

INSTITUTIONAL EFFECTIVENESS

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- INTERNATIONAL EDUCATION
- LIBERAL ARTS EDUCATION
- TEACHING AND LEARNING
- STUDENT SUCCESS
- COMMUNITY SERVICE

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Spring 2018

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General Education Competencies Surpass National and Peer Averages

by Michael Pyle

ETS Proficiency Profile Results

As a measure of assurance of learning in the area of general education, MSSU administers to seniors the ETS Proficiency Profile Exam (ETS-PP). This national, standardized, 40-item exam addresses six of MSSU's ten goals for general education. The ETS-PP provides an overall score, four subscores (reading, critical thinking, writing, and mathematics), and three context-based subscores (natural sciences, humanities, and social sciences). Overall scores range from 400-500 while subscores range from 100-130. This year, as with the prior two, senior students were selected to take the ETS-PP through a process of stratified random sampling so that, out of the 150 seniors selected, each MSSU school would be proportionately represented based on the number of students enrolled. A total of 113 seniors completed the ETS-PP (36, Health Sciences; 16, Education; 23, Plaster School of Business; 33, Arts and Sciences; 6, Other).

Although there are national scores to which we can compare ourselves for the 2017 scores, the national 2018 reports are not available until fall 2018; thus, scores in this report reflect spring 2017 test results.

For overall scores (ranging from 400-500), MSSU seniors ($M=451.1$) scored above the averages of both national ($M=446.4$) and peer ($M=445.7$) institutions. These scores placed MSSU in the 71st percentile for the national comparison group and the 80th percentile among peer institutions.

Average MSSU senior knowledge for subject areas (scores range from 100-130) were also higher than average for both national and peer institutions. MSSU scored higher in mathematics (MSSU = 115.6, National = 113.9, Peers = 114.0), humanities (MSSU = 116.3, National = 115.2, Peers = 114.8), social sciences (MSSU = 114.3, National = 113.7, Peers = 113.4), and natural sciences (MSSU = 117.6, National = 115.7, Peers = 115.6). MSSU also scored higher in critical thinking (MSSU = 113.4, National = 112.1, Peers = 111.8), reading (MSSU = 120.1, National = 118.5, Peers = 118.3), and writing (MSSU = 115.0, National = 114.8, Peers = 114.5).

Missouri Southern is committed to ensuring general education competencies regardless of students' educational trajectory. For this sample, 56.9% of the students reported having taken most or all of their general education courses at MSSU while 43.1% transferred most general education credits.

SENIOR TESTING

ETS-PP Scores

MDHE ASSIGNED PEERS:

*Bemidji State University, MN
Grambling State University, LA
Nicholls State University, LA
Southwestern Oklahoma State Univ
University of South Florida, St. Pete*

ADDITIONAL PEERS INCLUDED:

*Missouri State University
Missouri Western State University
Northwest Missouri State University
Southeast Missouri State University*

PEERS	445.7
NATIONAL	446.4
MISSOURI SOUTHERN	451.1
<i>80th percentile for peer group;</i>	
<i>71st percentile for national group</i>	

General Education Assessment

The General Education Committee (GEC) approved an assessment procedure which reviews each of Missouri Southern's ten learning goals throughout the course of a rolling three-year (triennial) [review](#). These ten goals are identified in the [General Education Matrix](#).

Each general education learning goal is assessed with data reported from one of two places. The first reporting source is comprised of courses that have been previously aligned to a particular learning goal. The specific type of data (e.g. pretest-posttest, rubric-based assessment, licensure exam) is determined by the department responsible for that particular course. The second reporting source is generated by the Office of Institutional Effectiveness (IE). Data from IE may include scores from standardized tests, survey results, or other institutional data.

There are four stages of the review process, each stage consisting of one semester. The first stage, *In the dugout*, consists of departments submitting review plans to WEAVE, our assessment repository. The second stage, *In the hole*, involves responsible departments, having already collected and analyzed data, entering their findings into WEAVE. The third stage, *On deck*, consists of discussions about results of the student learning assessment and proposed improvements based on such being entered into WEAVE. Finally, in the fourth stage, *Up to bat*, departments present their [findings](#) to GEC.

GEC, using [forms](#) available on the IE website, reviews the assessment and provides [feedback](#). More specifically, the committee's point person, the committee liaison, collects the reviews for each department presenting within a learning goal

and follows up with each departments' pre-arranged liaison to GEC.

