

CRC College-wide SLOs



Approved by the CRC Academic Senate, May 2005

Note: This is a living document and will be reviewed, and perhaps modified, on an annual basis.

Overarching goal:

Students will experience a rich and inclusive learning environment that assists them in developing habits of intellectual inquiry, a significant base of knowledge and skills, and a broad pluralistic perspective of the world.

Expectations of the College

We expect the college to provide the following experiences for students in order to assist them in achieving the college-wide student learning outcomes. The College will...

1. Provide rigorous academic instruction, conducted by knowledgeable and highly competent staff, in a student-centered atmosphere.
2. Provide a safe, caring, and respectful environment where the student may feel safe, including a sense of feeling welcome on campus and in classes and an absence of perceived prejudice.
3. Provide clear policies concerning student behavior and academic requirements.
4. Foster student motivation and engagement in the college in an atmosphere of high expectations.
5. Encourage students to develop habits of intellectual inquiry (e.g. reading for pleasure, involvement in the arts, etc.)
6. Support faculty in efforts to be role models demonstrating the positive values of cultural competence, integrity, honesty, service to others, and peaceful conflict resolution.

We will evaluate our success at this based on:

- Data indicating student success following completion of their studies at CRC (workplace, transfer, etc.)
- Data concerning student progress and completion of programs.
- Data showing trends in the disproportionate success and persistence among different student groups and studies of the factors that increase student success.
- Rates of utilization of student services and participation in campus activities by different student groups.
- Results of the campus climate survey of staff and student equity survey. This might be supplemented by a new attitude/affective survey of CRC students (yet to be developed).
- Data from an updated Noel-Levitz survey
- Assessment of staff interests and needs with respect to culturally responsive programs and services, conflict resolution training, diversity training, social responsibility activities, etc.
- Success of faculty at acquiring resources needed for professional development related to college expectations
- Evaluation of the incentives available for staff to research and implement ways to engage students in dialog about issues important to the larger community beyond campus

Learning Expectation	Outcomes associated with the learning experience	Possible assessment measures	Response Plan - Goals	Sources
<p><i>1. Graduation Competencies</i></p> <p>Students will experience an academically rigorous learning environment that challenges them to develop the critical verbal, written, and quantitative skills needed to analyze complex issues.</p>	<p><i>As the result of a variety of learning experiences, students will be able to:</i></p> <p>1a. Use quantitative reasoning (e.g. mathematics) to solve problems.</p> <p>1b. Express ideas and facts clearly and completely in a variety of written formats.</p> <p>1c. Comprehend and analyze written material and evaluate arguments from reading material.</p> <p>1d. Speak and listen critically and recognize the value of a wide range of communication styles.</p> <p>1e. Use the English language proficiently.</p>	<p><i>We will measure:</i></p> <ul style="list-style-type: none"> • Success rate in courses filling graduation competencies in writing, reading, and math. (1a, b, c, d, e) • Progression through the reading, english, and math course sequences. (1a, b, c, e) • Success rates on the reading examination and mathematics examination that fulfill graduation competencies (1a, c) • SLOs measuring quantitative or written skills in specific courses and programs (eg. Business 310, Psychology 330, etc.) (1a, b, c) • Success rates in Communication Studies courses (1 d, e) • Rates of student progress through the ESL sequence (1b, c, d, e) • Communication-related SLOs in specific programs and courses (e.g. Communications Media program, etc.) (1d, e) 	<p><i>The information gathered by the assessments will be used to:</i></p> <ul style="list-style-type: none"> • Modify services to improve access to facilitated study groups and tutoring services for students enrolled in basic skills and ESL classes. • Revise matriculation, placement, and orientation processes • Improve research capability and develop new assessments of success at a fine-grained scale. • Change the delivery of staff development directed to the teaching of quantitative, written, and verbal skills. • Modify programs through the program review process • Provide resources for faculty to research and implement strategies that increase success in basic skills and ESL courses (e.g. reassigned time, sabbaticals, etc.) 	<p>Title 5</p> <p>District regulations</p> <p>CRC GE statements in catalog etc.</p> <p>Graduation competency requirements</p> <p>Accreditation self-study</p> <p>Student Equity Plan</p>

