

2019-2020 Annual Report on Assessment of Student Learning
Feather River College
Prepared by the SLOAC Committee
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Assessment is ongoing, reporting is periodic.

General Notes and Introduction

Initiated in the 2014-2015 academic year, this document represents the Student Learning Outcome Assessment Cycle (SLOAC) Committee's annual summary report on student learning and assessment at Feather River College. This brief report is divided into three principal sections:

- I. the assessment of college-wide student learning outcomes,
- II. the assessment of program-level student learning outcomes, and
- III. the assessment of course-level student learning outcomes.

As has been the case in previous assessment reports, the SLOAC Committee feels that FRC has made commendable progress in many areas of student learning outcome (SLO) assessment, as evidenced by the contents herein. The continued availability of categorical funding from the state has improved the SLOAC Committee's ability to increase the attention given to student learning assessment by recommending that funding be prioritized on initiatives that overcome barriers to student learning as identified through the comprehensive program review (CPR) process. The Committee also continues to reduce redundancy and confusion surrounding the college's processes for program-level SLO assessment and comprehensive program review (CPR): instructional program leaders confirmed that the improvements had made the process more meaningful and simpler. This improvement was the result of the SLOAC Committee's work in integrating program-level SLO assessment into instructional comprehensive program reviews. The Committee began the review of updated Student Services SLOs and the CPR template for student services programs in the 2019-2020 year and will make further improvements to better align program review and Student Services SLO assessment in the 2020-2021 year.

As an additional source for reflection and study related to student learning in both instructional and student services programs, the SLOAC Committee and the College have engaged in internal and external analyses of campus processes and services toward continuous improvement. Specifically, the College continues to survey internally through the Year-End Student (YES) Survey to gauge student satisfaction and learning. Additionally, the College has contracted with an external company in 2019 to analyze the effectiveness and responsiveness of a variety of instructional and student services programs. Although this new analysis is still underway, early feedback from the company has provided valuable information that has been shared across numerous departments resulting in variety improvements and updates such as updates to

program and service websites and communication to new students regarding the onboarding process and program pathways.

Beyond survey and process analysis, the College has been implementing new placement and curricular offerings in math and English. This includes the reduction of pre-collegiate course offerings in both math and English, as well as better curricular alignment and stronger support structures to aid students in their accelerated path to satisfying their math and English requirements. Specifically, to comply with AB 705 regarding student placement into math and English, the Advising and Counseling department in consultation with Council on Instruction implemented the MMAP model which has been validated by the Research and Planning Group as a multiple measures instrument to guide students in their initial course placement in English and math. The major change was using a student's cumulative unweighted high school grade point average and level of courses completed rather than scores from an assessment test. As a result, enrollment in pre-college and lower level courses declined and there was a greater need for English 101. Although data presented in last year's Assessment Report indicated increased success rates in college-level English, data from Fall 2019 that when averaged over a three-year period, success rates were constant. Further, new math curriculum was developed to better prepare students for transfer-level math. This includes new courses in intermediate algebra that are tracked dependent upon a student's educational goals: Math 015 is Intermediate Algebra for non-STEM majors, Math 020 is Intermediate Algebra for STEM majors. These classes were taught for the first time in the 2019-2020 year and preliminary data record above-average success rates but further analysis will be required to better understand the success of students in their transfer-level math classes (i.e., Math 110 and Math 202).

Assessment of College-Wide SLOs

Students have completed an annual survey for the past ten years that captures their self-assessment on their level of success in reaching FRC's college-wide SLOs (CWSLOs). The following graphs capture year-by-year results over this timeframe.

