Administrative Units and Programs Assessment Report: 2017-2018
Kutztown University of Pennsylvania

During 2017-2018, the Implementation Team for Institutional Effectiveness continued to monitor program reviews, processes, and procedures for the University's administrative units and programs. This is the first annual report, although a number of administrative units have been undergoing formal and informal review for several years.

Historical Perspective

One result of the 2008 decennial Middle States Self-Study was the creation of the Implementation Team for Institutional Effectiveness in late Fall 2010. The Team consists of representatives from all divisions, and under the direction of the President's Cabinet, is charged with coordinating institution-wide assessments and submitting findings to the Cabinet. Along with working on assessments of institutional effectiveness, the Team was largely responsible for the 2013 Periodic Review Report.

Since the submission of the Periodic Review Report, the Implementation Team has evolved into the campus group that monitors accreditation issues and institutional assessment best practices, and it formed the core of the Steering Committee for the 2018 decennial Middle States Self-Study.

Administrative Units and Programs Review Guidelines

The Implementation Team incorporated best practices, Middle States Commission on Higher Education recommendations, and State System policies and procedures into a set of guidelines to support the various administrative units in the divisions of Academic Affairs, Administration and Finance, Enrollment Management and Student Affairs, Equity and Compliance, and University Relations and Athletics, to achieve the most encompassing and productive five-year reviews.

See Attachment I for the latest iteration of this guide, procedure, and forms. As shown, effort is made to model the academic program review process.

Administrative Units and Programs Self-Study and External Review Schedule

Currently, 53 administrative units and programs are scheduled for five-year self-study and external reviews (see Attachment II). Prior to 2017-2018, 27 units underwent self-study with eight external reviews.

During 2017-2018, one accredited program underwent self-study and external review, three programs went through self-study, and seven programs underwent external review.

Feedback from members of the Implementation Team suggest that, in some instances, self-studies and external reviews point to the need for

1. understanding the importance of aligning the self-study with established criteria and following the guidelines provided.
2. clarifying unit mission, goals, and objectives, and linking mission to unit activities and program outcomes.
3. using direct assessment measures and less reliance on indirect assessment.
4. identifying assessment plans that are measurable and support program and student learning outcomes.
5. understanding of and adherence to external review procedures and guidelines.
6. providing better communication with external reviewer(s)/evaluator(s) about expectations.

Having said this, one unit was commended by the Implementation Team for "clear goals/outcomes that have been reviewed/assessed. The office is to be commended for its thoroughness." In two other instances, one office was praised for a "very nicely written and comprehensive self-study," and another office for its "resourcefulness, leadership, support of university mission and goals."

Administrative Units and Programs Self-Study and External Review Results

Numerous administrative units/programs provided examples of assessment results and outcomes, actions taken, and improved outcomes.

Athletics. The Athletics Program external reviewer, Pennsylvania's State System of Higher Education auditors, and PSAC auditor identified the need for processes to certify academic eligibility (i.e., initial eligibility for freshmen, transfer eligibility, and continuing eligibility). A compliance committee developed an action report and the first components of a University handbook to outline compliance efforts. State System auditors accepted the effort as satisfactory; and, the committee will continue to meet to complete the manual and address protocol.

The external reviewer for the Athletics Program also addressed the department budgets and fiscal challenges. As a result, a strategic planning committee was formed and an assistant vice president for Recreational Services and Athletic Resources was assigned to the division. A tiered sports structure was developed to support a balanced budget while helping the University meet Title IX requirements. This allowed the University to avoid cutting sports, which would impact enrollment, or increasing the Athletic budget by $500,000.

Conduct Program. Students in the Conduct Program who received self-reflection sanctions as a result of completing a self-reflection assignment were expected to make better decisions, understand consequences, identify planning for future behavior, and make connections to life decisions as a result of completing the self-reflection assignment. Based on improved reflection sanction instructions, targets were readjusted and continued student learning performance is anticipated in May 2019.

A new student conduct management system was recommended to be adopted in a previous self-study in order to improve efficiency, enhance student communication, improve records management, and reduce case processing time. Maxient's Student Conduct Manager was on boarded in 2017 and deployed campus wide for 2017-2018. Implementation of this software resulted in (a.) a reduction in certified mail expenses by 93%; (b.) a reduction in paper consumption by 75%; (c.) a reduction in time spent filing by 40%; (d.) the elimination of paper records; (e.) a reduction in Clery reporting time by 153%; (f.) a reduction in records purge time by 137%; (g.) a 50% reduction in student employee expenses; (h.) an 18% improvement in adjudication time; and, (i.) an overall communication retrieval rate of 82% versus a 65% national average.

