

Interim Report: Co-Curricular Assessment



Institution: Dakota College at Bottineau
Chief Executive Officer: Dr. Carmen Simone
Date Submitted: August 30, 2022

Action: (HLC Peer Reviewer Final Report page 60): Develop a plan for co-curricular assessment for a minimum of six co-curricular programs, that integrates the alignment with General Education outcomes, and identifies assessment metrics. Communicate broadly to the College's internal employee constituencies the timelines associated with co-curricular assessment by which the College will identify and assess its total inventory of co-curricular programs.

Core Component(s): 3.E (The institution fulfills the claims it makes for an enriched educational environment.) and 4.B (The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.)

Areas of Focus: With the concerns noted for 3E and 4B, the visiting team recommends that DCB submit an Interim Report with a plan for co-curricular assessment, detailing the alignment with General Education outcomes, metrics and timelines associated with assessment of a minimum of six co-curricular programs by September 1, 2022.

Interim Report: Co-Curricular Assessment

At the end of the Virtual Visit that occurred as the initial step in Dakota College at Bottineau's (DCB) Comprehensive Evaluation, assessment leaders began taking a deeper look into how to bring meaningful assessment of co-curricular activities to the College. The initial draft report from the HLC Peer Reviewer Final Report confirmed that co-curricular assessment was an area for improvement at DCB. During Summer 2020, the Director of Assessment and the Accreditation Coordinator applied to the HLC Assessment Academy identifying co-curricular assessment as the focus of the Academy project. The application (Appendix A) was accepted (Appendix B) and initial training began at the end of Summer 2020.

A new assessment leader was hired Fall 2020 and given the title of Director of Academic and Co-Curricular Assessment. This change in title helped to solidify the College's commitment to ensuring that co-curricular assessment is as deeply engrained in the campus culture as academic assessment. The new Director began overseeing Academy participation which had a twofold purpose of 1) ensuring DCB successfully addressed co-curricular concerns highlighted in the Peer Reviewer Final Report and 2) providing the guidance for how to develop a process for co-curricular assessment that is sustainable and serves to continually improve the student-experience at DCB.

The scope of the Academy project includes developing and implementing a process for co-curricular assessment by piloting the process on a group of six co-curricular groups that encompass the Campus Mission and theme. The six groups chosen were:

1. Leaderjacks—This group provides leadership through service activities, while also participating in monthly meetings which provide opportunities to meet and interact with students from a variety of majors. Participants also have the opportunity to network with business professionals. Students enroll in University Studies (UNIV) 101 or 102 Leadership through Service I or II and receive one credit per semester enrolled.
2. Men's Hockey—This club sport team provides student-athletes with experiences to grow academically and athletically. Student athletes demonstrate hockey-related skills, utilize DCB Athletic Department services for academic support (i.e., team study tables), and regularly participate in community service activities.
3. Phi Theta Kappa—This two-year college honor society recognizes and encourages academic achievement and provides opportunities for individual growth and development through honors, leadership, and service programming. Students are invited to join upon completion of 12 credit hours and must maintain a 3.0 GPA.
4. Photography Club—The mission of the Photography Club is to adequately prepare students to enter the workforce in the field of professional photography by providing a unique, hands-on learning experience in which the students earn money by working and learning in the DCB Photography Studio and on location. Students demonstrate proficiency in photography business practices including marketing, photo printing and packaging, and customer relations.

5. Student Nursing Organization (SNO)—This group contributes to the student nurse’s educational experience by mentoring students preparing for licensure as a practical or registered nurse. SNO promotes nursing and the DCB Nursing Program on campus and in the community. Members practice ethics, standards, and skills needed to become responsible and accountable leaders and members of the nursing profession.
6. Wildlife Club—This group supports students interested in wildlife either as a professional pursuit or as a passion. Many of the activities associated with this group are directly related to Fish and Wildlife courses offered at DCB. Although this group was an initial group slotted for participation in the Assessment Academy, the Fish and Wildlife Instructor resigned his position at the beginning of Spring 2022, and Student Senate was brought in to replace Wildlife Club in the absence of a club leader.
7. Student Senate—This group represents the student population at DCB by serving as a liaison between the students and the College administration and faculty and the North Dakota State Board of Higher Education. It is comprised of a President (elected by the student body each spring), Vice President, and Secretary/Treasurer. The Senate promotes student participation in college activities and helps coordinates these activities. The Student Senate President also serves as a member of the College’s Administrative Council and Institutional Effectiveness Committee, as well as a member of other committees as necessary (i.e., Campus Dean Search Committee).

The leaders of these six groups were alerted to DCB’s acceptance into the HLC Assessment Academy during Faculty and Staff In-Service at the beginning of the Fall 2020 term (Appendix C). The Director of Assessment and Accreditation Coordinator provided information about the Academy and the proposed project to the co-curricular leaders. Discussion was held, with the primary focus being the question of time and workload associated with being a leader of a group in the Academy. From the beginning, the intent is to make this assessment 1) meaningful, 2) efficient, and 3) sustainable. All parties agreed that piloting with a smaller group was the best way to ensure this type of assessment, and the co-curricular leaders supported the Academy project.

Fall 2020 and Spring 2021 served as planning semesters. After meeting with co-curricular leaders, the focus became developing a process for assessment that met the goals of being meaningful, efficient, and sustainable. To develop this process, DCB established an HLC Co-Curricular Assessment Academy team. This team is comprised of co-curricular leaders from the six groups identified, as well as members of the DCB Academic and Co-Curricular Assessment Committee. The co-curricular leaders help to ensure that the assessment process is doable within the scope of their activities, and the Assessment Committee members help to ensure the use of best assessment practices.

The first task undertaken by the team was to establish co-curricular learning outcomes (Appendix D). Past attempts at establishing co-curricular assessment involved developing new, unique co-curricular learning outcomes. Guided by Academy mentors and scholars, the team was encouraged to see if goal outcomes held by co-curricular leaders aligned with already

established general education competencies. If alignment existed, the general education competencies could be used rather than developing unique co-curricular competencies. Additionally, students involved in each co-curricular activity were surveyed as to their goals of participation within the activity.

Five themes emerged when team members assessed the surveys completed by both co-curricular leaders (Appendix E) and students: community, leadership, teamwork, career preparedness, and diversity. The Academy team members found that these themes aligned with already established competencies used in general education, as well as career and technical education (CTE). The alignment is as follows:

- Theme 1: Community—Aligns with General Education Competency 6 (Demonstrates knowledge of social structures), Learning Outcome 3 (Recognizes human social structures).
- Themes 2 and 3: Leadership and Teamwork—Align with General Education Competency 4 (Communicates effectively), Learning Outcome 4 (Collaborates with others)
- Theme 4: Career preparedness—Aligns with CTE Competency 1 (Employs industry-specific skills in preparation for workplace readiness)
- Theme 5: Diversity—Aligns with General Education Competency 6 (Demonstrates knowledge of social structures), Learning Outcome 2 (Examines the world of human diversity)

Based off this analysis, the team developed a co-curricular mission statement (Appendix E):
Co-curricular programming at DCB seeks to provide greater understanding of human diversity through community involvement, leadership opportunities, team building skills, and career readiness experiences.

The above-mentioned Competencies and Learning Outcomes now serve as the Competencies and Learning Outcomes for co-curricular assessment.

Surveying co-curricular leaders and students, developing this mission, and establishing competencies and learning outcomes took the Academy team the majority of Fall 2020 and Spring 2021 (Appendix F). The next step in the Academy timeline (Appendix G) was to develop a metric for assessing achievement of the competencies and learning outcomes. The Academy team looked at a variety of different assessment tools, but settled on a self-assessment checklist survey which used a 5-point Likert scale from 0-Not at all, to 5-Strongly agree. Seventeen questions on the checklist remained consistent for all co-curricular groups, but leaders were also encouraged to add additional questions as they saw fit (Appendix H pages 29-35 of the 2022 Co-Curricular Assessment Report contain the checklists for each co-curricular). Phi Theta Kappa had the greatest number of questions at 21.

During Spring 2022, student participants in the six co-curricular groups completed the self-assessment checklist survey. The results are summarized in the Co-curricular Assessment Report (Appendix H). Overall results for the six co-curricular groups showed a self-assessment average of 4.36 in leadership, 4.75 in teamwork, 4.38 in community, 4.44 in diversity, and 4.57 in the activity-based questions. Thus, averages revealed students slightly to strongly agreed with

co-curricular activity participation aiding in a stronger connection to community, enhancement of leadership and teamwork skills, career preparedness, and an understanding of diversity. Students scored themselves highest on a teamwork-related question (I can work together with others towards a common goal) and lowest on a leadership-related question (I'm confident to speak out in a group setting). A diversity-related question (I feel comfortable initiating conversations about diversity, equity, and belonging) also had a lower ranking, yet still had an average score of 4.11, indicating that students agreed that they felt comfortable initiating conversations about diversity, equity, and belonging.

Co-curricular leaders helped to validate the data by filling out the same survey for each student participant. The co-curricular leaders scored the students 4.34 in leadership, 4.85 in teamwork, 4.47 in community, 4.43 in diversity, and 4.69 in the activity-based questions. The Director of Academic and Co-Curricular Assessment ran a t-test to determine if student and co-curricular leader scores were significantly different. Results show average responses by students are equal to the average responses by the co-curricular leader. Further tests were run to identify if individual questions were found to be significantly different when comparing the means. The means were not found to be significantly different. Thus, student and leader responses were not statistically different from each other at either the specific question level or at the aggregate category level. This suggests that the self-assessment checklist survey is an accurate tool for these groups.

The Academy team met during May 2022 (Appendix I) to reflect on the co-curricular assessment process. Co-curricular leaders expressed appreciation for certain aspects of the self-assessment checklist survey, but commented on how not all themes (community, leadership, teamwork, career-preparedness, and diversity) applied to all co-curriculars. For example, although Men's Hockey encourages leadership, teamwork, an appreciation of teammates from diverse backgrounds, and engagement with the community through volunteer opportunities, participation in Men's Hockey does not focus on career-preparedness. Additionally, some of the questions associated with each theme were not applicable to all co-curricular groups. Based on this feedback, the team recommended that the self-assessment checklist survey be revised by each co-curricular leader to only include questions applicable to the co-curricular group.

The six groups will continue to pilot the co-curricular assessment process during the 2022-2023 academic year with revised questionnaires. Co-curricular leaders will meet with the Academy team during Fall 2022 to refine the self-assessment checklist survey to better suit the goals of the individual co-curricular group. The Academy team will map the questions selected onto the co-curricular student learning competencies and learning outcomes to ensure that the five themes are all represented in a fairly even manner.

DCB is now halfway through participation in the HLC Assessment Academy and is well on its way to establishing co-curricular assessment that is meaningful, efficient, and sustainable. Co-curricular leaders who serve on the Academy team prove to be a valuable sounding board to ensure those three goals are met as the process continues to be refined. Discussion was held

about adding additional co-curricular groups during the 2022-2023 year, but with the change to the self-assessment checklist survey it was determined that keeping with the current six groups is best. The Academy team will participate in a Midpoint Roundtable October 2022 and compile and submit a Midpoint Report to the HLC mentor and scholar by the end of December 2022.

Academy participation will end with a final Impact Report due by the end of December 2024. At this time, the goal is for DCB to have thoroughly piloted the new process for assessing co-curricular groups and apply this process to all co-curriculars at the College. During the next two years of Academy participation, refinement of the self-assessment checklist survey is not the only issue that needs to be addressed. The Academy team acknowledges the need to establish a practice for closing the loop and connecting the assessment of co-curriculars with planning and budgeting at the College. These are topics the team hopes to address by the completion of Academy participation.

As communicated to DCB faculty and staff during Fall 2022 Faculty and Staff In-Service (Appendix J), a schedule of co-curricular assessment is forthcoming, but will not be new in format. The intended schedule of co-curricular assessment mirrors academic assessment, splitting co-curriculars into two cohorts. Using a five-year cycle like that used in academic assessment, half of DCB's co-curricular groups (Cohort A) would assess during Years 1 and 2, the other half of DCB's co-curricular groups (Cohort B) would assess during Years 3 and 4, and Co-Curricular Program Review (using the same template as Transfer Program Review) would occur during Year 5.

Conclusion

Dakota College at Bottineau has successfully developed a plan for co-curricular assessment of six co-curricular programs at the College. Co-curricular Student Learning Competencies and Outcomes align with already established DCB General Education Competencies and Outcomes. The competencies (and corresponding Learning Outcomes) guiding the assessment of co-curricular assessment are:

- General Education Competency 4: Communicates Effectively
 - Learning Outcome: Collaborates with others
- General Education Competency 6: Demonstrates knowledge of social structures
 - Learning Outcome 2: Examines the world of human diversity
- General Education Competency 6: Demonstrates knowledge of social structures
 - Learning Outcome 3: Recognizes human social structures
- CTE Competency 1: Employ industry-specific skills in preparation for workplace readiness

Self-assessment checklist surveys continue to be updated and improved based off feedback from the co-curricular pilot group, as well as Academy mentors and scholars. Finally, the timeline for assessment of DCB's total inventory was shared with all faculty and staff during the Fall 2022 In-Service and is understood and accepted.

Appendix A. Assessment Academy Application

Assessment Academy Application—Fall 2020 Cohort

Institution: 1522 - Dakota College at Bottineau - ND

Purpose for Academy participation: Other institutional initiative

If you selected “Other,” please specify: We are on the Open Pathway, but it is not a year for an initiative at this time. Dakota College at Bottineau (DCB) underwent its 10-year comprehensive evaluation in Spring 2020. The peer review team recommended an interim report “to address co-curricular assessment, in order to articulate the connection between its co-curricular programming, General Education outcomes, and where appropriate, with CTE program learning outcomes.” DCB’s participation in the Assessment Academy would center on this purpose.

Application Questions

1. Provide an evaluation of the institution’s past and present assessment efforts, including strategies, challenges, results and accomplishments.

In the past, assessment of student learning at DCB occurred primarily through course-level assessment. Since the HLC self-report in 2009, course-level assessment occurred annually with high participation among on-campus faculty. Although this assessment occurred, it did not triangulate with planning or budgeting. Additionally, program-level assessment did not occur.

A part-time Director of Assessment was hired in August 2019 following the retirement of a long-serving Assessment Committee Chair. The new Director, with a more current understanding of assessment in higher education, sought to revitalize assessment for student learning rather than of student learning. Beginning Fall 2019, program-level assessment was added through curriculum mapping. This process alerted assessment leaders to gaps and neglected student learning outcomes. Timelines for assessment of all student learning outcomes were established, and department rubrics were submitted by several different departments. A challenge facing the Assessment Committee is that the same assessment process was done at DCB for ten years. Although this process was understood and followed by on-campus faculty, it failed to address student learning outside of individual courses. Implementing a new system of assessment calls for faculty buy-in (both on- and off-campus), something that continues to be a challenge.

2. Describe the issues related to the assessment of student learning that led the institution to apply to the Academy. Why did the institution select the Academy as a means of institutional improvement?

As Dakota College enters into a complete update and overhaul of assessment practices, many issues arise. DCB would benefit from mentorship in many areas, particularly as they relate to structure, staffing and strategies for culminating and using assessment data. One of the biggest issue for DCB at this time has to do with assessment of co-curriculars. The biggest issue with co-curricular assessment is that it is non-existent at DCB. Beginning Spring 2019, an ad-hoc committee met to identify Co-Curricular Experience Competencies (i.e., student learning outcomes for co-curriculars), a comprehensive list of all co-curriculars at DCB, and a timeline for assessment. Through this process, as well as through discussions with Dr. A. Gigi Fansler and the peer review team, it became clear that guidance through this new assessment would be very valuable to ensure that it is done properly the first time. DCB selected Academy participation for two reasons. First, three assessment team members participated in two different HLC-sponsored assessment workshops in Spring 2019 and found these to be invaluable as DCB’s assessment progresses forward. We would like to continue with these types of opportunities and mentorship by experts and peers. Second, we would like to align our co-curricular assessment with the practices as advised by our accrediting body.

2a. If applicable: If the insitution previously participated in either of the HLC Academies, please indicate which Academy, the dates of participation, and how the institution’s current needs relate to

its past Academy work, if at all.

DCB participated in the HLC's Persistence and Completion Academy in Fall 2016. One of the primary goals of DCB's participation was identifying athletic teams whose persistence and completion rates were above or below non-athletes. Student learning within athletics was not a focus of that Academy, but since athletics plays a large role in DCB's student-population, at least one athletic group should be included in co-curricular assessment.

3. How does participation in the Academy align with the institution's current academic or strategic priorities?

The DCB Mission includes nine bulleted points of which many connect to co-curricular outcomes. For example, campus activities provide for interpersonal development and all programs provide a greater understanding of human diversity. The Campus Mission drives academic and strategic priorities, but the assessment of some of these goals has not been as strong as assessment leaders would like. Participation in the Academy would allow DCB to establish a stronger link between the assessment of co-curricular experience and the Mission of the College.

4. What potential challenges and issues might the Academy team have to address?

As a small community college, staff and faculty wear many hats. A challenge that the Academy team will have to address is establishing a process and procedure for co-curricular assessment that is meaningful, sustainable, and effective. Another challenge is connecting co-curricular assessment with current General Education Competencies. DCB's current General Education Competencies are very discipline-specific. This may warrant a change to the General Education Competencies, something that assessment leaders anticipate and accept. Additionally, DCB is in need of direction in the establishment of how to staff and unite data to create a system of Institutional Effectiveness.

5. What human, financial and other resources has the institution committed to Academy participation?

Based off the HLC Team Report Spring 2020, College leaders are aware that funds need to be available for assessment purposes. The College is currently setting aside all necessary funds for Academy participation. The College also has staff and faculty committed to participate in this project, including the Director of Assessment, HLC Coordinator, and other Academic Assessment Committee members.

Institutional Contact Information

Name: Hattie Albertson

Position title: Director of Academic Assessment/Dakota College Library

Office address: 105 Simrall Boulevard

City: Bottineau

State: ND

ZIP Code: 58318

Office phone number, incl. extension: 701-228-5454

Office fax number:

Email address: hattie.c.albertson@dakotacollege.edu

Application Confirmation

Please check the box to confirm the following statement: I confirm that this application represents the institution accurately and that the institution agrees, if admitted, to commit to meaningful and productive participation in the Assessment Academy for the full Academy cycle.

