

Co-Curricular Assessment

2021-2022

Co-Curricular - Career and Transfer Center

General Information

General Information

Mission Statement

The mission of the Career and Transfer Center is to facilitate student transfer and workforce entry by providing proactive transfer services for a seamless transfer pathway, comprehensive major/career prep resources and activities that foster student success, and employment services that promote a successful transition into the workplace to all CASC students as they pursue their educational endeavors.

1. Identify Professional and Career Opportunities

Student Learning Outcome

Participants will identify professional and career opportunities.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

Identify a career/position of interest

Identify education required to obtain their career goal

Create a plan to achieve this career goal

Start Date

02/02/2022

Mapping

Co-Curricular - Career and Transfer Center: (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Comprehensive Major/Career Prep Resources: X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Self-Directed Learning and Self-Efficacy: X

Students will complete a career assessment to help identify what careers would be a good match for their skills and interests. Students will then research their career industry and specific field with their group, write an essay, and present their findings to the class. In a short essay, each student will identify a career/position of interest, the education required, and create a tentative plan to achieve their career goal.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Short essay that assesses the performance indicators will be evaluated with a single point rubric.

Expected Performance Level

(missing)

Collection Timeline

April 2021

Results

Submission Date

04/13/2022

Reporting Period

2021 - 2022

Findings Narrative Based on Aggregated Results

Overall the students did really well. They were able to identify career, education required, and a plan to achieve their career goals.

Charts and Graphs for Result Data Based on Performance Indicators

	Met Standard	Did not Meet Standard
Identified a career of interest	33/48	15/48
Identified education required	26/48	22/48
Create a plan to achieve this goal	23/48	25/48

Outcome Conclusion

Unexpected Findings

Interpretation of Findings

They learned what it takes to achieve their goal career including education, income of that career, and major locations of the career. They also learned how to write a paper and/or give a presentation.

Analysis - Study of Student Learning

Assessment supported the learning dimension by breaking down what the students are learning. Helping us to see if they are really learning what we want them to be learning. I think more than 48% of the students should have been able to create a plan to achieve their goals.

What changes were implemented based on data from the previous cycle that affected these findings?

This is our first cycle to do this project.

Number of Students Assessed

48

Plan of Action

Focusing on showing the students how this project ties in with the reason they are in college. They are here to prepare for their future careers, so explaining in detail the importance of this project and the impact it can have on their career decisions, could help them take this more seriously and really learn from it.

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Co-Curricular Assessment

2021-2022

Co-Curricular - Financial Aid

General Information

General Information

Mission Statement

The mission of the CASC Financial Aid Office is to ethically and professionally manage all financial aid funds within a student-centered culture while supporting the college's mission by complying with all federal, state, and institutional regulations and policies, providing student access to and assistance with all financial aid resources, and maintaining integrity, accuracy, and timeliness in delivery of services for the benefit of all current and prospective CASC stakeholders.

1. Identify the types of FA

Student Learning Outcome

After participating in the financial aid presentation, students will identify the types of financial aid available.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

Types of FA

Mapping

Co-Curricular - Financial Aid: (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Financial Aid Opportunities: X
- 1. Financial Aid Opportunities: X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Self-Directed Learning and Self-Efficacy: X

After participating in a financial aid presentation, orientation students will take a quiz to assess the outcome.

Questions 5, 12, and 13 assess the SLO:

5. There is a one-page scholarship application on Carl Albert's website that will automatically link you to any scholarships you qualify for. True / False

12. Financial aid consists of scholarships, grants, loans, and work-study. True / False

13. Since you have completed a FASFA for the 20201-2022 school year, you will never have to complete one again to qualify for financial aid. True / False

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Quiz

Expected Performance Level

70% of students will be able to identify the types of financial aid.

Collection Timeline

April 2022

Results

Submission Date

06/07/2022

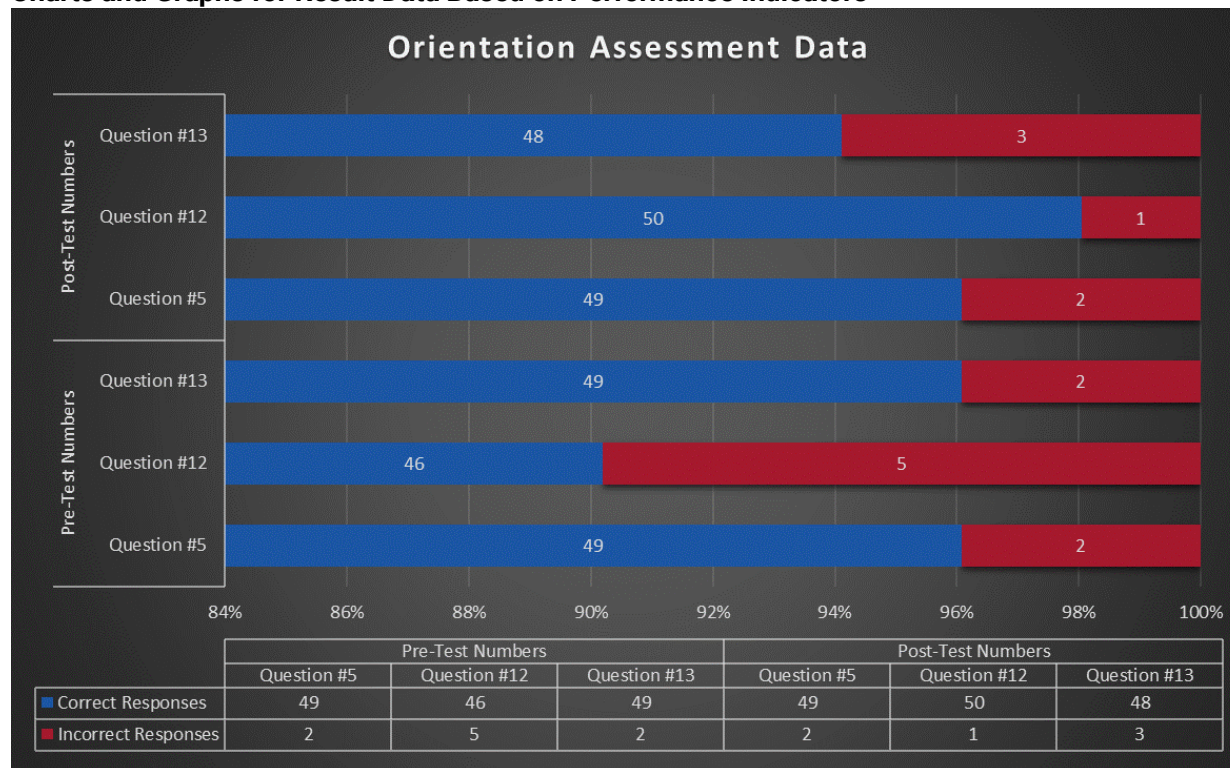
Reporting Period

2021 - 2022

Findings Narrative Based on Aggregated Results

51 student data was pulled from two different Orientation classes from Fall 2021. These 51 students all took both the Pre-Test and the Post-Test and the result showed that students have a sufficient knowledge of the financial aid available to them. The data also demonstrates that overall the students knowledge of financial aid availability increased from where it was at the beginning of the semester.

Charts and Graphs for Result Data Based on Performance Indicators



Outcome Conclusion

Expected Findings

Interpretation of Findings

Student displayed an increased knowledge of what types of financial aid are available to them at the end of their orientation class.

Analysis - Study of Student Learning

According to the Pre-Test data students overall displayed an understanding of the financial aid available to them. This was demonstrated by students overall answering correctly for 94% of the responses. Furthermore, looking at the Post-Test, students displayed an increased understanding of the financial aid available to them shown by increasing this overall correct answer to 96%. This displays that the students overall are demonstrating a grasp of Self-Directed Learning since at the start of the semester they are already demonstrating a great understanding of available financial aid.

What changes were implemented based on data from the previous cycle that affected these findings?

The previous cycle data was not assessed in this same way, therefore this is a first time study.

Number of Students Assessed

51

Plan of Action

Changing the way the student can respond to the question may result in a better set of data to work with in the future. The Office of Financial Aid will work with Enrollment Management in order to update these questions so that they are of greater benefit in the future.

Resources to Support Action

Meetings between the Financial Aid Office and the Enrollment Management Office.

Related Documents

[21-22 Assessment Data - Orientation Classes.xlsx](#)

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Co-Curricular Assessment

2021-2022

Co-Curricular - Campus Library (Poteau)

General Information

General Information

Mission Statement

The Carl Albert State College libraries support lifelong learning by providing excellent print and online resources, innovative technologies, comfortable study areas, library services, and knowledgeable staff to students, faculty, and community members. The Joe E. White Library offers instructional sessions on information literacy for instructors' classes, as well as individually as needed. Tutorials on specific aspects of finding information are also available on the library's website.

1. Utilize Library Resources

Student Learning Outcome

Students who participate in librarian led instructional sessions will be able to utilize library resources.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

Use databases

Use card catalog

Mapping

Co-Curricular - Campus Library (Poteau): (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Provide Instructional Sessions: X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Lifelong Learning: X

After providing instructional sessions to students, a written assignment given by the instructor will ask questions specific to the learning outcomes of the library.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Written Assignment

Expected Performance Level

80% of students will be able locate the library website, use academic library databases, and use the card catalog.

