Academic Quality & Reputation Taskforce Progress Report

The Office of Institutional Research and Assessment
located in the Center for Teaching, Learning, and Assessment

Introduction

In 2012 together with the academic cabinet, APU's Provost selected 10 areas in which to demonstrate the university's academic quality and reputation. For each of the 10 areas a task force was formed to develop plans for assessing and improving APU's standing in each area. The plans have since been developed and include specific factors within each academic area that provide a reflection of the institution's academic quality and reputation.

Each area factor includes a number of measurable indicators (KPIs) that provide a baseline and target benchmark against which to measure progress toward improvement. Along with the KPIs, each task force developed action-oriented strategies and time lines to facilitate strategic planning and continual improvement.

This report describes APU's progress toward improvement in terms of the quantitative KPIs for each factor under each of the 10 academic areas. The following table of contents and report is organized by taskforce academic area under which are included all of the factors associated with each area. Within each area factor are included a number of KPIs in the form of bar charts describing the progress toward improvement from the 2012-13 baseline data to 2014-15 institutional data.

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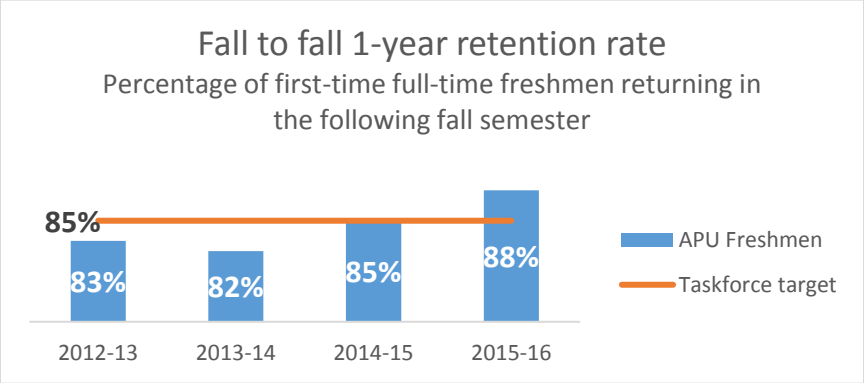
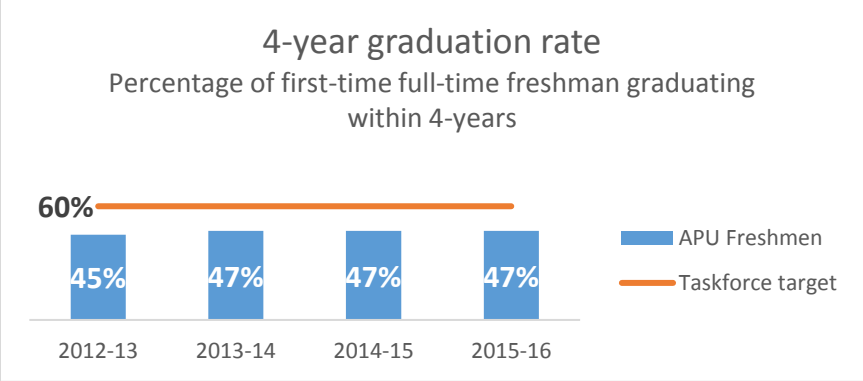
Student Success and Engagement taskforce

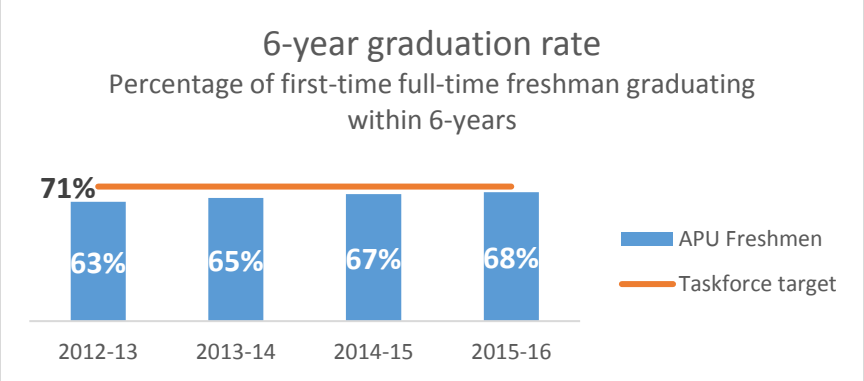
Student Success Outcomes

The retention and graduation rates charts reflect common measures used to assess student success and are included in the Common Data Set (CDS). The CDS is the product of a consortium of higher education institutions and was designed to identify academic descriptive statistics that could be used by the public to assess an institution's capacity and productivity.

Fall-to-fall retention reflects the percentage of first-time full-time freshmen who started at the institution in the fall and returned the following fall. The 4- and 6-year graduation rates reflect the percentage of first-time full-time freshmen who started at the institution and graduated within the respective time periods. Targets for these measures were established by the Student Success and Engagement taskforce in 2012-13.



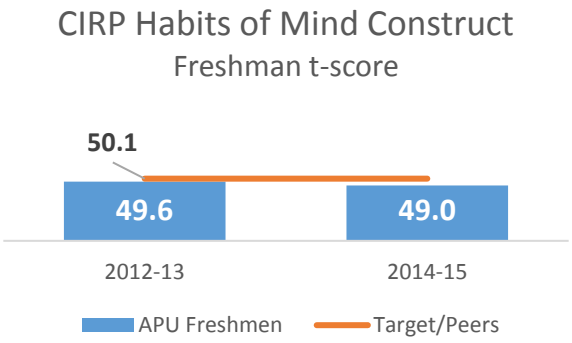


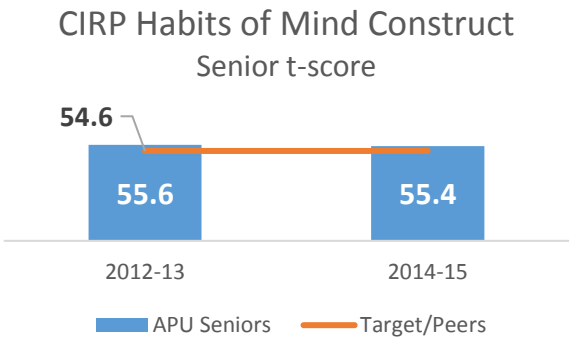


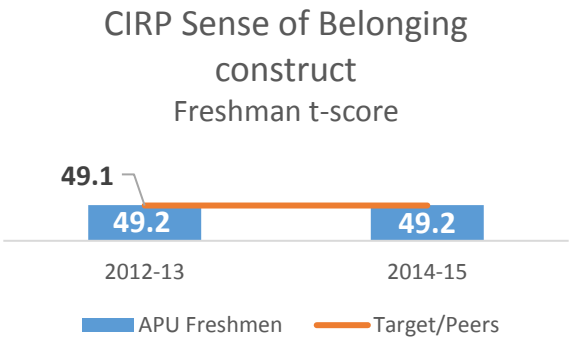
Student Self-reported Experiences

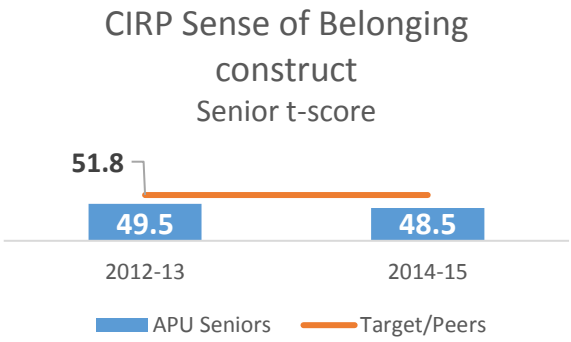
The Habits of Mind and Sense of Belonging constructs are measures APU obtains using a national survey designed by the Higher Educational Research Institute at UCLA and administered through the Cooperative Institutional Research Program (CIRP). It assesses a number of student behaviors that have been found to contribute to academic success. The t-score is a composite score of several survey items that statistically group together under one construct and is based on a mean of 50.0 and a standard deviation of 10. Therefore, scores can be assessed by their proximity to the mean, i.e., above or below 50.

CIRP surveys are run every two to three years and provide national norms by which peer or target benchmarks may be established. The target benchmarks for these charts represent the CIRP/APU peer data from 2012-13, which was determined by the Student Success and Engagement taskforce.



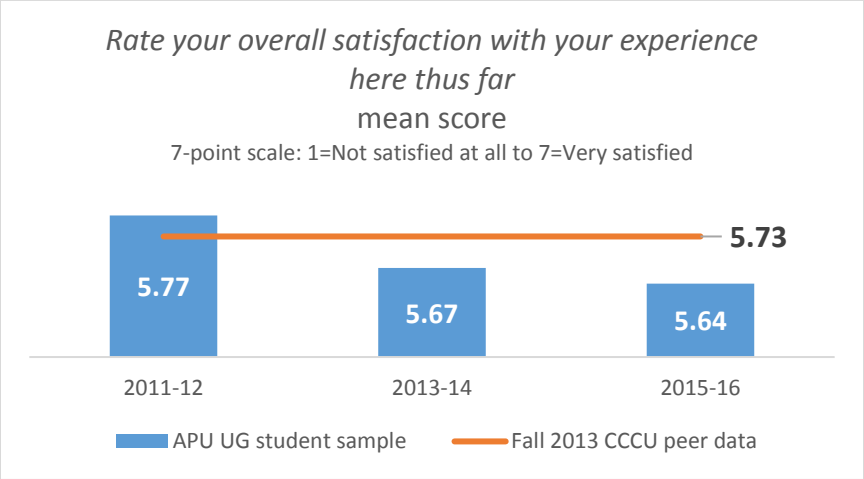


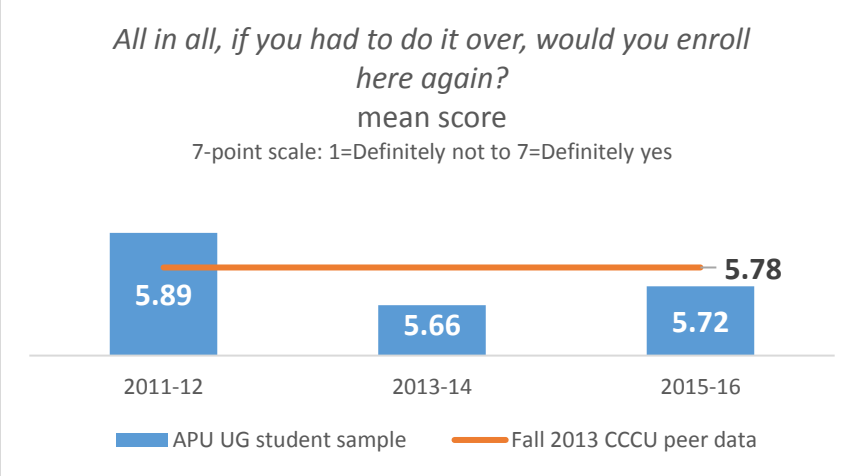




Student Self-reported Experiences (continued)

The Student Satisfaction Inventory (SSI) is a national survey instrument administered by Ruffalo Noel Levitz, in which APU participates every two years. The benchmark line reflects the 2013 CCCU peer group findings, and was determined by the Student Success and Engagement taskforce.





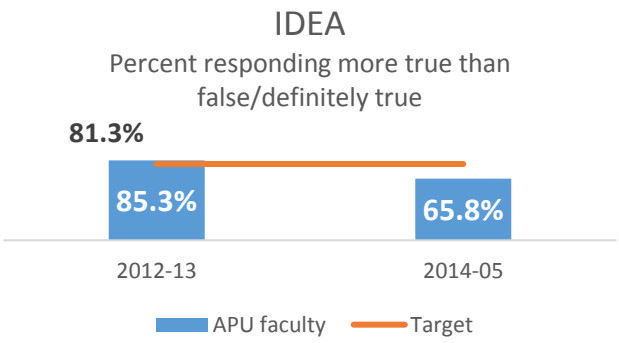
Teaching and Learning taskforce

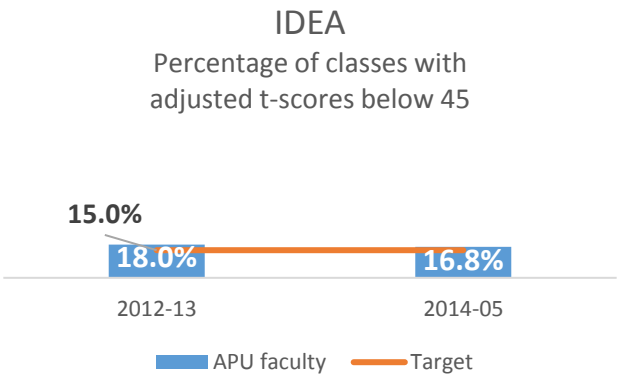
Teaching Effectiveness

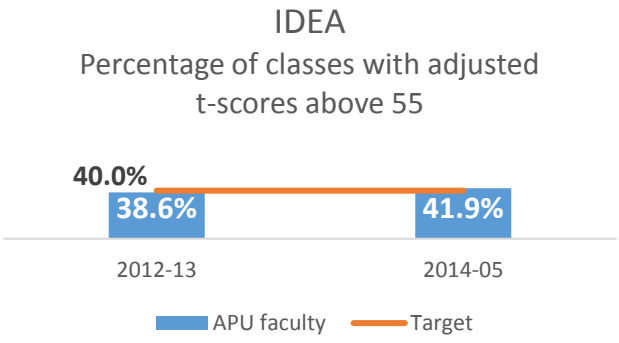
IDEA scores are part of APU's faculty evaluation system. The IDEA system was developed by The IDEA Center and is a national instrument used to collect student evaluations of faculty and their courses, providing national benchmark data for the institution to use in the faculty evaluation process. IDEA score targets in these charts were established by the teaching and learning taskforce and include some of the IDEA national benchmark data.

