Assessment Process Document

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Table of Contents

Introduction

In 2018, the College was tasked with a four-year HLC Assessment Academy project that focused upon maturing from the course-level to academic program-level assessment while also assessing general education outcomes and implementing co-curricular and non-academic assessment. Through HLC Assessment Academy training and field expert support, the College is establishing a culture of continuous improvement. All assessment endeavors start with a mission-focused approach with an emphasis on creating comprehensive, systemic processes that produce actionable data to improve student learning, services, and operations. We strive to use assessment as a tool for continuous improvement and institutional effectiveness.

Although the College has more work ahead, this process document is the framework for an assessment manual. It details the current processes and demonstrates that all institutional effectiveness processes follow the same model which consists of the following steps:

- Plan
- Assess
- Collect
- Reflect
- Improve

In addition, the College has adopted a sustainability plan to ensure the institutional commitment to continuous improvement:

- **Roles & Responsibilities** – The first component is to officially identify the assessment responsibilities for the different roles on campus from the President to support personnel for institutional ownership and accountability.

- **Comprehensive & Systemic Process** – To ensure a systemic process, we will formalize deadlines of assessment plans and reporting for all assessments.

- **Professional Development & Training** – Training activities will be incorporated around the schedule to reinforce the process, to promote organizational self-discovery, and to advance assessment efforts.

- **Showcasing Assessment & Using Actionable Data** – In order to embrace continuous improvement, it must be positively connected to individual and institutional identity, which will go beyond identifying roles and responsibilities. Therefore, we will utilize strategies that encourage a "culture of risk." Becoming an institution that constantly asks, "How can we do this better?" begins with faculty and staff who feel comfortable pursuing that question. Therefore, the institution will provide opportunities for showcasing programs and units that fearlessly assess to obtain actionable data and that fearlessly apply that data for improvements

Continuous Improvement
Assessment: College Roles and Responsibilities

Assessment at CASC is considered to be an institutional endeavor, which means that everyone has responsibility related to the assessment of student learning and institutional effectiveness.

CASC President is responsible for the facilitation and support of college-wide assessment including academic program, general education, the co-curricular, and non-academic, to improve overall institutional effectiveness and student success. Responsibilities include:

- Communicate a commitment to assessment
- Champion assessment work at all levels
- Use assessment to direct institutional priorities
- Budget for and allocate funds and resources for assessment-related activities and training when necessary and funds available

The **Presidential Cabinet Officers** are responsible for ensuring the College's progress toward proficiency and sustainability of assessment. Responsibilities include:

- Support and facilitate assessment at all levels
- Demonstrate institutional commitment to assessment of student learning and operational performance and use of its results across the College to improve student success
- Facilitate professional development activities that support the assessment processes and use of actionable data
- Ensure timely completion of assessment and internal, state, and accreditation reporting on assessment endeavors
- Budget for and allocate funds and resources for assessment-related activities and training when necessary and funds available

Vice Presidents are responsible for ensuring that all academic programs, administrative and student service units, and clubs and organizations within their respective units or departments:

- Create assessment plans
- Carry out assessments that meet prescribed standard
- Analyze and utilize assessment data for improvements
- Submit annual reports that document those efforts
- Attend professional development and training to support assessment efforts

Program/Department Heads/Directors are responsible for the successful and timely operation of assessment systems and the reporting and utilization of actionable data within their departments, offices, programs, etc. to achieve increased institutional effectiveness. Responsibilities include:

- Ensure that their areas have assessment plans with measurable outcomes
- Carry out assessments that meet prescribed standards
- Analyze and utilize assessment data for improvements

Approved by Presidential Cabinet on November 29, 2021

- Submit annual reports that document those efforts

Division Chairs are responsible for the successful and timely operation of assessment systems and the reporting and utilization of actionable data within their program. They work with Program Assessment Leaders (PALs) to ensure that programs:

- Create assessment plans with measurable outcomes
- Carry out assessments that meet prescribed standards
- Analyze and utilize assessment data for improvements
- Submit annual reports that document those efforts

Program Assessment Leaders (PALs) work with their respective division chairs to provide active support to faculty-driven assessment processes for a two-year period. The PAL role is defined below:

- Coordinate and document program assessment meetings and discussions with program faculty and others as applicable
- Assist with the assessment process stages
- Assist with the coordination and completion of annual program assessment reports
- Attend PALs meetings

The Faculty General Education Committee works with the general education faculty body and the Division Chair of Communication and Fine Arts in all stages of general education assessment process and cycle. The committee role is defined below:

- Develop and implement best practices/methods to measure the outcomes for actionable results
- Initiate the analysis and reflection of assessment results
- Assist with the coordination and completion of annual assessment reports

Academic, Co- Curricular, and Institutional Effectiveness Committees are responsible for providing leadership, guidance, and support to improve the effectiveness of learning and institutional performance by providing:

- Governance and guidance on all component of the respective assessment models
- Vetting of frameworks, plans, and reporting

The **CASC Assessment Team** is committed to building a culture of continuous improvement. The team role is to:

- Initiate and support a three year plan to sustain and build upon assessments efforts across the institution
- Utilize their specialized training from the HLC Assessment Academy to provide guidance and resources for assessment endeavors
- Cultivate leadership for future assessment champions

Faculty will serve on program and College assessment committees and participate in annual professional development. Collectively and within their respective departments, they will:

- Define measurable outcomes to assess
- Create and implement assessment plans
- Select methods and measures
- Collect, analyze, and use assessment data to improve student learning
- Submit annual reports that document those effort

Student Club/Organization Sponsors who oversee co-curricular experiences with meaningful student learning will:

- Define measurable outcomes to assess
- Create assessment plans
- Select methods and measures
- Collect, analyze, and use assessment data to improve student learning
- Submit annual reports that document those effort
- Participate in annual co-curricular meetings

Staff are responsible for implementing assessment related to their work. Staff may be involved at various stages of the assessment process:

- Assist in developing and improving assessment plans and measures
- Collect, analyze, and use assessment data for improvements in student learning and institutional effectiveness
- Serve on department and college assessment committees

The Office of Institutional Effectiveness and Assessment fosters a culture of continuous improvement within a framework that supports the college mission and student success. Responsibilities include:

- Facilitate systemic, sustained, and organized process for collecting, analyzing, and acting on assessment outcomes
- Assist academic and administrative departments in the development, analysis, and interpretation of assessment strategies
- Coordinate assessment activity at the College through the centralized support of assessment
- Support faculty and staff in conducting effective program/unit assessment
- Provide development and training opportunities for conducting effective and meaningful assessment

Academic Program Outcome Assessment Overview

Academic Program Outcome Assessment

Program Framework

As a foundational component of academic program outcome assessment, each program creates a framework that consists of a mission statement and program student learning outcomes derived from curricular goals. Performance indicators are created to define and describe the learning process for each outcome.

Curriculum Mapping – Holistic Student Journey

Guiding Questions:

- Do the program outcomes reflect the crucial skill sets graduates must possess?
- Can the students integrate learning from individual courses to a coherent whole?

Program faculty incorporate curriculum mapping to visually represent the skill development of the program outcomes across the curriculum. The map features:

- Program learning outcomes with performance indicators
- Required and select elective courses in the recommended course sequence

The courses are coded according to the primary level of instruction that develops the outcomes:

- (I) Introduced – Instruction and learning activities focus on basic knowledge, skills, and/or entry-level complexity.
- (R) Reinforced – Instruction and learning concentrate on enhancing and strengthening previous collegiate knowledge/skills and complexity
- (A) Advanced – Instruction and learning activities continue to build upon previous competencies with increased complexity and application of use.

Evidence of formative assessment is found at the introduced and reinforced levels, and evidence of summative assessment is found at the advanced level. Coding selection depends upon the level of instruction emphasized the most in the course and supported with related evidence of student learning. At the two-year level, it is possible that one course serves as a "capstone" for both formative and summative development of the outcome. However, other courses should support the development. A key point is most (not all) course level student learning outcomes should support the development of the program outcomes and associated performance indicators.

