Academic Affairs Subcommittee Report

Academic & Career Advising, CELT, Registrar’s Office, GEO, Office of Diversity & Multiculturalism

Mission:
- Like the mission—it’s an order for change. We should all be changing in this direction.
- Does the mission hold true to its intentions with such tight boundaries
- Not much evidence of commitment to the social justice part of the mission
- ISP mission includes having student ISP work compliment their work in their chosen major. Needs to be intentional and you cannot assume this is happening.
- Maybe not embraced on entire campus
- Add elements in mission that would relate to career skills
- Do all sections of the mission have assessable components?
- Clarity and excitement about the mission
- Mission and goals of ISP include students becoming aware of their place in society and the world which leads to choices that they make while at KSC. Possible connection w/career side of Academic and Career Advising?

Governance & Structure of the ISP:

Governance:
- There is a leadership issue. Current leadership is too embedded to the original structure so that when conversation about change comes up, they go back to “this is what it is” so change can not be accomplished.
- Current ISP committees not really sure how to make change happen; know change is needed but don’t know what to do to get this accomplished.
- Someone needs to be accountable for the day-to-day aspects of program
- Questions regarding who’s in charge frequently come up
- There is a lack of organization and accountability when it comes to the leadership and decisions that must be made regarding the ISP. No one is accountable and available to answer questions.

Structure:
- Does not seem integrated
- Many courses just reframed from old gen. ed. Courses; 90% content, 10% skills.
- The courses and the program are not revised enough to be truly ‘integrated’
- A lot of people who could contribute to the program have been left out.
- Proliferation of objectives: What am I actually supposed to be doing?
- Should be integrated but it really isn’t—not into the majors or other courses
- Structure of the ISP is problematic when students transfer to institutions and when students transfer to KSC> Other institutions do not understand what these courses are. (so much time is spent by Academic support staff to try to field these questions)
- Despite the effort to create a program rather than an academic checklist around liberal arts requirements, we have not established the program.
- Make the intersection between ISP and the major intentional
- Some bridges being built from ISP to courses in other disciplines, but not across the board
Communication about and understanding of the ISP

- Two perceptions: the stated intention of the ISP and then how the ISP actually operates
- Students generally don’t understand ISP.
- Most students think ISP is similar to other Gen. Ed. Programs
- People think the “I” in ISP is for interdisciplinary, not integrated
- People don’t really understand the ‘integrative’ concept
- I find it very difficult to understand what the program here is trying to accomplish
- Where is the comprehensive communications plan? Needs to be accessible to prospective students and parents, current students, faculty and staff.
- Not enough information to make a judgment about the program. When it does come, it’s overwhelming.
- When you ask what ISP is, you get “it’s the sum of whatever the outcomes equal”
- Inconsistencies and weak communication in ISP makes more work, usually by advisors
- Some faculty have tried to create ISP courses without following the process
- Course requirements of ISP causes lots of confusion & concern for students
- Lack of communication from ISP in general
- Faculty advisors understand the courses in their major, but not the ISP

Implementation and Assessment

- How well are we applying the ISP mission?
- Not being able to take courses off campus defeats some of the mission statement
- Tension between skill development and intellectual concepts seems difficult to rectify.
- Need to consider implementation issues & operational concerns as well as academic concerns
- ITW courses need titles that tell what the course is about
- Better balance of ISP courses is needed
- 199 & 399 courses make a lot of work for those who implement & advise in ISP
- 66 different types of ISP prefixes—way too complicated. Challenge is to simplify
- Professional development to teach in ISP is very uneven
- Mission seems clear but the multitude of outcomes muddies everything
- Need to look at the whole program, not just courses, to understand what’s at the heart of this program
- ISP needs to be proactive in soliciting input from all constituencies
- Incoming students are given ISP credit for courses at KSC that were not truly ISP courses
- Still are some course shortages (e.g. INCHEM)
- There is some flexibility that is helpful
- Needs to be more consistency in the courses that make up the ISP. Seems like there are random ideas and personal faculty initiative. Consistency would help with integration.
- Tutor requests for ISP are a challenge because no one is available who knows the course content (instability in which courses are taught every year/semester)
- Supplemental Instruction services also underutilized by ISP due to instability in course offerings
Assessment:
- Are we getting lost in the necessity of quantifying?
- Perhaps a ‘menu’ for demonstrable accountability
- How do you measure social responsibility and is it planned to be measured over time?
- What are the qualities of the experiences compared to the ability to assess?
- The assessment framework is too narrow/restrictive

Important to note that people who support and administer the academic administration of ISP do not see the successes of the ISP