

Agenda & Meeting Notes

Institutional Effectiveness Committee (IEC)

April 24, 2014 Kickoff Meeting A-121 2 P.M.

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| Robert Else (chair), Kiko Almanza, Jack Friedlander, Grace Katzenson, Jordon Morris, Kathy Molloy, Kenley Neufeld, Ben Partee, Melanie Rogers, Oscar Zavala (10 total) |
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1. Information Items
 - a. Welcome! Introductions. See Charter and Membership handout
 - b. See IEC folder in Google Drive
2. Discussion Item: **Current Metrics of Institutional Effectiveness**
 - a. Annual Institutional Effectiveness Report (IER): efficacy as a vehicle for communicating data.
 - i. See the 2012-13 document itself (handout)
 - ii. See also the list List of Institutional Effectiveness Measures (spreadsheet - this is what is contained in the
 - iii. See also the IR website under Planning for past years
 - b. Educational Master Plan Strategic Goals and Measurements; Institution-Set Standards (handout)
 - c. College Plan 2011-2014 - in Google docs
 - d. ACCJC Annual Report (April 2014) and ACCJC Annual Fiscal Report (April 2014) - in Google docs
 - e. Other?
 - f. Do we effectively communicate and use these?
 - g. Relation to ACCJC Standards
3. Future meeting schedule - Summer? Best days for Fall?

Notes:

- Jack: previous incarnation met with President quarterly, submitted report - good model
- Ed Master Plan - important to track - Program Review informs it
- How to make data more available on IR website? The same questions come up.
- Jack: we can make the IER meaningful... the IEC can point out meaningful things from this report
- How much of the IER maps to Accreditation - still a good map? It's an essential document and could become so much more useful.
- SG 1.3 ... needs to align with SEPlan
- Where to pull together all the plans on IR website under planning?
- Grace works at Tropicana. Many more than 1,000 SBCC students in IV.
- Melanie: put %'s on IER charts
- What's the best way to present data

Action Items:

- For next meeting on May 8: discuss Institution Set Standards
- What will be our Summer meeting schedule?

Agenda & Meeting Notes

Institutional Effectiveness Committee (IEC)

May 8, 2014 A-121 2 P.M.

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| Robert Else (chair), Kiko Almanza, Jack Friedlander, Grace Katzenson, Jordon Morris, Kathy Molloy, Kenley Neufeld, Ben Partee, Melanie Rogers, Oscar Zavala (10 total) |
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Present: R. Else, O. Zavala, M. Rogers, J. Morris, K. Almanza, J. Friedlander, B. Partee, G. Katzenson

Absent: K. Neufeld, K. Molloy

AGENDA

1. Institutional Set Standards
2. Transition from 2011-14 College Plan to new Educational Master Plan

Notes:

(Meeting truncated/cancelled - just a short discussion as follows):

- Institutional Set Standards - what is the process/methodology going forward?
- Pull together all stats - consolidate - what is the best way to communicate institutional data going forward - we have so many different pockets of info
- Close out old College Plan 2011-14 at first CPC in Fall - transition to Educational Master Plan
- Our process will be to make recommendations to CPC, as called for in our Charter
- Ben: more students on probation/disqual than before

Action Items:

Agenda & Meeting Notes

Institutional Effectiveness Committee (IEC)

May 20, 2014 A-121 2 P.M.

Robert Else (chair), Kiko Almanza, Jack Friedlander, Grace Katzenson, Jordon Morris, Kathy Molloy, Kenley Neufeld, Ben Partee, Melanie Rogers, Oscar Zavala (10 total)

