



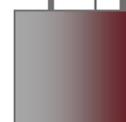
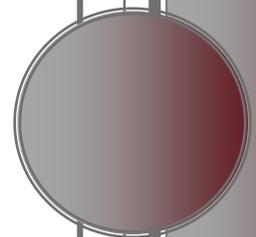
ANNUAL ASSESSMENT REPORT

2014-2015

DRAFT

Dr. Sarah Burnett, Assessment Coordinator

11/3/15



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CONTENTS

Introduction	2
Norco College Instructional Outcomes Assessment	3
• Addressing ACCJC College Recommendation 2	3
Assessment of Student Learning at the Program Level	4
• Creation of Rotation Schedule	4
Results of Program Level Assessment in ADT, AOE, CTE, and GE Programs	8
• Associate Degree for Transfer (ADT)	8
• Area of Emphasis (AOE)	10
• Career Technical Education (CTE)	12
• General Education Assessment	12
SLO Evaluation Mechanism to Review the SLO Process	18
Assessment of the Evaluation Mechanism	20
• Key Indicators Analysis	20
Compiled by Dr. Greg Aycock, Dean of Institutional Effectiveness	
Course Level (SLO) Assessment	23
TracDat	24
Additional Annual Goals	24
Assessment in Student Services	25
Compiled by Dr. Monica Green, V.P. Student Services	
Institutional Assessment	29
Compiled by Dr. Greg Aycock, Dean of Institutional Effectiveness	
Administrative Unit Assessment	33
Compiled by Dr. Diane Dieckmeyer, V.P. Academic Affairs	
Summary	34

ANNUAL ASSESSMENT REPORT

INTRODUCTION

In the fall of 2013, Norco College completed an institutional self-evaluation in support of the reaffirmation of its accreditation with the Accrediting Commission for Community and Junior Colleges (ACCJC). In March 2014, the ACCJC conducted a site visit, and ultimately reaffirmed Norco's accreditation in June 2015 (ACCJC Reaffirmation Letter, June 2014). ACCJC's report indicated that a follow-up visit would take place in fall 2015, and at that time the college would need to show responses to four identified recommendations. Three of the four recommendations (Recommendations 1, 2, and 3) included elements that relate directly to assessment, and subsequently formed much of the basis for the focus in assessment over the past twelve months. This report will identify the steps and measures that were taken to address each of the Recommendations, and will also expand on additional activities and modifications that occurred in 2014-15.

The past year was not only focused on addressing existing concerns, but on moving forward to create new processes and approaches to assessment. It was an extremely busy year in assessment. In September, 2014 a new Assessment Coordinator for the college was assigned (Dr. Sarah Burnett). However, this report would be incomplete without acknowledging the previous Assessment Coordinator, Dr. Arend Flick, for all of the groundbreaking, difficult, and effective work he did for the college regarding assessment. We would not be where we are today without his insight and dedication to the worth of assessment.

Another new addition to the college is the on-line assessment tool, TracDat V. This report will detail the process of adoption in 2014-15. Two additional changes that will be highlighted in the Instructional section of this report include 1) the increased focus on Program Level Outcomes (PLO) assessment, and 2) the comprehensive changes that were made to the assessment section of the Annual and Comprehensive Program Review. The Student Service review will detail the assessment work conducted within the 22 service areas that provide support to students, and the Administrative review will detail how the administrative unit integrated their annual reviews into the college program review process.

NORCO COLLEGE INSTRUCTIONAL OUTCOMES ASSESSMENT

On July 15, 2014 the Vice President of Academic Affairs met with the outgoing Assessment Coordinator (AC), the incoming AC and the Dean of Institutional Effectiveness (DIE). The group met to discuss the plan for addressing the second Recommendation received by the college during the accreditation visit. By the end of the meeting a plan was put in place to address the three distinct components embedded within the Recommendation (as identified below):

In order to meet the Standards, the team recommends that the College...
(1) Implement more direct assessment of student learning at the program level; (2) complete its cycle of evaluation for all general education outcomes; and, (3) develop, implement, and assess an evaluative mechanism to review all parts of the student learning outcomes process in an ongoing and systematic way.

On September 11, 2015 the Norco Assessment Committee (NAC) met for the first meeting of the calendar year. At the meeting, a plan of action was identified for the coming year. The plan incorporated multiple elements that were intended to address the Recommendation. These action items were eventually converted to form the basis of the Annual Goals for Assessment, 2014-15, which were voted on and approved (11/13/14 NAC minutes). The goals included four main areas of focus:

1. To address the ACCJC Recommendation 2.
 - a. This would incorporate revising the assessment section of the Annual and Comprehensive Program Reviews
2. To start implementing the use of TracDat to improve tracking the process of assessment.
3. To more clearly identify the role of NAC and assessment across the college in supporting student success, equity, and teaching and learning.
4. To start to align the current Student Learning Outcomes to the newly revised General Education Program Level Outcomes.

Work began immediately on addressing the first two elements.

ADDRESSING ACCJC COLLEGE RECOMMENDATION 2

This Recommendation indicated to the college that immediate steps needed to be taken to shore up some existing processes, and also identified specific areas requiring growth and development. The need for change and improvement was discussed at the first NAC meeting on September 11, 2014. The committee conducted a review of the current status of Program Level Outcomes (PLO)

assessment, the cycle of General Education Program Level Outcomes (GE PLO) assessment, and the current mechanism by which the Student Learning Outcomes (SLO) process is evaluated; a plan of attack was outlined (September 11, 2014 NAC Minutes), the results of which follow below.

ASSESSMENT OF STUDENT LEARNING AT THE PROGRAM LEVEL

Over the past five years, Norco College has worked very hard to engage in direct and authentic assessment at the SLO level. However, the enhanced focus for the past two years has been to produce PLO assessment as part of the routine cycle of assessment. Norco has a multitude of programs that require assessment. The college offers 13 Associates Degrees for Transfer (ADT), 7 Area of Emphasis degrees (AOE), an Honors program, and a General Education (GE) program, and 25 Career and Technical Education programs. Many disciplines are involved in these various programs, making it a challenging endeavor to be aware of when an assessment is due, and to engage in assessment in an on-going and systematic basis.

Creation of Rotation Schedule

Up to this point, faculty has been given written and verbal guidance on how to conduct SLO and PLO assessment (most recently via the SLO and the PLO Assessment Guidelines documents). They were provided a blank template for completing their write-up on a PLO assessment (this template, Norco College Program Assessment Report, is located on the Assessment Resources website); but they still struggled to conceptualize how to assess at the program level. One approach they have been encouraged to try for an ADT or certificate PLO assessment, is to utilize a curriculum mapping tool. Each program was asked to map their SLOs to the PLOs, which then enables the discipline to assess each SLO with the knowledge of which PLO they support. The faculty was guided to keep track of the quantitative outcomes of the SLO assessments (e.g., average scores) on the mapping tool, which over time would subsequently build a whole map of completed assessments that align to the PLOs. The discipline would then be able to complete a cumulative report on one or more PLOs utilizing the SLO data they collected. The following chart is an example from the Studio Arts ADT PLO assessment from spring 2015.

