Complementing the Classroom:
Developing and Assessing Co-Curricular Learning Outcomes

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The whole campus is a learning community!

- "Learning" is not exclusively classroom-based
- Many valued outcomes are not taught exclusively in the classroom
- Many valued outcomes are the result of processes outside the classroom
- "Learning" is a process based on three interdependent student experiences:
  - Understanding academic content and processes
  - Student development
  - Identity formation
- Responsibility for "learning" exists outside the classroom
- Responsibility for "learning" doesn't always take the same form; some entities on campus produce it, some facilitate it, some support it
- Responsibility for assessing learning exists outside the classroom as well

Examples

- Civic Responsibility
  - AA: Service learning
  - SA: Student government, voter registration, student judicial boards

- Think and Engage as a Global Citizen
  - AA: Language courses, Anthropology, Sociology
  - SA: International experiences, culture days, residence halls

Savannah State University
2014 – 2020 STRATEGIC PLAN PRIORITIES

PRIORITY 1: ACADEMIC ENGAGEMENT and ACHIEVEMENT

➤ Advancing knowledge through research, scholarship, and creative inquiry

• Diversifying academic programs and enhancing academic quality

• **Enhancing curricular and co-curricular activities through academic and student life experiences**

Institutional Foundation for Engagement

Engagement should be tied to institutional priorities

▶ Mission Statement

▶ Strategic Plans

▶ Goals *(Brackin & Gibson, 2004; Furco & Holland 2004 & 2009)*

Should be connected to broader institutional practices e.g. achieving student learning outcomes

(Brackin & Gibson, 2004; Furco & Holland 2004 & 2009)

Assessing unit-level engagement for academic and administrative units- Two Strategies

1. **Develop Community Engagement Plan**

Purpose of Engagement Plans:

-Mechanism to institutionalize community engagement

-Mechanism to assess community engagement across the university at the unit-level and across the institution

-Involve all academic and administrative units in developing and assessing community engagement

-Provide Community –Based Learning for students

-Demonstrating measurement/assessment of community engagement to SACS

Assessing unit-level engagement for academic and administrative units- Two Strategies

2. Backward Mapping High Impact Practices

Step 1: Determine Desired Results

-Balance between "Workforce ready and "Developing Community of Knowledge Creators"

-Develop professional profile for each academic program in collaboration with the stakeholders (critical thinking, collaboration, communication, creativity, self-direction/initiative, work ethic, leadership)

-Increase GPA & Retention

-Student need (Introduction to Higher Education)

-Institutional need(Accreditation, funding decisions)

-Learning Outcomes

Step 2: Use instrument to define and redefine program goals

-Use Association of America Colleges & Universities (AAC&U) undergraduate education (VALUE) Rubrics to create Student Learning Outcomes

Step 3: Assess your process and progress

Step 4: Share information with Stakeholders

President, Provost, Deans, Chairs, Academic Advising Directors, Student Leaders, Faculty, Advisory boards, High Schools

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.
Connections to Discipline *Sees (makes) connections across disciplines, perspectives*	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways.**	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues.**	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation **to contribute to understanding of problems or issues.**	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **in ways that enhance meaning**, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **to explicitly connect content and form**, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that **connects in a basic way** what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) **in an appropriate form.**
Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

Sample for community engagement plan (SOTE)

Goal	Strategy	Outcome	Measure	Target
Promote engaged scholarship opportunities	The dean meet with faculty to develop and approve work plans. The work plans stipulate specific areas of engaged teaching, research, activities, and service.	We expect an intentional focus of the work of our faculty on opportunities for engaged scholarship which will result in an increase in faculty partnerships, research, and collaborative projects	Number of faculty who are teaching classes and provided services to the school districts, as well collaborating with professional school development and community organizations on specific projects.	80% of the faculty will include engaged teaching, research, and service in their work plans as professional goals.

