

Student Learning Outcome Cycle for Continuous Improvement

Following these seven steps and move with ease through the cycle of continuous improvement:

1. Identify a main student learning outcome for your course, or service.
2. Agree on the assessment used to measure whether or not the outcome is achieved.
3. Develop criteria used to evaluate a passing score.
4. Determine what percentage of students achieved the outcome, and agree upon a satisfactory percentage of students achieving the outcome.

| • Satisfactory | • Unsatisfactory |
|---|---|
| • If the percentage is satisfactory, the outcome is achieved. Return to step one to analyze another main SLO. | • If the results are unsatisfactory, go to step five. |

5. Identify material or skills that were not learned.
6. Discuss and identify pedagogy, content, or lesson plans that might lead to improved student learning outcomes.
7. Determine if the assessment and evaluation criteria need to be changed or modified. If **yes**, return to step two. If **no**, go to step four.

**HOW TO MEASURE IF A STUDENT LEARNING OUTCOME
IS BEING ACHIEVED**

MEASURES OF EFFECTIVENESS

What assessments need to be used or developed to measure whether students are achieving an SLO; and what might be an example from a discipline?

SAMPLE

ESL 106

Student Learning Outcome:

Upon successful completion of this course the student will have the skill to write advanced, academic, multi-paragraph essays in response to a reading on a variety of topics following correct organizational patterns, as measured by . . .

Measures of Effectiveness

Written in-class and out-of-class essays which will be evaluated according to ESL106 essay rubric and rhetorical style requirements.

Complete statement looks like this:

Student Learning Outcome

Upon successful completion of this course the student will have the skill to write advanced, academic, multi-paragraph essays in response to a reading on a variety of topics following correct organizational patterns, as measured by written in-class and out-of-class essays which will be evaluated according to ESL106 essay rubric and rhetorical style requirements.

Cycle of Continuous Improvement

The SLO PROCESS involves...

1. Developing Student Learning Outcomes

2. Determining a plan to assess

5. Utilizing data to improve learning

4. Analyzing and interpreting data

3. Assessing what students learned



ACCREDITATION

IMPORTANT DATES / TIMES

Tuesday October 23, 2007

8:00am to 9:00am Room 220

Visiting Team meets with Accreditation Steering Committee (Co-Chairs only)

Tuesday, October 23, 2007

3:00pm to 4:15pm

Visiting Team meets in 5 break-out sessions with all accreditation teams:

Standard I ASGC Boardroom
(Ann Doty & Brenda Baity visiting team members)

Standard IIA Room 362
(Elnora Webb and Ron Harlan)

Standards IIB and IIC Room 115
(Gwen Plano and Alan Buckley)

Standards III A, B, C, & D Room 235

Standard IV Room Room 345A
(Don Averill and Jim Hottois)

Wednesday October 24, 2007

10:30am to 11:30am Room 220

Campus-wide meeting with select
Members of visiting team

Thursday, October 25, 2007

1:30pm to 2:15pm Room 220

Visiting Team Chair conducts Exit Meeting

WELCOME ACCREDITATION TEAM

GROSSMONT COLLEGE WELCOMES THE ACCREDITATION TEAM

Message from the President

Everyone at Grossmont College is poised to welcome the team from the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC).

It is my pleasure to introduce members of the visiting team by way of this flyer. We hope you will use the photos to help identify them while they are on campus. Please make sure to extend each of the team members a warm Grossmont College welcome should you have an opportunity to do so.

Our entire campus community has been hard at work for nearly two years preparing the Accreditation Self Study Report. In the process, we have learned much about ourselves!

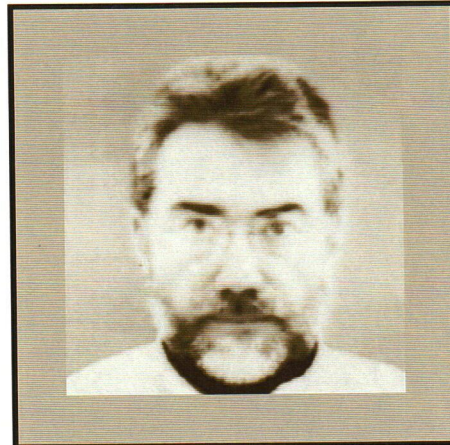
Accreditation is Grossmont College's license to do business, and is a guarantee the college gives to students and to the public that we are doing a good job. Dr. Averill and his team are committed to a thorough review of the Grossmont College Self Study Report and our college. We appreciate their effort and dedication to their task, and welcome them to our campus.

