Institutional Assessment Plan
2020-2025

July 16, 2020

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Executive Summary

Arcadia University's Institutional Assessment Plan (IAP) articulates the institution's philosophy of assessment and the systematic processes undertaken to assess and evidence progress toward the University's goals. The IAP supports institutional effectiveness through coordinated assessment rooted in the University's Mission and our 2025 Adaptive Strategy. Expressed within the plan are the essential linkages among the Mission, 2025 Adaptive Strategy, department/unit goals and objectives, and student learning outcomes. The IAP reflects Arcadia's commitment to a culture of continuous improvement that values assessment and relies on data-informed planning, decision-making, and resource allocation.

Arcadia University's Institutional Assessment Plan includes definitions, models, timelines, strategies, and reporting structures for the University's:

- Institutional Effectiveness Definition and Model;

- 2025 Adaptive Strategy assessment and KPIs;

- Academic and Administrative Assessment (CAT; Academic Programs; Department/Unit);

- Assessment and Budget;

- Program & Department/Unit Review Processes and Schedules;

- Strategies for Communication of Assessment Results; and

- Resources for Assessment.

The IAP describes Arcadia University's coordinated, systematic, and documented assessment processes that support continuous improvement at all levels of the University. Assessment timelines, strategies, and reporting structures are communicated through the IAP. The IAP is intended for multiple stakeholders with varying perspectives, all of whom share an interest in the needs and outcomes at Arcadia University.

Assessment at the institution is guided by the IAP and addresses the question of how effectively the University delivers on our mission and goals relative to our resources. The IAP is reviewed and updated annually. The Institutional Effectiveness Committee reviews the plan, makes recommendations for revision, and has responsibility for communicating changes to the IAP.

Introduction

Arcadia University's Institutional Assessment Plan focuses on the assessment of student learning outcomes and institutional performance, in support of Arcadia 2025, the University's adaptive strategy. The purpose of the Institutional Assessment Plan is to ensure regular, integrated, and coordinated assessment of student learning and institutional performance to inform and guide planning, operations, and resource allocation with the ultimate goal of assuring educational effectiveness. The Plan ensures that the alignment and integration of performance results from every area of the University are effective; based upon useful, current, and appropriate models; and enable the University to respond to both internal and external challenges and opportunities.

All areas of the University undertake assessment activities, and a wide variety of assessment data and information is published and available to interested parties. The specific purposes of this Plan are:

- To provide a structure that promotes continuous improvement in student learning and overall institutional performance;

- To provide a structure for the coordination and integration of assessment activities which ensures that high-quality assessment information serves as the basis for all institutional and divisional strategic planning and resource allocation processes;

- To communicate assessment information widely for improvement;

- To foster a wider understanding of assessment and its importance across the institution; and

- To ensure the regular review and revision of assessment activities.

The Institutional Assessment Plan provides a general framework for integrating institutional, unit, and individual performance assessment activities into a comprehensive institutional process for reporting and analysis. This framework is based on the institution's existing structure of divisional, departmental, and programmatic units in collaboration with shared governance councils and committees.

Institutional Mission, Vision & Values

Mission

Arcadia University provides a distinctively global, integrative, and personal learning experience for intellectually curious undergraduate and graduate students in preparation for a life of scholarship, service, and professional contribution.

Vision

Arcadia University's pioneering, global, integrated, liberal arts, and professional learning experience cultivates leaders who are intellectually fearless and uniquely prepared for life and work. Our highly regarded, values-based learning community reflects the world in which we want to live.

Our Lived Values

Adaptability: We prepare community members with the nimbleness both to address the multifaceted challenges of civic life and to pursue new strategies in a dynamic world.

Excellence: We challenge ourselves to perform at and provide high standards in education, experience, and opportunity. Academic excellence is evidenced in the rigor and vigor of our programs and in the qualities of our alumni.

Fearlessness: We facilitate a boundless learning environment across disciplines that integrate diverse perspectives into new knowledge and novel solutions to complex problems.

Integrity: We are honest and ethical in our actions, individually and collectively, as an institution. Our integrative experiences, grounded in the liberal arts and sciences, cultivate intellectual and social responsibility.

Intellectual Freedom: We encourage freedom of thought and expression irrespective of ideological perspectives throughout our community of learners.

Justice: We bring our individual and collective resources to bear to seek positive transformation in our community and the world. We are always on guard against injustice and its causes.

Respect: Embracing our diversity creates a rich and welcoming atmosphere where the difference in culture, perspective, and belief enriches academic discourse and campus life and creates a sense of belonging for all community members.

Responsibility: We are committed stewards of Arcadia, and we will ensure that decisions are made in accordance with institutional mission, goals, and guidelines.

Principles of Assessment

Based on our Mission, Vision, and Values Arcadia University has adopted the following principles to guide our assessment efforts:

1. The purpose of assessment is to improve student learning and institutional performance.

2. Assessment of student learning is integral to understanding institutional performance.

3. Assessment must be clearly based in the institution's Mission, Vision, Values, and Goals.

4. Assessment results and analyses are used to improve institutional effectiveness through the strategic planning and annual reporting process.

5. Assessment activities are embedded in regular practices and take advantage of structures and opportunities already in place.

6. Assessment must show evidence of broad involvement and responsibility.

7. Assessment results should be widely shared with all stakeholders.

8. Assessment efforts should be supported by appropriate resources.

9. Effective assessment uses a variety of direct and indirect measures, internal and external sources.

10. The University's program of assessment practices itself requires routine assessment.

Assessment is a process of gathering evidence that informs continuous improvement at all levels of the University. Arcadia University's assessment processes are regular, systematic, rely on reliable and valid instruments, and methodologically sound practices. The results of assessment inform planning and resource allocation.

A glossary of assessment terminology used by Arcadia University can be found in Appendix A.

Institutional Effectiveness Definition and Model

Institutional Effectiveness Defined

The definition of institutional effectiveness is the ability of the institution to meet its goals and objectives. An effective institution is characterized by a clearly defined mission that articulates who it serves, what it aspires to be, and what it values (Middaugh, 2010). Institutional Effectiveness at Arcadia University encompasses a portfolio of activities that assess and demonstrate the achievement of strategic goals, our overall mission, and the quality of our programs and services. Assessment is the process by which the institution evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Institutional Effectiveness Model

The Institutional Effectiveness Model

Adapted from: A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation by James O. Nichols, Third Edition, 1995, Agathon Press, New York

The purpose of Arcadia University's institutional effectiveness cycle is to continuously assess and measure the extent to which the University is fulfilling its mission, making progress in Arcadia 2025, the University's adaptive strategy, and effectively allocating its resources for these priorities.

