2016-2017 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 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 2016 to revisit 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, the financial aid department identified that students make inquiries about topics that are published on the Financial Aid website, Facebook page, and/or MyFRC Portal causing them to repeat the same information over and over again, which increases processing time and shortens the amount of time that can be used to assist students. Multiple strategies were used to address the issue including creating instructions to help students check their financial aid status and to see if they have a refund, the financial aid website was reorganized to be less cluttered and more user-friendly, information and deadlines continue to be posted on the Financial Aid Facebook page and a FAQ's page will be created to provide students with answers to their most common questions. At the time of the retreat, the staff felt these efforts were

improving communication with students and the efforts would continue to be evaluated throughout the year.

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.
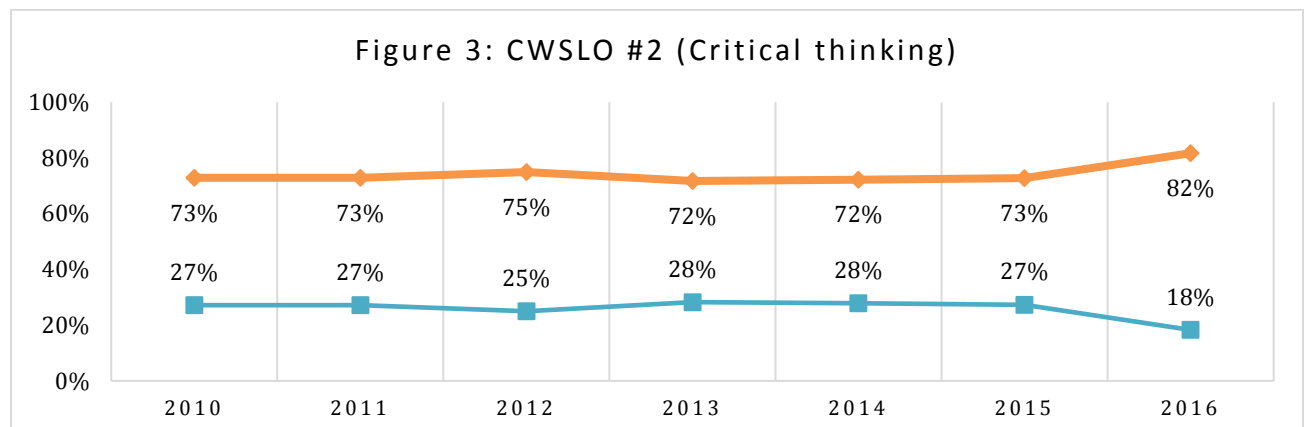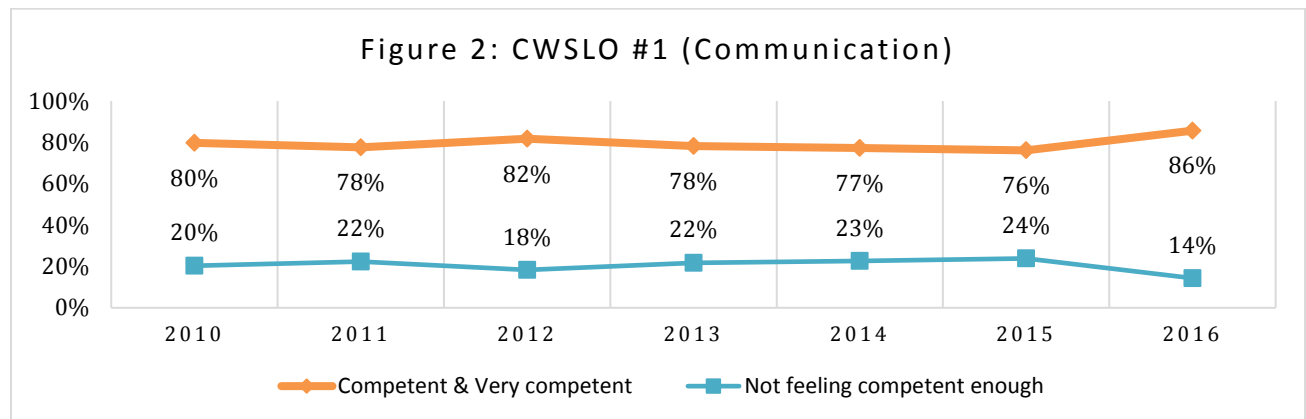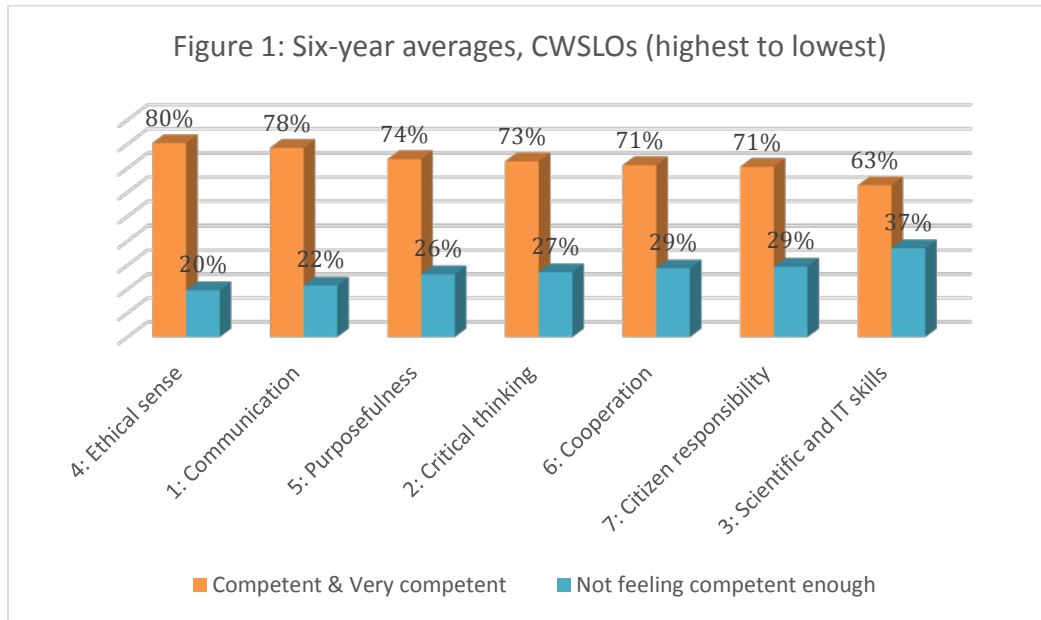
Figure 1: Six-year averages, CWSLOs (highest to lowest)