Collection Timeline

April 2022

Results

Submission Date

04/11/2022

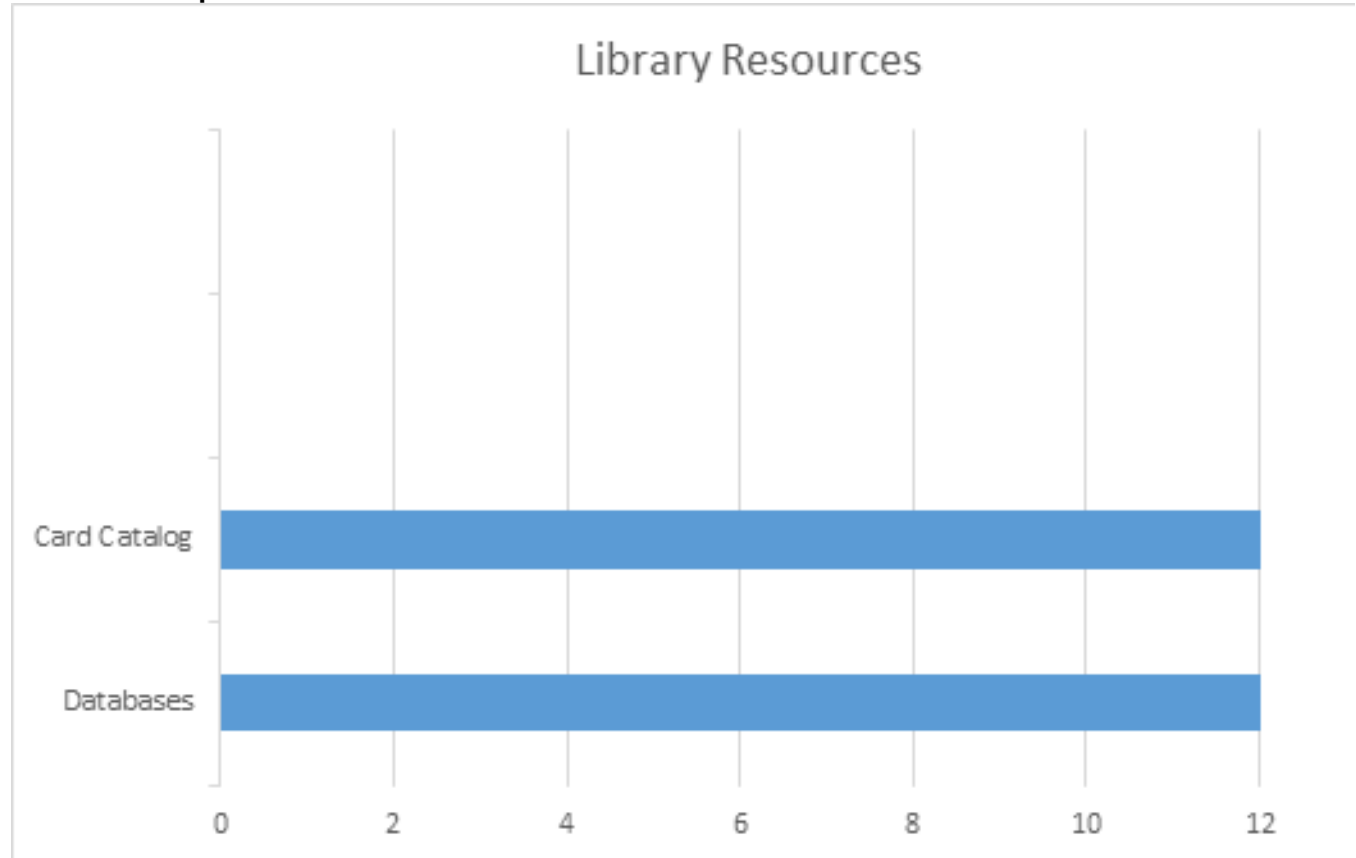
Reporting Period

2021 - 2022

Findings Narrative Based on Aggregated Results

After attending a librarian led instructional session, 100% of students were able to find and locate resources using the databases and the card catalog.

Charts and Graphs for Result Data Based on Performance Indicators



Outcome Conclusion

Unexpected Findings

Interpretation of Findings

After the librarian led instructional session, students were given an assignment. This assignment was tailored to evaluate the process of using the library resources, specifically the card catalog and the databases. Students answered questions about locating and finding books and database articles. All students were able to locate and use the library resources after the librarian led instructional session.

Analysis - Study of Student Learning

The assessment given after the sessions was sufficient; however, it may need additional questions to ascertain additional learning outcomes. Students were successfully able to demonstrate their newly learned research skills while interacting with the librarian and their instructor. Students knowing how to use the library resources will ultimately allow them to successfully continue to easily find valid sources for assignments. I am always surprised how little students know when it comes to accessing library resources. I find that when students are able to ask the librarian questions, they feel more comfortable asking for help again and are more likely use the other services the library provides.

What changes were implemented based on data from the previous cycle that affected these findings?

NA

Number of Students Assessed

12

Plan of Action

I would like to get more students to participate in an orientation that is focused on using the library resources. When students come in for an orientation, I talk to them about the services we provide, but I do not lead an instructional session that specifically demonstrates utilizing the library resources. The library staff has also had one-on-one instructional sessions with students, but we do not assess these students, as they are quickly trying to learn how to find sources for an assignment. We could document each of these sessions and evaluate them verbally to make sure they leave with an understanding of the library resources.

Resources to Support Action

I would love for additional personnel to allow me to lead instructional sessions with more students. Anytime that you can get others to support your program it creates positive outcomes. Students visiting the library to see what we have to offer benefits them as well as all instructors on campus. Students will be able to find resources more efficiently which will hopefully alleviate stress and worry while completing their research assignments. It will also give them a "face" to find later when they need additional help.

2. Identify Services

Student Learning Outcome

Students who participate in librarian led instructional sessions will identify three services provided by the Carl Albert Library.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

(non-applicable)

Mapping

Co-Curricular - Campus Library (Poteau): (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Provide Instructional Sessions: X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Lifelong Learning: X

After providing instructional sessions to students, a written assignment given by the instructor will ask questions specific to the learning outcomes of the library.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Written Assignment

Expected Performance Level

80% of students will be able to identify three services provided by the Carl Albert Library.

Collection Timeline

April 2022

Results

Submission Date

04/11/2022

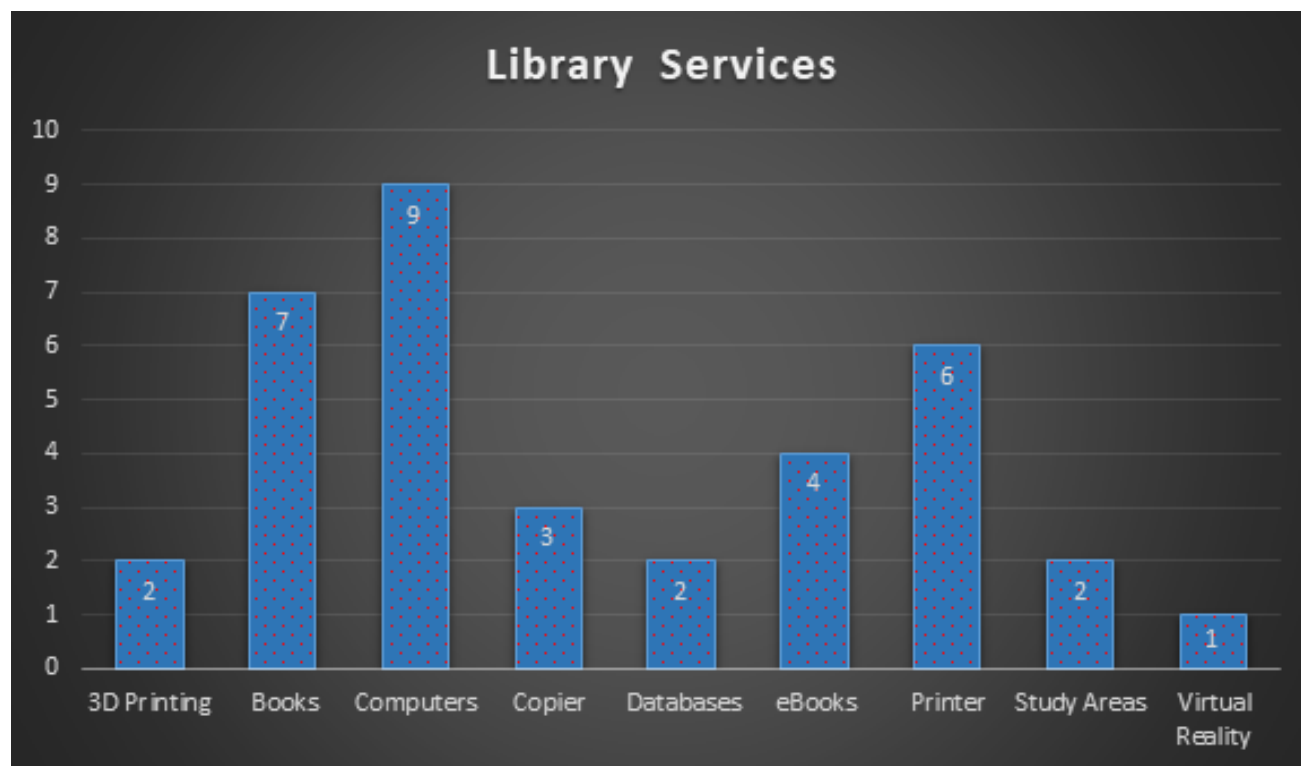
Reporting Period

2021 - 2022

Findings Narrative Based on Aggregated Results

After attending a librarian led instructional session, 100% of students were able to identify at least three of the services provided by the library.

Charts and Graphs for Result Data Based on Performance Indicators



Outcome Conclusion

Expected Findings

Interpretation of Findings

After the librarian led instructional session, students were given an assignment. This assignment was tailored to evaluate if students were able to provide a list of services the library provides. All students were able to identify at least three library services. Many were surprised to find that we provide so many different services. They were able to ask questions in a small setting.

Analysis - Study of Student Learning

The assessment given after the sessions was sufficient; however, it may need additional questions to ascertain additional learning outcomes. Students attending a librarian led instructional session will allow them to become more familiar with all of the services we offer and be comfortable with library staff. The small setting of the sessions provided a relaxed atmosphere where students felt better about asking in depth questions about our services and left with a better knowledge and understanding of our library. This will lead to them actually using our services in the future. I am always surprised to find that students do not seek out our services more.

What changes were implemented based on data from the previous cycle that affected these findings?

NA

Number of Students Assessed

12

Plan of Action

I would like to get more students to participate in an orientation that is focused on using the library services. When students come in for an orientation, we tour the library and discuss the services; however, only a few groups actually come to the library. Talking to those in charge of orientation and stressing the importance

that all students know where the library is and what services we provide might help get those students into our physical space.

Resources to Support Action

I would love for additional personnel to allow me to lead instructional sessions with more students.

Anytime that you can get others to support your program it creates positive outcomes. Students visiting the library to see what we have to offer benefits them as well as all instructors on campus. It gives them a “face” to find later when they need additional help.

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Co-Curricular Assessment

2021-2022

Co-Curricular - Residential Life

General Information

General Information

Mission Statement

The mission of Residential Life is to establish a lifelong community within a safe and secure environment by providing efficient and effective housing services and purposeful programs that promote social and civil engagement, personal exploration, and academic achievement to CASC students as an integral function of the CASC collegiate experience.

1. Work Effectively as A Team

Student Learning Outcome

Resident Assistants will perform individually and cooperatively to achieve team goals, while exhibiting the leadership qualities expected of their station.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

"	Effectively communicates with residents.
"	Exhibits time management
"	Contributes to the team and team goals
"	Exhibits a positive attitude
"	Demonstrates leadership and takes responsibility

Mapping

Co-Curricular - Residential Life: (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Effective Teamwork : X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Leadership and Teamwork: X

Resident Assistants will perform their duties as assigned in order to support Residential Life's mission to provide efficient and effective housing services.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Using a teamwork rubric, Resident Assistants will take part in an end-of-year evaluation completed by the Residential Life Coordinator supported by information gathered from a focus group of CASC Residents.

Expected Performance Level

(missing)

Collection Timeline

May 2022

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Co-Curricular Assessment

2021-2022

Co-Curricular - Cross Country

General Information

General Information

Mission Statement

The mission of CASC athletics is to facilitate the collegiate athletic experience of competition and to cultivate sport specific skill sets while fostering lifelong learning and encouraging the development of communication skills, civic responsibility, interpersonal and intrapersonal engagement, and perseverance of all CASC athletes.

1. Work Effectively

Student Learning Outcome

Athletes will work effectively within a team structure.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

"	Effectively communicates with team members
"	Exhibits time management
"	Contributes to the team and team goals
"	Exhibits a positive attitude
"	Demonstrates leadership and takes responsibility

Mapping

Co-Curricular - Cross Country: (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Interpersonal and Intrapersonal Engagement: X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Leadership and Teamwork: X

At the end of the XC season in December the coach will have an exit meeting with each individual XC member. They will sit down and go over the teamwork rubric. The coach will have a print out for the runners Personal Records from that year and also explain the teamwork rubric score to each individual runner. They will discuss how to improve leadership qualities and running ability for the next season.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Shared Teamwork Rubric

Expected Performance Level

(missing)

Collection Timeline

The coach will assess the students during the XC season at practice and meets on leadership qualities. At the end of the season in December the coach will have an exit meeting with each runner individually.

