CARL ALBERT STATE COLLEGE

VIKINGS

Assessment Report

Administrative and Student Services - Academic Affairs Office

1. Build badges and micro-credentials into the curriculum

Mission Supportive Goal
To expand workforce development

Performance Objective
Build badges and micro-credentials into the curriculum.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Start Date
05/19/2022

Archived Date
10/16/2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*

- **Recruitment/Enrollment - Concurrent Enrollment:** Build badges and micro-credentials into the curriculum. (**X**)

- **Retention, Persistence, and Completion:** Build badges and micro-credentials into the curriculum. (**X**)

- **Student Success:** Build badges and micro-credentials into the curriculum. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Number of micro-credential plans submitted to OSRHE; number of internal course badges issued

Performance Outcome/Target
Create and implement 10 state-wide micro-credentials and 10 internal course badges by end of Fall 2022.

Collection Timeline
December 1, 2022

2022 - 2023

Submission Date
05/04/2023

Findings (Data and Narrative)
Three (3) state wide microcredentials were created and zero (0) internal badges. This responsibliity has been shifted over to DIrector Henson via the workforce initiative and plans are in progress; issues arose from Coursera paywall and development of a badge template, delaying the process. Mrs. Henson's oversight promises to breathe life into the badges and microcredentials.

Outcome Conclusion
Unexpected Findings

Analysis
Target was not met due to uinexpected implementation delays.

What changes were implemented based on data from the previous cycle that affected these findings?
Ownership was moved to workforce development.

Plan of Action Section

Plan of Action
Assist Director Henson with building and implemenation of badges and microcredentials.

Resources to Support Action
OSRHE, CREDLY, COURSERA

For resources that include a budget request, please provide cost breakdown and total cost.
Credly- $2500
Coursera- $10,000

2. Implement COURSARA based professional development

Mission Supportive Goal
To promote faculty professional development

Performance Objective
Implement COURSERA based professional development for faculty through COURSERA professional development module

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Start Date
05/19/2022

Archived Date
10/16/2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Professional Development and Training:** Implement COURSERA based professional development for faculty through COURSERA professional development module (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
 number of completions

Performance Outcome/Target
100% of faculty invited, enrolled, and completed required COURSERA professional development courses for Fall 2022.

Collection Timeline
 August 31, 2022

2022 - 2023

Submission Date
05/04/2023

Findings (Data and Narrative)
All assigned faculty completed all Coursera PD projects (3): Spreadsheets for Beginners using Google Sheets; Create Charts and Dashboard using Google Sheets; Using Google Forms for Student Success

Outcome Conclusion
Expected Findings

Analysis
The outcome was met, but resistance was surprising (based on timing over the summer).

What changes were implemented based on data from the previous cycle that affected these findings?
We will not use summer to assign PD projects.

Plan of Action Section
Plan of Action

We will not assign during summer and we will let faculty choose their own projects based on their perceived needs.

Resources to Support Action
COURSERA

For resources that include a budget request, please provide cost breakdown and total cost.
$10000

Related Documents
[CASC Professional Development gradebook Fall 2022.csv](#)

Promote faculty/student engagement through various strategies

Mission Supportive Goal
To increase faculty and student engagement

Performance Objective
Promote faculty/student engagement through various strategies

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Archived Date
10/16/2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*

- **Retention, Persistence, and Completion:** Promote faculty/student engagement through various strategies (**X**)

- **Student Success:** Promote faculty/student engagement through various strategies (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
CCFSSE and CCSSE Frequency Distribution of Student and Faculty Items:

How often do students in your selected course section discuss grades or assignments with you?
In your experiences at this college during the current academic year, about how often have you discussed grades or assignments with an instructor?

Performance Outcome/Target
The CCFSSE and CCSSE comparison items related to student and faculty perception of communication/discussion of grades and assignments will both be ABOVE 80 % "often" or "very often" and within a 10% margin of error window.

Collection Timeline
May 1, 2023

2022 - 2023

Submission Date
08/08/2023

Findings (Data and Narrative)

For students (from CCSSE) Question 4k, Variable FACGRADE, resulted in 297 responses: 5.3% (16) reported NEVER; 32.6% (97) reported SOMETIMES; 30.4% (90) reported OFTEN; 31.7% reported VERY OFTEN.
For Faculty (from CCFSSE) Question variable STUDISCGDS resulted in 12 responses: 0% (0) reported NEVER; 25% (3) reported SOMETIMES; 50% (6) reported OFTEN; 3% (3) reported VERY OFTEN.

Both of these findings align with both national and small college trends as reported.

Outcome Conclusion
Unexpected Findings
Analysis
The data reflect inconsistency of perception with students perception that grades are discussed SOMETIMES and faculty perception that grades are discussed OFTEN. The desired outcome of 80% of reponses to be in the OFTEN or VERY OFTEN categories was not met by either group, with students at 30.4 & 31.7= 62.1%; and faculty reporting 50 & 75= 75%.

The low number of faculty reponses make the data questionble with a high margin of error, since one response produces an 8.3% swing; however, it is clear that faculty feel grades are discussed more often than students.
What changes were implemented based on data from the previous cycle that affected these findings?
none
Plan of Action Section
Plan of Action
Increase emphasis on grade and assignment discussion from faculty with students. Faculty are required to report grades and progress reports, making the action more memorable, while students may find the action more conversational and likely to be forgotten. A more formal approach could increase perception, as could small ques, such as beginning conversations with "Let's talk about your grade...."
Resources to Support Action
Recommendations at in-service and training on emphasis.
Related Documents
CCSSE 2023 Overall Frequencies.pdf;
CCSSE_2023_D62ACD327C_ExecSum.pdf;
Student Faculty.pdf

Assessment Report

Administrative and Student Services - Academic Resource Center (Poteau)

Utilize Focus Groups

Mission Supportive Goal
To facilitate academic achievement and enrichment to all CASC students

Performance Objective
The ARC will utilize focus groups, both in house and through paper surveys, as well as our QR code displayed all over the campus. Gaining information through the Fall 2023 and the Spring 2024 semesters on three important components: most utilized service, most beneficial service, and additional feedback and resources needed for student success.

Performance Objective Status
Active

Planned Assessment Cycle
2022 - 2023, 2023 - 2024

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*

- **Academic Support:** The ARC will utilize focus groups, both in house and through paper surveys, as well as our QR code displayed all over the campus. Gaining information through the Fall 2023 and the Spring 2024 semesters on three important components: most utilized service, most beneficial service, and additional feedback and resources needed for student success. (**X**)

- **Convenience, Efficiency, and Effectiveness of Services:** The ARC will utilize focus groups, both in house and through paper surveys, as well as our QR code displayed all over the campus. Gaining information through the Fall 2023 and the Spring 2024 semesters on three important components: most utilized service, most beneficial service, and additional feedback and resources needed for student success. (**X**)

- **Student Success:** The ARC will utilize focus groups, both in house and through paper surveys, as well as our QR code displayed all over the campus. Gaining information through the Fall 2023 and the Spring 2024 semesters on three important components: most utilized service, most beneficial service, and additional feedback and resources needed for student success. (**X**)

Indirect Measure

Status
Active

Measure/Data Collection Tool
Obtain data through notes, surveys, and our QR code

Performance Outcome/Target
Compiled student feedback will provide baseline data for improvements in the Academic Resource Center as a whole.

Collection Timeline
End of the Spring 2024 semester

Assessment Report

Administrative and Student Services - Academic Resource Center (Sallisaw)

Promote and advertise the availability of remote placement testing

Mission Supportive Goal
To provide remote testing to a larger student base while maintaining the integrity of the testing results

Performance Objective
The ARC will promote and advertise the availability of remote placement testing within and beyond our local communities.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Convenience, Efficiency, and Effectiveness of Services:** The ARC will promote and advertise the availability of remote placement testing within and beyond our local communities. **(X)**

- **Recruitment/Enrollment - Concurrent Enrollment:** The ARC will promote and advertise the availability of remote placement testing within and beyond our local communities. **(X)**

- **Student Success:** The ARC will promote and advertise the availability of remote placement testing within and beyond our local communities. **(X)**

Direct Measure

Status
Active

Measure/Data Collection Tool
Record on the Monthly ARC Report the number of remote testing request

Performance Outcome/Target
The Sallisaw ARC will proctor 20 remote tests by the end of the fall 2022 semester.

Collection Timeline
Collect data through 2022

2022 - 2023

Submission Date
06/22/2023

Findings (Data and Narrative)
Comparing Students Taking the Accuplacer Test in the ARC Lab vs Taking the Accuplacer Test Remotely.

Data Charts and Graphs

Period of Months Surveyed	Students in ARC Lab	Number of Students Taking the Accuplacer Test	Number of Students Taking a Remote Accuplacer Test
22-Sep	166	1	1
22-Oct	69	0	

22-Nov	215	1	
22-Dec	102	2	
23-Jan	76	9	3
23-Feb	80	1	
23-Mar	81	6	
23-Apr	81	30	
23-May	88	29	
Total	958	79	4

Outcome Conclusion
Unexpected Findings

Analysis
Students did not take advantage of the remote testing during heavy testing cycles.

What changes were implemented based on data from the previous cycle that affected these findings?
These are the first sets of data gathered at this time.

<u>**Plan of Action Section**</u>

Plan of Action
Inform as many potential test takers of the remote option.

Resources to Support Action
As students call to schedule their Accuplacer tests personnel should make the student aware of the remote option.

For resources that include a budget request, please provide cost breakdown and total cost.
Since the remote proctoring is conducted using Zoom the cost was already absorbed.

Assessment Report

Administrative and Student Services - Admissions (Poteau)

Notify students of graduation eligibility

Mission Supportive Goal
To provide support and service to graduating students that fosters success

Performance Objective
The Office of Admissions will notify students of graduation eligibility.

Performance Objective Status
Active

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Student Success:** The Office of Admissions will notify students of graduation eligibility. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Admissions Office will examine Ellucian Colleague pre-graduation reports

Performance Outcome/Target
90% of those notified will apply for graduation.

Collection Timeline
June 2023

2022 - 2023

Submission Date
09/26/2023

Findings (Data and Narrative)
Unfortunately, our reporting hinged on an Argos report that pulled data from the Degree Audit System. At the time that the Assessment plan was created/submitted we were assured that the data would be available to accomplish this. However, there were issues with the data migration which left the report inoperable.

Outcome Conclusion
Unexpected Findings

Analysis
By being unable to run the report that would identify students who meet the graduation requirements, we were therefore unable to contact those students regarding their graduation eligibility.

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

Plan of Action Section

Plan of Action
We will actually be changing our Assessment Plan for 2023-2024 to assess other areas of our department in which we have more direct control over (i.e. doesn't rely on a report that we cant build).

Resources to Support Action
We are currently getting training to ensure that we are squeezing every bit of utility out of the current software, and will be learning how to better utilize Cadence/Mongoose (texting software) as part of the new assessment plan.

Assessment Report

Administrative and Student Services - Admissions (Sallisaw)

Implement QR codes

Mission Supportive Goal
To automate the request for student needs for all walk-up students by using QR codes posted at Student Service Specialist station

Performance Objective
The Student Service Specialist Station will implement the posting of QR Codes at their work stations for walk-up students to access the Application for Admissions, links to Re-set Passwords, MyCarl Albert Self-Service, IT support ticket and Transcript request forms.

Performance Objective Status
Active

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*

- **Convenience, Efficiency, and Effectiveness of Services:** The Student Service Specialist Station will implement the posting of QR Codes at their work stations for walk-up students to access the Application for Admissions, links to Re-set Passwords, MyCarl Albert Self-Service, IT support ticket and Transcript request forms. (**X**)

- **Recruitment/Enrollment - Concurrent Enrollment:** The Student Service Specialist Station will implement the posting of QR Codes at their work stations for walk-up students to access the Application for Admissions, links to Re-set Passwords, MyCarl Albert Self-Service, IT support ticket and Transcript request forms. (**X**)

- **Retention, Persistence, and Completion:** The Student Service Specialist Station will implement the posting of QR Codes at their work stations for walk-up students to access the Application for Admissions, links to Re-set Passwords, MyCarl Albert Self-Service, IT support ticket and Transcript request forms. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Log numbers from usage of QR Code generator through Sallisaw Campus enrollment specialist

Performance Outcome/Target
100% of walk-up students will successfully utilize the QR codes posted to help them retrieve student forms and links to complete the admission process.

Collection Timeline
End of May 2023

2022 - 2023

Submission Date
05/24/2023

Findings (Data and Narrative)
QR Code Generator log through Sallisaw Enrollment specialist showed at least 50% of all students accessed the QR codes posted throughout the Sallisaw campus. Data was based off of number of students enrollment specialist enrolled for the 22/23 academic year.

Outcome Conclusion
Unexpected Findings

Analysis
Did not meet the outcome target. Younger students very receptive to idea and ease of QR code accessibility.

What changes were implemented based on data from the previous cycle that affected these findings?
Easier accessibility and availability for students to scan codes
Plan of Action Section
Plan of Action
Expanding QR code implementation to the Poteau Campus Offices and around campus.
Resources to Support Action
Materials to print flyers and stickers with QR Codes

Assessment Report

Administrative and Student Services - Alumni Association

Engage CASC alumni

Mission Supportive Goal
To engage and strengthen the relationship of alumni to the College

Performance Objective
Engage CASC alumni in creation of an Alumni Association Board consisting of 7-9 alumni.

Performance Objective Status
Active

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Community and Student Engagement:** Engage CASC alumni in creation of an Alumni Association Board consisting of 7-9 alumni. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Meeting Agenda and Minutes

Performance Outcome/Target
The Alumni Association Board will be established and active by December 2022.

Collection Timeline
December 2022

2022 - 2023

Submission Date
04/24/2023

Findings (Data and Narrative)
Alumni Director and Foundation Director have recruited and discussed potential board members. Invitations have been issued and responses received. The Alumni Association board now has nine members.

Outcome Conclusion
Expected Findings

Analysis
The target was met because we worked cohesively to recruit alumni who strongly desired to contribute to the betterment of the institution. We learned that a lot of people would like to be involved in making CASC a better place for new students.

What changes were implemented based on data from the previous cycle that affected these findings?
The current committee made it a priority to recruit those members in order to have an active board.

Plan of Action Section
Plan of Action
Set up initial meeting with the newly formed board.

Resources to Support Action
We will need lunch catered through Cafe 1507.

For resources that include a budget request, please provide cost breakdown and total cost.
Catering through Cafe 1507 will cost approximately $100.

Inform and recruit alumni

Mission Supportive Goal
To reconnect with additional alumni
Performance Objective
Implement campaign to inform and recruit alumni
Performance Objective Status
Active
Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Community and Student Engagement:** Implement campaign to inform and recruit alumni (**X**)

> **Direct Measure**
>
> **Status**
> Active
> **Measure/Data Collection Tool**
> Annual memberships completed
> **Performance Outcome/Target**
> Membership will be increased by ten annual members.
> **Collection Timeline**
> Spring 2023
>
> > **2022 - 2023**
> >
> > **Submission Date**
> > 04/24/2023
> > **Findings (Data and Narrative)**
> > Membership did not increase by ten annual members.
> > **Outcome Conclusion**
> > Expected Findings
> > **Analysis**
> > This is a difficult climate economically and joining an alumni association is not something that many can do at this point.
> > **What changes were implemented based on data from the previous cycle that affected these findings?**
> > Social media was used only incrementally.
> > <u>**Plan of Action Section**</u>
> > **Plan of Action**
> > Additional social media presence will be distributed in the coming year.
> > **Resources to Support Action**
> > none needed
> > **For resources that include a budget request, please provide cost breakdown and total cost.**
> > N/A

Provide speaking engagements on a various topics

Mission Supportive Goal
To strengthen relationship of Alumni to the campus through the creation of Alumni Speakers Bureau
Performance Objective
The CASC Alumni Association will recruit alumni to provide speaking engagements to CASC students on various topics based upon respective expertise.

