

Pathways Forward: A Framework for Developing Holistic Cocurricular Assessment for CLC

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Professional Alignment & Context

Schuh and Associates (2016), Schuh & Upcraft (2001), and Upcraft & Schuh (1996) described various types of cocurricular assessment, while also outlining examples of how institutional student affairs educators can meaningfully incorporate each; such guidance follows:



UTILIZATION TRACKING

Keeping track of who uses our student services, programs, and facilities.

Utilization tracking, noting that we want to have an accurate, firm number of students and staff in attendance at events, programs, and workshops, collected by check-in stations, applications, or passport programs; how many people access particular facilities per set units of time, collected by venue counters or sign-in sheets; how many usages of unique or duplicate individuals utilize particular services, collected by scan-ins with ID cards or sign-in sheets.



STUDENT NEEDS

Assessing student needs based on identified learning and development gaps and expected outcomes.

Student needs assessment, noting that we want to best understand where gaps exist in students' understanding, awareness, or knowledge, surrounding various topical areas, ergo administering surveys or focus groups to understand capacity versus expected institutional outcomes; an effective way to collect such is through tracking incorrect student responses, showcasing knowledge gaps.



STUDENT SATISFACTION

Assessing student satisfaction with our services, programs, and services, and that those experiences are both high-quality and consistent with the goals of the institution.

Student satisfaction assessment, noting that we want to ensure that students believe experiences and interventions to be high-quality and valuable to them, ergo staff administer post-experience surveys or debrief conversations to collect feedback, especially short 3- to 5-item surveys.



CAMPUS CLIMATE

Understanding student cultures, where they conduct their day-to-day lives, and what their collective perceptions of campus are – do they feel safe and like they belong?

Campus climate assessment, noting that we want students to feel that they belong and that they see themselves in the campus community, so we administer a wide-scope, sometimes multi-faceted climate study to best understand these perspectives through surveys, one-on-one conversations, focus groups, affinity chats, and observations.



STUDENT OUTCOMES

Comparing against non-users, do those who use our services, programs, and facilities, see a positive impact upon their academic success, learning, or development?

Student outcomes assessment, noting that programs, services, facilities, experiences, and interventions meaningfully contribute to College-wide goals and other broad-scope outcomes, including engagement and culturally-relevant programming, and that we can build outcomes-based evaluation methods organically for each, including pre- and post-test checks for growth, recall checks for understanding, incorrect bias tracking, passport programs, either paper or app-based, mapped to programs or tasks, and surveys tied to overall interventions, offices, or programs/events.



BENCH-MARKING

Comparing with like institutions, this type of assessment can justify existence, improve quality, demonstrate affordability, develop strategic plans, formulate policy, and improve decision-making.

Benchmarking, noting that our peer institutions offer growth opportunities for their students similar to our own, so perhaps our experiences can be improved by comparing the two and gleaning best and high-impact practices, which could be collected by committee- or individual-level scanning.



PROFESSIONAL STANDARDS

Comparing our services, programs, and facilities to accepted national standards from leading professional organizations, educational thinktanks, and national or regional accreditors.

Professional standards, noting that, much like benchmarking, best and high-impact practices have been developed by leading authorities at accrediting agencies like HLC, professional education organizations, such as CAS, ACPA, NASPA, NACA, ACUI, etc., and local, state, regional, and federal education authorities, for example, ATD, NISOD, AAC&U, etc., and national assessment authorities, like NSSE, SAAL, and the Assessment Institute, and by following these practices individual institutions can improve their interventions, outcomes, and means to improve development and success.



COST-EFFECTIVENESS

Analyzing overall cost of services, programs, or facilities versus their overall impact, so as to help determine justifiable benefits students derive from what's offered, and is it worth it to continue or is it worth it to reevaluate and reallocate those funds to something more impactful.

Cost-effectiveness, noting that the authors advocate for analyses to maximize impact versus expense of resources, utilizes standardized event analyses protocols or post-intervention evaluation experiences to examine attendance versus overall cost to best understand impact and worth, and to answer questions pertaining to next steps (PET – preserve, enhance, transform – Analyses). Most educators and their reporting structures will provide an advisory maximum dollar per student goal.



CONTINUOUS IMPROVEMENT

Incorporating student feedback and data to services, programs, and facilities operations to remain student-centered and high-quality.

