

Leech Lake Tribal College Co-Curricular Assessment Form

Defining Co-curricular Programs and Activities

The Co-curricular Assessment Form is used by faculty, staff, and volunteers of Leech Lake Tribal College to document and assess co-curricular activities conducted with LLTC students or through LLTC extension course offerings. It is completed at the end of the program/activity cycle.

Co-curricular programming and activities can be defined as an extension of educational functions that support the broad mission of a higher education institution (Cucchiara, S., 2015). Examples of co-curricular activities include, but are not limited to the following (Penn, J., 2015):

- Clubs
- AIHEC student competitions
- Internships
- Service learning
- Student government
- Language tables
- Speaking events
- Cultural teachings
- Extension courses

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.

Examples of co-curricular assessment are (Penn, J., 2015):

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

Mission, Vision, and Accreditation

The mission of the LLTC is to provide quality higher education grounded in Anishinaabe values.

Leech Lake Tribal College's vision is 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.

LLTC is accredited through the Higher Learning Commission. Co-curricular activities are addressed in the HLC standards. By documenting and reporting LLTC co-curricular and extension activities, not only are we completing reports to various grant funding organizations, but we are providing evidence of compliance to HLC for the following standards (HLC, 2017):

Criterion 1. Mission

1.D. The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as their mission and capacity allow.

Criterion 3. Teaching and Learning: Quality, Resources, and Support.

3.E. The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Criterion 4. Teaching and Learning: Evaluation and Improvements.

4B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular activities.

Leech Lake Tribal College Learning Outcomes:

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 effectively present information and ideas, both oral and written, by:

- Writing and speaking in Ojibwe and 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.

References:

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

Cucchiara, Stephen. (2017) Co-Curricular Participation Drives Adult Student Excellence. Retrieved from <https://evollution.com/opinions/co-curricular-participation-drives-adult-student-excellence/>

Higher Learning Commission (2017). Higher Learning Commission Resource Guide.

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

