

## Institutional Assessment Committee

Wednesday, January 13, 2021

Held via Zoom

**Present:** Jarett Gilbert, Kristen Kane, Susan Lewis, Justin Smith, Gerardo Cifuentes, Mary Martin, Sara Wade

Call to Order: 10:00am

1. Welcome: Welcomed Sara Wade to the Team.
2. Amendments to December 9, 2021 minutes: None to Report
3. Review of Core Theme Rubrics and Narrative Analyses
  - Goal: Clarify inaccuracies in rubric data for CT-A, CTB and CT-C
  - Goal: Clarify inaccuracies in the Narrative Analyses for CT-A, CT-B and CT-C
  - Goal: Commit to schedule for finalizing report including completion of tasks by specific individuals

### Core Theme A

- A1.1
  - Data is in tables and is complete. Analysis results were reflecting different numbers than stated in the data. Original number was entered as 697 but then was changed to 682.4 in the rubric, resulting in an inaccurate in the Analysis.
  - **Action Item: Susan will send Analysis to Gerardo to revise reflecting the different numbers.**
- A1.2
  - Have all data for chart.
  - Revised eliminating comments about separating ESOL and Pre-College data as it is already separated in the narrative.
- A1.3
  - FTE was changed to Headcount in noncredit courses (Community Ed, SBDC, CCP, Customized Training). We have headcount data for 2019-20 but need to get headcount for previous four years. Justin said he can get this information, including breakdown by term for 2019-20.
  - **Action Item: Susan will send Justin an update on A1.3 breakdowns**
  - 2019-2020 5% said was low income, which is lower than previous years.
    - Was suggested and discussed whether to drop both low income and first generation off the Non-Credit Enrollment table. Final resolution was to keep these both in the table even though not all departments will have information for both. Availability of data is dependent on whether or not the program application includes a request for this information from the student. An explanation will be provided in a table note about how these numbers were generated. It was agreed that keeping both low-income and first generation was important in order to keep consistency among data sources.
  - **Analysis of Results**
    - Incorrect Analysis using FTE instead of headcount. Needs to be rewritten.

- Analysis should reflect the combination of all programs in the measure preferably not separated into sections but looked at as a whole.
  - **Effectiveness of Assessment**
    - Removing all language related to FTE. Assessment looks effective using headcount.
    - Measure is about college non-credit enrollment provided by these community service programs.
    - Change in measure was approved by IAC earlier last year to go with headcount enrollment rather than FTE.
- A2.1
  - **Description of Results**
    - Disaggregated data needs to be filled out in the tables.
    - Blanket Statement that all targets need to be reviewed, while we are discussing changing our institutional effectiveness records, they will be under review, this target has surpassed mission fulfillment for the past 2 years. (Gerardo asked how the target goals were set. Susan provided history of how targets were initially set.)
- A2.2
  - Enrollment of High School 17-19 is completed
  - **Action for Improvement**
    - confusion in where “previously discussed” information can be found. Gerardo will identify.
  - **Effectiveness of Assessment**
    - Confusion between Susan and Gerardo over difference in growth model verses absolute model.
- A3.1
  - **General enrollment Demographics**
    - Percentage 1.12% variation from the regional demographics, in range of 5% or less (% needs clarification). Table needs to be completed, break it down by the different ethnicities. Current regional demographic data is available through county data that Justin can provide. If able to use this more current data please do; however, if this data doesn’t align with college demographic data and if it is easier or necessary to use the 2010 Census data that is acceptable.
- A3.2
  - **Description of Results**
    - We will use the table that was provide by Gerardo/Justin breaking down the Underserved Populations by Hispanic, minority, female. Results need to be provided in a whole number rather than a percent change. Decided that this table will be sufficient, no further disaggregated required.
  - **Analysis of Results/Action for Improvement/Effectiveness of Assessment**
    - All are measured on percent change model & need to be revised to be based on the current measure.
- A3.3 Looks good- Targets need updating.

## Core Theme B

- B1.1
  - Description of results
    - Action Item: Susan will get information from Justin for the breakdown to fill in the tables.
- B2.1
  - Student Graduation Descriptions and results
    - Action Item: Disaggregated data needs to be obtained from Justin.
- B2.3
  - Student Completion-GED
    - Took out gender data reporting it as N/A; information is available, but it was outing our one binary student and whether they completed/graduated or not.
    - Meeting with Theresa set for this week to update B2.3 Table to change results to reflect sections passed and not passed rather than individual students.
- B2.4
  - **Actions for Improvement**
    - Susan is re-writing comments that the Writing 90 needs to be made into a 4-credit class, rewording it so that the message is coming from the Writing Department rather than the IAC.
- B3.3
  - Table is blurry, please fix.

## Core Theme C

- Dan and Susan met and discussed some of the questions that have come up.
  - C1.2 & C1.3
    - Used the Community Survey rather than the Business & Industry Survey to generate results. However, the rubric is specific to the B&I Survey. In order to use the Community Survey, an explanation needs to be provided. Dan is aware of this and will be working on that explanation.
  - C1.4
    - Has the same problem in using the Community Survey instead of the B&I Survey; however, for this measure there is no applicable data provided by the Community Survey. Options were given to resolve this:
      - Option 1: He could use data from last year's B&I Survey.
      - Option 2: Eliminate quantitative data and include qualitative data extrapolated from the Community Survey if possible. Provide explanation of how that was figured.
      - Option 3: Combination of Options 1&2.
    - Action Item: Jarrett will work with Dan to develop actions for improvement. Reminder that actions for improvement are for improving student skills as reported by employers, not improvement in assessment methodology.

- C2.3
  - Susan is working with Dan to verify numbers in utilization table and total number of surveys completed to be used as the divisor.
  - Results in rubric need to be updated to reflect this new information.
  - Analysis needs to be updated as soon as new information is provided.
- C2.4 – The Committee appreciated the inclusion of qualitative data from the Community Survey responses.

4. Other/Wrap-up:

- Question regarding when the report needs to be done. There was discussion on the timing of intuitional assessment and its use in institutional planning and resource allocation/ budget build. Jarrett reported that budget build will be coming up in February. Report needs to be done in time to present to Leadership Council and Instructional Council prior to budget allocation decisions.

5. Meeting Adjourned: 11:40am

Next Meeting: February 10, 2021

Attachments: