

# Review of Institutional Assessment

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Cleveland University - Kansas City (CUKC)  
MidAIR Conference  
November 9, 2017 (11:15 AM-12:00 PM)

# Agenda

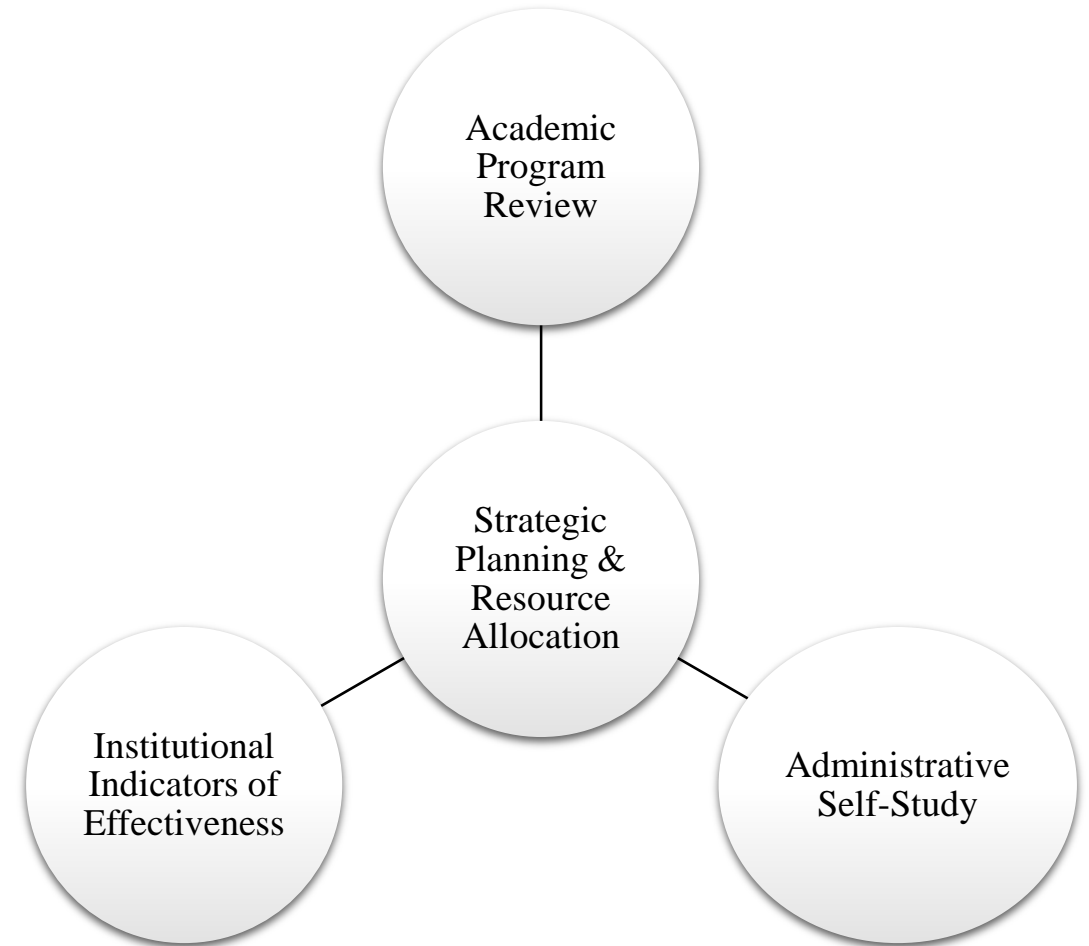
- Overview of Assessment
- Project Management Structure
- Institutional Research Structure

