Queens College and the MSCHE Periodic Review Report

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Queens College is Preparing Its Five-Year Periodic Review Report PRR) for the Middle States Commission on Higher Education.

- The PRR must provide evidence that enables the Commission to determine the extent to which the institution remains in compliance with all 14 standards in the *Characteristics of Excellence*.

- The PRR must describe the extent to which the institution is meeting its own goals and objectives within the context of its stated mission.

- The PRR must provide an overview of enrollment trends and current financial status, as well as credible enrollment and budget projections, typically for a five-year period.

The Conversation Today Will Focus on the Three Accreditation Standards That Most Frequently Result in Follow-Up Activity and Which Were Cited by the 2007 Evaluation Team Visiting Queens College

- Standard 14: Measuring Student Learning Outcomes

- Standard 7: Measuring Institutional Effectiveness

- Standard 2: Planning and Resource Allocation

From the Queens College
MSCHE Statement of Accreditation Status

The Periodic Review Report must "document the development and implementation of an organized and sustained process to assess the achievement of general education student learning outcomes."

MSCHE Linked Accreditation Standards: Standard 14: Student Learning Outcomes

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Selected Fundamental Elements for MSCHE Standard 14

- Articulated expectations for student learning (at institutional, degree/program, and course levels)
- Documented, organized, and sustained assessment processes (that may include a formal assessment plan)
- Evidence that student learning assessment information is shared and used to improve teaching and learning
- Documented use of student learning assessment information as part of institutional assessment

Assessing Student Learning Outcomes

- I'll provide only a brief overview, as there are others who are far better versed than I am. That said, this is not rocket-science and is a very achievable process.

- Understand that assessment of student learning is at the core of demonstrating overall institutional effectiveness.

- Assessment of student learning is a direct response to the inadequacy of student grades for describing general student learning outcomes.

According to Paul Dressel of Michigan State University (1983), Grades Are:

" **An inadequate report of an inaccurate judgment by a biased and variable judge of the extent to which a student has attained an undefined level of mastery of an unknown proportion of an indefinite material.** "

There is no "one size fits all" approach to assessment of learning across the disciplines

None of these should be applied to evaluation of individual student performance for purposes of grading and completion/graduation status.

1. Standardized Tests
   - General Education or Discipline Specific
   - State, Regional, or National Licensure Exams
2. Locally Produced Tests/Items
   - "Stand Alone" or Imbedded
3. Portfolios/Student Artifacts
   - Collections of Students' Work
   - Can Be Time Consuming, Labor Intensive, and Expensive
4. Final Projects
   - Demonstrate Mastery of Discipline and/or General Education
5. Capstone Experiences/Courses
   - Entire Course, Portion of a Course, or a Related Experience (Internship, Work Placement, etc.)

Understand That Your PRR **Must**:

- Provide evidence of the process that is being implemented at Queens College to assess student learning outcomes.

- Provide multiple examples of actual assessments of both discipline specific and general education outcomes measures.

- Describe how student learning outcomes measures are being used to improve teaching and learning.

- Focus on current evidence, not that which might appear in the future.

From the Queens College
MSCHE Statement of Accreditation Status

The Periodic Review Report must "document progress in the implementation of a comprehensive and sustained process for the assessment of institutional effectiveness…"

MSCHE Linked Accreditation Standards: Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Selected Fundamental Elements for MSCHE Standard 7

- Documented, organized, and sustained assessment processes to evaluate the total range of programs and services, achievement of mission, and compliance with accreditation standards

- Evidence that assessment results are shared and used in institutional planning, resource allocation and renewal.

- Written institutional strategic plan(s) that reflect(s) consideration of assessment results

Variables

While we will discuss several variables today that contribute to assessment of institutional effectiveness, keep in mind that you don't have to measure everything.

PRIORITIZE within the context of your institution's culture and needs.

Students

- Admitted
- Entering
- Continuing
- Non-Returning
- Graduating
- Alumni

Environmental Issues

- Student and Faculty Engagement
- Student and Staff Satisfaction
- Employee Productivity
- Compensation
  - Market
  - Equity
- Campus Climate
- Economic Impact

Some Examples……

Admitted Students

- What can we learn from monitoring admissions cycles?

- What additional drill down is needed to fully understand student admissions behavior?

