

SSAE Workgroup Meeting Minutes

May 19, 2022, on Zoom 1:00 p.m.

Discussed way to communicate among work group – Decision made to use Teams for discussion among workgroup members. We can use the chat in our group but others will have access to it and be able to see the communication, but that is okay because trying to be transparent. It will allow us to keep dialog going, as interesting things are identified please add them to the Teams site. If co-chairs add any new files then they will try to post it in the chat so all members will know something new has been added.

Support structure – Reviewed document outlining what the final five page report from the workgroup will look like. Will include brief overviews how the committee worked as a group and will include data points. Will report key themes that emerged out of discussions, data points, and how that came together. Will try to craft thematic analysis of all conversations and inputs, create a vision statement for student success and create three things - who we are serving, what expectations we have for success outcomes and excellence and what learning strategies and initiatives need to be in place for UND. Will lead to set of recommendations that will up to five goals goal statement, strategy and initiative. Ideas on how to gauge the progress and success - benchmarks for each strategy, and conclusions for each. Not all of the ideas will be in the final reports but would be sections that would be important to include ideas that didn't make it into the recommendation but are worth mentioning and be included in final report. If you have additional ideas, suggestions or recommendations on how you want to see that please share with co-chairs. The document discussed is in the Teams folder titled - *Final report grows here*. This will allow us to edit all together so we don't have to share multiple versions via email.

Reviewed the Teams channel for Academic Excellence – Reviewed what is available to members on Teams and the other channels available. Some things in the general folder and in the Communication, Outreach and Analytics channel to look at. Pointed out specifically information available on results of focus groups data that is out there. Mark things that might be interesting or you want to call attention to something either post it in the chat or let co-chairs know and they can send it out to everyone. Lots of work has been done related to real live data that we can consider, to work with what we have from the past. Student Focus groups are split up by specific groups, so interesting to look through that information.

Broke members into small groups to do SWOT analysis – Open three groups for members to join – overlap but framework in the first meeting 1. Who students are? 2. What Academic Excellence looks like and 3. How we can deliver academic success. Met in individual groups for 30 minutes. After that, we will come back to synthesize ideas and have more discussion.

Results from small groups SWOT analysis discussions:

1. Who are our students?

Strengths –

- Growing online population
- larger American Indian population
- great work for military veteran and ROTC programs
- marketing to traditional age students 18-21 year-old students

Weakness –

- really homogenous on campus population of students
- lack of exposure to diverse populations
- lack of student engagement and the sense of community and belongingness
- lack of participation in High Impact Practices
- we don't market to populations outside of traditional age student.

Opportunity –

- to diversify our student body
- create credentialing, badging, and certificate programs outside of traditional program whether it be at the undergraduate, masters, or doctoral level
- better help students to articulate how their academic experiences are what the employers are wanting and looking for
- build better connection with faculty staff and peers
- helping them articulate the value of the four year degree and the value of the program when thinking about masters and doctoral students.

Threats –

- If we move to stackable credentials to serve lots of individuals the colleges budgets are based solely on the designation of majors so how continue to fund positions and faculty if we offer these types of programs.

Question or something to explore – Didn't get there but mentioned the article called the ***New pathways from college to career*** in the Chronicle of Higher Education. It will be added to Teams for everyone to read.

Discussion – Based on taxonomies developed but then felt like nothing happened. Seemed like students were getting the 2+ HIPS that was benchmark but info didn't trickle back down, also the way taxonomies were reported was basically asking the dept chairs if they were doing any of these yes or no. It should show looking at the assessment but not showing that they are getting exposed to people other than themselves or and not having lots of collaborative projects, but data not showing that. So some would argue that they are getting lots but not showing up in the data. Level in college is as they get to be seniors they know more about what a HIP is. They don't understand what a HIP is. At one point previous Provost said we were done, so moved on from that. Was it done, but didn't show data and now we can move on. Some not convinced. Posted a student survey summary, faculty summary asked that – students don't understand HIPS, but sometimes faculty don't necessarily know either. HIPS are something that should be focused on. HIPS could actually be a strength – capacity is there, what we are missing is a centralized office that shows the connection between HIP participation and the success outcomes. Posted a report from Karen Plum's office where there are conversations about centralizing all first year experiences including HIP so we can bring all that great work back on campus. So this could actually be an opportunity. HIPS are good classroom pedagogy – make sure the resources are there to make sure they have the tools to provide the good pedagogy. No up to the students to tell us if they know something. Did you get a good education and can we show the data and processes that support that. doing hips do we get caught up in technology. Make sure folks have tools