# Philosophy, Values, and Beliefs of Assessment

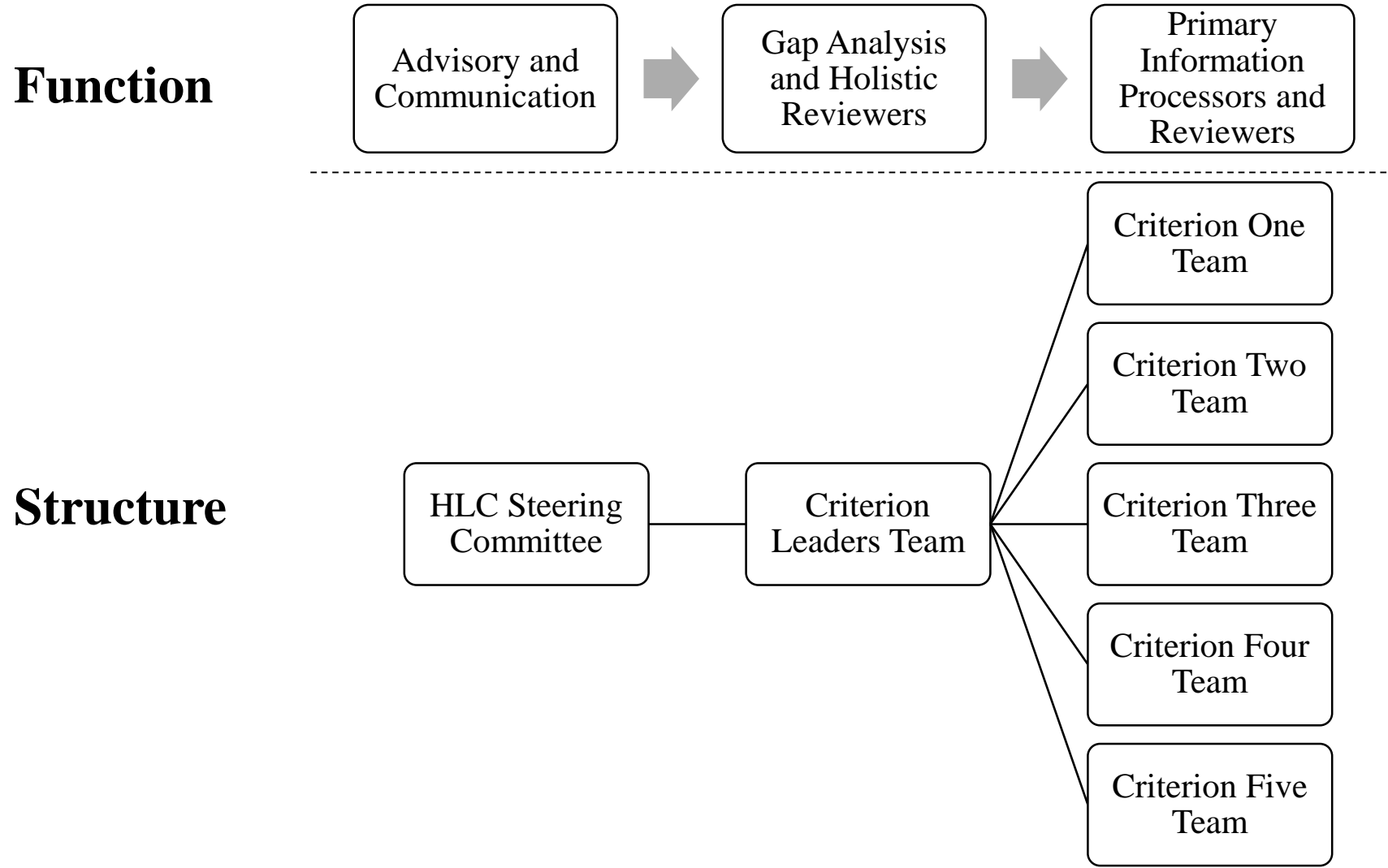
- At Cleveland University- Kansas City, assessment is a **collaborative** process of improvement that is grounded on the values set forth in the mission statement, focused on the quality of the educational experience of students, and **drives our institutional priorities and planning.**
- We believe that assessment is “not an end in itself but a vehicle for **educational improvement** (American Association for Higher Education).” As such, the culture of CUKC engenders **collegiality, collaboration, and communication**, directed by academic and professional judgement, that values **research-based practices** as we believe this is inherent to educational improvement and institutional effectiveness overall.
- As part of the management of institutional assessment, CUKC ensures the process is **systematic, guides** academic and non-academic departments for improvement, is **well-documented**, and **peer-reviewed.**