Results

Submission Date

05/11/2022

Reporting Period

2021 - 2022

Findings Narrative Based on Aggregated Results

The three returning XC team members completed a self-evaluation using the Teamwork Rubric.

Three students gave themselves a Mastering or Achieving on the first PI: effectively communicates with team members. On PI 2 exhibits time management the three students either rated them selves at Mastering, Achieving, or Developing. PI 3 contributes to the team and goals the XC team members rated themselves at Achieving, or Beginning. PI 4 exhibits a positive attitude the runners rated themselves at Mastering, Achieving, and Developing.

PI 5 demonstrates leadership and takes responsibility the XC runners rated themselves at either Mastering or Developing.

Charts and Graphs for Result Data Based on Performance Indicators

PI	Mastering	Achieving	Developing	Beginning
PI 1 Effectively Communicates with team	1	2		
PI 2 Exhibits time management	1	1	1	
PI 3 Contributes to the team and team goals		2		1
PI 4 Exhibits a positive attitude	1	1	1	
PI 5 Demonstrates leadership and takes responsibility	1		2	

Outcome Conclusion

Expected Findings

Interpretation of Findings

The students did meet the student learning outcome during the XC season. They overall demonstrated leadership and teamwork at the Mastering or Achieving level. The only place I will want to focus on next year with the team is the PI 5 Leadership and Responsibility.

Analysis - Study of Student Learning

I want to add two components to this rubric next year. I would like to add the 5k and 8k times to this rubric. I want the students to complete this rubric at the start of the season and then also at the end of the season. I think if the XC team had a visual for setting leadership and teamwork goals early on it will help them be more successful during the season.

What changes were implemented based on data from the previous cycle that affected these findings?

This was the first cycle for our XC team. This was my first year to coach.

Number of Students Assessed

3

Plan of Action

I want to add two components to this rubric next year. I would like to add the 5k and 8k times to this rubric. I want the students to complete this rubric at the start of the season and then also at the end of the season. I think if the XC team had a visual for setting leadership and teamwork goals early on it will help them be more successful during the season.

Resources to Support Action

We will need a place to have a team meeting at the start of the season and at the end of the season. It would be nice to provide a meal for the students and work on team building during this time.

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Co-Curricular Assessment

2021-2022

Co-Curricular - Baseball

General Information

General Information

Mission Statement

The mission of CASC athletics is to facilitate the collegiate athletic experience of competition and to cultivate sport specific skill sets while fostering lifelong learning and encouraging the development of communication skills, civic responsibility, interpersonal and intrapersonal engagement, and perseverance of all CASC athletes.

Demonstrate sport specific skill set

Student Learning Outcome

Athletes will demonstrate sport specific skill set and overall physical skill development.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

Technical Skills

Tactical Skills

Physical Training Skills

Mapping

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Self-Directed Learning and Self-Efficacy: X

Technical Skills: We will use the synergy and game changer scoring application to measure relative stats, which reflect the players' ability to perform within certain technical categories.

Tactical Skills: We will use game and practice charts to measure our players' abilities to apply tactical skills within a baseball setting.

Physical Training Skills: We will record and track our players progress in the weight room and on the field when it comes to the 5 physical training skills important for the sport of baseball.

We have established what the expectations are within each of these categories and made public to our players. Some of the outcomes are evaluated at the end of the year, but we can simply break down the progress of each guy to see if they are on pace to meet the learning outcome.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Athlete Skill Evaluation

Expected Performance Level

3 - 4 on a 1 - 5 rated scale

Collection Timeline

April

Results

Submission Date

08/23/2022

Reporting Period

2021 - 2022

Findings Narrative Based on Aggregated Results

Due to adequate amounts of data, fifteen athletes were evaluated in all skills except for hit average and hit for power. Three were excluded in those categories because they were pitchers and do not have any offensive data to evaluate. The expected performance level for all skills is a 3 – 4 range, which is expected level of skills for this collegiate level.

PI Technical Skills: Overall, 64% of the athletes received a rating of 3 and higher. Thirty-three percent of the athletics scored in the weak range, which was the highest of all three PIs.

PI Tactical Skills: Overall, 75% of the athletes received a rating of 3 or higher.

PI Physical Training Skills. Overall, 81% of the athletes received a rating of 3 or higher, which was the highest rating of all three PIs.

Charts and Graphs for Result Data Based on Performance Indicators

Technical Skills	Weak	Expected PL	Strong
Essential Skill to Evaluate	1 – 2	3 – 4	5
Hit Average	67%	33%	0%
Hit for Power	58%	33%	8%
Arm Strength	7%	87%	7%
Glove/Defense	13%	66%	20%
	36%	55%	9%

Tactical Skills	Weak	Expected PL	Strong
Essential Skill to Evaluate	1 – 2	3 – 4	5
Ability to Read Situation	20%	73%	7%
Knowledge of Rules	27%	73%	0%
Knowledge of Self	47%	53%	0%
Knowledge of Team Strategy	7%	73%	20%
	25%	68%	7%

Physical Training Skills	Weak	Expected PL	Strong
Essential Skill to Evaluate	1 – 2	3 – 4	5
Strength	7%	73%	20%
Speed	27%	73%	0%
Power	13%	67%	20%
Flexibility	27%	73%	0%
Balance	20%	67%	13%
	19%	71%	10%

Outcome Conclusion

Unexpected Findings

Interpretation of Findings

The outcome findings conclusion is partial met. One of our biggest goals was that our players would develop the physical training skills that would translate to the game of baseball and magnify their technical skills. We met many of our goals within the Physical Training PI, but this did not always translate over into the improvement of technical skills.

Analysis - Study of Student Learning

The biggest takeaway for us is that we need to have more balance in our training. While we excelled in a physical training environment, we did not always excel Technical Skills and Tactical Skills. Strength and power is very important in baseball, but this sport also demands a very specific type of athleticism that cannot be overlooked.

What changes were implemented based on data from the previous cycle that affected these findings?

This was the first time assessing this student learning outcome. It will serve as baseline data.

Number of Students Assessed

15

Plan of Action

We plan to make adjustments in our practice planning and also spend more time in small group setting so that our athletes can get more 1 on 1 coaching.

Resources to Support Action

This will be the first year having 4 coaches on our staff, and I expect that to make a significant difference. An indoor facility will also be critical. This will expand our practice options and also give us a place where we can be productive when we encounter poor weather.

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Co-Curricular Assessment

2021-2022

Co-Curricular - Softball

General Information

General Information

Mission Statement

The mission of CASC athletics is to facilitate the collegiate athletic experience of competition and to cultivate sport specific skill sets while fostering lifelong learning through the development of communication skills, leadership, team building, civic responsibility, team/personal goal setting, and perseverance of all CASC athletes.

1.

Student Learning Outcome

Athletes will demonstrate at the collegiate level overall sport specific skill set and overall physical skill development.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

Athletes will be evaluated in specific skills including technical skills, communication skills, and character skills.

Mapping

Co-Curricular - Softball: (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Cultivate Skills: X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Self-Directed Learning and Self-Efficacy: X

CASC student athletes will compete at the collegiate level using specific skills learned to reach pre-determined goal.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Individual evaluations will take place at the end of each season based on an athletic skill evaluation rubric via their overall performance.

Expected Performance Level

(missing)

Collection Timeline

End of April

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Co-Curricular Assessment

2021-2022

Co-Curricular - Educational Opportunity
Center (Poteau)

General Information

General Information

Mission Statement

The mission of the Educational Opportunity Center is to increase the number of students who successfully enroll in a postsecondary education program by providing career and major exploration, admissions counseling, enrollment counseling, proactive advisement, financial aid assistance, college placement preparation and financial literacy to qualifying participants in eastern Oklahoma and western Arkansas.

1. Identify Key Elements

Student Learning Outcome

EOC participants will identify key elements of successfully completing the FAFSA.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

"	Participants will identify dependency status and the need for parent
participation	
"	Participants will identify the purpose of an FSA ID
"	Participants will identify the need for follow up with the financial aid office

Mapping

Co-Curricular - Educational Opportunity Center (Poteau): (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Financial Aid Assistance : X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Self-Directed Learning and Self-Efficacy: X

Participants will attend a FAFSA workshop and participate in a learning activity.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Focus group/four open-ended questions: current dependency status, parent information needed, FSA ID purpose, purpose of follow-up

Expected Performance Level

(missing)

Collection Timeline

March 31, 2022

Results

Submission Date

04/13/2022

Reporting Period

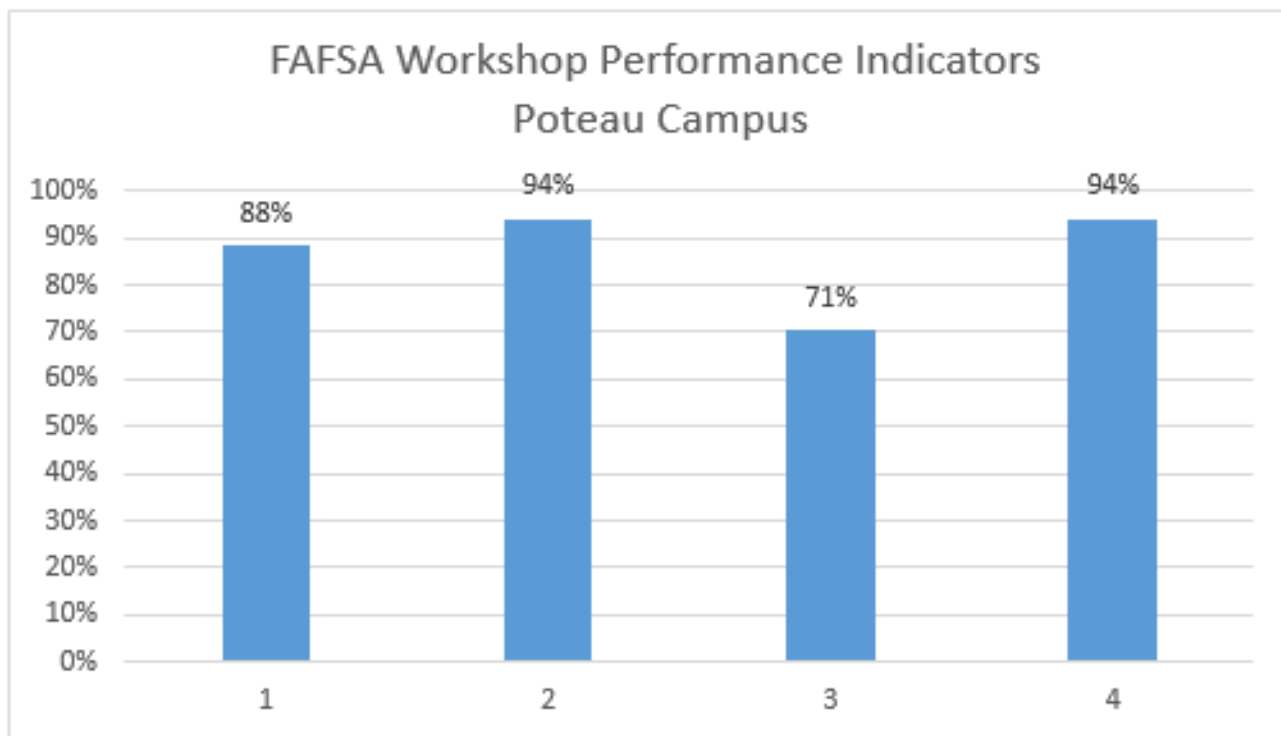
2021 - 2022

Findings Narrative Based on Aggregated Results

The findings show that the majority of students understood the meaning of dependency status and had the ability to identify their own dependency status. All students displayed an understanding for the need of using parental information based on the dependency status factor and some could identify exactly which parental information was needed based on their actual status. The majority of students in this workshop also

identified the purpose or a substantial reason for needing an FSA ID, but some were still not able to identify the importance. Most students identified specific reasons for following up with the financial aid office after their FAFSA has been completed. Overall, the students provided good feedback and a fairly thorough understanding of the topics addressed during the workshop.