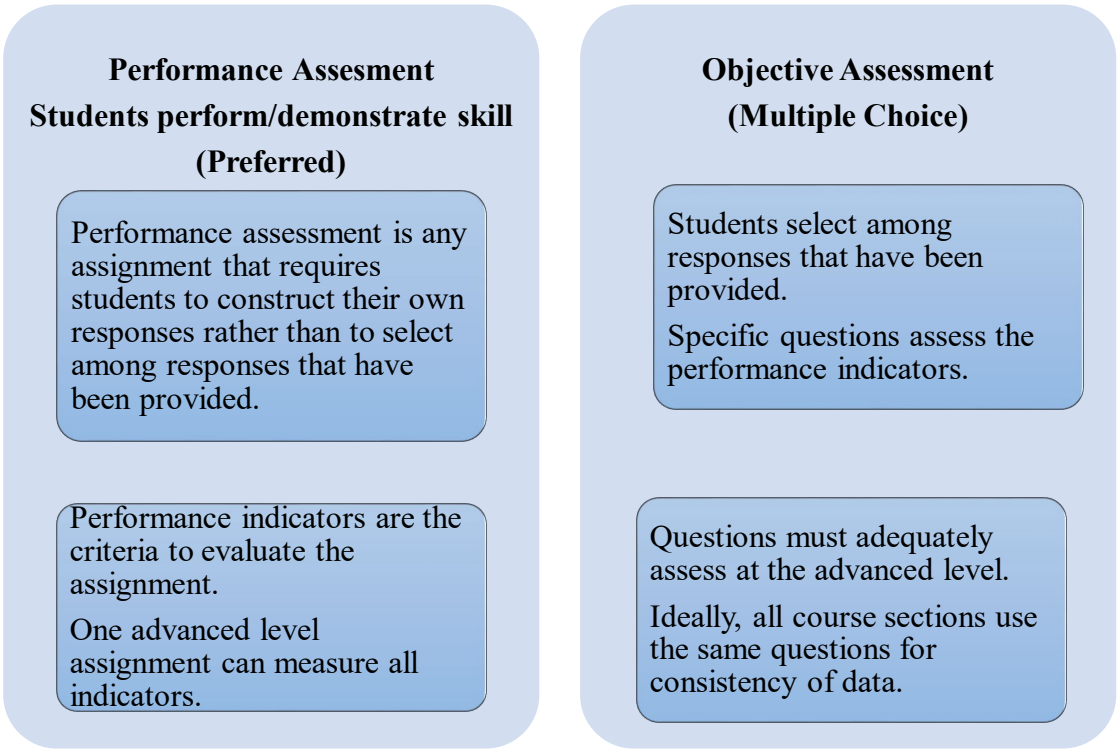
Benefits of Curriculum Mapping:

- Investigate student learning as collective program faculty
- Identify potential gaps in the curriculum (where a course is not addressing any program outcome or an outcome is not developed by any courses within the curriculum)
- Identify whether the outcomes and performance indicators need modification
- Identify best opportunities for assessment
- Identify potential changes necessary within the curriculum and course sequencing

Direct and Indirect Assessment of Student Learning

Course-embedded is the direct method of assessment. Performance and objective measures are utilized along with indirect measures to provide a holistic view of student learning.

Direct Measures



Data Evaluation/Collection Tools Depend Upon Measure

To move away from grade-based methods, faculty develop program outcome rubrics and other evaluation tools using performance indicators as criteria to evaluate evidence of student learning.

Performance Assessment

- Performance assessment is evaluated by developmental outcome rubrics/observation tools.
- Performance indicators are the criteria.

Objective Assessment

- Objective format is the data evaluation/collection method.
- Each performance indicator is assessed by specific questions.

Indirect Assessment

Direct measures require students to demonstrate mastery of the outcome, whereas indirect measures assess the students' perception of mastery of the outcome. Open-ended and closed-ended questions, scale-rated statements, and ranking of importance are typical measures used to assess the students' perception. Common data collection tools are surveys, interviews, and focus groups.

Expected Performance Level and Threshold

For direct measures, the **expected performance level** is based on the data evaluation/collection tool (e.g. rubric) used to evaluate the evidence of students' learning (artifacts). Basically what is the expected performance standard/proficiency for meeting the outcome? The **threshold** states the minimum percentage of student work that will meet the expected performance standard typically for each performance indicator. For indirect assessment, the expected "perception" of mastery of the outcome and related threshold are based on the type of questions and data collection method.

Annual Summaries & Assessment Plans

At the beginning of the fall semester, program faculty interpret and analyze the previous year's assessment results. Each program then compiles an annual summary that details the aggregated findings, analysis, takeaways, and plans of improvement with related resources to support action. Following the annual reporting process, assessment plans are created for the current academic year. Annual summaries and assessment plans are vetted by the Academic Assessment Committee. Once plans are vetted, programs are expected to submit results by April 15 unless special arrangements have been made with the Vice President of Academic Affairs.

Steps to Creating an Academic Framework

Steps to the Academic Program Framework

Step One: Create a mission statement

Components of a mission statement – primary purpose, primary functions or activities of the program, and program stakeholders

- Serves as a foundation for the program's goals and outcomes
- Aligns with the mission of the college
- Is program-specific
- Is created by and represents the vision of the program faculty

Mission Template:
The mission of (unit name) is to (unit's primary purpose) by providing (unit's primary functions) to (identify stakeholders and provide additional clarifying statements that include alignment with college mission statement).

Example:
The mission of the Sociology A.A. Program is to contribute to a liberal arts education and to prepare undergraduate students for the pursuit of advanced degrees in sociology or related social science fields by providing tools for theoretical and conceptual application, training in qualitative and quantitative research skills, and a critical and comparative approach to comprehend and interpret the collective social forces that shape human behavior and the contemporary social world.

Example:
The mission of the Health, Physical Education, and Recreation (HPER) degree at Carl Albert State College is designed to meet the general education requirements of the college and to provide the foundational groundwork for students who are interested in the many fields associated with health, physical education, or recreation. The program accomplishes this by providing tools for theoretical and practical application in their chosen field by developing an appreciation of the importance of a healthy lifestyle, introducing the management of common injuries and illnesses, and promoting an appreciation of the different fields of health, physical education, and recreation.

Draft of Program Mission Statement:

Step Two: Use the mission to create curricular goals

- Curricular goals are broad general statements derived from the mission statement of what the department/program will do to provide students with desired knowledge and skills and what students will do so that they gain desired knowledge and skills.

The following goals were derived from a sociology program's mission statement and indicate the intentions from which program learning outcomes should be developed:

Goal: provide graduates with tools for theoretical and conceptual application (direct section)
Goal: provide training in qualitative and quantitative research skills (direct section)
Goal: facilitate a social comprehension of how social structure and culture influence life chances (more focused and descriptive)

Goal:

Goal:

Goal:

Goal:

Step Three: Create 3 to 5 program outcomes derived from the goals

- Program outcomes focus on a few of the most crucial skills (3 to 5) that a program graduate should possess and be able to demonstrate at the end of the program. Strong program outcomes should follow Dr. Murphy's concepts found in *Writing Effective Learning Outcomes*.

Example:
Upon graduation, the student will be able to:

1. Apply the concept of sociological imagination to his/her own life.
2. Create original works that meet American Sociological Association writing standards to convey sociological analyses.
3. Employ social scientific research methods to address sociological questions.
4. Apply sociological theories to contemporary social issues and debates.
5. Construct sociological explanations for social phenomena.

Program Outcome 1:

Program Outcome 2:

Program Outcome 3:

Step Four: Create common performance indicators to define each program outcome

- Performance Indicators provide a common language for describing student learning, are outcome specific, and work best when shared across faculty.

- Performance Indicators answer the questions:
  What would successful accomplishment of the outcome look like?
  How would you know that the students have achieved the outcome?

- **They become the evaluation criteria (components, traits, etc.) used to assess the program outcome.**
- **They are specific to the outcome not the assignment supporting the outcome.**

Example Program Outcomes with Performance Indicators:

Students will generate computer-aided engineering graphics using commercial packages.
- Create two dimensional drawings
- Construct geometry for components and assemblies
- Dimension and tolerance geometric features
- Create solid models and visualize special geometry

Students will design a process to meet a desired need within realistic economic constraints.
- Produce clear and unambiguous needs statement in a design project
- Identify constraints on the design problem
- Establish criteria for acceptability and desired solutions
- Carry solution through to the most economical solution
- Justify approach

Students will solve engineering problems.
- Create a problem statement that shows understanding of problem
- Define solution procedure and methods
- Generate a problem solution that is appropriate and within reasonable constraints

Students will test hypotheses.
- Collect data
- Conduct statistical analysis
- Conduct graphical analysis
- Identify sources of error

Students will solve complex problems.
- Identify problem and problem solving strategy
- Apply appropriate solution methodology
- Generate a problem solution
- Evaluate alternative solutions

Students will interpret data.
- Determine data appropriate to collect
- Select appropriate equipment, protocols, etc. for measuring variables
- Use appropriate tools to analyze data
- Verify and validate experimental results
- Account for possible experimental error

Program Outcome One with Indicators:

Program Outcome Two with Indicators:

Program Outcome Three with Indictors:

Program Outcome Assessment Plan

Program Outcome Assessment Plan 2022 - 2023
Direct & Indirect Measures – Course-Embedded Data Collection Process

Instructions – To complete the form, utilize the following items:

- Program Outcomes & Performance Indicators
- Program Curriculum Map

Complete one form for each outcome.

