PHILLIPS COMMUNITY COLLEGE

OF THE UNIVERSITY OF ARKANSAS

CO-CURRICULAR ASSESSMENT REPORT 2023 -2026

Contents

CO-CURRICULAR ASSESSMENT OVERVIEW

Per the previous HLC Review Notes, PCCUA has been diligently working to capture the student experience of being involved in organizations, student activities, service learning, etc. to foster students' overall learning development.
PCCUA Student Services is committed to improving the educational experience of all students through the implementation of assessment to gauge how effective our efforts are in meeting the needs of the students, while influencing a positive impact on student development and students' educational experience. 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. Hence, the importance of gathering information regarding the student experience.

Through the compilation of campus assessments and reporting, PCCUA will become more informed about the impact the institution is having on students, the community, and reflect the contribution of campus members to the college's mission to help every student succeed.

CO-CURRICULAR DEFINITION

PCCUA co-curricular assessment considers formal and college-sponsored activities that contribute to students' educational experiences, such as Student Advising, Student Government Association, Student Clubs and Organizations, Athletics, programs, and services that support the mission of the college, strategic goals, and the General Education Core Competencies.

ASSESSMENT RESOURCES

General Assessment templates have been created to guide the assessment process, reflect on past learning outcomes, and develop short and long-term plans for the future. Templates can be reviewed at https://www.pccua.edu/assessment/.

STRATEGIC GOALS

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

GENERAL EDUCATION COMPETENCIES

Social and Civic 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: 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.
Cultural Competency: An appreciation for the holistic and distinct needs of others demonstrated when interacting with people of different cultures.

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 two questions:
Are students learning what we intend for them to learn?
How can co-curricular programs be improved to further support, inform, or advance student knowledge.

CO-CURRICULAR ASSESSMENT TEAM

The Co-Curricular Team is comprised of a variety of student service areas across campus to represent areas that receive the most student engagement. The Co-Curricular Team assists in guiding assessment and 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.

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 an activity, program, or service. The co-curricular assessment plan supports the college's strategic plan, the mission of Student Services and is aligned with the college's general education core competencies.

METRICS

The Co-Curricular Assessment uses mixed data metrics to formulate a richer, more comprehensive account of the student experience:
Direct measures of learning derived from observation of participation in activities or programs.
Direct measures of learning through attendance tracking.
Direct measures of learning through students demonstrating skills.
Indirect measures of learning via written reflections and learning outcome statements.
Direct measures of learning through in-person presentation and e-portfolios.

PROJECTIONS

The Co-Curricular Assessment provide a comprehensive journey for PCCUA students, with the goal of providing quality activities, programs, and services to support and educate the students. The campus will work together to ensure student success, access, and engagement through continual monitoring and revisiting and evaluation of our efforts. Please note that this report is a living document and was created with flexibility in mind; thus, allowing for changes to be made based on opportunities that may arise to further develop student learning at PCCUA.

ASSESSMENT PLANNING

Service Departments that focus on student support maintain an assessment plan that reflects activities, learning goals, measurable outcomes, a time-line for implementation, methods, and the execution of changes based on assessment findings.
Each service department that provides student support will complete a departmental review on a yearly basis to improve the quality and delivery of service. The process will involve the identification of services, programs, or initiatives that promote student learning, discuss better methods for student engagement, and gathering data to better understand and communicate about the student experience. Reports are due no later than June 30th of each year.
If 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 a new assessment plan.

ASSESSMENT REPORTING

Campus reporting will include any planned co-curricular activities in the annual assessment plan. 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 to the Vice Chancellor for Student Services and Campus Life.

The Co-Curricular Assessment Report is available on the Institutional Report Webpage at https://www.pccua.edu/assessment/.

ASSESSMENT PROCESS

Step One: Planning

The Co-Curricular Assessment Chair contacted specific personnel to educate them on the co-curricular assessment process and explain the importance of co-curricular assessment regarding student success, support, and belonging at the institution. Each person in attendance left the session understanding how they could participate in the process and improve their services, as well as make their interaction with students more meaningful.

Step Two: Assessing

Survey questions were based on specific themes including student support, satisfaction, knowledge acquisition, and personal development.

Step Three: Evaluate

The results from the assessment will be analyzed by responding to questions regarding key findings, information gained through the assessment, identify success and opportunities for change, and create plans of action to execute change.

Step Four: Assess Actions

After recommendations and steps have been made to improve programming and services, evaluation will continue and all information will 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.

PCCUA CO-CURRICULAR ASSESSMENT
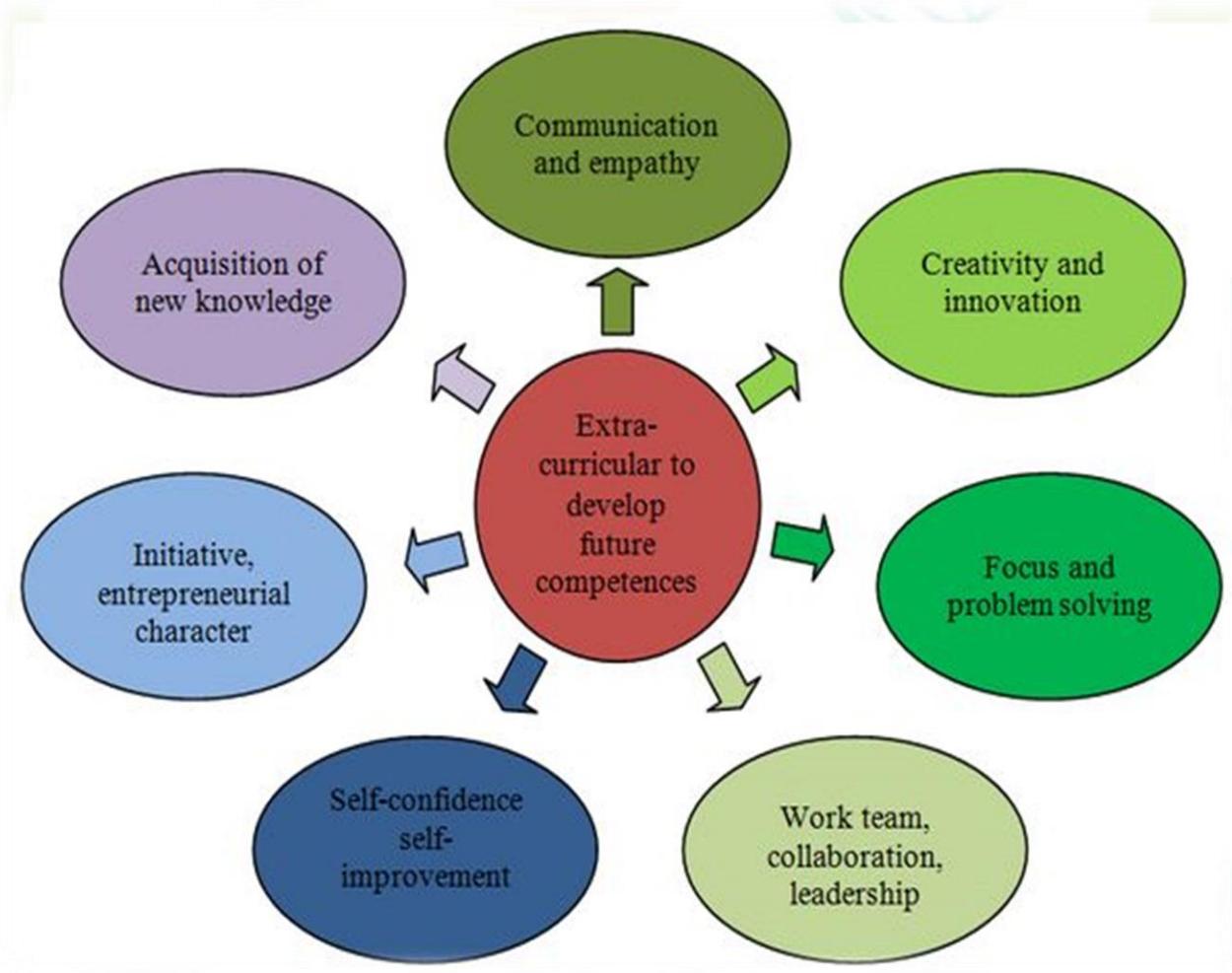
Student Success
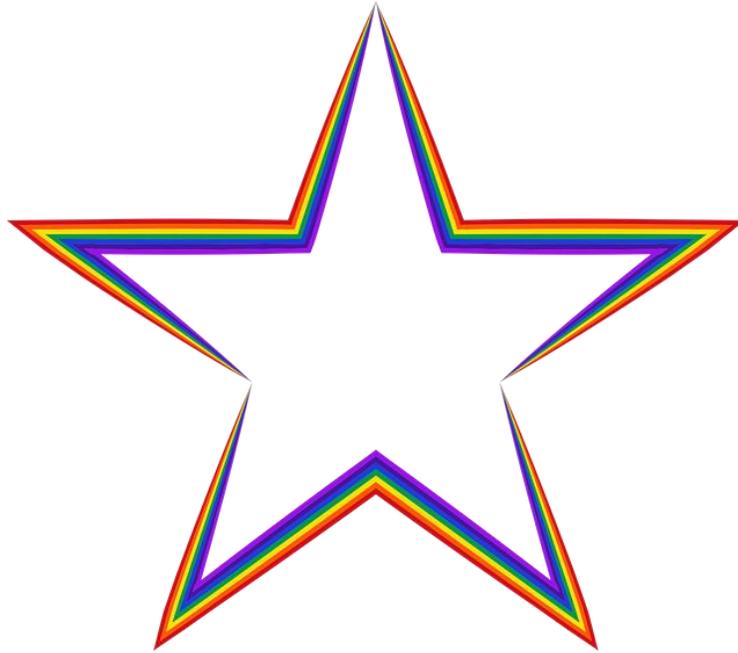
Student Support Services

2023 -2024

Appendix A

Student Support Services is a TRIO program designed to motivate and support students in their academic endeavors. The goal of the SSS program is to raise the academic progress and performance levels of low-income, disabled, and first-generation college students, as well as to retain and successfully complete their educational programs for transfer into four-year institutions, and career and job readiness.

Eligibility for the program includes being a first-generation college student, meeting the federal low-income guidelines, as noted by the Department of Education, or having a documented disability. The Academic Services and social support provided by the program greatly impact students' persistence and retention.

Click link to view Survey Responses
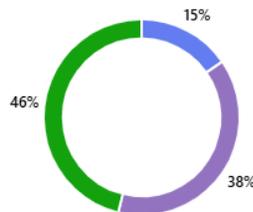Student Support Services – Fill out form

1. What campus are you enrolled?

- DeWitt   0
- Helena   11
- Stuttgart   2

15%

85%
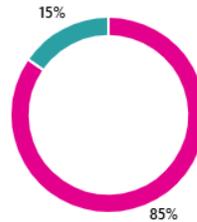
2. Student Support Services helped develop knowledge and skills to improve student success.

- Strongly disagree   2
- Disagree   0
- Neutral   0
- Agree   5
- Strongly agree   6

15%

38%

46%

3. Student Support Services supported me in navigating barriers in my educational journey.

● Strongly agree	8
● Agree	5
● Disagree	0
● Strongly disagree	0
● Neutral	0

38% 62%
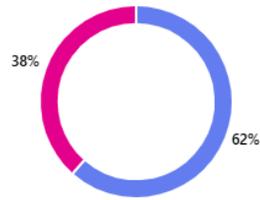
4. Student Support Services helped me to manage my well-being.

● Strongly disagree	3
● Disagree	0
● Neutral	1
● Agree	4
● Strongly agree	5

23% 8% 31% 38%
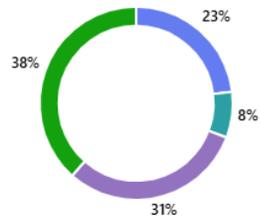
5. Student Support Services contributed to a stronger sense of belonging at the college.

● Strongly disagree	3
● Disagree	0
● Neutral	0
● Agree	4
● Strongly agree	6

23% 31% 46%
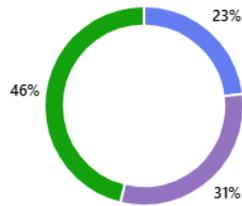
6. Student Support Services provides a welcoming and inclusive environment.

● Strongly agree	9
● Agree	4
● Disagree	0
● Strongly disagree	0
● Neutral	0

31% 69%
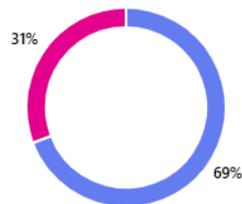
7. Student Support Services is a great retention program for students.   More details

- Strongly agree   8
- Agree   5
- Disagree   0
- Strongly disagree   0
- Neutral   0

38%

62%
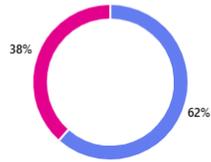
8. What do you like best about being in Student Support Services?   More details

13
Responses

Latest Responses
"being comfortable in my choices that I make"
"I like them caring to make sure every student has what they need in order to..."
"Someone is always ready to answer my questions and direct me in the right ... "
• • •

4 respondents (31%) answered Help for this question.

choices   service
time order   lab is open   questions
extra mile **Help** office hours
Friendly staff   students   final semester
right direction   homework   ready sure comfortable
helpful
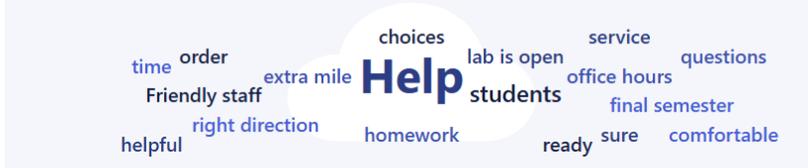
9. How can the program improve its' services to students?   More details

13
Responses

Latest Responses
"no ideals off hand at the time"
"Have more meeting about career choices, pathways, etc."
"I think that if a student was able to speak during orientation and represent t... "
• • •

2 respondents (15%) answered way for this question.

fine   pathways   career choices   meeting
college visit service **way** student was able   no ideals
students would be likely
Idk   orientation   likely to take advantage   Help a lot   hand
time

10. Student Support Services has been beneficial to my student success at PCCUA.

- Strongly Argree   8
- Agree   5
- Disagree   0
- Strongly Disagree   0

38%

62%
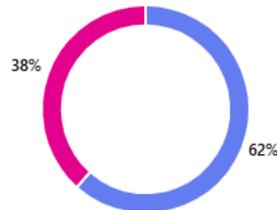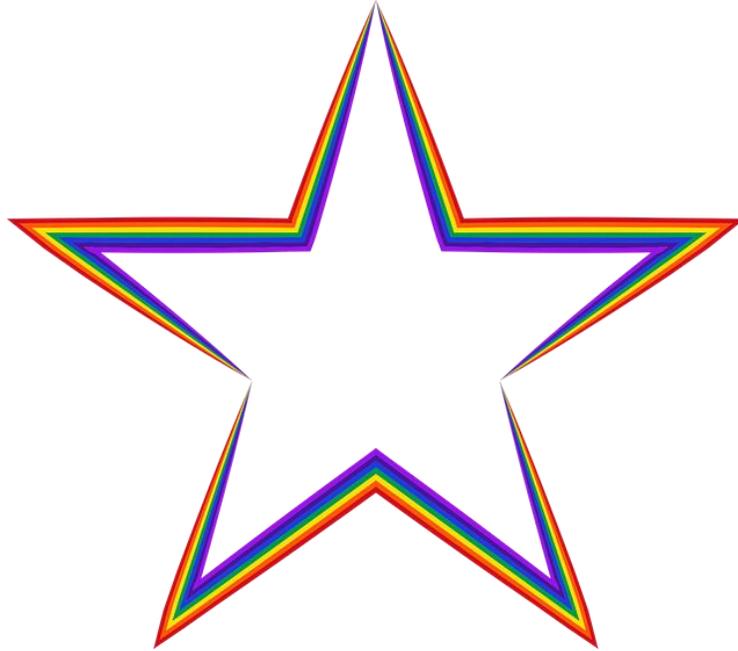
Student Success

Technology Services

2023 -2024

Appendix B

Assistive technology to support the academic endeavors of the students is crucial in enhancing student success and retention. Equipping students with essential equipment and skills offers opportunities for active student engagement, support, and access to educational resources. Technology assistance aids in the promotion of online learning, personalized instruction, communication with advisors, faculty and staff, as well as makes education more accessible and effective in terms of support for students.

