



# Elizabethtown College

## Institutional Assessment Plan

Adopted by the Board of Trustees: 25 October 2008

Developed by the Office of Research and Planning: June 2008

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Revisions:

Elizabethtown College Institutional Assessment Plan  
(102508)

**Table of Contents**

1. Overview of Assessment at Elizabethtown College..... 3

    1.1 Assessment Philosophy and Guiding Principles..... 3

    1.2 Organizational Structure of the Assessment Process ..... 4

        1.2.1 Board of Trustees..... 4

        1.2.2 Office of Research and Planning..... 4

        1.2.3 Office of the Provost..... 5

        1.2.4 Academic Departments and Administrative Units ..... 5

        1.2.5 The Institutional Assessment Advisory Committee..... 5

2. Assessment Foci..... 6

    2.1 Informing Decisions..... 6

3. The Institutional Assessment Plan ..... 7

    3.1 Goals and Objectives of the Institutional Assessment Plan..... 7

    3.2 Assessing Educational Effectiveness ..... 8

        3.2.1 Assessing Student Outcomes..... 8

        3.2.2 Assessing Academic Programs..... 8

        3.2.3 Assessing the Core Program ..... 8

        3.2.4 Assessing Co-curricular Learning ..... 9

        3.2.5 Assessing the Center for Continuing Education and Distance Learning..... 9

    3.3 Assessing Institutional Effectiveness..... 9

        3.3.1 Assessing Administrative programs and activities..... 10

        3.3.2 Assessing Financial Effectiveness..... 10

        3.3.3 Assessing Enrollment ..... 10

        3.3.4 Assessing Institutional Advancement ..... 10

        3.3.5 Assessing Academic Support Units..... 11

        3.3.6 Assessing the Office of Research and Planning ..... 11

        3.3.7 Assessing Governance..... 11

    3.4 Assessment Time Line: Linking Assessment with Decision Making..... 11

4. Communicating and Using the Results of Assessment..... 12

    4.1 Institutional Dashboard (Indicators) ..... 12

    4.2 Decision Support Indicators ..... 12

    4.3 Assessment and Decision Support ..... 13

Appendix A. Elizabethtown College Mission, Educational Philosophy and Student Learning Goals ..... 14

Appendix B. Plan to Assess Student Outcomes (To be developed)..... 16

Appendix C. Institutional Dashboard (Indicators) ..... 17

Appendix D. Decision Support Indicators by Major Educational and Administrative Units (for internal use only) ..... 18

Attachment 1: Schedule and Plan to Launch the Institutional Assessment Cycle ..... 23

Attachment 2: Annual Assessment Cycle ..... 24

## 1. Overview of Assessment at Elizabethtown College

The overarching goal of assessment is to inform decisions and ultimately strengthen institutional effectiveness and learning outcomes. While assessment provides data and information for evaluation purposes, the evaluation process is explicitly part of the decision-making process and separate from the assessment process. Consequently, the purpose of assessment at Elizabethtown College is to gather and provide adequate, relevant and cogent information to inform the institutional decision-making processes at the strategic and operational (programmatic) levels. The purpose of this Institutional Assessment Plan (IAP) is to organize and coordinate the data and information activities that systematically collect, compile and analyze programmatic and policy-relevant information across the College, package it into useful formats and make it available to decision makers (and others outside the Institution) when it is most needed.

The Middle States Commission on Higher Education (Middle States) is the accrediting body for Elizabethtown College. Accordingly, the College strives to align its assessment plans and activities not only with its mission and strategic goals, but also with the assessment standards articulated by Middle States.

### 1.1 *Assessment Philosophy and Guiding Principles*

Middle States utilizes a four-step planning cycle. In general, in order to improve results, programs and units should begin with a clear articulation of goals and outcomes [step 1.] Once clear goals and outcomes are defined, interventions should be developed and implemented [step 2.] The results of the implemented interventions should then be assessed [step 3.] And finally, the findings of the assessment process should be used to make informed decisions for improvement [step 4], thus completing the planning cycle.

Strategic decision making at Elizabethtown College is generally centralized, residing with the Board of Trustees and Senior Staff. Operational decision making across the institution is basically decentralized by design, to place decisions as close as possible to the points of impact. As a result, programs routinely assess progress toward goals and objectives, consider improvement options and implement changes annually or during regularly scheduled review cycles (e.g., accreditation.) At the strategic level, a set of dashboard indicators is used to longitudinally track institutional performance on salient dimensions, and ongoing analyses identify potential problems/issues.

In keeping with the decision-making culture of the institution, the assessment philosophy of Elizabethtown College (as articulated in this plan) will also be decentralized by design, to place assessment processes and results as close as possible to the points of impact. The following principles will guide the implementation of this assessment plan.