- The cycle is the academic calendar year, based on the University's budget from June 1st through May 31.

● The Institutional Effectiveness Committee (IEC) provides feedback to leadership regularly and particularly in October, February, and June every year.

● The cycle coordinates with processes of annual reporting and assessment of student learning, budgeting, and the evaluation of progress made in all areas of Arcadia 2025, the University's adaptive strategy (themes, goals, objectives, and initiatives).

Strategic Vision for Arcadia 2025

Arcadia 2025 is the University's multi-year adaptive strategy and serves as the guide for University operations and initiatives.

Arcadia 2025 Strategic Themes and Goals

Strategic Theme One: Academic Excellence Through Impact and Authenticity

> *Strategic Goal 1.1: Unbounding the Liberal Arts and Sciences*

> *Strategic Goal 1.2: Transforming Lives and Communities through Strategic Enrollment*

> *Strategic Goal 1.3: Empowering Students through Transformational Teaching, Learning, Mentoring, and Research*

Strategic Goal 1.4: Expanding Global Reach, Interdisciplinary, and Experiential Opportunities

Strategic Theme Two: Student Success and Engagement

Strategic Goal 2.1: Advancing Socially and Intellectually Transformative Learning

Strategic Goal 2.2: Implementing a Holistic Approach to Student Success and Achievement

Strategic Goal 2.3: Championing a "Students at the Center" Framework

Strategic Goal 2.4: Creating a Vibrant Residential and Campus Environment

Strategic Theme Three: Social Responsibility and Impact

Strategic Goal 3.1: Lifting Ourselves and Others Through Partnership

Strategic Goal 3.2: Supporting Populations of Promise

Strategic Goal 3.3: Strengthening, Connecting, and Amplifying Civic Life

Strategic Goal 3.4: Grounding and Integrating Justice, Equity, Diversity, and Inclusion

Strategic Theme Four: Campus, Culture, and Community

Strategic Goal 4.1: UKnighted in Purpose, Empowering to Lead

Strategic Goal 4.2: Creating Impactful Philanthropy and Strategic Finance

Strategic Goal 4.3: Fortifying Unified and Compelling Storytelling

Strategic Goal 4.4: Investing in People and Infrastructure

Institutional Assessment Processes

Arcadia University's assessment processes are designed to evaluate its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards. Assessment is a shared responsibility at Arcadia University. Responsibility for assessment resides with the appropriate division, department, unit and program leaders and relevant bodies of the shared governance system. The three primary elements of this responsibility are:

1. the selection, collection, and reporting of data and information including the use of benchmarks;
2. the analysis of assessment findings and performance results; and
3. the use of data and analysis as the basis of strategic planning, budgeting, and renewal.

Contextual alignment of these assessment processes is reviewed by the Institutional Effectiveness Committee (IEC), Strategic Leadership Team, and the Office of Institutional Research and Effectiveness, who shall assist with updating the Institutional Assessment Plan. "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 (MSCHE, 2019) is a belief and practice that is fully embraced by Arcadia University.

Arcadia 2025 Assessment

Arcadia 2025, the University's adaptive strategy ensures that the University is guided by realistic and widely understood goals. Arcadia 2025 fosters stability and effectiveness for the entire institution, ensuring responsible resource development, allocation, and successful operations. The assessment process is based on regular cycles of goal setting, budgeting, assessment, and plan adjustment accomplished through campus-wide collaboration that engages trustees, administration, faculty, staff, and students. Planning and assessment are integral to our adaptive strategy and in support of continuous improvement and institutional renewal.

Arcadia 2025 includes three cycles of assessment per year and a comprehensive review in 2025. Monitoring and analysis of data related to goals, objectives, and initiatives will be ongoing in order to inform decision-making and support the adaptive nature of the plan. Status reports will be provided three times annually: September (periodic check-in report); January (mid-point review report); and June (annual report on Arcadia 2025). Arcadia's adaptive strategy ensures continual monitoring, assessment, and reporting to inform and guide decision-making, facilitate nimble adjustment at strategic and operational levels, and support institutional effectiveness. The University's adaptive strategy allows the University to celebrate milestones, monitor challenges, and nimbly respond to ever-changing internal and external environments.

Arcadia 2025 includes clearly articulated and widely understood key performance indicators (KPIs). Plan level KPIs are listed below. Arcadia 2025 includes 133 supporting KPIs, which can be found in the appendix A.

- 1st to Second Year Retention
- 4-year Graduation Rate
- Net Tuition Revenue
- Philanthropic Achievement
- Post-graduate outcomes (within 6 months)
- Undergraduate participation in Internships/ Practicums/Research
- Undergraduate participation in study abroad

Arcadia 2025 assessments, check-ins and annual reports will use the following tools for data collection and expression of comparative data:
- Nuventive planning and assessment software
- Dashboards
- Trend Matrices (JEDI, SI, Global, Technology)
- Reporting Templates, including VP Annual Reports, IEC Strategy Report, Initiative Reports
- Key Institutional Assessment Measures. See Table A.
- Tools and Technologies to Support Assessment. See Table B.

Annual reviews of the 2025 Adaptive Strategy include the following:

June - Annual Reports by each Vice President that focus on annual contributions of the major units of campus to 2025 Adaptive Strategy Goals and Objectives with notes toward Initiative/Action Item completion.

August - Arcadia 2025 Annual Report includes synthesis and trend analysis of annual progress of Adaptive Strategy including KPIs and metrics.

October - Beginning of the academic year review by the Office of Institutional Research and Effectiveness and the Director of Strategic Initiatives and reported to the President and Vice President for Academic Affairs & Provost on fall term trends, outcomes, KPIs and metrics.

February -Mid-year review conducted by the Institutional Effectiveness Committee (IEC) report to President, VP for Academic Affairs & Provost (VPAA), and the Director of Strategic Initiatives indicating objectives and initiatives met/completed, where notable improvements have been made, and where obstacles to completion exist and why. IEC will also report findings to the campus community.

A comprehensive review of the 2025 Adaptive Strategy will be conducted in 2024-2025, which will provide a five-year evaluation of outcomes, KPIs and Metrics.

Supporting Arcadia 2025 are many other division, department and program plans with actions and indicators linked to the institution's four Strategic Themes. All campus planning and

assessment efforts are aligned with Arcadia 2025, the University's adaptive strategy, which specifies our institutional goals, objectives, and initiatives for the next five years. Institutional, department, and unit plans will be codified and accessible to campus constituents. Annual reports are compiled and reviewed at the institutional, division, and department levels. All plans are reviewed, modified as warranted, and renewed annually as part of the University's adaptive strategy.

