2021-2022

Student Learning Outcome Assessment Report

Tina M. McClurkin

SLO Coordinator

Introduction

The data in this report is taken from eLumen and is based on the courses being offered in the fall and spring semester of 2021-2022, student enrollment, and assessments given.

Data Analysis

To analyze the data, it is important to understand what the criterion for success is and how it is defined. There must also be an understanding that the criterion for success can change from year to year depending on the data. For the 2021-2022 school year, the criterion for success is:

- Increase in faculty participation
- Increase in students being assessed
- Increase in students meeting SLOs (70% or higher = Met SLO)

It is important to understand this criterion of success, so we all understand the benchmarks being used to assess the outcomes of the programs.

Results

When reporting the results, we will use as much relevant data as possible. This will increase the validity of the results being used in the report. The results will use all available and appropriate data, rather than just a sampling of the data.

Use of Results

The results provided will be used to make program modifications and adjustments. This is what is referred to as "closing the loop." This critical step helps program faculty make the necessary changes to improve student learning outcomes.

All program faculty should be involved in a discussion of the assessment results. It may be beneficial to discuss the results during a "department meeting." Discussing the results as a department reinforces the idea that outcomes assessment is a departmental responsibility. It will also allow for the generation of ideas to improve or maintain the results.

If results meet the criterion of success, faculty might consider a plan to maintain the success. When benchmarks have not been met, address how the program can be modified to help students meet the benchmark. The faculty can also take into consideration how to raise the criterion of success by raising the achievement level itself, especially if a large majority of the students are achieving it. If the results do not meet the criterion of success, report how the department will respond.

The faculty and staff reviewed the data and results as part of the departmental meeting where strengths, weaknesses, and the need for changes were identified. The data will also be reviewed at TEAM Day.

The department is not surprised to see the students rating themselves slightly higher than the faculty did. The data showed a discrepancy in how the students rated themselves in the area of classroom management and partnerships, when compared to the faculty members. Students identified assessment as the strongest area for the group, which did not match the faculty's viewpoint. The department feels that the faculty needs to make students more aware of the strengths that are seen in certain areas and make expectations clearer. This will be accomplished through increased written positive feedback for students in the program and clarification in areas such as rubrics and classroom objectives.

Includes discussion of department	Briefly discusses the meaning of the results and how they are interpreted by the department	Discusses changes to be made in the future to improve or increase the success rate

2021-2022 Results

Mapping

What is curriculum mapping? Curriculum mapping is a reflective process that helps teachers understand what has been taught in a class, how it has been taught, and how learning outcomes were assessed. Curriculum Mapping: Definition, Purpose, and Tips (thoughtco.com) The curriculum mapping process results in a document known as a curriculum map. Most curriculum maps are graphical illustrations that consist of a table or matrix. Many times, mapping is confused with lesson planning. A lesson plan is an outline that details what will be taught, how it will be taught, and what resources will be used to teach it. Most lesson plans cover a single day or another short time period, such as a week. Curriculum maps, on the other hand, offer a long-term overview.

As a small piece of the mapping puzzle, we have begun mapping our Learning Outcomes. The course outcomes are mapped to the program outcomes, which are mapped to our institutional outcomes. Our hope is to begin a process in the 2022-2023 school year to continue the mapping process. Faculty will map the course objectives to the assessments, the assessments to the outcomes, and double check the course outcomes to the program and institutional outcomes. Due to the large deactivation of courses and the implementation of new courses and

programs in combination with the new mapping that will take place, this will be a large task. The SLO Coordinator will work in collaboration with the curriculum committee, distance education, and faculty/departments to begin this process.

Outcome Mapping Fall 2021

	Total	with at least one mapping	courses with at least one Assessment	with at least one assessment score
Institutional Learning Outcome	2	2	2	2
Program Learning Outcome	36	26	12	12
Course Learning Outcome	1,071	1,070	102	99

Outcome Mapping Spring 2022

	Total	with at least one mapping	with at least one Assessment	with at least one assessment score
Institutional Learning Outcome	2	2	2	2
Program Learning Outcome	59	28	16	16
Course Learning Outcome	1,280	1,095	165	160

Students Scored vs. Students Enrolled

The eLumen system cannot decipher between students enrolled in multiple courses. This causes students to be counted multiple times. For the 21/22 school year the number of students assessed is relatively low. Departments are having issues with how to assess in the following areas:

- Courses that don't give written test/quizzes/homework assignments
- How to assess when the benchmarks are atypical (senior facilities)
- How to assess open entry/open exit courses

NOCE is in the process of rectifying these issues. Over the 2022-2023 school year, our goal is to continue addressing these issues and increase the number of students being assessed.

