

2018-2019 Co-Curricular Plans & Reporting

Co-Curricular Units

Co-Curricular Dimension - Life Long Learning - Self-motivation to pursue, integrate, and apply knowledge on both a personal and professional level.

Co-Curricular - Baseball

Student Learning Outcome: SLO 2 (2018-2019)

Recognize the importance of academic performance

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
<p>Direct Measure - CASC Student-Athlete Performance Appraisal - The purpose of conducting the Student-athlete Performance Appraisal is to assess the learning outcomes at the end of the season.</p> <p>Data Collection Method: 75% of athletes evaluated will have a performance rating of "Meets Requirements" level or higher.</p> <p>Collection Timeline: May of each year</p> <p>Related Documents: Athlete Performance Appraisal</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Met</p> <p>15 of the 19 players received an appraisal rating of meets requirements or higher (05/17/2019)</p> <p>Analysis of Findings: N/A</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: N/A</p> <p>Number of Students Assessed: 19</p>	

Co-Curricular - Debate and Forensics Team

Student Learning Outcome: SLO 1

CASC Forensic competitors will identify two examples of how their experience participating on the team has improved their confidence in public speaking in personal and

Co-Curricular - Debate and Forensics Team

Student Learning Outcome: SLO 1

academic settings.

SLO Status: Active

Planned Assessment Cycle: 2018 - 2019

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
Direct Measure - Self-Evaluation Data Collection Method: 100% of participants will satisfactorily identify two examples of improvement in confidence with public speaking in personal and academic settings. Collection Timeline: Results due at the end of each competitive year (March)	Reporting Period: 2018 - 2019 Conclusion: Target Met 100% of students who took the self-evaluation at the end of the year satisfactorily identified two examples of improvement in confidence with public speaking in personal and academic settings. (05/22/2019) Analysis of Findings: Current Methods appropriate What changes were implemented based on data from the previous cycle that affected these findings?: N/A Number of Students Assessed: 3	

Co-Curricular - Educational Opportunity Center (Poteau)

Student Learning Outcome: SLO 1 (2018-2019)

Participants with no prior college who receive two services will demonstrate knowledge of the college admissions/enrollment process by successfully enrolling in a program of postsecondary education.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Archived Date: 11/08/2019

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
Direct Measure - Participants progress will be tracked through Vikeconnect/National Student Clearinghouse/Student Access to verify enrollment in a program of postsecondary education. Data Collection Method: 60% of Participants with no prior college who receive two services will	Reporting Period: 2018 - 2019 Conclusion: Target Not Met Of 143 clients with no prior college who received two services, only 62 (43%) have enrolled. (05/17/2019) Analysis of Findings: Findings indicate a smaller number of enrolled students than anticipated by this time. However, CASC has implemented a change in the enrollment process this semester which has resulted in a number of clients with no prior college that has been asked to wait to enroll during enrollment sessions that will take place after the due date for this assessment.	Action Plan: In order to accurately access enrollment in future assessment periods, results for the academic year will need to be factored before Summer and Fall enrollment begins for the following academic year. (05/17/2019) Related Budget Code(s): 1.1 Prepare

Co-Curricular - Educational Opportunity Center (Poteau)

Student Learning Outcome: SLO 1 (2018-2019)

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
successfully enroll in a program of postsecondary education. Collection Timeline: May 2019	What changes were implemented based on data from the previous cycle that affected these findings?: This was the first time to assess enrollment of NPC enrollment Number of Students Assessed: 143	students for success in academic settings

Co-Curricular - Educational Opportunity Center (Sallisaw)

Student Learning Outcome: SLO 1 (2018-2019)

Participants with no prior college who receive two services will demonstrate knowledge of the college admissions/enrollment process by successfully enrolling in a program of postsecondary education.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Archived Date: 11/08/2019

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
Direct Measure - Participants progress will be tracked through Vikeconnect/National Student Clearinghouse/Student Access to verify enrollment in a program of postsecondary education. Data Collection Method: 60% of Participants with no prior college who receive two services will successfully enroll in a program of postsecondary education. Collection Timeline: May 2019	Reporting Period: 2018 - 2019 Conclusion: Target Not Met Of 143 clients with no prior college who received two services, only 62 (43%) have enrolled. (05/17/2019) Analysis of Findings: Findings indicate a smaller number of enrolled students than anticipated by this time. However, CASC has implemented a change in the enrollment process this semester which has resulted in a number of clients with no prior college that has been asked to wait to enroll during enrollment sessions that will take place after the due date for this assessment. What changes were implemented based on data from the previous cycle that affected these findings?: This was the first time to assess enrollment of NPC enrollment Number of Students Assessed: 143	Action Plan: In order to accurately access enrollment in future assessment periods, results for the academic year will need to be factored before Summer and Fall enrollment begins for the following academic year. (05/17/2019) Related Budget Code(s): 1.1 Prepare students for success in academic settings

Co-Curricular - Information Technology

Student Learning Outcome: SLO 2

Co-Curricular - Information Technology

Student Learning Outcome: SLO 2

IT interns will develop professional soft skills through responding to campus work requests and interacting with IT staff.

SLO Status: Active

Planned Assessment Cycle: 2018 - 2019

Measures	Findings	Action Plans
<p>Direct Measure - Customer Survey/End of Semester Review by Supervisor</p> <p>Data Collection Method: 90% of IT interns will receive a satisfactory evaluation at the end of the semester.</p> <p>Collection Timeline: May 2019</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Met</p> <p>Kyle Walton began in January of 2019 as an IT work-study. At the suggestion of our VP of Academics we entered Kyle into a credited Intern program at the college that allows Kyle to receive a grade and college credit for his IT experience. Kyle was enthusiastic and never missed our weekly appointments. On several occasions he even reminded me when I over-scheduled. Kyle was exceptional, enthusiastic and competent. The CASC IT Team found him reliable and personable and a natural problem solver. I spoke with Kyle weekly about his work duties and if he felt he was being stretched in his IT experience. Kyle shared with me a document he created on Google drive that listed each of his daily task in summary detail. This was invaluable in my measurement of his training and value to our department. It was encouraging that the majority of Kyle's duties benefited our daily operations and contributed to his progress towards a career in IT. Kyle set a wonderful standard for future work-study candidates in our department. (05/08/2019)</p> <p>Analysis of Findings: Kyle was a great success for our work-study needs and for our internship program. The weekly meeting and google document relating his daily task were a great contribution in determining Kyle's knowledge and competency in basic IT help-desk request from faculty, staff, and IT.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: Kyle's google document listing his daily task will be added a a future requirement for all IT work-study students and interns</p> <p>Number of Students Assessed: 1</p> <p>Related Documents:</p> <p>Kyle's Work Details.pdf</p>	

Co-Curricular - Learning Resource Center

Student Learning Outcome: SLO 1 (2018-2019)

Students using the Learning Resource Center (LRC) tutoring services will apply learned study strategies to be independent learners with school work.

