



Assessment Report

Co-Curricular - Baseball

1. Apply interpersonal and technical skills (shared outcome)

Student Learning Outcome

Athletes will apply interpersonal and technical skills.

Performance Indicators

Technical Skills

Communication Skills

Character Skills

SLO Status

Active

Planned Assessment Cycle

2022 - 2023, 2023 - 2024

Mapping

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

- **1. Develop Technical and Tactical Skills :** To develop the technical and tactical skills related to the game baseball, as well as the physical training skills that the game demands for success (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

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

Communication and character skills will be evaluated by an ongoing chart we keep throughout the year. This chart is designed to keep track of "offenses" that fall under these categories. Lack of communication and character issues are kept track of so that we have data to provide feedback to our players when we have to address issues.

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

Data Collection/Evaluation Method

At the end of the season, the coaches will evaluate each athlete's progress using an Athlete Skill Evaluation.

Expected Performance Level & Threshold

75% of the athletes will achieve meets/exceeds expectations based on the Athlete Skill Evaluation for each performance indicator.

Collection Timeline

End of Season April

Related Documents

[Athlete Skill Evaluation](#)



Assessment Report

Co-Curricular - Campus Library (Poteau)

1. Compare and contrast civic and cultural background

Student Learning Outcome

After participating in the Native American Art Exhibit, students will compare and contrast their civic and cultural background with that of another culture.

Performance Indicators

- A. Identify a cultural similarity
- B. Identify a cultural difference

SLO Status

Archived

Planned Assessment Cycle

2022 - 2023

Mapping

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

- **2. To host special events to highlight diverse groups and subjects:** To host special events to highlight diverse groups and subjects (X)

Co-Curricular Dimensions: (X)

- **Civic and Social Responsibility:** The commitment and ability to identify, engage in, and contribute to local and global communities (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

Students who visit and view the Special Event featuring Cherokee and Choctaw Native Art in the Joe E. White Library will be able to examine Native American art, describe a cultural difference, gain knowledge and form a connection from the cultures displayed.

Data Collection/Evaluation Method

Students will be given a short response assignment and evaluated with a rubric.

Expected Performance Level & Threshold

85% of the students evaluated will be at the knowledgeable or advanced level

Collection Timeline

End of November 2022

Related Documents

[Co-Curricular Plan 2022-2023 with Rubric](#)

2022 - 2023

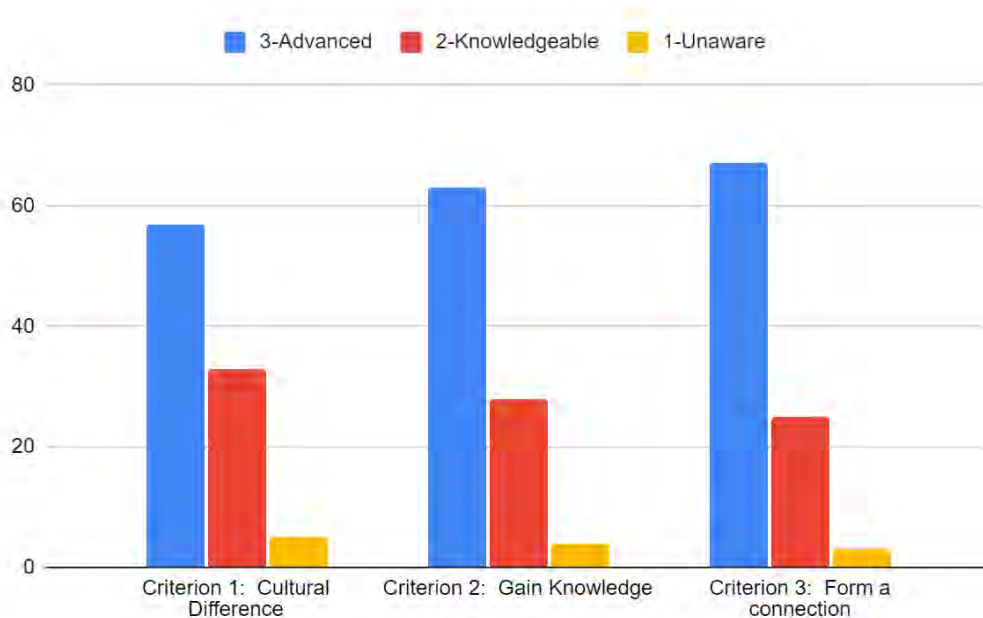
Submission Date

04/05/2023

Findings Narrative Based on Aggregated Results

I evaluated ninety-five students after they viewed the Native American Art Exhibit. Using a short response assignment, I asked them three questions that could be directly measured; 94.7% were able to describe in detail a cultural difference, 95.79% responded with knowledge gained from the exhibit, and 96.84% were able to connect or relate the exhibit to something in their life.

Insert Charts and Graphs displaying breakdown of data/findings



Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

Students exceeded the threshold. Very few were unable to describe a cultural difference, gain knowledge and form a connection from the cultures displayed.

Analysis - Study of Student Learning

The assessment given after the sessions was sufficient; however, it did not ascertain the student's previous knowledge of the Native American culture. The exhibit provided a positive learning experience for students that focused on culture awareness. Students were able to see the influences and impact of the Native American culture through the different mediums displayed. It is important for students to have an opportunity to objectively examine culture. The assessment falls within the dimension of civic and social responsibility since learning about cultural values and beliefs promotes fairness, social equality, and tolerance of diverse backgrounds in society.

Additionally, by hosting the exhibit in the library, students were able to interact with library staff and hopefully feel more comfortable in the future using library services.

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

There were no changes since I have no previous data.

Number of Students Assessed

95

Plan of Action

I need to schedule more special events for students to highlight diverse groups and subjects.

Resources to Support Action

I will need to continue to collaborate with groups on campus, faculty, and staff. Depending on what I can get scheduled, I may need to allocate monies to this in the future. I will need continued administrative support to be able to host events similar to this in the future.

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

I do not have any budget requests at this time. I do know the activity account covered the cost of the display cases which was approximately \$1000.

Indirect Measure

Active

Yes

Activity/Experience (Measure)

Survey Question: "After viewing the Native American Art Exhibit, did it change the way you see the Native American culture?" Evaluate with rating scale and open-ended response.

Data Collection/Evaluation Method

Survey question with rating scale

Expected Performance Level & Threshold

85% of student will report a 2 - 3 rating of moderate to strong change

Collection Timeline

End of November 2022

2022 - 2023

Submission Date

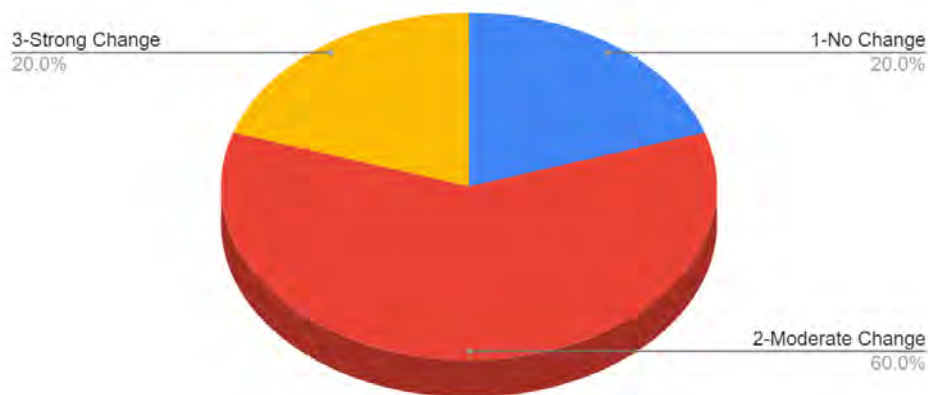
04/10/2023

Findings Narrative Based on Aggregated Results

After viewing the art exhibit, only 80% of the assessed students felt a moderate or strong change in the way they saw the Native American culture.

Insert Charts and Graphs displaying breakdown of data/findings

Did the exhibit change the way you see Native American culture?

**Outcome Conclusion**

Below/Progressing

Interpretation of Findings

Students who felt they had no change in the way they saw the Native American culture indicated one of three reasons: they grew up in or around the Native American culture, they have always appreciated and respected all cultures, or they learned about the Native American culture prior to the exhibit.

Analysis - Study of Student Learning

The assessment given after the sessions was sufficient; however, it did not ascertain the student's previous knowledge of the Native American culture. The exhibit provided a positive learning experience for students that focused on culture awareness. Students were able to see the influences and impact of the Native American culture through the different mediums displayed. It is important for students to have an opportunity to objectively examine culture. The assessment falls within the dimension of civic and social responsibility since learning about cultural values and beliefs promotes fairness, social equality, and tolerance of diverse backgrounds in society.

Additionally, by hosting the exhibit in the library, students were able to interact with library staff and hopefully feel more comfortable in the future using library services.

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

There were no changes since I have no previous data.

Number of Students Assessed

95

Plan of Action

I need to schedule more special events for students to highlight diverse groups and subjects.

Resources to Support Action

I will need to continue to collaborate with groups on campus, faculty, and staff. Depending on what I can get scheduled, I may need to allocate monies to this in the future. I will need continued administrative support to be able to host events similar to this in the future.

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

I do not have any budget requests at this time. I do know the activity account covered the cost of the display cases which was approximately \$1000.



Assessment Report

Co-Curricular - Career and Transfer
Center

1. Identify Professional and Career Opportunities

Student Learning Outcome

Participants will identify professional and career opportunities.

Performance Indicators

Identify a career/position of interest

Identify education required to obtain their career goal

Create a plan to achieve this career goal

SLO Status

Active

Planned Assessment Cycle

2021 - 2022, 2022 - 2023

Start Date

02/02/2022

Mapping

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

- **1. Comprehensive Major/Career Prep Resources:** Provide comprehensive major/career prep resources and activities that foster student success (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

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

Data Collection/Evaluation Method

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

Expected Performance Level & Threshold

_____ % of students will achieve 3 - standard met/4 - exceeds expectations.

Collection Timeline

November 2022

Related Documents

[Career and Transfer Single Point Rubric](#)

2022 - 2023

Submission Date

05/17/2023

Findings Narrative Based on Aggregated Results

Due to personnel changes, data was not collected

Outcome Conclusion

Below/Progressing

Interpretation of Findings

Due to personnel changes, data was not collected

Analysis - Study of Student Learning

The career assessment and group project was successfully introduced and completed but results were not assessed due to personnel change.

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

NA

Number of Students Assessed

0

Plan of Action

We plan to proceed with the same SLO's, activity experience, PI's, and indirect measures. We will ensure data is collected regardless of any unforeseen changes.

Resources to Support Action

NA

Indirect Measure

Active

Yes

Activity/Experience (Measure)

Survey- Rating scale question with open ended response

1-No Impact 2- Moderate Impact 3- Strong Impact

"After completing the Virtual Job Shadow assignment and participating in the career group project, did the assignments have a positive impact on your ability to identify professional and career opportunities that align with your interests and values? Why or why not?"

Data Collection/Evaluation Method

Rating scale questions with open-ended response

Expected Performance Level & Threshold

85% of students will report either a 2 or 3.

Collection Timeline

November

2022 - 2023

Submission Date

05/17/2023

Findings Narrative Based on Aggregated Results

Due to personnel changes, data was not collected

Outcome Conclusion

Below/Progressing

Interpretation of Findings

Due to personnel changes, data was not collected

Analysis - Study of Student Learning

The project was completed, but students were not given the assessment survey due to personnel changes.

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

na

Number of Students Assessed

0

Plan of Action

We plan to proceed with the same SLO's, activity and experience, PI's and indirect measure. We will ensure that data will be collected regardless of unforeseen changes

Resources to Support Action

na



Assessment Report

Co-Curricular - Competitive Co-Ed Cheer

1. Work Effectively

Student Learning Outcome

Athletes will work effectively within a team structure.

Performance Indicators

Effectively communicates with teammates and coaches

Exhibits accountability, timeliness, and professionalism

Actively works to achieve team goals

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

Takes initiative, displays leadership and responsibility

SLO Status

Active

Planned Assessment Cycle

2021 - 2022, 2022 - 2023, 2023 - 2024

Mapping

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

- **1. Team Cooperation and Engagement:** To promote team cooperation and engagement (X)

Co-Curricular Dimensions: (X)

- **Leadership and Teamwork:** Interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others (X)

Direct Measure

Active

No

Activity/Experience (Measure)

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

Data Collection/Evaluation Method

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

Expected Performance Level & Threshold

70% of athletes will score in the Achieving or Mastering level in all categories.

Collection Timeline

April

Direct Measure

Active

Yes

Activity/Experience (Measure)

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

Data Collection/Evaluation Method

A rubric will be used to score each athlete's individual performance.

Expected Performance Level & Threshold

70% of athletes will score in the Achieving or Mastering level in all categories.

Minimum percentage of students reaching the Mastering level is 50%.

Collection Timeline

April

2022 - 2023

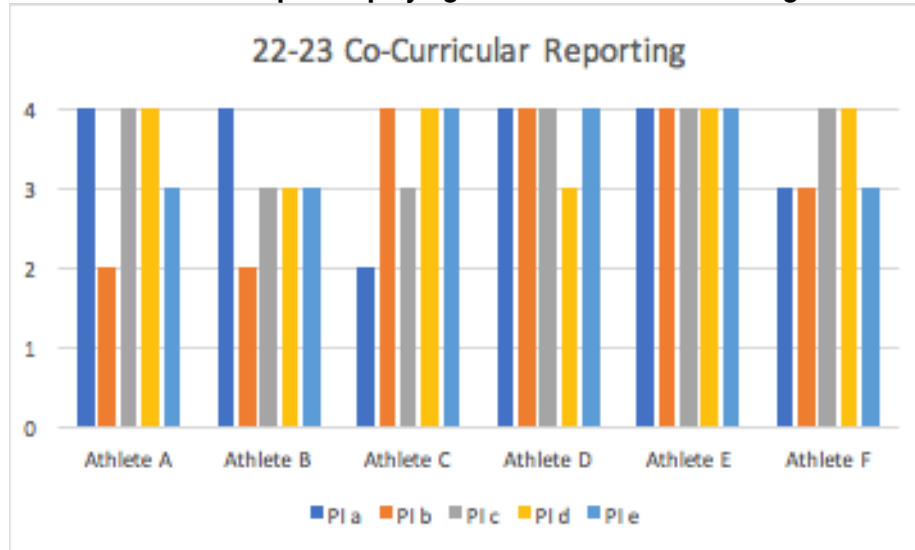
Submission Date

04/21/2023

Findings Narrative Based on Aggregated Results

Overall, the assessed athletes scored between 79% and 92% on all PIs. PI (b) Exhibits accountability, timeliness, and professionalism” was the lowest scoring PI, and PIs (c) Contributes a positive and encouraging attitude towards team discussions and the team as a whole and (d) Takes initiative, displays leadership and responsibility were the highest scoring PIs. Individually, the athletes scored between 75% and 100%. Athlete E was the highest scoring overall, and Athlete B was the lowest. The overall average PI scores were satisfactory, but there is room for improvement in some of the athletes’ scores on an individual basis. The SLO was 70% of athletes scoring in the Achieving (3) or Mastering (4) levels, and the SLO was not met because there was a deficiency found in PI (b), scoring 67%.