ADT Required Courses (Date Assessed)	PLO 1	PLO 2	PLO 3
ART-2 (Spring 2014)	No SLOs match this PLO.	SLO 2: 68.25% SLO 4: 86.5%	SLO 3: 86.5%
ART-17 (Spring 2013)	SLO 1: 93% SLO 6: 92%	SLO 8: Needs to be assessed.	No SLOs match this PLO.
ART-22 (Fall 2013)	SLO 5: 82.5%	SLO 7: Needs to be assessed.	No SLOs match this PLO.
ART-24 (Spring 2014)	SLO 1: 90.75% SLO 2: 76% SLO 3: 57.75%	SLO 6: needs to be assessed.	No SLOs match this PLO.
Elective Group A			
ART-1 (Scheduled for Spring 2016)	No SLOs match this PLO.	SLOs 1, 2 and 4: Needs to be assessed.	SLO 3: Needs to be assessed.
ART-5 (Spring 2014)	No SLOs match this PLO.	SLO 3: Needs to be assessed.	SLO 1: 77% SLO 2: 85%
ART-9 (Scheduled for Fall 2015)	No SLOs match this PLO.	SLOs 3, 4 and 5: Needs to be assessed.	SLOs 1 and 2: Needs to be assessed.
Elective Group B			
ART-18 (Spring 2014, Loop-Closing Pending for Spring 2015)	No SLOs match this PLO.	SLO 4: 91% SLO 6: 91%	SLO 5: 94.75%
ART-20 (Spring 2014)	SLO 2: 77.5% SLO 4: 72.5%	SLO 7: Needs to be assessed.	No SLOs match this PLO.
ART-23 (Spring 2015)	SLO 5: 83% SLO 6: 90% SLO 7: 86%	SLO 8: Needs to be assessed.	No SLOs match this PLO.
ART-26 (Fall 2012, will be assessed in Spring 2016)	SLO 5: 70%	SLOs 7 and 9: Needs to be assessed	SLO 8: Needs to be assessed.
ART-36 (Scheduled for Fall 2015)	SLOs 1-5: Needs to be assessed.	SLO 6: Needs to be assessed.	No SLOs match this PLO.
ART-40 (Fall 2013, will be assessed Fall 2015)	SLO 1 and 5: Narrative given without data.	SLO 6: Needs to be assessed.	No SLOs match this PLO.

Another approach that was encouraged was to utilize a capstone course, an internship, or an accumulation of courses that encapsulate the existing PLOs for the program. In these situations many of the same classes might also make up

multiple certificates (programs) and so there is the possibility for efficiency in assessing; for example, one SLO assessment might align with or support multiple programs within the same discipline. This is the case with ECE. For example, the four core classes in ECE (EAR 20, 24, 28, and 42) are required classes for the 12 Core Associate Teacher Certificate and function as required classes in the ECE ADT, and the 31 unit ECE certificate, and the Early Childhood Intervention Assistant Teacher Certificate. As the discipline conducts SLO assessment in each of these courses they can functionally align the outcomes to the different PLOs for the larger programs. The majority of programs don't have this opportunity as they are either formed from a conglomeration of disciplines, or a single discipline without a culminating experience class or an internship opportunity.

What emerged in the past year, is the realization that the majority of disciplines are still at a loss as to how to conduct PLO assessment. In light of this fact, and in order to address the ACCJC recommendation, that we engage in direct assessment of PLO, the decision was made this year to conduct PLO assessments that would be directly orchestrated and overseen by the Norco Assessment Committee.

The first step in starting the PLO assessment process was to analyze how well the existing ***Rotation Plan for Outcomes Assessment*** at Norco College was working. As a result of significant changes at the college, for example the approval of additional ADTs, changes in the number of certificates, and the need to allow time for loop-closing assessments, modifications were made to the existing rotation schedule (revised at the September 25, 2014 NAC meeting). The decision was made to offset the semesters in which faculty would be required to conduct an ADT and be involved in an AOE assessment. In addition, the CTE programs were divided into three groups (A, B, and C), and were allocated a specific semester in which they would be expected to conduct PLO assessment. The CTE faculty was also provided with direct advice regarding methods for conducting PLO assessment. The new rotation schedule was shared with the NAC on September 25, 2014, approved by the Academic Senate (12/1/2014 Minutes) and then emailed to the entire instructional faculty and administrators.

The new rotation schedule was used to identify which AOE, ADT, and CTE programs needed to conduct initial PLO assessments in the fall 2014 and spring 2015. They are as follows in Table 1.

Table 1. *Programs conducting PLO assessment fall 2014 and spring 2015*

	Fall 2014	Spring 2015	Progress
Area of Emphasis Assessment	Analyze data and write report from spring 2014 assessments in Humanities, Philosophy, and Fine & Applied Arts programs	Collect data in Social and Behavioral programs	All Completed 100%
Associate Degree for Transfer	Pilot assessment for ADTs – ECE; English; Spanish; Studio Arts	Analyze data and write report from fall 2014 assessments	All Completed 100%
CTE Programs	Group A CTE disciplines Business Administration, Accounting, Management, and Marketing; CIS Computer Programming; CNC Programming, Early Childhood Education; Game Art E & V and Game Design	Analyze data and write report from fall 2014 assessments	All completed 100%

Lead faculty in each of the ADT disciplines scheduled to assess in 2014-15 were contacted, reminded of the timeline for completion, offered assistance in designing an authentic assessment, and invited to attend specific trainings to assist them with publishing their assessments in the new on-line tracking tool, TracDat IV.

The CTE faculty was also provided direct support during a department meeting; the rotation schedule was explained, suggestions were provided for possible PLO assessments.

The NAC (12/4/2014 Minutes) devised a plan and process for conducting the Social and Behavioral Sciences (SBS) AOE assessment in the spring 2015. A meeting was held on 3/24/15 between the AC, the DIE, some members of the NAC, and members of the Social and Behavioral Science faculty to discuss the data collected from the previous AOE in SBS assessment in 2013, and to make a plan of action for a potential loop-closing assessment in spring 2015. A similar plan was also put in place to assess the Information Competency and Technology Literacy GE PLO.

What has been made clear in the past year is that significantly more emphasis must be placed on assisting faculty to more clearly understand and attempt direct and authentic assessment on PLOs for their programs in 2015-16. This effort will require professional development opportunities, one-on-one support and training by the AC, and on-going support to the departments from the NAC representatives.

RESULTS OF PLO ASSESSMENT IN CTE, AOE, ADT, AND GE PROGRAMS

Associate Degree for Transfer

Over the last 18 months, ADT assessments were completed in Early Childhood Education, English, Studio Art, and Spanish.

Early Childhood Education. The ECE discipline conducted an initial direct assessment on two of the four PLOs. The discipline identified a specific area of concern in the Practicum course (EAR 30) - students were exhibiting inappropriate behaviors for teachers in ECE – a new, evidenced-based observation tool was created to ameliorate the issue. The tool was utilized to provide students with clear feedback on any behaviors that were identified as being unacceptable within the field of ECE. The report identifies specific concerns that were addressed, the ratio of students that met the expected criteria, interventions that occurred with students that fell below the expected criteria, and improvements that were made by the students as a result of being counseled.

English. The English department embarked on an assessment project that incorporated direct and indirect assessment. They utilized two different sections (ENG 7 and 30), identifying ENG 7 as a quasi-capstone course. The direct assessment came in the form of an essay and the indirect assessment utilized a survey that explored the student's experiences taking English courses at Norco College and their recommendations for how to improve the program. The discipline identified that a portfolio system might support the assessment of the ADT

as there truly isn't a capstone course in English. They identified specific areas for future exploration, such as considering the number and types of course offerings in English, the manner in which instructors should select the types of literature to be used in the class, approaches to teaching critical thinking, and the need to possibly identify a "program leader" to promote and encourage participation in the English ADT.