SLO Status: Archived

Co-Curricular - Learning Resource Center

Student Learning Outcome: SLO 1 (2018-2019)

Planned Assessment Cycle: 2018 - 2019

Archived Date: 11/08/2019

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
<p>Direct Measure - Tutor logs and a survey will document that CASC students using LRC tutoring will apply one study strategy to current course work. The survey will have students identify applied strategy to actual course work.</p> <p>Data Collection Method: 50% of CASC students using the LRC tutoring services during the Spring 2019 semester will apply at least one learned study skill toward actual course work.</p> <p>Collection Timeline: May 2019</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Met</p> <p>Using a survey of 1-5 leaving 5 as a blank, students were asked about skills learned in the LRC, or help to advance in their course work. The outcome was a 4.5 out of a 5 scale. (05/03/2019)</p> <p>Analysis of Findings: Students used strategy and learned skills to apply to classroom and or services in the LRC, tutoring, testing, and disability services to advance in their courses.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: Continue growth in student services and coaching students to find the need and meet the needs,</p> <p>Number of Students Assessed: 10</p>	

Co-Curricular - NASNTI

Student Learning Outcome: SLO 1 (2018-2019)

Native American students that utilize grant coaching or orientation services will create specific solutions to overcome common study skill obstacles.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Archived Date: 11/08/2019

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
<p>Direct Measure - Native American students participating in grant coaching services will create a study plan that identifies and utilizes study skill solutions for a specific Fall 2018 final.</p> <p>Data Collection Method: 75% of all</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Not Met</p> <p>Sixty-five NASNTI participants submitted a study plan. Of those participants, 63% received a passing grade. (05/13/2019)</p> <p>Analysis of Findings: Males in the NASNTI program passed the assignment with the highest percentage rate. Females in the NASNTI program performed just two percentage lower than females in the comparison group. One explanation for the success of the historically lower</p>	<p>Action Plan:</p> <p>Weekly study skill tips and study plan templates will be sent to all NASNTI participants to help prepare them for academic success. This will help equip</p>

Co-Curricular - NASNTI

Student Learning Outcome: SLO 1 (2018-2019)

Measures	Findings	Action Plans
<p>Native American students participating in grant coaching services will receive a satisfactory grade on study plan assignment. Collection Timeline: Fall 2018</p>	<p>performing students is that they received grant services that the comparison did not. While all students received two group coaching sessions as a class, NASNTI participants also received individual meetings and outreach from success coaches. The reason for most of the unsatisfactory grades was the lack a signature on the study plan. What changes were implemented based on data from the previous cycle that affected these findings?: It was a data-driven decision to create and implement the Survival Guides with a study plan. Data analyzed from student meetings that occurred during the 2017-2018 academic year showed a student need for a resource to improve study skills. Number of Students Assessed: 65</p>	<p>students, many of whom are unprepared for college, with skills that are vital for a successful educational journey. In addition to preparing and supporting students in their educational journey, goal setting skills provided will help students with their careers and other areas. (05/13/2019) Related Budget Code(s): 1.1 Prepare students for success in academic settings, 1.5 Strengthen developmental education, 1.6 Enhance use of advisors/retention officers/recruiters/counselors, 4.5 Increase retention and graduation rates, 5.4 Enhance role of Advisors and Instructors and the Enrollment and Retention Office</p>
<p>Indirect Measure - Student impact survey over study plan on rated scale of 1 to 10 Data Collection Method: Feedback via student surveys will indicate an above average impact rating of 7 or better on the effectiveness of the study plan. Collection Timeline: Fall 2018</p>	<p>Reporting Period: 2018 - 2019 Conclusion: Target Not Met The average score on the survey was a 6.42 which missed the target by less than a point. On average students who scored the study plan a 7 or higher spent two hours per week studying; students who scored the study plan a 6 or lower spent one and a half hours per week studying. (05/13/2019) Analysis of Findings: The average score fell short of the target by less than a point. The collection process worked but not all students completed the survey. What changes were implemented based on data from the previous cycle that affected these findings?: Not applicable. The Survival Guide with the study plan was created, implemented, and assessed during the current cycle. Number of Students Assessed: 111</p>	<p>Action Plan: During the Fall 2019 semester bi-weekly surveys will be sent to NASNTI participants to assess the effectiveness of the weekly study skill tips and templates. Modifications will be made based on student feedback. (05/13/2019) Related Budget Code(s): 1.1 Prepare students for success in academic settings, 1.5 Strengthen developmental education, 1.6 Enhance use of advisors/retention officers/recruiters/counselors, 4.5</p>

Co-Curricular - NASNTI

Student Learning Outcome: SLO 1 (2018-2019)

Measures	Findings	Action Plans
		Increase retention and graduation rates, 5.4 Enhance role of Advisors and Instructors and the Enrollment and Retention Office

Co-Curricular - Phi Beta Lambda

Student Learning Outcome: SLO 1 (2018-2019)

Phi Beta Lambda (PBL) students will develop interview skills through mock interviews, one-on-one coaching, and practical application.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Archived Date: 11/08/2019

Measures	Findings	Action Plans
Direct Measure - Evaluation of member participation in a mock panel interview by an interview committee consisting of the club sponsor and other field experts. Performance Criteria: Participants are evaluated using a rated scale of 1 to 5 on reliability, confidence, team player ability, eye contact, and professionalism. Data Collection Method: 70% of participants will achieve an overall rating of 4 or higher. Collection Timeline: May 2019	Reporting Period: 2018 - 2019 Conclusion: Target Met Target has been met. (05/15/2019) Analysis of Findings: The number of participants within the Phi Beta Lambda student organization that achieved an overall rating of 4 or higher exceeded 70%. What changes were implemented based on data from the previous cycle that affected these findings?: N/A Number of Students Assessed: 9	

Co-Curricular - Softball

Co-Curricular - Softball

Student Learning Outcome: SLO 2 (2018-2019)

Recognize the importance of academic performance

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Archived Date: 11/08/2019

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
<p>Direct Measure - CASC Student-Athlete Performance Appraisal - The purpose of conducting the Student-athlete Performance Appraisal is to assess the learning outcomes at the end of the season.</p> <p>Data Collection Method: 75% of athletes evaluated will have a performance rating of "Meets Requirements" level or higher.</p> <p>Collection Timeline: May of each year</p> <p>Related Documents: Athlete Performance Appraisal</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Met</p> <p>9 of 10 met requirement. (05/29/2019)</p> <p>Analysis of Findings: 9 of 10 students met the requirement. 6 students exceeded well above expectations.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: Emphasis was placed on academic success during recruitment. Team study halls were set up.</p> <p>Number of Students Assessed: 10</p>	<p>Action Plan: Continue existing strategies. Use peer tutors. More frequent grade checks (05/29/2019)</p> <p>Related Budget Code(s): 3.2</p> <p>Establish common syllabi with common measures</p>

Co-Curricular - Student Nurses Association (Poteau)

Student Learning Outcome: SLO 2 (2018-2019)

Through participation in the CASC SNA, the students will develop organizational skills through a campus project.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
<p>Direct Measure - Measure – creation of club project (campus Easter egg hunt) to promote student involvement on the college campus. Method used to evaluate the measure - pre/post survey based</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Not Met</p> <p>This measure was not met. Four organizational skill areas were assessed on the pre and post-test. Of the four areas, area four was the only area to exceed the goal of 75%. Areas one through three did not meet the goal of 75% improvement. (05/10/2019)</p>	<p>Action Plan: We plan to move our target to 60% due to students who commit but do not follow through on participation in projects.</p>

