

Assessment Cycle for Cocurricular Programs



Plan- Develop/connect activity (pre-/post-test, survey, questionnaire, etc.) to at least one of the Institutional Learning Outcomes (see list below). Activity directions should be clear and concise. It is also important that students realize/understand how their work on the activity will be used for assessing the program and institution

Do- Implement assessment by having students do the activity.

Check/Reflect- Did student learning of the ILO take place? Was the student learning at the level anticipated?

Act- Analyze and reflect on the assessment of student learning data. Determine where improvements are needed and what types of improvements (changes to content/instruction, more opportunities for learning, different mode of instruction (presenter, webinar, presentations, readings, program syllabus), changes to activity, changes to directions, etc.) to attain expected student learning or to improve student learning.

Plan- Document the changes suggested in the Act phase and begin the process again.

Each cocurricular area selects an ILO appropriate to their areas and determines the best way to measure student learning. Direct assessment is generally the best method but, in some cases, only indirect assessment is possible or feasible.

Institutional Learning Outcomes: Critical Thinking, Diversity, Employment, Ethics, Sustainability