Group Activity

► Develop at least one strategy, outcome, measure, and target to promote scholarship for your unit

Goal	Strategies/Tactics	Selected Outcomes	Assessment/Measurement	Targets

Alignment

Savannah State University	Division of Student Affairs (mission)	University Career Center (program learning outcomes)	Career Services (activities)
Develops productive members of a global society through high quality instruction, scholarship, research, service and community involvement.	Prepares students to be responsible and contributing members of a diverse, global society by providing learning-centered environments, meaningful out-of class opportunities, and professional support services that help them learn through their experience…	Committed to holistic preparation of all students/alumni…for active development and implementation of career and leadership skills necessary in our global community. Help students/alumni recognize, synthesize, and communicate their experiences Empower students to…learn/construct the following leadership skills: self awareness, interpersonal development, team development, organizational development, and innovation.	Career Counseling Workshops/Presentations Career Development Fairs Career Resource Library Job Listings Graduate School Information Career Connections Resume Referrals Georgia Career Information System (GCIS) Resume Consultation Mock Interviews Surf the Net Self-Evaluation Inventories

Mapping Process

Unit program/ service	Oral and Written Communication	Critical Thinking	Ethical Reasoning	Quantitative Literacy	Information Literacy	Integrative Learning
Housing and Residence Life			X		X	X
Career Services	X	X	X		X	X
Counseling Services	X		X			X
Disability Resource Center	X				X	
Health Services					X	
Organizations			X		X	X
Leadership Organizations		X				X
Student Support Services(TRIO)	X	X		X	X	
Media/Publications	X	X	X		X	

Mapping Common Ground:
Connecting Curricular and Co-Curricular Learning

		Core Courses			Electives			Co-Curricular Learning		
	Your Program's Curriculum Map	Add your core course numbers above			Note electives or others requirements			Include internship, service learning, living learning communities, undergraduate research, etc		
Your Program's Student Learning Outcomes (PSLO)										
1. Write in your PSLO below. 2. Align and add institutional learning outcomes (ISLO). 3. Add courses and co-curricular learning opportunities to the columns. Define the intersection between SLOs and learning opportunities										
	PSLO	ISLO								
1.										
2										
3										
4.										

Direct versus Indirect Measures

DIRECT

Observation of behavior or skill

-Portfolios

-Artifacts (papers, presentation etc.)

 materials, performances, artwork)

-Capstone projects

-Demonstrations

-Comprehensive exam

-Video footage of observations over time

INDIRECT

Self-reported information on past

experience or beliefs

-Reflections (journals, blogs,

-Surveys

-Focus Groups

-Interviews

How can we assess co-curricular activities?
C0-Curricular Portfolio

A Co-Curricula Portfolio components:

1. Cover Sheet
2. Personal statement & Leadership Approach
3. Resume
4. Co-Curricular Transcript

Objectives of The Co-curricular Portfolio

1. Portfolios serve as direct assessment of a student's learning experiences
2. Portfolios allow faculty, staff, prospective employers and graduate programs to share a real display of a student's performance without interpretation of test scores
3. Portfolios provide a natural medium for staff/student discussions and the customization of individual co-curricular learning experiences and goals.
4. Comprehensive portfolios, maintained over a period of time, can exhibit comparisons of student work and illustrations of growth.

THE CO-CURRICULAR TRANSCRIPT

The purpose of the Co-Curricular Transcript is to help keep a written, cumulative record of student involvement at Savannah State University. The need for such a program is to encompass all volunteer work, community service, and service learning activities in a centralized and organized way via the Banner Student Information System. The intent of this program is to encourage more students to get involved in student activities, programs and civic duties. In return it will assist in student retention and support the overall mission of the Division of Student Affairs and Savannah State University. Students would enjoy having their entire academic as well as non-academic information on their official university transcript. As such, a Co-Curricular Transcript would be of value to students when applying to graduate schools or professional positions in the future.

(Student Handbook & Housing Policies 2014-2015, Savannah Sate University)

Organizing Co-Curricular Portfolio

1. Leadership Activities: Includes positions of leadership
2. Paraprofessional Work Experience
3. Honors, Awards and Recognition
4. Professional or Educational Development
5. Participation in Student Organizations and Activities
6. Service Learning and Volunteer Experiences

Sample of LiveText Co-Curricular portfolio

Alignment of the Co-Curricular Transcript

Each section of the Transcript contains the following information

 pertinent to each co-curricular activity:

1. End and start date

2. Organization

3. Position/role (Member Volunteer President Chair Vice President Vice Chair Treasurer Secretary Comptroller Representative Apprentice Intern Coordinator Chairperson Participant Group Leader Facilitator Student Assistant Award Recipient Finalist)

