



2025/26

STUDENT LEARNING OUTCOMES (SLO) REPORT

August 2026

About this Report

This report serves as NOCE's second cycle using its new institution-wide Student Learning Outcomes (SLO) process and reflects the continued maturation of the institution's reporting assessment practices. Building upon the implementation of Canvas-based SLO data reporting during the 2024/25 academic year, the 2025/26 report focuses not only on student learning outcomes, but also on the institutional systems, faculty engagement, and continuous improvement efforts that support meaningful assessment reporting.

This report reflects a collaborative, institution-wide effort. We extend our appreciation to Academic Senate SLO Coordinator **Alli Stanojković** for her leadership and continued support of SLO assessment, and to the department-level SLO leads for supporting faculty and strengthening assessment reporting within their programs. We also thank the **Office of Institutional Research and Planning (OIRP)** and **Instructional Technology Services (ITS)** teams for their work in preparing and validating the data used throughout this report. Lastly, we thank **NOCE faculty** for their continued engagement in SLO assessment and commitment to improving student learning.



Executive Summary

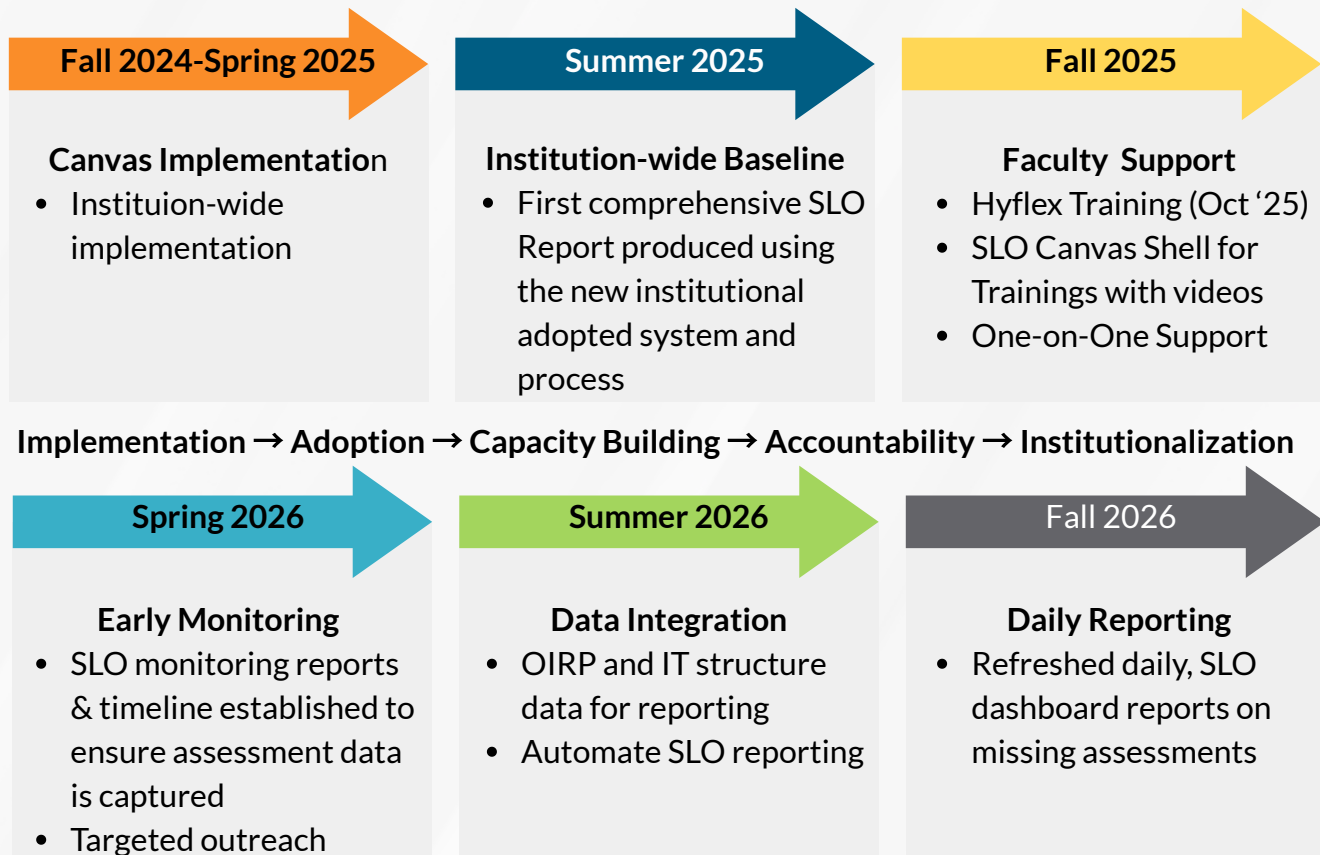
The 2025/26 academic year marked the second cycle of NOCE's institution-wide Student Learning Outcomes (SLO) assessment reporting process and reflects continued progress toward a more established culture of assessment. Building on the 2024/25 pilot year, NOCE strengthened faculty participation, expanded its Canvas-based reporting infrastructure, and increased its capacity to report student learning. The expanded dataset provides a stronger institutional baseline for identifying patterns, refining assessment practices, and using SLO results to support improvement.

