

# Analysis of 2018-19 Course Outcomes Assessment

<https://www.cgcc.edu/institutional-assessment/course-outcomes-assessment>

## A. Overview

### I. Academic Year

2018-19

### II. Purpose

Outcomes assessment at the course level measures student achievement of individual [course outcomes](#). Results and analysis from the [course outcomes assessment](#) are used by faculty to improve teaching and learning at the course level.

Course Outcomes lead to [degree, certificate and program outcomes](#) and [Institutional Core Learning Outcomes](#). Course Outcomes assessment is tied to [Core Theme](#) Objective B: Transforming Lives – Education.

## B. Previous Review's Recommendations, Action, and Analysis

### I. List recommendations from previous reviews, summarize actions taken in response to recommendations, evaluate effectiveness of actions.

#### **Recommendation #1 - Completion rate of scheduled course outcomes assessment:**

In an effort to increase instructor completion rates for course outcomes assessment (COA), it was recommended that the academic assessment coordinator (AAC) and curriculum and assessment administrative assistant (CAAA) continue to schedule the majority of instructors to complete course outcomes assessment during summer and fall terms. It was also recommended that the AAC and CAAA continue to notify deans and department chairs (DCs) when instructors have not completed their course outcomes assessment.

Actions: The AAC and CAAA followed through with this recommendation, scheduling course outcomes assessment heavily in summer and fall terms. Deans and department chairs were notified when Part As and Part Bs were not submitted 2 weeks after the due date. Deans and department chairs were also notified at the end of term of those instructors who did not complete their course outcomes assessment. Communications were shared with the AAC between deans and those instructors who had not completed, and often instructors did end up completing as a result of this communication. Deans and the vice president of instructional services (VPIS) were also notified at the end of the academic calendar of those instructors who had not completed a course outcomes assessment in 2018-19. The VPIS sent letters to all faculty who did not complete course outcomes assessment during the 2018-19 academic year.

Results: 12 out of 80 instructors did not complete a scheduled course outcomes assessment in 2018-19. There were 2 other instructors who did not complete as a result of courses being cancelled, however those numbers are not included in the total. Those instructors who did not complete course outcomes assessment were sent letters by the VPIS.

Effectiveness of actions: 68 (85%) of instructors did complete a course outcomes assessment, complying with their contractual obligations. It's difficult to determine the effectiveness of these actions, as prior years' data focused more on the completion of course outcomes assessment by course, as opposed to by unduplicated instructor scheduling/completion, mixing up data of course completion rates with instructor completion rates. With the data from 2018-19, a baseline has been set and efforts to track unduplicated instructor completion rates will continue.

One unforeseen result that did occur from the heavy summer and fall scheduling was that while a concerted effort was made to focus on increasing instructor completion rates over the last 4 years, there was less focus on ensuring that all courses went through course outcomes assessment. As a result catch-up had to occur in winter and spring with some instructors completing multiple course outcomes assessment in order to ensure that all courses were assessed within the 3-5 year time frame initially set out. As a result, the AAC and CAAA have requested an annual schedule that will hopefully allow a more thoughtful process in choosing which courses are assessed, when.

**Recommendation #2 - Making the connections between evidence of student achievement of course outcomes and changes/improvements made to courses:**

In an effort to increase the use of data to help inform decisions about student achievement of outcomes and recognize where changes need to be made in courses, it was recommended that the AAC track the numbers of instructors who are making changes to courses based on evidence from outcomes assessment.

Actions: The AAC continued to track the numbers of instructors who made changes to courses based on evidence from their outcomes assessment.

Results: 59/68 instructors (87%) recommended changes and/or course improvements based on evidence from their course outcomes assessment. 2018-19 saw an increase of 8% from the previous year.

Effectiveness of actions: The continuation of tracking evidence-based planned improvements to courses demonstrates that CGCC's instructors are employing "best practices" of using data to drive changes and improvements. Tracking this information also establishes the effectiveness of outcomes assessment as a means of informing instructors of changes and improvements needed. It should be acknowledged that many instructors state they frequently make small and large changes to their courses on a continual basis, however course outcomes assessment provides evidence of this thoughtful process. It should also be recognized that many of these instructors have been teaching the same courses for many years, so it may be that we see fewer changes made in mature courses (or those that have been taught by the same instructors for a number of years). While the AAC will continue tracking and reporting on instructors' planned changes and improvements as a result of course outcomes assessment, this action will be removed as a future recommendation. Clearly the vast majority of our instructors are making the connection between evidence of student achievement of course outcomes and changes/improvements.

**Recommendation #3 - Documenting changes made from previous course outcomes assessment:**

“Closing the loop” or reporting on the effectiveness of planned changes and improvements is an important step in the assessment process, and it was recommended that the AAC continue to email instructors copies of previous course assessments, highlighting the changes/improvements instructors had planned for their courses the next time they were taught, and reminding instructors to report out on the effectiveness of those changes/improvements. It was also recommended that the AAC continue to track the number of instructors who address the effectiveness of those changes on the 2018-19 Course Outcomes Assessment Results tracking spreadsheet.

Actions: Instructors were emailed copies of their previous Part B’s and the changes they planned to make were highlighted. Instructor reports of the effectiveness of those changes were tracked.

Results: A decrease of 11% in the number of instructors addressing the effectiveness of planned changes was seen between 2018-19 (28%) and 2017-18(39%). While there is still an increase from 2016-17’s 20%, it is clear that instructors are not addressing the effectiveness of planned changes as had been hoped.

Effectiveness of actions: While attaching previous Part B’s and highlighting planned changes serves as a good reminder to instructors, it’s clear that more needs to be done to help instructors close the loop on planned changes from previous assessments.

**Recommendation #4 - Feedback from department chairs, deans and the vice president of instructional services:**

When completing Part B, instructors are asked “What contributed to student success and/or lack of success?” As a result, course outcomes assessment captures much of the “good work” and “best practices” that our instructors are incorporating into their courses and teaching. It is important that instructors are recognized for their endeavors, and it was therefore recommended the AAC continue to highlight “good work” and “best practices” documented by instructors on their COAs by noting these efforts in the “Part B Thank You Email” to the instructor, dean and department chair. Part B also offers an opportunity for instructors to ask questions or request resources of their deans and DCs. Since this is an important avenue for instructors to request support, it was recommended that the AAC also continue to highlight in the “Part B Thank You Email” when a response from a director/DC is required to a faculty question/request.