Insert Charts and Graphs displaying breakdown of data/findings



	PI a	PI b	PI c	PI d	PI e	TOTALS:	%
Athlete A	4	2	4	4	3	17	<u>85%</u>
Athlete B	4	2	3	3	3	15	<u>75%</u>
Athlete C	2	4	3	4	4	17	<u>85%</u>
Athlete D	4	4	4	3	4	19	<u>95%</u>
Athlete E	4	4	4	4	4	20	<u>100%</u>
Athlete F	3	3	4	4	3	17	<u>85%</u>
TOTALS:	21	19	22	22	21		
%	<u>88%</u>	<u>79%</u>	<u>92%</u>	<u>92%</u>	<u>88%</u>		
# In Achieving	1	1	2	2	3		
# In Mastering	4	3	4	4	3		
Total:	5	4	6	6	6		
% of Athletes in Achieving or Mastering Level:	<u>83%</u>	<u>67%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>		

Outcome Conclusion

Below/Progressing

Interpretation of Findings

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

In conclusion, athletes demonstrated proficiency in the following PIs:

- (a) Effectively communicates with teammates and coaches
- (c) Actively works to achieve team goals
- (d) Contributes a positive and encouraging attitude towards team discussions and the team as a whole.
- (e) Takes initiative, displays leadership and responsibility.

Athletes demonstrated a deficiency in the following PI:

- (b) Exhibits accountability, timeliness, and professionalism

Analysis - Study of Student Learning

The changes implemented from the previous cycle had a positive impact on the scores for PI (d). The biggest takeaways from this cycle were the increase in PI (d) as a result from the previous cycle's changes, and the new deficiency in PI (b), which indicates a need for changes in athlete accountability, timeliness, and professionalism. An increase in score averages on an overall and individual basis was also observed, which is a positive takeaway going into the next cycle.

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

Leaders were established within the group that scored higher in PI (d) from last cycle. These athletes were able to guide team discussion and decision making to ensure that conversation and decisions were handled in a positive and encouraging manner. An increase in PI (d) scores was observed as a direct result of these changes.

Number of Students Assessed

6

Plan of Action

Moving into the next cycle, a demerit system will be implemented to facilitate accountability for timeliness and professionalism in the athletes. This changes should positively impact scores for PI (b) in the next cycle.

Indirect Measure

Active

Yes

Activity/Experience (Measure)

During the individualized assessment by the head coach, athlete's will be given a rating scale question to assess the athletes' perception of meeting the outcome.

After participating in the 2022-2023 Season, did the experience overall positively impact the athlete's ability to work effectively within a team structure? Explain rating.

Data Collection/Evaluation Method

Rating Scale Question and Open-Ended Question

Expected Performance Level & Threshold

(missing)

Collection Timeline

April

2022 - 2023

Submission Date

04/21/2023

Findings Narrative Based on Aggregated Results

All athletes assessed experienced growth in their ability to work effectively within a team structure. Athletes began the cycle with varying levels of ability to work within a team structure. At the end of the cycle, all athletes were satisfactory in their ability to work effectively within a team structure, which meets expectations for this measure.

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

The athletes' experience this cycle had a positive impact on their ability to work effectively within a team structure.

Analysis - Study of Student Learning

The strategies used in developing the experience this cycle were effective in contributing to the growth of the outcome measure. The assessment process allowed for decision makers to identify goals for the next cycle and develop an athlete experience that works toward those goals. This ensures that all decisions are intentional and purposeful for supporting the learning dimension.

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

The previous cycle allowed decision makers to better align their decisions with goals that supported the learning dimensions.

Number of Students Assessed

6

Plan of Action

For the next cycle, a similar strategy to the previous cycle will be used to continue athlete progression towards meeting and exceeding the outcome measures.



Assessment Report

Co-Curricular - Cross Country

1. Work Effectively

Student Learning Outcome

Athletes will work effectively within a team structure.

Performance Indicators

Effectively communicates with team members

Exhibits time management

Contributes to the team and team goals

Exhibits a positive attitude

Demonstrates leadership and takes responsibility

SLO Status

Active

Planned Assessment Cycle

2021 - 2022, 2022 - 2023, 2023 - 2024

Mapping

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

- **1. Interpersonal and Intrapersonal Engagement:** to develop interpersonal and intrapersonal engagement (X)

Co-Curricular Dimensions: (X)

- **Leadership and Teamwork:** Interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

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

Data Collection/Evaluation Method

Shared Teamwork Rubric

Expected Performance Level & Threshold

90% of the team should be at achieving on the teamwork rubric.

Collection Timeline

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

2022 - 2023

Submission Date

04/20/2023

Findings Narrative Based on Aggregated Results

Eleven Cross Country Runners completed the end of the season questioner. The questioner has 7 open-ended questions used as an indirect measure to assess the Cross-Country program at Carl Albert. The students worked on leadership qualities by setting new goals for the upcoming season. Letting me as the coach know what they enjoyed about the Cross-Country program and what they wanted to see improvement on next year.

Insert Charts and Graphs displaying breakdown of data/findings

Number of Runners	Indirect Measure	PR Goal for Next Season	What Worked	What do you think needs added to XC Program	Financial Needs to improve Program
11 Runners	All 11 Runners indicated a 9 or higher on Indirect Measure	10 Runners set PR goals for next year.	*Morning Runs *Long Runs *Seeing new places *Meeting new People *Team Building activities *Staying in Shape	*More hill training *Dorm Rooms Upstairs so Runners can sleep	*Book Scholarships for Athletes

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

Carl Albert State College XC Runners feel like the XC program helps them facilitate better leadership qualities in life. They indicated this on the indirect measure. They also set goals for the upcoming year. Goal setting is something all leaders must do to continue to evolve, grow, and change.

Analysis - Study of Student Learning

The indirect measure is a great tool for me to see how the students rate their perception on building leadership qualities by being a part of the XC prom at CASC. The program is working at fostering leadership development. We will continue to grow and foster an atmosphere of leadership at CASC.

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

We had two changes from the past year on implementing the indirect measure. This time I did the one on one leadership exit interview at the end of the season. This helped my runners keep the data fresh in their mind. We completed the data collection process in December. I also added a longer questioner to the indirect data sheet. This helped me have runners assess our XC program and I will utilize the data I collected for the upcoming XC season.

Number of Students Assessed

11

Plan of Action

Runners would like to have more hill repeats earlier in the season. So, I will incorporate more hill workouts for runners to help build success for our regional meet.

Resources to Support Action

Runners would like to be able to utilize time and energy by becoming better leaders. One tool that could help them with time and money would be by having a washing machine and dryer for athletes to use each day during the week. Our XC athletes work out twice a day and also attend class. Many times, they are going through three sets of clothes a day. It is expensive for these athletes to use the school laundry room. If we could buy a set of washing machine and dryers for our athletes to use this would help them spend more time and energy on school work, leadership, and training for their sport.

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

Estimated amount for washer and dryer = \$3000

Indirect Measure

Active

Yes

Activity/Experience (Measure)

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

Rated Scale Question:

On a scale from 1-10 how do you feel that the XC team has prepared you to practice effective leadership qualities.

Data Collection/Evaluation Method

Rated Scale Question

Expected Performance Level & Threshold

80% of athletes will indicate a rating of 7-10 on the indirect measure.

Collection Timeline

December

2022 - 2023

Submission Date

05/12/2023

Findings Narrative Based on Aggregated Results

At the start of the cross-country season the team sat down and we had a team meeting. We discussed what it would look like to be an exceptional Viking cross country athlete. We talked about leadership and our rules and expectations for the team. I gave the team the teamwork rubric and let them know they would be assessed on team work at the end of the season. I had 14 total athletes that finished the season with us. All these student athletes are leaders and showed teamwork and leadership qualities.

Insert Charts and Graphs displaying breakdown of data/findings

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

Performance Indicators	Mastering	Achieving	Developing	Beginning
Effectively communicates with team members	13	1		
Exhibits time management	12	1		1
Contributes to the team and team goals	13	1		
Exhibits a positive attitude	13	1		
Demonstrates leadership and takes responsibility	13		1	

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

The cross-country team did meet the teamwork rubric. All athletes scored in the mastering or achieving except for one student that scored in the developing and beginning on two categories on the rubric. Each athlete is ready to improve next year they have goals set in place. They are also ready as a team to participate in all practices, be on time, volunteer with a positive attitude, and encourage other around them.

Analysis - Study of Student Learning

This assessment supports co-curricular learning dimension (4) Leadership and Teamwork. Cross Country Athletes demonstrated leadership and team work threw out the year. They would listen to each other and offer a helping hand. The athletes would show up on time for practice and meets and help clean up after the meets. The team members encouraged others to reach new Personal Records on the field and set new goals. They celebrated with each cross-country member accomplishments.

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

One change that was implemented from last year to this year was the completing the assessment at the end of the season instead of the end of the year. This helped me to hold the students accountable to the teamwork rubric and encourage them on their growth and visit with them individually on areas they could improve upon in the area of teamwork and leadership.

Number of Students Assessed

14

Plan of Action

One thing I would like to add next year to help build teamwork and leadership conducive atmosphere for my students is daily positive quotes. I could post these on social media and share them at the start of practice with the cross-country runners.

Resources to Support Action

\$500 for Holly to use to boost post on Social Media. We could impact our team that uses social media and also impact other people to be better leaders, by inspiring them to portray leadership qualities in their daily lives.

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

\$500 for social media boost



Assessment Report

Co-Curricular - Educational Opportunity
Center (Poteau)

Apply Key Elements in Making Informed Financial Decisions

Student Learning Outcome

EOC participants will apply key elements in making informed financial decisions.

Performance Indicators

Participants will estimate personal expenses

Participants will identify all income sources

Participants will estimate financial need

Participants will establish a plan for meeting financial need

SLO Status

Active

Planned Assessment Cycle

2022 - 2023, 2023 - 2024

Mapping

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

- **Provide Financial Literacy:** To provide financial literacy (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

Participants who attend a financial literacy workshop will create a budget based on personal expenses and income. They will also establish a plan for meeting financial need.

Data Collection/Evaluation Method

Rubric

Expected Performance Level & Threshold

75% of students' work will be at the accomplished level.

Collection Timeline

April

2022 - 2023

Submission Date

05/01/2023

Findings Narrative Based on Aggregated Results

11 of 11 (100%) participants who attended EOC's financial literacy workshop completed the workshop at an accomplished level. The performance threshold was met.

Insert Charts and Graphs displaying breakdown of data/findings

Participant provided an estimate of personal expenses	Participant identified and listed all sources of income	Participant determined financial need after income was applied to expenses	Participant defined a plan to address financial need	Total Rating	1-4 Points Beginning, 5-8 Points Developing, 9-12 Points Accomplished
3	3	3	3	12	Accomplished
3	3	3	3	12	Accomplished
3	3	3	2	11	Accomplished
3	3	3	3	12	Accomplished
3	3	3	3	12	Accomplished
3	3	3	3	12	Accomplished
3	3	3	3	12	Accomplished
1	3	3	3	10	Accomplished
3	3	3	3	12	Accomplished
3	3	3	3	12	Accomplished
3	3	3	3	12	Accomplished

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

Participants did meet the learning outcome. All of the participants scored at an accomplished level on a rubric designed to evaluate whether or not performance indicators were met. Performance indicators included being able to estimate personal expenses, identifying all income sources, estimating financial need, and establishing a plan for meeting financial need.

Analysis - Study of Student Learning

The study worked well. EOC's Budget Calculator was used to add all forms of income and all expenses in a workshop setting. Once the difference or "financial need" was established, participants were provided with examples of ways to increase resources. Participants were then instructed to develop a plan. Utilizing the budget calculator made via JotForm was a big success and will simplify obtaining realistic results from any other method I have tried in the past.

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

This was a new assessment plan, therefore a baseline of findings.

Number of Students Assessed

11

Plan of Action

In the future, I would like to see a larger population complete the workshop. Other forms of promoting the workshop and/or incentives for completion will be considered.

Resources to Support Action

Access to the JotForm platform, workshop space, promotion materials.

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

EOC has access to all needed resources. No additional funding required.

Indirect Measure

Active

Yes

Activity/Experience (Measure)

Survey Question: "Did the financial literacy workshop adequately prepare you to create a personal budget and establish a plan for meeting your financial needs? Explain your rating."

Data Collection/Evaluation Method

Survey question

Expected Performance Level & Threshold

missing

Collection Timeline

April

2022 - 2023

Submission Date

05/01/2023

Findings Narrative Based on Aggregated Results

11 of 11 (100%) participants who attended EOC's financial literacy workshop found that the workshop adequately prepared them to create a personal budget and establish a plan for meeting their financial needs.

