



**Institutional Student Learning Outcome (iSLO) Assessment 2016:  
A Report by the Student Learning Outcomes Committee**

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## **Background**

Fall 2014 the Student Learning Outcome (SLO) committee set a biennial schedule to evaluate FLCs institutional student learning outcomes (iSLOs; see [2014 report](#) for details). The decision to assess the iSLOs on a biennial basis coincided with the availability of CCSSE (Community College Student Survey of Engagement) data.

## **Data**

This years report incorporates data from two different student surveys: (1) a graduate exit survey administered by FLC and (2) the Community College Student Survey of Engagement (CCSSE). Both surveys were administered to students during the spring 2016 semester.

**FLC Graduate Exit Survey.** The graduate exit survey was administered to FLC students petitioning to graduate with a degree in the 2015-16 academic year ( $N = 675$ ). The survey was administered online through the Office of Institutional Research via SurveyMonkey. The survey link was emailed in early May 2016, followed by two reminder emails, the survey closed May 20. Although an attempt was made to survey all potential graduates, in total 155 students (23%) completed the survey. Despite the relatively low response rate, the demographic features of the survey participants closely mirror the overall graduate population.

**CCSSE.** The CCSSE was administered March 2016 to a random sampling of FLC courses at all three educational sites, spanning developmental to upper-level courses. The survey was administered in class, and in a paper format. In all, the survey instrument was administered in 29 classes, with a total of 543 students participating. The overall response rate was 41%, with an in-class response rate of 66%. A total of 64% of the classes sampled participated in the survey. The random sampling procedures ensure that survey results can be generalized across the entire FLC student population with a high level of confidence.

### **iSLO Analysis: FLC Graduate Exit Survey**

The graduate exit survey was first administered at FLC in spring 2016. The survey was designed by the SLO coordinator and Research Analyst (also a member of the SLO committee) to solicit feedback from graduating students regarding their experiences at FLC. Of particular interest, was to assess how well graduating students felt FLC prepared them to achieve FLCs institutional student learning outcomes (iSLOs). Using a 5-point scale (from 5 = *excellent preparation* to 1 = *inadequate preparation*), graduating students were asked to evaluate how well FLC prepared them to achieve each of the 11 iSLOs.

### **iSLO Analysis: CCSSE Data**

The CCSSE was first given at FLC in spring 2014 with the results available to the college community in fall 2014. During the fall 2014 term, the SLO Coordinator and an SLO Committee member with research experience reviewed the CCSSE questions and mapped relevant CCSSE questions to the individual iSLOs. A report was then generated noting where FLC students differed from the 2014 CCSSE cohort, and the large college comparison group. This years report focused on the same mapped questions and includes a similar comparison to the 2016 CCSSE cohort, as well as the medium college comparison group (note in 2016 FLC was classified as a medium college, whereas in 2014 it was classified as a large college).

### **iSLO Area 1: CRITICAL THINKING**

**iSLO 1A: Problem Solving:** Upon completion of a course of study at FLC, students will be able to:

*solve problems and create products, both individually and collaboratively, using the techniques and tools appropriate to the discipline studied.*

Table 1. Graduate exit survey results for Problem Solving iSLO.

	<i>N</i>	Excellent preparation (5)	Generally good preparation (4)	Good in some areas only (3)	Fair, all areas could have been better (2)	Inadequate preparation (1)	Average
Solve problems and create products, both individually and collaboratively, using the techniques and tools appropriate to the discipline studied.	153	34.6%	45.8%	12.4%	5.2%	2.0%	4.06

Table 2. CCSSE questions mapped to Problem Solving iSLO.

			<i>N</i>	2016	2014
<b>Student Self-Assessment Questions</b>					
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )	GNSOLVE	Less than full-time	180	2.54	2.44
		Full-time	311	2.80	3.12
<b>12f. Solving numerical problems</b>		All Students	491	2.71	3.05
<b>Academic Requirement Questions</b>					
During the current school year, how much has your coursework at this college emphasized the following mental activities? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )	APPLYING	Less than full-time	191	2.76	2.86
		Full-time	322	2.80	2.82
<b>5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]</b>		All Students	513	2.78	2.84

