

Langston University Co-Curricular Assessment Guide



LANGSTON
UNIVERSITY

Version: February 2021

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Introduction

As part of our ongoing assessment of student learning, all divisions/units that work with students must assess co-curricular activities by annually reporting on student learning assessment activities. This process is facilitated by the Langston University (LU) Assessment Committee which provide guidance and feedback on co-curricular assessment reporting in support of ongoing continuous improvement.

Student learning outcomes is an expectation for ongoing accreditation by the Higher Learning Commission (HLC) which is specifically addressed in the Higher Learning Commission Criteria for Accreditation standards for the evaluation of students in both academic and co-curricular environments:

Criterion 4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

- 1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.*
- 2. The institution uses the information gained from assessment to improve student learning.*
- 3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.*

The LU Assessment Committee has adopted the following definition of co-curricular:

Higher Learning Commission Cocurricular Definition

CO-CURRICULAR: *Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc.*

Retrieved from: <https://www.hlcommission.org/Policies/core-component-4-b-what-does-hlc-mean-by-cocurricular.html?highlight=WyJjb2N1cnJpY3VsYXliXQ==>

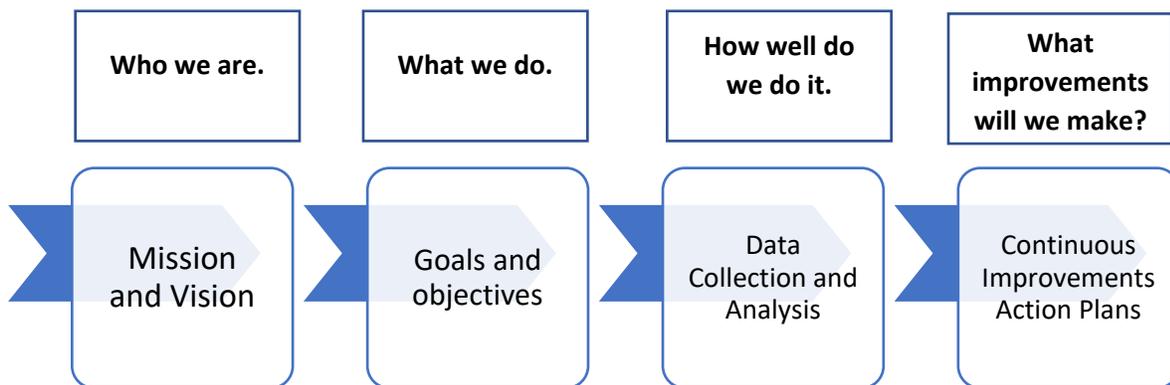
Approved by LU AC Sept 4. 2020

Purpose

The purpose of this document is to provide guidance for completing an academic co-curricular assessment report and developing an assessment plan for an administrative or educational support unit that will satisfy Higher Learning Commission requirements and Langston University's standards for continuous improvement. Additionally, outcomes-based assessment address four key areas:

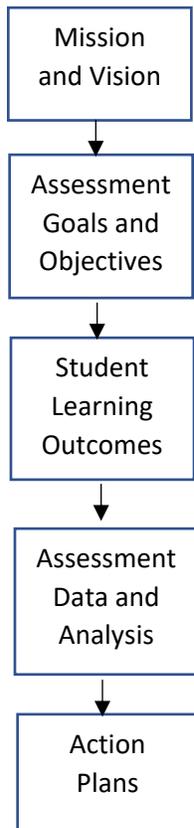
1. Who we are.
2. What we do.
3. How well do we do it.
4. What improvements and changes do we make from what we learn (closing the loop)?

Reflecting on the answers to these questions will help faculty and staff commit to a systematic examination of quality toward program improvement. As a result, departments will be able to articulate how professionals contribute to student learning and success outside of the classroom.

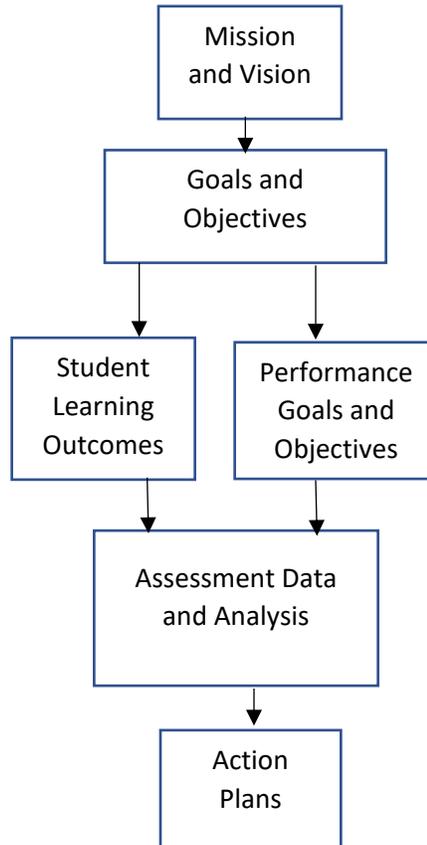


LU Assessment Models

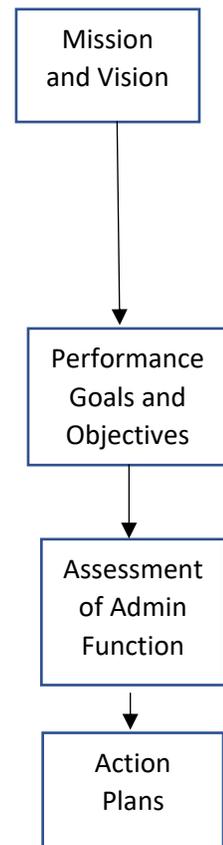
Academic Process



Hybrid Assessment Process



Non-Academic Assessment Process



The process begins with the mission and end with plans for improvement to support the mission.

Reflections and Action Plans – “Closing the Loop”

The process involves defining key elements, documenting performance, and detailing how we can improve. As noted above, it all starts with our mission and ends with how we can continuously improve our ability to meet that mission.