Elizabethtown College Institutional Assessment Plan  
(102508)

- The best assessment process is one in which multiple stakeholders are involved with articulating questions/issues and interpreting and using the results for program improvement.
- Assessment is most useful and effective when the programs being assessed have clear, concise goals and objectives with explicit desired outcomes.
- Assessment should be focused on important issues producing results that can effectively be utilized to improve effectiveness.
- Assessment of effectiveness utilizes many rigorous social science research methodologies and should, like any good social science endeavor strive to use multiple measures and mixed methods to triangulate data/information and reach conclusions.
- Assessment is most effective when it is continuous.
- Assessment designed to inform the improvement of student learning should be integrated into the teaching/learning process and a part of the learning activity.
- Assessment of programs and services should also be embedded within the context of the program, be as unobtrusive as possible, and should creatively take advantage of existing data collection activities.
- Assessment should be the responsibility of those most responsible for the results, (e.g., Faculty should have primary responsibility for academic program assessments and administration should have primary responsibility for administrative assessments.)

## **1.2 Organizational Structure of the Assessment Process**

The structure of the Institutional Assessment Process reflects the decentralized organizational decision-making process. Because decisions are made as close to impact as possible, assessment information is also collected, analyzed, reported and used by those same decision makers. The President is ultimately accountable to the Board of Trustees for assessment of institutional effectiveness and the Provost is responsible for academic effectiveness. The primary responsibility for creating and implementing this IAP has been assigned by the President to the Director of the Elizabethtown College Office of Research and Planning. The following sections describe the primary responsibilities of those involved with the institutional assessment process.

### **1.2.1 Board of Trustees**

The Board of Trustees (BOT) has primary oversight of the Institutional Assessment Program. Standing committees of the BOT oversee assessment activities within their respective purviews.

### **1.2.2 Office of Research and Planning**

The Office of Research and Planning has primary responsibility for the development and implementation of the Institutional Assessment Plan and for coordinating campus-wide assessment activities. Research and Planning staff works with Senior Staff to ensure that **Yearly Assessment Plans** are developed, implemented and utilized to inform planning decisions.

Research and Planning staff compiles an **Annual Institutional Assessment Report** and disseminates it to the wider campus community through Senior Staff.

### **1.2.3 Office of the Provost**

The Office of the Provost is responsible for overseeing the assessment of educational programs and student learning outcomes at the College, including curricular, co-curricular, extra-curricular, outreach, off-campus study, and cultural affairs programming. Working with the Dean of the Faculty, the Dean of Students and the Dean of Continuing Education, the Provost will ensure that Assessment Plans regarding academic programs and student learning outcomes are submitted and implemented annually, the results integrated into end-of-year reports and used to inform academic decisions.

### **1.2.4 Administrative Units**

Members of Senior Staff are responsible for ensuring that units under their respective purviews develop **Assessment Plans** each year and submit annual **Assessment Reports** that:

- reflect clear goals/objectives for their programs/units,
- develop qualitative and quantitative measures to determine that goals/objectives are being achieved,
- document processes of assessment and improvement,
- incorporate assessment results into management decisions
- use assessment findings to improve effectiveness and strengthen programs.

### **1.2.5 The Institutional Assessment Advisory Committee**

The Institutional Assessment Advisory Committee is responsible for reviewing the consolidated Institutional Assessment Plan and Report each year and for providing the Director of the Office of Research and Planning with advice on all assessment-related activities to ensure that assessment results meet internal needs and external requirements.

The Advisory Committee will:

1. review the Consolidated Institutional Assessment Plan and Report,
2. Identify support needed to advance and implement assessment activities on the campus,
3. Advocate for a culture of assessment and data-driven decision making to improve academic outcomes and administrative services, and
4. Provide advice about how to keep the College in compliance with Middle States Commission on Higher Education's assessment standards – particularly Standard 7 (Institutional Assessment) and Standard 2 (Assessment of Student Learning).

Once formed (Fall 2008), the Institutional Assessment Advisory Committee will meet quarterly. Convened by the Director of the ORP, the members of the Advisory Committee will include the Provost, the Dean of Faculty, the Dean of Students, the Dean of CCEDL, a Trustee (to be appointed by the Board of Trustees), two faculty members (to be elected at large by Faculty Assembly), the Vice Presidents for Finance and Administration and an external assessment

expert (to be recruited by the Director, Office of Research and Planning). Other members will be invited to augment the Advisory Committee as needed.

