

# Institutional Effectiveness



## ASSESSMENT RETREAT

**Leadership Council | Action Plan**  
Academic Year 2025-2026

## Academic Year 2025-2026 Leadership Council - Assessment Retreat | Action Plan

Priorities for all Action Items at Clarkson College are to Serve our Students and Community Well, Increase Customer Services, and gain Financial Sustainability through Visibility			
Data Point	Fall 2025 Assessment Retreat	Spring 2026 Progress Report	Fall 2026 Assessment Retreat
	Action Plan:	Progress Report:	Actions Completed:
<b>1 Student Learning Outcomes</b> <b>COURSE and CO-CURRICULAR</b>  <b>Strategic Roadmap</b> <b>Category 2: Enhance financially sustainable demand-driven quality programs and CSF A2, B1, and C1</b>	<ul style="list-style-type: none"> <li>Course SLOs <a href="#">UG CORE</a> and <a href="#">GRAD CORE</a> AY 2024/2025 Data will provide the basis for this CORE Course SLOs content               <ul style="list-style-type: none"> <li><b>Institutional Student Learning Outcomes (ISLO)   Student Success Skills</b> <ul style="list-style-type: none"> <li><u>UG CORE</u> <ul style="list-style-type: none"> <li>Benchmark – 80% of students will receive a Score of 3 or More</li> <li>CC.01 – 91%   CC.02 – 85%   CC.03 – 68%   CC.04 – 93%   CC.05 – 88%</li> <li>Note, CC.01, CC.02, CC.03 and CC.05 had scores below benchmark and should be reviewed to determine if changes are necessary.</li> </ul> </li> <li><u>GRAD CORE</u> <ul style="list-style-type: none"> <li>Benchmark – 100% of students will receive a Score of 3 or More</li> <li>CC.01 – 96%   CC.02 – 99%   CC.03 – 100%   CC.04 – 96%   CC.05 – 100%</li> <li>Note, CC.01, CC.02, and CC.04 had scores below benchmark and should be reviewed to determine if changes are necessary.</li> </ul> </li> </ul> </li> <li><b>Department Course Student Learning Outcomes (CSLO)</b> <ul style="list-style-type: none"> <li>Healthcare Leadership &amp; Business Department                   <ul style="list-style-type: none"> <li>HIM SLOs per CAHIIM</li> </ul> </li> <li>Undergraduate Nursing Department                   <ul style="list-style-type: none"> <li>UGN Course SLO updates for Fall 2025 per ACEN and continual for new curriculum in effect.</li> <li>Launch Nursing 101 Bootcamp</li> </ul> </li> </ul> </li> <li>Co-Curricular SLOs (discussed in Co-Curricular Focused Plan)               <ul style="list-style-type: none"> <li>Student Senate /Student Ambassador Opportunities</li> <li>Verified Credentials and Find the Why Opportunities</li> <li>Anthology Engage Opportunities (co-curricular transcripts available in the system)</li> </ul> </li> </ul> </li></ul>		

