

Cocurricular Assessment Report
Academic Year 2024 – 2025



Submitted by
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Introduction

All eight athletic teams reported during the 2024-2025 cycle for cocurricular assessment. These groups were Baseball, Clay Target, Men's Basketball, Men's Ice Hockey, Softball, Volleyball, Women's Basketball, and Women's Ice Hockey.

Methods and Sample Size

The main themes used in this assessment are leadership, community, teamwork, diversity, and activity-based objectives. These themes were identified by our Assessment Academy team working with the cocurricular leaders in 2022 as outcomes that leaders were hoping students would gain by participating in the cocurricular activities.

A self-assessment survey was used to assess student growth in each theme. Students rated their agreement with a series of statements (on a scale from 0-not at all to 5-strongly agree) to evaluate whether they felt they had gained skills in the aforementioned themes (teamwork, community, leadership, etc.) through their participation in the cocurricular activity. The self-assessment survey 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 Team. Each leader also filled out a survey gauging how they felt the student showed aptitude for the statements on the survey. These totals are also listed in Table 1.1. The means were compared and tests for statistical significance were done to determine if the students and leader(s) had the same perception of their aptitudes.

Table 1.1. Sample Size by Group

Group	Number of Students Sampled	Number of Leader Surveys
Baseball	26	0
Clay Target	9	11
Men's Basketball	13	13
Men's Ice Hockey	12	20
Softball	10	11
Volleyball	8	15
Women's Basketball	9	N/A*
Women's Ice Hockey	16	18
Total	103	88

*Coaching change occurred mid-season

Results

Each individual team was presented with the average responses by theme and question. The results were discussed with the Assessment Team and action steps and plans were outlined. The goal is to sample the teams again in 2026-2027 to check on progress towards any improvement in the five themes. Specific team results are in Appendix 2 and action plans are presented in Appendix 3.

An overall summary of all responses is described below. The combined data will help determine if there are common areas of strength or concern amongst the groups. A total of 103 student surveys were collected. Leaders filled out a total of 88 surveys.

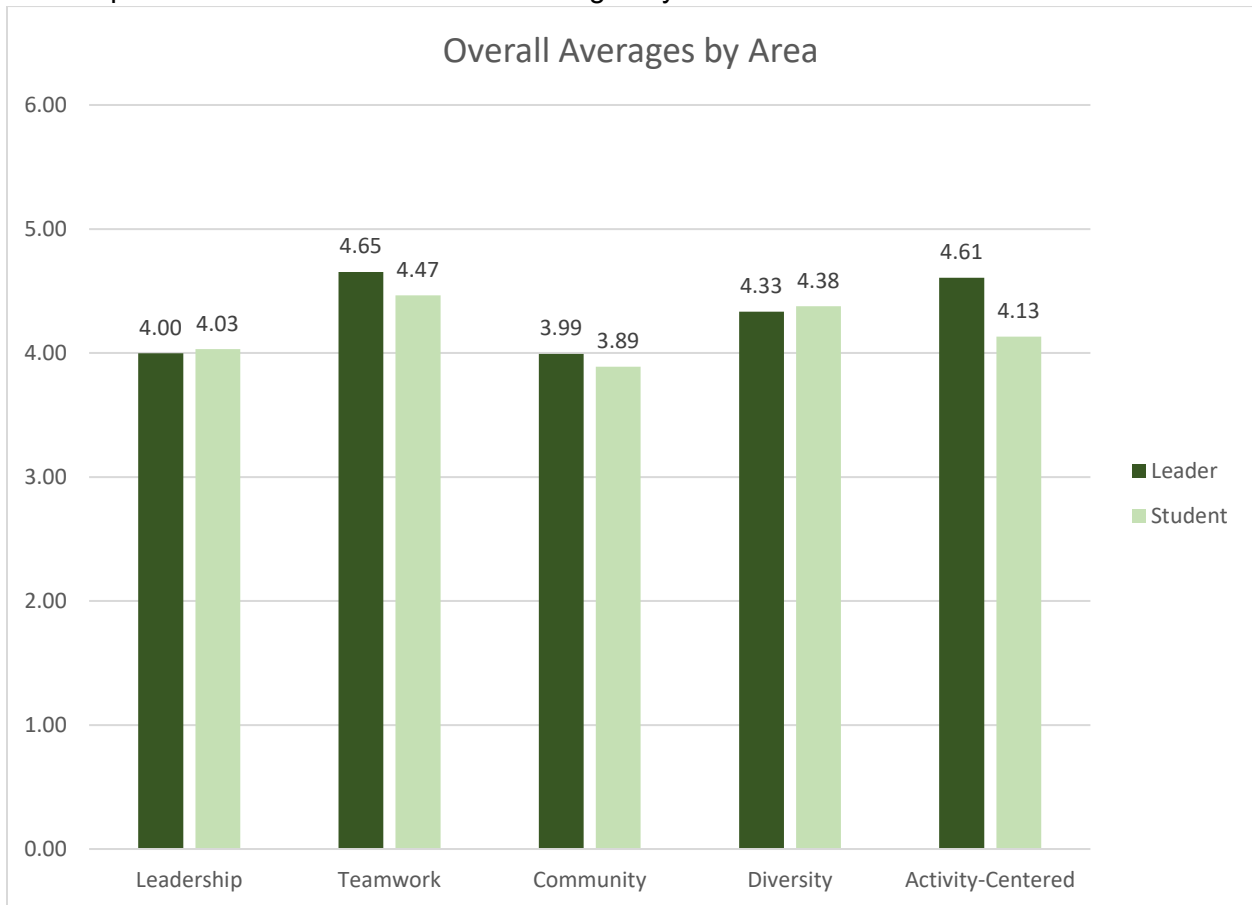
Averages of the student and leader responses are shown in Table 2.1 and Chart 2.1 below. All themes had very similar marks between the students and leaders, with the exception of activity-based questions. The lowest overall averages were in the themes of community and leadership. As a result, most athletic coaches (leaders) have set goals to work on leadership and community in the coming season.

Table 2.1. Average Responses by Theme and Respondent

	Theme				
	Leadership	Teamwork	Community	Diversity	Activity-Based*
Student	4.03	4.47	3.89	4.38	4.13
Leader	4.00	4.65	3.99	4.33	4.61

*Difference in averages was statistically significant at $\alpha=0.05$.

Chart 2.1. Comparison of Student and Leader Averages by Theme



Looking at a comparison of the averages by specific statements, the activity-based statements were all statistically different as well. The activity-based questions were identical for each athletic team. These statements ask students to rate their agreement with the statements: (Q14) "I feel my skills have improved as an athlete.", (Q15) "I became a better team member.", and (Q16) "I learned more about my sport." Table 2.2 shows the averages for each question and the students consistently rated themselves lower on these statements as compared to the leaders.

Table 2.2. Average Leader Response by Question

Question	Theme	Student Average	Leader Average
Q1	Leadership	4.01	3.98
Q2	Leadership	4.15	3.90
Q3	Leadership	4.05	4.04
Q4	Leadership	3.92	4.07
Q5	Teamwork	4.42	4.60
Q6	Teamwork	4.53	4.65
Q7*	Teamwork	4.45	4.71
Q8	Community	4.01	4.02
Q9	Community	3.64	3.70
Q10	Community	4.02	4.25
Q11	Diversity	4.65	4.57
Q12	Diversity	4.25	4.17
Q13	Diversity	4.23	4.27
Q14*	Activity-Based	4.17	4.64
Q15*	Activity-Based	4.18	4.54
Q16*	Activity-Based	4.05	4.64

*Difference in averages was statistically significant at $\alpha=0.05$.

A closer look at the data, separated by sex, shows that female athletes and their cocurricular leaders have the largest significant differences in all of the activity-based and teamwork theme statements. Whereas their male counterparts show no significant differences in comparison to their leaders. The differences are always showing the cocurricular coach ranking the female athletes more highly than the athletes rank themselves based on those statements. Results of these averages are shown in Tables 2.3 and 2.4. This could signal a lack of confidence by female students in their improvements or abilities in the areas of teamwork and athletic skills. It could also be an indicator of their perceptions of how the role of being an athlete influences their overall view of themselves. Moreover, the average response by female athletes were lower for every theme, with the exception of diversity.

Table 2.3. Average Responses by Theme and Sex of Student

	Theme				
	Leadership	Teamwork	Community	Diversity	Activity-Based
Male	4.09	4.48	3.92	4.21	4.00
Female	3.87	4.33	3.71	4.37	3.94

Table 2.4. Average Response by Question and Sex of Student

Question	Theme	Male Student Average	Female Student Average
Q1	Leadership	3.96	3.85
Q2	Leadership	4.08	3.88
Q3	Leadership	4.20	3.88
Q4	Leadership	4.12	3.53
Q5	Teamwork	4.48	4.35
Q6	Teamwork	4.52	4.35
Q7	Teamwork	4.44	4.29
Q8	Community	4.16	3.79
Q9	Community	3.64	3.47
Q10	Community	3.96	3.85
Q11	Diversity	4.42	4.79
Q12	Diversity	4.13	4.18
Q13	Diversity	4.08	4.15
Q14	Activity-Based	4.12	3.91
Q15	Activity-Based	3.96	4.06
Q16	Activity-Based	3.92	3.85

Conclusion

Eight athletic cocurricular groups were assessed using a student self-assessment survey to evaluate their skills in leadership, teamwork, community, diversity and the activity-based applications for their cocurricular activity. The leaders of the cocurricular activities were also asked to rate the students on the same assessment tool to validate the student responses.

Overall, the responses from the students and leader differed most in the activity-based theme and for one specific statement in teamwork. Closer examination reveal that female athletes were driving the differences and that female athletes often rated themselves lower in comparison to their cocurricular leader (coach). On average, students strongly agreed or slightly agreed that they were acquiring skills in the five themes of leadership, teamwork, diversity, and community, which are the main objectives of the cocurricular activities. The lowest averages came in the leadership and community themes, showing there is room for improvement in those areas. Almost all cocurricular leaders have set a goal to work on both areas in the coming season.

APPENDIX 1 – Self-Assessment Survey

Cocurricular Student Survey

How many semesters have you been in this cocurricular activity? _____

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

How many DCB cocurricular activities have you participated in? _____
 (ex: Athletics, Student Senate, PTK, clubs, etc.) Please list activities. _____

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:	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 feel my skills as an athlete have improved.	0	1	2	3	4	5
15. I became a better team member.	0	1	2	3	4	5
16. I learned more about my sport.	0	1	2	3	4	5

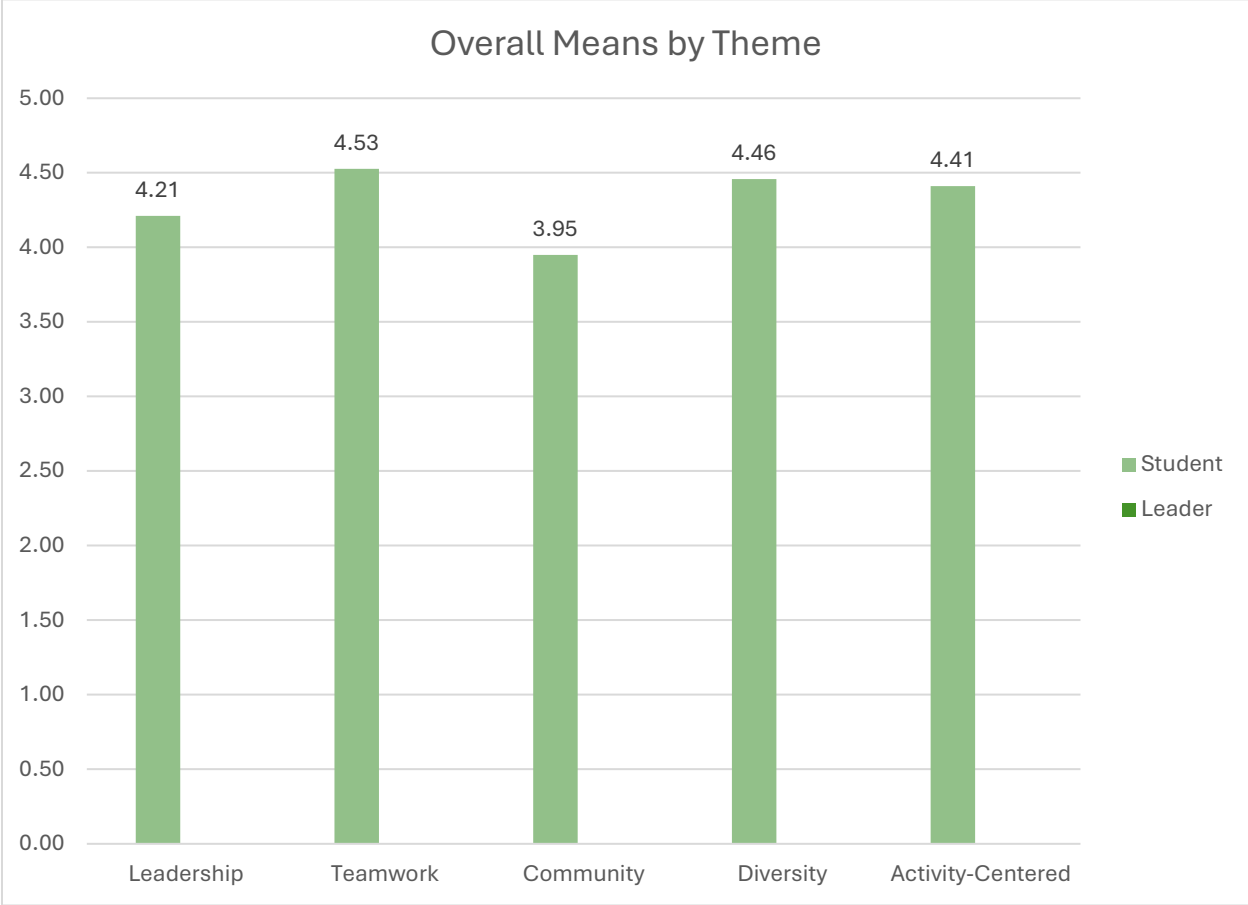
APPENDIX 2 – Results by Cocurricular Activity

- Baseball (no leader data)
- Clay Target
- Men's Basketball
- Men's Ice Hockey
- Softball
- Volleyball
- Women's Basketball (no leader data)
- Women's Ice Hockey

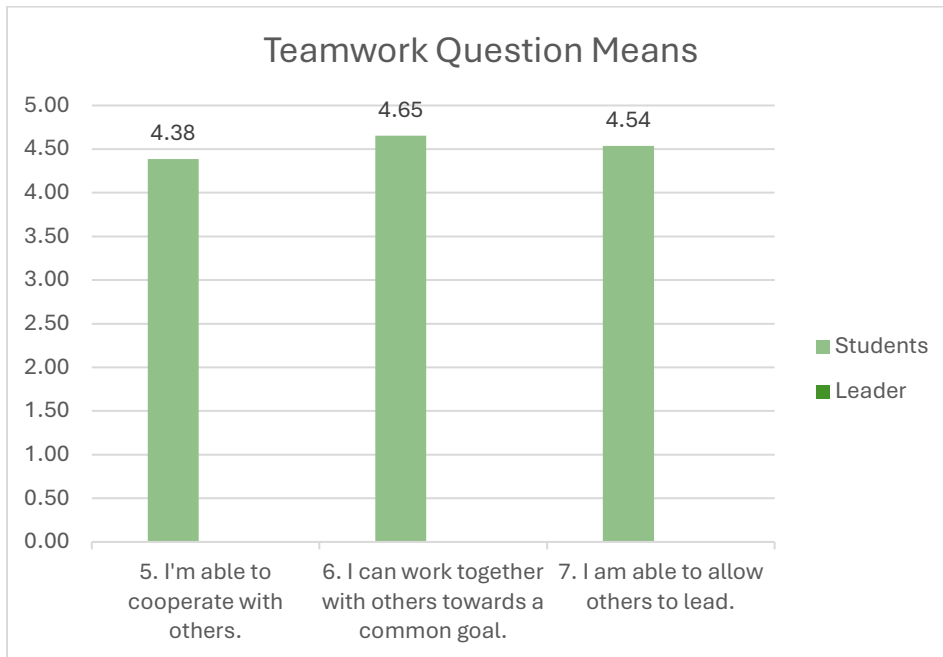
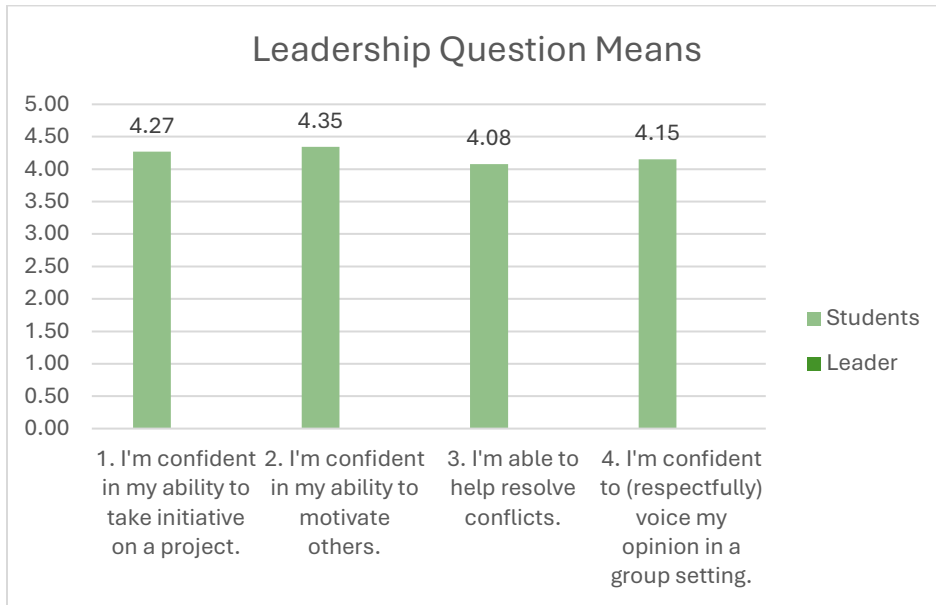
Baseball Results Summary
2024-2025

There were 26 student responses collected. No leader responses were collected.

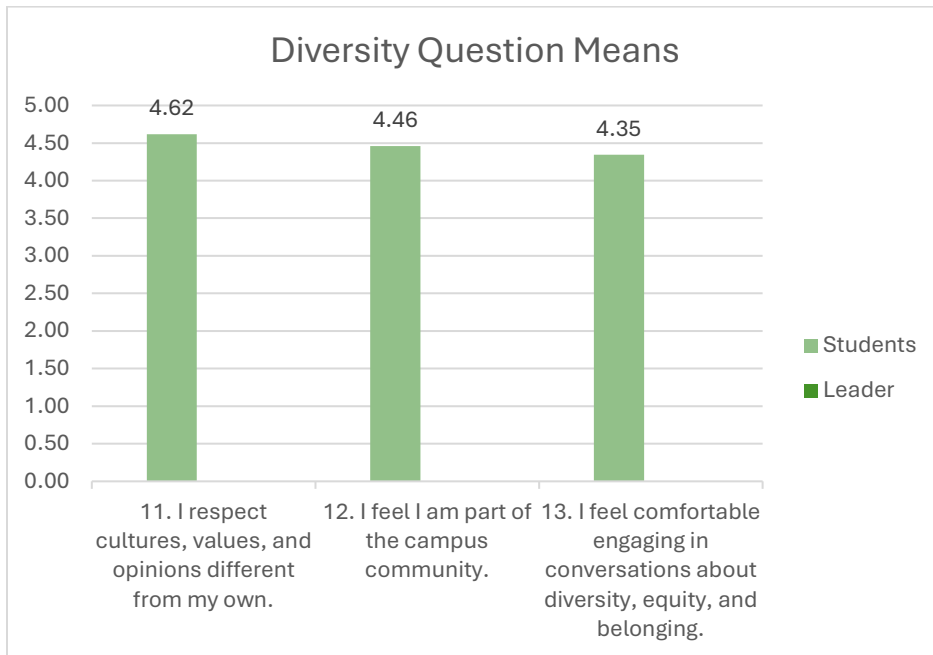
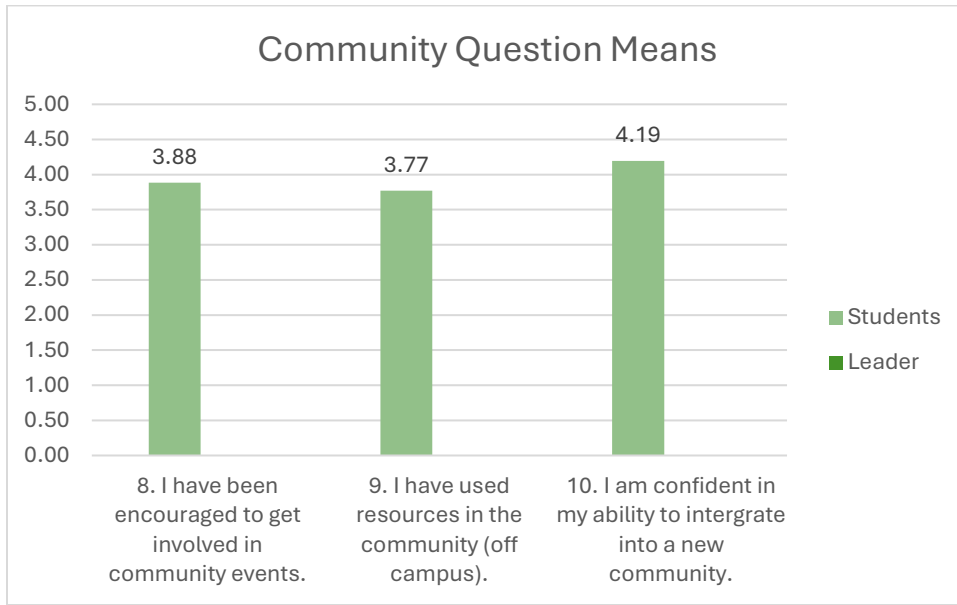
The mean by each theme is presented in the chart below.



