



Co-curricular Student Learning at Augustana College

Assessment Academy Team:

Rupa Gordon, Lindsay Adolphs, Chris Beyer, Ashley Allen, Greg Domski, Tšooane Molapo, Joanna Short

Institutional Context

Augustana College is a residential liberal arts college in Rock Island, IL that serves approximately 2,500 undergraduate students. In 2012, the college developed nine institutional learning outcomes (Augustana SLOs) and has relatively strong processes and participation in the annual academic assessment cycle since 2016.

However, we did not have processes or procedures in place to sustainably measure student learning in the co-curriculum. As a residential liberal arts college, our campus community views the Augustana education as one where learning occurs both inside and outside of the classroom, and we needed to gather data to support, improve, and showcase the transformational learning that happens complementary to the classroom.

Creating an Annual Assessment Cycle

- Piloted with 2-3 programs per year to identify a strategy they can use to collect data annually on a chosen program
- Programs assess and collect data during the academic year, and report the results over the summer. The results of the assessment should directly inform their plans for the next academic year's assessment as the goal is to use the data to make improvements and assess if those improvements have an impact on student learning.
- **Mentoring groups** led by pilot programs supported all programs as they developed plans, collected and analyzed data during 2024-25.

CO-CURRICULAR ASSESSMENT REPORT

1. **Augustana Student Learning Outcomes** - Identify SLOs and sub-parts using the map
2. **Intended Outcomes** - In your program, what will the student think, feel, know, or be able to do as a result of this experience?
3. **Means of Assessment and Criteria for Success** - How did you measure student learning? How do you know if students have developed this learning outcome through your program?
4. **Summary of Data Collected** - What did you learn from this assessment? What strengths or challenges have you found?
5. **Actions That Will Be Taken Based on These Results** - How will you use these results to support your program, improve student learning, inform decision-making, and showcase the successes of your program?
6. **Plan to Assess the Actions during the next academic year** - How will you know if the actions you have taken are successful for improving student learning? How will you measure student learning next year? You may want to address a new learning outcome or continue to make improvements to student learning on the current learning outcome.

Defining and Mapping the Co-curriculum

- We identified our primary co-curricular programs within four areas: Student Life, CORE (Careers, Opportunities, Research, Exploration), DEI, and Student Success.
- Each area identified the high impact, long-term, immersive programs that they offer that are **intentionally designed to promote student learning** and mapped them to the Augustana SLOs. Each area chooses one program per year to assess, encouraged to collect data on a single program for a three year period and then switch to a new program.

Co-curricular Area	Programs within the Area	Augustana Student Learning Outcomes (SLOs)								
		1. Communication Competency	2. Ethical Citizenship	3. Collaborative Leadership	4. Intercultural Competence	5. Creative Thinking	6. Problem Solving	7. Self-Reflection	8. Global Awareness	9. Career Readiness
Student Life	Community Service (CS)	A, C, D		AD	SE					
	Augustana Leadership Institute (ALI)	A, B, F	A, B, F	CF	A, F, R	A, R				
	Student Leadership Institute (SLI)	A, L, F	AF	AC, G	AG					
	Office of Student Life & Leadership (OSL)	A, L, F	AF	AC, G	AG					
DEI	Office of Student Inclusion and Diversity (OSID)	A	C, G		A, C					
	Office of International Student and Scholar Services (OISSS)	A, C, E	A, F	A, R	A, C					
CORE	Student Employment, Internships	A, F	AD	AG	A, R, G	AE				
	UMC & Center for the Advancement of Community Health & Wellness (UACHW)	A, F	AD	AG	A, R, G	AE				
Student Success	Reading/Writing Center (RWC)		A, C	ER, G	AG	A, R, G	AE			
	Academic Support		A							

- Revitalized the Augustana Assessment website with critical assessment cycle info, report template, example reports, and guidance



Successes, Challenges, and Future Directions

Successes:

1. Good participation from programs in pilot and first year of the assessment cycle
2. Pilot work identified improvements to assessment strategies, changes to programs that can improve the student learning experience
3. Integrated the work of the HLC Assessment Academy into an existing campus committee, the Assessment for Improvement Committee (AIC) adding co-curricular representatives
4. Made a plan for transition of leadership to a co-curricular staff co-chair and AIC faculty co-chair