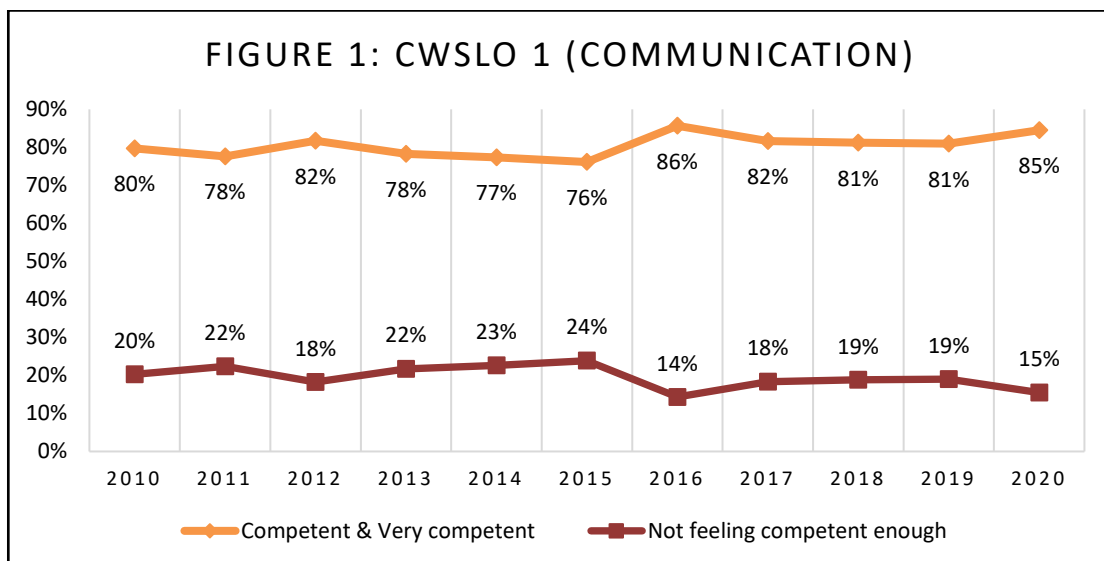


FIGURE 2: CWSLO 2 (CRITICAL THINKING)

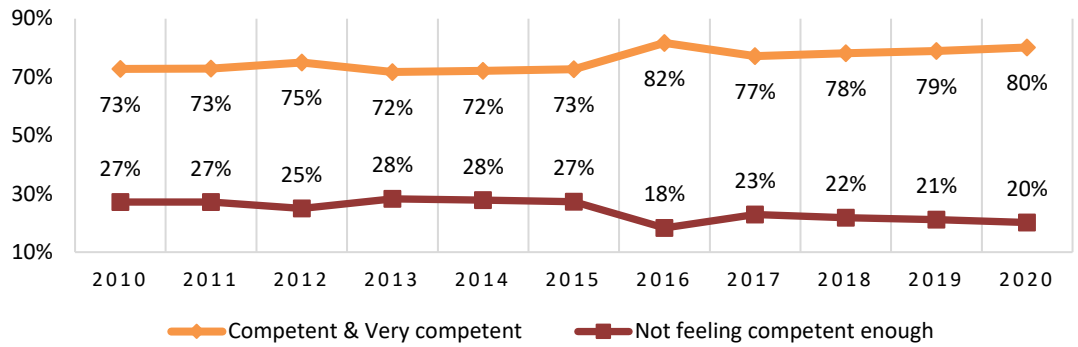


FIGURE 3: CWSLO 3 (SCIENTIFIC & IT SKILLS)

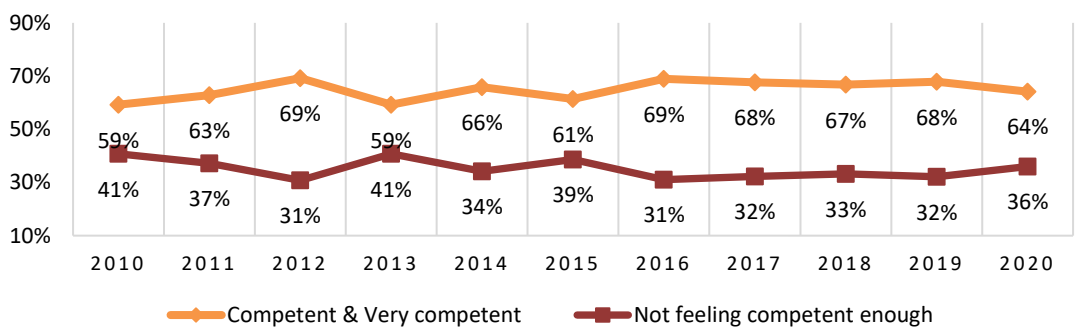


FIGURE 4: CWSLO 4 (ETHICAL SENSE)