Excellent Teacher scores

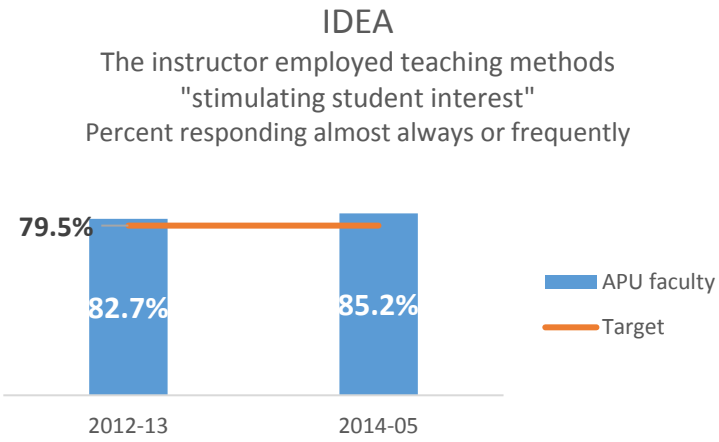
Overall, I rate this instructor an excellent teacher



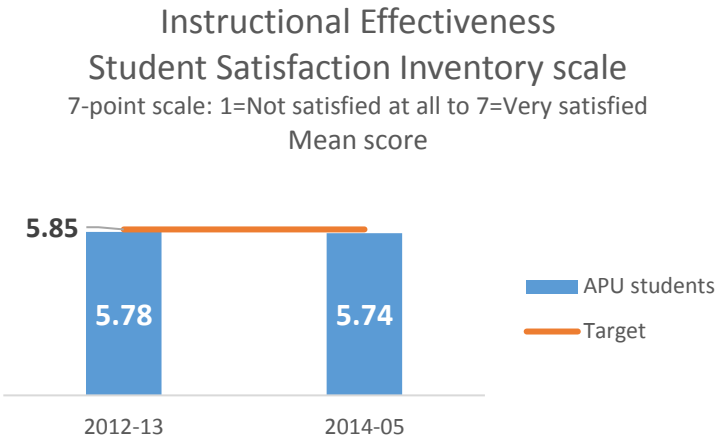




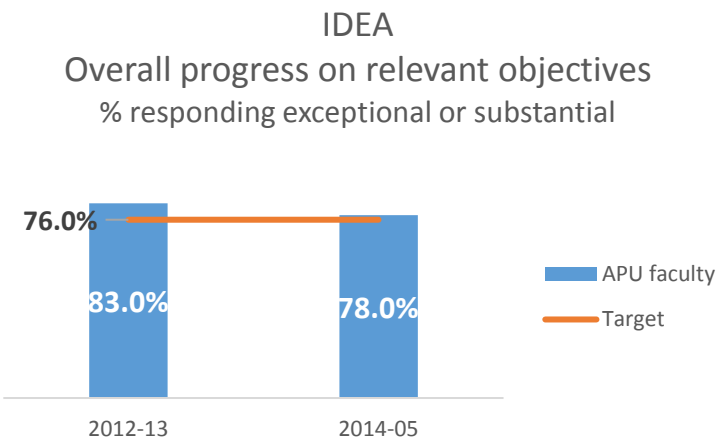
Promotes Deep Learning



Instructional effectiveness is a Student Satisfaction Inventory (SSI) scale consisting of 14 survey items assessing faculty, instruction, academic offerings, and learning. The SSI is a national survey instrument administered by Ruffalo Noel Levitz, in which APU participates every two years. The benchmark line reflects the 2013 CCCU peer group findings, and was determined by the taskforce.



Promotes Intellectual Skills

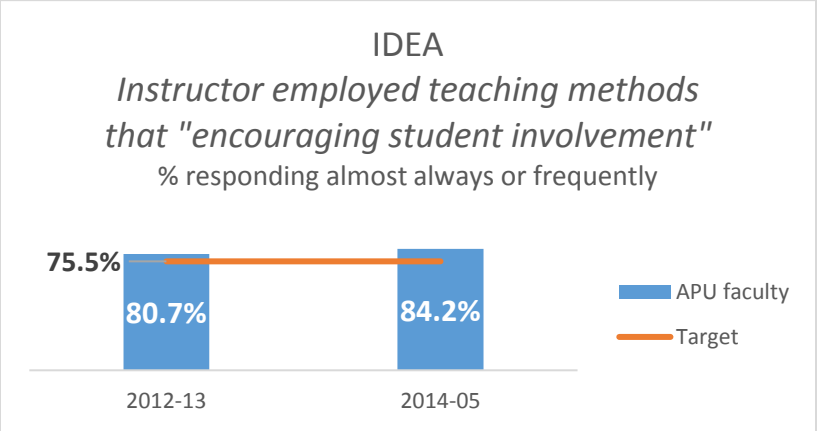


Active/ Experiential Learning that Promotes Professional Identity in Students

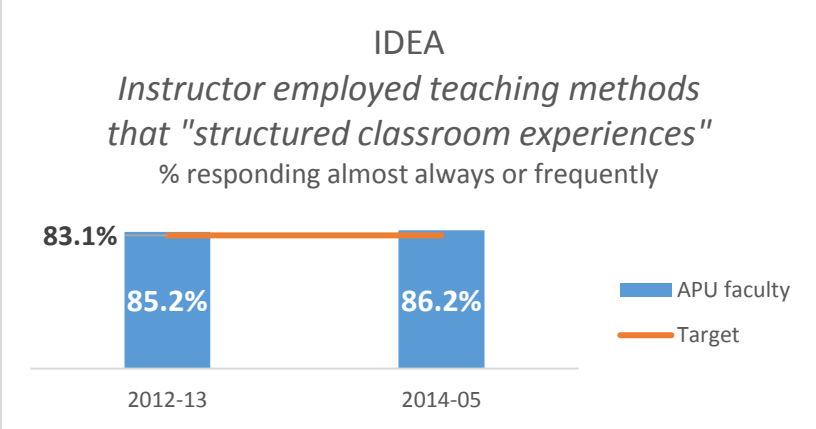
The Faculty Survey is a national survey designed by the Higher Educational Research Institute at UCLA and administered through the Cooperative Institutional Research Program (CIRP). It assesses faculty satisfaction, values, and practices. The t-score is a composite score of several survey items that statistically group together under one construct and is based on a mean of 50.0 and a standard deviation of 10. Therefore, scores can be assessed by their proximity to the mean, i.e., above or below 50. Regarding scores represented as percent high or low, "Low" represents faculty who scored one-half of a standard deviation below the mean (less than 45). "Average" represents faculty who scored within one-half of a standard deviation of the mean (45 to 55). "High" represents faculty who scored one-half standard deviation or more above mean (higher than 55).

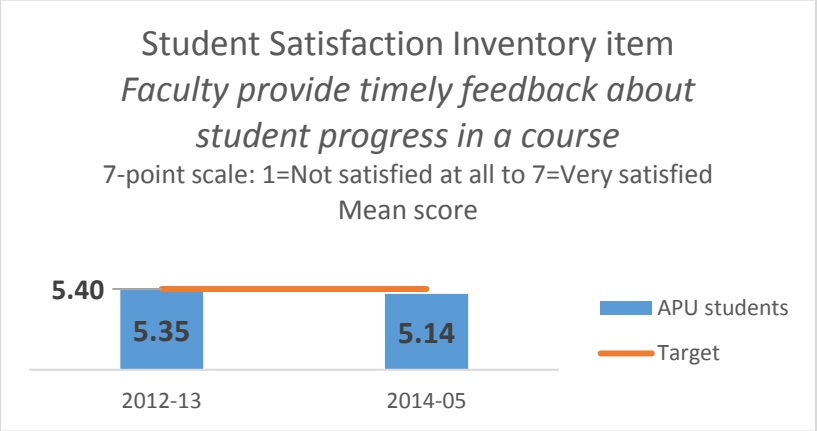
Faculty Survey – Student-centered Pedagogy Construct

