

IEC Minutes
February 14, 2012

Attending: Mikki Guest, Bryan Davis, Darcy Bragg, Josh Curtin, David Jenkins, Brian Adler, Dongwen Qi, Andy Bosak, Peg Ellington, Keaton Wynn, Lisa Cooper, Gayle Alston, Ru Story Huffman, Ellen Elder (Guest).

The meeting was called to order by Bryan Davis. The minutes were approved with minor corrections.

Bryan Davis will send a list of findings from the December 2011 Assessment Day to committee members and it will be attached to the minutes of the December meeting.

Bryan Davis inquired for results from NSSE/FSSE handouts needing attention and urged the committee to look at how we are significantly different than our peers in areas.

Josh Curtin outlined a plan to make a community service “division” within his department to address 7.b of the NSSE/FSSE results.

Brian Adler suggested the IEC make recommendations based on the data, looking for action steps in the process. Recommendations from the IEC go to Faculty Senate.

Bryan Davis suggested we look at 3d and 3e as deserving for further study and/or action, as it correlates with anecdotal evidence that students are unable to write.

Brian Adler suggested the IEC as an overseeing body for writing intensive activities. The IEC can decide to focus on writing intensive as a theme for 1-2 years, and then move to another issue.

Darcy Bragg suggested a list of goals for the IEC, as well as some ideas for action plans.

Bryan Davis suggested a recommendation for the University to focus on writing intensive courses if the IEC identifies writing as an issue.

Lisa Cooper recommended taking ideas generated from the December 13, 2011 Assessment Day and the findings from the NSSE/FSSE as direction for the IEC, and as a way to identify goals.

The committee discussed writing and critical thinking as areas of interest, with Andy Bosak suggesting we concentrate on results from the December 13, 2011 meeting.

Peg Ellington recommended a virtual meeting to comment on the ideas generated from the Assessment Day to prepare for the March IEC meeting. Bryan Davis identified a listserv for IEC members as a communication tool, and will discuss a listserv with Tim Faircloth.

Bryan Davis will send the findings from the December 13, 2011 meeting to IEC members, with comments solicited.

The committee decided to meet on February 28, 2012.

Darcy Bragg, as a member of the SACS Leadership Team, asked if a policy was in place to show the University is meeting all SACS requirements. Discussed was the issue of the IEC as a

method for handling policy, or is this a function of the Steering Committee. After discussion, the recommendation was handling of policy is not a function of the IEC and the SACS Leadership Team should discuss the issue.

Subcommittee representatives made reports and the meeting was adjourned at 5:01.

Respectfully submitted,

Ru Story Huffman

NSSE/FSSE Results 2011

- **Items on which we are significantly better than our comparison groups (USG, Carnegie Class, NSSE mean)**
 - Note that eight out of nine results here are for seniors
 - 1.f. Come to class without completing readings or assignments
 - SR 1.82 (and falling, which is good)
 - 16% of seniors responded often or very often on this item, but 47% responded sometimes
 - 48% of faculty say 25% or more of their upper level students frequently come to class unprepared
 - 1.n. Discussed grades or assignments with an instructor
 - SR 3.08
 - 71% often or very often
 - 1.p. Discussed ideas from your readings or classes with faculty members outside of class
 - SR 2.44 (significantly higher than all comparison groups)
 - 46% of our seniors respond often or very often on this item
 - On related FSSE item 91% of faculty said less than half of their upper division students discussed a reading or concept at least once outside class
 - 1. r. During the current school year, about how often have you worked harder than you thought you could to meet an instructor's standards or expectations?
 - SR 3.03 (p values between .01 and .001 for comparison groups)
 - This mean has been rising since 2005
 - 74% of our students respond often or very often on this item
 - 73% of faculty say that less than half of the students in their upper division classes work hard
 - 6. c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)
 - SR 2.39 (higher than USG, and significantly higher than Carnegie class and NSSE mean)
 - 41% often or very often
 - Do responses on this item result from general culture of state/region?
 - 7. c. Participate in a learning community or some other formal program where groups of students take two or more classes together
 - FY .38 (p value of <.001 for all comparison groups)
 - 36% have not decided or do not plan to do: does this result make sense?
 - 10. d. To what extent does your institution emphasize helping you cope with your non-academic responsibilities (work, family, etc.)?
 - SR 2.23 (significantly higher than USG and NSSE Mean, and higher than Carnegie class)

- 48% of our seniors respond quite a bit or very much to this item
 - 11. c. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in writing clearly and effectively
 - SR 3.33 (p values of .05-.01 for comparison groups)
 - 83% of seniors say quite a bit or very much in response to this item
 - Linked FSSE item: 69% of faculty that they structure their upper level courses to develop writing quite a bit or very much
 - Anecdotally, the faculty says our students cannot write!
 - FY 3.02 insignificant deviation from mean, although slightly lower than all comparison groups
 - FSSE item: 51% of faculty say they structure their lower level courses to develop writing very little or some
 - 11. d. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in speaking clearly and effectively
 - SR 3.2 (significantly higher than USG and NSSE Mean, and higher than Carnegie class)
 - 78% quite a bit or very much
 - 11. i. Voting in local, state, or national elections
 - SR 2.44 (significantly higher than all comparison groups)
 - 46% quite a bit or very much
- **Items on which we are significantly below our comparison groups (USG, Carnegie Class, NSSE mean)**
 - Note that six out of these ten results are for FY students and one of ten for both FY and SR
 - 1.b. Made a class presentation
 - FY 1.75
 - 90% of first year students responded never or sometimes to this item
 - 1.i. Put together ideas or concepts from different courses when completing assignments or during class discussion
 - FY 2.43
 - 51% never or sometimes
 - 2.c. Synthesizing
 - FY 2.75
 - 37% very little or some
 - 2. e. Application
 - FY 2.87
 - 32% Very little or some
 - 3. d. Number of written papers or reports between 5 and 19 pages
 - SR 2.2
 - 69% 4 or fewer (19% none)
 - 3. e. Number of written papers or reports of fewer than 5 pages
 - SR 2.69 (less than USG, and significantly less than Carnegie class and NSSE mean)
 - 54% 4 or fewer (11% none)
 - 7. b. Community service or volunteer work
 - FY .29 (less than Carnegie class, and significantly less than USG and NSSE mean)
 - 26% have not decided or do not plan to do
 - 7. e. Foreign language coursework
 - FY .06
 - 55% have not decided or do not plan to do
 - SR .22
 - 71% have not decided or do not plan to do

- Both significantly lower than all three comparison groups
- 7. f. Study Abroad
 - SR .07 (significantly lower than all comparison groups)
 - 84% have not decided or do not plan to do
- 11. f. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in analyzing quantitative problems?
 - FY 2.79
 - 35% of freshmen respond very little or some to this item