INSTITUTIONAL EFFECTIVENESS

MEASURING WHAT WE VALUE:

- LITERACY
- GLOBAL CITIZENSHIP
- PERSONAL AND PROFESSIONAL WELL-BEING

DataBytes
Office of Institutional Effectiveness

Fall 2019

BITE-SIZE DATA FOR YOUR PERUSAL, EVALUATION, AND PLANNING

IN THIS ISSUE: GREAT COLLEGES - HIPS

Adjusting Our Lens
~~Engagement~~ Equity, ~~Enrollment~~ Completions, ~~Card Swipes~~ Student Learning

From the Director

With HLC reaffirmation behind us, the Office of Institutional Effectiveness shifted its focus from compliance to culture. As we reviewed University progress toward fulfillment of our strategic plan we dug more deeply into data troves and found ourselves counting fewer beans and pondering deeper questions. We invite you to explore data trends and cultural shifts in the areas of high impact practices, MSSU completers, and co-curricular assessment.

High Impact Practices: Keys to a Meaningful College Experience
By Josie Welsh

What practices are considered "high-impact?"

Ask college graduates what changed their lives during college, and most will describe the impact of immersive experiences and deep learning that occurred when students engaged in collaborative projects with diverse others outside of the classroom while receiving frequent feedback from a faculty mentor. The Association of American Colleges and Universities label such experiences "high-impact" because of their

association with student retention and success. Early research by Kuh and colleagues at the National Institute for Learning Outcomes Assessment found significant correlations between student participation in high-impact practices (HIPs), GPA, and satisfaction with the college experience (Kuh, 2007).

Kuh, founder of the National Survey of Student Engagement (NSSE), labels six practices high-impact:

- Service Learning
- Learning Community
- Research with Faculty
- Internship or Field Experience
- Study Abroad
- Culminating senior experience

How many HIPs are recommended per student?

Kuh recommends that first-year students participate in at least one HIP, and that seniors participate in at least two HIPs, one of which should be offered within the major. Likewise, our 2018-2023 Strategic Plan includes a target for involvement in high-impact practices aligned with the Goal 5:

NSSE 2019 PLEASE DESCRIBE THE MOST SIGNIFICANT LEARNING EXPERIENCE…

"Doing my internship…because it has allowed me to take what I learned in my social work classes and bring it to real life …" GRADUATING SENIOR

"Taking a TV practicum class and getting real-world experience and knowledge in the field that I wish to be in one day…." GRADUATING SENIOR

"…I had to do a research paper (20 pages). I…went to the professor…he sat down with me…" GRADUATING SENIOR

"In the class Practicum in Wellness we had to …go out in the community and volunteer to assist people with disabilities …" FIRST-YEAR STUDENT

"Being in the Yours to Lose medical program has really helped me get involved …in the community." FIRST-YEAR STUDENT

"…when I studied abroad in Italy." GRADUATING SENIOR

Investment, Advocacy & Partnership. Outcome 5c challenges Missouri Southern to

Ensure 70% of all graduates have a deeply meaningful, immersive, educationally-enriching and developmental curricular or co-curricular experience as measured by NSSE or student exit surveys.

Results of our 2019 administration of the NSSE reveal that we have met our goal, as 77% of seniors responding to the NSSE survey report having participated in at least one HIP.
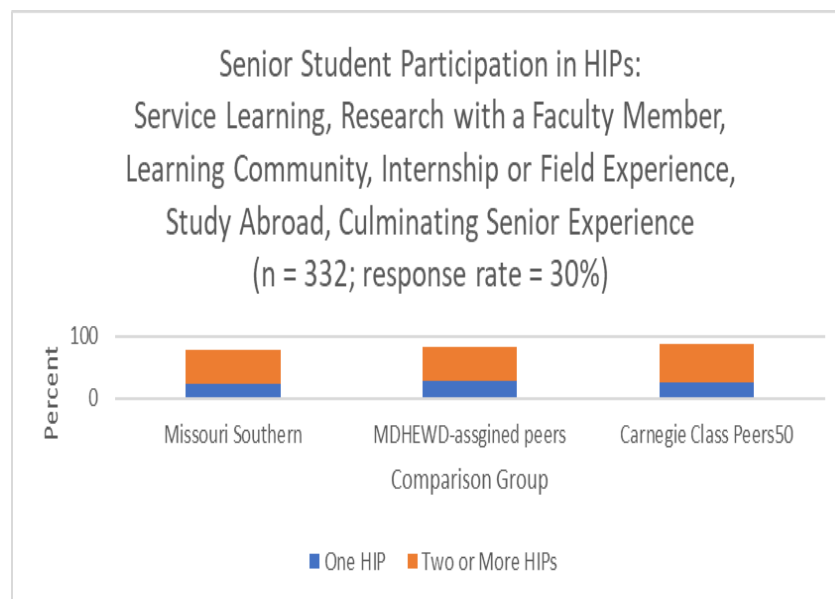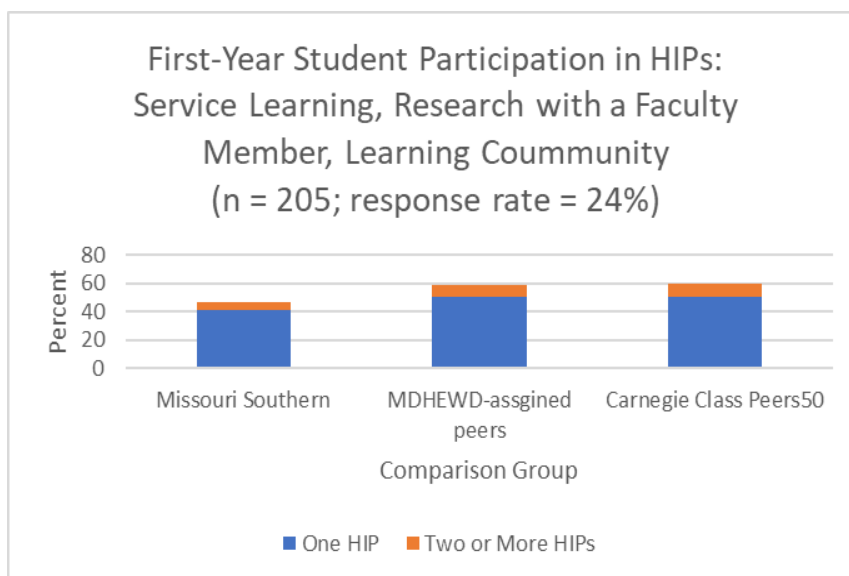
Evidence-Based, or Fad?

