



*Co-Curricular Learning
Assessment Framework
Johns Hopkins University*

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Executive Summary

Over the course of academic year 2024-25, the Johns Hopkins University Co-Curricular Ad Hoc Committee, under the guidance of the University Council on Learning Assessment, developed a comprehensive framework for co-curricular learning assessment designed to support the University's academic programs and student career goals, to foster learning and innovation in all spaces. The ad hoc committee's recommendations are as follows:

1. Johns Hopkins University should adopt the suggested glossary of definitions related to co-curricular learning delivery in order to promote consistency, transparency, and alignment with the JHU mission in said activities.
2. The Divisions should adopt the *Johns Hopkins University Co-Curricular Learning Assessment Framework*, as described. All units of the University offering co-curricular activities should be held accountable for adhering to the standards and definitions described.
3. The University Council on Learning Assessment ([UCLA](#)) should create a new permanent Co-Curricular Learning Assessment Sub-committee. This sub-committee would be charged with providing oversight and guidance on co-curricular learning assessment at JHU. The scope of the committee should include:
 - a. Establishing guidelines and procedures for learning assessment in co-curricular activities at JHU
 - b. Ensuring that co-curricular offerings align with established and stated outcomes
 - c. Ensuring that co-curricular activities are assessed according to guidelines established by UCLA
 - d. Guiding the divisions in evaluating what constitutes co-curricular activity to be included in the JHUCLR
 - e. Guiding the divisions in identifying outcome sets that will meet the needs of their population to be included in the JHUCLR
4. The JHU schools should consider policies and processes for development and review of JHU co-curricular learning assessment that are consonant with this framework as well as with their school culture and curricular review processes. Each division is responsible for developing a review and approval process for JHU co-curricular activities based on the guidelines established by the *Co-Curricular Learning Assessment Sub-Committee*. Learning assessment of established co-curricular activities will be periodically evaluated by the JHU Co-Curricular Learning Assessment Sub-committee to ensure it can be included in the JHUCLR.
5. The Office of the Provost in collaboration with UCLA and the Co-Curricular Learning Assessment Sub-committee as well as the Center for Teaching Excellence and Innovation (CTEI) should develop and offer training content that can be disseminated by the divisions to offer faculty and staff tools for success in capturing and assessing learning in co-curricular spaces.

The Context for Co-Curricular Learning

The Case for Co-Curricular Learning

Participation in co-curricular programs according to researchers:

1. Is an integral part of the student life experience (Kuh, 2001)¹,
2. Enhances students' holistic well-being and their knowledge and skill acquisition in areas such as adaptability, decision making, problem-solving, teamwork, intrapersonal development, interpersonal competence, practical competence, leadership, cognitive complexity, ethics, humanitarianism, and civic virtue (Kuh, 2001),
3. Increases students' self-efficacy, satisfaction, feelings of support and institutional challenge, retention, academic achievement and intellectual engagement, and practical skill acquisition such as networking abilities (Bandura, 1997²; Deci & Ryan, 2008³; Kilpatrick & Wilburn, 2010⁴),
4. Complements students' curricular education and enhances holistic student development (Beltman & Schaeben, 2012⁵; Elias & Drea, 2013⁶; Foubert & Grainger, 2006⁷; Kuh, 2001),
5. Complements students' academic achievements by affording them the capability to enhance society through service, citizenship, and respect for diversity (Rimm-Kaufmann et al., 2021)⁸, and
6. Allows students to grow and form identity, reasoning, wellness, professionalism, leadership and career awareness and planning (Kuh, et al., 2005⁹).

Theoretical Underpinning

Kolb's (1984)¹⁰ experiential learning theory highlights a cycle of learning through four stages:

1. concrete experience
2. reflective observation
3. abstract conceptualization
4. active experimentation

¹ Kuh, G. D. (2001). Assessing what really matters to student learning: Inside the National Survey of Student Engagement. *Change*, 33(3), 10-17. <https://doi.org/10.1080/00091380109601795>

² Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman

³ Deci, E. L., & Ryan, R. M. (2008). Facilitating optimal motivation and psychological well-being across life's domains. *Canadian Psychology/psychologie Canadienne*, 49(1), 14-23. <https://doi.org/10.1037/0708-5591.49.1.14>

⁴ Kilpatrick, G. & Wilburn, L. (2010). Breaking the ice: Career development activities for accounting students. *American Journal of Business Education*, 3(11), 77-84

⁵ Beltman, S., & Schaeben, M. (2012). Institution-wide peer mentoring: Benefits for mentors. *The International Journal of the First Year in Higher Education*, 3(2), 33-44. <https://fyhejournal.com/article/download/124/133/124-1-717-2-10-20120726.pdf>

⁶ Elias, K., & Drea, C. (2013). The co-curricular record: Enhancing a postsecondary education. *College Quarterly*, 16(1). <https://files.eric.ed.gov/fulltext/EJ1016461.pdf>

⁷ Foubert, J. D., & Grainger, L. U. (2006). Effects of involvement in clubs and organizations on the psychosocial development of first-year and senior college students. *NASPA Journal*, 43, 166-182. https://www.albany.edu/involvement/documents/effects_of_involvement.pdf

⁸ Rimm-Kaufman S., Merritt E., Lapan C., DeCoster J., Hunt A., & Bowers N. (2021). Can service-learning boost science achievement, civic engagement, and social skills? A randomized controlled trial of Connect Science. *Journal of Applied Developmental Psychology*, 74(101236). <https://doi.org/10.1016/j.appdev.2020.101236>

⁹ Kuh, G.D., Kinzie, J., Schuh, J.H. & Whitt, E.J. (2005). *Assessing Conditions to Enhance Educational Effectiveness: The Inventory for Student Engagement and Success*. Jossey-Bass.

¹⁰ Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.

Experiential learning theory elevates the role of goal-directed experience by linking real-world experience to intended learning outcomes and balancing all four learning modes. According to Kolb et al. (2001)¹¹, learners may require the ability within each stage for learning to be most effective giving the students agency over their preferred learning methods (Klemenčič, 2015)¹². Johnston (2004)¹³ asserts that: “The spark of agency is simply the perception that the environment is responsive to our actions.” Agency is “a fundamental human desire” (p. 29). When given some agency and a voice over their learning, students have greater focus and are more engaged which creates an iterative cycle of success (Johnston, 2004).

