2017-2018 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 has received feedback that its work to reduce redundancy and confusion surrounding the college's processes for program-level SLO assessment and comprehensive program review (CPR) has been generally successful: 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 and student services comprehensive program reviews.

Members of the Student Services Division attended a retreat in summer 2017 and revisited Student Services Student Learning Outcomes (SSSLOs). Prior to the meeting, managers were asked to review their accomplishments and fill in the Student Services Matrix for at least one objective from the previous year's APR. Program managers presented during the retreat and the following Student Services Council Meeting. Managers shared how their program was evaluated, and which of the APR objectives were chosen and then cross-walked to a college-wide SLO (CWSLO) and SSSLO. Evidence collected related to the selected SSSLO was shared. The evidence came from a variety of sources including survey data, meeting minutes, service use patterns, and anecdotal information. The final step was to identify how these data/evidence were used to improve learning, and if the change was effective.

A specific example, in fall 2017, to begin compliance with AB 705, 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 the fall

semester pre-college and lower level courses declined and there was a greater need for English 101. Additional sections were added to accommodate the student's needs. After fall semester, the advisors analyzed the success rates for English 101 and students overall success increased by 3% over the previous semester when using the MMAP model. Spring semester placement looked similar with fewer lower level courses being needed. The advisors recognize that this sample size is very small and will need to be continually evaluated.

Assessment of College-Wide SLOs

Students have completed an annual survey for the past nine 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.
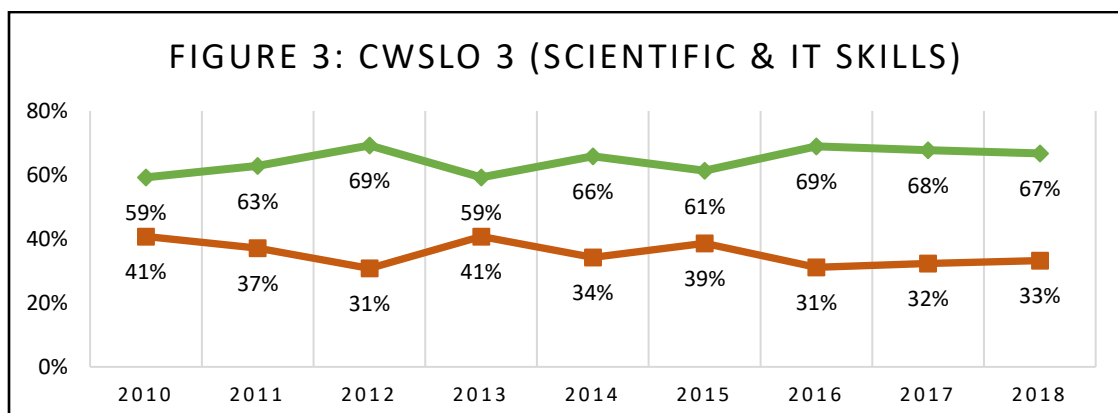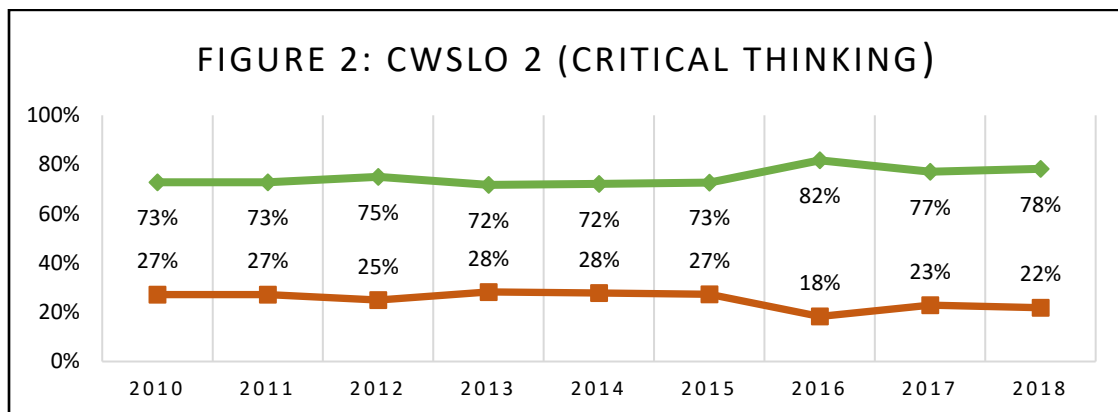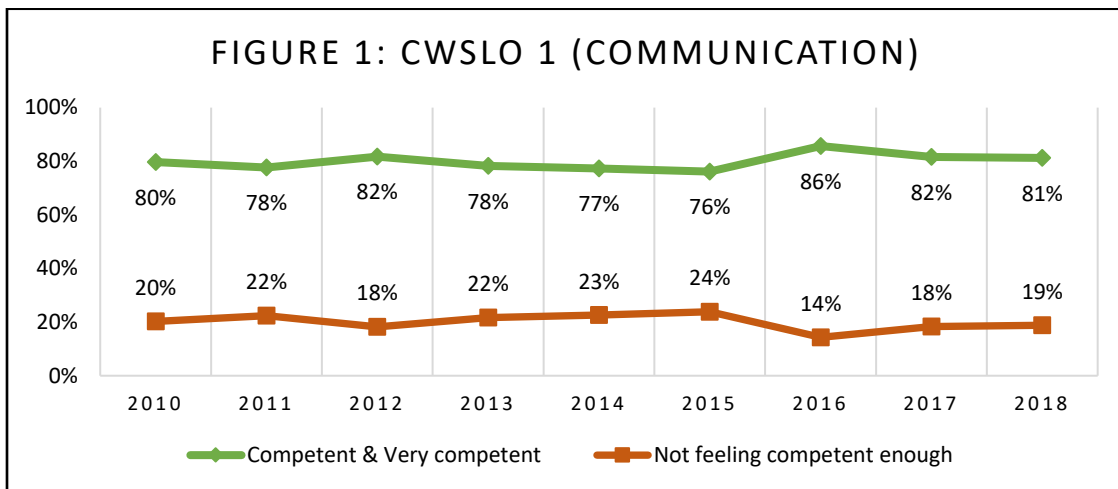

