



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

Assessed by: Charles R. Lartey, Ph.D. & Karen R. Warner, M.A.Ed.

2016-2017 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 HLC 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. Coordinate with academic and other administrative units on institutional research projects designed to improve enrollment, retention, persistence, and graduation rates.
4. Analyze, interpret, and disseminate external studies and survey reports relative to academic planning and policy formulation.
5. Collect, organize, analyze, and present in usable forms institutional and other related data in support of management and decision-making processes at Malone.
6. 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.

Expected Performance Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Assessment Results
<p><u>GOAL 1</u> Work in partnership with the Office of the Provost and members of the Accreditation Team to ensure a successful HLC Monitoring of Progress visit on April 10-11, 2017.</p> <p>Assurance argument for Criterion 4 – Teaching/Learning Evaluation –prepared by the OIEA will meet expected standards</p> <p>Work with the Office of the Provost to formalize the creation of a permanent MU HLC Accreditation Committee.</p> <p><u>GOAL 2</u> Assist programs and support services with the completion of</p>	<p>The April 2017 HLC visit would be considered successful when Malone is able to meet all requirements and expectations under all the five (5) accreditation criteria without follow-up monitoring and progress reports.</p> <p>The HLC Visiting Team will consider all the requirements under the three (3) sub-components of Criterion four (4) as “Met”.</p> <p>After the April 2017 HLC visit, the permanent committee to dealing with HLC accreditation issues would be created before the beginning of Fall 2017. MU</p> <p>At least 80% of both 2016/2017 program and academic support</p>	<p>Provisional report of the HLC Visiting Team indicates that, four of the five criteria for accreditation (Criteria 1 – 4) was deemed as “Met.” Criterion 5 on “Resources, Planning, and Institutional Effectiveness,” was judged as “Met with Concerns.”</p> <p>Expectedly, Criterion four met all requirements under the three sub-components. Indeed assessment of student outcomes; the core to all requirements under Criterion four was specifically elevated for special commendation in the draft report.</p> <p>At the beginning of Fall 2017, a permanent Malone HLC Assurance Committee was still an idea yet to be implemented. The expectation here is that the final HLC report to Malone and the associated demands in terms of the submission of Monitoring Reports will shape the protocols regarding the institution of this permanent committee.</p> <p>At the end of the traditional due date (end of October) for the submission of assessment</p>	<p>The outcome of the 2017 HLC visit shows that Malone could not meet all the requirements under Criterion 5. As a result, HLC put Malone “On Notice,” with an associated stipulation that the institution, within two years period, must submit progress report on certain items relating to strategic plan and overall institutional performance. While Malone showed some level of excellence with regard to academic quality, student learning outcomes, and assessment, matters relating to Criterion 5 seem to impugn the overall success of the 2017 HLC Monitoring of Progress visit.</p> <p>The issue before Malone now is; how do we organize a team able to respond adequately/timely to the HLC follow-up monitoring reports due by March 2019? A complicating factor here is that most of the items requiring follow-up reports (strategic plan, evidence of institutional improvement, etc.) have long-term gestation periods. Without doubt, two interlude years would not be enough to exhaust the expectations under these items. In this case, it would be prudent if Malone can set interim, time-based, specific milestones for these items, rather than an attempt to squeeze eventual realizations within a two-year time span. These specific milestones must be evidence-driven and data-informed. If possible, a reconstituted HLC Assurance Group must work on these monitoring reports.</p>