Performance Objective Status
Active
Planned Assessment Cycle
2022 - 2023

Mapping
<u>Institutional Effectiveness Priorities:</u> *(X - When Highlighted Is Aligned)*
- **Community and Student Engagement:** The CASC Alumni Association will recruit alumni to provide speaking engagements to CASC students on various topics based upon respective expertise. (**X**)

- **Student Success:** The CASC Alumni Association will recruit alumni to provide speaking engagements to CASC students on various topics based upon respective expertise. (**X**)

Direct Measure

Status
Active
Measure/Data Collection Tool
Record in the Alumni Association database and report to the Alumni Association board
Performance Outcome/Target
Two to four speaking engagements will be available to students per academic year beginning with two offered during the fall 2022 semester and spring 2023 semester.
Collection Timeline
Spring 2023

2022 - 2023

Submission Date
04/24/2023
Findings (Data and Narrative)
Alumni were present on campus to speak to various classes.
Outcome Conclusion
Expected Findings
Analysis
Alumni did engage with current students through speaking engagements in various disciplines.
What changes were implemented based on data from the previous cycle that affected these findings?
No changes were implemented.
Plan of Action Section
Plan of Action
Continue to reach out to alumni to interact with current students through speaking engagements. This can be improved by discussing the options with instructors who has not previously used the resources.
Resources to Support Action
none needed
For resources that include a budget request, please provide cost breakdown and total cost.
N/A

Assessment Report

Administrative and Student Services - Assessment

Identify effective method of training and areas of improvement

Mission Supportive Goal
To facilitate systemic, comprehensive processes to assess and evaluate student learning

Performance Objective
After various presentations and meetings throughout the academic year with the PALs over academic outcome assessment and individual and annual summary reporting, the Office of Assessment & IE will survey the PALs to identify the most effective method of training, areas of improvement, and the influential factors impacting advancement.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*

- **Academic Support:** After various presentations and meetings throughout the academic year with the PALs over academic outcome assessment and individual and annual summary reporting, the Office of Assessment & IE will survey the PALs to identify the most effective method of training, areas of improvement, and the influential factors impacting advancement. (**X**)

- **Student Success:** After various presentations and meetings throughout the academic year with the PALs over academic outcome assessment and individual and annual summary reporting, the Office of Assessment & IE will survey the PALs to identify the most effective method of training, areas of improvement, and the influential factors impacting advancement. (**X**)

Indirect Measure

Status
Active

Measure/Data Collection Tool
Survey with questions related to objective and outcome

Performance Outcome/Target
The survey results will identify areas of improvement for immediate action and provide insight into whether culture or lack of understanding is impacting assessments and quality of reports.

Collection Timeline
May 2023

2022 - 2023

Submission Date
07/20/2023

Findings (Data and Narrative)

I personally contacted PALs for feedback after presentations and meetings throughout the academic year, which worked out since faculty had survey fatigue at the end of the academic year.

Both lack of understanding and culture are impacting assessments and quality of reports. Below are the major areas of improvement and influential factors impacting advancement:

Areas of Improvement:

PALS need to be present when the Academic Assessment Committee is vetting plans and reporting.

Emphasize the availability to attend program meetings to answer questions

Influential factors Impacting Advancement:

Celebrate wins and don't present improvements as major changes

There is still confusion about general education outcome assessment and the general studies degree.

There is still fear of fundamental change with the assessment processes.

PALs have voiced a problem with the lack of integrated planning among departments.

Faculty are confused on what activities are assessment or evaluation.

Outcome Conclusion
Unexpected Findings
Analysis
Findings were unexpected. I had made assumptions during presentations and meetings that didn't align with feedback. When in doubt, ask. Opening up for questions in large groups isn't always successful. Directly contacting PALs after meetings proved to be very effective. Faculty members were very honest and insightful.

The findings support the research-based principles of change in higher education: promote organizational self-discovery and construct opportunities for interaction to develop new mental models. The PALs and the Academic Assessment Committee vetted plans during spring 2023 in-service. We realized that we need to have the committee meet with PALs in smaller groups for better interaction.

Also, I didn't realize that after a great HLC visit and report that fear of a complete change of methodology is still an obstacle, and I underestimated the lack of a clear differentiation of what activities support continuous improvement and what activities are evaluation.
What changes were implemented based on data from the previous cycle that affected these findings?
The data from the climate of assessment survey supported assessing the effectiveness of presentations and trainings.
Plan of Action Section
Plan of Action

Training:

For PALs to better understand what is required of assessment plans and annual summaries, the Academic Assessment Committee will vet documents with the PALs present. Also, this will help committee understand documents from the programs' point of view.

Promote availability to attend program meetings, especially on the last two days of in-service as a follow-up to the in-service presentation
Removing Obstacles:

Create ways to promote and celebrate wins:

Front load presentations to mitigate the fear of change and present needed improvements as continuous improvement

Work with administration to support a clear differentiation of assessment and evaluation in planning, processes, and culture
Resources to Support Action
I need team, committee, and administrative participation and support in these endeavors.

Create academic assessment annual summary rubric

Mission Supportive Goal
To facilitate systemic, comprehensive processes to assess and evaluate student learning
Performance Objective
The Office of Assessment & IE will create an academic assessment annual summary rubric to assist the Academic Assessment Committee in the vetting process.
Performance Objective Status
Archived
Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Academic Support:** The Office of Assessment & IE will create an academic assessment annual summary rubric to assist the Academic Assessment Committee in the vetting process. **(X)**

- **Student Success:** The Office of Assessment & IE will create an academic assessment annual summary rubric to assist the Academic Assessment Committee in the vetting process. **(X)**

Indirect Measure

Status
Active
Measure/Data Collection Tool
Committee minutes detailing review
Performance Outcome/Target
The Academic Assessment Committee will review the first draft of the rubric by March 12, 2023.
Collection Timeline
May 2023

2022 - 2023
Submission Date
07/20/2023

Findings (Data and Narrative)
Unfortunately, a rubric has not been created at this time. A more important step is effectively including PALs in the Academic Assessment Committee meetings to vet assessment plans and annual summaries. This interaction will be more effective, and it will assist with the development of a rubric as we mature.

Outcome Conclusion
Unexpected Findings

Analysis
We are not ready for a rubric. We still need to learn from and embrace the process.

What changes were implemented based on data from the previous cycle that affected these findings?
The past two cycles of annual summaries have led to more PAL and committee interaction.

Plan of Action Section

Plan of Action
At the end of the academic year, I will consult with the Academic Assessment Committee and PALs to see if we are equipped to build an effective rubric.

Resources to Support Action
Committee and PAL feedback

Assessment Report

Administrative and Student Services - Bookstore (Poteau)

Design weekly social media posts

Mission Supportive Goal
To promote CASC merchandise and gifts

Performance Objective
The bookstore will design weekly social media posts that feature students wearing CASC apparel and provide notifications of sales, new inventory, and contests.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Convenience, Efficiency, and Effectiveness of Services:** The bookstore will design weekly social media posts that feature students wearing CASC apparel and provide notifications of sales, new inventory, and contests. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
records of apparel sales

Performance Outcome/Target
Inventory sales of soft goods will increase by 100 items from last year's sales.

Collection Timeline
September 2022 – May 2023

2022 - 2023

Submission Date
04/20/2023

Findings (Data and Narrative)
I was unable to complete this task. The plan was to have a work study student to produce content and keep site (Instagram) current. For the Fall semester, the student attempted to keep the site updated weekly. Was not a priority, so it was not used as adequately as hoped. The student quit the job at the bookstore after the fall semester. A new student was hired for the Spring specifically to keep site (Instagram) up to date and post content, the student quit after one month.

Outcome Conclusion
Expected Findings

Analysis
This target did not work, but will keep trying to fulfill this target. It is a good plan, it can be productive, just need a student worker to understand the need of the Instagram account and have the desire to keep it up to date and exciting so that students will check it regularly and have access to the content.

What changes were implemented based on data from the previous cycle that affected these findings?
No changes to the target, the target is a good plan, just need to find the right student for the task.

Plan of Action Section
Plan of Action
Keep looking for a student worker with the desire to complete this task.

Resources to Support Action
Search for a student worker.

Assessment Report

Administrative and Student Services - Bookstore (Sallisaw)

Promote ebooks

Mission Supportive Goal
To increase the sale and availability of e-books to students in order to provide them with a more cost effective option to adopted course materials

Performance Objective
The CASC Bookstore will promote e-books by offering more e-books to the students in an effort to provide customers with convenient cost effective access to all textbook material.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Convenience, Efficiency, and Effectiveness of Services:** The CASC Bookstore will promote e-books by offering more e-books to the students in an effort to provide customers with convenient cost effective access to all textbook material. (**X**)

- **Retention, Persistence, and Completion:** The CASC Bookstore will promote e-books by offering more e-books to the students in an effort to provide customers with convenient cost effective access to all textbook material. (**X**)

- **Student Success:** The CASC Bookstore will promote e-books by offering more e-books to the students in an effort to provide customers with convenient cost effective access to all textbook material. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Track e-books with an emphasis on sales

Performance Outcome/Target
Through sales, there will be a 15% increase in the purchase of e-books from student's during the Fall 2022 semester compared to the Spring 2023 semester.

Collection Timeline
End of Spring 2023

2022 - 2023

Submission Date
05/09/2023

Findings (Data and Narrative)
Was able to increase e-books sales by 26% between the Fall semester of 2022 and the Spring semester of 2023

Outcome Conclusion
Expected Findings

Analysis
My outcome/target was meet by providing students with more cost effective options to adopted materials

What changes were implemented based on data from the previous cycle that affected these findings?
Started offering more e-books options for the students to choose from.

Plan of Action Section

Plan of Action
Plan to continue to offer students cost effective options to adopted materials
Resources to Support Action
Work with publishers in order to find the best cost effective options to adopted materials
Related Documents
[Ebook Sales FA2022.pdf](#);
[Ebook Sales SP2023.pdf](#)

Assessment Report

Administrative and Student Services - Business Office (Poteau)

Assess Student Satisfaction

Mission Supportive Goal
To provide efficient and effective services that support the College's mission and student success

Performance Objective
The CASC Business Office will assess student satisfaction with the enrollment, direct deposit designation, and plan modification features of the current payment plan available to students.

Performance Objective Status
Active

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*

- **Academic Support:** The CASC Business Office will assess student satisfaction with the enrollment, direct deposit designation, and plan modification features of the current payment plan available to students. (**X**)

- **Convenience, Efficiency, and Effectiveness of Services:** The CASC Business Office will assess student satisfaction with the enrollment, direct deposit designation, and plan modification features of the current payment plan available to students. (**X**)

- **Retention, Persistence, and Completion:** The CASC Business Office will assess student satisfaction with the enrollment, direct deposit designation, and plan modification features of the current payment plan available to students. (**X**)

- **Student Success:** The CASC Business Office will assess student satisfaction with the enrollment, direct deposit designation, and plan modification features of the current payment plan available to students. (**X**)

Indirect Measure

Status
Active

Measure/Data Collection Tool
results from the Community College Survey of Survey (CCSSE) custom payment plan questions

Performance Outcome/Target
Student feedback from the CCSSE questions will establish a baseline of student satisfaction for improvements to the current plan or for possible review of other payment plan vendors.

Collection Timeline
Spring 2023

Assessment Report

Administrative and Student Services - Business Office (Sallisaw)

Implement the process of students paying bill online

Mission Supportive Goal
To automate the request for all Walk-Up Students by using QR codes posted at Student Service Specialist station

Performance Objective
Implement the process of students paying bill online or setting up payment plans through MyCarl Albert Portal by using QR Codes posted on window at Student Service Specialist station.

Performance Objective Status
Active

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Academic Support:** Implement the process of students paying bill online or setting up payment plans through MyCarl Albert Portal by using QR Codes posted on window at Student Service Specialist station. (**X**)

- **Convenience, Efficiency, and Effectiveness of Services:** Implement the process of students paying bill online or setting up payment plans through MyCarl Albert Portal by using QR Codes posted on window at Student Service Specialist station. (**X**)

- **Retention, Persistence, and Completion:** Implement the process of students paying bill online or setting up payment plans through MyCarl Albert Portal by using QR Codes posted on window at Student Service Specialist station. (**X**)

- **Student Success:** Implement the process of students paying bill online or setting up payment plans through MyCarl Albert Portal by using QR Codes posted on window at Student Service Specialist station. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Log numbers from usage of QR Code generator through Sallisaw Campus enrollment specialist

Performance Outcome/Target
85% of walk up students will utilize posted QR codes to help access their MyCarl Albert portal to pay their bill online.

Collection Timeline
May 2023

2022 - 2023

Submission Date
05/24/2023

Findings (Data and Narrative)
QR Code Generator log through Sallisaw Enrollment specialist showed at least 50% of all students accessed the QR codes posted throughout the Sallisaw campus. Data was based off of number of students enrollment specialist enrolled for the 22/23 academic year.

Outcome Conclusion
Unexpected Findings

Analysis
Did not meet the outcome target. Younger students very receptive to idea and ease of QR code accessibility.

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

Easy accessibility and availability for students to scan codes

Plan of Action Section

Plan of Action

Expanding QR code implementation to the Poteau Campus Offices and around campus.

Resources to Support Action

Materials to print flyers and stickers with QR Codes

Assessment Report

Administrative and Student Services - Campus Director (Sallisaw)

Implementing a CASC Helpline

Mission Supportive Goal
Provide resources, support, and direction to all faculty, staff, students and future students

Performance Objective
Implementing a CASC Helpline, housed at the Sallisaw Campus. The CASC Helpline will ensure that all applicable phone inquiries regarding student admissions, financial aid, business office, mycarlalbert, etc. are received and answered in an organized and accurate way to ensure student satisfaction and good customer service. The CASC helpline will be the first point of contact when students need answers and/or troubleshooting advice.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Convenience, Efficiency, and Effectiveness of Services:** Implementing a CASC Helpline, housed at the Sallisaw Campus. The CASC Helpline will ensure that all applicable phone inquiries regarding student admissions, financial aid, business office, mycarlalbert, etc. are received and answered in an organized and accurate way to ensure student satisfaction and good customer service. The CASC helpline will be the first point of contact when students need answers and/or troubleshooting advice. (**X**)

- **Retention, Persistence, and Completion:** Implementing a CASC Helpline, housed at the Sallisaw Campus. The CASC Helpline will ensure that all applicable phone inquiries regarding student admissions, financial aid, business office, mycarlalbert, etc. are received and answered in an organized and accurate way to ensure student satisfaction and good customer service. The CASC helpline will be the first point of contact when students need answers and/or troubleshooting advice. (**X**)

Indirect Measure

Status
Active

Measure/Data Collection Tool
Student satisfaction survey

Performance Outcome/Target
90% of surveyed students will be satisfied with CASC Helpline services.

Collection Timeline
April

2022 - 2023

Submission Date
06/21/2023

Findings (Data and Narrative)
The CASC Helpline filled a need on campus that was long over due. Callers were sent a Viking Helpline Satisfaction Survey to evaluate their experience. Callers were able to have their questions answered, or were directed to appropriate offices in a timely manner. 100% of callers stated that the Viking Helpline operator was indeed helpful. 78% of callers stated that questions asked to their operator were answered to their satisfaction. The Viking Helpline has helped to improve processes, better serving current and future students at Carl Albert State College.

Outcome Conclusion
Expected Findings

Analysis

Target met. The birth of the helpline involved some trial and error as we already had a switchboard for the college. Learning to navigate that system to better serve students was a small challenge. In the end, we were able to formulate a system of who is answering calls and when, phone roll over, etc. to ensure that no call went unanswered, with the least amount of transferring from office to office.

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

<u>**Plan of Action Section**</u>

Plan of Action
Our next step has been to add an automated menu to the helpline service. This will enable students to choose from a menu and receive pre-record messages for common questions such as, "how do I access my transcript".

Resources to Support Action
The Sallisaw Student Service Center will provide support for actions moving forward.

