1. Call Meeting to Order
2. Review 6/25/14 Notes
3. Action Items
4. Discussion Items
   4.1 Define IEC Process for Membership, Terms and Constituency; Define Committee Purpose, History, and Typical Tasks
   4.2 Accreditation Matrix
   4.3 Committees Process for non-senate/board committees
   4.4 Committee Digest
5. Other/Future Agenda Items:

Adjourn

PARTICIPANT DETAILS

Dial your telephone conference line: 1-719-785-4469*
*Toll free number available: 1-888-450-4821

Participant Passcode: 281151
1. Call Meeting to Order: Present: Keith Snow-Flamer, Kathy Smith, Paul Chown, Lee Lindsey, Sally Urban, Dan Calderwood, Cheryl Tucker, Tami Matsumoto, Angelina Hill, and Crislyn Parker-support.

2. Review 4/23/14, IEC Notes: approved as stand. Note the May 28th meeting was cancelled.

3. Action Items

4. Discussion Items

4.1 Institutional Effectiveness Summit Summary, April 26, 2014
   a. The committee reviewed the summit summary. Following are recommendations and actions suggested:
   - Complete a committee calendar and database, including all committees, meetings days/dates, membership, terms, who appoints members, of all planning committees, senate, faculty, expanded executive, professional development, etc. A database is currently in process. Support staff will complete and update as necessary. Include combined meetings in the calendar.
   - Plan future meeting dates in the spring. (Add to timeline for spring.)
   - Email committee chairs for the FY 15 meeting dates. The deadline is mid-July. A completed calendar will be available for handout at convocation.
   - Improve communication between committees and sub-committees, by having them meet together once a semester (spring and fall).
     - EMC – meet with all subcommittees at the beginning of fall semester, in November and the end of spring semester.
     - BPC will meet with TPC and FPC regarding rankings.
   - Professional development workshop on how to be an effective committee member, communicate and share with constituency.
   - Orient new members. PRC has discussed this and expects to implement in the fall.
   - Scope, purpose, history is to be posted inside.redwoods committee pages.
   - Suggest to create a booklet of committees; however, point people to the website so it becomes the first go-to place.
   - Committee chairs, VPs and President Smith meet in the fall to reinforce meeting responsibilities.
   - Send emails with very specific subject lines.
   - Identify brown-act committees.
   - Include student equity into planning model. Angelina and Keith will follow-up on this.

4.2 Integrated Planning Process for Program Review and Budget Planning. Angelina met with Keith and Lee and wrote up a draft planning process (attachment).
Suggestions:

- Put informational sub-bullets under main bullets
- Review of resource requests will go to VP, Deans & Directors (change language), to identify requests that might be funded thru Measure Q, Operations, etc.
- Facilities and Technology will go to BPC
- The PRC will evaluate reviews for assessments, linkages, etc.
- All rankings will be based on the same type of rubric.
- BPC final rankings are forwarded to cabinet for discussion and funding.
- Finalize a feedback loop that communicates rankings and when funding decisions are made
- Angelina will refine the current draft for the next meeting

4.3 Program Review Time-Line & BP 4021
- Possible schedule for annual and comprehensive reviews:
- PRC has discussed revising the current program review process to having comprehensive reviews due every 3 years; and pare down the template for annual reviews. Deans will determine the three year rotation of their programs.
- A PRC sub-committee will meet and discuss a draft template.
- BP 4021 process will be discussed next meeting

- Angelina will update.

5. Other/Future Agenda Items:
- Second draft of the Integrated Planning Process
- Revised timeline

Adjourn
### ACCJC Matrix for the Institutional Effectiveness Committee (IEC)

#### Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

**A. Mission**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Responsible Cabinet Member</th>
<th>Responsible Employees</th>
<th>Responsible Committees/Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.</td>
<td>Angelina Hill</td>
<td>Kathy Smith, Keith Snow-Flamer, Lee Lindsey, Ahn Fielding</td>
<td>BOT, IEC, Expanded Cabinet</td>
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</table>