Insert Charts and Graphs displaying breakdown of data/findings

How are you doing? Do you have enough monthly income to cover your monthly expenses? Or, do you have an unmet financial need?	If you do have an unmet financial need, there are some steps you can take to improve your financial situation. Select from the options below some steps that you can realistically take to balance your finances.	What would be your personal approach to eliminating financial need?	Did the financial literacy workshop adequately prepare you to create a personal budget and establish a plan for meeting your financial needs?	Please explain your answer.
need more money	Get a job, second job, or side hustle Cancel subscription services Look for a roommate and split housing costs	Pet a part-time job, get a roommate	Yes	I didn't know I was spending so much
I do not have enough money to cover my expenses	Get a job, second job, or side hustle Cancel subscription services Cook, eat at home, and take your	Get a side hustle I can do from home. Eat at home and don't eat fast food.	Yes	i relaized how much money was spending
i'm good		not spending too much money	Yes	I made enough to cover what I spent
I almost have enough money	Get a job, second job, or side hustle Cancel subscription services Sell unneeded and/or unwanted	Pay more attention to what I spend on food. Cancel subscriptions and sell some old clothes.	Yes	Putting it all together makes me see how much things cost each month
I am still short money for the things I like to do and have to ask my parents for more money.	Get a job, second job, or side hustle	I could get a job where I work a little more while I'm in school	Yes	If my parents didn't pay for everything while I was in school I wouldn't have enough money

I don't have any left over money.	Cook, eat at home, and take your lunch Sell unneeded and/or unwanted items for extra cash	I need to try to save some money each month for Christmas.	Yes	I never have left over unused money
Barely have enough to cover what I spend.	Carpool and ride with a buddy Go thrift store shopping	Eat out less	Yes	I don't have any money for savings or emergencies.
No	Cancel subscription services Cook, eat at home, and take your lunch	Quit buying things.	No	I in debt up to my ears with no chance of getting out of it.
Yes!		Eliminating things I don't need	Yes	It is more realistic and makes you see what you really spend
Yes	Cook, eat at home, and take your lunch	Don't go out	Yes	I can now make a plan
No I need more for home supplies	Cancel subscription services Cook, eat at home, and take your lunch Go thrift store shopping	To buy less expensive food, office decorations, and home supplies	Yes	It was more personal when I saw everything laid out in front of me, much more influential then the bank statements

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

Based on the survey question, all of the students found the activity to be helpful.

Analysis - Study of Student Learning

The survey provided participants the opportunity to measure whether or not they found the workshop to adequately prepare them to create a budget and plan for meeting unmet financial need. Overall, the survey went well. However, I misworded the rating question as no ratings were given for participants to base their judgement on.

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

This was a new assessment, therefore it is a baseline

Number of Students Assessed

11

Plan of Action

Add a rating scale to the survey question.

Resources to Support Action

Jotform platform, workshop space, promotion material

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

EOC has access to all needed resources. No additional funding required.



Assessment Report

Co-Curricular - Educational Opportunity
Center (Sallisaw)

Apply Key Elements in Making Informed Financial Decisions

Student Learning Outcome

EOC participants will apply key elements in making informed financial decisions.

Performance Indicators

Participants will estimate personal expenses

Participants will identify all income sources

Participants will estimate financial need

Participants will establish a plan for meeting financial need

SLO Status

Active

Planned Assessment Cycle

2022 - 2023, 2023 - 2024

Mapping

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

- **Provide Financial Literacy:** To provide financial literacy (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

Participants who attend a financial literacy workshop will create a budget based on personal expenses and income. They will also establish a plan for meeting financial need.

Data Collection/Evaluation Method

Rubric

Expected Performance Level & Threshold

75% of students' work will be at the accomplished level.

Collection Timeline

April

2022 - 2023

Submission Date

05/01/2023

Findings Narrative Based on Aggregated Results

4 of 4 (100%) participants who attended EOC's financial literacy workshop completed the workshop at an accomplished level. The performance threshold was met.

Insert Charts and Graphs displaying breakdown of data/findings

Participant provided an estimate of personal expenses	Participant identified and listed all sources of income	Participant determined financial need after income was applied to expenses	Participant defined a plan to address financial need	Total Rating	1-4 Points Beginning, 5-8 Points Developing, 9-12 Points Accomplished
3	2	3	1	9	Accomplished
3	3	3	1	10	Accomplished
3	2	3	3	11	Accomplished
3	2	3	1	9	Accomplished

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

Participants did meet the learning outcome. All of the participants scored at an accomplished level on a rubric designed to evaluate whether or not performance indicators were met. Performance indicators included being able to estimate personal expenses, identifying all income sources, estimating financial need, and establishing a plan for meeting financial need.

Analysis - Study of Student Learning

The study worked well. EOC's Budget Calculator was used to add all forms of income and all expenses in a workshop setting. Once the difference or "financial need" was established, participants were provided with examples of ways to increase resources. Participants were then instructed to develop a plan. Utilizing the budget calculator made via JotForm was a big success and will simplify obtaining realistic results from any other method I have tried in the past.

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

This was a new assessment plan, therefore a baseline of findings.

Number of Students Assessed

4

Plan of Action

In the future, I would like to see a larger population complete the workshop. Other forms of promoting the workshop and/or incentives for completion will be considered.

Resources to Support Action

Access to the JotForm platform, workshop space, promotion materials.

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

EOC has access to all needed resources. No additional funding required.

Indirect Measure

Active

Yes

Activity/Experience (Measure)

Survey Question: "Did the financial literacy workshop adequately prepare you to create a personal budget and establish a plan for meeting your financial needs? Explain your rating."

Data Collection/Evaluation Method

Survey Rating Scale Question

Expected Performance Level & Threshold

missing

Collection Timeline

April

2022 - 2023

Submission Date

05/01/2023

Findings Narrative Based on Aggregated Results

4 of 4 (100%) participants who attended EOC's financial literacy workshop found that the workshop adequately prepared them to create a personal budget and establish a plan for meeting their financial needs.

Insert Charts and Graphs displaying breakdown of data/findings

How are you doing? Do you have enough monthly income to cover your monthly expenses? Or, do you have an unmet financial need?	If you do have an unmet financial need, there are some steps you can take to improve your financial situation. Select from the options below some steps that you can realistically take to balance your finances.	What would be your personal approach to eliminating financial need?	Did the financial literacy workshop adequately prepare you to create a personal budget and establish a plan for meeting your financial needs?	Please explain your answer.
I need to make more money to cover my expenses	Cook, eat at home, and take your lunch	Watch my spending closer. Don't buy things I don't need. Maybe sell some unwanted things on FB market	Yes	I can never seem to save money and now I can see where I am spending it
I don't really have bills yet	Get a job, second job, or side hustle Cancel subscription services Sell unneeded and/or unwanted items for extra cash	when I get out of school I will have a job for bills	No	My parents pay for most of my expenses
Yes, im ok	Get a job, second job, or side hustle Cook, eat at home, and take your lunch	Pay more attention to what I spend on food. Cancel subscriptions and sell some old clothes. Maybe get a parttime job	Yes	I am hoping to get another job that pays more. I can also sell something
No I need more	Cancel subscription services Cook, eat at home, and take your lunch Go thrift store shopping	Stop going out to eat and try to save money for when I really need it	Yes	If I needed money for something big now, I would have to borrow it or get a loan. I want to save some money now.

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

Based on the survey question, all of the students found the activity to be helpful.

Analysis - Study of Student Learning

The survey provided participants the opportunity to measure whether or not they found the workshop to adequately prepare them to create a budget and plan for meeting unmet financial need. Overall, the survey went well. However, I misworded the rating question as no ratings were given for participants to base their judgement on.

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

This was a new assessment, therefore it is a baseline

Number of Students Assessed

4

Plan of Action

Add a rating scale to the survey question.

Resources to Support Action

Jotform platform, workshop space, promotion material

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

EOC has access to all needed resources. No additional funding required.



Co-Curricular Assessment

2022-2023

Co-Curricular - eSports

General

Mission Statement

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

1. Apply Esport and Interpersonal Skills

Student Learning Outcome

Through participation in CASC Esports, athletes will apply Esport specific skills as well as interpersonal skills.

Performance Indicators

Tactical Skills

Mental Skills

Communication Skills

Character Skills

SLO Status

Active

Planned Assessment Cycle

2021 - 2022, 2022 - 2023

Mapping

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

- **1. Interpersonal and Intrapersonal Engagement:** To encourage the development of communication skills, civic responsibility, interpersonal and intrapersonal engagement, and perseverance (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

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

Data Collection/Evaluation Method

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

Expected Performance Level & Threshold

80% of esports athletes will display level of proficiency equivalent to an average of 4 or higher in each Performance Indicator on the CASC Esports Athletic Skill Evaluation Checklist.

Collection Timeline

May

Related Documents

[CASC Esports Athlete Skill Evaluation Checklist \(Version '22\)](#)

Results

Submission Date

09/25/2023

Reporting Period

2022 - 2023

Findings Narrative Based on Aggregated Results

12 athletes were evaluated across 4 categories, each category consisting of a series of sub-categories in which the players were graded on a 1-5 scale. Our goal was to have 80% of our team achieve an average score of 4 in each category, which, in hindsight, was a pretty lofty goal.

7 out of the 12 players did manage to meet the goal, which is about 58% of our team.

I do think the way that we measured these results may not be the most effective and will look to reevaluate it going forward.

That being said, as with my two residential life reports, a major contributing factor was my extended absence due to extenuating circumstances. This, I believe, hurt our performance because I wasn't able to be there to develop our players and foster the growth that we were wanting to see.

Outcome Conclusion

Below/Progressing

Interpretation of Findings

We were unable to meet our goal and are therefore, progressing. It's hard to pin down a direct link to why we fell short, but I believe it was a lot of small things that culminated to get us here.

Analysis - Study of Student Learning

I do not believe our measure accurately reflects our goals. By requiring a 4 average in each category per player, it dismisses the areas in which they performed well, and relegates them to their lowest score. That being said, we also have to do better on the coaching side to make sure that we are setting those clear expectations throughout the program.

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

I believe this is the first year that we have successfully reported our data, so this is our baseline.

Number of Students Assessed

12

Plan of Action

First, I'd like to change the way we assess our players. I would like to keep using the same categories, just report it differently.

Second, I believe we have to ensure that we are actively trying to improve these areas, rather than just aimlessly working with students and hoping these results are achieved.

Third, we need to be more ambitious in recruitment of students who we believe have the motivation and desire to improve, so that they are receptive of what we are trying to achieve.

Resources to Support Action

We have hired another coach with the primary focus of being in the room as much as possible to help develop these students and increase our coach to student ratio.



Assessment Report

Co-Curricular - Financial Aid

2. Identify Satisfactory Academic Progress (SAP) regulations

Student Learning Outcome

After participating in the financial aid presentation, students will identify Satisfactory Academic Progress (SAP) regulations.

Performance Indicators

Identify SAP Regulations

SLO Status

Active

Planned Assessment Cycle

2021 - 2022, 2022 - 2023

Mapping

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

- **1. Financial Aid Opportunities:** To increase success in higher education by educating students of financial aid opportunities (X)
- **1. Financial Aid Opportunities:** To increase success in higher education by educating students of financial aid opportunities (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

Direct Measure

Active

No

Activity/Experience (Measure)

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

Questions 7, 9, 23, and 24 assessment outcome:

7. Eligibility for financial assistance is determined by financial need and is not affected by maintaining a minimum grade point average. True / False

9. It is better to receive a "W" for withdrawing from a class than to receive an "F". True / False

23. As a freshman, what are the minimum PACE requirements to continue receiving financial aid?

24. As a sophomore, what are the minimum PACE requirements to continue receiving financial aid?

Data Collection/Evaluation Method

Quiz

Expected Performance Level & Threshold

70% of students will successfully identify the SAP regulations.

Collection Timeline

April 2022

Direct Measure

Active

Yes

Activity/Experience (Measure)

A pre and post test will be utilized before and after financial aid presentations in orientation classes.

Data Collection/Evaluation Method

Pre/Post Test

Expected Performance Level & Threshold

Individual students should be able to correctly identify 80% of SAP Policy Regulations that they have to maintain in order to continue to be eligible for federal and state aid.

Collection Timeline

Spring 2023 orientation classes



Assessment Report

Co-Curricular - Fine Arts Club

1. Work through a creative idea

Student Learning Outcome

Arts and Crafts club members will be able to work through a creative idea from conception to completion.

Performance Indicators

Conceptualize an original project

Initiate the use of tools, materials, and supplies needed to complete a project

Demonstrate freedom of expression in the execution of a project

Bring a project to fruition

SLO Status

Active

Planned Assessment Cycle

2022 - 2023

Mapping

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

- **To provide experiences that promote creativity:** To provide experiences that promote creativity (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

Arts and Crafts club members will plan and create an individualized arts and crafts project using their imagination, simple tools and materials, and their skills to demonstrate talents and self-expression.

Data Collection/Evaluation Method

Rubric with PIs as criteria

Expected Performance Level & Threshold

85% of Arts & Crafts club members' work will be at the accomplished level.

Collection Timeline

April 2023

2022 - 2023

Submission Date

04/21/2023

Findings Narrative Based on Aggregated Results

8 of 8 (100%) Arts & Crafts club members successfully planned and created an original project. The threshold of 85% was met.

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

The Arts and Craft club members all met the learning outcome. Students were charged with picking a project, identifying tools, materials and supplies needed for the project, and they were asked to demonstrate freedom of expression in the creation of that project. All projects were completed.

Analysis - Study of Student Learning

Various supplies and tools were available for use. Students chose their personal projects and their projects went well. The students enjoyed creating or working on various objects.

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

This was a new assessment plan. No previous data is available

Number of Students Assessed

8

Plan of Action

I will eliminate some choices in projects that do not require some amount of creativity. For instance, for this project, one person chose to paint a clay figure that took minimal effort. I would have liked for the project to be something more personal to the student.

Resources to Support Action

Workspace, art supplies

Indirect Measure

Active

Yes

Activity/Experience (Measure)

After club members plan and create an individualized arts and crafts project, they will complete a survey question: "Did the Arts & Crafts Club adequately provide the experiences, instruction, and support needed to promote creativity, confidence in your skills and abilities, and self expression? Explain your rating."

Data Collection/Evaluation Method

Survey question

Expected Performance Level & Threshold

missing

Collection Timeline

End of April 2023

2022 - 2023

Submission Date

04/21/2023

Findings Narrative Based on Aggregated Results

8 of 8 (100%) of Arts & Crafts Club members felt that the Arts & Crafts club adequately provided the experiences, instruction, and support needed to promote creativity, confidence in skills and abilities, and self-expression.

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

The survey suggested that all of the club members felt that the club met the expectations of the plan.

Analysis - Study of Student Learning

Students were asked the question in three parts and all responded with positive comments. Most responses were rated at the highest level, while three responses were rated at a moderate level. Overall experience was rated at 100% for all members.