Category	Competent & Very competent	Not feeling competent enough
4: Ethical sense	80%	20%
1: Communication	78%	22%
5: Purposefulness	74%	26%
2: Critical thinking	73%	27%
6: Cooperation	71%	29%
7: Citizen responsibility	71%	29%
3: Scientific and IT skills	63%	37%

Figure 2: CWSLO #1 (Communication)

	2010	2011	2012	2013	2014	2015	2016
Competent & Very competent	80%	78%	82%	78%	77%	76%	86%
Not feeling competent enough	20%	22%	18%	22%	23%	24%	14%

Figure 3: CWSLO #2 (Critical thinking)

	2010	2011	2012	2013	2014	2015	2016
Competent & Very competent	73%	73%	75%	72%	72%	73%	82%
Not feeling competent enough	27%	27%	25%	28%	28%	27%	18%

Figure 4: CWSLO #3 (Scientific & IT skills)

Year	2010	2011	2012	2013	2014	2015	2016
Competent & Very competent	59%	63%	69%	59%	66%	61%	69%
Not feeling competent enough	41%	37%	31%	41%	34%	39%	31%

—◆— Competent & Very competent   —■— Not feeling competent enough
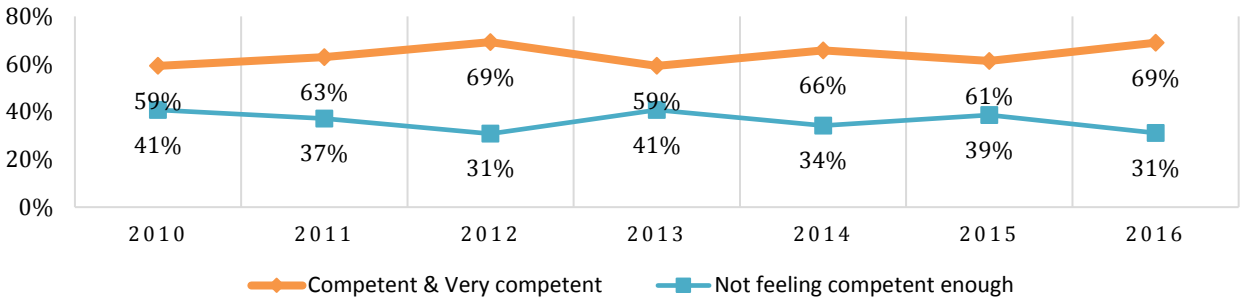
Figure 5: CWSLO #4 (Ethical sense)

