

Institutional Effectiveness



ASSESSMENT RETREAT

Leadership Council | Action Plan
Academic Year 2023-2024

Academic Year 2023-2024 Leadership Council - Assessment Retreat | Action Plan

Data Point	Fall 2023 Assessment Retreat	Spring 2024 Progress Report	Fall 2024 Assessment Retreat
	Action Plan:	Progress Report:	Actions Completed:
<p>1 Student Learning Outcomes</p> <p>COURSE and CO-CURRICULAR</p>	<ul style="list-style-type: none"> • Monitor results for Undergraduate CORE (i.e., CC.02, 03 and 05) and Graduate CORE (i.e., CC.01, 02 and 04) Course Student Learning Outcomes. For AY 2022-2023 <ul style="list-style-type: none"> • All programs assessed Student Learning Outcomes in addition to Undergraduate and Graduate CORE Programs • Undergraduate CORE has overall result of 87% students scored 3 or higher (which is above the benchmark of 80%) <ul style="list-style-type: none"> • CC.02 – Critical Thinking (UGC.02) had 2 assessments that scored below the benchmark • CC.03 – Technology (UGC.03) had 1 assessment that scored below the benchmark • CC.05 – Diversity (UGC.05) had 4 assessments that scored below the benchmark • Graduate CORE has overall result of 95% students scored 3 or higher (which is below the benchmark of 100%) <ul style="list-style-type: none"> • CC.01 – Communication (GRAD.01 and GRAD.02) had 18 assessments that scored below the benchmark • CC.02 – Critical Thinking (GRAD.03) had 1 assessment that scored below the benchmark • CC.04 – Professionalism (GRAD.05) had 3 assessments that scored below the benchmark • Support the Undergraduate and Graduate CORE program and review opportunities to enhance options, when applicable. Review the Assessment Retreat Booklet for Academic Director dialogue to address the abovementioned scores. Note, Undergraduate CORE in discussion to begin review of current SLOs next academic year. • For AY 2023/2024 - Review/revise Co-Curricular Student Learning Outcomes opportunities and scale up across all 6 College divisions. 		
<p>2 Teaching and Learning</p>	<ul style="list-style-type: none"> • Complete Classroom scheduling/Flexible Scheduling review and implement recommendations to support students. • <u>Ruffalo Noel Levitz Spring 2023 data</u> <ul style="list-style-type: none"> • Areas for review and strategizing are select items under the following scales for the <u>online environment</u> - 		

	<p style="text-align: center;">Instructional Services and Academic Services</p> <ul style="list-style-type: none"> • 3 - Instructional materials are appropriate for program content. (2023, 2021,2019) • 4 - Faculty provide timely feedback about student progress. (2023, 2021, 2019) • 20 - The quality of online instruction is excellent. (2023, 2021, 2019) • 25 - Faculty are responsive to student needs. (2023, 2021) • 7 - Program requirements are clear and reasonable. (2023, 2021) • Areas for review and strategizing are select items under the following scale for the <u>on-campus environment</u> – <ul style="list-style-type: none"> • Instructional Effectiveness • 8 - The content of the courses within my major is valuable. (2023, 2021) • 16 - The instruction in my major field is excellent. (2023,2021) • 47 - Faculty provide timely feedback about student progress in a course. (2023, 2021) • 58 - The quality of instruction I receive in most of my classes is excellent. (2023, 2021, 2019) • Implement IDI assessment and training program and ensure co-curricular capabilities. • Implement a strategy for use of and parameters for Artificial Intelligence while supporting current college technologies (simulation, anatomage table, lightboard, 3D, etc.) 		
<p>3 Recruitment, Enrollment, Retention, and Advising</p>	<ul style="list-style-type: none"> • Support CSF B1 development of a Strategic Enrollment Management Plan and the committees that support this initiative and coordinate, review and organize efforts with Recruitment Strategies Committee and Retention Strategies Committee. • Review current Collegis Contract/Support for Enrollment, Data Support, and Marketing and provide recommendations as needed. • Configuration and testing completed for Anthology Student Information System by January 2024 with a timeline developed for continued needs to support the Reach CRM, full SIS implementation, training for College employees and review of other integrations needed or also in progress 		

