

GROSSMONT
COLLEGE



Institutional Excellence Council (IEC) Meeting Minutes
Chris Hill / Bonnie Ripley – Co-Chairs'
Friday, October 16, 2015
11:00 am-12:30 pm
Griffin Gate

Member Name	Present	Member Name	Present
Chris Hill, Co-chair	X	Bonnie Ripley, Co-Chair	X
Nabil Abu-Ghazzaleh	X	Beth Kelley	X
Joan Ahrens		Baredu Morka	
Jennifer Carmean	X	Pat Murray	X
Martha Clavelle		Gerardette Nutt	
Michael Copenhaver	X	Lida Rafia	
Steve Davis	X	Natalie Ray	
Tim Flood	X	Laura Sahagun	
Marsha Gable	X	Christopher Tarman	X
Sue Gonda	X	Katrina VanderWoude	X
Cindi Harris		Evan Wirig	X
Tate Hurvitz	X	Debbie Yaddow	
Micah Jendian	X	Elizabeth Zamora, Guest	X

Bonnie called the meeting to order at 11:07 am.

Additions to the agenda

Jennifer reported that the results of the Student Learning Outcome Survey from this past year's graduate survey and previous years are currently being analyzed. However, there is a need to form a small working group to plan how the college will assess Institutional Learning Outcomes for the upcoming year and how they fit into the Framework of Essential Learning. Bonnie, Tate, Marsha and Michael volunteered to participate in an IEC ad hoc sub-committee to help with this work. Jennifer will coordinate the meeting and the group will report out their results at the October 30th or November 20th IEC meeting.

Program Map update

Bonnie is in the process of creating color coded maps for every degree and certificate offered by the college that would be made available to counselors, faculty and students. The purpose is to clarify requirements and courses of degree programs which will aid the students to complete their coursework in a timely manner but will also be helpful to department chairs and deans for planning course offerings and enrollment management.

The first set of draft maps will be presented to the MNSESW Division Council this month and work will continue on the CTEWD maps next. Counseling will also be giving their input on the design and use of the maps in the next few weeks.

Overall Philosophy on Institutional Excellence

Nabil spoke about the importance of finding purposeful intentional ways to dialogue about *the learning* as the measure of institutional quality rather than *the teaching*. He referenced the College Mission which talks about "providing an exceptional learning environment". He stated; it is easier to measure *the providing*, however, the effective way to measure excellence is to measure *the learning*. The true measure of being an out-come oriented organization is how we navigate our dialogue with the language we use. Nabil referred to his comments as soft points with a very hard edge. He suggested a way to focus

our efforts and not feel we have to reduce our standards to increase success is to measure the change (improvement) we have made in the lives of students who have come to us. Tate commented on how student success and student learning are often spoken as interchangeable. He pointed out that student success is measured by course completion, GPA, and persistence. Student learning is measured by, the mind and critical thinking skills.

All about Student Success

AtD/Student Success forum results

Chris distributed and reviewed the initial results of the Achieve the Dream World Café. The general results highlight the lack of connection with students on the part of faculty and service providers as an issue. Potential solutions involve a transformation of institutional culture and systematic professional development accompanied with “intrusive” pathways for connecting with students via mentoring programs/clubs/learning communities. Consistency was noted between previous surveys and conversations. Comments were made about how technology and social media play a role in student need for real connection through engagement learning. There was lengthy discussion about the importance of hearing from students about their needs, and then designing programs around the student experience. Concern was expressed about the amount of time required to employ the results of the survey accompanied with a partial solution of employing the Flipped Classroom methodology. Further discussion needs to occur to ascertain how to help/support instructors in making a difference for students.

Equity Plan and approach

Chris distributed the “Institutionalizing Equity on Campus Draft” and spoke about the draft plan as presented. The outline of strategies includes establishing Equity Core Teams, infusing equity across existing institutions on campus, and developing ongoing and systematic professional development. She stated that equity is understanding our students, learning who they are, and working with them where they are at. The goal is to infuse equity throughout the campus. The Equity Plan will be developed by a small team with feedback from groups on campus.

Title V grant implementation

Chris distributed as an information item for people to read: “Accelerating Student Success and Completion at Grossmont College Abstract” and highlighted the five required Title V components that are or will be woven into the Student Success, Basic Skills, Student Equity, and 2016-2022 Strategic Plans.

Strategic Planning: Draft Goals and Process

Chris distributed the first draft of the “Grossmont College Strategic Plan Goals (2016-2022)” while emphasizing this is a working document/mind map for conversation and not a formal communication document. The Strategic plan has a March /April finish date. Chris requested Committee members plan on contributing feedback on the Strategic Plan. Some aspects of the proposed Strategic Goals were discussed. Chris Tarman commented that the list of goals is too long/too encompassing. Chris H. emphasized that several of them are required components of the Title V grant so we need to include them. Discussion continued on how to integrate the different ongoing initiatives and/or reorganize them to simplify and prioritize activities.

Accreditation –What’s New

Tabled until the October 30th meeting

Meeting adjourned: 12:30 pm