Analysis of 2019-20 Course Outcomes Assessment

A. Overview

I. Academic Year

2019-20

The unusual circumstances of the 2019-20 academic year should be noted. During spring term CGCC campuses were closed to students and faculty as a result of the coronavirus (Covid-19) pandemic. All spring term courses moved to remote delivery. Spring term was reduced to 10 weeks to provide instructors an extra week prior to the start of term to prepare and adjust courses for remote learning. The director of curriculum, assessment, strategic planning & accreditation, and the academic assessment coordinator decided that the assessment of course outcomes for spring term would be optional in an effort to allow instructors to focus on delivery of their courses and supporting students.

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.

1. Scheduling of course outcomes assessment:

It is recommended that the practice of scheduling course outcomes assessments (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 academic assessment coordinator (AAC) and curriculum and assessment administrative assistant(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.

Actions: Access to an annual schedule enabled the AAC and CAAA to prioritize the scheduling of course outcomes assessments (COA) towards those courses that had not been previously assessed and those that had not been assessed within the last 3-5 years. Instructors were notified at the beginning of fall term of their annual COA, including the course and term of the COA. Reminders were sent out at the beginning of each term.

Results: Focusing on scheduling courses that had not been assessed previously and those that were up for the 3-5 year rotation enabled instructors to assess 6 courses that had not been previously assessed, as well as 20 that were up for the 3-5 year rotation (out of 57 total courses scheduled for COAs)

Effectiveness of Actions: Having access to the annual schedule allowed the department to see all courses forecasted to be taught for the entire year and schedule COAs with a focus towards courses that had previously not been assessed and those that were up for the 3-5 year rotations. Instructor completion rates for COA remained relatively stable with an 84% completion rate (or 49/58* instructors scheduled for COA). In comparison with the completion rate for 2018-19, 68/80 instructors completed their COA for a completion rate of 85%. An added benefit to providing an annual course outcomes assessment schedule, combined with the annual Core Learning Outcome assessment schedule prior to fall term, was that instructors and department chairs had an overview of the information they needed for assessment planning at the beginning of the year. As long as the AAC and CAAA have access to an annual schedule, it is recommended that the scheduling of COAs continue in this manner.
* unduplicated

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.

Actions: Q#8 was changed from "*Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes."* to "*Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcome*s." in an effort to clarify

expectations for this question. The AAC continued the practice of emailing the pdfs of previous course assessments, highlighting changes/improvements that were planned.

Results: 11/12 instructors described the results and effectiveness of adjustments suggested from the previous assessment.

Effectiveness of Actions: There was a 64% increase in instructors documenting the effectiveness of changes made from previous course outcomes assessments, with 28% (8/29) in 2018-19 describing the effectiveness of the changes made to their courses, compared with 92% (11/12) in 2019-20. The actions taken by the AAC were effective and should be continued.

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.

Actions: The AAC presented information to deans and department chairs at an academic assessment update meeting prior to fall term regarding the importance of SCEs and our goal to increase the response rates. Possible ways to increase student response rates were discussed and it was decided that the CAAA would change the subject line for the SCE email to "ACTION REQUIRED" in an effort to make the email with the SCE information stand out, and to alert the instructors that there was some kind of action on their part required. This change in subject line was shared with faculty during fall in-service, as well as a discussion on the importance of SCEs to

students and the assessment process. The AAC and faculty shared ways to increase student response rates, such as providing in class time to complete SCEs using personal devices. The CAAA also followed up with those faculty who did not have responses to their SCEs with the email below:

> *"Dear (faculty member),*
> *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.*

This follow-up email was sent as a means of trying to identify whether lack of response rates were due to students not responding or instructors forgetting to share the SCE information with their students.

Results: SCE response rates decreased from 2018-19's 77% to 2019-20's 72% for a total decrease of 5%. In this instance, a chaotic spring term cannot be blamed for a low student response rate, as Table 5 shows that fall term has the fewest SCE responses, with only 64% of students responding.

