

Institutional Effectiveness, Accreditation, and Outcomes Committee - Minutes

Date: March 13, 2025
 Time: 2:00 p.m. – 4:00 p.m.
 Location: CCR-233

Members: <input checked="" type="checkbox"/> Keith Wurtz, VPI/ALO Chair <input type="checkbox"/> Danielle Bell, Faculty <input checked="" type="checkbox"/> Delmy Spencer, VPSS <input checked="" type="checkbox"/> Giovanni Sosa, Dean IERP <input type="checkbox"/> Ivan Pena, Student Ser. Dean	<input checked="" type="checkbox"/> Jeff Smith, Inst. Dean <input type="checkbox"/> Julie McKee, CTA Rep <input type="checkbox"/> Mike Strong, VPAA <input checked="" type="checkbox"/> Alex Beechko, Faculty <input type="checkbox"/> Diana Vaichis, CSEA <input checked="" type="checkbox"/> Karen Peterson, CSEA	<input type="checkbox"/> Sabrina Jimenez, Faculty <input type="checkbox"/> Samantha Terriquez, Student Senate <input checked="" type="checkbox"/> Veronica Arrowood, Classified Senate
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Action Items

Item, Presenter, Time	Notes	SD#	SEG#	Proposed Action
February 27, 2025, Minutes, Keith Wurtz, (5 min)	Minutes approved as written	4		
ACCJC Required Storytelling website and approach, Keith and Gio, 5 min		1-5	1-5	
Review assignments for the writing of the Standards I and II to begin in Spring 2025, Keith, (20 min)	Standard I: <ul style="list-style-type: none"> • Crafton Council (1.2, 1.3, 1.5): Keith – Scheduled • President’s Cabinet (Standards 1.4): Gio – In Progress • CHC Budget (Standards 1.4): Veronica? • CHC EMP (Standards 1.1, 1.2, 1.3, 1.4, 1.5): Keith – Scheduled • CHC ESC (Standards 1.2, 1.3, 1.5): Gio – In Progress • CHC IEAOC (Standards 1.1, 1.2, 1.3, 1.5): Gio/Keith – Scheduled • CHC PPR (Standards 1.2, 1.3, 1.4): Gio – In Progress • CHC PD (Standards 1.3): Diana – In Progress • CHC SEAC (Standards 1.1, 1.2, 1.3): Ivan – Scheduled • CHC DE (Standards 1.3): Alex – In Progress • CHC Dual Enrollment (Standards 1.3): Sabrina/Dani – In Progress 	1-5	1-5	

	<ul style="list-style-type: none"> •CHC Chairs (Standards 1.3, 1.4): Sabrina/Dani – Scheduled •CHC Honors (Standards 1.3, 2.8): Jeff – In Progress •CHC VESPA (Standards 1.1, 1.3): Sabrina – Scheduled <p>Standard II:</p> <ul style="list-style-type: none"> •Crafton Council (Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9): Keith •President’s Cabinet (Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9): Gio •CHC ESC (2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.9): Gio •CHC PPR (2.1, 2.2, 2.5, 2.9): Keith •CHC PD (2.6, 2.7, 2.8) Diana •CHC Safety (2.8): Jeff •CHC SEAC (2.4, 2.5, 2.6, 2.7, 2.8): Ivan •CHC Tech Planning (2.4): Jeff •CHC DE (2.1, 2.2, 2.5, 2.6, 2.7) Alex •CHC Dual Enrollment (2.4): Sabrina •CHC Chairs (2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.9): Sabrina •CHC Curriculum (2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.9): Keith •CHC Honors (2.8): Jeff •CHC Student Services Council (2.4, 2.5, 2.6, 2.7, 2.8, 2.9): Gio 			
<p>Review process and progress for collecting ISER narrative, Link to shared document with each standard, rubric, review criteria, and suggested evidence. Gio and Keith, 20 min</p>	<p>In today’s meeting members broke into two groups to review standards 1 and 2, to see if there was anything missing or if standards need to be reviewed by other committees. Here is the committee member’s feedback.</p> <ul style="list-style-type: none"> • Standard 1.2 and 1.3 <p>Each standard has (4) questions. It was noted that answers for questions 3 and 4 become more vague, answers became shorter. It was noted that these standards should be sent to more committees.</p>	<p>1-5</p>	<p>1-5</p>	<p>Keith - Review notes section for standards 1 and 2 action items.</p> <p>Gio - Ask the research and planning group if they have incorporated time to completion data in program review and if so, how?</p>

