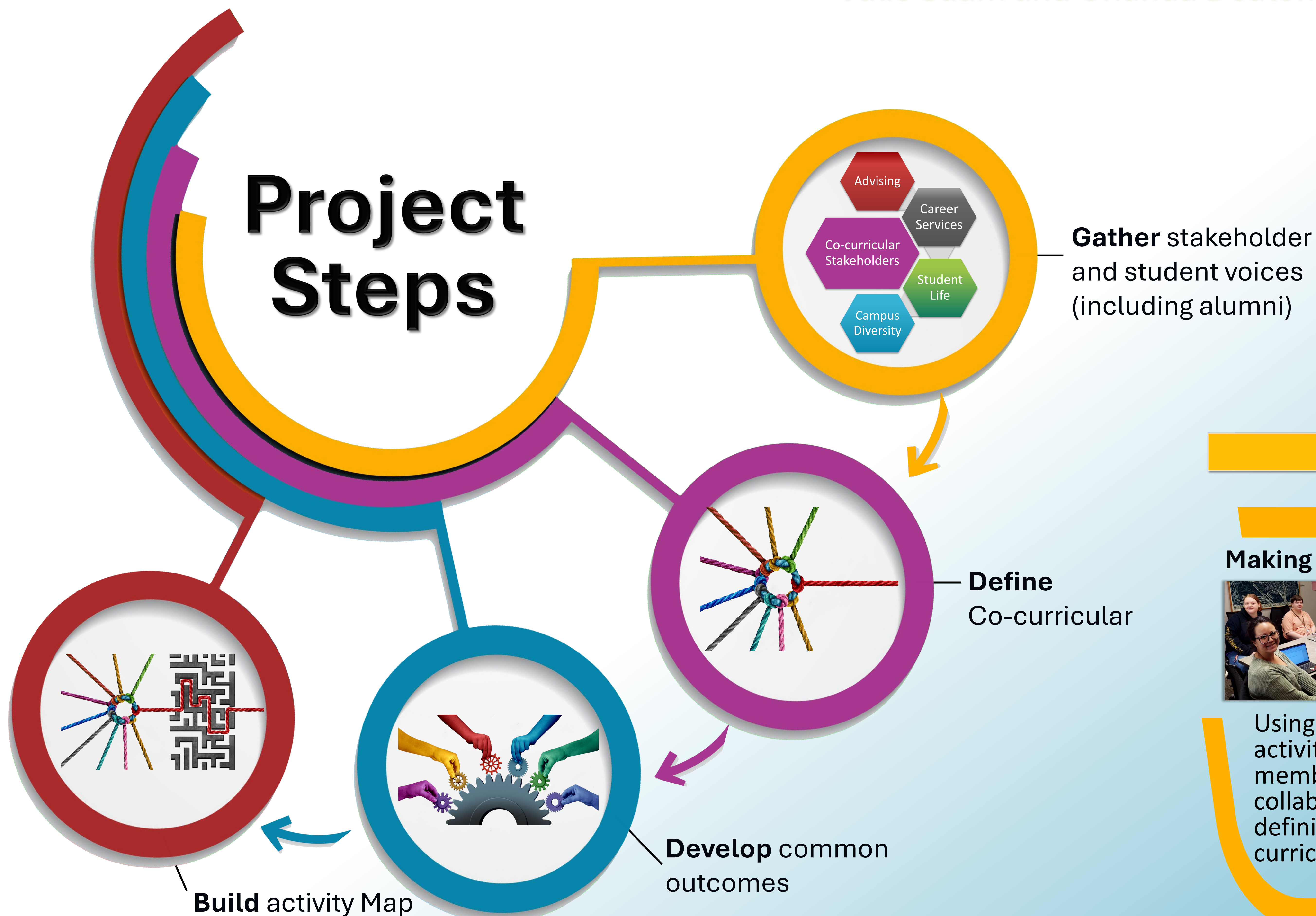# Remodel, Rebuild, Redesign: Rewriting our story for Co-curricular Assessment

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Project Steps

Gather stakeholder and student voices (including alumni)

- Advising
- Career Services
- Co-curricular Stakeholders
- Student Life
- Campus Diversity

Define Co-curricular

Develop common outcomes

Build activity Map

Purpose

Using what we learned at the 2023 Assessment Leadership Institute organized by the Assessment and Curriculum Support Center at the University of Hawai'i at Mānoa, Honolulu, Hawai'i, we engaged stakeholders (Student Affairs, Campus Life, Career Services, and Advising), students and alumni to collaboratively envision an inclusively focused co-curricular definition and to construct a common set of learning outcomes for our campus of Indiana University Kokomo.

Process

Making Metaphors

Using a metaphor activity, group members developed a collaborative campus definition of co-curricular

Sticky Notes

Using sticky notes, group members brainstormed co-curricular learning outcomes, with all voices represented

Dot Voting

Using dot voting, group members prioritized and selected learning outcomes to signify collective goals

Products

Co-curricular Definition

Co-curricular at IU Kokomo occurs outside of, but also aligns with and enhances the curricular offerings; these opportunities provide students with holistic enrichment that fosters personal growth. Students will learn to value themselves and others, celebrate and embrace differences, and build and serve the community. By actively engaging in co-curricular opportunities, students will build a strong foundation of skills and knowledge leading to academic achievement and career readiness.

Co-curricular Learning Outcomes

IU Kokomo students participating in co-curricular activities will be able to connect their in-class learning and skills to their co-curricular experiences and grow into a confident advocate for themselves by:

LO 1 Developing beneficial relationships through collaborating with diverse groups, community partners, and campus departments.

LO 2 Developing and demonstrating inclusive collaboration skills.

LO 3 Strengthening leadership skills through campus involvement.

LO 4 Identifying and applying authentic problem-solving skills that incorporate their strengths, knowledge, and values.

Takeaways

- Small group sharing first before large group share out proved to allow voices from all participants.
- Longer or multiple meetings needed to account for discussion

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