

**INSTITUTIONAL EFFECTIVENESS COMMITTEE**  
**February 22, 2013 – Circadian**  
**12:30 P.M.**  
**MINUTES**

The following Institutional Effectiveness Committee members and guests were present:

<p><b><u>CO-CHAIRS</u></b> Cynthia Olivo, Associate Dean, SLS Counseling Shelagh Rose, Languages Division</p> <p><b><u>FACULTY MEMBERS</u></b> Krista Goguen, Library Sonya Valentine, Natural Sciences Cecile Davis Anderson, Counseling Dan Raddon, Business &amp; Computer Technology</p> <p><b><u>MANAGEMENT MEMBERS</u></b> Joe Futtner, Division Dn., Visual Arts and Media Studies Division Jim Arnwine, Division Dn., Performing &amp; Com. Arts Division Crystal Kollross, Interim Director, Institutional Effectiveness and Enrollment Management Salomon Davila, Dean</p>	<p><b><u>CLASSIFIED STAFF MEMBERS</u></b> Carlos Altamirano, TLC Gloria Wong, Library Lori Gabrielian, Counseling Services</p> <p><b><u>RESOURCE EXPERT</u></b> David Colley, Interim, Enrollment Manager, Planning Analyst</p> <p><b><u>STUDENT MEMBERS</u></b> Diane V. Corral, Associated Students</p>
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The following Institutional Effectiveness Committee members and experts were absent:

<p><b><u>FACULTY MEMBERS</u></b> Terry Stoddard, Kinesiology Stephanie Fleming, Performing &amp; Com. Arts Otilio Perales, English Division Andrea Murray, Social Sciences Carla Christensen, Health Sciences Otilio Perales, English Division</p> <p><b><u>CLASSIFIED STAFF MEMBERS</u></b> Carrie Afuso, Student Affairs</p>	<p><b><u>STUDENT MEMBERS</u></b> Miranda Alvarado, Associated Students</p> <p><b><u>RESOURCE EXPERT</u></b> Matt Jordan, Interim Associate Dean, General Education and Program Review</p>
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**CALL TO ORDER**

C. Olivo convened the meeting at 12:40 p.m. in the Circadian.

**INTRODUCTIONS**

The committee members introduced themselves.

**APPROVAL OF MINUTES**

The committee approved the February 1, 2013 meeting minutes.

**PROGRAM REVIEW POWER POINT PRESENTATIONS**

**Speech, Language Pathology Assistant** – The Speech, Language Pathology Assistant Program Review was presented. The Speech, Language Pathology Assistant Program Review was voted on and accepted unanimously.

**GRADING THE IEC USING THE ACCJC RUBRIC**

The committee read through a copy of the ACCJC's "Rubric for Evaluating Institutional Effectiveness – Part I: Program Review," (see attached). **C. Olivo** informed the committee that when the ACCJC comes to campus for our site visit in a couple of years they will use a rubric to grade us. She said that the college must reach proficiency levels for SLOs.

**D. Colley** told the committee that it is possible to create an assessment plan for the IEC in Task Stream based on these criteria. The committee agreed that D. Colley would explore the creation of an assessment plan for the IEC in Task Stream.

**REVISIONS TO IEC POLICY #2560**

The committee voted unanimously to accept the recommended revisions to Policy #2560 and to adding another faculty member to the Institutional Effectiveness Committee.

**ADJOURNMENT**

The meeting adjourned at 2:30 p.m.

**Accrediting Commission for Community and Junior Colleges**  
Western Association of Schools and Colleges

**Rubric for Evaluating Institutional Effectiveness – Part I: Program Review**

(See attached instructions on how to use this rubric.)

<b>Levels of Implementation</b>	<b>Characteristics of Institutional Effectiveness in Program Review</b> <i>(Sample institutional behaviors)</i>
<b>Awareness</b>	<ul style="list-style-type: none"> <li>• There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review.</li> <li>• There is recognition of existing practices and models in program review that make use of institutional research.</li> <li>• There is exploration of program review models by various departments or individuals.</li> <li>• The college is implementing pilot program review models in a few programs/operational units.</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>• Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness.</li> <li>• Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness.</li> <li>• Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin, Etc.)</li> <li>• Appropriate resources are allocated to conducting program review of meaningful quality.</li> <li>• Development of a framework for linking results of program review to planning for improvement.</li> <li>• Development of a framework to align results of program review to resource allocation.</li> </ul>
<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• Program review processes are in place and implemented regularly.</li> <li>• Results of all program review are integrated into institution-wide planning for improvement and informed decision-making.</li> <li>• The program review framework is established and implemented.</li> <li>• Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.</li> <li>• Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples.</li> <li>• The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.</li> </ul>
<b>Sustainable Continuous Quality Improvement</b>	<ul style="list-style-type: none"> <li>• Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.</li> <li>• The institution reviews and refines its program review processes to improve institutional effectiveness.</li> <li>• The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.</li> </ul>