A total of 16 follow up emails were sent out to instructors in an attempt to determine why there were no student responses to SCE's. 10 instructors responded to those emails with variations of similar explanations ranging from not realizing their responsibility to send SCE information to students, to end of term/pre-finals stress and workload resulting in instructors forgetting to provide students the SCE information, to surprise that despite providing students the information, none responded.

Effectiveness of Actions: Given that Thanksgiving occurred so late in fall term, many instructors noted that the late holiday contributed to lack of student responses and/or instructors forgetting to provide students with the SCE information. It seems possible that the timing of the SCEs may have something to do with low numbers, at least for fall term. Regardless, the percentage of SCE response rates over the last 5 years continue to remain between mid-60s and mid-70s.

4. Educate students about the importance of Course Outcomes

Many 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.

Actions: Answers to the question related to how instructors are intentionally educating their students about SLOs were tracked for 2019-20.

Results: 37/49 (76%) instructors responded some form of intentionality in explaining the purpose to SLO and how they relate to assessments and activities. This is down from the 90% (61/68) of instructors that noted some form of intentionality in introducing SLO to students in 2018-19.

Effectiveness of Actions: While keeping the question regarding educating students of the purpose of SLOs may have helped as a reminder to instructors of the expectation that they educate students about course outcomes, the numbers of instructors who responded that they clarified the purpose and made connections between SLOs and activities and assessments decreased in 2019-20. It may be that the end of the quarter is too late for a reminder, and too early to remind instructors for the following term. It seems evident that creating a question to capture this information does not serve the same purpose that training faculty about the importance of SLOs and educating students of their purpose and how they are connected to assessments and course activities.

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*	4	3	1	75%
CTE*	11	9	2	82%
ESOL	4	3	1	75%
Math/Computer Science	4	4	0	100%
Nursing/Health Occupations	7	3	4	43%
Pre-College	5	5	0	100%
Science*	5	5	0	100%
Social Science*	8	8	0	100%
Writing/Literature/Foreign Language	9	9	0	100%
Totals 2019-20	57	49	8	86%
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%

*Numbers do not include courses scheduled for spring term COA, due to the decision to make COA optional as a result of the impact of coronavirus (Covid-19) epidemic.

** 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 total of 49 courses were assessed of the 57 scheduled, for a completion rate of 86%. COA completion rates have continued to increase over the last 3 years. As previously stated, spring term was unusual for the COA process due to the coronavirus (Covid-19) epidemic. As CGCC campuses closed down, and instructors moved to provide remote learning, it was decided to make spring term COA optional in an effort to allow instructors more time to adjust their courses to

remote delivery. There were initially 10 spring term courses scheduled for COA, and 3 instructors chose to complete the COA process (2 instructors taught 1 course for a total of 2 courses assessed in spring). The 8 courses that were scheduled, but not assessed are not included in the Table 1 numbers. One instructor in winter term could not complete the scheduled COAs, due to administrative duties related to the college's learning management system and the unprecedented need to add more Moodle shells for remote delivery; the 2 courses are not included in the winter numbers for Table 1. Given that instructors complete their Part B 4 weeks after the term has ended (and 3 weeks, into the following term) faculty should be recognized for their efforts towards completing winter term COAs, despite the challenges of spring term.

Table 2. Comparison of completion rates for scheduled course outcomes assessment by department from 2015-16 through 2019-20

Department	2019-20 Number of courses scheduled for COA	2019-20 Number of courses with completed COA	2019-20 Percentage of COAs completion	2018-19 Percentage of COAs completion	2017-18 Percentage of COAs completion	2016-17 Percentage of COAs completion	2015-16 Percentage of COAs completion
Arts/Humanities*	4	3	75%	86%	71%	75%	55%
CTE*	11	9	82%	90%	83%	77%	77%
ESOL	4	3	75%	50%	57%	86%	71%
Math/Computer Science	4	4	100%	71%	88%	56%	83%
Nursing/Health Occupations	7	3	43%	88%	100%	100%	100%
Pre-College	5	5	100%	100%	100%	100%	70%
Science*	5	5	100%	67%	59%	39%	90%
Social Science*	8	8	100%	90%	100%	100%	100%
Writing/Literature /Foreign Language	9	9	100%	92%	92%	88	90
Totals 2019-20	57	49	86%				
Totals 2018-19	97**	81	84%	84%			
Totals 2017-18	92**	75	82%		82%		
Totals 2016-17	111**	86	77%			77%	
Totals 2015-16	117**	97	83%				83%

*Numbers do not include courses scheduled for spring term COA, due to the decision to make COA optional as a result of the impact of coronavirus (Covid-19) epidemic.

