

Institutional Effectiveness



Action Plan | Progress Report Academic Year 2017-2018

Created 10/2017
Revised 05/2018
Final Revision 10/2018

Academic Year 2017-2018 Academic Assessment Action Plan

Item #	Fall 2017 Assessment Retreat	Spring 2018 Progress Report	Fall 2018 Assessment Retreat
	Action Plan:	Progress Report:	Actions Complete:
1	<p>Devise opportunities to improve scores on student success skills assessment (ALL Levels) and review benchmarks in Fall 2018.</p> <p>Presented at Fall 2017 Assessment Retreat</p> <p>Undergraduate Core Benchmark of 80% of students receive a 3 or more (Met)</p> <p>Areas for Improvement: HC 204: Communication and Critical Thinking and HC 304: Diversity</p> <p>Master Core Benchmark of 75% of students receive a score of 4</p> <ul style="list-style-type: none"> Communications scored 72% <p>Areas for improvement multiple courses for Communication, Critical Thinking, Technology, and Diversity (pp. 30-31 of Assessment Retreat Booklet 2017)</p> <p>Doctoral Core Benchmark of 75% of students receive a score of 4</p> <ul style="list-style-type: none"> Communications scored 64% Diversity scored 43% 	<p>In progress, final results for the AY 17-18 will be presented at the Fall 2018 Retreat</p> <ul style="list-style-type: none"> Effective Fall 2017, all programs are using Canvas LMS. Most programs have course Student Learning Outcomes (SLOs) established in Canvas Outcomes. Incorporated MGMT outcomes, and HIT and HIA CAHIIM accreditation standards into Canvas Outcomes and will collect data effective Spring 2018 Updated PTA CAPTE accreditation standards in Canvas Outcomes and collecting data effective Spring 2017 Updated BSN QSEN Standards in Canvas Outcomes and collecting data effective Fall 2017 Currently revising DHCEL programmatic course SLOs and Doctoral Core course SLOs to start data collection effective Fall 2018 Creation/distribution and publishing of course SLO Reports for Fall 2017; Program Directors should review their program's data and make data-driven decisions. Future – Incorporated RT JRCERT accreditation standards in Canvas Outcomes, however have not started data collection Future - Incorporate MSN competencies in Canvas Outcomes Future – Review/revise DNP programmatic and Doctoral Core course SLOs General Education has added course SLOs to 8 new courses (2 – Math, 1 – Statistics, 2 – English, 2 – Psychology, 1 – Sociology) effective Fall 2018 BSN updates toward ACEN competencies <p>For more information internally, visit Employee Intranet Departments Institutional Effectiveness Student Learning Outcomes</p>	<p>Fall 2018 Assessment Retreat October 4, 2018, data presented.</p> <p>Benchmarks not met are reflected in action steps for AY 18-19</p>

<p>Areas for improvement multiple courses for Critical Thinking, Technology, Professionalism, and Diversity (pp. 29 of Assessment Retreat Booklet 2017)</p>		
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<p>2 Increase participation for student surveys (including NSES, GES, and Recent Graduate Survey)</p>	<p>In Progress and will continue to monitor</p> <p>NSES (New Student Experience Survey) A response rate of 25% is the College benchmark Fall 2016: 32% Spring 2017: 4% Summer 2017: 12% Fall 2017: 16% Spring 2018: 16%</p> <p>GES (Graduation Exit Survey) A response rate of 30% is the College benchmark Fall 2016: 38% Spring 2017: 40% Summer 2017: 28% Fall 2017: 39%</p> <p>Recent Graduate Survey (RGS) Results (6 months, post-graduation) August 2017 6-months, post-graduation survey conducted during February and March 2018. Out of 127 surveys, 53 returned for a 42% return rate.</p> <p>Response rates by program were:</p> <table border="1" data-bbox="506 1198 1205 1442"> <thead> <tr> <th></th> <th># sent</th> <th># returned</th> <th>% returned</th> </tr> </thead> <tbody> <tr> <td>RT/MI</td> <td>27</td> <td>24</td> <td>89%</td> </tr> <tr> <td>PTA</td> <td>18</td> <td>6</td> <td>33%</td> </tr> <tr> <td>BSN</td> <td>31</td> <td>4</td> <td>13%</td> </tr> <tr> <td>MSN</td> <td>36</td> <td>14</td> <td>39%</td> </tr> <tr> <td>Business</td> <td>7</td> <td>4</td> <td>57%</td> </tr> <tr> <td>Cert</td> <td>8</td> <td>1</td> <td>13%</td> </tr> </tbody> </table>		# sent	# returned	% returned	RT/MI	27	24	89%	PTA	18	6	33%	BSN	31	4	13%	MSN	36	14	39%	Business	7	4	57%	Cert	8	1	13%	<p>Met and will continue to monitor</p> <ul style="list-style-type: none"> • Response rate improved in NSES this fall by incorporating completion of the survey at the end of the new student orientation. • GES survey encouraged by program directors and some have students complete the week of graduation, discussions for students to complete within a final course and be required to complete along with Course Evaluations. • Recent Graduate Survey rates have improved when program directors contact alumni directly or have a program designee to send a specific email and link. • Employer survey continues to improve with feedback from program directors of who can directly be contacted at facilities, and as RGS survey returns increase.
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A challenge identified: not having the correct e-mail or postal mailing address for the graduates. The programs that keep close contact with their graduates and keep the Alumni Office informed of address changes usually have the best return results.