1. Information Items
2. Discussion Items
 - a. **Institution Set Standards:**
 - i. Each spring we are required to file an Annual Report with the ACCJC (**Attachment 2a1**). The past two reports have asked for an increasing number of Institution Set Standards for things such as successful course completion rate and number of students receiving degrees.
 - ii. An ACCJC memo to External Evaluation Team Members effective Spring 2013 requires teams to demonstrate compliance with new USDE regulations, including those for “institutionally developed standards.” (**Attachment 2a2**).
 - iii. The following Accreditation Standards relate to the topic of the institution having standards against which it evaluates its effectiveness and success: (Standard I.B; I.B.1-6; II.A; II.A.1.c; II.A.2.a,b,f,g,h,i; II.A.5; II.A.6; Eligibility Requirement 10: Student Learning and Achievement)
 - iv. Our current practice has been to use the 5-year trailing average of a given metric as our Institution-Set Standard. Let’s discuss this and alternate possibilities (**Attachment 2.a.3 - Institution Set Standards 5-year history**)
 - b. **SBCC Scorecard** - The Board has requested a “local” version of the Chancellor’s Office Scorecard with selectable populations. (see scorecard.cccco.edu)
 - c. **SBCC Dashboard** - The Board and Dr. Gaskin have requested a user-friendly “Institutional Effectiveness Scorecard” along the lines of what La Canada College has done. See their [College Completion Scorecard](#).
3. Future meeting schedule - Summer? Best days for Fall?

Notes:

- For Licensure Exam Rates, use state average? National average? hard to maintain 100% especially with small Ns. Ask the departments. See attached spreadsheet showing **Licensure Pass Rate History since 2006-07**
- What matters is not the number, but what we do about it.
- Is it a number below which we don’t want to go?
- A C grade is typically 70%.

- For NCLEX see <http://www.n.ca.gov/schools/passrates.shtml>
- For Licensure: gather the national / state rates, then ask the department “we’re intending to put this in as our standard, is that ok with you?”
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Action Items:

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Institutional Effectiveness Committee (IEC)

September 5, 2014 A-121 10 A.M.

Robert Else (chair), Kiko Almanza, Jack Friedlander, Grace Katzenson, Jordon Morris, Kathy Molloy, Kenley Neufeld, Ben Partee, Melanie Rogers, Oscar Zavala (10 total)

1. Information Items
2. Discussion Items
 - a. **2011-14 College Plan (handouts, including data charts)**
 - i. Discuss transition to new Educational Master Plan (handout)
 - b. Future meeting schedule

Notes:

- Present: R. Else, M. Rogers, J. Friedlander, K. Monda, B. Partee
- Jack: what goals in the 2011-14 plan line up with those of the EMP?
- Ben: What research are we doing to show that what we're doing in SSSP is successful? (need by October 17).
- Jack: Student Equity Plan (tied to Scorecard), Title V grants
- Kim: EMP 1.4 - Student Evaluation of Faculty - see #1 - "ask students to rate the extent to which course expectations..." - Kim will take it to AP (Academic Policy) AS subcommittee.
- Ben: how much interface/overlap/connection between Equity Plan and SSSP?
- --- Here we went over each of the 2011-14 College Plan objectives in Goal 1: "Increase the success of students enrolled in credit courses"
- Jack: For our strategic plan: what initiatives do we have or will we have in place that will affect these metrics?
- Ben: how will we evaluate assessment? orientation? advising? How will we know it is working? Jack: you can't really - there are so many other factors, there is no control group.
- Kim: look at classes that are doing well, and pick up their pedagogy (e.g. early assignments to get students paying attention and not falling behind in reading). Even if assessment is done well, if the pedagogy is not there, it is a problem.
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Action Items:

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Institutional Effectiveness Committee (IEC)

October 3, 2014 A-121 10 A.M.