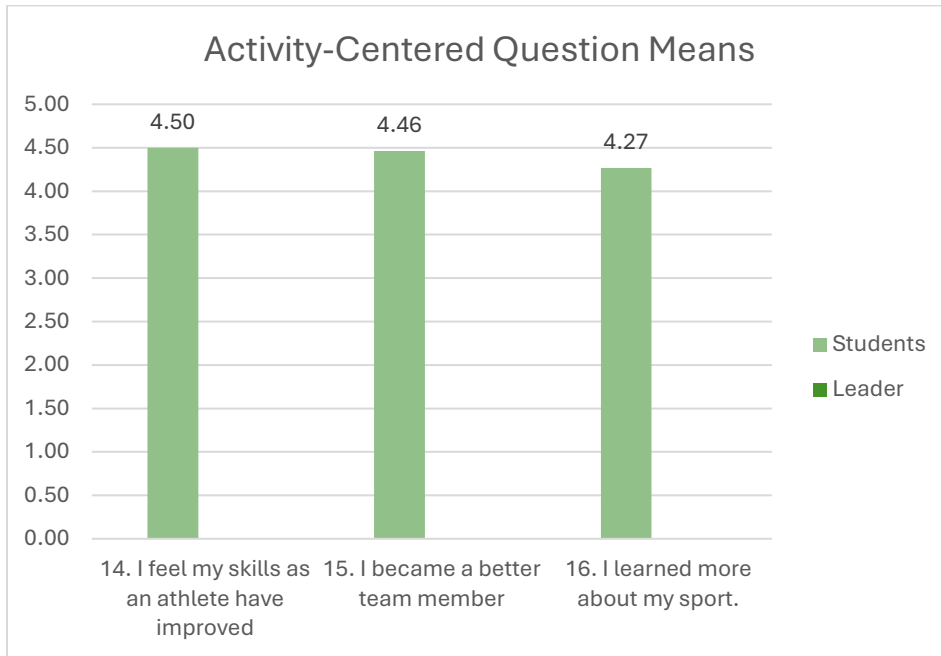
Baseball Results Summary
2024-2025



Baseball Results Summary
2024-2025

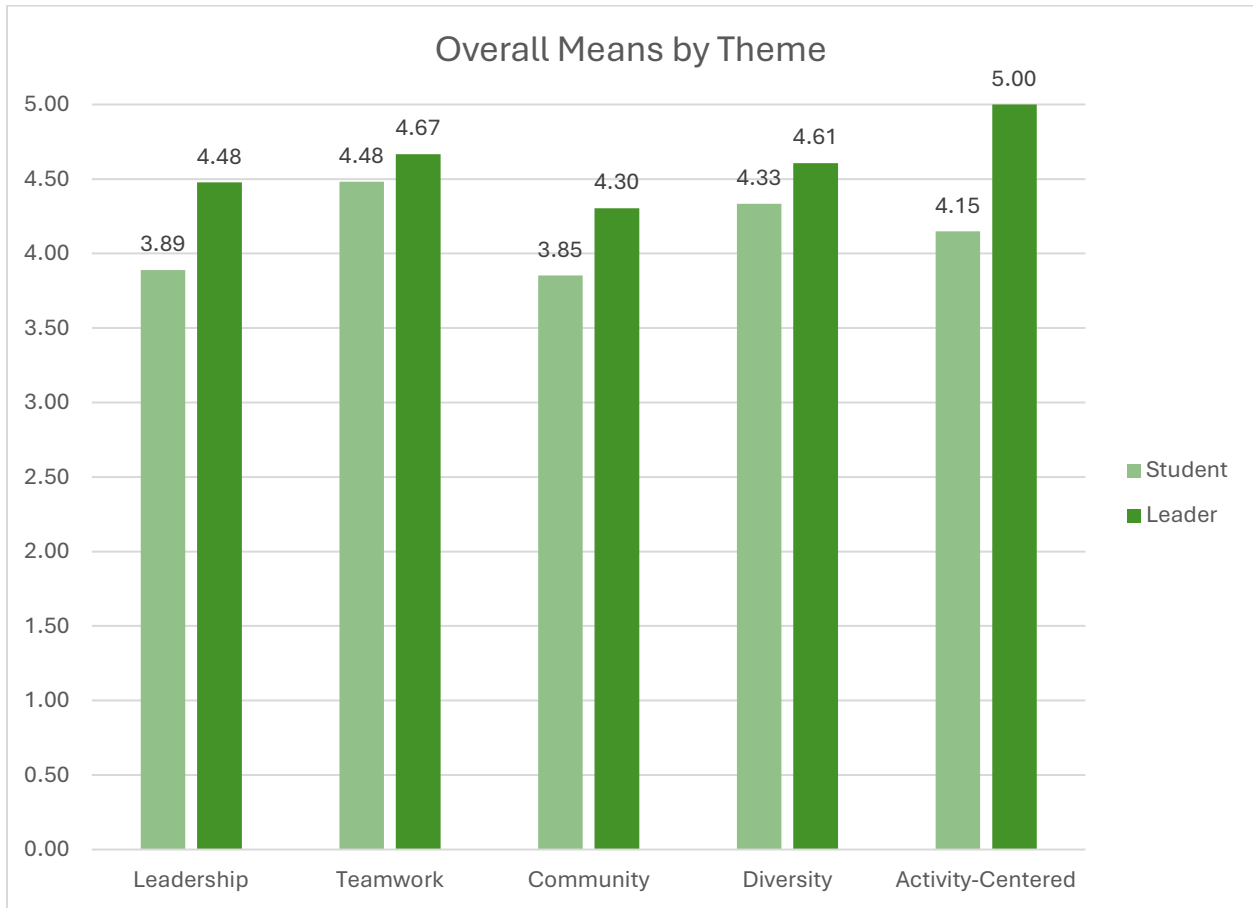


Baseball Results Summary
2024-2025



Clay Target Results Summary 2024-2025

There were 9 student responses collected. The cocurricular leader submitted responses for the entire Clay target team, which was 11.

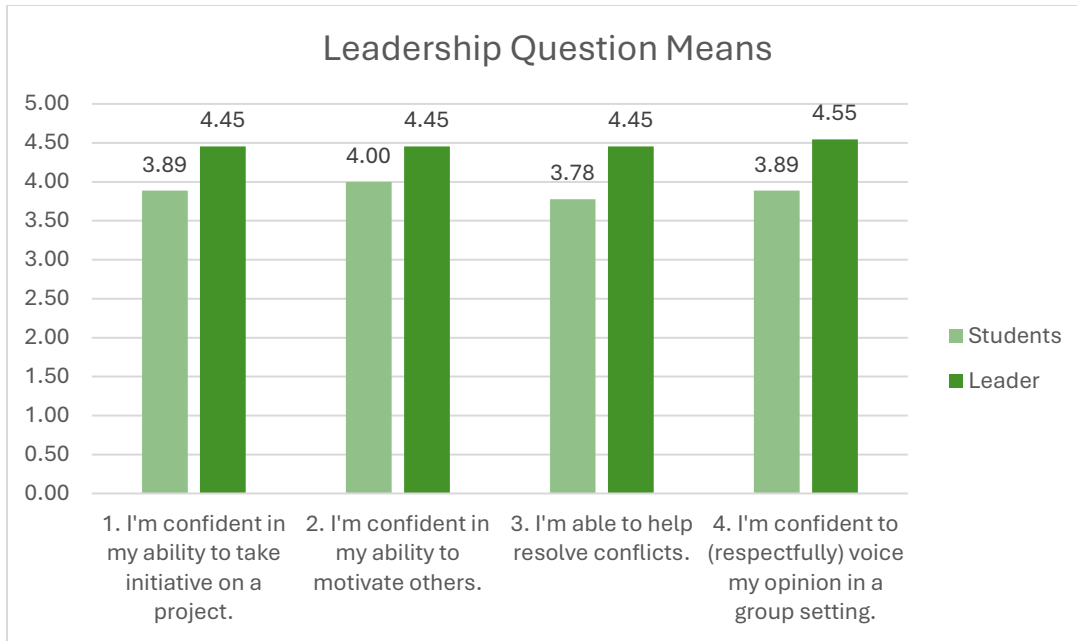


The mean by each theme is presented in the chart below.

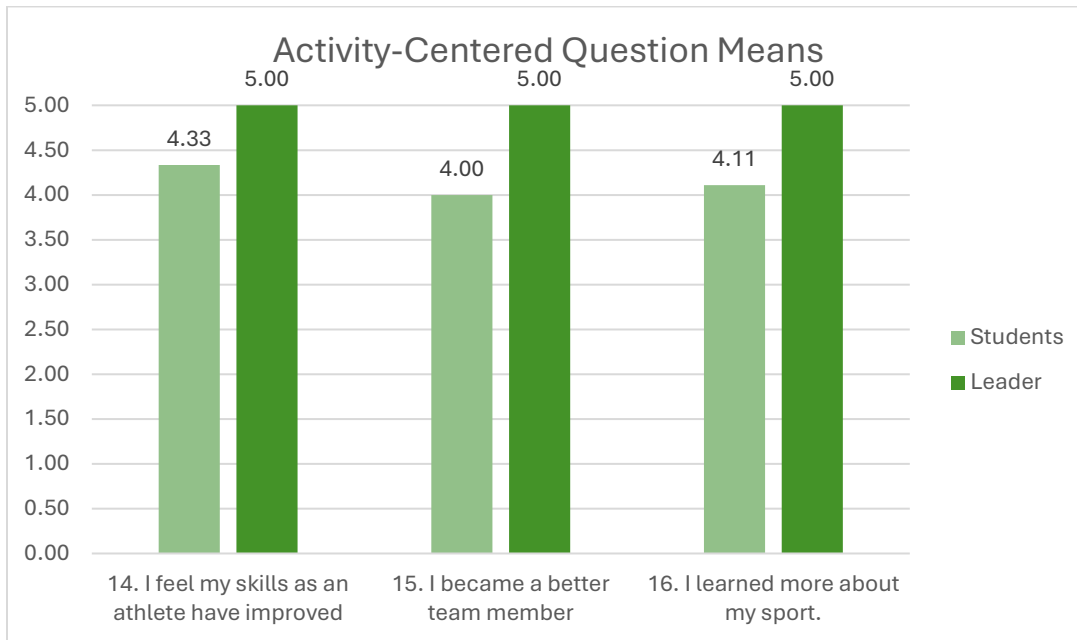
Responses to teamwork and diversity questions were rated highly by both students and the leader. Larger gaps between the student and leader responses were found in leadership, community and activity-centered themes. The lowest overall mean was in the community theme.

Looking more closely at those themes revealed some differences in specific questions.

Clay Target Results Summary
2024-2025

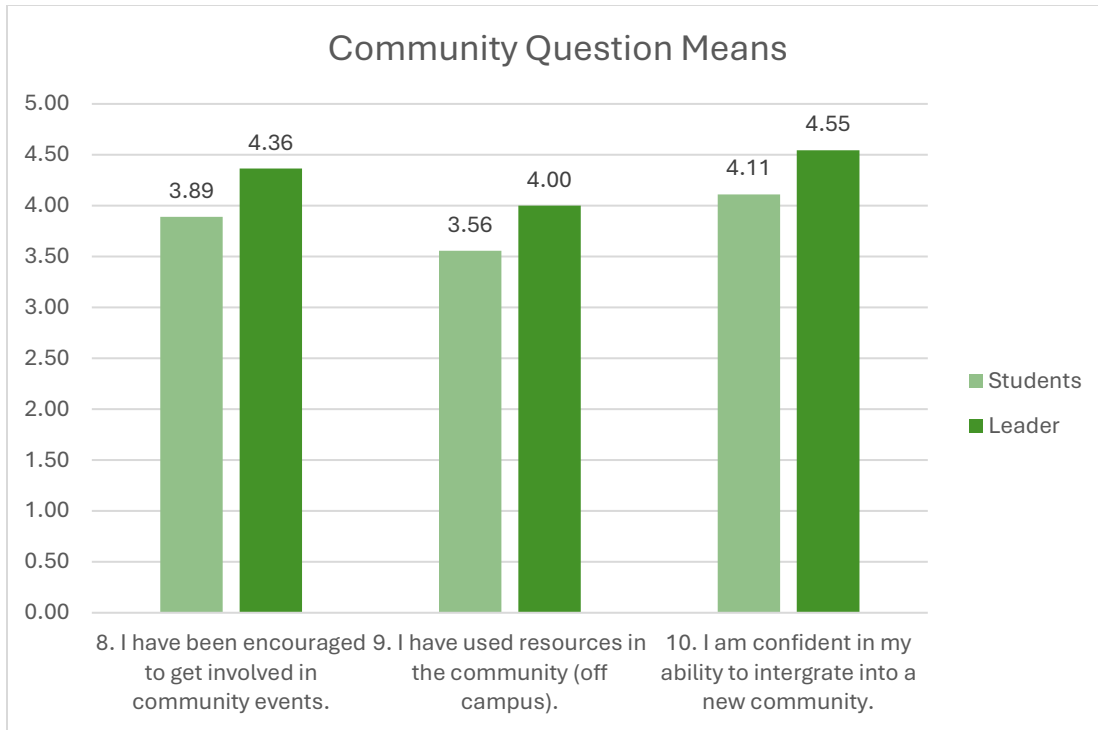


The most significant differences in the leadership theme were for questions 1, 3, and 4. Students rated themselves lower as compared to the leader. For these questions, the difference was more than a 0.5 point.

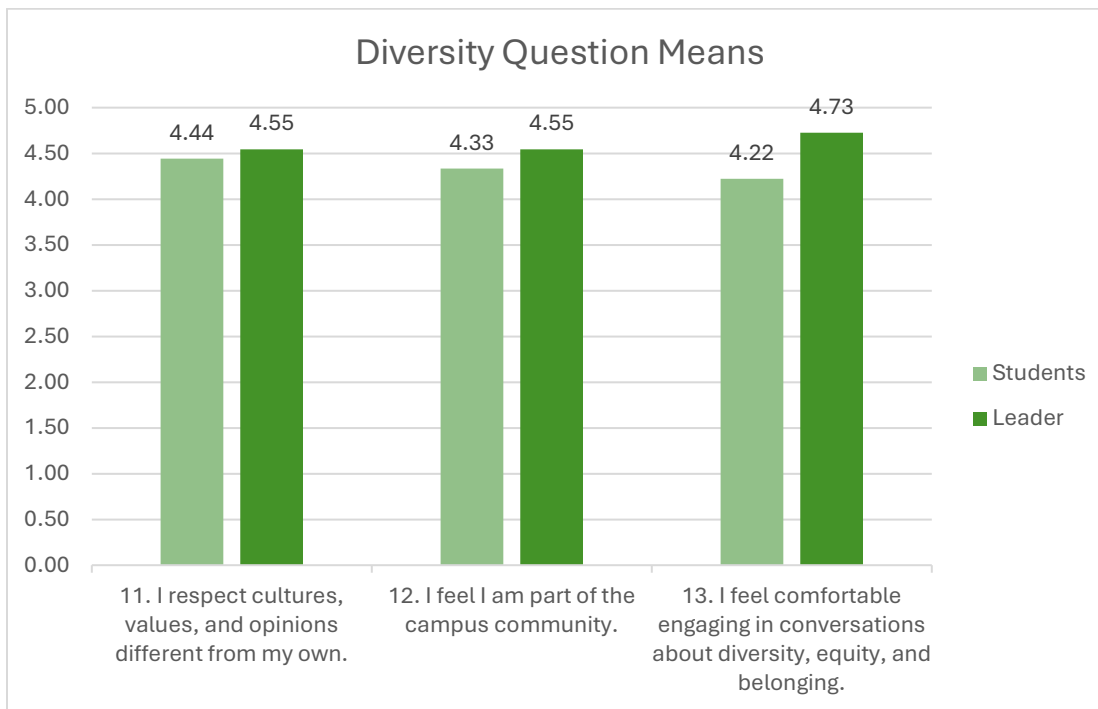


While it looks like students all rated themselves fairly high in the activity-centered theme, the difference between leader and student responses is statistically significant. For all questions, the leader rated students significantly higher than students ranked themselves.

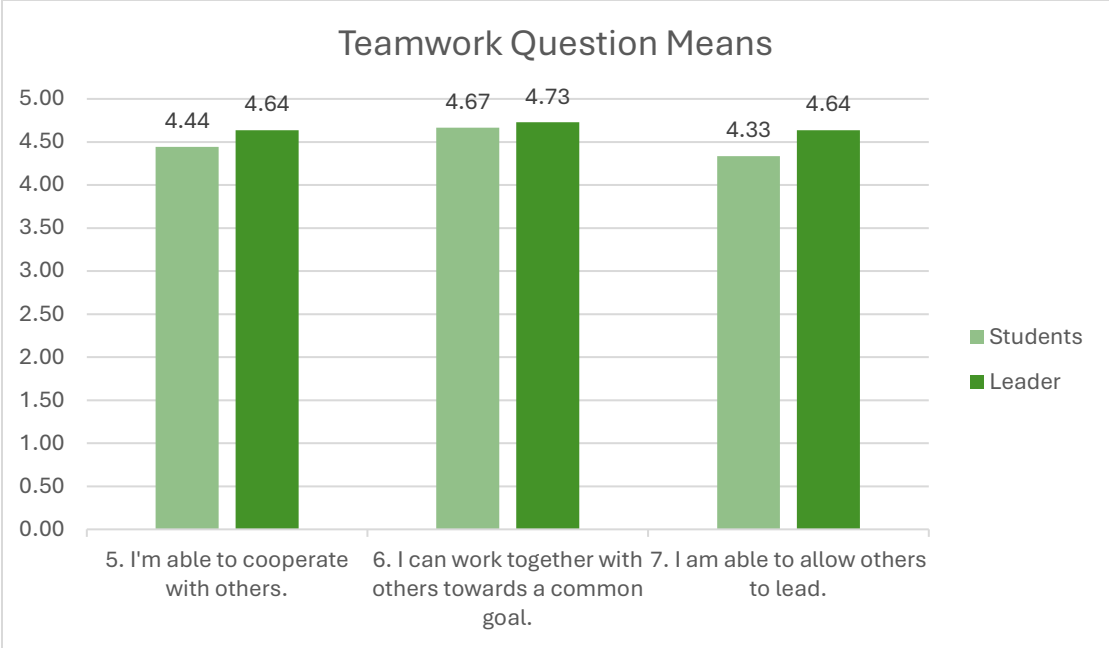
Clay Target Results Summary
2024-2025



The most significant differences in the community theme was for question 8. Students rated themselves lower again as compared to the leader.



