



INSTITUTIONAL EFFECTIVENESS COUNCIL MINUTES
January 21, 2014, 12:00 Nursing 313

Present: Ayala, Connelly, Esparza, Ettlting, Hall, Harmsen, James, (Chair), Jasso, Logan, Maher, Maize, McMakin, Nordquist, Stein, Vichcales, Welkey, Yang
Ex Officio: Light, Jurenovich **Guest: Cheryl Anderson**

Survey Schedule for Spring 2014

Glenn noted that the word is getting out about the need to pass possible surveys through him to avoid conflicts with others scheduled and to prevent survey fatigue. He asked Robin to review what is already scheduled and new requests for spring 2014:

InterProfessional Education (IPE), Chris Garcia – Nursing

- Part of a grant to do online pre-event assessment and post-event assessment
- Survey Monkey
- Students and faculty
- Two parts – end of January through week 1 of February; End of April

Survey about Colon Cancer, Cynthia Purcell – Dissertation

- Paper survey
- Sample of employees (approx.. 200)
- February TBD

Sedona Feedback, Ramona Parker – Faculty Senate

- Evaluation of current processes concerning Sedona.
- In cooperation with Glenn James
- Survey Monkey
- Sample of faculty
- February TBD

LibQUAL+, Cheryl Anderson and Kevin Vichcales

- Part of grant. 2nd iteration
- All students and employees (may exclude some non-professional staff)
- Online through Association of Research Libraries
- End of March throughout April

Graduation/Exit Survey

- Online through CoursEval software. Administered by IR.
- Potentially administering this with each commencement moving forward
- All graduating students
- April 21 – May 23

CoursEval – Main Campus

- Online through CoursEval software. Administered by IR.
- Population selected each term by Provost and Academic Deans
- Spring I Term: February 24 – March 7
- Spring II and Extended Terms: April 28 – May 9

ModernThink/Chronicle of Higher Education, Annette Thompson – Human Resources

Core Alcohol and Drug Survey, Renee Moore – Student Life

- Online through the Core Institute, So. IL Univ. Carbondale
- Originally scheduled for February 2014
- Moved to Fall 2014, per post-meeting confirmation with Renee Moore

Survey Schedule Discussion

Communication about grants with built-in surveys is an issue. Glenn will check with the grants office and see if there is way for the grant summary form to flag any surveys and have him and IRB made aware. A larger question was raised about academic oversight of grants.

The question was also raised about the timing for the Graduation Exit Survey (GES). After discussion, IEC agreed that doing the survey every May and December was an appropriate gesture to invite all graduates to evaluate their experience at UIW. Also, there are different populations at the two graduations.

On whether we need both NSSE and SSI along with GES, Robin commented that the former get at different information, engagement and satisfaction. We do the two every 3 years now but IEC will return to the question of possibly revising that for every 5 years and that would still be useful for SACS, for example.

There was a suggestion that a common satisfaction survey be developed and used at each administrative office.

Reflections on the Graduate Exit Survey (GES)—Experience with Faculty

The subcommittee of Shandra, Sharon and Susan met on 12/11/13 to discuss data on faculty from the spring 2013 GES (see report on p. 3). They suggested planning several student and then faculty focus groups addressing the question, “What makes a course challenging?” Then present the findings at a major faculty gathering.

Insights from NSSE FY Data

The subcommittee of Bob, Sandy and David S met on 1/17/14 to discuss FY responses on NSSE from spring 2013 (see report on pp. 4-6). Introductory comments from the group noted that NSSE data was not yet posted on DASH. Robin replied that it is difficult to organize this for longitudinal comparison. The 2012 version was a pilot with some changes in questions and the 2013 included some more changes. The group said that EAP data needed to be examined to see how that affected the total of overall responses.

Bob walked through the report noting significant strengths and weakness in responses compared to Catholic, Carnegie, and all NSSE institutions. Some examples of strengths included student responsiveness to diversity, faculty course preparation and feedback on work, service-learning and community service experience and sense of being informed and active citizens, quality of interactions with students, faculty, academic advisors, and other administrative staff, acquiring job- or work-related skills, and overall evaluation of the UIW experience and they would do it over again.

Some weaknesses included attendance at art events, amount of written work done, quality of relations with administrative offices, senior practice experiences, time-- preparing for class, attending co-curricular events, working, providing for dependents, and commuting to campus.

Follow Up

There was discussion about organizing for focus groups and how to look at various survey results to see if some question areas can be focused or clustered. Glenn asked Sandy and Bob to sketch a timeline with a plan for how to respond to major surveys and communicate results to the community and then take action.