FIGURE 1: CWSLO 1 (COMMUNICATION)
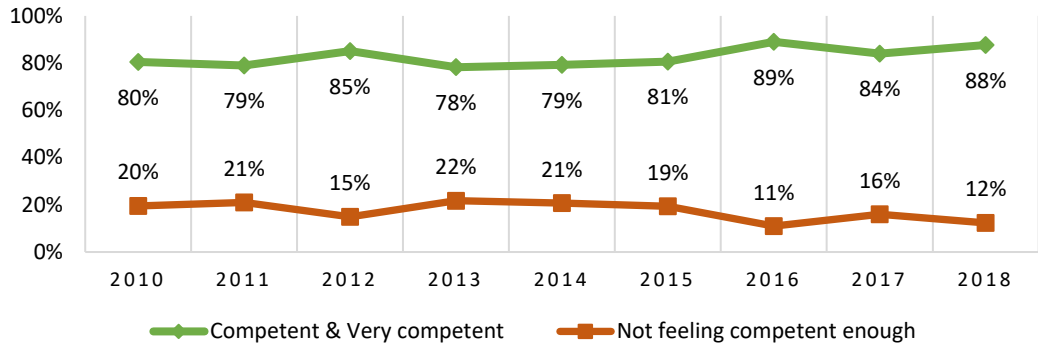

FIGURE 2: CWSLO 2 (CRITICAL THINKING)

FIGURE 3: CWSLO 3 (SCIENTIFIC & IT SKILLS)

FIGURE 4: CWSLO 4 (ETHICAL SENSE)

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Competent & Very competent	80%	79%	85%	78%	79%	81%	89%	84%	88%
Not feeling competent enough	20%	21%	15%	22%	21%	19%	11%	16%	12%