Key Findings

- **Participation continued to grow:** 86% of active CRNs documented SLO assessment activity by Spring 2026, compared with 54% in Spring 2025.
- **Assessment volume expanded substantially:** 114,308 SLO assessments were recorded across 2025/26, with comparable Fall and Spring assessment volume increasing 117% over the pilot year.
- **Student mastery remained relatively stable:** 69% in Summer, 68% in Fall, and 65% in Spring met or exceeded mastery despite substantial growth in assessment volume.
- **Most assessments were associated with registered student:** 96–99% of SLO assessment recorded were associated with students who remained registered at the time of data extraction.
- **The data identified opportunities for refinement:** Variation in scoring practices, assessment populations, and program-level results provides areas for continued exploration in 2026/27.

A Timeline of SLOs at NOCE

Within two academic years, NOCE progressed from implementing a new SLO assessment reporting process to establishing an institution-wide infrastructure that supports continuous monitoring, faculty engagement, automated reporting, and data-informed decision making.



Building a Culture of Assessment

The 2025/26 academic year marked an important shift in NOCE's Student Learning Outcomes work—from implementing a reporting process to building a culture of assessment across the institution. Through faculty training, expanded support resources, governance engagement, and cross-departmental collaboration, SLO assessment has become increasingly integrated into instructional practice and institutional planning. Ultimately, NOCE is building a sustainable culture in which assessment results are routinely collected, reviewed, and used to improve student learning and support continuous institutional improvement.

Coordinating and Supporting SLO Assessment

A key component of NOCE's progress has been the leadership of the SLO Coordinator and the development of department-level SLO leads. The SLO Coordinator serves as a central connection point across the institution, working directly with departments to provide training, answer questions, promote assessment completion and submission, and to strengthen faculty engagement in the SLO process.

Department-level SLO leads extend this support within their programs by serving as resources for faculty and helping identify effective assessment practices. This structure also creates opportunities to share successful approaches across departments and build greater consistency in SLO assessment.

The SLO Coordinator also works closely with Instructional Technology Services (ITS) and the Office of Institutional Research and Planning (OIRP) to collect, review, and interpret SLO data. This ongoing collaboration helps identify data and implementation issues, improve reporting practices, and ensure that assessment results can meaningfully support instructional and institutional improvement.

Canvas SLO Data Collection Infrastructure

During 2025/26, NOCE continued to strengthen its use of Canvas as the central platform for reporting course-level Student Learning Outcomes (SLO) assessments. Building on the implementation of Canvas from the previous year, faculty adoption continued to expand, resulting in more consistent reporting practices, improved data quality, and a more streamlined institutional reporting process.

Faculty assess student learning through course-appropriate methods. Some assessments occur directly in Canvas, while others occur outside Canvas and are entered into Canvas for reporting. Results are recorded in the Canvas Learning Mastery Gradebook for institutional SLO reporting and analysis. This report summarizes reported assessment activity and student mastery across the institution, including institution-wide, program-level, and subject-code analyses.

