

**MINUTES**  
**INSTITUTIONAL EFFECTIVENESS COMMITTEE MEETING**  
**EXECUTIVE CONFERENCE ROOM**  
**ADAMS ADMINISTRATION BUILDING**  
**Monday, October 13, 2008, 2:00 p.m.**

**Members Present:** Holly Adams, Larry Blocher, Brenda Campbell, John Dew, Bill Grantham, Tish Matuszek, Judy McCarley, Tracy Newvine, Candice Shaughnessy, Lance Tatum, and Dan Tennimon

**Members Absent:** Sohail Agboatwala (with notice), Meryem Boulale, Mary Ann Hooten, Kimberly Jones (with notice), Jack Miller, Jared Sellers, Lisa Vardaman

**Others present:** Mac Adkins, Emily Brewer, and Richard Federinko

**Handouts:** IEC Meeting Agenda and Section 3.5.1 of the SACS Compliance Report

**Meeting Report:**

1) The meeting, held in the Executive Conference Room in Adams Administration Building, was called to order at 2:00 p.m. Lance Tatum made a motion to approve the minutes of the September 8, 2008 meeting; Dan Tennimon seconded the motion; and the minutes were approved.

2) Quick overview of what the committee will review this year:

November - Discuss the College of Arts and Sciences PERs

December - Discuss Alabama Quality Award (AQA) feedback

January - Assign Advancement and External Relations PERs to each committee member.

February - Discuss Advancement and External Relations PERs and follow up on AQA.

3) There have been no proposals or items of information received since the last meeting on September 8, 2008.

4) General Education Program Review (Section 3.5.1 of the SACS Compliance Report):

The committee was responsible for reviewing the assessment activities and if those activities relate to the general education program. The assessment activities that are used to measure the general studies program are the CAAP, MAPP, standardized informative speech rubric, and standardized fundamentals of speech final exam questions.

The committee found that the MAPP data provided strong evidence of summative assessment related to the general education program. In addition, the use of the CAAP data provided summative assessment, but this is only given on the Troy campus because of a cost issue. Dr. John Dew stated that the initial work with the

CAAP was to see how close the CAAP and MAPP results line up with each other. Since the two lined up so well, the idea was to go forward on relying just on the MAPP and using it as a larger universal measure. Because the MAPP test does not have a pre-test and post-test comparison, the committee discussed the issue of how students' performance on the MAPP test had anything to do with their general studies. To provide more convincing evidence, the committee recommended that the General Education Committee have baseline data for freshman and transfer students. Because of the cost issue, the committee suggested doing a random sample.

Dr. John Dew stated that the standardized informative speech rubric is considered as an internal assessment, but this is used only on the Alabama campuses. The committee recommended that the General Studies Committee look at building internal assessment and using formative assessment beyond the Alabama campuses.

Dr. Mac Adkins asked if there would be any documentation to show that they have reached formative assessment activities and integrated it. Dr. Dew stated that there would be an opportunity to address this issue in the QEP. Faculty members will be asked to include assessment activities in their classes related to the Common Book Experience and the New York Times. If faculty members show how they will measure that in their classes as a direct measure to either an activity or test, then this would give us a more formative look.

The summative assessment will come with the questions that are already built into the MAPP. Every student learning outcome for the general education program are imbedded in the MAPP test. So there is a good correlation between what they said the student learning outcomes are and what they were able to measure with the MAPP.

Mr. Dan Tennimon noted that on page 245 of section 3.5.1 of the SACS Compliance Report, the proficiency goals for 2006-2007 states that every student should score at or above the 50th percentile, and the 2007-2008 proficiency goals states that seventy percent of students should score at or above the 50th percentile. The committee recommended more clarification related to the goals for the student learning outcomes.

Dr. Judy McCarley noted that the CAAP test dose not match the materials taught in the MTH 1112 or MTH 1110 courses. The committee recommended that if we continue with the CAAP, the data needs to match the content of the classes and what is actually being assessed.

The committee will discuss the PERs for the College of Arts and Sciences at the November 10 meeting.

The next scheduled meeting was announced for November 10, 2007, at 2:00 p.m. in the Executive Conference Room of the Adams Administration Building, and the meeting was adjourned at approximately 2:45 p.m.