

MEMORANDUM

To: CCRI NEASC Study Team

From: Tom Pitts

Date: January 23, 2013

Subject: Minutes of Standard Ten (Public Disclosure) Meetings

The Standard Ten team's first meeting was face-to-face on November 10, 2011. The discussion was centered on preparing the NEASC Assessment of Effectiveness that was submitted later that month. A copy is attached.

A second meeting was held via e-mail in early January, 2012. That discussion related to the Standard 10 slide presentation dated January 12, 2012, a copy of which is also attached.

No additional meetings have been necessary in the past year.

NEASC Assessment of Effectiveness

- For our Fifth-Year Report, NEASC raised assessment of student learning and measurement of student success as issues for CCRI, which implicate consideration 10.12 to the extent that we make public statements or promises about them
- Key issues are not in order of importance



NEASC Assessment of Effectiveness

- Key Issue #1: Delivering accurate and timely answers to questions
 - Self-Rating: A-C (depending on topic)
 - Evidence: Largely (and perhaps inevitably) anecdotal
 - Complicating factors: (i) Dearth of written policies across the institution; and (ii) the growing importance of social media



NEASC Assessment of Effectiveness

- Key Issue #2: Revising, and maintaining the currency of, OES and financial aid Web resources
 - Self-Rating: B
 - Evidence: Ongoing staff review of present functionality in light of student inquiries
 - Complicating factor: Seemingly endless ferment in federal financial aid programs



NEASC Assessment of Effectiveness

- Key Issue #3: Organizing and designing CCRI's information resources around what we want students to know
 - Self-Rating: A-C (depending on topic)
 - Evidence: Volume of questions with answers that (we think) are readily available in print or on the Web, but is higher than one would expect even from a spoon-fed population



NEASC Assessment of Effectiveness

- Key Issue #4: Keeping CCRI's Web site (ccri.edu) and portal (MyCCRI) current and user-friendly
 - Self-Rating: A-C (depending on topic)
 - Evidence: Same as Key Issues #1 and #3
 - Complicating factor: Staffing constraints in securing the continuous assistance of content, communications and IT experts





Standard 10
Public Disclosure
Areas for Improvement #1

- In consultation with affected departments,
(a) develop a prioritized “punch list” of changes to CCRI’s Web site or portal that will enhance the quality of information communicated and the ease of its retrieval;
(b) begin to implement these changes in order of priority; and (c) revise printed publications to reflect these changes



Standard 10
Public Disclosure
Areas for Improvement #2

- Support OES and financial aid in their ongoing efforts to enhance the functionality of their Web resources
- Generate a list of best practices from this process for possible use in academic or other administrative departments
- Begin a department-by-department process for implementing these practices – or not



Standard 10
Public Disclosure
Areas for Improvement #3

- In cooperation with Standard 11, design and launch a process for generating written policies for academic and administrative matters through the governance system
- Priority should be given to completing policies required by the 2008 amendments to the federal Higher Education Act, such as credit hours and student complaints