



New England Association of Schools and Colleges

Commission on Institutions of Higher Education (CIHE)

# Using CIHE Data First Forms to Measure Institutional Effectiveness E and S Schedules

## Three Case Studies

Boston University

Massachusetts Institute of Technology

Springfield College

# Presenters

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# NEASC Overview

## The Forms

### Required for Comprehensive Evaluation

- Data First Forms
- Institutional Characteristics Form
- Student Achievement and Success Initiative
  - E Series – Making Assessment More Explicit
  - S Series – Documenting Student Success

## E Series - MAKING ASSESSMENT MORE EXPLICIT

Institutions are asked to declare their basic approach to having a “systematic and broad-based approach to the assessment of student learning” and summarize how the information is used for improvement.

- E1 - **Inventory** Part A, an inventory of how programs assess student learning and use the results, and, as appropriate, Part B, an inventory of specialized accreditation.
- E2 - **Voluntary System of Accountability** plus program review
- E3 - **Institutional Claims**: Some institutions may elect a framework in which they state claims for the success or achievement of their students and provide evidence to validate the claim.
- E4 – **Peer comparison**
- Alternatively, institutions may propose a fifth system or combination of the above. Such proposals should be forwarded to the Director of the Commission early in the report preparation process.

## **S Series DOCUMENTING STUDENT SUCCESS**

Institutions present data on retention and graduation rates and other measures of student success appropriate to the institution's mission.

- **S1 - RETENTION AND GRADUATION RATES**
- **S2 - OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS**
- **S3 - LICENSURE AND JOB PLACEMENT RATES**
- **S4 - COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL PROGRAMS**

# Student Achievement and Success

- Why are they required?  
“provide a framework for institutions and useful information for teams and the commission.”
- How is the data used?
- Other comments from the commission

# Case Studies

- Rationale for choosing E and S forms
- Process for populating the forms with data
- Level of granularity
  - School, Department or Program
  - Undergraduate and graduate programs
- Role of E & S Series data in the report
- What worked, what didn't work
- Next time



- Classification: Private, Residential, Research Intensive
- Location: Boston, MA
- Degrees Offered: Bachelor's, Master's, Doctorate
- Initial Accreditation: 1929
- NEASC Review: Spring 2009
- Undergraduate students: 16,000
- Graduate students: 13,000
- Non-degree students: 3,000
- Number of Schools & Colleges: 17
- Annual Budget: \$1.95 Billion



# Schools & Colleges

## **Professional :**

Goldman School of Dental Medicine  
School of Law  
School of Management  
School of Medicine

## **Mixed Graduate and Undergraduate:**

College of Arts & Sciences /  
Graduate School of Arts & Sciences  
College of Communication  
College of Engineering  
College of Fine Arts  
Sargent College of Health &  
Rehabilitation Sciences  
School of Education

## **Graduate Only:**

School of Public Health  
School of Social Work  
School of Theology

## **Undergraduate Only:**

College of General Studies  
School of Hospitality Administration

## **Distance & Evening:**

Metropolitan College

## E and S Series

- Form choice driven by the School or College to reflect the University's diversity.
- Centralized coordination and support through the Provost's and Institutional Research offices.
- Collection, review, and delivery of forms through web-based evidence room.
- Developed uniform face pages to tie together school and college data.



## School or College Provided Information

- Form E1: Schools with specialized accreditation.
- Form E3: Schools developing assessment tools.
- Modified Form E1: Liberal Arts curricula
  - College of Arts & Sciences: Review of core curriculum administered across the University.
  - College of General Studies: Overview of goals of two-year teaching curriculum.
- Forms S2 – 4: Data specific to the mission of the school or college.



# Centrally Provided Information

- S1: Retention and graduation rates
  - Modified to include Master and Doctoral breakouts
- School Face Sheets:
  - Year established
  - Degrees offered
  - Website
  - Mission statement
  - Student, faculty, and staff counts
  - Facilities square footage
- Form E support and coordination
- Distance Education data

# Face Sheets

## College of Engineering

Year Established: 1950

Degrees Offered: BS, MS, PhD, BS/MS, MD/PhD, MBA/MS

Home page: <http://www.bu.edu/eng/>

### Student Enrollment

	Full-time	Part-time
Undergraduate	1,177	6
Graduate	513	58
Non-degree	1	29
Online	0	0

### Faculty and Staff

Total Instructional FTE	101.21
Total Research FTE	63.11
Total Faculty FTE	169.63
Total Staff FTE	90.62

### Facilities (Sq Ft)

Office Space	154,761
Instructional Space	45,512
Total Assigned Space	200,273

Relevant Data Forms: E1a, E1b, S2, S3

### Mission Statement:

The mission of the College of Engineering is to provide a rigorous education to prepare students to become highly qualified engineers and the technology leaders of tomorrow; to prepare graduates to lead fulfilling professional lives, participate in lifelong learning, and assume roles as contributing members of society; to expand and advance the frontiers of science and technology through research and discovery.

