Norco College Assessment Report: 2011-12[1]

Introduction

Ten years after the introduction of what were then the "new" ACCJC accreditation standards, Norco College can provide evidence of considerable success in its effort to meet the standards and sub-standards having to do with learning outcomes assessment. It still has work to do, however, to ensure that every instructional unit engages in systematic authentic assessment, to assess each of its programs fully and regularly, and to provide sufficient opportunities for vigorous, campus-wide dialogue on assessment results. This report summarizes assessment work at the college during the 2011-12 academic year. The report presupposes familiarity with two previous reports: the NC assessment report of 2010-11, the Riverside Community College Reports of 2000-2006 and 2006-7, available at the Documents library on the Norco College assessment website:
http://www.norcocollege.edu/employees/faculty/Pages/Outcomes-Assessment.aspx.

This past academic year has been an eventful one for the Norco Assessment Committee (NAC) as it worked to ensure that the college would meet the more exacting accreditation expectations in learning assessment by fall, 2012. From 2000 to 2010, assessment at RCCD was primarily driven by district-wide decision-making initiatives, with (for example) course assessment a responsibility not of the individual campuses but of the inter-district academic disciplines. Transition to college-focused assessment began in 2008 but was not complete until 2010. In the past two years, Norco College has developed and implemented its own college-specific plans related to outcomes assessment, working with its sister colleges only on the assessment of shared programs, including general education.

A fundamental conviction upon which assessment at Norco rests is that assessment should be undertaken primarily for intrinsic reasons, not merely to meet external accreditation mandates. We think that the quality of our assessment efforts matters more than the quantity (though of course we endeavor to make a culture of assessment as pervasive at the college as we can). We are also steadfast in our belief that assessment methodology must to a considerable extent be discipline- and unit-specific: no one size fits all of us. Accordingly, NC disciplines are free to choose their own methods of assessing courses and programs (some embed questions in final exams; some employ common finals; some are beginning to employ electronic portfolios; many use rubrics to evaluate sample student work) as long as their methods are consistent with authentic assessment protocols. The four core principles by which we judge the success of a particular assessment project are

1. **Emphasis on direct assessment**. Whenever feasible, we examine examples of student learning *directly*, either by taking a second look at work actually done by students in class or developing other assessment methods that as nearly as possible mirror the work students do in class or in their real-world applications of their learning.

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[1] This report was prepared by Arend Flick, professor of English and assessment coordinator at Norco College. The report was read and approved by the Norco College assessment committee.

2. **Emphasis on collaboration and dialogue**. Whenever feasible, multiple instructors, including adjunct faculty, *collaborate* on the development and implementation of assessment projects and *dialogue* about the meaning and implementations of results.
3. **Actionable data**. We try to employ mechanisms for capturing and *reporting data* as a record of the work we have done to measure student learning.
4. **Use of assessment results for improvement**: We try to use data and other forms of evidence about student learning to *improve* student achievement in the class or program under consideration.

We believe that our emphasis on high standards for the quality of our assessment work—emphasizing direct and authentic assessment, collaboration and dialogue, the generation of meaningful data, and the use of data for improvement—serves our needs and the needs of our students, and we have made steady progress in 2011-12 in meeting not only ACCJC expectations but also our own perhaps even more exacting standards.

Major accomplishments 2011-12:

- **Assessment and program review**: The Norco assessment committee once again revised the assessment portion of the annual instructional unit program review document to ensure that disciplines were providing clearer and more specific evidence of their work in course and program assessment. (The 2012 template may be viewed at http://rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx.) Disciplines are now expected to indicate levels of collaboration and dialogue on assessment, use of assessment data to improve teaching and learning in courses and programs, and more precise areas of planning for the next academic year. The assessment committee, in conjunction with the college program review committee, also required disciplines to submit preliminary drafts of their annual program reviews by March 15, then reviewed and made suggestions for improvement that disciplines could use to revise their documents for final submission by June 1.

- **Scoring rubric for discipline assessment work**: NAC also developed and revised a scoring rubric (see appendix B) for evaluating the assessment work of the 37 NC academic disciplines. After having been normed with sample reports, teams of readers scored the first drafts of the assessment reports (embedded in the annual program reviews) in April, then read and gave final scores to disciplines in early September. Scores will be given to the Academic Planning Council for its work in prioritizing resource allocation requests, thus ensuring that assessment (along with program review) drives planning decisions at the college.

- **Required four-year cycle for course-level assessment**: This past year, NAC determined that disciplines would benefit from being given a list of courses to be assessed each semester. This will ensure that infrequently taught courses are assessed during the semester they are taught, and that all NC courses are assessed at least once every four years. The first list of courses to be assessed was sent out in February 2012, with new lists expected to be sent out early in each succeeding semester by the Office of Student Success. Disciplines are given until the second

week of the following semester to submit assessment reports to the Student Success Office. As of September 15, 2012, over 70% of the course assessment reports (a total of 53 were requested) had been filed, with more promised. NAC also developed a generic course assessment procedure, employing a combination of direct and indirect assessment methods, for use by instructors of single-section classes.

- **Steady progress in discipline work in authentic assessment**: Of the 37 Norco College disciplines, 36 submitted assessment reports as part of their program reviews in spring, 2012. Scoring of the assessment work was done on a 4-point scale, with scores at 3.0 or above indicating the discipline was at **proficiency** level (or better) as defined by ACCJC standards. Scores in the 2.0 – 2.9 indicate disciplines at the **development** stage in their assessment work (most disciplines above 2.5 will be able to reach proficiency in fall, 2012); scores at 1.9 or below indicate the discipline is at the **awareness** level (several of these disciplines, such as ADJ and Dance, do not have full-time instructors and course offerings are being discontinued in 2012-13). The following table indicates the number of disciplines at each level for the 2011-12 academic year:

Scoring range	Number of disciplines
4.0	1
3.9 – 3.0	12
2.9 – 2.5	7
2.4 – 2.0	7
1.9 – 1.0	7
.9 - 0	2

Of particular note is the quality of the assessment work of disciplines at or approaching the proficiency level. The annual program reviews (available at http://66.220.63.100/administration/educationalservices/ieffectiveness/Pages/AnnualInstructionalProgramReview.aspx) detail this work, but to cite just a few examples:

- o **World Languages** assessed all levels of Spanish and its Japanese 1 course during 2011-12 and expects to continue assessment work during 2012-13. With the Spanish 1 course, a new textbook was adopted in 2011-12 as a result of earlier assessments that revealed inadequacies in the earlier textbook that were probably responsible for unacceptably low numbers in student achievement of some SLOs. The full-time Spanish instructor and four associate faculty agreed to employ a common final exam in the course, with questions mapped to specific SLOs. Assessment results generated in spring 2012 confirmed that the decision to switch to a new textbook was wise, with significantly higher numbers in areas that had been lower before.