**General Conclusions:** The majority (80.4%) of recent FLC graduates felt FLC provided them with *generally good to excellent preparation* in terms of *solving problems and creating products, both individually and collaboratively, using the techniques and tools appropriate to the discipline studied*. This finding is consistent with the results from the CCSSE study. When FLC students were asked how their experiences at FLC contributed to their ability to solve numerical problems, 82.4% said it contributed, *some to very much*. When students were asked how much their coursework at FLC emphasized applying theories or concepts to practical problems or in new situations, 92% said *some to very much* (with 62.4% saying *quite a bit to very much*). On average, the ratings given by FLC students did not differ the 2016 CCSSE comparison groups. These findings indicate FLC students' perception of how much their coursework emphasizes solving problems is on par with the larger CCSSE cohorts, and suggests, based on student perception, that FLC has met the iSLO.

**iSLO 1B: Reasoning:** Upon completion of a course of study at FLC, students will be able to:

*draw reasonable conclusions based on available data, articulate unstated assumptions, and avoid fallacious thinking.*

Table 3. Graduate exit survey results for Reasoning iSLO.

	<i>N</i>	Excellent preparation (5)	Generally good preparation (4)	Good in some areas only (3)	Fair, all areas could have been better (2)	Inadequate preparation (1)	Average
Draw reasonable conclusions based on available data, articulate unstated assumptions, and avoid fallacious thinking	153	41.8%	42.5%	11.1%	3.3%	1.3%	4.20

Table 4. CCSSE questions mapped to Reasoning iSLO.

			<i>N</i>	2016	2014
<b>Student Self-Assessment Questions</b>					
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )	GNANALY	Less than full-time	182	3.08	2.94
		Full-time	312	3.11	3.12
		All Students	494	3.10	3.05
<b>12e. Thinking critically and analytically</b>					
<b>Academic Requirements Questions</b>					
During the current school year, how much has your coursework at this college emphasized the following mental activities? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )	SYNTHEZ	Less than full-time	193	2.96	2.85
		Full-time	325	2.94	2.91
		All Students	518	2.95	2.89
<b>5c. Synthesizing and organizing ideas, information, or experiences in new ways [ACCHALL]</b>					
During the current school year, how much has your coursework at this college emphasized the following mental activities? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )	EVALUATE	Less than full-time	189	2.77++	2.74
		Full-time	325	2.94	2.84
		All Students	514	2.88	2.80
<b>5d. Making judgments about the value or soundness of information, arguments, or methods [ACCHALL]</b>					

++ Above both the 2016 Cohort and Medium College comparison group.

**General Conclusions:** The majority (84.3%) of FLC graduates felt FLC provided them with *generally good to excellent preparation* in terms of *drawing reasonable conclusions based on available data, articulate unstated assumptions, and avoid fallacious thinking*. This finding is consistent with the results from the CCSSE study. When FLC students were asked how their experiences at FLC contributed to their ability to think critically and analytically, 76.5% said it contributed *quite a bit to very much*. Furthermore, when students were asked how much their coursework at FLC emphasized synthesizing and organizing ideas, information, or experiences in new ways, and making judgments about the value or soundness of information, arguments, or methods, the majority of FLC students said *quite a bit to very much* (67.3% and 63.7% respectively). For each of the questions, FLC student ratings were equal to the 2016 CCSSE comparison groups. These findings indicate FLC students' perception of how much their coursework emphasizes critical and analytical thinking is on par with the larger CCSSE cohorts, and suggests, based on student perception data, that FLC has met this iSLO.

**iSLO 1C: Information Competency:** Upon completion of a course of study at FLC, students will be able to:

*locate, analyze, and communicate information appropriately and accurately in various formats and through various technologies.*

Table 5. Graduate exit survey results for Information Competency iSLO.

	<i>N</i>	Excellent preparation (5)	Generally good preparation (4)	Good in some areas only (3)	Fair, all areas could have been better (2)	Inadequate preparation (1)	Average
Locate, analyze, and communicate information appropriately and accurately in various formats and	152	34.2%	49.3%	9.9%	3.3%	3.3%	4.08

through various technologies.

Table 6. CCSSE questions mapped to Information Competency iSLO.