Challenges:

1. Turnover in staff, administration makes continuity and sustainability challenging
2. Need to refocus and realign programs included with the co-curricular aspects of engaged learning in Augustana's new strategic plan

Future Directions:

1. Keep up momentum
2. Find ways to showcase co-curricular student learning with students, faculty, staff, and other stakeholders (see example infographic)

WHAT STUDENTS SAY THEY LEARNED IN ... THE OFFICE OF STUDENT LIFE



COLLABORATIVE LEADERSHIP

leading meetings, working and learning from team members, and learning to deal with difficult situations with others.

COMMUNICATION COMPETENCE

working with outside resources/professionals, adjusting communication styles for different people, asking for help, and developing confidence in voicing opinions.



CREATIVE THINKING

dealing with unexpected situations, thinking flexibly, and developing new ideas for the organization

"I have been able to facilitate many difficult conversations with my classmates, chapter members, as well as administration in my role within OSL. I have gained an enormous amount of self respect and confidence throughout this role. Additionally, I have been able to become more out spoken, allowing me to speak up on behalf of the greater Greek Community. This means that I am able to remain as unbiased and as ethical as possible in all conversations and decisions that I make."

UNIVERSAL THEMES ASSESSMENT AT

CNM is the largest higher education institution in New Mexico in terms of undergraduate enrollment.

CNM has over 2,000 faculty and staff to serve our over 20,000 students each year.

CONTEXT

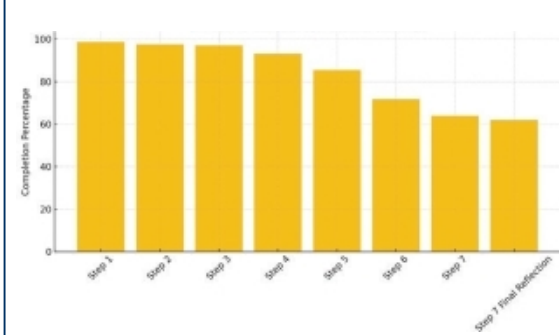
Faculty were spending 90% of their time collecting assessment data leaving them only 10% to analyze the data and design a change. HLC provided feedback we needed a systematic approach to assessment across all academic schools and co-curricular learning opportunities.

GOALS

The goal of this project was to make the assessment processes more meaningful for faculty by

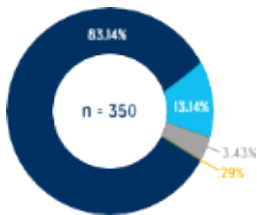
- streamlining data collection
- providing professional development
- aligning with co-curricular learning and assessment

FAST ASSESSMENT COMPLETION BY STEP

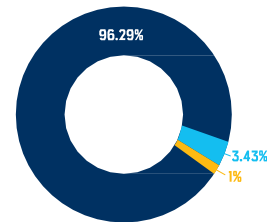


CO-CURRICULAR OUTCOMES

CNM partners when asked about the likelihood students would assess sufficiently after 9 co-curricular event



Post-event assessment results over all events



- Strongly Agree: 291 (83.14%)
 - Agree: 46 (13.14%)
 - Neutral: 12 (3.43%)
 - Disagree: 1 (0.29%)
- Strongly Agree/Agree: (96.29%)
 - Neutral: (3.43%)
 - Disagree: (1%)

RESULTS / FINDINGS

Use the Universal Themes to serve as a framework for faculty professional development at CNM and to promote faculty understanding of the process of student learning and the role that faculty play in that process.

- Assessment Coaches
- UTA self directed assessment course
- UTA processes are aligned with other activities through our CTL that involve data analysis, implementation of new strategies, and evaluation of results

Developed the role of CNM staff in promoting the Universal Themes as these relate to student activities outside of class (various co-curricular and extracurricular activities such as participating in student clubs, internships, apprenticeships, job shadowing, community engagement, etc.)

Created a user-friendly system for reporting assessment data and promote data as a tool for change and improvement.

Created a user-friendly dashboard for aggregating and disaggregating assessment data for analysis.

