

DRAFT – For Review and Discussion
September 13, 2004

**Standard I Accreditation Self Study Team
Institutional Mission and Effectiveness**

Members:

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Purpose of the Self Study Process:

To develop a view of the institution that verifies integrity and promotes quality and improvement.

Outcomes:

There are at least three important outcomes for our work this fall.

- 1) Team members will have learned some aspect of the college that they were previously unaware of.
- 2) Through deliberation, the team's collective wisdom will ultimately result in an evaluation that will contribute to improvements in student learning.
- 3) A self study report will be completed in 2004-05 for Standard I. Each section of the report will include a descriptive summary, self evaluation, and planning agenda.

Rules for Discussions:

Team members are encouraged to speak freely about issues facing the college. While there may not always be agreement on specific points, we can agree to listen and attempt to become educated on other view points. The ultimate goal of the discussion is to reach a consensus of thought. However, we should seek ways to incorporate all voices in the final text of the document.

Meeting Minutes:

Minutes should be taken at every meeting as a way of documenting our discussions and clarifying the main points. Hopefully the minutes will facilitate writing of our section of the self study.

Possible Subgroups:

Mission
Effectiveness (points 1-3)
Effectiveness (points 4-7)

Possible Timeline for Discussions and Written Product

- 09/27 - Discuss the charge for the committee and review accreditation materials
- 10/04 – First Discussion of Mission - Description
- 10/11 – First Discussion of Effectiveness 1-3 - Description
- 10/18 – First Discussion of Effectiveness 4-7 - Description
- 10/25 – Draft of Descriptive Summaries due
- 11/01 – Mission Evaluation and Planning
- 11/08 – Effectiveness 1-3 Evaluation and Planning
- 11/15 – Effectiveness 4-7 Evaluation and Planning
- 11/22 – Initial review of survey data
Revised version of Descriptive Summaries due
- 11/29 – Draft of Self Evaluations due
- 12/06 – Review of Standard I Draft

- 1/10/05 Analysis of survey data completed
- 1/24/05 Revised version of Self Evaluations due
- 2/21/05 Draft of Planning Agendas due
- 3/21/05 Revised version of Planning Agendas due

- 4/29/05 Deadline for “final copy” to editor
- 5/6/05 First draft for Board meeting on May 16
- 6/10/05 Final draft for Board meeting on June 20
- Mid-July 05 Final version to planning committee for final proofing
- 8/1/05 Final version to printer

The Spirit of Standard I (from the Commission):

The institutional mission provides the impetus for achieving student learning and other goals that the institution endeavors to accomplish. The institution provides the means for students to learn, assesses how well learning is occurring, and strives to improve that learning through ongoing, systematic, and integrated planning

Standard I: The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
2. The mission statement is approved by the governing board and published.
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
4. The institution's mission is central to institutional planning and decision making.

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.