CEO's name: Dr. Jerome Migler

CEO's email address: jerome.migler@dakotacollege.edu

LETTER OF AGREEMENT



Assessment Academy

Institution: **Dakota College at Bottineau** ("Institution")

Status: Accredited

Joining Cohort: Fall 2020

Assessment Academy

By entering into this Letter of Agreement ("Agreement") Institution elects to participate fully in the activities and functions of the Assessment Academy ("Academy") for the duration of the four-year program. Institution may choose to participate in the Academy as fulfillment of the Open Pathway Quality Initiative or for its own purposes. However, as further described below, Institution should be aware that participation in the Academy does not substitute for, or serve in lieu of, fulfillment of any HLC monitoring requirement.

I. Institution elects to participate in the Academy for the following purpose:

Fulfillment of the Open Pathway Quality Initiative

Fulfillment of other institutional purposes defined by Institution

II. Academy Activities and Institution Commitments:

Selection of Representatives - Institution agrees to select a team of five to eight representatives, collectively known as the Academy team and to designate a team lead to serve as primary contact for HLC's Quality Services staff regarding Academy business.

Virtual Orientation - This orientation meeting is held two-three months before the cohort's scheduled Virtual Academy Roundtable. The Orientation will provide information for Academy leadership on Academy expectations, structure, and goals along with strategies for preparing your Academy team for the Roundtable.

Institutional Commitment - Institutions to send the one or two people tasked with leading the Academy effort to attend the synchronous virtual orientation via Zoom.

Virtual Roundtable - The Academy experience officially begins with the Academy Roundtable, where Academy teams receive coaching from event facilitators on project development and have the opportunity to discuss and comment on their own and other institutions' planned work. This initial planned work forms the basis for Institution's first posting in the SparQ and ultimately becomes Institution's scope for their Academy Project related to assessment.

Institutional Commitment - Institution agrees to select at least five to eight representatives of the Academy team participate in the Roundtable, construct an Academy Project, and post initial planned work on the Academy SparQ (see below) within two weeks of the Roundtable. Due to the currently health crisis and travel restrictions, this event will be held virtually via Zoom.

Academy Project Updates in SparQ - The Academy SparQ is an electronic forum designed for institutions to document and share progress related to their Academy Project. The forum allows Academy teams to post project updates and

comments and inquiries about the strategies of other academy teams. For the duration of the program, Academy teams are required to maintain on-going communication with their assigned primary mentor and scholar via SparQ, posting Academy Project Updates twice a year in the network for review and response. Institutions may also choose to comment on the Academy Projects of other participating academy teams in the system, taking advantage of the functions of the network that support a shared learning experience and best practices.

Institutional Commitment – Institution agrees to post Academy Project Updates twice a year in SparQ.

Midpoint Roundtable – The Midpoint Roundtable is held approximately halfway through Institution’s time in the Academy (at the end of the full second year in the program). The original Academy team joins their other cohort members in sharing best practices learned from their first two years in the Academy and receives advice from event facilitators.

Institutional Commitment – Institution agrees to send a team of five to eight representatives from the Academy team to the Midpoint Roundtable.

Third-Year Mentor Consultation – In the middle of the third year of participation, the Academy team’s Primary Mentor consults with Institution to review the Academy team’s progress, offer strategies for implementation and evaluation, and provide recommendations for the Academy team’s final year of the Academy. This consultation will occur via video or phone conference, unless Institution requests and documents a need for a face-to-face consultation.

Institutional Commitment – Institution agrees to host a virtual consultation with their mentor in the middle of their third year in the Academy, unless arrangements for a face-to-face consultation are otherwise specified in writing.

Academy Results Forum – The Results Forum is a multi-day event that concludes the Academy experience. Academy teams evaluate the impact of their Academy Projects, showcase accomplishments, share best practices, and design strategies to maintain their efforts to assess and improve student learning beyond the Academy. The final product is a two part Impact Report inclusive of a written sustainability plan.

Institutional Commitment – Institution agrees to attend an Academy Results Forum to conclude their Academy experience, share learning and results from their Academy Project, and write a plan for sustaining work to assess and improve student learning.

III. HLC Commitments:

- HLC will collaborate with Institution to help it accomplish its Academy Project goals.
- HLC will respond promptly and courteously to requests for assistance or information in areas of Academy participation.
- HLC will engage in continuous quality improvement of the Academy curriculum, identifying, evaluating, and validating promising practices and identifying developing needs through the review of the work documented in SparQ, observing Academy events, and conducting periodic program evaluations.
- HLC will honor Institution’s request, subject to approval by HLC, for participation in the Academy to serve as Institution’s Open Pathway Quality Initiative.

IV. Relationship Between the Academy and HLC’s Evaluative Processes:

- Acceptance to or participation in the Academy, or feedback received from Academy mentors or scholars, does not serve as evidence of compliance with HLC's Criteria for Accreditation or other HLC requirements, nor in any way predict, or otherwise substitute for, any related finding in any evaluation by HLC, whether through its peer reviewers, the Institutional Actions Council or the Board.
- If Institution has interim monitoring, including related to student persistence and completion, while participating in the Academy, Institution is responsible for fulfilling that monitoring requirement. Participation in the Academy does not substitute for, or serve in lieu of, fulfillment of any HLC monitoring requirement.
- While the Academy provides mentoring and assistance related to assessment of student learning, its processes are not designed with regard to maintaining compliance with HLC's Criteria for Accreditation. Institution is responsible for ensuring its own compliance with HLC's Criteria for Accreditation and is responsible for making all determinations regarding assessment at Institution.

V. **Financial Obligations and Other Requirements:**

- Academy fees are determined based on Institution's joining cohort. Academy fees are typically invoiced approximately one month prior to orientation and then annually thereafter in the fall. Alternate payment arrangements may be established by HLC for institutions that join an Academy off-cycle. Alternate payment arrangements may also be established upon the request of Institution (for example—pre-payment of all fees). All Institution requests for alternate payment arrangements are subject to HLC's approval and must be established in writing.
- All Academy fees are due within thirty (30) days of the date of invoice. Failure to pay Academy fees may result in Institution being removed from the Academy and/or other consequences in accordance with HLC's policies and procedures, including the Obligations of Affiliation.
- Academy fees do not include travel costs for the team to face-to-face events or other incidental costs of Institution's participation in the Academy; institution is solely responsible for all travel costs and other incidental costs incurred by Institution related to participation in the Academy. These costs will vary for each year that Institution participates in the Academy (i.e., the costs in the first year of the Academy are different than the anticipated costs in the third year). Institutions are encouraged to carefully plan for full participation. If Institution elects to have one or more face-to-face consultations with mentors in the middle of the second and third years of the Academy, Institution is responsible for all costs associated with these consultations, including travel and incidental expenses for mentors.
- Should Institution voluntarily withdraw before the end of the Academy or not complete the activities outlined above, the institution will be designated inactive. Inactive status does not relieve Institution from its obligations related to outstanding invoices for Academy fees. Additionally, no refunds will be granted for fees already paid. As an alternative to withdraw, Institution is encouraged to contact HLC prior to discuss the possibility of deferment.

- An institution may request to suspend their participation in the Academy and defer participation for up to one year at any point during the Academy. All requests for deferral are subject to the approval of HLC. Deferrals of longer than one year will require a new application to participate in the Academy. During the deferment period, the institution will not be invoiced for participation.

Acknowledgement

By joining the Academy, Institution agrees to the expectations defined in this agreement. Institution also acknowledges that as HLC continues to improve offerings, changes may occur to the expectations. If changes do occur, HLC will provide prior notice with respect to the nature and timing of any changes as well as, at its discretion, flexibility related to participation and cost for Institution.

This Agreement embodies the entire understanding between and among the parties. It supersedes any prior agreement, whether written or oral, and is the final and complete expression of the parties' intent on the matters in this Agreement. Any changes, additions, revisions, or modifications shall only be effective if accomplished via a written instrument signed by the parties. This Agreement is governed by and shall be construed in all respects in accordance with the laws of the State of Illinois. Both parties agree that any state or federal court within Cook County, Illinois shall have exclusive jurisdiction over any action or proceeding relating to or arising under this Agreement.



Signature of Institution CEO

Signature of HLC President

Barbara Gellman-Danley

Printed Name of Institution CEO

Printed Name of HLC President

Date

Return completed letter to Kim Davis by email at academy@hlcommission.org or by fax at 312.263.7462.

Appendix C. Fall In-Service Schedule

FACULTY FALL IN-SERVICE

Monday, August 17

Pexip: <https://join.nd.gov/1684611>

– All Faculty Welcome Back

Please register in the commons area located inside entrance #2 of Thatcher Hall.

8:00 am – 9:00 am	Continental breakfast will be available.	Thatcher Commons 2 nd Floor
9:00 am – 9:15 am	Welcome ➤ Dr. Steve Shirley, President	Alumni Center, TH 2212 & TH 2211 
9:15 am – 10:45 am	Welcome Back The New Normal ➤ Dr. Jerry Migler, Campus Dean	Alumni Center, TH 2212 & TH 2211 
10:45 am – 11:00 am	Break	
11:00 am – 11:30 am	Advising Updates ➤ Craig Buxton, Registrar	Alumni Center, TH 2212 & TH 2211 
11:30 am – 12:00 pm	Work Study How to manage their time. ➤ April Abrahamson, Financial Aid Director	Alumni Center, TH 2212 & TH 2211 
12:00 pm – 1:00 pm	Lunch on your own	
1:00 pm – 1:30 pm	Curriculum Committee Meeting ➤ Larry Brooks, Tracy Chisholm, Kayla O'Toole, Shubham Data, Clint Saunders & Craig Buxton	TH 2212
1:30 pm – 2:00 pm	Co-Curricular Pilot Group Leader Meeting ➤ Zahra Moss, Erin Williams, Clint Saunders, Brock Lemon, Ashley Pedie, & Shubham Datta	TH 2211
2:15 pm – 4:00 pm	Department Chair Group Meetings ➤ Assessment ➤ Budget ➤ COVID Guidelines	See Room Schedule

Courtesy Reminder: Pexip is continually recording between sessions. Please be conscientious of this as speakers are exchanged.

Appendix D. HLC Assessment Academy Response One



Dakota College at Bottineau, ND Dakota College at Bottineau's ASL Project

Participation Start: 3/18/2020

Participation End: 6/14/2024

Team Lead: Linda Burbidge

Team Member(s): Hattie Albertson

Clint Saunders

Tracy Chisholm

Sandy Hageness

Laurie Culbreth

Lexi Kvasnicka Gates

Larry Brooks

Primary Mentor(s): Joan Hawthorne

Scholar(s): Janice Denton

This Results Report reflects the activity of Dakota College at Bottineau in Assessment Academy. It is not an official document of the Higher Learning Commission.

Project Update 1

Project Update

Q: Describe the project that you have developed at the Roundtable. Focus particularly on the general strategies you developed.

A: As guided by the HLC Team Report, our project will involve working with six co-curricular groups to pilot co-curricular assessment. Our six groups are: 1) Phi Theta Kappa, 2) Student Nurses Organization, 3) LeaderJacks, 4) Wildlife Club, 5) Photography Club, and 6) Men's Hockey. Co-curricular assessment has, to this point in time, only been in the planning stages of development.

Fall 2020 and Spring 2021 will be used to establish co-curricular learning outcomes, mapping these outcomes onto current General Education Competencies, and developing measurement tools.

Fall 2021-Spring 2022 will involve the first academic year of co-curricular assessment, followed by an assessment of the strengths and weaknesses of the new assessment model during Summer 2022.

Q: What are the desired outcomes of this project? How will you know that you have achieved each of these outcomes?

- A:
- Establish sustainable co-curricular assessment.
 - Achievement will be evident by participation.
 - Survey faculty and staff on the sustainability of the assessment process.
 - Create a culture of assessment where faculty and staff *want to* assess, rather than *have to* assess. This comes down to buy-in from co-curricular leaders.
 - Train faculty and staff on the assessment process.
 - Faculty and staff will be surveyed at the end of Fall and Spring semesters, beginning end of Spring 2021.
 - Share feedback regarding assessment with all parties (faculty, staff, and students).
 - Survey students on their perceptions of the takeaways from their co-curricular participation.
 - Apply effective assessment strategies learned through the academy to academic assessment.
 - Changes to processes or reporting to academic assessment that mirrors co-curricular assessment.

Q: How will your project contribute to making assessment an activity that leads to the improvement of student learning?

- A:
- By establishing learning outcomes that are valued by the co-curricular leaders, we feel that assessment results will have a greater/more meaningful impact on the co-curricular leaders.
 - If students can make connections between their co-curricular activities and specific LOs they can extend these linkages beyond their education and into the workforce.
 - Encourage co-curricular leaders to balance activities and events across the LOs that are applicable to their co-curricular activity.

Q: Describe the specific steps that that you will be taking in Year 1 to develop and implement the early stages of your project.

- A:
- The steps that DCB will take to begin co-curricular assessment are:
 - 1. **Develop learning outcomes for the co-curricular groups.**
 - A survey will be sent to the six co-curricular leaders asking the leaders to provide no more than five things that students gain by participation in the co-curricular. Leaders will be asked to rank order these outcomes from “most valued outcome” to “least valued outcome.”
 - A survey will be conducted face-to-face with student participants in co-curricular activities to determine student expectations and needs. Two first-year students and two second-year students from each co-curricular will be sampled.
 - Academy Team members will perform a factor analysis of sorts to establish general learning outcomes.
 - These Academy Team developed learning outcomes will be sent back to the co-curricular leaders for input, revisions, and (hopefully) support.
 - 2. Connect the co-curricular learning outcomes to DCB General Education Competencies.
 - Once the co-curricular LOs are developed, we will see if they align with any General Education Competencies (which serve as DCB student learning outcomes).
 - If the co-curricular LOs cannot be placed under the current General Education Competencies, the Academy Team will work with the General Education Committee to determine if the General Education Competencies should be revised (a suggestion made by the HLC Peer Review Team).
 - Newly revised General Education Competencies would only apply to the co-curricular groups in the Academy Project. If the piloting goes well, the Academy Team would work with academic departments to establish buy-in with the new General Education Competencies.
 - 3. Develop measurement tools.
 - If the co-curricular leaders are already measuring success, we will look at their current processes and see how well they match to the identified LOs.
 - We intend to also research tools and methods commonly used for co-curricular assessment at other institutions. To accomplish this, we will network with our Academy Scholar and Mentor, other schools that are in the Academy or have been through the Academy, reading relevant literature on the subject, and any other avenues that are recommended.
 - Once we are done with the research, we will identify measures/tools that will fit DCB well and also offer high value for assessment with low effort on our co-curricular leader’s part to collect.

- After the tools are selected, we will train our co-curricular leaders on using the assessment tools appropriately.
- Year 1 of data collection will begin Fall 2021 and continue through the academic year end at the conclusion of Spring 2022. Results will be analyzed and shared in summer of 2022. At that time our group will evaluate the success of our LOs, process and measurement tools to determine our next steps.
- * See attached timeline (Gantt Chart) for more specific dates.

Q: What serious challenges do you expect to encounter? How will you deal with them?

- A:
- Resistance to change. We're coming off a Comprehensive Evaluation where substantial work from many campus groups began in 2017. Academic assessment went through an overhaul Fall 2019 and co-curricular assessment planning began at this time. We will deal with this challenge by limiting our assessment to only our pilot group, reassessing the process often, asking for feedback from co-curricular leaders, integrating feedback, and developing clear processes.
 - Employee workload at DCB is high. Many individuals lead a co-curricular group without additional compensation. We will deal with this challenge by working hard to make the process as streamlined as possible, being thoughtful and considerate of time, and seeking feedback on ways to improve the process.

Reviewed by **Linda Burbidge** on 11/14/2020 08:47 PM.

Consolidated Response

Q: What are some strengths of this project/Academy work? Why are these strengths?

A: Your process for identifying co-curricular outcomes of likely focus is well-thought out. I like that you are involving both students and staff/faculty who lead those areas in determining the outcomes themselves as well as the learning outcomes of most importance. You also intend to assess the assessment with peers who are directly involved in the assessment, and all of these plans for involving people beyond your team should prove helpful in gaining buy-in.

It's also good to see that you recognize that co-curricular outcomes have the potential to support general education learning. Aligning the two can be helpful in leveraging achievement of the outcomes that you most value as a campus.

Many institutions are just starting to think about co-curricular assessment, so it's great to see that you intend to have a and primary focus in this area. Other schools will be keen to following your work.

Janice Denton, Scholar:

A strength is you have recognized that assessing student learning through co-curricular programming is a significant undertaking and this will be your Academy project. Another strength is you recognize that co-curricular outcomes should map to Gen Ed outcomes (or perhaps degree program outcomes - more in the next section). The last thing you want are more outcomes. I am sure you have enough.

The co-curricular student learning outcomes will be written in the language appropriate to the project/program, but I would imagine mapping them onto broad Gen Ed/program outcomes will be a really rich conversation.

Q: What remains unclear or what questions do you still have about this work to assess and improve student learning?

A: You talk about a process for developing co-curricular learning outcomes, and I see the logic of your proposed process. I also see co-curricular learning outcomes identified in your current Assessment Handbook (demonstrate leadership skills, demonstrate involvement in the larger organization, develop professional skills through career-related activities). I am wondering where these came from, whether they are purposefully implemented in any way, and whether you will want to draw on those during this next step – e.g., what kinds of professional skills do you want to see? Communication skills and technological skills are already in the DC learning competencies, and they are likely examples of professional skills you might expect to see students practice and demonstrate in co-curriculars. So a related question is whether you see an opportunity to build on what you already have – or if what you currently have isn't very valued or understood, maybe that doesn't matter?

You have identified six co-curricular entities as sites for co-curricular assessment, and I'm curious how those were selected. I can imagine several possibilities, ranging from volunteerism to analysis of those most likely to support learning outcomes. But I am just guessing at this point, and it would be interesting to know your rationale for those six since your Assessment Handbook shows that you have a number of other co-curricular programs on your campus.