Implemented a user-friendly system for tracking and assessing co-curricular learning in four tracks (wellness, academic-specific, service learning, and leadership development). All assessment is tied to both the Universal Themes and class-specific 5LOs.

FEEDBACK

STUDENTS IMPROVE WITH TARGETED PRACTICE AND EMPHASIS

"Highlighting the topic in person rather than expecting students to read the material independently allowed them to internalize the information more completely."

WELL CHOSEN TOOLS ENHANCE HIGHER ORDER LEARNING

"Using GraphPad allowed students to focus more effort on interpretation and presentation of their data rather than calculation."

COMMUNICATION AND COLLABORATION AMONG FACULTY MATTERS

"In comparing Fall 2024 and Spring 2025 data, there is a marked improvement in both the percentage of students receiving a score of 75% or higher and the average grade for these exam problems after concerns about inconsistent grading were addressed"

STUDENTS IMPROVE WITH TARGETED PRACTICE AND EMPHASIS

"Expanding evaluations across courses and aligning rubrics directly with assignments improved our ability to assess and coach students in the affective domain."

ACADEMIC OUTCOMES

SKILL-SPECIFIC GAINS:

Some faculty noted improvements in test scores and student work habits, as well as significant gains among first-generation college students and in 2000-level students' research methods and evidence evaluation.

REFLECTION AND PROBLEM SOLVING:

Students appreciated the chance to reflect on their problem-solving approaches and the challenges they encountered, suggesting a deeper engagement with the material.

CHALLENGES AND ADJUSTMENTS:

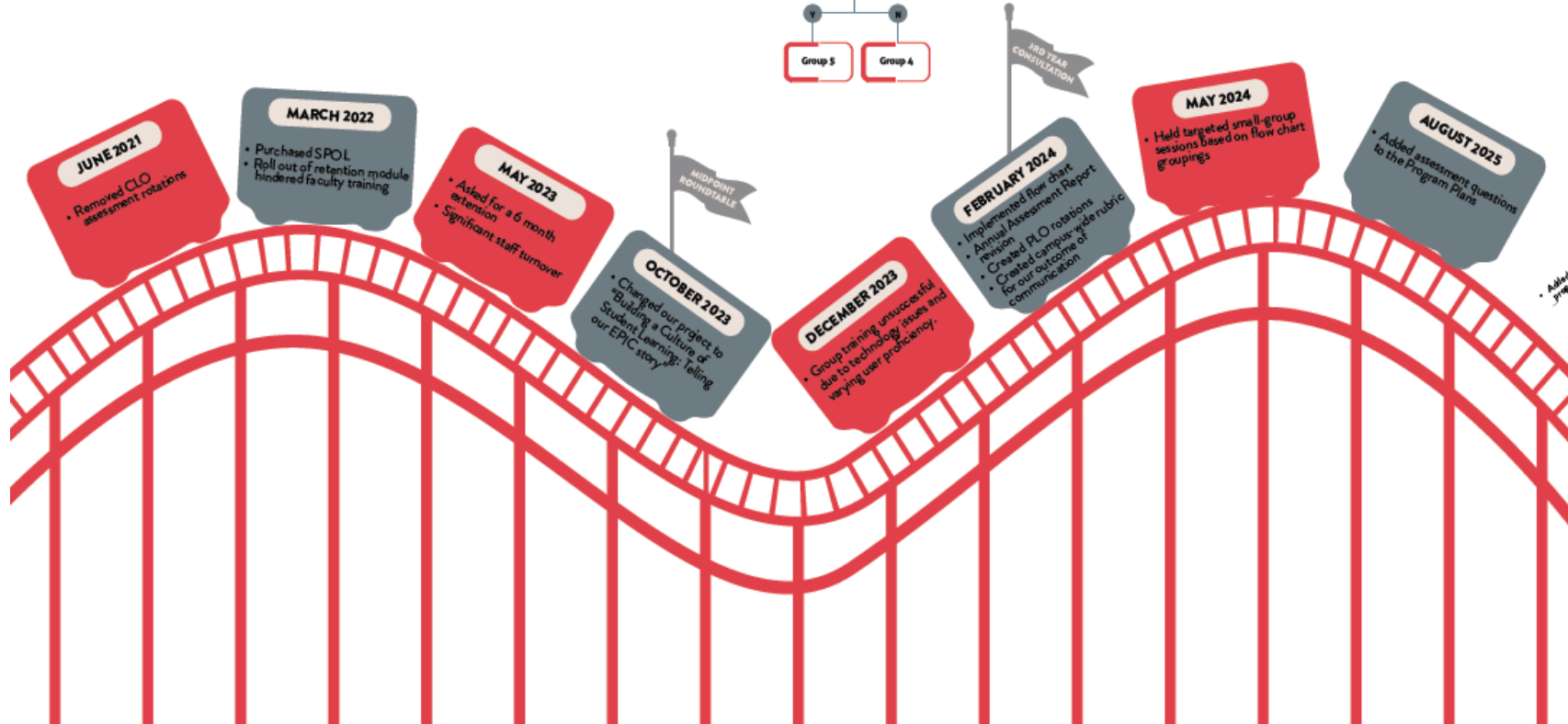
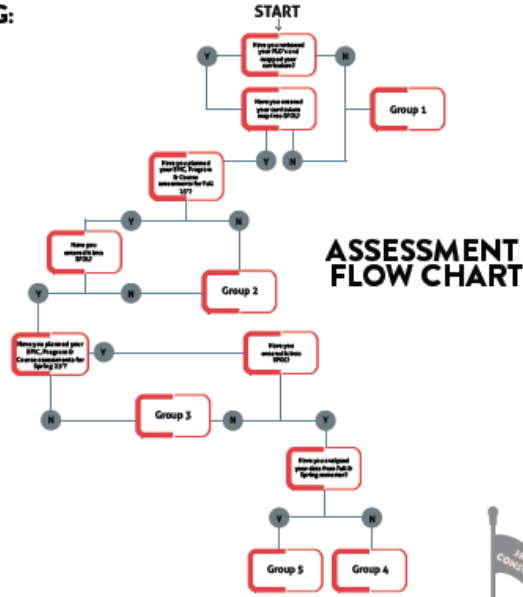
Students struggled with identifying credible sources and engaging with multiple modes of analysis, particularly in areas like art criticism. Faculty made adjustments to exams (e.g., extending time and changing the order of problems) to improve outcome.