			<i>N</i>	2016	2014
<b>Student Self-Assessment Questions</b>					
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )	GNCMPTS	Less than full-time	181	2.55	2.56
		Full-time	309	2.62--	2.61--
<b>12g. Using computing and information technology</b>		All Students	490	2.59--	2.59--
<b>Student Behavior Questions</b>					
In your experiences at this college during the current school year, about how often have you done each of the following? (4 = <i>Very often</i> ; 1 = <i>Never</i> )	INTEGRAT	Less than full-time	196	2.88	2.91
<b>4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]</b>		Full-time	327	3.24++	3.26
		All Students	523	3.11 *	3.12++
In your experiences at this college during the current school year, about how often have you done each of the following? (4 = <i>Very often</i> ; 1 = <i>Never</i> )	INTERNET	Less than full-time	196	3.09	3.19
<b>4j. Used the Internet or instant messaging to work on an assignment</b>		Full-time	320	3.34	3.20
		All Students	516	3.24	3.19
<b>Academic Requirement Questions</b>					
How much does this college emphasize the following? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )	ENVCOMP	Less than full-time	183	3.16	3.15
<b>9g. Using computers in academic work</b>		Full-time	315	3.31	3.25
		All Students	498	3.26	3.21

-- Below both the 2016 Cohort and Medium College comparison group.

-- Below both the 2014 Cohort and Large College comparison group.

++ Above both the 2016 Cohort and Medium College comparison group.

\* Above the Los Rios District average.

++ Above the 2014 Cohort, Large College comparison group, and other colleges in the Los Rios District.

**General Conclusions:** The majority (83.5%) of FLC graduates felt FLC provided them with *generally good to excellent preparation* in terms of *locating, analyze, and communicate information appropriately and accurately in various formats and through various technologies*. This finding is consistent with the results from the CCSSE study. When students were asked how much the college emphasizes using computers in academic work, 77.7% said *quite a bit* or *very much*. This finding did not differ from the 2016 CCSSE comparisons groups, furthermore FLC students did not differ from the comparison groups when asked how often they used the internet or instant messaging to work on an assignment (74.6% said *often to very often*) – taken together these two findings indicate that FLC emphasizes the use of computers at a rate similar to other colleges and that FLC students use the internet to work on assignments at a similar rate as students at other colleges. Furthermore, full-time FLC students were more likely to report working on a paper or project that required integration ideas and information from various sources than other students the 2016 CCSSE cohort, and students in the CCSSE medium colleges comparison group.

Despite the fact that these three findings suggest FLC requires students to use technology on assignments and requires integration on assignments, when FLC students were asked how much their experience at the college contributed to their knowledge, skills, and abilities in using computing and information technology, FLC students felt their experiences at the college have not contributed as much to using computing and information technology in comparison to students' perceptions in the 2016 CCSSE cohort and the medium colleges comparison group. Thus, it seems FLC students

acknowledge that they use technology for assignments at a rate similar to other community college students but perceive that these experiences have not contributed to their knowledge, skills, or abilities when it comes to using computing and information technology. Based on this finding, FLC might consider ways to expand curriculum that focuses on teaching students how to use computing and information technology.

### **iSLO Area 2: COMMUNICATION**

**iSLO 2A: Writing:** Upon completion of a course of study at FLC, students will be able to:

*write purposefully and persuasively in a variety of contexts and formats including academic essays and research papers.*

Table 7. Graduate exit survey results for Writing iSLO.

	N	Excellent preparation (5)	Generally good preparation (4)	Good in some areas only (3)	Fair, all areas could have been better (2)	Inadequate preparation (1)	Average
Write purposely and persuasively in a variety of contexts and formats including academic essays and research papers.	147	43.5%	42.9%	8.2%	2.7%	2.7%	4.22

Table 8. CCSSE questions mapped to Writing iSLO.

			N	2016	2014
<b><i>Student Self-Assessment Questions</i></b>					
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )	GNWRITE	Less than full-time	181	2.92	2.71
		Full-time	313	2.93	3.04
<b>12c. Writing clearly and effectively</b>		All Students	494	2.93	2.91
<b><i>Student Behavior Questions</i></b>					
In your experiences at this college during the current school year, about how often have you done each of the following? (4 = <i>Very often</i> ; 1 = <i>Never</i> )	REWROPAP	Less than full-time	195	2.54	2.44
		Full-time	326	2.71	2.85
<b>4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]</b>		All Students	521	2.65	2.68
In your experiences at this college during the current school year, about how often have you done each of the following? (4 = <i>Very often</i> ; 1 = <i>Never</i> )	INTEGRAT	Less than full-time	196	2.88	2.91
		Full-time	327	3.24++	3.26
<b>4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]</b>		All Students	523	3.11 *	2.68++
During the current school year, how much has your coursework at this college emphasized the following mental activities? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )	SYNTHEZ	Less than full-time	193	2.96	2.85
		Full-time	325	2.94	2.91
<b>5c. Synthesizing and organizing ideas, information, or experiences in new ways [ACCHALL]</b>		All Students	518	2.95	2.89
<b><i>Student Requirement Questions</i></b>					
During the current school year, about how much reading and writing have	WRITEANY	Less than full-time	188	2.94	2.92