A Typical Admissions Monitoring Report

Eastern Seaboard State University
Weekly Admissions Monitoring Report

Campus Summary: First-Time Freshman Applicants, Their SAT Scores and Predicted Grade Index, by Admission Status and by Residency Status for the Entering Classes in the
Fall of 2005 as of 09/15/05; Fall 2006 as of 09/18/06; and Fall 2007 as of 09/13/07.

	All Applicants			Admission Denied			Admission Offered			Admission Accepted			Ratio of Offers to Total Applications			Ratio of Accepts to Offers (Yield)		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
Counts																		
- Resident	2,340	2,332	2,088	109	148	172	1,940	1,877	1,747	1,362	1,255	1,174	0.83	0.80	0.84	0.70	0.67	0.61
- Nonresident	18,984	19,209	20,133	7,506	5,871	5,838	7,295	8,101	8,489	2,078	2,201	2,348	0.38	0.42	0.42	0.28	0.27	0.28
- Total	21,324	21,541	22,221	7,615	6,019	6,010	9,235	9,978	10,236	3,440	3,456	3,522	0.43	0.46	0.46	0.37	0.35	0.34
SAT Verbal																		
- Resident	557	562	569	456	444	445	567	576	584	559	564	575						
- Nonresident	572	579	584	541	535	536	609	615	620	592	600	604						
- Total	571	577	582	540	532	533	600	607	614	579	587	594						
SAT Math																		
- Resident	563	567	574	454	446	452	547	582	589	566	570	580						
- Nonresident	596	598	605	561	551	554	636	635	643	619	620	627						
- Total	592	595	602	560	549	551	623	625	634	598	602	611						
Predicted Grade Index																		
- Resident	2.67	2.75	2.83	1.66	1.60	1.71	2.75	2.78	2.85	2.75	2.78	2.85						
- Nonresident	2.90	2.94	2.94	2.40	2.36	2.41	2.98	3.04	3.05	2.98	3.05	3.04						
- Total	2.82	2.88	2.88	2.22	2.30	2.37	2.90	2.95	2.98	2.89	2.95	2.98						

Drilling Down

- Why do some students to whom we extend an offer of admission choose to attend our institution?

- Why do other students to whom we extend an offer of admission choose to attend a different school?

- How is our institution perceived by prospective students within the admissions marketplace?

- What sources of information do students draw upon in shaping those perceptions?

- What is the role of financial aid in shaping the college selection decision?

Survey Research is Useful in Addressing These Questions

- "Home-Grown" College Student Selection Survey

- Commercially Prepared
  - College Board Admitted Student Questionnaire
  - College Board Admitted Student Questionnaire-Plus

- Commercially prepared allows for benchmarking

Continuing/Returning Students

- <u>Student Satisfaction Research</u>
  - ACT Survey of Student Opinions
  - Noel-Levitz Student Satisfaction Inventory

- <u>ACT Survey of Student Opinions</u>

  Student use of, and satisfaction with 21 programs and services typically found at a college or university (e.g. academic advising, library, computing, residence life, food services, etc.)

  Student satisfaction with 43 dimensions of campus environment (e.g., out-of-classroom availability of faculty, availability of required courses, quality of advisement information, facilities, admissions and registration procedures, etc.)

  Self-estimated intellectual, personal, and social growth; Overall impressions of the college experience

  NOTE: Survey is available in four-year and two-year college versions.

What About Non-Returning Student Research?

TABLE 1: ENROLLMENT, DROPOUT RATES AND GRADUATION RATES
FOR FIRST-TIME FRESHMEN ON THE NEWARK CAMPUS (Total)

