2022-2023 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.

Noteworthy for this report, the alteration and/or suspension of certain practices during COVID has produced a gap since the last Assessment Report was issued in 2020. The SLOAC Committee is happy to issue this report as established practices return to normal post-pandemic. 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 and the subsequent revisions to the CPR templates during the 2021-2022 year.

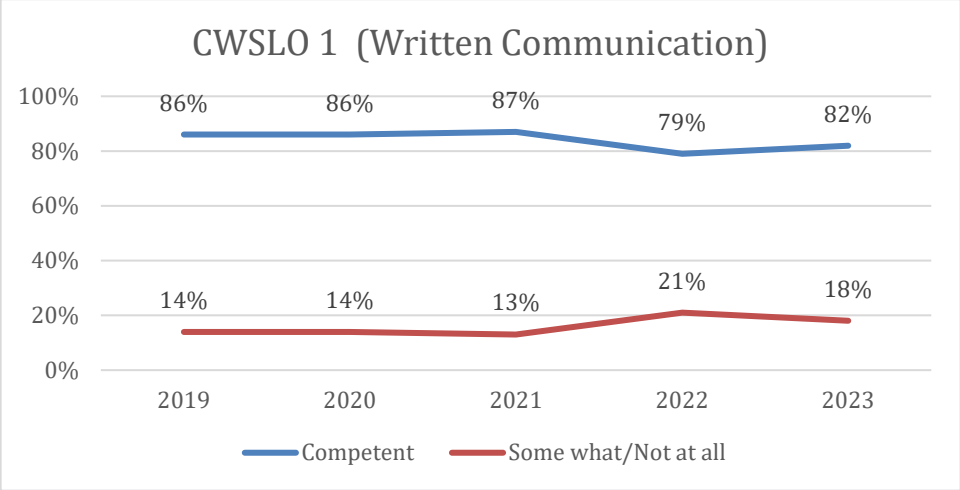
As additional sources for reflection and study related to student learning in both instructional and student services programs, the SLOAC Committee and the College have engaged in internal and external analyses of campus processes and services toward continuous improvement. Specifically, the College continues to survey internally through the Year-End Student (YES) Survey to gauge student satisfaction and learning. Additionally, the use of the Career and Technical Education Outcome Survey (CTEOS) and the Transfer Survey (inaugural year of 2022) provide meaningful feedback related to the broad purposes of FRC's mission and its SLOs.

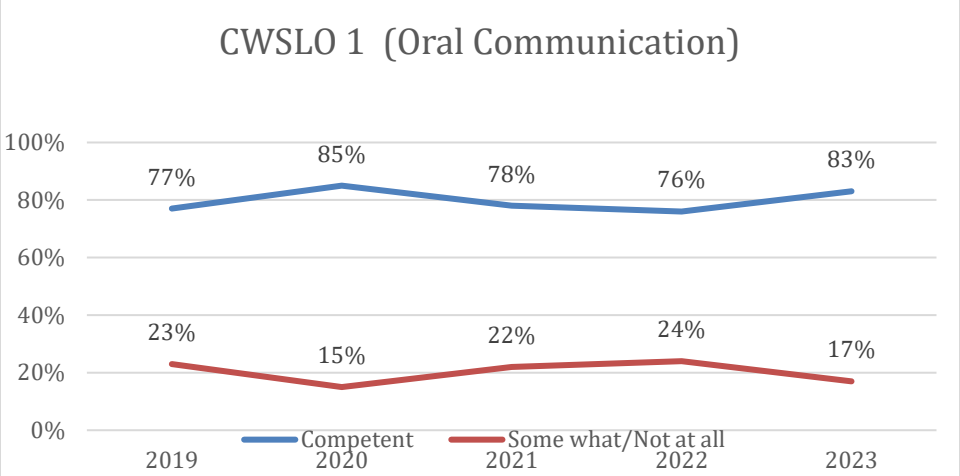
Beyond survey and process analysis, the College has been implementing new placement and curricular offerings in math and English. This includes the elimination of pre-collegiate course offerings in both math and English, as well as better curricular alignment and stronger support