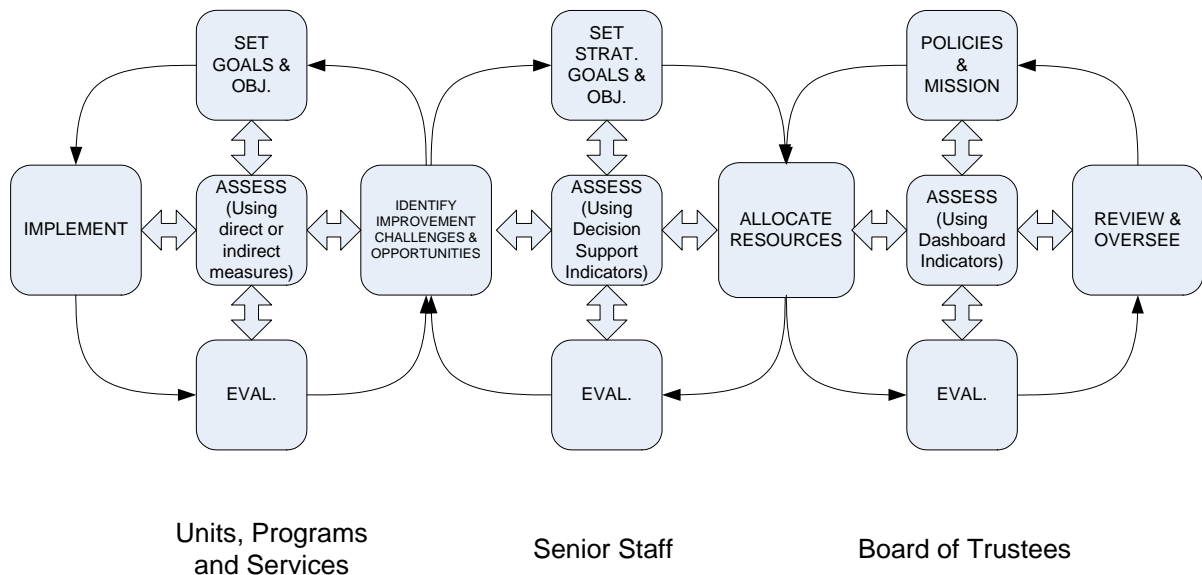
## 2. Assessment Foci

To be meaningful and useful, assessment must be focused on important questions and issues being considered by decision makers across the College. One purpose of this Institutional Assessment Plan is to provide a working framework to keep assessment results focused on important questions and available for timely decisions.

### 2.1 Informing Decisions

Figure 1 depicts the role assessment plays in the College’s broader decision-making processes. The major institutional units continually interact such that units establish goals and objectives, implement programs/plans, evaluate progress toward goals and objectives and make recommendations informed by assessment results for improvement. When improvements can be made within existing resource allocations, decisions are affirmed and implemented.

Figure 1. Informing Decisions Using Assessment Results



However, when improvements require fewer or additional resources or require executive approval, recommendations are carried to the strategic level by senior staff. Senior staff evaluates progress and strategic directions and makes allocations recommendations to President.

In more specific terms, the process follows an annual cycle:

- Institutional goals and objectives are developed and approved by the Board of Trustees each year (in the fall) and are subsequently disseminated to the campus community by

the President (in the form of the President's Annual Performance Objectives). These performance objectives are developed from an assessment of the previous year's progress as compared to the strategic plan and strategic vision, an extension of the strategic plan.

- Through a system of shared governance, faculty councils and committees provide oversight and guidance for the academic program and engage in institutional planning and resource allocation.
- Performance indicators are used to track institutional changes using data on salient institutional variables. The data relating to these indicators, which are from a variety of sources (e.g., external and internal surveys, the institutional data system), are reviewed, and the results are used to inform programmatic and strategic decisions relating to goal setting and resource allocation. In addition to tracking institutional performance over time, institutional indicators are also benchmarked against peer institutions and a set of aspirant institutions to juxtapose institutional performance against major competitors and best practices.
- In addition to student learning assessment conducted by academic programs, assessment related to the broad learning goals are included as academic indicators and used to inform the evaluation of the quality of the overall academic program.
- Institutional goals and objectives are related to and support the President's Annual Performance Objectives and drive the development of action plans by academic programs and services and administrative units (in the winter).
- The annual budget is developed in the spring, is informed by the institutional goals and objectives, and is presented to the Board of Trustees at its April meeting. Action plans are implemented beginning July 1, and quarterly performance reports are used to assess progress toward goals and objectives, thus closing the assessment loop.

### **3. The Institutional Assessment Plan**

This institutional Assessment Plan sets the stage for and guides all assessment activities at Elizabethtown College. It requires that assessment be conducted within the context of all educational and administrative programs and activities and that assessment results be used. The Institutional Assessment Plan begins with goals and objectives and is then organized by the two Middle States Commission of Higher Education (MSCHE) standards (Institutional [Effectiveness] Assessment and Student Learning [Educational Effectiveness] Assessment) which form the foundation for this plan. Attachment 1 establishes a schedule for how this assessment plan is initially launched.

#### **3.1 *Goals and Objectives of the Institutional Assessment Plan***

- To continuously improve effectiveness and efficiency of all institutional activities,
- To provide relevant, adequate and cogent information to inform strategic, operational and unit/program decisions,
- To utilize technology to streamline information and data collection and processing as much as possible,

- To ensure that decision makers at all levels have access to and are informed by the best available data and information,
- To monitor the many moving parts of the assessment system and ensure that assessment is effective, efficient, and aligned with mission, goals and objectives, and
- To ensure that external reporting and accreditation requirements are met.

### **3.2 Assessing Educational Effectiveness**

Educational effectiveness is measured using a variety of methods both direct and indirect. Assessment of educational effectiveness includes efforts to measure student success in meeting institutional learning goals, expectations within academic programs, and student growth and development related to co-curricular learning.

#### **3.2.1 Assessing Student Outcomes**

The current statement of Educational Philosophy and Student Learning Goals was endorsed by the faculty and approved by the Board of Trustees in April 2008. The Institutional Learning Goals provide a necessary structural component that enables the continued mapping of departmental and program level goals to the institution's mission and vision. They establish a framework for assessment and continuous improvement of institutional effectiveness and students' achievement of educational goals. The Provost will work with the Office of Research and Planning, faculty leadership, and other campus stakeholders to develop assessment practices related to the Student Learning Goals.

