

**College of the Redwoods
Institutional Effectiveness Committee
February 9, 2016 SS 104, Time 3:00pm – 4:30pm**

Agenda

1. CALL MEETING TO ORDER:
2. APPROVE 12/8/16 NOTES
3. ACTION ITEMS
4. DISCUSSION ITEMS:
 - 4.1 Annual 2017-18 Plan
 - 4.2 Review/Develop Theme from Program Review Plans (*attachment*)
 - 4.3 (PRC change template drop down for type of funding; says equity, BS, Instructional materials, etc.)
 - 4.4 IEC Scorecard (*attachment*)
 - 4.5 Annual IEC Summit Planning
5. STANDING AGENDA ITEM: ACCREDITATION
6. OTHER/FUTURE AGENDA ITEMS

Next meeting: March 9, 2017

“When the finger points at the moon, the fool looks at the finger.” (Unknown)

CCC Confer:

Phone: 888-886-3951

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College of the Redwoods
Institutional Effectiveness Committee
December 8, 2016 SS 104, Time 3:00pm – 4:30pm
Notes

1. MEETING CALLED TO ORDER: Present: Angelina Hill, Keith Snow-Flamer, Paul Chown, Ed Macan, Nikolai Emke, Julia Peterson, Crislyn Parker, Support
2. APPROVE 11/10 /16 NOTES: Approved as submitted.
3. ACTION ITEMS
4. DISCUSSION ITEMS:

4.1 Content for the Institutional Self Evaluation Report (attached):

- Discussed handout focusing on the Self-Evaluation report. The introduction should:
 - Highlight major accomplishments and developments the college has undergone (handout);
 - Include major accomplishments since the last self-study;
 - Look at past recommendations and improvements
 - Transfer of Mendocino (tie to fiscal solvency);
 - (Suggestion to draft placeholders about Garberville and enrollments; wider variety of students (equity). Dual enrollment and PB. DE, Telepresence?)
- Appendix G: all data required in student equity plan is required in the SE Report. A template is included in Appendix G: institutions set standards, etc. in addition to all other disaggregated data for students.
- Program set standards (for CTE); requested on annual plan as well.
- Discuss how the self eval process was organized: AOC, drafts, etc. (email from earlier this year and up-write); org charts.
- Compliance-we have to show how we meet the various requirements

4.2 Quality Focus Essay (attached)

- 5000 word maximum essay, student learning and achievement, how we have changed and/or expanded what we do; actions with responsible parties assigned, over a period of years.
- Process to identify what items, related to standards, go into this essay.
- What the institution wants to do, where it wants to be in five years. The Ed Master Plan is more focused whereas the essay can talk about what we want to do with SLOs or the culture of the institution in five years, or changes to move it forward, etc. Is the Essay is bigger than the Ed Master Plan?
- The Evaluation team will see a quality essay with suggestions on how to improve.
- Include info on fiscal and equity, (what topic headings, what to include), and tie back into rest of document.
- Strategic Planning: Stronger partnerships with business, tribal, community; how to better meet our mission; technology at sites; plan in IEC, but elsewhere? George - give him direction on what to talk about and where to get supportive data. (handout) pg. 21
- Per Keith, summary: all things being equal we met the standards; write about what we want the institution to focus on multiyear-IEC should start with IEC and allow for constituent buy in.
- Timeline: George: Standard 1 in the next month; starting Standards 4 and 3 at the beginning of spring semester.

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- Quality discussion, outside what the writer does, should begin soon.
- Discussion: Start with each institutional plans' general/introduction description? Concern: plans are yearly at a time; we need aspirational...have the essay be larger and plans at the annual level fall out of the essay. We will need to show attention has been given to the essay planning in our midterm report. Take into consideration what is possible in 3 years (the midterm due date?) Angelina would like to see all elements in our Ed Master Plan connected. Elements of the essay can be added to annual plans.

4.3 Ideas for Accreditation Session at ~~Convocation~~ January Flex sessions:

- Suggestion to hold an 'Accreditation' game at ~~Convocation~~ Flex (like Jeopardy). (Connie Wolfson) Ideas: We can develop a set of general questions for response; great for standards folks. Use a passport stamping strategy; the goal is to get as many stamps at each table/question. Color code person/table. Add cookies or candy or fruit? Stations manned by different standards groups.