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

This was the first time for this assessment. No previous data available.

Number of Students Assessed

8

Plan of Action

Continue to work with the Arts & Crafts club in the same manner. However, I will be taking suggestions from students to improve future projects.

Resources to Support Action

Workspace, art supplies



Assessment Report

Co-Curricular - MakerSpace

1. Create a solution to a problem

Student Learning Outcome

Maker Space participants will create a solution to a problem in a group setting.

Performance Indicators

The ability to follow a set of instructions

The ability to communicate effectively with peers

The ability to utilize information from external sources to solve the problem

Previous skills and knowledge

Internet research

SLO Status

Active

Planned Assessment Cycle

2022 - 2023, 2023 - 2024

Mapping

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

- **1. Hands-on Experience** : provide students an affordable hands-on science, math, and technology experience (X)

Co-Curricular Dimensions: (X)

- **Leadership and Teamwork:** Interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others (X)
- **Lifelong Learning:** Self-motivation to pursue, integrate, and apply knowledge on both a personal and professional level. (X)
- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

Direct Measure

Active

No

Activity/Experience (Measure)

Maker Space participants will design an accent lamp using a design software. They will then use Illustrator to design a graphic for the exterior of the lamp. Finally, the students will use the laser cutter to cut out the case and engrave their designs.

Data Collection/Evaluation Method

Sponsor Evaluation

Performance criteria will be observed during the project, and participants will be evaluated from the following scale:

1) Below Expectations 2) Meets Expectations 3) Exceeds Expectations

Expected Performance Level & Threshold

Meets to Exceeds

Collection Timeline

End of Fall Semester

2022 - 2023

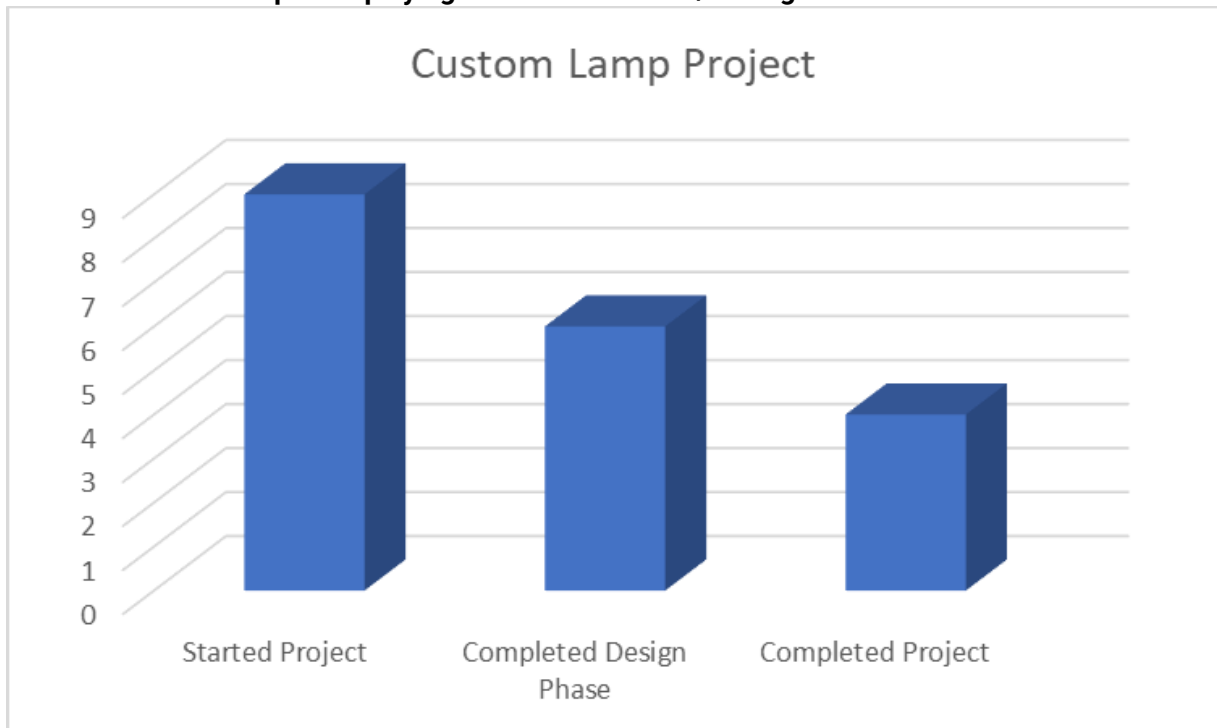
Submission Date

04/11/2023

Findings Narrative Based on Aggregated Results

The maker group began the semester with 9 students in attendance. All expressed interest in creating a custom blue tooth lamp. The project was broken into three stages: Information gathering, Design, and Construction. Due to inconsistent attendance, only six students completed the design stage. Of the six students that completed the design and started construction, only four completed the complete project.

Insert Charts and Graphs displaying breakdown of data/findings



Outcome Conclusion

Below/Progressing

Interpretation of Findings

Due to inability to consistently attend students fell behind and eventually became overwhelmed and quit attending.

Analysis - Study of Student Learning

The shorter project help more students successfully complete the project. However, once a student fell behind they remained behind until the end of the semester.

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

short project where implemented to help students succeed.

Number of Students Assessed

9

Plan of Action

In the future we plan to work on a single group project to keep all students in the same stage and therefore remove the negative feeling of falling behind.

Resources to Support Action

maker space home automation server group project

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

Home Automation Supplies \$200

Indirect Measure

Active

No

Activity/Experience (Measure)

Questions to assess how Maker Space participants perceived their ability to achieve the performance criteria used to assess the accept lamp project.

Data Collection/Evaluation Method

Questions

Expected Performance Level & Threshold

(missing)

Collection Timeline

End of Fall Semester

2022 - 2023

Submission Date

04/17/2023

Findings Narrative Based on Aggregated Results

The question on the indirect survey correspond to the Goals listed in the mission statement.

Insert Charts and Graphs displaying breakdown of data/findings

1. On a scale of 1 to 10 rate, how much of this project utilized your own prior skills?

0

2. On a scale of 1 to 10 rate, how much of this project utilized did you utilize

0

3. On a scale of 1 to 10 rate, how much of this project required group collaboration?

0

4. Did this project provide you with an opportunity to be creative?

☐ Yes ☐ No

5. Did this project provide you with an opportunity to use technology you

☐ Yes ☐ No

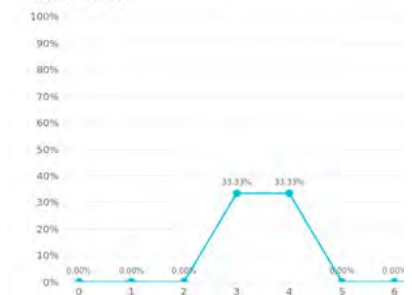
6. Do you feel the completion of this project improves your willingness to

☐ Yes ☐ No

7. Do you have any suggestions for this project?

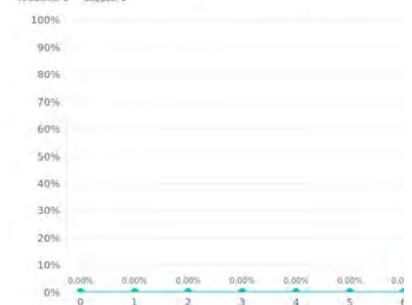
On a scale of 1 to 10 rate, how much of this project utilized your own prior skills?

Answered: 3 Skipped: 0



On a scale of 1 to 10 rate, how much of this project utilized did you utilize

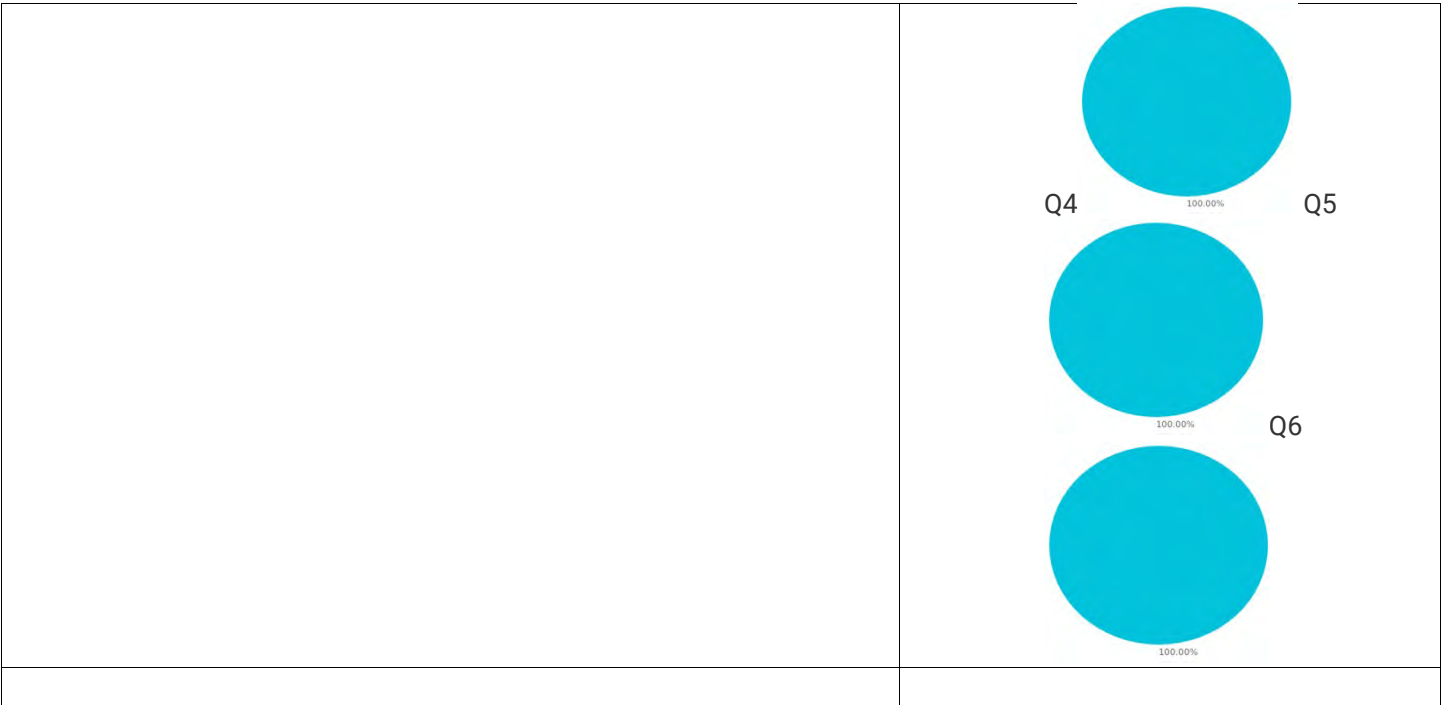
Answered: 3 Skipped: 0



On a scale of 1 to 10 rate, how much of this project required group collaborat

Answered: 3 Skipped: 0





Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

Based on the data students had to rely a small amount on their past skills but were also exposed to new technology. Students also indicated that they had to utilize instructions and standards to complete this project. In the area of collaboration students indicated that they little to no assistance from there peers. All of the students indicated that this project gave them the ability to be creative, use new technology and confidence to take on new challenges.

Analysis - Study of Student Learning

We did a great job with meeting the goals in most of the areas associated with the maker space. However in the area of group collaboration we failed to meet the expectation.

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

This is the first time we have utilized indirect measures in the Maker Space

Number of Students Assessed

3

Plan of Action

The next years project will be a group project in place of the current individual projects and therefore give the student the opportunity to work collaboratively with their peers.

Resources to Support Action

Maker Space Server

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

\$800

Direct Measure

Active

Yes

Activity/Experience (Measure)

Maker Space participants will design a server that will operate in an aquarium. The average server uses between 40% to 60% of its power cooling the system. This Activity will allow participants the opportunity to use a non conductive fluid with an extremely low boiling point as a passive cooling system. Participants will be responsible for designing a container that will dissipate heat without loss of any cooling material or the build up of pressure within the system. Participants will also construct the server utilizing standard hardware. Finally participants will create a private server using open source software (OSS) and deploy several network applications over the internet.

Data Collection/Evaluation Method

Sponsor Evaluation with Rubric

Expected Performance Level & Threshold

70% of the students' work will meet the expected performance level for each performance indicator.

Collection Timeline

Fall

Indirect Measure

Active

Yes

Activity/Experience (Measure)

Students will answer a survey to assess how Maker Space participants perceived their ability to achieve the performance criteria.

How comfortable do you feel you are at following a set of instructions?

Uncomfortable - Comfortable - Extremely Comfortable

How easy do you feel it is to communicate with the other students in the club?

Not Easy - Easy - Extremely Easy

How confident are you at gathering and filtering information from external sources?

Unconfident - Confident - Extremely Confident

Data Collection/Evaluation Method

Rating Scale Survey Questions

Expected Performance Level & Threshold

80% of the students; work will meet the expected performance level for each performance indicator

Collection Timeline

Fall



Assessment Report

Co-Curricular - NASNTI Project

Independently acquire knowledge and develop skills (shared outcome)

Student Learning Outcome

Students will independently acquire knowledge and develop skills.

Performance Indicators

(PI 1) Carelessness: simple mistake such as adding/subtracting/multiplying wrong

(PI 2) Unfamiliar Content: lack of understanding due to not being exposed to content (missed classes)

(PI 3) Misinterpreted: mistakes made from errors such as orders of operations, finding common denominators, etc.

SLO Status

Archived

Planned Assessment Cycle

2022 - 2023

Mapping

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

- **Provide a proactive approach to learning :** To provide a proactive approach to learning that is reinforced through a belief in one's ability to succeed (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

Students in the NASNTI pilot courses who attend tutoring will decrease the number of mistakes on their math problems. The common obstacles will be covered in class. During instruction, activity-based activities, and feedback on test reviews, the math specialist will emphasize these common obstacles and how to avoid them. During pilot student tutoring sessions in the STEM Center, the tutor specialist will provide oral feedback and walk the student through how to correct them. The tutor specialist will complete an analysis of the student's progress eliminating the common obstacles.

