**Co-curricular Assessment Guidelines**

**Loma Linda University**

**Getting Started**

* Brainstorm:
	+ What does your organization do?
	+ What would your organization like to do in future?
	+ Do your activities divide logically into any overall themes that you would rework as goals?
	+ What would success look like to you?
	+ What kinds of data do you collect already (e.g., demographics of participants)?
	+ What surveys do you already implement?

**Overall Strategy**

* Define goals[[1]](#footnote-1) and outcomes[[2]](#footnote-2) for the program. What is its purpose?
* Be focused at this point. Realistically, goals and outcomes should be limited in number and representative of the program.
	+ Objective and achievable outcomes are better than general ones.
* Consider both the effects on community and the effects on volunteers, especially if students are involved.
* Select the LLU Student Learning Outcomes3 that are addressed by your program, if there is a link to the university.
* Optional: Create limited goals related to quality control as part of a separate document/procedure.

**Measuring your Outcomes**

* + Identify “performance indicators”: 1-3 items that break down the outcome into smaller, measurable pieces.

**Assessment Tools**

* + Select or develop assessment tools: records, surveys or other means of collecting data.
	+ Use existing data that is already being collected, as much as possible.
	+ Refer to the Co-curricular Assessment Resource list for documents that can be modified for consistency in language and scope.
		- <http://www.llu.edu/central/assessment/cccresources.page>

**Develop a Program Assessment Plan**

* + Develop an activity map4 (analogous to curriculum map)
	+ Develop an “Assessment Matrix” (see template in appendices)

 **Strategies for Community-engaged Scholarship**

* Use CBPR guidelines (Community-based participatory research):
<http://depts.washington.edu/ccph/cbpr/index.php>
* Consult with other co-curricular programs regarding most effective strategy for data collection.
* Obtain training for human research.
* Write and submit IRB
	+ Guidance available from Sponsored Research
* Consider Health Research Consulting Group[[3]](#footnote-3)

**University-wide Student Learning Outcomes (SLOs)**

**And Performance Indicators3**

**Loma Linda University**

**Outcome 1**: **Wholeness** - Students understand and apply the University philosophy of wholeness into their personal and professional lives.

1. Demonstrate knowledge of LLU’s philosophy of wholeness.

2. Plan a strategy for wholeness, including implementation of your wholeness strategies.

**Outcome 2**: **Values** - Students understand the importance of integrating LLU’s Christ-centered values in their personal and professional lives.

1. Identify the Christ-centered values identified by LLU.

2. Explain/describe how to incorporate LLU’s Christ-centered values.

3. Explain the purpose for the values embedded in their profession.

**Outcome 3**: **Critical Thinking** - Students demonstrate critical thinking.

1. Accurately interprets (analyzes and evaluates) information.

2. Objectively justifies conclusions and assimilates content into honest and thorough

presentation of findings.

**Outcome 4**: **Life-long Learning** - Students develop a commitment to discovery and life-long learning.

1. Demonstrate an awareness of opportunities for learning after graduation appropriate to

their professional and personal lives.

**Outcome 5: Communication -** Students demonstrate effective communication skills in English[[4]](#footnote-4).

1. Demonstrate effective oral communication skills.

2. Demonstrate effective written communication skills.

**Outcome 6**: **Technology** - Students demonstrate effective use of technology appropriate to the discipline.

1. Meet the technological expectations for the degree level and discipline.

**Outcome 7**: **Diversity** - Students understand the importance of embracing and serving a diverse world.

1. Demonstrate a sensitivity and awareness of all aspects of human diversity.

2. Analyze cross-cultural beliefs and values.

**Outcome 8**: **Collaboration** - Students demonstrate the importance of collaborating with others within and across disciplines.

1. Engage in a cross-discipline project.

**Please Note**: The suggested performance indicators are appropriate for most academic programs; however, both academic and co-curricular programs are encouraged to develop other, more applicable performance indicators for their programs whenever needed.

**Assessment Definitions**

Suskie, L. (2009). *Assessing student learning: A common sense guide (2nd edition)*. San Francisco, CA: Jossey-Bass.

“*Goals* state what you, your colleagues, or your college aim to achieve. They can describe aims outside the teaching and learning process as well as within it.” (p. 116)

“*Outcomes* are goals that refer to a destination rather than the path taken to get there—the end rather than the means, the outcome rather than the process.” (pp. 116-117)

“*Learning outcomes* or *learning goals* are goals that describe how students will be different because of a learning experience. More specifically, learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience.” (p. 117)

“*Objectives* can describe detailed aspects of goals…. Objectives can also describe the tasks to be accomplished to achieve the goal—the means to the end, the process leading to the outcome.” (p. 117)

“*Competencies* and *proficiencies* are terms sometimes used to describe learning outcomes or objectives. Typically they are used to describe skills rather than knowledge, values, or attitudes.” (p. 117)

“*Performance indicators* are quantitative measures of overall student performance or other aspects of college performance.” (p. 117)

 “*Standards* and *benchmarks* are the specific targets against which we gauge success in achieving an outcome.” (p. 117)

“*Knowledge* and *conceptual understanding* include remembering, replicating a simple procedure, and defining, summarizing, and explaining concepts or phenomena.” (p. 118)

**Assessment Resources**

**Assessment Videos**

Videos and additional resources for developing Assessment Plans are available at the Office of Educational Effectiveness’ website: <http://www.llu.edu/central/assessment/assessment.page>

**Co-curricular Assessment**The following resources show what other institutions are doing with co-curricular assessment.

