

Institutional Effectiveness



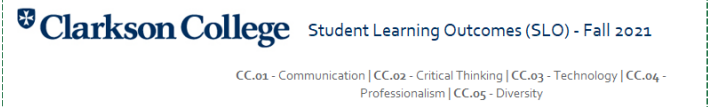
ASSESSMENT RETREAT

Action Plan

Academic Year 2021-2022

Created Nov 2021; updated May 2022; updated June 2022

Academic Year 2021-2022 Academic Assessment Action Plan

Data Point	Fall 2021 Assessment Retreat	Spring 2022 Progress Report	Fall 2022 Assessment Retreat																																																																																																																																																																																																																																																																																	
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<p>1 C-SLO for UG and Graduate CORE</p>	<ul style="list-style-type: none"> 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 2021 – Areas for Monitoring/Improvement</p> <ul style="list-style-type: none"> UG CORE – CC.01, CC.02, CC.03, CC.05 GRAD CORE – CC.01 – CC.03, CC.04, CC.05 <ul style="list-style-type: none"> Support the Undergraduate CORE program and review opportunities to enhance options, when applicable. Promote/support Graduate CORE program directors’ annual meeting to ensure consistency and equality across Graduate CORE Course SLOs. Monitor Canvas Outcomes and make improvements to process/opportunities, when applicable. 	<ul style="list-style-type: none"> IN PROGRESS <div data-bbox="945 438 1648 544">  </div> <table border="1" data-bbox="945 544 1648 1226"> <thead> <tr> <th>Score Distribution</th> <th colspan="4">Score</th> <th>Total Assessments</th> <th>% With Score Below 3</th> </tr> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Clarkson College - Summary</td> <td>35</td> <td>157</td> <td>724</td> <td>825</td> <td>1741</td> <td>11%</td> </tr> <tr> <td>CC.01</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Community Health</td> <td></td> <td>6</td> <td>5</td> <td>9</td> <td>20</td> <td>30%</td> </tr> <tr> <td>General Education</td> <td>19</td> <td>29</td> <td>227</td> <td>187</td> <td>462</td> <td>10%</td> </tr> <tr> <td>Health Care Business</td> <td>3</td> <td>14</td> <td>32</td> <td>126</td> <td>175</td> <td>10%</td> </tr> <tr> <td>Nursing</td> <td>2</td> <td>98</td> <td>390</td> <td>416</td> <td>906</td> <td>11%</td> </tr> <tr> <td>Physical Therapist Assistant</td> <td>8</td> <td></td> <td>54</td> <td>54</td> <td>116</td> <td>7%</td> </tr> <tr> <td>Radiography Medical Imaging</td> <td>3</td> <td>10</td> <td>16</td> <td>33</td> <td>62</td> <td>21%</td> </tr> <tr> <td>CC.02</td> <td>60</td> <td>142</td> <td>846</td> <td>1047</td> <td>2095</td> <td>10%</td> </tr> <tr> <td>Community Health</td> <td></td> <td>3</td> <td>4</td> <td>5</td> <td>12</td> <td>25%</td> </tr> <tr> <td>General Education</td> <td>21</td> <td>45</td> <td>199</td> <td>98</td> <td>363</td> <td>18%</td> </tr> <tr> <td>Health Care Business</td> <td>4</td> <td>25</td> <td>88</td> <td>388</td> <td>505</td> <td>6%</td> </tr> <tr> <td>Nursing</td> <td>29</td> <td>62</td> <td>398</td> <td>505</td> <td>994</td> <td>9%</td> </tr> <tr> <td>Physical Therapist Assistant</td> <td>4</td> <td>4</td> <td>153</td> <td>37</td> <td>198</td> <td>4%</td> </tr> <tr> <td>Radiography Medical Imaging</td> <td>2</td> <td>3</td> <td>4</td> <td>14</td> <td>23</td> <td>22%</td> </tr> <tr> <td>CC.03</td> <td>29</td> <td>102</td> <td>440</td> <td>510</td> <td>1081</td> <td>12%</td> </tr> <tr> <td>Community Health</td> <td>3</td> <td>1</td> <td>7</td> <td>1</td> <td>12</td> <td>33%</td> </tr> <tr> <td>General Education</td> <td>3</td> <td>33</td> <td>128</td> <td>92</td> <td>256</td> <td>14%</td> </tr> <tr> <td>Health Care Business</td> <td>2</td> <td>4</td> <td>10</td> <td>73</td> <td>89</td> <td>7%</td> </tr> <tr> <td>Nursing</td> <td>14</td> <td>63</td> <td>252</td> <td>309</td> <td>638</td> <td>12%</td> </tr> <tr> <td>Physical Therapist Assistant</td> <td>1</td> <td>1</td> <td>40</td> <td>3</td> <td>45</td> <td>4%</td> </tr> <tr> <td>Radiography Medical Imaging</td> <td>6</td> <td></td> <td>3</td> <td>32</td> <td>41</td> <td>15%</td> </tr> <tr> <td>CC.04</td> <td>35</td> <td>83</td> <td>409</td> <td>921</td> <td>1448</td> <td>8%</td> </tr> <tr> <td>Community Health</td> <td></td> <td></td> <td></td> <td>8</td> <td>8</td> <td>0%</td> </tr> <tr> <td>General Education</td> <td>1</td> <td>9</td> <td>121</td> <td>71</td> <td>202</td> <td>5%</td> </tr> <tr> <td>Health Care Business</td> <td>2</td> <td>11</td> <td>28</td> <td>273</td> <td>314</td> <td>4%</td> </tr> <tr> <td>Nursing</td> <td>26</td> <td>53</td> <td>172</td> <td>447</td> <td>698</td> <td>11%</td> </tr> <tr> <td>Physical Therapist Assistant</td> <td>2</td> <td>6</td> <td>77</td> <td>66</td> <td>151</td> <td>5%</td> </tr> <tr> <td>Radiography Medical Imaging</td> <td>4</td> <td>4</td> <td>3</td> <td>64</td> <td>75</td> <td>11%</td> </tr> <tr> <td>CC.05</td> <td>22</td> <td>90</td> <td>585</td> <td>613</td> <td>1310</td> <td>9%</td> </tr> <tr> <td>Community Health</td> <td></td> <td></td> <td></td> <td>8</td> <td>8</td> <td>0%</td> </tr> <tr> <td>General