- o **Computer Information Systems (CIS)** reported that "Assessment of our most popular course CIS1A has caused us to make multiple changes that have increased students ability to demonstrate knowledge of core course elements. Comprehensive

exams along with projects allow us to better determine what skills are learned and which ones need attention and varying methods of presentation, development and measuring. CIS¬1A has two distinct components. The first component concentrates on learning computer applications involving word processing, spreadsheet, database and presentation software. The second component emphasizes the theoretical aspects of computer science with respect to both hardware and software. An equal emphasis is placed on both. However, the outline for the course does not specify the amount of time spent on each thereby creating some disparity in student outcomes when instructors are given the freedom to emphasize what they feel are the important components. . . .

Every course had different specific outcomes from the assessments. For example, CIS-1A assessments confirmed faculty suspicion that the hardest SLOs were those in Excel formulas and Access databases. Faculty are continually adjusting course instruction and provide supplemental assistance for these areas to improve the outcomes."

o **History** focused on its high-enrollment American History course, with the full-time instructor working with all associate faculty to complete a cycle of direct assessment. They found that of the 213 students who took an assessment test analyzing a primary historical document in fall 2011, most were very good at distinguishing between a primary and a secondary source, and most were good at interpreting arguments internal to the document, thanks to their efforts to teach annotation skills. However, they discovered that students still "had problems understanding the historical background or setting of the document, including events that led up to the document." They report that they plan to further analyze results, review data with associate faculty, and discuss ideas to help students improve their understanding of the historical background of a document.

o **English** completed a second cycle of English 1A assessment in spring, 2012, focusing on several general education outcomes in this quasi-capstone course (the only course required of all Norco College students as part of its GE program). An assessment of the course in spring, 2011 had revealed unacceptably low numbers of students demonstrating competency in written expression, information competency, and critical thinking. After a year of vigorous intervention to improve teaching and learning in the course, the 2012 data showed significant increases in two of the four outcomes measured, with modest gains in the other two. (The 2011 and 2012 reports are available at the NAC website.)

For an overview of discipline efforts to assess their courses and programs, see Appendix A to this report.

- **Progress in program-level assessment**: Please see the section devoted to work in program-level assessment that follows for a fuller account of the college's work in this area.

- **Progress in assessing General Education:** Please see the section devoted to work in GE assessment that follows for a fuller account of the college's work in this area.

- **Progress in assessing Student Services Outcomes:** Please see the section devoted to work in Student Services assessment that follows for a fuller account of the college's work in this area.

- **Progress in institutional outcomes assessment:** Please see the section devoted to work in institutional assessment that follows for a fuller account of the college's work in this area.

- **Progress in assessing Administrative Unit Outcomes:** The template for Administrative Unit program review was revised over summer, 2012, and assessment expectations for the units defined more clearly and rigorously. Units are expected to indicate service area outcomes to be assessed, method of assessment, timeline for assessment to be conducted and reviewed, benchmarks, and expected uses. Reports are due in draft in October. They will be reviewed by both the program review and assessment committees, with final drafts due in December.

- **Improved Norco College assessment website:** The college developed a website devoted to outcomes assessment and the work of the Norco Assessment committee in early 2011. It continues to add materials to the site (including model assessment reports from a variety of NC disciplines) and improve functionality.

- **Workshops and retreats on assessment and pedagogy**: Assessment projects over the last several years have identified several gaps that the committee has worked to close, particularly with regard to student achievement in GE outcomes like critical thinking and academic writing. Working with the faculty development coordinator, members of NAC have conducted college-wide workshops in critical thinking and on how to make effective writing assignments. The committee also participated in a day-long retreat for CTE faculty on 7 October 2011 (another is planned for November 2, 2012), part of which was devoted to program-level assessment. The assessment coordinator and Dean of Student Success have also held numerous meetings with faculty in small groups or as individuals to assist them in their assessment efforts.

- **Vigorous efforts to ensure that the college meets ACCJC standards for SLOs by fall, 2012**: Norco College will report on its assessment work to the ACCJC in March, 2013. As of September, 2012, the college meets or exceeds most of the standards. In addition to its projects in course, program, and GE assessment, it has worked to ensure that students are

aware of student learning outcomes for their courses, by ensuring that SLOs appear in every syllabus and by reminding faculty at the beginning of every semester to emphasize to students what the outcomes for each course are and how various course assignments relate to those outcomes. The college also plans to add a question regarding SLO awareness to the CCSSE survey in spring 2013. However, data from a 2011 Student Satisfaction Survey at Norco College suggest that it has met its obligation in this area:

Do your professors introduce and/or discuss the course-based SLOs for the courses in which you are enrolled?

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	809	83.1	87.5	87.5
	No	116	11.9	12.5	100.0
	Total	925	95.1	100.0	
Missing	.00	26	2.7		
	3.00	9	.9		
	4.00	11	1.1		
	5.00	2	.2		
	Total	48	4.9		
Total		973	100.0		

Overall, the college can claim to be at near-"Sustainable Continuous Quality Improvement" for the assessment of student learning areas in all areas except in the area of breadth: not literally every course and program at the college has generated actionable assessment data and used that data for improvement. But authentic assessment procedures are in place for all courses and programs, and ACCJC officers have indicated publicly that the commission understands that some courses and programs will not have completed assessment loops by the fall, 2012 deadline, and that the quality of assessment a college undertakes is more important than the quantity. By that measure, Norco College can fairly claim it has met these standards.