5. STANDING AGENDA ITEM: ACCREDITATION

6. OTHER: PR completed, resource requests submitted to the functional committees; rankings will begin in January.

/FUTURE AGENDA ITEMS

- Quality Essay Topics
- Annual 2017-18 plan
- Look for theme planning items in PR
- (PRC change template drop down for type of funding; says equity, BS, instructional materials, etc.)
- IEC Scorecard

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Student Success We put students first, ensuring that student learning and advancement are pivotal to all we do.

	2013-2014	2014-2015	2015-2016	Institution-Set Standard	Target
Fall to Fall Persistence: <i>Full-time</i>	46%	52%	52%	46%	50%
<i>Part-time</i>	34%	35%	33%	34%	40%
<i>Student Success Scorecard Cohort</i>	67%	66%	64%		
Retention	87%	87%	89%	86%	90%
Course Success	70%	70%	73%	68%	70%
Basic Skills Course Success	57%	62%	61%	54%	60%
Online Course Success	62%	64%	69%	60%	65%
Degree Completions	389	452	630	337	400
Certificate Completions	146	294	228	162	200
Graduation Rate, first-time full-time	4%	13%	7%		
Transfer Rate	10%	8%	5%		

Access We value all members of our community and strive to create a diverse, nurturing, honest, and open environment.

	2013-2014	2014-2015	2015-2016	Benchmark	
				E=external, I=internal	
Headcount	7,146	6,836	7315		
FTES (reported)	3,953	4,173	4,080		
Basic Skills Students : Credit/Non	1,274/683	828/1553	503/2282		
High School Yield	28%	31%	33%	23%	E

CR Experience We strive to create a supportive, problem-solving culture, and we recognize the proven usefulness of an interest-based approach (IBA) for achieving trust, cooperation and effective problem solving.

	Past Assessment	Recent Assessment	Benchmark	
			E=external, I=internal	
Student Satisfaction: Instruction	2009-2010 = 5.83	2012-2013 = 5.83	5.60	E
Support Services	2009-2010 = 5.38	2012-2013 = 5.29	5.31	E
Graduate Satisfaction	2013-2014 = 4.26	2015-2016 = 4.45	4.37	I
Employee Satisfaction	2009-2010 = 3.27	2014-2015 = 3.81	3.90	E



Learning Enhancement We are continuously engaged in assessment efforts across academic and student services in an effort to improve student learning.

	2012-2013 to 2015-2016	Target
<i>At least 1 SLO assessed</i>		100%
Courses	96%	100%
Degrees/Certifications	100%	100%
Student Services	100%	100%
<i>All SLOs assessed</i>		
Courses	89%	100%
Degrees/Certifications	88%	100%
Student Services	100%	100%
Gen. Ed. Outcomes	100%	100%

Institutional Productivity

	2013-2014	2014—2015	2015-2016	Benchmark	
Average Class Size	18.9	18.2	16.5	19.9	I
Cancelled Classes	9.5%	11.2%	6.6%	8.9%	I
Reserves as % of unrestricted fund	5.3%	6.3%	6.4%	5% minimum	E
Student-Faculty Ratio	26	26	25	27	I
Cost/FTES	\$2,404	\$2,383	\$2,342	\$2,316	I
Non-Resident FTES	4.6%	5.8%	7.3%	4.2%	I

Community Outreach The College partners with the community to contribute to the economic vitality and lifelong learning needs of its service area.

	2013-2014	2014-2015	2015—2016	Benchmark	
Community Ed/Business Training Students	1,147	1,281	1,045	1,323	I
Contract Training and grant funded students	389	386	226	408	I
Community Events Supported	106	91	62	111	I



Definitions

Student Success

Fall to Fall Persistence. Percentage of first-time students who enroll in the fall term and who returned and enrolled in the subsequent fall term. Full-Time – enrolled at first term census in 12 or more units. Part-Time – enrolled at first term census in fewer than twelve units. Scorecard Cohort – New degree and/or transfer seeking students tracked for six years through year indicated, includes CR students who enroll in any Community College in the CCC District, resulting in higher percentages.

Retention. The percentage of student enrolled on Census Day who remained enrolled in that course through the last day and received any grade other than a W.

Basic Skills Success. Students to complete a credit Basic Skills course with a passing final grade of A, B, C or P.

Online Course Success. The percentage of students enrolled in an online course on Census Day who complete the course with a successful grade (A, B, C, P, CR).

Course Success. The percentage of students enrolled in a course on Census Day who complete the course with a successful grade (A, B, C, P, CR).

