

Arkansas State University-Newport  
Division of Student Affairs:  
Co-Curricular Assessment Report  
2019-2020

|| Prepared September 2020

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## Integrated Assessment: Overview

The process for Departmental Outcomes Effectiveness/Student Learning Outcomes Assessment in non-academic areas is ongoing and instituted to measure and improve departmental quality and opportunity for and assessment of student learning and the improvement of services. It involves identifying expectations; setting measurable standards for those expectations; and gathering, analyzing, and interpreting evidence to determine institutional effectiveness. When effectiveness is below expectations or when increased performance is desired, interventions are identified and executed. Following execution, evidence is again gathered, analyzed, and interpreted to determine the effectiveness of the intervention. This is a cyclical process that provides for continuous improvement.

In anticipation of the budgeting process following mid-year reviews, summative assessment and effectiveness processes should occur during November and December of each calendar year to allow for planning in December and January. To document the effectiveness/assessment process, departmental leadership inputs summative measures, conclusions, and future plans for each outcome in the departmental Effectiveness Portfolio. At this time, departments should also review their outcomes and add, delete, or adjust outcomes as needed.

## Integrated Assessment: Non-Academic Program Review Process

Non-Academic Educational Support Units (ESU) at ASU-Newport are assessed to encourage and ensure continuous improvement. Each ESU will complete a program review on a rotating basis every three years. Activities completed and data collected between program reviews will be submitted and maintained in a repository. This data will then be used to complete the program review during the ESU's scheduled cycle. This review process is an integral piece of the ASU-Newport Integrated Assessment Plan.

## Integrated Assessment: Professional Development

The Student Affairs Assessment Group has a Massive Online Course (MOOC) available this semester (The course runs from February 24-April 19, 2020). It is an online course that you can work at your own pace.

Below is a link to the course.

<https://www.canvas.net/browse/national-louis-university/courses/apply-and-lead-assessment>

**Expectation:** All members of the Student Affairs Leadership Team and Other Key Leaders in Educational Support Areas will complete the course. (Successful completion of the course is 75% or better on the quizzes for the Eight Modules to earn the credential)

**Results:** 88% of the Student Affairs Leadership Team completed the MOOC.

## Integrated Assessment: 2019-2020 Summary

Co-Curricular assessment at ASUN has made significant strides during the 2019-2020 academic year. Below are some of the noteworthy accomplishments, lessons learned, and improvements implemented.

### Accomplishments

- In the process of wrapping up non-academic program reviews for Year 2 of the three-year cycle.
- 88% percent of the Student Affairs Leadership Team (plus the Executive Assistant to the Chancellor-not included in the percentage) completed a Co-Curricular assessment course in Spring 2020
- Each of the ESUs for this cycle completed and submitted their non-academic assessment plan.

### Lessons Learned

- Due to ease of implementation, email was used often in student survey administration. Based on comparison of response rates of paper surveys versus online surveys, it can be assumed that paper surveys could promote higher response rate.
- Presenting student support workshops to classes instead of holding open events is more impactful in reaching ASUN students.
- ADD CONTENT

### Improvements

- ASUN will utilize the Ready Education mobile app to collect participant feedback via the ASUN mobile app. The mobile app will allow the ASUN team to get basic customer service feedback immediately following an event or within one hour.
- ADD CONTENT

## Integrated Assessment: Linkage to the Strategic Plan

The continued assessment of Non-Academic Educational Support Units at ASUN directly relates to the strategic priorities and goals listed in the [2019-2022 ASUN Strategic Plan](#).

### Strategic Priority #1 – Student Success

Goal Statement: Arkansas State University-Newport will aggressively demonstrate a strong commitment to student success in all areas of the organization providing a premiere holistic student experience.

1. Goal: Develop and implement activities designed to eliminate achievement gaps and improve student success by strategically eliminating barriers and providing the necessary resources to support all student populations.

### Strategic Priority #2 – Institutional Excellence

Goal Statement: We will ensure a sustainable organization with a highly skilled and diverse workforce which fosters an employee centric culture of inclusion, continuous improvement and financial stability.

1. Goal: Ensure continuous improvement in all institutional operations, guided by rigorous assessment and strengthened by accountability.

## Integrated Assessment: Educational Support Units

### Academic Advising (Navigator Model)

**Non-Academic Program Review** (Scheduled to be completed Fall 2020.)

#### **Mission**

Academic advising at ASU-Newport seeks to build relationships that support and empower students to reach their academic and professional goals.

#### **Vision**

ASU-Newport academic advising is a shared responsibility between advisors and students to exchange information that promotes excellence and inspires lifelong learning.

**2019-2020 Key Highlights from Activities: (Not Available-Will be present in the 2020-2021 CC Assessment Report)**

### Admissions and College Engagement

#### [Non-Academic Program Review](#)

#### **Mission**

The Office of Admissions & College Engagement supports the overall mission of Arkansas State University-Newport by serving prospective, new, transfer, and returning students who are pursuing an undergraduate education. Our staff provides exemplary academic support to ASUN's diverse learning community in a consistent, efficient, courteous, and ethical manner.

#### **Vision**

The Office of Admissions & College Engagement holistically serves each ASUN student. Each encounter (phone call, email, virtual, or face to face) leaves the student prepared to act in his or her academic, personal, and financial best interest.

**2019-2020 Key Highlights from Activities (Appendix B: ASU-Newport Co-Curricular At-A-Glance Assessment Reports)**

### Campus Police

**Non-Academic Program Review** (Scheduled to be completed in 2021-2022.)

#### **Mission**

*Scheduled to be developed in Year 3 of the Non-Academic Program Review cycle (2021-2022).*

#### **Vision**

*Scheduled to be developed in Year 3 of the Non-Academic Program Review cycle (2021-2022).*

**2019-2020 Key Highlights from Activities (Appendix B: ASU-Newport Co-Curricular At-A-Glance Assessment Reports)**

## CARE Team

**Non-Academic Program Review** (Scheduled to be completed 2020-2021)

### **Mission**

The ASU-Newport Campus Assessment, Response, and Evaluation (CARE) Team is a multi-disciplinary group that serves in proactive and collaborative approaches to identify and assess students who are potentially distressed or may exhibit concerning behaviors. By partnering with the campus community, the CARE team strives to promote individual wellbeing and success that ensures that faculty and students have the best support possible.