Students need to understand not only how to do things, but why they work the way they do, and what ethical principles are at stake as they engage in real-world activities (Moore, 2010)¹⁴.

Moore (2010, p.11) stresses that emphasis should be less on the activity itself, and more on:

- defining clear learning outcomes
- encouraging rigorous and critical reflection
- purposefully integrating theory and practice
- creating a connection between the experiential activity and curricular learning

Linking Theory to Practice – High Impact Practices

Kuh’s (2001) application of Kolb’s (1984) experiential learning theory to higher education in co-curricular programming, advocates for creating engaging high-impact practices (HIP) in colleges and universities through the use of the experiential learning cycle (Kuh, 2008)¹⁵. According to Kuh (2008), facilitating high-impact student learning in higher education requires teaching students to:

- *Reflect* – think about experiences inside and outside the classroom,
- *Integrate* – see the connections between different courses, out-of-class experiences, and life beyond the institution; and
- *Apply* – use what one has learned in different settings by identifying contemporary challenges and presenting novel approaches and practices.

HIP activities can occur in curricular as well as co-curricular education (i.e., undergraduate research, study abroad, internships, service learning, first year seminars, capstones, etc.) (Kuh, 2008). According to Kuh (2013)¹⁶ curricular and co-curricular experiential learning is a part of the holistic student experience.

¹¹ Kolb, D. A., Boyatzis, R. E., & Mainemelis, C. (2001). Experiential learning theory: Previous research and new directions. *Perspectives on thinking, learning, and cognitive styles* (1st ed.), 227-247. Routledge.

¹² Klemenčič, M. (2015). What is student agency? An ontological exploration in the context of research on student engagement, in M. Klemenčič, S. Bergan and R. Primožič (eds) *Student Engagement in Europe: Society, Higher Education and Student Governance*, Council of Europe Higher Education Series No. 20 (Strasbourg: Council of Europe Publishing).

¹³ Johnson P. (2004). *Choice words: How our language affects children’s learning* (2nd ed.). Routledge

¹⁴ Moore, D. T. (2010). Forms and issues in experiential education. In D. M. Qualters (Ed.), *Experiential education: Making the most of learning outside the classroom*. Jossey-Bass.

¹⁵ Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities. <https://provost.tufts.edu/celt/files/High-Impact-Ed-Practices1.pdf>

¹⁶ Kuh, G.D. (2013, May). *What matters to student success: The promise of high-impact practices*. Presented at the International Experiential Learning Institute, St. Johns, Newfoundland.

Benefits and Challenges Associated with Co-Curricular Activities

Educational research commonly concludes that the development, implementation, and assessment of co-curricular learning in higher education is vital in portraying a holistic picture of the students' acquired knowledge and trajectory of their learning journey. Research shows that benefits of co-curricular learning are numerous, especially when they are designed to support the curriculum and afford the students the opportunity to apply what they learned in authentic world activities. Applying knowledge through authentic settings has shown to increase retention of learning and the ability to apply lessons learned in different settings, therefore promoting critical thinking (Bergen-Cico & Viscomi, 2013¹⁷; Cloutier et al., 2023¹⁸; Tabvuma et al., 2023¹⁹). Benefits include:

- *Defined Competencies*: Identifying and documenting professional competencies such as Foundational Abilities, Employability “Transferable” and “Field-Specific” skills, and Institutional Competencies.
- *Authentic Learning Environment*: Providing learners with more authentic, applicable, outcome aligned education that strengthens specific knowledge, skills, and abilities.
- *Enhanced Learning*: Co-curricular activities allow students to apply theoretical knowledge from the classroom to real-world situations, deepening their understanding and making learning more engaging.
- *Assessment of learning*: Assessing learning in these activities shows proficiency in applying curricular learning outcomes in authentic settings.
- *Improved Academic Performance*: Studies suggest that students involved in co-curricular activities may perform better academically, potentially due to increased motivation and engagement.
- *Student Agency*: Providing flexibility and some agency over activities allowing learners to self-regulate and adjust learning to personal professional capacity and needs.
- *Experiential Learning*: Allowing students to learn from experience in a less structured atmosphere.
- *Skill Development*: These activities help students develop crucial skills like critical thinking, problem-solving, communication, and teamwork, which are valuable in all aspects of life.
- *Increased Retention*: By providing hands-on experience and practical application of knowledge, co-curricular activities can improve student retention of information.

Co-curricular learning also faces a number of challenges. The most formidable challenge is the undermining of confidence and trust in co-curricular learning due to lack of common definitions and standards. Given those challenges, it is sometimes unclear what constitutes co-curricular vs extra-

¹⁷ Bergen-Cico, D. & Viscomi, J. (2013). Exploring the association between campus co-curricular involvement and academic achievement. *Journal of College Student Retention: Research, Theory & Practice*, 14(3). <https://doi.org/10.2190/CS.14.3.c>

¹⁸ Cloutier, A. M., Matusovich, H. M., Geary, C., & Huggins, N. C. (2023, June). *Measuring the impact of extra-/co-curricular participation on professional formation of engineers* [Conference Presentation]. 2023 ASEE Annual Conference & Exposition, Baltimore, Maryland. 10.18260/1-2--43598

¹⁹ Tabvuma, V., Carter-Rogers, K., Brophy, T., Smith, S., Sutherland, S., & Kay, W. (2023). An Experimental study of the impact of co-curricular first-year experience programming. *Journal of College Orientation, Transition, and Retention*, 30(1). <https://doi.org/10.24926/jcotr.v30i1.4819>

curricular learning and how to regulate which assessments/activities to include in the JHUCLR. Other challenges identified in the literature include:

- *Lack of Clear Goals and Definitions:* Institutions may not have well-defined objectives for co-curricular programs, making it difficult to assess their effectiveness and allocate resources strategically.
- *Faculty Lack of Engagement:* Faculty members may not be fully invested in co-curricular activities, missing opportunities to integrate those activities with the curriculum and encourage student participation.
- *Inconsistent Assessment:* Assessing co-curricular learning can be challenging due to decentralized structures, inconsistent processes, and a focus on operational metrics rather than learning outcomes.
- *Student Motivation:* Some students may not be interested in or motivated to participate in co-curricular activities, especially if they perceive these activities as irrelevant or time-consuming.
- *Lack of Inclusion:* Co-curricular activities may not be inclusive of all students, particularly those with disabilities, who are from underrepresented groups, or who have other specific needs.
- *Integration with Academic Curriculum:* Connecting co-curricular activities with the formal curriculum can be challenging, potentially limiting the learning transfer and practical application of knowledge.

