Non-Academic Assessment
2020 – 2021 Annual Summary Session
Zoom
October 1, 2021
10:00 am & 1:30 pm

End of the Year Reporting:

- All identified non-academic units were invited to attend one of two annual group reporting sessions.
- Because of COVID restrictions, the meeting was held via Zoom.
- A total of twenty-seven units participated during the 2020-2021 academic year.

Items Covered:

- Review of Assessment Outcomes: Since the various assessments on campus can be confusing, a review of the four types of assessments and related outcomes was provided.
- Ownership & Participation: After three years of advancement, non-academic assessment needs more ownership and consistent participation. Principles of change management were covered along with an important reason why we assess operational performance, which led to the next topic.
- HLC's Criteria Reflect a Set of Guiding Values: HLC's Guiding Values specifically explain academic, co-curricular, and non-academic assessments.
- Terminology: The terminology related to non-academic assessment was reviewed.

  Discussion: Dr. Willis addressed the attitude toward assessment and discussed the benefits of continuous improvement. He used the example of the Academic Resource Center's plan and explained how assessments are interrelated. His example connected the plan to other student service offices, student success, and budgeting. Finally, he reiterated the importance of reporting.

- Assessment Plan Template & Example: Each component of the assessment plan was discussed, and the Sallisaw Campus Director's plan was used as an example.
- Reporting Components & Examples: Each component of the reporting template was covered along with the guiding questions to direct reporting. The Sallisaw Campus Director and the IE & Assessment data stories were used as examples. Paul Marshall commented that it was very helpful to see examples of reporting to follow.
- Institutional Effectiveness Priorities: From the beginning of non-academic assessment in 2018-2019, yearly plans have been grouped based upon support of IE priorities. Now within the new assessment software platform, those associations will become a part of the assessment process to provide an overview of how the units support the mission and work toward continuous improvement.
- CCSSE 2021 Results: Non-academic related CCSSE 2001 results were aggregated and sent to the units before the meeting. Any related data can be used to support previous plans or used as areas to investigate for future planning.

- Biggest Takeaways and Challenges: The attendees were broken into three groups and asked to answer the following questions: What are your biggest takeaways from the meeting and what are challenges with the process.

Takeaways & Challenges from the Non-Academic Experience:

- The biggest takeaways related to keeping the process simple and not overcomplicating it. Also, realizing that not meeting outcomes doesn't mean failure. Failing forward was a meaningful insight. Hunter Sizemore stated that his group found it helpful to know the background with HLC. In addition, one group discussed conducting the process and reporting in a professional manner as much as possible for our stakeholders and utilizing best practices.
- Challenges related to selecting specific objectives/outcomes to formally assess and making the process burdensome. A huge challenge is incorporating formal assessment into the daily process.

Plans of Action:

- Keeping an assessment binder for easy access might be helpful. Training to directly access the assessment software for all units will be provided in the spring semester. As we mature in assessment, the end goal of the annual meetings is to move away from spending so much time reiterating the steps of the process and to move toward the types of conversations that took place in the discussion groups. The emphasis is on working together to improve institutional proprieties, which support the mission and vision of the institution. Therefore, institutional commitment and support of these endeavors are critical for success. The CASC Assessment Team submitted a plan of sustainability to administration and has requested that it become a part of the institutional strategic plan.

Materials & Handouts: PowerPoint, Assessment Plan Template & Example, Assessment Reporting & Example, 2020-2021 Plans Associated to IE Priorities, and CCSSE 2021 Results

Institutional Effectiveness Priorities
Continuous Improvement to Support College Mission
Non-Academic Assessment
2020-2021