4. Duties and responsibilities

5. Competencies

6. Related coursework

Connection to one of the Six SSU Core Values by placing the corresponding acronym in bold after listing the duties and responsibilities

Integrity, Community, Social Justice, Respect, Responsibilities, Tradition

Samples of a Co-Curricular Transcript

Samples from a Co-Curricular Transcript

LEADERSHIP ACTIVITIES

Date	Organization	Position/Role	Duties/Responsibilities	Competencies	Related Coursework	Mission Pillar
Fall 2003	Student Programming Board	Member	Attend general meetings and provide thoughts during discussion; Attend Student Programming Board events to participate or help out; Talk to students about upcoming events.	Leadership, Service, Multilateral Thinking, Promoting Diversity, Initiative, Motivation, Self-Esteem, Research, Communication Skills, Planning, Work Experiences	COMM 101: Public Speaking, POLS 320: Public Administration, COMM 210: Interpersonal Communication, PSY 432: Seminar in Leadership, MATH 108: Mathematical Thinking, COMP 101: Computer Literacy, ENGL 105: Composition and Rhetoric	IE

PARAPROFESSIONAL WORK EXPERIENCE

Date	Organization	Position/Role	Duties/Responsibilities	Competencies	Related Coursework	Mission Pillar
Fall 2003 - Fall 2004	University HUB	Student Assistant	Facility maintenance; Answer phones; Plan events; Advertising for campus events; Maintain information boards; Deliver and organize supplies; Keep accurate tally of number of patrons per hour.	Multilateral Thinking, Brainstorming, Promoting Diversity, Research, Analytical Skills, Teamwork, Communication Skills, Collaboration, Planning, Organizational Skills, Work Experiences, Ethical Behavior	COMP 101: Computer Literacy, COMM 101: Public Speaking, ENGL 105: Composition and Rhetoric, COMM 210: Interpersonal Communication	

HONORS, AWARDS, RECOGNITION

Date	Organization	Award/ Position/Role	Duties/Responsibilities	Competencies	Related Coursework	Mission Pillar
Spring 2005	Student Programming	Most Valuable	Student Programming Board President and Vice President choose members	Self-Esteem, Ethical Behavior, Respect	PSY 432: Seminar in Leadership	

Developing Co-Curricular Portfolio

▶ Develop program outcomes:

What the Program accomplishes?

▶ Develop Operational Outcomes

Metrics regarding how well the operation works (financial metrics)

▶ Develop Student Learning Outcomes

Demonstration of cognitive, affective, or psychomotor abilities/characteristics

Rubric Development Process

▶ Define the skill

▶ Identify outcomes

▶ Search for resources/theories

▶ Adapt existing resources or create a new rubric

▶ Ensure cohesion between outcomes and rubric

▶ Seek feedback on the rubric

▶ Pilot test the rubric

▶ Annual review of rubric

Domains of Student Learning Outcomes

1. Cognitive knowledge

     Thinking

      Mental skills

2. Affective (Attitude)

      Attitudes

      Feelings

      Emotions

3. Psychomotor

      Doing

      Physical skills

C0-Curricular & Curricular Outcomes

▶ Co-curricular outcomes are different than curricular outcomes.

▶ Measuring co-curricular outcomes can be more challenging then assessing curricular outcomes.

Examples of co-curricular activities:

Interactions with members of community

students associations

advocacy forums

scholarly activities

health and wellness activities

internships and clinical experiences.

Developing Learning Outcomes

Condition +"Students will be able to" +Bloom Taxonomy word + Activity

Condition: describes the program, leadership opportunity or service

Students will be able to: focuses on what students will know, feel or do after participation

Bloom Taxonomy word: most appropriate word from Bloom's taxonomy that narrows the kind of learning you expect participants to experience.

Activity: describes the actual thing you expect students to know, feel, or do after participation.

Example: As a result of participating in today's workshop, participants will be able to write a learning outcome.

