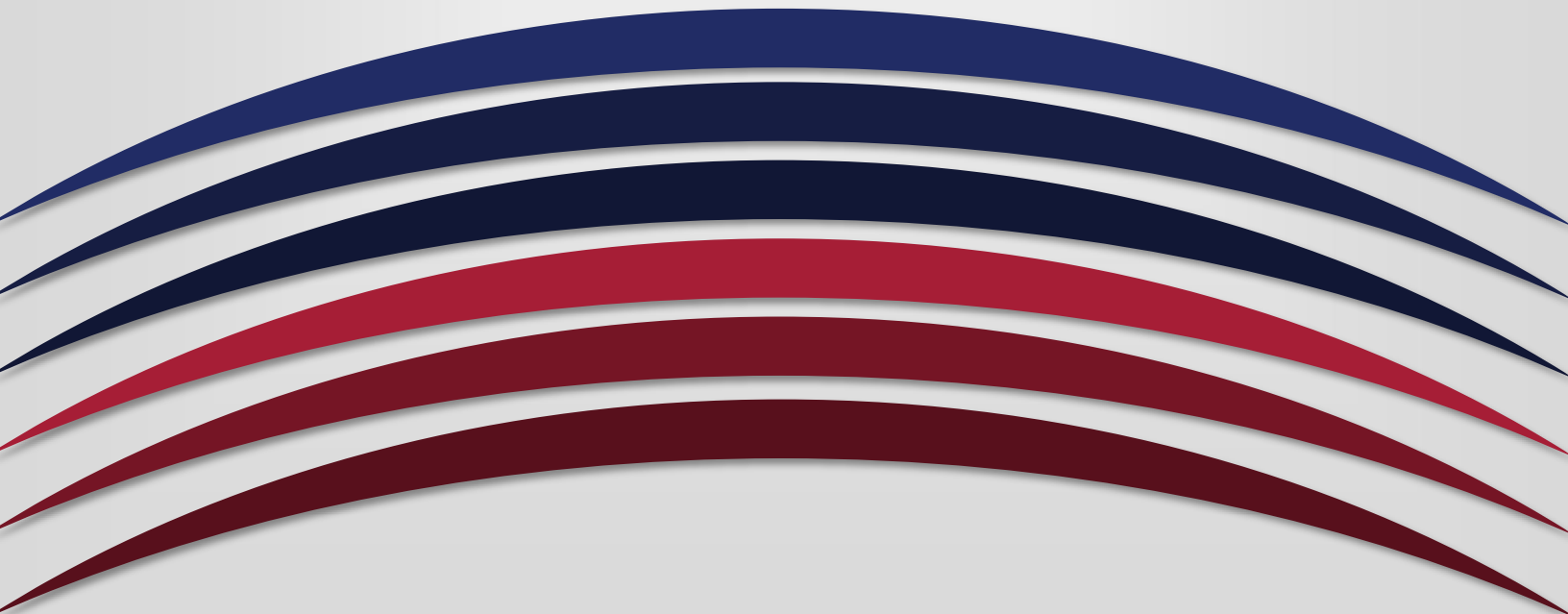


UNIVERSITY OF ARKANSAS
PULASKI TECH

Co-Curricular Assessment Report:
2020-2021



Co-Curricular Assessment

A co-curricular activity is a purposeful and assessable learning opportunities that support academic programming designed to facilitate the development of the whole student.

The goal of the co-curricular learning outcomes assessment (see **Appendix A**) is to continually improve the quality of the student experience and the effectiveness and efficiency by which UA-PTC uses resources to provide co-curricular activities. Assessment efforts answer three simple questions:

1. Has the student gained knowledge, skill, and improved attitude or health?
2. How has the experience impacted student performance?
3. How can co-curricular programs be improved?

All members of the UA-PTC community (instructional and non-instructional) should include any planned co-curricular activities in their respective annual assessment plans, with appropriately aligned co-curricular learning outcomes. Annual plans can be updated at any time, but not all co-curricular activities will lend themselves to this type of annual assessment. However, all co-curricular activities that receive funding should complete an annual assessment report, and for all other types of co-curricular activities that are available to students, it is highly recommended that this form be completed annually and shared with appropriate stakeholders. The college expects programs/departments/schools to make co-curricular changes and budget requests based in part upon assessment findings.

A primary goal for each co-curricular assessment is to include at least one direct measure of student learning, which is could be accomplished through the use of surveys, quizzes, projects, and interviews. In addition to direct measures, you may also use indirect methods to assess student achievement such as numbers of participants and satisfaction surveys.

All co-curricular activities will be asked to submit an assessment report to assessment@uaptc.edu within 30 days after the scheduled activity.

