

# Crafton Hills College Agenda, Institutional Effectiveness, Accreditation, and Outcomes Committee

Date: October 15, 2013  
Time: 3:30 p.m.  
Location: LRC 226

## Members and Guests

Larry Aycock  
Tina Gimple  
Greyraven, Ruth  
Hegde, Raju  
Jones, Joanne

McCormick, Kim  
Rabago, Ralph  
Simonson, Kristi  
Samia Smith  
Townsend, Jonathan

Warren-Marlatt, Rebecca  
Williams, Gary  
Wilson, Kathryn  
Word, Daniel  
Wurtz, Keith

| TOPIC  | DISCUSSION | FURTHER ACTION |
|--|------------|----------------|
| Approval of IEAOC Minutes, October 1, 2013   |            |                |
| Team Training, October 4, College of the Desert, SLOs<br><b>Report:</b> Gimple, Wurtz, Williams, Word, Warren-Marlatt, Hegde<br>David Marshall's presentation (or a version of it) can be found at:<br><a href="http://www.accjc.org/wp-content/uploads/2011/01/IEBC-DavidMarshall-SLO-Presentation_4-19-13.pdf">http://www.accjc.org/wp-content/uploads/2011/01/IEBC-DavidMarshall-SLO-Presentation_4-19-13.pdf</a> |            |                |
| Group Work: Review ILOs and GEs. Develop a proposed outcome that incorporates all the important aspects of both.   |            |                |
| Discussion, Outcomes Webpages<br>Institutional_Effectiveness_Resources/Student_Learning_Outcomes<br><a href="http://www.craftonhills.edu/Faculty_and_Staff/SLOs">http://www.craftonhills.edu/Faculty_and_Staff/SLOs</a>  |            |                |
| Adjournment  |            |                |

**Mission Statement:** To advance the education and success of students in a quality learning environment.

**Vision Statement:** To be the premier community college for public safety and health services careers and transfer preparation.

**Values:** creativity, inclusiveness, excellence, and learning-centeredness.

## Attachments:

**ACCJC Rubric for Evaluating Institutional Effectiveness, Student Learning Outcomes**

**Accrediting Commission for Community and Junior Colleges**  
 Western Association of Schools  
 and Colleges

**Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes**

(See cover letter for how to use this rubric.)

| <b>Levels of Implementation</b> | <b>Characteristics of Institutional Effectiveness in Student Learning Outcomes</b><br><i>(Sample institutional behaviors)</i>   |
|---------------------------------|---|
| <b>Awareness</b>                | <ul style="list-style-type: none"> <li>• There is preliminary, investigative dialogue about student learning outcomes.</li> <li>• There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.</li> <li>• There is exploration of models, definitions, and issues taking place by a few people.</li> <li>• Pilot projects and efforts may be in progress.</li> <li>• The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.</li> </ul>  |
| <b>Development</b>              | <ul style="list-style-type: none"> <li>• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.</li> <li>• College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.</li> <li>• Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.</li> <li>• Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.</li> <li>• Appropriate resources are being allocated to support student learning outcomes and assessment.</li> <li>• Faculty and staff are fully engaged in student learning outcomes development.</li> </ul> |
| <b>Proficiency</b>              | <ul style="list-style-type: none"> <li>• Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees.</li> <li>• There is widespread institutional dialogue about the results of assessment and identification of gaps.</li> <li>• Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.</li> <li>• Appropriate resources continue to be allocated and fine-tuned.</li> <li>• Comprehensive assessment reports exist and are completed and updated on a regular basis.</li> <li>• Course student learning outcomes are aligned with degree student learning outcomes.</li> <li>• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</li> </ul>               |

**Sustainable  
Continuous  
Quality  
Improvement**

- Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
- Dialogue about student learning is ongoing, pervasive and robust.
- Evaluation of student learning outcomes processes.
- Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
- Student learning improvement is a visible priority in all practices and structures across the college.
- Learning outcomes are specifically linked to program reviews.

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