Langston University Mission

Grounded in its rich traditions as a historically Black college and university, and a land-grant institution, Langston University offers quality post-secondary education to diverse populations through academic, research, community engagement, extension, and co-curricular experiences that lead to professional competence and degree completion. (adopted August 2014)

Langston University Vision

Langston University fosters an environment that cultivates leaders, innovators, and engaged citizens who meet the challenges of local, national, and global communities. (adopted November 2015)

Langston University Goals

LU GOAL #1: Establish a comprehensive program for achieving academic success, particularly for students from diverse backgrounds, who will benefit from a holistic approach to the higher education process.

LU GOAL #2: Provide support to faculty members that allows for professional growth and development in the areas of teaching, research, service, and community engagement.

LU GOAL #3: Enhance and expand communication across the university and among all constituent groups.

LU GOAL #4: Develop and expand academic programs to strengthen the university's offerings for students that will enhance their marketability and career readiness.

LU GOAL #5: Manage and increase internal and external resources to strengthen the University's financial health.

Langston University Learning Outcomes

Langston University recognizes that assessment of curricular and co-curricular is key to improving student learning. LU has nine overarching learning outcomes for students.

Graduates of Langston University will be able to demonstrate:

1. Critical thinking skills through academic problem-solving **(LU SLO 1)**
2. Effective communication skills **(LU SLO 2)**
3. Knowledge of challenges faced by rural and urban communities, both global and domestic **(LU SLO 3)**
4. Knowledge of current technology **(LU SLO 4)**
5. Positive leadership skills **(LU SLO 5)**

6. Use of quality methods for conducting research or inquiry (**LU SLO 6**)
7. Respect for diversity in its many forms (**LU SLO 7**)
8. Commitment to responsible citizenship (**LU SLO 8**)
9. Competence in their chosen field of study (**LU SLO 9**)

Learning Outcomes of General Education: Students will demonstrate the ability to:

1. Discuss the intricacies of diverse cultures and heritages;
2. Explain multiple modes of inquiry, reason, and critical thinking;
3. Communicate effectively using a variety of tools;
4. Discuss the importance of creativity for the human experience;
5. Explain the relationship between nature and science;
6. Discuss the role of responsible, ethical, and engaged citizens; and
7. Value life-long learning, wellness, and personal enrichment; and adapt to a constantly changing global society.

Assessment Reporting

Planning phase: During the planning phase, each program should enter or revise their projected plan, which includes revisions to program goals, program objectives, assessment goals, and student learning outcomes. These plans will be reviewed by the Assessment Committee and comments will be provided. The program can change the plans at any time during the process.

Reporting phase: This phase opens in August and closes at the beginning of November. Programs should update their plans and enter their assessment results and use of results for continuous improvement on their assessment plans. The final reports will be reviewed by the Office of Assessment and Accreditation. During the Reporting phase, the information gathered should be used to determine the subsequent year's assessment goals (August through July).

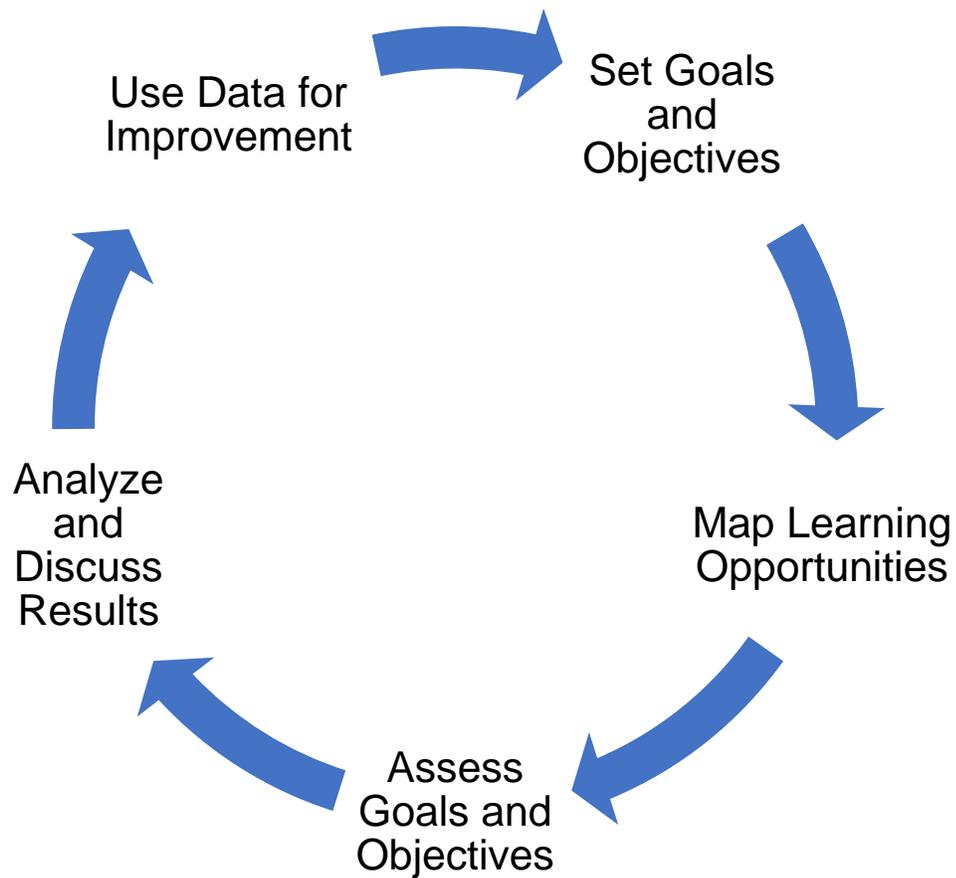
Assessment Process and Cycle

The formal process is a closed loop journey that includes the following steps:

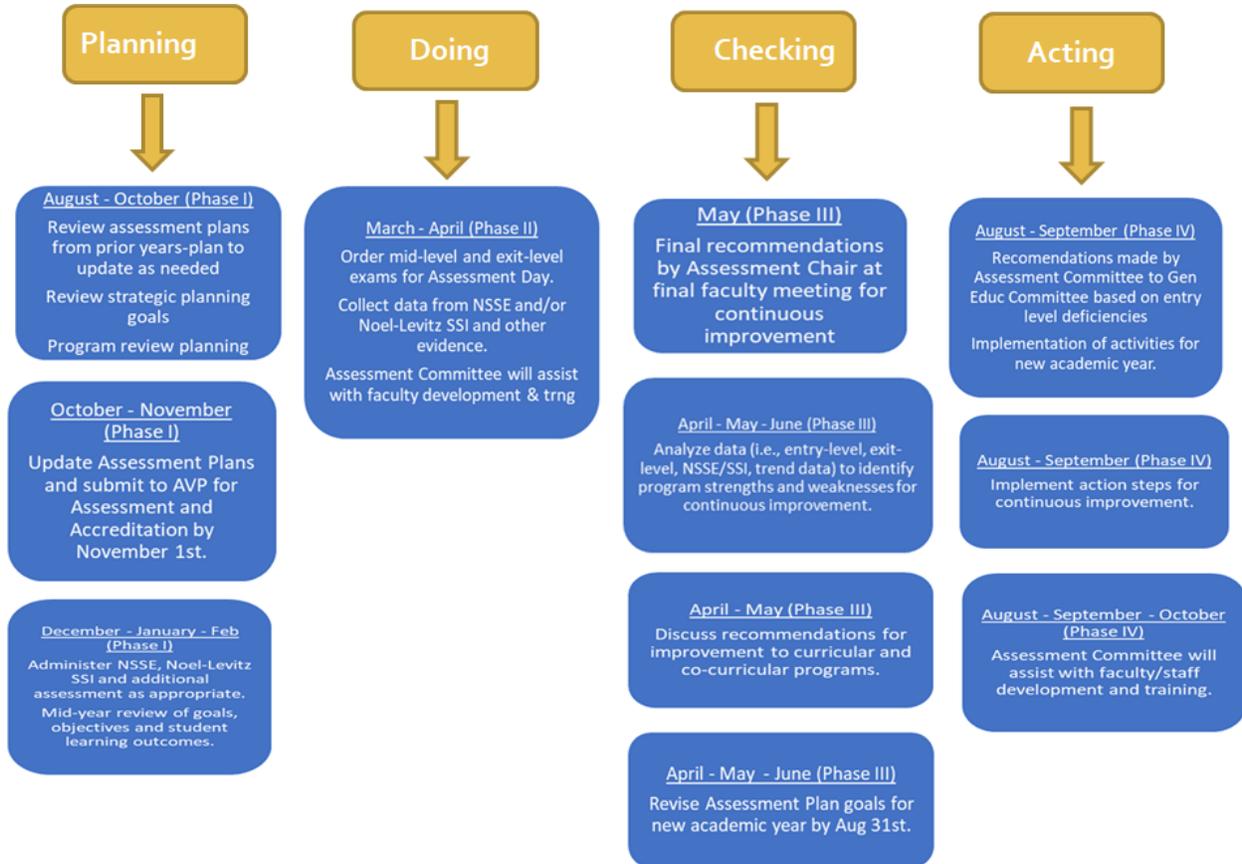
- Identify the department mission.
- Identify key performance objectives of the department (which help fulfill that mission).
- Identify student learning outcomes and performance measures.
- Identify any data the department has (or wants) that demonstrate how well they perform their objectives.

- Analyze the data and reflect on results. Discuss how well the department meets its objectives.
- If the data reveal areas for potential improvement, identify how those improvements might be made. Identify (and request) resources to help make any needed improvements.
- Repeat the process to identify new areas for improvement.

Assessment Cycle



Langston University PDCA Process for Continuous Improvement



Approved by the LU Assessment Committee: July 27, 2020.

Appendix
(Co-Curricular Surveys, Instructions, Forms and Resources)

2020-2021 LU Co-Curricular Survey Dimensions

Leadership
Management Skills
Meaningful Interpersonal Relationships
Collaboration
Social Responsibility
Effective Communication
Multicultural Competency
Intellectual Growth
Clarified Values
Enhance Self/Esteem
Personal/educational Goals
Emotional and Physical Wellness

Langston University Student Learning Outcomes

Graduates of Langston University will be able to demonstrate:

1. Critical thinking skills through academic problem-solving
2. Effective communication skills
3. Knowledge of challenges faced by rural and urban communities, both global and domestic
4. Knowledge of current technology
5. Positive leadership skills
6. Use of quality methods for conducting research or inquiry
7. Respect for diversity in its many forms
8. Commitment to responsible citizenship
9. Competence in their chosen field of study

Academic Co-Curricular Survey Forms and Alignment to LU SLOs

School of Business

School of Business		1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
CriticalThinking_1	I feel that participation in this activity has taught me how to think critically.					
Communication_1	I feel that participation in this activity has taught me how to be a better communicator.					
CurrentChallenges_1	I feel that participation in this activity has taught me more about challenges facing urban and rural communities.					
CurrentTechnology_1	I feel that participation in this activity has taught me more about current technology.					
LeadershipSkills_1	I feel that participation in this activity has taught me about leadership.					
ResearchMethods_1	I feel that participation in this activity has taught me how to conduct research.					
Diversity_1	I feel that participation in this activity has taught me more about diversity.					
Citizenship_1	I feel that participation in this activity has taught me to be a better citizen.					
FieldCompetency_1	I feel that participation in this activity has taught me more about my business field.					