2. What does academic excellence look like?

Strength –

- Affordability
- specialized programs

- liberal arts background providing to students

Weakness –

- Lack of time and funding for people delivering content and for staff as well
- student to instructor ratio
- connection to community which looks different with so many students online. They are not going to be here in person or join in events that previous generations have.

Opportunity –

- Certificates, credentials, badging opportunities to add on to degree someone is already seeking to make the program even more interesting or their time at UND more valuable.
- We do have quite a bit of diversity where we can find ways to combine and build on collaborative strengths within different programs.
- Possibility to reduce number of credits required in a degree and require them to do a minor
- What does it mean to be a UND student and community, the wholistic approach to education, when a student graduates from UND what does it mean to be a Fighting Hawk

Threats –

- similarity in programs withing a very small geographical area

Discussion – Survey showed that many did feel connected to UND, but if you are disconnected you probably didn't fill out the survey. Many felt connected even during COVID period. For those that feel connected what do they feel connected to somehow extrapolate that to get to those who don't feel connected. Current mission statement is weak, does not state what we are looking for. Examples of Virginia Military Institute, South Carolina, Virginia Tech statements are easy to define and see the role unlike here. School should develop a personality for the school, most successful units tried to be distinct in some way. That is something we can do to attract, and get students interested is to make them feel like they are a part of a specific area. Connection to community, what do we stand for, what do we look like from the outside – Those opportunities for interfacing with the community it has to be good and put our best foot forward. Graduation example with close captioning issues make us not look so great.

Lots of good data in the focus groups from students so make sure to look through the data.

We are doing a good job collecting data now but remember all the data we have not is only one point, in order to have a line need two points, to have a trend need three points. As faculty and staff, we have zero opportunity to give feedback through comprehensive climate surveys, feedback to higher administration is nearly impossible. All we are seeing is what is happening now in 2022, so how do we related it to pre and post pandemic, make decisions off of a single point is very scary at best. It is a case study approach, so can't capture the history, not predictions but projections so having multiple sources is where we have the triangulation. Not projecting the future for UND, looking at what is at this given time. Proposing for future, we have recommendations, not fixed, evolving, must create a data feedback loop as well, in terms how we measure and what we see for at least the next three years.

3 – How can we deliver academic success?

Strength –

- Only university in this region that has a law school and medical school, internationally recognized aerospace program, strong engineering program, we are the liberal arts school
- Beefed up online programs particularly for graduate students increases flexibility for students
- Lots of people who have done things like first year experience,
- Very engaged faculty and staff

Weakness –

- Lack data and some of the data too coarse – talk about starfish about how it is good at telling students two things that they are doing well or not well so they need more information than that
- Faculty have trouble with technology could offer more training but faculty resistance for more training
Example of not using blackboard
- Need more way to support faculty with infrastructure
- Students want individual faculty contact and that is hard to provide at scale
- Showing the impact of the first-year experience and HIPS we also don't do well

Opportunity –

- For creating diversity it can be done by increasing enrollment through online courses, nontraditional students and different certificate programs
- Using data - we have it to use which will allow us to increase diversity in our on-campus community and online
- Create onboarding opportunity for all students to help them understand what UND is, what college is or graduate school is, so ways we can help our student understand what opportunities are available to them and what they need
- Transition period to “normal” looking at online but are we going to try to increase online sector do we want to see more traditional programs adapt to the and offer more online things, or do we want to see it return to more on campus students providing more opportunities for on campus students. What do we want both of those sectors to look like in the future? Utilize or collect more data as to what the future looks like. Federally required to provide support for both online and on campus, so how do we provide those supports to students.