**B. Assuring Academic Quality and Institutional Effectiveness: Academic Quality**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Responsible Cabinet Member</th>
<th>Responsible Employees</th>
<th>Responsible Committees/Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.</td>
<td>Angelina Hill</td>
<td>Kathy Smith, Keith Snow-Flamer, Lee Lindsey, Ahn Fielding</td>
<td>IEC, Expanded Cabinet, Assessment Committee</td>
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<tr>
<td>2.</td>
<td>The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)</td>
<td>Angelina Hill</td>
<td>Kathy Smith, Keith Snow-Flamer, Lee Lindsey, Ahn Fielding</td>
<td>IEC, Instructional Council, SSLG, Assessment Committee</td>
</tr>
<tr>
<td>3.</td>
<td>The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)</td>
<td>Angelina Hill</td>
<td>Kathy Smith, Keith Snow-Flamer, Lee Lindsey, Ahn Fielding</td>
<td>IEC, Expanded Cabinet</td>
</tr>
<tr>
<td>4.</td>
<td>The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.</td>
<td>Angelina Hill</td>
<td>Kathy Smith, Keith Snow-Flamer, Lee Lindsey, Ahn Fielding</td>
<td>IEC, Assessment Committee</td>
</tr>
</tbody>
</table>
|   | **B. Assuring Academic Quality and Institutional Effectiveness:**  
**Institutional Effectiveness** | **Responsible Cabinet Member** | and | **Responsible Employees** | and | **Comprehensive Committees/Groups** |
<table>
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<tbody>
<tr>
<td>5.</td>
<td>The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.</td>
<td>Angelina Hill</td>
<td>Kathy Smith, Keith Snow-Flamer, Lee Lindsey, Ahn Fielding</td>
<td></td>
<td>IEC, PRC</td>
</tr>
<tr>
<td>6.</td>
<td>The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.</td>
<td>Angelina Hill</td>
<td>Kathy Smith, Keith Snow-Flamer, Lee Lindsey, Ahn Fielding</td>
<td></td>
<td>IEC, PRC, Student Equity Committee, BPC</td>
</tr>
<tr>
<td>8.</td>
<td>The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.</td>
<td>Angelina Hill</td>
<td>Keith Snow-Flamer, Lee Lindsey</td>
<td></td>
<td>IEC</td>
</tr>
<tr>
<td>9.</td>
<td>The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)</td>
<td>Angelina Hill</td>
<td>Keith Snow-Flamer, Lee Lindsey</td>
<td></td>
<td>IEC, Integrated Planning Committees</td>
</tr>
</tbody>
</table>
**Standard III: Resources**

**D. Financial Resources**

<table>
<thead>
<tr>
<th>Fiscal Responsibility and Stability</th>
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<tbody>
<tr>
<td>Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.</td>
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</table>

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<thead>
<tr>
<th>4.</th>
<th>Responsible Cabinet Member and Responsible Employees and Responsible Committees/Groups</th>
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<tbody>
<tr>
<td></td>
<td>Angelina Hill and Lee Lindsey and IEC, FPC</td>
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</tbody>
</table>

**Standard IV: Leadership and Governance**

**B. Chief Executive Officer**

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

<table>
<thead>
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<td>Kathy Smith and Ahn Fielding, Lee Lindsey, Keith Snow-Flamer, Angelina Hill and IEC, Expanded Cabinet</td>
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</table>

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

<table>
<thead>
<tr>
<th>3.</th>
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<td>Kathy Smith and Ahn Fielding, Lee Lindsey, Keith Snow-Flamer, Angelina Hill and IEC, Expanded Cabinet</td>
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</tbody>
</table>
The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Kathy Smith

Ahn Fielding, Lee Lindsey, Keith Snow-Flamer, Angelina Hill

IEC, Expanded Cabinet
The CR Committee Digest provides important updates from the Planning and Senate Committees. Visit here for detailed information about the committee: [inside.redwoods.edu](http://inside.redwoods.edu)

Visit the committee calendar to see the next time each committee meets: [CR's calendar of committee meetings](#)

### Assessment Committee

The assessment committee is proposing that move to a one semester assessment cycle to ensure that we are keeping on track. All outcomes in all courses, programs and for GE and ILOs will need to be reported each and every semester, with a closing the loop report submitted the following semester.

Then you will need to.....just kidding. The assessment committee really does believe that a two year cycle is as short as we should ever adopt.

### Institutional Effectiveness

The IEC met today and had the most productive committee meeting ever. We want you to know that we are completely reevaluating our planning process. We will put in place all new plans by the end of this year. Just kidding.

No seriously, I'm joking. That makes me want to cry.