### **Vision**

**2019-2020 Key Highlights from Activities: (Not Available-Will be present in the 2020-2021 CC Assessment Report)**

## Career Pathways

[Non-Academic Program Review](#)

### **Mission**

The mission of the Office of the Career Pathways Office is to fund and support eligible parents in completing an educational degree and enter a high wage, high demand career.

### **Vision**

The vision of the Office of Career Pathways is to create a space where eligible students can gain the knowledge and skills to be gainfully employed ultimately reducing the need for public assistance.

**2019-2020 Key Highlights from Activities (Appendix B: ASU-Newport Co-Curricular At-A-Glance Assessment Reports)**

## Center for Educational Access

**Non-Academic Program Review** (Scheduled to be completed in 2021-2022.)

### **Mission**

### **Vision**

**2019-2020 Key Highlights from Activities (Appendix B: ASU-Newport Co-Curricular At-A-Glance Assessment Reports)**

## Counseling Services

**Non-Academic Program Review** (Scheduled to be completed in 2020-2021.)

### **Mission**

In conjunction with the overall mission of Arkansas State University-Newport (ASUN), the Counseling Center mission is to provide high quality mental health services that foster academic and personal development of ASUN student body.

### **Vision**

Our vision is that ASUN Counseling Center is committed to providing quality services to all students for positive behavior and life style changes that advance the personal and academic well-being of ASUN students, faculty and staff.

**2019-2020 Key Highlights from Activities: (Not Available-Will be present in the 2020-2021 CC Assessment Report)**

### Financial Aid

**Non-Academic Program Review** (Scheduled to be completed in 2020-2021.)

#### **Mission**

The Arkansas State University-Newport Financial Aid Office is committed to supporting the goals of the University by providing prospective and enrolled students with financial aid and advising services to encourage student retention and degree completion.

#### **Vision**

The Arkansas State University-Newport Financial Aid Office strives to be a leader by providing fast, friendly, and a stress-free financial aid experience. We seek to eliminate financial and other barriers that would hinder student enrollment, retention, and degree completion by providing excellent customer service.

**2019-2020 Key Highlights from Activities: (Not Available-Will be present in the 2020-2021 CC Assessment Report)**

### New Student Orientation

**Non-Academic Program Review** (Scheduled to be completed in 2020-2021.)

#### **Mission**

*Scheduled to be developed in Year 3 of the Non-Academic Program Review cycle (2021-2022).*

#### **Vision**

*Scheduled to be developed in Year 3 of the Non-Academic Program Review cycle (2021-2022).*

**2019-2020 Key Highlights from Activities (Appendix B: ASU-Newport Co-Curricular At-A-Glance Assessment Reports)**

### Office of the Vice Chancellor for Student Affairs

**Non-Academic Program Review** (Scheduled to be completed in ???.)

#### **Mission**

#### **Vision**

**2019-2020 Key Highlights from Activities: (Not Available-Will be present in the 2020-2021 CC Assessment Report)**

### Recruitment

**Non-Academic Program Review** (Scheduled to be completed in 2020-2021.)

## **Mission**

The ASUN Office of Recruitment removes perceived barriers that stand between traditional and non-traditional students and their post-secondary education, informing them of opportunities that exist at ASUN using an honest, individualized, and ethical approach.

## **Vision**

The ASUN Office of Recruitment strives to engage the unengaged!

## **2019-2020 Key Highlights from Activities: (Not Available-Will be present in the 2020-2021 CC Assessment Report)**

### Registrar

#### [Non-Academic Program Review](#)

## **Mission**

The mission of the Office of the Registrar is to maintain the highest level of integrity to the administration and evaluation of official documents, academic records and credentials at ASU-Newport.

## **Vision**

The vision of the Office of the Registrar is to be a beacon of effectual communication between all divisions and students, and to be exemplary in the transparency, and efficiency of the office.

## **2019-2020 Key Highlights from Activities (Appendix B: ASU-Newport Co-Curricular At-A-Glance Assessment Reports)**

### Leadership and Registered Student Organizations

#### [Non-Academic Program Review](#)

## **Mission**

Leadership & Registered Student Organizations offer unique student engagement opportunities to enhance students' leadership skills, build relationships with peers, and engage networking experiences with local business and community leaders.

## **Vision**

Leadership & Registered Student Organizations open the door to personal growth and achievement during their time at ASUN. Whether students plan to join the workforce or transfer to a four-year university, Leadership & Registered Student Organizations provides benefits to help students on their own personal success journey.

## **2019-2020 Key Highlights from Activities (Appendix B: ASU-Newport Co-Curricular At-A-Glance Assessment Reports)**

### Student Activities

#### [Non-Academic Program Review](#)

## **Mission**



Student Activities offers unique student engagement opportunities to allow students to feel connected on campus.

#### **Vision**

The vision for Student Activities is to provide students the opportunity to interact with the campus community and become aware of resources for their success.

#### **2019-2020 Key Highlights from Activities (Appendix B: ASU-Newport Co-Curricular At-A-Glance Assessment Reports)**

#### [Student Conduct](#)

##### [Non-Academic Program Review](#)

#### **Mission**

Student Conduct is committed to promoting a safe and secure campus community of civility, ethical behavior, morality, and respect as well as to provide fairness in the student discipline process where student can learn, grow, and develop as they pursue their academic endeavors at ASUN.

#### **Vision**

Promote personal responsibility and peer accountability to students. Empower students to address any conflict that may arise in a safe, respectful, and socially conscious manner.