Assessment of institutional performance is grounded in Arcadia 2025, its associated documents and annual reporting processes. The Institutional Effectiveness Committee (IEC), Strategic Leadership Team, and the Office of Institutional Research and Effectiveness coordinate many of the activities that relate to assessing institutional performance. Initiatives, performance indicators, and clear connections between resource allocation and institutional goals inform and support measurement of performance toward Arcadia 2025 goals across the institution. Benchmarking informs planning and targets. Annual reporting provides a mechanism to examine the relationships between goals, performance indicators, and resources. Progress toward the University's strategic and operational goals and objectives are codified and evidenced through the annual reporting process.

Communication of Assessment Results
Arcadia 2025 assessment findings are communicated to the Arcadia community in the following ways:
- Executive Summaries of VP Annual Reports will be shared on the MyArcadia website.

- Monthly Presidential Updates will include successes, new initiatives, and challenges in achieving the goals of the Adaptive Strategy.

- The President will provide updates on the progress of the Adaptive Strategy to the Board of Trustees at each meeting (3/year) and will provide information on Strategy progress in the Presidential Annual Report.

- University Relations will develop a comprehensive communication strategy for both internal and external audiences (July 2020)

- The Office Institutional Research and Effectiveness will develop dashboards for strategic and operational KPIs useful at the institutional, division/department and unit levels. (May 2020)

Through the annual President's Report, the President reports to the campus community, alumni, and Board of Trustees with a narrative summary detailing the University's accomplishments, opportunities for improvement, and any changes made to Arcadia 2025, the University's adaptive strategy. Goals and performance outcomes are regularly presented to the Board of Trustees, as well as information on University goals and performance (and their impact on the institution's financial situation and budgets).

Methods and Measures of Assessment

Methods and measures used for institutional assessment intentionally and purposefully vary. Arcadia University's portfolio of assessments includes quantitative and qualitative methods and direct and indirect measures. Assessments strategies are closely aligned with goals and objectives to ensure investments in assessment are effective. Methods and measures are applied at the institutional, unit, and course levels.

Table A is a summary of key institutional assessments. Arcadia University's Assessment Tool Inventory catalogs the many other methods and measures that support and inform assessment at the institution.

Table A. Key Institutional Assessment Measures

Academic Excellence Through Impact and Authenticity	*Student Success & Engagement*
Direct Measures	**Direct Measures**
Enrollment Report & Dashboard	Attendance at Campus Events
High Impact Course Offerings, Participation & Outcomes Report and Dashboard	Career Readiness Fellows Program Enrollment
Retention, Academic Progress & Completion Report & Dashboard	Office of Career Education Usage Rates
Thrive Index	Graduating Student Survey Results Report & Dashboard
NACUBO Tuition Discounting Study	Student Research, Publications & Presentations
HEDS Research Practices Survey	High Impact Course Offerings, Participation and Outcomes Report & Dashboard
	Housing Statistics Summary
	New Student Profiles & High Schools Report
	Social Media Statistics Summary
	Development Statistics Summary
	Professional Development Offerings
	Retention, Academic Progress & Completion Report & Dashboard
Indirect Measures	**Indirect Measures**
Graduating Student Survey Results & Dashboard	NSSE Survey Results
NSSE Survey	Your First College Year Survey Results
Student Satisfaction Inventory	Graduate Student Survey
Campus Climate Survey	Student Satisfaction Inventory
Course Evaluations	

Social Responsibility and Impact	*Campus, Culture & Community*
Direct Measures	**Direct Measures**
Difficult Dialogues Assessments	AAUP Faculty Salaries Survey
Easton Road Corridor Assessments	Cost of Recruitment Study
Enrollment Report & Dashboard	CUPA HR Salary Survey
Sustainability KPI Summary	Data Steward Audit
	Development Statistics Summary
	Facilities Usage Rates
	Faculty & Staff Retention Rate
	Information Security Maturity Assessment Rubric
	Performance Management Participation Rate
	Prioritization Matrix
	Professional Development offerings & participation
	Total Revenue
	Utility Usage Rates
Indirect Measures	**Indirect Measures**
Campus Climate Survey	Employee Survey
NASCE Survey	Faculty Survey
National Study of Learning, Voting & Engagement	ACHA-NCHA Survey
Title IX Survey	Institutional Priorities Survey

Review of Assessment Processes, Strategies, Methods & Measures

Arcadia University annually reviews assessment processes, strategies, methods and measures to determine their usefulness, quality, and alignment with short and long-term goals and objectives. Data quality and the clarity of results are important aspects of the annual assessment review. The Office of Institutional Research and Effectiveness assists divisions, departments, units and programs with this perpetually. The Institutional Effectiveness Committee reviews annually documents and materials related to assessment processes at the institution and conducts additional research and assessment as necessary and appropriate. The Institutional Effectiveness Committee includes a summary of its review and recommendations in its annual report to University President, Cabinet, and the Strategic Leadership Team.

Institutional Resources

Arcadia University systematically collects information related to its effectiveness in achieving its mission, goals, and institutional priorities, compliance with accreditation standards, and governmental regulations.

Table B identifies the most commonly used tools and technologies in support of assessment at the University.

Table B. Tools and Technologies to Support Assessment.

Responsible Department	Name of Tool or Technology	Type/Use	Purpose
Information Technology	Power Campus	Data Storage and Management	PowerCampus is the University's primary data and information system.
Student Affairs	Presence (KnightLife)	Data collection and visualization	Track event attendance, form distribution, event promotion, and student organization management abilities
Financial Aid	PowerFAIDS	Data Storage and Management	Financial Aid Management tool and the University's primary source of financial aid data and information.
Career Education	Handshake	Networking tool	Online tool for internship and job searches, post a resume, and sign up for on-campus interviews, career events, and consultations.
Arcadia University	NUVENTIVE	Assessment & Project Management tool	Project management and KPI tracking, assessment reporting, accreditation support
Institutional Research	Tableau, Google Data Studio	Data Visualization	Visualize SIS Data - Enrollment, Retention and a variety of other campus and benchmarking data.
Institutional Research	VEERA Connect, Predict, Bridge	Data Management & Analytics Tool	Veera Construct, Predict and Bridge is a suite of tools for data preparation and analysis, descriptive and inferential statistical analysis, and data visualization.