Next Meetings: 2/18, 3/18, 4/15, 5/20 all at noon

Reflections on the Graduate Exit Survey

Shandra Esparza, Sharon Welkey and Susan Hall met on Dec 11, 2013, to discuss the "Experience with Faculty," responses to the Graduate Exit Survey (GES). We drew upon Bob Connelly's compilation of results from the last 5 administrations. For convenience, that compilation is shown below.

Experience with Faculty

In 2006, students were asked in GES about their Personal Experiences with Faculty in your Major. The reference to major was dropped in 07 and subsequent years. The percentages represent a combination of Strongly Agree/Agree responses on a 5-point likert scale.

<i>Personal Experience with Faculty</i>	<i>06</i>	<i>07</i>	<i>09</i>	<i>11</i>	<i>13</i>
<i>Faculty (F) made classes challenging.</i>	90	85	90	84	78
<i>F encouraged cooperative learning with your classmates.</i>	91	94	96	90	86
<i>F related courses in the major to relevant topics for today.</i>	88	93	92	92	88
<i>F required research beyond the text for classroom.</i>	91	94	94	88	89
<i>F were prepared for each class period.</i>	94	89	91	88	87
<i>F were accepting of opposing views and/or opinions.</i>	85	88	87	89	80
<i>F were accessible outside of class.</i>	80	87	91	87	85
<i>UIW has high quality faculty.</i>	85*	88	88	79	84

**This number represents the combination of Very Satisfied/Satisfied answers on the 06 survey to the question "How satisfied are you with the quality of the faculty at UIW?"*

Observations about the "Experience with Faculty" Scores

In the GES, recent graduates are reporting a generally less satisfying experience with their faculty. If we take the '06 results as a baseline, six items scored lower in '13, one item scored the same (relevance) and one scored higher (accessibility). However, most faculty experience items were trending up in the '06, '07, and '09 administrations, so even the '13 scores in relevance and accessibility represent declines from peak year scores.

Problems in one or two schools are not driving these results. We looked separately at GES responses from each main campus school, as well as from ADCaP and the Virtual University. Responses from graduates in all these schools were quite similar. The minor differences among schools could not account for the declines seen in '11 and '13. Given the different response rates, we wondered if the GES could also be administered in December.

Several possible causes for the reported declines in satisfaction with faculty seem worth investigation. There are more newly hired and more adjunct faculty members; perhaps they are reluctant or unsure of how to hold students to high standards. Many faculty members perceive an increased workload due to larger classes and/or more pressure for scholarship; perhaps that is affecting teaching performance. Since the shift to online course evaluations, fewer students complete evaluations; perhaps concern about a few negative evaluations is shaping instructors' behavior in unfortunate ways.

Suggestions for Action:

This spring gather some qualitative information to complement the quantitative data from the GES. It could be useful to hold couple of student focus groups that addressed the question, "What makes a course challenging?" Similarly, the IEC could sponsor a couple of focus groups on faculty perceptions of the causes of the decline in GES scores.

At a large faculty gathering (perhaps the fall workshop) briefly present the GES and focus group results. Ask faculty in moderated table groups to discuss their perceptions of the issue and to suggest practical responses.

MEMO

TO: Institutional Assessment Council
FROM: Bob, Sandy, David S
RE: Looking at NSSE data—First-Year Insights
DATE: 1/21/14 (Surveys: 1st yr NSSE 1st pass)

We met this afternoon and looked at some documents with NSSE data related to FY students. After some initial observations/questions we summarize some data that suggest further review.

Observations/questions:

1--NSSE 2013 is not yet posted on DASH with connection to previous administrations, 2004, 2008, 2010, 2012. When will it be available on DASH? And is there an approximate plan/process for knowing how long after receipt of such data it can be posted, and what then? Does IEC make a first pass at summarizing and determining need for further action and then when is it communicated to the larger UIW community. And do we have this in place for all our major assessments?

2--We need to determine the percentage of EAP responses in the data and then be able to separate it out for separate analysis as needed.

3--Do we need to review whether we need both NSSE and SSI as well as the Graduate Exit Survey? And/or, should we review the schedule for when these are done to give us more time to adequately respond?

NSSE FY Data

Spring 2013 data will be the focus of this report with some connections to data from senior (Sr) students and previous years of FY data as related to the 2010 QEP report for SACS. The 2013 data from UIW is compared with other [Roman] Catholic institutions (R), our Carnegie Class (C), all NSSE schools (N). For significant comparisons, we use (+) for “stronger” or (–) for “weaker” responses.

During the current school year, about how often have you done the following?

1--Attended an art exhibit, play or other arts performance. Data: (–)--R,C,N; same (–) for Sr

2--Gave a course presentation. Data: (+)--C,N; same (+) for Sr

3--Worked with a faculty on activities other than coursework (committees, student groups, etc.)
Data: (–)—R; same (–) for Sr

4--Tried to better understand someone else’s views... Data: same for FY; for Sr (+)—C,N

During the current school year, about how much of your coursework emphasized the following?