#### [Testing Services](#)

##### **Non-Academic Program Review** (Scheduled to be completed in 2021-2022.)

#### **Mission**

*Scheduled to be developed in Year 3 of the Non-Academic Program Review cycle (2021-2022).*

#### **Vision**

*Scheduled to be developed in Year 3 of the Non-Academic Program Review cycle (2021-2022).*

#### **2019-2020 Key Highlights from Activities: (Not Available-Will be present in the 2020-2021 CC Assessment Report)**

#### [Veteran Affairs](#)

**Non-Academic Program Review** (VA is included in the Office of the Registrar's Non-Academic Program Review)

#### **Mission**

#### **Vision**

#### **2019-2020 Key Highlights from Activities: (Not Available-Will be present in the 2020-2021 CC Assessment Report)**



## Appendix A: Activity Summary Sheets

### Admissions and College Engagement

<b>Division/Department</b>	Admissions & College Engagement		
<b>Activity</b>	ASUN Student Ambassador Training		
<b>Date</b>	August , 2019		
<b>Campus</b>	Newport		
<b>Description</b>	Ambassadors are required to attend a training day before the fall term begins. The agenda includes 'ice breakers,' recruitment/talking points, introduction to programs of study, institutional learning outcomes, vision mission, values, and an introduction to The Oz Principle (soon to become ACE).		
<b>Student Learning Outcome/Improvement of Service</b>	Ambassadors should be able to articulate ASU's vision, mission, values, and institutional learning outcomes using their own words, and should be able to select them from a multiple choice test question.		
<b>Strategic Priority</b>	SP1: Student Success, SP2: Institutional Excellence; SP3: Community Engagement		
<b>Resources Needed</b>	Meeting Room, Folders, Paper		
<b>Expected Results</b>	Ambassadors should be able to select ASUN's vision, mission, and values from multiple choice test questions after their training session.		
<b>Actual Results</b>	Ambassadors were able to select ASUN's vision, mission, and values from multiple choice test questions after their training session.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Direct	Pre – Post Test	See page 16	
<b>Feedback:</b> In general the campus community is pleased with the performance of ASUN Student Ambassadors.			
<b>Change/Improvements Made Based on Feedback:</b> Continue to improve the ASUN Student Ambassador program and the Ambassador experience. Add a school or community service component to the ambassador program.			

<b>Division/Department</b>	Admissions & College Engagement
<b>Activity</b>	Evaluate and restructure ASUN's Process for Admitting Individuals with Felony Convictions
<b>Date</b>	August 2019-March 2020
<b>Campus</b>	Newport
<b>Description</b>	<p>ASUN has entered a national conversation about serving underserved individuals and populations. More specifically ASUN desires to expand opportunity for current and formerly incarcerated individuals and contribute a reduction in the residual personal costs for individuals who have been involved in the justice system.</p> <p>During the summer of 2019, several administrators began to hear concerns about the barriers ASUN's felony application process created for prospective students. At this time, ASUN also began to examine the Admissions Review Committee composition; our opportunity to improve the function of awarding Second Chance Pell; and our Prison Education programs at Grimes and McPherson, adding a summer course option in Summer 2019 and an on campus welding program for McPherson residents during Spring 2020.</p> <p>The Admissions Review Committee met to review the current practice, and determined that it could maintain a safe academic community while removing some of the barriers to this population's enrollment. The committee agreed to reduce the requirements of felony applicants to a <b>letter explaining charges</b> and an <b>Arkansas State Police criminal history check</b>. The new requirements were presented to the ASUN Dean's Council for approval and have been submitted to ASUN's Executive Cabinet for approval.</p>
<b>Student Learning Outcome/Improvement of Service</b>	<p>Improvement of Service: reducing requirements for completing application process!</p> <p>ITEMS REQUIRED BEFORE March 2020:</p> <ul style="list-style-type: none"> <li>○ A formal letter from you explaining your charges, why you received them, and include your future educational and career goals.</li> <li>○ Copies of all court records including indictments, pleas, sentences, etc.</li> <li>○ A Police Report for <b>EACH</b> conviction</li> <li>○ A letter of recommendation from your Probation/Parole officer –if applicable</li> <li>○ A criminal history check. Contact the Arkansas State Police (or the state police where the felony took place):</li> <li>○ <b>Optional Item:</b> Personal letters of recommendation</li> </ul> <p>ITEMS REQUIRED AS OF MARCH 2020:</p> <p><b>ALL</b> of the following <b>REQUIRED</b> items must be submitted as a <b>packet</b> for review <b>within 4 months of your application</b>:</p> <ul style="list-style-type: none"> <li>○ A formal letter from you explaining your charges, why you received them, and include your future educational and career goals.</li> <li>○ A criminal history check. Contact the Arkansas State Police (or the state police where the felony took place):</li> <li>○ <b>Optional Item:</b> Personal letters of recommendation</li> </ul>
<b>Strategic Priority</b>	Strategic Priority 1: Student Success; Goal 2
<b>Resources Needed</b>	Time on task

<b>Expected Results</b>	ASUN's Admissions Review Committee will address concerns from prospective students and campus administrators, evaluate the standard process, and update it. The updated process should remove enrollment barriers and improve efficiencies.		
<b>Actual Results</b>	Evaluated and improved process; reduced paperwork/document submission requirements for prospective students; removed barriers; improved communication; improved internal program controls; contributed to the institution's strategic plan!		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Indirect	Observation	See page 17	Concerns about the process were presented to me
Feedback: Dean's Council approved new process!			
Change/Improvements Made Based on Feedback: Evaluated and improved process; reduced paperwork/document submission requirements for prospective students; removed barriers; improved communication; improved internal program controls; contributed to the institution's strategic plan!			

## Outcome 1: Student Ambassador Tests

### 2017 Pre & Post Test

Ambassador	PRE	POST	Change
[REDACTED]	46	100	54
[REDACTED]	40	86	46
[REDACTED]	73	100	54
[REDACTED]	46	86	40
[REDACTED]	73	100	27
			<b>221</b>
Average	55.6	94.4	>44.2

### 2018 Pre & Post Test

Ambassador	PRE	POST	Change
[REDACTED]	40	80	40
[REDACTED]	60	80	20
[REDACTED]	53	80	27
[REDACTED]	60	80	20
[REDACTED]	46	80	34
[REDACTED]	53	73	20
			<b>161</b>
Average	52	78.8	>26.8

## 2019 Pre & Post Test

Ambassador	PRE	POST	Change
[REDACTED]	46	86	40
[REDACTED]	26	66	40
[REDACTED]	46	66	20
[REDACTED]	60	80	20
[REDACTED]	40	73	33
[REDACTED]	40	80	40
			<b>193</b>
Average	43	75.1	>32

### Outcome 2: Restructure Felony Application Process

#### Link to Felony Admission Process 2016

[https://asun-my.sharepoint.com/:w:/g/personal/candace\\_gross\\_asun\\_edu/EfZ2ywoLTERKtXOPHVDTTnYBwcty\\_sGGRlWzEb5vz\\_Niz\\_w?e=YRgLNA](https://asun-my.sharepoint.com/:w:/g/personal/candace_gross_asun_edu/EfZ2ywoLTERKtXOPHVDTTnYBwcty_sGGRlWzEb5vz_Niz_w?e=YRgLNA)