Your plans for soliciting input from students also raise questions in my mind. Student involvement in assessment is usually a good thing, but it can be complicated to ensure – so I'm curious to know more about your plans in this area. I am also wondering about the logic behind soliciting input from four students. Would small focus groups of students would prove more useful? Creating four focus group (with one facilitator and one note-taker for each) might not be much more work than interviewing four students, but you'd get a broader range of perspectives – if this approach makes sense on your campus.

Janice Denton, Scholar:

Joan asks great questions about your project design. They overlap significantly with mine. One additional question is what data do you have about student learning in the Gen Ed program? Are there any Gen Ed learning outcomes where you have limited data that might be supplemented by data from one of the co-curricular programs?

Q: What are some critical things to which the institution should pay attention as it plans its work for the next six months?

A: Although it will be critical to align learning outcomes across campus (e.g., GE outcomes and co-curricular outcomes, in this case), I also recall that North Dakota is a LEAP state where GE outcomes are designed to align with those of other institutions across the state – and that is obviously very important for students in two-year programs who may want to transfer at some point. So the idea of revising GE outcomes to fit with co-curricular outcomes raises questions in my mind. One critical need may be to discuss this whole project (in relation to outcomes) with faculty responsible for GE. Understanding the degree to which your project may need to fit with GE as opposed to assuming that GE will and should change to align with co-curricular could be helpful (no matter what you learn through that conversation). It's just a matter of being clear up front (and you may have done this, but I can't tell!).

You are already anticipating the challenge of asking people (already very busy) to do “one more thing” in the wake of an HLC visit. You are right that faculty and staff likely feel like they've had a big push getting ready for that virtual visit, and, as you point out, your faculty feel stretched thin already. (The unfortunate reality is that this seems to be a new and permanent reality at many institutions.) This means you'll need to do a balancing act. On the one hand, most staff and faculty don't like it when someone else decides how assessment should be done and then tells them – they feel, rightly, that they are the experts on their own work and students, and they should have ownership over assessment processes. At the same time, they may not be eager to take on new tasks right now. Your overall approach to this balancing act makes sense, but it will likely be critical to add frequent and transparent communication about your work. If your colleagues have the opportunity to know what's happening, comment on tentative plans, and provide input regarding questions before decisions are made, they are more likely to buy into the final plan. So beginning that communication task immediately is likely to be critical.

Janice Denton, Scholar:

Joan makes great observations. I agree with her that co-curricular programming should support outcomes already on the books. You might end up modifying the language of an existing Gen Ed outcome but that is different.

As I mentioned in the first question, General Education outcomes are generally broad statements that are operationalized by writing outcomes in discipline specific language. For example, many institutions have some Gen Ed outcome about oral communication. So what does an oral communication learning outcomes look like in the Student Nurses Association? Maybe it is something like, "Students will deliver a community outreach program on diabetes." In the interests of full disclosure, I am a chemistry faculty member trying to imagine nursing learning outcomes but you get the drift, I am sure!

It will be really important to support the co-curricular staff as they write their learning outcomes. Faculty have a significant advantage over staff. We have generally had the opportunity to attend professional development workshops and perhaps had peer mentoring as we developed our course and program outcomes. Staff need the same support, time and mentoring.

I am really looking forward to seeing this project develop. You have picked a good one. Please feel free to reach out to Joan or me if you need to talk through any of these ideas.

Q: What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?

A: You mention planning to research tools that could be used for assessment once you determine the kinds of outcomes you want to assess – but you could easily start collecting a list of likely tools from the beginning. It's possible to learn a surprising amount about other institutions' assessment tools by scrolling through assessment pages on their websites. This could be a task for some of your committee members and it could be begun immediately.

You may also want to put a couple of virtual conferences on your schedule. The Assessment Institute conference will be in late October of 2021, and it will be free this year (only). I've included the registration website for that conference, and you'll need to sign up in advance. They have a late date for possible sign-ups, but I've seen other virtual conferences "fill up" in that their zoom (or whatever) links were used up. So you may want to register before that drop-dead date. [Registration: Assessment Institute: IUPUI](https://assessmentinstitute.iupui.edu/registration/index.html) (<https://assessmentinstitute.iupui.edu/registration/index.html>).

Also check out the AALHE conference, occurring in early June. That one will have a fee, but it's unique in that the conference offers a lot of opportunity to talk with people at other institutions about assessment. So even the virtual conference has a lot of the feel of a face-to-face event. Watch their website for more details as they become available.

Reviewed by **Janice Denton** on 12/07/2020 02:10 PM.

Appendix E. Co-Curricular Themes (Email and Document)

From: [Kvasnicka-Gates, Lexi](#)
To: [Burbidge, Linda](#)
Cc: [Albertson, Hattie](#)
Subject: Cocurricular Leader Surveys
Date: Tuesday, January 19, 2021 2:56:00 PM
Attachments: [Cocurricular Survey Analysis Mission and Competencies.docx](#)

Hi Linda,

Hattie and I (and Travis until he had class) met this morning and did a factor analysis of sorts on the surveys completed by the cocurricular leaders. Four “themes” emerged when we looked at the goals of the cocurricular groups:

1. Community
2. Leadership
3. Teamwork
4. Career preparedness

A fifth theme emerged when we looked at how the leaders felt their cocurricular program aligned with the Campus Mission

5. Diversity

We looked at the current General Education Competencies and felt that we could map these themes onto the following competencies:

- Community-Competency 6, Learning Outcome 3
- Leadership-Competency 4, Learning Outcome 4
- Teamwork-Competency 4, Learning Outcome 4
- Career preparedness-CTE Competency 1
- Diversity-Competency 6, Learning Outcome 2

I’ve attached a document showing our analysis (I use that term very loosely). The final page of the document has a Cocurricular Mission Statement that ties in the five themes, as well the Student Learning Competencies for cocurricular programming at DCB. It was our thought that this could be discussed, edited, and approved at our next meeting. This would put us slightly ahead of the timeline proposed.

Thanks,
Lexi



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Appendix E. Co-Curricular Themes (Email and Document)

Competency/Goal 1: Identifies the interrelationships between humans and their environment

- **Leaderjacks (5)**
- **Photo Club (1)**
- **SNO (5)**
- **Wildlife and Fisheries Club (5)**
- **PTK (5)**
- **Men's Hockey (3)**

Learning Outcome 1: Applies the scientific methods of inquiry.

- Performance Indicator 1: Utilizes the scientific process to solve problems.
- Performance Indicator 2: Interprets experimental data to draw logical conclusions.
- Performance Indicator 3: Applies technology in the scientific process.

Learning Outcome 2: Demonstrates an understanding of natural environment.

- Performance Indicator 1: Predicts the effects of biotic and abiotic factors on the environment.
- Performance Indicator 2: Explains the impact of human activity on the environment.
- Performance Indicator 3: Chooses best management practices for sustainability of the natural environment.

Learning Outcome 3: Applies scientific information in everyday life.

- Performance Indicator 1: Utilizes scientific information in daily decision-making.
- Performance Indicator 2: Recognizes the role of science in nature and society.

Technology



Competency/Goal 2: Demonstrates technological literacy

- **Leaderjacks (2)**
- **Photo Club (1)**
- **SNO (5)**

- **Wildlife and Fisheries Club (3)**
- **PTK (1)**
- **Men's Hockey (1)**

Learning Outcome 1: Use appropriate application software to complete assignments

- Performance Indicator 1: Applies technical terminology using an application suite.
- Performance Indicator 2: Selects appropriate Internet research techniques
- Performance Indicator 3: Demonstrates competencies in electronic communication

Learning Outcome 2: Uses electronic resources to solve problems

- Performance Indicator 1: Selects appropriate electronic resources
- Performance Indicator 2: Identify differences in Internet resources based on address extensions
- Performance Indicator 3: Identifies academic library search engines
- Performance Indicator 4: Distinguish valid web-based information

Learning Outcome 3: Uses appropriate application software

- Performance Indicator 1: Selects the appropriate application software
- Performance Indicator 2: Identifies application-specific terminology

Competency/Goal 3: Demonstrates the ability to solve a variety of mathematical problems

- **Leaderjacks (2)**
- **Photo Club (1)**
- **SNO (4)**
- **Wildlife and Fisheries Club (2)**
- **PTK (1)**
- **Men's Hockey (1)**

Learning Outcome 1: Utilizes mathematical skills to solve problems

- Performance Indicator 1: Solves problems using an appropriate method
- Performance Indicator 2: Produces graphs

Learning Outcome 2: Employs critical thinking skills to solve problems

- Performance Indicator 1: Interprets research information
- Performance Indicator 2: Write conclusions from information collected
- Performance Indicator 3: Utilizes pertinent information to solve word problems

Beyond



Competency/Goal 4: Communicates effectively

- **Leaderjacks (4)**
- **Photo Club (5)**
- **SNO (5)**
- **Wildlife and Fisheries Club (5)**
- **PTK (5)**
- **Men's Hockey (3)**

Learning Outcome 1: Write effectively

- Performance Indicator 1: Uses the stages of the writing process to develop, organize, and present ideas in writing
- Performance Indicator 2: Recognizes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience.
- Performance Indicator 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience.
- Performance Indicator 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting.

Learning Outcome 2: Reads at a level that allows participation in collegiate studies and chosen careers

- Performance Indicator 1: Understands the structure and organization of written work
- Performance Indicator 2: Recognizes an author's thesis and forms of support
- Performance Indicator 3: Evaluates the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
- Performance Indicator 4: Recognizes the connection style and language have to an author's topic, audience, context, and purpose
- Performance Indicator 5: Synthesizes information and ideas from multiple sources

Learning Outcome 3: Integrates information sources effectively

- Performance Indicator 1: Finds a variety of information resources
- Performance Indicator 2: Evaluates the relevance and reliability of sources
- Performance Indicator 3: Uses information resources ethically and honestly, preserving the meaning of the source and documenting the use of the source in the style appropriate for the student's discipline or field

- Performance Indicator 4: Synthesizes information effectively in the student's own text

Learning Outcome 4: Collaborates with others

- Performance Indicator 1: Participates in class discussions and in any group projects and activities
- Performance Indicator 2: Participates in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others.

Learning Outcome 5: Demonstrates effective oral communication skills

- Performance Indicator 1: Produces original content
- Performance Indicator 2: Adapts to a variety of speaking and listening situations
- Performance Indicator 3: Uses volume, eye contact, rate of pronunciation, articulation, and gesticulation effectively
- Performance Indicator 4: Uses listening skills to critique, evaluate, and/or assess oral communication

Competency/Goal 5: Employs the principles of wellness

- **Leaderjacks (3)**
- **Photo Club (1)**
- **SNO (5)**
- **Wildlife and Fisheries Club (4)**
- **PTK (1)**
- **Men's Hockey (3)**

Learning Outcome 1: Demonstrates physical wellness

- Performance Indicator 1: Participates in varsity sports
- Performance Indicator 2: Demonstrates fitness skills in activity class

Learning Outcome 2: Recognizes characteristics of a healthy lifestyle

- Performance Indicator 1: Identifies the difference between healthy life choices and unhealthy behaviors.

Competency/Goal 6: Demonstrates knowledge of social structures

- **Leaderjacks (3)**
- **Photo Club (1)**
- **SNO (5)**
- **Wildlife and Fisheries Club (4)**
- **PTK (1)**
- **Men's Hockey (3)**

Learning Outcome 1: Examines the experience of the individual

- Performance Indicator 1: Demonstrates knowledge of mental processes within humans
- Performance Indicator 2: Explains the developmental stages through which the human mind evolves

Learning Outcome 2: Examines the world of human diversity

- Performance Indicator 1: Examines a variety of cultures
- Performance Indicator 2: Identifies the varieties of human social groupings

Learning Outcome 3: Recognizes human social structures

- Performance Indicator 1: Shows knowledge of governmental systems
- Performance Indicator 2: Explains the implication(s) of colliding social structures

Competency/Goal 7: Evaluates principles of Arts and Humanities

- **Leaderjacks (1)**
- **Photo Club (1)**
- **SNO (3)**
- **Wildlife and Fisheries Club (2)**
- **PTK (1)**
- **Men's Hockey (1)**

Learning Outcome 1: Creates art

- Performance Indicator 1: Applies knowledge of fundamentals of genres
- Performance Indicator 2: Creates original works of art

Learning Outcome 2: Analyzes art

- Performance Indicator 1: Demonstrates knowledge of art forms
- Performance Indicator 2: Applies base knowledge to critique art works

Learning Outcome 3: Evaluates aesthetics

- Performance Indicator 1: Demonstrates knowledge of systems of aesthetics
- Performance Indicator 2: Evaluates relationship of content and form in art works

Learning Outcome 4: Synthesizes interrelationships among arts, languages, the humanities, and societies

- Performance Indicator 1: Demonstrates knowledge of art forms in cultures
- Performance Indicator 2: Evaluates the impact of art on individuals and society

Learning Outcome 5: Communicates through listening, speaking, reading, and writing in a foreign language

- Performance Indicator 1: Listens to and derives meaning from a variety of foreign language sources
- Performance Indicator 2: Speaks in the foreign language for a variety of purposes and for diverse audiences
- Performance Indicator 3: Reads and derives meaning from a variety of materials written in a foreign language
- Performance Indicator 4: Writes in a foreign language for a variety of purposes and for diverse audiences

CTE Competency: Employ industry-specific skills in preparation for workplace readiness

- **Leaderjacks (2)**
- **Phot Club (5)**
- **SNO (5)**
- **Wildlife and Fisheries Club (4)**
- **PTK (1)**
- **Men's Hockey (2)**

Goal Themes:

- Community 6.3
- Leadership 4.4
- Teamwork 4.4
- Career preparedness CTE
- Diversity 6.2 (Mission)

Cocurricular Mission Statement:

Cocurricular programming at DCB seeks to provide a greater understanding of human diversity through community involvement, leadership opportunities, team building skills, and career readiness experiences.

Cocurricular Student Learning Competencies:

The student learning competencies guiding cocurricular programming at DCB exist within the General Education and CTE Competencies that guide academic student learning at DCB. Four competencies (and corresponding learning outcomes) guide the assessment of cocurricular programs:

1. Competency 4: Communicates Effectively
 - a. Learning Outcome: Collaborates with others
2. Competency 6: Demonstrates knowledge of social structures
 - a. Learning Outcome 2: Examines the world of human diversity
3. Competency 6: Demonstrates knowledge of social structures
 - a. Learning Outcome 3: Recognizes human social structures
4. CTE Competency 1: Employ industry-specific skills in preparation for workplace readiness.

Display Week:

1

Nov 9, 2020					Nov 16, 2020					Nov 23, 2020					Nov 30, 2020					Dec 7, 2020					Dec 14, 2020					Dec 21, 2020					Dec 28, 2020																				
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3
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TASK	ASSIGNED TO	PROGRESS	START	END																																										
Results - Evaluation of Assessment Process																																														
Survey the co-curricular leaders on the ease and functionality of the assessment process	3 Group members	100%	5/9/22	5/31/22																																										
Determine critical changes	Group	100%	5/9/22	5/31/22																																										
Develop a plan to implement updates to the process	Group	100%	5/9/22	5/31/22																																										
Begin new data collection cycle	Group	%	8/22/22	12/16/22																																										
Data Collection - Fall 2022																																														
Ensure co-curricular leaders are trained and ready and have provided survey input.	Linda/Clint/Tracy/Travis		8/15/22	9/7/22																																										
Leaders administer survey	Leaders		9/7/22	12/9/22																																										
Leaders validate data by taking survey (or a sampling)	Leaders		9/7/22	12/9/22																																										
Have leaders turn in collected data at the semester conclusion			12/9/22	12/16/22																																										
Results - Evaluation of Data from measurement tools																																														
Format data and prep for analysis	Linda																																													
Analyze the data	Linda																																													
Prepare findings/results	Linda																																													
Share findings with co-curricular leaders and stakeholders	Linda																																													
Share findings with committee	Group																																													
Results - Evaluation of Assessment Process																																														
Survey the co-curricular leaders on the ease and functionality of the assessment process	3 Group members																																													
Determine critical changes	Group																																													
Develop a plan to implement updates to the process	Group																																													
Begin new data collection cycle	Group	%																																												

Appendix G. Project Update #2 with Mentor/Scholar Response

Assessment Academy Project

Project Update #2

Due 9/25/21

1. In 4 – 6 sentences, describe how your team's project has developed and/or changed since the Roundtable. Identify and explain any specific changes to scope or objectives.

There have not been any major changes in our scope or objectives. We've been successful in surveying our sample of co-curricular leaders on their objectives for their students involved in their respective organizations. We have looked at how those learning objectives align with our current academic SLOs. There is significant overlap and we will likely be able to fold these into our current SLOs. We are almost completed survey our sample of students from the six co-curriculars we selected. In addition, we have narrowed down our list of potential assessment tools for co-curriculars.

2. How did you incorporate the feedback that you received from your mentor and scholar on your previous posting?

We did begin researching some potential assessment tools to use for co-curriculars earlier (in February and March). In addition, we've also reached out to other institutions to learn more about their co-curricular assessment strategy. In order to stay transparent during the process, we also have presented information about our Assessment Academy project and goals at one of the campus forums in the Spring, which is a platform for all staff, faculty, and students on campus to be kept up-to-date on campus news and events. We plan to attend another campus form this fall to present updates and may also do so during our faculty fall assessment day.

3. What are the plans for the next six months? How will this work advance your project towards its objectives?

In the next six months, our plan is to get back on track so that we do have some results to analyze over the summer. During fall semester, we will wrap up the student surveys from the last group of the six co-curriculars that needs to be completed. After looking at that completed information, we can determine if we can incorporate these co-curricular into our existing general education and CTE co-curricular LOs. Then we can identify where these fit or create new LOs for co-curriculars. We will also finish developing the assessment tools and work toward training the co-curricular leaders. The goal is to have the co-curricular leaders trained by January, and we will be able to have them run assessments over the Spring semester. If we can start doing assessment in the spring, we will have data to analyze over the summer and will be better able to determine how well our strategy for implementing co-curricular assessment will work, or if we need to return to the proverbial drawing board before using this process with other co-curricular activities.