Active/ Experiential Learning that Promotes Professional Identity in Students



Organized, Clear, and Instructive, Timely Feedback to Students

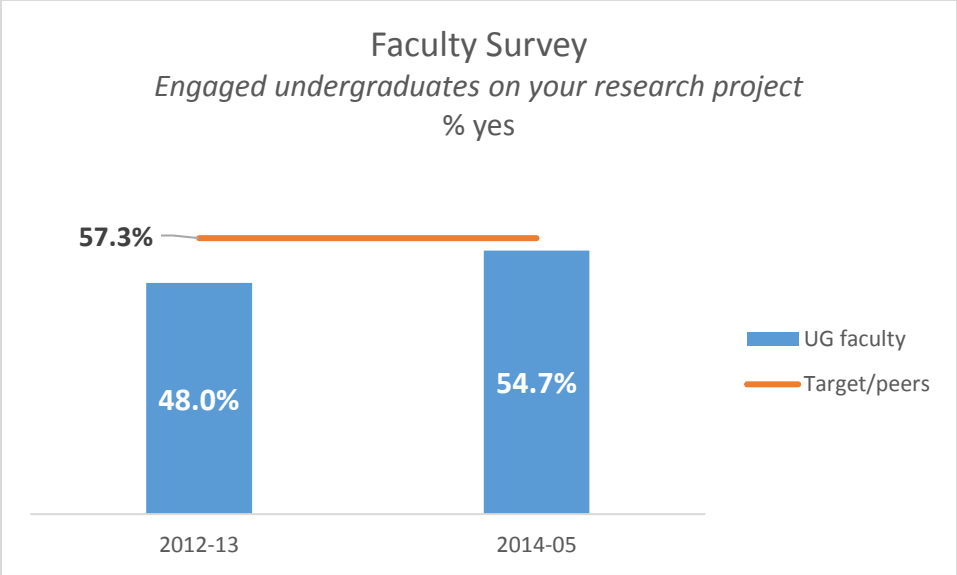




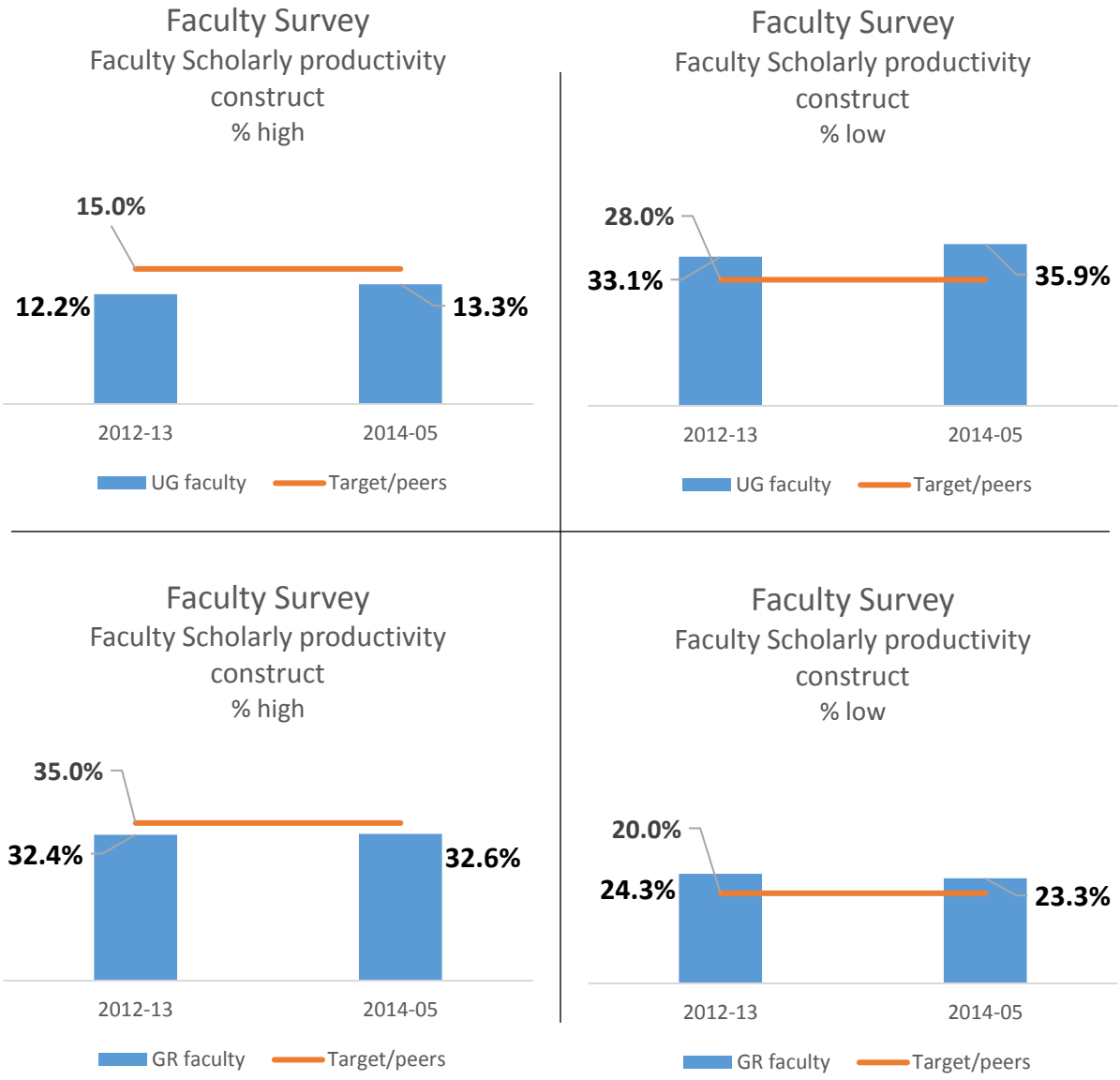
Scholarship taskforce

The Faculty Survey is a national survey designed by the Higher Educational Research Institute at UCLA and administered through the Cooperative Institutional Research Program (CIRP). It assesses faculty satisfaction, values, and practices. Survey constructs are measured by a t-score, which is a composite score of several survey items that statistically group together under one construct and is based on a mean of 50.0 and a standard deviation of 10. Therefore, scores can be assessed by their proximity to the mean, i.e., above or below. Regarding scores represented as percent high or low, "Low" represents faculty who scored one-half of a standard deviation below the mean (less than 45). "Average" represents faculty who scored within one-half of a standard deviation of the mean (45 to 55). "High" represents faculty who scored one-half standard deviation or more above mean (higher than 55).

Student Engagement in Scholarship

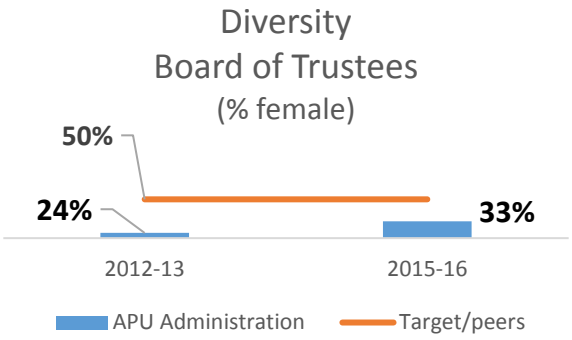


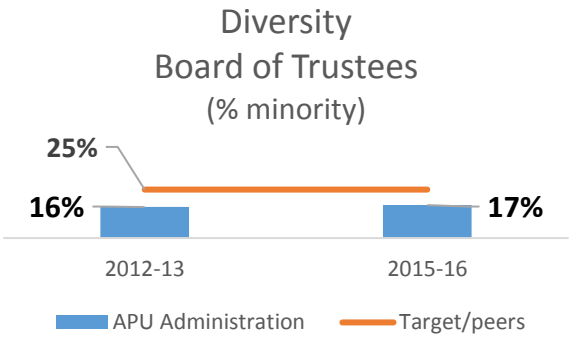
Faculty Scholarly Productivity



Diversity taskforce

Administrative Board

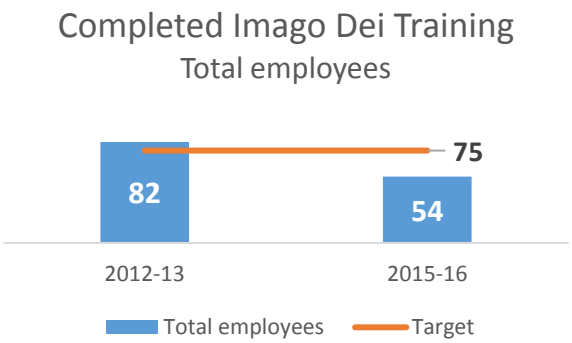


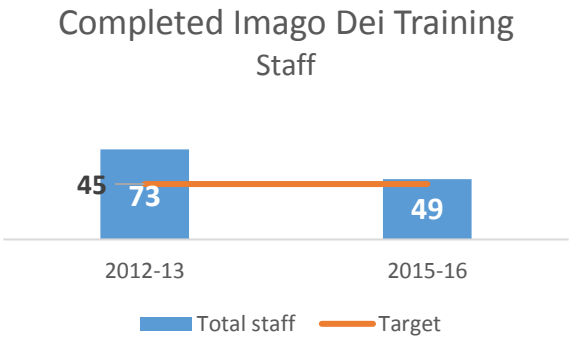


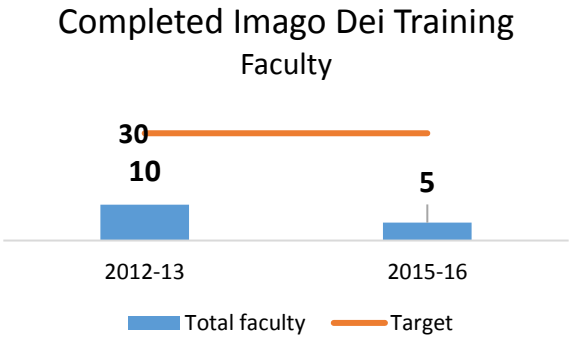
Faculty Development

Imago Dei means "image of God" and all human beings are made in the *Imago Dei*. Imago Dei training is APU's 16-hour diversity training. It consists of a 1-day workshop followed by 8-hours of diversity immersion experiences (to be completed within 3-months after the workshop).

Number of faculty, staff, or employees completing Imago Dei training

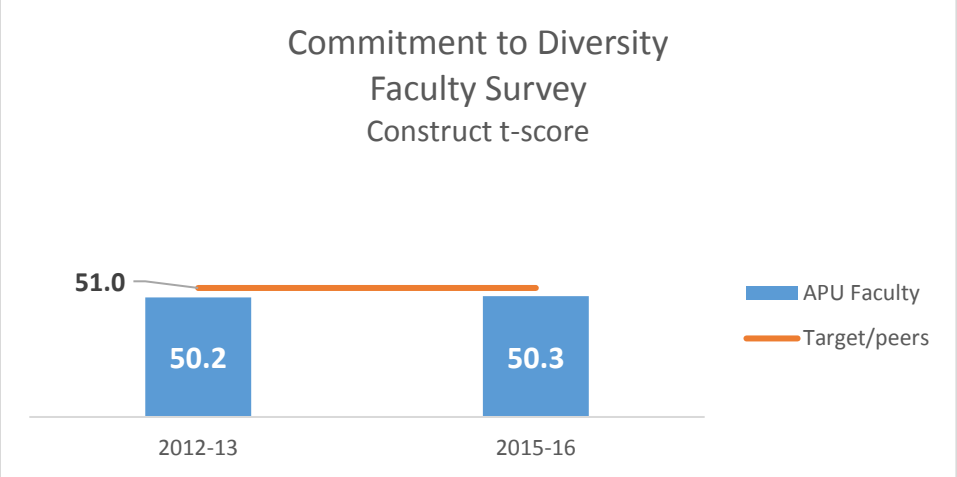


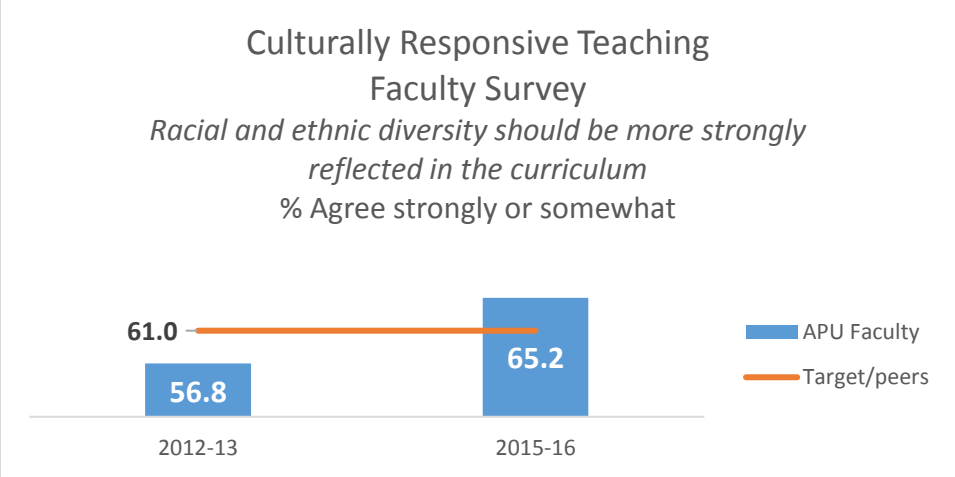




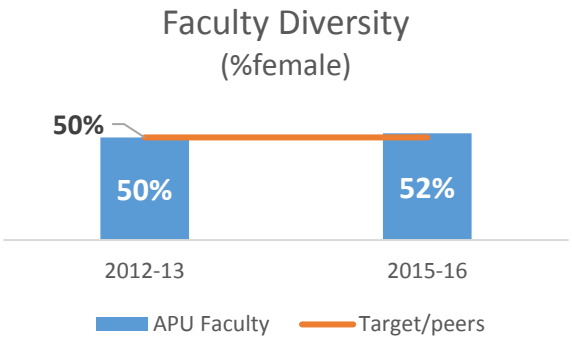
Organizational Diversity

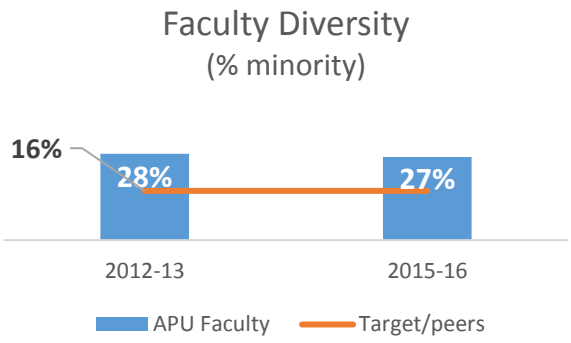
The Faculty Survey is a national survey designed by the Higher Educational Research Institute at UCLA and administered through the Cooperative Institutional Research Program (CIRP). It assesses faculty satisfaction, values, and practices. The t-score is a composite score of several survey items that statistically group together under one construct and is based on a mean of 50.0 and a standard deviation of 10. Therefore, scores can be assessed by their proximity to the mean, i.e., above or below 50.