#### Link to Felony Letter 2016

[https://asun-my.sharepoint.com/:w:/g/personal/candace\\_gross\\_asun\\_edu/ETQcN5YzE\\_plsW1apkfQI8sBelxmFPw8z1jyEKmws7jfxQ?e=Yq8cJF](https://asun-my.sharepoint.com/:w:/g/personal/candace_gross_asun_edu/ETQcN5YzE_plsW1apkfQI8sBelxmFPw8z1jyEKmws7jfxQ?e=Yq8cJF)

#### Link to Felony Admission Process 2019

[https://asun-my.sharepoint.com/:w:/g/personal/candace\\_gross\\_asun\\_edu/EdqB36zRXj9OjTC8QzNdZIABRvk\\_Ko0zz02UEm-OLOqlxg?e=lpX5lF](https://asun-my.sharepoint.com/:w:/g/personal/candace_gross_asun_edu/EdqB36zRXj9OjTC8QzNdZIABRvk_Ko0zz02UEm-OLOqlxg?e=lpX5lF)

#### Link to Felony Letter 2020

[https://asun-my.sharepoint.com/:w:/g/personal/candace\\_gross\\_asun\\_edu/EZOSVRQbWcVIsPNbFjLh4XABVTe\\_fznYPfcKkOdXYYvpwrw?e=pgGlt7](https://asun-my.sharepoint.com/:w:/g/personal/candace_gross_asun_edu/EZOSVRQbWcVIsPNbFjLh4XABVTe_fznYPfcKkOdXYYvpwrw?e=pgGlt7)



Beyond the Box.pdf

## Campus Police

<b>Division/Department</b>	Student Affairs: Campus Police		
<b>Session</b>	Active Shooter		
<b>Date</b>	September 12, 2019		
<b>Campus</b>	Newport		
<b>Description</b>	This workshop will inform students, staff, and faculty the appropriate responses to an active shooter situation and safety measures that they can take as well as what their responsibilities are.		
<b>Student Learning Outcome (SLO)</b>	Participants will identify exposure to and engagement with safety-related topics through co-curricular offerings at ASU-Newport.		
<b>Institutional Learning Outcome (ILO)</b>	Responsibility		
<b>Expected Results</b>	85% of participants will be score above a 4/5 on the post-test assessment. Passing of the post-test will demonstrate engagement in safety-related topics.		
<b>Actual Results</b>	100% of participants scored above a 4/5 on the post-test assessment. Passing of the post-test demonstrated that participants were exposed to and understood the information presented.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Attendance	21 participants	
Direct	Survey: Factual questions on knowledge of workshop content	<a href="#">2019-2020 CC Assessment and Student Affairs- Campus Police Assessment Results.xlsx</a>	

<b>Division/Department</b>	Student Affairs: Campus Police		
<b>Session</b>	<b>Domestic Violence Awareness and Prevention</b>		
<b>Date</b>			
<b>Campus</b>			
<b>Description</b>	This class will show the warning signs of a person involved in domestic violence. It will show how to get help for yourself or others involved in domestic violence and the impact domestic violence has on people's lives.		
<b>Student Learning Outcome</b>	Participants will identify exposure to and engagement with safety-related topics through co-curricular offerings at ASU-Newport.		
<b>Expected Results</b>	85% of participants will be score above a 4/5 on the post-test assessment. Passing of the post-test will demonstrate engagement in safety-related topics.		
<b>Actual Results</b>	100% of participants scored above a 4/5 on the post-test assessment. Passing of the post-test demonstrated that participants were exposed to and understood the information presented.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Attendance		
Direct	Survey: Factual questions on knowledge of workshop content		

<b>Division/Department</b>	Student Affairs: Campus Police		
<b>Session</b>	<b>Drug and Alcohol Awareness and Prevention (Red Ribbon week)</b>		
<b>Date</b>			
<b>Campus</b>			
<b>Description</b>	This class will educate the dangers of drug and alcohol use and the effects it has on the body. The legal aspects of drugs and alcohol laws will be discussed as well. The dangers of student drinking will be explored as well.		
<b>Student Learning Outcome</b>	Participants will identify exposure to and engagement with safety-related topics through co-curricular offerings at ASU-Newport.		
<b>Expected Results</b>	85% of participants will be score above a 4/5 on the post-test assessment. Passing of the post-test will demonstrate engagement in safety-related topics.		
<b>Actual Results</b>	???% of participants scored above a 4/5 on the post-test assessment. Passing of the post-test demonstrated that participants were exposed to and understood the information presented.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Attendance		
Direct	Survey: Factual questions on knowledge of workshop content		

<b>Division/Department</b>	Student Affairs: Campus Police		
<b>Session</b>	<b>Identity Theft</b>		
<b>Date</b>			
<b>Campus</b>			
<b>Description</b>	This class will review the way criminals try to steal personal information and use people's ID's. It will also show preventive measures to take in order to avoid being a victim of scams and Identity Theft.		
<b>Student Learning Outcome</b>	Participants will identify exposure to and engagement with safety-related topics through co-curricular offerings at ASU-Newport.		
<b>Expected Results</b>	85% of participants will be score above a 4/5 on the post-test assessment. Passing of the post-test will demonstrate engagement in safety-related topics.		
<b>Actual Results</b>	???% of participants scored above a 4/5 on the post-test assessment. Passing of the post-test demonstrated that participants were exposed to and understood the information presented.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Attendance		
Direct	Survey: Factual questions on knowledge of workshop content		

<b>Division/Department</b>	Student Affairs: Campus Police		
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<b>Session</b>	<b>Stalking Awareness and Prevention</b>		
<b>Date</b>			
<b>Campus</b>			
<b>Description</b>	This class will inform students, staff, and faculty the warning signs of a stalker and how to avoid becoming a victim of stalking.		
<b>Student Learning Outcome</b>	Participants will identify exposure to and engagement with safety-related topics through co-curricular offerings at ASU-Newport.		
<b>Expected Results</b>	85% of participants will be score above a 4/5 on the post-test assessment. Passing of the post-test will demonstrate engagement in safety-related topics.		
<b>Actual Results</b>	???% of participants scored above a 4/5 on the post-test assessment. Passing of the post-test demonstrated that participants were exposed to and understood the information presented.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Attendance		
Direct	Survey: Factual questions on knowledge of workshop content		