you done at this college? (5 = More than 20, 3 = 5 to 10, 1 = None) <b>6c. Number of written papers or reports of any length [ACCHALL]</b>		Full-time	319	3.35	3.49
		All Students	507	3.20 *	3.26++

++ Above both the 2016 Cohort and Medium College comparison group.

\* Above the Los Rios District average.

++ Above the 2014 Cohort, Large College comparison group, and other colleges in the Los Rios District.

**General Conclusions:** The majority (86.4%) of FLC graduates felt FLC provided them with *generally good to excellent preparation* in terms of *writing purposefully and persuasively in a variety of contexts and formats including academic essays and research papers*. This finding is consistent with the results from the CCSSE study. The majority of FLC students indicated that they *often to very often* (51.4%) prepared 2 or more drafts of a paper or assignment before turning it in, (67.3%) synthesized and organized ideas, information, and experiences in new ways, and (70.4%) worked on a paper or project that required integrating ideas or information from various sources. Furthermore, 68.2% indicated writing five or more written papers or reports of any length within the school year, a rate that is statistically equivalent with the CCSSE comparison groups. And when asked how their experiences at FLC have contributed to their ability to write clearly and effectively, 68.5% said *quite a bit to very much*. Taken together these results indicate that FLC students are meeting FLCs institutional student learning outcome to write purposely and persuasively in a variety of contexts and formats including academic essays and research papers.

**iSLO 2B: Reading:** Upon completion of a course of study at FLC, students will be able to:

*evaluate texts critically, demonstrating the ability to not only evaluate ideas, but also critique and respond to the rhetorical choices made by writers in a variety of contexts.*

Table 9. Graduate exit survey results for Reading iSLO.

	N	Excellent preparation (5)	Generally good preparation (4)	Good in some areas only (3)	Fair, all areas could have been better (2)	Inadequate preparation (1)	Average
Evaluate texts critically, demonstrating the ability to not only evaluate ideas, but also critique and respond to the rhetorical choices made by writers in a variety of contexts.	152	37.5%	38.8%	17.8%	3.9%	2.0%	4.06

Table 10. CCSSE questions mapped to Reading iSLO.

			N	2016	2014
<b>Student Self-Assessment Questions</b>					
During the current school year, how much has your coursework at this college emphasized the following mental activities? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )	PERFORM	Less than full-time	192	2.83	2.87
<b>5f. Using information you have read or heard to perform a new skill [ACCHALL]</b>		Full-time	324	2.80	2.90
		All Students	516	2.81	2.89
<b>Student Behavior Questions</b>					
In your experiences at this college during the current school year, about how often have you done each of the following? (4 = <i>Very often</i> ; 1 = <i>Never</i> )	CLUNPREP	Less than full-time	197	1.96	1.92
		Full-time	327	1.98	1.90

<b>4e. Came to class without completing readings or assignments [STUEFF]</b>		All Students	524	1.98	1.91
In your experiences at this college during the current school year, about how often have you done each of the following? (4 = <i>Very often</i> ; 1 = <i>Never</i> )	FACIDEAS	Less than full-time	198	1.71	1.58
		Full-time	323	1.85	1.81
		All Students	521	1.80	1.72
<b>4n. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]</b>	OOCIDEAS	Less than full-time	197	2.61	2.66
In your experiences at this college during the current school year, about how often have you done each of the following? (4 = <i>Very often</i> ; 1 = <i>Never</i> )		Full-time	323	2.76	2.77
		All Students	520	2.70	2.73
<b>4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]</b>	READOWN	Less than full-time	188	2.24	2.08
During the current school year, about how much reading and writing have you done at this college? (5 = <i>More than 20</i> , 3 = <i>5 to 10</i> , 1 = <i>None</i> )		Full-time	319	1.92	2.20
<b>6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]</b>		All Students	507	2.04	2.15