Click link to view Survey Responses
[Technology Assessment – Fill out form](#)

1. What campus are you enrolled?

● DeWitt	6
● Helena	35
● Stuttgart	23

9%
36%
55%

2. Is our staff timely in meeting your needs?

● Yes	62
● No	2

97%

3. Was our staff helpful in meeting your needs?

● Yes	61
● No	3

5%
95%

4. Did you rent equipment from the Technology department?

● Yes	16
● No	48

25%
75%

5. What type of equipment did you rent from Technology (hot spots, computers, etc.)   More details

64
Responses

Latest Responses
"Laptop, hot spot"
"none"
"computer last semester"
. . .

20 respondents (31%) answered None for this question.

service
hot spot No Laptop **None** Computer a couple nun
computers
semesters
computer last semester

6. Was equipment assessible?   More details

- Yes   49
- No   15

23%

77%
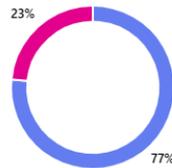
7. Was the staff friendly?

- Yes   62
- No   2

97%
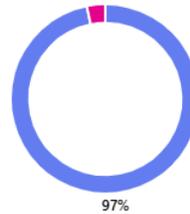
8. What issues did you have frequently with technology?

64
Responses

Latest Responses
"N/A"
"none"
"no computer"
. . .

9. Were you aware of how to reach the technology department for assistance?

- Yes   54
- No   10

16%

84%
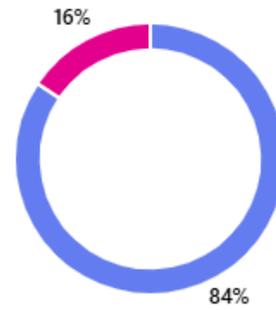
10. Overall, how would you rate our service?

8.47
Average Rating

★ ★ ★ ★ ★ ★ ★ ★ ⯪ ☆

Level 10 ████████████████████ 32
Level 9 ████ 8
Level 8 ████ 7
Level 7 ██ 4
Level 6 ████ 6
Level 5 ██ 4
Level 4 ▪ 1
Level 3 ▪ 2
Level 2
Level 1
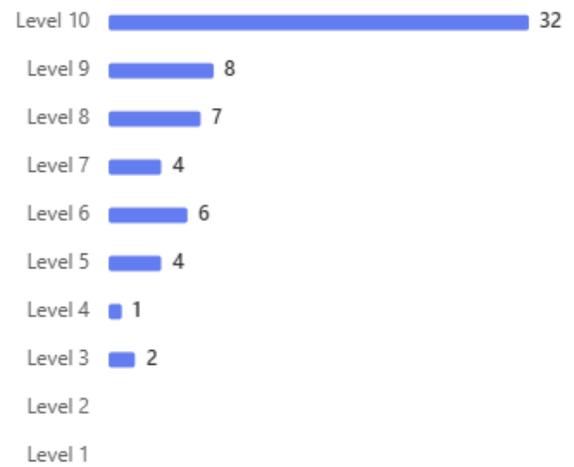
Student Success
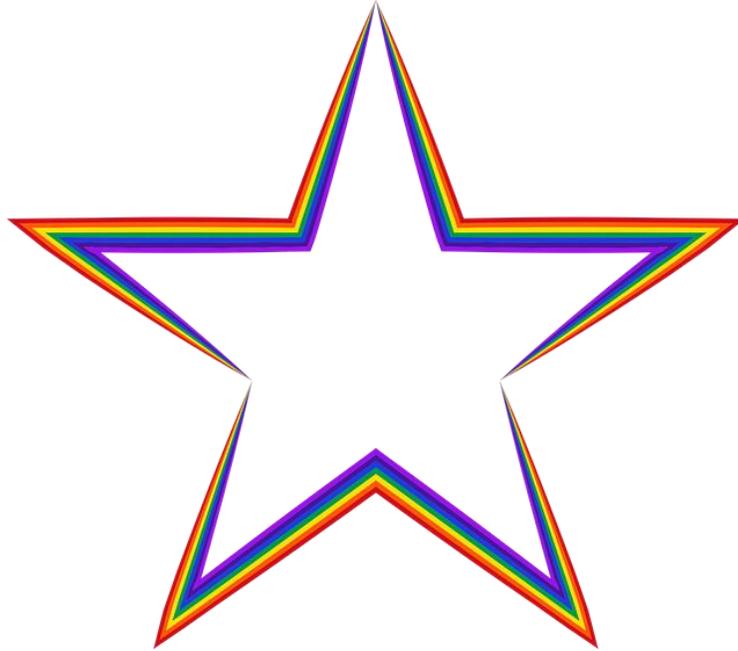
Student Engagement

Social Media

2022 -2024

Appendix C

Student Engagement and Wellness can be assessed in activities involves evaluating how digital tools can enhance and support the learning experiences outside of the classroom. This includes assessing the effectiveness of social media platforms in facilitating student engagement tracking student wellness, support, and improving student outcomes.

Fall 2022

Engagement - YTD

- Active Engagement
- Passive Engagement
- Opt-Outs
- Invalid Phones

27 (4.98%)
38 (7.01%)
199 (36.72%)
278 (51.29%)
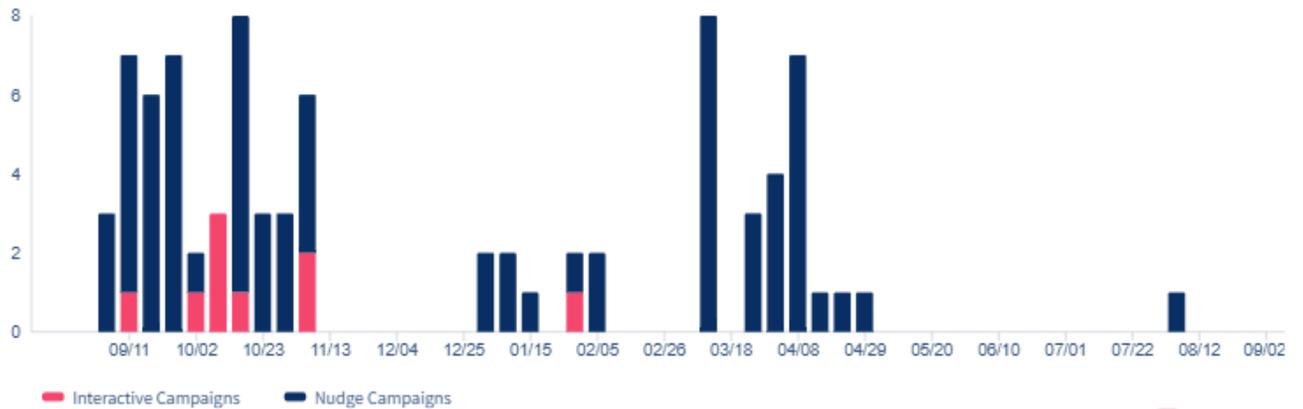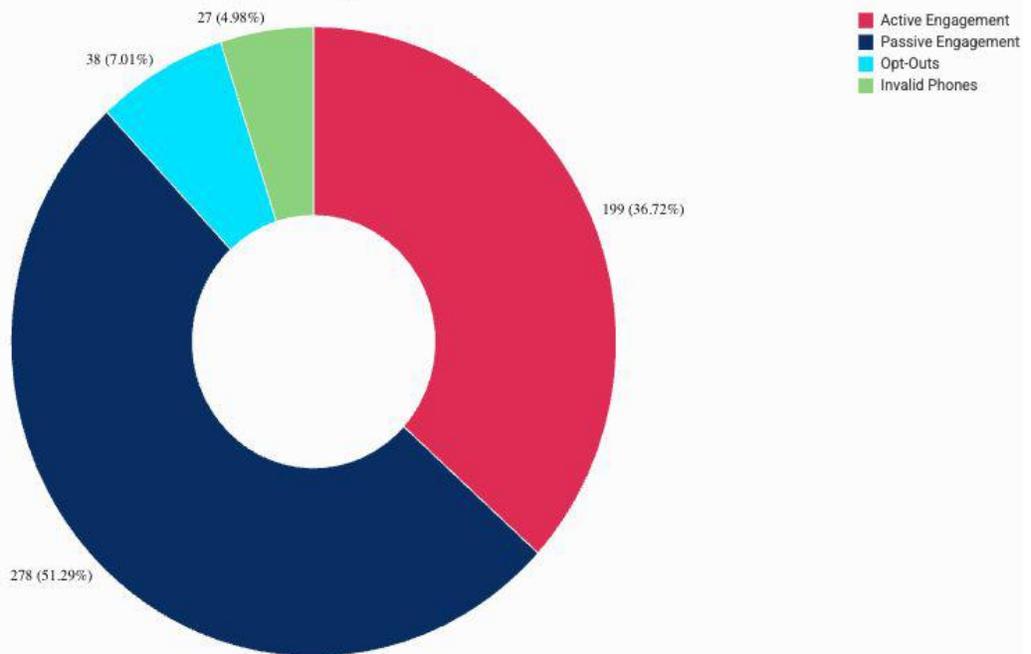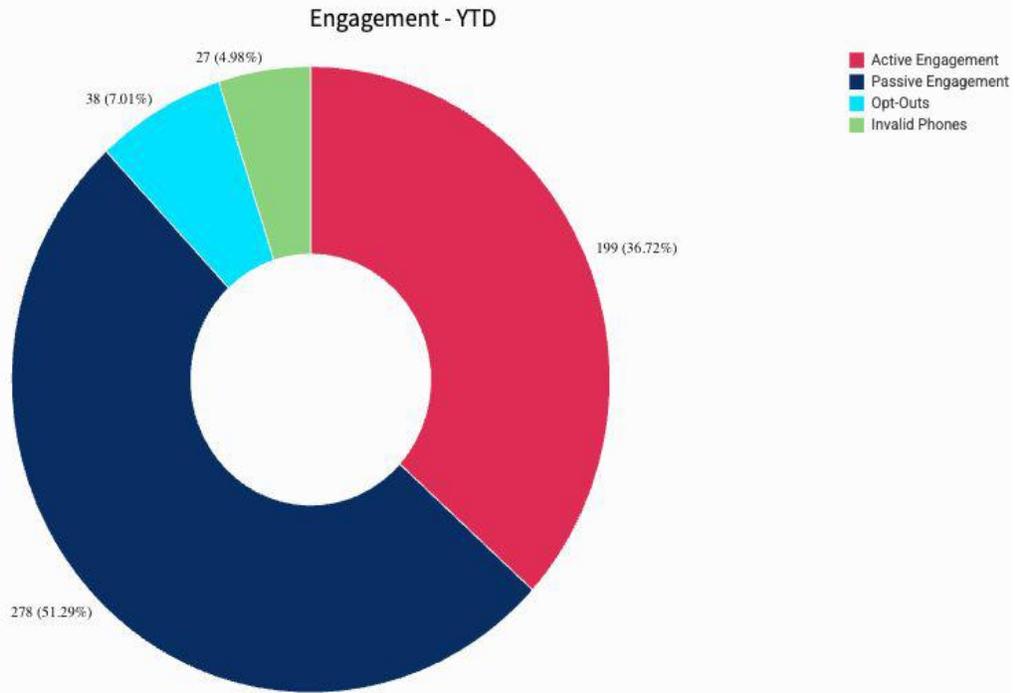
Spring 2023

Monitoring student engagement involves observing and assessing students' level of interest, participation, and motivation in learning activities. Key indicators include student responses.

Rowdy Wellness Check-In

Follow-Up - Campaign Report
Overview
Recipients:
Import 10/6/22 12:11 pm (All contacts)
Import 10/6/22 12:10 pm (All contacts)

Import 10/6/22 12:10 pm (All contacts)
Import 10/6/22 10:42 am (All contacts)
Import 10/6/22 10:42 am (All contacts)
Import 10/6/22 10:42 am (All contacts)
Type:Interactive ; Script: Academic Resources Interactive
Trigger:10/06/2022, 12:12PM
Sent:356
Duration:48 hrs
Responded:10.4%
Campaign Engagement
365contacts
Active recipients 37
Passive recipients 274
Opt-outs 0
Survey Results

Are you interested in learning more about one of these academic resources and tips?

35 responses | Sent to 356
Studying tips
0%0 respondents
Tutoring
9%3 respondents
Study skill workshops
6%2 respondents
Academic advising
0%0 respondents
Time management
6%2 respondents
Office hours
0%0 respondents
I'm ok for now, thx!
80%28 respondents

Assistance Anyone?