Studio Arts. The Studio Art program is overseen by a single discipline member, which is important to know in light of the incredible effort and results that were attained in program assessment conducted this year. Mr. Quinton Bemiller conducted a comprehensive assessment of the program, including all PLOs. The assessment method incorporated the use of both direct and indirect assessment in the forms of class-based assignments and a student survey. Direct assessment was conducted across 10 different courses, the average scores in each course were placed into the SLO-PLO curriculum map to provide a clear visual representation of how students performed not only at the SLO level in the individual course, but also at the PLO level. The student survey was also administered in 10 courses, but with a total of 12 sections. These activities produced very interesting data, wonderful visual representations of the student responses in the form of bar and pie charts, and a thorough analysis was conducted of the results.

In addition, an analysis of the existing SLO-PLO curriculum map was completed, which led to impressive analysis and subsequent recommendations for change. During the curriculum mapping component of the assessment the discipline identified SLOs that need rewording or modifying, and recommended that an additional PLO may be needed to truly meet the needs of the program. This report was exemplary. It formed the basis of some very bold and forward thinking program goals for 2015-16.

Spanish. The Spanish discipline also utilized the SLO-PLO mapping tool to conduct a thorough assessment of all required courses in the Spanish ADT. The discipline embedded scores (averages) from each assessment conducted between fall 2013 and fall 2014 onto the mapping chart. They then generated a cumulative average score for each PLO assessed. The results indicated students that completed each of the six required courses in Spanish averaged 88.5% in their competency in PLO 1, and 85% for

PLO 2. The discipline plans to continue assessing each course on a yearly basis.

Area of Emphasis

In the spring of 2012 Norco College engaged in an initial project to assess the seven Areas of Emphasis (AOE) Degrees, including the AOE for Social and Behavioral Sciences. The project involved asking graduates, in each of the AOE degrees, to determine the extent to which they thought they achieved each of the program learning outcomes for their identified degree. This method of assessment was then replaced by a more robust and authentic approach in the 2012-2013 academic year. This project involved multiple steps, the identification of faculty leaders to help facilitate the assessment plan, and the generation of a more authentic method of assessment. The project resulted in the following:

- Student Learning Outcomes for each of the courses were aligned to corresponding Program Level Outcomes (PLO) for each of the AOE.
- Specific PLOs in each AOE were assessed, with the inclusion of multiple disciplines.
- Data were generated and analyzed for each AOE and a report was produced in December 2013 (Areas of Emphasis Program Assessment Report, December 2013).

As part of the 2012-13 assessment, faculty in the Social and Behavioral Sciences identified the following PLO for assessment:

Students will demonstrate an ability to apply the theories and principles of human development, human interaction, cultural diversity, and global awareness to their everyday lives.

Data were gathered from the following courses:
Economics 8, Psychology 9, Sociology 1 and 10

The assessment results were as follows:

Group 1 (N = 233), 3.25 on a 4 points scale

Group 2 (N = 207), 3.41 on a 4 points scale

Group 3 (N= 90), 3.52 on a 4 point

The overall mean across the three courses was 3.33 on a 4 point scale. The student cohort from the previous spring (2012) survey averaged 3.72 on this PLO. Of the 569 students assessed, 485 (85.2%) demonstrated competency in this area. Conclusions from this assessment indicated that students in the program generally achieve the PLO by virtue of their coursework in the program.

2015 Follow-up with the SBS Department AOE Assessment 2013-14

In 2015, Norco College created a revised rotation schedule for assessment in all courses and programs. The SBS AOE was identified as needing to be assessed in spring 2015. The decision was made to spend time reflecting on the assessment that was conducted in 2012-13, as this had not already occurred. All members of the SBS department were invited to attend a meeting on 3/24/15, to discuss the previously completed assessment and to determine if any additional activity should occur. Six members of the SBS department attended the meeting, including the disciplines members from Early Childhood Education, Political Science, Disability Resource Center, Psychology, Guidance, and History. No participants from the original assessment were present. During the meeting, the AC and the DIE provided some background and historical context for the meeting, which included:

- An overview of the AOE Degree in SBS
- An overview of the original report and general data generated from the assessment
- Additional demographic data
- Reflection on the specific recommendations for SBS identified in the original report and general recommendations for the college.

Outcome

With regard to the original assessment results, the faculty members were encouraged to see that 83.5% of the student's assessed were successful in obtaining the identified skill in the SBS classes. The group determined that no further assessment was needed with regard to the identified PLO. However, the group also identified four overarching concerns with regard to the AOE degree pattern in general. The concerns were as follows:

1. What is an AOE? How is it useful to students? Where did they come from? Who created them? In general the faculty wanted to have more clarification on the purpose and role of an AOE, and to be better informed as to how a student might use the AOE track. They also wanted further clarification on their role in explaining the AOE to students.
2. What courses should be in the AOE degree patterns? Most of the faculty members in the meeting were not aware how the courses in their own disciplines had been identified for inclusion in the AOE. The selection, for some, seemed too random. The group wanted to gain clarification on the process for adding and removing courses from the AOE degrees.
3. Do all of the courses still align to the AOE PLOs? Many courses have undergone revision as part of the ADT process and have new SLO. Do the current SLO align with the AOE PLO?

4. How do we know if students are truly obtaining all 4 PLOs as part of the SBS AOE? Is there a way to track if all students that complete the AOE actually had significant exposure to each of the PLOs during the degree?

The Academic Senate was made aware of these outcomes and further steps will be taken in 2015-2016 to further explore these concerns at the college level. These concerns will also be shared at the District Gen Ed workgroup as they raise similar issues as identified in the GE PLO assessment from this past year.

Career Technical Education

In the fall of 2014, eight CTE programs were scheduled to be assessed.

- Business Administration in Accounting, Marketing, and Management were all assessed. In Management, a pre and posttest was utilized, in Marketing, a case-study, and in Accounting, a project.
- Computer Programming
- Computer Numerical Control Programming
- Early Childhood Education was assessed as part of the ADT assessment and is highlighted earlier in this report.
- Game Art Environments and vehicles used a project based assessment.
- Game Design embedded questions into tests to identify student competency in the PLO

Of interest, in the CTE program assessments, is the broad range of assessment approaches being utilized to identify whether students are meeting the PLO.

General Education Program

For the second round of GE assessment, the NAC adhered to the identified rotation schedule (Rotation Plan for Outcomes Assessment at Norco College) and undertook an assessment of the Program Level Outcome identified as Information Competency and Technology Literacy. It was determined that the assessment would focus on the specific skill of being able to “locate relevant information, judge the reliability of sources and evaluate evidence contained in those sources to construct arguments, make decisions, and solve problems” (RCCD General Education Program Student Learning Outcomes).

In order to identify which course sections would participate in the GE assessment, the AC and the DIE utilized an existing curriculum mapping tool. This tool was the result of a special project in which a faculty member was tasked with aligning the Student Learning Outcomes from each course in the GE program to the previous General Education PLOs (six outcomes). These six GE outcomes were revised in 2013 as the result of a district wide task force and

were reduced to the four current GE PLOs. It was determined as part of this assessment process, that at some point in the near future another mapping project would need to take place to distinctly align the current GE SLOs to the current GE PLOs. For the sake of the GE assessment for the fall 2014, a simple alignment of the previous GE PLOs to the new GE PLOs was made, and the resulting SLO alignment was used to identify which courses would be invited to participate in the GE assessment. The instructors of the following course sections were invited to participate:

- Anatomy 2A
- Biology 11
- CIS 1A
- English 1A
- Philosophy 11
- Physics 10
- Sociology 20
- Communications 1

An initial meeting was held to discuss the project on 10/16/14 and only the instructors from English 1A and Philosophy 11 were in attendance. Some of the other instructors informed the AC that students were not asked to “locate relevant information, judge the reliability of sources and evaluate evidence contained in those sources to construct arguments, make decisions, and solve problems” in the identified courses. Other instructors did not respond to the request for them to participate in the assessment process, so it is unclear as to whether there is an alignment between their identified SLOs and this specific PLO.