#### **3.2.2 Assessing Academic Programs**

The College, through the 2003 Program Review and Assessment Handbook, designates strategies for effective departmental assessment, and requires **academic programs** to complete a comprehensive self-study every five years and an external review every ten years (Appendix F of the 2003 Program Review and Assessment Handbook). Additionally, more frequent, formal reviews are required in six academic departments that are under the auspices of external accrediting bodies. The Dean of Faculty manages the Program Review and Assessment schedule and is responsible for ensuring that all academic programs satisfactorily complete the required self study and external reviews.

#### **3.2.3 Assessing the Core Program**

The **Core Program** is comprised of two categories of study – the **Common Core** which includes the First Year Seminar and First Year Colloquium, and **Areas of Understanding**: Power of Language, Mathematics, Creative Expression, Western Cultural Heritage, Non-Western Cultural Heritage, Natural and Physical Sciences, Social Sciences and Humanities (College Catalog). The **Common Core** is assessed through individual course evaluations completed by students (IDEA), faculty surveys, student opinion surveys (e.g., Orientation Survey and FYC Student Feedback Forms), an annual review of the Intensive Advising Program, and the evaluative practices of the Core Committee. The **Areas of Understanding** are assessed primarily at the course level. The Core Committee reviews each new Core Program course proposal to determine if it supports the Areas of Understanding and/or First-Year Seminar goals. Existing courses are resubmitted

for renewal on a 3-year cycle. At adoption, the Core program was scheduled to be reviewed after five years. The Core Committee will work with the Dean of Faculty to complete this review over the next two years. As part of that review, Core Committee will formalize ongoing assessment practices related to the Core.

### **3.2.4 Assessing Co-curricular Learning**

The **Division of Student Life** conducts regular program self-study (using guidelines of the Council for Advancement of Standards in Higher Education, CAS) and periodic external reviews of each department/program area. When possible, the external evaluators are nationally-recognized professionals (e.g., Dr. Laura Dean, CAS board member, and Dr. Richard Keeling, editor of *Learning Reconsidered*). The Division routinely utilizes national and local surveys to inform program renewal decisions. In addition to the Student Satisfaction Inventory (SSI), the Division considers results of the Beginning College Survey of Student Engagement (BCSSE) and National Survey of Student Engagement (NSSE), evidence from the National College Health Assessment and Association of College and University Housing (ACUHO-I) Surveys, alumni survey statistics, and individual program/activity assessments such as daily encounter forms, client reviews, staff evaluations, and pre-post activity surveys. Each year, the Dean of Students is responsible for formulating and executing an Annual Assessment Plan for the Division, reporting on the results of the assessment plan and using the results to inform program improvement decisions.

### **3.2.5 Assessing the Center for Continuing Education and Distance Learning**

Elizabethtown College conducts its continuing education and distance learning programs and activities under the aegis of the Edward R. Murphy Center for Continuing Education and Distance Learning (CCEDL). Because the Center is a semi-autonomous unit, assessments of academic and administrative effectiveness are included in one annual assessment plan and reported in one annual assessment report. Each year, the Dean of Continuing Education is responsible for formulating and executing an Annual Assessment Plan for the Center, reporting on the results of the assessment plan and using the results to inform program improvement decisions.

## **3.3 Assessing Institutional Effectiveness**

Institutional effectiveness is measured using satisfaction inventories and cost analyses. The results of these indirect assessments and other data and informational sources are tracked over time through the use of a set of institutional indicators. These indicators routinely inform resource allocation and management decisions throughout the year. In particular, the indicators are displayed in the Institutional Dashboard (See Appendix C) and are formally reviewed with the Board of Trustees annually. A more detailed set of decision support indicators (See Appendix D) are used by academic and administrative unit leaders to review and refine institutional effectiveness that falls under their purview.

In addition to the indicators routinely used to track effectiveness, administrative units also develop annual assessment plans to target areas of interest or service areas in need of

additional attention. These assessment plans are consolidated with the academic assessment plans into an Annual Institutional Assessment Plan that provides a useful means for informing the wider College community of assessment activities.

### **3.3.1 Assessing Administrative programs and activities**

**Administrative units** such as Dining Services, Payroll, Purchasing, Human Resources, Auxiliary Services and Facilities Management and Construction utilize a wide variety of benchmarking studies from a variety of relevant professional associations to compare assessment results against—e.g., the National Association of College & University Food Services (NACUFS), the College & University Personnel Association (CUPA), the American Association of University Professors (AAUP), the Human Resource Symposium (HRS), the Society of Colleges and University Planners (SCUP), and the Association of Physical Plant Administrators (APPA). Each year, the Vice President for Administration is responsible for formulating and executing an Annual Assessment Plan for the appropriate areas, reporting on the results of the assessment plan and using the results to inform program improvement decisions.

### **3.3.2 Assessing Financial Effectiveness**

**Financial units** such as the Business Office, Controller and investment Services utilize a variety of assessment tools and benchmarking studies to assess effectiveness and develop targets for improvement. External audits (A-133) are used to maintain compliance with sound and financial management practices and efficient cost controls. Each year, the Vice President for Finance is responsible for formulating and executing an Annual Assessment Plan for financial services, reporting on the results of the assessment plan and using the results to inform program improvement decisions.

### **3.3.3 Assessing Enrollment**

**Enrollment units** such as Admissions, Financial Aid, Marketing and Media Relations utilize many different indirect measures and benchmarking activities to assess services and programs and to manage and improve enrollment processes. Each year, the Vice President for Enrollment is responsible for formulating and executing an Annual Assessment Plan for enrollment activities and services, reporting on the results of the assessment plan and using the results to inform program improvement decisions.

### **3.3.4 Assessing Institutional Advancement**

Institutional Advancement includes units such as Development, Annual Giving, Planned Giving, Major Gifts, Foundation and Government Relations, Alumni Relations and College Relations. A variety of data bases are utilized for tracking and assessing the development potential of the College. Benchmarking best practices and commissioning feasibility studies add to the ongoing assessment activities devoted to Institutional Advancement. Each year, the Vice President for Institutional Advancement is responsible for formulating and executing an Annual Assessment Plan for the Division, reporting on the results of the assessment plan and using the results to inform program improvement decisions.

### **3.3.5 Assessing Academic Support Units**

**Academic Support units** such as Information Technology, Library Services, and the Office of the Registrar provide a variety of services that support the academic programs. These units utilize external benchmarking studies and indirect surveys to assess the quality of services and effectiveness. Each year, the directors of these units are responsible for formulating and executing an Annual Assessment Plan for these units, reporting on the results of the assessment plan and using the results to inform program improvement decisions.

### **3.3.6 Assessing the Office of Research and Planning**

**Research and planning units** such as Sponsored Research and Programs, Institutional Research and Planning utilize benchmarking studies from National Professional Associations (e.g., American Association of Education Research–AERA, the Association for Institutional Researchers – AIR, and Association of Independent Colleges and Universities in Pennsylvania – AICUP) and surveys (with input from the Institutional Assessment Advisory Committee) to assess current practices and improve programs and practices. Each year, the Director is responsible for formulating and executing an Annual Assessment Plan for the Office, reporting on the results of the assessment plan and using the results to inform program improvement decisions.

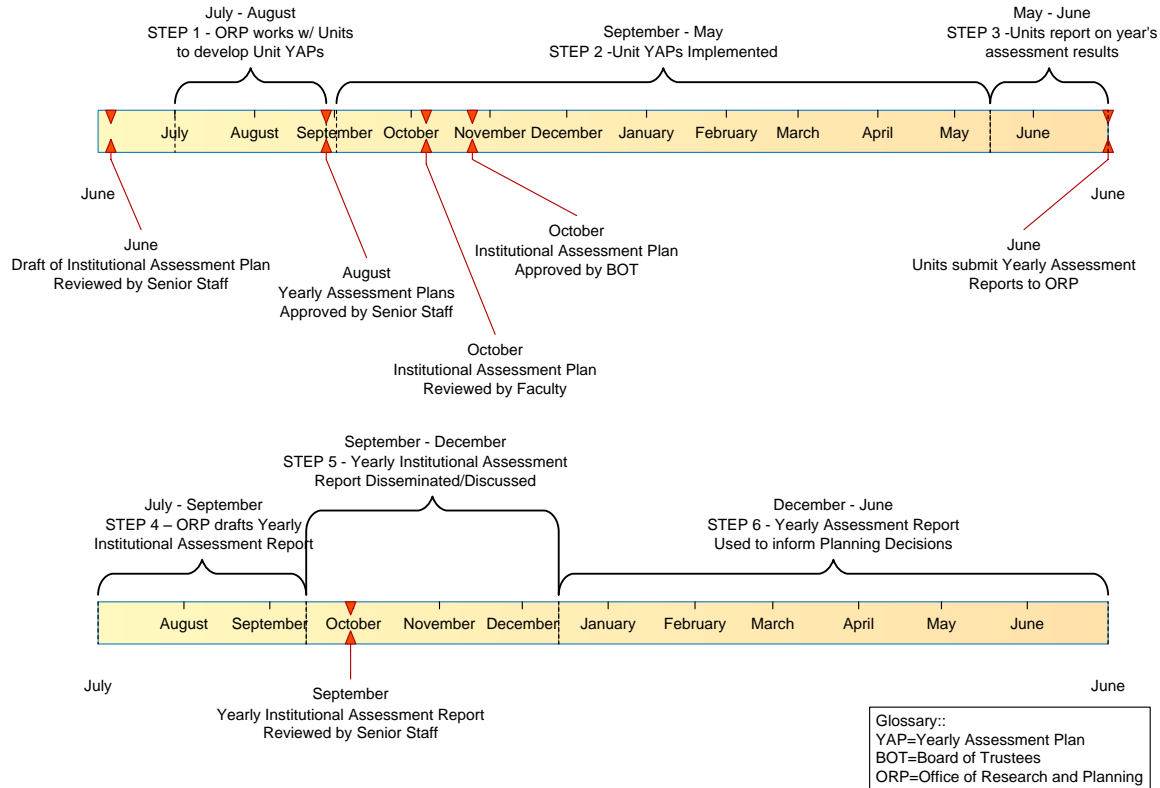
### **3.3.7 Assessing Board Governance**

**The Office of the President** utilizes a variety of surveys and benchmarking studies from Professional Associations, e.g., the Association of Governing Boards of Universities and Colleges and the Council of Independent Colleges to assess the effectiveness of College Governance and to inform improvement decisions. Each year, the Secretary to the Board of Trustees (with input from the President, the Executive Assistant to the President, and the Special Assistant to the President) is responsible for formulating and executing an Annual Assessment Plan for the Division, reporting on the results of the assessment plan and using the results to inform program improvement decisions.

