Rubric**—describes each category of the rubric and the level of expected student achievement. *Example shown below.*
- **Group Results**—this worksheet is used to collect the information for each student in the Co-Curricular group. In this sheet, the submitter records the name/student ID and the level achieved for each category of the rubric.
- **Result Summary**—automatically tallies the results and presents the percentages of students in each category of the rubric. The information on this page is used to complete the Co-Curricular Assessment Report.

Rubric Example:

DACC Co-Curricular Rubric: Navigating Processes					
Student(s) _____			Co-Curricular Group Leader: _____		
Club/Activity/Service _____ Term _____					
Assessment Activity Description: _____					
	Beginning	**Progressing**	**Proficient**	**Advanced**	**N/A**
Utilizing College Processes & Resources	Knows college has various processes and systems but expects complete direction in their selection and use	Can identify some college processes and systems to address a few needs for their own use and requires full direction in their use	Navigates a few college processes and resources but does not consistently translate their experience with one process or system to unfamiliar ones	Confidently navigates most college processes and resources, can readily assist others to make use of them	Not applicable for this assignment
Seeking Information	Can identify an information need but lacks the ability to seek appropriate information	Identifies a basic information need and can identify a basic method to seek information but not all information gathered is appropriate to the need.	Identifies a basic information need and can identify multiple strategies to select appropriate information	Can refine the information needed for a specific situation and can select appropriate strategies or resources to resolve varied needs	Not applicable for this assignment
Using Information	Selects random or inappropriate information to complete an information task	Selects minimal information to complete an information task	Collects sufficient information required to select the best information sources to complete an information task	Collects more information than required in order to select the best information sources to complete a task, updates and revises identification of information need to accommodate changing needs	Not applicable for this assignment
Selecting Technology	Recognizes technology or tool is appropriate for process but expects others to identify the most appropriate tools	Recognizes technology or tool is appropriate for process and requests help or seeks information regarding its use	Identifies appropriate technology or tool for processes and independently explores its use; seeks assistance after independent exploration if necessary	Seeks additional techniques or technology to refine and improve established process tools or technology	Not applicable for this assignment
Using Technology	Understands technology is essential for process but avoids using it or passively absorbs basic instruction in its use	Understands technology is essential for process and actively learns how to use it and attempts minimal self-exploration of its use	Understands technology is essential for process and has developed some familiarity with it; independently explores or actively seeks assistance with more advanced aspects of its use	Understands technology is essential for process and is skilled in its use. Is capable of teaching others how to navigate it	Not applicable for this assignment

**For consistency, all work should be rated at the level expected of a student nearing completion of an associate's degree.

To complete your assessment:

1. Fill out the rubric document.
2. Record how you ranked the students into each category. For example (using the Navigating Processes rubric above):
   a. How did you put a student into the beginning versus Progressing Level for Using Technology?
   b. Which categories of the rubric did you use? *While all categories may be used, it is not required to use all rubric categories, just those applicable to your assessment.*
   c. The level of detail you include should be enough for you to come back to the rubric at a later date and complete the assessment again or for a co-worker to complete the assessment as you did.
3. Use the results in the result summary to complete Step 3 of the Co-Curricular Assessment Report.

Step 3: Evaluate

The results from the rubric will be analyzed in the Co-Curricular Assessment Report by completing the following questions in the report:

3A: Key Results
- Which of the results stood out to you?
- What percentage of the students were proficient in each category of the rubric? *This data can be found in the Results Summary table in the Rubric Excel file.*
  - % Beginning:
  - % Progressing:
  - % Proficient:
  - % Advanced:

3B: Analysis
- What did you learn from the assessment?

- Did the data highlight something new about the student service(s)?

- What area(s) can be improved upon?

3C: Act
- What steps will you take to improve the areas listed above?

Evaluation of the results includes analysis of the results (including actual numerical data and explanations) and how you plan to act on the results.