Actions: The AAC copied the deans and DCs on the thank you email sent to the instructor. Attached to the email was a pdf of the instructor’s Part B and any questions, requests for support or descriptions of “good work” and/or “best practices” were highlighted.

Results: 2018-19 saw an increase in dean/department chair responses to instructor requests of help/support or instructor good work/best practices being reported on. 8 out of 9 departments experienced some kind of feedback from their deans/department chairs. Examples of closing the loop regarding requests range from a request for books from a pre-college faculty and the DC’s response that an order for new books will be included in the next budget, to the math DC’s

support and suggestions to an instructor teaching a math course for the first time and struggling with implementing a student project.

Effectiveness of actions: While much of the feedback from deans/department chairs were thankful or recognition of good work being done, there were also offers of support, responses to questions and clarifications of expectations made. The action of highlighting “good work”, “best practices”, questions and requests for support has increased interaction and recognition from deans and department chairs, and it can be assumed that instructors are recognizing that their efforts at course outcomes assessment are being acknowledged, serve a purpose and have value.

**Recommendation #5 - Increased participation in Student Course Evaluations:**

Student Course Evaluations (SCEs) are an opportunity for students to take responsibility for their own learning and can be considered the “Voice of the Student”. Instructors can benefit from the results of the SCEs as it allows them to compare their data with students’ self-perception of their achievement of course outcomes and note any discrepancies. SCE results can also provide information for specific improvements with regard to the instructor generated questions. With a student response rate to the SCE of 64%, 2017-18 saw a 5% decrease from the previous year. In an effort to determine why CGCC has such a low student response rate, it was recommended that the CAAA track which instructors are not receiving responses from students on the SCEs. It was further recommended that the CAAA also send a follow up email to those instructors clarifying whether they sent the SCE links/instructions to students in an effort to pinpoint if the issue is that the instructor is forgetting to send students SCE information or whether there is another factor affecting student completion of SCEs.

Actions: The CAAA tracked which instructors did not receive student responses to their SCEs and sent a follow up clarification email (see Appendix for email)

Results: A total of 90 SCEs were sent to instructors with 69 SCEs (77%) receiving responses from students. 2018-19 saw an increase of 13% in the number of SCEs with student response rates.

Effectiveness of actions: The 13% increase in SCEs that had a student response is most likely a result of this added effort, combined with a reminder sent out to instructors about the “Next Steps” once their Part A was submitted. The reminder highlighted the instructors’ responsibility in sending the SCE link to students, as well as the purpose and value of the SCEs to both students and outcomes assessment.

**Recommendation #6 - Educate students about the importance of Course Outcomes:**

In previous years’ analysis of course outcomes assessment, it was recognized that students may not be aware of course outcomes or the importance of course outcomes to course design (supporting resources, activities, assessments, i.e. why they are doing what they are doing in their courses) and ultimately how achieving course outcomes contribute to their success in their courses. As a result, it was recommended that the AAC ask instructors to describe on their Part B how they share information about course outcomes with students. The majority of instructors noted that course outcomes were listed on their syllabi, however the department wanted to capture the more intentional way that many instructors are helping to educate their students

about the importance of course outcomes. As a result, it was recommended that the AAC clarify the Part B question regarding how instructors are sharing information about course outcomes with students and continue to track instructor responses to the question.

Actions: Question 9 on Part B was changed to *“Describe how you explain information about course outcomes and their relevance to your students.”*

Results: Of the 68 course outcomes assessments completed, 61 instructors described intentionality in explaining the purpose of outcomes and connecting them to assignments or lectures. Instructor responses to this question ranged from *“We discuss course outcomes the first day of class. As the term progresses I take time to tie specific assignments to specific outcomes to remind them why we are practicing certain skills. As part of the final, students discuss how they met/didn't meet a particular outcome on a particular assignment”* to *“I explain the purpose of the course outcomes, and tie them in with the weekly instructions. They are generally broken down within the assignments as goals. Essentially, I explain that the outcomes/objectives/goals are the concepts they need to prove competence in within their submissions. I also grade most assignments against a 3 level mastery rubric that assesses the level at which they demonstrated that outcome/objective/goal. The three scoring levels have points tied to them and are as follows: competent, developing and needs improvement. I believe this method of assessing student work helps to drive the idea home that while an A-F grading scale is important, demonstrating their grasp of the concepts (via outcomes) is the goal.”* Of the 7 instructors who did not describe intentionally educating students about the purpose of course outcomes, 5 indicated that they included outcomes in the syllabus, 1 responded that they don't discuss course outcomes at all and 1 either did not respond to or did not understand the question.

Effectiveness of actions: Asking the question on Part B not only helps to track how instructors are educating our students about the purpose and value of course outcomes, but also serves as a reminder that instructors are expected to do so. It's clear that the majority of instructors (90%) are helping to educate students on the purpose of course outcomes and how they can contribute to student success.

## C. Overview of Course Outcomes Assessment

### I. Total number of courses scheduled for assessment and total number of courses assessed (by department)

**Table 1. Comparison of courses scheduled for assessment and total number of courses assessed by department**

| Department                          | Number of courses scheduled for outcomes assessment | Number of courses with completed course outcomes assessment | Number of scheduled courses that did not have outcomes assessed | Percentage of course outcomes assessment completion |
|-------------------------------------|---|---|---|---|
| Arts/Humanities                     | 7   | 6   | 1   | 86%   |
| CTE                                 | 20  | 18  | 2   | 90%   |
| ESOL                                | 6   | 3   | 3   | 50%   |
| Math/Computer Science               | 7   | 5   | 2   | 71%   |
| Nursing/Health Occupations          | 16  | 14  | 2   | 88%   |
| Pre-College                         | 6   | 6   | 0   | 100%  |
| Science                             | 12  | 8   | 4   | 67%   |
| Social Science                      | 10  | 9   | 1   | 90%   |
| Writing/Literature/Foreign Language | 13  | 12  | 1   | 92%   |
| Totals 2018-19                      | 97*   | 81  | 16  | 84%   |
| Totals 2017-18                      | 92*   | (75   | 17  | 82%   |
| Totals 2016-17                      | 111*  | (86   | 25  | 77%   |
| Totals 2015-16                      | 117*  | (97   | 20  | 83%   |

\* Some courses were scheduled more than once (and included in this number) – when an instructor did not complete a course assessment, the course was rescheduled in a following term in an attempt to give the instructor another opportunity to complete the course assessment process. Courses that were scheduled for outcomes assessment, but canceled are not included in these numbers.