Degree & Certificate Completion.

The number of students receiving a degree or certificate in the specified year.

Graduation Rate (FTFT)

From the Integrated Postsecondary Ed Data Systems (IPEDS). The percent of first-time, full-time degree-seeking students, tracked as a freshmen cohort, who graduate in 150% of normal time (3 years for Associates).

Transfer to 4-year. From the Integrated Postsecondary Ed Data Systems (IPEDS). The percent of first-time, full-time degree-seeking students, tracked as a freshmen cohort, who transfer-out in three year.

Access

Headcount. The number of unique (unduplicated) students who are enrolled at Census. A single student who enrolls in several courses is counted only once.

Full-time Equivalent Students. One FTES represents the number of class (contact) hours participated by a full-time student over the course of a year. One FTES represents 525 contact hours.

Basic Skills Students Served. The number of unique (unduplicated) students who are enrolled in Basic Skills English, Math, or ESL courses. Credit = 300-level courses, non-credit = 200-level courses.

High School Yield. Percentage of graduates from a representative set of high schools in CR's service areas who enrolled at CR in the subsequent fall term. **Benchmark** provides the percentage of all high school graduates in California who enrolled at a California Community College. Data is from 2009, which is the most recent year available.

CR Experience

Student Satisfaction. The following questions from the administration of the Student Satisfaction Inventory (SSI) were used. Ratings were given using a scale where 1 = not at all satisfied, 4 = neutral, 7 = very satisfied). Instruction question: The quality of instruction I receive in most of my classes is excellent. Student Services question: Academic support services adequately meet the needs of students. **Benchmark** provides the average satisfaction ratings from a National comparison group of Community Colleges provided by Noel-Levitz.

Graduate Satisfaction. The following question from the Graduate Survey were used. Ratings were given using a scale where 1 = very dissatisfied, 3 = neutral, 5 = very satisfied. "How satisfied are you that your education experience at CR measured up to your expectations?"

Employee Satisfaction. The following question from the Employee Satisfaction Survey. Ratings were given using a scale where 1 = not at all satisfied, 3 = neutral, 5 = very satisfied. "Rate your overall satisfaction with your employment here so far. **Benchmark** provides National comparison group average.



Definitions

Learning Enhancement

SLO assessment. A student learning outcome (SLO) for a course, degree/cert, or student service area is considered to have been assessed if an assessment report has been submitted into the new online assessment tool for that SLO during the assessment cycle. Percent of courses assessed only takes into consideration courses that were offered during the academic year.

General education outcomes are systematically evaluated within GE courses, but evidence is also gathered in relevant degree/cert programs.

Institutional Productivity

Average Class Size. Number of students enrolled at census divided by the number of active class sections.

Cancelled Classes. The number of cancelled class sections divided by the total number of sections (active and cancelled) scheduled for the year.

Reserves as % of unrestricted fund. Ending Fund Balance as a percentage of Total Unrestricted General Fund Expenditures reported annually to the Chancellor's Office on the CCFS 311 Report.

Student-Faculty Ratio. Full-time equivalent students divided by full-time equivalent faculty (FTES/FTEF).

Cost/FTES. Instructional cost per full-time equivalent student. Based on cost per TLU.

Non-Resident FTES. California residency status is used to categorize full-time equivalent resident and non-resident students. Non-resident FTES represents the FTES for apportionment purposes.

Community Outreach

Community Education/Business Training Students. Includes Personal Enrichment, CR Plus, GED, Professional Development, and Business Training classes. Duplicated students — some students may be counted more than once if they enrolled in more than one class.

Contract Training/Grant Funded Students.

Training funded through contract with businesses or organizations for their designated students, and grant funded training. Duplicated students — some students may be counted more than once if they enrolled in more than one class.

Community Events supported. The number of community events offered on the campus, tracked through process of acquiring a permit.

Institution-Set Standards, Targets & Benchmarks

Institution-set standards reflect the institution's satisfaction with the performance of student learning achievement. This is a minimum standard set by taking the minimum observed value over the past seven years.

Target is a measurable outcome that, when achieved, will have a meaningful positive impact on institutional effectiveness. Targets were determined by the Institutional Effectiveness Committee by evaluating trends to reach consensus on an aspirational yet achievable goal.

External benchmarks are defined alongside each measure.

Internal benchmarks were determined using a simple two-year moving average.