



THE OHIO STATE UNIVERSITY

Undergraduate Co-Curricular Competencies



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Undergraduate Co-Curricular Competencies

Agenda

- Purpose of the project
- Define “co-curricular” competencies
- Update on ongoing project
- Provide examples and potential application
- Discuss applicability to your work



Undergraduate Co-Curricular Competencies

Goals and Purpose

- Identify co-curricular competencies for undergraduate students to inform practice and enhance accountability
- Develop common standards for program development, assessment and university reaffirmation of accreditation
- Unify multiple university-level guiding documents



Undergraduate Co-Curricular Competencies

Accreditation

- January 2013: the Higher Learning Commission issued new accreditation criteria.
- Multiple criteria require demonstration of student learning in the co-curricular environment
- Ohio State currently drafting assurance argument for the 2017 re-accreditation site visit
- Universal competencies and corresponding assessment plan is a strategic response



Undergraduate Co-Curricular Competencies

Examples of Co-Curricular Criteria

- 3.C. The institution has the faculty and **staff** needed for **effective**, high-quality **programs and student services**.
6. **Staff** members providing student support services, such as tutoring, financial aid advising, academic advising, and **co-curricular** activities, are appropriately qualified, trained, and supported in their professional development.



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Examples of Co-Curricular Criteria

- 3.E. The institution **fulfills the claims it makes** for an enriched educational environment.
1. **Co-curricular programs** are suited to the institution's mission and **contribute to the educational experience of its students.**



- 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing **assessment** of student learning.
1. The institution has **clearly stated goals** for student learning and effective processes for **assessment** of student learning and achievement of learning goals.
 2. The institution **assesses achievement** of the **learning outcomes** that it claims for its curricular and **co-curricular** programs.
 3. The institution **uses the information** gained from assessment to **improve student learning**.



Are these similar to General Education Outcomes?

COLLEGE OF ARTS AND SCIENCES

CURRICULUM AND **ASSESSMENT** SERVICES



THE OHIO STATE UNIVERSITY

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General Education Goals and Expected Learning Outcomes

[Writing and Communication](#),
[Foreign Language](#),
[Literature](#),
[Visual and Performing Arts](#),
[Cultures and Ideas](#),
[Historical Study](#),
[Quantitative Reasoning](#),
[Data Analysis](#),
[Natural Science](#),
[Social Science](#),
[Diversity](#),
[Cross-Disciplinary Seminar](#),
[Service-Learning](#),
[Education Abroad](#).

[ASC Manual \(2014-15\) \[pdf\]](#)

[OAA Manual \[pdf\]](#)

[Important Deadlines](#)

[Syllabus Elements](#)

[Distance Learning Courses](#)

[Levels for Undergraduate Courses \[pdf\]](#)

[Concurrence Form \[pdf\]](#)

[GE Goals & Expected Learning Outcomes](#)

[General Education Information](#)

[Education Abroad Credit Allocation Guidelines](#)

Curricular Experience at The Ohio State University

The Ohio State University educates students to solve problems; to think critically, logically, and creatively; and to be engaged and responsible global citizens. The University's curriculum—comprising distinct, yet interrelated programs in general education and specialized study—enables students to develop the knowledge, skills, and perspectives that equip them to learn and adapt, to contribute and succeed in a rapidly changing world.

The general education program enables students to acquire and develop a breadth of knowledge, skills, and perspectives that cross disciplinary boundaries and extend to areas outside specialized study programs.

Majors, minors, and other specialized study programs enable students to master, to various degrees, bodies of knowledge and the skills, perspectives, and modes of inquiry related to their study.

Students who complete a degree will achieve the following goals:

- Expand and develop knowledge of the major domains of inquiry, including their interdependencies and limits
- Develop and refine the skills needed to
 - ▶ acquire, comprehend, and evaluate information and arguments
 - ▶ communicate clearly, precisely, and effectively
 - ▶ analyze and assess using qualitative and quantitative methods
 - ▶ integrate, create, and apply knowledge
- Develop and integrate perspectives to
 - ▶ interpret past and contemporary world cultures, events, and issues
 - ▶ make discriminating aesthetic judgments
 - ▶ formulate considered and reasoned ethical judgments
 - ▶ understand the roles of science and technology
 - ▶ recognize and respect diversity

Disciplina in civitatem





Undergraduate Co-Curricular Competencies

Co-Curricular Learning Defined

- Non-credit-bearing programs and activities
- Provide students with opportunities to learn and develop skills through active participation
- Integrate and enhance the academic experience
- Distinct from General Education Outcomes
- Though co-curricular, not a *curriculum*
- Not proscribed



Undergraduate Co-Curricular Competencies

History of the Project

Summer 2013	Identified need for centralized competencies
Fall 2013	Established committee to provide input/direction Theme mapping conducted Literature review conducted
Spring 2014	Feedback & Revisions Draft proposal submitted to VPs
Fall 2014	Presented to CAA, CSA, CESP and ULAC
Spring 2015	Report feedback to VPs, continue meetings



Undergraduate Co-Curricular Competencies

Alignment and Guiding Documents

- **The Ohio State University Documents:** *The Student Success Outcomes, General Education Outcomes, OSU Values, Arts & Sciences General Education Goals and Expected Learning Outcomes*
- **National Documents:** *Council for the Advancement of Standards in Higher Education (CAS) Learning and Development Outcomes, Association of American Colleges and Universities (AAC&U) VALUE Rubrics*



Undergraduate Co-Curricular Competencies

Alignment and Guiding Documents

Peer Institution Documents:

- *University of Wisconsin Essential Learning Outcomes*
- *Penn State First-Year Learning Outcomes and Competencies*
- *University of Minnesota Outcomes of Undergraduate Education*
- *University of Virginia Undergraduate Competencies*



Undergraduate Co-Curricular Competencies

Proposed Competencies

1. Communication
2. Critical thinking and Problem Solving
3. Information Literacy
4. Ethical and Moral Reasoning
5. Global Citizenship and Civic Engagement
6. Interpersonal Engagement
7. Self-Efficacy and Self-Awareness



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Next Steps

- Respond to CAA, CSA, CESP, ULAC feedback
- Continue work with Academic Affairs and faculty leaders
- Identify key individuals/units for dialogue
- Raise awareness through broad outreach
- Design implementation structure
- Develop assessment plan



Undergraduate Co-Curricular Competencies

Competencies and *Your* Work

- How does your office's activity map to these?
- How might this look different for units who don't provide traditional co-curricular services?



Discussion and Questions:

What would make this a stronger proposal?