Co-Curricular - Student Nurses Association (Poteau)

Student Learning Outcome: SLO 2 (2018-2019)

Measures	Findings	Action Plans
<p>upon criteria to evaluate the development of organizational skills applied to the project</p> <p>Data Collection Method: 75% of SNA members participating in the campus project will have an improved score in organization skills as evidenced by pre and post survey scores.</p> <p>Collection Timeline: May 2019</p>	<p>Analysis of Findings: Area 1 focused on planning and participation, area 2 focused on time management and goal accomplishment, area 3 focuses on preparation, and area 4 focused on the anticipation of needs for the project. Area 1 had 6 students participate, 3 students rated themselves as improving on the pre and post-test (50% improvement). Area 2 had 6 students participate, 4 out of 6 students rated themselves as improving on the post-test compared to the pre-test (66% improvement). Area 3 had 6 students participate, 4 of the 6 students rated themselves as improving on the pre and post-test (66% improvement). Area 4 had 6 students participate, 5 of the 6 students rated themselves as improving on the pre and post-test (83% improvement).</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: N/A. This is the first year to assess this SLO.</p> <p>Number of Students Assessed: 6</p> <p>Related Documents: 2018-2019 Findings Poteau.pdf</p>	<p>We plan to elect a VP for both the Sallisaw and Poteau campus. Each new VP will have an added responsibility to lead the committees on each campus.</p> <p>We are also looking into creating other elected positions to help the students feel more ownership in each project. (05/10/2019)</p> <p>Resource Request(s) to Support Action Plan: No resources are needed for the proposed action plan.</p>

Co-Curricular - Student Nurses Association (Sallisaw)

Student Learning Outcome: SLO 2

Through participation in the CASC SNA, the students will develop organizational skills through a campus project.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Archived Date: 02/07/2020

Measures	Findings	Action Plans
<p>Direct Measure - Measure – creation of club project (campus Easter egg hunt) to promote student involvement on the college campus. Method used to evaluate the measure - pre/post survey based upon criteria to evaluate the</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Not Met</p> <p>This measure was not met. Four organizational skill areas were assessed on the pre and post-test. Of the four areas, 1 area had a 25% student improvement, 3 areas students did not report a gain or a loss in progress. (05/10/2019)</p> <p>Analysis of Findings: Area 1 focused on planning and participation, area 2 focused on time management and goal accomplishment, area 3 focuses on preparation, and area 4 focused on</p>	<p>Action Plan: We plan to move our target to 60% due to students who commit but do not follow through on participation in projects.</p> <p>We plan to elect a VP for both the Sallisaw and Poteau campus. Each</p>

Co-Curricular - Student Nurses Association (Sallisaw)

Student Learning Outcome: SLO 2

Measures	Findings	Action Plans
<p>development of organizational skills applied to the project</p> <p>Data Collection Method: 75% of SNA members participating in the campus project will have an improved score in organization skills as evidenced by pre and post survey scores.</p> <p>Collection Timeline: May 2019</p>	<p>the anticipation of needs for the project. Area 1 had 4 students participated all 4 students rated themselves the same on the pre and post-test (0% improvement). Area 2 had 4 students participated 1 out of 4 students rated themselves as improving on the post-test compared to the pre-test (25% improvement). Area 3 had 4 students participated all 4 students rated themselves the same on the pre and post-test (0% improvement). Area 4 had 4 students participated all 4 students rated themselves the same on the pre and post-test (0% improvement).</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: N/A. This is the first year for this SLO.</p> <p>Number of Students Assessed: 4</p> <p>Related Documents:</p> <p>2018-2019 pre and post evals for egg hunt Sallisaw.pdf</p>	<p>new VP will have an added responsibility to lead the committees on each campus.</p> <p>We are also looking into creating other elected positions to help the students feel more ownership in each project. (05/10/2019)</p> <p>Resource Request(s) to Support Action Plan: No responses are needed at this time.</p>

Co-Curricular - Student Support Services (Poteau)

Student Learning Outcome: SLO 1 (2018-2019)

SSS first year students who participate in academic coaching will demonstrate knowledge of their degree requirements by enrolling in appropriate courses for the fall semester.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Start Date: 12/12/2018

Archived Date: 11/08/2019

Measures	Findings	Action Plans
<p>Direct Measure - Students' fall schedules accessed through Vikeconnect/PX to verify enrollment/retention</p> <p>Data Collection Method: 70% of students who received 2 academic coaching sessions will enroll in the fall semester following their first</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Met</p> <p>81% of students who completed their 2 academic coaching sessions enrolled for the fall. (05/24/2019)</p> <p>Analysis of Findings: This number and percentage may change between now and the end of fall enrollment. Some students plan to attend but owe money and are on business office holds until they can pay their bill. This could increase the number of students enrolled for fall.</p> <p>What changes were implemented based on data from the previous cycle that affected these</p>	

Co-Curricular - Student Support Services (Poteau)

Student Learning Outcome: SLO 1 (2018-2019)

Measures	Findings	Action Plans
year.	findings?: N/A Number of Students Assessed: 67	

Co-Curricular - Student Support Services (Sallisaw)

Student Learning Outcome: SLO 1 (2018-2019)

SSS first year students who participate in academic coaching will demonstrate knowledge of their degree requirements by enrolling in appropriate courses for the fall semester.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Archived Date: 12/11/2019

Measures	Findings	Action Plans
Direct Measure - Students' fall schedules accessed through Vikeconnect/PX to verify enrollment/retention Data Collection Method: 70% of students who received 2 academic coaching sessions will enroll in the fall semester following their first year. Collection Timeline: End of May 2019		

Co-Curricular - Vike Fit

Student Learning Outcome: SLO 1

Through participation in the Self Defense 101 event, members will develop basic self-awareness and confidence in basic self-defense techniques.

SLO Status: Archived

Co-Curricular - Vike Fit

Student Learning Outcome: SLO 1

Planned Assessment Cycle: 2018 - 2019

Archived Date: 12/11/2019

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
<p>Direct Measure - Direct survey, scored 1-5, to assess the magnitude of member learning of the basic self-defense techniques in relation to self-awareness and confidence in basic self defense techniques</p> <p>Data Collection Method: 90% of participating members will have an impact score of 4 or higher.</p> <p>Collection Timeline: Spring 2019</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Met</p> <p>More than ninety percent of VikeFit members participating gave an impact score of 4 or higher. Members felt the workshop was very informative and overall gained more confidence in their self-defense techniques. (05/16/2019)</p> <p>Analysis of Findings: All members in attendance scored 4+ on the self-defense survey. The survey assessed the magnitude of member learning of the basic self-defense techniques in relation to self-awareness and confidence in basic self-defense techniques.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: Not applicable</p> <p>Number of Students Assessed: 17</p>	<p>Action Plan: One change for improvement would be providing floor mats for the workshop. Secondly, allowing for time for the self-defense workshop. (05/16/2019)</p>

Co-Curricular Dimension - Self-Directed Learning & Self-Efficacy - A proactive approach to learning that is reinforced through a belief in one's ability to succeed.