A study by Johnson and Stage (2018) questioned the effects of high-impact practices. Examining the relationship between institutional offering of high-impact practices and six-year graduation rate, the authors found no significant correlation between student involvement in HIPs and six-year graduation rates at public universities. Kuh and Kinzie (2018) responded with an admission that the mere availability of HIPs at public universities cannot guarantee increased rates of completion because "academic preparation and family socioeconomic status account for the largest share of explained variance when predicting completion."

Implementation Fidelity

These published challenges to Kuh's initial work prompted the researchers (Kuh & O'Donnell, 2013) to emphasize implementation fidelity. Is it enough to simply offer HIPs, or must the execution of the HIPs meet standards of excellence? The authors created the following checklist of markers of "HIPs done well:"
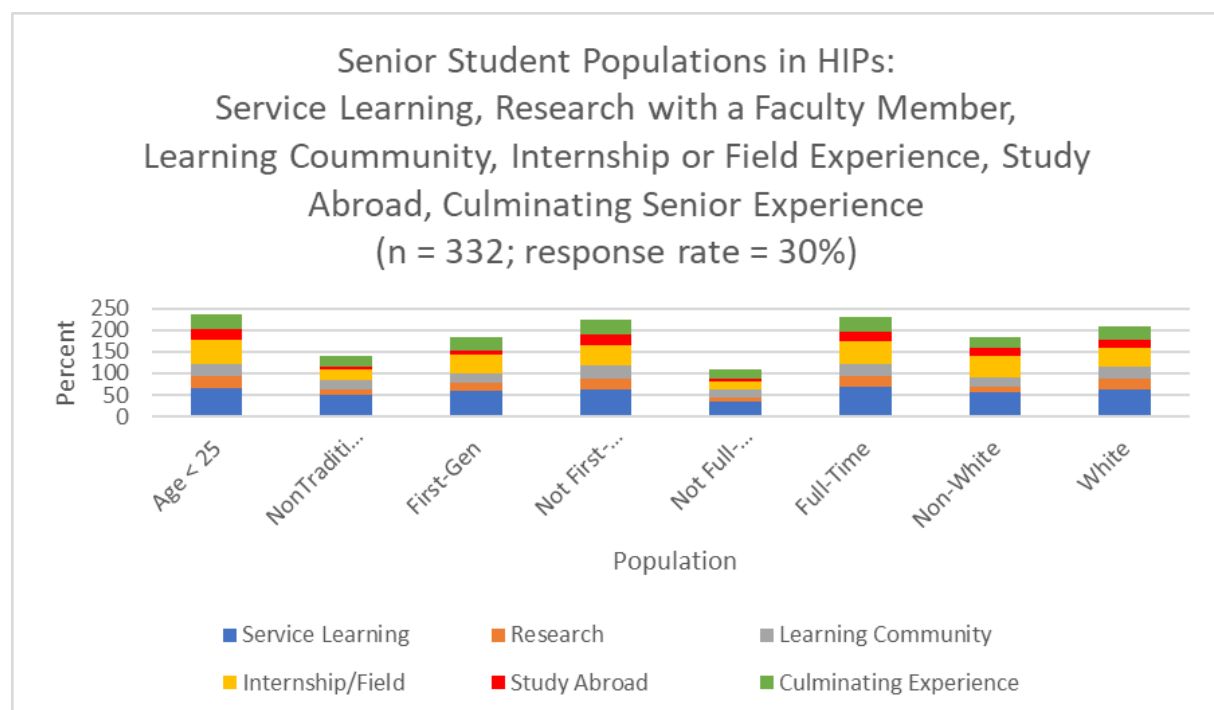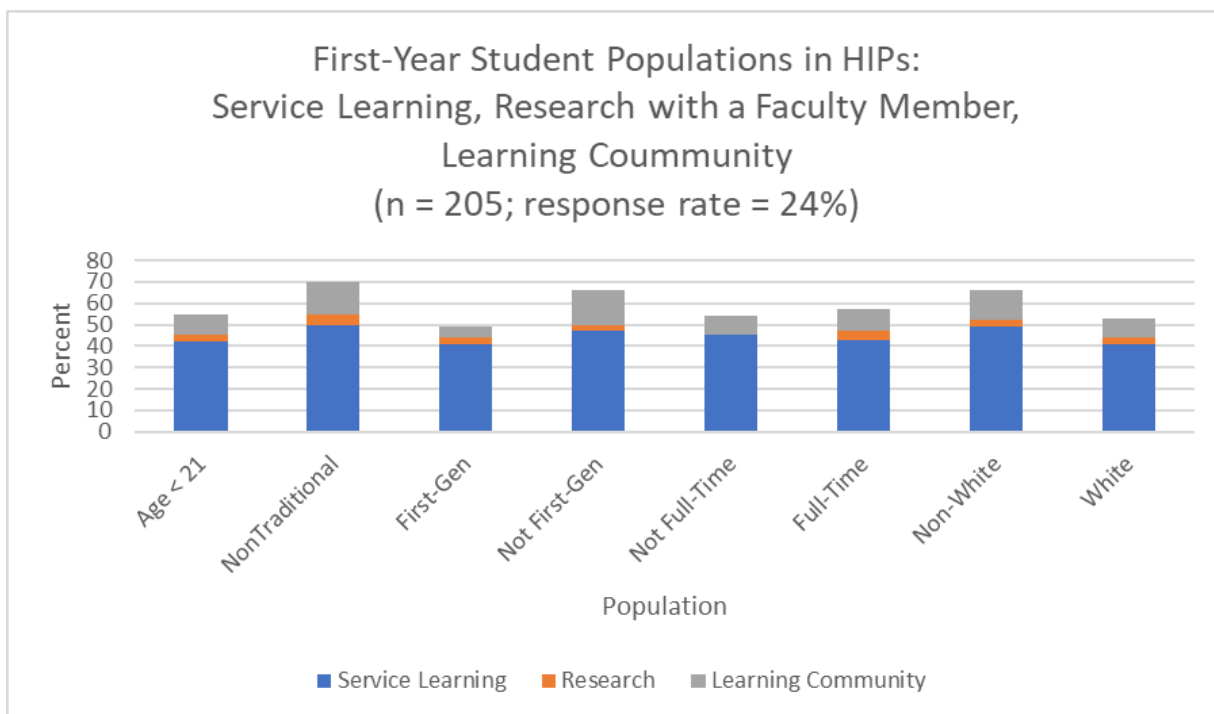
- Expectations set at appropriately high levels
- Significant investment of time and effort
- Interactions with faculty and peers
- Experiences with diversity
- Frequent and constructive feedback
- Periodic and structured opportunities for reflection
- Relevance through real-world applications
- Public demonstration of competence

