



CO-CURRICULAR ASSESSMENT HANDBOOK WITH SURVEY OUTCOMES

ASSESSMENT COMMITTEE
PCCUA

CO-CURRICULAR ASSESSMENT AND STUDENT SERVICES

Due to the evolving nature of student services, the College is including a variety of co-curricular experiences for student learning and development because institutions of higher education have been prompted to report more on student service roles and contributions in student learning.

Early student service assessment focuses on student participation and satisfaction event attendance. Today, student service assessment involves a focus on student learning through programs and services offered to students by the College

Findings from college impact research state that 1) the impact of the college on desired student outcomes is cumulative of inside and outside classroom experiences; 2) cognitive and affective development is intertwined thus influencing one another in ways that are unknown; and 3) out-of-class experiences have the potential to enrich student learning, specifically regarding practical competence. Further it is important to include campus-wide assessments for student learning, because that aspect will create better programming of services, which improves the quality of the student experience.

Therefore, it is important to involve both academic and student services in the assessment of student learning to better understand the students' experience for both accountability and improvement purposes.

CO-CURRICULAR ASSESSMENT OVERVIEW

PCCUA is committed to improving student services and the educational experience of all students through the implementation of assessment to gauge how effective our efforts are in meeting the needs of our students, thus having a direct impact on student satisfaction with services and their educational experiences is important. We value and understand that student perception is heavily influenced by (1) students' beliefs and (2) their expectations about what the experiences should be at the college.

Additionally, the assessment will provide a guide for continual improvement of services. Through the compilation of campus assessments and reporting, PCCUA will be able to better communicate "our story" of who we are to students, the community, and how we contribute to the college's mission to help every student succeed.

ASSESSMENT PLANS

Service departments that focus on student support maintain an assessment plan. The goal of each plan is to demonstrate student learning and departmental improvement. The assessment plan includes learning goals, measurable outcomes, a time-line for implementation, data collection, analysis, reporting, and executing departmental change based on assessment findings.

When departmental changes are made based on the assessment feedback, it results in improved assessment and involves taking-action.

Additionally, student services focused on admission and retention at PCCUA are accessed to ensure continuous improvement. Each student service area completes a departmental review on a yearly basis to improve the quality and delivery of a service. The process involves identifying services, programs, or initiatives that promote student learning; creating better methods for student engagement, gathering, analyzing, and interpreting data to better understand the student experience to determine institutional effectiveness. If the findings of the assessment reflect that the desired standards of operations are not being met then interventions will be revised and executed. Changes will be documented via actions taken with the plan.

CO-CURRICULAR DEFINITION

PCCUA Co-Curricular Assessment focuses on student engagement (programs, activities, student organizations) occurring outside of the classroom which reinforces the institutional mission, the mission of the college, as well as complementing formal learning that takes place in the classroom.

ASSESSMENT GOALS

The goal of the co-curricular assessment is to improve the quality of services and resources to ensure student success. The assessment seeks to answer three questions:

1. Are students learning what we intend for them to learn?
2. How has the learning experience impacted the perspective of the student regarding the college?
3. How can co-curricular programs be improved to further support, inform, or advance student knowledge.

Departmental goals describe a singular learning experience that encompasses intentionally designed, actionable, student centered learning that describes what student success looks like at the end of an experience.

CO-CURRICULAR LEARNING OUTCOMES

Student learning outcomes are defined in terms of knowledge acquisition, skill development, and continual improvement in student progression due to active learning that has occurred as a result of participating in a program or service. The co-curricular assessment plan supports the college's strategic plan, the mission of the College, and is aligned with the college's general education core competencies. These competencies include social and community responsibility, technology utilization, analytical and critical thinking and reasoning, communication, and a commitment to diversity, equity, and inclusion within the context of cultural understanding (STACC).

PCCUA STRATEGIC PLANNING GOALS:

1. Support for Instruction and Learning,
2. Development and Learning for Staff and Faculty (professional development),
4. Review and Revise Policies, Procedures, Support (planning, budgets, protocols),
5. Improve Campus Connections (internal infrastructure, communication, alignments, consistency, in-service delivery),
6. Develop and Support External Partnerships.

