



**Institutional Student Learning Outcome (iSLO) Assessment 2018:
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. In Fall 2016 the SLO committee incorporated student responses from the newly developed Graduate Exit Survey into the iSLO report.

Data

To assess FLC's iSLOs student perception data from the Graduate Exit Survey and Community College Student Survey of Engagement (CCSSE) was reviewed. The CCSE data was administered to students during the spring 2018 semester. The Graduate Exit Survey was administered the semester a student petitioned to graduate (between Summer 2016 and Spring 2018).

FLC Graduate Exit Survey. Each semester students that petition to earn a degree or certificate at FLC are sent a link to the Graduate Exit Survey. The Graduate Exit Survey was first administered at FLC in spring 2016. The survey was designed by the SLO coordinator and Faculty Researcher (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*), students are asked to evaluate how well FLC prepared them to achieve each of the 11 iSLOs.

CCSSE. The CCSSE was administered spring 2018 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 33 classes, with a total of 582 students participating. The overall response rate was 36.3%, with an in-class response rate of 71.5%. A total of 54.1% 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.

The CCSSE was first administered at FLC spring 2014 with the results available to the college community fall 2014. During the fall 2014 term, the SLO coordinator and a 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. A similar review was completed in 2016. In 2017, the Center for Community College Student Engagement updated several of the questions in the CCSSE, eight questions that had previously been mapped to FLCs iSLOs were removed from the updated CCSSE, and the wording was changed for two questions. In addition, in 2016 FLC was classified as a medium college, whereas in 2014 and 2018 it was classified as a large college, thus the comparison groups differed. Finally, in 2018 we were unable to draw comparisons between FLC and the other colleges in the Los Rios District as we were able to do in 2014 and 2016.

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.							

Spring 2016	153	34.6%	45.8%	12.4%	5.2%	2.0%	4.06
Summer/Fall 2016-Spring 2018	314	33.4%	49.7%	14.3%	2.2%	.3%	4.14

Table 2. CCSSE questions mapped to Problem Solving iSLO.

			<i>N</i>	2018	2016	2014
Student Self-Assessment Questions						
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>) 11e. Solving numerical problems	GNSOLVE	Part-time	222	2.51	2.54	2.44
		Full-time	323	2.68	2.80	3.12
		All Students	545	2.61	2.71	3.05
Academic Requirement Questions						
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>) 5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	Part-time	227	2.59	2.76	2.86
		Full-time	327	2.77	2.80	2.82
		All Students	554	2.69	2.78	2.84

General Conclusions: The majority (83%) of recent 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. When FLC students were asked how their experiences at FLC contributed to their ability to solve numerical problems, 56% said it contributed, *quite a bit 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, 61% said *quite a bit to very much*. On average, the ratings given by FLC students were equal to the ratings given by students in the 2018 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
Spring 2016	153	41.8%	42.5%	11.1%	3.3%	1.3%	4.20
Summer/Fall 2016-Spring 2018	315	42.5%	46.0%	9.2%	1.6%	.6%	4.28

Table 4. CCSSE questions mapped to Reasoning iSLO.

			<i>N</i>	2018	2016	2014

<i>Student Self-Assessment Questions</i>						
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>) 11d. Thinking critically and analytically	GNANALY	Part-time	221	2.79	3.08	2.94
		Full-time	323	2.97	3.11	3.12
		All Students	544	2.90	3.10	3.05
<i>Academic Requirements Questions</i>						
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>) 5c. Forming a new idea or understanding from various pieces of information [ACCHALL]	NEWIDEAS <i>*Question was reworded in 2017.</i>	Part-time	225	2.83	2.96	2.85
		Full-time	326	2.98	2.94	2.91
		All Students	551	2.92	2.95	2.89
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>) 5d. Making judgments about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	Part-time	225	2.65	2.77++	2.74
		Full-time	326	2.85	2.94	2.84
		All Students	551	2.77	2.88	2.80

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

General Conclusions: The majority (89%) 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. When FLC students were asked how their experiences at FLC contributed to their ability to think critically and analytically, 80% said it contributed *quite a bit to very much*. Furthermore, when students were asked how much their coursework at FLC emphasized forming a new idea or understanding from various pieces of information, 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* (68% and 56% respectively). For each question from the CCSSE, FLC student ratings were equal to the 2018 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 through various technologies.							
Spring 2016	152	34.2%	49.3%	9.9%	3.3%	3.3%	4.08
Summer/Fall 2016-Spring 2018	315	38.5%	46.5%	12.4%	1.9%	.6%	4.20

Table 6. CCSSE questions mapped to Information Competency iSLO.

