

Western Nevada College
2018-19 Professional and Applied Technology and Liberal Arts
Student Learning Outcomes Assessment Report Summary
August 7, 2019

This report summarizes Professional and Applied Technology (PAT) and Liberal Arts (LA) Course-Level Student Learning Outcome (SLO) Assessment Reports submitted for the 2018-19 academic year. It is divided into the following sections:

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Introduction: Student Learning Outcomes and Reporting Process Overview

The following WNC institutional SLOs guide all courses, programs, and degrees offered by WNC. SLOs 1-6 provide the structure for general education and alignment for academic program outcomes, while SLO 7 provides a connection for career preparation emphases.

| Table 1 WNC Institutional Student Learning Outcomes | |
|---|-----------------------|
| Student Learning Outcome | Short Title |
| 1. Identify, describe, and apply information, theories, methodologies and approaches from the sciences, social sciences, and humanities/arts. | Working Knowledge |
| 2. Write effective projects, papers, and reports. | Written Communication |
| 3. Present accurate calculations and symbolic operations, and explain how such calculations and operations are used in either the specific field of study or in interpreting information in other fields. | Quantitative Literacy |
| 4. Locate, evaluate, and appropriately use information from multiple resources to complete projects, activities, and papers. | Information Literacy |
| 5. Describe diverse historical and/or contemporary positions on selected democratic values or practices. | Diversity & Society |
| 6. Integrate knowledge and skills from the study of sciences, mathematics, social sciences, and the humanities/arts to think critically about and develop solutions to contemporary and/or enduring problems. | Critical thinking |
| 7. Identify, describe, and apply information in the discipline or career area of their choice sufficient for further study and/ or demonstrate competencies required to succeed in the workplace. | Career Preparation |

For the 2018-19 academic year, the JotForm platform was again used for creating and submitting course-level SLO reports. Minor changes to some report form language and categories, including an increased emphasis on reporting how assessment results are being applied, were incorporated based upon feedback from academic faculty and academic division directors.

In these reports, academic faculty identify key assignments, projects, or tasks that serve as indicators to assess an institutional SLO, which is tied to one or more course-specific SLOs identified in the report. Student performance on indicators was measured by evaluating whether students achieved the **Threshold** or **Target** for a given indicator:

- **Threshold:** At least 50% of students achieve 70% on assessment
- **Target:** At least 70% of students achieve 70% on assessment

In addition, academic faculty are asked to identify how they will use these assessment results moving forward, and are asked to provide updates on past assessment project result implementation.

Within the LA division, high-enrollment courses representing about 25% of all LA course offerings for the fall 2019 semester were selected for SLO assessment. Academic faculty teaching other LA courses were also encouraged to conduct SLO assessment, and all LA academic faculty were asked to include assessment projects as part of their individual faculty plans for the year. Within the PAT division, academic programs developed annual plans that included goals for course-level assessment. Fall 2018 SLO assessment reports were given a March 1 deadline. Spring 2019 SLO assessment reports were encouraged but not given a hard reporting deadline to allow for reporting work over the summer.

Academic faculty received assessment project support through an assessment workshop series that included opportunities for hands-on rubric development and JotForm reporting support. Recordings of these workshops, along with other how-to video and PDF resources, were posted on the [WestNET Assessment](#) page (link required intranet login) following each workshop. Planning and Assessment Coordinator Mandy Billings also provided in-person and remote support for academic faculty conducting assessment.

Section 1: Summary of SLO Course Assessments for 2018-19

The following tables summarize course-level SLO assessment results from LA and PAT for the 2018-19 academic year. Twenty-seven courses completed a total of 37 assessment reports in LA, and 17 courses completed a total of 17 assessment reports in PAT.

