



# GROSSMONT COLLEGE

## Institutional Effectiveness Council

### Notes

Friday, September 15, 2017

11:00 am – 12:30 pm

ASGC Board Room (60-207)

Mike Reese, Interim Sr. Dean, CPIE	☒	Bonnie Ripley, IEC Co-chair	☒
Nabil Abu-Ghazaleh, President	☐	Micah Jendian, Professional Development	☐
Joan Ahrens, SLO Coordinator	☐	Beth Kelley, Basic Skills Coordinator	☐
Monica Blando, Classified Senate President	☐	Lorenze Legaspi, VP Administrative Services	☒
Martha Clavelle, Dean Counseling Services	☐	Geradette Nutt, Program Specialist CalWORKS	☐
Michael Copenhaver, Director Financial Aid	☐	Lida Rafia, Associate Dean Student Success and Equity	☒
Judd Curran, Chair of Chairs	☐	Laura Sahagun, Financial Aid Technician	☒
Cindy Emerson, Classified Senate	☐	Nate Scharff, Academic Program Review Chair	☐
Marsha Gable, VP Student Services	☐	Denise Schulmeyer, ISLO Coordinator	☐
Cindi Harris, Professional Development	☐	Christopher Tarman, Associate VC RPIE	☐
Shawn Hicks, Basic Skills Coordinator	☒	Stacy Teeters, Research and Planning Analyst	☒
Tate Hurvitz, Academic Senate President	☒	Katrina VanderWoude, VP Academic Affairs	☒

1. Welcome and introductions	New member Shawn Hicks was welcomed to the committee as the incoming Basic Skills Coordinator. Mary Ann Landry, Assistant for ESBS visited the meeting to represent Classified Staff.
2. Review May 2017 IEC Notes	
3. Additions to the Agenda	<p><b>Research Agenda.</b> Stacy Teeters compiled an update on research projects that the RPIE office is working on. Any areas around campus that have recurring research needs should notify Mike Reese to be added to the agenda. Demand for data still exceeds capacity to provide it, but more projects are being completed than last year with Stacy and Katie now on board. A request was made to provide some campus-based ongoing reporting as to the progress of the research agenda. Cuyamaca already has a web page with the schedule and results of reports, so Bonnie will ask Chris Tarman to set up a similar resource for Grossmont.</p> <p><b>SS&amp;E Task Force Update</b>—the group has identified the top 12 high enrolled courses with non-success rates, disaggregated by race/ethnicity and foster youth status. The taskforce has identified these courses as potentially the top 12 gatekeeper courses.</p> <p><b>Focus Groups</b>-Lida shared the planned focus group strategy that will be done in collaboration with the RP Group. Groups of interest are: African American, African American Male, Latino/a, Latino Male, Middle Eastern Male, Middle Eastern Female, Student receiving services from ARC, Adult Re-Entry students, Pacific Islanders, and current and former Foster Youth. Recruiting</p>

	<p>students will be done at various locations around campus with incentives for participation. The questions will relate to the Grossmont experience for students. Ten groups of ten-twelve students each will be held in mid-October.</p>
<p>4. Data Highlight – Distance Education</p> <p>Continued Data Highlights</p>	<p>Data Highlight, by Janet Gelb. Bonnie shared and reviewed data on student success and retention in 100% online versus traditional face-to-face courses from fall 2009 to spring 217. The data show college-wide patterns over time which follow economic changes in the community. Overall the DE student success and retention rates are about 10% lower than face-to-face throughout the time period. This level is below the state averages for DE, so other colleges are doing a better job. Janet shared changes and improvements in training faculty and the transition to Canvas (started fall 2016) and planned to use these data as a baseline to compare in the coming semesters as we hope to improve online success. Early anecdotal feedback from faculty suggest that retention is better in Canvas. Canvas also has the capacity to output analytics to Tableau, which we already use on campus, so Janet will follow up with the RPIE office to set that system up. The issues she sees as ongoing are emphasizing the importance of instructor presence in the course, regular and effective content, and accessibility of content.</p> <p>Next month’s Data Highlight will be ISLO results from the graduation survey, and results from the student focus groups will be presented in December. There was a much larger sample size obtained from the event this time, near 500 compared to 200 last year.</p>
<p>5. College WSCH/FTEF by % Fill Analysis</p>	<p>Bonnie shared a summary of the college data split out by division for fall 2016 that showed the earned WSCH/FTEF in this semester was about 455 college-wide. The question she was interested in was, Do the low efficiency and high efficiency divisions balance each other out? This was tested by grouping MNSESW and AHN together versus ALC/ESBS/CTE. The result was that neither grouping reached the 525 target. Considering that the college was at 83% fill for that semester, the next question was would the college hit 525 at 100% fill? The answer to that question was yes; in fact, we would achieve 545. MNSESW does balance out AHN, but the combined WSHC/FTEF for the other divisions was only about 516. The third question was, How high does % fill need to be for the college to achieve 525? The result was 96.5%. Given that our current fill is about 70%, we are still operating below our target efficiency. The result is that the college depends on revenue from international students to cover our fixed and variable costs beyond what is apportioned to us by the state for FTES. In the long run, this trajectory is unsustainable. Since achieving 96% fill seems unlikely, discussion ensued over what needs to happen to rebalance the college in terms of high efficiency versus low efficiency course offerings. Bonnie suggested</p>

Continued IEC September 15, 2017 meeting notes

	trying to grow high WSCH/FTEF areas as well as trimming some low WSCH/FTEF offerings where possible and redoubling efforts to put forward a schedule of courses that fill. The committee requested that Bonnie share this analysis with Planning and Resources, Enrollment Strategies, and Academic Senate as soon as possible.
6. Accreditation	A large team will attend ISER training on October 20 and we need to plan who will go to the ASCCC Accreditation Institute 23-24 February 2018. Mike Reese shared a draft timeline for forming the Steering Committee and writing. The first tasks are to review the Standards and quickly evaluate where we may have data gaps to plan the collection of those data with the RPIE office. Identification of Steering Committee members and a schedule to begin preparing the campus to write will be discussed at the next IEC meeting.
7. IEPI PRT Team Visit	Katrina shared the outline of the purpose of the PRT Team visit, which is to gather information in order to help Grossmont with restructuring and improving our effectiveness specifically with shared governance structure, integrated planning, and student learning outcomes. The first visit will be October 4 and the team will return with a menu of options to present to us in December.
8. ISLO/SLO Update: GOAT and OAC	Denise shared the ISLO task force progress. The ISLOs were approved by Academic Senate last semester and the group is working on fleshing out the language so that they are assessable this semester. The SLO process on campus is being modified under the leadership of Joan Ahrens. Currently the group that has been working on the ISLOs has been asked to also form an SLO task force (the GOAT), charged with creating an Outcome and Assessment Committee. This is what most other colleges have and part of the intent is to spread the visibility and responsibility for dialogue about SLOs across the campus.
9. KPI Dashboard Rollout Strategy	Postponed to next meeting.
10. Review Charge and Composition	Postponed to next meeting.
11. Work Ahead a. Mission Statement b. Assessment & Survey Task Force work c. Set targets/standards for Strategic Plan metrics	