



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

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**2017-2018 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:**

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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.

<b>Expected Performance Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Assessment Results</b>
<p><u>GOAL 1</u></p> <p>Review HLC Action Letters “On Notice” and isolate factors that push institutions to “On Probation” status in the context of Malone’s preparation of a follow-up monitoring report</p> <p>Collaborate with members of the HLC Accreditation Team on the completion of the University Collegium Decision and Progress Worksheet in preparation for the HLC follow-up visit in March 2019.</p> <p>Prepare a report on how to respond to HLC’s 2017 concerns with regard to data</p>	<p>This review must be completed and discussed with the Provost before the beginning of the preparation of the follow-up monitoring report.</p> <p>The OIEA works on Priority item #6 of the Malone University Collegium Worksheet; the integration of NSSE metrics into our traditional assessment reports. Complete the following three components by the end of September 2018: developing campus-wide understanding of NSSE, updating unit’s assessment protocol to include NSSE measures/benchmarks, and distributing NSSE measures/data to assessment units.</p> <p>A report detailing available options for the demonstration of improvements based on the application of data must</p>	<p>A report titled, <i>Learning from Others – Core Components 5A, 5C, and 5D – Why Institutions slip from “On Notice” to “On Probation”</i> was duly completed and discussed with the Provost. The revelation here is that in their follow-up monitoring reports, schools “On Notice,” preponderantly substitute the assurance of long-term, data-informed strategic approaches on these Core Components with short-term temporalizations and <i>cul-de-sac</i> initiatives.</p> <p>By the end of September 2018, all sections of the first three components has been completed and related summaries and attachments posted onto the Google drive purposefully set up for this exercise. As of now, the OIEA awaits responses from units to facilitate the completion of the final component of this exercise, which is, reporting from units on insights gained from NSSE survey.</p> <p>A report titled, <i>In response to HLC’s Follow-Up Monitoring Report - Databased Decision-Making and Demonstration of Improvements –</i></p>	<p>This study was in support of Malone’s preparation for the HLC follow-up monitoring report in reference to our current “On Notice” status. Instead of short-term approaches, the results of the study suggest long-term strategic initiatives on enrollment, finances, and the ongoing capital campaign. We need to demonstrate that the evaluation of these initiatives are time-bounded with specific metrics to assess intermittent progress.</p> <p>The response to University Priority item #6 enabled the OIEA to contextualize NSSE outcomes within institutional priorities as determined by the University Collegium. With the various sections of the exercise demarcated into Progress/Updates, Supporting Data Used, and Decisions/Actions, we were able to examine NSSE processes and outcomes in some new dimensions. The OIEA will, in the future adapt these processes to the review of NSSE data.</p> <p>The Director of Student Retention adapted a template suggested in the report to tabulate and monitor indicators from our Jenzabar Predictive</p>

