



Holy Family
UNIVERSITY

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Assessment Now

Destination Complete: A Review of the Title III Grant

By Chad May, Director
Office of Institutional Research
and Assessment

As the Title III, Part A, SIP grant program, Strengthening Assessment of Student Learning and Institutional Effectiveness, has come to a close, we wanted to say a big Thank You to all at the University who helped to make the grant a success and know that assessment and data-informed decisions are all of our jobs. The grant has had a great impact on our University and its ability to fulfill the goals of the legislation as well as our own goals and objectives. The grant has enabled us to build capacity for the University to establish a comprehensive and sustainable assessment process for both academic programs, and administrative and educational support units that has developed and improved academic and co/extra-curricular programs at the University. In addition, this strengthened assessment process in administrative and educational support units has improved institutional management and fiscal stability as units use data and information to make decisions more effectively. In the last four annual performance reports we reported on laying the groundwork for moving the University towards a more fully actualized culture of assessment (or a culture of evidence). In this fifth year of the grant we continued to build on the momentum achieved in the first four years and achieved all of the milestones set in the grant application. We have achieved all of the goals/objectives originally set in the grant and more. A summary of some of the accomplishments and tasks we have completed in the fifth-year of the grant program includes the following:

We have fully implemented the University Outcomes Assessment and

Improvement Committee (UOAIIC). This committee, represented by members of all academic and support units, will manage the incorporation of the goals of the grant into the routine operations of the University to assure sustainability. Some highlights of the work done by the UOAIIC have been a review of 33 academic program assessment plans and 15 educational support and administrative units. These reviews have increased the skill level at which current faculty/staff can design and evaluate assessment plans and reports for their respective areas and we have increased the quality of assessment plans being brought forward to the committee. Five faculty assessment coordinators (FACs), who were each trained on various components of the Blackboard Outcomes Assessment system, have spearheaded this work so well that now assessment is embedded into each academic school and unit. The FACs had the opportunity to attend the Assessment Institute Annual conference at Indiana University – Purdue University Indianapolis (IUPUI). Additionally, we have developed documentation and training materials for the FACs as a reference guide when assisting other members of their Divisions. We appreciate the hard work that the FACs put into making assessment a reality at the University and all that they accomplished during the early implementation period. Over the life of the grant over 20 faculty and staff have attended many workshops, conferences, and meetings on assessment in higher education and in fact at least eight faculty and staff have presented at least once at one of those meetings to discuss their efforts in assessing their academic or administrative programs.

We continue to use the three step process to plan, report, and document improvement initiatives, and co-located all of those documents along with prior reports within a Program Assessment Organization within Blackboard for sharing of those documents with colleagues. Together, these

accomplishments demonstrate the dynamic aspects of academic program management and Holy Family's commitment to its mission. We have continued to produce an assessment newsletter called *Assessment Now*, as well as, offering the monthly lunch-and-learn program to share what is being done in various areas in regards to the assessment process and outcomes.

We had full implementation of the new course evaluation form and process that led to a report to academic and faculty leaders that showed positive outcomes of this new form and process. Due to grant funds, staff were able to launch the full-scale implementation of that new form and process to provide a better measure of instructor performance through this student-feedback system. With this new system we were able to do a full-year analysis of effective pedagogical practices and provide academic areas benchmarks within their own areas so that instructors can see how they compare to others within and outside of their department and school. This has been well received and future analyses will continue to be conducted.

We continued to support the mini-grant program for faculty who proposed activities for strengthening their ability to apply assessment tools in their subject areas. These activities included faculty and administrators from across the University. The results of these mini-grants have been very successful at spurring creativity and ratcheting up the knowledge base needed to strengthen the University's assessment efforts. This has also proven very helpful in building collegiality in this process which is essential to the success of the grant program. Two mini-grants were granted over the summer of 2015 and both the School of Education and School of Nursing used the mini-grant funds to improve their students test-taking skills; one did so by coming up with a plan to provide more support for the state-wide teacher certification tests, while the other provided workshops on test design to improve the testing going on in individual courses. As a result of

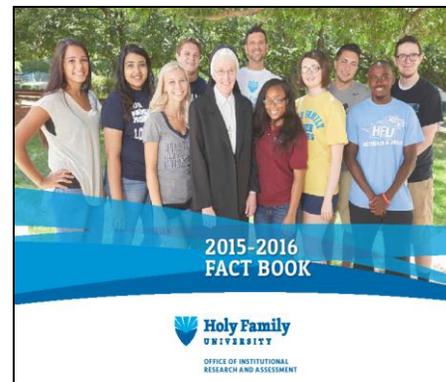
their activities, both Schools have action plans guiding their work for the next year or two.

