



Institutional Effectiveness Committee
 February 12, 2018
 EW207
 2:00 p.m. – 4:00 p.m.

Present: Suzie Ama, Vivian Baker, Jan Moline, Corey Marvin, Lisa Couch, Stephanie Brantley, Jill Board

Absent: Ryan Khamkongsay, Davis Kunz, Ben Beshwate

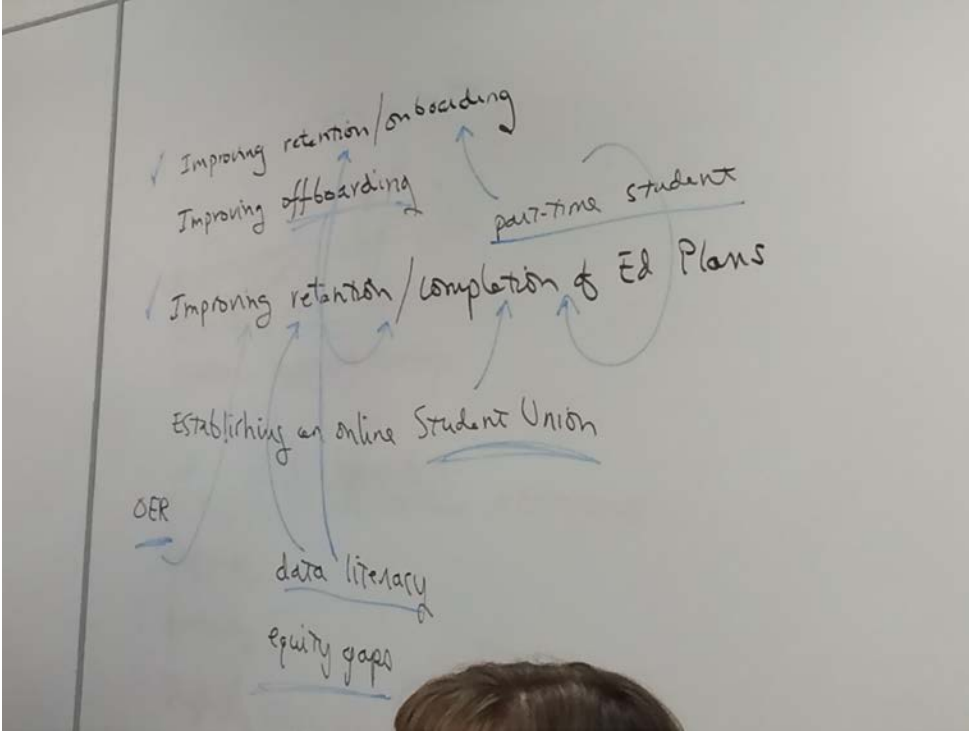
TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
1. Call to order	Corey Marvin	2:08 p.m.		X
2. Approval of Minutes & Action Items From:	Corey Marvin	From: 01/17/2018 Action items: 1) <i>Look at automatic issuance of certificates</i> 2) <i>Identify Quality Focus topic, then solicit feedback from other groups:</i> <ul style="list-style-type: none"> • SSSP _____ • Academic Senate (1/18/2018) • College Council (01/18/2018) • Classified Senate (1/24/2018) • Faculty Chair (1/22/2018) • Admin Cabinet (2/5/2018) • SSEC _____ • Report back to IEC (2/12/2018) • College Council Report Out (2/15/2018) 3) <i>Corey to check on the Nutrition degree status.</i> 4) <i>Corey to follow up on the status of the catalog addendum</i> Approval – Approved, no changes		X
3. Approval of Agenda	Corey Marvin	Approved.		X
4. Updates on Goals – PR, Planning, OAC	Corey Marvin	Outcomes Assessment Committee <ul style="list-style-type: none"> • Student Learning Outcomes and assessment are ongoing, systematic, 		X

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		<p>and used for continuous quality improvement. IEC rating, spring 2017 = 3.67</p> <ul style="list-style-type: none"> • Dialogue about student learning is ongoing, pervasive, and robust. IEC rating, spring 2017 = 4 • There is evaluation of student learning outcomes processes. IEC rating, spring 2017 = 4.67 • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. IEC rating, spring 2017 = 4.67 • Student learning improvement is a visible priority in all practices and structures across the college. IEC rating, spring 2017 = 4 • Learning outcomes are specifically linked to program reviews. IEC rating, spring 2017 = 4.67 <p>Program Review Goal Progress</p> <ul style="list-style-type: none"> • Send more reminders during the year to encourage earlier submission. 12 Program Reviews this Spring. 7 have had their first review. All instructional PRs have had first review except for Basic Skills. Remaining PRs are expected to have first reviews on Feb 23. • Fill vacant positions. Heather Ostash (Admin) and Michael Erskine (Classified) have joined the committee • Adopt eLumen. SLO module adoption in progress. <p>Institutional Planning Goals, 2017-18</p> <ul style="list-style-type: none"> • Complete the educational master plan process and document by scheduling forums, generating feedback, finalizing the document, distributing as appropriate and publicizing distribution, and posting to the website. • Complete the first integrated planning document for the student equity, student success and support program, and basic skills. Since the timeline aligns well (document due in November), integrate the development of this document with unit and section planning • Create and run inquiry groups for two more of the Student Success 		

