

Co-Curricular 2020-2021 Plans & Reporting

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

Co-Curricular - Campus Library (Poteau)

Student Learning Outcome: SLO 1 (Updated 2020-2021)

Students who participate in librarian led instructional sessions will locate and use academic library collections and identify services provided by the library.

SLO Status: Active

Planned Assessment Cycle: 2020 - 2021

Measures	Findings	Action Plans
<p>Direct Measure - After providing instructional sessions to students, a survey assessment will be given to evaluate the knowledge learned from those sessions.</p> <p>Performance Criteria: After attending a librarian led instructional session, 80% of students will be able to locate two online resources and identify two services provided by the Joe E. White Library.</p> <p>Data Collection Method: Students will complete a survey assessment after the instructional session.</p> <p>Collection Timeline: May</p>	<p>Reporting Period: 2020 - 2021</p> <p>Conclusion: Expected Findings A total of fourteen students attended librarian led instructional sessions. Of those fourteen students, twelve of them (85.7%) were able to successfully locate two online resources and identify at least two services provided by the Joe E. White Library. (04/22/2021)</p> <p>Analysis of Findings: Students attending the sessions viewed an informational presentation during the instructional sessions. They were given time to explore the resources on the library website. A short survey was given to assess students. Information could have easily been presented in a virtual setting and extend this information to many more students who are new to using the library resources and services.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: No previous cycle</p> <p>Number of Students Assessed: 14</p>	

Co-Curricular - Student Support Services (Poteau)

Co-Curricular - Student Support Services (Poteau)

Student Learning Outcome: SLO 1 (2019-2020)

SSS first year students who participate in financial literacy education will apply learned financial skills to everyday life.

SLO Status: Active

Planned Assessment Cycle: 2019 - 2020, 2020 - 2021

Measures	Findings	Action Plans
<p>Direct Measure - Participants will complete a Foundations Zero-Dollar Budget using their actual monthly Income.</p> <p>Department Performance Criteria: Budget will be evaluated by the participant's ability to accurately place funds into the following categories: Giving, Saving, Housing, Utilities, Food, Transportation, Personal, and Other. Students will end with a final budget of \$0, meaning that every dollar of their Monthly Income is accounted for in said categories.</p> <p>Data Collection Method: Sponsor will evaluate Zero-Dollar Budget draft along with the participant and provide feedback for improvements. Participants will then submit their finalized budget.</p> <p>Collection Timeline: December 2019 (fall class only)</p>	<p>Reporting Period: 2020 - 2021</p> <p>Conclusion: Expected Findings</p> <p>17 out of 17 students were able to successfully complete the assignment. They were confident in filling out the Housing, Utilities, and Saving sections, but struggled with the Transportation and Personal sections. Some also had trouble with the Zero-Dollar concept at first, and were happy that they had money left over at the end. During the One-on-One evaluation, we discussed: Where to put the extra money (entertainment, blow money, trips / traveling); thinking through all of the expenses a person might not think of daily, such as oil changes and car repairs, personal hygiene, etc.; the importance of ending with \$0 and having every dollar accounted for each month. All students were able to take this discussion and make the necessary changes to their budget.</p> <p>One student was "in the red" after completing their budget, so we discussed areas in which they could cut back, as well as the possibility of finding a job with steadier income than their current position. (11/19/2020)</p> <p>Analysis of Findings: Overall the assignment was a success. One thing that worked well was having them spend a couple of days looking at their "real life" income and developing a budget that they could utilize outside of the classroom instead of having them create a fake budget. It highlighted areas of spending they might have overlooked otherwise. It showed some students that they had more money to work with than what they thought, and showed them how to become better stewards of their money by giving every dollar a name and a place.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: One change implemented was explaining the importance of ending with \$0 at the end of the budget better before the initial part of the assignment. This helped reduce the amount of students who came up with money left over at the end of their budget.</p> <p>Number of Students Assessed: 17</p>	<p>Action Plan: Discuss the areas of "Transportation" and "Personal" in more detail before the initial assignment to help improve the initial attempt. (11/19/2020)</p>

Co-Curricular - Viking Fit Club (Poteau)

Co-Curricular - Viking Fit Club (Poteau)

Student Learning Outcome: SLO 1 (Updated 2020-2021)

Viking Fit Club students will recognize the habits of a healthy lifestyle.