Continuous improvement, noting that data, evaluative methods, and feedback, holistically, will help inform changes to increase awareness and utilization of student-centered resources, improve student experiences and satisfaction, expand ability to meet needs and outcomes, create a more welcoming, student-centered, inclusive campus, grow accountability, sustainability, and stewardship for student-provided resources, and develop networks for comparison, moving forward. This perspective is resolute that assessment is never-ending and integral to the work done by educators, through decoding feedback, debriefs, SWOT analyses, and using evidence / data to implement changes through action.

Institutional Context: Mission, Vision, Values, & Strategic Pillars [Goals]

The College of Lake County is guided by seminal documents outlining its commitment to student learning, development, growth, and success, embodying its **mission** of being ‘a comprehensive community college committed to equitable high-quality education, cultural enrichment and partnerships to advance the diverse communities it serves,’ its **vision** of being ‘a leader in providing innovative education and workforce solutions,’ and its ethos, spoken through the language of its **values**:

- **excellence**, where every campus community member contributes to CLC becoming a higher education organization by which others measure themselves;
- **integrity**, where every campus community member upholds honor and goodwill in our words and actions to support our students, our team, and the College;
- **unity**, where every campus community member leverages individual strengths to achieve a common purpose and a collaborative team environment focused on achieving shared goals and upholding shared accountability;
- **purpose**, where every campus community member believes in the transformative power of education and CLC’s open access mission by offering workforce solutions to address social, environmental, and economic issues;
- **compassion**, where every campus community member holds responsibility for the well-being of one another;
- and **inclusion**, where every campus community member values diversity of backgrounds and perspectives as a means to create innovative solutions and achieve CLC goals by ensuring equity in practice.

Further, the CLC 2024 Strategic Plan identifies six pillars moving into the future as **goals** for student, and by proxy institutional, success:

- **access and success**, creating experiences that are valuable and provide clear paths for students’ lives;
- **equity and inclusion**, ensuring an environment in which students, faculty, and staff members can flourish, free of barriers and uniquely designed to develop each person;

- **teaching and learning excellence**, empowering faculty to intentionally design learning experiences for students that engage and prepare them for their next opportunity;
- **community and workforce partnerships**, providing a pipeline of talented students who can engage in a competitive workforce by building on and building up our networks so we are continually driven by the needs of our community partners;
- **collaborative culture**, strengthening our culture to ensure that CLC's faculty and staff work together in an environment of innovation, transparency, and exploration;
- and **strategic use of resources**, creating a state-of-the-art physical and virtual environment that keeps CLC relevant on every front.

Yet, how does this vitally important work get done?

