

Arkansas State University – Beebe



Student Success Council
2017-2019 Assessment Cycle Report

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Assessment Cycle (2017-2019) Report

In December 2019, Arkansas State University Beebe (ASUB) concluded its first two-year assessment cycle. During this cycle, the Student Success Council (SSC) implemented the academic and non-academic assessment practices described in our assessment handbook, which SSC has updated to better reflect the college's assessment needs.

In the 2018-2019 academic year, ASUB faculty deployed course and program-level assessments. Appropriate stakeholders also evaluated Community College Survey of Student Engagement (CCSSE) data from the previous academic year.

In 2019, faculty and staff met to discuss assessment results and documented their conversations in the assessment form found in Office 365. This data is available to ASUB employees through a shared Excel file. ASUB will deploy CCSSE and co-curricular assessments in spring 2020 with the start of the new assessment cycle.

<i>Even-Numbered Academic Years</i>
<ul style="list-style-type: none">• Conduct course-level assessment during either fall or spring semesters• Analyze previous cycle and create action plans
<i>Odd-Numbered Academic Years</i>
<ul style="list-style-type: none">• Assess co-curricular programs with a nationally normed instrument• Analyze previous year's course-level assessment data and create action plans
*The fall semester determines whether a year is odd or even

Updated Cycle

While the cycle has not changed, SSC deemed greater detail necessary and updated the cycle's presentation:

Calendar Year 1 (even-numbered years)

Co-Curricular

- January-May: Community College Survey of Student Engagement (CCSSE) or other assessment deployed
- May-August: CCSSE, Graduation, Retention, Persistence and Metrics results reviewed
- August-December: CCSSE, graduation, Retention, Persistence and Metrics action plans developed

Academics

- August-December: Fall semester course and program-level assessments deployed

Student Success Council

- October-December: Student Success Council annual report

Calendar Year 2 (odd-numbered years)

Co-Curricular

- May-August: Graduation, Retention, Persistence and Metrics results reviewed

Academics

- January-May: Fall semester course and program-level assessments reviewed and action plans submitted
- January-May: Spring semester course and program-level assessments deployed
- May-October: Spring semester and program-level assessments reviewed and action plans submitted

Student Success Council

- October-December: Student Success Council annual report and cycle report

Course and Program-Level Assessments

Three out of ASUB's five Student Success Outcomes are general education outcomes. In the 2018-2019 academic year, Subject Matter Experts for 112 out of 137 courses or 82% submitted assessment results.

At the program level, twenty-three out of thirty-one programs or 74% submitted results. ASUB had approximately a 45% submission rate prior to this assessment cycle. While these numbers constitute ASUB's best response rates since it began academic assessment, ASUB aims to increase future rates to at least 90% for our course and program assessments.

Faculty choose a target goal for their assessments. The following table summarizes the number of general education courses that met and did not meet their goals.

Student Success Outcome	Met	Unmet	Unclear	Totals	Percentage who met goals
Communication	8	2	4	14	57%
Creative and Analytical Thinking	38	32	12	82	46%
Society and Self	10	7	0	17	41%
Totals	56	41	16	113	50%

- Ninety-seven out of 113 submissions clearly indicated whether goals were met or unmet. The Student Success Council will ensure future submissions include this information by adding a required "met" or "unmet" button in the data submission forms.
- The data reporting form included duplications and also faculty who submitted multiple courses in one submission, which complicated the data review process. For example, the course submission form indicates 112 courses total; however, Applied Statistics and World Civilizations were duplicated. World Literature 1 and 2 and American Literature II were submitted in the same form as were World Civilizations courses.
- Some programs that conduct program assessments also submitted course assessments. This is unnecessary.
- Faculty submitted action plans for improvement if their courses did not meet the stated goals.
- If courses meet their goals for two consecutive cycles, faculty should change their assessment goals.
- Creative and Analytical Thinking is likely overemphasized, and SSC will request more courses assess Communication and Society and Self.