SLO Status: Active

Planned Assessment Cycle: 2020 - 2021

Measures	Findings	Action Plans
<p>Direct Measure - Viking Fit Club holds weekly workouts, information sessions regarding nutrition, mental health, and different exercise regimens. Viking Fit Club will administer an anonymous survey, once per semester, to students to determine what the participants learned using the following questions:</p> <ol style="list-style-type: none"> 1. After reflecting upon your participation in the Viking Fit Club, please explain why exercise is an important component for living a healthy lifestyle? What are the benefits? 2. Briefly explain one nutritional habit that makes up a healthy diet. 3. What can the Viking Fit Club do better to educate and encourage a healthy lifestyle for future participants? <p>Performance Criteria: Students can identify the importance of exercise and components of a healthy diet.</p> <p>Data Collection Method: Student survey once a semester Collection Timeline: May</p>	<p>Reporting Period: 2020 - 2021 Conclusion: Unexpected Findings Viking Fit Club distributed an anonymous survey to 35 club participants. Two of the three open-ended questions directly assessed the outcome. Three students completed the survey.</p> <p>Identify the importance of exercise – Question 1</p> <p>2 out of 3 students adequately identified the importance of exercise for living a healthy lifestyle (improves mood, controls weight, improves mental health, and reduces risks of heart attack)</p> <p>Identify the components of a healthy diet – Question 2</p> <p>1 out of 3 students adequately identified more than 1 nutritional habit that makes up a healthy diet (more fruit and vegetables, whole grains, and water) (05/05/2021) Analysis of Findings: The results demonstrate that they were disengaged from the survey and did not take it seriously. Only one student adequately answered both questions and achieved the student learning outcome. We used technology to distribute the survey instead of doing it in person, which I believe negatively affected the results! Also, coming out of the pandemic, the students were more disengaged with the club.</p> <p>In the future I think resorting back to the original plan of holding a focus group to gather information will be more successful. What changes were implemented based on data from the previous cycle that affected these findings?: We were unable to collect data from the previous cycle due to COVID. Number of Students Assessed: 3 Related Documents: Viking Fit Club Assessment Survey - Google Forms.pdf</p>	<p>Action Plan: I plan to incorporate more activities that teach them about their health while having fun. This will help the students retain the information better and keep them more engaged in the club! (05/05/2021) Resources to Support Action Plan: The Viking Fit Club will utilize all resources and support given by Student Activities more efficiently in the future to reward and entice participation.</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 - Career and Transfer Center

Student Learning Outcome: SLO 1(Updated 2020-2021)

First semester freshmen students will exhibit competency of transfer resource application to ensure the transferability of CASC courses.

SLO Status: Active

Planned Assessment Cycle: 2020 - 2021

Measures	Findings	Action Plans
<p>Direct Measure - Students will be able to complete an interactive transfer course equivalency worksheet.</p> <p>Performance Criteria: First time freshman comprehension of transfer course equivalents, Oklahoma Regents Equivalency table, and four-year institution transfer matrices will be evaluated.</p> <p>Data Collection Method: A panel of Orientation instructors will use an impact survey (scale of 1-5) to provide feedback to first time freshmen students on their comprehension of transfer course equivalents, Oklahoma Regents Equivalency table, and four-year institution transfer matrices.</p> <p>Collection Timeline: May</p>	<p>Reporting Period: 2020 - 2021</p> <p>Conclusion: Expected Findings Students successfully applied the information that were taught during the workshop. (06/15/2021)</p> <p>Analysis of Findings: Our instructional handouts that address how to navigate the Oklahoma Regents equivalency table were a little confusing to the students.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: We will be updating our instructional handouts to clarify how to use and navigate the Oklahoma Regents equivalency table.</p> <p>Number of Students Assessed: 284</p>	<p>Action Plan: We will be updating our materials and testing the clarity of the information on a small group of co-workers to ensure our students have clear and updated instructions. (06/15/2021)</p>

Co-Curricular - Educational Opportunity Center (Poteau)

Student Learning Outcome: SLO 1 (Updated 2020-2021)

EOC participants will identify strategies for effective money management.

