DataBytes

Office of Institutional Effectiveness

Spring 2020

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

IN THIS ISSUE: ILOS | ETS | 2015 COHORT

Marrying Affairs

Collaborations Between Student and Academic Affairs Units Across Campus

From the IE Office

By Michael Pyle

Happy Spring, all! Or, we hope you're having a happy Spring. Certainly, you need not be reminded once again that these are remarkable and unprecedented times. You are living it.

We are all living it. And we are doing it together. Evidence abounds of late that demonstrates social gain – the concept that the aggregate impact of a group is greater than the sum of individual contributions.

This issue highlights the theme of collaboration across campus, albeit efforts initiated *prior* to our coronavirus response.

Our reporting is broken up by MSSU ILOs:

1. Literacy
2. Global Citizenship
3. Personal and Professional Well-Being

Certainly, in future issues, IE will capture some of the fantastic teamwork work the MSSU family developed in response to this difficult period.

Tracking Student Voting Behavior - Multidisciplinary efforts for student engagement (ILO:2)

By Michael Pyle

Does MSSU promote student voting?

The Spring 2019 National Survey for Student Engagement (NSSE) and the NSSE Civic Engagement Topical Module indicated that, while comparable to other students on measures of Civic Engagement, MSSU first-year and senior students scored significantly lower on:

-How much does your institution emphasize voting in campus, local, state, or national elections? ("Very little" or "Some", FY = 46%, SR = 49%)

-How much does your institution emphasize attending events that address important social/economic/political issues? (One of five lowest scoring areas both for FY and SR)

Institutional Effectiveness (IE) reached out to the International and Political Affairs (IPA) faculty to solicit ideas intended to boost, in particular, voting behavior and political engagement, on campus during election year 2020.

Faculty from IPA provided several possible explanations for the findings. First,

2019 ETS PROFICIENCY PROFILE BYTE-SIZED RESULTS

The ETS Proficiency Profile is MSSU's general education assessment administered annually to a random sample of graduating seniors stratified by major.

In 2019, MSSU continued, for the fourth year in a row, to out-perform the national and selected institution samples on overall exam scores:

Total Scaled Scores		
MSSU	National	Selected Peers
448.42	445.4	444.6

The score of 448.42 puts MSSU seniors above the 63rd percentile compared to national peers and above the 50th percentile among selected peers.

These results are reflective of MSSU students outperforming national and selected peers in all areas:

Critical Thinking • Reading
Writing • Mathematics
Humanities • Social Sciences
Natural Sciences

(Longitudinal data breakdown available to MSSU employees from OneDrive)

advertisement of social and political events offered by the department may have been limited to majors. Presently, IPA hosts voter registration drives both on campus and at MSSU's sponsored Third Thursday, an annual Constitution Day event every fall, and various other events promoting voting, civic engagement, political advocacy, and more.

However, Dr. Nicholas Nicolleti (IPA) observed, at least anecdotally, that these events seem to suffer from a limited outreach, attracting predominately Political and Social Science students. In other words, it is difficult to get the word out to people who are not already interested in civic engagement.

This observation prompted a collaboration between IPA, University Relations and Marketing (URM) and Student Affairs (SA) to promote IPA as well as SA's US Census engagement efforts.

Next, Brenden Higashi (IPA) suggested that Missouri Southern reach out to The National Study of Learning, Voting, and Engagement (NSLVE) administered by Tufts' Institute of Democracy and Higher Education to learn more about student voting behavior at our institution. This study links voter roll data (importantly, not voter CHOICE data) to students through The National Student Clearinghouse. NSLVE then provides student demographic and voter information back to the university, permitting MSSU faculty and staff to target engagement outreach to those who need it most. No personal identifying information on students is provided to the university. Dr. Josie Welsh submitted MSSU's application to be included in the study, which was approved on January 15th, 2020. IPA, SA, and IE will work with URM to schedule and promote events based on the findings.

What are we doing?

Since MSSU joined the NSLVE, The Political Science Association (PSA) Registered Student Organization (RSO; a segment of Student Activities), advised by Dr. Nicole Shoaf, held two voter registration drives in the month of February. Another two drives were scheduled for April before campus was closed in response to the COVID-19 outbreak. Additional planned events include for next semester's Constitution Day (September 17th) as well as additional voter registration efforts prior to Election Day 2020.

