

Institutional Effectiveness



ASSESSMENT RETREAT

Action Plan | Progress Report

Academic Year 2018-2019

Created 10/2018

Revised 05/2019; 06/2019; 11/2019

Academic Year 2018-2019 Academic Assessment Action Plan

Item #	Fall 2018 Assessment Retreat	Spring 2019 Progress Report	Fall 2019 Assessment Retreat
	Action Plan:	Progress Report:	Actions Completed:
1	<p>Devise opportunities to improve scores on student success skills assessment (ALL Levels) and review benchmarks in Fall 2019.</p> <p>Presented areas for improvement at Fall 2018 Assessment Retreat for Student Success Skills</p> <p>CC.01 – Communication Undergraduate Core courses and associated assignments listed on p. 62 of booklet - (Associates and Bachelors – Benchmark is 80% of students receive a 3 or more) HU 200</p> <p>Graduate Core courses and associated assignments listed on p. 62 of booklet (Masters and Doctoral – Benchmark is 75% of students receive a score of 4) MB 798, GR 798, MB 906, NS 909/912, DNP 923, EDD 920, EDD 922, EDD 923</p> <p>CC.02 – Critical Thinking Graduate Core courses and associated assignments listed on p. 62 of booklet (Masters and Doctoral – Benchmark is 75% of students receive a score of 4) NS 909/912, DNP 921, DNP 923, EDD 922, EDD 923</p> <p>CC.03 – Technology Undergraduate Core courses and associated assignments listed on p. 62</p>	<p>MET Masters and Doctoral CORE have been combined into Graduate CORE effective Fall 2018 and benchmark has changed from “75% of the Students will score a 4” to “100% Students will Score a 3”.</p> <p>MET Lori Bachle reviewed Undergraduate CORE data with General Education faculty and will devise a strategy. Effective Fall 2018, creation of SLOs for Undergraduate Social Sciences, Undergraduate Math in addition to the previous Undergraduate Sciences and Undergraduate CORE.</p>	<p>Review AY 2018-2019 data at Fall 2019 Assessment Retreat and make new action plan for Graduate CORE.</p>

	<p>of booklet - (Associates and Bachelors – Benchmark is 80% of students receive a 3 or more) EA 210 <i>(note there has been dialogue regarding the percentage of this course, will review and monitor in the future)</i></p> <p>Graduate Core courses and associated assignments listed on p. 62 of booklet (Masters and Doctoral – Benchmark is 75% of students receive a score of 4) GR 798, NS 909/912, DNP 923, EDD 910</p> <p>CC.04 – Professionalism Graduate Core courses and associated assignments listed on p. 62 of booklet (Masters and Doctoral – Benchmark is 75% of students receive a score of 4) NS 909/912, DNP 923, EDD 910</p> <p>CC.05 – Diversity Undergraduate Core courses and associated assignments listed on p. 62 of booklet - (Associates and Bachelors – Benchmark is 80% of students receive a 3 or more) IC 200 Graduate Core courses and associated assignments listed on p. 62 of booklet (Masters and Doctoral – Benchmark is 75% of students receive a score of 4) NS 799, MB 810, DNP 923, EDD 910, EDD 922</p>		
2	<p>Effective AY 2018/2019, DNP and DHCEL courses that contribute to the Graduate Core Courses will be reviewed and updated to become more in line with discipline outcomes.</p>	<p>MET Graduate CORE was created Fall 2018 to include MHA, MSN, CRNA, DNP and DHCEL (EDD) Programs</p>	<p>ALL MET As per spring reports. Data collected and reviewed for AY 2018-2019 and reported at Fall 2019 Assessment Retreat</p>

	<p>Review Benchmark for Graduate Core (currently at 75% of students receive a score of 4)</p> <p>Review assignments and courses to be included in Graduate Core (Master and Doctoral Level)</p> <p>Review/create descriptions/scoring rubrics (use Undergraduate Core as an example) for the Institutional Scales</p> <p>1 – Insufficient 2 – Developing 3 – Proficient 4 – Exemplary</p>	<p>MET Benchmark was changed to 100% Students will score a 3 or higher</p> <p>MET Graduate CORE SLOs were changed from 9 Outcomes to 6 Outcomes (Grad.01 to o6). MSN, CRNA and DNP have adopted the similar outcomes 1 to 6 in place of the previous 1 to 9. MHA has maintained their previous outcomes and DHCEL (EDD) were updated.</p> <p>MET Program directors created a rubric based on Student Learning Outcome (i.e. COM, Critical Thinking, Technology, Professionalism, Diversity) and levels (1 – Insufficient; 2 – Developing, 3 – Proficient, 4 - Exemplary) with descriptions to be used across the Course SLOs</p> <p>Data was collected for Fall 2018 and Spring 2019. Note come DNP courses are in the development stage and the assignments might change.</p> <p>IN PROGRESS NS 799 assignment (IDI Self-Assessment associated with Diversity will be reviewed for Fall 2019.</p>	
3	<p>Establish a strategy for use of OCER updates and necessary implementation</p> <p>By Spring 2019 review:</p> <ul style="list-style-type: none"> • OCER evaluation tool • OCER review process • Faculty update expectations related to OCER scores <p>Program expectations of OCER data</p>	<p>MET Based on data gathered during the 2017-2018 OCER evaluation, CTE will coordinate with program directors and faculty to make improvements on courses that had an overall score of 2.9 or lower*. This process will take place in the spring and summer semesters of 2019. To assist with revisions, CTE will create master course shells for those courses to work on course design improvements, in coordination with faculty and program directors. All courses will be ready before the beginning of the 2019-2020 academic year.</p> <p>Faculty will be required to complete the course CTE 101 Course Design and Teaching Fundamentals, and work with CTE to make course design improvements (if needed) to course(s) they have been assigned to teach. Course design recommendations should be implemented before the course is taught for the first time if possible. Otherwise,</p>	<p>MET OCERs completed on a rotation basis as indicated below.</p> <ol style="list-style-type: none"> a. 2019-2020: BSN, MSN, DNP, CRNA, HCB b. 2020-2021: GenEd, CHL, EDD, PTA, R/MI c. 2021-2022: Rotation will start over. <p>At the end of each evaluation period, program directors, faculty and CTE staff will coordinate to implement recommendations on courses, with priority given to courses with a score of 2.9 or lower.</p>