PCCUA STUDENT SERVICE MISSION

PCCUA is committed to providing quality services and programs that support the College's mission to foster a conducive campus climate for optimal learning experiences, to develop students personally and professionally for workforce entry.

DEFINITION OF PCCUA GENERAL EDUCATION CORE COMPETENCIES

Social and Community Responsibility: Demonstrate adherence to legal/ethical standards established by society.

Technology Utilization: Use tools of the trade to achieve a specific outcome.

Analytical & Critical Thinking and Reasoning: Display reasoning including analyzing

data, evaluating alternatives, setting priorities, and predicting outcomes.

Communication: Engage in the interactive process through which there is an exchange of verbal and/or nonverbal information.

*Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding-*acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next and one culture to another. A commitment to diversity, equity, and inclusion increases access and assures a better chance to succeed.

METRICS

The Co-Curricular Assessment uses mixed data metrics to formulate a richer, more comprehensive account of the student experience in addition to providing evaluation measures for departmental improvement.

1. Direct measures of learning observed through participation in face-to-face and virtual events through student ID check-in manually and virtually, as well as, attendance tracking.
2. Direct measures of learning through students demonstrating skills.
3. Indirect measures of learning via surveys and written reflections.
4. Direct measures of learning include presentation and portfolios.

CO-CURRICULAR ASSESSMENT TEAM

The Co-Curricular Assessment Subcommittee is working toward a campus wide effort to determine student engagement. It was organized to tell the PCCUA story about the overall student experience outside of the classroom. The Co-Curricular Subcommittee is comprised of a variety of student services staff across campuses who represent areas that receive the most student engagement. The Co-Curricular Subcommittee assists in guiding both assessment and in future planning. The staff membership is permanent, but when the need arises appropriate personnel is invited to serve as ad-hoc members to provide additional insight.

PROJECTIONS

The Co-Curricular Assessment provides a comprehensive journey for PCCUA, with the goal of providing quality services to our students. The campus will work together to ensure student success, access, and engagement through continual monitoring and revisiting of our efforts.

Please note that this document was created with flexibility in mind; thus, allowing for changes to be made based on opportunities that may arise throughout the academic year. Additionally, some initiatives may already be in motion and potential gaps may be identified along the journey to be filled at a later time.

PLANNING AND REPORTING

Each assessment cycle includes an initial and secondary assessment, which may occur over one academic year, depending on the findings of the co-curricular assessment. Co-Curricular Assessment reports are due to the Director of Assessment no later than June 30th of each year. The Co-Curricular assessment report includes the analysis of student learning outcomes and departmental improvement.

Campus reporting (instructional and non-instructional) should include any planned co-curricular activities in the annual assessment plan, as well as the co-curricular learning outcomes. If a co-curricular activity is not included in an annual assessment plan, it is recommended that a Co-Curricular Activity Proposal be submitted at the conclusion of the event at <https://forms.office.com/r/Di2BS6Sfb1>.

The Co-Curricular Assessment Outcomes Report is available on the Institutional Report Webpage at <https://www.pccua.edu/assessment/>. For assistance with the Co-Curricular assessment, please contact the Vice Chancellor for Student Services, Kimberley Johnson at kjohnson@pccua.edu or 870-338-6474, ext. 1235. Dr. Johnson Chairs the Co-curricular Assessment subcommittee.

ASSESSMENT PROCESS

Step One: Planning

The Co-Curricular Assessment Subcommittee Chair contacted each student service unit to educate them on the co-curricular assessment process and further explained how the assessment would involve an external assessment (student experience) and internal assessment (departmental improvement).

The external process is as follows:

- Purposive sampling of students was utilized to select participants that possessed the specific characteristic of being a first-year student.
- Convenience sampling was also used because the sample was easy to acquire and no criterion was used to outline the student population.

