

**INSTITUTIONAL EFFECTIVENESS**  
*Minutes*  
*Don Lecture Hall – 06/28/2017*

Mike Brown (chair/facilitator), Tammy Burke, Sarah Dellwo, Russ Fillner, Chad Hickox, Robyn Kiesling, Elizabeth Stearns Sims, Patrick Turner, Lori Cooper (recorder)

*The mission of the Institutional Effectiveness Committee is to evaluate the efficiency and effectiveness of college operations to ensure that policies, processes, and resources achieve optimal outcomes. The work of the committee will be informed by the college's mission, core themes, and strategic goals; evidence-based, results-oriented; and holistic, inclusive, and responsive.*

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**First order of business:**

Elizabeth Stearns Sims made a motion to accept the minutes as written, Tammy Burke seconded. All in favor, minutes approved.

**Action item:**

Mission statement will be included in committee documentation.

**Old Business**

- **2016 Survey of Entering Student Engagement**

**Data narrative exercise:**

Committee members will review student engagement data from the SENSE data collected from entering Helena College students three weeks into their first semester. The data provides insight into students' perspective, plus or minus 5% based off of survey methodology.

Group 1: Russ, Patrick, Robyn

Group 2: Elizabeth, Tammy, Sarah

Group 3: Mike, Chad, Lori

Scenario: Student Expectations and Academic Success, looking at data from benchmarks 2, 3 and 4.

**Group discussion:**

Looking at everything in totality, students may lack understanding of what it is to be a college student. The survey language may make it difficult to differentiate faculty and staff. For instance, advising was at 50% at a point in time that the Student Support Center had two brand new advisors; hard to tell if they were the individuals who helped students with academic planning. In addition, a majority of students seek advising in the last three weeks of the semester, so lack of meaningful conversations with advisors may be due to timing. A change to survey language may be beneficial. Possibly leave an open response for students or give options like college employee or staff member instead of stating advisor.

Look at the steps taken from an institutional standpoint and how the College can help students who lost their motivation continue and persist. Look at pedagogy challenges and assessments done the few weeks or not done. Determine what can be done to provide students with a realistic understanding of what it takes to be a college student. Ensure we are teaching soft skills in addition to the curriculum.

IE Committee discussed absent students who did not take the survey, therefore did not provide feedback regarding their motivation and success. Must find ways as an institution to bring students in to develop goal setting/planning, to create a pathway for success, and to help them utilize resources. With our current registration timeframe, students who require remedial courses may have difficulty getting into them.

Of concern, data shows high levels of motivation and adequate preparation, but 20% of students indicated they were not ready or motivated.

The survey results are only as accurate as the students' perception. Students are more participative in the advising process prior to August 1. They are more rushed to register after that date and may not have the mental level of awareness or vocabulary to describe advising. Advising is a collaborative effort. It is important to guide students into carrying the conversation. Advisors should ask probing questions, like "What are we doing today?" and "What have you done so far?" Advisors must communicate expectations for a student's meeting with their faculty advisor - creating a highly motivated, clear, and realistic academic pathway for the student and the field they are going into. An education master plan that fits their lifestyle, family, and work, mapping out how to get there and what resources will be required. Ensure students will meet their financial aid requirements. Students may see the end goal, but fail to see the journey. Help students see it as a holistic thing, not just a Helena College thing. Students will need to put in the time and effort, and create a plan that will provide realistic expectations.

- IE Committee will divide into groups to evaluate the survey results (Analysis → Findings → Recommendations)
  - Two 4-member groups will review all benchmarks and special topic questions and then compare/contrast group findings.
  - Four pairs of committee members will review assigned benchmarks and special topic questions and bring back their findings to IE as a whole. Each pair should look at the advising questions from the survey in addition to evaluating the results.
  - Results will be discussed at future IE meeting.

**Next meeting:** July 25<sup>th</sup>