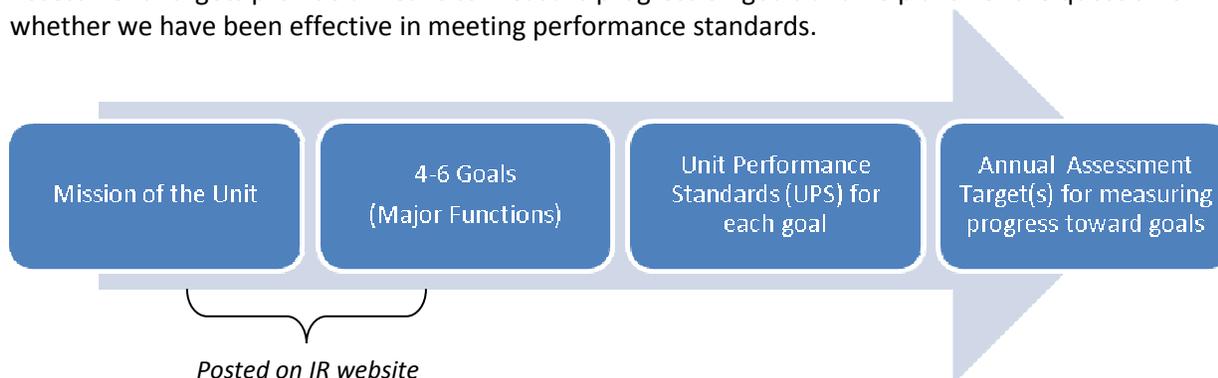


INSTITUTIONAL EFFECTIVENESS



Institutional effectiveness (IE) is the degree to which an institution achieves its stated mission. The process of institutional effectiveness includes systematic and ongoing review of evidence to evaluate progress and inform decisions. Evidence is collected and reviewed in order to improve operations and outcomes; it is not collected as an end in itself. Reports on IE seek to demonstrate that all units (departments, offices, programs, centers) of the institution, individually and collectively, are having their intended effect. In addition, an effective institution aligns its resources (human and fiscal) with its mission and outcomes assessment findings.

Elizabethtown College has implemented an institutional effectiveness process to systematically identify unit goals and track progress towards achieving these goals. Administrative Effectiveness Plans begin with a mission statement that articulates the overarching purpose of the unit. From these mission statements, each unit has identified 4-6 goals that represent the major functions or expectations of the administrative unit. At the next level, each goal has 2-6 unit performance standards (UPS) of effective practice. These UPS demonstrate how the unit achieves its goals. For some units, UPS may reflect industry standards or principles of best practice from regional or national organizations. Annual Assessment Targets provide a means to measure progress on goals and help answer the question of whether we have been effective in meeting performance standards.



At the start of the 2013-14 AY, 41 administrative units affirmed their missions and articulated the functions and unit performance standards (UPS) that would guide much of their work for the year. At the end of the academic year, all administrative units were expected to submit annual reports outlining their progress on select goals. A template was provided for this purpose. Annual reports were received from 29 of 41 units, with progress noted on 138 Unit Performance Standards and more than 200 Assessment Targets (see Appendix A for list of administrative units). All administrative units contributed to effectiveness of Elizabethtown College in meaningful ways. Assessments were varied and included such activities as collecting statistics on attendance at events, demonstrating adherence to industry standards or best practices, surveying select groups of constituents, analyzing internal trends, and practicing systematic self-reflection on activities. Several units experienced a change in leadership during this past year and were not in a position to submit an annual report during this transition.

This report highlights several examples of 2013-14 outcomes from particular units, organized in four categories drawn from the 2012-2017 Strategic Plan: 1) National Recognition; 2) Real World Learning; 3) Stewardship of Resources; and 4) Ongoing Operational Effectiveness.

Elizabethtown College is accredited by the Middle States Commission on Higher Education. As an accredited institution, Elizabethtown College adheres to the 14 standards that comprise MSCHE’s *Characteristics of Excellence in Higher Education*. This annual report on Institutional Effectiveness helps demonstrate adherence to Standard 7, which states, “The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.”