Financial Aid. Although the Financial Aid Office review was not performed during the time of this report (i.e., 2014-2015), it is important to note that in response to a recommendation that document imaging software be used to chart workflows and as a tool with PeopleSoft, Ivue Intellinetics software was implemented for the 2017 aid year. This enabled charting and improved workflow efficiencies; also, it pointed to the necessity for document management. The Office is now implementing CampusLogic for the 2020 aid year as a document imaging/storage system.

Grants and Sponsored Projects. As a result of self-study and external review, the Grants and Sponsored Projects Office reported improved outcomes in three areas; (1.) During the self-study, survey responses from faculty and staff and a SWOT analysis noted that the paper internal routing form for external funding was inconvenient and inefficient. The Office reviewed several electronic-based options and created an electronic version; the form is now completed online and the workflow for all signatures is automatic. The external reviewer indicated that the automated process reduces the paper burden on faculty and staff and the Office of Grants and Sponsored Projects; (2.) Also through the survey, it was noted that the grant application process, requiring an original and seven copies, was inefficient. After reviewing several electronic-based options, the Office has built an automated application process. With over 180 applications received per year, the online version has reduced paper waste and increased the efficiency of the committee; and, (3.) Data from the KU Bringing Experiences About Research in Summer (KU Bears) Program have been positive. In the summer pilot year, ten undergraduate students participated with faculty on research. Because faculty indicated that some students would have applied but could not afford housing, in year two the budget was doubled from $20,000 to $40,000 and free housing was offered. Twenty-six students participated in year 2 and 31 students participated in year 3. Fall 2018 data showed that all students from the three years have persisted to the next year or graduated.

Housing. The impact of the co-curricular experience on student success was the impetus for the establishment of a two-year housing requirement for incoming students. During an assessment of housing operations, it was learned that students who lived on campus during their first two years had markedly higher graduation rates. These data supported an institutional policy change enacted in fall of 2017 that all new students were required to live on campus during their first two years of study. The program included exceptions

for commuters and other circumstances. An analysis of the impact of this program will be conducted in 2021-2022.

Information Technology. In response to self-study and external review, an Assistant Vice President for the Office of Information Technology was hired and a Manager for Cyber Security is being recruited. A department communications plan was implemented along with department restructuring. The department has modernized classroom technology in many areas of the campus (e.g., modernized 65 classrooms from analog to digital; supported implementation of Social Media Hub; implemented 5 new computer labs; replaced University's storage environment) and is performing RFPs to replace the antiquated telephone system and IT Service Desk in anticipation of IT Service Desk Consolidation.

KU Presents! As a result of the KU Presents! external review, the KU Arts Society was publicly launched in September 2018 to seek additional sources of revenue through new fundraising efforts. The long-term goal is that the Society will generate enough funding not only to support "Promoting the Love of Arts for Youth Series" but also will enhance KU Presents! and the arts.

Recreational Services. Following the Recreational Services self-study, the department researched cardio and strength equipment trends to best meet the needs of students and other patrons. New equipment was installed during summer 2018 and preventative maintenance was established.

Rohrbach Library. In support of Strategic Goal 4 Stewardship of the University's Infrastructure, the University Writing Center was relocated to the Rohrbach Library's first floor, creating collaborative partnerships and spaces for our students. Similarly, in support of Strategic Goal 3 Caring Campus Community, the Rohrbach Library budget undergoes an annual review each fall semester to reflect student and faculty instructional and research needs. Budget realignment redirects resources to added streaming videos, e-books, additional laptops for circulation, and miscellaneous resources to satisfy students and faculty demands.

University Marketing. Following University Marketing's external review, a brand refresh was launched in summer 2017, accompanied by a new admissions landing page for the web, branded banners and videos, and a comprehensive advertising campaign that ran from September 2017 through February 2018. These branding efforts were partially credited for the best enrollment figures since 2010; the enrollment at the freeze date of 8,309 students in September 2018 was just 20 students short (0.24% drop) of the 2017 number. It marked the lowest drop in students in eight years (184 student drop, 2.16% in 2017).