84% of courses scheduled for outcomes assessment were assessed. This is an increase of 2% from 2017-18 and the highest completion rate since this data has been tracked. As stated above, some of the courses in the data table were counted twice, due to the fact that if the assessment was not completed by an instructor the first time it was scheduled, the instructor was moved to the next term for course assessment (and included in the total number of courses scheduled). Because some courses are only taught once a year, rescheduling the instructor to assess a course in the following term sometimes means that while an instructor may complete an assessment for the year, the course originally scheduled may not get assessed.

**Table 2. Comparison of completion rates for scheduled course outcomes assessment by department from 2015-16 through 2018-19**

| Department                                 | 2018-19<br>Number of<br>courses<br>scheduled<br>for<br>outcomes<br>assessment | 2018-19<br>Number of<br>courses<br>with<br>completed<br>course<br>outcomes<br>assessment | 2018-19<br>Number of<br>scheduled<br>courses<br>that did not<br>have<br>outcomes<br>assessed | 2018-19<br>Percentage<br>of course<br>outcomes<br>assessment<br>completion | 2017-18<br>Percentage<br>of course<br>outcomes<br>assessment<br>completion | 2016-17<br>Percentage<br>of course<br>outcomes<br>assessment<br>completion | 2015-16<br>Percentage<br>of course<br>outcomes<br>assessment<br>completion |
|--|---|--|--|--|--|--|--|
| Arts/Humanities                            | 7   | 6  | 1  | 86%  | 71%  | 75%  | 55%  |
| CTE  | 20  | 18   | 2  | 90%  | 83%  | 77%  | 77%  |
| ESOL                                       | 6   | 3  | 3  | 50%  | 57%  | 86%  | 71%  |
| Math/Computer<br>Science                   | 7   | 5  | 2  | 71%  | 88%  | 56%  | 83%  |
| Nursing/Health<br>Occupations              | 16  | 14   | 2  | 88%  | 100%   | 100%   | 100%   |
| Pre-College                                | 6   | 6  | 0  | 100%   | 100%   | 100%   | 70%  |
| Science                                    | 12  | 8  | 4  | 67%  | 59%  | 39%  | 90%  |
| Social Science                             | 10  | 9  | 1  | 90%  | 100%   | 100%   | 100%   |
| Writing/Literatur<br>e/Foreign<br>Language | 13  | 12   | 1  | 92%  | 92%  | 88   | 90   |
| Totals 2018-19                             | 97*   | 81   | 16   | 84%  | 82%  | 77%  | 83%  |
| Totals 2017-18                             | 92*   | 75   | 17   | 82%  |  |  |  |
| Totals 2016-17                             | 111*  | 86   | 25   | 77%  |  |  |  |
| Totals 2015-16                             | 117*  | 97   | 20   | 83%  |  |  |  |

\* Some courses were scheduled more than once (and included in this number) – when an instructor did not complete a course assessment, the course was rescheduled in a following term in an attempt to give the instructor another opportunity to complete the course assessment process. Courses that were scheduled for outcomes assessment, but canceled are not included in these numbers.

A comparison of completion rates for course outcomes assessment over the last 4 years is included to gauge if and in which departments improvement in completion rates for COA is being made, and which departments may be struggling. As stated above in Recommendation #1, a variety of actions were taken during 2018-19 to try to improve completion rates in course outcomes assessment: as in 2017-18, deans and department chairs were notified at the end of term when instructors had not completed their course outcomes assessment. The CTE and Health Occupations deans sent emails or verbally urged instructors to complete their course outcomes

assessment, and the effectiveness of the communication from deans is evident in the increase in CTE submissions. Health Occupations' submissions also resulted in a 100% rate until spring term (at which time the dean for health occupations left CGCC prior to the due date for spring term Part Bs, which may have affected the spring term completion rates for this department.) One other addition to the process that occurred in 2018-19 was the notification sent to deans and the vice president of instructional services (VPIS) listing those instructors who did not complete a course outcomes assessment for the academic year. As a result the VPIS sent letters to those instructors requesting that they fulfill their contractual obligation. To date, two of the instructors who did not initially complete course outcomes assessment (included in the 12 instructors who did not complete course outcomes assessment below) have submitted Part As and Part Bs.

It should also be noted that the number of courses scheduled for course outcomes assessment in many departments, such as ESOL, is fairly low. As a result, when one faculty completes or does not complete their course outcomes assessment there can be a significant impact on department and overall percentages of completion.