** 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 5 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. While completion rates appear to continue to increase for some departments (ESOL, Math/Computer Science, Science, Social Science, Writing, Literature and Foreign Language) a few departments appear to have struggled with completion rates in 2019-20 (Arts/Humanities, CTE, Nursing/Health Occupations). It should be noted that the number of courses scheduled for course outcomes assessment in many departments, such as Arts and Humanities, is fairly low, and there were fewer COAs scheduled for CTE and Nursing/Health Occupations, than in previous years as well. As a result, when one or two 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 (unduplicated) 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 department 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 Instructors Scheduled for Course Outcomes Assessment per Term (Unduplicated)	Number of Instructors Completing Part A (Unduplicated)	Number of Instructors Completing Part B /Completing Course Outcomes Assessment (Unduplicated)	Number of instructors who did not complete Course Outcomes Assessment (Unduplicated)
Art & Humanities	4	4	3	1
CTE/ Business	11	10	9	2
ESOL	4	4	3	1
MTH	4	4	4	0
NHO	7*	4*	3*	4*
Pre-College	5	5	5	0
SCI	6	6	5	1**
SS	8	8	8	0
WLFL	9	9	9	0
Total	58	54	49	9

*Nursing usually has 2 instructors scheduled to teach 1 course. Both instructors are counted.

**This instructor could not complete the scheduled COAs, due to administrative duties related to the college's learning management system and the unprecedented need to add more Moodle shells for remote delivery

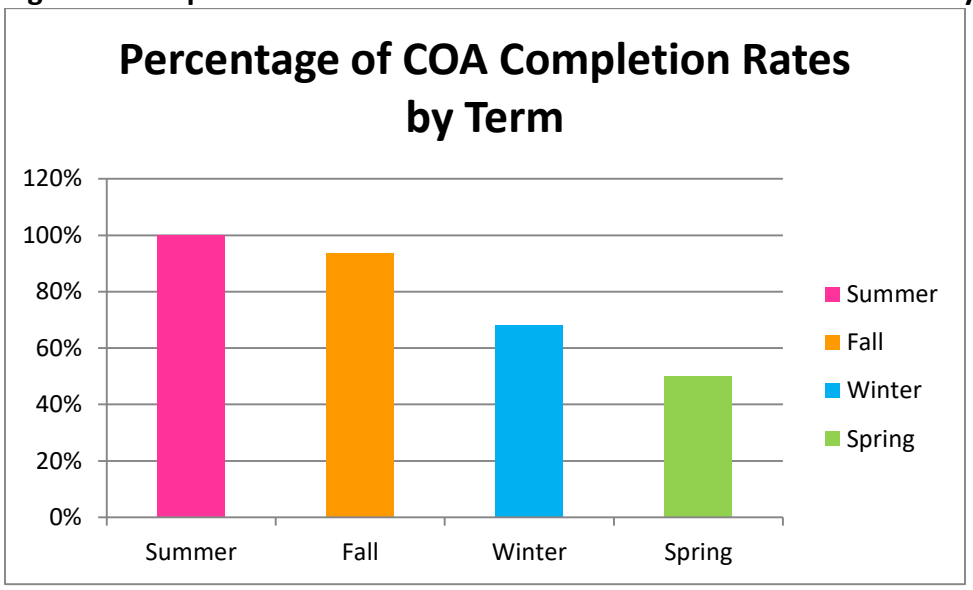
With a total of 58 instructors (unduplicated) scheduled for course outcomes assessment, 49 (84%) who completed the process and 9 (16%) who did not complete the process. Non-completion of the process resulted in a total of 9 courses scheduled for course assessment that did not get assessed. This non-completion also means that 76 students who should have been included in the formal reporting out of their course outcomes achievement were not included.