MSCHE Standard 7: The effectiveness of an institution rests upon the contribution that each of the institution’s programs and services makes toward achieving the goals of the institution as a whole.

“As an institutional community, how well are we collectively doing what we say we are doing?” and, in particular, “How do we support student learning, a fundamental aspect of institutional effectiveness?”



Unit: Prestigious Scholarships and Fellowships

Strategic Goal: National Recognition

Unit Performance Standard: Work with faculty and staff to identify students who have the potential to be competitive applicants for scholarships and fellowships.

Assessment Target: Hold at least 20 meetings with identified students.

Outcome(s): A total of 41 meetings were held with 18 different identified students. Of these, 16 came from direct referrals from faculty and staff. Among the students, 4 are Stamps scholars, 6 are in *Called to Lead*, and 7 are engaged in research with faculty. During the 2013-14 year, 12 of the identified students applied for 13 different scholarships and fellowships. Six of the identified students are expected to apply for scholarships or fellowships in the 2014-15

year. The development of connections to faculty, staff, and key College programs is crucial in the identification of potential applicants for scholarships and fellowships. Efforts are underway to engage more faculty and staff to facilitate future referrals.

Unit: Blue Jay Athletics

Strategic Goal: National Recognition

Unit Performance Standard: Provide participation opportunities for as many Elizabethtown students as feasible within a competitive athletics program that supports the College's academic mission, models the NCAA Division III philosophy, and is compliant with both NCAA and conference rules and regulations.

Assessment Target: The athletics program will be ranked in the top one-fifth of the NACDA Directors' Cup Division III rankings (of 436 NCAA Division III athletic programs).

Select Outcome(s):

- Athletics secured bid to host the 2015 NCAA Wrestling Championship
 - Women's basketball was first in NCAA Division III to achieve 1,000 wins.
 - Women's Cross Country achieved their 7th consecutive MAC Championship.
 - The Women's Tennis team had their 5th consecutive Commonwealth Conference Championship and was undefeated in regular season league play for 5th consecutive year.
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Unit: Dean of Faculty Office

Strategic Goal: National Recognition

Unit Performance Standard: Oversee authorization and conduct of departmental searches for full-time, tenure track faculty.

Assessment Target: Oversee 11 full-time, tenure-track faculty searches across the academic year, according to newly developed guidelines for promoting robust, diverse applicant pools.

Outcome(s): Ten new faculty members were hired in 2013-14 plus two current faculty lecturers were awarded tenure-track status. The diversity of faculty was significantly increased with the addition of this new group of faculty. Guidelines for promoting robust diverse application pools appear to be successful; the key is defining positions with an eye toward inclusiveness.

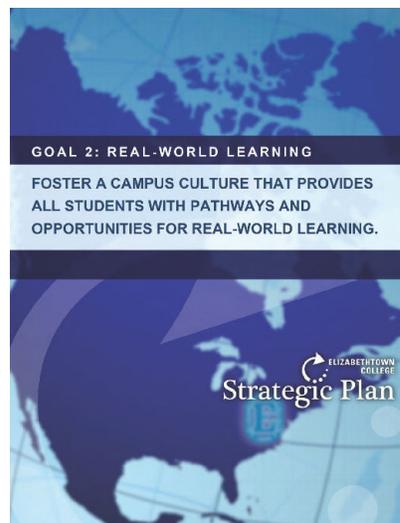
Unit: Career Services

Strategic Goal: Real-World Learning

Unit Performance Standard: Job shadowing, employer site visits, and internships will be enhanced to address the multiple needs and interests of students.

Assessment Target: Create internship program designed to cultivate the career development of students.

Outcome(s): A not-for-credit internship program offered through Career Services was approved as a Signature Learning Experience (SLE) for graduation requirements. Career Services developed a logo and began publicizing the new not-for-credit internship program, *Wings of Success*. During the spring of 2014, 70 students were coached regarding the internship process. Additionally, Career Services participated in summer 2014 Orientation and presented information to 316 students regarding the internship SLE.



Unit: Called to Lead

Strategic Goal: Real-World Learning

Unit Performance Standard: Document and assess student learning and progress through the program.