**General Conclusions:** The majority (76.3%) of FLC graduates felt FLC provided them with *generally good to excellent preparation* in terms of *evaluating texts critically, demonstrating the ability to not only evaluate ideas, but also critique and respond to the rhetorical choices made by writers in a variety of contexts*. This finding is consistent with the results from the CCSSE study. When FLC students were asked how their experiences at FLC contributed to their ability to use information you have read or heard to perform a new skill, 61.2% said *quite a bit to very much*. Furthermore, when FLC students were asked how often they come to class without having completed the readings, discussed ideas from your readings or classes with instructors outside of class, and discussed ideas from your readings or classes with others outside of class (students, family members, co-workers etc.), FLC student responses were equal to the 2016 CCSSE comparison groups. Moreover, when asked the number of books read on their own (not assigned) for personal enjoyment or academic enrichment, FLC student responses were equivalent to the 2016 CCSSE cohort. These findings indicate FLC students' self-reported level of preparedness for class is equal to other community college students, how much they report discussing information outside of class is also equal, and how much they are reading for their own personal enjoyment is equivalent to other community college students.

**iSLO 2C: Speaking:** Upon completion of a course of study at FLC, students will be able to:

*speak purposefully and persuasively in a variety of contexts and formats including formal presentations.*

Table 11. Graduate exit survey results for Speaking iSLO.

ISLO	N	Excellent preparation (5)	Generally good preparation (4)	Good in some areas only (3)	Fair, all areas could have been better (2)	Inadequate preparation (1)	Average
Speak purposefully and persuasively in a variety of contexts and formats including formal presentations.	149	38.3%	44.3%	10.1%	5.4%	2.0%	4.11

Table 12. CCSSE questions mapped to Speaking iSLO.

Student Self-Assessment Questions				N	2016	2014

How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )	GNSPEAK	Less than full-time	181	2.75	2.67
		Full-time	311	2.74	2.79
		All Students	492	2.75	2.74
<b>12d. Speaking clearly and effectively</b>					
<b>Student Behavior Questions</b>					
In your experiences at this college during the current school year, about how often have you done each of the following? (4 = <i>Very often</i> ; 1 = <i>Never</i> )	CLPRESEN	Less than full-time	198	2.08	2.18
<b>4b. Made a class presentation [ACTCOLL]</b>		Full-time	327	2.39	2.46
		All Students	525	2.28	2.35 +

+ Above the Los Rios District average.

**General Conclusions:** The majority (82.6%) of FLC graduates felt FLC provided them with *generally good to excellent preparation* in terms of *speaking purposefully and persuasively in a variety of contexts and formats including formal presentations*. This finding is consistent with the results from the CCSSE study. When FLC students were asked how their experiences at FLC contributed to their ability to speak clearly and effectively, 60.1% said *quite a bit to very much*. Furthermore, when students were asked how often they made a class presentation, FLC students did not differ from the 2016 CCSSE comparison groups (70.9% of FLC students said *sometimes to very often*). These findings indicate FLC students' perception that these experiences have contributed to their ability to speak clearly and effectively are on par with CCSSE comparison groups. Although these questions do not directly assess FLC students' ability to speak purposefully and persuasively in a variety of contexts and formats, they indicate that students perceive that FLC has contributed to their ability to speak clearly and effectively, at a rate similar to students at other community colleges (suggesting that based on student perception the iSLO was met).

**iSLO 2D: Listening:** Upon completion of a course of study at FLC, students will be able to:

*utilize active and critical listening skills in a variety of communication contexts to solve problems, offer feedback, and manage conflict.*

Table 13. Graduate exit survey results for Listening iSLO.

	N	Excellent preparation (5)	Generally good preparation (4)	Good in some areas only (3)	Fair, all areas could have been better (2)	Inadequate preparation (1)	Average
Utilize active and critical listening skills in a variety of communication contexts to solve problems, offer feedback, and manage conflict.	152	42.1%	44.7%	8.6%	2.6%	2.0%	4.22

**CCSSE Data.** There are no corresponding CCSSE responses.

**General Conclusions:** The majority (86.8%) of FLC graduates felt FLC provided them with *generally good to excellent preparation* in terms of *utilizing active and critical listening skills in a variety of communication contexts to solve problems, offer feedback, and manage conflict*. Unfortunately none of the CCSSE questions align with FLCs listening iSLO. However, the data from the graduate exit survey suggests the iSLO was met, at least based on the perception of recent graduates.

