

Co-curricular Assessment Report
Academic Year 2022 – 2023
Dakota College at Bottineau



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Introduction

Six co-curricular groups were selected for our inaugural reporting cycle for co-curricular assessment. The groups were selected because we felt they really encompassed the campus mission and theme. These groups are Leaderjacks, Men's Hockey, Phi Theta Kappa, the photography club, the Student Nursing organization, and Student Senate. In the second year of the pilot, it was announced that the on-campus photography program would be transitioned to online only by Fall 2024. As such, the photography club will no longer be a DCB co-curricular activity without an on-campus instructor present. The decision was made by the academy team to remove them from the pilot group.

Leaderjacks is a service-learning group that introduces methods of improving social, political, community and family life. It gives students the opportunity to work in a real world setting and provide needed services while collaborating with community partners. Students enroll and receive one credit per semester enrolled.

Men's Hockey provides the student-athlete with an experience to grow as a person academically and athletically. Student athletes will demonstrate specific skills in relationship with Men's hockey, utilize athletic department support services for academic success, and demonstrate participation in community service.

Phi Theta Kappa serves to recognize and encourage the academic achievement of two-year college students and provide opportunities for individual growth and development through honors, leadership, and service programming. Students are invited to join upon completion of 12 credits and must maintain a 3.0 grade point average.

The Student Nursing Organization contributes to the student nurse's educational experience, by mentoring students preparing for licensure as a practical nurse or a registered nurse, promoting nursing and the nursing program on campus and in the community, and conveying the standards, ethics, and skills students need to become responsible and accountable leaders and members of the professional.

Student Senate represents the student population of the College. It is comprised of a president, who is elected by the student body each spring, a vice president, and a secretary/treasurer who are elected in the fall. The organization acts as a liaison between the students and the College administration and faculty and the State Board of Higher Education. The Senate promotes student participation in college activities and helps coordinate these activities.

Methods

The main themes assessed are leadership, community, teamwork, diversity, and career or activity-based objectives. During the first year a self-assessment survey was developed. The survey would ask students to assess if they felt they gained skills in each of the aforementioned areas because of their participation in the club/organization. A set of basic assessment statements were developed. The assessment committee then also worked with the six co-curricular leaders to determine if additional statements needed to be added for their activities. In the Fall of 2022, the academy team updated the list of statements to eliminate duplication and revise the language used in the statements. The revised statements can be seen in Appendix 1.

The number of students surveyed in each group is listed in Table 1.1 below. Data was deidentified once it was received by the assessment committee. Focus groups for each co-

curricular activity were conducted at the conclusion of the semester or season using an identical set of eight questions for each group. The questions were used to validate the self-assessment surveys and focused on the themes of leadership, teamwork, community, diversity, and career-preparedness. The focus group questions can be found in Appendix 2.

Table 1.1. Sample size by group.

Group	Number of Students Sampled
Leaderjacks	19
Men's Hockey	23
PTK	6
SNO	13
Student Senate	11
Total	72

The remainder of the report will focus on the outcomes for each specific co-curricular activities. Lastly, a look at the combined data will be included to determine if there are common areas of strength or concern for the overall groups.

Results

Phi Theta Kappa (PTK)

All students participating in PTK that attended the final meeting of the 2022-2023 academic year were given a co-curricular survey to complete. A total of 6 surveys were administered. The survey can be viewed in Appendix 1. Of the students responding, 3 participated in 2 co-curricular activities and 3 participated in three or more co-curriculars. The statements were broken down by the overarching themes of leadership, teamwork, community, diversity, and activity-centered statements. The average response for each category is presented in Table 2.1. Students scored themselves 4.38 in leadership, 4.61 in teamwork, 4.72 in community, 4.89 in diversity, and 4.50 in the activity-centered statements.

Table 2.1. Average student responses by major category

	Category				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Average	4.38	4.61	4.72	4.89	4.50
Standard Deviation	0.71	0.70	0.46	0.32	0.78

The average response to the specific statements is shown in Table 2.2. On average, students rated themselves highest (5.00) on statement 12 which was specific to diversity and was “I feel I am part of the campus community.” The students scored themselves lowest (4.00) on statement 17 in

the activity-centered category, which was, “I have developed successful time management skills.”

Table 2.2. Average Student response by Question

Question	Category	Average	Standard Deviation
Q1	Leadership	4.50	0.55
Q2	Leadership	4.33	0.82
Q3	Leadership	4.50	0.84
Q4	Leadership	4.17	0.75
Q5	Teamwork	4.50	0.84
Q6	Teamwork	4.67	0.82
Q7	Teamwork	4.67	0.52
Q8	Community	4.83	0.41
Q9	Community	4.83	0.41
Q10	Community	4.50	0.55
Q11	Diversity	4.83	0.41
Q12	Diversity	5.00	0.00
Q13	Diversity	4.83	0.41
Q14	Activity-Based	4.67	0.82
Q15	Activity-Based	4.67	0.82
Q16	Activity-Based	4.50	0.84
Q17	Activity-Based	4.00	0.89
Q18	Activity-Based	4.67	0.52

Distribution of the responses to statements can be seen in Charts 2.1 – 2.5. All of the responses for each of the categories fall into the “slightly agree”, “strongly agree” and “neutral” categories. The activity-centered statements had the highest volume of responses falling into the neutral category. Four of the five statements had at least one “neutral” response. The only statement that didn’t was “I can effectively manage tasks to completion.”

Chart 2.1. Distribution of responses to leadership statements.

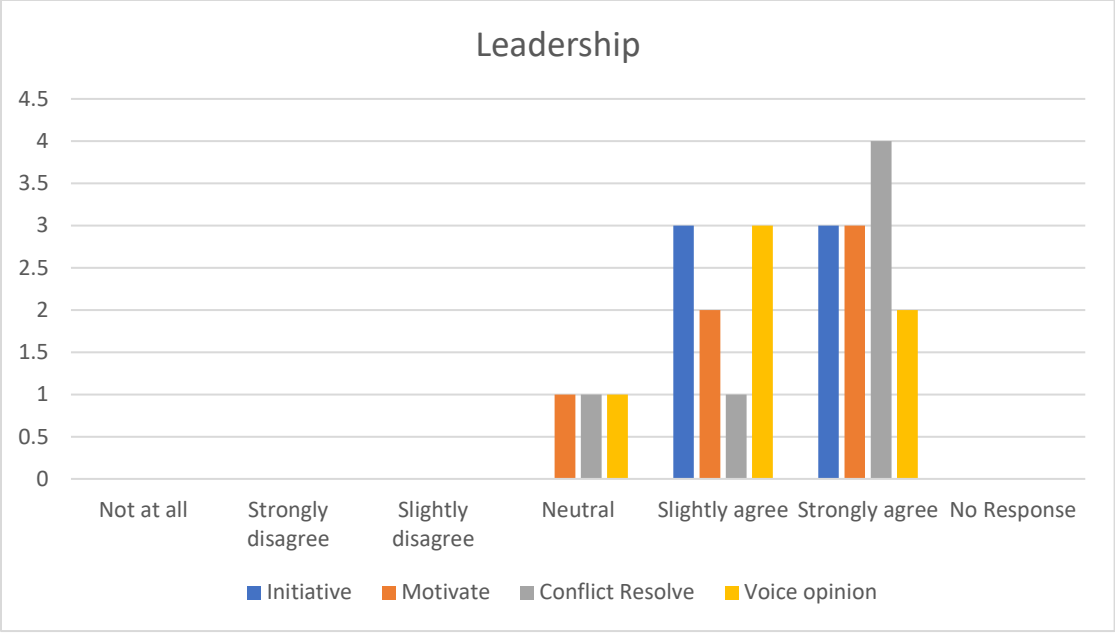


Chart 2.2. Distribution of responses to teamwork statements.

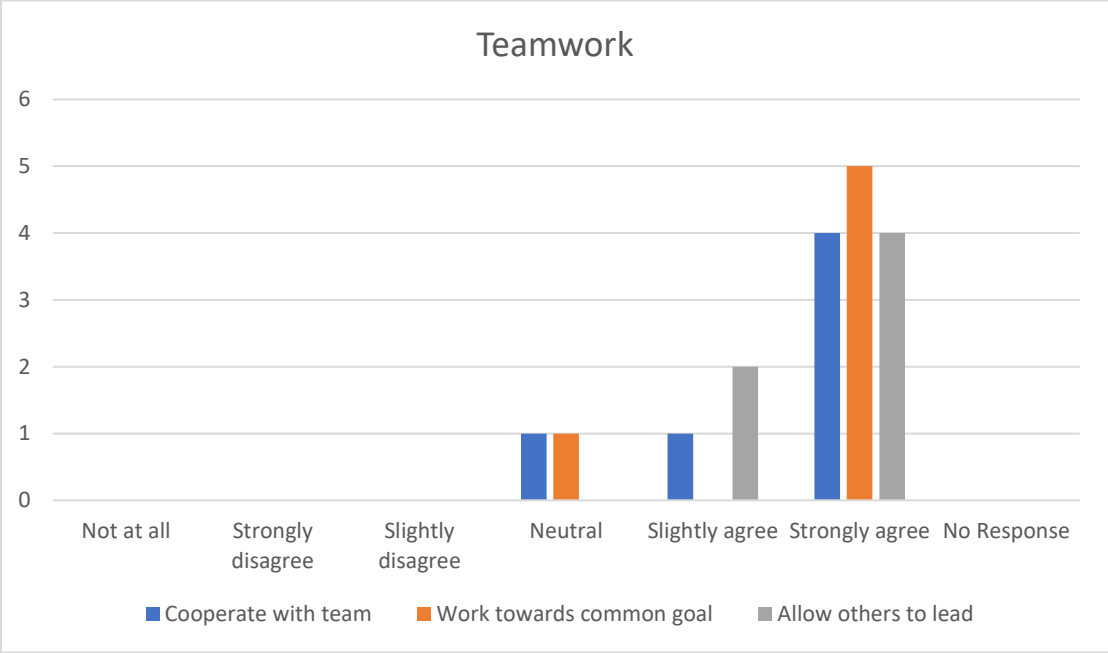


Chart 2.3. Distribution of responses to community statements.

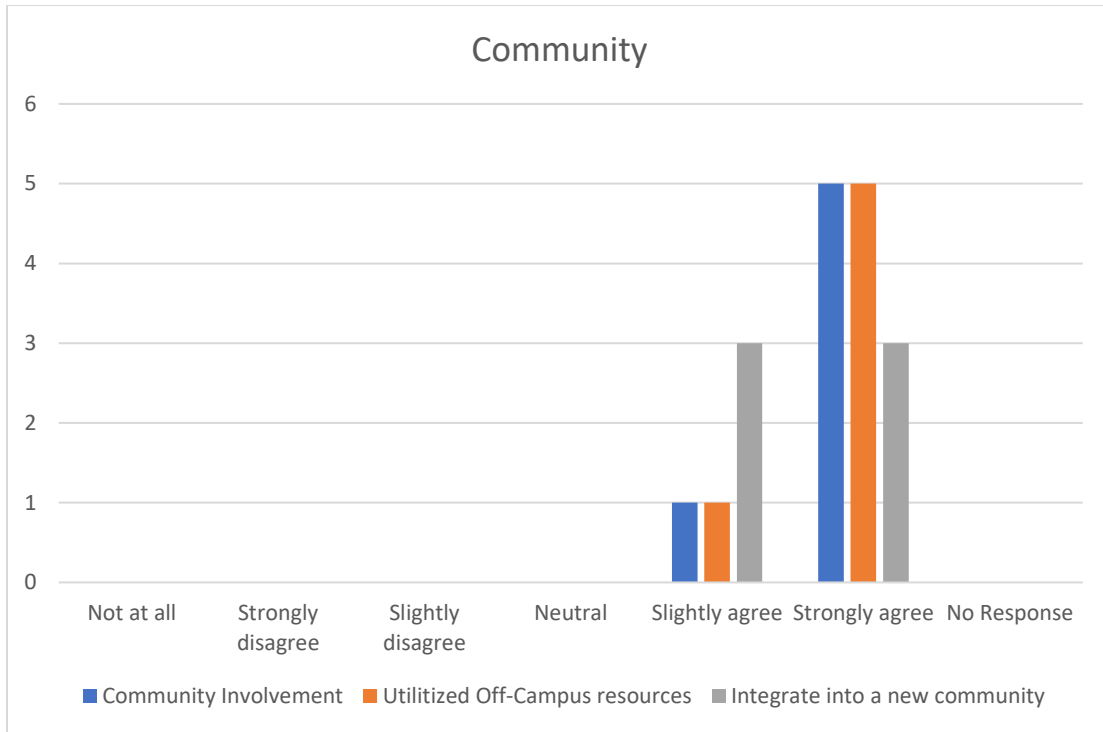


Chart 2.4. Distribution of responses to diversity statements.