<mark>Recruitment/Enrollment – Concurrent Enrollment</mark>

- **Concurrent Education** – implement the "Graduation Cord" incentive program that will recognize and award seniors earning 15+ college credits during high school
- **Concurrent Education** – increase the number of students eligible for concurrent classes by administering the Accuplacer Placement Test on high school campuses allowing time for remediation and return for follow-up testing for those students not successful on first attempt
- **Enrollment Management** – add full-time advisement/enrollment specialists at both campuses to facilitate orientation classes, mandatory advisement meetings, enrollment sessions, and two/four year course roadmaps for improvement of first-time freshman success
- **Enrollment Management** – expand the use of Zoom technology and increase the number of class offerings available to both local and regional high schools and continue to strengthen relationships with public schools especially high school counselors who directly impact the number of students who take concurrent classes
- **Enrollment Management** – expand recruitment efforts for the Fall 2021 semester by increased contact with public schools, communities, and current students through in-person communication, technology, and social marketing
- **Recruitment Office** – implement a texting software program as an alternative method to increase communication with potential students

<mark>Retention</mark>

- **SSS (Poteau & Sallisaw)** – adapt the academic coaching sessions for first year students by assigning each student an academic coach and setting up first coaching session upon intake
- **SSS (Poteau & Sallisaw)** – provide academic coaching sessions for first year students to improve retention
- **SSS (Poteau)** – conduct phone survey to contact students who did not enroll in the fall semester following their first year

<mark>Advisement & Coaching</mark>

- **EOC (Poteau & Sallisaw)** – use the proactive advising model to increase the number of participants served by identify and addressing student needs
- **SSS (Poteau & Sallisaw)** – adapt the academic coaching sessions for first year students by assigning each student an academic coach and setting up first coaching session upon intake
- **SSS (Poteau & Sallisaw)** – provide academic coaching sessions for first year students to improve retention

<mark>Campus Security & Safety</mark>

- **Foodservice** – implement a tracking system of inside and outside student food orders to assess the downsizing of occupancy capacity to limit COVID exposure

- **Student Affairs** – provide timely COVID-19 student communications and updates
- **Student Affairs** – provide free student online Safe Colleges Training for COVID-19

- **EOC (Poteau & Sallisaw)** – utilize Zoom to communicate, advise, and assist remote clients with the FAFSA process
- **EOC (Poteau & Sallisaw)** – utilize a web based financial literacy program called My Financial Academy with remote clients
- **ETS (Poteau)** – conduct a minimum of one group scholarship workshop for senior ETS members during the program year
- **Financial Aid (Sallisaw)** – implement Google Doc – Group Award for faster, more efficient awarding

- **Academic Affairs** – provide funding for professional development and training to faculty and staff (syllabus management training)
- **Academic Resource Center** – provide customer training to ARC work-study and tutors
- **Student Affairs** – provide free student online Safe Colleges Training for COVID-19

- **Academic Resource Center** – implement a new electronic tutoring log for accurate tracking and departmental reporting
- **Admissions (Sallisaw)** – implement the online Official Transcript Request Form at the Self-Service Station
- **Bookstore (Poteau)** – promote the online pre-ordering process of course materials
- **Bookstore (Sallisaw)** – promote the convenience of online ordering on website
- **Business Office (Sallisaw)** – implement the process of students paying bills online through Vike Connect by using Self-Service Station
- **Duplicating & Mail Room** – survey stakeholders to determine the effectiveness of the electronic form as an efficient paper/copy request service
- **ETS (Sallisaw)** – create text messages and send via Student Access Database to participants to verify and update participants' cell numbers
- **Human Resources** – create electronic new hire orientation packets so that new hires will have a chance to review and complete paperwork prior to first day on job
- **NASNTI Project** – create a timeline with purchases and activities for the year to strategically develop the new Cybersecurity Technology (CT) program
- **Library (Poteau)** – digitize and organize all historical artifacts
- **TRIO Director** – implement a timeline to disseminate monthly budgetary information in a timely manner, which will help develop better budget management

- **Academic Affairs** – provide additional funding for technical and physical resources to faculty and staff to increase and support student success (Hanover Research Project)
- **Career & Transfer Center** – promote the use of major and career exploration resources in new student orientation to help students create a pathway toward achieving their academic and career goals

