NORCO ASSESSMENT COMMITTEE

October 8, 2015, 2015

CSS219 | 12:50-1:50pm

MINUTES

Present: Laura Adams, Khalil Andacheh, Greg Aycock (Co-chair), Quinton Bemiller,
Robbie Bishara (Student Representative), Sarah Burnett (Co-chair), Tami Comstock,
Gerald Cordier, Araceli Covarrubias, Mark DeAsis, Siobhan Freitas, Dominique Hitchcock,
Stephany Kyriakos, Daniela McCarson, Jethro Midgett
Absent: Diane Dieckmeyer, Kevin Fleming, Alexis Gray

I.   **Approval of Minutes**
      September 24, 2015
      Motion to approve/Khalil Andacheh
      Seconded/Laura Adams
      4 Abstentions
      Approved

      Item Clarification on Assessment Payment/Flex Credit
      Under the new contract full-time faculty will receive flex credit and part-time faculty will receive
      compensation for 1 ½ hours for self-training and assessment, with a maximum of three hours per
      year. The process for payment for part-time faculty, under the new contract, is still being
      discussed. If you have a faculty member who did an assessment in spring, they will be
      compensated under the old contract, $50 for training and $50 for completing assessment. Please
      send them to Judy, so they can complete the necessary paperwork as soon as possible.

II.   **Co-Chair Report**
      • It was announced that the NAC meeting minutes will now be sent out to nor-all.
      • Review of APR document and rubric – evaluating the assessment mechanism
          o Reviewing all parts of the assessment process is part of Recommendation 2.
          o We contend that we are reviewing all parts of the learning assessment process
            when it goes through the APR assessment portion.
          o Does the rubric review address all parts of the process? (Rubric on Page 2)
          o Identify items that have been brought to our attention that are confusing, or need
            more clarity.
          o Additional pieces of information to be added to help the scoring process. An
            example would be to have the person say which SLO and semester that is being
            assessed. It becomes very difficult to look at this information in TracDat unless it
            is clearly identified.

Scoring Rubric for Annual Program Review of Assessment (Part II only)

Assessment Unit Name: _____   Average score _____

	0	1	2	3
On-going SLO assessment and Loop-closing activity	No evidence provided 0	Limited evidence of on-going SLO assessment (1 initial assessment, no loop-closing) 1	Clear evidence of on-going SLO assessment (at least 1 initial and or 1 loop-closing) 2	Clear and robust evidence provided of on-going SLO assessment (2 initial, and one loop-closing) 3
Attempts to improve student learning	No indication of any changes made to any courses, and no clarification provided 0	No indication of any changes made to any courses and limited clarification regarding discipline standards 1	Evidence of an attempt to implement a change in a course provided, or simple clarifying statement regarding why no specific improvement is needed 2	Multiple attempts made to implement changes to courses, discipline, institution, or state specific standards, or clear clarification why no improvement is needed 3
Dialogue across the discipline	No dialogue or attempt to communicate results 0	Limited demonstration of dialogue or communication within the discipline or department 1	Clear demonstration of dialogue and sharing of assessment within discipline or department 2	Robust and systematic dialogue and communication demonstrated within discipline 3
Participation in PLO assessment (bonus points averaged into total score)		Engagement in at least 1 initial PLO assessment **and/or** Engagement in at least 1 PLO closing-the-loop assessment fall '13-spr '14 1		

<u>Discussion:</u> What can we do to improve the rubric and create better dialog. Do the areas on the rubric capture the entire assessment process?

- o Add a column that says the assessment has been entered into TracDat and tie it to the scoring system.
- o Dialog across the disciplines.
- o Dialog with adjunct faculty.
- o Assist faculty who are the only faculty member covering the discipline/disciplines.
- o Suggestion to place evidence of dialog in the top section, or put it under the question.
- o Rethink the dialog process.
- o Change Box 1.2: Clear evidence of on-going SLO assessment (at least 1 initial and or 1 loop-closing). Proposed change to read: Clear evidence of on-going SLO assessment (at least 1 initial and or 1 loop-closing) or multiple initial assessments.
- o Give more points for multiple initials.
- o Let faculty know they can review past APR's on the website when looking for examples.
- o Hold "Open Sessions" with faculty to discuss the assessment process, especially during assessment timeframe.
- o Create a score for outstanding assessments.
- o Do we want to have qualitative assessment of APR's?
- o Setup a follow-up meeting with the two scorers and faculty member to discuss, ask questions, and let them know where they are strong and assist where they need improvement. The Comprehensive Review might be a better place to start having this conversation.
- o Add a box for comments/suggestions for improvement.
- o The Teaching and Learning Committee will be starting here soon, and this might be a good place to start discussion on what is a robust assessment.
- o Assessment preplanning is extremely important. Preplanning is considered part of the dialog. There is a tab in TracDat for planning.
- o Do we understand when to make a final loop closure on assessing a SLO or PLO and move forward?
- o Eventually we will have to assess every SLO in every course.
- o A suggestion was made to create a rubric for planning and innovation.