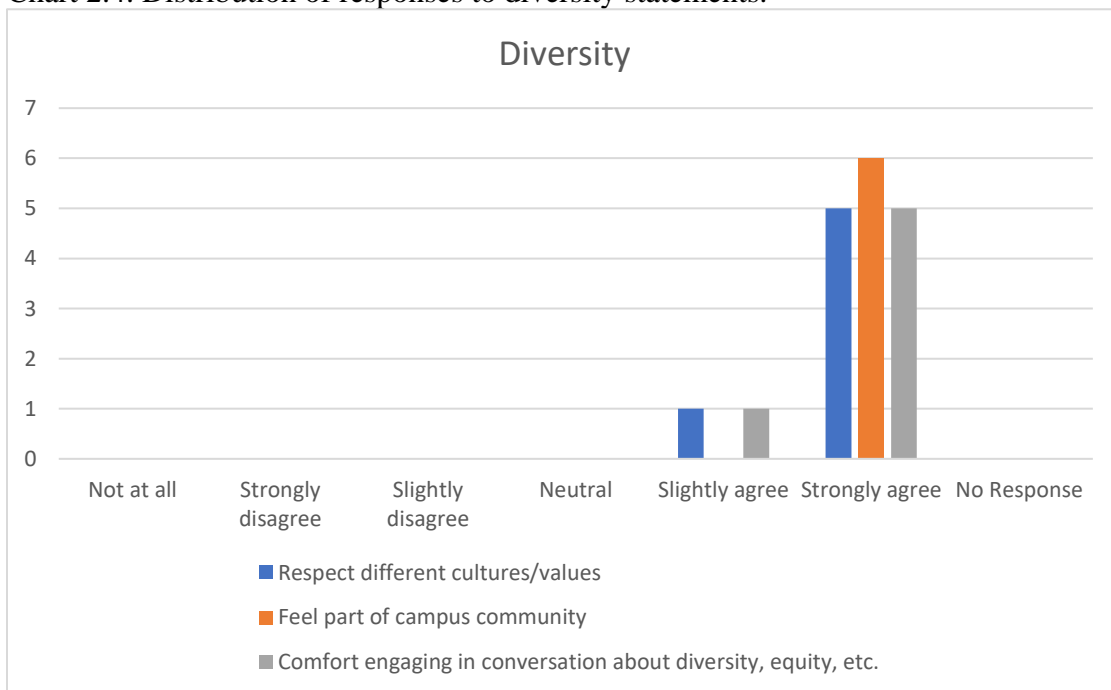
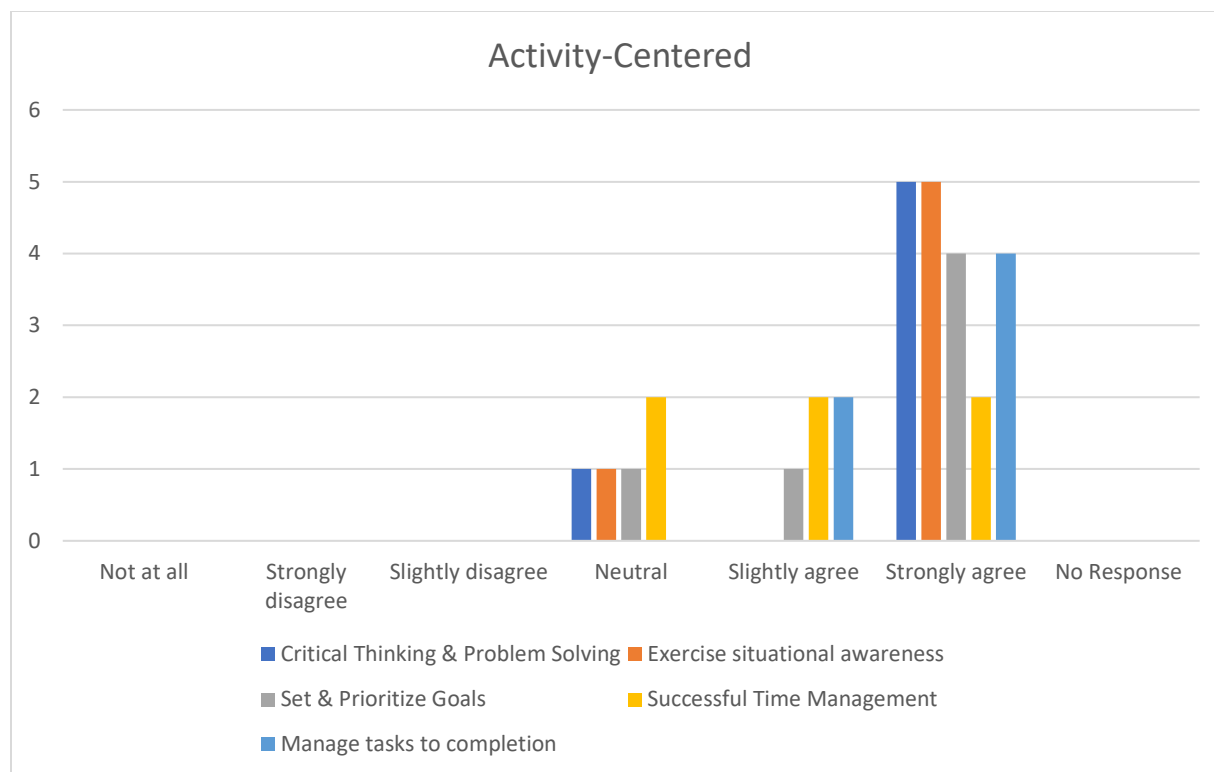


Chart 2.5. Distribution of responses to activity-centered statements.



To validate the survey data, a student focus group was conducted. Four students from PTK participated in the Spring of 2023. Two students were sophomore students that had been inducted the previous spring. The other two were freshmen and had just been inducted. Students were asked questions specific to the key categories of leadership, teamwork, community, and diversity. The focus group questions can be found in Appendix 2.

When asked about leadership experiences, sophomore students in the focus group noted that they had opportunities to lead while in PTK, but neither of them had chosen to. Had these two students taken on leadership roles, the average result in this focus area could have been higher. The freshman both stated they would take on leadership roles during their sophomore year.

In respect to teamwork, students talked about the opportunities to work together rather than ‘how’ the group worked together. All of them felt that there were more opportunities for volunteering and working together in the fall and not so many in the spring. The freshman also commented they hadn’t had much experience yet within PTK.

Students noted that the volunteer work they do through PTK has gotten them involved in the community and community members get to see who they are. This has helped them become more comfortable communicating with others and working with different types of people. One sophomore mentioned that the volunteer work helped get a couple of PTK members All-State Academic scholarships.

PTK members had similar statements when asked about their definition of diversity. All stated it was about background, culture, society, and how and where you were raised. While they all agreed on this, they also agreed that everyone can be different and that it is about knowing and respecting everyone’s cultures and knowing everyone is equal and not treating people differently. A couple of them mentioned that there are a lot of different people at DCB and they

have learned more about diversity (by meeting students from other places/backgrounds) by being involved in co-curriculars, both PTK and others.

When asked how they anticipate their involvement in PTK will help them in their future career path they said all of the volunteering has helped them develop better communication and people skills and opened their eyes to different views. It has also taught them compassion and helped them be nicer people. One noted that by being a part of PTK it will help with transfer scholarships and look good on a resume.

Overall, the responses to the survey seemed to align well with the focus group responses. Students felt they gained useful skills and competencies. The group especially had a good recognition of their skills gained through community/volunteering.

Student Nursing Organization (SNO)

All students participating in SNO that attended the final meeting of the Spring 2023 semester were given a co-curricular survey to complete. A total of 13 surveys were administered. The survey can be viewed in Appendix 1. Of the students responding, 5 participated in 2 co-curricular activities, 7 participated in only one, and one did not respond to that statement. The statements were broken down by the overarching themes of leadership, teamwork, community, diversity, and activity-centered statements. The average response for each category is presented in Table 3.1. Students scored themselves 4.17 in leadership, 4.56 in teamwork, 4.05 in community, 4.63 in diversity, and 4.62 in the activity-based statements.

	Category				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Average	4.17	4.56	4.05	4.63	4.62
Standard Deviation	0.81	0.79	1.12	0.49	0.65

The average response to the specific statements are shown in Table 3.2. On average, students rated themselves highest (4.69) on statement 7 which was specific to teamwork and was “I am able to allow others to lead.” The students scored themselves lowest (3.54) on statement 9 in community, which was, “I have used resources in the community (off-campus).”

Question	Category	Average	Standard Deviation
Q1	Leadership	4.08	0.95
Q2	Leadership	4.38	0.65
Q3	Leadership	4.23	0.73
Q4	Leadership	4.00	0.91
Q5	Teamwork	4.54	0.78
Q6	Teamwork	4.46	0.97
Q7	Teamwork	4.69	0.63
Q8	Community	4.38	0.87
Q9	Community	3.54	1.51
Q10	Community	4.23	0.73
Q11	Diversity	4.83	0.39
Q12	Diversity	4.46	0.52
Q13	Diversity	4.62	0.51
Q14	Activity-Based	4.62	0.65

Distribution of the responses to statements can be seen in Charts 3.1 – 3.5. Most of the responses for each of the categories fall into the “slightly agree”, “strongly agree,” and “neutral” categories. One statement had responses that fell into the “not at all” category and the “slightly disagree” categories. This statement was related to community and was also the statement with the lowest overall average. One statement on teamwork had one person select a “slightly disagree” response. This was statement 6, “I can work together with others towards a common goal.”

Chart 3.1. Distribution of responses to leadership statements.

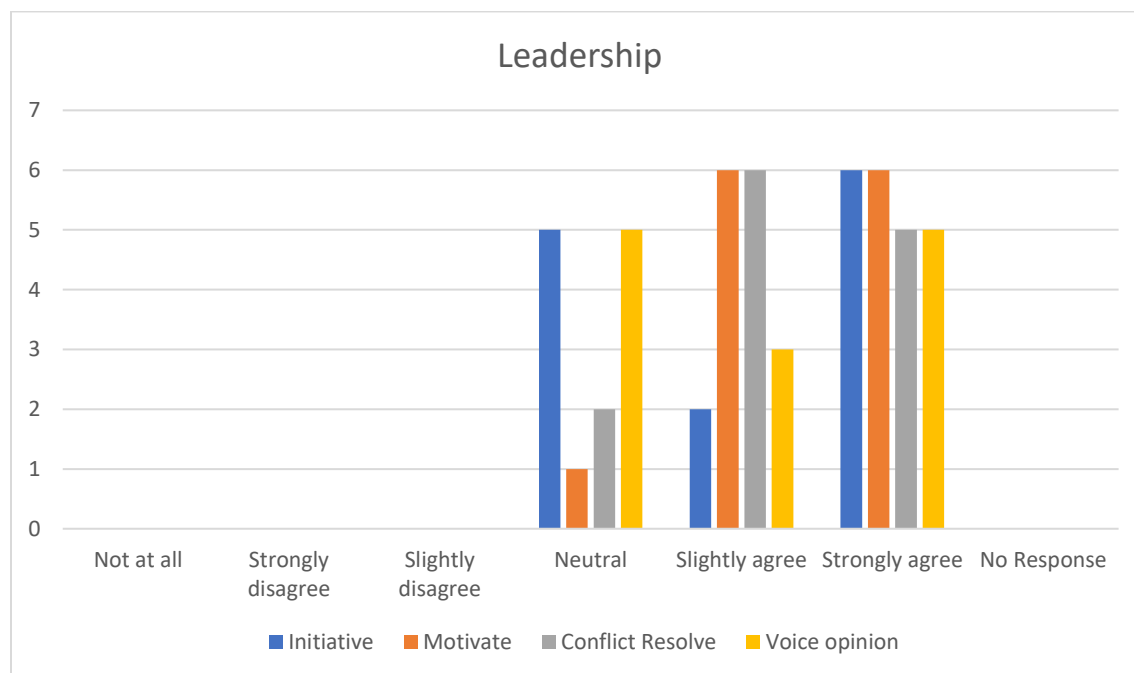


Chart 3.2. Distribution of responses to teamwork statements.

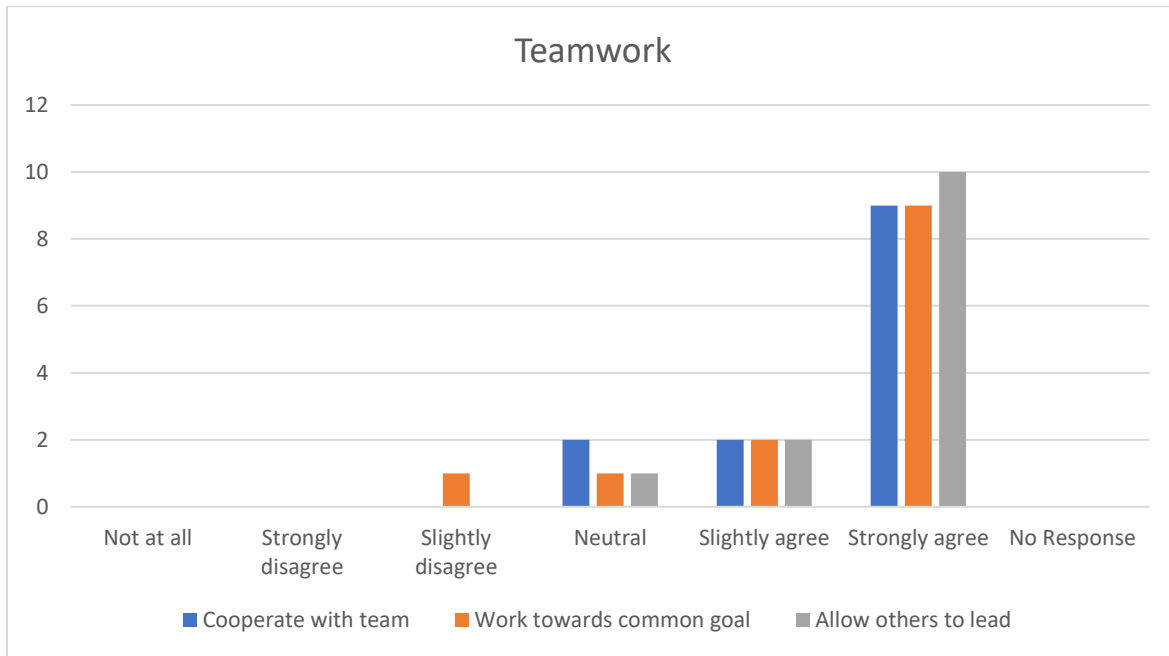


Chart 3.3. Distribution of responses to community statements.