First-Year Student Participation in HIPs: Service Learning, Research with a Faculty Member, Learning Coummunity (n = 205; response rate = 24%)

Senior Student Participation in HIPs: Service Learning, Research with a Faculty Member, Learning Community, Internship or Field Experience, Study Abroad, Culminating Senior Experience (n = 332; response rate = 30%)

Adopting an Equity Mindset when offering HIPs

Current research on the impact of HIPs emphasizes an equity mindset, because "access to HIPs without equitable participation is a hollow achievement" (Kuh & Kinzie, 2018). Much of the current literature focuses on "scaling up" of HIPs to the unique mission and context of the institution. Campus culture will elevate the impact of certain HIPs over others, and student experience may vary for different populations of individuals. See charts on the following page for equity comparisons across HIPs.

Examining equity data, note that percentages do not represent percent of all students participating in an activity but rather percent of the represented group that participates in the high-impact activity. For example, the finding that 50% of non-white seniors and 45% of white seniors reported participating in an internship does not mean that 50% of students experiencing an internship were non-white seniors. Rather, it means that of the non-white seniors who responded to NSSE (n = 56), 50% indicated that they had participated in an internship (n = 28).

First-Year Student Populations in HIPs:
Service Learning, Research with a Faculty Member,
Learning Coummunity
(n = 205; response rate = 24%)

Senior Student Populations in HIPs:
Service Learning, Research with a Faculty Member,
Learning Coummunity, Internship or Field Experience, Study
Abroad, Culminating Senior Experience
(n = 332; response rate = 30%)

Percentages exceed 100 because various populations'
participation is cumulative. Charts are intended to demonstrate
similarities or differences in relative participation in high impact
activities according to listed demographics

Areas for Improvement – High Impact Practices

NSSE
national survey of
student engagement

The NSSE snapshot below lists the top five and lowest five areas of performance for Missouri Southern first-year and senior students respectively:

First-Year Students *Highest* Performing Relative to All NSSE-participating institutions:

- Quality of interactions with student-services staff
- Quality of interactions with faculty
- Extent to which courses challenged you to do your best work
- Quality of interactions with academic advisors
- Instructors provided prompt and detailed feedback on tests or completed assignments

First-Year Students *Lowest* Performing Relative to All NSSE-participating institutions:

- About how many courses have included a community, service-learning project?
- To what extent does the institution emphasize attending events that address important social/economic/political issues?
- How often do you prepare for exams by discussing or working through course material with other students?
- How many of your courses assigned more than 50 pages of writing?
- How often did you work with other students on course projects or assignments?

Senior Students *Highest* Performing Relative to All NSSE-participating institutions:

- Quality of interactions with student-services staff
- Quality of interactions with other administrative staff and offices
- Instructors provided feedback on a draft or work in progress
- Talked about career plans with a faculty member
- Quality of interactions with academic advisors

Senior Students *Lowest* Performing Relative to All NSSE-participating institutions:

- Spent more than 15 hours per week preparing for class
- Participated in an internship, co-op, field experience, student teaching, clinical placement
- To what extent does the institution emphasize attending events that address important social/economic/political issues?
- Completed a culminating senior experience
- Assigned more than 50 pages of writing

As we seek to increase opportunities for all students to participate in high-impact experiences we must adopt an equity perspective in our offerings. Maintaining our equitable participation in study abroad while considering ways to increase first-generation participation in first-year research and non-white participation in senior culminating experiences will ensure equitable access to high-impact experiences for all student members of our Lion family.

NSSE FINDINGS ALIGNED WITH UNIVERSITY INSTITUTIONAL LEARNING OUTCOMES (ILOS)

Personal and Professional Well-Being

Social Wellness
Significantly Lower: worked with other students to complete a project
Significantly Higher:
Quality interactions with students

**Emotional Wellness/
Physical Wellness**
Significantly Higher:
The institution provides support for my overall well-being (recreation, health care, counseling, etc.)