Of those instructors who did not complete COA, 4 instructors (7%) did not complete Part A, and an additional 5 (9%) instructors were lost in the process between completing Part A and completing Part B. Of the instructors who did not complete Part A, all 4 were scheduled for

winter COA. Of the instructors who did not complete Part B, 2 were scheduled for fall COA and the remainder were scheduled for winter COA. 2 instructors also did not complete Part B for spring, however, they had completed a COA in fall and winter, and are not counted in the unduplicated numbers in Table 3. It appears that winter term was the most challenging in terms of completing COA. It may be assumed that one of the reasons for the lack of completion for Part B may be due to the challenges at the beginning of spring term, with the coronavirus (Covid-19) shutdown, the need to quickly move to remote instruction, and the additional support that many students required. This may also explain the lack of completion for Part B in spring term. Non-completions for Part A may be more difficult to explain. Since Part A must be completed by the first Friday of the term, it may be that this is a busy time for instructors and information about Part A gets lost or forgotten. Although instructors receive a total of 1 email plus 2 reminder emails about completing Part A, it's plausible that the emails may get lost. Alternatively, it may be that the instructors who did not complete Part A had no intention of completing the process, are confused about the process or need additional training.

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

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



One COA was scheduled and completed in summer term, for a completion rate of 100%. Completion rates for fall term declined by 6% for a completion rate of 94% with 30 COAs completed out of 32 scheduled (Part A's were completed, but not Part B's). Winter term saw a much larger decline in completion rates. With 22 COAs scheduled, 15 were completed for a rate of 68% (4 Part As were not completed, and 3 Part B's were not completed). 12 courses were originally scheduled for spring term, however as mentioned previously, it was decided that spring term completion of COA would be optional so that instructors could focus on making the necessary changes to their courses to provide remote learning. Of the 12 scheduled, instructors for 2 courses opted to begin the COA process, with 1 completing the process. Only those 2 courses are included in the data for spring term. The completion rate for spring was 50%. As stated in C.II.,

some of the incompletes may be blamed on the chaotic circumstances of spring term related to the coronavirus (Covid-19) shut-down and the need to move all classes to remote instruction. Nonetheless, previous years show a similar decline in completion rates from summer to spring: for example 2018-19 completion rates also had summer as the highest completion rate at 100%, with fall decreasing to 93%, winter decreasing to 83% and spring having the lowest completion rate of 55%. It seems clear that the change in focus from scheduling instructors heavily in summer and fall (to enable them to have multiple opportunities to complete the COA process in following terms if they did not complete their initial COA) to instead focusing on scheduling COAs to align with annual course offerings (in an attempt to ensure that all courses are assessed within the 3-5 year timeframe) had little effect on COA completion rates. It is recommended that the practice of scheduling COAs with a focus on course offerings and ensuring that all courses are assessed within the 3-5 year time frame be continued.

It's important to note that the number of COAs scheduled and completed is relatively small, so when 1 is not completed, as in spring term, there is a considerable effect on the completion rate. Regardless, it should be remembered 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 might not know where students are struggling or how they can make informed improvements to curriculum, teaching or course design.

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

Table 4. Rate of Student Course Evaluations (SCE) administration and percentage of SCEs with student responses:

Term	2019-20			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	Number of SCEs sent to instructors	*Number of SCEs with results	Percentage of SCEs with student responses
Summer	1	1	100%	10	7	70%	7	4	57%	7	3	43%	5	4	80%
Fall	33	21	64%	43	31	72%	36	23	64%	41	31	76%	43	32	74%
Winter	21	17	81%	20	18	90%	17	11	65%	35	25	71%	36	28	78%
Spring	2	2	100%	19	13	68%	17	11	65%	17	10	59%	19	13	68%
Total	57	41	72%	90	69	**77%**	77	49	**64%**	100	69	**69%**	103	77	**75%**

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

**This percentage includes any SCE with at least one response from a student. At this time the department does not track the percentage of students who respond to SCEs.