Charts and Graphs for Result Data Based on Performance Indicators



1. Students that Identified the Meaning of Dependency Status
2. Students that Identified the Need for Parental Information
3. Students that Identified the Purpose of an FSA ID
4. Students that Identified the Need for Follow-Up with the FA Office

Outcome Conclusion

Expected Findings

Interpretation of Findings

Most students learned to identify the meaning of dependency status in regards to the FAFSA application, the purpose and uses of the FSA ID, and the need to follow up with the financial aid office after completing the FAFSA.

Analysis - Study of Student Learning

The workshop provided valuable information to the students. The majority of students seemed to take away a good understanding of their personal dependency status and their personal need for parental information on the FAFSA. EOC presented each dependency question asked on the FAFSA form and encouraged students to follow along, listen and answer yes or no questions to themselves as we progressed through the presentation. Most students also understood the need for an FSA ID, but they did not necessarily grasp the concept of the ID acting as a way to provide a binding and legal signature. Some students were also confused on why they might follow-up with the financial aid office for verification paperwork. However, they understood the idea of checking in to make sure their FAFSA had been received.

What changes were implemented based on data from the previous cycle that affected these findings?

This was the first year this particular method/assessment process was used

Number of Students Assessed

17

Plan of Action

The workshop went well and I would like to utilize this process again. In the future, I will work to improve the presentation of the FSA ID and its purpose. I would also like to stress the various reasons why following up with the financial aid office is important for the purpose of completing additional paperwork for the financial aid process to be complete.

Resources to Support Action

Resources may be the use of additional handouts/worksheets that will assist students in gaining a better understanding of the topics addressed

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Co-Curricular Assessment

2021-2022

Co-Curricular - Student Support Services
(Poteau)

General Information

General Information

Mission Statement

The mission of Student Support Services is to retain, graduate, and transfer low income, first generation, and disabled students by providing academic coaching, career exploration, financial literacy, and transfer services.

1. Identify Change

Student Learning Outcome

Upon completion of the SSS Freshman Success Orientation class, students will identify a change in their belief in their ability to succeed in their educational endeavors.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

Express their belief in their own ability to succeed as a student
Identify what made greatest impact on that belief

Start Date

02/02/2022

Mapping

Co-Curricular - Student Support Services (Poteau): (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 2. Identify a Change : X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Self-Directed Learning and Self-Efficacy: X

A focus group and a written reflection will be used to assess the Freshman Success Scholarship Orientation experience's impact on Student Self-Efficacy.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Focus Group Questions & Written Reflection

Expected Performance Level

100% will identify a positive change in their belief in their ability to succeed in their educational endeavors.

Collection Timeline

Fall 2021

Results

Submission Date

04/19/2022

Reporting Period

2021 - 2022

Findings Narrative Based on Aggregated Results

Through a written reflection, 11 out of 11 students identified a positive impact of their beliefs and abilities to succeed in college while attending the FSSC. Evidence was shown by utilizing a focus group with targeted questions.

5 of 11 students felt that the career exposure and academic coaching assisted with major and career planning (creating a plan for college) providing more direction
5 out of 11 students believed that the relationships made with the instructors greatly impacted their ability to succeed
11 out of 11 students indicated that starting college with a group of similar students (first generation, etc.) assisted with acclimating to college (cohort experience)

One student out of 11 stated that in high school he felt like he couldn't ask questions. Now, he realizes that the instructors are supportive and responsive which led to his new-found confidence. 5 out of 11 students were impacted by the creation of new relationships with their classmates and instructors, they felt more at ease within the classroom and this enhanced the learning environment (speaking up in class, asking questions). Another student said that the instructors have been helpful and supportive, feeling they felt comfortable with asking for help.

Outcome Conclusion

Expected Findings

Interpretation of Findings

The findings are that all of the students met the Student Learning Outcome. The evidence taken from the data impacted students' awareness of self-efficacy and learning in many ways:

Gained knowledge of various campus resources
Fostered relationships with classmates and instructors
Built confidence in their ability to succeed in college as noted by their statements

Analysis - Study of Student Learning

The SLO was met by the FSSC students fostering a sense of self-efficacy and learning. Students were given Career Inventory tests to assess their interests and align them with a possible career path. Campus offices (ie: Financial Aid, EOC, Campus police) informed students of their locations and services offered. Adding a job shadow element to the FSSC will enhance student choices more efficiently. A takeaway from the assessment was that having a small, constant group of first-year students working together created close relationships and built confidence in the college setting.

What changes were implemented based on data from the previous cycle that affected these findings?

A change from the previous cycle was to use a focus group with a written reflection instead of a survey to assess. This provided a more intimate conversation leading up to the targeted question. In the future, a change could be made to assess the FSSC differently such as using a discussion session to build up to a short, written survey with targeted questions.

Number of Students Assessed

11

Plan of Action

SSS will continue to assess the FSSC using a focus group with a targeted question. The plan was efficient and effective for ensuring a positive, first semester of college. An improvement would be to change how to assess the class using discussion to build up to a short, written survey and targeted questions. Also, adding a job shadow element to the FSSC will enhance the students' learning experience.

Resources to Support Action

Resources to support planning include budget allocation, materials, and personnel. A budget allocation to properly fund the scholarship, to provide the proper materials (including the cost of the Virtual Job Shadow program) to be acquired for the students, and to compensate the personnel involved with instruction.

-

Co-Curricular Assessment

2021-2022

Co-Curricular - Native American
Association

General Information

General Information

Mission Statement

The mission of the Native American Club is to establish a collegiate platform for students that promotes Native American culture while providing cultural learning opportunities that facilitate campus diversity and student body interaction.

1. Practice Cultural Competence

Student Learning Outcome

CASC students will practice cultural competence outside of the Choctaw and Cherokee nations.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

Focus Group Questions:

What insight did you gain from learning about a different cultural practice?

What is a benefit of learning about a different culture?

Start Date

02/02/2022

Mapping

Co-Curricular - Native American Association: (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Cultural Learning Opportunities : X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Civic and Social Responsibility: X

Club members will host a traditional Native American crafts event on campus that features the beading traditions of various tribes and provides a hands-on beading activity provided by the Chickasaw Nation. After the event, club members will complete a questionnaire.

Focus Group Questions:

What insight did you gain from learning about a different cultural practice?

What is a benefit of learning about a different culture?

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Participants will use a questionnaire to reflect upon the activity and criteria and club sponsor will share the feedback in a group discussion

Expected Performance Level

(missing)

Collection Timeline

May 2022

•

Co-Curricular Assessment

2021-2022

Co-Curricular - MakerSpace

General Information

General Information

Mission Statement

The mission of Maker Group is to promote affordable hands-on experience, professional communication, group collaboration by providing an environment that fosters creativity and open exploration in the areas of science, math, and technology to any students with a passion to learn.

1. Apply Manufacturing Processes

Student Learning Outcome

Maker space participants will apply manufacturing processes to produce a personalized arcade project.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

Each students performance will be evaluated based on their progression through the four project stages:

1. Operating system installation
2. Custom console design
3. Controller wiring
4. GUI setup and implementation

Start Date

02/02/2022

Mapping

Co-Curricular - MakerSpace: (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Hands-on Experience : X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Self-Directed Learning and Self-Efficacy: X

Raspberry Pi Arcade Project

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Students will progress through a series of badges demonstrating their understanding of the manufacturing process in order to create a table top arcade. The sponsor will observe the completion of the four project stages as specified in the performance indicators.

Expected Performance Level

(missing)

Collection Timeline

November 2021

Results

Submission Date

04/14/2022

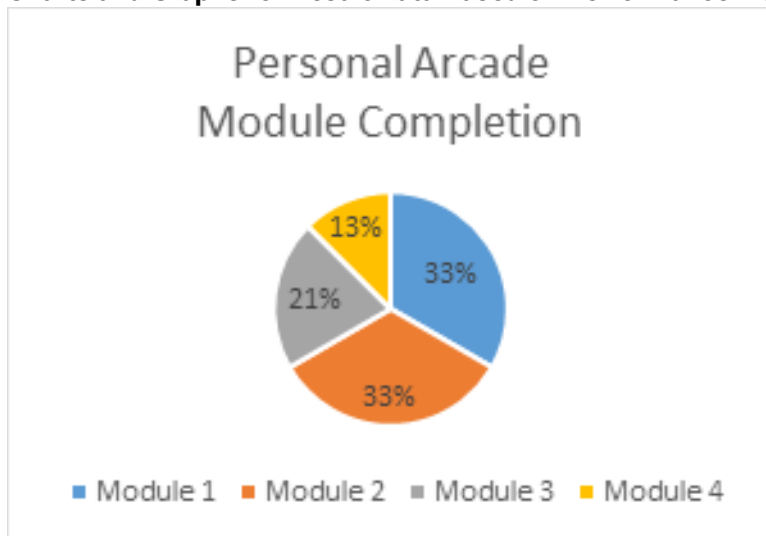
Reporting Period

2021 - 2022

Findings Narrative Based on Aggregated Results

All Students demonstrated some degree of success throughout the activity. All of the student completed the first two stages of the Activity. However, only 38% of the students completed the entire activity.

Charts and Graphs for Result Data Based on Performance Indicators



Outcome Conclusion

Expected Findings

Interpretation of Findings

After 30 years of working with college students the outcome was what was expected.

Based on the Mission of the Maker Group (The mission of Maker Group is to promote affordable hands-on experience, professional communication, group collaboration by providing an environment that fosters creativity and open exploration in the areas of science, math, and technology to any students with a passion to learn.) the project was a success.

Analysis - Study of Student Learning

The design portion of the project was successful will all the students starting the semester strong. In module 2 students take the deign and implement it into a real-world activity. Based on the observation in the maker space students excel in a design or simulated environment but struggle with real world tasks. Based on the findings today's students need to find success in a short period of time with more simplified tasks.

What changes were implemented based on data from the previous cycle that affected these findings?

An online element of the makers space was implemented during the pandemic, and we continued to include an online portion for all students that had an interest.

Number of Students Assessed

8

Plan of Action

Based on the data smaller projects will be implemented. We will try to keep all project completion to a maximum of two meeting sections.