Arcadia University	Qualtrics	Survey Tool	Qualtrics is a web-based survey tool, which is user-friendly and includes a wide variety of survey and reporting options.
Institutional Research	SPSS	Statistical Analysis Tool	SPSS is a tool for statistical analysis, descriptive and inferential statistical analyses and creation of charts, graphs, and plots of distributions and trends.
Institutional Research	NVIVO	Qualitative Data Analysis Tool	NVIVO is a computer software package that aids in the analysis of text-based and/or multimedia information
Arcadia University	Excel	Data manipulation tool	Excel is an electronic spreadsheet program used extensively for storing, organizing, and manipulating data. Excel is used campus-wide.

The Office of Institutional Research and Effectiveness is responsible for maintaining the University's Assessment Calendar, which is below as Table C.

Table C.

Arcadia University Institutional Assessment Calendar

Academic Year 2019-2020

January	February	March	April	May	June
Data Collection					
National Student Clearinghouse Data - Accepted DNE	Non-returners Survey	NSSE - Survey of Student Engagement	Arcadia Graduation Survey	Student Interviews -FYS & Graduating Seniors	Spark 451 Survey of Enrolling & Non-enrolling Students
		Campus Climate Survey	HEDS Research Practices Survey (FYS/SR)	Course Evaluations	VP Annual Reports
			Title IX Survey		
Reports Available					
	National Student Clearinghouse Data - Accepted DNE	Retention & Graduation Rate Report	Summary of Results of Non-returners Survey		Summary of Student Interviews (FYS / SR)
	Arcadia Graduation Survey Results (2019 graduates)				

Arcadia University Institutional Assessment Calendar

Academic Year 2020-2021

July	August	September	October	November	December
Data Collection					
CIRP Freshman Survey	Orientation Survey	New Student Focus Groups (FYS/TR)	Cost of Recruitment Study	Fall Non-returners Survey	NACUBO Tuition Discounting Study
			FYS Peer Mentor Survey		Course Evaluations
Reports Available					
Campus Climate Survey Results	Spark 451 Survey Results	AU Fact Book	NSSE Results	Common Data Set	Results of FYS Peer Mentor Survey
	Results of HEDS Research Practices Survey (FYS/SR)	AU Census & Enrollment Reports	National Student Clearinghouse - Accepted DNE; Non-returners; Grad & Prof Ed	Summary of New Student Focus Group Findings & Themes (FYS/TR)	High Impact Course Offerings, Participation & Outcomes Report
	Annual Report & VP Summaries	NSLVE Report of Results	Title IX Survey Results		
		CIRP Freshman Survey Results (New Class)	YFCY Survey Results		
		New Student Profiles	Strategic Plan Periodic Update - October		
		High School Report			

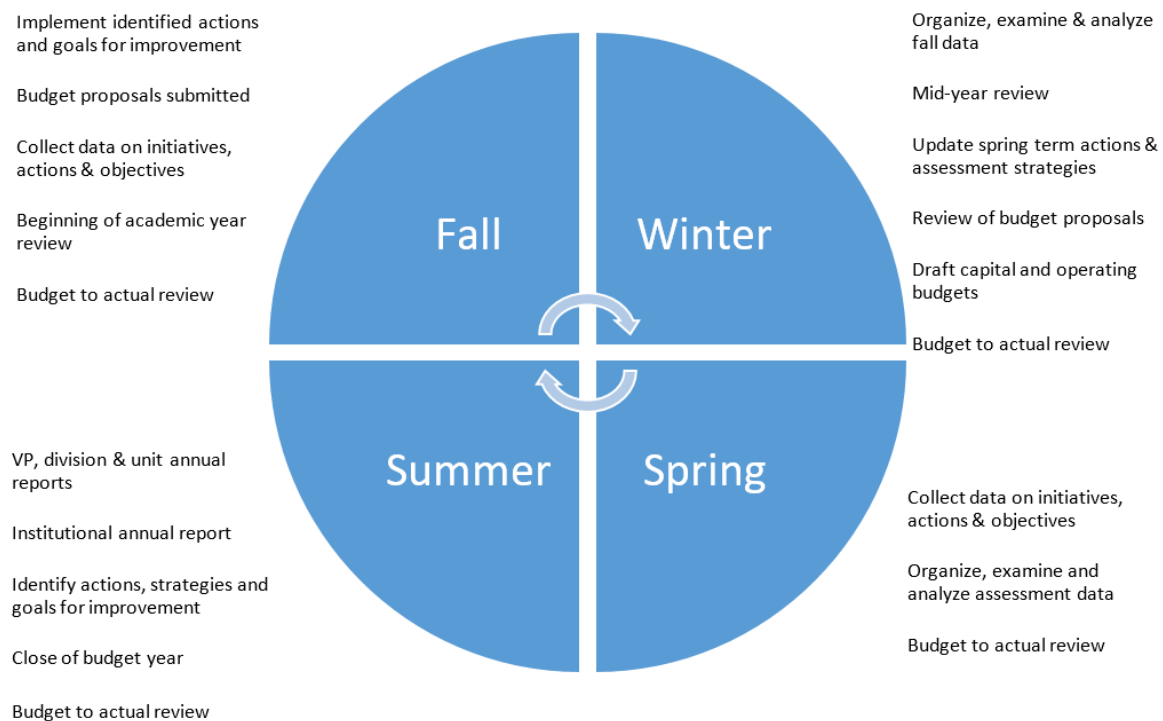| January	February	March	April	May	June
Data Collection					
	Spring Non-returners Survey	NASCE	Arcadia Graduation Survey	Student Interviews -FYS & Graduating Seniors	Spark 451 Survey of Enrolling & Non-enrolling Students
		YFCY Survey	Graduate Student Survey	Course Evaluations	VP Annual Reports
				ACHA-NCHA Survey	
Reports Available					
Results of Fall Non-returners Survey	Arcadia Graduation Survey Results (2020 graduates)	Retention & Graduation Rate Report	Results of Spring of Non-returners Survey		Summary of Student Interviews (FYS / SR)
	Strategic Plan Mid-point Review		Results of Cost of Recruitment Study		Summary of Results of Graduate Student Survey
NOTE: Development & Alumni Relations will add a Survey of Alumni to the Schedule at a Later Date			Results of NACUBO Tuition Discounting Study		Annual Report on Strategic Plan