	<ul style="list-style-type: none"> <li>Financial Literacy/Financial Plans Student Opportunity</li> <li>Articulation Agreements (Academics and Non-Academic; determine where efforts are and what metrics should be tracked)</li> </ul>		
<p><b>2</b> <b>Teaching and Learning</b></p> <p><b>Strategic Roadmap</b> <b>Category 1:</b> Expand and leverage partnerships that support student scholarship and education and CSFs A1 and A2</p>	<ul style="list-style-type: none"> <li>Undergraduate and Graduate programs will review opportunities to address RNL 2025 feedback and demonstrate the impact of efforts.</li> <li>Ruffalo Noel Levitz Comparative Analysis Post Spring 2025 deployment             <ul style="list-style-type: none"> <li>Institution-wide (Clarkson College 2025 vs. 2023)                 <p><a href="#">Ruffalo Noel Levitz Spring 2025 data.</a></p> <p>Areas for review and strategizing are select items under the following scales for the <b>online environment</b> -</p> <ul style="list-style-type: none"> <li>3 - Instructional materials are appropriate for program content. (2025, 2023, 2021,2019)</li> <li>4 - Faculty provide timely feedback about student progress. (2025, 2023, 2021, 2019)</li> <li>6 – Tuition paid is a worthwhile investment.</li> <li>10 – This institution responds quickly when I request information.</li> <li>20 - The quality of online instruction is excellent. (2025, 2023, 2021, 2019)</li> <li>23 - Billing and payment procedures are convenient for me.</li> </ul> <p>Areas for review and strategizing are select items under the following scale for the <b>on-campus environment</b></p> <ul style="list-style-type: none"> <li>3 – Faculty care about me as an individual.</li> <li>4 – Admissions staff are knowledgeable.</li> <li>25 – Faculty are fair and unbiased in their treatment of individual students.</li> <li>29 – It is an enjoyable experience to be a student on this campus.</li> <li>59 – This institution shows concerns for students as individuals.</li> <li>66 – Tuition paid is a worthwhile investment.</li> <li>78 – Campus Iten: My online course(s) facilitates my academic ambitions.</li> </ul> </li> <li>Department Specific (per individual Program Specific RNL Data)                 <ul style="list-style-type: none"> <li>General Education &amp; Health Sciences Department</li> <li>Healthcare Leadership &amp; Business Department</li> <li>Undergraduate Nursing Department</li> <li>Graduate Nursing Department</li> <li>Physical Therapist Assistant Department</li> <li>Radiography &amp; Medical Imaging Department</li> </ul> </li> <li>Implement and Review processes to support stackable credentialing and develop better awareness of use in higher education.</li> <li>Artificial Intelligence Ad-hoc Committee will complete AI training for students, faculty, and staff</li> </ul> </li> </ul>		
<p><b>3</b> <b>Recruitment, Enrollment, Retention, and Advising</b></p> <p><b>Strategic Roadmap</b> <b>Category 2:</b> Enhance</p>	<ul style="list-style-type: none"> <li>Increase total enrollment with a target of 1500 students with sub-goal for census day FA 2026 of 1300. To meet the goal of 1300 students for AY 26-27, we will complete the following based on current status of FA 25 enrollment of 1172:             <ul style="list-style-type: none"> <li>Increase (7%) in new student enrollment (+41 from last academic year to equal 600 newly enrolled students)</li> </ul> </li> </ul>		