Resource Requests

Assessment's primary goal is continuous improvement, which often requires additional resources. This year, ASUB added space for resource requests to the assessment reports. This change ensures the Higher Learning Commission's criterion 4 (assessment) informs criterion 5 (resource allocation). Area supervisors should review the following and meet with relevant employees to discuss the requests. Supervisors may also find further details in SharePoint.

Arts and Humanities	
Course or Program	Request
Recreational Games PE2232	More course equipment would aid student achievement.
ENG 1013, Freshman English II	More computer labs
Spanish 1 – Spanish IV	Students need opportunities to use authentic spoken Spanish through a Spanish club, community projects and travel abroad. This entails use of university vehicles and support (financial or otherwise) for travel.
PSY 2533 Lifespan/Human Growth and Development	Access to computer lab for teaching research
PSY 2113 Psychology of Mental Health and Adjustment	Examples of portfolios and projects used in psychology courses to measure reflection, synthesizing, and interpretation of the course material.
ENG 0013, Pre-College Literacy	200 readers for developmental students at a cost of \$2 per reader would allow us to give students additional practice to improve reading comprehension. PCL's semester to semester persistence rates show such investments could have a major impact on student success and university numbers/revenue.
College Literacy	In order to facilitate one-on-one writing and reading help for College Literacy students, lab [class] sizes should be smaller. In addition, our labs should always be updated. The OC 145 lab computers are now VDI and are considerably slower than any computers on campus. Students must go through an "initial log on" each time they log onto the computer and are not able to save work, bookmark pages, etc. This eats up valuable time in class when students must start from scratch each time they log on.

ENG 1003 Freshman English I	Departmental funds to help with continuing education regarding assessment of the challenging pedagogy of writing & reading! Spring is a good time to do this learning, but the EDC funds are usually thin by then. The fall semester is too busy to do EDC paperwork for the next year. Going through a department would facilitate doing more. Plus books can be purchased to help.
Oral Communication (Spch 1203.32)	Software for recording lecture material would help with delivering the material in a standard dialect.
Com 1003: Career Communications	Updated textbooks. Access to guest speaker in the vocational trades.
AFA Graphic Design	1. Books added to the library's collection for use by the students. They would need to be purchased but kept in the reference section only so they're always accessible. This should help the graduation rates as well as student portfolios. 2. Funding to take students on site trips to graphic two graphic design firms and invite two freelance designers to speak to our students. This is common practice at four-year institutions yet not at two-year institutions. That would greatly help in graduation rates, recruiting, and retention and be a major feather in the department's/university's cap.
Health Program	<i>Health Program</i> Healthy Lifestyles Awareness Inventory from the American Red Cross (2012) American Red Cross Responding to Emergencies: Comprehensive First Aid/CPR/AED textbook Understanding Your Health (Payne, Hahn, Lucas) textbook for Principles of Personal Health. Principles and Labs for Physical Fitness textbook
Education K-6, 4-8	Our main resource is a working relationship between our college and the area public schools. This aides in the proper placement for our student interns. It is very important that the student interns are received well by the participating schools and cooperating teachers.
Early Childhood Education	Our main resource is a working relationship with our area daycare centers allowing our students to volunteer if they are not employees of the facility. This allows our ASU students to gain valuable experience along with the required clock hours of work with this age group of children in order to obtain their certification.