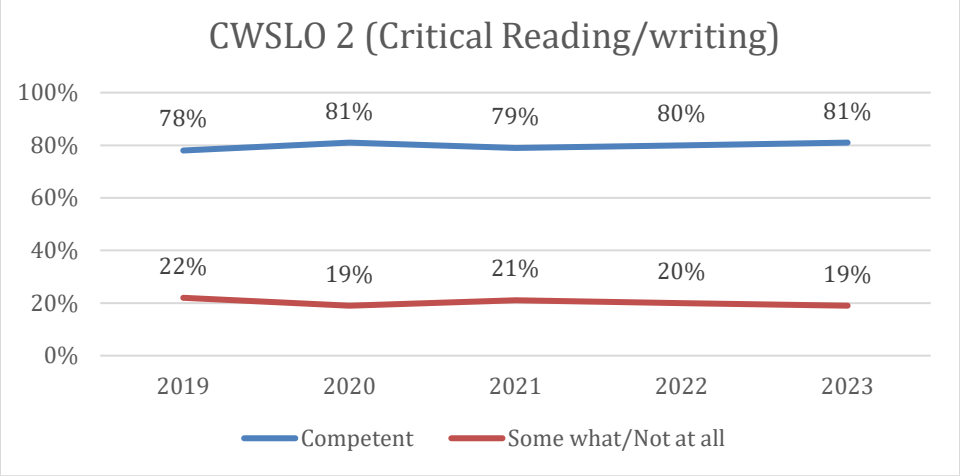
structures to aid students in their accelerated path to satisfying their math and English requirements.

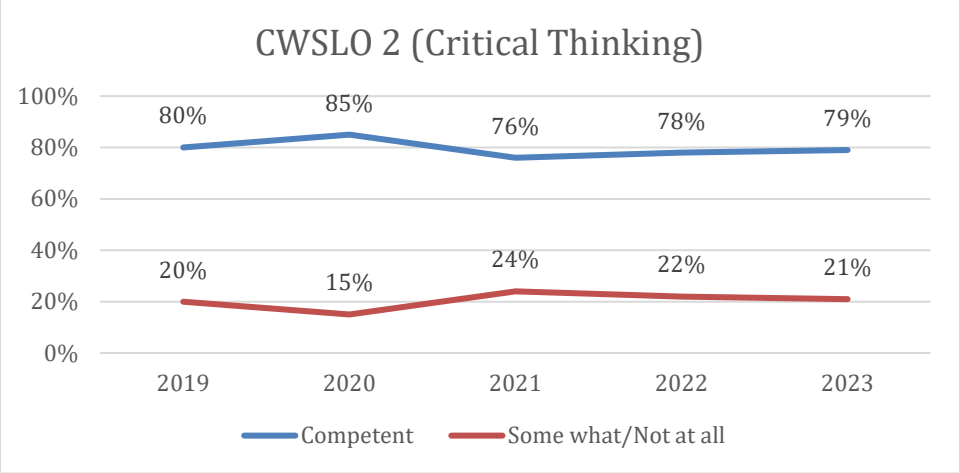
Assessment of College-Wide SLOs

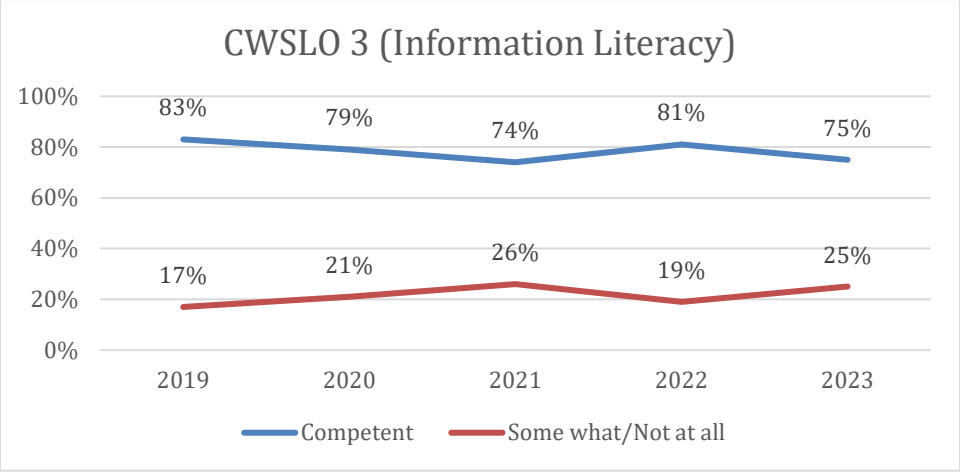
Students have completed an annual survey for the past ten years that captures their self-assessment on their level of success in reaching FRC's college-wide SLOs (CWSLOs). The following graphs capture year-by-year results over this timeframe.