◆ Competent & Very competent   ■ Not feeling competent enough

FIGURE 5: CWSLO 5 (PURPOSEFULNESS)

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Competent & Very competent	74%	70%	78%	70%	79%	73%	87%	84%	86%
Not feeling competent enough	26%	30%	22%	30%	21%	27%	13%	16%	14%
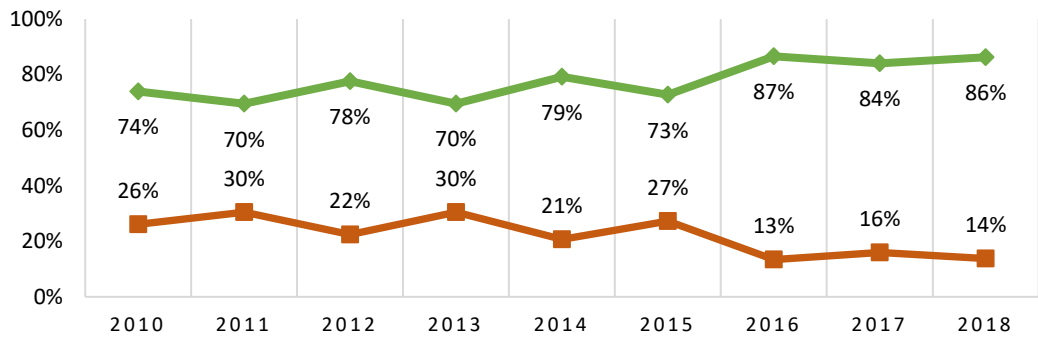
FIGURE 6: CWSLO 6 (COOPERATION)

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Competent & Very competent	74%	70%	78%	61%	75%	70%	82%	81%	79%
Not feeling competent enough	26%	30%	22%	39%	25%	30%	18%	19%	21%
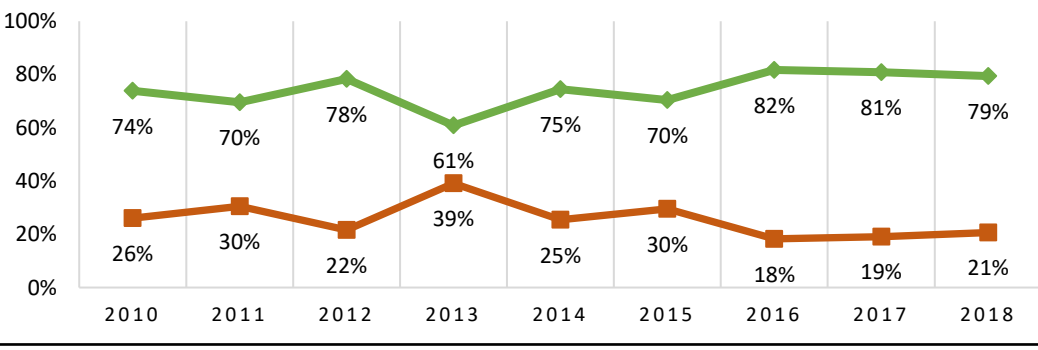
FIGURE 7: CWSLO 7 (CITIZEN RESPONSIBILITY)