Data Collection Process

1. **Program Degree/Certificate:**

2. **Program Outcome & Performance Indicators:**

Direct Measure

3. **Level of Instruction to be Assessed for this Cycle:** Advanced Level (Summative)

4. **Where (curriculum map) and when (during academic year) will the students provide evidence of the outcome?**

Course (Data Collection Point)	If all sections are not assessed, state sections that will be assessed and reason.	Delivery Method Class/Online/Hybrid	Instructor(s)	Semester (Fall/Spring)	Type of Direct Measure: Performance or Objective

- Performance assessment uses instructor's choice of assignment and shared program outcome rubric.
- Objective tests (multiple choice) ideally use shared questions for all sections.
- Each course and all sections will use one method – performance or objective.

5. **For the data points (courses), state assignments (direct measures) to assess the outcome.** (Objective method will use same shared multiple choice questions.)

State embedded assignment by each instructor:

Course	Instructors/Assignments

6. **What shared data tool (using performance indicators as criteria) will be utilized to evaluate student work/performance? What is the expected performance level? What are the thresholds?**

> **Clarity on Expected Performance Level and Threshold**
>
> For direct measures, the **expected performance level** is based on the data evaluation/collection tool (e.g. rubric) used to evaluate the evidence of students' learning (artifacts). Basically what is the expected performance standard/proficiency for meeting the outcome? The **threshold** states the minimum percentage of student work that will meet the expected performance standard (by PI). For indirect assessment, the expected "perception" of mastery of the outcome and related threshold are based on the type of questions and data collection method.

- Data Collection Point (course):
- Shared Data Tool: (shared program developmental rubric/observation rubric or multiple choice questions)
- Expected Performance Level:
  Performance Indicator Thresholds: (might need a cycle for baseline data)

  (Complete a separate entry for each data collection point.)

Indirect Measure

7. **What indirect measure will be used to assess the students' perception of mastery of the outcome?**

- Data Collection Tool: (survey, interview, focus group, SmartEval question)
- Question(s) to assess the students' perception of the mastery of the outcome:
- Based upon the questions and data collection tool, what is the expected "perception" level" and threshold? For indirect assessment, the expected "perception" of mastery of the outcome and related threshold are based on the type of questions and data collection method.
  (Example: expected level: "5 very-well prepared" off a Likert scale 1 to 5 & threshold: 90% of the students will indicate "5 very-well prepared")
- When (semester) and where (specific course, sophomore survey, etc.) will the data be collected?
- Who is responsible for administering and collecting the data?

Overview of the Data Collection/Evaluation Process & Reporting

To ensure consistency in data collection and evaluation, faculty members teaching a course that is selected as a data collection point in an assessment plan will utilize the assigned direct method of assessment (performance or objective) and related data collection/evaluation tool (e.g. outcome rubric, multiple choice questions, etc.).

Concerning the indirect measure, data collection and evaluation will depend upon the method outlined in each program's assessment plan.

Individual Data Collection

Designated faculty members who are participating in direct and indirect assessments will receive Nuventive software emails that feature a link to an online form that collects their individual findings data and related information. These individual reports will be used to produce the aggregate findings data for program faculty review.

Annual Program Summary

Collectively, program faculty will interpret and analyze the aggregate findings and create plans of action with related resource requests. The Program Assessment Leader (PAL) will assist program faculty with compiling the information into the annual summary.

Examples of the Assessment & Data Collection Process

Performance Method – Students demonstrate skill

Program Outcome:
Upon completion of the program, the student will analyze both primary and secondary sources in the field of study.

Performance Indicators
A. Distinguishes between a primary and secondary source
B. Connects sources to historical events
C. Applies logic to the documents/sources

- Data Collection Point – HIST *2723 Native American History*
- *Measure* – book report over *Prelude to the Dust Bowl*
- Data Collection/Evaluation Tool – program outcome rubric
- Expected Performance Level: Accomplished/exemplary
- Threshold – 85% of the students' work will meet the expected performance level for each performance indicator.

Two faculty members are teaching HIST 2723. Each faculty member applies the outcome rubric to each student's report and then aggregates the data.

Individual Reporting – Faculty Member A – One Section

A. Distinguishes between a primary and secondary source
Beginning –2/20 students (10%)
Developing –2/20 (10%)
Accomplished –10/20 (50%)
Exemplary –6/20 (30%)
EPL –Accomplished/exemplary 80% Threshold –80%

B. Connects sources to historical events
Beginning –3/20 students (15%)
Developing –3/20 (15%)
Accomplished –8/20 (40%)
Exemplary –6/20 (30%)
EPL –Accomplished/exemplary 70% Threshold –80%

C. Applies logic to the documents/sources
Beginning –2/20 students (10%)
Developing –2/20 (10%)
Accomplished –10/20 (50%)
Exemplary/exemplary –6/20 (30%)
EPL –80% Threshold –80%

Combine Faculty Individual Data (2 instructors – two sections)

Example for PI A:

PI A. Distinguishes between a primary and a secondary source

Beginning –2/45 (4%)
Developing –5/45 (11%)
Accomplished –20/45 (44%)
Exemplary –18/45 (40%)
EPL: accomplished/exemplary 84% Threshold – 80%

Summative Direct Results for Annual Summary

Program Student Learning Outcome Statement
Upon completion of the program, the student will demonstrate basic treatments of common injuries/illness.

EPL: accomplished/exemplary Threshold 80%

Performance Indicators
A. Distinguishes between a primary and secondary source
84% of 45 students are at accomplished/exemplary

B. Connects sources to historical events
82% of 45 students are at accomplished/exemplary

C. Applies logic to the documents/sources
78% of 45 students are at accomplished/exemplary

Was the outcome met? "Below/Progressing" or "Meets/Exceeds"

Objective Method – Students select response

Program Outcome:

Upon completion of the program, the student will demonstrate basic treatments of common injuries/illness.

Performance Indicators

A. Identify common injuries and illness
B. List the steps of common illness/injury assessment
C. choose basic treatments common injury/illness

- Data Collection Point: HPER 2213

- Measure: CPR/AED Exam Multiple Choice
- Expected Performance Level/Threshold –80% of students will answer correctly

All three instructors teaching course agree upon specific multiple choice questions that assess the PIs.

Performance Indicators

A. Identify common injuries and illness
Questions: 4, 7, 8, 9
B. List the steps of common illness/injury assessment
Questions: 5, 2, 3
C. Choose basic treatments common injury/illness
Questions: 12, 14, 18

Individual Reporting Faculty Member A – One Section

A. Identify common injuries and illness
Questions:
4 –35/35 answered question correctly (100%)
7 –30/35 answered correctly (86%)
8 –30/35 answered correctly (86%)
Overall PI -91%

B. List the steps of common illness/injury assessment
Questions:
5–28/35 answered correctly (80%)
2 –30/35 (86%)
3 –25/35 (71%)
Overall PI –79%

C. Choose basic treatments common injury/illness
Questions:
12 –30/35 answered correctly (86%)
14 –28/35 (80%)
18 –30/35 (86%)
Overall PI –84%

Combine Individual Data (3 instructors/three sections)

Combine (aggregate) instructors Data for Each PI
Example:

PI A. Identify common injuries and illness

Questions:

4 –40/50 answered question correctly (80%)
7 –45/50 answered correctly (90%)
8 –39/50 answered correctly (78%)
Overall PI -83% of 50 students answered correctly

Summative Direct Results for Annual Summary

Program Student Learning Outcome Statement: Upon completion of the program, the student will demonstrate basic treatments of common injuries/illness.

EPL/Threshold: 80%

Performance Indicators
A. Identify common injuries and illness -
83% of 50 students answered correctly
B. List the steps of common illness/injury assessment
85% of 50 students answered correctly
C. Choose basic treatments common injury/illness
79% of 50 students answered correctly

Was the outcome met? “Below/Progressing” or “Meets/Exceeds”

Program Outcome Individual Reporting
Direct Measure

Direct Measure

1. Instructor Name:

2. Description of how the measure assessed the outcome:

3. Aggregated Findings Data based on PIs and Data Evaluation/Collection Tool (e.g. program rubric, etc. if performance method or shared multiple choice questions if objective method):

(Brief summary/chart/graph of data reported in standardized format with other faculty assessing the outcome)

4. Outcome Findings Conclusion: *(There are two options in this field. Select "Below/Progressing" if students did not meet expected performance level. Select "Meets/Exceeds" if students did meet or exceed expected performance level.)*

Select one: "Below/Progressing" or "Meets/Exceeds"

5. Analysis/Interpretation of Findings Data and Findings Conclusion:
(Explain the selection you made in the field above. If students did not meet expected performance level, explain why. If students did meet/exceed the expected performance level, explain why. This should be a more in depth analysis of the data and the conclusion that you selected.)