Step 4: Assess Actions

After listing actions for improvement (3C), the assessment process should be repeated to evaluate the effectiveness of the improvement actions. Assessing Actions includes the following:

Assess your service/activity after implementing the actions from 3C using the same assessment procedure from 2A.

4A: Assessment data

- Attach the data file(s) to form.

4B: Participant Summary
- How many students were assessed?

- Were all students assessed?
  - If not, which students were assessed?

4C: Key Results
- Which of the results stood out to you?
- What percentage of the students were proficient in each category of the rubric? *This data can be found in the Results Summary table in the Rubric Excel file.*
  - % Beginning:
  - % Progressing:
  - % Proficient:
  - % Advanced:

4D: Analysis & Comparison

- What did you learn from the assessment in 4A?

- Did the results of the assessment change after implementing the actions from 3C? Please use the numerical values in 3A and 4C to aid in your explanation below.

    o List any positive changes:

    o List any negative changes:

4E: Act
- What steps will you take to maintain or continue the improvement of the service/activity assessed?

Remember the purpose of assessment is to improve student learning through evaluating how well we are reaching our outcomes—are we doing what we say we are?!

Co-Curricular Assessment Report

The Co-Curricular Assessment Report is available on the Assessment Webpage. You are encouraged to seek help from the leaders in your Co-Curricular group, the Assessment Director and the Non-Academic Assessment Champion.

Filling out the report

Filling out the report is a way to guide the individual assessing through the Co-Curricular Assessment process.

1. Meet with the other leaders of your Co-Curricular Group to discuss the results and complete the form.
2. Answer all questions as completely as possible so that when you complete another assessment you can look for improvement and show progress in your Co-Curricular Group.
3. It may also be advisable to meet with leaders of comparable Co-Curricular Groups to brainstorm and generate ideas for improvement. For example, the leaders of the tutoring centers could meet to discuss their assessment results.

Submitting the Co-Curricular Assessment Report

Before submitting the Co-Curricular Assessment Report, do the following:

- Review the documents (report and rubric) for completeness.
    o Did you answer all of the questions?
    o Did you fill out the rubric document completely?
- Share the documents with the other leaders of your Co-Curricular Group.
    o Review the results.
- Save the document using the following file-naming convention:
    o Co-Curricular Assessment Report file name:

    CoCurrAR_outcome_group name_mm.dd.yyyy

    Example: CoCurrAR_NavProcess_MASS_07.15.2020

o   Co-Curricular Rubric file name:

        CoCurrRub_outcome_group name_mm.dd.yyyy
              Example: CoCurrRub_NavProcess_MASS_07.15.2020

File Name List

The following list contains the abbreviations for saving the Co-Curricular Assessment documents.

<u>Abbreviations for the Co-Curricular Outcomes</u>:

- Navigating Processes: NavProcess
- Teamwork: Teamwk
- Communications: Comm
- Critical Inquiry and Problem Solving: CritInq
- Personal Development: PersDev

Examples of Co-Curricular Assessment

<mark>The following examples come from the pilot assessments for Navigating Processes.</mark>

Example 1: MASS Learning Center Pilot

Co-Curricular Assessment Plan--Draft *4*

Department: Math, Science and Health Professionals
Name of Service/Committee/Club: MASS Learning Center
Prepared by: Tracy Thompson

Step 1: Planning

Remember planning is best done with all members of your team.

1A: Describe the service or activity being assessed. Be specific so that the purpose and goal is clear.

-   o   What is the service/activity?
    - *The usage of the MASS Learning Center resources by BIOL136 students.*

    o   What kind of information do you need? Opinions, attendance, usage, continued usage of the service?
    - *Attendance to the Learning Center and type of resources used*

    o   Based on the information needed, when should the assessment be completed—before or after the service, during the service, etc.?
    - *After the service*

    o   Where is the assessment completed—where the service occurs, email, Blackboard, online…?
    - *In the MASS Learning Center*

    o   What level would you expect your students to achieve at the time of the assessment: Beginning, Progressing, Proficient or Advanced?
    - *Most students should be Progressing*

    o   What percentage of the students do you expect to be proficient at the assessment?
    - *Since all BIOL136 students are being evaluated, 40% should be proficient.*

1B: Relate the service/activity to its intended outcomes.