Help is on the Way!!
Campaign ReportScriptRecipients
Overview
Recipients:
Import 08/11/23 11:50 am (All contacts)
Type:Interactive
Script:PCCUA Support and Retention

Trigger:08/24/2023, 11:00AM
Sent:271
Duration:48 hrs
Responded:7.7%
Campaign Engagement

Download Complete Report

293contacts
Active recipients
21
Passive recipients
245
Opt-outs
0
Pauses
0
Impacted by failuresMore Detail
27
Survey Results

Export Results

Do you need any assistance with getting your academic school year started?

16 responses | Sent to 271
Yes
50%8 respondents
No
50%8 respondents
Campaign created by Kimberley Johnson, 08/11/2023, 12:41PM

Campaigns

Interactive Campaigns • Nudge Campaigns

mainstay

Engagement - YTD

15 (1.90%)
137 (17.32%)
630 (79.65%)

- Active Engagement
- Passive Engagement
- Opt-Outs
- Invalid Phones

Fall 2023

Engagement - YTD

15 (1.90%)

137 (17.32%)

630 (79.65%)

Legend:
- Active Engagement
- Passive Engagement
- Opt-Outs
- Invalid Phones
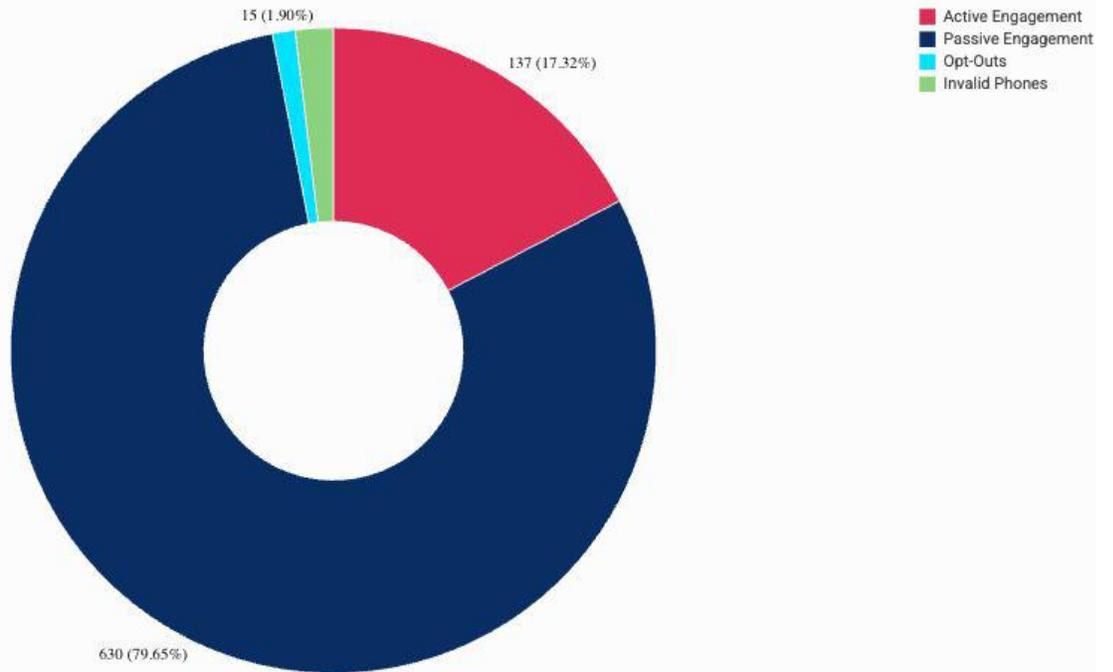
Spring 2024
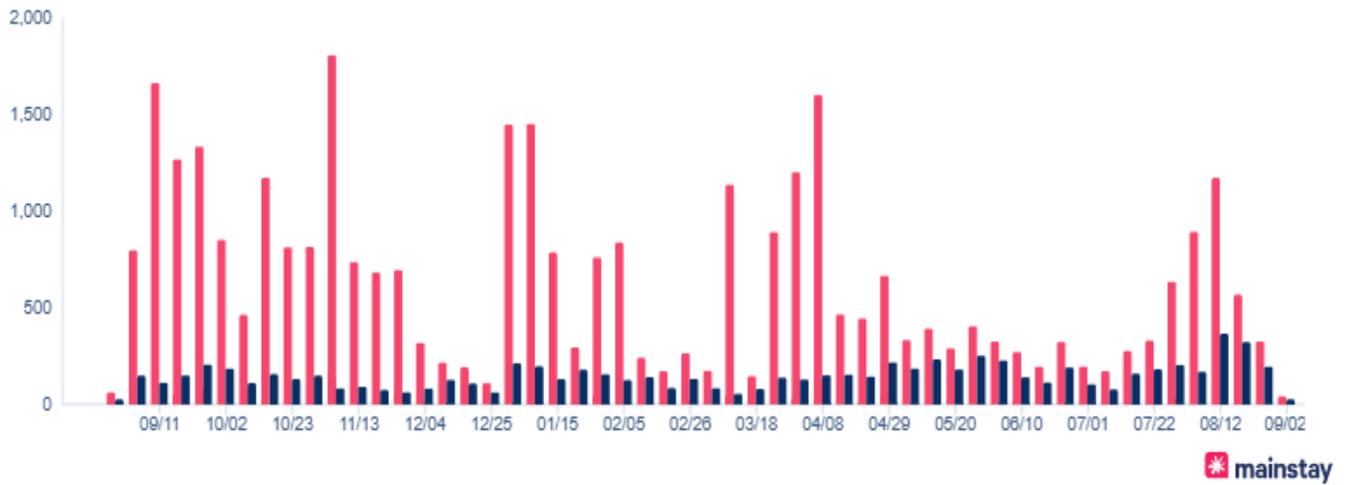
Engagement

Social Engagement through electronic platforms is evaluated by tracking key metrics that indicate how recipients interact with messages. For instance, the most common metric of factors like opt out, provides a comprehensive view of audience engagement and the effectiveness of the social media platform and student campaigns.

Rowdy Wellness Checks

How can I better support you at PCCUA? Campaign Report

Overview

Recipients:

Import 10/7/24 10:38 am (All contacts)

Type: Interactive; Script: Motivation

Trigger:10/31/2024, 11:54AM

Sent:796

Duration:48 hrs

Responded:5.2%

Campaign Engagement

823contacts

Active recipients 39

Passive recipients 637

Opt-outs 1

Export Results

Do you need motivation or additional support?

28 responses | Sent to 796

Yes

46% 13 respondents

No

54% 15 respondents

Support and Retention

Academic Support and Retention Campaign Report
Overview
Recipients:
Import 01/30/24 11:42 am (All contacts)
Import 01/30/24 11:39 am (All contacts)
Import 01/30/24 11:38 am (All contacts)
Type: Interactive; Script: PCCUA Support and Retention
Trigger:01/30/2024, 11:43AM
Sent:133
Duration:48 hrs
Responded:15.8%
Campaign Engagement
140contacts
Active recipients 21
Passive recipients 97
Opt-outs 0
Survey Results

Export Results

Do you need any assistance with getting your academic school year started?
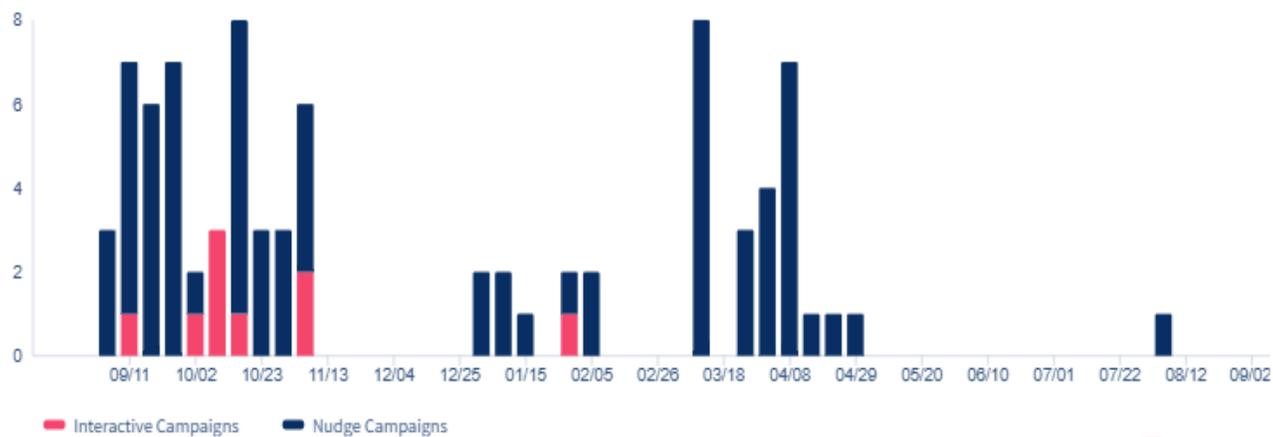
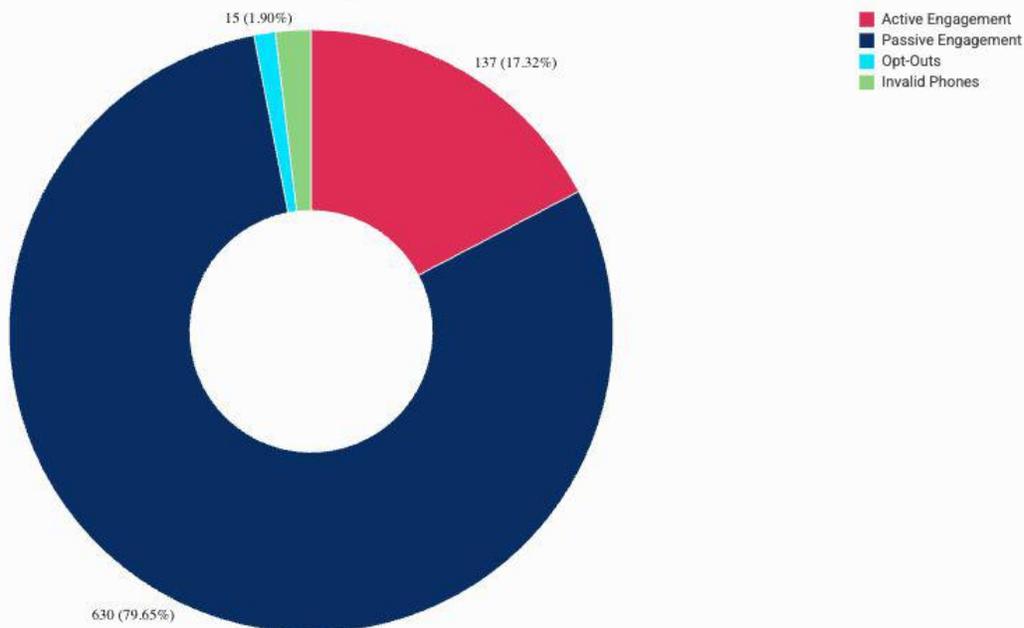15 responses | Sent to 133
Yes
47%7 respondents
No
53%8 respondents

Student Success
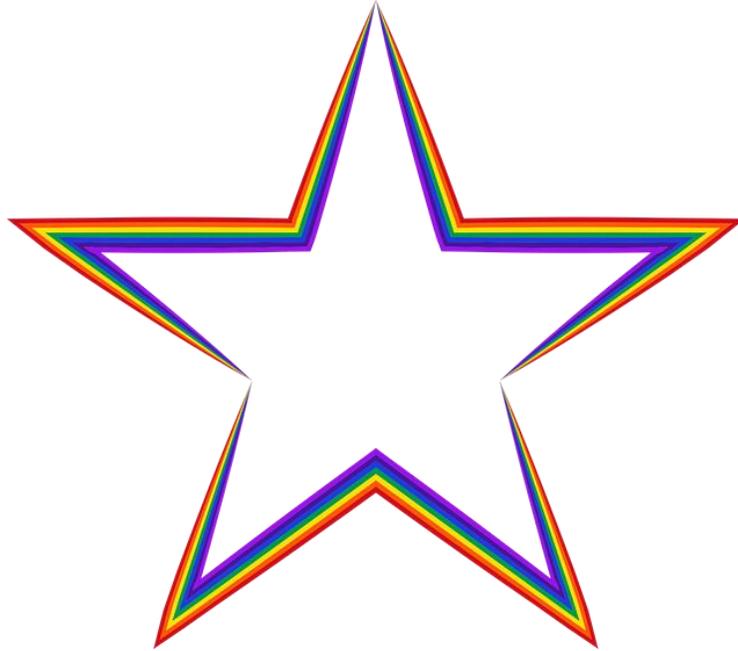
Community College Student Engagement

2024

Appendix D

Community College Survey of Student Engagement (CCSE)

Data gathered through nationally administered surveys such as the Community Collage Survey of Student Engagement (CCSSE) can help institutions identify areas that need improvement to assist students in their educational endeavors.

The survey asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. Additionally, the CCSSE measures student participation in many high-impact practices. High impact practices are curricular and co-curricular activities that positively impact student learning and retention, including student success seminars, writing-intensive courses, learning communities, student activity and involvement in student organizations.

Phillips Community College of the University of Arkansas

CCSSE 2024 Executive Summary of Results

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT

Standardized Benchmark Scores

Benchmark	Phillips Community College	Averaged Top 10% of Cohort
Active and Collaborative Learning	53.2	60.6
Student Effort	46.5	60.2
Academic Challenge	45.4	58.3
Student-Faculty Interaction	53.7	61.6
Support for Learners	50.7	61.7

■ Phillips Community College of the University of Arkansas
■ Averaged Top 10% of Cohort

The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Therefore, provided above is a comparison of your college's standardized benchmark scores with the averaged benchmark scores from the top 10% of the current three-year cohort.

For further information about *CCSSE* benchmarks and how they are computed, please visit www.cccse.org.

Student Success

Financial Aid Work-Study

2024 - 2025

Appendix E

PCCUA provides enriched learning environments, supporting co-curricular student learning and development opportunities through information transmission, student employee training, and programming. Participation in a Work-Study opportunity provides participates with two-way conversations with faculty, staff, and students which seek to enhance skill development in communication, critical thinking, cultural competence, and personal development.

Responses Overview Active

Responses	Average Time	Duration
2	01:02	167 Days

1. Did your enjoy your experience as a Work-Study student?

- Yes 2
- No 0

100%

2. Did your experience assist you in connecting with resources to improve your odds of success?

- Yes 2
- No 0

100%

3. Did your work-study experience provide you with an opportunity to critically think about your academic goals?

- Yes 2
- No 0

100%

4. Did the work-study experience provide you with an opportunity to illustrate your enhanced perspective through the following methods?

