

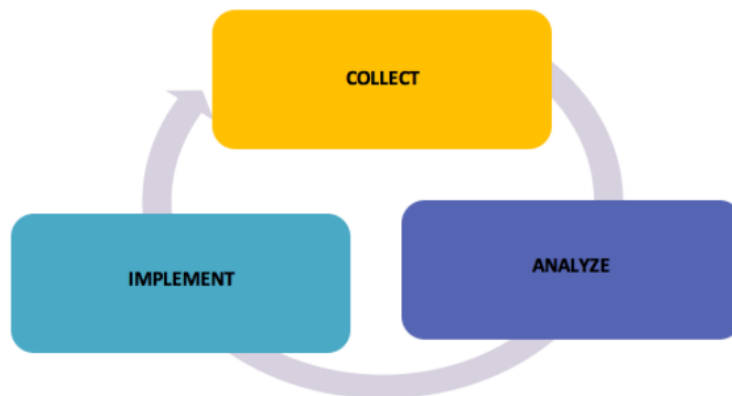


Co-curricular Assessment Planning Tool

Purpose of co-curricular assessment: The purpose of co-curricular assessment is to improve student learning and experience through examining our program offerings, student engagement, and relevant data on an ongoing basis to help us make good quality decisions on an ongoing basis for improvements. Many programs involve student peer leaders and student program participants, so consider if your program has one or both. For example:

- **Student peer leaders:** Develop and evaluate student peer leaders for their leadership skills coaching, engaging, and supporting the students we serve (e.g. peer academic coaches).
- **Student program participants:** Develop and evaluate student participants in programs beyond administrative tasks for their collaboration and teamwork skills (e.g. Students in ORSP, freshmen in GS)

Similar to the academic review results, *collecting* and *analyzing* student information will help in your review and planning process to decide and *implement* changes that will improve the student experience with your program for the next cycle.



Identify Assessment Approaches that You Currently Use or That Would Work for Your Unit

Consider the type(s) of information/feedback that would help better understand and potentially improve student learning and experience in your program:

- Assess the services you are providing?



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- Assess the skills students are building such as leadership, collaboration, social, accountability, verbal, non-verbal, communication ([Collaboration, teamwork and leadership ILO](#))?
- Assess student perceptions?

Institutional /Unit Performance Indicator: Program usage program data such as participation or completion that contribute towards the unit, institutional, and CSU goals but usually does not measure student learning or experience. Examples include *number of peer mentors, number of workshops provided, GI 2025 parameters for graduation and retention and/or students participating in your program.*

Approaches for gathering evidence of student learning and student experience in your co-academic program	Have used <i>(brief explanation)</i>	Could use <i>(brief explanation)</i>
Direct evidence: Observable, tangible, measurable evidence of student learning: Examples include: <ul style="list-style-type: none"> ● Observation by supervisor of student presentation ● Evaluation of student performance by supervisor 		
Approaches for gathering evidence of student learning and student experience in your co-academic program	Have used <i>(brief explanation)</i>	Could use <i>(brief explanation)</i>



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Indirect evidence: Inferences, perspectives about student learning

Examples include:

- Focus group, group discussion
- Interview, exit interview
- Students' workshop evaluations
- Team activity summary
- Student journal or reflection paper about learning and experience
- Survey
 - Student needs, satisfaction, perceptions
 - Campus climate survey
 - Comparable survey (NSSE, BCSSE)
 - Employer survey of skills they hire for

Approaches for gathering evidence of student learning and student experience in your co-academic program	Have used <i>(brief explanation)</i>	Could use <i>(brief explanation)</i>