

Yuba Community College District Student Learning Outcomes and Outcome Assessment

The following Student Learning Outcomes (SLOs) will provide the core knowledge and abilities for every graduate from the Yuba Community College District. Students will achieve these outcomes as well as the specific curriculum outcomes for their academic or technical area of study. Student performance in each SLO/core knowledge area will be evaluated to determine if the SLO has been achieved at the desired level.

1. Communication: effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

a. Comprehend an assigned reading passage that must be summarized, analyzed, and evaluated in an effectively crafted essay.

Assessment: As part of the English 1A final examination, students will complete a critical evaluation of a reading passage and effectively support or refute the opinions expressed in the document. The examination will be holistically scored using a rubric.

b. Listen actively and speak effectively using both spoken and non-verbal communication.

Assessment: Students will deliver a prepared speech which will be scored using a Speech department rubric.

2. Computation: use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.

a. Demonstrate basic competency and understanding of appropriate mathematical operations by applying these operations to solve problems.

Assessment: As part of the final examination in Math 52, students will demonstrate the ability to apply mathematical operations to solve problems.

3. Critical Thinking: analyze data/information in addressing and evaluating problems and issues in making decisions.

a. Apply analytical skills in defining problems and/or issues to arrive at logical solutions and distinguish fact from fiction.

Assessment: Given a practical problem or current issue, students will demonstrate the steps needed to arrive at a logical solution and distinguish fact from fiction. The problem will be given as part of the final examination in Math 52 or other classes that meet the critical thinking graduation requirement.

4. Global Awareness: articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.

a. Identify opportunities to contribute to a diverse, global community.

Assessment: To be measured by a written statement submitted with the graduation petition. The statement must identify activities in which the student has participated – including but not limit to clubs, community organizations, and/or political/cultural activities – and explain how such activities contribute to the global community.

b. Recognize and demonstrate an understanding of and respect for other people and cultures, as well as for variations in ability, age, gender, lifestyle, and income level.

Assessment: To be measured by a pre- and post-test that will be used to assess changes in attitudes and perceptions of the student from entry at Yuba College/Woodland Community College and upon completion of his/her studies. The pre-test will be given as part of the application process and the post-test with the graduation petition. Pre- and post-test are being piloted.

5. Information Competency: conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

a. Use print material, personal communication, observation, and electronic media to locate, retrieve, evaluate, and then use information.

Assessment: This will be done through a research paper in the English 1A class. A rubric has been developed and is being piloted in spring 2008.

b. Understand the ethical, social, and legal issues surrounding the use of information.

Assessment: Through the use of the pre- and post-test being piloted, students will demonstrate that they are able to 1) define and classify types of intellectual property, 2) explain the ethical and legal ramifications of plagiarism, 3) discuss how social issues of privacy relate to gathering and using certain information, and 4) explain the reasons for knowing who funds studies, surveys, and other data collection and how such funding can produce a conflict of interest in gathering information.

6. Personal and Social Responsibility: interact with others by demonstrating respect for opinions, feelings, and values.

a. Demonstrate responsibility for being an informed citizen by participating in team efforts, taking responsibility for one's own actions, practicing self-discipline, and developing time management skills.

Assessment: Students will provide evidence of taking responsibility, working collaboratively, practicing self-discipline, and managing his/her time effectively to complete a project as evidenced by their responses on the pre- and post-test being piloted.

7. Technological Awareness: select and use appropriate technological tools for personal, academic, and career tasks.

a. Apply technology effectively to locate, interpret, organize, and present information.

Assessment: Using appropriate technology, students will produce a research paper in English 1A that shows the student can effectively locate, interpret, organize, and present information. A rubric has been developed to score the research paper – being piloted spring 2008.

b. Recognize the effects of technology on the natural environment and understand technology's applications, implications, and limitations.

Assessment: Students will demonstrate their understanding of the positive and negative effects of technology on the natural environment and technology's applications, implications, and limitations as evidenced by responses on the pre- and post-test being piloted.

8. Scientific Awareness: understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

a. Demonstrate basic competency in the physical or the life sciences by displaying an understanding of the implications and applications of science on the natural environment and apply the principles of the scientific method to the physical, life, or behavioral sciences.

Assessment: Students will demonstrate basic competency in the physical or the life sciences and an understanding of its implications and applications. They will also apply the principles of the scientific method to an issue in the physical, life, or behavioral sciences. This will be measured by their final grade in general education science classes.