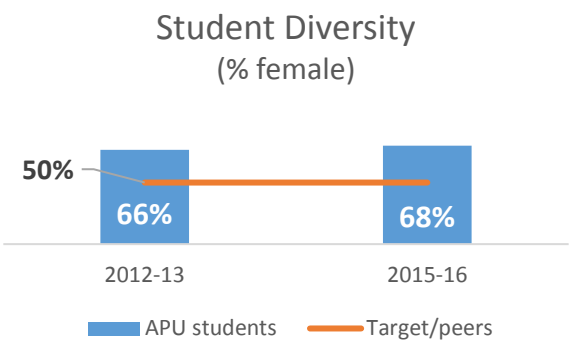


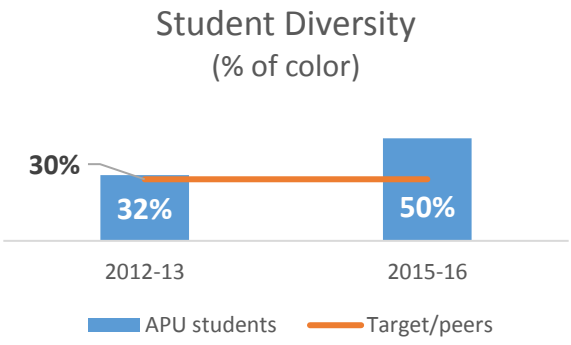
Diverse Faculty Population





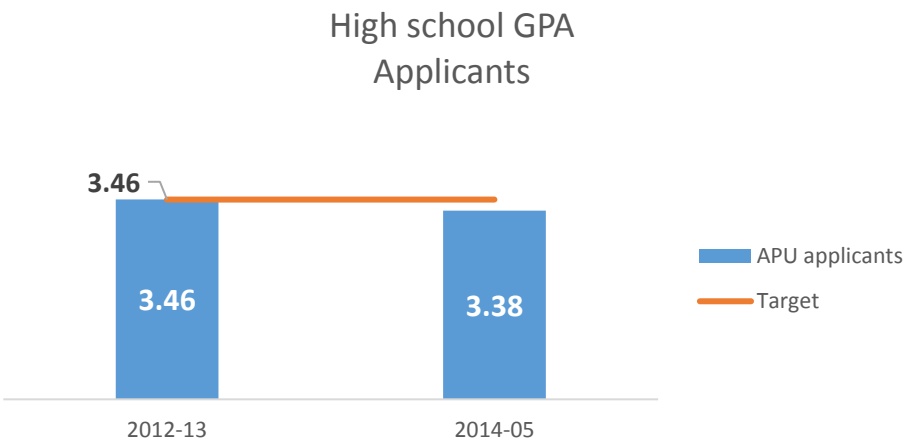
Diverse Student Population

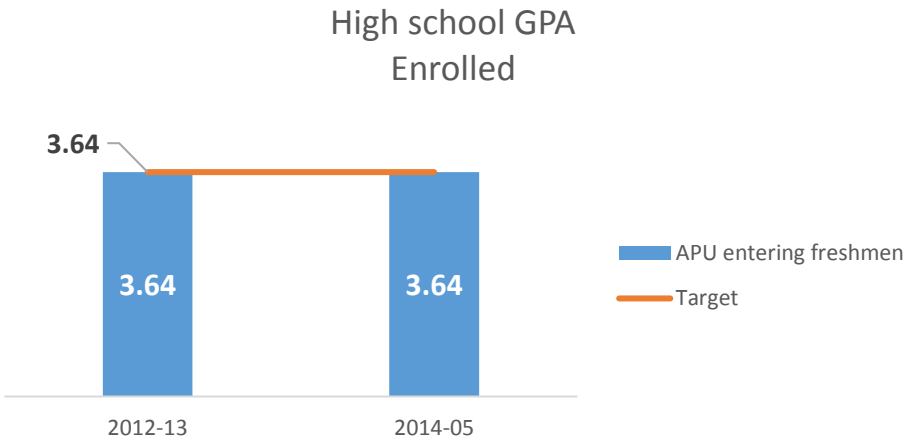


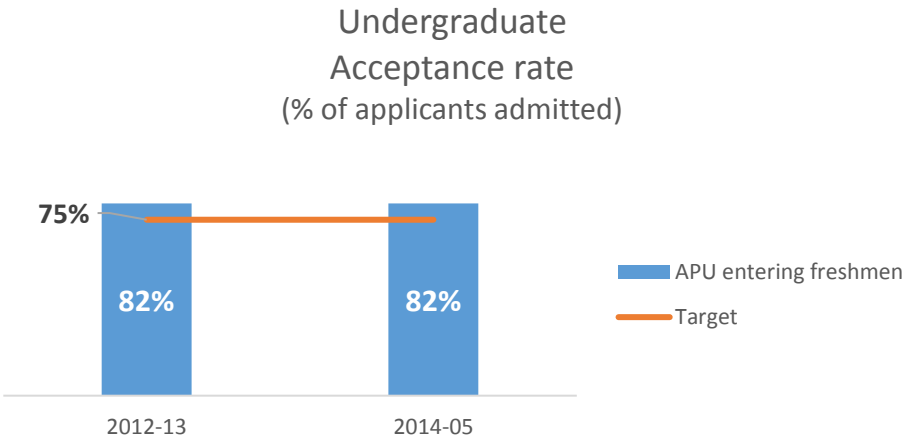


Student Selectivity taskforce

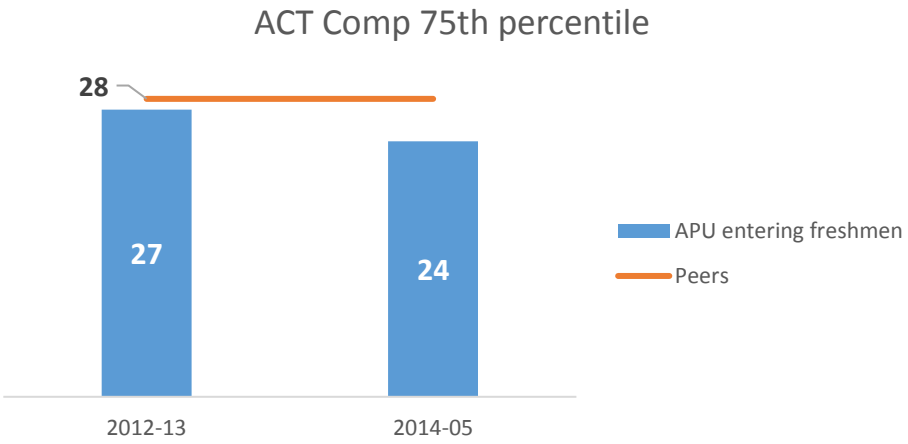
Rigor of Admissions

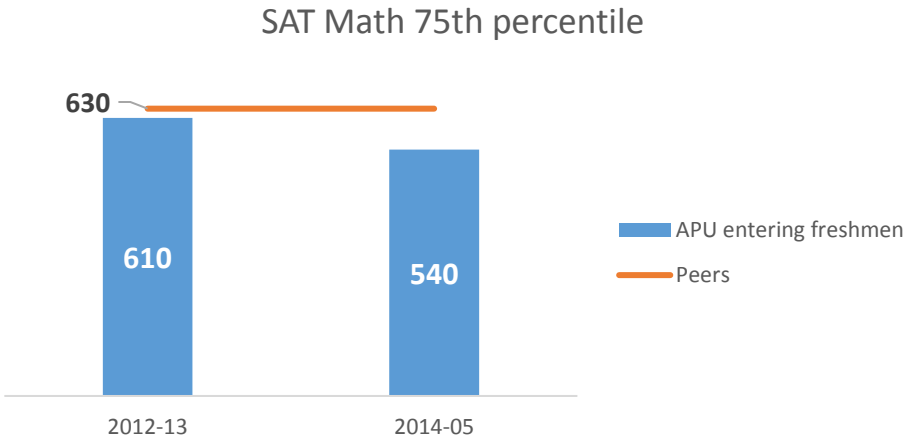


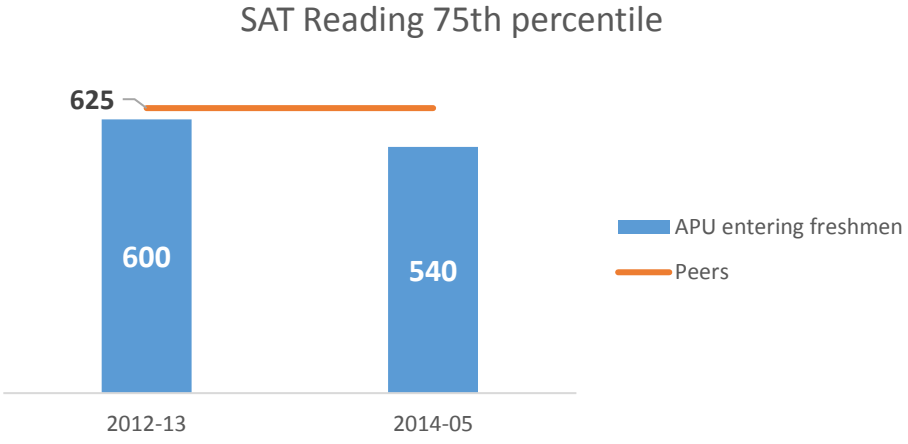




Applicant Readiness

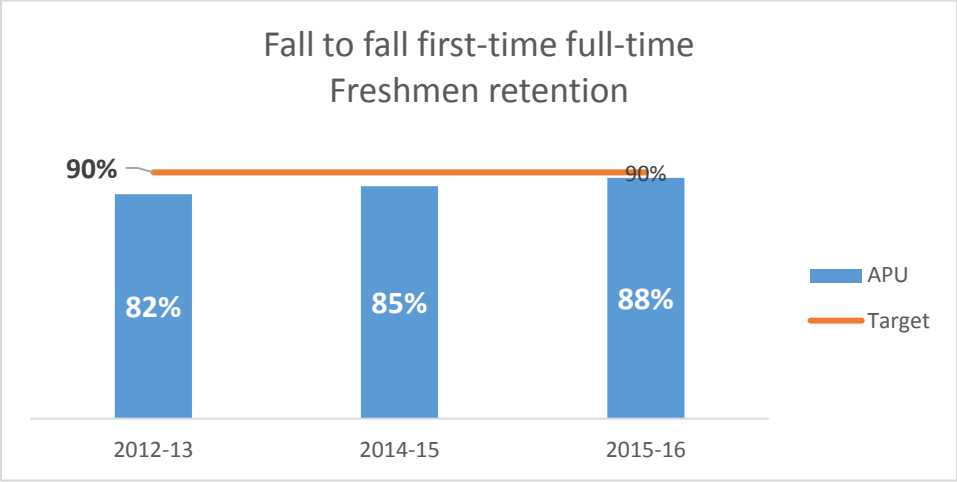






Retention and Persistence

The retention and graduation rates charts reflect common measures used to assess student success and are included in the Common Data Set (CDS). The CDS is the product of a consortium of higher education institutions and was designed to identify academic descriptive statistics that could be used by the public to assess an institution's capacity and productivity.



Faith Integration taskforce

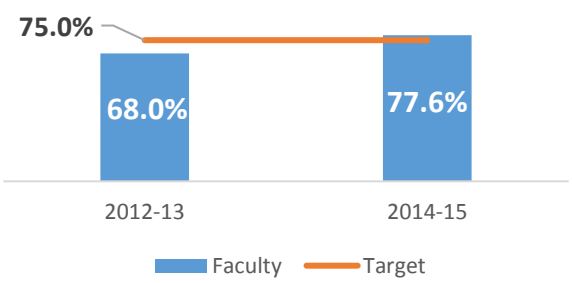
Faculty deep learning: IDEA faith integration item scores

IDEA scores are part of APU's faculty evaluation system. The IDEA system was developed by The IDEA Center and is a national instrument used to collect student evaluations of faculty and their courses, providing national benchmark data for the institution to use in the faculty evaluation process. The following IDEA charts reflect faculty scores from 3 APU specific faith integration questions.

The following IDEA metrics are based on a 5-point scale: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

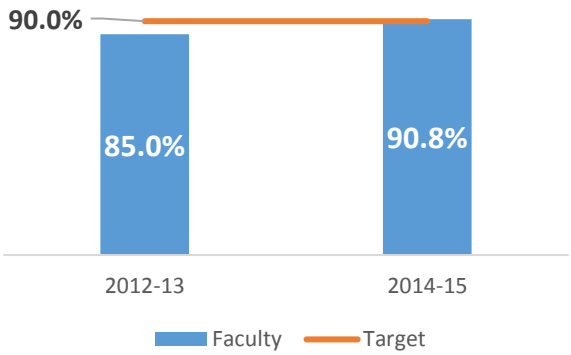
Q1. This course helped me better understand the relationship of Christian beliefs and values to the content area of this course.

% scoring 4.0 or higher



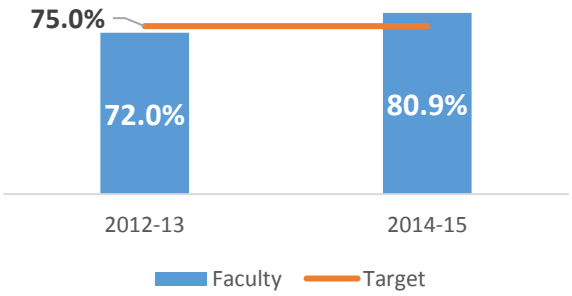
Q2. The professor modeled a Christian perspective on truth and life in their relationship with students in the course.

% scoring 4.0 or higher



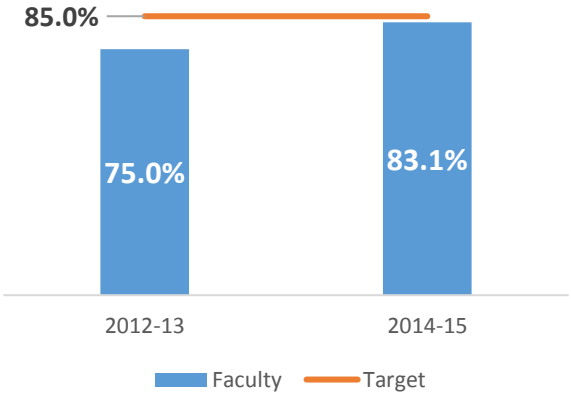
Q3. This course helped me better understand the relationship of a Christian worldview to my life and work in the world.

