

Analysis Committee Minutes  
March 8, 2000  
3:30 – 5:00 PM  
Helen Kaiser Room – District Office

Called to Order by Sharon Blackman

In attendance:

√	Sharon Blackman	√	George Keith	√	Karen Pagenette
√	Carol Brown	√	Vicki Kloosterhouse		Kristen Salomonson
	Eleanor Fox	√	Chuck Neumann		Marty Smydra
	Tahir Kahan	√	Marty Orlowski		Bill Stuart
				√	Uni Suskind
				√	Andrea Taylor

Charge:

To review the Institutional Effectiveness Reports concerning the college's mission and purposes prepared by the Office of Institutional Research and to make recommendations to the CPC for future planning. Recommendations may have positive impact on institutional effectiveness outcomes and impact the measurement process, which guides the college's future purposes.

I. Discussion of day's agenda

How to proceed to review material:

The group decided to review for any deletions or additions of measures to impact college's future actions. The piece "IR Preliminary Recommendations: was reviewed relative to the following issues: a) are Devel Ed students being identified and offered resources adequately; b) analyse causes of decline in enrollment in Devel Ed.

It was agreed that the meeting would be focused on English and Math components of Developmental Education. The meeting would include the opportunity to ask questions on the material and the role of the committee.

II. Definition of Devel Ed

Carol Brown said the IE report is a good comparison but it is only a part of an evolutionary process underway. There is a Devel Ed Task Force charged with accomplishing the following by spring of 2000:

- A. Formulating a definition of Devel Ed
- B. Assess and measure success
- C. Recommend an infrastructure, necessary resources and support.

The question was asked: Why proceed with this group if the college hasn't yet "defined" Devel Ed? Carol explained Devel Ed is a driving issue at OCC as expressed by CPC and CASSC especially in light of pending State programs which will dramatically change the evaluation system for community colleges and seriously impact college's purpose and funding.

III. Review of Summary: Annual Report on Institutional Effectiveness: A Quick Update on Developmental Education – 1999-2000.

Andrea lead the discussion on the impact of adding literacy scores derived from the addition of the writing sample included in ASSET on Devel Ed enrollment in English; The discussion also included trends in students' decisions to enroll in Devel ED and success rates as a result of these decisions such as how does their enrollment in the literacy program affect their future attempt to transfer to college level courses and programs.

The Use of Directed English Placement/Literacy Scores

Since Fall '98 when the new Literacy Program was introduced, more students are being placed out of Devel English into college-level English.

The discussion included the fact that obtaining student scores and other necessary data will be improved with the new student information system. In the past inconsistent college-wide data entry has hampered these efforts. Marty Orlovski said the codes will definitely be used consistently college-wide with the new system.

Carol Brown said the Devel Ed Task Force will work on improving the course structure to help students build a curriculum to enable those with lower skill development to achieve success in college. The fact that Federal law requires OCC to be "open door" and the need to build buffers to help those students succeed in the workforce was discussed.

Enrollment Trends in Devel English and Math

There is a change in the pattern for Devel Ed enrollment over the last five years and the answer needs to be analyzed. Andrea said a study could possibly be conducted in the fall to help get at that issue. Also, the impact of ESL on Devel English enrollment was questioned (especially since 1996).

Andrea reviewed the change in placement of FTIACS vs. actual enrollment in Devel English citing factors such as students are prolonging enrollment or that more students are being placed out of Devel English into college-level English.

Discussion included a need to build a system to advise students of potential failure if they fail to build writing and cognitive development skills. Also, the college could work more cohesively with counselors to encourage enrollment.

Carol Brown reviewed the current parallel program assessment in place for Devel Ed courses. At the start of class, students are tested and as post assessment, a survey is conducted regarding their experience. Satisfaction is rated at approximately 85%.

Success Rates

Andrea explained a new measure to track a sample of students beginning with Fall 95 for success rates in terms of preparation and success in college-level courses. She summarized the findings in terms of success of FTIACS enrolled in Devel Ed vs. those who did not and how well they performed in college-level courses.

IV. Continued Discussion

- A. Importance was emphasized on how OCC can assist students reach college-level.
- B. Projected increased enrollment with Adult Literacy Program.
- C. Role of Analysis Committee to communicate issues with public schools regarding student preparation for college and expectations at OCC. It was noted that some high school "honors" students needed Devel Ed in college.  
George Keith felt this communication was not the role of the Analysis Committee at least until the committee has impacted OCC and defined how we measure and analyze these issues based on additional data collected at OCC.
- D. The feasibility of comparing this college with peer institutions was discussed due to differences in criteria and standards and state governmental policies.
- E. George Keith commented that the purpose of this committee is to impact planning on the academic master plan; determine priorities to challenge OCC to "marshal sufficient resources to make the master plan successful;" gather material in the right format for the college to use making use of the new information system.
- F. Sharon Blackman commented that the focus on trends, data, student activity, placement and performance is a good start for the committee. A next step could be to formulate more questions and to look at other student groups when the information system is ready.
- G. Discussion lead back to the new State evaluation system and the concern of including guest students and non-degree students in overall performance measures and how it will affect future funding.
- H. The pros and cons were discussed in regarding a need to "repackage" OCC programs to enhance enrollment and workforce success with a new consumer evaluation system pending.

V. Conclusion

- A. The group will review minutes and determine additional items to address.
- B. The 1999-2000 IE: Developmental Ed Report was distributed for review.
- C. George Keith noted that when reviewing the material be sure to note changes in the new report and to assess causes of changes; look at measurement factors and structural factors that are unique.
- D. It was agreed that reviewing the minutes at the next meeting would measure this meeting's success.
- E. Actions before next meeting: 1) check with Marty whether the next report should be reviewed. 2) Review agenda of next CASSC meeting as it relates to Devel Ed topic. Carol Brown noted that Marty Orłowski, Andrea Taylor and herself would be at the next CASSC meeting to act as liaisons.
- F. Sharon Blackman said the next meeting should be held in May.

The meeting adjourned at 5:15 PM.

Minutes submitted by Laurie Sommer, Institutional Research