6. Reporting Period: 2022- 2023

7. Fill in Number of Students Assessed by Modality and Total

- **Number of Class Students Assessed:**
- **Number of Hybrid Students Assessed:**
- **Number of Online Students Assessed:**
- **Total Number Assessed:**

Program Outcome Individual Reporting
Indirect Measure

Indirect Measure Individual Reporting Form

1. Instructor Name:

2. Description of how the measure assessed the outcome:

3. Aggregated Findings Data Based from Data Evaluation/Collection Tool (e.g. survey, focus group, etc.): *(Brief summary/chart/graph of data from survey etc. in standardized format with other faculty using the same data evaluation/collection tool)*

4. Outcome Findings Conclusion: *(There are two options in this field.*
Select "Below/Progressing" if students did not meet expected performance/perception level.
Select "Meets/Exceeds" if students did meet or exceed expected performance/perception level.)

Select one: "Below/Progressing" or "Meets/Exceeds"

5. Analysis/Interpretation of Findings Data and Findings Conclusion:
(Explain the selection you made in the field above. If students did not meet expected performance/perception level, explain why. If students did meet/exceed the expected performance/perception level, explain why. This should be a more in depth analysis of the data and the conclusion that you selected.)

6. Reporting Period: 2022- 2023

7. Number of Students Assessed by Modality and Total

- **Number of Class Students Assessed:**
- **Number of Hybrid Students Assessed:**
- **Number of Online Students Assessed:**
- **Total Number Assessed:**

Annual Program Assessment Summary

Annual Program Outcome Assessment Summary
2021 - 2022 Academic Year

Department/Program:

Program Learning Outcome 1 & Performance Indicators: (State)

1. In which course(s) were direct assessments conducted?

2. How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

3. Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? How many students were assessed?

4. Who analyzed the results?

5. Results, Summary, & Analysis: (section must include the following with summary and analysis in narrative format)

   - Direct Data (PI Results – Use percentages) (can include charts)
   - Few sentences summarizing data collected for direct measure
   - Based on your direct measure PI data results, was the program outcome met? Explain. (Below/Progressing or Exceeds/Meets)

   - Indirect Data (results) (can include charts)
   - Few sentences summarizing data collected for indirect
   - Did you meet the expected performance level?

   - Analysis of direct and indirect results: What are the factors that contributed to these results? What are your biggest takeaways?

   Formatting is up to program, but section five narrative must include these components.

6. What are your plans of action? (Next steps)

7. Resources to Support Action: What resources will support the action (budget allocation, materials, personnel, donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

Program Learning Outcome 2 & Performance Indicators: (State)

1. In which course(s) were direct assessments conducted?

2. How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

3. Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? How many students were assessed?

4. Who analyzed the results?

5. Results, Summary, & Analysis: (section must include the following with summary and analysis in narrative format)

    - Direct Data (PI Results – Use percentages) (can use charts)
    - Few sentences summarizing data collected for direct
    - Based on your direct measure PI data results, was the program outcome met? Explain. (Below/Progressing or Exceeds/Meets)

    - Indirect Data (results) (can use charts)
    - Few sentences summarizing data collected for indirect
    - Did you meet the expected performance level?

    - Analysis of direct and indirect results: What are the factors that contributed to these results? What are your biggest takeaways?

6. What are your plans of action? (Next steps)

7. Resources to Support Action: What resources will support the action (budget allocation, materials, personnel, donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

Program Learning Outcome 3 & Performance Indicators: (State)

1. In which course(s) were direct assessments conducted?

2. How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

3. Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? How many students were assessed?

4. Who analyzed the results?

5. Results, Summary, & Analysis: (section must include the following with summary and analysis in narrative format)

    - Direct Data (PI Results – Use percentages) (can include charts)
    - Few sentences summarizing data collected for direct
    - Based on your direct measure PI data results, was the program outcome met? Explain. (Below/Progressing or Exceeds/Meets)

    - Indirect Data (results) (can include charts)
    - Few sentences summarizing data collected for indirect
    - Did you meet the expected performance level?

    - Analysis of direct and indirect results: What are the factors that contributed to these results? What are your biggest takeaways?

6. What are your plans of action? (Next steps)

7. Resources to Support Action: What resources will support the action (budget allocation, materials, personnel, donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

Examples of Direct and Indirect Data Aggregation For Annual Summary

Examples of Direct and Indirect Aggregated (combined data by all faculty assessing) Data For Annual Summaries

Direct Data

- Use percentages
- Breakdown results by performance indicators (can use charts)
- Include number of students assessed and number of sections/course types
- After data, provide a brief narrative summary of data (a few sentences).
- Based on your direct measure PI data results, was your program outcome met? Explain. (Below/Progressing and Meets/Exceeds)

Example is from a performance method and a program outcome rubric:

A total of 83 students in four traditional class sessions were assessed using the direct measure:

PI A. Identify the structure and nature of the plasma membrane
91% of 83 students at accomplished/mastery (EPL) Threshold 80%

PI B. Define mechanisms of transport of materials across membranes
75% of 83 students at accomplished/mastery Threshold 80%

PI C. Describe the role of membranes in various biological processes
50% of 83 students at accomplished/mastery Threshold 80%

Look back at raw data to see breakdown for analysis:

Beginning: 10%
Developing: 40%
Accomplished: 45%
Mastery: 5%

Summarize Data:

Based on your direct measure PI data results, was your program outcome met? Explain. (Below/Progressing and Meets/Exceeds)

Indirect Data

- Include number of students assessed
- Breakdown results by question etc. (can use charts)
- After data, provide a brief narrative summary of data (a few sentences).

For the indirect measure, 50 students out of 83 responded to the graduate survey:

Students' Perception of Learning: Student Survey	Likert Scale: 1 to 5 1 = Poor 2 = Not well 3 = Moderate 4 = Moderately well 5 = Very-well prepared	**Expected Level of Performance:** 5 – very-well prepared **Threshold:** 95%

1. "How well did the CASC Nursing Program prepare you to set priorities in patient care?"	1 - 0 2 - 0 3 - 1 4 - 3 5 - 11	93.33% of 50 students
2. “How well did the CASC Nursing Program prepare you to assess patient Health Issues?"	1 - 0 2 - 0 3 - 1 4 - 4 5 - 10	100% of 50 students

Summarize Data:

Creating a Developmental Outcome Rubric

Program Outcome – Developmental Rubric

A **program outcome developmental rubric** is a **diagnostic data collection tool** to help faculty and students see how the students are moving on a path toward meeting the outcome.

The rubric uses the outcome's **performance indicators (PIs)** as criteria to evaluate the student's work (performance/learning). The PIs are three to four of the most essential steps/components of meeting the outcome.

The rubric features **performance levels** on that path.

	Beginning	Developing	Accomplished	Exemplary
Performance Indicator	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting competent performance.	Description of identifiable performance characteristics reflecting the highest level of performance.

The **descriptors** clearly articulate the expectations for each performance level for each PI. The descriptors represent meaningful differences in performance/learning across the performance levels.

Let's use a **fictitious** degree program called **Dessert Masters (AAS)** as an example.

Program Outcome:
Upon completion of the program, students will bake a KHL (Kim Hughes Level) Apple Pie.

Performance Indicators (essential criteria to meeting outcome)

A. Construct crust to bakery standards
B. Create filling based upon KHL requirements
C. Design appearance for appeal and innovation

The outcome will be assessed at the **A – advanced level** on the **curriculum map through course DM Pie in the Sky 2222**. Therefore, the expected performance level (**EPL**) on the rubric is **accomplished**.

The rubric is **applied to each student's pie** to determine the performance level for each performance indicator.

Each faculty member teaching a section of Pie in the Sky 2222 will **aggregate the number of students** at each performance level for each PI (e.g., Performance Indicator A: Beginning – # of students, Developing – # of students, Accomplished – # of students, and Exemplary – # of students).

This provides the **direct measure data** for program faculty to analyze for program improvements.

Performance Indicators	Accomplished	Developing	Beginning
Crust – construct crust to bakery standards	• Correctly baked, with no textural problems • Light and flaky, with sufficient structure to support filling • Thickness is uniform and appropriate for filling. • Flavor is pleasant and complements flavor of filling.	• Neither under baked or burned, but there may be inconsistent doneness • Minimal textural problems • Thickness is appropriate, but inconsistent. • No unpleasant flavor	• Under baked or burned • Texture is soggy, doughy, tough, or crumbly. • Too thin to support filling, or so thick that crust dominates filling • Unpleasant flavor with evidence of salt or poor quality fat
Filling – create filling based upon KHL requirements	• Fruit is fully cooked, but has sufficient structure to retain shape when cut. • Seasonings complement the fruit and other flavors, but do not dominate the pie. • Syrup is thick and helps to retain structure when pie is cut. • Flavors are well balanced.	• Fruit is fully cooked but not mushy. Fruit slices are correct thickness, but may not be uniform. • Choice of seasoning is appropriate, but too much was used. • Syrup has good consistency. • No flavor dominates, but flavors are not well balanced.	• Fruit is under-baked and mushy or overbaked and crunchy. Fruit slices are too thick, too thin, or inconsistent. • No seasoning, inappropriate seasoning, or too much seasoning • Too little or too much sweetener • Syrup is thin and runny or thick and gelatinous. • Flavors of fruit, sweetener, and seasoning are not well balanced.
Appearance – design appearance for appeal and innovation	• Crust is a beautiful golden brown with neat and attractive edges that are baked to the same level of doneness as the top crust. • Creative use of vents permits steam to escape with minimal syrup seepage that has caramelized and enhanced the appearance. • Additional decorative touches are attractive, but not overdone. • Pie holds structure when cut, producing slices that are attractive and appetizing.	• Crust is baked to a golden brown, with inconsistent browning in some areas. • Edges are mostly neat with some ragged or burned areas. • Simple vents and decorative touches to top crust • Some syrup seepage may be present, but did not cause significant burned splotches. • Pie does not hold structure when cut.	• Crust is pale or burned. Edges are ragged or unfinished, or burned. • No vents or decorative touches to top crust • Syrup is seeping through top crust burned in splotches on top. • Pie does not hold structure when cut.