Robert Else (chair), Kiko Almanza, Jack Friedlander, Grace Katzenson, Jordon Morris, Kathy Molloy, Kenley Neufeld, Ben Partee, Melanie Rogers, Oscar Zavala (10 total)

1. Information Items
2. Discussion Items
 - a. **Review Mapping of 2011-14 College Plan to EMP Strategic Goals**
 - b. **Prioritization of IR Data Requests and Research Agenda**

Notes:

- Present: R. Else, Ben Partee, Jack Friedlander, Melanie Rogers, Kim Monda
- Reviewed mapping of 2011-14 College Plan to new EMP Strategic Goals
- Suggested disposition of 2011-14 College Plan:
 - We evaluated the measures in this plan with a focus on those that would be carried forward in the new EMP. The recommendations that we focused on pertained specifically to those that map to the new EMP. We decided not to spend time on the other measures because they are not as core to our decision-making process as the ones we are carrying forward - for the same reason as we decided not to include them in the new EMP. These are the measures we feel have the biggest impact and payoff, instead of spreading our time over a large number of measures. We want to focus on the high-impact measures to help us guide our planning and evaluation process.
- What is best use of IR's time?
 - How can IR find more time to address our charter of "institutional assessment, research, planning"
 - lots of time spent doing Fed and State reporting
 - time is fragmented by many ad hoc requests
 - Ideas / solutions
 - publish a specific set of data each year - and then other requests go into a queue to be prioritized and evaluated
 - beef up Tableau, and do full-court press on Tableau education - more self-service
 - We used to have a Research Committee that set Research Agenda each year
 - Jack: what's missing is the person who sits down with a chair or dean to help analyze/interpret the data, dialog, ask questions,
 - Darla Cooper is doing a great job filling in on research grant evaluation, etc.
 - Melanie: lots of things happening on campus, but there is no central library / repository / website with core documents / plans

- Jack: one area where we need more data enrollment / section planning (Ben: once DW goes online there will be a feedback link from student ed planning to scheduling planning)
- Ben: all the SSSP stuff should be able to come from Tableau - ask people what are you going to need going forward to assess your program. Put out a call for research projects.
- Kim: faculty would like to have Professional Development on how to use data
- IR could go to individual departments - in the moment, in person, in small groups - works best.

Action Items:

- Robert will make a summary report to CPC - Information item - here's the approach we took.
- Where will the metrics come from for the various EMP metrics? IR will make the baseline stats based on Spring 2014 or as close as possible.
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Agenda & Meeting Notes

Institutional Effectiveness Committee (IEC)

December 12, 2014 A-121 10 A.M.

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| Robert Else (chair), Kiko Almanza, Jack Friedlander, Grace Katzenson, Jordon Morris, Kathy Molloy, Kenley Neufeld, Ben Partee, Melanie Rogers, Oscar Zavala (10 total) |
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Present:

Absent:

1. Information Items
2. Discussion Items

a. Discuss research needs for SSSP and Student Equity Plan

- i. Funds have been requested for 1 FTE from SSSP and 1 FTE from Student Equity Plan. Categorical funds could go away.
- ii. SSSP request is moving forward through consultation process.
- iii. Can this group look at the job descriptions? Would really like someone who can add to our capacity to talk with faculty about what the data means
- iv. We could potentially have 22 full-time counselors - lots of data to process, digest, report, discuss
- v. IEC will be central to the coordination and
- vi. For a second position: For SEP, there is a meeting on the 15th to discuss that job description. An Equity Coordinator. 50/50 funding SSSP/SEP?
- vii. A wide enough net to integrate more initiatives: ESP, STEP, iPath, GFSF, PSS,
- viii. Upcoming changes from MMAP and CAI will also play a role in coming years

b. Review of updated Educational Master Plan (EMP) (Version 2 November 2014) - discussion of updates to how progress will be tracked and reported.

- i. Reviewed Section **4.0 Evaluation of Progress** of the EMP. Minor tweaks - see notes

c. Review of which metrics will be used for the Measures of Progress that will be included with the 2015 EMP Annual Progress Report, which will be produced by IR in Spring 2014

- i. Reviewed **Section 5.0 Measurement and Evaluation of the EMP**. See notes

Notes:

Action Items:

Agenda & Meeting Notes

Institutional Effectiveness Committee (IEC)

January 23, 2015 A-200A 10 A.M.