Assessment Report

Administrative and Student Services - Campus Police (Sallisaw)

Implement ALICE training

Mission Supportive Goal
To provide quality higher education in a safe and secure atmosphere

Performance Objective
Campus Police will implement ALICE training, which is an active shooter response tactic, for all employees.

Performance Objective Status
Active

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Campus Security and Safety:** Campus Police will implement ALICE training, which is an active shooter response tactic, for all employees. (**X**)

Indirect Measure

Status
Active

Measure/Data Collection Tool
Immediately after the training, employees will complete a survey with a rating scale question and associated open-ended question to collect quantitative and qualitative feedback on application of learned response tactic.

Performance Outcome/Target
75% of surveyed employees will indicate that they feel capable of carrying out the ALICE procedure.

Collection Timeline
By the end of the spring 2023 semester

Assessment Report

Administrative and Student Services - Campus Police (Poteau)

Implement ALICE training

Mission Supportive Goal
To provide quality higher education in a safe and secure atmosphere

Performance Objective
Campus Police will implement ALICE training, which is an active shooter response tactic, for all employees.

Performance Objective Status
Active

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Campus Security and Safety:** Campus Police will implement ALICE training, which is an active shooter response tactic, for all employees. (**X**)

Indirect Measure

Status
Active

Measure/Data Collection Tool
Immediately after the training, employees will complete a survey with a rating scale question and associated open-ended question to collect quantitative and qualitative feedback on application of learned response tactic.

Performance Outcome/Target
75% of surveyed employees will indicate that they feel capable of carrying out the ALICE procedure.

Collection Timeline
By the end of the spring 2023 semester

Assessment Report

Administrative and Student Services - Career and Transfer Center

Increase the number of students

Mission Supportive Goal
To provide proactive transfer services for a seamless transfer pathway

Performance Objective
Continue new outreach strategies to increase the number of students who are informed of the university/program options available once they graduate.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Student Success:** Continue new outreach strategies to increase the number of students who are informed of the university/program options available once they graduate. (**X**)

- **Transfer:** Continue new outreach strategies to increase the number of students who are informed of the university/program options available once they graduate. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Transfer Fair Attendance

Performance Outcome/Target
Reach 200 CASC students at our annual Fall and Spring Transfer Fairs.

Collection Timeline
April 2023

2022 - 2023

Submission Date
05/17/2023

Findings (Data and Narrative)
We only offered a spring transfer fair due to personnel changes. There were 30 students in attendance at the spring transfer fair.

Outcome Conclusion
Unexpected Findings

Analysis
We did not meet our outcome/ target. We had 16 colleges represented at the transfer fair. However, because campus was closed for inclement weather, the transfer fair wasn't able to be promoted to students as well as we expected.

What changes were implemented based on data from the previous cycle that affected these findings?
The major change in data was due to not hosting a fall transfer fair and not effectively promoting the spring transfer fair.

Plan of Action Section
Plan of Action
We will host a Fall 2023 transfer fair and focus on promoting it to students.

Resources to Support Action
na

Increase participation in transfer services

Mission Supportive Goal
To provide comprehensive transfer prep resources that foster student's success
Performance Objective
Continue new outreach strategies to increase awareness and participation in the transfer services offered to help students complete all necessary steps in the transfer process.
Performance Objective Status
Archived
Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Student Success:** Continue new outreach strategies to increase awareness and participation in the transfer services offered to help students complete all necessary steps in the transfer process. (**X**)
- **Transfer:** Continue new outreach strategies to increase awareness and participation in the transfer services offered to help students complete all necessary steps in the transfer process. (**X**)

Direct Measure

Status
Active
Measure/Data Collection Tool
Appointments scheduled through our Youcanbookme links or requested in person
Performance Outcome/Target
Continuing throughout the fall of 2022, have 15 student requested transfer appointments.
Collection Timeline
April 2023

2022 - 2023
Submission Date
05/17/2023
Findings (Data and Narrative)
We had approximately 10 transfer appointments between 3 advisors. Our data collection tool was not working properly for this collection period. Our data was collected through walk- in appointments only.
Outcome Conclusion
Unexpected Findings
Analysis
Our booking page was not collecting data in a way that we were able to use for analysis. Any data we collected was through walk-in appointments only.
What changes were implemented based on data from the previous cycle that affected these findings?
A new scheduling platform was implemented, but still did not track the type of appointments accurately.
Plan of Action Section
Plan of Action
We plan to use YouCanBookMe to create and track appointments more efficiently.
Resources to Support Action
na

Assessment Report

Administrative and Student Services - Career and Transfer Center (Sallisaw)

Increase the number of students

Mission Supportive Goal
To provide proactive transfer services for a seamless transfer pathway

Performance Objective
Continue new outreach strategies to increase the number of students who are informed of the university/program options available once they graduate.

Performance Objective Status
Active

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Student Success:** Continue new outreach strategies to increase the number of students who are informed of the university/program options available once they graduate. (**X**)
- **Transfer:** Continue new outreach strategies to increase the number of students who are informed of the university/program options available once they graduate. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Transfer Fair Attendance

Performance Outcome/Target
Reach 200 CASC students at our annual Fall and Spring Transfer Fairs

Collection Timeline
April 2023

2022 - 2023

Submission Date
05/04/2023

Findings (Data and Narrative)
One student attended the Sallisaw transfer fair in the fall. We did not host one in the Spring, but offered to take students to the Poteau campus... None of the students were interested.

Outcome Conclusion
Unexpected Findings

Analysis
The Sallisaw Transfer Fair did not do well with only one student showing up. I found that Sallisaw students are typically only interested in University of Arkansas Fort Smith and Northeastern State University.

What changes were implemented based on data from the previous cycle that affected these findings?
We did not host a Spring transfer fair at the Sallisaw campus based on fall results.

Plan of Action Section
Plan of Action
I would like to have University of Arkansas Fort Smith and Northeastern State University set up a table in the Mitchell building and provide information to students that way or partner with student support services for lunch and learns.

Resources to Support Action

Most of the students who I have talked to about the transfer process have mainly been interested in University of Arkansas Fort Smith and Northeastern State University. Student Support Services also took students on trips to visit both campuses this year.

Increase awareness and participation

Mission Supportive Goal
To provide comprehensive transfer prep resources that foster student's success

Performance Objective
Continue new outreach strategies to increase awareness and participation in the transfer services offered to help students complete all necessary steps in the transfer process.

Performance Objective Status
Active

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Student Success:** Continue new outreach strategies to increase awareness and participation in the transfer services offered to help students complete all necessary steps in the transfer process. (**X**)

- **Transfer:** Continue new outreach strategies to increase awareness and participation in the transfer services offered to help students complete all necessary steps in the transfer process. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Appointments scheduled through our Youcanbookme links or requested in person

Performance Outcome/Target
Continuing throughout the fall of 2022, have 15 student requested transfer appointments.

Collection Timeline
April 2023

2022 - 2023

Submission Date
05/04/2023

Findings (Data and Narrative)
Fifteen students requested appointments either in person or through Youcanbookme for transfer process help. These can be tracked by the appointments I wrote down in my planner.

Outcome Conclusion
Expected Findings

Analysis
I met the goal by starting early and talking with freshman orientation students about transferring to a four-year college or university in class. After they were finished with my class, I partnered with Student Support Services and hosted transfer workshops. This is where students were able to make appointments with me and hear more information on transferring. Students hearing about their transfer options multiple times in different fun settings helped motivate students to take action early in the transfer process.

What changes were implemented based on data from the previous cycle that affected these findings?
Starting the conversation early instead of waiting until the student's last semester.

Plan of Action Section
Plan of Action

My next step is to partner with Student Support Services and have an extra transfer workshop in the fall semester to catch the students who are finishing a semester early.

Resources to Support Action

Students were more likely to approach me about transferring after visiting with them in the Student Support Services workshop and helping with a fun game of Bingo afterwards.

Assessment Report

Administrative and Student Services - CASC Online

Revamp/create Online Faculty Training course

Mission Supportive Goal
To provide robust faculty development

Performance Objective
An Online Faculty Training course will be revamped/created to serve new faculty members teaching online for CASC.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Academic Support:** An Online Faculty Training course will be revamped/created to serve new faculty members teaching online for CASC. (**X**)

- **Professional Development and Training:** An Online Faculty Training course will be revamped/created to serve new faculty members teaching online for CASC. (**X**)

- **Student Success:** An Online Faculty Training course will be revamped/created to serve new faculty members teaching online for CASC. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Updated course in Blackboard

Performance Outcome/Target
The Online Faculty Training course will contain updated applicable orientation, training, and assignments for teaching in CASC Online.

Collection Timeline
May 31, 2023

2022 - 2023

Submission Date
06/14/2023

Findings (Data and Narrative)
Some research and planning was done to assess the content and nature of the CASC Online Training course. The nature of the task, however, proved to be too much for the committee and the coordinator to get done as the revisions are extensive.

Outcome Conclusion
Unexpected Findings

Analysis
We did not meet this target.

What changes were implemented based on data from the previous cycle that affected these findings?
This will be addressed through the new Director of Online Education position.

Plan of Action Section
Plan of Action
The Director of Online Education position will take this task on.

Resources to Support Action

Personnel

Identify and/or create blueprint/template

Mission Supportive Goal
To provide contemporary instructional design

Performance Objective
Blueprint/Template courses for general education courses will be identified and/or created for use by online faculty.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Academic Support:** Blueprint/Template courses for general education courses will be identified and/or created for use by online faculty. (**X**)

- **Professional Development and Training:** Blueprint/Template courses for general education courses will be identified and/or created for use by online faculty. (**X**)

- **Student Success:** Blueprint/Template courses for general education courses will be identified and/or created for use by online faculty. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Availability of identified, courses in Blackboard labeled as Blueprint Courses

Performance Outcome/Target
One course for each category in the general education section of degree plans will be identified and made available for faculty use.

Collection Timeline
May 31, 2023

2022 - 2023

Submission Date
06/14/2023

Findings (Data and Narrative)
Through the Fall Course checkpoints, the CASC Online Committee identified several courses eligible for Blueprint status.

Outcome Conclusion
Expected Findings

Analysis
The process of selection worked well. We now need to identify, with the VPAA, which courses should be used to transfer content for adjunct and other use.

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

Plan of Action Section
Plan of Action
The Director of Online Education will continue the selection process with the VPAA.

Resources to Support Action

Make resource library available

Mission Supportive Goal
To provide robust faculty development
Performance Objective
A resource library for tutorials and training will be made available for faculty.
Performance Objective Status
Archived
Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Academic Support:** A resource library for tutorials and training will be made available for faculty. (**X**)

- **Professional Development and Training:** A resource library for tutorials and training will be made available for faculty. (**X**)

- **Student Success:** A resource library for tutorials and training will be made available for faculty. (**X**)

Direct Measure

Status
Active
Measure/Data Collection Tool
Creation and Availability of YouTube playlist and/or Blackboard course or Organization containing training and tutorials
Performance Outcome/Target
A YouTube playlist or Blackboard resource will be made available to faculty.
Collection Timeline
May 31, 2023

2022 - 2023

Submission Date
06/14/2023
Findings (Data and Narrative)
This is partially complete. The CASC Online committee began this process in the Fall of both identifying resources needed, and creating resources. The resources varied in modality, and were made available on a case-by-case basis for faculty. This process was complicated in the Spring by the introduction of a grant, the focus of which partially duplicated these efforts. Since the grant's timeline took priority, this goal took a backseat to see what would happen and what resources the grant personnell would create. Now that this is more clear, the committee/Coordinator for Online Education can fill in the gaps of what's missing. The only other part is where to house these resources. The committee voted to house the resources in a Blackboard shell, which will be the CSAC Online Training course, when it's finished.
Outcome Conclusion
Unexpected Findings
Analysis
This is partially met. Resources were created, but the introduction of the grant directives and the slow revamp of the CASC Online Training course proved to be unforeseen complications.
What changes were implemented based on data from the previous cycle that affected these findings?
Much of this will be addressed through the new Director of Online Education position.
Plan of Action Section
Plan of Action

Wait until the CASC Online Training course is finished, then put the resources there and work on developing more .

Resources to Support Action
Personnel and expertise to support the course and resource revamp

Assessment Report

Administrative and Student Services - Duplicating/Mail Room

Create a cost-benefit analysis

Mission Supportive Goal
To support the initiatives of CASC through providing efficient mail and package services by upgrading to tech enabled digitalization and automation

Performance Objective
The CASC Mailroom will create a cost-benefit analysis of upgrading the Mailroom technology system to accommodate the increase in package volumes and to increase our focus on digitalization, modernization, and automation.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Archived Date
10/16/2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Convenience, Efficiency, and Effectiveness of Services:** The CASC Mailroom will create a cost-benefit analysis of upgrading the Mailroom technology system to accommodate the increase in package volumes and to increase our focus on digitalization, modernization, and automation. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
cost-benefit analysis submission date

Performance Outcome/Target
A cost-benefit analysis will be submitted to the Vice President of Academic Affairs by the end of the spring 2023 semester.

Collection Timeline
May 2023

2022 - 2023

Submission Date
06/15/2023

Findings (Data and Narrative)
The cost-benefit analysis for the mailroom upgrade was submitted on May 12, 2023, to Mandy Roberts to be presented at the supplemental funds hearing. The cost analysis supports a plan of action based upon student satisfaction survey data from 2021-2022 assessment reporting. The cost analysis proposed utilizing digital mailbox/lockers to maximize space, handle the increase in packages, and properly track and authenticate package pickup.

Outcome Conclusion
Expected Findings

Analysis
The outcome/target was met. The cost-benefit analysis was submitted by the end of the spring semester. The cost-benefit analysis and Smart Mailbox Locker System Presentation were submitted to our Physical Plant Director who will present the plans to the CASC Building Committee to further examine the possibilities of this proposal. I learned that anything is possible if you are convinced that your ideas can benefit the team as a whole and you have people to help with your goal.

What changes were implemented based on data from the previous cycle that affected these findings?
Findings from the 2021-2022 student satisfaction survey led to research of how other schools have upgraded their mailroom by incorporating technology.
Plan of Action Section
Plan of Action
N/A
Resources to Support Action
N/A
Related Documents
2023 CASC Mailroom Cost Benefit Analysis.pdf

Assessment Report

Administrative and Student Services - Educational Opportunity Center (Poteau)

Use the proactive advising model

Mission Supportive Goal
To provide effective proactive advisement

Performance Objective
The Educational Opportunity Center will use the proactive advising model to increase the number of participants served by identifying and addressing student needs.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Advisement and Coaching:** The Educational Opportunity Center will use the proactive advising model to increase the number of participants served by identifying and addressing student needs. (**X**)

- **Student Success:** The Educational Opportunity Center will use the proactive advising model to increase the number of participants served by identifying and addressing student needs. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Compare the proactive advising sign-in sheet used at initial point of contact to participants listed in database

Performance Outcome/Target
90% of walk-in clients on the Poteau campus will receive two program services as part of proactive advising.

Collection Timeline
May 31, 2023

2022 - 2023

Submission Date
06/20/2023

Findings (Data and Narrative)
152 of 164 (93%) of walk-in clients on the CASC Poteau Campus were provided at least two services as part o proactive advisement.

Outcome Conclusion
Expected Findings

Analysis
The outcome was met. Findings show that a high percentage of walk-in clients are being adequately assisted by the EOC program based on the EOC sign-in sheet and the Student Access Database.

What changes were implemented based on data from the previous cycle that affected these findings?
No changes were made

Plan of Action Section

Plan of Action
Continue measuring this outcome

Resources to Support Action
Student Access Database and sign-in sheet

For resources that include a budget request, please provide cost breakdown and total cost.

