



## Norco Assessment Committee Minutes

5/8/19 09:00-10:30am OC 116

---

**Present:** Laura Adams (co-chair), Greg Aycock (co-chair), Cathy Brotherton, Courtney Buchanan, Kevin Carlson, Tami Comstock, Alexis Gray, Stephany Kyriakos, Virgil Lee, Bibiana Lopez, Jethro Midgett, Ana-Marie Olaerts, Tim Wallstrom, Kara Zamiska

**Absent:** Daniela McC Carson, Samuel Lee, Jeff Warsinski

- **Call to order: 9:09am**

- **Approval of Agenda:**

- Motion to approve agenda- Alexis Gray, second by Cathy Brotherton.

- **Approval of Minutes:**

- Motion to approve the 4-17-2019 minutes – Alexis Gray, second by Cathy Brotherton.  
-Correction of spelling first page “summary”

- **Action Item**

- **2017-2018 Assessment Report- Second Reading**

- Motion to approve with corrections- Alexis Gray, second by Tim Wallstrom  
Approved

Laura asked the committee for suggestions and comments:

Question about how to read the tables that are included in the report. Laura explains the tables. Total overall is hard to understand, suggestion to remove the percent.

Suggestion to revise or add more explanation to the tables. This report is from last year 2017-18. So, some of these numbers look dismal because this data is over a year old.

We also need to remember that the rules were changed during this year so this is why the numbers look really dismal. We have made much more progress in assessment in the last year 2018-19. We are doing better on SLOs than on courses. Historically, we have done better on courses. This is positive.

Reminder that this report has data only from 2017-18. We have never looked at this report this late in the year. This is usually looked at in the fall, so we are getting confused.

Question: Would it be inappropriate to show improvements that will be made or information on where we are currently at? We can add the specifics of Kevin’s position

in the report. Suggestion to add a few sentences about the big broad changes that were made this year.

Discussion on the summary that Student Services added to the report. What is an SAO? Questions about the chart included in the Student Services summary. Greg will follow up with Student Services.

Laura made a beautiful, wonderful report that is very much appreciated. Overall, the report is very well written and understandable for someone looking to see where we are. The report is so clean and digestible.

Question: Do you think everyone knows that they need to do 100% assessment by fall 2020? They should, but a few people are still unaware. The district has been working on 100% for a while before us. We need to address this in our discipline meetings.

Greg and Kevin are communicating to the Deans and VPs that faculty are taking this seriously and are doing their assessments.

Question: Can we do all of our remaining assessments for COM 1 during summer? Yes, of course. This makes sense for COM 1 because the courses are taught by full timers.

Question about part-timers being paid for assessment through e-trive. Kevin adds information about the chair and deans when he emails the associate faculty about doing their assessment.

Question: When is the report due? The report is not due at any certain time, it is used for evidence. It is useful to have the prior year's report early in the year so the committee can make plans on how to move forward towards our goals

Laura will attempt to bring the data, possibly the whole assessment report for the this year to the first NAC meeting next year so we can all brain storm together on our plans going forward.

- **Discussion Items**

- **Assessing Assessment Update**

Greg presents the NAC Spring survey results. Responses from associate faculty has increased to 16 from 2. Do we feel comfortable with these low results or do we want to send out the survey again? Currently, we have about a 25% response rate from full time faculty and around 10% from part time faculty. The committee would like to keep the survey open.

Ideas for getting part timers involved. Suggestion to have discipline chairs to reach out to part timers personally. Suggestion to reach out to Instructional Deans to send an email to discipline chairs. Suggestion to have a discipline lead send out a personal request to two part-time faculty. There is no longer a list of discipline leads, will need to reach out to discipline chairs.

We will wait to go over the results until we get a better sample. We will visit this again in the fall. Request to resend the survey to the committee. Would it be helpful to send the survey out again by Nor-all later in the semester? May help to resend the Nor-all multiple times, be a squeaky wheel. Suggestion to make an attempt to make the emails more personal.

Is there a number we want to hit for part-time faculty? How many do we have? Currently, between 240 and 260. We would like to reach around 30%, about 75-80. Currently we have around 98 full time faculty. The committee would like to reach at least 30 responses for full-timers. (Survey results attached to minutes)

- **Fine and Applied Arts AOE PLO assessment Update**

Greg went over the steps we are taking to finish this assessment and how it is completed. Emails were sent to department leads requesting that they verify which courses map to each of the four PLOs of the AOE. We have received responses from most and are waiting on just a few. The email assignments should be going out next week. Request to send out detailed instructions before the assignments are sent. Greg will send out detailed instructions to the faculty involved before they receive the Nuventive mass email.

- **Survey of Effectiveness Results**

Greg presented the Survey of Effectiveness results for the Assessment Committee. We received 15 responses which was a very good representation of the committee. This survey is used to learn how we can improve the committee. Overall, the results are very positive. Please use this survey to voice your opinions and suggestions. Suggestion to add additional answers besides only Yes and No, possibly an 'other' option with space to explain. There is a concern with adding anything that approaches a "neutral" response since some respondents tend to go with a more passive response.

How can we improve the committee? (Survey results attached to minutes)

- **Assessment Highlight: Is assessment of SLOs a "hot mess?"**

Laura went over the articles that were sent out before the meeting to the committee. (Handouts attached to minutes). Conversation on why are we doing assessment and are we meeting the goals of assessment. Where can we improve? Discussion on assessment for "us" and assessment for "them". Assessment for them: 'we only do this for accreditation'; assessment for us: 'assessment done to improve teaching'. The article goes over how to integrate these two types of assessment. Where are we at with assessment? Are we assessing for us or for them? Currently as an institution we are focusing on assessing 100% for accreditation. We are doing assessment because it has to be done but we are also pulling information and data from our assessments to change our teaching styles and curriculum. Because of requirements to do assessments that the union agreed to, there is a resentment towards assessment. Some faculty are afraid that outcomes will be used against them in the future. In IOIs, outcomes of our assessments will not be discussed. There is a feeling that we are on a downward slide. During accreditation, teams are looking at the process, not the outcomes. Do we see this problem as a part of the assessment committee? There is an image issue that the assessment committee is behind the pressure to assess. People are concerned about administration, that the outcomes of assessment will be used against them. Do we see this issue as an assessment committee issue? Should we make a statement? Do we have bi-laws about these issues? No, we are a sub-committee of the academic senate. We are part of the 10 plus one. Could the senate come out with a statement addressing people's concerns? Historically and currently it has always been the stance of the

committee that assessment results are not used as part of the IOI. Doing assessment is part of a faculty workload. Assumptions that the assessment committee is driving this issue is not valid and not there. How can we satisfy the concern? Person to person. It may not be a good idea to make a statement, committee decided not to at this time. We need to stop the perception, person to person, at a personal level. We need to inform people that have concerns about assessment that it is part of the contract and not of the committees doing. Suggestion that people have animosity against the process of assessment and we happen to be the representatives of the process. Their fear is that assessment will be tied to their IOI. The committee members are the ambassadors of assessment, we need to reassure people on an interpersonal level about the process and the worry about results being exposed. For 'them' we document, for 'us' we observe and change. Assessment is a "hot mess" suggested as an agenda item for our first meeting back in the fall.

- **Future Meetings:**
  - Next meeting Sep 11, 2019 OC 116
- **Good of the Order: 9:35**
- **Laura thanks the committee for all of their hard work**

# The Misguided Drive to Measure 'Learning Outcomes'



By Molly Worthen

Feb. 23, 2018

I teach at a big state university, and I often receive emails from software companies offering to help me do a basic part of my job: figuring out what my students have learned.

If you thought this task required only low-tech materials like a pile of final exams and a red pen, you're stuck in the 20th century. In 2018, more and more university administrators want campuswide, quantifiable data that reveal what skills students are learning. Their desire has fed a bureaucratic behemoth known as learning outcomes assessment. This elaborate, expensive, supposedly data-driven analysis seeks to translate the subtleties of the classroom into PowerPoint slides packed with statistics — in the hope of deflecting the charge that students pay too much for degrees that mean too little.

It's true that old-fashioned course grades, skewed by grade inflation and inconsistency among schools and disciplines, can't tell us everything about what students have learned. But the ballooning assessment industry — including the tech companies and consulting firms that profit from assessment — is a symptom of higher education's crisis, not a solution to it. It preys especially on less prestigious schools and contributes to the system's deepening divide into a narrow tier of elite institutions primarily serving the rich and a vast landscape of glorified trade schools for everyone else.

Without thoughtful reconsideration, learning assessment will continue to devour a lot of money for meager results. The movement's focus on quantifying classroom experience makes it easy to shift blame for student failure wholly onto universities, ignoring deeper socio-economic reasons that cause many students to struggle with college-level work. Worse, when the effort to reduce learning to a list of job-ready skills goes too far, it misses the point of a university education.

The regional accrediting agencies that certify the quality of education an institution provides — and its fitness to receive federal student financial aid — now require some form of student learning assessment. That means most American colleges and universities have to do it. According to a recent survey, schools deploy an average of four methods for evaluating learning, which include testing software and rubrics to standardize examinations, e-portfolio platforms to display student projects, surveys and other tools.

No intellectual characteristic is too ineffable for assessment. Some schools use lengthy surveys like the California Critical Thinking Disposition Inventory, which claims to test for qualities like "truthseeking" and "analyticity." The Global Perspective Inventory, administered and sold by Iowa State University, asks students to rate their agreement with statements like "I do not feel threatened emotionally when presented with multiple perspectives" and scores them on metrics like the "intrapersonal affect scale."

Surveys can't tell you everything. So universities assemble committees of faculty members, arm them with rubrics and assign them piles of student essays culled from across the school (often called "student products," as if they are tubes of undergraduate Soylent Green). Assessment has invaded the classroom, too: On many campuses, professors must include a list of skills-based "learning outcomes" on every syllabus and assess them throughout the semester.

All this assessing requires a lot of labor, time and cash. Yet even its proponents have struggled to produce much evidence — beyond occasional anecdotes — that it improves student learning. "I think assessment practices are ripe for re-examining," said David Eubanks, assistant vice president for assessment and institutional effectiveness at Furman University in Greenville, S.C., who has worked in assessment for years and now speaks out about its problems. "It has forced academic departments to use data that's not very good," he added. "And the process of getting this data that's not very good can be very painful."

The push to quantify undergraduate learning is about a century old, but the movement really took off in the 1980s. The assessment boom coincided — not, I think, by accident — with the decision of state legislatures all over the country to reduce spending on public universities and other social services. That divestment continued, moving more of the cost of higher education onto students. (These students are often graduates of underfunded high schools that can't prepare them for college in the first place.) It was politically convenient to hold universities accountable for all this, rather than to scrutinize neoliberal austerity measures.

In 2006, the Commission on the Future of Higher Education, convened by Margaret Spellings, the secretary of education at the time, issued a scathing critique of universities. "Employers report repeatedly that many new graduates they hire are not prepared to work, lacking the critical thinking, writing and problem-solving skills needed in today's workplaces," the commission's report complained.

Educators scrambled to ensure that students graduate with these skills — and to prove it with data. The obsession with testing that dominates primary education invaded universities, bringing with it a large support staff. Here is the first irony of learning assessment: Faced with outrage over the high cost of higher education, universities responded by encouraging expensive administrative bloat.

Many of the professionals who work in learning assessment are former faculty members who care deeply about access to quality education. Pat Hutchings, a senior scholar at the National Institute for Learning Outcomes Assessment (and former English professor), told me: "Good assessment begins with real, genuine questions that educators have about their students, and right now for many educators those are questions about equity. We're doing pretty well with 18- to 22-year-olds from upper-middle-class families, but what about — well, fill in the blank."

It seems that the pressure to assess student learning outcomes has grown most quickly at poorly funded regional universities that have absorbed a large proportion of financially disadvantaged students, where profound deficits in preparation and resources hamper achievement. Research indicates that the more selective a university, the less likely it is to embrace assessment. Learning outcomes assessment has become one way to answer the question, "If you get unprepared students in your class and they don't do well, how does that get explained?" Mr. Eubanks at Furman University told me.

When Erik Gilbert, a professor of history at Arkansas State University, reached the end of his World Civilization course last fall, he dutifully imposed the required assessment: an extra question on the final exam that asked students to read a document about Samurai culture and answer questions using knowledge of Japanese history. Yet his course focused on "cross-cultural connections, trade, travel, empire, migration and bigger-scale questions, rather

than area studies,” Mr. Gilbert told me. His students had not studied Japanese domestic history. “We do it this way because it satisfies what the assessment office wants, not because it addresses concerns that we as a department have.”

Mr. Gilbert became an outspoken assessment skeptic after years of watching the process fail to capture what happens in his classes — and seeing it miss the real reasons students struggle. “Maybe all your students have full-time jobs, but that’s something you can’t fix, even though that’s really the core problem,” he said. “Instead, you’re expected to find some small problem, like students don’t understand historical chronology, so you might add a reading to address that. You’re supposed to make something up every semester, then write up a narrative” explaining your solution to administrators.

Here is the second irony: Learning assessment has not spurred discussion of the deep structural problems that send so many students to college unprepared to succeed. Instead, it lets politicians and accreditors ignore these problems as long as bureaucratic mechanisms appear to be holding someone — usually a professor — accountable for student performance.

All professors could benefit from serious conversations about what is and is not working in their classes. But instead they end up preoccupied with feeding the bureaucratic beast. “It’s a bit like the old Soviet Union. You speak two languages,” said Frank Furedi, an emeritus professor of sociology at the University of Kent in Britain, which has a booming assessment culture. “You do a performance for the sake of the auditors, but in reality, you carry on.”

