NORCO COLLEGE

PROGRAM ASSESSMENT SUMMARY

AOE- SOCIAL AND BEHAVIORAL STUDIES FALL 2019

1920
Students

70%
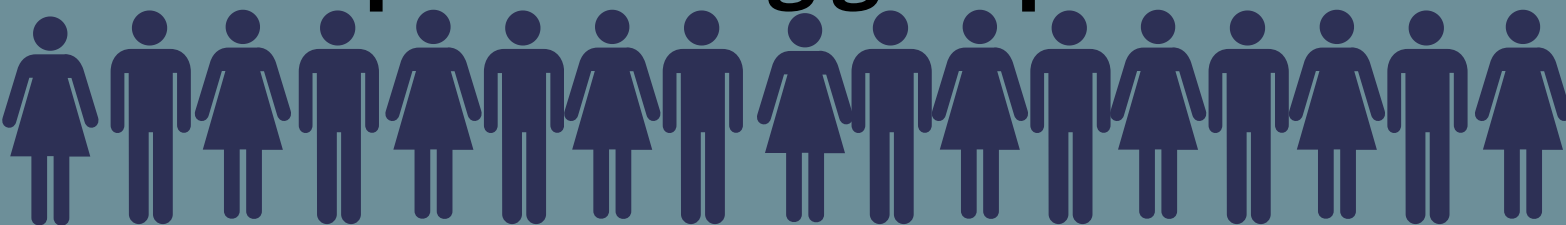Benchmark

84%
Scored 2 or above

Percent of all students that scored a 2 or above (met minimum level of competency or above) on PLO 1 - 4.

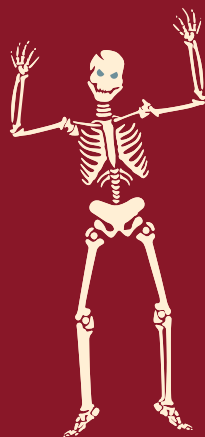Students with more units completed in the program scored significantly higher on PLO-4.

Disproportionate Impact

There were no low performing groups.

Courses Involved

ANT-1,1H,2,6, COM-1,6,9,12, EAR-28, ECO-4,7,8 HIS-6,6H,7, PLO- 4H and PSY-33.

7.51
AVERAGE NUMBER OF UNITS COMPLETED IN PROGRAM

67
SECTIONS ASSESSED

PLO ASSESSMENT SUMMARY

PROGRAM: AOE Social and Behavioral Studies PLO 1
PLO(S) ASSESSED: Demonstrate a 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.
COURSES INVOLVED: ANT-2, COM-9, EAR-28, and PSY-33.

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

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

BENCHMARK:

- At least 70% of the advanced group in my program will score 2.0 or above

SUMMARY OF PROGRAM ASSESSMENT RESULTS

Total number of students involved in PLO assessment:	478
Average number of total units completed:	27.81
Average number of units completed in program:	8.71
Percent of all students at 2.0 or above on PLO Assessment:	86%

PLO Score	Frequency	Percent
0	39	8.2%
1	28	5.9%
2	73	15.3%
3	164	34.3%
4	174	36.4%

YOUR PROGRAM WAS DIVIDED INTO 2 GROUPS DEFINED AS FOLLOWS

- GROUP 1—Program Beginners: 5 or less units completed in the program at the beginning of the fall semester.
- GROUP 2—Program (almost) Completers: More than 5 units completed in the program at the beginning of the fall semester.

	% AT OR ABOVE 2 ON PLO	AVERAGE PLO SCORE	TOTAL # IN GROUP
GRP 1-PROGRAM BEGINNERS	84.3%	2.79	191
GRP 2-PROGRAM (almost) COMPLETERS	87.1%	2.89	287

Group 2 average PLO assessment score was not significantly higher than Group 1. (t=0.866, p=.387)

PLO ASSESSMENT SUMMARY

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

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

		% AT OR ABOVE 2 ON PLO	TOTAL # IN GROUP	DISPROPORTIONATE IMPACT (Not calculated if less than 20 students in group)
ETHNICITY	African-American	76.0%	25	.85
	Asian	88.9%	45	1.00
	Hispanic	85.8%	275	.97
	White	87.8%	123	.99
	Filipino			
	American Indian	100%	2	
	Pacific Islander			
	Two or more	71.4%	7	
	Unknown	100%	1	
AGE	24 and below	85.7%	371	.99
	25 and above	86.9%	107	1.00
	Unknown			
GENDER	Female	87.3%	306	1.00
	Male	83.4%	169	.96
	Unknown	100%	3	

*Disproportionately impacted group

PLO ASSESSMENT SUMMARY

PROGRAM: AOE Social and Behavioral Studies PLO 2
PLO(S) ASSESSED: Demonstrate a breadth of knowledge of the social and cultural environments at the local, regional and global levels.
COURSES INVOLVED: ANT-2, COM-1, and POL-4H.