- **Career & Transfer Center** – create a resource for all CASC students to explore local employment opportunities
- **CASC Online** – implement an internal review team and rubric based on institutional and Quality Matters standards to assure that all online courses align with national quality benchmarks
- **CASC Online** – create and implement an online learner readiness tool
- **ETS (Poteau)** – implement the Strong Interest Explorer & Questionnaire to 9th grade ETS participants to establish baseline data for career interests and for better understanding of available careers related to those interests
- **ETS (Sallisaw)** – implement an annual ETS Participant Contract signed by both participants and staff to reemphasize the mission of ETS in assisting them in pursing PSE and to remind them of services and activities offered
- **Enrollment Management** – add full-time advisement/enrollment specialists at both campuses to facilitate orientation classes, mandatory advisement meetings, enrollment sessions, and two/four year course roadmaps for improvement of first-time freshman success
- **NASNTI Project** – create a tutoring plan for intermediate algebra and college algebra
- **Library (Poteau)** – provide faculty and students with informational materials on accessing the library and its recourses
- **Library (Poteau)** – provide correlative hours of operation in a facility conducive to the advancement and support of learning

Transfer

- **Career & Transfer Center** – offer proactive transfer sessions in new student orientation as well as virtual sessions to increase the number of first time semester students who receive early transfer planning

Academic Support

- **IE & Assessment** – consult with faculty to identify components of the program outcome assessment process that need immediate clarification/support
- **IE & Assessment** – redesign the academic assessment software platform to adequately accommodate individual data collection and reporting
- **Bookstore (Poteau)** – partner with Verba Collect to allow faculty to easily adopt textbooks for upcoming semester as well as provide different textbook modality options
- **Campus Director (Sallisaw)** – create internship opportunities for CASC Sallisaw students within our surrounding communities to enhance our students learning experience
- **CASC Online** – develop and/or transition courses to be completely online with certificate programs
- **Enrollment Management** – expand the use of Zoom technology and increase the number of class offerings available to both local and regional high schools
- **NASNTI Project** – create a tutoring plan for intermediate algebra and college algebra
- **Library (Poteau)** – provide correlative hours of operation in a facility conducive to the advancement and support of learning

Items Covered:

- Assessment Awards
- Key Takeaways to Improve Non-Academic Assessment Plans & Reporting
- Non-Academic Experience

End of the Year Reporting:

- All identified non-academic units were invited to attend the annual group reporting session.
- Because of COVID restrictions, the meeting was held via Zoom.
- A total of thirty-five units participated during the 2019-2020 academic year.
- Four units submitted plans, but did not complete the reporting process.
- Eleven units did not submit plans.

The session opened with recognition of leadership in assessment. Bill Carroll, Micky Solomon, Bill Nowlin, Brook Wiersig, Kim Hughes, Cara Comer, and Marc Willis were presented "Assess This! Be the G.O.A.T." trophies.

The first fifteen minutes was a review and discussion of the key takeaways from 2019-2020 to improve plans and reporting:

- Make sure you are assessing something that is meaningful to your office/department. If it isn't meaningful, assessment and reporting become checking a box.
- Big and small improvements matter! It could be something as simple as restructuring a report because in the big picture the effectiveness of that report makes a difference.
- In the reporting process, only focusing on meeting the outcome becomes just checking a box.
- It isn't about a required length of a report; it is about sharing key points and insight about the assessment experience. Asking the right questions during the planning and reporting processes can lead to further questions to explore – continuous improvement.
- The "Key Takeaways" handout provides questions for each component of the reporting process to further clarify what is expected for solid reporting.

The second part of the session was a group discussion over the non-academic assessment experience. In order to facilitate the discussion, Kelly Kellogg, Kim Hughes, Micky Solomon, and Tara Foos shared their key takeaways from the assessment and reporting processes:

- Kelly Kellogg (IE and Assessment) shared how she used assessment to assess assessment by focusing her non-academic plan on the effectiveness of a form used to guide the reporting process for academic program assessment. She utilized a focus group with an impact survey and direct feedback. Although the target was not met, the measures provided valuable insight into improvements.

- Kim Hughes (Student Support Services) demonstrated how the prior year's plan led to additional questions that were explored during 2019-2020. Although they had met the target in 2018-2019, the data and experience provided insight for improvements and more inquiry. Their 2019-2020 reporting has impacted the current academic year with new implementations.

