

## Black Hawk College, IL

### Project: Co-Curricular Student Learning Outcomes: Reinforcing course/programs outcomes

#### Version 2.0- Project

**Q: What is the current status of your project?**

**A:** Completed

**Q: Please indicate the original project start date, original project end date, and anticipated completion date if project is not completed. Please list dates on separate lines.**

**A:**

**Q: Briefly describe the current status of the project. Explain how this project relates to any strategic initiatives or challenges described in the institution’s most recent or soon-to-be submitted systems portfolio, if applicable.**

**A:** The Co-curricular AQIP action team completed their project in spring of 2017 when the responsibility for the assessment of co-curricular outcomes was accepted by the Student Learning committee.

The 2017 Systems Portfolio affirmed that Black Hawk College has additional work to do related to measuring co-curricular student learning outcomes. With the Student Learning Committee commitment to continuing the work of the original co-curricular action team the College will be retiring the co-curricular student learning outcomes project team but will continue to monitor co-curricular outcomes assessment through the Student Learning Committee, a subcommittee of the Faculty Senates

**Q: List the project goals as stated in the original project declaration along with the metrics/measures for assessing the progress for each**

- A:**
1. Spring 2015 AQIP Team identification, organization, forming, storming and norming and approval of Charter
  2. Definition of “co-curricular” vs. “extracurricular” by January 31, 2015
  3. Presentation of progress to Faculty during Spring Assembly day- January 2015
  4. Process Map outlining the new process for the assessment of co-curricular programming linked to one or more courses or programs learning which include at least, identification or development of student learning outcomes for the cohort of student organizations in the pilot
  5. A curriculum map aligning co-curricular outcomes to course/ program level outcomes by March 2015
  6. Documentation of the co-curricular student learning outcomes for the student organizations in the cohort
  7. Assessment data collection and analysis= December 2015
  8. Evaluation and improvement of the new process for the assessment of co-curricular programming provided through student organizations

This update focuses on Goals 3,4,6,8

**Goal 4**

4. Process Map outlining the new process for the assessment of co-curricular programming linked to one or more course or program learning which include at least, identification or development of student learning outcomes for the cohort of student organizations in the pilot. During the fall 2015 term the Co-curricular Comment Cards were piloted by the Action Team members who also advise a student organization utilization of the cards was then opened to the college community for a trial run during the spring 2016 semester. Various comment cards were for different co-curricular experiences. After review, the Action Team decided to keep the card uniform, ask the same set of questions for all experiences, use the same rubric, and allow each individual faculty member to add additional questions specific to the co-curricular learning experience they designed. It was determined to include eight core questions in each comment card to rate how the co-curricular program provided the student an opportunity to: 1) Explore career options/opportunities, 2) Develop team building skills, 3) Generate new ideas or ways to improve things, 4) Communicate effectively in an informal environment with peers, 5) Develop leadership skills, 6) Develop organizational skills, 7) Develop public speaking skills, and 8) Interact effectively with people of different races, ethnicities, religions and cultures. The Action Team recognized that these questions are applicable for all experiences so a “Not Applicable” option was placed on the comment card for the final version. Faculty given the option of adding up to an additional three questions that were more specific to their program. The Comment Card below is an example of some faculty members in the music department used this assessment method. The first three statements are from their course syllabi and the last three comments are the Colleges 8 Co-Curricular Outcomes.

**COMMENT CARD**

Name of Program/Activity:

Date:

Thank you for your participation today. Please share with us your thoughts regarding today's program.

Using a 1-5 rating scale with 1 being you strongly disagree to 5 being strongly agree and NA is not applicable.

**This program provided me the opportunity to**

- Broaden my musical tastes, becoming appreciative of varied musical experiences. 1 2 3 4 5  
NA
- Experience sound through rhythm, form and melody. 1 2 3 4 5  
NA
- Understand and appreciate the arts 1 2 3 4 5  
NA
- Explore career options/opportunities 1 2 3 4 5  
NA
- Develop team building skills 1 2 3 4 5  
NA
- Generate new ideas or ways to improve things 1 2 3 4 5  
NA
- Communicate effectively in an informal environment with my peers 1 2 3 4 5  
NA
- Develop leadership skills 1 2 3 4 5  
NA
- Develop organizational skills 1 2 3 4 5  
NA
- Develop public speaking skills 1 2 3 4 5  
NA
- Interact effectively with people of different races, ethnicities, religions and cultures. 1 2 3 4 5  
NA

Are you a BHC student?  Yes  No

If no, how did you hear about today's Program/Activity?

