

NORCO COLLEGE
ANNUAL ASSESSMENT REPORT
2018-2019

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NOVEMBER 22ND, 2019

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INTRODUCTION

Norco College engages in continuous outcome improvement by systematically assessing student learning outcomes (SLOs), program learning outcomes (PLOs), and service area outcomes (SAOs). Assessment is tracked along a six-year cycle, with every learning outcome fully assessed at least once within the cycle. Assessment results are tracked, stored, and shared using the Nuventive Improve platform.

This document summarizes assessment activities at Norco College for the 2018-2019 academic year. The report is produced annually each fall and posted publicly at the Norco Assessment Committee (NAC) website: <https://www.norcollege.edu/committees/assess/Pages/documents.aspx>. Questions about the report or the information it contains can be sent to Laura Adams, Faculty Assessment Coordinator or Greg Aycock, Dean of Institutional Effectiveness.

INSTRUCTIONAL LEARNING OUTCOMES ASSESSMENT

The 2018-2019 academic year was the second year of our effort to reach 100% SLO & PLO assessment before the end of our 6-year cycle, which concludes in Fall 2019. Norco College switched to the 6-year cycle of assessment to align with the 3-year program review cycle, to ensure better connection between assessment and program review and to improve the assessment process. Previously, faculty were asked to assess at least one SLO in each course or program every four years. However, one unintended consequence of the shift was that we switched to a 6-year cycle and new assessment criteria mid-cycle. This left us with a considerable backlog of assessment. Disciplines that had been 100% compliant with the old criteria did not meet the standards of our new criteria. The majority of our efforts in instructional SLO assessment were in service of reaching the 100% assessment goal.

2018-2019 TRENDS IMPACTING LEARNING OUTCOME ASSESSMENT

RESEARCH & ASSESSMENT MANAGER

In the 2018-2019 academic year, the Research & Assessment Manager (RAM) position was created. Dr. Kevin Carlson was hired as our first RAM and worked in that capacity throughout 2018-2019. Dr. Carlson spent a significant portion of his time working directly with faculty to plan, facilitate, and encourage assessment activities.

INCREASED FACULTY SUPPORT

To reach the 100% goal for instructional SLO assessment, additional opportunities to support faculty were created including:

- Full group and breakout sessions during 2018 Fall Flex and 2019 Spring Flex Sessions
- Weekly SLO Assessment Drop-in Hours with the Faculty Assessment Coordinator and the Research & Assessment Manager
- Training sessions for part-time faculty members in the BEIT department

- Visits to the Fall 2018 department meeting of Science & Kinesiology
- Training sessions & workshops offered at nights and on Fridays to reach part-time faculty with nontraditional schedules
- Dedicated training and professional development offered at First Friday training for new faculty
- Targeted outreach to disciplines and programs by the Research & Assessment Manager

This list represents a considerable increase in the amount of support for assessment work. As always, faculty were encouraged to schedule one on one meetings with the Faculty Assessment Coordinator or Research Assessment Manager to work on student learning outcomes assessment.

We consistently found that the Nuventive Improve platform was a barrier to submitting learning outcome reports. The interface is often considered confusing, redundant, or inconsistent. This was particularly true for our associate faculty members who may be using the platform infrequently or who must learn different systems to work within different colleges. To reduce this barrier, we created a [Microsoft Form](#) that replicated the questions asked within Nuventive (see [Appendix A for a PDF copy of the SLO report](#) and [Appendix B for a PDF copy of the PLO report](#)). Faculty can log in to the SLO Report Form with their RCCD credentials and submit SLO results. Their submissions are tracked in an Excel spreadsheet and are then manually entered by our Nuventive Administrator, Charise Allingham. The link to the SLO Report is placed on the Assessment Committee website and is frequently sent out to faculty in email. Feedback about the report form has been overwhelmingly positive, particularly from our associate faculty.

PROFESSIONAL DEVELOPMENT

To learn more about how to facilitate the assessment process on our campus, key individuals working on assessment participated in professional development opportunities. Norco College sent a group of people with administrative level access to the Nuventive Platform (Laura Adams, Charise Allingham, and Kevin Carlson) to the 2018 Nuventive Users group meeting. In 2019, a team representing Norco College (Laura Adams, Charise Allingham, Greg Aycock, Kevin Carlson, and Jethro Midgett) attended the 2019 SLO Symposium. Information from each meeting was shared with the Norco Assessment Committee, typically during a new component of the meeting agenda called “Assessment Highlight.” The SLO Symposium was particularly useful and ideas from this event were implemented immediately on our campus, including the Survey of Assessment (see below).

COURSE LEVEL ASSESSMENT

The list of courses that had never been previously assessed was continually monitored, updated, and used as a tracking and planning document to gauge our progress toward the 100% goal.

