

COCURRICULAR ASSESSMENT AND BUILDING POSITIVE RELATIONSHIPS

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(Best Style)

What is Cocurricular Assessment?

[HLC](#) describes it this way:

Cocurricular: Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services.

Institutions determine for themselves, based on their mission, what they deem to be cocurricular, as an essential part of, or partner to, their curricular activities (as opposed to “extra-” curricular).

In 2018, the HWC Assessment Committee developed a Coordinator of Cocurricular Assessment as an executive role on the committee. Over the years, both faculty and staff have served in that role, meeting with stakeholders in Academic and Student Affairs to examine various assessments used in areas such as academic support services like tutoring, student services like advising or student initiatives and clubs. Over that same period of time, the AC developed institutional learning outcomes that focus on student learning across the institution. The goal for this year is to bring these initiatives together to explore how we can make use of our well-established assessment processes to support the assessment of student learning in both curricular and cocurricular spaces.

With the revision of HWC's organizational structure, with employment turnover in administration and staff, and with the many shifts we continue to make in response to the pandemic it feels like we are on a constant loop of separation and reunion. What does “coming home” mean in this context? To me, it is a kind of reacquaintance. I'm getting reacquainted with my work home, yet people and their roles have shifted and changed, spaces have changed, and processes and ways of interacting with one another have changed. It seems like a good time to focus on building relationships among us, particularly between Academic and Student Support; to draw from our collective strengths, to learn more about each other, and to find ways to meaningfully collaborate in order to support student learning in all its forms.