

**2018-2019 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 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. The Committee will review the updated Student Services SLOs and the CPR template for student services programs in the 2019-2020 year and make further improvements to better align program review and Student Services SLO assessment.

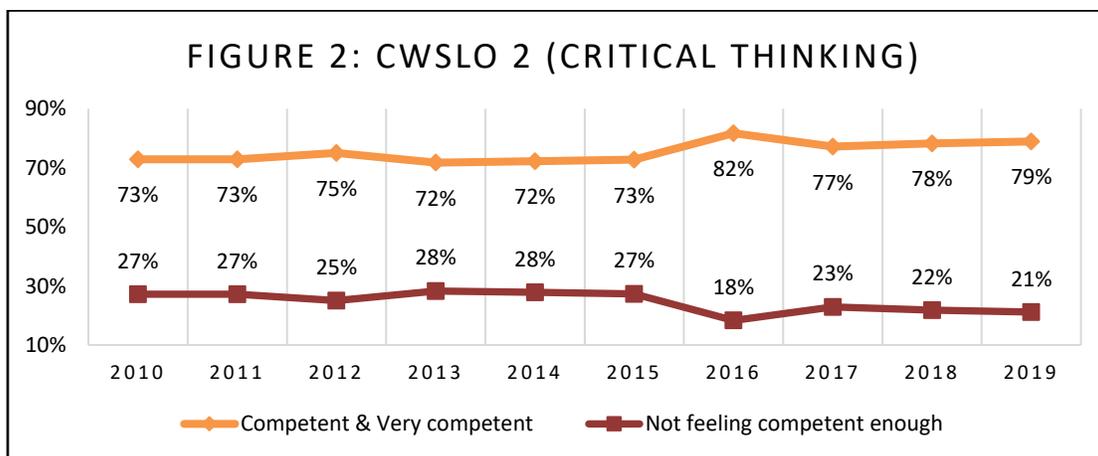
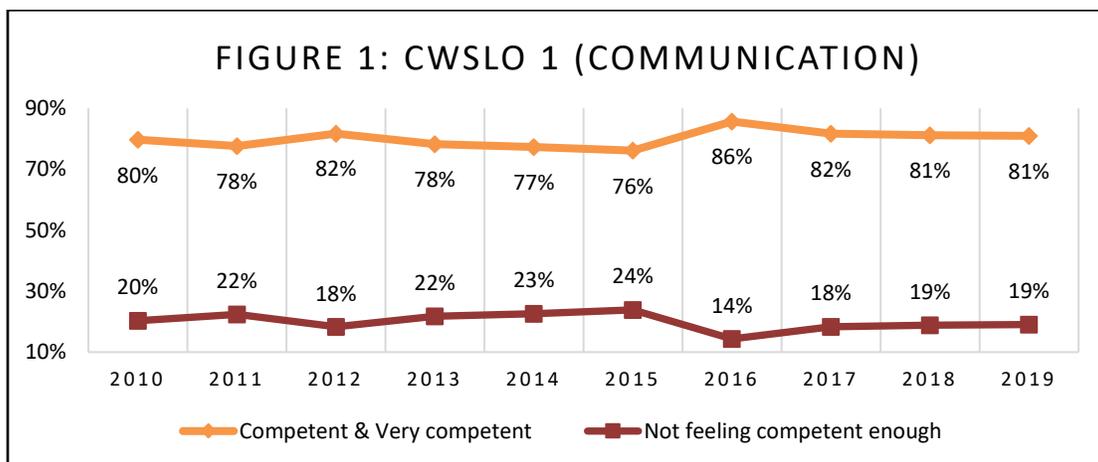
As an additional source for reflection and study related to student learning in both instructional and student services programs, the SLOAC Committee and the College have engaged in internal and external analyses of campus processes and services toward continuous improvement. Specifically, the College continues to survey internally through the Year-End Student (YES) Survey to gauge student satisfaction and learning. Additionally, the College has contracted with an external company in 2019 to analyze the effectiveness and responsiveness of a variety of instructional and student services programs. Although this new analysis is still underway, early feedback from the company indicates that valuable results will be worth sharing across numerous departments. The 2019-2020 Assessment Report will include further information on the analysis and results of this work.