Co-Curricular - Baseball

Student Learning Outcome: SLO 3 (2018-2019)

Demonstrate overall sport-specific skills and physical development

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Measures	Findings	Action Plans
Direct Measure - CASC Student-Athlete Performance Appraisal - The purpose of conducting the Student-athlete Performance Appraisal is to assess the learning outcomes at the end of the season. Data Collection Method: 75% of athletes evaluated will have a performance rating of "Meets Requirements" level or higher. Collection Timeline: May of each year Related Documents: Athlete Performance Appraisal	Reporting Period: 2018 - 2019 Conclusion: Target Met 19 of the 19 players received an appraisal rating of meets requirements or higher (05/17/2019) Analysis of Findings: N/A What changes were implemented based on data from the previous cycle that affected these findings?: N/A Number of Students Assessed: 19	

Co-Curricular - Campus Admissions (Poteau)

Student Learning Outcome: SLO 1

Orientation students will identify college terminology as it relates to their educational endeavors.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Measures	Findings	Action Plans
Direct Measure - Higher Ed. Literacy Exam Data Collection Method: Spring 2019 orientation students will have a 100% pass rate on the higher	Reporting Period: 2018 - 2019 Conclusion: Target Not Met 78 % of students in "beta orientation class" (15 students) correctly answered PRE-TEST questions on higher education and common academic terms. After presentation of material by Admissions personnel, 89% of students correctly answered POST-TEST. (06/13/2019)	Action Plan: While the literacy information presented was good, broad based information on higher education and academic

Co-Curricular Dimension - Self-Directed Learning & Self-Efficacy - A proactive approach to learning that is reinforced through a belief in one's ability to succeed.

Co-Curricular - Campus Admissions (Poteau)

Student Learning Outcome: SLO 1

Measures	Findings	Action Plans
education literacy exam.	<p>Analysis of Findings: 3 out of 4 students had knowledge of higher education and common academic terminology and this high percentage was not expected. However, this clearly shows the effectiveness of counselors, advisers, and orientation efforts to provide our students with on higher education that will service them here at CASC and as they continue on their education path.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: While the literacy information presented was good, broad based information on higher education and academic terminology, this project will not be continued as a presentation in orientation classes. Instead, the glossary of terms will be published online in the Admissions & Aid web pages as reference/resource.</p> <p>Number of Students Assessed: 15</p> <p>Related Documents: ORI Higher Education 101 Results Summary.docx Higher Education 101 Test and Glossary.docx</p>	<p>terminology, this project will not be continued as a presentation in orientation classes. Instead, the glossary of terms will be published online in the Admissions & Aid web pages as reference/resource. (06/13/2019)</p> <p>Resource Request(s) to Support Action Plan: 1.1,</p>

Co-Curricular - Campus Library (Poteau)

Student Learning Outcome: SLO 1 (2018-2019)

Students in Freshman English Composition II will be able to identify and access a scholarly, peer-reviewed article from library databases.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Archived Date: 11/08/2019

Measures	Findings	Action Plans
Direct Measure - Students enrolled in Freshman English Composition II who attend an information literacy instruction class will search a library database for a scholarly, peer-reviewed article.	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Not Met</p> <p>A total of 76 students attended an information literacy instruction class. 52 of the 76 students (69%) submitted a scholarly, peer-reviewed article from a library database. (05/16/2019)</p> <p>Analysis of Findings: Students attending an information literacy instruction class were</p>	<p>Action Plan: Ask faculty who utilize the library for an information literacy instruction class to assign a grade to this measure in order to get an increase in student participation. (05/16/2019)</p>

Co-Curricular Dimension - Self-Directed Learning & Self-Efficacy - A proactive approach to learning that is reinforced through a belief in one's ability to succeed.

Co-Curricular - Campus Library (Poteau)

Student Learning Outcome: SLO 1 (2018-2019)

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
Data Collection Method: 80% of students attending an information literacy instruction class will be able to successfully identify, access and print a scholarly, peer-reviewed article from a library database. Collection Timeline: May 2019	provided with a handout that defined the meaning of a scholarly, peer-reviewed article. A database demonstration was presented to students explaining the steps to identify, access and print a scholarly, peer-reviewed article. There was no grade attached to this measure. What changes were implemented based on data from the previous cycle that affected these findings?: no previous cycle Number of Students Assessed: 76	Related Budget Code(s): 1.1 Prepare students for success in academic settings, 4.3 Create/Use Student Learning Outcomes/Objectives requiring independent/critical thinking, 4.5 Increase retention and graduation rates

Co-Curricular - Career and Transfer Center

Student Learning Outcome: SLO 1 (2018-2019)

First semester freshman students in new student orientation will identify all courses in their degree plans that are transferrable to their specific four-year institutions.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Archived Date: 11/08/2019

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
Direct Measure - First semester students in new student orientation will design an advisor approved four-semester degree plan that identifies transferrable courses to the planned four-year institutions. Data Collection Method: 85% of first semester students in spring 2019 new student orientation will successfully complete the advisor approved four-semester degree plan. Collection Timeline: May 2019	Reporting Period: 2018 - 2019 Conclusion: Target Not Met 85% of first semester student in spring 2019 new student orientation classes did not successfully complete an advisor approved four-semester degree plan. (05/13/2019) Analysis of Findings: I attended all Freshman Orientation classes and addressed our CASC four-semester degree plans for each individual student. We used various resources to identify transferable courses to their desired four-year institution. 48 first semester freshman were enrolled in Freshman Orientation, but only 26 were reached. Of the 26 students that were reached, all 26 students received and evaluated a four-semester degree plan and transferable courses. What changes were implemented based on data from the previous cycle that affected these findings?: N/A Number of Students Assessed: 48	

Co-Curricular Dimension - Self-Directed Learning & Self-Efficacy - A proactive approach to learning that is reinforced through a belief in one's ability to succeed.

Co-Curricular - Debate and Forensics Team

Co-Curricular - Debate and Forensics Team

Student Learning Outcome: SLO 2

CASC Forensic competitors will demonstrate effectiveness in public speaking activities.

SLO Status: Active

Planned Assessment Cycle: 2018 - 2019

Measures	Findings	Action Plans
Direct Measure - Students competition pieces will be evaluated using a rubric created by the Forensics Coach. Competition judges' scores and comments will also be factored in to this measure. Data Collection Method: 70% of the participating members will receive a rating of excellent on their evaluation of competition pieces by coach. Collection Timeline: Results due at the end of each competitive year (March) Related Documents: Oral Interpretation of Literature Rubric.docx	Reporting Period: 2018 - 2019 Conclusion: Target Met 100% of students completing a competition piece received a rating of excellent by coach (05/07/2019) Analysis of Findings: Current methods of instruction yielded favorable results What changes were implemented based on data from the previous cycle that affected these findings?: N/A Number of Students Assessed: 4	

Co-Curricular - Financial Aid

Student Learning Outcome: SLO 1

After participating in the financial aid presentation, orientation students will identify the types of federal and state student aid related to the FAFSA.

SLO Status: Active

Planned Assessment Cycle: 2018 - 2019

Measures	Findings	Action Plans
----------	----------	--------------

Co-Curricular Dimension - Self-Directed Learning & Self-Efficacy - A proactive approach to learning that is reinforced through a belief in one's ability to succeed.

