

ACT Meeting Minutes
10/14/15

Participants: Thomas Wiley, Paul Carpenter, Bobbie Plough, Kelly Moore, Eric Engdahl, Valerie Helgren-Lempesis, Li-ling Chen, Diane Mukerjee, Greg Jennings, Linda Smetana, Ann Halvorsen, Peg Winkelman, Ardella Dailey, **Shubha Kashinath**, **Marianna Wolff**, Angela Tang, Tom Soo Hoo, Shira Lubliner, James Zarrillo

Introductions

Non CTC/CAEP items

Every graduate program that doesn't have external accreditation is engaged in process similar to ours, must assess one of their program student learning outcomes

- pick one PLO, assessed using Blackboard Analytics
- incorporate in CAPR annual report
- ongoing WASC accreditation
- we assess all program learning outcomes every year
- Doc program – same status

CAEP accreditors will ask questions on Masters programs

Valerie – transformation documents – 4 PLOs, looked at them, met with group, revised,

Every program going through semester conversion, all programs have to come up with revised PLOs – the new PLOs written for each Master's program should not be implemented prior to 2018 (Spring 2018 visit and semester conversion)

Every program will have students admitted to undergraduate and grad programs prior to summer 2018 – you are held to requirements at the time you were admitted – every program will deal with these students – can create transitional courses or do course equivalency – need to be a plan for these students to complete their program under the requirements they were admitted

Changes in CTC Accreditation

- no site visit until Spring 2018
- 2016-2017 will be a training year
- last set of biennial reports due Sep 2016
- must be written over the summer, will be compensation
- all data on website, cut and paste

-strict reporting format

Program Assessment Docs

-SLP preliminarily aligned

-SC being submitted again

-SP waiting on feedback

-anything highlighted as having questions, they will absolutely look for (things that had to be revised in program assessment docs)

-in future, they'll be much more streamlined

Preconditions reviewed twice in the seven year cycle

2 people read your PA doc, but not the same people that come visit

Carolyn decided that we will stay in CAEP

-still waiting on Title II regs

-regs may reward those accredited by CAEP

-CTC has developed new standards – one that requires Program Impact Data

-CAEP specifies what we have to gather, CTC doesn't specify

-if we stay in CAEP, we need to do a couple things this year

- must choose a selected area of improvement – we chose English Learners and Students who receive special education services

- must establish baseline data – exit surveys, ctc survey, one year out surveys

-Of the things we need to accomplish for CAEP this year, we need to identify selected area of improvement and establish baseline data and establish targets – we have for EL, but not for special needs

-task 1 – this group, faculty, and departments agree on selected area of improvement – no later than January 1, 2016

-task 2 – has to be a robust plan that will actually produce results

Eventually will have to show that people in every program is doing things to show that they are doing better in that area

Program Impact Data

CTC passed common standard requiring programs to collect program impact data

-are your graduates having any positive impact on people they work with?

-level of data unclear, but we need to collect some program data

-however, CAEP has a whole standard on this and is very specific about sources

-program impact data you gather is not limited to selected area of focus,

-Employment and retention data – we have home emails for every student, find out who got jobs – must do this year

-Surveys of exiting candidates

-much better surveys of our graduates will need to be developed and a much better response rate for CTC survey

-need much better surveys of employers

-CAEP wants surveys of the children related to how well our graduates are having an impact on them – how is it even possible to do this? Confidentiality?

-Observations of our graduates – significant amount of existing data. Supervisors are observing our graduates, also BTSA – but need to find out if we can get BTSA data

-possibility to develop our own observation instruments

-P-12 student performance – how are the students that our grads are teaching/interacting with doing. Would have to develop case study model.

What we need to accomplish 15-16

-take one cohort or more a year and examine very closely over the 7 year period

-what is doable? Have a model by the end of the year

-we'll need a meeting with IRB – kevin brown

-by end of the year we need to have a better idea of what's involved so we can assign resources to it.

Make sure to archive evidence when any of our graduates wins an award or makes an impact, save it as anecdotal evidence.

Program Improvement Cycle

- Year 1 year 2 year 3
- Current year we are in stage 4, examine and compare, were objectives met, if they were then talk about it, if not then explain

November meeting is veterans day so we need to decide when? – November 18th at noon.

Steering committee meetings are 2nd Tuesday of every month

Please make sure you talk about these things at faculty meetings – no surprises to faculty