<p>informed decision-making processes.</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 2017-2018 assessment reports to include 2018 NSSE metrics.</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>Organize a NSSE Advocacy Group to increase the rate of participation in spring 2018 NSSE administration.</p>	<p>be completed and discussed with the Provost by the end of May 2018.</p> <p>The proprieties for the establishment of a permanent MU HLC Accreditation Team will be completed before the upcoming HLC follow-up visit in 2019</p> <p>Before the release of the 2018 NSSE survey results, at least 70% of both academic programs and support services would have adopted NSSE metrics into their respective 2017/2018 assessment reports.</p> <p>The expectation here is that this project will be approved by the Provost by the Summer of 2018</p> <p>With the adoption of a formalized approach to the promotion of 2018 NSSE among students/faculty, FY and SR response rates will be above 60% and 65% respectively.</p>	<p><i>Available Options</i> was completed in May 2018 and discussed with the Provost and Colleagues at the Center for Student Success.</p> <p>Still a work-in-progress</p> <p>At the end of July 2018, 82% (23 out of 28 assessment units) of academic programs and 71% (12 out of 17 assessment units) of support services have incorporated two, or more NSSE metrics and related benchmarks for the determination of excellence into their respective 2017/2018 assessment reports</p> <p>Still a work-in-progress</p> <p>The 2018 NSSE data shows 46.1% participation rate for SR and 35.3 participation rate for FY students.</p>	<p>Module. Beyond HLC, and with our Tableau data integration software and the promulgation of Malone University Data Utilization Team (MUDUT) Malone is establishing protocols on a methodical, institution-wide application of insights from data.</p> <p>The emerging consensus on this is that a permanent MU HLC Accreditation Team will be allotted a much fuller attention after the upcoming HLC follow-up visit in May 2019 when we begin to prepare for the 2022 Reaffirmation of Accreditation visit.</p> <p>Completed assessment reports with 2018 NSSE metrics are due by the end of October 2018. As a premier exercise of its kind, lessons learned will enable us to collaborate with all assessment units in the adoption of NSSE metrics. A disconcerting issue with this exercise revolves around whether institutional data points or program-specific metrics should be adopted in the determination of criteria for success. In our next attempt, we will adopt a two-tier approach (institutional and Schools/College-specific) to the determination of criteria for success.</p> <p>Protocols on the incorporation of strategic planning initiatives into our traditional assessment reports is still a work-in-progress</p> <p>At first glance, the increase in overall response rate from 39% in 2014 to 39.5% in 2018 seems inconsequential. However, in comparison with the NSSE national average of 29%, we have recourse to do better in our promotion efforts during the next administration of NSSE to enhance overall response</p>
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<p><u>GOAL 3</u> Work with the Information Technology unit to ensure that requisite data sets are uploaded onto the Tableau software for integrated analyses.</p> <p>Continue to work with the MU Diversity &amp; Inclusion Committee on specific projects referred to the OIEA</p> <p>Continue to collaborate with the Center for Student Success HLC’s Persistence and Completion project</p> <p><u>GOAL 4</u> Conduct an analysis to determine the differential levels of satisfaction among MU graduates using 2017 and 2016 Alumni Survey data.</p>	<p>Collaborate with IT to ensure that by the end of September 2018, NSSE data (2018 and 2014) are uploaded on Tableau to facilitate requested analyses and visualizations In addition, assist IT in the proper coding of Prospect Score Data for SPSS predictive modeling by the end of September 2018.</p> <p>The OIEA will assist the Diversity &amp; Inclusion Committee to map up a strategy forward based on the comparison of 2017 and 2013 diversity surveys. Identification/clarification of this strategy must be completed before March 2018.</p> <p>Assist the Center of Student Success to complete the 3<sup>rd</sup> Year Consultation phase by the end of August 2018 to enable Malone commence the next step on Version 7 Update of the Academy Project</p> <p>This analysis would be completed by the end of May 2018, and insights discussed with the Provost for subsequent follow-up actions/decisions.</p>	<p>As of now (September 2018) both 2018 and 2014 NSSE survey data is on Tableau platform. The coding of the Prospect Score Data was completed out of which the OIEA prepared a report titled: <i>An Exploratory Note on Predictive/Impactful Enrollment Variables at Malone by Way of Stepwise Multiple Regression.</i></p> <p>After the comparison of 2017 vs. 2013 diversity survey data, the committee agreed to concentrate on measures to improve upon the satisfaction of minorities to include students, faculty, staff, and administrators.</p> <p>Malone completed the 3<sup>rd</sup> Year Consultation phase at the end of August 2018 and as a follow-up, obtained questionnaires from the HLC, which will enable us prepare for the Version 7.0 update by the end of September 2018.</p> <p>In the middle of May 2018, a report titled, <i>Perceptions of Alumni – Class of 2017 vs. Class of 2016</i> was completed, and insights shared with the Provost who subsequently shared salient points of the study with the University Collegium.</p>	<p>rates Selective promotional materials will be prepared for seniors and freshmen. In addition, more direct messaging must be explored in the future</p> <p>The MUDUT discussed the outcome of the regression analysis. The Team then operationalized the determinative variables for colleagues at admissions to assist them in their collaborative work with other units on the enrollment/admissions processes.</p> <p>The 2018 NSSE results on <i>Discussion with Diverse Others</i> (DD) suggest among other things that the diversity and inclusion activities at Malone are producing outcomes. In 2018, the Mean Score of seniors on DD was 39.1 and freshmen mean score was 36.5, leading to a value-added of 2.8 mean points. The OIEA will continue to assist the committee with data analysis and interpretation</p> <p>Our participation in the HLC Persistence/Retention Academy, which is focused on the Determination and Management of Student-at-Risk Variables, continue to strengthen our approach to retention and overall student success. With the appointment of a full-time Dean for Retention &amp; Student Success, the management of at-risk variables will be broadened ty include more faculty, staff, and administrators.</p> <p>With the ongoing decline in enrollment of private-not-for-profit institutions, Malone University is considers alumni giving as significant. In recognition of the fact that the “spirit” of alumni giving must be cultivated while students are on campus, the satisfaction of our graduates is of</p>
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<p>Complete a regression/correlation analysis on comparative satisfaction levels using 2017 and 2016 Alumni Survey data.</p> <p>Prepare a report on “New Winners in Persistence at Malone” using FA 17, FA 16, and FA 15 enrollment data.</p> <p>Conduct a preliminary overview of the 2018 NSSE survey data</p>	<p>The expectation here is that the follow-up regression/correlation study of differential satisfaction levels among our alumni using 2016 and 2017 survey data will be completed and discussed with the Provost before July 2018.</p> <p>This report must be completed by the end of May 2018, and insights discussed with the Provost and the Center for Student Success (CSS).</p> <p>This preliminary overview must be completed and discussed with the MU Data Unitization Team (MUDUI) before the end of September 2018.</p>	<p>The results of the study, completed in June and presented to the Provost, show that there are differential relationships between spiritual growth/overall academic satisfaction and post-graduation church activities among traditional and non-traditional graduates.</p> <p>Before the end of May 2018, a report titled New Winners in Persistence – Comparison of FA17 with FA16/15 Enrollment Data has been completed and insights shared with the Provost and colleagues at the CSS.</p> <p>On September 11, 2018, the MUDUT reviewed the preliminary overview together with Tableau visualization of the NSSE data. A follow-up discussions on September 21 outlined protocols on communication of insights gained from NSSE data to concerned stakeholders</p>	<p>paramount importance. The two studies, <i>Perceptions of Alumni</i> and the <i>Correlation and Regression Analysis</i> on comparative satisfaction levels of our alumni allow us to adopt databased decisions on how to improve the satisfaction levels of our alumni. From post-graduation employment, to church involvement to community service, the two studies demonstrate differential levels of satisfaction among our traditional, non-traditional and Masters alumni. The insights gained were communicated to concerned stakeholders for requisite follow-up decisions. The insights also enabled us to update the structure and content of our annual alumni survey.</p> <p>Based on the analysis of students who are eligible to return to campus compared to those who actually returned, the report indicates the emergence of a new category of “winners” who do not fall within the group who traditionally do well on persistence. In fall 2017, the new “winners” included Honor students, Non-OH Resident and Minority Footballers, and Male students. The Center for Student Success took notice of this new pattern and adjusted their retention-promotion activities accordingly.</p> <p>Quite apart from the incorporation of NSSE metrics into Malone’s 2017/2018 traditional assessment reports, the MUDUT is also at the forefront of the dissemination of insights gained from the NSSE overview to identified units for critical assessment and application. In this context, a special template was prepared on NSSE items under Campus Environment (Quality of Interactions &amp; Supportive Environment) for a much deeper discussions with some selected support services on campus.</p>
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<p><u>GOAL 5</u> Complete a report to the Provost detailing why the AIC must be re-purposed into Malone University Data Utilization Team (MUDUT).</p>	<p>This report must be completed and discussed with the Provost by the end of July 21018.</p>	<p>A report titled, <i>The Case for a Malone University Data Utilization Team (MUDUT): Re-Purposing the Assessment Implementation Committee (AIC)</i> completed and shared with the Provost in August 2018. Matters arising out of the report set the tone for a comprehensive discussion on how to apply NSSE data for targeted improvement of curricular and co-curricular activities.</p>	<p>With the support of Tableau as our data integration platform, MUDUT has now become the main forum for the discussion of all data-related issues. It is hoped that membership of the team would be expanded to include colleagues from other units.</p>
<p><u>GOAL 6.</u> Continue to observe the requirements for IPEDS</p>	<p>2017-18 Fall, Winter, and Spring submission of IPEDS data will be completed on schedule as required by the National Center for Education Statistics.</p>	<p>Institutional Characteristics, Completions, and 12-month Enrollment components were submitted by 10/11/17. Student Financial Aid, Graduation Rates, 200% Graduation Rates, Outcome Measures, and Admissions components were submitted by 2/7/18. Fall Enrollment, Finance, Human Resources, and Academic Libraries were submitted by 4/4/18</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 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</p>
<p>Complete Fall 2015 Malone University Fact Book</p>	<p>The 2017 Malone University Fact Book will be completed and posted online prior to the Fall Board of Trustees Meeting (October 13-14, 2017).</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</p>	