Year	2010	2011	2012	2013	2014	2015	2016
Competent & Very competent	80%	79%	85%	78%	79%	81%	89%
Not feeling competent enough	20%	21%	15%	22%	21%	19%	11%
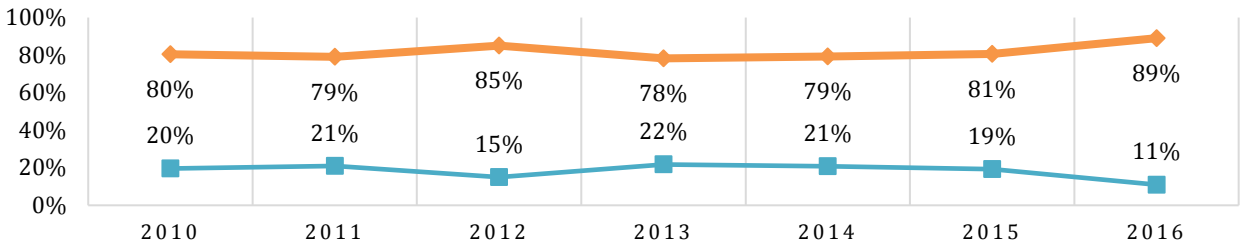
Figure 6: CWSLO #5 (Purposefulness)

Year	2010	2011	2012	2013	2014	2015	2016
Competent & Very competent	74%	70%	78%	70%	79%	73%	87%
Not feeling competent enough	26%	30%	22%	30%	21%	27%	13%
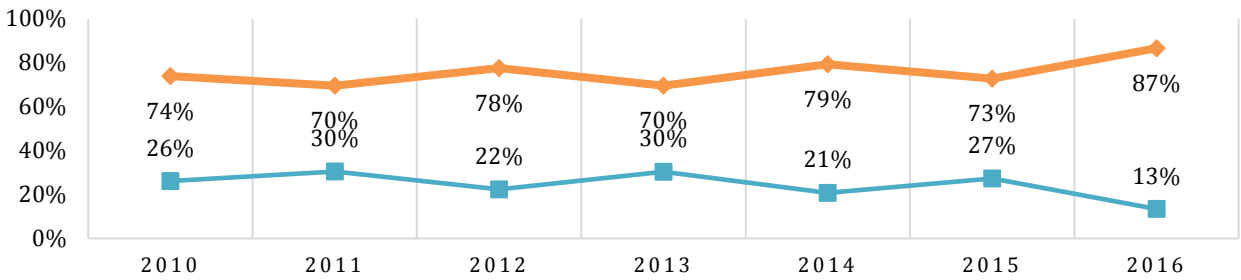
Figure 7: CWSLO #6 (Cooperation)

Year	2010	2011	2012	2013	2014	2015	2016
Competent & Very competent	74%	70%	78%	61%	75%	70%	82%
Not feeling competent enough	26%	30%	22%	39%	25%	30%	18%
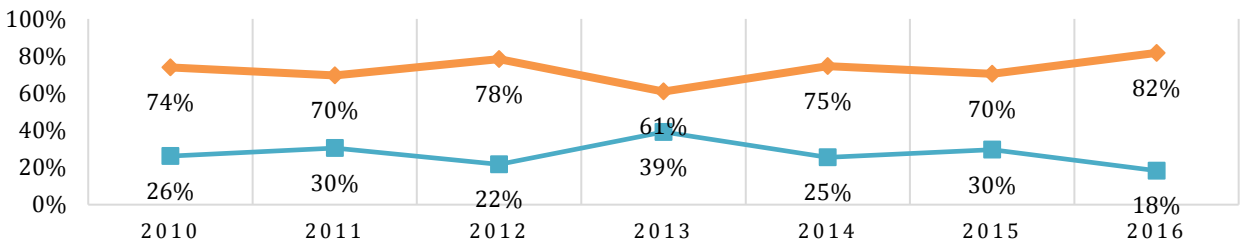
Figure 8: CWSLO #7 (Citizen responsibility)

Year	2010	2011	2012	2013	2014	2015	2016
Competent & Very competent	36%	67%	81%	67%	74%	72%	78%
Not feeling competent enough	64%	33%	19%	33%	26%	28%	22%
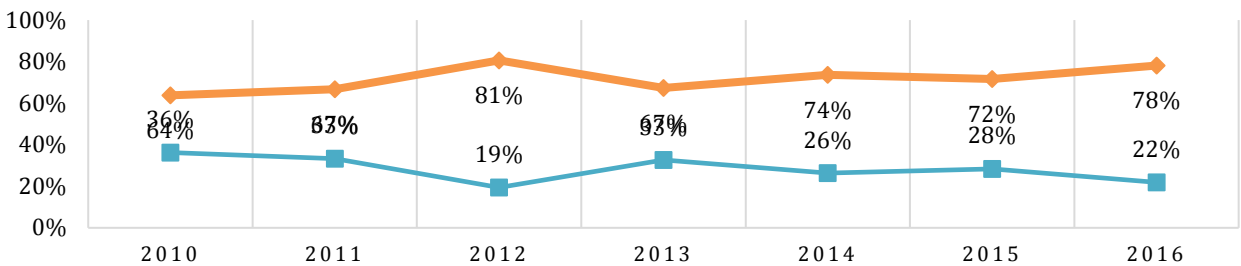
The graphs above (figures one through eight) demonstrate a positive understanding and sense of accomplishment in meeting the CWSLOs with an average of 82% of students citing "very competent" or "competent" as their level of attainment, an increase of 9% from the 2015-2016 year. These data have the statistical credibility of seven years' of survey data and show relatively strong consistency from year to year for each CWSLO (figures two through eight) with a notable and strong improvement in all CWSLOs in the past year. 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 8% increase in student confidence.