Yet bureaucratic jargon subtly shapes the expectations of students and teachers alike. On the first day of class, my colleagues and I — especially in the humanities, where professors are perpetually anxious about falling enrollment — find ourselves rattling off the skills our courses offer (“Critical thinking! Clear writing!”), hyping our products like Apple Store clerks.

I teach intellectual history. Of course that includes skills: learning to read a historical source, interpret evidence and build an argument. But cultivating historical consciousness is more than that: It means helping students immerse themselves in a body of knowledge, question assumptions about memory and orient themselves toward current events in a new way.

If we describe college courses as mainly delivery mechanisms for skills to please a future employer, if we imply that history, literature and linguistics are more or less interchangeable “content” that convey the same mental tools, we oversimplify the intellectual complexity that makes a university education worthwhile in the first place. We end up using the language of the capitalist marketplace and speak to our students as customers rather than fellow thinkers. They deserve better.

“When kids come from backgrounds where they’re the first in their families to go to college, we have to take them seriously, and not flatter them and give them third-rate ideas,” Mr. Furedi told me. “They need to be challenged and inspired by the idea of our disciplines.” Assessment culture is dumbing down universities, he said: “One of the horrible things is that many universities think that giving access to nontraditional students means turning a university into a high school. That’s not giving them access to higher education.”

Here is the third irony: The value of universities to a capitalist society depends on their ability to resist capitalism, to carve out space for intellectual endeavors that don’t have obvious metrics or market value.

Consider that holy grail of learning outcomes, critical thinking — what the philosopher John Dewey called the ability “to maintain the state of doubt and to carry on systematic and protracted inquiry.” Teaching it is not a cheap or efficient process. It does not come from trying to educate the most students at the lowest possible cost or from emphasizing short, quantifiable, standardized assignments at the expense of meandering, creative and difficult investigation.

Producing thoughtful, talented graduates is not a matter of focusing on market-ready skills. It’s about giving students an opportunity that most of them will never have again in their lives: the chance for serious exploration of complicated intellectual problems, the gift of time in an institution where curiosity and discovery are the source of meaning.

That’s how we produce the critical thinkers American employers want to hire. And there’s just no app for that.

[Molly Worthen \(@MollyWorthen\)](#) is the author, most recently, of “Apostles of Reason: The Crisis of Authority in American Evangelicalism,” an assistant professor of history at the University of North Carolina, Chapel Hill, and a contributing opinion writer.

Follow *The New York Times Opinion* section on [Facebook](#) and [Twitter \(@NYTopinion\)](#), and sign up for the [Opinion Today](#) newsletter.

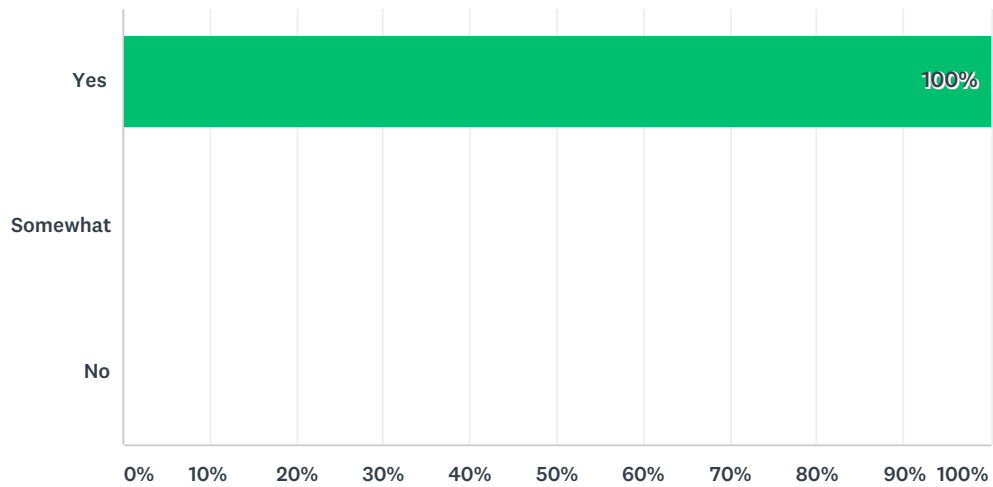
A version of this article appears in print on Feb. 24, 2018, on Page SR1 of the New York edition with the headline: No Way to Measure Students

[READ 540 COMMENTS](#)



## Q2 Do you feel you have a clear understanding of the structure and purpose of this committee?

Answered: 15 Skipped: 0

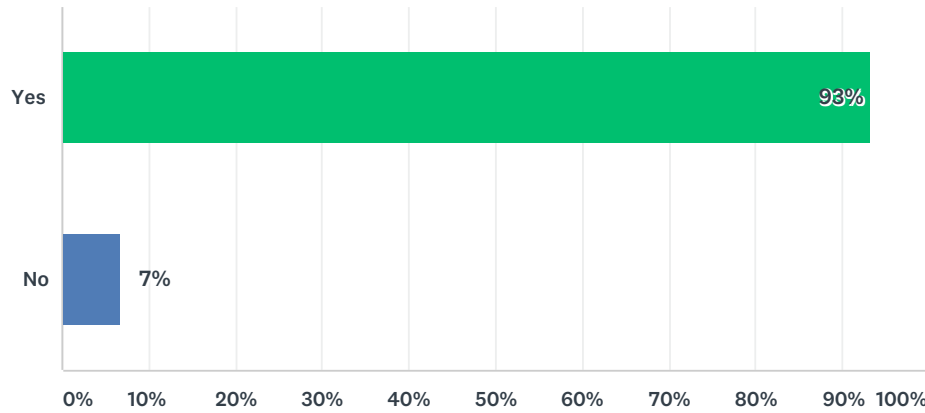


ANSWER CHOICES	RESPONSES
Yes	100% 15
Somewhat	0% 0
No	0% 0
TOTAL	15

#	ADDITIONAL COMMENTS	DATE
	There are no responses.	

### Q3 Are agendas and minutes provided electronically prior to the committee meetings?

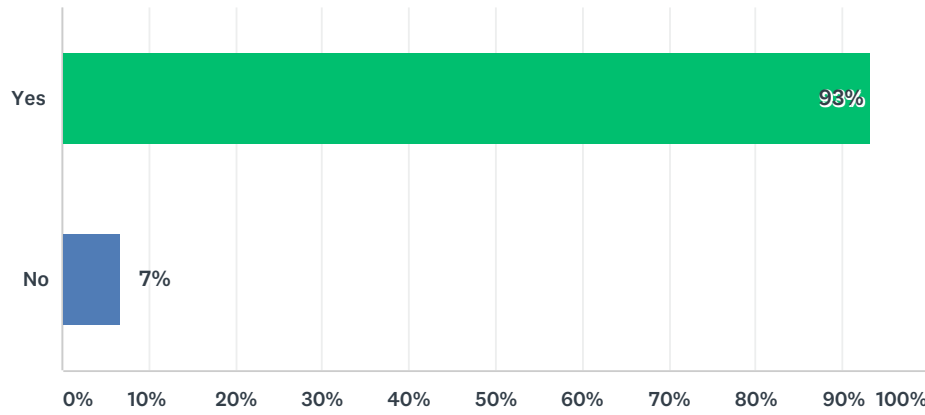
Answered: 15 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	93%	14
No	7%	1
TOTAL		15

### Q4 Are the agenda items usually completed within the meeting time?

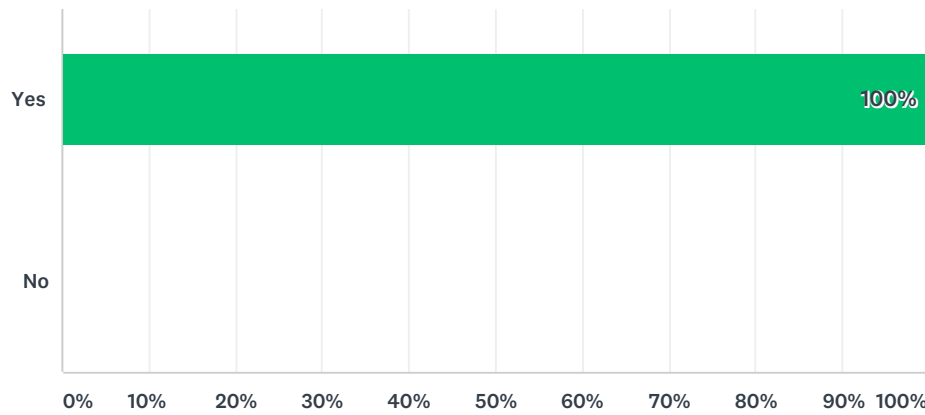
Answered: 15 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	93%	14
No	7%	1
TOTAL		15

## Q5 Are committee members given adequate information to make informed recommendations and decisions?

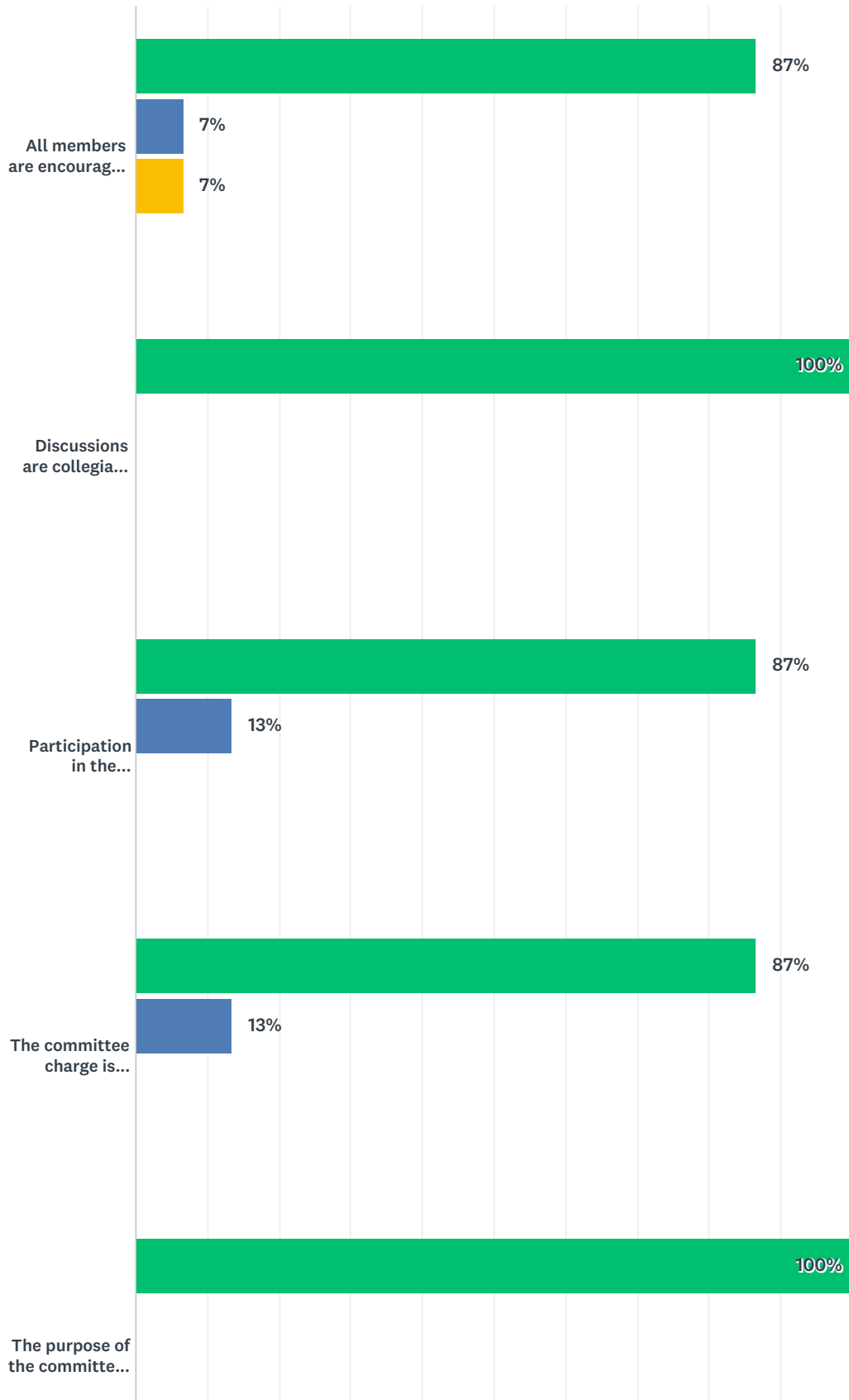
Answered: 15 Skipped: 0



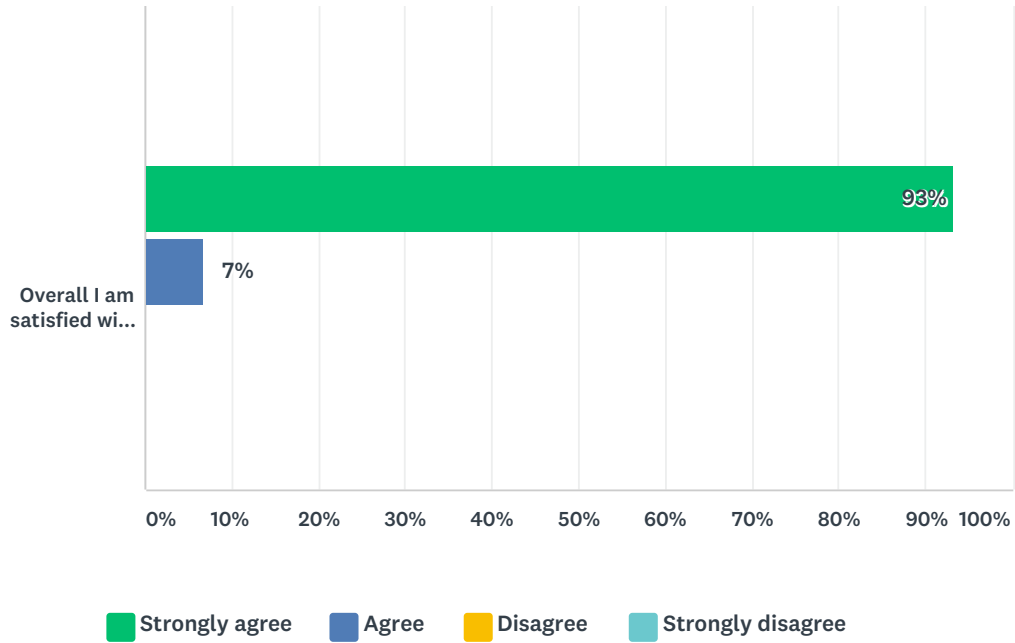
ANSWER CHOICES	RESPONSES	
Yes	100%	15
No	0%	0
TOTAL		15