### **3.4 Assessment Time Line: Linking Assessment with Decision Making**

In this plan, assessment is designed to be embedded as part of ongoing planning and decision making. Figure 2 articulates the annual cycle of implementation.

## Elizabethtown College Institutional Assessment Plan (102508)



**Figure 2. Elizabethtown College Institutional Assessment Planning/Implementation Cycle.**

### 4. Communicating and Using the Results of Assessment

Improvement will result only when assessment results are openly communicated and used to inform decision makers and relevant stakeholders. Because decision-making processes vary depending on different management styles and needs, the vehicles used to communicate the results of assessment will vary and will most likely change over time. Three communication vehicles (presented below) are offered to illustrate an initial dissemination strategy. As the results of this strategy are assessed, it will be refined.

#### 4.1 Institutional Dashboard (Indicators)

The Institutional Dashboard (See Appendix C) is a set of performance indicators made available to the public. Its purpose is to inform various stakeholders and interested parties about the overall effectiveness of Elizabethtown College and to compare current institutional performance against established targets, peers and aspirant institutions on important metrics. This initial set of indicators will likely change over time to reflect changing interests and needs.

#### 4.2 Decision Support Indicators

The Office of Research and Planning (in collaboration with academic and administrative units) tracks selected variables and is in the process of creating an online (secure web-based) data access application designed to provide “Just In Time” access to important data and information (See Appendix D for a list of key decision support indicators by unit.) The system will begin implementation during the next calendar year.

### **4.3 Assessment and Decision Support**

In addition to communicating assessment results, the Office of Research and Planning provides decision makers across the institution with various services designed to enhance the use of information to inform decisions.

- Strategy Sessions—The Office of Research and Planning will (upon request) collaboratively design and facilitate decision-making meetings to help inform and develop consensus around difficult decisions relating to institutional effectiveness.
- Technical Assistance—In response to the question “How can we use this information?” the Office of Research and Planning (upon request) provides decision makers at all levels with assistance to use data and information to inform decisions.
- Assessment workshops—The Office of Research and Planning will provide periodic workshops on a variety of topics related to assessment. These workshops will be coordinated with the Center for Excellence in Teaching and Learning.
- Market and feasibility Studies—The Office of Research and Planning will undertake market and feasibility studies on a limited number of topics assigned by the President.

## **Appendix A. Elizabethtown College Mission, Educational Philosophy and Student Learning Goals**

### **Statement of Mission and Identity**

Molded by a commitment to “Educate for Service,” Elizabethtown College is a community of learners dedicated to educating students intellectually, socially, aesthetically, and ethically for lives of service and leadership as citizens of the world. As a comprehensive institution, the College offers academic programs in the liberal arts, sciences, and professional studies. Combining classroom instruction with experiential learning, these programs advance independent thought, personal integrity, and social responsibility as the foundations for a life of learning. Founded by members of the Church of the Brethren, the College believes that learning is most noble when used to benefit others and affirms the values of peace, nonviolence, human dignity, and social justice.

### **Educational Philosophy Statement**

Adopted by the Board of Trustees April, 2008

Elizabethtown College engages students in a dynamic, integrated learning process that blends the liberal arts and professional studies. Challenged to take responsibility for their education, students at Elizabethtown embark on a journey of self-transformation that involves intellectual, social, and personal growth. The College is committed to educating the whole person within a relationship-centered learning community where common goals are achieved through engagement in a rigorous academic curriculum and thoughtful co-curricular experiences. Students are encouraged to develop and challenge their own values, while seeking to understand and appreciate alternative perspectives. Embedded in an ever-changing global context, the College promotes the developmental, collaborative, and complex nature of learning.

In seeking to “educate for service,” Elizabethtown College believes that students can perform no greater service than they do when sharing knowledge and creativity with others. Opportunities to strengthen scholarship and leadership extend beyond the classroom, and students learn actively through practical experiences and civic engagement.

The impact of an Elizabethtown College education is long lasting and far-reaching because it is deeply transformative. Students acquire new habits of mind and heart—some in the course of the undergraduate experience, others as students grow beyond college.

Elizabethtown College challenges students to:

- assume responsibility for their intellectual development, personal growth, and well-being. They will sharpen their curiosity and become aware of the capabilities, strategies, and resources needed to learn.

Elizabethtown College Institutional Assessment Plan  
(102508)

- reason, analyze, and engage in critical thinking. They will learn to make, systematically evaluate, and, if necessary, refute arguments and claims—both their own and those of others.
- demonstrate thoughtful and articulate communication by applying knowledge in a variety of contexts including writing, speaking, listening and interpretation.
- understand the creative process and its role in human expression, and cultivate the ability to make informed aesthetic judgments.
- navigate diverse cultural worldviews and perspectives, with the realization that differing frames of reference influence analysis, communication, and behavior.
- make reflective ethical decisions and act with integrity to seek just outcomes within relationships, communities, and society.
- apply and integrate different strands of learning and comprehend interconnections in the process of gaining knowledge and experience.
- identify and cultivate a sense of purpose that inspires a commitment to meaningful work in service to society.