If yes and you attended as a result of a Class Assignment, please tell us which class:

Goals 3 & 8

3. Presentation of progress to Faculty during Spring Assembly day- January 2015.

8. Evaluation and improvement of the new process for the assessment of co-curricular programming provided through Student Organizations. Through conversations with the faculty who utilized the new co-curricular assessment comment cards, the Action Team was able to answer questions/concerns and refine the cards for expanded use by the entire college during the 2016/2017 academic year.

Goal 6. *Documentation of the co-curricular student learning outcomes for the student organization in the cohort.*

The purpose of co-curricular student learning outcomes is to assess if the instructors intended learning outcomes and goals were achieved with curricular learning activity. These results assist the instructor in making changes to future experiences based on the feedback gathered from the card to meet the intended learning outcomes. Comment cards are collected and results are tabulated by the Planning & Institutional Effectiveness. The results are shared with the faculty member and the Co-Curricular Action Team. This allows faculty members the opportunity to review them for potential improvements to similar co-curricular experiences in the future. (See attached survey/comment cards feedback results). These results were also discussed at the AQIP Action Team meeting to check for areas that may be of concern or to give feedback on how the co-curricular experience could be improved.

The Comment Card results for FY2017

Questions were answered on a scoring scale of 1 to 5. 1 meaning Strongly Disagree and 5 meaning Strongly Agree.

|                                         |       |         |           |              |       |          |      |          |           |        |            |         |
|-----------------------------------------|-------|---------|-----------|--------------|-------|----------|------|----------|-----------|--------|------------|---------|
| Student Learning Co-Curricular Outcomes | AG    | Murder  | IHSA      | American     | Black | Illinois | Iowa | Quinteto | Dixie     | Simply | NACTA      | Overall |
|                                         | Visit | Mystery | Horse     | Royal        | Hawk  | Beef     | Beef | Latino   | nationals | Three  | Judging    | Avg. of |
|                                         | Day   | Show    | Livestock | Invitational | Expo  | Expo     |      |          |           | string | Conference | the     |
|                                         |       |         |           |              |       |          |      |          |           | Trio   |            | Student |

|                                                                                          | Judging Contest |      |      |      |      |      |      |      | & Learning Competition Outcome. |      |      |       |
|------------------------------------------------------------------------------------------|-----------------|------|------|------|------|------|------|------|---------------------------------|------|------|-------|
| Develop Team Building Skills                                                             | 4.40            | 4.19 | 4.68 | 4.69 | 4.96 | 4.73 | 4.76 | 3.90 | 5.00                            | 4.18 | 5.00 | 4.57  |
| Generate new ideas or ways to improve things                                             | 4.40            | 4.12 | 4.37 | 4.62 | 4.96 | 4.73 | 4.53 | 4.32 | 5.00                            | 4.85 | 4.90 | 4.55  |
| Communicate effectively in an informal environment with my peers                         | 4.80            | 4.38 | 4.54 | 4.77 | 4.83 | 4.73 | 4.65 | 4.25 | 4.83                            | 4.50 | 5.00 | 4.61  |
| Develop leadership skills                                                                | 4.50            | 3.94 | 4.44 | 4.38 | 4.96 | 4.65 | 4.35 | 3.65 | 4.83                            | 4.33 | 4.95 | 4.442 |
| Develop organizational skills                                                            | 4.30            | 3.74 | 4.51 | 4.77 | 4.96 | 4.64 | 4.59 | 3.70 | 4.83                            | 4.33 | 4.95 | 4.43  |
| Develop public speaking skills                                                           | 4.80            | 3.91 | 3.74 | 5.00 | 4.83 | 4.50 | 4.76 | 3.75 | 4.67                            | 4.09 | 4.94 | 4.33  |
| Interact effectively with people of different races, ethnicities, religions and cultures | 4.90            | 4.10 | 4.33 | 3.91 | 4.65 | 4.38 | 4.06 | 4.71 | 5.00                            | 4.80 | 4.70 | 4.45  |
| Explore career options/opportunities                                                     | 4.60            | 3.35 | 4.03 | 4.85 | 4.71 | 4.81 | 4.47 | 3.61 | 5.00                            | 4.23 | 4.90 | 4.45  |

The data are collected using the Co-Curricular Cards. This report reflects the average score for each Student Learning Outcome. Organized l Data prepared by The Office of Planning and Institutional Effectiveness.