4. Have you experienced any challenges regarding your project? If so, how did/will you address them?

Appendix G. Project Update #2 with Mentor/Scholar Response 2

In March, our team lead went on maternity leave unexpectedly early. While the student surveys were close to being wrapped up, a lot of the other work paused during that time. The biggest setback is that we've gotten behind on our timeline and won't be collecting any assessment data over the fall. However, based on our plans for the next six months, we should be able to have at least one round of co-curricular assessment done by the summer to help inform our process going forward. This has brought the realization that it might be wise to assign a co-team lead or a back-up for unexpected situations.

Started 9/13/2021

PROJECT UPDATE 2



CONSOLIDATED RESPONSE



What are some strengths of this project/Academy work? Why are these strengths?

Posted 10/17/2021 01:25 PM



Joan Hawthorne
Mentor



Janice Denton
Scholar

Joan Hawthorne, Mentor:

It's good to see that you have presented details of the project at an all-campus event in the spring semester and that you will be doing so again in the fall. Transparency is your friend in an effort like this. And if you eventually do get pushback from some quarters of campus (less likely when you've regularly presented), it helps to be able to point out that you've provided multiple venues for information-sharing and campus input along the way.

You had an early incident that could have felt like a setback (the unexpectedly early maternity leave) but you've taken an excellent lesson from it – redundancy in leadership is immensely valuable! It's likely that you'll find having more people take responsibility and ownership for your project will be helpful down the line as, inevitably, some team members move on to other jobs within the institution or leave campus entirely. Burnout of your best people can be a real threat to a project, but you are already protecting against that.

Despite that challenge, you have largely stayed on track in the early stages of this project, which puts you on a path to project success. So it's great to see that you have gotten off to such a strong start!

Janice Denton, Scholar:

I agree with Joan's summary. Hopefully you have been able to identify a co-team lead by now.

What remains unclear or what questions do you still have about this work to assess and improve student learning?

Posted 10/17/2021 01:25 PM



Joan Hawthorne

Mentor



Janice Denton

Scholar

Joan Hawthorne, Mentor:

You report that you have “narrowed down the list” of potential assessment tools, but you haven’t yet said what tools are on that list or how you decided which to include. So I’ll be interested to learn more about all of that, e.g., what tools you considered, which you see as most promising, how you made those choices, etc. You mention having looked at what others are doing and I’m wondering if you found some models that appear especially helpful.

You also mention having completed the survey of co-curricular leaders regarding their objectives for student learning, and this is another area where I’d be interested to learn more. You described seeing a significant amount of overlap, but I wasn’t certain if you meant overlap with academic SLOs or overlap among outcomes cited by student organization leaders (or both?). So I’d be interested in hearing more about where this research has brought you, e.g. what potential learning outcomes seem to have that overlap among student organizations and how those outcomes align with your academic SLOs, whether some co-curriculars are outliers in their outcomes, etc.

Janice Denton, Scholar:

My questions overlap with Joan's:

1. Did you come up with some definition of co-curricular? If so, what did it include?
2. How did you pick the co-curricular leaders and students to include in your survey sample?
3. How many co-curricular programs do you have on campus?
4. Do you differentiate between co-curricular and extra-curricular programming?

What are some critical things to which the institution should pay attention as it plans its work for the next six months?

Posted 10/17/2021 01:25 PM



Joan Hawthorne
Mentor



Janice Denton
Scholar

Joan Hawthorne, Mentor:

You intend to “train” your co-curricular leaders to do assessments. I see the logic of what you say, but I’m also a big proponent of partnering. You haven’t mentioned the degree to which these leaders have been part of the front-end work (I know they’ve been surveyed, but I’m uncertain about their participation in project planning, tool development, etc.). Involving at least some of them early has the potential to reap big benefits. Both faculty and staff like to feel like their expertise is respected and valued. It’s admittedly a fine balance to collaborate without over-burdening, but buy-in is usually stronger if that line is successfully negotiated.

As you point out, it is important to begin collecting assessment data as quickly as possible. Of course, first iterations of assessment strategies are often disappointing as you acknowledge – you may find that your early data proves less useful in answering your questions about student learning outcomes than you had hoped. But you’re still early in your project, and staying on track with your timeline means that you’ll have plenty of time to tweak and correct assessment strategies should that prove necessary.

And, of course, the real goal of any assessment project is to collect data that tell you something meaningful and actionable about student learning – which we all aim for. Once you get to the point where one or more of your co-curriculars is able to make positive changes as a result of assessment findings, the whole process will begin to seem more appealing across campus. Getting to that data collection stage quickly (collecting for preliminary analysis next summer, in your case) moves you closer to that kind of assessment success.

Janice Denton, Scholar:

I too, hope you have been able to partner with your co-curricular leaders. It is important to explore with them how they decided upon the SLOs and what tools they already use to assess the student outcomes. You don’t want to reinvent the wheel.

It is really important that if programming is designated as co-curricular, the SLOs map to existing Gen Ed or degree program outcomes. Co-curricular programming should be helping advance current SLOs.

You may have found that to operationalize the SLO in a co-curricular program it may be stated differently from the original Gen Ed or Degree Program Outcome; however, you should be

able to map all of them. If you feel there are "extra" co-curricular SLOs, I would urge you to have a hard think about why? Is this outcome really missing from the curriculum?

Co-curricular assessment sometimes can take on a life of its own and not always in a constructive way. Perhaps not everything that is currently labelled "co-curricular" rises to the level of a program of student involvement that leads to measurable SLOs. That is perfectly okay. It in no way devalues the activity; you might just label it differently.

For example, if you have a multi-module leadership program for students with assignments, this may something you decide is a co-curricular program. Now let's contrast the leadership program with a campus speaker series. This, undoubtedly, is a great opportunity for students, but unless there is some formal assignment attached to attendance, then I think this might be best classified in some other fashion. You don't want to try to fit a square peg into a round hole. There is a need for both types of activities on college campuses but you do not have to assess everything. The speaker series might be best assessed through a satisfaction survey.

What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?

Posted 10/17/2021 01:25 PM



Joan Hawthorne
Mentor



Janice Denton
Scholar

Joan Hawthorne, Mentor:

Two organizations provide assessment resources that are specifically tailored to co-curricular programs, and you may want to check them out if you have not done so already. The Council for the Advancement of Standards in Higher Education (CAS) has standards by which to evaluate various functional areas within higher education, but they also identify learning domains that are relevant to co-curriculars and other areas of campus life that are not explicitly academic. They provide a chart that shows how their learning domains align with outcomes identified elsewhere, including by LEAP and the Degree Qualification Profile (DQP). Here is the link to the chart ([getpdf.cfm \(cas.edu\) \(http://standards.cas.edu/getpdf.cfm?PDF=D87A29DC-D1D6-D014-83AA8667902C480B\)](http://standards.cas.edu/getpdf.cfm?PDF=D87A29DC-D1D6-D014-83AA8667902C480B)), but you can find more information by scrolling through the CAS site.

The other organization that may provide useful information is NASPA, which your student services people are likely already familiar with. NASPA resources include many dealing with

assessment, searchable through this link: [Search Results \(naspa.org\)](https://www.naspa.org/search?q=assessment) (<https://www.naspa.org/search?q=assessment>).

Janice Denton, Scholar:

Joan and I made some suggestions in update 1 that might be useful to revisit.

I hope the rest of the semester goes well and that your Team lead is doing okay.

TEAM FOLLOW-UP

(*) Denotes required question.

Please read the response provided by your mentor and scholar located in the Consolidated Response sub-accordion above.

Now that you have read their response, would you like to provide answers to any questions posed or address any requests for clarification? If not, please write "N/A" as acknowledgement of receipt of your Consolidated Response.

Note: Your mentor and scholar will not provide written feedback to any additional information provided here. This space is provided to allow your team to clarify/expand/respond immediately after receiving your mentor's and scholar's feedback on your last update. Any additional information provided will be considered when the mentor and scholar review and respond to your next update.

 Edit

()



Linda Burbidge
Team Lead



Save as Draft ()



Submit ()

Appendix H. 2022 Co-Curricular Assessment Report

Co-curricular Assessment Report

Academic Year 2021 – 2022

Dakota College at Bottineau



Introduction

Six co-curricular groups were selected for our inaugural reporting cycle for co-curricular assessment. The group were selected because we felt they really encompassed the campus mission and theme. These groups are Leaderjacks, Men's Hockey, Phi Theta Kappa, the photography club, the Student Nursing organization, and Student Senate.

Leaderjacks gives students the opportunity to meet with and interact with other students from various majors about marketing and business issues. Students also have the opportunity to enhance their leadership skills and network with business professionals. Student enroll and received one credit per semester enrolled.

Men's Hockey provides the student-athlete with an experience to grow as a person academically and athletically. Student athletes will demonstrate specific skills in relationship with Men's hockey, utilize athletic department support services for academic success, and demonstrate participation in community service.

Phi Theta Kappa serves to recognize and encourage the academic achievement of two-year college students and provide opportunities for individual growth and development through honors, leadership and service programming. Students are invited to join upon completion of 12 credits and must maintain a 3.0 grade point average.

The Photography Club mission is to adequately prepare students to enter the workforce in the field of professional photography by providing a unique, hands-on learning experience in which the students earn money by working and learning in our photography studio and on location as they would if running their own photography business. Students will demonstrate proficiency in photography business practices including portfolios, websites, marketing, branding, pricing, photo packages, printing processes, labs, product packaging, photo exhibits, and customer relations.

The student nursing organization contributes to the student nurse's educational experience, by mentoring students preparing for licensure as a practical nurse or a registered nurse, promoting nursing and the nursing program on campus and in the community, and conveying the standards, ethics, and skills students need to become responsible and accountable leaders and members of the professional.

Student Senate represents the student population of the College. It is comprised of a president, who is elected by the student body each spring, and a vice president and secretary treasurer who are elected in the fall. The organization acts as a liaison between the students and the College administration and faculty and the State Board of Higher Education. The Senate promotes student participation in college activities and helps coordinate these activities.

Methods

For various reasons, co-curricular assessment is a new venture at DCB. A select group was recruited to join the Assessment Academy team as part of the HLC's initiative to help campuses with large assessment projects on their campuses. The team surveyed the leaders of the six co-curriculars and also worked with a focus group of students to determine what they felt the underlying goals and objectives were for the co-curricular activities. The main themes that surfaced were leadership, community, teamwork, diversity, and career or activity-based objectives.

This led the co-curricular group to develop a self-assessment checklist survey. The survey would ask students to assess if they felt they gained skills in particular areas of each of the aforementioned areas

(teamwork, community, leadership, etc.) because of their participation in the club/organization. A set of basic assessment statements were developed and then the assessment committee also worked with the six co-curricular leaders to determine if additional questions needed to be added for their activities. The standard questions can be seen in Appendix 1.

The number of students surveyed in each group is listed in table 1.1 below. Data was deidentified once it was received by the assessment committee. Each leader also filled out a survey gauging how they felt the student showed aptitude for the statements on the checklist survey. For some larger groups, the leader picked a representative sample of students based on years involved in the club or organization. These totals are also listed in table 1.1. The averages were compared and tests for statistical significance were done to determine if the students and leader/leaders had the same perception of their aptitudes.

Table 1.1. Sample size by group.

Group	Number of Students Sampled	Number of surveys by leaders
Leaderjacks	10	13
Men's Hockey	27	10
PTK	9	9
Photography	3	3
SNO	13	12
Student Senate	12	12

The remainder of the report will focus on the outcomes for each specific co-curricular. Lastly, a look at the combined data will be included to determine if there are common areas of strength or concern for the overall groups.

Results

PTK

Second year and third year students in PTK were given a checklist survey to fill out. A total of nine students were surveyed. The survey can be viewed in Appendix 1. The questions were broken down by the main objectives of leadership, teamwork, community, diversity, and activity-centered questions. The table of average responses for each category is presented in table 2.1. Student scored themselves 4.13 in leadership, 4.59 in teamwork, 4.64 in community, 4.56 in diversity, and 4.44 in the activity-based questions.

Table 2.1. Average student responses by major category

	Category				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Average	4.13	4.59	4.64	4.56	4.44
Standard Deviation	1.06	0.64	0.83	0.69	0.72

The average response by specific question are in table 2.2. All of the students rated themselves a 5 on the 1 to 5 scale for question 13 on diversity which was "I acknowledge and respect culture/values different

from my own”. They also rated themselves a 5 for question 10 on community, which was “I have developed friendships outside of my major/activity. This make sense because student are inducted into PTK in later semesters and do not join initially, so they are likely well-established into the college at this point. They scored themselves lowest on question 5 in leadership, which was, “I’m confident to speak out in a group setting”.

Table 2.2. Average Student response by Question

Question	Category	Average	Standard Deviation
Q1	Leadership	4.00	1.12
Q2	Leadership	4.22	0.97
Q3	Leadership	4.22	1.09
Q4	Leadership	4.33	1.00
Q5	Leadership	3.89	1.27
Q6	Teamwork	4.56	0.73
Q7	Teamwork	4.78	0.44
Q8	Teamwork	4.44	0.73
Q9	Community	4.78	0.67
Q10	Community	5.00	0.00
Q11	Community	4.22	1.20
Q12	Community	4.56	0.88
Q13	Diversity	5.00	0.00
Q14	Diversity	4.33	0.87
Q15	Diversity	4.56	0.53
Q16	Diversity	4.33	0.87
Q17	Activity-Based	4.44	0.73
Q18	Activity-Based	4.33	0.71
Q19	Activity-Based	4.67	0.50
Q20	Activity-Based	4.33	1.00
Q21	Activity-Based	4.44	0.73

In order to validate the data, the co-curricular leader(s) was asked to fill-out the same survey for each student participant. The leader’s ratings or the students are shown in table 2.3. The co-curricular leader scored the students 3.78 in leadership, 4.67 in teamwork, 4.67 in community, 4.36 in diversity, and 4.42 in the activity-based questions. A comparison of the student and leader responses is shown in Chart 2.1. The leadership average has the biggest difference of the five categories.

Table 2.3. Average Leader response by major category

	Category				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Average	3.78	4.67	4.67	4.36	4.42
Standard Deviation	0.88	0.68	0.59	0.72	0.87

The average response by specific question from the co-curricular leader is in table 2.4. The leader rated the students highest for question 9 on community, which was “I been encouraged to get involved in community events”. The leader scored the students lowest on question 4 in leadership, which was, “I’m able to help resolve conflicts”.

Chart 2.1. Student-Leader average comparison.

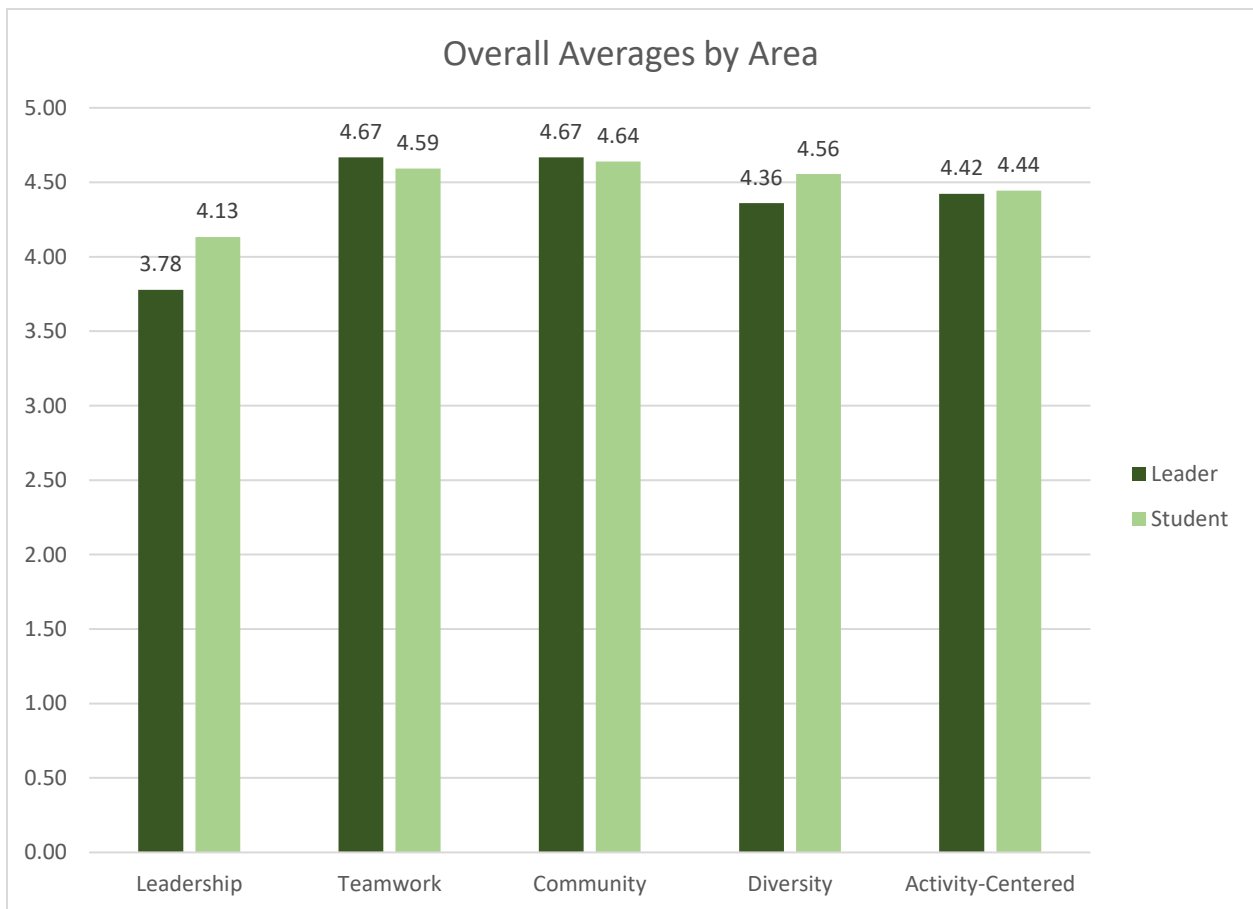


Table 2.4. Average Leader response by Question

Question	Category	Average	Standard Deviation
Q1	Leadership	3.67	0.87
Q2	Leadership	4.11	0.60
Q3	Leadership	4.44	0.53
Q4	Leadership	3.22	0.67
Q5	Leadership	3.44	1.13
Q6	Teamwork	4.56	0.73
Q7	Teamwork	4.78	0.67
Q8	Teamwork	4.67	0.71
Q9	Community	5.00	0.00
Q10	Community	4.78	0.44
Q11	Community	4.22	0.67
Q12	Community	4.67	0.71
Q13	Diversity	4.67	0.50
Q14	Diversity	4.22	0.83
Q15	Diversity	4.33	0.71
Q16	Diversity	4.22	0.83
Q17	Activity-Based	4.67	0.50
Q18	Activity-Based	4.44	0.73
Q19	Activity-Based	4.56	1.01
Q20	Activity-Based	4.11	1.17
Q21	Activity-Based	4.33	0.87

To determine if the survey results from the two groups were significantly different, a t-test comparing the means was conducted. The hypothesis being the average from each category the for the student responses is equal to the average from each category for the co-curricular leader responses. The results of the t-test are shown in table 2.5. The hypothesis was unable to be rejected for each category. The average responses by students are equal to the average responses by the co-curricular leaders.