## II. Total number of instructors completing scheduled courses for outcomes assessment (by department):

The above information focuses primarily on the completion rate of outcomes assessment in terms of the courses that were scheduled and assessed. Obviously the completion rates for the assessment of course outcomes is related to instructor compliance in completing the process. To gain a better understanding of why instructors are not completing the process and courses are not being assessed, the Curriculum and Assessment Department (CAD) began focusing on the tracking of instructor completion rates, in particular tracking data related to the steps within the process in an effort to determine where issues regarding completion of the process may be occurring:

**Table 3. Completion rates for each department by instructors (unduplicated)**

| Department       | Number of Courses Scheduled to be Assessed | Number of Cancelled Courses <sup>1</sup> | Number of Courses Scheduled not Cancelled | Number of Part A's Completed | Number of Part B's Completed | Number of Assessments Not Completed (not including cancelled courses) | Number of Instructors Scheduled for Course Outcomes Assessment per Term (Unduplicated) | Number of Instructors Completing Part A per Term (Unduplicated) | Number of Instructors Completing Part B per Term (Unduplicated) | Number of instructors who did not complete assessment due to cancellation of courses |
|------------------|--|--|---|------------------------------|------------------------------|---|--|---|---|--|
| ART & Humanities | 11   | 4  | 7   | 6                            | 6                            | 1   | 8  | 5   | 5   | 1  |
| CTE/ Business    | 32   | 12                                       | 20  | 20                           | 18                           | 2   | 19   | 18  | 16  | 0  |
| ESOL             | 12   | 6  | 6   | 4                            | 3                            | 3   | 4  | 4   | 3   | 0  |
| MTH              | 7  | 0  | 7   | 6                            | 5                            | 2   | 5  | 5   | 4   | 0  |
| NHO              | 17   | 1  | 16  | 16                           | 14                           | 2   | 11   | 11  | 11  | 0  |
| Pre-College      | 12   | 6  | 6   | 6                            | 6                            | 0   | 6  | 6   | 6   | 0  |
| SCI              | 15   | 3  | 12  | 10                           | 8                            | 4   | 8  | 8   | 6   | 0  |
| SS               | 14   | 4  | 10  | 9                            | 9                            | 1   | 8  | 7   | 7   | 0  |
| WLFL             | 17   | 4  | 13  | 13                           | 12                           | 1   | 13   | 11  | 10  | 1  |
| Total            | 137  | 40                                       | 97  | 90                           | 81                           | 16  | 82   | 75  | 68  | 2  |

<sup>1</sup> Cancellation of course may result from low enrollment, instructor or administration choice



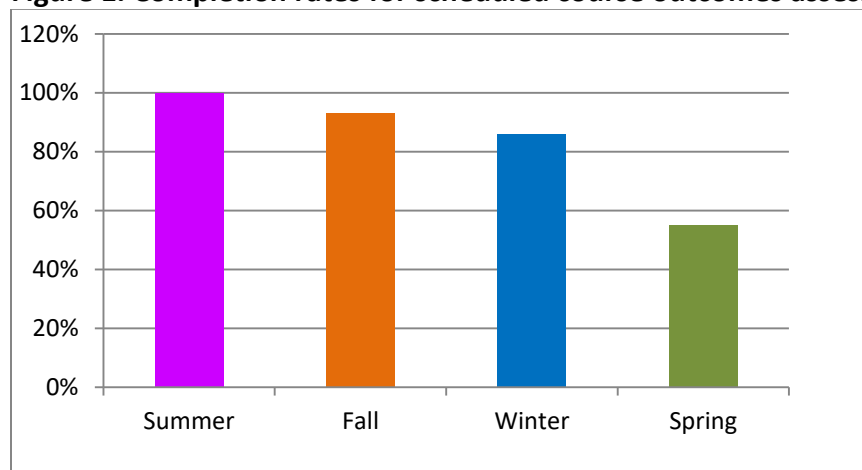
With a total of 82 instructors (unduplicated) scheduled for course outcomes assessment, 2 did not complete as a result of course cancellation, leaving a total of 68 (85%) who completed the process and 12 (15%) who did not complete the process. Because some instructors are scheduled for more than one course outcomes assessment (or their assessment gets moved from term to term), non-completion of the process resulted in a total of 16 courses scheduled for course assessment that did not get assessed. This non-completion also means that 212 students who should have been included in the formal reporting out of their course outcomes achievement were not included. It should be noted that 1 of the instructors who did not complete course outcomes assessment left CGCC's employment before Part B was due to be submitted, leaving 11 instructors, total, who did not complete course outcomes assessment for other reasons.

While it may be interesting to note that 5 instructors (6%) did not complete Part A, and 7 (9%) of the instructors were lost in the process between completing Part A and completing Part B, it's difficult to determine what this data means in terms of the process of course outcomes assessment. While it might be assumed that the 5 instructors who did not complete Part A had no intention of completing the process (they receive a total of 1 email plus 2 reminder emails about completing Part A, then another email plus 2 reminder emails about completing Part B), this data does not provide much information about what happened to those 7 instructors who completed Part A, but did not complete Part B. There could be a variety of explanations for the non-completion of Part Bs, from the reminder emails getting lost among the many emails that instructors receive to the loss of momentum to complete Part B that may occur between the time of the term ending and the ensuing 4 weeks when Part B is due. It may also be significant to note that those instructors who regularly complete closer to the end of term have a higher completion rate than those who complete closer to the due date 4 weeks after the end of term.

### III. Completion Rate of Scheduled Course Outcomes Assessment by Term:

Also recommended last year was the continuation of scheduling the majority of instructors to complete course outcomes assessment during summer and fall terms. The rationale behind this practice was that those instructors who did not initially complete a course outcomes assessment, would have another opportunity during winter/spring term to be rescheduled and could then complete their required one COA.

**Figure 1. Completion rates for scheduled course outcomes assessment by term**



Data indicates that completion rates decrease term by term, much as they have done each year. Like other years, summer has the highest completion rate at 100%, with fall decreasing to 93%, winter decreasing to 83% and spring having the lowest completion rate of 55%. Of the 8 instructors who were rescheduled, 2 eventually completed a COA in later terms. Of the 10 course outcomes assessment that were not completed in spring term, 6 instructors were rescheduled from previous terms. Similarly to last year, it may be assumed again this year that a large percentage who did not complete in earlier terms were not going to complete course outcomes assessment at all.