**Q: Describe what has been accomplished with this project over the past year, specifically referring to quantifiable results that show progress. You may need to include a discussion clarifying how the original goals and anticipated outcomes may have shifted during the year.**

**A:**

**Q: Describe how various members of the learning community have participated in this action project. Show the breadth of involvement by individuals and groups over the project’s duration, particularly during the past year.**

**A:** Members of the Action Team include Jamie Hill (Black Hawk IT Society), Kathy Malcolm (Director of Planning & Institutional Effectiveness), Zaiga Thorson (Art Collective), Jana Koch (Quad Cities Campus - SGA/Student Retention Coordinator), Lee Blackmon (Engineering Tech Club), Gary Werkheiser Auto/Ag Mechanic Club), Katie Rushing-Anderson (Science Club), Marilynn Bartels (Clean Sphere Club), Vashti Berry (East Campus - SGA/Student Life Office), and Luis Moreno (Dean of Student Services, project lead). Each club/student organization advisor worked independently with the Student Retention Coordinator and the Marketing Office to create their specific comment cards for their co-curricular activity. The cards were collected and discussed at the Action Team meeting. After two pilots the Action Team realized that a uniform comment card using the same rubric was needed to collect meaningful data to inform at the institutional level. The Action Team reaffirmed the eight core co-curricular learning outcomes presented in the form of questions with the option of adding department/experience specific questions.

By agreeing on the core questions, the Action Team is be able to mass produce the cards for future co-curricular experiences. An improvement to the Comment Cards was the rewording of the core questions. In the beginning, the Action Team found that the cards were geared toward information the Team wanted to collect but they were not written in a “student friendly” manner so the questions were reworded while staying focused on the intended goals. Once the Action Team approved the revised template, the process was rolled out during the Spring Faculty Assembly in January of 2016. Faculty who used the comment cards were surveyed to see how they felt about the process and cards. These results were shared with the AQIP Action Team. This new assessment process was piloted by AQIP Action Team members at both the Quad Cities and East Campus.

**Q: Describe the effect that this project has had on the institution, students, and others in the learning community. What has the institution learned that can be identified as a good practice to use in other aspects of its quality work or from which other institutions might benefit?**

**A:** Black Hawk College offers a wide range of co-curricular activities, however, the co-curricular goals had not been established nor were they aligned to common or program level learning outcomes. This Action Team sought to address how Instruction, students, and student services overlap in our attempt to address how the college aligns co-curricular activities with learning outcomes. The group realized that learning occurs through various means outside of the classroom through purposeful learning opportunities. These learning opportunities can be manifested by providing meaningful experience outside the classroom through various means which include campus speakers, volunteer opportunities, participating in student organizations/clubs and competitive judging teams that furthered their learning experiences, etc. The AQIP Action Team addressed these opportunities by defining what co-curricular means, by developing a structured process for designing, implementing, and evaluating student learning through the services provided, and to gather feedback from key stakeholders.

**Q: Describe the anticipated challenges that may be encountered in successfully completing the project or for institutionalizing the learning from the project's goals.**

**A:** The AQIP Action Team has championed the assessment of co-curricular programming over the past two years. Once the goals of the Action Team were realized and the Faculty Student Learning Committee embraced the ongoing responsibility for assessing co-curricular learning outcomes, the Action Team was disbanded. The duties to oversee this process now resides with the Student Learning Committee. The challenge is more of an operational challenge in how the Student Learning Committee chooses to monitor and develop co-curricular experiences to enhance student learning. The Student Learning Committee is discussing creating subcommittee to address the common learning outcomes, program level outcomes and co-curricular outcomes.

**Q: In light of the project goals, current circumstances, institutional learning from this project, and anticipated barriers to success, list the next steps to be taken over the course of the next 12 - 24 months in order to complete or institutionalize the results of this action project. Provide a timeline for completing each next step.**

**A:** The Student Learning Committee is currently discussing creating an additional sub-committee to allow one sub-committee to address the common learning outcomes and a second to address program level outcomes each with their corresponding co-curricular outcomes. The Student Learning Committee will have a recommendation as to how to distribute the work load by January 15, 2018.