- Utilizing both modes of sampling allowed for a comprehensive view of student services effectiveness.
- The students received the survey electronically to their campus email by way of Microsoft forms.
- The survey questions consisted of questions with the themes of customer service, operational knowledge, interpersonal skills, and support. A response scale of strongly agree, neutral, disagree, and strongly disagree were utilized to respond to questions in addition to open and closed-ended questions.

The internal process began as follows:

- The Co-Curricular Assessment was delivered to student service areas electronically from the chair.
- Specific student service areas were identified based on the level of student interaction and the general functions performed by the student service area for students at the college.
- Each unit identified programs or services that sought to inform, educate, and retain students.
- Each unit then noted how they would track student outreach and engagement.
- All units were asked to assess the student learning outcome by checking the box to the appropriate outcome.
- All student service units were asked to provide responses to questions regarding ways to improve current services for students.

Step Two: Assessing

The survey was open for a month. After initial responses were received, more reminders were sent to students to remind them to complete the survey.

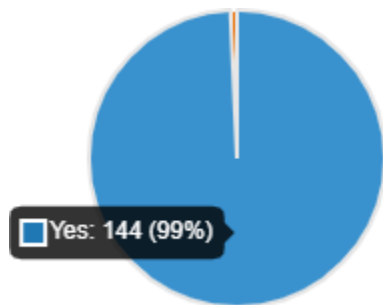
Notification alerts were sent to their campus emails and to their phones via text messaging. Additionally, students took the survey anonymously via Microsoft forms.

The percentage distribution for each question was directly obtained using Microsoft Forms.

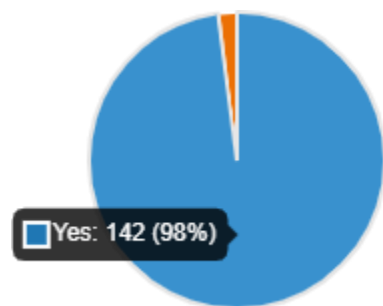
1. In Figure 1, Academic Advising Satisfaction was analyzed based on accessibility, approachability, ability to provide knowledge, dissemination of information regarding policies and procedures and course selection, referrals, and exhibiting a genuine level of care. For this purpose, question numbers 2 – 10 were analyzed.

2. Similarly, Table 2 provides student responses to the quality of Financial Aid services and its effectiveness, question numbers 4, 5, 6, 8, and 9 were analyzed.
3. Table 3 also reflects Admissions departmental effectiveness. Questions 5, 6, 7, 8, 10, 11, and 12 were analyzed.
4. Effectiveness was obtained by analyzing individual questions related to student support in Figure 2. For instance, question number 5 on the Career Pathways Satisfaction survey provided an overall perception and satisfaction level of students concerning support.
5. In Figure 3, Campus Activities Satisfaction Survey questions 2 – 9 were analyzed reflecting students' satisfaction with campus programming.
6. Figure 4 shows Admissions Responses for Departmental Improvement.
7. Figure 5 shows Transportation Responses for Departmental Improvement.
8. Figure 6 shows Veteran Services Responses for Departmental Improvement.
9. Figure 7 shows Library Services Responses for Departmental Improvement.

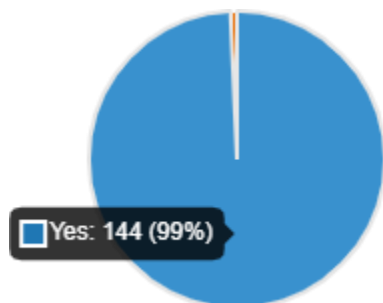
Table 1: Responses obtained from students regarding Advising Satisfaction



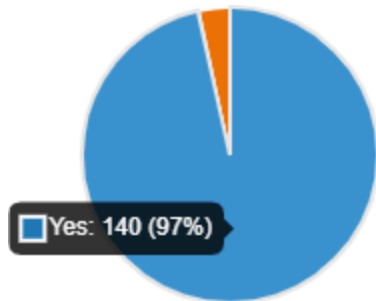
Question 2 Was your Advisor knowledgeable?
Closed Ended Response – Yes or No