Data Collection/Evaluation Method

NASNTI Tutoring Analysis Form and NASNTI Tutor Log

Expected Performance Level & Threshold

(PI 1) Carelessness: Students will decrease these mistakes by 85%

(PI 2) Unfamiliar Content: Students will decrease these mistakes by 50%

(PI 3) Misinterpreted: Students will decrease these mistakes by 85%

Collection Timeline

Spring

2022 - 2023

Submission Date

04/27/2023

Findings Narrative Based on Aggregated Results

Of the forty-nine Spring 2023 NASNTI Pilot Courses students, thirty-five, or 71%, attended tutoring sessions outside the classroom in the STEM Center from January 17 to April 7, a total of 117 sessions and 94 hours. Of those thirty-five, sixteen attended three or more tutoring sessions. Those sixteen students' STEM Center tutoring sessions were analyzed for acquired knowledge and developed skills.
Performance Measure 1: Students decreased carelessness mistakes by 56.25%-unmet
Performance Measure 2: Students decreased unfamiliar content mistakes by 75%-exceeded
Performance Measure 3: Students decreased misinterpreted content mistakes by 87.5%-exceeded

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

Although performance measure one fell short of the 85% threshold, 56.25% of students independently acquired knowledge and developed the skills to decrease carelessness mistakes. That knowledge and skill will benefit them in math and throughout their educational journey and future careers, as many jobs require a detail-oriented person.

To help more students acquire knowledge and develop skills to decrease careless mistakes, students who attend STEM Center tutor sessions and the pilot courses will be encouraged to slow down and double-check their work.

Performance measure two exceeded the 50% threshold. Students that decreased the mistakes on this performance measure acquired knowledge or developed skills on the content because they were either absent from class or behind in class.

Performance measure three exceeded the 85% threshold. Students that decreased the mistakes on this performance measure acquired knowledge or developed skills in the order of operations, finding the common denominator, etc.

Analysis - Study of Student Learning

During STEM Center tutoring sessions, students were walked through a problem on MyMathLab and asked to complete a similar problem. The tutor specialist would review the content; then the student would retry a similar problem. Reducing mistakes due to unfamiliar content and misinterpretation met the 50% and 85% performance thresholds. The biggest takeaway from this assessment is when students are learning or reviewing unfamiliar content, they pay close attention, but when it is simple math concepts such as adding, subtracting, and multiplying, they rush through those steps.

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

Next semester the tutor specialist will encourage students to take their time and focus on every step of the problem, not just the new content.

Number of Students Assessed

16

Plan of Action

In the STEM Center, the tutor specialist will explain everything step-by-step, not just the new concept the students need to know, including adding, subtracting, multiplying, and dividing.

Resources to Support Action

Tutor Specialist salary and fringe. Beginning October 1, 2023, the institution will absorb 25% of these costs.

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

\$45,171.96 Federal Funds

\$15,057.33 Institutional Funds

Indirect Measure

Active

Yes

Activity/Experience (Measure)

Survey question

"After attending tutoring sessions in RC 114, how did the experience impact your confidence in math? Explain rating."

1 - Negative Impact 5-Neutral 8 -Positive Impact 10 - Strong Impact

Data Collection/Evaluation Method

Survey question with a rating scale

Expected Performance Level & Threshold

85% of students will score the tutoring service an 8+.

Collection Timeline

Spring

2022 - 2023

Submission Date

04/27/2023

Findings Narrative Based on Aggregated Results

Scale: 1-Negative Impact 5-Neutral 8-Positive Impact 10-Strong Impact

Out of the sixteen NASNTI pilot course students with three or more tutoring sessions in the STEM Center, 100% of them rated their experience an 8 or higher on a 10-point scale. This means all 16 students rated that the service positively impacted them. Moreover, twelve out of sixteen rated the service a 10 or that the service strongly impacted them.

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

The threshold was 85% of students will score the tutoring service an 8 or higher was exceeded with 100% of the students giving that rating or higher. Their rates, along with their explanation of it and recommendations for improvement, inform the grant that the services are making a positive impact on the students that utilize them.

Analysis - Study of Student Learning

This assessment supports the self-directed learning/self-efficacy dimension by students independently attending tutoring sessions in the STEM Center to acquire knowledge and develop skills. The biggest takeaways are how strong of an impact this service has on students.

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

N/A

Number of Students Assessed

16

Plan of Action

This summer the grant staff will brainstorm ideas to encourage more students from the NASNTI pilot courses to attend tutoring sessions in the STEM Center.

Resources to Support Action

One month of the salary and fringe for the Tutor Specialist and Math Specialist.

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

\$9,308.45 Federal Funds
\$1,646.02 Institutional Funds



Assessment Report

Co-Curricular - Native American
Association

1. Compare and Contrast Civic and Cultural Background

Student Learning Outcome

After participating in the Native American Club, students compare and contrast their civic and cultural background with that of another culture.

Performance Indicators

Describes a cultural similarity

Describes a cultural difference

SLO Status

Active

Planned Assessment Cycle

2022 - 2023

Mapping

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

- **1. Cultural Learning Opportunities** : To provide cultural learning opportunities for CASC students that facilitates campus diversity (X)

Co-Curricular Dimensions: (X)

- **Civic and Social Responsibility:** The commitment and ability to identify, engage in, and contribute to local and global communities (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

Club participants will attend the co-curricular special events featuring Native American Art and/or cultural activities. The interactive exhibits focus on exploring cultural concepts through art to identify cultural similarities and differences. After the exhibits, students will be asked to provide a short answer written or verbal reflection over the performance indicators.

Data Collection/Evaluation Method

Rubric applied to written/verbal reflection

Expected Performance Level & Threshold

80% of the students will achieve meets/exceeds.

Collection Timeline

November

2022 - 2023

Submission Date

04/11/2023

Findings Narrative Based on Aggregated Results

Students enjoyed the field trips and on-hand activities.

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

Students felt the biggest difference was in cultural beliefs.

Analysis - Study of Student Learning

Student participation was the most difficult, but the students that did participate enjoyed the activities and field trips.

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

no changes

Number of Students Assessed

6

Plan of Action

Continue to recruit students each year.

Indirect Measure

Active

Yes

Activity/Experience (Measure)

The students' perception of the learning will be evaluated by an indirect measure consisting of a rating scale and open-ended response.

"After viewing the Native American Art Exhibit and attending the cultural events, did it change the way you see the Choctaw and Cherokee culture? Explain rating."

1 -No change 2 - Moderate change 3 - Strong change

Data Collection/Evaluation Method

Survey rating scale question and open-ended question

Expected Performance Level & Threshold

85% of students will report a 3 - 4 moderate to strong change.

Collection Timeline

Fall

2022 - 2023

Submission Date

04/11/2023

Findings Narrative Based on Aggregated Results

Students were ask to comment on their view of the Native American Exhibit. Ask to see if it changed their view of the Native American cultures.

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

After viewing the exhibit, most students had a no to moderate change in the way they viewed the culture.

Analysis - Study of Student Learning

Students enjoyed attending, but overall participation was a barrier.

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

n/a

Number of Students Assessed

6

Plan of Action

Continue to recruit students to be club.

Resources to Support Action

None



Assessment Report

Co-Curricular - Oklahoma Aspiring
Educators Association

1. Work effectively within a team structure (shared outcome)

Student Learning Outcome

OAEA students will work effectively within a team structure.

Performance Indicators

Effectively Communicates with Team Members

Consistently Stays on Task

Contributes to the Team and Team Goals

Exhibits a Positive Attitude

Demonstrates Leadership and Takes Responsibility

SLO Status

Active

Planned Assessment Cycle

2022 - 2023, 2023 - 2024, 2024 - 2025

Mapping

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

- **1. Vocational Competencies** : To develop vocational competencies for education-related careers (X)

Co-Curricular Dimensions: (X)

- **Leadership and Teamwork:** Interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

OAEA students will work together to develop a lesson plan after visiting the United States Marshals Museum. (2024-2025)

OAEA students will work together to develop a lesson plan concerning the U.S. Constitution after visiting Crystal Bridges Museum and viewing one of the original thirteen copies. (2023-2024)

Data Collection/Evaluation Method

Teamwork rubric

Expected Performance Level & Threshold

100% of students will evaluate themselves to be at Achieving or Mastering on at least three of the five performance criteria.

Collection Timeline

Fall

2022 - 2023

Submission Date

02/13/2023

Findings Narrative Based on Aggregated Results

On October 1, 2022, six members visited Crystal Bridges Museum in Fayetteville, Arkansas, and viewed one of the original thirteen copies of the U.S. Constitution. The students then worked as a team to create a lesson plan which could be used to teach a class of fifth graders about the Constitution. Next, participants evaluated their ability to work within a team structure using the attached rubric based on performance indicators.

PI 1 Effectively communicates with team members: 66% of participants indicated a level of achieving while 33% marked Developing.

PI 2 Stays on Task: 83% of participants felt they had mastered the ability to stay on task. One student (16%) felt she had strayed from the topic once and marked herself as Achieving.

PI 3 Contributes to the team and team goals: 66% of participants indicated a level of achieving while 33% marked Developing.

PI 4 Exhibits a positive attitude: 100% of participants marked themselves as Mastering on this performance indicator.

PI 5 Demonstrates leadership and takes responsibility: 66% of participants indicated a level of achieving while 33% marked Developing

Insert Charts and Graphs displaying breakdown of data/findings

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

Performance Indicators	Mastering	Achieving	Developing	Beginning	Comments
Effectively communicates with team members	*Always listens carefully to team members. *Demonstrates patience and respect. *Identifies and encourages team member strengths. *Collaborates with team members in a group decision making process and shares input effectively.	*Consistently listens to team members and responds with appropriate input. *Supports the efforts of the team and is respectful.	* Usually listens to shares with, is patient with, and supports the efforts of the team members. *Makes some decisions without team input.	*Occasionally listens to team members. *Shares input but struggles to collaborate (either takes control, does not participate, or makes decisions without team input).	Achieving=4 Developing= 2
Stays on Task	*Always stays on topic *Effectively guides discussion back to topic when interruptions occur.	*Consistently stays on topic. *Attempt to guide discussion back to topic when digression occurs.	*Usually remains on topic. *Occasionally engages in brief digressions.	*Regularly distracts from the project at hand.	Mastering=5 Achieving=1
Contributes to the team and team goals	*Works with team to establish common purpose and goals. *Facilitates the development of an action plan. *Carries out assigned work and supports others in completing their tasks.	*Understands common purpose and goals. *Works with team by contributing ideas to develop a plan of action and by carrying out assigned work.	*Contributes mostly useful ideas. *Follows plan of action and completes tasks.	*Sometimes provides useful ideas when participating in the group discussion. AND/OR Does what is required.	Achieving=4 Developing= 2
Exhibits a positive attitude	*Always has a positive attitude about the task(s) and working with a team.	*Has a positive attitude about the task(s) and working with a team.	*Usually has a neutral attitude about the task(s) and working with a team. *Attitude does not impact work.	*Has a neutral attitude about the task(s) and working with a team. *Attitude sometimes impacts work.	Mastering= 6
Demonstrates leadership and takes responsibility	*Facilitates team assignment of responsibilities, ensuring that work is shared. *Shows initiative and good organizational skills.	*Takes responsibility when asked or elected and shows good organizational and leadership skills within the team.	*Takes some responsibility. *Shows leadership on certain aspects.	*Does what is required but hesitates to or does not take leadership. OR Tries to take over entirely.	Achieving=4 Developing= 2

After participating in the collaborative lesson plan, did the experience positively impact your ability to work effectively within a team structure? Circle one and briefly explain. 1- No impact 2- Moderate impact 3-Strong impact 3-Strong impact= 6

Outcome Conclusion

Below/Progressing

Interpretation of Findings

The expected performance level and threshold was that 100% of students would evaluate themselves to be at Achieving or Mastering on at least three of the five performance criteria. Five out of six students felt they were functioning at Achieving or Mastering on at least three of the five performance levels, but one student felt she was at Achieving or Mastering on only two of the five performance levels.

Analysis - Study of Student Learning

The activity itself was a good one; however, we conducted the activity in the van on the way home from the museum. The student who felt she was at Developing on three of the five performance indicators was sitting in the back seat. Perhaps it was difficult for her to hear the discussion or she felt removed from the discussion that was taking shape in the middle two seats. It may also be beneficial for team members to understand the importance of drawing in quieter team members and soliciting their input and ideas.

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

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

Number of Students Assessed

6

Plan of Action

When approaching an activity related to this SLO, it would be beneficial to discuss characteristics of good team members first. This would allow students to know ahead of time how they can best contribute to the project at hand. We will also make sure to complete the activity in a better location that allows for circular seating.

Resources to Support Action

No additional resources are needed in order to complete this plan of action.

Indirect Measure

Active

Yes

Activity/Experience (Measure)

Survey- Rating scale question with open-ended response

1 - No impact, 2 - Moderate impact, 3 - Strong impact

"After participating in the collaborative lesson plan, did the experience positively impact your ability to work effectively within a team structure? Explain rating."

Data Collection/Evaluation Method

Survey- Rating scale question with open-ended response

Expected Performance Level & Threshold

90% of students will report 2-3.

Collection Timeline

November

2022 - 2023

Submission Date

02/13/2023

Findings Narrative Based on Aggregated Results

On October 1, 2022, six OAEA members visited Crystal Bridges Museum and viewed one of the original thirteen copies of the U.S. Constitution. The students then worked as a team to create a lesson plan which could be used to teach a class of fifth graders about the Constitution. Following the activity, participants were given the following survey question: "After participating in the collaborative lesson plan, did the experience positively impact your ability to work effectively with a team structure? Explain rating." All six students (100%) indicated the activity had a "Strong Impact." Their comments indicated they had learned the value of working as a team and felt personal value from having contributed.

Insert Charts and Graphs displaying breakdown of data/findings

After participating in the collaborative
--

<p>lesson plan, did the experience positively impact your ability to work effectively within a team structure? Circle one and briefly explain.</p> <p>1- No impact 2- Moderate impact 3- Strong impact</p>		
Participant 1	3-Strong Impact	I can see where being a part of a team allows for better ideas to emerge.
Participant 2	3-Strong Impact	I don't get to work with a team much, so this was fun.
Participant 3	3-Strong Impact	I'd never put a lesson plan together before, so I was a little nervous about the project, but once we got started, I felt like I was able to come up with a few good ideas.
Participant 4	3-Strong Impact	We had been together all day, and that helped us feel like a team.
Participant 5	3-Strong Impact	I've been on teams before where someone takes charge, but this felt like everyone got to give input
Participant 6	3-Strong Impact	I didn't say a lot, but I like the plan we came up with.

