

How the work will be conducted

CPR – The office of Educational and Institutional Research (EIR) will oversee the process of preparing for both the CPR and EER. This office is specially equipped for this effort, as the description of its function within the university enumerates – see “Evolution of EIR” attachment at the end of this section. In conjunction with the office of EIR, we have assembled a task force of key stakeholders to carry this out, including the following individuals: members of our university planning committee (UPC), faculty and staff from academic disciplines, library, and student affairs who have conducted program reviews, information technology leaders, university diversity officer, dean of student affairs, chief business officer, chief financial officer, board of regents members, provost, general counsel, advancement officers, and the deans of the five schools.

The organizational structures and processes to be used

Relying on the above named task force and the five-year program review cycle, we will assemble institutional materials for our institutional portfolio, review pertinent metrics (see below) and monitor our progress with respect to the milestones noted below. These reviews and preparations for the CPR and EER occur on a quarterly basis.

Our task force of key stakeholders uses the following metrics, updated annually, to serve as indicators of our achievement of our CPR and EER outcomes:

- Criteria for Review – Annually updated WASC self-review surveys. See “Self_Review_Results_I-IV” for the results of these surveys in 2007-08.
- Program profiles embedded within all program reviews
 - Headcount
 - Credit hours
 - Degrees awarded
 - Incoming student academic profile
 - GPA at graduation
- Program review student learning outcome indicators
 - Varies by program
 - AAC&U VALUE project indicators (We are a member of this consortium.)
- Peer & Aspirational School Indicators
 - Percentage of classes under 20
 - Percentage of classes over 50
 - Percentage of incoming students who come from the top 10% of their class
 - Alumni Giving
 - Faculty Resources
- IPEDS indicators
 - Enrollment by gender & ethnicity
 - Graduation Rate
 - Tuition Rate
 - Endowment

- WASC indicators – from Data Exhibits 1-7
- Off campus program indicators
 - Headcount
 - Job placement rates
 - Incoming student test scores
- Data mining indicators
 - We have invested in the Clementine data mining tool from SPSS, hoping to use this instrument to develop predictive analytics for retention, student success, and alumni giving. As we become mature users of this product, we hope to develop key performance indicators that will help us predict successes in a number of institutional areas.
- Board of Regents Dashboard Indicators
 - Net Tuition, Endowment Market Value, Endowment Payout, Gift Revenue, Student FTE, Faculty FTE, Student/Faculty Ratio, Ethnic Minority Percentage – Students & Faculty, Church of Christ Membership Percentage – Students & Faculty, Graduation Rates, Faculty & Staff Retention
- Library metrics
 - Volume Count
 - Database Count
- Information Technology
 - Bandwidth
 - Desktop machine specs (refreshed every 3 years, university-wide)
 - Software availability
 - Web Presence
- Faculty scholarship publication count
- Job and graduate/professional school placement of our alumni
- Educational Effectiveness Inventory
- Spiritual growth indicators – from our Lilly Endowment Research
 - Faith Behaviors & Application
 - Life Purpose Discernment & Action
- NSSE High Impact Activity Participation
 - Learning Communities
 - Research with Faculty Member
 - Service Learning
 - Study Abroad
 - Capstone Course
- Staff Climate Survey Indicators
 - Job Satisfaction
 - Staff Retention
 - Mission Clarity
- Faculty Course Evaluation Indicators
 - **GOOD CLASS**
 - **GOOD INSTRUCTOR**
 - **CONTRIBUTION TO MORAL & ETHICAL DEVELOPMENT**

Milestones

In addition to our CPR and EER task force, our UPC, school deans, and senior vice presidential steering committee evaluate institutional progress annually with respect to the above-mentioned key indicators. These evaluations are an integral part of all decision-making and result in ongoing resource allocation, strategic planning, as well as academic and co-curricular program decisions.

Accomplishments by the time of the CPR and the EER

By the time the CPR and EER events occur, we hope to see significant development of and more effective use of indicators of institutional performance. We hope to have increased clarity about the institution's educational objectives and criteria for defining and evaluating. In addition, we aspire to improve the institution's capacity for self-review and of its systems of quality assurance. We are learning many things about student learning and we hope to see that rise as we continue to develop more varied and effective methods of assessing learning, and the use of the results of this process to improve programs and institutional practices and inform institutional decision making, planning and budgeting. We fully understand the importance of systematic engagement of the faculty with issues of assessing and improving teaching and learning processes within the institution, and with aligning support systems for faculty more effectively toward this end.