<p>financially sustainable demand-driven quality programs and CSF A2, B1, and C1</p>	<ul style="list-style-type: none"> <li>○ Decrease student attrition (97 separated students), which meets goal of &lt;100 students withdrawing.</li> <li>○ Increase number of graduates (currently trending with &lt;375 graduates, annually)</li> <li>● Implement at risk student alert advising system process and determine appropriate metrics to determine success through Anthology HLC QI project (decrease student withdrawal to not exceed 12% with less than 100 students withdrawing per academic year)</li> <li>● Comprehensive College Marketing plans for all academic programs and services.</li> </ul>		
<p><b>4</b> <b>Alumni, Clinical, and Employer Connections</b></p> <p>Strategic Roadmap Category 3: Develop a clear brand, enable support from alumni and others and CSFs B1, C1, and C2</p>	<ul style="list-style-type: none"> <li>● Implement NHA Clinical Shared Model at multiple locations and Nursing Clinical Practice Instructor Certificate expansion.</li> <li>● The Academic Division will review the Alumni and Employer Survey process and assist with strategies on how to improve response rates</li> </ul>		
<p><b>5</b> <b>Career Planning, Clinical Advancement</b></p> <p>Strategic Roadmap Category 1: Expand and leverage partnerships that support student scholarship and education and CSFs A1 and A2</p>	<ul style="list-style-type: none"> <li>● Implement NHA Clinical Shared Model at multiple locations Nursing Clinical Practice Instructor Certificate expansion.</li> <li>● Ensure an infrastructure is in place to accurately share with all founding and community partners our key performance indicators specific to their organization (e.g., employees, dependents, spouses, programs enrolled, etc.)</li> <li>● Increase cohorts for community programming services with College partners.</li> </ul>		
<p><b>6</b> <b>Student Satisfaction   Key Performance Indicators</b></p> <p>Strategic Roadmap Category 3: Develop a clear brand, enable support from alumni and others and CSFs B1, C1, and C2</p>	<ul style="list-style-type: none"> <li>● Key Performance Indicators will be reviewed, and definitions will be shared and implemented through the Quality Initiative Project (QIP) with clear benchmarks across constituents: <ul style="list-style-type: none"> <li>○ Graduation/Completion Rate (Benchmark 70%)</li> <li>○ Retention Rate (Benchmark 83%)</li> <li>○ Persistence Rate (Benchmark 90%)</li> <li>○ Student Attrition (Benchmark 12%, retain 50 more students on average with a withdraw annual of &lt;100 students) <ul style="list-style-type: none"> <li>▪ Reasons Why Students Leave Trend</li> <li>▪ Transfer Outs</li> </ul> </li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>▪ Student Success at Other Institutions Post-Clarkson College</li> <li>▪ New Leave of Absence Policy effective Spring 2025</li> <li>○ At Risk Student Strategies <ul style="list-style-type: none"> <li>▪ (B-C) DFWI Course Rates</li> <li>▪ Student Alert System</li> <li>▪ Number of Contacts Data</li> <li>▪ Midterm vs Final Grade Analysis</li> </ul> </li> <li>○ Student Satisfaction (NSES, GES, RNL)</li> <li>○ Enrollment <ul style="list-style-type: none"> <li>▪ Headcount (Fall, Spring, Summer, AY)</li> <li>▪ Enrollment Demographics (match Midwest demographics)</li> <li>▪ Cancelled Applications</li> </ul> </li> <li>• KPI trend data will be reviewed to determine appropriateness of benchmarks every 3-5 years.</li> <li>• Create customizable dashboards for all stakeholders to provide on demand data on KPIs to aid in decision making</li> </ul>		
<b>7</b> <b>Workplace Culture</b>	<ul style="list-style-type: none"> <li>• Strategies to improve satisfaction in areas of Performance Management and Communication as per the Great Colleges to Work For Survey will be completed. Specific area of focus will be strategies for burnout.</li> </ul>		
<b>8</b> <b>Programmatic/Department Review and Strategic Planning</b>	<ul style="list-style-type: none"> <li>• HLC Quality Initiative Project will be kept on track (2 years)</li> <li>• JRCERT Rad/MI Re-Accreditation support will be available in preparation of site visit February 9-10, 2026.</li> <li>• ACEN UGN Re-Accreditation support will be available in preparation of site visit September 1-3, 2026.</li> <li>• Connectedness to College Strategic Roadmap, Top Priorities and CSFs will continue to be communicated across divisions and college community participation maintained.</li> </ul>		

**Strategic Roadmap**  
**Category 3:** Develop a clear brand, enable support from alumni and others and CSFs B1, C1, and C2

**Strategic Roadmap:** All categories and CSFs



			
<p>∞</p>	<p><u>Continuous Improvement Process is always ongoing.</u></p> <ul style="list-style-type: none"> <li>• Higher Learning Commission Conference – March 21-24, 2026, Attendance by select IAC members (Dr. Himmelberg, Dr. Dirkschneider, Mr. Weigand, and Ms. Heimann)</li> <li>• Quality Initiative Project (Approved 01-09-2025 by HLC   Data Collection Phase {Years 6-7 - 2024/2025, 2025/26}</li> <li>• Quality Initiative Report (Report Writing Phase {2026/27, 2027/2028})   Report Submission Phase {Years 8-9   Submission - June 1<sup>st</sup> deadline}</li> <li>• Comprehensive Evaluation for Reaffirmation (Site Visit Phase   {Year 10 – 2028/29}</li> <li>• Maintain accurate and timely external reporting compliance at both institutional and programmatic levels</li> </ul>		