Occupational Wellness
Significantly Lower: Participated in an internship, co-op, field experience, etc.
Significantly Higher: Talked about career plans with a faculty member

Intellectual Wellness – First-Year Students
Significantly Lower: Used learning support services
Significantly Higher: Time spent preparing for class

Intellectual Wellness – Senior Students
Significantly Lower: Participated in a culminating senior experience
Significantly Higher: Perceived gains in "thinking critically and analytically"
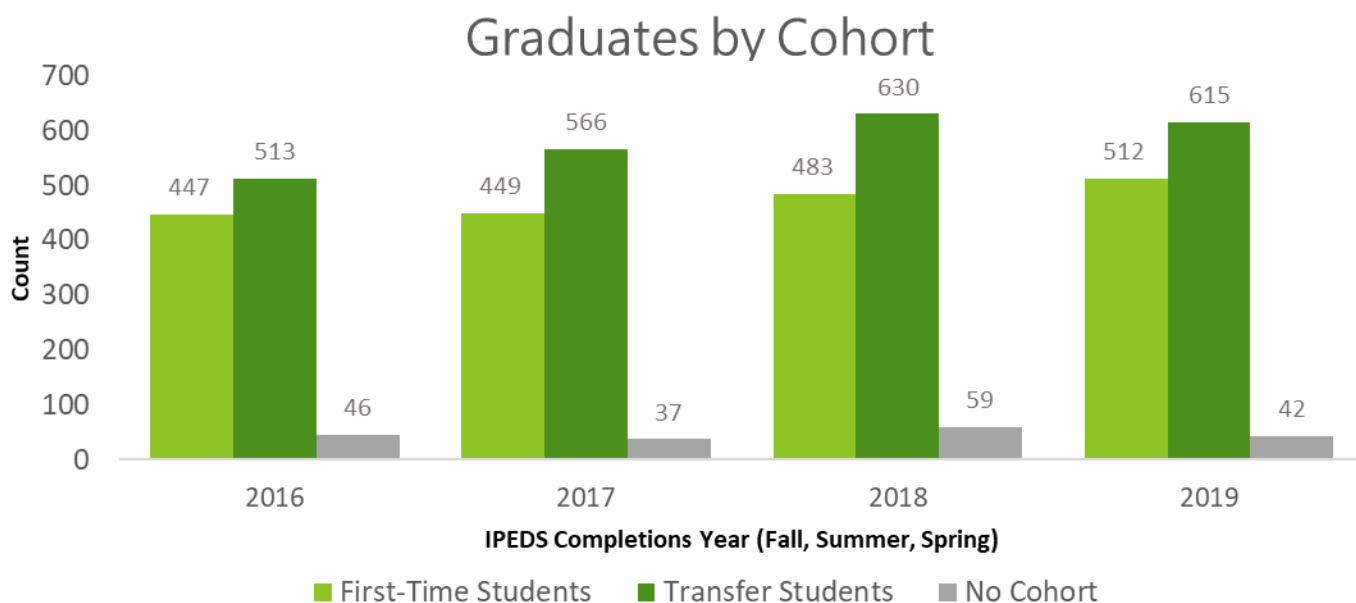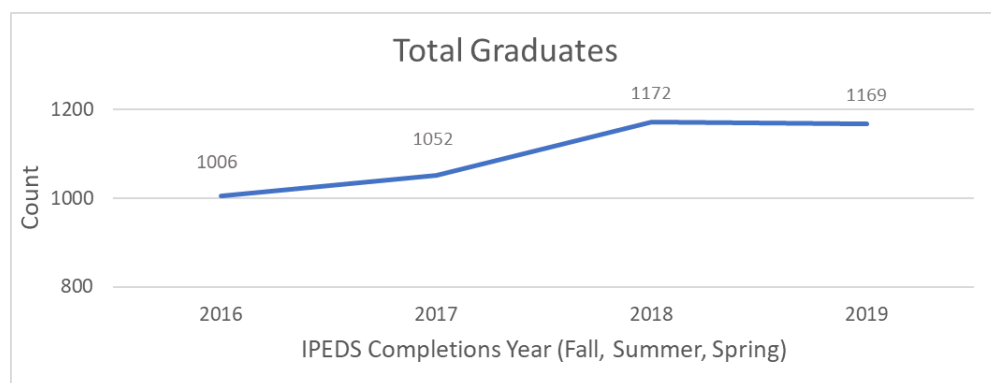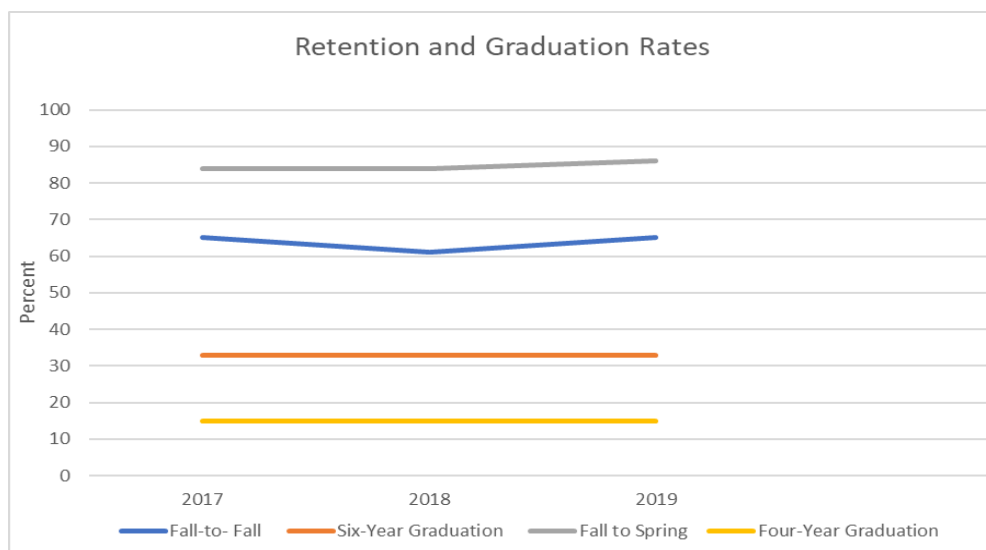
Whom are we Graduating?
By Sam Forcum, Betsy Wood, Josie Welsh

Enrollment dropped, but graduate numbers were high. What's happening?