Understanding Canvas Mastery Levels

Canvas uses a mastery scale ranging from No Evidence (0) to Exceeds Expectations (4):

- 4 – Exceeds Expectations
- 3 – Meets Expectations
- 2 – Approaches Expectations
- 1 – Below Expectations
- 0 – No Evidence

A score of 0 indicates the student was assessed but did not demonstrate the outcome, while a blank score indicates no assessment score was recorded.

Further exploration of the 2025/26 data found that scoring practices varied across course sections, with some faculty using alternative point structures beyond the standard Canvas scale. As a result, raw scores were not directly comparable across all courses. For consistent reporting, performance was standardized using the raw score relative to the possible score:

- Exceeds Mastery: 90% or higher
- Meets Mastery: 75%–89%
- Approaching Mastery: 50%–74%
- No/Limited Evidence: Below 50%

This refined approach allows 2025/26 to serve as a stronger baseline for monitoring both SLO participation and student mastery, with opportunities for more detailed course-level analysis as reporting continues to be refined.

Data summary: 2025/26 Academic Year

Assessment Counts by Program and Term

Table 1 displays active course sections (CRNs) with SLO assessment activity reported within Canvas during Summer 2025, Fall 2025, and Spring 2026 by instructional program.

Building on the 2024/25 pilot year, SLO assessment reporting activity increased from 65% in Summer 2025 to 76% in Fall 2025 and 86% in Spring 2026, compared with 45% in Fall 2024 and 54% in Spring 2025.

Overall, 2025/26 establishes a stronger institutional baseline for monitoring SLO participation, identifying program-level differences, and improving reporting processes.

Table 1: Count of Active CRNs with Recorded Assessment Activity by Term

	Summer 2025			Fall 2025			Spring 2026		
	Active CRNs	CRNs with some SLOs recorded	Percent	Active CRNs	CRNs with some SLOs recorded	Percent	Active CRNs	CRNs with some SLOs recorded	Percent
BSP	85	49	58%	89	62	70%	102	73	72%
CTE	82	58	71%	220	175	80%	245	211	86%
DSS	23	23	100%	50	44	88%	50	45	90%
ESL	107	81	76%	148	113	76%	149	126	85%
LEAP	207	115	56%	230	182	79%	251	228	91%
Total	504	326	65%	757	576	76%	797	683	86%

Note: BSP = Basic Skills Program; CTE = Career Technical Education; DSS = Disability Support Services; ESL = English as a Second Language; LEAP = Lifeskills Education Advancement Program. Active CRNs are course sections offered with enrolled students during the term. CRNs with SLOs recorded are active course sections with at least one student SLO score recorded in Canvas.



Table 2 presents student-level SLO assessment records in Canvas for Summer 2025, Fall 2025, and Spring 2026 by program and status. Records are classified as Assessments Recorded when an SLO score is present and Assessments Not Recorded when no score is recorded.

Recorded assessment activity increased substantially from the 2024/25 pilot year. Fall assessments increased from 15,527 to 49,065 (+216%), while Spring increased from 30,197 to 49,998 (+66%). Across comparable Fall and Spring terms, recorded assessments increased 117%, reflecting continued expansion of SLO implementation in Canvas.

Within the same course section (CRN), some students may have a recorded SLO score while others may not. Therefore, “Assessments Not Recorded” refers to individual student records without an SLO score and does not mean the entire course section was not assessed.

Table 2: Student SLO Records by Assessment Status, Program, and Term

Program	Summer 2025		Fall 2025		Spring 2026	
	Assessments Recorded	Assessments Not Recorded	Assessments Recorded	Assessments Not Recorded	Assessments Recorded	Assessments Not Recorded
BSP	741	46	7,998	42	7,006	34
CTE	3,163	35	16,963	88	16,368	219
DSS	1,037	1	2,776	13	1,879	9
ESL	4,892	51	10,279	106	10,082	59
LEAP	5,412	112	11,049	1,136	14,663	58
Total	15,245	245	49,065	1,385	49,998	379

Note: Assessments Recorded represent student SLO scores entered in Canvas. Assessments Not Recorded represent students without a recorded SLO score.

