

IE Council



Minnesota State
Community and Technical College

Institutional Effectiveness (IE) Council

What is it?

The Institutional Effectiveness Council is:

- Representational body of internal constituents who foster a culture of continuous quality improvement.
- The council reviews college processes and data through the lens of accreditation and promotes practices that fulfill the college's mission.
- The council engages college employees and students in learning from its operational experience and applying that learning to recommend performance improvements.

IE Council Outcomes 2018-2019

1. Develop a shared understanding of assessment.
2. Understanding HLC standards and key components in achieving them
3. Promote organizational culture of institutional effectiveness by modeling and encouraging others to use assessment evidence to improve student success

IE Council

2019-2020

- Assessment
- Alignment between work plans, strategic plan, and the institutional mission and vision.
- Identify data sets that are key to accreditation evidence and review it annually

IE Council

2019-2020

- Review progress being made on 2020 HLC report
- Continue to foster a culture of continuous improvement and share what the council has learned

IE Council

Examining Student Success and Potential Barriers

- Drop for Non-Payment Policy
- Satisfactory Academic Progress (SAP) Policy
- Student Satisfaction Inventory

Noel Levitz Surveys

- Fall 2019 Implementation
 - Student Satisfaction Inventory (SSI)
 - Students taking at least 1 course on ground
 - Response Rate: 22% (goal 20%)
 - Priority Survey for Online Learners (PSOL)
 - Online students only
 - Response Rate: 21% (goal 20%)
 - Institutional Priorities Survey (IPS)
 - Employee Companion Survey to SSI
 - Response Rate: 70% (goal 75%)

Student Satisfaction Inventory (SSI) Format

- Likert Scale (1-7)
- Respondents rate levels of Importance and Satisfaction
- Performance Gap: Importance minus Satisfaction
- Results
 - Most Important
 - Highest Satisfaction / Least Satisfaction
 - Highest Performance Gaps
 - Mean difference: Positive is more satisfied than comparison group
- Institutional Strengths: Very Important, Very Satisfied
- Institutional Challenges: Very Important, Very Dissatisfied

SSI

Result Summary

1. Overall higher ratings than the nation on EVERYTHING! (including areas of opportunity)
2. Advisors/counselors highly regarded
3. Good response rate

SSI

Top 10 Importance (mean difference)

1. My academic advisor is knowledgeable about my program requirements (0.54 ***)
2. The campus is safe and secure for all students (0.29 ***)
1. My academic advisor is approachable (0.47 ***)
2. I am able to register for classes I need with few conflicts (0.28 ***)
3. Nearly all of the faculty are knowledgeable in their fields (0.18 ***)

SSI

Top 10 Importance (mean difference)

6. On the whole, the campus is well-maintained (0.19 ***)
7. Quality of instruction I receive in most classes is excellent (-0.03)
8. Admissions staff are knowledgeable (0.40 ***)
9. I am able to experience intellectual growth here (0.06)
10. My academic advisor is knowledgeable about the transfer requirements of other schools (0.44 ***)

SSI Scale Scores

- Student Centeredness
- Instructional Effectiveness
- Responsiveness to Diverse Populations
- Campus Support Services
- Safety and Security
- Academic Advising/Counseling
- Admissions and Financial Aid
- Academic Services
- Registration Effectiveness
- Service Excellence
- Concern for the Individual
- Campus Climate

SSI & Institutional Priorities Survey

Student and Employee Perception Agreement

Agreement - Importance

- My academic advisor is knowledgeable about my program requirements
- The campus is safe and secure for all students
- My academic advisor is approachable

Agreement - Gaps

- Financial aid awards are announced to students in time to be helpful in college planning.
- Security staff respond quickly in emergencies.
- Faculty provide timely feedback about student progress in a course.
- The college website provides information that is useful to students.

SSI & Institutional Priorities Survey

Student and Employee Perception Differences

Students were more critical of...

- Channels for expressing student complaints are readily available.
- The quality of instruction I receive in most of my classes is excellent.
- The amount of student parking space on campus is adequate.
- Students are able to schedule classes to avoid conflicts with work.
- This school does whatever it can to help me reach my educational goals.

Employees were more critical of...

- M State provides adequate assistance with D2L BrightSpace
- I seldom get the "run-around" when seeking information on this campus.
- Tutoring services are readily available.
- The equipment in the lab facilities is kept up to date.
- There is a good variety of courses provided on this campus.

Assessment



Minnesota State
Community and Technical College

Assessment of Student Learning

What is it?

- From Breschiani, M. J. (2006). Outcomes Based Academic and Co-Curricular Program Review (All statements quoted from p. 14).
 - A **systematic process** in which program faculty and/or professionals articulate the intended results of the cumulative contribution of their program
 - Articulate what the **program intends to accomplish**.
 - The faculty and/or professionals then purposefully **plan the program** so that the intended results can be achieved; implement methods to systematically-over time-**identify whether the end results have been achieved**; and, finally, **use the results to plan improvements**.
 - Process of **evaluation is then repeated** at a later date to **determine whether the program improvements contribute to the intended outcomes**

Assessment of Student Learning

Definitions

- **Direct Assessment:** Assessing student performance by examining samples of student work.
- **Indirect Assessment:** Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.
- **Inter-rater Reliability:** Consistency in judgment between two or more raters. (rating does not equal grading)
- **Assessment Tool:** Instrument used to collect data
(ex. Capstone course, common rubric such as AAC&U Value rubric, pre-and post-tests, embedded questions. Also national tests, certifications, and licensures if the results are available and can be mapped to the outcomes).

Assessment of Student Learning

Timeline

- 2018-2019 academic year
 - ✓ Identified outcomes
 - ✓ Complete Assessment Plans for all three 3 years
 - Collect student learning outcome data for first year

Assessment of Student Learning

Timeline

- 2019-2020 academic year
 - August: Create Action Plans for Implementation in 19-20
 - Outcome assessed that does not meet expectations
 - Collect 2nd round of data, including
 - Outcomes identified on the assessment plan
 - Outcomes where an action plan was implemented
 - Report on effectiveness of action plan
 - Report to HLC Due

Assessment of Student Learning

Using the Form – General Questions

- Tables 1 & 2: Direct and Indirect Assessments
 - Static: this is a 3 year plan
 - Updated during program review cycle or due to changes in program outcomes
 - Results added when collected
- Table 3: Action Plan
 - Completed Annually
- Future: Annual narrative to provide context

Assessment of Student Learning

Rest of the Day

- Address any potential data collection issues
 - Not confident that adjunct faculty are not on-board?
 - Need to sample student artifacts?
- Complete 3-Year Plan (Tables 1 & 2)
- If data is collected,
 - Are there areas where you have not met expectations?
 - What actions might you take? Record on action plan.

Assessment of Student Learning

Rest of the Day

- Areas:
 - Workspace (work fairly independently)
 - Data collection
 - Help completing your plan