5--Analyzing an idea... Data: same for FY; for Sr (+)—C,N but (–) cf. Sr previous years

During the current year, to what extent have your instructors done the following?

6--5 Qs: Clearly explained course goals and requirements; Taught course sections in an organized way; Used examples or illustrations to explain difficult points; Provided feedback on a draft or work in progress; Provided prompt and detailed feedback on tests or completed assignments.

Data: all averaged (+)--C,N; for Sr not as strong

During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned?

7--Up to 5 pages. Data: (–)—R,C,N; same (–) for Sr

8--Between 6 and 10 pages. Data: (–)—R; for Sr: (–)—R,C,N

9--11 pages or more. Data: same for FY; for Sr: (–)--R

During the current school year, about how often have you had discussions with people from the following groups [other than your own]?

- 10--Race or ethnicity. Data: (+)—C,N; for Sr: (+)—R,C,N
- 11--Economic background. Data: same for FY; for Sr (+)—R,C,N
- 12--Religious beliefs. Data: same for FY; for Sr (+)—C,N
- 13--Political views. Data: same for FY and Sr

During the current school year, how often have you done the following?

- 14--Reviewed your notes after class. Data: (+)—R,C,N; same (+) for Sr
- 15--Identified key information from reading assignments. Data: same for FY; for Sr (+)—C,N
- 16--Summarized what you learned in class/course materials. Data: same for FY; for Sr (+)—C,N

During the current school year, to what extent have your courses challenged you to do your best work?

- 17--Data: (+)—N; for Sr (+)—C,N

Which of the following have you done or do you plan to do before you graduate?

- 18--Participate in an internship, co-op, field experience, student teaching, or clinical placement? Data: same for FY; for Sr (-)—R,C,N
- 19--Participate in a learning community... Data: (+)—R,C,N; same (+) for Sr
- 20--Work with a faculty member on a research project. Data: same for FY; for Sr (-)—C,N
- 21--Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.). Data: (+)—R,C,N; for Sr (-)—R,C,N

About how many of your UIW courses have included a community-based project (service-learning)?

- 22--Data: (+)—R,C,N; same (+) for Sr

Indicate the quality of your interaction with the following people at UIW.

- 23--Students. Data: same for FY; for Sr (+)—R,C,N
- 24--Academic advisors. Data: same for FY; for Sr (+)—C,N
- 25--Faculty. Data: same for FY; for Sr (+)—C,N
- 26--Student services staff (career services, student activities, housing, etc.). Data: (-)—R,C; same (-) for Sr
- 27--Other administrative staff and offices (registrar, financial aid, etc.). Data: same for FY; for Sr (+)—R,C,N

How much does UIW emphasize the following?

- 28--Encouraging contact among students from different backgrounds. Data: (+)—N; for Sr (+)—C,N
- 29--Attending events that address important social, economic, or political issues. Data: (-)—R; same for Sr

About how many hours do you spend in a typical 7-day week doing the following?

- 30--Preparing for class... Data: (-)—R,N; for Sr (-)—C,N
- 31--Participating in co-curricular activities... Data: (-)—R,C,N; for Sr (-)—R,N
- 32--Working for pay on campus. Data: (-)—R; for Sr (-)—N
- 33--Working for pay off campus. Data: (+)—R,C,N; for Sr (+)—R,N
- 34--Doing community service or volunteer work. Data: (+)—R,C,N; same (+) for Sr
- 35--Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online). Data: (-)—N; for Sr (-)—R,C,N
- 36--Providing care for dependents. Data: (+)—R,C,N; same (+) for Sr
- 37--Commuting to campus. Data: (+)—R,C,N; same (+) for Sr
- 38--Estimated number of hours working for pay. Data: (+)—R,C,N; for Sr (+)—N

How much has your experience at UIW contributed to your knowledge, skills, and personal development in the following areas?

- 39--Acquiring job- or work-related knowledge and skills. Data: same for FY; for Sr (+)—C,N
- 40--Working effectively with others. Data: same for FY; for Sr (+)—C,N
- 41--Developing or clarifying a personal code of values and ethics. Data: (+)—N; for Sr (+)—C,N
- 42--Understanding people of other backgrounds. Data: (+)—C,N; for Sr (+)—R,C,N
- 43--Solving complex real-world problems. Data: same for FY; for Sr (+)—C,N
- 44--Being an informed and active citizen. Data: same for FY; for Sr (+)—C,N

45--How would you evaluate your entire educational experience at UIW?

Data: same for FY; for Sr (+)—R,C,N

46--If you could start over again, would you go to UIW?

Data: same for FY; for Sr (+)—R,C,N