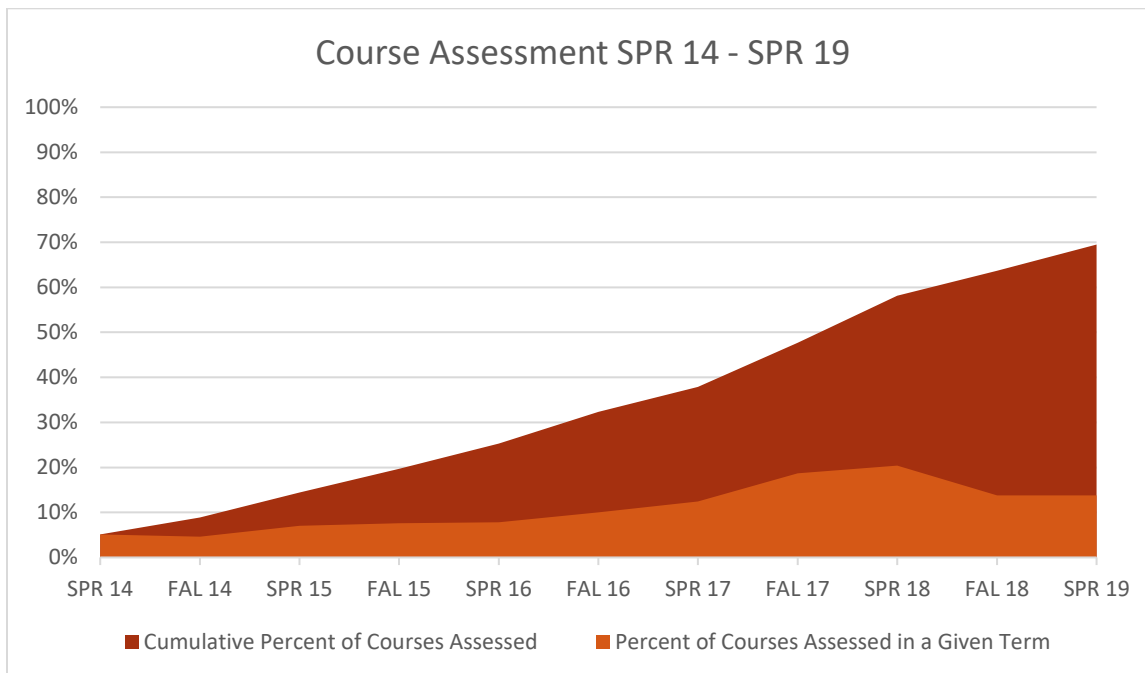
Summary of Courses Assessed Fall 2018-Spring 2019

- # of Courses in the Fall 2018 – Spring 2019 academic year: 603
- # of Courses with Assessment Results between Fall 2018 – Spring 2019: 155
- % of Courses Assessed: 25.7%

In contrast, 34.2% of courses were assessed in the previous academic year, Fall 2017 – Spring 2018. This was our second full year of generating awareness of facilitating progress toward the 100% assessment goal. The reduction in percentage of courses assessed may have occurred because faculty had entered any backlog of existing assessment results in the previous year and collected any data that were readily accessible. The assessment that remained to be done in Fall 2018 – Spring 2019 were projects that were tougher to complete. These were often assessments that needed to be designed and data collected before results could be entered. In other cases, the courses were infrequently offered or taught by associate faculty who needed training in assessment before they could complete the project. The work of completing the 100% assessment goal becomes more difficult as we get closer to the end of the cycle.

When the data for the 2019-2019 academic year are added into the total progress during the current 6-year assessment cycle, 69.5% of courses have completed assessment of at least one SLO (420 out of 604).

Progress over the 6-year cycle can be visualized in the following chart.



The rate of progress increased considerably during the Fall 2017 and Spring 2018 semesters. In our final semester of the cycle, Fall 2019, we will need to be targeted and creative to ensure that all courses are fully assessed. This may include directly contacting faculty, department chairs, and deans of instruction who oversee courses that still need to be assessed. We should plan to hold multiple workshops during the semester for faculty to drop-in to work on assessment. We will also need to have regular communication with all faculty and administration about our progress toward the goal.

PROGRAM LEVEL ASSESSMENT

The 100% assessment goal also lead us to monitor our work on program level assessment. However, in our initial push to reach the goal, we focused almost entirely on course SLO assessment, with little progress made toward PLOs. Our lack of progress toward PLO assessment became readily apparent in the 2017-2018 Annual Report of Assessment, which served as a call to action. In the 2018-2019 academic year we created a master list of programs and PLOs so that we could monitor, update, and use the list as a tracking and planning document to gauge our progress. We held workshops during the Spring 2019 Flex Day event to focus on PLO assessment.

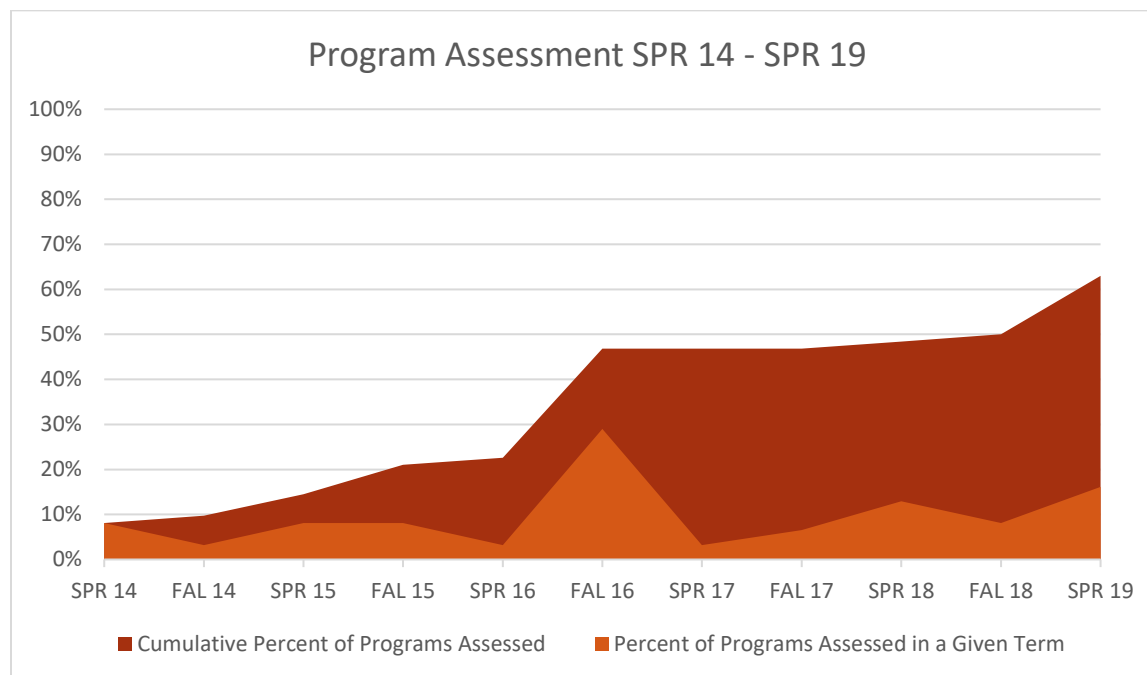
Summary of Programs Assessed Fall 2018-Spring 2019

- # of Programs in the Fall 2018 – Spring 2019 academic year: 62
- # of Programs with Assessment Results between Fall 2018 – Spring 2019: 12
- % of Programs Assessed: 19.35%

In contrast, only 8% of courses were assessed in the previous academic year, Fall 2017 – Spring 2018.

