

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	Minutes were approved as written.	
Charge and Membership, Review	Rebecca reviewed the charge and membership. Need to provide structure around assessment process. Discussed using consensus decision making modeling. Assistant will take minutes so that chairs can facilitate meetings easier.	
Committee Mentors	Gary Williams will mentor the student committee member.	
Review of 2012-2013 Self Evaluation	Rebecca reviewed the committee self-evaluation. Some areas for improvement about how the committee is transparent and efficient. Discussion around getting a better attendance. Suggesting that chairs inform faculty members and Academic Senate to attend when don't. Academic Senate asked for this information last year.	The survey could be more clear in that it may not be applicable.

<p>Accreditation Timeline</p>	<p>Timeline may be too ambitious. Mike suggested talk about what the role of the committee is writing the selfstudy. Rebeccah reminded us that last year committee agreed that the members collect information and chairs would write. Mike also asked about outcomes assessment. Discussed implementing assessment plan. The committee also do ILO assessment. Each of us could serve as liason for outcomes assessment with 7 or 8 units. May offer this to people as opportunity for support. Raju suggested people come to committee and show what they hae done with slo assessment.</p> <p>Concern that we haven't defined what a program is. Never clarified that. GEs look like ILOs. May be a program.</p> <p>Rebeccah reviewed timeline and expectations. Begin with Standard I and conversations around. Report out on Standard as chairs in following month. Brian suggested that have standards for report. Give out expectations of what is expected from co-chairs. What constitutes evidence? Every chair needs to find exact evidence.</p>	<p>Future agenda item is defining a program.</p> <p>Keith will provide list of all programs for mentor list for outcomes assessment. Rebeccah will agendize as well as signed outcomes assessment.</p> <p>Keith and Ralph will report on Standard I and Provide collected information in October.</p>
<p>Assessment Timeline</p>	<p>Will provide and discuss timeline at next outcomes meeting.</p>	
<p>Further Discussion, GE Learning Outcomes</p>	<p>Gary reported on GE outcomes discussion in Senate. Suggest to senate that faculty form task force to suggest course of action. It was also suggested that decision be made quickly. Brian suggested recording course level outcomes in elumen and then roll-up to program level.</p>	

	Discussed staggering the work between accreditation on third Tuesday and assessment on first Tuesday. However, if need to do work on different Tuesday will do that.	
Adjournment		
Mission Statement: To advance the education and success of students in a quality learning environment.	Vision Statement: To be the premier community college for public safety and health services careers and transfer preparation.	Values: 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

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