We have also made tremendous progress with administrative and educational support units (student activities, residence life, counseling, career center, etc.) in moving to systematic and cyclical assessment processes. All student life areas have assessment plans and are collecting data and beginning to use that data to make process and program improvements.

As mentioned in a number of the metrics within this annual performance report, the grant has been able to help the University become more financially self-sufficient with an increase in net assets this grant year, as well as make many improvements in its academic offerings.

As most know, we are switching Learning Management Systems from Blackboard to Canvas; with this change we are also selecting a new Assessment Management System. Given all of the work over the last five years and how much more mature our program and unit level assessment process is now, we are poised to transition smoothly to a new technological tool that will make the process more efficient and even easier to embed into the daily activities of our academic programs and educational and administrative support units. Please watch the newsletter for more information and articles about this significant change and milestone for the University. It is certainly an exciting time for Holy Family University.

2015-16 University Fact Book Available Online



Holy Family University Fact Book

The University Fact Book is available on the OIRA page in Blackboard. Select My Organizations, OIRA-Internal Resources, University Fact Books 2015-16. It contains 90 pages of comparative data and information about Holy Family from fall 2011 to fall 2015. The Fact Book is saved as a PDF, however, individual pages or the entire document may be printed. Previous copies of the Fact Book are also available on Blackboard. Printed copies are available upon request.

The School Facts & Figures are being compiled and should be available soon. Each contains information specific to the School, They will also be on Blackboard.

Fact Book Table of Contents
 Section I: Fall Enrollment and Student Characteristics
 Section II: Undergraduate and Graduate Admissions
 Section III: Academic Program Trends
 Section IV: Organization (Faculty, Staff, and Finance Data)

NEW OIRA STAFF



Kymber Taylor, Research Analyst

With the addition of Kymber Taylor as Research Analyst the OIRA will be fully staffed for the first time in almost two years. Kymber was most recently at Stevenson University, where she was an Assessment Analyst in the Office of Institutional Research and Assessment, and later as Assistant Registrar for Veteran's Programs. She also was an Assessment Coordinator at Elizabeth City State University in North Carolina. Kymber earned a B.S. in Psychology and a B.A. in English from Elizabeth City State University.

Kymber is relocating to the Philadelphia area from Richmond, VA. We all want to extend to her a warm welcome to the City of Brotherly (and Sisterly) love.

Her responsibilities will include:

- Assists in the coordination and administration of various surveys that the OIRA conducts on behalf of the Institution. Has primary responsibility for implementing the University Systematic Survey Cycle. This includes overseeing the administration of the graduate exit survey, one-year out alumni survey, as well as other questionnaires/surveys as needs arise across the institution.

- Provides support and guidance to members of the campus community in the development, administration, and reporting of internal surveys/questionnaires using the Survey Software, Qualtrics.
- Assist the OIRA team in supporting administrative and support units in their conduct of assessment planning, implementation, and use of results.

Lisa Belfield, Ed.D, Associate Director

We are very excited to announce that Lisa Belfield joined our team on December 14th as the Associate Director for Institutional Research and Assessment. Lisa has worked in the field of education for 20 years as a faculty member and administrator; most recently she worked at Arcadia University, Delaware Valley College, and Educational Testing Service. Her work and research experiences have been in the areas of college access and retention, teacher/faculty professional development, student achievement in mathematics, assessment and evaluation, and mentoring in higher education. She earned a B.A. in Psychology from Mansfield University, an M.A. in Social Relations from Lehigh University, and an Ed.D. in Educational Leadership from Wilmington University.

Lisa is a native Philadelphian, who currently resides in Delaware County. However, she loves rediscovering the City as it is constantly growing and changing.



We hope the entire campus community will have the opportunity to work and get to know her in the coming months.