**Appendix B. Plan to Assess Student Outcomes (To be developed)**

## **Appendix C. Institutional Dashboard (Critical Indicators)**

### **Financial Indicators**

Operating Margin  
Net Revenue per Student  
Endowment per Full Time Student  
Total Annual Fund  
Student Discount Rate  
Debt Service Coverage  
Total Gift Dollars by Year

### **Student Indicators**

Full time Fall Enrollment  
Graduation Rates  
Selectivity  
Freshman to Sophomore Retention Rates  
First Year Student Class Rank (Top 10%)  
Student Involvement (Number of Students Involved in Study  
Abroad, Community Service and Academic Service Learning)

### **Faculty Indicators**

Student/Faculty Ratio (Full Time and FTE)  
Faculty by Tenure and Terminal Degree

### **Center for Continuing Education and Distance Learning Indicators**

CCEDL – Margin

## **Appendix D. Decision Support Indicators by Major Educational and Administrative Units (for internal use only)**

### **Decision Support Indicators–Administration**

Auxiliary Revenue

Auxiliary Margin

Safety

#### **Sustainability**

Total utilities usage–energy consumption and costs

Waste reduction, recycling and composting

Water conservation across campus

Ratio of green space surface versus impermeable surface

Net CO<sup>2</sup> emissions

Carbon credits

Amount of non-recyclable waste generated

Percent of purchased material that are environmentally friendly

#### **Dining Services**

Dining Facilities Quality

Satisfaction with Meals

Satisfaction with Dining services

#### **HR**

Employment Profile

Satisfaction with Human Resources Services

Satisfaction with Benefits by Role

Employee rates by unit/department

Fringe benefit rate over time

#### **Bookstore**

Gross Revenues Generated

Net Revenues Generated

Customer Satisfaction

#### **Facilities Management and Construction**

Classroom usage rates

Residence hall room occupancy rates

Amount of deferred maintenance

Capital Expenditures-Operating vs. Plant

Plant, Facilities and Grounds Profile

(Academic/Support/Residential/Athletic/Administration/Green Space)

Elizabethtown College Institutional Assessment Plan  
(102508)

Plant and Facilities Profile  
(Square footage added by decade)  
Satisfaction with facility maintenance  
by facility  
Responsiveness to work order requests  
SESP Revenues Generated (gross and net)  
Amount of capital equipment in need  
of replacement  
Motor pool usage  
Amount of electricity used  
Amount of natural gas used  
Amount of oil used  
Amount of gasoline used

**Decision Support Indicators—Faculty**

Full-time Faculty by Rank  
Full-time Faculty by Degree  
Full-time Faculty by Tenure  
Full-time Faculty by Tenure Track  
Full-time Faculty by Non-Tenure Track  
Full-time Faculty by Gender  
Full-time Faculty by Ethnicity  
Adjunct Faculty by Degree and Gender  
Mean/Median Salaries of Full-time Faculty by Rank  
Student/Faculty Ratio (FTE)  
Student/Faculty Ratio (FT)  
Student/Faculty Ratio  
(total students taught) by Department  
Student/Faculty Ratio  
(Majors/2nd majors) by Department  
Credits Generated by Department  
Faculty Awards and Honors  
Externally Sponsored Grants and Contracts  
Creative Works  
Intellectual Contributions  
Service Contributions  
International Involvement (faculty)  
Advising Load (assigned majors)  
Total Professional Development  
Total Funds Spent by year  
Professional Development  
Funding per Faculty by year  
Faculty mentored student research

**Decision Support Indicators—Center for Continuing Education and Distance Learning**

Total Revenues  
Total Net Revenues  
Revenues per Student  
New Student Starts  
Matriculated Students  
Credits Generated  
Completion/Retention Rates  
Student Satisfaction - Outreach  
Student Satisfaction - Teaching Learning Process  
Student Satisfaction - Technology  
Student Satisfaction - Student Support Systems  
Student Satisfaction - Life and Career Planning  
Student Satisfaction - Assessment of Learning Outcomes  
Faculty by Degree and Gender  
Faculty by Degree  
Faculty by Gender  
Faculty by Ethnicity  
Student/Faculty Ratio (FTE)  
Student Learning Gains (Outcomes)  
Benefits from Program

**Decision Support Indicators—Enrollment**

Admissions Monitoring Report  
Full-time Fall Undergraduate Program Enrollment  
Freshman to Sophomore Retention Rate  
First Year Student Composite SAT Score  
First Year Student Class Ranked in Top 10% of High School Graduation Class)  
First Year Student Class Ranked in Top 20% of High School Graduation Class)  
June 1 Profile of New Class  
Fall 4-Week Profile of New Class  
Spring 4-Week Profile of New Class  
Undergraduate FTE  
Full-time Undergraduate Enrollment  
Projected Graduations – May w/ 2 prev. years  
Projected Graduations - Dec. w/ 2 prev. years  
Characteristics of New Class by Affinity Groups  
Selectivity  
Effective (Discounted) Tuition Rate with Tuition Discount

Elizabethtown College Institutional Assessment Plan  
(102508)

Family financial aid gap (tuition - financial aid received)  
by year enrolled (F,S,J,S) incorporating comprehensive  
fee increases.