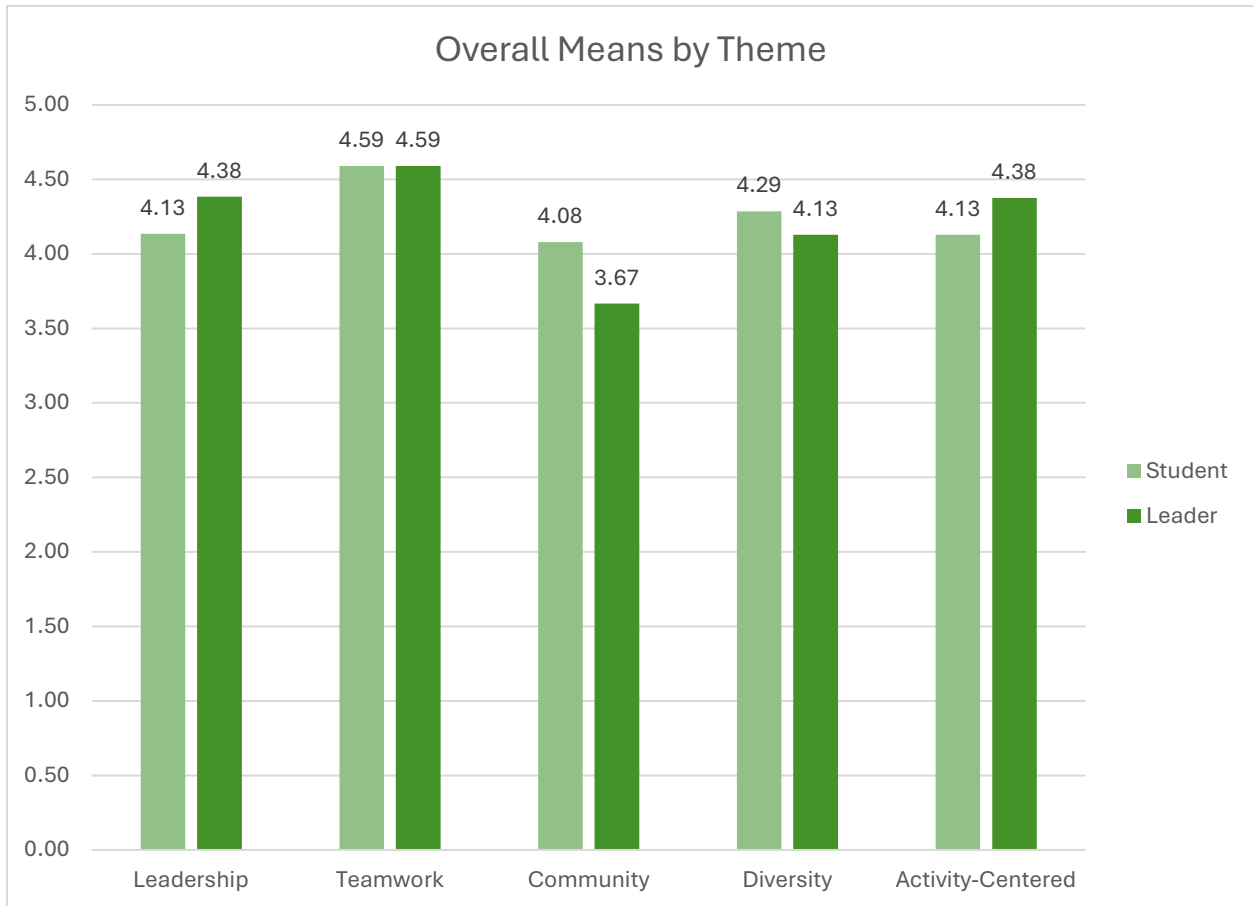
Clay Target Results Summary
2024-2025



Men's Basketball Results Summary
2024-2025

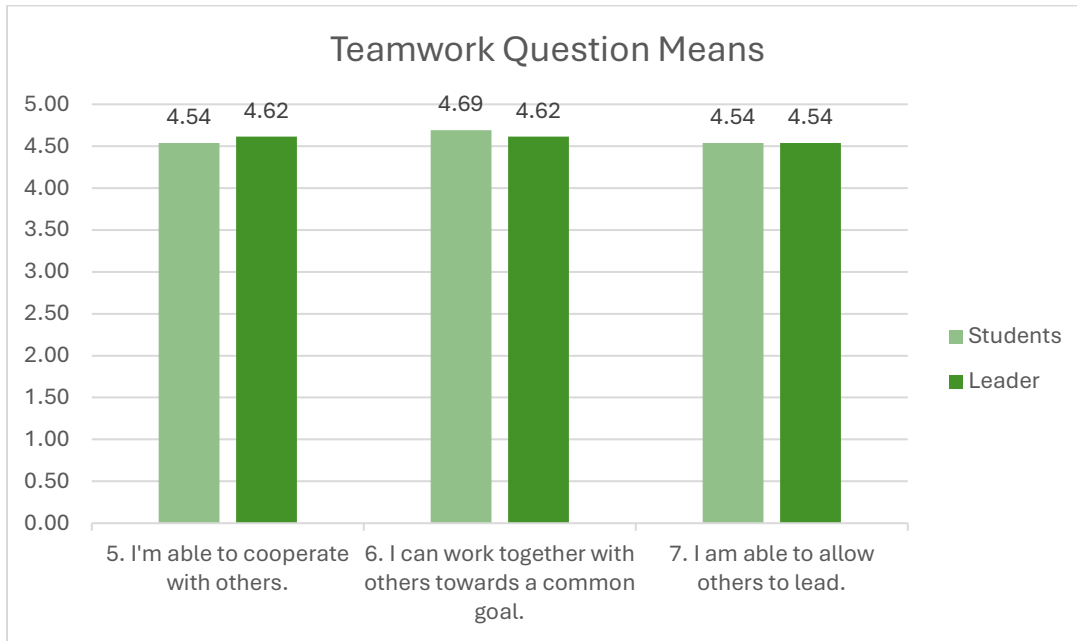
There were 13 student responses collected. The cocurricular leader submitted responses for the entire Men's Basketball team, which was 13.

The mean by each theme is presented in the chart below.



Responses to teamwork questions were rated highly by both students and the leader. Larger gaps between the student and leader responses were found in leadership and activity-centered themes. The lowest overall mean was in the community theme.

Men's Basketball Results Summary
2024-2025

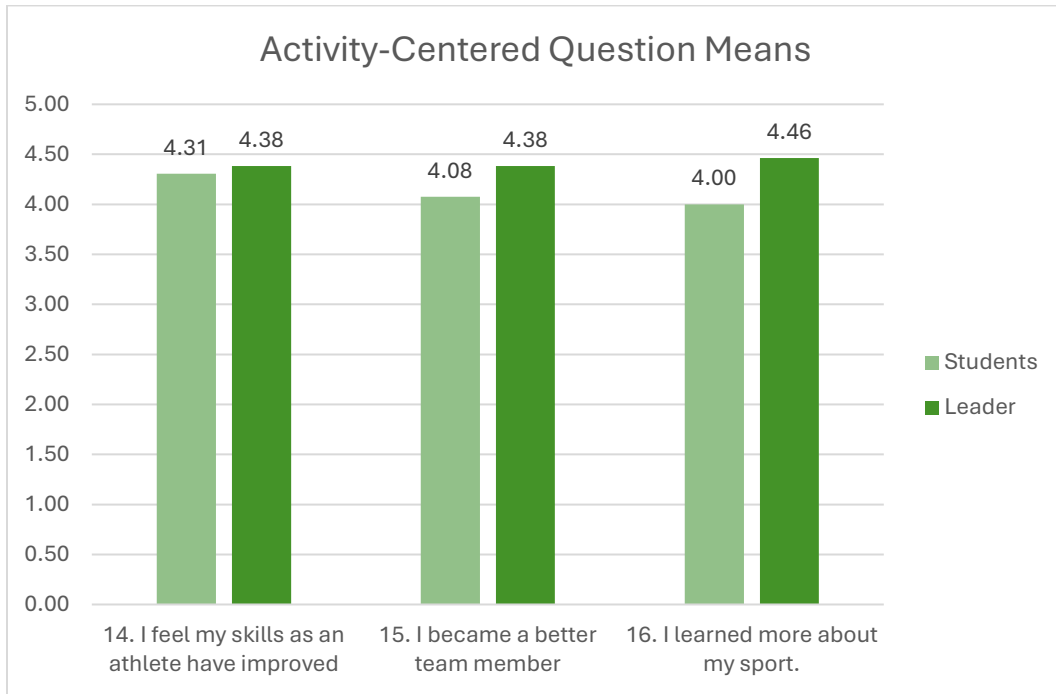


Looking more closely at the leadership and activity-centered themes revealed some differences in specific questions.

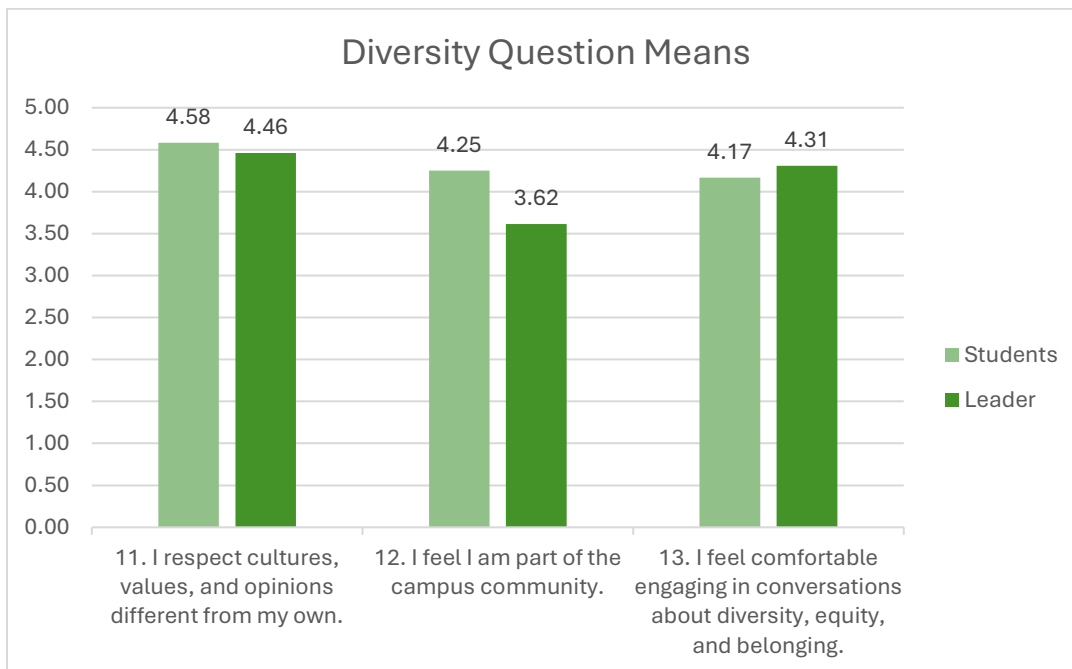


The most significant differences in the leadership theme were for questions 1 and 4. Students rated themselves lower as compared to the leader.

Men's Basketball Results Summary
2024-2025

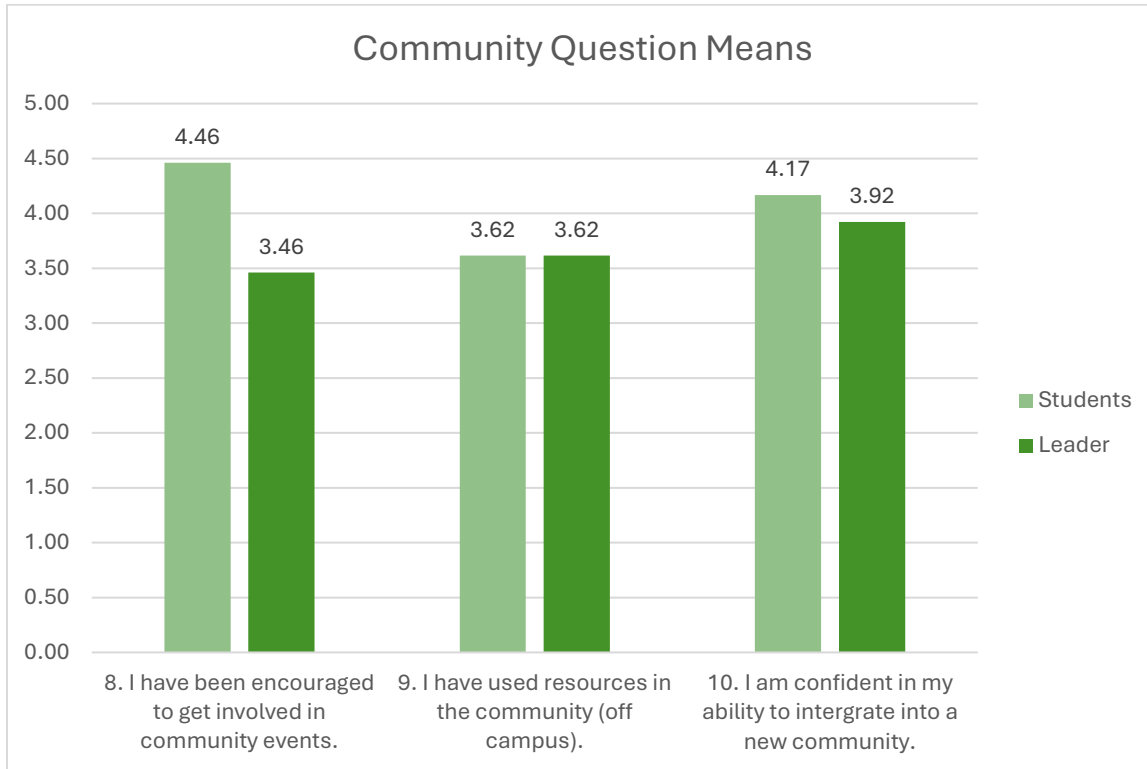


The largest difference in the activity-centered theme was for question 16, where students ranked themselves almost half a point lower than the leader. Again, the leader rated students higher than students ranked themselves.



Men's Basketball Results Summary
2024-2025

Leader and student responses differed the most for question 12 when relating to the diversity theme. Students ranked their involvement in the campus community over half a point higher than the leader.

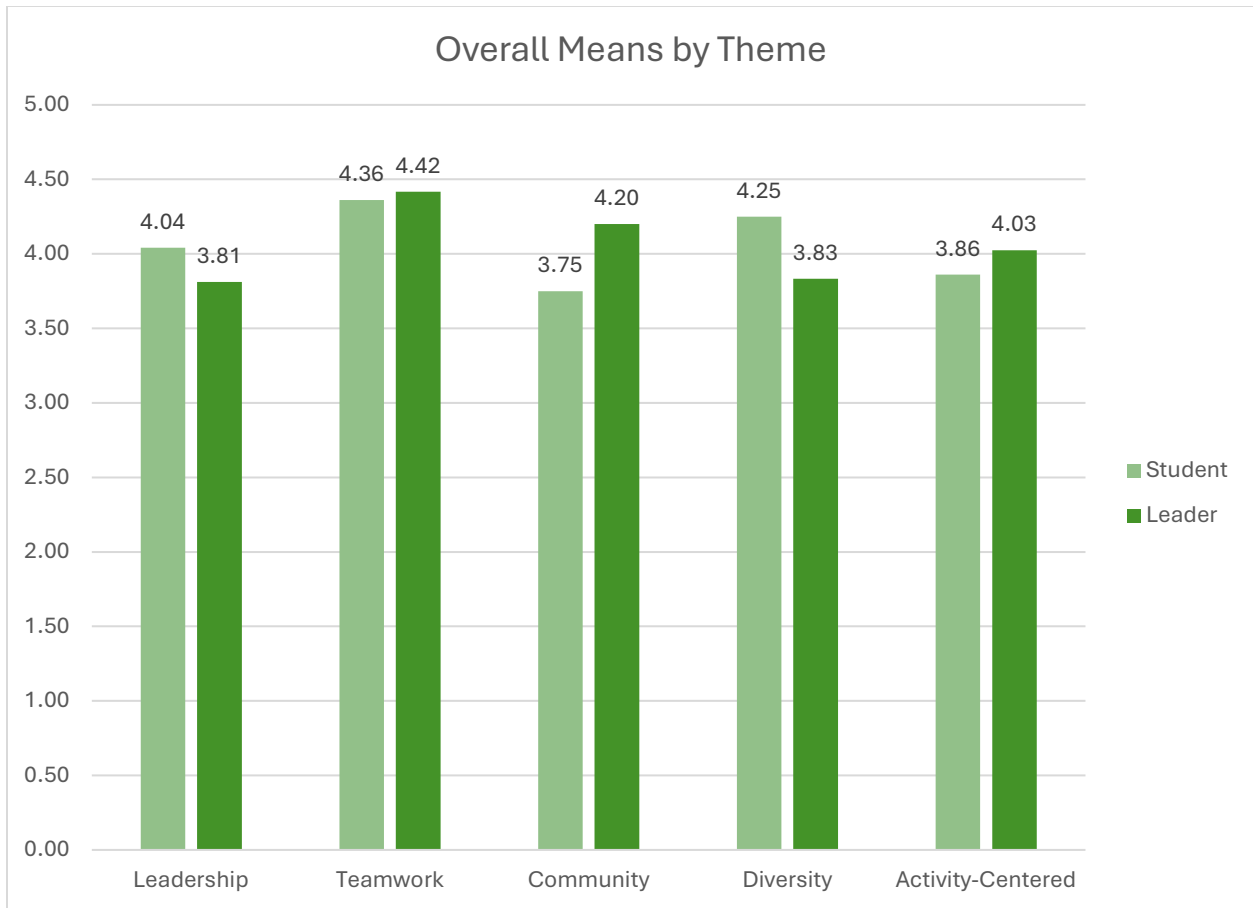


The most statistically significant difference among all questions was question 8, which was in the community theme. Students rated themselves a full point higher than the leader about being encouraged to get involved in community events.

Men's Hockey Results Summary
2024-2025

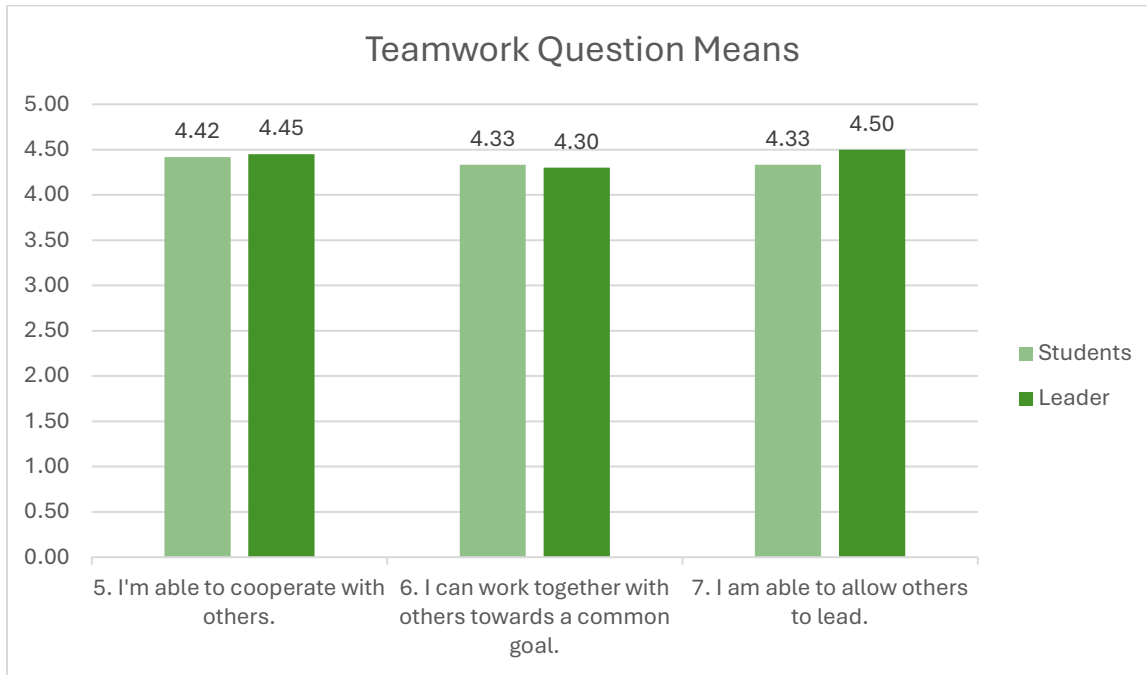
There were 12 student responses collected. The cocurricular leader submitted responses for the entire Men's Hockey team, which was 20.

The mean by each theme is presented in the chart below.

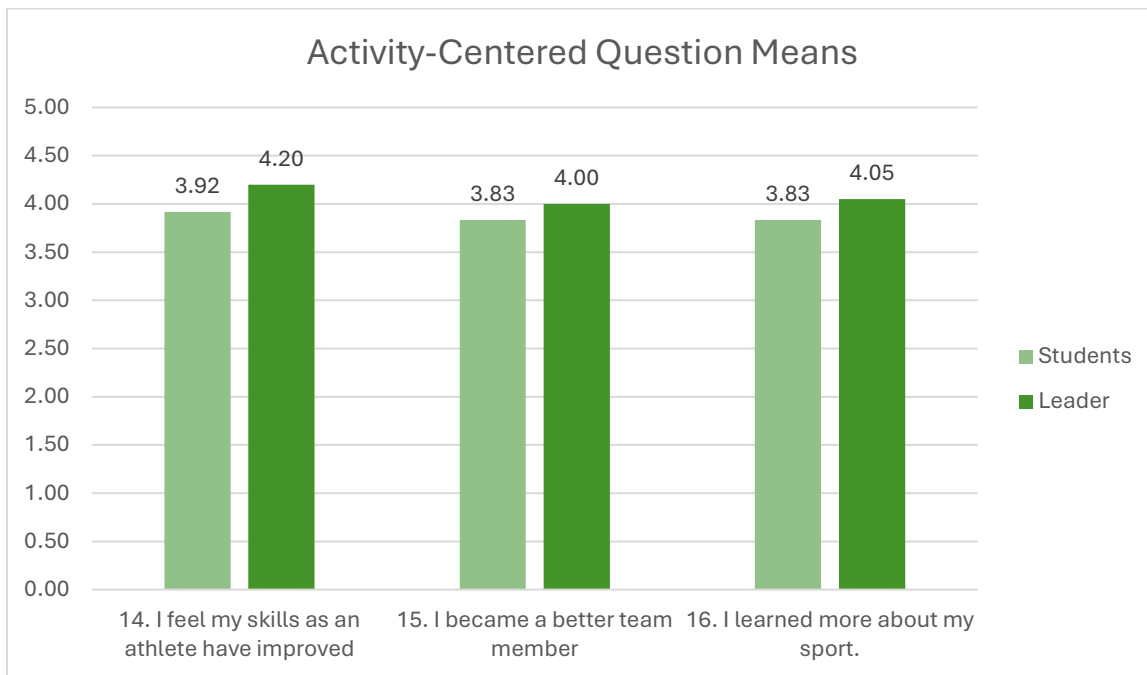


Responses to teamwork questions were rated highly by both students and the leader. The lowest overall mean was in the leadership theme.