**Q: Provide any additional information, inquiries, or concerns that the institution wishes reviewers to understand regarding this Action Project. Enter N/A if not applicable.**

**A:** N/A

#### Version 2.0- Update

**Q: I certify that this project is ready for review.**

**A:**

#### Version 1.0- Project

**Q: What is the current status of your project?**

**A:** In-progress

**Q: Please indicate the original project start date, original project end date, and anticipated completion date if project is not completed. Please list dates on separate lines.**

**A:** Original Project Start Date- November 2014  
Original Project End Date- May 2016  
Anticipated Completion Date- Spring 2017

**Q: Briefly describe the current status of the project. Explain how this project relates to any strategic initiatives or challenges described in the institution's most recent or soon-to-be submitted systems portfolio, if applicable.**

**A:** Both the Systems Portfolio Appraisal and the Quality Check UP feedback indicated that Black Hawk College offers a wide range of co-curricular activities however, co-curricular goals have not been established nor are they aligned to curricular learning outcomes. Participation in the HLC Academy for Assessment of Student Learning, a college team reaffirmed the opportunity to define co-curricular student learning outcomes, their alignment to course/program learning outcomes and a need for a process by which they are routinely assessed. A second college team attending the Fall 2014 Strategy Forum refined the project and agreed it was an integral part to advancing assessment at the college.

**List the project goals as stated in the original project declaration along with the metrics/measures for assessing the progress for Q: each goal.**

- A:**
1. Spring 2015 AQIP Team identification, organization, forming, storming and norming and approval of Charter
  2. Definition of "co-curricular" versus "extra-curricular" by January 31, 2015
  3. Presentation of progress to Faculty during Spring Assembly day- January 2015.
  4. Process Map outlining the new process for the assessment of co-curricular programming linked to one or more course or program learning outcomes which include at least , identification or development of student learning outcomes for the cohort of student organizations in the pilot.
  5. A curriculum map aligning co-curricular outcomes to course/program level outcomes by March 2015.
  6. Documentation of the co-curricular student learning outcomes for the student organization in the cohort.
  7. Assessment data collection and analysis= December 2015
  8. Evaluation and improvement of the new process for the assessment of co-curricular programming provided through Student Organizations.

**Describe what has been accomplished with this project over the past year, specifically referring to quantifiable results that show progress. You may need to include a discussion clarifying how the original goals and anticipated outcomes may have shifted during the year.**

- A:** The committee was convened, co-curricular programming defined and faculty engaged in discussion regarding the assessment of co-curricular activities.
- The AQIP Co-Curricular Team in its efforts to design, align and deliver co-curricular activities to support learning (AQIP requirement) has developed a process to assess key activities occurring outside of the classroom yet supporting the learning that is occurring in the classroom. The committee recognizes that co-curricular learning occurs in many ways. There are non-credit bearing co-curricular learning that occurs during participation in events, activities, and programs such as student organizations and leadership opportunities, attendance at lectures and skill building workshops, involvement in cultural and social enrichment events and other experiential learning activities. There are also course-embedded co-curricular events for which academic credit and a grade are earned for the course and assessment occurs within the course. Therefore it is the conclusion of the team that co-curricular refers to activities, programs and learning experiences that complement, in some way, what students are learning in a course. It is non-credit bearing programs and activities providing students with opportunities to learn and develop skills through participation, integrating and enhancing the academic experience.
- Specifically, the committee has established that by participating in co-curricular learning activities a Black Hawk College student will be able to:
- Explore career options/opportunities
  - Develop team building skills
  - Generate new ideas or ways to improve things
  - Communicate effectively in an informal environment with their peers
  - Develop leadership skills
  - Develop organizational skills
  - Develop public speaking skills
  - Interact effectively with people of different races, ethnicities, religions and cultures.
- The AQIP team piloted a "comment card" used in the solicitation of participants' feedback at events during the Spring 2016 term. Comment cards collected at the activity were then forwarded to the office of Planning and Institutional Effectiveness for aggregation and analysis.