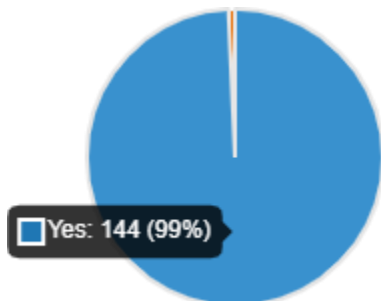
Question 3 Were the policies and procedures about course selection clear?
Closed Ended Response – Yes or No



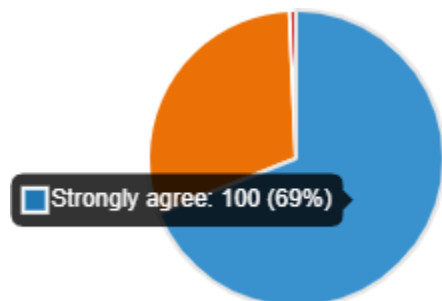
Question 4 Was your Advisor friendly and approachable?
Closed Ended Response – Yes or No



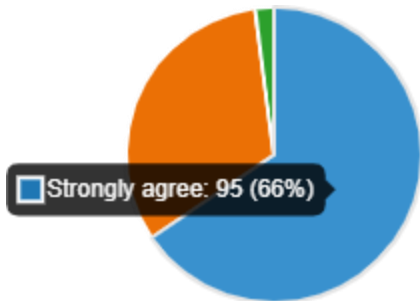
Question 5 Did your advisor spend an adequate amount of time with you to answer questions?
Closed Ended Response – Yes or No



Question 6 Was your Advisor accessible?
Closed Ended Response – Yes or No

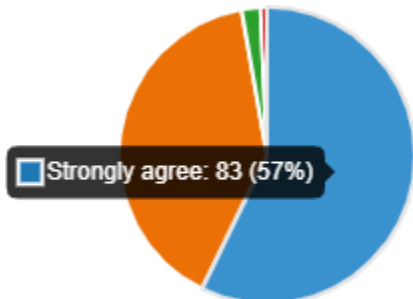


Question 7 My Advisor encouraged me to come by if I needed more assistance.
4-point Likert - Strongly Agree, Agree, Disagree, Strongly Disagree



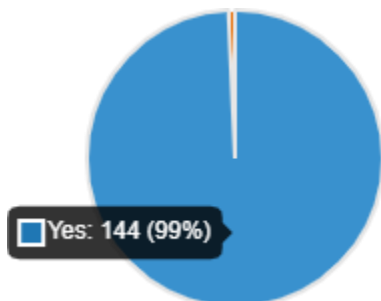
Question 8 My Advisor is concerned with my success.

4-point Likert - Strongly agree, Agree, Disagree, Strongly Disagree



Question 9 The Advisor helped me to connect with campus resources.

4-point Likert - Strongly agree, Agree, Disagree, Strongly Disagree



Question 10 Were you satisfied with the service that your advisor provided?

Closed Ended Response – Yes or No

Table 2: Student Responses regarding Financial Aid effectiveness

No.	Questions	Yes	No
4	Were the staff friendly?	138	3
5	Did you have a long wait time before speaking with office staff?	14	127
6	Did the Financial Aid representative answer your questions?	136	5
8	Were you encouraged to come back for assistance if you needed help?	132	9
9	Were you satisfied with the level of service?	137	4

Table 3: Student Responses regarding Admissions effectiveness

No.	Questions	Yes	No
5	Were the staff friendly?	132	0
6	Was the staff knowledgeable?	129	3
7	Were the college policies and procedures communicated clearly to you?	130	2
8	Were the steps for admittance clearly communicated to you in person?	129	3
10	Did you receive admittance information in a timely manner for adequate preparation?	129	3
11	Was the application process student friendly?	132	0
12	Were you satisfied with the quality of service provided by the Admissions staff?	127	5

5. What do you like best about the Career Pathways program?

[More Details](#) [Insights](#)

67 Responses

Latest Responses

"the help that they help you with"

"all of it"

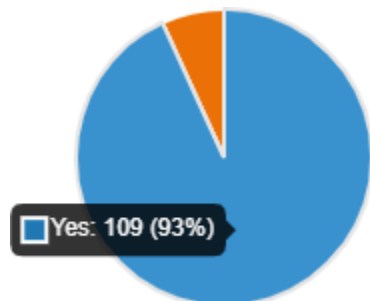
"The overwhelming amount of help and support they offer parents."