Entering Fall Term		Enrollment and Dropout Rates						Graduation Rates			
		1st Fall	2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	within 3 yrs	within 4 yrs	within 5 yrs	Total
1995	N	3154	2673	2439	2355	599	113	21	1721	2219	2344
	%enrollment	100.0%	84.7%	77.3%	75.3%	19.0%	3.6%	0.7%	54.6%	70.4%	74.3%
	%dropout	0.0%	15.3%	22.7%	24.7%	26.4%	26.1%				
1996	N	3290	2804	2585	2489	606	108	22	1825	2302	2427
	%enrollment	100.0%	85.2%	78.6%	76.3%	18.4%	3.3%	0.7%	55.5%	70.0%	73.8%
	%dropout	0.0%	14.8%	21.4%	23.7%	26.1%	26.7%				
1997	N	3180	2766	2523	2436	581	117	27	1827	2284	2401
	%enrollment	100.0%	87.0%	79.3%	77.5%	18.3%	3.7%	0.8%	57.5%	71.8%	75.5%
	%dropout	0.0%	13.0%	20.7%	22.5%	24.3%	24.5%				
1998	N	3545	3080	2830	2762	653	118	22	2079	2621	2727
	%enrollment	100.0%	86.9%	79.8%	78.5%	18.4%	3.3%	0.6%	58.6%	73.9%	76.9%
	%dropout	0.0%	13.1%	20.2%	21.5%	22.9%	22.7%				
1999	N	3513	3126	2871	2757	526	83	31	2193	2632	2684
	%enrollment	100.0%	89.0%	81.7%	79.4%	15.0%	2.4%	0.9%	62.4%	74.9%	76.4%
	%dropout	0.0%	11.0%	18.3%	20.6%	22.6%	22.7%				
2000	N	3128	2738	2524	2453	496	85	24	1884	2297	--
	%enrollment	100.0%	87.5%	80.7%	79.2%	15.9%	2.7%	0.8%	60.2%	73.4%	
	%dropout	0.0%	12.5%	19.3%	20.8%	23.9%	23.8%				
2001	N	3358	2976	2746	2674	472	0	31	2138	--	--
	%enrollment	100.0%	88.6%	81.8%	80.6%	14.1%	0.0%	0.9%	63.7%		
	%dropout	0.0%	11.4%	18.2%	19.4%	22.3%	0.0%				
2002	N	3399	3055	2866	2787	0	0	42	--	--	--
	%enrollment	100.0%	89.9%	84.3%	83.2%	0.0%	0.0%	1.2%			
	%dropout	0.0%	10.1%	15.7%	16.8%	0.0%	0.0%				
2003	N	3433	3035	2808	0	0	0	--	--	--	--
	%enrollment	100.0%	88.4%	81.8%	0.0%	0.0%	0.0%				
	%dropout	0.0%	11.6%	18.2%	0.0%	0.0%	0.0%				
2004	N	3442	3064	0	0	0	0	--	--	--	--
	%enrollment	100.0%	89.0%	0.0%	0.0%	0.0%	0.0%				
	%dropout	0.0%	11.0%	0.0%	0.0%	0.0%	0.0%				

What About Non-Returning Student Research?
Drilling Deeper…..

- Commercial instruments exist, but response rates tend to be low, and reported reasons for leaving politically correct – personal or financial reasons.

- For the last several years, we have administered the Survey of Student Opinions during the Spring term to a robust sample of students across freshman, sophomore, junior, and senior classes.

- The following Fall, the respondent pool is disaggregated into those who took the Survey and returned in the Fall, and those who took the Survey, did not return in the Fall, and did not graduate.

- Test for statistically significant differences in response patterns between the two groups.

Student Engagement

# Benchmarks of Effective Educational Practice
(NSSE)

- ## Level of academic challenge
  - Course prep, quantity of readings and papers, course emphasis, campus environment emphasis

- ## Student interactions with faculty members
  - Discuss assignments/grades, career plans & readings outside of class, prompt feedback, student-faculty research

- ## Supportive campus environment
  - Resources to succeed academically, cope w/ non-academic issues, social aspect, foster relationships w/ students, faculty, staff

- ## Active and collaborative learning
  - Ask questions & contribute in class, class presentations, group work, tutor peers, community-based projects, discuss course-related ideas outside class

- ## Enriching educational experiences
  - Interact w/ students of a different race or ethnicity, w/ different religious & political beliefs, different opinions & values, campus environment encourages contact among students of different economic, social, & racial or ethnic backgrounds, use of technology, participate in wide-range of activities (internships, community service, study abroad, independent study, senior capstone, co-curricular activities, learning communities)

Benchmarking Academic Costs and Productivity

Using Delaware Study Data

- We provide the Provost with data from multiple years of the *Delaware Study*, looking at the University indicators as a percentage of the national benchmark for research universities.

