

Institutional Effectiveness



ASSESSMENT RETREAT

Action Plan

Academic Year 2020-2021

Created Nov 2020; Updated May 2021

Academic Year 2020-2021 Academic Assessment Action Plan

| Data Point | Fall 2020 Assessment Retreat | Spring 2021 Progress Report | Fall 2021 Assessment Retreat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|------------------------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|--------|-------------------|----|----|----|----|----|----|----|-----|-----|--|--|---|--|--|--|--|---|--------------------------|---|--|---|---|---|--|---|---|----------|---|---|---|----|---|---|----|----|------------|---|---|---|---|---|---|---|----|-----|---|---|--|--|--|--|---|---|-----|----|----|----|----|---|----|----|-----|------|--|--|---|---|----|--|---|----|-----|----|----|----|----|----|----|----|-----|-----|----|----|----|----|----|---|----|----|--------|---|---|---|----|---|---|----|----|------------------|----|----|----|----|----|----|----|-----|--|
| | Action Plan: | Progress Report: | Actions Completed: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>1 C-SLO for UG and Graduate CORE</p> | <ul style="list-style-type: none"> Continue to monitor results for Undergraduate and Graduate CORE Course Student Learning Outcomes. Devise opportunities to improve scores on student success skills assessment (ALL Levels) when necessary. <p>Fall 2020 – Areas for Monitoring/Improvement</p> <ul style="list-style-type: none"> UG CORE – CC.01, CC.03, CC.04, CC.05 GRAD CORE – CC.01 – CC.03, CC.05 Update Business Department Student Learning Outcomes Rubrics Ensure all CHL concentrations are being measured. Continue to monitor Canvas Outcomes and make improves to process/opportunities when necessary. | <p>Courses with collected Student Learning Outcome data</p> <table border="1"> <thead> <tr> <th>Programs</th> <th>2020 Fall</th> <th>2020 Summer</th> <th>2020 Spring</th> <th>2019 Fall</th> <th>2019 Summer</th> <th>2019 Spring</th> <th>2018 Fall</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <td>General Education</td> <td>25</td> <td>27</td> <td>27</td> <td>39</td> <td>25</td> <td>24</td> <td>31</td> <td>198</td> </tr> <tr> <td>CHL</td> <td></td> <td></td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>Education and Leadership</td> <td>2</td> <td></td> <td>1</td> <td>1</td> <td>2</td> <td></td> <td>3</td> <td>9</td> </tr> <tr> <td>HCB - UG</td> <td>7</td> <td>7</td> <td>7</td> <td>11</td> <td>6</td> <td>3</td> <td>13</td> <td>54</td> </tr> <tr> <td>HCB - Grad</td> <td>7</td> <td>7</td> <td>6</td> <td>9</td> <td>7</td> <td>3</td> <td>9</td> <td>48</td> </tr> <tr> <td>BSN</td> <td>4</td> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>9</td> </tr> <tr> <td>MSN</td> <td>21</td> <td>21</td> <td>22</td> <td>17</td> <td>2</td> <td>22</td> <td>25</td> <td>130</td> </tr> <tr> <td>CRNA</td> <td></td> <td></td> <td>2</td> <td>2</td> <td>23</td> <td></td> <td>2</td> <td>29</td> </tr> <tr> <td>DNP</td> <td>50</td> <td>50</td> <td>67</td> <td>74</td> <td>57</td> <td>64</td> <td>73</td> <td>435</td> </tr> <tr> <td>PTA</td> <td>10</td> <td>10</td> <td>13</td> <td>13</td> <td>11</td> <td>6</td> <td>12</td> <td>75</td> </tr> <tr> <td>RAD/MI</td> <td>5</td> <td>5</td> <td>8</td> <td>10</td> <td>4</td> <td>2</td> <td>13</td> <td>47</td> </tr> <tr> <td>Clarkson College</td> <td>65</td> <td>65</td> <td>88</td> <td>97</td> <td>72</td> <td>72</td> <td>98</td> <td>557</td> </tr> </tbody> </table> <p>In Progress Business Department, UG Nursing, Nurse Anesthesia will be updating SLO Matrix and Maps in August 2021 for Fall 2021 deployment. Graduate HCB rubric is working well and UG HCB rubric will be used in the new curriculum. CHL department has SLOs in all support courses and one in each concentration.</p> | Programs | 2020 Fall | 2020 Summer | 2020 Spring | 2019 Fall | 2019 Summer | 2019 Spring | 2018 Fall | Totals | General Education | 25 | 27 | 27 | 39 | 25 | 24 | 31 | 198 | CHL | | | 1 | | | | | 1 | Education and Leadership | 2 | | 1 | 1 | 2 | | 3 | 9 | HCB - UG | 7 | 7 | 7 | 11 | 6 | 3 | 13 | 54 | HCB - Grad | 7 | 7 | 6 | 9 | 7 | 3 | 9 | 48 | BSN | 4 | 4 | | | | | 1 | 9 | MSN | 21 | 21 | 22 | 17 | 2 | 22 | 25 | 130 | CRNA | | | 2 | 2 | 23 | | 2 | 29 | DNP | 50 | 50 | 67 | 74 | 57 | 64 | 73 | 435 | PTA | 10 | 10 | 13 | 13 | 11 | 6 | 12 | 75 | RAD/MI | 5 | 5 | 8 | 10 | 4 | 2 | 13 | 47 | Clarkson College | 65 | 65 | 88 | 97 | 72 | 72 | 98 | 557 | |
| Programs | 2020 Fall | 2020 Summer | 2020 Spring | 2019 Fall | 2019 Summer | 2019 Spring | 2018 Fall | Totals | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Education | 25 | 27 | 27 | 39 | 25 | 24 | 31 | 198 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CHL | | | 1 | | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Education and Leadership | 2 | | 1 | 1 | 2 | | 3 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HCB - UG | 7 | 7 | 7 | 11 | 6 | 3 | 13 | 54 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HCB - Grad | 7 | 7 | 6 | 9 | 7 | 3 | 9 | 48 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BSN | 4 | 4 | | | | | 1 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MSN | 21 | 21 | 22 | 17 | 2 | 22 | 25 | 130 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CRNA | | | 2 | 2 | 23 | | 2 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DNP | 50 | 50 | 67 | 74 | 57 | 64 | 73 | 435 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PTA | 10 | 10 | 13 | 13 | 11 | 6 | 12 | 75 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RAD/MI | 5 | 5 | 8 | 10 | 4 | 2 | 13 | 47 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Clarkson College | 65 | 65 | 88 | 97 | 72 | 72 | 98 | 557 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2 Teaching and Learning Course Evaluations</p> | <ul style="list-style-type: none"> Academic programs will implement strategies to find solutions to improve writing and reading skills, while improving learning motivation through active learning. | <p>Delayed: working on implementing strategies from CSF A1: College Readiness and further development needs to be explored in areas of reading, learning, and opportunities for adult versus traditional aged students.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

