

2024/25

STUDENT LEARNING OUTCOMES (SLO) REPORT



Completed by NOCE Office of Institutional Research and Planning, in collaboration with NOCE SLO Coordinator, Alli Stanojkovic



About this Report

This report is produced in collaboration between the Office of Institutional Research and Planning (OIRP) and the Academic Senate's Student Learning Outcomes (SLO) leadership, specifically SLO Coordinator, Alli Stanojkovic. Furthermore, the NOCE Informational Technology (IT) team provided valuable support through the extraction of SLO data from Canvas. The purpose of this collaboration is to establish a transparent and data-informed foundation for understanding and improving student learning outcomes across all NOCE instructional programs.

This report serves as the first comprehensive, institution-wide snapshot of Student Learning Outcomes (SLOs) assessed through Canvas at NOCE for the 2024/25 academic year. SLOs represent the measurable knowledge and competencies students are expected to acquire by the end of a course or program. Beginning in Fall 2024, NOCE transitioned fully to capturing SLOs using the Canvas Learning Mastery Gradebook, standardizing the assessment process across all programs.

Canvas and the Mastery Gradebook

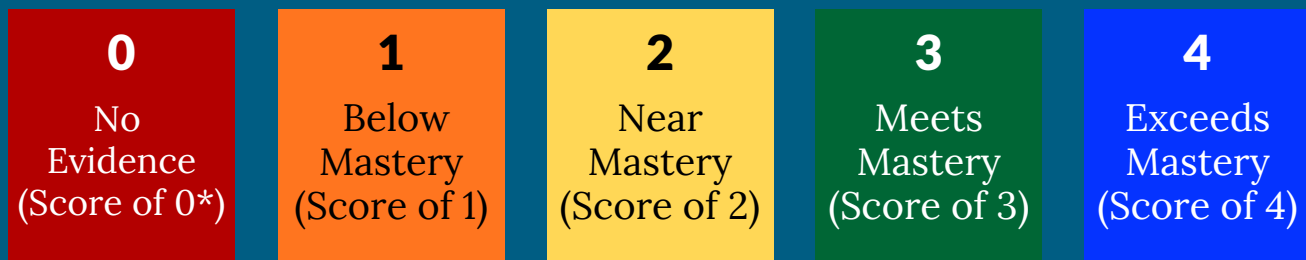
Canvas now functions as the central platform for course SLO assessment. This shift eliminates the need for additional software and enables real-time tracking of SLO data.

Key benefits include:

- Automated data aggregation through rubric-linked assessments
- Seamless instructor access to SLO outcome reports
- Alignment with accreditation reporting needs

Faculty assess student work tagged to SLOs using Canvas rubrics. Results are then compiled into the Learning Mastery Gradebook and exported for institutional analysis. This inaugural report reflects the total number of students assessed, the number of courses assessed, and the mastery distribution among assessed students. Findings are reported at the institution-wide, program, and subject-code levels.

While Canvas displays five color levels, it uses a four-point scoring scale (1–4) for mastery calculation. “No Evidence” (Red) is scored as 0 and indicates that the student was assessed but did not demonstrate the outcome. This differs from a blank cell, which means no score was recorded, often due to a lack of instructor input.



Learning Mastery Gradebook

Course average	Mastery	Exceeds M...	Mastery	Mastery
Students	NOCE - ILO 1	NOCE - ILO 2	DSSS 143 - C...	DSSS 143 - C...
	Exceeds ...	Exceeds ...	Near Mas...	Mastery
	Exceeds ...	Exceeds ...	Exceeds ...	Mastery
	Exceeds ...	Exceeds ...	Exceeds ...	Exceeds ...
	Exceeds ...	Exceeds ...	Exceeds ...	Exceeds ...
	Exceeds ...	Exceeds ...	Exceeds ...	Mastery
	Exceeds ...	Exceeds ...	Exceeds ...	Mastery

Legend:

- Exceeds Mastery
- Mastery
- Near Mastery
- Below Mastery
- No Evidence

☐ Hide outcomes with no results

Export report

*No Evidence (Scored as 0 – could mean student was assessed but did not demonstrate the outcome, or the student was not assessed, dropped before etc.)

Data Summary: 2024/25 Academic Year

The following section presents a focused set of metrics that reflect SLO assessment activity captured through Canvas during the Fall 2024 and Spring 2025 semesters at NOCE. This includes data points such as the number of CRNs assessed, the number of subjects represented, distributions of mastery levels, and registration status at the time of assessment.

