

# Unit Assessment Report

*Submit to the Institutional Research and Assessment Office by August 1st*

**The goal of this unit assessment is to inform institutional effectiveness.** Institutional effectiveness assessment is conducted to determine the extent to which the college is achieving its mission. The unit supports this by identifying expected outcomes, assessing the extent to which it achieves these outcomes, and providing evidence of improvement based on analysis of the results.

## Academic/Fiscal Year: 2017-2018

For implementation the fiscal/academic year of: 2017-2018

Person submitting report: Cari Lott

Unit name: Academic Affairs

Unit mission: The mission of the Academic Affairs Office is to collaborate with the campus community to promote great teaching and graduate well-educated student-citizens.

Areas included in the unit: Vice President for Academic Affairs, Registrar, Institutional Research and Assessment

Outcomes	Outcome Target	Institutional Link
<b>What do you want to accomplish?</b> Please list <u>at least two</u> outcomes your unit will be assessing in the next few years to determine improvement in operational processes or procedures. Sometimes outcomes are listed as tasks. Outcomes are specific and measurable and can be strategic or operational.	What level of achievement do you want obtain for each outcome? The outcome target should be aggressive but attainable.	How does the outcome assist the college in achieving its mission? If outcomes support other identified institutional priorities, attach supporting institutional documentation
<b>Outcome 1</b> McPherson College faculty will provide excellent classroom instruction.	Annually 90% or more of McPherson College classes will have a raw average of at least 3.5 on each relevant objective and 90% or more of the objective raw averages will meet or exceed the IDEA national averages.	From the college mission: "...traditional liberal arts curriculum that upholds the highest standards of academic excellence". Research has shown smaller class sizes result in improved student learning. Profile & Character of the College, "A 14:1 student-faculty ratio offers a personalized education tailored to students' needs."
<b>Outcome 2</b> McPherson College students will be responsible members of the academic community.	TBD after baseline data is gathered and analyzed by the AA team.	College catalog-"The responsibility for understanding and meeting graduation requirements rests entirely with the student." Student handbook-Academic regulations-academic integrity, class attendance
<b>Additional Outcomes (optional):</b> Outcome 3 - McPherson College students will graduate in a timely manner.	TBD after baseline data is gathered and analyzed by the AA team.	See college catalog sections-academic advising, graduation and commencement, satisfactory academic progress

## Performance Indicators

**What will you do to achieve your outcomes?** Identify the performance indicators you will be using to assess achievement of your outcomes. Select your most important indicators. You should have at least two performance indicators for each outcome.

<p><b>Outcome 1:</b> Identify areas of faculty improvement in student course evaluations and implement support strategies, i.e. professional development, mentoring, etc.</p>	<p><b>Outcome 2:</b> Work with campus community to promote enrollment dates, including social media; 4 year graduation rate.</p>	<p><b>Additional Outcomes (optional):</b> Outcome 3- educate students and advisors about the importance of enrolling in 31+ credit hours per year and graduation rates. Analyze 4 &amp; 6 year graduation rates to determine if specific student populations need additional support and implement support strategies.</p>
<p><b>Assessment Measures</b></p>		
<p><b>How and when will you measure your success?</b> Identify <u>at least two</u> ways of measuring each outcome. At least one measure for each outcome should be a direct measure. Direct measures are quantifiable.</p>		
<p><b>Outcome 1</b> Direct method: Percentage of classes with a raw average score of 3.5.  Direct method: Percentage of McPherson College objective averages at or above the IDEA national averages.</p>	<p><b>Outcome 2</b> Direct method: Percent of students graduating annually within 4 years. Other methods: Percent of students in each classification annually enrolling within their assigned enrollment window.</p>	<p><b>Additional assessment (optional):</b> Direct method: Annual 4 yr &amp; 6 yr graduation rate. Other methods: Annual percentage of students completing 31+ credits per year. If not, when/why not?</p>
<p><b>Assessment Results</b></p>		
<p><b>Outcome 1</b></p> <ul style="list-style-type: none"> <li>Annually 90% of McPherson College’s student ratings of relevant objectives will have a unit average of at least 3.5 on a scale of 1-5.</li> </ul> <p>13 objectives each semester-total of 26 objectives. 25 of 26 (96%) of MC’s objectives had a unit average of 3.5 or above.</p> <ul style="list-style-type: none"> <li>90% of MC classes will meet or exceed the IDEA national percentage based on the IDEA Unit Summary report: Optimization of Relevant Learning report. “Percent of classes where raw average was at least 3.5”</li> </ul> <p>Fall 2017-met or exceeded IDEA percentage in 4 of 13 objectives</p> <p>Spring 2018 did not meet or exceed any IDEA percentages.</p> <p>We will focus on this data point next year for direct assessment.</p>	<p><b>Outcome 2</b></p> <ul style="list-style-type: none"> <li>Percent of students graduating within 4 years 2014: 4 year grad rate is 31%</li> <li>Percent of students in each classification annually enrolling within the assigned enrollment window. *Took out graduates, voluntary withdraw, dismissals/suspensions, unclassified, OT, etc.</li> </ul> <p>520 students total</p> <p>Returning SR/5Y: 3/27-3/29/18 window 112 potential returners, 56 enrolled within window, 50%</p> <p>Upcoming SRs: 3/27-3/29/18 window 151 potential returners, 84 enrolled within window, 56%</p> <p>Upcoming JRs: 4/2-4/5/18 window 125 potential returners, 79 enrolled within window, 63%</p>	<p><b>Outcome 3</b></p> <ul style="list-style-type: none"> <li>Annual 4 and 6 year graduation rate. -2014 (4 year grad rate) 31% overall 31% males 31% females</li> <li>-2012 (6 year grad rate)- 37% overall 24% males 49% females</li> <li>Annual percentage of students completing 31+ credits per year. <i>Undergraduate, full-time FA2017</i> -294 of 660=45% <i>-by fall 2017 classification:</i> 5Y=2 of 7=29% SR=46 of 122=38% JR=92 of 168=55% SO=66 of 146=45% FR=FF=88 of 217=41%</li> </ul>

