

Analysis of 2020-21 Course Outcomes Assessment

A. Overview

I. Academic Year

2020-21

The unusual circumstances from the 2019-20 academic year related to the coronavirus (Covid-19) pandemic continued throughout 2020-21. CGCC campuses remained closed to students and faculty and the majority of courses were delivered remotely.

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 Learning Outcomes](#). Course Outcomes assessment was tied to CGCC's previous Core Theme Objective B: Transforming Lives – Education, and the current Institutional Strategic Priority #2 Student Success.

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. Educate students about the importance of Course Outcomes:

This recommendation is a continuation from previous years. 2019-20 saw a decrease of 14% from 2018-19 in terms 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.

Actions: Answers to the question related to how instructors are intentionally educating their students about course level outcomes were tracked for 2020-21.

Results: 46/55 (84%) of instructors responded some form of intentionality in explaining the purpose to SLOs (student learning outcomes) at the course level and how they relate to assessments and activities. This is up from the 76% (37/49) of instructors that noted some form of intentionality in introducing SLO to students in 2019-20.

Effectiveness of Actions: With the exception of 2019-20, the average rate of instructors who stated between 2016 and 2020 that they introduce SLOs with some level of intentionality seems to have stabilized at around the 84% to 90% rate. Those instructors who do not explain the purpose of SLOs to their students indicated that they listed SLOs in the syllabi.

With close to 85% of instructors consistently stating over the last 5 years that they explain how they link SLOs to activities and assessments and what students are doing in their courses on a daily or weekly basis, it may be assumed that the majority of students have some kind of understanding of the purpose of course outcomes and what they should be able to do by the end of their course. DCs (department chairs) and/or deans may want to emphasize the importance of explaining the purpose of SLOs to students in the faculty

evaluation process in an effort to continue to increase the number of faculty who educate their students about the purpose of SLOs.

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 Course Outcomes Assessment (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.*

Actions: The AAC (Academic Assessment Coordinator) and the DAA (Director of Accreditation and Assessment) provided workshops during fall in-service focusing on “best practices” for outcomes assessment, including one that focused on completing Part A and Part B. The AAC continued the practice of emailing the pdfs of previous course assessments, highlighting changes/improvements instructors stated were planned.

Results: 10/17 instructors (59%) described the results and effectiveness of adjustments suggested from the previous assessment.

Effectiveness of Actions: There was a 24% increase from 2019-20 (35% or 7/20 instructors) in documenting the effectiveness of changes made from previous course outcomes assessments. The percentage of instructors who close the loop on adjustments suggested from previous assessments continues to increase (previous years: 28% (8/29) in 2018-19; 39% (12/31) in 2017-18; 25% (18/73) in 2016-17). The increase suggests that the actions of 2020-21 related to this recommendation are working.

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	4	0	100%
CTE***	13	11	2	85%
ESOL	3	2	1	67%
Math/Computer Science***	7	5	2	71%
Nursing/Health Occupations	12	9	3	75%
Pre-College	4	4	0	100%
Science	4	3	1	75%
Social Science	8	8	0	100%
Writing/Literature/Foreign Language	9	9	0	100%
Totals 2020-21	64	55	9	86%
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 2020 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.

***COAs that were submitted a month or more past the spring Part B due date are not included in the data.

A total of 55 courses were assessed of the 64 scheduled, for a completion rate of 86%. This percentage of completion rates is the same as 2019-20, but still higher than the years prior to 2019-20. As previously stated, the coronavirus (Covid-19) epidemic continued in 2020-21, with the majority of courses being offered remotely, as was the COA support from the Curriculum and Academic Assessment (CAAD) department. Although COA was optional at the beginning of the pandemic in spring of 2020, it was determined that COA should proceed as usual in scheduling outcomes assessment for the academic year. The 2020-2021 academic year continued to provide challenges for instructors related to the epidemic, as evidenced in many of the comments on the [Part B](#)'s with instructors struggling to adapt courses and labs to remote learning and support students as the pandemic continued.