			N	2018	2016	2014
Student Behavior Questions						
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>) 4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	Part-time	224	2.67	2.88	2.91
		Full-time	329	3.13	3.24++	3.26
		All Students	553	2.94	3.11	3.12++

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

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

General Conclusions: The majority (85%) 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. The majority of students surveyed (67%) indicated they *often or very often* worked on a paper or project that required integrating ideas and information from various sources.

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.

Write purposely and persuasively in a variety of contexts and formats including academic essays and research papers.	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
Spring 2016	147	43.5%	42.9%	8.2%	2.7%	2.7%	4.22
Summer/Fall 2016-Spring 2018	317	44.8%	40.1%	12.3%	2.2%	.6%	4.26

Table 8. CCSSE questions mapped to Writing iSLO.

			N	2018	2016	2014
Student Self-Assessment Questions						
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>) 11b. Writing clearly and effectively	GNWRITE	Part-time	222	2.55	2.92	2.71
		Full-time	325	2.78	2.93	3.04
		All Students	547	2.69	2.93	2.91
Student Behavior Questions						
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>) 4c. Prepared two or more drafts of a paper or assignment before	REWROPAP	Part-time	226	2.24	2.54	2.44
		Full-time	328	2.63	2.71	2.85
		All Students	554	2.47	2.65	2.68

turning it in [STUEFF]						
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>) 4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	Part-time	224	2.67	2.88	2.91
		Full-time	329	3.13	3.24++	3.26
		All Students	553	2.94	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>) 5c. Forming a new idea or understanding from various pieces of information [ACCHALL]	NEWIDEAS <i>*Question reworded in 2017.</i>	Part-time	225	2.83	2.96	2.85
		Full-time	326	2.98	2.94	2.91
		All Students	551	2.92	2.95	2.89
Student Requirement Questions						
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>) 6c. Number of written papers or reports of any length [ACCHALL]	WRITEANY	Part-time	221	1.53	2.94	2.92
		Full-time	326	2.12	3.35	3.49
		All Students	547	1.88	3.20	3.26++

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

++ Above the 2014 Cohort and Large College comparison group.

General Conclusions: The majority (85%) 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%) prepared 2 or more drafts of a paper or assignment before turning it in, (67%) worked on a paper or project that required integrating ideas or information from various sources, and (68%) formed a new idea or understanding from various pieces of information. Furthermore, 58% 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, 61% 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.

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.	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
Spring 2016	152	37.5%	38.8%	17.8%	3.9%	2.0%	4.06
Summer/Fall 2016-Spring 2018	316	41.1%	44.6%	11.1%	1.9%	1.3%	4.22

Table 10. CCSSE questions mapped to Reading iSLO.

			N	2018	2016	2014
Student Self-Assessment Questions						
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>) 5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	Part-time	228	2.71	2.83	2.87
		Full-time	330	2.76 -	2.80	2.90
		All Students	558	2.74 -	2.81	2.89
Student Behavior Questions						
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>) 4e. Came to class without completing readings or assignments [STUEFF]	CLUNPREP	Part-time	223	1.89	1.96	1.92
		Full-time	329	2.05+	1.98	1.90
		All Students	552	1.98	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>) 4m. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	Part-time	224	1.74	1.71	1.58
		Full-time	328	1.69	1.85	1.81
		All Students	552	2.58	1.80	1.72
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>) 4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	Part-time	225	2.58	2.61	2.66
		Full-time	329	2.68 -	2.76	2.77
		All Students	554	2.64 -	2.70	2.73
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>) 6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	READOWN	Part-time	221	0.94	2.24	2.08
		Full-time	325	0.92	1.92	2.20
		All Students	546	1.53	2.04	2.15

- Below the 2018 CCSSE comparison cohort.

+ Above the 2018 CCSSE comparison cohort.

General Conclusions: The majority (86%) 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*. However, when current students were asked in the CCSSE how their experiences at FLC contributed to their ability to use information they have read or heard to perform a new skill, 66% said *quite a bit to very much*, although the majority of students provided a positive response, the average score for FLC students on this question was below the average for the 2018 CCSSE comparison cohort. Furthermore, when asked how often they discussed ideas from readings or classes with others outside of class, FLC students were significantly below the 2018 CCSSE comparison cohort. Although FLC students were below the CCSSE comparison group on these two items, when FLC students were asked how often they come to class without having completed the readings and the number of books read personal enjoyment or academic enrichment FLC student responses were equal to the 2018 CCSSE comparison groups.