Men's Hockey Results Summary
2024-2025

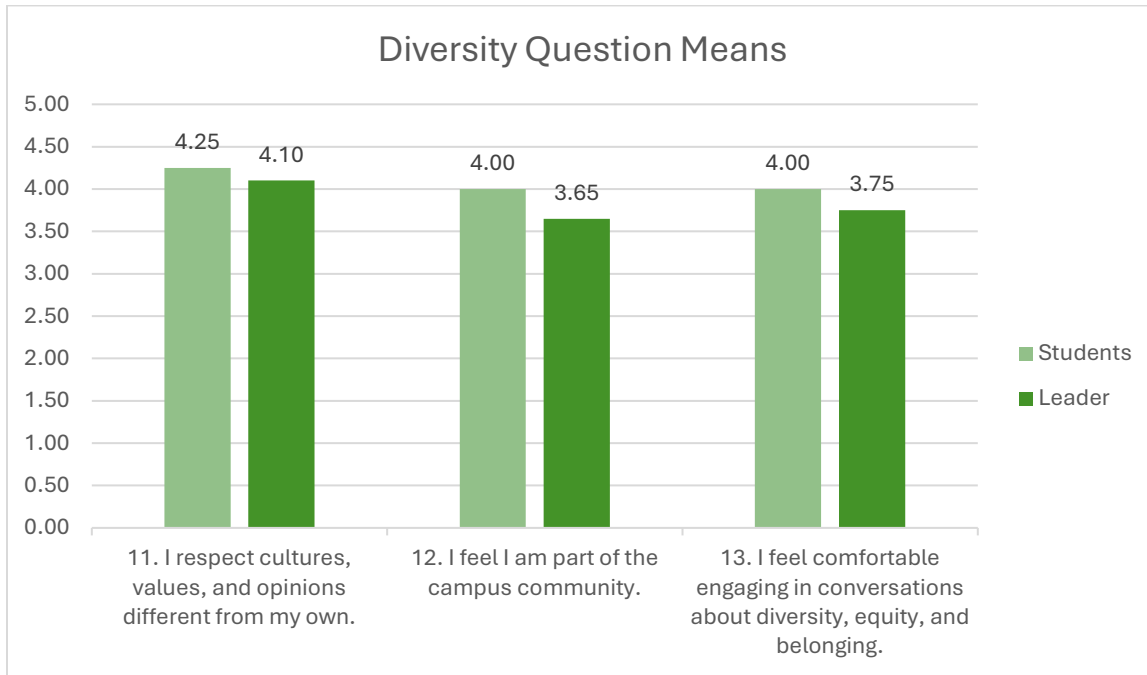


For the teamwork question, all of the questions were rated fairly evenly.

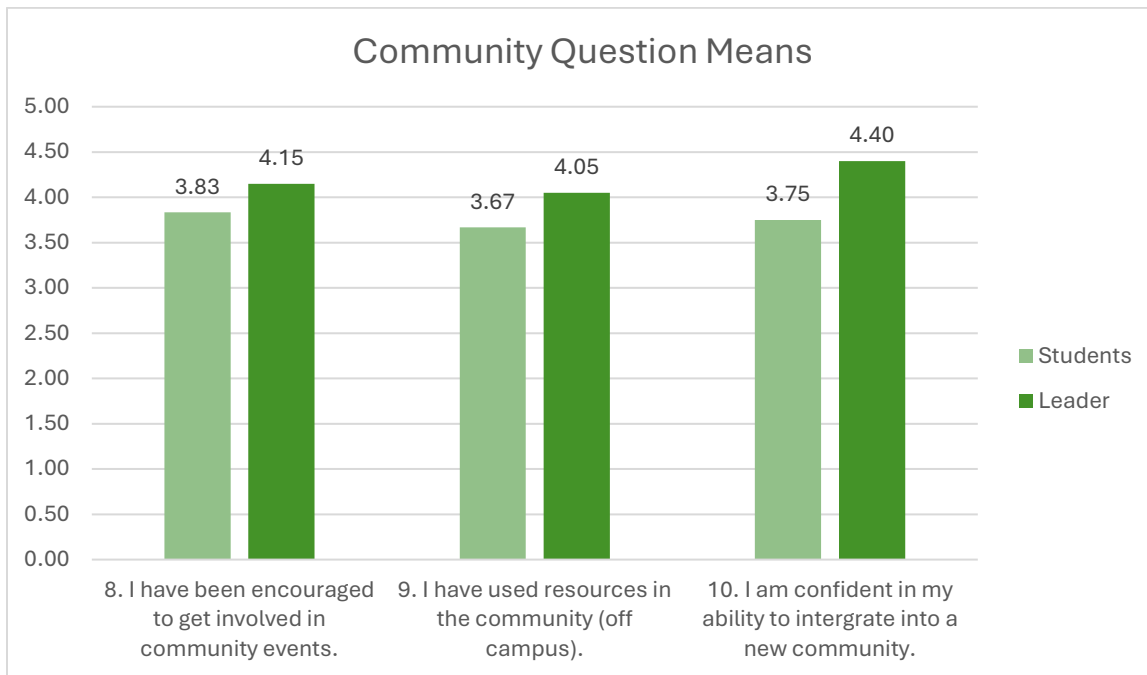


In the activity-centered theme, the leader rated students higher than students ranked themselves in all questions.

Men's Hockey Results Summary
2024-2025

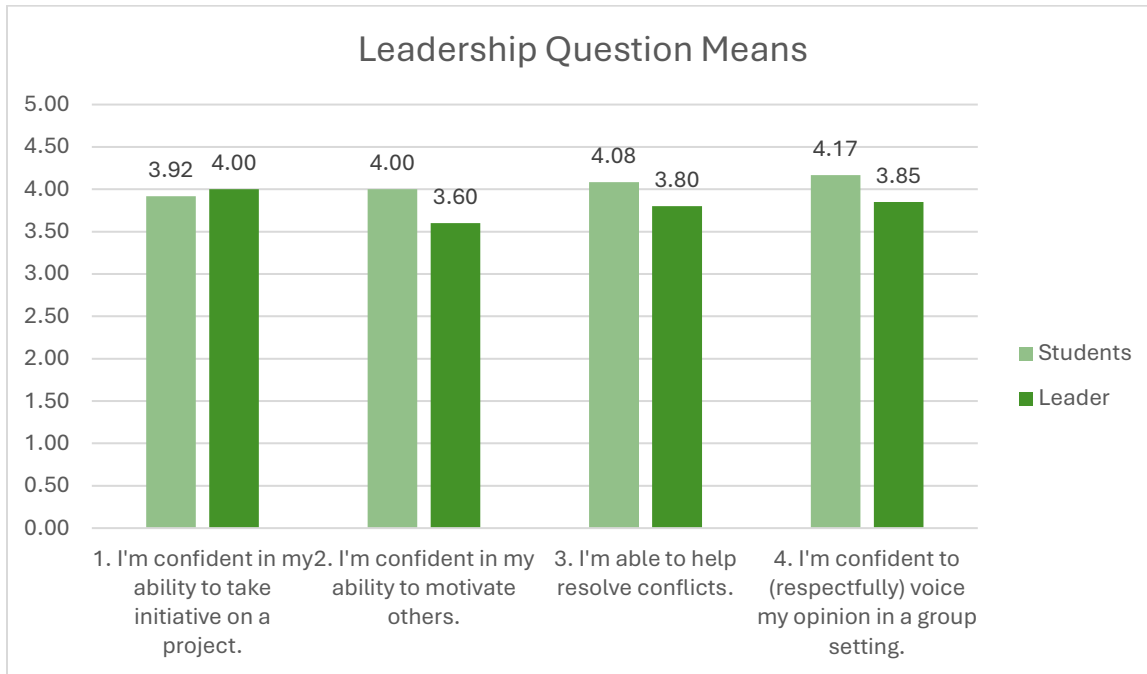


The students ranked themselves higher in the diversity themed questions compared to leader rankings. The biggest difference was found in question 12 relating to feeling apart of the campus community.



Men's Hockey Results Summary
2024-2025

Students ranked themselves a considerable amount lower in the community related questions than the leader. While these are the largest differences between leader/student rankings, none of them were statistically significant.

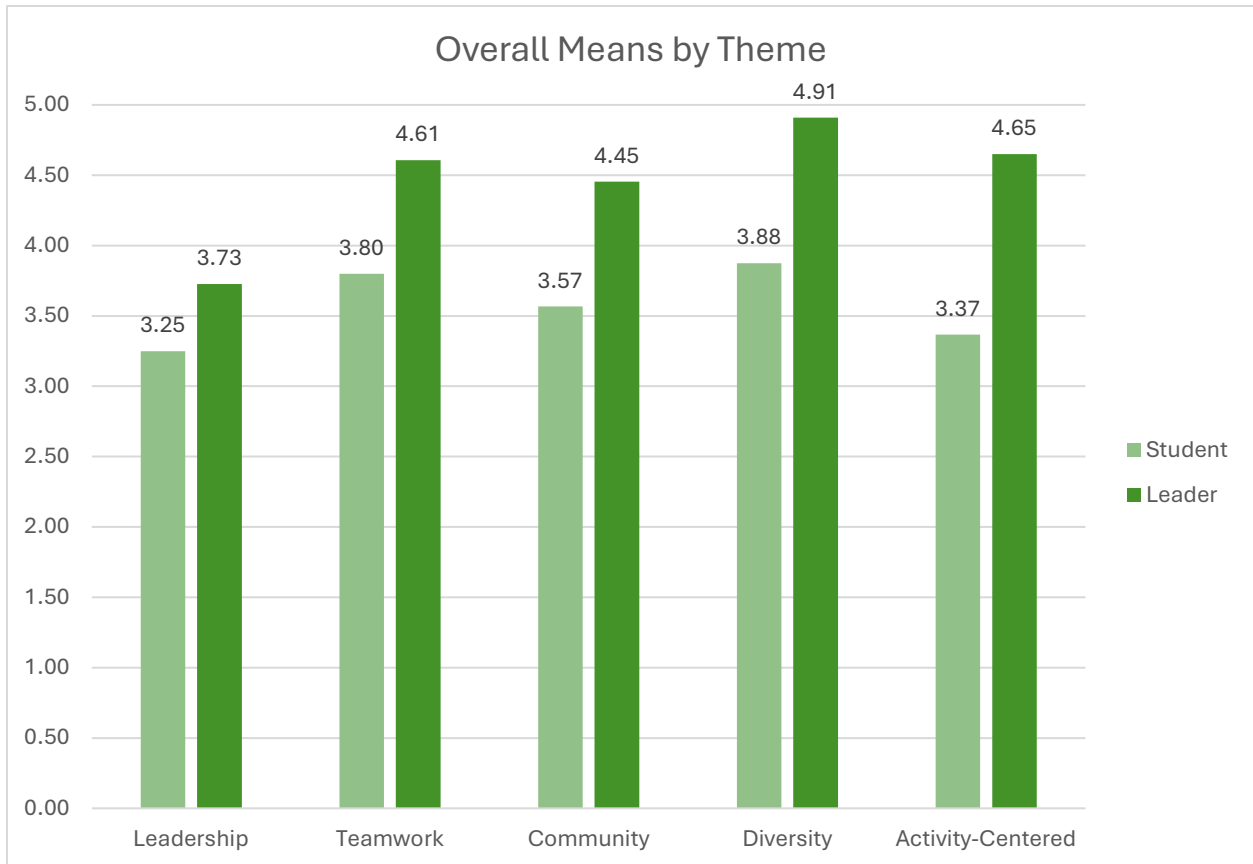


The lowest ranking theme overall was leadership. The largest difference in the leadership theme was for question 2. Students rated themselves higher as compared to the leader in their confidence to motivate others. The second largest difference was in question 4, voicing opinion in a group setting. Again, students ranked themselves higher compared to leader ranking.

Softball Results Summary
2024-2025

There were 10 student responses collected. The cocurricular leader submitted responses for the entire Softball team, which was 11. Overall season record: 1-40

The mean by each theme is presented in the chart below.

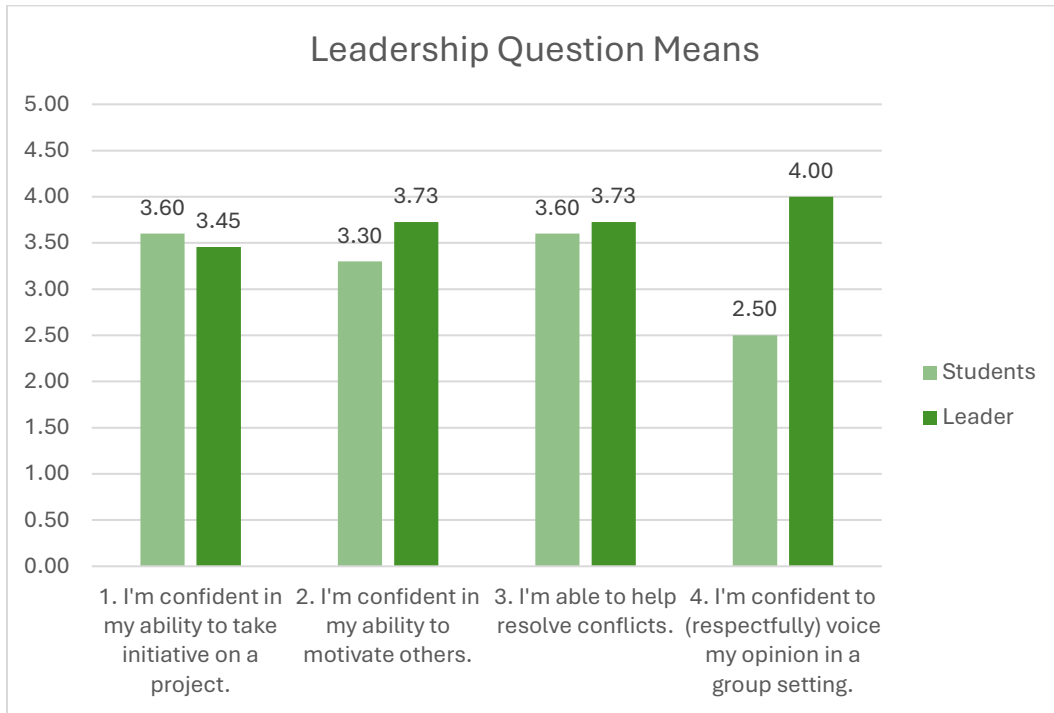


Student responses to questions in each theme were considerably lower than the leader ratings. Responses to the diversity related questions were rated the highest, while the leadership questions were rated the lowest by both students and leader.

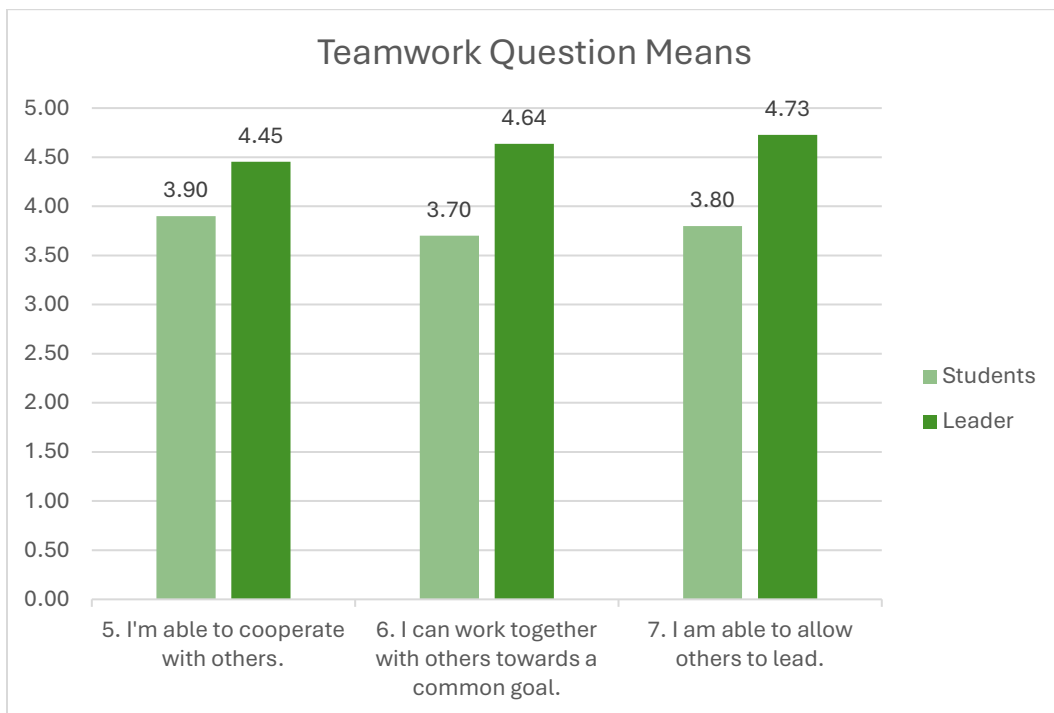
Specific questions that showed a statistical difference between student and leader ratings:

- Question 4 (Leadership)
- Question 6 (Teamwork)
- Question 7 (Teamwork)
- Question 8 (Community)
- Question 9 (Community)
- Question 12 (Diversity)
- Question 13 (Diversity)
- Question 14 (Activity-Centered)
- Question 16 (Activity-Centered)

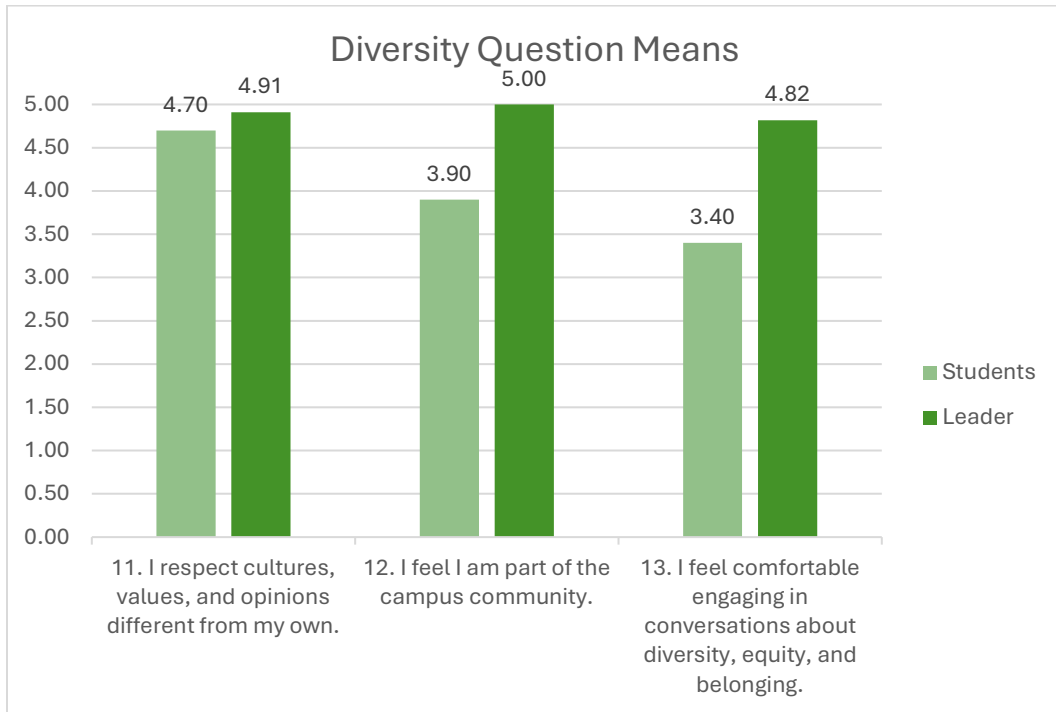
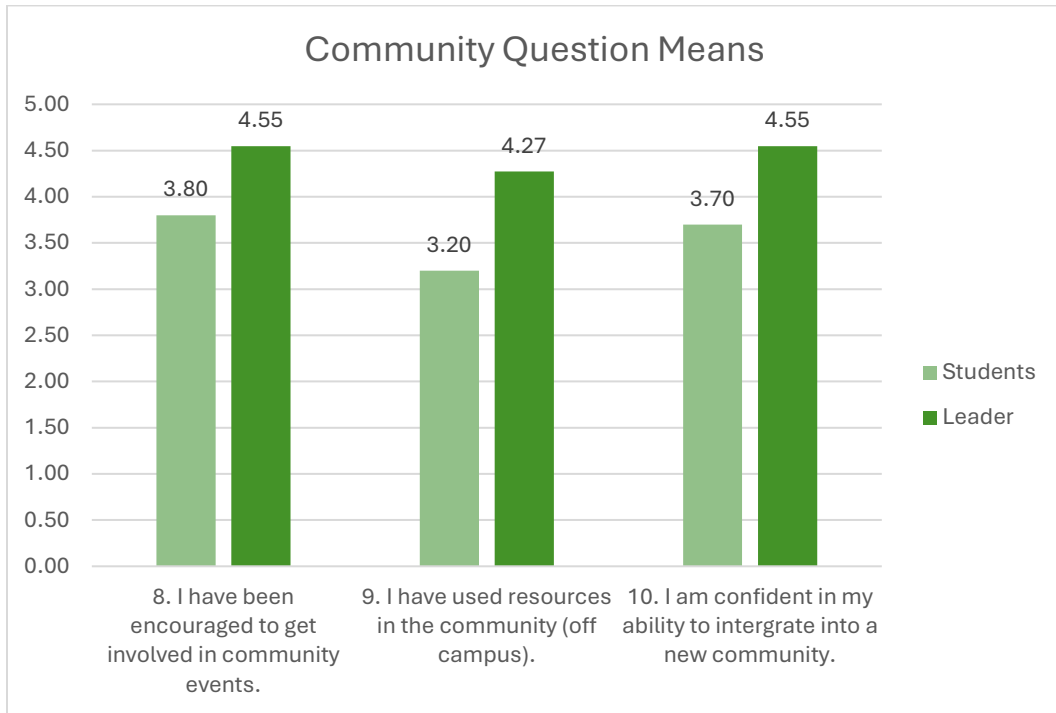
Softball Results Summary
2024-2025



This theme had the closely matched ratings between students and the leader. However, Question 4 had the lowest student rating of all questions, as well as the largest spread in student ratings.