27 respondents (40%) answered **help** for this question.

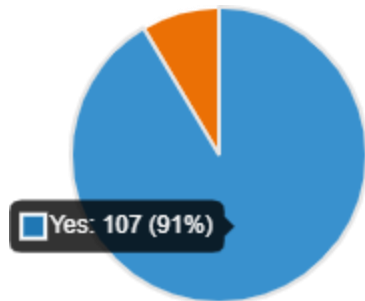
overwhelming amount of help
not only get help career pathways
helpful
best help
Mrs
help with school
help and support
help
school
Gas cards
school supplies
help and encouragement
needed helped me tremendously
Gregory helps educationally
students
Extra help
help with college

Response	Count	Percentage
Yes	110	94%
No	7	6%

Closed Ended Response – Yes or No

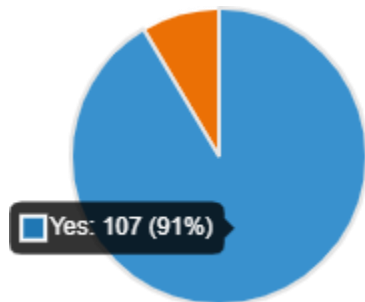


Closed Ended Response – Yes or No



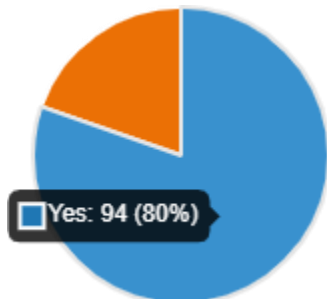
Question 4: Did participation in student activities provide you with an opportunity to interact with faculty or staff?

Closed Ended Response – Yes or No



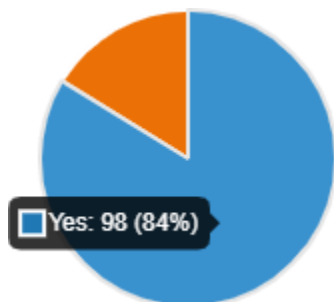
Question 5: Did participation in the programs strengthen your sense of belonging to the college.

Closed Ended Response – Yes or No



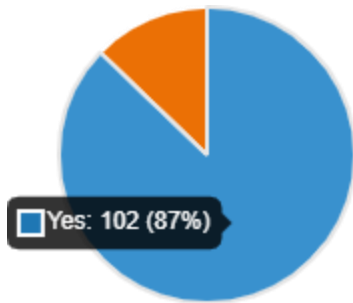
Question 6: Did participation in campus programs strengthen your self-esteem.

Closed Ended Response – Yes or No

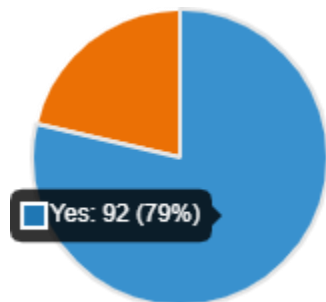


Question 7: Did participation in the campus programs strengthen your community skills?

Closed Ended Response – Yes or No



Question 8: Did participation in campus programs expand your point-of-view on various topics.
Closed Ended Response – Yes or No



Question 9: Do you consider campus activities vital to the student retention at the college.
Closed Ended Response – Yes or No

Figure 4: PCCUA Admissions Departmental Improvement

<p>What can your area do differently or better to support a students' sense of belonging at PCCUA?</p> <p>More opportunities for leadership. For example, during welcome week have some returning students "mentor" first year students. Returning student help student learn process for i.e. requesting transcript, how to add/drop courses, how to rent books, how to request "Rowdy Ride", and Advisors/location of advisor.</p>
<p>What can your area do differently or better to improve the quality of service (s)?</p> <p>Survey students at the beginning and end semester to see exact areas they would like to see improvement with admission. Need more student buy in.</p>

This survey analysis highlighted functional aspects that could be enhanced to create a deeper sense of belonging in the student to the institution. This analysis helps the student service areas understand how to support our students better. Additionally, the analysis emphasized the importance of increasing the methods of communication with students to make students aware of standard

protocols/process of admittance to the college. This practice strengthens students' levels of satisfaction with the college and creates an increased level of comfortability at the onset of their academic career.

