

**Institutional Effectiveness Committee
Assessment Day Meeting Minutes
December 13, 2012**

Members present:

Cody King (presiding)

Brian Adler

Darcy Bragg

Lisa Cooper

Josh Curtin

Bryan Davis

Lauren DiPaula

Margaret Ellington

Mikki Guest

David Jenkins

Brian McLain

Kelly McCoy

Dongwen Qi

Ru Story-Huffman

Feng Xu

The meeting was called to order by Cody King at 10:05 AM.

Approval of Minutes of November 15, 2012

The minutes for the November 15, 2012 meeting were presented. Bryan Davis moved that the minutes be accepted and seconded by Kelly McCoy. Motion approved.

Report of Strategic Planning and Assessment Subcommittee

Lisa Cooper presented a handout of the Strategic Plan Interim Progress Report. During her presentation she discussed the strategic plan, goal by goal, describing what has been done and allowing for feedback from the group. Some of the main points highlighted in her presentation and feedback from the presentation include the following:

- IEC subcommittee surveyed departments to find out how enrollment growth has impacted their areas.
- Three areas were targeted for our recruiting efforts—(1) traditional freshmen beyond immediate Southwest Georgia region, (2) transfer students, and (3) adult learners and military veterans
- There are now more new transfer students than new freshmen. A possible reason for this could be the transfer articulation agreements.

- As enrollment increases, the percentage of adult learners remains the same.
- Grant in 2009 started the PLA program. Eleven students were enrolled in the PLA 2000 class and seven of them completed the course.
- Recommendation--We need a better tracking system to determine how much credit is given as part of the PLA program.
- We are tracking veterans, but the numbers may not be completely accurate because the current tracking system only determines who is receiving benefits. This may not include all veterans because many may have used up all their benefits and may still be in school. This number would also include any spouse that may be using this aid.
- No longer participating in the eCore program results in a decrease in the number of online classes offered, but the creation of our own institution-based online classes created an increase in the number of credit hours achieved in online classes.
- We currently do not have any on-line lab classes.
- Retention rates are decreasing.
- The subcommittee will be going through annual reports to see how academic programs have been enhanced
- A discussion took place regarding the issue of how to have a database of individual accomplishments other than what is reported on annual reports and if we do, what do we do with it. Suggestions included a NSSE-like survey regarding how the campus supports faculty, staff, and student participation in development activities, a report similar to the campus-wide community service report for presentations and workshops, etc., self-evaluations, using Compliance Assist or Live-Text to report, an online form that could be exported into a database. It is recommended to further explore this.
- Recommendation—we should include student data for Goal Two, Objective 4, Enriching Campus Intellectual Life.
- Recommendation--We need to figure out how to assess enrichment and develop an evaluation. Enrichment is not just an accomplishment or achievement. This should be explored by the IEC as a whole (not just this subcommittee). It could also be a good teaching circle topic.
- Lisa's summary was that we have lots of activities that work towards goals of the strategic plan but we don't assess all of them. Many units are not reporting on

what they are doing based on the institution's strategic plan, and instead are using their unit strategic plan in their annual reports.

- FY 12 information will be provided in a new report early in the Spring semester.
- Cody recommended that the interim should be presented to the Administrative Council in January.

Report of the Academic and Support Unit Assessment Subcommittee

Bryan Davis reported for this subcommittee. See IEC Academic and Support Unit Assessment Subcommittee report and summary Power Point.

He presented the list of units reviewed Fall 2012, the Spring 2012 pilot results, and the Fall 2012 pilot results. The following points were made from analyzing these results.

- Committee Report on Administrative Support Unit Assessment
 - The overall weakest area was in the category of the use of results.
 - The category of goals and outcomes was generally the strongest.
 - No units fell in the category of unacceptable based on the rubric used.
 - Larger units generally had stronger reports than smaller ones.
 - Recommendations:
 - Individual consultations may be needed to guide the reports
 - More professional development, training sessions, and models are needed. Bryan is going to share the best report as a model.
- Observations from Director of Institutional Effectiveness and Planning on all annual reports
 - Use of Budget Resources--few units actually discussed their use of budget resources. Many that did discuss them, included non-discretionary budget items (personnel) in their discussion
 - No unit tied the budget decisions made in discretionary spending to its unit strategic plan
 - Annual Assessment Summary--many units reproduced the table they provided for Section Two in this section.

- Observations on the Use of the Templates--few units removed the directions for the templates, provided the year on initial page in the header, provided page numbers in the table of contents, or inserted the unit name in the space provided on the template. More training is needed on how to use the template.
- Recommendations:
 - Clarify directions and move to directions page.
 - Add column to section two of the template (“Progress Towards Strategic Goals”) that allows unit strategic plans to be keyed to institutional strategic plan.

Report on the State of the General Education Assessment and Addendum on Critical Thinking

Kelly McCoy reported that we will assess entire core in a three year cycle using a common rubric. Critical Thinking objectives for the core curriculum have been submitted and approved by the USG. Next year Areas B and D will be assessed. The Student Learning Outcomes Inventory Report was also presented.

The following comments, suggestions, and recommendations made during a group discussion:

- It should not be English's responsibility for critical thinking.
- The current assignment (used for assessment) does not do a good job of measuring critical thinking skills.
- A portfolio should be used for assessment.
- Assessment of critical thinking skills should not be in freshmen classes.
- Critical thinking assessment should take place in English 1101 and then again during one's senior year.
- Assessment of student learning outcomes as at GSW should be used as a reference tool.
- Students need incentive for doing well on assessments and standardized tests.
- We should find out who is using what tests and implement a test as a graduation requirement. We should require certain percentage on a national standardized test to graduate.

- Students that don't pass this national standardized test but pass the classes flag us as a not good institution.
- Soon we are going to be required to move to a national standardized assessment.
- Grades do not indicate critical thinking skills.
- Grades during the freshmen/sophomore years are the best predictors of grades for junior/senior years.
- Retention is going down because our resources are going down.

Cody announced that IEC meetings for the Spring semester will continue to be monthly at 3:30 p.m. on Thursdays. He will send out an email with the specific dates.

The meeting was adjourned at 12:48 PM.

Minutes submitted by Darcy Bragg.