The JHUCLR²⁰

JHU has increasingly recognized the value of co-curricular learning in enhancing the educational experience beyond traditional classroom settings. This recognition has led to the development of the JHU Comprehensive Learner Record (JHUCLR), a groundbreaking initiative designed to capture and showcase students' co-curricular achievements alongside academic accomplishments. The JHUCLR serves as a customizable, comprehensive portfolio that students can utilize to highlight their skills, knowledge, abilities, and experiences to various stakeholders, including prospective employers, faculty mentors, and professional networks. By integrating learning in co-curricular activities with formal curricular education, this initiative reflects a growing emphasis on creating a holistic view of student learning and development. It not only documents achievements but also ensures that these activities meet established standards and contribute meaningfully to the students' educational and professional profiles. To that end, JHU acquired an assessment management system (AEFIS, later known as HelioCampus) in 2019 to support this initiative.

Co-Curricular Learning Spaces

Co-curricular learning happens in many spaces at JHU, including academic programs, student affairs, life design, and other spaces as available. However, without the clear description of what constitute co-curricular vs extra-curricular learning, most divisions identified almost all non-credit bearing activities as co-curricular. This lack of differentiation makes it hard to determine what constitutes appropriate activities that are supporting student program of studies and career aspirations.

The University Council on Learning Assessment (UCLA) at JHU has played a pivotal role in establishing guidelines for evidencing and evaluating co-curricular learning. According to the Council's Co-Curricular Learning and Assessment document (Co-Curricular Assessment @ JHU, 2019)²¹, effective co-curricular learning must be aligned with clearly defined learning outcomes and assessed through authentic measures (Abrás et al., 2023)²². This framework ensures that co-curricular experiences are not merely supplementary but are recognized as integral components of students' overall development. By applying these standards, the Council ensures that co-curricular activities are systematically integrated into the educational experience and that their value is accurately reflected and assessed.

To support a seamless integration of the CLR, the Council established an ad-hoc committee to identify what learning activities qualify as co-curricular, which competencies and learning outcomes they may align with, and how they can be assessed. Based on research and empirical evidence, students learn in different situations and different settings and capturing evidence from these experiences can enhance their lifelong learning portfolio and afford them the opportunity to present their knowledge, skills, and abilities to potential employers and stakeholders. Additionally, research emphasizes the importance of utilizing authentic and high impact practices to support student learning, engagement, and success (Abrás

²⁰ See CLR definition in Appendix B

²¹ https://livejohnshopkins.sharepoint.com/:w:/r/sites/UCLATeam/_layouts/15/Doc.aspx?sourcedoc=%7BD596FED8-3731-4CB9-AA9E-7D7AEC33C731%7D&file=CoCurricular-ExtraCurricular-Exec-Summary.docx&action=default&mobileredirect=true

²² Abrás, C., Nailos, J., Lauka, B., Haushaw, J., & Taylor, J. (2023). Defining co-curricular assessment and charting a path forward. *Intersection: A Journal at the Intersection of Assessment and Learning* 4(1). <https://www.aalhe.org/intersection>

et al., 2023; Archer, 2017²³; Elias & Drea, 2013; Kolb, et al., 2001). This approach underscores the necessity of demonstrating how co-curricular activities contribute to students' learning and development in a structured and measurable way.

²³ Archer, E. (August, 2017). The assessment purpose triangle: Balancing the purposes of educational assessment. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2017.00041>

Co-Curricular Learning Ad Hoc Sub-Committee

The Johns Hopkins University Council on Learning Assessment (UCLA) formed and charged the *Co-Curricular Ad Hoc Sub-Committee* working group on June 15, 2024 (See Appendix A for roster). The group was provided the following:

Charge

The *Co-Curricular Ad Hoc Sub-Committee* is charged with surveying the landscape of co-curriculars at JHU, and tasked with creating recommended practices, governing guidelines, and expectations around implementation and evaluation of learning assessment in those spaces.

Deliverables

The sub-committee is tasked with:

1. Finalizing the definition for co-curricular learning
2. Identifying possible sets of competencies that will guide assessment of learning in those spaces
3. Identifying a unified proficiency scale
4. Addressing whether academic program-based co-curriculars (internships, etc.) should be distinct from career aspirations and goals (usually co-curriculars residing in student affairs, life design etc.)
5. Addressing whether a permanent committee is needed to:
 - a. Approve co-curricular learning to include in the Johns Hopkins Comprehensive Learner Record (JHUCLR)
 - b. What would they be tasked to approve?
 - c. Identify needed resources
6. Other tasks as deemed valid by the sub-committee or UCLA members.

For most of academic year 2024-25, the working group focused on several efforts: 1) updating the definition, 2) creating a glossary of terms, 3) determining differences between co-curricular and extra-curricular, 4) evaluating internal available competencies, 5) evaluating external employability competencies, 6) drafting recommendations for sets of competencies that JHU students need to meet, and 7) drafting recommendations for a permanent central sub-committee.

Initial work of the Sub-committee

Presentations of Internal Competencies at JHU

The working group with representatives from all divisions, academic and student services, presented existing competencies and learning outcomes that are currently used at JHU. The presentations included the following:

1. Foundational Abilities - Undergraduate Academic Programs
 - a. KSAS specific version (Appendix C)
 - b. WSE specific version (Appendix D)
2. ASPIRATIONS - Student Academic Services (Appendix E)

Presentations of External/Employer Initiated Competencies

The working group also relied on work being conducted by the employability committee. The committee was charged with surveying the landscape of employability and what competencies resonate with employers. Through research and an extensive survey of employers input, they were able to complete a list of “Transferable Skills” and “Field-Specific Skills” competencies that employers of JHU students are looking for. They presented the list to the *Co-curricular Ad Hoc Sub-Committee* for input and to be considered during the workshop as part of the final recommendations for JHU students (Appendix F).