When the data for the 2018-2019 academic year are added into the total progress during the current 6-year assessment cycle, 63% of programs have completed assessment of at least one PLO (39 out of 62).

Progress over the 6-year cycle can be visualized in the following chart.



The rate of increase in cumulative program assessment is readily apparent in the jump from Fall 2018 to Spring 2019. We plan to continue this trajectory in the Fall 2019 semester by developing a streamlined approach to PLO assessment and offering drop-in workshops along with targeted outreach to the programs that remain to be assessed. Information about each type of programs is included in the next three subsections.

ASSOCIATE DEGREES FOR TRANSFER

Summary of ADT Programs Assessed Fall 2018-Spring 2019

- # of ADT Programs in the Fall 2018 – Spring 2019 academic year: 23
- # of ADT Programs with Assessment Results between Fall 2018 – Spring 2019: 6
- % of ADT Programs: 26.1%

When the data for the 2018-2019 academic year are added into the total progress during the current 6-year assessment cycle, 56.5% of ADT programs have completed assessment of at least one PLO (13 out of 23).

CTE PROGRAMS & CERTIFICATES

Summary of CTE Programs & Certificates Assessed Fall 2018-Spring 2019

- # of CTE Programs & Certificates in the Fall 2018 – Spring 2019 academic year: 32
- # of CTE Programs & Certificates with Assessment Results between Fall 2018 – Spring 2019: 10
- % of CTE Programs & Certificates Programs: 31.3%

When the data for the 2018-2019 academic year are added into the total progress during the current 6-year assessment cycle, 66% of AOE programs have completed assessment of at least one PLO (21 out of 32).

AREA OF EMPHASIS DEGREES

Summary of AOE Programs Assessed Fall 2018-Spring 2019

- # of AOE Programs in the Fall 2018 – Spring 2019 academic year: 7
- # of AOE Programs with Assessment Results between Fall 2018 – Spring 2019: 1
- % of AOE Programs: 14.3%

When the data for the 2018-2019 academic year are added into the total progress during the current 6-year assessment cycle, 57.1% of AOE programs have completed assessment of at least one PLO (4 out of 7). In the 2018-2019 academic year, there were two major events in PLO assessment, which are discussed below.

Even with these events, we are relatively further behind in AOE assessment than other types of program level assessment. To remedy this, the Office of Institutional Effectiveness plans to facilitate a massive data collection in the Fall 2019 semester for all remaining unassessed AOE PLOs. This will ensure that all AOE PLOs will have been assessed at least once within the current six-year cycle. Going forward, we will want to plan to a more effective rotation cycle for assessing AOE programs in the next six-year cycle, so that the work can be distributed more evenly. .

COMMUNICATIONS, MEDIA, & LANGUAGES AOE ASSESSMENT DISCUSSION

In the Spring 2018 semester, data were collected to assess two PLOs from the Communications, Media, & Languages (CML) AOE degree.

- PLO 3: Evaluate and apply appropriate evidence in support of arguments made in different forms of communication.
- PLO 6: Use a Variety of research methods to collect and evaluate sources and evidence to apply in various forms of communication.

These PLOs were selected because it was possible, in many cases, for faculty to provide assessment data for each PLO from a single assignment.

The office of Institutional Effectiveness facilitated data collection across multiple sections of multiple courses aligned with the PLOs and created a report to summarize the data disaggregated by number of units completed, ethnicity, age, and gender. Both PLOs were evaluated using a benchmark of at least 70% of advanced students (those who completed more than four units in the program) achieving competency (2.0 or higher on a 0-4 scale). This benchmark was exceeded in both assessments. For PLO #3, 85.6% of the advanced group met or exceeded the benchmark ([See Appendix C](#)). For PLO #6, 89.7% of advanced students met or exceeded the benchmark ([See Appendix D](#)).

All faculty, particularly those who participated in the CML AOE assessment were invited to discuss these results at a Workshop held during the Fall 2018 semester. This was rich discussion involving members of the assessment committee and faculty representing the disciplines involved in this data collection ([See Appendix E for notes from this discussion, which were distributed and discussed during the 2/13/2019 Norco Assessment Committee Meeting](#)). The Workshop participants were very pleased to see that the benchmarks for both PLOs were exceeded and that advanced students showed a higher percentage meeting benchmark than beginning students.

A large portion of the discussion involved the data disaggregated by ethnicity. In past assessments, we've often seen disproportionate impact affecting African American students. However, that was not the case in this assessment. We are hopeful that recent efforts for professional development regarding equity are beginning to make an impact for our students.

FINE & APPLIED ARTS AOE DATA COLLECTION

Data were collected in Spring 2019 to assess all four PLOs from the Fine & Applied Arts (FAA) AOE. As always, this data collection was facilitated by the office of Institutional Effectiveness and involved multiple sections of multiple courses aligned with the PLOs.

Probable courses were identified and instructors were invited to participate. Those who agreed then linked the PLOs to an assignment at rated each student's work on a scale of 0 (No Evidence of Competency) to 4 (Strong Evidence of Competency). The results will be analyzed and discussed during the 2019-2020 academic year and summarized in the 2019-2020 Annual Assessment Report.

GENERAL EDUCATION ASSESSMENT

The Office of Institutional Effectiveness facilitates data collection and discussion for general education learning outcomes (GELOs). All GELOs have been assessed in our current 6-year cycle of assessment. Because GELO assessment is up to date, no new data were collected for GELO assessment this academic year. We did hold an Assessment Workshop to discuss the results of data collected in the 2017-2018 academic year. Those results are discussed below.