Table 2
Summary of LA SLO Course Assessment for 2018-19

| <i>SLO Assessed</i> | <i>Reported SLO Achievement Level</i> | | | | | | <i>Total LA Courses Assessing SLO</i> | |
|---|---------------------------------------|------------------|------------------|------------------|------------------|------------------|---------------------------------------|------------------|
| | <i>Threshold</i> | | <i>Target</i> | | <i>Neither</i> | | | |
| | <i># Reports</i> | <i>% Reports</i> | <i># Reports</i> | <i>% Reports</i> | <i># Reports</i> | <i>% Reports</i> | <i># Reports</i> | <i>% Reports</i> |
| SLO 1: Working Knowledge | 8 | 30% | 13 | 48% | 6 | 22% | 27 | 73% |
| SLO 2: Written Communication | 2 | 50% | 2 | 50% | | | 4 | 11% |
| SLO 3: Quantitative Literacy | 2 | 100% | | | | | 2 | 5% |
| SLO 4: Information Literacy | 1 | 100% | | | | | 1 | 3% |
| SLO 5: Diversity and Society | 1 | 50% | 1 | 50% | | | 2 | 5% |
| SLO 6: Critical Thinking | | | 1 | 100% | | | 1 | 3% |
| SLO 7: Career Preparation | | | | | | | | |
| Total LA Reports Assessing at Each Achievement Level | 14 | 38% | 17 | 46% | 6 | 16% | 37 | 100% |

Table 3
Summary of PAT SLO Course Assessment for 2018-19

| <i>SLO Assessed</i> | <i>Reported SLO Achievement Level</i> | | | | | | Total PAT Courses Assessing SLO | |
|--|--|------------|---------------|------------|----------------|-----------|--|-------------|
| | Threshold | | Target | | Neither | | # Reports | % Reports |
| | # Reports | % Reports | # Reports | % Reports | # Reports | % Reports | | |
| SLO 1: Working Knowledge | 1 | 100% | | | | | 1 | 6% |
| SLO 2: Written Communication | | | | | | | 0 | 0% |
| SLO 3: Quantitative Literacy | | | | | | | 0 | 0% |
| SLO 4: Information Literacy | | | | | | | 0 | 0% |
| SLO 5: Diversity and Society | | | 1 | 100% | | | 1 | 6% |
| SLO 6: Critical Thinking | | | 1 | 100% | | | 1 | 6% |
| SLO 7: Career Preparation | 2 | 14% | 12 | 86% | | | 14 | 82% |
| Total PAT Reports Assessing at Each Achievement Level | 3 | 18% | 14 | 82% | 0 | 0% | 17 | 100% |

Notes on Sec. 1: Summary of SLO Course Assessments for 2018-19

In both LA and PAT, more courses completed more course-level SLO assessment reports for 2018-19 than 2017-18. In LA, that number rose from 13 courses completing 13 reports in 2017-18 to 27 courses completing 37 reports in 2018-19. In PAT, nine courses completed nine reports in 2017-18, compared to 17 courses completing 17 reports in 2018-19.

For the 2018-19 year, 84% (31 out of 37) of LA and 100% (17 out of 17) of PAT SLO assessment reports indicated either a Target or Threshold level of achievement reached. This represents an increase in overall reported achievement levels for LA, and mirrors reported achievement levels for PAT for the 2017-18 year.

As in past years, LA courses continue to heavily assess SLO 1: Working Knowledge, while PAT courses continue to heavily assess SLO 7: Career Preparation. No LA courses assessed SLO 7: Career Preparation, and no PAT courses assessed SLO 2: Written Communication, SLO 3: Quantitative Literacy, or SLO 4: Information Literacy.

Section 2: SLO Achievement Level Comparisons and Application of Assessment Results

A very small number of LA SLO assessment reports, and no PAT SLO assessment reports, reported conducting the same SLO assessment across multiple semesters or academic years. It is therefore difficult to make meaningful SLO achievement level comparisons at this time.

That being said, 97% (36 out of 37) of LA SLO assessment reports, and 71% (12 out of 17) of PAT SLO assessment reports, indicated plans for applying 2018-19 assessment results. Additionally, five LA courses and four PAT courses reported updates from the application of past assessment results. Given that systematic course-level SLO assessment has been a relatively recent undertaking at WNC, it is not surprising that few reports included updates from past assessment result applications. It is promising to see that the majority of completed reports include some plans for applying current results.