- Micky Solomon (NASNTI) explained how their program implemented a non-credit blackboard class to provide resources to aid success and encourage early enrollment. Although the target was met, her program discovered that expecting students to use online resources on their own is not the best practice. In the future, Micky plans to revise the approach in her new grant.

- Tara Foos (Math & Science Upward Bound) provided insight on how not meeting the target led to success in another area. Her program and regular UB incorporated monthly meetings just for seniors to increase participation. Although participation did not increase, there was an increase in the participants' response and submission of post-secondary documents needed for successful enrollment. They feel that this is a direct result of improved communication in a focused setting.

Takeaways from Non-Academic Experience:

- Create brave and safe spaces for transparency and growth. The planned session format was to present updates and improvements and then break into small groups by plan purpose, such as enrollment, retention, etc., to discuss their non-academic experience. This did not happen because of COVID restrictions. The IE committee will experiment with different formats to prompt more discussion through commonalities and to promote transparency and growth.

- Structure for accountability. Each unit must be required to send a representative to the meeting. Prior to the meeting, each unit will identify the representative(s) who will be in attendance. If needed, VPs will follow-up.

- Use "data stories" as a concept to replace the stigma related to the term reporting, which often translates to checking a box. Also, include incentives, such as recognition for "best narration with supporting data" and "best learning from unexpected findings."

- Involve administration. One of the biggest fears of non-academic units was that the assessment process would not be utilized by administration. The IE committee must explore ways to facilitate administration feedback on assessment and reporting. One school has held yearly meetings/luncheons with administration for socialization and

conversation about assessment findings. Reporting alone will always fall short as far as actionable dialogue. Sharing "data stories" and plans of improvement with interactive feedback prompts a culture of continuous improvement.

Materials & Handouts: Key Takeaways to Improve Non-Academic Plans & Reporting and Reporting Examples

<div align="center">
Non-Academic Assessment
2018-2019 Reporting Session
September 13, 2019
11:00 am
JH 210
</div>

Items Covered:

- Types and definitions of assessment
- Outcomes definitions
- Defining institutional effectiveness
- Connecting non-academic assessment to HLC criteria for accreditation
- Overview of the non-academic assessment plan
- Non-academic assessment plan template
- Defining institutional effectiveness
- End of the Year Reporting

End of the Year Reporting:

For the initial implementation, the overall collection of plans were strong followed by solid reporting. Areas to improve involve more action plans and linking improvements to resources when possible. The attendees stated that the current assessment plan format is working and does not need to be revised at this time. The "Non-Academic Connections to the Big Picture – Discussion Guide" was utilized to initiate the discussion over 2018-2019 reporting. The handout featured the thirty-four plans grouped under major categories: enrollment, retention, security of campus & information, institutional financial stability, human resources & training, convenience, efficiency, & effectiveness of services, student success, transfer, and co-curricular support. Plan details and highlighted points were noted. The group went discuss the plans listed under the categories with many units sharing their experiences. Although many units did not meet their intended outcomes, the learning process was beneficial and did prompt future planning. The group discussion led to PR sharing data information with recruitment, which emphasizes the importance of data driven decisions and the collective efforts of institutional effectiveness. The big takeaways include viewing the assessment of operations as institutional effectiveness, learning from the assessment process, and facilitating a culture of continuous improvement.

Materials & Handouts: Sign-In Sheet, PowerPoint, Big Picture of Institutional Effectiveness, The Big Picture Approach, Non-Academic Assessment Plan Template, Non-Academic Assessment: Closing the Loop, and Non-Academic Connections to the Big Picture – Discussion Guide