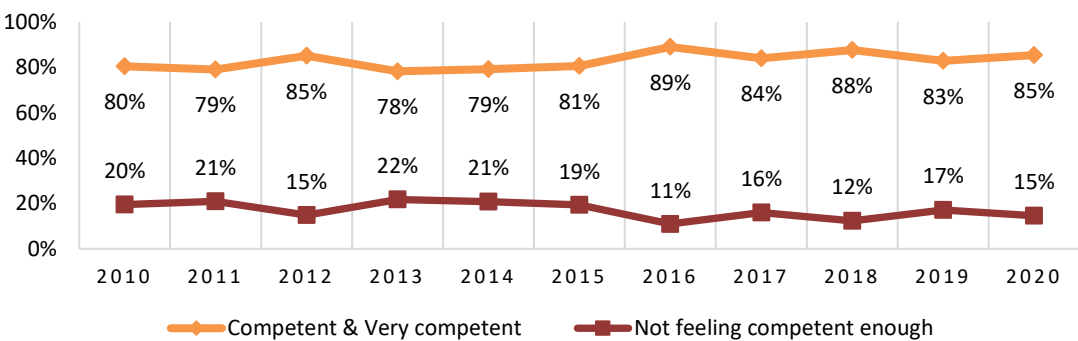
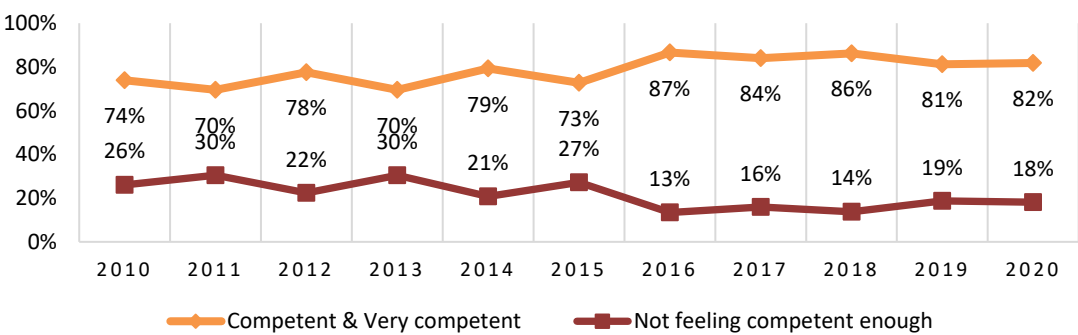
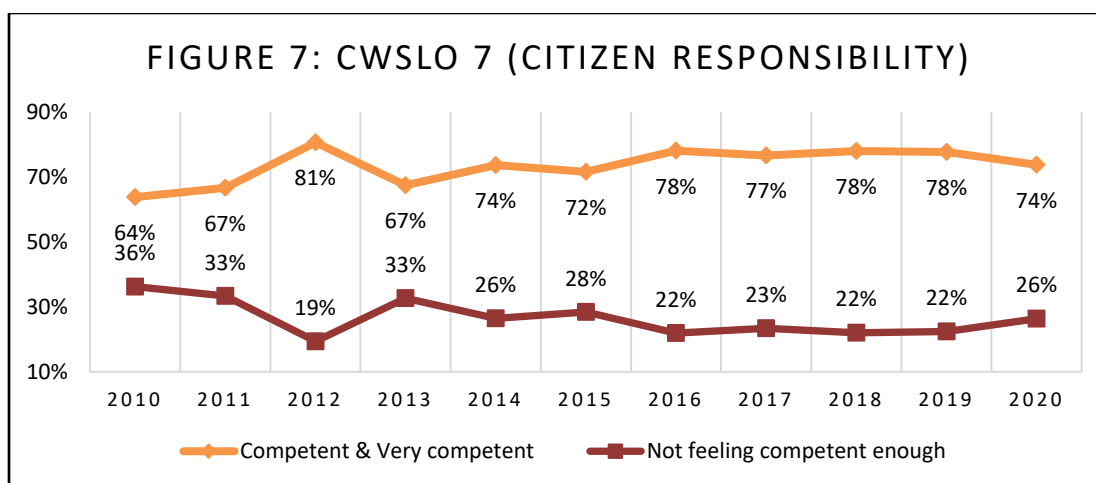
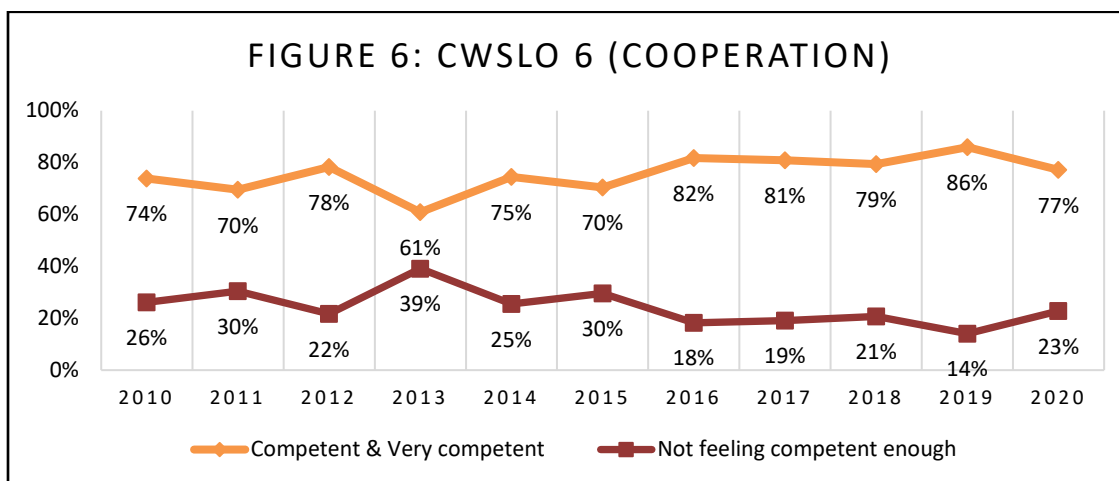