# An Integrative Framework for Institutional Assessment

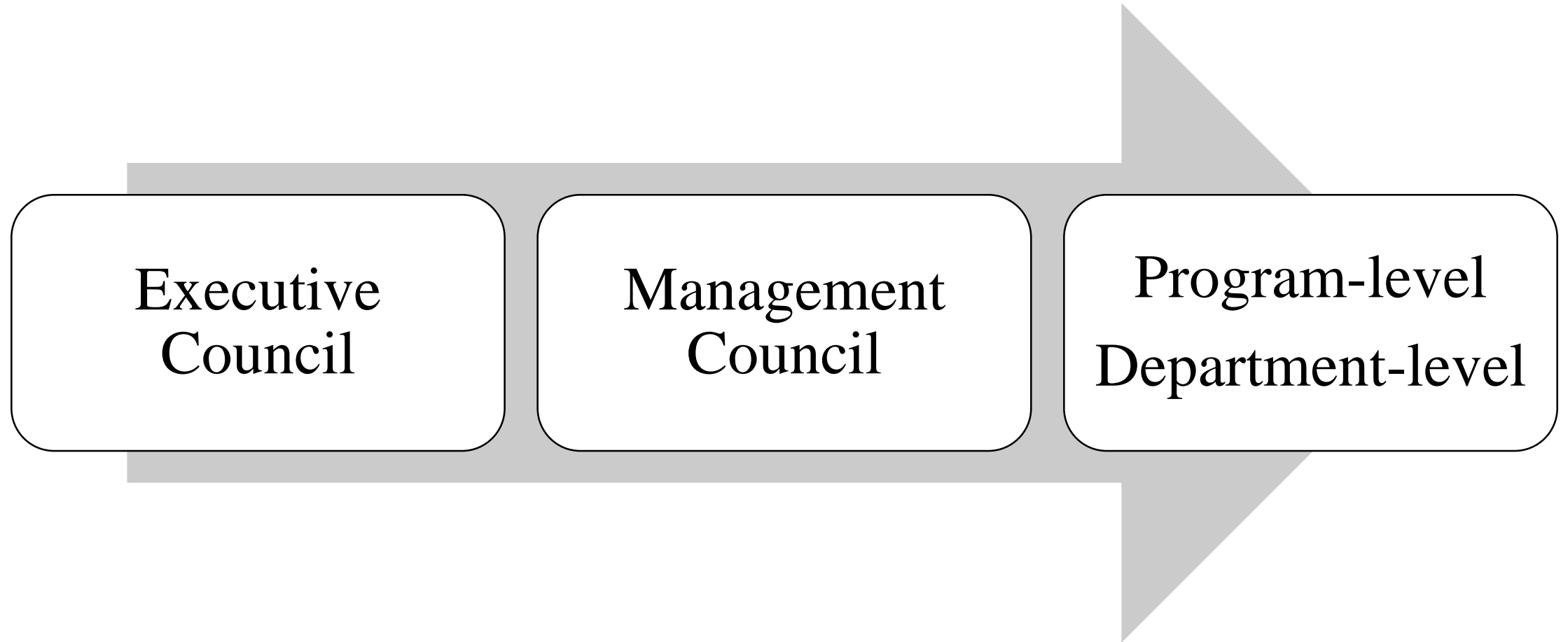
The framework for assessment at CUKC uses the strategic planning and resource allocation process as the foundation for triangulating three assessment processes: Review of Institutional Indicators of effectiveness; Academic Program Review; and non-academic departmental assessment, or Administrative Program Review.