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

After the activity was completed, the participants discussed how much easier it was for them to come up with a plan together than it would have been to devise a plan individually. Narrowing down which ideas would be included in a 40-minute lesson plan presented a bit of a challenge, and they had to learn how to compromise.

Analysis - Study of Student Learning

The participants had no trouble brainstorming ideas. After twenty minutes of brainstorming for ideas, they realized that they may have spent a bit too much time brainstorming and needed to begin organizing the lesson plan. They also realized the importance of selecting a recorder to keep track of the ideas being generated.

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

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

Number of Students Assessed

6

Plan of Action

The activity was an excellent means of measuring the SLO. The only change we might make is to discuss the value of selecting a recorder for the ideas being generated and setting a time limit on the brainstorming session.

Resources to Support Action

No additional resources are needed in order to complete this plan of action.

Direct Measure

Active

Yes

Activity/Experience (Measure)

OAEA students will work together to develop a lesson plan concerning the Spiro American Indians after visiting the Spiro Mounds and touring the archaeological center.

Data Collection/Evaluation Method

Teamwork Rubric

Expected Performance Level & Threshold

100% of students will evaluate themselves to be at Achieving or Mastering on at least three of the five performance criteria.

Collection Timeline

Fall 2023



Assessment Report

Co-Curricular - Outdoor Vike (Poteau)

1. Develop a sense of self as a learner (shared outcome)

Student Learning Outcome

Students will develop a sense of self as a learner.

Performance Indicators

Activity Building a Fire

Collection of kindling and other materials in sufficient quantities.

Kindle Bundle

Production of fire using the gathered materials and the tools provided

SLO Status

Active

Planned Assessment Cycle

2022 - 2023

Mapping

Co-Curricular - Outdoor Vike (Poteau): (X - When Highlighted is Aligned)

- **To Provide Outdoor Learning Activities:** To provide outdoor learning activities (X)

Co-Curricular Dimensions: (X)

- **Lifelong Learning:** Self-motivation to pursue, integrate, and apply knowledge on both a personal and professional level. (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

During the Fall semester, we will have two workshops highlighting the necessary skills (materials collection and Ferro rod demonstration), culminating in the final performance assessment. (building a fire)

Students will be able to collect necessary materials from nature.

Students will then be able to create a fire using the Ferro Rod method and the tools provided.

Data Collection/Evaluation Method

Developmental rubric with PIs as criteria

Expected Performance Level & Threshold

80% of Outdoors Club participants who complete both workshops will score "achieving" on the rubric.

Collection Timeline

May

Related Documents

[Outdoors Club Rubric.pdf](#)



Assessment Report

Co-Curricular - Phi Theta Kappa

1. Work Effectively Within A Team Structure

Student Learning Outcome

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

Performance Indicators

Effectively Communicates with Team Members
Exhibits Time Management
Contributes to the Team and Team Goals
Exhibits a Positive Attitude
Demonstrates Leadership and Takes Responsibility

SLO Status

Active

Planned Assessment Cycle

2021 - 2022, 2022 - 2023

Mapping

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

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

Co-Curricular Dimensions: (X)

- **Leadership and Teamwork:** Interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

Phi Theta Kappa students will work as a team to create and conduct the Viking Network to connect high school students and current students to major programs of interest. After the event, students will self-assess using the teamwork developmental rubric.

Data Collection/Evaluation Method

Teamwork Rubric

Expected Performance Level & Threshold

Accomplished Threshold: 90% of Phi Theta Kappa students will achieve the accomplished level. (PIs & Overall)

Collection Timeline

End of April 2023

2022 - 2023

Submission Date

10/17/2023

Findings Narrative Based on Aggregated Results

Phi Theta Kappa students worked together to create and conduct the Viking Network event to connect current student and high school students to major programs in interest at CASC. After the event was held, the 5 PTK student officers completed a self-assessment using the teamwork developmental rubric. The performance level of Accomplished at a threshold of 90% was expected, though only 80% of the students met the threshold according to the rubric.

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

The findings from the teamwork developmental rubric show that 4 out of 5, or 80%, of the student officers meets/exceeds the expected performance level/ threshold while 1 out of 5, or 20%, of the students are at below/progressing.

While most of the PTK student officers (80%) fully participated in the activities building up to and through the Viking Network, 1 student missed two of the officer meetings and, therefore, did not fully participate in the preparation and implementation activities. Thus, the remaining student was unable to participate in the Viking Network due to outside obligations, which lowered their performance level in the teamwork developmental rubric.

Analysis - Study of Student Learning

The PTK student officers learned to more effectively communicate with their team members as they collaborated to implement the Viking Network event. Their group decision-making process was impacted by the initial lack of participation from the full group, though they were able to pull together to complete the project event successfully according to student participant verbal reports. The co-curricular learning dimension, Leadership and Teamwork, was supported through the activities that were conducted to create a cohesive team. The group faced several obstacles in the planning and preparation of the event, but were able to "show initiative and good organizational skills" by working together to create solutions to fulfill their "common purpose and goals." The group benefitted from their collaboration as they were able to identify and encourage team member strengths.

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

The essential change made upon group reflection is the commitment requirement for any PTK officer. Students must recognize and commit to a high degree of participation in all of the preparation and implementation meetings and activities for the project. They must contribute their ideas and "develop a plan of action" by carrying out their assigned tasks.

Number of Students Assessed

5

Plan of Action

PTK student officers will, with the help and guidance of the Advisors, create and document an action plan timeline that will help define individual responsibilities. This document will organize deadlines for the major components of the project so the group can better track progress and results.

Resources to Support Action

No change in resources are required to support the above action.

Indirect Measure

Active

No

Activity/Experience (Measure)

A rating scale question with an open-ended response will be used to access the student's perception of mastery of outcome.

1 – No impact 2 - Moderate impact 3 - Strong Impact

"After participating in various projects, did the experience positively impact your ability to work effectively within a team structure? Explain rating."

Data Collection/Evaluation Method

A rating scale question with an open-ended response will be used to access the student's perception of mastery of outcome.

Expected Performance Level & Threshold

Expected Performance Level: 2 – 3 Threshold: 85% of students will report

Collection Timeline

End of April 2023



Co-Curricular Assessment

2022-2023

Co-Curricular - Psychology Club

General

Mission Statement

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

1. Identify Careers

Student Learning Outcome

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

Performance Indicators

"	Description of at least three careers presented on panel
"	Main role of each career
"	Related degrees
"	Identify careers of interest
"	Action plan based on knowledge

SLO Status

Active

Planned Assessment Cycle

2021 - 2022, 2022 - 2023, 2023 - 2024

Mapping

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

- **1. Careers in the Field of Psychology:** To facilitate connections with careers in the field of psychology (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

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

Data Collection/Evaluation Method

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

Expected Performance Level & Threshold

90% of the students that participate in this activity should be able to list at least 3 careers in this field.

Collection Timeline

April

Results

Submission Date

05/16/2023

Reporting Period

2022 - 2023

Findings Narrative Based on Aggregated Results

Students enjoyed the opportunity to go off campus and see careers in the field of Psychology. They had the opportunity to sit down with employees at Leflore County Youth Service Center. Each person employed at Leflore Youth Service Center gave their title, degree, and job description. Nine students completed the Career Panel Evaluation. All students could list some of the careers presented on this tour date.

Insert Charts and Graphs displaying breakdown of data/findings

Careers Listed on Evaluation Sheet	1	2	3	4
Numbers of students	0	2	3	4

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

The students that participated in this career evaluations met the expected performance level. They all listed at least 3 or more careers in the field of Psychology.

Analysis - Study of Student Learning

Students enjoyed the chance to step outside the classroom and learn about careers in the field they are interested in. These students practiced the Co-Curricular learning dimension self-directs learning and self-efficacy. These students did not have to attend this tour date. They choose to utilize what the club was offering to learn outside the classroom. They also had the opportunity to visit with a young future LPC who is just now finishing her master's degree. This helped the students build self-efficacy. Seeing other people accomplish things can help you set goals and know that your goals are obtainable with work.

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

No changes have been made in this cycle.

Number of Students Assessed

9

Plan of Action

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

Resources to Support Action

No resources are needed at this time to support action for the Psychology Club.

Indirect Measure

Active

Yes

Activity/Experience (Measure)

Student evaluation scale based on career panel

On a scale from 1-10 how do you feel the career panel has prepared you to complete the career panel evaluation.

1 (I strongly disagree that the career panel activity has prepared me to complete the evaluation.)

10 (I strongly agree that the career panel activity has prepared me to complete the evaluation.)

Data Collection/Evaluation Method

Student Evaluation Scale

Expected Performance Level & Threshold

(missing)

Collection Timeline

December

Results

Submission Date

05/12/2023

Reporting Period

2022 - 2023

Findings Narrative Based on Aggregated Results

Nine students completed the indirect measure student evaluation scale. The students enjoyed the career panel at the Leflore County Youth Service Tour date. They enjoyed the chance to learn outside the classroom and see carriers in the field of psychology. They had the opportunity to listen to various job titles at the Leflore County Youth Service Center and ask questions.

Insert Charts and Graphs displaying breakdown of data/findings**Student Evaluation Scale****Psychology Club Indirect Measure**

On a scale from 1-10 how do you feel the career panel has prepared you to complete the career panel evaluation.

1 (I strongly disagree that the career panel activity has prepared me to complete the evaluation.)

10 (I strongly agree that the career panel activity has prepared me to complete the evaluation.)

Number on Scale	1	2	3	4	5	6	7	8	9	10
Total Number of students indicating number							1	2	1	5

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

The data above shows that the students perceived mastery of the outcome at a high level. Students enjoyed the activity and felt confident after completing the activity.

Analysis - Study of Student Learning

The goal for the Psychology Club is for students to facilitate connections with careers in the field of psychology. Students need to demonstrate self-directed learning and self-efficacy. Students did this on the day that they participated in this activity. They choose to use their time to learn about carriers in the field of study that interest them. They also built self-efficacy by asking questions to professionals and gaining knowledge that will help them feel like they are prepared in the future to meet the demands for a carrier in this field of study.

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

Before we went to the Youth Service Center we looked at their website and discussed various jobs so students would be prepared to ask questions.

Number of Students Assessed

9

Plan of Action

One thing that I could do to help more student attend would be to offer two different time slots. This would make it harder on the youth center but better for the student to pick the time that works best for them. In the future the Leflore Youth Service Center might like this because they will be utilizing volunteers for their new facility that will be open in a few years.

Resources to Support Action

Resources that could support action would be for me to request a van to drive students to the Leflore County Youth Service Center.

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

No budget needed.



Assessment Report

Co-Curricular - Residential Life

1. Work Effectively within a Team Structure (shared outcome)

Student Learning Outcome

Resident Assistants (RAs) will work effectively within a team structure.

Performance Indicators

Effectively communicates with resident students.
Demonstrates leadership and takes responsibility
Exhibits a positive attitude
Contributes to the team and team goals

SLO Status

Active

Planned Assessment Cycle

2021 - 2022, 2022 - 2023

Mapping

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

- **1. Effective Teamwork** : To promote effective teamwork (X)

Co-Curricular Dimensions: (X)

- **Leadership and Teamwork:** Interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

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

Data Collection/Evaluation Method

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

Expected Performance Level & Threshold

80% of RAs will display an Achieving or Mastering level of competency for each Performance Indicator based on the teamwork rubric.

Collection Timeline

May

2022 - 2023

Submission Date

06/30/2023

Findings Narrative Based on Aggregated Results

We were successful in 2 of the 4 Performance Indicators, hitting the threshold of 80% Achieving or Mastering in each Performance Indicator. The others were close at 60% and 70%. The two successful PI's were "Effectively Communicates with Resident Students" and "Exhibits a Positive Attitude", whereas the two that we did not meet were "Demonstrates Leadership and Takes Responsibility" and "Contributes to the Team and Team Goals".

Going forward I believe the best way to improve would be with better hiring, although we are not always guaranteed a large applicant pool, but trying to hire and/or recruit individuals that share the same goals and vision for Residential Life. The next best thing, which we do have control over, is improved training at the start of there. Setting clear expectations for each of PI's and establishing buy-in for the mission of CASC Residential Life.

Insert Charts and Graphs displaying breakdown of data/findings

	Effectively Communicate s	Demonstrate s Leadership	Positiv e Attitud e	Contribute s to Team & Goals
RA - 1	1	1	2	1
RA - 2	4	4	4	4
RA - 3	4	2	3	2
RA - 4	4	3	3	3
RA - 5	3	2	3	3
RA - 6	4	4	3	4
RA - 7	4	4	3	4
RA - 8	1	1	3	1
RA - 9	3	3	2	3
RA - 10	3	3	3	3
PERCENTAG E 3/4:	80.00%	60.00%	80.00%	70.00%
Beginning - 1	2	2	0	2
Developing - 2	0	2	2	1
Achieving - 3	3	3	7	4
Mastering - 4	5	3	1	3

Outcome Conclusion

Below/Progressing

Interpretation of Findings

Unfortunately, by not meeting the 80% achieving or mastering threshold in each of the performance Indicators, we were not successful in meeting the student learning outcome this year.

Analysis - Study of Student Learning

As mentioned in the summary, I believe the key to improving these numbers is to start with a good foundation. Finding students who already exhibit the characteristics listed in the PI's and improving upon them through effective training with the Residential Life Coordinator.

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

N/A

Number of Students Assessed

10

Plan of Action

Put more effort into Hiring/Recruiting and Training at the start of each semester.



Assessment Report

Co-Curricular - Scholars

Demonstrate Leadership Skills

Student Learning Outcome

Participants will demonstrate leadership skills while working successfully on a team.

Performance Indicators

Effectively Communicates with Team Members

Exhibits Time Management

Contributes to the Team and Team Goals

Exhibits a Positive Attitude

Demonstrates Leadership and Takes Responsibility

SLO Status

Active

Planned Assessment Cycle

2022 - 2023

Mapping

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

- **Foster Strong Leadership Skills:** To foster strong leadership skills (X)

Co-Curricular Dimensions: (X)

- **Leadership and Teamwork:** Interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

Participants will work in teams to plan the Harvest Carnival

Data Collection/Evaluation Method

Leadership/Teamwork Rubric evaluated by their peers

Expected Performance Level & Threshold

65% of students will be "achieving."