Table 2. Comparison of completion rates for scheduled course outcomes assessment by department from 2015-16 through 2020-21:

Department	2020-21 Number of courses scheduled for COA	2020-21 Number of courses with completed COA	2020-21 Percentage of COAs completion	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	4	100%	75%	86%	71%	75%	55%
CTE	13	11***	85%	82%	90%	83%	77%	77%
ESOL	3	2	67%	75%	50%	57%	86%	71%
Math / Computer Science	7	5***	71%	100%	71%	88%	56%	83%
Nursing / Health Occupations	12	9	75%	43%	88%	100%	100%	100%
Pre-College	4	4	100%	100%	100%	100%	100%	70%
Science	4	3	75%	100%	67%	59%	39%	90%
Social Science	8	8	100%	100%	90%	100%	100%	100%
Writing / Literature / Foreign Language	9	9	100%	100%	92%	92%	88	90
Totals 2020-21	64	55	86%					
Totals 2019-20	57*	49	86%	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 2020 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

***COAs that were submitted a month or more past the spring Part B due date are not included in the data.

A comparison of completion rates for course outcomes assessment over the last 6 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. Some departments have maintained a 100% completion rate for a number of years (Pre-College, Social Science, Writing/Language/Foreign Literature) and some have seen an improvement in the last year (Arts & Humanities, CTE and Nursing/Health Occs). Still others continue to struggle in ensuring that all faculty complete one COA a year. It should be noted that for many

departments, such as ESOL and Science, the number of courses scheduled for course outcomes assessment is fairly low, and 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. It should also be acknowledged that during the last few years, many of the department chairs have reached out to their faculty who are late in submitting Part As and/or Bs, emailing and texting them to encourage completion. The VP of Instruction has also responded to each faculty Part A and any faculty Part Bs that ask for support or produce helpful insight. This nudge and acknowledgment from faculty leadership has not only contributed to the increase in COA completion rates, but also supports the value of academic assessment as part of what faculty do to improve student learning.

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 are 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 (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	4	0
CTE/ Business	13	13	11	2
ESOL	3	3	2	1
MTH	7	7	5	2
NHO	8*	8*	5*	3*
Pre-College	4	4	4	0
SCI	4	4	3	1
SS	8	8	8	0
WLFL	9	9	9	0
Total	60	60	51	9

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

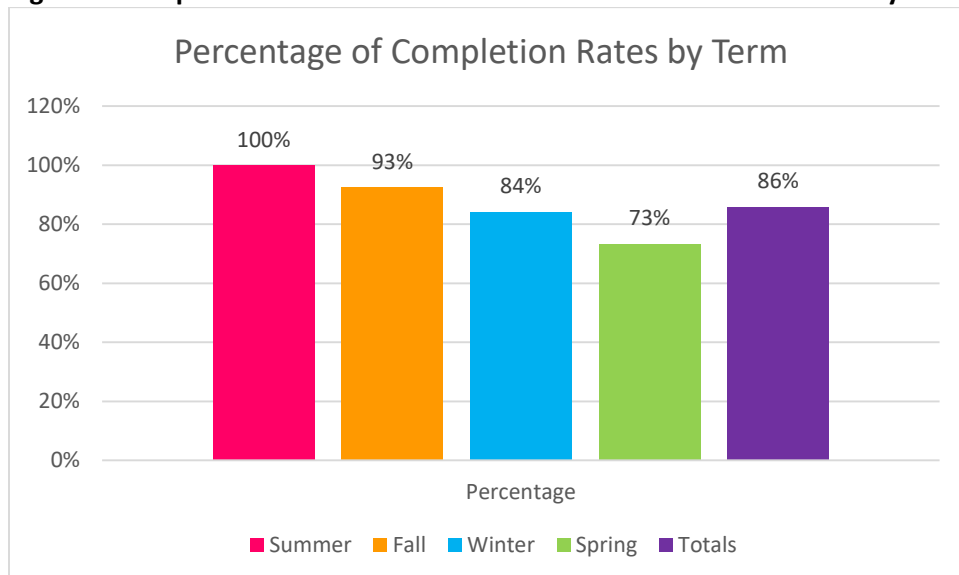
With a total of 60 instructors (unduplicated) scheduled for course outcomes assessment, 51 (85%) completed the process and 9 (15%) did not complete the process. Non-completion of the process resulted in a total of 9 courses scheduled for course assessment that did not get assessed. This non-completion also means that 86 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, all 9 completed their Part A, but did not complete Part B. Considering that completion of Part B poses the greatest issue, timing of the Part B could be of

concern. Scheduled for completion 4 weeks after term has ended, some instructors may have moved on to new courses and new students. It may also be that despite instructors receiving a total of 3 emails with the Part B due date, plus 2 reminder emails about completing Part B, it's plausible that the emails may get lost amongst student and other college-related emails.