FIGURE 5: CWSLO 5 (PURPOSEFULNESS)





The graphs above (figures one through seven) demonstrate a positive understanding and sense of accomplishment in meeting the CWSLOs with an average of 78% of students citing "very competent" or "competent" as their level of attainment. This average exceeds the 11-year average going back to 2010. These data have the statistical credibility of a decade of survey data and show remarkably strong consistency from year to year for each CWSLO. All CWSLOs show similarly high attainment rates for students with the exception of Scientific and Information Literacy. In order to provide assurance that students are accurately gauging their performance relative to the Scientific and Information Literacy CWSLO, the SLOAC Committee worked with the Institutional Researcher to clarify the question on the student survey for 2016. This work appears to have positive impact on the relative score for this area as evidenced by the modest increase in student confidence since this time.

Assessment of program-level outcomes

Program-level assessment occurs in conjunction with comprehensive program reviews. As has been the case since 2010, the SLOAC Committee meets with instructional and student services program leaders who have completed their program-level assessment and CPR processes. These group meetings provide an annual forum for programs to learn from each other and the SLOAC Committee on assessment strategies and student success. Summary notes from the 2019-2020 meetings with instructional and student services programs are captured here.

Instruction: *Business*

- As a relatively small department with few faculty, program leadership has direct and personal connections to students that are used to assess program effectiveness and student learning.
- Feedback collected from prior students indicates positive program outcomes in terms of transfer and employment success.
- The program is developing a stronger online presence and will offer Financial Accounting online for the first time in the Summer 2020 term.
- The Personal Finance class has been revised to have a heavier focus on investing as a means to attract broader interest.
- Certification for students to be chartered market technicians (CMTs) is being developed as an additional online offering.

Instruction: *Distance Education*

- FRC received approval from the Accrediting Commission for Community and Junior Colleges (ACCJC) in fall 2019 to offer fully online educational programs
- Course review and alignment process with the Online Education Initiative through the Chancellor's Office has begun; some faculty pioneers have already had their courses reviewed, others will participate in a multi-year process within FRC to align courses with statewide standards.
- Canvas usage has increased dramatically in recent years, it is widely regarded as an effective course delivery platform by teachers and students.
- NetTutor usage, a Canvas-embedded support resource, has grown in usage and has great potential in helping students proof their writing assignments.
- Online degree programs are being developed, including the scheduling of online courses as necessary to complete the general education requirements.

Instruction: *Instructional Service Agreements*

- Relationships between FRC and instructional partners continue to be stable and mutually beneficial.
- All instructional partners report successful attainment of SLOs as measured through instructor assessment and student feedback.
- Where practical, instructional partners are implementing greater amounts of distance education in their curriculum; FRC is delivering focused training in Canvas usage to these partners.
- Consistent with trends in DE offerings, training is also underway with instructional partners in the usage of NetTutor.
- Instructional partners coordinate with FRC and broader certifying bodies to ensure that students are meeting educational standards appropriate to the goals of their educational program; this includes coordination with bodies such as the California Department of Education, Rescue 3 International, and the International Rafting Federation.