**Describe how various members of the learning community have participated in this action project. Show the breadth of Q: involvement by individuals and groups over the project's duration, particularly during the past year.**

- A:** Committee members include:
- Marilyn Bartels Faculty- Clean Sphere Club

Vashti Berry- Student Life  
 Lee Blackman, Faculty - Engineering Tech Club  
 Jamie Hill, faculty- Black Hawk IT Society  
 Jana Koch, Retention Coordinator  
 Kathy Malcolm, Director of Planning & Institutional Effectiveness  
 Luis Moreno, Dean of Students  
 Katie Rushing-Anderson, Faculty – Science Club  
 Ziaga Thorson, Faculty- Art Collective  
 Gary Werkheiser, Faculty - Auto/Ag Mechanic Club

**Q: Describe the effect that this project has had on the institution, students, and others in the learning community. What has the institution learned that can be identified as a good practice to use in other aspects of its quality work or from which other institutions might benefit?**

**A:** Sometimes it is the simplicity of the assessment (comment cards) that make a project successful.

**Q: Describe the anticipated challenges that may be encountered in successfully completing the project or for institutionalizing the learning from the project's goals.**

**A:** The challenge before us is engrafting the comment card and the Co-Curricular Learning Outcomes into the assessment conversations on campus. How do we keep the efforts relevant and meaningful to the success of students?

**Q: In light of the project goals, current circumstances, institutional learning from this project, and anticipated barriers to success, list the next steps to be taken over the course of the next 12 - 24 months in order to complete or institutionalize the results of this action project. Provide a timeline for completing each next step.**

**A:** October, 2016: Review the findings from the first Pilot project completed in Spring 2016  
 October, 2016: Communicate results through Faculty channels and realign with the original Assessment Academy Team.  
 November, 2016: Identify where co-curricular learning is occurring and design approach to deploying the Comment Card Project.

**Q: Provide any additional information, inquiries, or concerns that the institution wishes reviewers to understand regarding this Action Project. Enter N/A if not applicable.**

**A:** NA

#### Version 1.0- Update

**Q: I certify that this project is ready for review.**

**A:** I agree.

## Version 1.0- Review

**Please comment on anything that is omitted or incomplete in the project status, dates and summary field. Enter N/A if not applicable.**

**A:** N/A

**Check for accuracy and completeness against the original Project Declaration. Are the right metrics or measures included for each goal? If not, what revisions to the metrics/measures would you suggest that the institution consider?**

**A:** Goals 1-3 are clear and straightforward.

Goals 4-6: These are unclear and there appears to be redundancy. I would recommend the following: 4) Development of co-curricular outcomes; 5) Linkage of co-curricular outcomes to curricular outcomes; 6) Development of a process map for assessing the new co-curricular outcomes. It is a little unclear from the results you share how the co-curricular and curricular outcomes are linked.

It seems there are a couple of steps missing between development of co-curricular learning outcomes and assessment collection and analysis. It would seem the co-curricular areas involved would need ensure those outcomes are built into their events and activities and then the assessment tool(s) themselves need to be developed. Perhaps also some training/professional development needs to be provided as I am assuming assessment of learning outcomes is new to most in this area.

Goal 7 is straightforward.

Goal 8: Again, there may be a step missing which would involve co-curricular areas following the analysis of their assessment data by redesigning events/activities as needed to improve student learning, or perhaps reconsidering the effectiveness of the assessment tool itself. Then, you can also evaluate the overall process used at the meta-level, which is Goal #8.

**Has the institution acted in meaningful ways to pursue project success, making progress as anticipated in the original project declaration? If meaningful progress or project success has not been achieved, has the institution made appropriate revisions to the goals or anticipated outcomes for this project? • Are descriptions of resources, organization, concrete results, and reaching milestones included? • Make a statement of global judgment. (i.e. "The institution is making [excellent/good/satisfactory/acceptable/slow/ casual/no] progress in this action project.").**

**A:** The goals of this Action Project are ambitious (progressing from development of co-curricular learning outcomes, to linkage of those outcomes to curricular outcomes, to assessment and analysis of student learning in the co-curriculum). You are making satisfactory progress in this Action Project given the size the project. In the future, you may wish to consider chunking a project of this size into separate smaller and more narrowly focused projects.