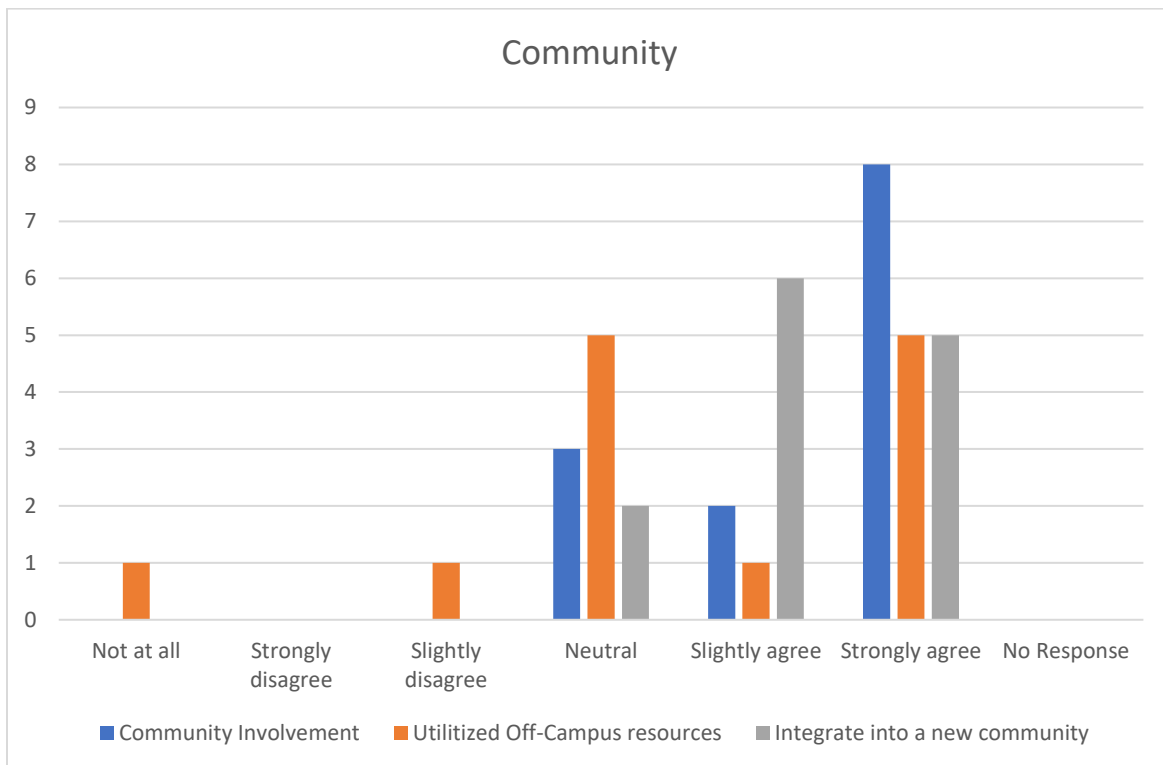


Chart 3.4. Distribution of responses to diversity statements.

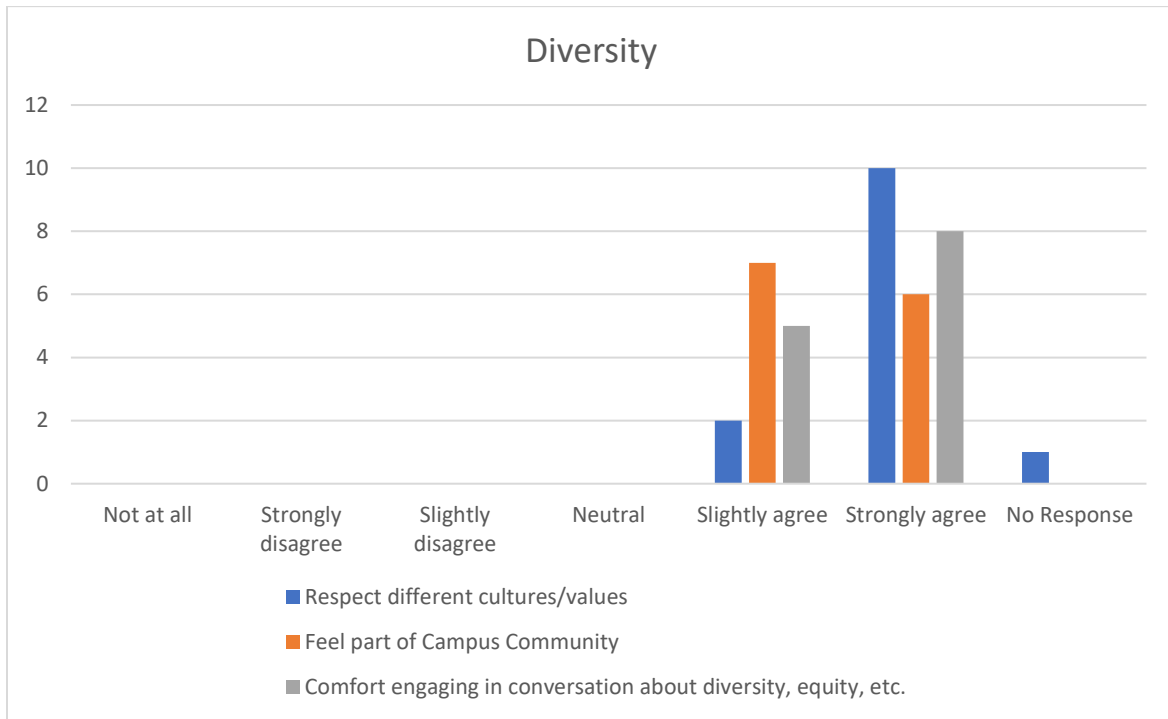
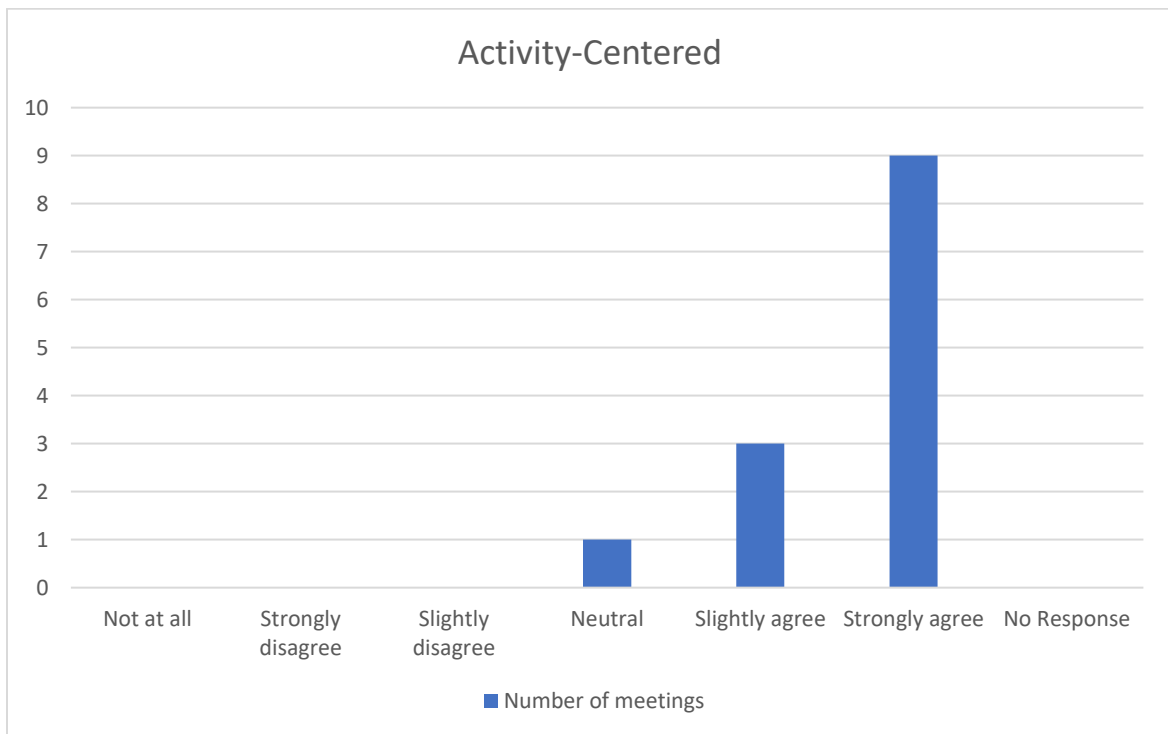


Chart 3.5. Distribution of responses to activity-centered statements.



To validate the survey data, a student focus group was conducted. Four students from SNO participated in the Spring of 2023. Students were asked questions specific to the key categories of leadership, teamwork, community, and diversity. The focus group questions can be found in Appendix 2.

For the leadership theme, students noted that developing organizational skills was key in gaining new leadership skills. In addition, the president of SNO noted that being the club's president was a huge opportunity for them.

In respect to teamwork, students felt that once they got to know other peers in the group, they became more comfortable together. This led the group to work better together on projects.

Students noted that volunteer work done with the group really helped give a sense of community. Some noted that they probably would not have been involved in the community had it not been for SNO. Many of the activities that were referenced were on-campus and helped them get to know the faculty and other non-nursing students better.

SNO participants felt the definition of diversity meant working with different cultures and races. Some mentioned their definition had changed over time and they were better able to recognize everyone as equals. Some felt that being in SNO helped them learn more about Native American culture through working with their peers, which was a positive experience.

When asked how they anticipate their involvement in SNO will help them in their future career path they said it was a confidence booster. A few noted that additional skills, like organizational and leadership skills were gained.

Overall, the responses to the survey seemed to align well with the focus group responses. Students felt they gained useful skills and competencies in the areas of leadership, teamwork, community, and diversity. The group seems to have the least to say about teamwork and a sense of belonging in the campus community, which was consistent with the lower ratings on the results for statements 6 and 9. However, the group had a good recognition of their skills gained through leadership and diversity.

Leaderjacks

All students that attended the final meeting of the semester in Fall 2022 and Spring 2023 Leaderjacks were given a co-curricular survey to complete. A total of 19 surveys were administered over the year. The survey can be viewed in Appendix 1. Of the students responding, 13 participated in 2 co-curricular activities, 4 participated in only one, and 2 participated in three or more. The statements were broken down by the overarching themes of leadership, teamwork, community, diversity, and activity-centered statements. The average response for each category is presented in Table 4.1. Students scored themselves 4.01 in leadership, 4.51 in teamwork, 4.19 in community, 4.18 in diversity, and 4.84 in the activity-based statements.

Table 4.1. Average student responses by major category

	Category				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Average	4.01	4.51	4.19	4.18	4.84
Standard Deviation	0.89	0.63	0.77	1.02	0.37

The average response to the specific statements is in Table 4.2. On average, students rated themselves highest (4.84) on statement 14 which was specific to Leaderjacks and was “I understand the importance of volunteering in my community.” The students scored themselves lowest (3.79) on statement 4 in leadership, which was, “I’m confident to voice my opinion in a group setting.” Interestingly, this was also the lowest when the survey was administered in the Spring of 2022.

Table 4.2. Average Student response by

Question	Category	Average	Standard Deviation
Q1	Leadership	4.21	0.79
Q2	Leadership	4.16	0.83
Q3	Leadership	3.89	0.88
Q4	Leadership	3.79	1.03
Q5	Teamwork	4.53	0.61
Q6	Teamwork	4.68	0.48
Q7	Teamwork	4.32	0.75
Q8	Community	4.47	0.61
Q9	Community	4.16	0.76
Q10	Community	3.95	0.85
Q11	Diversity	4.42	0.69
Q12	Diversity	4.05	1.08
Q13	Diversity	4.05	1.22
Q14	Activity-Based	4.84	0.37

Distribution of the responses to statements can be seen in Charts 4.1 – 4.5. Most of the responses for each of the categories fall into the “slightly agree” and “strongly agree” categories. No responses fell into the “not at all” or “strongly disagree” categories. Only one singular statement for community and diversity was the “slightly disagree” response selected. The most (3 responses) were selected for the diversity statement, “I feel a part of the campus community.”

Chart 4.1. Distribution of responses to leadership statements.

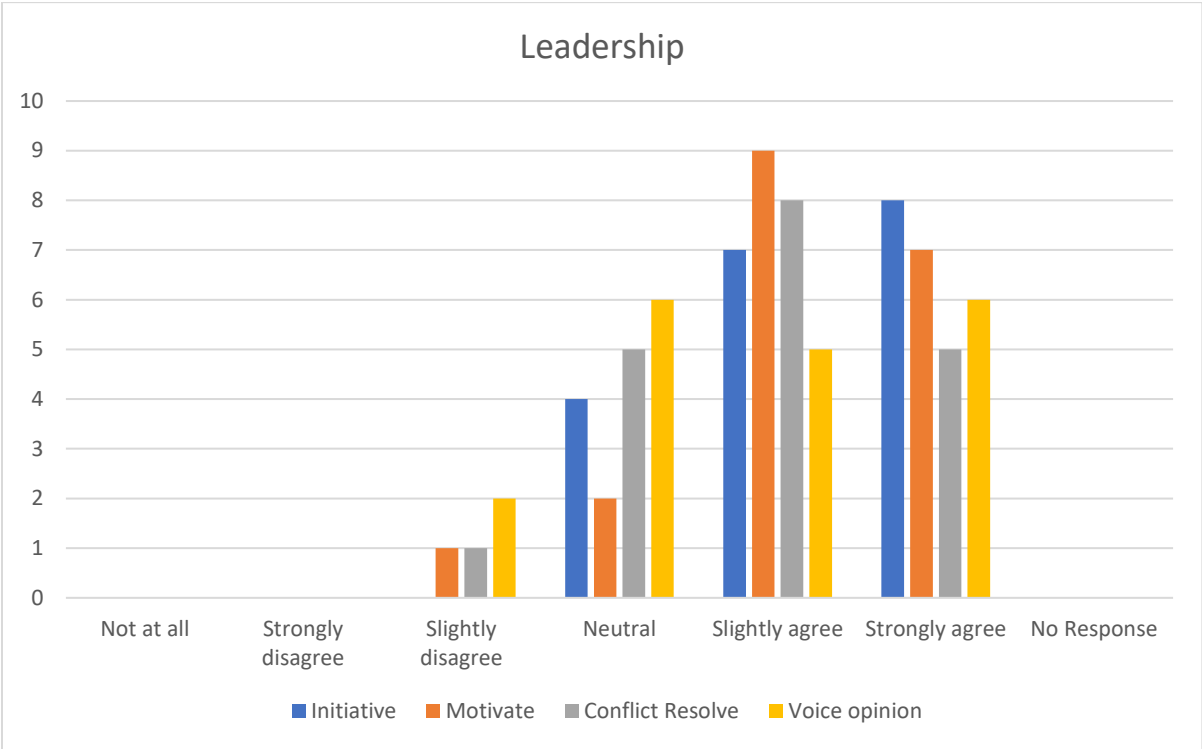


Chart 4.2. Distribution of responses to teamwork statements.

