

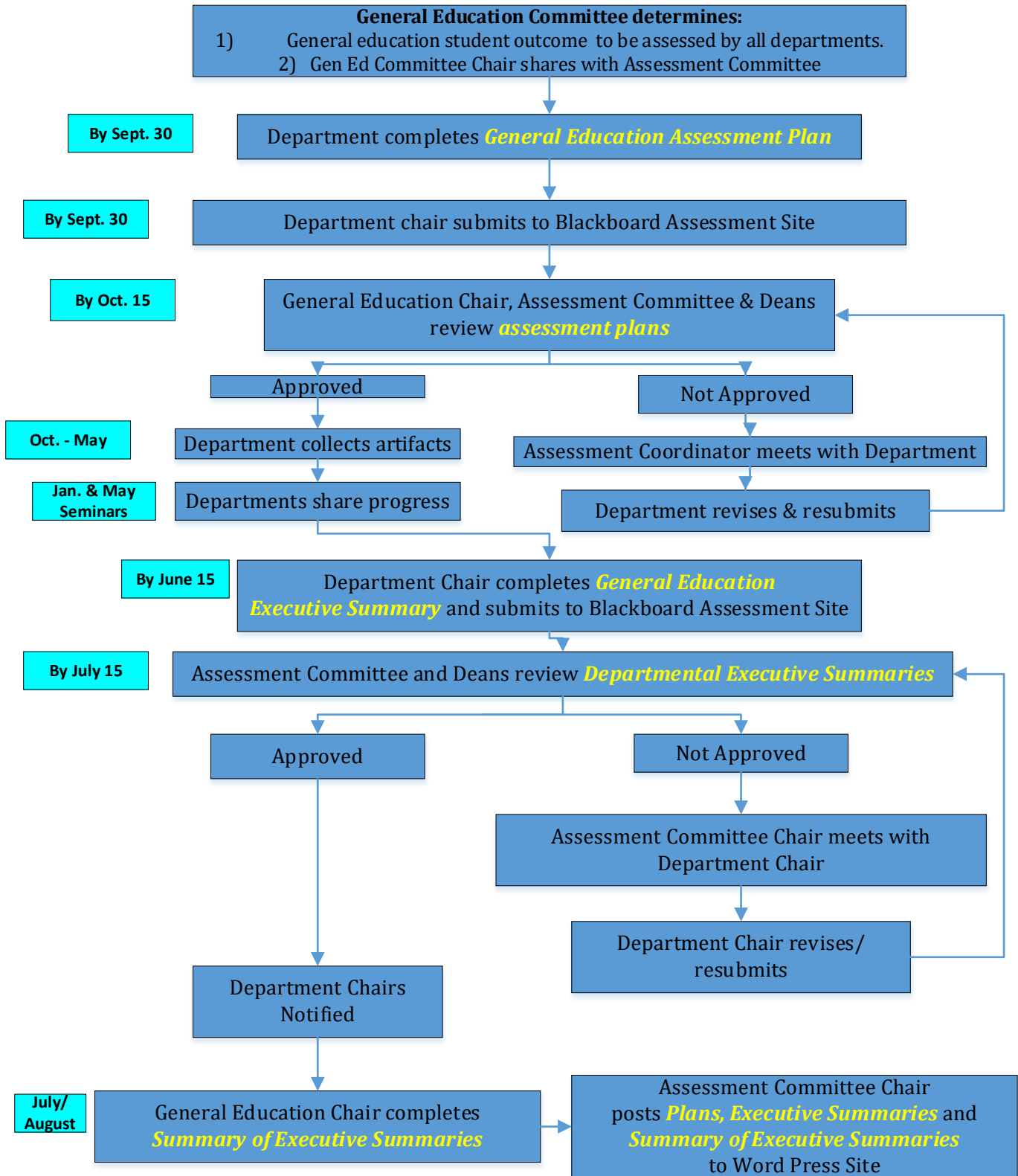
**2020 – 2021 Co-Curricular**  
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## Process Chart



## Summary of Co-Curricular Executive Summaries

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 knowledge as the assessment focus for the 2020 – 2021 and 2021-2022 academic year assessment. Three co-curricular areas were involved with the university assessment process in 2020 – 2021. While only three areas are included in this assessment areas such as Athletics and Student Life complete extensive student assessment within their own departments. These are discussed in detail in Criterion 4 Section B of CUNE's HLC reports.