1. Employability “Transferable Skills”
2. Employability “Field-Specific Skills”

Drafting Recommendations

Upon completing its internal and external landscape presentations and research and after several online meetings, the working group met for an extended in-person workshop to develop consensus and draft recommendations. Following the workshop, the committee chairs drafted an initial version of this whitepaper, which was disseminated for review and comment by the workgroup and sent for approval to the UCLA committee.

1. The ad hoc committee finalized the current version of the whitepaper on August 11, 2025.
2. The whitepaper was submitted to the *University Council on Learning Assessment* for review and was approved on October 20, 2025.

The Johns Hopkins University Co-Curricular Learning Assessment Framework

Following best practices and recommendations from the literature, the working group developed a series of recommendations for a Johns Hopkins University *Co-Curricular Learning Assessment Framework*. The remainder of the report breaks down these recommendations into sections focusing on:

- **Why:** Aligning the *JHU Co-Curricular Learning Assessment Framework* with the University's mission and priorities
- **What:** Establishing a *JHU Co-Curricular Learning Assessment Framework* that includes a common set of JHU definitions and learning outcomes for co-curricular activities
- **Who:** Identifying relevant populations, including campus and community stakeholders and learner populations to deliver, give input, and shape co-curricular activities
- **How:** Establishing administrative infrastructure, standards, governance, and support for successful implementation and maintenance of co-curricular learning
- **Where:** Identifying divisions, academic and non-academic, where co-curriculars may be offered
- **When:** Describing the appropriate co-curriculars to foster their relevance and usefulness in supporting a student's program of study

Alignment with Mission and Priorities

The call for Johns Hopkins University to be an innovator in recognizing that learning occurs in all spaces is embedded directly in its mission statement:

To educate its students and cultivate their capacity for lifelong learning, to foster independent and original research, and to bring the benefits of discovery to the world.

As part of its mission Johns Hopkins University's students would need to further apply knowledge learned and experience it in authentic environments through internships, undergraduate research, community service, etc. However, collecting evidence from these experiences through assessments as they align with established competencies and outcomes to be included in the students' JHUCLR as evidence of learning and experience of their innovation through a living and interactive portfolio, is an innovative practice that affords the students access to a lifelong learning dashboard that depicts their proficiency of stated abilities. In this scenario, students are active agents in their own learning, expanding their education beyond the typical degree experience to apply knowledge, skills, and abilities in real-world settings. As the founder of doctoral education in the United States and a top 10 research university in the country, Johns Hopkins is in a unique position to re-examine and re-create the higher education ecosystem to foster, enhance, and reinforce the academic curriculum, bridging theory and practice. These are opportunities for students to develop skills, knowledge, and understanding that support their overall academic and personal growth. The working group strongly recommends that the University embrace and enact this aspect of its mission.

There are two potential areas of alignment between the University's mission and priorities and the proposed *JHU Co-Curricular Learning Assessment Framework*:

1. *"to foster independent and original research"*: As a leader in research, Johns Hopkins University can foster original research for students to apply, learn and innovate under a world class faculty mentorship. Further, JHU will have the opportunity to showcase evidence of accomplishments and proficiency of students in the innovative Comprehensive Learner Record.
2. *"to bring the benefits of discovery to the world"*: As leader Johns Hopkins should primarily focus on collecting evidence of experiences that are affording the students opportunities to make a difference through internships and community service, where they are making a difference in their local communities using it as a fertile ground for them to expand that knowledge and experience to the world.

The recommendations in this whitepaper focus primarily on developing a learning assessment co-curricular framework for any division or university unit offering co-curricular activities. Therefore, it is critical that any Johns Hopkins University co-curricular activity be developed, delivered, and assessed in a manner that aligns with the institution's educational quality standards and maintains the University brand.

It is recommended that JHU adopt the following suggestions.

Definition of Co-Curricular Learning at JHU

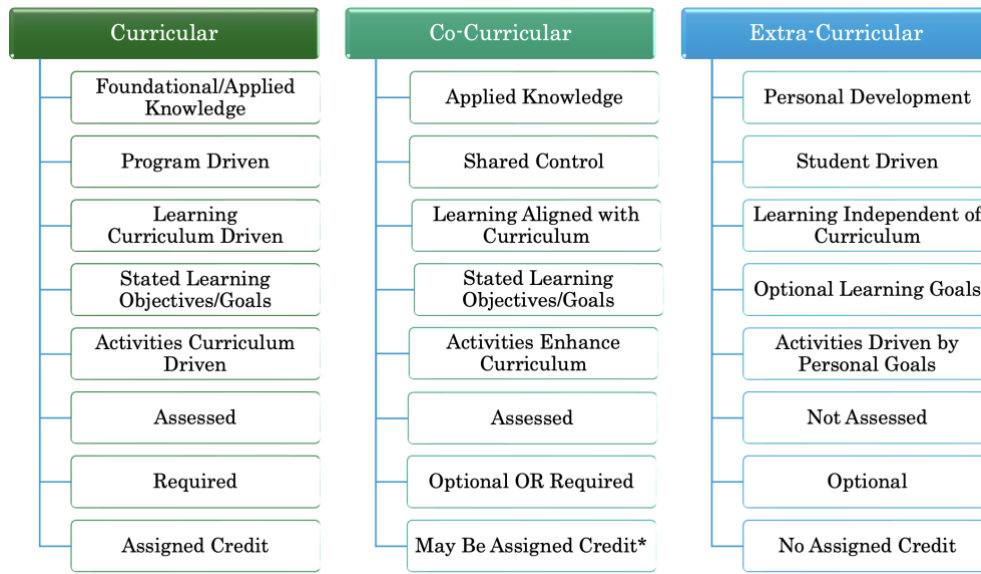
Co-curricular activities:

1. Deliver learning experiences that complement academic curricular instruction, thereby enhancing and supporting student learning and engagement.
2. May reside within an academic program or outside the academic departmental and programmatic structure in divisions such as athletics, and life design.
3. Connect to an academic or non-academic curriculum and can be mapped to university, school, unit, or program learning objectives.
4. Align to learning objectives connected to students' academic program of study, divisional learning objectives, or career stated objectives.
5. Are assessed:
 - a. to create a verified record of skills and competencies, developed within the academic and non-academic curricula, in the JHUCLR.
 - b. and data collected are used to inform improvements in courses, activities, offerings, and programs.
6. Most co-curricular offerings and activities are not part of the mandatory academic curriculum, but there may be some programs where activities are required.
7. In the uncommon instances where credit is assigned to a co-curricular activity, credit does not typically count toward degree requirements.
8. **Experiential Learning Activities** may be curricular, co-curricular, or extra-curricular, depending on whether they are assigned credit toward graduation, or if they are not assigned credit and align

with learning outcomes related to student’s chosen program, or if they are non-credit bearing and do not align to stated outcomes.