# Modified Form S1

Form S.1 RETENTION AND GRADUATION RATES						
Student Success Measures/ Performance and Goals	Prior	2 Years Prior	1 Year Prior	Most Recent	Goal Next	Goal 2 Years
		FY 2006	FY 2007	Year FY 2008	Year FY 2009	Forward FY 2010
<b><u>IPEDS RETENTION DATA</u></b>						
Associate Degree Students						
Bachelors Degree Students		91%	91%	91%	>=91%	>=91%
<b><u>IPEDS GRADUATION DATA</u></b>						
Associate Degree Students						
Bachelors Degree Students		81%	82%	80%	>=80%	>=80%
<b>Other Undergraduate Retention Rates(1)</b>						
a.						
b.						
c.						
<b>Other Undergraduate Graduation Rates (2)</b>						
a.						
b.						
c.						
<b>Graduate Programs*</b>						
<u>Masters</u>						
Retention rates first-to-second year (3)		92%	93%	93%	>=93%	>=93%
Graduation Rates @ three years (4)		90%	90%	90%	>=90%	>=90%
<u>Doctoral</u>						
Retention rates first-to-second-year (3)		90%	92%	93%	>=93%	>=93%
Graduation Rates @ six years (4)		71%	71%	72%	>=72%	>=72%
% who leave with Masters only (5)		6%	7%	7%		
% still enrolled (6)		10%	10%	10%		

# Form E&S Web Delivery

School	Cover Page	Forms E	Forms S	E&S	Additional Documentation
College and Graduate School of Arts & Sciences	X	1A, 1B	1, 2, 3	X	
College of Fine Arts	X	3	1, 2, 3	X	
College of General Studies	X	3	1	X	Dean's Ten Year Report Report on Student Life (2005)
College of Communication	X	3	1, 2	X	Self-Study Report
College of Engineering	X	1A, 1B	1, 2, 3	X	
School of Law	X	1A, 1B	1, 3	X	ABA Standards
Metropolitan College	X	1A, 1B	1, 2, 3	X	
College of Health & Rehabilitation Sciences: Sargent College	X	1A, 1B	1, 2, 3	X	Distance Education
School of Education	X	1A, 1B	1, 2, 3	X	
School of Hospitality Administration	X	3	1, 3	X	Faculty NEASC Response
School of Management	X	1A, 1B	1, 2, 3	X	
School of Social Work	X	1A, 1B	1, 3	X	
School of Theology	X	3	1, 2	X	
<b>Boston University Medical Campus</b>					
School of Medicine	X	1A, 1B	1, 3, 4	X	Certificate in Clinical Investigation
Goldman School of Dental Medicine	X	1A, 1B	1, 3	X	
School of Public Health	X	1A, 1B	1, 2, 3	X	



# Web-Based Evidence Room

## 2009 NEASC Reaccreditation for Boston University: Exhibit Room

This document serves as a complement to the physical evidence room and includes a number of additional documents available online. Please contact Institutional Research (617) 353-2256 if you have any technical questions.

For any other matters relating to Boston University's comprehensive evaluation for accreditation, please contact Doug Sears or Cassandra Nelson, in the Office of the Provost at (617) 353-2230.

Last updated: March 31, 2009

[RETURN TO 2009 REACCREDITATION MAIN PAGE](#)

<a href="#">Linked Document</a>	<a href="#">Microsoft Excel Document</a>	<a href="#">Microsoft PowerPoint Document</a>	<a href="#">JPEG Graphics File</a>	<a href="#">Adobe PDF Document</a>
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Use the links below to navigate to a specific standard.