SLO Status: Active

Planned Assessment Cycle: 2020 - 2021

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 - Educational Opportunity Center (Poteau)

Student Learning Outcome: SLO 1 (Updated 2020-2021)

Measures	Findings	Action Plans
Direct Measure - Participants will determine debt to income ratio and create a monthly budget based on personal finances Performance Criteria: <ul style="list-style-type: none">Assessment of current financial situationReview of current spending habitsEstablishment of new monthly budget Data Collection Method: Pre and post evaluations will be completed by participants Collection Timeline: April	Reporting Period: 2020 - 2021 Conclusion: Unexpected Findings Only 38% (5 of 13) participants completed the full assignment, including the pre and post-test. Of the 5 participants that completed the assignment in full, 4 showed improvement in their overall understanding of the material (05/25/2021) Analysis of Findings: It was very difficult to get participant involvement, even with the incentive of being entered into a drawing for a monetary gift card that was donated by the My Financial Academy representative who partnered with me on this project. What changes were implemented based on data from the previous cycle that affected these findings?: This was the first time we used this measure Number of Students Assessed: 13	Action Plan: Hopefully, we will be able to try this method again in a live setting, rather than a remote setting. It is very difficult to get participation remotely. (05/25/2021) Related Budget Code(s): 3.4 Establish meaningful assessment strategies

Co-Curricular - Educational Opportunity Center (Sallisaw)

Student Learning Outcome: SLO 1 (Updated 2020-2021)

EOC participants will identify strategies for effective money management.

SLO Status: Active

Planned Assessment Cycle: 2020 - 2021

Measures	Findings	Action Plans
Direct Measure - Participants will determine debt to income ratio and create a monthly budget based on personal finances Performance Criteria: <ul style="list-style-type: none">Assessment of current financial situation	Reporting Period: 2020 - 2021 Conclusion: Unexpected Findings No students from Sallisaw campus participated in our event (05/25/2021) Analysis of Findings: It was very difficult to acquire student participation in this event. Only a total of 13 students participated, of which only 5 students from the Poteau Campus completed the assignment in full. What changes were implemented based on data from the previous cycle that affected these	Action Plan: We hope to provide this same event in a live workshop, rather than remote. It is very difficult to obtain participants remotely. (05/25/2021) Resources to Support Action Plan: Workshop space

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 - Educational Opportunity Center (Sallisaw)

Student Learning Outcome: SLO 1 (Updated 2020-2021)

Measures	Findings	Action Plans
<ul style="list-style-type: none">Review of current spending habitsEstablishment of new monthly budget <p>Data Collection Method: Pre and post evaluations will be completed by participants</p> <p>Collection Timeline: April</p>	<p>findings?: This was the first time we used this measure</p> <p>Number of Students Assessed: 0</p>	<p>Related Budget Code(s): 3.4</p> <p>Establish meaningful assessment strategies</p>

Co-Curricular - Fine Arts Club

Student Learning Outcome: SLO 1 (Created 2020-2021)

The students will be able to identify professional and career opportunities.

SLO Status: Active

Planned Assessment Cycle: 2020 - 2021

Measures	Findings	Action Plans
<p>Direct Measure - Activities:</p> <p>Host zoom meeting with people in fine arts careers</p> <p>Host zoom meeting with people at different colleges with strong arts programs</p> <p>Host an activity that will facilitate research on careers and opportunities</p> <p>Performance criteria will be assessed through a participant survey</p> <p>Performance Criteria:</p> <ul style="list-style-type: none">identify three careers	<p>Reporting Period: 2020 - 2021</p> <p>Conclusion: Unexpected Findings</p> <p>Students were very unreliable this year. They were not very involved in anything. It ended up not being worth it to reach out to people in the community because I couldn't get my club members to log onto a zoom. Even when I had in person meetings 2-4 people showed up. (05/06/2021)</p> <p>Analysis of Findings: This didn't work because of the lack of involvement from students. I am hoping next year will be a much better year and that students will actually be involved again.</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: 2</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 - Fine Arts Club

Student Learning Outcome: SLO 1 (Created 2020-2021)

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
<p>related to your field of study</p> <ul style="list-style-type: none"> describe the main role of each career identify related degrees of each career <p>Data Collection Method: Performance criteria will be measured in a Survey</p> <p>Collection Timeline: End of each semester</p>		

Co-Curricular - MakerSpace

Student Learning Outcome: SLO 1 (Created 2020-2021)

Makerspace participants will use a professional diagram to create a hands-on project.