**Are the appropriate people involved sufficiently for the nature and scope of the project?**

• **Is there sufficient breadth of involvement?**

**Q:** • **Are the right people involved? • Emphasize the roles of those who can enhance the impact, success, or effectiveness of the project.**

• **Tactfully call attention to any people that appear to have been omitted or bypassed.**

**A:** The Team involved appears to represent a very small segment of co-curricular activity (largely student clubs and organizations). It is unclear whether that was be design with plans to scale out to other areas such as athletics, student advising, tutoring, library, etc. If the plan is to scale up, you may want to include representatives from across the co-curriculum in the process development such that you develop outcomes and process that will work for the entire co-curriculum.

**Does the institution show evidence of learning from what it did well?**

**Q:** • **Acknowledge any practice that could be replicated internally in future projects.**

• **Encourage the sharing of best practices with other institutions.**

**A:** You indicate that the simplicity of the comment card was good for obtaining data. It is yet to be determined whether the data gathered through the comment cards were useful in determining student learning in the co-curriculum. If so, then this is a practice that should definitely be shared with other institutions.

**Q: Does the institution have a realistic understanding of what it needs to address in order to achieve progress and, ultimately, project success? Does it assess its internal and external environments, recognizing the potential forces that could hinder success? Is anything overlooked?**

**A:** The College does appear to have a clear understanding of the project and is encouraged to continue to work on the scalability of the initiative and address the gaps identified in Goals 4-6 and 8 in the project proposal. It will be essential for the institution to examine its resources both internal and external to the institution that need to be addressed to ensure success of the project and be proactive in creating processes to eliminate these potential barriers or hindrances.

**Q: Does the institution understand the current status of its project and know how it intends to pursue project success?**

**A:** The College does have a plan in place for reviewing the data they have collected and determining needed adjustments to ensure the project can be completed and is further encouraged to review the scope of each goal to gain clarity on how to proceed.

**Q: Overall, does the institution demonstrate a good faith effort in its pursuit of continuous quality improvement through this action project? Is there anything of concern that should be brought to the attention of AQIP via your mentor?**

**A:** This project represents pursuit of continuous quality improvement for a process (assessment of learning in the co-curriculum) that many institutions are grappling with.

#### Declaration

**Q: Briefly describe the project in less than 100 words. Be sure to identify the key organizational areas (departments, programs, divisions, units, etc.) and key organizational processes that this action project will affect, change, and/or improve.**

**A:** Black Hawk College will have a clearly defined and systematic co-curricular assessment process.

**Q: Describe your institution's reasons for initiating this action project now and how long it should take to complete it. Why are this project and its goals high among your institution's current priorities? Also, explain how this project relates to any strategic initiatives or challenges described in the institution's recent or soon-to-be submitted Systems Portfolio.**

**A:** Both the Systems Portfolio Appraisal and the Quality Check UP feedback indicated that Black Hawk College offers a wide range of co-curricular activities however, co-curricular goals have not been established nor are they aligned to curricular learning outcomes. Participation in the HLC Academy for Assessment of Student Learning, a college team reaffirmed the opportunity to define co-curricular student learning outcomes, their alignment to course/program learning outcomes and a need for a process by which they are routinely assessed. A second college team attending the Fall 2014 Strategy Forum refined the project and agreed it was an integral part to advancing assessment at the college.

**Q: List the project goals, milestones, and deliverables along with corresponding metrics, due dates, and other measures for assessing the progress toward each goal. Be sure to include when you anticipate submitting the project for formal reviews.**

**A:**

1. Spring 2015 AQIP Team identification, organization, forming, storming and norming and approval of Charter
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7. Assessment data collection and analysis= December 2015
8. Evaluation and improvement of the new process for the assessment of co-curricular programming provided through Student Organizations.

**Describe how various members of the learning community will participate in this action project. Show the breadth of involvement Q: by individuals and groups over the project's duration.**

**A:** Student organization faculty sponsors, student services and staff from the office of Planning and Institutional Effectiveness.

**Describe how the institution will monitor project progress/success during, and at the completion of this project. Be sure to Q: specifically state the measures that will be evaluated and when.**

**A:** This Project is a result of the 2014 Fall Strategy team. The Project will be monitored by the Strategy Forum Team and by Presidents Cabinet. The Charter is detailed to include specific outcomes accompanied by milestones and deliverable due dates. The AQIP Project is championed by the Interim Vice President for Instruction and Student Services and project management resources provided by the AQIP Liaison and Director of Planning and Institutional Effectiveness.