### **iSLO Area 3: AWARENESS**

**iSLO 3A: Cultural:** Upon completion of a course of study at FLC, students will be able to:

*recognize the multiple perspectives and values that exist within a diverse society as well as the cultural factors which contribute to this multitude of perspectives.*

Table 14. Graduate exit survey results for Cultural Awareness iSLO.

	N	Excellent preparation (5)	Generally good preparation (4)	Good in some areas only (3)	Fair, all areas could have been better (2)	Inadequate preparation (1)	Average
Recognize the multiple perspectives and values that exist within a diverse society as well as the cultural factors which contribute to this multitude of perspectives.	151	47.7%	33.8%	11.9%	4.6%	2.0%	4.21

Table 15. CCSSE questions mapped to Cultural Awareness iSLO.

			N	2016	2014
<b><i>Student Self-Assessment Questions</i></b>					
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )	GNDIVERS	Less than full-time Full-time All Students	179 309 488	2.37 2.52 2.41 -	2.38 2.43
<b>12k. Understanding people of other racial and ethnic backgrounds</b>					
<b><i>Student Behavior Questions</i></b>					
In your experiences at this college during the current school year, about how often have you done each of the following? (4 = <i>Very often</i> ; 1 = <i>Never</i> )	DIVRSTUD	Less than full-time Full-time All Students	193 325 518	2.52 2.71 2.64	2.44 2.64
<b>4s. Had serious conversations with students of a different race or ethnicity other than your own</b>					
In your experiences at this college during the current school year, about how often have you done each of the following? (4 = <i>Very often</i> ; 1 = <i>Never</i> )	DIFFSTUD	Less than full-time Full-time All Students	195 326 521	2.49 2.71++ 2.62	2.47 2.68 2.59
<b>4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values</b>					
<b><i>College Practice Questions</i></b>					
How much does this college emphasize the following? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )	ENVDIVRS	Less than full-time Full-time All Students	183 315 498	2.64 2.70 2.67	2.41 2.48 2.45 -
<b>9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]</b>					

**++** Above both the 2016 Cohort and Medium College comparison group.

- Below the Los Rios District average.

**General Conclusions:** The majority (81.5%) of FLC graduates felt FLC provided them with *generally good to excellent preparation* in terms of *recognizing the multiple perspectives and values that exist within a diverse society as well as the cultural factors which contribute to this multitude of perspectives*. This finding is consistent with the results from the

CCSSE study. When FLC students were asked how often they had serious conversations with students of a different race or ethnicity other than your own and had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values, 79.0% and 79.5%, respectively, said *sometimes* to *very often*. FLC student ratings were equal to the 2016 CCSSE comparison groups. This suggests FLC students perceive they are interacting with diverse others at a similar rate as students in the broader CCSSE comparison groups. Furthermore, when FLC students were asked how their experiences at FLC contributed to their ability to understand people of other racial and ethnic backgrounds, and how much the college emphasizes encouraging contact among students from different economic, social, and racial ethnic backgrounds, FLC students' ratings did not differ from the 2016 CCSSE cohorts. Taken together these results suggest that based on student perception FLC has met the iSLO.

**iSLO 3B: Aesthetic:** Upon completion of a course of study at FLC, students will be able to:

*recognize the elements of various aesthetic modes as well as the reciprocal relationship between art and culture.*

Table 16. Graduate exit survey results for Aesthetic Awareness iSLO.

	N	Excellent preparation (5)	Generally good preparation (4)	Good in some areas only (3)	Fair, all areas could have been better (2)	Inadequate preparation (1)	Average
Recognize the elements of various aesthetic modes as well as the reciprocal relationships between art and culture.	140	28.6%	40.0%	20.7%	7.1%	3.6%	3.83

*CCSSE Data.* There are no corresponding CCSSE responses.

**General Conclusions:** The majority (68.6%) of FLC graduates felt FLC provided them with *generally good to excellent preparation* in terms of *recognizing the elements of various aesthetic modes as well as the reciprocal relationship between art and culture*. Although the majority felt FLC prepared them to achieve the iSLO, this iSLO had the lowest response rate and the lowest percent that felt FLC provided at least generally good preparation. Furthermore, none of the CCSSE questions mapped to this iSLO. As a result, FLC might consider further evaluating how well it helps students achieve the aesthetic awareness iSLO.