Arcadia University Institutional Assessment Calendar
Academic Year 2021-2022

July	August	September	October	November	December
Data Collection					
CIRP Freshman Survey	Orientation Survey	New Student Focus Groups (FYS/TR)	Cost of Recruitment Study	Fall Non-returners Survey	NACUBO Tuition Discounting Study
			FYS Peer Mentor Survey		Course Evaluations
Reports Available					
	Spark 451 Survey Results	AU Fact Book	NASCE Results	Common Data Set	Results of FYS Peer Mentor Survey
	Annual Report & VP Summaries	AU Census & Enrollment Reports	National Student Clearinghouse - Accepted DNE; Non-returners; Grad & Prof Ed	Summary of New Student Focus Group Findings & Themes (FYS/TR)	High Impact Course Offerings, Participation & Outcomes Report
		CIRP Freshman Survey Results (New Class)	YFCY Survey Results	Results of ACHA-NCHA Survey	
		Employee Survey Results	Strategic Plan Periodic Update - October		
		New Student Profiles			
		High School Report			

January	February	March	April	May	June
Data Collection					
	Spring Non-returners Survey	SSI / IP	Arcadia Graduation Survey	Student Interviews -FYS & Graduating Seniors	Spark 451 Survey of Enrolling & Non-enrolling Students
		YFCY Survey	Graduate Student Survey	Course Evaluations	VP Annual Reports
			Title IX Survey		
Reports Available					
Results of Fall Non-returners Survey	Arcadia Graduation Survey Results (2021 graduates)	Retention & Graduation Rate Report	Results of Spring of Non-returners Survey		Summary of Student Interviews (FYS / SR)
	Strategic Plan Mid-point Review		Results of Cost of Recruitment Study		Summary of Results of Graduate Student Survey
			Results of NACUBO Tuition Discounting Study		Annual Report on Strategic Plan

Arcadia University Institutional Assessment Calendar
Academic Year 2022-2023

July	August	September	October	November	December
Data Collection					
CIRP Freshman Survey	Orientation Survey	New Student Focus Groups (FYS/TR)	Cost of Recruitment Study	Fall Non-returners Survey	NACUBO Tuition Discounting Study
		FYS Peer Mentor Survey			Course Evaluations
Reports Available					
	Spark 451 Survey Results	AU Fact Book	SSI / IP Results	Common Data Set	Results of FYS Peer Mentor Survey
	Annual Report & VP Summaries	AU Census & Enrollment Reports	National Student Clearinghouse - Accepted DNE; Non-returners; Grad & Prof Ed	Summary of New Student Focus Group Findings & Themes (FYS/TR)	High Impact Course Offerings, Participation & Outcomes Report
		CIRP Freshman Survey Results (New Class)	Title IX Survey Results		
		New Student Profiles	YFCY Survey Results		
		High School Report	Strategic Plan Periodic Update - October		

January	February	March	April	May	June
Data Collection					
	Spring Non-returners Survey	Faculty Survey	Arcadia Graduation Survey	Student Interviews -FYS & Graduating Seniors	Spark 451 Survey of Enrolling & Non-enrolling Students
		YFCY Survey	Graduate Student Survey	Course Evaluations	VP Annual Reports
		Campus Climate Survey			
Reports Available					
Results of Fall Non-returners Survey	Arcadia Graduation Survey Results (2022 graduates)	Retention & Graduation Rate Report	Results of Spring of Non-returners Survey		Summary of Student Interviews (FYS / SR)
	Strategic Plan Mid-point Review		Results of Cost of Recruitment Study		Summary of Results of Graduate Student Survey
			Results of NACUBO Tuition Discounting Study		Annual Report on Strategic Plan

Arcadia University's Assessment & Budget Timeline

The Chief Financial Officer gathers input from each area and prepares a draft projected budget based on the information received, along with historical data and any other pertinent information that has been given for the preparation. The President reviews the various budgets before they are presented to the Finance Committee of the Board of Trustees for further analysis and review. Once thoroughly reviewed, a final draft is presented to the Board of Trustees for approval. Between May and September, Operating Budget adjustments may occur based on enrollment data. If significant alterations are necessary, a revised budget is presented to the Board of Trustees.

As the planning cycle unfolds each year, it includes the University's budget development and assessment cycles. Divisional and departmental plans are developed with consideration of historical and projected budgets and used as a tool for requesting budgetary changes. Arcadia 2025 incorporates resource allocation (linked to the four Goals and area Action Items), which generally results in changes to the existing Operating and/or Capital Budgets and/or the staffing structure. These processes are documented in detail in the Arcadia Departmental Report that allows Department Budget Managers to review actual expenditures against budgets on a daily basis.

Fall
- Implement identified actions and goals for improvement
- Budget proposals submitted
- Collect data on initiatives, actions & objectives
- Beginning of academic year review
- Budget to actual review

Winter
- Organize, examine & analyze fall data
- Mid-year review
- Update spring term actions & assessment strategies
- Review of budget proposals
- Draft capital and operating budgets
- Budget to actual review

Summer
- VP, division & unit annual reports
- Institutional annual report
- Identify actions, strategies and goals for improvement
- Close of budget year
- Budget to actual review

Spring
- Collect data on initiatives, actions & objectives
- Organize, examine and analyze assessment data
- Budget to actual review

Non-Academic Assessment

All administrative departments have clearly articulated operational goals and clearly identified assessment methods. Targets and benchmarks are aligned with institutional strategic goals, division/department priorities, and are informed by the standards of each unit's professional association.

Departmental goals are assessed on a semi-annual basis, specifically in January and June of each academic year, and results are reported to the unit's vice president. Budget requests and expenditures are aligned with departmental goals and supported by assessment findings.

Non-Academic Department and Unit Review

Arcadia University requires that non-academic departments and units conduct a program review every 5 years, unless required more frequently by an accreditor. The process begins with a self-study and is followed by an external review. The process culminates in a public presentation of the findings in the academic year following the external review.

In 2020, the Institutional Effectiveness Committee will determine a process for 5-year reviews of non-academic departments and units following the institution's assessment of administrative structures and efficiencies.

Table D. Non-academic Department/Unit Review Schedule.

Department	Review I	Review II
The Office of Academic Affairs		
Athletics		
Development & Alumni Relations		
Enrollment Management		
Finance		
General Counsel		
Information Technology		
Institutional Research and Effectiveness		
Student Affairs		
University Relations		

Academic Assessment

Arcadia University has established a robust commitment to effective assessment practices in Academic Affairs. Using mission-based foundations and systematic exploration, faculty and staff at Arcadia are committed to analyzing evidence of the effectiveness of areas such as student learning, faculty efficacy, program effectiveness, and the successful achievement of all programs meeting the standards of their accrediting bodies. Arcadia University believes that the continuous, structured, and thorough exploration of teaching and learning leads to dynamic university-wide improvements, as well as to the acknowledgment of successful practice.