SELF-DEVELOPMENT & GLOBAL AWARENESS GELO DISCUSSION

In the Spring 2018 semester, data were collected to assess the Self-Development and Global Awareness GELO. More specifically, we chose to focus on this portion of the GELO:

Demonstrate an understanding of what it means to be an ethical human being and effective citizen in their awareness of diversity and various cultural viewpoints.

The office of Institutional Effectiveness facilitated data collection across multiple sections of thirteen courses aligned with the GELO and created a report to summarize the data disaggregated by number of units completed, ethnicity, age, and gender.

The GELO was evaluated using a benchmark of at least 70% of advanced students (those who completed more than fifteen units in the program) achieving competency (2.0 or higher on a 0-4 scale). The results demonstrated that 85.3% of the advanced group achieved competency, exceeding the 70% benchmark ([See Appendix F](#)).

The results of the GELO assessment were discussed at an Assessment Workshop held during the Fall 2018 semester (See Appendix E for notes from this discussion, which were distributed and discussed during the 2/13/2019 Norco Assessment Committee Meeting). Workshop participants were pleased to see that the benchmarks for the GELO was met, and that the disaggregated results did not show disproportionate impact.

However, it was noted students who had 15 or less units in the program also exceeded the 70% benchmark on this assessment. This leads to some concern about the role the program played in the outcome. Perhaps students are beginning the program with a high degree of competency in this area. No changes were recommended at this time, but this an area that we should continue to monitor. We may want to consider raising the benchmark on the next assessment so that we can continue to encourage growth within our general education program.

SURVEY OF ASSESSMENT

In early April 2019, the Norco Assessment Committee sent out a survey to all faculty requesting feedback on various aspects of the assessment process. A total of 62 faculty responded with a ratio of full-time to part-time at 62% and 38%, respectively. Respondents were asked, "What is your school?" with the following distribution school affiliation:

Answer Choices	Responses
Arts & Humanities	37.10% 23
Business & Management	6.45% 4

Social & Behavioral Sciences	30.65%	19
STEM	27.42%	17
Answered		62

Survey questions assessed overall knowledge of SLOs, effectiveness of the SLO Process, challenges in the SLO processes, and professional development in SLO assessment. The first part of the survey on overall knowledge of SLOs posed ten statements with a rating system of Strongly Disagree (1) to Strongly Agree (4). All items in this area received a weighted average that ranged between 1 and 4, and the overall weighted average for this part of the survey was 3.25 which showed relatively strong agreement in this area of the survey. The highest rated item was “I have SLOs on my syllabus for all my classes” at 3.93, and the lowest was “I know how well Norco College students are meeting the GELOs” at 2.21. The second part of the survey was on the effectiveness of the SLO process and this section had a weighted average of 3.07. Most of the items in this area inquired about wither SLOs were part of the culture (highest at 3.34), or the role and importance SLOs played in the program review process and at the department/service area level. The third part of the survey assessed challenges faced in the assessment process. Some of the challenges identified in the assessment process were insufficient time and training. Of some concern was the open ended responses citing the lack of ease in getting reimbursed for time spent on assessment. Areas of training that were needed were in Program Level Outcome (PLOs) Assessment and data reporting for SLOs. Some positives feedback in the open-ended responses were regarding the use of Canvas in assessment and the addition of the Research and Assessment Manager. As for the mode to receive training, the two most popular were in-person workshops and videos posted on the assessment website. Also in open-ended questions, some focus was on FLEX as an opportunity for assessment training.

The results of this survey were presented to NAC members in the meeting on September 11, 2019. In looking at the results, NAC members realized that there needed to be greater focus on program assessment. It was noted as positive that assessment has become viewed as part of the institutional structure. One very concerning item to all NAC members was the difficulty part-time faculty are facing to get compensated for assessment work. It was suggested that there needed to be increased understanding of this process on the part of full-time faculty so they could assist part-timers and hopefully make it less difficult for them.

This was the first time a survey was sent to faculty for feedback on the assessment process. It provided valuable information and pointed to potential areas for improvement. In the future, if this survey is administered again, it is suggested that some of the questions be changed and that a more focused campaign is launched to increase part-time faculty respondents.

STUDENT SERVICES ASSESSMENT

Student Services continues to approach program review as a continuous, ongoing process. All Student Services areas are required to complete program review, which includes the following three sections:

1 – Area Overview

2 – Assessing Outcomes

3 - Needs Assessment

For the 2018-19 academic year, 22 programs submitted program reviews utilizing a template approved by the Student Services Planning Council. These documents can be found on the Student Services Program Review Webpage.

The outcomes assessment summary for these 22 areas are included in the table below. The division maintained all previous guidelines and parameters in relationship to service area goals and outcomes. Of the 22 student services areas, there were 81 outcomes measured during the 2018-19 academic year. The division maintained a consistent process of engaging in authentic assessment and documented 59 assessments.

NSSV Department	SAO		SLO			Number of Outcomes	Authentic Assessment
	General	Satisfaction Survey	In-Direct	Direct	Student Success Measure		
Admissions & Records	2	1				3	2
Assessment Center	4		1	5		5	1
Athletics	1		1	1		3	3
CalWORKs				1	2	3	3
Career Center				3		3	3
Counseling	5			3	1	9	4
Disability Resource Center (DRC)	1				2	3	2
EOPS/CARE/NextUp	2				3	5	3
Health Services				3		3	3
Dual Enrollment					4	4	4

Outreach			2	2		4	3
Puente Program			1		4	5	3
Student Employment	1			1	1	3	3
Student Financial Services	1		1	1		3	2
Student Life	1			2		3	2
Student Support Services (SSS)	1			1	2	4	3
Student Support Services(RISE)				1	3	4	4
Transfer Center						2	0
Upward Bound - Centennial				1		3	3
Upward Bound - Corona				1	2	3	3
Upward Bound – Norte Vista				3		3	3
Veterans Services			1	1	1	3	2
TOTALS -	12	1	4	30	25	81	59

SUMMARY

The 2018-2019 academic year was a busy time for Learning Outcome Assessment. We continued to remain focused on the 100% goal for assessment in all programs and all courses in anticipation of the end of our current six-year cycle of assessment (Fall 2019) and in preparation for the upcoming accreditation visit (Spring 2020). The capacity of our “assessment team” grew significantly with the addition of Dr. Kevin Carlson as the Research and Assessment Manager. We held more workshops, training sessions, direct outreach, and drop-in hours than ever before and were better able to support assessment efforts as a result. In addition, we created a set of online forms that streamlined and

simplified the assessment reporting process for faculty. For the first time, we conducted a large scale survey of Norco College faculty to learn more about their experience SLO assessment on our campus.