<p>2016-2017 curricular and co-curricular assessment reports and 2015-2016 Learning and Assessment Impact Reports (L/AIRs).</p>	<p>services assessment reports would be submitted to the OIEA by the end of November 2017. By the end of October 2017 all 2015-2016 L/AIRs would have been submitted to the OIEA.</p>	<p>reports, only 79% (19 out of 24) of programs and 60% (12 out of 20) of support services have presented their 2016/17 assessment reports to the OIEA. At the end of October 2017, 60% (3 out of 5) of Learning Impact Reports, and 50% (2 out of 4) of Assessment Impact Reports have been submitted and approved by the OIEA.</p>	<p>Targets for the submission of 2016/17 assessment reports and 2015/16 impact reports could not be reached for the traditional date by the end of October. The OIEA extended a grace period to the end of November. In the interim, the OIEA is coordinating with the various liaisons for all reports to be submitted by the end of November.</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>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 AIC provided Assessment Metrics platform by the end of October, 2017</p>	<p>The agenda of embedding specific strategic planning initiatives in the context of traditional assessment reports, as informed by the assessment metric mapping exercise, could not be implemented in time for the 2016-2017 assessment reports.</p>	<p>Conversations with some assessment liaisons seem to suggest that the enthusiasm with the preparation and submission of reports is waning due to, among other things, the lack of credible alignments between assessment reports and the implementation of institution-wide objectives, initiatives, and specific tasks. In this regard, the OIEA will work with the Office of the Provost to implement the outcome of the assessment metric mapping exercise. Without doubt, the excitement with the preparation of assessment reports could be revamped when units and programs adopt, implement, and monitor institutional initiatives within the context of our traditional program and unit assessment reports.</p>
<p>Work with the General Education Committee on the analysis of the results of the Faith-Learning Integration Best Practices Survey.</p>	<p>By the end of August 2017, complete and present to the Director of the General Education Program, summary responses of the Faith-Learning survey.</p>	<p>The OIEA completed a content analysis of the results of Faith-Learning Integration survey organized by the General Education Committee (GEC). The analysis under the heading <i>Faith-Learning Integration Practices – Summary Responses</i> was forwarded to the Director of the General Education program in July 2017.</p>	<p>Some aspects of the findings from this survey was included in the <i>Instructions to General Education Faculty on General Education Objectives on Syllabi</i>, and the <i>Fall/Spring 2017 General Education Advising Guide</i>. These documents were prepared by the General Education Committee and communicated to all faculty who teach courses in the program.</p>
<p>Set the framework and the context for the incorporation and evaluation of NSSE constructs and indicators in the traditional assessment templates of both programs and support services</p>	<p>Upload essential NSSE-related documents to the Faculty tab before the beginning of fall 2017 semester; introduce NSSE to faculty during the September 2017 Faculty Business Meeting; discuss NSSE with faculty during Departmental meetings; complete the development of instructions on how to evaluate NSSE indicators within</p>	<p>Before the beginning of fall 2017, analytical reports using NSSE survey data have already been posted under the Faculty tab; the OIEA conducted a PowerPoint presentation during November Faculty Business Meeting. The OIEA is yet to attend departmental meetings for in-depth discussion on NSSE. However, a draft on the protocols for the incorporation of NSSE measures has been completed. The plan</p>	<p>For the first time in the administration of NSSE, the OIEA, with the assistance of an ad hoc MU NSSE Advocacy Group, is embarking on some promotional strategies to ensure high response rates for the upcoming Spring 2018 NSSE. If academic programs and other support services are to adopt, monitor and control specific NSSE constructs/items/questionnaires within their</p>

<p>Organize a NSSE Advocacy Group to increase the rate of participation in spring 2018 NSSE administration.</p> <p><u>GOAL 3</u> Complete correlation and regression analyses on ACT scores, HSGPA and FSGP in the determination of which of these variables affect student retention the most.</p> <p>Analyze data of the QuestionPro Survey to determine value-added on diversity and inclusion from 2013 to 2017</p> <p>Collaborate with the Center for Student Success on the documentation and implementation of initiatives adopted</p>	<p>Malone’s traditional assessment process and share with assessment liaisons before the end of October 2017.</p> <p>In the spring 2018 NSSE, the FY and SR response rates will be above 60% and 65% respectively.</p> <p>The correlation and regression studies on student retention using ACT scores, HSGPA, and FSGPA must be completed before the end of July 2017 so the findings could be applied during the peak admissions and enrollment season in fall 2017.</p> <p>Analysis of Question-Pro survey data must be completed and results shared with the Diversity & Inclusion Committee by the end of November 2017.