- Opportunities for high school versus adult learners will be further explored.
- Create educational sessions for Academic Directors for Watermark [Evaluation Kit]/Course Evaluations support

In Progress
Course Evaluation Response Rates

| Programs | 2021 Spring | 2020 Fall | 2020 Summer | 2020 Spring | 2019 Fall | 2019 Summer | 2019 Spring | 2018 Fall | Averages |
|--------------------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|----------|
| General Education | 47% | 59% | 50% | 60% | 56% | 55% | 47% | 63% | 55% |
| CHL | 52% | 53% | 45% | 55% | 51% | 41% | 60% | 55% | 52% |
| Education and Leadership | 76% | 80% | 86% | 98% | 97% | 88% | 96% | 100% | 90% |
| HIM | 65% | 92% | 83% | 70% | 75% | 87% | 67% | 78% | 77% |
| MGMT | 59% | 66% | 64% | 68% | 74% | 60% | 77% | 68% | 67% |
| HCA | 100% | 67% | 64% | 22% | 46% | 58% | 64% | 28% | 56% |
| BSN | 34% | 49% | 43% | 47% | 39% | 41% | 38% | 46% | 42% |
| MSN | 70% | 79% | 76% | 77% | 75% | 82% | 72% | 79% | 76% |
| CRNA | 45% | 59% | 55% | 58% | 50% | 81% | 43% | 58% | 56% |
| DNP | 61% | 56% | 81% | 91% | 67% | 96% | 95% | 89% | 80% |
| PTA | 24% | 34% | 40% | 35% | 50% | 22% | 37% | 67% | 39% |
| RAD | 54% | 57% | 41% | 44% | 58% | 49% | 58% | 55% | 52% |
| MI | 58% | 49% | 52% | 25% | 46% | 62% | 59% | 64% | 52% |
| Clarkson College | 57% | 62% | 60% | 58% | 60% | 63% | 63% | 65% | 61% |

