



Student Learning Outcome (SLO) Committee ADP Annual Report: 2018-2019

Background: As part of FLC's commitment toward integrating student learning outcome (SLO) assessment results into all areas of the planning process, the SLO committee reviewed responses to the course and program SLO questions from the 2018-2019 Annual Department Plans (ADP; Questions 6-10). In the ADP each department is asked to review all course and program SLO assessments submitted in the previous academic year and discuss themes related to student achievement of the SLOs.

The summary below addresses the themes that were identified across the college related to:

- A. student achievement of both course and program SLOs,
- B. changes made as a result of SLO assessment results, and
- C. needs identified by departments to maintain or improve student achievement of SLOs.

A. Student Achievement of SLOs

- Across all course and program SLO assessments, the majority of students that successfully complete a course or program are meeting the student learning outcomes.
- Although student achievement is generally strong among course and program completers, it was noted in a few departments that retention rates were lower in online or hybrid courses, and that students struggle with writing clearly, conducting research, assigned readings, studying for exams, and math.
**The observation that students struggle with math was supported by self-report data from the Graduate Exit Survey. In the Graduate Exit Survey, students that have petitioned to earn a degree or certificate are asked, among other things, to describe any barriers they experienced toward achieving their academic goals. Struggling with math was a common barrier addressed by students. Below are a few of the student responses to the barriers questions:
 - *The biggest barrier was math for me, the reason it took me so long to finish at FLC was due to math being hard for me to pass.*
 - *... overcoming my weaknesses in math.*
 - *MATH MATH MATH*
 - *Having to take Algebra 2, and if I wanted to move on to Sac State, more math.*
 - *Math requirements*
 - *...I struggled very hard in math and had a very hard time...*
 - *Math and science are my weakness so it took me longer than expected because of that.*
 - *I had failed every single math class and had to re-take it. Nothing and no one was helping me, or pulled me aside and said wow, you must struggle with math.*

B. Changes Made as a Result of SLO Assessment Results

Based on course or program SLO results departments reported making the following changes in an attempt to improve attainment of SLOs:

- Added course prerequisites
- Changed the sequence of course offerings to better meet student needs

C. Needs Identified to Maintain or Improve Student Achievement of SLOs

When asked what is needed to maintain or improve student performance of SLOs the following broad needs were identified:

- Student Support:
 - Tutoring: increased embedded tutoring and general tutoring offerings, addition of evening tutoring.
**In addition to faculty recognizing the need for tutoring, the students that petitioned to earn a degree or certificate last year also acknowledged the importance of tutoring. In the Graduate Exit Survey, when asked whether there were any services or supports offered by the college that supported achievement of their academic goals, 58% of the students said there were significant supports, with 19% of the students that listed a support citing tutoring as an important source of support. In addition, 10% listed the reading and writing centers and 3% listed the science center. The high frequency with which tutoring, the reading and writing centers, and science centers were listed indicates that students perceive these as important supports offered by the college.
 - Better online support for students taking distance education courses.
 - Provide more student research opportunities.
- Facilities:
 - The college needs to ensure that all programs have adequate access to facilities that support student learning.
 - For example, ECE students need access to a child development center, visual art students need access to facilities that provide a well-rounded experience in the visual arts, theatre arts students need greater access to studios and venues for student rehearsal/practice, French students need an open language lab, and the Learning Skills department needs access to additional space to meet all of the tutoring requests.
- Equipment:
 - The college should continue to invest in up to date, industry standard, and state of the art equipment and software to help ensure students are exposed to the latest advances in the discipline.
 - The college should ensure that courses taught at RCC or EDC have access to similar equipment as courses at FLC.
 - Faculty need access to equipment to help them develop and support distance education courses.
- Professional Development
 - Access to ongoing professional development in each discipline.
 - Support with developing distance education courses.
- Program Support:
 - Continue and expand existing funding for tutoring.
 - Lower student-to-faculty ratios in lab science courses.
 - Improved lab tech support.
 - Increased support for the Science Center.

General Observations from the ADPs

- Support for distance education is a consistent theme across departments. Requests for support with developing distance education courses and requests for support for students that take distance education courses were requested to help students succeed in online courses.
- College-wide requests to expand support provided by the tutoring center, reading and writing centers, and science center were cited as important ways to help students succeed in their coursework.

Furthermore, the support provided by these services is seen by recent graduates as an important support service that helped them achieve their academic success.

- Both faculty and students acknowledge that math is a significant barrier for some students.
- The SLO committee would like to acknowledge that the responses to the SLO questions in the ADP continue to improve each year. Moreover, as the data in the table below indicates, across the college the number of course and program SLOs that were assessed increased.

	2016-2017	2017-2018	Change from previous year
# of course SLO assessments submitted	1,016	1,235	+219
# of courses assessed	103	162	+59
% of courses assessed	82	85	+3

- Although the responses to the SLO questions have improved, college-wide few departments discussed using SLO results to inform decisions or changes within the department and several departments still are not assessing SLOs or are not providing a summative assessment of the SLO assessment results in the ADP. The committee recognizes the need to continue working with departments to help them evaluate SLO results and use the results to guide course and program changes.

Submitted by the SLO Committee: Reynando Accooe, Christina Aldrich, Jill Bradshaw, Emelia Michels-Ratliff, Jill Morrison, Bi Nguyen, Lisa Sapra, Matt Watanabe, Matt Wright.

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