	<p>It was also recommended that visiting more committees would help round out the answer. It appeared that some of the answers were heavy on (1) committee.</p> <ul style="list-style-type: none"> Standards 1.4 <p>Student Equity committee copy and pasted all their responses within (1) standard need to be parceled out.</p> <p>It was also recommended that visiting more committees would help round out the answers.</p> <ul style="list-style-type: none"> Standard 2.1,2.2, 2.5 <p>Take these standards to the Curriculum committee.</p> <p>Gio added items related to PPR, a reference to specific questions and existing related SLO's. There seems to be a few holes in terms of who has looked at this and who still needs to.</p> <ul style="list-style-type: none"> Standard 2.4 <p>There needs to be more input from groups especially faculty as it has to do with student outcomes.</p> <p>Academic Senate Chairs PPR</p> <ul style="list-style-type: none"> Standard 2.5 <p>This standard needs more input from additional groups.</p> <p>Curriculum Committee SEE - Equity Distance Ed Chairs</p> <p>We can add compressed calendar research, program review information, program course matrix</p>			<p>Gio to talk to Marianna. Close to Completion report in Starfish that Counseling currently uses.</p>
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	<p>The review criteria states the institutional reflects on time to completion data, Keith believes this is something we need to work on.</p> <p>Gio - Ask the research and planning group if they have incorporated time to completion data in program review and if so, how?</p> <p>Gio to talk to Marianna. Close to Completion report in Starfish that Counseling currently uses.</p> <p>Incorporate into program review.</p> <ul style="list-style-type: none"> • Standard 2.6 <p>This needs to be submitted to Distance Ed Committee Using wait lists for delivery modes, how we offer them.</p> <ul style="list-style-type: none"> • Standard 2.7 <p>Opportunity to reach out to PPR and to reach out to departments vs. student services council to obtain specific examples of how they use the data to show how they meet the standard.</p> <ul style="list-style-type: none"> • Standard 2.8 <p>In Council at the end of the academic year, all program leads look at disaggregated data and identify any gaps and identify next steps to close that loop if applicable. Google doc that Gio maintains should be included. Streamlining project document – Gio.</p> <p>There are also opportunities to include what the faculty are doing. Using Disaggregated data for their classrooms.</p> <p>Opportunities to add PD events, Cultural events – reach out to Ericka Paddock and Leslie</p>			
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Review the timeline for writing the ISER – Due December 15, 2026, Keith, 15 min	No additional updates at this time.	1-5	1-5	
Update on Annual ACCJC Report and ACCJC Fiscal Report, Keith, 5 min	<p>Discussed both the Annual ACCJC report and Fiscal report.</p> <p>The ACCJC Report is self-reported data collection from institutions to monitor their growth, performance against self-set standards, and key indicators of student achievement, including course completion, degree/certificate completion, and licensure exam pass rates.</p> <p>The ACCJC (Accrediting Commission for Community and Junior Colleges) Annual Fiscal Report is a document that member institutions submit annually, containing self-reported data to monitor key indicators of fiscal health and stability, including enrollment, revenue, and expenditures, and is part of the Commission's institutional performance monitoring process.</p>	1-5	1-5	Keith to bring both reports to the next meeting.

<i>IEAOC 2024-2025 Committee Accomplishments</i>		
Topic	SD#	SEG#
Completed the setting of ILO and GEO targets	1-5	1-5
Completed the alignment of standards to committees to facilitate the writing of the standards	1-5	1-5
Completed and submitted the Mid-Term Report	1-5	1-5
Completed the assignment of faculty and staff to facilitate collection of ACCJC Standards I and II to write the self-evaluation	1-5	1-5

<p>Mission Statement: The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support.</p>	
<p>Vision Statement: To empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation.</p>	
<p>Institutional Values: We rely on the following values to support our vision and mission:</p> <ul style="list-style-type: none"> • Respect: To champion active listening and open dialogue within our community. • Integrity: To uphold honesty in our interactions and academic pursuits and maintain community collaboration. • Diversity & Inclusion: To promote a welcoming environment through equitable and antiracist practices in all aspects of our work. • Innovation: To actively grow and adapt to support our mission and vision through a willingness to embrace new perspectives and new ideas. • Leadership: To develop and inspire current and future leaders through professional development, mentorship, education, and experience. • Sustainability: To be a leader in our community by reducing environmental impact with practices that meet the needs of the present without compromising the future. 	
<p>STRATEGIC DIRECTIONS</p> <ol style="list-style-type: none"> 1. Increase Student Enrollment 2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability 3. Increase Student Success and Equity 	<ol style="list-style-type: none"> 4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community 5. Foster and Support Inquiry, Accountability, and Campus Sustainability
<p>STUDENT EQUITY GOALS</p> <ol style="list-style-type: none"> 1. Increase the percentage of African American/Black students who apply and enroll at CHC in the same year. 2. Increase the percentage of African American/Black students persisting from fall to spring. 3. Increase the percentage of Hispanic/Latinx students completing transfer level Math and English. 4. Increase the percentage of African American/Black students' degree or certificate attainment. 5. Increase the percentage of Hispanic/Latinx students transferring to a four-year institution. 	
<p>IEAOC COMMITTEE CHARGE</p>	

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. Develop 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 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 on 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.

IEAOC COMMITTEE NORMS

- We will start and end meetings on time.
- We will follow the agenda.
- We will read materials, minutes, etc. and be prepared to discuss at meetings.
- We will listen to our colleagues without interruption and will show mutual respect.
- We will operate on consensus and seek agreements all can “live with;”
- We will make decisions based on clear information.
- We will bring closure to decisions.
- We will support the committee’s recommendations.
- We will accept the fact that there will be differing opinions.
- We will use the best interests of our stakeholders (especially students) as the basis for our decision making.
- We will honor brainstorming without being attached to our viewpoint.
- We will give the opportunity for all members to contribute.
- We will be free to speak our minds without fear of reprisal.
- We will be transparent with our colleagues and our positions on issues.
- We will identify pending issues, agreements, and action steps at the end of the meetings.
- We will stay focused on topics under the charge of the committee.
- We will report back to our constituent groups.