Assessment data was examined from multiple angles to provide a broad understanding of instructional engagement and student learning progress. However, in order to support institutional improvement and make consistent year-to-year comparisons, it is recommended that a clearly defined and agreed-upon set of SLO-related metrics be reviewed regularly.

To establish consistency, shared governance bodies—especially the Academic Senate—should lead or be deeply involved in reaching consensus on the core metrics that will guide ongoing evaluation and reporting of SLO outcomes at NOCE.

Table 1: Count of Active CRNs with Faculty Input SLO Activity by Term

Program	Fall 2024			Spring 2025		
	CRNs with Assessment Activity	Active CRNs	Percent	CRNs with Input Assessment Activity	Active CRNs	Percent
BSP	39	104	38%	43	116	37%
CTE	92	220	42%	146	234	62%
DSS	39	49	80%	49	52	94%
ESL	81	155	52%	102	178	57%
LEAP	85	225	38%	105	239	44%
Grand Total for NOCE	336	753	45%	445	819	54%

Table 1 presents the number of active course sections (CRNs) in which Student Learning Outcomes (SLOs) were defined and made available for assessment within Canvas during Fall 2024 and Spring 2025, disaggregated by instructional program.

The column “CRNs with Assessment Activity” reflects course sections where at least one SLO was configured in Canvas, enabling instructors to assess student performance using the Learning Mastery Gradebook. ‘Active CRNs’ represents the total number of courses identified as active during each term, based on Banner data.

These figures show clear variation in SLO implementation across programs. While Table 1 disaggregates assessment activity by instructional program, the variation in percentages should not be interpreted as direct comparisons across programs, given differences in department size and course offerings. Instead, the table is intended to illustrate areas of growth and highlight where additional support or engagement may be beneficial.

Notably:

- DSS consistently demonstrates the highest implementation, with nearly all active CRNs including SLOs in Spring 2025 (94.2%).
- CTE shows the greatest growth in adoption, increasing from 41.8% in Fall to 62.4% in Spring.
- Basic Skills Program and LEAP maintain consistent but lower proportions across terms, signaling opportunities for further support and engagement.
- ESL shows moderate but steady integration, increasing from 52.3% to 57.3%.

While this report reflects only those CRNs where SLO mastery levels were input into the Canvas Learning Mastery Gradebook, it does not capture the full extent of assessment activity occurring across NOCE. SLO Leads have worked closely with faculty to build understanding and support around the new process. We recognize that assessment is taking place across programs and continue to expand messaging and support to help faculty transition into Canvas-based reporting. These counts help illustrate both progress and continued opportunities to expand SLO reporting adoption and standardization across all programs. They also help identify potential gaps in coverage and serve as a benchmark for monitoring institutional improvement over time.

Understanding how SLOs are distributed across instructional formats helps ensure that all students, regardless of how they engage with learning, have equitable opportunities for assessment.

Table 2 shows the number of CRNs with assessment activity by modality for Fall 2024 and Spring 2025.

For reporting purposes, “Assessed SLOs” refers specifically to course sections where the SLO was aligned to an assignment and scored using the Canvas Learning Mastery Gradebook. This designation confirms that the instructor completed the assessment portion of the SLO cycle for that course.

Table 2: Assessment Activity by Course Modality

Modality	Fall 2024			Spring 2025		
	Assessed SLOs	Active CRNs	Percent	Assessed SLOs	Active CRNs	Percent
Fully Asynchronous Online	83	159	52%	93	155	60%
Fully In-Person	202	501	40%	292	572	51%
Fully Synchronous Online	9	21	43%	12	20	60%
Hybrid- In-Person + Online	11	27	41%	14	26	54%
Hybrid Online- Synchronous + Asynchronous	27	39	69%	32	43	75%
Unable to Determine Coding	4	6	67%	2	3	67%
Total CRNs Assessed Across NOCE	336	753	45%	445	819	54%

Key Observations:

- The majority of SLO activity occurred in fully in-person classes, with significant increases from Fall to Spring.
- Fully asynchronous online courses consistently ranked second in SLO activity volume.
- Synchronous online formats had lower overall counts but showed modest term-over-term growth.
- A small number of courses fell into the “Unable to Determine” category. This label is generated by district-level reporting parameters and does not reflect a system error.

