General Notes and Introduction

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.

It is the SLOAC Committee's opinion that FRC has made commendable progress in many areas of student learning outcome (SLO) assessment, as evidenced by the contents of this report. One way that the committee has improved the attention given to student learning assessment on the FRC campus is through the granting of categorical funds to programs which identify needs through the SLOAC process. Another area of improvement was the reduction of redundancy and confusion surrounding the college’s processes for program-level SLO assessment and comprehensive program review (CPR). To address this, the SLOAC Committee recommended changes to the CPR template in fall 2014 to the Strategic Planning Committee that effectively merged the CPR and the program-level SLO assessment requirements into a single document. These changes were approved by the Strategic Planning Committee and the new instructional CPR template is available to use for spring 2015. The SLOAC Committee will undertake a similar review of the student-services CPR template in spring 2015.

I. Assessment of College-Wide SLOs

Students completed their yearly survey that provided a self-assessment on their level of success in reaching FRC’s college-wide SLOs (CWSLOs).

![Figure 1: Results from 2014 FRC student exit survey.](image)
On the whole, students demonstrated a positive understanding and sense of accomplishment in meeting the CWSLOs with an average of 81.5% of students citing "very competent" or "competent" as their level of attainment. Students described the greatest level of success in reaching CWSLOs 3, 4, 5, and 6. Although students cited CWSLO 2 as their weakest area relative to the others, 73% marked "very competent" or "competent" as their level of attainment.

II. **Assessment of program-level outcomes**

Program-level assessment occurs in conjunction with comprehensive program reviews. As has been the case for the past four years, 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. 

*Recommendations for funding were made on by the SLOAC Committee as an outcome from the program-level SLO assessment discussed at these meetings which resulted in four programs, Early Childhood Education, Physical Science, Library, and the Childhood Development Center, receiving funding for special requests in the 2014-2015 year.* Summary notes from the 2014-2015 meetings with instructional and student services programs are captured here.

**Instruction: Art**

- Faculty use pre and post-assessments to gauge student ability and learning. Program faculty feel this is an effective way to measure student learning in the studio arts classes and gives students a tangible feel for their improvement.
- The program is seeking 3-D printer and additional laptops with grant funding that will be used in design classes; this will also be displayed for a hands-on demonstration periodically in the library to generate interest beyond those students already enrolled in art classes.
- Program faculty are considering the development of a “visual foundations” class for the art program that would replace art appreciation and provide a better blend of theory and practice.
- Addition of prerequisites to specialized courses may improve student preparedness and learning (i.e., prerequisites that are sequential within the discipline).

**Instruction: Early Childhood Education**

- Program faculty meet periodically to review course-level SLOs and to compare results across different delivery modes (in-person, online, correspondence). Faculty feel good about their assessment at the course level for major-specific courses but have struggled comparatively with assessment for the ECE courses that fall within the general education area.
- Mapping exercises of course to program-level SLOs has been beneficial and have led to the adjustment of program-level SLOs.
- Creation of the observation room has been helpful for teaching and learning within the program, additional furniture and equipment purchases for the CDC teaching space will improve the quality of this resource for students and children.
Result: the SLOAC Committee recommended that funding be prioritized to update and improve the CDC teaching space as it is an important resource for ECE students.

Instruction: Health and Exercise Studies
- Program leaders are exploring additional degree and certificate options including health club management and physical therapy assistant.
- Technology acquisitions have improved ability to measure conditioning and health of students and to provide more focused training.

Instruction: Library
- Student learning is assessed through instructor-completed feedback forms following classroom presentations by library director on research methods. Additionally, library staff document the frequency, topic area, and outcome of individualized help they provide students.
- Students have demonstrated greatest achievement gap in library SLOs on critical thinking and research skills, this is difficult to measure longitudinally for students and is currently an area of discussion among staff.
- Student traffic in new library building has increased by approx. 300%, limiting ability to serve students with existing staff, increasing the library's work-study allocation would improve student service.
- The collection is out of date in key areas, availability of Block Grant funding should help make improvements in currency of holdings.

Result: the SLOAC Committee recommended that funding be prioritized to allow for updating of library holdings in key areas.

Instruction: Physical Sciences
- Although a wide variety of courses are offered, most are only taught as single sections so course-level SLO assessment has been straightforward.
- Program-level SLOs have been difficult to assess due to the low number of students in program, but students completing the program have been highly motivated, have performed strongly in classes, and have transferred on to four-year programs.
- Gaps in offerings such as calculus-based physics may prevent some students from coming to and/or staying with the program.
- Program faculty have revised the program curriculum to provide a more realistic path to completion that includes CSU Breadth requirements.
- Some laboratory equipment has become outdated, computers in the Chem 400 lab no longer support necessary software for laboratory exercises.

Result: the SLOAC Committee recommended that funding be prioritized to allow for updating computers in the chemistry lab.

Student Services: Admissions and Records
- analysis of waivers (late drop, late add, ...) shows significant drop in number since 2010
- program leaders will work to better delineate between SLOs and administrative outcomes on the next CPR
Student Services: *Child Development Center*

- survey results from parents indicate appreciation of scheduling flexibility for children in CDC; this appears to be confirmed through an increase in enrollment in the CDC
- program leaders will redefine SLOs to better track student learning in relation to the groups served by the CDC (e.g., students who are children in CDC, students who are enrolled in ECE program, students who are parents of children in CDC, students who work at the CDC as work-study students)

*Result: the SLOAC Committee recommended that funding be prioritized to improve math educational materials to allow FRC students and children in the CDC to learn new techniques on teaching and learning math.*

Student Services: *Community Education*

- program started with large number of classes with low average enrollment, number of classes has been reduced over the years and average enrollment has increased
- student complete an evaluation form for each class, the results have been used to focus advertising efforts
- some difficulties surrounding student registration have spurred staff to investigate development of online registration through Banner

Student Services: *Financial Aid*

- FRC default rates significantly above national average, but in-line with California Community College average
- FRC receipts of Direct Loans approximately 10% higher than California average
- as with A&R, program leaders will work to better delineate between SLOs and administrative outcomes on the next CPR

III. Assessment of course-level outcomes

Thanks to significant efforts made over the past ten years, the college has completed at least one and in many cases multiple course-level assessments for nearly every course in the curriculum inventory. Faculty members have kept pace with assessment requirements by revisiting previously completed assessments on the established four-year timeframe. Currently, 87% of all courses have undergone at least one assessment, with newly added courses to the curriculum constituting the primary reason why the assessment rate is less than 100%. Despite this noteworthy completion rate, significant disparities still exist in the level of reflection captured in these assessments. To address this, the SLOAC Committee has been developing a new reporting system for course-level assessments.