% scoring 4.0 or higher

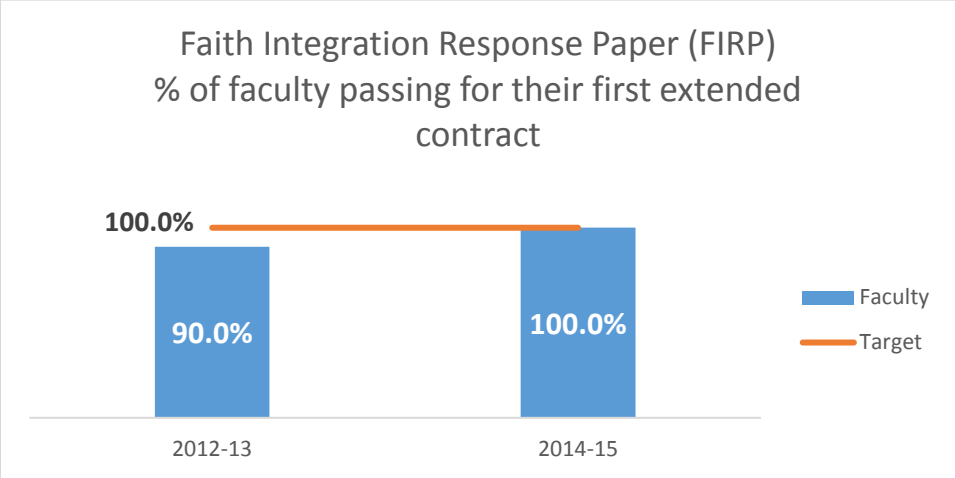


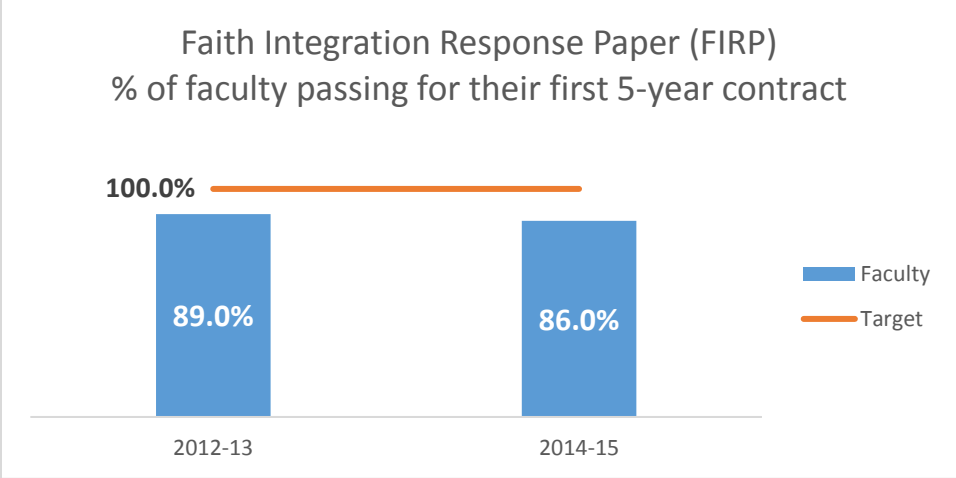
All 3 faith integration IDEA items

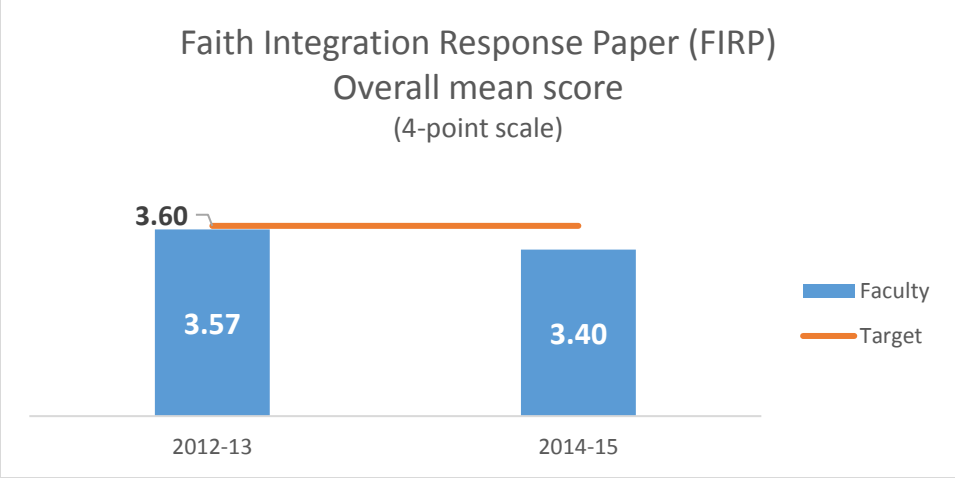
% scoring 4.0 or higher



Faculty: Faith integration articulated and applied



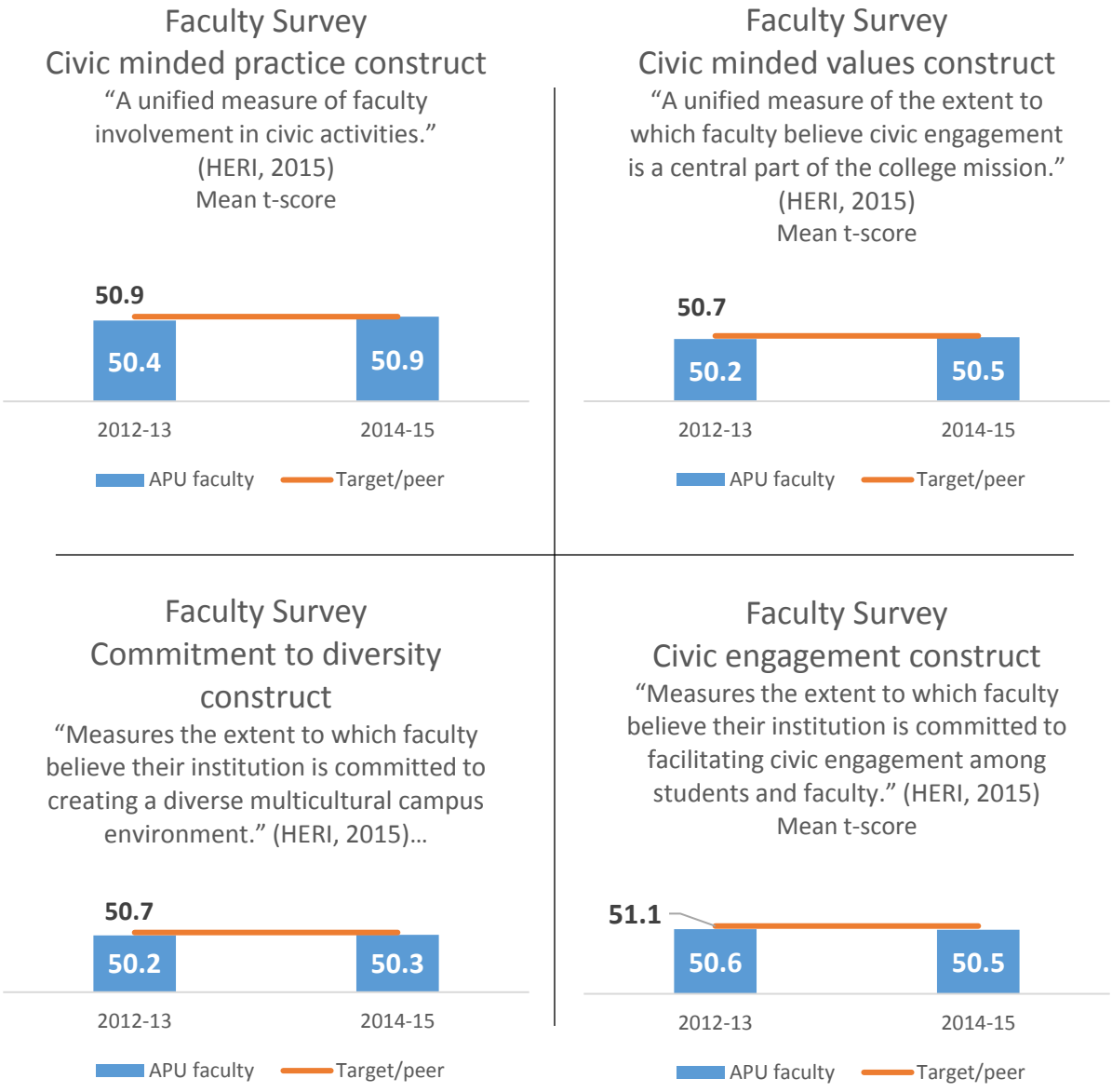




Intentional Internationalization taskforce

Faculty Development

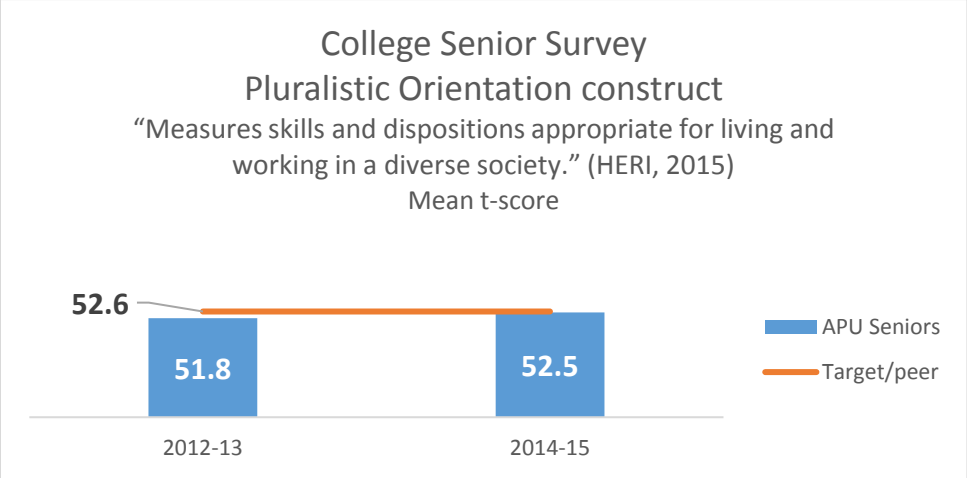
The Faculty Survey is a national survey designed by the Higher Educational Research Institute at UCLA and administered through the Cooperative Institutional Research Program (CIRP). It assesses faculty satisfaction, values, and practices. The t-score is a composite score of several survey items that statistically group together under one construct and is based on a mean of 50.0 and a standard deviation of 10. Therefore, scores can be assessed by their proximity to the mean, i.e., above or below 50.

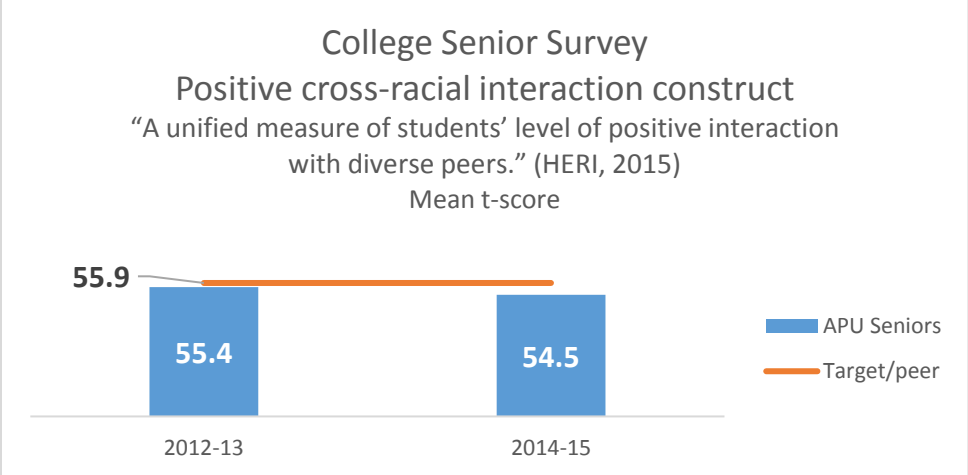


Global Competence Development

The College Senior Survey (CSS) is a national instrument designed by the Higher Educational Research Institute at UCLA and administered through the Cooperative Institutional Research Program (CIRP). It assesses college senior experiences, satisfaction, values, and practices. The t-score is a composite score of several survey items that statistically group together under one construct and is based on a mean of 50.0 and a standard deviation of 10. Therefore, scores can be assessed by their proximity to the mean, i.e., above or below 50.