<b>Division/Department</b>	Student Affairs: Campus Police		
<b>Session</b>	<b>Storm Awareness</b>		
<b>Date</b>			
<b>Campus</b>			
<b>Description</b>	This class will inform students, staff and faculty how to respond to natural disasters and weather-related disasters. It will outline the safest ways to stay safe trough tornadoes, lightning, and earthquakes.		
<b>Student Learning Outcome</b>	Participants will identify exposure to and engagement with safety-related topics through co-curricular offerings at ASU-Newport.		
<b>Expected Results</b>	85% of participants will be score above a 4/5 on the post-test assessment. Passing of the post-test will demonstrate engagement in safety-related topics.		
<b>Actual Results</b>	??% of participants scored above a 4/5 on the post-test assessment. Passing of the post-test demonstrated that participants were exposed to and understood the information presented.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Attendance		
Direct	Survey: Factual questions on knowledge of workshop content		

<b>Division/Department</b>	Student Affairs: Campus Police		
<b>Session</b>	<b>Sexual Assault Awareness and Prevention</b>		
<b>Date</b>			
<b>Campus</b>			
<b>Description</b>	This class will provide the students, staff, and faculty of the dangers and warning signs of sexual assault and the individuals that commit the crime as well as how to lessen their risks of becoming victims.		
<b>Student Learning Outcome</b>	Participants will identify exposure to and engagement with safety-related topics through co-curricular offerings at ASU-Newport.		
<b>Expected Results</b>	85% of participants will be score above a 4/5 on the post-test assessment. Passing of the post-test will demonstrate engagement in safety-related topics.		
<b>Actual Results</b>	??% of participants scored above a 4/5 on the post-test assessment. Passing of the post-test demonstrated that participants were exposed to and understood the information presented.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Attendance		
Direct	Survey: Factual questions on knowledge of workshop content		

## Career Pathways

<b>Division/Department</b>	Student Affairs: Career Pathways		
<b>Activity</b>	Interview Participation Activity		
<b>Date</b>	Spring, 2019		
<b>Campus</b>	Newport		
<b>Description</b>	Career Pathways students will be exposed to interview training measured using the Career Pathways Employability Certificate.		
<b>Student Learning Outcome/Improvement of Service</b>	Career Pathway students will be exposed to and gain experience participating in the interview process.		
<b>Strategic Priority</b>	Student Success		
<b>Resources Needed</b>	No additional resources are needed.		
<b>Expected Results</b>	At least 80% of Career Pathways students will complete the Career Pathways Employability Certificate.		
<b>Actual Results</b>	76% of students in Career Pathways students participated in and completed the Career Pathway Employability Certificate.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Career Pathways Employability Certificate	76% of Career Pathways students participated in and completed the Career Pathways Employability Certificate	
Indirect or Direct	Direct	Career Pathways Employability Certificate	
Feedback:			
The decision was made to recruit more career cluster students to increase job placement percentage results.			
Change/Improvements Made Based on Feedback: Offering Employability Certificates provided students access to material that helped prepare a marketable resume, properly fill out a job application, and interview savvy through conducting a mocked interview.			

<b>Division/Department</b>	Student Affairs: Career Pathways		
<b>Activity</b>	ADHE Career Services Report – Job Placement		
<b>Date</b>	Spring, 2019		
<b>Campus</b>	Newport		
<b>Description</b>	Career Pathway students will secure high demand, high wage employment.		
<b>Student Learning Outcome/Improvement of Service</b>	Career Pathway students will secure high demand, high wage employment measured using the ADHE Career Services Report.		
<b>Strategic Priority</b>	Student Success		
<b>Resources Needed</b>	No additional resources needed		
<b>Expected Results</b>	At least 75% of Career Pathways students will secure high demand, high wage employment.		
<b>Actual Results</b>	76% of students in the Career Pathways students secured high demand, high wage employment as measured by the ADHE Career Services Report.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	ADHE Career Services Report	76% of Career Pathways students secured high demand, high wage employment	
Indirect or Direct	Direct	ADHE Career Services Report Link	
<b>Feedback:</b> The decision was made to recruit more career cluster students in an effort to increase job placement percentage results.			
<b>Change/Improvements Made Based on Feedback:</b> Doing more recruitment of career cluster students, will allow increase in job placement percentage because this sector's employment opportunities fall within the high demand, high wage spectrum.			

<b>Division/Department</b>	Student Affairs: Career Pathways		
<b>Activity</b>	Learning Styles Inventory		
<b>Date</b>	Spring, 2019		
<b>Campus</b>	Newport		
<b>Description</b>	Students completed a Learning Styles Inventory that provided an understanding of their unique learning style.		
<b>Student Learning Outcome/Improvement of Service</b>	Students will understand their unique learning style as measured by completion of the Career Pathways Learning Styles Assessment activity.		
<b>Strategic Priority</b>	Student Success		
<b>Resources Needed</b>	Access to Career Explorer via <a href="http://www.careerexplorer.com">www.careerexplorer.com</a>		
<b>Expected Results</b>	At least 75% of Career Pathways students will understand their individual learning style as measured by the percentage of students who complete the Learning Styles Assessment Activity.		
<b>Actual Results</b>	78% of students in the Career Pathways program completed the Learning Styles Inventory Styles Assessment activity.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Inventory Assessment	78% of Career Pathways students completed the Learning Styles Assessment activity.	
Indirect or Direct	Direct	<a href="#">LINK TO DATA FILE OR REPORT</a>	
<b>Feedback:</b>			
The decision was made to change the current employability curriculum to a more comprehensive model in an attempt to increase the Learning Styles Inventory percentage of completion.			
Change/Improvements Made Based on Feedback: The movement to a Learning Styles Inventory provided students a better understanding of their learning style and presented employment areas related to their learning style.			

