

Summary of Cocurricular Assessment 2021-2022

Cocurricular Areas

At Rose State College, cocurricular areas are defined as activities, programs, service opportunities, or learning experiences that support and enhance the mission of the institution, the general education or discipline-specific curriculum outcomes, and the overall educational experiences at the college. The college has designated the following target areas as cocurricular programs.

- Student Organizations (both campus and state/national)
- Student Government
- Raider Relevance
- Diversity & Inclusion initiatives
- TRIO programs
- President's Leadership Class
- Honors
- Passport Program
- Campus Programming/Events
- PTK
- Student Success Workshops
- Career Services/Internship programs
- Student Publications
- Choral Program

Cocurricular Learning Outcomes

Cocurricular activities at Rose State College promote and support the three primary General Education Outcomes of the college by creating opportunities for students to develop and utilize these essential skills while applying them to a particular area of interest. Leaders of cocurricular events reported the following alignments from this year's activities.

General Education Outcome	Number of Cocurricular Events
Effective Written Communication	13
Quantitative Reasoning	8
Diversity Awareness	18

In addition to General Education and discipline-specific student learning outcomes, cocurricular activities contribute to a broad range of skills and attitudes one may expect from a college-educated person. Cocurricular leaders across campus identify the desired outcomes of each event, and seek to evaluate the efficacy of their events and programs in achieving those goals. Among these outcomes are

- Leadership
- Community service
- Research
- Civic Responsibility
- Student Engagement
- Global Awareness

- Collaboration
- Personal Growth and Development
- Study Skills and Lifelong Learning
- Cultural Appreciation

Assessment Methods and Results

Achievement of learning outcomes is measured in various ways across the different cocurricular areas. Direct measures include demonstrations of proficiency or completion of a task within the context of the cocurricular program. Many areas also include indirect measures such as surveys, informal interviews, participation rates, and enrollment numbers. These measures provide information that is useful for maintaining high quality offerings and planning future learning opportunities for students. Cocurricular leaders report the results of direct and indirect measures, and reflect on lessons learned from recent activities. For the 2021-2022 academic year, some cocurricular leaders reported new insight on how their cocurricular activity is useful in recruiting students to the college. Others indicated how useful a self-evaluation tool is for ensuring quality programming and directing future plans.

Examples of changes considered in response to co-curricular assessment are:

- TRIO university tours: ask for Trio student representative to lead tour, add opportunity for students to meet with degree-specific advisors, request handouts or printed materials
- Black Male Summit: possibly add a conference for teachers/advisors
- College Bound All Around: possible name change
- Women's Leadership Conference: possible monthly workshops
- Transgender Day of Visibility: include presence of medical professional(s)
- Honors Program Collaborative Teaching: promote to faculty and include evaluation form for participants
- PTK: continue creative efforts to increase attendance

Participation Rates Reported from Cocurricular Areas

CoCurricular Area	Number of Events Reported	Participation - Total Student Encounters
Diversity & Inclusion	8	1120
TRIO	11	142
Honors Program	1	15
Passport Program	2	118
PTK	17	151
Student Success Workshops	9	98
Student Publications	3	75
Choral Program	1	60
Total	52	1779

Detailed results from Cocurricular Event reporting forms are provided in the document: [Completed Cocurricular Event Forms 21-22](#)