Arcadia believes that every project works best when the assessment:

- Fosters and encourages improvement and growth;

- Serves a clear and stated purpose;

- Addresses the various needs of the units dynamically;

- Incorporates both outcomes and experiences;

- Provides continuous and outcomes-based feedback;

- Serves as a collaborative vehicle for engagement;

- Meets the needs of not only the University, but students and the public, as well.

Student Learning Assessment

Programs conduct student learning assessments internally, with the guidance of accreditation standards, established programmatic outcomes, faculty and staff. Assessment of student learning happens each day at Arcadia University, and each program measures student achievement according to its own vetted metrics. Each year, department Chairs and Program Directors report on student learning assessment outcomes in their annual report, which is reviewed by the Dean and the Provost.

Chairs and Program Directors submit assessment plans/timelines to the Associate Provost and Coordinator of Student Learning Assessment and Review (CSLAR), who work to guide Chairs and Program Directors in their development, reporting, documenting and revision their assessment activities based upon these plans and results included in annual reports.

Faculty Senate Academics Committee

Newly proposed programs are reviewed and approved by the Faculty Senate Academics Committee (FSAC) prior to their approval by the Faculty Senate and Board of Trustees. The FSAC vets proposed programs them for their academic rigor, including the structure of program student learning outcomes and assessments developed to measure those outcomes. The FSAC also reviews programs for alignment of their missions, visions, strategies, and proposed budgets to those of the university at large. Proposed programs require approval of the CSLAR, an ex-officio, non-voting member of the FSAC who attends FSAC meetings, makes determinations

about the suitability of student learning outcomes and, when possible, proposed assessment structure for programs.

Newly proposed courses require review and approval by the FSAC, which vets academic rigor, course structure, materials, qualifications of the proposer, and student learning outcomes and assessments. Proposed courses require approval of the CSLAR.

Academic Program Review

Arcadia University Academic Programs conduct a program review every 5 years, unless required more frequently by a program accreditor. The process begins with a self-study and is followed by an external review. The process culminates in a public presentation of the findings in the academic year following the external review.

Table E. Academic Program Review Schedule.

Department	Program	Review I	Review II
Theater Arts	BA, BFA,	2012-2013	2019-2020
Chemistry and Physics	BS	2012-2013	2019-2020
Media and Communication	BA	2012-2014	2019-2020
Modern Languages and Cultures	BA	2018-2019	2023-2024
Title IX (non-departmental)		2018-2019	
School of Global Business (Operational)		2018-2019	
School of Education (Operational)		2018-2019	
Arcadia University Curriculum (Student Learning Goals)		2018-2019	
Sociology, Anthropology, Criminal Justice	BA	2013-2014	2020-2021
English	BA, MA	2015-2016	2020-2021
Biology	BS	2015-2016	2020-2021
History and Political Science	BA, MA	2017-2018	2022-2023
Psychology	BS	2017-2018	2022-2023
Computer Science Math	BA, BS	2018-2019	2023-2024
Modern Languages and Cultures	BA	2019-2020	2023-2024

Committee Structures and Review Processes

Institutional Effectiveness Committee (IEC)

Institutional Effectiveness at Arcadia University encompasses a portfolio of activities that evaluate and demonstrate the achievement of strategic goals, our overall mission, the quality of our programs and services, and compliance with accreditation standards. In collaboration with the Arcadia community, the Institutional Effectiveness Committee (IEC) supports and promotes continuous improvement activities at the University, including accreditation; academic program assessment; administrative planning and evaluation; institutional assessment and reporting; and strategic planning analysis.

The IEC reviews the institution's assessment processes with specific attention to how effectively we are achieving the University's mission and goals and how results from the assessment of institutional goals and priorities inform planning and resource allocations. The IEC also facilitates the process by which specific operations, units, or persons report progress on institutional initiatives that have received additional funding. The IEC is responsible for maintaining and monitoring the MSCHE document roadmap and for charting progress on recommendations made during the self-study process. Finally, this committee is responsible for the periodic assessment of institutional assessment processes.

The IEC reports semi-annually to the University President, Cabinet, and the Strategic Leadership Team.

Members: Standing members include Associate Provost, Director of Institutional Research and Effectiveness, Director of Strategic Initiatives, Coordinator of Student Learning Assessment (CSLAR), a representative of Information Technology, Athletics, University Relations, Enrollment Management, Student Affairs, Development & Alumni Relations, General Counsel, and Finance.

Curriculum Assessment Team (CAT)

The Curriculum Assessment Team (CAT) assesses aspects of the Arcadia University Curriculum each year. Made up of faculty volunteers, CAT's work addresses both direct questions concerning student learning outcomes and broader questions of effectiveness and experience.

Past CAT assessment projects include:

- 2019-2020   Comprehensive assessment of Arcadia Undergraduate Curriculum

- 2018-2019   Full Curriculum Review Planning

- 2017-2018   First-Year Learning Communities

- 2016-2017   Pilot, First-Year Learning Communities

- 2015-2016   Development, Preview Learning Goals; Student Learning, Quantitative Reasoning

- 2014-2015   Requirement Sequencing; Student Learning, Natural/Physical World

- 2013-2014   Data Collection, Requirement Sequencing

- 2012-2013   Global Connections Experience, Global Connections Reflection

The CAT reports semi-annually to the Provost.

Members: Standing members include Coordinator of Student Learning Assessment (CSLAR), Dean of Graduate and Undergraduate Studies, Associate Provost, and 3-5 faculty volunteers.

Appendix A: Key Performance Indicators

ARCADIA 2025 KEY PERFORMANCE INDICATORS

A. First to Second Year Retention (fall to fall)

B. 4-year Graduation Rate

C. Net Tuition Revenue

D. Budget Surplus

E. Philanthropic Achievement

F. Post-graduate Outcomes within 6 months

G. Undergraduate student participation in Internships/ Practicums/Research

H. Undergraduate student participation in study abroad

1. Collaborative ventures in programming across the University's 5 academic units (1.1)

2. Course offerings identified as having strong JEDI and/or Global content (1.1)

3. Enrollment in courses identified as having strong JEDI and/or Global content (1.1)

4. Enrollment in DPT program (1.1)

5. Enrollment in PA program (1.1)

6. Identity awareness and cultural competency indicators (1.1)

7. New program enrollment (1.1)

8. New programs and modalities (1.1)

9. Preview, GFS, and Study Abroad participation (1.1)

10. Thrive Index (a composite of student engagement and success indicators) (1.1)

11. Conversion of visitors to enrolled students (1.2)

12. First-Year Student enrollment in the fall term (1.2)

13. Market share in recruiting regions (1.2)

14. Market expansion opportunities identified (1.2)

15. New market opportunities identified (1.2)

16. New transfer student enrollment in the fall term (1.2)

17. Students from diverse backgrounds (1.2)

18. Total applications for fall enrollment in graduate programs (1.2)

19. Transfer students retained (1.2)

20. Tuition discount rate for graduate students (1.2)

21. Yield rate for undergraduates(1.2)

22. Yield rate for graduate students (1.2)

23. Faculty efforts published, exhibited, presented that involve students (1.3)

24. Faculty, staff, and student participation in CLTM programming (1.3)

25. Graduating seniors and new alumni who report that a faculty or staff member helped them to connect with their current employer (1.3)