<p><i>2. General Education</i></p> <p>Students completing any of the GE patterns will develop an understanding of the basic concepts and major modes of inquiry used in a variety of disciplines.</p>	<p><i>As the result of a variety of learning experiences, students will be able to:</i></p> <p>2a. Articulate an awareness of a variety of disciplinary perspectives and the relevance of these perspectives to one's own life.</p> <p>2b. Correctly utilize the basic vocabulary of several disciplines.</p> <p>2c. Utilize, at a basic level, the tools of inquiry and information acquisition of several disciplines.</p> <p>2d. Demonstrate the intellectual skills, creative capabilities, values, and attitudes that will make them effective learners and citizens.</p> <p>2e. Demonstrate an awareness of the connections between disciplines.</p>	<p><i>We will measure:</i></p> <ul style="list-style-type: none"> • Number of students with successful completion of CRC, CSU, or IGETC GE requirements (2a, b,c,d,e) • Achievement of disciplinary SLOs in introductory and/or survey courses in a variety of disciplines. (2a, b,c,d,e) • Achievement of college GE SLOs. (2a, b,c,d,e) (new assessment?) 	<p><i>The information gathered by the assessments will be used to:</i></p> <ul style="list-style-type: none"> • Develop and revise overall campus-wide GE SLOs via an inclusive campus discussion. • Modify SLOs and assessments in GE courses. • Change the delivery of staff development directed to the teaching inquiry skills in a disciplinary context. • Make modifications within programs through the program review process. 	<p>Title 5</p> <p>District regulations</p> <p>CRC GE statements in catalog etc.</p>
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<p><i>3. Program completion</i></p> <p>Students completing a degree, disciplinary transfer program, or certificate will develop a depth of understanding, including critical cognitive, psychomotor and affective skills, in at least one discipline (transfer or occupational).</p>	<p><i>As the result of a variety of learning experiences, students will be able to:</i></p> <p>3a. Use of the modes of analysis and critical thinking in the major discipline of study * as applied to significant problems.</p> <p>3b. Communicate a complex understanding of content matter of the major discipline of study.</p> <p>3c. Demonstrate competence in the skills essential to mastery of the major discipline of study.</p> <p>3d. Use information resources to gather discipline-specific information.</p> <p>3e. Explain the importance the major discipline of study in the broader picture of society.</p> <ul style="list-style-type: none"> • <i>“major discipline of study” = the discipline in which the student completes a transfer program or certificate</i> 	<p><i>We will measure:</i></p> <ul style="list-style-type: none"> • The number of students successfully completing programs of study in the transfer or occupational disciplines (indirectly 3a, b, c, d, e) • Assessment of disciplinary SLOs in advanced courses in a discipline. (3a, b, c, d, e) • Demonstration of information competency (yet to be defined at CRC, but in progress). (3c, d) • Number of students moving through sequences of courses within the disciplines, beyond the “gate-keeper” courses. (3a, b, c, d, e) • Assessments that measure the success of students after leaving CRC – e.g. follow up studies, current employment data, and CalPass data. (3a, b, c, d, e) 	<p><i>The information gathered by the assessments will be used to:</i></p> <ul style="list-style-type: none"> • Revise SLOs and assessments in advanced courses within disciplines. • Design staff development opportunities directed to the teaching critical skills in a disciplinary context, including SLO development. • Provide resources for faculty to remain current in the content of their disciplines (e.g. reassigned time, sabbaticals, etc.). • Make modifications within programs through the program review process. • Revise services-to-students program SLOs directed at student career/goal planning. 	<p>Title 5</p> <p>District regulations</p> <p>CRC GE statements in catalog etc.</p>
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<p><i>4. Student development as self-reliant learners</i></p> <p>Students will make progress toward becoming engaged and self-reliant learners demonstrating habits of intellectual inquiry and striving toward their maximum potential.</p>	<p><i>As the result of a variety of learning experiences, students will be able to:</i></p> <p>4a. Actively engage in intellectual inquiry beyond that required in order to pass classes.</p> <p>4b. Identify personal goals and pursue those goals effectively.</p> <p>4c. Confidently seek out the information and resources needed to develop academically and personally.</p> <p>4d. Incorporate what is learned at school into daily life and use this information to make positive personal, educational and career choices</p> <p>4e. Utilize skills from the “academic tool kit” including time management, study skills, etc.</p> <p>4f. Be actively involved in campus life and express a sense of engagement with the campus culture.