

# Shasta College Institutional Assessment Plan

## 1. Shasta College Mission Statement

Shasta College provides a diverse student population with open access to undergraduate educational programs and learning opportunities, thereby contributing to the social, cultural, creative, intellectual, and economic development of our communities. The District offers general education, transfer, and career-technical programs, and basic skills education. Shasta College provides opportunities for students to develop critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills. Comprehensive student services programs and community partnerships support student learning and personal development.

## 2. Purpose of the Institutional Assessment Plan

Assessment processes are integral to accomplishing the Shasta College Mission, an essential component of which are the seven Institutional Student Learning Outcomes identified by the college as key competencies that define a quality education (See Appendix A). The fundamental purpose of assessing outcomes at Shasta College is to improve teaching and learning. The purpose of this document is to:

- Define the principles that guide learning outcomes assessment
- Explain the integrated outcomes assessment cycle
- Outline roles and responsibilities at all levels of the institution
- Recommend improvements

The Institutional Assessment Plan is a living document that will be reviewed and revised as necessary by an Institutional Assessment Task Force periodically formed for that purpose, whose membership shall be appointed by the Student Learning Outcomes Committee, in conjunction with the SLO Coordinator(s) and Administrative Chair. This consistent review process ensures that Shasta College's assessment efforts are continually adapting and improving to meet the needs of the institution and the community.

## 3. Guiding Principles for Instructional Learning Outcomes

The following "Guiding Principles of SLO Assessment" adopted in Fall 2010 by the Academic Senate for California Community Colleges provide the philosophical framework for Learning Outcomes Assessment at Shasta College. Throughout the document, Shasta College practices that meet these goals will be highlighted.

**Principle One:** Faculty have the primary responsibility for developing assessment tools and determining the uses of data that are collected, and therefore faculty engagement and active involvement in SLO assessment is essential.

**Principle Two:** Outcomes assessment is a process that should involve all appropriate participants at each level of the college, not just select groups or individuals.

**Principle Three:** SLOs and SLO assessments should be connected to the overall culture of the college through the college vision or values statement, program review processes, and college curriculum, planning, and budgeting processes.

**Principle Four:** SLOs should be clearly mapped and aligned throughout a course sequence and among various levels (course, program, institution) to achieve the most efficient and effective assessment.

**Principle Five:** SLO assessment should be as authentic as possible and should be minimally intrusive to the educational experience of students and the instructional planning and performance of faculty.

**Principle Six:** Rather than relying on one assessment method for all situations, effective assessment may benefit from a variety of methods, even within a single course, that can respond to different learning outcomes, teaching styles, and student learning needs.

**Principle Seven:** Assessment data do not exist in a vacuum and must be analyzed alongside all other factors that may impact achievement outcomes.

**Principle Eight:** SLO Assessment processes and grading are different but mutually compatible activities and should complement rather than conflict with each other.

**Principle Nine:** Effective outcomes assessment requires a college commitment of sufficient staff and resources.

**Principle Ten:** SLO assessment of student learning outcomes is a process that is separate from faculty evaluation.

**Principle Eleven:** Faculty should engage in SLO development and assessment not because it is a requirement for accreditation but rather because it is a good professional practice that can benefit programs and students.

## 4. Integrated Assessment Planning at Shasta College: Dialog and Improvement across Campus

### **Shasta College Outcomes Assessment defined:**

**Learning outcomes assessment is an intentional, collaborative, and systematic practice of design, inquiry, and reflection to enhance students' learning at the course, program, and institutional levels.**

### *Assessment: Success through Integration of Outcomes*

Integrated assessment ensures that all Shasta College employees directly involved in student learning and success regularly evaluate their practices and improve them when necessary. Reflecting on and improving assessment focuses on what is best for our students, helping to increase student learning and success and narrow achievement gaps. Faculty, Student Support Services, and Library Services work together to assess and ensure that instruction, resources, and processes support student learning.

An institutionally integrated approach to learning outcomes assessment encourages instructors to design curricula to meet institutional student learning outcomes (ISLOs). A thoughtfully aligned assessment plan can improve teaching and learning while clarifying the connections between learning outcomes for individual courses, programs, and the institution.