- Reflection 2
- Self-Awareness 2
- Career Development 2
- Goal Setting 2

25% 25%
25% 25%

27
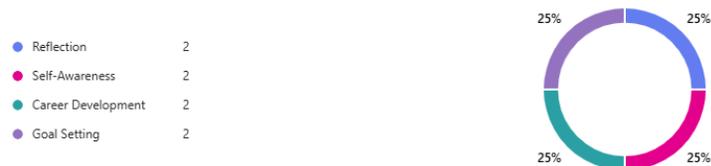
5. Did your experience contribute positively to your student experience?

- ● Yes   2
- ● No   0

100%
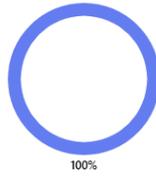
6. Did your experience as a work-study student enhance your communication skills?

- ● Yes   2
- ● No   0

100%
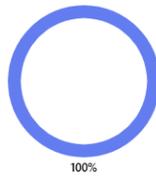
7. Did your experience as a work-study student motivate you to critically think about time management?

- ● Yes   2
- ● No   0

100%
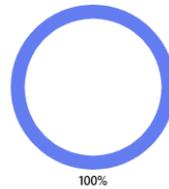
8. Will you promote the work-study experience to peers?

- ● Yes   2
- ● No   0

100%

Click link to view Survey Responses
[Work-Study Student Experience – Fill out form](#)
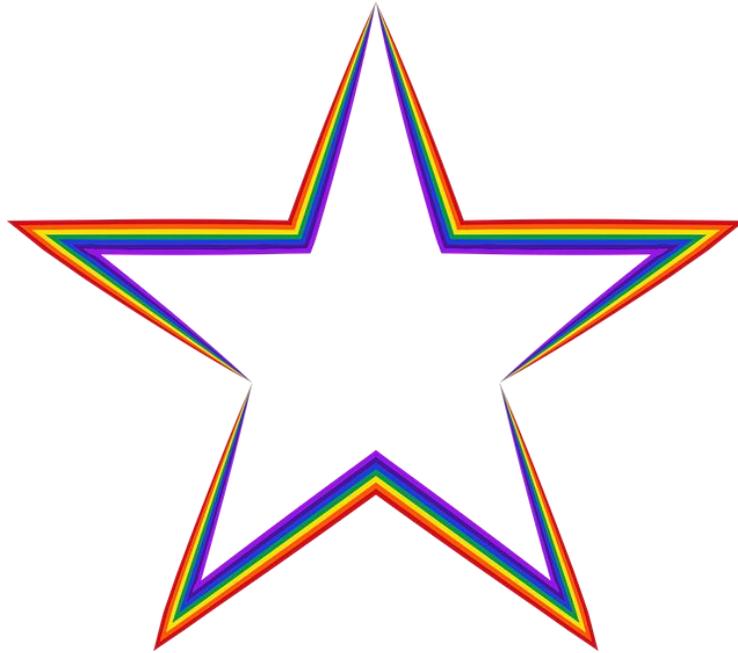
Student Success

Monitoring Student Participation

2023 - 2025

Appendix F

Co-curricular activities provide a wonderful avenue to gauge student engagement and sense of belonging to the College. Participation in such programs provide an intimate look into each student and their personality; thus, offering a more holistic view of student involvement and motivation. Additionally, tracking participation via attendance will identify students who may be struggling or excelling, thus allowing student services to further customize student programming and services.

UA PHILLIPS

FALL FESTIVAL

FUN, FOOD, GAMES

DeWitt Campus
OCTOBER 31 — 11 — 1 p.m. Student Center

Helena Campus
OCTOBER 31 — 11:30 — 1:30 p.m. Banner Center Courtyard

Stuttgart Campus
OCTOBER 30 — 11 — 1 p.m. Front Lobby

TALK SAVES LIVES

An Introduction to Suicide Prevention
Phillips Community College

Talk Saves Lives
Monday, April 21, 2025

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Student Success

Student Activity Programming

2024 -2025

Appendix G

PCCUA is committed to continuously improving the educational experience of our students. Co-Curricular assessment for student organizations involves evaluating the effectiveness of activities and programs that contribute to students' personal, social, and professional development. These activities focus on critical thinking, cultural awareness, communication, and self-development.

Student Learning Outcomes

Through participation in this case study, students were able to articulate their knowledge, values, attitudes, problem solving skills, and display application of knowledge.

Here's a Case Study that supports differences in people. Students take the time to review and send me your responses.

Case Study 1:

Nora is an Autistic second-year CSD graduate student getting ready to start her first placement. She's passionate about working with adults in acute care settings and intends to work in a hospital after graduation. She excelled in her medical-focused courses, like dysphagia, and is eager to apply what she's learned in a clinical setting.

When the semester began, the majority of Nora's peers had placements lined up, but she was disappointed to find out she didn't. Nora met with her professor, the clinical coordinator, and was told that she wouldn't be able to place Nora in a medical setting because the clinical supervisors were, "not comfortable taking on a student with a disability." Her professor explained, "someone like you should consider other options" because Nora wouldn't be able to "keep up" in a fast-paced medical setting or develop the counseling competencies needs to effectively work with patients and their families.

Upset, Nora turned to her friend Andre and disclosed what happened. She believed that her professor was unfair and that she was being underestimated because she is Autistic. Andre understood where Nora was coming from, but told her that she should trust that their professors have students' best interests in mind. Plus, Andre thinks to himself, they've placed hundreds of students over the years and probably have a good sense of what each student is capable of.

Discussion Questions

1. What biases are present in this scenario?
2. What hidden insult, or microaggression, did the clinical coordinator make towards Nora? How are microaggressions like this harmful?
3. What skills would help him better navigate this situation?
4. As a student leader, what's one action you could take to promote equitable opportunities for students of all abilities in the future?

PCCUA Co-Curricular Program Assessment Rubric

This rubric is intended to provide feedback on a co-curricular activity for assessment purposes. Each component of the assessment template is aligned with the General Education Core Competencies including Communication, Social and Community Responsibility, Technology Utilization, and Analytical and Critical Thinking.

Date: February 6, 2025
Students: Marsella Mason, Aniyah Howard, and Melody Johnson
MLK Group Case Study 1: What biases are present in this scenario?
Response: In this scenario, the biases presented are the clinical supervisors saying they aren't comfortable with a student who has a disability and Nora's professor stating that someone like her should consider other options because she would keep up in a fast-paced medical setting.
Rater: Kimberley Johnson

Criteria & Levels of Achievement	Basic (1 -2)	Developing (3 – 4)	Proficient (5)	Score
Identification of Problem	Identifies & understands few issues in the case study	Identifies & understands most of the issues in the case study	Identifies & understands all of the main issues in the case study	4 - Her friend also trust the advisor is being fair
Analysis of Issue	Incomplete analysis of the issues	Thorough analysis of most of the issues	Insightful analysis of all the issues	4
Comments on Solutions	Little or no action suggested or inappropriate solutions to issues in case	Appropriate, well thought out solutions to most of the issues in case	Well documented and reasonable solutions to issues in case	1 - While bias is stated, no solutions are offered
Links to Individual Experiences	Limited reflection of student personal experience.	Good research of case and alignment with personal student experiences	Great research of case and alignment with personal student experiences.	1 - No comments or reflections linked to own experiences

This rubric is intended to provide feedback on a co-curricular activity for assessment purposes. Each component of the assessment template is aligned with the General Education Core Competencies including Communication, Social and Community Responsibility, Technology Utilization, and Analytical and Critical Thinking.

Date: February 6, 2025
Students: Marsella Mason, Aniyah Howard, and Melody Johnson
MLK Group Case Study 2: What hidden insult, or microaggression, did the clinical coordinator make towards Nora? How are microaggressions like this harmful?
Response: The micro-aggression towards Nora was the clinical coordinator telling Nora that someone like her should consider other options because Nora wouldn't be able to keep up in a fast paced medical setting or develop that skill sets that she needs to work with patients and their families. Micro-aggressions like this are harmful because it could tear down someone's character and discourage them. This could most likely lead to mental health instability.
Rater: Kimberley Johnson

Criteria & Levels of Achievement	Basic (1 -2)	Developing (3 – 4)	Proficient (5)	Score
Identification of Problem	Identifies & understands few issues in the case study	Identifies & understands most of the issues in the case study	Identifies & understands all of the main issues in the case study	5
Analysis of Issue	Incomplete analysis of the issues	Thorough analysis of most of the issues	Insightful analysis of all the issues	5
Comments on Solutions	Little or no action suggested or inappropriate solutions to issues in case	Appropriate, well thought out solutions to most of the issues in case	Well documented and reasonable solutions to issues in case	1
Links to Individual Experiences	Limited reflection of student personal experience.	Good research of case and alignment with personal student experiences	Great research of case and alignment with personal student experiences.	1

This rubric is intended to provide feedback on a co-curricular activity for assessment purposes. Each component of the assessment template is aligned with the General Education Core Competencies including Communication, Social and Community Responsibility, Technology Utilization, and Analytical and Critical Thinking.

Date: February 6, 2025
Students: Marsella Mason, Aniyah Howard, and Melody Johnson
MLK Group Case Study 2: What skills would help him better navigate this situation?
Response: Some skills that would help him better navigate this situation are being open minded, considerate, and respectful.
Rater: Kimberley Johnson

Criteria & Levels of Achievement	Basic (1 -2)	Developing (3 – 4)	Proficient (5)	Score
Identification of Problem	Identifies & understands few issues in the case study	Identifies & understands most of the issues in the case study	Identifies & understands all of the main issues in the case study	4-(is"the" the friend?)
Analysis of Issue	Incomplete analysis of the issues	Thorough analysis of most of the issues	Insightful analysis of all the issues	4
Comments on Solutions	Little or no action suggested or inappropriate solutions to issues in case	Appropriate, well thought out solutions to most of the issues in case	Well documented and reasonable solutions to issues in case	3
Links to Individual Experiences	Limited reflection of student personal experience.	Good research of case and alignment with personal student experiences	Great research of case and alignment with personal student experiences.	\

Date: February 6, 2025
Students: Marsella Mason, Aniyah Howard, and Melody Johnson
MLK Group Case Study 2: As a student leader, what's one action you could take to promote equitable opportunities for students of all abilities in the future?
Response: One action we could take to promote equitable opportunities for students of all disabilities in the future is to provide them with a safe space specifically for them to get help and any other resources they need whether it be personal or for their classes.

Rater: Kimberley Johnson

Criteria & Levels of Achievement	Basic (1 -2)	Developing (3 – 4)	Proficient (5)	Score
Identification of Problem	Identifies & understands few issues in the case study	Identifies & understands most of the issues in the case study	Identifies & understands all of the main issues in the case study	5
Analysis of Issue	Incomplete analysis of the issues	Thorough analysis of most of the issues	Insightful analysis of all the issues	5
Comments on Solutions	Little or no action suggested or inappropriate solutions to issues in case	Appropriate, well thought out solutions to most of the issues in case	Well documented and reasonable solutions to issues in case	3
Links to Individual Experiences	Limited reflection of student personal experience.	Good research of case and alignment with personal student experiences	Great research of case and alignment with personal student experiences.	3

Case Study #2

Chen is for first-year college student that feels excluded or misunderstood in the learning group that his instructor placed him in. He doesn't like to work in groups, but he knows that he has no choice in the matter. He begins to feel anxiety because he believes that it will have challenges of navigating different cultural perspectives and communication styles while adjusting to a new environment. Chen's fears were realized during the group discussion on Monday, he felt that his contributions were overlooked or dismissed by the group members, particularly Mark, who seemed to dominate the discussion with his own perspective.

Chen feels uncomfortable voicing his concerns, fearing that his thoughts would not be viewed as valid, or that the group members would think that he is being "too sensitive" or may not understand due to his cultural background. Please help Chen by creating action steps to address her concerns.

Discussion Questions

1. How can students actively listen and try to understand viewpoints different from their own?
2. How can Chen strategically advocate for his perspectives within the group while maintaining positive relationships?
3. How can Mark be more mindful of his communication style to create a more inclusive environment?
4. How can other group members support Chen?
5. What role can the instructor play in ensuring everyone feels heard and valued?
6. What campus resources on campus can support this student?

PCCUA Co-Curricular Program Assessment Rubric

This rubric is intended to provide feedback on a co-curricular activity for assessment purposes. Each component of the assessment template is aligned with the including Communication, Social and Community Responsibility, Technology Utilization, and Analytical and Critical Thinking.

Date: February 6, 2025

Students: Marsella Mason, Aniyah Howard, and Melody Johnson
MLK Group Case Study 1: How can students actively listen and try to understand viewpoints different from their own?
Response: Students can actively listen and try to understand other viewpoint different from their own by asking questions and be open minded.
Rater: Kimberley Johnson

Criteria & Levels of Achievement	Basic (1-2)	Developing (3-4)	Proficient (5)	Score
Identification of Problem	Identifies & understands few issues in the case study	Identifies & understands most of the issues in the case study	Identifies & understands all of the main issues in the case study	5
Analysis of Issue	Incomplete analysis of the issues	Thorough analysis of most of the issues	Insightful analysis of all the issues	4
Comments on solutions	Little or no action suggested or Inappropriate solutions to issues in case	Appropriate, well thought out solutions to most of the issues in case	Well documented and reasonable solutions to issues in case	5
Links to Individual Experiences	Limited reflection of student personal experience.	Good research of case and alignment with personal student experiences	Great research of case and alignment with personal student experiences.	

PCCUA Co-Curricular Program Assessment Rubric

This rubric is intended to provide feedback on a co-curricular activity for assessment purposes. Each component of the assessment template is aligned with the General Education Core Competencies including Communication, Social and Community Responsibility, Technology Utilization, and Analytical and Critical Thinking.