Section 3: Recommendations for Future Course Assessment Reports

Previous Recommendations from 2018-19 and Actions Taken

- **Establish a comprehensive assessment plan for WNC with active support from executive leadership and input from faculty and staff.** During the 2018-19 academic year, an updated comprehensive planning and assessment plan for administrative and academic areas was developed. While the reporting timeline and cycle for academic areas is currently being reviewed and refined, expectations for annual SLO assessment at the course and program level are a cornerstone of the assessment plan. The creation of new Assessment and Planning Lead Faculty roles within the LA and PAT divisions designate leaders to help organize systematic, meaningful assessment.
- **Demystify the assessment process.** On-campus workshops and increased funding for academic faculty to attend off-site assessment-related professional development have helped address some of the questions and concerns academic faculty have had regarding the assessment process. Expanded assessment-related resources are now available on the [WestNET "Assessment" webpage](#) (link requires intranet login), and multiple offices (including IRE and Instructional Innovation) have staff available to assist faculty with assessment projects. Moving forward, it will be important for Assessment and Planning Lead Faculty, academic division directors, IRE staff, and others to continue framing assessment as a valuable, accessible, and meaningful faculty-led activity.
- **Organize assessment development by discipline within divisions.** An increased effort to organize academic faculty within specific disciplines has led to expanded course section and part-time faculty participation in course-level SLO assessment projects during the 2018-19 year. This work has largely been led by volunteers within disciplines, however, and formalizing some structure at a discipline level remains a recommendation to consider for the 2019-20 academic year. The creation of the Assessment and Planning Lead Faculty position is a positive step forward at a program level within LA and PAT.

- **Seek out professional development opportunities and models from institutions showcasing best practices in assessment.** Academic and administrative faculty, as well as executive leadership, have all increased participation in conferences, workshops, and webinars related to assessment. Notable examples include faculty and staff participation in the 2019 NWCCU Assessment Essentials workshop, the 2019 Association for Institutional Research Forum, and the NWCCU Mission Fulfillment Fellowship.

Recommendations for 2019-20

- **Finalize planning and assessment cycles and reporting expectations for academic divisions.** Academic division directors and academic faculty, under the guidance of the Vice President of Instruction and Institutional Effectiveness, need to finalize these expectations in order to continue meaningful course-level SLO assessment reporting.
- **Complete updated curriculum mapping within LA and PAT.** Up-to-date curriculum mapping is necessary in order to conduct comprehensive course- and program-level SLO assessment. A curriculum map will allow academic programs to better determine which courses and SLOs should be assessed, and on what schedule, in order to answer questions about student achievement that can inform meaningful program and course improvements. Assessment and Planning Lead Faculty, along with their division directors, have identified this as a major project for the 2019-20 year.
- **Continue to support assessment culture development at WNC.** Course-level SLO assessment should be driven by academic faculty seeking to answer meaningful questions about student achievement and learning within their courses, rather than by perceived top-down reporting requirements. Changes to internal reporting requirements or structures that increase the use value of assessment projects for academic faculty and support this cultural shift should continue to be seriously considered.

Appendix A: Listing of Reports Received by Course and Semester

Note: To review individual course-level SLO reports for 2018-19, please click the below links.

[Individual LA Course-Level SLO Assessment Reports](#)

[Individual PAT Course-level SLO Assessment Reports](#)

| LA Completed Course-Level SLO Assessment Reports Received: 2018-19 | | | | |
|--|------------------------------|-------------------|-------------------|-----------------------------|
| Course Assessed | SLO Assessed | Semester Assessed | Achievement Level | Plan for Result Application |
| ANTH 101 | SLO 5: Diversity and Society | Fall 2018 | Threshold | No |
| ART 100 | SLO 1: Working Knowledge | Fall 2018 | Threshold | Yes |
| ART 101 | SLO 1: Working Knowledge | Fall 2018 | Threshold | Yes |
| ART 160 | SLO 1: Working Knowledge | Fall 2018 | Threshold | Yes |
| BIOL 100 | SLO 1: Working Knowledge | Fall 2018 | Neither | Yes |
| BIOL 190 | SLO 1: Working Knowledge | Fall 2018 | Threshold | Yes |
| BIOL 190 | SLO 1: Working Knowledge | Fall 2018 | Neither | Yes |
| BIOL 190 | SLO 1: Working Knowledge | Fall 2018 | Neither | Yes |
| BIOL 223 | SLO 1: Working Knowledge | Fall 2018 | Target | Yes |
| BIOL 223 | SLO 1: Working Knowledge | Fall 2018 | Neither | Yes |
| BIOL 224 | SLO 1: Working Knowledge | Fall 2018 | Threshold | Yes |
| CH 201 | SLO 2: Written Communication | Fall 2018 | Target | Yes |
| CH 201 | SLO 1: Working Knowledge | Spring 2019 | Target | Yes |
| CHEM 121 | SLO 3: Quantitative Literacy | Fall 2018 | Threshold | Yes |
| ENG 101 | SLO 1: Working Knowledge | Fall 2018 | Target | Yes |
| ENG 200 | SLO 1: Working Knowledge | Fall 2018 | Target | Yes |
| ENG 200 | SLO 1: Working Knowledge | Fall 2018 | Target | Yes |
| ENV 101 | SLO 2: Written Communication | Fall 2018 | Threshold | Yes |