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

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



Three COAs were scheduled and completed in summer term, for a completion rate of 100%. Completion rates for fall term declined by 7% for a completion rate of 93% with 25 COAs completed out of 27 scheduled. Winter term saw a further decline in completion rates. With 19 COAs scheduled, 16 were completed for a rate of 84%. Spring, as in the past, poses the biggest challenge for completion rates, with 11/15 scheduled COA's completed for a rate of 73%.

To compare this year with other years we can see a similar trend with the highest completion rate occurring in the summer, then slowly declining each term: 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%. While the CAAD has attempted to address this issue by scheduling COA heavily in fall term, providing multiple opportunities for instructors to complete, this method did not make any difference. All other years see a similar trend. As a result, the CAAD went back to scheduling COAs to align with annual course offerings (in an attempt to ensure that all courses are assessed within the 3-5 year timeframe) in 2020-21. While burnout may be part of the problem with the low spring COA completion rates, when looking at the data from Table 3 of CII, it might also be assumed that once instructors are off for the summer (Part Bs are due 4 weeks after the term has ended), they forget about completing their Part B and do not check emails as frequently. As stated previously, the majority of department chairs, reach out via text or phone to their faculty to encourage them to complete their Part B, so it might also be assumed that certain instructors are not invested enough in the process to complete Part B. Many of the instructors who did not complete Part B are the same instructors who were non-completers in previous years.

It is also important to note that the number of COAs scheduled and completed is relatively small, so when a few are not completed, 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:

SCEs provide an opportunity for students to self-report their improvement or achievement of a course outcome and are often considered the “Voice of the Student”. 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, instructors can benefit from the results of the SCEs as it allows them to compare students' perception of their end-of-term understanding/mastery of the three outcomes with direct assessment of student achievement of the three outcomes. Question 4 on Part B relates to the SCEs, asking instructors to compare their results with student perception. Many instructors referred to the results from Student Course Evaluations (SCE) in their analysis of student 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.

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

Term	2020-21			2019-20			2018-19		
	Number of SCEs sent to instructor	*Number of SCEs with results	**% of SCEs with student response	Number of SCEs sent to instructor	*Number of SCEs with results	**% of SCEs with student response	Number of SCEs sent to instructor	*Number of SCEs with results	% of SCEs with student response
Summer	3	3	100%	1	1	100%	10	7	70%
Fall	26	22	85%	33	21	64%	43	31	72%
Winter	19	16	84%	21	17	81%	20	18	90%
Spring	14	12	86%	2	2	100%	19	13	68%
Total	62	53	85%	57	41	72%	90	69	77%

Term	2017-18			2016-17			2015-16		
	Number of SCEs sent to instructor	*Number of SCEs with results	% of SCEs with student response	Number of SCEs sent to instructor	*Number of SCEs with results	% of SCEs with student response	Number of SCEs sent to instructor	*Number of SCEs with results	% of SCEs with student response
Summer	7	4	57%	7	3	43%	5	4	80%
Fall	36	23	64%	41	31	76%	43	32	74%
Winter	17	11	65%	35	25	71%	36	28	78%
Spring	17	11	65%	17	10	59%	19	13	68%
Total	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.

53 SCEs out of 62 sent had student responses in 2020-21. With an 85% response rate, this is an improvement of close to 15% from the previous 5 years where the response rate averaged around 71%.

Traditionally, there has been a fairly low participation rate for SCEs. An increase of close to 15% means that more instructors and students may be benefiting from the results of this indirect measurement of student achievement of course outcomes. Increasing SCE response rates has been an ongoing recommendation since tracking began in 2015-16. A response rate of 85% is a satisfactory rate for the department. Efforts on the part of the department appear to be effective in contributing to this increase (reminders in the Part A “Thank you” email; sending emails to instructors two weeks prior to term to look for the CAAA’s email with SCE instructions; 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). Instructors may also have increased their efforts to ensure that they send out the SCE information to their students. Circumstances related to COVID-19 and remote delivery may also have contributed to more students paying attention to notifications regarding SCEs, or taking the time to complete the SCEs to provide instructors feedback.