A quick glance at enrollment trends and graduation rates of Missouri Southern students potentially could lead members of our Lion community to fret over dropping enrollment numbers and arguably low rates of retention and graduation.

However, a deeper dive into the data reveals that although enrollment has dropped since 2017, the total number of graduates (completers) has increased or remained relatively consistent.
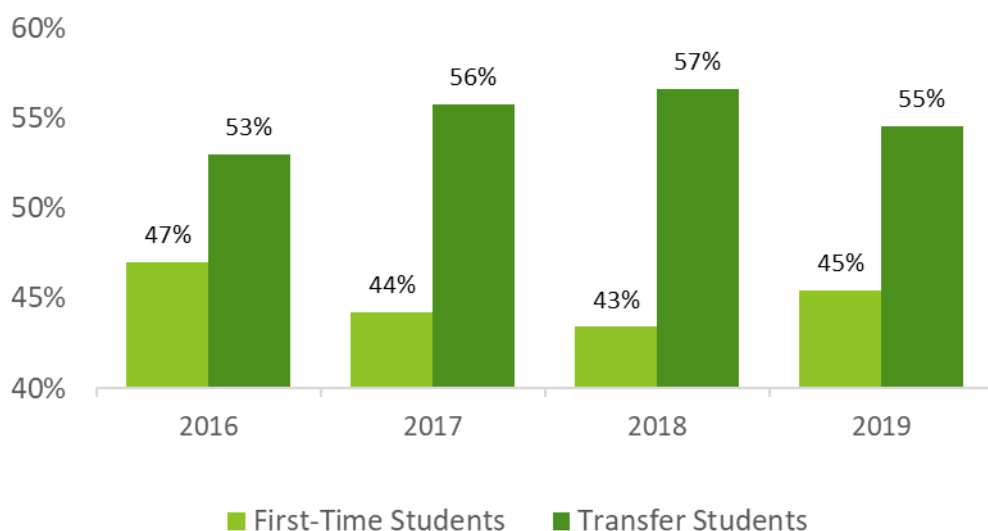
This observation led the Offices of Institutional Effectiveness and Information Technology to ask the question, "*Whom* are we graduating?"

Retention and Graduation Rates

Legend: Fall-to-Fall, Six-Year Graduation, Fall to Spring, Four-Year Graduation

Total Graduates

Data points: 2016: 1006, 2017: 1052, 2018: 1172, 2019: 1169

IPEDS Completions Year (Fall, Summer, Spring)

Graduates by Cohort

IPEDS Completions Year	First-Time Students	Transfer Students	No Cohort
2016	447	513	46
2017	449	566	37
2018	483	630	59
2019	512	615	42

IPEDS Completions Year (Fall, Summer, Spring)

When we adjusted the number of total graduates to exclude those students with no assigned cohort (typically these are students pursuing a second bachelor's degree), we uncovered the following:
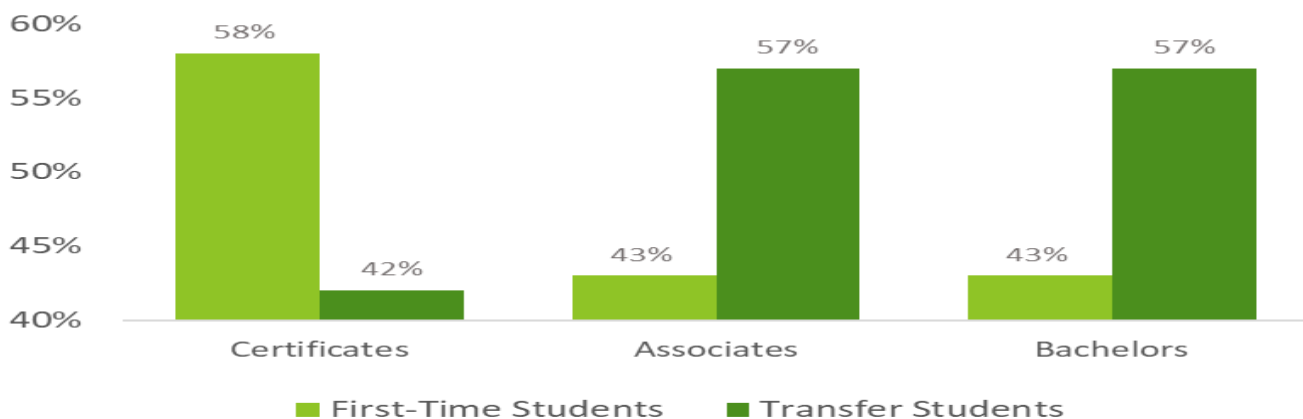
55% OF ADJUSTED GRADUATES FROM 2016 TO 2019 WERE TRANSFER STUDENTS!

