



Co-Curricular Assessment Plan

Prepared and Reviewed by: Sierra Fernandez, Director of Assessment, and the LCC Assessment Committee

Spring 2025 Assessment Committee Leadership: Betsy Sanchez (Chair), Elaine Montano (Secretary), Sierra Fernandez (Ex-officio), Denise Fox, Mary Frances Bibb, Germaine Sandoval, Aaron Smith, Christopher Smith, Kraig Bellows, Lucia Gomez-Vaughn

Introduction and Overview of Co-curricular Activities at LCC

Luna Community College (LCC) defines co-curricular activities and opportunities as experiences that align with the College's mission and institutional learning outcomes. These activities contribute to students' holistic development in areas such as leadership, civic engagement, personal responsibility, and career readiness.

The Higher Learning Commission (HLC) provides a broad framework by describing co-curricular activities as educational experiences, programs, and opportunities that support and enhance the formal academic curriculum. HLC emphasizes that each institution is responsible for defining what qualifies as co-curricular within its own mission and distinguishes these activities as integral to or complementary with the academic experience, rather than separate or "extra-" curricular.

Co-curricular assessment at LCC is a systematic process designed to evaluate learning experiences that occur outside the traditional academic classroom but support and reinforce student learning and development. The purpose of co-curricular assessment is to ensure that these programs and activities are intentional, effective, and continuously improved based on evidence of student learning and engagement.

Assessment efforts are aligned with activity-specific learning outcomes and mapped to the College's General Education Essential Skills, supporting institutional effectiveness, mission alignment, and educational quality. Oversight of these efforts is provided by the LCC Assessment Committee.

Table 1 below illustrates the distinctions between co-curricular, extra-curricular, and curricular activities to provide clarity and context.

Table 1. Co-curricular, Extracurricular, and Curricular activities

Category	Definition	Examples at LCC
Co-Curricular	Structured, non-credit activities that support institutional learning outcomes and student development. These are intentionally designed and supported by the College.	Tutoring Services, Student Senate, Athletics, Learning Resource Center, Peer Mentorship
Extra-Curricular	Voluntary activities not intentionally designed to promote learning outcomes; primarily social, recreational, or interest-based.	Hobby clubs, social events, informal gatherings, campus celebrations
Curricular	Academic experiences that are credit-bearing, graded, and tied to formal instruction.	General Education courses, CTE program coursework, academic labs, credit-based internships

Criteria for Designating Co-Curricular Activities

New activities may be designated as co-curricular on a case-by-case basis and will be approved using the following criteria:

- The activity is aligned with LCC's mission;
- The activity has components that occur outside of formal classroom instruction;
- The activity is intentionally designed to support student learning or development outcomes;
- The activity is structured, recurring, or organized in nature;
- The activity is supported, sanctioned, or recognized by the College;
- The activity has identifiable learning goals that align with institutional priorities and general education skills;
- The activity is typically not credit-bearing or required for a specific course or program and does not usually result in graded academic credit;
- The activity is typically optional or voluntary for student participants.

Assessing Student Learning in Co-Curricular Activities

Co-curricular activities employ a variety of methods and tools to assess student learning, such as rubrics, surveys, reflections, and observations. To ensure consistency across all areas, supervisors use the following five-level scale when evaluating student learning outcomes:

- **Beginning:** Student shows minimal participation; skills are not yet demonstrated.
- **Emerging:** Student participates with interest but requires significant guidance; skills are inconsistently demonstrated.
- **Developing:** Student demonstrates basic skills with some consistency; still requires guidance to apply procedures or fulfill roles effectively.
- **Proficient:** Student demonstrates skills independently and reliably; actively contributes to projects, meetings, and decision-making.
- **Mastery:** Student consistently demonstrates advanced leadership and initiative; models best practices, mentors peers, and makes sustained contributions to governance and campus life.

Co-Curricular Assessment Process

Co-curricular assessment follows a structured process designed to support continuous improvement. Each participating area develops an assessment plan using the approved template (see Appendix A, [also linked here](#)) and completes reporting at the end of each activity cycle. Reports are reviewed by the Assessment Committee as part of the annual review process.

Programs or departments seeking co-curricular designation should [submit this form](#) and consult with the LCC Assessment Committee to determine eligibility and develop appropriate outcomes and assessment strategies.

Activity leads are asked to provide the following information in their submissions:

Activity Overview

A brief description of the program, its purpose, the students it serves, and how it supports success and complements classroom learning.

Student Learning Outcomes (SLOs)

Two to four measurable outcomes describing what students should know, do, or demonstrate as a result of participation.

Assessment of Student Learning Outcomes

Methods, tools, and processes used to evaluate student learning (for example, surveys, reflections, usage data, observations).