General Education Assessment

Norco College has continued to assess and improve its General Education program during the 2011-12 academic year:

1. Along with its sister colleges in the Riverside Community College district, Norco College administered a learning gains survey to graduating students in spring, 2012, asking them to assess the extent to which they believed they had achieved the various GE SLOs through their coursework at the college. This was the fourth year Norco has surveyed its graduates in this manner, data from the 2009, 2010, and 2011 surveys have permitted us to draw a number of useful conclusions about learning in the program. Relatively modest (relative to other

outcomes) reported learning gains in the outcomes related to evaluating artistic expression, computer literacy, and mathematical literacy have driven discussion at the district level about changes in the existing GE program (see Appendix C). Earlier assessment work had suggested to the college that of all the GE outcomes, those related to critical thinking were of most concern, but it appears from the surveys that students are increasingly satisfied with their levels of achievement in this area[2], perhaps in part due to interventions we have undertaken as a college to improve teaching in this area:

Self-reported learning gains in Critical Thinking at NC, 2009-2012
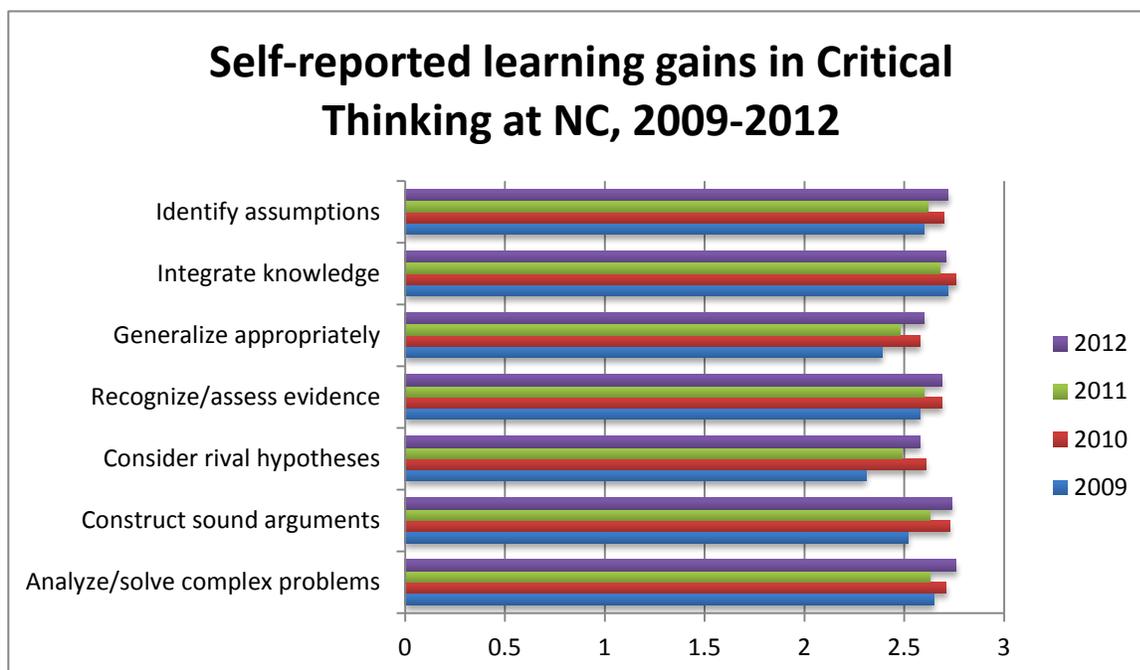
Scores in most of the CT sub-competency areas clustered in the 2.69 (identifying assumptions) to 2.73 (analyzing and solving complex problems) range, with several outcomes (constructing arguments, considering rival hypotheses, and generalizing appropriately) showing a .20 or better gain from 2009 to 2012. Of some concern is the fact that "considering rival hypotheses" has a four-year average of slightly less than 2.5 (though it was at 2.58 in 2012). It may be that NC faculty need to do more to identify, emphasize, and invite discussion of conflicting theories and viewpoints (rather than simply facts) in their knowledge fields—though the score in this area is not so low as to cause real concern.

During the coming academic year, NAC will need to consider whether the college should continue to administer learning gains surveys (at least those focused on GE) to its graduates, perhaps choosing to focus more aggressively on direct assessment methods in the future. It will perhaps also want to consider whether the college has achieved reasonable benchmarks (ranging from a low of 2.58 in the outcome related to "considering rival hypotheses" to 2.76 in

[2]Student response was averaged, with 3 indicating "significant gains" in the particular learning outcome, 2 indicating "moderate gains," 1 indicating "slight gains," and 0 indicating "no gains."

"solving complex problems") on the basis of this instrument, perhaps making annual surveys of GE outcomes from this point on unnecessary.

2. As noted in the 2010-11 assessment report, the college began the process of revising its general education SLOs—and the GE program itself—in spring 2011 as a result of its earlier assessment work. A workgroup was appointed by the district academic senate to undertake this effort; the group met monthly throughout the 2011-12 academic year to consider revisions to the outcomes, which had been developed and adopted by the district in 2005-6. The district's six-category, 25 sub-category GE SLO had been found to be too cumbersome and, in places, redundant. Some outcomes were written in ways that made measurement difficult, if not impossible. The workgroup (consisting of faculty and administrators from all three colleges) agreed on a revised list of GE outcomes, expressed in narrative rather than bulleted form, in spring 2012. The revised GE SLOs were approved by each college's academic senate and assessment committee, and were approved by the RCCD Board of Trustees on 25 September 2012. (See Appendix D and F for the old and the revised new outcomes.) During the 2012-13 academic year, the workgroup will develop recommendations for changing the GE program itself, which has not been modified in at least 25 years. The group is considering such thorny questions as whether to incorporate required courses in computer literacy, oral expression, and quantitative reasoning, as well as how to ensure that all students get sufficient exposure to diversity and global awareness issues.