D. Results of assessment work related to competency:

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

856 students were assessed over the academic year with an average of 89.9% of students achieving the course outcomes that were assessed (3 outcomes per courses). 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	46	46	100%	90.8%
CTE	123	102	83%	86.9%
ESOL	22	14	64%	98.3%
Math/Computer Science	89	74	83%	94%
Nursing/Health Occupations	264	236	89%	95.9%
Pre-College	16	16	100%	79.8%
Science	91	77	85%	76.7%
Social Science	169	169	100%	85.7%
Writing/Literature/Foreign Language	122	122	100%	92.3%
Total 2020-21	942	856	91%	89.9%
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 a slight decrease of 0.7% in student achievement of course outcomes at 89.9% in 2020-21 from 90.6% in 2019-20. When compared over six years, data shows that student achievement of course outcomes remains relatively high, within the 87% to 90% range.

2020-21 is an interesting year in terms of COA because the majority of courses were taught remotely as a result of the coronavirus pandemic. Given the change in delivery from other years, the fact that student achievement of course level outcomes still hovers around the 90% rate is an indication of faculty, student and student support systems adaptability and commitment. Many faculty indicated their flexibility with due dates, their efforts to reach out to students and their work to adapt labs, resources and assignments to address the change in delivery method in their Part Bs:

- *".....I do a good job of checking in on students who are not keeping up with the work, but I am looking for ways to encourage them to "catch up" if they fall behind. I was very generous with extensions this term because of Covid....."*
- *"The biggest contributor as briefly mentioned above was the time crunch dribble down due to COVID protocol from the earlier terms. The lack of hands-on experience with equipment was largely mitigated through the use of technology and moodle via videos and open-source resources as well as increased lab access and time in Spring term, however, there is no substitute for students having equipment in their hands in technical training courses like these. Overall product quality was down, however, learning and technical knowledge was greatly accelerated. In the end, this will likely lead to much greater outcomes in later terms now that the technology piece has been more well developed, as it can be used congruently with in class lecture and directly give students even more hands on time with equipment than ever before while not losing the academic learning necessary in the courses."*
- *"Another contributor is holding weekly online optional instruction sessions via Zoom for students to attend. Unfortunately, not all students took advantage of this. However, if a student was not progressing, I requested them to join the next session scheduled to work with them through challenges and develop a plan for them to get caught up"*
- *"A relaxation of due dates. I am normally very strict on due dates and students have a reduction in credit earned when work is submitted late. But because of the hardships caused by the pandemic I relaxed this policy and it turned out to be better for student success, although it was rough on me with a massive load of grade at the end of the term."*

Still, as seen in some of the comments above, it can't be ignored that remote delivery was challenging for students and instructors, with many instructors noting that outcomes achievement was hampered by remote delivery of labs or content and suggesting a need to move back to face-to-face delivery as an optimal setting for student learning:

- *"Social distancing requirements really damaged the cohesiveness of this particular year group. Students could not form study groups and use school resources as usual."*
- *"The inability to practice in the clinical setting in Fall term was a setback for students."*
- *"Family stresses due to the COVID pandemic also play a role."*
- *"Given the challenges presented by the COVID pandemic, providing learning material in a virtual environment proved difficult for some students"*
- *"I feel lack of success with exam scores may partly due to the online format of exams and extenuating circumstances of attending online courses during a pandemic.....A hybrid or face-to-face delivery of this course would greatly improve understanding. Laboratory instruction is a key part of any Microbiology course, this portion was greatly lost with the lack of hands on work with real microbes."*

- *“I think students were not prepared for a fully online science course. I had a few comments on my course evaluation that made it seem like they were expecting to 'meet' me each week for lecture or lab. I also think there were students who were burnt out from spring term....”*
- *“Just returning to a f-2-f mode of instruction for this class”* (noted in suggestions to help students improve in their achievement of outcomes)

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.