# Collaboration and Communication Structures for Reviewing



# Collaboration and Communication Structures for Planning



# Linking Institutional Review and Planning

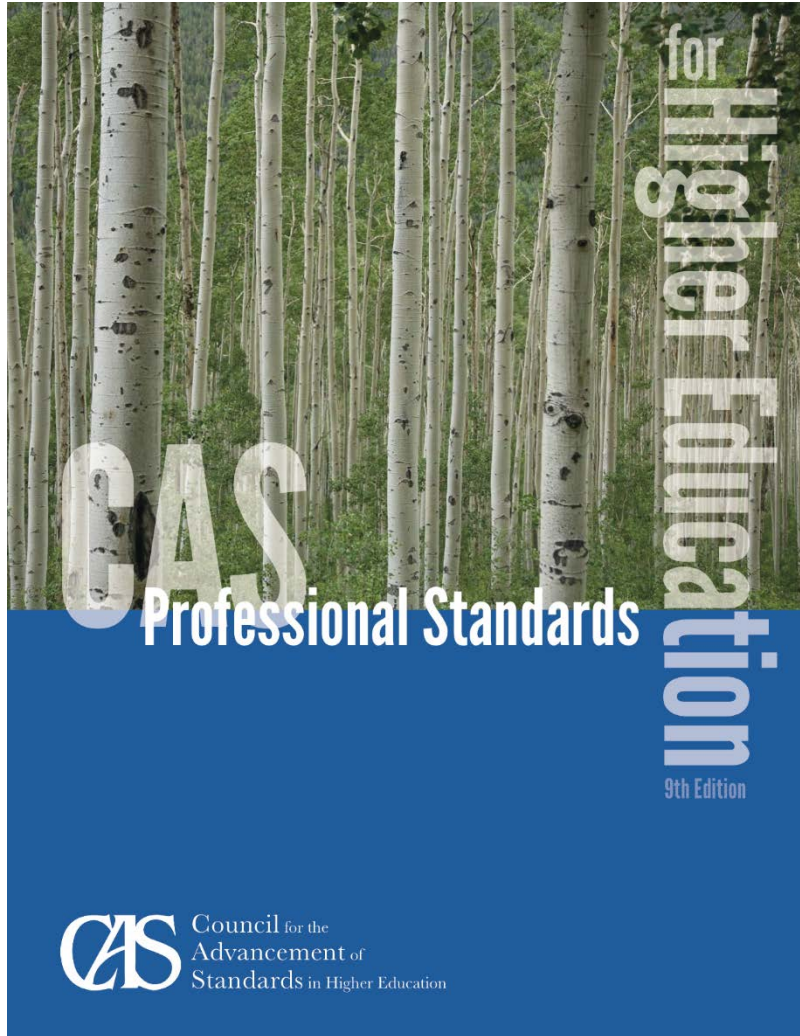
## Conceptual Design



## Objective

- To demonstrate mission-centered evaluation and shared governance practices (HLC Guiding Value #7 and 9)

# CAS Standards to Assist with Departmental Review and Planning



- Design new programs and services
- Focus time, energy, and resources
- Devise staff development
- Guide strategic planning
- Develop learning and development outcomes
- Measure program and service effectiveness



- Academic Advising Programs\*\*
- Adult Learner Programs & Services
- Alcohol & Other Drug Programs\*\*
- Assessment Services
- Auxiliary Services Functional Areas
- Campus Activities Programs
- Campus Information & Visitor Services
- Campus Police & Security Programs
- Campus Religious & Spiritual Programs
- Career Services
- Civic Engagement & Service-Learning Programs\*\*
- Clinical Health Services\*
- College Honor Society Programs\*\*
- College Unions
- Commuter & Off-Campus Living Programs
- Conference & Event Programs
- Counseling Services
- Dining Service Programs
- Disability Resources & Services
- Education Abroad Programs & Services\*\*
- Financial Aid Programs\*\*
- Fraternity & Sorority Advising Programs

- Graduate & Professional Student Programs & Services
- Health Promotion Services\*
- Housing & Residential Life Programs\*\*
- International Student Programs & Services
- Internship Programs\*
- Learning Assistance Programs
- LGBT Programs & Services
- Master's Level Student Affairs Professional Preparation Programs\*\*
- Multicultural Student Programs & Services
- Orientation Programs\*\*
- Parent & Family Programs
- Recreational Sports Programs
- Registrar Programs & Services
- Sexual Violence-Related Programs & Services\*\*
- Student Conduct Programs\*\*
- Student Leadership Programs
- Student Media Programs\*
- Transfer Student Programs & Services
- TRIO & Other Educational Opportunity Programs
- Undergraduate Admissions Programs & Services\*
- Undergraduate Research Programs
- Veterans & Military Programs & Services
- Women's and Gender Programs & Services\*\*