Bloom's Taxonomy

Simple
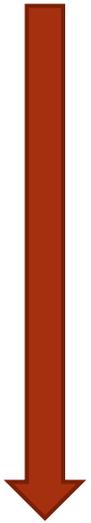
Complex

Identifies, defines, describes

Explains, summarize, classifies

Demonstrates, computes, solves

Differentiates, diagrams, estimates

Creates, formulates, revises

Criticizes, compares, concludes

Words to avoid

- Appreciate
- Become aware of
- Become familiar with
- Know
- Learn
- Understand

Learning Outcomes in the Co-Curriculum

Write down 1-3 examples of co-curricular learning outcomes. Are these program, operational, or student learning outcomes? For the student learning outcomes, which domain is being addressed?

Co-Curricular Learning Outcomes	Program	Operational	Student Learning		
			Cognitive	Affective	Psychomotor

Why Use Rubrics?

▶ Understood and often used by faculty

▶ Eliminate student confusion over expectations

▶ Provide timely, detailed feedback to students about performance and performance improvement in their co-curricular activities

▶ Encourage critical thinking about their own learning through self-assessment and reflection

▶ Prepare students to use detailed feedback

▶ Encourage students as peer mentors and in collaboration of rubric development

▶ Facilitate communication with others in academe

▶ Help us to refine our own advising skills

▶ Level the playing field for all students

Types of Rubrics

▶ **Analytic Rubrics**

An analytic rubric resembles a grid with the criteria for a student product listed in the leftmost column and with levels of performance listed across the top row often using numbers and/or descriptive tags.

Advantages of Analytic Rubrics

Provide useful feedback on areas of strength and weakness.

Criterion can be weighted to reflect the relative importance of each dimension.

Disadvantages of Analytic Rubrics

Takes more time to create and use than a holistic rubric.

Unless each point for each criterion is well-defined raters may not arrive at the same score

Example Analytic Rubric

	Needs Improvement (1)	Developing (2)	Sufficient (3)	Above Average (4)
Clarity (Thesis supported by relevant information and ideas.) ISLO 1,2, 5	The purpose of the student work is not well-defined. Central ideas are not focused to support the thesis. Thoughts appear disconnected.	The central purpose of the student work is identified. Ideas are generally focused in a way that supports the thesis.	The central purpose of the student work is clear and ideas are almost always focused in a way that supports the thesis. Relevant details illustrate the author's ideas.	The central purpose of the student work is clear and supporting ideas always are always well-focused. Details are relevant, enrich the work.
Organization (Sequencing of elements/ideas) ISLO 1,2	Information and ideas are poorly sequenced (the author jumps around). The audience has difficulty following the thread of thought.	Information and ideas are presented in an order that the audience can follow with minimum difficulty.	Information and ideas are presented in a logical sequence which is followed by the reader with little or no difficulty.	Information and ideas are presented in a logical sequence which flows naturally and is engaging to the audience.
Mechanics (Correctness of grammar and spelling) ISLO 1	There are five or more misspellings and/or systematic grammatical errors per page or 8 or more in the entire document. The readability of the work is seriously hampered by errors.	There are no more than four misspellings and/or systematic grammatical errors per page or six or more in the entire document. Errors distract from the work.	There are no more than three misspellings and/or grammatical errors per page and no more than five in the entire document. The readability of the work is minimally interrupted by errors.	There are no more than two misspelled words or grammatical errors in the document.

Developmental Rubrics

▶ Developmental rubrics are a subset of analytic trait rubrics.

▶ The main distinction between developmental rubrics and other analytic trait rubrics is that the purpose of developmental rubrics is not to evaluate an end product or performance. Instead, developmental rubrics are designed to answer the question, "to what extent are students who engage in our programs/services developing this skill/ability/value/etc.?"

▶ Generally, this type of rubric would be based on a theory of development.

Advantages of Developmental Rubrics

▶ Useful when the goal of evaluation is to determine level of development rather than the quality of a final product.

▶ Rubric can be based on relevant developmental theory.

Disadvantages of Developmental Rubrics

▶ Conceptually, this type of rubric is more difficult to design.

▶ Developing a developmental rubric requires a close tie between assessment criteria and the theory of development.