School of Agriculture and Applied Sciences

School of Agriculture and Applied Sciences - Department of Agriculture and Natural Resources and Department of Family Consumer Sciences		1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
CriticalThinking_1	This activity taught me to apply critical thinking and problem-solving skills in the areas of agricultural production and product marketing.					
CriticalThinking_2	This experience allowed me to be reflective and constructively critical about early childhood.					
Communication_1	This activity taught me how to use proper terminology for this agriculture activity, e.g., in the area of crops, soils, livestock, aquaculture, etc.					
Communication_2	After completing this activity, I can effectively communicate about lessons learned, constraints faced, and potential solutions in oral, written, and electronic formats.					
Communication_3	This experience allowed me to understand communication skills by supporting and engaging families and communities through respectful, reciprocal relationships in early childhood.					
CurrentChallenges_1	This activity taught me what challenges in agricultural production or marketing are faced by people living in rural, urban, and(or) international communities.					
CurrentChallenges_2	This activity provides me with knowledge and understanding about diverse families, community characteristics and the challenges they face through continuous collaborative learning in early childhood.					
CurrentTechnology_1	This activity taught me how modern agricultural technology is used in production settings.					
CurrentTechnology_2	After completing this activity, I can effectively communicate information about agricultural technology systems to different audiences and articulate the social impact of using that technology on production and the environment.					
CurrentTechnology_3	This activity gave me a better understanding of the environmental implications of different agricultural technologies and practices and how to become a better environmental steward.					
CurrentTechnology_4	This activity provides me knowledge of appropriate uses of technology in early childhood.					
LeadershipSkills_1	This activity allowed me to learn and define the principles and theories of effective leadership.					
LeadershipSkills_2	This activity allowed me to learn and demonstrate the principles of effective teamwork and collaboration.					
LeadershipSkills_3	This activity gave me an opportunity to engage in informed advocacy for young children and families in the early childhood profession.					
ResearchMethods_1	This activity taught me how to formulate and express a clear research question and hypothesis.					
ResearchMethods_2	This activity taught me how to identify and use appropriate research methodologies.					
ResearchMethods_3	This activity provides me with knowledge of current research in early childhood.					
Diversity_1	This activity taught me how to analyze and identify obstacles resulting from cultural differences and recommend leadership practices that overcome obstacles and embrace cultural diversity.					
Diversity_2	Through this activity, I was able to identify contrasting attitudes, values, and beliefs that impact business and interpersonal relationships.					
Diversity_3	This activity provides me with knowledge and respect for variations across cultures and family strengths, expectations, values, and child rearing practices.					
Citizenship_1	This activity gave me a better understanding of the concept of responsible citizenry and how to express its meaning and importance to others.					
Citizenship_2	After completing this activity, I am better able to express the importance of ethical conduct on a personal and society level.					
Citizenship_3	This activity provides me with knowledge on how to uphold ethical standards and other early childhood guidelines.					
FieldCompetency_1	After completing this activity, I have better knowledge and understanding of basic agricultural concepts in my area of study and am better able to describe and explain these concepts to other people.					
FieldCompetency_2	This activity provides me with knowledge and understanding of developmentally appropriate practices in early childhood.					

School of Arts and Sciences

School of Arts & Sciences		1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
Biology						
CriticalThinking_1	Participating in this event required me to think about problems in a non-traditional way.					
CriticalThinking_2	Participating in this event helped me to see a problem from a different perspective.					
Communication_1	Attendance at this event improved my communication skills					
CurrentTechnology_1	Attendance at this event illustrated the application of current technology in the field.					
FieldCompetency_1	Attendance at this meeting/occasion resulted in an appreciation of the core body of knowledge content I have received in my classes.					
FieldCompetency_2	Attendance at this event enhanced my appreciation of content in the Biology curriculum					

School of Arts & Sciences		1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
Chemistry						
ResearchMethods_1	Participation in stem Extravaganza gave me confidence in performing chemical experiments to encourage high school students to choose chemistry as a major.					
FieldCompetency_1	Attending career day allowed me to access my goals and possibly modify my educational goals to refine my career choice.					
FieldCompetency_2	Competing in research symposium increases my confidence in my intellectual growth by competing against my peers, graduate students and medical students.					

School of Arts & Sciences		1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
Humanities & Social Sciences						
CriticalThinking_1	Participation in this event/activity has provided an opportunity to think critically and enhance my problem-solving skills.					
CriticalThinking_2	Participation in this event/activity has provided me the ability to utilize my problem-solving skills while attending.					
Communication_1	Participation in this event/activity has provided me with an understanding of the activity purpose.					
Communication_2	Participation in this event/activity has provided me the ability to utilize effective communication skills.					
KnowledgeOfChallenges_1	Participation in this event/activity has brought an understanding of challenges faced by rural and urban communities both locally and globally.					
KnowledgeOfChallenges_2	Participation in this event/activity has inspired me to develop strategies to help others facing challenges in rural and urban communities.					
KnowCurrentTechnology_1	Participation in this event/activity had provided me an understanding of current technologies utilized in my field of study.					
LeadershipSkills_1	Participation in this event/activity has provided me the opportunity to see the importance of positive leadership skills and training.					
ResearchMethods_1	Participation in this event/activity has provided me the understanding of the importance of research skills and the methods in which research is obtained.					
Diversity_1	Participation in this event/activity has provided me an understanding of the importance of culture and diversity in this field.					
Citizenship_1	Participation in this event/activity I have learned the importance of being a responsible citizen.					
FieldCompetency_1	Participation in this event/activity had enhanced my overall competence and understanding in my chosen field of study.					

School of Arts & Sciences		1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
Music						
CriticalThinking_1	Participating in this activity has taught me to think critically.					
Communication_1	Participating in this activity has improved my communication skills					
Communication_2	Participating in this activity has taught me to communicate and collaborate effectively with our peers.					
KnowledgeOfChallenges_1	Participating in this activity has taught me more about challenges as it pertains to engaging the audience during performance.					
Diversity_1	Participating in this activity has taught me to respect multi-cultural learning environment.					
FieldCompetency_1	Participating in this activity has taught me the importance of being knowledgeable in my content area.					