### Q6 Please rate your level of agreement with the following statements:

Answered: 15 Skipped: 0



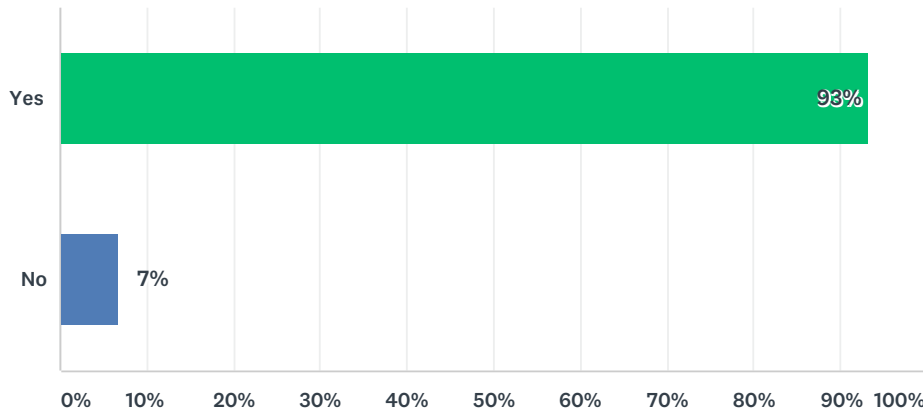
## Academic Senate and Senate Standing Committees Evaluation of Effectiveness



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
All members are encouraged to be actively involved.	87% 13	7% 1	7% 1	0% 0	15
Discussions are collegial, and differing opinions are respected.	100% 15	0% 0	0% 0	0% 0	15
Participation in the committee is meaningful and important to me.	87% 13	13% 2	0% 0	0% 0	15
The committee charge is understood and the members work towards fulfilling the charge.	87% 13	13% 2	0% 0	0% 0	15
The purpose of the committee aligns well with the college mission.	100% 15	0% 0	0% 0	0% 0	15
Overall I am satisfied with the committee's performance.	93% 14	7% 1	0% 0	0% 0	15

### Q7 Do you regularly communicate with the members of the constituent group you represent regarding key items discussed and actions taken during committee meetings?

Answered: 15 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	93%	14
No	7%	1
TOTAL		15

## Q8 Is there something that you would recommend to help the committee function more effectively?

Answered: 2 Skipped: 13

#	RESPONSES	DATE
1	I think it would be a good idea to promote the role of assessment as integral to Guided Pathways (Pillar 4 - Ensuring Learning).	4/22/2019 2:41 PM
2	I think this committee is well run. Those who lead it are always organized and very professional. I love being a member of the Assessment committee.	4/18/2019 7:50 PM



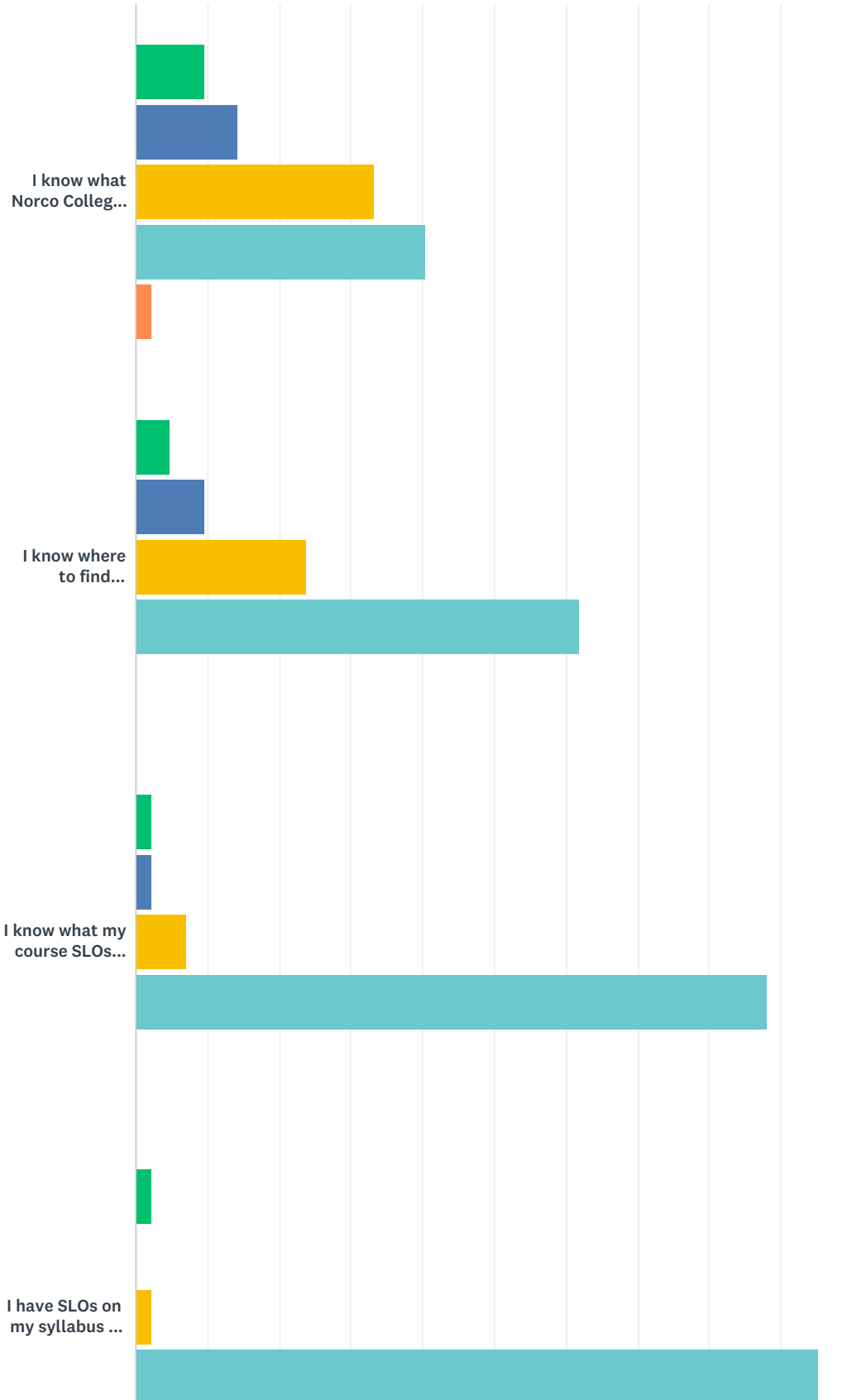
## Q9 Please make suggestions on how this evaluation (survey) could be improved:

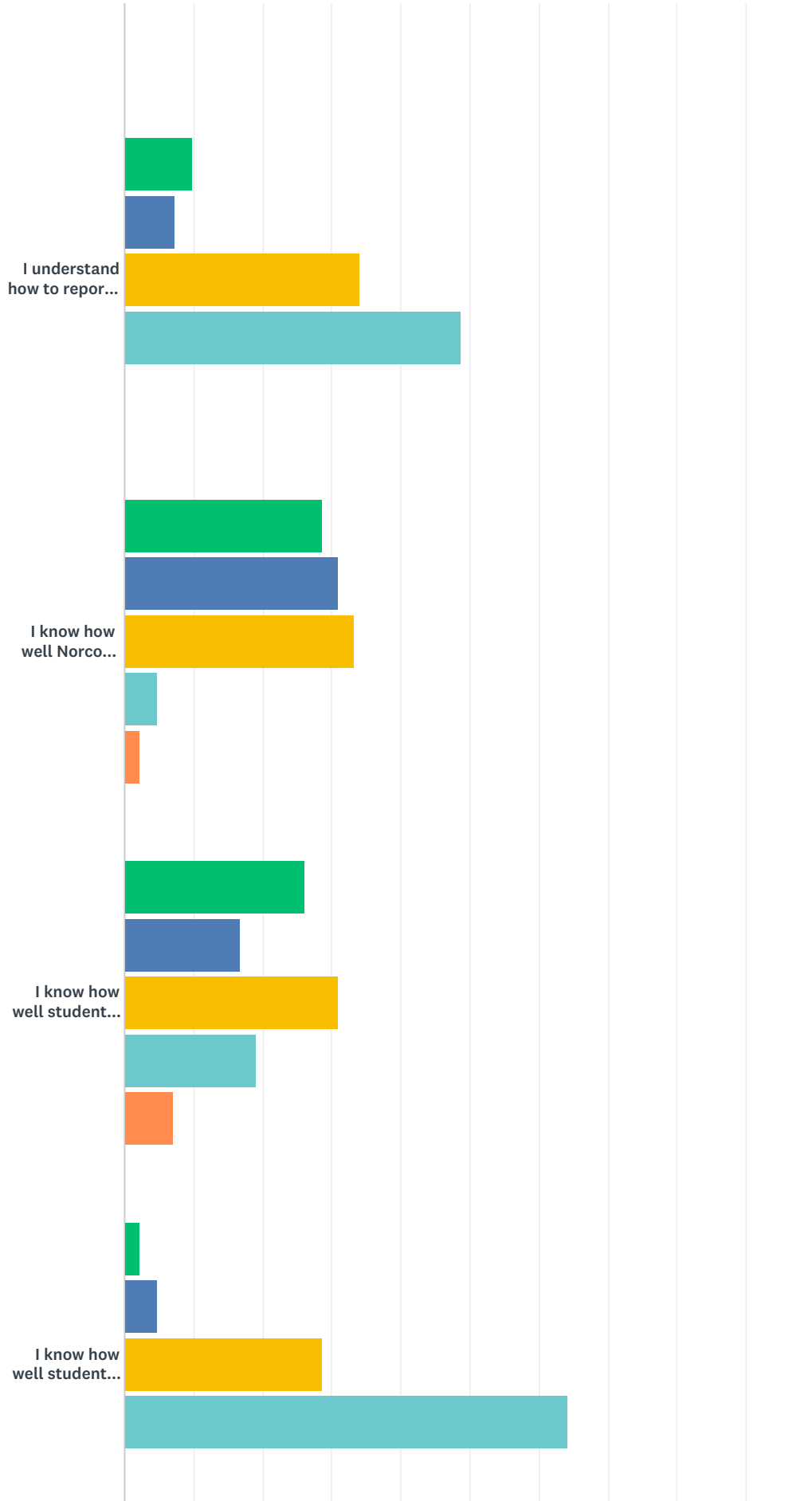
Answered: 0 Skipped: 15

#	RESPONSES	DATE
	There are no responses.	

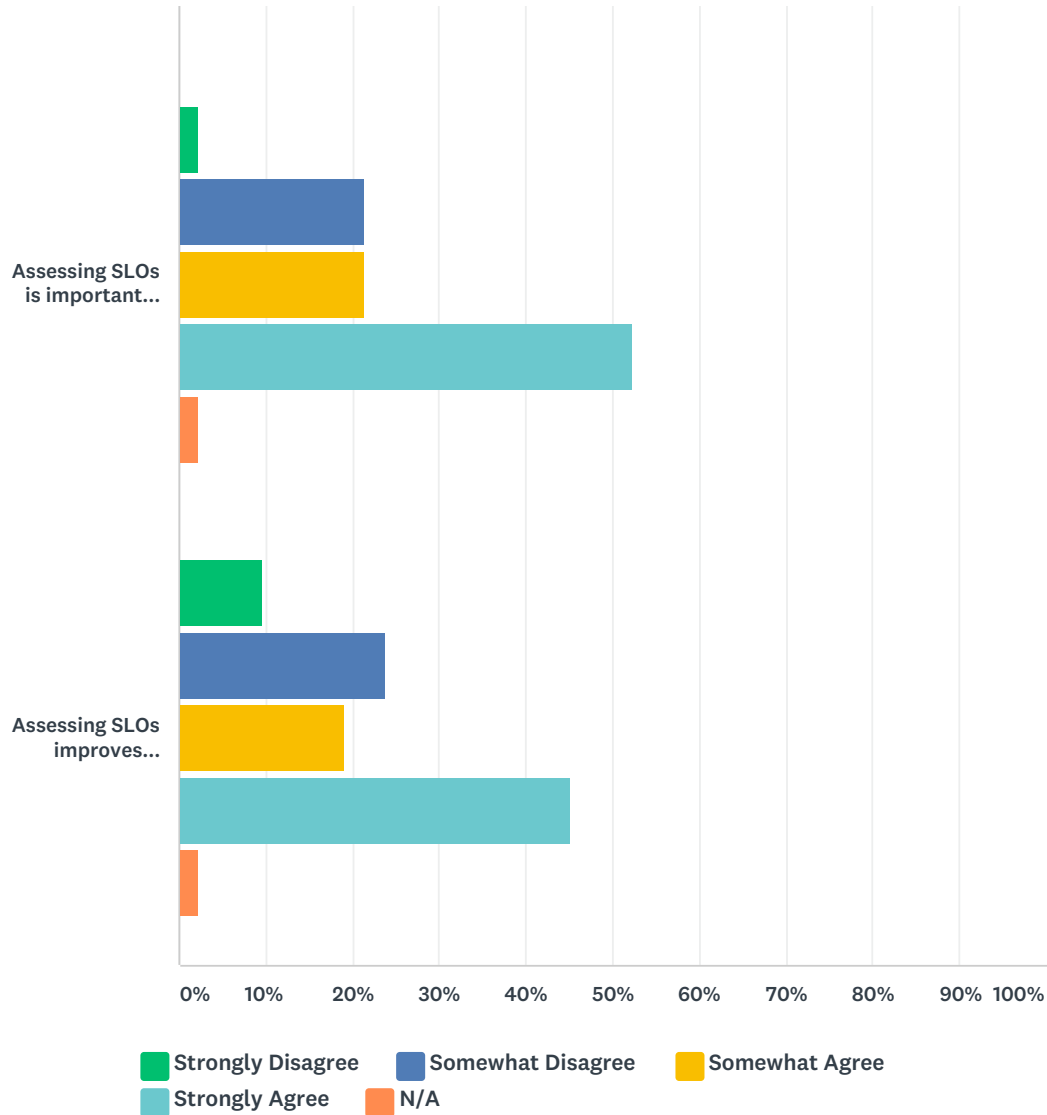
# Q1 Overall Knowledge of SLOs

Answered: 42 Skipped: 0





## NAC Survey Spring 2019



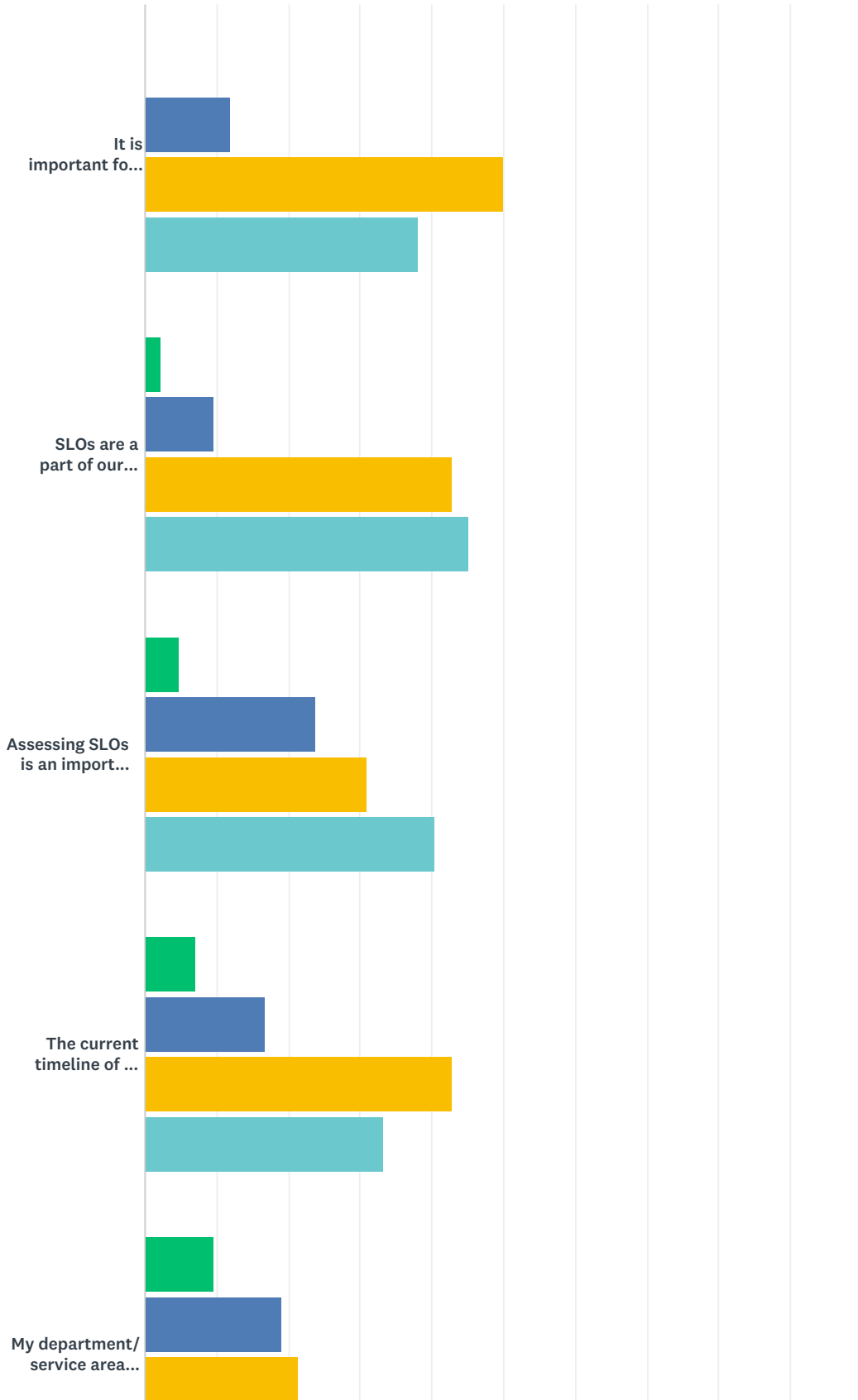
	STRONGLY DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE	N/A	TOTAL	WEIGHTED AVERAGE
I know what Norco College's GELOs (General Education Learning Outcomes) are.	9.52% 4	14.29% 6	33.33% 14	40.48% 17	2.38% 1	42	3.07
I know where to find learning outcomes for the programs that include my courses.	4.76% 2	9.52% 4	23.81% 10	61.90% 26	0.00% 0	42	3.43
I know what my course SLOs are.	2.38% 1	2.38% 1	7.14% 3	88.10% 37	0.00% 0	42	3.81
I have SLOs on my syllabus for all my classes.	2.38% 1	0.00% 0	2.38% 1	95.24% 40	0.00% 0	42	3.90
I understand how to report my course SLOs.	9.76% 4	7.32% 3	34.15% 14	48.78% 20	0.00% 0	41	3.22
I know how well Norco College students are meeting the GELOs.	28.57% 12	30.95% 13	33.33% 14	4.76% 2	2.38% 1	42	2.15
I know how well students are meeting my program's PLOs.	26.19% 11	16.67% 7	30.95% 13	19.05% 8	7.14% 3	42	2.46
I know how well students are meeting my course SLOs.	2.38% 1	4.76% 2	28.57% 12	64.29% 27	0.00% 0	42	3.55

## NAC Survey Spring 2019

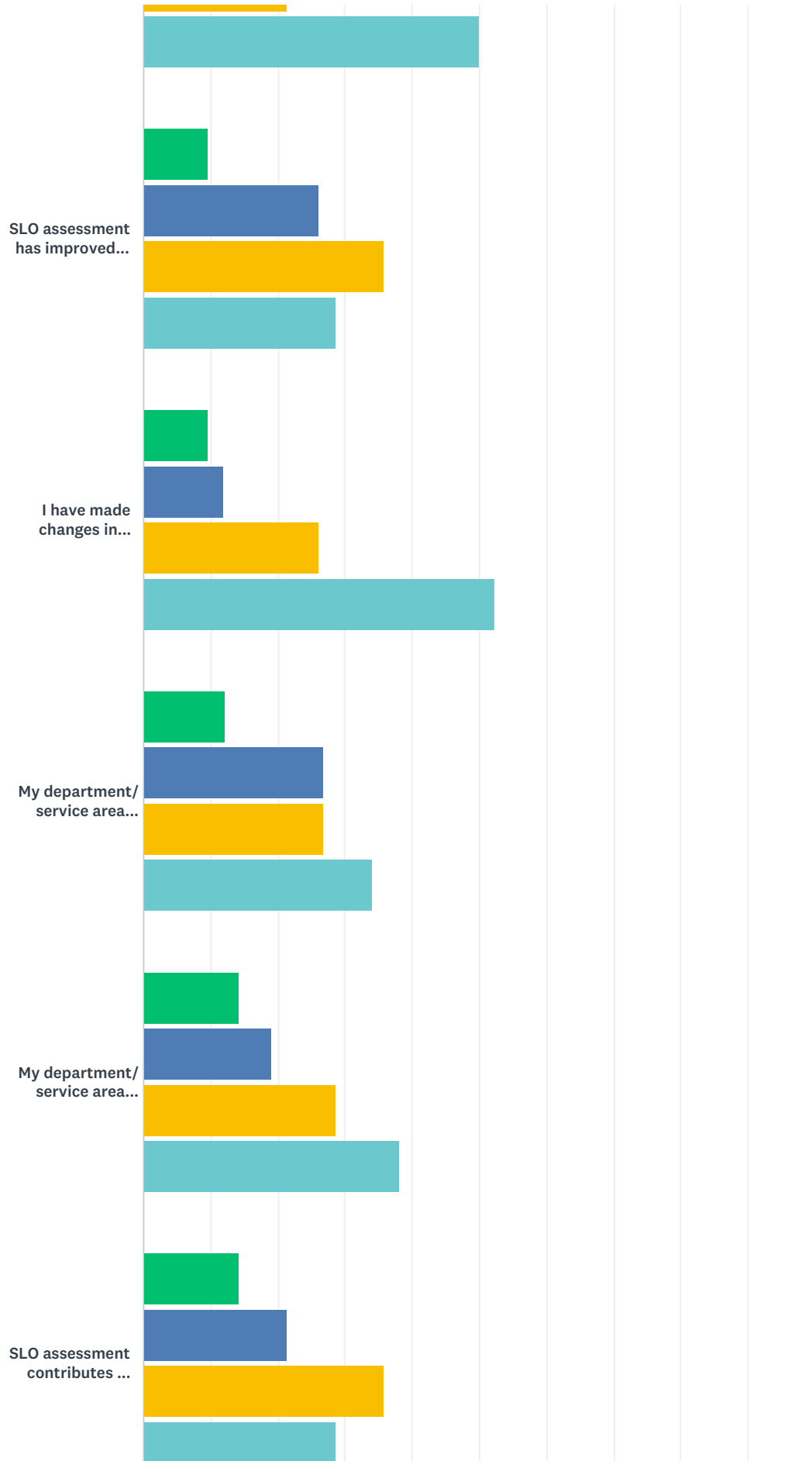
Assessing SLOs is important for institutional processes (e.g. faculty hiring prioritization, planning, and resource allocation).	2.38% 1	21.43% 9	21.43% 9	52.38% 22	2.38% 1	42	3.27
Assessing SLOs improves institutional processes.	9.52% 4	23.81% 10	19.05% 8	45.24% 19	2.38% 1	42	3.02

## Q2 Effectiveness of the SLO Process

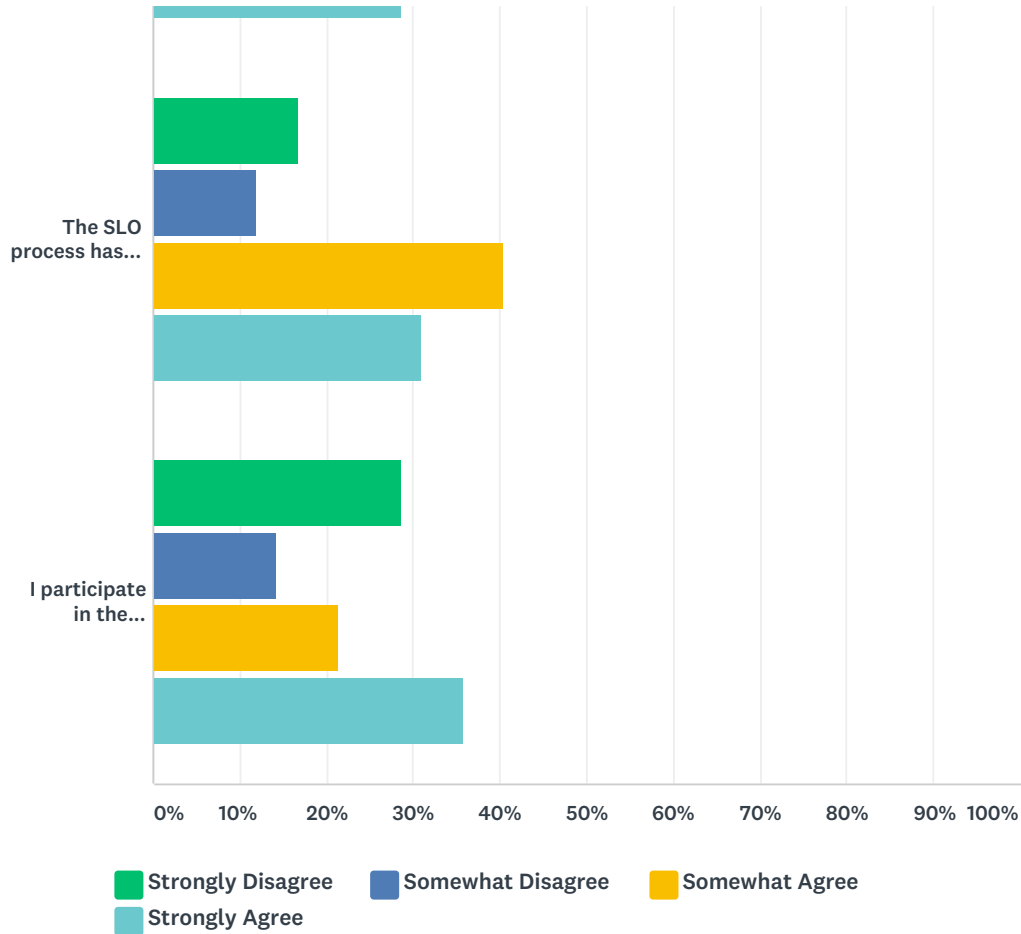
Answered: 42 Skipped: 0



NAC Survey Spring 2019



## NAC Survey Spring 2019



	STRONGLY DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
It is important for SLO results to be part of the program review process.	0.00% 0	11.90% 5	50.00% 21	38.10% 16	42	3.26
SLOs are a part of our institutional culture.	2.38% 1	9.52% 4	42.86% 18	45.24% 19	42	3.31
Assessing SLOs is an important departmental process (e.g. program review, resource allocation).	4.76% 2	23.81% 10	30.95% 13	40.48% 17	42	3.07
The current timeline of SLO assessment is sustainable.	7.14% 3	16.67% 7	42.86% 18	33.33% 14	42	3.02
My department/ service area collaborates in developing SLOs.	9.52% 4	19.05% 8	21.43% 9	50.00% 21	42	3.12
SLO assessment has improved instruction at Norco College.	9.52% 4	26.19% 11	35.71% 15	28.57% 12	42	2.83
I have made changes in response to results of my SLO assessments.	9.52% 4	11.90% 5	26.19% 11	52.38% 22	42	3.21
My department/ service area assessment process has been revised as a result of analysis.	12.20% 5	26.83% 11	26.83% 11	34.15% 14	41	2.83
My department/ service area collaborates in analyzing the SLO assessment results.	14.29% 6	19.05% 8	28.57% 12	38.10% 16	42	2.90
SLO assessment contributes to rigor in the classroom.	14.29% 6	21.43% 9	35.71% 15	28.57% 12	42	2.79