## Leadership and Student Organizations

<b>Division/Department</b>	Student Affairs: Student Development		
<b>Activity</b>	The Leadership Challenge lecture to Ms. Skipper's College and Life Skills class.		
<b>Date</b>	2/5/2020		
<b>Campus</b>	Jonesboro		
<b>Description</b>	Leadership practices presentation in classrooms throughout the semester. Students learn about leadership practices and leadership opportunities on and off campus.		
<b>Student Learning Outcome/Improvement of Service</b>	Students learn leadership practices from The Leadership Challenge framework. The five exemplary leadership practices of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Other to Act, and Encourage the Heart.		
<b>Strategic Priority</b>	Student Success		
<b>Resources Needed</b>	Classroom AV equipment		
<b>Expected Results</b>	Students will learn leadership practices to use in their future classes and careers.		
<b>Actual Results</b>	Students strongly agreed or agreed that the information was useful and impactful to them as a student. Two-thirds of the students were interested in additional leadership opportunities.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Participation in the Survey	Response/rate 3 of 11 students	Survey sent to all students in CLS class
Indirect or Direct	Survey: The Leadership Challenge Survey (Microsoft forms survey)	<a href="#">TLC- Skipper Survey Results</a> (LINK TO DATA FILE)	Survey: <a href="#">The Leadership Challenge</a>
Feedback:			
Opportunities for Improvement: Possibly taking paper survey to get a better response rate.			
Change/Improvements Made Based on Feedback:			
Provide paper surveys			

<b>Division/Department</b>	Student Affairs: Student Development – Leadership & RSO		
<b>Activity</b>	The Leadership Challenge lecture to Ms. Hutton's College & Like Skills class.		
<b>Date</b>	2/4/2019		
<b>Campus</b>	Jonesboro		
<b>Description</b>	Leadership practices presentation in classrooms throughout the semester. Students learn about leadership practices and leadership opportunities on and off campus.		
<b>Student Learning Outcome/Improvement of Service</b>	Students learn leadership practices from The Leadership Challenge framework. The five exemplary leadership practices of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Other to Act, and Encourage the Heart.		
<b>Strategic Priority</b>	Student Success		
<b>Resources Needed</b>	Classroom AV equipment		
<b>Expected Results</b>	Students will learn leadership practices to use in their future classes and careers.		
<b>Actual Results</b>	45% strongly agreed the presentation was useful 55% strongly agreed the presentation impacted their learning as a student		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Participation in the Survey	Response/rate 11 responses	Survey sent to all students in CLS class
Indirect or Direct	Survey: The Leadership Challenge Survey (Microsoft forms survey)	<a href="#">TLC – Hutton Survey Results</a> (LINK TO DATA FILE)	Survey: <a href="#">The Leadership Challenge</a>
Feedback:			
Opportunities for Improvement: Paper survey was used and put in forms by VM			
Change/Improvements Made Based on Feedback:			
Provide paper surveys			

## Career Services

<b>Division/Department</b>	Student Affairs: Student Development		
<b>Activity</b>	Career Services Workshop presented to Passmore Traditional Nursing Program		
<b>Date</b>	3/10/2020		
<b>Campus</b>	Newport		
<b>Description</b>	Career Services Workshop in classrooms throughout the semester. Students learn about job searches, digital identity, cover letters, resumes, interview tips, and networking.		
<b>Student Learning Outcome/Improvement of Service</b>	Students learn how to research job opportunities, organizational values, and completing application. The importance of digital identity and how to remain professional. Learn how to write narrative for cover letter and important items to list on resume. Students learn important interview tips and how to network after getting the job.		
<b>Expected Results</b>	75% of students will learn information to help them in securing employment.		
<b>Actual Results</b>	95 % of students strongly agreed that the information was useful and impactful to them as a student.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Participation in the Survey	Response/rate 11 of 24 students	Survey sent to all Traditional Nursing Program
Indirect or Direct	Survey: Career Services Workshop (Microsoft forms survey)	<a href="#">Career Services Workshop</a> (LINK TO DATA FILE)	Survey: <a href="#">Career Services Workshop</a>
Positive Feedback: Opportunities for Improvement: Possibly taking paper survey to get a better response rate.			



## Registrar

<b>Division/Department</b>	Student Affairs: Registrar and Student Success		
<b>Activity</b>	Commencement Experience Survey		
<b>Date</b>	December 16, 2019		
<b>Campus</b>	All ASUN Campuses		
<b>Description</b>	ASU-Newport graduates will provide their feedback on their experience at the commencement ceremony.		
<b>Student Learning Outcome/Improvement of Service</b>	Participants will provide feedback on their experience at the ASU-Newport Commencement Ceremony.		
<b>Strategic Priority</b>	Community Engagement		
<b>Resources Needed</b>	Forms Builder, Email		
<b>Expected Results</b>	85.00% of participants will have had a good or excellent experience at the ASU-Newport Commencement Ceremony.		
<b>Actual Results</b>	94 % of participants indicated they had a good or excellent experience at the ASU-Newport Commencement Ceremony.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Participation in the Survey	22 responses	Survey sent to all graduates.
Indirect or Direct	Survey: Event Satisfaction Survey	<a href="#">LINK TO DATA FILE OR REPORT</a>	<a href="#">Survey: Exit Survey</a>
Feedback: Great Ceremony! Short and Smooth! Interaction with faculty and staff!/ Taking the photos off stage Opportunities for Improvement: Too much talking/ Crowded in the lobby/Couldn't see the photos			
Change/Improvements Made Based on Feedback: The decision was made based on this assessment that we will postpone when the students complete the survey so that they can evaluate the entire experience.			

<b>Division/Department</b>	Student Affairs: Registrar and Student Success		
<b>Activity</b>	Graduate: Exit Survey		
<b>Date</b>	December 2019		
<b>Campus</b>	All ASUN Campuses		
<b>Description</b>	ASU-Newport graduates will provide their feedback on their experience during their time at ASU-Newport		
<b>Student Learning Outcome/Improvement of Service</b>	Graduates will provide feedback on their experience at ASU-Newport.		
<b>Strategic Priority</b>	Institutional Excellence		
<b>Resources Needed</b>	Forms Builder, Email		
<b>Expected Results</b>	85.00% of graduates will agree or strongly agree their academic program at ASU-Newport prepared them to transfer or go to work.		
<b>Actual Results</b>	100.00% of graduates will agree or strongly agree their academic program at ASU-Newport prepared them to transfer or go to work.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Participation in the Survey	687responses (22% response rate)	Survey sent to 300 graduates
Indirect or Direct	Survey: Exit Survey	<a href="#">LINK TO DATA FILE</a>	<a href="#">Survey: Exit Survey</a>
Feedback: All respondents either agreed or strongly agreed their academic program prepared them.			
Change/Improvements Made Based on Feedback: The decision was made that information will be shared with Academic Affairs as well as the campus community showing that all students believed their program at ASU-Newport prepared them for their next step.			