Key Observations:

- Across all three 2025/26 terms, 114,308 assessments were recorded, while 2,009 were not recorded in Canvas.
- Recorded and not recorded assessments may occur within the same CRN; therefore, an Assessment Not Recorded does not indicate that the course did not participate in SLO assessments.
- Further exploration is needed to understand which students do not have recorded scores and why, and whether clearer institutional guidance is needed regarding which students should be included in SLO assessment.



SLO Performance by Instructional Program

Table 3 presents the distribution of 15,245 recorded SLO assessments during Summer 2025 by program and performance level. To support comparison across assessments using different scoring scales, scores were standardized into four performance categories: No/Limited Evidence, Approaching Mastery, Meets Mastery, and Exceeds Mastery.

Table 3: SLO Performance Level Distribution by Program – Summer 2025

Program	No/Limited Evidence	Approaching Mastery	Meets Mastery	Exceeds Mastery	Total COUNT of Assessments
BSP	14%	4%	25%	56%	741
CTE	15%	5%	25%	56%	3,163
DSS	8%	8%	58%	26%	1,037
ESL	38%	11%	22%	29%	4,892
LEAP	14%	13%	29%	45%	5,412
Total	21%	10%	28%	41%	15,245

Key Observations:

- Institution-wide, 69% of recorded assessments met or exceeded mastery, including 41% at the Exceeds Mastery level.
- DSS demonstrated the highest overall level of achievement, with 84% of assessments meeting or exceeding mastery, including the largest share (58%) falling within Meets Mastery.
- BSP and CTE also demonstrated strong performance, with approximately 81% of assessments meeting or exceeding mastery.
- ESL had the largest proportion of assessments categorized as No/Limited Evidence (38%), identifying an area for further exploration.



Table 4 presents the distribution of 49,065 recorded SLO assessments during Fall 2025 by program and performance level. Institution-wide, 68% of assessments met or exceeded mastery, including 40% at the Exceeds Mastery level.

Table 4: SLO Performance Level Distribution by Program – Fall 2025

Program	No/Limited Evidence	Approaching Mastery	Meets Mastery	Exceeds Mastery	Total COUNT of Assessments
BSP	43%	12%	12%	34%	7,998
CTE	17%	6%	33%	44%	16,963
DSS	18%	11%	49%	22%	2,776
ESL	29%	10%	27%	34%	10,279
LEAP	12%	12%	29%	47%	11,049
Total	23%	9%	28%	40%	49,065

Key Observations:

- CTE demonstrated the highest overall performance, with 77% of assessments meeting or exceeding mastery, followed closely by LEAP at 76%.
- DSS reported 71% meeting or exceeding mastery, with nearly half (49%) categorized as Meets Mastery.
- ESL reported 61% meeting or exceeding mastery, while 29% were categorized as No/Limited Evidence.
- BSP showed a different distribution from Summer, with 43% of assessments categorized as No/Limited Evidence and 46% meeting or exceeding mastery, warranting further exploration of the semester-to-semester variation.
- Despite substantially greater assessment volume in Fall, the institution-wide mastery rate remained relatively stable compared with Summer 2025 (68% vs. 69%).



Table 5 presents the distribution of 49,998 recorded SLO assessments during Spring 2026. Institution-wide, 65% of assessments met or exceeded mastery, compared with 68% in Fall 2025, while the proportion categorized as No/Limited Evidence increased from 23% to 27%.

Table 5: SLO Performance Level Distribution by Program – Spring 2026

Program	No/Limited Evidence	Approaching Mastery	Meets Mastery	Exceeds Mastery	Total COUNT of Assessments
BSP	59%	3%	9%	29%	7,006
CTE	22%	7%	34%	37%	16,368
DSS	10%	9%	45%	36%	1,879
ESL	28%	10%	29%	32%	10,082
LEAP	17%	10%	34%	39%	14,663
Total	27%	8%	30%	35%	49,998

Key Observations:

- DSS demonstrated the highest overall performance, with 81% of assessments meeting or exceeding mastery, followed by LEAP at 73% and CTE at 71%.
- ESL remained relatively stable, with 61% meeting or exceeding mastery, consistent with Fall 2025.
- BSP experienced the most notable shift, with 59% of assessments categorized as No/Limited Evidence, up from 43% in Fall and 14% in Summer, warranting further exploration.
- Institution-wide, the percentage exceeding mastery declined from 40% in Fall to 35% in Spring, while Meets Mastery increased slightly from 28% to 30%.



