



GROSSMONT COLLEGE

Institutional Effectiveness Council (IEC)

NOTES

Friday, 20 October 2017
 11:00 a.m. – 12:30 p.m.
 ASGC Board Room (60-207)

Attendees

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| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Bonnie Ripley, IEC Co-chair <input checked="" type="checkbox"/> Michael Reese, Interim Sr. Dean CPIE, IEC Co-chair <input checked="" type="checkbox"/> Christopher Tarman, Associate Vice Chancellor RPIE <input checked="" type="checkbox"/> Cindi Harris, Professional Development <input checked="" type="checkbox"/> Cindy Emerson, Classified Senate <input checked="" type="checkbox"/> Denise Schulmeyer, ISLO Coordinator <input type="checkbox"/> Gerardette Nutt, Program Specialist CalWORKS <input type="checkbox"/> Joan Ahrens, SLO Coordinator <input type="checkbox"/> Judd Curran, Chair of Chairs <input type="checkbox"/> Katrina VanderWoude, VP Academic Affairs <input checked="" type="checkbox"/> Laura Sahagun, Financial Aid Technician <input checked="" type="checkbox"/> Lida Rafia, Associate Dean Student Success and Equity | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lorenze Legaspi, VP Administrative Services <input type="checkbox"/> Marsha Gable, VP Student Services <input type="checkbox"/> Martha Clavelle, Dean Counseling Services <input type="checkbox"/> Micah Jendian, Professional Development <input checked="" type="checkbox"/> Michael Copenhaver, Director Financial Aid <input type="checkbox"/> Monica Blando, Classified Senate President <input type="checkbox"/> Nabil Abu-Ghazaleh, President <input type="checkbox"/> Nate Scharff, Academic Program Review Chair <input type="checkbox"/> Shawn Hicks, Basic Skills Coordinator <input checked="" type="checkbox"/> Stacy Teeters, Research and Planning Analyst <input type="checkbox"/> Tate Hurvitz, Academic Senate President |
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1. Welcome and Introductions	Steve Davis, Vice President Academic Senate, sat in on behalf of Tate Hurvitz.
2. Review September 15, 2017 IEC Notes	
3. Additions to the Agenda There were none	There were none
4. IEPI PRT Team Visit debrief	<p>There were three areas that the college requested the IEPI Partnership Resource Team to review: (1) Participatory governance structure, (2) Integrated planning and resource allocation and (3) Using SLOs in integrated planning. We hope to receive the report prior to year-end with the proposed "menu of options" to help us address these issues. Once the plan is reviewed the college will request funds to make the recommended improvements. Preliminary follow-up noted that we may have some Accreditation issues and may want to consider fairly major reorganization of our systems. Follow-up—Lorenze to bring up at Cabinet that the process for sharing out results and a strategy for deciding what the money will be used for need to be planned. Can these conversations be started at Convocation?</p>
5. Focus Group Update	<p>Ten student focus groups were conducted by one researcher from the IEPI group to learn how students experience Grossmont College. The groups surveyed were: Latino Male, Latino Mixed Group, African American Male, African American Mixed Group, Middle Eastern Male, Middle Eastern Female, Students Receiving ARC Services, Re-Entry Adult Learners, Pacific Islander, and Current & Former Foster Youth. During the recruitment process at least 65 students signed up. Approximately 45 student participated in the survey. Results may be ready to share at the December IEC meeting.</p>

<p>6. Student Success/Integrated Planning update</p>	<p>Approximately 45 people participated in the taskforce charged to develop the integrated plan which includes Student Equity (SE), Basic Skills Initiative (BSI) and Student Success & Support Program (SSSP). The framework focused on Grossmont's Strategic Plan (1) Outreach, (2) Engagement and (3) Retention with the Guided Pathways model in mind. Five broad integrated goals were formed.</p> <ul style="list-style-type: none"> (1) To increase the number of students by streamlining onboarding, deepening collaborations with high schools districts, workforce agencies, and additional community partners, in order to reflect our service population. (O/E) (2) To clarify the pathway to degree/certificate completion campus-wide by formalizing and piloting program maps. (R/O) (3) To reduce the time it takes students to successfully complete college-level coursework for Math, English, & ESL from campus-wide basic skills sequences. (R/E) (4) To improve course success rates and decrease equity gaps in 12 high enrollment gateway courses. (R/E) (5) To improve identification of and support for student at risk for academic or progress probation (R/E) <p>The taskforce created planning maps for each goal. The maps encompass: Outcome, Challenge, Cause, Interventions and Resources. ACTION: Lida will send the Planning Maps to Cindy and she will forward to the IEC members.</p>
<p>7. ISLO/SLO Update: GOAT and OAC</p>	<p>Denise briefly spoke about the five ISLO'S and shared that Joan and her were planning Flex Week presentations. ACTION: Denise will send ISLO draft to Cindy and she will forward to the IEC members for discussion at the next meeting.</p>
<p>8. Review IEC Charge and Composition</p>	<p>Bonnie distributed the IEC Charge and Composition. The charge and composition may change as the college works on restructuring the governance process so no formal work will be done now.</p>
<p>9. RPIE Office update</p>	<p>Chris Tarman has been working to finalize a contract for upgrading the data warehouse and improving reports.</p>
<p>10. WSCH/FTEF Strategy follow-up</p>	<p>President and VPAA have met with all Deans and Department Chairs to review course schedules and offerings.</p>
<p>11. Accreditation Steering Committee, Timeline, ASCCC Accreditation Institute Feb 23-24</p>	<p>The initial Accreditation Steering Committee (ASC) met on October 17th and will become a standing committee with the intent of building the accreditation process into the structure of the college. ASC will report to the Planning and Resource Council and will be built into the new governance structure. The chairs created an accreditation 2017-2019 timeline and have created a Self-evaluation process. Each standard will have tri-chairs with leads overseeing the sub-categories.</p>
<p>12. Work Ahead a. Mission Statement b. Assessment & Survey Task Force work c. Set targets/standards for Strategic Plan</p>	
<p>Next Meeting</p>	<p>Friday, 17 November 2017, 11:00 am -12:30 pm, ASGC Board Room (60-207)</p>

Planning Map – 12 Gateway Courses (BSI/SE) **DRAFT #5**

Outcome

- To improve success rates and decrease equity gaps in 12 high enrollment, gateway courses.