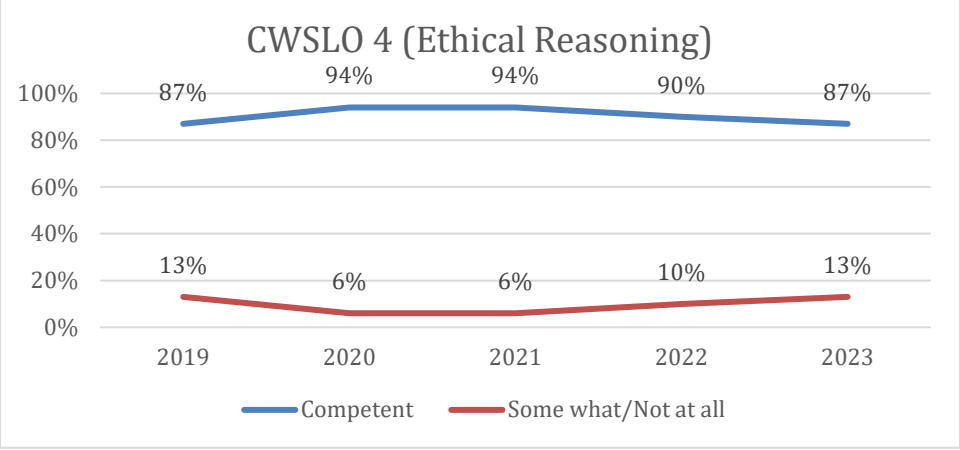


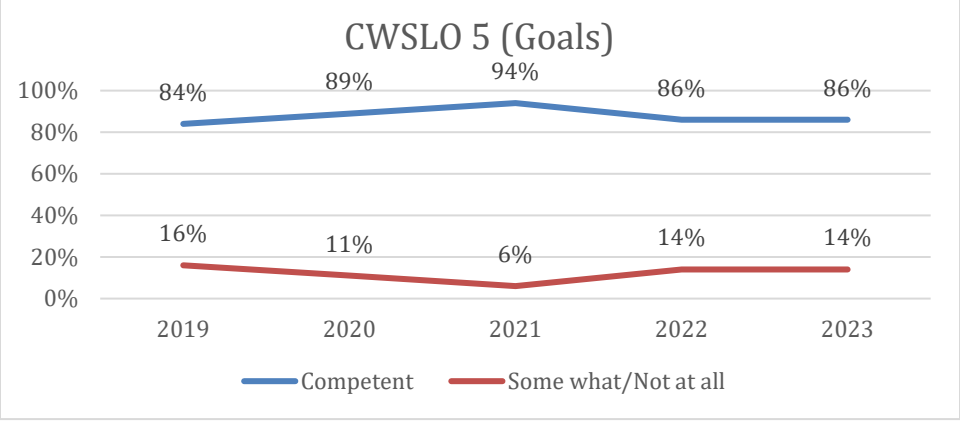


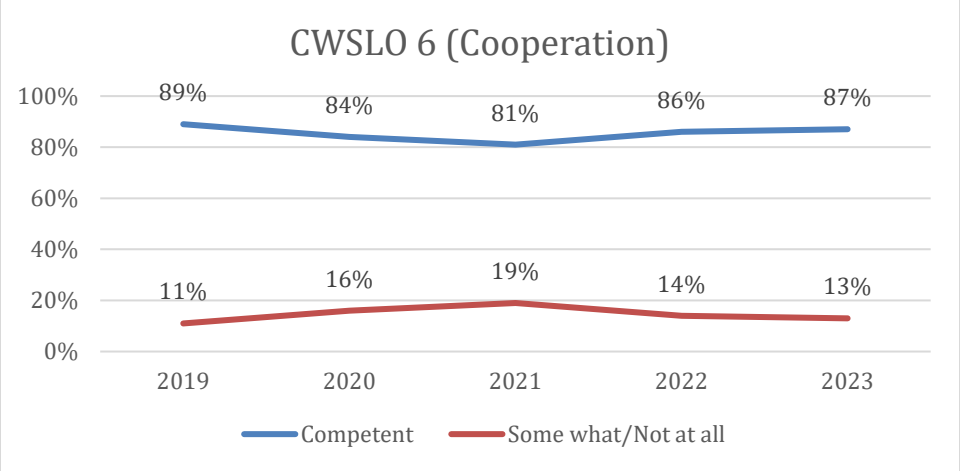


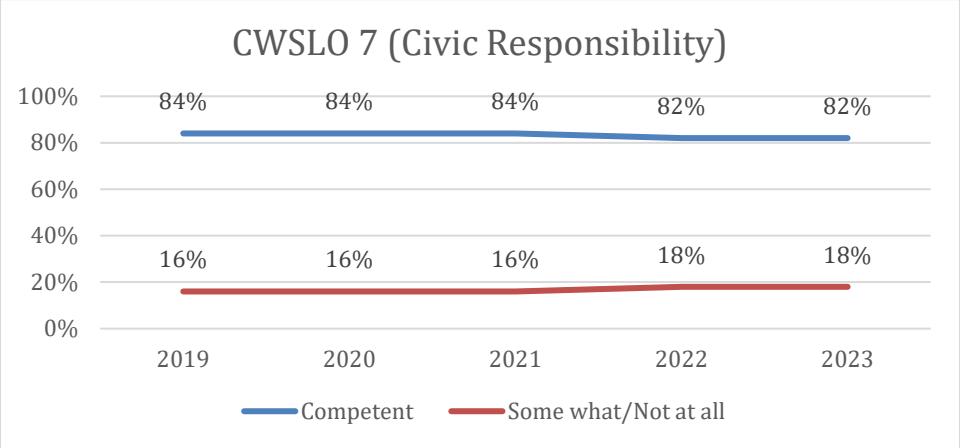

CWSLO 2 (Critical Thinking)
100%
80%
60%
40%
20%
0%
80%
85%
76%
78%
79%
20%
15%
24%
22%
21%
2019
2020
2021
2022
2023
Competent
Some what/Not at all


CWSLO 3 (Information Literacy)
100%
80%
60%
40%
20%
0%
83%
79%
74%
81%
75%
17%
21%
26%
19%
25%
2019
2020
2021
2022
2023
Competent
Some what/Not at all


CWSLO 4 (Ethical Reasoning)
100%
80%
60%
40%
20%
0%
87%
94%
94%
90%
87%
13%
6%
6%
10%
13%
2019
2020
2021
2022
2023
Competent
Some what/Not at all


CWSLO 5 (Goals)
100%
80%
60%
40%
20%
0%
84%
89%
94%
86%
86%
16%
11%
6%
14%
14%
2019
2020
2021
2022
2023
Competent
Some what/Not at all





The graphs above demonstrate a positive understanding and sense of accomplishment in meeting the CWSLOs with an average of 82% of students citing "very competent" or "competent" as their level of attainment. This average exceeds the average going back to start of the survey in 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.

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

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 2022-2023 meetings with instructional and student services programs are captured here.

Instruction: *Math*

- Used a quantitative approach to assessing student learning and effectiveness of meeting outcomes.

- Significant changes at the state level regarding math placement and curricular offerings have made it difficult to assess overall program effectiveness over the past few years as the landscape has shifted significantly.

- Development of Finite Math as a regular class offering should increase success rates: Easley felt that the material was more relevant to most students and was technically easier to understand.

- Easley identified a need for earlier access to online course support materials (e.g., MyMathLab, MyStatLab) and additional computers for math classes and workshops.

    - *Recommendation: use categorical funding as appropriate to provide student access codes at the start of the semester and to purchase additional computers to better support student use of the online course support materials.*