SLO Status: Active

Planned Assessment Cycle: 2020 - 2021

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
<p>Direct Measure - Basic Electronics Project</p> <ul style="list-style-type: none"> Students construct a series of electronic projects from an electronic diagram (new) The ability to follow a set of instructions The ability to communicate effectively with peers The ability to utilize information from external sources to solve the 	<p>Reporting Period: 2020 - 2021</p> <p>Conclusion: Expected Findings Students worked through a series of electronic circuit projects to demonstrate their knowledge of electronic component functionality. Students received blackboard badges for completed projects. (12/10/2020)</p> <p>Analysis of Findings: Of the seven students that participated in the organization, only one student did not demonstrate a proficient understanding of electronic circuits. Five of the seven participants demonstrated an advanced understanding of electronic circuits.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: This semester (due to covid) I moved my electronics projects to a self-paced online platform. Based on the success of the students this semester I will be adding an additional self</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 (Created 2020-2021)

Measures	Findings	Action Plans
<p>problem</p> <p>Previous skills and knowledge</p> <p>Internet research</p> <p>Data Collection Method: Student will progress through a series of badges demonstrating their understanding of basic electronics - collection through schematic design</p>	<p>passed module next semester. I plan to add a raspberry pi module with multiple projects in python programming.</p> <p>Number of Students Assessed: 7</p>	

Co-Curricular - NASNTI Project

Student Learning Outcome: 1. 2020-2021

After participating in the workforce Non-STEM seminar, students will identify Non-medical STEM careers and the educational requirements.

SLO Status: Active

Planned Assessment Cycle: 2020 - 2021

Measures	Findings	Action Plans
<p>Direct Measure - A virtual workforce seminar featuring professionals in Non-medical STEM fields will be delivered to CASC Students via email. After watching the seminar, students will identify their career goals and if their major aligns with those goals.</p> <p>Performance Criteria:</p> <ul style="list-style-type: none"> Identify career goals Identify if their major aligns with career goals 	<p>Reporting Period: 2020 - 2021</p> <p>Conclusion: Unexpected Findings</p> <p>Due to the pandemic, we had to change the delivery of this event from on-campus to online. Professionals from Cherokee Nation, Sequoyah County, and LeFlore County recorded a video explaining the importance of cybersecurity and digital marketing in today's workforce. They disclosed their degrees and how their education has helped them to become the professionals they are today. Students were emailed the videos and asked to complete a survey after viewing them. Out of the twenty responses received, nineteen students stated their career goals aligned with their majors. (07/08/2021)</p> <p>Analysis of Findings: What worked? Students who watched the videos and completed the surveys successfully connected their career goals with their majors. However, it cannot be determined if the videos aided that connection.</p> <p>What did not work? The delivery format. During the pandemic, we saw attendance at some</p>	<p>Action Plan: The next step is to continue planning the logistics for an on-campus event. (07/08/2021)</p> <p>Resources to Support Action Plan:</p> <ul style="list-style-type: none"> On-campus location Community professional Students Table Coverings Snacks <p>Related Budget Code(s): 1.2 Prepare students for success in business strategies, 1.4 Reach students who are close to home, 1.7 Increase</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 - NASNTI Project

Student Learning Outcome: 1. 2020-2021

Measures	Findings	Action Plans
Data Collection Method: Survey – Students will complete a survey to identify their career goals and if their major aligns with their goals. Collection Timeline: June 2021	events increase; this is not one of those events. We are planning an on-campus event to engage more students. The biggest takeaway from this assessment: While the initial format was on-campus, it was necessary to change it online. This event was not engaging; if it has to be held online again, we will think outside the box to make it more engaging. What changes were implemented based on data from the previous cycle that affected these findings?: Next semester's workforce seminar will be held on-campus if at all possible. If it is not possible, we will think outside the box to make it more engaging. The next step is to continue planning the logistics for an on-campus event. Number of Students Assessed: 20	activity in student life progs to promote community involvement/participation, 4.5 Increase retention and graduation rates

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, 2020 - 2021

Measures	Findings	Action Plans
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. Data Collection Method: 80% of		

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
<p>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>Direct Measure - Students will self-evaluate after the question answer panel at the Women's Crisis Center. 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 • 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: December 2020</p> <p>Related Documents: Career Panel Evaluation</p>	<p>Reporting Period: 2020 - 2021</p> <p>Conclusion: Expected Findings</p> <p>Results- students took time out of their day to advance knowledge on careers in the field of Psychology/ Sociology. They sat with a panel of employees at the women's shelter in Poteau. Each person spoke about their career, degree, and duties at the shelter. The students took notes on the Career Panel Evaluation sheet. (see attached image).</p> <p>Two students made it to the career panel evaluation at the Women's Crisis Center.</p> <p>Performance Criteria:</p> <ul style="list-style-type: none"> • Description of at least three careers presented on panel: Students identified 5-7 careers represented in the group. • Main role of each career: students also defined the main role for each job description presented on that day. • Related degrees: Degrees needed for the career were also discussed at the tour and students listed the various degrees the panel had in order to obtain their job. • Identify careers of interest: Students had the opportunity to see various jobs in the field of Psychology/Sociology and also develop a plan and goals for their own future career. They each wrote out what career seemed the most interesting to them and why. • Action plan based on knowledge: Neither of the students developed an action plan. <p>Student had a hands on experience with local careers in their degree field and also outlets they may need to use in the future with their degree helping others. (05/07/2021)</p> <p>Analysis of Findings: The thing that worked is students getting a hands on experience in their field. Students also had the opportunity to observe hands on careers at the local level with</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 - Psychology Club