The rating scale is from 1 to 5 with 5 being the best—3 is neutral. The average scores from all programs for each domain are as follows:

	Summer'17	Spring'17	Fall'16	Summer'16
Knowledge Base	4.46	4.23	4.13	4.50
Professional Practice	4.62	4.38	4.06	4.62
Behavioral Skills	4.56	4.36	4.28	4.53
Overall Quality of Program	4.56	4.30	4.16	4.48

Employer Survey: annual survey currently underway

Year	#sent	# respondents	%returned
2013	79	40	51
2014	97	31	32
2015	86	31	36
2016	127	28	22
2017	116	34	29

For more information internally, visit Employee Intranet | Departments | Institutional Effectiveness | [Current Student Survey Results](#) or [Graduate/Employer Survey Results](#)

3	<p>Review and update the Clinical Experience Surveys for all academic programs to assess satisfaction of the student, satisfaction of the clinical site, and effectiveness of the clinical instructor/preceptor, as well as, improve clinical site communication.</p>	<p>MET</p> <ul style="list-style-type: none"> • Revised Policy AA-59 • Created a Clinical Experience Survey Document that highlights what each program is currently doing • Created Clinical Experience Integration Document that highlights what the institution is currently doing. • Committee concluded and the Inter-professional Clinical Committee led by Ms. Shelli Weddum will maintain clinical experience information. Any changes will be relayed to the Coordinator – Quality Assurance/Institutional Effectiveness. Clinical Education Compliance office staff also attend these meetings and report information as necessary. From the Mid-Year Assessment Retreat further information was provided that the Clinical Education Compliance office does have established goals tied to the institutional student learning outcomes that are reported in the VPAA Annual Report. Shelli will present to AC annually some of the work of this committee. <p>For more information internally, visit Employee Intranet Departments Institutional Effectiveness Clinical Satisfaction Surveys</p>	<p>MET as per Spring 2018</p>
4	<p>Complete Clarkson College Data Plan for the Pathways Quality Initiative Project</p>	<p>In progress Quality Initiative Report complete and sent to HLC April 28, 2018</p> <p>For more information internally, visit Employee Intranet Departments Institutional Effectiveness Pathways Reporting</p>	<p>MET HLC approval sent May 31, 2018. Pathways initiatives will stay intact as part of the Retention Strategies Cmte.</p>
5	<p>Create direct action steps to ensure progress of improvement and implementation for all academic areas in response to the Ruffalo Noel Levitz feedback SSI scales with challenges</p> <ul style="list-style-type: none"> • Instructional Effectiveness (6/14) • Campus Climate (3/17) 	<p>In Progress: feedback required</p> <p>Feedback through Open discussion/round table at Mid-Year Assessment Retreat: what programs are currently doing to improve challenge areas</p> <ul style="list-style-type: none"> • Next deployment of Ruffalo Noel Levitz will be Spring 2019 – what questions do we want addressed? • College Wide Efforts (Academic Council and Student Services Council) <ul style="list-style-type: none"> ○ Recruitment Strategies have been revised for each program and show action steps, retention and attrition, trends, and recruitment efforts ○ Marketing and Admissions will present at OPS Council on May 17 with updates to Move-to-Student (MTS) process, inquiries, etc. ○ Financial Aid department will offer Financial Literacy education ○ Overall, changes have been made as necessary through curricular revisions, instructor content through OCER feedback, student 	<p>MET Will review new data from Spring 2019 deployment as part of Action Steps for AY 18-19</p> <p>Action items completed by program directors.</p>