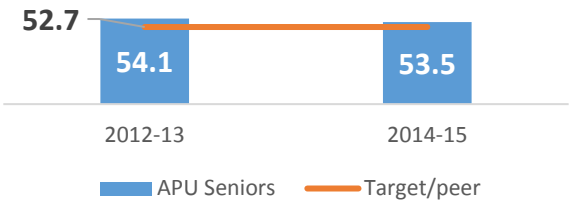
CIRP surveys are run every two to three years and provide national norms by which peer or target benchmarks may be established. The target benchmarks for these charts represent the CIRP/APU peer data from 2012-13, which was determined by the taskforce.



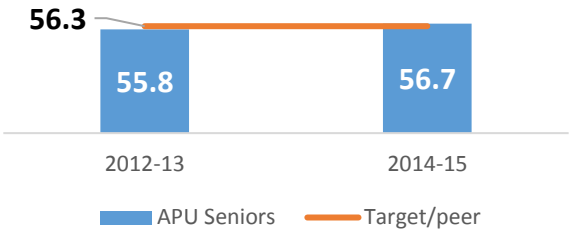


Global Competence Development (continued)

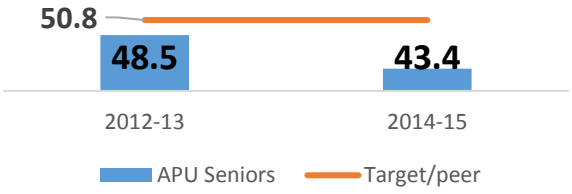
College Senior Survey
Negative cross-racial interaction construct
"A unified measure of students' level of negative interaction with diverse peers." (HERI, 2015)
Mean t-score



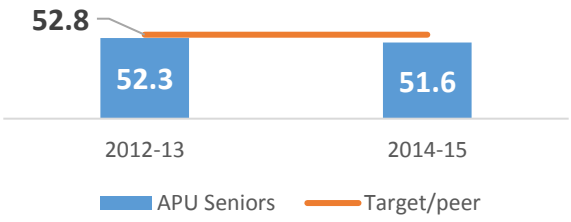
College Senior Survey
Social agency construct
"Measures the extent to which student's value political and social involvement as a personal goal." (HERI, 2015)
Mean t-score



College Senior Survey
Civic awareness construct
"Measures changes in students' understanding of the issues facing their community, nation, and the world." (HERI, 2015)
Mean t-score



College Senior Survey
Civic engagement construct
"Measures the extent to which students are motivated and involved in civic, electoral, and political activities." (HERI, 2015)
Mean t-score

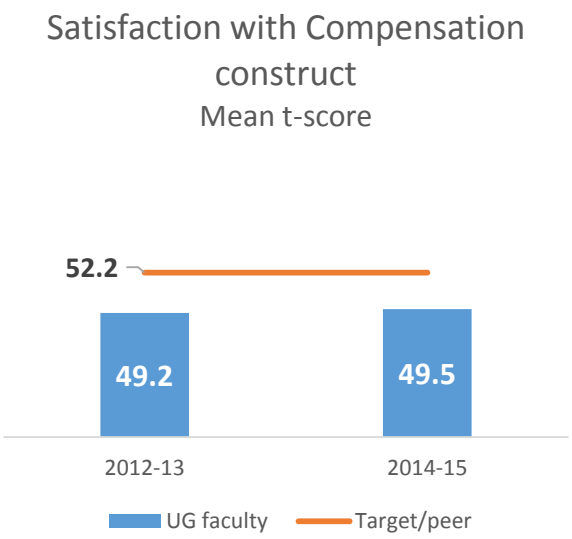


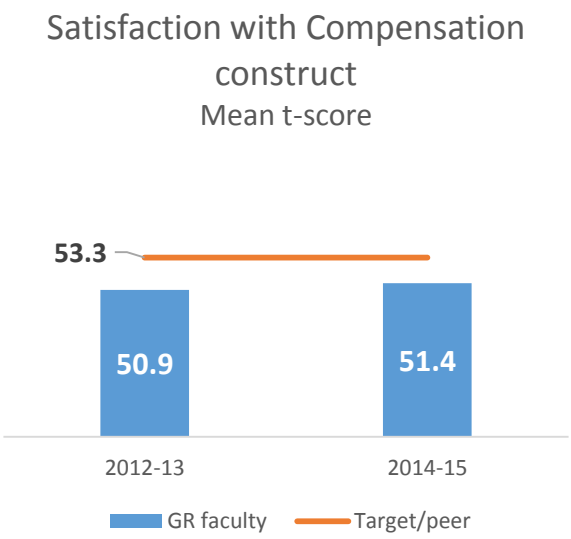
Faculty Satisfaction taskforce

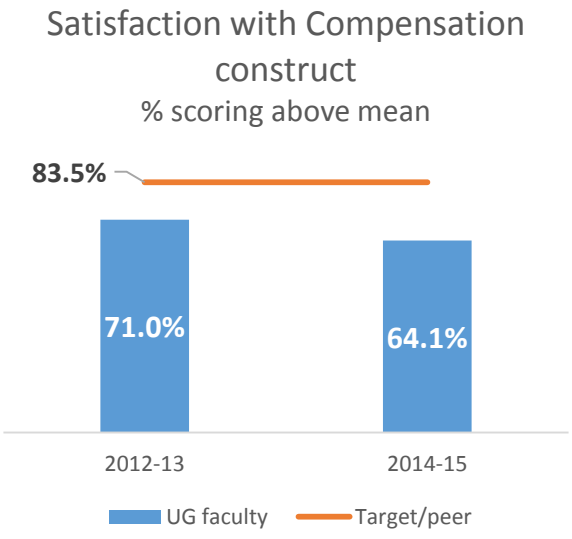
The Faculty Survey is a national survey designed by the Higher Educational Research Institute at UCLA and administered through the Cooperative Institutional Research Program (CIRP). It assesses faculty satisfaction, values, and practices. The t-score is a composite score of several survey items that statistically group together under one construct and is based on a mean of 50.0 and a standard deviation of 10. Therefore, scores can be assessed by their proximity to the mean, i.e., above or below 50.

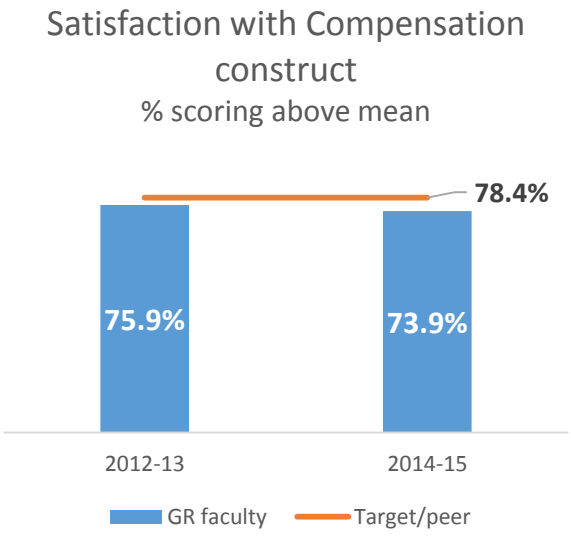
Workplace Satisfaction

Compensation Satisfaction

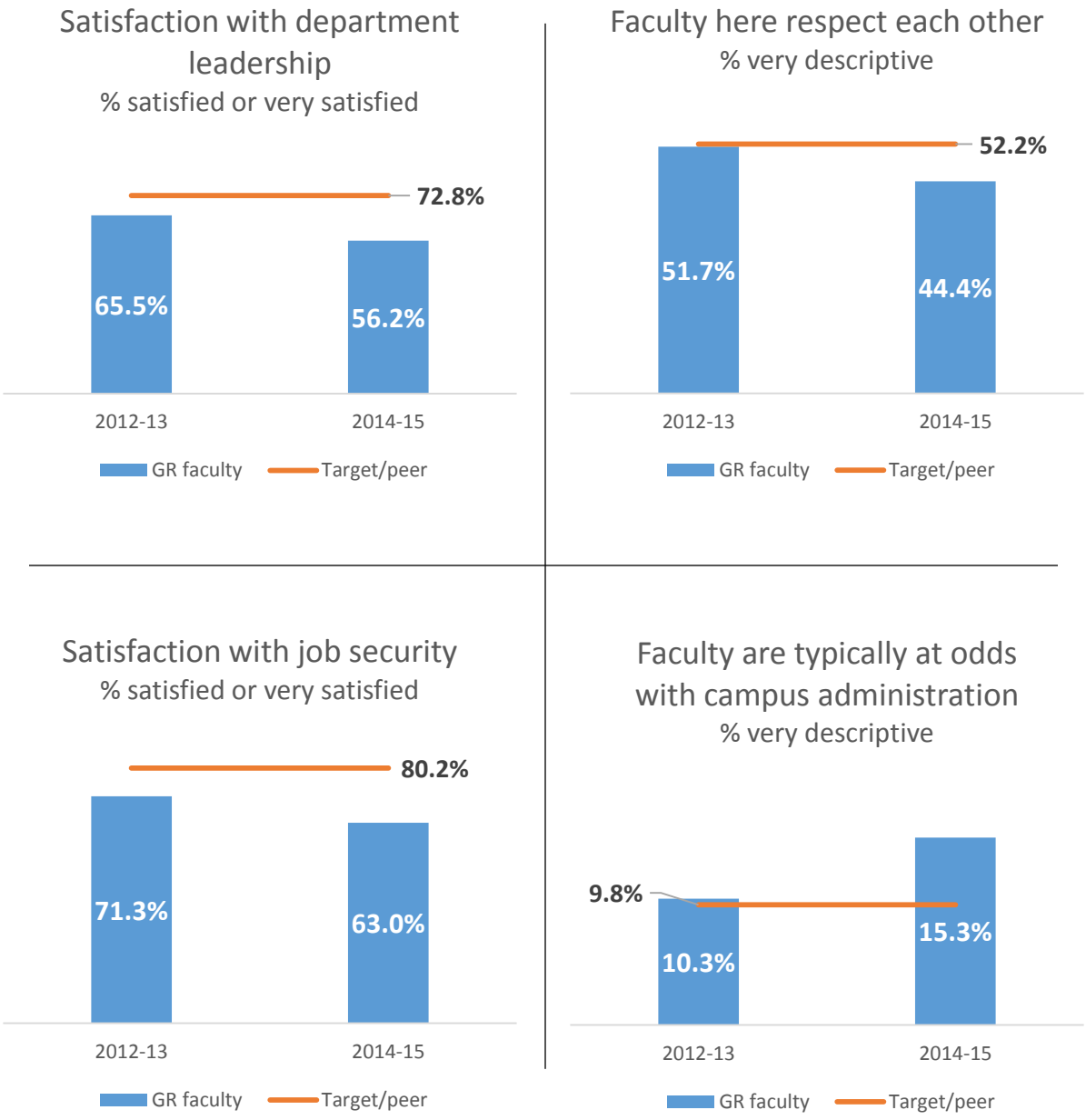








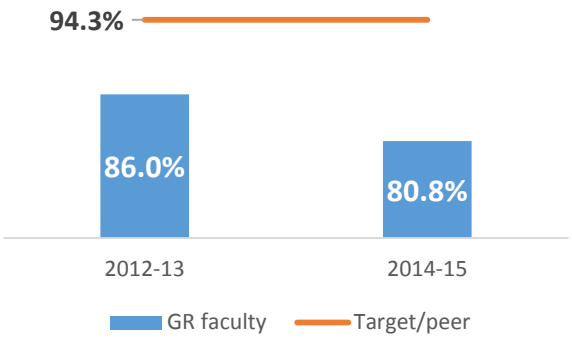
Leadership Graduate Faculty



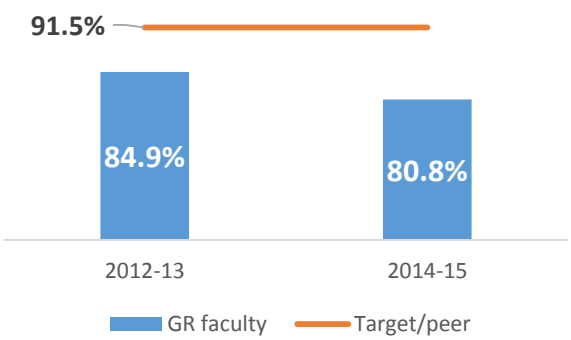
Leadership Undergraduate Faculty

Autonomy Graduate Faculty

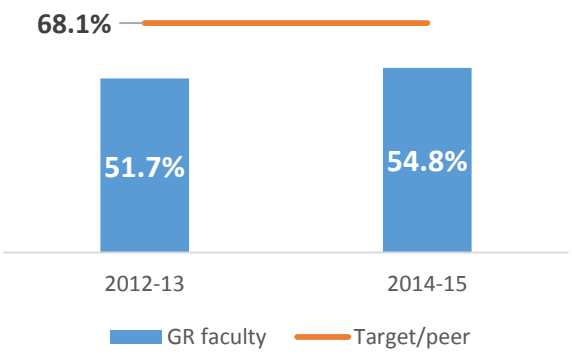
Satisfaction with freedom to determine course content
% satisfied or very satisfied