Student Learning Outcome: SLO 1

Measures	Findings	Action Plans
	<p>their future degree plan.</p> <p>The thing that needs improved is getting more students to attend. I would like to offer this tour during one of my class times that students have scheduled out. So many students have jobs, activities, or even kids. More students would be able to attend if this tour and panel of careers was set up during one of the class blocks that most of the Psychology/ Sociology majors take.</p> <p>I would also like to email it out to the online Psychology/Sociology students. If the online world is not aware of the club they could still attend the tour and visit with the panel.</p> <p>My next step will be to try and offer this tour during one of my 2000 level classes that have many Psychology/ Sociology students attend so they do not have to miss work. I will also email it out to my online class and have other instructors that teach these classes offer it to their students also.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: This is the first cycle.</p> <p>Number of Students Assessed: 2</p> <p>Related Documents:</p> <p>Psy Club 1 2021.jpg</p> <p>Psy Club 2 2021.jpg</p>	

Co-Curricular - Upward Bound (Poteau)

Student Learning Outcome: SLO 1 (Updated 2020-2021)

After participation in the financial aid workshop, bridge students will identify terms and language used during the financial aid process.

SLO Status: Active

Planned Assessment Cycle: 2020 - 2021

Measures	Findings	Action Plans
Direct Measure - Financial aid workshop followed with a pre and	Reporting Period: 2020 - 2021 Conclusion: Expected Findings	

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 - Upward Bound (Poteau)

Student Learning Outcome: SLO 1 (Updated 2020-2021)

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
<p>post short answer identifying performance criteria</p> <p>Performance Criteria: Three types of Aid through FAFSA Three types of Loans through FAFSA</p> <p>Data Collection Method: Pre and Post short answer identifying performance criteria</p> <p>Collection Timeline: July</p>	<p>Students attended a Financial Aid workshop. Pre tests to measure the students ability to identify three types of financial aid and three types of loans was given to each student prior to the workshop presentation. Post tests were given to each student at the conclusion of the workshop to measure any increase in knowledge. The post test included the same questions as the pre test. The workshop included information about FAFSA submission, the financial aid process, terms and terminology used by the financial aid office, types of financial aid, loans and work-study available to students. (04/28/2021)</p> <p>Analysis of Findings: Identify three types of financial aid: Pre-test 25%, Post-test 25% Identify three types of loans: Pre-test 0%, Post-test 92%</p> <p>Students could identify and increased their knowledge of the three types of loans available after attending the workshop.</p> <p>Students could not identify the three types of financial aid available after attending the workshop. While the knowledge did not decrease, it did not increase either.</p> <p>Workshop attendance was good. Students who attended the workshop received a stipend for their attendance.</p> <p>Students did not seem to retain the information about the three types of financial aid available. In light of this result the delivery of information during the workshop will be changed.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: Incorporate Financial and Economic Literacy worksheets by Woodburn Press. Worksheets will be used to improve not only financial literacy but economic literacy as well.</p> <p>Number of Students Assessed: 12</p>	

Student Learning Outcome: SLO 2 (Updated 2020-2021)

After participating in the time management workshop, bridge students will create weekly time management schedules that adequately correlates study time with course management.

SLO Status: Active

Planned Assessment Cycle: 2020 - 2021

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
Direct Measure - Create a weekly	Reporting Period: 2020 - 2021	

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 - Upward Bound (Poteau)

Student Learning Outcome: SLO 2 (Updated 2020-2021)