Institutional Scale for Assessment

The five-level scale (Beginning to Mastery) applied consistently across activities to evaluate student learning and engagement.

SLO Assessment Planning Table

A matrix identifying outcomes, tools, data use, and reporting status.

Implementation of Assessment Activities

When and how assessment will take place, who is responsible, and how results will be reported.

Next Steps in Assessment:

How results will be used to inform improvements in programming and services, including plans for refining tools, addressing gaps, and strengthening student learning outcomes.

When planning assessment activities and integrating the institutional scale, activity leads should also develop appropriate tracking sheets, rubrics, and documentation for collecting data across the cycle of the activity. These materials may be submitted to the Assessment Committee during the reporting period.

At the end of each cycle, a final report must be submitted by the co-curricular activity lead and staff. The report should accurately reflect outcomes, data, and improvements, and demonstrate that the assessment plan was followed consistently throughout implementation.

The Assessment Committee compiles submitted reports into an annual summary of co-curricular assessment across the College. Leads are expected to demonstrate how results are used to inform improvements in programming and in supporting student learning and development.

Current Co-Curricular Activities

The list of recognized co-curricular activities is reviewed and updated annually by the Assessment Committee. It is not exhaustive and may expand as LCC continues to refine

its assessment of student learning across activities. Currently, the following activities are included in LCC's co-curricular assessment process:

- ***Academic Center for Excellence (ACE) Lab***
- ***Student Senate of Luna Community College (SSLCC)***
- ***LCC Rough Rider Mentorship and College Readiness After-School and STEAHM Summer Bridge Program***
- ***Integrated Education and Training (IET)***
- ***Athletics Program***
- ***Learning Resource Center***

Appendix A: Co-Curricular Assessment Plan Template



Make a copy of this to complete for your co-curricular assessment plan.

Template also linked Here: [LCC Co-curricular Plan Template.docx](#)

TITLE OF YOUR ACTIVITY Co-Curricular Assessment Plan

Department:

Date of Submission:

Assessment Cycle: (Examples: Summer, Academic Year 25-26)

Presented by: **Activity Lead and Title**

TITLE OF YOUR ACTIVITY Overview

Provide a short description of the program or activity. Explain its purpose, who it serves, and how it supports student success. Describe how it complements classroom learning and contributes to persistence or completion.

This plan explains how the program or activity will assess student learning outcomes during the academic year(s). Results should be reviewed at the end of the identified semester or year and used to establish a baseline for future reporting and improvement.

Student Learning Outcomes (SLOs)

The following three student learning outcomes guide XXX co-curricular assessment efforts:

List 2–4 clear, measurable outcomes that describe what students should be able to know, do, or demonstrate as a result of engaging with your program.

1. Students will...
2. Students will...
3. Students will...

Assessment of Student Learning Outcomes

Describe how each outcome will be assessed. Identify the methods, tools, and processes you will use to collect data (e.g., surveys, usage data, observations, feedback forms).

The following scale will be used to assess student learning outcomes:

- **Beginning:** Student shows minimal participation; skills are not yet demonstrated.
- **Emerging:** Student participates with interest but requires significant guidance; skills are inconsistently demonstrated.
- **Developing:** Student demonstrates basic skills with some consistency; still requires guidance to apply procedures or fulfill roles effectively.
- **Proficient:** Student demonstrates skills independently and reliably; actively contributes to projects, meetings, and decision-making.
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Table 1 summarizes the plan for assessing student learning outcomes, methods to be used, and plans for reporting.

Table 1. SLO Assessment Planning

Fill in one row for each SLO. Identify the tool or activity, explain how data will be used, and indicate whether it has been assessed.

Student Learning Outcome	Assessment Activities/Tools	How Data Will Be Used and Reported	Status
Insert SLO 1	Insert activity or tool	Describe how data will be analyzed and reported	To be assessed
Insert SLO 2	Insert activity or tool	Describe how data will be analyzed and reported	To be assessed
Insert SLO 3	Insert activity or tool	Describe how data will be analyzed and reported	To be assessed

Implementation of Assessment Activities

Describe when and how assessment will take place. For example: surveys administered at the end of events, data compiled each semester, or ongoing tracking. Identify who will be responsible for distributing the survey, collecting results, and submitting them for reporting.

Next Steps in Assessment

Explain how you will use survey results and other findings for improvement. Describe plans to refine tools, address gaps, increase outreach, or adjust services. Note how results will be reviewed and incorporated into planning for future years.

A report will be submitted by the co-curricular activity lead and staff at the end of the activity. Please make sure the assessment plan is followed throughout so the final report reflects the outcomes, data, and improvements accurately.