</p> <p>Admissions’ Luncheon to present and share the varying impact of students’ incoming data and retention must be organized in late summer 2017, and the Stewards of Success</p>	<p>is to add NSSE measures to our 2017-2018 assessment reports. Before then, a schedule of meetings with all assessment liaisons will be observed.</p> <p>The collection of data on response rates awaits the Spring 2018 administration of NSSE</p> <p>A three-part series of <i>ACT Scores, HSGPA and FSGPA – Correlation and Regression Analysis</i> was duly completed and submitted to the Provost at the end of June 2017. The findings of the analyses were applied during the fall admission process and during the demarcation of students into the various available transition and tutorial modules.</p> <p>The OIEA completed a summary analysis of QuestionPro survey results titled <i>Insights from QuestionPro Survey: First-Year (2013) & Fourth-Year (2017) Whites vs. Students of Color</i> before the beginning of November 2017. MU Diversity & Inclusion Committee discussed the results and related implications of the summary analysis on November 6, 2017.</p> <p>Collaboration with the Center for Student Success on the communication of the recommendations adopted during the HLC Midpoint Conference could not take place as expected due to conflicts in schedule.</p>	<p>traditional assessment reports for the 2017-2018 cycle, then high response rates are essential to the validity of insights and implications from the survey. Before the administration of NSSE in Spring 2018, the OIEA will attend departmental meetings and organize one-on-one meetings with all assessment liaisons. These meetings will enable the OIEA to work alongside programs (and units) in the selection of NSSE items supportive of their respective of their currently existing outcomes and expectations.</p> <p>The OIEA will continue to strengthen our campaign strategies in order to yield maximum response rates in the Spring 2018 administration of NSSE.</p> <p>The outcome of this study was somehow applied to some areas of the admissions and tutoring process. However, the full report was never shared with the larger campus community. As we continue to perform such primary research analyses, efforts will be doubled to endure the sharing of results to larger audiences on campus, in the sense that integrated, all-hands-on-deck approach is the surest way to improve persistence and graduation.</p> <p>Insights gained from the first batch of analysis of the QuestionPro Survey suggest that Malone’s efforts on diversity and inclusion have provided some paltry gains, albeit masked by a wide range of challenges and opportunities. Implications drawn from the results suggest that the Diversity & Inclusion Committee (DIC) must adopt incremental, time-bounded, achievable milestones on the path toward realization of overall DIC strategic planning objectives.</p> <p>After consultations with the Center for Student Success, the Admissions’ Luncheon has been postponed to Spring 2018. The organization of</p>
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<p>during the HLC Midpoint conference at Chicago in May 2017.</p> <p><u>GOAL 4</u> Prepare a report on valued added between Time 1 (Fall 2015) and Time 2 (Spring 2016) administration of IDEALS survey.</p> <p>Summarize indicators of Employability Skills at Malone from all available institutional and other survey data.</p> <p>Draw databased insights from all available analytical reports as a template and framework of collaborative actions among academic programs and support services.</p>	<p>group among faculty organized by early fall 2017.</p> <p>The IDEALS value-added analysis must be completed before the beginning of fall 2017, and the results shared with actionable units on campus.</p> <p>Databased evidence of employability skills at Malone must be completed and submitted to the Provost before the beginning of fall 2017.</p> <p>Summary of insights from all selected analytical reports must be completed before December 2016, and the results discussed with the Provost. After that, the results must be shared with all actionable units for the coordinated application of insights.</p>	<p>The OIEA completed a report titled, <i>Time 1 (Fall 2015) vs. Time 2 (Spring 2016) IDEALS Report – A Value-Added Analysis</i> in August 2017, and submitted to the Provost. The implications of the analysis were of particular importance to the Office of Spiritual Formation and the General Education Program.</p> <p>As requested by the Provost, the OIEA completed a summary report in June 2017 titled, <i>Data-based Evidence on the Development of Employability Skills at Malone: An Exploratory Note</i>. With excerpts of data from various sources, this report chronicles longitudinal progression of evidence that supports the development of employability skills among MU students.