Beyond survey and process analysis, the College has been implementing new placement and curricular offerings in math and English. This includes the reduction 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

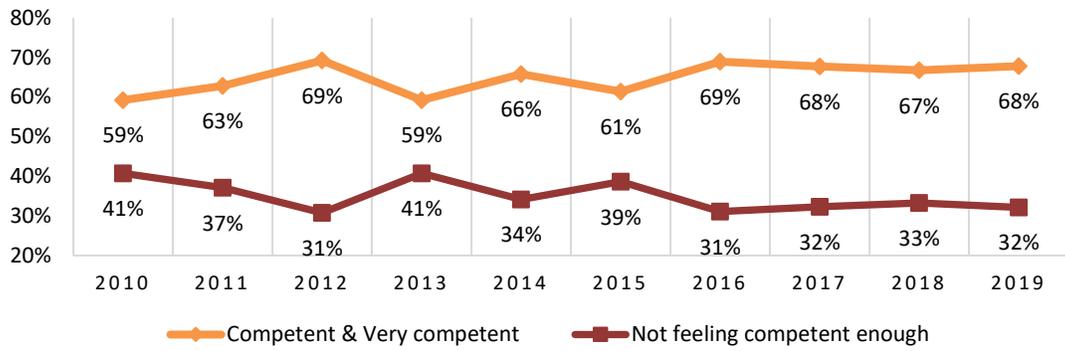
requirements. Specifically, to comply with AB 705 regarding student placement into math and English, the Advising and Counseling department in consultation with Council on Instruction implemented the MMAP model which has been validated by the Research and Planning Group as a multiple measures instrument 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 pre-college and lower level courses declined and there was a greater need for English 101. Additional sections were added to accommodate the student needs. After preliminary semesters, the advisors analyzed the success rates for English 101 and students overall success increased by 3% over the previous semesters when using the MMAP model. Further, new math curriculum was developed to better prepare students for transfer-level math. This includes new courses in intermediate algebra that are tracked dependent upon a student’s educational goals: Math 015 is Intermediate Algebra for non-STEM majors, Math 020 is Intermediate Algebra for STEM majors. These classes will be taught for the first time in the Fall 2019 semester.

Assessment of College-Wide SLOs

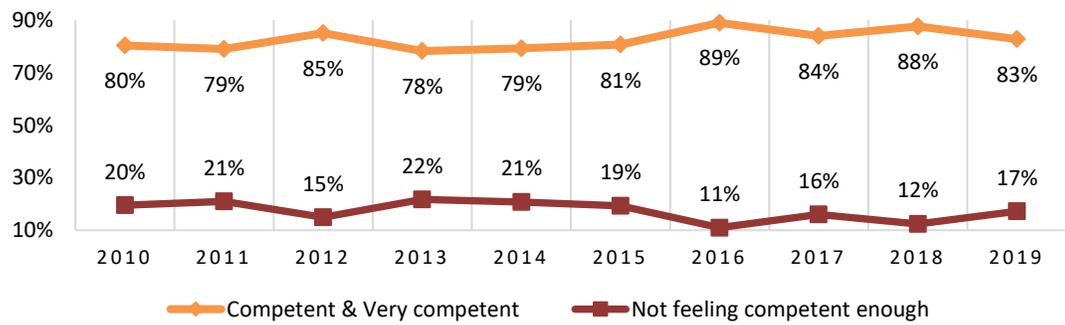
Students have completed an annual survey for the past ten years that captures their self-assessment on their level of success in reaching FRC's college-wide SLOs (CWSLOs). The following graphs capture year-by-year results over this timeframe.



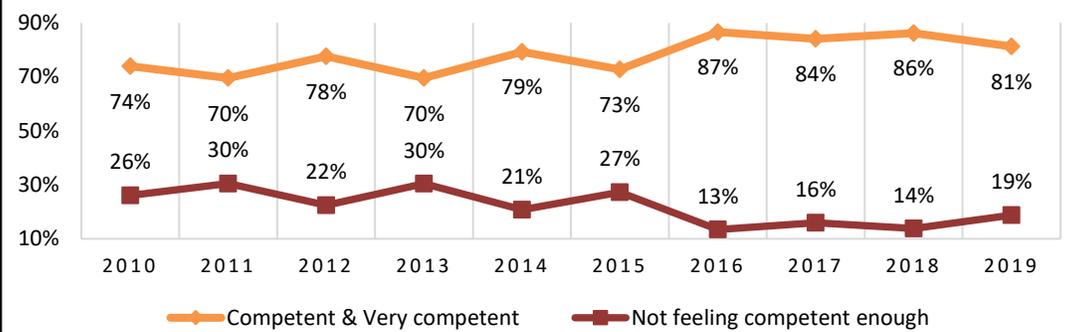
**FIGURE 3: CWSLO 3 (SCIENTIFIC & IT SKILLS)**