School of Education and Applied Sciences

School of Education & Behavioral Sciences		1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
CriticalThinking_1	Participation in this activity taught me how to connect this topic with what I am learning in class.					
CriticalThinking_2	Participation in this activity gave me ideas on how to apply this information to solve problems.					
CriticalThinking_3	Participation in this activity prepared me to make well-informed decisions.					
CriticalThinking_4	Participation in this activity gave me ideas on how to logically think through information I learn.					
Communication_1	This event taught me the importance of information delivery (organization, presentation etc) for easy understanding.					
Communication_2	This event informed me about effective communication strategies.					
Communication_3	This event gave me ideas on how to empathize with other people.					
Communication_4	This event allowed me to see the value of communication skills.					
CurrentChallenges_1	Participation in this event informed me about the challenges people face.					
CurrentChallenges_2	This event educated me about issues people in rural communities face.					
CurrentChallenges_3	This event educated me about issues people in urban communities encounter.					
CurrentChallenges_4	This event informed me about issues people face which I had previously no idea about.					
CurrentTechnology_1	My participation in this event allowed me to gain knowledge about current technology which I was clueless about prior to this event.					
CurrentTechnology_2	Based on the information presented at the event, I see the importance of technology in the life of a college student.					
CurrentTechnology_3	This event provided me with a better understanding of the importance of technology to help improve the quality of life.					
CurrentTechnology_4	I believe that participation in this event allowed me to see the value of technology in my professional life.					
LeadershipSkills_1	Presenters of this event demonstrated positive leadership skills.					
LeadershipSkills_2	This event gives me the confidence to believe in myself as a leader.					
LeadershipSkills_3	This event taught me that I can improve my leadership skills to become the kind of leader I desire to be.					
LeadershipSkills_4	This event makes me believe that an effective leader will support people to reach their goals.					
ResearchMethods_1	This event provided me with a better understanding of the research process.					
ResearchMethods_2	I am better able to conceptualize a research study as a result of this event.					
ResearchMethods_3	Based on this event, I am more confident about conducting research.					
ResearchMethods_4	As a result of attending this event, I better value the scientific process.					
Diversity_1	This event provided me with a better understanding of diversity (e.g. race, ethnicity, gender, sexual status, age, physical abilities, etc.).					
Diversity_2	I am more open-minded about diversity as a result of this event.					
Diversity_3	Based on this event, I understand the importance of different viewpoints related to diversity.					
Diversity_4	As a result of attending this event, I better value diversity.					
Citizenship_1	This event provided me with a better understanding of how to participate in civic engagement.					
Citizenship_2	As a result of this event, I feel more responsible to engage in my community.					
Citizenship_3	Based on this event, I understand the importance of being a caring and contributing member of society.					
Citizenship_4	As a result of attending this event, I will increase my civic engagement.					
FieldCompetency_1	This event provided me with a better understanding of my prospective career.					
FieldCompetency_2	As a result of this event, I feel more knowledgeable about my field of study.					
FieldCompetency_3	This event introduced information about my field of study.					

School of Nursing and Health Professions

School of Nursing and Health Professions		1	2	3	4	5
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
CriticalThinking_1	During this activity, I observed critical thinking and decision-making skills applied appropriately in various situations.					
Communication_1	This activity has given me the opportunity to enhance and/or apply inter- and intraprofessional communication and collaborative skills.					
Communication_2	This activity has given me the opportunity to demonstrate appropriate teambuilding and collaborative strategies when working with interprofessional teams.					
CurrentChallenges_1	My participation in this activity/event has informed me about the health challenges people in rural and urban communities face.					
CurrentChallenges_2	This activity/event has given me ideas on solving challenges people in both rural and urban communities face.					
CurrentChallenges_3	This activity/event has informed me about issues people face, of which I previously had little or no knowledge or understanding.					
CurrentChallenges_4	This activity/event helped me recognize and respect diversity in its different forms.					
LeadershipSkills_1	This activity has given me the opportunity to apply and/or demonstrate leadership and communication skills.					
LeadershipSkills_2	During this activity, I was able to demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries.					
LeadershipSkills_3	This activity allowed me to demonstrate the professional standards of moral, ethical, and legal conduct.					
Diversity_1	This activity has given me the opportunity to assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations.					
Diversity_2	Participation in this even allowed me to collaborate with other healthcare professionals and clients to provide spiritually and culturally appropriate health promotion and disease and injury prevention interventions.					
Citizenship_1	My participation in this event has informed me about advocating for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities.					
FieldCompetency_1	After completing this activity/event, I have better knowledge and understanding of basic concepts in my field of study.					
FieldCompetency_2	This activity/event has allowed me to acquire skills to define and explain relevant concepts to other people.					

School of Physical Therapy

School of Physical Therapy		1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
Competence in their chosen field of study_1	The courses offered were relevant and enhanced my learning of content in the DPT curriculum.					
Competence in their chosen field of study_2	Attendance at CSM/NEXT has enabled me to appreciate the role of the APTA in my professional growth.					
Communication Skills	I was able to network with students and clinicians.					
Positive leadership skills	The overall experience was positive.					
Meaningful Interpersonal	I would recommend this for future students.					

Langston University Libraries

University Libraries		1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
CriticalThinking_1	I believe that completing this activity has taught me how to critically evaluate information resources for my research and coursework.					
Communication_1	This activity provided useful information about formatting my research papers and citing sources.					
CurrentTechnology_1	This activity taught me how to utilize current technology in my search for resources and in the presentation of my content.					
ResearchMethods_1	This activity has taught me how to develop a research question from my chosen topic.					
ResearchMethods_2	This activity has taught me how to search for information strategically.					
ResearchMethods_3	This activity has taught me how to find scholarly, peer-reviewed sources that answer my research questions.					
Diversity_1	This activity has taught me how to locate resources by multicultural authors and reflecting multicultural subject areas.					
Citizenship_1	This activity has taught me to use information ethically by giving credit to the author.					
FieldCompetency_1	This activity has taught me how to conduct research in my field of study.					



Langston University

Academic and Non-Academic Co-Curricular Form Instructions

PART I	
Step 1	Complete the contact information on the academic or non-academic co-curricular assessment planning form. Then, describe details about the activity before the event is conducted. Hard copies and electronic form links are available in D2L.
Step 2	Write and select the Student Learning Outcome(s) that is/are measured for this activity. An example illustrating how to write a new Student Learning Outcome is found on page 38, followed by a chart of Bloom's Taxonomy.
Step 3	Select the LU SLO(s) that align with your program/unit SLO, assessment instrument (i.e., survey), and performance criteria. Non-academic units should also select the General Education Student Learning Outcome that align with their unit SLO. A list of General Education SLOs are found on page 27.
Step 4	Administer your co-curricular survey to your students. QR codes are available to students for survey completion in D2L.
PART II	
Step 5	Analyze your student survey data.
Step 6	Complete the student activity analysis of the academic or non-academic co-curricular form to document and describe student activity experiences, analysis, and recommendations.
Step 7	Non-Academic unit heads should complete an annual co-curricular assessment plan using aggregated data collected from their units for the academic year.
Step 8	Academic units should submit co-curricular assessment planning forms with their updated assessment plans to the Office of Assessment and Accreditation by the November reporting cycle.
Step 9	Non-Academic units should submit annual non-academic co-curricular assessment plans to the Office of Assessment and Accreditation by the November reporting cycle.