</p> <p>Using a four-column template under (i) Data & Analytical Reports, (ii) Insights (iii) Application, and (iv) Actionable Units, the OIEA completed a report in March 2017 titled <i>Application of Insights from Data/Analytical Reports – A Framework for Collaborative Action</i>. The report was subsequently presented to the Provost to recommend appropriate follow-up actions.</p>	<p>Stewards of Success among faculty/staff will follow the organization of the luncheon.</p> <p>A discernible outcome of the IDEALS value-added analysis is that Malone’s Overall Pluralism Orientation Index increased between Time I and Time II. The results also show some aspects of positive appreciative attitudes toward people of different religious and political persuasions. The OIEA will appeal to the Provost to provide continuous funding for the IDEALS survey. The survey could provide a stream of useful assessment measures for the General Education program and the Office of Spiritual Formation (OSF)</p> <p>Effective communication, application of ethical judgment, working effectively with others, and critical thinking are some of the employability skills that Malone is doing very well, as attested for by databased evidence. What remains is the communication of these expositions to actionable units on campus for the purposes of continuous improvement. In this direction, a report preciously prepared by the OIEA and presented to the Provost is of overall relevance. Titled <i>Application of Insights from Data/Analytical Reports – A Framework for Collaborative Action</i>, this report uses a 4-column template to delineate (i) Data/Analytical Reports, (ii) Insights, (iii) Applications, and (iv) Actionable Units. Among others, this template provides a working context for directed communication with selected actionable units for the purposeful application of insights from available data. With the approval of the Provost, the OIEA intends to mount a campaign dubbed “Application of Insights from Data” in spring 2018 to enable Malone to improve upon the use of data for programmatic and process improvement.</p>
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<p><u>GOAL 5</u></p> <p>The AIC will provide a schematic mapping of all departmental and units assessment goals and measures to the various strategic planning initiatives/goals of MU strategic plan</p> <p>Compile student outcomes data on specialized program accreditation of the various Schools and Colleges at Malone, and display results at the Assessment website, under Graduate Achievement Data.</p> <p>Update the Profile of Progress report on Vibrancy. Coordinate with other units to complete similar reports on the Viability and Visibility Themes.</p> <p><u>GOAL 6.</u></p>	<p>The schematic mapping must be appropriate enough to isolate MU strategic planning initiatives that are less tied to goals and measures of our traditional assessment reports. Subsequently, the results of the mapping exercise must inform at least 30% of units and programs in the adoption of SP initiatives in the context of their various assessment plans.</p> <p>The compilation of students' outcome data must be completed and results uploaded to the assessment website by the end of October 2017.</p> <p>The profile reports on Viability and Visibility must be given considerable attention toward completing after the April 2017 HLC visit.</p> <p>2016-17 Fall, Winter, and Spring submission of IPEDS data will be completed on schedule as required by the National Center</p>	<p>The AIC completed in January 2017, the exercise of mapping initiatives under the various strategic planning Themes to expectations and measures as detailed in the assessment reports of all academic programs and support services. It became known that some of the initiatives are not tied to the assessment efforts of programs and support services.</p> <p>Under Graduate Achievement Data, the assessment website was updated to include <i>Compiled Students Outcome Data – Program Accreditation & Licensure Examinations</i>. The update was up and running by the middle of October 2017</p> <p>The update of <i>the Profile of Progress Report on Vibrancy</i> awaits the scheduled due dates for the submission of assessment reports at the end of November 2017. On the other hand, I am yet to coordinate with other actionable units for the completion of similar profile reports on Viability and Visibility.</p> <p>.</p> <p>Institutional Characteristics, Completions, and 12-month Enrollment components were submitted by 10/12/16. Student Financial Aid, Graduation Rates, 200% Graduation Rates, Outcome Measures, and Admissions components were submitted by 2/8/17. Fall</p>	<p>The expectation here is that the results of the mapping exercise (which provide the rationale for the integration of specific strategic planning initiatives into the traditional assessment reports of programs and units) will receive renewed attention as we respond to the HLC's follow-up report on strategic planning. With this, we will be able to demonstrate that the monitoring, evaluation, and improvement of strategic planning tasks are embedded within our traditional assessment context, and therefore, of significant institution-wide appeal.