A process for conducting the assessment was identified and is as follows:

Process for Assessment

- An email was sent to each faculty involved in the assessment that linked to a data entry screen in TracDat. The screen displayed every student enrolled in each section of the courses being assessed. The email was sent to the Instructor Of Record (IOR).
- Each IOR involved in the assessment identified an assignment from their section that most closely tied to the ***identified specific skills being assessed***, namely,
Students will be able to locate relevant information, judge the reliability of sources and evaluate evidence contained in those sources to construct arguments, make decisions, and solve problems.

- Once the IORs graded the identified assignment they identified in the TracDat data entry screen how well each student did in the assignment with regard to the **identified specific skills being assessed**, and rated each student using the 1-4 Likert rating scale.
 - 1= Little or no evidence of competency was demonstrated in achieving the identified GE PLO skill
 - 2= Limited evidence of competency was demonstrated in achieving the identified GE PLO skill
 - 3= Adequate evidence of competency was demonstrated in achieving the identified GE PLO skill
 - 4= Strong evidence of competency was demonstrated in achieving the identified GE PLO skill
- Data entry to TracDat was completed no later than the 2nd week of the spring semester 2015.

Results

The data for the GE assessment project in Information Competency and Technology Literacy (ICTL) was comprised of 270 students who were enrolled in English 1A & Philosophy 11. As can be seen in the tables below, the sample approximated the demographic distribution of the college as a whole in ethnicity, age, and gender. Based on this, the sample can be assumed to be representative of the college on the basis of these factors.

Age

		Frequency	Valid Percent	Cumulative Percent
Valid	19 or less	97	42.5	42.5
	20-24	102	44.7	87.3
	25-29	14	6.1	93.4
	30-34	6	2.6	96.1
	35-39	4	1.8	97.8
	40-49	4	1.8	99.6
	50+	1	.4	100.0
	Total	228	100.0	
Missing	System	42		
Total		270		

Ethnicity

		Frequency	Valid Percent	Cumulative Percent
Valid	Asian	22	9.6	9.6
	African American	12	5.3	14.9
	Hispanic	132	57.9	72.8
	Pacific Islander	2	.9	73.7
	White	54	23.7	97.4
	Two or more races	4	1.8	99.1
	Unreported/Unknown	2	.9	100.0
	Total	228	100.0	
Missing	System	42		
Total		270		

Gender

		Frequency	Valid Percent	Cumulative Percent
Valid	Female	119	52.2	52.2
	Male	108	47.4	99.6
	Unknown/non-respondent	1	.4	100.0
	Total	228	100.0	
Missing	System	42		
Total		270		

The analysis used to determine if learning demonstrated significant increases based on number of GE units successfully completed was analysis of variance (ANOVA). Students were placed in one of three groups (Group 1: below 12 GE units, Group 2: 12-24 GE units, Group 3: Above 24 GE units) and means for these groups were calculated as indicated below.

ICTL Mean Scores by GE Units Completed

Units GE Completed	N	Mean
Below 12 GE units	58	2.88
12-24 GE units	45	2.89
Above 24 GE units	122	2.86
Total	225	2.87

As may be assumed by viewing the data, no significant differences were observed between any of the groups. This indicates that mastery of ICTL was not evident as students completed more GE units in this study. One explanation for this is the large number of students in the study who were in ENG-1A (n=160) which may have affected the lack of variance in this GE outcome. Since over 70% of the sample were in a class that requires certain minimum writing standards in order to enroll in the class, this could have a homogenizing effect on the sample. To investigate whether this was the case, a subanalysis of PHI-11 students was conducted using ANOVA. Although their overall scores were somewhat lower, there still were no differences observed between groups. This subanalysis continued to support the assertion made for the entire sample that mastery of ICTL was not observed as the number of completed GE units increased.

ICTL Subanalysis for PHI-11

	N	Mean
Below 12 GE units	13	2.62
12-24 GE units	9	2.00
Above 24 GE units	32	2.50
Total	54	2.44

2015 Follow-up

Once the data were populated the AC and the DIE met with the faculty that engaged in the GE PLO assessment, they included one full time faculty member from English, who was also responsible for coordinating the assessment for all

participating English sections, three part time English faculty instructors, and one part time Philosophy instructor. The data were shared with the group and the following discussion topics emerged:

1. Is it time to realign the GE SLOs to the current GE PLOs? It seems that more than just two courses in a given semester should provide an opportunity for students to engage in the identified PLO skill. Should it all be left to English 1A and Philosophy to really get to try this component of Information Competency and Technology Literacy? Are we certain that no matter the combination of courses a student takes at any time in there GE courses, are they being exposed to each of the PLOs, or do we rely on them to take only certain classes to get this opportunity?
2. What other courses in the English sequence could provide an opportunity to introduce students to these concepts? Should the discipline take a look at how individual sections might be able to scaffold some of this behavior into the expected outcomes for the course?
3. Do instructors in the GE Program understand that they have a responsibility to not only help students meet the SLOs for the course, but the PLOs for the GE program? Are instructors incorporating the GE PLOs into their teaching methodology, assignments, and subsequently assessment measures?
4. Does everyone understand what each of the GE PLOs mean, and how they might be operationalized into a classroom format?

In the same semester an additional debriefing session was organized with the participants from the 2013 GE PLO assessment on Global Awareness, as this had not previously occurred. The session led to similar, more college-based concerns. The session took place in a routine NAC meeting in order to involve more members of the committee in the process. The discussion included discipline members from Art, Psychology, Kinesiology, English, Math, Early Childhood Education, Anthropology, Sociology, and History. The data and main findings were shared with the group and the following discussion topics emerged.

1. Do the current GE PLOs truly represent the Institution? Is the institution more than just the GE program? Can the GE PLOs continue to be recognized as the college Institutional Learning Outcomes (ILO) when many of the paths of study available to students at Norco involve certificate programs that are not currently incorporated into the GE program? Do we need to create separate GE PLOs and ILOs?
2. Are CTE courses responsible to support students in obtaining the 4 ILOs? Each newly revised CTE Course Outline of Record has to show alignment to the 4 GE PLOs/ILOs and yet it is unclear as to the actual responsibility

- or acknowledged contribution that CTE makes to supporting students attaining global awareness and self-identity, critical thinking, communication skills, and information competency and technology literacy.
3. Are all of the current GE PLOs actually appropriate for each of the GE courses offered at the college, for example, do the sciences have a GE outcome that clearly aligns with their content?
 4. Is faculty actually aware that they need to include the GE outcomes in the planning of their courses? Hence they need to account for the content of the course, supporting the SLOs, and the GE PLOS. Should the syllabus list both the SLOs and the GE PLOs for the aligned courses?

Outcome

This information was shared with the Norco Assessment Committee and the Academic Senate to determine if any action needed to be taken. It would seem that further discussions about the GE Program level Outcomes are warranted, especially with regard to SLO-PLO alignment, level of faculty understanding regarding their role in helping students attain the four GE PLOs, and whether the current GE PLOs should also serve as the ILO. This information will also be shared at the newly reformed District Gen Ed Workgroup.