**iSLO 3C: Global:** Upon completion of a course of study at FLC, students will be able to:

*apply knowledge of impact of human activity on physical environment and biodiversity as an informed citizen, consumer, and voter in order to foster sustainable practices that could be practically implemented.*

Table 17. Graduate exit survey results for Global Awareness iSLO.

	N	Excellent preparation (5)	Generally good preparation (4)	Good in some areas only (3)	Fair, all areas could have been better (2)	Inadequate preparation (1)	Average
Apply knowledge of impact of human activity on physical environment and biodiversity as an informed citizen, consumer, and voter in order to foster sustainable practices that could be practically	146	32.2%	36.3%	17.1%	11.6%	2.7%	3.84

implemented.						
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Table 18. CCSSE questions mapped to Global Awareness iSLO.

Student Self-Assessment Questions				N	2016	2014
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )	GNCOMMUN	Less than full-time	179	1.92	1.89	
		Full-time	307	1.96--	2.01	
<b>12m. Contributing to the welfare of your community</b>		All Students	486	1.94--	1.96	

-- Below both the 2016 Cohort and Medium College comparison group.

**General Conclusions:** The majority (68.5%) of FLC graduates felt FLC provided them with *generally good to excellent preparation* in terms of *applying knowledge of impact of human activity on physical environment and biodiversity as an informed citizen, consumer, and voter in order to foster sustainable practices that could be practically implemented*. However, when FLC students were asked how their experiences at FLC contributed to their ability to contribute to the welfare of your community, FLC student ratings were below the 2016 CCSSE comparison groups. Although not directly related to the global awareness iSLO, this finding does suggest FLC students feel that FLC has not helped them learn how to contribute to the welfare of the community, and the term “welfare” could broadly encompass contributing to sustainable practices, an aspect of the iSLO. To help FLC students apply knowledge and connect with the broader community, FLC should consider implementing an idea that was discussed at the spring 2016 IPC planning retreat, the development of community service classes. As was discussed at the retreat, such classes would provide students the opportunity to apply knowledge and skills learned in the classroom in a community context.

**iSLO 3D: Self:** Upon completion of a course of study at FLC, students will be able to:

*use knowledge of values, interests, and personality to set realistic goals and manage health, careers, and relationships with integrity.*

Table 19. Graduate exit survey results for Self Awareness iSLO.

	N	Excellent preparation (5)	Generally good preparation (4)	Good in some areas only (3)	Fair, all areas could have been better (2)	Inadequate preparation (1)	Average
Use knowledge of values, interests, and personality to set realistic goals and manage health, careers, and relationships with integrity.	151	39.7%	40.4%	13.9%	2.6%	3.3%	4.11

Table 20. CCSSE questions mapped to Self Awareness iSLO.

Student Self-Assessment Questions				N	2016	2014
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )	GNOTHERS	Less than full-time	181	2.76	2.70	
		Full-time	312	2.74	2.76	
		All Students	493	2.75	2.74	

<b>12h. Working effectively with others</b>					
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )	GNINQ	Less than full-time	182	2.87	2.95
		Full-time	311	2.96	3.03
		All Students	493	2.93	3.00
<b>12i. Learning effectively on your own</b>	GNSELF	Less than full-time	181	2.49	2.58
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )		Full-time	311	2.61	2.68
		All Students	492	2.56	2.64
<b>12j. Understanding yourself</b>	GNETHICS	Less than full-time	180	2.38	2.38
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )		Full-time	308	2.42	2.42
		All Students	488	2.40	2.40
<b>12l. Developing a personal code of values and ethics</b>	CARGOAL	Less than full-time	181	2.49	2.58
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )		Full-time	312	2.70	2.76
		All Students	493	2.62	2.68
<b>12n. Developing clearer career goals</b>	GAINCAR	Less than full-time	179	2.35	2.37
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (4 = <i>Very much</i> ; 1 = <i>Very little</i> )		Full-time	312	2.53--	2.50
		All Students	491	2.46--	2.45 -
<b>12o. Gaining information about career opportunities</b>					
<b>Student Behavior Questions</b>					
In your experiences at this college during the current school year, about how often have you done each of the following? (4 = <i>Very often</i> ; 1 = <i>Never</i> )	FACPLANS	Less than full-time	197	1.86	1.89
		Full-time	325	2.16	2.19
		All Students	522	2.05--	3.19
<b>4m. Talked about career plans with an instructor or advisor [STUFAC]</b>					

-- Below both the 2016 Cohort and Medium College comparison group.