Students Scored vs. Students Enrolled - Fall 2021

Department	Students Scored	Students Enrolled
Basic Skills	294	1073
Career Technical Education	388	2864
Disabled Student Services	586	797
Emeritus	1,141	10,474

English as a Second Language	431	2,018
Parenting	84	292
Total	2,924	18,118

Students Scored vs. Students Enrolled - Spring 2022

Department	Students Scored	Students Enrolled
Basic Skills	225	2,224
Career Technical Education	670	2,808
Disabled Student Services	575	766
Emeritus	1,495	8,607
English as a Second Language	798	3,112
Parenting	102	348
Total	3,865	17,865

Student Assessments

The following table shows the data for each department during the fall and spring semesters. The semesters can be compared in the following areas:

- Met SLO – scored 70% or higher
- Did not meet SLO – scored 69% or lower
- Was not assessed – active participant, not assessed
- Not applicable – not an active participant, not assessed

Department	Met SLO - Fall		Met SLO - Spring		Did Not Meet SLO - Fall		Did Not Meet SLO - Spring		Not Assessed - Fall		Not Assessed - Spring		N/A - Fall		N/A - Spring		Total Students Fall	Total Students Spring
Basic Skills	113	11.81%	200	18.08%	74	7.73%	74	6.69%	366	38.24%	235	21.25%	404	42.22%	597	53.98%	957	1106
Career Technical Education	253	57.37%	2079	71.37%	78	17.23%	388	13.32%	15	3.40%	305	10.47%	97	22.00%	141	4.84%	443	2913
Disabled Student Services	418	84.96%	763	88.41%	31	6.30%	68	7.88%	39	7.93%	19	2.20%	4	0.81%	13	1.51%	492	863
Emeritus	527	31.58%	2690	58.54%	97	5.81%	148	3.22%	535	32.06%	747	16.25%	510	30.56%	1010	21.98%	1669	4595
English as a Second Language	303	55.80%	744	50.03%	70	12.89%	101	6.79%	87	16.02%	293	19.70%	83	15.29%	349	23.47%	543	1487
Parenting	118	87.41%	218	62.82%	0	0.00%	0	0.00%	2	1.48%	17	4.90%	15	11.11%	112	32.28%	135	347
Total	1732	40.86%	6694	59.18%	350	8.26%	779	6.89%	1044	24.63%	1616	14.29%	1113	26.26%	2222	19.64%	4239	11311

Faculty Participation

According to the Collective Bargaining Agreement between North Orange County Community College District and United Faculty CCA-CTA-NEA, 4.8 STUDENT LEARNING OUTCOMES, Student Learning Outcomes and their assessment are a component of program and curriculum development and evaluation. As such, Student Learning Outcomes will be developed and assessed by the division and department faculty.

Fall 2021 was the launch of our schoolwide SLO submission on our new system, eLumen. It was expressed that everyone would be required to submit SLOs each semester to build up our data. This statement was given with the understanding that eventually, a cycle of assessment will be implemented, but until that time, all courses are to be assessed each semester. We were pleased with the fall numbers and anticipated even higher numbers in the spring.

The participation numbers for spring 2022 went down. The number one reason given; I didn't know I needed to submit. Interestingly enough, the participation of faculty went down, but the number of students assessed went up.

Faculty Participation

Department	# of faculty - fall	# of faculty - spring
Basic Skills	9	14
Career Technical Education	26	7
Disabled Student Services	14	10
Emeritus	64	24
English as a Second Language	70	28
Parenting	-	4
Total	183	87

Action Plan

Each department was provided with the results of the faculty assessments. During the spring semester, the departments completed an Academic Program Outcome Assessment Report. The report from the departments does not include the data from the spring semester. Below you will find the results of the departmental findings, the impact these findings have had, and how the department plans to move forward.

Basic Skills

RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)
Learning Center - ABED105: NOCE Learning Center SLO by Term report   15 met, 5 did not meet, 81 not assessed, 102 N/A

ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)
It is challenging to track SLOs for the Learning Center. In the past, surveys have been the best way to capture SLOs in the learning centers. However, a better method of tracking student improvement is still needed.

ACTIONS (What are you going to do in light of this assessment?)
• Break out the tutoring for other classes and focus on the reading and math basic skills   • In-person surveys as well as online surveys with direct communication follow-up

RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)
GED/HiSET -

ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)
The results for English and social studies GED courses were low. This might be partly due to a drop in activity around the second census dates of both terms. A number of students during this time informed faculty that they do the best they can to stay on top of their assignments, but with full-time jobs, families, and other responsibilities outside of class, it is difficult to make the time to complete their assignments and review the lessons. The number of students who completed the assessment and met the SLO is very low.   In the GED math and science subjects, students who participated regularly in optional Zoom meetings and Aztec till the end of the semester had good progress with good assessment outcomes. Students often have other obligations that do not allow them to spend as much time as they would like on studying; this occurs often after the second half of the term.   Assessments, as well as all the course material, cannot be enforced, so not all students take them. Some students express that they would like to complete the course after the course ends, which shows students do want to complete their study, just that they cannot find time to complete all coursework on time as suggested in the schedule. They also have issues with the Internet and how to access Canvas and Aztec, especially new students.

