

Minutes of the Meeting of September 24, 2019
Library Room 111

The Institutional Effectiveness Committee was held in Library 111 on September 24, 2019. The meeting convened at 3:00 p.m. with Ms. Bliss Adkison facilitating.

Ms. Bliss Adkison, Dr. Sara Lynn Baird, Dr. Joy Borah, Dr. Leah Graham, Dr. Molly Mathis, Ms. Anita Holcombe, Dr. Jessica Mitchell

Mr. Justin Alexander, and Dr. da

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Brief introductions of the committee members were made at the start of the meeting.

1. Bliss Adkison – Provost office
2. Joy Borah – Provost office
3. Leah Graham – Politics, Justice, Law & Philosophy
4. Molly Mathis – Institutional Research
two speakers from James Madison University who are leaders in assessment

2. ACHE Ph.D. approval - Proposal was submitted in September, and was approved, it is important to the committee because it will help oversee the assessment process for those two bodies and helping to make sure they are in compliance. This will be on the agenda for ACHE in December.
3. SACSCOC Level Change – Level documentation was submitted to SACSCOC in July 2019. Technically in the next three years, we will have 2 onsite reviews, 1 for the level change, and 1 for the 10 year. The next four years is crucial in the IE review our processes, the committee will have a big part to play.
4. SACSCOC Doctoral Degree Approval - the doctoral degrees will go through an approval in December.

The IE Committee participated in a Strategic Doing session in March of 2019. We had three separate projects that were planned as a result of this meeting, we know that is about to be completed. Ms. Adkison asked for any updates on previous projects.

Dr. Jessica Mitchell - met in the Spring semester, discussed how to create a student friendly document that communicates workforce ready skills, have four competencies that Bliss shared with the committee, but need a map that can move out to the website, and to be able to see the relevant classes the students

We are trying to change the culture with the IE Workshop, so that faculty and department chairs understand the process. They have this review, the units we know that are failing, we will make sure we work one on one with them. You have to set the benchmarks for goals, they are arbitrary. You need to ask, "What should the student know at the end of this class." They are looking at what kind of improvements you are making to your program. No one is a 5. They are not looking at meeting perfection for every goal. The average is what counts. You won't have to take action on every learning outcome. If you are stagnate over a 10 year period, then there may be an issue. In some universities, in Best Practices they are not allowed to go more than 2 cycles, if you are still at a stagnate level in the 2 cycles, you have to create an action plan, whether the action plan is moving up