2015-2016 Annual Report on Assessment of Student Learning
Feather River College
Prepared by the SLOAC Committee
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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 was the case in last year's assessment report, 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 herein. As strong budgets have persisted for two years at the state level, categorical funds have been available that have 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. 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. In similar fashion, the SLOAC Committee undertook a review of the student services CPR template in fall 2015. This led to subsequent approval of a new CPR template for student services by the SLOAC Committee and the Strategic Planning Committee in fall 2015. The new document more clearly guides program leaders through their program review by better integrating SLO assessment into the college's planning process.

Members of the Student Services Division attended a retreat in summer 2015 to focus on measuring Student Services Student Learning Outcomes (SSSLOs). Each program manager presented to the group how their program was evaluated and which of the five SSSLOs they had measured. The selected outcome was then cross-walked to a college-wide SLO (CWSLO) and an APR objective. Each manager then identified what evidence they had collected related to the selected SSSLO. The evidence used came from a variety of sources including survey data, meeting minutes, service use patterns, and anecdotal information. The final step was to identify how this data/evidence was used to improve learning, and if the change was effective. As a specific example, the advising and counseling offices used survey data to solicit feedback on these services and to identify focus areas for improvement. As a follow up at an Advising Task Force meeting, staff focused on the two questions which received the weakest student

responses. These questions were related to providing a better understanding of transfer and/or employment options in the student's field or area of study, and understanding the student's academic goals and the guidance necessary to achieve them. As a result of this discussion the advising and counseling staff decided to explore the use of career assessment tools, and solicit information from faculty related to employment opportunities in their major or program. They also decided to review the student's academic goal at the beginning of every session.

Assessment of College-Wide SLOs

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

Figure 1: Six-year averages, CWSLOs ordered from highest to lowest scores

80% 78% 74% 73% 71% 71% 63%
20% 22% 26% 27% 29% 29% 37%

4: Ethical sense 1: Communication 5: Purposefulness 2: Critical thinking 6: Cooperation 7: Citizen responsibility 3: Information literacy

■ Competent & Very competent   ■ Not feeling competent enough

Figure 2: CWSLO #1 (Communication)

