



**Name of Unit:** Office of Institutional Effectiveness & Assessment (OIEA)

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**2015-2016 Assessment Cycle**

**Mission:** The mission of the Office of Institutional Effectiveness & Assessment is to promote evidence-based and data-driven demonstration of continuous improvement in the realization of Malone’s institutional objectives. In this context, the office ensures that Malone fulfills its mission in a dynamic framework of transparency and accountability to the University community.

**Goals:**

1. Serve as the center for the management, support, and monitoring of Malone’s Higher Learning Commission and other program-specific accreditation compliance.
2. Provide leadership and coordination on curricular and co-curricular assessment and related impact reports and the use of results for continuous improvement.
3. Serve as the coordinating office for the documentation and distribution of organizational issue-specific and contextual data that demonstrate the underlying profile of the University.
4. Coordinate with academic and other administrative units on institutional research projects designed to improve enrollment, retention, persistence, and graduation rates.
5. Analyze, interpret, and disseminate external studies and survey reports relative to academic planning and policy formulation.
6. Collect, organize, analyze, and present in usable forms institutional and other related data in support of management and decision-making processes at Malone.

Expected Performance Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Assessment Results
<p><b>GOAL 1</b> Work with HLC Criterion Co-chairs for the identification and collation of Evidence/Data in support of assurance narratives.</p> <p>Update the HLC assurance drive with resources to include sample assurance arguments and guidelines in support of assurance narratives.</p> <p>The OIEA will set an example with a timely completion of the first draft of Criterion Four (4).</p>	<p>By 8/15/16, when the second draft of the Assurance Argument is due for review, more than 90% of evidence critical to all five Criteria would have been collected and deposited, in the right format, into Malone’s HLC assurance drive, under, “To the Evidence file.”</p> <p>The Resource Center under Malone’s assurance drive should be populated with samples of assurance best practices and related HLC manuals to assist contributors in meeting the deadline for the submission of First Drafts on 5/11/16. At least three (3) assurance narrative drafts (out of the five drafts) would meet the threshold and be marked for detailed editing.</p> <p>The first draft of Criterion 4 must be completed and submitted to Malone’s HLC Assurance Team for review by the end of March 2016.</p>	<p>The OIEA has come to the realization that the collation of evidence must be recognized as an ongoing process. This is so because assurance contributors continue to update narratives, which require update of data, or the substitution of completely new evidence sets. Two criteria missed the 8/15/16 deadline for the submission of second drafts.</p> <p>By the end of March 2016, the OIEA has already uploaded at least five (5) samples of assurance arguments, the HLC assurance manual, and other documents in support of assurance narratives. However, by the end of May 2016, only two (2) of the submitted first drafts were deemed ready for editing.</p> <p>By the end of March 2016, the OIEA submitted the first draft of Criterion four (4). The Malone Assurance Review Team adjudged Criterion 4 as the most complete draft for review.</p>	<p>Malone’s groundwork for HLC’s Monitoring visit in April 2017 has enabled us to identify some essential decision points which must be critically evaluated for further improvement in the preparation for future institutional accreditation tasks. 1) The inclusion of all Vice Presidents and Deans as members of Malone’s HLC Assurance Team offered the essence of high-level investment in the project. However, it has been functionally hindered by traditional obligations of members to their various units. As a result, members were impeded in the timely/proper presentation of their assigned contributions to the assurance argument. 2) The notion that the collection of data/evidence could be an ad-hoc activity that must be timed to the preparation of assurance arguments could at best be perfunctory, and at worst, defeatist. This is so because data/evidence has longitudinal life that must be monitored and collated over a number of varying gestation years. Going forward, two lessons could be extrapolated from these observations:</p> <ul style="list-style-type: none"> <li>• Rather than an ad-hoc, episodic group, there is the need to create a permanent Malone HLC Assurance Team. This must be made up of middle-level administrators, staff, and faculty members with limited supervisory functions in their areas of responsibility.</li> <li>• Under the direction of the OIEA and overall supervision of the Provost, members of this team must be assigned to the various accreditation criteria to undertake a long-term institutionalized collection of data/evidence in support of identified assurance arguments.</li> </ul>