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

- I. **ARC**
  - a. Use of the tutoring and writing center has a positive impact on student understanding of course material and on students' perceptions of improved grades. Per student report, working with a writing tutor helps to improve the quality of students' written work.
  - b. Faculty recommendations are beneficial in encouraging students to make use of this resource and that continuing to disseminate information around campus is also helpful.
  - c. High priority will continue to be placed on hiring of quality, faculty-recommended student tutors to provide this service, and will place a high priority on maintaining the budget toward this end.
- II. **Library Services**
  - a. Modules do engage the students with quality instruction in needed information. What issue arose, is that it needs to be reintroduced later in the program when they are doing their research-intensive section. The students who were reintroduced reacted positively and engaged the materials, and then followed up with library staff on furthering their understanding.
  - b. What assessment questions related to the learning outcome would the program like to investigate in the future? - We would like to see if these materials were housed in their own mini-module or online course, and administered to students ad-hoc, would they have a large impact on academic success?
- III. **Student Success**
  - a. We had a 74% completion rate on FOCUS2 assessments for the fall 2020 freshman class. Factors that contributed to not meeting the 90% goal include COVID19 and a hybrid delivery of First Year Experience (FYE) which is where the assessments is prescribed.

<b>Department: Academic Resource Center</b>	<b>Date: 10.02.2020</b>
<b>General Education Committee has selected the following area for the 2020-21 &amp; 2021 -22 assessment cycles: Knowledge:</b> to gain a base level of knowledge in core disciplines.	
<b>General Education Committee: Background: What factors caused the committee to choose this particular assessment outcome?</b> The committee selected this outcome based upon the emphasis on developing a strong knowledge base in the general education curriculum.	
<b>Department:</b> <i>What student outcome will the department assess that addresses: "The student will be able to demonstrate base level knowledge in the core discipline"?</i> The student outcome that will be assessed is the impact of attending tutoring sessions with regard to the student's perceived knowledge and proficiency of course subject matter, if the student saw improved grade(s) in the subject(s) for which they sought tutoring, and, if they worked with a writing tutor, if they believe they saw an improvement in the quality of their writing skills and knowledge of writing papers for their respective classes.	
<b>Department:</b> <i>What specific question(s) are you attempting to answer through assessing this student outcome? What are you trying to find out? There may be more than one question, but no more than three.</i> 1. Do students who attend sessions in the tutoring and writing center believe this helped them improve their knowledge and understanding in the course(s) for which they sought tutoring? 2. Do students who meet with writing tutors believe they see an improvement in the quality of their written work and the knowledge of how to write quality papers? 3. Do students believe their grade(s) improved as a result of attending tutoring sessions?	
<b>Methodology:</b>  1. <i>OBJECT* - What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i> Student attendance at the Tutoring and Writing Center, and responses given on a student satisfaction survey, using a Likert-scale response and a couple open-ended questions a. <i>How does this data address the assessment question?</i> It addresses student perceptions of the effectiveness of attending tutoring sessions on knowledge and understanding of course material, and grades. i. <i>Include/attach a description/example of assessment tool to be used.</i>  2. <i>How will data be collected?</i> 1. Spreadsheet which records the student sign-in to the Tutoring and Writing Center. It includes the course/subject, and frequency in which the student sought tutoring. 2. Students who used the Tutoring and Writing Center will be invited to complete a student satisfaction survey during week 15 of the semester.	
<b>Analysis of Artifacts:</b> PERFORMANCE CRITERIA* - Discuss :  1) How the artifacts will be analyzed (attach rubrics/scoring tools if used): Focus will be on the results of attending tutoring via student self-report in the satisfaction survey. The survey will utilize a Likert scale for students to record their responses. In addition, the survey will offer a couple open-ended questions for students to add comments and suggestions for improvements to services offered.  2) How you will know if it is good (i.e. score required by % of students): 65% or more of the student respondents will report with "Agree" or "Strongly Agree" to the statements in the survey.	
<b>Submitted by: Bethany Landrey</b> <b>Date: 10.02.2020</b> <b>Assessment Committee Reviewed (Date): 10/5/2020</b> <b>Department Chair notified of approval/or additional action needed: 10/5/2020</b>	