3. Norco College has also assessed general education outcomes using direct measures, by examining aspects of learning in what it calls "quasi-capstone" courses: large-enrollment courses that large numbers of students enroll in to satisfy GE requirements. Data collected in the past year have provided us with some reassurance about student achievement in some GE areas but concern about achievement in others. A case in point is the work of the English discipline, which (as noted earlier) undertook a large-scale assessment project of English 1A research papers in spring 2011 and spring 2012. The project focused on three GE outcomes as manifested in the only course all NC students must take to satisfy their GE requirement: written expression (broken into two categories, stylistic control and rhetorical mastery), information competency, and critical thinking. Sample end-of-term essays were collected from all sections of the course and read against a rubric by a group of full- and part-time instructors. Concern about low levels of student achievement in 2011, particularly in information competency and critical thinking, led to a number of interventions to try to improve teaching of the course (e.g., a course handbook was developed and distributed, and a course leader was appointed who acted in a supervisory role for associate faculty). The following table suggests that while the discipline clearly still has much work to do, it has been able to achieve dramatic improvement in two of the four GE criteria it studied:

	% not demonstrating competency (2011)	% not demonstrating competency (2012)	% demonstrating competency (2011)	% demonstrating competency (2012)
WE 1(style)	32.9	18.8	67.1	81.2
WE 2 (rhetoric)	22.4	15.9	78.6	84.1
Critical Thinking	47	42	53	58
Information Competency	49.4	27.5	50.6	72.5

A number of other NC disciplines have also assessed GE outcomes in their quasi-capstone courses. Political Science assessed global awareness in its Political Science 1 course. History is also in the midst of a study of global awareness learning in History 7. The Communication Studies faculty intend to assess critical thinking in all of their courses during the next academic year, and several Humanities instructors have indicated a desire to assess students' ability to respond to and evaluate artistic expression in some of their classes. NAC may decide to direct additional disciplines to help with assessment of additional outcomes related to quantitative literacy and drawing conclusions appropriately from experimental data. The college is confident, however, that these efforts to assess GE competencies at the course level are producing meaningful results and driving real improvement in the program.

4. A new initiative is being planned for 2013 to generate additional direct assessment data for GE outcomes.

Program-level Assessment

Norco College has intensified its efforts to assess programs in the past year and expects to do significantly more work in program-level assessment in 2012-13. A comparison between 2010 and 2012 degrees awarded should also enable us to target specific large-enrolling programs for more vigorous direct assessment efforts:

A.A./A.S. Degrees Awarded by Program

Degree	Number of graduates (2010)	Number of graduates (2012)
Associate degree, general	219	n/a
Biological/Physical Sciences	164	n/a
Social/Behavioral Science	85	213
Math / Science	43	115
Humanities, Philosophy & Arts	40	84
Administration/Info Systems	31	59
Communications, Media & Languages	16	40

	n/a	24
Kinesiology, Health & Wellness	n/a	24
Business Administration--Mgmt	n/a	10

The "general" associate degree has been discontinued, and the biology/physics degree folded into the new Math/Science degree, leaving the college with only four degrees that 50 or more students earned in 2012 and seven that 10 or more students earned. Under pressure from the new TMC degrees, the seven AOUs will likely diminish in popularity in coming years, but the college has begun to assess them indirectly and will embark on a vigorous pilot project involving direct assessment of several AOU degrees in fall, 2012.

CTE faculty have made progress in assessing their programs. All CTE disciplines report that course SLOs have been mapped to program-level SLOs (some report being in the process of modifying existing PLOs); most have developed plans to assess PLOs directly using one or more methods, including capstone courses, electronic portfolios, or course assessment. CTE program-level assessment reports will be required in 2013.

In spring 2012, the college surveyed students for the first time as they registered for graduation to see what their perceptions were of learning in the programs from which they earned degrees or certificates. This should provide us with baseline information for each program and direct program leaders to particular outcomes where learning may be deficient.

The following tables provide 2012 self-reported learning gain averages for the A.A. and A.S. degree programs, using the same 3-point scale the District has employed in doing GE assessment (3 = significant gains; 2 = moderate gains; 1 = slight gains; 0 = no gains):

Social and Behavioral Studies (N = 86)

Program Learning Outcome	Score
1. Demonstrate knowledge and understanding that the development, maintenance, and adaptation of the individual self and the personality is a product of the interaction between the individual and their social environment.	2.79
2. Demonstrate a breadth of knowledge of the social and cultural environments at the local, regional, and global levels.	2.71
3. Demonstrate a working knowledge of the many facets and intricacies of social interaction from the intrapersonal to the interpersonal to the societal levels.	2.78
4. Demonstrate an ability to apply the theories and principles of human development, human interaction, cultural diversity, and global awareness to everyday lives.	2.72

Humanities, Philosophy, and Arts (N = 36)

Program Learning Outcome	Score
1. Interpret key philosophical, religious, and literary texts, as well as creative works, in historical and cultural contexts and express that interpretation persuasively in oral and/or written form.	2.61
2. Analyze the role and use of language, rhetoric and/or the arts in informing and contextualizing human experience.	2.64
3. Analyze the role and use of the arts (literature, music, theatre, dance, and the fine arts) as a reflection of the culture in which it appears.	2.66
4. Evaluate the role of individual human agency in history.	2.56
5. Research and write critical interpretive essays demonstrating a high skill level.	2.67

Math and Science (N = 30)

Program Learning Outcome	Score
1. Apply the basic operations of mathematics on the set of real and complex numbers, expressions, and equations.	2.77
2. Apply the principles of the scientific method, including the use of inductive and deductive reasoning, to pose, test, and accept or reject hypothesis	2.80
3. Recognize and determine the role of mathematics and the sciences as investigative and reasoning tools of human societies.	2.83

Communication, Media, and Languages (N = 19)

Program Learning Outcome	Score
1. Analyze college level texts to understand and apply themes and evidence in appropriate communication formats.	2.63
2. Evaluate purpose and audience to create well-developed, supported, and stylistically fluent responses in written or verbal form	2.63
3. Evaluate and apply appropriate evidence in support of arguments made in different forms of communication.	2.68
4. Recognize and understand the role of nonverbal, verbal, interpersonal, visual, mass media, and cultural indicators inherent in different communication mediums.	2.68
5. Understand how socioeconomic and cultural factors work in constructing knowledge in different forms of communication.	2.47
6. Use a variety of research methods to collect and evaluate sources and evidence to apply in various forms of communication.	2.53

Administrative and Information Systems (N = 14)

Program Learning Outcome	Score
1. Categorize basic administrative terms, theories, and principles.	2.79
2. Demonstrate basic understanding of economic systems; i.e., the manner in which goods are produced and distributed in a society and the means by which economic growth is achieved and sustained.	2.79
3. Understand and apply fundamental management	2.86

	Program Learning Outcome	Score
	principles, such as profit/loss, balancing accounts, conflict resolution, effective customer relations and time managements.	
4.	Perform functions such as preparation of memoranda, utilization of spreadsheets, adherence to schedules and responding effectively to changes in the work environment.	2.86
5.	Implement the fundamental concepts from course in business, public administration, economics and/or information systems.	2.93
6.	Locate, process, and utilize information effectively.	3.0

Kinesiology, Health and Wellness (N = 8)