Education</td> <td>11</td> <td>31</td> <td>156</td> <td>68</td> <td>266</td> <td>16%</td> </tr> <tr> <td>Health Care Business</td> <td></td> <td></td> <td>35</td> <td>89</td> <td>124</td> <td>0%</td> </tr> <tr> <td>Nursing</td> <td>10</td> <td>54</td> <td>327</td> <td>287</td> <td>678</td> <td>9%</td> </tr> <tr> <td>Physical Therapist Assistant</td> <td>1</td> <td>1</td> <td>43</td> <td>23</td> <td>68</td> <td>3%</td> </tr> <tr> <td>Radiography Medical Imaging</td> <td></td> <td>4</td> <td>16</td> <td>146</td> <td>166</td> <td>2%</td> </tr> <tr> <td>Total Assessments</td> <td>181</td> <td>574</td> <td>3004</td> <td>3916</td> <td>7675</td> <td>10%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Currently Community Health and Radiography & Medical Imaging have outcome scores below the score of 3 for CC.01, CC.02, and CC.03 for Fall 2021 Course SLO. Monitor Spring 2022 scores. <p>CHL SLOs reviewed and provided education to faculty on how to review and assess SLO assignments.</p>	Score Distribution	Score				Total Assessments	% With Score Below 3		1	2	3	4			Clarkson College - Summary	35	157	724	825	1741	11%	CC.01							Community Health		6	5	9	20	30%	General Education	19	29	227	187	462	10%	Health Care Business	3	14	32	126	175	10%	Nursing	2	98	390	416	906	11%	Physical Therapist Assistant	8		54	54	116	7%	Radiography Medical Imaging	3	10	16	33	62	21%	CC.02	60	142	846	1047	2095	10%	Community Health		3	4	5	12	25%	General Education	21	45	199	98	363	18%	Health Care Business	4	25	88	388	505	6%	Nursing	29	62	398	505	994	9%	Physical Therapist Assistant	4	4	153	37	198	4%	Radiography Medical Imaging	2	3	4	14	23	22%	CC.03	29	102	440	510	1081	12%	Community Health	3	1	7	1	12	33%	General Education	3	33	128	92	256	14%	Health Care Business	2	4	10	73	89	7%	Nursing	14	63	252	309	638	12%	Physical Therapist Assistant	1	1	40	3	45	4%	Radiography Medical Imaging	6		3	32	41	15%	CC.04	35	83	409	921	1448	8%	Community Health				8	8	0%	General Education	1	9	121	71	202	5%	Health Care Business	2	11	28	273	314	4%	Nursing	26	53	172	447	698	11%	Physical Therapist Assistant	2	6	77	66	151	5%	Radiography Medical Imaging	4	4	3	64	75	11%	CC.05	22	90	585	613	1310	9%	Community Health				8	8	0%	General Education	11	31	156	68	266	16%	Health Care Business			35	89	124	0%	Nursing	10	54	327	287	678	9%	Physical Therapist Assistant	1	1	43	23	68	3%	Radiography Medical Imaging		4	16	146	166	2%	Total Assessments	181	574	3004	3916	7675	10%	
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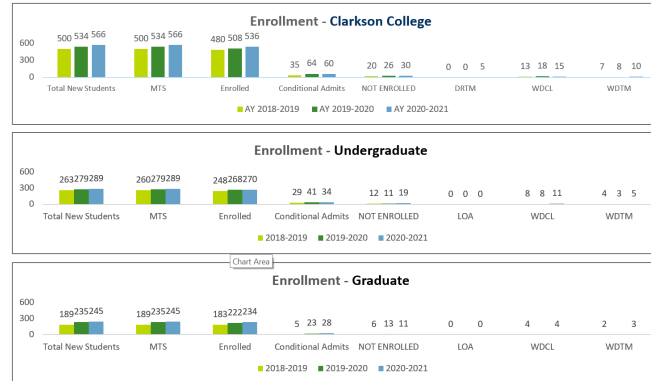
		<p>Gen-Ed Each semester faculty review their SLO data and create a summary sheet of what does the data mean and how can I make improvements</p> <p>BSN reviewing relevancy and SLO data</p>	
<p>2 Teaching and Learning Course Evaluations</p>	<ul style="list-style-type: none"> • Academic programs will implement strategies to find solutions to improve writing and reading skills while improving learning motivation through active learning. (See previous CSF recommendations) • Research opportunities for high school versus adult learners. • Research/support opportunities to improve Instructional Effectiveness both online and on-campus (Course redesign efforts; feedback, response to students, etc. based on Ruffalo Noel Levitz 2021 SSI and PSOL reports. • Continue College Readiness efforts • Review current Faculty Training; New Faculty Training; transition from clinician to educator, efforts by department for accountability (Grad Nursing Pilot); professional development, scholarship, etc. 	<p>IN PROGRESS</p> <ul style="list-style-type: none"> • Little Library Project derived from CSF College Readiness. Partnership with Renze, MCL, RDG. Construction and installation at Clarkson Park will take place in Summer 2022, Donation Book Drive will be held at Clarkson College • College Readiness and high school and adult learner opportunities: first-year experience exploration regardless of the previous College experience; reach out to student affairs related to databases of adult learners that have not completed a degree; HLC review of trends and need for upskilling and meeting employer and societal demands, need to figure out how we can provide training for Microsoft Office and technology in general; teaching time management skills and expectations of being accountable (turning in assignments late, not a bunch of extra credit, “pay for grade”, tardiness, etc.) • Video creation for “how to’s”: excel, PPT, email etiquette, etc. Have a repository/use resources that can keep up and change with changing technology • In orientation share more information about technology: we are Microsoft Office based and this is what that means. Have a good communication strategy; make sure it is on the webpage, etc. • CTE has multiple initiatives to share differentiated instruction methods, updating CTE 101 for leveling, faculty development sessions on teaching, improving onboarding process with faculty (set up expectations like a teaching educator program), classroom observations, now tracking recorded workshop 	