Learning outcomes are not course grades and are not necessarily synonymous with course objectives. Learning outcomes assessment is only one component of a comprehensive assessment practice. Many of the assessments already used by faculty can and should be employed to measure specific learning outcomes. Learning outcomes assessment provides one pedagogical tool among many for inquiry, data-gathering, reflection, and improvement of teaching.

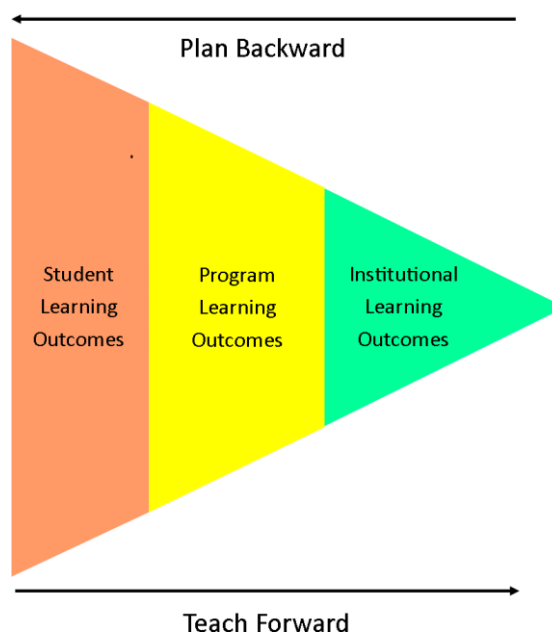
## Instructional Learning Outcomes Process

### *An Interrelated System of Instructional Assessment*

There are three levels of interrelated and linked instructional learning outcomes at Shasta College:

- ISLOs (Institutional Student Learning Outcomes) at the institutional level
- PLOs (Program Learning Outcomes) at the program level
- SLOs (Student Learning Outcomes) at the course level

The connection between each level is explicit. That is, course-level outcomes inform program-level outcomes, which subsequently inform institutional-level outcomes. Assessment information feeds up from each level to the next. Reporting at the course level provides feedback to the program and reporting at the program level provides feedback to the institution. Faculty should design course-level assessments with the end goal in mind, considering how their course-level SLOs contribute to the desired learning outcomes for the student at the course, program (if applicable), and institutional level; thus, backward design principles guide the creation and assessment of course-level SLOs.



### SLOs Defined

A SLO is a course-level statement about the knowledge, skills, attitudes, and abilities a student is expected to have upon successful completion of a course. SLO statements are created by faculty and can be revised without Curriculum Committee approval. Every syllabus at Shasta College must contain at least one Student Learning Outcome statement that reflects a combination of skills and knowledge in the course objectives. SLOs should be transparent to students and directly tied to a specific assessment.

### The Function of SLOs

When faculty report SLOs they contribute one small data point: the number of students whose performance on a single assessment met the expectations in the syllabus ~~at 70% or higher~~. This single data point can be an opportunity to improve teaching and learning. When faculty reflect on and evaluate student performance, it can generate conversation, inquiry, and innovation. The cycle becomes an iterative process, and when SLOs are tied to PLOs and ISLOs, the final step is much easier.

### The SLO Assessment Process

Course-level SLOs are collected in the Fall and Spring semesters for all courses taught by full-time faculty (except those in Program Review). Part-time faculty are offered a stipend for reporting. Each course reports at least one SLO result, consisting of one assessment aligned to one or more course objectives, although faculty can report up to five SLOs per course.

### The 6-Year SLO Cycle

Every five years, each program must conduct a year-long self-assessment, The *Comprehensive Instructional Program Review* (CIPR). SLO data is fundamental to this process, as this is where individual course outcomes combine to reflect a larger set of capabilities. When SLOs are tied to PLOs using curriculum maps, this data becomes invaluable in year six. During the self-study in year six, faculty have five years of course-level improvements to inform future plans.