Handout

- • SBS AOE, GE PLO Information Competency and Technology approval
  - o Please make sure to read reports so they can be moved forward.

III. **New Business**
- Assessment Lab hours
  - To be held 10/15, 10/27, and 11/19. More information to follow.
- TracDat Template form and support document
  - Sample of Completed Assessment Worksheet was handed out.
    - Please make sure to let faculty know these are only "**examples.**"
  - Assessment Worksheet Template was distributed to help assist faculty in preparing the information they want to input into the data entry fields in TracDat V.
  - If, after reviewing both documents, there are no changes/suggestions submitted, Sarah will email an electronic copy out next week.

Discussion: Perhaps form a subgroup to meet with faculty once a month to assist and answer general questions regarding the assessment process. NAC members to rotate on this subgroup.

Handouts

Meeting adjourned at 1:50 p.m.

II. Norco College – Annual Assessment Update

Purpose – The purpose for completing an annual review is to provide an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. Assessments conducted in isolation from each other will yield interesting, important, or neutral information in and of themselves, but taking a holistic look back on the unit's accomplishment over the past year might also yield some insight. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming year. This planning might include considering which other courses are ready for an initial assessment, or which might need a loop-closing assessment. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu.

1. Identify where you are in the cycle of SLO assessment for each course you assessed over the past year *(fall 2013 – spring 2014)*. Each response will be individualized; this means each completed column might look a little different due to the nature of the cycle of assessment in which we engage. For example, you may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment with report and you haven't yet completed any follow-up or improvement activities. Below you will see an example of how to fill in this section, and then a blank chart for your own responses.

Course number and name	SLO *Initial Assessments* and completed **Reports** (State each SLO e.g., SLO 1)	SLOs with *Improvements identified* (Identify the SLO with # of improvements in ( ) e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in *Loop-Closing* assessment (state SLO and effect)
EAR 20 Child Development	SLO 1, SLO 3 *(Indicates the discipline assessed and wrote a report for both SLO 1 and 3 in the past year for this course)*	SLO 1(2) *(Indicates 2 adjustments were made to the course e.g., in materials, assignment, test questions, pedagogy, curriculum etc. Notice, nothing is stated for SLO 3 – suggesting no concerns were identified…see the next column…)*	SLO 3 – results meet discipline set standards of 75% success *(If no improvement is needed please state why in this column)*	SLO 1 – data indicate increased success after improvements were made *(This means a closing the loop assessment was completed on SLO 2 for EAR 20)*

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Course number and name	SLO *Initial Assessments* and completed **Reports** (State each SLO e.g., SLO 1)	SLOs with *Improvements identified* (Identify the SLO with # of improvements e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in *Loop-Closing* assessment (state SLO and effect)

2. a) How many Program Level Outcome *initial* assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate

b) How many Program Level Outcome *loop-closing* assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate

3. Please describe any changes you made in a course or a program as a response to an assessment. Please indicate the impact the changes had on student learning, student engagement, and/or your teaching.

4. Can you identify any assessments that have prompted a change in perspective in the manner in which your discipline should modify the Course Outlines of Record (COR) or the Student Learning Outcomes (SLO)? Please expand on what you think should be modified.

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future?

6. Did any of your assessments indicate that your discipline or program needs additional resources to support student learning? If so, please explain.

7. What additional support, training, etc. do you need in the coming year regarding assessment?

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Average score _____

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TracDat V

Assessment Worksheet Template

Use this blank template to prepare the information you want to input into the data entry fields you will find in TracDat V.

Step 1. Start the assessment with a Course Plan (SLO level assessment) – (click on Course Planning and then again on Course Plan to start the assessment process)

Assessment Method Category (select one of the following)

- o Exam/Quiz – Embedded Questions tied to SLOS
- o Exam/Quiz – Pre-post test
- o Mixed methods
- o Performance
- o Presentation
- o Project
- o Survey
- o Written Assignment

Assessment Method

Benchmark

Notes

Step 2. Add the Summary of Results from the Assessment – (click on Course Planning and then Results to complete the assessment process)

    Summary of Results Date

    Summary of Results

    Semester Assessed (Select the semester in which you actually assessed the course)

    Benchmark met (select n/a, no or yes)

Step 3. Add Improvement (this is the start of a closing the loop assessment – the link to input this information will be directly below the results you just input)

    Improvement Date (The date when you input the assessment results, or completed a previous assessment)

    Improvement

    COR/SLO Modification Recommended (select from N/A, No, or Yes – did your assessment lead you to believe there needs to be a modification?)