Figure 5: Phillips Community College of the University of Arkansas Transportation Departmental Improvement

What can your area do differently or better to help students develop knowledge or skills to succeed?
Ask students if they have questions and refer them to the appropriate offices.
What can your area do differently or better to support a students' sense of belonging at PCCUA?
Provide academic and social information via handouts throughout the semester to keep them engaged.
Also offer quick snacks in the morning and evening as a "Welcome, we care" passive activity.
What can your area do differently or better to improve the quality of service (s)?
Make sure that the transportation is always timely and flexible and communicate any updates to students.

This analysis emphasizes active student engagement that demonstrates a genuine level of concern, creates trust with students, and provides information that could improve student learning; thus, creating a positive experience for students.

**Figure 6: Phillips Community College of the University of Arkansas Veteran Services
Departmental Improvement**

<p>What initiatives will you implement to better inform, educate, recruit, and retain our student population?</p> <p>Engage with current students, be consistent with our efforts, run social media marketing campaigns, research and invest in admissions software to enhance efficiency. Implement activities and sign up tables to bring awareness and increase enrollment with VA students.</p>
<p>How will you track student outreach?</p> <p>Create spreadsheets or invest in software to monitor or track student outreach.</p>
<p>What manner of engagement can students use to gain information regarding your department? (appointments, programs, social media, website, etc.)</p> <p>Social media, open door policy with School Certified Officer, set up tables in student center to bring awareness to the VA program.</p>
<p>How will you track student engagement?</p> <p>Create sign in sheets and maintain records when conducting student engagement activities.</p>

Identify programs, services, opportunities, or processes that align with the core assessment domains?	Which core assessment domains aligns with the program, service, opportunity, or process?			
	Personal Development	Interpersonal Communication	Cognitive & Practical Skills	Social Responsibility
Student encouragement via “small chats” to impact future interactions with others.	Personal Development			

This analysis provided information that will contribute to better living and learning outcomes. If this format of evaluation is used on a regularly it will promote an increased level of satisfaction with students.

Figure 7: Phillips Community College of the University of Arkansas Library Departmental Improvement

What initiatives will you implement to better inform, educate, recruit, and retain our student population? The libraries will keep information posted on the website up to date. We also give the students library information at orientation.
How will you track student outreach? We do daily assessments as to what services the libraries are providing. We also keep track of the number of students who come into the library.
What manner of engagement can students use to gain information regarding your department? (appointments, programs, social media, website, etc.) Students are able to walk into the library and receive immediate service. Information about library services are also available on the website. If the libraries hold specials programs, information will be sent out through email, posted on social media and signs are put up in the library.
How will you track student engagement? Daily counts and assessment of library usage. Monitoring student satisfaction while engaging in activities.

Identify programs, services, opportunities, or processes that align with the core assessment domains?	Which core assessment domains aligns with the program, service, opportunity, or process?			
	Personal Development	Interpersonal Communication	Cognitive & Practical Skills	Social Responsibility
Computer Usage	All four domains			
Textbooks	All four domains			
Research	Personal Dev and Cog & Prac. Skills			
Special Activities	All four domains			

The effectiveness of this service can be analyzed via observation of services rendered to students. The measures sought by this department will increase the level of student engagement and promote higher learning.

Step Three: Evaluate

The results from the assessment will be analyzed by completing the following questions in the report:

- Which of the results stood out to you?
- What were your key findings?
- What did you learn from the assessment?
- Did the data highlight success and opportunities for change?
- What steps would be taken to execute change?