### PLOs Defined

A program learning outcome (PLO) is a measurable statement about the knowledge, skills, attitudes, and abilities a student is expected to have upon successful completion of requirements for the degree or certificate. PLOs are sometimes defined by outside organizations, as in the health professions, but they are also important for general education transfer degrees, to articulate with 4-year universities ~~University system (CSUs)~~. Faculty are responsible for crafting PLO statements that reflect a combination of skills directly aligned to the courses in that program. PLO revisions must be approved by the Curriculum Committee and the CA Community College Chancellor's Office.

### The Function of PLOs

Program Learning Outcomes should be tied directly to academic and industry-driven knowledge and skills. Students majoring in a degree or completing a certificate must rely on faculty expertise when enrolling in a program. PLOs represent the totality of what a student should know and be able to do upon graduation. Faculty are encouraged to collaborate using curriculum maps, a tool for aligning SLOs to PLOs. By making connections between course outcomes and program outcomes, faculty have an opportunity to be intentional about assessment, making it more equitable, inclusive, accessible, and authentic. (All Faculty Coordinators have access to curriculum maps in SharePoint.)

### The PLO Cycle

PLO data can be collected by faculty as often as desired. Data will be reviewed in year 6, during the CIPR cycle. When faculty report student outcomes at the course level, each of those outcomes should align with one or more program-level outcomes. Since SLO results accrue every semester, PLO results should also accrue. As faculty work to improve SLO results, PLO results should also improve. And since PLOs represent broad, academic- and industry-driven skills, they are easily aligned to Institutional Learning Outcomes, (ISLOs). PLOs can be measured separately, the same way SLOs are measured. Faculty using Canvas (even as a gradebook), can report outcomes at all levels.

### ISLOs Defined

Institutional Student Learning Outcomes (ISLOs) are statements about the knowledge, skills, attitudes, and abilities a student is expected to develop because of their total experience with any aspect of the college, including courses, programs, and student services. ISLOs help to clarify our mission to ourselves and our students. Shasta College has seven ISLOs: Critical Thinking, Quantitative Reasoning, Effective Communication, Information Competency, Community and Global Awareness, Workplace Skills, and Self-Efficacy (see Appendix A).

### Function of ISLOs

ISLOs represent skills necessary for a functioning economy and an informed citizenry. Faculty can and should be collecting this data. Reflecting on ISLOs provides faculty an opportunity to collaborate across disciplines. Ideally, all degree pathways, when combined with general education, should align to all seven Institutional Outcomes.

### ISLO Cycle

Non-instructional Institutional Learning Outcomes are reported by Student Services and the Library annually using multiple sources (see section below). The seven ISLOs are tracked annually using a student self-assessment. When petitioning to graduate, students reflect on their own growth on each of the seven

outcome areas (see Appendix A). Faculty could be collecting meaningful data using the methods and tools already in use.

### Program Review and Area Planning

No assessment system is complete on its own; outcome data must be integrated into other institutional systems devoted to accountability and planning. This integration helps direct focus and resources where they will be most effective. At Shasta College, assessment is coordinated with Program Review and Annual Planning.

Collecting meaningful outcome data is central to program evaluation and strategic planning. Good data can point to resources needed such as equipment, technology, learning support, or faculty development. As faculty review program data during the sixth year of the CIPR self-study, they can set goals to be achieved over the next five years and use those goals (and accomplishments) to monitor progress and plan for the future. In this way, outcomes are truly integrated into a larger process of self-reflection and continuous improvement.

## Library and Student Service Outcomes

### Library Outcomes

#### Library Services Student Learning Outcomes (Library SLOs) and Process

A Library Student Learning Outcome is a statement about the knowledge, skills, attitudes and abilities a student is expected to have upon successfully participating in instructional activities associated with the library such as library instruction sessions, *Introduction to Research* canvas mini-course, workshops, and appointments with librarians.

- Data is collected through surveys and quizzes.
- Librarians meet to discuss aggregate data and means of improvement as part of the yearly planning process.

#### Library Service Area Outcomes and Process

Library service area outcomes are designed to support student success and improve institutional effectiveness. Service area outcomes include student, faculty, and staff satisfaction of services, as well as student success metrics.