Date: February 6, 2025
Students: Marsella Mason, Aniyah Howard, and Melody Johnson
MLK Group Case Study 2: How can Chen strategically advocate for his perspectives within the group while maintaining positive relationships?
Response: Chen can strategically advocate for his perspectives within the group while maintaining positive relationships by finding a common ground with them and making sure he says what he believes in instead of putting down someone else's beliefs by saying they are wrong.
Rater: Kimberley Johnson

Criteria & Levels of Achievement	Basic (1-2)	Developing (3-4)	Proficient (5)	Score
Identification of Problem	Identifies & understands few issues in the case study	Identifies & understands most of the issues in the case study	Identifies & understands all of the main issues in the case study	5
Analysis of Issue	Incomplete analysis of the issues	Thorough analysis of most of the issues	Insightful analysis of all the issues	4
Comments on Solutions	Little or no action suggested or inappropriate solutions to issues in case	Appropriate, well thought out solutions to most of the issues in case	Well documented and reasonable solutions to issues in case	4
Links to Individual Experiences	Limited reflection of student personal experience.	Good research of case and alignment with personal student experiences	Great research of case and alignment with personal student experiences.	

PCCUA Co-Curricular Program Assessment Rubric

This rubric is intended to provide feedback on a co-curricular activity for assessment purposes. Each component of the assessment template is aligned with the including Communication, Social and Community Responsibility, Technology Utilization, and Analytical and Critical Thinking.

Date: February 6, 2025
Students: Marsella Mason, Aniyah Howard, and Melody Johnson
MLK Group Case Study 3: How can Mark be more mindful of his communication style to create a more inclusive environment?
Response: Mark can be more mindful by giving someone else a chance to speak, he can state his opinion then invite someone else the discussion by asking them what they think about it.
Rater: Kimberley Johnson

Criteria & Levels of Achievement	Basic (1 -2)	Developing (3 – 4)	Proficient (5)	Score
Identification of Problem	Identifies & understands few issues in the case study	Identifies & understands most of the issues in the case study	Identifies & understands all of the main issues in the case study	5
Analysis of Issue	Incomplete analysis of the issues	Thorough analysis of most of the issues	Insightful analysis of all the issues	5
Comments on solutions	Little or no action suggested or inappropriate solutions to issues in case	Appropriate, well thought out solutions to most of the issues in case	Well documented and reasonable solutions to issues in case	5
Links to Individual Experiences	Limited reflection of student personal experience.	Good research of case and alignment with personal student experiences	Great research of case and alignment with personal student experiences.	

PCCUA Co-Curricular Program Assessment Rubric

This rubric is intended to provide feedback on a co-curricular activity for assessment purposes. Each component of the assessment template is aligned with the including Communication, Social and Community Responsibility, Technology Utilization, and Analytical and Critical Thinking.

Date: February 6, 2025
Students: Marsella Mason, Aniyah Howard, and Melody Johnson
MLK Group Case Study 4: How can other group members support Chen?
Response: The other group members could support Chen by supporting his thoughts and giving him feedback politely, whether they disagree or agree.
Rater: Kimberley Johnson

Criteria & Levels of Achievement	Basic (1 -2)	Developing (3 – 4)	Proficient (5)	Score
Identification of Problem	Identifies & understands few issues in the case study	Identifies & understands most of the issues in the case study	Identifies & understands all of the main issues in the case study	5
Analysis of Issue	Incomplete analysis of the issues	Thorough analysis of most of the issues	Insightful analysis of all the issues	5
Comments on solutions	Little or no action suggested or inappropriate solutions to issues in case	Appropriate, well thought out solutions to most of the issues in case	Well documented and reasonable solutions to issues in case	5
Links to Individual Experiences	Limited reflection of student personal experience.	Good research of case and alignment with personal student experiences	Great research of case and alignment with personal student experiences	

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PCCUA Co-Curricular Program Assessment Rubric

This rubric is intended to provide feedback on a co-curricular activity for assessment purposes. Each component of the assessment template is aligned with the Including Communication, Social and Community Responsibility, Technology Utilization, and Analytical and Critical Thinking.

Date: February 6, 2025
Students: Marsella Mason, Aniyah Howard, and Melody Johnson
MLK Group Case Study 5: What role can the instructor play in ensuring everyone feels heard and valued?
Response: The instructor could have spoken with all the students, reassuring them that everyone has a voice and made sure that a of them spoke.
Rater: Kimberley Johnson

Criteria & Levels of Achievement	Basic (1 -2)	Developing (3 – 4)	Proficient (5)	Score
Identification of Problem	Identifies & understands few issues in the case study	Identifies & understands most of the issues in the case study	Identifies & understands all of the main issues in the case study	5
Analysis of Issue	Incomplete analysis of the issues	Thorough analysis of most of the issues	Insightful analysis of all the issues	4
Comments on solutions	Little or no action suggested or inappropriate solutions to issues in case	Appropriate, well thought out solutions to most of the issues in case	Well documented and reasonable solutions to issues in case	4
Links to Individual Experiences	Limited reflection of student personal experience.	Good research of case and alignment with personal student experiences	Great research of case and alignment with personal student experiences.	

PCCUA Co-Curricular Program Assessment Rubric

This rubric is intended to provide feedback on a co-curricular activity for assessment purposes. Each component of the assessment template is aligned with the Including Communication, Social and Community Responsibility, Technology Utilization, and Analytical and Critical Thinking.

Date: February 6, 2025
Students: Marsella Mason, Aniyah Howard, and Melody Johnson
**MLK Group Case Study 6:** What campus resources on campus can support this student?
Response: Counselors are there to help with anything personal that is going on and to help you build you up as a person, creating the best version of yourself and to overcome.
Rater: Kimberley Johnson

Criteria & Levels of Achievement	Basic (1 -2)	Developing (3 – 4)	Proficient (5)	Score
Identification of Problem	Identifies & understands few issues in the case study	Identifies & understands most of the issues in the case study	Identifies & understands all of the main issues in the case study	4
Analysis of Issue	Incomplete analysis of the issues	Thorough analysis of most of the issues	Insightful analysis of all the issues	4
Comments on solutions	Little or no action suggested or inappropriate solutions to issues in case	Appropriate, well thought out solutions to most of the issues in case	Well documented and reasonable solutions to issues in case	4
Links to Individual Experiences	Limited reflection of student personal experience.	Good research of case and alignment with personal student experiences	Great research of case and alignment with personal student experiences.	

Student Success
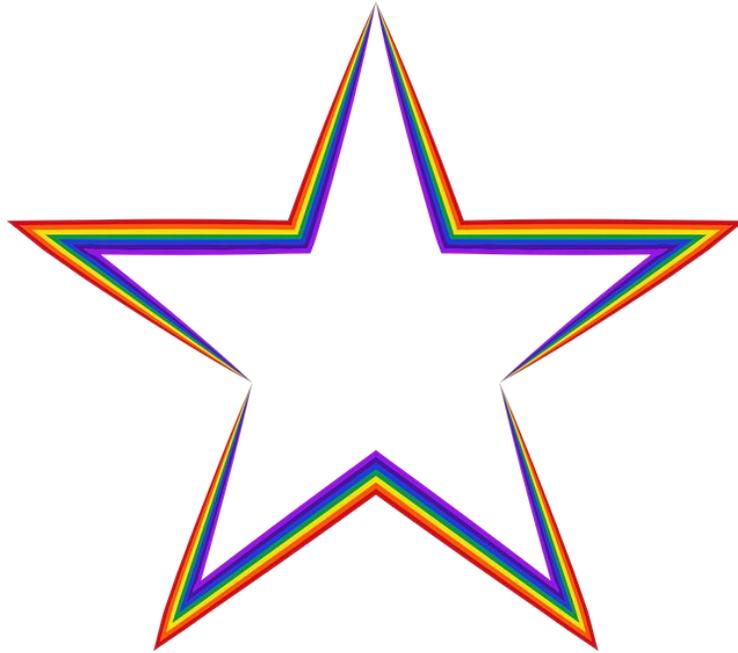
Student Support Services

2024 -2025

Appendix H

Overview
This Co-Curricular assessment focuses on evaluating the learning and development that takes place outside the traditional classroom setting, in co-curricular programming that takes place in the TRIO Student Support Services Program. This assessment reports the participation details of students regarding personal goals, tasks undertaken to achieve goals, and the skills developed in the process. The assessment analyzes the student experience through the academic years of 2023 – 2025.

Define Institutional Co-Curricular Outcomes
Students involved in Student Support Services will participate in multiple activities coordinated to meet their personal goals. The learning outcome of activities will demonstrate learning and development through the utilization of campus resources to achieve goals.

Mapping of Activities to Institutional Goals
Participation in activities like tutoring, speaking with Advisors, attending workshops, and completing programming surveys highlighted learning outcome themes of critical thinking, enhanced communication, self-awareness, and personal development.

Future Plans for Student Support Services (SSS) Assessment
The Student Support Services program will continue to provide support and direction to their participants and utilize their success plans as benchmarks emphasizing student and program retention and student success. The following approaches will be used to improve Student Support Services:

- o Use assessment data for continuous improvement

- o Create and execute different formats for data gathering

- o Create Rubric to assess Program Outcomes

Co-Curricular Portfolio Assessment Participant 1

Name: Mohammed Alkarsh
Institutional Enrollment Date: August 22, 2023
SSS Enrollment and Completed Goals for Academic Year: August 30, 2023

Activity 1: Reflection

Student reflected on personal barriers to success and identified actions to eliminate barriers. This task helped the student to understand obstacles to success and develop ownership of their learning experiences.

Obstacle	Action
One situation that may hinder my academic success	My vision
Way to manage the above situation	Glasses
Additional situation that may hinder my academic success	Not enough rest
Way to manage above situation	Make a student schedule and follow it

Activity 2: Mapping Goals

Students created personalized educational action plans to outline their individual goals. This task helped students to better understand priorities and develop ownership of their learning experiences.

Goals:
1. Complete Nursing Prerequisites
2. Improve GPA

Map Student Goals to Co-Curricular Activities

Student created a personalized educational action plan to outline their individual goals. This task helped the student to better understand priorities and develop ownership of their learning experiences. The student participated in SSS tutoring program, sought advisement with SSS Advisor regarding identification of academic challenges which aided the student in the achievement of successful academic performance in his coursework.

Assess Individual Progress

Measure how well individual student is progressing toward their personal success plans.

Goal Progression:

1. Complete Nursing Prerequisites

- Successfully admitted to the Nursing Program in Fall 2024.

- Withdrew from Level I coursework due to academic challenges; plans to re-enter the program in Fall 2025 with a renewed focus and improved preparation.

2. Improve GPA

- September 20, 2023: Identified challenges in Anatomy & Physiology I; referred to tutoring services to support content understanding and academic performance.

- October 25, 2023: Expressed consideration of withdrawing from A&P I; advised to consult with an academic advisor prior to the November 1 withdrawal deadline to make an informed decision.

- October 16, 2024: Reported satisfactory midterm grades and successful performance in current coursework, reflecting academic growth and greater stability.

Co-Curricular Portfolio Assessment Participant 2

Name: Nakayla Cornelious
Institutional Enrollment Date: August 16, 2023
SSS Enrollment and Completed Goals for Academic Year: September 17, 2024

Activity 1: Reflection

Student reflected on personal barriers to success and identified actions to eliminate barriers. This task helped the student to understand obstacles to success and develop ownership of their learning experiences.

Obstacle	Action
Situations that may hinder my academic success	Procrastination
Way to manage the above situation	Block out distractions
Additional situation that may hinder my academic success	Lack of motivation
Way to manage above situation	Push myself to finish strong this year

Activity 2: Mapping Goals

Student created a personalized educational action plan to outline their individual goals. This task helped the student to better understand priorities and develop ownership of their learning experiences.

Goals:

1. Pass all classes
2. Pass All Tests
3. Set Higher Educational Goals

Map Student Goals to Co-Curricular Activities

Student connected their personal goals to specific co-curricular activities. The student participated in a Study Tips Seminar, a Note Taking Workshop, a Resume Writing, and a College Transfer Workshop to achieve academic goals.

Assess Individual Progress

Measure how well student is progressing toward their personal success plans.

Goal Progression:

1. Pass all classes

- September 5, 2024: Participated in collaborative learning by participating in group work to complete College Algebra assignments.
- May 28, 2025: Adjusted academic plan accordingly to maintain strong grades and stay on track for transfer opportunity.

2. Pass All Tests

- February 26, 2025: Still having issues in academic performance. I will utilize academic support services, including tutoring, instructor office hours, and on-campus study resources, to improve my test performance moving forward.

3. Set Higher Educational Goals

- Uses the SSS lab for focused studying and collaborative peer learning.
- September 5, 2024: Sought Advisement from SSS Advisor to improve academic performance.

Co-Curricular Portfolio Assessment Participant 3
Name: Liberty Freeman
Institutional Enrollment Date: August 30, 2023
SSS Enrollment and Completed Goals for Academic Year: October 28, 2024

Activity 1: Reflection

Student reflected on personal barriers to success and identified actions to eliminate barriers. This task helped the student to understand obstacles to success and develop ownership of their learning experiences.

Obstacle	Action
One situation that may hinder my academic success	Time Management and better understanding of assignments
Way to manage the above situation	Getting a tutor and getting a better schedule around my work
Additional situation that may hinder my academic success	Not having the proper study material, or study patterns that work for me
Way to manage above situation	Find the best way to study for me

Activity 2: Mapping Goals

Student created a personalized educational action plan to outline their individual goals. This task helped the student to better understand priorities and develop ownership of their learning experiences.
Goals:
1. Stay Motivated and Complete Assignments on Time
2. Pass All Classes with Reduced Stress
3. Increase Engagement with the Community College

Map Student Goals to Co-Curricular Activities

Student connected their personal goals to specific co-curricular activities. The student participated in a Study Tips Seminar, Stress Management, Time Management, and Test Taking Seminar to achieve her goals.

Assess Individual Progress

Measure how well individual student is progressing toward their personal success plans.

Goal Progression:

1. Stay Motivated and Complete Assignments on Time
- February 14, 2024: Resolved Wi-Fi connectivity issues, which previously impacted academic progress; explored effective time management strategies; spoke to SSS Advisor about the importance of mental wellness; utilized tools such as Grammarly to support writing efforts and assignment completion; and requested tutoring support.

- Maintain consistent communication with instructors for academic accountability and guidance.

2. Pass All Classes with Reduced Stress
- December 6, 2023: Actively preparing for final exams while managing academic and personal stressors.

3. Increase Engagement with the Community College
- Demonstrating ongoing effort to engage more fully with campus resources. Actively participated in tutoring sessions and scheduled meetings with instructors to reinforce understanding and improve academic outcomes.

Co-Curricular Portfolio Assessment Participant 4
Activity 1: Reflection

Sarah Boelens
Institutional Enrollment Date: August 31, 2023
SSS Enrollment and Completed Goals for Academic Year: September 16, 2024

Student reflected on personal barriers to success and identified actions to eliminate barriers. This task helped the student to understand obstacles to success and develop ownership of their learning experiences.