## NAC Survey Spring 2019

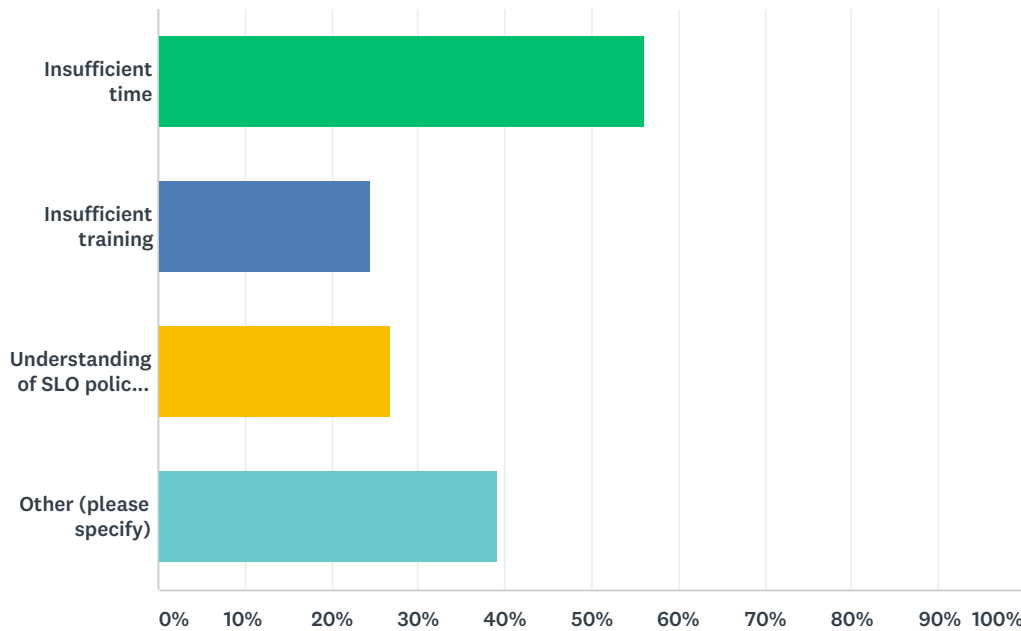
---

The SLO process has improved student success in my classes/service area.	16.67% 7	11.90% 5	40.48% 17	30.95% 13	42	2.86
I participate in the development of SLOs in my department/service area.	28.57% 12	14.29% 6	21.43% 9	35.71% 15	42	2.64

---

### Q3 What challenges do you face in the SLO process? (Please select all that apply)

Answered: 41 Skipped: 1



ANSWER CHOICES	RESPONSES
Insufficient time	56.10% 23
Insufficient training	24.39% 10
Understanding of SLO policies specific to Norco College	26.83% 11
Other (please specify)	39.02% 16
Total Respondents: 41	

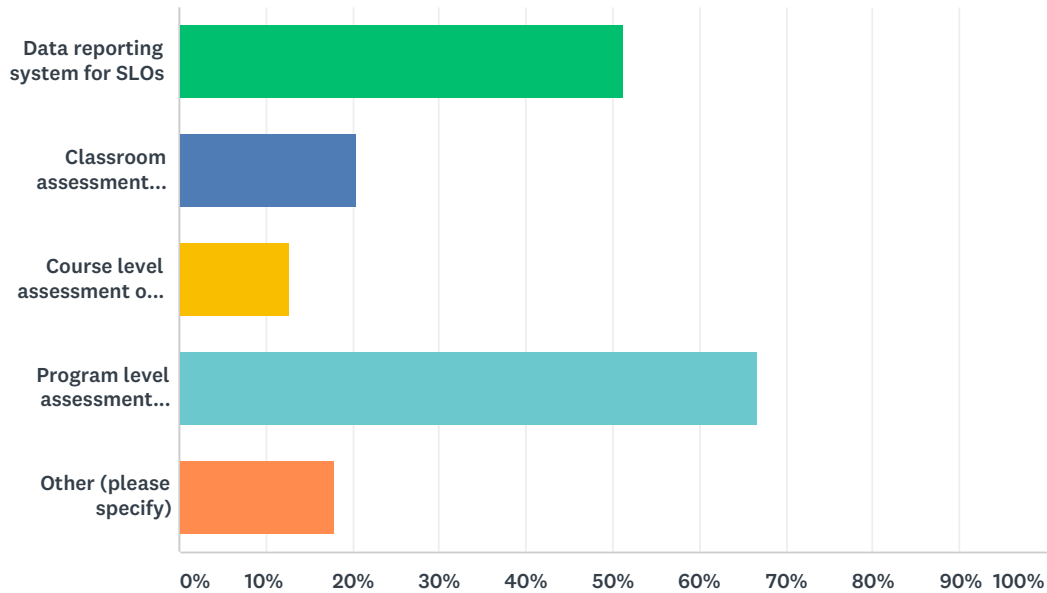
#	OTHER (PLEASE SPECIFY)	DATE
1	Willingness of other faculty to do assessment. There is no urgency to create a culture of assessment. "Someone else will do it" mentality.	4/24/2019 11:48 AM
2	When a program, process, etc is important then it should be easy to find, access, use, modify for improvement. I would also offer that due dates and reminders, links to access would be helpful.	4/24/2019 7:30 AM
3	N/A	4/24/2019 7:01 AM
4	Lack of participation and accountability for part time faculty who teach many of our courses. Lack of training for them and for all on PLOs and GEPOs and Area of Emphases	4/23/2019 9:49 PM
5	Examples of what is expected would assist in the process.	4/23/2019 2:33 PM
6	as a part time person, I am usually asked to do SLO's last minute. I have not been successfull submitting online, and no one can answer the question of how I can be compensated. I have also been asked to do 7 slo's, but get paid for the time to do one.	4/23/2019 2:21 PM
7	Having the PERSONAL time to assess and report.	4/23/2019 1:22 PM
8	No challenges	4/13/2019 10:43 AM
9	Many distinct courses, yet few full-time faculty. We are heavily dependent on the help of associate faculty	4/4/2019 4:20 PM

## NAC Survey Spring 2019

10	not enough compensation for time.	4/3/2019 2:24 PM
11	I do not have any problems with the SLO process. The assessment committee has provided lots of support to faculty.	4/3/2019 11:23 AM
12	Having accurate information re: where to apply for stipend for submitting SLOs!	4/3/2019 10:35 AM
13	moving target in terms of the software we use	4/3/2019 10:00 AM
14	One of the questions above seems to imply that SLOs should be changed based on assessment. I've never seen that happen, nor am sure how to make it happen if that is necessary.	4/3/2019 9:49 AM
15	I would like training in how to help students exceed the SLOs.	4/3/2019 9:34 AM
16	None	4/3/2019 9:26 AM

## Q4 In what aspects of the SLO process do you need additional training?

Answered: 39 Skipped: 3

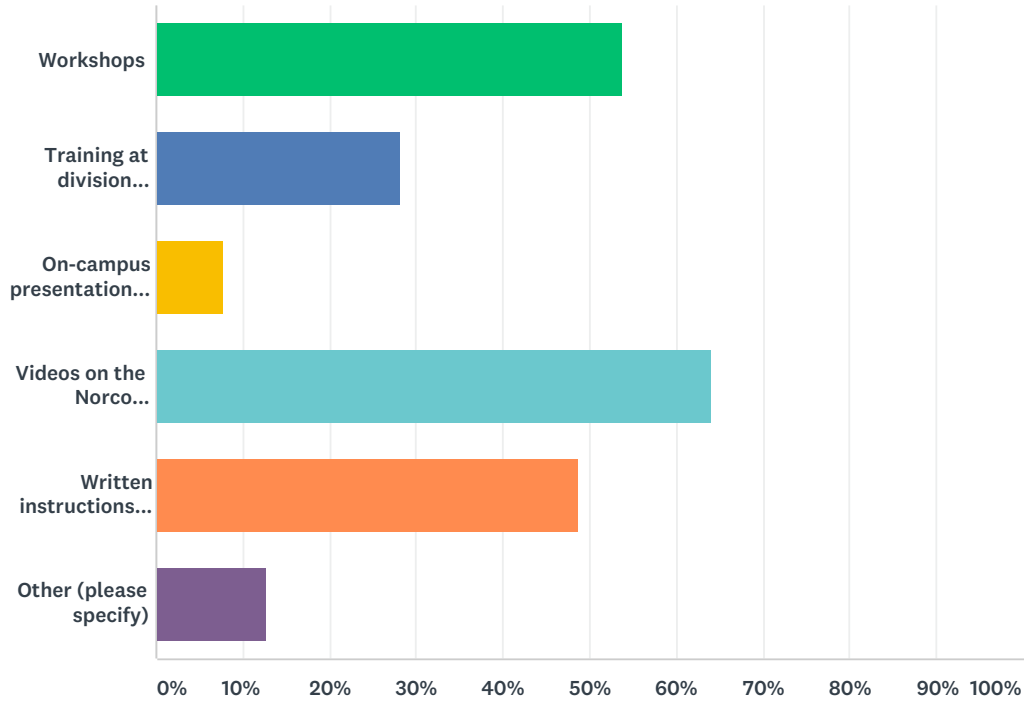


ANSWER CHOICES	RESPONSES	
Data reporting system for SLOs	51.28%	20
Classroom assessment techniques	20.51%	8
Course level assessment of SLOs	12.82%	5
Program level assessment (PLOs)	66.67%	26
Other (please specify)	17.95%	7
Total Respondents: 39		

#	OTHER (PLEASE SPECIFY)	DATE
1	NA	4/24/2019 11:48 AM
2	It is MUCH better now that we have Kevin Carlson.	4/24/2019 8:15 AM
3	A simple institutional link within web advisor to assess courses being taught.	4/24/2019 7:30 AM
4	N/A	4/24/2019 7:01 AM
5	Canvas Outcomes; Best Practices in Assessing (multiple measures) and Linking SLOs to PLOs	4/23/2019 9:49 PM
6	None	4/3/2019 11:36 AM
7	Where to submit form for stipend!	4/3/2019 10:35 AM

## Q5 How would you like to receive the training?

Answered: 39 Skipped: 3



ANSWER CHOICES	RESPONSES	
Workshops	53.85%	21
Training at division meetings and/or department meetings	28.21%	11
On-campus presentations by outside experts	7.69%	3
Videos on the Norco Assessment Committee's webpage	64.10%	25
Written instructions on the Norco Assessment Committee's webpage	48.72%	19
Other (please specify)	12.82%	5
Total Respondents: 39		

#	OTHER (PLEASE SPECIFY)	DATE
1	Kevin	4/24/2019 8:15 AM
2	Whatever has been proven to work	4/24/2019 7:30 AM
3	current video training does not address my questions	4/23/2019 3:49 PM
4	online accessible documentation and or power point presentations.	4/23/2019 2:33 PM
5	I know these are all available, I just haven't had time to access them.	4/23/2019 1:22 PM

## Q6 Is there anything else that you and your department need in order to meaningfully participate in the SLO assessment process at Norco College?