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 a fairly 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 Recommendation #3., concerted efforts at increasing student response rates to SCEs has not been that effective this past year. 2019-20, with a response rate of 72% of SCEs that had at least one student response, saw a 3% decrease from the 2018-19's response rate of 77%. While the department maintained the practice of including a reminder in the Part A "Thank you" email reminding instructors to look for the CAAA's email with SCE instructions two weeks prior to term ending; sending a follow-up email to instructors who did not have any students respond to the SCE; as well as adding the practice of "ACTION REQUIRED" in the subject line of the SCE email, it seems that the response rate has not been impacted in any favorable way in 2019-20.

D. Results of assessment work related to competency:

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

799 students were assessed over the academic year with an average of 90.6% 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 5. Total number of students assessed and percentage of students achieving course outcomes (by department)

Department	Total Number of Students Scheduled for COA*	Total Number of Students Assessed*	Total Percentage of students assessed from those scheduled	Average Percentage of Students Achieving Course Outcomes
Arts/Humanities	35	29	83%	95.9%
CTE	113	93	82%	96.8%
ESOL	26	20	77%	91.2%
Math/Computer Science	90	90	100%	90.9%
Nursing/Health Occupations	144	77	85%	92.5%
Pre-College	56	56	100%	91%
Science	105	105	100%	81%
Social Science	177	177	100%	83.2%
Writing/Literature/Foreign Language	152	152	100%	92%
Total 2019-20	898	799	89%	90.6%
Total 2018-19	1480	1229	83%	87.8%
Total 2017-18	1298	1105	85%	88.1%
Total 2016-17	1767	1457	82%	87.2%
Totals 2015-16	not tracked	1667	N/A	89.4%

*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 an increase in student achievement of course outcomes at 90.6% in 2019-20 from 87.8% in 2018-19. When compared over five years, data shows that student achievement of course outcomes remains relatively high, within the 87% to 90% range. Student achievement of course outcomes continues to meet CGCC's mission expectation (Core Theme B3.1).

As mentioned throughout this report, it's important to remember that COA was optional during spring term. While one instructor did complete the COA process, this means that only 20 students were formally assessed during this term, out of the 152 scheduled. While it was critical to provide instructors the additional time to focus their efforts towards moving their courses to remote delivery, as well as provide their students additional support required as a result of this move, capturing the course outcomes achievement of students in spring term would have provided important information about the effectiveness of remote delivery in student achievement of course outcomes, as well as the potential effects of trying to teach an 11 week course in 10 weeks.

In terms of the information that is captured by instructors' course outcomes assessment reports, almost all instructors continue to report direct measures used to asses 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, "intentionality" was further defined for instructors starting in 2018-19 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 49 unduplicated instructors reporting on outcomes assessment, 37 (76%) 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 put them in my syllabus and we discuss them the first day and I tell them I try to include these topics when I make quiz and test questions. The college has spent much time designing and communicating these and they are helpful."*

- *"I introduced the course outcomes at the beginning of the term, and throughout the term I indicate which lessons and assignments correlate to which outcome. Their first assignment is to write a paper about their experience/knowledge level for all course outcomes and which outcome they're most excited to learn about. I also checked in with students a little past half-way through the term and asked them which outcomes they felt we had addressed fully and which outcomes we hadn't. This also provided me with input on outcomes I felt we had addressed fully, but that the students felt we only partially covered, so I made modifications to our remaining courses."*
- *"The course has the course outcomes listed for the whole course and also listed for the weekly activities. That way students can see the tie between what they are working on that week and the course outcomes."*
- *"I attempt to embed this information in the problem sets, the focus of the class, and to further draw out the relevance and importance of statistical thinking through class discussions."*

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.