Step Four: Assess Actions

After recommendations and steps have been made to improve services then continual assessment and evaluation is repeated. After which, analysis and comparisons should occur and all positive and negative changes should be documented for future improvement.

CONCLUSION

Student feedback is an innovative method to understanding students' perception of the educational environment, which influences future recruitment, retention, and most importantly influences positive change in the practices at the institution. Additionally, the varied methods of obtaining feedback were intentional and flexible in nature to uncover the information that was needed to inform change.

APPENDIX A: EXTERNAL STUDENT ASSESSMENT

Department
Program/Service
Date
Assessment Time (Pre/During/After)
Campus
Description
Student Learning Outcome
Strategic Priority
Core Competency
Expected Results
Actual Results
Measure
Type
Feedback

APPENDIX B: INTERNAL DEPARTMENTAL ASSESSMENT

Phillips Community College of the University of Arkansas

Financial Aid Departmental Improvement Metrics

Student Services at PCCUA are encouraged to assess services to ensure consistent, quality services are being provided to our students. On-going assessment is encouraged yearly.

What initiatives will you implement to better inform, educate, recruit, and retain our student population?
How will you track student outreach?
What manner of engagement can students use to gain information regarding your department? (appointments, programs, social media, website, etc.)
How will you track student engagement?

Identify programs, services, opportunities, or processes that align with the core assessment domains?	Which core assessment domains aligns with the program, service, opportunity, or process?			
	Personal Development	Interpersonal Communication	Cognitive & Practical Skills	Social Responsibility

Phillips Community College of the University of Arkansas

Departmental Improvement

What can your area do differently or better to help students develop knowledge or skills to succeed?

What can your area do differently or better to support a students' sense of belonging at PCCUA?

What can your area do differently or better to improve the quality of service (s)?

Department	Admissions
Program/Service	Admittance Service
Date	April 2023 – September 2023
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Admittance of new students into college. Student Satisfaction Survey to gain feedback on student experience.
Student Learning Outcome	Students learn through gathering information from communicating with others.
Strategic Priority	Professional Faculty and Staff Development
Core Competency	Communication
Expected Results	Students were satisfied with experience. 70% of students felt knowledgeable regarding next steps in the onboarding process.
Actual Results	96% of students replied that they were satisfied with the quality of service provided by the Admissions staff.
Measure	Survey
Type	Indirect
Feedback The Admissions office will enhance services by executing items listed in their departmental evaluation of services.	

Department	Advising
Program/Service	Advising /Schedule Builder Service
Date	December 2022 & April 2023
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Advisor Student Satisfaction Survey to gain feedback on student experience.
Student Learning Outcome	Students develop goals and incorporate strategies for managing time and resources.
Strategic Priority	Professional Faculty and Staff Development
Core Competency	Communication
Expected Results	Students were satisfied with information provided by Advisor. 80% of students that engage with student services - advisors will persist and reach completion.
Actual Results	99% of students were satisfied with the service that their advisor provided.
Measure	Survey
Type	Indirect
Feedback Advisors will continue to evaluate their services for additional improvement.	

Department	Financial Aid
Program/Service	Financial Aid package processing service.
Date	December 2022 & April 2023
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Student financial aid application processing and information distribution. Students will receive a satisfaction survey to gain feedback on student experience
Student Learning Outcome	Students evaluate information for use in responding to questions.
Strategic Priority	Professional Faculty and Staff Development
Core Competency	Communication
Expected Results	Students were satisfied with the service. 70% of students that engage with student services will persist and reach completion.
Actual Results	97% of students were satisfied with the service provided by Financial Aid.
Measure	Survey
Type	Indirect
Feedback The Financial Aid office will continue to evaluate services.	

Department	IT
Program/Service	Technology check-out for students.
Date	April 2023
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Students can check-out electronic devices. A survey will be given to students to capture student experience.
Student Learning Outcome	Students seek information to solve technical problems.
Strategic Priority	Professional Faculty and Staff Development
Core Competency	Communication
Expected Results	Students stating their satisfaction with service. 80% of students were satisfied with services.
Actual Results	Students rated this service as aN 8.4 on a scale of 1 being the lowest and 10 being the highest.
Measure	Survey
Type	Indirect
Feedback We will continue to evaluate services.	