ASK ME ABOUT ASSESSMENT ACADEMY!

LAKE AREA TECHNICAL COLLEGE

“BUILDING A CULTURE OF STUDENT LEARNING: TELLING OUR EPIC STORY”

- 2-Year Technical College
- Located in Watertown, SD
- 2,612 Students
- 99% Placement rate
- 32 Programs
- Launching careers since 1965



• Ashley Jorgew

Student Learning Project



1290 North Avenue Cleveland WI, 53015

1 Needed to update institutional learning outcomes.



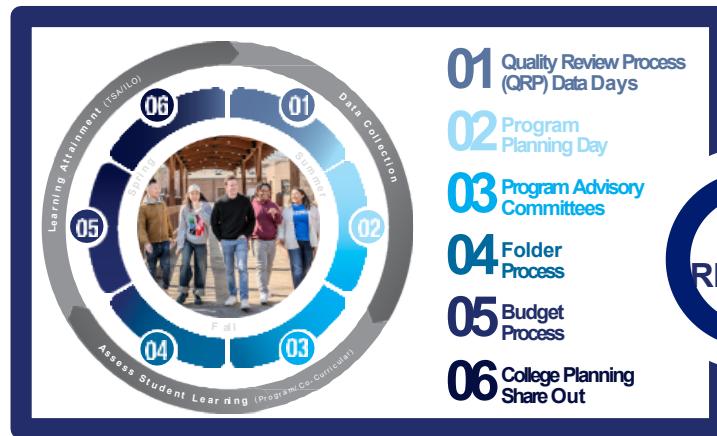
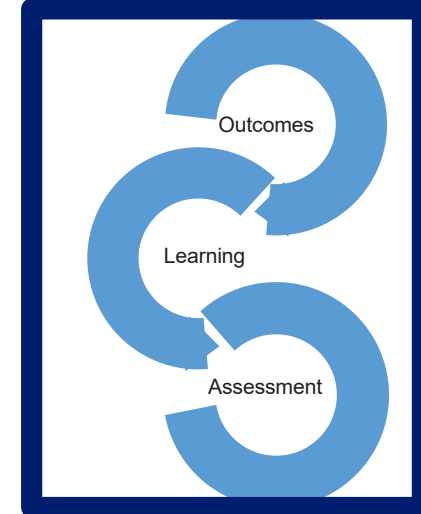
Learn with Lenny
Study these soft skills