Strategic Pillar 1: Access & Success		
<ul style="list-style-type: none"> • Facilitate learning through a student-ready systemic design framework focused on creating an ideal and equitable student experience. • Intentionally design curriculum to provide clear paths for all student entry points and a seamless transition to transfer or career. 		
Key Idea	Strategy	Student Development Mapping
Lancer Success Framework: <i>Link, Launch, Learn, Leap</i>	Build the Lancer Success Framework, an integrated seamless experience for every student beginning with the first point of contact and continuing through the student's exploration, planning for success, experiential learning, academic progress, timely completion and transition to the workforce or university	
Integration of CLC Student Success Definition: <i>An inclusive student-ready environment, providing personalized culturally relevant student learning experiences, grounded in equitable practice, achieving educational attainment for every student.</i>	Integrate the elements of the CLC student success definition throughout the student experience	
Student Momentum	Evaluate policies and processes that drive momentum for student success	
Affordability	Improve affordability for students by reducing the time to complete a credential, creating cost efficiencies and developing resources to support success	
Flexibility	Increase online, flexible and accelerated delivery methods to increase access and learning options that lead to student success	
Strategic Pillar 2: Equity & Inclusion		
<ul style="list-style-type: none"> • Create success for every student and employee by providing a supportive, barrier-free environment that enables them to achieve academic, career, and personal goals. 		
Key Idea	Strategy	Student Development Mapping
Policy and Procedure	Create a barrier-free environment by removing instances of power, privilege and inequity in policies, procedures and processes	
Professional Development	Develop role-specific knowledge in every employee so they apply demonstrated skill in inclusive practices, diversity, sense of belonging, cultural competence and equity-mindedness in their daily work	
Data-Informed Decisions	Use disaggregated student data to identify opportunity gaps in achievement and inform decisions about system changes	
Curriculum and Cocurricular Activities	Embed equity concepts, such as inclusion and social justice, within the academic curriculum and in cocurricular activities	
Talent Management	Address equity and diversity in hiring, retention, talent management, and compensation and benefit practices	
Strategic Pillar 3: Teaching & Learning Excellence		
<ul style="list-style-type: none"> • Achieve teaching and learning excellence by empowering full-time and adjunct faculty in their central role in the Lancer Success Framework, including the examination of pedagogy through data, engagement in meaningful professional development, and the integration of academic supports with classroom learning and student feedback. 		
Key Idea	Strategy	Student Development Mapping
Experiential Learning	Embed experiential learning within every credential to provide rich, real-world application of classroom knowledge, including internships, service learning, study abroad or clinical experiences	
Student Effort and Academic Rigor	Integrate academic support services within curricular experiences and assure common standards for rigor within academic departments	
Active and Collaborative Learning	Incorporate high-quality, active, collaborative learning experiences within all delivery modes to optimize student-to-student and student-to-faculty interactions that define the Lancer classroom	
Professional Development	Engage all new, full-time and adjunct faculty in ongoing professional development intentionally designed to foster equity-minded, reflective and data-informed practice to improve student learning and success outcomes	
Technology	Use instructional technologies to augment student classroom learning and to improve access to academic support services	
Strategic Pillar 4: Community & Workforce Partnerships		
<ul style="list-style-type: none"> • Facilitate the economic vitality of Lake County's diverse communities through collaborative partnerships with workforce and educational partners to ensure a sufficient skilled workforce talent pipeline. 		
Key Idea	Strategy	Student Development Mapping
Community Partnerships	Develop relevant academic, cultural and community programming to engage and advance the socially, economically and racially diverse communities of Lake County	
Enrollment and Talent Pipelines	Develop enrollment and talent pipelines at all campus locations, through middle school engagement, dual credit pathways, adult education pathways, transfer pathways and apprenticeship programs	
Workforce Alliances	Build alliances with workforce partners in high-demand fields across industry sectors to develop new credentials, expand capacity of existing programs and leverage apprenticeships to meet regional workforce needs across all campuses, emphasizing manufacturing, healthcare, information technology and education talent pipelines	

Flexible Training of Incumbent Workforce	Develop flexible delivery models to meet the needs of the incumbent workforce for skill advancement and career progression	
Civic Engagement	Establish a civic engagement plan that includes curricular and cocurricular experiences for students and community volunteerism for employees	
Strategic Pillar 5: Collaborative Culture		
<ul style="list-style-type: none"> Facilitate student learning through a values-based, student-focused collaborative culture that upholds individual, team, and organizational accountability. 		
Key Idea	Strategy	Student Development Mapping
Leadership and Talent Management	Promote leadership and talent management practices that uphold the College's values and that foster student success outcomes	
Professional Development and Recognition	Create intentional professional development and recognition programs that align with the College's values and advance outcomes for student success	
Shared Governance Principles	Promote employee engagement within shared governance to support communication, transparency and shared accountability to achieve organizational and student success priorities	
Collaborative Team Culture	Ensure that collaborative, innovative and continuous improvement team culture exists across all levels and functions of the organization	
Innovation	Establish systems and processes that enable employees to engage in and explore new ideas that advance student, employee and community achievement	
Strategic Pillar 6: Strategic Use of Resources		
<ul style="list-style-type: none"> Ensure a sustainable and fiscally-sound College through nimble, prudent use of resources focused on maximizing student success outcomes, achieving revenue growth and ensuring state-of-the-art physical and virtual environments to serve the diverse needs of Lake County. 		
Key Idea	Strategy	Student Development Mapping
Alignment and Accountability	Align financial, human, capital, planning and research resources to advance organizational growth and strategic priorities	
Resource and Revenue Development	Expand resource development to meet the growing needs of students through grants, donations and scholarships and to develop new enterprise revenue streams	
Process Improvement	Design operational processes to meet internal and external customer needs and to continuously improve systems for greater efficiency and quality	
Health and Wellness	Increase access to high-quality health and wellness programming and services while reducing overall annual costs	
Data and Technology Systems	Use data and technology systems to improve services, increase student success outcomes and achieve the ideal experience for internal and external stakeholders	

References

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- Schuh, J. H. & Upcraft, M. L. (2001). *Assessment practice in student affairs: An applications manual*. Jossey-Bass.
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