

# Crafton Hills College Agenda, Institutional Effectiveness, Accreditation, and Outcomes Committee

Date: September 3, 2013  
Time: 3:30 p.m.  
Location:

## Members and Guests

Larry Aycock  
Yasmeen Flores  
Tina Gimple  
Greyraven, Ruth  
Hegde, Raju

Jones, Joanne  
McCormick, Kim  
McKee, Julie  
Rabago, Ralph  
Simonson, Kristi  
Townsend, Jonathan

Warren-Marlatt, Rebecca  
Williams, Gary  
Wilson, Kathryn  
Word, Daniel  
Wurtz, Keith

TOPIC	DISCUSSION	FURTHER ACTION
Approval of IEAOC Minutes, April 23, 2013		
Charge and Membership, Review		
Committee Mentors		
Review of 2012-2013 Self Evaluation		
Accreditation Timeline		
Assessment Timeline		
Further Discussion, GE Learning Outcomes		
Adjournment		
<b>Mission Statement:</b> To advance the education and success of students in a quality learning environment.	<b>Vision Statement:</b> To be the premier community college for public safety and health services careers and transfer preparation.	<b>Values:</b> creativity, inclusiveness, excellence, and learning-centeredness.

## Institutional Effectiveness, Accreditation, and Outcomes Committee

**Charge:** The Institutional Effectiveness, Accreditation, and Outcomes Committee will facilitate sustainable continuous quality improvement of the organization. The members will:

1. Fulfill their responsibilities as described in *Committee Responsibilities* in the *CHC Organizational Handbook*.
2. Become knowledgeable about Accreditation processes and standards and serve as a resource to the campus.
3. Guide the accreditation process for the entire college, including:
  - a. Development of timelines, policies, and procedures for accreditation within the guidelines provided by ACCJC (Accrediting Commission for Community and Junior Colleges).
  - b. Recommend and support training for faculty, staff, and management with regard to accreditation standards, policies, and procedures.
4. Guide the Outcomes Assessment process for the entire college, including:
  - a. Develop a college assessment plan that is easy to use and meaningful
  - b. Develop best practices for creating and assessing outcomes (SLOs, SAOs, ILOs)
  - c. Provide meaningful feedback, suggestions, and guidance on the outcome assessment process for the purpose of improvement
  - d. Coordinate training for faculty, staff, and management with regard to outcomes and their assessment.
5. Provide a forum for on-going dialogue with regard to Accreditation and Outcomes Assessment (SLOs/SAOs).
6. Recommend staff and faculty membership of Accreditation subcommittees to the President.
7. Serve as co-chairs of accreditation standard subcommittees.
8. Recommend to the President a list of qualified candidates for the task of editing Accreditation reports.
9. Review and provide input on midterm, follow-up, and other special reports to the Commission. If requested by the ALO, help draft such reports.
10. The committee co-chairs will coordinate the preparation of the self-study. The standards subcommittee co-chairs will coordinate the preparation of their respective sections of the self-study with input from the committee and the ALO.
11. Report to the Crafton Council.
12. Encourage members of the college community to serve on accreditation teams.

**Membership:** Accreditation Liaison Officer (*co-chair*); Vice President, Instruction or designee; Vice President, Student Services or designee; Vice President, Administrative Services or designee; Dean, Institutional Effectiveness, Research and Planning; two Deans (including one each from Instruction and Student Services,); a minimum of eight faculty (including the Instructional Assessment Specialist, one Academic Senate Executive Member, and at least one faculty from Student Services); one Classified Senate representative; one CSEA representative; and one Student Senate appointee.

**Term:** Two Years (for appointees)

## **General Education Outcomes**

General Education at Crafton Hills College is designed to prepare students to:

1. analyze, synthesize, and evaluate various forms of information;
2. demonstrate effective oral and written communication;
3. analyze and use quantitative and qualitative data;
4. apply problem-solving and decision-making skills utilizing multiple methods of inquiry; recognize the contributions of the arts, humanities, and sciences;
5. make informed decisions regarding physical, mental and emotional health issues;
6. develop social awareness and a global perspective;
7. understand the power and complexity of diversity.

General Education provides a broad cultural and intellectual background to complement mastery of specific fields of knowledge and contributes to an individual's self-awareness

## **Institutional Learning Outcomes**

**1. Critical Thinking:** Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.

**2. Written and Oral Communication:** Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.

**3. Interpersonal and Group Skills:** Students are able to work with others with respect, honesty, responsibility, empathy, and collaborative synergy. They can also manage conflict and advocate for themselves and others with integrity.

**4. Society and Culture:** Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.

**5. Information Literacy:** Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.

**6. Ethics and Values:** Students make informed, principled choices; foresee the consequences of their choices; and solve moral dilemmas. They demonstrate self-awareness, social responsibility, and behavior guided by personal and professional ethics.

## Accreditation Timeline, 2013-2014

<b>Keith Wurtz, Ralph Rabago</b>		
Standard IA	Mission	
Standard IB	Assuring Academic Quality	
Standard IC	Institutional Integrity	
<b>Bryan Reece, Gary Williams, Dan Word</b>		
Standard IIA	Instructional Programs	
<b>Rebecca Warren-Marlatt, Larry Aycock, Tina Gimple</b>		
Standard IIB	Student Support	
<b>Raju Hegde</b>		
Standard IIC	Library and Learning Resources	
<b>Julie McKee, Ruth Greyraven</b>		
Standard IIIA	Human Resources	
<b>Ruth Greyraven, Tina Gimple (with Mike Strong)</b>		
Standard IIIB	Physical Resources	
<b>Rebecca Warren-Marlatt, Raju Hegde, and Larry Aycock</b>		
Standard IIIC	Technology Resources	
<b>Tina Gimple and</b>		
Standard IIID	Financial Resources	
<b>Rebecca Warren-Marlatt and Keith Wurtz</b>		
Standard IVA	Decision-Making Roles/Processes	
Standard IVB	Chief Executive Officer	
Standard IVC	Governing Board	
Standard IVD	Multi-College Districts or Systems	