As a result, we continued to make progress toward our 100% goal. The pace of course SLO assessment slowed slightly during 2018-2019, but the overall percentage of courses assessed continued to increase. About 40% of courses still need assessment of at least one SLO. In contrast, the rate of assessment for program PLOs increased in 2018-2019. Just under 40% of programs still need assessment for at least one PLO.

Fall 2019 is the last semester in the current six-year cycle of assessment. We will need to achieve the highest rate of both SLO and PLO assessment ever seen at Norco College to meet the 100% goal. To accomplish this, we plan to increase the number of assessment workshops for faculty. We will reach out directly to department chairs, deans of instruction, and the vice president of academic affairs with frequent updates about the SLO assessment. We will give targeted outreach to disciplines and faculty members with a greater percentage of unassessed SLOs or PLOs. Finally, we will work with information from the curriculum committee to make sure that our list of student learning outcomes is up to date and accurate. Any courses or programs that are in the process of exclusion, that have brand new SLOs, or that have not been offered during the six-year cycle will be identified so that we can accurately track the assessment that remains to be before the end of 2019.

Student Learning Outcome Assessment Report

Use this form to report an assessment of ONE student learning outcome for a specific course or program. You can submit this report multiple times, reporting on the assessment of a different learning outcome each time.

For example, if you are assessing three SLOs from a single course, you will submit this report three times. Once for each SLO associated with the course.

Hi Charise, when you submit this form, the owner will be able to see your name and email address.

Required

1. Instructor(s) Name(s)

Please list the names of any faculty members who contributed information to this report.

Enter your answer

2. Semester Assessed (e.g. Fall 2018)

Enter your answer

3. Course Delivery Format

What types of course delivery formats are included in this assessment? Select all that apply.

Lecture or Web-enhanced

Hybrid

Online

4. Special Programs

Does your assessment include data from courses in any of the following special programs? If so, select the program from this list. If not, skip to the next question.

Umoja

Puente

Honors

Dual Enrollment

Prison Education Program of Norco

5. Type of Outcome

Course Student Learning Outcome (SLO) Report

Program Student Learning Outcome (PLO) Report

6. Course Number & Name

EX: "PSY-8 Social Psychology"

Enter your answer

7. Course SLO Number

Identify the number of the SLO that was assessed.

NOTE: you can only use this form to report on one SLO at a time.

1

- 2
- 3
- 4
- 5
- Other

8. Course SLO

NOTE: you can only use this form to report on one SLO at a time.

EX: "SLO 1 - Demonstrate knowledge of current social psychological theories."

Enter your answer

9. Course SLO Assessment Method

Select all that apply.

- Exam/Quiz
- Project (Performance, Presentation, Activity, Case Study)
- Writing
- Mixed-Method (Use this if assessment included different types of tasks)
- Other

10. Course SLO Assessment Method Description

How did you assess this learning outcome? Give enough detail so that a colleague could understand the task students completed.

EX: "Ten questions tied to this learning outcome were embedded in the final exam for this course. Student responses were rated on a 0-4 scale, where 0=no evidence of competency and 4=mastery."

Enter your answer

11. Course SLO Benchmark

This is where we identify the level of competency you would like to see in this assessment.

We suggest a 70% benchmark, meaning 70% of students will achieve a passing score on the task.

If you want to use a different benchmark, please select "OTHER" and describe below.

EX: "70% of students will be rated a minimum of 2 on the rubric, indicating a passing level of competency."

70% of students will achieve a passing score on the task

Other

12. Course SLO Summary of Assessment Results.

Provide a simple statement of the percentage of student success on the task.

PLEASE DO NOT GIVE ANY INFORMATION OR DATA FOR INDIVIDUAL STUDENTS (E.G., NAME, ID, GRADES ON ASSIGNMENTS, RATINGS ON A RUBRIC, WHETHER OR NOT THEY PASSED THE COURSE). You should report only group-level data (e.g., 17 out of 23 students met the standard).

EX: "85% of students scored a 2 or higher on this assessment."

Enter your answer

13. Course SLO Benchmark Met?

Did your students meet the benchmark you set for this task?

Yes

No

14. Course SLO Reflection on Results.

What did you learn from this assessment? For example, if students did not meet the benchmark, you can explore potential reasons why this might have happened (e.g. the topic may need more emphasis during instruction, the task may have been unclear, students may not have had access to needed material, etc).

EX1 - If benchmark is met: "This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth."

EX2 - If benchmark isn't met: "Students performed below the benchmark. These results were discussed with discipline members and we plan to consider the following possibilities for the outcome: Is the instruction method appropriate? Did students have prerequisite knowledge? Do students need more scaffolding for the assignment? Was this an appropriate assessment for this SLO? Does the course outline of record need revision? Etc"

Enter your answer

15. Thank you for contributing to the SLO assessment effort at Norco College!

Do you need follow-up from members of the Norco Assessment Committee? Tell us your comments, questions, or needs and we will be in touch shortly.

Enter your answer

Send me an email receipt of my responses

Submit

Student Learning Outcome Assessment Report

Use this form to report an assessment of ONE student learning outcome for a specific course or program. You can submit this report multiple times, reporting on the assessment of a different learning outcome each time.

For example, if you are assessing three SLOs from a single course, you will submit this report three times. Once for each SLO associated with the course.

Hi Charise, when you submit this form, the owner will be able to see your name and email address.

Required

1. Instructor(s) Name(s)

Please list the names of any faculty members who contributed information to this report.