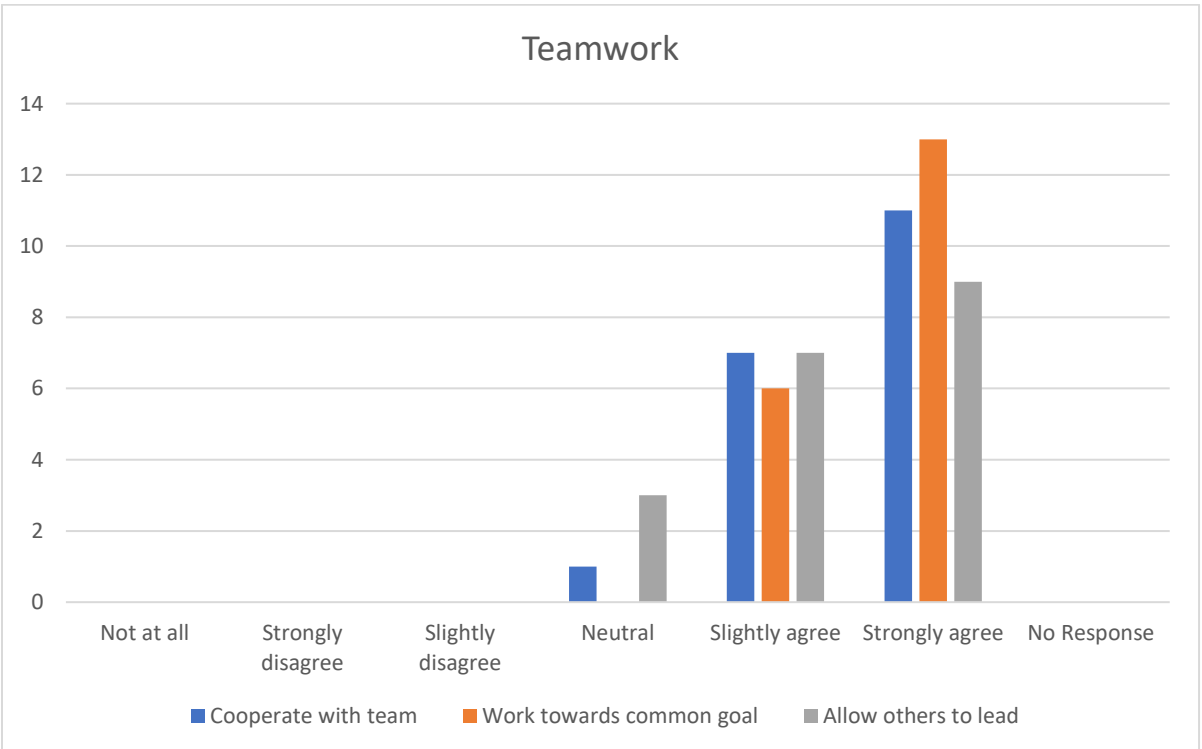


Chart 4.3. Distribution of responses to community statements.

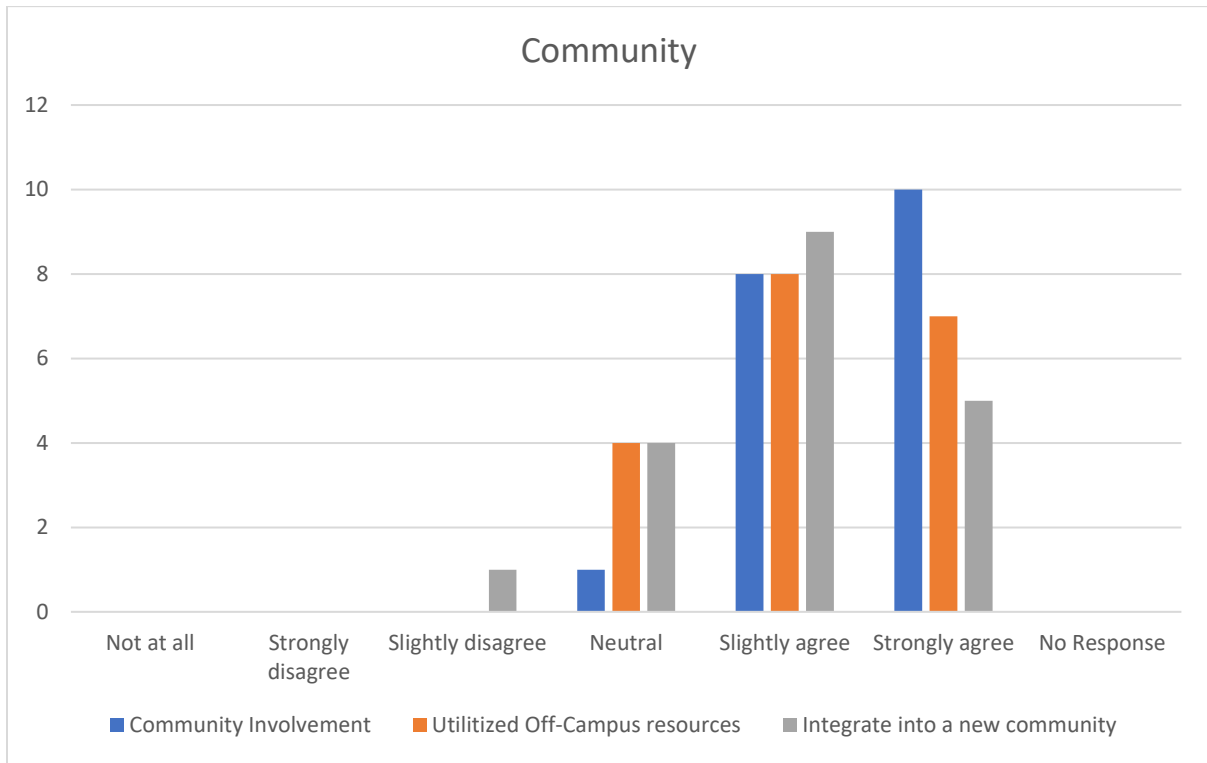


Chart 4.4. Distribution of responses to diversity statements.

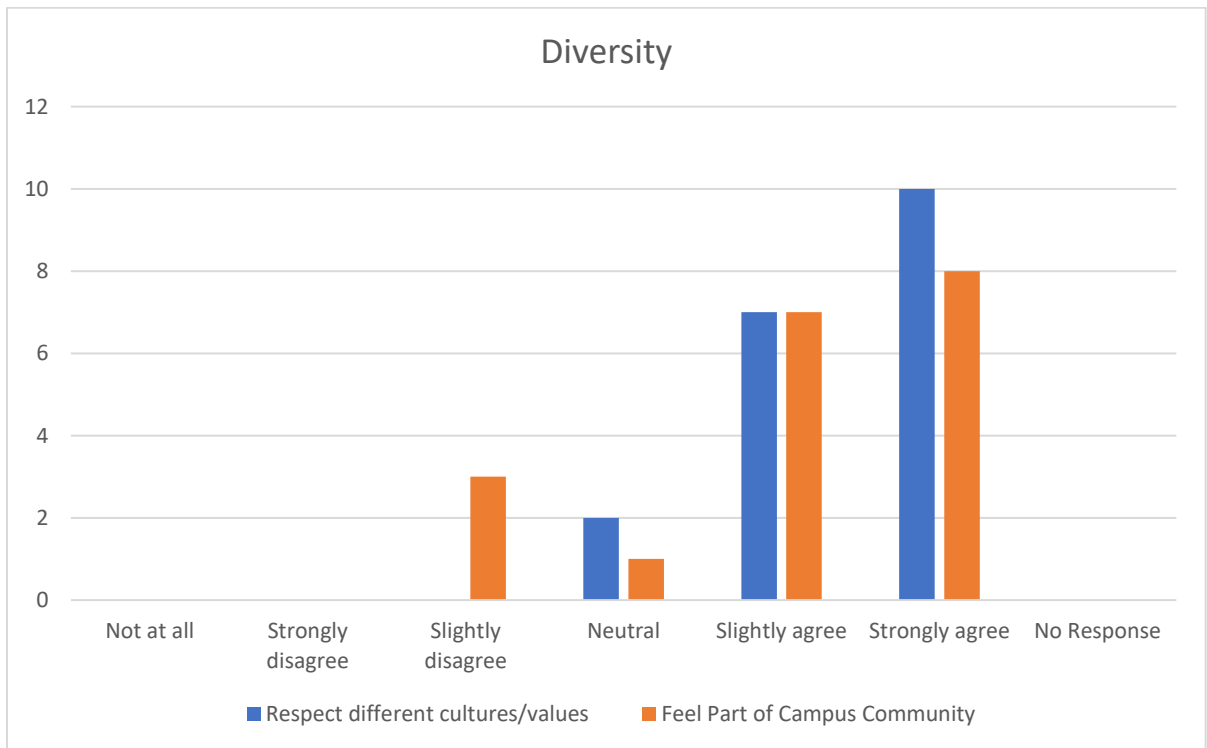
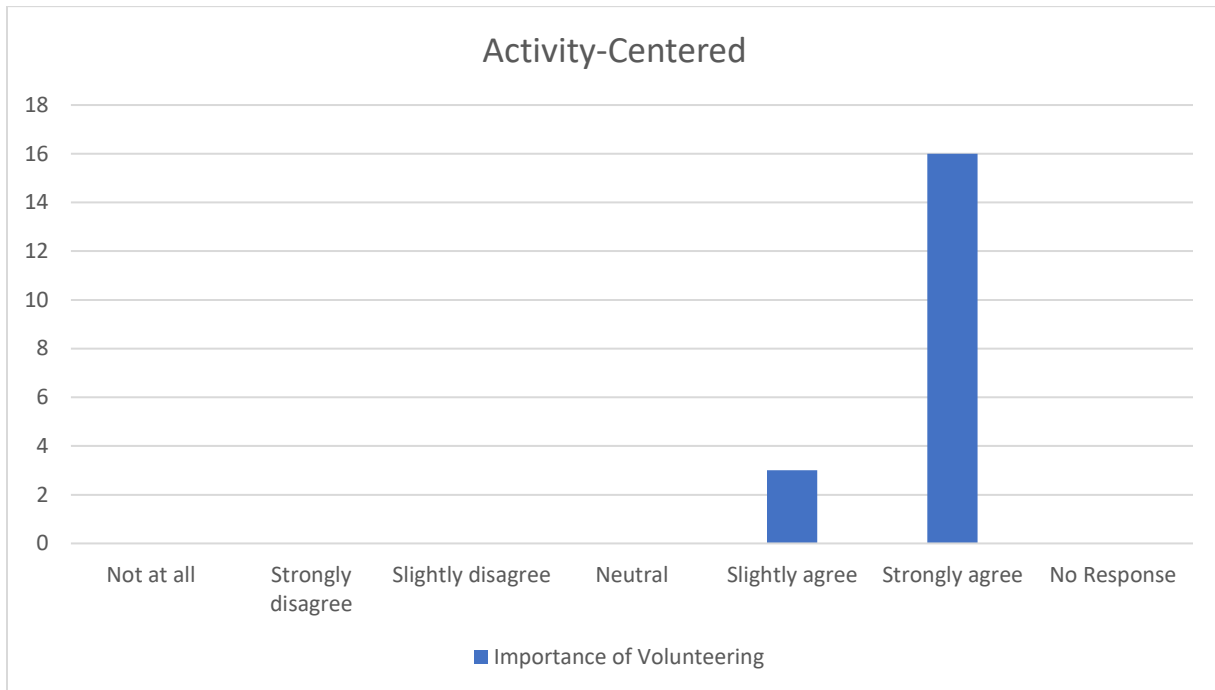


Chart 4.5. Distribution of responses to activity-centered statements.



To validate the survey data, a student focus group was conducted. Four students from Leaderjacks participated in the Fall of 2022 and another four in the Spring of 2023. Students were asked questions specific to the key categories of leadership, teamwork, community, and diversity. The focus group questions can be found in Appendix 2.

For the leadership theme, students noted that becoming better communicators and having more patience with others was key in developing some of the leadership skills that were gained. In addition, some mentioned cross-over of those leadership qualities to other activities, such as basketball and baseball or other volunteering they were doing outside of Leaderjacks.

On the teamwork side of things, all students in both fall and spring cohorts mentioned that as time went on over the semester, they became more comfortable as a group. This led the group to “play on each other’s strengths” and then knew who they could rely on for certain things. Which enhanced their ability to work together better and let others lead when it was necessary (or when something was in their particular skill set).

The community really crossed over into the activity-centered theme because several of the students noted that by being involved with the community really gave them a sense of why volunteering was important and how big of an impact was made on the community. Many noted that they probably would not have been involved in the community had it not been for Leaderjacks and the other co-curriculars they were involved in through DCB.

Students in the Fall cohort didn’t seem to have a great understanding of the definition of diversity. One of the students defined it as having no categories. Others just agreed. In the Spring cohort, students brought up the idea that people come from various backgrounds, whether that was ethnicity, income, or religions, etc. Three of the students also mentioned that their definition of diversity had changed over the course of their time at DCB, because while Bottineau doesn’t

seem that “diverse,” there are more socio-economic and cultural differences here than what meets the eye. Two specific events were brought up as examples and they were volunteering/helping at the family crisis center and food pantry.

When asked how they anticipate their involvement in Leaderjacks will help them in their future career path many said it would be good on a resume. A few noted that additional skills, like communication were gained, so there was some “work” experience in addition to other tasks involved with some of the volunteer work.

Overall, the responses to the survey seemed to align well with the focus group responses. Students felt they gained useful skills and competencies in the areas of leadership, teamwork, community, and diversity. Diversity was the only one that was questionable for the fall cohort. This could potentially be due to differences in volunteer opportunities in the fall versus the spring semester.

Men’s Hockey

All students participating in men’s hockey that attended the final meeting of the 2022-2023 season were given a co-curricular survey to complete. A total of 23 surveys were administered. The survey can be viewed in Appendix 1. Of the students responding, 13 participated in just the one co-curricular activity, 7 participated in 2 co-curricular activities, and 3 participated in three or more co-curriculars. The statements were broken down by the overarching themes of leadership, teamwork, community, diversity, and activity-centered statements. The average response for each category is presented in Table 5.1. Students scored themselves 4.42 in leadership, 4.74 in teamwork, 4.26 in community, 4.64 in diversity, and 4.63 in the activity-centered statements.

Table 5.1. Average student responses by major category

	Category				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Average	4.42	4.74	4.26	4.64	4.63
Standard Deviation	0.60	0.69	0.79	1.23	1.62

The average response to the specific statements is shown in Table 5.2. On average, students rated themselves highest (4.83) on statements 6 and 11 which were specific to teamwork and diversity, respectively. The first was “I can work together with others towards a common goal.” and the second was “I respect cultures, values, and opinions different from my own.” The students scored themselves lowest (4.04) on statement 9 in the community category, which was, “I have used resources in the community (off campus).”