<p><u>GOAL 2</u> Assist programs and support services with the completion of 2015-2016 curricular and co-curricular assessment reports and 2014-2015 Learning and Assessment Impact Reports (L/AIRs).</p> <p>Work with the Provost and the AIC to set a template for an institution-wide integration of assessment into our on-going strategic planning process.</p> <p>Work with the General Education Committee on a comprehensive analysis of the Spring 2016 CLA+ survey results.</p>	<p>All 2015-2016 Programs and Support Services assessment reports must be completed and submitted to the OIEA by 10/31/16. In addition, all L/AIRs for 2014-2015 must be completed and submitted for review by 9/30/16.</p> <p>At least 90% of co-curricular assessment units and 80% of academic programs will complete linking their expectations/outcomes and related measures to specific Strategic Planning objectives using the online Assessment Metrics platform provided by the AIC by 10/31/16.</p> <p>The Spring 2016 CLA+ analysis must be completed by the end of July 2016 to provide data points for the preparation of the 2015-2016 General Education Assessment report.</p>	<p>By the end of October 2016, there was a 100% submission rate for academic program reports. At the same time, only 60% of academic support services have submitted their reports. With regard to 2014-2015 LIRs/AIRs, 2 out of the 5 LIRs have been submitted, and only 1 out of the 4 AIRs has been submitted to the OIEA.</p> <p>The response to the assessment metrics mapping exercise was very encouraging, in spite of the fact that it was a primal exercise of its kind. At the end of the exercise, 91% of the 23 academic programs assessment units have mapped their goals/expectations to the appropriate objectives under the three strategic planning Themes. However, only 11 out of the 16 academic support services assessment units have completed the mapping exercise.</p> <p>An analytical Report titled A <i>“Proficient” Level with Discernible Value-Added: Executive Summary of Spring 2016 CLA+ Performance at Malone University</i> was completed in time to provide data points for the 2015-2016 General Education Assessment Report.</p>	<p>Our academic programs are more robust in the preparation and submission of annual assessment reports than the academic support services. This is ostensibly due to the fact that faculty is gradually becoming aware (and are also enamored) by the application of insights gained from assessment, especially in both programmatic and curriculum improvement. In addition, LIRs obtained from assessment reports have become central to Malone’s budget requisition processes. In this context, the OIEA will continue to demonstrate the added impacts of assessment on the activities of our academic support services.</p> <p>The mapping exercise has enabled us to decipher the variations in terms of how Malone’s strategic planning objectives are linked to curricular and co-curricular assessment goals and expectations. As a follow up exercise, the AIC is working with programs and support services in the determination of additional goals/expectations appropriate to the objectives under the Visibility and Viability themes. Currently, objectives under these two Themes show limited links to the goals/expectations under our traditional assessment process.</p> <p>The Entering Academic Ability of Spring 2016 CLA++ Freshmen was at all levels lower than that of the 2014/2015 CLA+ Freshmen. Among other issues, this could be a reflection of declining academic ability and preparedness of Malone’s current matriculants. There is the need for strong transitional programs that are supported by intentionally tailored and subject-specific academic advising for new admitted students.</p>
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<p><u>GOAL 3</u> Continue to observe the requirements for IPEDS</p> <p>Complete Fall 2015 Malone University Fact Book</p> <p>Provide data for comparative evaluation of Malone</p> <p>Prepare annual Departmental Cost Analyses and Course Enrollment</p>	<p>2015-16 Fall, Winter, and Spring submission of IPEDS data will be completed on schedule as required by the National Center for Education Statistics.</p> <p>The 2015 Malone University Fact Book will be completed and posted online prior to the Fall Board of Trustees Meeting (October 9-10, 2015).</p> <p>During Fall 2015, the Common Data Set (CDS) will be completed and posted to the Data &amp; Indicators section of the OIEA web page. During Spring 2016, student data and related institutional profile/statistics will be collected and provided to U.S. News &amp; World Report via their Main Survey for use in its annual ranking project.</p> <p>In FY 2015/2016, the OIEA will conduct the annual Faculty</p>	<p>Institutional Characteristics, Completions, and 12-month Enrollment components were submitted by 10/14/15. Student Financial Aid, Graduation Rates, 200% Graduation Rates, Outcome Measures, and Admissions components were submitted by 2/10/16. Fall Enrollment, Finance, Human Resources, and Academic Libraries were submitted by 4/6/16.</p> <p>The Fact Book contained 5 sections: Student Data, Faculty Data, Academic Data, Retention and Graduation Data, and Financial Data. Each section featured relevant tables and charts showing such things as institutional enrollment trends; major field analyses; faculty credentials, average salaries by rank, ethnicity, gender, average years of service; student retention and graduation rates; graduates by majors; total institutional budget (historical); institutional gift income by source, etc.</p> <p>Data were collected and entered into the CDS Excel template and posted under Data &amp; Indicators on the OIEA web page. The U.S. News &amp; World Main Survey was submitted and the information was included in the rankings released in September 2016. (NOTE: In September 2015, Malone placed in tier 1 in a 3-way tie for the 61<sup>st</sup> rank out of 149 ranked Midwest Regional Universities).