



Cerro Coso Community College

Annual Assessment Report -- Planning

Instructions

Submit a brief narrative analysis demonstrating the committee's assessment of the status of Planning implementation at Cerro Coso Community College. This report is divided into sections representing the bulleted characteristics of ACCJC's Rubric for Evaluating Institutional Effectiveness. Part II of this Rubric comprises Planning. ACCJC expects all member colleges to be at the implementation level of 'Sustainable Continuous Quality Improvement', the Rubric's highest level, for Planning.

The committee is asked to provide a descriptive summary of how well the college meets the characteristics. Responses should be a concise explanation of what the college is currently doing in each of the identified areas. Concrete details can be referenced for illustrative purposes or qualitative or quantitative data cited as space permits. Responses should be written as if for an outside reader **and not exceed 300 words**.

In completing the report, the committee is asked to interpret the college's implementation level through the lens of Accreditation Standards cited for each characteristic. Language from these Standards is included under each section as appropriate.

Finally, provide a list of evidence that may be cited to support and verify the statements made in the descriptive summary. The actual evidence does not need to be provided, but the list should be compiled as if it were—that is, carefully and specifically, not the kitchen-sink approach.

Rubric Statement 1: The institution uses ongoing and systematic evaluation and planning to refine its key process and improve student learning

Relevant Standards Language

1. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. (IA3)
2. The institution assesses accomplishment of its mission through program review and evaluation of outcomes, goals, and objectives through analyses of quantitative and qualitative data disaggregated by program type and mode of delivery. (IB5)
3. The institution engages in broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation that leads to accomplishment

of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (IB8)

Descriptive Summary

Evidence

Rubric Statement 2: There is dialogue about institutional effectiveness that is ongoing, robust, and pervasive; data and analysis are widely distributed throughout the institution

Relevant Standards Language

1. The institution demonstrates a substantive and collegial dialogue about student outcomes, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. (IB1)
2. The institution publishes institution-set standards for student achievement, appropriate to its mission, and assesses how well it is achieving them in pursuit of continuous improvement. (IB3)

Descriptive Summary

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Evidence

Rubric Statement 3: There is ongoing review and adaptation of evaluation and planning processes

Relevant Standards Language

1. The institution regularly evaluates the efficacy and currency of its planning processes, plans for, and makes changes as needed. (IB9)

Descriptive Summary

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Evidence

Rubric Statement 4: There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes

Relevant Accreditation Standards Language

1. The institution communicates the results of all its assessments broadly so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. (IB10)

Descriptive Summary

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Evidence



Cerro Coso Community College

Annual Assessment Report -- Student Learning Outcomes

Instructions

Submit a brief narrative analysis demonstrating the committee's assessment of the status of Student Learning Outcomes implementation at Cerro Coso Community College. This report is divided into sections representing the bulleted characteristics of ACCJC's Rubric for Evaluating Institutional Effectiveness. Part III of this Rubric comprises Student Learning Outcomes. ACCJC expects all member colleges to be at the implementation level of 'Sustainable Continuous Quality Improvement', the Rubric's highest level, for Student Learning Outcomes.

The committee is asked to provide a descriptive summary of how well the college meets the characteristics. Responses should be a concise explanation of what the college is currently doing in each of the identified areas. Concrete details can be referenced for illustrative purposes or qualitative or quantitative data cited as space permits. Responses should be written as if for an outside reader **and not exceed 300 words**.

In completing the report, the committee is asked to interpret the college's implementation level through the lens of Accreditation Standards cited for each characteristic. Language from these Standards is included under each section.

Finally, provide a list of evidence that may be cited to support and verify the statements made in the descriptive summary. The actual evidence does not need to be provided, but the list should be compiled as if it were—that is, carefully and specifically, not the kitchen-sink approach.