## Academic Resource Executive Summary

<b>Department:</b> Academic Resource Center	<b>Date:</b> June 16, 2021
<b>Members involved with analysis of artifacts:</b> Bethany Landrey, Matt Myers, Angel Hoppe	
<b>See General Education Assessment Plan for:</b> a) Learning Outcome; b) Background; c) Question(s); d) Methodology	
<b>Analysis of artifacts:</b> <b>1). <i>PERFORMANCE CRITERIA</i>* - How was data analyzed? (attach rubrics/scoring tools if used).</b> A survey was sent out to all students who were on record as having used the tutoring and writing center during the Spring 2021 semester. Students were asked to respond to questions on a scale ranging from Strongly Agree to Strongly Disagree, as well as provide other information, such as how many times they attended tutoring, how they heard about the Center, etc.	
<b>Summary of RESULTS*:</b> <b>1). Restate the assessment question(s) (from the Assessment plan):</b> 1. Do students who attend sessions in the tutoring and writing center believe this helped them improve their knowledge and understanding in the course(s) for which they sought tutoring? 2. Do students who meet with writing tutors believe they see an improvement in the quality of their written work and in the knowledge of how to write quality papers? 3. Do students believe their grade(s) improved as a result of attending tutoring sessions?  <b>2). Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</b> For the Spring 2021 semester a total of 82 students were contacted to complete the survey, based on the sign-in records from when students attended tutoring during the semester. Of the students contacted, 16 responded for a response rate of 20%. With regard to Question 1, 69% of respondents gave a response of "Agree" or "Strongly Agree" that tutoring increased their understanding of the content for the course in which they sought tutoring. With regard to Question 2, 50% of the respondents who indicated they worked with a writing tutor responded with "Agree" or "Strongly Agree" that working with a writing tutor helped them to improve their writing skills. With regard to Question 3, 63% of respondents gave a response of "Agree" or "Strongly Agree" that they were able to improve their grades in the subject(s) for which they sought tutoring.  <b>3). <i>INTERPRETATION</i>* - Discuss how the results answer the assessment question(s).</b> Use of the tutoring and writing center has a positive impact on student understanding of course material, and on students' perceptions of improved grades. Per student report, working with a writing tutor helps to improve the quality of students' written work.  <b>4). Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</b> 56.3% of the respondents stated they were referred to the Center by one of their professors, 50% from seeing information about tutoring in the Library, and 25% from a campus flyer. This suggests that faculty recommendations are beneficial in encouraging students to make use of this resource, and that continuing to disseminate information around campus is also helpful. It was also noted that there was a smaller number of respondents in the Spring semester, which may have been due to lateness in getting the survey out to students this time around.	
<b>Sharing of Results:</b> When were results shared? Date: May 26, 2021 How were the results shared? (i.e. met as a department) Email, informal discussion Who were results shared with? (List names): Tim Preuss, Matt Myers, Angel Hoppe	
<b>Discussion of Results – Summarize your conclusions including:</b> <b>1. <i>ACTION</i>* - How will what the department learned from the assessment impact:</b>	

a. *Teaching:* n/a

b. *Assignment/course:* n/a

c. *Program:* We will continue to provide subject matter and writing tutors to the Concordia student body. We will encourage faculty members to promote use of the Center to their students. The ARC will continue to advertise the Tutoring and Writing Center through a variety of means, and continue to promote its use with students who seek academic assistance.

d. *Assessment:* We will continue to assess the effectiveness of the Tutoring and Writing Center on student academic growth and success.