	Program Learning Outcome	Score
1.	Demonstrate understanding of the impact life choices have on overall human health and apply this knowledge to maintain healthful living appropriate to the situation.	3
2.	Recognize the positive impact of physical activity in fostering optimal health and apply this knowledge to lifestyle choices.	3
3.	Recognize and understand the role of individual decision-making processes to the development of strategies concerning personal health and wellness.	3

Fine and Applied Arts (N = 3)

	Program Learning Outcome	Score
1.	Demonstrate basic knowledge and skills (technique) in one discipline of the fine and applied arts.	3
2.	Develop a personal vision and/or purpose—sometimes called an "artistic voice"—that is evident in terms of work produced in a portfolio, performance, exhibition, or other presentation.	3
3.	Generate and apply original ideas and methods to discover, create and communicate specific artistic content.	3
4.	Demonstrate conceptual acuity, clarity, imagination, and technical ability to combine, integrate, and synthesize elements into works in ways that enhance their communicative powers.	3

These data (just compiled in the last week) will be shared with instructional units responsible for each program for use in its program review and assessment processes.

Assessment in Student Services[3]

General Overview

Student Services approaches program review as a continuous, ongoing process. Since 2006, Norco College actively engaged in a campus-based program review process in student services. Prior to 2006, the Norco campus participated in a district-wide student services program review process.

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[3] This section was written by Dr. Monica Green, Dean of Student Services, Norco College.

All 18 Student Services areas are required to complete annual program reviews. Student Services Program Reviews contain three sections: (1) Area Overview; (2) Assessing Outcomes; and (3) Needs Assessment. The *Area Overview* includes the area's mission, philosophy statement, summary, strengths, and students served. The *Assessing Outcomes* section includes: (1) a snapshot of the prior year's objectives and assessment plan along with a description of how the area used their outcome data for programmatic modifications (i.e. "Closing the Loop"); (2) the current year's objectives and assessment plan; and (3) a detailed description of the assessment plan findings, data analysis, and improvement recommendations. The *Needs Assessment* section includes current staffing levels, a 5-year staffing profile with projected staffing needs, improvement areas, and staffing and resource needs tables. As the documents are finalized, the program reviews are posted on the intranet (http://intranet.rccd.net) on the Norco Student Services Planning Council webpage within the 11-12 Program Review Documents folder.

In the fall, each student services area submits assessment plan proposals that are then reviewed by and discussed with an administrator. Before the end of fall, student services area assessment plans are finalized and many areas are assessing outcomes. In early spring, areas submit their *Area Overview* section and by late-spring the *Needs Assessment* section is due. In mid-June, areas submit their entire program review document. Each area document goes through an administrative review; detailed feedback is provided; and area leaders are given an opportunity to revise their documents prior to beginning the summer Student Services Planning Council's prioritization process. The entire program review process is reviewed and revised by the Student Services Planning Council and program review objectives are defined in the Student Services Administrative Unit Program Review on an annual basis.

2011-2012 Outcomes Assessment Summary

Out of 18 student services areas, there were 91 outcomes measured this last year. All of our Student Services areas (100%) achieved the goal of measuring at least three outcomes with at least one outcome being a Student/Staff Learning Outcome (SLO). Overall, among our 18 service areas, there were 9 general Service Area Outcomes (SAO's), 9 satisfaction surveys (SAO's), 29 SLO's using direct learning measurement, 21 SLO's using indirect learning measurements, and 23 SLO's using student success measures (retention/persistence/ gpa/academic standing/etc.). The following is a breakdown by service area:

	SAO		SLO			
NSSV Department	**General**	**Satisfaction Survey**	**Indirect**	**Direct**	**Student Success Measure**	**# of Outcomes**
Admissions & Records		3	5	2		**10**
CalWORKs	2	1		3	1	**7**
Career & Job Placement	2	1	1			**4**

Center						
Counseling	1		1	1	1	**4**
DRC		1	2	1	1	**5**
EOPS		1	1	2	3	**7**
Matriculation	1		2			**3**
Outreach	2		1			**3**
Puente Program			2	3	5	**10**
Student Activities				4		**4**
Student Employment		1	2			**3**
Student Financial Services	1		3	1		**5**
Transfer Center		1		3		**4**
TRiO Programs (SSS)				1	3	**4**
TRiO Programs (SSS-RISE)				1	3	**4**
TRiO Programs (UB-AUSD)				1	3	**4**
TRiO Programs (UB-CNUSD)				1	3	**4**
Veterans			1	5		**6**
TOTALS - Outcomes/18 areas	**9**	**9**	**21**	**29**	**23**	**91**

Outcomes Assessment Discussion & Next Steps

In 2011-2012, our two primary assessment objectives were to achieve proficiency and/or sustainable continuous quality improvement in all areas and, where appropriate, change our indirect learning outcomes to direct learning outcomes. In this last year, student services overall made improvements in regards to moving from indirect (e.g. self-reported perception) to direct learning outcomes (e.g. demonstrated ability/knowledge, student success measure). In 2010-2011, 30 direct learning outcomes (including student success measures) accounted for 42% of the outcomes (30 SLO's/71 outcomes). In 2011-2012, 52 direct learning outcomes (including student success measures) accounted for 57% of the outcomes (52 SLO's/91 outcomes).

In regards to achieving proficiency and/or sustainable continuous quality improvement in all areas of program review and student learning outcomes, student services continues to make substantial improvements every year. Program review is part of an ongoing dialogue within student services staff meetings, department meetings, and council meetings. Student services approaches program review and outcomes assessment as a developmental process whereby every year improvements are made as we continually refine and improve our practices.

Goals for outcomes assessment will be determined in early fall as a result of upcoming Student Services staff meetings and Student Services Planning Council dialogue. In a preliminary discussion during the August 24, 2012 Accreditation Steering Committee Retreat, four primary areas of improvement include: (1) demonstrating more clearly, specific examples where each area "closed the loop" in assessing their

outcomes; (2) focusing in on authentic assessment along with an emphasis of quality over quantity in assessing our area outcomes; (3) the establishment of a peer review process with the goals of engaging in rich dialogue among the different service areas, an exchange of best practices, and creating another way in which our areas collaborate and contribute to improve services to students; and (4) developing a scoring rubric for area outcomes and SLO's to be used during the student services peer review and administrative review process.