Which outcome are you assessing? Check the box next to the appropriate outcome.

	Co-Curricular Outcome
	Communications
	Critical Thinking
	Teamwork & Professionalism
X	Navigating Processes?
	Personal Development

*Remember your assessment will need to clearly and separately report on <u>each</u> outcome.

Step 2: Assessment

2A: Assessment Summary:
- Describe how you are evaluating each category in the rubric.
  - *Utilizing College Processes and Resource – Since MASS is a resource for the students, if they could find it and use it I marked it as Progressing. Students have been notified about MASS in their classrooms so all should be at a Beginning level before they seek MASS. Then based on the number of times and types of services used, they were ranked higher as Proficient or Advanced.*
  - *Seeking Information – Student were assessed based on type of resources used and number of times.*
  - *Using Information - Student were assessed based on type of resources used, number of times, and duration of sessions.*
  - *Selecting Technology – Not used*
  - *Using Technology – Not used*

- Attach the data file(s) to form.

2B: Participant Summary
- How many students were assessed? *53*
- Were all students assessed? *Yes*
  - If not, which students were assessed?

Step 3: Evaluate

3A: Key Results
- Which of the results stood out to you?
  - Most students are able to find and use MASS. The students are not using MASS to the extent that they could.
- What percentage of the students were proficient in each category of the rubric? *This data can be found in the Results Summary table in the Rubric Excel file*

MASS Learning Center Pilot Navigating Processes Assessment						
	% Beginning	% Progressing	% Proficient	% Advanced	% Not Applicable	Percent Proficient or Above(%)
Utilizing College Processes & Resources	0.00	50.94	30.19	18.87	0.00	49.1
Seeking Information	0.00	50.94	32.08	16.98	0.00	49.1
Using Information	41.51	20.75	22.64	15.09	0.00	37.7
Selecting Technology	0.00	0.00	0.00	0.00	100.00	0.0
Using Technology	0.00	0.00	0.00	0.00	100.00	0.0
Total Number of students assessed	53.00					

Based on Part 1a of this report, most of the students are expected to be at the Progressing level. The above table shows that the majority of students are at the Progressing level for the first three categories—"Utilizing College Processes & Resources", "Seeking Information" and "Using Information"— but are at the Beginning level for "Using Information".

3B: Analysis
- What did you learn from the assessment?
    - Many students know where MASS is and how to use it, but they need to be encouraged to do more than stop by for supplemental materials.

- Did the data highlight something new about the student service(s)?
    - Students need to be encouraged to go beyond the

- What area(s) can be improved upon?
    - MASS needs to work on how to get students to fully engage with the learning process.

3C: Act
- What steps will you take to improve the areas listed above?
    - This fall there needs to be a change that encourages students to go beyond picking up worksheets.
    - I will investigate strategies to move students deeper into information

At the initial Pilot Part 4 of this form was not done. The assessment was completed again the following semester.

Example 2: Library Training Session Pilot
Co-Curricular Assessment Plan—Draft 1

Department: Library

Name of Service/Committee/Club: Training sessions

Prepared by: Ruth Lindemann

Step 1: Planning

Remember planning is best done with all members of your team.

1A: Describe the service or activity being assessed. Be specific so that the purpose and goal is clear.

- o What is the service/activity? *Two-session library instruction sessions for PSYC 100 students*
- o What kind of information do you need? Opinions, attendance, usage, continued usage of the service?
- o Based on the information needed, when should the assessment be completed—before or after the service, during the service, etc.? *After*
- o Where is the assessment completed—where the service occurs, email, Blackboard, online…? *online*
- o What level would you expect your students to achieve in the assessment? *Progressing*
  - ▪ Is there a percentage of the students that should respond a certain way in a survey?
  - ▪ A percentage of students being able to achieve at a certain knowledge level? *If 75% made it to Progressing I'd be excited. Because they have to unlearn and learn processes in the training.*

1B: Relate the service/acitivity to its intended outcomes.

