

**Institutional Effectiveness Committee**  
**Agenda 2015-16**  
**10/12/2015**

As a whole, the IEC will meet periodically during the academic year. The five Working Groups will convene more frequently. Each includes a designated lead, and a member of IEC leadership for coordination purposes. The complete IEC includes:

Richard Freedman, Associate Provost, IEC Chair  
Cathy Fennell, Director of Institutional Research, IEC Co-Vice Chair  
Jesse Lytle, Chief of Staff, IEC Co-Vice Chair  
Phil Bean, Dean of Academic Affairs, EPC  
Fran Blase, Provost, EPC  
Marilyn Boltz Professor of Psychology, EPC  
Franklyn Cantor, Presidential Fellow  
Martha Denny, Dean of the College  
Megan Fitch, Chief Information Officer  
Kevin Iglesias, Assistant Director of Institutional Research  
Jim Keane, Registrar, EPC  
Casey Londergan, Associate Professor of Chemistry, FAPC  
Jim Krippner, Professor of History  
Laura McGrane, Associate Professor of English, FAPC  
Maud McInerney, Associate Professor, EPC, MAST  
Phil Meneely, Professor of Biology, EPC Chair  
Chris Mills, Assistant VP for College Communications  
Brett Mulligan, Associate Professor of Classics, FAPC  
Krista Oldham, Archivist/Records Manager  
Ellen Schultheis, Sr. Assistant for Curricular and Provostial Affairs  
Jeff Tecosky-Feldman, Sr. Lecturer in Mathematics, Director of Multicultural Scholars  
Theresa Tensuan, Director of Multicultural Affairs  
Kelly Wilcox, Director, Office of Academic Resources

**1) Working Group on Advising, Visible Curriculum, and Enrollment Data**

EPC /IEC Collaborative:

EPC faculty members: Richard Freedman (also IEC), Phil Meneely, Maud McInerney (MAST experience)

Faculty at large: Jeff Tecosky-Feldman (Chesick experience), Casey Londergan

Dean's Office/EPC: Phil Bean, Jim Keane

Others: Brett Mulligan (FAPC), Kelly Wilcox (OAR), Megan Fitch(CIO), Kevin Iglesias (IR), Krista Oldham (Records Manager), Chris Mills (Communications).

- a. Advising (SP)
  - i. Diagram our current advising structure
  - ii. Articulate general advising goals that encompass the various dimensions mentioned in the Strategic Plan, and are the base for assessment
  - iii. Explore/develop "Intentionality" mindset for advising

- iv. Develop a means for recording/maintaining/sharing advising “notes” from the various advisors of a particular student (an electronic advising record).
  - v. Orientation for faculty advisors
- b. Visible curriculum (SP and PRR Response re: interdisciplinary; also related to advising):
- i. Define and describe users of the curriculum. What do they want from it and what do they need to know about it?
  - ii. Determine means to organize the curriculum. How are individual courses connected with each other?
  - iii. Design ways to expose such connections in the digital College Catalog.
- c. Enrollment data:
- i. Improve the visibility/utilization of enrollment data. How could EPC, the Deans, the Registrar, and IR leverage this data for both curricular assessment and student advising?
  - ii. Improve foundational data quality/analysis. What meta-data tags would be most useful for making the curriculum more visible, for advising, for assessment? What tools should be used to improve sifting and sorting?
  - iii. Examine current state of course syllabi archives. Can we disentangle intellectual property issues from meta-data and discoverability where course content is concerned? (

## 2) Working Group on Student Learning Assessment

EPC /IEC Collaborative (broken into three subcommittees):

- a. **Coordination of the development and implementation of direct assessment instruments and methods** (PRR)— Cathy Fennell, Jesse Lytle, Richard Freedman
- b. **Direct assessment of student learning in general education** (PRR)—EPC, including: Richard Freedman/Phil Meneely, Phil Bean, Fran Blase, Marilyn Boltz, Jim Keane, Maud McInerney, Theresa Tensuan [plus others, as needed: Megan Fitch, Cathy Fennell]
- i. Define/communicate meaning of “General Education” and establish schedule of review/assessment for Gen Ed elements.
  - ii. Do our institutional learning goals = Gen Ed learning goals? If not, craft Gen Ed learning goals to be used in assessments
  - iii. Create and initiate direct assessment process for Gen Ed
  - iv. Continue program review of divisional requirement with respect to institutional learning goals (PRR response)
  - v. Establish schedule and assessment parameters for curricular program review: Quantitative Requirement up next?
- c. **Direct assessment of student learning in all departments and programs** (PRR)—Richard Freedman, Cathy Fennell, Ellen Schultheis [plus EPC and

Teagle participants and others, as needed: Jim Krippner, Ana Lopez-Sanchez, Laura McGrane, Alex Norquist, and Anne Preston to work with Department Chairs]

- i. Capstone: finalize departmental capstone expectations for individual department websites; Partner/cluster departments for collaboration and accountability. Departments need these expectations in order to complete their assessments and reports to EPC/Provost Office for the Class of 2016 (PRR response)
- ii. Create a page of links to all department info for the Assessment section of the IEC website.

### **3) Working Group on Assessment of Student Support Services**

Martha Denny (and staff as appropriate), Jesse Lytle (IEC leadership), Kevin Iglesias (IR)

- a. The IEC leadership will encourage this working group to coordinate efforts with the Working Group on Advising, Visible Curriculum and Enrollment Data and validate the deliverables we'll seek.
- b. Evaluate our student support services "system" (PRR response)
- c. Establish an assessment schedule for individual student support offices (PRR response), documenting those complete and initiating assessment for the next area(s)

### **4) Working Group on Communication/Transparency**

Franklyn Cantor, Jesse Lytle, Cathy Fennell, Rich Freedman

- a. Create departmental alumni outcomes pages, based on CCPA first destinations data, perhaps NSC educational outcomes data (with Kelly Cleary and Communications)
- b. College Website additions (with Mitch Wein/Deb Fullam/others):
  - i. Governance: Add cross-functional councils
  - ii. Budget Office website

### **5) Working Group on Data Development for Strategic Plan Initiatives**

Jesse Lytle, Cathy Fennell, Kevin Iglesias

- a. Academic Performance database
- b. Ethical engagement: Partnering with steering group, develop assessment process and begin data collection.
- c. Debt relief program: Develop assessment process and begin data collection (impact on decision to attend, choice of major, etc).

### **Groundwork for future IEC agendas:**

#### **Internationalization (SP)-Franklyn Cantor**

- a. lay groundwork for future strategic work, including background for articulation of "global learning" goals
  - i. an inventory and/or issue analysis for coordinating/leveraging international aspects