In Progress:
OIE Director met with new directors (Radiography/Medical Imaging, Nurse Anesthesia, Undergraduate Nursing and Education & Leadership programs) and provided training and guidance on Evaluation Kit by Watermark in Fall and Spring 2021. Provide support to veteran directors on reviewing data and creating reports in Excel.

Evaluation Kit by Watermark underwent software upgrade for integration into Canvas LMS in May 2021. Timing of course evaluations will be discussed at the Fall retreat to potentially open the evals one week prior to finals week.

**3
Recruitment,
Enrollment,
and Advising**

- Assist Student Services in the recruitment and enrollment of students and work toward meeting enrollment goals and improved advisor training (e.g., degree plan assistance, online registration, student success guide training, etc.).

In Progress
Recruitment Strategies meetings complete, action items established. New student enrollment is at a new record high for the College. Enrollment bubble map shared at 05/13/2021 Community Meeting. Continuing monthly advising meetings during fall/spring. SSG 101 email communication important. Continue short-term planning, but also added long-term planning that aligns with the Path to 150. Graduate orientation added for Summer 2021.

**4
Alumni,
Clinical, and
Employer
Connections**

- Explore opportunities to provide library access or other support services to alumni, clinical sites, and Clarkson educational partners.

In Progress
PTA clinical sites are working with the library to provide access to Clinical Instructors, but access cannot be given to the entire site only by person. Exploring creation of a library alumni page with little to no cost.

- Continue to improve opportunities to collect accurate alumni and employer information and streamline processes between OIE, Academic Directors and College Advancement Department

MET

Alumni database updated, process streamlined for collecting data and included with GES. Graduate programs collecting GES and alumni data in final course and it is mandatory to complete. Undergraduate programs collecting during capstone/senior seminar weeks.

Advancement Office working with Dr. Miller's OIE. Alumni bubble map shared at 05/13/2021 community meeting. The Admissions Administrator position was changed to CRM Analyst.

Alumni Survey Response Rates

| Programs | 2020 Summer Graduates | 2020 Spring Graduates | Averages |
|--------------------------|-----------------------|-----------------------|------------|
| CHL | | 100% | 100% |
| Education and Leadership | | 0% | 0% |
| HCB - UG | 50% | 33% | 42% |
| HCB - Grad | 50% | 50% | 50% |
| BSN | 25% | 16% | 21% |
| MSN | 36% | 30% | 33% |
| CRNA | | | |
| DNP | 0% | | 0% |
| PTA | 25% | | 25% |
| RAD/MI | 63% | 10% | 37% |
| Clarkson College | 41% | 23% | 32% |

Employer Survey Response Rates

| Programs | 2021 | 2020 | 2019 |
|--------------------------|------------|------------|------------|
| CHL | | | |
| Education and Leadership | | | |
| Business | | | 29% |
| BSN | | | 36% |
| MSN | | | 42% |
| CRNA | | | 43% |
| DNP | | | |
| PTA | | | 55% |
| RAD/MI | | | 57% |
| Clarkson College | 19% | 31% | 42% |