~Which outcome are you assessing? Check the box next to the appropriate outcome.

~Remember your assessment will need to clearly and separately report on <u>each</u> outcome.

	Co-Curricular Outcome
	Communications
	Critical Thinking
	Teamwork & Professionalism
x	Navigating Processes
	Personal Development

Step 2: Assessment

2A: Assessment Summary:

- • Describe how you are evaluating each category in the rubric.
  - o Utilizing College Processes & Resources -- not used
  - o Seeking Information – *The assessment form asks questions to see what terms they use to conduct a specific search and which criteria they identify as important – the answers selected allow me to assign a rating*
  - o Using Information – *The assessment form asks questions to see how well they know the criteria to apply when selecting sources for a specific research problem and which results they select from a list that they think are the most useful – the answers selected allow me to assign a rating, but this category was the most difficult to apply to the work I do*
  - o Selecting Technology – *not used; I'm instructing on how to use a particular technology in this session*
  - o Using Technology – *The assessment form asks questions that asks them to identify appropriate technology and how to use it most effectively to complete a specific research problem.*
- • Attach the data file(s) to form.

2B: Participant Summary

- • How many students were assessed?   *23/27*

- Were all students assessed? *No*

If not, which students were assessed? *I was using a google form to gather data – students were to supply their ID number. Unfortunately 4 students didn't know it and the form would not let them enter their name as an alternate, a fact I realized too late.*

Step 3: Evaluate

3A: Key Results

List the results that stood out from the data collected. Additionally, a graph or other representation of the data may be attached.

- *That if I have to use this rubric, I'm going to have to adjust the assessment tool that I use because it's hard to evaluate students based on a single experience with them.*
- *That students are picking up the basic information about identifying original research articles.*
- *That students need more help to identify the keywords that will get them strong results*

3B: Analysis

- What did you learn from the assessment?
  - *From the rubric – not that much. It's hard for me to identify students as being at more than a beginning or progressing status because of the nature of what I do*
  - *From my assessment tool*
    - *That students are getting the basic factors to look for to find original research articles – which is great*
    - *That students need more help with refining the search process to get through the clutter*
    - *Keywords are a problem that needs more attention*
- Did the data highlight something new about the student service(s)? *not really*
- What area(s) can be improved upon? *That it may be beneficial to ask faculty for precise guidance on what they would like library training to achieve – what they see as the learning outcome.*

3C: Act

- What is your improvement plan?
  - *Re-design assessment questions (see below)*
  - *Focus more attention on keyword selection and using the tool*
- How could you change the service or assessment to prevent the issue in the future?
  - *Assessment*
    - *make students include their name to catch those who don't know or don't have their ID number available*
    - *design a question that would better get at how students would use information that they found*
  - *Training*
    - *Integrate the tool use more completely with considering how to find appropriate results.*
- Based on your results, what changes or improvements to the department or service will be done in the future?
  - *I may start getting faculty to help me devise learning outcomes for specific sessions.*

At the initial Pilot Part 4 of this form was not done. The assessment was completed again the following semester.

Using Assessment Results

While the assessment cycle is predetermined, each Co-Curricular group is encouraged to complete assessments at any time to help each group identify next steps for improvement. Here are a few ideas (not an exhaustive list) on using assessment to drive improvement:

1. Look through the assessments at the beginning, middle and end of the semester for ideas on how to change. Write down any ideas that come to you for the future.
2. Share your assessment results with other staff and faculty. Brainstorm with them on ways to improve.
3. Share the assessment results with the students in your Co-Curricular group and discuss how you are changing your group to help improve students' experiences and understanding.