

Institutional Assessment Committee

Wednesday, June 16, 2020, 10:00 am – 11:30 pm

In keeping with State mandated directives, this meeting is via Zoom.

Present: Gerardo Cifuentes, Gail Gilliland, Kristen Kane, Susan Lewis, Mary Martin

Call to Order: 10:03 am

1. Susan welcomes members
2. May 27, 2020 minutes approved.
3. Department Review for 2019-20
 - Goal: Determine process for annual Department Review
 - Department Review Template
 - Susan updated the template.
 - Susan will change Section 2 (2018-19)
 - Are goals important discussion
 - Gerardo is supportive of Unit Planning. The data really helped with the indicators for planning. Focusing on retention and increasing enrollment. Department Review really helped out in this Unit Planning.
 - Suggestion: come out with a template that we can use every year.
 - Mission vs. Goal
 - Same goals every year become a mission, rather than a goal; Goals generally need to change every year.
 - Example #1: Student Services is outcome oriented and annually wants to see improvement in retention and enrollment. This improvement will always be a department goal; however, an annual goal may reflect what could specifically be done to increase enrollment or improve retention this year. For example: add five student events this year, increasing the overall number to 10 events per year. Progression of goals. Advisors may have a goal to have an academic plan for every student. If these goals are achieved this year, next year they would become operational rather than a goal. It is time then to create a new goal. Updating or clarifying the goal. Retention and Enrollment will always be an objective for the department; however, the specific action to be tried this year is the goal.
 - Example #2: When CGCC was beginning accreditation process and leaving PCC. Goals existed to: build a Curriculum Committee and submission process, create a course assessment process and increase faculty participation, engage students in student course evaluations. These activities are now all operational and regular practice for the department. They are no longer needed as annual goals.
 - Example #3: Pass program. If we are lacking the resources for the Pass program, ie. Tutor, mentors, money. These would be achievable goals. Better to be specific than to say "improve Pass Program."
 - Is there still a place for Department Review?
 - SPOL – Reporting function will likely fit into SPOL

- Previously Dr. Cronin put some pressure on departments to complete department review.
 - If you do not know your numbers, you do not know your business.
 - Provided some opportunity for cross department collaboration that would be beneficial
 - Scheduling
 - This is the start of a new 7-year cycle
 - Section One: Description of the Department – Only required to respond to A: Mission.
 - Section Three: Assessment of Department Operational Functions - In Year-One, departments are only required to address function area A: Organizational Management & Leadership Structure
 - Due date: September 4 - Friday before Labor Day weekend
 - Training
 - Susan will put in a request to LC to be on the agenda to offer Department Review training
4. Core Theme B measures and targets
- Goal: Update CT-B measure and targets based on recommendations by CT-B Committee
 - CT-B 2018-19 rubric and narrative with assessment recommendations highlighted attached.
 - B1.1
 - Extensive discussion ensued.
 - Disaggregate as much as we can by terms, people groups, classroom data
 - Collaboration between departments using the information: Student Services and Instruction? This would be an effective way to move forward.
 - B1.1 and B1.2 next step would be to disaggregate population sets. The course level work may be the conversation within IAC.
 - B2.1
 - Exceeding retention rates. 18% came from national numbers.
 - Benchmarking information needs to be redone so we can update our comparison of in house numbers and other State community colleges as well as national completion numbers. Hold off on moving the target rates until this benchmarking work is completed. Goal to complete for this year's round of data.
 - Disaggregate to measure equity gaps. Areas we have disaggregated data for include: degree/cert completions, GED completions, GED sections passed. Dev Ed Writing and Math numbers are available.
 - With current testing, students are not placing into Pre-College. So students get moved up to higher.
 - B2.4 and B2.5 – general disaggregation between Pre-College and Credit
 - Mary moving to Core Theme A. Franceina or Andy will be good replacement for Pre-College. What about Matt or Theresa? What about a Writing and Math faculty in the credit area, possibly Leigh and Pam Morse? It makes sense to recruit the people who are most interested in the subject.
 - Group Pre-College/Credit and then disaggregate.
 - B2.6 Include Washington and Idaho schools. Use the clearing house and transfer

to anywhere. Including all students transferring.

- Agree we will make the change of the measure to students who transfer to 4 year institutions.
- Disaggregate by population
- B2.7 Use retention rate of students in first year at university rather than GPA. First year to second year retention rate of transfer students.
 - Unable to get GPA of transfer students at this time
 - IAC agrees to the change to retention rate
- B2.8 Employment placement
 - Tracking by Social Security no longer available for the numbers we are looking for.
 - Revise target to a percentage.
 - There is no system that connects our graduates with employment or unemployment. We get information from students telling the instructors and deans.
 - Discussion about the institution surveying students as they leave. It takes 6 months for a student to get employment. Using an Alumni Associations survey to gather data on graduate employment, specifically in their field of study. Surveying would be labor intensive. An alumni association would have the e-mails for students.
 - Now we rely on the department. They will work on the immediate with the summer testing.
 - Gerardo leaves 11:30
 - Move to the percentages. CTE program. Look at Entrepreneurial program.
 - Appears that no one is using this employment information; however, it is important as it is a critical objective of the college.
- Student learning outcomes will be talked about at another time. Degree/Cert outcomes. This is 1 big view, an understanding of what the information is. As long as we have the breakdowns in the descriptions, and the breakout of different programs. The table is too large to include. It does not make sense to make the targets bigger, grade inflation. Targets are fine. Maybe have only the degrees in the target and standalone certificates. Have the number for each program.

5. Other/Wrap-up

6. Adjourn 11:40 pm

Next meeting: TBD