Her responsibilities will include:

- Assisting in all areas of institutional research and assessment, specifically focusing on assessment issues and activities
- Assisting schools/divisions/department in creating, documenting and improving their assessment plans & activities
- Assisting in developing methods for tracking and managing all assessment activity using the university's Assessment Management System

MINI-GRANT UPDATE:

“Use of Guiding Indicators to Develop a Plan of Programmatic Assessment Within the School of Education”

In June 2015, the School of Education (SoE) held a two-day workshop, organized by Dr. Roseanna Wright, to create a plan of action to address low certification test scores. As part of its ongoing assessment plan, the School of Education developed a plan for initial certification programs that includes (among other indicators) a 90% or higher pass rate on state required certification tests. Recent test scores did not meet this pass rate necessitating the development of a plan to first identify the cause for the low scores, and subsequently a plan to improve student performance on certification tests.

Dr. Claire Ann Sullivan led the workshop participants through a process that brought them from their broad understanding of the causes for the low certification test scores to three specific goals for improvement. The goals included: 1) Holy Family students will meet or exceed state pass rates on

certification tests; 2) faculty will complete a collaborative program review, including alignment of competencies, test objectives, vocabulary, concepts and assessments; and, 3) Holy Family University School of Education will implement a multi-tiered support system to promote acceptance into and completion of our programs.

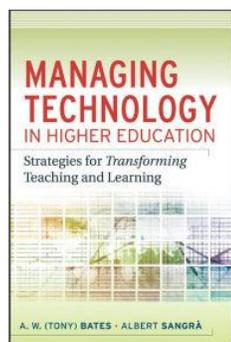
At the end of the two day workshop, detailed action plans for each of the three goals were completed and approved by the participants. Among other planned activities, the SoE will survey former students, develop a plan for the institution of sponsored practice test sessions, and modify course assignments to reflect program, institutional, and external outcome targets. The School of Education will also establish an ongoing process of program review and assessment across the key initial certification programs.

BOOK REVIEW

MANAGING TECHNOLOGY IN HIGHER EDUCATION

By A.W. (Tony) Bates and Albert Sangrà

Review by Glenn Gatlin, IT Instructional Technologist



In *Managing Technology in Higher Education*, Tony Bates and Albert Sangrà offer real-life recommendations for integrating technology into the core activities of teaching and learning. Based on the information collected from case studies in various post-secondary educational institutions, the authors

propose strategies for removing barriers to change by improving organizational structure and culture, strategic planning and management, quality assurance and evaluation, financial management, and governance.

My first impression of one of the best features of this book was the insights provided by the case studies. For example, the authors note that all of the reviewed institutions provided some form of voluntary technology training for faculty, but most institutions had no formal training program. In most of the cases the voluntary but informal nature of the training resulted in faculty receiving little or no professional development in technology for teaching.

Managing Technology in Higher Education is primarily designed to address issues faced by senior academic administrators. However, the book would also benefit anyone interested in strategies for effectively and efficiently integrating technology into teaching and learning.

If you have questions or need assistance regarding the use of technology for instruction please contact Glenn Gatlin, ggatlin@holyfamily.edu, Room 98, x3503.

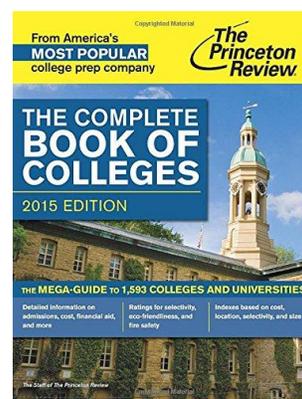
This book and others are available from the OIRA Library in HFH Room 106.

SURVEY MANIA

By Cheryl Glover
OIRA Research Assistant

Did you ever wonder where the information comes from that fills all the guide books and online directories for students and parents trying to select the right college? Did you ever question the accuracy or timeliness of the information? When helping your own child or family member did you wonder who collects and reports all these data. It comes from extensive surveys of

colleges and universities by each major publisher or independent provider for smaller publishers, the Department of Education (DOE), and the College Board. These questionnaires are sometimes twenty-five pages long and inquire into all areas of the university financial, academic, and student life. At Holy Family they are completed by the Office of Institutional Research and Assessment. Each requires a considerable amount of time to collect the data and attention to detail to assure its accuracy. Usually this is accomplished with the assistance of the departments and schools.



It starts in the fall with the compilation of the Common Data Set, a collaborative partnership between college guide publishers and institutions. In theory, the Common Data Set should be the source for all the publishers. However, in order to distinguish their publication from the others and increase sales, publishers will send out their own survey asking their own questions each with slightly different phrasing which will require a slightly different response. Erin Bailey, former OIRA research analyst, developed the Crosswalk, an expanded version of the Common Data Set for internal use only. It was designed to contain all the data necessary to answer any survey question in a single reference document. However, each year the number and length of surveys grows challenging us to keep up. The U.S. News and World Report survey has over 500 questions!

Many parents and students identify themselves as consumers in need of more and more information about the product they are purchasing, higher education. Before they make a decision they want to be able to compare cost, future earning potential, and the value of a college degree. In order to be considered, Holy Family needs to be in as many of these publications as possible. This year Holy Family will be participating in over two dozen surveys for print and online publications. They include:

ACT Institutional Data Questionnaire
 AICUP FAFSA Survey
 College Board Survey of Colleges
 CGS/GRE Survey of Graduate Enrollment
 MSCHE Institutional Profile
 IIE Open Doors – International Student Census
 NACUBO Tuition Discounting Survey
 Peterson’s Graduate Survey
 Peterson’s Survey of Undergraduate Financial Aid
 Princeton Review Survey
 U.S. News Finance Survey
 U.S. News Graduate Nursing Schools Survey
 U.S. News Main Survey
 Wintergreen Orchard House Survey

The OIRA would like to thank everyone at Holy Family who has helped make this process easier by responding to the requests in a timely manner with accurate information.

Summer and Fall Assessment Conferences Attended

There were several conferences that focused on institutional research, assessment, and accreditation. OIRA sent some faculty and staff members to attend as well as present.

Building Academic Innovation & Renewal, September 9-11, 2015

Regional Conference on Assessment Philadelphia, PA 19104
<http://drexel.edu/aconf/about/past-conferences/2015-building/>
 Drexel University, one of the 15 largest private, major research universities in the United States and a global leader in experiential education, hosted its second and now annual regional conference on assessment. The main purpose of the conference was to provide ample networking and sharing of ideas. The conference had over 434 attendees, including assessment professionals, provosts, faculty and sponsors, from 137 different institutions. Holy Family University sent 5 faculty and staff to the conference. The robust program contained pre-conference workshops, four plenaries and eight concurrent blocks with a variety of presentations. Overall there were a total of 75 presentations from 137 presenters representing 50 different institutions from 26 states and also from Senegal. Three School of Education faculty presented on work they had done in the Summer of 2015 in using a special approach to team building and consensus around solving a problem that was identified in which was a lower than expected pass rate on one or more licensing exams that students take to obtain their Pennsylvania instructional I certification. Given that this conference is local we will continue to send folks to this annual conference as budget allows.



42nd NEAIR ANNUAL CONFERENCE October 31st – November 2, 2015
 Sheraton Burlington Hotel and Conference Center, Burlington, VT
<http://www.neair.org/event/2015Burlington>

As an individual membership driven association, our mission is to promote institutional effectiveness in postsecondary education through

excellence in the field of institutional research. As such, NEAIR focuses on facilitating the professional development of its members while promoting best practice and ensuring integrity in institutional research. Our regional affiliation extends from Maine to Maryland and as far west at Ohio; however, membership is not restricted by state. Chad May not only was on the conference team for this conference as pre-conference workshop coordinator but also attended and co-presented a paper with a former colleague Elizabeth Mignacca, Ph.D. The conference theme was, “Institutional Research: When the only constant is change”, the theme was really highlighted throughout the conference in both the two plenary speakers that spoke about change management one focused on a newer and emerging paradigm of appreciative inquiry and the other focused more on policy changes and how data and institutional research work and efforts can be used in policy making. It culminated on a Tuesday morning book discussion where participants discussed two great books on change- **Switch: How to Change Things When Change Is Hard** by Chip and Dan Heath and **Drive: The Surprising Truth About What Motivates Us** by Daniel Pink. These were certainly not your typical Institutional Research type of discussions; however, they both offered great perspectives on change. Given the current climate in Higher Education, they were very relevant and provided different lenses at which to look at our work within Higher Education. In fact, these books should be required reading for Higher Education administrators! I highly recommend them!