2. **IMPACT\***- *What is the anticipated impact of the ACTION\* on student achievement of the learning outcome in the next academic year?* The services provided through the Academic Resource Center by the Tutoring and Writing Center will continue to assist and support students in being successful in their courses, which also may have a positive impact on persistence, retention and completion rates

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the ACTION\** (i.e. an additional staff person, new equipment, additional sections of a course).

High priority will continue to be placed on hiring of quality, faculty-recommended student tutors to provide this service, and will place a high priority on maintaining the budget toward this end.

***If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.***

***What assessment questions related to the learning outcome would the program like to investigate in the future?*** To be determined.

**Submitted by:**Bethany Landry **Assessment Committee Reviewed:** 7/7/2021

**Department Chair notified – approval/additional action needed:**Approved

**BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:** na

## Library Services

### Library Services Plan

<b>Department: Library</b>	<b>Date: 10/3/2020</b>
<b>General Education Committee has selected the following area for the 2020-21 &amp; 2021 -22 assessment cycles: Knowledge:</b> to gain a base level of knowledge in core disciplines.	
<b>General Education Committee: Background:</b> What factors caused the committee to choose this particular assessment outcome? The committee selected this outcome based upon the emphasis on developing a strong knowledge base in the general education curriculum.	
<b>Department:</b> <i>What student outcome will the department assess that addresses: "The student will be able to demonstrate effective communication skills for personal, academic and professional purposes?"</i> We have identified and updated 2 learning modules; each will include a tutorial video, step-by-step instruction guide, and retention quiz. These modules are designed to develop specific Information Literacy skills in our students, both on-campus and distance, but especially for our distance students. Students should be able to access and engage library and research resources at a more proficient level after completing these online learning modules. We should see a rise in the use and engagement of academic and scholarly level resources for research and educational purposes by students.	
<b>Department:</b> <i>What specific question(s) are you attempting to answer through assessing this student outcome? What are you trying to find out? There may be more than one question, but no more than three.</i> If students are provided with high quality, user-friendly learning modules, will they retain a high majority of information literacy skills and concepts presented to them?	
<b>Methodology:</b> 3. <b>OBJECT*</b> - <i>What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i> There is a quiz associated with each module. These quizzes will determine student engagement and level of understanding after completing the required tasks. a. <i>How does this data address the assessment question?</i> We found after last years data retrieval that the quizzes were throwing students off. So we reconfigured and rewrote them, and changed the delivery method so the quizzes would use a real time system to ask questions during the video, so the student cannot proceed in the video until they've answered the questions, instead of reading the questions after the video had played, as was originally intended. i. <i>Include/attach a description/example of assessment tool to be used.</i> 4. <i>How will data be collected?</i> Collected through the app EdPuzzle	
<b>Analysis of Artifacts:</b> <b>PERFORMANCE CRITERIA*</b> - Discuss : 3) How the artifacts will be analyzed (attach rubrics/scoring tools if used): The number of times a quiz is taken, which questions are answered correctly, and the time each assessment takes will help us improve these teaching tools. 2) How you will know if it is good (i.e. score required by % of students): Success would comprise 90% of students receiving a passing grade of 90% or higher on the first attempt, and 100% of students receiving 90% or higher by the second attempt.	
<b>Submitted by: Billy Moore Date: 10/3/2020 Assessment Committee Reviewed (Date): 10/5/2020</b> <b>Department Chair notified of approval/or additional action needed: Approved</b>	