Table 5.2. Average Student response by Question

Question	Category	Average	Standard Deviation
Q1	Leadership	4.61	0.50
Q2	Leadership	4.48	0.59
Q3	Leadership	4.14	0.64
Q4	Leadership	4.43	0.66
Q5	Teamwork	4.78	0.42
Q6	Teamwork	4.83	0.39
Q7	Teamwork	4.61	0.66
Q8	Community	4.30	0.88
Q9	Community	4.04	1.19
Q10	Community	4.43	0.66
Q11	Diversity	4.83	0.39
Q12	Diversity	4.65	0.49
Q13	Diversity	4.43	0.79
Q14	Activity-Based	4.48	0.59
Q15	Activity-Based	4.78	0.52

Distribution of the responses to statements can be seen in Charts 5.1 – 5.5. Most of the responses for each of the categories fall into the “slightly agree”, “strongly agree,” and “neutral” categories. Naturally, the highest amount of “strongly agree” statements was in the teamwork category. The community statements received more “neutral” responses along with a “not at all” and “slightly disagree.”

Chart 5.1. Distribution of responses to leadership statements.

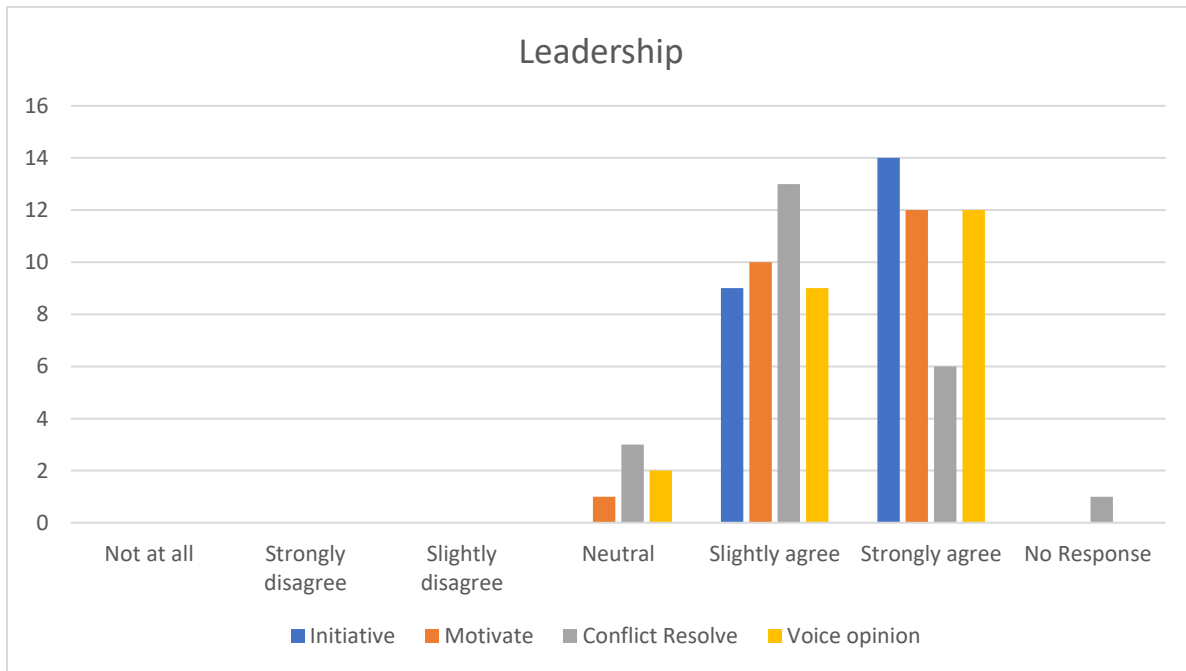


Chart 5.2. Distribution of responses to teamwork statements.

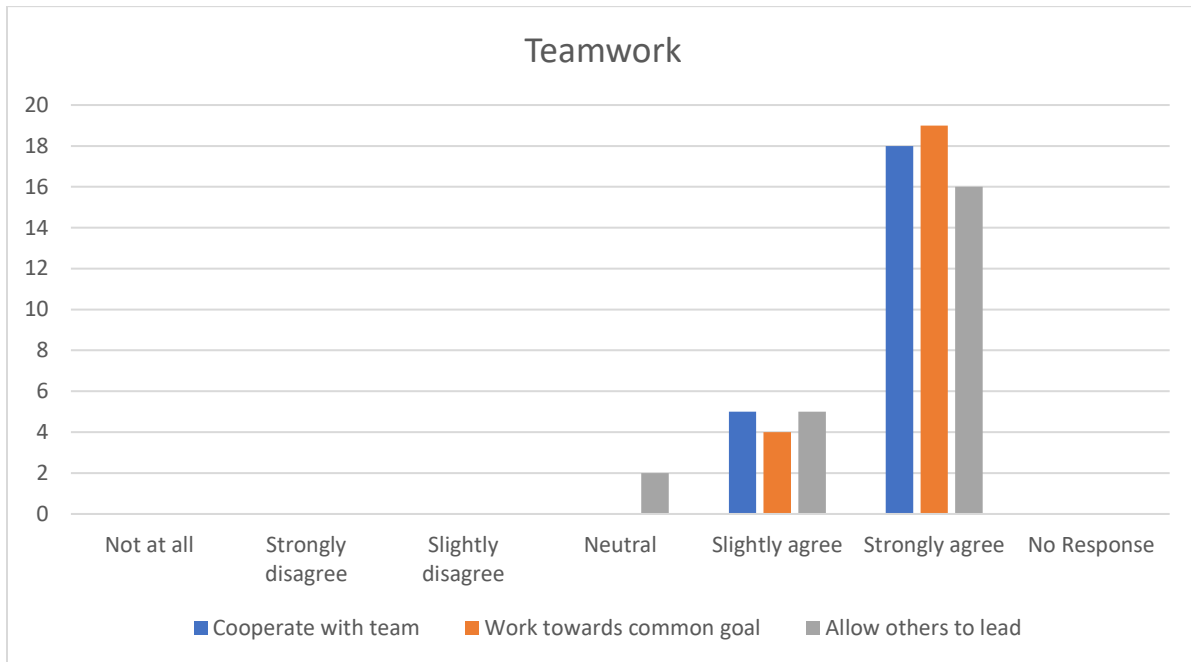


Chart 5.3. Distribution of responses to community statements.

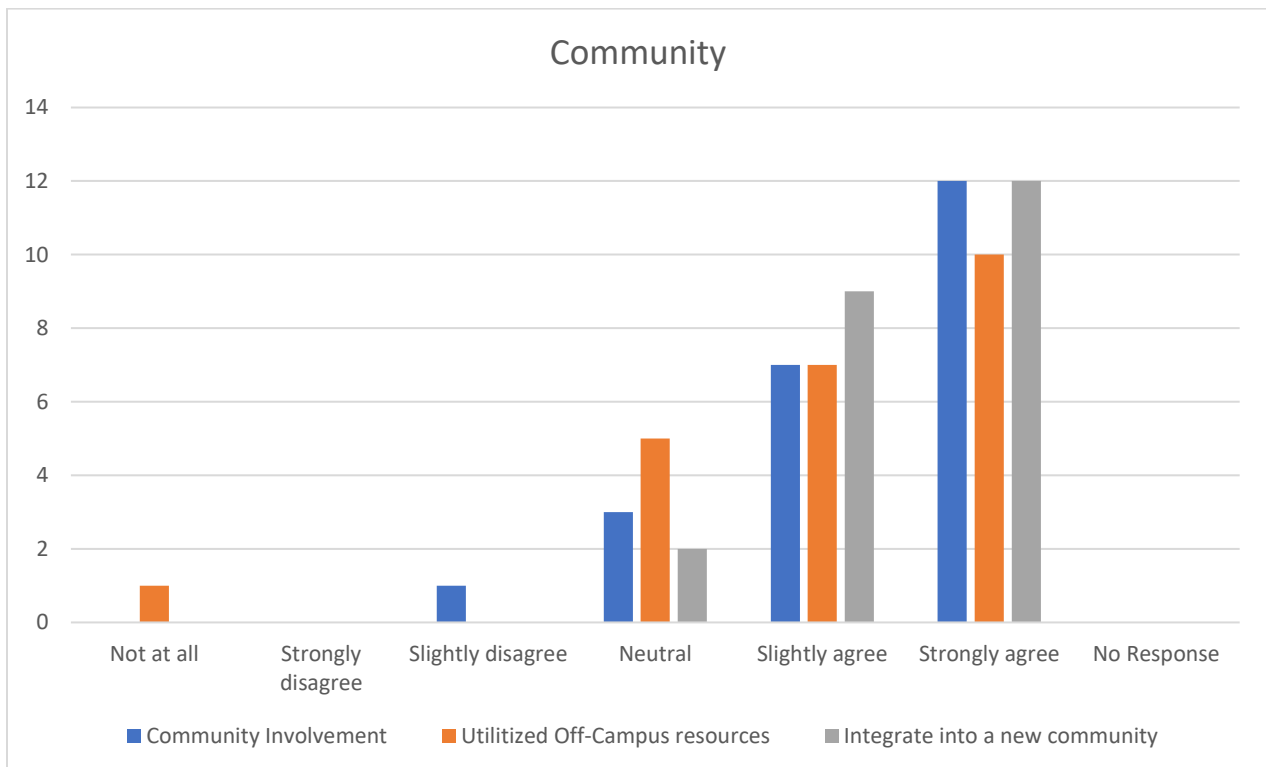


Chart 5.4. Distribution of responses to diversity statements.

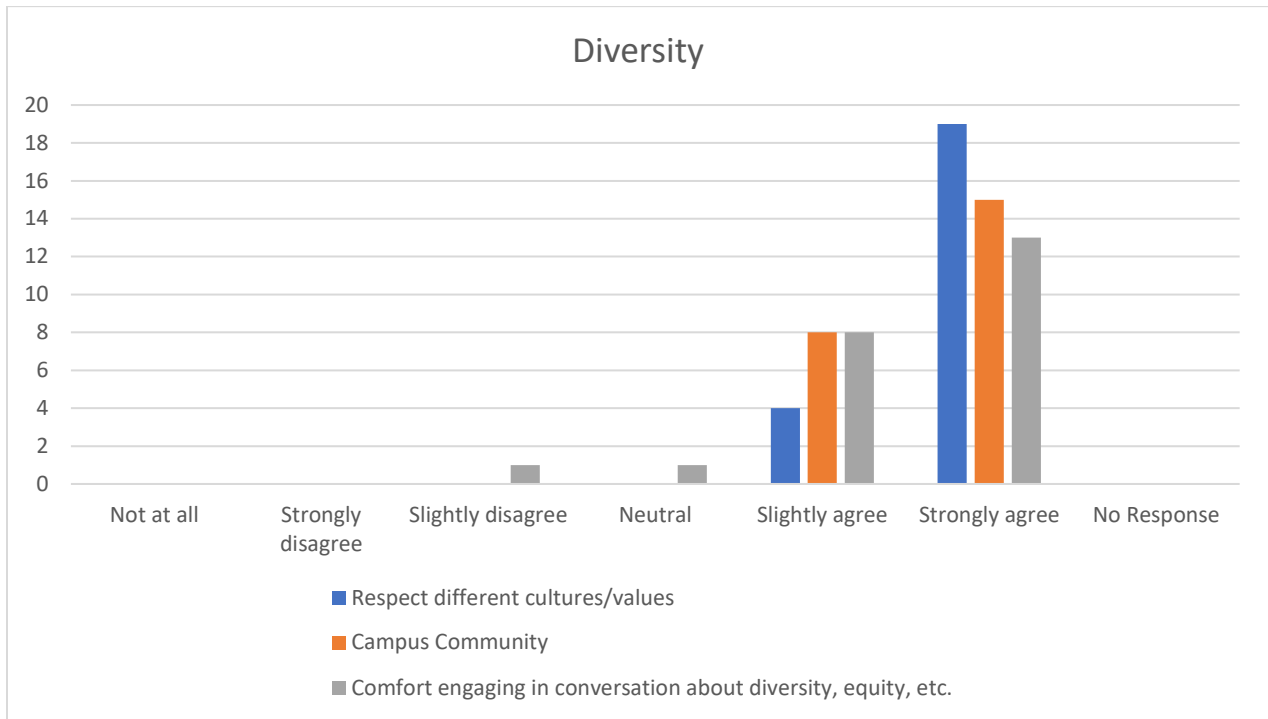
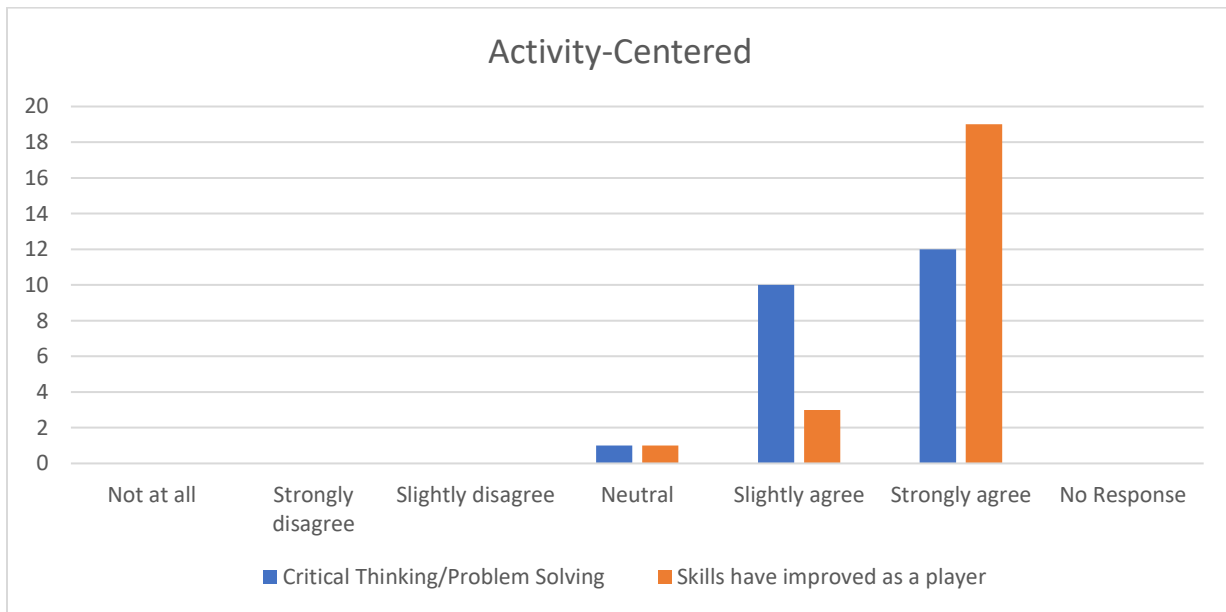


Chart 5.5. Distribution of responses to activity-centered statements.