University Relations. The University Relations external review identified multiple University calendars (i.e., arts, athletics, academics, alumni, student affairs, and conference services calendars). Strategic funding was requested and software purchased for a Master Calendar compatible with the virtual EMS. The review also identified the

need for a redesigned website, with admissions given first priority, followed by programs of distinction. Work is continuing through the collaborative efforts of University Marketing, Information Technology, and an outside agency. Extensive research has been conducted with plans to launch a new, responsive site in summer 2019; the primary focus will be student recruitment.

Continuous Improvement

With the recent adoption of the eight General Education Student Learning Outcomes as Institutional Student Learning Outcomes (see https://www.kutztown.edu/about-ku/mission-vision-and-purpose.htm), State System Policy 1986-04-A: Program Review (see http://www.passhe.edu/inside/policies/BOG_Policies/Policy%201986-04-A.pdf), Procedure 2018-35 Review of Academic Programs and Programs in Support of the Student Experience (see http://www.passhe.edu/inside/policies/Policies_Procedures_Standards/Review%20of%20Academic%20Programs%20and%20Programs%20in%20Support%20of%20the%20Student%20Experience%202018-35.pdf), and collaborations with the Academic Assessment Council and administrative units across divisions, assessment is an evolving and improving process. It is anticipated that 2018-2019 will prove to be a valuable experience for administrative units undergoing self-study and external review.

The Implementation Team expects the incorporation and assessment of Institutional Student Learning Outcomes where applicable and an annual assessment update be provided by each unit supervisor to the division vice president.

Recommendations

Division vice presidents are reminded to (1.) identify and include institutional student learning outcomes in administrative unit goals/initiatives where appropriate; (2.) provide thorough and meaningful feedback to unit supervisors; (3.) assess how results led to interventions and demonstrated improvements and change; and, (4.) use self-study and external review guidelines provided by the Implementation Team to effectively and efficiently navigate the self-study and external review processes. It is also recommended that administrative units/programs engage collaboratively to review their mission statements.

ATTACHMENT I
Administrative Units and Programs Review Guidelines

Purpose

The purpose of this document is to outline the instructions, processes, and standards regarding the review of administrative units and programs at Kutztown University as required in Pennsylvania's State System Board of Governors Policy 1986-04-A: Program Review. Administrative departments/units are organized areas of the University structured to deliver unique sets of services, support functions, or student learning experiences that support the institutional mission (e.g., student success, infrastructure sustainability, community support).

Administrative program reviews generate knowledge about how well programs are supporting the University's strategic plan and mission. They provide programs with a platform to exercise self-reflection on performance and to identify the strengths and weaknesses that inform future planning. Emphasis should be placed on strengthening the self-evaluation capacity of programs/units so that they can effectively adapt to change and practice continuous improvement.

Rationale

The purposes of program review are:

1. Assure deliberate and continuous attention to the enhancement of the quality of administrative programs.
2. Provide analyses using quantitative and qualitative data, including student learning outcomes, to assess program sustainability and program effectiveness to contribute to both University and State System planning.
3. Provide the Council of Trustees, Chancellor, Board of Governors, and accrediting bodies including the Middle States Commission on Higher Education with assurance that programs are being assessed in a systematic fashion and that plans for making continuous improvements are developed, implemented, and communicated.

Program Review Process
1. An annual assessment update is to be provided by the administrative unit supervisor to the division vice president.
2. An internal self-study is required every five (5) years. Each vice president, in collaboration with the Implementation Team for Institutional Effectiveness, will determine the schedule of administrative program reviews for the respective division.
3. The unit/program supervisor will meet with the vice president (or designee) to outline the plan for the program review committee, self-study preparation, and review process.
4. The program review committee analyzes the program's mission fit, outcomes assessment, progress made on the action plan from the previous review, and cost effectiveness.

5. The program review committee writes the self-study including an action plan addressing its recommendations. The committee submits the self-study to the department, supervisor, and vice president for review and feedback.
6. If necessary, the self-study will be revised and re-submitted to the vice president for input.

Contents of the Self-Study
The goal of these reviews is to recognize program strengths, identify opportunities for improvement, and provide recommendations for improvements or modifications. Results and action plans to implement recommendations will be used in the unit operational planning process and documented in TracDat.

The sections of the self-study are outlined in Appendix A: Academic- and Student-Support Program Review Summary Form.