1. Communicate effectively
2. Demonstrate critical thinking
3. Work collaboratively
4. Exhibit respect of individuality
5. Model professionalism

2 Needed to create a formal systematic process for assessing students.



Comprehensive Outcome Assessment Plan



END RESULT

A systematic approach incorporating data to make decisions integrated with planning.

From COMPLIANCE to a CULTURE OF LEARNING

The Assessment Academy Story of Chandler-Gilbert Community College

OUR VISION

CGCC will be the preferred college in the Southeast Valley as we deliver impactful and innovative learning pathways that keep our local communities thriving.

OUR MISSION

CGCC empowers every student to unlock their full potential for growth and innovation through inclusive learning opportunities and community engagement.

OUR VALUES

Collaboration - CGCC leverages the expertise of our internal and external communities, seeks shared, interest-based solutions, and brings our partners, and students together as we create impactful strategies and systems that serve the targeted needs of those we serve.

Advocacy - CGCC commits to opportunities, spaces, and systems that empower our faculty, staff, and students to advocate for themselves, our communities, and the fulfillment of our mission.

Excellence - CGCC strives for excellence in all we do with a focus on quality and continuous improvement as we find solutions, plan, implement efforts, assess outcomes, and make impactful changes to improve the success of our students, faculty, staff, and communities.

PROJECT JOURNEY

GOAL

Transform assessment from a compliance task into a campus-wide culture of reflection and improvement.

KEY ACCOMPLISHMENTS

Academy Awards: Celebrates best practices in assessment student-designed trophies, campus-wide recognition.

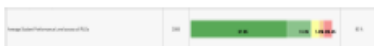


HelioCampus Implementation:

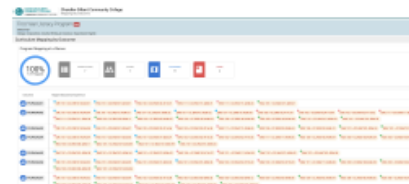
Centralized system now supports course, program, and co-curricular assessment.

Service Learning Pilot:

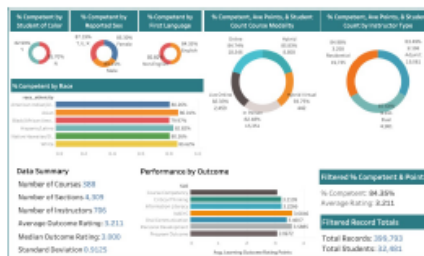
First co-curricular program with outcome-based assessment data. - 1,493 Service Learning participants (2024–2025)



PLO Mapping: 137 programs mapped—course alignment, mastery points identified.



CAPACITY BUILDING & SUSTAINABILITY



- Assessment is now: Visible in convocations, program review, and college planning
- Practiced across student affairs and academic units
- Supported by a connected and informed faculty/staff community

CULTURE

EARLY IMPACT INDICATORS

- Canvas Outcomes & Program Review reports show:
 - More consistent SLO data use
 - Documented instructional improvements
 - Growth in equity-informed conversations