Sunita V. Cooke, Ph.D.
Grossmont College President

G R O S S M O N T
C O L L E G E



Dr. Donald Averill, Chair
*Chancellor
San Bernardino Community College District*



Dr. Alan Buckley
*Professor of Political Science
Santa Monica College*



Dr. Ann Doty
*Associate Faculty
Saddleback College*



Ms. Brenda Baity
*Associate Professor of Computer
Applications and Office Technology
East Los Angeles College*

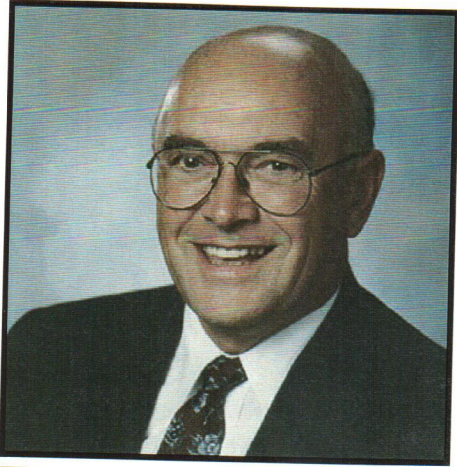


Ms. Geri Butler
*Vice President of Administrative Services
Palo Verde College*



Dr. Ronald Harlan
*Dean of Instructional Services
Glendale Community College*

WELCOME ACCREDITATION TEAM



Dr. Jim Hottois
Superintendent - President
Palo Verde College



Dr. Gwendolyn Plano
Vice President of Student Services
Irvine Valley College



Dr. Linda Stevens
Assistant to the Chair
Acting President & Vice President Instruction
And Academic Programs
San Bernardino Valley College



Dr. Elnora Webb
Vice President of Instruction
Laney College

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Community College District**
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Governing Board Members:

Rick Alexander
Greg Barr
Timothy L. Caruthers, D.C.
Bill Garret
Deanna Weeks

Student Members:

Crystal Bernier-Sudano
Audrey Causton
Chancellor:

Omero Suarez, Ph.D.

Grossmont College President:

Sunita V. Cooke, Ph.D.

The Community College Initiative: Make An Informed Decision

BY JANE PATTON, VICE PRESIDENT, EXECUTIVE COMMITTEE

RICH HANSEN, DE ANZA COLLEGE, PRESIDENT, CALIFORNIA COMMUNITY COLLEGE INDEPENDENTS

In February when we go to the polls to vote in the primary election, we will also be voting on the most important community college proposal we have seen in our careers: The Community College Initiative, formally known on the ballot as The Community College Governance, Funding Stabilization, and Student Fee Reduction Act. Since passage of Proposition 98 in 1988, several reforms have moved California's community colleges away from a secondary toward a postsecondary educational structure. This initiative seeks to establish the community colleges as an independent postsecondary system, recognized in the state constitution, with its own funding guarantee under Proposition 98 separate from that for K-12. The initiative is sponsored by Californians for Community Colleges, a coalition of the Faculty Association of California Community Colleges, the Los Angeles College Faculty Guild, the California Federation of Teachers, and the Community College League of California. The initiative would take three fundamental actions:

- ♦ Set an independent minimum funding guarantee under Proposition 98
- ♦ Wrest student fees from the political process
- ♦ Guarantee a system of independent community college districts under the state constitution

Minimum Funding Guarantee

Presently, community colleges are funded, along with the K-12 system, on the basis of a complicated Proposition 98 formula. Funding growth is dependent on the health of the state economy and K-12 attendance. (See the Legislative Analyst's Office

(LAO) analysis dated August 10, 2006, cited below, for a helpful explanation of our funding.) According to the LAO, "The measure changes the Proposition 98 formula by establishing separate funding guarantees for the community college system and for the K-12 system." While keeping the system under Proposition 98 protections, the initiative bases community college funding growth on its own student population and ends the perennial squabble with K-12 over the community college share of Proposition 98 funds.

Reduction of Student Fees

If you have been working in the system for more than a few years, you have seen examples of sweeping cuts to college funding simultaneous with huge, unexpected jumps in student fees. This sends shock waves across our campuses, at times when state economic difficulties bring an increase in demand for our services. The state budget is balanced on the backs of our students who are expected to pay more for less.

The initiative puts an end to this backdoor taxation of our students by reducing fees to \$15 and capping fee increases to a percentage of cost of living inflation.

While supportive of the initiative overall, the Academic Senate maintains its position in support of zero fees and, should the initiative pass, will continue (along with the other faculty groups) to advocate for this position.

CCC Governance

The initiative protects the state Board of Governors (BoG) and community college districts by establishing them as independent entities with a funding mandate in the state constitution. At present, our system is only memorialized in regulation and too easily changed. Also, appointment of the system's chancellor and vice chancellors is currently in the hands of the Governor's office. The initiative gives the BoG power to appoint up to six executive officers, making our system office less political. Other system employees remain under civil service regulations. In addition, the initiative contains constitutional protections for collective bargaining and judicial review.