As noted in C.I -Total number of courses scheduled for assessment and total number of courses assessed - because some courses are only taught once a year, rescheduling the instructor to assess a course in the following term sometimes means that while an instructor may complete an assessment for the year, the course originally scheduled may not get assessed. Scheduling heavily in summer and fall in an effort to ensure all instructors potentially get multiple opportunities to complete their required annual course outcomes assessment may also result in courses that are offered only winter and/or spring terms not getting assessed. The culmination of these practices, combined with courses not being regularly offered or those scheduled for outcomes assessment being canceled (40/137 scheduled were canceled in 2018-19), resulted in a number of courses not being assessed in the 6 years that course outcomes assessment has been occurring at CGCC. Since AR 040.018.000 for course outcomes establishes that all instructors must complete a course outcomes assessment annually, as well as the requirement that all courses are assessed on a 3-5 year timeline, the CAD noted that there were a number of courses that had not been assessed in accordance with that timeline. As a result a number of instructors were asked to assess multiple courses, with adjuncts being paid at the special project rate for up to 3 hours of work per extra assessment. This consequence not only has an effect on CGCC's budget, which is already stretched, but it also affects instructors' workloads. With the assumption that those instructors who regularly don't complete the course outcomes assessment process no matter when or how many times they are scheduled most likely have no intention of completing the process, it has been determined by the department that focus will be placed on ensuring that the timeline for the scheduling of courses to be assessed is adhered to. Access to an annual schedule for 2019-20 will greatly help in scheduling those courses that have not yet been assessed or have not been assessed within the last 5 years, and instructors will be scheduled in accordance with the focus on the course timeline.

Lastly, it should be noted that non-completion of the course outcomes assessment process means more than an instructor not complying with their contractual agreement or that a particular course was not assessed – non-completion affects students as well because their understanding or achievement of student learning outcomes may not be formally measured and it may be assumed that instructors may not know where students are struggling or how they can make informed improvements to curriculum, teaching or course design.

## D. Results of assessment work related to competency:

### I. Total number of students assessed and average percentage of students meeting course outcomes (by department)

1229 students were assessed over the academic year with an average of 87.8% of the students achieving the course outcomes that were assessed (3 outcomes per course). A student was determined as meeting the course outcome if they earned a “C” or better on the assessment(s).

**Table 4. Total number of students assessed and percentage of students achieving course outcomes (by department)**

| Department                          | Total Number of Students Scheduled for Assessment* | Total Number of Students Assessed* | Total Percentage of students assessed from those scheduled | Average Percentage of Students Meeting Course Outcomes |
|-------------------------------------|--|------------------------------------|--|--|
| Arts/Humanities                     | 49   | 40                                 | 82%  | 100%   |
| CTE                                 | 294  | 229                                | 78%  | 85.8%  |
| ESOL                                | 48   | 17                                 | 35%  | 84.2%  |
| Math/Computer Science               | 95   | 75                                 | 79%  | 93.3%  |
| Nursing/Health Occupations          | 301  | 255                                | 85%  | 92.5%  |
| Pre-College                         | 54   | 54                                 | 100%   | 95.2%  |
| Science                             | 200  | 142                                | 71%  | 79.4%  |
| Social Science                      | 182  | 170                                | 93%  | 86.1%  |
| Writing/Literature/Foreign Language | 257  | 247                                | 96%  | 86%  |
| <b>Total</b>                        | <b>1480</b>  | <b>1229</b>                        | <b>83%</b>   | <b>87.8%</b>   |
| <b>Total 2017-18</b>                | <b>1298</b>  | <b>1105</b>                        | <b>85%</b>   | <b>88.1%</b>   |
| <b>Total 2016-17</b>                | <b>1767</b>  | <b>1457</b>                        | <b>82%</b>   | <b>87.2%</b>   |
| <b>Totals 2015-16</b>               | <b>not tracked</b>                                 | <b>1667</b>                        | <b>N/A</b>   | <b>89.4%</b>   |

\*The total number of students may include students who would have been scheduled/assessed more than once if a number of their courses were scheduled for course assessment.

Data indicates that there was a slight decrease in student achievement of course outcomes at 87.8% in 2018-19 from 88.1% in 2017-18. When compared over four years, data shows that student achievement of course outcomes remains relatively high, within the 87% to 89% range. Student achievement of course outcomes continues to meet CGCC’s mission expectation ([Core Theme B3.1](#)).

In terms of the information that is captured by instructors’ course outcomes assessment reports, almost all instructors continue to report direct measures used to assess student achievement of outcomes.

Many instructors also refer to the results from Student Course Evaluations (SCE) in their analysis of student achievement of course outcomes. SCEs provide an opportunity for students to self-report their improvement or achievement of a course outcome. This practice can be valuable as it encourages students to realistically self-assess and reflect on their understanding and progress, thus encouraging students to take responsibility for their own learning. While SCEs are considered an indirect measurement of student achievement of course outcomes, by comparing students' perception of their end-of-term understanding/mastery of the three outcomes with direct assessment of student achievement of the three outcomes, instructors can analyze discrepancies between students' self-perception and achievement of course outcomes. The Student Course Evaluations also provide instructors an opportunity to ask students specific questions, such as whether materials/resources are adequate, whether the time/location of a class is preferable, etc.

In previous years' analyses, concern was expressed regarding whether students understand the purpose and importance of course outcomes (2016-17 Recommendation #8). Student self-report of improvement in mastery of course outcomes may be less meaningful or have little value if students do not understand the intent of course outcomes. To resolve this issue, the AAC began to track how instructors are intentional in communicating the purpose and importance of course outcomes to their students. As recommended in 2017-18, this year "intentionality" was further defined for instructors as going beyond just listing course outcomes in the syllabus, and actually discussing course outcomes throughout the term, linking them to activities and assessments. Of the 68 unduplicated instructors reporting on outcomes assessment, 62 (91%) indicated some level of intentionality at discussing and connecting course outcomes to student activities and assessments as exemplified by some of the instructor responses:

- *"I reference the outcomes fairly regularly, especially as a means to explain to students why they are doing certain activities and assignments. I also bring them up around mid-term and dialogue with students about which outcome(s) they feel they've reached and which they haven't yet."*
- *"I display the course outcomes within each lesson and in my introduction section, I have informed the students how we are to reach each outcome through assignments, test, discussion boards, or videos."*
- *"Each course outcome is addressed as a unit (ie. Apply note taking strategies is addressed in the unit on Note Taking Strategies), so the connection is constantly made between material and activities and how they contribute towards student success on the assessments and achievement of the course outcomes."*

While it's clear that the majority of instructors are intentional in how they introduce the purpose and value of outcomes to students, it is recommended that this question remain on Part B to serve as a reminder that instructors are tasked with educating their students about the purpose of outcomes, as well as how students can expect to know how they will achieve those outcomes by the end of the course.