— Very competent   — Competent
— Somewhat/ Not at all competent   — No opinion/NA/No answer
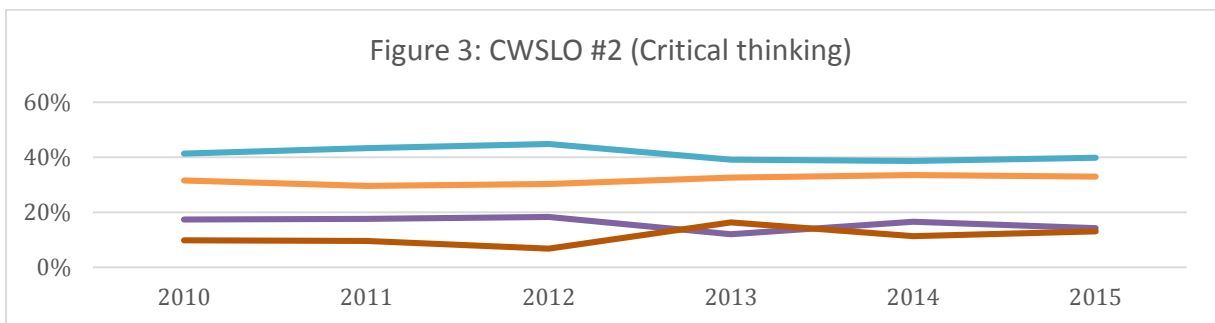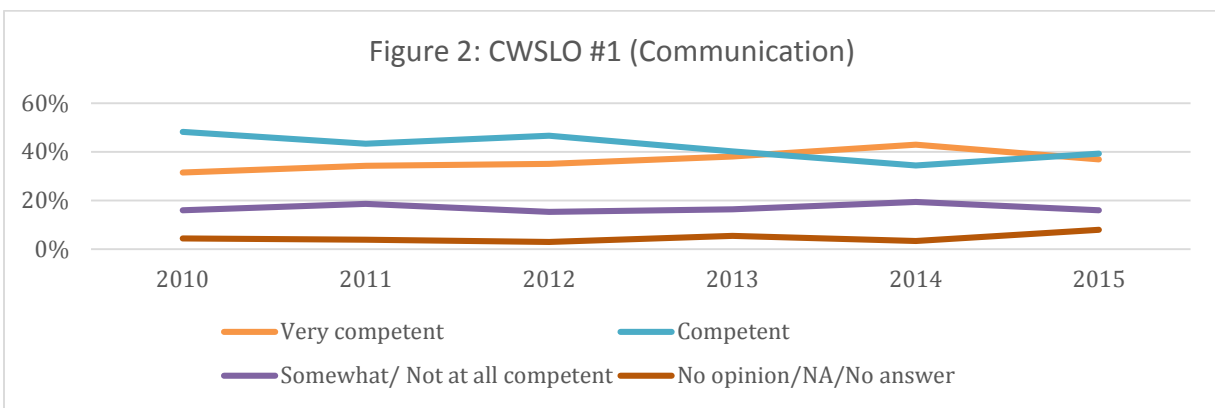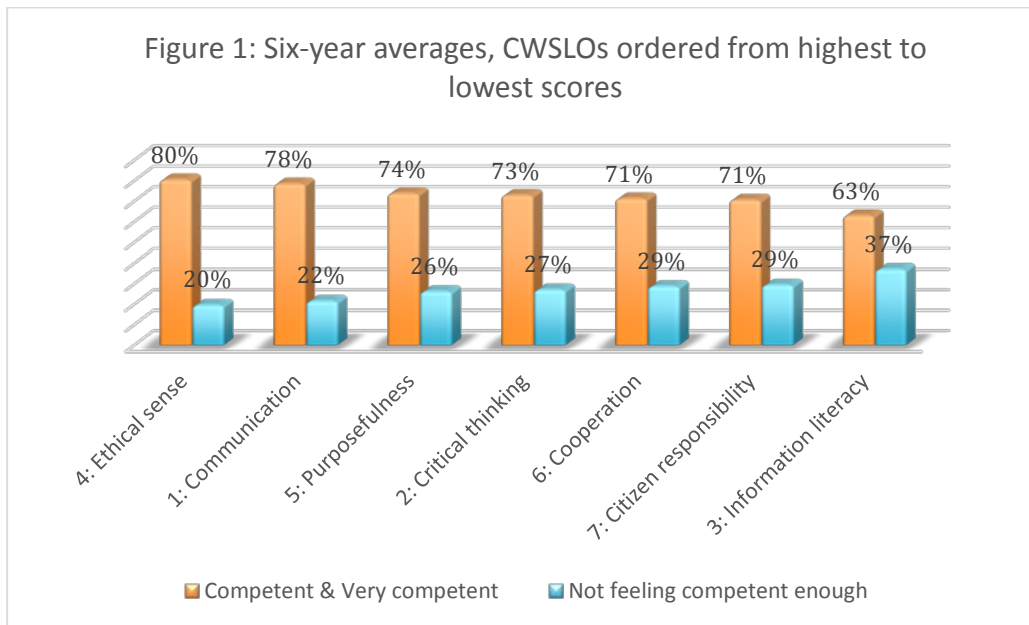

Figure 3: CWSLO #2 (Critical thinking)

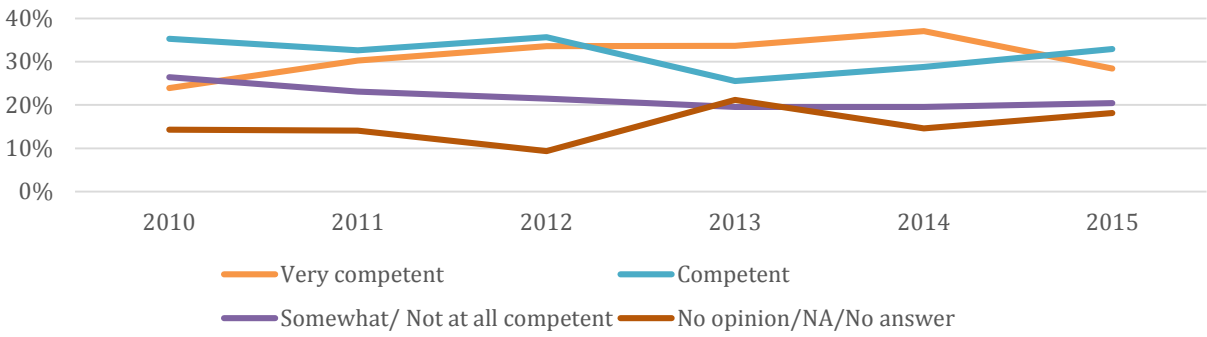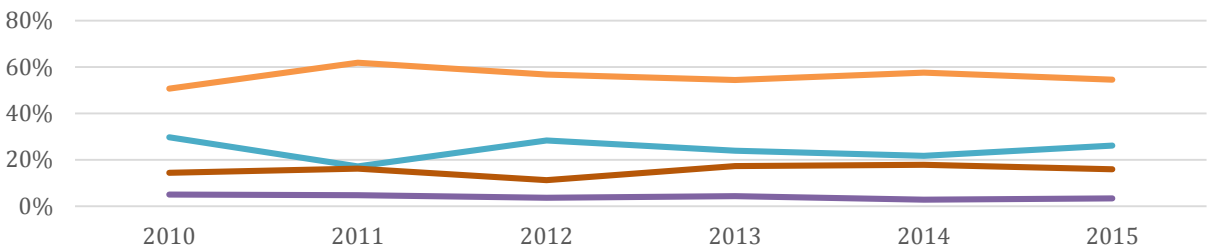Figure 4: CWSLO #3 (Information literacy)