- Library service area outcomes are assessed primarily through student success metrics and periodic institutional surveys.
- Librarians and classified professionals meet to discuss the data, celebrate achievements, and suggest improvements as part of the yearly planning process.

#### Library ISLO Process

- SAOs/SLOs are mapped to ISLOs.

## Student Services Outcomes

The Student Services Division assesses Service Area Outcomes (SAOs) and Student Service Learning Outcomes (SSLOs).

### Service Area Outcomes (SAOs)

Service Area Outcomes occur across campus and are designed to assess and improve institutional effectiveness. SAOs measure the extent to which the services within specific areas support the pathway to student success. A SAO is a statement about what a customer will experience or receive as a result of a given service. A customer can be anyone receiving a service, including students, faculty, staff or community members.

Each service area should have outcomes defined that focus on either:

- **process** - Are services being provided efficiently, accurately and equitably? OR
- **satisfaction** - What is the quality of support being provided by the program/department?

### Student Services Learning Outcomes (SSLOs)

A Student Services Learning Outcome (SSLO) is a statement about the knowledge, skills, attitudes and abilities a student is expected to have upon successful completion of a student services activity (e.g., counseling appointment, orientation, assessment, field trip).

### SAO/SSLO Process: Assessment

#### Common Survey

Student Services departments will gather SAO through the Ruffalo Noel Levitz Student Satisfaction Inventory that will be distributed campus-wide (students and staff) every other fall beginning fall 2021.

The following departments have specific survey questions which are mapped to area SAOs:

- Admissions and Records / Financial Aid (One-Stop)
- Counseling Center
- Career Center

Departments will review the difference between the perception of “importance” and “satisfaction”. Differences that are 14% or less are defined as meeting the SAO standard.

Individual departments may use individual or summary items as a proxy for “satisfaction”.

#### Student Success Metrics

The following Student Services Programs will use the dataset located at I:Everyone/Student Services/Student Services Council/ to assess department SAOs and “Student Success Metrics / Core Outcomes” that are connected to the *Vision for Success* and the Shasta College Strategic Plan.

EOPS/CARE/CalWORKs

Gateway to College

PACE

SCI\*FI

STEP-UP

Student Success Center

TRIO

UMOJA

Veterans

**Persistence.** At least 75% of the students in this service area are retained from fall to spring at Shasta College in the selected year, excluding students who completed an award or transferred to a postsecondary institution.

**Course Success.** Students in this service area achieved a course success rate of at least 75% in the selected year.

**Transfer Level English.** At least 15% of the students in this service area have completed transfer-level English in their first academic year of credit enrollment at Shasta College.

**Transfer Level Math.** At least 15% of the students in this service area have completed transfer-level math

in their first academic year of credit enrollment at Shasta College.

**Unit Threshold.** At least 15% of the students in this service area have successfully completed 24 or more degree-applicable units in the selected year at Shasta College.

**“Time of Service” Assessments:** Individual departments may develop separate instruments to gather SAO / SSLO data at the time of service (e.g., Transfer Center field trips, Counseling department surveys, One-Stop “point of service” surveys, etc.) Foster and Kinship Care Education, Testing Center, Transfer Center, Health and Wellness Center, Student Housing, Student Life, TRIO Student Support Services, TRIO Talent Search and TRIO Upward Bound may gather SAO/SSLO data as appropriate to the individual programs.

### SAO/SSLO Process: Reflection

Each spring, each department will review outcome results and discuss strengths and “areas of growth”. Departments will develop steps to address “areas of growth”. The “application of results” – a summary of these conversations, conclusions, and next steps – is reported through Student Services Council by the end of each spring semester.

SAO/SSLO results will inform annual area plan initiatives the following fall. Reassessment will occur on a two-year cycle after the implementation of updated services or processes.

Student Services managers will propose changes to SAOs or SSLOs as necessary. The Student Services Council will review and approve recommended changes.

### ISLO Process

SAOs/SSLOs are mapped to ISLOs. Student Services will collaborate with the SLO Committee to assess applicable ISLOs.

### Training

SAO/SSLO training will be provided during Student Services Council once each year. The VP of Student Services serves as the liaison to the SLO Coordinator and SLO Committee.