Answered: 24 Skipped: 18

#	RESPONSES	DATE
1	I dont know	4/24/2019 7:41 PM
2	More funding for part timers. We have a huge pool of part time faculty that, if they do participate, can only get compensated for 3 hours per year. If we are to make it meaningful and collaborative, they could only participate in one SLO per year.	4/24/2019 11:48 AM
3	A lot of courses were update fall 2018. The SLOs in the system need to align with the new courses.	4/24/2019 8:15 AM
4	Make it easy, send reminders, and links to access slo system or user interface.	4/24/2019 7:30 AM
5	N/A	4/24/2019 7:01 AM
6	More funding for part time faculty or a requirement that they must do assessment in order to gain priority in teaching or staff our classes. Ongoing training on Trac Dat, assessment methods and data entry. Trainings on how to analyze the data and link SLOs to PLOs for systematic program review. Learning community or working groups using our data.	4/23/2019 9:49 PM
7	No	4/23/2019 5:56 PM
8	No.	4/23/2019 4:31 PM
9	I am the only full time person in charge of four programs in two disciplines. I need help (and time) communicating with my adjuncts--they are the stumbling block on completing assessments.	4/23/2019 3:49 PM
10	More well defined expectations with regard to the SLO content.	4/23/2019 2:33 PM
11	Clear information on how to get paid to do SLO's. Enough warning to fit it into the schedule. A WORKING online submission form.	4/23/2019 2:21 PM
12	No.	4/23/2019 1:27 PM
13	no, we do a great job as a discipline	4/23/2019 1:22 PM
14	Not that I can think of	4/13/2019 10:43 AM
15	No	4/4/2019 8:47 PM
16	You have been a tremendous resource. The challenge is to increase buy in for the whole College faculty.	4/3/2019 11:39 AM
17	No	4/3/2019 11:36 AM
18	Time to discuss and plan with part time faculty. Acknowledgement that this is important and should be seems as institutional service	4/3/2019 11:36 AM
19	Thanks for the hard work put forth in the past 5 years. The process has become simpler and more worthwhile.	4/3/2019 11:23 AM
20	I am not sure	4/3/2019 10:12 AM
21	I've been lucky--my peers are tuned in to the process and we collaborate quite well on it. The challenge is always having the time/memory to document (not necessarily to do it).	4/3/2019 10:00 AM
22	Not that I can think of.	4/3/2019 9:49 AM
23	N/A	4/3/2019 9:34 AM
24	No	4/3/2019 9:26 AM

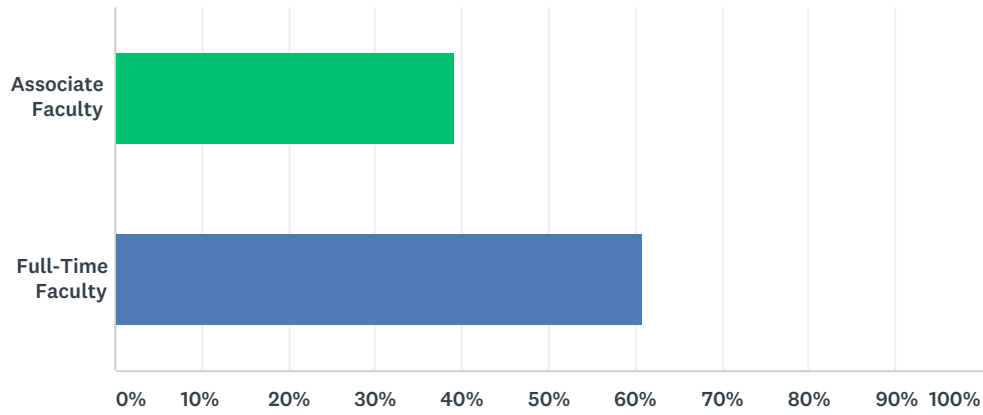
## Q7 What are some of your questions about SLO assessment or the SLO assessment process at Norco College?

Answered: 19 Skipped: 23

#	RESPONSES	DATE
1	none at this moment	4/24/2019 7:41 PM
2	Why are we still married to Nuventive Improve?	4/24/2019 11:48 AM
3	No questions	4/24/2019 7:30 AM
4	N/A	4/24/2019 7:01 AM
5	How is it done?	4/23/2019 5:56 PM
6	What are the timelines for submitting results?	4/23/2019 4:31 PM
7	Why can't we design an expert system to ask online questions of faculty and populate the assessment data-base automatically? I have successfully written such fully automated computer programs for decades, with great success. Why is artificial intelligence so slow in coming to Norco College?	4/23/2019 3:49 PM
8	Where can one access SLO assessment conclusions, notes or ratings (from 1-5).	4/23/2019 2:33 PM
9	None.	4/23/2019 1:27 PM
10	none	4/23/2019 1:22 PM
11	I have no questions	4/13/2019 10:43 AM
12	None	4/4/2019 8:47 PM
13	My questions relate to the District and rewriting Curriculum. This is an issue which hampers healthy SLOA and revisions. I am limited to what my colleagues in the District will change or will redefine. This prevents my courses from having stronger, more concentrated SLOs. Until my discipline gets its act together in the District, Norco has done everything in its power to support. Thank you for your service to us all.	4/3/2019 11:39 AM
14	No question	4/3/2019 11:36 AM
15	How is it curenly tied to resource allocation of it isn't part of the program review process? How is it tied to improving student success across the college?	4/3/2019 11:36 AM
16	What are some of the best methods to assess for SLOs	4/3/2019 10:12 AM
17	None at this time.	4/3/2019 9:49 AM
18	I want to know how and whether instructors find the SLO process empowering, useful, and supportive of academic freedom. I would like the SLO process to help make educators and Norco better without creating undue apprehension about processes or evaluation.	4/3/2019 9:34 AM
19	I do not have any.	4/3/2019 9:26 AM

## Q8 What is your role on campus?

Answered: 41 Skipped: 1

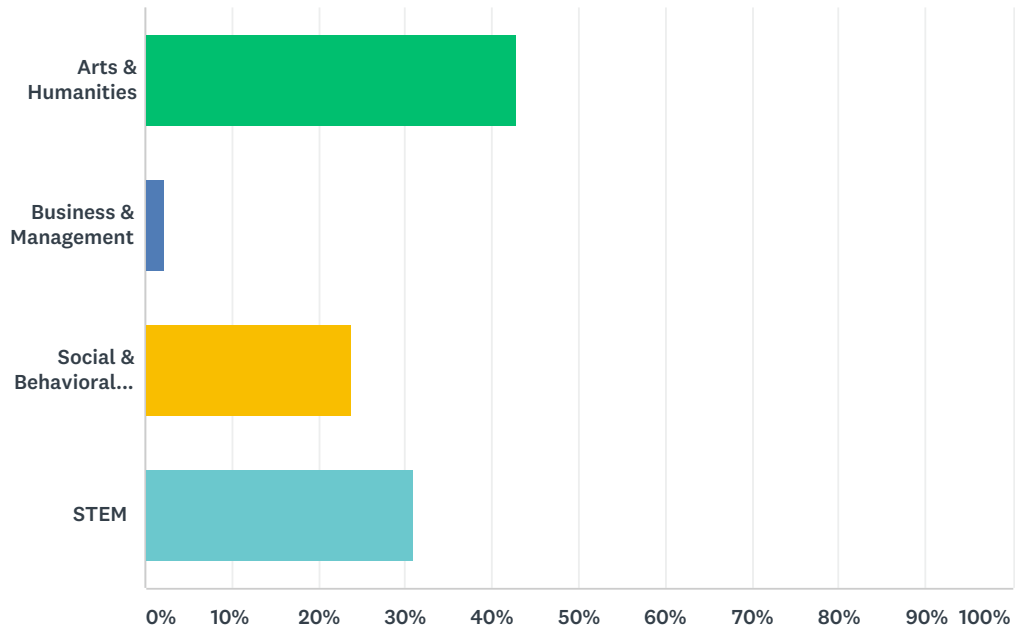


ANSWER CHOICES	RESPONSES	
Associate Faculty	39.02%	16
Full-Time Faculty	60.98%	25
TOTAL		41



## Q9 What is your school?

Answered: 42 Skipped: 0



ANSWER CHOICES	RESPONSES	
Arts & Humanities	42.86%	18
Business & Management	2.38%	1
Social & Behavioral Sciences	23.81%	10
STEM	30.95%	13
Total Respondents: 42		



Published on *Inside Higher Ed*  
(<http://www.insidehighered.com>)

[Home](#) > Assessment for 'Us' and Assessment for 'Them'

## Assessment for 'Us' and Assessment for 'Them'

Submitted by Jeremy Penn on June 26, 2007 - 4:00am

In [the movie "Ghostbusters,"](#) <sup>[1]</sup> Dan Aykroyd commiserates with Bill Murray after the two lose their jobs as university researchers. "Personally, I like the university. They gave us money and facilities, and we didn't have to produce anything. You've never been out of college. You don't know what it's like out there. I've worked in the private sector. They expect results." I can find some amusement in this observation, in a self-deprecating sort of way, recognizing that this perception of higher education is shared by many beyond the characters in this 1980s movie.

Members of Secretary Spellings' [Commission on the Future of Higher Education](#) <sup>[2]</sup> were very clear about their expectations for higher education when they wrote, "Students increasingly care little about the distinctions that sometimes preoccupy the academic establishment, from whether a college has for-profit or nonprofit status to whether its classes are offered online or in brick-and-mortar buildings. Instead, they care -- as we do -- about results."

This expectation for assessment as accountability has forced many faculty members and administrators to seek out ways to balance assessment for "us", or assessment for "improvement," with assessment for "them," or assessment for "accountability." We do assessment for "us" in our classrooms, to provide feedback to students on their progress, in our programs to provide direction for improvement efforts, for each other when we provide reviews of articles and of ourselves when we evaluate our own performance.

Conversely, assessment for "them" is done in response to an external demand to prove "how much students learn in colleges and whether they learn more at one college than another," as the Spellings Commission put it in [its final report.](#) <sup>[3]</sup>

When we perform assessment for "us" we are not afraid to discover bad news. In fact, when we assess for "us," it is more stimulating to discover bad news about our students' performance because it provides clear direction for our improvement efforts. In contrast, when we perform assessment for "them," we try our best to hide bad news and often put a positive face on the bad news that we can't hide.

When we perform assessment for "us" we do our best to create valid and reliable assessments but don't let the technical details, particularly when they are not up to exacting research standards, derail our efforts. When we perform assessment for "them," if there is any deviation from strict standards for validity, reliability, norming group selection, sampling approach, testing procedures or scoring techniques, we are quick to dismiss the results, particularly when they are unfavorable.

We know the "us" -- faculty members, students, department chairs, deans -- and we know how to talk about what goes on at our institution with each other. Even amid the great diversity of institutions we often find a common core of experience and discover that we speak each other's language.

But the "them" is largely a mystery. We may have some guesses about the groups that make up "them" -- parents, boards of regents, taxpayers, legislatures -- but we cannot be sure because accountability is usually

described generically, not specifying any particular group, and because our interaction with any of these groups is limited or nonexistent.

When we perform assessment for "us," we operate under a known set of possible consequences. Some of these consequences could be severe, such as a budget reduction or a reprimand from our superior, but in general the possible consequences are a known and acceptable risk.

When we perform assessment for "them," the consequences are much more terrifying because we do not control who uses these data or the purposes of their use. One of the uses of assessment for "them" is for accreditation, which can bring particularly negative consequences. We wake up in the middle of the night with visions of newspaper headlines publicly disclosing our poor performance.

At its best this would bring years of embarrassment and shame that would hang over our heads like the cloud of dust that followed Charles Schulz's Pig-Pen.<sup>[4]</sup> At its worst we face losing accreditation and the labeling of our school as a "diploma mill," causing our students to be ineligible for federal student aid and leading to a mass exodus of students from our institution. Assessment for "them" brings high levels of risk and low levels of reward.

Finding the balance between assessment for "us" and assessment for "them" is a significant challenge that is also full of uncertainty as the Department of Education pursues negotiated rule making<sup>[5]</sup> and as the Higher Education Act comes up for renewal in Congress. It can feel a bit like the Eliminator challenge in the television game show "American Gladiators" that had contestants navigating a balance beam while Gladiators attempted to knock them off the beam with swinging medicine balls. There have, however, been a number of efforts by university systems and by individual institutions to find ways to balance assessment for "us" with assessment for "them."

The State University of New York (SUNY) Assessment Initiative<sup>[6]</sup> seeks to strike a balance between assessment for "us," or assessment for "improvement," with assessment for "them," or assessment for "accountability". The SUNY Assessment Initiative can be divided into two parts: assessment of general education and assessment within academic majors.

For assessment of general education, SUNY first developed a set of learning outcomes for general education programs at undergraduate degree-granting institutions. All SUNY institutions are required to use "externally referenced measures" to determine whether or not their students are achieving in the areas of Critical Thinking, Basic Communication and Mathematics. However, to keep this approach in balance, the Assessment Initiative does not require all institutions to use the *same* measure. Rather, institutions can select from nationally-normed exams or rubrics developed by a panel that best represent their mission in the state. This holds institutions accountable for demonstrating student achievement in foundational areas but will not be used to "punish, publicly compare, or embarrass students, faculty, courses, programs, departments or institutions either individually or collectively," according to a description of the program<sup>[7]</sup>.

Institutions are also required to perform local assessment of their general education programs. Institutions are held accountable for attending to the *process* of assessment -- examining student learning on specific objectives through assessment and making decisions about ways to improve based on those data -- by an external group called the General Education Assessment Review group (GEAR). GEAR, composed of primarily faculty members from SUNY institutions, reviews and approves campus assessment plans but not the actual assessment outcomes. In this way, SUNY documents say,<sup>[7]</sup> "emphasis is placed on assessment best practice without introducing an element of possible defensiveness campuses might feel if their assessment program does not yield evidence to support optimal student learning."

At the institutional level, Colorado State University and the University of Nebraska-Lincoln partnered together to implement within their institutions the [Plan for Researching Improvement and Supporting Mission](#) <sup>[8]</sup> (PRISM) and [Program Excellence through Assessment, Research and Learning](#) <sup>[9]</sup> (PEARL), respectively. PRISM and PEARL engage faculty members in assessment of the academic major -- assessment for "us." Faculty members select learning outcomes that are important for students in that major, perform assessment of student learning on those outcomes and then make improvements to their program based on those data. A panel of faculty members from each institution holds the academic majors accountable by reviewing assessment plans and encouraging the use of higher quality assessment practices.