Enter your answer

2. Semester Assessed (e.g. Fall 2018)

Enter your answer

3. Course Delivery Format

What types of course delivery formats are included in this assessment? Select all that apply.

Lecture or Web-enhanced

Hybrid

Online

4. Special Programs

Does your assessment include data from courses in any of the following special programs? If so, select the program from this list. If not, skip to the next question.

Umoja

Puente

Honors

Dual Enrollment

Prison Education Program of Norco

5. Type of Outcome

Course Student Learning Outcome (SLO) Report

Program Student Learning Outcome (PLO) Report

6. Program Name

Enter your answer

7. Program SLO Number

Identify the number of the SLO that was assessed.

NOTE: you can only use this form to report on one SLO at a time.

1

2

3

4

5

Other

8. Program SLO

EX: "PLO 3: Analyze the primary subfields of psychology and gauge their contributions to the understanding of behavior, cognition, & emotion."

Enter your answer

9. Program SLO Assessment Method

Aggregate Existing Course SLO Results

Assess Program SLO Mastery in a Capstone Course

Assess Program SLO Mastery Across Multiple Courses

10. Program SLO Assessment Method Description

How did you assess this learning outcome? Give enough detail so that a colleague could recreate the assessment.

EX: "The Business program created a report of all SLO results that map to PLOs. We summarized the information and identified areas for improvement."

Enter your answer

11. Program SLO Benchmark

This is where we identify the level of competency you would like to see in this assessment. We suggest options that work well for curriculum mapping projects, aggregating assessments collected from multiple semesters/courses, and assessing a single project in a capstone course.

If you want to use a different benchmark, please select "OTHER" and describe below.

- At least 50% of SLO assessments mapped to this PLO met the benchmark (this works well if you are aggregating assessments performed in multiple sections or courses).
- 70% of students will achieve a passing score on the a task completed in a capstone course (we recommend this benchmark for program SLOs that are assessed one time in one class).
- Other

12. Program SLO Summary of Assessment Results

Provide a simple statement of the percentage of student success on the task or number of courses / learning outcomes that map to a specific program SLO.

PLEASE DO NOT GIVE ANY INFORMATION OR DATA FOR INDIVIDUAL STUDENTS (E.G., NAME, ID, GRADES ON ASSIGNMENTS, RATINGS ON A RUBRIC, WHETHER OR NOT THEY PASSED THE COURSE). You should report only group-level data (e.g., 17 out of 23 students met the standard).

EX: "76% of SLO assessments mapped to this PLO met their benchmark."

Enter your answer

13. Program SLO Benchmark Met?

EX: "Did your students meet the benchmark?"

- Yes
- No

14. Program SLO Reflection on Results

What did you learn from this assessment? For example, if students did not meet the benchmark, you can explore potential reasons why this might have happened (e.g. the topic may need more emphasis

during instruction, the task may have been unclear, students may not have had access to needed material, etc).

EX1 - If benchmark is met: "This assessment indicated that students are exceeding the benchmark for this program SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or including other assessments to encourage student growth."

EX2 - If benchmark isn't met: "Students performed below the benchmark. These results were discussed with discipline members and we plan to consider the following possibilities for the outcome: Is the instruction method appropriate? Did students have prerequisite knowledge? Do students need more scaffolding for this outcome? Are courses in the program taken in a logical sequence? Does this topic need to be reinforced in multiple courses throughout the program? Does the program outline of record need revision? Etc"

Enter your answer

15. Thank you for contributing to the SLO assessment effort at Norco College!

Do you need follow-up from members of the Norco Assessment Committee? Tell us your comments, questions, or needs and we will be in touch shortly.

Enter your answer

Send me an email receipt of my responses

Submit

APPENDIX C: SUMMARY OF RESULTS FOR CML AOE ASSESSMENT FOR PLO 3.

PROGRAM: AOE Communications, Media and Languages PLO 3

PLO(S) ASSESSED: Evaluate and apply appropriate evidence in support of arguments made in different forms of communication.

COURSES INVOLVED: COM-1, ENG-1B, LIB-1, SPA-8

ASSESSMENT METHOD: Based on the rubric below, rated each student in class on an artifact (test/quiz, project, assignment, etc.) that mapped to above PLO:

0- NO EVIDENCE OF COMPETENCY

1 - VERY LIMITED EVIDENCE OF COMPETENCY, NOT PASSING

2 - EVIDENCE OF COMPETENCY IS LIMITED, BUT PASSING

3 - ADEQUATE EVIDENCE OF COMPETENCY

4 - STRONG EVIDENCE OF COMPETENCY

BENCHMARK (*TO BE COMPLETED BY PROGRAM LEADER OR DESIGNEE*):

- At least 70% (e.g. 70%) of the advanced group in my program will score 2.0 (e.g. 3.0) or above

SUMMARY OF PROGRAM ASSESSMENT RESULTS

Total number of students involved in PLO assessment:	233
Average number of total units completed:	34.58
Average number of units completed in program:	6.82
Percent of all students at 2.0 or above on PLO Assessment:	79.4%

PLO Score	Frequency	Percent
0	34	14.6%
1	14	6.0%
2	24	10.3%
3	77	33.0%
4	84	36.1%

YOUR PROGRAM WAS DIVIDED INTO 2 GROUPS DEFINED AS FOLLOWS

- GROUP 1—Program Beginners: 4 or less units completed in the program at the beginning of the fall semester.
- GROUP 2—Program (almost) Completers: More than 4 units completed in the program at the beginning of the fall semester.

	% AT OR ABOVE 2 ON PLO	AVERAGE PLO SCORE	TOTAL # IN GROUP
GRP 1-PROGRAM BEGINNERS	72.2%	2.47	108
GRP 2-PROGRAM (almost) COMPLETERS	85.6%	2.90	125

Group 2 average PLO assessment score was significantly higher than Group 1. (t=2.304, p<.05)

* If a group's average PLO assessment score was significantly higher than the other group, there was less than 5% probability that this occurred by chance. We are inferring that a significantly higher average PLO assessment score for a group indicates greater mastery of the PLO.

