

# BUILDING YOUR PLAN

## Co-Curricular Activities & Assessment

Re-booting Pierpont's efforts in the planning, execution, and documentation of the "out of class" experiences we provide students that enhance their learning and personal and professional development and encourage their persistence to degree.



# ONE CO-CURRICULAR ACTIVITY PER TERM PER PROGRAM\*

At the end of the session, your program will leave with at least a “plan to plan” or “the plan” for the Fall 2024 co-curricular activity AND the Spring 2025 co-curricular activity.

*\*May combine efforts with other programs*



# CO-CURRICULAR

- Official definition
- Tailoring to your Program or Organization
- Keeping it MOVING with twice-year planning/reporting
- Enhancing overall learning & alignment with mission



# DEFINITION

Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum ... Co-curricular activities aim to enhance the learning experience by providing practical applications of the theoretical knowledge or by reinforcing classroom learning through activities aligned with curricular learning.



# **CO-CURRICULAR “STUFF”**

## **FALL 2024**

ORIENTATION SESSIONS prior to REGISTRATION  
(satisfaction surveys administered; awaiting results)

STUDENT SUCCESS WORKSHOP SERIES

TUTORIAL SERVICES



# INSTITUTIONAL PROJECTS IDEAS TO CONSIDER

- Guest Speakers
- College-Wide Service Project
- A Campus Read
- Sponsored Workshops
- More Student Organizations



# PAST CO-CURRICULAR ACTIVITIES FOR STUDENTS

- Pet the Puppies at midterm (with Vet Tech)
- Alcohol 101 (information & activities) – September Recovery Month
- Presentations:
  - Stress Management
  - Time Management
  - Mindset
  - Communication
  - Study Skills & Note-Taking
  - Test-Taking
- And MORE



# 2024-2025 WV HIGHER EDUCATION POLICY COMMISSION GRANT

- Wellness Program
  - Campus-Wide Mental Health Initiative
  - Increase retention, make students feel connected, mentoring
- Stress Less for Success – Grant Focus
  - Section 1 – All students, faculty, staff who are interested
    - Workshops for students (stress management, mindfulness)
    - Campus-wide Walking program (students, faculty, staff)
    - Beginners' yoga classes (students, faculty, staff)
  - Section 2 – Specific Program Participation
    - Participation in the activities above
    - Feedback assessed for changes in stress and feeling connected





# THINK ABOUT THIS ... JOT DOWN YOUR IDEAS

- What skills or knowledge do you wish students had when they started your program?
- What is important “life stuff” that would help them be successful in their career? Their personal lives?



# DISCUSS RESPONSES AS A GROUP

- Nancy will take notes
- You all keep sharing ideas
- I learned to type on a manual typewriter; I can keep up



# **NOW...WHAT DO YOUR EMPLOYERS EXPECT? WHAT WOULD “WOW” THEM?**

- Jot down ideas
- Volunteer Ideas
- Nancy will keep track and share



# HOLD THOSE THOUGHTS...

- We'll return to those later
- You likely see where we're going with this



# CO-CURRICULAR OUTCOMES AREAS

- Problem-solving & Critical Thinking
- Teamwork/Collaboration
- Communication
- Diversity, Inclusion, Global Awareness
- Professionalism/Leadership/Civic Engagement



# CO-CURRICULAR “DOMAINS” (BROAD AREAS TO CONSIDER)

- Leadership/Professionalism/Teamwork: Ability to negotiate, manage conflict, communicate, and lead others as they work in teams, collaborate and solve problems. Through activities like SGA, participation in student clubs and orgs, or involvement in professional societies that may include continuing education, students demonstrate leadership, professionalism, and teamwork.
- Workshops on ethics and integrity, teamwork, and interpersonal communication support students' learning within this domain.



# CO-CURRICULAR “DOMAINS” (BROAD AREAS TO CONSIDER)

- Service & Social Responsibility: Acquire knowledge and address significant public problems and questions, addressing community needs and improving public welfare. Gain a greater understanding and appreciation of diversity and civic engagement. Service-learning projects, student/group community service initiatives, focused learning activities (i.e., African American History Museum, cultural food excursions) and participation in advocacy groups or workshops on humanitarianism, global awareness, and civic engagement are examples of activities in this domain.



# CO-CURRICULAR “DOMAINS” (BROAD AREAS TO CONSIDER)

- Integrative & Applied Learning: Ability to integrate and apply their learning to new settings and complex problems. Learning beyond the classroom (i.e. field trips, attendance at performances, participation in workshops) are part of this domain. Workshops on growth mindset, critical thinking, and different learning strategies (i.e. stress management, conflict management, time management, and organizational skills) are examples of learning support in this co-curricular domain.





# PROBLEM SOLVING/CRITICAL THINKING\*

- This competency will help students master the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.
- \*Also a NACE competency



# TEAMWORK/COLLABORATION\*

- This competency will help students become better team members by cultivating effective skills and behaviors necessary to operate as a team.
- \*Also a NACE competency



# COMMUNICATIONS\*

- This competency will help students create a prepared, purposeful presentation or intentional dialog designed to increase knowledge, foster understanding, or to promote change in a listener's attitudes, values, beliefs, and behaviors.