No additional resources needed

Utilize a daily client contact log system

Mission Supportive Goal
To increase the number of students who successfully enroll in a postsecondary program

Performance Objective
EOC staff will utilize a daily client contact log system that will record contact with each client and serve as a point of reference for follow-up services and student needs.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Recruitment/Enrollment - Concurrent Enrollment:** EOC staff will utilize a daily client contact log system that will record contact with each client and serve as a point of reference for follow-up services and student needs. (**X**)
- **Student Success:** EOC staff will utilize a daily client contact log system that will record contact with each client and serve as a point of reference for follow-up services and student needs. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Compare daily client contact log and daily client follow-up/resolution log

Performance Outcome/Target
EOC staff will make efforts to contact, provide services and resolve outstanding issues for 100% of students requiring follow-up services that lead to successful enrollment

Collection Timeline
May 31, 2023

2022 - 2023

Submission Date
06/20/2023

Findings (Data and Narrative)
27 of 33 (81%) participants reported as needing follow-up services upon initial contact had all issues resolved during the reporting period. Only 6 participants require additional follow-up services.

Outcome Conclusion
Unexpected Findings

Analysis
The target was met. I had actually expected a lower number of resolved issues. Overall, the implementation of recording the need for a follow-up visits was beneficial in keeping track of which participants required additional services. I feel that numbers are skewed as some issues were not tracked consistently. This process served as a helpful tool and we will continue to utilize it.

What changes were implemented based on data from the previous cycle that affected these findings?
This was a new plan

Plan of Action Section
Plan of Action
We will continue to utilize the process, but incorporate follow-up questions into our existing advisor notes to eliminate an additional form.

Resources to Support Action
JotForm Access
For resources that include a budget request, please provide cost breakdown and total cost.
No additional resources needed

Utilize a daily agency contact log system

Mission Supportive Goal
To increase the number of students who successfully enroll in a postsecondary program
Performance Objective
EOC staff will utilize a daily agency contact log system that will record communications with community partners for recruiting and networking purposes.
Performance Objective Status
Archived
Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Recruitment/Enrollment - Concurrent Enrollment:** EOC staff will utilize a daily agency contact log system that will record communications with community partners for recruiting and networking purposes. (**X**)

Direct Measure

Status
Active
Measure/Data Collection Tool
Advisor reported data on agency contact log
Performance Outcome/Target
50% of agency contacts who have been reported as having an ambivalent disposition regarding EOC's purpose, intent and objectives will transition from an ambivalent status to a positive status.
Collection Timeline
May 31, 2023

2022 - 2023

Submission Date
06/20/2023
Findings (Data and Narrative)
3 of 5 (60%) of agencies who were contacted at the beginning of the reporting period and had indifferent or ambivalent opinions/attitudes towards the EOC program and its services, shifted to having a positive opinion/attitude towards the program by the end of the reporting period.
Outcome Conclusion
Expected Findings
Analysis
The outcome was met. Agencies were contacted throughout the program year by advisors who reported on their interpretation of each agencies response to the program and its objectives.
What changes were implemented based on data from the previous cycle that affected these findings?
This was a new plan
Plan of Action Section
Plan of Action
To contact more agencies
Resources to Support Action
JotForm, Advisor Evaluations, New Agency Contacts

For resources that include a budget request, please provide cost breakdown and total cost.
No additional resources needed

Assessment Report

Administrative and Student Services - Educational Opportunity Center (Sallisaw)

Use the proactive advising model

Mission Supportive Goal
To provide effective proactive advisement

Performance Objective
The Educational Opportunity Center will use the proactive advising model to increase the number of participants served by identifying and addressing student needs.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Advisement and Coaching:** The Educational Opportunity Center will use the proactive advising model to increase the number of participants served by identifying and addressing student needs. (**X**)

- **Student Success:** The Educational Opportunity Center will use the proactive advising model to increase the number of participants served by identifying and addressing student needs. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Compare the proactive advising sign-in sheet used at initial point of contact to participants listed in database

Performance Outcome/Target
90% of walk-in clients on the Poteau campus will receive two program services as part of proactive advising.

Collection Timeline
May 31, 2023

2022 - 2023

Submission Date
06/20/2023

Findings (Data and Narrative)
31 of 34 (91%) of walk-in clients on the CASC Poteau Campus were provided at least two services as part o proactive advisement.

Outcome Conclusion
Expected Findings

Analysis
The outcome was met. Findings show that a high percentage of walk-in clients are being adequately assisted by the EOC program based on the EOC sign-in sheet and the Student Access Database.

What changes were implemented based on data from the previous cycle that affected these findings?
No changes were made

Plan of Action Section
Plan of Action
Continue measuring this outcome

Resources to Support Action
Student Access Database and sign-in sheet

For resources that include a budget request, please provide cost breakdown and total cost.

No additional resources needed

Utilize a daily client contact log system

Mission Supportive Goal
To increase the number of students who successfully enroll in a postsecondary program

Performance Objective
EOC staff will utilize a daily client contact log system that will record contact with each client and serve as a point of reference for follow-up services and student needs.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Recruitment/Enrollment - Concurrent Enrollment:** EOC staff will utilize a daily client contact log system that will record contact with each client and serve as a point of reference for follow-up services and student needs. (**X**)
- **Student Success:** EOC staff will utilize a daily client contact log system that will record contact with each client and serve as a point of reference for follow-up services and student needs. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Compare daily client contact log and daily client follow-up/resolution log

Performance Outcome/Target
EOC staff will make efforts to contact, provide services and resolve outstanding issues for 100% of students requiring follow-up services that lead to successful enrollment.

Collection Timeline
May 31, 2023

2022 - 2023

Submission Date
06/20/2023

Findings (Data and Narrative)
11 of 12 (91%) participants reported as needing follow-up services upon initial contact had all issues resolved during the reporting period. Only 1 participant requires additional follow-up services.

Outcome Conclusion
Unexpected Findings

Analysis
The target was met. I had actually expected a lower number of resolved issues. Overall, the implementation of recording the need for a follow-up visits was beneficial in keeping track of which participants required additional services. I feel that numbers are skewed as some issues were not tracked consistently. This process served as a helpful tool and we will continue to utilize it.

What changes were implemented based on data from the previous cycle that affected these findings?
This was a new plan

Plan of Action Section
Plan of Action
We will continue to utilize the process, but incorporate follow-up questions into our existing advisor notes to eliminate an additional form.

Resources to Support Action
JotForm Access
For resources that include a budget request, please provide cost breakdown and total cost.
No additional resources needed

Utilize a daily agency contact log system

Mission Supportive Goal
To increase the number of students who successfully enroll in a postsecondary program
Performance Objective
EOC staff will utilize a daily agency contact log system that will record communications with community partners for recruiting and networking purposes.
Performance Objective Status
Archived
Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Recruitment/Enrollment - Concurrent Enrollment:** EOC staff will utilize a daily agency contact log system that will record communications with community partners for recruiting and networking purposes. (**X**)

Direct Measure

Status
Active
Measure/Data Collection Tool
Advisor reported data on agency contact log
Performance Outcome/Target
50% of agency contacts who have been reported as having an ambivalent disposition regarding EOC's purpose, intent and objectives will transition from an ambivalent status to a positive status.
Collection Timeline
May 31, 2023

2022 - 2023

Submission Date
06/20/2023
Findings (Data and Narrative)
No data was collected from the Sallisaw office as all contacted agencies already had a positive response.
Outcome Conclusion
Unexpected Findings
Analysis
The outcome was not met because of already existing relationships. Agencies were contacted throughout the program year by advisors who reported on their interpretation of each agencies response to the program and its objectives.
What changes were implemented based on data from the previous cycle that affected these findings?
This was a new plan
Plan of Action Section
Plan of Action
To contact more agencies
Resources to Support Action
JotForm, Advisor Evaluations, New Agency Contacts

For resources that include a budget request, please provide cost breakdown and total cost.
No additional resources needed

Assessment Report

Administrative and Student Services - Educational Talent Search (Poteau)

Inform students of the purpose of managing their time wisely

Mission Supportive Goal
To inform students of the purpose of managing their time wisely to meet academic goals

Performance Objective
ETS Poteau will inform students of the purpose of managing their time wisely to meet academic goals by conducting a minimum of one group Time Management workshop for the 7th and 8th grade ETS members during the program year.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Archived Date
10/16/2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*

- **Academic Support:** ETS Poteau will inform students of the purpose of managing their time wisely to meet academic goals by conducting a minimum of one group Time Management workshop for the 7th and 8th grade ETS members during the program year. (**X**)

- **Student Success:** ETS Poteau will inform students of the purpose of managing their time wisely to meet academic goals by conducting a minimum of one group Time Management workshop for the 7th and 8th grade ETS members during the program year. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Counselors will use a questionnaire/evaluation form with each 7th and 8th grade ETS member following the workshop.

Performance Outcome/Target
90% of 7th and 8th grade ETS members will participate in the Time Management workshop

Collection Timeline
May of Program Year

2022 - 2023

Submission Date
04/21/2023

Findings (Data and Narrative)
88% of the 7th and 8th grade ETS members attended the Time Management workshop

Outcome Conclusion
Expected Findings

Analysis
Goal was met. Workshop materials were effective. Students enjoyed the workshop. 22% of the students did not attend the workshop.

What changes were implemented based on data from the previous cycle that affected these findings?
None

Plan of Action Section
Plan of Action

There will not be any changes to the required workshop or materials at this time.

Resources to Support Action

The same materials will be used during the 2023-2024 program year.

Assessment Report

Administrative and Student Services - Enrollment Management (Poteau)

Attend frontline simulation

Mission Supportive Goal
To maximize recruitment, retention, and graduation

Performance Objective
The office will attend the frontline worker simulation to better understand the obstacles faced by prospective and current students and to obtain learning/experiencing strategies to assist with student success and retention.

Performance Objective Status
Archived

Planned Assessment Cycle
2021 - 2022, 2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Recruitment/Enrollment - Concurrent Enrollment:** The office will attend the frontline worker simulation to better understand the obstacles faced by prospective and current students and to obtain learning/experiencing strategies to assist with student success and retention. (**X**)

- **Retention, Persistence, and Completion:** The office will attend the frontline worker simulation to better understand the obstacles faced by prospective and current students and to obtain learning/experiencing strategies to assist with student success and retention. (**X**)

- **Student Success:** The office will attend the frontline worker simulation to better understand the obstacles faced by prospective and current students and to obtain learning/experiencing strategies to assist with student success and retention. (**X**)

Indirect Measure

Status
Active

Measure/Data Collection Tool
debriefing exercise and follow-up office discussion to collect qualitative data

Performance Outcome/Target
Feedback from the debriefing and follow-up office discussion will identify a process that needs improvement or implementation to successfully allow staff to help students resolve obstacles/problems that hinder student success.

Collection Timeline
End of April

2022 - 2023

Submission Date
06/23/2023

Findings (Data and Narrative)
Through thorough discussion, we found that students and employees were confused about the steps involved in the onboarding process for students.

Outcome Conclusion
Expected Findings

Analysis
We met our outcome by identifying a process that needed to be improved. Collaboration between offices was a great way to identify issues and communicate effectively.

What changes were implemented based on data from the previous cycle that affected these findings?
This objective has not been reported on before.

Plan of Action Section

Plan of Action

 We decided that a flow chart or other document needed to be created in order to clearly depict how a student completes all processes from admissions to enrollment to attending the first day of class.

Resources to Support Action

None

Assessment Report

Administrative and Student Services - Enrollment Management (Sallisaw)

Assessment Report

Administrative and Student Services - Financial Aid (Poteau)

Shorten awarding timeline for federal awards

Mission Supportive Goal
To provide timeliness in delivery of services for the benefit of all current and prospective CASC stakeholders
Performance Objective
Shorten awarding timeline for federal awards
Performance Objective Status
Active
Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Recruitment/Enrollment - Concurrent Enrollment:** Shorten awarding timeline for federal awards (**X**)

- **Retention, Persistence, and Completion:** Shorten awarding timeline for federal awards (**X**)

Direct Measure

Status
Active
Measure/Data Collection Tool
Argos reporting will be utilized to determine how quickly awarding takes place.
Performance Outcome/Target
Beginning October 2022, federal awarding will be completed within a two-week timeframe after the student completes his or her missing documents.
Collection Timeline
October 2022 to May 2023

Maintain the most up to date federal and state regulations

Mission Supportive Goal
To comply with all federal, state, and institutional regulations and policies
Performance Objective
Maintain the most up to date federal and state regulations and update CASC's internal financial aid policies to reflect appropriately.
Performance Objective Status
Active
Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Convenience, Efficiency, and Effectiveness of Services:** Maintain the most up to date federal and state regulations and update CASC's internal financial aid policies to reflect appropriately.   (**X**)

Direct Measure

Status
Active
Measure/Data Collection Tool

Use the NASFAA Policy and Procedure Builder to verify our own policy and procedure documentation.

Performance Outcome/Target
Update CASC's internal policies and procedures for 2023-2024 by June 1, 2023.

Collection Timeline
2022 -2023 Academic Year

Assessment Report

Administrative and Student Services - Financial Aid (Sallisaw)

Implement a new office system

Mission Supportive Goal
To maintain integrity, accuracy, and efficiency in the delivery of services

Performance Objective
Implement a new office system with utilizing an Office Student Log to keep track of students who are able to upload their financial aid to their mycarlalbert account without the need of printing forms.

Performance Objective Status
Active

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Convenience, Efficiency, and Effectiveness of Services:** Implement a new office system with utilizing an Office Student Log to keep track of students who are able to upload their financial aid to their mycarlalbert account without the need of printing forms. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
By using an Office Student Log we will be able to track which students were able to upload their financial aid documents with assistance and those that brought in paperwork or needed the form to be printed out.

Performance Outcome/Target
During the Academic Year of 2022-2023, 95% of all Sallisaw students will be able to utilize their mycarlalbert account and upload their financial aid documents without the need of printing forms unless necessary.

Collection Timeline
End of Spring Semester

2022 - 2023

Submission Date
05/24/2023

Findings (Data and Narrative)
We had a negative measure reflecting less than 95% of all Sallisaw students utilizing their myCarlAlbert account to upload documents for financial aid.

Outcome Conclusion
Unexpected Findings

Analysis
After implementing our new software system, our students have been given the opportunity to easily access all financial aid documents through their myCarlAlbert account. Once they were given instructions on how to navigate their accounts, they were able to fill out and finalize all documents electronically. Unfortunately, we were not able to maintain 95% with more students being on campus during this academic year.

What changes were implemented based on data from the previous cycle that affected these findings?
Our New Office System has allowed all students to access their documents readily and easily through their myCarlAlbert account. However, during the academic year of 2022-2023 our campus was open for all students rather than limiting student access during the COVID year before. More students on campus meant more paperwork being turned in rather than only limiting to electronic/email delivery.

Plan of Action Section

Plan of Action
We will continue to use our myCarlAlbert access for students to upload all needed documents for financial aid purposes.

Resources to Support Action
Time and effort when helping students utilize their myCarlAlbert account.

Assessment Report

Administrative and Student Services - Food Service

Add YouTube TV and Spotify streaming services

Mission Supportive Goal
To provide a well-maintained and inviting facility for all CASC and community customers

Performance Objective
Café 1507 will add YouTube TV and Spotify streaming services to the five new televisions in the facility.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Archived Date
10/16/2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*

- **Convenience, Efficiency, and Effectiveness of Services:** Café 1507 will add YouTube TV and Spotify streaming services to the five new televisions in the facility. (**X**)

- **Retention, Persistence, and Completion:** Café 1507 will add YouTube TV and Spotify streaming services to the five new televisions in the facility. (**X**)

Indirect Measure

Status
Active

Measure/Data Collection Tool
Customer satisfaction surveys quarterly throughout the year, feedback from the Food Service Committee meetings twice a year.

Performance Outcome/Target
80% of the students surveyed will report feeling at home and comfortable while in Café 1507.

Collection Timeline
End of May 2023

2022 - 2023

Submission Date
06/05/2023

Findings (Data and Narrative)
Food Service Committee meeting and surveys found that over 85% were satisfied with Variety of Menu.

Outcome Conclusion
Expected Findings

Analysis
We met the target. What worked was addressing the likes and dislikes of students feedbacks. We took their feedbacks and incorporated more variety on the menu and stuck to what they liked as well.