**Table 5. Rate of Student Course Evaluations (SCE) administration and percentage of SCEs with student responses:**

| Term   | 2018-19                            |                              |   | 2017-18                            |                              |   | 2016-17                            |                              |   | 2015-16                            |                              |   |
|--------|------------------------------------|------------------------------|---|------------------------------------|------------------------------|---|------------------------------------|------------------------------|---|------------------------------------|------------------------------|---|
|        | Number of SCEs sent to instructors | *Number of SCEs with results | Percentage of SCEs with student responses | Number of SCEs sent to instructors | *Number of SCEs with results | Percentage of SCEs with student responses | Number of SCEs sent to instructors | *Number of SCEs with results | Percentage of SCEs with student responses | Number of SCEs sent to instructors | *Number of SCEs with results | Percentage of SCEs with student responses |
| Summer | 10                                 | 7                            | 70%                                       | 7                                  | 4                            | 57%                                       | 7                                  | 3                            | 43%                                       | 5                                  | 4                            | 80%                                       |
| Fall   | 43                                 | 31                           | 72%                                       | 36                                 | 23                           | 64%                                       | 41                                 | 31                           | 76%                                       | 43                                 | 32                           | 74%                                       |
| Winter | 20                                 | 18                           | 90%                                       | 17                                 | 11                           | 65%                                       | 35                                 | 25                           | 71%                                       | 36                                 | 28                           | 78%                                       |
| Spring | 19                                 | 13                           | 68%                                       | 17                                 | 11                           | 65%                                       | 17                                 | 10                           | 59%                                       | 19                                 | 13                           | 68%                                       |
| Total  | 90                                 | 69                           | <b>77%</b>                                | 77                                 | 49                           | <b>64%</b>                                | 100                                | 69                           | <b>69%</b>                                | 103                                | 77                           | <b>75%</b>                                |

\*SCEs would not have results if the instructor did not send out the SCE to students or if there were no student responses.

SCEs are an opportunity for students to take responsibility for their own learning and could be considered the “Voice of the Student”. Instructors can benefit from the results of the SCEs as it allows them to compare their data with students’ self-perception of their achievement of course outcomes and note any discrepancies. SCE results can also provide information for specific improvements with regard to the instructor generated questions. Traditionally, there has been such a low participation rate for SCE, instructors and students are not benefiting from the results of this indirect measurement of student achievement of course outcomes, and students may feel that they don’t have a voice with regards to their learning. As stated in B.I., concerted efforts at increasing student response rates to SCEs has been effective. 2018-19 saw a 13% increase from 64% (2017-18) to 77% (2018-19) and is the highest response rate for SCEs since records of student response rates have been kept. The increase may be due to a collaborative effort on the part of the department to highlight the value of SCE for students and explain the purpose of the results for outcomes assessment. Two changes were made to the SCE process:

1) A reminder was included in the Part A “Thank you” email sent to instructors highlighting the purpose/value of the SCE to both students and assessment of course outcomes, as well as explaining the steps involved to provide students with access to the SCE:

**Next steps:** *Two weeks prior to the end of term you will be receiving an email from Gail Gilliland with information for you to provide your students to complete the **Student Course Evaluations (SCE)**.*

*The results from the **Student Course Evaluations (SCE)** will be sent to you after the end of term. You may find the student responses helpful in completing your Part B of course outcomes assessment.*

2) A follow-up email was sent to those instructors that did not have any student responses to their SCE asking them to consider what may have contributed to the lack of student responses and emphasizing the purpose and value of the SCEs for both students and assessment. Of the 21 follow up emails sent, a total of 6 instructors responded. While this response rate is fairly low at 29%, the responses provided insight into what may be affecting the low student response rate to SCEs, with 2 instructors responding that they forgot to send the link, 2 instructors responding that they were unaware sending the information to students was their responsibility, 1 instructor responding that the information got lost in the many assessment emails that she received and 1 instructor

responding that the link was sent to students, but perhaps the students did not see the benefit of completing the SCE.

## II. Total number of changes indicated as a result of course assessment:

In total, 87 changes were suggested as a result of course assessments during the 2018-2019 academic year. Changes not directly related to the analysis of student achievement of outcomes were also mentioned. For example, many instructors share comments similar to Ware ([CAS 101](#)) *“This class was completely rebuilt for this term, and the changes seem to have been effective. Unless changes to the outcomes or content is made, I plan to make some minor adjustments (clarifications, updates, etc.), but beyond that I plan to stick with the course as it is currently designed.”* (see also [ART 252](#), [ART 255\\*](#), [CH121](#), [OS 245\\*](#), [WR 90](#)). While these changes are not linked to course outcomes assessment evidence, they are indicative of instructors’ intention to improve student learning and are noteworthy.

Examples of changes noted as a result of course assessment:

- Changes to improve instruction ([BA 111](#), [BA 256](#), [CHN 102](#), [COMM 237](#), [ECE 124\\*](#), [ESOL – Level 1-2](#), [ESOL – Level 5\\*](#) (Cunningham), [MA 177](#), [MTH 105](#), [MTH 243](#)),
- Changes to curriculum ([CAS 106](#), [ECE 124\\*](#), [ENG 106](#), [MA 118](#), [NRS 230](#), [RD&WR I & II](#), [RD & WR II](#) ),
- Improving instructional materials and resources for students ([ART 286](#), [BA 101](#), [BA 256](#), [BI 234](#), [ECE 124\\*](#), [EMS 105](#), [FN 222](#), [HPE 295](#), [MTH 111](#), [MEC 123](#), [MUS 105](#), [NRS 232](#), [NRS 233](#), [Math I & II](#), [PSY 239](#), [RD & WR I & II\\*](#), [RD 115](#), [SOC 204](#), [SPA 101](#))
- Improving instructor-student interaction to better support student achievement of outcomes ([HST 201](#)),
- Changes in format of course (delivery)([EC 201](#), [MA 131](#), [MFG 150](#), [MP 140](#))
- Changes in assessment methods (or clarifying methods of assessment) ([CG 111](#), [ECE 124\\*](#), [ESOL – Level 5\\*](#) (Jaeger), [G 202](#), [G 203\\*](#) [GS 106](#), [HEC 201](#), [MA 118](#), [MTH 98](#)),
- Changes to prerequisites/preparedness: ([CAS 170](#), [ECE 130B](#), [G 203\\*](#), [OS 280F](#)),
- Changes to course design ([ART 230](#), [BA 285](#), [CG 111](#), [ECE 124\\*](#), [ECE 177](#), [EET 221](#), [HST 103\\*](#), [LIB 101](#), [NUR 90](#), [NRS 110](#), [NRS 111](#), [PSY 101](#), [RD&WR I & II](#) , [WR227](#))

\*Links to courses with an asterisk cannot currently be provided due to technical difficulties with the website

## II. Identify and give examples of the effectiveness of assessment-driven changes made to improve attainment of course-level student learning outcomes.

A total of 81 course outcomes assessments were completed during 2018-19. 36 of these courses have previously been assessed, with 29 instructors indicating that a total of 41 changes were planned as a result of evidence based on the previous course outcomes assessment.

Of those 29 instructors, a total of 8 instructors (28%) reported that they are beginning to close the loop on previous assessments, by describing the effectiveness of 9 changes (total) implemented from a previous assessment (Bickle’s [Pre-College MTH 1&2](#), Brook’s [FN 225](#), Hughitt’s [BA 104](#), Kane’s [CG 111](#), Lieurance’s [EET 221](#), Pentz’s [MP 140](#), Schoppert’s [LIB 101](#), Uto’s [COMM 237](#)).

Changes ranged from:

- Changes made to resources ([BA 104](#), [COMM 237](#), [FN 225](#), [MP 140](#), [Pre-College MTH 1&2](#)),
- Clarified grading expectations ([BA 104](#), [LIB 101](#))
- Increase in instructor-student interactions ([EET 221](#)),
- Changed assignments to help students better achieve outcomes ([CG 111](#)),

The number of instructors addressing the effectiveness of assessment driven changes has decreased by 11% from 39% (2017-18).

## E. Recommendations

### I. Identify any changes that should be implemented towards course assessment.

#### 1. Scheduling of course outcomes assessment:

It is recommended that the practice of scheduling COAs heavily in summer and fall terms, in an attempt to increase instructor completion rates should be discontinued as it results in courses not being assessed on the 3-5 year timeline established by the course outcomes assessment AR 040.018.000. It's clear from tracking instructors who are rescheduled term to term that many of those instructors will not complete, regardless of when they are scheduled or how often they are scheduled. With access to an annual schedule, it will be easier for the AAC and CAAA to see future course offerings and pay attention to scheduling faculty so that those courses that need to be assessed are scheduled to be so. Faculty can be provided with a schedule at the beginning of the year for when their course assessment will take place and in which course.

#### 2. Documenting changes made from previous course outcomes assessment:

This recommendation is a hold-over from 2017-18. It can be assumed that as more and more instructors complete a second assessment of courses taught, it would be expected that there will be an increase in the number of instructors who describe the effectiveness of those changes in the subsequent assessments. The fact that there was a decrease in the percentage of instructors reporting on the effectiveness of changes, with only 8 of 29 instructors reporting on how they are "closing the loop" indicates that this is an area that continues to require a focused effort. Without addressing whether the changes were made and whether those changes were effective, the assessment loop of recommendation-implementation-measuring effectiveness-making adjustments cannot be completed.

It is recommended that the AAC continue to email pdfs of previous course outcomes assessments, highlighting changes/improvements that were planned so that instructors can continue to address the effectiveness of those changes. Since 2017-18 was the first year this effort was put into practice, it was hoped that instructors would grow accustomed to being reminded of changes suggested from previous course outcomes assessment, and thus address the effectiveness of those changes on a more regular basis. The results from 2018-19 suggest that other efforts may be necessary to increase the number of instructors who close the loop. Since many instructors reported changes and improvements made to their courses that were not related to previous assessments, it is recommended that the department review Q#8 of Part B to ensure directions for

this question are clear and prompt instructors to address the effectiveness of changes suggested from previous assessments.

### **3. Increased participation in Student Course Evaluations**

Student and instructor participation in Student Course Evaluations has had a significant increase of 13% since 2017-18, with 77% of SCEs created having some kind of student response rate. Low student response rates to SCEs have been a continual challenge for the college, and it is encouraging to see higher response rates. Nonetheless, 77% is still lower than the department would like to see, so efforts will continue to try to increase response rates. It is recognized that efforts should be two-fold: 1) ensuring instructors provide the information and links of the SCEs to their students as the first step in the process, and 2) increasing the number of students who respond to the SCEs.

To address this first part, it is recommended that the current efforts of the CAAA continue, emailing instructors inquiring about their thoughts regarding lack of response rates to their SCEs in an effort to determine if the issue lies with the instructor or the students. Similarly the AAC's efforts of including "next steps" regarding SCEs and the purpose and value of the SCEs to both students, the instructor and the course outcomes assessment process should be continued. It is also recommended that instructors with high response rates share their practices at faculty in-service, so that other faculty who may be struggling with response rates can hear about ways to increase student responses to SCEs. While these efforts will also help with the second issue, it is also recommended that instructors are encouraged to provide class time for students to complete their SCEs. It's assumed that the majority of students have access to some form of laptop and/or mobile device, and they can access SCEs using those devices. If instructors would be willing to allow 15 to 20 minutes of class time to complete the SCEs this may result in an increase in student response rates. The CAA may want to consider providing this information in one of the emails sent to faculty. As recommended in 2017-18, SCEs will continue to be tracked, at least through 2020-21 to determine which instructors are struggling to obtain responses. The results of this tracking will continue to inform any changes in the department's process.