Resources to Support Action

The budget allocation is sufficient to implement the requirements of the organization.

•

Co-Curricular Assessment

2021-2022

Co-Curricular - Phi Theta Kappa

General Information

General Information

Mission Statement

The mission of Phi Theta Kappa is to recognize academic achievement of college students and to provide opportunities for them to grow as scholars and leaders.

1. Work Effectively Within A Team Structure

Student Learning Outcome

After participating in Phi Theta Kappa, students will work effectively within a team structure.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

Effectively Communicates with Team Members

Exhibits Time Management

Contributes to the Team and Team Goals

Exhibits a Positive Attitude

Demonstrates Leadership and Takes Responsibility

Mapping

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Leadership and Teamwork: X

Co-Curricular - Phi Theta Kappa: (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- To provide Opportunities to grow as scholars and leaders: X

Phi Theta Kappa students will work as a team to create and conduct the Viking Network to connect high school students and current students to major programs of interest.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Teamwork Rubric

Expected Performance Level

Accomplished

Collection Timeline

Fall 2021

-

Co-Curricular Assessment

2021-2022

Co-Curricular - Oklahoma Aspiring
Educators Association

General Information

General Information

Mission Statement

The mission of CASC Oklahoma Aspiring Educators Association (OAEA) is to provide opportunities for education majors to develop vocational competencies for education-related careers while promoting community outreach, political action, and social justice.

1. Effectively Conduct Professional Event

Student Learning Outcome

OAEA students will effectively conduct a professional event.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

Members will be evaluated in key competencies including appropriate agenda, conducive learning environment, professional conduct, and adequate publicity.

Mapping

Co-Curricular - Oklahoma Aspiring Educators Association: (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Vocational Competencies : X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Leadership and Teamwork: X

OAEA members will organize and host a campus-wide professional development seminar over an education-related topic.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Workshop participants will provide feedback to the chapter on a survey measuring the key competencies as well as overall satisfaction with knowledge gained.

Expected Performance Level

(missing)

Collection Timeline

Fall 2021

Results

Submission Date

02/08/2022

Reporting Period

2021 - 2022

Findings Narrative Based on Aggregated Results

Students were pleased with the workshop itself. Five out of six survey respondents indicated an accomplished status concerning publicity for the workshop; one respondent indicated an achieving status since the workshop was not as well-attended as the group had hoped it would be. Six out of six respondents felt the speaker was introduced by the chapter vice-president in a professional manner and the room itself was set up to facilitate a conducive learning environment. All six respondents rated the choosing of an

applicable topic and provision of beneficial material as accomplished. All six respondents also felt they had worked together to provide a well-organized workshop.

Charts and Graphs for Result Data Based on Performance Indicators

Performance Indicators	Expected Performance Level: Accomplished/Achieving	
PI 1. Publicity for the workshop was easy to access and understand.	Accomplished: 5 out of 6 Achieving: 1 out of 6	100% indicated Accomplished/Achieving
PI 2. The speaker was introduced in a professional manner.	Accomplished: 6 out of 6	100% indicated Accomplished
PI 3. The room was well-prepared and conducive to learning.	Accomplished: 6 out of 6	100% indicated Accomplished
PI 4. The topic and material were interesting and beneficial.	Accomplished: 6 out of 6	100% indicated Accomplished
PI 5. Overall, the workshop was well-organized.	Accomplished: 6 out of 6	100% indicated Accomplished

Outcome Conclusion

Expected Findings

Interpretation of Findings

The students successfully met the student learning outcome. They organized and led a professional development seminar over literacy with guest speaker, Bente Erikson, Executive Director of the Western Arkansas Literary Council. Students experienced several “first-times” in the process of organizing and hosting the seminar. Specifically, they learned how to find potential speakers, how to introduce a speaker, and how to conduct a question/answer session. They did not learn how to make the public aware of the seminar. This was reflected by the low attendance.

Analysis - Study of Student Learning

Students thoroughly enjoyed selecting a topic and looking for available speakers. They first tried accessing an Oklahoma speaker and found it was easier to connect with an Arkansas speaker who lived in Fort Smith. This worked well since Fort Smith is more accessible to our population than Oklahoma City. During the assessment process, students realized more could have been done to publicize the event.

The planning and hosting of the seminar supported the co-curricular learning dimension of Leadership and Teamwork, allowing for interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others. The members had to work together to plan, and they had to work with the speaker to bring those plans to fruition.

The discussion was more valuable than the survey, causing the students to discuss what improvements could be made. All agreed that it is difficult to get people to participate in anything during a pandemic, but more could have been done to publicize the event.

What changes were implemented based on data from the previous cycle that affected these findings?

No changes were made from the previous cycle. It had been noted before that publicity was lacking, but no real changes were implemented.

Number of Students Assessed

6

Plan of Action

Publicity was restricted to emails to education majors and a couple of other student organizations. The next seminar should be more widely publicized with an email going to all students, all campus employees, and an article in the local newspaper.

Resources to Support Action

Not much is needed in the way of resources other than using the public relations channels available. Perhaps snacks and door prizes could be made available to make the seminar seem more professional and enticing.

Another option would be to see what is required for a seminar to earn professional developments points for area teachers. If this is a possibility, the workshop would need to be held at 3:30 rather than 2:30.

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Co-Curricular Assessment

2021-2022

Co-Curricular - Student Support Services
Club

General Information

General Information

Mission Statement

The mission of the CASC Student Support Services (SSS) Club is promote social and cultural opportunities, strengthen student confidence, and support academic success by providing service projects, volunteer opportunities, and other activities that promote civic and global engagement, team building and leaderships skills to SSS club participants.

1. Address the Needs of the Community

Student Learning Outcome

SSS club participants will address the needs of the community to facilitate positive social change.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

Survey Questions Directly Assessing Outcome

Explain the impact of the Angel Tree project on the CASC community and on you as a participant.

Identify another civic need that could be address in the future.

Mapping

Co-Curricular - Student Support Services Club: (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Civic and Social Responsibility: X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Civic and Social Responsibility: X

Students will implement an Angel Tree project—a holiday program designed to raise in-kind gifts to assist CASC student families who are in financial need due to circumstances that create a lack of resources to provide gifts for their children at Christmas.

Survey Questions:

Explain the impact of the Angel Tree project on the CASC community and on you as a participant.

Identify another civic need that could be address in the future.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Survey administered after project

Expected Performance Level

100% of students will be able to address a need in the community.

Collection Timeline

Fall 2021

Related Documents

[SSS Club Angel Tree Survey 2018.docx](#)

Results

Submission Date

04/07/2022

Reporting Period

2021 - 2022

Findings Narrative Based on Aggregated Results

A survey was given to the student group. 5 out of 7 students were positively impacted cultivating a sense of civic and social responsibility and felt it was beneficial to the CASC community. Students indicated the impact of the project through their responses to the survey.

7 out of 7 students indicated civic needs for the future:

- holding a canned food drive (4 out of 7 students)

- collection of winter clothing items for needy community members

- (1 out of 7 students)

- participation in book reading for incarcerated people and their children (1 out of 7 students)

- volunteer help to students during Finals week to provide encouragement (1 out of 7 students)

One student stated that the impact of the Angel Tree project made him feel like he was doing something good for others. Another student mentioned that the Angel Tree project lets the members contribute to their society and helps to make someone's less fortunate days brighter.

Outcome Conclusion

Expected Findings

Interpretation of Findings

The evidence impacted the students' learning in several ways:

- helped make students aware of the civic needs of the community as noted in their statements which they felt benefitted families at CASC

- helped students identify other community needs

Analysis - Study of Student Learning

The SLO assessed met the outcome. Students cultivated a sense of civic and social responsibility by promoting and participating in civic engagement. The SSS Club participants participated and appreciated what job they had which improved the student learning process. Relationships were fostered between the Club members and staff who donated gifts. In the future, the SSS Club may have members spend more time completing tasks to execute the project successfully. The takeaway is that while the CASC students and their children greatly benefited from the gifts given. The SSS Club participants were also impacted by witnessing the generosity of the sponsors and felt grateful, proud, and willing to help in the future.

What changes were implemented based on data from the previous cycle that affected these findings?

A change from the previous cycle included asking SSS Club members two separate questions to assess in the form of a survey. The questions addressed the impact that the project had on them personally and to identify other civic needs that could be addressed in the future. A Likert scale is being considered for students to rate the impact in the future.

Number of Students Assessed

7

Plan of Action

The SSS Club will continue the operation of the CASC Angel Tree. Encouraging more members' participation within the club will be focused on in the future. To execute this, a committee may be formed to delegate parts of the project to volunteers. In this way, it will be more student led and involved.

Resources to Support Action

Resources to support the planning of the project include the SSS Club advisor being allocated within the personnel budget. In addition, the adoption of the Angels by the CASC staff fosters relationships among the staff and students, which contribute greatly to the success of the project.

•

Co-Curricular Assessment

2021-2022

Co-Curricular - Viking Ambassadors

General Information

General Information

Mission Statement

The mission of the CASC Viking Ambassador program is to cultivate leaders in our CASC student body by providing opportunities for ambassadors to further develop leadership and communication skills through participating in Enrollment Management activities, serving as peer instructors for Freshman Orientation classes, and organizing campus wide volunteer opportunities.

1. Work Effectively

Student Learning Outcome

Viking Ambassadors will work effectively within a team structure.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

communication
problem solving
reliability

Mapping

Co-Curricular - Viking Ambassadors: (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Leadership and Communication : X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Leadership and Teamwork: X

Ambassadors will conduct campus tours.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Club sponsors will provide feedback to Ambassadors based on a scaled impact survey evaluating performance criteria. Impact Survey (scale of 1-5)

Expected Performance Level

(missing)

Collection Timeline

April 2022

Results

Submission Date

04/13/2022

Reporting Period

2021 - 2022

Findings Narrative Based on Aggregated Results

We found that all 12 Ambassadors demonstrated and further developed their team-building skills through the Viking Ambassador program.

Outcome Conclusion

Expected Findings

Interpretation 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 12 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.

Analysis - Study of Student Learning

We are happy with the results of our scaled impact survey. The survey provides a great representation of the skills that the students are able to demonstrate after participating in the Viking Ambassador program.

What changes were implemented based on data from the previous cycle that affected these findings?

None

Number of Students Assessed

12

Plan of Action

We plan to continue to monitor and assess their communication skills, problem-solving skills, and reliability as well as team-building skills as a whole.

Resources to Support Action

As of right now, we do not need any further resources to support planning for this SLO.

•

Co-Curricular Assessment

2021-2022

Co-Curricular - Psychology Club

General Information

General Information

Mission Statement

The mission of CASC Psychology Club is to facilitate connections with careers in the field of psychology, by providing service projects and volunteer opportunities that promote civic and global engagement to help foster intrinsic learning opportunities, team building, and leadership skills.

1. Identify Careers

Student Learning Outcome

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

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

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

Mapping

Co-Curricular - Psychology Club: (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Careers in the Field of Psychology: X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Self-Directed Learning and Self-Efficacy: X

Students will self-evaluate after the question answer panel at a local place of employment that has careers in the field of Psychology or Sociology. The professionals will introduce their educational background and describe what they do on a daily basis and then there will be time for questions.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Participant self-evaluation will be based upon established criteria to identify careers in the field of psychology.

