

Institutional Effectiveness



ASSESSMENT RETREAT

Action Plan | Progress Report

Academic Year 2019-2020

Created Nov 2019; Updated June 2020; Updated Nov 2020

Academic Year 2019-2020 Academic Assessment Action Plan

Data Point	Fall 2019 Assessment Retreat	Spring 2020 Progress Report	Fall 2020 Assessment Retreat
	Action Plan:	Progress Report:	Actions Completed:
<p>1 C-SLO for UG and Graduate CORE</p>	<p>Devise opportunities to improve scores on student success skills assessment (ALL Levels) and review benchmarks in Fall 2020.</p> <p>Fall 2019 Undergraduate Level – COM, DIV Graduate Level – COM</p>	<p>IN PROGRESS: Academic Directors meet with department to discuss strategies to improve “areas of concern” <u>Gen-Ed:</u> CORE is underdevelopment to complete summary report related to adjustments <u>HCB:</u> incorporated standardized rubrics for all programs, will assist in tracking <u>Graduate Nursing:</u> all faculty are reviewing their SLO’s, added credit hours in DNP-CRNA and will continue to review SLOs. <u>MI:</u> incorporated standardized rubrics <u>Radiography:</u> in progress to improve writing and presentation assignments, RAP sessions now required, class time being utilized to discuss writing skills, improved awareness of what they have completed in the program in the community, diversity events, etc. <u>BSN:</u> RAP sessions required in 1st and 2nd level classes, writing lab required in 1st level, <u>PTA:</u> diversity SLOs tied to service-learning mostly, also requiring RAP sessions and writing lab in 1st semester for communication outcomes. <u>CHL:</u> expanding SLO’s outside of the capstone project and starting 2020-2021 will have SLO’s in courses outside of the capstone (trauma informed care and vulnerable populations). <u>EdD:</u> updated courses that were using SLO’s and what artifacts were assessed, RAP sessions in Doc Sem I</p> <p>Graduate Nursing (specifically DNP will review/update current SLO assignment/outcomes association to ensure appropriateness.</p>	<p>MET:</p> <p>General comment: Writing skills are still a concern overall (UG and Graduate)</p>

<p>2 Teaching and Learning Course Evaluations</p>	<p>Academic programs will implement strategies to improve course evaluation response rates, teaching and learning inside and outside the classroom including active learning strategies, test taking strategies, and find solutions to improve writing and reading skills, while improving learning motivation. Opportunities for high school versus adult learners will be explored.</p>	<p>IN PROGRESS: Academic Feedback: Course evaluation reminders complete each semester. Teaching and learning updates: <u>Gen-Ed:</u> meta-cognition strategies shared with faculty and faculty are using these strategies with students. Partnering with the Faculty Senate Faculty Development Committee to share these strategies <u>Graduate Nursing (NP Faculty):</u> implementing more zoom sessions to discuss case scenarios in clinical, etc. Students responding well and NP Faculty enjoying it. <u>BSN:</u> Faculty working on blueprinting exams and had sessions with ATI to review active learning strategies using ATI resources, will be incorporating clinical judgement strategies throughout all levels <u>HCB:</u> created educational contracts that will go into effect this fall, faculty putting in the Canvas announcement section reminders for course evaluation completion <u>PTA:</u> faculty focused on exam review sessions and test taking strategies, active learning strategies based on course content and student need <u>CHL:</u> emphasis on having active and experiential learning strategies, curriculum mapping project underway</p>	<p>MET and are continuing to implement the initiatives shared in Spring 2020. Continue focus will be to find solutions to improve writing and reading skills, while also improving learning motivation.</p>
<p>3 Recruitment and Enrollment</p>	<p>Assist Student Services in the recruitment and enrollment of students and work toward meeting enrollment goals and working toward solutions to better understand the reasons students leave. An academic focus will be to decrease the percentage of students struggling at midterm and improve midterm intervention responses.</p>	<p>IN PROGRESS: Recruitment Strategies meetings in the spring semester returned to rolling meeting items and the <u>Enrollment and Advising and Marketing departments</u> established a project tracking sheet and a project email for marketing. Many items delayed.</p> <p>Directors meeting with Enrollment and Advising outside of recruitment strategies to keep projects and action items on track. Programs seeing more rolling admission status without met enrollment goals at admission deadlines. Enrollment and Advising implemented SEM goals for AY 19-20. Virtual tour created</p> <p>College operational support for marketing budget (increased 43% for AY 2019-2020 with an additional 100K for spring 2020)</p>	<p>NOT MET: New marketing director hired and items trending in a positive direction. Plans with Enrollment and Advising Director and Marketing Director to have a project completion and management system in use by spring 2021.</p>