How to Build a Math Certificate; Featuring Student Success Center (ILO:1)

By Michael Pyle

Sometimes, a fruitful collaboration is hiding right in plain sight. In the case of the Math Tutor Certificate I and II, success was hiding in the Student Success Center (SSC)!

As part of their mission to assist students in becoming more independent, self-confident, and efficient learners, Student Success Center trains and certifies tutors across myriad domains. Specialized tutor training in SSC is currently in co-development with Distance Learning as an online course.

Math and SSC already had a working relationship, with Stephanie Hopkins (SSC), frequently reaching out to the department to identify and recruit exceptional Math students to work as tutors. It was during these discussions that Dr. Kerry Johnson (Math) learned of the rigorous training program required of students to complete in order to qualify as tutors.

Dr. Johnson observed this as an opportunity to reward students who were already putting in a great deal of work to complete the tutor certification. For the first time, in academic year 19/20, Math Tutor Level I and Math Tutor Level II were offered. In its first year the Math Tutor Certificate programs have eight currently enrolled students with an eye towards growing in the future.

In discussing this collaboration, Director Hopkins made it clear that the potential for certificate offerings is not limited to Mathematics. SSC offers the same caliber of training used for Math tutors for all tutoring areas. If any additional departments wish to reach out to collaborate with the Student Success Center on developing a training certificate, please contact Stephanie at hopkins-s@mssu.edu.

Wellness Takes Teamwork (And Data): MSSU's Lion Co-op (ILO:3)

By Michael Pyle

Like any good scientific endeavor, the establishment of the Lion Co-op Food Pantry at MSSU began with a number of disparate observations – enough of which, once converged, turned into a force for good on MSSU's campus.

The story of the Co-op has three independent beginnings.

First, an investigation into food insecurity at MSSU began as a student project under the tutelage of Dr. Renee White of Social Work. Initially conceptualized as a student proposal, the project set out to investigate food access for those students who remained in the university dorms over breaks when the food hall closed down.

Next, Dr. Andrea Cullers of Kinesiology, with survey assistance from Institutional Effectiveness, incorporated USDA Food Insecurity in the US measures into the department's Lifetime Wellness Longitudinal Study. This study began in fall of 2017, with the food security questions added in fall 2018.

Lastly, anecdotal evidence observed by Dr. Megan Bever of History elucidated the need among her students for regular and sustenant nutritional access.

These three faculty combined efforts in a proposal to President's Council, and in fall of 2019, the Lion Co-op Food Pantry opened its doors.

In the time since its opening, usage tracking conducted by IE has logged over 1,100 visits by faculty, staff, Lion Cub parents, part-, and largely full-time (85.32%), traditional (39.3%), and international (38.07) students. 60.14% of Pantry customers live on-campus.

The Lion Co-op team continues to collect the responses provided by Pantry customers to not only measure the number of people through the door, but also to take running assessments of which items are of most need.

General Education Committee (GEC) Assessment Update

By Michael Pyle and Dr. Shayna Burchett

In Fall 2019, GEC assessed two General Education goals (Valuing and Mathematics) and one returning (Communication; ETS-PP Writing Subscale).

The results of the GEC's review of assessments are in the table below. On the docket for Spring 2020 are LG2 – Higher-Order Thinking, LG10 – Health and Wellness, and LG6 – Humanities; Music 110. As always, GEC updates and department presentations can be found on IE's General Education webpage

- Previously combined under the group "Student Life", the Student Affairs units (1) Recreation Services and (2) Student Activities are, as voted by committee on 11/7/2019, considered separate entities for the purposes of assessment evaluation by CCA.
- Committee has moved all co-curricular assessment evaluation meetings with units to one week in August every year.
- CCA has set out to help develop Co-Curricular Student Learning Outcomes. If a unit comes to CCA without an SLO, the committee works with the unit to brainstorm SLO possibilities. If applicable,

General Education Course Assessment Presentations

Learning Goal	Measure	Presenter	Outcome
LG1- Communication	Measure 2- ETS-PP Writing Subscale	Michael Pyle *Institutional Effectiveness*	Partially met; the ETS-PP reports data in buckets. MSSU scored between the 20th and 60th percentile among peers and 30th and 52nd percentile nationally (goal of 50%) Target will be rephrased
LG3- Valuing	Measure 1- PHIL 201	Barry Brown *English and Philosophy*	Goal met; 82.5% of student scored 70% or better on assessment (goal of 70%)
	Measure 2- PHIL 312	Barry Brown *English and Philosophy*	Goal met; 76.6% and 80.3% of student scored 80% or better on writing assignment 1 and 2 respectively (goal of 70%)
LG7- Mathematics	Measure 1- ETS-PP Mathematics Subscale	Michael Pyle *Institutional Effectiveness*	Goal met; scores are comparable to national peer raw scores
	Measure 2- NSSE Engagement Indicator-Quantitative Reasoning	Michael Pyle *Institutional Effectiveness*	Goal met; scores are comparable to national peer raw scores
	Measure 3- MATH 125	Aladar Horwath *Mathematics*	Goal met; students showed 98.85% improvement on pre/posttest (goal of 70%)
	Measure 4- MATH 130	Aladar Horwath *Mathematics*	Goal met; students showed 71.55% improvement on pre/posttest (goal of 70%)

Co-Curricular Assessment (CCA) Update

By Michael Pyle

Fall 2019 Overview

- Committee voted to change name from Student Affairs Assessment Committee (SAAC) to Co-Curricular Assessment (CCA) on 9/23/2019
- an SLO recommendation is made to the unit by CCA. In not applicable, no such recommendation or requirement is submitted to the unit.

The Excellence in Assessment award

The 2018-2019 *Excellence in Assessment* award for co-curricular units was awarded to Residence Life.

Residence Life regularly administered surveys to measure satisfaction with student services such as dining, WiFi, and safety. The unit then recommended updates based on these findings.

The site visiting team from our regional accreditors noted Residence Life's leadership in adopting learning outcomes within Student Affairs. Specifically, SA set a goal to increase awareness and use of conflict resolution methods.

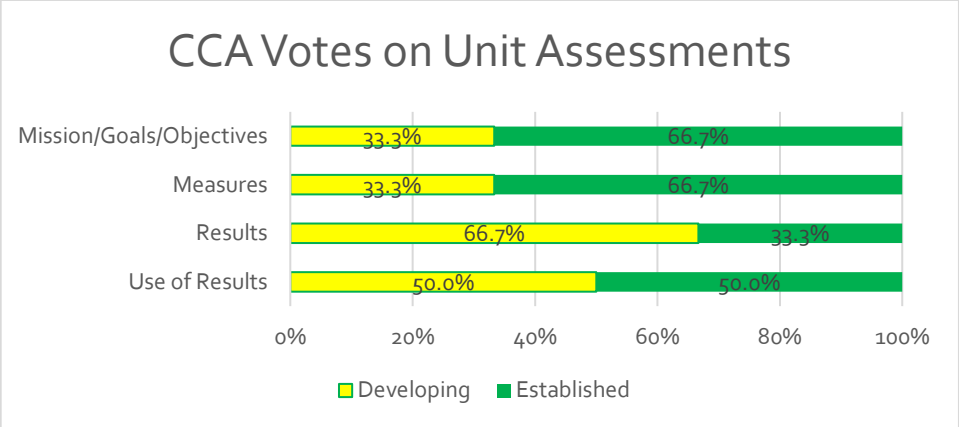
The 2017-2018 *Excellence in Assessment* award went to Student Success Center.

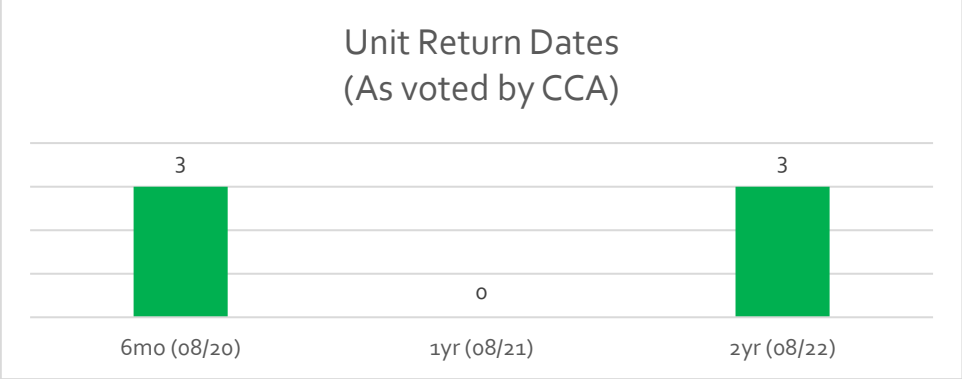
In Spring 2019, The Student Success Center appropriated funds from the Excellence in Assessment Award to establish an inaugural peer mentoring opportunity called the *Achieve Program*. A student mentor sought to equip seven mentees with personal and academic resources, campus connections, goal-setting, personal reflection, and life skills. Leadership training of the student mentor was provided by the Director of the Student Success Center. Of those seven, three students completed the entire program as scheduled. Participant outcomes included the ability to: locate tutoring services on campus, garner assistance from Career Services to build their resumes, navigate Degree Works to conduct a degree audit, declare a major, enroll in courses, and effectively study and manage their time.