Step 4. Add Follow-up (Once you have reassessed the course, after implementing your improvements, you will complete the Follow-up – the link to input this information is located underneath the Improvement you create)

    Follow-up date (the date you completed the assessment, or the date you are inputting into TracDat, whichever makes more sense)

    Follow Up

TracDat V

Sample of Completed Assessment Worksheet

This template includes **SOME EXAMPLES** of the types of information you **MIGHT** input into the data entry fields you will find in TracDat V. The examples come from actual assessments conducted across a range of disciplines. Some of the examples are minimalistic, others provide more depth.

You can then use the **empty template form** to plan your assessments and write your reports. These reports can then be copied and pasted directly into TracDat. Alternatively you type directly into TracDat.

Step 1. Start the assessment with a Course Plan (SLO level assessment) – (click on Course Planning and then again on Course Plan to start the assessment process)

Assessment Method Category (select one of the following options – for planning purposes it might be helpful if you erase all those that don't apply before you enter TracDat – or highlight the one that does apply – see highlighted example below.)

- o Exam/Quiz – Embedded Questions tied to SLOS
- o Exam/Quiz – Pre-post test
- o Mixed methods
- o Performance
- o Presentation
- o Project
- o Survey
- o Written Assignment

Assessment Method (Type out a summary of the assessment you plan on doing – provide a clear understanding of the plan, but consider uploading specific assignments, test questions etc. into the Document Repository – unless you want everything to print onto the report. Be sure to provide enough detail that another person, maybe another discipline member, could grasp the overall concept of your assessment)

The following are examples that currently exist in TracDat – (*In parenthesis are suggestions for enhancements, or comments on the statement*)

English - Ghandi essay with multiple readers grading by rubric (*maybe provide the title of the essay and expected requirements*)

English - Embedded essay question(s) on final exam designed to assess achievement of SLOs #1, 2, 3, 4, and 4c. After the final exam, I collected and recorded 20 representative responses from students (32 students = final enrollment count). I analyzed these papers using the attached rubric in order to establish a benchmark which would use the prompt questions as a means of determining the degree of mastery of the above-mentioned SLOs. (*Nice and clear indication of process*)

Art - The Final Project, a painting, along with preparatory drawing, will be assessed according to a rubric. This rubric contains the specific points listed in SLO 3. (*Maybe reiterate the specific points to clearly set the expectations*)

ECE - A new assignment was created to discern whether students would be able to take the knowledge taught in the adult classroom regarding specific theoretical models and teaching strategies and identify these same theories and strategies in the actions observed of a teacher in an early childhood education setting. The assignment was in the form of an observation with separate sections identified for the specific purpose of highlighting theory and strategies. These same sections were delineated on the grading rubric and so data collection was relatively simple as part of the grading process.

During class information was shared via PowerPoint, and in-class discussions, regarding the developmental theories associated with Jean Piaget (constructivism), Lev Vygotsky (social constructivism), Erik Erikson (psychosocial development), Abraham Maslow (hierarchy of needs) and Skinner and Watson (behaviorism). The students were provided with a blank chart to use during in-class activities to assist them in organizing their understanding of the main points regarding each theory, and how this theory might look in the classroom – a simplistic graphic organizer. The students were encouraged to take this document with them on their observation or to use it as a reference tool when they wrote up their observation. The students were also shown photographs from the internship class (EAR 30) of activities that were then analyzed to determine theoretical influences. (*Just be aware that when you include this much information, it will all print on the reports you can run in TracDat – if that's what you want, then go right ahead and include this amount of information*)

ECE - Students will complete a total of 12 take home tests. Each test will have 25 multiple choice questions. Specific questions on each test will be identified as aligning to SLO 1 and scores on these questions will be calculated to show an average level of performance by the class on these embedded questions. The same will be done for SLO 2, 3, 4, & 5 for EAR 20.

Benchmark (Identify the level of competency you would like to see in this assessment – For example, you could identify this as an initial assessment and you are setting a baseline of understanding, or identify a specific %, or average of success you want from the students.)