</p> <p>2015-16 Departmental Cost Analyses were completed by August 2016. A new set of Departmental Dashboards was completed per</p>	<p>The primary uses of data pertaining to Goal 3 are 3-fold and overlapping: 1) to comply with mandates from the U.S. Dept. of Education and authorizing/accrediting bodies (i.e., HLC, Ohio Dept of Higher Ed, CCNE, etc.) for demonstration of institutional accountability on a variety of issues; 2) to inform internal policy decision, allocation of resources, and year-to-year activities of the academic enterprise as overseen by the Office of the Provost; 3) to provide external constituencies with reliable information that may appear in various college guides (i.e., Peterson’s Guides, College Board’s BigFuture, Wintergreen Orchard House), marketing pieces, and institutional comparisons (i.e., U.S. News and World Report’s College Rankings, etc.). The centralization of these data collection and dissemination activities through the OIEA assures consistency and accuracy of the information that is reported to all types of interested parties and for multiple purposes.</p> <p>As implied by the name, Common Data Set is a collaborative effort between publishers and the educational community which enables Malone and other participating institutions to provide a common set of data items to a variety of parties interested in students’ transition into higher education, as well as to reduce the reporting burden on data providers.</p> <p>The annual compilation of these reports and analyses remains important as the institution</p>
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<p>History Updates</p> <p>Oversee the administration of the Ruffalo Noel-Levitz Student and Parent Satisfaction Inventories and the in-house Alumni Outcomes Surveys</p> <p><u>GOAL 4</u> The OIEA will continue to collaborate with the Center for Student Success on the HLC Completion Academy on persistence and retention.</p> <p>The OIEA will continue to lead activities of the Contact Group</p>	<p>Cost by Student Credit Hour by Department Analyses and also track course enrollments for traditional undergraduate and graduate courses. The expectation is that these analyses will inform decisions by the Provost and School Deans in the context of ongoing institutional cost/financial adjustments.</p> <p>From October 19-November 15, 2015, students and parents must be invited via email to participate in the online versions of the SSI and PSI. During Summer 2016, traditional undergraduate alums and masters alums from 2014-15 (Dec 2014, May 2015, Aug 2015) must be invited via email to respond to the Google Forms “Survey for Recent Malone Alums” and “Survey of Recent Malone Master’s Graduates.”</p> <p>The response to the feedback of Malone’s Version 2.0 Project with the HLC Academy will be timely and accurate enough to enable us transit to the next phase of our institution-wide retention strategy on the <i>Dissemination &amp; Management of Student At-Risk Variables</i>.</p> <p>A follow-up report on the institution-wide assessment of</p>	<p>request of the Provost by August 2016. They included a 6-year history (2010-11 through 2015-16) of measures such as Faculty HC/FTE, # of graduating majors/minors, % of StCrHrs taught by FT and PT faculty, and instructional expenses per graduating major and per FTE student.</p> <p>The administration of the SSI, PSI and alumni surveys was on schedule. Data reports were received from Noel Levitz, additional executive summaries and various analyses were prepared by the OIEA for use as Data Points in the monthly Provost newsletters and as evidence files to accompany various portions of the Year-4 Monitoring of Progress narratives for the HLC Assurance Process. Summary results from the alumni surveys were prepared for inclusion in the Malone Fact Book and the HLC Federal Compliance Filing by Institutions.</p> <p>Working with the Center for Student Success, we were able to respond promptly and accurately to the feedback from the HLC Retention Academy. Malone has responded to 3.0 version of the project implementation phase, with particular emphasis on data collection and application for continuous improvement in retention statistics.</p> <p>Instead of a comprehensive assessment of students’ spiritual growth, the OIEA conducted a longitudinal (2015 vs. 2013) and</p>	<p>continues its efforts on data-driven decision-making in the context of the Strategic Theme of Viability. The outputs complement the work of the Office of the Registrar (in providing the optimum number of course sections offered) and the decisions of the University Collegium concerning financial adjustment processes at the institutional level.</p> <p>Though the analytical reports of the SSI, PSI and alumni surveys provided solid evidence for some portions of the HLC assurance narratives, there is still the need to provide a structured framework for a higher level discussion and application of survey data results. A potential route to such a framework is to link some measures of our strategic planning initiatives to survey-based indicators. The OIEA will collaborate with the Office of the Provost in this direction.</p> <p>Faculty buy-in to the project on <i>Dissemination &amp; Management of Students At-Risk Variables</i> is still a concern. In addition, the incorporation of feedback from the Jenzabar predictive module into the context of our project has not been formalized. The main goal set in anticipation of 4.0 version of our project is to continue with the dissemination process while encouraging faculty to be responsive to the alert system.</p> <p>An outstanding insight from this report is that our approach to improving upon the engagement of our</p>