Figure 5: CWSLO #4 (Ethical sense)

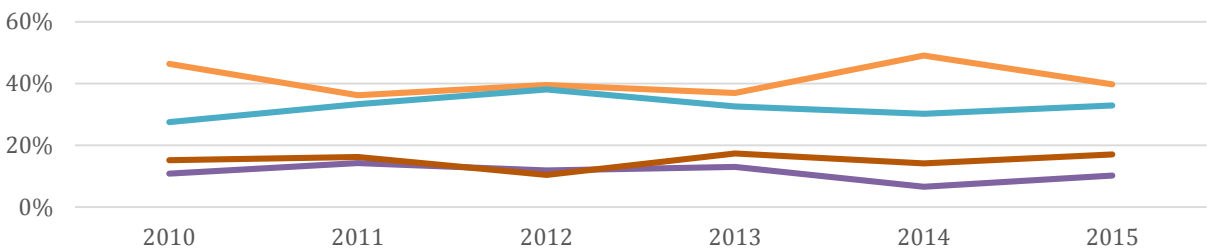

Figure 6: CWSLO #5 (Purposefulness)
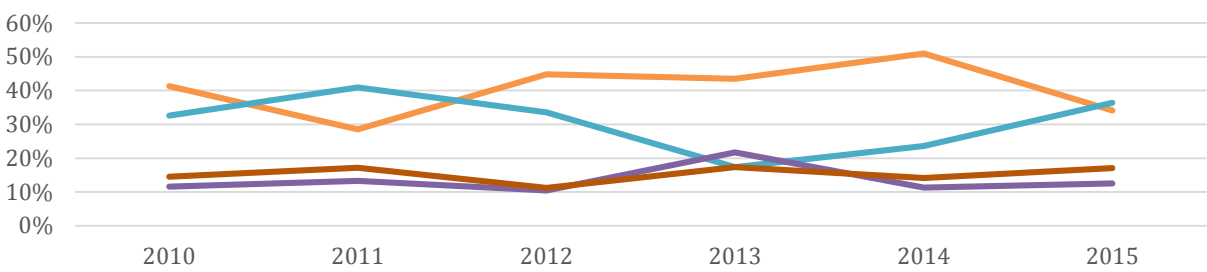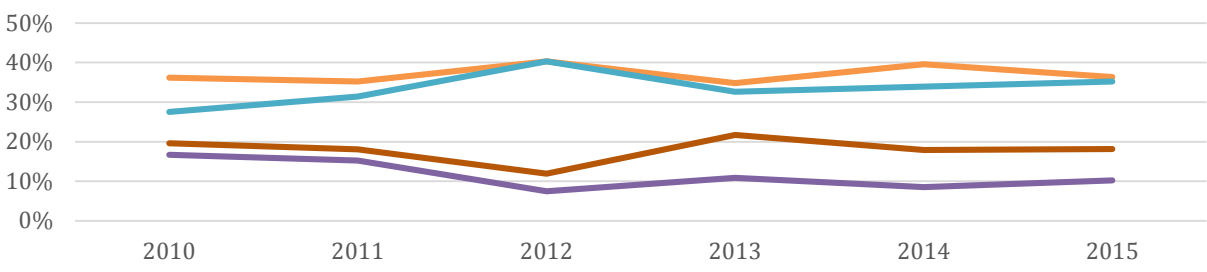

Figure 7: CWSLO #6 (Cooperation)

Figure 8: CWSLO #7 (Citizen responsibility)

The graphs above (figures one through eight) demonstrate a positive understanding and sense of accomplishment in meeting the CWSLOs with an average of 73% of students citing "very competent" or "competent" as their level of attainment. These data have the statistical credibility of six years' of survey data and show relatively strong consistency from year to year for each CWSLO (figures two through eight). All CWSLOs show similarly high attainment rates for students with the exception of Information Literacy. In order to provide assurance that students are accurately gauging their performance relative to the Information Literacy CWSLO, the SLOAC Committee worked with the Institutional Researcher to clarify the question on the student survey for 2016. Finally, the SLOAC Committee and Student Services Council have worked with the Institutional Researcher to identify and implement strategies to improve student participation in the survey. The SLOAC Committee will report out in the 2016-2017 year on the impact of these strategies.