		<p>viewing/ faculty can get a certificate to show proof of attendance, etc.</p> <ul style="list-style-type: none">• Need classroom management education, especially for new faculty <p>Small group development for faculty to share classroom management strategies, handle difficult students, connect students, etc. Peer-to-peer support important</p> <p><u>HCB</u> Transitioned all classes to 7.5 weeks and now the department is going to 24-hour communication expectation versus 48 to improve faculty feedback time; expected 3-day grading return vs. 7 days; requirement for faculty to complete 1 professional and 1 CC faculty development event per semester, adopted Grad Nursing Strategy for course checklist and working on that over summer 2022 (course consistency and based on RNL data)</p> <p><u>CHL</u> Curriculum mapping project complete and review way to provide detailed feedback to students</p> <p><u>Gen Ed</u> Expected involvement in faculty development sessions and workshops.</p> <p><u>BSN</u> Review of course content, consistency, teaching strategies,</p> <p><u>PTA</u> Online delivery review; review of skills weekend delivery; improving consistency between instructors within the faculty, figure out ways that the forms and templates can be consistent; started PTA resources for students</p> <p><u>Grad Nursing</u> Added requirements related to faculty attendance and completion of online learning education/qualifications, curriculum mapping for new grad essentials for accreditation underway.</p> <p><u>EdD</u> Working on ways to help students develop scholarly writing from assignments through the dissertation</p> <p>Radiography</p>	
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		Added a seminar course RT 100.	
3 Recruitment, Enrollment, and Advising	<ul style="list-style-type: none"> • Review communication flow, Salesforce organization, and advising structures to optimize student experience and sense of belonging. • Review/research scholarship opportunities for non-nursing programs • Review/research new Student Information System to streamline the process from application, accepted, student. • Review/devise opportunities for financial funding for non-nursing students to support enrollment goals. 	<p>IN PROGRESS</p> <ul style="list-style-type: none"> • Due to personnel changes (resignation of Director of Enrollment - December 2021, Interim Director of Enrollment - April 2022, and CRM Specialist – April 2022), Adam Hardy (Institutional Advancement & Communications Department) took on responsibility for Salesforce. Review contract for Salesforce since the new SIS will include an integrated CRM, making Salesforce unnecessary. • Review for a new Student Information System took place in Spring 2022. The College community decided to move forward with Anthology. Currently in contract discussions with the Executive Leadership Team. • Collegis Education assistance; will have a report out May 31st. • Financial aid communication and in layman’s terms; appointment process where we have someone who can take them through a FAFSA for example through Education Quest. • Scholarship funding increased and communication on how funds are dispersed; FA improved process; admissions and FA working together; director communication of knowing who has received scholarships and how directors can communicate the scholarships • Improved educational partnerships forms and understanding of qualifications • Centralized database for scholarships and review criteria, responsibility, qualifications, etc. 	
4 Alumni, Clinical, and Employer Connections	<ul style="list-style-type: none"> • Explore opportunities to provide library access or other support services to alumni, clinical sites, and Clarkson educational partners. <ul style="list-style-type: none"> ○ IPE external course • Review/research Student Information System add-on to house alumni 	<p>IN PROGRESS</p> <ul style="list-style-type: none"> • Clarkson College will host the annual Heartland Interprofessional Education Conference on July 21-22, 2022 • The new Student Information System (Anthology) has the potential to house numerous functions outside of the initial priorities for Enrollment, Academic Records, 	