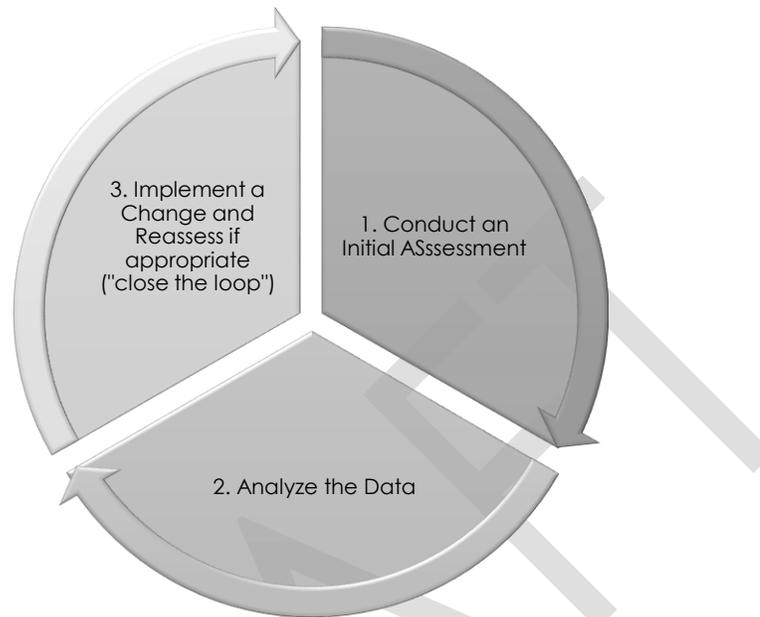
Overall, in the past year assessment at the program level for the General Education outcomes has taken a significant step forward. With the shift towards a more inclusive planning process and group based analysis, the hope is that more faculty will take stronger ownership of the GE outcomes. In addition, by involving the whole NAC in the follow-up discussion the breadth of understanding and responsibility was spread away from just the AC and the DIE to members of every department on campus. This form of active engagement by the NAC and discipline members in designing, analyzing, and recommending future action on GE PLO assessment will continue this coming year.

SLO EVALUATION MECHANISM TO REVIEW SLO PROCESS

In order to meet this part of Recommendation 2 the decision was made to modify the assessment portion of the instructional Annual Program Review (APR) and Comprehensive Program Review (CPR). The APR and CPR were identified as the most logical entity existing on campus to form the basis of an evaluative mechanism for reviewing all parts of the SLO process. The APR is submitted every year towards the end of the spring semester, and the CPR is also submitted in the spring every four years.

The APR was modified to clearly delineate the process for assessment that has been identified at Norco College.

Norco College Assessment Process



The NAC began the process of revising the APR on September 11, 2014. In subsequent NAC meetings the team reviewed and gave feedback on the completed revisions (9/25/14 and 10/23/14) and the final version was then approved on 11/13/14. At the same meeting in November, the committee was asked to review and vote on the changes being proposed to the assessment section of the Comprehensive Program Review (CPR). The motion was passed and both the updated APR and CPR were then forwarded to the Academic Senate for approval. The Norco Senate approved both documents on 11/1/14 and they were used for the first time in spring 2015.

The revised APR document intentionally placed a direct focus on the number of assessments being initiated over the previous academic year, the number of changes or modifications that were implemented to courses after the initial assessment was analyzed, and the number of loop-closing activities that occurred. The CPR was modified to align to the new APR format, and to shift the focus from merely tracking the total number of assessments completed, to put more focus on self-reflection or meta-analysis of assessments completed in the prior four years. The faculty were asked to analyze the types of assessments being used, the changes that were implemented in the courses in order to support student success, and to find a focus for the upcoming four years.

In order to evaluate the APR and the CPR delineated scoring rubrics were created in order to evaluate the completed documents in an objective manner. Members of the NAC were trained and normed on the new rubrics in an attempt to gain inter-rater reliability (NAC Minutes 4/23/2015). Each APR and CPR were assigned a team of readers to score the assessment section. The team approach was taken to avoid bias and subjectivity. If there was significant discrepancy in scoring, a third reader was brought in to serve as an adjudicator. An average score was determined for each row on the rubric and an overall score was identified. This process provided the mechanism by which the college could then assess how well the instructional side of the house is doing at engaging in assessment, implementing changes as a result of assessment, and loop closing activities. The scoring of the APR and CPR was very successful. The rubric was logical and corresponded well to the document being scored.

ASSESSMENT OF THE EVALUATION MECHANISM

In order to assess how well the evaluative mechanisms (the APR, CPR, and the scoring rubric) reviewed all parts of the SLO assessment process, the Dean of Institutional Effectiveness conducted an additional analysis of the scored rubrics. This analysis is identified as the Key Indicators Analysis.

Key Indicator Analysis 2014-15 – Dr. Greg Aycock, Dean of Institutional Effectiveness

As part of the evaluation of the assessment process, the Norco Assessment Committee (NAC) reviews all assessment sections of the Annual Program Reviews (APRs) and assigns a score between 0-3 based on a rubric. Each area of the rubric captures a vital area of assessment, or key indicator, for each discipline that submitted an APR. The result of this process is a set of key indicators that quantitatively summarize the state of assessment at Norco College during 2013-14 (the time frame specified on the APR). The key indicators are: Level of Loop-Closing, Improvement of Learning, Dialogue on Results, and Participation in Program Assessment. Although the rubric only allows a maximum score of 3 to be assigned for each area, there are some disciplines that received an average score higher than 3. This was due to the “bonus point” that was added to the total score if disciplines were involved in program assessment (Area 4).

Discipline	Area 1- Loop- closing	Area 2- Improve Learning	Area 3- Dialogue	Area 4- PLO	Discipline Average
Accounting	1	1	1	0	1.0
Administration of Justice	0	0	0	0	0.0
Anatomy and Physiology	0	0	0	0	0.0
Anthropology	3	3	2	1	3.0
Art	2	1.5	1	1	1.8
Biology/Microbiology/HES	0	0	0	0	0.0
Business Administration, Management, and Marketing (including Logistics)	3	2.5	2.5	1	3.0
Chemistry	3	2	2	0	2.3
Commercial Music (MUC)	2	1	0	0	1.0
Computer Information Systems & Computer Science	2.5	2	3	1	2.8
Construction Technology	2.5	2.5	1.5	0	2.2
Early Childhood Education	3	3	3	1	3.3
Engineering (includes Architecture)	0	0	0	0	0.0
English	1	1	2	1	1.7
English as a Second Language	1.5	2	3	0	2.2
GAM: Simulation and Game Development	3	3	3	1	3.3
Geography	1	1.5	1	0	1.2
History	3	2	2	1	2.7
Honors					
Humanities	0	0	0	0	0.0
Journalism	0	0	0	0	0.0

Discipline	Area 1- Loop- closing	Area 2- Improve Learning	Area 3- Dialogue	Area 4-PLO	Discipline Average
Manufacturing, Machine Shop Technology, Supply Chain Technology, Electronics	0	0	1	0	0.3
Music (<i>including Commercial Music prior to 2014</i>)	2	0.5	0.5	0	1.0
Philosophy	3	3	2.25	1	3.1
Political Science	3	3	2.5	0	2.8
Physics (including physical science)	0	0	0	0	0.0
Reading	3	3	2	0	2.7
Real Estate					
Theater	0	0	0	0	0.0
World Languages	3	3	3	1	3.3
AVERAGE	1.8	1.5	1.5		1.7
AVERAGE (w/o 0's)	2.4	2.1	1.9		2.2

As can be seen upon review of scores, the range was 0-3.3. In general, for each key the following scores represented a certain level of evidence that activity had occurred: 0-indicates no evidence of assessment activity completed. 1-indicates limited evidence of assessment activity completed. 2-indicates clear evidence of assessment activity completed. 3-indicates robust evidence of assessment activity completed.