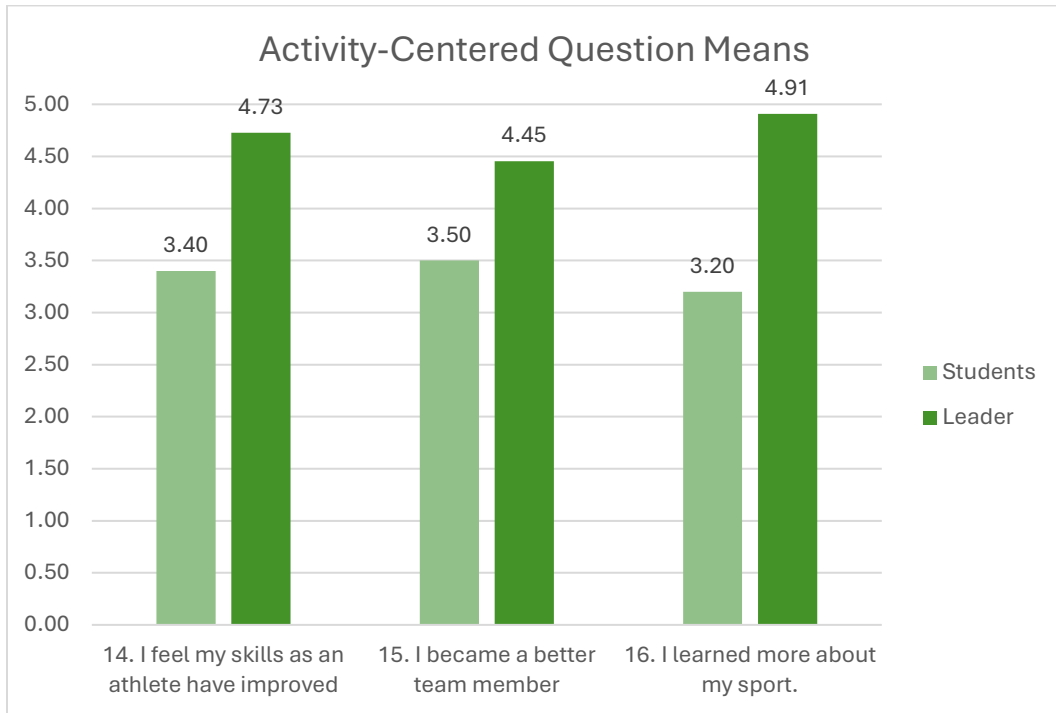


Softball Results Summary
2024-2025



The diversity theme had the highest rating by both students and leader. Question 11 was the highest rated question (among all questions) by the students.

Softball Results Summary
2024-2025

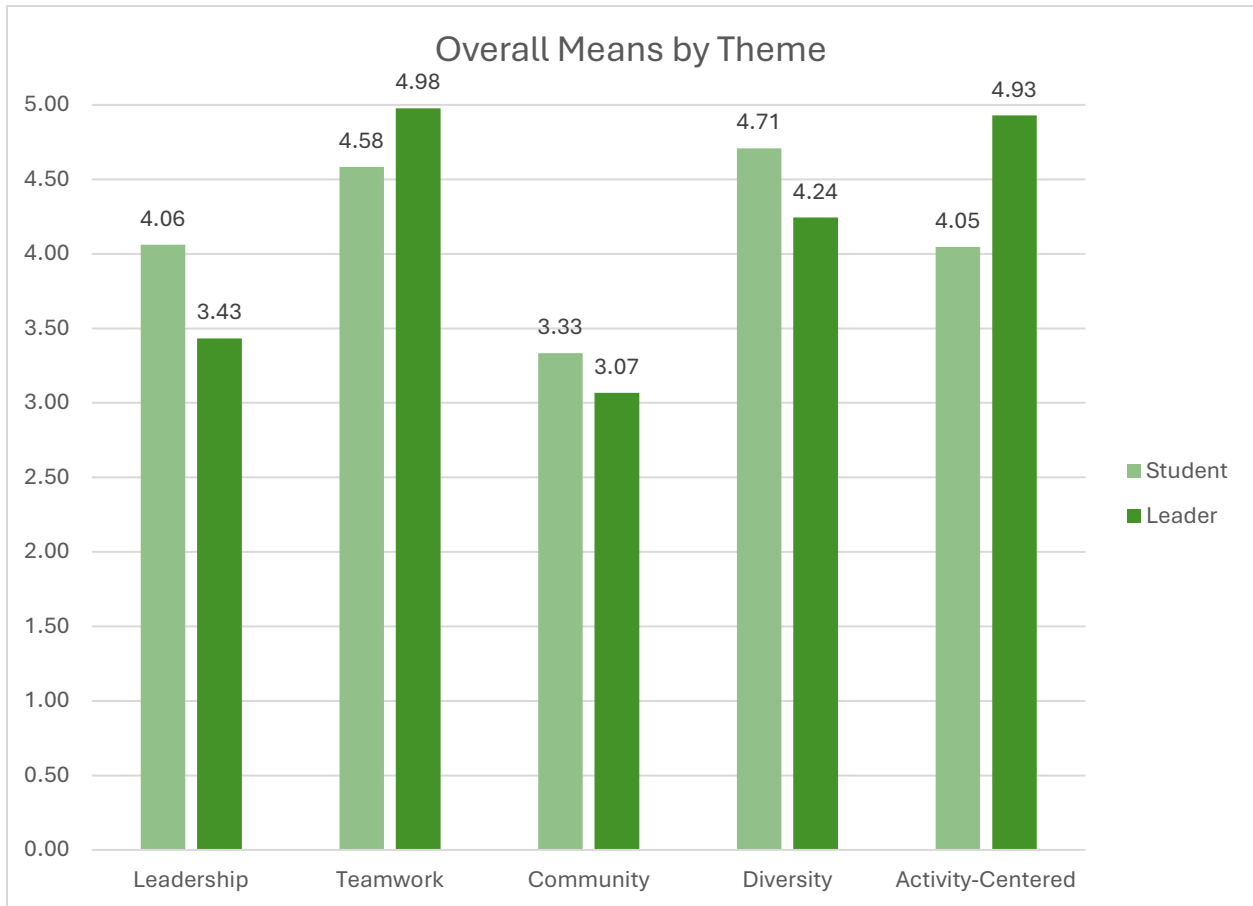


The activity-centered theme showed the largest differences in ratings between the students and the leader. The largest difference (among all questions) was in question 16, which was also the most statistically significant difference.

Volleyball Results Summary
2024-2025

There were 8 student responses collected. The cocurricular leaders submitted responses for the entire Volleyball team, which was 15.

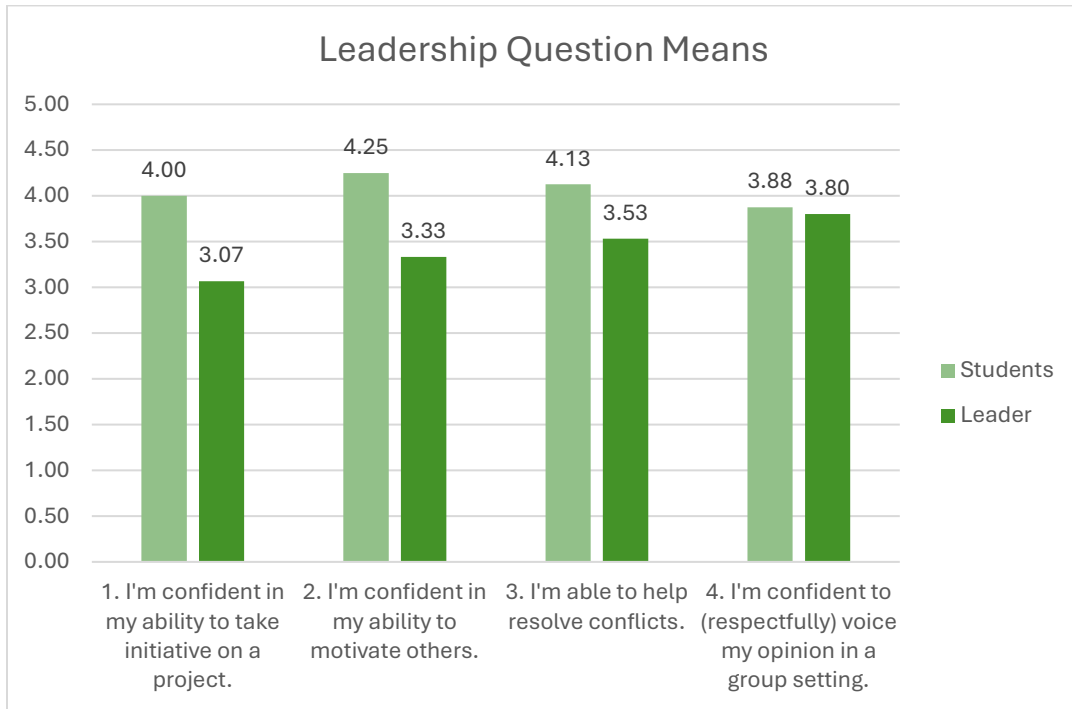
The mean by each theme is presented in the chart below.



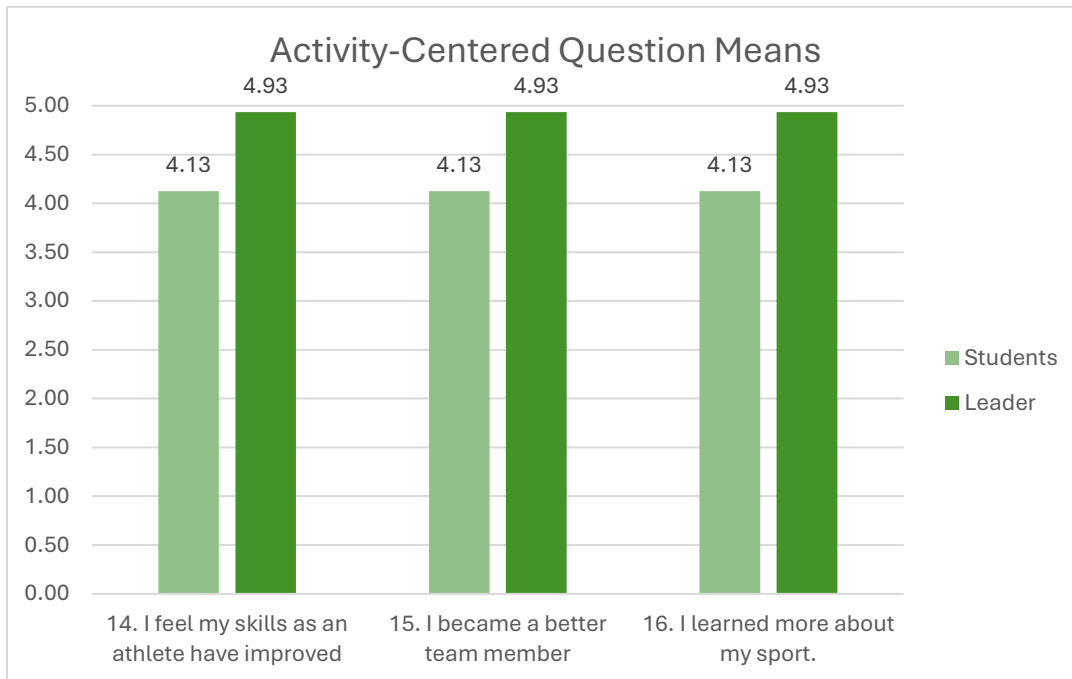
Responses to teamwork questions were rated highly by both students and the leader. Larger gaps between the student and leader responses were found in leadership and activity-centered themes. The lowest overall mean was in the community theme.

Looking more closely at the leadership and activity-centered themes revealed some differences in specific questions.

Volleyball Results Summary
2024-2025

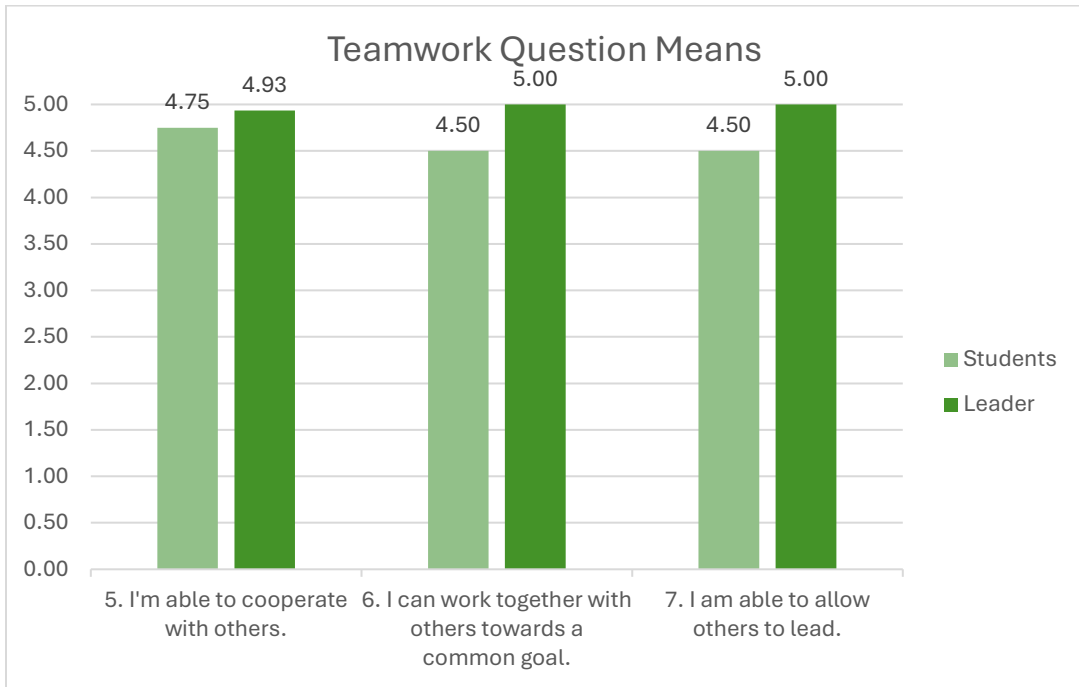
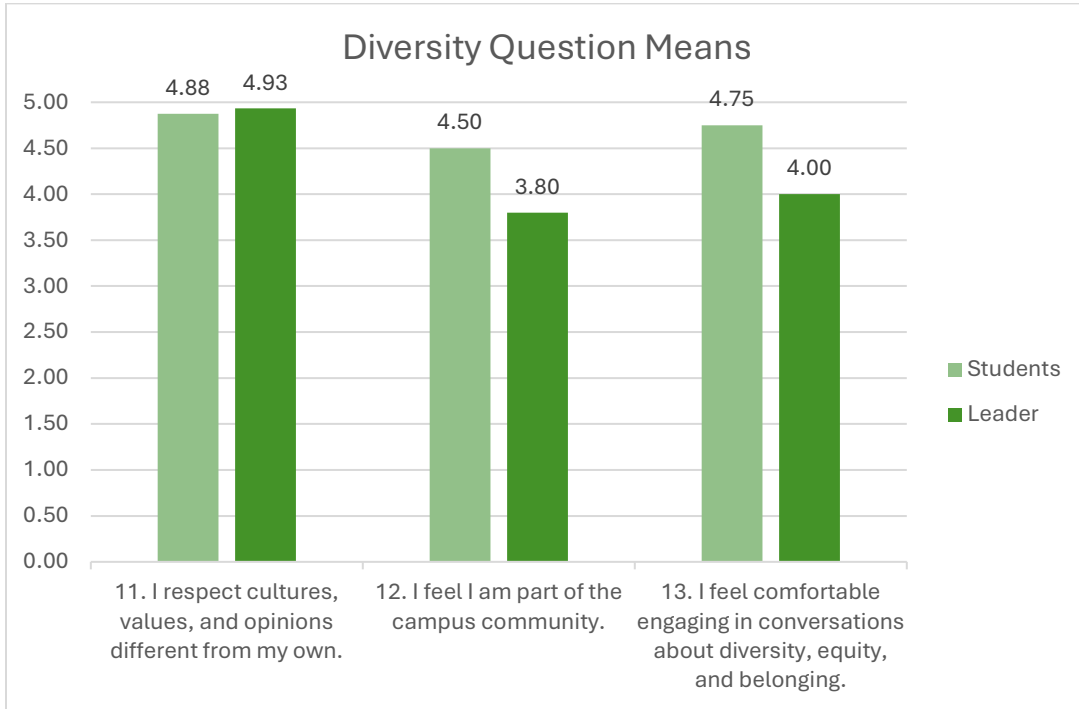


The most significant differences in the leadership theme were for questions 1 and 2. Students rated themselves higher as compared to the leader. For these questions, the difference was almost a full point.

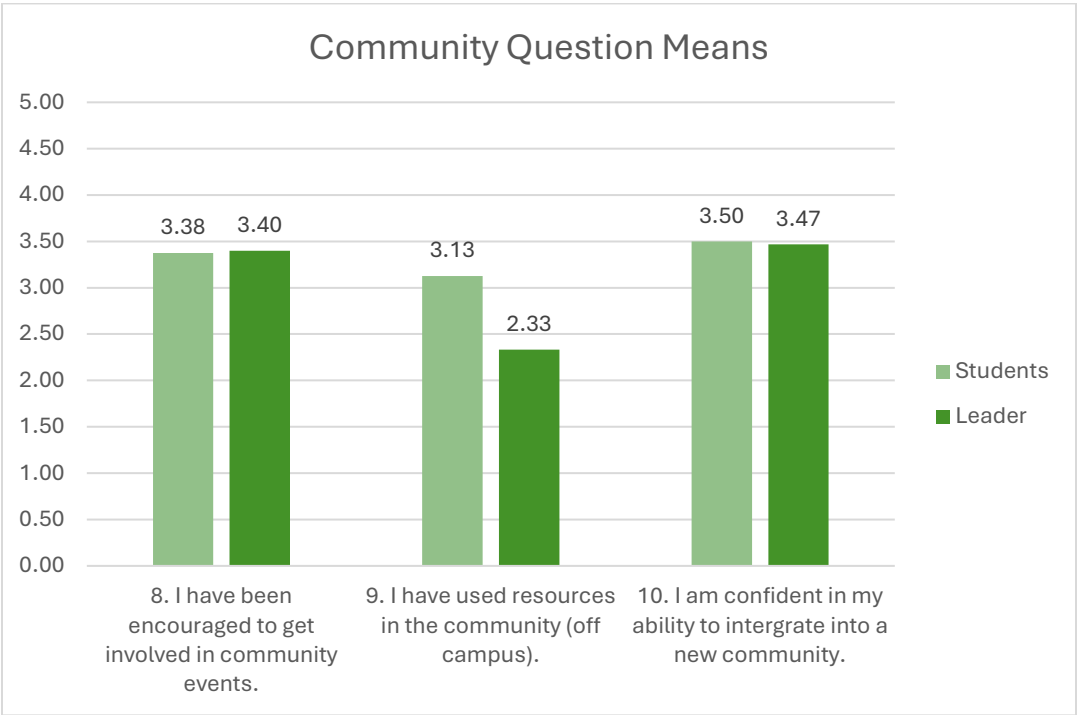


While it looks like students all rated themselves fairly high in the activity-centered theme, the difference between leader and student responses is statistically significant. For all questions, the leader rated students significantly higher than students ranked themselves.

