**Cocurricular Assessment Design Template**

PVCC students have the opportunity to engage in meaningful learning experiences through curricular and cocurricular programs. Curricular learning experiences are offered within academic courses and are reflected on academic transcripts. [Cocurricular](https://www.paradisevalley.edu/employees/assessment-learning/co-curricular-learning) experiences enhance student learning and provide opportunities for further exploration, critical thinking, application of academic concepts, personal development, leadership, and/or well-being. When designing cocurricular activities, identify specific student learning outcomes to measure including relevant PVCC General Education Assessment (GEA) Outcomes using the [GEA Rubrics](https://cdn.paradisevalley.edu/docs/employees/al/al-gea-packet.pdf).

***Use this template to help you plan and design your assessment.***

***Use the cocurricular assessment form in the*** [***GEA Online Too***](https://community.paradisevalley.edu/gea30/)***l to document the assessment & share your results.***

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| --- | --- |
| ***Activity Title & Date:*** |  |
|  ***Sponsored By:*** |  |
| ***GEA Outcomes*** | ***Rubric*** | **Specific Dimensions from Rubric** | **How will you measure this outcome?**  | **What specific questions will you ask?** |
| Select Rubric |  |  |  |
| Select Rubric |  |  |  |
|  |  |  |  |  |
| **Additional Learning Outcome(s):** *(*[*Program Learning Outcomes*](https://curriculum.maricopa.edu/program) *for specific pathways or other)*  |  |  |  |  |
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**Step by Step Instructions for Designing Cocurricular Assessment**

1. **Identify 1-3 specific student learning outcomes.**
	1. Start backwards or with the end in mind. Think strategically about what students should be able to know or do as a result of the cocurricular learning experience. What is the purpose of the event or activity?
	2. We recommend selecting one specific dimension from one the General Education Assessment (GEA) Rubrics. For example: the Integrated Learning dimension of the Civic Engagement rubric states that: *Explained in depth how the activity (cocurricular, service learning, campus resource) and course content or program of study (Field of Interest, Major) are connected and includes specific examples of how the two collectively impact learning, personal growth, or educational goals.*
2. **Determine how you will measure the outcomes.**
	1. Will you administer a paper survey to be completed during or at the end of the event/activity? Will you send students a link to a google form or Qualtrics survey? Consider time constraints, level of participation, and likelihood of authentic responses.
	2. Remember the complete assessment process is ***Assess, Intervene, Reassess.*** This means you will have a Pre and Post assessment. You may assess in the Fall, make adjustments, and then re-assess the next time the event/activity occurs. If the event only happens once, you make adjustments to cocurricular offerings holistically. For example, what did you learn about student learning at this guest speaker event that will help you improve the way future guest speaker events are offered?
	3. Which specific questions will you ask? What will students produce or create as a result of the learning experience that could be assessed as direct evidence of learning?
	4. What metric will you use? If you selected a GEA Outcome, use the appropriate GEA Rubric.
3. **Implement & Document your assessment project.**
	1. Follow through with your assessment plan. Score the assessment and analyze the results.
	2. Document the assessment using the *Cocurricular Assessment Form* in the [***GEA Online Too***](https://community.paradisevalley.edu/gea30/)***l***. This is important because it provides a record of the assessment, gets submitted to ALT and considered for the assessment awards, allows you to tell the story about the learning that occurred, and helps the college provide evidence to HLC to show the college does indeed value, measure, and provide quality cocurricular learning experiences for students.

*Sample Planning Template:*

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| ***Activity Title & Date:*** | *Free Speech Week Guest Speaker, October 17, 2024* |
|  ***Sponsored By:*** | Student Life and Communication  |
| ***GEA Outcomes*** | ***Rubric*** | **Specific Rubric Dimensions**  | **How will you measure this outcome?**  | **What specific questions will you ask?** |
| Civic Engagement | Integrated Learning | I will give students a handout for taking notes during the event. Then, I will create a google survey with a QR code. During the first 10 minutes of the next class session following the event, I will ask students to complete the survey. | 1. How has this learning activity enhanced your understanding of a concept that we have studied in our class?2. Describe one skill or idea that you learned as a result of the event that could help in your major or career path? |
|  |  |  |  |  |
| **Additional Learning Outcome(s):** *(Program Learning Outcomes for specific pathways or other)*  | AA Emphasis in Communication PLO #4: Analyze messages in various communication settings and channels. | na | Same as above | 3.What was the speaker’s central message and did the speaker effectively communicate their ideas? Provide specific examples to support your response.  |

Scoring Guide: (Assign a 0, 1, or 2 score)

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| --- | --- | --- | --- |
| Dimension | **Score 2**: meets or exceeds standards for competency | **Score 1**: needs improvement | **Score 0**: does not meetminimum standards |
| **Integrated Learning** | Explained in depth how course content was relevant to the activity and how the activity and coursework collectively impacted learning. | Vaguely explained how course content was relevant during the activity and how the activity and coursework collectively impacted learning. | Obscurely explained how course content was applied during the activity and did not describe how the activity and coursework collectively impacted learning. |
| **AA Emphasis in COM PLO #4:** | Accurately identified the speaker’s central message and thoroughly analyzed the methods used by the speaker; included detailed and specific examples.  | Accurately identified the speaker’s central message and generally analyzed the methods used by the speaker. | Identified parts of but not the central message and vaguely described the methods used by the speaker.  |