</p> <p>Rather than gleaned from different sites, the Students Outcome Data, under Graduate Achievement Data at the Assessment Website brings all pertinent evidence of students-related outcomes into only a three-click-access point from the homepage of the Malone University website. The OIEA will continue to work with our web administrators to ensure that data is current and up to date.</p> <p>As of now, the OIEA has not been able to make headway in the collaboration with responsible units for the preparation of the two remaining <i>Profile of Progress Reports</i> on <i>Viability</i> and <i>Visibility</i>. The only solace here is that our follow-up report to HLC on strategic planning will put the request for the two remaining reports in a more favorable light.</p> <p>The primary uses of data pertaining to Goal 6 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</p>
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<p>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 History Updates</p>	<p>for Education Statistics.</p> <p>The 2016 Malone University Fact Book will be completed and posted online prior to the Fall Board of Trustees Meeting (October 14-15, 2016).</p> <p>During Fall 2016, the Common Data Set (CDS) will be completed and posted to the Data & Indicators section of the OIEA web page. During Spring 2017, student data and related institutional profile/statistics will be collected and provided to U.S. News & World Report via their Main Survey for use in its annual ranking project.</p> <p>In FY 2016/2017, the OIEA will conduct the annual Faculty 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, School Deans, and Department Chairs in the context of ongoing</p>	<p>Enrollment, Finance, Human Resources, and Academic Libraries were submitted by 4/5/17.</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 & Indicators on the OIEA web page. The U.S. News & World Main Survey was submitted and the information was included in the rankings released in September 2017. (NOTE: In the 2018 Guide, released in September 2017, Malone placed in tier 1 in an 8-way tie for the 75th rank out of 173 ranked Midwest Regional Universities).</p> <p>2016-17 Departmental Cost Analyses were completed by August 2017. The Departmental Dashboards (requested by the Provost) were updated to include 2016-17 data points. They included a 7-year history (2010-11 through 2016-17) 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.</p>	<p>of institutional accountability on a variety of issues; 2) to inform internal policy decisions, 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. The U.S. News and World Report rankings provide a method of comparison with other similar institutions (Midwest Regional Universities). However, this tool is more reflective of institutional inputs (i.e., strength of credentials of entering Freshman class, Academic Services provided, etc.) than outputs (i.e., student engagement, success of graduates).</p> <p>The annual compilation of these reports and analyses remains important as the institution 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 and Department Chairs (in offering the optimum number of course sections) and the decisions of the University Collegium concerning</p>
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<p>Oversee the administration of the Ruffalo Noel-Levitz Student and Parent Satisfaction Inventories and the in-house Alumni Outcomes Surveys</p>	<p>institutional financial adjustments and course scheduling decisions.</p> <p>During Summer 2017, traditional and degree-completion undergraduate alums and masters alums from 2015-16 (Dec 2015, May 2016, Aug 2016) 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>Course Enrollment Histories were updated 3 times: Fall 2016, Spring 2017, and Summer 2017.</p> <p>Summary results from the alumni surveys were prepared for inclusion in the Malone Fact Book and for availability when outcomes measures were requested by HLC.</p>	<p>financial adjustment processes at the institutional level.</p> <p>Though the items included in the alumni survey were revised considerably from those used in Summer 2016 (to secure information relevant to whether Malone is meeting its Educational Goals), the need to use the results for more than reporting out to external constituents (i.e., improving the Malone Experience for students) remains. The OIEA and the Office of the Provost continue to collaborate in this direction.</p>
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