SUMMARY OF PROGRAM ASSESSMENT RESULTS DISAGGREGATED BY ETHNICITY, AGE, & GENDER

		% AT OR ABOVE 2 ON PLO	TOTAL # IN GROUP	DISPROPORTIONATE IMPACT (Not calculated if less than 20 students in group)
ETHNICITY	African-American	83.9%	31	1.00
	Asian	76.9%	13	N/A
	Hispanic	77.5%	129	.93
	White	81.1%	53	.97
	Filipino			
	American Indian			
	Pacific Islander	100%	1	N/A
	Two or more	100%	3	N/A
	Unknown	66.7%	3	N/A
AGE	24 and below	76.9%	173	.89
	25 and above	86.4%	59	1.00
	Unknown	100%	1	N/A
GENDER	Female	81.1%	127	1.00
	Male	77.0%	100	.95
	Unknown	83.3%	6	N/A

*Disproportionately impacted group

APPENDIX D: SUMMARY OF RESULTS FOR CML AOE ASSESSMENT FOR PLO 6.

PROGRAM: AOE Communications, Media and Languages PLO 6

PLO(S) ASSESSED: Use a Variety of Research methods to collect and evaluate sources and evidence to apply in various forms of communication.

COURSES INVOLVED: COM-1, ENG-1B, LIB-1, SPA-8

ASSESSMENT METHOD: Based on the rubric below, rated each student in class on an artifact (test/quiz, project, assignment, etc.) that mapped to above PLO:

- 0 - NO EVIDENCE OF COMPETENCY
- 1 - VERY LIMITED EVIDENCE OF COMPETENCY, NOT PASSING
- 2 - EVIDENCE OF COMPETENCY IS LIMITED, BUT PASSING
- 3 - ADEQUATE EVIDENCE OF COMPETENCY
- 4 - STRONG EVIDENCE OF COMPETENCY

BENCHMARK (*TO BE COMPLETED BY PROGRAM LEADER OR DESIGNEE*):

- At least **70%** (e.g. 70%) of the advanced group in my program will score **2.0** (e.g. 3.0) or above

SUMMARY OF PROGRAM ASSESSMENT RESULTS

Total number of students involved in PLO assessment:	232
Average number of total units completed:	34.43
Average number of units completed in program:	6.82
Percent of all students at 2.0 or above on PLO Assessment:	83.2%

PLO Score	Frequency	Percent
0	22	9.5%
1	17	7.3%
2	40	17.2%
3	66	28.4%
4	87	37.5%

YOUR PROGRAM WAS DIVIDED INTO 2 GROUPS DEFINED AS FOLLOWS

- GROUP 1—Program Beginners: 4 or less units completed in the program at the beginning of the fall semester.
- GROUP 2—Program (almost) Completers: More than 4 units completed in the program at the beginning of the fall semester.

	% AT OR ABOVE 2 ON PLO	AVERAGE PLO SCORE	TOTAL # IN GROUP
GRP 1-PROGRAM BEGINNERS	77.8%	2.54	108
GRP 2-PROGRAM (almost) COMPLETERS	87.9%	2.98	124

Group 2 average PLO assessment score was significantly higher than Group 1. (t=2.590, p<.05)

* If a group’s average PLO assessment score was significantly higher than the other group, there was less than 5% probability that this occurred by chance. We are inferring that a significantly higher average PLO assessment score for a group indicates greater mastery of the PLO.

SUMMARY OF PROGRAM ASSESSMENT RESULTS DISAGGREGATED BY ETHNICITY, AGE, & GENDER

		% AT OR ABOVE 2 ON PLO	TOTAL # IN GROUP	DISPROPORTIONATE IMPACT (Not calculated if less than 20 students in group)
ETHNICITY	African-American	77.4%	31	.89
	Asian	92.3%	13	N/A
	Hispanic	82.8%	128	.95
	White	86.8%	53	1.00
	Filipino			
	American Indian			
	Pacific Islander	100%	1	N/A
	Two or more	33.3%	3	N/A
	Unknown	66.7%	3	N/A
AGE	24 and below	82.6%	172	.97
	25 and above	84.7%	59	1.00
	Unknown	100%	1	N/A
GENDER	Female	85.7%	126	1.00
	Male	81.0%	100	.94
	Unknown	66.7%	6	N/A

*Disproportionately impacted group

PLO/GELO Workshop Notes

Program: AOE Communication, Media and Languages PLO3

Program: AOE Communication, Media and Languages PLO6

Program: GELO Self Development and Global Awareness

- Is it possible to track an AOE, track a student from their start, a longitudinal study?
 - Even if the student was not intending to complete the specific AOE. Obtain the data by looking back at what classes they started with.
 - Possible after we get SLOs into Canvas
- Do students have a problem of access to computers? Are we at Norco a pro e-book college?
 - Students choose to use their phones even if they do have access to computers which restricts what resources they have access to.
- Students change their majors an average of 5 times.
- In the past we have had disproportionate impact especially in African American males, we are seeing less, why?
 - Possibly because faculty is more intentional on making sure that they are being provided support. Umoja has become more of a support group between the students than a social club. Also, faculty has been sent to diversity training and conferences more often.
- Need to put in the regular update that we didn't have disproportionate impact in the GELO and PLOs for AOE Communications, Media and Languages. Use 'equity success' then describe by ethnicity, age and gender that we did not see disproportionate impact. Followed by an explanation of what disproportionate impact is and why it's important to measure.
 - Also include that as students' progress in units taken their success rates improve.
- There is a concern with the small sample size of African Americans in the GELO (23) compared to an overall total of over 600.
- Is it possible to break down the results of the GELO by course? Why is there a greater number of African American students in the PLO classes than in the GELO?
 - Possible that the Umoja program has something to do with these numbers. Umoja is a literature based program. Students in this program tend to take classes together to provide each other with support.
 - Can we do an assessment of Umoja through one of the other non-literature courses?
 - The GELO doesn't have any Umoja courses in the GELO, this could be the reason for the low number of African American students in the GELO.
- Is it possible to track Umoja and Puente students to see how the students in these programs fair compared to students not in the programs? Want to know if it is the support that students are receiving from these programs that is leading to their success. If it is possible than there are other pillars or routes that faculty can take to help provide the same kind or similar support to other students not in these programs. It would also be interesting to see how EOPS, CARE and Scholar Phoenix student's fare compared to other students not in supportive programs.
- Would like to find a way to track first year students and their progress and success. Could do the assessment in Psychology 1 and Anthropology 2 because they receive an abundance of first year students. Would be interesting to see the differences between students in The First Year Experience program and students not in any program.