This distribution highlights how faculty may experience different levels of support needs depending on modality. Rather than comparing modalities directly, the trends provide useful insight into where future professional development, technical assistance, and capacity-building efforts can be directed to strengthen SLO assessment practices, and in turn, the SLO data Input within Canvas LMG.

Table 3 below reflects the total number of SLO assessments recorded in the Canvas Learning Mastery Gradebook (LMG) for students during Fall 2024 and Spring 2025, disaggregated by program.

Table 3: Student Assessments by Program and Term

Program	Fall 2024	Spring 2025
BSP	3,441	2,929
CTE	4,419	7,978
DSS	1,210	6,992
ESL	4,433	7,283
LEAP	2,024	5,015
Total	15,527	30,197

Key Observations:

- Most programs reported increased SLOs within the LMG in Spring 2025, with significant gains in CTE, DSS, and LEAP.
- CTE and ESL account for the largest volume of SLO assessments recorded in the Learning Mastery Gradebook across both terms, reflecting their overall program size and faculty reporting levels. DSS, while smaller in enrollment, demonstrated the most consistent implementation of assessments across active CRNs.
- BSP saw a decrease in the total number of SLO assessments, which could be due to a variety of factors, including fluctuations in course offerings, enrollment trends, or SLO LMG implementation practices.

Overall, NOCE saw an impressive increase (94%) in the count of student assessments input in the LMG between Fall 2024 and Spring 2025.

Table 4 below presents the distribution of SLO outcomes by program for Fall 2024, based on the count of SLO assessments.

Note that a score of 0 (Red – No Evidence) indicates that the outcome was aligned to an assignment and the instructor intentionally scored the student as having not demonstrated the outcome. This reflects a completed assessment where the student either did not submit work or failed to meet any portion of the criteria. However, practices may vary by program, and some faculty may use ‘0’ inconsistently, for example, as a placeholder rather than a true performance score. Future calibration and professional development will be important to ensure consistent use of the ‘0’ designation across programs.

This is distinct from a blank cell, which means the outcome was aligned, but no score was recorded.

Table 4: Distribution of Fall 2024 SLO Outcomes by Program and Score

Program	Score of 0	Score of 1	Score of 2	Score of 3	Score of 4	Blank Score	Total
BSP	2,400	62	39	192	742	6	3,441
CTE	632	111	419	1,420	1,812	25	4,419
DSS	59	119	100	444	486	2	1,210
ESL	1,088	241	609	1,166	1315	14	4,433
LEAP	150	65	154	512	1,043	100	2,024
Total	4,329	598	1,321	3,734	5,398	147	15,527

Fall 2024 Key Observations:

- Across all programs, Scores of 3 (Meets Mastery) and Scores of 4 (Exceeds Mastery) represented the majority of assessed outcomes, totaling over 9,100 results (approximately 59%).
- A score of 0 accounted for nearly 28% of all assessments, signaling areas for further instructional review or targeted support.
- CTE and ESL programs had the highest number of total assessments and showed strong performance in the higher mastery categories.
- LEAP demonstrated a high number of assessments scoring a 4, suggesting strong student outcomes in that program.
- The Blank Score category, while small, may point to incomplete grading or discrepancies in SLO alignment within Canvas.

Table 5 below presents the distribution of SLO outcomes by program for Spring 2025, reflecting only the assessment data and mastery level of students entered into Canvas by participating faculty.

Table 5: Distribution of Spring 2025 SLO Outcomes by Program and Score

Program	Score of 0	Score of 1	Score of 2	Score of 3	Score of 4	Blank Score	Total
BSP	1,435	75	113	373	815	118	2,929
CTE	1,043	364	419	2,495	3,558	99	7,978
DSS	163	155	584	4,806	1,272	12	6,992
ESL	1,633	391	765	1,975	2,481	30	7,283
LEAP	347	159	732	1,654	2,051	72	5,015
Total	4,621	1,144	2,613	11,303	10,177	331	30,197

Spring 2025 Key Observations:

- Spring 2025 saw a substantial increase in total assessments across all programs.
- CTE, DSS, and ESL again represented the largest volume of student assessments, with DSS showing significant growth in Scores of 3 and 4.
- Over 70% of total assessments resulted in Scores of 3 (Meets Mastery) or 4 (Exceeds Mastery), indicating strong student learning outcomes.
- A large portion of Score 0 assessments remains across programs, notably in ESL and BSP.