- New non-credit version of workshop classes has been launched based on review with the Equity Workgroup.

- Local math degree has too many options that aren't clearly aligned with the degree, should be aligned more closely with the ADT.

Instruction: *ORL*

- Used master's degree research project to reflect on program successes and student learning.

- Has included concurrent and post-course reflection from students to better assess technical skills classes.

- Uses capstone and "Adventure Based" classes to capture program-level assessment through assignments and portfolios.

Instruction: *Agriculture*

- Felt that the process in creating the CPR was very collaborative within the department, faculty and classified staff contributed jointly to the program review.

- Program has significant culminating experiences related to the program-level outcomes: specifically the equine and beef sale event where students apply what they have learned in the program and work alongside professionals in the field.

    - *Recommendation: this culminating experience is central to cementing key elements of the program-level SLOs, the SLOAC Committee recommends that categorical funding be used to continue to support this experience.*

- Program faculty use additional tools that allow them to assess student learning outcomes including SLO exercises for his final exams where students take course SLOs and describe in their own words how they met them. Also, the training internship component of the bachelor's degree program where students get direct professional feedback and are often offered jobs as a result in their performance.

- Indicated a desire for establishing stronger connection between the APR and CPR processes.

Instruction: *Biology*

- SLO assessment was straightforward but felt that the reflection on program-level outcomes was not meaningful, noted that she prefers to used direct feedback from students but that this can be difficult to gather.

- Has benefitted tremendously from professional development related to active learning, equity, and ungrading; feels that FRC could benefit from much more of this training and believes it needs more support from FRC.

- Was grateful for improvements in the data availability and consistency provided by Institutional Research.

