

# Co-Curricular Assessment Plan & Report

The Higher Learning Commission (HLC) defines co-curricular as learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum.

The purpose of this co-curricular assessment plan and report is for Student Affairs departments to document how co-curricular learning activities, assessment plans, and changes to implement as a result.

**Department:** Click or tap here to enter text.

**Submitted by (Name & Position):** Click or tap here to enter text.

**PLAN** – Identify, develop and document assessment of student co-curricular learning.

1. **List activity to be assessed:** Click or tap here to enter text.

2. **List the goal of the activity:** Click or tap here to enter text.

3. **Map activity to co-curricular learning outcomes**

Mark which co-curricular learning outcome the activity aligns with. Choose 1-2 that best align to the assessment of primary learning of the activity. If including more than one, ensure that your assessment method measures each outcome.

	Co-Curricular Learning Outcome
<input type="checkbox"/>	Self-Advocacy
<input type="checkbox"/>	Problem Solving
<input type="checkbox"/>	Goal Setting
<input type="checkbox"/>	Community Involvement
<input type="checkbox"/>	Social Responsibility

4. **Write co-curricular learning outcome**

Write the co-curricular learning outcome statement for the activity to be assessed. Use Bloom's Taxonomy as a guide. The statement should include, "students will be able to [action verb associated with learning]...[object/noun to describe the knowledge or ability students are expected to learn]"

Click or tap here to enter text.

5. **Method(s) of Measurement**

a. **Who is the student audience (group, cohort, event attendees, etc.):** Click or tap here to enter text.

b. **Where and when will assessment occur (appointment, workshop, weekly, beginning/end of term, etc.):** Click or tap here to enter text.

c. **What is the goal you hope to achieve (a % of students responding in a certain way to survey items, a % of students demonstrating learning at the "applies/analyses" level, etc.):** Click or tap here to enter text.

## HTC Co-Curricular Learning Outcomes

**Self-Advocacy** – students will access and utilize resources for support.

**Goal Setting** – students will set goals and develop a plan to reach them.

**Problem Solving** – students will think critically to develop solutions.

**Community Involvement** – students will feel connected to the campus community.

**Social Responsibility** – students will understand how their actions impact themselves and others.

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## ASSESS – Document the co-curricular learning assessment data

### 1. Sample size/participant overview

- a. **How many students are in your sample?** Click or tap here to enter text.
- b. **What other demographic or student data are you including along with the learning assessment?** Click or tap here to enter text.

### 2. Data collection timeframe

- a. **When did your data collection occur?** Click or tap here to enter text.
- b. **How frequently did you collect data?** Click or tap here to enter text.

## EVALUATE & CHANGE – Document results and improvements for continuous quality improvement.

1. **Key findings** – Share your key findings in bullet format below. Include charts, graphs or other visual representation of your results:  
Click or tap here to enter text.
2. **Summary of results** – What did you learn?  
Click or tap here to enter text.
3. **Reflection** – Describe any challenges you encountered. What might you have done differently?  
Click or tap here to enter text.
4. **Implementing change** – What improvements will you make to this activity based on the learning assessment process?  
Click or tap here to enter text.

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