



Curriculum • Degree Requirements • Grading Policies • Program Development • Student Prep & Success • Governance  
Accreditation • Professional Development • Program Review • Pla

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the

VI. Officers' Reports  
President Marrujo -Duck Reported:





Resolution 2016.04.6.05 Basic Skills Funding Prioritization Spring 2016

~~MARRUJO~~  
~~DUCK~~  
~~MCU~~

~~MCU~~

~~MARRUJO~~  
~~DUCK~~  
~~MCU~~

~~MCU~~

~~MARRUJO~~  
~~DUCK~~

Moved: Dana Jae Labrecque; Seconded: Lawrence Edwardson; MC

Abstention: Lisa Romano

Not present: ~~MARRUJO~~, ~~DUCK~~

~~MARRUJO~~

B ILO 3 Assessment Report

- ~~MARRUJO~~

C Academic Senate Committee Evaluation Questions

Resolution 2016.04.06.06 Academic Senate Committee Evaluation Questions

~~MARRUJO~~  
~~DUCK~~

Moved: Lillian Marrujo -Duck; Seconded: Dana Jae Labrecque; MCU

Not present: ~~MARRUJO~~, ~~DUCK~~

~~MARRUJO~~

D Request for an Executive Council workgroup to explore asking Curriculum Committee to expand “conference”

- ~~MARRUJO~~

E Creation of Academic Senate Committee Shoutouts workgroup

- ~~MARRUJO~~

XII. Reports

A Update on Committees— Dana Jae Labrecque

- A Hybrid  
Hybrid  
Hybrid

## XII . Public Forum

- ~~None~~

XIII. Adjournment: 5:30 p.m.

Appendix A: Academic Senate President's Report for April 6, 2016  
AREA B MEETING:

14:55

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Academic and Professional Matters

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Accreditation

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## **Reframing the Self Evaluation**

*Telling Our Story (to a very busy person site visitor that would like our answers to be easy and obvious)*

*Lean and Focused on Successful Results: Cut it in half\**

*For each prompt (subsection) of the Standard:*

- 1. Identify the key parts of the prompt**
- 2. Create headers based on the key parts of the prompt**
- 3. Write topic sentences for each of the headers that reflect the topic sentence**
  - a. A good idea for the topic sentence is to look the Questions for Evaluators in the Guide to Evaluating and Improving Institutions. After each subsection there are a series of questions. And after each full section there is a list of evidence. Steal the words!*
- 4. Add in the description of the relevant evidence under each topic sentence**
  - a. Stop. Brainstorm what the expected evidence would be for an effective college.*
  - b. A good idea is to look at the list of suggested evidence*
  - c. Describe the overall comprehensive evidence from CCSF*
    - i. Then pick one example to be an institutional level results vignette \*\**
    - ii. Pick another example to be a programmatic level results vignette \*\**
    - iii. Send the reader to a link to the rest of the evidence if they wish to read more.*
- 5. Do not reframe the Analysis and Evaluation – this is being rewritten \*\*\***

*\*We are headed toward a 600 page document without counting the added vignettes. We would prefer a 300 page or so document. Please cut where you can.*

***\*\*Vignettes should be examples of how we use the results of our processes to make improvements.*** *Not every subsection will have a vignette – please add an institutional and programmatic level vignette to each subsection that you can. Hint: take the path of least resistance! If you are struggling with finding vignettes for a subsection, skip it for now and provide the ones you can.*

***\*\*\*Make sure that all evidence is in the Description of the Evidence.*** *We are intending to have Bob Pacheco review the edited Description of the Evidence and use his outside perspective to write these areas.*