The average scores for the first three key indicators were 1.8, 1.5, and 1.5 for Level of Loop Closing, Improvement of Learning, and Dialogue on Results, respectively. The overall average was 1.7. These scores indicated that as an institution, Norco College was producing between mostly clear evidence of engagement in the assessment process. To some degree these scores are not an accurate depiction of the quality of assessment activity since there were 8-10 disciplines in each area that didn't produce anything in assessment within the specified time frame. There are various reasons for the lack of assessment in

these disciplines, but for the most part it was due to either there being a newly hired full-time faculty member in the discipline or there being no full-time faculty in the discipline. When extracting the disciplines that received 0's, the key indicators scores increased to 2.4, 2.1, and 1.9, respectively. The overall average was 2.2. These scores indicate that for those disciplines that engaged in assessment, there were clear to robust levels of loop closing, improvement of learning, and dialogue involved in the process. The final key indicator was participation in program assessment. Ten out of 27 disciplines (37%) indicated they were actively involved in this type of assessment during 2013-14. Due to the 3-4 year cycle of program assessment, this is adequate participation to maintain these cycles.

In summary, though there is room for improvement, the key indicators analysis produced evidence that the quality of assessment occurring is quite good. When including all disciplines in the analysis, the key indicators decrease due to non-involvement by disciplines with no fulltime faculty members, or new faculty who are getting assessment off the ground in their area. It is hopeful that these scores will increase in the future due to new full-time faculty hiring which began last academic year and will continue during the present academic year.

NAC will review the APR and CPR template and scoring rubric in early fall 2015, to see if additional changes should be made.

COURSE LEVEL (SLO) ASSESSMENT 2014-15

A conscious decision was made in spring 2014 to utilize the fall (2014) to conduct an assessment pilot project. The project introduced a select group of faculty in various disciplines to the newly acquired on-line assessment tracking system, TracDat IV. A total of 17 sections from 13 disciplines were involved. The decision to keep this pilot group small was intentional, as it allowed for more robust discussion about the on-line tool. An initial TracDat training was conducted early in the semester and participants were asked to input their assessment plans into the systems as they were identified. The faculty group were also asked to input their assessment results into the system once they completed their assessments.

In spring 2015, an additional 74 sections were assessed across 29 disciplines and faculty were again asked to input their results into TracDat. The focus in the spring was specifically on courses that had either never been assessed, or were due for assessment according to the rotation schedule. The challenge for faculty was to migrate their assessments from an existing format, either a pdf or a word

document, into the TracDat data fields. The following table indicates the completion of SLO assessment across the college in fall 2014 and spring 2015.

Semester	# of courses identified for assessment	# of courses assessed	% completed
Fall 2014	17	15	88%
Spring 2015	74	34	46%

Although these data are concerning, it is an indication of steep learning curve that was created with the new software.

TRACDAT

The goal in 2014-15 was to start the process of training the faculty to use the new on-line assessment tool, TracDat IV. The plan was to initiate a pilot group of faculty in the fall, 2014. The decision to start with a small pilot group was made in order to obtain feedback, work out any “kinks” in the system, and to finalize a training tool for the remainder of the faculty. The pilot group was comprised of a select group of faculty from each department. The group was provided an initial training on how to create an assessment plan and they were given an introductory TracDat introductory manual.

In the spring, 2015 there was an additional training for the pilot group on how to input results and how to generate reports. In addition, a TracDat training video was made available to the additional faculty members that were introduced to TracDat IV in the spring. A decision was made in April to hold off training the entire faculty in TracDat IV as it was learned that a new and much improved version (TracDat V) would be available by fall 2015. The versions were very different and to avoid excessive frustration, additional trainings, and confusion it was determined that waiting to train the remaining faculty on the new system would be in the best interest of everyone. TracDat V arrived in late August and the college will endeavor to incorporate all that it has to offer into ongoing and systematic assessment.

ADDITIONAL ANNUAL GOALS

NAC identified two additional annual goals at the start of 2014. The first was to more clearly identify the role of NAC and assessment across the college in supporting student success, equity, and teaching and learning. This goal is on-going. Steps were taken to try and provide more support to the departments from the NAC members in the form of on-going discussions about assessments

being conducted, in addition more conversation was initiated regarding the pivotal role that assessment should play as part of any attempt to increase student success, teaching and learning. This aspect will continue to be enhanced in the coming year as the college moves towards forming a Teaching and Learning Committee to support Student Success.

The final annual goal, to start the process of aligning the current SLOs with the newly revised GE PLOs, is high on the agenda for the coming academic year. A task force known as the GE Work Group will meet in the fall to discuss how the three colleges in the Riverside Community College District can move forward to align the SLOs and to ensure that the existing GE PLOs meet the needs of each college.

ASSESSMENT IN STUDENT SERVICES

COMPILED BY DR. MONICA GREEN, V.P. STUDENT SERVICES

Student Services approaches program review as a continuous, ongoing process. For nine years, or since 2006, Norco College has 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.

All 22 Student Services areas are required to complete annual program reviews. Student Services Program Reviews contain three sections:

- (1) Area Overview
- (2) Assessing Outcomes
- (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; (2) the current year's objectives and assessment plan; and (3) a detailed description of the outcomes assessment 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 in the summer, the program reviews are posted on the Student Services Program Website.

For the last two years, each student services area submitted assessment plan proposals that were then reviewed and ranked through a peer review and dialogue session held during a special Student Services Planning Council meeting. Before the end of fall, student services area assessment plans were finalized and areas began assessing outcomes. Based upon feedback from program leaders, we discontinued the practice of having various sections of the program review due for submission throughout spring. In mid-June, areas submitted their entire program review document. In late June 2015, the service area leaders participated in another peer review session that included the use of a rubric and dialogue focusing on outcomes assessment only. After the peer review process, leaders were able to revise their program reviews and submit for administrative review. Each program review document was reviewed, the outcomes assessment ranked, and suggested modifications were provided by an administrative team that includes the vice president and deans within student services. The area leaders were then given a final opportunity to finalize their entire program review document by the end of July in preparation for the summer Student Services Planning Council's prioritization process. For the last two years, we modified the peer review rubric and expanded the definition of authentic assessment to include student success measures (e.g. persistence, gpa, course success, etc.).

2014-2015 Outcomes Assessment Summary

This outcomes assessment summary includes all of the 22 student services areas successfully completing the annual program review process. For 2014-2015, our service area goals were to have three assessments per area, of which at least two outcomes should demonstrate authentic assessment.

Authentic assessment is defined as directly examining performance and direct learning with the use of pre- and post-tests. Of the 22 student services areas, there were 85 outcomes measured during this academic year. This constituted over a 10% increase in outcomes (77 in 2013-2014) measured from the prior year. All of the 22 Student Services areas achieved the goal of measuring at least three outcomes. Eighty-two percent, or 18 of 22 service areas, measured at least two authentic assessment outcomes. Twenty of the 22 (91%) measured at least one authentic assessment outcome.

Overall, among our 22 service areas, there were:

- 17 general Service Area Outcomes (SAO's)
- 5 satisfaction surveys (SAO's)

- 46 Student Learning Outcomes (SLO's) using direct learning measurement
- 6 SLO's using indirect learning measurements
- 11 SLO's using student success measures (retention/persistence/ gpa/academic standing, etc.),
- A total of 57 authentic outcome assessments.

For the past two years, the number of authentic assessments have consistently been 57 for all student services areas combined. A table mapping the assessments by service area is available at the end of this report.