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.

Speak purposefully and persuasively in a variety of contexts and formats including formal presentations.	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
Spring 2016	149	38.3%	44.3%	10.1%	5.4%	2.0%	4.11
Summer/Fall 2016-Spring 2018	310	41.0%	43.9%	11.3%	2.6%	1.3%	4.21

Table 12. CCSSE questions mapped to Speaking iSLO.

			N	2018	2016	2014
Student Self-Assessment Questions						
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>) 11c. Speaking clearly and effectively	GNSPEAK	Part-time	221	2.40	2.75	2.67
		Full-time	325	2.55--	2.74	2.79
		All Students	546	2.49--	2.75	2.74
Student Behavior Questions						
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>) 4b. Made a class presentation [ACTCOLL]	CLPRESEN	Part-time	226	1.97	2.08	2.18
		Full-time	330	2.12--	2.39	2.46
		All Students	556	2.06--	2.28	2.35

--Below both the 2018 CCSSE Cohort and Large College Comparison group.

General Conclusions: The majority (85%) 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*. Although the Graduate Exit Survey results indicate recent FLC graduates report FLC did a good job preparing them to speak purposefully and persuasively, responses from the CCSSE indicate FLC students are significantly below both the 2018 CCSSE cohort and large college comparison group, when asked how their experiences at FLC contributed to their ability to speak clearly and effectively, and how often they made a class presentation. On average the students surveyed last spring reported making fewer class presentations than students at other community colleges and felt their experience at FLC did not contribute as much to their ability to speak clearly and effectively in comparison to students at other community colleges.

It should also be noted that the findings from the 2018 CCSSE survey differ from the findings from 2016 and 2014, in the two previous years FLC students were found to be equal to the CCSSE comparison groups.

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.

Utilize active and critical listening skills in a variety of communication contexts to solve problems, offer feedback, and manage conflict.	N	Excellent preparation	Generally good preparation	Good in some areas only	Fair, all areas could have been	Inadequate preparation	Average
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		(5)	(4)	(3)	better (2)	(1)	
Spring 2016	152	42.1%	44.7%	8.6%	2.6%	2.0%	4.22
Summer/Fall 2016-Spring 2018	314	45.5%	38.5%	12.4%	2.9%	.6%	4.25

General Conclusions: The majority (84%) 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*. No CCSSE questions align with FLC's 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.

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.	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
Spring 2016	151	47.7%	33.8%	11.9%	4.6%	2.0%	4.21
Summer/Fall 2016-Spring 2018	314	50.6%	36.0%	9.6%	2.5%	1.3%	4.32

Table 15. CCSSE questions mapped to Cultural Awareness iSLO.

			N	2018	2016	2014
<i>Student Behavior Questions</i>						
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>) 4s. Had serious conversations with students who differ from you	DIVRSTUD	Part-time	225	1.97	2.52	2.44
	<i>*Question reworded in 2017.</i>	Full-time	328	2.17	2.71	2.64
		All Students	553	2.09	2.64	2.56
<i>College Practice Questions</i>						
How much does this college emphasize the following? (4 = <i>Very much</i> ; 1 = <i>Very little</i>) 9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	Part-time	219	2.53	2.64	2.41
		Full-time	324	2.48 --	2.70	2.48
		All Students	543	2.50 -	2.67	2.45

-Below the 2018 Large College Comparison group.

--Below both the 2018 CCSSE Cohort and Large College Comparison group.

General Conclusions: The majority (87%) 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 who differ from them 67%, said *sometimes* to *very often*. FLC student ratings were equal to the 2018 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. However, when FLC students were how much the college encourages contact among students from different economic, social, and racial ethnic backgrounds, FLC students' ratings were below the large college comparison group.

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.

Recognize the elements of various aesthetic modes as well as the reciprocal relationships between art and culture.	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
Spring 2016	140	28.6%	40.0%	20.7%	7.1%	3.6%	3.83
Summer/Fall 2016-Spring 2018	290	34.5%	41.7%	18.6%	3.8%	1.4%	4.04

General Conclusions: The majority (76%) 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. As a result, FLC might consider further evaluating how well it helps students achieve the aesthetic awareness iSLO. No CCSSE questions mapped to this 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.

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.	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
Spring 2016	146	32.2%	36.3%	17.1%	11.6%	2.7%	3.84
Summer/Fall 2016-Spring 2018	294	37.8%	40.8%	15.3%	3.7%	2.4%	4.08

General Conclusions: The majority (79%) 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*. No CCSSE questions align with FLCs global awareness iSLO.