External Program Review
1. An external review is required the year following the self-study.
2. The purpose of external review is to garner additional perspectives on program strengths and weaknesses from individuals in the field, or closely related field, who are affiliated with other institutions. External reviewers have a unique opportunity and obligation to bring an outside perspective to the program review process. They are encouraged to be constructively honest as they (1.) evaluate processes and procedures within the unit/program; (2.) recommend improvements or alternative assessment methods; (3.) evaluate unit/program strengths as well as weaknesses; and, (4.) articulate recommendations for unit/program improvement. According to Board of Governors Policy 1986-04-A, except under special circumstances, external evaluators are to be from outside the State System.
3. The program review committee recommends candidates for external evaluators to the supervisor. The supervisor, in consultation with the vice president, will select up to two external evaluators.
4. The unit will contact the approved recommended individual(s) and make arrangements concerning duties, timeline, and compensation (travel and honorarium).
5. Prior to the visit, the unit will send the external evaluator(s) the program review committee's self-study report and action plan.
6. Usually a one- or two-day visit by the evaluator(s) is planned.
7. During the campus visit, external evaluator(s) will generally meet with members of the office along with supervisors, the vice president, and recipients of the office's services.
8. The opportunity for structured as well as unstructured meetings with department members should be planned for the external evaluator(s).

The external reviewer(s) written report should be submitted within one to two months of the visit and should provide the following information:

1. In what way did the self-study documentation provide the necessary context to complete the program review?
2. Were department/unit/program mission, goals, and objectives appropriate? How did they support the University strategic plan?
3. How were previous self-study recommendations addressed?
4. Are the resources available to support this function adequate and appropriate?
5. Are assessment processes appropriate? Do they contribute to measuring program effectiveness and supporting a cycle of continuous improvement? Do they inform program planning?
6. Are the internal program review recommendations appropriate for achieving goals?
7. What are recommendations resulting from this review?

Function of Implementation Team for Institutional Effectiveness
The Implementation Team for Institutional Effectiveness is tasked by the President and Cabinet with overseeing and implementing administrative units and program reviews.

The Team is to:

1. review the self-study reports. See Appendix B: Academic- and Student-Support Program Review Evaluation Sheet for the rubric used by the Team. Include the external review report in the evaluation.
2. endorse program action plans for improvement.
3. recommend completed program self-studies/external reviews to the Cabinet for final acceptance and approval.

APPENDIX A
KUTZTOWN UNIVERSITY
Academic- and Student-Support Program Review Summary Form
Based on Board of Governor's Policy 1986-04-A

Program/Department Title: _____

Division: _____ **Date of Last Review:** _____

Documents Enclosed: ☐ Self Study ☐ External Evaluation

Completion Date: _____

◆◆

I.   Program Review Criteria Evaluation

Criteria	Meets	Comment	N/A
Program review team composition	☐	☐	☐
Goals set during last review and progress in meeting those goals.	☐	☐	☐
Mission centrality	☐	☐	☐
Environmental scan	☐	☐	☐
Program demand	☐	☐	☐
Program organization	☐	☐	☐
Currency of departmental policies/guidelines/procedures	☐	☐	☐
Accreditation	☐	☐	☐
Program outcomes	☐	☐	☐
Unique/special program features	☐	☐	☐
Post review implementation plan	☐	☐	☐
Other	☐	☐	☐

Comments

II.   Reviewed By

_____
Implementation Team for Institutional Effectiveness / Date

III.   Program Review Checklist Descriptions

Program Review Team Composition
List the names and position titles of all individuals involved in the review including university and non-university faculty, staff, and students.

Goals set and progress made
Action plans that were drafted as a result of recommendations from the last review should be listed and along with the progress made in implementing the recommendations. If this is your first review, list your current goals, action plan, and progress toward implementation.

Mission centrality
The department's mission statement should be provided along with a description of how the mission drives the department's activities and supports the mission of the university.

Environmental scan
A SWOT analysis or other environmental scan should be provided covering topics such as changing student characteristics, impact of technology on services, evolving student/staff expectations, and changing regulatory requirements.

Demand
Demand for the department's services should be described which may include number of students/staff served, transactions requested, and/or mandated service requirements.

Program Organization
Provide an organizational chart along with a description of how the structure of the department facilitates the attainment of goals and objectives. Also list interactions with other departments/organizations internal and external to the University.

Currency of departmental policies
Provide a listing of departmental policies along with the date(s) of their latest review.

Accreditation
If applicable, list accreditations available to the department and if achieved.

Program outcomes
Provide a list of program outcomes achieved. Consider faculty/staff achievements, student satisfaction, and other documented program outcome results, including the assessment of student learning outcomes where applicable.