What changes were implemented based on data from the previous cycle that affected these findings?
We asked specifically what they liked and disliked from our menu.

Plan of Action Section
Plan of Action
In the meantime, we will continue to add different meals and keep plenty of options available.

Resources to Support Action
Outside customer traffic helps us find the results to having a variety. It helps us find the better solution to offering our students more variety based off their traffic flow feedback.

For resources that include a budget request, please provide cost breakdown and total cost.
n/a

Implement 30 different meals

Mission Supportive Goal
To provide a variety of meal selections for customers

Performance Objective
Café 1507 will implement 30 different meals throughout the academic year calendar to allow customers the variety of food choice and to help maintain the satisfaction and consistent attendance count from the beginning to the end of the semester.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Archived Date
10/16/2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*

- **Convenience, Efficiency, and Effectiveness of Services:** Café 1507 will implement 30 different meals throughout the academic year calendar to allow customers the variety of food choice and to help maintain the satisfaction and consistent attendance count from the beginning to the end of the semester. (**X**)

- **Retention, Persistence, and Completion:** Café 1507 will implement 30 different meals throughout the academic year calendar to allow customers the variety of food choice and to help maintain the satisfaction and consistent attendance count from the beginning to the end of the semester. (**X**)

Indirect Measure

Status
Active

Measure/Data Collection Tool
Customer satisfaction surveys quarterly throughout the year and feedback from the Food Service Committee meetings twice a year.

Performance Outcome/Target
80% of customers surveyed will report high satisfaction with the meal choice variety.

Collection Timeline
End of May 2023

2022 - 2023

Submission Date
06/05/2023

Findings (Data and Narrative)
According to surveys given per semester, students who submitted and completed the surveys were 85% pleased with the YoutubeTV subscription and Spotify music added to cafeteria.

Outcome Conclusion
Expected Findings

Analysis
We found that having the subscriptions to YoutubeTV and Spotify allowed a variety for students to be as comfortable as they can when dining.

What changes were implemented based on data from the previous cycle that affected these findings?
We specifically asked about the new additions when meeting during our food service committee and surveys.

Plan of Action Section

Plan of Action

We will continue to stay up to current with things related to students. Paying attention to what their likes and dislikes to make them feel comfortable and relaxed.

Resources to Support Action

Attendance and consistent traffic will support the action in place. Students are starting to come on a consistent basis and have a routine towards the resources given.

For resources that include a budget request, please provide cost breakdown and total cost.

It cost about $80 a month for those subscriptions to stay active on a monthly basis.

Assessment Report

Administrative and Student Services - Information Technology

Implement faculty and staff malware attack online training

Mission Supportive Goal
To lower risk of a malware attack via phishing

Performance Objective
IT will implement faculty and staff malware attack online training through July 31, 2022. This is in addition to monthly simulated phishing emails to keep the campus aware and to assess vulnerability to phishing attacks.

Performance Objective Status
Active

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Campus Security and Safety:** IT will implement faculty and staff malware attack online training through July 31, 2022. This is in addition to monthly simulated phishing emails to keep the campus aware and to assess vulnerability to phishing attacks. (**X**)

- **Convenience, Efficiency, and Effectiveness of Services:** IT will implement faculty and staff malware attack online training through July 31, 2022. This is in addition to monthly simulated phishing emails to keep the campus aware and to assess vulnerability to phishing attacks. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Assessment scores/reporting through KnowB4 training module

Performance Outcome/Target
The percentage of users who fail the training assessments will be 5% or below.

Collection Timeline
May 2023

2022 - 2023

Submission Date
06/27/2023

Findings (Data and Narrative)
Our overall rating is still below 5% and above industry standard, however, the number of failures is trending upward.

Outcome Conclusion
Expected Findings

Analysis
We met the stated target of 5% or below

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

Plan of Action Section
Plan of Action
We are developing more security training sessions through knowbe4 to help fill the security knowledge gap.

Resources to Support Action
We will be using our online security training platform Knowbe4 for additional training campaigns

Assessment Report

Administrative and Student Services - Marketing and Community Relations

Utilize student body statistics and student survey data in ad copy and content

Mission Supportive Goal
To change perceptions of CASC among prospective students and parents

Performance Objective
Utilize student body statistics and student survey data in ad copy and content: Ie: % of students with 3.5 gpa or higher, % of students with higher than a 24 act, % of students who are happy with their choice, etc. Use data to affirm that current students made the right choice by attending CASC.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Recruitment/Enrollment - Concurrent Enrollment:** Utilize student body statistics and student survey data in ad copy and content: Ie: % of students with 3.5 gpa or higher, % of students with higher than a 24 act, % of students who are happy with their choice, etc. Use data to affirm that current students made the right choice by attending CASC. (**X**)

> **Indirect Measure**
>
> **Status**
> Active
>
> **Measure/Data Collection Tool**
> Utilize brand audit data through Noel Levitz resources.
>
> **Performance Outcome/Target**
> Student satisfaction and perception questions in surveys shall reflect an increase in audience perception. Baseline data shall be pulled from previous Noel Levitz and CCSSE surveys.
>
> **Collection Timeline**
> August 2022-May 2023 (first cycle)

Assessment Report

Administrative and Student Services - NASNTI Project

Create an interactive learning environment in intermediate and college algebra pilot courses

Mission Supportive Goal
To improve completion of assigned work

Performance Objective
A flipped-classroom approach. Math and Tutor Specialist will create an interactive learning environment in intermediate and college algebra pilot courses.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Archived Date
10/16/2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*

- **Academic Support:** A flipped-classroom approach. Math and Tutor Specialist will create an interactive learning environment in intermediate and college algebra pilot courses. (**X**)

- **Retention, Persistence, and Completion:** A flipped-classroom approach. Math and Tutor Specialist will create an interactive learning environment in intermediate and college algebra pilot courses. (**X**)

- **Student Success:** A flipped-classroom approach. Math and Tutor Specialist will create an interactive learning environment in intermediate and college algebra pilot courses. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
MyPearsonMathLab & Google Sheet

Performance Outcome/Target
In Fall 2022 intermediate and college algebra pilot courses, students will complete assigned work at C or higher.

Collection Timeline
Fall 2022

2022 - 2023

Submission Date
05/24/2023

Findings (Data and Narrative)

Intermediate Algebra:
Test 1: 23/25, 92% of students completed the homework with a "C" or higher.
Test 2: 21/25, 84% of students completed the homework with a "C" or higher
Test 3: 22/25, 88% of students completed the homework with a "C" or higher
Test 4: 22/25, 88% of students completed the homework with a "C" or higher
Test 5: 20/25, 80% of students completed the homework with a "C" or higher

College Algebra:
Test 1: 28/29, 97% of students completed the pre-test and scored a "C" or higher.
Test 2: 28/29, 97% of students completed the pre-test and made a "C" or higher
Test 3: 27/29, 93% of students completed the pre-test and made a "C" or higher
Test 4: 23/29, 79% of students completed the pre-test and made a "C" or higher
Test 5: 27/29, 93% of students completed the pre-test and made a "C" or higher

Outcome Conclusion
Unexpected Findings
Analysis
We did not meet the expected outcome. Absences and lack of tutoring sessions might be why the students did not score a "C" average or above on the homework. A few college algebra students had good attendance but didn't make a "C" or above on the homework. However, they had no more than two total tutoring sessions for the semester and did not ask for help during class.

What changes were implemented based on data from the previous cycle that affected these findings?
This was the first semester using flipped classroom approach.

Plan of Action Section
Plan of Action
Some students prefer to avoid asking for help during class. We will use Pearson Math Lab Reports to analyze homework data from each class to pinpoint which students are struggling with which concepts. These students can be given more attention during class and extra resource materials to help them understand concepts better.
Resources to Support Action
Personnel cost for the math specialist and tutor specialist.
For resources that include a budget request, please provide cost breakdown and total cost.
$71,236.71 for the math specialist and the institution pays 30%. $60,228 for the tutor specialist and the institution will pay 25% beginning October 1, 2023.

Provide feedback before each test

Mission Supportive Goal
To improve class test-taking preparation
Performance Objective
A pre-test will be given before each test. The Math and Tutor Specialist will provide feedback to each student.
Performance Objective Status
Archived
Planned Assessment Cycle
2022 - 2023
Archived Date
10/16/2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Academic Support:** A pre-test will be given before each test. The Math and Tutor Specialist will provide feedback to each student. (**X**)

- **Retention, Persistence, and Completion:** A pre-test will be given before each test. The Math and Tutor Specialist will provide feedback to each student. (**X**)

- **Student Success:** A pre-test will be given before each test. The Math and Tutor Specialist will provide feedback to each student. (**X**)

Direct Measure

Status
Active
Measure/Data Collection Tool
Google Sheet
Performance Outcome/Target
In Fall 2022 intermediate and college algebra pilot courses, each student who completed a pre-test will score a C or higher on the corresponding test.
Collection Timeline
Fall 2022

2022 - 2023

Submission Date
05/23/2023
Findings (Data and Narrative)
Intermediate Algebra:
Test 1:21/25, 84% of students completed the pre-test and scored a "C" or higher.
Test 2: 20/25, 80% of students completed the pre-test and made a "C" or higher
Test 3: 20/25, 80% of students completed the pre-test and made a "C" or higher
Test 4: 19/25, 76% of students completed the pre-test and made a "C" or higher
Test 5: 14/25, 56% of students completed the pre-test and made a "C" or higher

College Algebra:
Test 1: 23/29, 79% of students completed the pre-test and scored a "C" or higher.
Test 2: 25/29, 86% of students completed the pre-test and made a "C" or higher
Test 3: 24/29, 83% of students completed the pre-test and made a "C" or higher
Test 4: 16/29, 55% of students completed the pre-test and made a "C" or higher
Test 5: 21/29, 72% of students completed the pre-test and made a "C" or higher

Outcome Conclusion
Unexpected Findings
Analysis
We did not meet the performance outcome target. Students had the chance to take the pre-test and review the results in class. That worked because it helped when students took the test. The separation between students' practice and the review did not work because students did not come to the pre-test fully prepared, and most students did not take it seriously. Also, the pre-test and review occurred in two class periods; if students missed one day, this process was not beneficial. We learned that students would do better on the pre-test if they had their notes. We also learned students preferred to do one question and receive feedback immediately rather than doing the whole pre-test.

What changes were implemented based on data from the previous cycle that affected these findings?
This was the first cycle the pre-test was implemented.

Plan of Action Section
Plan of Action
We will allow students to use their notes on the pre-test, and we will provide feedback after each question. The pre-test will be split into two days so that students will not miss the whole thing if they only miss one day.

Resources to Support Action
Math Specialist salary and fringe
For resources that include a budget request, please provide cost breakdown and total cost.
$48,034.29 salary and $17,848 fringe the institution pays 30% of each cost

Assessment Report

Administrative and Student Services - Phi Theta Kappa

Create and Conduct the 2023 Viking Network: Sallisaw Ed..

Mission Supportive Goal
To provide opportunities to grow as scholars and leaders

Performance Objective
Phi Theta Kappa students will create and conduct the Viking Network: Sallisaw Edition to connect high school seniors and current students to major programs of interest.

Performance Objective Status
Active

Planned Assessment Cycle
2021 - 2022, 2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Advisement and Coaching:** Phi Theta Kappa students will create and conduct the Viking Network: Sallisaw Edition to connect high school seniors and current students to major programs of interest. (**X**)

- **Community and Student Engagement:** Phi Theta Kappa students will create and conduct the Viking Network: Sallisaw Edition to connect high school seniors and current students to major programs of interest. (**X**)

- **Recruitment/Enrollment - Concurrent Enrollment:** Phi Theta Kappa students will create and conduct the Viking Network: Sallisaw Edition to connect high school seniors and current students to major programs of interest. (**X**)

- **Retention, Persistence, and Completion:** Phi Theta Kappa students will create and conduct the Viking Network: Sallisaw Edition to connect high school seniors and current students to major programs of interest. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Questionnaire with an open ended response question to identify a program of interest

Performance Outcome/Target
80% of high school students and current students will identify a program of interest.

Collection Timeline
End of April 2023

Assessment Report

Administrative and Student Services - Poteau Campus Library

Provide virtual help to students, faculty, staff, administration, and the local community

Mission Supportive Goal
To continually adapt to effectively support students, faculty, staff, administration, and the local community

Performance Objective
The library will provide virtual help to students, faculty, staff, administration, and the local community.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*

- **Academic Support:** The library will provide virtual help to students, faculty, staff, administration, and the local community.   (**X**)

- **Community and Student Engagement:** The library will provide virtual help to students, faculty, staff, administration, and the local community.   (**X**)

- **Convenience, Efficiency, and Effectiveness of Services:** The library will provide virtual help to students, faculty, staff, administration, and the local community.   (**X**)

- **Student Success:** The library will provide virtual help to students, faculty, staff, administration, and the local community.   (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
The library will use submission forms from the virtual help desk as well as email to track virtual services.

Performance Outcome/Target
Virtual help to others will increase by 10% during the academic year.

Collection Timeline
Fall 2022 and Spring 2023
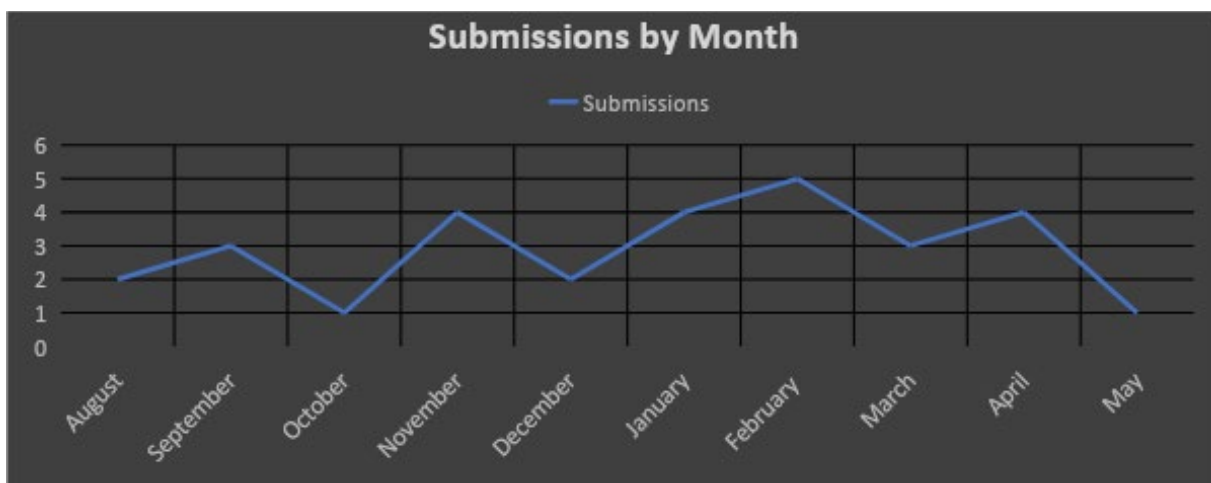
2022 - 2023

Submission Date
05/23/2023

Findings (Data and Narrative)
This year we had ten more virtual help submissions through email or by using the virtual help desk on the website than last year. This is a 34% increase from last year. Something that could have affected the submissions was that the Virtual Help Desk link was inactive for part of the year. When I realized it wasn't working, I reached out to Holly Borman and Megaphone to get it fixed.

Data Charts and Graphs

Submissions by Month

— Submissions

(Chart showing submissions by month: August 2, September 3, October 1, November 4, December 2, January 4, February 5, March 3, April 4, May 1)

Outcome Conclusion
Expected Findings

Analysis
Patrons still used the virtual help desk, but since staff and faculty know me better now, they are reaching out to me through email. The submission form will still be available on the library website, since we have many students only taking online courses.

What changes were implemented based on data from the previous cycle that affected these findings?
I have added any virtual help to the findings which includes submissions from the Virtual Help Desk and emails from patrons.

Plan of Action Section
Plan of Action
The library website will still provide virtual help to students, patrons, and staff. We will continue to track how much help is needed virtually. The library website will still provide an easy way "button" for students to ask for help. Even if it only helps one person, it is worth it.