To ground the definition, the working group created a comparison chart in figure 1 that further explains the differences and commonalities between curricular, co-curricular, and extra-curricular offerings.

Figure 1: Comparison Curricular/Co-Curricular/Extra-Curricular at JHU*



*When credit is assigned, it is co-curricular if credit does not lead to graduation, if credit is assigned and it leads to graduation, then it is curricular.

**Examples: For an engineering student in Materials Science and Engineering BS program, examples may include:

Curricular: A 3-credit engineering course on Senior Design Research.

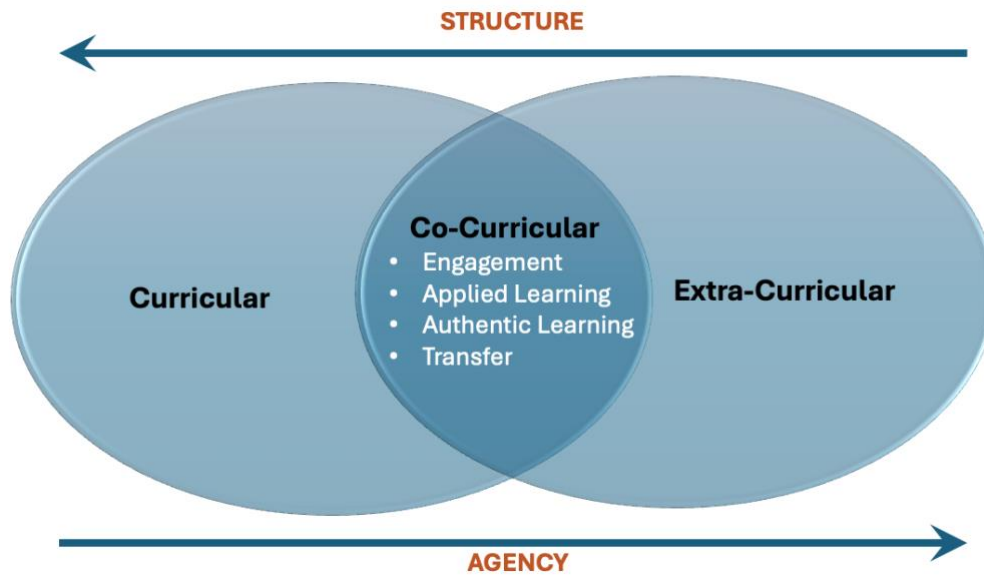
Co-Curricular: An applied co-curricular non-credit activity or course where students are asked to apply what they learned by producing actual prototypes.

Extra-Curricular: Student enrolls in an activity or a course, not related to their program of study, in photography.

The JHU Co-Curricular Learning Assessment Framework

Based on the assumption that student agency over their learning leads to further engagement, satisfaction and learning, the framework positions the co-curriculars in a sweet spot between curricular and extra-curricular offerings. Using these principles, the working group created a framework illustrated in Figure 2. The framework depicts a state where co-curriculars are positioned to enhance engagement, through applied learning, authentic learning, and transfer of knowledge. The framework depicts the extreme structure of curricular and the complete student agency in extra-curricular, with co-curricular having the best balance of both.

Figure 2. Johns Hopkins Co-Curricular Learning Assessment Framework



The working group recommends that JHU adopt a university-wide co-curricular learning assessment framework. Specifically, the group recommends adoption of the *JHU Co-Curricular Learning Assessment Framework*, as described above. The *JHU Co-Curricular Learning Assessment Framework* was based upon the following principles:

1. JHU co-curricular learning activities should clearly align with the University's mission and vision.
2. The *JHU Co-Curricular Learning Assessment Framework* should be utilized by all JHU schools, divisions, departments offering co-curricular to promote consistency and transparency. Therefore, the framework should reflect the variety of learning activities, outcomes, and assessments provided by the institution.
3. JHU co-curricular learning should also reflect the rigor and quality of learning assessment associated with the Johns Hopkins University brand. Accordingly, evaluation of learning is a best practice in assuring rigor and quality of assessments and should be incorporated into all levels of the framework.
4. The framework should align with the curriculum and enhance its offerings. Therefore, assessment of learning that aligns with programmatic stated outcomes should be central in the framework. Schools may develop policies to guide aligning and identifying co-curriculars that enhance the curriculum. These policies should include provisions for direct assessment of the learner's competency or review of direct assessments completed by the learner as part of the learning offering/activity.
5. JHU co-curricular activities should reflect their importance of promoting student agency over their own learning, affording them the opportunity to learn from experience (as depicted in figure 2 above).

Outcome Sets Recommendations for the JHUCLR

The JHUCLR is designed to showcase student performance based on pre-determined outcome sets. It also has the ability to display more than one set, giving the students agency on what to display in their portfolios. The *JHU Co-Curricular Learning Assessment Sub-committee* as part of its charge will guide the divisions in determining which outcome sets better meet the needs for their populations. Outcome sets to be considered that were evaluated by the ad hoc committee, include the following:

1. The JHU Foundational Abilities.
2. The Student Affairs Aspirations for Student Learning.
3. The Employability Committee work which included “Transferable Skills” and “Field-Specific Skills” recommended by employers.

Additional considerations are needed to be inclusive of all student needs at JHU.