Obstacle	Action
One situation that may hinder my academic success	Moving a lot
Way to manage the above situation	Stop moving
Additional situation that may hinder my academic success	None
Way to manage above situation	N/A

Activity 2: Mapping Goals

Student created a personalized educational action plan to outline their individual goals. This task helped the student to better understand priorities and develop ownership of their learning experiences.

Goals:
1. Pass All Classes
2. Gain Admission to Nursing School
3. Maintain a Strong GPA

Map Student Goals to Co-Curricular Activities

Student connected their personal goals to specific co-curricular activities. The student participated in workshops including Study Tips, Money Management and Budgeting which aided the student in the achievement of successful academic performance and life balance.

Assess Individual Progress

Progression:
1. Pass all classes
   - October 24, 2023: Must maintain academic focus and consistency to remain successful in course completion.

2. Gain Admission to Nursing School
   - To actively pursue nursing program eligibility by meeting prerequisite requirements and maintaining academic standards.

   - Demonstrate a clear commitment to long-term educational and career goals.

3. Maintain a Strong GPA
   - Fall 2023 GPA: 3.63 — Feels good about academic achievement.

   - Spring 2024 GPA (as of January 3, 2024): 3.06. Demonstrated academic progress through the use of academic support and strategic planning to maintain or improve academic standing for the nursing program.

<div align="center">

Co-Curricular Portfolio Assessment Participant 5
Activity 1: Reflection
</div>

Tarnisha Allen
Institutional Enrollment Date: August 16, 2023
SSS Enrollment and Completed Goals for Academic Year: August 26, 2024

Student reflected on personal barriers to success and identified actions to eliminate barriers. This task helped the student to understand obstacles to success and develop ownership of their learning experiences.

Obstacle	Action
One situation that may hinder my academic success	Time Management
Way to manage the above situation	Always complete work when assigned
Additional situation that may hinder my academic success	Procrastination
Way to manage above situation	Complete homework assignments on campus and not home.

<div align="center">

Activity 2: Mapping Goals
</div>

Student created a personalized educational action plan to outline their individual goals. This task helped the student to better understand priorities and develop ownership of their learning experiences.

Goals:
1. Pass All Classes with at Least a B
2. Raise GPA
3. Be On Time to Class

<div align="center">

Map Student Goals to Co-Curricular Activities
</div>

Student connected their personal goals to specific co-curricular activities. The student participated in workshops including Note Taking, Money Management, Time Management, and Resume Writing which aided the student in the achievement of successful academic performance and life balance.

<div align="center">

Assess Individual Progress
</div>

Progression:
1.Pass All Classes with at Least a B
- Complete homework and turn-in.

- March 21, 2025: Feels confident in ability to maintain a good academic record and desires to remain committed to finishing the semester strong.

2. Raise GPA
- October 16, 2024: Still satisfied with academic progression.

- Will remain focused, consistent, and use academic support services as needed to further strengthen GPA.

3. Be On Time to Class
- Tarnisha has reported no issues with punctuality and continues to demonstrate strong attendance and time management skills.

Student Success
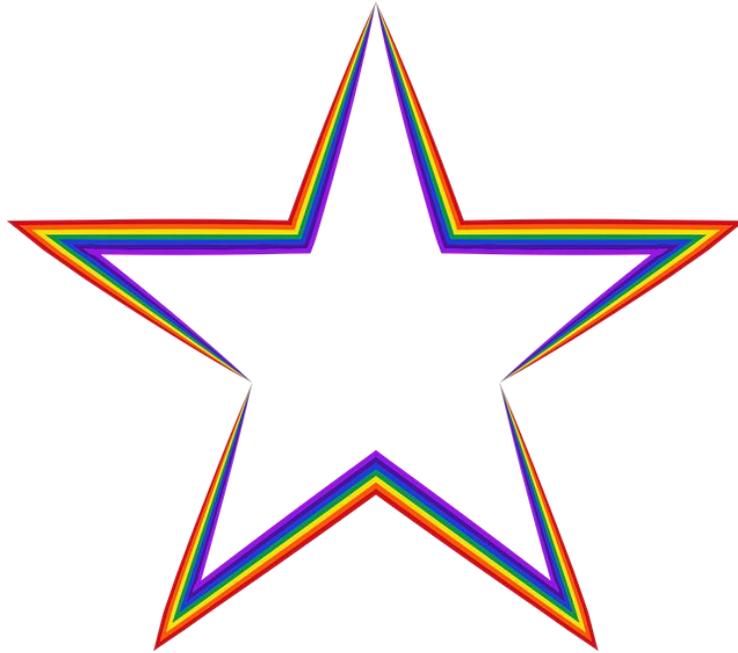
Registered Student Organizations

2024 -2025

Appendix I

PCCUA Co-Curricular Assessment Registered Student Organization

PCCUA is committed to continuously improving the educational experience of our students. Co-Curricular assessment for student organizations involves evaluating the effectiveness of activities and programs that contribute to students' personal, social, and professional development. These activities focus on critical thinking, cultural awareness, communication, and self-development.

Student Learning Outcomes

The learning outcome of student organization involvement include improved communication and networking skills, improved critical thinking in knowing how to access information when needed, how to manage emotions and situations, as well as an increased connection to the institution through the identification of support systems on campus.

Illustration 1 Participate Survey

Males Enrolling Toward Advancement Registered Student Organization

Cocurricular Assessment PCCUA Spring 2025

1. What motivated you to participate in this organization?

I was motivated to participate in META because I wanted to challenge myself and grow in every area of life: academically, mentally, and as a young man preparing for the future.

2. How would you describe your overall experience with these activities?

My overall experience with these activities was amazing. I enjoyed every minute of it. It was such a great & new experience for me.

3. How has your involvement in this co-curricular activity impacted your overall college experience?

This co-curricular activity has impacted my college experience overall because it helped me stay connected to young men who wanted to see a change in the school.

4. What skills or knowledge have you gained that you believe will be valuable in your future career?

I've learned how to carry myself in a professional way, work well with others, and speak up or act when something needs to be done.

5. Provide an example as to how you can apply what you learned in this organization to other areas of your life (e.g., workforce, personal relationships, academic goals)?"

In my personal life, I've learned how to talk things out and be there for people. In school, META helped me stay focused and manage my time better, which keeps me on track with my goals.

6. Do you feel that your communication skills were enhanced?

Yes, I feel that my communication skills were enhanced greatly!

7. Do you feel that your critical thinking skills were enhanced?

Yes, META helped a lot with my thinking skills before I act or speak on something.

8. Do you think that your socialization skills were enhanced?

I feel like my socialization skills were enhanced just a little bit. I still got some work to do.

Illustration 2 Participate Survey

Males Enrolling Toward Advancement Registered Student Organization

Cocurricular Assessment

PCCUA Spring 2025

1. What motivated you to participate in this organization?
   What motivated me to participate in META (Men Enrolling Towards Advancement) was my desire to support and empower fellow students in their academic and personal growth.

2. How would you describe your overall experience with these activities?

   My overall experience with META (Men Enrolling Towards Advancement) has been incredibly positive and rewarding. Participating in the organization has allowed me to connect with like-minded peers who are all focused on personal and academic growth

3. How has your involvement in this co-curricular activity impacted your overall college experience?

   My involvement in META has made my college experience more enriching by providing me with a strong support network and opportunities for personal growth.

4. What skills or knowledge have you gained that you believe will be valuable in your future career?   I've gained leadership, teamwork, and public speaking skills that will be essential in any career I pursue.

5. Provide an example as to how you can apply what you learned in this organization to other areas of your life (e.g., workforce, personal relationships, academic goals)?" I can apply my leadership skills in group projects at school and in future work settings, helping to guide teams towards common goals.

6. Do you feel that your communication skills were enhanced?

Yes, definitely 100%

7. Do you feel that you critical thinking skills were enhanced?

Absolutely, I learned to analyze situations better and make informed decisions.

8. Do you think that your socialization skills were enhanced?

Yes, I became more comfortable with sharing my ideas with a group of people.

Illustration 3 Impact Statement

Mohammed Alkarsh

Student Government Association

August 14,2025 – Participation was Spring 2025

Student Government Association Reflection Statement

As the Vice President of the Student Government Association, I learned how important open communication and listening are for our team. During our weekly meetings, when we had different opinions on school policies, I encouraged everyone to share their thoughts. This led to better discussions and helped us find common ground. In the end, we made more informed decisions that represented our school's needs, and it showed me the value of working together!

Student Success
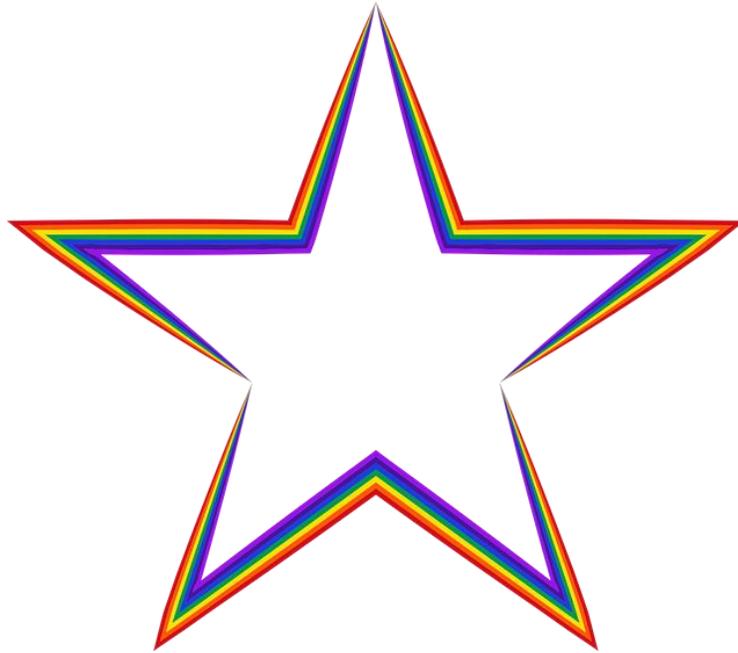
Career Pathways

2025 -2026

Appendix J

The Arkansas Career Pathways Initiative is a comprehensive project designed to improve the earnings and postsecondary education attainment of Arkansas's low–income Temporary Assistance for Needy Families (TANF)-eligible adults. The initiative provides funding for two-year colleges to assist TANF-eligible adults to earn a marketable, educational credential for immediate entry into a high demand occupation. The initiative fosters strong connections among two-year colleges, students, community organizations, state agencies, and employers.

Eligibility requirements include the following:

- Custodial or noncustodial parents of a dependent child residing in Arkansas and under the age of 21, and whose income is less than 250% of FPL. This includes custodial and noncustodial parents, parents who are justice-involved (currently or previously incarcerated), or minor parents who are not head of household.
- Current (or former) TEA, SNAP, Medicaid or ArKids whose income is less than or equal to 250% of FPL guidelines.

Key Aspects of the Assessment

- **Career Readiness:**
  Gathering data on the impact of career preparation for the improvement of the program - job readiness and basic academic skills, and post-secondary credentials tied to high-wage, high-demand occupations.
- **Adequacy:**
  Developing assessment methods to measure the learning outcomes of the program to ensure that the program services meet the educational goals of the student, as well as the workforce.
- **Well-being:**
  Through data collection, personnel will be able to identify opportunities for support and improvement of student learning.

Student Learning Outcome

Students will be able to utilize skills and knowledge acquired through program participation to make informed career decisions, navigate different career pathways, identify strengths and interests, and connect with potential employers with confidence.

These learning outcomes will support students in their academic and professional journeys, ensuring they are well-prepared for their future endeavors.

1. Were you satisified with your experience in Career Pathways?

- Yes   46
- No   0

100%
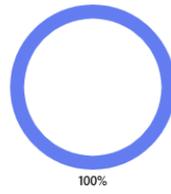
2. Did your participation in the program have your critically think about time mangement?

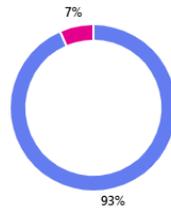7%

- Yes   43
- No   3

93%
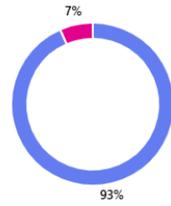
3. Did your participation in the program have you critically think about financial management?
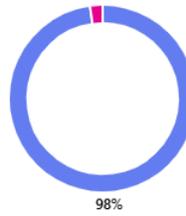
- Yes   46
- No   0

100%

4. Did you gain skills that could be applied to the workforce?
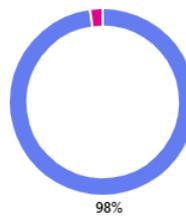
7%

- Yes   43
- No   3

93%

5. Did your experience contribute to your academic success?

- ● Yes — 45
- ● No — 1

98%

6. Would you refer other students to this program?

- ● Yes — 45
- ● No — 1

98%

7. Did you discover diversity of thought, culture, and experiences through the following methods?

- ● Reflection — 39
- ● Self-Awareness — 41
- ● Engagement with others — 43

35%   32%

33%
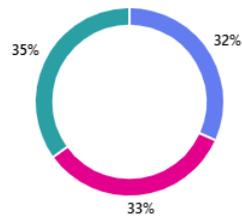
Click link to view Survey Responses
Career Pathways at PCCUA – Fill out form

Student Success
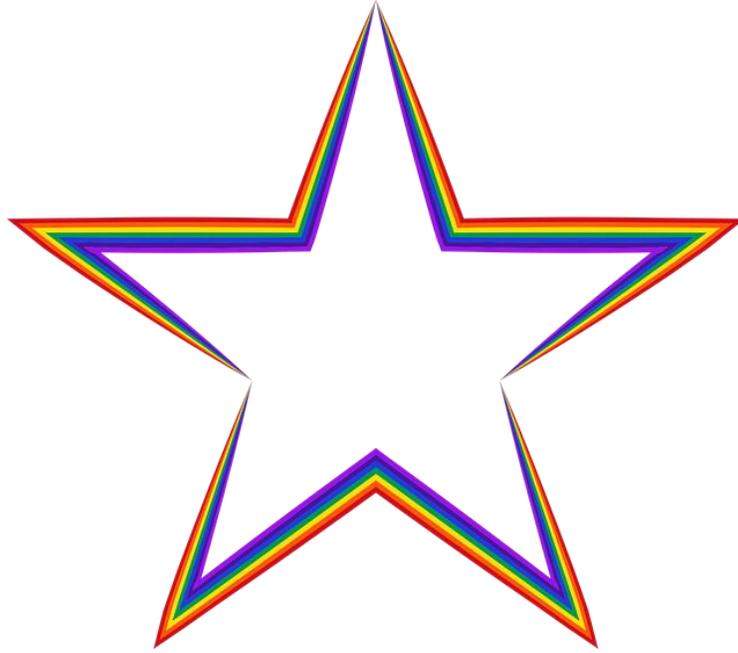
Athletic Teams

2025 - 2026

Appendix K

Co-Curricular assessment for Athletics involves evaluating the effectiveness of programming to contribute to students' personal, social, and professional development. This activity focuses on critical thinking, cultural awareness, communication, and self-development.