HOW WE'VE GROWN

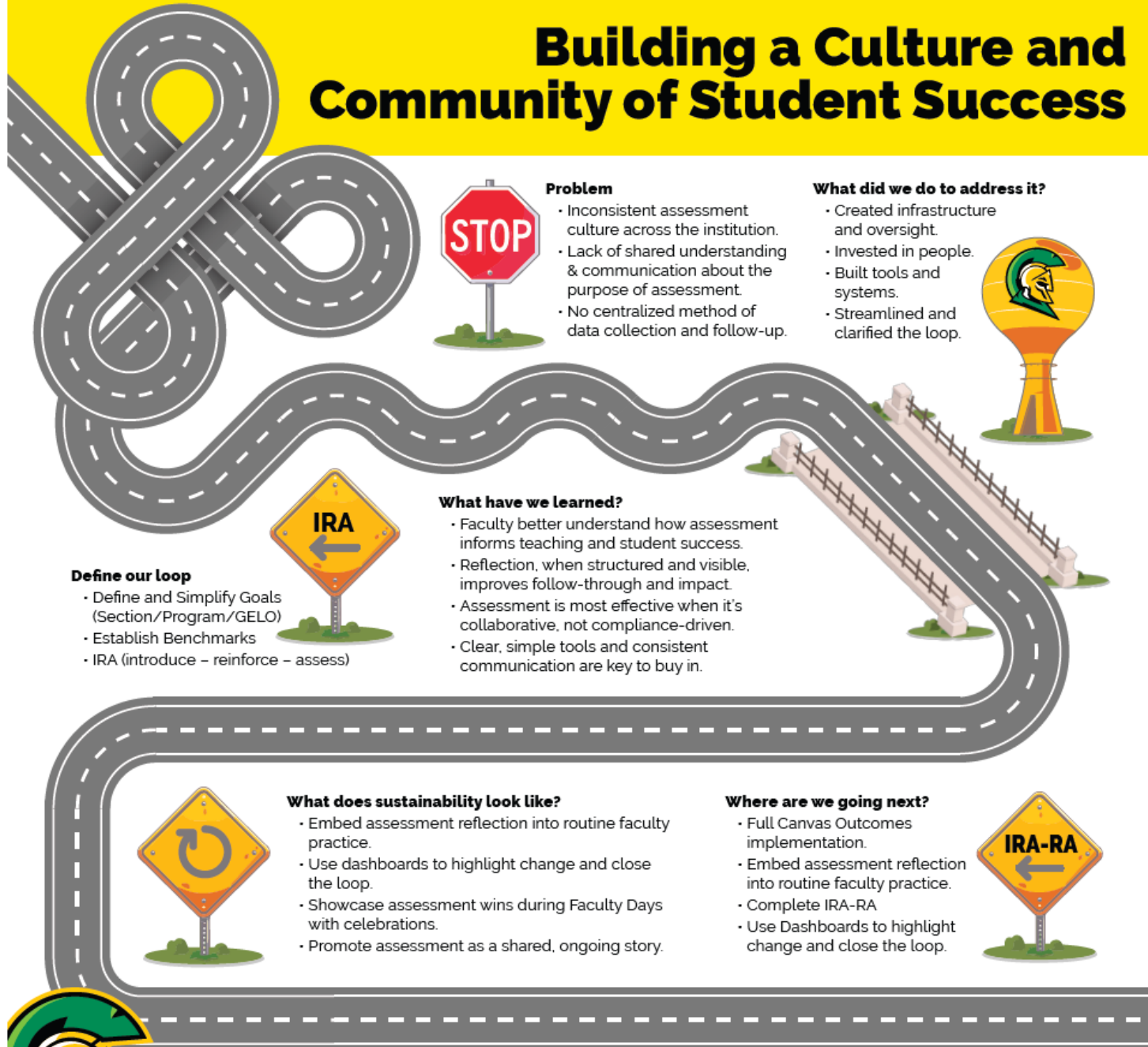
- Leadership Turnover → Resilient Continuity:** Core team sustained project through VPAA/president transitions.
- Guided Pathways → Program Review Evolution:** District-wide reform accelerated need for PLO integration.
- Mentor Feedback → Co-Curricular Focus:** Service Learning helped define, pilot, and model assessment beyond academics.
- Culture Shift:** Compliance → Learning

LOOKING AHEAD

- Transitioning from project to permanent infrastructure
- Leveraging momentum for continuous institutional improvement
- Professional Development:** New workshops in mapping, rubrics, data literacy, and qualitative assessment. Extending learning to new stakeholders through assessment literacy and leadership development.



Building a Culture and Community of Student Success



Problem

- Inconsistent assessment culture across the institution.
- Lack of shared understanding & communication about the purpose of assessment.
- No centralized method of data collection and follow-up.

What did we do to address it?

- Created infrastructure and oversight.
- Invested in people.
- Built tools and systems.
- Streamlined and clarified the loop.