	<p>engagement, fundraising, and other components.</p> <ul style="list-style-type: none"> • Continue to improve opportunities to collect accurate alumni and employer information and streamline processes between OIE, Academic Directors, and College Advancement Department <ul style="list-style-type: none"> ○ Increase Alumni Survey Response Rates ○ Review and update surveys ○ Review process 	<p>Financial Aid, and Student Accounts. Implementation of the priorities is expected to take place within 18 months post-contract. Discussions will take place to review what other functions can benefit.</p> <ul style="list-style-type: none"> • OIE in conjunction with the Advancement and Alumni Coordinator and College Support Administrator deployed the annual Employer Survey. Invitations to employers were mailed or emailed using information obtained from the Alumni Surveys responses from 2021 Spring and Summer graduates. Emails were sent to about 75 employers (who completed a survey and provided contact information from 2021). Approximately 30 responses were obtained for a 40% response rate. Moving forward, this survey (similar to the Alumni Survey) will be deployed by OIE electronically only. 	
<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 through recommendations provided by current CSF initiative D2. 	<p>MET</p> <ul style="list-style-type: none"> • The Student Success Coordinator position has been updated and renamed Academic and Student Support Coordinator and includes career support programming in the job description. • CSF D2 has been completed. • Career Fair is returning in Spring 2023 	
<p>6 Student Satisfaction Key Performance Indicators</p>	<ul style="list-style-type: none"> • Continue to review Key Performance Indicators and review progress made in connection with retention efforts with collaboration from CSF B2 for students. • Review retention efforts for employees 	<p>IN PROGRESS</p> <ul style="list-style-type: none"> • Academic Year Enrollment Trends were increasing however AY 2021/2022 enrollments declined for various reasons including COVID-19, Changes in Healthcare jobs and increases by the public, and Changes in the Leadership of the Enrollment Department (formerly Enrollment & Advising) resulting in Advising moving to the Library & Academic Support Department, Compliance Office moving to the Research & Compliance Department and on-boarding of new admissions counselors. 	