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

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

BENCHMARK:

- At least 70% of the advanced group in my program will score 2.0 or above

SUMMARY OF PROGRAM ASSESSMENT RESULTS

Total number of students involved in PLO assessment:	207
Average number of total units completed:	16.40
Average number of units completed in program:	5.15
Percent of all students at 2.0 or above on PLO Assessment:	85.5%

PLO Score	Frequency	Percent
0	20	9.7%
1	10	4.8%
2	27	13%
3	67	32.4%
4	83	40.1%

YOUR PROGRAM WAS DIVIDED INTO 2 GROUPS DEFINED AS FOLLOWS

- GROUP 1—Program Beginners: 3 or less units completed in the program at the beginning of the fall semester.
- GROUP 2—Program (almost) Completers: More than 3 units completed in the program at the beginning of the fall semester.

	% AT OR ABOVE 2 ON PLO	AVERAGE PLO SCORE	TOTAL # IN GROUP
GRP 1-PROGRAM BEGINNERS	84.5%	2.84	116
GRP 2-PROGRAM (almost) COMPLETERS	86.8%	2.93	91

Group 2 average PLO assessment score was not significantly higher than Group 1. (t=0.505, p=.614)

PLO ASSESSMENT SUMMARY

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

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

		% AT OR ABOVE 2 ON PLO	TOTAL # IN GROUP	DISPROPORTIONATE IMPACT (Not calculated if less than 20 students in group)
ETHNICITY	African-American	88.2%	17	
	Asian	93.8%	16	
	Hispanic	80.0%	115	.87
	White	92.2%	51	1.00
	Filipino			
	American Indian	100%	1	
	Pacific Islander			
	Two or more	100%	6	
	Unknown	100%	1	
AGE	24 and below	84.7%	163	.96
	25 and above	88.6%	44	1.00
	Unknown			
GENDER	Female	83.2%	119	.93
	Male	89.4%	85	1.00
	Unknown	66.7%	3	

*Disproportionately impacted group

PLO ASSESSMENT SUMMARY

PROGRAM: AOE Social and Behavioral Studies PLO 3
PLO(S) ASSESSED: Demonstrate a working knowledge of the many facets and intricacies of social interaction from the intrapersonal, to the interpersonal to the societal levels.
COURSES INVOLVED: ANT-1, ANT-1H, COM-6, COM-9, and EAR-28.

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

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

BENCHMARK:

- At least 70% of the advanced group in my program will score 2.0 or above

SUMMARY OF PROGRAM ASSESSMENT RESULTS

Total number of students involved in PLO assessment:	532
Average number of total units completed:	27.58
Average number of units completed in program:	8.34
Percent of all students at 2.0 or above on PLO Assessment:	86.7%

PLO Score	Frequency	Percent
0	24	4.5%
1	47	8.8%
2	78	14.7%
3	183	34.4%
4	200	37.6%

YOUR PROGRAM WAS DIVIDED INTO 2 GROUPS DEFINED AS FOLLOWS

- GROUP 1—Program Beginners: 5 or less units completed in the program at the beginning of the fall semester.
- GROUP 2—Program (almost) Completers: More than 5 units completed in the program at the beginning of the fall semester.

	% AT OR ABOVE 2 ON PLO	AVERAGE PLO SCORE	TOTAL # IN GROUP
GRP 1-PROGRAM BEGINNERS	85.8%	2.83	218
GRP 2-PROGRAM (almost) COMPLETERS	87.3%	2.97	314

Group 2 average PLO assessment score was not significantly higher than Group 1. (t=1.403, p=.161)

PLO ASSESSMENT SUMMARY

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

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

		% AT OR ABOVE 2 ON PLO	TOTAL # IN GROUP	DISPROPORTIONATE IMPACT (Not calculated if less than 20 students in group)
ETHNICITY	African-American	82.8%	29	.95
	Asian	85.2%	54	.98
	Hispanic	86.8%	304	.99
	White	87.3%	134	1.00
	Filipino			
	American Indian			
	Pacific Islander			
	Two or more	90.0%	10	
	Unknown	100%	1	
AGE	24 and below	85.2%	418	.93
	25 and above	92.1%	114	1.00
	Unknown			
GENDER	Female	87.9%	314	1.00
	Male	84.6%	214	.96
	Unknown	100%	4	

*Disproportionately impacted group

PLO ASSESSMENT SUMMARY

PROGRAM: AOE Social and Behavioral Studies PLO 4
PLO(S) ASSESSED: Demonstrate an ability to apply the theories and principles of human development, human interaction, cultural diversity, and global awareness to their everyday lives.
COURSES INVOLVED: ANT-6, COM-12, EAR-28, ECO-4, ECO-7, ECO-8, HIS-6, HIS-6H, HIS-7, and POL-4H.