Co-Curricular - Financial Aid

Student Learning Outcome: SLO 1

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
Direct Measure - Quiz on types of federal and state funding associated with completing the FAFSA Data Collection Method: 95% of spring 2019 orientation students who participated in the quiz will score a 90% or higher on the FAFSA quiz. Collection Timeline: End of May 2019	Reporting Period: 2018 - 2019 Conclusion: Target Not Met 83% of students who participated in the study scored a 90% or higher on the quiz. (05/31/2019) Analysis of Findings: Students may need 2 sessions within a semester instead of 1. Improvement of communication is needed between the Office of Financial Aid and the students receiving federal and/or state funding. What changes were implemented based on data from the previous cycle that affected these findings?: Reworking the presentation for Freshman students by implementing reading level editing in hopes that students will be able to understand the presentation better. Number of Students Assessed: 18	

Co-Curricular - Information Technology

Student Learning Outcome: SLO 1

IT interns will apply basic computer support skills in an efficient and professional manner to real IT work requests

SLO Status: Active

Planned Assessment Cycle: 2018 - 2019

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
Direct Measure - Help Desk Software Data Collection Method: IT interns will resolve 95% of all IT support tickets assigned to them within three working days of submission without assistance of IT staff. Collection Timeline: End of May	Reporting Period: 2018 - 2019 Conclusion: Target Not Met From January 1st to May 8th 2019 IT received 232 tickets. IT successfully closed 214 of those tickets and re-opened 23 after previously closing. Out of the 232 tickets 60 tickets were marked as over due with an average service time of six days. 25.8 percent of out IT support tickets were overdue. I discovered through further evaluation that our work-study did have a login account to our help-desk system, no tickets were assigned to his account. The CASC IT team would take ownership of the tickets and communicate verbally with the work-study what needed to be done. Although their was a software account available to assign tickets to the work-study there was no formal process created to assign those tickets to the work-study. Due to the definition and target of this SLO we have no way to determine if the work-	

Co-Curricular Dimension - Self-Directed Learning & Self-Efficacy - A proactive approach to learning that is reinforced through a belief in one's ability to succeed.

Co-Curricular - Information Technology

Student Learning Outcome: SLO 1

Measures	Findings	Action Plans
	<p>study was successful. In regards to the 25.8% late rate, some were due to being solved past the accepted number of days but that some of the tickets were not closed after they were resolved or closed. (05/08/2019)</p> <p>Analysis of Findings: Due to a lack of formal process being followed it is impossible to confirm or deny the success of our work-study completing tickets according to the target and measure of this SLO.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: IT will establish a formal protocol for assigning and monitoring work-study assigned tickets.</p> <p>Number of Students Assessed: 1</p>	

Co-Curricular - MakerSpace

Student Learning Outcome: SLO 1 (2018-2019)

Makerspace participants will demonstrate safe and proper use of a high intensity laser cutting machine.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Archived Date: 11/08/2019

Measures	Findings	Action Plans
<p>Direct Measure - Facilitator evaluation</p> <p>Project: Bluetooth speaker case design</p> <p>Facilitator will observe the participants using the laser machine and evaluate their application of the skills covered in the project.</p> <p>Data Collection Method: 100% of participants reviewed will score 27 or higher when using the laser</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Met</p> <p>All the participants met the requirement for this SLO (05/01/2019)</p> <p>Analysis of Findings: All the participants met the requirement for this SLO</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: none</p> <p>Number of Students Assessed: 6</p>	

Co-Curricular Dimension - Self-Directed Learning & Self-Efficacy - A proactive approach to learning that is reinforced through a belief in one's ability to succeed.

Co-Curricular - MakerSpace

Student Learning Outcome: SLO 1 (2018-2019)

Measures	Findings	Action Plans
cutter. Collection Timeline: May 2019 Related Documents: Makerspace Evaluation		

Co-Curricular - Multi-Media Club

Student Learning Outcome: SLO 1

Club participants will apply video/audio tech skills to develop short films.

SLO Status: Active

Planned Assessment Cycle: 2018 - 2019

Measures	Findings	Action Plans
Direct Measure - Creation of short horror film Data Collection Method: 70% of club members participating in the 2018 Cimemortis Competition will create a short horror film that satisfactorily meets the competition criteria. Collection Timeline: October 31, 2018	Reporting Period: 2018 - 2019 Conclusion: Target Met I found that the criteria was very easy to be met for the level that the students were operating. (02/20/2019) Analysis of Findings: I believe that the club members would thrive under higher level of criteria. What changes were implemented based on data from the previous cycle that affected these findings?: N/A Number of Students Assessed: 6	Action Plan: Offer a more intensive training so that students can make movies at a higher quality level. (02/20/2019) Related Budget Code(s): 4.3 Create/Use Student Learning Outcomes/Objectives requiring independent/critical thinking

Co-Curricular - Psychology Club

Student Learning Outcome: SLO 1

Psychology Club students will identify various careers in the field of psychology within their community.

SLO Status: Active

Planned Assessment Cycle: 2018 - 2019, 2019 - 2020

Co-Curricular Dimension - Self-Directed Learning & Self-Efficacy - A proactive approach to learning that is reinforced through a belief in one's ability to succeed.

Co-Curricular - Psychology Club

Student Learning Outcome: SLO 1

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
<p>Direct Measure - Evaluation over career panel. (We will host a panel of individuals with different careers in the field of psychology. They will introduce their educational background and describe what they do on a daily basis and then there will be time for questions.) Method: Evaluation will be based upon established criteria to identify careers in the field of psychology.</p> <p>Data Collection Method: 80% of participants will complete the evaluation and describe at least 3 careers presented on the career panel.</p> <p>Collection Timeline: May 2019</p> <p>Related Documents: Psychology Club Career Panel Evaluation.docx</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Met</p> <p>7 students attended the career panel. 100% of students who attended the career panel listed 3 or more careers in the field of Psychology. (05/07/2019)</p> <p>Analysis of Findings: First the Psychology Club Students heard from various professionals in the field of Psy/Soc. After listening to the professionals and students asking questions the Psychology Club Students described various careers in the field of psychology and sociology on a career panel evaluation sheet, the students benefited from hearing from other professionals and their careers. The students where able to list at least three different careers in the field of Psy/Soc, list the main role for each career, describe degrees needed, and formulate a plan of action or goal after participating in this activity.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: N/A First time to use this Evaluation.</p> <p>Number of Students Assessed: 7</p>	<p>Action Plan: The Psychology Club will keep this SLO. Students want to be exposed to jobs in their field of study. They want to know the options they will have. (05/09/2019)</p>
<p>Direct Measure - Self-evaluation after experiencing career panel of individuals with different careers in the field of psychology. The professionals will introduce their educational background and describe what they do on a daily basis and then there will be time for questions.</p> <p>Performance Criteria:</p> <ul style="list-style-type: none"> • Description of at least three careers presented on panel • Main role of each career 		

Co-Curricular Dimension - Self-Directed Learning & Self-Efficacy - A proactive approach to learning that is reinforced through a belief in one's ability to succeed.