	Upcoming SOs: 4/9-4/12/18 window 132 potential returners, 89 enrolled within window, 68%	
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Objective	# of terms objective was in the bottom 5 (for class % of 3.5 or above)	# of terms faculty ranked objective as relevant/essential (top 5 and bottom 5)
1	Bottom 0 terms	top 5- 7 of 7 terms
2	Bottom 2 terms	6th, 6th, 8th, 6th, 4th, 3rd, 2nd-dropped 2nd to 6th in 3.5 years
3	Bottom 0 terms	top 5- 7 of 7 terms
4	Bottom 0 terms	top 5- 7 of 7 terms
5	Bottom every term	bottom 5-7 of 7 terms
6	Bottom 6 of 7 terms	bottom 5-6 of 7 terms
7	Bottom 1 of 7 terms	bottom 5-6 of 7 terms
8	Bottom 6 of 7 terms	top 5-6 of 7 terms
9	Bottom 1 of 7 terms	top 5-3 of 7 terms
10	Bottom 7 of 7 terms	bottom 5- 5 of 7 terms
11	Bottom 1 of 7 terms	top 5-5 of 7 terms
12	Bottom 1 of 7 terms	bottom 5-5 of 7 terms
13	Bottom 5 of 5 terms (NA FA15 & SP15)	bottom 5-5 of 5 terms

**How does the unit plan to use the results to improve student learning and/or unit effectiveness?**

Outcome 1: Excellence in teaching-gathered more data, compared if objective was ranked essential/important by faculty to rank in terms of % of classes 3.5 or above). Will identify objectives to take to bring to the attention of faculty executive committee which will decide how to engage faculty in addressing improving objective % of classes at 3.5 or above. For reporting in future years, we will use the % of MC classes where the raw average was at least 3.5 as our direct measure. This allows us to see results for each objective and still compare the data to the IDEA national database.

Outcome 2: Enrollment window- Upperclassmen didn't enroll themselves the first two years they were at MC. As more of the student body becomes accustomed to the self-enrollment process we expect these numbers to increase. Be more intentional utilizing social media to market/create an enrollment campaign next year. Rethink enrollment schedule to allow a full week for advising after spring break before students enroll for the subsequent year.

Outcome 3: 31+ credit hours, graduation/retention rate-explained graduation rate is low because retention of those cohorts was low (in 50's after first-year). First-time freshmen were encouraged to enroll in no more than 12 hours per semester. Now first-time freshmen enrolled in 14 hours per semester. Students not enrolled in

interterm after the enrollment window were automatically enrolled in interterm based on interests from student transcripts. Encourage Carole Barr in talk specifically about the 30+ credits per year when freshmen create their 4 year graduation plan. Combine outcome 2 & 3 as part of an enrollment marketing/campaign for 2019-2020 enrollment. Send email to all students with 56+ credit hours stating they should be averaging 31 credit hours per academic year.

**Please describe in detail the action plan, including when, these actions will be implemented?**

**Outcome 1:** VPAA will share the data with faculty executive committee which will determine how to engage faculty in addressing the objective(s) for improvement.

**Outcome 2:** VPAA and registrar’s office will collaborate to create an enrollment campaign utilizing social media outlets.

**Outcome 3:** Utilize enrollment campaign to promote the (30+) to advisors, students. Continue to encourage first-time freshmen to enroll in 14 hours per semester. Registrar’s office continue to identify students not enrolled in interterm for the following year and automatically enroll them.

**Are any of the unit outcomes changing for next year?**                      Yes                                      **No** However, some outcome targets will change based on initial results, and one outcome measure is being revised to be more clear.

(If you answer yes, the IRA office will send you a new prepopulated template to adjust for the 2018-2019 reporting year).

**Assessment committee feedback:**

<b>Unit Assessment Timeline</b>	
<b>September 1</b>	Assessment committee provides report feedback
<b>September 15</b>	Any clarifications or changes to report are due. If outcomes have changed, the assessment plan for the current academic/fiscal year is due. Send to lottc@mcpherson.edu
<b>Academic/Fiscal Year</b>	Implement the assessment plan.
<b>August 1</b>	Final report from the previous academic/fiscal year is due. Send to lottc@mcpherson.edu

**Assessment Glossary**

Direct measure: data—evaluates actual performance, is quantifiable. Examples: number of reported crimes on campus, number of outstanding tuition payments, service will be provided within two days of request, retention data, time, cost, productivity

Indirect measure: evaluates perceived performance, is qualitative, based on feelings or perceptions. Examples: surveys, focus groups, perceived efficiencies

Institutional effectiveness: Assessment to determine the extent to which a college or university is achieving its mission. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.

Performance indicator: A means of objectively quantifying results of products, projects, services, or programs.

Strategic outcome: Implementation of initiatives intended to contribute to a strategic goal. There is an impact on goal performance to do that implementation.

Operational outcome: Addresses regular operational or procedural tasks. Generally provide service or product. Direct and indirect effects on stakeholders.