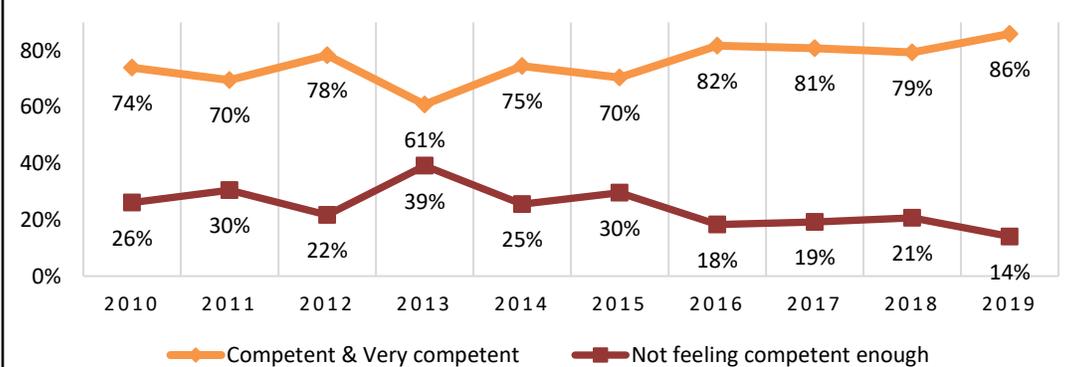
**FIGURE 4: CWSLO 4 (ETHICAL SENSE)**

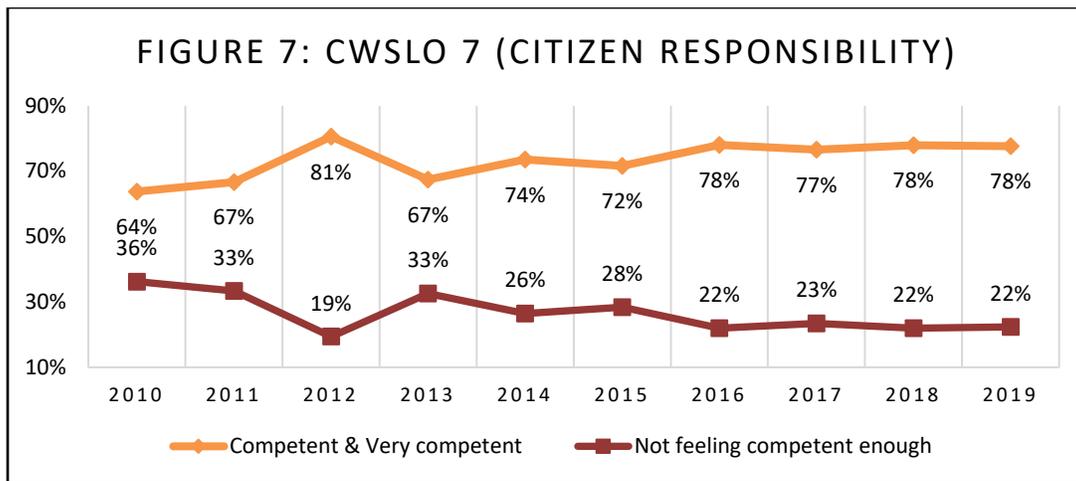


**FIGURE 5: CWSLO 5 (PURPOSEFULNESS)**



**FIGURE 6: CWSLO 6 (COOPERATION)**





The graphs above (figures one through seven) demonstrate a positive understanding and sense of accomplishment in meeting the CWSLOs with an average of 76% of students citing "very competent" or "competent" as their level of attainment, in all CWSLOs the students' self-reported attainment in 2019 exceeded the 10-year average of our YES survey. These data have the statistical credibility of several years' of survey data and show remarkably 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 seven 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 2018-2019 meetings with instructional and student services programs are captured here.

#### *Instruction: Early Childhood Education*

- Program-level assessment has relied on pre and post-testing for assessing learning.
- ECE students complete a portfolio in a culminating statement on personal achievements and knowledge gains.
- Program faculty meet at least once per year to discuss student learning and collaborate on SLO assessments.
- Significant energy and thought have been invested in developing promotional materials including a better-organized webpage and engaging videos in an effort to increase program enrollment.
- Program director has been working on implementing a transfer degree in Elementary Teacher Education that would replace the existing local degree in Elementary Teacher Preparation.

Instruction: *Physical Science*

- It was noted that the CPR template works best for instructional programs that focus on a discrete student population (such as ECE described above) and that many of the questions were more ambiguous and difficult to answer in a program like Physical Science where most of the students are taking the courses to satisfy the requirements for other degree programs.
- Due to high enrollment in Chemistry, the program would benefit from additional fume hoods. This may be difficult in the current lab location but could be addressed if a new instructional building were built.
- Physical science faculty felt that the local math degree could be retired because it is so similar to the physical science degree.
- There was clear interest from program faculty to provide a more stable suite of physics offerings, it is expected that the hire of a full-time math/physics faculty in 2019 will address this.