Table 2.5. Categories

	Leadership	Teamwork	Community	Diversity	Activity Based
Average Difference	0.36	0.07	0.03	-0.19	-0.02
Degrees of freedom	16	16	16	16	16
t-test statistic	-0.78	0.24	0.08	-0.58	-0.06
t* ^a	2.12	2.12	2.12	2.12	2.12
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Because of the variability of some of the question, especially leadership, a similar t-test of the means was conducted by each individual question. The results can be found in Appendix 2. There was only one question where the hypothesis was rejected. This was for question 4 under leadership on conflict resolution.

Student Nursing Organization - SNO

All students that attended the final yearly meeting of SNO were given a checklist survey to fill out. A total of nine students were surveyed. The survey can be viewed in Appendix 1. The questions were broken down by their main objectives of leadership, teamwork, community, diversity, and activity-centered questions. The table of average responses for each category is presented in table 3.1. Student scored themselves 4.25 in leadership, 4.74 in teamwork, 4.46 in community, 4.48 in diversity, and 4.73 in the activity-based questions.

Table 3.1. Average student responses by major category

	Category				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Average	4.25	4.74	4.46	4.48	4.73
Standard Deviation	0.81	0.55	0.64	0.83	0.53

The average response by specific question are in table 3.2. All of the students rated themselves a 5 on the 1 to 5 scale for question 17 which was "I'm able to utilize critical thinking and problem-solving skills". They scored themselves lowest on question 5 in leadership, which was, "I'm confident to speak out in a group setting".

Table 3.2. Average Student response by Question

Question	Category	Average	Standard Deviation
Q1	Leadership	4.31	0.75
Q2	Leadership	4.00	0.91
Q3	Leadership	4.62	0.51
Q4	Leadership	4.38	0.77
Q5	Leadership	3.92	0.95
Q6	Teamwork	4.77	0.44
Q7	Teamwork	4.85	0.38
Q8	Teamwork	4.62	0.77
Q9	Community	4.62	0.51
Q10	Community	4.54	0.52
Q11	Community	4.15	0.90
Q12	Community	4.54	0.52
Q13	Diversity	4.62	0.87
Q14	Diversity	4.46	0.97
Q15	Diversity	4.69	0.63
Q16	Diversity	4.15	0.80
Q17	Activity-Based	4.46	0.66

In order to validate the data, the co-curricular leader(s) was asked to fill-out the same survey for each student participant. The leader's ratings or the students are shown in table 2.3. The co-curricular leader scored the students 4.63 in leadership, 5.00 in teamwork, 4.17 in community, 4.67 in diversity, and 4.75 in the activity-based questions. A comparison of the student and leader responses is shown in Chart 3.1. The leadership average has the biggest difference of the five categories.

Table 3.3. Average Leader response by major category

	Category				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Average	4.63	5.00	4.17	4.67	4.75
Standard Deviation	0.61	0.00	0.95	0.56	0.62

The average response by specific question from the co-curricular leader is in table 2.4. The leader rated the students highest for all questions on teamwork (questions 6, 7, and 8). The leader scored all students a 5 on the 1 to 5 scale. The leader scored the students lowest on question 1 in community, which was, "I have utilized resources in the community".

Table 3.4. Average Leader response by Question

Question	Category	Average	Standard Deviation
Q1	Leadership	4.42	0.67
Q2	Leadership	4.33	0.89
Q3	Leadership	4.83	0.39
Q4	Leadership	4.83	0.39
Q5	Leadership	4.75	0.45
Q6	Teamwork	5.00	0.00
Q7	Teamwork	5.00	0.00
Q8	Teamwork	5.00	0.00
Q9	Community	4.33	0.78
Q10	Community	4.42	0.67
Q11	Community	3.42	1.24
Q12	Community	4.50	0.67
Q13	Diversity	4.92	0.29
Q14	Diversity	4.67	0.49
Q15	Diversity	4.83	0.39
Q16	Diversity	4.25	0.75
Q17	Activity-Based	4.75	0.62

To determine if the survey results from the two groups were significantly different, a t-test comparing the means was conducted. The hypothesis being the average from each category for the student responses is equal to the average from each category for the co-curricular leader responses. The results of the t-test are shown in table 3.5. The hypothesis was unable to be rejected for each category. The average responses by students are equal to the average responses by the co-curricular leaders.

Because of the variability in some of the questions, a similar t-test of the means was conducted by each individual question. The results can be found in Appendix 2. There was only one question where the hypothesis was rejected and that was for question 5 under leadership on speaking out in a group setting.

Chart 3.1. Student-Leader average comparison.

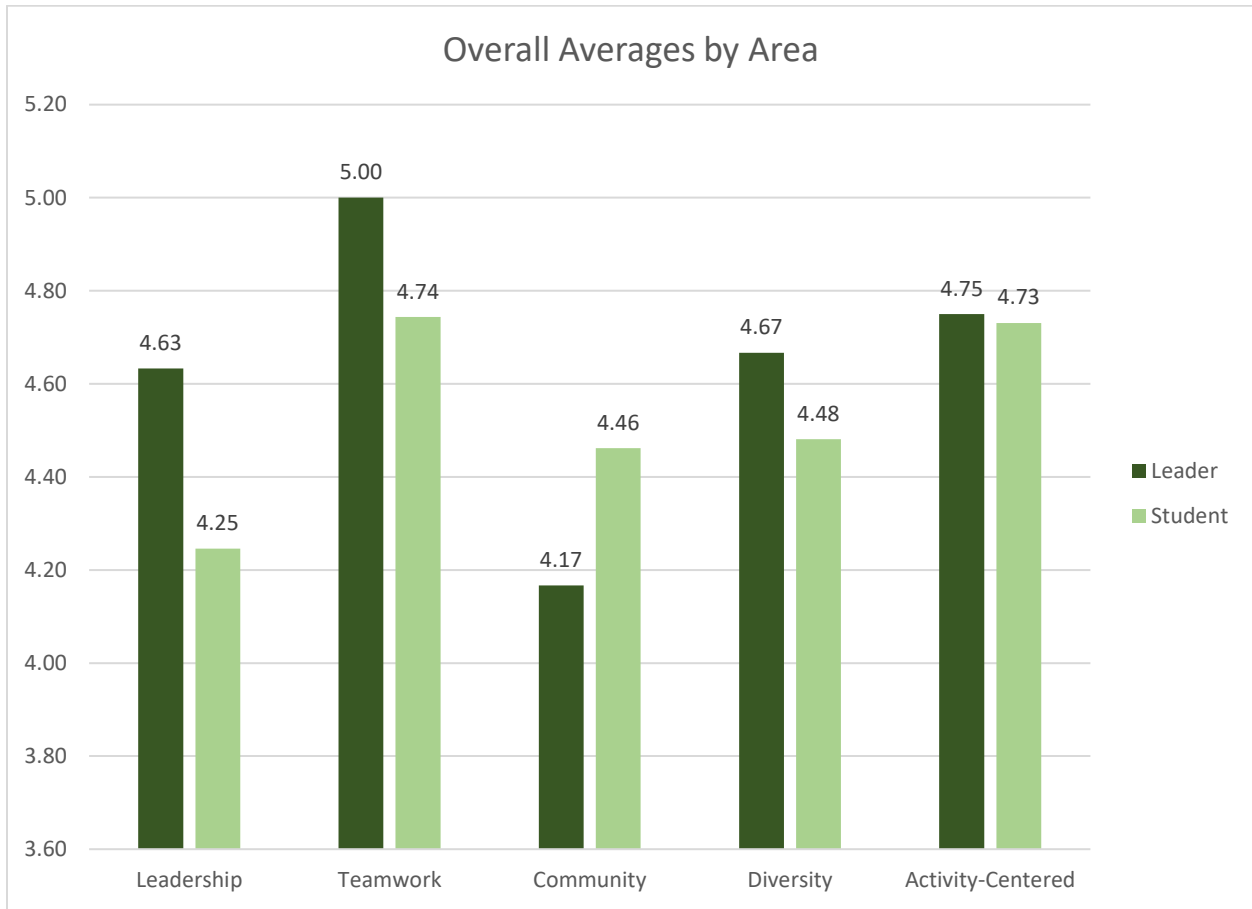


Table 3.5. Categories

	Leadership	Teamwork	Community	Diversity	Activity-Based
Average Difference	0.39	0.26	-0.29	0.19	0.02
degrees of freedom	23	23	23	23	23
t-test statistic	1.36	1.69	-0.90	0.66	13.00
t* ^a	2.07	2.07	2.07	2.07	0.082686825
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Questions 18 and 19 on the SNO survey were added by the leader for informational purposes and meant to inform the leader and were not necessarily for comparison or validation. Question 18 pertained to the number of meeting and if the amount the group met was appropriate. All students responded with a 5. Question 19 was open-ended and asked for comments on any changes or improvements they would like to see. Every student left question blank.

Leaderjacks

All students that attended the final yearly meeting of leaderjacks were given a checklist survey to fill out. A total of ten students were surveyed. The survey can be viewed in Appendix 1. The questions were broken down by their main objectives of leadership, teamwork, community, diversity, and activity-centered questions. The table of average responses for each category is presented in table 4.1. Student scored themselves 4.46 in leadership, 4.77 in teamwork, 4.33 in community, 4.50 in diversity, and 4.80 in the activity-based questions.

Table 4.1. Average student responses by major category

	Category				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Average	4.46	4.77	4.33	4.50	4.80
Standard Deviation	0.76	0.50	1.10	1.11	0.41

The average response by specific question are in table 4.2. All of the students rated themselves highest (4.90) on question 6 for teamwork which was “I’m able to cooperate with others”. They also scored themselves a 4.90 on question 18, which was “I understand the importance of volunteering in my community.” The students scored themselves lowest on question 5 in leadership, which was, “I’m confident to speak out in a group setting” and on statement 10 on community, which was “I have developed friendships outside of my major/activity”.

Table 4.2. Average Student response by Question

Question	Category	Average	Standard Deviation
Q1	Leadership	4.60	0.52
Q2	Leadership	4.50	0.71
Q3	Leadership	4.60	0.70
Q4	Leadership	4.50	0.71
Q5	Leadership	4.10	1.10
Q6	Teamwork	4.90	0.32
Q7	Teamwork	4.80	0.63
Q8	Teamwork	4.60	0.52
Q9	Community	4.70	0.48
Q10	Community	4.10	1.20
Q11	Community	4.20	1.23
Q12	Community	4.30	1.34
Q13	Diversity	4.60	1.26

Q14	Diversity	4.70	0.67
Q15	Diversity	4.30	1.25
Q16	Diversity	4.40	1.26
Q17	Activity-Based	4.70	0.48
Q18	Activity-Based	4.90	0.32

In order to validate the data, the co-curricular leader(s) was asked to fill-out the same survey for each student participant. The leader’s ratings or the students are shown in table 4.3. The co-curricular leader scored the students 4.43 in leadership, 4.92 in teamwork, 4.88 in community, 4.19 in diversity, and 5.00 in the activity-based questions. A comparison of the student and leader responses is shown in Chart 4.1. The community average has the biggest difference of the five categories.

Table 4.3. Average Leader response by major category

	Category				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Average	4.43	4.92	4.88	4.19	5.00
Standard Deviation	0.83	0.35	0.43	0.49	0.00

The average response by specific question from the co-curricular leader is in table 4.4. The leaders rated the students highest for all activity-questions (questions 17 and 18). The leaders also scored student a 5 in community for questions 9 and 11 and for teamwork on question 7. The leaders scored all students a 5 on the 1 to 5 scale. The leaders scored the students lowest on question 16 in diversity, which was, “I feel comfortable initiating conversations about diversity, equity, and belonging”.

Table 4.4. Average Leader response by Question

Question	Category	Average	Standard Deviation
Q1	Leadership	4.38	0.77
Q2	Leadership	4.62	0.65
Q3	Leadership	4.69	0.85
Q4	Leadership	4.23	0.83
Q5	Leadership	4.23	1.01
Q6	Teamwork	4.92	0.28
Q7	Teamwork	5.00	0.00
Q8	Teamwork	4.85	0.55
Q9	Community	5.00	0.00
Q10	Community	4.77	0.60

Q11	Community	5.00	0.00
Q12	Community	4.77	0.60
Q13	Diversity	4.92	0.28
Q14	Diversity	4.00	0.00
Q15	Diversity	4.00	0.00
Q16	Diversity	3.85	0.38
Q17	Activity-Based	5.00	0.00
Q18	Activity-Based	5.00	0.00

To determine if the survey results from the two groups were significantly different, a t-test comparing the means was conducted. The hypothesis being the average from each category for the student responses is equal to the average from each category for the co-curricular leader responses. The results of the t-test are shown in table 4.5. The hypothesis was unable to be rejected for each category. The average responses by students are equal to the average responses by the co-curricular leaders.

Because of the variability in some of the questions, a similar t-test of the means was conducted by each individual question. The results can be found in Appendix 2. There was only one question where the hypothesis was rejected and that was for question 14 under diversity which was, “I have had the opportunity to engage and respectfully communicate thoughts and ideas regarding sensitive topics.”

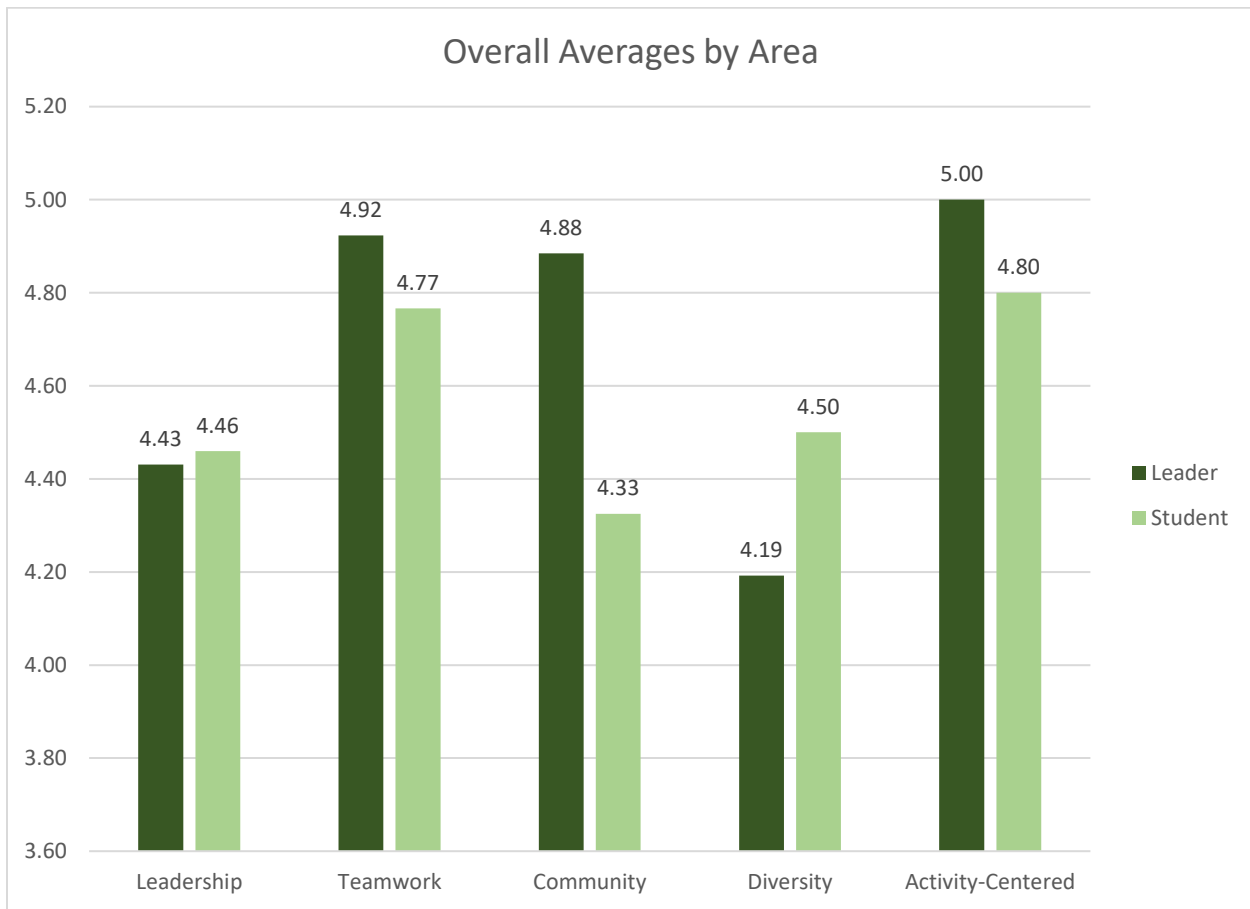
Table 4.5. Difference in the means by category.

	Leadership	Teamwork	Community	Diversity	Activity-Based
Average Difference	-0.03	0.16	0.56	-0.31	0.20
degrees of freedom	21	21	21	21	21
t-test statistic	-0.09	0.84	1.53	-0.82	1.54
t* ^a	2.08	2.08	2.08	2.08	2.08
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Chart 4.1. Student-Leader average comparison for Leaderjacks.