Rubric Statement 1: Student Learning Outcomes and assessment are ongoing, systematic, and used for continuous quality improvement

Relevant Standards Language

1. The institution assesses accomplishment of its mission through program review and evaluation of outcomes, goals, and objectives through analyses of quantitative and qualitative data disaggregated by program type and mode of delivery. (IB5)
2. The institution disaggregates and analyzes outcomes for subpopulations of students important to its mission. When the institution identifies performance gaps, it implements strategies, which may include human and fiscal resources, to mitigate those gaps and evaluates the efficacy of those strategies. (IB6)

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved course outlines that include student learning outcomes. (IIA4)

Descriptive Summary

Evidence

Rubric Statement 2: Dialogue about student learning is ongoing, pervasive, and robust

Relevant Standards Language

1. The institution demonstrates a substantive and collegial dialogue about student outcomes, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. (IB1)

Descriptive Summary

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Evidence

Rubric Statement 3: There is evaluation of student learning outcomes processes

Relevant Standards Language
1. The institution regularly evaluates the efficacy and currency of its planning processes, plans for, and makes changes as needed. (IB9)

Descriptive Summary

Evidence

Rubric Statement 4: Evaluation and fine-tuning of organizational structures to support student learning is ongoing

Relevant Standards Language

- 1. The institution uses assessment data, organizes its institutional processes and allocates resources to support student learning and student achievement. (IB4)

Descriptive Summary

Evidence

Rubric Statement 5: Student learning improvement is a visible priority in all practices and structures across the college

Relevant Standards Language

1. The institution communicates the results of all its assessments broadly so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. (IB10)
2. In every class section students receive a course syllabus that specifies at minimum learning outcomes associated with those in the institution's officially approved course outline. (IIA4)

Descriptive Summary

Evidence

Rubric Statement 6: Learning outcomes are specifically linked to program reviews

Relevant Standards Language

Descriptive Summary

Evidence



Cerro Coso Community College

Annual Assessment Report -- Program Review

Instructions

Submit a brief narrative analysis demonstrating the committee's assessment of the status of Program Review implementation at Cerro Coso Community College. This report is divided into sections representing the bulleted characteristics of ACCJC's Rubric for Evaluating Institutional Effectiveness. Part I of this Rubric comprises Program Review. ACCJC expects all member colleges to be at the implementation level of 'Sustainable Continuous Quality Improvement', the Rubric's highest level, for Program Review. The section items below are the bulleted characteristics of the Sustainable Continuous Quality Improvement level.

The committee is asked to provide a descriptive summary of how well the college meets the characteristics. Responses should be a concise explanation of what the college is currently doing in each of the identified areas. Concrete details can be referenced for illustrative purposes or qualitative or quantitative data cited as space permits. Responses should be written as if for an outside reader **and not exceed 300 words**.

In completing the report, the committee is asked to interpret the college's implementation level through the lens of Accreditation Standards cited for each characteristic. Language from these Standards is included under each section.

Finally, provide a list of evidence that may be cited to support and verify the statements made in the descriptive summary. The actual evidence does not need to be provided, but the list should be compiled as if it were—that is, carefully and specifically, not the kitchen-sink approach.

Rubric Statement 1: Program Review processes are ongoing, systematic and used to assess and improve student learning and achievement

Relevant Standards Language

1. The institution defines and assesses learning outcomes for all instructional programs and student and learning support services (IB2)
2. The institution assesses accomplishment of its mission through program review and evaluation of outcomes, goals, and objectives through analyses of quantitative and qualitative data disaggregated by program type and mode of delivery. (IB5)
3. The institution regularly evaluates its policies and practices in educational programs and

student and learning and support services, resources management, and governance to assure their effectiveness in supporting academic quality and accomplishment of mission. (IB7)

4. Faculty and others responsible for instructional courses, programs and directly related services act to continuously improve instructional programs and services through systematic evaluation to assure currency, improve teaching and learning strategies, and achieve stated learning outcomes. (IIA2)
5. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (IIB1)
6. The institution defines and assesses learning and other intended outcomes for library and learning support services and uses assessment data to continuously improve programs and services. (IIB11)

Descriptive Summary

Evidence

Rubric Statement 2: The institution reviews and refines its program review processes to improve institutional effectiveness

Relevant Standards Language

1. The institution regularly evaluates the efficacy and currency of its planning processes, plans, and makes changes as needed. (IB9)

Descriptive Summary**Evidence**

Rubric Statement 3: The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Relevant Standards Language

1. The institution demonstrates a substantive and collegial dialogue about student outcomes, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. (IB1)
2. The institution disaggregates and analyzes outcomes for subpopulations of students important to its mission. When the institution identifies performance gaps, it implements strategies, which may include human and fiscal resources, to mitigate those gaps and evaluates the efficacy of those strategies. (IB6)
3. The institution regularly evaluates and improves the quality and currency of all

instructional programs offered in the name of the institution, including collegiate, pre-collegiate, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve outcomes for students. (IIA17)

Descriptive Summary

Evidence