% of Graduates by Cohort

First-Time Students: 2016 47%, 2017 44%, 2018 43%, 2019 45%
Transfer Students: 2016 53%, 2017 56%, 2018 57%, 2019 55%

■ First-Time Students   ■ Transfer Students

The 55% split flips for certificate-seeking students, with 58% of certificate awards going to first-time students:

% of Total Graduates by Degree and Cohort

Certificates: First-Time 58%, Transfer 42%
Associates: First-Time 43%, Transfer 57%
Bachelors: First-Time 43%, Transfer 57%

■ First-Time Students   ■ Transfer Students

Of the 1424 Fall 2018 entering first-year and transfer students, only 45% were FTFTBS

Basing retention on first-time, full-time, bachelor's degree-seeking students (FTFTBS) is the federal standard (IPEDS, College Board online publications, etc.). Unfortunately, this metric leaves most of our graduates out of the conversation. Besides excluding transfer students, part-time students and certificate/associate-seeking students are not represented.

Strategic Planning Implications

Applying this finding to strategic planning goal 1A - …*a 66% fall-to-fall retention rate by 2023*, considers only

45% of incoming undergraduate students in a given fall semester.

The federal government is not likely to adjust its metric for student success any time soon. How can we adjust our interventions to ensure that we retain as many students as possible while tracking carefully those students whose retention status will be included in the federally reported institutional fall-to-fall retention rates and six-year graduation rates? Moving the needle will require careful attention to these factors.

Great Colleges to Work For
By Josie Welsh

The *Chronicle of Higher Education* has sponsored administration of the ModernThink Higher Education Insight Survey since 2008 through the "Great Colleges to Work For" recognition program. In 2019, 154 four-year colleges and universities participated. A 60-statement survey measures 15 dimensions of managerial and organizational competencies via a five-point agreement scale.

Findings from representative dimensions are highlighted in the charts to the right, and complete results are available on the Institutional Effectiveness webpage. Although Missouri Southern has not achieved recognition status as a "great college to work for," longitudinal review of areas such as collaboration, shared governance, and confidence in senior leadership suggest noteworthy improvement in campus climate. For example, in 2016 eight of the fifteen dimensions were cited as poor or warranting attention according to at least one sector of faculty or staff. In 2019 no areas were cited, and Missouri Southern outperformed comparators within our Carnegie class on 9 of 15 dimensions. Items associated with dimensions displayed include:

Teaching Environment – good balance of teaching, service and research; appropriately recognized in evaluation and promotion process; appropriate recognition of high-quality teaching

Supervisors/Chairs – clear expectations; helpful feedback; I believe what chair tell me; models institution's values; consistent and fair; solicits suggestions; good relationship

Professional Development – given opportunity to develop skills; understand necessary requirements to advance career

Shared Governance – Faculty role clearly stated and publicized; faculty appropriately involved in decisions related to the education program such as curriculum and evaluation; faculty, administration, and staff meaningfully involved in institutional planning

Senior Leadership – clear direction; has necessary knowledge, skills, and experience; genuine interest in employees; communicates openly; models institution's values; I believe what I am told by them

Great Colleges to Work For Overall Results

Great Colleges to Work For Faculty Results
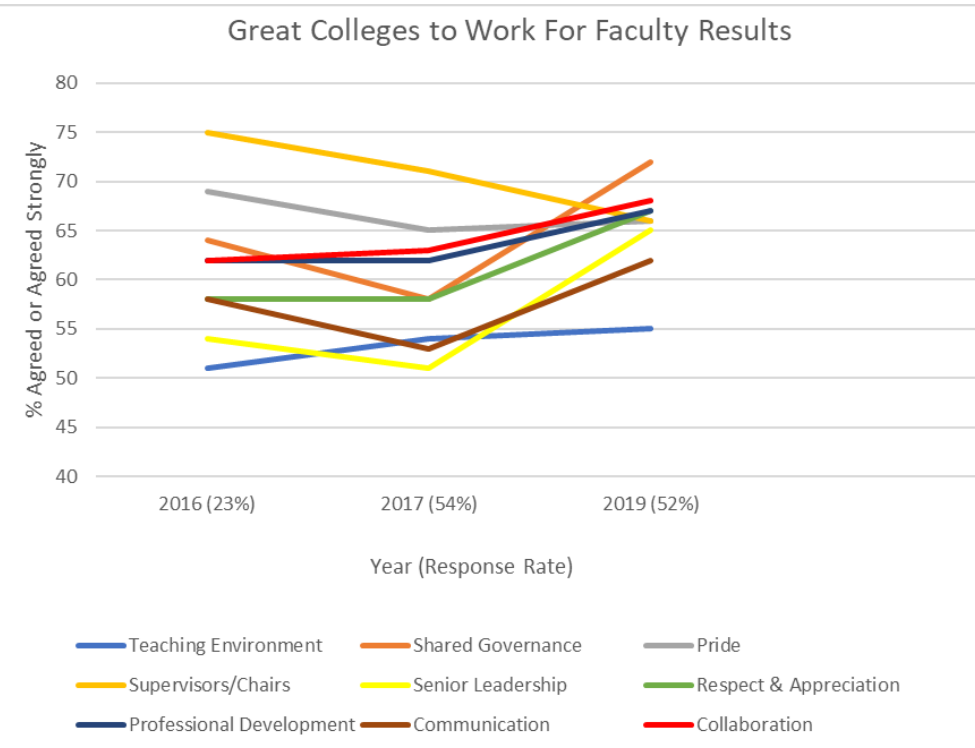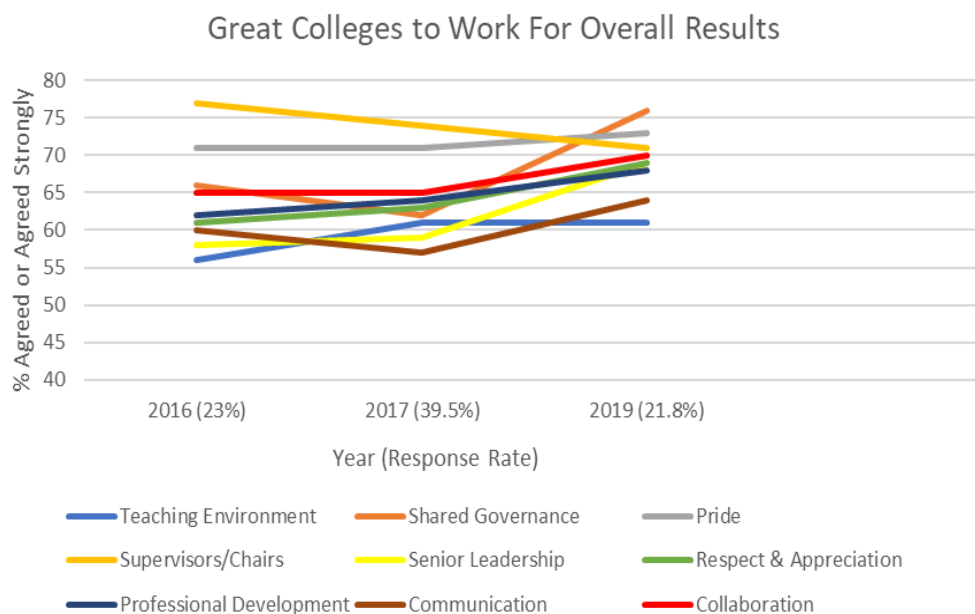
Communication – my ideas considered; changes discussed; respectful debate