### Department Program Review

Departments will complete departmental program reviews every five years. Department reviews will inform annual area plan initiatives and the results of annual area plan assessments will be included in department reviews.

#### **Program Evaluation Cycle 2019-2020**

- Admissions and Records / Financial Aid (One-Stop)
- New Applicant Outreach
- Shasta Summit
- Extended Education
- Student Success Center

#### **2020-2021**

- Testing Center
- Transfer Center

- TRIO Student Support Services
- Veterans Center

#### **2021-2022**

- CalWORKs
- EOPS/CARE/SCI\*FI
- Foster and Kinship Care Education

#### **2022-2023**

- TRIO Talent Search
- TRIO Upward Bound
- Gateway to College
- Health and Wellness

#### **2023-2024**

- Counseling Center
- STEP-UP
- UMOJA
- PACE

#### **2024-2025**

- Admissions and Records / Financial Aid (One-Stop)
- New Applicant Outreach
- Extended Education
- Student Success Center

#### **2025-2026 ... Repeat cycle**

The following departments will complete department reviews and may submit annual area plan initiatives:

- Admissions and Records / Financial Aid (One-Stop)
- CalWORKS
- College Corps
- Counseling
- EOPS/CARE
- Foster and Kinship Care Education
- Gateway to College
- Health and Wellness
- PACE
- Sci\*Fi
- STEP-UP
- Student Housing
- Student Life
- Student Success Center
- Testing Center
- Transfer Center
- TRIO Student Support Services
- TRIO Talent Search
- TRIO Upward Bound
- Veterans Center



- UMOJA

## Roles and Responsibilities

### Faculty

Faculty play a crucial role in instructional learning outcomes assessment. Learning outcomes assessment is essential to good teaching. It encourages faculty to reflect on how to maximize student learning using intentional and effective design practices. The primary role of faculty in the assessment process is to consider how course assessments lead to the knowledge, skills, abilities, or attitudes students should gain from a specific course, and to align course outcomes to program and institutional outcomes. To this end, This systematic process provides one means of pursuing excellence in the classroom through consistent assessment and subsequent improvement.

### What faculty can do:

- Develop and revise course-level SLO statements
- Complete Curriculum Maps to align SLOs to PLOs and ISLOs
- Complete a self-paced 2-hour module in Canvas Outcomes and Assessment
- Regularly collaborate and experiment with colleagues on what works
- Take advantage of opportunities to reflect on student outcomes to improve teaching
- Get one-on-one support from SLO Coordinators and Committee Representatives
- Attend a Flex workshop on improving outcomes

### SLO Coordinators

The Academic Senate provides 50% release time for one SLO Coordinator. Faculty sometimes choose to split the duties between two co-coordinators. The SLO Coordinator(s) are responsible for providing leadership and guidance to faculty and staff for the development, assessment, and ongoing sustainability of student learning outcomes at the course, program, and institutional levels. The role of the Student Learning Outcomes Coordinator(s) includes:

- Serve as co-chair of the SLO Committee and take a leadership position in related goal setting
- Work collaboratively with the Academic Senate, Office of Instruction, Faculty Excellence Committee, Program Review Committee, SLO Committee, and Institutional Research
- Coordinate with Academic Senate and College Council to update and maintain currency of the Institutional Assessment Plan (IAP).
- Provide educational and training activities to improve assessment practices
- Collaborate with non-instructional efforts to gather data on the student experience
- Provide support for faculty on reporting assessment results
- Maintain the SLO Committee webpage, the Learning Outcomes Resource Center, and Canvas Outcomes and Assessment course
- Regularly update the Vice President of Instruction, the Academic Senate, and other groups on assessment goals and progress
- Keep current on assessment policies and practices at the state and local level and actively disseminate this knowledge to faculty, staff, and administrators
- Document and report assessment strategies and results to ACCJC

### SLO Committee

The Student Learning Outcomes (SLO) Committee is a standing subcommittee of the Faculty Excellence Committee, which is a standing committee of the Academic Senate. The Academic Senate, acting through the Executive Committee, relies primarily upon the recommendations of the SLO Committee for matters concerning Learning Outcomes. The goals of the SLO Committee are:

1. To provide guidelines and standards for the implementation of the SLO Cycle at the course, degree, certificate, and institutional level.
2. To provide resources in support of the SLO process and to assess needs for additional campus-wide resources in support of the SLO process, making recommendations and requests, as appropriate.
3. To initiate campus-wide communication on the SLO process, including dissemination of information as well as interactive dialogue.
4. To research and make recommendations on the inclusion of SLOs into institutional decision-making processes.