\* New or revised since the release of the 2015 edition of *CAS Professional Standards for Higher Education*

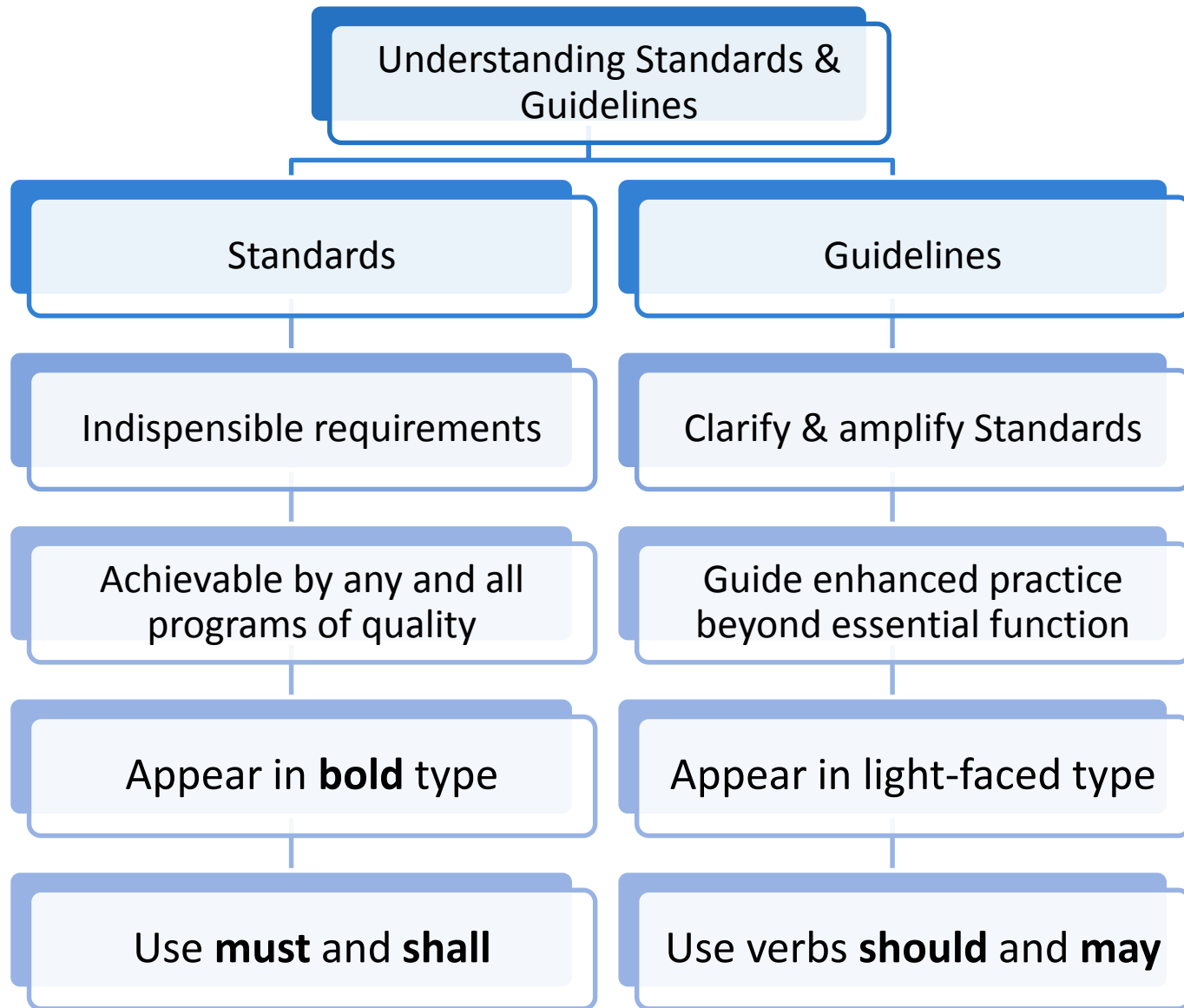
\*\* New or revised in the 2015 *CAS Professional Standards for Higher Education*