- Below the 2014 Cohort.

**General Conclusions:** The majority (80.1%) of FLC graduates felt FLC provided them with *generally good to excellent preparation* in terms of *using knowledge of values, interests, and personality to set realistic goals and manage health, careers, and relationships with integrity*. This finding is somewhat consistent with the results from the CCSSE study. When FLC students were asked how their experiences at FLC contributed to their ability to develop a personal code of values and ethics, develop clearer career goals, work effectively with others, learn effectively on your own, and understand yourself, FLC student ratings were equal to the 2016 CCSSE comparison groups. However, when asked, how their experiences at FLC contributed to their ability to gain information about career opportunities, and how much they talked about career plans with an instructor or advisor, FLC student ratings were below the 2016 CCSSE comparison groups. These findings indicate FLC students' perception of how much their experiences at FLC have contributed to their ability to develop a personal code of values, work effectively with others, understand themselves, and develop career goals is on par with student perceptions in the CCSSE comparison groups. However, FLC students felt their experiences at FLC have not helped them gain as much information about career opportunities in comparison to the 2016 CCSSE cohort. Based on the results, FLC might consider ways they can help students gain more information about career opportunities.

## **General Conclusions**

- The majority of students that completed the graduate exit survey felt FLC provided them with *generally good to excellent preparation* in each of the areas addressed by FLCs 11 iSLOs.
- Evaluation of the 2016 CCSSE data further supports the idea that students perceive FLC is helping them achieve the educational outcomes outlined in the iSLOs.
- In comparison to the 2014 report, FLC saw noticeable growth in students' perceptions that FLC *encourages contact among students from different economic, social, and racial or ethnic background, and understanding people of other racial and ethnic backgrounds*. In 2014, the average responses for these two questions were significantly below the average for the other Los Rios Colleges.
- In relation to the 2016 CCSSE comparison groups, the perceptions of FLC students were equivalent to the perceptions of students from the comparison colleges in all of the selected questions except the four listed below. FLC was below the national comparison groups on:
  - The perception that their experiences at FLC contributed to their knowledge, skills, and personal development related to:
    - *using computing and information technology.* - iSLO: Information Competency
    - *contributing to the welfare of your community.* - iSLO: Global Awareness
    - *gaining information about career opportunities.* - iSLO: Self Awareness
  - How often they *talked about career plans with an instructor or advisor.* - iSLO: Self Awareness

## **Recommendations**

- Although the data suggests that the majority of students generally perceive that their experiences at FLC have prepared them to achieve each of the iSLOs, it was noted that 15 students (10%) skipped the aesthetic awareness iSLO question. Furthermore, the aesthetic awareness iSLO had the lowest average rating of the 11 iSLOs. After review of the aesthetic awareness iSLO concern was raised that students may not understand the aesthetic awareness iSLO, therefore a recommendation was made to revise the wording with the help of a focus group of students and look at the courses that the iSLO maps to, to ensure the course content aligns with the iSLO.
  - The second lowest average score was found for the global awareness iSLO, to help FLC students apply knowledge and connect with the broader community, it is recommended that FLC consider implementing an idea that was discussed at the spring 2016 IPC planning retreat, the development of community service classes. As was discussed at the retreat, such classes would provide students the opportunity to apply knowledge and skills learned in the classroom in a community context and could increase students' global awareness.
  - The CCSSE data suggests students would like to receive more information about career opportunities. On average FLC students said they talked about career options with an instructor or advisor less than students at the comparison colleges and felt the college did not help them gain information about career opportunities as much as students at other colleges, thus it is recommended that FLC consider ways to help students gain more information about career opportunities.
- It is recommended that OIR, along with student services, and the SLO committee continue to administer the graduate exit survey to all students petitioning to graduate each year. The ability to capture a larger percentage of students will provide a more accurate evaluation of how well FLC is meeting each of the iSLOs.
- It is recommended the participatory governance committees, including the Institutional Effectiveness committee, and Academic Senate, review the report and use the results to engage in dialogue regarding student learning outcomes across the colleges as well as use the results to inform planning decisions.