Administrative Infrastructure and Oversight

The working group strongly recommends that the University’s approach to oversight of JHU co-curricular assessment of learning align with its approach to oversight in all initiatives. That is, JHU’s 10 schools should be charged with primary responsibility for innovation, creation, and approval of JHU co-curricular opportunities. Central oversight of co-curricular learning assessment should be at a fairly high level, should not duplicate school processes, and should not cause unnecessary delays in offering approved co-curriculars. Accordingly, the working group offers the following recommendations:

1. The UCLA committee should form and charge a new *University-Wide JHU Co-Curricular Learning Assessment Sub-committee*.
2. Members of the sub-committee should have representatives from Academic Divisions, Student Affairs, ILLD, Academic Advising, Athletics, or any other members as deemed appropriate.
3. Oversight of assessment best practices will remain with the UCLA committee.
4. The scope of the committee would include:
 - a. Establish guidelines and procedures for assessment of learning in co-curricular activities.
 - b. Oversee that JHU co-curricular offerings align with the appropriate outcomes as established by the divisions.
 - c. Oversee established processes and guidelines by the divisions.
 - d. Ensure that assessments of learning as established by the divisions are rigorous.
 - e. Create training materials that the divisions can use to train their faculty and staff.
5. Each of JHUs 10 schools should be charged with developing a review and approval process for JHU co-curricular learning and assessment. This provides the schools with the highest degree of autonomy and honors school culture. When developing the approval process, schools are encouraged to consider how current academic curriculum and program approval processes could be modified or repurposed. For example, creation and approval of a new JHU co-curricular learning for ASEN undergraduate students might be best handled by relevant KSAS and WSE undergraduate curriculum bodies. Alternatively, new JHU co-curriculars proposed for a WSE offering might be overseen by the relevant WSE curriculum committee.

6. Each school plan must identify the process by which new JHU co-curriculars will be evaluated to comply with the definitions and standards stated in the *JHU Co-Curricular Learning Assessment Framework*. Their plans will be evaluated and approved by the *JHU Co-Curricular Learning Assessment Sub-committee*.

Appendices

Appendix A: Co-Curricular Ad Hoc Committee Working Group Roster

Co-Chairs

[Chadia Abras](#), Senior Director of Institutional Assessment, Office of the Provost & Associate Professor, School of Education

[Janet Schreck](#), Senior Associate Vice Provost for Academic Affairs, Office of the Provost & Associate Professor, School of Education

Members

[Jasmine Blanks Jones](#), Director Civic Engagement, Center for Social Concerns, Student Affairs

[Emily Braley](#), Assistant Dean of Undergraduate Academic Affairs, Associate Teaching Professor in the Department of Mathematics, Krieger School of Arts and Sciences

[Brittini Brown](#), Associate Vice Provost for Student Engagement and Dean of Students, Student Affairs (until April 17, 2025)

[Farouk Dey](#), Vice Provost for Integrative Learning and Life Design, Office of the Provost (until April 17, 2025)

[Zane Forshee](#), Marc C. von May Distinguished Chair of Professional Studies, Director of Peabody LAUNCHPad, the Peabody Conservatory

[Amber Glaros](#), Academic Program Administrator, Undergraduate Curricular Initiatives, Krieger School of Arts and Sciences

[Tyler Hill](#), Sr. Programmer Analyst, University Information Systems – IT @ JH

[Olivia Keithley](#), Associate Director for Student Affairs Assessment, Student Affairs (Starting April 17, 2025)

[Christina Manceor](#), Assistant Director of LAUNCHPad, Percussionist, Adjunct Faculty, Professional Studies, the Peabody Conservatory

[Jessie Martin](#), Associate Dean of Academic Advising and Support, Krieger School of Arts and Sciences

[Amynah Mithani](#), Associate Vice Provost and University Registrar, Office of the Provost

[Roshni Rao](#), Associate Vice Provost for Life Design, Student Affairs (Starting April 17, 2025)

[Jacki Stone](#), Executive Director of Student Well-Being, Student Health and Well Being

[Jennifer Wester](#), Director of the Office of Undergraduate Research, Scholarly, and Creative Activity, Krieger School of Arts and Sciences

[Janet Weise](#), Associate Dean for Undergraduate Academic Affairs, Whiting School of Engineering

[Orla Wilson](#), Associate Teaching Professor, Department of Materials Science and Engineering, Whiting School of Engineering

[Kimberley Bassett Zing](#), Associate Dean for Undergraduate Advising, Whiting School of Engineering

Appendix B: Definition of Terms

The working group recommends that Johns Hopkins University adopt the following co-curricular-related terms and definitions, which align directly with terms from the JHU Microcredentials white paper or from industry best practices, specifically AACRAO Higher Education Glossary ²⁴. Adoption will promote transparency, consistency, and alignment with the JHU mission.

- **Academic Program:** Structured, organized educational curriculum designed to provide a learner with a specific set of knowledge, skills, and qualifications in a particular field of study or academic discipline.
- **Activity:** An educational activity is a planned event that supports and delivers student learning and development. Educational activities can be formal or non-formal, and they involve some form of communication.
- **Assessment of Learning:** A process that ensures appropriate academic rigor and expertise by gathering and recording information about student learning. Assessment usually focuses on what students know and can do and is usually descriptive in nature. Evaluation and assessment are not synonymous (see evaluation definition).
- **Career Goals:** A career goal is a clear statement that defines the ultimate job you aspire to throughout the course of your career. Provided it is realistic, a clear career goal allows you to then set yourself an action plan, or personal development plan, to work toward your professional ambitions.
- **Co-Curricular Learning:** Co-curricular learning is a term that describes activities, programs, and learning opportunities that are related to the academic curriculum and extend formal learning experiences (See JHU approved definition).
- **Comprehensive Learner Record (CLR):** An official document that seeks to capture, record, and communicate learning when and where it happens in a student's educational experience. This includes learning outcomes and assessment from courses, programs and degrees, as well as selected co-curricular and extra-curricular learning (outside the classroom) that help develop career ready skills and abilities. A CLR may contain one or more other credentials (badges, degrees, certificates, courses, experiences, etc.) that have been validated and recorded on behalf of the student.
- **Competency:** A *general* statement that describes the knowledge, skills, and abilities of learners going through a program or activity. They define the applied skills and knowledge that enable learners to successfully perform in professional, educational, and other life contexts.
- **Course:** Organized subject matter in which instruction is offered within a given period of time; credit toward graduation or certification is usually awarded after completion. Resides at the academic-catalog level and includes various types of information, such as title, level, description, course-learning outcomes/performance objectives, pre- and co-requisites, type, etc.
- **Course Non-Credit:** Not part of a curriculum pattern; no credit toward graduation is granted for taking the course.
- **Curriculum:** Courses offered by an educational institution, it could be academic or non-academic. Academic Curriculum/Non-Academic Curriculum.