AFA Theatre	I need part-time employees to assist in caring for the increased number of students, as well as those with specific skills in set-building, costume construction, etc. This will allow me to focus on student recruitment and retention, as well as the classroom environment. We are also in need of capital improvements to the theatre space, such as new seats and carpet, as well as overhauling the wiring, which is becoming increasingly incapable of the load our new lights are placing on that wiring system.
Internship Program: ENG 2093 Internship I & ENG 2193 Internship II	A budget to help with summer paid internship in the Marketing & PR Office. They do not have a work study in the summer.
Math and Science	
Course or Program	Request
Botany 1104	I would like to have more plants representing the different plant groups in the lab. It would also be nice to have a garden on campus to look at pollination, fruit set, etc. It would be awesome for the botany class to have access to the greenhouse on the farm for additional research projects.
CHEM 1024	Better connectivity so the students can work on the Chem101 App in class and use the computer labs on campus. New classroom computer so I can demonstrate problems more efficiently.
Biol 2013, Intro to Nutrition	It would help to have an updated computer in my office that had the technology to create videos that I can post in my online class (and as a resource for my traditional classes).
Applied Physics for Health Sciences (PHYS 1014)	Points 3 and 4 remain our weakest results. I am investigating the possibility of buying new electrical resistances to exemplify proportionality on the diameter of the wires.
Chem 2114 Organic Chemistry II	Updated software that draws chemical structures.
BIOL 2104 Microbiology	A bench-top shaking incubator for lab students to grow bacterial broth cultures more effectively (approximate cost \$5000).

<i>Chem 2104 Organic Chemistry</i>	I would like some more laboratory equipment like a Benchtop Nuclear Magnetic Resonance (NMR).
<i>BIOL 2023, Anatomical Kinesiology</i>	Time in the mini gym
<i>PHT 1103, Pharmacy Fundamentals</i>	Continued partnership with Trio/Learning Center services.
<i>PHT 1004, Pharmacy Pharmacology I</i>	Resources or training for fostering critical thinking in students.
<i>Pharmacy Technician</i>	Not one specific resource, but better communication and support from ASU in regards to program policy violations.
<i>Veterinary Technology</i>	We would like to explore a way to enroll the students in a preparatory program called Vettech Prep. This is a review program that students work at their own speed to prepare for the national board exam. If a student enrolls and pays the fee the company guarantees the student will pass the national exam or the student may continue to use the program until they pass the national boards with no additional associated fee. We would like to add this to one of our classes as a lab fee so students are immediately enrolled in this class. Students that have paid for this class in the past have always passed their boards on the first attempt.
<i>Medical Laboratory Technology</i>	Resources needed include additional support and expanded hours for the current MLT Assistant's position to assist the MLT Program Director.
<i>Health Information Technology (HIT/HIA)</i>	Increased budget for educational expenditures. Professional training for our director of the program.
Career Education	
Course or Program	Request
<i>ANSC 2213 – Feeds & Feeding</i>	Time and place to have study sessions
<i>DST 2304 Truck Preventative Maintenance</i>	More trucks to come in shop for PM inspection and maintenance
<i>CSNT</i>	Meet with advisory committee to approve new outcomes.
<i>Computer Systems and Network Technology</i>	Creative and ACisco routers and switches will need to be purchased for better completion of the labs. It will also help to alleviate congestion in the classrooms. Updated PC's.
<i>Computer Aided Drafting</i>	Improved/automated survey tools and delivery methods.

<i>Agricultural Equipment Technology – John Deere</i>	Following up with all service managers during the internship visits.
Co-Curricular	
Department	Request
<i>Career and Transfer Services/Counseling</i>	Separate Career and Transfer Services person needed
<i>Disability Services</i>	Coordinator needs to renew Titanium case management software license
<i>Student Activities</i>	Access to Concert-Lecture and Fine Arts event attendance records as these events support student engagement but are not measured by the Office of Student Life

SSC's Future Goals

Improve assessment efficiency through technology

- Deploy select course and program-level assessments through Canvas starting with pilot groups in the 2020-2021 academic year.
- Deploy all course and program-level assessments through Canvas in the 2023-2024 academic year.

Develop and improve co-curricular assessment

- Collaborate with campus offices to develop and deploy assessment plans.
- Assist campus offices currently doing co-curricular assessment to connect data to budget requests.

Enhance usage of CCSSE, Graduate Exit, Withdrawal and Student Experience surveys

- Align each question to a specific office.
- Align each question to a specific Student Success Outcome.
- Develop Office 365 form so offices submit action plans for improvement along with resources requests.