Robert Else (chair), Kiko Almanza, Jack Friedlander, Grace Katzenson, Jordan Morris, Kathy Molloy, Kim Monda, Ben Partee, Melanie Rogers, Oscar Zavala (10 total)

Present: Robert, Kiko, Ben, Melanie, Oscar

Absent: Jordan Morris, Kim Monda, Kathy Molloy

1. Information Items

- a. **Student Success Scorecard review** at last night's Board Meeting - quick overview of the discussions that ensued
- b. **Membership:** Grace (Carolina?) Katzenson is no longer on Student Senate; will seek alternate
- c. **Meeting Schedule:** Kathy Molloy requests Fridays after 10:30

2. Discussion Items

a. Institution Set Standards

- i. Review and analysis of the latest data (see spreadsheet in today's folder)
- ii. Ensure these are sufficiently integrated into the Educational Master Plan
- iii. Report/Recommendation to CPC

Notes:

Discussion of the 2014 Student Success Scorecard (scorecard.cccco.edu)

- Ben: We need to disaggregate EOPS, Fin Aid, etc... identify where are we stumbling
- Robert showed the scorecard that IR developed using our local data, with ability to call out In-District versus Out of District, etc.... discussed various differences
- Jack: we looked at ESP rates for EOPS versus not... dramatic differences... we will be reviewing the ESP data from Darla which will cover this.
- Jack: we have goals for each of the scorecard measures but they need more clarification and specificity
- Melanie: goals and standards are different: goals are aspirational, standards are thresholds
- Oscar: The ESL basic skills progression rate is shockingly low.
- Jack: we are now working specifically on the ESL issue.

Discussion of Institutional Goals/Standards

- Previous college plans had many numeric goals - perhaps too many, and need stronger rationale behind them
- Looked at the measurable goals in the Ed Master Plan. Under Strategic Goal 1.3, the Scorecard measures are clearly called out, but we need to include numeric targets
- Looked at our "local" scorecard - why is ESL "n" so small (22) for our local district?
- Do our local students need more or less support than out of district, others?
- Remedial/basic skills problem affects the largest number of students.

- Discussion of Common Assessment Initiative (CAI) and Multiple Measures Assessment Project (MMAAP), and possibilities for SBCC - we are a pilot school in the MMAAP - discussion of possibilities for change in Math assessment/placement using higher weight on high school record
 - Integrated Planning: need to make sure we align and connect the goals of initiatives of SSSP, SEP, etc. to the goals of the college. Need to integrate.
 - Ben: How will the new counselors we plan to hire contribute to the college goals; how will we track this - need to decide how best to will this make a difference.
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Action Items:

- Robert: Look at our “local” scorecard - why is ESL “n” so small (22) for our local district?
- FOR NEXT MEETING:
 - a. Clarify and quantify the college goals centered around the Scorecard measures (remedial, persistence, etc)
 - b. Develop recommendation to CPC
- Ongoing: Integrated Planning: work to **integrate** the goals of initiatives/programs (SSSP, SEP, ESP, etc) with the college goals.
 - a. Aligning goals with RFP
 - b. possible recommendations to Faculty Inquiry Groups (FIGs)
 - c. develop recommendation to CPC

Agenda & Meeting Notes

Institutional Effectiveness Committee (IEC)

February 6, 2015 A-121 10 -11:30 AM

Robert Else (chair), Kiko Almanza, Jack Friedlander, Grace Katzenson, Jordan Morris, Kathy Molloy, Kim Monda, Ben Partee, Melanie Rogers, Cameron Sublett, Oscar Zavala (11 total)

Present: Robert, Kiko, Melanie, Oscar, Jack, Ben, Jordan

New member: Cameron Sublett (Communications)

Absent: student rep (it's not Grace Katzenson any more)