# Twelve Parts of the General Standards

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- Mission
- Program
- Organization and Leadership
- Human Resources
- Ethics
- Law, Policy and Governance
- Diversity, Equity, and Access
- Internal and External Relations
- Financial Resources
- Technology
- Facilities and Equipment
- Assessment



# Self-Assessment Guides (SAG)

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- Provides an effective workbook/format for evaluation, self-assessment, and institutional reviews
- Translates standards into multiple criterion statements which can be measured
- Clusters of criterion measures focus on subsections of the standards, allowing raters to express detailed and targeted judgments
- Informs on program strengths and weaknesses
- Leads to an action plan to enhance programs and services that benefit student learning and development

# **Project Management Structure**

# Creating the Collaborative Workspace

The screenshot shows a SharePoint workspace titled "Assurance Report Preparation". The workspace is organized into four columns, each representing a different category of tasks or meetings. Each column has a header, a plus sign to expand the view, and a list of items with dates and calendar icons. The items are: Steering Committee Meetings and Major Mile (November 28, 2017 Meeting; February 27, 2018 Meeting), Criterion Leaders Meetings (October 24, 2017 Meeting; December 19, 2017 Meeting), Criterion Team Meetings (Criterion Team Meeting; Deadline for Evidence Files), and Editing/ Review Team Milestones (Editing and Review Team- 1st Review; Editing and Review Team- Feedback for Criterion Leaders).

AR Assurance Report Preparation Board Charts ...









Steering Committee Meetings and Major Mile	Criterion Leaders Meetings	Criterion Team Meetings	Editing/ Review Team Milestones
+	+	+	+
November 28, 2017 Meeting ...	October 24, 2017 Meeting 10/24 ...	Criterion Team Meeting 11/09 ...	Editing and Review Team- 1st Review 07/09/2018 ...
February 27, 2018 Meeting 02/27/2018 ...	December 19, 2017 Meeting 12/19 ...	Deadline for Evidence Files 04/24/2018 ...	Editing and Review Team- Feedback for Criterion Leaders 09/18/2018 ...

# Creating the Collaborative Workspace Cont'd

**AR** Assurance Report Committee

+ New ▾ ↑ Upload ✎ Quick edit ↻ Sync 📄 Flow ▾ ⋮

HLC Assurance Report Master Working Fil...  
edited by Fiorella Penaloza

 Name ▾	Modified ▾	Modified By ▾	+
 Agenda and Meeting Minutes	October 9	Fiorella Penaloza	
 Criterion 1	September 14	Fiorella Penaloza	
 Criterion 2	September 14	Fiorella Penaloza	
 Criterion 3	September 14	Fiorella Penaloza	
 Criterion 4	September 14	Fiorella Penaloza	
 Criterion 5	September 14	Fiorella Penaloza	
 For Review	October 9	Fiorella Penaloza	

# Defining Parameters

- To simplify the self-study process for reviewers and planners by clearly defining the requirements and expectations.

HLC Criterion	HLC Eligibility Requirements	HLC Assumed Practices	HLC Federal Compliance Review	HLC Institutional Update	Additional HLC Guidelines	CAS Standards (for reference, Appendix A)
1	5	N/A	N/A	N/A	N/A	1
2	1,2,3,7,9,14,16,17,18	A	Team Report Worksheet C and D	N/A	N/A	5,6,7,8
3	6,10,11,12,13,14,16,17,18	B	N/A	N/A	Faculty Qualifications, Distance Education, Dual Credit, School of Record	2,7,12
4	N/A	C	N/A	N/A	N/A	2,12
5	1-19	D	N/A	Last 3 years	Federal Compliance	3,4,9,10,11





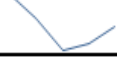

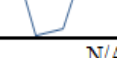
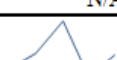
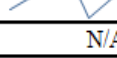