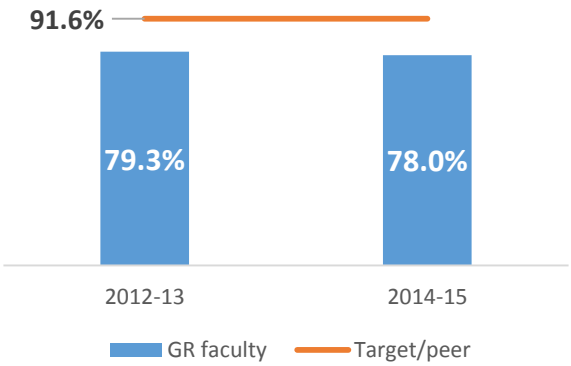
Satisfaction with course assignments
% satisfied or very satisfied



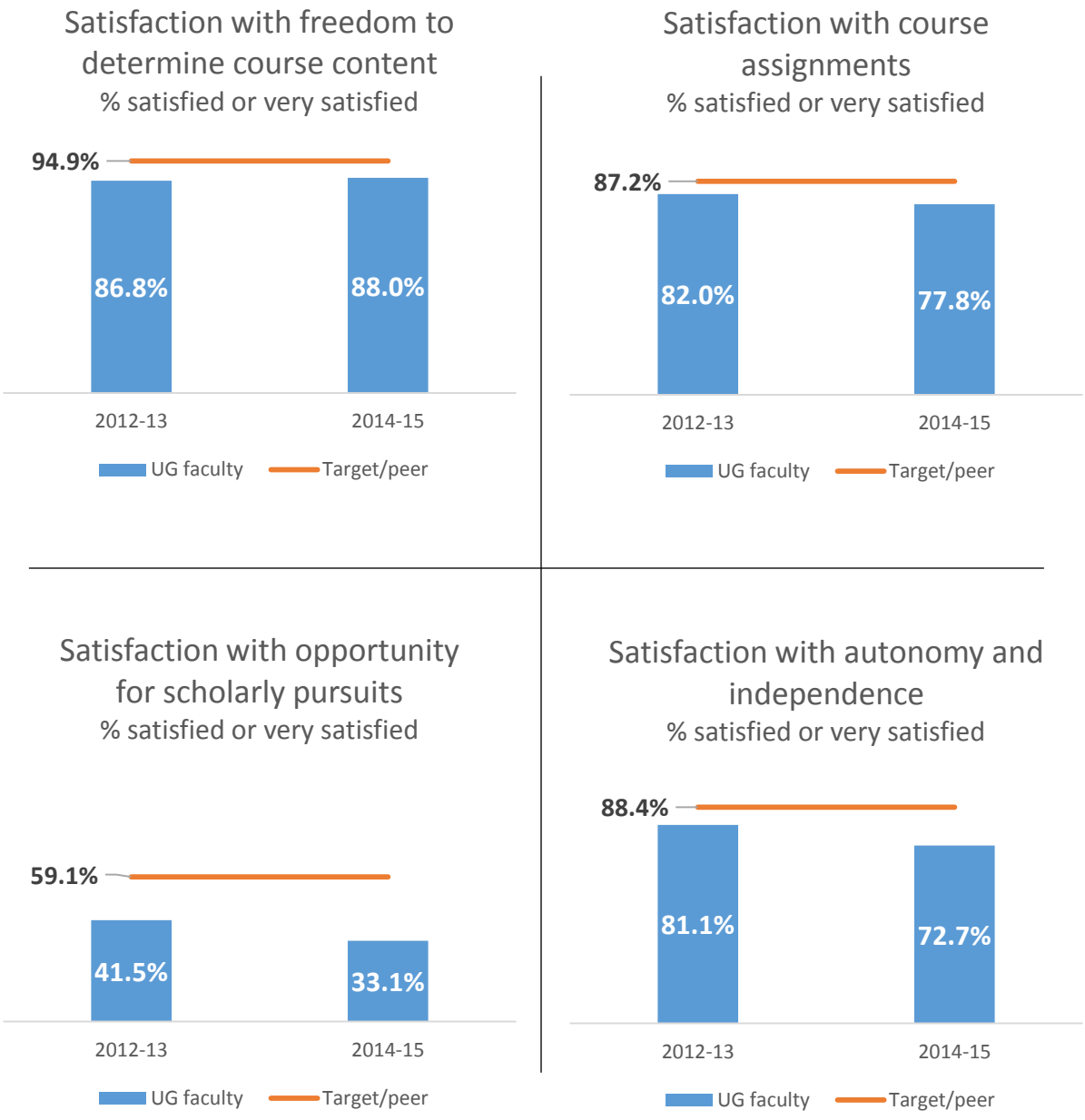
Satisfaction with opportunity for scholarly pursuits
% satisfied or very satisfied



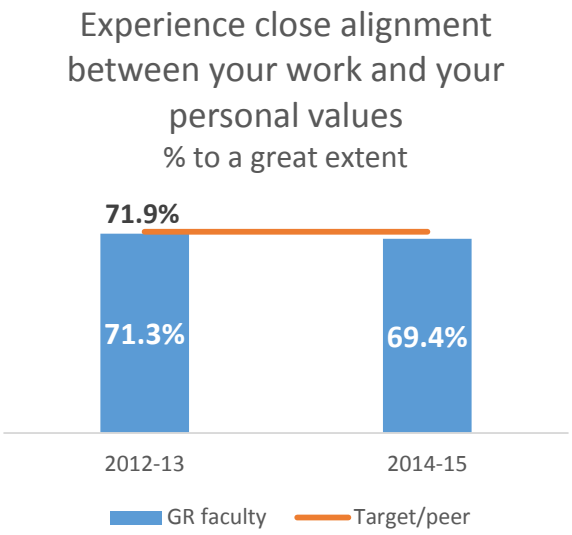
Satisfaction with autonomy and independence
% satisfied or very satisfied