Institution-level assessment[4]

Institutional level assessment includes assessment of GE outcomes and measurement of institutional effectiveness benchmarks. The assessment of GE outcomes has already been addressed in a previous section. Institutional effectiveness is measured in large part through two processes. The first is the biannual administration of the Community College Survey of Student Engagement (CCSSE). The actual instrument of the CCSSE, called the Community College Student Report (CCSR), is a six-page instrument comprised of 38 questions and takes approximately 35-45 minutes to complete. The survey contains questions about student behaviors, course activities, and college services that have been shown to impact student learning and retention. The CCSSE is a nationally recognized survey that measures student engagement through the following benchmark areas: faculty-student interaction, active and collaborative learning, student effort, academic challenge, and support for learners. In all benchmarks, Norco College scored below the average for the CCSSE cohort in 2011. In addition to benchmark scores, the CCSSE collects important data for institutional assessment that is not gathered through any other means. Some demographic data that are collected and used for institutional assessment are first-generation student status, family income, educational goal (unique since categories are not mutually exclusive), marital status, and whether there are children/dependents at home. In addition, the CCSSE gathers information about time allotment to work, homework, care for dependents, co-curricular activities. These data have been essential in providing baseline information for institutional assessment in 2011-12. The next administration of the CCSSE will be in spring 2013.

The other process by which institutional effectiveness is measured is the annual progress report of educational master plan goals. The Norco College educational master plan was created in spring of 2008 and ended in 2012. So, during 2011-12 the review of master plan goals not only indicated incremental progress for the present year, but also summative evaluation of achievement of the five-year goals. Through the five years of reviewing the master plan goals it has become apparent through data and dialogue that some of the goals and objectives are irrelevant. At present, the Institutional Strategic Planning Council (ISPC) has focused on creating a new set of institutional effectiveness indicators (i.e. strategic planning goals). The process for establishing these has been through a SWOT analysis and student focus groups. The new goals will be approved for the 2012-13 academic year and baseline data will be gathered to begin a new process of institutional level assessment.

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[4] This section was written by Dr. Greg Aycock, Dean of Student Success.

Norco College Outcomes Assessment Goals: 2012-13

1. Increase the number of authentic course assessment reports on file by spring 2013 to over 150.
   - Create or acquire a repository for such reports that is catalogued by course. All assessments for a course, including previous assessments with different instructors, will be included in the course folder (and will be password protected).
   - Ensure that at least 80% of all courses that are on each semester's list of courses requiring assessment complete projects and submit such reports.
2. Complete implementation of authentic and systematic assessment procedures for all programs by the end of spring 2013, with actionable data generated for CTE programs and some AA/AS degrees.
   - Assess at least half the degree programs that grant a minimum of 10 A.A. or A.S. degrees each year through learning gains surveys and direct assessment of program-level outcomes.
   - Ensure that all CTE disciplines have a specific plan to assess their programs that can produce actionable data by the end of spring, 2013.
   - Revise and Assess General Education program
     - Modify GE program based on revised GE SLOs
     - Map revised GE SLOs to courses and identify/eliminate gaps.
     - After completing above, assess GE SLOs directly and indirectly—aggregate & analyze data for improvement
     - Offer additional faculty workshops in the pedagogy of teaching the major GE outcomes like critical thinking, written expression, social/cultural awareness, etc.
3. Half of disciplines at "Awareness" level and half at "Development" level will progress to the next level by the end of spring, 2013.
4. 75% of courses that are selected for assessment in 2012-13 will assess learning in online learning environments if offered in that mode at the time.
5. 50% of courses selected for assessment in 2012-13 will collect student data that will allow disaggregation of program- and GE-level assessment data by race and ethnicity, as required by current ACCJC standards.
6. All Student Services areas will employ direct assessment methods, peer review, and scoring rubrics to measure learning, and use data for programmatic improvement.
7. Develop and implement an assessment plan for the Norco College Assessment committee to identify areas in which it can improve.
8. Administrative units will employ direct and indirect forms of assessment, incorporate peer review into their processes, and use data for programmatic improvements.

Appendix A: Assessment work by discipline, 2011-12

Discipline	Course(s) assessed (2010-11)	Course(s) assessed (2011-12)	Collaboration/Dialogue (2011-12)	Data	Use for improvement?	Program / GE assessment?	Assessment Level (as of 9/30/12)	2012-13 plans	Additional comments
Accounting	1A, 1B, 38, 63	1A, 1B, 38, 63, 65	No	No	Not yet	Course-Program matrix completed	Proficiency	Continue to assess 1A, 1B, and 65	
ADJ	1, 2, 3, 4, 5, 13, 22, 23	none	No	No	Not yet	No	Awareness	None	No courses being offered in 2012 - 13
Anatomy/Physiology	2A, 2B	2A	Yes	No	Not yet	No	Development	2A/2B	
Anthropology	1, 2, 7, 10, 3, 6	1, 2, 4, 7, 8	Yes, via email	Yes	Not yet	No	Development	Continue to assess 1, 2, 5, and 8	
Art	6 (online only) and 7	6, 6H	No	No	Not yet	No	Awareness	None	Full-time instructor has retired and not been replaced
Biology - Microbiology	Biology 1,5,8,11,12, 30, 34, HES 1; Micro 1	Biology 1,5, 8, 11, 12, 30, 34, 36; HES 1	Yes	No	Yes	No	Development	Continue to assess the same courses as in 2011-12	
Business-Management-Marketing-Logistics	all	Mag 5; BUS 10, 18B, 86' MKT 42	No collaboration, but dialogue with advisory committees, employers, and faculty	Yes, though not clearly linked to SLOs	Yes	Course-Program Matrices completed	Development	Bus 18A, 20, 22, Mkt 20, Mag 44.	
Chemistry	2A	1A	Yes	Yes	Yes	No	Proficiency	Chem 2A, 1B	
CIS	All	1A, 5, 38B, 54A, 78A, 81	Yes	Yes	Yes	Course-Program Matrices completed.	Proficiency	5, 14A,38B, 54A, 56A,72A, 78A, 78B, 79, 81.	
Communication Studies	All	1, 9, 12	Yes	No	None yet	Will assess critical thinking in 2012-13	Development	1, 9	
Construction Technology	60, 62, 63, 67, 71, 72,73	68, 70, 73	Yes	Referred to but not included in report	Yes	Course-Program matrix completed	Proficiency	64, 73	
Dance	6, 30, 32, 19	none	No	No	No	No	Awareness	None	No courses 2012-13.