## Library Services Executive Summary

<b>Department:</b> Library	<b>Date:</b> 6/15/2021
<b>Members involved with analysis of artifacts:</b> Billy Moore	
<b>See General Education Assessment Plan for:</b> a) Learning Outcome; b) Background; c) Question(s); d) Methodology	
<b>Analysis of artifacts:</b> <b>1). <i>PERFORMANCE CRITERIA</i>* - How was data analyzed? (attach rubrics/scoring tools if used).</b> Once the student completed the module, there was a report that was populated with their responses to each question. This report was then added to the other student reports and we were able to see correct, incorrect responses.	
<b>Summary of RESULTS*:</b> <b>1). <i>Restate the assessment question(s) (from the Assessment plan):</i></b> If students are provided with high quality, user-friendly learning modules, will they retain a high majority of information literacy skills and concepts presented to them?  <b>2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i></b> Results were generally positive, with the questions being asked during the presentation instead of after (as had previously been administered). Long-term retention was an area we could not test for, but found that the materials covered were used minimally early in the program, and students were reintroduced and used the materials heavily at the end of the program. Upon being reintroduced, many students responded positively  <b>3). <i>INTERPRETATION</i>* - Discuss how the results answer the assessment question(s).</b> The results show that the modules do engage the students with quality instruction in needed information. What issue arose, is that it needs to be reintroduced later in the program when they are doing their research intensive section. The students who were reintroduced reacted positively and engaged the materials, and then followed up with library staff on furthering their understanding.  <b>4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i></b> Providing instruction modules throughout course would benefit, the format could be tweaked to more align with other assignments they are more used to completing, in order to not add a component with which they are not familiar.	
<b>Sharing of Results: When were results shared? Date:</b> 6/7/2021 <b>How were the results shared? (i.e. met as a department)</b> email <b>Who were results shared with? (List names):</b> Billy Moore, Peter Landrey	
<b>Discussion of Results –Summarize your conclusions including:</b> <b>1. <i>ACTION</i>*- How will what the department learned from the assessment impact:</b>  a. <i>Teaching:</i> We plan on engaging more students through these methods, and encouraging more courses to incorporate these materials. Through constant, quick update of the core materials, students should be able to retain basic functionality with the materials and tools  b. <i>Assignment/course:</i> We will hopefully be expanding out modules to cover more topics, and applied in more courses, at various times in a students academic career. Getting them in First Year Experience, Eng. 102, and then re-engagement in higher level (junior and senior level) courses.  c. <i>Program:</i> All programs, any writing-intensive coursework  d. <i>Assessment:</i> To be managed by the course instructor.	
<b>2. <i>IMPACT</i>*- What is the anticipated impact of the <i>ACTION</i>* on student achievement of the learning outcome in the next academic year?</b> Our expected impact is that students comfort level with basic library tools and	

services goes up. Once they engage with these materials, and are more comfortable they will be able to use higher level resources in their coursework, hopefully seeing a spike in course work quality.

**3. BUDGET IMPLICATIONS** – Indicate budget requirements necessary for the successful implementation of the **ACTION\*** (i.e. an additional staff person, new equipment, additional sections of a course).

N/A. There is no budget impact due to the video editing and hosting is free, and can be administered through our LMS.

***If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.***

***What assessment questions related to the learning outcome would the program like to investigate in the future?*** We would like to see if these materials were housed in their own mini-module or online course, and administered to students ad-hoc, would they have a large impact on academic success?