Co-Curricular - Psychology Club

Student Learning Outcome: SLO 1

Measures	Findings	Action Plans
<ul style="list-style-type: none">• Related degrees• Identify careers of interest• Action plan based on knowledge <p>Data Collection Method: Participant self-evaluation will be based upon established criteria to identify careers in the field of psychology.</p> <p>Collection Timeline: May 2020</p> <p>Related Documents: Career Panel Evaluation</p>		

Co-Curricular - Softball

Student Learning Outcome: SLO 3 (2018-2019)

Demonstrate overall sport-specific skills and physical development

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Archived Date: 11/08/2019

Measures	Findings	Action Plans
<p>Direct Measure - CASC Student-Athlete Performance Appraisal - The purpose of conducting the Student-athlete Performance Appraisal is to assess the learning outcomes at the end of the season.</p> <p>Data Collection Method: 75% of athletes evaluated will have a performance rating of "Meets"</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Met</p> <p>10 of 10 met requirement. (05/29/2019)</p> <p>Analysis of Findings: Players worked hard to develop and improve the skills needed.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: Coaches provided individualized instruction. Peer help.</p> <p>Number of Students Assessed: 10</p>	<p>Action Plan: Continue current strategy. Improve team fitness through physical training and dietary habits. (05/29/2019)</p>

Co-Curricular Dimension - Self-Directed Learning & Self-Efficacy - A proactive approach to learning that is reinforced through a belief in one's ability to succeed.

Co-Curricular - Softball

Student Learning Outcome: SLO 3 (2018-2019)

Measures	Findings	Action Plans
Requirements” level or higher. Collection Timeline: May of each year Related Documents: Athlete Performance Appraisal		

Co-Curricular Dimension - Civic and Social Responsibility - The commitment and ability to identify, engage in, and contribute to local and global communities.

Co-Curricular - Debate and Forensics Team

Student Learning Outcome: SLO 3

CASC Forensic competitors will demonstrate an awareness of current social perspectives in competition pieces.

SLO Status: Active

Planned Assessment Cycle: 2018 - 2019

Measures	Findings	Action Plans
Indirect Measure - Students will complete a survey that measures their awareness of current social perspectives and gauge a change in or reinforcement of opinions on social issues. Data Collection Method: 70% of participating students will have an impact score average of 4 or higher on the social awareness survey. Collection Timeline: Results due at the end of each competitive year (March) Related Documents: Social Awareness Survey CASC Forensics.docx	Reporting Period: 2018 - 2019 Conclusion: Target Met 100% of students surveyed had an impact score of 4 or higher on a survey that assessed their awareness of current social perspectives. (05/07/2019) Analysis of Findings: The activity engages students on social issues What changes were implemented based on data from the previous cycle that affected these findings?: N/A Number of Students Assessed: 4	

Co-Curricular - History Club

Student Learning Outcome: SLO 1 (2018-2019)

History club participants will demonstrate civic responsibility by hosting a voter registration event on campus.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Archived Date: 11/08/2019

Measures	Findings	Action Plans
Direct Measure - Host Campus Voter Registration Event	Reporting Period: 2018 - 2019 Conclusion: Target Met	

Co-Curricular Dimension - Civic and Social Responsibility - The commitment and ability to identify, engage in, and contribute to local and global communities.

Co-Curricular - History Club

Student Learning Outcome: SLO 1 (2018-2019)

Measures	Findings	Action Plans
Data Collection Method: 75% of history club members will participate in voter registration on campus. Collection Timeline: Fall Semester 2018	83% of history club members participated in voter registration event. (04/29/2019) Analysis of Findings: We registered 28 students this semester for voting in AR/OK. What changes were implemented based on data from the previous cycle that affected these findings?: NA Number of Students Assessed: 12	

Co-Curricular - Native American Association

Student Learning Outcome: SLO 1 (2018-2019)

Through cultural activities, club participants will experience the Native American lifestyle, which can attribute to their positive interaction with the diverse population of the college community.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Archived Date: 11/08/2019

Measures	Findings	Action Plans
Indirect Measure - Member survey (on a scale of 1-5) measuring knowledge of Native American Culture learned through activities attended throughout the semester. Data Collection Method: Score of 4 or higher on survey Collection Timeline: April 1, 2019 Related Documents: NA Survey 2018-2019	Reporting Period: 2018 - 2019 Conclusion: Target Not Met Score of 3.85 (04/23/2019) Analysis of Findings: Scored just below our target. What changes were implemented based on data from the previous cycle that affected these findings?: NA Number of Students Assessed: 10	

Co-Curricular - Phi Theta Kappa

Student Learning Outcome: SLO 1 (2018-2019)

Co-Curricular Dimension - Civic and Social Responsibility - The commitment and ability to identify, engage in, and contribute to local and global communities.

Co-Curricular - Phi Theta Kappa

Student Learning Outcome: SLO 1 (2018-2019)

The Alpha Delta Lambda chapter of Phi Theta Kappa will demonstrate civic responsibility through participation in community projects.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Archived Date: 11/08/2019

Measures	Findings	Action Plans
<p>Direct Measure - Upon completion of the Phi Theta Kappa Honor's in Action Project, organizational sponsors will use an observation based evaluation to assess the civic responsibilities demonstrated by participating members.</p> <p>Data Collection Method: Participating members will receive an evaluation score of four (4) or better demonstrating desired performance level.</p> <p>Collection Timeline: Results due following accomplishment of the HiA Project Spring Semester 2019</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Met</p> <p>The Alpha Delta Lambda Chapter of Phi Theta Kappa hosted a "Foster Parents Transform Lives" event on November 8, 2018. Twenty-seven foster parents and thirty-two foster children were in attendance. A meal was provided for everyone. Three Phi Theta Kappa members assisted James Smith, guest speaker, and foster parents while eighteen Phi Theta Kappa members assisted with the foster children. Personality evaluations were given, age appropriate, to both groups. Mr. Smith spoke to foster parents about utilizing results of personality tests to better understand foster children in each foster family's care. Besides performing their responsibilities for the event without fault, each Phi Theta Kappa member were provided opportunities to grow as scholars and leaders. (05/28/2019)</p> <p>Analysis of Findings: Our goal was for Phi Theta Kappa members to score a 4 or better demonstrating desired performance level. Phi Theta Kappa Advisor Annette Staats observed members working with foster children while Co-Advisor Marsha Caughern observed members working with foster parents and guest speaker. Each member met and exceeded the desired score of 4.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: This was the first time our Phi Theta Kappa Chapter hosted an event of this caliber for area foster parents.</p> <p>Number of Students Assessed: 21</p>	<p>Action Plan: The event was successful and met all expectations. We will continue to follow suit. (05/28/2019)</p>

Co-Curricular - Residential Life

Student Learning Outcome: SLO 1

Residential life students will demonstrate civic responsibility through community involvement.