To validate the survey data, a student focus group was conducted. Four students from the men’s hockey team participated in the Spring of 2023, two first year players and two returning players. Students were asked questions specific to the key categories of leadership, teamwork, community, and diversity. The focus group questions can be found in Appendix 2.

When asked about leadership experiences, it was the consensus that everyone was able to step up and lead as they could. That included returning players leading by example and making the first-

year players feel welcome as well as any team member (regardless of year) to show drills they may have done before that might be beneficial to others.

Students noted that the team got stronger as the season went on. They became more comfortable with each other (and faculty were mentioned), and people came out of their shells more as the season progressed. A couple of them mentioned that even though the season had a tough start they came together after the break with a common goal and started winning, even being able to go to nationals.

In respect to community, the men’s hockey players commented on helping take docks out in the fall and helping with the FCC rummage sale as well as doing skates with the youth teams. One mentioned that getting out and helping the kids was good, but nothing else was mentioned about the benefit of helping or being part of the community.

Only one of the hockey players was able to provide an answer when asked what diversity meant, saying it was having people from different areas (on the team). The others either didn’t know what it meant, quoted a movie, or pointed to an individual player on the team.

When asked how they anticipate their involvement in men’s hockey will help them in their future career path they said it will help them be more team oriented and be better able to work with others, they will be able to deal with diversity, and their confidence has increased. One even commented that this experience will help push him to his goal of being a coach someday.

Overall, the responses to the survey seemed to align with the focus group responses. Students felt they gained useful skills and competencies in the teamwork and leadership areas. The group seems to have the least gains from community and diversity, which is consistent with the responses to the self-assessment statements.

Student Senate

All students participating in Student Senate that attended the final meeting of the Spring 2023 semester were given a co-curricular survey to complete. A total of 11 surveys were administered over the year. The survey can be viewed in Appendix 1. Of the students responding, 4 participated in 2 co-curricular activities, 2 participated in only one, and 5 participated in three or more co-curriculars. The statements were broken down by the overarching themes of leadership, teamwork, community, and diversity statements. The average response for each category is presented in Table 6.1. Students scored themselves 4.11 in leadership, 4.55 in teamwork, 4.21 in community, and 4.58 in diversity.

	Category			
	Leadership	Teamwork	Community	Diversity
Average	4.11	4.55	4.21	4.58
Standard Deviation	0.78	0.71	0.74	0.66

The average response to the specific statements is shown in Table 6.2. On average, students rated themselves highest (4.73) on statement 11 which was specific to diversity and was “I respect cultures, values, and opinions different from my own.” The students scored themselves lowest

(3.82) on statement 9 in community, which was, “I have used resources in the community (off-campus).”

Table 6.2. Average Student response by

Question	Category	Average	Standard Deviation
Q1	Leadership	4.00	0.89
Q2	Leadership	4.09	0.70
Q3	Leadership	4.09	0.83
Q4	Leadership	4.27	0.79
Q5	Teamwork	4.55	0.69
Q6	Teamwork	4.64	0.67
Q7	Teamwork	4.45	0.82
Q8	Community	4.36	0.67
Q9	Community	3.82	0.75
Q10	Community	4.45	0.69
Q11	Diversity	4.73	0.65
Q12	Diversity	4.55	0.69
Q13	Diversity	4.45	0.69

Distribution of the responses to statements can be seen in Charts 6.1 – 6.4. All of the responses for each of the categories fall into the “slightly agree,” “strongly agree,” and “neutral” categories. Leadership had the highest volume of responses falling into the “neutral” category in which, all the statements for leadership had at least two “neutral” responses. Most notably, statement 1, “I’m confident in my ability to take initiative on a project” had four “neutral” responses.

Chart 6.1. Distribution of responses to leadership statements.

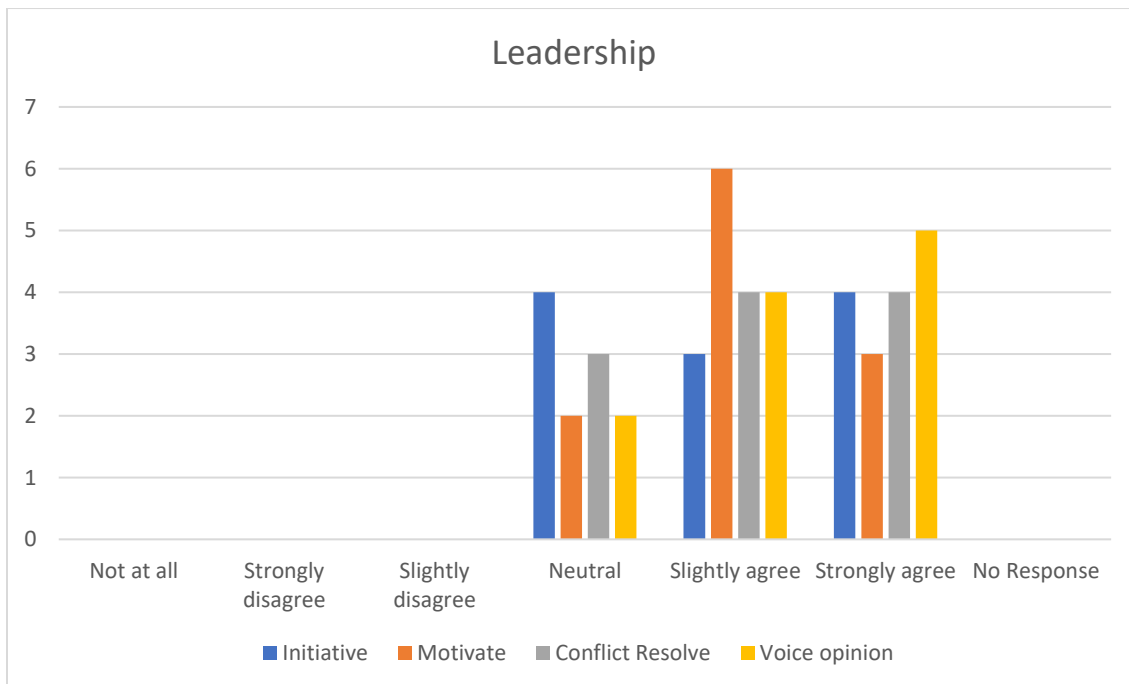


Chart 6.2. Distribution of responses to teamwork statements.

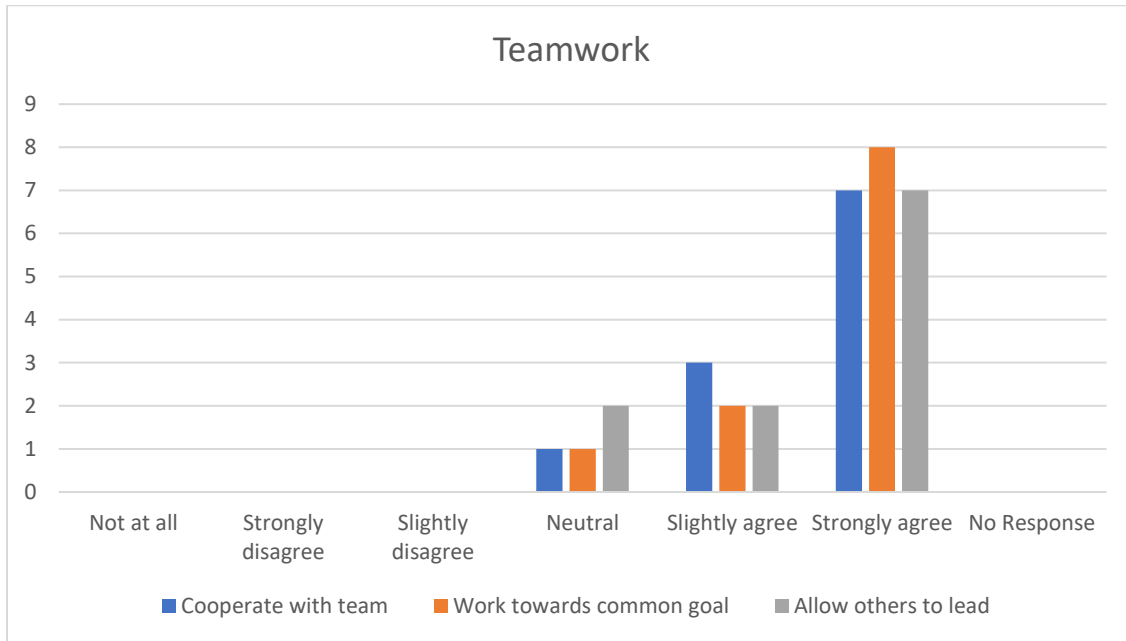


Chart 6.3. Distribution of responses to community statements.

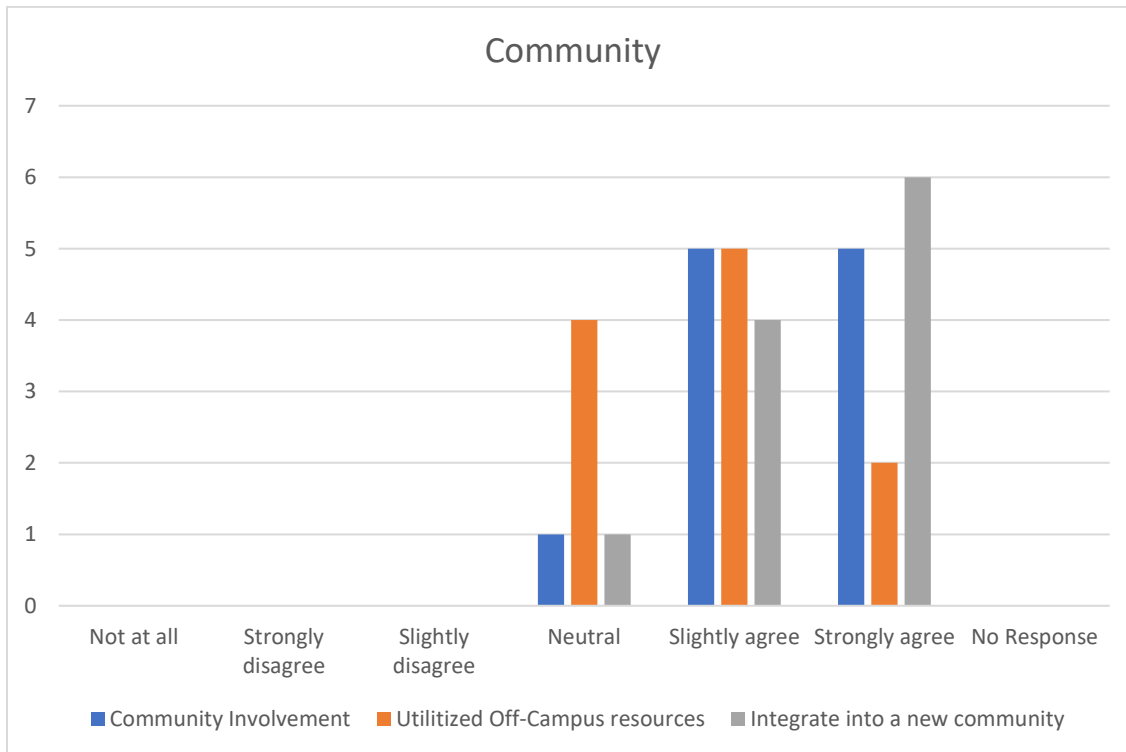
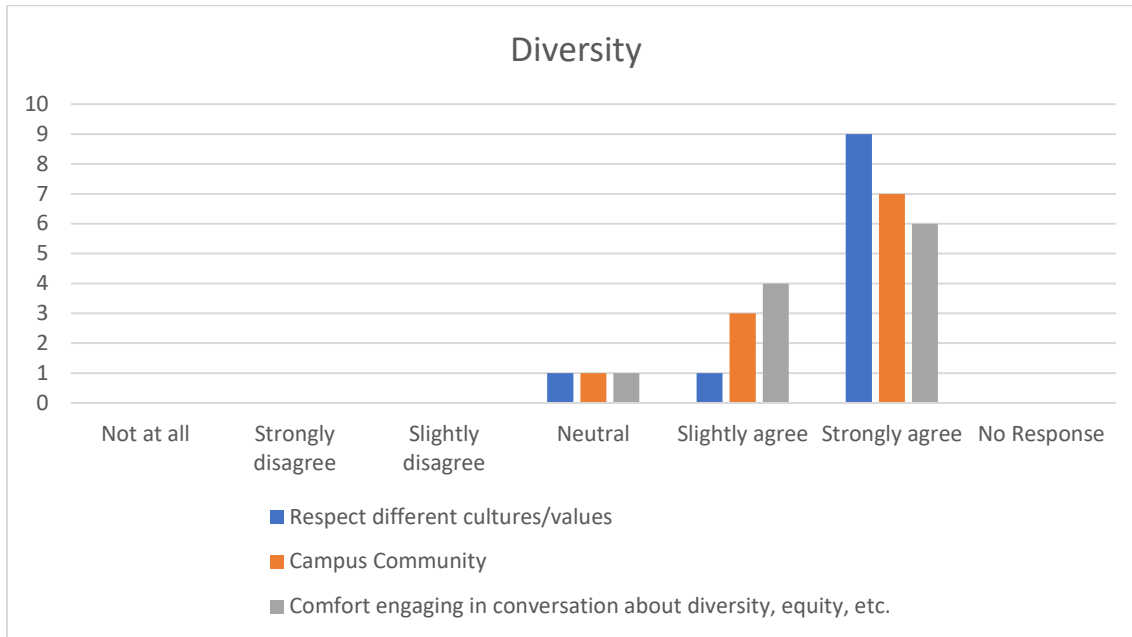


Chart 6.4. Distribution of responses to diversity statements.



To validate the survey data, a student focus group was conducted. Three students from Student Senate participated in the Spring of 2023. Students were asked questions specific to the key categories of leadership, teamwork, community, and diversity. The focus group questions can be found in Appendix 2.