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 18. Graduate Exit Survey results for Self Awareness iSLO.

Use knowledge of values, interests, and personality to set realistic goals and manage health, careers, and relationships with integrity.	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
Spring 2016	151	39.7%	40.4%	13.9%	2.6%	3.3%	4.11
Summer/Fall 2016-Spring 2018	258	39.8%	42.7%	10.4%	5.5%	1.6%	4.13

Table 19. CCSSE questions mapped to Self Awareness iSLO.

			N	2018	2016	2014
Student Self-Assessment Questions						
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>) 11f. Working effectively with others	GNOTHERS	Part-time	221	2.62	2.76	2.70
		Full-time	323	2.61--	2.74	2.76
		All Students	544	2.61--	2.75	2.74
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>) 11g. Learning effectively on your own	GNINQ	Part-time	222	2.73	2.87	2.95
		Full-time	324	2.89	2.96	3.03
		All Students	546	2.82	2.93	3.00
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>) 11h. Developing clearer career goals	CARGOAL	Part-time	222	2.26--	2.49	2.58
		Full-time	323	2.47--	2.70	2.76
		All Students	545	2.38--	2.62	2.68
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>) 11i. Gaining information about career opportunities	GAINCAR	Part-time	220	2.14--	2.35	2.37
		Full-time	324	2.26--	2.53--	2.50
		All Students	544	2.21--	2.46--	2.45 -
Student Behavior Questions						
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>) 4l. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	Part-time	225	1.80--	1.86	1.89
		Full-time	328	2.12--	2.16	2.19
		All Students	553	1.99--	2.05--	3.19

--Below both the 2018 CCSSE Cohort and Large College Comparison group.

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

- Below the 2014 Cohort.

General Conclusions: The majority (80%) 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 learn effectively on their own, FLC student ratings were equal to the 2018 CCSSE comparison groups. However, when asked, how their experiences at FLC contributed to their ability to gain information about career opportunities, work effectively with others, and how much they talked about career plans with an instructor or advisor, FLC student ratings were below the 2018 CCSSE cohort and large college comparison group. These findings indicate FLC students' perception of how much their experiences at FLC have contributed to their ability to learn effectively on their own 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 2018 CCSSE cohort. Based on the results, FLC might consider ways they can help students gain more information about career opportunities. It should be noted that the findings from 2018 are consistent with the findings from 2016.

General Conclusions

- The majority of recent graduates felt FLC provided them with *generally good to excellent preparation* in each of the areas addressed by FLCs 11 iSLOs.
- The perceptions of FLC students were equivalent to the perceptions of students from the CCSSE comparison groups for each of the items related to the three critical thinking iSLOs and the writing iSLO.
- The perceptions of FLC students were below the CCSSE comparison groups for the CCSSE questions that map to the reading, speaking, cultural awareness, and self-awareness iSLOs. Specifically, FLC was significantly below the comparison groups on the following items:
 - Using information you have read or heard to perform a new skill
 - Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
 - Speaking clearly and effectively
 - Made a class presentation
 - Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
 - Working effectively with others
 - Developing clearer career goals
 - Gaining information about career opportunities
 - Talked about career plans with an instructor or advisor

Recommendations

- As noted in 2016, 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, this pattern continued in 2018, thus it is recommended that FLC consider ways to help students gain more information about career opportunities.
- The 2018 CCSSE data indicates FLC students reported making fewer class presentations than students at other community colleges. Furthermore, FLC students reported their experiences at FLC did not contribute as much to their ability to speak clearly and effectively in comparison to students at other community colleges. This finding differs from 2016 and 2014 when FLC students' perceptions were equal to the comparison groups. Based on these findings it is recommended that FLC further evaluate the change in student perception related to the speaking iSLO.
- In 2018 FLC students fell below the comparison colleges in their perceptions of how well their experiences at the college contributed to their ability to work effectively with others. This finding differs from 2016 and 2014 when the perceptions of FLC students were equal to students at other community colleges. It is recommended the college further evaluate possible reasons for the change in student perceptions.

- It is recommended that the college 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 that the SLO committee review the iSLOs to ensure they align with the college's mission and goals.
- It is recommended the SLO committee revise the Graduate Exit Survey and develop more nuanced questions to assess each of the iSLOs. Although student responses to the current survey questions suggest students feel that FLC is providing adequate preparation for each of the 11 iSLOs, the more nuanced questions from the CCSSE suggest there are areas FLC could improve. Furthermore, because the CCSSE survey will no longer be administered at FLC it is recommended that new questions are developed to better assess 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.