Unique/special program features
If applicable, describe other aspects of the department that may be beneficial in reviewing the department.

Post review implementation plan
A plan to provide for continuous improvement by building on strengths and addressing challenges should be provided. The recommendations and action items should be accomplished by the next review period.

APPENDIX B
KUTZTOWN UNIVERSITY
Academic- and Student-Support Program Review
Evaluation Sheet

Program/Department Title:

Division:

Review type: ☐ Self Study ☐ External Evaluation   **Completion Date:**

♦♦♦

I.   Program Review Criteria Evaluation

Criteria	Meets	Comment	N/A
Program review team composition	☐	☐	☐
Goals set during last review and progress in meeting those goals	☐	☐	☐
Mission centrality	☐	☐	☐
Environmental scan	☐	☐	☐
Program demand	☐	☐	☐
Program organization	☐	☐	☐
Currency of departmental policies/guidelines/procedures	☐	☐	☐
Accreditation	☐	☐	☐
Program outcomes	☐	☐	☐
Unique/special program features	☐	☐	☐
Post review implementation plan	☐	☐	☐
Other	☐	☐	☐

Comments

II.   Reviewed By

_____
Implementation Team for Institutional Effectiveness / Date

ATTACHMENT II
Administrative Units and Programs Review Schedule

ADMINISTRATIVE UNITS/PROGRAMS REVIEW SCHEDULE

Administrative Program	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Academic Enrichment		SS	ER				SS	ER				SS	ER		
Accounts Payable							SS	ER				SS	ER		
Admissions		SS			ER		SS	ER				SS	ER		
Assessment	SS				ER				SS	ER				SS	ER
Athletics				SS		ER				SS	ER				SS
Budget & Accounting							SS	ER				SS	ER		
Career Development		SS/ER					SS	ER			SS	ER			
CASA		SS	ER				SS	ER				SS	ER		
Community Outreach Center			SS		ER			SS	ER				SS	ER	
Conference Services							SS	ER							
Copy Center							SS	ER				SS	ER		
Counseling & Psy. Services						SS	A/ER				SS	A/ER			
Dining Services					SS	ER					SS	ER			
Disability Services			SS		ER										
Distance Education	SS				ER				SS	ER				SS	ER
Facilities		SS	ER						SS	ER				SS	ER
Financial Aid	ER				SS	ER				SS	ER				
Frederick Douglass Institute						SS	ER				SS	ER			
GLBTQ Center			SS		ER			SS	ER				SS	ER	
Graduate Admissions					SS	ER				SS	ER				SS
Grants & Sponsored Projects			SS	ER					SS	ER			SS	ER	
Health Center			SS	A(SS/ER)			A(SS/ER)			A(SS/ER)			A(SS/ER)		
Health Promotion			SS	ER				SS	ER				SS	ER	
Housing Operations	ER				SS	ER				SS	ER				SS
Human Resources		SS			ER				SS	ER				SS	ER
Information Technology		SS		ER											
Institutional Research		SS			ER				SS	ER				SS	ER
International Adm. & Serv.		SS		ER			SS	ER				SS	ER		
KU Presents		SS	ER												
Marketing	SS	ER													
McFarland Student Union					SS/ER				SS	ER					
Multicultural Services		SS			ER			SS	ER				SS	ER	
One Card Office						SS	ER				SS	ER			
Orientation/NSP			SS	ER				SS	ER				SS	ER	
Police Services					SS	ER				SS	ER				SS
Procurement Services				SS	ER				SS	ER				SS	ER
Public Safety					ER										
Recreational Services		SS			ER										
Registrar's Office						SS	ER				SS	ER			
Residence Life					SS	ER					SS	ER			
Rohrbach Library			SS		ER				SS	ER				SS	ER
Social Equity	AG														
Sports Medicine					SS	ER									
Student Accounts		SS			ER			SS	ER				SS	ER	
Student Assistance						SS	ER				SS	ER			
Student Conduct		SS		ER				SS	ER				SS	ER	
Student Involvement					SS	ER				SS	ER				
Undergraduate Admissions		SS			ER										
University Mailroom						SS	ER				SS	ER	SS	ER	
University Relations	SS	ER													
University Shuttle								SS	ER				SS	ER	
Veterans Services					SS	ER				SS	ER				
Women's Center			SS		ER			SS	ER				SS	ER	

SS = Self Study
ER = External Review
A = Accreditation
AG = Auditor General
All units are to provide annual updates.

This template is subject to change and is updated periodically.