Volleyball Results Summary
2024-2025



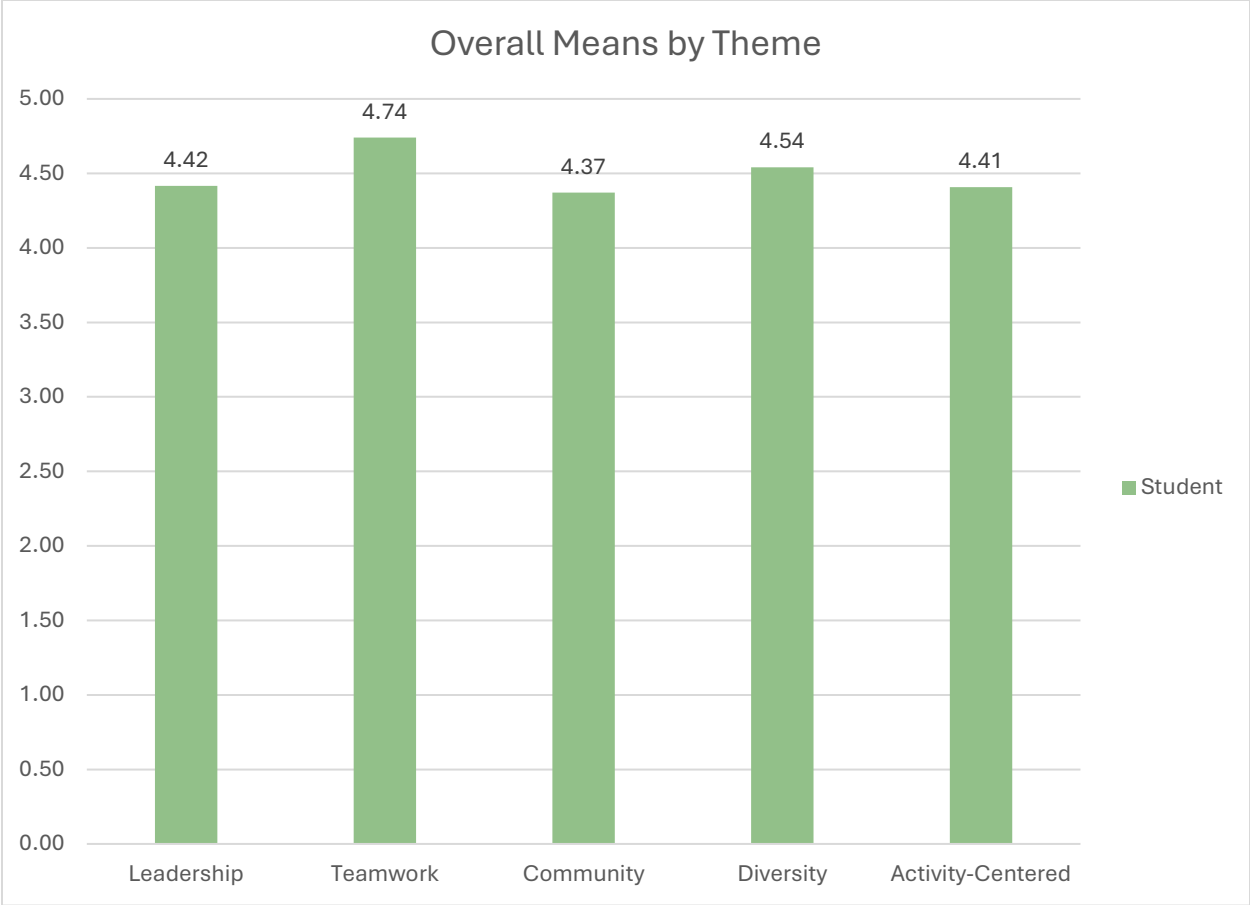
Volleyball Results Summary
2024-2025



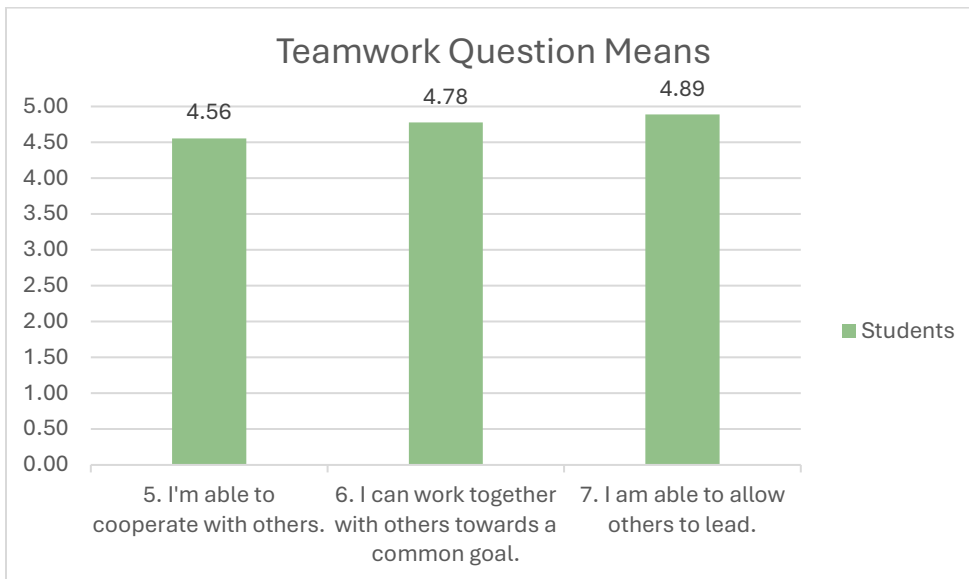
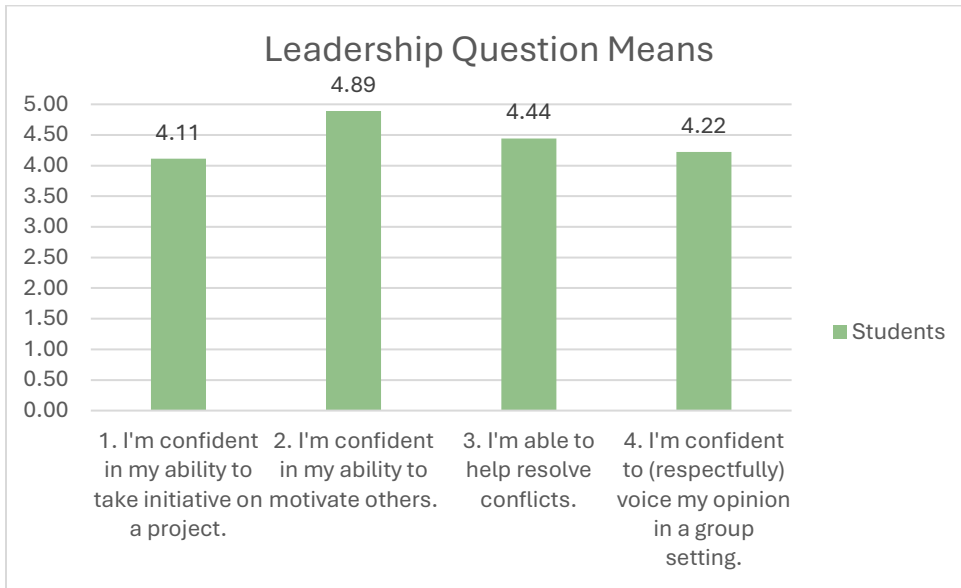
Women's Basketball Results Summary
2024-2025

There were 9 student responses collected. No leader responses were collected due to a coaching change mid-season.

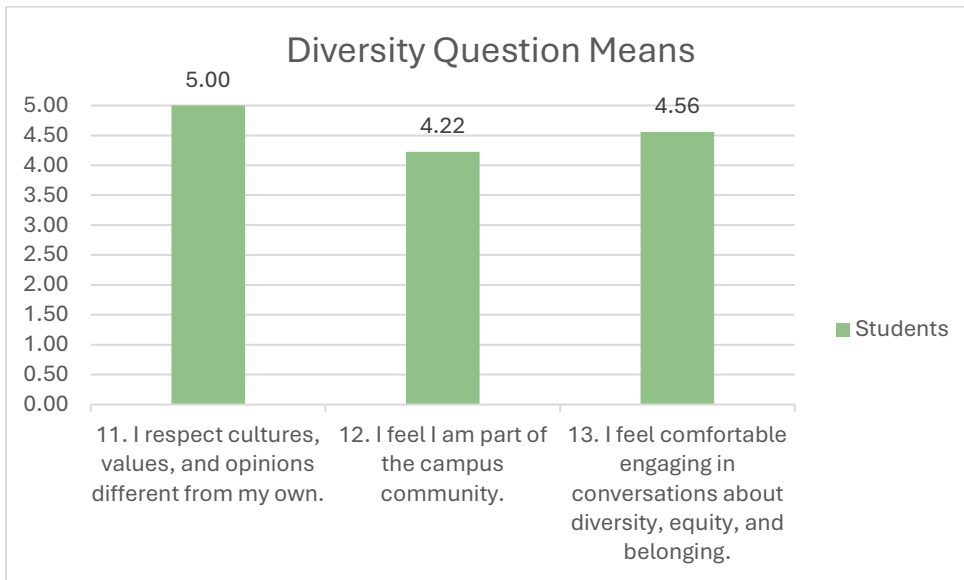
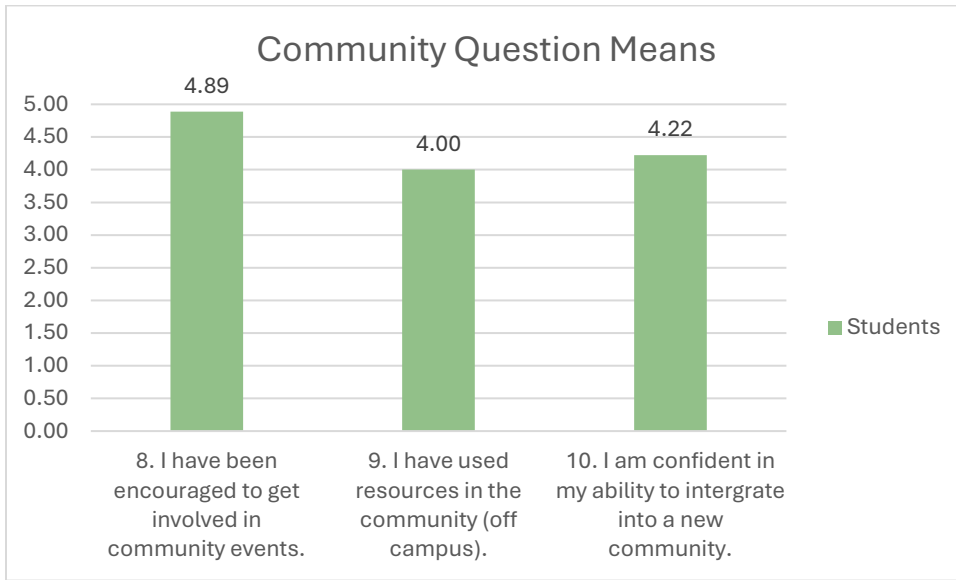
The mean by each theme is presented in the chart below.



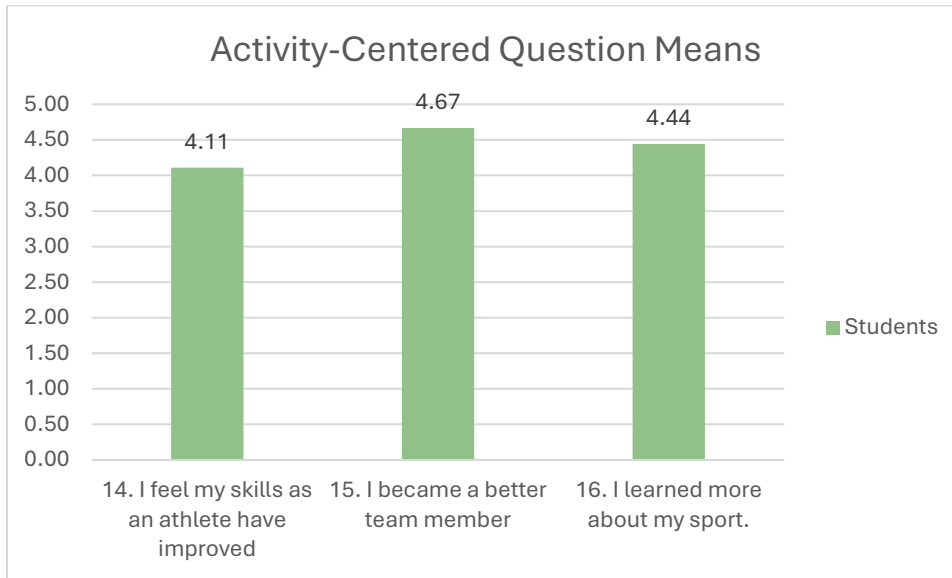
Women's Basketball Results Summary
2024-2025



Women's Basketball Results Summary
2024-2025



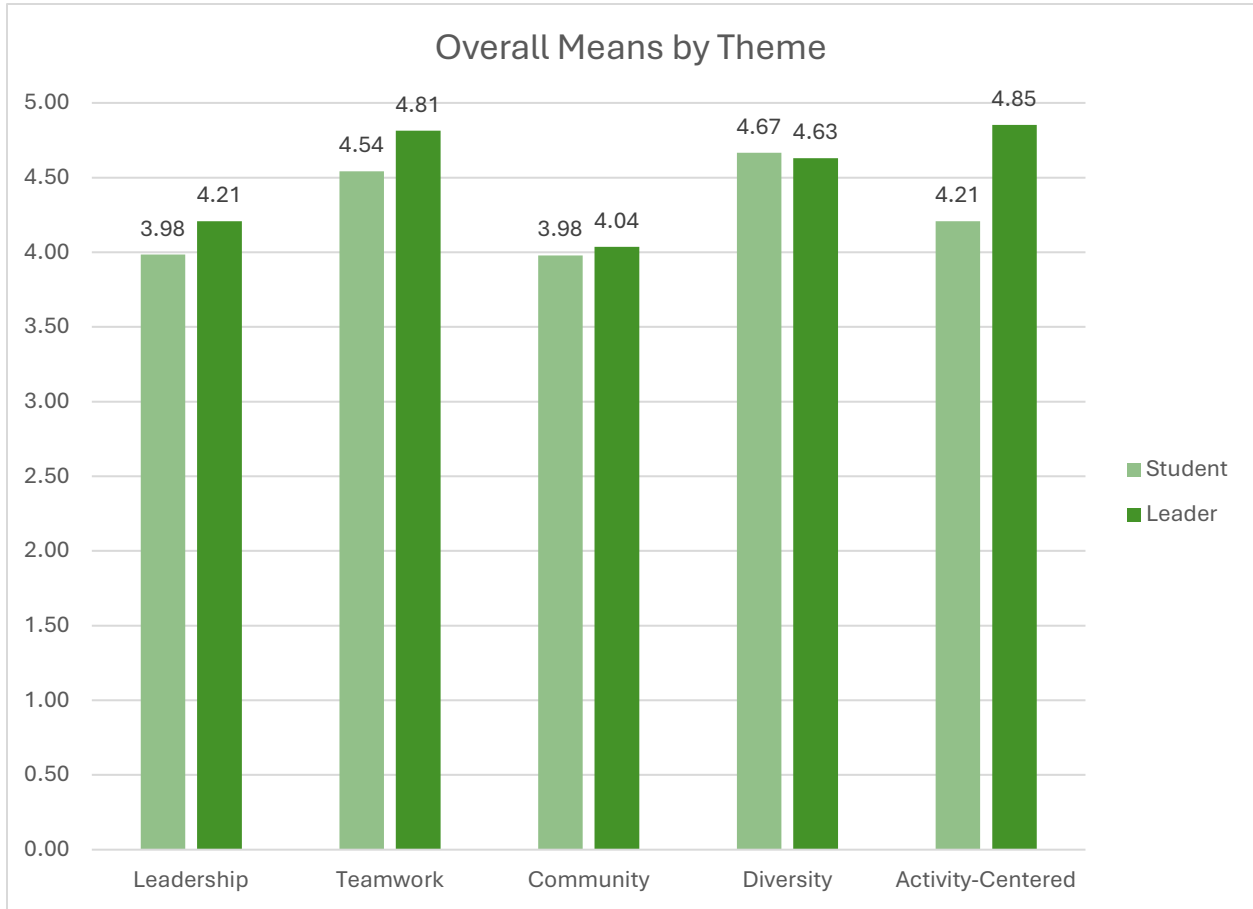
Women's Basketball Results Summary
2024-2025



Women's Hockey Results Summary
2024-2025

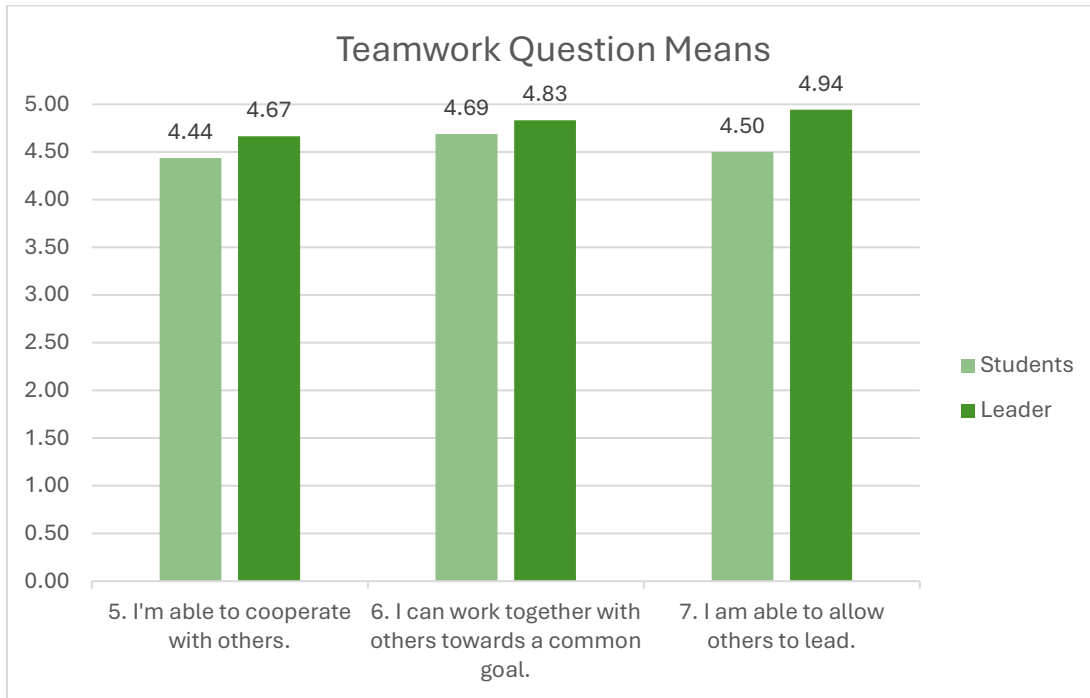
There were 16 student responses collected. The cocurricular leader submitted responses for the entire Women's Hockey team, which was 18.

The mean by each theme is presented in the chart below.

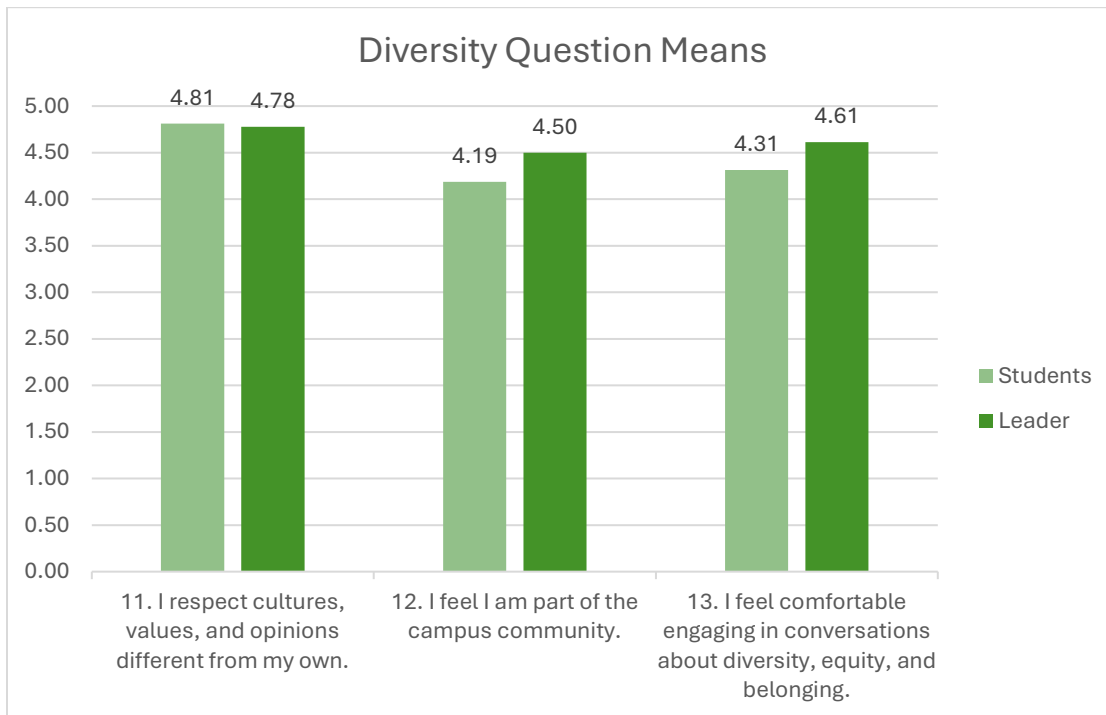


Responses to teamwork and diversity questions were rated highly by both students and the leader. Lower means were found in leadership and activity-centered themes. The lowest overall mean was in the community theme.

