

## **CIA Meeting Minutes**

**Thursday, January 31, 2019**

3:30-4:30 PM

BA 524

**Present:** Cindy Aamlid, Jeff Bell, Kate Borowske, Lamine Conteh, Diana Holmes, Kristin Kovar, Nancyruth Leibold, Alan Matzner, Raphael Onyeaghala, Nadine Schmidt, Aimee Shouse, LeAnne Syring, Dwight Watson, Matt Zabka

### **Minute takers:**

January 31 – Nadine Schmidt

February 14 – Nancyruth Leibold

February 28 – Matt Zabka

March 28 – LeAnne Syring

April 18 – Lamine Conteh

May 2 – Abu Haddud

1. Agenda – Consented to by all. Checked to make sure item 8 was there.
2. Minute takers – Members volunteered and were appointed as noted above.
3. Minutes from 1/17 – Diana moved to approve minutes, Kate seconded, passed unanimously.
4. Review of work plan – Revising alignment matrices will take place soon as part of Assessment Day. Performance Indicators are on the agenda today. Upcoming items include grad data and using rubrics. Developed a code to use on the work plan: green=accomplished, yellow= working on soon or ongoing/automatic, red=still needs attention. Helps convey progress visually.
5. LEP revisions update – Aimee provided the following overview:

The LEP committee planned on looking at 2 questions – what to do with LEP 400 (the administration recommends not continuing this course) and with LEP 100. At open meetings, the consensus was not to continue LEP 400 other than teaching out the current students who need that course. Assembly will continue further inquiry to make sure there is agreement. Focusing on LEP 100, Jay Lee, Sara Fier, and Alan came to a meeting at which was discussed what needs there are surrounding this course, what to maintain from the current setup, and what to change. There was excellent discussion about the kinds of things we could be doing, including what can we do now, next year, and then what can be phased in over time.

Pam Gladis and Mark Fokken put together a first draft of SLOs for LEP 100 based on what we are doing, what we want to continue to do, and what we want to do going forward. Currently there are 8, which is a lot. There is also an idea for LEP 100 to be offered at blocked times for Spring '20 – multiple sections at the same time. This would allow classes to do some things together. Items will be voted on at next LEC meeting, then will go to Assembly. LEC will probably wait till the whole package is ready to take to Assembly. The committee is meeting weekly to accomplish what needs to be done.

Dwight commended the committee's industriousness, and asked if they have discussed content and practices? Aimee replied that they have discussed what gets covered early on in LEP 100 that is urgent for students in the first part of the semester – mindfulness, resiliency, etc. Will the final product be a sort of blending of LEP 100 and IDST 110? That is the topic of a future conversation. Will the thematic element stay or not? That is being discussed, and there are strong feelings on both sides.

There has been conversation in Assessment Academy that with so many disparate ideas, we might need a moderator or facilitator to aid with maintaining focus and to keep people moving toward a common goal. Dwight can suggest a facilitator, if one is needed.

There was a question to clarify what kinds of skills are considered urgent. The ones discussed include managing crisis, how to rebound, being conscious of one's own learning, staying on track, ability to compartmentalize, etc.

LEP 100 would no longer be the place to assess critical thinking. There would then need to be an alternate assessment – a way to measure this SLO in other courses that are designated as critical thinking courses – what artifacts will be used, etc. The consensus has been that we are not willing to say that if you complete the MnTC you've automatically met the Critical Thinking goal – this goal needs to be assessed separately. Can we establish a signature assignment in 100 to measure some other goal to guarantee universal assessment? But that would then would supersede courses in other goal areas. Raphael asked how transfer students would be affected. They could benefit from Critical Thinking in other courses. Aimee observed that we don't want to hurt enrollment in other courses in goal areas. Diversity was a topic discussed to include in LEP 100, maybe in a different way than in a disciplines course. We are leaning towards not including an MnTC goal in LEP 100 and just let it be a college orientation course.

Jeff summarized what the faculty thoughts have been surrounding LEP 100: There are so many things we are trying to accomplish in LEP 100 that we aren't doing any of them very well. The thought is to take that course and make it so it's not a catch-all, and make it a better onboarding process for new students. Aimee mentioned that some things don't have to be done in LEP 100. For example, in the Residence halls there are a lot of programs and many deal with critical thinking.

Alan commented that it's great that there's so much reflection, and a great list of things to cover, but how you actually do it all is hard. One idea is maybe a one credit add-on for special populations, such as athletes, first generation students, etc.

6. Key Performance Indicators (KPIs) – Dwight introduced this topic by saying that the KPIs came about because our strategic plan doesn't have measurable objectives in every case. Hopefully the KPI will move us toward measurements of success and be an effective way to keep up with assessment of the strategic plan.

Alan presented an overview of the KPIs, which cover items such as enrollment, persistence, retention, etc. There are 11 items total. Some of the highlights include:

- Undergraduate degree-seeking – These numbers have been in decline. There is a goal for 2021 of 2,500.
- Graduate enrollment – Growth from 390 to 445. Goal of 500 in 2021
- Separate enrollment goals for students of color, international students, etc.

- Retention of New First Year students – Recent percentages have been 68.4, 68.3, 59.9, 64.7. Goal of 70% for 2021. Includes any first-time, full-time student of any age. Data is broken out to differentiate between domestic and international students. Of the students we lose, almost 15% leave in the first semester, and many are gone before the 30<sup>th</sup> day. There are early hurdles, such as a death in the family, no car, etc. Some of those items are out of our control. How can we get students to realize resources early on? Lamine asked how we compare to other schools. Alan said we are within MinnState norms, but on the lower end. We have been at around 68% for 30 years, the past two have been anomaly, but it's starting to look like a trend.
- Domestic retention
- International retention fell drastically in 2017
- Student of Color retention has been steady and going up.
- Completion within 6 years is being redefined right now. Considers both new and transfer students and the transfer data helps us out. Completion is similar to graduation.
- Persistence is similar to retention but from 1<sup>st</sup> to 2<sup>nd</sup> fall semester, within the system and without, not just at SMSU. Some students transfer, some graduate. Most students complete somewhere. Probably 1 out of 5 comes here intending to transfer.
- Credentialed faculty is a measure of how many have terminal degrees.
- Course Instruction mix – online, hybrid, face-to-face – trying to find an appropriate mix at undergrad and grad levels. Steady growth in online programs such as Nursing are an example of the possibilities.

Dwight mentioned that the HLC/Strategic Planning committee might benefit from this presentation.

7. Assessment Day Reminders – Jeff reported that posters now due Monday at noon and he would like to get more in. As of this meeting, no one has signed up with Dr. Rowan. Maybe we need to target some programs to meet with the consultant and encourage them. Jeff can send private invitations. Discussion of some programs to invite. If programs haven't met with Liaison teams, they can schedule meetings during Assessment Day.

8. Professional Development for CIA – The Incentive grant proposal was funded at \$5,000 (the request was for \$12,000). Proposed items were a retreat to develop general education assessment to correspond with the MnTC, and for members to attend the AALHE conference. Jeff asked if it is more helpful to have conference registration paid for more people or to have both registration and lodging covered for fewer people? It was also asked whether we have to go off campus for retreat. There might be potential savings internally. It's excellent news that we have \$5,000 to work toward improving expertise, as that was one of our work plan items. Dwight is the cabinet liaison for this grant.

The meeting adjourned at 4:31 pm.