Student Services: *Financial Aid*

- Feedback from program leaders on program review and SLO assessment process was positive.
- The program has served a consistent number of students since the last comprehensive program review.
- SLOs are evaluated based on the successful navigation of loan/aid processes by students.
- Program leaders noted that many students don't take full advantage of scholarship opportunities; Financial Aid staff added a spring scholarship application cycle to encourage better participation.
- Proactive communication on deadlines and processes have led to a measurable decrease in student default rates: these rates have declined from 23% in 2014 and are expected to approach 0% in the coming year.

Student Services: *Admissions and Records*

- The program has found that program-level SLOs are difficult to measure directly, has relied on indirect (proxy) measurements to assess achievement.
- The program is undertaking new technology projects to better serve students and to better quantify services: these include the development of a payment plan through TouchNet, issuance of electronic transcripts, improved tracking of student applications and demographics through CCC Apply, and streamlined management of student housing through Banner.
- Similar to feedback from Financial Aid, many students still rely on guidance and direction from A&R staff for information that is readily available through MyFRC, staff will continue to empower students to be resourceful through education on using MyFRC and other resources.

Student Services: *Child Development Center*

- Program leaders felt that the CPR process was helpful in allowing them to reflect on and communicate the role of the CDC to the broader campus.
- The CDC has set goals for SLOs related to resilience and resourcefulness for its students: students have a "professional growth advisor" who helps students define career goals and monitor progress toward them. Work force readiness programs with work-study students are already established.
- The program is audited regularly by the state, (Title 5), and Community Care Licensing (Title 22), this comprises part of the program's self assessment: the most recent audit for the QRIS/IMPACT gave the CDC one of the highest scores in California (4.9 of 5.0 points).
- The program is planning to make facility and equipment improvements thanks to funding received as part of QRIS/IMPACT funding. .
- The CDC utilizes student and parent surveys as a feedback mechanism to ensure continuous improvement.

Student Services: *Community Education*

- Community Education is a not-for-credit, fee-based program that provides education in areas of personal enrichment.
- The system operates independently of Banner in terms of registration and payment, this is currently managed by the Student Services Office; this system requires significant management labor and would benefit from an online registration and payment system.
- Further, there is discussion on whether this program should continue to be housed under Student Services or if it should migrate to Instruction.
- Course offerings and enrollment have been relatively steady in recent years, the stability of a particular course offering typically depends on the instructor's ability to draw interest from the community.
- All classes use an evaluation tool to gather feedback on the effectiveness of the course and the instructor as the principal means of assessing student learning.