### **4. Educate students about the importance of Course Outcomes**

All of the efforts above are related to increasing the value of the course outcomes assessment process for instructors so that they can use their results and analysis to inform course adjustments and improvements, thus improving student achievement of course outcomes.

While student achievement of course outcomes is quite high at almost 88% and satisfactory, course outcomes assessment also has the added benefit of potentially improving courses for students and thus their learning experience. 2018-19 established a baseline of how instructors intentionally educate their students about the purpose of course outcomes, as well as how students can expect to achieve those outcomes, and results indicate that the majority of instructors are making connections for students about outcomes, assessments and activities. Students can continue to benefit from understanding the purpose of outcomes in terms of determining if they are learning what they are supposed to be learning. Continuing to ask the question on Part B is recommended as a means of reminding instructors of the expectations that they educate students regarding course outcomes. Faculty should also be provided training for



building assignments and assessments that align with course outcomes. Opportunities for faculty to share successful practices for introducing outcomes to students and referring to them throughout the course should also be provided.

## **II. Describe your plan for implementation of any changes.**

**Recommendation #1:** The AAC and CAAA will use the annual schedule to determine which courses will be offered during the 2019-20 academic year and compare that information with the tracking sheet used to determine which courses are in need of outcomes assessment. The AAC and CAAA will schedule courses accordingly so that courses that are offered are assessed on a more regular basis.

**Recommendation #2:** The AAC will continue to email instructors copies of previous course assessments, highlighting instructor recommendations for changes/improvements. The AAC will continue to track the number of instructors who address the effectiveness of those changes on the 2019-20 Course Outcomes Assessment Results tracking spreadsheet. The CAD will also review Q#8 on Part B to ensure the wording accurately reflects the expectations that adjustments reported are expected to be linked to previous planned changes and improvements.

**Recommendation #3:** The responses to the SCE follow up email indicated that instructors could benefit from the continued efforts to remind them to send out SCE information to students, as well as efforts to inform instructors and students about the value/purpose of the SCE. The AAC will continue to include a reminder about Next Steps and the purpose/value for the SCEs in the Part A “thank-you email”. In an effort to address instructor concerns that the SCE email gets lost among their many other assessment-related emails, the CAAA will revise the subject line of the SCE email that is sent to instructors to include: ACTION REQUIRED in an effort to distinguish this email from other assessment emails.

The CAAA will continue to track which instructors are not receiving responses from students on the SCEs, as well as continue to send a follow up email to those instructors clarifying whether they sent the SCE links/instructions to students.

Emphasizing the SCE steps involved in the assessment process, as well as the value/purpose of the SCE seems to help support efforts to increase the rate of instructors providing the links/information for the SCEs to their students. Tracking in 2019-20 will focus on which instructors are not receiving SCE results in an effort to determine whether the lack of SCE responses are specific to certain instructors or departments, or whether this is a faculty-wide issue.

The above steps are intended to increase the number of instructors that provide their students with the links and information about the SCEs. The CAD will also begin to focus on increasing the student response rate to SCEs, since some instructors note that they do send out the SCE links/information, however either none or very few students respond. To address the need to increase the student response rate to SCEs, the AAC will discuss the issue with faculty at Fall Faculty In-service, providing instructions on steps to allow students to complete the SCEs in class

using their mobile devices. Instructors who have good response rates will also be asked to share their practices that result in high student response rates to SCEs.

**Recommendation #4:** The AAC will keep the question regarding how instructors are intentionally sharing information about course outcomes assessment with students and continue to track instructor responses to the question. A pre-fall term workshop is scheduled to train faculty for building assignments and assessments that align with course outcomes, as well as provide opportunities for faculty to share successful practices for introducing outcomes to students and referring to them throughout the course.

### F. Number of Departmental faculty involvement by department.

A total of 68 faculty (out of 80 scheduled, not including those courses that were canceled) participated in course outcomes. The following numbers indicate the number of faculty, by department, who completed Course Outcomes Assessment.

**Table 6. Number of faculty completing course outcomes assessment**

| Department                          | Total Number of Faculty completing course outcomes assessment |
|-------------------------------------|---|
| Arts/Humanities                     | 5   |
| CTE                                 | 16  |
| ESOL                                | 3   |
| Math/Computer Science               | 4   |
| Nursing/Health Occupations          | 11  |
| Pre-College                         | 6   |
| Science                             | 6   |
| Social Science                      | 7   |
| Writing/Literature/Foreign Language | 10  |
| <b>Total</b>                        | <b>68</b>   |

### G. Additional comments.

The first plan of action is to share the results and analysis with faculty, Department Chairs, Instructional Administrators and the President. Doing so would help to move the college forward in implementing the recommendations.

## H. Appendix

**AR 040.018.000 - Course Outcomes Assessment\***

**OP 040.018.001 - Course Outcomes Assessment\***

*\*links to ARs/OPs are currently not available*

### **Recommendation 5 follow up SCE email:**

*Dear \_\_\_\_\_,*

*I noted that there were no student responses for your Student Course Evaluation (SCE), and wanted to touch base with you to see if you or your students experienced any problems with the SCE. Our department is working on a recommendation to increase student participation in the SCE's and we are trying to ascertain if students are experiencing possible difficulties accessing SCE's or if there might be another reason for their lack of participation.*

*We recognize that SCE's, often considered the "voice of the student", are an opportunity for students to provide valuable feedback to instructors, and to take responsibility for their own learning in assessing their achievement of course outcomes throughout the term. We also understand that instructors can benefit from the results of the SCE's as it allows them to compare their data with students' self-perception of their achievement of course outcomes, as well as receive helpful information regarding the instructor-generated questions.*

*Please let me know of any difficulties that you or your students may have experienced, or if you have any suggestions to help facilitate an increase in student participation in the SCE's.*

*REMINDER: Part B of the Course Outcomes Assessment for spring 2019 is due Friday, July 12, 2019.*

*Forms can be found on the Outcome Assessments web page: <http://www.cgcc.edu/institutional-assessment/course-outcomes-assessment>*