Students in the focus group noted that they didn't take on big leadership roles in Student Senate. They mentioned that most of the leadership roles were taken on by the organization president. Some did note that they did like helping with events (planning, idea generation, etc.), but most of the leadership opportunities were done by the president.

In respect to teamwork, students felt that over time they became more comfortable with each other and were more relaxed at meetings and more willing to discuss ideas.

Students noted that they were really involved in their home communities prior to coming to DCB, so they really understood the importance of volunteering. They did mention that Student Senate, along with other co-curriculars, made them more involved in the Bottineau community (off-campus). Many said the activities helped them get to know the faculty and other students (students not in Student Senate or their respective athletics) better.

Student Senate participants had several different definitions around diversity that were somewhat related. Some mentioned welcoming everyone regardless of their situation/background and also being able to appreciate the unique perspective that comes from people of different backgrounds. Others mentioned it meant trying to hear everyone's thoughts and ideas and trying to make sure people felt understood. All agreed that their definition had changed over time because they were exposed to many people with varying backgrounds/cultures. However, when asked for a specific way Student Senate encouraged diverse experiences, all struggled to point to a specific activity

in Student Senate. They also felt it was a bit difficult to disentangle their experience in student senate from the other co-curriculars.

When asked how they anticipate their involvement in Student Senate will help them in their future career path they said it made them more comfortable in a meeting/group setting, for example getting used to Robert’s Rules or other formalities. One noted that it also made them more open to help within an organization or get involved with a new group of people that you don’t necessarily work with on a regular basis.

Overall, the responses to the survey seemed to align well with the focus group responses. Students felt they gained useful skills and competencies. The group seems to have the least gains from leadership, which could be due to the president of the club, but this was consistent with the lower response selections on the leadership set of statements. However, the group had a good recognition of their skills gained through diversity.

Overall Results

All responses were combined to do an overall analysis of the student surveys. A total of 72 students were surveyed in total. The table of average responses for each category is presented in table 7.1. On average, students scored themselves 4.22 in leadership, 4.61 in teamwork, 4.24 in community, and 4.53 in diversity.

Table 7.1. Average student responses by major category				
	Category			
	Leadership	Teamwork	Community	Diversity
Average	4.22	4.61	4.24	4.53
Standard Deviation	0.78	0.65	0.88	0.74

The average response by specific statement is in Table 7.2. All of the students rated themselves highest (4.70) on statement 11 for diversity which was “I respect cultures, values, and opinions different from my own”. Close behind was statement 6 on teamwork (4.68), which was “I can work together towards a common goal.” The students scored themselves lowest (4.01) on statement 9 in community, which was, “I have used resources in the community (off-campus).”

Question	Category	Average	Standard Deviation
Q1	Leadership	4.31	0.76
Q2	Leadership	4.31	0.70
Q3	Leadership	4.11	0.77
Q4	Leadership	4.14	0.86
Q5	Teamwork	4.61	0.62
Q6	Teamwork	4.68	0.62
Q7	Teamwork	4.53	0.69
Q8	Community	4.42	0.75
Q9	Community	4.01	1.08
Q10	Community	4.28	0.74
Q11	Diversity	4.70	0.54
Q12	Diversity	4.47	0.75
Q13	Diversity	4.40	0.87

Distribution of the responses to statements can be seen in Charts 7.1 – 7.4. Most of the responses for the leadership statements fall into the “slightly agree”, “strongly agree,” or “neutral” categories. A very small number of responses to some of the statements fell into the “slightly disagree” category. Teamwork statements also had a similar distribution. Only once was the “slightly disagree” response selected and that was for statement 6.

Chart 7.1. Distribution of responses to leadership statements.

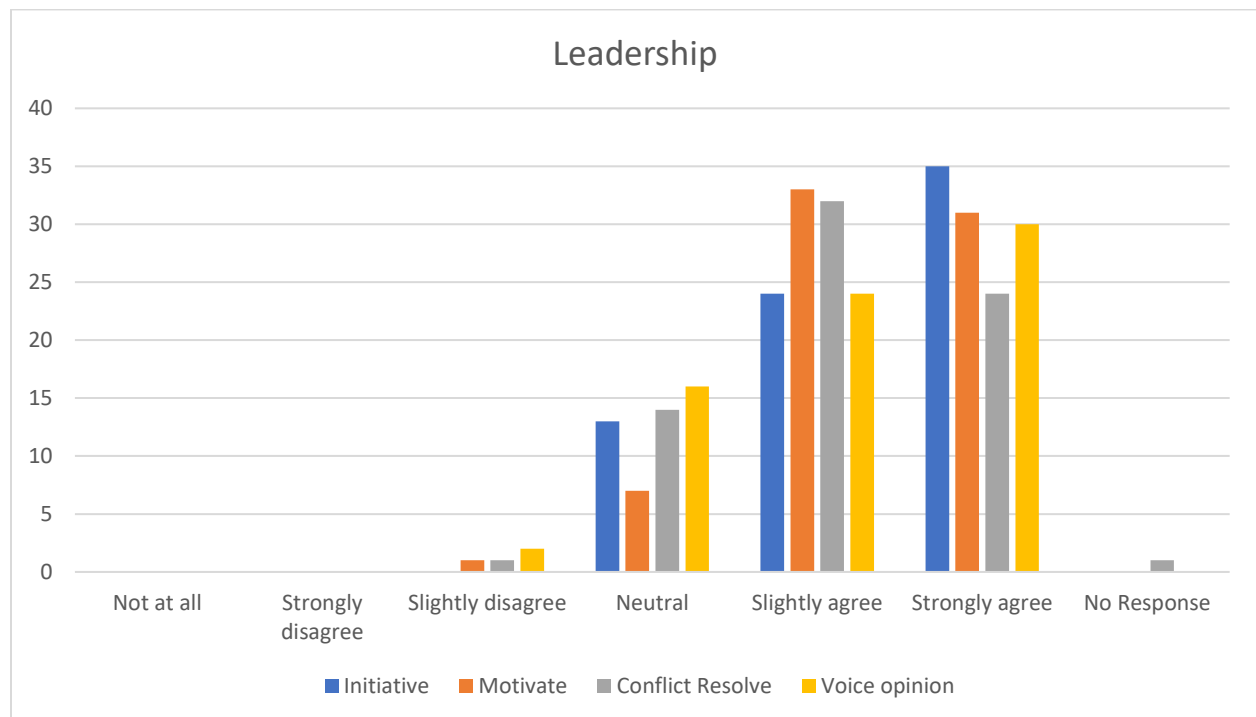


Chart 7.2. Distribution of responses to teamwork statements.

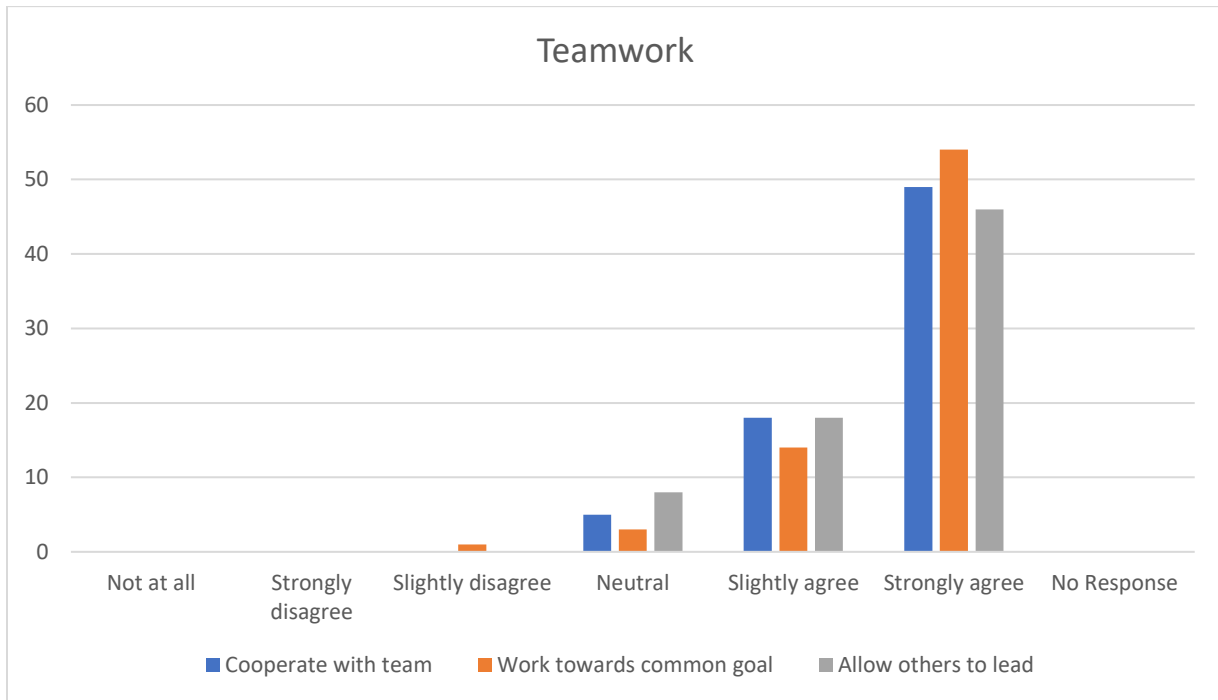


Chart 7.3. Distribution of responses to community statements.

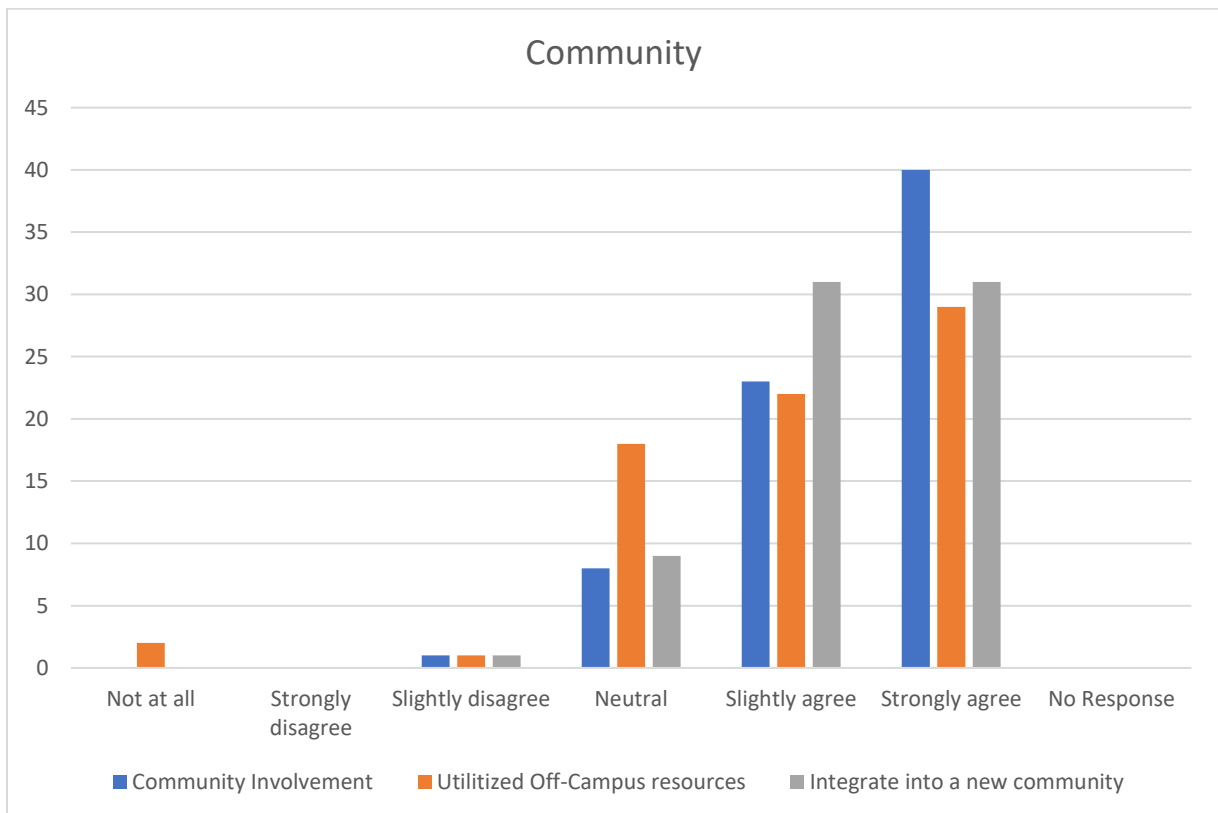
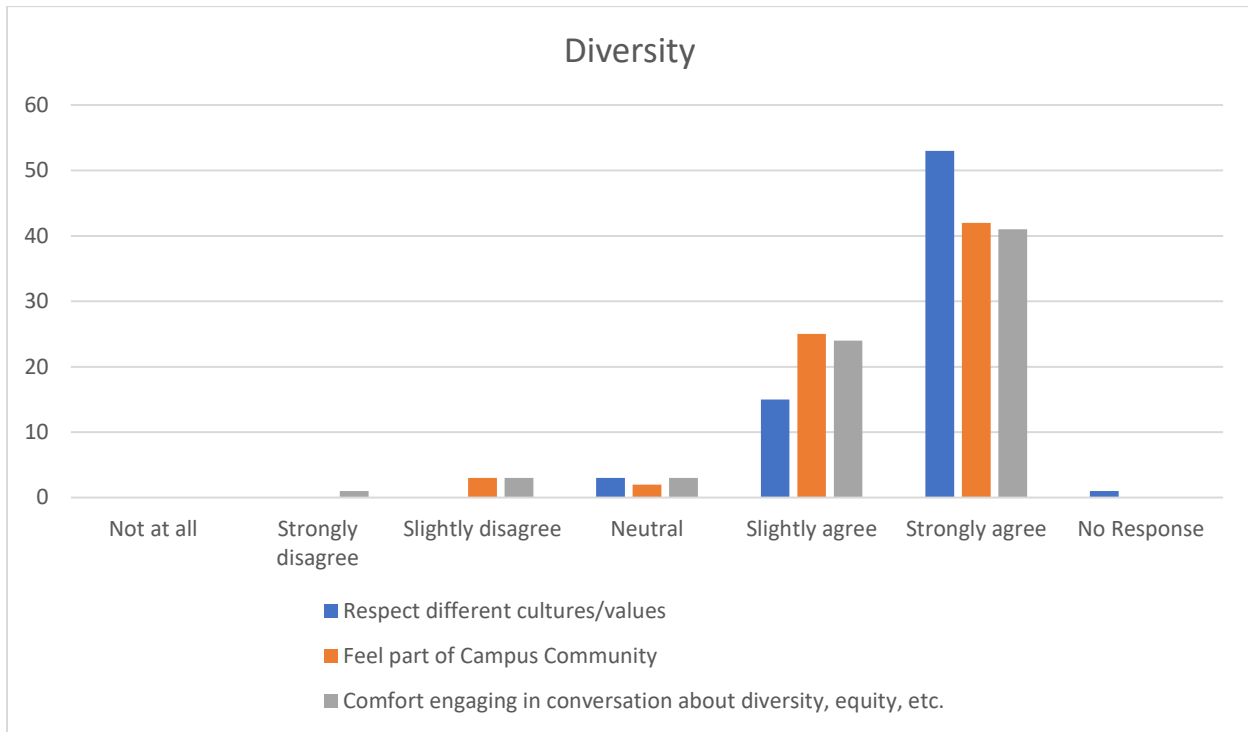


Chart 7.4. Distribution of responses to diversity statements.