Department	Library
Program/Service	Library and Resource book check-out.
Date	April 2023
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Students check-out books on campus. A survey will be given to students to capture student experience.
Student Learning Outcome	Students utilize information, resources, and technology to navigate the college experience.
Strategic Priority	Professional Faculty and Staff Development
Core Competency	Communication
Expected Results	Students stating their satisfaction with service. 70% of students were satisfied with services.
Actual Results	Not enough student responses.
Measure	Survey
Type	Indirect
Feedback Will continue to access services.	

Department	Career Pathways
Program/Service	Child Care Voucher Program
Date	April 2023
Assessment Time (Pre/During/After)	During
Campus	All Campuses
Description	This service is available for all Career Pathway students. An interview will be provided to students at the end of the academic year to gather feedback.
Student Learning Outcome/Department Improvement	Students can apply their newly learned basic academic and workforce readiness skills to acquire a high-wage, high-demand occupation.
Strategic Priority	Improve Campus Connections
Core Competency	Analytical and Critical Thinking
Expected Results	100% of students will say that they are satisfied with this service.
Actual Results	78% of students strongly agreed/10% Agree/10 Strongly disagree that Career Pathways provided services that helped them to overcome barriers in their educational journey.
Measure	Survey
Type	Indirect
Feedback The program will continue to access services.	

Department	Disability Services
Program/Service	An interactive program emphasizing disability awareness.
Date	December 2022 & April 2023
Assessment Time (Pre/During/After)	During
Campus	All Campuses
Description	Accommodation services for students. Students will be observed during the event.
Student Learning Outcome/Department Improvement	Students can evaluate the degrees of accommodation needed to meet their personal needs.
Strategic Priority	Departmental Improvement and Support for Instruction and Learning
Core Competency	Technology Utilization
Expected Results	70% Students were satisfied with the services.
Actual Results	Did not have enough student responses.
Measure	Survey
Type	Indirect
Feedback Will continue to evaluate services.	

Department	Intramurals
Program/Service	Recreation Program
Date	December 2022
Assessment Time (Pre/During/After)	After
Campus	Helena Campus
Description	Opportunity for students to engage with peers. Observation of student participation to gauge student satisfaction.
Student Learning Outcome/Department Improvement	Students can create productive ways to combat stress through physical activity.
Strategic Priority	Support for instruction and learning.
Core Competency	Communication
Expected Results	Students were satisfied with the service. 70% of students that engage with student services will persist and reach completion.
Actual Results	Not enough student responses.
Measure	Presentation
Type	Direct
Feedback Will continue to evaluate services.	

88Department	Student Activities
Program/Service	Student centered programming to support and inform students.
Date	December April 2023
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Opportunity for students to engage with faculty, staff, and peers. Students can complete rubric reflecting their experience.
Student Learning Outcome	Students can increase their communication skills and gain valuable learning experiences from peers.
Strategic Priority	Support for instruction and learning.
Core Competency	Communication
Expected Results	Students increased satisfaction with college. 80% of students that engage in programing will persist to the following semester through completion.
Actual Results	88% of students plan on participating in student activities in the future.
Measure	Survey
Type	Indirect
Feedback Will continue to evaluate services.	

Department	Student Support Services
Program/Service	Academic focused programming to support students through college completion and transfer.
Date	May 2023
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Retention program for students. A survey will be given to students to capture their experience in program.
Student Learning Outcome/Department Improvement	Students can understand the need for support and resources as they persist through college.
Strategic Priority	Support for instruction and learning.
Core Competency	Analytical & Critical Thinking
Expected Results	Students were satisfied with the service. 80% of students that engage with student services will persist and reach completion.
Actual Results	Not enough student responses.
Measure	Survey
Type	Indirect
Feedback Will continue to evaluate services.	