Expected Performance Level

(missing)

Collection Timeline

April 2022

Results

Submission Date

05/11/2022

Reporting Period

2021 - 2022

Findings Narrative Based on Aggregated Results

The psychology club had 12 students attend the Leflore County Youth Services Tour Date. During this tour they had the opportunity to visit with staff that worked in this building and see what the day to day

operations look like for the employees at the Leflore county youth service building looks like. Eleven of the 12 students listed three or more careers presented on the tour.

Charts and Graphs for Result Data Based on Performance Indicators

PI	Meet	Shortcoming
PI 1 Description of at least three careers presented on panel	11	1
PI 2 Main role of each career	11	1
PI 3 Related degrees	9	3
PI 4 Identify careers of interest	12	
PI 5 Action plan based on knowledge	11	1

Outcome Conclusion

Expected Findings

Interpretation of Findings

Students that participated in the tour of the Leflore County Youth Service building left with more knowledge on local jobs and careers in the field of Psychology. Overall they students met the performance indicators on all levels. The lowest level for student evaluation was knowledge on the degrees it took to have the career.

Analysis - Study of Student Learning

I would like to help the students focus next year on related degrees for occupations they want to pursue.

What changes were implemented based on data from the previous cycle that affected these findings?

I did not make any changes.

Number of Students Assessed

12

Plan of Action

I will get a list of the various degrees the career panel will have before we attend so I can go over these with the club before we attend the tour of our local facility.

Resources to Support Action

I have applied for an endowed professorship scholarship. The request I have made is for a classroom with versatile seating options. This would be a great place to have our club meetings because it would allow for more collaboration and group work.

-

Co-Curricular Assessment

2021-2022

Co-Curricular - Educational Opportunity
Center (Sallisaw)

General Information

General Information

Mission Statement

The mission of the Educational Opportunity Center is to increase the number of students who successfully enroll in a postsecondary education program by providing career and major exploration, admissions counseling, enrollment counseling, proactive advisement, financial aid assistance, college placement preparation and financial literacy to qualifying participants in eastern Oklahoma and western Arkansas.

1. Identify Key Elements

Student Learning Outcome

EOC participants will identify key elements of successfully completing the FAFSA.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

"	Participants will identify dependency status and the need for parent
participation	
"	Participants will identify the purpose of an FSA ID
"	Participants will identify the need for follow up with the financial aid office

Mapping

Co-Curricular - Educational Opportunity Center (Sallisaw): (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Financial Aid Assistance: X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Self-Directed Learning and Self-Efficacy: X

Participants will attend a FAFSA workshop and participate in a learning activity.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Focus group/four open-ended questions: current dependency status, parent information needed, FSA ID purpose, purpose of follow-up

Expected Performance Level

(missing)

Collection Timeline

March 31, 2022

Results

Submission Date

04/13/2022

Reporting Period

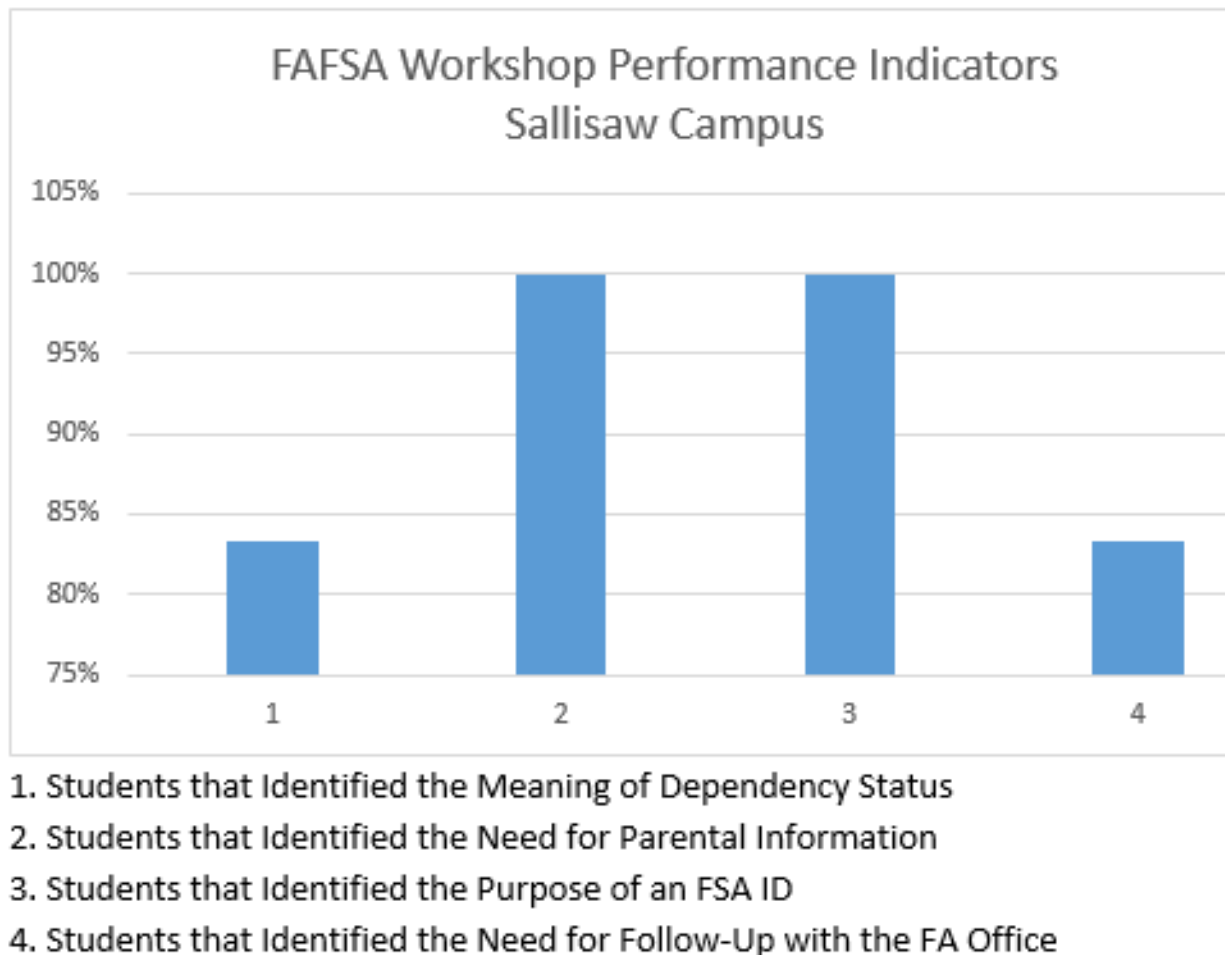
2021 - 2022

Findings Narrative Based on Aggregated Results

The findings show that the majority of students understood the meaning of dependency status and had the ability to identify their own dependency status. All students displayed an understanding for the need of using parental information based on the dependency status factor and some could identify exactly which parental information was needed based on their actual status. All students in this workshop also identified the

purpose or a substantial reason for needing an FSA ID. Most students identified specific reasons for following up with the financial aid office after their FAFSA has been completed. Overall, the students provided good feedback and a fairly thorough understanding of the topics addressed during the workshop.

Charts and Graphs for Result Data Based on Performance Indicators



Outcome Conclusion

Expected Findings

Interpretation of Findings

Most students learned to identify the meaning of dependency status in regards to the FAFSA application, the purpose and uses of the FSA ID, and the need to follow up with the financial aid office after completing the FAFSA.

Analysis - Study of Student Learning

The workshop provided valuable information to the students. The majority of students seemed to take away a good understanding of their personal dependency status and their personal need for parental information on the FAFSA. EOC presented each dependency question asked on the FAFSA form and encouraged students to follow along, listen and answer yes or no questions to themselves as we progressed through the presentation. Most students also understood the need for an FSA ID, but they did not necessarily grasp the concept of the ID acting as a way to provide a binding and legal signature. Some students were also confused on why they might follow-up with the financial aid office for verification paperwork. However, they understood the idea of checking in to make sure their FAFSA had been received.

What changes were implemented based on data from the previous cycle that affected these findings?

This was the first year this particular method/assessment process was used

Number of Students Assessed

6

Plan of Action

The workshop went well and I would like to utilize this process again. In the future, I will work to improve the presentation of the FSA ID and its purpose. I would also like to stress the various reasons why following up with the financial aid office is important for the purpose of completing additional paperwork for the financial aid process to be complete.

Resources to Support Action

Resources may be the use of additional handouts/worksheets that will assist students in gaining a better understanding of the topics addressed

-

Co-Curricular Assessment

2021-2022

Co-Curricular - Student Support Services
(Sallisaw)

General Information

General Information

Mission Statement

The mission of Student Support Services is to retain, graduate, and transfer low income, first generation, and disabled students by providing academic coaching, career exploration, financial literacy, and transfer services.

1. Apply Learned Financial Skills

Student Learning Outcome

SSS students will apply learned Financial Skills to personal life.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

Focus Group/Questions:

- What are two things needed to establish good credit?
- How will you apply this information to your everyday life?

Start Date

02/02/2022

Mapping

Co-Curricular - Student Support Services (Sallisaw): (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Proactive Approach to Lifelong Learning: X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Lifelong Learning: X

After the Financial Literacy Workshop, a focus group and questions will be used to assess criteria needed to establish good credit.

Focus Group/Questions:

- What are two things needed to establish good credit?**
- How will you apply this information to your everyday life?**

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Focus Group Questions

Expected Performance Level

Half of the students in attendance will be able to apply information presented.

Collection Timeline

Fall 2021

Results

Submission Date

04/08/2022

Reporting Period

2021 - 2022

Findings Narrative Based on Aggregated Results

During the focus group students were able to identify multiple criteria for establishing good credit. Students also identified things that will help both their college spending and personal finances. Students learned that paying bills in a timely manner, paying balances in full, start saving early and to always keep credit revolving will help them create a positive credit score.

Outcome Conclusion

Expected Findings

Interpretation of Findings

Expected findings showed the students gained knowledge on how to improve their current and future credit. Some students were familiar with information presented, others were not. Unexpected findings were that students asked for more information to be included in the next financial literacy workshop, which shows they are eager to learn and improve.

Analysis - Study of Student Learning

The presenter from the community, Arvest loan officer, gave a very informative workshop to students. Those in attendance can adopt the practices of good credit and avoid the pitfalls of bad credit, which will aid them in the future both personally, and academically. According to the group, several things that resonated were: start early with good financial habits, make sure items are paid in a timely manner, always keep credit revolving, and always ask which credit companies will receive reports.

What changes were implemented based on data from the previous cycle that affected these findings?

First year to report.

Number of Students Assessed

8

Plan of Action

Get more students to attend the future financial literacy workshop. Possibly have a second workshop on a different day of the week to reach the students who were unable to attend the first. Reach out to all instructors to encourage student attendance. Serve lunch to those in attendance.

Resources to Support Action

Recruit another community member to present. Work with instructors to encourage student attendance and involvement. Collect donations for door prize drawings.

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Co-Curricular Assessment

2021-2022

Co-Curricular - Scholars

General Information

General Information

Mission Statement

The mission of Carl Albert State College Scholars Program is to facilitate and foster strong academic and leadership skills of CASC Scholar students through a highly competitive scholarship program that promotes academic leadership roles on campus, community service projects, and active membership in CASC clubs and organizations.