<b>Division/Department</b>	Student Affairs: Registrar and Student Success		
<b>Activity</b>	Degrees will be conferred in a timely manner after the submission of all grades by faculty each semester.		
<b>Date</b>	January, June, August		
<b>Campus</b>	All ASUN Campuses		
<b>Description</b>	A spreadsheet showing when grades submission was completed, the total number of degrees to confer, the number conferred by the due date, and the percentage of conferral will be created.		
<b>Student Learning Outcome/Improvement of Service</b>	Facilitate institutional excellence by ensuring that degrees are conferred in a timely manner for all students.		
<b>Strategic Priority</b>	Institutional Excellence		
<b>Resources Needed</b>	CNS, Excel		
<b>Expected Results</b>	At least 90% of students with grades entered by the due date for grade entry will have degrees conferred within two weeks of the grade entry date.		
<b>Actual Results</b>	100.00% of students with grades entered by the due date for grade entry had their degrees conferred within two weeks of the grade entry date.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Completion of results spreadsheet	100% of degrees conferred	472 degrees conferred
Indirect or Direct	Direct Measure	<a href="#">LINK SPREADSHEET</a>	
Feedback: All students with grades entered by the due date had degrees conferred.			
Change/Improvements Made Based on Feedback: The decision was made to continue tracking the conferral process and add the diploma mail-out date to the spreadsheet.			

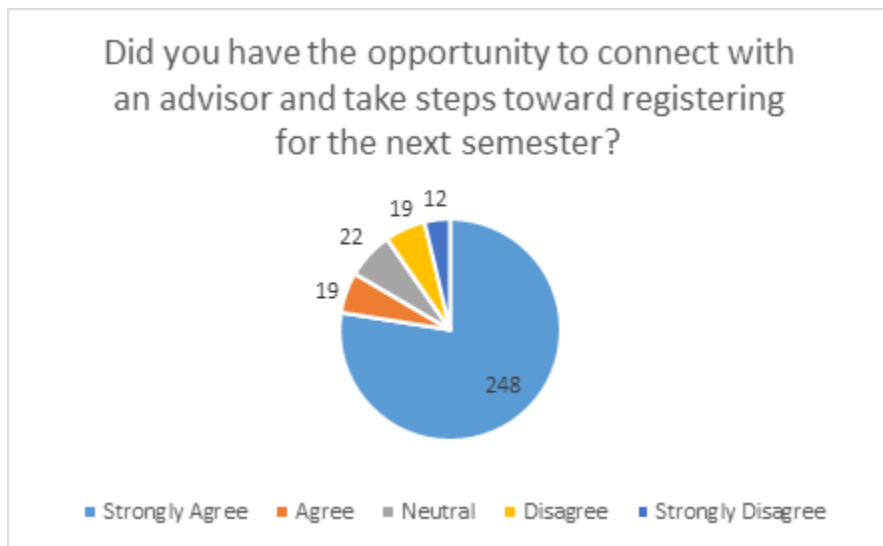
## Student Activities

<b>Division/Department</b>	Student Affairs: Student Development/Student Activities		
<b>Activity</b>	Black History Month Guest Speaker – Kendra Pruitt		
<b>Date</b>	2.17.2020		
<b>Campus</b>	Newport		
<b>Description</b>	Kendra Pruitt, attorney and senior advisor to the Little Rock Mayor spoke to participants in the Walton Hall library. Kendra spoke about having a 2020 Vision of Black History.		
<b>Student Learning Outcome/Improvement of Service</b>	Participants learn black history and celebrate black accomplishments with invited guest speaker. Participants learned about recognizing the 3 “eyes”: Identity, Intent, and Influence.		
<b>Expected Results</b>	Participants will learn new knowledge and skills that impact them as a professional.		
<b>Actual Results</b>	64% of respondents said they will apply the new knowledge and skills in their professional capacities.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Participation in the Survey	Response/rate: 11 out of 25 participants	Survey sent to all participants
Indirect or Direct	Survey: Black History Month Guest Speaker Survey	<a href="#">Black History Month Guest Speaker – Kendra Pruitt</a> (LINK TO DATA FILE)	Survey: <a href="#">Black History Month Guest Speaker Survey</a>
Positive Feedback: Opportunities for Improvement: Provide paper surveys to gain a better response rate.			

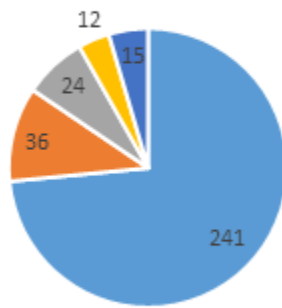
<b>Division/Department</b>	Student Affairs: Student Development – Leadership & RSO		
<b>Activity</b>	The Leadership Challenge lecture to Ms. Hutton's College & Like Skills class.		
<b>Date</b>	2/4/2019		
<b>Campus</b>	Jonesboro		
<b>Description</b>	Leadership practices presentation in classrooms throughout the semester. Students learn about leadership practices and leadership opportunities on and off campus.		
<b>Student Learning Outcome/Improvement of Service</b>	Students learn leadership practices from The Leadership Challenge framework. The five exemplary leadership practices of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Other to Act, and Encourage the Heart.		
<b>Expected Results</b>	Students will learn leadership practices to use in their future classes and careers.		
<b>Actual Results</b>	45% strongly agreed the presentation was useful 55% strongly agreed the presentation impacted their learning as a student		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Participation in the Survey	Response/rate 11 responses	Survey sent to all students in CLS class
Indirect or Direct	Survey: The Leadership Challenge Survey (Microsoft forms survey)	<a href="#">TLC – Hutton Survey Results</a> (LINK TO DATA FILE)	Survey: <a href="#">The Leadership Challenge</a>
Positive Feedback: Opportunities for Improvement: Paper survey was used and put in forms by VM			

<b>Division/Department</b>	Student Affairs: Student Development		
<b>Activity</b>	The Leadership Challenge lecture to Ms. Skipper's College and Life Skills class.		
<b>Date</b>	2/5/2020		
<b>Campus</b>	Jonesboro		
<b>Description</b>	Leadership practices presentation in classrooms throughout the semester. Students learn about leadership practices and leadership opportunities on and off campus.		
<b>Student Learning Outcome/Improvement of Service</b>	Students learn leadership practices from The Leadership Challenge framework. The five exemplary leadership practices of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Other to Act, and Encourage the Heart.		
<b>Expected Results</b>	Students will learn leadership practices to use in their future classes and careers.		
<b>Actual Results</b>	Students strongly agreed or agreed that the information was useful and impactful to them as a student. Two-thirds of the students were interested in additional leadership opportunities.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Participation in the Survey	Response/rate 3 of 11 students	Survey sent to all students in CLS class
Indirect or Direct	Survey: The Leadership Challenge Survey (Microsoft forms survey)	<a href="#">TLC- Skipper Survey Results</a> (LINK TO DATA FILE)	Survey: <a href="#">The Leadership Challenge</a>
Positive Feedback: Opportunities for Improvement: Possibly taking paper survey to get a better response rate.			