Photography Club

All students in the photography club were given a checklist survey to fill out. A total of three students were surveyed. The survey can be viewed in Appendix 1. The questions were broken down by their main objectives of leadership, teamwork, community, diversity, and activity-based questions. The table of average responses for each category is presented in table 5.1. Student scored themselves 4.67 in leadership, 5.00 in teamwork, 4.50 in community, 4.92 in diversity, and 4.83 in the activity-based questions.

The average response by specific question are in table 5.2. All of the students rated themselves a 5 on the 1 to 5 scale for a number of questions. All of the students responded a 5 on all teamwork questions and all but one diversity question. This is positive as these students will likely be working with diverse groups of people in their future careers. They scored themselves lowest on question 1 in leadership, which was, “I’m confident in my ability to take initiative on a project” and question 11 on community, which was “I have utilized resources in the community”.

Table 5.1. Average student responses by major category

	Category				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Average	4.67	5.00	4.50	4.92	4.83
Standard Deviation	0.49	0.00	0.67	0.29	0.41

Table 5.2. Average Student response by Question

Question	Category	Average	Standard Deviation
Q1	Leadership	4.33	0.58
Q2	Leadership	4.67	0.58
Q3	Leadership	5.00	0.00
Q4	Leadership	4.67	0.58
Q5	Leadership	4.67	0.58
Q6	Teamwork	5.00	0.00
Q7	Teamwork	5.00	0.00
Q8	Teamwork	5.00	0.00
Q9	Community	5.00	0.00
Q10	Community	4.67	0.58
Q11	Community	4.33	0.58
Q12	Community	4.00	1.00
Q13	Diversity	5.00	0.00
Q14	Diversity	5.00	0.00
Q15	Diversity	5.00	0.00
Q16	Diversity	4.67	0.58
Q17	Activity-Based	5.00	0.00
Q18	Activity-Based	4.67	0.58

In order to validate the data, the co-curricular leader was asked to fill-out the same survey for each student participant. The leader's ratings or the students are shown in table 5.3. The co-curricular leader scored the students 4.80 in leadership, 5.00 in teamwork, 5.00 in community, 5.00 in diversity, and 5.00 in the activity-based questions. A comparison of the student and leader responses is shown in Chart 5.1. The community average has the biggest difference of the five categories.

Table 5.3. Average Leader response by major category

	Category				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Average	4.80	5.00	5.00	5.00	5.00
Standard Deviation	0.41	0.00	0.00	0.00	0.00

The average response by specific question from the co-curricular leader is in table 5.4. The leader rated the students 5 on the 0 to 5 scale for all questions on teamwork, community, diversity, and the activity-based category. The leader scored the students lowest on question 2 in leadership, which was, “I am confident in my ability to motivate others”.

Table 5.4. Average Leader response by Question

Question	Category	Average	Standard Deviation
Q1	Leadership	4.67	0.58
Q2	Leadership	4.33	0.58
Q3	Leadership	5.00	0.00
Q4	Leadership	5.00	0.00
Q5	Leadership	5.00	0.00
Q6	Teamwork	5.00	0.00
Q7	Teamwork	5.00	0.00
Q8	Teamwork	5.00	0.00
Q9	Community	5.00	0.00
Q10	Community	5.00	0.00
Q11	Community	5.00	0.00
Q12	Community	5.00	0.00
Q13	Diversity	5.00	0.00
Q14	Diversity	5.00	0.00
Q15	Diversity	5.00	0.00
Q16	Diversity	5.00	0.00
Q17	Activity-Based	5.00	0.00
Q18	Activity-Based	5.00	0.00

To determine if the survey results from the two groups were significantly different, a t-test comparing the means was conducted. The hypothesis being the average from each category for the student responses is equal to the average from each category for the co-curricular leader responses. The results of the t-test

are shown in table 5.5. The hypothesis was unable to be rejected for each category. The average responses by students are equal to the average responses by the co-curricular leaders.

Chart 5.1. Student-Leader average comparison.

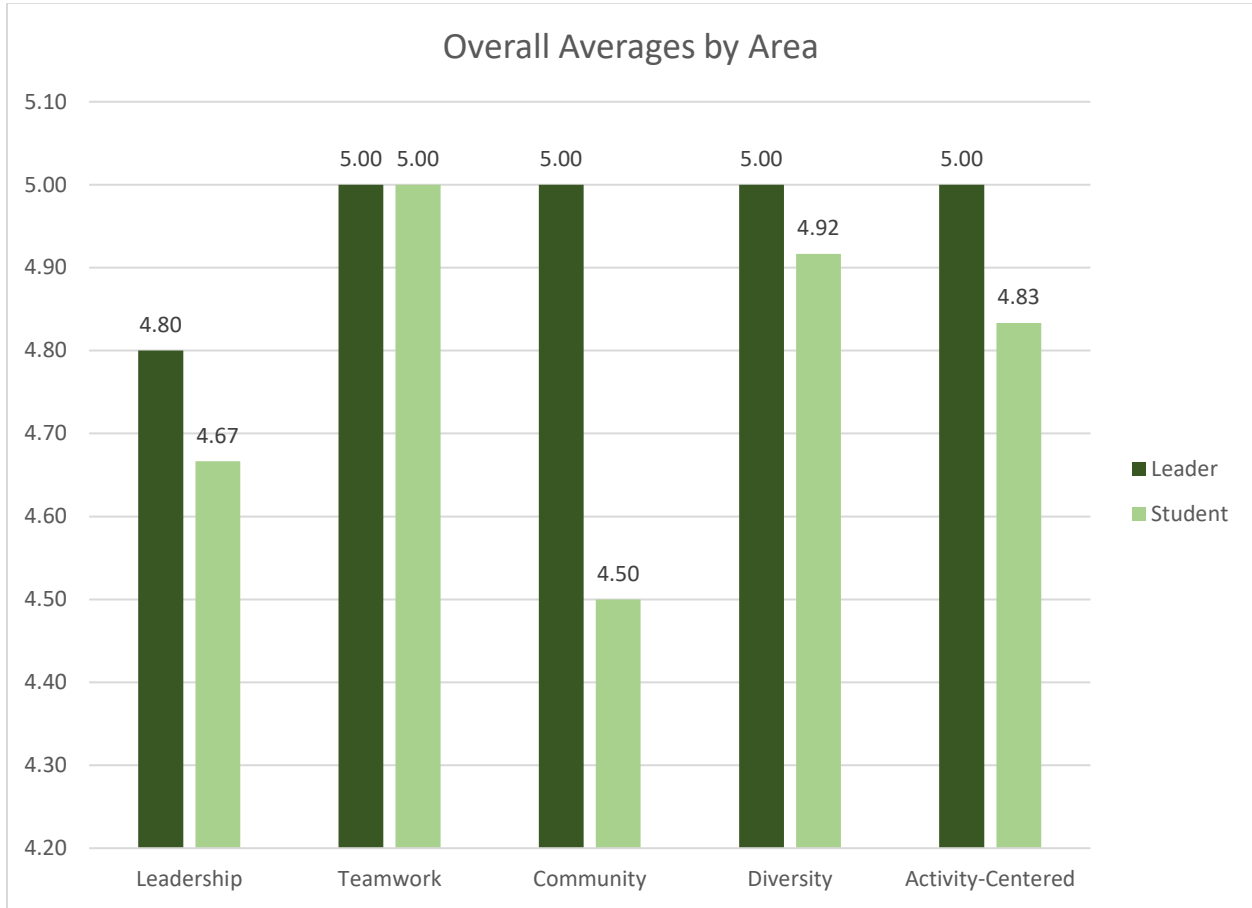


Table 5.5. Difference in means by category.

	Leadership	Teamwork	Community	Diversity	Activity-Based
Average Difference	0.13	0.00	0.50	0.08	0.17
degrees of freedom	4	4	4	4	4
t-test statistic	0.36	-	1.28	0.50	0.71
t* ^a	2.78	2.78	2.78	2.78	2.78
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Because of the variability in some of the categories, a similar t-test of the means was conducted by each individual question. The results can be found in Appendix 2. None of the hypotheses were rejected for any of the individual questions.

Student Senate

All students that attended the final yearly meeting of Student Senate were given a checklist survey to fill out. A total of nine students were surveyed. The survey can be viewed in Appendix 1. The questions were broken down by their main objectives of leadership, teamwork, community, diversity, and activity-centered questions. The table of average responses for each category is presented in table 6.1. Students scored themselves 4.33 in leadership, 4.72 in teamwork, 4.40 in community, 4.69 in diversity, and 4.67 in the activity-based questions.

Table 6.1. Average student responses by major category

	Category				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Average	4.33	4.72	4.40	4.69	4.67
Standard Deviation	0.90	0.51	1.05	0.66	0.65

The average response by specific question are in table 6.2. All of the students rated themselves highest (4.92) on question 13 for diversity which was “I acknowledge and respect cultures/values different from my own”. The students scored themselves lowest on question 2 in leadership, which was, “I’m confident in my ability to motivate others” and on statement 11 on community, which was “I have utilized resources in the community.”

Table 6.2. Average Student response by Question

Question	Category	Average	Standard Deviation
Q1	Leadership	4.33	0.78
Q2	Leadership	4.17	0.72
Q3	Leadership	4.67	0.65
Q4	Leadership	4.50	0.80
Q5	Leadership	4.00	1.35
Q6	Teamwork	4.83	0.39
Q7	Teamwork	4.75	0.45
Q8	Teamwork	4.58	0.67
Q9	Community	4.50	0.90
Q10	Community	4.58	0.67
Q11	Community	4.17	1.47
Q12	Community	4.33	1.07
Q13	Diversity	4.92	0.29

Q14	Diversity	4.83	0.39
Q15	Diversity	4.67	0.65
Q16	Diversity	4.33	0.98
Q17	Activity-Based	4.67	0.65

In order to validate the data, the co-curricular leader was asked to fill-out the same survey for each student participant. The leader’s ratings or the students are shown in table 6.3. The co-curricular leader scored the students 4.80 in leadership, 5.00 in teamwork, 4.23 in community, 5.00 in diversity, and 4.92 in the activity-based questions. A comparison of the student and leader responses is shown in Chart 6.1. The leadership average has the biggest difference of the five categories by almost a half of a point on the zero to five scale.

Table 6.3. Average Leader response by major category

	Category				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Average	4.80	5.00	4.23	5.00	4.92
Standard Deviation	0.40	0.00	0.86	0.00	0.29

The average response by specific question from the co-curricular leader is in table 6.4. The leader rated the all of the students a 5 on the zero to five scale for all questions in the teamwork and diversity categories, as well as questions 2 and 3 in leadership. The leader scored the students lowest on question 11 in community, which was, “I have utilized resources in the community.”

Table 6.4. Average Leader response by Question

Question	Category	Average	Standard Deviation
Q1	Leadership	4.58	0.51
Q2	Leadership	5.00	0.00
Q3	Leadership	5.00	0.00
Q4	Leadership	4.67	0.49
Q5	Leadership	4.75	0.45
Q6	Teamwork	5.00	0.00
Q7	Teamwork	5.00	0.00
Q8	Teamwork	5.00	0.00
Q9	Community	4.58	0.67
Q10	Community	4.83	0.39
Q11	Community	3.00	0.00
Q12	Community	4.50	0.52
Q13	Diversity	5.00	0.00

Q14	Diversity	5.00	0.00
Q15	Diversity	5.00	0.00
Q16	Diversity	5.00	0.00
Q17	Activity-Based	4.92	0.29

To determine if the survey results from the two groups were significantly different, a t-test comparing the means was conducted. The hypothesis being the average from each category the for the student responses is equal to the average from each category for the co-curricular leader responses. The results of the t-test are shown in table 6.5. The hypothesis was unable to be rejected for each category. The average responses by students are equal to the average responses by the co-curricular leader.

Because of the great variability in some of the questions, a similar t-test of the means was conducted by each individual question. The results can be found in Appendix 2. There several questions where the hypothesis was rejected. Four average responses to the questions were significantly different. These were in the areas of leadership, teamwork, community, and diversity.

Chart 6.1. Student-Leader average comparison for Student Senate.

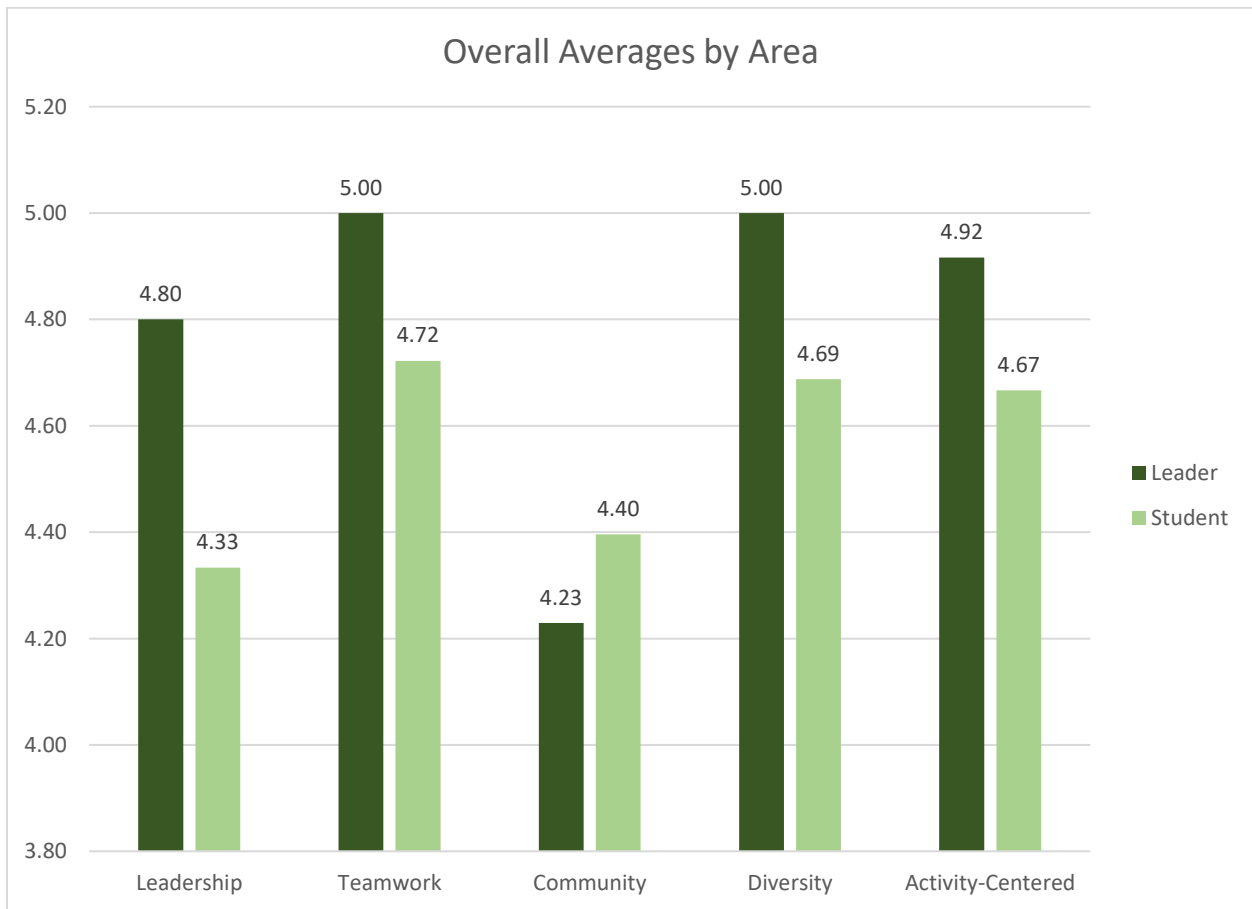


Table 6.5. Categories

	Leadership	Teamwork	Community	Diversity	Activity-Based
Average Difference	0.47	0.28	-0.17	0.31	0.25
degrees of freedom	23	23	23	23	23
t-test statistic	1.65	1.87	-0.43	1.65	1.22
t* ^a	2.07	2.07	2.07	2.07	2.07
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Men’s Hockey

All students participating in men’s hockey were given a checklist survey to fill out. A total of twenty-seven students were surveyed. The survey can be viewed in Appendix 1. The questions were broken down by their main objectives of leadership, teamwork, community, diversity, and activity-centered questions. The table of average responses for each category is presented in table 7.1. Student scored themselves 4.42 in leadership, 4.79 in teamwork, 4.25 in community, 4.21 in diversity, and 4.56 in the activity-based questions.

Table 7.1. Average student responses by major category

	Category				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Average	4.42	4.79	4.25	4.21	4.56
Standard Deviation	0.67	0.44	0.80	0.82	0.77

The average response by specific question are in table 7.2. All of the students rated themselves highest (4.90) on question 7 for teamwork which was “I can work together with my teammates towards a common goal”. They also scored themselves a 4.78 and 4.74 on the other two questions on teamwork, which were “I am able to all others to lead” and “I’m able to cooperate with my teammates”. The students scored themselves lowest on question 16 in diversity, which was, “I feel comfortable initiating conversations about diversity, equity, and belonging”.

Table 7.2. Average Student response by Question

Question	Category	Average	Standard Deviation
Q1	Leadership	4.56	0.58
Q2	Leadership	4.48	0.51
Q3	Leadership	4.48	0.64
Q4	Leadership	4.37	0.74
Q5	Leadership	4.22	0.85
Q6	Teamwork	4.74	0.45
Q7	Teamwork	4.85	0.36
Q8	Teamwork	4.78	0.51
Q9	Community	4.26	0.94
Q10	Community	4.41	0.80
Q11	Community	4.07	0.78
Q12	Community	4.27	0.67
Q13	Diversity	4.44	0.80
Q14	Diversity	4.31	0.74
Q15	Diversity	4.33	0.68
Q16	Diversity	3.74	0.90
Q17	Activity-Based	4.52	0.70
Q18	Activity-Based	4.59	0.84

In order to validate the data, the co-curricular leader(s) was asked to fill-out the same survey for each student participant. The leader’s ratings or the students are shown in table 7.3. The co-curricular leader scored the students 3.70 in leadership, 4.53 in teamwork, 4.28 in community, 3.65 in diversity, and 4.20 in the activity-based questions. A comparison of the student and leader responses is shown in Chart 7.1. The leadership and diversity averages has the biggest difference of the five categories.