		<p>College Highlights/Improvements: <u>Graduate Nursing</u> admitting students every semester. <u>BSN and Gen-Ed:</u> the discussion to “flip” enrollment goals will be delayed until Spring 2021 and BSN transfer enrollment goals are increased by one clinical cohort</p> <p>College <u>5-year Enrollment Goals</u> document complete <u>New programming</u> developed for start Fall 2020: Healthcare Informatics, 3-D Printing, Psychiatric Mental Health Nurse Practitioner <u>Managing Academic Success (Gen 202)</u> approved and will begin Fall 2020-2021 for all undergraduate students who are on an educational contract, if the director would like to recommend a student to this course <u>NSE</u> items will continue to be monitored with the new requirements of the NSE policy Continue to review <u>Reasons Students Leave</u> data, high unknown category reporting, per Student Services Assessment Retreat because of Leave of Absence (LOA) numbers. SSG data with ARS-30 (resilience scale) being tracked as well. <u>Appreciative Advising</u> implemented in Enrollment and Advising Department <u>Academic Success:</u> Spring 2020 noticed no significant drop in general of utilization of services in the Success Center due to pandemic; will continue services online and in person. <u>Facility Improvements:</u> opening of Interprofessional Learning Center Fall 2019, Clarkson Commons January 2021. <u>Scholarships:</u> restructure of scholarships being reviewed, and more scholarship funding being assessed.</p> <p>Spring Midterm interventions (services available: numbers being reviewed) For Fall 2019 counseling total number of students @ 53 (Some used both counselors) Individual Sessions @ 190 For spring counseling - 52 students with 105 sessions. For tutoring –</p>	<p>College Highlights and Improvements continued as seen in Spring 2020 and Fall enrollment increased with Fall 2020 enrolling 1192 students compared to 1125 in Fall 2019.</p> <p>Advising Strategies continue to be reviewed.</p> <p>Midterm Intervention Data: Recruitment Strategies Committee provided AY 19-20 data which demonstrated a decreased response rate to the Success Center. Strategies under review to improve</p>
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<p>4 Alumni and Employer Connections</p>	<p>Finalize the alignment of the Employer Survey and Alumni Survey processes into the Office of Institutional Effectiveness.</p> <p>Formulate discussion for updated processes with the use of social media and CRM to text surveys and information.</p>	<p>MET: Office of Institutional Effectiveness (OIE) updated the spring 2020 alumni and employer surveys, with information shared across departments and online survey entry for employer survey.</p> <p>Raiser's Edge most recent software purchased for the College Alumni Office. Director of Advancement hired April 2020 and Alumni Coordinator position posted. Software can go into effect June 2020</p>	<p>MET</p> <p>General comment: will continue to review and seek a better internal process for implementation.</p>
<p>5 Clinical Education Surveys</p>	<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>Interprofessional Clinical Committee (IPCC) will review data before spring assessment meeting and report progress. Clinical site data available in VPAA DARO and clinical placement data available to all academic directors.</p>	<p>MET: IPCC has reviewed and updated all academic program Clinical Experience Surveys. The Institutional Effectiveness spreadsheet for the Clinical Experience Surveys has been updated and all programs have documented assessments in all categories (evaluation of the student, evaluation of the College, and evaluation of the clinical site). Additionally, each program has uploaded sample assessments on the IPCC SharePoint site.</p>	<p>MET: Further development underway to explore an IPE clinical location and review questioning to national standards (NCICLE), as well as increase IPE activities in the Interprofessional Learning Center. The Coordinator for the Interprofessional Learning Center is currently working to develop opportunities. Conversation to support clinical site preceptors, instructors, etc. with free continuing IPE education also underway.</p>
<p>6 Student Satisfaction Ruffalo Noel Levitz</p>	<p>Create direct action steps to ensure progress of improvement and implementation for all academic areas in response to the Ruffalo Noel Levitz 2019 feedback. SSI Scales (On Campus) with challenges</p>	<p>IN PROGRESS: Academic Program and Student Services Department Meetings held Spring 2020 (January-April) Feedback from Academic Programs: goal #2 and goal #3 Academic Council Assessment Retreat Feedback as above and continued below (05/07/2020). Student Services</p>	<p>IN PROGRESS: as per Spring 2020 follow-up. Will be re-evaluated in Spring 2021 after next RNL survey deployment.</p>