**Describe the challenges that may be encountered in successfully completing the project or for institutionalizing the learning from Q: the project's goals.**

**A:** Ensuring that the value of the project remains focuses not on "busy work" but on the value of providing opportunities for students to apply their knowledge in environments other than the classroom.

**Q: Provide any additional information that the institution wishes reviewers to understand regarding this Action Project.**

**A:** This project was originally combined with the Academy for Assessment of Student Learning. The Team then determined the nature of both projects (assessment of program level outcomes and co-curricular outcomes) was too larger and separated them into two different teams.

### Concluding Report

**Q: What is the primary reason for closing this project?**

**A:** The Co-curricular AQIP action team completed their project in spring of 2017 when the responsibility for the assessment of co-curricular outcomes was accepted by the Student Learning Committee.

The 2017 Systems Portfolio affirmed that Black Hawk College has additional work to do related to measuring co-curricular student learning outcomes. With the Student Learning Committee commitment to continuing the work of the original co-curricular action team the College will be retiring the co-curricular student learning outcomes project team but will continue to monitor co-curricular outcomes assessment through the Student Learning Committee, a subcommittee of the Faculty Senates

**Q: What aspects of this project would you categorize as successful?**

**A:** During the fall 2015 term the Co-curricular Comment Cards were piloted by the Action Team members who also advise a student organization. The utilization of the cards was then opened to the college community for a trial run during the spring 2016 semester. Various comment cards were created for different co-curricular experiences. After review, the Action Team decided to keep the card uniform, ask the same set of questions for all experiences, use the same rubric, and allow each individual faculty member to add additional questions specific to the co-curricular learning experience they designed. It was determined to include eight core questions in each comment card to rate how the co-curricular program provided the student with an opportunity to: 1) Explore career options/opportunities, 2) Develop team building skills, 3) Generate new ideas or ways to improve things, 4) Communicate effectively in an informal environment with peers, 5) Develop leadership skills, 6) Develop organizational skills, 7) Develop public speaking skills, and 8) Interact effectively with people of different races, ethnicity, religions and cultures. The Action Team recognized that not all these questions are applicable for

all experiences so a "Not Applicable" option was placed on the comment card for the final version. Faculty were also given the option of adding up to an additional three questions that were more specific to their program.

Black Hawk College offers a wide range of co-curricular activities, however, the co-curricular goals had not been established nor were they aligned to common or program level learning outcomes. This Action Team sought to address how Instruction, students, and student services overlap in our attempt to address how the college aligns co-curricular activities with learning outcomes. The group realized that learning occurs through various means outside of the classroom through purposeful learning opportunities. These learning opportunities can be manifested by providing meaningful experience outside the classroom through various means which include campus speakers, volunteer opportunities, participating in student organizations/clubs and competitive judging teams that furthered their learning experiences, etc. The AQIP Action Team addressed these opportunities by defining what co-curricular means, by developing a structured process for designing, implementing, and evaluating student learning through the services provided, and to gather feedback from key stakeholders.

**Q: What aspects of this project would you categorize as less than successful?**

**A:** The AQIP Action Team has championed the assessment of co-curricular programming over the past two years. Once the goals of the Action Team were realized and the Faculty Student Learning Committee embraced the ongoing responsibility for assessing co-curricular learning outcomes, the Action Team was disbanded. The duties to oversee this process now resides with the Student Learning Committee. The challenge is more of an operational challenge in how the Student Learning Committee chooses to monitor and develop co-curricular experiences to enhance student learning. The Student Learning Committee is discussing creating subcommittee to address the common learning outcomes, program level outcomes and co-curricular outcomes.

The Student Learning Committee is currently discussing creating an additional sub-committee to allow one sub-committee to address the common learning outcomes and a second to address program level outcomes each with their corresponding co-curricular outcomes. The Student Learning Committee will have a recommendation as to how to distribute the work load by January 15, 2018.

### Concluding Review

**Q: Do you have any final thoughts or feedback for this institution in regards to this project? Enter N/A if not applicable.**

**A:** Good work. The College clearly focused on aligning co-curricular assessment with student learning and student outcomes. The College appears to have a process in place and sub-committees that responsible for institutionalizing the process.

**Tags:**

- Helping Students Learn