Part A: Identification

Name of co-curricular:	<u>Banned Books Week Read-Out</u>
Name of individual compiling report:	<u>Kate Earney</u>
Date of submission:	<u>October 5, 2020</u>

Part B: Outcomes and Mapping

1. What are your Co-Curricular Outcomes (CCLOs)? If your co-curricular activity has a mission statement, please include your mission statement as well.

CCLO 2 (Inclusiveness), CCLO 3 (Social Responsibility), CCLO 4 (Mindfulness), CCLO 5 (Lifelong and Global Learning)

2. How does your co-curricular activity relate to the school's co-curricular learning outcomes?

To help mapping your learning outcomes to the school's overall co-curricular learning outcomes, please check any applicable boxes below for any skills, knowledge, or values related to the outcomes mentioned above. If you don't see any that apply to your CCLOs, please explain under "Other" how your activity relates to a campus CCLO.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Accountability (CCLO #1, #3, #5) | <input type="checkbox"/> Mediation / Negotiation (CCLO #1, #2) |
| <input checked="" type="checkbox"/> Communication (CCLO #1, #2, #3) | <input checked="" type="checkbox"/> Motivation (CCLO #4) |
| <input checked="" type="checkbox"/> Cultural Awareness (CCLO #2, #5, #4) | <input type="checkbox"/> Organization / Scheduling (CCLO #4) |
| <input checked="" type="checkbox"/> Diplomacy (CCLO #1, #2, #3, #5) | <input checked="" type="checkbox"/> Social Justice (CCLO #1, #2, #3) |
| <input type="checkbox"/> Event Planning (CCLO #1, #3) | <input type="checkbox"/> Stress Management (CCLO #4) |
| <input type="checkbox"/> Financial Management (CCLO #3, #4, #5) | <input type="checkbox"/> Time Management (CCLO #4) |
| <input type="checkbox"/> Leadership (CCLO #1) | <input checked="" type="checkbox"/> Team Work (CCLO #1, #2, #3) |
| <input checked="" type="checkbox"/> Marketing / Publicity (CCLO #3, #5) | <input checked="" type="checkbox"/> Social Media (CCLO #3) |
| | <input type="checkbox"/> Other: <i>Type your response here</i> |

3. What are the assessment methods? Are they direct or indirect?

We were able to directly assess the participation of students (as well as faculty, staff, and administration) based on who volunteered to read and who submitted videos of themselves reading from banned or censored materials. We also were able to directly assess the number of views the video received on social media and the website.

4. What is the assessment goal(s)?

The goal for the assessment of this event is to determine how well we pivoted this activity into the online modality (since in past years we have hosted the Read-Out on

campus); we also aim to qualify the students' enjoyment of the Read-Out based on their willingness to participate, either by reading or watching the video.

5. What is the assessment plan for assessment for the next academic year? Is the assessment plan (Check one)

- A. a new assessment plan (explain below) B. a revision of the previous plan (explain below) C. unaltered from previous year

If you answered either A. or B. above, please explain below:

B. A revision of the previous plan: Since we are still adapting to campus life amidst a global pandemic, it feels safe to say that next fall's Read-Out event will be largely dependent on the state of our enrollment – as well as the modality of our courses. Next year I hope to include a satisfaction survey along with our virtual Read-Out event; the survey will measure students' enjoyment of the event as well what they would like to see in future Banned Books Week events.

Part C: Assessment Findings

6. What were the findings for this academic year (2019-2020)?

We had three students participate in the on-campus (socially distanced) Read-Out event and a dozen faculty and staff members participate. We are still recording the number of viewers for the video that was created of the various modes of readings.

7. What is your analysis of the findings?

While participation was down from last year, this was to be expected given the changes on campus due to COVID-19. We were still pleased with the level of participation through the virtual event.

8. What changes were implemented this year based on last year's findings, if applicable?

N/A – Changes this year were based on the way campus has adapted in the pandemic.

9. What budgetary resources, if any, are needed for your program based on your assessment findings? (Please note that if you require financial assistance for your cocurricular, the amount is noted here)

None. The library was gracious enough to provide the reading materials, and Aaron Wallis created our awesome video footage.

Appendix A

Co-Curricular Learning Outcomes (CCLOs): CCLO

#1 Leadership

- Empower and inspire others
- Navigate and affect change
- Recognize strengths
- Work toward a shared vision

CCLO #2 Inclusiveness

- Promote cultural diversity within our community

CCLO #3 Social Responsibility

- Act with honesty and principles to facilitate positive social change

CCLO #4 Mindfulness

- Identify effective self-care strategies to foster healthy, mind, body, and spirit (purpose, reflection, awareness, personal fulfillment).

CCLO #5 Lifelong and Global Learning

- Demonstrate and apply interdisciplinary connections
- Cultivate spirit of creative thought and curiosity to achieve goals