Women's Hockey Results Summary
2024-2025



For the teamwork questions, the largest gap between leader and student responses was in question 7 where the students rated themselves almost half a point lower than the leader.

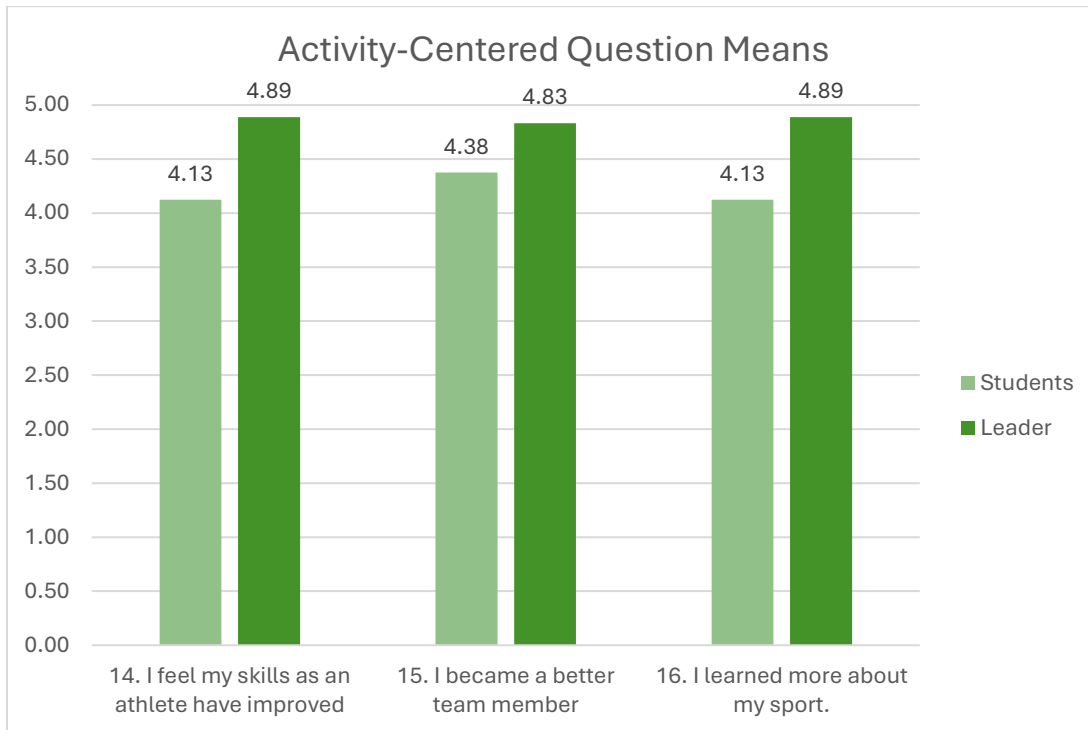


The diversity questions all had fairly equal ratings between leader and student.

Women's Hockey Results Summary
2024-2025

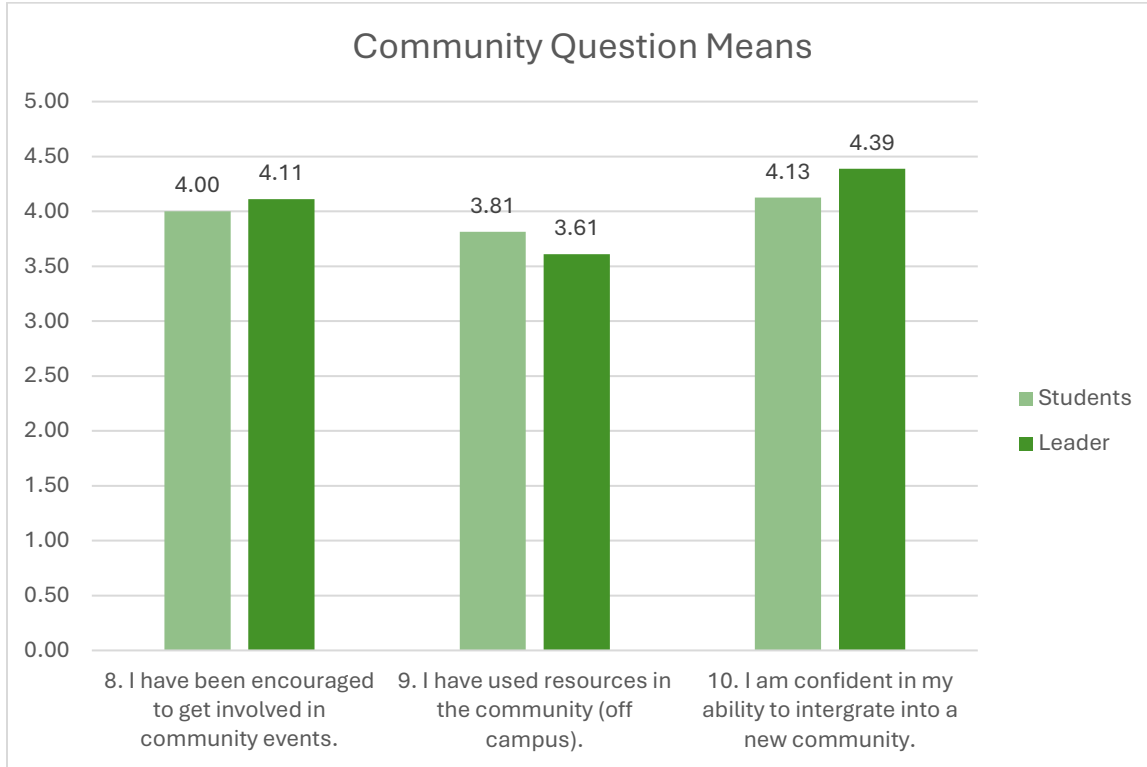


The largest difference in the leadership theme was for question 1. Students rated themselves lower as compared to the leader.



Women's Hockey Results Summary
2024-2025

In the activity-centered theme, questions 14 and 16 show statistically significant differences between leader and student response. For all questions, the leader rated students higher than students ranked themselves.



The lowest ranking theme overall was community, by both leader and student.

APPENDIX 3 - Completed Action Plans by Cocurricular Activity

- ~~Baseball~~ (not submitted)
- Clay Target (future action plans not submitted)
- Men's Basketball
- Men's Ice Hockey (future action plans not submitted)
- Softball
- Volleyball
- Women's Basketball
- Women's Ice Hockey

Cocurricular Assessment Action Plan

Cocurricular Group:	Clay Target
Submitted by:	Cody Clemenson
Date Submitted:	9/23/24

****Prior Assessment Cycle** Follow-up on Prior Action Steps/Assessment-Driven Change**

Summary of what was done & how it went	
Challenges	
Highlights	

****New Cycle – Year 1 – Assessment****

<p>Year 1: Plans for the year <i>Describe your plans to incorporate the five themes for your cocurricular group this coming year.</i></p>	<ul style="list-style-type: none"> • Leadership <ul style="list-style-type: none"> ○ Have students take initiative in selling raffle tickets for team fundraiser ○ Have students spot and offer shooting advise to team members to increase accuracy • Teamwork <ul style="list-style-type: none"> ○ Have students spot and cheer on one another during practice to support teammates and increase accuracy • Community <ul style="list-style-type: none"> ○ Have students help with DCB Turtle Trot and other events as asked ○ Have each student volunteer to help one night with the Bottineau High Clay target team ○ Have team volunteer to conduct a clean up date at our local range • Diversity <ul style="list-style-type: none"> ○ Allow students of all backgrounds to participate • Career-Preparedness <ul style="list-style-type: none"> ○ Have students learn time management for practices and balancing school and student athlete life
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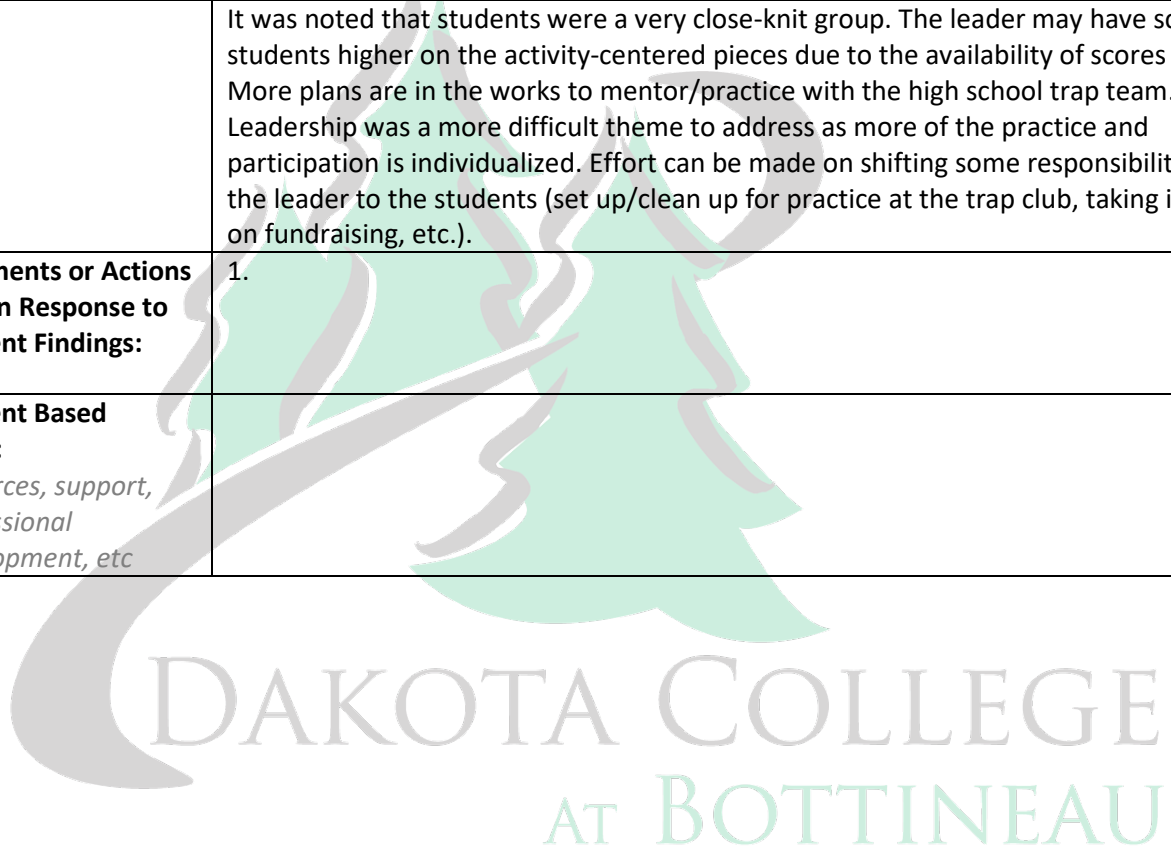
PAUSE until ready to report

Cocurricular Assessment Action Plan

Begin Reporting Here

****Year 2 – Analysis****

<p>Results:</p> <ul style="list-style-type: none"> • <i>These will be found in report from Assessment Team</i> 	<p>Students consistently scored themselves lower on all areas as compared to the cocurricular leader Responses to teamwork and diversity questions were rated highly by both students and the leader. Larger gaps between the student and leader responses were found in leadership, community and activity-centered themes. The lowest overall mean was in the community theme.</p> <p>The largest difference was for the activity-centered ratings, which was a 0.85 point difference. This may be because students don't necessarily consider shooting sports a traditional athletic activity. Leadership and community both had 0.45 point differences.</p> <p>See the full summary from the assessment team for more specifics</p>
<p>Analysis:</p>	<p>It was noted that students were a very close-knit group. The leader may have scored students higher on the activity-centered pieces due to the availability of scores and data. More plans are in the works to mentor/practice with the high school trap team. Leadership was a more difficult theme to address as more of the practice and participation is individualized. Effort can be made on shifting some responsibilities from the leader to the students (set up/clean up for practice at the trap club, taking initiative on fundraising, etc.).</p>
<p>Improvements or Actions Planned in Response to Assessment Findings:</p>	<p>1.</p>
<p>Assessment Based Requests:</p> <ul style="list-style-type: none"> • <i>resources, support, professional development, etc</i> 	



Cocurricular Assessment Action Plan

Cocurricular Group:	Men's Basketball
Submitted by:	Karl Sorby
Date Submitted:	September 12, 2024

****Prior Assessment Cycle** Follow-up on Prior Action Steps/Assessment-Driven Change**

Summary of what was done & how it went	
Challenges	
Highlights	

****New Cycle – Year 1 – Assessment****

<p>Year 1: Plans for the year <i>Describe your plans to incorporate the five themes for your cocurricular group this coming year.</i></p>	<ul style="list-style-type: none"> Leadership-develop leadership through leadership-building sessions during the fall semester; application opportunities come during practices, games, & community-service. Teamwork-develop teamwork through designated “team building activity” sessions during the fall semester; also develop teamwork through practices & games Community-Men’s Basketball student-athletes will get out in the community and assist individuals & groups who need assistance in a minimum of 2 events per year; Men’s Basketball student-athletes will also work with youth in the community and surrounding areas to develop their basketball skills during our Basketball Skills Academy. Diversity-our student-athletes will get exposed to a wide amount of diverse backgrounds and cultures from across the country and around the world from teammates, classmates, and fellow dorm residents. Our student-athletes will also work with youth from different ethnic, social and financial backgrounds in the Bottineau, Dunseith, Belcourt, Rugby, and Upham communities during our Basketball Skills Academy. Career-Preparedness-develop career preparedness through teaching and tying together the necessary skills required to be successful in college athletics to being successful in the career world. Study tables twice per week to assist with student/career-preparedness.
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PAUSE until ready to report

Cocurricular Assessment Action Plan

Begin Reporting Here

****Year 2 – Analysis****

<p>Results:</p> <ul style="list-style-type: none"> • <i>These will be found in report from Assessment Team</i> 	<p>There were 13 student responses collected. The cocurricular leader submitted responses for the entire Men’s Basketball team, which was 13.</p> <p>Responses to teamwork questions were rated highly by both students and the leader. Larger gaps between the student and leader responses were found in leadership and activity-centered themes. The lowest overall mean was in the community theme. Looking more closely at the leadership and activity-centered themes revealed some differences in specific questions.</p> <p>The most significant differences in the leadership theme were for questions 1 and 4. Students rated themselves lower as compared to the leader.</p> <p>The largest difference in the activity-centered theme was for question 16, where students ranked themselves almost half a point lower than the leader. Again, the leader rated students higher than students ranked themselves.</p> <p>Leader and student responses differed the most for question 12 when relating to the diversity theme. Students ranked their involvement in the campus community over half a point higher than the leader.</p> <p>The most statistically significant difference among all questions was question 8, which was in the community theme. Students rated themselves a full point higher than the leader about being encouraged to get involved in community events.</p> <p>See full summary in Assessment Drive</p>
<p>Analysis:</p>	<p>Based on discussion with Carolyn and Karl, he ranked the students lower to the question related to feeling apart of the campus community because while they participate in campus events, they are very team-centric (they stick to their own group).</p> <p>We also discussed the low rankings in the community related questions. This was not a surprise and is a potential area for improvement (get the students out in into the community to attend events/visibility and use resources).</p>
<p>Improvements or Actions Planned in Response to Assessment Findings:</p>	<ol style="list-style-type: none"> 1. Attempt to attend high school basketball games as a team to integrate the team into the community more
<p>Assessment Based Requests:</p> <ul style="list-style-type: none"> • <i>resources, support, professional development, etc</i> 	<p>Request the purchase of <i>The Team Captain’s Leadership Manual Level 4</i> for new student-athletes in our program. This book will allow us to further develop leadership skills within our program.</p>

Cocurricular Assessment Action Plan

Cocurricular Group:	Men's Hockey
Submitted by:	Travis Rybchinski
Date Submitted:	8/27/2024

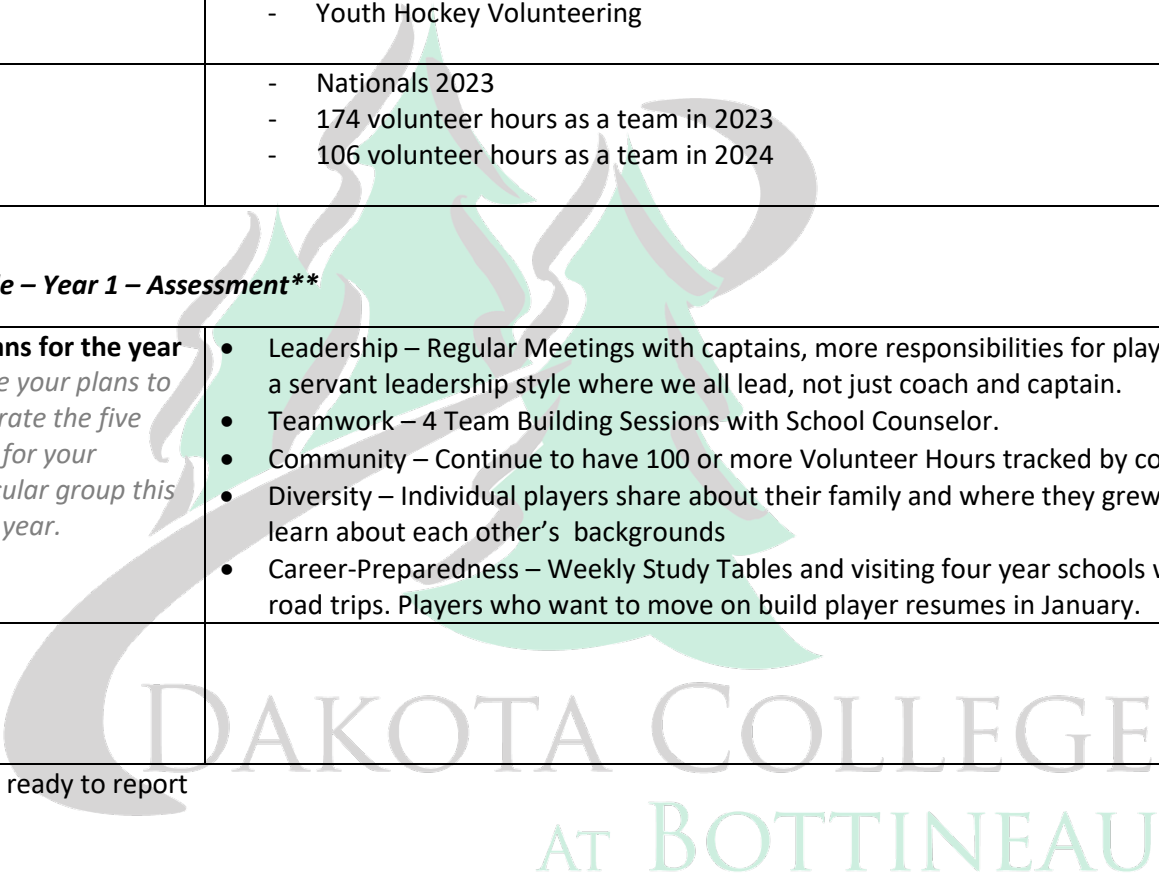
****Prior Assessment Cycle** Follow-up on Prior Action Steps/Assessment-Driven Change**

Summary of what was done & how it went	<ul style="list-style-type: none"> - Not too much changed from what we normally do. - Day of Caring and Youth Hockey Coaching done again.
Challenges	<ul style="list-style-type: none"> - Need to measure helping in the community better. - Diversity definition. - Youth Hockey Volunteering
Highlights	<ul style="list-style-type: none"> - Nationals 2023 - 174 volunteer hours as a team in 2023 - 106 volunteer hours as a team in 2024

****New Cycle – Year 1 – Assessment****

<p>Year 1: Plans for the year <i>Describe your plans to incorporate the five themes for your cocurricular group this coming year.</i></p>	<ul style="list-style-type: none"> • Leadership – Regular Meetings with captains, more responsibilities for players. Adapt a servant leadership style where we all lead, not just coach and captain. • Teamwork – 4 Team Building Sessions with School Counselor. • Community – Continue to have 100 or more Volunteer Hours tracked by coach. • Diversity – Individual players share about their family and where they grew up to learn about each other's backgrounds • Career-Preparedness – Weekly Study Tables and visiting four year schools while on road trips. Players who want to move on build player resumes in January.

