



Student Learning Outcome (SLO) Committee Annual Report: 2019-2020

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) and the individual course SLO submissions from Fall 2018 through Summer 2019. 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 Course and Program 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, when asked to discuss areas where student performance could be improved, the following recurrent themes were identified:
 - Students lack basic college readiness skills including:
 - how to effectively study/prepare for an assignment.
 - understanding they may need to seek assistance outside of class from instructors, tutors, or other support services such as the Reading and Writing Center.
 - how to use rubrics to guide and evaluate their work.
 - understanding the importance of following assignment instructions.
 - time management.
 - how to take notes.
 - Students are reluctant to speak up in class, speak in front of class, ask questions, or complete assignments that require contacting others.
 - Students struggle with higher order tasks such as: analyzing evidence, structuring arguments, and providing supportive evidence.
 - Students struggle with college level reading and writing.
- Across several disciplines faculty also acknowledged that success and retention is lower in online courses than comparable face-to-face courses.

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:

- Modified course assignments.

- Added assignments.
- Modified syllabus.
- Worked with other faculty to align course expectations, assignments, and grading criteria.
- Changed the sequence of course offerings to better meet student needs.
- Worked with more students one-on-one to provide individualized instruction.

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.
 - Reading and Writing Centers: students across the disciplines need access to the support services offered by the RWC.
 - Better online support for students taking distance education courses.
 - Access to online tutoring, online research help, online office hours.
- 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 and expanded room availability at EDC as well as a place to store student work and materials, theatre arts students need greater access to the Harris Center, the sciences need more lab space, and the Learning Skills department needs access to additional space to meet all of the tutoring requests.
 - Access to computer classrooms or tablets/laptops that can be used during class.
 - As more instructional materials are being offered exclusively on digital platforms and with the increased emphasis on active learning strategies, more instructors report needing regular access to computers or tablets during class.
- 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.
- 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.
 - Money for stipends to bring in guest speakers.
 - Money to provide supplies to low income students.
 - Stipends and training to encourage adjunct faculty to complete SLO assessments.
 - Students in the prison education system need access to the support services that all other FLC students have.
- Staffing:
 - Additional staff needed to help set up or break down science labs.
 - Additional staff needed to manage tutors.
 - Additional full-time faculty needed to improve the full- to part-time faculty ratio.
- FTE:

- Many departments reported needing additional FTE for a variety of reasons that impact attainment of degree learning outcomes.

General Observations and Recommendations

- Many departments mentioned students lack the basic skills needed to succeed in college.
 - Recommendations:
 - The college should find ways to instill the basic skills needed to be successful in college early on in a student’s career.
 - This could be addressed during the orientation process, through the first-year experience, HCD courses, summer bridge, or any other program geared toward preparing students for FLC.
 - The college could consider developing a series of short Canvas modules to address the issues and make them available to all faculty that would like to incorporate them into their course.
- Faculty continue to report that success and retention in distance education is lower than in face-to-face classes.
 - Recommendations:
 - Find ways to support faculty teaching distance education courses.
 - For example, increased professional development opportunities.
 - Find ways to support students taking distance education classes.
 - For example, online tutoring, online support services.
- College-wide the support provided by the tutoring center and Reading and Writing Centers was cited as an important resource to ensure the success of students. Furthermore, the support provided by these services is seen by recent graduates as an important support service that helped them achieve their academic success (see Graduate Exit Survey).
 - Recommendation:
 - Continue to fund and consider expanding funding for tutoring and the RWC.
- Resources and Facilities – many departments report needing certain equipment or facilities in order to successfully teach their course.
 - Recommendation:
 - Find ways to maximize access to existing resources.
 - Increase science and computer lab space.
- The SLO committee would like to acknowledge the significant improvement in the quality of the responses to the SLO questions in the ADP this year. More departments used SLO results to guide course and program level changes and inform decision making within the department.
- Moreover, as the data in the tables below indicates, across the college the number of courses being assessed continues to increase.

	2016-2017	2017-2018	2018-2019	Change from previous year
# of different courses assessed	103	162	200	+38

% of cataloged courses:	2018-2019	Fall 2019	Change from previous year
(a) assessed w/in last 6 years	77.90	80.38	+2.48
(b) with assessments in Improve	68.36	72.21	+3.85

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