26. Grants submitted, secured that involve students (1.3)

27. Students presenting research and creative work regionally, nationally, and globally (1.3)

28. Students' perception of importance and satisfaction with academic advising (1.3)

29. Undergraduates making satisfactory academic progress (1.3)

30. User agreement that CLTM (Phase I) is an important University resource for building capacity within and across the institution (1.3)

31. Center City employer and organization partnerships (1.4)

32. Intern Philly enrollment (1.4)

33. International collaborative programs (across Colleges and departments) (1.4)

34. International student satisfaction with academic/student life experience (1.4)

35. Internship placement opportunities (1.4)

36. Participation in global programs (e.g., Preview, GFS, study abroad) (1.4)

37. Revenue (1.4)

38. Student global learning outcomes (1.4)

39. Total enrollment for all global programs (1.4)

40. Career development courses in the curriculum (2.1)

41. Course pass rates (2.1)

42. Faculty and staff who join the Career Readiness Fellows Program (2.1)

43. First-year students from underrepresented and/or underserved populations (2.1)

44. Graduation rates (2.1)

45. New graduates employed or enrolled in graduate/professional education within six months of graduation (2.1)

46. Seniors participating in a career-building internship, practicum, or research experience (2.1)

47. Student engagement (2.1)

48. Students using the Office of Career Education resources/services (2.1)

49. Underrepresented and/or Underserved Enrollment (graduate/undergraduate) (2.1)

50. Transition, wellbeing, habits of the mind, satisfaction and benchmarks (2.2)

51. Assessment and benchmarking opportunities for student experience, satisfaction, and success (i.e., NSSE, SSI, GSS) (2.2)

52. Correlation between Thrive Index and traditional student success measures (2.2)

53. Cross-functional units actively represented and participating in Student Experience Task Force and initiatives (2.2)

54. First-year student transition and engagement (2.2)

55. Student Engagement Construct (NSSE) (2.2)

56. Student Satisfaction Construct (NSSE) (2.2)

57. Average first term GPA of new students (FYS/TR/Grad) (2.3)

58. Credit accumulation and satisfactory academic progress (2.3)

59. Curricular and co-curricular collaborations and opportunities for students (2.3)

60. New Student Engagement, Satisfaction (2.3)

61. New student retention rates fall to spring and fall to fall (FYS/TR/Grad) (2.3)

62. Outreaches that inform families about programs, events, and opportunities to engage (2.3)

63. Parent giving (2.3)

64. Participation from parents of underserved/represented groups (2.3)

65. Participation of families and guests at family weekend (2.3)

66. Participation of families and guests at orientation (2.3)

67. Professional development on family and community engagement (2.3)

68. Social media engagement (2.3)

69. Attendance at campus events (athletic, performance, speakers, OID) (2.4)

70. Graduate Student engagement, satisfaction, sense of belonging (2.3)

71. Graduate student resource utilization rate during evenings and summer (2.3)

72. Overall satisfaction with student housing, on-campus student life, student activities (2.4)

73. Resources available to graduate students during evenings and summer (2.4)

74. Retention rate of students in on and off-campus housing (2.4)

75. Roommate changes (2.4)

ARCADIA 2025 KEY PERFORMANCE INDICATORS

76. Students living off-campus who move to on-campus housing (2.4)

77. Usage rate of campus services by graduate students (2.4)

78. Number of student and faculty participation in courses, internships, research, student teaching, Education practicum, and PT and Counseling clinical practice along the Easton Road Corridor (3.1)

79. Number of Community-engaged courses and events in the Easton Road Corridor (3.1)

80. Number of neighbors and partners involved in Easton Road Corridor planning sessions (3.1)

81. Number of high schools and students participating in dual enrollment programs (3.1)

82. Yield rate by financial aid matrix cell (3.2)

83. First-Year Students enrolled in the fall term (3.2)

84. Freshman retention rate by demographics and financial awards (3.2)

85. New student yield rate for those who were offered Civic Scholars (3.2)

86. First-to-second year retention of Civic Scholars (3.2)

87. Percentage of training participants who go on to facilitate dialogues (3.3)

88. Number of campus lectures, panels, and events about contentious issues or contemporary policy debates (3.3)

Note: Lettered KPIs are plan level.

89. Number of community-engaged academic offerings each semester (3.3)

90. Number of students participating in community-engaged learning experiences annually (3.3)

91. % of Arcadia's global centers offering a community-engaged course each semester (3.3)

92. Number of international service-learning courses (3.3)

93. % of community site leaders who report their associated Arcadia course has made a positive difference for them and they would welcome continued/future collaboration (3.3)

94. Number of participants in training sessions for the use of the Framework (3.4)

95. Climate Survey indicators (3.4)

96. Identity awareness and cultural competency indicators (3.4)

97. Percentage improvement based on key sustainability indicators (baselines to be determined)(3.4)

98. Number of new sustainability efforts (3.4)

99. Admission conversion and yield rates (4.1)

100. Approved and implemented standards, policies, and processes (4.1)

101. Board representation reflects core competencies and philanthropic objectives that are mission-critical to the success of the university (4.1)

102. Campus-wide leadership reflects core competencies that are mission-critical to the success of the university (4.1)

103. Data stewards identified vs the number of departments and colleges (domains) (4.1)

104. Diversity in university-wide committee participation (4.1)

105. Full-time faculty and staff who have participated in information security training (4.1)

106. Information security maturity level (rubric) (4.1)

107. Institutional level data visualizations (4.1)

108. Participation rates in cross-functional areas (4.1)

109. Personalized communications that are mapped and segmented by strategic groupings (CRM)(4.1)

110. Bond Covenants (4.2)

111. Educational sessions held (philanthropy) (4.2)

112. Gifts of $25,000 or more (4.2)

113. New or supplemental gifts closed to establish or enhance endowed scholarships for the Arcadia Financial Aid Initiative (4.2)