In previous years' analyses, concern was expressed regarding whether students understand the purpose and importance of course outcomes (Recommendations from 2016-17 to 2019-20). 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 55* instructors reporting on outcomes assessment, 46 (84%) 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 explain in simple language the course outcomes and why the arts are relevant and important to study. After explaining these outcomes, I elicit their interpretation of this information so I am sure they understand the outcomes and the objectives of the course and their responsibility as students.”*
- *“Indicate that employers expect students to perform course outcomes with little or no outside assistance.”*
- *“Each class I describe what we will be doing in class that day. I tie it into the outcomes and tell them where this is coming from and where it is leading in the course.”*
- *“Students keep current on their achievement of course outcomes as they write in their portfolios to OCNE competencies.”*
- *“I frame each week within the context of course outcomes. We review and discuss them each week and discuss how activities rely on their application of their understanding of the material. It all comes back to the outcomes and what they are supposed to learn.”*

The percentage of instructors who indicate and explain their intentionality of how they introduce the purpose and value of outcomes to students, increased from the previous year's rate of 76%. It's clear that the majority of instructors are 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. It seems that this question on the Part B reminding instructors about educating their students regarding the purpose of course outcomes has been effective. It may be useful at this time to move on from the focus of how instructors are educating students about the importance of course outcomes and change the question on Part B to ask instructors how they are educating students about how their course contributes to the achievement of Institutional Learning Outcomes, so that students (and instructors) understand how courses lead students to the achievement of ILOs. This change may also help CGCC move forward to address their ongoing Recommendation #2 (2013 Accreditation Report) related to “institutional integration of outcomes assessment”: *“It is, however, recommended that the mapping of course and core outcomes (particularly) to program outcomes be completed and that the body of systematically collected relevant data at the course and program levels be increased.”*

*some instructors are duplicated due to assessing more than one course

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

In total, 71 changes were suggested as a result of course assessments during the 2020-21 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 Uto ([COMM 215](#)) *"I will move the Group Project, which is 20 percent of the overall course grade, from a group composed of students in the class, to students forming their own groups outside of class to meet the requirements of this assignment. Additionally, I add guest speakers (one per term) to come in from industry, sports, volunteer groups, etc. to discuss their own real-life experiences with small groups -- what has worked well for them, areas in which they could improve, etc."* (see also [EC 202](#) and [NRS 112](#)) 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 ([ECE 120*](#), [EET 222](#), [EET 252](#), [MTH 65](#), [MTH 211](#), [MTH 252](#), [NRS 111](#), [PC - Language Arts/ Science/ Social Studies](#)),
- Changes to curriculum ([ECE 121](#), [EET 222](#), [MFG 155](#), [MTH 244](#)),
- Improving instructional materials, resources and/or activities for students ([ATH 102](#), [BA 226*](#), [CAS 121](#), [CAS 134](#), [ECE 121](#), [EET 222](#), [EET 252](#), [ESOL – Level 1-2](#), [ENG 104](#), [G 184](#), [MTH 95](#), [MTH 211](#), [NRS 232](#), [NRS 233](#), [PC -Math I](#), [PHL 202](#))
- Improving student activities ([EET 252](#), [ESOL – Level 1-2](#), [MTH 65](#), [MTH 211](#))
- Improving instructor-student and/or student-student interaction to better support student achievement of outcomes ([CAS 170](#), [ECE 120](#), [MP 111](#), [PC -Math I](#), [WR 121](#))
- Changes in format of course (delivery)([BI 234](#), [ESOL – Level 5](#), [HEC 202](#), [MTH 65](#), [MUS 108](#), [NRS 110](#), [PC - Math II](#), [PSY 101](#), [WR 227](#), [WR 248](#))
- Changes in assessment methods (or clarifying methods of assessment) ([BA 150](#), [ECE 120](#), [ESOL – Level 1-2](#), [MTH 65](#), [NRS 221](#), [NRS 231](#)),
- Clarifying expectations: ([ECE 121](#), [ENG 104](#), [MTH 211](#), [NRS 230](#), [SOC 206](#), [WR 121](#)),
- Changes/improvements to course design ([EET 222](#), [EET 252](#), [MTH 65](#)),
- Norming departmental grading ([WR 122](#)),
- Suggestions to increase support for students ([BA 101](#), [MTH 95](#), [NRS 233](#), [WGS 202](#), [WR 122](#)),
- Changes to better prepare students ([NRS 233](#)),
- Changes to improve student achievement of outcomes ([PSY 201A](#), [Pre-College Writing](#), [SPA 102*](#))

*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.