Challenge

- Having time/space for professional development; lack of guidance/support in classroom

Causes

- Varying outcomes across sections
- Absence of (high impact) student success strategies at the course level
- Lack of horizontal alignment across student experiences

Interventions

- Professional development on teaching & learning, focused on equity-minded practices.
- Professional development for part-time instructors & incentivized

Resources

- Space
- Time
- Incentives
- Dedicated Coordinator
- Resources for part-time faculty

Planning Map – Clarify Pathway (BSI/SSSP/SE) **DRAFT #4**

Outcome

- To clarify the pathway to degree/certificate completion campus-wide by formalizing and piloting program maps.

Challenge

- We (the college) don't adequately inform students what to take
- Classes not focused on interest (contextualized)
- Missed opportunities for early information
- We (the college) don't have adequate mechanism for guiding student in major/career choices

Causes

- We have a complicated process
- We make key services optional
- We struggle with advising capacity
- Structural & human resources
- We have a chaotic communication process

Interventions

- Expand on maps being created to include GE & BSI sequence
- Begin design of meta-majors: connected to major and career exploration

Resources

- People
- Space
- Technology (software)
- Money

Planning Map – Academic/Progress Probation (BSI/SSSP/SE) **DRAFT #3**

Outcome

- To improve identification of and support for students at risk for academic or progress probation.

Challenge

- Not knowing all the reasons why students are failing courses/withdrawal
- Faculty, staff not making student expectations clear (college planning –navigating)

Causes

- Faculty lack of timely feedback on student progress (prior to drop deadline)
- Faculty and staff not clear on student expectations

Interventions

- Review systematic, process of reviewing all course syllabi (creating model syllabi)
- Revisit policy & procedure around academic dismissal/probation
- PD on formative assessment vs. summative assessment and other student success strategies

Resources

- Review systematic, process of reviewing all course (model syllabi available)

Need report on how many students are on federal aid

Planning Map – Onboarding (SSSP/SE) **DRAFT #5**

Outcome

- To increase the number of students by streamlining onboarding, deepening collaborations with high school districts, workforce agencies, and additional community partners, in order to reflect our service populations.

Challenge

- Students, faculty and staff are not aware of the onboard process
- Not aware of the importance/why of onboarding
- Limited tracking capacity

Causes

- Students are disconnected between the application and enrollment process
- Time commitment
- Optional matriculation
- Website design poor/hard to navigate

Interventions

- Marketing/Messaging to students/employees
- Mandatory face-face orientation

Resources

- People (pay for time)
- Time
- Space

Planning Map – Reduce time to complete (BSI/SE) **DRAFT #2**

Outcome

- To reduce the time it takes students to successfully complete college-level coursework from Math, English, & ESL from campus-wide basic skills sequences.

Challenge

- College is not communicating the importance of assessment and option to re-assess
- Institution placement policy discourages students from enrolling
- Too many levels of Basic Skills courses
- Students are not being informed of progress

Causes

- Delivery of assessment results
- Standard testing is a poor measurement of success
- Long term Basic Skills impact on financial aide

Interventions

- Offer additional boot camps- operationalize/targeted/consistency after assessment.
- Post assessment counseling with dedicated counselors
- Multiple measures spring- 2018 implementing
- Partnership with Adult Ed and Dual Enrollment. Related to ESL & English Basic Skills
- PD in support for assessment prep.
- Create clear messaging about assessment test & provide preparation
- Development of an early alert program
- Assessment prep
 - Create clear messaging about assessment test & provide preparations (offer mandatory)
- Redesigning curriculum in Math, English & ESL (acceleration in Math & English)

Resources

- Research Data
- Professional Development
- People

<p>1. Critical & Creative Thinking</p>	<p>Students will analyze, connect, and synthesize ideas in order to creatively solve problems.</p> <p>Students will demonstrate competence in interpreting and working with numerical data to weigh evidence, support arguments, and solve problems in everyday situations.</p> <p>Students will explore issues, ideas, artifacts, and events and gather evidence from multiple perspectives before forming an opinion or conclusion.</p> <p>[1]</p>
<p>2. Communication Skills</p>	<p>Students will communicate effectively through reading, writing, speaking, and listening.</p>
<p>3. Global & Local Perspectives</p>	<p>Students will recognize the interdependence of the physical, social, political, and cultural environments in which they live.</p> <p>Students will demonstrate sensitivity, respect, and integrity when interacting with individuals of diverse backgrounds, perspectives, and values.</p>

<p>4. Technology & Information Skills</p>	<p>Students will gain core information literacy skills by critically evaluating information, identifying the most reliable information from a variety of sources, and recognizing the importance of being well-informed and sharing information responsibly.</p> <p>Students will demonstrate skill in the use of technology and its ethical and responsible applications.</p>
<p>5. Life & Career Skills</p>	<p>Students will engage in self-reflection to cultivate their personal development and well-being[2].</p> <p>Students will engage in and interpret various forms of artistic and creative expression.</p> <p>Students will demonstrate and apply the attitudes[3], knowledge, ethics, and skills [4]necessary to contribute to professional, civic, and academic communities.</p>