General Education Framework

General Education Framework

The mission of the General Education curriculum at Carl Albert State College is to provide CASC graduates with a holistic education that serves as a foundation for higher education. The general education requirements impart the basic knowledge and abilities characteristic of a lifelong learner with emphasis on critical thinking, technological and information literacy, and effective communication. The curriculum accomplishes the mission by equipping graduates with the transferable skills required to continue their educational journey or enter an ever-changing workforce.

Goals:

- Introduce techniques to reach conclusions through critical thinking
- Provide practical application of technological and information literacy
- Provide instruction on effective communication

Graduates will be able to:

Think Critically

- Define a problem or question appropriate to context
- Gather info/data necessary to address problem/question
- Evaluate evidence/data for credibility and relevance
- Develop appropriate conclusion/solution

Demonstrate Technological & Information Literacy

- Utilize appropriate technological tools that facilitate learning
- Access relevant info/data from applicable methods
- Apply and evaluate technology as a resource to conduct research
- Use technology and information ethically and responsibly

Communicate Effectively

- Organize communication in applicable format
- Demonstrate content development
- Provide required support/evidence
- Express communication free of grammatical and mechanical error

General Education Assessment Overview

General Education Outcome Assessment

Introduction

In the 2019 – 2020 academic year, general education outcome assessment experienced fundamental changes in perspective and method based on analysis of 2018-2019 assessment findings:

- The Faculty General Education Committee was created to provide leadership and improvement.
- A mission statement and curricular goals were defined. Institutional level student learning outcomes were revised to truly reflect the crucial skills that all graduates should possess at the end of their academic journey at CASC.
- Performance indicators were developed to define the achievement of the outcomes for all stakeholders and to serve as criteria to evaluate evidence of student learning.

During the 2020-2021 academic year, general education outcome assessment utilized course-embedded assignments as the direct measure of student learning. The Faculty General Education Assessment Committee launched a pilot project using the curriculum map of core general education courses as a tool to identify data collection points within the curriculum. The committee chose General Education Outcome (GEO) 2 – Demonstrate Technological & Information Literacy as the focus of assessment efforts. The committee created a shared outcome rubric to assess the student artifacts.

The pilot experience revealed that the core curriculum provides the initial and reinforcement stages of the outcomes' development, but the advanced level of learning takes place in the sophomore courses within the academic programs. Based upon the pilot experience and results shared during fall 2021 faculty in-service, the committee and general education faculty decided to assess GEO 3 – Communicate Effectively at the advanced level for the 2021-2022 by using a survey to gather writing samples from sophomore students and then evaluate the student artifacts with an outcome rubric. However, the survey method did not yield actionable data to improve student learning. Based upon the findings, the committee decided to pivot toward collecting summative evidence of student learning within the programs' curricula.

Current Assessment Method

For the 2022 – 2023 academic year, the following outcome will be assessed through the programs using course-embedded assessment:

Outcome: Communicate Effectively – Written Communication
Performance Indicators:

- Organize communication in applicable format
- Demonstrate content development
- Provide required support/evidence
- Express communication free of grammatical & mechanical error

Each academic program will be asked to submit student artifacts from a summative written assignment. A group of cross-discipline faculty will use a developmental outcome rubric to evaluate the student artifacts. This transition demonstrates that faculty are developing and investigating solid inquires about student learning at the institutional level, which is a notable milestone in the advancement of general education assessment.

General Ed. Outcome Assessment Advancement
Assessment Plan Proposal 2022-2023

General Education Outcome:

Communicate Effectively (written communication)

- Organize communication in applicable format
- Demonstrate content development
- Provide required support/evidence
- Express communication free of grammatical & mechanical error

1. The faculty gen. ed. committee will create a developmental rubric. The expected level of performance is "accomplished/exemplary," and the committee will determine the threshold.

2. Each program will be asked to select one assignment with six randomly selected artifacts that are evidence of meeting the outcome/performance indicators. The evidence should be summative typically happening in the courses near the end of the curriculum. Those participating will get a copy of the rubric.

   Example: PHTA – Final patient notes assignment in program from spring 2023 Outreach – collect in March

3. A committee member will pair with an instructor from the field, and each will apply the rubric to the same 10 to 15 student artifacts and then discuss. There will be a short training for those who will be applying the rubric.

4. The completed rubrics will be collected and the data will be aggregated by each performance indicator and overall outcome conclusion – below/progressing or meets/exceeds.

General Education Outcome Assessment
Annual Assessment Summary

General Education Outcome – Annual Assessment Summary
2021 – 2022 Academic Year

General Education Outcome & Performance Indicators: (State)

1. How did you assess the outcome? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds. How many students were assessed?

2. Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? How many students were assessed?

3. Who analyzed the results?

4. Results, Summary, & Analysis: (section must include the following with summary and analysis in narrative format)

   - Direct Data (PI Results – Use percentages) (can use charts)
   - Few sentences summarizing data collected for direct
   - Based on your direct measure PI data results, was the general ed. outcome met? Explain. (Below/Progressing or Exceeds/Meets)

   - Indirect Data (results) (can use charts)
   - Few sentences summarizing data collected for indirect
   - Did you meet the expected performance level?

   - Analysis of direct and indirect results: What are the factors that contributed to these results? What are your biggest takeaways?

   Formatting is up to committee, but section four narrative must include these components.

5. What are your plans of action? (Next steps)

6. Resources to Support Action: What resources will support the action (budget allocation, materials, personnel, donations, outside support)? For resources that include a budget request, please provide cost breakdown and total cost.

Co-Curricular Assessment

Co-Curricular Framework

The mission of the CASC Co-Curricular Program is to provide students with a holistic experience that integrates learning opportunities outside of the classroom to both complement the academic curriculum and offer student development and identity formation. To encourage student success, these co-curricular programs, services, and experiences foster a proactive approach to lifelong learning, provide interpersonal and intrapersonal engagement, and promote civic and social responsibility.

Goals:

1. Foster a proactive approach to lifelong learning
2. Provide interpersonal and intrapersonal engagement
3. Promote civic and social responsibility

Learning Dimensions:

CASC has identified **four co-curricular learning and development dimensions** that are learning areas supporting the primary purpose and task of the co-curricular experience. The outcomes under each dimension define the learning expectations and guide and connect co-curricular experiences.

Dimension I: Lifelong Learning: self-motivation to pursue, integrate, and apply knowledge on both a personal and professional level.

Dimension I Outcomes – Graduates will

1. Develop a sense of self as a learner
2. Draw connections between personal life, academic courses, and social issues
3. Apply prior learning to new experiences

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

Dimension II Outcomes – Graduates will

1. Independently acquire knowledge and develop skills
2. Utilize campus resources and opportunities
3. Apply interpersonal and technical skills
4. Identify professional and career opportunities

Dimension III: Civic and Social Responsibility: the commitment and ability to identify, engage in, and contribute to local and global communities.

Dimension III Outcomes – Graduates will

1. Address the needs of the community to facilitate positive social change
2. Participate in civic engagement
3. Participate in governance systems

4. Support cultural diversity

Dimension IV: Leadership and Teamwork: interpersonal engagement that inspires and invokes change and builds mutually beneficial relationships.

Dimension IV Outcomes – Graduates will

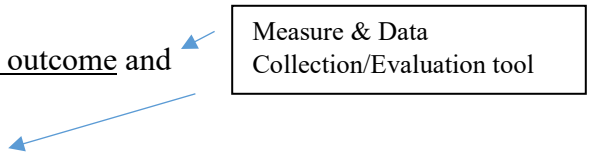
1. Navigate and affect change
2. Promote group inclusiveness
3. Facilitate a collaborative process
4. Work effectively within a team structure

Assessment Process

- Within the holistic framework, each unit creates a mission and derives goals.
- Units can select shared student learning outcomes under the dimensions or create their own.
- Often, performance indicators are identified to further define the outcome. The indicators become criteria for data collection/evaluation tools.
- The method of assessment is activity-embedded, which is similar to course-embedded. Units identify a learning experience/activity to assess the outcome.
- Data evaluation/collection tools, such as developmental rubrics, single point rubrics, focus groups, surveys, etc., are selected based on the type of measure. The purpose of the tool is to evaluate evidence of student learning to understand where the students are in the learning process.
- All units utilize an assessment plan template, and the Co-Curricular Committee vets all plans.
- Upon committee approval, plans are entered into the assessment software, and student learning outcomes are aligned to the appropriate learning dimensions.
- Individual reporting is due near the end of the academic year, and annual meetings are held the following fall to allow units to share their reporting and to discuss overall improvements.

