

2022 – 2023 Co-Curricular

Table of Contents

Process Chart

Plans

Executive Summaries

Table of Contents

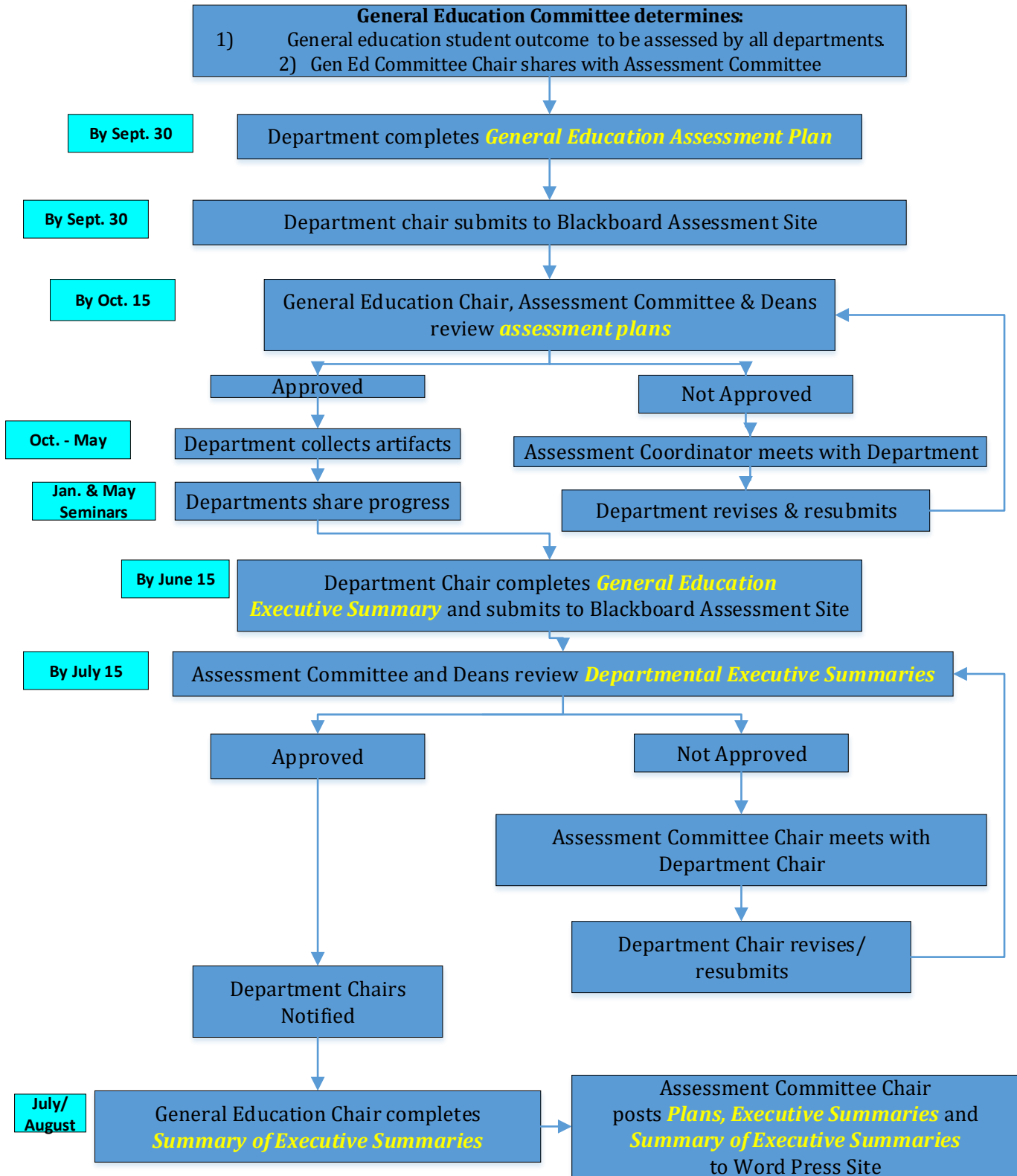
Contents

Table of Contents..... 2

Process Chart 3

Summary of Co-Curricular Executive Summaries**Error! Bookmark not defined.**

Process Chart



Co-Curricular Plans and 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.

Complete assessment plans and executive summaries can be found on the Concordia University Assessment WordPress Site: <http://wp.cune.edu/assessment/>

	Questions Assessed	Outcomes
Academic Resource Center	<p>1. Given the information about the ARC/DSS in multiple formats, are students able to assess their need for those services and did they communicate that to someone? How did they communicate that?</p> <p>2. If they needed those services but didn't seek them out, why not? What prevented them from communicating that?</p>	<p>We wanted to find out if and how students are communicating with staff at CUNE regarding potential supports they may need from the ARC/DSS offices, specifically:</p> <p>1. in what ways did students hear about the services we provide – 96.33% of students reported being aware of our offices and services and we learned they found out about us through bulletin boards, social media, website, SOAP outreach, syllabus statements, FYE class, Launch/Jump Start, SLO emails, RA's, tutor presentations in class, coaches, and professors, "other" responses included friends, walking by in the library, word of mouth, signs in library, teammates, counselor, and use of the DSS office; although 3 students reported not knowing about our offices, we can reasonably conclude that our multiple methods of communication with the student body are effective.</p> <p>2. if they decided they needed our services and wanted to pursue them, how did they communicate that – we learned that 87.85% of students indicated they were able to make a decision about needing/using our office and communicated that by sending an email (58.21%), walking in (61.19%), calling the office (4.48%), using a QR code to book a meeting (7.46%). We interpreted that to mean that email is an effective form of communication with students and that good signage and being available for walk-in traffic is important.</p> <p>3. if they decided they needed our services but</p>

		<p>didn't pursue them, did they communicate that and why or why not – this was an open-ended question and responses included, "I like to do things on my own", "I have never needed assistance before", "Was not sure who to contact for certain services", "Embarrassment", "I'm bad at asking for help", "I might talk to the professor first", "I do not know the hours", "I didn't want to take the time", "I find myself struggling the most at night when everything is closed and I'm often really busy during the day." These responses gave us a chance to reflect as a department about our messaging, how it might be improved, and how students are feeling.</p> <p>4. what is their preferred method of communication with the ARC/DSS and what barriers exist – we learned that the majority of students preferred email (90.29%), followed by text message (35.92%), Microsoft form (18.45%), QR codes (17.48%), and social media (10.68%); identifying barriers was an open-ended question and responses included, "Have people who are friendly talk about it", "Add more posters", "Add more QR codes", "Library room numbers are a bit confusing", "Don't fully know what all is offered and who can actually use those resources", "Providing more detailed emails talking about each of the services would be nice", "I do not know the hours", "I wouldn't know who to contact first", "For students who are new to the college...have a brief walkthrough...they will be more comfortable and able to do so later on when they need it...many students feel that the time it takes to contact offices and set things up...is too much of a hindrance which keeps them from seeking the help they may need", "I don't know what classes have tutors and what don't", "I think a lot of people don't know where it is", "Social stigma". Again, these responses gave us a chance to reflect as a department about our messaging, how it might be improved, and how students are feeling and what they need.</p>
Student Services	Will students complete and return surveys that evaluate the effectiveness of first year advisors.	Yes, the system was effectively reinstated; evaluations were completed; useful information was collected.

ARC