Discipline	Course(s) assessed (2010-11)	Course(s) assessed (2011-12)	Collaboration/Dialogue (2011-12)	Data	Use for improvement?	Program / GE assessment?	Assessment Level (as of 9/30/12)	2012-13 plans	Additional comments
ECE	all	19,26, 42,	Yes	Yes	Yes	PLOs revised and mapped to course SLOs	Proficiency	20, 24, 28, 42, and other infrequently taught courses	
Economics	4, 7, 8	4, 7, 8	Yes	No	Yes	No	Proficiency	4, 7, 8	
Engineering - Architecture	ENE-1B ARCH 26	ENE 1B; 42B	Yes	Yes	Yes	Not yet	Development	ENE 42B	No full-time architecture instructor, but associate faculty are doing assessment.
English	1A, 1B	1A, 1AH, 4, 6, 7, 8, 23, 30	Yes	Yes	Yes	Yes	Proficiency	60A, 50, 11, 14, 15	
ESL	51, 52, 53, 54, 55	55	Yes	Yes	Yes	No	Proficiency	53	
Game Development		23, 38B	Not yet	Yes	Not yet	PLOs mapped to course SLOs	Development	21, 22, 23, 31, 32, 35, 42, 46, 47, 70,71	
Geography	all	1, 1L, 2, 3	No	No	No	No	Development	all	
Guidance	47, 48	47	Yes	No	Not yet	No	Development	45, 47	
Health Science	1		No	No	No	No	Awareness	None reported	
History	all	6, 7	Yes	Yes	Yes	Has assessed "Global Awareness" GE outcome	Proficiency		
Humanities	4, 5, 10	4, 5, 8, 10, 23	Yes	No	Yes	No	Development	8, 10	
Journalism	none	20	No	No	No	No	Development		No full-time faculty
Kinesiology	PE 4	A46, A75, 36, 38	Yes	Yes	Yes	Course-program Matrix completed	Development	30	
Library	Library 1 (single section)	1	Yes	No	No	No	Development	1	.
Manufacturing / Electronics / Supply Chain Technology	52, 56, 57, 60, 61, 64	MAN 55, 56, 61, 64; ELE 25; SCT 3	Yes	Yes	Yes	Course-program Matrices completed.	Proficiency	MAN 57 MAN 60 SCT 2 SCT 4	
Math	all	12, 1C, 32, 53							Report not submitted
Microbiology	Mic 1	Mic 1	No	No	No	No	Development	Mic 1	

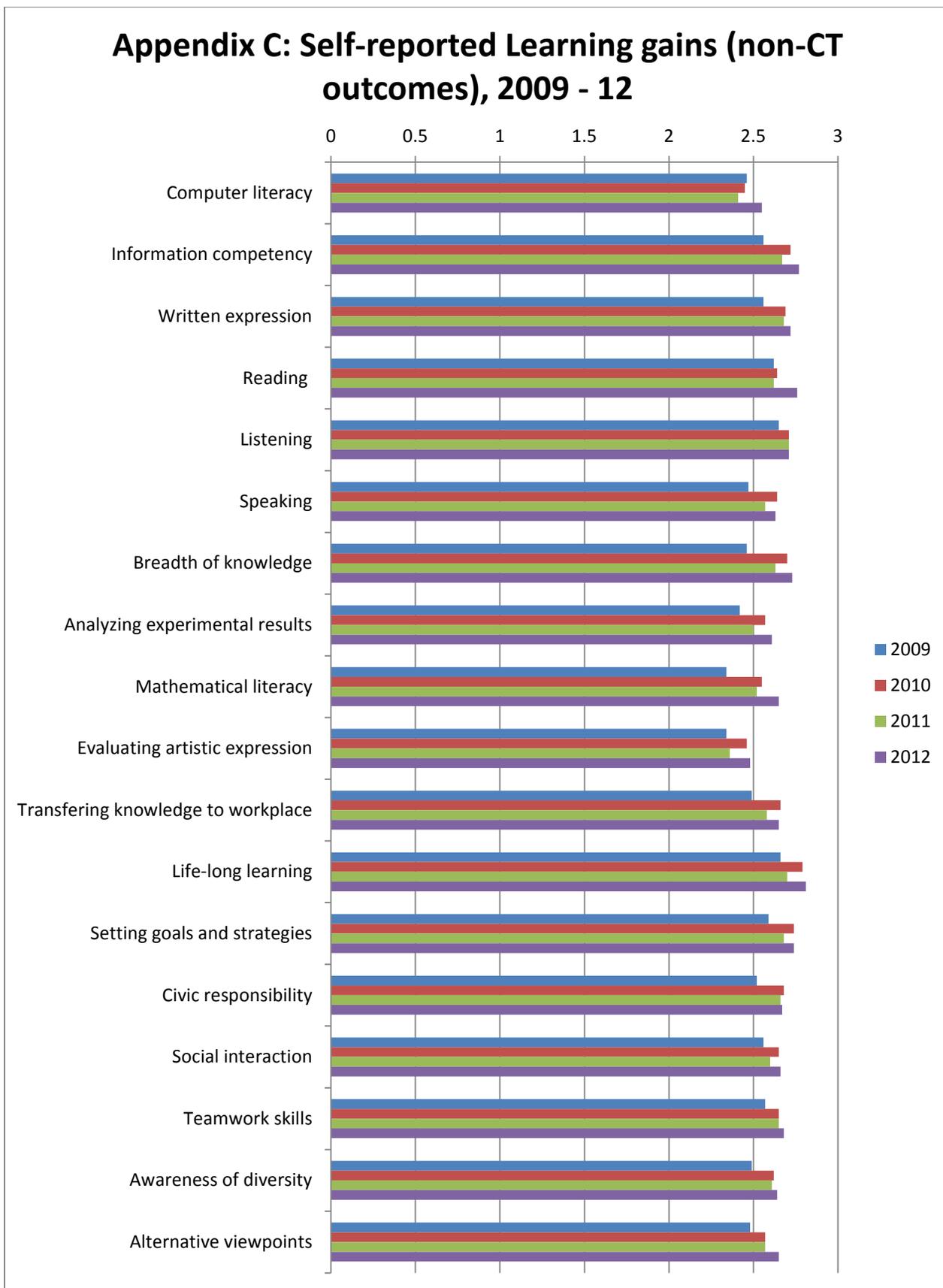| Discipline	Course(s) assessed (2010-11)	Course(s) assessed (2011-12)	Collaboration/Dialogue (2011-12)	Data	Use for improvement?	Program / GE assessment?	Assessment Level (as of 9/30/12)	2012-13 plans	Additional comments
Music/Commercial Music	1,2,3,10, 19, 32, 37	MUS 3, 19, 32 MUC 1, 2, 3, 7	Yes	No	No	Course-program Matrix completed	Development		No full-time faculty
Philosophy	10H, 33	12, 32	Yes	Yes	Yes	No	Proficiency	11, 15	
Physics and Physical Science	1, 4A, 4B, 4C, 10, 11	Physics 4A,4B,4C, 10, 11	No	No	No	No	Awareness	Same classes	
Political Science	1 (eight sections in fall)	1, 4	Yes	Yes	Yes	Has assessed GE outcome on "Global Awareness"	Proficiency	1	
Psychology		1, 8, 9, 33, 35	Yes	Yes	No	No	Development	1, 9, 33	No full-time faculty
Reading	All, at the district level	81, 82, 83	Yes	Yes	Yes	No	Proficiency		.
Real Estate	No report	82				Course-Program matrix completed	Development	None reported	
Sociology	all	1	No	No	No	No	Awareness	1, 2, 50	
Theater Arts	No report	3	No	No	No	No	Awareness	None reported	
World Languages	Spanish 1, 2, 3; Japanese 1, 2	Spanish 1, 2, 3, 8; Japanese 1, 2	Yes	Yes	Yes	No	Sustainable Continuous Quality Improvement	Same courses	