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 by the SLOAC Committee as an outcome from the program-level SLO assessment discussed at these meetings which resulted in one program, ICT, receiving funding for special requests in the 2015-2016 year.* Summary notes from the 2015-2016 meetings with instructional and student services programs are captured here.

Instruction: *Business Program*
- Faculty use pre and post-assessments at the course level to gauge student ability and learning. Program faculty feel this is an effective way to measure student learning in the business classes and gives students a tangible feel for their improvement. Student improvement is significant on these pre and post-assessments, with students posting an average improvement of 55%.
- Faculty also use a post-graduation survey to explore how students' experiences in the program prepared them for employment. Survey responses systematically indicate that students feel the completion of their degrees and/or certificates prepared them well for the work world.
- Program faculty feel the updated CPR template effectively integrates program planning and assessment questions.

Instruction: *Information and Communication Technologies Program*
- Program SLOs are mapped carefully to course-level SLOs and provide a clear and consistent message about program strengths and weaknesses.
- Program faculty scored courses on the level of student achievement relative to specific program SLOs. Program SLOs were then analyzed by theme and results were summarized to provide a basis for developing program-level recommendations.
- Program faculty identified the greatest strengths in SLO achievement in the areas of communication and analyzing technology. Student achievement was weakest in the SLO theme of collaboration. As a result of this identified weakness, faculty

have designed assignments that require students to integrate projects with real-world businesses in the community

Result: the SLOAC Committee recommended that while substantial progress has been made in updating classroom technology for ICT, there is still a need to update and improve the ICT teaching space in terms of the classroom furniture.

Student Services: *Admissions and Records Office*
- A&R leaders felt that international students often arrive at FRC with an incomplete understanding of the financial obligation required to attend college and live in the U.S.
- A&R staff have addressed this issue of financial literacy by creating clearer web-based information and brochures to explain the multiple fees and costs associated with attending FRC.
- For all students, A&R has implemented processes to communicate more proactively with students via email and hard-copy letters about potential holds that may affect their enrollment status.

Student Services: *Educational Talent Search Grant Program*
- Program leaders work with local students to improve college preparedness, this includes helping students develop class schedules that provide the breadth and rigor to be college ready.
- ETS has developed new individualized education plans to give students a better understanding of how their coursework will prepare them to enter college.
- ETS staff use a yearly survey of graduating students and use the feedback to refine activities and procedures. Additionally, ETS staff track program completers for six years after graduation from high school to monitor progress.

Student Services: *Financial Aid Office*
- Financial Aid staff are focused on educating students about their financial decisions in order to better prepare them to handle the responsibility they assume when they take on student debt.
- Financial Aid staff have become trained as "financial literacy educators," the result of their completion of a statewide program focused on reducing student default rates.
- The current student default rate (21%) at FRC is approximately equal to the average of the California Community Colleges but Financial Aid staff would like to reduce this further.
- Financial Aid staff have worked with others in student services to streamline the application process and notification turnaround time for scholarships, noting that Osher Scholarship funds aren't being spent which may be tied to a complex application process and a long turnaround time on scholarship notifications.

Student Services: *TRIO/SSS Grant Program*
- Program staff are interested in increasing participation of students on transfer trips to other colleges.

- To do this, staff are working to build better connections with other colleges through FRC's College, Career, and Transfer Fair.
- Additionally, staff are focusing their efforts on transfer preparation and transfer education.
- New regulations regarding release of student information have made it more difficult to track students through the National Student Clearinghouse.

<u>Assessment of course-level outcomes</u>

Thanks to significant efforts made over the past decade, 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 within 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%. Disparities in the level of reflection captured in these assessments continue to exist. To address this, the CIO has taken a more proactive role in providing immediate feedback to faculty who submit course-level assessments to help them develop more meaningful documents. The current SLO tracking process provides a comparison with past semester data that the SLOAC Committee felt should be improved. As a result, the Institutional Researcher and the SLOAC Committee are exploring new reporting systems for course-level assessment.