	<ul style="list-style-type: none"> • Implement the Scholarship Reform Project recommendations to serve more students and support recruitment and retention efforts. • Support articulation agreements and CSF A1 partnership taskforce efforts both for urban and rural recruitment. 		
4 Alumni, Clinical, and Employer Connections	<ul style="list-style-type: none"> • Review capabilities of Live Alumni membership via CINC Foundation until 2024 <ul style="list-style-type: none"> • Employer survey return rate benchmarks met; review support from all employers; critical importance to support from primary employers, (e.g., NE Medicine, CHI, etc.) • Implement strategies from DBD consultation and wealth feasibility study recommendations • Review Anthology service capabilities and further needs: <ul style="list-style-type: none"> • Raise will replace Razor’s Edge, currently in early phase • Anthology Student – Career Services • Anthology – Occupation Insight • Anthology – Succeed • Ensure an infrastructure is in place to accurately share with all founding and community partners our key performance indicators specific to their organization (e.g., employees, dependents, spouses, programs enrolled, etc.) 		
5 Career Planning, Clinical Advancement	<ul style="list-style-type: none"> • Review career center capabilities with Anthology - Occupation Insights and its integration with LinkedIn Learning • Continue to share and support student employment with partners and other stakeholders (e.g., communication, website, advising, etc.). <ul style="list-style-type: none"> • Create strategies to support professionalism, critical thinking skills, and other general human abilities. • Implement strategies of workforce development taskforces with NHA and NE Medicine in conjunction with the Division of Community Programming and Innovation to promote healthcare professional continuing education and entry-level programming and services. 		
6 Student Satisfaction Key Performance Indicators	<ul style="list-style-type: none"> • <u>Ruffalo Noel Levitz Spring 2023 data</u> <ul style="list-style-type: none"> • 78% Respondents – Clarkson College 1st Choice • Top 3 factors to enroll at the College for <u>on-campus respondents</u> – Academic reputation, financial aid and cost; for <u>online respondents</u> – flexible pacing for completing a program, convenience and reputation of the institution/work schedule • Bottom Line Indicators – 		

	<ul style="list-style-type: none"> • So far, how has your college experience met your expectations? On campus 82%/online 88% favorable response • Rate your overall satisfaction with your experience here thus far? On campus 78%/online 84% favorable response • Would you enroll here again? On campus 78%/online 83% favorable response • Clarkson College showed strengths on select items in comparison to National 4-Year Private competitors for <u>on-campus respondents</u> on the following scales – Academic Advising, Campus Climate, Concern for the Individual, Registration Effectiveness, Campus Support Services and Instructional Effectiveness and showed strengths on select items in comparison to National Online Learners competitors for <u>online respondents</u> on the following scales – Student Services, Enrollment Services • Student respondents responded favorably to the easy navigation of the website, class size facilitating learning and LMS technology meets their needs. • Areas for review and strategizing are select items under the following scales for the <u>online environment</u> - Instructional Services, Academic Services and Institutional Perception; and for <u>on-campus environment</u> – Instructional Effectiveness, Concern for the Individual, Campus Security and Campus Climate • Review board pass rates and employment rate benchmarks (determine if these should be kept department-dependent for specialized accreditors); review the process of calculation or differentiate between boards and licensing exams 		
<p>7 Workplace Culture</p>	<ul style="list-style-type: none"> • Develop strategies to support areas for improvement per results of the <i>Great Colleges to Work For Survey</i>. Recognized on the Honor Roll for Compensation & Benefits, Faculty Experience, Faculty & Staff Well-Being, Professional Development, and Shared Governance. Categories not recognized in Confidence in Senior Leadership, Diversity, Inclusion & Belonging, Job Satisfaction & Support, Mission & Pride, and Supervisor Effectiveness. <ul style="list-style-type: none"> • Implement Emerging Leaders and Mentorship programs 		

	<ul style="list-style-type: none"> • Implement Career Paths for Staff positions • Support CSF C1 work for College Wellness • Leadership Council development programming • Generational Professionalism • Human Resource Annual Processes Reviewed and Implemented according to consistent planning (e.g. benefits, performance appraisals, communication structures, hiring, orientation, etc.) • Market Analysis 2024 • MindVue assessment; Burnout Strategies • Implement Pulse Survey • Implement IDI assessment and training program 		
8 Programmatic/Department Review and Strategic Planning	<ul style="list-style-type: none"> • Review Student Success Skills/ definitions • Review Assessment Planning process and calendar coordination of AAPRO/DARO and Strategic Planning cycle • Investigate planning and reporting platform support (e.g., Watermark Planning and Self-Study or Anthology solution) 		
∞	<p><u>Continuous Improvement Process is always ongoing.</u></p> <ul style="list-style-type: none"> • Quality Initiative Proposal (Years 5-7; 2024-2025) • Quality Initiative Report (Years 7-9; 2025-2027) • Comprehensive Evaluation for Reaffirmation (Year 10 – 2028-2029) • Institutional and Programmatic Accreditation Standards and Compliance • External Reporting Compliance • Roles, Responsibilities, and Accountability 		