Resources for you

The most comprehensive and up-to-date information can be found on the FACCC web site, www.faccc.org. If interested, you or a member of your senate can sign up to receive updates about the initiative or to support the initiative. There is a FAQ as well as the text of the initiative itself. There is also information about the potential fiscal improvement for each district expected if the initiative passes. The Initiative Campaign web site at www.Californians-ForCommunityColleges.org promises to offer more information once the campaign is underway this fall. The campaign theme is "The chance for every Californian to go to College," and in addition to the three main issues—funding, student fees and governance—the campaign stresses that the initiative does not harm K-12 and does not raise taxes. Particularly informative about technical issues is the Legislative Analyst's Office report (LAO).

The Academic Senate's Position

In Fall 2005, the ASCCC passed resolution 6.04 which laid out the aims of the initiative and asked the Academic Senate to disseminate information about the initiative. Last Spring, President Ian Walton said in his President's Update, "In addition to supporting the initiative, the Academic Senate

maintains its long-standing position in support of zero fees for CCC students." Because the initiative will accomplish so many critical improvements for the community college system, the Fall 2005 delegates voted to support the resolution, but they did not overturn standing resolutions about zero fees.

In addition, the Academic Senate resolution urged local senates to collaborate with other faculty organizations and hold forums or otherwise educate local faculty, staff and students about the initiative.

While there are many ways this can be accomplished, your senate might begin by downloading a file of the information at www.faccc.org to share in senate, department and local governance meetings. The initiative's potential for systemic improvement is so significant and far-reaching that it is incumbent upon all of us to ensure our colleagues, co-workers and students are fully informed prior to the February election. ■

Senate Institutes at a Glance

2008 Accreditation Institute

January 25 - 27, 2008
Pasadena Hilton, Pasadena, CA

2008 Counseling Faculty Development Institute

February 22 - 24, 2008
Westin South Coast Plaza, Costa Mesa, CA

2008 Vocational Education Institute

March 6 - 8, 2008
Seascape Resort, Aptos, CA

2008 Faculty Leadership Institute

June 12 - 14, 2008
Newport Beach Hyatt Regency, Newport Beach, CA

2008 Curriculum Institute

July 10 - 12, 2008
Sofitel San Francisco Bay, Redwood City, CA

DRAFT

DRAFT

**Grossmont College Academic Senate Resolution
Regarding the Evaluation of District-Level Administrators**

Whereas, the recent process of accreditation has emphasized evaluation and continuous improvement;

Whereas, the most effective way to provide meaningful feedback and ensure the integrity of an evaluation process is through a *broad-based* evaluation system that includes *broad-based input* from *all constituency groups*; and

Whereas, the Cuyamaca College Academic Senate on 10 May 2007 requested and strongly urged the Governing Board and Chancellor to develop and implement an objective, broad-based evaluation cycle for all district level administrators involved in shared governance decision-making processes;

Resolved, the Grossmont College Academic Senate also respectfully requests and strongly urges the Governing Board to direct the Chancellor to develop and implement an objective, broad-based evaluation cycle for all district-level administrators involved in shared governance decision-making processes;

Resolved, the Grossmont College Academic Senate further requests that the academic senates at both colleges participate in the development and design of the evaluation tool; that the academic senates at both colleges appoint the faculty who will participate in the evaluation process; that the evaluations be completed by December, 2008; and that the results be shared with the Governing Board and the Chancellor.

FINAL

(Approved by AS 05/10/07)

**Cuyamaca College Academic Senate Resolution
Regarding the Evaluation of the Vice Chancellor of Human Resources and other
District Level Administrators**

Whereas, district faculty, staff and administrators, through the United Faculty, CSEA, and the Administrator's Association, have overwhelmingly passed and/or supported formal resolutions of no confidence in the Vice Chancellor of Human Resources;

Whereas, the recent disclosures, through the Weiler Report, of administrative level contract changes without Governing Board approval has raised questions from faculty about the legal authority and ethical conduct of the Vice Chancellor of Human Resources;

Whereas, the above actions have resulted in a climate of uncertainty and low morale that is detrimental to the college's effectiveness and mission; and

Whereas, the most effective way to address the above concerns, provide meaningful feedback, and ensure the integrity of the evaluation process is through a broad-based evaluation system that includes broad-based input from all constituency groups;

Resolved, the Cuyamaca College Academic Senate respectfully requests and strongly urges the Governing Board and Chancellor to conduct an objective, broad-based evaluation of Vice Chancellor Lastimado, which includes input from a representative sample of district-wide faculty, staff and administrators;

Resolved, the Cuyamaca College Academic Senate respectfully requests and strongly urges the Governing Board and Chancellor to develop and implement an objective, broad-based evaluation cycle for all district level administrators involved in shared governance decision-making processes;

Resolved, the Cuyamaca College Academic Senate further requests that the academic senates at both colleges participate in the development and design of the evaluation tool; that the academic senates at both colleges appoint the faculty who will participate in the evaluation process; that the evaluations be completed by December, 2007; and that the results be shared with the Governing Board and the Chancellor.