With the addition of the assessment outcome rubric, Student Services provides an overall estimation as to where we are with obtaining proficiency to sustainable continuous quality improvement for assessing outcomes. The areas for evaluation on the rubric included SLO/SAO method, use of data for programmatic modifications, and the use of data to close the assessment loop. The ranking of each evaluation area on a scale from Awareness (1) to Sustainable Continuous Quality Improvement (4) generated peer review scores from 1.5 to 4.0, for an overall average of 3.59.

Based upon the peer review rubric process, Student Services for 2014-2015 is between proficiency and sustainable continuous quality improvement. The final administrative review score represents consistency in score from last year (3.57). This year's average peer review score represents an increase of 0.10 (3.49 to 3.59) from last year. While there is a nominal increase, it suggests a gradual movement from proficiency to sustainable continuous quality improvement within Student Services.

Outcomes Assessment Discussion & Next Steps

In 2014-2015, our two primary assessment objectives were to demonstrate advancement from proficiency to sustainable continuous quality improvement and, where appropriate, continue to incorporate authentic assessment into our assessment practice. In this last year, Student Services moved positively towards sustainable continuous quality improvement and demonstrated authentic assessment in 20 of our 22 service areas accounting for a total of 57 authentic assessments.

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 improvements in both our process and outcome every year. Based upon the student services peer review rubric, student

services as a whole, appears to be between proficiency (3) and sustainable continuous quality improvement (4), with an average of 3.59 this 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.

Outcomes assessment goals each year are established in the student services administrative program review and vetted in early fall through dialogue in the Student Services Planning Council. Assessment goals for 2015-2016 will continue to include authentic assessment for at least two outcomes.

Over this last year, our rubric was refined as it formerly asked peer reviewers to subjectively determine whether outcomes were meaningful. In an effort to make this area less subjective, the revised assessment plan template asked our area leaders to link outcomes to the college mission statement. As part of the student services administrative unit program review, we sought to have 100% of our areas link their outcomes with the college mission. During this first year of implementation, 75% (or 64 of 85) of the outcomes were linked to the college mission statement. In this next year, we hope this percentage will increase to full participation so as to reduce the subjectivity in the ranking in determining the meaningfulness of the outcomes through the peer review process.

The following is a breakdown of the 2014-2015 Outcomes Assessment Summary by service area:

Norco Student Services Mapping Outcomes to Goals 2014-2015

NSSV Department	SAO		SLO			Number of Outcomes	Authentic Assessment
	General	Satisfaction Survey	In-Direct	Direct	Student Success Measure		
Admissions & Records				5		5	5
Assessment Center		2		3		5	3
CalWORKs				2	1	3	3
Career/Job Placement Center	1	1	2			4	0
Counseling/SSSP				5		5	5
Disability Resource Center (DRC)	1				3	4	3
EOPS/CARE	2				3	5	3
Health Services				3		3	3
JFK				2	1	3	3
Outreach	3		1	1		5	1
Puente Program		1		4		5	4
Student Employment	1		2			3	0
Student Financial Services	1			2		3	2
Student Life				3		3	3
Student Support Services (SSS)	1			2		3	2
Student Support Services/RISE				1	3	4	4
The Talented Tenth (T3p) Program	1		1	1		3	1
Transfer Center		1		3		4	3
Upward Bound - Centennial	2			2		4	2
Upward Bound - Corona	2			2		4	2
Upward Bound – Norte Vista	1			2		3	2
Veterans Services	1			3		4	3
TOTALS -	17	5	6	46	11	85	57

INSTITUTIONAL ASSESSMENT

COMPILED BY DR. GREG AYCOCK, DEAN OF INSTITUTIONAL EFFECTIVENESS

Institutional assessment at Norco College is the systematic gathering of data to produce outcomes or indicators representing the effectiveness of the institution as a whole. These indicators are derived from various types of data including MIS (standardized state data) or other standardized data sources, such as National Student Clearinghouse, the Community College Survey of Student Engagement (CCSSE), and/or the Integrated Postsecondary Education Data

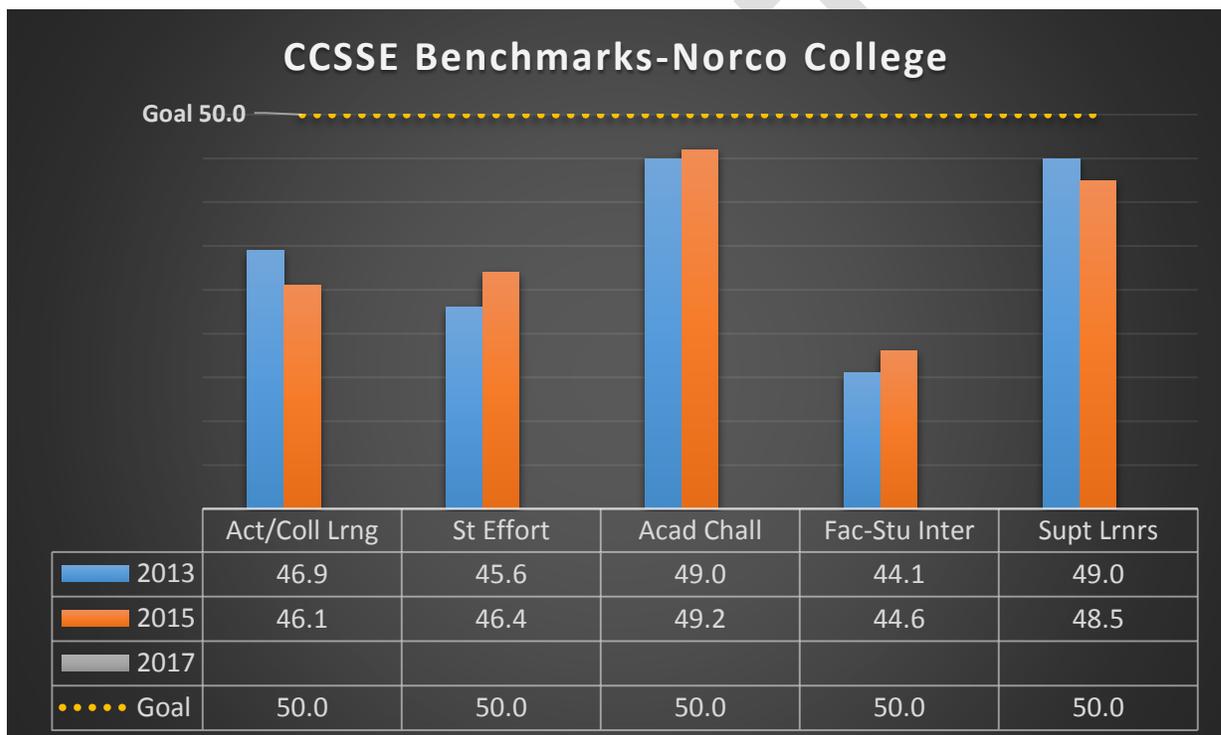
System (IPEDS). Institutional data can also be gathered locally through surveys, interviews or focus groups. Whatever the method of data gathering, institutional assessment usually produces indicators which should be used to improve the effectiveness of the institution.