**Decision Support Indicators–Academic**

Declared Majors  
Declared Minors  
Number of Students in Honors Program  
Retention Rates of Students in Honors Program  
Research Involvement (Students)  
International Involvement (Students)  
Library Expenditures per FTE Student  
Library Staff per FTE Student  
ITS Expenditures per FTE Student  
ITS Staff per FTE Student

**Decision Support Indicators–Student Life**

Incoming Students with Special Needs  
Athlete Academic Performance  
Cost per student in Athletics  
Quality of health services  
Student conduct  
Quality of career services  
Quality of residential life  
Quality of extra-curricular student activities

**Decision Support Indicators–Financial**

Family financial aid gap (tuition - financial aid received)  
by year enrolled (F,S,J,S) incorporating comprehensive  
fee increases.  
Revenues (Operations Budget) - pie chart w/  
endowment as % of operations  
Unrestricted net revenues by year (cumulative chart)  
Unrestricted net revenues by functional classification by year  
Expenditures (Operations Budget) by year  
Expenditures (Operations Budget) by functional classification  
by year  
Debt Service Coverage  
Expenditure trends with personnel focus  
Expenditure trends with personnel  
focus by year (by type of personnel)  
Fair Market Value (FMV) of Endowment  
Endowment (Net Investment Returns) by year

Elizabethtown College Institutional Assessment Plan  
(102508)

Capital Expenditures with Operating Funds as base  
Indirect Cost Recovery generated  
Total external grant funding  
Percent of depreciation funded by year  
Total investment in facilities by year

**Decision Support Indicators—Institutional Advancement**

Endowment per Full Time Student  
Donations, cash versus deferred  
Total Annual Fund Revenues  
Capital Campaign – progress toward target(s)  
Stratification of donors  
Percent of Alumni contributing to Annual Fund  
Alumni Events  
Institutional Special Events

## Attachment 1: Schedule and Plan to Launch the Institutional Assessment Cycle

	Activity	Responsible	Time Frame
1	Develop 2008-09 Institutional Dashboard Indicators	Dir. (ORP)	8 – 10/2008
2	Develop Decision Support Indicators (w/ targets)	Dir. (ORP)	8 – 10/2008
3	Review Institutional Assessment Plan	Senior Staff	10/2008
4	Review Institutional Assessment Plan	Faculty Assembly	10/2008
5	Adopt Institutional Assessment Plan (IAP)	BOT	10/2008
6	Form Institutional Assessment Advisory Committee (IAAC)	Dir. (ORP) w/ input from Senior Staff/Faculty Assembly	11-12/2008
7	Provide assessment support to Division/Office/Department Leadership	Dir. (ORP)	11/2008 – 3/2009
8	Draft Yearly Assessment Plans w/ support from ORP	Div./Office/Dept. Leadership	3 - 8/2009
9	Submit Yearly Assessment Plans to ORP	Div./Office/Dept. Leadership	8/15/2009
10	Consolidate Yearly Assessment Plans into Yearly Institutional Assessment Plan	Dir (ORP)	8 – 9/2009
11	Review Annual Institutional Assessment Plan	Senior Staff and IAAC	9/2009
12	Review Annual Institutional Assessment Plan	BOT	10/2009
13	Implement Yearly Assessment Plans	Div./Office/Dept. Leadership	10/2009 – 5/2010
14	Draft Annual Assessment Reports	Div./Office/Dept. Leadership	5 – 6/2010
15	Submit Annual Assessment Reports to ORP	Div./Office/Dept. Leadership	6/15/2010
16	Consolidate Annual Assessment Reports into Annual Institutional Assessment Report	Dir. (ORP)	7 – 9/2010
17	Review Annual Institutional Assessment Report	Senior Staff and IAAC	9 /2010
18	Disseminate Annual Institutional Assessment Report to College Community	Dir. (ORP)	9/2010
19	Review Annual Institutional Assessment Report	BOT	10/2010

## Attachment 2: Annual Assessment Cycle

	<b>Time Frame</b>	<b>Activity</b>	<b>Responsible</b>
<b>1</b>	July – August	Yearly Assessment Plans are developed	Leadership of Divisions, Offices, and Departments
<b>2</b>	September – October	Annual Institutional Assessment Plan is consolidated from Yearly Assessment Plans and reviewed	The Office of Research and Planning
<b>3</b>	September – May	Yearly Assessment Plans are implemented	Leadership of Divisions, Offices, and Departments
<b>4</b>	May – June	Yearly Assessment Reports are prepared and submitted to The Office of Research and Planning	Leadership of Divisions, Offices, and Departments
<b>5</b>	July – September	Yearly Institutional Assessment Report is developed	The Office of Research and Planning
<b>6</b>	September – December	Yearly Assessment Report disseminated to College community	The Office of Research and Planning
<b>7</b>	December – June	Yearly Assessment Report used to inform planning decisions	Leadership of Divisions, Offices, and Departments