Since the adoption of this assessment process in fall 2016, five of MSSU's general education learning goals have been assessed. In spring 2017, GEC reviewed Learning Goals 2 (Higher-Order Thinking) and 10 (Health and Wellness). In fall 2017, Learning Goal 5 (Social Sciences) were assessed. Most recently, in spring 2018, Learning Goals 4 (Managing Information) and 9 (International Culture Studies) were assessed. Results and discussions from each of past Learning Goal assessments are available on the Office of Institutional Effectiveness [General Education webpage](#).

Student Affairs Assessment Committee

With the goal of continuous quality improvement, Missouri Southern has implemented a program of co-curricular assessment using data-informed methods to ensure all areas instrumental to student success excel as outlined in our [Strategic Plan](#). The Office of Institutional Effectiveness (IE) offers particular assistance to co-curricular units in setting their own goals and objectives, and measuring and analyzing their results.

The co-curricular assessment process is overseen by the [Student Affairs Assessment Committee](#) (SAAC). Reporting to the [Assessment Advisory Committee](#) (AAC), this committee is responsible for reviewing and evaluating units' ongoing assessment efforts and finding and working with individual units to determine outcomes for which their unit is responsible, evaluate data pertaining to successes and shortcomings regarding their outcomes, use the data to inform student success initiatives, and document those findings and pertinent discussions into our assessment documentation software, [WEAVE](#).

CLOSING THE LOOP

Student Affairs staff meets regularly to discuss continuous quality improvement efforts.

When the Student Success Center found that performance of students who chose to attend supplemental instruction (SI) sessions for a gateway course was significantly higher than the performance of students who chose not to attend, the department requiring the course modified its budget distribution to support ongoing supplemental instruction.

When annual surveys administered in residence halls revealed that students found it difficult to connect with others on campus, resident directors began knocking on doors to invite students to events and setting up tables in populated areas such as the dining hall to increase participation.

When academic department heads lacked sufficient data to make informed decisions about course instruction, they challenged faculty to encourage student participation in course evaluations and more than doubled student response rate.

The GEC review may result in any number or combination of actions:

- Goal continued, report due again in 3 years
- Concerns about _____, return scheduled for next February/September
- Committee recommends meeting between department/unit liaison and Provost
- Committee recommends removal of course/measure from gen ed curriculum
- Findings direct committee to meet with _____ regarding results.
- Committee recommended results be sent to _____ unit/committee for feedback and recommendation.

The committee schedules regular meetings to evaluate each invited unit's assessment on a number of criteria outlined in the [Co-Curricular Assessment Evaluation Rubric](#).

Finally, based on the committee's review, and indicated on a [feedback form](#), the co-curricular unit is advised to return in six months, one year, or two years as determined necessary. Semi-annual reports of the state of co-curricular assessment are submitted by SAAC to AAC in December and May. In the spring semester of each year the chair of SAAC meets with AAC to discuss findings.

During AY 2018, SAAC evaluated each of twelve student affairs units on the maturity of its assessment process using a [rubric](#) that included four components:

Mission/Goals/Objectives, Measures, Results, and Actions/Use of Results.

On Mission/Goals/Objectives, 11 units (91.7%) scored Established, 1 (8.3%) scored Developing, and 0 scored Needs Revising.

On Measures, 10 units (83.3%) scored Established, 2 units (16.7%) scored Developing, and 0 scored Needs Revising.

On Results, 5 units (41.7%) scored Established, 7 units (58.3%) scored Developing, and 0 scored Needs Revising.

On Actions/Use of Results, 4 units (33.3%) scored Established, 8 units (66.7%) scored Developing, and 0 scored Needs Revising. The list of units as well as their return dates, as determined by SAAC, are listed below.

Scheduled return for each Student Affairs unit to SAAC:

ACTS	October 2018
Student Success Center	October 2018
Bursar	October 2018 (Six month follow up with IE)
Student Life	October 2019 (Six month follow up with IE)
Financial Aid	November 2018
Residence Life	November 2018 (Summer '18 follow-up with IE)
Career Services	November 2018
Registrar	May 2018
Project Stay	May 2018
Talent Search	November 2018
Upward Bound	June 2018
First Year Experience	December 2018

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STAFF

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, Missouri performance-based funding, faculty and course evaluations, academic program review, accreditation reports, campus climate surveys, and the University's strategic plan. Josie teaches Honors 400, Research Seminar.

JD Hogue, MTBC, MM, MS
Assessment Coordinator

JD is responsible for program-level assessment, consultations with faculty, research compliance administration through IRBnet, and management of our assessment software, Weave. He also serves the university as an adjunct faculty member teaching Music Therapy, Introduction to Psychology, and Honors 400, Research Seminar.

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 Student Affairs Assessment Committee. He prepares data for federal reporting, analyzes data from national and local surveys, and manages large data sets for internal requests. Michael is responsible for senior testing of general education competencies.