<ul style="list-style-type: none"> • Recruitment and Financial Aid (2/6) • Clarkson College Item (1/8) <p>PSOL scale with challenges</p> <ul style="list-style-type: none"> • Instructional Services (5/8) 	<p>feedback has been incorporated in changes, CTE programming will address problem areas, resources needed</p> <ul style="list-style-type: none"> ○ Syllabus template updated with student and teaching responsibilities listed and to be included in all Clarkson syllabi <ul style="list-style-type: none"> • Academic Programs <ul style="list-style-type: none"> ○ BSN – <ul style="list-style-type: none"> ▪ Offered 2 workshops for faculty on ATI (test writing/blueprinting and how to use ATI in courses) ▪ Utilizing ATI resources ▪ Re-map exemplars for Med.-Surg. (to improve content consistency) ▪ Conducted meetings with 4th level faculty to re-organize the previous semester curriculum/content in order to decrease stress on students (i.e. not all course exams on same day) ▪ Consistent testing policy for ALL levels (e.g. blueprint exams, peer review exams) will go into effect AY 18-19 ▪ Content consistency across the curriculum being implemented ○ DHCEL – <ul style="list-style-type: none"> ▪ Review curriculum consistency and consistency in format of courses ▪ Review/emphasize expectations of the faculty, course and student ○ PTA – <ul style="list-style-type: none"> ▪ Faculty assessment and professional development ▪ Offered basics of teaching workshop ▪ Performed course reviews ▪ Training new faculty ○ Business – <ul style="list-style-type: none"> ▪ Standardized rubric effective Fall 2018 ▪ Increase expectation for grading/feedback ▪ Change student responsibility information in syllabus ○ General Education – <ul style="list-style-type: none"> ▪ Syllabi review ▪ Grading scales review for Math/Sciences courses ▪ Grading rubric review for Social Science/English courses ▪ Review/update expectations of student, faculty, course ▪ Positive feedback from students on changes to Core curriculum and availability of class choices ○ MSN – 	
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		<ul style="list-style-type: none"> ▪ Incorporate role competencies into curriculum ▪ Review Grad Weekend program ▪ MSN program review underway ▪ Held online forums for students ○ RT/MI – <ul style="list-style-type: none"> ▪ Continue to review student feedback ● Campus Climate Efforts – <ul style="list-style-type: none"> ○ Creation of Student Success Guide available to all students ○ New Activities information, improved communication (i.e. Student Newsletter) ○ IPE 301 course required for all students for Fall 2018 <p>For more information internally, visit Employee Intranet Departments Institutional Effectiveness Student Satisfaction Surveys</p>	
6	Assist student services in the recruitment and enrollment of students. Academic concerns for admissions and financial aid departments, based on NSE, GES, and Ruffalo Noel Levitz student satisfaction surveys. Academic programs to further investigate GEN 101 options for all students, all levels (online and on-campus)	<p>In progress</p> <ul style="list-style-type: none"> ● Recruitment strategies continue to be held each semester with a focus of future planning, current trends, and review of enrollment and attrition data, action plans established in each meeting ● Admissions and Marketing departments have updated the inquiry to application and acceptance process and will present at Academic Council on May 17, 2018. ● Student Services incorporated co-curricular data in the AY 2016/2017 DARO ● Higher Learning Commission (HLC) Project Committee created co-curricular items that Student Services department were currently doing. ● VPAA and VPO met with Student Services Council directors in January and February 2018 to review co-curricular assessments ● Creation of Student Success Guide – Students receive access at time of registration to complete, instead of requiring all students to take GEN 101 <p>For more information internally, visit Employee Intranet Departments Institutional Effectiveness Co-Curricular @ Clarkson College</p>	<p>MET</p> <ul style="list-style-type: none"> ● Action items established at recruitment strategies meeting and two meetings per year are deemed sufficient ● Held student services July assessment retreat and will continue in summer 2019. ● Student Success Guide launched in Fall 2018 ● Will review co-curricular data in AY 18-19
7	Finalize revisions to Student Assessment Manual for Clarkson College	<p>In Progress (July 2018 Completion Timeline)</p>	<p>MET</p> <p>Student Assessment Manual complete</p>
8	Update College-wide assessment document for posting on college	<p>MET</p> <ul style="list-style-type: none"> ● Finalization of SharePoint/Employee Intranet ● Creation/maintenance of Institutional Effectiveness site (formerly Institutional Data) on Employee Intranet 	<p>MET as per Spring 2018</p>

	<p>website and to improve public transparency.</p>	<ul style="list-style-type: none"> Updated College Profile page on Clarkson College website highlighting institutional data (e.g. Key Statistics, Action Plans, Program Outcomes, Program Performance Outcomes, etc.) <p>For more information, visit www.clarksoncollege.edu/about/college-profile</p>	
<p>∞</p>	<p>-Continuous Improvement Process is always ongoing</p>		