

Minutes – Outcomes Committee

Date: September 9, 2010

Location: Learning Resource Center, Rm 231

Time: 2:00 pm – 3:00 pm

Members attending: Robert O'Toole, Cheryl Marshall, Rebecca Warren_Marlatt, Keith Wurtz, Gary Williams, and Catherine Hendrickson.

What are ILOs? Outcomes measured at the institutional level. The entire institution should be seeking to meet the outcomes' Capstone performance (e.g., what you want students to leave Crafton Hills with.

How does this tie into the Education Master Plan?

Instructors should ask themselves, "Am I doing what will generate these outcomes?"

How do we measure written and oral communication? (**1. Critical Thinking**, ILO_FA10_Assessment_Plan.dot, p. 2)

Box 1 – Enter ILO

Box 2 – How we assess

Box 3 – Target or Criteria

Box 4 – Summary of the data

Box 5 – Implications for improvement and planning – The whole point of doing Learning Outcomes (i.e., What will the instructor use to help and improve how students write and communicate? This Committee will develop these.)

COMMITTEE DECISION: Do we want to use these benchmarks to assess ILOs?

If yes, do we want to set a criteria?

CCSSE drawbacks:

1. Money could disappear (cost is \$17,000 for 3 years), or
2. Generate our own – (cost for paper, faculty time, etc.)

DECISION: CCSSE for now, re-evaluate in the Spring for next Fall. Get agreement for ILOs and surveys from:

Academic Senate – October 6, 2010 – by Bob O'Toole

Student Senate – September 20, 2010 – by Bob O'Toole

Classified Senate – October 13, 2010 – by Jonathan

DISCUSSION: Whether a Resolution should be prepared for presentation. DECISION: "Not necessarily"

CHERYL MARSHALL: 74% of CHC courses have SLOs
31% of CHC courses have Assessments
82% of CHC programs (w/out documentation)
All Student Services have SAO or SLO + Assessments

DISCUSSION: Regarding Gary Williams' Handout entitled, "Proposal to Crafton Council (Instruction Assessment Plan). Each Department has its own plan for assessment which gives each Department the ability to coordinate a dialogue.

REVIEW: the pink callouts from Cheryl's Handout (see the boxes from Ellum). Mark changes resulting from assessment. Ask: Where has attrition been reduced, etc. – Look for evidence of gains.