Table 7.3. Average Leader response by major category

	Category				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Average	3.70	4.53	4.28	3.65	4.20
Standard Deviation	0.65	0.57	0.60	0.58	0.52

The average response by specific question from the co-curricular leader is in table 7.4. The leader rated the students highest for all the questions on teamwork. Which is consistent with the areas student rated themselves highest. The leader scored the students lowest on question 16 in diversity, which was again consistent with how the students responded.

Table 7.4. Average Leader response by Question

Question	Category	Average	Standard Deviation
Q1	Leadership	3.90	0.57
Q2	Leadership	3.80	0.63
Q3	Leadership	4.00	0.67
Q4	Leadership	3.40	0.52
Q5	Leadership	3.40	0.70
Q6	Teamwork	4.50	0.53
Q7	Teamwork	4.50	0.53
Q8	Teamwork	4.60	0.70
Q9	Community	4.40	0.52
Q10	Community	4.40	0.52
Q11	Community	4.30	0.67
Q12	Community	4.00	0.67
Q13	Diversity	3.90	0.57
Q14	Diversity	3.50	0.53
Q15	Diversity	3.90	0.57
Q16	Diversity	3.30	0.48
Q17	Activity-Based	3.90	0.32
Q18	Activity-Based	4.50	0.53

To determine if the survey results from the two groups were significantly different, a t-test comparing the means was conducted. The hypothesis being the average from each category the for the student responses is equal to the average from each category for the co-curricular leader responses. The results of the t-test are shown in table 7.5. The hypothesis was unable to be rejected for each category. The average responses by students are equal to the average responses by the co-curricular leaders. The means were statistically different in the leadership and diversity categories. This is not surprising given the vast differences in the comparison of the means in chart 7.1.

Chart 7.1. Student-Leader average comparison for men’s hockey.

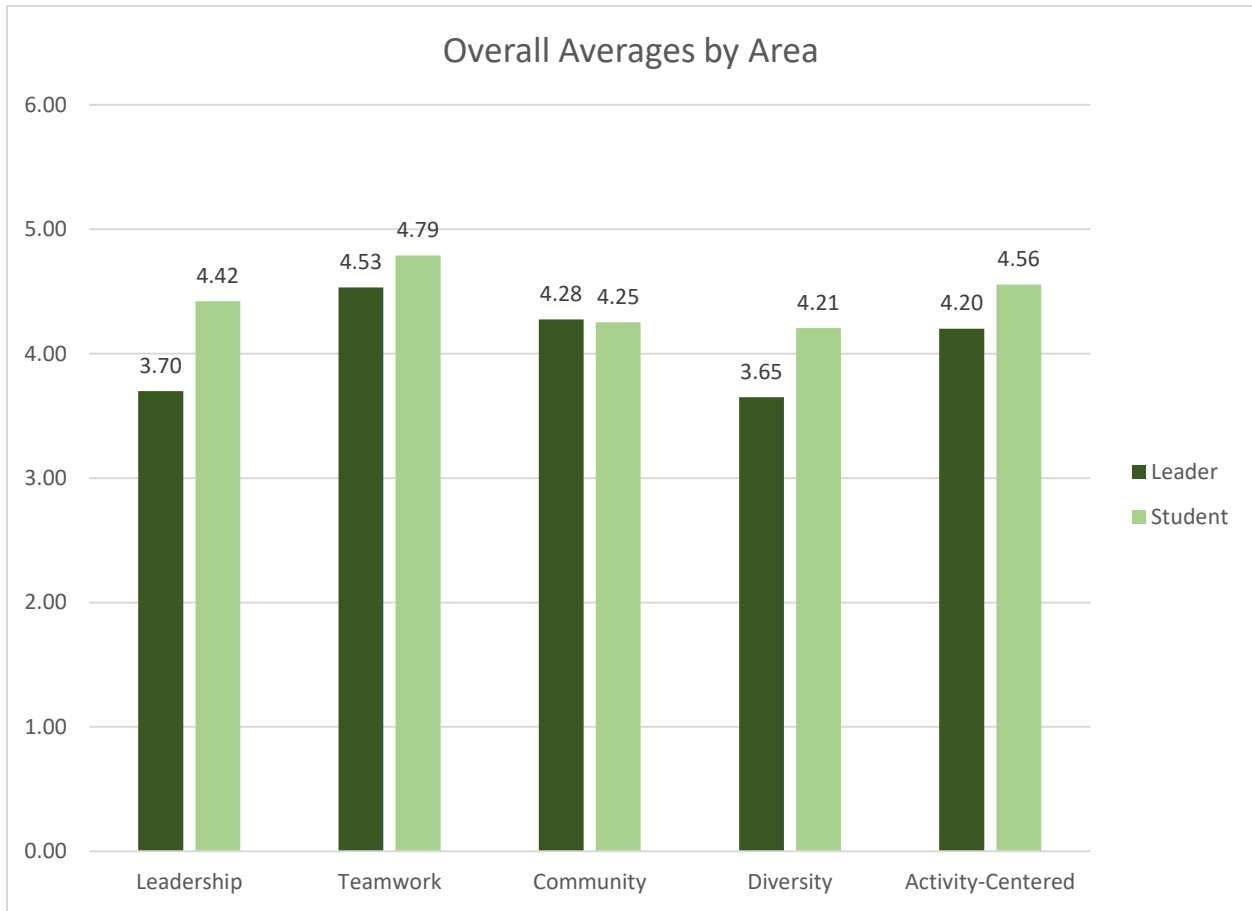


Table 7.5. Categories

	Leadership	Teamwork	Community	Diversity	Activity-Based
Average Difference	-0.72	-0.26	0.02	-0.56	-0.36
degrees of freedom	35	35	35	35	35
t-test statistic	-2.98	-1.29	0.09	-2.30	-1.60
t* ^a	2.03	2.03	2.03	2.03	2.03
Outcome ^b	Reject the null	Fail to reject the null	Fail to reject the null	Reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Because of the variability in some of the questions, a similar t-test of the means was conducted by each individual question. The results can be found in Appendix 2. There were several questions where the hypothesis was rejected. As expected those questions mostly fell under the leadership and diversity categories. All but one of the leadership questions was significantly different and two of the four diversity questions were significantly different. The diversity questions are likely not too surprising, as diversity may not be as big of a focus in the program. The leadership question, however are a bit puzzling. Also, the activity-based question 17 on utilizing critical thinking skills was significantly different between the two groups.

Overall Results

All responses were combined to do an overall analysis of the student surveys. A total of 74 students were surveyed in total. The table of average responses for each category is presented in table 8.1. Students scored themselves 4.36 in leadership, 4.75 in teamwork, 4.38 in community, 4.44 in diversity, and 4.57 in the activity-based questions.

Table 8.1. Average student responses by major category

	Category				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Average	4.36	4.75	4.38	4.44	4.57
Standard Deviation	0.80	0.50	0.87	0.83	0.64

The average response by specific question are in table 8.2. All of the students rated themselves highest (4.82) on question 7 for teamwork which was “I can work together with others towards a common goal”. The students scored themselves lowest on question 5 in leadership, which was, “I’m confident to speak out in a group setting” and close behind was statement 16 on diversity, which was “I feel comfortable initiating conversations about diversity, equity, and belonging.”

Table 8.2. Average Student response by Question

Question	Category	Average	Standard Deviation
Q1	Leadership	4.41	0.72
Q2	Leadership	4.32	0.72
Q3	Leadership	4.54	0.69
Q4	Leadership	4.42	0.76
Q5	Leadership	4.09	1.02
Q6	Teamwork	4.77	0.45
Q7	Teamwork	4.82	0.42
Q8	Teamwork	4.66	0.60
Q9	Community	4.51	0.78
Q10	Community	4.50	0.76

Q11	Community	4.15	1.02
Q12	Community	4.36	0.86
Q13	Diversity	4.66	0.78
Q14	Diversity	4.51	0.75
Q15	Diversity	4.50	0.74
Q16	Diversity	4.11	0.96
Q17	Activity-Based	4.57	0.64

In order to validate the data, the co-curricular leader was asked to fill-out the same survey for each student participant. The leader’s ratings or the students are shown in table 8.3. The co-curricular leaders scored the students 4.34 in leadership, 4.85 in teamwork, 4.47 in community, 4.43 in diversity, and 4.69 in the activity-based questions. A comparison of the student and leader responses is shown in Chart 8.1. The leadership average has the biggest difference of the five categories by almost a half of a point on the zero to five scale.

Table 8.3. Average Leader response by major category

	Category				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Average	4.34	4.85	4.47	4.43	4.69
Standard Deviation	0.80	0.43	0.76	0.68	0.53

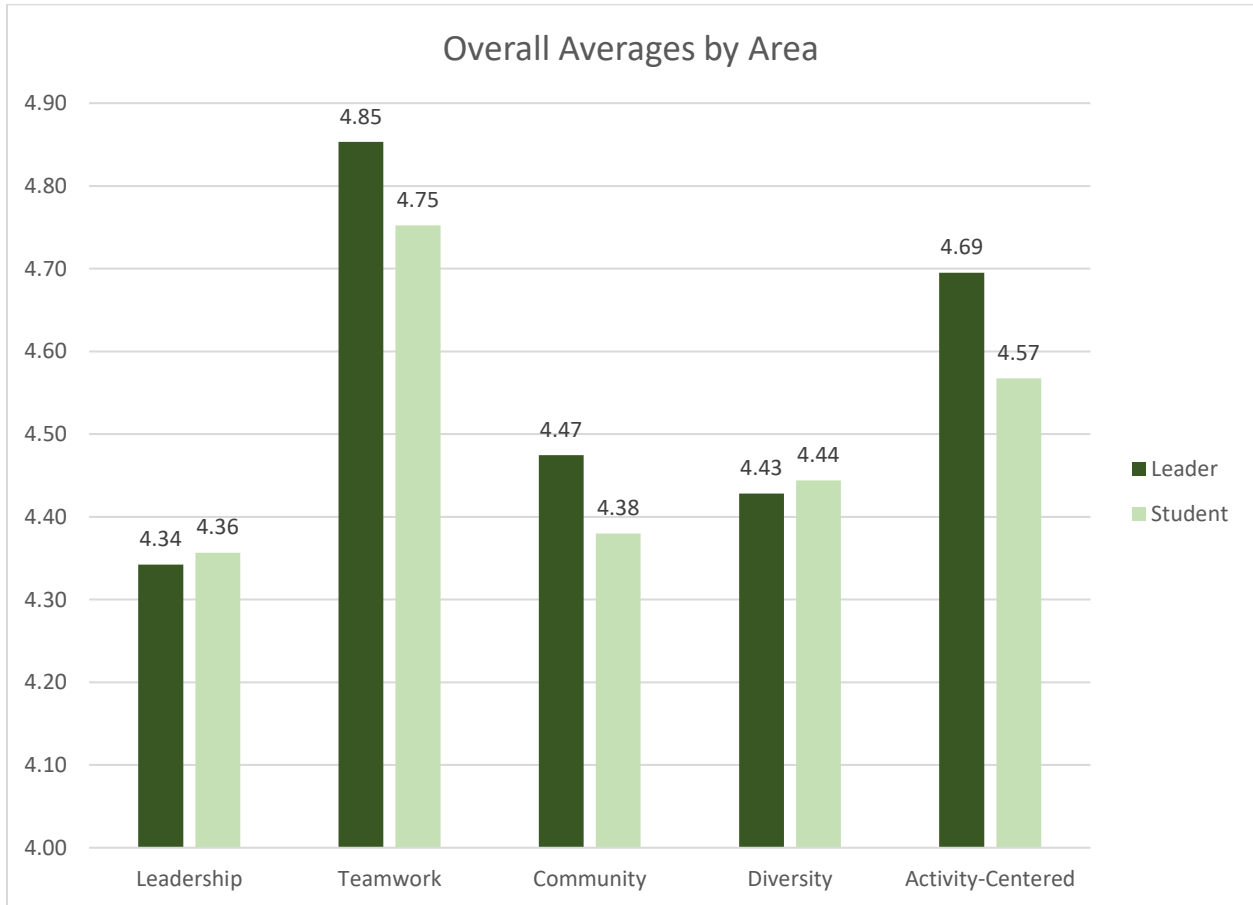
The average response by specific question from the co-curricular leaders is in table 8.4. The leaders rated the students highest on the teamwork questions. All three questions were averaged at a 4.83 or higher. The leaders scored the students lowest on question 11 in community, which was, “I have utilized resources in the community.” This could be because the question is a bit tough for leaders to answer, they may not observe the students out in the community in other setting aside from their co-curricular activities.

Table 8.4. Average Leader response by Question

Question	Category	Average	Standard Deviation
Q1	Leadership	4.25	0.73
Q2	Leadership	4.41	0.72
Q3	Leadership	4.64	0.64
Q4	Leadership	4.19	0.86
Q5	Leadership	4.22	0.95

Q6	Teamwork	4.83	0.42
Q7	Teamwork	4.88	0.38
Q8	Teamwork	4.85	0.48
Q9	Community	4.68	0.57
Q10	Community	4.66	0.54
Q11	Community	4.03	1.00
Q12	Community	4.53	0.65
Q13	Diversity	4.73	0.52
Q14	Diversity	4.34	0.69
Q15	Diversity	4.46	0.60
Q16	Diversity	4.19	0.78
Q17	Activity-Based	4.69	0.53

Chart 8.1. Student-Leader average comparison overall.



To determine if the survey results from the two groups were significantly different, a t-test comparing the means was conducted. The hypothesis being the average from each category the for the student

responses is equal to the average from each category for the co-curricular leader responses. The results of the t-test are shown in table 6.5. The hypothesis was unable to be rejected for each category. The average responses by students are equal to the average responses by the co-curricular leader.

There was not a great deal of variability overall, but to be complete, a similar t-test of the means was conducted by each individual question. The results can be found in Appendix 2. No individual questions were found to be significantly different when comparing the means.

Table 8.5. Categories

	Leadership	Teamwork	Community	Diversity	Activity-Based
Average Difference	-0.01	0.10	0.09	-0.02	0.13
degrees of freedom	131	131	131	131	131
t-test statistic	-0.10	1.25	0.67	-0.12	1.25
t* ^a	1.96	1.96	1.96	1.96	1.96
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Conclusion

Six student co-curricular groups were assessed using a survey checklist to self-assess their skills in leadership, teamwork, community, diversity and the activity-based applications for their co-curricular. Further, the leaders of the co-curriculars were asked to rate the students on the same checklist scale to validate the student self-assessment.

Overall the responses from the students and leader were not statistically different from each other at either the specific question level or at the aggregate category level. This suggest an accurate tool for this group. On average, students strongly agreed or slightly agreed that they were acquiring skills in the five categories for leadership, teamwork, diversity, community, and activity-centered, which were the main objectives of the co-curriculars.

Going forward, it was noted that some co-curriculars do not focus on each of the five areas in a big way. It was suggested that each co-curricular leader be allowed to select the questions they felt were most applicable to their group. In the next year, the same groups will be piloted, but with their selected questionnaires. Other program review metrics will also be explored. This way a process can be refined before moving forward.

APPENDIX 1

Co-curricular Assessment – Standard Questionnaire

Rate the degree to which you agree or disagree with the statement presented.

Category	Not at all 0	Strongly Disagree 1	Slightly disagree 2	Neutral 3	Slightly Agree 4	Strongly Agree 5
Because of my involvement in this program:						
<i>Leadership</i>						
I'm confident in my ability to take initiative on a project.						
I'm confident in my ability to motivate others.						
I'm able to be open minded to others' opinions.						
I'm able to help resolve conflicts.						
I'm confident to speak out in a group setting.						
<i>Teamwork</i>						
I'm able to cooperate with others.						
I can work together with others towards a common goal.						
I am able to allow others to lead.						
<i>Community</i>						
I have been encouraged to get involved in community events.						
I have developed friendships with people outside of my major/activity.						
I have utilized resources in the community (off-campus).						
I am confident in my ability to integrate into a new community.						
<i>Diversity</i>						
I acknowledge and respect cultures/values different from my own.						
I have had the opportunity to engage and respectfully communicate thoughts and ideas regarding sensitive topics.						
I have developed a mindset that is culturally responsive.						

I feel comfortable initiating conversations about diversity, equity, and belonging.						
<i>Activity Centered</i>						
I'm able to utilize critical thinking and problem solving skills.						

Co-curricular Assessment - Student Nursing Organization

Rate the degree to which you agree or disagree with the statement presented.

	Not at all	Strongly disagree	Slightly disagree	Neutral	Slightly agree	Strongly agree
Because of my involvement in SNO:						
1. I'm confident in my ability to take initiative on a project.	0	1	2	3	4	5
2. I'm confident in my ability to motivate others.	0	1	2	3	4	5
3. I'm able to be open minded to others' opinions.	0	1	2	3	4	5
4. I'm able to help resolve conflicts.	0	1	2	3	4	5
5. I'm confident to speak out in a group setting.	0	1	2	3	4	5
6. I'm able to cooperate with others.	0	1	2	3	4	5
7. I can work together with others towards a common goal.	0	1	2	3	4	5
8. I am able to allow others to lead.	0	1	2	3	4	5
9. I have been encouraged to get involved in community events.	0	1	2	3	4	5
10. I feel I had a positive impact on the community.	0	1	2	3	4	5
11. I have utilized resources in the community (off-campus).	0	1	2	3	4	5
12. I am confident in my ability to have a positive impact on my community.	0	1	2	3	4	5
13. I acknowledge and respect cultures/values different from my own.	0	1	2	3	4	5
14. I have had the opportunity to engage and respectfully communicate thoughts and ideas regarding sensitive topics.	0	1	2	3	4	5
15. I've developed a mindset that is culturally responsive.	0	1	2	3	4	5

16. I feel comfortable initiating conversations about diversity, equity, and belonging.	0	1	2	3	4	5
17. I'm able to utilize critical thinking and problem solving skills.	0	1	2	3	4	5
18. The number of meetings was appropriate	0	1	2	3	4	5
19. Please share any changes or improvements you would like to see:						

Co-curricular Assessment - Leaderjacks

Rate the degree to which you agree or disagree with the statement presented.