To balance assessment for "us" with assessment for "them," PRISM and PEARL utilize an online software system that allows for the classification of the academic major assessment activity for aggregation at higher levels. In this way the institutions can describe the kind of learning that is going on within the institution, the assessment instruments that are being used to examine that learning and the improvement activities that were performed in response to the assessment data.

The SUNY Assessment Initiative and the PRISM and PEARL approaches balance assessment for "us" and assessment for "them" by demonstrating a commitment to student learning, not by achieving benchmark scores on a specific assessment or by earning a particular ranking. In both of these examples participants are held accountable for engaging in the *process* of assessing student learning, a process that is reviewed for best practices by an external panel.

Dan Aykroyd and Members of Secretary Spellings' Commission on the Future of Higher Education are correct in expecting "results." If discussions for demonstrating these "results" continue to emphasize narrow and prescriptive assessment for "them" institutions will face large amounts of work, risk and agony for little benefit. However, if assessment for "them" can be about demonstrating a commitment to student learning and being accountable for a *process*, then institutions will be able to place their time and energy where it belongs: with the students.

*Jeremy D. Penn is the Assessment Associate for PEARL at the University of Nebraska at Lincoln and is working to complete his Ph.D. in the [Quantitative, Qualitative and Psychometric Methods program](#).* <sup>[10]</sup>

**Source URL:** <http://www.insidehighered.com/views/2007/06/26/assessment-us-and-assessment-them>

#### Links

- [1] <http://www.imdb.com/title/tt0087332/>
- [2] <https://www.insidehighered.com/news/focus/commission>
- [3] <http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf>
- [4] [http://www.snoopy.com/comics/peanuts/meet\\_the\\_gang/meet\\_pig\\_pen.html](http://www.snoopy.com/comics/peanuts/meet_the_gang/meet_pig_pen.html)
- [5] <https://www.insidehighered.com/news/2007/06/04/accredit>
- [6] <http://www.suny.edu/provost/Assessmentinit.cfm>
- [7] <http://www.suny.edu/provost/aehe2003.pdf>
- [8] <http://improvement.colostate.edu/>
- [9] <http://pearl.unl.edu/assessment/PearlInformation.pdf>
- [10] <http://cehs.unl.edu/edpsych/graduate/qqpm.shtml>



Published on *Inside Higher Ed*  
(<https://www.insidehighered.com>)

[Home](#) > Advocates for student learning assessment say it's time for a different approach

## Advocates for student learning assessment say it's time for a different approach

Submitted by Doug Lederman on April 17, 2019 - 3:00am

GARDEN GROVE, Calif. -- Ask the many assessment haters in higher education who is most to blame for what they perceive as the fixation on trying to measure student learning outcomes, and they are likely to put accreditors at the top of the list.

Which is why it was so unexpected last week to hear a group of experts on student learning tell attendees at a regional accreditor's conference here that most assessment activity to date has been a "hot mess" and that efforts to "measure" how much students learn should be used help individual students and improve the quality of instruction, not to judge the performance of colleges and universities.

The session took place at the [Academic Resource Conference](#) <sup>[1]</sup>, the annual gathering of the WASC Senior College and University Commission, which accredits institutions in California, Hawaii and the Pacific Islands. The panel's title built off the conference's theme of "provocative questions and courageous answers," and asked, in regard to teaching, learning and assessment, "is higher education accomplishing what it said it would?"

Not surprisingly, given such a broadly framed question, the conversation that unfolded was wide ranging and, at times, scattershot. But at its core, the discussion revolved largely around whether the way most colleges currently have gone about trying to judge whether their students are learning (by defining student learning outcomes and finding some way to gauge whether they have achieved those goals) helps institutions (and helps higher education collectively) prove they are doing a good job.

The answers were pretty uniformly no, despite all the activity colleges have engaged in during the last decade.

"There's a paradox that puzzles me and should puzzle all of us," said John Etchemendy, former provost at [Stanford University](#) <sup>[2]</sup>, who is also a commissioner of the Western accrediting commission and a member of the federal panel that advises the U.S. education secretary on accreditation. The evidence is unequivocal, he said, that "the answer to the question on the screen -- is higher education accomplishing what it said it would? -- is absolutely yes," based on how much more college-goers earn over their lifetimes than Americans without a degree, among other indicators.

But "whenever we try to directly measure what students have learned, what they have gotten out of their education," Etchemendy continued, "the effect is tiny, if any. We can see the overall effects, but we cannot show directly what it is, how it is that we're changing the kids."

Part of the problem, said Natasha Jankowski, director of the National Institute of Learning Outcomes Assessment, is defining what assessment is and what it isn't -- or, more precisely, differentiating between different kinds of assessment: that used for individual and institutional improvement and that used for external accountability purposes.

"There is assessment about informing my teaching" and students' learning -- understanding how students respond to or gain from certain kinds of content or instructional approaches, and developing evidence "that I would need to see to make a change in how I teach something," she said.

"That's very different from 'have we [in higher education generally] been effective over time?'" Jankowski said. The latter requires marshaling "a variety of evidence" of performance on numerous fronts (economic as well as educational) to a range of audiences (politicians, accreditors, students and parents, employers, the public), and "one test or measure [of student learning] isn't going to help us in that space." (A 2007 essay in *Inside Higher Ed*, "[Assessment for 'Us' and Assessment for 'Them'](#)"<sup>[3]</sup> captured this conundrum well.)

Much of the assessment work in the last decade has focused on trying to develop quantifiable proof that institutions are helping their students, collectively, learn, with the aim of being able to create a measure of educational quality that was comparable across institutions. This push was often driven by accreditors' pressure on colleges, which was driven in turn by federal government pressure on accreditors. (One participant in the Western accreditor's panel, Jose F. Moreno, an associate professor of Latino education and policy studies at [California State University at Long Beach](#)<sup>[4]</sup>, shared that when institutions like his were awaiting visits from the accreditor, they would often say "the WASC-itos were coming," a belittling reference to hordes of regulators about to descend.)

That perception of accreditors is why it is noteworthy that the Western accreditor, under its new president, Jamie Studley, staged a conversation that asked hard questions about assessment.

"We chose the theme Provocative Questions, Courageous Answers to underscore that WSCUC is committed to the same self-reflection and continuous improvement we expect of our institutions," Studley said. "When done well, assessment is a powerful tool that supports student success. Assessment has certainly evolved from its earliest days, and it's our responsibility as an accreditor to encourage its wise application in the context of effective oversight and improvement focused on equity and important outcomes for all students."

Achieving that goal would require moving beyond what Jankowski called "assessment as bureaucratic machine," which often resulted in institutions slapping together ill-conceived efforts to try to measure *something* to prove they were doing so.

"At a lot of places," Jankowski said, "it was, 'You need some learning outcomes -- put something together.' 'What are learning outcomes?' 'I don't care. Just fill this out.'"

"It's not just that faculty members are crabby and hate change ... There are good reasons why faculty hate it. It's real and it's earned," Jankowski said. (An *Inside Higher Ed* [survey of faculty members](#)<sup>[5]</sup> last year, for instance, found that 59 percent of respondents agreed that assessment efforts "seem primarily focused on satisfying outside groups such as accreditors or politicians," rather than serving students.) [Essays like this](#)<sup>[6]</sup> also reflect faculty disdain.

It's time for those in the assessment field to "own up to the fact that everyone had a first-round 'hot mess' go of it," she said. "We had a round of assessment that was really detrimental, incredibly measurement focused."

### **What Might Round 2 Look Like?**

No one on the panel was arguing that teaching and learning are unimportant or that college officials and faculties shouldn't be regularly analyzing how well both things are happening in their classrooms -- far from it.

But "we need to worry less about the architectonic of how assessment works," Etchemendy said, and more about periodically checking "whether we're teaching what we're trying to achieve, and is the design still a

good design, or maybe times have changed.

"If we discover that our class is not working or that our students are not getting what we want them to get out of the class, then I would think we would all try to change it. Those are the good parts of assessment, and I think anybody can buy in to that."

If efforts to measure student learning in a quantifiable way have been counterproductive, what should constructive assessment look like?

It should start, Jankowski and others said, with understanding what an institution (or an instructor, at the granular level) wants students to know and be able to do.

Sharon B. Hamill, a professor of developmental psychology and faculty director of the Institute for Palliative Care at [California State University at San Marcos](#) [7], suggested a form of "backward design," focused on "where do I want them to end up, and then how do I help them get there," she said. "Think to yourself, 'if they don't remember another thing, they'll remember this.'"

Robert Shireman, a senior fellow at the Century Foundation and former Obama administration official who has [railed against](#) [8] what he calls the "inane" focus on student learning outcomes, attended the Western accreditor's session and later led another called [Improving Assessment by Putting a Leash on the Dogma](#) [9]. He said institutions should focus on making sure students are persisting in their academic programs and understanding what's impeding those who don't.

Focusing on outcomes like that don't necessarily capture the amount or quality of the learning, since institutions have been known to let students continue through their programs without demanding much in return.

The best way to gauge that, Shireman said, is to do "random checks of artifacts of the teaching and learning process (student work, instructor feedback, etc.). Ideally, portfolios of student work, not cherry-picked, would be available for public review (or at least external peer review). This should be arranged by the school but checked by accreditors." Such an approach would be designed, he said, to protect against diploma mills or other lesser-quality institutions.

But how might one go about answering the question that the Western accreditor's session started with: "Is higher education accomplishing what it said it would?" If it's not with assessment of student learning outcomes at the course or institutional level, it should be with "external, objective measures that measure indirectly program and institutional success -- things that can't be fudged," Etchemendy said.

"Whether they graduate; whether they manage high-, well-paying jobs 10 to 15 years out, are they repaying their loans, what do they think about their institutions?" he said. "Those are the things I'm really interested in measuring."

[Assessment and Accountability](#) [10]  
[National Accountability Systems](#) [11]

**Source URL:** <https://www.insidehighered.com/news/2019/04/17/advocates-student-learning-assessment-say-its-time-different-approach>

#### Links

- [1] <https://www.arc.wscuc.org/session/plenary-speaker/provocative-questions-and-courageous-answers-about-teaching-learning-and>
- [2] <https://www.insidehighered.com/college/243744/stanford-university>
- [3] <http://www.insidehighered.com/views/2007/06/26/assessment-us-and-assessment-them>
- [4] <https://www.insidehighered.com/college/110583/california-state-university-long-beach>
- [5] <https://www.insidehighered.com/news/survey/conflicted-views-technology-survey-faculty-attitudes>

[6] <https://www.nytimes.com/2018/02/23/opinion/sunday/colleges-measure-learning-outcomes.html>

[7] <https://www.insidehighered.com/college/366711/california-state-university-san-marcos>

[8] <https://www.insidehighered.com/views/2016/04/07/essay-how-fixation-inane-student-learning-outcomes-fails-ensure-academic-quality>

[9] <https://www.arc.wscuc.org/session/concurrent-session/improving-assessment-putting-leash-dogma>

[10] [https://www.insidehighered.com/news/focus/assessment\\_and\\_accountability](https://www.insidehighered.com/news/focus/assessment_and_accountability)

[11] <https://www.insidehighered.com/news/news-sections/national-accountability-systems>



# Annual Assessment Report 2017-2018

DR. LAURA ADAMS

FACULTY ASSESSMENT COORDINATOR

DECEMBER 12<sup>TH</sup>, 2018

# Table of Contents

---

Introduction .....	3
Learning Outcomes Assessment .....	3
2017-2018 Trends Impacting Learning Outcome Assessment .....	3
Objectives vs. Outcomes.....	3
Six-Year Cycle of Assessment.....	4
Institutional Reorganization.....	4
Course Level Assessment.....	4
Program Level Assessment .....	5
Associate Degrees for Transfer (ADTs) .....	5
CTE Programs & Certificates .....	6
Area of Emphasis Degrees (AOEs).....	6
General Education Assessment .....	7
Student Services Assessment.....	7
Summary.....	8
Appendix A.....	10

# Introduction

---

This document summarizes assessment of learning outcomes at Norco College for the 2017-2018 academic year. This report is produced annually each fall. Previous reports can be found at the Norco Assessment Committee (NAC) website: <https://www.norcocollege.edu/committees/assess/Pages/index.aspx>. Questions about the report or the information it contains can be sent to Greg Aycock, Dean of Institutional Effectiveness or Laura Adams, Norco Assessment Coordinator.

For the 2016-2017 and 2017-2018 academic years, Norco College experienced a nearly complete turnover in upper administration. As a result, we went through a series of interim and new managers. Although previous assessment reports have included sections from Administration and from Student Services, this was not possible for the 2017-2018 academic year. Once the current transition is complete, we will work with the Dean of Student Services and the Vice President of Academic Affairs to re-evaluate this purpose of this report and determine the best structure to meet that purpose going forward.

Historically, this report has also included a Key Indicators Analysis based on data about learning outcomes assessment reported by each program on the assessment portion of our annual program review documents. In 2017-2018, Program Review transitioned to a new three-year cycle using SharePoint and Nuventive services. In the transition, the program review document went through major revision. The assessment portion of the document was reduced from a set of questions and reflections to a single question asking for an "Assessment Highlight." Unfortunately, this has made it impossible for us to conduct the Key Indicators Analysis. To compensate, more quantitative information and analysis were pulled from Nuventive and utilized throughout the learning outcomes section of the current report. Going forward, the Norco Assessment Committee and the Program Review Committee will work together further refine the assessment section of the program review document.

## Learning Outcomes Assessment

---

The 2017-2018 academic year was a time of significant change for Norco College. As might be expected, many of these changes directly or indirectly affect the work of learning outcomes assessment. Some of these changes are outlined below.

