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**Indirect assessment.** Indirect assessments are sometimes called secondary data because they indirectly measure student performance. For instance, certificate or degree completion data provide indirect evidence of student learning but do not directly indicate what a student actually learned.

**Institutional Student Learning Outcomes (ISLO).** Institutional Student Learning Outcomes are the knowledge, skills, and abilities a student is expected to leave an institution with as a result of a student’s total experience with any aspect of the college including courses, programs and student services.

**Learning Outcome.** A Learning Outcome is a statement about the knowledge, skills, attitudes and abilities a student is expected to have upon successful completion of an academic activity. A Learning Outcome is expressed using active verbs and is stated in terms that make it measurable.

**Learning Outcomes Assessment Cycle.** The assessment cycle refers to the process called closing the loop and consists of five steps:

- Step 1. Develop, review, or revise the Learning Outcome
- Step 2. Develop, review or revise an assessment method for the Learning Outcome
- Step 3. Assess the Learning Outcome
- Step 4. Analyze the assessment results
- Step 5. Apply the results to improve outcomes and then assess the effectiveness of these improvements

**Library Student Learning Outcome.** A Library Student Learning Outcome is a statement about what a student will think, know, feel or be able to do as a result of successfully using library services. An SLO starts with the phrase, “Upon successful library instruction or use of library resources or services, a student should be able to ...”

**Objectives.** Objectives are small steps that lead toward a goal, for instance the discrete course content that faculty cover within a discipline.

**Program.** In Title 5 §55000(g), a “Program” is defined as a cohesive set of courses that result in a certificate or degree and basic skills.

**Program Learning Outcomes.** Each degree or certificate program must have a comprehensive list of Program Learning Outcomes (PLOs) describing the skills gained through successful completion of the program. Each Program Learning Outcome in the comprehensive list is a measurable statement about the knowledge, skills, attitudes, and abilities a student is expected to have upon successful completion of the requirements for the degree or certificate.

**Rubric.** A rubric is a set of criteria used to determine scoring for an assignment, performance, or product. Rubrics may be holistic, not based upon strict numerical values which provide general guidance. Other rubrics are analytical, assigning specific scoring point values for each criterion often as a matrix of primary traits on one axis and rating scales of performance on the other axis. A rubric can improve the consistency and accuracy of assessments conducted across multiple settings. Rubrics also offer students a clear guide of what is expected in each assignment/assessment.

**Service Area Outcomes (SAO).** Service Area Outcomes (SAOs) occur across campus and are designed to assess and improve institutional effectiveness. SAOs measure the extent to which the services within specific areas enhance a supportive learning environment and support the pathway to student success.

**Student Learning Outcome (SLO).** Student learning outcomes (SLOs) are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge, skills, attitudes and abilities that provide evidence that learning has occurred as a result of a course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library). SLOs describe a student's ability to synthesize many discrete skills using higher level thinking skills and to produce something that asks them to apply what they've learned. SLOs usually encompass a gathering together of smaller discrete objectives through analysis, evaluation and synthesis into more sophisticated skills and abilities.

**Student Services Learning Outcome.** 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). An SSLO starts with the phrase, "Upon successful completion of this activity a student should be able to ..."

## Appendix I— Memorandum of Understanding regarding FLEX Credit

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**SHASTA COLLEGE  
MEMORANDUM OF UNDERSTANDING  
December 15, 2011**

This memorandum of understanding is between the Shasta-Tehama-Trinity Joint Community College District (District) and the Shasta College Faculty Association (Association) for the 2011-2012 academic year.

Full-time faculty members are obligated to perform six hours of individual professional development annually as part of the Flex obligation. These hours can be fulfilled by attending workshops coordinated or sponsored by the *Invest in Our People* Committee and/or by participation in an approved individual professional development activity. These hours must be scheduled outside of regular working hours.

For the Spring semester 2012, one option for full-time faculty members is to use up to six hours of professional development time to complete the Student Learning Outcomes (SLOs) for all of their courses. The approved SLOs will be processed upon verification of up to six hours of individual flex credit using the individual flex credit form.

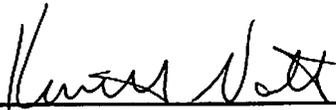
A full-time faculty member who chooses to participate in the SLO process as part of a departmental or existing Flex day activity is not restricted by this agreement if they wish to participate in other approved individual professional development activities. The individual flex requirement for full-time faculty is 6 hours for those who choose not to participate in SLOs.

For Spring semester 2012, in courses taught solely by a part-time faculty member, that faculty member will be compensated for two hours of flex credit for completion of the SLOs for the courses he/she teaches.

SIGNED and DATED:

  
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Joe Wyse  
District Superintendent/President

2/3/12

  
\_\_\_\_\_  
Ken Nolte, President  
Faculty Association

2/2/12