Assessment Target: Read and assess all senior capstone assignments every spring semester; utilize both AAC&U and custom rubrics to ensure student learning outcomes are being reached.

Outcome(s): Of the 23 students that completed the program in FY13-14, 100% reached the proficiency level on SLO's related to Leadership Theory, Leadership Practice, Civic Identity/Leadership for Public Good, and Integrative and Continuous Learning. During the course of the comprehensive assessment plan created by the Office of the Chaplain, gains have been shown in all SLO's as assessment feedback informed program development. Previous plans to alter several aspects of the Capstone will not occur as the learning gains show these changes to be unnecessary.

Unit: Study Abroad Office

Strategic Goal: Real-World Learning

Unit Performance Standard: Provide quality pre-departure group information sessions.

Assessment Target: Students who study abroad will report high levels of satisfaction with the pre-departure advising they receive.

Outcome(s): For students studying abroad in spring 2013, 90% of respondents believed they had received sufficient advising prior to their study abroad program. Among students going abroad for fall 2014, 77% of respondents reported sufficient pre-departure advising. Students provided many suggestions for what areas of advising they would like to see further explained or added to the pre-departure meetings. These findings will be used to modify the orientation sessions for spring 2015 study abroad students. Student advisors are also being added to the Study Abroad Office to provide more support to students going abroad. More deliberate coverage of Title IX in the context of studying abroad will also be incorporated into the pre-departure advising.



GOAL 3: STEWARDSHIP OF RESOURCES
 ENSURE THE SUSTAINABILITY OF THE COLLEGE BY STRENGTHENING AND STEWARDING HUMAN, FINANCIAL, TECHNOLOGY AND PHYSICAL RESOURCES.



Unit: Office of Advancement

Strategic Goal: Stewardship of Resources

Unit Performance Standard: Work to successfully engage college constituencies (alumni, students, parents, faculty and staff, foundations, corporations, friends and community organizations) to become donors of time, talent and/or treasure to Elizabethtown College.

Assessment Targets: Conduct over 700 visits, make 110+ major gift solicitations to donors, coordinate/assist President in making 40-50 significant contacts with top donors, identify 60 new prospects and implement project campaign gift tracking, and raise total cash and deferred giving to more than \$5 million.

Outcome(s): Conducted 743 visits and made 156 solicitations. Coordinated and assisted President in making 80 significant contacts/visits with top donors and prospects. Identified 51 new

prospects; more than 60 including foundations. Total cash and deferred giving raised was \$6.7 million including a new campaign pledge of \$1 million as the end of the fiscal year approached. The Office has raised their own bar for the next year, with a target of conducting over 750 visits in 2014-15.

Unit: Office of Admissions and Enrollment Management

Strategic Goal: Stewardship of Resources

Unit Performance Standard: Attract and admit a pool of diverse and qualified right-fit students to Elizabethtown College.

Assessment Target: Enroll 530 first-time/first-year students at the four-week point of the fall 2014 semester [Note that this is target is spearheaded and coordinated by the Office of Admissions but requires work from all units on campus.]

Outcome(s): The College fell short of its goal by 83 students for a variety of reasons, some of which were outside our direct control. The applicant pool was 10% smaller than the prior year, possibly reflecting issues with the Common Application. Quality of the applicant pool and the enrolling students met or exceeded prior years. The 2014 cohort, for example, is the most diverse group of incoming students in the college's history. We were also hampered by the reduced overnight visits and the lower number of athletic recruits in the 2014 group. We have strengthened the overnight visit program, making these available for the full 2015 recruitment year. We have worked with BlueJay Athletics to ensure consistent and strategic recruitment of student athletes. We conducted a survey of accepted but not enrolled students and their parents and carefully reviewed these findings at the Admissions summer retreat. Findings from the survey have been used to help sharpen our recruitment efforts for the 2015 cohort.

Unit: Financial Aid

Strategic Goal: Stewardship of Resources and Ongoing Operational Effectiveness

Unit Performance Standard: Staff will annually review, and update as necessary, the letters, emails, forms, publications and website for the Financial Aid Office.

Assessment Target: Update prospective student communications to improve clarity and increase number of completed financial aid applications.

