Summary of Executive Summaries – Co Curricular

Co-curricular activities are defined as entities that contribute to student development of the general educational goals of faith, appreciation, knowledge, analysis, application, communication and responsibility. The General Education Committee selected "The student will be able to demonstrate effective communication skills for personal, academic and professional purposes" as the general education outcome to be assessed by departments in the 2016 – 2017 assessment cycle. This outcome was selected from the Communication category of general education outcomes based upon two criteria, 1) effective communication skills in a broad range of forms (including but not limited to written, oral, visual and technological media) is a key goal of our general education curriculum; 2) Difficulties specifically with written communication has become a concern of faculty across disciplines. Two co-curricular areas – Academic Resource Center and First Year Advising – assessed this goal during the 2016 – 2017 academic year (see Co-Curricular Assessment Implementation Schedule – p.4) for expanded schedule of co-curricular activities.)

Important points noted in the Co-Curricular Executive summaries include:

1. Both ARC and First Year advising identified students' failure to communicate – specifically as related to the cancellation of/no show to appointments – as a priority for the development of students' ability to effectively communicate, be responsible and for the efficient functioning of the departments.
2. Both areas implemented interventions to address the issue:
    a. ARC – implemented the distribution of focused verbal and written messages
    b. First Year Advising – implemented SQUARE (a scheduling app)
3. Both interventions resulted in a decrease of no show/no notification appointments.
4. Additional observations included:
    a. Higher correlation of students that were attritions in students that missed their appointment/s (Advising)
5. Additional benefits noted as a result of the use of SQUARE included:
    a. App related:
        i. SQUARE played to students' strengths and was easily accessible for the student to access
        ii. Ability to produce a spreadsheet for quick data and documentation and evaluation.
    b. Process related:
        i. The Square tool was a huge timesaver for the student and advisor so they did not have to come in and make appointments on their own time.
        ii. The manual tasks of sending text messages and reminders were moved from staff to student.
        iii. Students were more respectful of their advisor's time and the importance of making a follow up/appointment for other concerns and questions.
        iv. Students who cancelled an appointment, quickly rescheduled.
        v. Students were more prepared for meetings ahead of time and were moved to take on responsibility for this piece of scheduling.
    c. Student related:
        i. Students felt empowered because they were able to control their schedule and take initiative to reschedule if they could not make appointment.
        ii. Through the tool reminders, students were on time for appointments or early due to text message and email reminders