Non-Academic Connections to the Big Picture – Discussion Guide

Concurrent Enrollment – Enrollment

- Enrollment Management Poteau – (page 17) MOU partnerships for concurrent enrollment. ⭐Changes based upon previous data and action plan – <u>linked action plan and data to resource request of zoom carts and Chrome books for schools</u>
- Recruitment – (page 34) top feeder schools receiving two in-school visits. ⭐ Good reporting and developed recruitment teams this year
- Enrollment Management: <u>Noel Levitz data was used to support adding advisement/enrollment specialists</u>
- Enrollment Management Sallisaw – (page 19) MOU partnerships. ⭐Changes implemented based on previous data
- Admissions Poteau – (page 2) ⭐ action plan for online admissions form for concurrent students – learning prompted possible action
- Admissions Sallisaw – (page 3) walk-in admission applicants will complete app online for more accurate data. ⭐ Met target
- Scholarship Center – (page 37) awarding scholarships by April 1 for enrollment decisions. ⭐Changes implemented based upon past data
- Financial Aid Poteau – (page 21) awarding FA within one week after receiving complete file. ⭐ Action plan is movement toward electronic files
- Financial Aid Sallisaw – (page 22) all incomplete student files will be ready for packaging. ⭐Met target
- PR – (page 33) use heat map/Google analytics to identify most accessed areas that are key factors in website improvements. ⭐ Hit all points – <u>action plan is social media campaigns linked to request for additional funding for advertising</u>

Retention

- NASNTI – (page 29) all full-time staff will receive Inside Track Certification (academic coaching). ⭐ Good reporting and action plan is to create coaching rubric to improve services
- SSS – (page 41) provide academic coaching to first year student to improve retention. ⭐Strong reporting with action plan looking at additional correlations and assigning coaching when students first sign up – used multiple measures
- Sallisaw LRC – (page 28) textbooks for use until awarded FA. ⭐Met target and found avenue to purchase textbooks
- Financial Aid Poteau – (page 21) awarding FA within one week after receiving complete file. ⭐Action plan is movement toward electronic files
- Financial Aid Sallisaw – (page 22) all incomplete student files will be ready for packaging. ⭐Met target
- Business Office Sallisaw – (page 8) ⭐all enrolled students will be setup on NelNet
- Student Affairs – (page 38) student satisfaction with new ID to receive funds. ⭐ <u>ID made Noel Levitz top strengths list</u>
- VA Center – (page 43)⭐ timely verification of VA student credit hours for VA funding. Good analysis

Security of Campus & Information

- Campus Police – (page 10) identify prevalent policy violations at peak time for scheduling purpose. ⭐Changes implemented based on past data – potential time change in officer schedules and the implementation of use of drug dogs around campus housing
- IT – (page 25) email phishing campaign. ⭐strong reporting and action plan linked to resources – Knowbe4 security training software and trophy

Institutional Financial Stability

- Business Office – (page 7) measuring composite financial index for accreditation. ⭐ Met target

Human Resources & Training

- HR – (page 23) applying employee training to job performance. ⭐Good reporting and linked action plan to budget requests for external, online, and internal training purchases
- Academic Affairs – (page 1) faculty professional development. ⭐ Met target
- LRC Poteau – (page 27) peer tutor training to improve facilitation of tutoring services. ⭐Used direct and indirect assessment measures

Convenience, Efficiency, and Effectiveness of Services

- Bookstores – (page 5 & 6) ⭐ promoting convenience of online ordering of textbook materials. Sallisaw analysis explained percentage of increase
- Duplicating/Mail Room – (page 12)⭐ tracking of interoffice/outgoing mail (direct) and satisfaction of handling and processing of interoffice/outgoing mail (indirect). Good analysis of findings
- Physical Plant – (page 30) implementation of a new maintenance ticket system. ⭐Analysis – prioritize and complete quicker – still needs better understanding of timeline – action plan – increase awareness
- Poteau Library – (page 31) effectiveness of information literacy sessions. ⭐ Good reporting
- Residential Life – (page 36) moving housing contracts online. ⭐ Learning experience opened possibility of linking to budget – didn't meet target, but later figured out a way

Student Success

- EOC – (page 13 and 15) proactive advisement to adequately serve clients. ⭐ Action plan to initiate new needs assessment questionnaire and referral form and used direct and indirect assessment measures
- LRC Poteau – (page 27) peer tutor training to improve facilitation of tutoring services. ⭐Used direct and indirect assessment measures
- Virtual Campus – (page 44) ⭐internal review of online courses. Good reporting

Transfer Rate

- Career and Transfer – (page 11)⭐ early transfer planning for first time students

Co-Curricular Support

- Student Life – (page 40) ⭐implementation of club/organization incentives to increase participation in SGA – found direct link between funding and attendance policy