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

A total of 55 course outcomes assessments were completed during 2020-21. Of these courses 20 have previously been assessed by the same instructor, with 17 instructors indicating that a total of 26 changes were planned as a result of evidence based on the previous course outcomes assessment.

Of those 17 instructors, a total of 10 instructors (59%) reported their efforts in implementing a total of 14 changes noted from previous assessments. Changes ranged from:

- Changes made to improve student achievement of outcomes ([CAS 121](#), [PSY 201A](#), [Pre-College Writing](#)),
- Changes made to resources ([WR 227](#)),
- Changed activities and/or assignments to help students better achieve outcomes ([ESOL – Level 5](#), [MP 111](#), [MTH 95](#), [WR 122](#)),

- Improving instructor-student and/or student-student interaction to better support student achievement of outcomes ([CAS 121](#), [WR 227](#)),
- Implementing activities and assessments to improve Institutional Learning Outcomes (ILO) attainment ([WR 122](#)),
- Changes to assessment of student achievement of outcomes ([ATH 102](#))

Some changes required resources from the institution (ex. Anderson's [ART 286](#), Kabakov's [MUS 108](#) and Goe's [NRS 112](#)) and have yet to be implemented.

The number of instructors reporting on the effectiveness of the implementation of changes made as a result of course outcomes assessment continues to increase. 2020-21 saw increase of 24% from 35% in 2019-20 and an increase of 31% from 2018-19's 28%. Last year it was noted that instructors often reported on the implementation of the changes but not on the *effectiveness* of those changes. This year the majority of instructors spoke to the effectiveness of the changes they had made, meeting the goal of COA which is to help faculty improve teaching and learning at the course level.

*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.

E. Recommendations

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

1. Educate students about how courses lead to achievement of program and Institutional Learning Outcomes

When students complete a degree at CGCC, the intention is that the accumulation of achievement of course level outcomes will lead to student achievement of program outcomes and Institutional Learning Outcomes. Many programs have mapped which courses lead to specific program outcomes in their [Degree/Certificate/Program Outcomes Assessment Plans](#). [Course Content and Outcome Guides](#) (CCOGs) indicate which ILOs are addressed by each course. The increase in instructors explaining information about course outcomes and their relevance to students demonstrates that not only are instructors gaining a better understanding of the importance of SLOs, but students are as well. In order to increase instructor and student understanding of how course outcomes lead to the achievement of program outcomes and ILOs, it is recommended that Question 9 on Part B be changed to address how instructors explain how their course leads students to the achievement of particular program outcomes and/or ILOs.

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. While further faculty training in the COA purpose and process would be beneficial for this recommendation, it is also suggested that the CAAD review the process of COA related to this closing of the loop, since the timing between making suggestions for course improvement, then assessing the effectiveness of those improvements may be several years and too long to seem relevant to instructors. Instructors often answer Question 8 from Part B related to documenting effectiveness, but their response often describes changes made from more current course adjustments and not those described from a Part B that may be 3 years old.

F. Effectiveness of Assessment

The COA process continues to effectively capture instructor reported student achievement of course outcomes. While there continued to be challenges related to the coronavirus (Covid-19) pandemic, campus closures and 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, despite faculty leaders, the AAC and the CAAA reaching out to these instructors to help solve the issue.

In terms of improving the course outcomes assessment process, feedback from some faculty suggest that it would be beneficial to change the questions in Part B, so that the first questions address outcomes and student achievement of each outcome (currently Question 2), followed by the reporting of the outcome achievement data (currently Question 1). New faculty have suggested that this change would make completion of Part B less confusing. The CAAD will discuss this change over the summer.

Lastly, while it's evident that the majority of students are achieving course outcomes, clearly some students are struggling. To further the college's Strategic Priority #3 related to "Diversity, Equity and Inclusion" and to move the college forward in addressing Recommendation #3 from the accreditors related to review of disaggregated data, the COA assessment methodology would benefit from developing a process to review disaggregated data related to outcomes assessment. Doing so would allow faculty to develop strategies and focus interventions that are specific to those students who need them most or may be left out of current teaching and student support practices.

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](#)

[Reports and Analysis from previous years can be found under Archived Reports](#)