Assessment submissions

- Include button for "Goal Met" or "Goal Not Met."
- Include section on form to describe why the goal was not met.
- Ensure faculty know assessment should be graded assignments to obtain maximum and highest quality responses.
- Add "Please provide five to ten sentences briefly justifying the need for this request" to the submission form.

Summary of 2018-2019 Co-Curricular Assessment Results and Recommendations

Co-curricular assessment at ASUB is in early development and has a promising future. At the conclusion of our next assessment cycle, we will provide data about co-curricular met and unmet goals; however, our current results do not yet make that highly meaningful.

ASU-Beebe's Library, Career and Transfer Services, Advising and Learning Center, Counseling Services and Office of Student Life submitted assessment results. All of these offices assessed the Student Success Outcomes of Support and Engagement with the exception of Disability services, which assessed Goal Completion. Many offices stated their goals were met. SSC encourages offices to connect assessment outcomes and action plans to budget requests, thus connecting HLC criteria 3 and 4 with criterion 5. The following summarize the results and recommendations:

Library comparisons between 2016-2017 and 2017-2018 academic years

- 10.35% decrease in patrons physically visiting the library, which could be due to the library's lack of air conditioning from May 30, 2017-Spring 2018 and lack of heating for six weeks
- 9.65% Increased use of online databases
- 1.99% increased checkouts of physical books
- 39.04% decreased checkouts of ebooks from Overdrive

Career and Transfer Services/Counseling

- During the 2018-2019 academic year, Counseling also managed Career and Transfer Services.
- This staffing situation created difficulty fulfilling Career and Transfer Service responsibilities while also meeting student demands for counseling.

Advising and Learning Center 2018-2019

Staff in this office cover the dual roles of advisor and tutor. Registration is open approximately eight months each year, and tutoring services are available almost eleven months each year with the majority of these overlapping. While trying to ensure adequate coverage of tutoring services from 7:30am-7:00pm, the staff also manage hour-long scheduled advising appointments and walk-in appointments:

- Students using campus tutors earned .27 higher GPAs than students who did not.
- Number of students using tutors decreased likely because tutors also serve as advisors creating a staff availability problem.
- The dual roles overlap particularly during the peak times of midterm and final exams.
- Part-time tutors are vital to balancing this office's duties, but complications occur if unable to fill those positions with professional tutors in a timely manner.

Student Activities

- Director aimed for 90% of the residential population and 10% of the commuter population to engage in at least one on-campus student activity.
- Results showed 98.8% of the residential population and 6.3% of the commuter population participated in at least one on-campus student activity.
- Director of Student Life will seek input from commuter students to ensure ASUB activities appeal to them and occur at appropriate times.

Student Government and Leadership comparisons between 2017-2018 and 2018-2019 academic years

- Used the American Student Government Effectiveness Assessment
- Aimed to improve the ASU-Beebe effectiveness score from previous 20/100 to 50/100.
- Achieved a 43/100 effectiveness score in 2018-2019 in its 13 areas of assessment
- Action Plan: Collaborate between SGA, Student Leadership and registered student organizations to identify a stronger pool of students interested in campus service and engagement with SGA
- “The [assessment] was a great way to inspire student leaders to think about what SGA should be doing, a larger vision for the student body's role on campus and developing a plan to improve effectiveness of the organization/ campus.”

New Student Orientation

- Goal: a majority of participants would report either agree or strongly agree with each breakout session’s learning outcomes and agree or strongly agree with the overall satisfaction of the new student orientation.
- 76.5% strongly agreed and 15.3% agreed the outcomes were met.
- However, the New Student Orientation Committee will revamp the orientation and pilot a new model for fall 2019.

Student Life

- In the residence halls, each resident assistant is required to host two community engagement events per semester and a floor meeting with residents every other week.
- Current assessment varies based on the event.
- Common tools include open-ended questions following an event, holistic evaluation of form completion, participation, open ended reflection essay, sarcastic questions during engagement, community behavior, academic performance, etc.
- Feedback from the assessment is evaluated in real-time and used to improve the student experience either holistically or individually depending on feedback.