For the community statements, most of the responses fell into the “slightly agree”, “strongly agree,” or “neutral” categories. A very small amount of responses to all of the statements fell into the “slightly disagree” category. Two respondents selected “not at all” for statement 9, which was on using off-campus resources in the community. Diversity had a majority of responses falling into the “slightly agree” and “strongly agree” categories, with very few falling into the other categories.

To validate the survey data, student focus groups were conducted. Twenty-one students from the five pilot co-curricular groups participated. Students were asked questions specific to the key categories of leadership, teamwork, community, and diversity. The focus group questions can be found in Appendix 2.

Students in the focus group noted that they had ample opportunities to lead activities. While some chose not to, they all enjoyed helping out with events and volunteering. Second year students commented on having the opportunity to show first year students different things and make them feel welcome/included as well as being able to lead by example. Participants in Leaderjacks commented on how being involved helped their communication with others (not always being so abrasive with first year students) and patience when dealing with younger kids.

In respect to teamwork, several groups commented that as the semester/season/year went on the members got more comfortable working together and even speaking in the group setting. This helped them get closer and work together better.

The common theme for community was that volunteering through different projects (docks, fundraisers, rummage sale, camps, etc) has gotten them involved in the community and community members now recognize them. Several commented that they understand the

importance of being a part of the community and plan to be involved in their communities after college. Volunteering has helped build connections in the community, as well as on campus. Students have formed stronger relationships with others in the co-curricular and others on campus. Some even commented on building relationships with faculty and staff that they maybe would not have interacted with through academics.

Participants had several different definitions around diversity that were somewhat related. Some mentioned welcoming everyone regardless of their situation/background and also being able to appreciate the unique perspective that comes from people of different backgrounds. Others mentioned it meant trying to hear everyone's thoughts and ideas and trying to make sure people felt understood. Some said their definition has not changed because they already knew about it, while others said theirs has grown. Meeting so many people from different backgrounds opened new doors to seeing things in another way. Students learned more about diversity and were able to see everyone as equals. However, when asked for specific ways the co-curricular encouraged diverse experiences, some struggled to point to a specific activity within their co-curricular, because [they felt] it was a bit difficult to disentangle their experience from one particular co-curricular as compared to other co-curriculars, academics, or other college experiences. Some said that co-curricular activities allowed different groups to work together that normally wouldn't. Others commented that they were able to experience diversity by volunteering in the community (food pantry and FCC rummage sale were mentioned).

When asked how they anticipate their involvement in their co-curricular will help them in their future career path many commented that it helped to be more confident, grow their teamwork and leadership skills, and feel more comfortable talking to others (in the community). Students have learned the importance of volunteering and being compassionate. Students also commented that they would be more willing to get involved at a future school/job. Some also commented that it will look good on a resume or help get a scholarship.

Overall, the responses to the survey seemed to align well with the focus group responses. Students felt they gained useful skills and competencies in all of the categories we discussed and surveyed them on. The biggest difference seemed to be in diversity, where students surveyed seem to highly rate themselves in that skill set, however in the focus group, there was the least consensus on the definition and more difficulty pointing to specific activities/events that have encouraged diversity. That doesn't necessarily mean they aren't gaining the understanding, but rather it's just not explicitly part of the activities students have been involved in.

Conclusion

Five student co-curricular groups were assessed using a survey to self-assess their skills in leadership, teamwork, community, diversity and the activity-based applications for their co-curricular. Focus groups were also used to validate the student self-assessment.

Overall, the responses from the self-assessments and the focus groups closely aligned in all areas, except for diversity. Students surveyed seem to highly rate themselves in diversity, however in the focus group, had a hard time defining diversity and more difficulty pointing to specific activities/events that have encouraged diversity. That doesn't necessarily mean they aren't gaining the understanding, but rather it's just not explicitly part of the activities students have been involved in.

Next steps will focus on program review for the five pilot groups. This will help tie together the process for assessing co-curriculars at DCB. A schedule for assessment and onboarding of all co-curriculars to the process can then be developed and included in the assessment handbook.

APPENDIX 1.

Co-curricular Student Survey (PTK)

How many semesters have you been in this co-curricular activity? _____

How many semesters have you been a college student (only count fall & spring semesters)? _____

How many DCB co-curricular activities have you participated in? _____

(ex: Athletics, Student Senate, PTK, clubs, etc.)

Rate the degree to which you agree or disagree with the statement presented.

	Not at all	Strongly Disagree	Slightly disagree	Neutral	Slightly Agree	Strongly Agree
Because of my involvement in PTK:	0	1	2	3	4	5
1. I'm confident in my ability to take initiative on a project.	0	1	2	3	4	5
2. I'm confident in my ability to motivate others.	0	1	2	3	4	5
3. I'm able to help resolve conflicts.	0	1	2	3	4	5
4. I'm confident to (respectfully) voice my opinion in a group setting.	0	1	2	3	4	5
5. I'm able to cooperate with others.	0	1	2	3	4	5
6. I can work together with others towards a common goal.	0	1	2	3	4	5
7. I am able to allow others to lead.	0	1	2	3	4	5
8. I have been encouraged to get involved in community events.	0	1	2	3	4	5
9. I have used resources in the community (off campus).	0	1	2	3	4	5
10. I am confident in my ability to integrate into a new community.	0	1	2	3	4	5
11. I respect cultures, values, and opinions different from my own.	0	1	2	3	4	5
12. I feel I am part of the campus community.	0	1	2	3	4	5
13. I feel comfortable engaging in conversations about diversity, equity, and belonging.	0	1	2	3	4	5
14. I'm able to utilize critical thinking and problem solving skills.	0	1	2	3	4	5

15. I can exercise situational awareness when approaching new challenges/endeavors/conflicts.	0	1	2	3	4	5
16. I am able to set and prioritize academic and personal goals.	0	1	2	3	4	5
17. I have developed successful time management skills.	0	1	2	3	4	5
18. I can effectively manage tasks to completion.	0	1	2	3	4	5

Co-curricular Student Survey

How many semesters have you been in this co-curricular activity? _____

How many semesters have you been a college student (only count fall & spring semesters)? _____

How many DCB co-curricular activities have you participated in? _____

(ex: Athletics, Student Senate, PTK, clubs, etc.)

Rate the degree to which you agree or disagree with the statement presented.

	Not at all	Strongly Disagree	Slightly disagree	Neutral	Slightly Agree	Strongly Agree
Because of my involvement in SNO:	0	1	2	3	4	5
1. I'm confident in my ability to take initiative on a project.	0	1	2	3	4	5
2. I'm confident in my ability to motivate others.	0	1	2	3	4	5
3. I'm able to help resolve conflicts.	0	1	2	3	4	5
4. I'm confident to (respectfully) voice my opinion in a group setting.	0	1	2	3	4	5
5. I'm able to cooperate with others.	0	1	2	3	4	5
6. I can work together with others towards a common goal.	0	1	2	3	4	5
7. I am able to allow others to lead.	0	1	2	3	4	5
8. I have been encouraged to get involved in community events.	0	1	2	3	4	5
9. I have used resources in the community (off campus).	0	1	2	3	4	5
10. I am confident in my ability to intergrate into a new community.	0	1	2	3	4	5
11. I respect cultures, values, and opinions different from my own.	0	1	2	3	4	5
12. I feel I am part of the campus community.	0	1	2	3	4	5
13. I feel comfortable engaging in conversations about diversity, equity, and belonging.	0	1	2	3	4	5
14. The number of meetings was appropriate.	0	1	2	3	4	5
15. Please share any changes or improvements you would like to see:						

Co-curricular Student Survey - Leaderjacks

How many semesters have you been in this co-curricular activity? _____

How many semesters have you been a college student (only count fall & spring semesters)? _____

How many DCB co-curricular activities have you participated in? _____

(ex: Athletics, Student Senate, PTK, clubs, etc.)

Rate the degree to which you agree or disagree with the statement presented.

	Not at all	Strongly Disagree	Slightly disagree	Neutral	Slightly Agree	Strongly Agree
Because of my involvement in Leaderjacks:	0	1	2	3	4	5
1. I'm confident in my ability to take initiative on a project.	0	1	2	3	4	5
2. I'm confident in my ability to motivate others.	0	1	2	3	4	5
3. I'm able to help resolve conflicts.	0	1	2	3	4	5
4. I'm confident to (respectfully) voice my opinion in a group setting.	0	1	2	3	4	5
5. I'm able to cooperate with others.	0	1	2	3	4	5
6. I can work together with others towards a common goal.	0	1	2	3	4	5
7. I am able to allow others to lead.	0	1	2	3	4	5
8. I have been encouraged to get involved in community events.	0	1	2	3	4	5
9. I have used resources in the community (off campus).	0	1	2	3	4	5
10. I am confident in my ability to intergrate into a new community.	0	1	2	3	4	5
11. I respect cultures, values, and opinions different from my own.	0	1	2	3	4	5
12. I feel I am part of the campus community.	0	1	2	3	4	5
13. I feel comfortable engaging in conversations about diversity, equity, and belonging.	0	1	2	3	4	5
14. I understand the importance of volunteering in my community.	0	1	2	3	4	5

Co-curricular Student Survey

How many semesters have you been in this co-curricular activity? _____

How many semesters have you been a college student (only count fall & spring semesters)? _____

How many DCB co-curricular activities have you participated in? _____

(ex: Athletics, Student Senate, PTK, clubs, etc.)

Rate the degree to which you agree or disagree with the statement presented.

	Not at all	Strongly Disagree	Slightly disagree	Neutral	Slightly Agree	Strongly Agree
Because of my involvement in Student Senate:	0	1	2	3	4	5
1. I'm confident in my ability to take initiative on a project.	0	1	2	3	4	5
2. I'm confident in my ability to motivate others.	0	1	2	3	4	5
3. I'm able to help resolve conflicts.	0	1	2	3	4	5
4. I'm confident to (respectfully) voice my opinion in a group setting.	0	1	2	3	4	5
5. I'm able to cooperate with others.	0	1	2	3	4	5
6. I can work together with others towards a common goal.	0	1	2	3	4	5
7. I am able to allow others to lead.	0	1	2	3	4	5
8. I have been encouraged to get involved in community events.	0	1	2	3	4	5
9. I have used resources in the community (off campus).	0	1	2	3	4	5
10. I am confident in my ability to intergrate into a new community.	0	1	2	3	4	5
11. I respect cultures, values, and opinions different from my own.	0	1	2	3	4	5
12. I feel I am part of the campus community.	0	1	2	3	4	5
13. I feel comfortable engaging in conversations about diversity, equity, and belonging.	0	1	2	3	4	5

Co-curricular Student Survey (Men's Hockey)

How many semesters have you been in this co-curricular activity? _____

How many semesters have you been a college student (only count fall & spring semesters)? _____

How many DCB co-curricular activities have you participated in? _____

(ex: Athletics, Student Senate, PTK, clubs, etc.)

Rate the degree to which you agree or disagree with the statement presented.

	Not at all	Strongly Disagree	Slightly disagree	Neutral	Slightly Agree	Strongly Agree
Because of my involvement in this program:						
1. I'm confident in my ability to take initiative on a project.	0	1	2	3	4	5
2. I'm confident in my ability to motivate others.	0	1	2	3	4	5
3. I'm able to help resolve conflicts.	0	1	2	3	4	5
4. I'm confident to (respectfully) voice my opinion in a group setting.	0	1	2	3	4	5
5. I'm able to cooperate with others.	0	1	2	3	4	5
6. I can work together with others towards a common goal.	0	1	2	3	4	5
7. I am able to allow others to lead.	0	1	2	3	4	5
8. I have been encouraged to get involved in community events.	0	1	2	3	4	5
9. I have used resources in the community (off campus).	0	1	2	3	4	5
10. I am confident in my ability to integrate into a new community.	0	1	2	3	4	5
11. I respect cultures, values, and opinions different from my own.	0	1	2	3	4	5
12. I feel I am part of the campus community.	0	1	2	3	4	5
13. I feel comfortable engaging in conversations about diversity, equity, and belonging.	0	1	2	3	4	5
14. I'm able to utilize critical thinking and problem solving skills.	0	1	2	3	4	5
15. I feel my skills as a hockey player have improved.	0	1	2	3	4	5

APPENDIX 2.

Focus Group Questions

General Questions

1. What is the greatest skill that you have gained from your participation in (co-curricular activity)?
2. What was your favorite activity or experience based on your involvement in (co-curricular activity)?
 - a. If meetings, games or practices are mentioned... What about outside of these?
3. From your involvement in (co-curricular activity), what kind of connections have you made with other students on campus, faculty, staff, or community members?

Competency Specific Questions

4. Can you talk about any leadership opportunities or experiences you have had due to your participation in (co-curricular activity)?
5. What changes in group dynamic have you noticed during your season/semester/year throughout your involvement in (co-curricular activity)?
6. How has your participation in (co-curricular activity) gotten you involved in the community outside of campus?
7. What is your definition and meaning of diversity?
 - a. How has your definition of diversity grown or changed with your involvement in (co-curricular activity)?
 - b. Based off your definition, in what ways would you say that (co-curricular activity) has encouraged or recognized diverse experiences/groups?
8. In what ways do you anticipate your involvement in (co-curricular activity) will help you in your future career path?