PAUSE until ready to report



Cocurricular Assessment Action Plan

Begin Reporting Here

Year 2 – Analysis

<p>Results:</p> <ul style="list-style-type: none"> • <i>These will be found in report from Assessment Team</i> 	<p>Responses to teamwork questions were rated highly by both students and the leader. The lowest overall mean was in the leadership theme.</p> <p>The students ranked themselves higher in the diversity themed questions compared to leader rankings. The biggest difference was found in question 12 relating to feeling apart of the campus community.</p> <p>Students ranked themselves a considerable amount lower in the community related questions than the leader. While these are the largest differences between leader/student rankings, none of them were statistically significant. In the activity-centered theme, the leader rated students higher than students ranked themselves in all questions.</p> <p>The lowest ranking theme overall was leadership. The largest difference in the leadership theme was for question 2. Students rated themselves higher as compared to the leader in their confidence to motivate others. The second largest difference was in question 4, voicing opinion in a group setting. Again, students ranked themselves higher compared to leader ranking.</p> <p>See the full summary from the assessment team for more specifics.</p>
<p>Analysis:</p>	<p>The team's season record was (16-11), which was lower than in year's past, so some of that might be reflected in the activity-centered theme, as students didn't feel they had improved as much relative to their peers at other institutions. It was noted that more effort needed to be made in the community theme, one example was getting more involved with youth hockey again. It is recommended to use events as a benchmark for community involvement instead of hours.</p>
<p>Improvements or Actions Planned in Response to Assessment Findings:</p>	<p>1.</p>
<p>Assessment Based Requests:</p> <ul style="list-style-type: none"> • <i>resources, support, professional development, etc</i> 	<p>DAKOTA COLLEGE AT BOTTINEAU</p>

Cocurricular Assessment Action Plan

Cocurricular Group:	Women's Softball
Submitted by:	Jason Lindgren
Date Submitted:	09/06/2024

****Prior Assessment Cycle** Follow-up on Prior Action Steps/Assessment-Driven Change**

Summary of what was done & how it went	Volunteered at BES to read with/to the students. Worked/Participated in the Father/Daughter Dance. Did 2 painting nights. Study Tables twice a week.
Challenges	Small group of players made it a struggle, since we had to borrow from Hockey and WBB, we didn't have as much of the "Bonding" time together, the Dance and BES things went well, but Bonding was mostly done on the field or traveling together
Highlights	Getting the diversity, we had by bringing in the WBB players to help was probably the biggest change for most of the team. It was great to see them work to help the WBB players get up to SB speed and it was fun to do it together.

****New Cycle – Year 1 – Assessment****

<p>Year 1: Plans for the year <i>Describe your plans to incorporate the five themes for your cocurricular group this coming year.</i></p>	<ul style="list-style-type: none"> • Leadership – Team meetings to establish code of conduct, team rules and develop rapport with Freshmen to guide them through their first year at DCB. Team bonding events are incorporated throughout the year. Painting, Meals, Travel, I want to study and discuss leadership development and work on developing those skills in our athletes. • Teamwork – Team building activities throughout the year, while working together during morning workouts, practice and study tables. We also have schedule to meet with Hannah Hoffert for at least 1 team building activity, • Community – Prospect camps, volunteer at the local schools and daycares, volunteer for other community events such as father- daughter dance, Evergreen, Wrapping Christmas Gifts, Food Pantry, • Diversity – Our players come from different areas of the USA as well as Canada, as far south as Houston Texas and as far North as Edmonton Alberta and then everywhere in between. We work together to learn each other's ethnicity, culture and learn to understand each other's background. In our team meals, we are having the athletes share their favorites from home, then they and their teammates learn how to make that and hopefully all will enjoy. • Career-Preparedness – Study tables as required by the students academic needs, helping athletes continue their career and education beyond their two years at DCB by promoting them to programs at the next level that they would fit. We also have talks about how life works once you are outside of college and in the world.
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PAUSE until ready to report

Cocurricular Assessment Action Plan

Begin Reporting Here

****Year 2 – Analysis****

<p>Results:</p> <ul style="list-style-type: none"> • <i>These will be found in report from Assessment Team</i> 	<p>There were 10 student responses collected. The cocurricular leader submitted responses for the entire Softball team, which was 11. Overall season record: 1-40. Student responses to questions in each theme were considerably lower than the leader ratings. Responses to the diversity related questions were rated the highest, while the leadership questions were rated the lowest by both students and leader. This theme had the closely matched ratings between students and the leader. However, Question 4 had the lowest student rating of all questions, as well as the largest spread in student ratings. The diversity theme had the highest rating by both students and leader. Question 11 was the highest rated question (among all questions) by the students. The activity-centered theme showed the largest differences in ratings between the students and the leader. The largest difference (among all questions) was in question 16, which was also the most statistically significant difference. See full report for more information.</p>
<p>Analysis:</p>	<p>It was noted that player skill levels were quite different, so that may have been a reason for the differences in the activity-centered questions. The cocurricular leader noted that they did not have team captains. The teamwork at the beginning of the season was very poor but improved throughout due to some stronger personalities leaving the team. They also became more of a team after that point. The cocurricular leader noted that he wanted the team to participate in more community activities, but was not always made aware of activities in the community. He did note that the team did use off campus resources, but may not have thought about it in the same way when answering some of the questions.</p>
<p>Improvements or Actions Planned in Response to Assessment Findings:</p>	<p>1. I want to send my 3 returning sophomores a book on leadership, then we'll work on them throughout the summer and fall on being leaders. And as we get into fall, we may find out we have some freshman that are also natural leaders as well that we'll add to the training.</p>
<p>Assessment Based Requests:</p> <ul style="list-style-type: none"> • <i>resources, support, professional development, etc</i> 	<p>1. Leadership Books (need total of 3) 1 of these options 2. The Leadership Playbook: Become Your Team's Most Valuable Leader 3. The Team Captain's Leadership Manual</p> <p>Then maybe we'll look at getting a book in September for everyone on being teammates or culture or something like that.</p>

Cocurricular Assessment Action Plan

Cocurricular Group:	Volleyball
Submitted by:	Valerie Rivera
Date Submitted:	9-12-2024

****Prior Assessment Cycle** Follow-up on Prior Action Steps/Assessment-Driven Change**

Summary of what was done & how it went	
Challenges	
Highlights	

****New Cycle – Year 1 – Assessment****

<p>Year 1: Plans for the year <i>Describe your plans to incorporate the five themes for your cocurricular group this coming year.</i></p>	<ul style="list-style-type: none"> • Leadership- Leadership group training, initiative when participating in drills first, volunteering to be the guinea pig for drills, maintaining eligible playing GPAs, and guiding Freshmen throughout their first year at DCB. • Teamwork- Working together at practice, at weights, in the cardio room, and in the classroom. High fiving and acknowledging when someone is working hard and hitting milestones set by the team. Cheering on teammates when they are hitting a PR or hitting a weight, they have not been able to lift fully before. Modifying and helping one another with certain movements or lifting techniques. • Community- We set out to volunteer in a minimum of 2 events a year. We are aiming to volunteer with Evergreen, Athletic Events, PTK Events, and Diversity Committee events. We plan to attend Athletic events at the High School in order to establish a recruiting pipeline with high school to create seamless transitions for those who will attend DCB the following year. • Diversity- We acknowledge that not everyone is going to think, talk, walk, look like each one of us, but we understand that every view is important and can be discussed in a matter of professionalism. Our program is trying to prepare our young women for life beyond small-town Bottineau if they choose to pursue athletics/academics outside of the state of North Dakota. We plan on engaging in student events held by DCB Diversity to have discussions about hard topics and learning from guest speakers/printed materials/ and the committee. • Career-Preparedness- Our program is huge about being early to events, we strive to believe that proper preparation prevents poor performances. This can be applied in all aspects of life, and we work hard on being proactive with turning in assignments, paperwork, bills, etc. We will have weekly study table sessions to hold ourselves accountable in the classroom and this also allows for teammates to ask for help in certain courses. Study tables also provides structure to our schedule as they know
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Cocurricular Assessment Action Plan

	they have a set time to work on assignments if they need to be caught up before traveling.
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PAUSE until ready to report



Cocurricular Assessment Action Plan

Begin Reporting Here

****Year 2 – Analysis****

<p>Results:</p> <ul style="list-style-type: none"> <i>These will be found in report from Assessment Team</i> 	<p>There were 8 student responses collected. The cocurricular leaders submitted responses for the entire Volleyball team, which was 15.</p> <p>Responses to teamwork questions were rated highly by both students and the leader. Larger gaps between the student and leader responses were found in leadership and activity-centered themes. The lowest overall mean was in the community theme. Looking more closely at the leadership and activity-centered themes revealed some differences in specific questions. The most significant differences in the leadership theme were for questions 1 and 2. Students rated themselves higher as compared to the leader. For these questions, the difference was almost a full point.</p> <p>While it looks like students all rated themselves fairly high in the activity-centered theme, the difference between leader and student responses is statistically significant. For all questions, the leader rated students significantly higher than students ranked themselves.</p> <p>See full summary in Assessment Drive</p>
<p>Analysis:</p>	<p>Based on discussion with Val and Carolyn, they felt it was expected that students would rate themselves lower on their activity skills than the coach. Students tend to be harder on themselves and don't necessarily reflect on skills gained without seeing an actual measure tied to progress. Leadership results were also expected, as students tend to be more confident in their abilities than they seemed to show throughout the season. The community results were the lowest, which was also not a surprise, as Val noted that the group was a bit more introverted. Timing of the athletes arrival on campus and lack of opportunity when volleyball is in season may have also factored into this.</p>
<p>Improvements or Actions Planned in Response to Assessment Findings:</p>	<ol style="list-style-type: none"> Organizing community centered volunteer work with Elementary school, BBLC, Children's Academy, etc. Adding in our class syllabi the requirements to meet volunteer requirements/ what to expect both in season and out of season. Developing a Bottineau resource flyer to ensure students are aware of free accessible things within the town. Finding Leadership methods / activities that are the most likely to be of interest to players. We would look on the AVCA website and TikTok which has various drills that other programs around the country are utilizing and implementing.
<p>Assessment Based Requests:</p> <ul style="list-style-type: none"> <i>resources, support, professional development, etc</i> 	<ol style="list-style-type: none"> Funding for printing the resource flier to distribute to team. Funding for professional development for attending the NJCAA Annual Meeting/ AVCA Convention/ JVA Membership/ USA Volleyball membership. Funding for online subscriptions to Jon Gordon resources, Antonio Neves resources, JVA coaching resources. Outside sources for leadership opportunities / information/ pamphlets.

Cocurricular Assessment Action Plan

Cocurricular Group:	DCB Women's Basketball
Submitted by:	Nate Simpson
Date Submitted:	

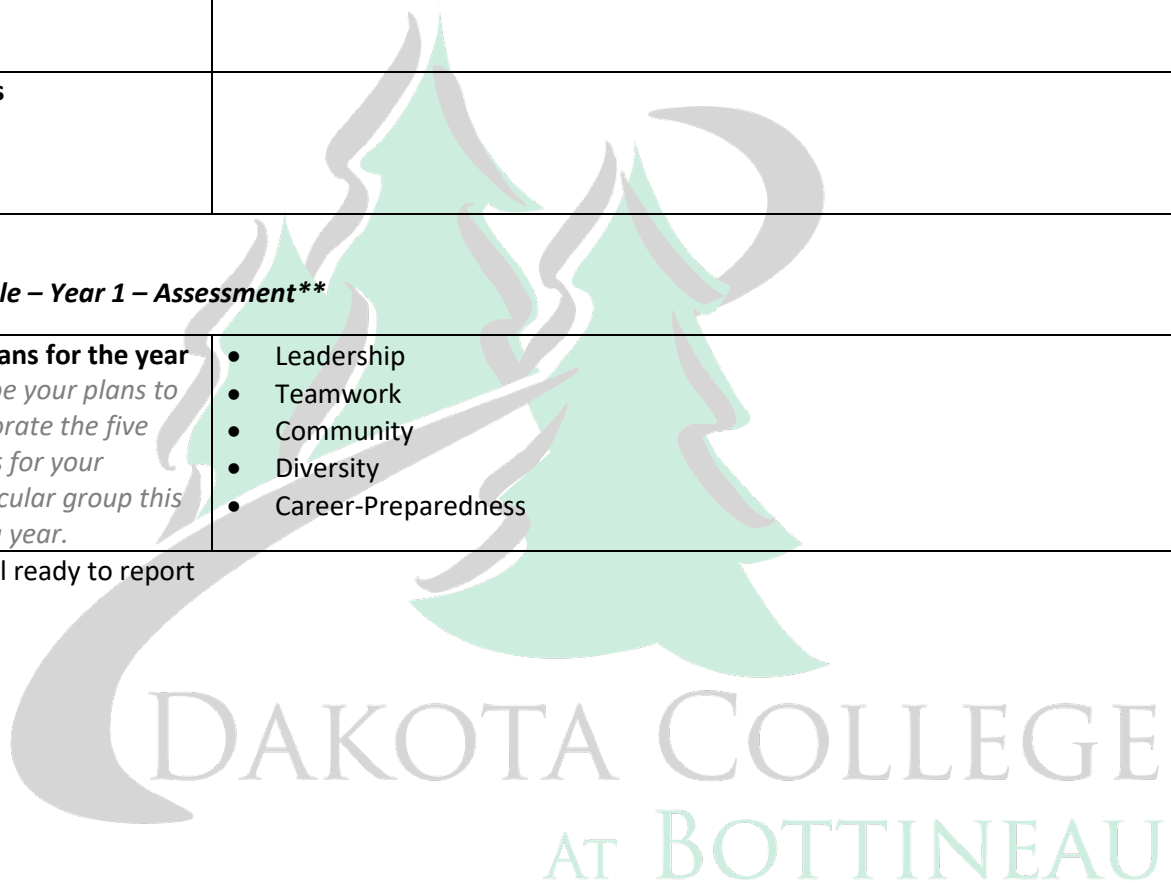
****Prior Assessment Cycle** Follow-up on Prior Action Steps/Assessment-Driven Change**

Summary of what was done & how it went	
Challenges	
Highlights	

****New Cycle – Year 1 – Assessment****

<p>Year 1: Plans for the year <i>Describe your plans to incorporate the five themes for your cocurricular group this coming year.</i></p>	<ul style="list-style-type: none"> • Leadership • Teamwork • Community • Diversity • Career-Preparedness
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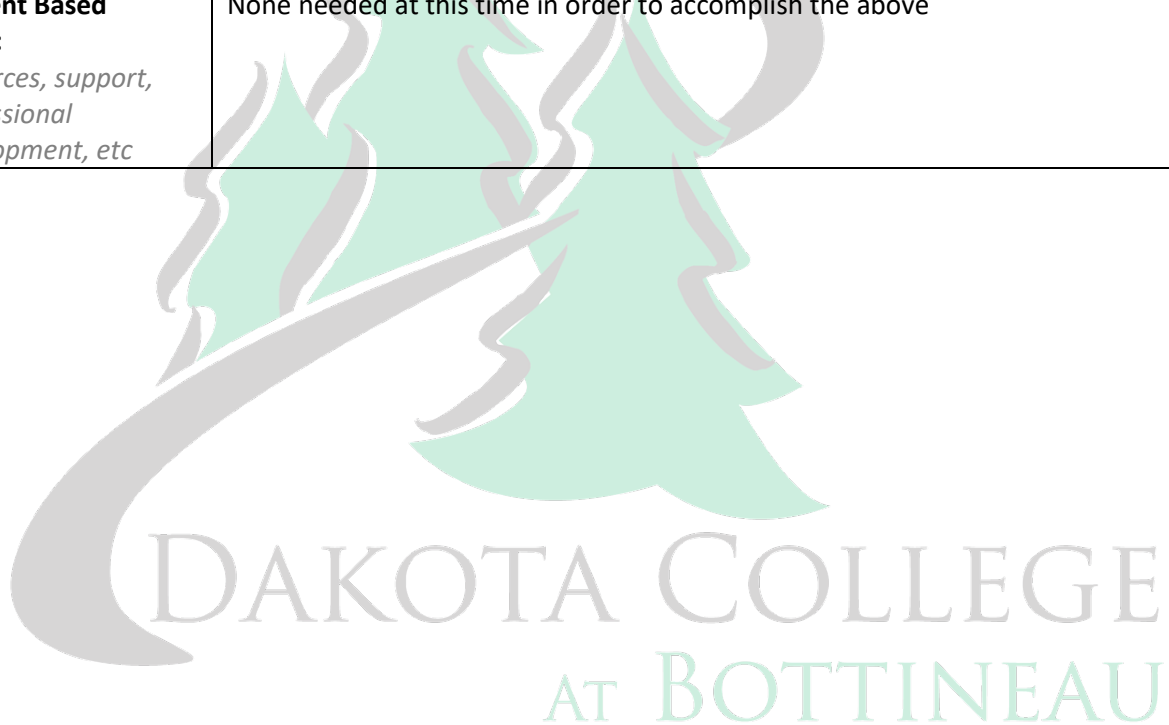


Cocurricular Assessment Action Plan

Begin Reporting Here

****Year 2 – Analysis****

<p>Results:</p> <ul style="list-style-type: none"> • <i>These will be found in report from Assessment Team</i> 	
<p>Analysis:</p>	
<p>Improvements or Actions Planned in Response to Assessment Findings:</p>	<ol style="list-style-type: none"> 1. Community Based- volunteer 2 times at the food pantry before November when things get busy for us 2. Career Preparedness- Emphasize the soft skills developed by being on a team: being early, communicating with chain of command, initiative, hard work, overcoming adversity, celebrating others, being energetic, time management and others
<p>Assessment Based Requests:</p> <ul style="list-style-type: none"> • <i>resources, support, professional development, etc</i> 	<p>None needed at this time in order to accomplish the above</p>



Cocurricular Assessment Action Plan

Cocurricular Group:	Women's Hockey
Submitted by:	Reed Loucks
Date Submitted:	9/5/24

****Prior Assessment Cycle** Follow-up on Prior Action Steps/Assessment-Driven Change**

Summary of what was done & how it went	
Challenges	
Highlights	

****New Cycle – Year 1 – Assessment****

<p>Year 1: Plans for the year <i>Describe your plans to incorporate the five themes for your cocurricular group this coming year.</i></p>	<ul style="list-style-type: none"> • Leadership – We have captains, players run workouts on their own, volunteering for anything team related. The players are also in charge of creating their own highlight film for future coaches/schools. • Teamwork – Working together at games, practice, weights, cardio and in the classroom • Community – We run hockey camps for kids every year, we volunteer for school events, we volunteer for town clean-ups. • Diversity – Our players come from all over the country and world, and when we run the hockey camps, they meet children from different backgrounds of life. • Career-Preparedness – Study tables twice per week helps with student-career-preparedness, balancing the workload while playing hockey, moving players on to 4 year schools to continue education and/or keep playing hockey.
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PAUSE until ready to report

AT BOTTINEAU

Cocurricular Assessment Action Plan

Begin Reporting Here

****Year 2 – Analysis****

<p>Results:</p> <ul style="list-style-type: none"> • <i>These will be found in report from Assessment Team</i> 	<p>There were 16 student responses collected. The cocurricular leader submitted responses for the entire Women’s Hockey team, which was 18.</p> <p>Responses to teamwork and diversity questions were rated highly by both students and the leader. Lower means were found in leadership and activity-centered themes. The lowest overall mean was in the community theme.</p> <p>For the teamwork questions, the largest gap between leader and student responses was in question 7 where the students rated themselves almost half a point lower than the leader.</p> <p>The diversity questions all had fairly equal ratings between leader and student. The largest difference in the leadership theme was for question 1. Students rated themselves lower as compared to the leader.</p> <p>In the activity-centered theme, questions 14 and 16 show statistically significant differences between leader and student response. For all questions, the leader rated students higher than students ranked themselves.</p> <p>The lowest ranking theme overall was community, by both leader and student.</p> <p>See full summary in Assessment Drive</p>
<p>Analysis:</p>	<p>Based on discussion with Reed and Carolyn, they felt it was expected that students rated themselves lower on their activity-centered questions than the coach. They felt the students were more modest and harder on themselves. Reed also felt surprised by how high they rated themselves in the leadership questions. The students would have ideas or opinions, but no one actually wanted to step up and lead.</p> <p>It was also mentioned the team didn’t watch as much game film as Reed had hoped, which may have played a factor in the activity-centered question responses and how they reflected on their own improvement.</p> <p>Another common piece that Reed mentioned was the lack of communication amongst the team. Instead of talking to each other directly, they would go to Reed or Carolyn. This would mainly affect the teamwork and leadership theme responses.</p>
<p>Improvements or Actions Planned in Response to Assessment Findings:</p>	<p>1. Meet with team more often to go over film. This could be done as a team, by position and/or individually. Learning how to use our Hudl will help them create their own highlight reel to send to four-year institutions and coaches.</p>
<p>Assessment Based Requests:</p> <ul style="list-style-type: none"> • <i>resources, support, professional development, etc</i> 	<p>1. I will be attending a coaching seminar in May that will help me improve my coaching techniques.</p>