Sample of Developmental Rubrics
Intercultural Maturity

Domain	Initial Level of Development (1)	Intermediate Level of Development (2)	Mature Level of Development (3)
Cognitive ISLO 2,3	Assumes knowledge is certain and categorizes knowledge claims as right or wrong; is naive about different cultural practices and values; resists challenges to one's own beliefs and views differing cultural perspectives as wrong	Evolving awareness and acceptance of uncertainty and multiple perspectives; ability to shift from accepting authority's knowledge claims to personal processes for adopting knowledge claims	Ability to consciously shift perspectives and behaviors into an alternative cultural worldview and to use multiple cultural frames
Intrapersonal ISLO 3, 6	Lack of awareness of one's own values and intersection of social (racial, class, ethnicity, sexual orientation) identity; lack of understanding of other cultures; externally defined identity yields externally defined beliefs that regulate interpretation of experiences and guide choices; difference is viewed as a threat to identity	Evolving sense of identity as distinct from external others' perceptions; tension between external and internal definitions prompts self-exploration of values, racial identity, beliefs; immersion in own culture; recognizes legitimacy of other cultures	Capacity to create an internal self that openly engages challenges to one's views and beliefs and that considers social identities (race, class, gender, etc.) in a global and national context; integrates aspects of self into one's identity
Interpersonal ISLO 3, 6	Dependent relations with similar others is a primary source of identity and social affirmation; perspectives of different others are viewed as wrong; awareness of how social systems affect group norms and intergroup differences is lacking; view social problems egocentrically, no recognition of society as an organized entity	Willingness to interact with diverse others and refrain from judgment; relies on independent relations in which multiple perspectives exist (but are not coordinated); self is often overshadowed by need for others' approval. Begins to explore how social systems affect group norms and intergroup relations	Capacity to engage in meaningful, interdependent relationships with diverse others that are grounded in an understanding and appreciation for human differences; understanding of ways individual and community practices affect social systems; willing to work for the rights of other

Holistic Rubrics

A holistic rubric consists of a single scale with all criteria to be included in the evaluation being considered together (e.g., clarity, organization, and mechanics). With a holistic rubric the rater assigns a single score (usually on a 1 to 4 or 1 to 6 point scale) based on an overall judgment of the student work. The rater matches an entire piece of student work to a single description on the scale.

Advantages of Holistic Rubrics

► Emphasis on what the learner is able to demonstrate, rather than what s/he cannot do.

► Saves time by minimizing the number of decisions raters make.

► Can be applied consistently by trained raters increasing reliability.

Disadvantages of Holistic Rubrics

► Does not provide specific feedback for improvement.

► When student work is at varying levels spanning the criteria points it can be difficult to select the single best description.

► Criteria cannot be weighted.

Example Holistic Rubric

Articulating thoughts through written communication— final paper/project.

▶ **Above Average:** The audience is able to easily identify the focus of the work and is engaged by its clear focus and relevant details. Information is presented logically and naturally. There are no more than two mechanical errors or misspelled words to distract the reader.

▶ **Sufficient:** The audience is easily able to identify the focus of the student work which is supported by relevant ideas and supporting details. Information is presented in a logical manner that is easily followed. There is minimal interruption to the work due to misspellings and/or mechanical errors.

▶ **Developing:** The audience can identify the central purpose of the student work without little difficulty and supporting ideas are present and clear. The information is presented in an orderly fashion that can be followed with little difficulty. There are some misspellings and/or mechanical errors, but they do not seriously distract from the work.

▶ **Needs Improvement** The audience cannot clearly or easily identify the central ideas or purpose of the student work. Information is presented in a disorganized fashion causing the audience to have difficulty following the author's ideas. There are many misspellings and/or mechanical errors that negatively affect the audience's ability to read the work.

Rubric Sample

Knowledge Mastery of rigorous content and the facile application or transfer of what has been learned to complex and novel situations	Skills The capacities and strategies that enable students to learn and engage in higher order thinking, meaningful interaction planning for the future	Dispositions Socio-emotional skills or behaviors that associate with success in college, career and citizenship
• State and National Standards • Career & Technical Education • Other Content Areas & Essential Literacies • Global Competence Applied Knowledge	Critical thinking • Problem solving • Working collaboratively • Communicating effectively • Metacognition & self-awareness • Study skills & learning how to learn • Time/goal management • Creativity & innovation	• Agency (Self-efficacy) • Initiative • Resilience • Adaptability • Leadership • Ethical behavior & civic responsibility • Social awareness & empathy • Self-control

	4 Exceeds	3 Meets	2 Approach	1 Does not meet
Knowledge				
Skills				
Dispositions				

Questions

Thank you for your time!

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