Student Services: *Student Equity and Achievement*

- Felt that SEA program's goals and requirements are aligned well with Student Services SLOs (SSSLOs).

- Would like to collect better data for SSSLO #2: currently tracks applications for and receipt of textbook vouchers, program is exploring a campus license for MyMathLab and Cengage to provide more proactive access to these critical resources at the start of each semester.

- Noted that the student intervention process has received strong participation, discussed various intervention and support resources including learning support and resource usage and explored the possibility of developing a tracking system to quantify the relationship between student retention and usage of key resources.

Student Services: *Associated Students (ASFRC)*

- The program has continued to have successful elections each spring and modernized student voting to an electronic ballot. Through collaboration with SEA,a variety of workshops and activities have been offered each year including virtual events during the pandemic such as a successful presentation with alumni to celebrate Black History Month. ASFRC leadership continues to try to find the right balance of activities to engage students and has added several clubs since the last CPR based on student-interest to help cultivate a student's sense of belonging. The program noted that to better address SSSLOs #4 and #5, it has developed a Student Representative position funded by SEA in order to increase participation in FRC's shared governance structure. Additionally, ASFRC reviews policies that affect students during meetings and was closely involved with passing the smoke and tobacco free campus policy including helping organize promotional events.

- The CSSO is working with the ASFRC leaders to update bylaws and policies and exploring methods to communicate more effectively with the student body. Finally, CSSO discussed the possibility of tying ASFRC leadership into FRC's curriculum to build a more formal structure for the student work.

Student Services: *CalWORKs*

- Program is able to provide for all student costs associated with their attendance at FRC, including support for housing costs through the Department of Social Services.

- Most students are single parents and have difficulty connecting with campus due to their extensive obligations outside of FRC. Participants are often plagued by domestic issues including violence and substance abuse. Program has implemented required student education plans (SEPs) which has helped student define and stick to their goals, thus improving attainment of SSSLO #3.

- Despite the significant personal challenges that face many students in the program, student feedback is clear that the program has given them the ability to succeed in ways they hadn't previously imagined.

Student Services: *Disability Support Program for Students (DSPS)*

- Reported that participation and traffic within the program has rebounded in Fall 2022. Online classes during the pandemic were difficult for many DSPS students, they have communicated excitement about being back on campus.

- The program is working to integrate and communicate broader connections between DSPS and the rest of campus through increased promotional materials including a DSPS newsletter and campus signage, as well as partnerships with other offices; also noted that new state law allows DSPS to carry over funding between academic years, this has allowed for the purchase of investments into new student resources such as notetaking software that uses artificial intelligence.

- Program assessment focused on SSSLO #5, program director works continuously to help students become better self-advocates in taking advantage of the wide range of support services available to them: there has been an increase in DSPS participation among student leaders, a positive development to reduce the stigma associated with receiving DSPS support.

- Described the connection between DSPS and Workability, which has been able to provide additional helpful supports such as office clothes, equipment to open a daycare, and nursing supplies. Program director was able to negotiate an increase to Workability funding to further support students and to upgrade the Kurzweil license to a web-based license, which will provide greater student access to this resource and is negotiating an agreement with a local provider to provide learning disability assessments. Finally, program is in the process of updating and reconfiguring the computer lab to encourage greater student use.

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

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. 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 a suspension

on course-level SLO assessments until the 2021-2022 year. Despite this pause in activity, Sean Whaley and 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), then followed by the remainder of the CWSLOs (see "total mentions of CWSLOs" in the right-most column below). 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 years as the college gets back on track with course-level assessments post COVID disruption.

CWSLO Assessment for Initial SLOs May '21 - Oct '23				
CWSLO	Expectations Not Met	Expectations Partially Met	Expectations Met	Total Mentions of CWSLO
1. Effective communication	2.8% (3)	21.5% (23)	75.7% (81)	100.0% (107)
2. Critical thinking	2.3% (3)	15.3% (20)	82.4% (108)	100.0% (131)
3. Information literacy	0.0% (0)	12.2% (5)	87.8% (36)	100.0% (41)
4. Ethical sense	5.5% (3)	23.6% (13)	70.9% (39)	100.0% (55)
5. Purposefulness	4.4% (3)	23.5% (16)	72.1% (49)	100.0% (68)
6. Cooperation	6.0% (3)	16.0% (8)	78.0% (39)	100.0% (50)
7. Citizen Responsibility	0.0% (0)	21.4% (9)	78.6% (33)	100.0% (42)
Overall	3.0% (15)	19.0% (94)	78.0% (385)	100.0% (494)