Collection Timeline

November

Indirect Measure

Active

Yes

Activity/Experience (Measure)

Survey - Rating scale question with open-ended response

1- No impact 2 - Moderate impact 3 - Strong Impact

"Did your participation in the planning and execution of the Harvest Carnival have a positive impact on your leadership/teamwork abilities? Please explain your rating."

Data Collection/Evaluation Method

Rating scale question with open-ended response

Expected Performance Level & Threshold

65% of students will report a 3 - strong impact.

Collection Timeline

November



Assessment Report

Co-Curricular - Softball

1. Apply interpersonal and technical skills (shared outcome)

Student Learning Outcome

Softball athletes will apply interpersonal and technical skills.

Performance Indicators

Athletes will be evaluated on the following criteria:

Physical Skills

Communication Skills

Mental Skills

Character Skills

SLO Status

Active

Planned Assessment Cycle

2021 - 2022, 2022 - 2023, 2023 - 2024

Mapping

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

- **1. Cultivate Skills:** To cultivate sport specific skill sets (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

CASC student athletes will participate at the collegiate level using specific skills learned to reach pre-determined goal. At the end of the season, each student will participate in a coaches' evaluation based on a scaled rubric that includes performance indicators and

Data Collection/Evaluation Method

Individual coach evaluation that includes scaled rubric based upon performance

Expected Performance Level & Threshold

80% of the athletes will achieve Meets/Exceeds Expectations.

Collection Timeline

End of April

Related Documents

[Softball Athlete Skill Evaluation Checklist \(2\).docx](#)

2022 - 2023

Submission Date

05/19/2023

Findings Narrative Based on Aggregated Results

This spring softball season ended with 12 softball players. One was injured throughout the duration of the spring season. This year we only had one softball player who was a (PO) pitcher only, one who didn't participate in the offensive skills. When evaluating the physical skills only 10 softball players were evaluated, the injured player and the PO were not evaluated since there was no data provided. At the collegiate level student athletes are expected to be at the 3-4 range in order to be successful. The threshold for the four PI's is 80% who achieve the 3-5 range.

PI Physical Skills: The student athletes who receive a rating of 1-2 is 33%. The student athletes who received a rating of 3-5 is 68%. The student athletes who received a rating of 1-2 for ERA is 100%.

PI Communication Skills: The student athletes who received a rating of 3-5 is 0%. The student athletes who received a rating of 3-5 is 100%.

PI Mental Skills: The student athletes who received a rating of 1-2 is 4%. The student athletes who received a rating of 3-5 is 78%

PI Character Skills: The student athletes who received a rating of 1-2 is 2%. The student athletes who received a rating of 3-5 is 75%

Insert Charts and Graphs displaying breakdown of data/findings

Physical Skills	Weak 1-2	Expected 3-4	Strong 5
Skill 1: Fielding %	0%	55%	45%
Skill 2: Slugging %	20%	60%	20%
Skill 3: Batting Average	70%	20%	10%
Skill 4: On Base Percentage	40%	40%	20%
Skill 5: ERA (pitchers only)	100%	0%	0%

Communication Skills	Weak 1-2	Expected 3-4	Strong 5
Positive Attitude	0%	42%	58%
Body Language	0%	42%	58%
Understands Directions	0%	25%	75%
Receives Constructive Criticism	0%	25%	75%
Credibility With Teammates	0%	33%	66%

Credibility With Coaches	0%	17%	83%
Coachable On The Field	0%	17%	83%

Mental Skills	Weak 1-2	Expected 3-4	Strong 5
Emotional Control – Anxiety	0%	67%	33%
Emotional Control – Anger	9%	58%	33%
Overcome Adversity	0%	17%	83%
Self Confidence	9%	50%	41%
Motivation To Achieve Goal	0%	0%	100%

Character Skills	Weak 1-2	Expected 3-4	Strong 5
Trustworthiness	0%	9%	91%
Demonstrates Respect	0%	0%	100%
Demonstrates Responsibility	0%	9%	91%
Ability to lead	0%	33%	67%
Demonstrate Hard Work	0%	0%	100%
Honesty	0%	9%	91%
Time Management	17%	0%	83%
Demonstrates Leadership	0%	50%	50%

Outcome Conclusion

Below/Progressing

Interpretation of Findings

The outcome findings are progressing especially with such a low number of students athletes to collect data on. My coaching philosophy is to create women amongst girls which is why I added the character skills category. I believe it's important for these young ladies to learn important characteristics that will help them thrive in life during and after college. The communication skills was the only category that exceeded 80%. The mental skills from ratings of 3-5 was 78%. The character skills from ratings of 3-5 was 75%. The physical skills from ratings of 3-5 was 68%.

Analysis - Study of Student Learning

My biggest takeaway from the assessment is that we need to incorporate more one on one practices especially for the pitchers. Next year, I will include spring grades as I believe that is the sole purpose as to why they are attending Carl Albert State College. They are attending CASC to further their education by pursuing a college degree.

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

This was the first time assessing the learning outcome of the student athletes. This data will be compared for the sophomore's for next year in order to see if the individuals progressed in all categories.

Number of Students Assessed

12

Plan of Action

Practice plans will be adjusted based on what is needed to benefit the student athletes. In order to improve physical traits speed and agility will be added into the practice plans. Incorporating more one on one training with the student athlete and coaches to help with fundamentals and mechanics. Incorporating more one on one practices especially for the pitchers.

Resources to Support Action

I added a second outdoor hitting cage that allowed more reps to be completed for offense. The indoor batting cages is upon completion which will benefit our softball team when we encounter rain or cold days throughout the school year. Adding another pitching coach to the staff would help tremendously.

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

Throughout the year we fundraised in order to obtain the necessities we needed in order to practice and participate in games. We were successful in fundraising for equipment that the student athletes needed in order to participate. On January 24 2023, we asked for a budget increase of \$6,000.00 for umpires and \$8,000.00 for travel expenses such as meals and lodging for games/tournaments. Next year the budget request will total around \$21,000 due to having 30 softball players instead of 12 from last year.

Related Documents

[Softball Athlete Skill Evaluations.pdf](#)



Assessment Report

Co-Curricular - Student Support Services
(Sallisaw)

1. Apply Learned Financial Skills

Student Learning Outcome

SSS students will apply learned Financial Skills to personal life.

Performance Indicators

Identify practices associated with establishing good credit

SLO Status

Archived

Planned Assessment Cycle

2021 - 2022, 2022 - 2023

Notes for Performance Indicators

Updated PIs 2022-2023

Start Date

02/02/2022

Archived Date

01/09/2023

Mapping

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

- **1. Proactive Approach to Lifelong Learning:** To foster a proactive approach to lifelong learning by providing financial literacy information to low income/first generation students (X)

Co-Curricular Dimensions: (X)

- **Lifelong Learning:** Self-motivation to pursue, integrate, and apply knowledge on both a personal and professional level. (X)

Direct Measure

Active

No

Activity/Experience (Measure)

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

Focus Group/Questions:

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

Data Collection/Evaluation Method

Focus Group Questions

Expected Performance Level & Threshold

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

Collection Timeline

Fall 2021

Direct Measure

Active

Yes

Activity/Experience (Measure)

After the financial literacy workshop, students will identify practices associated with establishing good credit.

Data Collection/Evaluation Method

Survey with open-ended feedback

Expected Performance Level & Threshold

80% of students present will be able to identify practices associated with establishing good credit.

Collection Timeline

December 2022

2022 - 2023

Submission Date

04/04/2023

Findings Narrative Based on Aggregated Results

Findings showed students were able to identify multiple ways to establish good credit, along with tips that will help turn a negative credit score to positive, and how to be consistent with good credit habits.

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

After the workshop, students were better prepared to on how to establish positive money practices that will not only aid in their collegiate experience, but aid them in their everyday life.

Analysis - Study of Student Learning

Bringing in a community speaker is necessary. It helps students feel comfortable with a local bank and hopefully they will establish a relationship and become more financially literate to better their future.

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

Collaboration with more instructors to encourage student attendance. Written student feedback was also implemented.

Number of Students Assessed

29

Plan of Action

Plan SSS events at the beginning of each semester. Encourage more instructor and staff participation. Invite a different community lender.

Resources to Support Action

Plan in advance with a local lender. Request lunch donation, along with presentation to students.

Indirect Measure

Active

Yes

Activity/Experience (Measure)

Financial literacy workshop with rating scale question assessing the impact of the workshop on knowledge of practices for establishing good credit

Data Collection/Evaluation Method

Survey Question:

After participating in the financial literacy workshop, did the experience positively impact your knowledge of the practices of establishing good credit?

1 - No impact, 2 - Moderate impact, 3 - Strong impact

Expected Performance Level & Threshold

80% of students will indicate a 3 - strong impact.

Collection Timeline

December 2022

2022 - 2023

Submission Date

04/04/2023

Findings Narrative Based on Aggregated Results

Most students who attended the workshop felt the information presented had a strong, positive impact on their personal financial knowledge.

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

The student survey showed eighty three percent of students who attended the workshop, and who stayed in it's entirety felt the information presented positively impacted their knowledge on the practice of establishing good credit.

Analysis - Study of Student Learning

Bringing in someone from a community bank to speak with students is always necessary. They get to acquire information from someone other than a CASC staff member or instructor, and it may possibly guide them to seek further guidance from the visiting speaker on their future financial needs.

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

Collaboration with instructors on the event date and class participation, along with providing a student survey.

Number of Students Assessed

29

Plan of Action

Encourage greater participation from the instructors and staff on campus to aid in student attendance. For the upcoming academic year, decide which day of the week and time we have the most students on campus that will allow more participation. Choose another lending institution for a fresh face, possibly one that will donate lunch for the event.

Resources to Support Action

Several local lenders would be willing to present with advance notice. Plan semester SSS events in advance in hopes instructors will encourage attendance.



Assessment Report

Co-Curricular - Trio Civic Leadership Club

1. Address the Needs of the Community

Student Learning Outcome

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

Performance Indicators

2022-2023

Participant's ability to list and recognize three community needs and the correct channels to take when addressing those needs

2021-2022

Survey Questions Directly Assessing Outcome

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

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

SLO Status

Archived

Planned Assessment Cycle

2021 - 2022, 2022 - 2023

Mapping

Co-Curricular - Trio Civic Leadership Club: (X - When Highlighted is Aligned)

- **1. Civic and Social Responsibility:** To cultivate a sense of civic and social responsibility by promoting and participating in civic engagement (X)

Co-Curricular Dimensions: (X)

- **Civic and Social Responsibility:** The commitment and ability to identify, engage in, and contribute to local and global communities (X)

Direct Measure

Active

No

Activity/Experience (Measure)

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

Survey Questions:

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

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

Data Collection/Evaluation Method

Survey administered after project

Expected Performance Level & Threshold

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

Collection Timeline

Fall 2021

Related Documents

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

Direct Measure

Active

Yes

Activity/Experience (Measure)

Angel Tree Project

The project is a program designed to assist families in a community with financial needs that hinder their ability to provide Christmas gifts for their children. The SSS Club will organize a similar program for CASC student families in need. Following the project, participants will discuss in a focus group three additional civic needs that should be addressed and how, then list them.

Data Collection/Evaluation Method

Following the project, participants will discuss in a focus group three additional civic needs that should be addressed and how, then list them.

Questionnaire:

"What are three additional civic service needs that could be addressed in the future?"

"How would each of the needs that are listed be addressed?"

Expected Performance Level & Threshold

80% of the students will be able to identify three additional community needs and ways to address them.

Collection Timeline

Fall

2022 - 2023

Submission Date

04/04/2023

Findings Narrative Based on Aggregated Results

The expected outcome of the Angel Tree project for the SSS Club was met by the participating students in the project. They were able to successfully name three additional civic service acts that needed attention within the community and begin to act on those needs successfully.

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

Following the completion of the Angel Tree project, students were positively impacted. A small focus group was held and the students gained a sense of civic responsibility. In the discussion, participants identified additional civic service acts amongst each other. They were able to agree on 3 more civic service acts and begin to plan and act on those.

Questions and Responses:

"What are 3 additional civic service needs that could be addressed in the future?"

1. Donations for the local animal shelter
2. Donations for the local women's shelter
3. Canned food drive

"How would each of the needs that are listed be addressed?"

They decided to team up with student affairs and be present to collect the donations for the Animal Shelter as well as the Women's Shelter at Blood Drives that are held on campus while promoting the cause via email and by posting flyers around campus.

They discussed posting flyers around campus with a designated drop off for canned food and supplies and stocking food pantries in town.

The experience positively impacted the participants in different ways:

- " Helped the students become aware of needs in the community
- " Participants become more aware of the needs of fellow students and families on campus

Analysis - Study of Student Learning

The SLO assessed met the outcome. The students that participated in the project planned, prepared, and promoted another civic service act. Following the Angel Tree project, students advocated for a local animal shelter. They actively collected supplies needed for the shelter as well as donations. They implemented their plans, and were successful. They have also begun preparation for the local women's shelter.

The participants gained relationships with each other by working together and executing their ideas that made the project successful as well as beginning new projects. They were also impacted by the generosity of the sponsors and felt the need to not only execute the civic service projects but also be sponsors themselves.

The amount of participants in the project was low. Considering the number of students in the Club, it was a great outcome. If there were more Club members, it is possible civic service acts would become more frequent.

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

SSS Club in the past has implemented the Angel Tree project. As this is my first year sponsoring the Club, I used the Angel Tree project as a baseline and built off of it.

Number of Students Assessed

7

Plan of Action

The SSS Club will continue the operation of the Angel Tree in the future as well as other projects. The Club will use the knowledge and awareness they gained to recruit more members to the SSS Club so that they can address civic needs within the community as well as on campus with plenty of help.

Resources to Support Action

For recruitment purposes, our returning participants will be active in the "Club Sign Up" event held during the Fall Semester on campus in hopes to recruit new members by enlightening them on past projects and how those projects positively impacted their lives. Making personal connections with future prospects will aid in teamwork and the success of future civic service acts.