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

In total, 54 changes were suggested as a result of course assessments during the 2019-20 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 Kaiser (WR 115) "*The adjustments I make from term to term tend to be incremental, based on what students have said in their evaluations of the course. When I see that an exercise or drill (or test or other measure) is not working, I change it to see if it produces better results. I am constantly changing my teaching materials*." (see also ART 230, ESOL - Level 4-5*, HST 111*) 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 (EC 201, ECE 221, ESR 171, FN 225, GS 108, PC - Math I & II, PC - Reading & Writing I, PC - Reading & Writing I & II, NRS 222, PSY 201A, SPA 101),
- Changes to curriculum (MTH 243, OS 131),
- Improving instructional materials, resources and/or activities for students (ATH 103, BA 226, CG 209, ENG 202, ESOL - Level 1-2*, PC - Reading & Writing II, MP 111, PSY 201A, SAF 188, SOC 205, WR 227)
- Improving student activities (PSY 214)
- Improving instructor-student and/or student-student interaction to better support student achievement of outcomes (MTH 65, MTH 65, ENG 253, PSY 201A, RD 90),
- Changes in format of course (delivery)(ECE 224, WR 241)
- Changes in assessment methods (or clarifying methods of assessment) (ECE 224, ESOL - Level 1-2 , HPE 295, MTH 251, NRS 221, PSY 202A),
- Clarifying expectations: (ENG 253),
- Changes/improvements to course design (CAS 104*, COMM 140, MTH 251, OS 280G, OS 131, PC - Math I, SAF 188, WR 115, WR 227)

*COA is not available on the web due to less than 7 students (per Administrative Rule 010.030.000 – Data Publishing) – please contact kkane@cgcc.edu for more information about this COA.

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 54 course outcomes assessments were completed during 2019-20. 31 of these courses have previously been assessed, with 20 instructors indicating that a total of 22 changes were planned as a result of evidence based on the previous course outcomes assessment.

Of those 20 instructors, a total of 7 instructors (35%) reported their efforts in implementing a total of 7 changes noted from previous assessments. Changes ranged from:

- Changes to the timing of the SCE to increase student responses (CG 209)
- Changes made to better prepare students (OS 280G)
- Changes made to resources (ATH 103),
- Changed activities and/or assignments to help students better achieve outcomes (COMM 140, EC 201, MTH 243, PSY 202A),

Some changes required resources from the institution (ex. Hoffman's ART 252, Kamrar's RD 90, and Uto's COMM 140) and have yet to be implemented. Other instructors continue to struggle with the same issues despite changes made to the course (ex. Brooke's FN 225).

While the number of instructors reporting on the implementation of those changes has increased by 7% from 28% (2018-19), not all instructors reported on the *effectiveness* of those changes. Of the changes noted, only the COAs from the following courses went further to describe the effectiveness of those changes on student achievement of outcomes: CG 209, OS 280G, MTH 243, PSY 202A.

E. Recommendations

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

1. Educate students about the importance of Course Outcomes

This recommendation is a continuation from previous years. With a decrease in 14% from 2018-19 of instructors who state that they introduce and discuss the purpose of course outcomes with some level of intentionality with their students, of concern is that students may not know what they should be achieving if they don't know what the outcomes are. Similarly, if the outcomes are not linked to activities and assessments for students, student may not have the entire picture of why they are doing what they are doing in courses.

2. Documenting the effectiveness of changes made from previous course outcomes assessment:

This recommendation is another hold-over from previous years. Instructors continue to struggle with closing the loop on recommendations for improvements they make in the COA process. When an instructor sees an area that needs to be improved in order to increase student achievement of outcomes, and makes that adjustment, it's important to determine whether that adjustment was effective in improving student achievement of outcomes. Further faculty training in the COA purpose and process would be beneficial for this recommendation.

F. Effectiveness of Assessment

The COA process continues to effectively capture instructor reported student achievement of course outcomes. While there were some challenges related to the coronavirus (Covid-19) pandemic, campus closures and the need to quickly move to remote delivery, the percentage of course outcomes assessment completions remained relatively stable. Some departments continue to have instructors who fail to complete the course outcomes assessment regularly and it would be helpful if faculty leaders and the academic assessment coordinator reached out to these instructors to help solve the issue. Nursing and Health Occupations, which usually has an excellent completion rate seemed to struggle this year and it might be helpful to work more closely with the department to ensure that the COA schedule is realistic and balanced with the many demands of the department.

The percentage of response rates for SCE's continue to hover around the mid-70's and it would benefit both instructors and students to increase the response rate. The department should continue to work with instructors to determine the best way to provide SCE information, as well as clarify whether the timing of the SCE could be improved.

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