



Institutional Student Learning Outcomes (Revised in 2015- 2016)

Upon completing an A.A./ A.S. degree and/or transfer preparation, students will show evidence of ability in the following core competency areas:

CRITICAL THINKING: STUDENTS WILL BE ABLE TO DEMONSTRATE CRITICAL THINKING SKILLS IN PROBLEM SOLVING ACROSS THE DISCIPLINES AND IN DAILY LIFE.

Critical thinking includes the ability to:

- support claims with relevant and credible evidence.
- develop awareness of and ability to respond to bias.
- apply accurate and logical analysis to achieve desired outcome.

EFFECTIVE COMMUNICATION: STUDENTS WILL BE ABLE TO COMMUNICATE AND COMPREHEND EFFECTIVELY.

Effective communication includes the ability to:

- analyze and comprehend oral, written, and other sensory information.
- effectively construct and deliver a message to express ideas through speaking or writing.
- provide appropriate responses to establish shared meaning.
- demonstrate appropriate social skills in group settings, being receptive to alternative ideas and feelings.

CITIZENSHIP: STUDENTS WILL BE ABLE TO USE KNOWLEDGE ACQUIRED FROM THEIR EXPERIENCES AT THIS COLLEGE TO BE ETHICALLY RESPONSIBLE, CULTURALLY PROFICIENT CITIZENS, INFORMED AND INVOLVED IN CIVIC AFFAIRS LOCALLY, NATIONALLY, AND GLOBALLY.

Citizenship includes the ability to:

- demonstrate an understanding of their individual role in an interconnected world about a range of global issues.
- demonstrate an understanding of how global, national and local organizations, ideas, and issues are interconnected (e.g., social, cultural, economic, political, and environmental).

- demonstrate scientific literacy concerning a range of global issues.
- demonstrate awareness and sensitivity about how their perspectives are shaped by their experiences and cultural values.
- articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.
- recognize and apply ethical perspectives.
- facilitate a positive, supportive group environment through demonstrated collegiality and leadership.
- demonstrate commitment to active citizenship.

**INFORMATION LITERACY: STUDENTS WILL BE ABLE TO DEMONSTRATE SKILLS
CENTRAL TO INFORMATION LITERACY.**

Information literacy includes the ability to:

- effectively locate and access information in numerous formats using a variety of appropriate search tools.
- evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.
- use information ethically and legally.

**LIFELONG WELLNESS: STUDENTS WILL BE ABLE TO DEMONSTRATE AN
UNDERSTANDING OF LIFELONG WELLNESS THROUGH PHYSICAL FITNESS AND
PERSONAL DEVELOPMENT.**

Lifelong wellness includes the ability to:

- demonstrate an understanding of physical fitness and its role in lifelong wellness.
- take responsibility for identifying personal needs, determining resources, and accessing appropriate services for academic success.
- exhibit resilience by embracing effort as a path to mastery, persisting in the face of setbacks, and acknowledging and overcoming challenges.
- develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.

Revision History:

- 1) Academic Senate approved the original draft as is on February 23, 2007.
- 2) Student Services SLOAC leaders gave feedback on March 27, 2007—recommended giving the list a more encompassing title; recommended following MESA’s lead in adding SLOs that explicitly address multiculturalism, technology, and personal development. (Present were Lori Adrian, Regina Morrison, Pablo Gonzalez, Amory Cariadus, Mandy Liang, and Sherri Hancock.)
- 3) Student Services Council gave feedback on March 28, 2007—echoed the sentiments of the SS SLOAC leaders about the title; also wanted to expand the category of “Lifelong Wellness” into “Personal Development” as well. (Present were Lori Adrian, Lynn Douglas, Amory Cariadus, Carla Campillo, Pablo Gonzalez, Maria Escobar, Interim Counseling Dean Carleen Gibson, Sherri Hancock, Kenny Gonzalez, Joyce Lee, Sue Lorenzo, Kennya Zepeda, Linda Van Sciver.)
- 4) Counselors gave feedback on April 18, 2007—suggested a brief explanation of this document’s intent (Present were Linda Rosa Corazon, Joyce Lee, Carla Campillo, Melissa Komadina, Interim Dean Carlene Gibson, Eric Larson, Don Biederman, and Nate Nevado.)
- 5) Institutional Leaders Team gave feedback on April 23, 2007—expressed the need for categories that have a more explicit connection with Title V/ GE requirements (Present were Regina Stanback-Stroud, Donna Bestock, Joe Morello, Connie Beringer, and Richard Soyombo)
- 6) ASSC gave feedback on April 25, 2007-- generally okay with the list, but they were more concerned with being held accountable to standards that aren’t necessarily addressed in their classes. One student also recommended that an SLO about time management be added. (Present were Luis Padilla, Silvia Cervantes, Lindsay D’Amico, Angelica Gacutan, Jonathan Vasquez, Tracy Bailey, James Duncan, Lauren Hernandez, Jessica Hui, Hiroko Kobayashi, Anastasia Kuzina, Caitlin Murphy, Amy Windley, Renee Wong, and Amory Cariadus.)
- 7) An open forum, “Tea Time with the SLOAC Steering Committee,” was held on May 3. The primary concern was that cultural sensitivity/ tolerance wasn’t explicit enough. (Present were Pat Deamer, Jan Fosberg, Hilda Fernandez, Dennis Wolbers, Karen Wong.)

- 8) The SLOAC Steering Committee finalized a draft on May 7, 2007—created overarching statements that encompass the SLOs, with bullet points serving as more precise explanations; decided to label them as institutional outcomes with the caveat that a paragraph further define them as core competencies since institutional outcomes will follow the parallel structure of course level SLOs, program level SLOs, and then institutional SLOs.
- 9) In the Fall 2007, the SLOAC Steering Committee revisited the current draft. At the October 29th meeting, they approved two bullet points to “Citizenship” after considerable discussion. They also voted to delete the “Aesthetic Judgment” outcome after determining that not all AA/AS bound students are required to enroll in a course that fulfills that SLO.
- 10) In the Spring 2009, the SLOAC Steering Committee revised the current draft. At the January 26th meeting, they approved revising the first bullet point under “Effective Communication” so that it would encompass students’ responses to any form of artistic expression, not just the visual. At the February 4 meeting, the Classified Council approved of the revision. At the February 9 meeting, the Instructional Leadership Team approved of the revision. At the February 18 meeting, the Curriculum Committee approved of the revision. At the February 27 meeting, the Academic Senate approved of the revision. At the March 9 meeting, the Student Services Council approved of the revision.
- 11) In the Fall 2010, the SLOAC Steering Committee revised the current draft. Information and computer literacy were split into separate ISLOs since they measure entirely different skill sets. Personal wellness was revised to accommodate the assessment.
- 12) In the Fall 2011, the SLOAC Steering Committee proposed replacing the Critical Thinking bullet points with a condensed version that better reflects the rubric that will be used to assess critical thinking.
- 13) In the Spring 2012, the SLOAC Steering Committee voted to delete the Computer Literacy ISLO because it’s explicitly taught only in CAOT, so it’s more likely a PSLO for CAOT.
- 14) In Fall 2015/ Spring 2016, the Institutional Effectiveness Committee (which supplanted the SLOAC Steering Committee) drew from feedback from faculty assessors and the AACU Value Rubrics to revise the ISLOs and approved the following: (a) added sub-descriptors to the Effective Communication ISLO that capture the transactional aspect

of communication, whether individually or within small groups, (b) broadened global awareness beyond scientific literacy for the Citizenship ISLO, replaced “leadership” with an emphasis on whether students contribute to fostering a positive group environment, and added sub-descriptors on increasing students’ awareness about how their perspectives are shaped by cultural values, and about ethics, (c) added a sub-descriptor pertaining to the legal and ethical use of information to the Information Literacy ISLO, and (d) added the piloted sub-descriptor pertaining to resilience to the Lifelong Wellness ISLO, and moved the lifelong learning sub-descriptor from the Citizenship ISLO to the LW ISLO.