In attendance: Sarah Carberry, Dorothy Echols Tobe, Susan Gaulden, Gurvinder Khaneja, Mike Unger, Brittany Williams-Goldstein

The following items were discussed at the meeting:

- the draft of the 2019 Institutional Effectiveness Council Plan with User Guidelines
- the format of the annual report that IEC should prepare for Cabinet
- activities, trainings, events, etc. that should be initiated and facilitated by IEC

2019 Institutional Effectiveness Council Plan with User Guidelines

The timeline outlined in Appendix C: Abridged Annual Calendar of Effectiveness-Related Activities was discussed, as many deadlines included therein would not be feasible. Specifically, the Plan states that CWAAC, GECCo, and AAC are to write up their findings and results by March – April. M Unger noted that faculty typically submit assessment plans in the fall semester, collect data in the spring semester, and submit findings and results reports to CWAAC by June 1st. These reports are then reviewed and finalized by June 30th, which is incompatible with the Plan-proposed timeline. Administrative units also submit results and findings to AAC in June.

Based on this information as well as consideration that the CWAAC and GECCo chairpersons are not compensated for summer work, the Plan timeline was revised as follows:

- IEC conducts a review of all assessment studies submitted to CWAAC, GECCo, AAC, and SRAB from September through mid-October
- IEC provides a high-level summary that includes actionable recommendations based on the comprehensive review they conducted, which is shared with Cabinet by November 30th.
- IEC writes up a final report of how effective the institution is (i.e., the health of the institution from a Strategic Plan assessment point of view), which is submitted to Cabinet by December 31st.

Format of the Annual Report that IEC Should Prepare for Cabinet

The final report that IEC writes to share with Cabinet by the end of the calendar year should tie all college-wide assessment studies, progress/accomplishments, and close-the-loop activities reported to CWAAC, GECCo, AAC, and SRAB to the College’s Mission and Strategic Plan. This report will inform Cabinet in the broadest sense as to the extent to which a culture of assessment exists on campus, the status of assessment-informed decision making, and the level of effectiveness in executing initiatives that support the primary operational goals of the College.

B Williams-Goldstein and M Unger shared that AAC and CWAAC are clearly tasked with reviewing submissions to the committees and may provide suggestions to enhance the rigor of what is being submitted but are not expected to influence proposed assessment strategies. B Williams-Goldstein stated that AAC review speaks to the quality of the assessment plans and assessment findings and results reports. Both B Williams-Goldstein and M Unger also noted that many action plans submitted to CWAAC and AAC...
do not request additional resources in order to be executed. G Khaneja added that IEC should look at the recommendations put forth by each committee relative to one another to provide a holistic, all-encompassing review for Cabinet. All present ultimately agreed that the goal of the IEC is to assess the effectiveness of what is being done rather than intervene in the details of what is being planned.

For example, IEC could recommend in its final report that resources be allocated or prioritization/support be given to the 4 areas A, B, C, and D if these 4 themes emerged from initiatives/assessment reports submitted to CWAAC, GECCo, AAC, and SRAB. Another example that was put forth is if 80% of requests for SPIF funding were related to inclusivity but not much progress was made after SPIF money was awarded for these initiatives, IEC could recommend that Cabinet support focusing on E and F to increase the chances of moving the needle and furthering achievement of Strategic Plan Goal #2 as it pertains to inclusivity. In short, IEC could provide summary information as to where precisely we are succeeding and where we are failing as an institution on the Strategic Plan.

IEC should connect the threads of data, efforts, and planning toward achieving the Strategic Plan goals that are underway campus-wide. In this way, IEC would synthesize information on how the allocation of resources and strategic planning come together. The IEC final report should offer a balanced perspective by including data and analysis with recommendations that speaks to the College as an enterprise rather than as separate Units/Divisions working on pieces of the Strategic Plan. It should provide specific examples of where allocation-planning alignments worked and of where allocation-planning alignments did not work.

We all agreed to provide sample annual reports each of our committees receives so we can familiarize ourselves with them and set expectations. We also all agreed to review the draft of the 2019 Institutional Effectiveness Council Plan with User Guidelines document paying particular attention to the formal charge of the IEC section on page 12.

Activities, Trainings, Events, Etc. that should be Initiated and Facilitated by IEC

All present believe that assessment-related training is needed, but in what exact areas is to be determined. G Khaneja and B Williams-Goldstein shared that they attended an excellent presentation from York College at the 2019 MSCHE Annual Conference and suggested we might want to invite the presenters to our campus next year.

One suggestion that seemed popular with all present is to hold a one-day session, half of which is training conducted by internal or external “assessment experts” and half of which is sharing/highlighting successful assessment studies conducted at Ramapo College.