Each year the SLO Committee approves a Scope of Work in pursuit of these goals. The current Scope of Work can be found on the SLO Committee website: <https://www.shastacollege.edu/about/leadership-organization/participatory-committees/slo-committee/>

### SLO Accountability

The SLO Committee Representatives and Coordinators follow a process for establishing goals and reporting on activities. This process represents the general flow of the Committee's work and how it is documented.

- At the beginning of Fall semester, the SLO Committee establishes a Scope of Work which is submitted to the Academic Senate, the Faculty Excellence Committee, and the Board of Trustees.
- All projects in the Scope of Work are aligned to the Committee's goals in the Constitution and By-Laws (see Appendix B)
- Throughout the semester, SLO Coordinators and Committee Representatives offer workshops, one-on-one coaching, flex day activities, and division updates
- At the end of the semester a report on activities is submitted to the Academic Senate, the Faculty Excellence Committee, and the Board of Trustees
- All committee agendas and minutes are posted on the website 72 hours in advance, and all Committee meetings are held in person
- SLO Coordinators provide documentation for accreditation reports as needed
- SLO Committee will periodically establish a task force to revise the IAP and circulate it for approval from College Council.

### Faculty Coordinators

Faculty Coordinators are in a unique position to support faculty with assessment-related questions and guide them to the appropriate resources. Faculty coordinators (sometimes called Area Coordinators), can assist area faculty with learning outcomes in the following ways:

- Direct faculty with assessment-related questions to the SLO Coordinator
- Support the coordination of assessment efforts for individual departments or areas
- Support area faculty submission of course-level assessment results
- Periodically review mapping of SLOs/PLOs/ISLOs in individual departments or areas and connect area faculty to resources (SLO Coordinator, Institutional Research) who can assist with mapping

### Deans

As academic administrators tasked with the daily operations of a division, Deans can support institutional assessment in the following ways:

- Ensure time at division meetings for assessment-related updates
- Support and disseminate professional development opportunities related to assessment
- Ensure new faculty receive information about assessment duties

### Academic Senate

The SLO Committee reports directly to the Academic Senate and the Coordinators take direction from the Senate in the development of policies and procedures surrounding SLOs, PLOs, and ISLOs.

Ways the Academic Senate can support assessment practices:

- Promote the importance of faculty participation in data collection
- Support efforts to make data meaningful and learning visible
- Encourage faculty efforts to collaborate on assessment
- Participate in periodic review and revision of the IAP
- Represent SLO to the Board of Trustees (President)

### Faculty Excellence Committee

The Faculty Excellence Committee provides direct oversight of the Student Learning Outcomes Committee.

Ways the FEC can support assessment practices:

- Offer outcomes workshops at all mandatory flex days
- Support faculty efforts to collaborate on assessment
- Promote Communities of Practice (COPs) focused on improving student outcomes

### Office of Institutional Research

Institutional Research plays a key role in data collection and management when it comes to assessment.

Responsibilities related to outcomes assessment include:

- Provide accessible information regarding data trends
- Provide assistance with SLO data collection and reporting
- Provide data in support of program review, area planning, and resource allocation
- Provide adequate staffing to support faculty research requests
- Perform additional assessments based on faculty need including focus groups, surveys, etc.

### Program Review Committee

The Program Review Committee (PRC) regularly reviews all academic programs offered by the district. Programs are reviewed every 6 years (with the exception of university studies and general studies), and all programs come before the PRC every other cycle (thus, every four years).

- Review Program Reviews every other cycle (i.e., every four years).
- Review and discusses a program's PLO assessment results as one component of the program's efforts to improve student learning.