The following table (Table 6) reflects the student registration status as of August 1, 2025, as recorded in Banner, for courses that had any SLO assessment data activity recorded in Canvas' LMG. Given the open-entry/open-exit nature of NOCE programs, a student's registration status may have shifted between when faculty assessed them and when the data was extracted.

The registration status codes included in Tables 6 and 7 reflect the different types of noncredit enrollment at NOCE and provide important context for interpreting SLO assessment data. For example, DT, DO, and DC indicate students who dropped at different points in the term or through different processes. Including these codes in the analysis helps identify where anomalies may result from enrollment timing, system limitations, or variations in student registration types. This insight supports future planning for when and how SLO data from assessments is best captured for reliability.

Registration Status Codes:

- Registered: RE (Registered in person) or RW (Registered via web)
- Dropped: Includes DD (Drop before class starts), DC (Drop after class starts), DN (Drop for non-payment), DO (Dropped online), and DT (Dropped CTE class)
- Withdrawn: WA (Withdraw by administration) and WW (Withdraw online)
- Waitlisted: WD (Waitlist drop) and WL (Waitlisted)
- Cancelled: CN (Cancelled before class starts) and CA (Cancelled after class starts)



Table 6: Distribution of Fall 2024 Assessment Activity by Student Registrations Status and Program

Program	Dropped	No Shows	Registered	Waitlist	Withdrawn	Total
BSP	126	127	3,142	29	0	3,424
CTE	530	126	3,498	232	1	4,387
DSS	69	6	1,082	41	0	1,198
ESL	517	251	3,563	85	0	4,416
LEAP	52	44	1,921	4	1	2,022
Total	1,294	554	13,206	391	2	15,447

Note on Registration Status Codes

Student registration status codes clarify whether students were actively enrolled (RE, RW) or listed under other categories, such as dropped (DD, DC, DN, DO, DT), withdrawn (WA, WW), waitlisted (WL, WD), or cancelled (CN, CA). These codes are important because assessments tied to dropped, withdrawn, or waitlisted students may reflect only partial participation or administrative processes. Recognizing these distinctions helps ensure accurate interpretation of assessment data across programs.

Fall 2024 Key Observations:

- The majority of assessments occurred among students who are marked as Registered in Banner at the time of this data extraction – 13,206 out of 15,447 total, which is approximately 85%.
- A total of 1,294 (8%) assessments were reported among students who had been identified as having dropped from the class and 554 (4%) assessments were reported among students who were identified as being No Shows.
- While only a small number of students were on the Waitlist or Withdrawn, this raises the question of whether students with statuses other than Registered (RE/RW) should be assessed.
- Moving forward, discussions should be held to clarify expectations around assessing students whose registration status is not “Registered,” to ensure alignment between instructional practices and data reporting.

Table 7 follows the same structure as Table 6 and reflects the student registration status as of August 1, 2025, for all students with SLO activity input Into Canvas LMG during the Spring 2025 term.

Table 7: Distribution of Spring 2025 SLO Activity by Student Registrations Status and Program

Program	Dropped	No Shows	Registered	Waitlist	Withdrawn	Total
BSP	141	134	2,594	52	0	2,921
CTE	955	340	6,053	569	30	7,947
DSS	543	145	6,078	212	0	6,978
ESL	780	456	5,928	89	4	7,257
LEAP	167	148	4,666	30	2	5,013
Total	2,586	1,223	25,319	952	36	30,116

Spring 2025 Key Observations:

- 25,319 out of 30,116 assessments were among students who were marked as Registered, making up approximately 84% of all assessments.
- Compared to Fall 2024, the number of assessments recorded in Canvas increased across almost all programs.
- There is a higher count of assessments among students who currently have a registration status of Dropped or No Shows in the course they were assessed in.
- The Waitlist and Withdrawn categories, while small in volume, still prompt a need to revisit policy on whether students outside of registered status should be included in official SLO assessments.