SLO Status: Active

Planned Assessment Cycle: 2018 - 2019

Co-Curricular - Residential Life

Student Learning Outcome: SLO 1

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
<p>Direct Measure - community service project attendance Data Collection Method: 50% of all residential life students will participate in at least one community service project. Collection Timeline: May 2019</p>	<p>Reporting Period: 2018 - 2019 Conclusion: Target Not Met Trying to get students to participate in something that does not directly impact them is hard. They seem very disinterested. (05/13/2019) Analysis of Findings: We need to figure out a better way to approach this so that we can teach the students that helping other people is beneficial to them even if they don't find it that way. What changes were implemented based on data from the previous cycle that affected these findings?: This is the first time we have measured this. Number of Students Assessed: 6</p>	<p>Action Plan: In Residential Life we intend to come up with more opportunities for students to get involved with their community and better promotions to seek that involvement. (05/13/2019) Resource Request(s) to Support Action Plan: N/A Related Budget Code(s): 1.7 Increase activity in student life progs to promote community involvement/participation</p>
<p>Indirect Measure - Residential student life students who participated in the community service project will evaluate their understanding of civic responsibility through a focus group via discussion/survey (five-point scale) to measure the magnitude of student learning on how the community service project has affected understanding of civic responsibility. Data Collection Method: 60% of those surveyed in the focus group will demonstrate an above average understanding of civic responsibility. Collection Timeline: May 2019</p>	<p>Reporting Period: 2018 - 2019 Conclusion: Target Not Met The few students that participated really enjoyed the time that they spent collecting cans of food and then delivering them to the Women's Crisis Center. Sadly getting students to participate was a problem. The students who did participate had no ideas to get students involved other than offering food or gifts for those who participate. (05/13/2019) Analysis of Findings: We need to figure out a better way to approach this so that we can teach the students that helping other people is beneficial to them even if they don't find it that way. What changes were implemented based on data from the previous cycle that affected these findings?: this is the first cycle that we have done. Number of Students Assessed: 6</p>	<p>Action Plan: We need to figure out a better way to approach this so that we can teach the students that helping other people is beneficial to them even if they don't find it that way. (05/13/2019) Resource Request(s) to Support Action Plan: N/A Related Budget Code(s): 1.7 Increase activity in student life progs to promote community involvement/participation</p>

Co-Curricular - Scholars

Co-Curricular Dimension - Civic and Social Responsibility - The commitment and ability to identify, engage in, and contribute to local and global communities.

Co-Curricular - Scholars

Student Learning Outcome: SLO 1

Through community-focused projects, participants will demonstrate collaborative civic engagement to meet a community need.

SLO Status: Active

Planned Assessment Cycle: 2018 - 2019

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
Indirect Measure - Rated scale survey of 1 to 5 to measure the effectiveness of the Harvest Carnival community project as a collaborative civic engagement to meet a community need Data Collection Method: 80% of surveyed scholars will respond with an overall rating of 4 or higher. Collection Timeline: May 2019	Reporting Period: 2018 - 2019 Conclusion: Target Met Scholars Program students reported that the event meet over 80% of their expectations. High markers for the benefits community service and philanthropic. What type of leader style do you possess scored lower with only 40% understanding the what type they are. Did you work well as a team scored 60% (05/30/2019) Analysis of Findings: Students love the Harvest Carnival. They learn that working with a team you have the choice to impact someone else life in a way, What changes were implemented based on data from the previous cycle that affected these findings?: n/a Number of Students Assessed: 60	

Co-Curricular - Student Support Services Club

Student Learning Outcome: SLO 1 (2018-2019)

SSS club students will demonstrate civic responsibility within their community.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Archived Date: 11/08/2019

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
Indirect Measure - Impact survey (scored on a 1-5 scale) to assess the magnitude of participant learning in relation to civic responsibility demonstrated through the creation and implementation of an Angel Tree project (holiday program to	Reporting Period: 2018 - 2019 Conclusion: Target Met 4 students participated in the program and filled out a survey. All students had an average impact survey score of 4 or higher, with the overall average being 4.5. All students were able to identify specific ways they can continue to have personal involvement in their community. (01/22/2019) Analysis of Findings: The top research question, "Following the Angel Tree Project, how would	Action Plan: Develop a Pre-Project Impact Survey that the students will complete at the beginning of the semester in order to better understand the usefulness of the project. Spread awareness of the project activities early in the

Co-Curricular Dimension - Civic and Social Responsibility - The commitment and ability to identify, engage in, and contribute to local and global communities.

Co-Curricular - Student Support Services Club

Student Learning Outcome: SLO 1 (2018-2019)

Measures	Findings	Action Plans
<p>raise in-kind gifts for children of CASC students who are facing financial difficulty) – Survey questions based upon established criteria to identify civic need and the role of fulfillment of the need</p> <p>Data Collection Method: 100% of participating members will have an impact survey score of 4 or higher, which is the desired performance level.</p> <p>Collection Timeline: Fall 2018</p> <p>Related Documents: SSS Club Angel Tree Survey 2018.docx</p>	<p>you rate your awareness of civic need?", had a 75% of the participating members (3 out of 4) rated their awareness as "Excellent" (5), While the remaining 25% (1 out of 4) rated it as "Very Good" (4). This, along with 100% of the participating members being able to describe their understanding of Civic Responsibility in their own words following the project (only 25% was able to do so prior to the project), indicates a clear understanding and awareness of the responsibility each member has towards their community.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: This is my first cycle with this project. However, I had material from the last project leader to draw from that made the process run smoothly</p> <p>Number of Students Assessed: 4</p>	<p>semester in order to raise number of participants. Revise and improve current Post-Project Impact Survey. (01/22/2019)</p>

Co-Curricular Dimension - Leadership and Teamwork - Interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others.

Co-Curricular - Baseball

Student Learning Outcome: SLO 1 (2018-2019)

1. Demonstrate communication skills between other athletes, coaching staff, officials, and instructors

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Measures	Findings	Action Plans
<p>Direct Measure - CASC Student-Athlete Performance Appraisal - The purpose of conducting the Student-athlete Performance Appraisal is to assess the learning outcomes at the end of the season.</p> <p>Data Collection Method: 75% of athletes evaluated will have a performance rating of "Meets Requirements" level or higher.</p> <p>Collection Timeline: May of each year</p> <p>Related Documents: Athlete Performance Appraisal</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Met</p> <p>16 of the 19 students received an appraisal rating of meets requirements or higher (05/17/2019)</p> <p>Analysis of Findings: overall my team did a good job of communicating with myself and the other players</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: N/A</p> <p>Number of Students Assessed: 19</p>	

Co-Curricular - Blue and White Club

Student Learning Outcome: SLO 1 (2018-2019)

As a result of creating and implementing the adoption fair, members will develop team building skills through participating in community service.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Measures	Findings	Action Plans
<p>Indirect Measure - Event: hosting an adoption fair with the Poteau Humane Society</p> <p>Students will complete an impact</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Met</p> <p>Six out of eight members questioned answered "agree" or "strongly agree" on all questions regarding the success of the team throughout the implementation of the fair. One member</p>	

Co-Curricular Dimension - Leadership and Teamwork - Interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others.