Outcome(s): Financial Aid staff made many updates to the prospective student communications, including a move to bypass the ineffective online application through Net Partner in favor of a simplified paper application. This move significantly reduced frustration experienced by families applying for aid. After evaluating the results with a simplified institutional aid application this past year, the Financial Aid office has decided to simplify the College's aid application process even further for the upcoming (2014-15) year by eliminating the institutional aid application.

Unit: Learning Services

Strategic Goal: Ongoing Operational Effectiveness

Unit Performance Standard: Manage recruitment, selection, training of tutors, and evaluation of student coordinators. Manage tutor appointment requests and manage data.

Assessment Target: Use comparison of annual data to identify trends and determine areas of greatest need.

Outcome(s): Overall, there were 2,952 tutoring contact hours for the academic year, which included 2,017 course tutor hours and 735 writing tutor hours. New tutors (n=115) received training and all student coordinators completed a self-evaluation and received feedback on a performance review. Tutor requests and appointment data were analyzed to determine courses with high tutor demand. Courses with the highest number of tutor requests were BIO 111, BIO 201, and CH 113. From 2012 to 2013, tutoring hours for BIO 111 more than tripled (from 66 to 232 hours). In addition to this increase in number of tutoring hours for BIO 111, Learning Services will work with Tribeta (national Biology Honor Society) students to create a series of online tutorial videos to support BIO 111 students.



Unit: High Library

Strategic Goal: Ongoing Operational Effectiveness

Unit Performance Standard: The library provides safe and secure physical and virtual environments conducive to study and research.

Assessment Target: Create and use a 'libanalytics widget' to assess how students use the group and quiet study rooms for a sample time period. Locations will be sampled periodically throughout the hours that the library is open.

Outcome(s): Students surveyed areas of use at 3, 7, and 11 pm, Monday-Thursday and 7 and 11 pm on Sundays during the spring semester. The results showed that the busiest student areas were the Reading Commons, the Winters Alcove, and the McCormick Lab. By May 1, 2015, we will develop a space utilization plan to increase more flexible student study spaces in the library similar to the Reading Commons, Winters Alcove, and the McCormick Lab.

Unit: Instructional Technology Services

Strategic Goal: Ongoing Operational Effectiveness

Unit Performance Standard: Provide a reliable and solid foundation for all Information technology systems.

Assessment Target: Our servers, network switches, and internet service will have less than 1% failure rate over the course of a year.

Outcome(s): We run a server that monitors other servers, network switches and our Internet providers. It polls each device or service every two minutes. If it encounters a problem, it logs a failed attempt. We monitor hundreds of devices and services and provide 24/7 live stats on performance on our [website](#). Our success rate for each of the past six years has been above 99%. A success rate of 99.9% means that the average system was down for 8.8 hours/year during the past year. Failures on the switches are typically due to power failures in those buildings without backup generators.

Date of Report	# Monitored	Attempts	Failures	Success Rate
8/21/2009	75	16,064,798	13,462	99.92%
8/19/2010	76	17,108,261	26,541	99.84%
8/16/2011	84	19,082,031	44,647	99.77%
8/21/2012	83	19,141,563	83,025	99.57%
7/31/2013	82	17,801,172	8,941	99.95%
8/18/2014	84	19,603,479	10,650	99.95%

Conclusions & Recommendations

The administrative units are comprised of many dedicated professionals who are committed to the Elizabethtown College mission and Strategic Plan. The units, individually and collectively, provide critical support for the college’s main mission of advancing student learning. They do this by contributing directly to progress on the three goals of the 2012-17 Strategic Plan as well as indirectly by promoting ongoing operational effectiveness. The units assess their progress and effectiveness in a variety of ways, and demonstrate use of assessment results to strengthen their work to improve effectiveness.

For 2014-15, feedback on assessment plans will be provided to select units where such feedback seems warranted. Some units have solid plans and have clearly articulated their efforts to use outcome data to support and strengthen their work. The focus in 2014-15 will be on those units that have not yet found the best method for assessing their goals or for using their findings. In addition, the goal for 2014-15 will be to have 85% (up from 75%) of all administrative units submit annual effectiveness findings for inclusion in next year’s Summary Report.