Student Enrollment Status and SLO Assessment Activity

To provide additional context for recorded SLO assessment activity, Tables 6–8 examine student records within Canvas by enrollment status at the time of data extraction. Given NOCE’s open-entry/open-exit environment, a student’s enrollment status may have changed between the time an SLO was assessed and when the data were extracted. Enrollment status should therefore be interpreted as a snapshot at the time of extraction, rather than necessarily the student’s status when the assessment occurred.

Registration codes were grouped as follows: Registered (RE, RW); Dropped (DD, DC, DN, DO, DT); No Shows (NS); Withdrawn (WA, WW); Waitlisted (WD, WL); and Cancelled (CN, CA). Records that could not be matched to a registration status were categorized as Not Found. Examining these categories provides additional context for understanding assessment activity and identifying potential differences associated with enrollment patterns.

Table 6: SLO Assessment Records by Student Enrollment Status and Program – Summer 2025

Program	Dropped	No Shows	Registered	Withdrawn	Reg Status Not Matched	Total
BSP	-	-	741	-	-	741
CTE	5	-	3,145	2	11	3,163
DSS	3	-	1,025	-	9	1,037
ESL	3	5	4,867	-	17	4,892
LEAP	53	32	5,324	-	3	5,412
Total	64	37	15,102	2	40	15,245

Summer 2025

Table 6 shows that the overwhelming majority of Summer 2025 SLO assessment records were associated with students who remained Registered at the time of data extraction (15,102 of 15,245; 99%). Only a small number were associated with students subsequently identified as Dropped (64), No Shows (37), or Withdrawn (2), while 40 records could not be matched to a registration status.

Table 7: SLO Assessment Records by Student Enrollment Status and Program – Fall 2025

Program	Dropped	No Shows	Registered	Waitlisted	Withdrawn	Reg Status Not Matched	Total
BSP	-	-	7,998	-	-	-	7,998
CTE	190	15	16,543	2	25	188	16,963
DSS	73		2,701	-	-	2	2,776
ESL	157	17	10,040	-	-	65	10,279
LEAP	208	82	10,750	-	-	9	11,049
Total	628	114	48,032	2	25	264	49,065

Fall 2025

Table 7 shows that 98% of Fall 2025 SLO assessment records (48,032 of 49,065) were associated with students who remained Registered at the time of data extraction. The remaining records were primarily associated with Dropped students (628) and No Shows (114), with relatively few Withdrawn or Waitlisted records.

LEAP accounted for the largest number of Dropped and No Show records, while CTE had the largest number of unmatched registration statuses. Overall, the findings reinforce that SLO assessment activity is overwhelmingly associated with actively registered students, while highlighting the importance of enrollment and assessment timing when interpreting SLO data.

Table 8: SLO Assessment Records by Student Enrollment Status and Program – Spring 2026

Program	Dropped	No Shows	Registered	Waitlist	Withdrawn	Not Found	Total
BSP	8	419	6,546	-	-	33	7,006
CTE	74	26	16,063	7	66	132	16,368
DSS	30	2	1,839	-	-	8	1,879
ESL	452	9	9,583	-	-	38	10,082
LEAP	388	173	14,096	-	-	6	14,663
Total	952	629	48,127	7	66	217	49,998

Spring 2026

Table 8 shows that 96% of Spring 2026 SLO assessment records (48,127 of 49,998) were associated with students who remained Registered at the time of data extraction. Dropped (952) and No Show (629) records increased compared with Fall 2025, while relatively few were Waitlisted or Withdrawn.

The increase was most notable among BSP No Shows (419) and ESL and LEAP Dropped students (452 and 388, respectively). These findings reinforce the need to consider NOCE's flexible enrollment environment and further explore how registration changes and assessment timing affect SLO reporting.