**Submitted by:** Billy Moore **Assessment Committee Reviewed:** 7/7/21

**Department Chair notified – approval/additional action needed:** 7/7/21

**BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:** na

## Student Success

### Student Success Plan

<b>Department: Student Success</b>	<b>Date: 10/13/2020</b>
<p><b>General Education Committee has selected the following area for the 2020-21 &amp; 2021 -22 assessment cycles: Knowledge:</b> to gain a base level of knowledge in core disciplines</p>	
<p><b>General Education Committee: Background: What factors caused the committee to choose this particular assessment outcome?</b> The committee selected this outcome based upon the emphasis on developing a strong knowledge base in the general education curriculum.</p>	
<p><b>Department:</b> <i>What student outcome will the department assess that addresses: "The student will be able to demonstrate effective communication skills for personal, academic and professional purposes?"</i>          First year students will complete the FOCUS-2 self-assessment battery. By completing the battery of assessments containing work interest, leisure interest, skills, values, and personality assessments, first year students will gain insight into potential career fields and vocations.</p>	
<p><b>Department:</b> <i>What specific question(s) are you attempting to answer through assessing this student outcome? What are you trying to find out? There may be more than one question, but no more than three.</i>          To ensure 90% of first year students have completed the FOCUS 2 assessment battery in order to gain insight to potential careers and vocations.</p>	
<p><b>Methodology:</b></p> <ol style="list-style-type: none"> <li>1. <b>OBJECT*</b> - <i>What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i> FOCUS 2 Assessment Battery             <ol style="list-style-type: none"> <li>a. <i>How does this data address the assessment question?</i> Assessment battery increases knowledge of career and vocational opportunities.                 <ol style="list-style-type: none"> <li>i. <i>Include/attach a description/example of assessment tool to be used.</i></li> </ol> </li> </ol> </li> <li>2. <i>How will data be collected?</i> Administrator (Director of Student Success) pulls completion report directly from the FOCUS-2 assessment website..</li> </ol>	
<p><b>Analysis of Artifacts:</b> PERFORMANCE CRITERIA* - Discuss :</p> <ol style="list-style-type: none"> <li>1) How the artifacts will be analyzed (attach rubrics/scoring tools if used): Analyze percentage of completion</li> <li>2) How you will know if it is good (i.e. score required by % of students): Greater than 90% completion</li> </ol>	
<p><b>Submitted by: Corey Gray</b>      <b>Date: 10/13/2020</b>  <b>Assessment Committee Reviewed (Date): 10/13/2020</b>  <b>Department Chair notified of approval/or additional action needed: Approved</b></p>	

## Student Success Executive Summary

<b>Department:</b> Student Success	<b>Date:</b> 07/07/2021
<b>Members involved with analysis of artifacts:</b> Corey Gray	
<b>See General Education Assessment Plan for:</b> a) Learning Outcome; b) Background; c) Question(s); d) Methodology	
<b>Analysis of artifacts:</b> 1). <b>PERFORMANCE CRITERIA*</b> - How was data analyzed? (attach rubrics/scoring tools if used). Review of completed FOCUS2 assessments	
<b>Summary of RESULTS*:</b> 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> To ensure 90% of first year students have completed the FOCUS 2 assessment battery in order to gain insight to potential careers and vocations.  2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> We had a 74% completion rate on FOCUS2 assessments for the fall 2020 freshman class. Factors that contricuted to not meeting the 90% goal include COVID19 and a hybrid delivery of First Year Experience (FYE) which is where the assessments is prescribed.  3). <b>INTERPRETATION*</b> - Discuss how the results answer the assessment question(s). We did not meet our goal, and will attempt to reach those students to complete the assessment during their sophomore year.  4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> Click or tap here to enter text.	
<b>Sharing of Results:</b> When were results shared? Date: January, 2021 How were the results shared? (i.e. met as a department) FYE program coordinator Who were results shared with? (List names): Peter Koprince	
<b>Discussion of Results – Summarize your conclusions including:</b> 1. <b>ACTION*</b> - How will what the department learned from the assessment impact: a. Teaching: Click or tap here to enter text. b. Assignment/course: We need to provide more follow-up on ensuring assessment completion. c. Program: Click or tap here to enter text. d. Assessment: Click or tap here to enter text. 2. <b>IMPACT*</b> - What is the anticipated impact of the <b>ACTION*</b> on student achievement of the learning outcome in the next academic year? Click or tap here to enter text. 3. <b>BUDGET IMPLICATIONS</b> – Indicate budget requirements necessary for the successful implementation of the <b>ACTION*</b> (i.e. an additional staff person, new equipment, additional sections of a course). NONE	
<b>If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.</b>	
<b>What assessment questions related to the learning outcome would the program like to investigate in the future?</b> To ensure 90% of first year students have completed the FOCUS 2 assessment battery in order to gain insight to potential careers and vocations.	
<b>Submitted by:</b> Corey Gray <b>Assessment Committee Reviewed:</b> 7/7/2021	
<b>Department Chair notified – approval/additional action needed:</b> Approved 7/7/21	
<b>BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:</b> na	