### Student Services SAO/SSLO Liaison

- Coordinate outcomes assessment among Student Services areas
- Collaborate with the Research Department on developing assessment instruments
- Provide information for yearly outcomes assessment report to Academic Senate and College Council

## Recommendations for improvement

The following recommendations have been identified by the Student Learning Outcomes Committee:

1. RECOMMENDED, HIGH PRIORITY: Improved Assessment Management System

One obstacle to faculty participation in reporting SLO data comes from the lack of user-friendly software that translates and displays student outcomes. Without meaningful engagement with the data, faculty view this step as an annoying chore. There are several products in use at a variety of community colleges in California.

What's needed:

- ✓ Data visualization tools that chart/graph outcomes over longer periods (multi-year) and allow faculty to see aggregate data from multi-section courses.
- ✓ A faculty dashboard so individual faculty can see and find results from their own courses, and easily identify assessment-related tasks to be completed
- ✓ A system that aggregates data so that assessments at the section SLO aggregate to the course level, course level data aggregates to the program level, and program level data aggregates to the institution level
- ✓ SLOs recorded at the section level so that data can be disaggregated for meaningful analysis and to meet accreditation standards

# Appendix A

## Shasta College Institutional Student Learning Outcomes

The following guidelines outline the meaning and intent of the seven different ISLO categories, are not meant to be comprehensive, and may be changed and/or enhanced as the need arises. The Academic Senate oversees the development and evolution of these guidelines.

**1. Critical Thinking is the ability to comprehend, communicate, or engage in problem-solving or strategy-building techniques. This includes but is not limited to the ability to:**

Think Creatively:

- Apply principles to new situations
- See relationships between different situations
- Brainstorm effectively

Analyze:

- Compare and contrast ideas, concepts, and principles or theories
- Apply logical reasoning to draw conclusions
- Analyze arguments, assumptions and methods

Solve Problems:

- Understand and analyze the problem
- Analyze the issues surrounding the problem
- Clarify goals
- Make decisions and evaluate results

**2. Information Competency is the ability to find, evaluate, use, and communicate information in all its various formats. This includes but is not limited to the ability to:**

Research:

- Recognize and articulate the need for information
- Determine information requirements in various disciplines for research questions, problems, or issues
- Identify potential sources of appropriate and credible information
- Locate and retrieve information using available information tools and technology

Evaluate Information:

- Organize information
- Evaluate retrieved information on the basis of reliability, accuracy, authority, appropriateness, timeliness, and point of view or bias
- Recognize statistically sound information
- Interpret and synthesize information
- Make inferences from valid data

**3. Effective Communication is the ability to effectively use written, oral, and nonverbal communication. This includes but is not limited to the ability to:**

**Read:**

- Comprehend written information
- Compare and contrast

**Write:**

- Convey accurate information in writing
- Express thoughts, ideas, and feelings using civil discourse
- Edit and revise written work

**Listen Actively:**

- Ask meaningful questions
- Respond appropriately

**Present/Converse:**

- Construct oral messages appropriate to particular communication situations
- Participate effectively in discussions
- Express thoughts, ideas, and feelings using civil discourse

**Advocate:**

- Identify key points in a dispute
- Identify and rank relevant values
- Conduct effective cross-examinations, both as questioner and respondent
- Construct valid arguments using the appropriate stock issues
- Identify weaknesses in an opponent's position and refute them
- Respond and rebut attacks or criticism of one's position

**4. Quantitative Reasoning is the ability to use appropriate mathematical methods. This includes but is not limited to the ability to:****Measure:**

- Identify the accuracy of the measuring device
- Estimate the uncertainty associated with measured quantities
- Use standard statistical conventions for assigning a value to a measurement

**Compute:**

- Use basic mathematics to perform mathematical operations
- Estimate answers using reasonable strategies
- Use significant figures appropriately when operating with measured quantities
- Estimate uncertainty of a dependent quantity by error propagation of its variables
- Use a calculator to evaluate expressions