²⁴ AACRAO Higher Ed Glossary: <https://www.aacrao.org/resources/glossary>

- **Evaluation:** Designed to document the level of achievement that has been attained. Includes global measures of how well a particular project, class, or initiative performed and whether or not it met its goals. Evaluation is not synonymous with assessment (see definition of assessment).
- **Experiential Learning:** Is an educational method that involves students learning by doing and reflecting on their experiences, often practicing the ability to apply learning in new settings. It is based on constructivist learning theory that encourages students to be active participants in the learning process.
- **Extra-Curricular Activities:** Are activities that students participate in outside of the classroom and curriculum that are not required to earn a degree, do not need to align with learning outcomes, and don't have to be assessed.
- **Field-Specific Skills**, also known as **Hard Skills:** They are technical skills and are measurable skills that can be learned through training, school, or work experience. They can be specific to a program of study, job or task, and they can be easily demonstrated.
- **High Impact Practices (HIPs):** Are active learning practices that encourage deep learning by promoting student engagement as measured by the National Survey on Student Engagement (NSSE). To be a high-impact practice, the experience must satisfy the definition established by George Kuh and his colleagues at the Association of American Colleges and Universities (AAC&U): "Achievement of deep learning, significant engagement gains, and positive differential impact on historically underserved student populations." (Kuh, 2008; Kuh & O'Donnell, 2013²⁵).
- **Learning Outcomes:** A very *specific* statement that describes exactly what a student will be able to do in some measurable way. There may be more than one measurable outcome defined for a given competency.
- **Mentorship:** Mentorship is a developmental relationship in which a more experienced or knowledgeable individual (the mentor) provides guidance, support, and advice to a less experienced person (the mentee).
- **Non-Academic Program:** A non-academic program is a program that is not directly related to academic content but is designed to support a student's academic and/or professional success. Non-academic programs can include activities and courses in co-curricular and extra-curricular spaces.
- **Outcome Sets:** An outcome set is a standardized collection of outcomes or competencies that can be measured to show attainment of knowledge skills and abilities.
- **Professional Goals:** Are concrete objectives you want to achieve in your career. They are typically a combination of short-term goals (like taking a course this month) and long-term goals (like becoming a manager in the next two years).
- **Proficiency Scale:** A proficiency scale is a tool that measures a person's level of knowledge or skills in relation to a specific set of learning goals/objectives. It helps teachers assess a student's progress and determine if they have mastered the learning goals. Proficiency scales are criterion-based, task-neutral, and use qualitative levels to describe what a student can do. They can include: 1) A progression of learning goals with different levels of difficulty, 2) A scoring system that indicates what a student has achieved at each level, and 3) Descriptions of what a student can do at each level.

²⁵ Kuh, George D. & O'Donnell, K. (2013). Ensuring quality & taking high-impact practices to scale. Washington, DC: Association of American Colleges & Universities.

- **Student Engagement:** In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation needed for them to progress in their education. The concept of “student engagement” is based on the belief that learning improves when students are active agents (inquisitive, interested, inspired) in their own learning. Learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise disengaged. (The Glossary of Education Reform²⁶)
- **Transferable Skills** also known as **Soft Skills** : refer to a set of personal attributes, behaviors, and social attitudes that enable individuals to interact effectively with others in a workplace or social environment. These skills are essential for building healthy relationships, communicating effectively, solving problems, and collaborating with others.

²⁶ The Glossary of Education Reform : <https://www.edglossary.org/student-engagement/>

KSAS FA COURSE ATTRIBUTES					
#1 Writing and Communication	#2 Science and Data	#3 Culture and Aesthetics	#4 Citizens and Society	#5 Ethics and Foundations	#6 Projects and Methods
<p>Receive Direct Instruction on Multiple and Substantial Writing and/or Communication Projects</p> <p>Respond and Argue Lucidly to Diverse Audiences</p> <p>Engage in the Writing Process Through: 1) Low-Stakes Writing Work that Builds Toward Larger Projects, and 2) Revision</p>	<p>Explore Core Questions that Guide Scientific Inquiry</p> <p>Cultivate Scientific Understanding of Natural Phenomena and Living Systems</p> <p>Develop Scientific and/or Quantitative Reasoning Skills</p> <p>Analyze Complex Structures and Solve Abstract Problems</p> <p>Apply Computational Methods</p>	<p>Interpret Complex Creative Expression in its Cultural, Artistic, or Theoretical Contexts</p> <p>Cultivate Analytical and Emotional Responses to Creative Material or Experiences</p> <p>Develop Cross-Cultural Linguistic or Artistic Understanding</p> <p>Engage in the Production of Creative Works</p>	<p>Analyze Evidence to Understand the Forces which Shape Societies and Civic Life</p> <p>Develop Historically Informed Perspectives</p> <p>Cultivate Multiple Languages</p> <p>Develop a Dynamic Understanding of Inequity and Inequality</p> <p><i>4.1 - Global Democracy</i></p> <p>Study Democracy and its Theories, Histories, and Institutions</p> <p>Examine Challenges to Global Democracy</p> <p>Promote Democratic Capabilities, Civic Engagement, and Diversity</p>	<p>Examine Fundamental Frameworks and Principles that Shape Disciplinary Knowledge and Fields of Inquiry</p> <p>Develop Critical Self-Reflection and Ethical Awareness</p> <p>Apply Ethical Concepts and Reasoning in Disciplinary Contexts</p>	<p>Develop and Practice Research Skills and/or Other Methods of Scholarly Inquiry</p> <p>Conceptualize and Plan Projects of Consequence Independently and/or Collaboratively</p> <p>Execute and Manage Scholarly Research or Projects Effectively</p> <p>Evaluate and Iterate Project Progress</p> <p>Communicate Project Significance and Impact</p>

