



# SOUTHEASTERN ILLINOIS COLLEGE

## CO-CURRICULAR ASSESSMENT MANUAL

SPRING | 2022



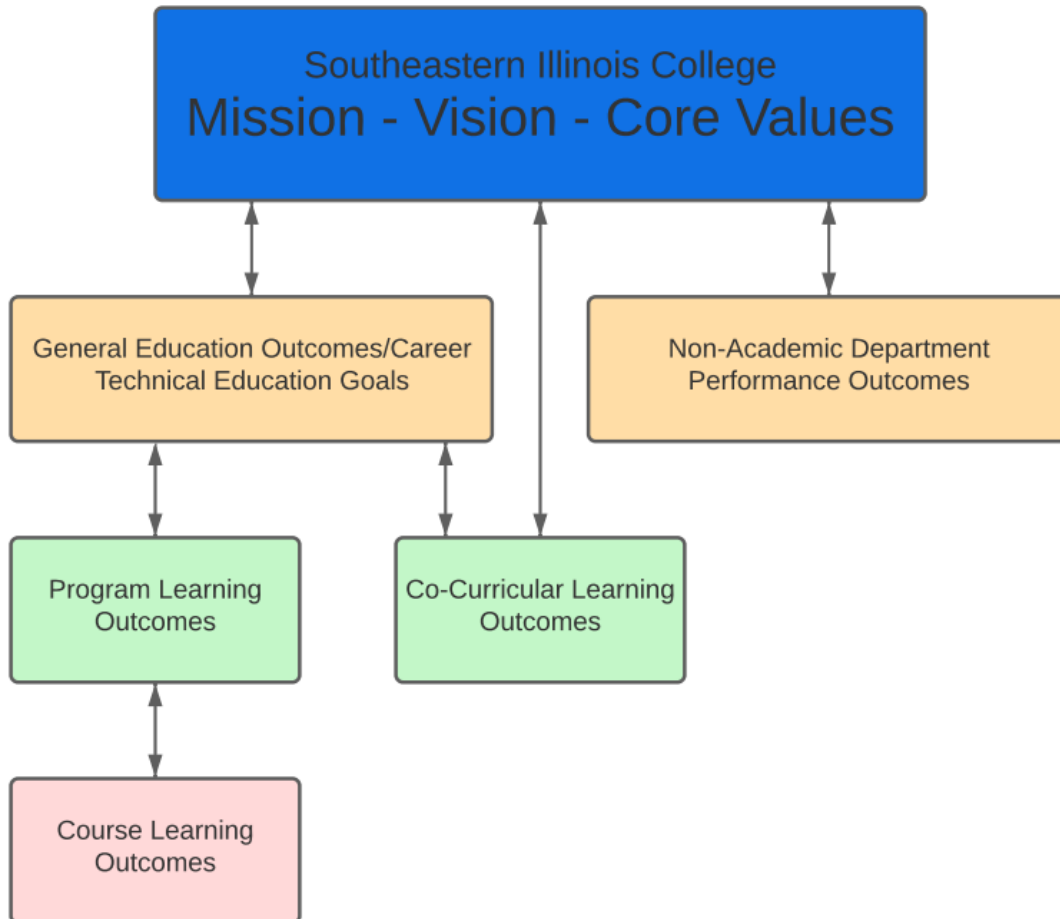
### Using Assessment for Improvement

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning (Learner-Centered Assessment on College Campuses: Shifting the focus from teaching to learning by Huba and Freed, 2000).

SIC Assessment takes place in instructional programs, as well as co-curricular groups and non-instructional departments. Assessment is a tool for determining student learning. Assessment data and results are used to inform decisions on strategic planning, budgeting and resources needed to improve student learning.

### Where Co-Curricular Fits in Assessment

Co-Curricular Assessment bridges the gap between instructional assessment and non-instructional assessment. The graphic below shows where Co-Curricular fits in the broader scope of our college system.



**Co-Curricular Definition**

Learning activities, programs and experiences that reinforce the institution’s mission and values and complement the formal curriculum (HLC’s *The Leaflet*, March 2020).

**Co-Curricular Goals**

*Competence in Communications*

- Learners express themselves clearly and concisely (written or oral format).
- Learners gather information from communicating with others.

*Competence in Problem Solving*

- Learners evaluate information for use in answering a question or developing an argument.
- Learners seek information to solve problems.

*Competence in Teamwork*

- Learners demonstrate professional work habits.
- Learners utilize reflection to improve their work and work environment.
- Learners maintain positive working relationships.
- Learners demonstrate leadership and teambuilding skills.

*Competence in Personal Development*

- Learners develop academic, professional and personal goals to better themselves.
- Learners incorporate strategies for managing their resources.

*Competence in Navigating Processes*

- Learners demonstrate technological literacy and skills.
- Learners utilize information, resources, and technology to navigate college systems or processes.

Each co-curricular plan must focus on one or more goals (communications, problem solving, teamwork, personal development or navigating processes) in their rotational assessment plan, as explained later in this document.