Measures	Findings	Action Plans
<p>schedule, and after videos on time management, create a new weekly schedule</p> <p>Performance Criteria: Incorporate three hours of homework/study time a week for each three hour class</p> <p>Data Collection Method: Rubric (three levels) evaluating pre and post schedules on successfully incorporating appropriate study/homework time into weekly schedule</p> <p>Collection Timeline: July</p>	<p>Conclusion: Expected Findings Students participated in a workshop to address time management and classroom success. Students were given a pre test to identify their current study habits by completing a week long daily schedule. Workshop materials were presented in a classroom setting. The post test consisted of the students completing a week long daily schedule at the conclusion of the workshop. The goal was for every three hour class the student would study three hours each week. (04/28/2021)</p> <p>Analysis of Findings: Pre tests results was 55% of students met the goal of studying three hours per week for each three hour class. Post test results was 64% of students met the goal of studying three hours per week for each three hour class. Even though post test results show an improvement of 9% it also indicates the students do not fully understand the concept of time management to the degree needed to set themselves up to be successful in post secondary educational pursuits.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: Incorporate Academic Success activity worksheets by Woodburn Press. Worksheets will focus on academic success, time management, organization, class success, study smart skills, and test taking to improve overall classroom success.</p> <p>Number of Students Assessed: 11</p>	

Co-Curricular - Upward Bound Math/Science (Poteau)

Student Learning Outcome: SLO 1 (Updated 2020-2021)

After participation in the financial aid workshop, bridge students will identify terms and language used during the financial aid process.

SLO Status: Active

Planned Assessment Cycle: 2020 - 2021

Measures	Findings	Action Plans
<p>Direct Measure - Financial aid workshop followed with pre/post short answer</p>	<p>Reporting Period: 2020 - 2021</p> <p>Conclusion: Expected Findings Students attended a financial aid workshop. Pre-test were given to measure the students</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 - Upward Bound Math/Science (Poteau)

Student Learning Outcome: SLO 1 (Updated 2020-2021)

Measures	Findings	Action Plans
Performance Criteria: Three types of Aid through FAFSA Three types of Loans through FAFSA Data Collection Method: Pre and Post short answer identifying performance criteria Collection Timeline: July	ability to identify three types of financial aid and three types of loans. The pre-test was given before the students went through the workshop. A post-test was then given at the conclusion of the workshop to measure any increase in knowledge. The results from the pre-test were that 15% of the students were able to identify the 3 types of aid and 0% were able to identify 3 types of loans before attending the workshop. Post-test results show that 29% were able to identify the 3 types of aid and 72% were able to identify the 3 types of loans. (04/28/2021) Analysis of Findings: after attending the work shop students could identify and increase their knowledge of the types of loans available but did not retain the information needed to identify the types of financial aid. What changes were implemented based on data from the previous cycle that affected these findings?: We focused more on the types of aid and loans to help them understand the importance of each while also helping them understand the terms and language used during the financial aid process. Number of Students Assessed: 7	

Student Learning Outcome: SLO 2 (Updated 2020-2021)

After participating in the time management workshop, bridge students will create weekly time management schedules that adequately correlates study time with course management.

SLO Status: Active

Planned Assessment Cycle: 2020 - 2021

Measures	Findings	Action Plans
Direct Measure - Create a weekly schedule, and after videos on time management, create a new weekly schedule Performance Criteria: Incorporate three house of homework/study time a week for each three hour class Data Collection Method: Rubric (three levels) evaluating pre and	Reporting Period: 2020 - 2021 Conclusion: Expected Findings Students participated in a workshop to address time management and classroom success. Students were given a pre-test to identify their current study habits by completing a week long daily schedule. Workshop material was presented in a classroom setting. The post test consisted of the students completing a week long daily schedule at the conclusion of the workshop. The goal was for every three hour class the student would study three hours each week. In the pre-test we found that 2 students out of the 6 were already studying 3 hours per credit hour and in the post-test we found that 2 additional student implemented the 3 hours after attending the time management workshop this gave a total of 4 students out of the 6	

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 - Upward Bound Math/Science (Poteau)

Student Learning Outcome: SLO 2 (Updated 2020-2021)

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
post schedules on successfully incorporating appropriate study/homework time into weekly schedule Collection Timeline: July	met the requirement for. (04/28/2021) Analysis of Findings: Even though the post-test show an improvement it also indicates that student do not fully understand the concept of time management to the degree needed to set themselves up to be successful in post secondary educational pursuits. What changes were implemented based on data from the previous cycle that affected these findings?: Incorporate Academic Success Activity worksheets by Woodburn Press. Worksheets will focus on academic success, time management, organization, class success, study smart, and test taking to improve overall classroom success. Number of Students Assessed: 6	

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

Co-Curricular - Native American Association

Student Learning Outcome: SLO 1 (Updated 2020-2021)

CASC students will apply cultural competence.