\*See Excel Spreadsheet





# **Institutional Research Structure**

# Making the Most of the Institutional Update

Institutional Update Criteria	Benchmark/ Calculation to Obtain Benchmark	2013-2014	2014-2015 <sup>E</sup>	2015-2016	2016-2017	Average	Trend	3-Year Change % <sup>F</sup>	Assessment
Total Composite Financial Indicator Score <sup>A</sup>	Private Institutions: 1.0 to 1.4 (in the zone); 1.5 to 3.0 (above the zone; good)					2.8		N/A	●
Three-Year Draft Cohort Default Rate	Three-year student loan default rate of 30 percent or more for 2-year institutions or 25 percent or more for other institutions.					5.175		N/A	●
First-time, full-time students receiving Pell Grants	N/A					41.5		N/A	
Average amount of Pell Grant aid received by these students	N/A					1935		N/A	
Enrollment <sup>B</sup>	<b>Three-year increase or decrease</b> of 80 percent or more in enrollment for small institutions or 40 percent or more for large institutions.					477.5		-3.52	●
Student to Teacher Ratio <sup>C</sup>	The number of undergraduate full-time equivalent students divided by the number of undergraduate full-time equivalent faculty is greater than or equal to 35. (See Grad Student Faculty Ratio Worksheet)					1.22		N/A	●
Dual Credit	N/A					N/A	N/A	N/A	N/A
Degrees Conferred/Awarded Analysis <sup>D</sup>	<b>Three-year increase or decrease</b> of 75 percent or more in degrees awarded for small institutions and 65 percent or more for large institutions.					158.75		-9.38	●
Certificate Programs Offered	N/A					N/A	N/A	N/A	N/A
Weak Graduation/Persistence Rates Compared to Peers	The number of full-time equivalent undergraduate students divided by undergraduate degrees awarded is in the top percentages of the institution's peers. Peer groups are either 2-year small or large undergraduate institutions or 4-year small or large undergraduate institutions. (See Grad Student Faculty Ratio Worksheet)					1.07		N/A	Further Analysis is needed
Distance Education and Correspondence Education Programs	N/A					N/A	N/A	N/A	N/A
Full-time Faculty Changes	<b>Three year decrease of 75 percent or more</b> for small institutions or 50 percent or more for large institutions in the headcount of full-time faculty (not full-time equivalent).					36.25		-12.82	●
Minimal Full-time Faculty (benchmark)	The headcount of full-time faculty (not full-time equivalent) divided by the number of degree programs offered is less than one.					9.8125		N/A	●