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Competent & Very competent	64%	67%	81%	67%	74%	72%	78%	77%	78%
Not feeling competent enough	36%	33%	19%	33%	26%	28%	22%	23%	22%
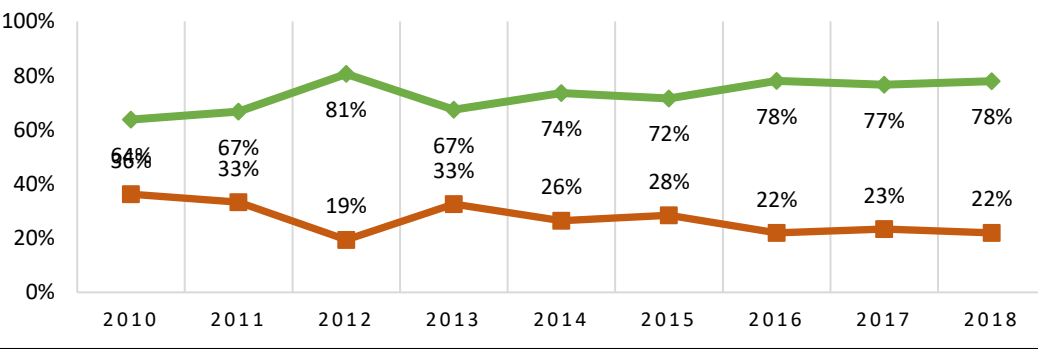
The graphs above (figures one through seven) demonstrate a positive understanding and sense of accomplishment in meeting the CWSLOs with an average of 79% of students citing "very competent" or "competent" as their level of attainment, an increase of 8% from the 2010-2011 year. These data have the statistical credibility of several years' of survey data and show relatively 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 for the past five 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. Summary notes from the 2017-2018 meetings with instructional and student services programs are captured here.

Instruction: *Social Science*
- Process of completing program review and associated assessment more complex for this program due to the varied nature of academic programs contained within: from small and relatively discrete programs like Sociology and History to large and nebulous programs like General Studies.
- Faculty recommended that the Year-End Survey (YES) be revised to include student majors to allow for better disaggregation of college-wide SLOs which clearly relate to the General Studies and Liberal Arts degrees.
- Program numbers in History and Political Science remain small, Sociology has seen significant growth due to interest from ISP.
- Faculty have reviewed student success post-FRC through the National Student Clearinghouse, the program has demonstrated strong transfer rates over the past three-year period of 66%.

Instruction: *English*
- Faculty were happy with the addition of a new full-time faculty member (Will Lombardi) and his ability to bring new techniques and perspectives to English instruction.
- Disaggregated data show consistent student performance across all demographic groups: performance differential was ± 3%.
- Preliminary data suggest that success rates using the multiple measures placement method at FRC have been equal to or higher than previous placement methods (e.g., Accuplacer) indicating a stronger predictive power of HS GPA.

- Faculty described new initiatives to improve student engagement and learning in English classes such as Writing Across the Curriculum and a Writing Symposium. The SLOAC Committee encouraged program faculty to continue to pursue these efforts and to leverage resources and momentum in the Guided Pathways initiative.

Instruction: *Nursing*
- The program completed the FRC comprehensive program review at the same time as the statewide LVN board's program review.
- Faculty have recently included more videos and images in their lectures to improve student engagement based on student feedback.
- The Nursing program relies primarily on the results of the licensure exam (NCLEX) to provide a direct assessment of student learning at the program level. Feedback from NCLEX scores has demonstrated a need to focus on medication and drug issues to improve student performance on this exam.
- The LVN portion of the program has been at capacity in terms of student enrollment due to the ongoing workforce needs in this area.
- Faculty have been incorporating a greater writing requirement into the courses to better reinforce this important skill and to link to the CWSLOs.
- The teaching space and simulation lab on campus are both well-equipped for the program's needs. The program has used Strong Workforce Program funding to purchase a new simulation doll.

Instruction: *ISP*
- Faculty commented on the need to capture more global program-level assessment data. The SLOAC Committee discussed the possibility of developing a Year-End Survey (YES) specifically for the ISP student population. This survey could be administered via Scantron in order to make summarizing the data tractable.
- Graduation rates have increased recently based on data from institutional research. The program has benefitted from increased staffing levels and attention with the help of SSSP and Equity funding.
- Staff are working on refocusing enrollment efforts on a smaller number of prisons so the program can maximize the services provided to each student.

Student Services: *Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE)*
- EOPS/CARE staff work with full-time students who are economically and educationally disadvantaged and provide extensive support to help retain these students and assist them in reaching their educational goals. CARE is an additional program that aids students who meet EOPS criteria and are head of household with a dependent.
- The EOPS and CARE Programs served over 130 unduplicated students during the 16/17 academic year - 96 for Fall 16 and 102 for Spring 17. These students benefit directly in terms of access and support, key pillars of the program's learning outcomes.