English - Baseline Setting Assessment (*this type of benchmark might be used if this is the first time the assignment is being used and so the instructor has no level of expectation for level of ability*)

Art (*This benchmark demonstrated the scoring rubric for the assignment*)

Preparatory Drawing Plan/Composition   4   3   2   1   0

Final Painting Demonstrates Good Design   4   3   2   1   0

Final Painting Demonstrates Creative Solutions   4   3   2   1   0

The Painting Process is Evident and Successful   4   3   2   1   0

Self-Expression is Genuine and Successful   4   3   2   1   0

ECE

This is a baseline assessment, but it is anticipated that students will average 75% on these tests. (*You might have been teaching the class for a while, using the assessment tool, and you already have an idea of how the students might perform.*)

Notes (You can put whatever helps you with your planning in this location, maybe other faculty involved, documents that relate to the assessment)

(Once you have input this information in TracDat don't forget to Save and then Return)

Step 2. Add the Summary of Results from the Assessment – (click on Course Planning and then Results to complete the assessment process)

Summary of Results Date (identify the current date, or backdate to a previous semester if appropriate)

Summary of Results (Type a comprehensive summary of what you learned after analyzing the data from the assessment. You can embed data fields from Word.)

English (*reporting out on a completed assignment – showing data and analysis of results*)

Poorly or Not At All	2/20 students
Minimally	5/20 students
Adequately	11/20 students
Very to Extremely Well	2/20 students

Regarding the "degree to which the students demonstrated mastery of basic course material regarding history and types of children's literature" [SLO 1], I was very impressed overall with students' ability to remember forms and types of early children's literature, including fables, folk and fairy tales, didactic forms (primers, hornbooks, chapbooks), and adventure books. Overall, students successfully mastered this learning objective.

Psychology – (*simple statement of percentage of success -With this example it would be advisable to go further with the analysis – e.g., identify any specific areas where focused attention is needed? Provide a statement as to why level of achievement is satisfactory to the discipline*)

On average, students answered 73.39% of these questions correctly.

ECE – (*extended analysis of percentage of success*)

Student's averaged 80% on the embedded questions that aligned with SLO 1. In addition, it was noted based on an analysis of the types of questions with which students struggled that more clarity was needed in some of the PowerPoint slides, that student's struggled more with questions where they needed to interpret the material, e.g., scenario questions, or questions where they had to apply the information from the class to a situation. In addition, it was also noted that students also got many questions incorrect where the answer was clearly and easily available in the text, suggesting either that the students didn't read the text, didn't allocate enough time for the texts, or were unable to comprehend the text.

Semester Assessed (Select the semester in which you actually assessed the course)

Benchmark met (select n/a, no or yes)

4

Step 3. Add Improvement (this is the start of a closing the loop assessment – the link to input this information will be directly below the results you just input)

> **Improvement Date (**The date when you input the assessment results, or completed a previous assessment)

> **Improvement** (Identify your plan of action for modifying your course – maybe you change the way the questions on a test are worded, you include more small group activities to enhance understanding, you give more information in your PowerPoint – type our your plan here. You can upload any documents that are connected to the improvement into the Document Repository.)

> **ECE -** (Simple statement identifying the changes implemented in the class prior to the next assessment of the same assignment)

Identified topics that needed more clarification were added to PowerPoints and in-class discussions. Students were provided additional recommendations regarding the amount of time needed for completing the tests, strongly emphasized the need to decode the situational questions, e.g., define the words and meaning of the question prior to answering. Practice decoding questions in-class 10/29/2013.

In terms of on-going improvement a study will be conducted in the summer to determine whether an additional required class, EAR 20, also provides a level of support for students to learn about children with disabilities, which in turn would also prepare them to be successful in the internship, and in reaching PLO 4s outcome. 06/01/2013

On-going improvement in this area will include the sharing of videos of teaching in action to try and prepare them for the observation itself. In addition, the homework overview has already been modified to make the requirements extremely explicit – both versions are attached to show the changes in format. 09/14/2014

> **COR/SLO Modification Recommended** (select from N/A, No, or Yes – did your assessment lead you to believe there needs to be a modification?)

Step 4. Add Follow-up (Once you have reassessed the course, after implementing your improvements, you will complete the Follow-up – the link to input this information is located underneath the Improvement you create)

> **Follow-up date** (the date you completed the assessment, or the date you are inputting into TracDat, whichever makes more sense)

> **Follow Up** (In here you will identify the assessment you used for the follow-up, the outcome of the follow-up, how you have now close the assessment loop.)

> These will look similar to the entries for the initial Assessment Method area in TracDat – you are likely to refer to the previous assessments, results, and this now serves as your closing the loop activity.