Define our loop

- Define and Simplify Goals (Section/Program/GELO)
- Establish Benchmarks
- IRA (introduce – reinforce – assess)

What have we learned?

- Faculty better understand how assessment informs teaching and student success.
- Reflection, when structured and visible, improves follow-through and impact.
- Assessment is most effective when it's collaborative, not compliance-driven.
- Clear, simple tools and consistent communication are key to buy in.



What does sustainability look like?

- Embed assessment reflection into routine faculty practice.
- Use dashboards to highlight change and close the loop.
- Showcase assessment wins during Faculty Days with celebrations.
- Promote assessment as a shared, ongoing story.

Where are we going next?

- Full Canvas Outcomes implementation.
- Embed assessment reflection into routine faculty practice.
- Complete IRA-RA
- Use Dashboards to highlight change and close the loop.



Petoskey, Michigan



CONTEXT: FACTORS & CHALLENGES

- Outcomes
- DQP Mandate
- Ad Hoc Course Outcome Assessment
- Limited Program Assessment
- The 2019 Interim Review



PROCESS REBUILT BY

- Scaffolded, scaled approach
- Pilot programs
- Workgroups
- Bi-weekly meetings: Academy, Co-chairs, Co-chairs + Cabinet liaison
- Faculty/Staff Assessment Days (2-4 per term)
- Surveys: Faculty, staff, students
- Stipends for chairs/members; working lunch meetings
- Tools:
 - MS Teams
 - SharePoint
 - SurveyMonkey



GOALS: BLUEPRINT FOR SUCCESS

- Create ILOs and Gen Ed Outcomes
- Review and update CLOs
- Develop/revise outcomes for academic and co-curricular programs
- Design and apply curriculum mapping for academic and co-curricular programs
- Implement assessment processes for CLOs, PLOs, and ILOs
- Create and apply assessment plans for academic and co-curricular outcomes
- Develop assessment resources (e.g., handbook, training modules)
- Use Brightspace Outcomes Assessment for tracking and reporting



REIMAGINE STAKEHOLDERS

- Faculty
- Staff/Administration
- Students
- Community



OUTCOMES/SUCCESSSES

- Culture Shift → Blueprint for Systematic Improvements
- LMS Integration – Simplifying PLO Assessment
- Stakeholder Leadership and Engagement

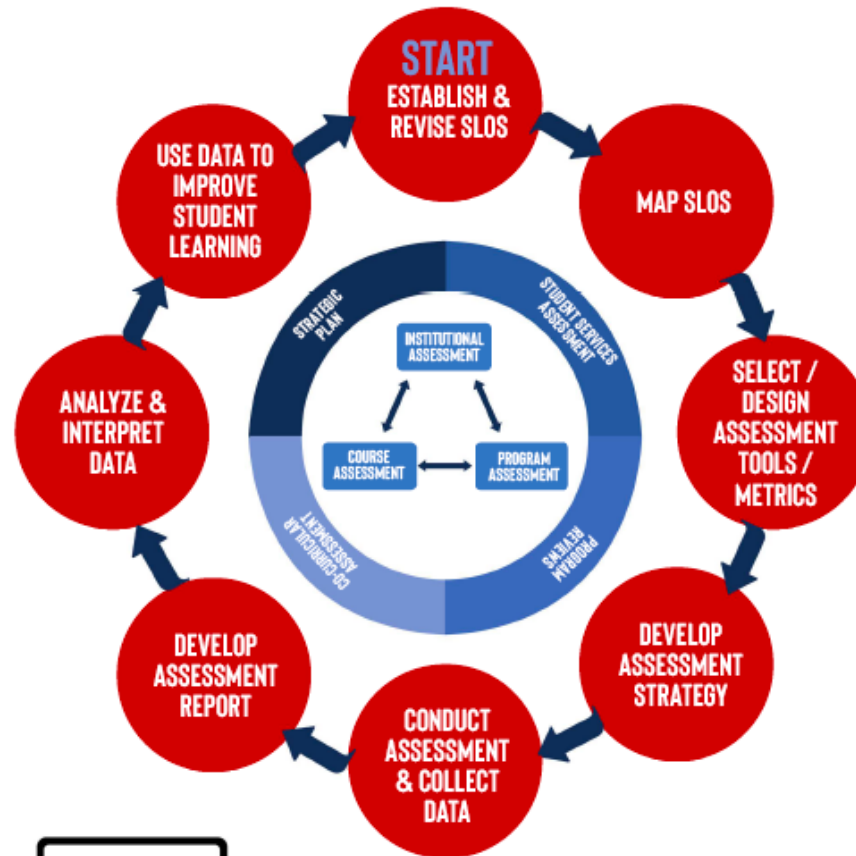


DATA LOADING...