### 2017-2018 Trends Impacting Learning Outcome Assessment

#### Objectives vs. Outcomes

To comply with Title 5 of the California Code of Regulations, the Course Outline of Record (COR) for each course must include course objectives. To ensure compliance, the Norco College Curriculum Committee brought awareness to this issue and proposed that all CORs be revised to add objectives where needed. This led to a wider, ongoing discussion about the difference between learning objectives and learning outcomes. As a result, many disciplines began revising CORs to add objectives and to refine and improve student learning outcomes.

## Six-Year Cycle of Assessment

During the 2017-2018 academic year, the Norco College Program Review committee implemented a new three-year program review cycle. To mirror this process, the Norco Assessment Committee voted to move to a six-year cycle of assessment. The rotation cycle for assessment of SLOs, PLOs, and GELOs was revised in Spring 2018 and approved by the assessment committee (see Appendix A). In addition to the change in timeframe, we also voted to allow faculty to schedule their own assessments for SLOs and PLOs owned by their disciplines. This gives faculty increasing independence and flexibility to plan assessment projects in ways that work best for their disciplines.

## Institutional Reorganization

In response to the Completion Initiative and the Guided Pathways Project, Norco College reorganized into a four-school structure designed to support student success. The reorganization was approved in May 2018 and implemented shortly thereafter. Although no major impacts to the assessment process at Norco have occurred, we should continue to explore how our assessment procedures fit into and support the four-school structure and Guided Pathways more generally.


## Course Level Assessment

Norco College continued to work toward our goal of 100% assessment of all course student learning outcomes (SLOs) before Spring 2020. Many of our activities for course level assessment have been in service of this goal.

In the Fall 2017 semester, Nuventive Improve was used to identify a list of course SLOs that had never previously been assessed. These SLO's were listed on a google [spreadsheet](#) that was shared with all members of our campus. Faculty were asked to view the list and plan for when each SLO would be assessed by marking an "X" under the appropriate semester. The spreadsheet was an excellent tool for increasing awareness about the number of unassessed SLOS, as intended. It also allowed us to identify many issues and inconsistencies in the Nuventive database, prompted curriculum changes (such as course exclusions or inclusions), and lead to a campus wide discussion about outcomes assessment.

To help faculty easily identify which courses need to be assessed in the current cycle, we enabled the summary flags feature within Nuventive Improve. When faculty look at the list of courses in their disciplines and programs, courses that need assessment are marked with a red flag. Courses that have completed assessment within the current cycle are marked with a green check mark.

These efforts appear to have successfully increased course SLO assessment, based on the summary of SLOs that were assessed from Fall 2017-Spring 2018.


- # of Courses in selected time frame: 587
- # of Courses with Assessment Results between Fall 2017-Spring 2018: 201
- % of Courses Assessed: 34.2% 

	Courses	SLOs
Assessed Fall 2017-Spring 2018	201 (34.2%)	878 (31.5%)
Assessed in Current 6-year Cycle	349 (59.5%)	1857 (66.6%)
Total Courses & SLOs	587 (100%)	2788 (100%)

In contrast, only 20.5% of courses and 15.5% of SLOs were assessed in the 2016-2017 academic year.

While these results are encouraging, many SLOs remained unassessed at the end of the Spring 2018 semester. Here is the final tally calculated at the conclusion of the Spring 2018 semester, broken down by School:


SCHOOL	ORIGINAL NUMBER OF COURSES TO ASSESS BY THE END OF FALL 2019	CURRENT NUMBER OF COURSES TO ASSESS BY END OF FALL 2019	PERCENTAGE OF ORIGINAL COURSES CURRENTLY ASSESSED
ARTH	132	106	19.7%
BUSM	32	25	21.9%
SBSC	65	51	21.5%
STEM	179	147	17.8%
<b>Total</b>	<b>408</b>	<b>329</b>	<b>19.3%</b>

Efforts to ensure 100% SLO assessment before Spring 2020 will be ongoing throughout the next academic year. Despite the increase in SLO assessment this academic year, we will need to significantly increase our assessment rate to reach that goal. 

## Program Level Assessment


Program level assessment was a major focus of the 2016-2017 academic year but was less emphasized in the 2017-2018 academic year. This was in part due to the increased focus on course SLOs but was also a result of the large number of Program Level Assessments that were conducted in the previous academic year.

In Fall 2016, 7 Associate Degree for Transfer (ADT), 3 Area of Emphasis (AOE), and 13 Career and Technical Education programs and certificates contributed to data collection for program level assessment. For each program, multiple sections of multiple courses contributed assessment data. The Institutional Effectiveness team at Norco College facilitated this massive data collection and analysis, which took much of the Spring 2017 and Fall 2017 semesters. In Spring 2018, results were returned to program leads for interpretation (ADTs and CTE programs & certificates) or discussed at campus wide forums (AOEs). While we collected data for significantly fewer programs, significant work was done for program level assessment.

That said, there is much work to be done to reach the 2020 accreditation goal of completed assessment for all PLOs in all programs. We will need to increase our efforts and focus on PLO assessment in the remaining semesters of our 6-year assessment cycle. 

## Associate Degrees for Transfer (ADTs)

Only two ADT programs reported assessment results during the reporting interval. A total of seven program learning outcomes were assessed. At this point in our 6-year assessment cycle only four ADT programs (Early Childhood Education, History, Philosophy, and Psychology) have completed assessment of all PLOs. As a

result, 80% of our ADT programs need to complete PLO assessment during the semesters remaining in the current cycle (Fall 18, Spring 19, Fall 19). 

	ADTs	PLOs
Assessed Fall 2017-Spring 2018	2 (10%)	7 (9.9%)
Assessed in Current 6-year Cycle	9 (45%)	24 (33.8%)
Total ADT Programs & PLOs	20 (100%)	71 (100%)

## CTE Programs & Certificates

Results for CTE program and certificate assessments largely mirror what occurred in ADTs. During the 2017-2018 academic year four programs reported assessment results linked to a total of eleven program learning outcomes. At this point in our 6-year assessment cycle only four program or certificates have completed assessment of all PLOs (Business Administration: Accounting Concentration, Construction Technology, Early Childhood Education, Early Childhood Intervention Assistant). As a result, 85% of these programs and certificates need to complete PLO assessment during the semester remaining in the current cycle (Fall 18, Spring 19, Fall 19).

	Programs	PLOs
Assessed Fall 2017-Spring 2018	4 (14.2%)	11 (8.3%)
Assessed in Current 6-year Cycle	11 (39.2%)	47 (35.9%)
Total CTE Programs & PLOs	28 (100%)	131 (100%)

## Area of Emphasis Degrees (AOEs)

The Fall 2017 semester was spent analyzing data collected for three AOEs: Business Administration & Information Systems; Math & Sciences; and Kinesiology, Health & Wellness. In Spring 2018, these data were discussed at campus wide forums attended by participating faculty.


In addition, data were collected in Spring 2018 to assess two PLOs from the Communications, Media, & Languages (CML) AOE. As always, this data collection was facilitated by the office of Institutional Effectiveness and involved multiple sections of multiple courses aligned with the PLOs. PLO 3 (Evaluate and apply appropriate evidence in support of arguments made in different forms of communication) and PLO 6 (Use a variety of research methods to collect and evaluate sources and evidence to apply in various forms of communication) were selected because they could likely both be assessed from a single assignment.

Probable courses were identified and instructors were invited to participate. Those who agreed then linked the PLOs to an assignment at rated each student's work on a scale of 0 (No Evidence of Competency) to 4 (Strong Evidence of Competency). The results will be analyzed and discussed during the 2018-2019 academic year.

	AOEs	PLOs
Assessed Fall 2017-Spring 2018	1 (14.3 %)	2 (6.5%)
Assessed in Current 6-year Cycle	7 (100%)	12 (38.7%)
Total AOE Programs & PLOs	7 (100%)	31 (100%)

In Spring 2018 the rotation cycle for assessment was revised to map on to a 6-year cycle of assessment. Each semester will involve collecting or facilitating discussion of data from one AOE. This should allow us to systematically complete full assessment of all SLOs during the assessment cycle. Historically, we have only assessed one or two AOE PLOs at a time. We will need to move toward assessing all PLOs every time an AOE data collection is scheduled in the rotation.

## General Education Assessment

The Office of Institutional Effectiveness facilitated an assessment for General Education Learning Outcome #4: Global Awareness & Self-Development. The process was facilitated by the office of Institutional Effectiveness and followed the same procedure  it was previously described for AOE assessment. These results will be analyzed and discussed during the 2018-2019 academic year.

	GELOs
Assessed Fall 2017-Spring 2018	1 (25%)
Assessed in Current Cycle	4 (100%)
Total	4 (100%)

We are currently up to date on GELO All four GELOs have been assessed in our current 6-year cycle of assessment. The rotation cycle for GELO assessment was revised to fit the new six-year time frame. By continuing to follow this schedule we will maintain our pattern of ongoing assessment in GELOS.

## Student Services Assessment

### 2017-18 Outcomes Assessment Summary

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

- 1 – Area Overview
- 2 – Assessing Outcomes
- 3 - Needs Assessment

For the 2017-18 academic year, 22 programs submitted program reviews utilizing the Nuventive platform. These documents can also be found on the Student Services program Review Webpage.

The outcomes assessment summary for these 22 areas are included in the table below. The division maintained all previous guidelines and parameters in relationship to service area goals and outcomes. Of the 22 student services areas, there were 87 outcomes measured during the 2017-18 academic year, with an increase in the number of authentic assessments from 58 in 2015-16 to 70 for 2017-18.

Given the numerous administrative changes noted earlier, changes to the program review cycle, and transition to Nuventive, the Student Services division focused on existing outcomes assessment and will need to refine this work moving forward.

NSSV Department	SAO		SLO			Number of Outcomes	Authentic Assessment
	General	Satisfaction Survey	In-Direct	Direct	Student Success Measure		
Admissions & Records		1		4		5	4
Assessment Center				4		4	4
Athletics	1		1	1		3	3
CalWORKs				1	2	3	3
Career/Job Placement Center				3		3	3
Counseling	5			3	1	9	4
Disability Resource Center (DRC)	1			1	2	3	3
EOPS/CARE	1				4	5	4
Health Services				3		3	3
JFK					5	5	5
Outreach			2	2		4	3
Puente Program			1		3	4	3
Student Employment				2	1	3	3
Student Financial Services	1			3		4	3
Student Life	1			2		3	2
Student Support Services (SSS)	1			1	2	4	3
Student Support Services(RISE)				1	3	4	4
Transfer Center						2	0
Upward Bound - Centennial				1		3	3
Upward Bound - Corona				1	2	3	3
Upward Bound – Norte Vista				3		3	3
Veterans Services				3	1	7	4
<b>TOTALS -</b>	<b>11</b>	<b>1</b>	<b>4</b>	<b>39</b>	<b>26</b>	<b>87</b>	<b>70</b>

## Summary

The 2017-2018 academic year continued to be a time of change and transition for Norco College. Considerable personnel changes happened over this time frame. New faculty were added and shifts in upper administration occurred. The Program Review process changed radically from a one-year cycle completed on Microsoft Word documents to a three-year cycle submitted electronically. Along the way, the assessment portion of program review was dramatically altered and the assessment section was removed. Norco College continued its work on Guided Pathways, creating a new four-school structure with clear program pathways for students. The College will reorganize to align with that structure in the 2018-2019 academic year. Finally, we have continued efforts to prepare for the upcoming accreditation visit in Spring 2020.

As might be expected, these changes impact every process on campus. Assessment is no exception. As a result of personnel changes and the common goal of preparing for accreditation, we've had an ongoing conversation about the assessment process. More faculty, courses, and learning outcomes participated in assessment than in any earlier academic year.



Despite the more positive tone towards assessment, the current rate of change isn't fast enough to allow us to meet our goals for the Spring 2020 accreditation visit. In the 2018-2019 academic year, it will be important for the Norco Assessment Committee to simplify the assessment process, increase faculty participation, and reach out to specific programs and disciplines to assist in learning outcome assessment.

Along the way, we must be careful that our push to reach our 100% assessment goal doesn't take away from the effort for more authentic assessment and more engaged faculty.

# Appendix A

Six-year Rotation Plan for Outcomes Assessment at Norco College - Revised Spring 2018

	Fall 2017	Spr 2018	Fall 2018	Spr 2019	Fall 2019	Spr 2020	Fall 2020	Spr 2021	Fall 2021	Spr 2022	Fall 2022	Spr 2023
General Education (GE) SLO Assessment		Self-dev. & Global Awareness			Info. Competency & Tech. Literacy			Communication			Critical Thinking	
		Collect data	Interpret & discuss		Collect data	Interpret & discuss		Collect data	Interpret & discuss		Collect data	Interpret & discuss
Area of Emphasis (AOE) Program SLO Assessment	Comm., Media, & Languages		Fine & Applied Arts		Social & Beh. Sciences		Hum., Phil., & the Arts		Admin & Info Sys Kin, Health, & Well		Math & Sciences	
	Collect data	Interpret & discuss	Collect data	Interpret & discuss	Collect data	Interpret & discuss	Collect data	Interpret & discuss	Collect data	Interpret & discuss	Collect data	Interpret & discuss
Associate Degree for Transfer (ADT) Program SLO Assessment	Follow discipline-set cycle of assessment for program SLOs--Every SLO for every program must close the loop within 6 years.											
Career Technical Education (CTE) Program SLO Assessment	Follow discipline-set cycle of assessment for program SLOs--Every program SLO for every program must close the loop within 6 years.											
Course SLO Assessment	Follow discipline-set cycle of assessment for course SLOs--Every SLO for every course must close the loop within 6 years.											