- The Provost receives a single sheet for each academic department, with graphs reflecting the following indicators: Undergraduate Fall SCRH/FTE Faculty, Total Fall SCRH/FTE Faculty; Total AY SCRH/FTE Faculty (All); Fall Class Sections/FTE Faculty; Direct Cost/SCRH; External Funds/FTE faculty

Science Department
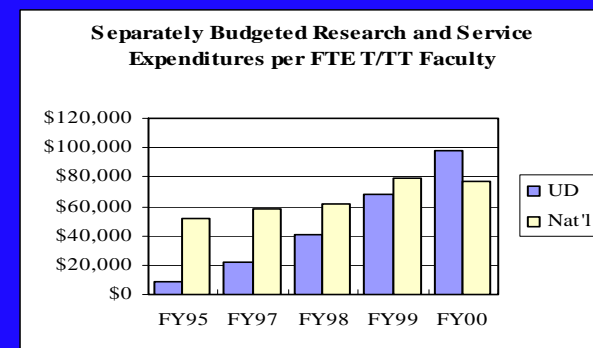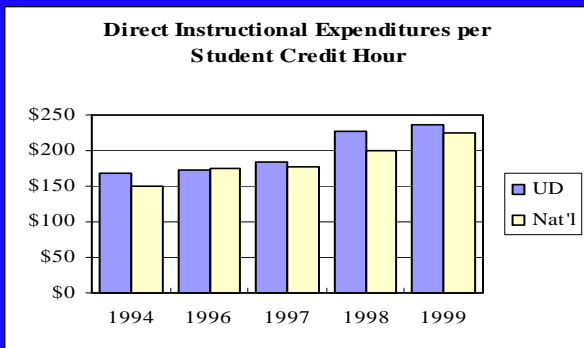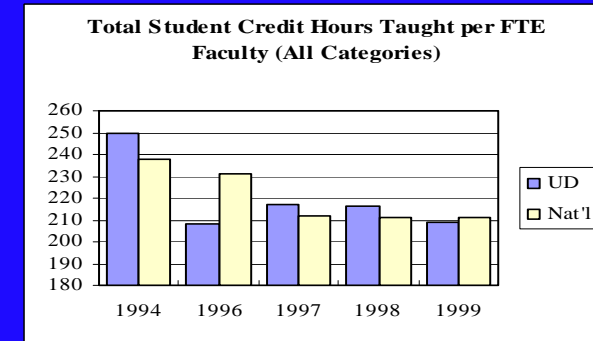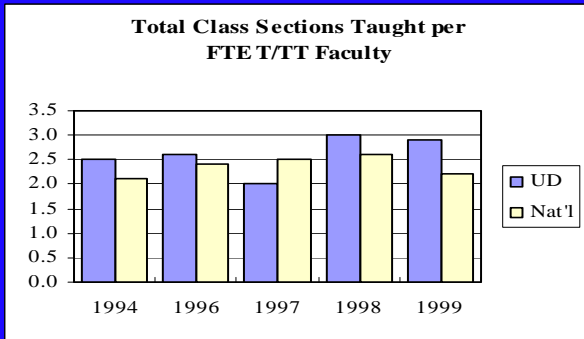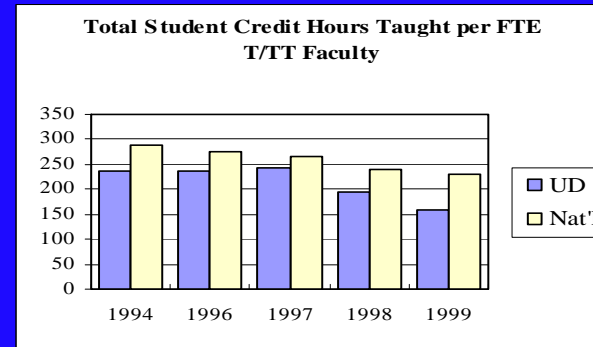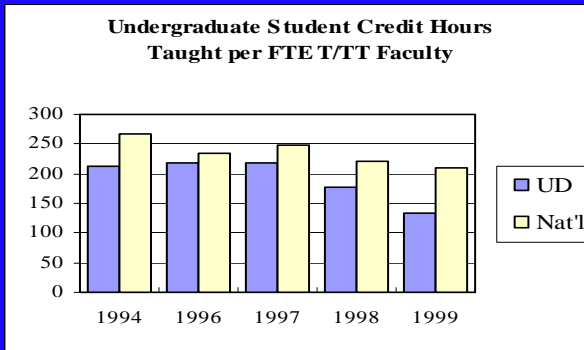
What About Administrative Productivity???