Co-Curricular - Blue and White Club

Student Learning Outcome: SLO 1 (2018-2019)

Measures	Findings	Action Plans
<p>survey (scored on a 1-5 scale) after the adoption fair. Method: Survey questions will be based on the impact of team building in the devising of the adoption fair.</p> <p>Data Collection Method: 75% of club members will answer "agree" or "strongly agree" on 80% of the questions. Collection Timeline: Results will be due at the end of the 2019 spring semester</p>	<p>responded "neutral" to all questions and one member "strongly disagreed" with all questions regarding the team success. (05/14/2019) Analysis of Findings: The desired performance outcome was met. This year we were unable to implement our own CASC Adoption Fair as we would have liked. Instead we assisted with an already established fair hosted by Poteau Petsense. For the future assessment of this event I plan to use this same assessment plan in order to continue gathering data hopefully to a larger team and through an adoption fair fully developed and implemented by the CASC Blue and White Club. What changes were implemented based on data from the previous cycle that affected these findings?: N/A Number of Students Assessed: 8</p>	

Co-Curricular - Oklahoma Aspiring Educators Association

Student Learning Outcome: SLO 1 (2018-2019)

SOEA members will apply organizational and leadership skills to build a professional development workshop.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Archived Date: 11/08/2019

Measures	Findings	Action Plans
<p>Direct Measure - Attending workshop participants will complete a survey to evaluate organizational and leadership skills demonstrated by SOEA members. Data Collection Method: Surveyed participants will give a four or higher rating on criteria covering</p>	<p>Reporting Period: 2018 - 2019 Conclusion: Target Met The SOEA Chapter hosted a professional development workshop entitled "Teaching Resiliency" on Thursday, Jan. 31. Kim Littrell, Student Program Coordinator for SOEA, shared classroom practices that help build resiliency among students. Twenty-five individuals participated in the workshop. These included SOEA members, Psychology Club Members, CASC faculty/staff, and one Poteau middle school teacher. Participants completed a survey</p>	<p>Action Plan: The event was successful. To improve, we will reserve a larger room next time. We may also want to increase publicity and circulate information to area superintendents. (02/26/2019)</p>

Co-Curricular Dimension - Leadership and Teamwork - Interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others.

Co-Curricular - Oklahoma Aspiring Educators Association

Student Learning Outcome: SLO 1 (2018-2019)

Measures	Findings	Action Plans
organization and leadership. Collection Timeline: The data will be collected by SOEA officers in April and reported by the chapter advisor before the end of the academic year. Related Documents: TEACHING RESILIENCY FEEDBACK FORM 1 (1).docx	evaluating organizational and leadership skills demonstrated by SOEA members on a one to five scale. Twenty-one of the twenty-five participants completed the survey with the following results. 1. Publicity for the workshop was easy to access and understand. 4.6 2. The speaker was introduced in a professional manner. 4.8 3. The room was well-prepared and conducive to learning. 4.7 4. The topic and material were interesting and beneficial. 4.9 5. Overall, the workshop was well-organized. 4.8 In visiting with the speaker afterward, we learned that 25 participants is considered an exceptional turn-out. She had presented the same workshop the week before at a regional university and only had five participants. Littrell was also impressed with the refreshments and pre-workshop slide show. (02/26/2019) Analysis of Findings: Our goal was to score a 4 or 5 for each survey item. This goal was met where averages were concerned; however, one survey indicated a 3 on the line item concerning the room being well-prepared and conducive to learning. Perhaps this was because the room was filled, and extra seats had to be brought in. Next time, we may consider reserving a larger room. What changes were implemented based on data from the previous cycle that affected these findings?: This was our first attempt at offering a professional development workshop. We intend to host another one next year. Number of Students Assessed: 10	

Co-Curricular - Softball

Student Learning Outcome: SLO 1 (2018-2019)

1. Demonstrate communication skills between other athletes, coaching staff, officials, and instructors

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Archived Date: 11/08/2019

Measures	Findings	Action Plans

Co-Curricular Dimension - Leadership and Teamwork - Interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others.

Co-Curricular - Softball

Student Learning Outcome: SLO 1 (2018-2019)

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
<p>Direct Measure - CASC Student-Athlete Performance Appraisal - The purpose of conducting the Student-athlete Performance Appraisal is to assess the learning outcomes at the end of the season.</p> <p>Data Collection Method: 75% of athletes evaluated will have a performance rating of "Meets Requirements" level or higher.</p> <p>Collection Timeline: May of each year</p> <p>Related Documents: Athlete Performance Appraisal</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Met</p> <p>9 of 10 students met requirement. (05/29/2019)</p> <p>Analysis of Findings: Improved communication among players, coaches, and instructors.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: Mass emails were sent to instructors when players here forced to miss class. Group texts were used to exchange information between players and coaches.</p> <p>Number of Students Assessed: 10</p>	<p>Action Plan: Increase communication with social media. Encourage students to seek peer help. set up periodic one on one meetings with players. (05/29/2019)</p> <p>Related Budget Code(s): 1.6</p> <p>Enhance use of advisors/retention officers/recruiters/counselors</p>

Co-Curricular - Student Government Association

Student Learning Outcome: SLO 1

Through SGA participation, senators will develop conflict resolution skills that improve an aspect of campus relations.

SLO Status: Active

Planned Assessment Cycle: 2018 - 2019

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
<p>Direct Measure - Creation of SGA resolution by senators on a specific issue(s) (similar to a bill that initiates student policy change on campus)/Criteria: final presidential</p> <p>Data Collection Method: 2018-2019 senators will create one SGA resolution (bill) that is successfully</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Not Met</p> <p>One senator wrote a bill about the parking area in dorm areas need to be marked and area needs to be fixed for housing students. (05/30/2019)</p> <p>Analysis of Findings: Collection of data is hard to find for students. They would get lost in finding cost of projects and stop working on legislation. The parking legislation was the only bill passed during the year.</p> <p>What changes were implemented based on data from the previous cycle that affected these</p>	

Co-Curricular Dimension - Leadership and Teamwork - Interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others.

Co-Curricular - Student Government Association

Student Learning Outcome: SLO 1

Measures	Findings	Action Plans
passed through the chain of approval outlined in the SGA constitution. Collection Timeline: May 2019	findings?: N/A Number of Students Assessed: 20	

Co-Curricular - Viking Ambassadors

Student Learning Outcome: SLO 1 (2018-2019)

Through organizing and conducting campus tours, students will further develop their leadership and communication skills.

SLO Status: Archived

Planned Assessment Cycle: 2018 - 2019

Archived Date: 11/08/2019

Measures	Findings	Action Plans
Direct Measure - Post-Evaluation (Weighted Scale of 1-5) will be used by the club sponsors to assess the Ambassador's development of leadership and communication skills demonstrated through campus tours Data Collection Method: 100% of Viking Ambassadors will have a post-evaluation score of 4 or higher, which is the desired performance level. Collection Timeline: May 2019	Reporting Period: 2018 - 2019 Conclusion: Target Not Met We found that 10 out of 11 Viking Ambassadors demonstrated a high level of leadership and communication skills through the organization and execution of campus tours. (04/30/2019) Analysis of Findings: We did not meet our target because our goal was for all 11 Viking Ambassadors to score a 4 or higher (using a weight scale of 1-5) on the demonstration of leadership and communication skills when organizing and executing campus tours. What changes were implemented based on data from the previous cycle that affected these findings?: This is the first year that Viking Ambassadors has been a program at Carl Albert State College. Number of Students Assessed: 11	Action Plan: We are providing leadership training for our new 2019-2020 Viking Ambassadors. (04/30/2019)