- In some online courses students are captured and engaged more than face to face because they are required to participate in the discussion board. In other online courses they are required to participate in the discussion but they do the bare minimum and don't engage like they do face to face. This interaction difference could depend on the course, if it is required GE or part of a program of study.
- Discussion on how many students are added to online courses. Lower numbers in online classes tend to be more successful. It is easier for the instructor to engage with each student in smaller group online courses 20-35 students. Courses like ANT and PSY are historically expected to over add and still have successful efficiency rates.
- This is our bread and butter, this is what we do= GELOs. Do you feel that across the college every faculty member feels that is our primary purpose? Do you feel that this is our primary purpose at community college that students come out as critical thinkers, having great communication skills, an understanding of information competency & technology literacy and self-development and global awareness?
 - Can every discipline find their home in these GELOs?
 - Discussion on some individuals being completely vested and others are not.
 - Some faculty are content driven and others are focused on experience.
 - Discussion on how programs get so much attention, but the GELOs are the real college experience.
 - Discussion on how not all of the faculty is actually aware of the GELO's- even with the posters all over campus.
 - At other colleges faculty are required to put on the syllabus which GELO that course fulfilled- we don't do that
 - Discussion on how some courses are not linked to GELOs in curriculum yet faculty feel that they are teaching them. Example-Statistics teaches all four yet the course is only linked to two.
 - GELO links are missing from some curriculum, going forward the curriculum committee is looking at GELO links and including them.
- Discussion on the advantages for the student of smaller class sizes.
 - Suggestion to do a study that compares a smaller class to a larger class in the same course taught by the same instructors.
 - Could we assess the same learning outcome, would need to be the same instructor in order to control variables.
 - Would have to do a controlled experiment in order to reduce the size of the class. Idea to put class size caps on one in person and one online and let the caps go on the same course same instructor in online and in person.
 - Want to revisit this topic at a later time, possibly for a study in fall.

APPENDIX F: SUMMARY OF RESULTS FOR GELO ASSESSMENT OF SELF-DEVELOPMENT AND GLOBAL AWARENESS (SDGA)

PROGRAM: GELO

PLO(S) ASSESSED: Demonstrate an understanding of what it means to be an ethical human being and effective citizen in their awareness of diversity and various cultural viewpoints.

COURSES INVOLVED: ANT-2, COM-12, COM-13, FRE-1, HIS-6, HIS-7, HUM-10, HUM-9, PHI-10, PHI-12, PSY-1, PSY-9, SPA-1

ASSESSMENT METHOD: Based on the rubric below, rated each student in class on an artifact (test/quiz, project, assignment, etc.) that mapped to above PLO:

- 0 - NO EVIDENCE OF COMPETENCY
- 1 - VERY LIMITED EVIDENCE OF COMPETENCY, NOT PASSING
- 2 - EVIDENCE OF COMPETENCY IS LIMITED, BUT PASSING
- 3 - ADEQUATE EVIDENCE OF COMPETENCY
- 4 - STRONG EVIDENCE OF COMPETENCY

BENCHMARK (*TO BE COMPLETED BY PROGRAM LEADER OR DESIGNEE*):

- At least **70%** (e.g. 70%) of the advanced group in my program will score **2.0** (e.g. 3.0) or above

SUMMARY OF PROGRAM ASSESSMENT RESULTS

Total number of students involved in PLO assessment:	798
Average number of total units completed:	27.63
Average number of units completed in program:	20.44
Percent of all students at 2.0 or above on PLO Assessment:	83.6%

PLO Score	Frequency	Percent
0	57	7.1%
1	74	9.3%
2	155	19.4%
3	204	25.6%
4	308	38.6%

YOUR PROGRAM WAS DIVIDED INTO 2 GROUPS DEFINED AS FOLLOWS

- GROUP 1—Program Beginners: 15 or less units completed in the program at the beginning of the fall semester.
- GROUP 2—Program (almost) Completers: More than 15 units completed in the program at the beginning of the fall semester.

	% AT OR ABOVE 2 ON PLO	AVERAGE PLO SCORE	TOTAL # IN GROUP
GRP 1-PROGRAM BEGINNERS	81.8%	2.72	396
GRP 2-PROGRAM (almost) COMPLETERS	85.3%	2.86	402

Group 2 average PLO assessment score was not significantly higher than Group 1. (t=1.628, p>.05)

* If a group’s average PLO assessment score was significantly higher than the other group, there was less than 5% probability that this occurred by chance. We are inferring that a significantly higher average PLO assessment score for a group indicates greater mastery of the PLO.

SUMMARY OF PROGRAM ASSESSMENT RESULTS DISAGGREGATED BY ETHNICITY, AGE, & GENDER

		% AT OR ABOVE 2 ON PLO	TOTAL # IN GROUP	DISPROPORTIONATE IMPACT (Not calculated if less than 20 students in group)
ETHNICITY	African-American	78.3%	23	.87
	Asian	85.7%	63	.95
	Hispanic	81.4%	468	.90
	White	89.8%	197	1.00
	Filipino			
	American Indian			
	Pacific Islander	100%	2	N/A
	Two or more	70.0%	10	N/A
	Unknown	80.0%	35	.89
AGE	24 and below	82.6%	666	.90
	25 and above	91.0%	100	1.00
	Unknown	81.3%	32	.89
GENDER	Female	84.5%	419	1.00
	Male	82.5%	338	.97
	Unknown	82.9%	41	.98

*Disproportionately impacted group