1. Information Items

2. Discussion Items

- a. Clarify and quantify the college goals centered around the Scorecard measures (remedial, persistence, etc)
 - i. Looked at CO Scorecard data, historic trends, Inst. Effectiveness Reports, our local scorecard and trends, discussed, dissected...
 - ii. Looked at most recent ACCJC Annual Report and Institution Set Standards
 - iii. Developed spreadsheet of metrics we currently collect and where (see folder)
 - iv. Developed spreadsheet of scorecard baseline and goals... lots of discussion (see folder)
- b. Develop recommendation to CPC

Notes:

- We want to use more recent data than the CO Scorecard - that data is lagging behind our recent programs and initiatives, will not show an effect
- Suggest 3-year goal, with baseline of 2013-14, because we now have interventions such as ESP that is being institutionalized. Also new counselors, etc. Also we just got the funding.
- Other factors: augmenting tutoring, Gateway tutors assigned to courses; academic progress / probation.
- Interventions being introduced in 2014-15
- Need very clear definitions of completion (course, degree, transfer, etc), retention, persistence, progression
- important to break out the levels of basic skills and look at each
- disaggregate by instructional method: f2f, hybrid, online, work exp/indep study, etc (like in the IER)
- online enrollments are increasing, but success rates are lower - we must take that impact into account

Action Items:

- For next time:

- a. IR will fill in the baselines for 2013-14 (see spreadsheet in this folder)
 - b. Jack will think about/discuss/ interventions that will have an effect on the 6 areas in the scorecard, and what kind of percentage change we might adopt for goals, considering the number and type of students affected by the interventions.
- Ongoing: Integrated Planning: work to **integrate** the goals of initiatives/programs (SSSP, SEP, ESP, etc) with the college goals.
 - a. Aligning goals with RFP
 - b. possible recommendations to Faculty Inquiry Groups (FIGs)
 - c. develop recommendation to CPC

Agenda & Meeting Notes

Institutional Effectiveness Committee (IEC)

February 20, 2015 A-121 10 -11:30 AM

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| Robert Else (chair), Kiko Almanza, Jack Friedlander, Grace Katzenson, Jordan Morris, Kathy Molloy, Kim Monda, Ben Partee, Melanie Rogers, Cameron Sublett, Oscar Zavala (11 total) |
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Present: Robert, Kiko, Melanie, Oscar, Jack, Ben, Jordan, Kim

New member: Cameron Sublett (Communications)

Absent: student rep (it's not Grace Katzenson any more)

1. Information Items
2. Discussion Items
 - a. Data: progression rates through English and Math by level
 - b. Come up with goals

Notes:

- what are the odds if they don't complete it in the first year... do they make it in the next 2 years
- *** Students with goal of degree/transfer who assessed into basic skills, didn't take it in their first semester... how many completed in in the 3 year period.
- what are the implications if someone doesn't stay on course in completing their English or math sequence...
- *** what happened to those who didn't progress - are common characteristics? are they still here? are they progressing towards their goal
- what should the methodology be for setting the goals (Kim)
- why do we have 60&70 etc? Are we creating a barrier for students? Integration of Reading and Writing is under discussion.
- shifts in assessment philosophy and methodology are promising

Action Items:

- look at the 1 year window
- take out international students
- integrate the ESP courses into the Fall 2011 cohorts
- disaggregate reading and writing
- next time: ESL (5 levels) and use a 6-year window; how many completed ENG 110; include all goals, exclude international

- next time: course completion
- exclude international
- include only goal of degree or transfer (not certificate)
- if goal is unknown or undecided, include them if they are enrolled in 6+ units

Agenda & Meeting Notes

Institutional Effectiveness Committee (IEC)

March 20, 2015 A-201 10:30 - 11:30 AM

Robert Else (chair), Kiko Almanza, Jack Friedlander, Grace Katzenson, Jordan Morris, Kathy Molloy, Kim Monda, Ben Partee, Melanie Rogers, Cameron Sublett, Oscar Zavala (11 total)