- Staff provide personal guidance to students in the program and can leverage FRC's connection to the county's Social Services programs to help refer needy individuals to EOPS and/or CARE.

- The program provides vital support to the vulnerable populations it serves.

- An Advisory committee meets to assess and enhance the effectiveness of the programs.
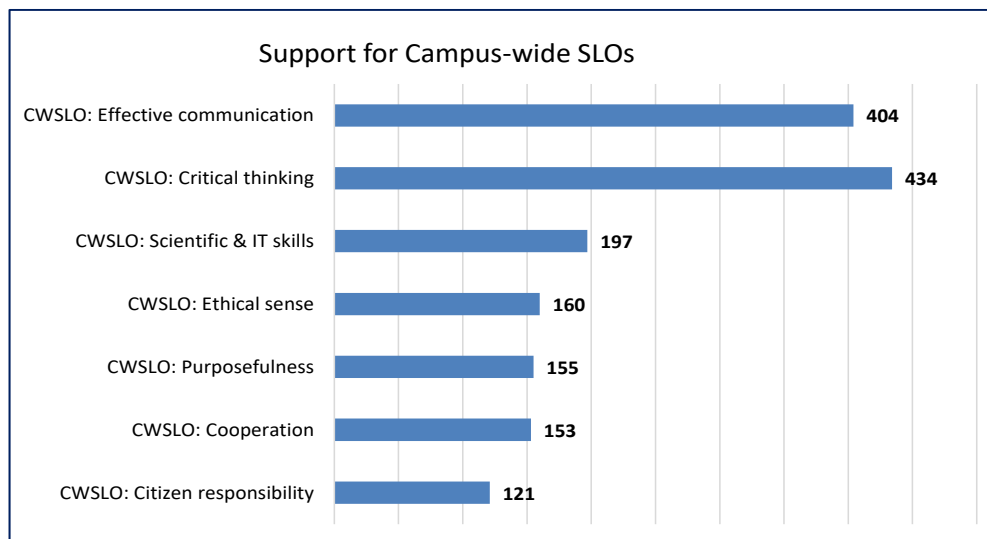
Student Services: *Marketing and Outreach*
- Marketing and Outreach are under the CSSO's supervision with a half-time recruiter and half-time recruiter assistant.
- Marketing and outreach efforts over the past several years have included traditional tools such as newspaper advertising, radio ads, printed class schedules, a view book featuring students and programs, program brochures and fact sheets, specialized advertising in trade magazines, sponsorship at county events, and mailings to prospective students.

- Additional marketing and outreach efforts over the past few years include the development of Friday in the Fall preview day, a Counselor and Administrator retreat with Plumas Unified School District, partnering with the Chamber to showcase welcome banners in the downtown area, development of a new logo and brand guidelines, collaboration with academic programs to recruit to target markets, developing and growing social media presence including Facebook, Twitter and Instagram, upgrading to a new modernized website, staff professional development to stay abreast of trends and strategies, and most recently running a digital marketing campaign using geo-fencing and in app ads as well as analyzing and utilizing more data. All of these activities align with the college's efforts to clarify pathways and engage students.

- The college's 50th Anniversary will be celebrated in 18-19 which will be an opportunity to market the college and engage alumni.

- Marketing and Outreach mounted a successful digital marketing campaign in spring 2018, will continue to expand upon these efforts in the coming year.

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. In the first year 176 course-level assessments were entered across over 29 different disciplines. As to be expected, the majority of these submissions came near the start of the fall and spring terms as faculty members reflected on their courses from the previous semesters. 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.

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.

Support for Campus-wide SLOs

CWSLO	Value
CWSLO: Effective communication	404
CWSLO: Critical thinking	434
CWSLO: Scientific & IT skills	197
CWSLO: Ethical sense	160
CWSLO: Purposefulness	155
CWSLO: Cooperation	153
CWSLO: Citizen responsibility	121

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. Here, 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.