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		<p>Factors, develop best practices for staff and faculty, implement identified best practices at scale across the college.</p> <ul style="list-style-type: none"> • Use the suggestions from the IEPI menu of options to develop a work plan for creating and college-level IR office, implement the plan paying careful attention to effectively onboard the new positions, establish research priorities through college wide dialogue, acculturate the employees to Cerro Coso, provide opportunities for professional development as needed, and develop a communication plan for sharing data. • Share results of CCSSE, ICAT, and the financial wellness surveys across the college in fall 2017 • Carry out a thorough revision of the annual integrated planning documents—unit plans, section plans, and division plans—so that the documents are further streamlined and contain a clear system for prioritizing budget requests. • Major goals in this area have been planned for and accomplished the last several years. No goals are anticipated for 2017-18. 		
<p>5. Review of PR, IEC, and OAC committee charge, composition, evaluation</p>	<p>Corey Marvin</p>	<p>The Outcomes Assessment Committee The Outcomes Assessment Committee’s charge is “To act as a standing committee to promote student learning and institutional effectiveness by providing leadership in continuous and sustainable assessment and to foster a culture of inquiry” and to provide “oversight for the College’s outcome assessment processes and documents in order to improve student learning and achievement”. The Committee provides vision and support in the development, assessment, and evaluation of learning outcomes.</p> <p>Institutional Effectiveness Committee Charge: The Institutional Effectiveness Committee (IEC) is charged with providing oversight to the college processes that develop and maintain sustainable continuous quality improvement in the areas of planning, outcomes assessment, program review, and accreditation.</p> <p>Purpose:</p>	<p>X</p>	

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		<p>The purpose of the Institutional Effectiveness Committee is to:</p> <ul style="list-style-type: none"> • Foster the collaboration of faculty, staff, and administration around institutional effectiveness initiatives. • Set and review the processes by which operational units in instruction, student services, and administrative services participate in annual integrated planning that supports the college’s mission and institutional priorities, that uses the results of program review and outcome assessment, and that leads to resource allocation. • Develop documents and a schedule for annual integrated planning. • Identify evaluative approaches that yield results useful in institutional planning, resource allocation, and renewal. • Develop and implement regular evaluations of institutional planning, outcomes assessment, and program review and communicate results to internal and external constituents. • Provide oversight of the Outcomes Assessment Committee to ensure that assessment is ongoing, systematic, and used to assess and improve student learning and achievement. • Provide oversight of the Program Review Committee to ensure that program review is ongoing, systematic, and used to assess and improve student learning and achievement. • Provide oversight of the Accreditation Steering Committee to coordinate institutional responses to accreditation recommendations and action plans and to ensure creation of required reports and the self-study. <p>Committee Membership:</p> <ul style="list-style-type: none"> • Academic Senate President • Classified staff member representing instruction • Classified staff member representing student services • College Institutional Researcher • Faculty Flex Coordinator • Faculty member representing the Student Success and Support Program Committee • Faculty Program Review Coordinator • Faculty SLO Coordinator • President 		

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		<ul style="list-style-type: none"> • Vice President, Fiscal and Administrative Services • Vice President, Instruction – Chair • Vice President, Student Services <p>Evaluation and Assessment:</p> <ul style="list-style-type: none"> • Annual self-evaluation of the committee’s planning goals, together with self-evaluations from the Outcomes Assessment Committee and the Program Review Committee, self-scored with a rubric. • Biannual satisfaction survey of the college community covering mission, strategic plans, annual integrated planning, outcomes assessment, and program review. 		
6. Quality Focus Essay	Corey Marvin	<p>Topics:</p> <ul style="list-style-type: none"> • Improving retention/onboarding • Improving offboarding • Improving the experience of the part-time students • Expanding OER’s • Enhancing guided pathways • Establishing an online student union • Improving general education curriculum & outcomes • Improving data literacy • Narrowing equity gaps • Improving inmate education 		

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7. Program Review, Phase 2	Corey Marvin	Not discussed at this time.		
8. Parameters	Corey Marvin	Not discussed at this time.		
9. SLO Symposium Report Out	Vivian Baker	<p>During the panel discussion Gohar stated:</p> <p>"Disaggregating data: that they are looking for us to do what is meaningful for our college. ACCJC will not tell us where or how to disaggregate, but we should include in our narrative what we are disaggregating, how, and why we have chosen the method and/or populations."</p> <p>They are not looking for colleges to have 100% of courses assessed, there is no longer a % threshold. They are looking to see if we have a cycle, and use LO data in meaningful ways.</p>		X
10. Adjourn	Corey Marvin	4:04 p.m.		X

Facilitator: Corey Marvin

Recorder: Stephanie Brantley

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