	Not at all	Strongly disagree	Slightly disagree	Neutral	Slightly agree	Strongly agree
Because of my involvement in Leaderjacks:						
1. I'm confident in my ability to take initiative on a project.	0	1	2	3	4	5
2. I'm confident in my ability to motivate others.	0	1	2	3	4	5
3. I'm able to be open minded to others' opinions.	0	1	2	3	4	5
4. I'm able to help resolve conflicts.	0	1	2	3	4	5
5. I'm confident to speak out in a group setting.	0	1	2	3	4	5
6. I'm able to cooperate with others.	0	1	2	3	4	5
7. I can work together with others towards a common goal.	0	1	2	3	4	5
8. I am able to allow others to lead.	0	1	2	3	4	5
9. I have been encouraged to get involved in community events.	0	1	2	3	4	5
10. I have developed friendships with people outside of my major/activity.	0	1	2	3	4	5
11. I have utilized resources in the community (off-campus).	0	1	2	3	4	5
12. I am confident in my ability to integrate into a new community.	0	1	2	3	4	5
13. I acknowledge and respect cultures/values different from my own.	0	1	2	3	4	5

14. I have had the opportunity to engage and respectfully communicate thoughts and ideas regarding sensitive topics.	0	1	2	3	4	5
15. I've developed a mindset that is culturally responsive.	0	1	2	3	4	5
16. I feel comfortable initiating conversations about diversity, equity, and belonging.	0	1	2	3	4	5
17. I'm able to utilize critical thinking and problem solving skills.	0	1	2	3	4	5
18. I understand the importance of volunteering in my community.	0	1	2	3	4	5

Co-curricular Assessment - Photography Club

Rate the degree to which you agree or disagree with the statement presented.

Because of my involvement in Photography Club:	Not at all	Strongly disagree	Slightly disagree	Neutral	Slightly agree	Strongly agree
1. I'm confident in my ability to take initiative on a project.	0	1	2	3	4	5
2. I'm confident in my ability to motivate others.	0	1	2	3	4	5
3. I'm able to be open minded to others' opinions.	0	1	2	3	4	5
4. I'm able to help resolve conflicts.	0	1	2	3	4	5
5. I'm confident to speak out in a group setting.	0	1	2	3	4	5
6. I'm able to cooperate with others.	0	1	2	3	4	5
7. I can work together with others towards a common goal.	0	1	2	3	4	5
8. I am able to allow others to lead.	0	1	2	3	4	5
9. I have been encouraged to get involved in community events.	0	1	2	3	4	5
10. I have developed friendships with people outside of my major/activity.	0	1	2	3	4	5
11. I have utilized resources in the community (off-campus).	0	1	2	3	4	5
12. I am confident in my ability to integrate into a new community.	0	1	2	3	4	5
13. I acknowledge and respect cultures/values different from my own.	0	1	2	3	4	5

14. I have had the opportunity to engage and respectfully communicate thoughts and ideas regarding sensitive topics.	0	1	2	3	4	5
15. I've developed a mindset that is culturally responsive.	0	1	2	3	4	5
16. I feel comfortable initiating conversations about diversity, equity, and belonging.	0	1	2	3	4	5
17. I'm able to utilize critical thinking and problem solving skills.	0	1	2	3	4	5
18. I have confidence in my ability to seek out clients and successfully take care of the photographic needs.	0	1	2	3	4	5

Co-curricular Assessment - Student Senate

Rate the degree to which you agree or disagree with the statement presented.

Because of my involvement in Student Senate:	Not at all	Strongly disagree	Slightly disagree	Neutral	Slightly agree	Strongly agree
1. I'm confident in my ability to take initiative on a project.	0	1	2	3	4	5
2. I'm confident in my ability to motivate others.	0	1	2	3	4	5
3. I'm able to be open minded to others' opinions.	0	1	2	3	4	5
4. I'm able to help resolve conflicts.	0	1	2	3	4	5
5. I'm confident to speak out in a group setting.	0	1	2	3	4	5
6. I'm able to cooperate with others.	0	1	2	3	4	5
7. I can work together with others towards a common goal.	0	1	2	3	4	5
8. I am able to allow others to lead.	0	1	2	3	4	5
9. I have been encouraged to get involved in community events.	0	1	2	3	4	5
10. I have developed friendships with people outside of my major/activity.	0	1	2	3	4	5
11. I have utilized resources in the community (off-campus).	0	1	2	3	4	5
12. I am confident in my ability to have a positive impact on my community.	0	1	2	3	4	5
13. I acknowledge and respect cultures/values different from my own.	0	1	2	3	4	5

14. I have had the opportunity to engage and respectfully communicate thoughts and ideas regarding sensitive topics.	0	1	2	3	4	5
15. I've developed a mindset that is culturally responsive.	0	1	2	3	4	5
16. I feel comfortable initiating conversations about diversity, equity, and belonging.	0	1	2	3	4	5
17. I'm able to utilize critical thinking and problem solving skills.	0	1	2	3	4	5

Co-curricular Assessment - Men's Hockey

Rate the degree to which you agree or disagree with the statement presented.

Because of my involvement in Men's Hockey:	Not at all	Strongly disagree	Slightly disagree	Neutral	Slightly agree	Strongly agree
1. I'm confident in my ability to take initiative on a project.	0	1	2	3	4	5
2. I'm confident in my ability to motivate my teammates.	0	1	2	3	4	5
3. I'm able to be open minded to others' opinions.	0	1	2	3	4	5
4. I'm able to help resolve conflicts.	0	1	2	3	4	5
5. I'm confident to speak out in a group setting.	0	1	2	3	4	5
6. I'm able to cooperate with my teammates.	0	1	2	3	4	5
7. I can work together with teammates towards a common goal.	0	1	2	3	4	5
8. I am able to allow my teammates to lead.	0	1	2	3	4	5
9. I have been encouraged to get involved in community events.	0	1	2	3	4	5
10. I have developed friendships with people outside of my major/activity.	0	1	2	3	4	5
11. I have utilized resources in the community (off-campus).	0	1	2	3	4	5
12. I am confident in my ability to integrate into a new community.	0	1	2	3	4	5
13. I acknowledge and respect cultures/values different from my own.	0	1	2	3	4	5

14. I have had the opportunity to engage and respectfully communicate thoughts and ideas regarding sensitive topics.	0	1	2	3	4	5
15. I have developed a mindset that is culturally responsive.	0	1	2	3	4	5
16. I feel comfortable initiating conversations about diversity, equity, and belonging.	0	1	2	3	4	5
17. I'm able to utilize critical thinking and problem solving skills.	0	1	2	3	4	5
18. I feel my skills as a hockey player have improved.	0	1	2	3	4	5

APPENDIX 2

T-test results by question for PTK.

Table A2.1	Leadership				
	Q1	Q2	Q3	Q4	Q5
Average Difference	-0.33	-0.11	0.22	-1.11	-0.44
degrees of freedom	16	16	16	16	16
t-test statistic	-0.71	-0.29	0.55	-2.77	-0.78
t* ^a	2.12	2.12	2.12	2.12	2.12
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Table A2.2	Teamwork		
	Q6	Q7	Q8
Average Difference	0.00	0.00	0.22
degrees of freedom	16	16	16
t-test statistic	0.00	0.00	0.66
t* ^a	2.12	2.12	2.12
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Table A2.3	Community			
	Q9	Q10	Q11	Q12
Average Difference	0.22	-0.22	0.00	0.11
degrees of freedom	16	16	16	16
t-test statistic	1.00	-1.51	0.00	0.29
t* ^a	2.12	2.12	2.12	2.12
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

	Q13	Q14	Q15	Q16
Average Difference	-0.33	-0.11	-0.22	-0.11
degrees of freedom	16	16	16	16
t-test statistic	-2.00	-0.28	-0.76	-0.28
t* ^a	2.12	2.12	2.12	2.12
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

	Q17	Q18	Q19	Q20	Q21
Average Difference	0.22	0.11	-0.11	-0.22	-0.11
degrees of freedom	16	16	16	16	16
t-test statistic	0.76	0.33	-0.29	-0.43	-0.29
t* ^a	2.12	2.12	2.12	2.12	2.12
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

T-test results by question for SNO.

Table A3.1	Leadership				
	Q1	Q2	Q3	Q4	Q5
Average Difference	0.08	0.25	0.25	0.50	0.92
degrees of freedom	23	23	23	23	23
t-test statistic	0.29	0.70	1.38	2.05	3.15
t* ^a	2.07	2.07	2.07	2.07	2.07
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null	Reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Table A3.2	Teamwork		
	Q6	Q7	Q8
Average Difference	0.25	0.17	0.42
degrees of freedom	23	23	23
t-test statistic	1.99	1.54	1.89
t* ^a	2.07	2.07	2.07
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Table A3.3	Community			
	Q9	Q10	Q11	Q12
Average Difference	-0.25	-0.08	-0.67	0.00
degrees of freedom	23	23	23	23
t-test statistic	-0.94	-0.35	-1.53	0.00
t* ^a	2.07	2.07	2.07	2.07
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Table A3.4	Diversity			
	Q13	Q14	Q15	Q16
Average Difference	0.33	0.25	0.17	0.08
degrees of freedom	23	23	23	23
t-test statistic	1.27	0.80	0.78	0.26
t* ^a	2.07	2.07	2.07	2.07
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Table A3.5	Activity-Based
	Q17
Average Difference	0.25
degrees of freedom	23
t-test statistic	0.96
t* ^a	2.07
Outcome ^b	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

T-test results by question for Leaderjacks.

Table A4.1	Leadership				
	Q1	Q2	Q3	Q4	Q5
Average Difference	-0.22	0.12	0.09	-0.27	0.13
degrees of freedom	21	21	21	21	21
t-test statistic	-0.80	0.40	0.28	-0.84	0.29
t* ^a	2.08	2.08	2.08	2.08	2.08
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Table A4.2	Teamwork		
	Q6	Q7	Q8
Average Difference	0.02	0.20	0.25
degrees of freedom	21	21	21
t-test statistic	0.18	1.00	1.10
t* ^a	2.08	2.08	2.08
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Table A4.3	Community			
	Q9	Q10	Q11	Q12
Average Difference	0.30	0.67	0.80	0.47
degrees of freedom	21	21	21	21
t-test statistic	1.96	1.62	2.06	1.03
t* ^a	2.08	2.08	2.08	2.08
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Table A4.4	Diversity			
	Q13	Q14	Q15	Q16
Average Difference	0.32	-0.70	-0.30	-0.55
degrees of freedom	21	21	21	21
t-test statistic	0.79	-3.28	-0.76	-1.34
t* ^a	2.08	2.08	2.08	2.08
Outcome ^b	Fail to reject the null	Reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Table A4.5	Activity-Based	
	Q17	Q18
Average Difference	0.30	0.10
degrees of freedom	21	21
t-test statistic	1.96	1.00
t* ^a	2.08	2.08
Outcome ^b	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

T-test results by question for photography club.

	Q1	Q2	Q3	Q4	Q5
Average Difference	0.33	-0.33	0.00	0.33	0.33
degrees of freedom	4	4	4	4	4
t-test statistic	0.71	-0.71	-	1.00	1.00
t* ^a	2.78	2.78	2.78	2.78	2.78
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null	Reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

	Q6	Q7	Q8
Average Difference	0.00	0.00	0.00
degrees of freedom	4	4	4
t-test statistic	-	-	-
t* ^a	2.78	2.78	2.78
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

	Q9	Q10	Q11	Q12
Average Difference	0.00	0.33	0.67	1.00
degrees of freedom	4	4	4	4
t-test statistic	-	1.00	2.00	1.73
t* ^a	2.78	2.78	2.78	2.78
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

	Diversity			
	Q13	Q14	Q15	Q16
Average Difference	0.00	0.00	0.00	0.33
degrees of freedom	4	4	4	4
t-test statistic	-	-	-	1.00
t* ^a	2.78	2.78	2.78	2.78
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

	Activity-Based	
	Q17	Q18
Average Difference	0.00	0.33
degrees of freedom	4	4
t-test statistic	-	1.00
t* ^a	2.78	2.78
Outcome ^b	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

T-test results by question for Student Senate.

	Q1	Q2	Q3	Q4	Q5
Average Difference	0.25	0.83	0.33	0.17	0.75
degrees of freedom	22	22	22	22	22
t-test statistic	0.93	4.02	1.77	0.62	1.83
t* ^a	2.07	2.07	2.07	2.07	2.07
Outcome ^b	Fail to reject the null	Reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

	Q6	Q7	Q8
Average Difference	0.17	0.25	0.42
degrees of freedom	22	22	22
t-test statistic	1.48	1.91	2.16
t* ^a	2.07	2.07	2.07
Outcome ^b	Fail to reject the null	Fail to reject the null	Reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

	Q9	Q10	Q11	Q12
Average Difference	0.08	0.25	-1.17	0.17
degrees of freedom	23	23	23	23
t-test statistic	0.26	1.12	-2.76	0.48
t* ^a	2.07	2.07	2.07	2.07
Outcome ^b	Fail to reject the null	Fail to reject the null	Reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

	Q13	Q14	Q15	Q16
Average Difference	0.08	0.17	0.33	0.67
degrees of freedom	23	23	23	23
t-test statistic	1.00	1.48	1.77	2.35
t* ^a	2.07	2.07	2.07	2.07
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

	Q17
Average Difference	0.25
degrees of freedom	23
t-test statistic	1.22
t* ^a	2.07
Outcome ^b	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

T-test results by question for Men’s Hockey.

	Q1	Q2	Q3	Q4	Q5
Average Difference	-0.66	-0.68	-0.48	-0.97	-0.82
degrees of freedom	35	35	35	35	35
t-test statistic	-3.11	-3.06	-1.97	-4.47	-2.99

t* ^a	2.04	2.04	2.04	2.04	2.04
Outcome ^b	Reject the null	Reject the null	Fail to reject the null	Reject the null	Reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

	Q6	Q7	Q8
Average Difference	-0.24	-0.35	-0.18
degrees of freedom	35	35	35
t-test statistic	-1.28	-1.95	-0.74
t* ^a	2.04	2.04	2.04
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

	Q9	Q10	Q11	Q12
Average Difference	0.14	-0.01	0.23	-0.27
degrees of freedom	35	35	35	35
t-test statistic	0.58	-0.03	0.87	-1.09
t* ^a	2.04	2.04	2.04	2.04
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

	Q13	Q14	Q15	Q16
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Average Difference	-0.54	-0.81	-0.43	-0.44
degrees of freedom	35	35	35	35
t-test statistic	-2.30	-3.69	-1.95	-1.91
t* ^a	2.04	2.04	2.04	2.04
Outcome ^b	Reject the null	Reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Table A7.5	Activity-Based	
	Q17	Q18
Average Difference	-0.62	-0.09
degrees of freedom	35	35
t-test statistic	-3.69	-0.40
t* ^a	2.04	2.04
Outcome ^b	Reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

T-test results by question for the overall results.

Table A8.1	Leadership				
	Q1	Q2	Q3	Q4	Q5
Average Difference	-0.15	0.08	0.10	-0.23	0.13
degrees of freedom	131	131	131	131	131
t-test statistic	-1.19	0.65	0.90	-1.63	0.73
t* ^a	1.96	1.96	1.96	1.96	1.96
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null	Reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

	Q6	Q7	Q8
Average Difference	0.06	0.06	0.19
degrees of freedom	131	131	131
t-test statistic	0.79	0.83	1.96
t* ^a	1.96	1.96	1.96
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

	Q9	Q10	Q11	Q12
Average Difference	0.16	0.16	-0.11	0.17
degrees of freedom	131	131	131	131
t-test statistic	1.40	1.42	-0.65	1.29
t* ^a	1.96	1.96	1.96	1.96
Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

	Q13	Q14	Q15	Q16
Average Difference	0.07	-0.17	-0.04	0.08
degrees of freedom	131	131	131	131
t-test statistic	0.59	-1.35	-0.36	0.52
t* ^a	1.96	1.96	1.96	1.96

Outcome ^b	Fail to reject the null	Fail to reject the null	Fail to reject the null	Fail to reject the null
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a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Table A8.5	Activity- Based Q17
Average Difference	0.13
degrees of freedom	131
t-test statistic	1.25
t* ^a	1.96
Outcome ^b	Fail to reject the null

a - t* was evaluated using a 95% confidence level.

b - the null hypothesis is that the means between the student ratings and the co-curricular leader rating were equal.

Appendix I. May 2022 Co-Curricular Assessment Academy Committee Meeting Minutes

Assessment Academy Meeting

Wednesday May 25th, 2022

10:00am

Present:

1. All Data collected, just need final piece from Travis on Men's Hockey.
2. Report is attached.
 - a. Discussion about dropping Question 16 on diversity. Linda suggested Q3 in leadership and Q13 in diversity were similar and maybe we should eliminate one. The group was good with both. Most felt the length was okay. Clint didn't know if we should have diversity included at all. Laura suggested it would better to leave it with this becoming part of a larger goal on campus.
 - b. It might be hard to determine of focus on what students felt they gained from each co-curricular separate from classes or just their on-campus experience in general. Linda brought up the idea of surveying individual students and looking at the overall. But many felt we should keep it at the co-curricular level. In addition, Laura brought up a good point that the coordination of this might be difficult.
 - c. Linda asked about the data validation piece and how the leader felt it went. Travis noted that it was fine.
3. Scheduling for next year's groups
 - a. Draft Schedule as looked at. Most liked this. There was some concern about what would trigger a focus group in the second year. This might need to be defined well. There was lots of discussion about doing the same groups a second year before continuing on with this process. Travis made some good points about how his data might look very different next year with many new players joining. Overall, the consensus was to do one more year with the groups we are working with to hammer out the details and "trim the fat". Travis was very concerned about the time factor. Laura highlighted that this was a good reason to use the same groups again until we get the process right. Clint was still mad about diversity and this was about the point where the meeting took a turn. Clint ranted for a while about assessing diversity when it wasn't the main point of his club. Laura helpfully suggested we allow groups to choose which categories apply to them, but maybe still add one question from each category.
4. Next meeting will be scheduled during fall faculty in-service. Details forthcoming.
5. Meeting adjourned at 11:39am, but it felt like 11:39pm.

Appendix J. Timeline for Co-Curricular Assessment and Review