Excellent Resource

- Taylor, B.E. and Massy, W.F. *Strategic Indicators for Higher Education: Vital Benchmarks and Information to Help You Evaluate and Improve Your Institution's Performance.* Princeton, New Jersey: Peterson's, 1996.

10 Key Strategic Indicators for Institutional Health

1. Revenue Structure

2. Expenditure Structure

3. Excess (Deficit) of Current Fund Revenues Over Current Fund Expenditures

4. Percentage of Freshman Applicants Accepted and Percentage of Applicants Who Enroll

5. Ratio of Full Time Students to Full Time Faculty

10 Key Strategic Indicators for Institutional Health

6. Institutional Scholarship and Fellowship Expenditures as a Percent of Total Tuition and Fees Income

7. Tenure Status of Full Time Faculty

8. Percent of Total Full Time Equivalent Employees Who Are Faculty

9. Estimated Maintenance Backlog as a Percentage of the Replacement Value of Plant

10. Percent of Living Alumni Who Have Given At Any Time During The Past Five Years

From the Queens College
MSCHE Statement of Accreditation Status

The Periodic Review Report must "document evidence that assessment results are being used in planning and resource allocation decisions."

MSCHE Linked Accreditation Standards: Standard 2: Planning, Resource Allocation and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain quality.

# Selected Fundamental Elements for MSCHE Standard 2

- Clearly stated goals and objectives that reflect conclusions drawn from assessments that are used for planning and resource allocation at the institutional and unit levels

- Planning and improvement processes that are clearly communicated, provide for constituent participation, and **incorporate the use of assessment results**

- Assignment of responsibility for improvement and assurance of accountability
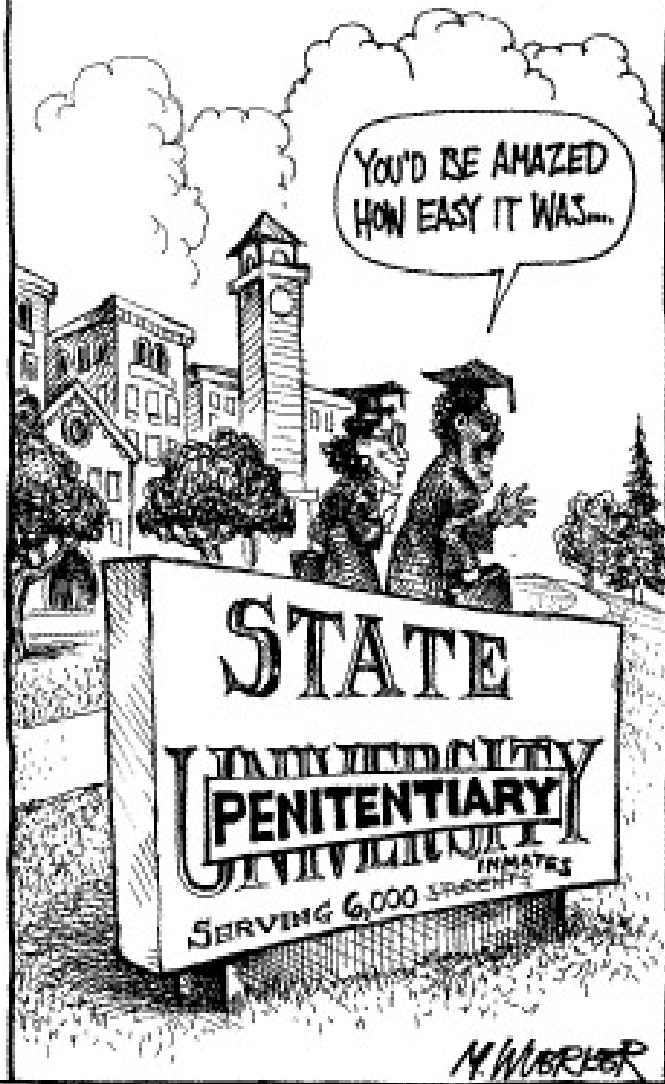
University of Delaware Mission Statement: 1990

"The University reaffirms its historic mission to provide the highest quality education for its undergraduate students, while maintaining excellence in selected graduate programs. The faculty are responsible for helping students learn to reason critically and independently, gain knowledge of the diverse culture and environment in which they live, and develop into well-informed citizens and leaders. To accomplish these goals, the University provides a learning setting enriched by undergraduate student research, experiential learning, and study-abroad programs. The University places high priority on the education of qualified Delaware residents and provides opportunity for a diverse group of citizens to participate in postsecondary education. Since the University is located in a state with a small population, providing programs of quality and diversity requires a community of student-scholars that reaches beyond the boundaries of the state, one that reflects the nation's racial and cultural diversity.