<b>Division/Department</b>	Student Affairs: Student Development		
<b>Presenter</b>	Veronica Manning		
<b>Activity/Event</b>	Fall Festival 2019		
<b>Date</b>	November 12-14, 2019		
<b>Campus</b>	Newport, Marked Tree, Jonesboro		
<b>Description</b>	The Fall Festival event provided free lunch, Aviator beanie, and Aviator gloves to each student. The event was paired with Registration Stations to encourage students to register for the Spring semester.		
<b>Student Learning Outcome</b>	Participants will rate their exposure to meeting with advisor to register for next semester courses. Participants will also have the opportunity to connect with their ASUN peers, faculty, and staff.		
<b>ILO</b>	Responsibility		
<b>Expected Results</b>	75% of participants will be strongly/agree they connected with their advisor and took steps to register for next semester.		
<b>Actual Results</b>	83% of participants strongly/agree they connected with their advisor and took steps to register for next semester.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy			
Indirect	Survey	328 results	



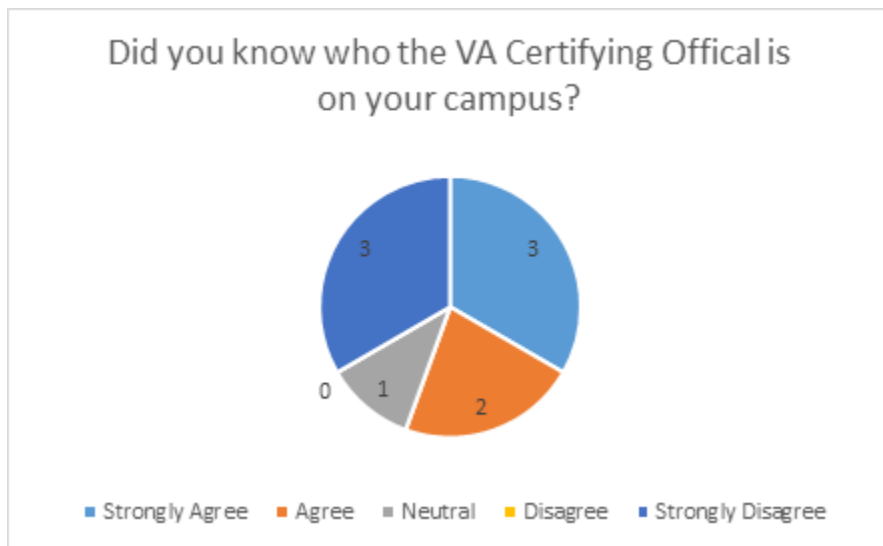
Did this activity allow you to connect with your peers at ASU-newport?



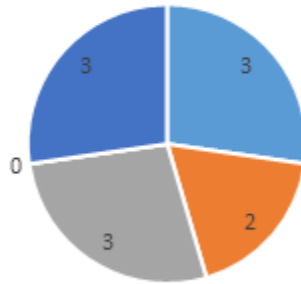
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree



<b>Division/Department</b>	Student Affairs: Student Development		
<b>Presenter</b>	Veronica Manning		
<b>Activity/Event</b>	Veteran's Day Breakfast 2019		
<b>Date</b>	November 11, 2019		
<b>Campus</b>	Newport, Marked Tree, Jonesboro		
<b>Description</b>	The Veteran's Day breakfast celebrated veteran students on each campus. Students were given goodie bags from local military branches and given the opportunity to meet the Veteran Certifying official for the campus.		
<b>Student Learning Outcome</b>	Participants will rate their opportunity to meet with the Veteran Certifying official and opportunities on campus.		
<b>ILO</b>	Responsibility		
<b>Expected Results</b>	75% of participants will be strongly/agree they connected with the Veteran Certifying official and other veteran students on campus.		
<b>Actual Results</b>	56% of participants strongly/agree they connected with the Veteran Certifying official and other veteran students on campus.		
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy			
Indirect	Survey	9 results	

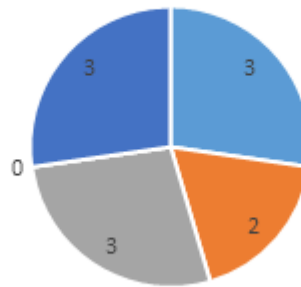


Did you have the opportunity to connect with the VA Certifying Official?



■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

Did this activity allow you to connect with your peers at ASU-Newport?



■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

## Student Conduct

<b>Division/Department</b>	Student Affairs: Student Development/ Student Conduct		
<b>Activity</b>	Student Conduct Training Workshop Evaluations		
<b>Date</b>			
<b>Campus</b>	All Campuses		
<b>Description</b>	The Student Conduct training workshops is a collaborative effort with faculty, staff, and the campus community with regard to student conduct and Title IX policies and processes.		
<b>Student Learning Outcome/Improvement of Service</b>	Faculty and staff will be more informed of the policies and procedures during the Student Conduct and Title IX cases.		
<b>Expected Results</b>	Faculty and staff will gain knowledge and be satisfied with workshop training.		
<b>Actual Results</b>			
<b>Measure</b>	<b>Type</b>	<b>Results</b>	<b>Notes</b>
Proxy	Participation in the Survey	Response/rate?	Survey sent to ???
Indirect or Direct	Survey: ???	<a href="#">LINK TO DATA FILE</a>	Survey: Exit Survey (INSERT LINK TO SURVEY HERE) ???
Positive Feedback:			
Opportunities for Improvement: ???			