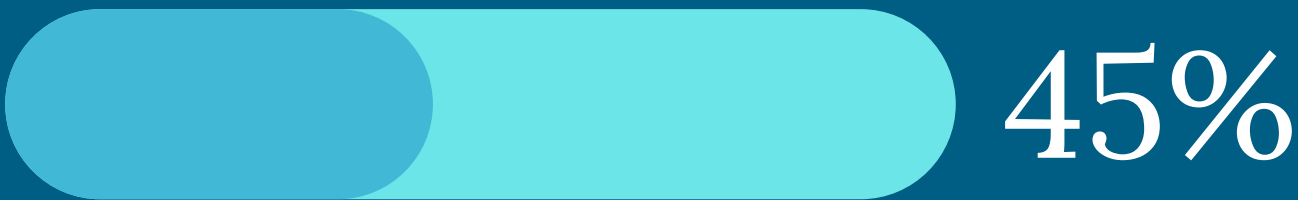
Participation Summary

Faculty assessments take different forms across NOCE programs and departments. In DSS and LEAP, assessments may rely on observation and skill demonstrations, while some CTE programs emphasize project-based evaluations. Although the methods vary, all contribute to capturing student learning in meaningful ways. With the implementation of new processes and increased outreach, faculty participation has grown, and conversations about effective assessment have expanded across programs. This growth reflects both the building of capacity and the strengthening of our shared commitment to student learning.

The table below (Table 8) provides a summary of faculty participation and highlights the progress made, with participation increasing from 45% in Fall 2024 to 54% in Spring 2025. While the goal remains to achieve 100% participation, these gains demonstrate continued momentum and engagement across the institution.

Table 8: Faculty Participation in SLO Data Reporting (Learning Mastery Gradebook)

Fall 2024 Semester: Faculty Participation In Inputting SLO Data



Spring 2025 Semester: Faculty Participation In Inputting SLO Data



Limitations and Considerations

This is a preliminary layer of SLO data for Fall 2024 and Spring 2025 semesters and should be interpreted by taking the following into consideration.

- 1. Open Entry/Open Exit Structure:** NOCE's flexible enrollment structure complicates defining assessment windows and accountability for SLO submission.
- 2. Inconsistent SLO Naming:** Lack of naming conventions makes it difficult to reliably group and compare SLOs across courses.
- 3. LDA (Last Date of Attendance) and Cancelled Classes:** Some assessments were submitted for classes that were marked LDA'd or canceled. Further review is needed to clarify the protocol for these sections.
- 4. Banner & Canvas Integration:** Student enrollments and course activity data were pulled from Banner to validate Canvas assessments, yet inconsistencies remain around class status and Canvas usage.
- 5. Population Definition:** Work needs to still be done to ensure all students are assessed. Some instances to explore this would be in a lab setting.

Looking Ahead: 2025-2026 Priorities

- Implement consistent naming conventions for SLOs in Canvas.
- Define the criteria for which students are expected to be assessed.
- Develop dashboards and visualizations to support program-level SLO data review.
- Expand faculty training and support to increase faculty participation.
- Expand from course-level outcomes to program and Institutional level.
- As NOCE continues to refine the SLO process, it is recommended to explore the use of positive attendance hour thresholds as a criterion for determining whether a student should be assessed in our open lab course settings.

The data in this report reflect course sections in which at least one Student Learning Outcome was aligned and scored. As we continue building assessment practices, it's important to clarify that institutionally, every SLO for every course must be assessed each term to complete the full cycle of continuous improvement and meet accreditation standards.



Conclusion

This report marks a pivotal shift in NOCE's SLO reporting and assessment infrastructure. The adoption of Canvas Learning Mastery Gradebook as a centralized tool provides new opportunities to streamline processes, increase faculty engagement, and improve student learning transparency. As we refine practices and resolve data limitations, this framework lays the foundation for actionable, equity-minded assessment and continuous improvement.

Just as importantly, the progress reflected here is the result of sustained faculty effort. SLO department leads, faculty champions, and professional development partners worked side by side with colleagues to encourage input, recognize contributions, and provide individualized support. Faculty engagement was strengthened through grassroots efforts, regular office hours, targeted trainings, and one-on-one outreach, which built confidence in the process and expanded participation. These collective efforts highlight that the strength of NOCE's SLO process lies not only in its technical systems but in the faculty community that makes it work.

NOCE SLO Resources:



[NOCE Student Learning Outcome \(SLO\) Site for faculty and staff](#)



[NOCE Student Learning Outcomes \(SLO\) Handbook \(Adopted Spring 2024\)](#)



[NOCE FAQ on SLOs Assessment](#)

Student Learning Outcomes
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