"The University of Delaware also aspires to excellence in graduate education, the heart of which is scholarship and research. The creation, application, and communication of knowledge is a primary goal of the institution and of every faculty member, providing the substance for creative, informed teaching. Research is typically based on cooperation between faculty and students, whereby faculty mentors teach students to conduct independent research and to master problem-solving techniques. Through involvement of undergraduates in faculty research, the University creates a special bond between its undergraduate and graduate programs.

"The University is also committed to providing service to society, especially in Delaware and the neighboring region. Public service is a responsibility of every academic unit. In addition, each faculty member is responsible for service to the University community and to his or her profession. The University emphasizes practical research, provides extension services, and works to solve problems confronting the community.

(University of Delaware, *Middle States Self-Study Report*, April 2001*)*

Case Study – University of Delaware

- In 1990, the University hired David Roselle as its 25th President.

- In order to maintain planning momentum begun in 1988 through the institution's strategic planning process, the President consulted with his senior staff, the faculty, and appropriate constituencies across campus to determine those areas that required immediate attention.

- From these consultations, the President articulated four <u>strategic</u> initiatives that would constitute the focus of decision-making and resource allocation activity in the immediate future. Those initiatives were competitive compensation for faculty and staff; enhanced access to the University for undergraduates through expanded availability of financial aid; a more student-centered campus environment; and renovation and rehabilitation of campus facilities.

Case Study – University of Delaware

These priorities were not a "wish list." They grew out of a careful examination of empirical data provided by the University's Office of Institutional Research and Planning and other data sources. Consider the following:

- When compared with the 24 Category Doctoral I universities in the states contiguous to Delaware, and the District of Columbia, in 1991 the average salary for all three major faculty ranks at the University of Delaware ranked near the bottom of the list.

- The Student College Selection Survey indicated that students were receiving offers of more aid from admissions competitors, and that the aid packages had more grants and fewer loans than University aid packages. Not surprising, the University was at a competitive disadvantage for academically talented students.

Case Study – University of Delaware

- University scores on the *ACT Student Opinion Survey* suggested that the institution had considerable room for improvement with respect to student satisfaction with programs and services, and with a number of areas in student life.

- The University was looking at in excess of $200 million in deferred maintenance to its buildings and grounds.

Case Study – University of Delaware

- A critical factor in moving forward with these initiatives was getting the campus to understand that the economy was in recession and that there would be no immediate or massive infusions of new resources.

- Colleges and universities have multiple revenue streams – tuition, state appropriation in the case of public institutions, contracts and grants, gifts, etc. While growing revenue streams is an important strategic initiative, so too is the commitment to not balance budgets on the backs of students through inordinately large tuition increases.

- Resource reallocation would be the primary source of funding the four strategic initiatives, and it was critical that the campus understand from where funds were reallocated, and why.

The University went on public record in 1991:

- Average total compensation for faculty at each academic rank would be at or above the median *within five years* for the 24 Category I Doctoral Universities identified as salary peers.

- Total undergraduate financial aid from all sources would increase by 100 percent *within five years*.

- Student satisfaction with programs and services at the University, as measured through the *ACT Student Opinion Survey* would demonstrate significant gains *within five years*.

- The University would commit itself to a policy of annually setting aside *at least 2 percent* of the replacement value of the physical plant, to be used for facilities renovation and rehabilitation.