Pride- great place to work; understand how my job contributes to mission; proud to be part of institution; culture is special

Respect and Appreciation- recognized for contributions; celebrate significant milestones; supportive staff regardless of heritage or background

Collaboration – people work well together; given opportunities to contribute to important decisions; cooperation of employees across departments; all on same team

Over the past four years, ratings consistently outpaced comparative institutions within our Carnegie class in the areas of facilities, fairness, collaboration, and faculty/staff/administration relations and fell below comparators in the areas of teaching environment and pride.

From Card Swiping to Student Learning: Assessment of Recreation Services
By Michael Pyle

I interviewed Steven Benfield, Director of Recreational Services, via email. Responses have been edited for brevity and clarity.

You came to your position at MSSU from the YMCA, where you had built a substantial background in program development and maintenance, but little in the way of assessment. Would you please describe your first experiences with, and outlook pertaining to, assessment when you first became director?

For the first several years as director here, rec services didn't do much in the way of assessment. Our tasks were spent in daily operations – such as logging the number of participants at events (sign-in sheets). If participation was low, we knew that we needed to do something to increase it. We were trying to serve the campus community to the best of our abilities, but if someone asked "How are you (rec) doing?" I wouldn't know how to convey that.

Your first deep dive into assessment involved completing CAS (Council for the Advancement of Standards in Higher Education) Can you describe your understanding, at that point in time, as to the purpose of assessment?

I hadn't yet wrapped my head around what assessment was. I didn't understand the connection between completing the CAS exercise and directing rec services. The first time I began to understand the "why" behind assessment was when I met with other Student Life personnel who were talking about entering goals and findings into the WEAVE software.

Scary, intimidated. First opportunity to ask myself whether I was doing a good job. Not confident that answer would turn out to be "yes".

We began by tracking student touchpoints (card scans) across multiple facilities: Beimdeck Rec Center, Intramurals, and Pool and Racquetball. Assessment at this point for us involved looking at and discussing counts of weekly student touch points.

Since you first met with the Co-curricular Assessment Committee (CCA) in October of 2017, you have implemented several assessment initiatives. Would you describe some of the efforts about which you are most excited?

STUDENT ENGAGEMENT

Implement mechanisms of tracking student participation

Review, revise and/or restructure programs and services to ensure maximum engagement

Provide programming that is specific and focused on enhancing healthy lifestyles

Develop & implement communication/marketing strategies to support the visibility of Campus Recreation

Collaborate with campus partners/departments as an additional and effective delivery of services related to campus recreaion

GROWTH & DEVELOPMENT

Identify student development initiatives/learning objectives that are identifiable, common and intentional (Soft skills –Communication, Attitude, Teamwork, Problem Solving, and Professionalism)

Develop & implement training, curriculum, and resources for student employees based on SLOs

Develop & implement an evaluation process/assessment tool that provides an opportunity for feedback, self-reflection and growth

Implement employment promotional/advancement opportunities and pathways rooted in knowledge, skills, and abilities

DIVERSITY & INCLUSION

Configure and utilize mechanisms to effectively track accurate participation and demographic Information

Regularly review and analyze participation figures, trends, and usage to ensure we are reaching a diverse sample of the campus community

Develop & implement specific programs and services to welcome all students

Support equity, diversity, and inclusion through hiring and training of students

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Having observed a decrease in card scans over the course of a year, we administered a 5-question survey to students. The results indicated to us that students were not choosing to work out at other local gyms; they said they were simply too busy to work out. So, we collaborated with URM to roll out a marketing campaign across campus with the theme, "Let's hit the gym."

Next, huddle meetings preparing for the HLC re-accreditation visit spurred conversation around the extent to which Rec Services contributes to student learning. These discussions led me to an epiphany that not only is Rec Services a recreation facility, it is also one of the largest employers on campus of student employees.

The student employees are gaining employable soft skills through their time here. Of the many available, we chose to track Communication, Attitude, Teamwork, Problem Solving, and Professionalism.

Finally, would you mind discussing how your assessment "lens" has shifted over time?

*I understood after the HLC visit we needed to start assessing student learning outcomes. At that point, assessment to me was a bit of a jumbled mess, so I sat down and developed, for myself, a structured and organized assessment plan. My goal was to create a plan that connected all the pieces, everything we are currently doing and everything we want to accomplish. The plan is displayed above.*

Though this experience, I have learned that assessment shouldn't be scary and/or intimidating. It is not about seeking to prove we are without flaws, or proving that we are doing everything right. It is about finding areas we can improve for the betterment of our department and to better serve the students and the University.