Langston University
Academic Co-curricular Assessment Planning Form

Adopted by LU AAC: April 2020

Contact Name: _____

Department/Unit: _____

School: _____

Email: _____

Date Completed: _____

<i>Please complete all relevant details for activities in the boxes below before the activity is conducted. PART I</i>	
Title of activity	
Club or program sponsoring activity	
Faculty or staff sponsor of activity	
Date(s) or duration of activity	
Description of activity	
Funding needed to complete activity	
Funding source for activity	
Primary goals of activity	
Number of student participants	

The LU Assessment Committee has adopted the following definition of co-curricular:

Higher Learning Commission Cocurricular Definition

CO-CURRICULAR: *Learning activities, programs and experiences that reinforce the institution’s mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc.*

Retrieved from: <https://www.hlcommission.org/Policies/core-component-4-b-what-does-hlc-mean-by-cocurricular.html?highlight=WyJjb2N1cnJpY3VsYXliXQ==>

Approved by LU AC Sept 4. 2020

Department Student Learning Outcomes

As a result of participating in this activity, student will be able to (this is an example)

1. develop a framework of ethics and values that guide their daily lives; [ILO 8]
2. understand the rights and responsibilities of all LU students; [ILO 8] and
3. establish healthy interpersonal relationships. [ILO 2]

Linkage of your Student Learning Outcomes (SLOs) to Campus-wide SLOs:

Please link your Student Learning Outcomes (SLOs) for this activity to the relevant Langston University SLOs. Indicate the measure used to determine performance measure.

This is an example

Unit SLO #	LU SLO #	Assessment Instrument	Performance Criteria
3	2	Survey	100% of student will “agree” that this activity increased their understanding about rights and responsibilities of LU students.

Student Activity – Co-curricular Assessment Analysis Form			
<i>Please complete all relevant details for post-assessment follow-up in the boxes below. PART II</i>			
Success criteria met?	<input type="checkbox"/>	Met	<input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met
Describe the impact of this learning experience on participating students:			
How could this activity be enhanced to provide a more deliberate learning experience?			
Should the activity be repeated?	<input type="checkbox"/> No	<input type="checkbox"/> Yes - as is	<input type="checkbox"/> Yes - with modification
If you selected “Yes – with modification,” Describe recommended modifications:			
Printed name of assessing activity sponsor:			
Signature of assessing activity sponsor:			
Date of signature:			

Data Analysis

- 1) Provide results from your assessment measures (i.e., survey analysis).
- 2) Describe strengths of co-curricular activities:
- 3) Describe weaknesses of co-curricular activities:

Recommendations/Action Steps

Langston University Student Learning Outcomes

Graduates of Langston University will be able to demonstrate:

10. Critical thinking skills through academic problem-solving
11. Effective communication skills
12. Knowledge of challenges faced by rural and urban communities, both global and domestic
13. Knowledge of current technology
14. Positive leadership skills
15. Use of quality methods for conducting research or inquiry
16. Respect for diversity in its many forms
17. Commitment to responsible citizenship
18. Competence in their chosen field of study



Non-Academic Co-curricular Assessment Planning Form

Langston University

Adopted by LU AAC: April 2020

Contact Name: _____

Department/Unit: _____

Contact Email: _____

Date Completed: _____

Target Audience: Select the target audience for this activity

____ **Students** who use programs, services, or other experiences offered by the Department/Unit

____ **Student Employees** of the Department/Unit

*Please complete all relevant details for activities in the boxes below before the activity is conducted. **PART I***

Title of activity	
Club or program sponsoring activity	
Faculty or staff sponsor of activity	
Date(s) or duration of activity	
Description of activity	
Funding needed to complete activity	
Funding source for activity	
Primary goals of activity	
Number of student participants	

The LU Assessment Committee has adopted the following definition of co-curricular:

Higher Learning Commission Cocurricular Definition

CO-CURRICULAR: *Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc.*

Retrieved from: <https://www.hlcommission.org/Policies/core-component-4-b-what-does-hlc-mean-by-cocurricular.html?highlight=WyJjb2N1cnJpY3VsYXliXQ==>

Approved by LU AC Sept 4, 2020

Langston University Student Learning Outcomes

Graduates of Langston University will be able to demonstrate:

1. Critical thinking skills through academic problem-solving **(LU SLO 1)**
2. Effective communication skills **(LU SLO 2)**
3. Knowledge of challenges faced by rural and urban communities, both global and domestic **(LU SLO 3)**
4. Knowledge of current technology **(LU SLO 4)**
5. Positive leadership skills **(LU SLO 5)**
6. Use of quality methods for conducting research or inquiry **(LU SLO 6)**
7. Respect for diversity in its many forms **(LU SLO 7)**
8. Commitment to responsible citizenship **(LU SLO 8)**
9. Competence in their chosen field of study **(LU SLO 9)**

Department/Unit Student Learning Outcomes

Please list your Student Learning Outcomes for your department/unit for your target audience.

- 1.
- 2.
- 3.
- 4.

Linkage of your Student Learning Outcomes (SLOs) to Campus-wide SLOs:

Please link your Student Learning Outcomes (SLOs) for this activity to the relevant Langston University SLOs. Indicate the measure used to determine performance measure.

Unit SLO #	LU SLO #	Gen Educ SLO #	Assessment Instrument	Performance Criteria
1	5	3	Survey	95% of students will agree that this activity provided them with skills to lead a group toward a common goal.

Learning Outcomes of General Education: Students will demonstrate the ability to:

1. Discuss the intricacies of diverse cultures and heritages;
2. Explain multiple modes of inquiry, reason, and critical thinking;
3. Communicate effectively using a variety of tools;
4. Discuss the importance of creativity for the human experience;
5. Explain the relationship between nature and science;
6. Discuss the role of responsible, ethical, and engaged citizens;
7. Value life-long learning, wellness, and personal enrichment; and
8. Adapt to a constantly changing global society.