Present: Melanie, Cameron, Ben, Jack, Kiko

Absent: Robert, Kim, Oscar, Kathy, Jordan, Grace

1. Information Items

- a. IEPI - Institutional Effectiveness Partnership Initiative (see flyer in this folder)

2. Action Items

- a. Institution Set Standards declared on the 2014 ACCJC Annual Report in the following areas. In the past we have used the 5-year trailing average to determine these standards. Discuss whether to continue this practice, or use the 10-year average, or some other measure, such as the lowest point in the last 5 years.
 - i. Question 14a: Successful Course Completion
 - ii. Question 15a: Number of student completion of degrees and certificates combined
 - iii. Question 15b: Number of student completion of degrees, per year
 - iv. Question 15c: Number of student completion of certificates, per year
 - v. Question 17a: Number of students who transfer each year to a 4-year institution
 - vi. FYI Question 20: Licensure Examination Pass Rates: we do not currently state any standards in this area. This would need input from the appropriate departments and programs.

3. Discussion Item: Institution Set Standards and College Goals for Progression rates through Basic Skills English and Math

- a. At our last meeting we got into great detail about progress by level and developed a good set of research questions for the future (see notes from 2/20/2015 meeting). We anticipate that at the upcoming IEPI seminar we will learn that by June 30 we will need to declare standards for these progression rates, as well as other Scorecard measures. What methodology should we use for setting the standards and goals for these and other scorecard metrics? Last time we discussed these possibilities:
 - i. For Institution Set Standards: n-year average, or n-year minimum, etc.
 - ii. For College Goals: 3-year trailing average, plus 2%
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Notes: we decided to use the 5-year average for these four institution-set standards in the ACCJC Annual Report, and to use 15b & 15c, which is the completion of degrees and certificates separated, not combined.

Future Action Items:

1. Jack wants to schedule an extra IEC meeting on 3/25 from 11:00-12:00 to decide on a methodology for and to set standards and goals for all of the Scorecard measures.
2. In preparation for the extra meeting, Melanie will calculate the 5-year average for all Scorecard measures by 3/25.

Agenda & Meeting Notes

Institutional Effectiveness Committee (IEC)

March 25, 2015 A-200A 11:00 - 12:00 AM

Robert Else (chair), Kiko Almanza, Jack Friedlander, Grace Katzenson, Jordan Morris, Kathy Molloy, Kim Monda, Ben Partee, Melanie Rogers, Cameron Sublett, Oscar Zavala (11 total)

Present: Melanie, Cameron, Ben, Jack, Kiko

Absent: Robert, Kim, Oscar, Kathy, Jordan, Grace

1. Action Items

a. Institution Set Standards declared on the 2014 ACCJC Annual Report

- i. Question 14a: Successful Course Completion
- ii. Question 15a: Number of student completion of degrees and certificates combined
- iii. Question 15b: Number of student completion of degrees, per year
- iv. Question 15c: Number of student completion of certificates, per year
- v. Question 17a: Number of students who transfer each year to a 4-year institution
- vi. FYI Question 20: Licensure Examination Pass Rates: we do not currently state any standards in this area. This would need input from the appropriate departments and programs.

2. Discussion Item: Institution Set Standards and College Goals for Progression rates through Basic Skills English and Math

Notes: we decided to use the 5-year average for these four institution-set standards in the ACCJC Annual Report, and to use 15b & 15c, which is the completion of degrees and certificates separated, not combined.

Future Action Items:

1. Definition of college ready: concern that Scorecard defines it as students who took no remedial courses - so someone avoiding English and math would be in the Prepared cohort. **To Do: what percentage of students who place into remedial English or math take that course in the first X terms (we have done that research... find it). We should track this regularly - each term.
2. Check methodology on 30 units rate: do the dual enrollment units count?
3. Did we make a coding change in Math? Why the big jump in Math remedial progression to college level? When did Math 107 change to remedial?
4. Why do the n's drop in ESL?
5. Robert will summarize the Institution Set Standards we are taking to CPC and get it to Paulmena for next Tuesday's CPC.