		<p>recommendations must be implemented before those courses are taught for the second time. Request encouragement for all faculty (new or seasoned) to take CTE 101.</p> <p>Whenever a new course is developed, program directors will coordinate with the faculty assigned to teach the new course and CTE to ensure all course design requirements are in place before the course is offered for the first time. If the course cannot be fully developed for specific reasons prior to the beginning of the semester (e.g. faculty hired close to the beginning of the semester), it will be revised with the help of a CTE staff member before it is offered again.</p>	
4	<p>Assist student services in the recruitment and enrollment of students.</p> <p>Review processes from application to acceptance to first day of classes.</p> <p>Share academic concerns for parking, health and safety information, and financial aid, based on NSES, GES, and Ruffalo Noel Levitz student satisfaction surveys and assist in communication.</p> <p><u>By Spring 2019:</u></p> <ul style="list-style-type: none"> Review application processes, advising communication, and registration and admissions processes. Invite admissions, marketing, and registration departments to Academic Council for discussion. Review website. 	<p>IN PROGRESS: Recruitment strategies will continue in fall and spring semesters and actions steps are being tracked by the marketing and admissions teams with input from program directors</p> <p>IN PROGRESS: Admissions will present the new CRM process in Summer 2019</p> <p>IN PROGRESS Information has been shared at Spring 2019 Retention Strategies Committee that includes the Director of Admissions and the Registrar. Will be shared at the Student Services Assessment Retreat in July 2019.</p> <p>IN PROGRESS: Admissions is implementing the CRM and will present to Academic Council Summer 2019. Advising and Registration processes have been updated and moved from the Academic Success Department to the Admissions Department. Admissions is soliciting feedback to the Advising and Registration Process at Academic Council on May 16th. The VPAA and VPO are finalizing roles and responsibilities for a dedicated advising director. Program website development and review is underway with current Academic Catalog updates due May 6th. Marketing is transiting our web platform currently.</p>	<p>ONGOING. Marketing working on strategic individual program marketing plans</p> <p>MET: CRM live</p> <p>MET: Student Services Assessment Retreat August, 8, 2019</p> <p>NOT MET: Enrollment and Advising Office will work with all program directors Spring/Summer 2020 to update admissions communication. New website will be updated and live January 2020 Dedicated Director and Assistant Director of Enrollment and Advising was hired.</p>

	<ul style="list-style-type: none"> Review student services and advising communication for students related to parking, financial aid, and health and safety. Discuss ideas for improvement with proper constituents. 		
5	<p>Align Employer Survey and Recent Graduate Survey processes into the Office of Institutional Effectiveness</p> <ul style="list-style-type: none"> Items for Consideration by Spring 2019: Survey questions, response rate strategies, particularly employer responses Formulate discussion for updated processes with the use of social media and CRM to text surveys and information <p>New Student Experience Survey (NSES)</p> <p>Graduation Exit Survey (GES)</p> <p>Clinical Experience Survey (CES)</p>	<p>IN PROGRESS Discussed at Mid-Year Assessment Retreat and will follow-up with Alumni Coordinator. Plans to update questions, improve technology, and have items synced with OIE</p> <p>IN PROGRESS Review/revise NSES question on grievance</p> <p>IN PROGRESS Improve student participation via Program Director and faculty promotion Trend more data points MET Student Online Tutorial was updated and changed to Student Success Guide 101 effective Fall 2018, will review data in Fall 2019. MET MyPath Book name has been updated on both NSES and GES.</p> <p>MET Posted on Employee Intranet OIE Clinical Experience Tab. MET Committee (IPECC) chaired by Ms. Shelli Weddum</p>	<p>MET Met with Alumni Coordinator, updated questions, items shared with OIE.</p> <p>IN PROGRESS</p> <p>MET as per Spring notes</p> <p>MET as per Spring notes</p>

	Ruffalo Noel Levitz – Student Satisfaction Surveys (SSI/PSOL)	MET Deployed Spring 2019, Clarkson College Overall Response Rate (n=1108) -= 29%; SSI Response Rate (n=511) – 32%, PSOL Response Rate (n=597) – 25% Individual reports will be available Summer 2019	MET as per Spring notes
6	As part of the HLC AY 17-18 project list, assist and review the process to complete a College wide data dictionary and glossary of terms.	IN PROGRESS	IN PROGRESS powercampus definitions complete
∞	<u>Continuous Improvement Process is always ongoing</u> <ul style="list-style-type: none"> • Revisit Course Evaluation process and questions after 2-3 years of trended data • Potentially pilot instructor-initiated course level outcomes in Canvas Learning Management System with college-wide option for Spring 2019. • Effective AY 2018/2019 Health Care Services code will be changed to Community Health (CHL) and Radiologic Technology (RT) code will be changed to Radiography (RAD). 	MET Added the verbiage – “NOTE: For services not utilized in THIS course please select not applicable” in bold blue to Question 9 – I took advantage of the following learning resources provided to maximize my success in THIS course”. IN PROGRESS Project on hold until further notice MET Updates were made to RAD and CHL codes	ALL MET as per Spring notes

Updated 06-05-2019, 11-05-2019