SLO Status: Active

Planned Assessment Cycle: 2020 - 2021

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
<p>Indirect Measure - Craft project of creating and sharing traditional Native American crafts through hands on making of pinch pots, baskets, mini stick ball sticks, and cornhusk dolls</p> <p>Performance Criteria: Student will be evaluated on awareness of one's own cultural worldview and knowledge of different cultural practices.</p> <p>Data Collection Method: Participants will use a questionnaire to reflect upon the activity and criteria and club sponsor will share the feedback in a group discussion.</p> <p>Collection Timeline: May</p>	<p>Reporting Period: 2020 - 2021</p> <p>Conclusion: Expected Findings Students were very engaged and interested in making Native American crafts. They were also very aware of cultural practices related to traditional Native American crafts of the Choctaw and Cherokee tribes. (06/21/2021)</p> <p>Analysis of Findings: Club members loved participating in this activity. While they were very aware of cultural practices within the Choctaw and Cherokee tribes, they did not have a thorough knowledge of other tribes.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: This was a new measure.</p> <p>Number of Students Assessed: 20</p>	<p>Action Plan: I would like to expand our research next year to include tribes that the club members are not super familiar with. We will choose some tribes in addition to Choctaw and Cherokee to explore their heritage and artwork. (06/21/2021)</p>

Co-Curricular - Student Support Services Club

Student Learning Outcome: SLO 1 (2019-2020)

First-generation/low-income SSS students will address the needs of the community to facilitate positive social change.

SLO Status: Active

Planned Assessment Cycle: 2019 - 2020, 2020 - 2021

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
<p>Direct Measure - Students will</p>		

Co-Curricular - Student Support Services Club

Student Learning Outcome: SLO 1 (2019-2020)

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
<p>create and implement an Angel Tree project – a holiday program designed to raise in-kind gifts to assist CASC student families who are in crisis as a result of medical issues, unemployment, homelessness, medical issues or other difficult circumstances and who otherwise wouldn't have the resources to celebrate Christmas.</p> <p>Performance Criteria: Measure the civic awareness of students by their ability to identify their role in the Angel Tree project as well as identify another civic need they could address</p> <p>Data Collection Method: Students will complete an open-ended impact survey (criteria).</p> <p>Collection Timeline: Results due end of 2019 fall semester</p>	<p>Reporting Period: 2020 - 2021</p> <p>Conclusion: Expected Findings</p> <p>12 out of 17 FSSC students participated in the Angel Tree project. The students chose to put together gift packets instead of wrapping individual gifts. The gifts were placed in a large bag, along with wrapping paper, scissors, and wrapping tape. They reasoned that parents should be able to see what their children are getting and be able to enjoy the experience of wrapping gifts for their children. The students collectively decided to move forward with the project despite the additional obstacles presented by COVID, with one student stating "The kids still deserve to have a Christmas". All students were able to identify how their role impacted the civic need of their peers. Students did not identify other areas of civic need for the club to pursue. (01/25/2021)</p> <p>Analysis of Findings: The assignment was a success. COVID complicated the assignment, but the students rose to the challenge. The Angel Tree project continues to prove to be a good outlet to teach students about civic need and will continue to be implemented next year.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: The only change that was implemented was how the gifts were packaged for the recipients. This was determined and carried out by the students.</p> <p>Number of Students Assessed: 12</p>	<p>Action Plan: Continue to implement project. No other action needed at this time. (01/25/2021)</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 (Updated 2020-2021)

OAEA students will effectively conduct a professional event.