1. Address the Needs of the Community

Student Learning Outcome

Participants will address the needs of the community to facilitate positive social change through individual community service projects.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

Identify a need

Address that need

Conduct a plan to facilitate positive change

Start Date

02/02/2022

Mapping

Co-Curricular - Scholars: (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Civic and Social Responsibility: X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Civic and Social Responsibility: X

Students will conduct individual community service projects.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Students will present their projects and findings to the President Leadership class where Scholar sponsors will evaluate their projects using an evaluation checklist.

Expected Performance Level

(missing)

Collection Timeline

April 2021

Results

Submission Date

03/31/2022

Reporting Period

2021 - 2022

Findings Narrative Based on Aggregated Results

See chart

Charts and Graphs for Result Data Based on Performance Indicators

Performance Indicators		Expected Performance Level: Accomplished/Achieving
PI 1. Identify a need in the community or campus	Met requirement: 30 students Did not meet requirement: 7 students	81% identified a need in the community of campus
PI 2. Address the need	Met requirement: 25 students Did not meet requirement: 12 students	67.5% addresses the identified need in the community or campus with their projects
PI 3. Conduct a plan to facilitate positive change	Met requirement: 25 students Did not meet requirement: 12 students	67.5 % of the projects resulted in a positive change

Outcome Conclusion

Expected Findings

Interpretation of Findings

The students met the outcome. Sixty-seven percent of the students were able to identify and address the need in a positive way. Some of the students put very little effort in finding a project; they chose a project more on ease of completion than identifying a true need.

Analysis - Study of Student Learning

We did not discuss the assessment scoring rubric with the students when the project was presented to the students. There was little guidance on what the outcome of the projects should be. It was also hard to determine which projects resulted in a positive change.

What changes were implemented based on data from the previous cycle that affected these findings?

This was our first semester using this plan and form of data collection. We were not able to continue with our Harvest Carnival project that we usually assess. We will most likely return to conducting the Harvest Carnival if possible.

We evaluated their projects on the awareness, problem solving, and ultimately the positive impact their projects had on the community, which is directly connected to the core of civic and social responsibility.

Biggest Takeaways: I believe communicating the performance indicators to the students when the project is introduced will serve as a guide to the students as they are choosing their projects resulting in overall better performance.

Number of Students Assessed

37

Plan of Action

I will communicate the performance indicators to the students when the project is introduced and talk to them about the importance and opportunity they have to make a difference. What will you improve? Communicating to the students the need for an objectively identifiable positive change as a result of their project. For example, one group of students conducted a coat drive and collected 49 winter coats that were donated to the Hope Center. That makes it very clear that a positive change resulted.

Resources to Support Action

Gathering needed help or project ideas from offices on campus to help students with ideas while meeting the needs of our campus and faculty and staff.

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Co-Curricular Assessment

2021-2022

Co-Curricular - Upward Bound (Poteau)

General Information

General Information

Mission Statement

The mission of Upward Bound Program is to increase the number of high school students who complete secondary education, enroll in and graduate from institutions of postsecondary education by providing academic advising, tutoring, mentoring, cultural enrichment, soft skills and financial literacy to qualifying participants in target high schools in LeFlore County.

SLO 1 Identify Financial Aid Language

Student Learning Outcome

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, 2021 - 2022

Performance Indicators

Three types of Aid through FAFSA

Three types of Loans through FAFSA

Notes for Performance Indicators

These Performance Indicators were added in 2020 - 2021

Start Date

07/02/2019

Mapping

Co-Curricular - Upward Bound (Poteau): (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- Goal 1 Financial Literacy: X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Self-Directed Learning and Self-Efficacy: X

Pre-test administered prior to financial aid workshop and post-test administered at the conclusion of the workshop

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Pre and Post short answer identifying performance criteria, which are the three types of Aid through FAFSA and the three types of Loans through FAFSA.

Expected Performance Level

Expected that 35% of students will identify correctly.

Collection Timeline

July 2021

Results

Submission Date

04/28/2021

Reporting Period

2021 - 2022

Findings Narrative Based on Aggregated Results

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.

Outcome Conclusion

Expected Findings

Interpretation of Findings

While the post test showed an increase in knowledge the students showed a concern for not being sure of what steps they needed to complete during the application process. They showed a fear of messing up their FAFSA and missing out on financial aid opportunities.

Analysis - Study of Student Learning

Identify three types of financial aid: Pre-test 25%, Post-test 25%

Identify three types of loans: Pre-test 0%, Post-test 92%

Students could identify and increased their knowledge of the three types of loans available after attending the workshop.

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.

Workshop attendance was good. Students who attended the workshop received a stipend for their attendance.

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.

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.

Number of Students Assessed

12

Plan of Action

N/A

Action Plan**Action Plan Submission Date**

07/31/2019

Action Plan

Beginning in the Fall of 2019 the Upward Bound program will begin working with program participants who are in the 12th grade to increase knowledge of financial aid terms and the language used during the financial aid process. Monthly workshops will be offered to participants beginning in September and continue until April which will cover a broad range of topics to include (but not limited to); financial aid, grants, student loans and FAFSA.

Resources to Support Action Plan

N/A

Results**Submission Date**

04/18/2022

Reporting Period

2021 - 2022

Findings Narrative Based on Aggregated Results

Pre-test results showed only one of eleven students could identify three types of aid; while post test results showed 45% of the eleven students could identify all three types.

Pre-test results showed none of the eleven students could identify three types of loans; while post test results showed 91% of the eleven students could identify all three type of loans.

45% of the eleven students were able to identify three types of aid and loans after the workshop.

Charts and Graphs for Result Data Based on Performance Indicators

Pre-Test	3 types Aid	3 types Loans	Post-Test	3 types aid	3 types loans	Possible	Pre%	Post%	%change
2	No	No	9	No	Yes	10	20	90	70
3	No	No	9	No	Yes	10	30	90	60
3	No	No	7	No	Yes	10	30	70	40
4	No	No	4	No	No	10	40	40	0
4	No	No	8	No	Yes	10	40	80	40
6	Yes	No	7	Yes	Yes	10	60	70	10
4	No	No	8	Yes	Yes	10	40	80	40
2	No	No	7	Yes	Yes	10	20	70	50
3	No	No	9	No	Yes	10	30	90	60
2	No	No	8	Yes	Yes	10	20	80	60
2	No	No	9	Yes	Yes	10	20	90	70
	1/11=1%	0/11=0%		5/11=45%	10/11=91%				45%

Outcome Conclusion

Expected Findings

Interpretation of Findings

The workshop accomplished the overall goal of improving the financial aid knowledge.

Analysis - Study of Student Learning

Workshop worked as planned

What changes were implemented based on data from the previous cycle that affected these findings?

None

Number of Students Assessed

11

Plan of Action

Continue offering the workshop each summer to bridge students.

Resources to Support Action
None

-

Co-Curricular Assessment

2021-2022

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

General Information

General Information

Mission Statement

The mission of Upward Bound Math and Science is to strengthen and develop math and science skills through intensive training, tutoring, and mentorship, to encourage postsecondary enrollment into STEM fields by providing career exploration, college entrance prep, and admissions, FAFSA, and financial literacy assistance, and to foster lifelong learning through academic, cultural, and soft skill development of program participants.

SLO 1 Identify Financial Language

Student Learning Outcome

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

2021 - 2022

Performance Indicators

Three types of Aid through FAFSA

Three types of Loans through FAFSA

Mapping

Co-Curricular - Upward Bound Math/Science (Poteau): (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- Goal 1 Financial Literacy: X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Self-Directed Learning and Self-Efficacy: X

Pre-test administered prior to financial aid workshop and post-test administered at the conclusion of the workshop

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Pre and Post short answer identifying performance criteria, which are the three types of Aid through FAFSA and the three types of Loans through FASA.

Expected Performance Level

Expected that 35% of students will identify correctly.

Collection Timeline

July 2021

Results

Submission Date

04/18/2022

Reporting Period

2021 - 2022

Findings Narrative Based on Aggregated Results

Overall I feel the students grasped the concept of all financial aid and the types of aid and loans. We assessed 7 students and after the students went through the financial aid workshop 71% answered the 3 types of aid and 3 types of loans question correctly.

Charts and Graphs for Result Data Based on Performance Indicators

Name	Pre-Test Point	3 types Aid	3 types Loans	Post-test Points	3 types Aid	3 types Loans	Points Possible	Pre%	Post%	Overall%
Yair Camargo	2	Incorrect	Incorrect	8	Correct	Correct	10	20	80	60
Lizette Correa	3	Incorrect	Incorrect	7	Incorrect	Correct	10	30	70	40
Zachery Broom	6	Correct	Correct	8	Correct	Correct	10	60	80	20
Haley Terrazas	3	Incorrect	Incorrect	8	Correct	Correct	10	30	80	50
Johanna Rios	2	Incorrect	Incorrect	9	Correct	Correct	10	20	90	70
Francisco Torres	2	Incorrect	Incorrect	9	Incorrect	Correct	10	20	90	70
Ariyel Calderon	2	Incorrect	Incorrect	7	Correct	Correct	10	20	70	50
Totals		1/7=14%			5/7=71%			200/7=28%	560/7=80%	51%

Outcome Conclusion

Expected Findings

Interpretation of Findings

They did meet the student learning outcome. I feel they learned the basics of what financial aid can do to help them in their post secondary education.

Analysis - Study of Student Learning

I feel the workshop did its purpose in helping the students learn the types of aids and loans. I think the takeaway is that by having the workshop each year we can help students understand Financial Aid better.

What changes were implemented based on data from the previous cycle that affected these findings?

Instead of having the students grasping all financial concepts we narrowed them down to the types of aid and Loans. We felt like this was the most important thing that they needed to know.

Number of Students Assessed

7

Plan of Action

Unsure of the actions we will take at this time. Maybe focus on another area of financial aid?

Resources to Support Action

revamped our workshop materials.

•

Co-Curricular Assessment

2021-2022

Co-Curricular - eSports

General Information

General Information

Mission Statement

The mission of the CASC Esports is to facilitate the collegiate athletic experience of competitive gaming and to cultivate sport specific skill sets while fostering self-directed learning and encouraging the development of communication skills, civic responsibility, interpersonal and intrapersonal engagement, and perseverance of all CASC athletes.

1. Demonstrate Esport and Transferable Life Skills

Student Learning Outcome

Through participation in CASC Esports, athletes will demonstrate Esport specific skills as well as transferable life skills.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

Tactical Skills

Mental Skills

Communication Skills

Character Skills

Mapping

Co-Curricular - eSports: (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Interpersonal and Intrapersonal Engagement: X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Self-Directed Learning and Self-Efficacy: X

Player performance will be observed and closely monitored each semester during both practice and competition. At the end of the semester, an Athletic skill Evaluation Checklist will be used to assess their efforts in meeting the SLO.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

End of semester evaluations using the CASC Esports Athletic Skill Evaluation Checklist, along with a review and discussion with each player regarding their performance and improvements.