</p>	<p><i>We will measure:</i></p> <ul style="list-style-type: none"> • Participation in “extra” courses and course activities such as honors courses, field courses, tutoring, etc. (4a,c,d, f) • Participation in non-required activities that emphasize intellectual discourse such as theater, music and art events,, conferences, debates, book clubs, etc. (4 a, b, d, f) • Student achievement in the form of scholarships, apprenticeships, awards, external projects, etc. (4a, b, e) • Possible affective survey of CRC students (new assessment - yet to be developed) (4b, c, d) • Number of students utilizing student services in successful goal development and career assessment. (4b, c, e) • Rates of participation in mentor/mentee relationships (4b, c, f) <p>Rates of participation in student government, campus clubs and other student organizations. (4a, c, f)</p>	<p><i>The information gathered by the assessments will be used to:</i></p> <ul style="list-style-type: none"> • Direct resources toward campus activities emphasizing intellectual discourse • Develop mentoring programs and activities • Modify programs through the program review process <p>Provide incentives for staff to participate in other student-centered activities in addition to their primary job assignment. (e.g. student club advising, academic coaching, structured mentoring programs, etc.)</p> <ul style="list-style-type: none"> • Revise services-to-students processes to support comprehensive student development. • Take actions that increase connections between students and staff on campus, strengthen campus life programs, and build “school spirit”. • Increase the number of opportunities for students to be employed or hold internships on campus. 	<p>Mission and Vision Statement</p> <p>Strategic Plan</p> <p>Education Initiative</p> <p>Discussions by Title III and CASSL task groups</p> <p>Title 5</p> <p>Cultural Competence Strategic Plan</p>
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<p>5. <i>Society, ethics and pluralism</i></p> <p>Students will become more prepared to contribute to a diverse democratic society with a pluralistic perspective of the world</p>	<p><i>As the result of a variety of learning experiences, students will be able to:</i></p> <p>5a. Participate in the larger community beyond campus in a positive manner demonstrating an understanding of personal responsibility in the larger context.</p> <p>5b. Undertake thoughtful consideration of divergent points of view and utilize multiple perspectives in considering information.</p> <p>5c. Develop a foundation for cultural pluralism, a rejection of previous personal prejudices, and knowledge of and comfort with others unlike themselves.</p> <p>5d. Recognize the ethical dimensions of decisions and actions as well as demonstrate the ability to engage in the ethical reasoning necessary to exercise responsibility as an ethical individual, professional, local, and global citizen</p> <p>5e. Demonstrate civility, empathy, interpersonal competence, social responsibility, and peaceful conflict resolution.</p>	<p><i>We will measure:</i></p> <ul style="list-style-type: none"> • Participation in campus activities that serve the campus and the larger community, e.g. tutoring children, student government, service learning, Earth Day, volunteer events, etc. (5a, c, d, e) • Student perceptions of prejudice on campus and attitudes toward those unlike themselves from the campus climate surveys – baseline data available for 2004. (5b, c, e) • Completion of college multicultural graduation requirement. (5a, b, c, e) • Learning demonstrated by assessment of SLOs in relevant programs and courses such as Ethics, Humanities, History, Sociology, etc. (5b, c, d) • Results of campus surveys • Variables that indicate conflict resolution and personal responsibility – e.g. incidents of students fighting, conflict resolution by student government bodies, student judicial processes, reports of cheating, etc. (5a, b, c, d, e) 	<p><i>The information gathered by the assessments will be used to:</i></p> <ul style="list-style-type: none"> • Expand the activities of campus groups promoting a pluralistic perspective (e.g. Social Responsibility Committee, CC&E Committee) • Develop mechanisms promote campus events directly related to community (local, regional, state or national) issues. • Development of methods to infuse cultural competence and social responsibility across campus. (see CC&E plan for examples). • Design staff development opportunities that develop cultural competence and increase faculty use of culturally proficient teaching methodologies. • Modify programs through the program review process • Provide incentives for staff to develop research and practices that lead to improved student success and decreased achievement gaps across groups 	<p>Mission and Vision Statement</p> <p>Strategic Plan</p> <p>Catalog statement on GE</p> <p>Title 5</p> <p>Cultural Competence and Equity Plans.</p> <p>Student Equity Plan</p>
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