Appendix B: Rubric for evaluating discipline assessment work

Discipline: _____   Reviewer: _____   Average Score: _____

Directions: Please read the discipline's assessment report (found at the end of its annual Program Review document) and rate it according to the first six criteria below. (Scores should range from 1 to 4 for each criterion.) Then generate a composite score.

Area for Evaluation	Awareness (1)	Development (2)	Near Proficiency (3)	Sustainable Continuous Quality Improvement (4)	Score	Comments
Method	The discipline has relied exclusively on indirect methods to assess student learning	The discipline has used direct (and possibly indirect) methods, but assessment of student learning is superficial.	Direct (and possibly indirect) assessment methods have been employed and data identify gaps or weaknesses in student learning.	Robust direct (and possibly indirect) assessment methods have been employed to assess student learning, based on previous cycles of assessment.		
Level of assessment	Only single sections of a multi-section course have been assessed.	All or most sections of a course have been assessed and the assessment is coordinated across sections.	Most courses and (where appropriate) some programs have demonstrated coordinated assessment.	All courses and (where appropriate) programs have demonstrated coordinated assessment.		
Use of data	No evidence of useable assessment data exists.	Assessment data exist but are not yet used for improvement.	Ideas for improvement have been identified but not yet implemented.	Data have been used for course or program improvement.		
Dialogue among discipline members	No evidence of dialogue about assessment exists.	Little evidence of dialogue about assessment methodology or results exists.	Some evidence of dialogue about assessment methodology or results exists.	Clear evidence of ongoing dialogue about assessment methodology exists.		
Planning	No plan for assessment in the next year exists.	A plan for assessment in the next year exists, but it is superficial, unclear, or incomplete.	A good plan for assessment in the next year exists.	A concrete and detailed plan for assessment in the next year exists.		
Reporting	No evidence of assessment reports exist.	Evidence exists of only superficial or perfunctory assessment reports that do not close the loop	Narrative evidence exists of reports on assessment projects that close the loop.	The discipline provides links to specific reports of its assessment projects which close the loop.		

Appendix C: Self-reported Learning gains (non-CT outcomes), 2009 - 12

Categories (top to bottom):
- Computer literacy
- Information competency
- Written expression
- Reading
- Listening
- Speaking
- Breadth of knowledge
- Analyzing experimental results
- Mathematical literacy
- Evaluating artistic expression
- Transfering knowledge to workplace
- Life-long learning
- Setting goals and strategies
- Civic responsibility
- Social interaction
- Teamwork skills
- Awareness of diversity
- Alternative viewpoints

Legend: 2009, 2010, 2011, 2012

Appendix D: RCCD General Education SLOs (2006 – 2012)

1) Critical Thinking

- Analyze and solve complex problems across a range of academic and everyday contexts
- Construct sound arguments and evaluate arguments of others
- Consider and evaluate rival hypotheses
- Recognize and assess evidence from a variety of sources
- Generalize appropriately from specific cases
- Integrate knowledge across a range of contexts
- Identify one's own and others' assumptions, biases, and their consequences

2) Information Skills

- Demonstrate computer literacy
- Locate, evaluate, and use information effectively

3) Communication Skills

- Write with precision and clarity to express complex thought
- Read college-level materials with understanding and insight
- Listen thoughtfully and respectfully to the ideas of others
- Speak with precision and clarity to express complex thought

4) Breadth of Knowledge

- Understand the basic content and modes of inquiry of the major knowledge fields
- Analyze experimental results and draw reasonable conclusions from them
- Use the symbols and vocabulary of mathematics to solve problems and communicate results
- Respond to and evaluate artistic expression

5) Application of Knowledge

- Maintain and transfer academic and technical skills to workplace
- Be life-long learners, with ability to acquire and employ new knowledge
- Set goals and devise strategies for personal and professional development and well being

6) Global Awareness

- Demonstrate appreciation for civic responsibility and ethical behavior
- Participate in constructive social interaction
- Demonstrate teamwork skills
- Demonstrate understanding of ethnic, religious, and socioeconomic diversity
- Demonstrate understanding of alternative political, historical, and cultural viewpoints

Appendix E: Revised RCCD GE SLOs

RCCD General Education Program Student Learning Outcomes

(Revised September 2012)

The RCCD General Education program prepares students to be able to demonstrate an understanding of how knowledge is discovered and constructed in the natural sciences, the social and behavioral sciences, the humanities, and language and rationality. Students will understand the methods of inquiry that underlie the search for knowledge in these fields. In addition, they will gain demonstrable skills in four broad interdisciplinary areas:

Critical Thinking

Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

Information Competency & Technology Literacy

Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.

Communication

Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

Self Development & Global Awareness

Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to 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.