Expected Performance Level

(missing)

Collection Timeline

May 2022

-

Co-Curricular Assessment

2021-2022

Co-Curricular - NASNTI Project

General Information

General Information

Mission Statement

The mission of NASNTI is to increase enrollment in non-medical STEM programs, decrease failure rates in intermediate algebra and college algebra, and increase the 3-year completion rate in non-medical STEM programs. Providing resources to develop new non-medical STEM programs, implementing evidence-based tutoring practices, and creating a student-centered online STEM resource page NASNTI will support the institution's mission. CASC Mission: Provide affordable, accessible, and exceptional education that fosters student success.

Apply Learned Skill to Coursework

Student Learning Outcome

After utilizing the NASNTI tutoring services, students will apply one learned skill to coursework.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

Successfully identify at least one skill and explain how it was applied to coursework

Start Date

01/24/2022

Mapping

Co-Curricular - NASNTI Project: (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- Decrease Failure Rate: X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Self-Directed Learning and Self-Efficacy: X

Students will complete a survey after participating in tutoring for intermediate or college algebra provided through the NASNTI Grant.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Survey short answer questions & Single Point Rubric applied to short answer response

Expected Performance Level

(missing)

Collection Timeline

Spring 2022 Semester

Results

Submission Date

04/13/2022

Reporting Period

2021 - 2022

Findings Narrative Based on Aggregated Results

Fourteen out of the twenty-two students who were sent the survey responded. Out of those responses, ten met the standards of identifying a learned skill and explaining how it was applied to coursework, three partially met the standards, and one did not.

Charts and Graphs for Result Data Based on Performance Indicators

Performance Indicators	1	2	3	4	Evidence from Student Response
Identify a learned skill	1	3	10		(skill)
Explain how it was applied to coursework	1	3	10		(application)

1-standard not met 2-standard partially met 3-standard met 4-exceed expectations

Outcome Conclusion

Expected Findings

Interpretation of Findings

The majority, seventy-one percent, met the standards of identifying a learned skill and explaining how it was applied to coursework. The most common learned skills were a better understanding of the material and improved study skills. Students can use these skills throughout their educational journey for continued success.

Analysis - Study of Student Learning

The survey sent via email did not work in the assessment process; only sixty-one percent of students responded. The assessment supported the learning dimension of applied skill by asking students to explain how they used the learned skill.

What changes were implemented based on data from the previous cycle that affected these findings?

N/A

Number of Students Assessed

14

Plan of Action

Students will complete the survey in person at the end of the tutoring session instead of receiving it via email.

Resources to Support Action

The resources used to support this action are personnel, the STEM Center, and Google Forms.

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Co-Curricular Assessment

2021-2022

Co-Curricular - Competitive Co-Ed Cheer

General Information

General Information

Mission Statement

The mission of CASC Athletics is to facilitate the collegiate athletic experience of competition and to cultivate sport specific skills sets while fostering lifelong learning and encouraging the development of communication skills, civic responsibility, interpersonal and intrapersonal engagement, and perseverance of all CASC athletes.

1. Work Effectively

Student Learning Outcome

Athletes will work effectively within a team structure.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

Effectively communicates with teammates and coaches

Exhibits accountability, timeliness, and professionalism

Actively works to achieve team goals

Contributes a positive and encouraging attitude towards team discussions and the team as a whole

Takes initiative, displays leadership and responsibility

Mapping

Co-Curricular - Competitive Co-Ed Cheer: (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- 1. Team Cooperation and Engagement: X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Leadership and Teamwork: X

Cheerleaders will engage in collegiate competition which will require a cooperative demonstration of various skills to accomplish goals set as a team. At the end of the season, each athlete will be evaluated based their ability to meet set criteria both individually and as part of a group that includes the performance indicators and their overall season performance. The evaluation will be conducted utilizing a rubric to score performance.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Individualized evaluation by the coach which includes a scaled rubric that outlines various levels of success in areas related to the Performance Indicators.

Expected Performance Level

(missing)

Collection Timeline

April 2022

Results

Submission Date

04/14/2022

Reporting Period

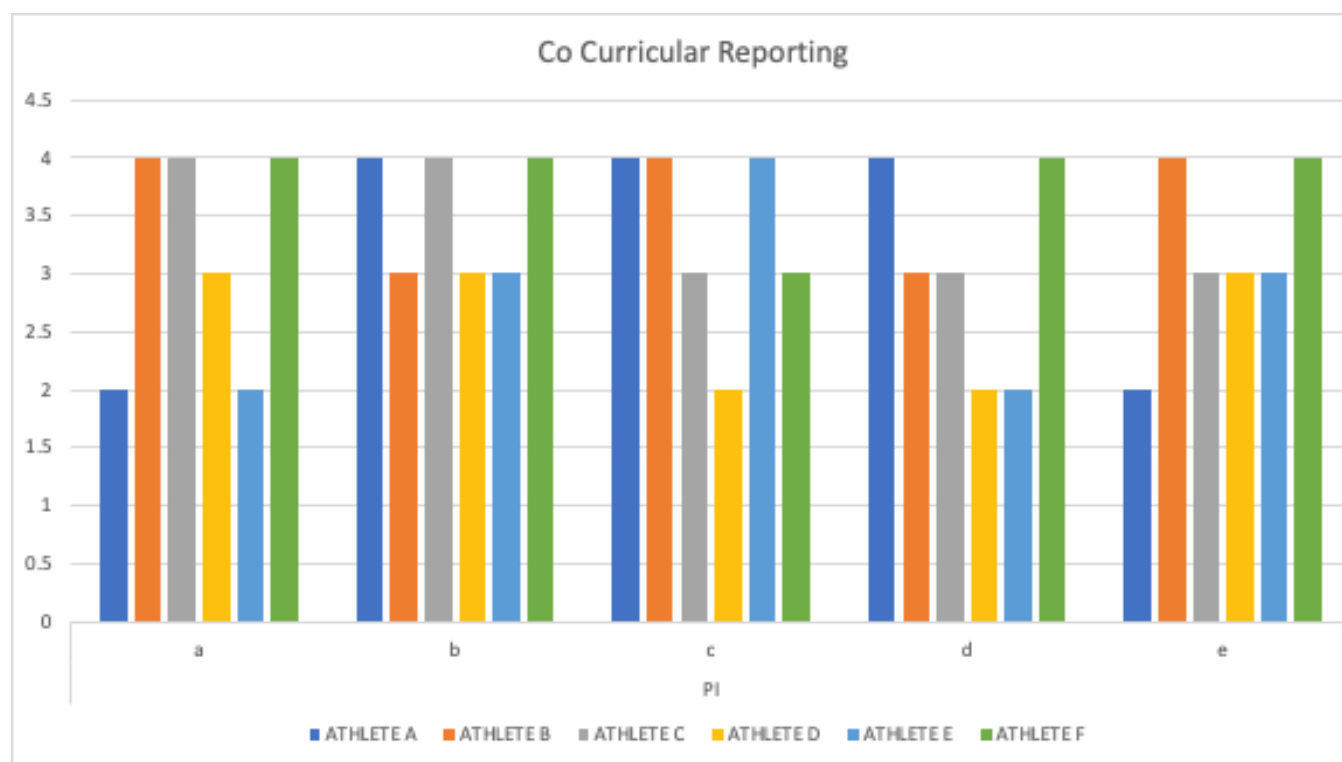
2021 - 2022

Findings Narrative Based on Aggregated Results

Overall, as a group, the athletes scored between 75% and 88% on all PIs. PI (d) "Contributes a positive and encouraging attitude towards team discussions and the team as a whole," was the lowest scoring PI, and PI (b) "Exhibits accountability, timeliness, and professionalism" was the highest scoring PI. Individually, the athletes scored between 65% and 95%. Athlete F was the highest scoring overall, and Athlete D was the lowest. The overall average PI scores were satisfactory, but there is room for improvement in some of the athletes' scores on an individual basis.

Charts and Graphs for Result Data Based on Performance Indicators

		ATHLETE							
		A	B	C	D	E	F	TOTALS	%
PI	a	2	4	4	3	2	4	19	79%
	b	4	3	4	3	3	4	21	88%
	c	4	4	3	2	4	3	20	83%
	d	4	3	3	2	2	4	18	75%
	e	2	4	3	3	3	4	19	79%
	TOTALS	16	18	17	13	14	19		
	%	80%	90%	85%	65%	70%	95%		



Outcome Conclusion

Expected Findings

Interpretation of Findings

Expected findings include mid-range scores for PIs (a) and (e). Unexpected findings include the lowest score in PI (d).

In conclusion, athletes demonstrated proficiency in the following PIs:

- (a) Effectively communicates with teammates and coaches
- (b) Exhibits accountability, timeliness, and professionalism
- (c) Actively works to achieve team goals
- (e) Takes initiative, displays leadership and responsibility.

Athletes demonstrated a deficiency in the following PI:

- (d) Contributes a positive and encouraging attitude towards team discussions and the team as a whole.

Athletes met the SLO and demonstrated proficiency in areas such as effective communication, accountability, teamwork, leadership, and responsibility. There is room for improvement in positive and encouraging attitudes towards team discussions and the team as whole.

Analysis - Study of Student Learning

Allowing athletes to have influence over team decisions was exponentially beneficial in the learning process. Through this process, athletes were able to develop skills which correlated directly to the PIs. The biggest takeaway from this assessment is that although facilitating team involvement in team discussion and decision making improved skills directly tied to PIs (a), (b), (c), and (e), more attention need to be paid to PI (d) to ensure that team decision making and discussion is positive and encouraging.

What changes were implemented based on data from the previous cycle that affected these findings?

N/A No previous cycle

Number of Students Assessed

6

Plan of Action

To improve going forward, we will establish leaders within the group that scored higher in PI (d). These athletes will be able to guide team discussion and decision making to ensure that conversation and decisions are handled in a positive and encouraging manner. Team leaders will be tasked with the responsibility of monitoring and influencing the overall team attitude. We will also hold a pre-season meeting which will outline expectations for the season.

Additional time will be allocated for team discussion and explicit explanation of team expectations and goals. The appointed team leaders will act as representatives of the group and lead by example to improve performance in all PI areas.

-

Co-Curricular Assessment

2021-2022

Co-Curricular - Wrestling Mens

General Information

General Information

Mission Statement

The mission of CASC athletics is to facilitate the collegiate athletic experience of competition and to cultivate sport specific skill sets while fostering lifelong learning through the development of communication skills, leadership, team building, civic responsibility, team/personal goal setting, and perseverance of all CASC athletes.

1. Demonstrate Sport Specific Skillset

Student Learning Outcome

Athletes will demonstrate at the collegiate level overall sport specific skillset and overall physical skill development.

SLO Status

Active

Planned Assessment Cycle

2021 - 2022

Performance Indicators

Athletes will be evaluated in specific skills including technical skills, communication skills, and character skills.

Mapping

Co-Curricular - Wrestling Mens: (X - When Highlighted is Aligned)

Co-Curricular and Non-Academic Goals

- Cultivate Sport Specific Skill Set: X

Co-Curricular Dimensions: (X)

Co-Curricular Dimensions

- Self-Directed Learning and Self-Efficacy: X

CASC student athletes will compete at the collegiate level using specific skills learned to reach pre-determined goal.

Active

Yes

Measure Type

Direct Measure

Data Collection/Evaluation Method

Individual evaluations will take place at the end of each season based on an athletic skill evaluation rubric via their overall performance.

Expected Performance Level

(missing)

Collection Timeline

End of April 2022