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, Biology, being highlighted as a program for which to focus special funding in the 2017-2018 year._** Summary notes from the 2016-2017 meetings with instructional and student services programs are captured here.

Instruction: *Agriculture*
- Faculty use pre and post-assessments at the course level to gauge student ability and learning. Program faculty also rely heavily on the advisory committee for course and program-level guidance on SLOs. Program faculty feel this is an effective way to measure student learning in the classes and gives students a tangible feel for their improvement.
- Faculty also use the program's capstone class to assess how well students have met the various program-level outcomes through the completion of projects and large assignments that relate to the program-level outcomes.
- The program has responded to student interest and advisory committee feedback by more clearly aligning the degree requirements for the Equine Studies A.S. degree with the Equine and Ranch Management B.S. degree.
- Program faculty feel the updated CPR template effectively integrates program planning and assessment questions.

Instruction: *Outdoor Recreation Leadership*
- Program SLOs are mapped to course-level SLOs.
- Students complete capstone class and directed field experience in their second year, students complete culminating projects and lead outdoor excursions to ensure that they have met the program-level SLOs.

- Program faculty felt that the creation of a dedicated space for the program in the ORL/Art building has significantly improved student engagement and communication in the program. Additionally, the installation of the climbing wall has been hugely successful both for student and community use.

Instruction: *Environmental Studies*
- Program SLOs are mapped to course-level SLOs, this was done very clearly by program faculty and other program leaders felt that the work of the Environmental Studies program could be a model for other programs in their assessment.
- Like ORL, students complete a capstone class in their second year, students complete culminating projects to ensure that they have met the program-level SLOs.
- Based on feedback from its advisory committee, the program used categorical funding to purchase drones and display technology that will be used for a variety of monitoring projects both on the existing campus an on the newly purchased land south of Spanish Creek.

Instruction: *Biology*
- Program SLOs are mapped to course-level SLOs.
- Program faculty held in-depth interviews with past graduates to see how their work in biology at FRC prepared them for their four-year studies. The results of this focused research were very positive: students felt academically prepared and were successful in their post-FRC studies.
- Program-level reflection indicated that students would benefit from expanded training in DNA technology. The SLOAC Committee recommended that Anna Thompson explore appropriate technology for the laboratory and that funding be made available through the Instructional Equipment block grant in the 2017-2018 year to invest in this resource for students.

Student Services: *Disability Support Program for Students (DSPS)*
- DSPS staff work with all students who have temporary or permanent disabilities in order to provide support to help them reach their academic goals.
- Staff provide extensive and personal guidance to students in the program to develop and maintain a positive learning experience.
- Program staff use surveys to gauge the effectiveness of services, students are uniformly appreciative of the support offered by DSPS.

Student Services: *Student Success and Support Program (SSSP) and Transfer Services*
- Staff use surveys extensively to get feedback on services: feedback is both positive and informative.
- Changes to orientations and other SSSP services have been fine-tuned as a result of the feedback from students.
- Categorical funding has allowed for new initiatives to be funded such as a new scheduling program for advisors, new application process, and new assessment processes. These initiatives require additional technology support and the

program is exploring using some funding to increase the staffing levels in the Information Services Department to help complete these initiatives.

Student Services: *Extended Opportunity Programs and Services (EOPS)*
- EOPS 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.
- 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.
- The program provides vital support to the vulnerable population it serves.

Student Services: *Admissions and Records*
- A&R staff have worked to improve students' financial literacy by creating clearer web-based information and brochures to explain the multiple fees and costs associated with attending FRC.
- 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.
- New office configuration has allowed A&R to serve students better as evidenced by feedback received from students.

Student Services: *TRIO/SSS*
- Program staff are focused primarily on graduation and transfer rates: these are the key progress points/SLOs for their grant compliance.
- The program has exceeded its persistence, graduation, and transfer rates although new federal requirements will increase the importance of students completing their four-year degree after leaving FRC.

Assessment of course-level outcomes

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 generally 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. In order to improve tracking and reporting of course-level assessment, the SLOAC Committee has been developing an improved system that will use a database to store and make available initial and subsequent course-level assessments. This system will be finalized over the 2017 summer and will be rolled out in the fall of 2017.