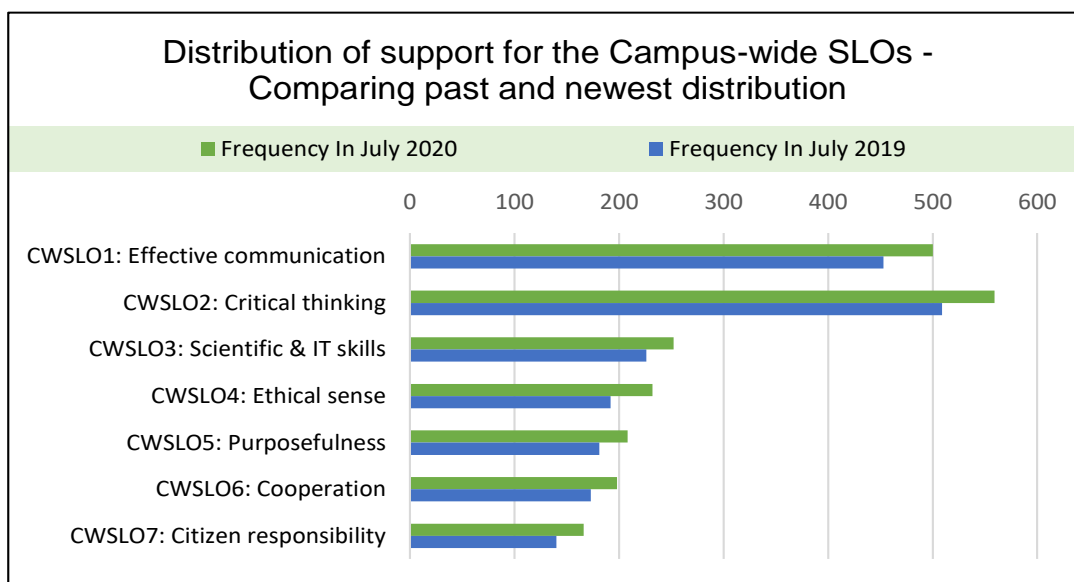
Assessment of course-level outcomes

Thanks to significant efforts made by the SLOAC Committee over the past two years, the college began to use a new course-level SLO assessment tool in the 2017-2018 year. One of the SLOAC Committee's goals with the new assessment system was to remove the disincentive for faculty to state that they would make revisions to their course as a result of their assessment. In the previous system, indicating that revisions were planned as a result of assessment necessitated a subsequent assessment report to be completed in the following semester while indicating that no revisions were necessary necessitated a report simply to be completed within the next four years. As a result, nearly all assessment report indicated that no revisions were necessary. Many of the data that are being captured in the new assessment system will need to be reviewed over a multi-year period before significant conclusions can be drawn regarding the effectiveness of the format but our preliminary data indicate that one-third of the respondents in the new system did indicate they will be making revisions due to their assessment. Importantly, respondents indicated that students met their expectations for the course-level SLOs 85% of the time.

Unfortunately, the COVID-19 disruption that impacted FRC starting in spring 2020, the number of new course-level assessment reports increased only moderately. This was due to the CIO notifying faculty that he was suspending this requirement until the 2020-2021 year. Despite this pause in activity, Agnes Koos continued to improve the dashboard tools related to course-level assessment

One of the tools available through the new assessment interface is our ability to more directly quantify connections between course-level assessments and college-wide learning outcomes. Because each course-level SLO is tied to a college-wide SLO, we can see the frequency with which the course-level outcomes intersect the college-wide outcomes. In the preliminary data, we see the greatest intersection of course-level outcomes with CWSLOs #1 and #2 (communication and critical thinking), with CWSLO #3 (scientific and information literacy) coming next, then followed by the remainder of the CWSLOs. This interconnectedness will be

studied more carefully in coming years as the course-level assessments that are submitted in the new interface become more representative of the college's overall curriculum.



Beyond this simple analysis of the connectivity between course-level and college-wide SLOs, the SLOAC Committee was also able to quantify the strength with which students met CWSLOs by reviewing the level of attainment of the associated course-level outcomes. The feedback from instructors broadly mirrors the self-reported feedback from students on their attainment of CWSLOs with the exception of CWSLO #4 (ethical sense). Here, students rated themselves the highest of all the CWSLOs while the proxy measurement through the course-level assessments recorded instructors rating the students low in this area. As stated above, it will be important and informative to return to these measures as more assessment data is entered into the reporting tool over the coming year as the college gets back on track with course-level assessments post COVID disruption.

	Expectations not met #	Expectations partially met #	Expectations met #	Total SLOs mentions of the CWSLO#
CWSLO1: Effective communication	3	67	430	500
CWSLO2: Critical thinking	5	74	480	559
CWSLO3: Scientific & IT skills	4	33	215	252
CWSLO4: Ethical sense	1	36	195	232
CWSLO5: Purposefulness	1	19	188	208
CWSLO6: Cooperation	1	25	172	198
CWSLO6: Citizen responsibility	2	20	144	166
TOTAL	17	274	1824	2115

	Expectations not met #	Expectations partially met #	Expectations met #	Total SLOs mentioning the CWSLO#
CWSLO1: Effective communication	0.6%	13.4%	86.0%	100.0%
CWSLO2: Critical thinking	0.9%	13.2%	85.9%	100.0%
CWSLO3: Scientific & IT skills	1.6%	13.1%	85.3%	100.0%
CWSLO4: Ethical sense	0.4%	15.5%	84.1%	100.0%
CWSLO5: Purposefulness	0.5%	9.1%	90.4%	100.0%
CWSLO6: Cooperation	0.5%	12.6%	86.9%	100.0%
CWSLO6: Citizen responsibility	1.2%	12.0%	86.7%	100.0%
TOTAL	0.8%	13.0%	86.2%	100.0%