



Ends Policy I

Date: 2/5/02

Section 8.1

Revised: 3/24/05, 7/24/08
9/25/08, 1/22/09

Page 1 **of** 4

8.1 ENDS POLICY I

Establish a learning-centered college for our diverse communities that includes high-quality comprehensive education programs; varied instructional delivery strategies; comprehensive instruction and student services; collaborative partnerships responsive to business, industry, and government while demonstrating the achievement of stated student learning outcomes.

Monitoring report: Fontana Report (Accred. Standard III B)
Chino Report (Accred. Standard III B)

Planning document: Ends Policies (Accred. Standard I-IV)

8.1.1 Instruction and Student Services will be Incorporated into a Learning-Centered College Utilizing Varied Instructional Delivery Strategies

The district will annually review its programs and services with the goal of continually improving those programs and services to better serve its communities. Evaluation of these services will provide evidence that they contribute to the achievement of student learning outcomes.

Monitoring report: Program and Services Review (Accred. Standard II B I)
Learning Outcomes (Accred. Standard II B I, I B)
Workforce Development (Accred. Standard II 2)

8.1.2 Comprehensive Education Program

The district curriculum will be updated continually to reflect the needs of our diverse students and to respond to changes in technology, evolving occupational areas, and emerging fields of study.

The district will systematically assess instructional programs to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes.

Monitoring report: Curriculum Report (Accred. Standard II A)
Instruction Report (Accred. Standard II A)

Planning document: Curriculum Summary (Accred. Standard II A)



Ends Policy I

Date: 2/5/02

Section 8.1

Revised: 3/24/05, 7/24/08
9/25/08, 1/22/09

Page 2 **of** 4

8.1.3 Collaborative Partnerships

The district will establish and maintain collaborative partnerships with business, industry, and government agencies.

The district will create strategies to learn about the communities in the district. The board shall advocate for the college in the communities.

Monitoring report: Board Partnership (Accred. Standard IV B)
Outreach (Accred. Standard I B)
Report to the Community (Accred. Standard IV 2 e)

8.1.4 Continuous Improvement

The district will support student learning, assess how well learning is occurring, and make changes to improve learning.

The district will continually assess and improve operational processes, including educational programs, support and administrative services which support learning.

The district will assure the quality of student support services and will demonstrate that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Monitoring report: Program and Services Review (Accred. Standard II B I)
Learning Outcomes (Accred. Standard II B I, I B)

8.1.5 Learning Outcomes

The district will identify institutional student learning outcomes, including outcomes for courses, programs, certificates, courses, degrees, student services and management; assess student learning of those outcomes; and use assessment results to make improvements.

The district will develop institutional learning outcomes and demonstrate their effectiveness by establishing evidence of the achievement of student learning outcomes



Ends Policy I

Date: 2/5/02 **Section** 8.1

Revised: 3/24/05, 7/24/08 **Page** 3 **of** 4
9/25/08, 1/22/09

and using assessments as evidence for institutional and program performance improvements.

Monitoring report: Learning Outcomes (Accred. Standard II B I, I B)
Program and Services Review (Accred. Standard II B I)

8.1.6 Core Competencies

The district will identify the fundamental components any student will have to show competency in upon completion of their general education program (any associates degrees or certificates). Those fundamental components include the following:

Communication

Students will demonstrate effective communication and comprehensions skills. Examples will include, but are not limited to the following:

- Comprehend, analyze, and respond appropriately to oral, written and visual information.
- Effectively communicate/express information through speaking, writing and other appropriate modes of communication/expression.

Critical Thinking and Information Competency

Students will demonstrate critical thinking skills in problem solving across the disciplines and in daily life. Examples will include, but are not limited to the following:

- Identify vital questions, problems, or issues and evaluate the plausibility of a solution.
- Analyze, compose, and assess the validity of an argument.
- Compute and analyze multiple representations of quantitative information, including graphical, formulaic, numerical and verbal.
- Compare, contrast and analyze scientific processes and scientific observation.
- Select, analyze and evaluate the accuracy, credibility, and relevance of information sources.

Community/Global Awareness and Responsibility

Students will demonstrate knowledge of significant social, cultural, environmental and aesthetic perspectives. Examples will include, but are not limited to the following:



Chaffey Community
College District

5885 Haven Avenue
Rancho Cucamonga, CA 91737-3002

Ends Policies
Policy Category 8

Ends Policy I

Date: 2/5/02

Section 8.1

Revised: 3/24/05, 7/24/08
9/25/08, 1/22/09

Page 4 **of** 4

- Identify the social and ethical responsibilities of the individual in society.
- Demonstrate commitment to active citizenship by recognizing and evaluating important social, ecological, economical, and political issues.
- Students will demonstrate an understanding and appreciation for individual, social, and cultural diversity.

Personal, Academic, and Career Development

Students will assess their own knowledge, skills and abilities; set personal, educational, and career goals; work independently and in group settings; identify lifestyle choices that promote self reliance, financial literacy and physical, mental and social health. Examples will include, but are not limited to the following:

- Demonstrate professional and ethical responsibilities of the individual.
- Identify personal, academic, psychological, and social needs, determine resources and access appropriate services.
- Develop, implement, and evaluate progress towards achieving personal goals, academic goals, career goals, and career resilience.

Monitoring report: Program and Services Review (Accred. Standard II B I)
Learning Outcomes (Accred. Standard II B I, I B)