Quick Summary: 3-Year Enrollment Trend



- Continue to monitor **Retention and Persistence Rates** and devise strategies to maintain and improve where necessary.

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Reporting Year	AS	BS	BSN	MS	MSN	Certificates
Fall 2021	67%	69%	70%	29%	69%	59%
Fall 2020	66%	61%	70%	29%	69%	63%
Fall 2019	68%	65%	79%	79%	79%	70%

- Continue to monitor **Graduation and Completion Rates** and devise strategies to improve. BS degree completion has increased, continue current strategies. Review AS degree completion trends.

Reporting Year	UG Level	AS	BS	Grad Level	MS	EDD	DNP	Certificates
Fall 2021	70%	72%	69%	62%	62%	56%	67%	59%
Fall 2020	66%	85%	61%	66%	67%	50%		63%
Fall 2019	68%	76%	65%	79%	79%			70%

Reporting Year	BS	BS (HCB)	BSN	MS	MSN
Fall 2021	80%	33%	70%	29%	69%

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- Continue to monitor **Student Separation** from the College and determine strategies to inhibit what we can.

Quick Summary: Reasons Why Students Leave

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Academic Year	Academic	Behavioral	Changed Major	Financial	Personal	Unknown	Total
Fall 2021 - May 2022	4	0	3	2	46	56	89
2020-2021	15	1	0	7	37	30	90
2019-2020	8	0	37	3	30	70	148 (111)
2018-2019	26	0	6	5	39	24	100 (94)
2017-2018	31	0	2	7	33	13	85 (83)
4.5-Year Total	63	0	45	15	102	107	522 (467)

- The Retention Strategies Committee in conjunction with CSF-B2 is tasked to present strategies to target retention @ the College.

		<ul style="list-style-type: none"> • For AY 22-23 the employee engagement annual goal added to the Strategic Planning • Collegis Education additions 	
∞	<p><u>Continuous Improvement Process is always ongoing.</u></p> <ul style="list-style-type: none"> • OIE will maintain the 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 continuing 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 discuss/review Trend Results for all data points. ○ Begin expansion of the 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 	<p>IN PROGRESS/CONTINUOUS IMPROVEMENT</p> <ul style="list-style-type: none"> • COVID pandemic planning has continued through the AY 2021-2022 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. • OIE continues to update individual department OIE Assessment Microsoft Team Space with current data from all institutional surveys and Course SLO data. • OIE and the VPAA are in preparation for the Year 4 Assurance Review for June 2023. Presentations were made at the March 2022 Community, Strategic Planning 2022, and Assessment Retreats. The College Accreditation Committee has begun reviewing changes from the Higher Learning Commission since the 2019 Re-Accreditation visit. Dr. Nebel, Ms. Paul, and Ms. Dirkschneider attended the Higher Learning Commission conference in April 2022. • OIE continues to maintain and update calendars. OIE has added calendar items that are visible on the Employee Intranet. OIE has created a Federal Compliance document that has been shared with responsible parties and created a webpage with all relevant links present for responsible parties to check and ensure accuracy by October, annually. <p>ON HOLD</p> <ul style="list-style-type: none"> • OIE in conjunction with IT – Database Engineer is working on the Reports Blueprint document to ensure current reports are pulled and discussed accurately. Note, upon implementation of the new Student Information System (Anthology), many of 	

	<ul style="list-style-type: none">• Promote Reports Blueprint to Key Data Stakeholders	<p>our current reports will be standards and easier to access for responsible parties. Anthology will hopefully allow OIE the ability to create higher-level reports using Microsoft BI.</p> <ul style="list-style-type: none">• Ruffalo Noel Levitz Surveys will be deployed in Spring 2023.	
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