114. New prospective donors and visits to qualify, cultivate, and solicit (4.2)

115. Rate of funding for high priority initiatives (4.2)

116. Reduction in redundancy (4.2)

117. Revenue (4.2)

118. Unrestricted dollars raised (The Fund for Arcadia) (4.2)

119. Cost to attract and enroll a new student (4.3)

121. Graduate program inquiries, qualified leads, enrollment yield (4.3)

122. Placements, inquiries, and engagements of Arcadia stories in a global media market (4.3)

123. Qualified leads, applicants, and prospects (4.3)

124. Stories and mentions about faculty, staff, and students posted on Arcadia global platforms (4.3)

125. Website traffic, new users, geographic locations, arcadia.edu and all subsites (4.3)

126. Capital project prioritization ratings (matrix) (4.4)

127. Compensation benchmarks (4.4)

128. Faculty and staff retention rate (4.4)

129. Participation and cross-sectional nature of community involvement in the design process (campus master plan) (4.4)

130. Performance management participation rate (4.4)

131. Professional development participation and offerings (4.4)

132. Utility usage rates (4.4)

133. Utilization rates for the classroom, housing, recreational, and office space (4.4)

Appendix B: Glossary of Assessment Terms

Academic Program – An instructional program leading toward a certificate, associate's, bachelor's, master's, or doctoral degree or resulting in credits that can be applied to one of these degrees (Pennsylvania State System of Higher Education, 2017).

Artifacts – The work produced by students while engaged in a learning experience.

Analysis of Findings – Examination of the data gathered during the assessment cycle, including reflective consideration about what actions, if any, should be taken.

Action Plans – Actions taken to improve the program or assessment process based on the analysis of results.

Assessment – Measures the degree to which goals have been met; provides specific evidence of strengths and areas needing improvement.

Assessment Method – Indicates how an assessment was conducted. Examples include surveys, tracking, focus groups, performance evaluations, rubrics.

Assessment Process – The systematic collection, review, and use of information about student learning, educational programs, student support programs, and University services undertaken to improve teaching/learning and institutional effectiveness.

Assessment Plan – A document which outlines how and when selected outcomes will be assessed.

Assessment Report – An annual document based on the assessment plan that presents and explains assessment results, and shows how assessment results are being used to improve the program.

Benchmark – A standard or point of reference against which things may be compared or assessed as in benchmarking performance over time or using external benchmarks such as peer institutions or programs.

Closing the loop – Assessment of changes made based on assessment findings in a previous assessment cycle.

Co-curricular Units – The areas outside the classroom where the University also achieves its educational mission.

Continuous Improvement - An approach to work that systematically seeks to achieve changes in processes, procedures, services, and/or programs, for the purpose of quality improvement. Continuous improvement requires an organizational and division/unit commitment to an ongoing process of planning, assessing, reflecting, refining, and improving.

Course-embedded Assessments – Direct methods to assess student learning that are organic to and well integrated into the educational experience.

Course Student Learning Goals – the measurable learning/knowledge/skill expectations for all students completing an academic course, documented in the syllabi and program review documents. Faculty determine what to measure and the tool(s) to use.

Course Syllabus – A document that clearly articulates the expectations for a single course, including the learning goals, how they will be measured and criteria for success.

Curriculum Map – A matrix that articulates learning goals and identifies where they are developed and to what extent.

Direct Methods of Assessment – Measures used to document student performance. Examples of direct measures include rubrics for capstone projects, portfolios, papers, and performances.

5-Year Program Review – The 5-year program review is a self-study that requires departments to examine curriculum, student learning, faculty expertise, enrollment in the major(s) and minor(s), and other areas of relevance to the institution, and is completed every five years.

Findings – Results, evidence, data, and/or information gathered from assessment.

Formative Assessments – Assessments that occur throughout the learning process that aim to understand and, therefore, improve learning.

Goal: Statements of long-term general expectations of outcomes, which can be broad, and should be aspirational.

Institutional Effectiveness – Institutional effectiveness refers the extent to which an institution achieves its mission and goals. Institutional Effectiveness is monitored through ongoing, integrated, institution-wide research-based planning, assessment and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement of institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission and goals. An effective institution is characterized by a clearly defined mission that articulates who it serves, what it aspires to be, and what it values. An effective institution has clear goals that are broadly communicated to its stakeholders.

Indirect Methods – Measures used to assess students' perceptions of their experiences. Examples of indirect measures include surveys, focus groups, and interviews.

Institutional Priorities – In consultation with the Board of Trustees the University President identifies the University's institutional priorities for the year. All goals are linked directly to the University's adaptive strategy and are executed at the division/unit level. Independent division/unit goals may also sometimes inform and direct new strategic initiatives or institutional goals through the established adaptive strategy planning and assessment processes.

Institutional Student Learning Goals – Measurable student learning goals that are realized in the complete educational experience, both curricular and co-curricular.

Key Performance Indicators (KPIs) – Well-defined quantifiable measures of performance and progress toward achieving mission and goals. KPIs are tools used to understand and measure success toward achieving goals; they are not goals unto themselves.

Mission Statement – A concise statement that clearly articulates the purpose of a program, unit, or division, who it serves, and what distinguishes it. It describes the unique value and/or contributions of the program, unit or division.

Objectives: Short-term specific expected or intended outcomes, which are time bound and measurable, and should be achievable.

Operational Goals –Operational goals address the functioning of the program, division or unit and are established and assessed by the program, division or unit.

Program Student Learning Goals – Measurable learning/knowledge/skill expectations for all students completing a particular program or being served by a particular division or unit.

Program Review – Self-study process completed by each program, division and/or unit every five years to guide continuous improvement and development of programs, divisions and units. The program review process evaluates the status, effectiveness and progress of programs, divisions and units and helps to identify strengths, opportunities, needs, priorities and future direction. Program review requires departments examine curriculum, student learning, faculty expertise, enrollment in the major(s) and minor(s), student experience, and other areas of relevance to the institution. Program review is conducted on a five-year rotation unless external program accreditation cycles require a different review schedule.

Target – The desired or expected outcome, when compared to the actual outcome it indicates whether or not a goal has been achieved.

Validity – The extent to which an assessment measures what it is supposed to measure and the extent to which inferences and actions made on the basis of results are appropriate and accurate.

Value-added – Evidence that shows the effects educational providers have had on students during their programs of study beyond what would have occurred through natural maturation. A comparison of the knowledge and skills students bring to the educational process with the knowledge and skills they demonstrate upon completion of the educational process.

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