Resources to Support Action
The library will still use the submission forms on the website as well as any emails that patrons send to me. This should help keep track of all ways that patrons are asking for help virtually.

Provide correlative hours of operation

Mission Supportive Goal
To provide a physical library facility with a welcoming atmosphere where students, faculty, staff, and the local community can access resources

Performance Objective
The library will provide correlative hours of operation in a facility conducive to the advancement and support of learning.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Academic Support:** The library will provide correlative hours of operation in a facility conducive to the advancement and support of learning. (**X**)

- **Community and Student Engagement:** The library will provide correlative hours of operation in a facility

conducive to the advancement and support of learning. (**X**)

- **Convenience, Efficiency, and Effectiveness of Services:** The library will provide correlative hours of operation in a facility conducive to the advancement and support of learning. (**X**)

- **Student Success:** The library will provide correlative hours of operation in a facility conducive to the advancement and support of learning. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
The library will use a daily traffic counter.

Performance Outcome/Target
Library attendance will increase by 2% during the academic year.

Collection Timeline
Fall 2022 and Spring 2023

2022 - 2023

Submission Date
05/23/2023

Findings (Data and Narrative)
Each day, traffic was measured using a traffic counter. This year, we had a 9.6% increase in total traffic. I believe that there were many factors that contributed to this increase. The library also hosted several events such as the art exhibit and poetry contest as well as informational and enrollment sessions this year.   I had to limit access to the library during the evening hours when the library was hosting the art exhibit. I feel that collaboration with the different entities on campus has really helped grow the foot traffic of the library.

Data Charts and Graphs
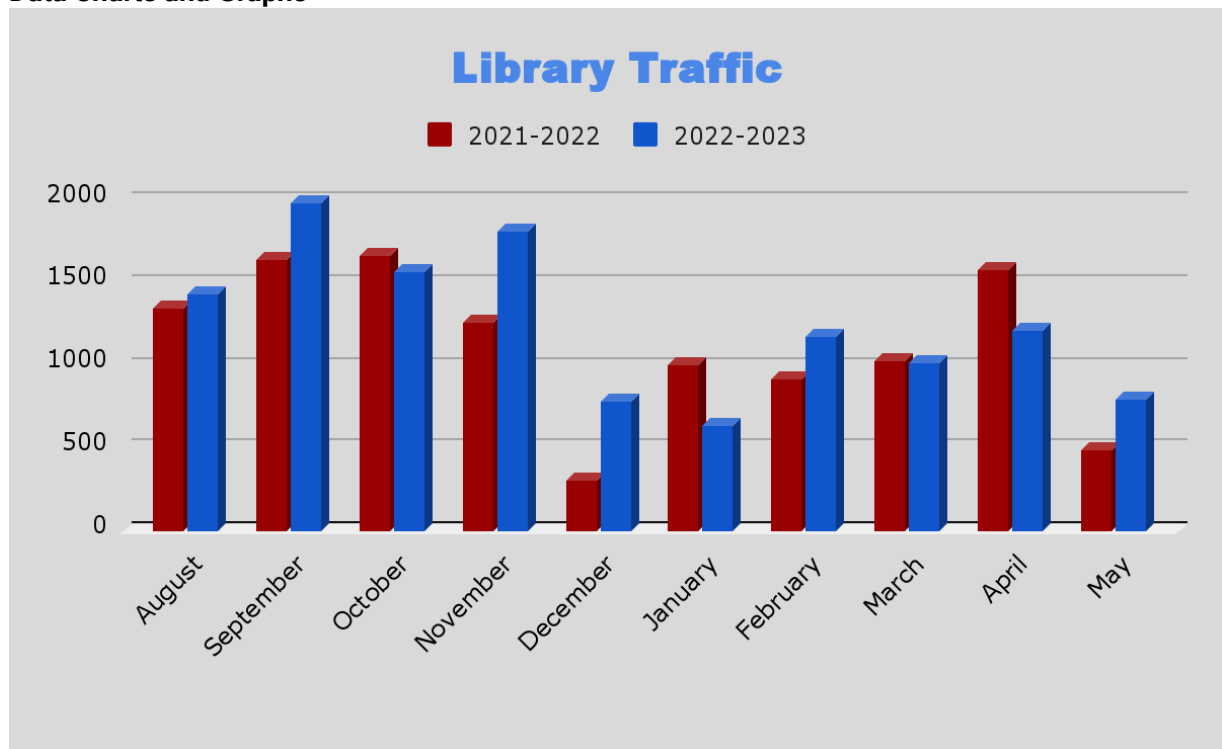
Outcome Conclusion
Expected Findings

Analysis

With effective collaboration, I hope that we will be able to keep increasing how many people visit the library. Building relationships with other groups is a must to the success of the library. Working with others to host events or informational sessions and allowing access to the library has been very beneficial to the increased traffic. The study areas are used almost every day during the school year. The library continues to provide a comfortable space conducive to learning and studying and consistently works to improve comfortable seating and areas for patrons to utilize areas of the library.

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

The library collaborated with other individuals and groups on campus to create ways to get people into the library. The library hosted an art exhibit, and I sent out invitations to local public schools to attend the exhibit. Additionally, several CASC classes came to the exhibit.

<u>Plan of Action Section</u>
Plan of Action

We will continue to host events and find additional ways to get more traffic. Since our group study areas are used so frequently, I worked to improve those areas and will continue to update them. Power was added to the study areas, so students could charge/plug in electronics to the conference tables. Next year, I will update the chairs.

Resources to Support Action

Student Affairs has been instrumental in providing supplies and incentives for the events. Personnel, such as Shara Olive, Katie Herr, Susan Hill, Micky Solomon, Jake Lords, Terri Carroll and Rachel Johnson, support the library by scheduling sessions, study time, student events, and cultural events. These individuals are vital to the success of the library.

Provide faculty and students access to numerous physical and digital resources

Mission Supportive Goal
To provide physical and digital resources that advance and support education

Performance Objective
The library will provide faculty and students access to numerous physical and digital resources and assist those who may need help accessing the library and its resources.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
<u>Institutional Effectiveness Priorities:</u> *(X - When Highlighted Is Aligned)*

- **Academic Support:** The library will provide faculty and students access to numerous physical and digital resources and assist those who may need help accessing the library and its resources. (**X**)

- **Convenience, Efficiency, and Effectiveness of Services:** The library will provide faculty and students access to numerous physical and digital resources and assist those who may need help accessing the library and its resources. (**X**)

- **Student Success:** The library will provide faculty and students access to numerous physical and digital resources and assist those who may need help accessing the library and its resources. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool

The library will use circulation statistics.

Performance Outcome/Target
Usage of the physical and digital resources will increase during the academic year. The number of users of the eBook program will increase 25%.

Collection Timeline
Fall 2022 and Spring 2023

2022 - 2023

Submission Date
05/23/2023

Findings (Data and Narrative)
We had a 27% increase in the number of users of the eBook program this year. I believe this increase occurred because of the constant promotion of the eBook program to faculty, staff, and students on campus. Also, faculty is promoting the eBook program to others. We are available to help patrons download the app and walk them through how to use it. We have also provided easy instructions via email and social media on using the eBook program. We take recommendations from patrons and constantly build the digital collection to better serve our patrons.

Data Charts and Graphs

eBook Program Users

2022-2023,57%
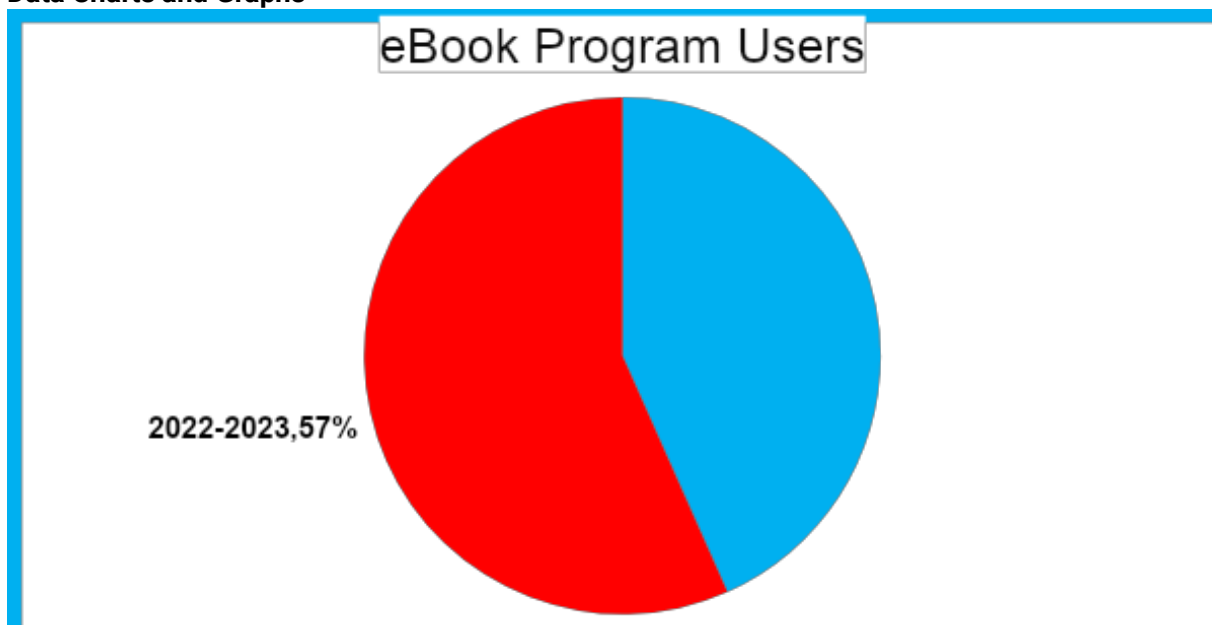
Outcome Conclusion
Expected Findings

Analysis
I believe the constant promotion of the eBook program helped increase usage. Focusing on developing a larger, diverse library ensures that we can provide titles for all users. I learned that we still need to keep promoting the eBook program because not everyone is familiar with it and what it has to offer. I have been able to speak to various classes about the eBook program and have created accounts for numerous students. Online students are reaching out to create an account on the eBook program as well. Any book that faculty requests students to read, we have acquired the eBook and audiobook versions.

What changes were implemented based on data from the previous cycle that affected these findings?
We have added numerous titles that were requests from faculty. I have attended orientation sessions and provided information about online resources including the eBook program.

Plan of Action Section

Plan of Action

I plan to continue to send out more emails to patrons to encourage those not using the program to download and use it. I plan to set up tables in other buildings on campus and promotional posters to advertise the library resources—including the eBook program. Library staff will continue developing the collection.

Resources to Support Action

I will continue to allocate part of the library budget to continually develop the eBook collection. Library staff will keep adding titles so the library can offer a more diverse collection to all patrons. We will continue to add recommended titles to the collection.

Assessment Report

Administrative and Student Services - Power I

Revise the current student contract

Mission Supportive Goal
To promote the accessible program services to prospective students

Performance Objective
The POWER I program will revise the current student contract per the recommendation of the State Advisor to reflect the wide range of services offered to eligible students prior to the January 2023 program review.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Archived Date
10/16/2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*

- **Convenience, Efficiency, and Effectiveness of Services:** The POWER I program will revise the current student contract per the recommendation of the State Advisor to reflect the wide range of services offered to eligible students prior to the January 2023 program review. (**X**)

- **Student Success:** The POWER I program will revise the current student contract per the recommendation of the State Advisor to reflect the wide range of services offered to eligible students prior to the January 2023 program review. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
State Advisor Notification of Approval

Performance Outcome/Target
The revised student contract will receive State Advisor approval by December 1, 2022.

Collection Timeline
December 2022

2022 - 2023

Submission Date
05/30/2023

Findings (Data and Narrative)
The State Grant Advisor made some suggestions for the Power I Student Contract. A few changes were made to the contract to reflect the modifications requested pertaining to job readiness and DHS policy and procedures.

Outcome Conclusion
Expected Findings

Analysis
The target was met. The Power I Student Contract is directly related to this program. It is easy to make changes as it relates to a specific program and not some generic wording. I learned that some of the terminology was outdated. The new contract was put into place once changes were made.

What changes were implemented based on data from the previous cycle that affected these findings?
The outdated terminology was changed and wording that included DHS policy and procedures was reworded to better fit the contract.

Plan of Action Section

Plan of Action

The Power I Student Contract is reviewed annually by the State Advisors and this will not change. No new recommendations were made at the program review held January 2023.

Resources to Support Action

The Power I Director will monitor the contract during the fiscal year and make changes as it becomes necessary.

Assessment Report

Administrative and Student Services - Recruitment

Utilize lead reports

Mission Supportive Goal
To increase the enrollment of prospective students through recruitment efforts in data collection and tracking

Performance Objective
The Recruitment Office will utilize lead reports from the 2022 fall GPACAC Fair Circuit and the ACT/Encoura Prospect to increase the number of unique prospective students added to the 2023 – 2024 prospect database.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Recruitment/Enrollment - Concurrent Enrollment:** The Recruitment Office will utilize lead reports from the 2022 fall GPACAC Fair Circuit and the ACT/Encoura Prospect to increase the number of unique prospective students added to the 2023 – 2024 prospect database. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Compare the lead list collected from fairs to ACT/Encoura list purchased this past summer

Performance Outcome/Target
Five hundred unique prospective students will be added to 2023 – 2024 prospect database, which is a 10% increase from last year.

Collection Timeline
September 12, 2022 to December 12, 2022

2022 - 2023

Submission Date
06/23/2023

Findings (Data and Narrative)
Due to personnel changes reporting was not completed.

Outcome Conclusion
Unexpected Findings

Analysis
The outcome was not met due to personnel changes.

What changes were implemented based on data from the previous cycle that affected these findings?
This was a new objective that had not been reported on before.

Plan of Action Section
Plan of Action
Ensure the new hire for the Director of Recruitment is fully aware of assessment responsibilities and trained properly.

Resources to Support Action
None

Assessment Report

Administrative and Student Services - Residential Life

Utilize the Residential Assistant Program

Mission Supportive Goal
To provide efficient and effective housing services

Performance Objective
The Office of Residential Life will utilize the Residential Assistant Program to ensure that communication and interaction between Resident Students and the Residential Life Staff is both efficient and effective, and that concerns and questions are addressed properly and in a timely manner.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Convenience, Efficiency, and Effectiveness of Services:** The Office of Residential Life will utilize the Residential Assistant Program to ensure that communication and interaction between Resident Students and the Residential Life Staff is both efficient and effective, and that concerns and questions are addressed properly and in a timely manner. (**X**)

Indirect Measure

Status
Active

Measure/Data Collection Tool
Annual "Town Hall" Meeting and accompanied interactive survey

Performance Outcome/Target
Resident Students will be able to articulate ways in which the Resident Assistants were an overall benefit to the Residential Life Program, and identify specific instances where the Resident Assistants either succeeded or failed in making sure that the Resident Students felt well informed.

Collection Timeline
May 2023

2022 - 2023

Submission Date
07/01/2023

Findings (Data and Narrative)
Disclaimer, due to my employment situation at the end of the Spring 2023 semester I was unable to host a "town hall" meeting. In it's place I have conducted an online survey to arrive at the data needed.

The results of the Survey are outstanding. 95.7% of the student who responded to the survey felt that the RA kept them informed of important dates and activities (Diagram 1), and each were able to provide and explanation as to why they believe that.

We were even more successful with timely responses to questions or concerns (Diagram 2), with every participant either agreeing that they were responded to in a timely manner, or were unable to comment due to never reaching out to the RA.