# DIVERSITY/INCLUSION/GLOBAL AWARENESS

- This competency will give students a set of cognitive, affective, and behavioral skills and characteristics that support affective and appropriate interaction in various cultural contexts.



# LEADERSHIP\*/ CIVIC ENGAGEMENT

- This competency will help you make a difference in the civic life of your communities and develop the combination of knowledge, skills, values, and motivation to make that difference and promote the quality of life in the community through both political and non-political purposes.
- • \*NACE competency



# CO-CURRICULAR ACTIVITIES, PART 1

- Student Clubs & Organizations: Student interests, such as academic, cultural, and hobby-based clubs to allow students to explore interests, meet like-minded peers, and practice teamwork
- Student Government; Honor Societies: Provide leadership opportunities and venues to enhance communication and organizational skills
- Community Service & Service Learning: Develop empathy, social responsibility, and a sense of community



# CO-CURRICULAR ACTIVITIES, PART 2

- Field Experiences: Visit future worksites to learn about professional expectations; intern
- Academic Showcases, Competitions
- Workshops & Seminars: Enhance personal and professional development (ex: career development, mental health, academic skills)
- Cultural Events: Expand opportunities for global awareness and inter-cultural competency



# **INSTITUTIONAL LEVEL OUTCOMES & ACTIVITIES?**





# RETURN TO BRAINSTORMING...

- Work in program (or School-specific) groups to generate ideas for specific activities to address your “incoming” and “outgoing” expectations.
- What experiences can enhance classroom learning, as well as provide details for resume.



# CONSIDER NEEDS OF MAJOR EMPLOYERS

- What do those who employ your students value most?
  - Teamwork? Ability to communicate well? Diversity? All? Any more than others?
- What evidence do you have—anecdotal or otherwise—that supports that response?
- If time or resources weren't a hindrance, what would you LIKE to offer your students in terms of a co-curricular experience?



# PROGRAM-SPECIFIC WORK

Which course(s) could benefit from  
an aligned co-curricular opportunity?



# **SCHOOL OR PROGRAM-LEVEL OUTCOMES & ACTIVITIES**



# LEARNING OUTCOMES

1.Does the outcome support the program objectives?	Y	N
2.Does the outcome describe what the program intends for students to know	Y	N
(cognitive), think (affective, attitudinal), or do (behavioral, performance)?	Y	N
3.Is the outcome important/worthwhile?	Y	N
4.Is the outcome:		
a.Detailed and specific?	Y	N
b.Mesurable/identifiable?	Y	N
5.Can you create an activity to enable students to learn the desired outcome?	Y	N
6.Can the outcome be used to make decisions on how to improve the program	Y	N

# GET STARTED—NOW'S THE TIME!

- Think & Talk....or Talk to Think about “CO” Curricular activities
- Argue...Think Again...Write Stuff Down
- Don't worry about how you'll assess...That'll come soon enough
- Take breaks as you need to; Remember to come back



# COMMON ASSESSMENT METHODS, PART 1

- Surveys & Questionnaires: Students respond to questions about their experiences and learning; provide direct insights regarding perceptions and satisfaction
- Reflective Essays & Journals: Students write about their experiences and what they've learned
- Performance Assessments: Presentations, projects, performances



# COMMON ASSESSMENT METHODS, PART 2

- Observations: Real-time observation of activities, noting performance and behavior
- Portfolios: Collection of work over time to provide a comprehensive view of student growth and learning
- Focus Groups: Small groups of students discuss their experiences and provide feedback for in-depth qualitative data





# COMMON ASSESSMENT METHODS, PART 3

- Pre/Post Tests: Assess "before" and "after" knowledge or skills before and after participating in an activity to measure impact of the activity
- Self-assessments: Students evaluate their own performance and learning to promote self-awareness and responsibility
- Peer assessments: Students assess each other's performance to provide multiple viewpoints
- Rubrics: Detailed scoring guides to evaluate specific skills and competencies to ensure consistent assessment across students



# COMMON ASSESSMENT METHODS, PART 4

- Employer or Other feedback from supervised work experience not otherwise part of a course grade
- National survey tools (CCSSE or those of program accreditor)
- CCSSE items regarding co-curricular learning



# CCSSE ITEMS; CO-CURRICULAR LEARNING, PART 1

- Worked with classmates outside of class
- Tutored or taught other students (paid or voluntary)
- Participated in community-based project
- Participated in skills labs or tutoring or Career services
- Discussed career plans with an instructor or advisor
- Worked with instructors on activities other than coursework



# CCSSE ITEMS; CO-CURRICULAR LEARNING, PART 2

- Encouraged contact among students from different economic, social, and racial or ethnic backgrounds
- Helped cope with non-academic responsibilities (work, family, etc.)
- Provided support to students to thrive socially



# TOUR OF “INVOLVE”

- Where to Log a Co-Curricular Activity: WE WILL ASSIST
- Do not let the technology interfere with the process or your great ideas;  
THERE WILL BE A FILLABLE FORM!
- Need an assessment tool? Let's find or develop together.



# THANK YOU

- Dr. Suzan Clemens, Learning Support
- Dean Amy Cunningham, Health Sciences
- Nancy Parks, interim AVP, Student Services
- Raven Thomas, Admissions/Advisor, specializing in Student Engagement