SLO Status: Active

Planned Assessment Cycle: 2019 - 2020, 2020 - 2021

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
<p>Indirect Measure - OAEA members will organize and host a campus-wide professional development seminar over an education-related topic.</p> <p>Performance Criteria: Members will be evaluated in key competencies including appropriate agenda, conducive learning environment, professional conduct, and adequate publicity.</p> <p>Data Collection Method: Workshop participants will provide feedback to the chapter on a survey measuring the key competencies as well as overall satisfaction with knowledge gained.</p> <p>Collection Timeline: End of April 2020</p>	<p>Reporting Period: 2020 - 2021</p> <p>Conclusion: Expected Findings</p> <p>Educators are often called upon to organize events and speak at these events. To prepare for this aspect of teaching, the CASC OAEA chapter organized and hosted a campus-wide professional development seminar. In the fall, chapter members chose to address the social justice issue of literacy; therefore, creating positive reading experiences was chosen as the topic for the workshop. Because of recent national events, members also felt it might be beneficial to address anti-racism as it relates to reading selections in the classroom. Officers contacted Dr. Lara Searcy, English Education Specialist at Northeastern State University, who agreed to share information on the topic. Members chose January 21 as the date and 4:00 as the time so that current educators could also attend the workshop. The members chose a simple agenda, feeling that a welcome, introduction, and conclusion were all that were needed in order to allow the speaker the full hour to discuss the topic. Because of the pandemic, members felt that the meeting should be held in a campus classroom but also available through Zoom in order to create a conducive learning environment for all attendees. Publicity included posters on campus, a news article on the college's social media, articles in local newspapers, and a letter sent by CASC's Vice President of Academic Affairs to all superintendents in LeFlore County. Two officers were chosen to provide the welcome/introduction and conclusion, and a script was created to relay the important information in an organized manner. (01/28/2021)</p> <p>Analysis of Findings: To determine whether the professional event was conducted effectively, a two-part assessment was sent through the chat feature of Zoom and through an email to all participants. Respondents gave the highest markings possible when asked whether the workshop was well-organized and whether a conducive learning environment was provided. 91.% of respondents expressed that the speaker was introduced in an extremely professional manner and the topic and material was interesting and beneficial, with one respondent indicating these were done very well. The weakest area for the second year in a row was the publicity for the workshop; ten respondents graded this as excellent with two marking very good. Nothing was marked as poor, fair, or satisfactory. Since all measures were met with a</p>	<p>Action Plan: Participants indicated they would be most interested in the following topics: Classroom Management 101, Bullying Prevention, Addressing Behavior Challenges, and Special Needs. (01/28/2021)</p> <p>Resources to Support Action Plan: OAEA Resource speakers are available for the first three topics. NSU faculty may be interested in presenting on the topic of Special Needs.</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 (Updated 2020-2021)

Measures	Findings	Action Plans
	<p>ranking of very good and excellent, the chapter was pleased with the results. The option of attending the workshop in person or virtually worked well. This allowed for participants from as far away as Fort Smith. Nothing seemed to go wrong. From the assessment, members realized the importance of several factors when planning a professional event: securing a good speaker, choosing a good time, making the event available in multiple modalities, writing a script, and being familiar with equipment to be utilized. A copy of the assessment can be found at the following link: https://docs.google.com/forms/d/1SPVQNzwATmAyAQcQB_CoNOg1JNacAuWgt47Tw1RFq94/</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: In 2019-20, feedback from the professional development workshop indicated that more publicity was needed. This year, in addition to posters on campus, articles in the newspaper, and emails to education majors, the word was spread through the college's social media. An email was also sent to all LeFlore County superintendents, invited local educators to participate. These additional efforts resulted in at least three participants.</p> <p>Number of Students Assessed: 12</p> <p>Related Documents: 2021 Assessment SIL HandOut_CASC012121.docx Assessment Results from 2021 Professional Development Workshop.docx</p>	

Co-Curricular - Viking Ambassadors

Student Learning Outcome: SLO 1 (2019-2020)

Viking Ambassadors will work effectively within a team structure.

SLO Status: Active

Planned Assessment Cycle: 2019 - 2020, 2020 - 2021

Measures	Findings	Action Plans
Direct Measure - Ambassadors will conduct campus tours.	Reporting Period: 2020 - 2021 Conclusion: Expected Findings	Action Plan: We plan to continue to

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

Co-Curricular - Viking Ambassadors

Student Learning Outcome: SLO 1 (2019-2020)

<i>Measures</i>	<i>Findings</i>	<i>Action Plans</i>
<p>Performance Criteria: communication, problem solving, and reliability</p> <p>Data Collection Method: Club sponsors will provide feedback to Ambassadors based on a scaled impact survey evaluating performance criteria. Impact Survey (scale of 1-5)</p> <p>Collection Timeline: End of May</p>	<p>We found that all 16 demonstrated and further developed their team building skills through the Viking Ambassador program. (06/22/2021)</p> <p>Analysis of Findings: The Ambassador's ability to work on a team was specifically evaluated based on their communication skills, problem solving skills, and reliability. All 16 students met our qualifications. Some further developed their skills, while others created and practiced these skills for the first time through the conducting of campus tours.</p> <p>What changes were implemented based on data from the previous cycle that affected these findings?: We loved the results and data collection tool from last year, so we maintained the same assessment methods this year.</p> <p>Number of Students Assessed: 16</p>	<p>monitor and assess their communication skills, problem solving skills, and reliability as well as team building skills as a whole. (06/22/2021)</p>