

# Co-Curricular Assessment Form

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This form is used by faculty, staff, and volunteers leaders of Leech Lake Tribal College co-curricular activities conducted with LLTC students. It is filled out annually at the beginning and end of the activity cycle. **“Co-curricular refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic curriculum. Co-curricular activities are typically, but not always, defined by their separation from academic courses”** ([e-glossary.org](http://e-glossary.org), 2017). Co-curricular activities include, but are not limited to, clubs, AIHEC student competitions, internships, service learning, student government, language tables, speaking events, etc. (Penn, J., 2015)

## Defining Characteristics

- **Intentionality**
  - Is your program designed to promote student learning / development or give students the opportunity to apply their learning in new situations?
- **Claims**
  - Do you (or your institution) make claims that your program does these things (promote learning / development) or contributes to the enriched educational environment?
- **Outside the classroom**
  - Is the program outside the formal classroom (i.e., it's not a class activity)?
- If you meet these, you are running a “co-curricular” program
- You should be assessing student learning / development

## Our Mission

Leech Lake Tribal College provides quality higher education grounded in Anishinaabe values.

When leading a co-curricular activity, it is good practice for educators to identify desired results in the form of student learning outcomes, determine what qualifies as good evidence of learning (assessment), and design learning experiences appropriately (Darby, 2009). **LLTC's co-curricular learning outcomes are:**

**Cultural** – Students will demonstrate an understanding of:

- Sense of place.
- What it is to be Anishinaabe.
- How to evaluate and interpret artistic, cultural, historical, and scientific events, texts, and trends within a global context.

**Communication** – Students will be able to present effectively information and ideas, both oral and written, by:

- Writing in Standard English.
- Writing in a variety of formats, using credible sources and citations.
- Using effective speaking skills in public presentations.
- Demonstrate interpersonal communication skills.

**Critical Thinking** – Students will be able to:

- Use scientific methods and other modes of inquiry to define problems:
- Access, evaluate, integrate, and document information.
- Develop logical arguments with evidence.

**Computer Skills** – Students will be able to:

- Use word processing for essays and other communication.
- Use spreadsheet software for communication, computation, and graphic data representation.
- Use presentation software for communication.
- Use internet and electronic resources for research and email for communication.

**Quantitative Skills** – Students will be able to:

- Propose solutions to and solve real-world problems by applying the correct scientific and numerical data.
- Use analytical and critical thinking skills to draw and interpret conclusions.

**Reading Skills** – Students will be able to:

- Demonstrate comprehension of college-level readings.
- Extend vocabulary through reading.

CO-CURRICULAR ACTIVITIES ARE *NOT USUALLY GRADED*, UNLESS THE INSTRUCTOR OFFERS EXTRA CREDIT FOR PARTICIPATION.

ASSESSMENT IS USED TO DETERMINE IF THE CO-CURRICULAR ACTIVITY IS *ACHIEVING THE INTENDED LEARNING OUTCOMES*.

SOME EXAMPLES OF CO-CURRICULAR ASSESSMENT ARE:

- Standardized or professional instruments (tests or surveys)
    - Locally developed surveys
    - Papers, projects, portfolios
      - Presentations
  - Observation or performances
    - Journals/Reflections
      - Focus groups
      - Self-assessment
- (Penn, J., 2015)

*EXTRA-CURRICULAR ACTIVITIES*, WHILE THEY MAY BE BENEFICIAL AND SUPPORT STUDENTS' ACADEMIC DEVELOPMENT, ARE NOT INTENDED TO ACHIEVE ANY OF OUR LEARNING OUTCOMES AND DO NOT REQUIRE ASSESSMENT.

# Our Vision

To be recognized as a center of academic excellence that advances the Anishinaabe worldview and empowers life-long learners who are fully engaged citizens, stewards, and leaders.

### References

Darby, S. (2009). *Assessment: Shared responsibility* [powerpoint slides]. Retrieved from <http://starkstate.edu>.

Edglossary.org. (2017). *Co-curricular*. Retrieved from <http://edglossary.org/co-curricular/>

Cruise-Harper, C. (n.d.) *Measuring student learning in the co-curricular: Developing an assessment plan for student affairs*. Retrieved from [http://www.learningoutcomesassessment.org/documents/Assessment\\_in\\_Practice\\_Maryville2.pdf](http://www.learningoutcomesassessment.org/documents/Assessment_in_Practice_Maryville2.pdf)

Penn, J. (2015). *The many faces of assessment: Strategies for effective assessment of co-curricular programs* [powerpoint slides]. Retrieved from [https://www.ndsu.edu/fileadmin/vpsa.ndsu.edu/Assessment/Many\\_faces\\_of\\_assessment.pdf](https://www.ndsu.edu/fileadmin/vpsa.ndsu.edu/Assessment/Many_faces_of_assessment.pdf)

**Semester/Year:** \_\_\_\_\_

**Co-Curricular Activity:** \_\_\_\_\_

**Type of Activity:**

\_\_\_\_ Club    \_\_\_\_ AIHEC Competition    \_\_\_\_ Internship    \_\_\_\_ Service learning

\_\_\_\_ Student Government    \_\_\_\_ Language Learning Table    \_\_\_\_ Speaker Event

\_\_\_\_ Other

**Activity Leader(s):** \_\_\_\_\_

\_\_\_\_ Faculty    \_\_\_\_ Staff    \_\_\_\_ Volunteer

**Learning Outcome(s) and Assessment:**

| Learning Outcomes (see page 1) | Assessment Activity |
|--------------------------------|---------------------|
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Fill out this page at the beginning of the activity and keep it until the activity has been completed then fill out the next page.