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| | | <h3 style="text-align: center;">AS and ES Process</h3> <p>The diagram illustrates the AS and ES Process. At the top, a large arrow points from 2020 to 2021. Inside this arrow, three survey cycles are shown: Spring Graduates (2020) leading to November Survey (2020), Summer Graduates (2020) leading to February Survey (2021), and Fall Graduates (2020) leading to June Survey (2021). A green 'March Survey' is also indicated. Below this, a process flow is shown in three dashed boxes: 1. 'Invitation to GES' (with sub-points: Provide Employer Information, Invitation to New Alumni Contact Form, Provide Contact Information); 2. 'Invitation to 6-Month Alumni Survey' (with sub-point: Update Employer Information); 3. 'Invitation to Employer' (with sub-point: 3 semesters in previous calendar year). A red box at the bottom states 'OIE shares Excel with Academic Directors to review and complete missing information' with an arrow pointing up to the first step.</p> | |
| <p>5 Career Planning, Clinical Advancement</p> | <ul style="list-style-type: none"> Assist students with career planning and easier access to information about career opportunities. Continue to advance and develop clinical opportunities (e.g., site locations, IPE experiences, telehealth, simulation, etc.) | <p>MET: This goal will be further developed as a Strategic Initiative for the College and incorporated as an annual goal in the Path to 150 Strategic Plan for academic year 21-22. Adding Handshake-platform will be available to alumni as well.</p> <p>Clinical advancement continuing with IPCC group and IPE clinical ad-hoc task force. Task force working with One Health in Iowa and the IPE 301 course for external constituents starts August 1, 2021, for 99 dollars and 9 CEUs.</p> <p>Continuing to explore a health office option for our campus and currently exploring telehealth options for Clarkson College students and employees.</p> | |
| <p>6 Student Satisfaction Key Performance Indicators</p> | <ul style="list-style-type: none"> An academic focus will be to better understand the reasons students leave and have actionable items to decrease personal and unknown reasons for leaving the College. Additionally, we will work | <p>In Progress</p> <p>This goal will be further developed as a Strategic Initiative for the College and incorporated as a multi-year goal in the Path to 150 Strategic Plan for academic year 21-22; with focus on strategies for early warning, mentoring, and retention of students using the retention strategies committee data.</p> | |

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| | <p>toward solutions to decrease the percentage of students struggling at midterm, while improving midterm intervention responses to ultimate improve retention, persistence, and graduation rates.</p> <ul style="list-style-type: none"> • Deploy Ruffalo Noel Levitz Surveys (SSI and PSOL) in Spring 2021, review data and create action plans for institution and departments. | <p>Updated Withdraw Form with financial information disclaimers, also focus to ensure student is meeting with Program Director before withdraw and completing the online form.</p> <p>In Progress RNL surveys deployed in March 2021. Data will be analyzed in Summer 2021 and will be shared at the August 2021 community meeting. Further analysis will occur at the Fall 2021 AC Assessment Retreat.</p> | |
| ∞ | <p><u>Continuous Improvement Process is always ongoing.</u></p> <ul style="list-style-type: none"> • OIE will maintain Institutional Effectiveness SharePoint website to promote data-driven decision-making across the College. • OIE will maintain Microsoft Teams Spaces to promote data-driven decision-making across the College. • Retention Strategies Committee with continue to present at Assessment Retreats to ensure Academic and Student Services Directors are aware of those data points and their relevancy. <ul style="list-style-type: none"> ○ Schedule Annual Meetings with all Academic and Student Services Department to | <p>MET</p> <p>Additionally COVID pandemic planning has continued through the AY 20-21 with multiple COVID pulse surveys deployed, positive responses to communication and safety procedures received, monitoring continues, quarantine form remains active, vaccine procedures with health and safety in place, website live, COVID team continues to meet, etc.</p> | |

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| | <p>discuss/review Trend Results for all data points.</p> <ul style="list-style-type: none"> ○ Begin expansion of investigation into desired cohorts for Retention data and creation of relevant action plans. ● Maintain a presence/relationship with Higher Learning Commission to monitor/prepare for regulatory changes that will impact the College. ● OIE will create/maintain calendar invites to Key Stakeholders for various items including New Student Experience Survey, Graduation Exit Survey, Course Evaluation Survey, Alumni Survey, New Alumni Contact Form, and Employer Survey ● Promote Reports Blueprint to Key Data Stakeholders | | |
|--|--|--|--|

Created 11-05-2020, Updated 12-10-2020, Updated 05-20-2021 and 5-21-2021.