Threats –

- Student preferences in courses – it is hard to engage students in a in hyflex or online environment, so they drop out and lose them without even knowing we had them.

Question - How do we get students to understand what we are and how do they belong here at UND.

Discussion - Onboarding- some experience like three days long and in depth. Faculty and staff have no onboarding processes where you become part of a team, where you understand what UND really is. Just a piece of paper do the checklist. Alice Clark program is good for faculty. Being at other institutions we get an “F” for our onboarding process and we can do better than that. Staff don't have a similar opportunity or for people that don't understand the value of it thinking they are too busy. Not a requirement to do a comprehensive orientation. Learning other things about the institution. VPAA updates have to be good news, they can't be negative, asked why it can't be. Assessment office offers training but nobody shows up, but nobody is

attending, and not allowed to pass that information up. A lot of this stuff impacts student learning, how faculty and staff do their jobs, UND is scared to admit we are not succeeding at certain points. Basic program evaluation, in order to improve we must admit our faults and address them and how do we improve them. UND is scared to do that so it is driving away faculty. Lack of applications for faculty positions compared to other schools. It is the culture of UND that is causing a lot of the issues they are trying to fix. Address these things why can't we give feedback to upper most administration. Media a concern, funding is a threat and that starts with political climate, external threats and how we have to justify things. Hesitancy to acknowledge weakness, nobody talks about what we are doing to address it. Need funding support and aware of past budget cuts. Can be tough to get data, so maybe deans need to be involved in internal feedback loop working with individual colleges and programs and those could be college level conversations what isn't working and how can we improve that. Not sure why data cannot be easily accessible when we reach out to institutional research office for internal purposes. Definitely need areas of improvement. Need to take ethical approach to these things. If you look at degrees and program offered from analytics and planning, the registrars office and provost office they don't match. What programs are we eligible to offer. UND cannot within five minutes tell you what we are offering for certificates, graduate degrees and undergrad degrees, there is a problem with our structural system and how we explain to our students, how are we able to have student success if we don't know as an institution what programs we have to offer. Difficult for faculty advisors, because of confusion of essential studies and how confusing that is why would you choose UND vs. NDSU. Law school is over 150th in the law school ratings that's wonderful. Why would you come to UND again?

Some things that fit into multiple places are lack of communication about who is in charge of what, how you get information about things, who's in charge of monitoring HIPS, who is in charge of knowing how many programs we have, how do you get that information, some confusion of where to get data and how to use it. Culture of, for lack of a better word, paranoia – some justified, fear of consequences. Some advantages of UND, interactions with faculty more positive here vs. NDSU. Students feel more valued here at UND, so that is not captured in catalog, more reputational. Data capacity of institution. Issues with Power BI as noted by Ryan in the chat especially when they had double major, chronically understaffed for data, assessment office only has two people – need to look at that as an initiative.

Graduate studies have made onboarding a priority for them, nice handbook but more could be done. Undergraduate onboarding can be done through first-year experience. Would love to see onboarding, UNIV 101 for all students, including transfer students, to help set appropriate classroom expectations.

Next steps – homework includes reading the article from the chronical. Additional thoughts – What are the three takeaways that any UND student graduate what should they be able to say – what is their purpose, connection to UND and what is their culture. Question of if this is beyond the classroom? Classroom – academically what you learn, Co-curricular – student affairs -UND identity, personal growth.

Outcomes, not just retention and completion it is the wholistic development. Make a logic model for this. Anything that you want to provide let the co-chairs know and they will put it on teams. Let us know if we need to get something on the agenda for the next meeting.

In attendance – Heather Terrell, Zarrina Azizova, Tim Burrows, Alfred Wallace, Becky Simmons, Erin Lauckner, Jeff VanLooy, Chelsea Mellenthin, Patrick O'Neil, Michael Herbert, Ryan Summers, Lynette Krenelka

Next meeting – The next meeting will be scheduled for two weeks from now, so keep an eye out for this.