Data Charts and Graphs

Diagram 1:

Do you feel that you RA kept you informed of important dates and activities on campus?
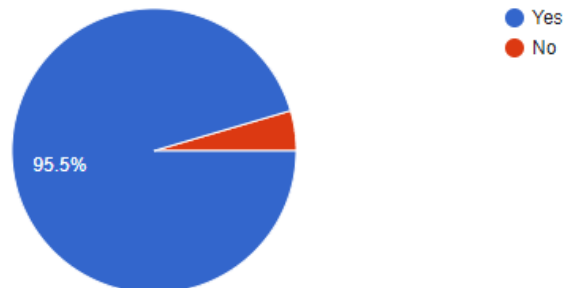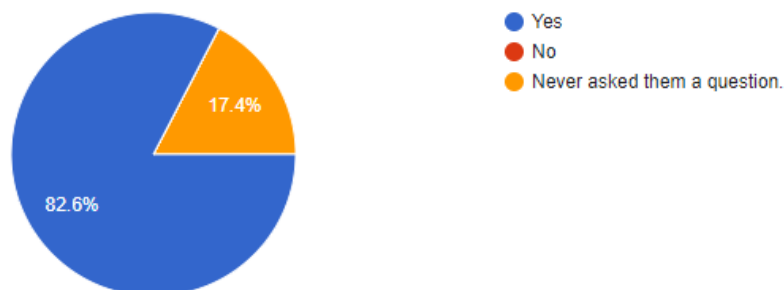
[⧉ Copy]

22 responses

- ● Yes
- ● No

95.5%

Diagram 2:

Did the RA respond to your questions in a timely manner?

[⧉ Copy]

23 responses

- ● Yes
- ● No
- ● Never asked them a question.

17.4%

82.6%

Outcome Conclusion
Expected Findings
Analysis
I would say we definitely succeed this year in reaching the target.

100% would have been better than 95.7%, but that's the room for improvement.

We accomplished this by really trying to utilize the GroupMe communications to its fullest potential. Sending updates and information out on a weekly, sometimes daily basis.

It was also beneficial that the vast majority of my RA's are socializing and engaging with students, building relationships and trust. This makes the typical Resident Student more involved and more interested in what we announce and communicate.

Any time I sent a Housing related email, the RA's not only informed Residents of the email, but would also include cliff notes so that they knew what type of information to expect.

And most importantly, we were courteous of the students time and attention, we tried to not ever message them during typical class hours, or late at night, and especially not bombard them messages that were irrelevant or unimportant.
What changes were implemented based on data from the previous cycle that affected these findings?

N/A

Plan of Action Section

Plan of Action

The goal is to maintain what we do well, and to build on it. The GroupMe's are effective now, but that may change with any new group that comes in, so we will have to adaptable and meet students in a way that is comfortable to them, not just in a way that we are used to.

Resources to Support Action

N/A

Provide programs that are not only educational, but that are also relevant relevant to the needs of the student

Mission Supportive Goal

To provide purposeful programs

Performance Objective

The Office of Residential Life will provide programs that are not only educational, but that are also relevant to the needs of students, with the goal of promoting social and civil engagement, personal exploration, and academic achievement.

Performance Objective Status

Archived

Planned Assessment Cycle

2022 - 2023

Mapping

Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*

- **Academic Support:** The Office of Residential Life will provide programs that are not only educational, but that are also relevant to the needs of students, with the goal of promoting social and civil engagement, personal exploration, and academic achievement. (**X**)

- **Student Success:** The Office of Residential Life will provide programs that are not only educational, but that are also relevant to the needs of students, with the goal of promoting social and civil engagement, personal exploration, and academic achievement. (**X**)

Indirect Measure

Status

Active

Measure/Data Collection Tool

Annual "Town Hall" Meeting and accompanied interactive survey

Performance Outcome/Target

Resident Students will provide feedback regarding the relevance, as well as quality, of Residential Life Programming. Students will be able to identify at least one example where a program was not only enjoyed, but has benefitted their personal growth in some way.

Collection Timeline

May 2023

2022 - 2023

Submission Date

07/01/2023

Findings (Data and Narrative)

Instead of being able to hold a "town hall" meeting, I was instead required to conduct a survey to obtain the information as a result of my employment status.

The results that we got were exciting at first, but proved to miss the mark in my opinion. The first question is an all around win, with 95.7% of those surveyed claiming that the programs and activities were interesting and engaging (Diagram 1), which is what we want to see!

However, in the next diagram, we not only see some disappointing numbers with only 65.2% of those surveyed feeling that the programs contributed to their personal growth in some way (Diagram 2).

And the last, most important source of disappointment, comes from the explanation of their answers. Nearly all of the Resident Students who said yes in Diagram 2 only listed ways in which the programs benefited them socially (making friends, engaging with people of various backgrounds, etc.), which is good, and one of our goals. However, not one student provided an example of a way in which the programs had helped them academically.

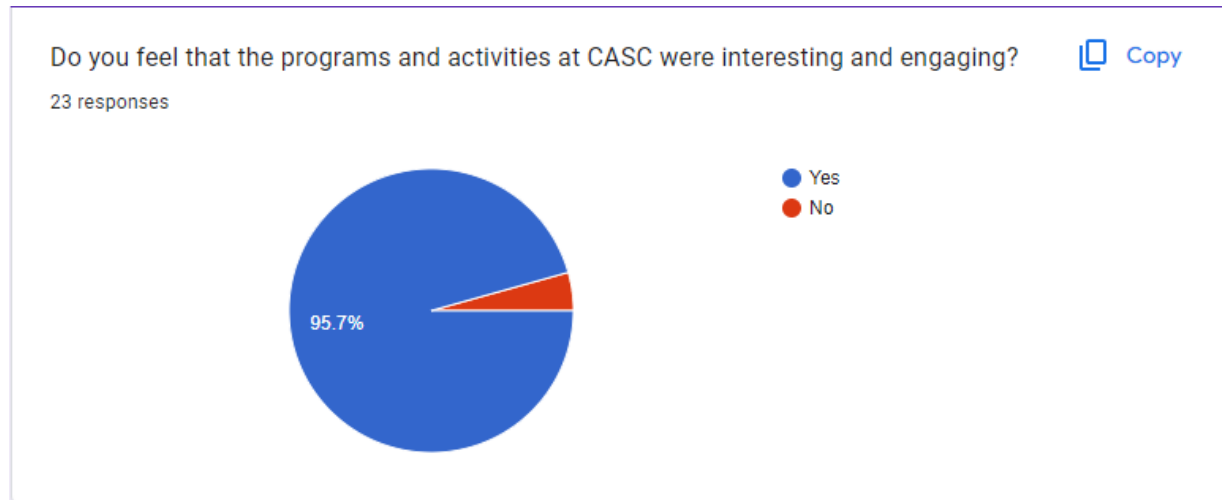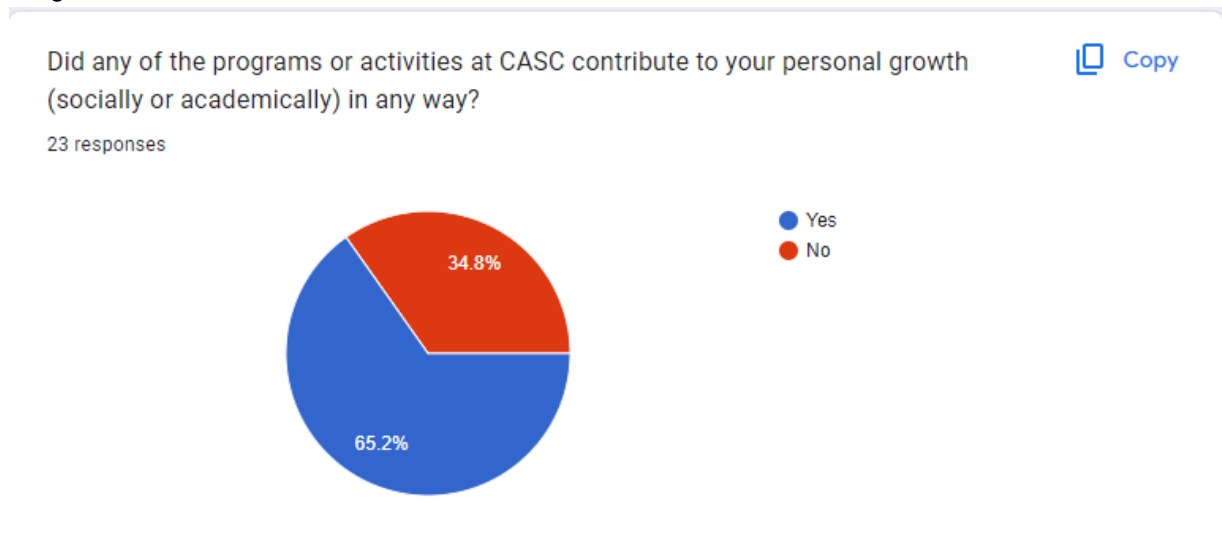**Data Charts and Graphs**

Diagram 1:

Diagram 2:

Outcome Conclusion
Expected Findings
Analysis

These finding do fall in line with my expectations. I'm not saying that the results were good, however, the RA's and I are the ones who focus primarily on the education programming, and due to certain life events I was able to be on campus in a very limited capacity, and as a result we were unable to be as aggressive as we would normally like to be with educational programming.

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

<u>**Plan of Action Section**</u>

Plan of Action
Now that the issues surrounding my limited attendance have been resolved, Residential Life will be able to focus it efforts to running at 100%, which means once again developing and providing programming that is BOTH engaging AND educational!

Resources to Support Action
We have expanded the number of RA's from 10 to 12, and have re-evaluated the position of the Residential Life Coordinator.

Assessment Report

Administrative and Student Services - Student Affairs Office

Create a Behavioral Intervention Team

Mission Supportive Goal
To create and maintain a safe and secure campus environment for all students while encouraging healthy behaviors and attitudes among students

Performance Objective
Student Affairs will create a Behavioral Intervention Team to address issues regarding student behavior and conduct that impact the campus/college community.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Campus Security and Safety:** Student Affairs will create a Behavioral Intervention Team to address issues regarding student behavior and conduct that impact the campus/college community. (**X**)

- **Student Success:** Student Affairs will create a Behavioral Intervention Team to address issues regarding student behavior and conduct that impact the campus/college community. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Look at the report date and compare it to the date of first response

Performance Outcome/Target
As we strive to improve communication and response time, we will respond to all reported issues within 7 working days from first receipt.

Collection Timeline
May 2023

2022 - 2023

Submission Date
06/06/2023

Findings (Data and Narrative)
We formed the Behavioral Intervention Team (BIT) last summer and it became an active group beginning with the Fall 2022 semester in August. The team has nine members that represent each group from faculty, staff, and administration. The members, purpose, and policy/procedures were submitted and approved by the President and our Regents. Our goal was to respond to incidents within 7 working days from the report. We had one incident in the fall and one in the spring that required action by the BIT.

Data Charts and Graphs
Incident one occurred on October 7th, 2022 and the BIT met on October 12, 2022

Incident two occurred on February 26, 2023 and the BIT met on March 2, 2023

Outcome Conclusion
Expected Findings

Analysis

We did meet the target and offered very timely action/solutions which produced positive results. We learned that having a BIT and responding quickly to incidents provides a much better chance for positive actions/solutions/results.

What changes were implemented based on data from the previous cycle that affected these findings?
There was not a BIT in the previous cycle

Plan of Action Section

Plan of Action
We plan on staying the course with what was implemented.

Resources to Support Action
None are needed

For resources that include a budget request, please provide cost breakdown and total cost.
NA

Offer a variety of Vector Solutions Campus Life Training Courses to all resident students

Mission Supportive Goal
To encourage healthy behaviors and attitudes among students while increasing the appreciation for human values, diversity, and life-long learning

Performance Objective
Offer a variety of Vector Solutions Campus Life Training Courses to all resident students

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Academic Support:** Offer a variety of Vector Solutions Campus Life Training Courses to all resident students (**X**)
- **Student Success:** Offer a variety of Vector Solutions Campus Life Training Courses to all resident students (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Number of courses each resident student completes and earns a certificate for the completion

Performance Outcome/Target
50% of our resident students will complete at least two Vector Solutions Campus Life Training Courses during the academic year.

Collection Timeline
May 2023

2022 - 2023

Submission Date
06/06/2023

Findings (Data and Narrative)
Our Residence Life Coordinator sent the link for two Vector Solutions Campus Life training modules (Drug Awareness and Abuse and Alcohol Awareness for Students) to our resident students in late January 2023. We gave the students three months to complete one or both of the modules. We encouraged students to complete both modules and offered to enter those that did in a drawing for prizes. After the three month period we had 22% of our resident students that completed both of the modules.

Data Charts and Graphs

We had 234 student residents on campus for the Spring 2023 semester.   Fifty one of these students completed both modules.   An additional nine students completed one of the two modules.

Outcome Conclusion

Unexpected Findings

Analysis

We did not meet the target that 50% of our resident students would complete both modules.   Several things did not work as planned.   The modules were sent out in January and should have been sent in the fall.   The promotion/incentive did not produces the response expected.   We thought the Scholars and athletes would be strongly encourages, maybe even required by their sponsors/coaches to compete the modules.   That obviously did not occur.

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

These trainings were not offered in the previous cycle

<u>Plan of Action Section</u>

Plan of Action

We will take a more proactive approach to these trainings starting when students move to campus in August.   We will do a much better job of marketing/promoting them and make sure our sponsors/coaches take action to help with the completion of the modules.

Resources to Support Action

Social media, RA;s, print materials, prizes, resident hall meetings   All of this will be included in a campus-wide health and wellness campaign.

For resources that include a budget request, please provide cost breakdown and total cost.

No additional resources needed

Assessment Report

Administrative and Student Services - Student Support Services (Poteau)

Arrange appointments for all students to receive their first coaching session

Mission Supportive Goal
To provide coaching early and often to improve retention

Performance Objective
SSS will arrange appointments for all students to receive their first coaching session with their assigned academic coach upon intake. Every effort will be made to give the student an appointment within 1-2 weeks of the intake which allows for the appointment to be rescheduled if necessary and to still fall within the 3 week time frame.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Retention, Persistence, and Completion:** SSS will arrange appointments for all students to receive their first coaching session with their assigned academic coach upon intake. Every effort will be made to give the student an appointment within 1-2 weeks of the intake which allows for the appointment to be rescheduled if necessary and to still fall within the 3 week time frame. (**X**)

- **Student Success:** SSS will arrange appointments for all students to receive their first coaching session with their assigned academic coach upon intake. Every effort will be made to give the student an appointment within 1-2 weeks of the intake which allows for the appointment to be rescheduled if necessary and to still fall within the 3 week time frame. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
SSS will track intake and coaching sessions through SSS Student Access Database.

Performance Outcome/Target
80% of new students will have their 1st coaching session within 3 weeks of their intake into SSS OR if the intake is complete before the semester, they will have their first coaching session during the first 3 weeks of the semester.

Collection Timeline
June 2023

2022 - 2023

Submission Date
06/07/2023

Findings (Data and Narrative)
In an effort to improve retention, new entering freshmen were to be coached early and often. Our target was to meet with 80% of our new students for their first coaching session within 3 weeks of their initial intake or within three weeks of the semester starting for those whose intake occurred during the summer. Of the 193 new intakes, 113 had coaching sessions before the 3 week deadline, achieving 59%

Outcome Conclusion
Unexpected Findings

Analysis

The target was not met. The biggest issue with meeting this target was a two vacancies within the department at the time of intakes. Hiring and then training new staff while completing the intake process on the largest incoming class we have ever had created major issues with meeting this target. However, despite these issues we were able to train our new staff and they were later able to see the significance of this outcome. We expect to see improvement this coming year with the addition of our new trained staff.

What changes were implemented based on data from the previous cycle that affected these findings?
Staff were trained on the objective and target along with the reasoning behind it and how it improves retention.

Plan of Action Section
Plan of Action
Retain quality staff as a lack of personnel prevented us from meeting this objective. We will continue with this assessment plan for the next year, working to improve our percentage and seeing it's impact on retention.

Resources to Support Action
Salary increases to retain quality trained staff.

For resources that include a budget request, please provide cost breakdown and total cost.
3% increase to help retain quality staff.