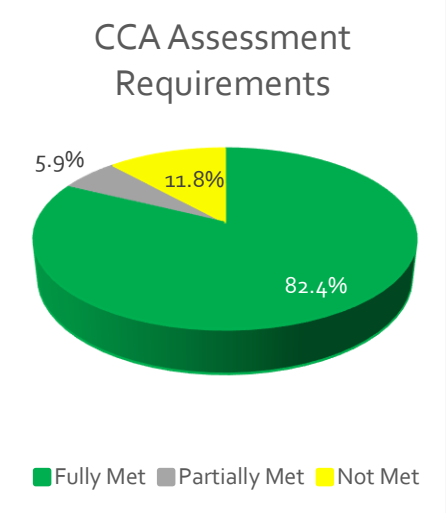
Assessment Outcomes

Requirements – Requirements were assigned to units after previous visit to CCA (then SAAC). Of the six units, there were a total of seventeen requirements. CCA votes on each requirement as having been Fully Met, Partially Met, or Not Met.

Recommendations – Recommendations are suggested by CCA but are or are not adopted at the discretion and expertise of the unit. Recommendations are made by CCA to units in the spirit that the committee may have more exposure to assessment methods and possibilities that could be of value to a unit, but the unit leader has the sole discretion as to whether a recommendation is valuable or feasible for their unit.







New Items – Each unit is afforded an opportunity to present any new assessment efforts. As with CCA's (then SAAC) initial assessment evaluations, these new efforts are voted with three determinations (Needs Revising, Developing, or Established) on four aspects of assessment (Mission/Goals/Objectives, Measures, Results, and Use of Results). Each of the six units had new efforts.

Unit Return – At the end of each unit's discussion with CCA, the committee votes on a timeline for return based on a number of factors. Of the six units:

SPEACIAL FEATURE: 2015 COHORT PROGRESS BY JOSIE WELSH

As MSSU students are fluid in their college trajectories, often stopping out for a period or transferring in or out of the University, our four-year graduation rate typically is 14% while our six-year graduation rate typically is 33%.

As part of our strategic plan, we wish to elevate our retention and graduation rates. Strategies for increasing our graduation rate are led by an Enrollment Workgroup co-chaired by Dr. Julie Wengert (Associate VP of Student Affairs/Dean of Students) and Michael Sanders (Dean of Admissions). IE contributes to these efforts via its graduation and retention dashboard created by Sam Forcum and its annual publication of the Consortium for Student Retention Data Exchange (CSRDE).

Trends are looking promising to increase our graduation rates beginning with the incoming class of 2015. The 2015 incoming first-time, full-time, bachelor's- degree - seeking (FTFTBS) cohort had 854 students. By August 2019, 187 of these students had graduated. Thus, our 4-year graduation rate rose from 14% to nearly 22%

Similarly, typically at the 5-year graduation mark, 28% of a FTFTBS cohort will have graduated from Southern. For the 2015 cohort, we reached 28% last December, two terms early if you include spring 2020 and summer 2020, the two remaining terms for a 5-year graduation mark. The campus community is working diligently to keep students on track. We are pleased with the increase in 4-year graduation and hope to see the bar raised for the 6-year graduation rate as well. Stay tuned!

Josephine Welsh, PhD
Director
Josie is responsible for oversight of institutional research and assessment. She manages data collection and dissemination for federal, state, and campus 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 and dashboards stakeholders can access to view institutional data and assessment updates available on our website. He also is responsible for internal reporting, 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.