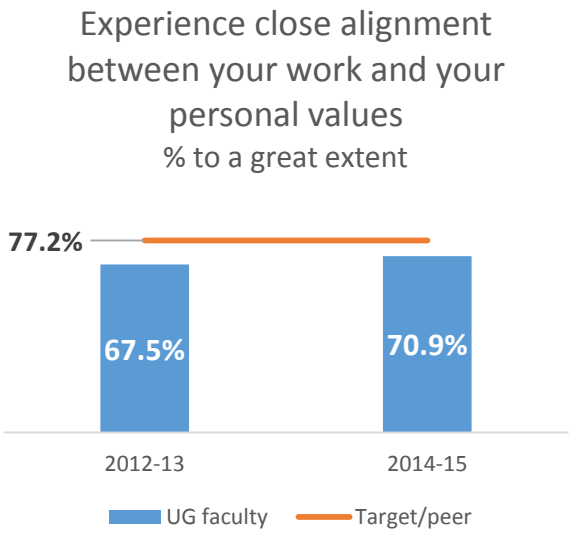
Autonomy Undergraduate Faculty



Faith – Graduate Faculty

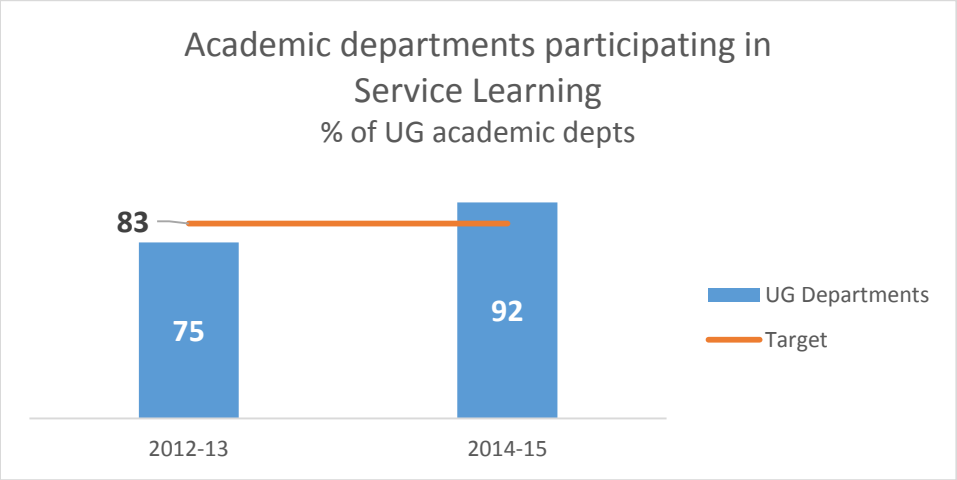


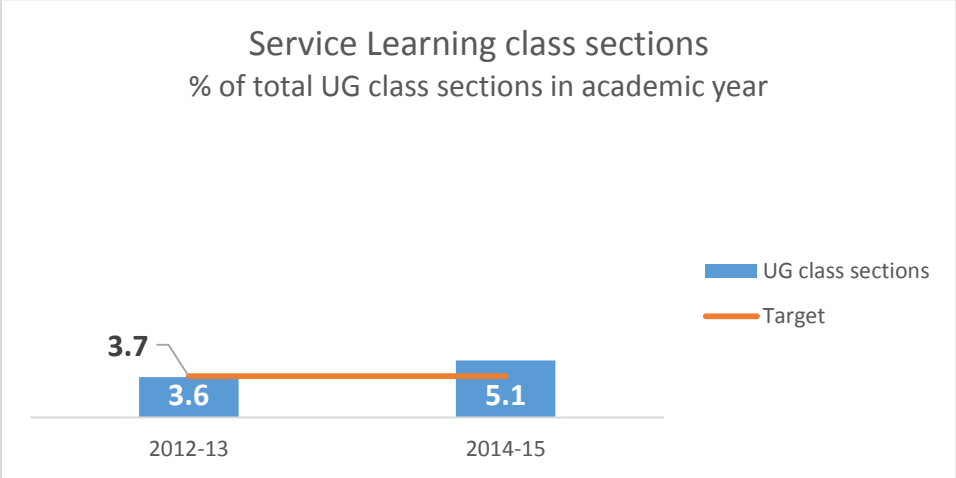
Faith – Undergraduate Faculty

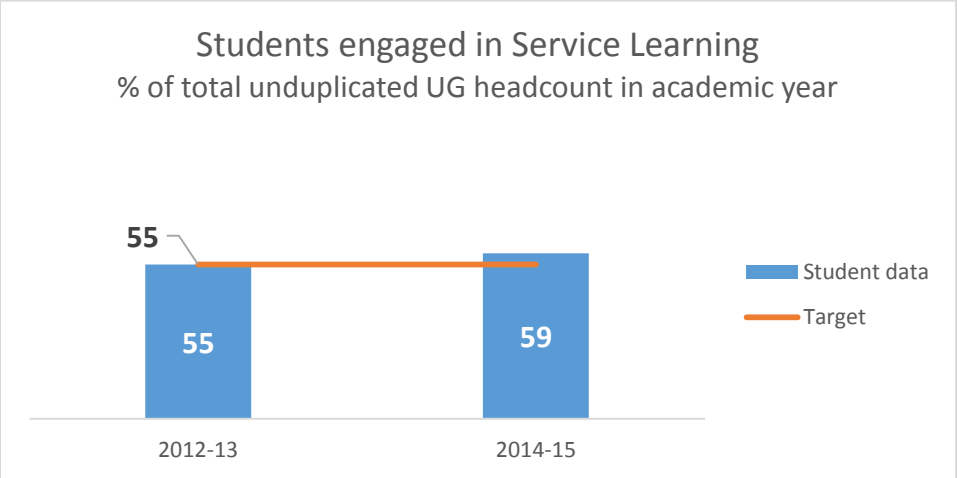


Service & Experiential Learning taskforce

Participation in Service Learning

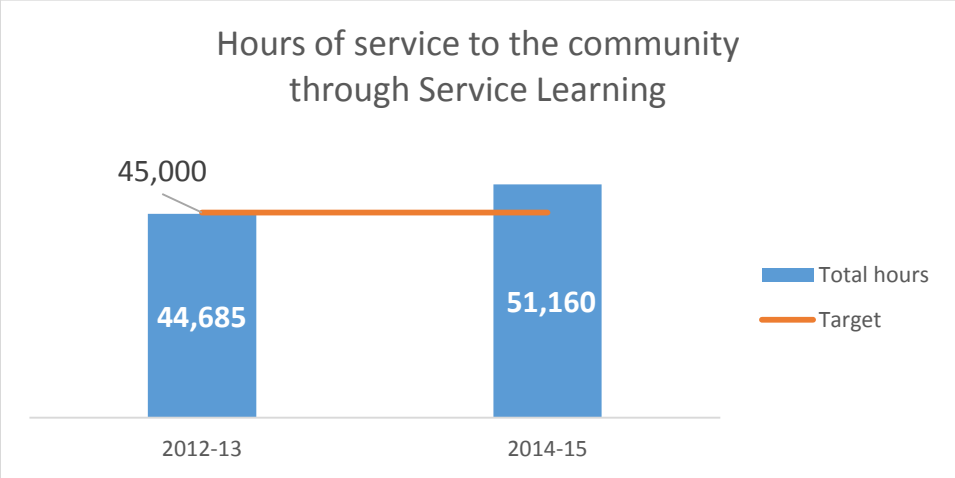


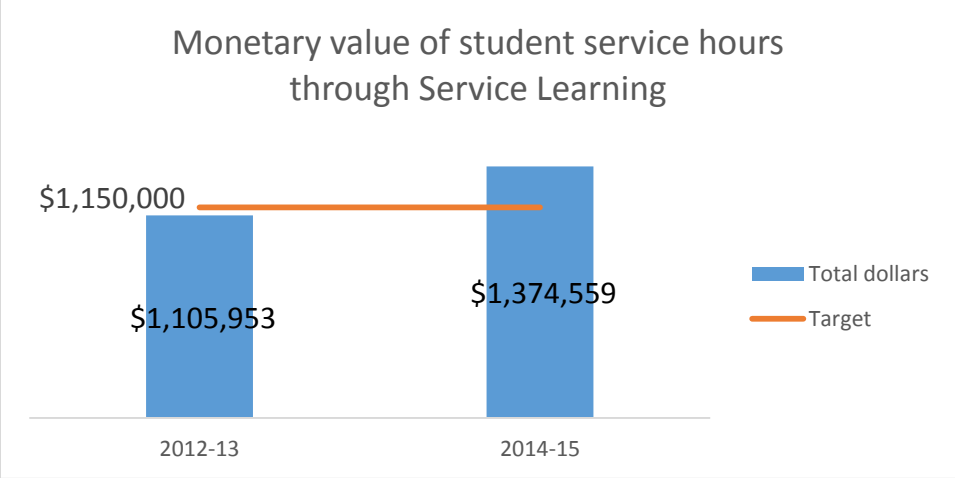


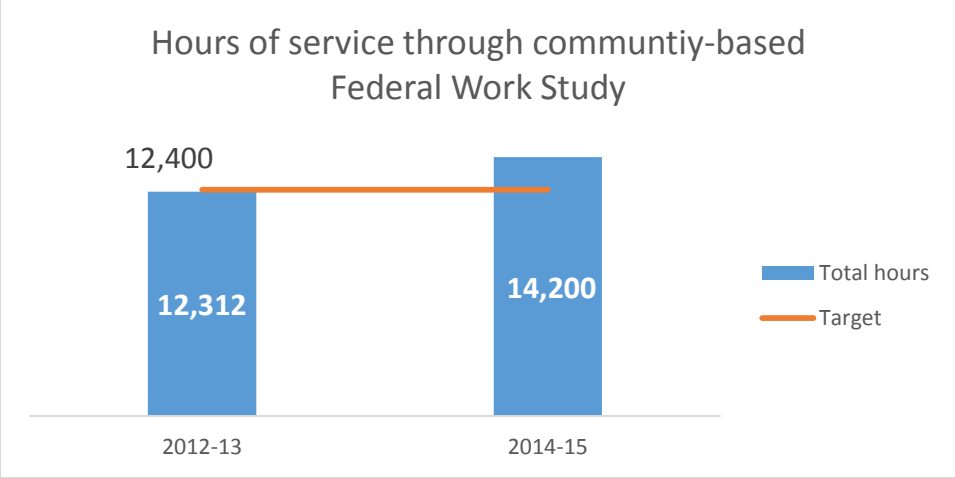


Participation data is from the Academic Service-Learning 2014-2015 year in review report

Community Impact



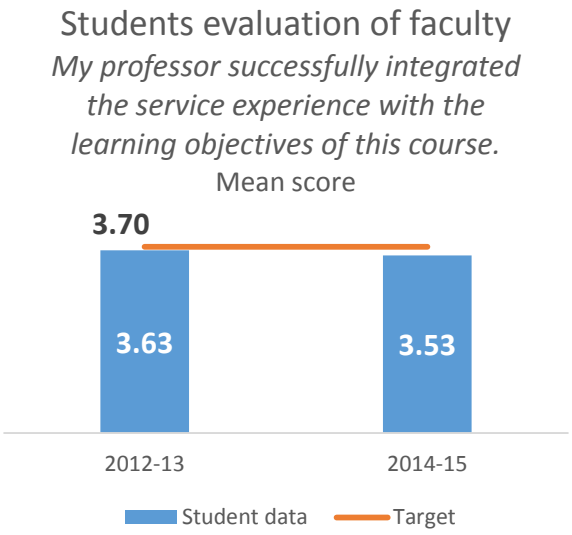


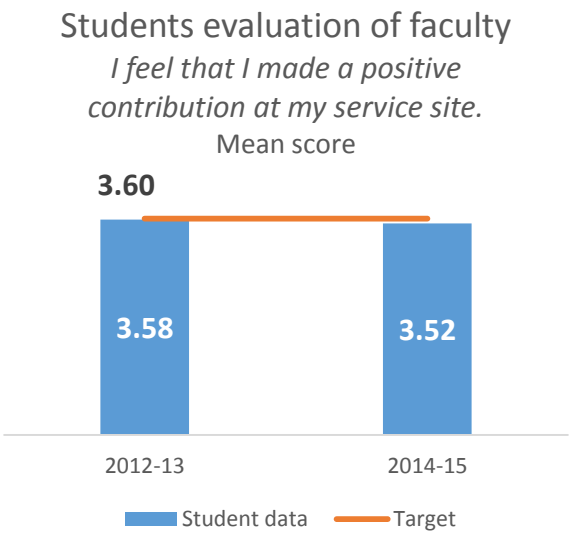


Community impact data is from the Academic Service-Learning 2014-2015 year in review report

Theory to Practice (Student service learning evaluations)

4-point agreement scale: 1=strongly disagree to 4=strongly agree





Theory to practice data is from the student service evaluation form

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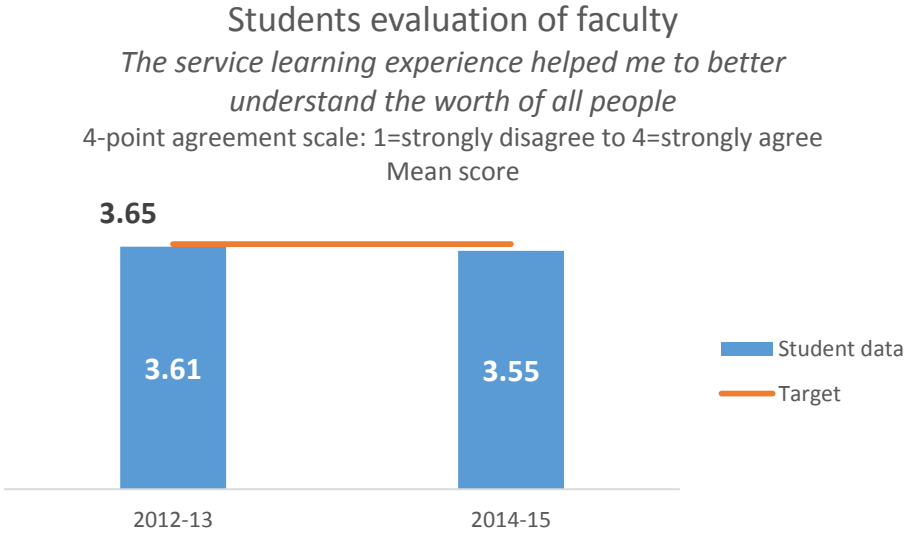
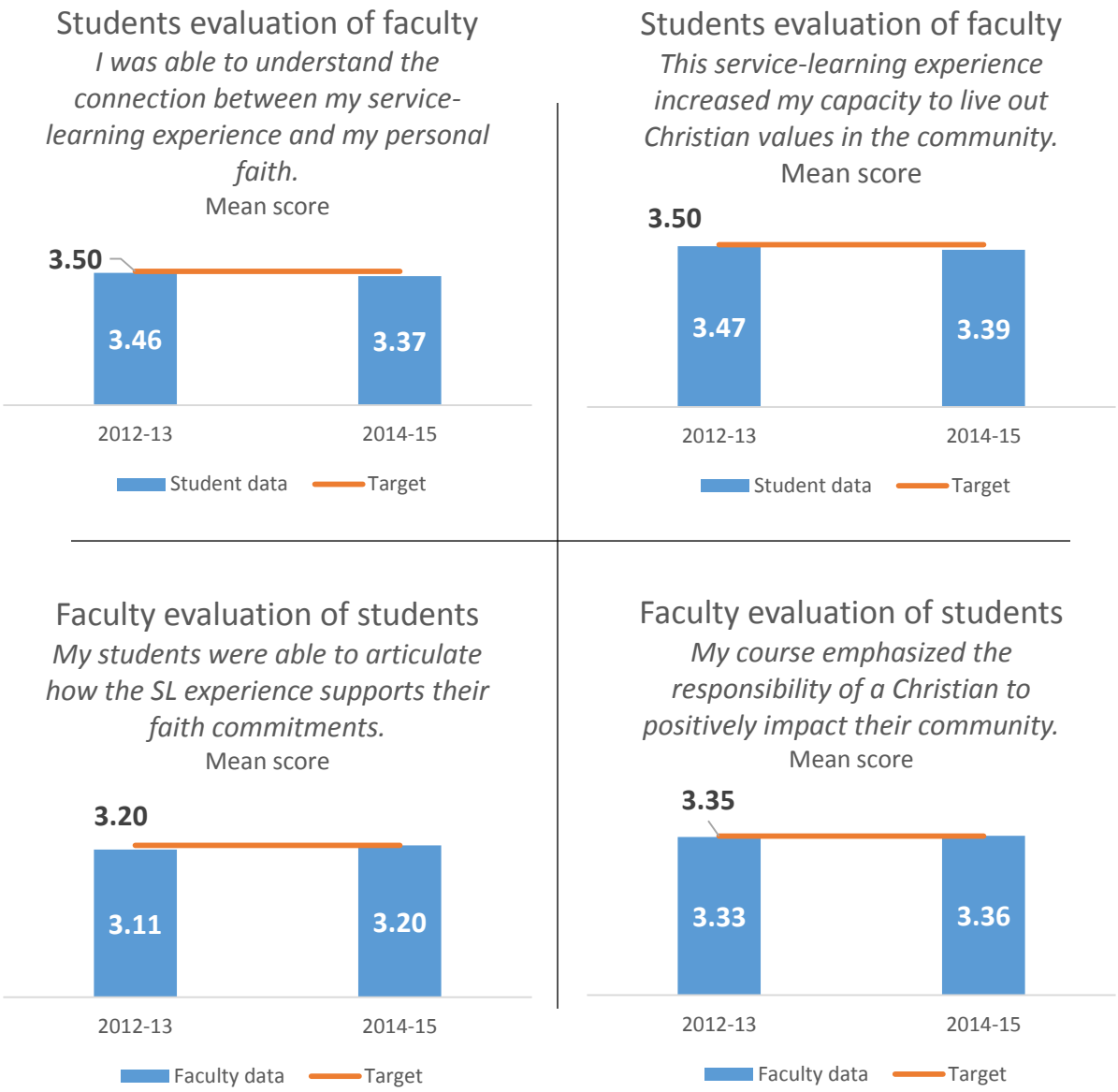
Internal Assessment



Internal assessment data is from the student service evaluation form

Faith-Based Outcomes

4-point agreement scale: 1=strongly disagree to 4=strongly agree



Faith-based outcomes data are from both the student service evaluation and faculty evaluation forms

The Office of Institutional Research and Assessment (OIRA) exists to establish, plan, organize, and promote effective program assessment policy, practices, and procedures. It does this by providing data, resources, training, and consultations that are designed to assist academic and student life departments to succeed in assessing their educational effectiveness and to provide the University with useful data for strategic decision-making.

For questions about these or other institutional data, please contact Chris Olson at the Office of Institutional Research and Assessment. (colson@apu.edu, 626-815-6000 EXT 5928).