<p>Provide data for comparative evaluation of Malone</p>	<p>During Fall 2017, the Common Data Set (CDS) will be completed and posted to the Data &amp; Indicators section of the OIEA web page. During Spring 2018, 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>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>parties and for multiple purposes.</p>
<p>Prepare annual Departmental Cost Analyses and Course Enrollment History Updates</p>	<p>In FY 2017/2018, 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 institutional financial adjustments and course scheduling decisions.</p>	<p>2017-18 Departmental Cost Analyses were completed by August 2018. The Departmental Dashboards (requested by the Provost) were updated to include 2017-18 data points. They included a 7-year history (2011-12 through 2017-18) 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. Course Enrollment Histories were updated 3 times: Fall 2017, Spring 2018, and Summer 2018.</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>Oversee the administration of the Ruffalo Noel-Levitz Student and Parent</p>	<p>During Jan.-Feb. 2018, traditional and degree-completion undergraduate alums and master's alums from 2016-17 (Dec 2016, May</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. Additional</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 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 and again minimally from Summer 2017, (to secure information relevant to whether Malone is meeting its Educational Goals), the need</p>



<p>Satisfaction Inventories and the in-house Alumni Outcomes Surveys</p>	<p>2017, Aug 2017) 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>analysis was done to compare the results of selected items between the two most recent administrations per request of the Provost.</p>	<p>to use the results for more than reporting out to external constituents (i.e., improving the Malone Experience for students) remains. The OEIA and the Office of the Provost continue to collaborate in this direction. To continue with the tradition of improving student satisfaction, there is the need to budget for the administration of the 2019/2020 Noel-Levitz Student Satisfaction survey.</p>
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