**Solve Problems:**

- Interpret the problem
- Make a plan and decide which mathematical model to use
- Use appropriate mathematical methods to arrive at the correct answer
- Recognize the limits of different mathematical methods
- Check solutions for reasonableness

**Read and Interpret Data:**

- Interpret graphs, tables, charts, and text to extract data

- Make inferences from valid data
- Use graphing technology to analyze and predict behaviors

**5. Self-Efficacy is the confidence and ability to perform the courses of action required to effectively meet personal, social, academic, and professional goals. This includes but is not limited to:**

Self-Awareness and Accountability:

- Recognize and accept consequences of decisions
- Be aware of and take control of one's own learning
- Meet deadlines and complete tasks
- Commit to lifelong learning
- Recognize strengths and weaknesses

Physical Health:

- Manage personal health and well-being

**6. Workplace Skills provide the ability to perform effectively at work. They include but are not limited to:**

Technological Skills:

- Select appropriate technology
- Apply technology to a task
- Maintain and troubleshoot equipment

Teamwork:

- Negotiate
- Participate as a member of a team
- Resolve conflict

Workplace Effectiveness:

- Time Management
- Knowledge of industry standards

**7. Community and Global Awareness includes an understanding of community and global issues and cross-cultural awareness. This includes but is not limited to:**

Cultural Awareness:

- Understand the perspectives of diverse groups
- Appreciate the contributions of diverse groups
- Respect the needs, difficulties, and rights of diverse groups

Civic Awareness:

- Appreciate the importance of public service
- Understand the grounds of civic duty

Environmental Awareness:

- Understand current environmental issues

# Appendix B

## Constitution and By-Laws of the Academic Senate Student Learning Outcomes Committee

### Shasta-Tehama-Trinity Joint Community College District

#### Constitution

.....Column Break.....**Adopted 2/2/2017**

This committee shall be known as the Student Learning Outcomes Committee to the Shasta-Tehama- Trinity Joint Community College District.

The purpose of the Student Learning Outcomes (SLO) Committee of the Academic Senate of Shasta College is to oversee the SLO process at Shasta College as it relates to academic and professional matters typically addressed by the Senate.

#### By-Laws

#### **ARTICLE I**

**MEMBERSHIP:** The committee will consist of 10 voting members. Representation will be as follows:

- 5 Faculty division representatives (following Senate allocations)
- 3 at-large Faculty representatives, including 1 part-time faculty representative
- 1 non-instructional Faculty representative
- 1 Faculty Co-Chair
- 1 Administrative Co-Chair

**NON-VOTING MEMBERSHIP:** Any Shasta College staff, faculty, or students may attend meetings.

**OFFICERS:** The faculty SLO Coordinator will serve as Faculty Co-Chair of the Committee. One Administrator will serve as Co-Chair.

**QUORUM:** For the purpose of voting, a majority of seated committee members is required.

#### **ARTICLE II**

**APPOINTMENT TO COMMITTEE:** Each group (as listed in ARTICLE I: MEMBERSHIP) represented in the committee will recommend its representative member.

**MEETINGS:** At least four meetings will be held per semester, with additional meetings as needed.

The faculty co-chair will preside at the committee meetings and, as an ex-officio member of the

Executive Committee of the Academic Senate, will be responsible for informing the Executive



Committee of the committee activities. All actions of the SLO Committee requiring Shasta College

Governing Board action must be approved by the Executive Committee of the Academic Senate before transmission by the Academic Senate President, or designee, to the board.

TERMS OF MEMBERSHIP: Term of membership will be 2 academic years. Members may serve multiple terms.

### **ARTICLE III**

AD HOC COMMITTEES: The Executive Committee may recommend the formation of ad hoc committees to address issues of particular concern.

### **ARTICLE IV**

GOALS:

1. To provide guidelines and standards for the implementation of the SLO Cycle at the course, degree, certificate, and institutional level.
2. To provide resources in support of the SLO process and to assess needs for additional campus-wide resources in support of the SLO process, making recommendations and requests, as appropriate.
3. To initiate campus-wide communication on the SLO process, including dissemination of information as well as interactive dialogue.
4. To research and make recommendations on the inclusion of SLOs into institutional decision-making processes.