Instruction: *Library*

- Library faculty and staff assess student learning through feedback surveys completed by students who use the services in the library and by those who receive research guidance in class visits by the Library Director.
- Library faculty and staff want to continue to play an important role in facilitating research projects across the curriculum.
- Library faculty and staff, in agreement with the SLOAC Committee, that that efforts to increase writing and research across the curriculum (e.g., Writing Across the Curriculum, Research Symposium) have been beneficial and should be sustained.
- The Library is undertaking a significant project in migrating the library management system that will have a positive impact on availability of research material and will improve accessibility through better search processes and through new inter-library loan partners.

Student Services: *TRIO – Upward Bound*

- As a federally funded grant, Upward Bound employees participate in program review through the US Dept. of Education as a requirement of their five-year funding cycle.
- The program serves 56 local high-school students who meet the program requirements of coming from a household where the parent has not attained a bachelor's degree or meets federal guidelines as a low-income household.
- Staff work intensively with students to provide tutoring, college visits, ACT/SAT test prep, and guidance on paying for college.
- Students have generally met or exceeded program objectives.

Student Services: *Student Housing*

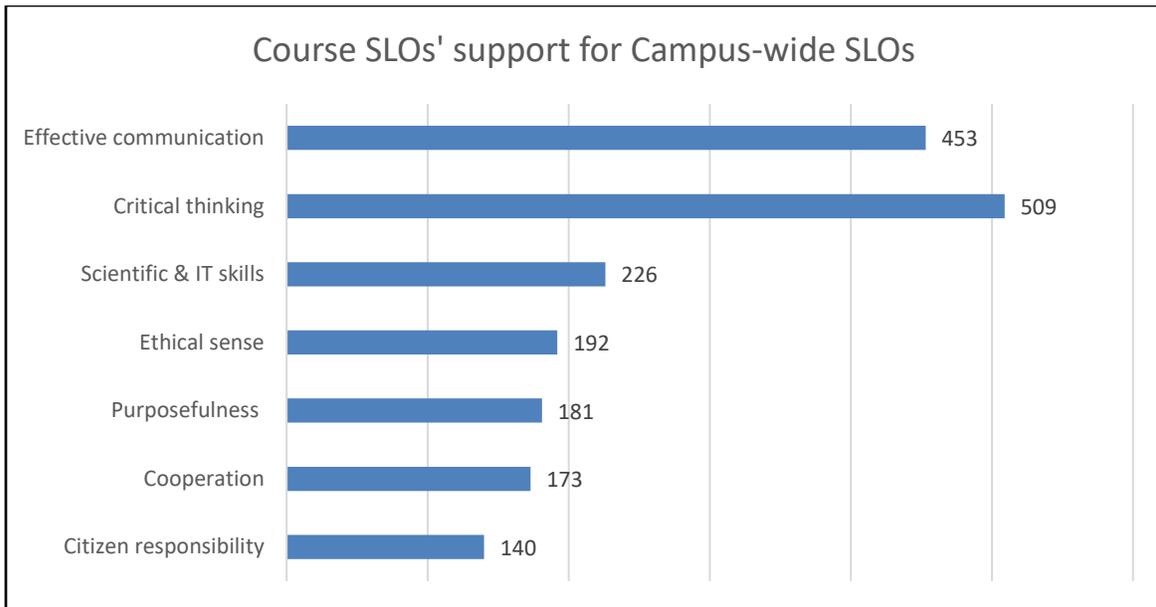
- Housing leaders oversee three separate units: The Dorms (approx. 160 students), The Pines (approx. 50 students), and The Meadows (approx. 30 students).

- Student learning outcomes generally related to behavioral and interpersonal expectations: expectations are captured in the Student Housing Handbook and discussed at orientation events.
- Housing leaders have made improvements in making roommate assignments by collecting more lifestyle questions from students on their housing applications; these decisions are critical to creating a positive experience for the students.
- Housing leaders meet regularly to discuss behavioral issues, the response varies depending on the nature of the issue.
- Although difficult to quantify, housing leaders noted that they typically see significant improvement in student behavior and respect over the course of each school 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. 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 reports 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.



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 year.

Campus-wide SLOs supported	Course-level SLO assessments connected to CWSLOs (same number reflected in figure above)	Yes, my expectations were met %
Effective communication	453	85.4%
Critical thinking	509	85.3%
Scientific & IT skills	226	84.5%
Ethical sense	192	82.8%
Purposefulness	181	91.2%
Cooperation	173	87.3%
Citizen responsibility	140	87.1%