Simplified Explanation of Assessment of Student Learning

1. Develop a student learning outcome – what skill, knowledge, or behavior should students be able to demonstrate after the learning experience?
2. Collect evidence on how well they have mastered the outcome and how they perceive mastery of the outcome
3. Evaluate the evidence, but can't use grades



We investigate the student learning process to inform students on their development (feedback) and to improve the learning experience and process.

Direct and Indirect Measures – Methods of collecting data to assess student learning outcomes

Direct – Method of collecting data that requires students to demonstrate a knowledge, skill or behavior (students demonstrate)

Indirect – Method of collecting data that requires students to provide their perception on student learning – mastery of the outcome (students provide their perception)

Example:

Bakers Club – skills of baking for fun and profit
Learning Dimension – Self Directed & Self Efficacy

SLO: Students will bake a KHL (Kim Hughes Level) fruit pie.

Performance Indicators (PIs) – defines meeting the outcome and the steps/components that will be evaluated

- Crust – construct crust to bakery standards
- Filling – create filling based upon KHL requirements
- Appearance – design appearance for appeal and innovation

Direct Measure – bake a fruit pie
Evaluate the pies – developmental rubric with the PIs as criteria

Indirect Measure – Survey Question: "Did the Baker's Club adequately prepare you to make a KHL fruit pie? Explain rating." (rating scale and open-ended response)

Creating a Developmental Rubric

Outcome – Developmental Rubric

A**n outcome developmental rubric** is a **diagnostic data collection tool** to help sponsors and students see how the students are moving on a path toward meeting the outcome.

The rubric uses the outcome's **performance indicators (PIs)** as criteria to evaluate the student's work (performance/learning). The PIs are three to four of the most essential steps/components of meeting the outcome.

The rubric features **performance levels** on that path.

	Beginning	Developing	Accomplished	Exemplary
Performance Indicator	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting competent performance.	Description of identifiable performance characteristics reflecting the highest level of performance.

The **descriptors** clearly articulate the expectations for each performance level for each PI. The descriptors represent meaningful differences in performance/learning across the performance levels.

Let's use a **fictitious** club called the **Bakers Club** as an example.

Student Learning Outcome:
After participating in the Bakers Club, students will bake a KHL (Kim Hughes Level) fruit pie.

Performance Indicators (essential criteria to meeting outcome)

A. Construct crust to bakery standards
B. Create filling based upon KHL requirements
C. Design appearance for appeal and innovation

The expected performance level (**EPL**) on the rubric is **accomplished**.

Threshold for each PI: 85% of students' work will be at the accomplished level.

The rubric is **applied to each student's pie** to determine the performance level for each performance indicator. Next, the rubric results are combined by performance indicators.

PI A. Crust
Beginning - 1/20
Developing - 1/20
Accomplished - 18/20
90% of the students are at the accomplished level

Performance Indicators	Accomplished	Developing	Beginning
Crust – construct crust to bakery standards	• Correctly baked, with no textural problems • Light and flaky, with sufficient structure to support filling • Thickness is uniform and appropriate for filling. • Flavor is pleasant and complements flavor of filling.	• Neither under baked or burned, but there may be inconsistent doneness • Minimal textural problems • Thickness is appropriate, but inconsistent. • No unpleasant flavor	• Under baked or burned • Texture is soggy, doughy, tough, or crumbly. • Too thin to support filling, or so thick that crust dominates filling • Unpleasant flavor with evidence of salt or poor quality fat
Filling – create filling based upon KHL requirements	• Fruit is fully cooked, but has sufficient structure to retain shape when cut. • Seasonings complement the fruit and other flavors, but do not dominate the pie. • Syrup is thick and helps to retain structure when pie is cut. • Flavors are well balanced.	• Fruit is fully cooked but not mushy. Fruit slices are correct thickness, but may not be uniform. • Choice of seasoning is appropriate, but too much was used. • Syrup has good consistency. • No flavor dominates, but flavors are not well balanced.	• Fruit is under-baked and mushy or overbaked and crunchy. Fruit slices are too thick, too thin, or inconsistent. • No seasoning, inappropriate seasoning, or too much seasoning • Too little or too much sweetener • Syrup is thin and runny or thick and gelatinous. • Flavors of fruit, sweetener, and seasoning are not well balanced.
Appearance – design appearance for appeal and innovation	• Crust is a beautiful golden brown with neat and attractive edges that are baked to the same level of doneness as the top crust. • Creative use of vents permits steam to escape with minimal syrup seepage that has caramelized and enhanced the appearance. • Additional decorative touches are attractive, but not overdone. • Pie holds structure when cut, producing slices that are attractive and appetizing.	• Crust is baked to a golden brown, with inconsistent browning in some areas. • Edges are mostly neat with some ragged or burned areas. • Simple vents and decorative touches to top crust • Some syrup seepage may be present, but did not cause significant burned splotches. • Pie does not hold structure when cut.	• Crust is pale or burned. Edges are ragged or unfinished, or burned. • No vents or decorative touches to top crust • Syrup is seeping through top crust burned in splotches on top. • Pie does not hold structure when cut.

Example Co-Curricular Assessment Plans

Co- Curricular Assessment Plan 2022 - 2023
Phi Theta Kappa

1. **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.

2. **Goal:** To Provide opportunities to grow as scholars and leaders

3. **Dimensions: <u>Leadership & Teamwork</u>**

4. **SLO:** After participating in Phi Theta Kappa, students will work effectively within a team structure (shared outcome from co-curricular framework)

5. **Activity/ Experience (Measure): (Direct Measure)** 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.

6. **Performance Criteria (If applicable):**
   - Effectively Communicates with Team Members
   - Exhibits Time Management
   - Contributes to the Team and Team Goals
   - Exhibits a Positive Attitude
   - Demonstrates Leadership and Takes Responsibility

7. **Data Collection/Evaluation Tool Description (focus group, rubric, etc.):**

   Teamwork Rubric

   Expected Performance Level: (based on tool, rubric, focus group, etc.) "accomplished"

   Threshold: (Do you have a threshold for the expected performance level?)

   90% of students will be at accomplished.

8. **Indirect Measure, Data Collection/Evaluation Tool, EPL/Threshold:**
   Survey – Rating scale question with open-ended response
   1 – No impact 2 - Moderate impact 3 - Strong Impact
   "After participating in the Viking Network project, did the experience positively impact your ability to work effectively within a team structure? Explain rating."
   <u>Expected Performance Level</u>: 2 – 3 <u>Threshold</u>: 85% of students will report

9. **Collection Timeline:** End of November 2022

Teamwork Rubric SLO: Students will work effectively within a team structure.

Performance Indicators	Mastering	Achieving	Developing	Beginning	Comments
Effectively communicates with team members	*Always listens carefully to team members. *Demonstrates patience and respect. *Identifies and encourages team member strengths. *Collaborates with team members in a group decision making process and shares input effectively.	*Consistently listens to team members and responds with appropriate input. *Supports the efforts of the team and is respectful.	* Usually listens to shares with, is patient with, and supports the efforts of the team members. *Makes some decisions without team input.	*Occasionally listens to team members. *Shares input but struggles to collaborate (either takes control, does not participate, or makes decisions without team input).	
Exhibits time management	*Facilitates team's use of time throughout the season to ensure deadlines are met. *Volunteers to assist other team members with tasks.	*Uses time well throughout the season to ensure things deadlines are met. *Assists other team members with tasks if the need arises.	*Tends to procrastinate, but always gets things done by the deadlines. *Team does not have to adjust deadlines or work responsibilities.	*Struggles to get things done by the deadlines. *Team has to adjust deadlines or work responsibilities as a result.	
Contributes to the team and team goals	*Works with team to establish common purpose and goals. *Facilitates the development of an action plan. *Carries out assigned work and supports others in completing their tasks.	*Understands common purpose and goals. *Works with team by contributing ideas to develop a plan of action and by carrying out assigned work.	*Contributes mostly useful ideas. *Follows plan of action and completes tasks.	*Sometimes provides useful ideas when participating in the group discussion. AND/OR Does what is required.	
Exhibits a positive attitude	*Always has a positive attitude about the task(s) and working with a team.	*Has a positive attitude about the task(s) and working with a team.	*Usually has a neutral attitude about the task(s)and working with a team. *Attitude does not impactwork.	*Has a neutral attitude about the task(s) and working with a team. *Attitude sometimes impacts work.	
Demonstrates leadership and takes responsibility	*Facilitates team assignment of responsibilities, ensuring that work is shared. *Shows initiative and good organizational skills.	*Takes responsibility when asked or elected and shows good organizational and leadership skills within the team.	*Takes some responsibility. *Shows leadership on certain aspects.	*Does what is required but hesitates to or does not take leadership. OR Tries to take over entirely.	

