

# ANNUAL SUMMARY OF INSTITUTIONAL EFFECTIVENESS 2021-2022

## I. Introduction

The annual review ensures an on-going, integrative process that comprehensively evaluates institutional effectiveness, and provides a structure for identifying, suggesting, and implementing revisions based on an organized evaluation process.

Initially, the office of Institutional Effectiveness compiles all assessment data and prepares this annual summary. The University Assessment Committee reviews it and reports it to the President, executive leadership, and administrative staff.

All assessment data measured by Underwood's assessment process use the same 5-point rating scale. Each point on the scale equals twenty percent; therefore every tenth of a point equals a two-percent range. Thus, Strongly Agree = 4.1-5.0pts; 81-100%; Somewhat Agree = 3.1-4.0pts; 61-80%; No Opinion = 2.1-3.0pts; 41-60%; Disagree Somewhat = 1.1-2.0pts; 21-40%; Strongly Disagree = 0-1pt; 1-20%.

## II. Assessment of Admissions, Student Services, Success and Retention

The following section outlines the annual evaluation process for assessing student success and retention. This annual evaluation provides a structure for determining necessary data both for annual reporting and for implementing improvements for increased effectiveness based on data-driven decision-making.

### A. Initial Review and Data Compilation

1. The office of Institutional Effectiveness organizes and administrates an annual Student Success and Retention Review (March 2022)
2. Compilation of Institutional Effectiveness Data is as follows:
  - a. Enrollment
  - b. Retention Rates
  - c. Graduation Rates
  - d. Placement Rates

### B. Institutional Effectiveness Data

#### ENROLLMENT (Academic Years 2020-2022)

	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Undergraduates	776	716	597	576
Graduates	73	69	105	103
<b>Total</b>	<b>849</b>	<b>785</b>	<b>702</b>	<b>679</b>

## RETENTION RATES (ACADEMIC YEAR 2020-2021)

**UNDERGRADUATE: 77%**

**GRADUATE: 68%**

Retention rates are calculated based on the number of full-time students who enrolled in their first university degree program in the given year, and who also re-enrolled the following year.

EARLIER RETENTION RATES and 3-YEAR AVERAGE

	2019-2020	2018-2019	3-YEAR AVERAGE (Fall 2018 – Fall 2021)
UNDERGRADUATE	97%	91%	88%
GRADUATE	91%	93%	84%

## GRADUATION RATES for 2015 COHORT (graduated in 2019, 2020, or 2021)

**UNDERGRADUATE: 34%**

**GRADUATE: 30%**

Graduation percentage rates are calculated based on the number of students who enrolled in a program in a given year (the “cohort”); and who graduated within 150% of their expected time to graduation (i.e., Bachelor’s degree students are expected to complete their degree programs in four years, therefore 150% of the expected time = six years. Master’s degree students are expected to complete their degree programs in two years, therefore 150% of the expected time = three years). The above numbers therefore indicate students who enrolled in the Fall of 2015 and who graduated by or in 2021 (for Bachelor’s degree programs); and by or in 2018 (for Master’s degree programs).

EARLIER GRADUATION RATES AND 3-YEAR AVERAGE

	2014 cohort (graduated in 2018, 2019, or 2020)	2013 cohort (graduated in 2017, 2018, or 2019)	Average graduation rate of 2013, 2014, and 2015 cohorts
BACHELOR’S DEGREE	18%	32%	28%

	2014 cohort (graduated in 2016 or 2017)	2013 cohort (graduated in 2015 or 2016)	Average graduation rate of 2013, 2014, and 2015 cohorts
MASTER’S DEGREE	30%	0%	20%

### C. Review of Core Assessment findings

1. Satisfaction Areas for Improvement (2022 Graduating Student Inventory: Appendix 1)
  - Accessibility of Faculty 4.6 (92%)
  - Quality of Teaching 5.0 (100%)
  - Class Size 3.1 (62%)
  - Ease of Registering for Courses 4.3 (85%)
  - Library Collection 3.5 (69%)
  - Administration/ Staff Support 2.3 (46%)
  - Academic Advising 4.6 (92%)
  - Campus Facility 4.3 (85%)
  - Overall Academic Experience 4.6 (92%)

### D. Indirect Assessment of Institutional Learning Outcomes

This section presents summary data of indirect measures of institutional learning outcomes as indicated in the 2022 Student Course Evaluation (See Appendix 2).

#### Learning Outcomes

Average Score: 3.7 (74%)

Line Item	Score
17. The instructor explained the course objectives and learning outcomes in the first class session.	3.8 (76%)
18. Class lecture helped me achieve the stated course objectives and learning outcomes.	3.7 (75%)
19. Course assignments helped me achieve the stated course objectives and learning outcomes.	3.7 (74%)
20. Classroom activities helped me achieve the stated course objectives and learning outcomes.	3.7 (74%)

### E. Summary Review and Recommendations

1. Review the current Health and Wellness services and explore further options that meet student's needs.
2. Review the current services available for career counseling and placement services. Provide additional communication of opportunities through the monthly Student Services e-newsletter. Schedule student appointments for additional advising.
3. Make computer labs and library resources more readily available.
4. Encourage instructors to require library resources as a part of class assessments (papers, projects, etc.), as a way of motivating the students to use the library more frequently.

## II. Evaluation of Facilities and Equipment

This evaluation was skipped because there were no in-person classes in the campus facility during the Covid 19 Pandemic from Spring 2020-Spring 2022 semesters.

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### **III. Evaluation of Financial Condition and Management**

The following section outlines the annual evaluation of the financial condition and management of the institution. This annual evaluation provides a structure for determining necessary data both for annual reporting and for implementing improvements for increased effectiveness based on data-driven decision-making.

1. Accurate and timely financial reports are provided to the President, Board of Directors, and other designated persons. Accountant provides financial documentation monthly.
  2. On-going financial management and oversight is maintained through the accountant which included Board review of monthly financial statements.
  3. A certified external audit of the financial statements along with management letter is prepared each year, in conformity with generally accepted accounting principles (GAAP) and federal guidelines.
  4. External Audits are annually conducted.
    - a. Audits demonstrate a recent history of financial stability.
    - b. The audit is in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller of the United States.
    - c. The audit demonstrates adequate finances to support the institutional mission and programs.
  5. Current and long-range financial plans are in place and reflect positive cash flows and positive budget outcomes that are realistic.
  6. The institution has a segregated contingency account in reserve to support the operational budget.
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