	<ul style="list-style-type: none"> • Instructional Effectiveness (2/14) - #25, #58 • Campus Climate (2/17) - #59, #66 • Safety and Security (#21, #28 - concern for BSN, PTA, RAD/MI and CRNA Programs) • Recruitment and Financial Aid (2/6) - #5, #12 • Concern for the Individual (2/6) - #25, #59 <p>PSOL Scales (Online) with challenges</p> <ul style="list-style-type: none"> • Instructional Services (4/8) - #3, #4, #11, #20 • Institutional Perceptions (1/2) - #6 	<p>Council Assessment Retreat Feedback included campus safety, recruitment, financial aid, etc. on 05/08/2020.</p> <p>Instructional Effectiveness/Instructional Services <u>CTE (in conjunction with OIE):</u> deployed OCER reports on Fall 2019 courses and provided feedback to faculty for course improvements Due to COVID-19 Pandemic, all on campus courses were converted/delivered via Canvas LMS. CTE provided support for on campus faculty to make the transition. Clarkson College remained fully operational and still held essential labs and skills checks. 124 students graduated May 2020.</p> <p><u>OIE:</u> Course Evaluations data was reviewed at both Academic and Student Services Council Assessment Retreat to review student feedback on Course Content and Resources. OIE had personalized meetings with all Academic and Student Services department to discuss data and initiate dialogue on creation of action steps.</p> <p><u>Academic Programs:</u> Academic Directors continue to monitor program data and discuss with faculty to ensure student feedback informs decision making and continuous improvements of the course, the program and institution.</p> <p>Finances (Recruitment and Financial Aid) Tuition frozen Fall 2020 Online payment plans now available Online bookstore implemented Spring 2020 Process in progress for updating award letters Implemented anticipated financial aid New website will launch July 1st and is displayed with focus for prospective students and current students</p> <p><u>SFA and Student Accounts:</u> Directors continue to monitor student feedback data and discuss with staff to ensure student feedback informs decision making and continuous improvements of the department.</p>	
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∞	<p><u>Continuous Improvement Process is always ongoing</u> OIE will maintain Institutional Effectiveness website to promote data-driven decision-making across the College</p> <p>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</p>	<p>COVID-19 Pandemic began March 2020 – Many adaptations to ensure compliance with Local, State and Federal guidelines. COVID-19 Response Feedback survey deployed to all enrolled students to understand what worked, what could be improved and what students need/want from the institution. 92% of on-campus students and 98% of online students who responded to the survey felt the campus had responded to the pandemic in a fair, good, or excellent manner. Pandemic plans in place and continually monitored. https://www.clarksoncollege.edu/coronavirus/</p>	<p>Institutional Effectiveness Website updated. Retention Strategies Committee presentation included in November AC Assessment Retreat and November Community Meeting</p> <p>COVID-19 Plans continue to be adapted and communicated. COVID Pulse survey sent to employees and enrolled students October 2020. 80% to 90% consistent satisfaction in academic programming, communication, services, etc.</p>

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