**Relating General Education, Career and Technical and Co-Curricular Goals**

<b>General Education Outcomes</b>	<b>Career and Technical Outcomes</b>	<b>Co-Curricular Outcomes</b>
<i>Communication</i>		
<p>Students should demonstrate proficiency in written and verbal use of English.</p> <p>Students should demonstrate proficiency in organization and analysis when writing, speaking and listening.</p>	<p>Communicate clearly and effectively</p>	<p>Learners express themselves clearly and concisely (written or oral format).</p> <p>Learners gather information from communicating with others.</p>
<i>Problem Solving</i>		
<p>Students should use appropriate mathematical symbols, terminology, and</p>	<p>Utilize critical thinking skills to solve problems.</p>	<p>Learners evaluate information for use in answering a question or developing an argument.</p>

<p>techniques to solve practical applications.</p> <p>Students should gain an understanding of laws that describe energy changes and how they influence changes in nature, living systems, and matter.</p>		<p>Learners seek information to solve problems.</p>
<p><i>Teamwork</i></p>		
<p>Students should develop a basic understanding of the cultural, geopolitical and socioeconomic forces and their impact on society.</p>	<p>Model integrity, ethical leadership and effective management.</p>	<p>Learners demonstrate professional work habits.</p> <p>Learners utilize reflection to improve their work and work environment.</p> <p>Learners maintain positive working relationships.</p> <p>Learners demonstrate leadership and teambuilding skills.</p>
<p><i>Personal Development</i></p>		
<p>Students should develop insights into personal behavior and one’s relationship with a diverse society in its past, present and future.</p> <p>Students should demonstrate and understanding of the value of learning about diverse aesthetic, creative and artistic activities of the humanities.</p> <p>Students should demonstrate knowledge of the orderliness of nature as well as develop the ability to evaluate the effects of science and technology on their lives.</p>	<p>Incorporate new and emerging foundation skills needed to perform tasks proficiently at current business and industry standards.</p>	<p>Learners develop goals.</p> <p>Learners incorporate strategies for managing their resources.</p>
<p><i>Navigating Processes</i></p>		
<p>Students should demonstrate proficiency and integrity regarding the basic methods and skills of contemporary</p>	<p>Utilize technology to enhance productivity.</p>	<p>Learners demonstrate technological literacy and skills.</p>

academic research and reporting.	Apply academic and technical skills in the workforce.	Learners utilize information, resources, and technology to navigate college systems or processes.
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**Co-Curricular Groups**

*Identifying Co-Curricular Groups*

Co-Curricular groups have been identified by the Assessment Committee. The committee chose these groups based on the Co-Curricular definition and their more-consistent use and/or attendance by students. Some groups on campus that could be considered co-curricular do not run every semester because they operate based on student interest. As a result, these groups are not part of our regular cycle of assessment but will be assessed as we are able.

*List of Groups*

*\*Groups as of March 2022. Subject to change based on demand.*

Academic Clubs	Diesel Club Math and Science Club OWL Club Professional Agriculture Student Club Theta Sigma Phi Welding Club
Athletics	Archery Shotgun Baseball Basketball Bowling Volleyball Golf Softball
Competitive Teams	PBL E-sports MIG Forensics Competitive Theatre
Honor Societies	Circle K PTK
Student Development/Support	EMP 112, Student Skills Development OLET/Learning Commons New Student Orientation Student Government TRIO/Student Support Services Tutoring Title III

### Cycle and Schedule of Assessment

Assessment plans for co-curricular programs should be created and submitted on a rotation. Peer review of co-curricular assessment plans will be rotational. Rotations are not to exceed 2 years. A sample schedule follows. All co-curricular programs can provide an assessment plan each year if they are bound by a grant to do so.

Year A (Even Years)	Year B (Odd Years)
Diesel Club	E-sports
Math and Science Club	Professional Agriculture Student Club
OWL Club	Theta Sigma Phi
Welding Club	Shotgun
Volleyball	Baseball
Golf	Basketball
Softball	Bowling
Archery	MIG
Student Government	PBL
Competitive Theatre	Forensics
Circle K	PTK
EMP 112	TRIO/Student Support Services
OLET/Learning Commons	Tutoring
New Student Orientation	Title III

### Example Crosswalk Co-Curricular Assessment Grid

Co-Curricular Assessment Grid					
Co-Curricular Submission	Communication	Problem Solving	Teamwork	Personal Development	Navigating Processes
Math and Science Club		X		X	X
Theatre Club			X	X	
Archery Team			X		
Shotgun Team	X		X		
Baseball Team			X	X	
Basketball Team			X	X	
Bowling Team	X		X	X	
Volleyball Team			X		
Golf Team	X	X	X		X
Forensics Team	X		X	X	
MIG team	X	X		X	X
E-sports team			X		
PBL			X		
Title III		X		X	X
PTK	X		X		
EMP 112	X				X
TRIO/Student Support					
OLET/Learning Commons		X			X

New Student Orientation				X	X
Tutoring				X	X

*This manual was inspired by the Danville Community College co-curricular process.*