Results - Salaries

Total Compensation, 1989-90 Compared with 1999-2000

FULL PROFESSOR

Institution	1989-90		1999-2000
Princeton University	91,800	University of Pennsylvania	151,900
University of Pennsylvania	91,500	Princeton University	134,100
Georgetown University	88,700	Georgetown University	126,100
Carnegie-Mellon University	85,800	Carnegie-Mellon University	123,200
University of Virginia	85,100	University of Virginia	122,900
George Mason University	84,400	**UNIVERSITY OF DELAWARE**	**116,200**
Johns Hopkins University	83,800	Temple University	114,300
New Jersey Institute of Technology	83,100	George Mason University	113,900
Rutgers University - New Brunswick	82,000	College of William and Mary	113,400
Lehigh University	80,800	Lehigh University	111,300
University of Maryland - College Park	80,500	American University	111,100
Virginia Polytechnic Inst. & State University	76,700	Johns Hopkins University	110,800
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University of Maryland - Baltimore County	76,700	George Washington University	110,800
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University of Pittsburgh - Main Campus	76,500	New Jersey Institute of Technology	109,200
George Washington University	76,500	Rutgers State University-N.Brswck	109,000
American University	76,300	Pennsylvania State University	108,600
Pennsylvania State University	75,300	University of Maryland - College Park	106,800
UNIVERSITY OF DELAWARE	**74,700**	University of Pittsburgh - Main Campus	105,600
College of William and Mary	74,400	Virginia Polytechnic Inst. & State University	103,800
Virginia Commonwealth University	72,600	Drexel University	103,700
Drexel University	71,000	Virginia Commonwealth University	103,300
Old Dominion University	70,400	University of Maryland - Baltimore County	96,200
Temple University	68,400	Howard University	93,300
Catholic University of America	64,800	Catholic University of America	86,800
Howard University	64,000	Old Dominion University	No Report

Results – Financial Aid

Growth In Undergraduate Financial Aid at the University of Delaware, FY 1990 Compared with FY 2000

	FY 1990	FY 2000	% Increase
University Administered Funds	$4,458,640	$28,036,660	528.8
State Grant Funds	$3,869,000	$6,643,500	71.7
Other Fund Sources	$2,169,602	$4,394,180	102.5
TOTAL	$10,497,242	$39,074,340	272.2

Results – Student Satisfaction

Comparison of 1995 University of Delaware Scores on ACT *Student Opinion Survey* with 1990 Scores and with National Norms

	1990 Scores Compared with National Norms	1995 Scores Compared With 1990 Scores	1995 Scores Compared with National Norms
University is Ahead	21	44	39
University is Tied	14	11	15
University is Behind	27	7	8

Results - Facilities

- By 2000, the University had renovated every classroom in its entire building inventory, retrofitting most with state-of-the-art teaching technology.

- An aggressive program of fundraising enabled not only the aforementioned renovation and rehabilitation, but also the construction of several new classroom and student services buildings.

- The University is now on a cycle of planned maintenance, as opposed to deferred maintenance.

Results – From an Accreditation Perspective

" The University of Delaware has every reason to take enormous pride in what it has accomplished over the past 10 years. A decade ago, it was coming out of a period of considerable turmoil. Today, the University is seen as a national model for the integration of information technology in every aspect of university life: teaching and learning, research and service, academic support, and campus administration. It has created a physical plant that has few, if any, peers among public universities and would be the envy of most private colleges. These substantial achievements could not have happened without extraordinary leadership from the senior administration."

" Better than almost any university we are familiar with, Delaware has a clear sense of what it wants to be, namely, a university that offers high quality undergraduate education with targeted areas of excellence in graduate education and research."

" The review team was enormously impressed by the high level of morale that pervades the faculty, staff, and students. Almost without exception, the people we spoke to take great pride in being part of the University."

Middle States Evaluation Team, 2001

Institutional "Dashboards" that report on key success indicators can be an succinct means of reporting on basic measures of institutional effectiveness. Claims of institutional effectiveness are stronger when focal institution's measures on important measures are compared with those of peer institutions

Choosing Peer Groupings

- Scientific – Cluster Analysis or Other Multivariate Tool

- Pragmatic - e.g. Compensation Peers

- "Whatever!" - e.g. Admissions Peers

We are extending the Dashboard concept to include key variables related to the University's new Strategic Plan that enable us to compare our position vis-à-vis actual peers and aspirational peers.

 www.udel.edu/ir/UDashboard_peers

Using Peer Dashboards in Strategic Planning
"The Path to Prominence"
http://www.udel.edu/prominence/principles.html

- A More Diverse and Stimulating Undergraduate Academic Environment

- A Premier Research and Graduate University

- Excellence in Professional Education

- The Initiative for the Planet

- The Global Initiative

- The Engaged University

www.udel.edu/ir/UDashboard_p2p

End Result

- Institutions must plan effectively in order to be effective.

- Where that is the case, the accreditation process is an affirmation of the evidence of that effectiveness.

Questions? Comments?

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