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<p>working on the Assessment of Malone University Students' Spiritual Growth.</p> <p><u>GOAL 5</u> Update the 2013 Noel-Levitz data analysis with the recent 2015 SSI survey results.</p> <p>Conduct preliminary analysis of the 2015 IDEALS project survey results.</p> <p>Organize a summary report on NSSE's 2014 data on High Impact Practices (HIPs) to delineate Malone's relative strengths and challenges.</p>	<p>Malone University Students Spiritual Growth must be completed for the 2015-2016 assessment cycle.</p> <p>The 2015 SSI analysis must be completed and updated in the context of the <i>Vibrancy</i> report. The updated report must be made available to the HLC Assurance Team in the Evidence File before the First Draft of Assurance Narratives due by 5/11/16.</p> <p>The 2015 IDEALS analysis must be completed and made available to the HLC Assurance Team in the Evidence File before the First Draft of Assurance Narratives due by 5/11/16.</p> <p>The analysis of NSSE's 2014 data on HIPs must be completed and made available to the HLC Assurance Team in the Evidence File before the Second Draft of Assurance Narratives due date of 8/15/16.</p>	<p>comparative (with CCCU) Performance Gaps (PGs) analysis of Noel-Levitz's faith-based, institution-specific items. Malone compared favorably with the CCCU, with discernible reductions in PGs over the years.</p> <p>A longitudinal and comparative value-added analysis of 2015, 2013, and 2009 SSI data was completed in March 2016, and subsequently used to update the Malone University's <i>Vibrancy Report</i>.</p> <p><i>Malone University Time 1 Report Analysis: Fall 2015 IDEALS Project</i> was completed at the end of April 2016 and posted on Malone's assurance drive before the First Draft due date of May 2016.</p> <p>A report titled, <i>NSSE 2014 High Impact Practices – The Issues, Facts, and Available Options</i> was completed and submitted to the Provost in July 2016. The report was also uploaded onto Malone's assurance drive and made available to the Assurance Team.</p>	<p>students on SSI faith-related items must be sought for in the wider, institutional structures beyond the confines of classroom instruction and related curriculum. That is, co-curricular support services are not additive to classroom activities, but multiplicative to the overall success of students.</p> <p>Conclusions suggest that in order to maximize the instrumental value from the application of insights, there is the need to examine specific items under the various component challenges. This will allow us to tailor approaches to specifically identified issues. On faith-based challenges, the OSF should organize focus group discussions with students on their perspectives/disappointments with the current programs/activities.</p> <p>Comparatively, MU scored better on both Global Citizenship index and Overall Pluralism Orientation, but falls short on actual Commitment to Interfaith Leadership and Global Participation. Though, the provision of avenues for students to engage in interfaith worship is not characteristically Malone, there is however the need to create opportunities for students to "experience" the real cosmopolitan global working environment.</p> <p>A reflection on our major challenges shows that a structured collaboration between Faculty and Student Development would be a plus factor on HIPs. Specifically, HIPs must be part of first-year advising to enable students to decide on possibilities and alternatives "at the front end" of their college experience. On student-faculty research collaboration, faculty must initiate joint research activities with students, if possible.</p>
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<p><u>GOAL 6</u> Complete the Profile of Progress report on Vibrancy to serve as reference for the completion of the Viability and Visibility reports.</p> <p>Collate evidence based on available data and OIEA analytical reports in support of value-added to employability skills of students at Malone, as requested by the Provost.</p>	<p>Update the Vibrancy report with the summaries from data analyses on IDEALS, 2015 SSI, and NSSE HIPs. Using the Vibrancy report as a frame of reference, and working with other actionable units, the Visibility and Viability reports must be completed by August 2016.</p> <p>The report must be completed and discussed with the Provost during the 8/30/16 scheduled meeting.</p>	<p>The Vibrancy report was updated to include the most recent data on student satisfaction and engagement. However, the Visibility and Viability reports could not be completed in time and made available to assurance contributors.</p> <p>The report on the collation of evidence in support of the enhancement of employability skills at Malone was duly completed, providing the basis for discussions during the 8/30/16 scheduled meeting with the Provost.</p>	<p>Unfortunately, both the Viability and Visibility reports could not be completed in time to be uploaded into the HLC Evidence File. In lieu, the collation of data in respect to the implementation of related objectives/initiatives was updated in the context of the overall strategic planning platform.</p> <p>Comparatively, Malone’s performance on the development of employability skills is commendable, but with one conspicuous shortfall: analyzing numerical and statistical information. As indicated by 2014 &amp; 2011 NSSE data, this is the only skill with perceived gains (40%) below the threshold mark of 50%. In response, advancing numerical literacy among our students should be allotted a special place in the heart of our General Education program.</p>
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