Assessment Report

Co-Curricular - Upward Bound (Poteau)

SLO 1 Identify Financial Aid Language

Student Learning Outcome

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

Performance Indicators

Three types of Aid through FAFSA

Three types of Loans through FAFSA

SLO Status

Active

Planned Assessment Cycle

2020 - 2021, 2021 - 2022, 2022 - 2023

Notes for Performance Indicators

These Performance Indicators were added in 2020 - 2021

Start Date

07/02/2019

Mapping

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

- **Goal 1 Financial Literacy:** Provide effective financial literacy to Upward Bound bridge student participants during the summer intervention program (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

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

Data Collection/Evaluation Method

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

Expected Performance Level & Threshold

Expected that 35% of students will identify correctly.

Collection Timeline

July 2022

2022 - 2023

Submission Date

06/28/2023

Findings Narrative Based on Aggregated Results

Students knowledge of the three types of loans and three types of financial aid increased by 50% which exceeded the goal.

Insert Charts and Graphs displaying breakdown of data/findings

Bridge Class 2022						
Co-Curricular						
NAME	Pre-Test	3 types Aid	3 types Loans	Post-Test	3 types aid	3 types loans
Marshall Barnett		No	No		No	Yes
Yatzareth Garcia		No	No		Yes	Yes
Robert Hettinger		No	No		No	Yes
Reagan Kardokus		No	No		Yes	Yes
Jahn Ocampo		No	No		Yes	Yes
Delaney Pementier		No	No		Yes	Yes
Anthony Ramirez		No	No		No	Yes
Crayton Zaragoza		Yes	No		Yes	Yes
Totals		1 of 8	0 of 8		5 of 8	8 of 8
		12%	0%		62%	100%

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

The students exceeded the expected outcomes.

Analysis - Study of Student Learning

Knowledge was gained

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

Improved the notification of the meeting with both parents and students.

Number of Students Assessed

8

Plan of Action

Due to this grant ending we will no longer be continuing with this assessment.

2022 - 2023

Submission Date

03/30/2023

Findings Narrative Based on Aggregated Results

The pre-test assessment still indicates that high school students are not aware of the types of financial aid and loans available to them. The post tests results show an overall improvement in knowledge in both the types of financial aid and loans available. These findings are not surprising and have not changed from prior year assessments.

Insert Charts and Graphs displaying breakdown of data/findings

NAME	Pre-Test	3 types Aid	3 types Loans	Post-Test	3 types aid	3 types loans
Marshall Barnett		No	No		No	Yes
Yatzareth Garcia		No	No		Yes	Yes
Robert Hettinger		No	No		No	Yes
Reagan Kardokus		No	No		Yes	Yes
Jahn Ocampo		No	No		Yes	Yes
Delaney Pementier		No	No		Yes	Yes
Anthony Ramirez		No	No		No	Yes
Crayton Zaragoza		Yes	No		Yes	Yes
Totals		1 of 8	0 of 8		5 of 8	8 of 8
		12%	0%		62%	100%

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

These findings show a significant improvement overall in both the types of financial aid and type of loans identifiable by all students.

Analysis - Study of Student Learning

Due to grant changes this financial aid workshop will be offered during the academic year instead of being offered only during the bridge program.

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

None

Number of Students Assessed

8

Plan of Action

Changes in the scope of the grant will result in us no longer measuring this area.



Assessment Report

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

SLO 1 Identify Financial Language

Student Learning Outcome

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

Performance Indicators

Three types of Aid through FAFSA

Three types of Loans through FAFSA

SLO Status

Active

Planned Assessment Cycle

2021 - 2022, 2022 - 2023

Mapping

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

- **Goal 1 Financial Literacy:** Provide effective financial literacy to Upward Bound Math and Science bridge student participants during the summer intervention program (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

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

Data Collection/Evaluation Method

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

Expected Performance Level & Threshold

Expected that 35% of students will identify correctly.

Collection Timeline

July 2022

2022 - 2023

Submission Date

03/20/2023

Findings Narrative Based on Aggregated Results

UBMS Summer Bridge had 2 students participate in the summer class, but only one of the students was able to participate in the FAFSA Workshop. The student data collected on the one participate was successful. The pretest taken before the workshop showed that the student did not know the correct answers for the 3 types of Aid or the 3 types of Loans. Once the student took the FAFSA Workshop and then took the post test you was able to retain the information she was given and answer the questions correctly.

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

the student was able to meet the student learning outcome by retaining the information given in the FAFSA Workshop.

Analysis - Study of Student Learning

having the student participate in the FAFSA Workshop helped them understand the terms and language used during the Financial aid process so that they are confident in the process in the future.

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

We felt that the 3 types of Aid and 3 types of loans were the most important of the FAFSA process for the students to grasp. We wanted to focus on those terms so that the student could better help themselves through the FAFSA process.

Number of Students Assessed

1

Plan of Action

Due to grant cycle ending and a new cycle beginning. This class is no longer apart of the objectives and will be phased out and be implemented during the academic year which will allow the students as high school seniors to grasp these concepts and better prepare them for college.



Co-Curricular Assessment

2022-2023

Co-Curricular - Viking Ambassadors

General

Mission Statement

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

Apply Leadership Skills

Student Learning Outcome

After participating in the Viking Ambassador program, students will apply leadership skills in professional settings.

Performance Indicators

Effectively communicates with team members and prospective students

Exhibits time management

Takes responsibility

Exhibits a positive attitude

SLO Status

Active

Planned Assessment Cycle

2022 - 2023, 2023 - 2024

Mapping

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

- **1. Leadership and Communication :** To further develop leadership and communication skills through the administration of campus tours (X)

Co-Curricular Dimensions: (X)

- **Leadership and Teamwork:** Interpersonal engagement that inspires and invokes change and that builds mutually beneficial relationships with others (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

Viking Ambassadors will demonstrate leadership by conducting and scheduling campus tours for prospective students.

Data Collection/Evaluation Method

Leadership rubric

Expected Performance Level & Threshold

90% of students will be at accomplished.

Collection Timeline

May

Results

Submission Date

06/23/2023

Reporting Period

2022 - 2023

Findings Narrative Based on Aggregated Results

Students exceeded expectations and met the expected performance level and threshold.

Insert Charts and Graphs displaying breakdown of data/findings

Performance Indicators	Beginning	Developing	Exemplary
Effectively communicate with team members and prospective students	Does not communicate with team members and prospective students.	Communicates with team members and prospective students but not clearly. There is still confusion after the interaction takes place.	Communicates with team members and prospective students in a clear and concise way. There is no confusion after the discussion or interaction takes place.
Exhibits time management	Late to meetings and/or events. Does not meet given deadlines.	Does not have consistent attendance to meetings and/or events. Inconsistent about meeting project deadlines.	Attends meetings and/or events when expected. Consistent about meeting project deadlines.
Takes responsibility/initiative	Does not contribute ideas during the planning processes of events and does not volunteer.	Contributes ideas and volunteers for at least 50% of the assigned Viking Ambassador events.	Contributes ideas and volunteers for all of the assigned Viking Ambassador events.
Exudes a positive attitude	Negative attitude and behavior while performing Viking Ambassador duties.	Does not exhibit a bad attitude but also does not positively influence team members and/or students while performing Viking Ambassador duties.	Maintains a positive attitude and positively influences team members and/or students while performing Viking Ambassador duties.

Outcome Conclusion

Meets/Exceeds

Interpretation of Findings

The Ambassadors did meet the SLO. They were reminded/learned the importance of the soft-skills needed to be a leader.

Analysis - Study of Student Learning

This was a great success. One thing we want to do differently is to provide students with more resources to expand upon the development and importance of leadership skills.

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

This is the first year to report with a leadership rubric.

Number of Students Assessed

20

Plan of Action

We want to improve the number of resources we provide students to expand upon the development and importance of leadership skills.

Resources to Support Action

None



Assessment Report

Co-Curricular - Wrestling Mens

Apply Interpersonal and Technical Skills

Student Learning Outcome

Athletes will apply interpersonal and technical skills.

Performance Indicators

Technical Skills

Communication Skills

Character Skills

SLO Status

Active

Planned Assessment Cycle

2022 - 2023, 2023 - 2024

Mapping

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

- **Develop Technical and Tactical Skills:** To develop the technical and tactical skills related to the sport of wrestling, as well as the physical training skills that the sport demands for success (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

Technical Skills: We will use the trackwrestling statistical application to measure relative stats, which reflect the players' ability to perform within certain technical categories.

Communication and character skills will be evaluated by an ongoing chart we keep throughout the year. This chart is designed to keep track of "offenses" that fall under these categories. Lack of communication and character issues are kept track of so that we have data to provide feedback to our players when we have to address issues.

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

Data Collection/Evaluation Method

At the end of the season, the coaches will evaluate each athlete's progress using an Athlete Skill Evaluation.

Expected Performance Level & Threshold

75% of the athletes will achieve meets/exceeds expectations based on the Athlete Skill Evaluation for each performance indicator.

Collection Timeline

March

2022 - 2023

Submission Date

04/04/2024

Findings Narrative Based on Aggregated Results

Based on a sufficient amount of data, athletes met the expected performance levels in one out of three categories Physical training skills. The expected performance level for all skills is a 3 – 4 range, which is the expected level of skills for this collegiate level. The threshold for all three PIs is 80%, which was met by Physical Training (82%).and nearly met by Tactical Skills (75%).

Insert Charts and Graphs displaying breakdown of data/findings

Technical Skills	Weak 1-2	Expected PL 3-4	Strong 5
Neutral Offense	33%	55%	12%
Neutral Defense	25%	65%	10%
Top	25%	67%	8%
Bottom	20%	52%	23%

Tactical Skills	Weak 1-2	Expected PL 3-4	Strong 5
Ability to read situations	30%	60%	10%
Knowledge of rules	15%	80%	5%
Knowledge of self	48%	52%	0%
Knowledge of team goals	12%	70%	18%

Physical Training Skills	Weak 1-2	Expected PL 3-4	Strong 5
Strength	17%	65%	18%
Speed	20%	67%	13%
Flexibility	15%	70%	15%
Balance	19%	60%	21%

Outcome Conclusion

Below/Progressing

Interpretation of Findings

The data suggests that a majority of student athletes met the expected performance levels. However, our goal is to meet the 80% threshold on all three categories, therefore, we are slightly below our performance goals. These goals are met by teaching athletes the techniques needed to be successful at the college level and strengthened by a sufficient strength and conditioning program. The data suggests that athletes are strong in physical and tactical skills; however, still require more learning in Technical Skills, specifically Neutral work.

Analysis - Study of Student Learning

The strength and conditioning program proved to be beneficial to the learning experience and assessment process. Our biggest takeaway from the data is that we need to spend more time focusing on technical positions that athletes may be struggling with. Moreover, we may supplement some strength training for technique training to further strengthen necessary skills.

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

N/A

Number of Students Assessed

30

Plan of Action

We plan on coming up with a more structured calendar that continues to emphasize/improve strength & conditioning; however, implement additional technique sessions as we see learning needs. Moreover, we plan on implementing athlete-coach check ins where the two parties meet individually to discuss goals in the academic, athletic, and personal life.



Assessment Report

Co-Curricular - Wrestling Womens

Apply Interpersonal and Technical Skills

Student Learning Outcome

Athletes will apply interpersonal and technical skills.

Performance Indicators

Technical Skills

Communication Skills

Character Skills

SLO Status

Active

Planned Assessment Cycle

2022 - 2023, 2023 - 2024

Mapping

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

- **Develop Technical and Tactical Skills:** To develop the technical and tactical skills related to the sport of wrestling, as well as the physical training skills that the sport demands for success (X)

Co-Curricular Dimensions: (X)

- **Self-Directed Learning and Self-Efficacy:** A proactive approach to learning that is reinforced through a belief in one's ability to succeed. (X)

Direct Measure

Active

Yes

Activity/Experience (Measure)

Technical Skills: We will use the trackwrestling statistical application to measure relative stats, which reflect the players' ability to perform within certain technical categories.

Communication and character skills will be evaluated by an ongoing chart we keep throughout the year. This chart is designed to keep track of "offenses" that fall under these categories. Lack of communication and character issues are kept track of so that we have data to provide feedback to our players when we have to address issues.

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

Data Collection/Evaluation Method

At the end of the season, the coaches will evaluate each athlete's progress using an Athlete Skill Evaluation.

Expected Performance Level & Threshold

75% of the athletes will achieve meets/exceeds expectations based on the Athlete Skill Evaluation for each performance indicator.

Collection Timeline

March

2022 - 2023

Submission Date

10/16/2023

Findings Narrative Based on Aggregated Results

Based on a sufficient amount of data, athletes met the expected performance levels in one out of three categories Physical training skills. The expected performance level for all skills is a 3 – 4 range, which is the expected level of skills for this collegiate level. The threshold for all three PIs is 80%, which was met by Physical Training (82%).and nearly met by Tactical Skills (74%) and Technical Skills (74%).

Insert Charts and Graphs displaying breakdown of data/findings

Technical Skills	Weak 1-2	Expected PL 3-4	Strong 5
Neutral Offense	35%	55%	10%
Neutral Defense	25%	62%	13%
Top	15%	68%	7%
Bottom	20%	55%	25%

Tactical Skills	Weak 1-2	Expected PL 3-4	Strong 5
Ability to read situations	32%	58%	10%
Knowledge of rules	15%	75%	10%
Knowledge of self	48%	52%	0%
Knowledge of team goals	10%	70%	20%

Physical Training Skills	Weak 1-2	Expected PL 3-4	Strong 5
Strength	15%	60%	25%
Speed	23%	58%	19%
Flexibility	15%	65%	20%
Balance	20%	70%	10%

Outcome Conclusion

Below/Progressing

Interpretation of Findings

The data suggests that a majority of student athletes met the expected performance levels. However, our goal is to meet the 80% threshold on all three categories, therefore, we are slightly below our performance goals. These goals are met by teaching athletes the techniques needed to be successful at the college level and strengthened by a sufficient strength and conditioning program. The data suggests that athletes are strong in physical and tactical skills; however, still require more learning in Technical Skills, specifically Neutral work.

Analysis - Study of Student Learning

The strength and conditioning program proved to be beneficial to the learning experience and assessment process. Our biggest takeaway from the data is that we need to spend more time focusing on technical positions that athletes may be struggling with. Moreover, we may supplement some strength training for technique training to further strengthen necessary skills.

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

N/A

Number of Students Assessed

10

Plan of Action

N/A