### Standards

- One: Mission and Purposes**
- Two: Planning and Evaluation**
- Three: Organization and Governance**
- Four: The Academic Program**
- Five: Faculty**
- Six: Students**
- Seven: Library and Other Information Resources**
- Eight: Physical and Technological Resources**
- Nine: Financial Resources**
- Ten: Public Disclosure**
- Eleven: Integrity**

### Standard One: Mission and Purposes

Document Name	File or Link
Ten-year Strategic Plan: "Choosing to be Great"	
University Charter and By-Laws	
Mission Statements for Schools and Colleges	
Boston University Mission Statement (Approved February 10, 2009)	



- Classification: Private, Residential, Research Intensive
- Location: Boston, MA
- Degrees Offered: Bachelor's, Master's, Doctorate
- Initial Accreditation: 1929
- NEASC Review: Fall 2009
- Undergraduate students: 4,000
- Graduate students: 6,000
- Number of Departments/Programs: 17
- Annual Budget: \$2.46 Billion



## E and S Series

- Developed schedules unique for MIT and combined elements from several of the options
  - Undergraduate E Series
  - Undergraduate S Series
  - Graduate E Series
  - Graduate S Series
- Included data for each academic department
- The majority of data came from central systems
- Each department was asked to review their own data and augment as necessary



# Undergraduate E Series

For each Department

- # of UG Students & % of Total
- Learning Objectives
- Studies conducted by the Teaching and Learning Lab for the department
- Specialized accreditation (agency, date of last visit, recommendations from last accreditation visit, changes implemented as a result)
- Program Review (date of recent visits, recommendations, changes as a result)
- Direct Measures (prizes, thesis, capstone courses, internships, Undergraduate Research Participation, published papers and/or presentations, other)
- Indirect measures including comparisons with peers
  - Five Composite measures from 2008 Senior Survey MIT and peers
  - Four Composite measures from 2009 Alumni Survey MIT and peers



# Undergraduate S Series for each department

- Time to Degree
- # of students receiving degrees in 6 years or less
- # of degrees (3 years)
- # of students receiving double degrees
- # receiving masters
- Senior Survey
  - # going to graduate programs (MIT/peers)
  - # who plan to work (MIT/peers)
- Career Survey
  - # going to graduate programs
  - # who plan to work
- Alumni Survey
  - # with advanced degrees after 20 years (MIT/peers)

# SPRINGFIELD COLLEGE



- Classification: Private, Master's (Larger Programs)
- Location: Springfield, MA
- Degrees Offered: Bachelor's, Master's, Doctorate
- Initial Accreditation: 1930
- NEASC Review: Fall 2010
- Undergraduate students: 3,400
- Graduate students: 1,400
- Number of Schools : 5
- Annual Budget: \$126 million

# How to select the forms:

- Participatory Process:
  - Used the Outcomes Assessment Task Force (OATF)
    - OATF is all College Committee
    - Developed Institutional Assessment Plan
  - Institutional Assessment Plan
    - Measures of Institutional Effectiveness
      - Achieving Mission
      - Supporting Student Success
      - Overall effectiveness
    - Assessment of Student Learning
      - Course
      - Program
      - Institutional



# How to select the forms:

- What was selected:
  - E-1 a and b were selected by the task force
    - Aligned best with Institutional Assessment Plan
    - Forms were a clear match with our curriculum
  - S-series forms selected measures of retention and graduation that other measures were either very logical for our programs, or evolved from the use of the E-series forms
    - Also, received input for self-study sub-committees on Academic Program and Students
    - As self-study has developed, we have continued to make data available to committees and integrate that data into S series



# Managing the Process

- Requires obtaining information from a variety of different sources, many of which are not centralized
  - Utilize efforts and resources already underway
    - Work of the Outcomes Assessment Task Force
    - Annual department reports to school deans
  - Managing the process differently for the S and E series forms



# Managing the Process

- E-series forms:
  - Using data from our annual departmental program review reports
  - asking our deans to complete the E-series forms for their schools
- S-series forms:
  - used a centralized model for completing our S-series forms
    - Registrar and IR produced data on retention and graduation rate for cohorts.
    - Have produced program specific reports using various fact book and institutional surveys (e.g., enrollment, senior survey).



# Using the Data

- We are just now in the process of finalizing and using the data for our self-study
- The “Data First” approach has been well received by our institution and self-study committees
- For the S and E series forms challenge comes from managing school, department, and program differences and still having consistencies in the data and forms.



# Challenges

- Balancing the requirement to use this data in report against providing current data to the visiting team.
- Determining the appropriate level of specificity to present in your data (e.g., school, department, program, concentration) so that it is manageable and useful for the self-study and useful to the schools and departments.