SSC Co-Curricular Recommendations

ASUB's co-curricular offices have made excellent initial steps with assessment. Many offices were reluctant to include resource requests with their data, which is due to unfamiliarity with assessment as improvement and reticence to make such requests in an assessment report. SSC makes the following recommendations:

- Offices with met assessment goals should set new goals for the next assessment cycle.
- Encourage offices to make concrete plans, recommendations and resource requests (budget or otherwise) based on their assessment results as resource requests tied to assessment are stronger.
- Recommend that New Student Orientation measures the knowledge, skills and abilities students should learn rather than using satisfaction surveys.
- Ensure co-curricular assessments occur during their correct time in the 2-year assessment cycle; some offices appear unaware of the calendar.

CCSSE (Community College Survey of Student Engagement)

Deployed once every two years in the spring semester:

The good

- Student Support Services ranks very high in most areas: advising, support, planning, tutoring, computer lab.
- 82% of the 501 students ranked ASUB as “quite a bit” or “very much” when asked about “Providing the support you need to help you succeed at this college.”
- Students overwhelmingly feel welcome and respected, that the college prepares them for the future, that they can learn the material and are developing relationships on campus.

The bad

- Support for learners was the only area as a whole that we outdid the CCSSE cohort.
- Academic rigor was the weakest area (papers, collaboration, reading).
- 67% of the 500 students ranked us as “very little” or “some” when asked about ASUB “Helping you cope with your non-academic responsibilities (work, family, etc.).”

The interesting

- CCSSE started in 2001. The 2019 CCSSE Cohort includes 616 institutions from 48 states, the District of Columbia, Guam, Marshall Islands, Micronesia, and two Canadian provinces. Three-hundred ten are classified as small (<4,500), 137 as medium (4,500-7,999), 120 as large (8,000-14,999), and 49 as extra-large institutions (15,000+) credit students.
- Students averaged reading less than one book that was not required.
- Full-time students report more positive experiences with ASUB than part-time students.
- Question 4i ranks us above the cohort on “Talked about career plans with an instructor or advisor,” but question 12.1b ranks us below the cohort on career counseling. We are doing a good job in starting the discussion but may need more follow up with that conversation.
- Individual question response rates range from 100-500.

Graduation Exit Survey

Deployed twice yearly:

The good

- Responses are overwhelmingly positive except in eight areas

The bad

- More than 30% “Did Not Use” Career/Transfer Services, Counseling Services, Disability Services, Food Services, Intramural Sports, Residence Life, and Student Activities

The interesting

- Academic year 2018-2019 60% of respondents were employed
- Fall 2019 73% of respondents were employed
- Many questions have very low responses
- Almost $\frac{3}{4}$ of our students graduate in the spring

Withdrawal Survey

Deployed yearly:

The good

- The survey exists.

The bad

- Over the two-year cycle only one student completed the survey.

The interesting

- Too few responses to draw meaningful conclusions.

Student Experience Survey

Deployed once every two years:

The good

- The responses are very positive except in eight areas.

The bad

- More than 30% of students indicated they did not use: Career/Transfer Services, Concert/Lecture Series, Disability Services, Food Services, Intramural Sports, Learning Center, Residence Life and Student Activities.

The interesting

- 52% of respondents to the question “How did you hear about us?” said it was a friend or family member. Students discuss their experiences with us; those must be positive.
- 34% of respondents did not begin attending within a year of high school graduation.
- Consider deploying the survey yearly.

Recommendations Based on the Surveys

- Increase survey participation.
- Approach students about career and transfer planning instead of waiting for them to seek help.
- Faculty Senate should review 4g, 6a, 6b and 6c to discuss improvement.
- Evaluate consistently underused areas to understand why students do not use them.