Co- Curricular Assessment Plan 2022 - 2023
Softball

1. **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.

2. **Goal:** To cultivate sport specific skill sets

3. **Dimensions: <u>Self-directed learning/ Self-Efficacy</u>**

4. **SLO:** Athletes will apply interpersonal and technical skills. (shared outcome from co-curricular framework)

5. **Performance Criteria (If applicable):** Athletes will be evaluated in specific skills including:
    - Technical skills
    - Communication skills
    - Character skills

6. **Activity/ Experience (Measure): (Direct Measure)** CASC student athletes will compete at the collegiate level using specific skills learned to reach pre-determined goal. At the end of the season, each student will participate in a coaches' evaluation that includes the Athletic Skill Evaluation that assesses skill development of the performance indicators and overall performance.

7. **Data Collection Method & Description (focus group, rubric, etc.):** During individual evaluations at the end of each season, coaches will evaluate each athlete's skill development using the Athletic Skill Evaluation.

   Expected Performance Level: (based on tool, rubric, focus group, etc.) "meets/exceeds"

   Threshold: (Do you have a threshold for the expected performance level?)
   85% of the athletes will achieve meets/exceeds expectations based on the Athlete Skill Evaluation for each performance indicator.

8. **Indirect Measure, Data Collection/Evaluation Tool, EPL/Threshold:**

    - Question(s) to assess the students' perception of the mastery of the outcome
    - Data collection tool: survey, focus group, interview, etc.
    - For indirect assessment, the expected "perception" of mastery of the outcome and related threshold are based on the type of questions and data collection method.

9. **Collection Timeline:** End of April (Prior to the conference tournament in early May)

Athlete Skill Evaluation

Athlete Name: Sport: Date:

Skills Identified	Skill Rating			Comments
	Needs Improvement	Meets Expectations	Exceeds Expectations	
Technical Skills				
Skill 1: Fielding %	1	2	3	
Skill 2: Slugging %	1	2	3	
Skill 3: Batting Average	1	2	3	
Skill 4: On Base Percentage	1	2	3	
Skill 5: ERA (pitchers only)	1	2	3	
Communication Skills				
Positive Attitude	1	2	3	
Listens to directions	1	2	3	
Understands directions	1	2	3	
Receives constructive criticism	1	2	3	
Credibility with teammates	1	2	3	
Credibility with coaches	1	2	3	
Character Skills				
Trustworthiness	1	2	3	
Respect	1	2	3	
Responsibility	1	2	3	
Ability to lead	1	2	3	
Hard working	1	2	3	

Co-Curricular Assessment Plan Template

Co-Curricular Assessment Plan Template 2022 – 2023

1. **Mission:**

2. **Goal:**
    - Create one, use a direct section from mission, or select from the co-curricular goals under the appropriate dimension.

3. **Dimension:** (circle) (1) Lifelong Learning (2) Self-Directed Learning/Self-Efficacy (3) Civic and Social Responsibility (4) Leadership and Teamwork

4. **Student Learning Outcome:**
    - Create one or select from the co-curricular outcome menu under the appropriate dimension.
    - The SLO should state what the students will be able to do after and as a result of the learning experience.

5. **Performance Indicators (PIs):**
    - Out of all of the steps to or features of meeting the student learning outcome, select a few that are most important in assessing the outcome during the learning experience. This also makes it easier for you to assess! PIs guide the assessment, become the performance criteria for data collection, and help set the standard of accomplishment, which is the expected performance level.

How will you assess the learning outcome? What is the co-curricular activity/learning experience used to meet this outcome?

6. **Activity/Experience (Measure):**

How will you know if the students have met the learning outcome?

7. **Data Collection/Evaluation Tool (focus group, rubric, etc.):** (How will you evaluate the students' performance, work, perception, etc.?)

   Expected Performance Level: (Based on data collection/evaluation tool, rubric, etc., what is the expected performance level that students should demonstrate to meet each performance indicator and the overall outcome?)

   Threshold: (Do you have a threshold for the expected performance level? This is the minimum percentage of students meeting the expected threshold.)

8. **Indirect Measure, Data Collection/Evaluation Tool, EPL/Threshold:**

    - Question(s) to assess the students' perception of the mastery of the outcome
    - Data collection tool: survey, focus group, interview, etc.
    - For indirect assessment, the expected "perception" of mastery of the outcome and related threshold are based on the type of questions and data collection method. Example: Survey rating scale question with open-ended response

"After participating in the Viking Network project, did the experience positively impact your ability to work effectively within a team structure? Explain rating."
1 – No impact 2 - Moderate impact 3 - Strong Impact
Expected Performance Level: 2 – 3 Threshold: 85% of students will report

9. Collection Timeline:

Data Collection/Evaluation Tools

Single Point Rubric

Describes the criteria for proficiency:

Example 1

Shared Co-Curricular SLO: Students will identify professional and career opportunities.

Performance Indicators Descriptor of Meets Expectations	1	2	3	4	Feedback

1 – Below 2 – Progressing 3 – Meets Expectations 4 – Exceeds Expectations

Example 2

SLO: Students will apply interpersonal and technical skills.

Measure/Activity: Persuasive Presentation

Performance Indicators Meets Expectations	1	2	3	4	Evidence from student response
Planning: Presentation is effectively organized and attention was given to the needs of the audience.					Did not present information, argument, ideas, or findings clearly
Substance: Presentation shows a depth of understanding of important concepts and questions.					Clearly and completely addressed alternative and opposing perspectives
Delivery: Presentation effectively communicates to the audience.					Rarely used filler words. Kept eye contact most of the time. Only glanced at notes or slides.

1 – Below 2 – Progressing 3 – Meets Expectations 4 – Exceeds Expectations

Example 3

SLO: Students will bake a KHL (Kim Hughes Level) fruit pie.
Performance Indicators:

- Crust – construct crust to bakery standards
- Filling – create filling based upon KHL requirements
- Appearance – design appearance for appeal and innovation

Concerns Areas that Need Improvement	**Performance Indicators** Standards for Meeting Outcome	**Evidence of Exceeding Standards**
	Crust: • Correctly baked, with no textural problems • Light and flaky, with sufficient structure to support filling • Thickness is uniform and appropriate for filling. • Flavor is pleasant and complements flavor of filling.	
	Filling: • Fruit is fully cooked, but has sufficient structure to retain shape when cut. • Seasonings complement the fruit and other flavors, but do not dominate the pie. • Syrup is thick and helps to retain structure when pie is cut. • Flavors are well balanced.	
	Appearance: • Crust is a beautiful golden brown with neat and attractive edges that are baked to the same level of doneness as the top crust. • Creative use of vents permits steam to escape with minimal syrup seepage that has caramelized and enhanced the appearance. • Additional decorative touches are attractive, but not overdone. • Pie holds structure when cut, producing slices that are attractive and appetizing.	

NASNTI Tutoring Analysis Form

First Name: _____ Last Name: _____

Student ID: _____ Date: _____

Course: _____ _____

Question Profile		Reason the answer was incorrect			
Section	Quetion Number	Carelessness *	Unfamiliar Content **	Misinterpreted ***	Guessing

* Carelessness = simple mistake such as adding/subtracting/ multiplying wrong

** Unfamiliar Content = lack of understanding due to not really being exposed to content

*** Misinterpreted = mistakes made from errors such as orders of operations, finding common denominators, ect.

Example of 2021-2022 Co-Curricular Plan & Reporting

*An updated 2022-2023 co-curricular reporting template will soon be available to adequately address indirect measure results and to include a cost breakdown and total cost for budget requests that support action plans.

Baseball Co-Curricular Plan 2021 - 2022

1. **Mission:** 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.

2. **Goal:**
   To develop the technical and tactical skills related to the game baseball, as well as the physical training skills that the game demands for success

3. **Dimension:** (circle) (1) Lifelong Learning (2) Self-Directed Learning/Self-Efficacy (3) Civic and Social Responsibility (4) Leadership and Teamwork

4. **Student Learning Outcome:**
   Athletes will demonstrate sport specific skill set and overall physical skill development.

5. **Performance Indicators (PIs):**
   Technical Skills
   Tactical Skills
   Physical Training Skills

How will you assess the learning outcome? What is the co-curricular activity/learning experience used to meet this outcome?

6. **Activity/Experience (Measure):**
   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 player's 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.

How will you know if the students have met the learning outcome?

7. **Data Collection/Evaluation Tool (focus group, rubric, etc.):**
   At the end of the season, the coaches will evaluate each athlete's progress using an Athlete Skill Evaluation.