Student Activity – Co-curricular Assessment Analysis Form			
<i>Please complete all relevant details for post-assessment follow-up in the boxes below. PART II</i>			
Success criteria met?	<input type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
Describe the impact of this learning experience on participating students:			
How could this activity be enhanced to provide a more deliberate learning experience?			
Should the activity be repeated?	No	Yes - as is	Yes - with modification
If you selected “Yes – with modification,” Describe recommended modifications:			
Printed name of assessing activity sponsor:			
Signature of assessing activity sponsor:			
Date of signature:			

Data Analysis

- 1) Provide results from your assessment measures (i.e., survey analysis).
- 2) Describe strengths of co-curricular activity:
- 3) Describe weaknesses of co-curricular activity:

Recommendations/Action Steps

Co-Curricular Annual Assessment Plan Template

Division of Student Affairs

Mission:

In support of Langston University and the mission of the Division of Student Affairs, the Office of the Dean of Students upholds standards of conduct to promote a civil community dedicated to the highest standards of respect, ethical behavior and accountability, and promotes a positive and safe living and learning environment for all members of the Langston University community. Through a student conduct system of fair and efficient due process, Langston students are held accountable for their actions on campus, within the local community and beyond.

Objectives:

1. Enforce the Student Code of Conduct to promote safety, accountability, integrity, and respect in the University community.
2. Provide counseling, conflict-resolution and mediation to students who have been referred to the judicial system.
3. Administer a fair, supportive and timely conduct process to address alleged violations of Langton University policies.
4. Ensure students have due process rights during judicial proceedings.
5. Integrate consequences with the opportunity for learning and making amends.
6. Facilitate educational programs and interventions that encourage responsible and ethical behavior.
7. Develop and support a safe living and learning environment.
8. Educate students regarding responsibility and accountability for their actions.
9. Establish, foster and enforce reasonable boundaries intended to protect the community and the rights of its members.
10. Encourage and foster self-reflection of behavior and actions.
11. Offer learning educational experiences for students, staff and faculty who participate in the ongoing maintenance, implementation and execution of the judicial process.
12. Develop and maintain comprehensive statistical and narrative data regarding all aspects of the student conduct process and engage in regular assessment of student conduct processes.

Department/Unit Student Learning Outcomes

As a result of serving as a student mentor, students will be able to:

1. understand group dynamics and contribute positively in a team environment; **(LU SLO 5)**
2. identify and support community resources by attending events; **(LU SLO 8)**
3. appreciate and utilize interpersonal communication skills; and **(LU SLO 2)**
4. support residents’ academic interests both inside and outside of the classroom. **(LU SLO 1)**

Linkage of your Student Learning Outcomes (SLOs) to Campus-wide SLOs:

Please link your Student Learning Outcomes (SLOs) for this activity to the relevant Langston University SLOs. Indicate the measure used to determine performance measure. An example is highlighted in “yellow”.

List and attach supporting documents of the assessment methods as applicable (e.g., rubric, survey questionnaire). Include all unit SLOs assessed during the academic year.

Assessment Method

Unit SLO #	LU SLO #	Gen Educ SLO #	Assessment Instrument	Performance Criteria
1	5	3	Survey	95% of students will agree that this activity provided them with skills to lead a group toward a common goal.

*Langston University learning outcomes – Graduates from Langston University will be able to demonstrate:

1. Critical thinking skills through academic problem-solving
2. Effective communication skills
3. Knowledge of challenges faced by rural and urban communities, both global and domestic
4. Knowledge of current technology
5. Positive leadership skills
6. Use of quality methods for conducting research or inquiry
7. Respect for diversity in its many forms
8. Commitment to responsible citizenship
9. Competence in their chosen field of study

Learning Outcomes of General Education: Students will demonstrate the ability to:

1. discuss the intricacies of diverse cultures and heritages;
2. explain multiple modes of inquiry, reason, and critical thinking;
3. **communicate effectively using a variety of tools;**
4. discuss the importance of creativity for the human experience;
5. explain the relationship between nature and science;
6. discuss the role of responsible, ethical, and engaged citizens;
7. value life-long learning, wellness, and personal enrichment; and
8. adapt to a constantly changing global society.

Summary Results and Evaluation

Reflections

- I. **Following a review of your 2020-2021 learning outcomes and goals, will you have new outcomes or goals for 2021-2022?**
- II. **Provide data from your assessment measures (i.e., survey analysis).**
 - 1) Strengths
 - 2) Weaknesses

Actions

Recommendations

Division of Student Affairs Student Learning Outcomes

Student Life

As a result of participating in student life activities, students will be able to:

1. develop a framework of ethics and values that guide their daily lives;
2. establish healthy interpersonal relationships;
3. respect and value diverse experiences, backgrounds, and identities;
4. develop a sense of connectedness within the community;
5. develop critical thinking/decision making skills; and
6. understand the rights and responsibilities of all LU students.

Health Services

As a result of participating in wellness activities, students will be able to:

1. assess their current personal fitness levels;
2. understand health problems associated with inadequate fitness levels.
3. maintain and improve their health;
4. demonstrate an understanding of individual health conditions and prevention approaches;
5. utilize healthcare resources on campus and in the community; and
6. increased self-awareness and communication skills.

Housing and Residential Life

As a result of serving as a Residential Advisor, students will be able to:

1. demonstrate critical thinking skills;
2. identify and respond appropriately to potential safety concerns;
3. help residents understand their behavior and its impact on their community;
4. appreciate and recognize the value of diversity;
5. support residents' academic interests and success both inside and outside of the classroom;
6. equip residents with managing their personal lives through connections to campus resources; and
7. successfully work with other students in a team environment.

Counseling

As a result of participating in personal and social development seminars, students will be able to:

1. understand the impact of lifelong wellness;
2. access the personal counseling services; and
3. identify behaviors and environments that promote health and reduce risk.

Student Mentors

As a result of serving as a student mentor, students will be able to:

1. understand group dynamics and contribute positively in a team environment;
2. identify and support community resources by attending events;
3. appreciate and utilize interpersonal communication skills; and
4. support residents' academic interests both inside and outside of the classroom.

Dimensions

Leadership

Management Skills

Meaningful Interpersonal Relationships

Collaboration

Social Responsibility

Effective Communication

Multicultural Competency

Intellectual Growth

Clarified Values

Personal/educational Goals

Career Choices

Emotional/Physical Wellness (Student Affairs)

Student Affairs Co-Curricular Survey Bank of Assessment Questions

Dimension: Management Skills (ILO5); (Gen Educ 7)

This event provided me with skills to manage my time.