PHILLIPS COMMUNITY COLLEGE

HLC ASSESSMENT ACADEMY PROJECT - FALL 2025



**Assessment
Webpage**



Challenges

- New Faculty
- Assessment of Applied Tech
- Going Deeper with Data

Outcomes

- College-Wide Assessment Process
- Assessment Handbook
- Watermark Software
 - Student Level Surveys
 - Student Course Evaluations
- Assessment Team added to College Governance Policy
- Faculty Assessment Mentoring
- Faculty Portfolio
- Co-Curricular Assessments
- Assessment Webpage
- Data Days with Whole College
- Blackboard Upgrade

Forward

- Assessment/Accreditation Director
- Enhanced STACC Skills Assessment through Gen Ed
- Better Involve Adjuncts in Assessment
- Continued Professional Development
- Watermark - Assessment Portal
- Data Days Enhancement
 - Division Level
 - Whole College



Building a Foundation with Assessment

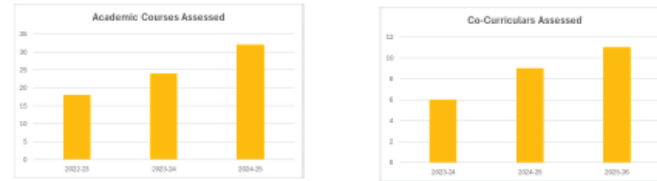


Laying the Foundation

- 🐾 Develop an institution-wide student learning assessment plan.
- 🐾 Build a culture of assessment by providing training and support.
- 🐾 Utilize data for continuous improvement and growth.

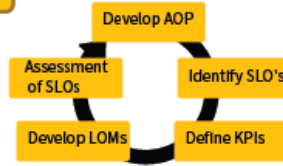
Strength in Structure

Starting with a small cohort in academic assessment the first year, gave opportunities to learn, assess, and adjust. Adding in Co-curricular activities later ensured a solid foundation from the beginning.



Cornerstones of Learning

Development of an assessment cycle was key to gathering data and providing a strong foundation for change on campus.



New scoring rubrics were developed to assist in aligning assessment reports.

Student learning outcomes assessment follows the following process.

1. Develop student learning outcomes (SLOs).
2. Identify key performance indicators KPIs.
3. Develop learning opportunity (curriculum) maps.
4. Design measures (e.g., rubrics).
5. Design methods (e.g., essays, exams, surveys).
6. Collect assessment data (using methods and measures).
7. Analyze and evaluate assessment data.
8. Share assessment results.
9. Use the information: "Close the loop."

Standard	1 - Not Met	2 - Needs Improvement	3 - Meets Expectations	4 - Exceeds Expectations	5 - Outstanding
1. SLO 1
2. SLO 2
3. SLO 3
4. SLO 4
5. SLO 5

Question	1 - Not Met	2 - Needs Improvement	3 - Meets Expectations	4 - Exceeds Expectations	5 - Outstanding
1. SLO 1
2. SLO 2
3. SLO 3
4. SLO 4
5. SLO 5

Standard	1 - Not Met	2 - Needs Improvement	3 - Meets Expectations	4 - Exceeds Expectations	5 - Outstanding
1. SLO 1
2. SLO 2
3. SLO 3
4. SLO 4
5. SLO 5

Both academic and co-curricular AOPs templates were updated.

Building the Next Level

- 🐾 Strengthen assessment processes and expand to departmental and institution wide.
- 🐾 Provide increased training opportunities for the assessment cycle and data collection.
- 🐾 Continue to develop strong data collection for course and departmental improvements.

Wayne State College