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

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

BENCHMARK:

- At least 70% of the advanced group in my program will score 2.0 or above

SUMMARY OF PROGRAM ASSESSMENT RESULTS

Total number of students involved in PLO assessment:	703
Average number of total units completed:	24.99
Average number of units completed in program:	6.77
Percent of all students at 2.0 or above on PLO Assessment:	79.2%

PLO Score	Frequency	Percent
0	100	14.2%
1	46	6.5%
2	100	14.2%
3	219	31.2%
4	238	33.9%

YOUR PROGRAM WAS DIVIDED INTO 2 GROUPS DEFINED AS FOLLOWS

- GROUP 1—Program Beginners: 5 or less units completed in the program at the beginning of the fall semester.
- GROUP 2—Program (almost) Completers: More than 5 units completed in the program at the beginning of the fall semester.

	% AT OR ABOVE 2 ON PLO	AVERAGE PLO SCORE	TOTAL # IN GROUP
GRP 1-PROGRAM BEGINNERS	71.5%	2.35	333
GRP 2-PROGRAM (almost) COMPLETERS	86.2%	2.90	370

Group 2 average PLO assessment score was significantly higher than Group 1. (t=5.409, p<.01)

PLO ASSESSMENT SUMMARY

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

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

		% AT OR ABOVE 2 ON PLO	TOTAL # IN GROUP	DISPROPORTIONATE IMPACT (Not calculated if less than 20 students in group)
ETHNICITY	African-American	75.0%	24	.88
	Asian	85.2%	61	1.00
	Hispanic	77.2%	443	.91
	White	83.4%	163	.98
	Filipino			
	American Indian			
	Pacific Islander	100%	2	
	Two or more	75.0%	4	
	Unknown	66.7%	6	
AGE	24 and below	77.8%	616	.87
	25 and above	89.7%	87	1.00
	Unknown			
GENDER	Female	81.5%	314	1.00
	Male	77.0%	378	.94
	Unknown	90.9%	11	

*Disproportionately impacted group

NORCO COLLEGE

AOE DISCUSSION WORKSHOPS
Fall 2020

Social & Behavioral
Studies
Thu. October 29, 2020

Participants

Greg Aycock, Dean Institutional Effectiveness
Caitlin Welch, Acting Research and Assessment Manager
Laura Adams, Assistant Professor, Psychology
Courtney Buchannan, Assistant Professor, Anthropology
Alexis Gray, Professor, Anthropology
Maria Adams, Assistant Professor, Early Childhood Education

Overview

AOE assessment is facilitated by the IE department in Fall 2019. 18 faculty participated in the assessment assignments for their courses, with a total of 18 courses and 67 section assessment assignments.

PowerPoint of summary of results for PLO 1 and an overall summary of PLOs 1-4 was presented (attached). The data summary and Infographic were emailed to participating faculty in advance of the discussion.

Discussion
- Question how many units in the program are needed? 18 units in the program.
- Suggestion to aggregate all the AOEs assessment data together so we can look at bigger numbers of ethnicity, age and gender groups.
- The first three PLOs, students don't show a deeper learning as they take more units- these all are demonstrating knowledge.
- PLO 4 students show a deeper learning as they take more program units- this PLO is more about applying knowledge. This makes sense for ANT and EAR courses involved because students need to apply theories and knowledge.
- Suggestion that 1-3 PLOs are not really measurable. Only PLO 4 is identified as measurable. It makes sense that PLO 5 shows program progression because students knowledge needs to be applied to meet the PLO. This is observed in PSY, EAR and ANT.
- Pointed out that there are 100-0's. This may be a misunderstanding by faculty filling out the assessment if students were absent, they gave a 0.
  - In some if the courses, 0s were given to students who didn't answer the question that was used for the assessment because they had the opportunity to answer but didn't have the knowledge to. This is a correct use of a 0.
- Do these PLOs need to be updated? If programs PLOs are handled at the college level, can we clean up the PLOs? This would help with the assessment.
- Are SLOs mapped to AOE PLOs. Suggestion to map the SLOs to the PLOs with in Nuventive. We will need faculty to identify which SLOs map to the PLOs.
- Is there a capstone course for ANT or PSY? No not really. ANT field course does have a capstone project, but this is only an optional course currently. It would be nice to have a capstone course for ANT
- In PSY the Research methods course is the closest course to a capstone course.
- EAR 28 does not have a prerequisite but counselors are informed to recommend courses to students to take before taking EAR 28.

- Who are our students who are taking these courses? Data shows that our Black students are not fully represented. How do we attract more males into EAR? A need for male teachers especially for pre-school and early learning has been identified.
  o Men are being discouraged to go into EAR by counselors at the HS, especially in conservative areas.
  o Community college and HS faculty can start interacting and building a bridge, we may be able to present needs in these fields.
  o EAR has done some research to see if they can attract more male students- this can be a matter of advertising.
- Who are the students that are involve in these assessments? We don't pick students who identify SBS, we assess the whole class. We could have ADT-PSY, Math and Science students. Students don't always choose their major until they are towards the end of their journey.
- Who are taking these courses and who are attracted to these classes? General Education pattern is so broad, suggestion that courses have been added to general because disciplines needed more enrollments.
- Suggestion for AOEs be structured more for programs that we do not have an ADT.