Institutional Research at a Glance
3-year Trends in Lion Country
By Sam Forcum

Degrees Awarded

Retention and Graduation Rates; First-Year Characteristics

Fall Enrollment
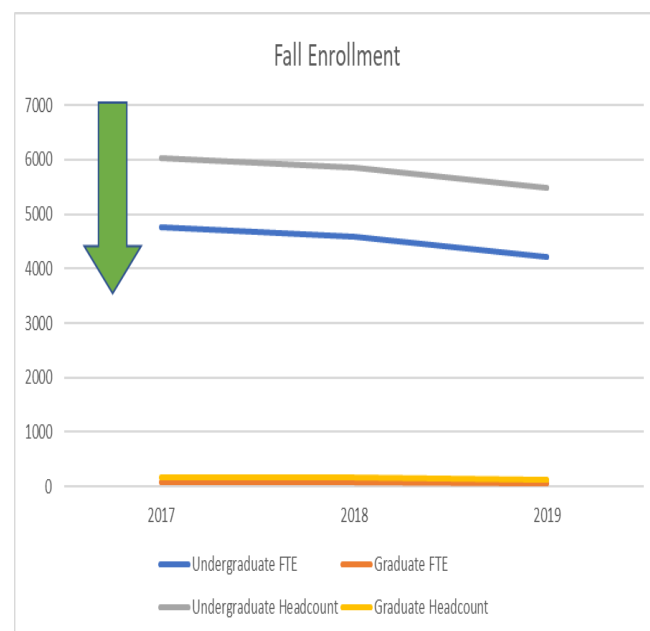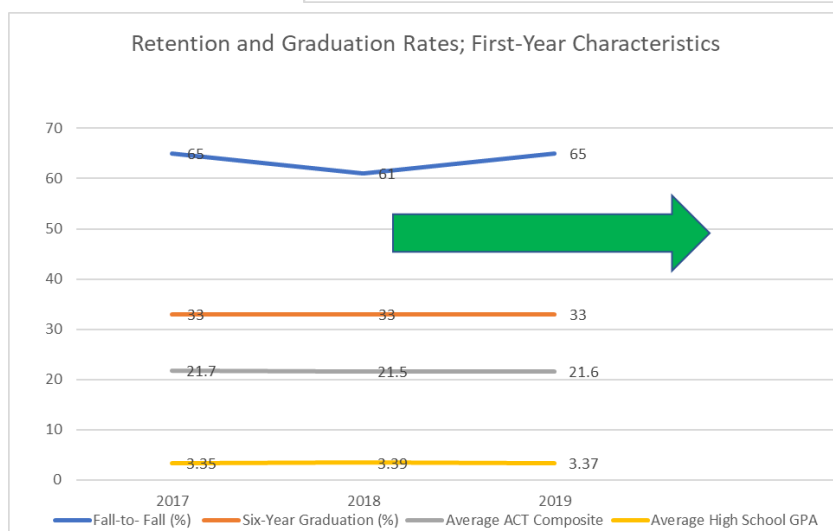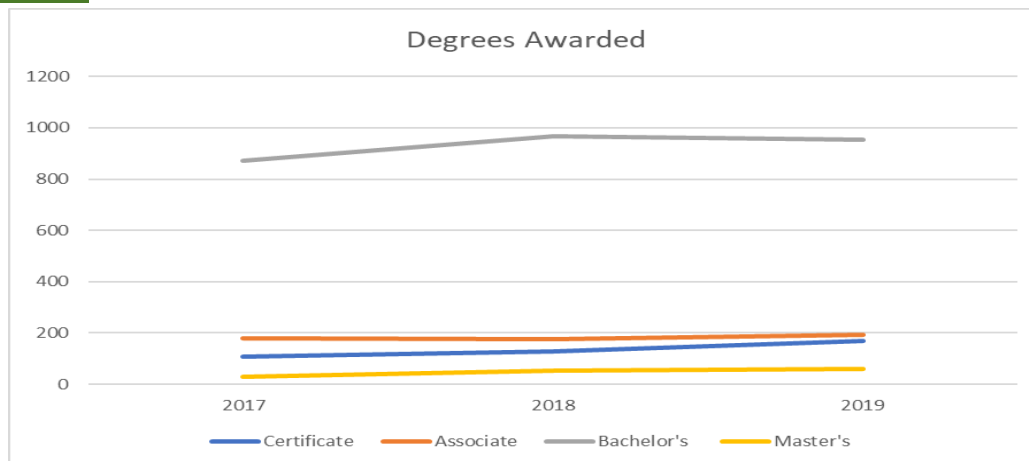
Josephine Welsh, PhD
Director
Josie is responsible for oversight of institutional research and assessment. She manages data collection and dissemination for federal and state reporting, HLC accreditation, Missouri performance-based funding, faculty and course evaluations, academic program review, student surveys, campus climate surveys, and ad-hoc requests for institutional or departmental data.

Michael Pyle, MS
Research Analyst
Michael is responsible for general education and co-curricular assessment. He works closely with the General Education Committee and the Co-curricular Assessment Committee. He fields ad-hoc requests for co-curricular data collection and analysis. Michael is responsible for senior testing and reporting of general education competencies.

Samuel Forcum, BS
Research Analyst
Sam is a programmer who creates user-friendly tools stakeholders can access to view institutional data and assessment updates available on our website. He also is responsible for internal reporting, consultation with faculty for Banner data and visualization, program-level assessment, research compliance administration through IRBnet, and management of our assessment software, WEAVE. Sam works closely with the Academic Assessment Committee and the Institutional Review Board.