

7-28-2008

## Institutional Effectiveness Committee Meeting : 2008 : 07 : 28

Institutional Effectiveness Committee

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## USFSP • Institutional Effectiveness Committee • AGENDA: 7.28.08

On Q-drive: Please read the Minutes from the 7/21/08 meeting

This meeting will largely focus on the initial work undertaken by the IEC in collecting assessment back-fill on courses in GE. Discussion on strengths and weaknesses in this early work should help in the development of a strategy for long-term success.

### Agenda Topics

1. Minutes – 7/21/08
2. Examples of Back-fill Activity
  - Cyndie Collins: ARH 2050, 2051, 3001 & CLT 3370
  - Scott Geiger: ECO 2013, 2023 & 3703
  - Zafer Unal: LAE 4414 & 4464, EDF 3604 & EEX 4742
3. GE Learning Outcomes – GE Courses Matrix
4. Examples of Research
  - Kevin Coughlin, et al: Overview of cohort study of “pathways to success”
5. Next Meeting

### Agenda Item Added at Meeting

6. Six-Column Worksheet from MS Delta Community College

### Issue Raised after the Meeting

7. GE Learning Outcomes Language for English Composition

## USFSP • Institutional Effectiveness Committee • MINUTES

Attendees: Cyndie Collins, Kevin Coughlin, Scott Geiger, Morgan Gresham, Diane McKinstry, Mark Pezzo, Zafer Unal, and J. E. Gonzalez.

Susan Toler was invited to make a presentation on her use of Blackboard

Handouts: Updated version of Matrix: No. of Sections and Enrollments for GE Courses  
Texas Tech University SLOs and materials relating to SACS 3.5.1 and 4.1  
Six-Column Worksheet from MS Delta Community College

Forgot to: Hand-out the IR Website Screen Dump and discuss this as the site for back-fill  
Refer committee to IEC Agenda List on the Q-Drive to add agenda items  
Hand-out the MAAP Brochure and discuss plans for a Webinar to plan for fall 08  
Mention that Dr. White reiterated to the Executive Team that IR via the IEC is responsible for coordinating all campus surveys  
Mention that Dr. Noonan has indicated that the IEC will need to evaluate/asses the Academic Learning Compacts (ALCs) this year  
Mention that Dr. Noonan is requesting that the IEC collect copies of USFSP’s submissions to AASCU and NCATE

### 1. Minutes

Discussion: No discussion

## 2. Examples of Back-fill Activity

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### Discussion:

Zafer Unal looked at the four Exit-level GE courses taught by COE... he distributed to the committee a matrix that he built from course syllabi which were used to identify specific assignments that correlate to the learning objectives built into the electronic-portfolio called the CDN which allows for retrieval of student-level information. This is a very powerful system but upon reflection by the IEC it was determined that there is a limitation in that only “education-students” are included in the CDN. The IEC needs to determine the proportion of enrollments by education and non-education students in these GE exit courses and then determine how best to use information from the CDN for assessment back-fill. The IEC needs to reflect further in identifying the specific assignments that might be used to address learning outcomes in GE courses taught by COE for use in the assessment back-fill project.

Susan Toler, Psychology Professor, was invited to make a presentation on her use of Blackboard in assessment of student learning in her Psychology and Child Development courses. She briefly described how she uses the full-functionality of Blackboard to not only track student performance but also to administer exams. She indicated that she also conducted item analysis on her examination questions and outputs files to Excel for use in this analysis. Susan will use Blackboard to back-fill assessment data for her courses. From her presentation it was obvious that she is an advanced user that may be able to share her Blackboard expertise with other faculty.

Scott Geiger described some of the challenges and opportunities he encountered in retrieving assessment back-fill data for COB courses in the GE. As soon as he learned of the assignment he e-mailed his colleagues in the COB asking them not to delete or destroy any course materials that might be useful to the assessment back-fill project. However, realistically, since it was late in the summer when the call went out—there were few faculty around to receive the call and the call may have come too late as faculty are already ramping up for the fall semester of teaching. Nonetheless, Scott will continue to follow-up with his colleagues. He also mentioned that one long-term instructor who taught in the Micro-/Macro-Economic sequence for many semesters/sections had recently accepted a position at another university so it is likely that student-level data for those courses has now been lost. On a positive note, he believed that since the COB faculty is “quantitatively-inclined” it is very likely they would keep assessment data in Excel spreadsheets and Scott feels it might not only be retrievable, but the data might be retrievable at a high-level of granularity. He went on to describe the level of detail that he believes is captured by COB faculty in slightly different terms than what the literature calls “embedded assessment.”

Lastly, Cyndie Collins described the process she used to engage an Art History professor in the assessment-backfill project. JEG was invited to attend one of the meetings with the Cyndie and the professor. The essence of Cyndie’s presentation centered on the terms/words that faculty in different disciplines use to describe their assessment practices. For example it was noted that when JEG used the term “item-analysis” to describe a process he used for improving exams/exam questions, the Art History professor blanched but in fact had effectively employed a process for doing much the same in her classes. Cyndie noted that the model that she employed with this professor involved asking for a syllabus, assignments, notes that related assignments to goals, grade sheets, and notes that related grades to assignments—and lastly, for 1-2 sentences

(or 1-2 paragraphs at most) that described how information had been used to assess student learning and to improve the course in order to improve student learning.

### 3. GE Learning Outcomes – GE Courses Matrix

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Discussion:

The updated Matrix was handed out with the caveat that the printout needed a footnote/citation to describe courses (with zero enrollments) that were only taught in summer or were taught by Tampa faculty.

The Matrix is intended to provide enrollment trends over time and could be used to help identify courses that should perhaps be mothballed due to low enrollments or infrequent offerings.

### 4. Examples of Research

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Discussion:

This item was not discussed at this meeting but will be taken up in the future.

### 5. Next Meeting

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Discussion: There will be no meeting on Monday, 8/4.  
Instead, the next meeting is scheduled for Monday 8/11 in BAY 208; 1:30-2:30

Agenda Item Added at Meeting

### 6. Six-Column Worksheet from MS Delta Community College

Discussion:

The group discussed the relative merits of using the Six-Column Worksheet noting that in its present form, USFSP's GE Learning Outcomes don't include "Goal Statements" but rather, are GE category headings. Since it was noted that the form included all of the categories that are of interest to the IEC at this time, the group agreed to attempt to begin to populate it with assessment back-fill.

Although it was not discussed, JEG will create and disseminate a Six-Column Worksheet template for use by the group.

Issue Raised after the Meeting

### 7. GE Learning Outcomes Language for English Composition

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Discussion:

Although the meeting had broken up, Morgan raised an issue with Mark Pezzo and Cyndie Collins regarding the wording of the GE Learning Outcomes for English Composition. JEG inserted himself into the conversation noting that this is precisely the sort of issue that needs to be discussed by the IEC; but he indicated that he would take the matter of proposed new wording to the Provost.

This matter will be discussed at the next meeting of the IEC.