Dimension: Clarified Values (ILO5); (Gen Educ 6)

This activity helped me recognize my personal values and ethics.

This event has increased understanding of my own values.

Dimension: Effective Communication (ILO2); (Gen Educ 3)

This activity provided me with skills to communicate with a diverse student population.

This activity improved my verbal communication skills.

This activity improved my communication skills through writing.

This activity gave me the opportunity to improve my communication skills.

Participation in this activity provided me the ability to utilize effective communication skills.

Dimension: Effective Communication (ILO1); (Gen Educ 2)

This activity provided me with critical thinking skills to communicate within a team to solve problems.

Dimension: Effective Communication [Technology]; Career Choices (ILO4); (Gen Educ 8)

This event improved my knowledge of computer software MS Word, Excel, PowerPoint, etc.)

Dimension: Social Responsibility/Civic Engagement (ILO8); (Gen Educ 6)

This event has provided clarification on social responsibility and what I believe is right.

This activity allowed me to participate as a responsible citizen.

This activity helped me better understand my personal values and beliefs.

This activity helped me apply personal values to decision-making.

My involvement in this activity helped me understand how political and social issues affect the community.

My participation in this activity increased my awareness of social responsibility.

My participation in this activity strengthened my awareness about issues that positively affect the community.

This activity increased my understanding about rights and responsibilities as a citizen of the community.

As a result of this event, I feel more responsible to engage in my community.

Dimension: Leadership Development; Collaboration (ILO5); (Gen Educ 1, 2)

This activity has provided me with leadership skills to equip residents with tools to manage their personal lives through access to campus resources.

This activity provided me with leadership skills to help residents understand their behavior and impact on their community.

This activity has provided me with skills to lead a group toward a common goal.

This activity has given me the opportunity to improve my leadership skills.

This activity has given me the opportunity to demonstrate teambuilding and collaborative strategies when working with teams.

Dimension: Emotional and Physical Wellness (ILO1); (Gen Educ 7)

My participation in this fitness program helped me understand health problems associated with inadequate fitness levels.

My participation in this fitness program help me understand my personal fitness levels and goals.

This program increased my knowledge about health and wellness.

This event increased my knowledge about personal counseling services.

Dimension: Multicultural Competency (ILO7); (Gen Educ 1)

This event increased my awareness about diversity and multicultural sensitivity.

This activity improved my ability to think about problems from multiple perspectives.

This activity improved my ability to work with others who think differently than I do.

This activity helped me respect the views of people who see things differently than I do.

Dimension: Intellectual Growth; Personal/Educational Goals (ILO9); (Gen Educ 7)

This event contributed to my personal and educational goals.

I will use what I learned today to achieve my academic goals.

This activity increased my knowledge about campus resources.

Dimension: Enhanced Self-Confidence (ILO5); (Gen Educ 2, 7)

This activity has provided me with confidence in who I am as an individual.

This activity improved my ability to think independently.

Langston University Student Learning Outcomes

ILO 1	Critical thinking skills through academic problem-solving
ILO 2	Effective communication skills
ILO 3	Knowledge of challenges faced by rural and urban communities, both global and domestic
ILO 4	Knowledge of current technology
ILO 5	Positive leadership skills
ILO 6	Use of quality methods for conducting research or inquiry
ILO 7	Respect for diversity in its many forms
ILO 8	Commitment to responsible citizenship
ILO 9	Competence in their chosen field of study

Learning Outcomes of General Education: Students will demonstrate the ability to:

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6. Discuss the role of responsible, ethical, and engaged citizens;
7. Value life-long learning, wellness, and personal enrichment; and
8. Adapt to a constantly changing global society.

Co-Curricular Assessment Plan Feedback Rubric

Criterion	Expectations	Performance Levels			Comments	
		Met	Partially Met	Not Met		
A. Mission and Goals	1	Mission Statement				
	2	Goals and Objectives Listed				
B. Student Learning Outcomes	3	Student Learning Outcomes (SLOs) Listed				
	4	Linkage of SLOs to Institution Learning Outcomes				
	5	Review of Prior SLOs				
	6	SLO Assessment Measures are listed				
	7	Criteria for Assessment Measures Listed				
C. Mapping	8	Map SLOs to Institution Learning Outcomes				
	9	Map SLOs to General Education SLOs				
E. Analysis/ Action Plan	11	Data Analysis is described				
	12	Explanation as to how data is used to improve retention				

Writing Student Learning Outcomes (Formula)

Intended Learners		Action Verb 1	Student Affairs Intervention		Action Verb 2	Intended Outcome
	who			will be able to		

Intended Learners		Action Verb 1	Student Affairs Intervention		Action Verb 2	Intended Outcome
Undergraduate students	who	complete	??????	will be able to	develop	a strong sense of personal identity and form respectful relationships.

Bloom's Taxonomy of Cognitive Skills with Action Verb List

			Critical Thinking		
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Count	Associate	Add	Analyze	Categorize	Appraise
Define	Compute	Apply	Arrange	Combine	Assess
Describe	Convert	Calculate	Breakdown	Compile	Compare
Draw	Defend	Change	Combine	Compose	Conclude
Identify	Discuss	Classify	Design	Create	Contrast
Label	Distinguish	Complete	Detect	Drive	Criticize
List	Estimate	Compute	Develop	Design	Critique
Match	Explain	Demonstrate	Diagram	Devise	Determine
Name	Extent	Discover	Differentiate	Explain	Grade
Outline	Extrapolate	Divide	Discriminate	Generate	Interpret
Point	Generalize	Examine	Illustrate	Group	Judge
Quote	Give Examples	Graph	Infer	Integrate	Justify
Read	Infer	Interpolate	Outline	Modify	Measure
Recall	Paraphrase	Manipulate	Point out	Order	Rank
Recite	Predict	Modify	Relate	Organize	Rate
Recognize	Rewrite	Operate	Select	Plan	Support
Record	Summarize	Prepare	Separate	Prescribe	Test
Repeat		Produce	Subdivide	Propose	
Reproduce		Show	Utilize	Rearrange	
Select		Solve		Reconstruct	
State		Subtract		Relate	
Write		Translate		Reorganize	
		Use		Revise	
				Rewrite	
				Summarize	
				Transform	
				Specify	