

**Student Success Council Annual Report
2018-2019**

During the 2018-2019 academic year, ASU-Beebe faculty deployed course and program-level assessments. Staff evaluated CSSEE data from the previous academic year and developed action plans for improvements.

In 2019-2020, faculty will meet to discuss assessment results and document their conversations in the assessment form found in Office 365. Student Success Council (SSC) will email faculty a link to this form. This data will be available to ASU-Beebe employees through a shared Excel file. ASU-Beebe will deploy CSSEE, and ASU-Beebe staff will deploy co-curricular assessments during the 2019-2020 academic year.

ASU-Beebe two-year cycle is described below:

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

SSC's Future Goals

To ensure the Higher Learning Commission's criterion 4 (assessment) informs criterion 5 (resource allocation), SSC proposes to:

- Include a space on the assessment data submission form to describe resources that faculty and staff believe would improve future results and why
- Amend Quality Improvement Fund and other budget forms to encourage applicants to connect special requests to assessment data

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, analyze 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 2018-2019 data to budget requests

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

ASU-Beebe's Library, Career and Transfer Services, Advising and Learning Center, Counseling Services and Office of Student Life submitted assessment results. All offices assessed the Student Success Outcomes of Support and Engagement with the exception of Disability services, which assessed Goal Completion. Most 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
- Separate Career and Transfer Services person needed

Disability Services

- Coordinator needs to renew Titanium case management software license

Advising and Learning Center 2018-2019

Staff in this office cover the dual roles of advisor and tutor. Registration is open approximately 8 months each year, and tutoring services are available almost 11 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 who reported 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

- 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 ASU-Beebe activities appeal to them and occur at appropriate times
- Director of Student Life will seek 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

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 and the Student Leadership Experience & 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 SGs should be doing, a larger vision for the student body's role on campus and developing a plan to improve longer effectiveness of the organization/ campus”

New Student Orientation

- Used surveys at the conclusion of each breakout session
- The goal was that 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
- The desired outcomes was met; 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

SSC Co-Curricular Recommendations

ASU-Beebe's co-curricular offices have made excellent initial steps with assessment. SSC very much wishes to tie HLC criterion 4 assessment data to criterion 5, resource/budget allocation. Many offices were reluctant to include resource requests with their data. This reluctance is due to unfamiliarity with assessment as improvement, reticence to make such requests in an assessment report and/or feeling the data submission form was an inappropriate place for detailed budget requests that require planning and justifications. SSC makes the following recommendations:

- Offices with met assessment goals should set new goals for the next assessment cycle
- Many offices using satisfaction surveys should consider setting specific goals for their offices, creating a plan to attain those goals and then measuring whether they were achieved
- Expand assessment to other co-curricular areas for the next assessment cycle
- Encourage offices to make concrete plans, recommendations and resource requests (budget or otherwise) based on their assessment results

- Clarify to offices submitting data that while requests submitted in the data form are necessarily detailed proposals, resource requests tied to assessment are stronger and should begin with the assessment data submission
- Ensure submitted data are meaningful to third party reviewers; for example, the Student Government Association would like “to improve its effectiveness score” could be explained more specifically
- 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 when their assessments occur