Appendix D: Whiting School of Engineering (WSE) Foundational Abilities

FA #1 WRITING AND COMMUNICATION	FA #2 SCIENTIFIC AND QUANTITATIVE REASONING	FA #3 CREATIVE EXPRESSION	FA #4 ENGAGEMENT WITH SOCIETY	FA #5 ETHICAL REFLECTION	FA #6 CONCEIVING OF AND REALIZING PROJECTS
<ul style="list-style-type: none"> • Students should recognize the importance of language and have a command of it as readers, writers, and speakers. • Learning Objectives: Students will: <ol style="list-style-type: none"> 1. demonstrate the ability to communicate effectively in different modes including, but not limited to, written and oral forms. 2. demonstrate the ability to adapt to varied audiences and purposes. 3. demonstrate the ability to understand and interpret the communications of others. 	<ul style="list-style-type: none"> • Students should develop facility with scientific, numerical, and algorithmic reasoning and be able to use computational and analytical methods. • Learning Objectives: Students will: <ol style="list-style-type: none"> 1. demonstrate the ability to reason scientifically and quantitatively. 2. demonstrate the ability to both construct and evaluate arguments and hypotheses as supported by data, sound theory, and evidence. 	<ul style="list-style-type: none"> • Students should recognize the importance of complex creative expressions and cultivate their intellectual and emotional responses to aesthetic and cultural experiences. • Learning Objectives: Students will: <ol style="list-style-type: none"> 1. demonstrate the ability to interpret complex creative expressions, in some cases by undertaking such endeavors themselves. 2. demonstrate the ability to articulate the cultural, historical, and contemporary contexts of these works along with their social and cultural implications. 	<ul style="list-style-type: none"> • Students should engage effectively as citizens of a diverse world informed by an understanding of historical inequities, bigotry, prejudice, and racism in our society. • Learning Objectives: Students will: <ol style="list-style-type: none"> 1. demonstrate the ability to engage effectively and thoughtfully with societies in which they live and work and with people of different cultures, backgrounds, and values. 2. demonstrate the ability to understand how history and current events inform efforts to make societies humane, equitable, and unprejudiced. 	<ul style="list-style-type: none"> • Students should be reflective, effective ethical agents. • Learning Objectives: Students will: <ol style="list-style-type: none"> 1. demonstrate the ability to act with ethical agency in their personal and professional lives by exploring various perspectives along ethical, moral, and social dimensions and applying these considerations to their decision-making. 	<ul style="list-style-type: none"> • Students should be able to independently conceptualize and complete large-scale, consequential projects. • Learning Objectives: Students will: <ol style="list-style-type: none"> 1. demonstrate the ability to conceptualize, develop, and deliver consequential projects with ambitious scope, individually or in collaborative teams.



Curiosity

Asking questions and exploring new ideas, new relationships, and new possibilities is central to the Student Affairs experience. Learners of all kinds are encouraged to dream big and develop their talents to support community well-being where everyone thrives. As integrative thinkers and lifelong learners, students' curiosity is harnessed and honed for the benefit of all.



Self-Awareness

Discovery begins within. Student Affairs helps students identify and strengthen their individual values in order to live with greater purpose. Students gain a deeper understanding of themselves and in turn identify their strengths, weaknesses, and ways to employ self-understanding as a powerful tool for academic, professional, and interpersonal success.



Collaboration

Relationships and partnerships are vital to individual and collective success. Student Affairs helps students expand their local and global consciousness and discover ways to build understanding through inclusive and intentional connections. Embracing diverse perspectives and differing viewpoints fosters compassion and inspires action on behalf of others.



Confidence

Developing character along with competency leads to confidence. Student Affairs instills values that promote personal growth and emotional strength. Navigating life's many challenges requires not just intellectual fortitude, but also healthy self-esteem. Helping students grow both academically and emotionally builds tenacity, determination, and resilience.



Responsible Leadership

Ethical decision making, socially responsible action, and impactful change are realized with great leadership skills. Student Affairs prepares students to become visionary leaders who address complex issues and make the world a better place.

APPENDIX F: Employability Competencies

Skills	Definition
Transferable Skills (social/cognitive skills)	
Communication	The ability to clearly and effectively exchange ideas and information through verbal, written, and non-verbal channels, adapting the message for different audiences and contexts.
Resilience & Adaptability	The capacity to bounce back from setbacks, manage stress, and adjust to changing circumstances while maintaining focus and a positive attitude.
Critical and Analytical Thinking	The skill of objectively evaluating information and situations, breaking down complex problems, and using logical reasoning to make informed decisions.
Self-Regulation & Improvement	The practice of managing one's emotions, behaviors, and time effectively; ongoing personal and professional development.
Problem Solving	The ability to identify challenges, systematically analyze underlying issues, and develop and implement creative solutions.
Collaboration	The ability to inspire and guide others, taking initiative, making strategic decisions, and fostering an environment of trust and accountability.
Leadership	The ability to inspire and guide others, taking initiative, making strategic decisions, and fostering an environment of trust and accountability.
Creativity & Innovation	The capacity to generate original ideas and approaches, challenge the status quo, and apply creative thinking to develop effective and novel solutions.
Project Management	The competence to plan, organize, and oversee projects from inception to completion, including setting objectives, managing resources, and meeting deadlines.
Cultural Awareness	The understanding and appreciation of diverse cultural backgrounds and perspectives, which enhances interpersonal interactions and promotes inclusivity in a global work environment.
Field-Specific Skills (Technical Skills)	
Tech Literacy	The ability to effectively use and adapt to various digital tools, software, and emerging technologies for personal and professional productivity.
Research and Data Analysis	The capacity to collect, interpret, and apply data to make informed decisions, solve problems, and evaluate outcomes.
Operations and Systems Analysis	The ability to analyze, design, and optimize systems and processes for efficiency and effectiveness within organizations or industries.

Computer Science and Information Technology	Knowledge and application of advanced computing technologies, system infrastructure, and hardware components to support technical solutions and innovations.
Programming Languages	The ability to write, debug, and deploy code in various programming languages to develop software, analyze data, or automate tasks.
Policy Development, Analysis, and Implementation	Expertise in creating, assessing, and enacting policies to drive improvements in systems and health outcomes based on evidence-based approaches.
Financial Management	The ability to oversee, analyze, and optimize financial resources and processes within organizational or specialized contexts, such as healthcare.
Scientific Knowledge	A foundation in key scientific disciplines that inform understanding and solutions in health, environment, and societal challenges.
Big Data and Advanced Analytics Tools	Proficiency in leveraging advanced tools and technologies to analyze large datasets, automate tasks, and derive insights for decision-making.
Design Software and Data Visualization Tools	The ability to use specialized software for creating designs and visualizing data to communicate complex ideas effectively.