Limitations and Considerations

As NOCE's SLO infrastructure has matured, greater access to the underlying data has identified several areas for continued refinement:

1. **Data Structure and Quality:** Direct access to the SLO database identified records without Banner IDs and instances where percentages were calculated without a corresponding recorded score. Continued collaboration with NOCE ITS will help clarify how faculty-entered data are stored, transformed, and extracted.
2. **Variation in Scoring:** Some faculty used scoring scales beyond the intended 1–4 structure, including scores up to 20. This may happen when assigning points to assignments. Greater consistency in scoring practices should be explored.
3. **Assessment Population:** NOCE's open-entry/open-exit structure creates challenges in determining which students should be included in SLO assessment. For example, expectations may differ for students who enroll late, drop or withdraw, or participate for only a short period. Establishing a consistent approach for when students should be assessed would improve consistency across courses and programs.

Progress and Looking Ahead: 2026/27 Priorities

Despite these considerations, 2025/26 reflects substantial maturation of NOCE's SLO assessment reporting process. NOCE's SLO reporting increased from 45% of active CRNs in Fall 2024 and 54% in Spring 2025 to 76% in Fall 2025 and 86% in Spring 2026, demonstrating continued institutionalization of SLO assessment.

Several infrastructure and support improvements contributed to this progress:

- OIRP and NOCE IT established a direct connection between Tableau and the SLO database, providing OIRP with greater access to SLO data for analysis and reporting.
- A new SLO Tableau dashboard now identifies active course sections without recorded SLO activity, providing more timely monitoring and reducing reliance on the manual “heat check” process used during the pilot year.
- Continued faculty training, resources, reminders, and individualized support strengthened participation and familiarity with the Canvas SLO process.
- The SLO Coordinator played a central role in advancing faculty engagement, using multiple communication, training, and support strategies throughout the year to reinforce SLO expectations and assist faculty with implementation.

Recommendations

- 1. Identify and Share SLO Best Practices:** Partner with the SLO Coordinator and department-level SLO leads to identify practices that have contributed to successful SLO implementation and share them across departments. This could include scoring approaches that translate easily into the four performance categories and other strategies that support faculty participation and reporting.
- 2. Strengthen SLO Data Quality and Reporting:** Continue collaboration among the SLO Coordinator, ITS, OIRP, and faculty to identify data gaps, improve how assessment information is captured, and strengthen the accuracy and usability of SLO reporting.
- 3. Expand the Use of SLO Results:** Create opportunities for departments to review SLO findings alongside other student outcomes, identify areas of strength and opportunity, and use the results to support continuous improvement in student learning.

Conclusion

The 2025/26 academic year represents an important step in the continued maturation of NOCE's SLO assessment process. Increased participation, expanded assessment activity, and improvements to the reporting infrastructure demonstrate continued movement from implementation toward the institutionalization of SLO assessment.

Just as importantly, the expanded dataset provides a clearer understanding of how SLO assessment is occurring across the institution. The findings identified variation in scoring practices, assessment populations, enrollment status, and program-level outcomes—providing important opportunities to refine practices and deepen the institution's understanding of student learning.

Moving into 2026/27, NOCE is positioned to build on this foundation by continuing to strengthen faculty support, improve data quality and reporting, and explore patterns in SLO performance. The next phase of this work is not simply about increasing participation, but about using SLO results to support meaningful dialogue, inform instructional and institutional improvement, and ultimately strengthen student learning and success.



NOCE SLO Resources

NOCE provides a variety of resources to support faculty and staff throughout the Student Learning Outcomes assessment process. These resources offer guidance on SLO development, assessment, Canvas reporting, and the use of results to support continuous improvement in student learning. Faculty and staff are encouraged to use these materials as ongoing references and to contact the SLO Coordinator for additional guidance, training, or support.



[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 email: slo@noce.edu

Program Key

BSP	Basic Skills Program
CTE	Career Technical Education
DSS	Disability Support Services
ESL	English as a Second Language
LEAP	Lifeskills Education Advancement Program



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