ACTIONS (What are you going to do in light of this assessment?)
English and social studies GED faculty will continue to contact students directly via phone and monitoring grade book closely to get an idea of which students are falling behind due to incomplete assignments. The faculty have begun making videos for classes that do not offer an optional lecture about midway through the term and hopes that by having a video that reviews what has been covered, provides updates, and encourages students to continue in their studies will provide them with the motivation needed for students to stay on track.   Weekly announcements will continue by the math and science faculty to inform students about weekly schedule s as well as scheduled optional Zoom meetings. In addition, more communication with students on a personal level will be done by emailing the student directly and/or calling them to

make sure students are engaged, making progress, and have access to all provided software and that they know how to access the coursework.
RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)
College Prep Program – SLOs not submitted
ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)
ACTIONS (What are you going to do in light of this assessment?)
RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)
High School Diploma – SLOs not submitted; Faculty will report SLOs in eLumen effective Summer 2022
ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)
SLOs for Fall 2021 and Spring 2022 were tracked on an Excel spreadsheet. Faculty have shared the link to this data with the SLO Coordinator.   The vast majority of students who completed their courses in 2021/2022 met the SLOs. That is, most passed with an average of 70% or higher.
ACTIONS (What are you going to do in light of this assessment?)
SLOs will be assessed through the chapter quizzes and unit tests. The quiz and test scores will be reported for each semester vs. waiting until the student completes the program.

Disabled Student Services
RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)
85% met expectations   10 of the 13 courses had at least 80% of the students achieving the SLO   2 of the other 3 were 75% and 79%   - Only one course fell well below the 80% student achievement of SLO
ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)
There are not enough sections of individual DSS classes each term to draw conclusions about the class or the program on a global level. Assessment of SLOs can provide good information for each individual instructor, though faculty emphasized that they would not wait until the assessment of the SLO to make adjustments to classroom instruction. Instructors make adjustments throughout the term if students are not understanding the course material. It is unclear if all faculty look at the assessment of SLOs the same way.
ACTIONS (What are you going to do in light of this assessment?)
The full-time DSS faculty recommend a professional development activity to help ensure that all program faculty have the same understanding about how to evaluate SLOs. The recommendation is that the full-time faculty on each campus meet with adjunct faculty to help them better understand

SLOs, assessment of SLOs, and the use of eLumen (DSS has many faculty who have not been at NOCE for very long.

DSS has drafted new curriculum that will be more challenging to students and provide them with even better skills to transition to other noncredit and credit instructional programs, and to competitive, integrated employment.

Note from SLO Coordinator: What actions can be taken to improve the three courses below 80%?

English as a Second Language

RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)

ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)

Students performed well on oral and verbal assessments; aligns with EL Civics results. Writing instruction is a need throughout the program. Faculty need to give feedback for writing. Department should set expectations/provide training, including strategies to use technology for writing activities in class (e.g. Padlet for informal assessment). Also need to focus instructor attention to digital literacy skills in CORs. Overall department need is to establish a more formalized process for faculty to collaborate, discuss and plan SLO assessment.

ACTIONS (What are you going to do in light of this assessment?)

- Professional development for faculty – more training in writing effective SLOS and creating/adapting assessment instruments.
- SLO progression across levels
- Academic Success courses – need to revise SLOs
- Find out why students are not being assessed
- Writing/digital literacy – new CORs
- Assess impact on SLO results from updated CORs (i.e. separating beginning and intermediate/advanced levels in specialty courses)
- Placement testing needs improvement to ensure proper class/level

LEAP

RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)

ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)

Because of the nature of both Emeritus and Parenting, there had to be great imagination and innovation when it came to how to assess the SLOs. Traditional methods of measurement were often not enough or appropriate, and primarily caused teachers to ask how they were even to assess the SLOs at all. Over time, and with support, the Staff has moved ahead and assessed their populations with some techniques that are "out of the box" but capture the spirit of the learning outcomes.

Many teachers still seem concerned with the whole SLO assessment technique and were making the process unreasonably difficult. Teachers need to incorporate the goals of their SLOs all year; into lesson plans at the beginning of the year – all the way along so the students see their trajectory.

ACTIONS (What are you going to do in light of this assessment?)

- Train faculty how to take a good SLO and match it to an appropriate assessment.
- Have faculty complete SLO assessments in a more timely fashion
- Help faculty when needed