Student Learning Outcome

Students will be able to achieve the following standards through participation in this program:

- Work collaboratively with teammates.
- Communicate clearly with others and respond positively to feedback
- Demonstrate a consistent level of effort
- Observe and implement decision making process.
- Show leadership on and off the court.
- Self-reflection

The learning outcome of this program is for all members to be able to receive constructive criticism, integrate newly acquired information with existing knowledge to broaden student perspectives and their understanding of self, others, and the world in which we live.

Click link to view Survey Responses
Male Athletic Experience at PCCUA in Spring 2025 – Fill out form

Illustration 4 Male Athletic Team

3. Did your participaton in Athletics contribute to your academic success at PCCUA?

- Yes   6
- No   1

14%

86%
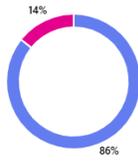
4. Did you discover diversity of though, culture, or expereinces through your particiatiom om Athletics at PCCUA?

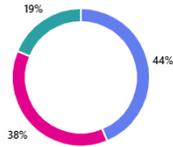- Yes   7
- No   0

100%

5. Through your participation in Athletics, do you feel that you have experienced the following outcomes?

- Personal Growth   7
- Self-awareness   5
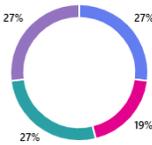- Goal Setting   6
- Workforce Readiness   5

22%

30%

22%

26%
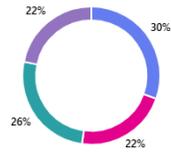
6. Which application allowed you to enhance your communication skills?

- Collaboration and Teamwork   7
- Supporting of others   6
- Conflict Resolution   3
- Other   0

19%

44%

38%

7. Did you learn and apply the following skills?

- Respect for authority and teammate   7
- Trustworthiness   5
- Hard work   7
- Accountability   7

27%

27%

19%

27%

8. What would you improve about your experience?

7
Responses

Latest Responses
"Nothing"
"Communication"
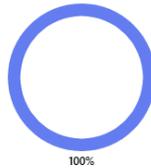"Socializing"
• • •

Women's Athletic Team

Illustration 5 Women's Athletic Team
Click link to view Survey Responses

[PCCUA Women's Athletics Team – Fill out form](#)

1. Are you enjoying your experience in the Athletic program?

- Yes   14
- No   0

100%

2. What are your personal goals for this semester?

13
Responses

Latest Responses
"Good grades win games"
"To finish strong with a high gpa and become a better person on and
…

3 respondents (23%) answered better for this question.

great season   personal goal   pressure   basketball and academics
better person   better leader   happy
class work   calm   high gpa
winning   court   better grades   Good grades
season   basketball   stronger
fall more inlove

3. Do you feel that you will gain skills in the following areas from participation in the Athletic program at PCCUA? Select all that apply.

- Critical Thinking   4
- Team Building   1
- Leadership   3
- Communication   5
- Self Awareness   1

7%   29%   36%   7%   21%
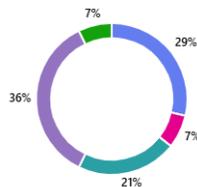
4. How do you work in a group setting?
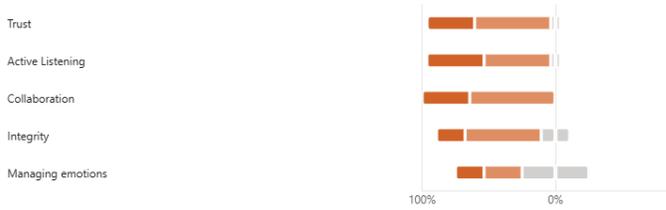
- Very Good   Good   Fair   Poor   Very poor

Respect

Conflict Resolution

Cultural Awareness

Building Relationships

100%   0%   100%
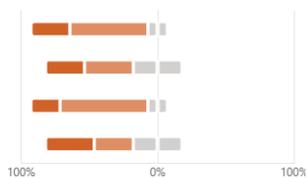
5. How do you respond to the coaching environment?

● Very Good ● Good ● Fair ● Poor ● Very poor

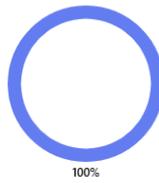|	
Trust	
Active Listening	
Collaboration	
Integrity	
Managing emotions	

100%   0%

6. Does your participation in the program contribute to your academic success?

7%

● Yes   13
● No   1

93%

7. Does your participation in the program contribute to your sense of belonging at the college?

● Yes   14
● No   0

100%

8. How can we improve your experience?

11
Responses

Latest Responses
"."
"N/A"
...
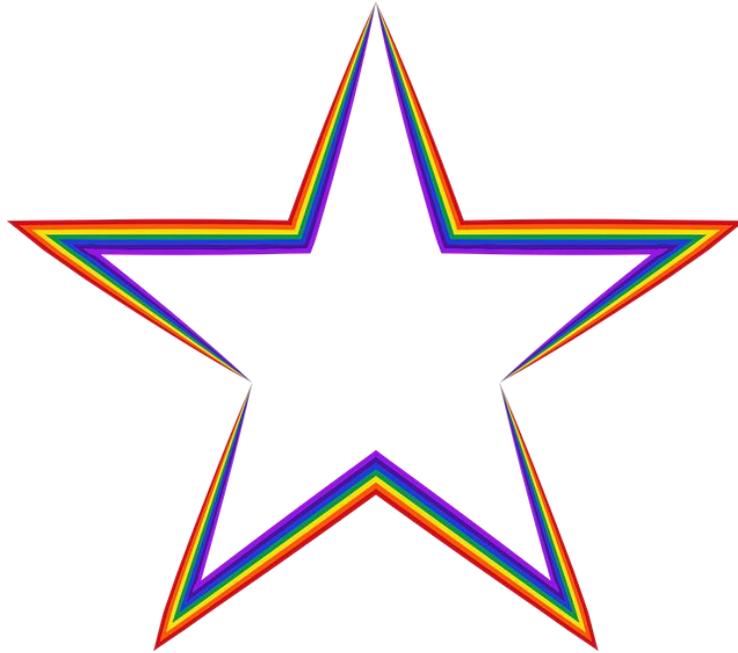
1 respondents (9%) answered Emotional for this question.

pleased Emotional things good
fine

9. Would you recruit others to participate in the Athletic program?

● Yes   14
● No   0

100%
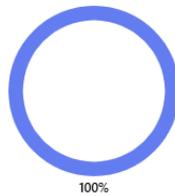
Student Success

Housing

2025 - 2026

Appendix l

PCCUA Co-Curricular Assessment Residential Life

PCCUA is committed to continuously improving the educational experience of our students. The Co-Curricular Assessment is an ongoing process, using a variety of methods to evaluate and measure how effective student activities is in achieving its mission. Collected data will drive the improvement of activities, programs, and services to meet the diverse needs of students.

Student Learning and Assessment

Co-Curricular assessment for Athletics involves evaluating the effectiveness of programming and services to contribute to students' personal, social, and professional development. This activity focuses on technology utilization, critical thinking, cultural awareness, communication, and self-development. The residence life assessment evaluates satisfaction, policy comprehension, environment, personal development, and cultural awareness.

Student Learning Outcome

Students will be able to achieve the following standards through participation in this program:

- Students will execute self-selection of living space and type.
- Residents will feel more connected to institution.
- Residents will learn to communicate with others.
- Residents will demonstrate safety measures in the community.
- Residents will evaluate maintenance concerns and apply knowledge to remedy living situation.
- Residents will demonstrate their understanding and adhere to the housing policies.
- Residents will self-reflect about experience.

The learning outcomes reflect the commitment of PCCUA to support student living and learning through the housing program.

1. Are you aware of the residential expectations and policies?

● Yes	21
● No	0

100%

2. Is the Resident Assistant (RA) approachable and supportive?

|	
● Yes	21
● No	0

100%

61

3. Has your sense of belonging at PCCUA been strengthened through your participation in the residential life program?

- Yes   21
- No   0

100%

4. Through your experience in Residential Life and Housing, do you feel that you experienced the following outcomes? Check all that apply.

- Self-Awareness   19
- Cultural Awareness   16
- Personal Responsibility   21
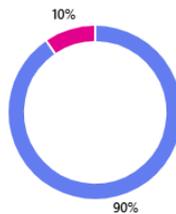- Reflection   16

22%   26%
29%   22%
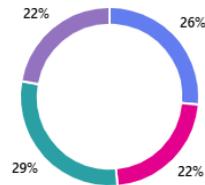
5. Through your experience in Residential Life and Housing, do you feel that you experienced the following outcomes? Check all that apply.

- Increased Time management   17
- Improved Communication   18
- Created Goals   17
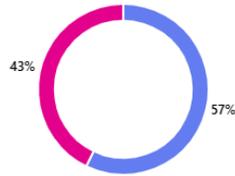- Managed Conflict   15

22%   25%
25%   27%
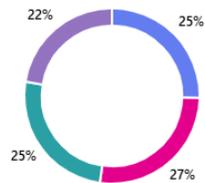
6. Are you satisfied with facility?

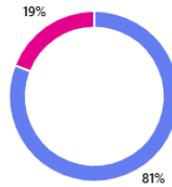- Yes   19
- No   2

10%
90%

62

7. Has your residential living experience impacted your academic performance?

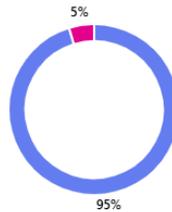- Yes   12
- No   9

43%

57%

8. Has your residential living experience increased your student engagement?

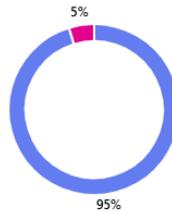- Yes   17
- No   4

19%

81%

9. Does the Residential Living environment promote support and differences?

- Yes   20
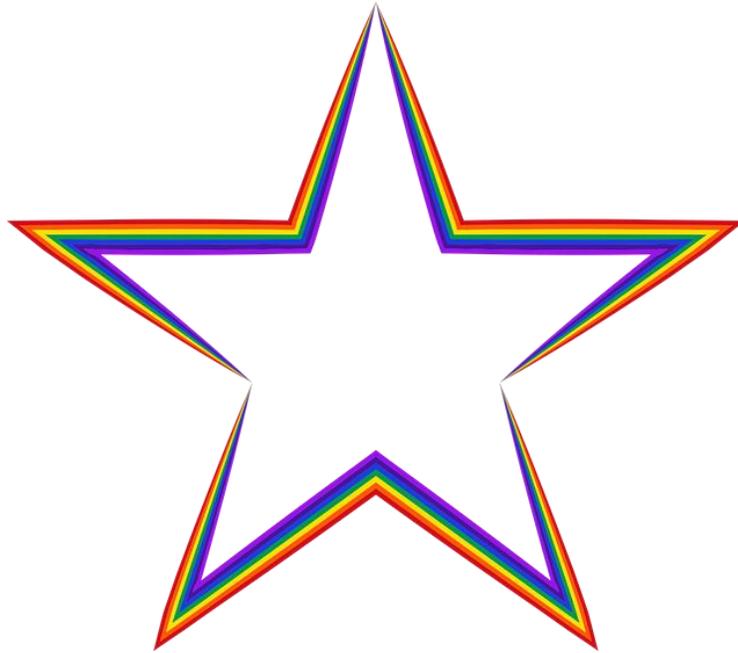- No   1

5%

95%

10. Are you willing to recommend on-campus housing to new students

- Yes   20
- No   1

5%

95%

Click link to view Survey Responses
Residential Life and Housing Assessment Survey – Fill out form

63

Student Success

First-Year Experience

2025 - 2026

Appendix M

First-Year Student Experience

Co-Curricular assessment for First-Year students involves evaluating the effectiveness of programming and services to contribute to students' personal, social, and professional development. This activity focuses on critical thinking, technology utilization, cultural awareness, communication, and self-development.

Student Learning Outcome

Students will be able to achieve the following standards through participation in this program:

- Students will gain a positive sense of identity and develop positive academic dispositions, including self-efficacy and resilience.

- Students will gain a greater connection to the institution, learn leadership and academic skills such as time management, critical thinking, communication, and study skills to enhance their academic performance.

- Students will learn both in and out of the classroom setting.

These learning outcomes prepare students for their academic journey in higher education.
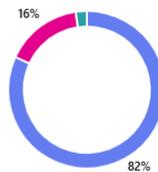
1. Do you use a laptop or mobile phone as your primary electronic device in completing coursework and communicating with Faculty and Staff at PCCUA?

Laptop	32
Mobile Phone	11
None	1

25%
73%
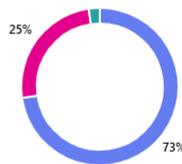
2. Has PCCUA Faculty and Staff been helpful?

Always	36
Often	7
Occasionally	1
Never	0

16%
82%

3. Is there a barrier that would prevent you from achieving your desired level of success?

More details

● Financial	9
● Housing	1
● Transportation	2
● Academic Understanding	9
● Personal Life	14
● Other	17

4. What has challenged you the most at this point in the semester?
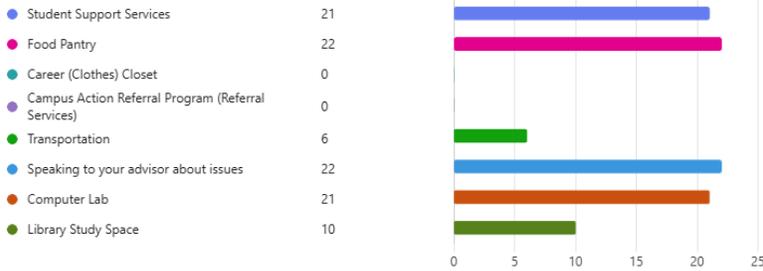
More details

44
Responses

Latest Responses
"N/A"
"Making sure that I have enough money to pay for each of my classes"
"Mr.Moss"
• • •

5 respondents (11%) answered **class** for this question.