LA Completed Course-Level SLO Assessment Reports Received: 2018-19 (Continued)

| Course Assessed | SLO Assessed | Semester Assessed | Achievement Level | Plan for Result Application |
|------------------------|------------------------------|--------------------------|--------------------------|------------------------------------|
| EPY 150 | SLO 6: Critical Thinking | Fall 2018 | Target | Yes |
| EPY 150 | SLO 2: Written Communication | Fall 2018 | Threshold | Yes |
| GEOG 103 | SLO 1: Working Knowledge | Fall 2018 | Threshold | Yes |
| GEOL 100 | SLO 1: Working Knowledge | Fall 2018 | Threshold | Yes |
| GEOL 101 | SLO 1: Working Knowledge | Fall 2018 | Target | Yes |
| HIST 111 | SLO 1: Working Knowledge | Fall 2018 | Target | Yes |
| MATH 126 | SLO 3: Quantitative Literacy | Fall 2018 | Threshold | Yes |
| MUS 121 | SLO 1: Working Knowledge | Fall 2018 | Neither | Yes |
| NUTR 121 | SLO 1: Working Knowledge | Fall 2018 | Target | Yes |
| NUTR 121 | SLO 1: Working Knowledge | Spring 2019 | Threshold | Yes |
| NUTR 223 | SLO 1: Working Knowledge | Fall 2018 | Target | Yes |
| NUTR 223 | SLO 1: Working Knowledge | Spring 2019 | Target | Yes |
| PHIL 210 | SLO 5: Diversity and Society | Fall 2018 | Target | Yes |
| PSC 103 | SLO 1: Working Knowledge | Fall 2018 | Target | Yes |
| PSC 103 | SLO 2: Written Communication | Fall 2018 | Target | Yes |
| PSC 103 | SLO 4: Information Literacy | Fall 2018 | Threshold | Yes |
| PSY 101 | SLO 1: Working Knowledge | Fall 2018 | Neither | Yes |
| SOC 101 | SLO 1: Working Knowledge | Fall 2018 | Target | Yes |
| SPAN 111 | SLO 1: Working Knowledge | Fall 2018 | Target | Yes |

PAT Completed Course-Level SLO Assessment Reports Received: 2018-19

| Course Assessed | SLO Assessed | Semester Assessed | Achievement Level | Plan for Result Application |
|------------------------|------------------------------|--------------------------|--------------------------|------------------------------------|
| ACC 201 | SLO 7: Career Preparation | Fall 2018 | Target | Yes |
| AIT 253 | SLO 7: Career Preparation | Fall 2018 | Target | Yes |
| BUS 101 | SLO 7: Career Preparation | Fall 2018 | Target | No |
| CIT 114 | SLO 7: Career Preparation | Fall 2018 | Target | Yes |
| CIT 161 | SLO 7: Career Preparation | Spring 2019 | Target | Yes |
| CIT 211 | SLO 7: Career Preparation | Fall 2018 | Threshold | Yes |
| CIT 212 | SLO 7: Career Preparation | Fall 2018 | Target | Yes |
| CONS 111 | SLO 7: Career Preparation | Fall 2018 | Threshold | Yes |
| CRJ 102 | SLO 1: Working Knowledge | Fall 2018 | Threshold | Yes |
| CSCO 120 | SLO 7: Career Preparation | Fall 2018 | Target | Yes |
| CSCO 121 | SLO 7: Career Preparation | Fall 2018 | Target | Yes |
| EDU 203 | SLO 5: Diversity and Society | Fall 2018 | Target | No |
| EDU 210 | SLO 7: Career Preparation | Fall 2018 | Target | No |
| GRC 283 | SLO 6: Critical Thinking | Fall 2018 | Target | No |
| IS 101 | SLO 7: Career Preparation | Fall 2018 | Target | Yes |
| IS 201 | SLO 7: Career Preparation | Fall 2018 | Target | Yes |
| WELD 250 | SLO 7: Career Preparation | Fall 2018 | Target | No |