* University of Miami Student Activities and Organizations Assessment
<http://www.miami.edu/sa/index.php/student_life/student_services/studentlife/assessment/student_activities_organizations_assessment/>
* New Benchmarking Assessment for Student Activities
<http://www.k-state.edu/osas/advisor/Nov%2006%20EBI.pdf>
* University of Connecticut Division of Student Affairs
<http://www.dsa.uconn.edu/assessment_plan.html>

 **[Co-curricular Program Name] Activities Map**

 **[School Name]**

**[Academic Year]**

Loma Linda University

|  |  |
| --- | --- |
| **Activities** |  |
|  |  |  |  |  |  |  |  |  |
| **Institutional SLOs[[5]](#footnote-5)** |
| 1. Wholeness |  |  |  |  |  |  |  |  |  |
| 2. Values |  |  |  |  |  |  |  |  |  |
| 3. Critical thinking |  |  |  |  |  |  |  |  |  |
| 4. Life-long learning |  |  |  |  |  |  |  |  |  |
| 5. Communication |  |  |  |  |  |  |  |  |  |
| 6. Technology |  |  |  |  |  |  |  |  |  |
| 7. Diverse world |  |  |  |  |  |  |  |  |  |
| 8. Collaboration |  |  |  |  |  |  |  |  |  |
| **Program SLOs** |
| 1. |  |  |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |  |  |  |
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| --- | --- | --- |
| **Instruction:**I = IntroducedE = ExpandedA = Advanced |  | **Assessment[[6]](#footnote-6):**B = Baseline – Assessment at beginning of program. Recommended; tracked by the program.F = Formative – Assessment at the middle of the program. Recommended; tracked by the program.**S = Summative** – Assessment at the end of the program. **Required**; tracked by the University. |

**[Co-curricular Program Name] Assessment Matrix**

**[School Name]**

**[Academic year]**

Loma Linda University

**Where are outcomes published? Mark all that apply.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Catalog** | **Program Website** | **Program Documents** | **Event Materials** | **Other (list)** |
| **LLU SLOs** |  |  |  |  |  |
| **Program SLOs** |  |  |  |  |  |

| **Outcomes – LLU SLOs and Program** | **Performance Indicators** | **Assessment Measurement Tools & Data Collection Cycles** | **Criteria for Success** | **Who interprets the assessment data? What is the process?** | **Findings from Data Collection** | **Resulting Program Changes** |
| --- | --- | --- | --- | --- | --- | --- |
| **LLU SLOs** |  |  |  |  |  |  |
| **1. Wholeness** | 1. Demonstrate knowledge of LLU’s philosophy of wholeness. |  |  |  |  |  |
| 2. Plan a strategy for wholeness, including implementation of your wholeness strategies. |  |  |  |  |  |
| **2. Values** | 1. Identify the Christ-centered values identified by LLU.  |  |  |  |  |  |
| 2. Explain/describe how to incorporate LLU’s Christ-centered values.  |  |  |  |  |  |
| 3. Explain the purpose for the values embedded in their profession. |  |  |  |  |  |
| **3. Critical thinking** | 1. Accurately interprets (analyzes and evaluates) information. |  |  |  |  |  |
| 2. Objectively justifies conclusions and assimilates content into honest and thorough presentation of findings. |  |  |  |  |  |
| **4. Life-long learning** | 1. Demonstrate an awareness of opportunities for learning after graduation appropriate to their professional and personal lives.  |  |  |  |  |  |
| **5. Communication** | 1. Demonstrate effective oral communication skills.  |  |  |  |  |  |
| 2. Demonstrate effective written communication skills.  |  |  |  |  |  |
| **6. Technology** | 1. Meet the technological expectations for the degree level and discipline.  |  |  |  |  |  |
| **7. Diverse world** | 1. Demonstrate a sensitivity and awareness of all aspects of human diversity. |  |  |  |  |  |
| 2. Analyze cross-cultural beliefs and values.  |  |  |  |  |  |
| **8. Collaboration** | 1. Engage in a cross-discipline project.  |  |  |  |  |  |
| **Program Outcomes** |  |  |  |  |  |  |
| 1. |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |

1. **Goals**: general statements about knowledge, skills, attitudes, and values expected in graduates (Mary Allen, 2006). Goals are not measurable. [↑](#footnote-ref-1)
2. **Outcomes**: clear, concise statements that describe how students can demonstrate their mastery of program goals (Mary Allen, 2006). Outcomes are measurable. [↑](#footnote-ref-2)
3. <http://www.llu.edu/public-health/hrcg/consult.page> [↑](#footnote-ref-3)
4. Excluding WASC-approved distant campus programs who will be assessed in the language of instruction. [↑](#footnote-ref-4)
5. SLOs: University Student Learning Outcomes [↑](#footnote-ref-5)
6. Results tracked over time [↑](#footnote-ref-6)