   Expected Performance Level: 3-4 range (expected collegiate level) on a rated scale of 1 - 5

Threshold: 80% of athletes will perform in the 3 – 4 range for each PI

8. **Collection Timeline:** End of Season April

Co-Curricular Reporting Form 2021 – 2022

1. Name of Unit: Baseball

2. SLO & Performance Indicators: Athletes will demonstrate sport specific skill set and overall physical skill development.

PIs
Technical Skills
Tactical Skills
Physical Training Skills

3. Submission Date:

4. Reporting Period: 2021-2022

5. Findings Narrative based on Aggregated Results – How did the student do?
(Brief narrative summary of data results from performance indicators and data evaluation tool – How did the students do?)

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 the expected level of skills for this collegiate level. The threshold for all three PIs is 80% will achieve in the 3 or beyond range. Physical training skills met the threshold.

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.

6. Charts & Graphs for Result Data Based on Performance Indicators

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

7. Outcome Findings Conclusion: *(There are two options in this field. Select "below/progressing" or "meet/exceeds.")*
Below/progressing

8. Interpretation of Findings Data and Outcome Findings Conclusion:
(Did they meet the student learning outcome? Explain. What did they learn? What did they not learn?)
The outcome findings conclusion is progressing. 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.

9. Analysis:
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.

10. 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.

11. Number of Students Assessed: 15

12. Plan of Action – What are we going to do about it? (Action)
(What will you do differently? What will you improve?)
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.

13. Resources to Support Action – What resources will support planning?
(What resources will support action, such as budget allocation, materials, personnel, donations, outside support, etc? Explain.) 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.

Non-Academic Assessment

Non-Academic Assessment Plan Instructions

"Who we are. What we do. How well we do it. What we need to do it better."

Who We Are

STEP 1 – MISSION STATEMENT

Mission Statement: The mission statement must be congruent with the college mission statement and must reflect the department's contribution to the college.

CASC Mission Statement: To provide affordable, accessible, and exceptional education that fosters student success.

Template:
The mission of (unit name) is to (unit's primary purpose) by providing (unit's primary functions) to (identify stakeholders and provide additional clarifying statements that include alignment with college mission statement).

Example of a Departmental Mission: 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.

STEP 2 – GOAL

Goal: A goal is based off the primary purpose/primary functions in the mission statement. A goal can be a direct section from the mission statement. A goal uses the department/office as the implied subject, addresses a primary purpose/function, and begins with a verb.

Steps:

a. Review the unit mission statement.
b. Identify goals based off the mission statement to improve the primary purpose/functions in order to achieve the mission.

Example of a Goal: "to provide proactive transfer services for a seamless transfer pathway"

What We Do & How Well We Do It

STEP 3 – OBJECTIVE TO REACH OUTCOME

Objective: Based off the identified goal, the objective is what the office/department will do or implement to enhance/improve the unit's primary purpose/functions. Ideally the focus is on processes, services, or products that can be improved: effectiveness, efficiency, service quality, compliance, and satisfaction.

Example of Objective: The Career and Transfer Center will offer proactive transfer training sessions in new student orientation classes to increase the number of first semester students who receive early transfer planning.

STEP 4 – PERFORMANCE OUTCOME

Performance Outcome/Target: The outcome is the end result reflecting what the unit intends to accomplish. Outcomes focus on the ends not the means, which are the objectives. The fulfillment of the outcome suggests that the department is achieving the mission. Outcomes are concise, measurable statements, and they should be under the control of the unit.

An outcome should contain a target, which establishes a result, benchmark, or value that will represent success. For each outcome, determine the acceptable level or standard of performance based upon established criteria. **At times, the outcome could establish a baseline instead of a target.**

Performance relates to what the unit intends to accomplish:

- Level or volume of activity (direct assessment)
- Efficiency or effectiveness (direct assessment)
- Compliance with external standards or regulations (direct assessment)
- Satisfaction of those served with processes and services (indirect assessment)

Specific: Clear and definite terms
Measureable: Can obtain data
Aggressive/Attainable: Potential to move office forward
Results Oriented: Describes standards (Target)
Time-Bound: Specified time for accomplishing (Collection timeline)

Example of Performance Outcome/Target: 95% of first semester students will receive early transfer planning through sessions in new student orientation classes during the 2020-2021 academic year.

STEP 5 – MEASURES TO ASSESS THE OUTCOME

Assessment Measure: (Collection Tool) For each performance outcome, identify at least one method of measurement that will be used to assess the outcome. This is the source of evidence used to determine if the unit is achieving the outcome. Direct measures are specific, objective means of measurement that usually exist within the office/department in the form of tools, such as reports and procedures, used to collect data.

Indirect measures, such as surveys, focus upon the stakeholder's perception and satisfaction with the service. Indirect measures typically supplement direct measures.

Measures . . .

1. Provide sufficient data and information to measure the outcome
2. Are not overly burdensome to collect

Measure Example: Tracking of **attendance reports** of transfer training in new student orientations

STEP 6 – COLLECTION TIMELINE

Collection Timeline: The collection timeline is the projected time of data collection. Reporting will be due by the end of the academic year so that assessment can be tied to budget and planning.

Assessment Plan Template

Non-Academic Assessment Plan Template
2022 - 2023

Mission:

The mission of (unit name) is to (unit's primary purpose) by providing (unit's primary functions) to (identify stakeholders and provide additional clarifying statements that include alignment with college mission statement).

(Outcome 1)

Goal: (Derived from mission – can be a direct section from mission)

Performance Objective: (Something that you plan to do – What your office/unit will implement)

Performance Outcome/Target: (Desired end result – time sensitive – Could be obtaining baseline data as a starting point) *finish line for that point in time*

Measure: (Data collection tool)

Collection Timeline:

(Outcome 2)

Goal:

Performance Objective: (What the unit will implement)

Performance Outcome/Target: (Desired end result – time sensitive)

Measure: (data collection tool)

Collection Timeline:

(Outcome 3)

Goal:

Performance Objective: (What the unit will implement)

Performance Outcome/Target: (Desired end result – time sensitive)

Measure: (Data collection tool)

Collection Timeline:

Assessment Plan Example

Non-Academic Assessment Example Plan
2022 - 2023

Mission:

The mission of (unit name) is to (unit's primary purpose) by providing (unit's primary functions) to (identify stakeholders and provide additional clarifying statements that include alignment with college mission statement).

The mission of the CASC Recruitment Office is to increase the enrollment of prospective students, promote the educational opportunities available at CASC, and act as a liaison to area schools, the community, and higher education by providing services, opportunities, and workshops that support the successful matriculation into post-secondary education at CASC.

(Outcome 1)

Goal: (Derived from mission – can be a direct section from mission)

To provide services, opportunities, and workshops that support the successful matriculation into post-secondary education at CASC

Performance Objective: (Something that you plan to do – What your office/unit will implement)

The CASC Recruitment Office will offer specialized high school student enhancement workshops to increase the number of local, on-site high school visits/contacts.

Performance Outcome/Target: (Desired end result – time sensitive – Could be obtaining baseline data as a starting point)

Local, on-site high school visits/contacts will increase by 5% from the previous year by May 2023.

Measure: (Data collection tool) **2022 & 2023 Visti/Contact Reports**

Collection Timeline: May 2023

Reporting Template

Non-Academic Reporting Form 2022 - 2023

1. Name of Unit:

2. Performance Outcome/Target:

3. Submission Date:

4. Reporting Period: 2022 - 2023

5. Findings (Data and Narrative)
(What were the results from the assessment using the measure (data collection tool)? What did you find? Provide a narrative that explains your data.)

6. Data Charts & Graphs:
(Include any applicable charts and graphs)

7. Outcome Findings Conclusion: *(There are two options in this field. Select "expected findings" or "unexpected findings.")*

8. Analysis:
(Did you meet the outcome/target? What worked and why? What didn't work and why? What did you learn?)

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

10. Plan of Action – What are we going to do about it? (Action)
(What will you do differently and why? What can be improved and why? What is your next step?)

11. Resources to Support Action – What resources will support planning?
(What resources will support action, such as budget allocation, materials, personnel, donations, outside support, etc.? Explain.) For resources that include a budget request, please provide cost breakdown and total cost.

Alignment to Institutional Effectiveness Priorities

Institutional Effectiveness

Non-academic assessment's yearly assessment plans and reporting are aligned to "Institutional Effectiveness Priorities" that include retention/persistence, transfer, and student success. This structure provides a holistic focus and demonstrates how the individual units support the improvement of key indicators of institutional effectiveness.

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

Recruitment/Enrollment – Concurrent Enrollment

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

Retention

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

Advisement & Coaching

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

Campus Security & Safety

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

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

Financial Aid & Literacy

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

Human Resources & Training

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

Convenience, Efficiency, and Effectiveness of Services

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

Student Success

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

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

Transfer

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

Academic Support

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