# Laddering Data to Gain Insight

Function	Department-level Outcome	Timeframe	Department-level Measurement Description	Primary Measurement Function	Secondary Measurement Function	Documentation of Data/Information Collection	Units of Measurement	Outcome-level: Direct (what are you measuring?)	Outcome-level: Indirect 1 (inferential)	Outcome-level: Indirect 2	Student Learning Outcomes	Outcome																																																		
Academic Affairs	Institutional Effectiveness and Assessment	2015-2016	Compliance: Accreditation	Compliance Services	Accreditation	Y	N/A (status update)	N/A	Institutional		N/A	The HLC has revised the accreditation process. Cleveland has chosen to proceed with the Open Pathway accreditation process. The Open Pathway follows a 10-year cycle. The new process will require the development of the Assurance Argument and the Evidence File with an Assurance Review in year 4 (2018), the development of the Quality Initiative in year 5 (2019), the quality initiative review in year 7-9 and finally the Assurance Review and Comprehensive Evaluation with a team visit in year 10 (2024-25). The Open Pathway is an opportunity for the University to focus on continuous improvement, challenges and growth throughout the 10-year cycle. The annual Institutional Update was filed with HLC on April 4, 2016.																																																		
Academic Affairs	Institutional Effectiveness and Assessment	2015-2016	Accreditation & Institutional Reporting	Compliance Services	Accreditation & Institutional Reporting	Y	Costs	N/A	Institutional		N/A	<table border="1"> <thead> <tr> <th>Program</th> <th>Date Submitted</th> <th>Fee</th> <th>Status</th> <th>Approval ID</th> </tr> </thead> <tbody> <tr> <td colspan="5" style="text-align: center;"><b>KBOR</b></td> </tr> <tr> <td>Associate of Applied Science in Radiological Technology</td> <td>01.11.15</td> <td>Application fee \$200</td> <td>N/A</td> <td>12.17.15</td> </tr> <tr> <td>Workforce Health Promotion Certificate</td> <td>10.21.15</td> <td>Application fee \$200</td> <td>N/A</td> <td>12.17.15</td> </tr> <tr> <td>SARA</td> <td>2.22.16</td> <td>Application fee and annual fee \$2000</td> <td>N/A</td> <td>04.08.16</td> </tr> <tr> <td>Associate of Applied Science in Occupational Therapy Assistant</td> <td>2.10.16</td> <td>Application fee \$200</td> <td>N/A</td> <td>03.22.16</td> </tr> <tr> <td colspan="5" style="text-align: center;"><b>HLC</b></td> </tr> <tr> <td>Workforce Health Promotion Certificate</td> <td>01.07.16</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Associate of Applied Science in Radiological Technology</td> <td>02.14.17</td> <td>\$875</td> <td>In state</td> <td>1587</td> </tr> <tr> <td>Distance Education</td> <td>01.15.16</td> <td>\$875</td> <td>N/A</td> <td>08.2016</td> </tr> </tbody> </table>	Program	Date Submitted	Fee	Status	Approval ID	<b>KBOR</b>					Associate of Applied Science in Radiological Technology	01.11.15	Application fee \$200	N/A	12.17.15	Workforce Health Promotion Certificate	10.21.15	Application fee \$200	N/A	12.17.15	SARA	2.22.16	Application fee and annual fee \$2000	N/A	04.08.16	Associate of Applied Science in Occupational Therapy Assistant	2.10.16	Application fee \$200	N/A	03.22.16	<b>HLC</b>					Workforce Health Promotion Certificate	01.07.16	N/A	N/A	N/A	Associate of Applied Science in Radiological Technology	02.14.17	\$875	In state	1587	Distance Education	01.15.16	\$875	N/A	08.2016
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Academic Affairs	Institutional Effectiveness and Assessment	2015-2016	Compliance: State (KBOR)	Compliance Services	Institutional Reporting	Y	N/A (status update)	N/A	Institutional		N/A	The KBOR requires two annual online submissions. The Annual Data Collection Statistics is filed by the Director of Academic Records and Support and the Renewal Application is filed by the Director of Institutional Reporting. Approval for CU-KC to operate in the state of Kansas is effective for one year, November 20, 2015 – November 19, 2016 as well as registration of admission representatives. The Kansas Board of Regents Certificate of Approval; certificate number is 300118. The annual application to operate in the state of Kansas was submitted on September 18, 2015 (Sept 15, 2016). A new certificate of approval is issued annually in November. The KBOR also requires registration of all admission representatives.																																																		

# Summary

1. Defined assessment philosophy
2. Defined the communication method(s) for review and integration with planning
3. Defining institutional research framework

# THANK YOU

A word cloud graphic centered around the text 'QUESTIONS & ANSWERS'. The words are arranged in various orientations and sizes, with 'QUESTIONS' and 'ANSWERS' being the largest. The color palette includes red, black, and grey.

QUESTIONS & ANSWERS

Other words in the cloud include: guide, discussion, advise, feedback, support, investigation, assist, resolving, confused, comments, info, problem, concerns, inquiry, helpdesk, information, and knowledge.

# Word Clouds Generation Protocol

**Word Clouds Generation:** <https://www.wordclouds.com/>

Criterion 1, 2, 3, 4, 5 Word Clouds:

- Zoom In = 35
- Size= 1024 x 768
- Shape = Circle
- Theme= Black and White
- Font= Times New Roman

Criterion 1-5 Word Cloud:

- Zoom In = -61
- Size= 800 x 800
- Shape = Circle
- Theme= Black and White
- Font= Times New Roman