Assessment Report

Administrative and Student Services - Student Support Services (Sallisaw)

Arrange appointments for all students to receive their first coaching session

Mission Supportive Goal
To provide coaching early and often to improve retention

Performance Objective
SSS will arrange appointments for all students to receive their first coaching session with their assigned academic coach upon intake. Every effort will be made to give the student an appointment within 1-2 weeks of the intake which allows for the appointment to be rescheduled if necessary and to still fall within the 3 week time frame.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Retention, Persistence, and Completion:** SSS will arrange appointments for all students to receive their first coaching session with their assigned academic coach upon intake. Every effort will be made to give the student an appointment within 1-2 weeks of the intake which allows for the appointment to be rescheduled if necessary and to still fall within the 3 week time frame. (**X**)

- **Student Success:** SSS will arrange appointments for all students to receive their first coaching session with their assigned academic coach upon intake. Every effort will be made to give the student an appointment within 1-2 weeks of the intake which allows for the appointment to be rescheduled if necessary and to still fall within the 3 week time frame. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
SSS will track intake and coaching sessions through SSS Student Access Database

Performance Outcome/Target
80% of new students will have their 1st coaching session within 3 weeks of their intake into SSS OR if the intake is complete before the semester, they will have their first coaching session during the first 3 weeks of the semester.

Collection Timeline
June 2023

2022 - 2023

Submission Date
06/05/2023

Findings (Data and Narrative)
Out of seventy four students served from Sallisaw Student Support Services in the Fall Semester of 2022, sixty three students received their first coaching semester within four weeks upon signing the initial intake paperwork, or the returning student agreement.

Outcome Conclusion
Expected Findings

Analysis
The majority of students received their first coaching session either in person, via phone or email within the first month of signing paperwork. Some students came willingly, others forgot and were tracked down on campus or called multiple times.

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

Excell spreadsheet of students with intake date and coaching dates to better track students.

Plan of Action Section

Plan of Action

Enter details from each coaching session during the session or directly after student departs office. For traditional on campus students, be visible in lobby during the first two weeks of school to remind them of their agreed upon coaching session. For online students, select certain day/time of the week to service online SSS students.

Resources to Support Action

Sufficient amount of traditional student planners for students who will utilize them. Utilize student access database to run reports on sessions. Also, google calendar, and Zoom will be beneficial.

SSS will create a web-based method for online students to access and complete the SSS application and intake paperwork.

Mission Supportive Goal

To provide academic services to on-line students to improve retention and graduation

Performance Objective

Baseline data will be established to determine the utilization and accessibility of the SSS program through the on-line format.

Performance Objective Status

Archived

Planned Assessment Cycle

2022 - 2023

Mapping

Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*

- **Convenience, Efficiency, and Effectiveness of Services:** Baseline data will be established to determine the utilization and accessibility of the SSS program through the on-line format. (**X**)

- **Recruitment/Enrollment - Concurrent Enrollment:** Baseline data will be established to determine the utilization and accessibility of the SSS program through the on-line format. (**X**)

- **Retention, Persistence, and Completion:** Baseline data will be established to determine the utilization and accessibility of the SSS program through the on-line format. (**X**)

- **Student Success:** Baseline data will be established to determine the utilization and accessibility of the SSS program through the on-line format. (**X**)

Direct Measure

Status

Active

Measure/Data Collection Tool

On-line applications and intake paperwork will be tracked through the SSS database

Performance Outcome/Target

Baseline data will be established to determine the utilization and accessibility of the SSS program through the on-line format.

Collection Timeline

May 2023

2022 - 2023

Submission Date

06/05/2023

Findings (Data and Narrative)

The initial creation of the application was more complicated than expected. According to Heiburg, the StudentAccess creators, they are still working on some of the application feature issues to make it more user friendly. One particular problem is the influx of applications incoming to the queue. All applications (multiple pages) must be printed, then checked for qualifying criteria. Deleting those applications of those who do not qualify or do not want to participate proved to be a hard task, as there is no way to delete multiple applications. Nine students for the 2022-2023 academic year applied and were accepted by signing paperwork through the online StudentAccess application and agreement.   Students were emailed a link that connected them to the application, which was printed. Qualification criteria was checked and qualifying students who showed interest were emailed the agreement links for signatures, or stopped by the Sallisaw office to sign in person.

Outcome Conclusion
Unexpected Findings

Analysis
The target for the creation and implementation of an online SSS application and intake paperwork was met. This was the first academic year for an online application to be utilized. The influx of online applications, along with the tasks needed to be accomplished to qualify them proved tedious. Some who qualified weren't even interested. Deleting of applications is timely, as StudentAccess has not developed a way to delete multiple applications at one time.

What changes were implemented based on data from the previous cycle that affected these findings?
This is the first year for the online application.

Plan of Action Section
Plan of Action
Explore different programs for collecting online applications. Find a program that is not only user friendly to the student, but to the staff who are handling the paperwork for the student files.

Resources to Support Action
Network with other TRIO departments on which programs show proven success.

Assessment Report

Administrative and Student Services - Trio Director

Provide New and/or Updated Information

Mission Supportive Goal
Provide TRIO Coordinators with updated TRIO Regulations and new information from the Department of Education and the President's Council, and allow each coordinator to share new information from their department

Performance Objective
The Office of Federal TRIO Programs will provide to the TRIO Coordinators and new and/or updated information from the Department of Education or the President's Council to continue effective and efficient program management, and to maintain compliance with Federal Regulations set forth by the Department of Education.

Performance Objective Status
Active

Planned Assessment Cycle
2021 - 2022, 2022 - 2023, 2023 - 2024

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Convenience, Efficiency, and Effectiveness of Services:** The Office of Federal TRIO Programs will provide to the TRIO Coordinators and new and/or updated information from the Department of Education or the President's Council to continue effective and efficient program management, and to maintain compliance with Federal Regulations set forth by the Department of Education. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
1) Documentation of the agenda for TRIO Coordinators' meetings
2) Documentation of the attendance and minutes for TRIO Coordinators' meetings
3) Copies of handouts given in TRIO Coordinators' meetings

Performance Outcome/Target
TRIO Coordinators' Meetings to be held at least 8 times throughout the year to disseminate any information from the Department of Education and/or President's Council.

Collection Timeline
End of May

2022 - 2023

Submission Date
06/20/2023

Findings (Data and Narrative)
Unfortunately, only four TRIO Meetings were held during the year. There were several reasons for this and they are as follows: It is easy to postpone or cancel meetings when there has been no information shared from President's Council, through Student Affairs Meetings, therefore that information isn't shared readily. Also, if the TRIO Coordinators' Meetings aren't scheduled in advance by over a month, it is easy for people to forget. Also, it will be helpful to use a shared calendar to schedule these meetings. There have also been more reports from the Department of Ed due this year, so the TRIO Director has communicated through phone calls, emails, and personal visits with each office instead of the more formal meetings.

Outcome Conclusion
Unexpected Findings

Analysis

The outcome was not met, there were scheduling conflicts, and there was no information to pass on from the TRIO Director's Supervisor. Seems like there is a disconnect in communication, which should be addressed.

What changes were implemented based on data from the previous cycle that affected these findings?
The implemented changes from 2021-2022 were that meetings were set at the current meeting for the next meeting. This helped in the beginning, but then fell off.

<u>**Plan of Action Section**</u>
Plan of Action
There has been a shared Calendar created so that all of the TRIO Programs can share their meetings, appointments, days off, etc. with the TRIO Director and vise versa, this will help with scheduling the TRIO Coordinators' Meetings. Also, on the TRIO Director's Self Evaluation, one of the recommendations she asked to see improved upon was communication throughtout the college. Schedule Meetings by Semester so as to insure everyone has them on their calendar, and we will not have to postpone as many.

Resources to Support Action
Shared calendar of all TRIO Programs, and Director with information on meetings, days out, class times, appointment times from all programs and Director.

Related Documents
Agendas for 2022-2023.pdf;
Minutes for 2022-2023.pdf

Implement a timeline to disseminate monthly budgetary information

Mission Supportive Goal
To Provide TRIO Coordinators budgetary information in a timely manner

Performance Objective
The Office of Federal TRIO Programs will implement a timeline to disseminate monthly budgetary information in a timely manner, which will help develop better budget management.

Performance Objective Status
Active

Planned Assessment Cycle
2020 - 2021, 2022 - 2023, 2023 - 2024

Mapping
<u>Institutional Effectiveness Priorities:</u> *(X - When Highlighted Is Aligned)*
- **Convenience, Efficiency, and Effectiveness of Services:** The Office of Federal TRIO Programs will implement a timeline to disseminate monthly budgetary information in a timely manner, which will help develop better budget management. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
1)   Documentation of when budgets are received in the Office of Federal TRIO Programs
2)   Creation of Budget Cover Sheet
3)   Documentation when the budgets are sent to TRIO Coordinators
4)   Email record of payroll breakdown by office and employee

Performance Outcome/Target
Budget and payroll information will be disseminated no later than 10 working days after received from Business Office or The Department of Education, in order for budget to be closed out within 60 days after end of program. (This will measure the progress being made toward this target.)

Collection Timeline

2022 - 2023

Submission Date
06/20/2023

Findings (Data and Narrative)
Payroll Reports come in monthly and go out to coordinators monthly once they are broken down. The TRIO Director has not received monthly budget reports since the conversion, eventhough she has been told since January 2023 that they will be put on a google drive so that they are more easily shared and accessible to the TRIO Director.

Outcome Conclusion
Expected Findings

Analysis
The outcome was not met in its entirety. Working with payroll and receiving those reports has been on time, and if any errors occur, are fixed as soon as possible. The TRIO Director has been told that the reports are being worked on, and has actually seen that they can happen. She was told they would be put out on a google drive so they were more

What changes were implemented based on data from the previous cycle that affected these findings?
The TRIO Director emailed several times since the last budget cycle to request these reports.

Plan of Action Section

Plan of Action
The TRIO Director has been told that the Business Office Accounting Specialist will create a google form where she can more easily export budget reports and they are accessible immediatley to the TRIO Director. This has not been implemented yet, but should be happening soon. The TRIO Director will continue to ask for reports to be put on google drive.

Resources to Support Action
This will require the Accounting Specialist to provide reports to the TRIO Director for breakdown.

Assessment Report

Administrative and Student Services - Upward Bound (Poteau)

Provide a FAFSA workshop for students and parents

Mission Supportive Goal
To increase senior student completion of the Free Application for Federal Student Aid (FAFSA) during the month of October

Performance Objective
Upward Bound will provide a FAFSA workshop for students and parents as well as offer individual appointments for participants and parents to ensure completion of the application.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Financial Aid and Literacy:** Upward Bound will provide a FAFSA workshop for students and parents as well as offer individual appointments for participants and parents to ensure completion of the application. (**X**)

- **Recruitment/Enrollment - Concurrent Enrollment:** Upward Bound will provide a FAFSA workshop for students and parents as well as offer individual appointments for participants and parents to ensure completion of the application. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Attendance records and official verification from FAFSA will be used to determine performance outcome objectives.

Performance Outcome/Target
60% completion by the last day of October.

Collection Timeline
October 2022

2022 - 2023

Submission Date
05/15/2023

Findings (Data and Narrative)
Of the students who completed the FAFSA; 61% completed by October 31, 2022

Data Charts and Graphs
Participants = 27 high school senior students

Eighteen of the 27 participants completed FAFSA = 66%

Eleven of the 18 participants that completed FAFSA did so by October 31, 2022 = 61%

Outcome Conclusion
Expected Findings

Analysis
The outcome was as expected and the target goal of 60% was met. The advanced notice to parents of the meeting/program worked as planned. Meeting/program was held October 4, 2022.

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

More aggressive notifications of the meeting/program, to both students and parents.
Began notifications sooner than previous years.
Included parents in all notifications.
Added more appointment options for those that missed originally scheduled meeting/program.

Plan of Action Section

Plan of Action

Continue with earlier notifications to both parents and students. Continue to offer appointments for those that miss the original scheduled meeting/program. Schedule the meeting/program for FAFSA within the first week of October.

Resources to Support Action

Academic Advisors utilized personal phones and business computers for notifications using various methods and apps. (including text messages, emails, and group me type programs)

Assessment Report

Administrative and Student Services - Upward Bound Math/Science (Poteau)

Provide a FAFSA workshop for students and parents

Mission Supportive Goal
To increase senior student completion of the Free Application for Federal Student Aid during the month of October

Performance Objective
UBMS will provide a FAFSA workshop for students and parents and offer individual appointments for participants and parents to ensure completion of application.

Performance Objective Status
Archived

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Financial Aid and Literacy:** UBMS will provide a FAFSA workshop for students and parents and offer individual appointments for participants and parents to ensure completion of application. (**X**)

- **Recruitment/Enrollment - Concurrent Enrollment:** UBMS will provide a FAFSA workshop for students and parents and offer individual appointments for participants and parents to ensure completion of application. (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Attendance records and official verification from FAFSA will be used to determine performance outcome objectives.

Performance Outcome/Target
90% completion rate will happen by the end of October.

Collection Timeline
October 2022

2022 - 2023

Submission Date
05/15/2023

Findings (Data and Narrative)
The UBMS conducted the FAFSA workshop on October 4th. UBMS had 6 students attend out of 18. All 6 students completed their FAFSA by the end of the workshop. An additional 7 students completed their FAFSA by appointment outside of the FAFSA workshop and 1 other student has completed their FAFSA but the date is unknown as to when it was completed at this time. This gives a total of 13 out of 18 students who completed their FAFSA by the end of October with 1 student completing with an unknown date.

Data Charts and Graphs

	UBMS FAFSA Completion results 2022-2023	
Name	**FAFSA Completed**	**Date Completed**
Aerial Armstrong	**Yes**	**10/10/2023**
Jacob Bohanon	**No**	
Ben Campbell	**Yes**	**10/4/2022**
Braylee Douglas	**No**	

Christopher Halford	**Yes**		**10/11/2022**
Zoey Hudlow	**Yes**		**10/27/2022**
Jonathon Lira	**Yes**		**10/17/2022**
Noah Logan	**No**		
Aurora Martinez	**Yes**		**10/4/2022**
Zuleima Matias	**Yes**		**10/4/2022**
Matthew Montgomery	**No**		
Cheyenne Neshem	**Yes**		**Unknown**
Coda Ollar	**Yes**		**10/1/2022**
Xander Skelton	**Yes**		**10/4/2022**
Alayna Swanger	**Yes**		**10/20/2022**
Emma Rice	**Yes**		**10/4/2022**
Juan Villanueva	**Yes**		**10/1/2022**
Carolina Yanez	**Yes**		**10/4/2022**

Outcome Conclusion

Unexpected Findings

Analysis

With a total of only 72% completing the FAFSA on the target date we did not meet the outcome. I believe that the FAFSA Workshop was a great thing and that we did have students utilize it but most students were more comfortable coming in on their own time to get it done.

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

We trying to make the Workshop more inviting and offered snacks and more support during the workshop.

Plan of Action Section

Plan of Action

If we continue with this assessment I think we will keep doing the workshop but maybe have more dates available for the students to pick and come on their own time.

Resources to Support Action

We will work with advisors to make sure that we have several date options for the students to chose from.

Assessment Report

Administrative and Student Services - VA Center

Cross train staff

Mission Supportive Goal
To foster VA student success in their academic and enrollment goals

Performance Objective
Cross train Office of Admissions staff in processing VA education benefits

Performance Objective Status
Active

Planned Assessment Cycle
2022 - 2023

Mapping
Institutional Effectiveness Priorities: *(X - When Highlighted Is Aligned)*
- **Convenience, Efficiency, and Effectiveness of Services:** Cross train Office of Admissions staff in processing VA education benefits (**X**)

- **Student Success:** Cross train Office of Admissions staff in processing VA education benefits (**X**)

Direct Measure

Status
Active

Measure/Data Collection Tool
Certificates of completion from Department of Veterans Affairs

Performance Outcome/Target
One Admissions staff member will receive Department of Veteran Affairs certification.

Collection Timeline
June 2023