The most comprehensive area of institutional assessment is captured in the Annual Progress Report on Educational Master Plan Goals, Objectives, and Dashboard Indicators. Our educational master plan goals and strategic planning goals are one and the same and from here on will be referred to as the strategic planning goals. In 2013-14, the entire year was devoted to the assignment of strategic planning goal objectives to each of the committees; and then the committees were asked to create an action plan for each of the goals. During 2014-15, action plan activities were implemented and annual progress was captured in the [report on strategic planning goals](#). Of the 44 objectives comprising the seven strategic planning goals, 11 objectives have met or exceeded five-year targets (to be met by 2017-18). These objectives are the following:

- Goal 1.2 Improve Transfer Rate (including Asian, African-American, White)
- Goal 1.3 Increase Basic Skills Pipeline Completion (Math & ESL)
- Goal 1.4 Improve persistence rates by 5% over 5 years (fall-fall)
- Goal 1.8 Increase % of Students Beginning Basic Skills in 1st Year
- Goal 1.9 Decrease the success gap of students in online courses as compared to face-to-face instruction
- Goal 3.2 Increase percentage of new students who develop an educational plan
- Goal 3.4 Ensure the distribution of our student population is reflective of the communities we serve
- Goal 6.2 Systematically assess the effectiveness of strategic planning committees and councils
- Goal 6.3 Ensure that resource allocation is tied to planning
- Goal 6.5 Revise the Facilities Master Plan
- Goal 7.1 Provide professional development activities for all employees
- Goal 7.4 Employee Participation in Inclusiveness Events

Another form of institutional assessment that took place during spring 15 was the administration of the Community College Survey of Student Engagement (CCSSE). CCSSE provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. Extensive research has identified good

educational practices that are directly related to retention and other desired student outcomes. The Community College Survey of Student Engagement (CCSSE) builds on this research and asks students about their college experiences — how they spend their time; what they feel they have gained from their classes; how they assess their relationships and interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; and how the college supports their learning. Survey results are delivered to participating colleges for the purposes of institutional assessment and improvement. Norco College results of CCSSE 2015 benchmarks compared to the CCSSE 2013 administration is shown in the chart below.



Results of CCSSE 2015 show some increases and some decreases from the prior administration of the survey. However, since the goal is 50 (the average of the national sample) there still remains room for improvement on this institutional indicator of student engagement. More detailed reports on the CCSSE can be found [here](#).

Another area of institutional assessment involves the recent implementation of the state initiative, Institutional Effectiveness Partnership Initiative (IEPI). The IEPI involves many activities, but central to the initiative is the implementation of a statewide indicator system. This system is comprised of 18 indicators that are at the college- and district-level. The following are the college-level indicators:

- Completion Rate (for college-prepared, unprepared for college, and overall)
- Remedial Rate (for math, English, and ESL)
- CTE Completion Rate
- Successful Course Completion
- Completion of Degrees
- Completion of Certificates
- Number of Students Who Transfer to 4-Year Institutions
- Accreditation Status
- Date of Next Visit

For 2014-15, only three indicators were required (successful course completion, accreditation status, date of next visit), but all 18 will be required to report in the following year. As part of the IEPI performance indicators, it is required that any indicator selected by a college would need a short-term target for completion by the next year. The short-term target goal for Norco College in 2015-16 was 71.9%. Whenever possible, Norco College decided to align IEPI indicators with the strategic planning goals. The strategic planning goal for course success rate is 73% by 2017-18, so 71.9% by 2015-16 would place the college on track for achieving this long-term target.

The final area of institutional assessment focused on institution-set standards. Institution-set standards (ISS) are the lowest outcome levels which are acceptable to an institution. ISS are not goals to which the college aspires. Rather, they are the level that marks when the institution is moving into a “danger zone” for a specific outcome area. During 2014-15, some of the institution-set standards for Norco College were revised as was the methodology for all indicators. The revision in methodology involved changing the ISS from one standard deviation below a multi-year (usually 5-year) mean to one-half a standard deviation below the mean. This change was made by the Institutional Strategic Planning Council (ISPC) as a response to an accreditation visit in spring 2014. In addition, a procedural response outlining actions to be taken when outcomes fall below the ISS was drafted by the Norco Academic Senate. ISPC reviewed and approved the procedural response in April 2014. The procedural response was implemented in 2014-15 and can be found [here](#). The outcomes of the ISS, as reported on the ACCJC Annual Report can be found [here](#). Results show that seven CTE areas fell below the ISS for their programs, and a procedural response has been initiated to address strategies for improvement during the 2015-16 academic year.

These different areas of institutional assessment represent a broad-based approach to measuring the effectiveness of Norco College. By looking at the various goals, benchmarks, indicators, and standards related to the quality of the institution, the college can better plan how to effect long-term change and ultimately improve its effectiveness.

ADMINISTRATIVE UNIT ASSESSMENT

COMPILED BY DR. DIANE DIECKMEYER, V.P. ACADEMIC AFFAIRS

Administrative Units participate in cycles of on-going assessment as reflected within the Program Review process. Administrative units participating in the program review process include Academic Affairs, Business and Facilities and Student Services. Academic Affairs is comprised of the offices of Institutional Effectiveness, Dean of Instruction, Career Technical Education, Equity and Grants Programs, STEM, and Library and Learning Resources. Business and Facilities is comprised of Business Services, College Police, Facilities, Maintenance, Custodial, and Grounds. The Student Services administrative program review takes a more focused approach to the process since their 21 service areas participate in a comprehensive and robust Student Services program review in addition to the administrative program review.

With a focus on the authentic assessment of service area outcomes being completed in a collaborative and reflective manner, the Administrative unit program reviews reflect a process that mirrors that of faculty. Administrative program reviews include Major Functions, Goals and Objectives, a report of the previous year's assessment, a reflection on what has been learned via the assessment process, the current year's assessment plan, and resource requests.

Assessment plans completed in administrative units answer the following questions. What Service Area Outcome (SAO) will be assessed? What assessment methods do you plan to use? When will the assessment be conducted and reviewed? What result, target, or value will represent success at achieving this outcome? How do you anticipate using the results from the assessment? Each assessment is also linked to the goals of the Educational Master Plan/ Strategic Plan.

For the first time, in 2014-15, administrative unit program reviews were integrated into the overall College process established by the Program Review Committee. Teams of two committee members scored the administrative program reviews according to an established rubric and provided committee feedback to each administrative unit. On a three point scale, the overall average score for all

administrative units was 2.33. This information will be used as a baseline to indicate future improvements. In addition, an analysis of administrative unit assessments was performed by the Office of Institutional Effectiveness. The analysis of administrative assessments revealed that 16 out of 16 assessments were authentic in nature, and 15 out of 16 “closed the loop” in the assessment process.

While faculty are encouraged to collaborate with their discipline colleagues in their assessment work, the assessments completed by managers are often done in isolation since each administrative unit is distinct. However, in preparation of their 2014-15 program reviews, managers increased their collaborative efforts by seeking input from their staff as they completed their program reviews and established their assessment plans. In some cases, managers hosted staff retreats for their specific units during which their staff had an opportunity to contribute ideas and suggestions for the administrative unit representing their area. The Business Services unit held two staff development trainings in collaboration with another community college in order to focus on assessment of area outcomes.

The administrative unit program review process has become an increasingly meaningful aspect of the institution’s overall planning processes and has now been fully integrated into the overall planning structure of the college. The quality of assessments completed by administrative units has improved strikingly as the process has become a college-based endeavor. The increased level of collaboration and review occurring within the administrative unit program review process has provided accountability as well as opportunities for future refinement.

SUMMARY

Assessment in all forms; instructional (including course- and program-level), administrative, student services, and institutional; is robust, on-going, and systematic at Norco College. Significant gains in understanding assessment processes, collaboration and collegiality within the assessment committee, and comprehensiveness in evaluating student learning have increased over the past year. In addition, a new software program has been introduced, which has helped to organize, promote, and assist faculty in planning and conducting on-going assessment. Overall, assessment activities during 2014-15 have made significant gains toward improving processes so that students can maximize learning, faculty can grow in their understanding of assessment, and Norco College can become a more effective institution.