Keeping up with the work school work class and tests math class Challenging coursework
teaching **work** **class** **time management**
specific thing instructor study things Physical Science Work Load
Mr Moss Algebra assignments on time study guides
time to class

5. What services have you utilized this semester?

More details

● Student Support Services	21
● Food Pantry	22
● Career (Clothes) Closet	0
● Campus Action Referral Program (Referral Services)	0
● Transportation	6
● Speaking to your advisor about issues	22
● Computer Lab	21
● Library Study Space	10

6. Which campus resources has helped you the most at this point in the semester?

More details

41
Responses

Latest Responses
"Library Study"
"My advisor"
"Student advisor"
• • •

8 respondents (20%) answered **Advisor** for this question.

Library study school advisor Computers and teachers
savanna student advisor **Student Support** Provided books
High school food pantry **Advisor** Sss
Support Services Computer Lab success services
Students success Speaking to advisors free

7. What is one thing that PCCUA could do better to improve your experience (tutoring, study skills, support, etc?
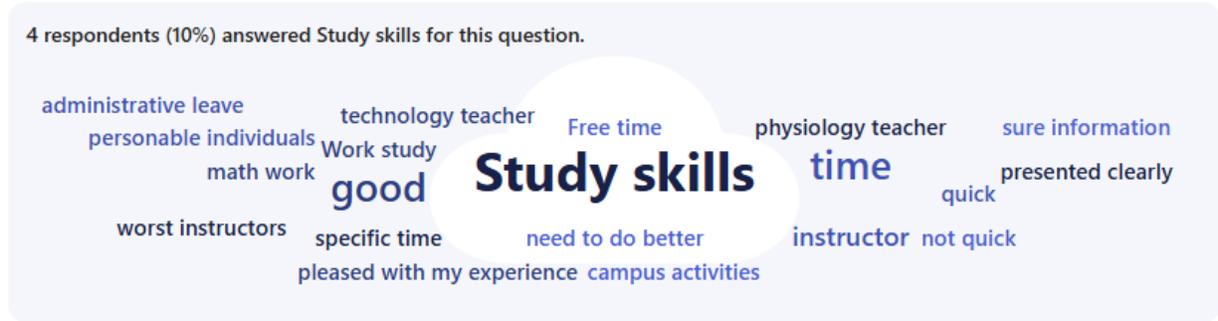
39
Responses

Latest Responses
"N/A"
"I don't think that they could do anything differently"
"I thinks that it is pretty good I really don't know of anything to do better."
• • •

4 respondents (10%) answered Study skills for this question.

administrative leave   technology teacher   Free time   physiology teacher   sure information
personable individuals Work study   **Study skills**   time   presented clearly
math work   good   quick
worst instructors   specific time   need to do better   instructor   not quick
pleased with my experience   campus activities

8. What advice would you give to a new student to help them handle some of the challenges that you faced?
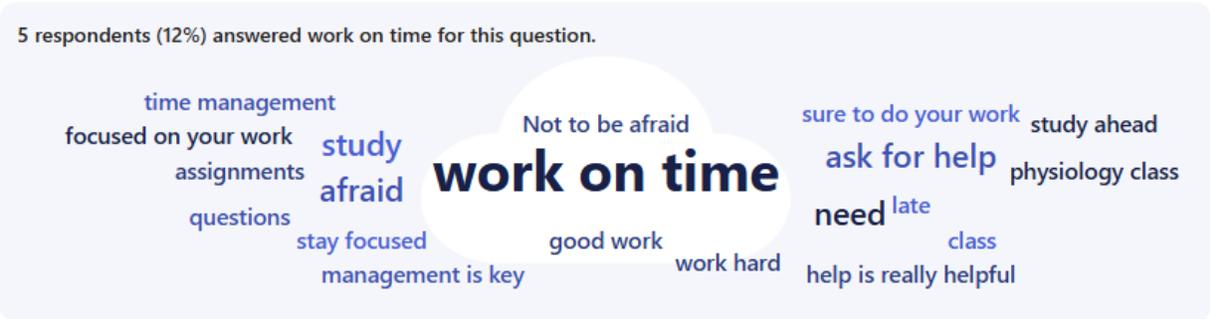
42
Responses

Latest Responses
"Stay focused."
"Make sure that everything you need is in order and try to get as many schol... "
"Don't stress it will all work out."
• • •

5 respondents (12%) answered work on time for this question.

time management   sure to do your work   study ahead
focused on your work   study   Not to be afraid   ask for help   physiology class
assignments   afraid   **work on time**   need   late
questions   class
stay focused   good work   work hard
management is key   help is really helpful

Click link to view Survey Responses
First-Year Student Experience – Fill out form

Student Success
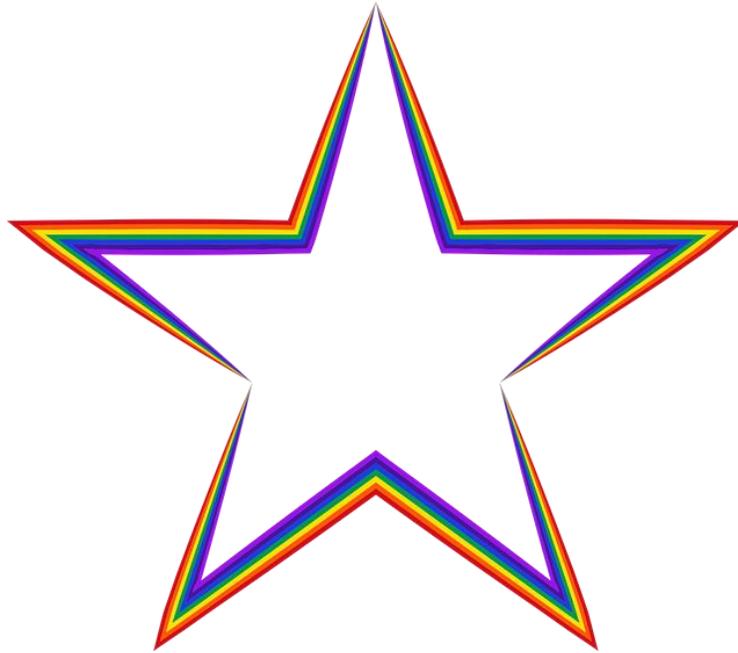
Spirit Squad

2025 - 2026

Appendix N

PCCUA Co-Curricular Assessment Registered Student Organization

Co-Curricular assessment for student organizations involves evaluating the effectiveness of activities and programs that contribute to students' personal, social, and professional development. These activities focus on critical thinking, cultural awareness, communication, and self-development.

Student Learning Outcomes

The learning outcome of student organization involvement include improved communication and networking skills, improved critical thinking in knowing how to access information when needed, how to manage emotions and situations, as well as an increased connection to the institution through the identification of support systems on campus.

Illustration 6 Focus Group Responses

Focus group questions for a women's student organization should cover the organization's purpose, member experiences, and potential areas for improvement, including specific topics like barriers to leadership, community building, and programming.

- Why did you become interested in joining this organization? *I've never cheered in high school, although it's something i've always wanted to do. This was a great opportunity for me to do so.*

- Describe your most significant learning experience in the organization. *teamwork*

- What do you consider the biggest strengths of this organization? *Being able to work together.*

- How has this organization helped you prepare for your future career or academic goals? *I've learned that there are consequences if I be late to important places if I supposed to be there at a certain time.*

- What does "women's empowerment" mean to you, and how does this organization embody it? *N/A*

- What is one thing you would change if you could redesign the entire organization? *I would like for us to go to away games.*

- If this organization ceased to exist, who would be most impacted, and how? *N/A*

Illustration 7 Focus Group Participation

Focus group questions for a women's student organization should cover the organization's purpose, member experiences, and potential areas for improvement, including specific topics like barriers to leadership, community building, and programming.

- Why did you become interested in joining this organization?
  I wanted to continue cheering after high school, while being part of a new team.

- Describe your most significant learning experience in the organization.
  I've learned how to keep calm and hold patience with people. Also, I've learned to not take everything personally.

- What do you consider the biggest strengths of this organization?
  I consider the bond some of us have is the biggest strengths (sadly)

- How has this organization helped you prepare for your future career or academic goals? This organization has helped me keep my composure during certain situations. It also taught me how to keep going even though I feel overwhelmed sometimes.

- What does "women's empowerment" mean to you, and how does this organization embody it? Women empowerment to me means to uplift one another to the highest potential. In this organization we provide confident and encourage confidence in one another.

- What is one thing you would change if you could redesign the entire organization? I would establish more discipline in the team, everything started off to casual.

- If this organization ceased to exist, who would be most impacted, and how?
  I believe the basketball team would be impacted (not much) but also the people who wanted to cheer after high school. We started the organization with the hopes of it continu

Illustration 8 Focus Group Participation

Focus group questions for a women's student organization should cover the organization's purpose, member experiences, and potential areas for improvement, including specific topics like barriers to leadership, community building, and programming.

- Why did you become interested in joining this organization?
  I loved doing cheer in highschool

- Describe your most significant learning experience in the organization.
  meeting new people among the campus and getting involved more

- What do you consider the biggest strengths of this organization?
  N/A

- How has this organization helped you prepare for your future career or academic goals?
  this has helped me by teaching me how to communicate with others in a important enviroment

- What does "women's empowerment" mean to you, and how does this organization embody it? to me it means uplifting eachother and having good spirits

- What is one thing you would change if you could redesign the entire organization?
  I would like to see more structure and accountability along with

- If this organization ceased to exist, who would be most impacted, and how?

Student Success
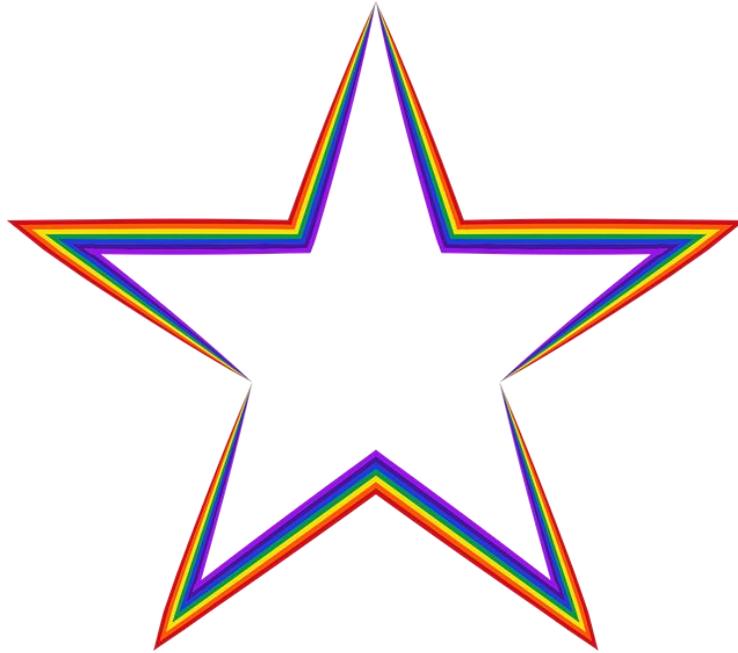
Rowdy Ride Transportation

2025 - 2026

Appendix O

The Rowdy Ride provides a reliable, safe, and economic means of getting to and from the PCCUA campus, which ultimately has a positive impact on student persistence and wellness. The student transportation cocurricular assessment evaluates the logistics, effectiveness, and impact of transportation on student outcomes.

Key Aspects of the Assessment

- **Student Well-being:**

  Long or inadequate transportation can negatively impact student sleep, health, and academic performance.

- **Access to Opportunities:**

  A robust transportation assessment helps ensure that students can participate in the cocurricular activities that complement their learning and contribute to their holistic development.

- **Adequacy:**

  Determining if the transportation services meet the actual needs of students.

- **Safety:**

  Ensuring that the transportation program takes precautions against hazards and protects students during transit to and from activities.

Student Learning Outcome

Students will be able to achieve the following standards through participation in this program:

- Students will gain a greater connection to the institution via support efforts of the institution to assist student overcome barriers.
- Positive impact on participation in student activities and organizations.
- Positive impact on student retention.
- Students will gain skills such as time management, critical thinking, communication, and cultural awareness.
- Students will learn both in and out of the classroom setting.

These learning outcomes prepare students for their academic and personal life journey.
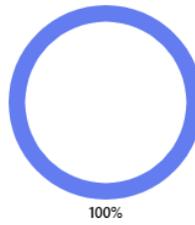
1. Has riding the PCCUA Rowdy Ride Transportation had a positive impact on your academic performance?

- Yes   4
- No   0

100%
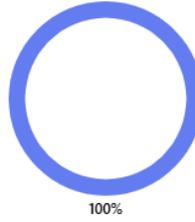
2. Has riding the Rowdy Ride had a positive impact on your student persistence at PCCUA?

- Yes   4
- No   0

100%

3. Has riding the Rowdy Ride impacted your personal wellness (economically, health, etc.)?

- Yes   4
- No   0

100%

4. Does the Rowdy Ride meet your transportation needs?

- Yes   4
- No   0

100%

5. Do you feel safe on the Rowdy Ride?

- Yes   4
- No   0

100%

6. Does the driver of the Rowdy Ride take precautions against hazards?

- Yes   4
- No   0

100%

7. Would you invite others to participate in the Rowdy Ride Transportation program at PCCUA?

- Yes   4
- No   0

100%

8. Has riding the Rowdy Ride impacted the following learning outcomes?

- Enhanced Communication   2
- Enhanced Time Management   2
- Increased self belonging at PCCUA 4
- Enhanced Goal Setting   2
- Personal Responsability   2
- Managing Conflict   1
- Self awareness   2
- Cultural awareness   1
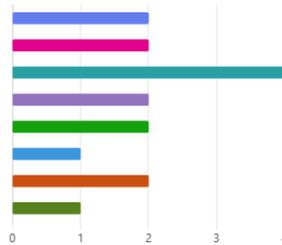
9. How can the Rowdy Ride experience be improved?   More details

4
Responses

Latest Responses
"theirs nothing more it can do"
"I don't know"
"Yes y'all doing a good job for me"
· · ·

10. Describe the impact that the Rowdy Ride transportation has had on you.   More details

4
Responses

Latest Responses
"it's helps with gettin to classes"
"A good positive impact where I wanna go to school every day"
"I love riding it they makes me happy"

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