



## Norco Assessment Committee Minutes

2/13/19 09:00-10:30am OC 116

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**Present:** Laura Adams (co-chair), Greg Aycock (co-chair), Cathy Brotherton, Courtney Buchanan, Kevin Carlson, Tami Comstock, Stephany Kyriakos, Virgil Lee, Bibiana Lopez, Daniela McCarson, Jethro Midgett, Kara Zamiska

**Absent:** Alexis Gray, Samuel Lee, Ana-Marie Olaerts, Tim Wallstrom, Jeff Warsinski

- **Call to order:** 9:05am
- **Approval of Agenda:**
  - Agenda had change of “Assessment Goals” to “Assessing Assessment” and addition of “Mapping”. Motion to approve agenda- Stephanie Kyriakos, second by Daniela McCarson.
- **Approval of Minutes:**
  - Motion to approve 11-14-2018 minutes – Courtney Buchanan, second by Stephanie Kyriakos, 1 abstentions.
- **Discussion Items:**
  - **Nuventive/Improve Updates – spreadsheet, etc.**
    - Laura- Update on the percentage of SLOs and PLOs need to be assessed by Accreditation. Currently about 66% of SLOs and 30% of PLOs have been assessed. This means that 34% of SLOs and 70% of PLOs still need to be assessed and we really only have two semesters to complete our goal of all SLOs and PLOs assessed by Accreditation.
    - We have received really good feedback about the SLO report form. Please encourage people to use the report form instead of Nuventive.
      - SLO Report form: <http://bit.ly/SLOReport>
      - SLO Tracking Document: <http://bit.ly/SLOTracking>
        - Also available on the website under Faculty Toolbox on the Assessment Committee page.
    - PLO Report form coming soon.
    - Question: With 66% of SLOs assessed, what percent needs to be assessed by accreditation?

- Answer: Anything that hasn't been assessed in the last 6 years needs to be assessed.
      - A new course is in a gray area, although if it can be assessed before accreditation it really should be. This is a gray area because we can explain to the accreditation team that the course is new. These new courses probably only account for about 5%.
    - Discussion on best practice to have an assessment method in place for new courses or courses with new SLOs that will not be assessed by accreditation.
  - Suggestion to send out email "Quick and Easy SLO assessment" and put a link to the SLO report form. Emails get buried and people need a reminder.
    - Please share the SLO report and tracking document at department meetings, when you can pull the document up and show faculty where to find them.
    - Suggestion to send out 'countdown to accreditation' emails and include the information about the Thursday drop in hours.
  - Discussion on email from NAC
    - How much is too much email and are fewer longer or additional shorter emails more effective? Consensus that additional shorter emails are effective because people don't read through the longer ones.
      - Idea to put the responsibility of emailing departments on the department head.
  - Question: When does the six year cycle begin and is it the same for every course? The six year cycle is the same for all courses. It started in spring of 2014 and the next cycle starts in the spring 2020. We need to have a method and results for every SLO and PLO by the start of the new cycle in spring 2020. To collect data we have until fall of 2019. We have to have at least all the SLOs of one section of a course assessed in the 6 year cycle.
  - PLO assessment Question: Who is responsible for the PLO assessment? We all are. This can be accomplished by mapping.
- **Mapping**
  - Discussion on handouts that were shared at Spring Flex. ( PLO Assessment Planning and Methods for PLO Assessment)
    - The PLO Assessment Planning handout helps answer which method of mapping to use to assess your PLOs. The Methods for PLO Assessment explains four methods to map SLOs to PLOs.
    - Discussion on how many departments see assessment as a burden that they have to just check off for compliance.

- Explanation on the benefits of mapping, it can lead to some important realizations about programs. For example Laura found that after doing the mapping that one of PSYs PLOs could never really be assessed. The PLO said something like “make sure that what students learned here could be applied in upper level classes. We don’t teach upper level classes here, so there was no way to assess the PLO. Also lead to the realization that may SLOs didn’t map on to PLOs. This helped with the process of revising course outlines of record.
  - Mapping method one will meet compliance (green check mark in Nuventive) the quickest.
  - Question: Are PLOs the same district wide? No, they can be changed by campus. Cannot be changed quickly.
  - Mapping can lead to the realization that course outlines of record need to be updated.
- In the science disciplines assessment can be a hard sell because curriculum is set, text books are set, what exactly they are supposed to teach is set for them.
  - Suggestion to change the thinking about assessment. Think more about what skills and competency you want students to have by the end of the course. Think of assessment as a research project.
    - Discussion on how assessment can lead to learning which methods students respond to best. Assessment is not only about what you are teaching but what students are learning and what you think they are learning.
  - If we fail accreditation it will make more work for everyone. ACCJC requires assessment, so let’s just get it done.
- **Nuventive/Improve Updates – spreadsheet, etc.**
  - Nuventive is coming out with a new version. Think of Nuventive as under construction and use the SLO report form. If you need reports let Kevin or Laura know. Use the tracking form for tracking updates.
    - Student services are also having issues with Nuvnetive in program review.
  - Question: How are associate faculty getting paid for doing assessment? 3hrs for assessment and 3hrs for professional development.
    - At the end of the SLO report form when they press “submit”, a link to etrive comes up to submit their time for reimbursement.
  - What would be the response if we switched from Nuventive to something else today?
    - Not good because faculty just had to adjust too many changes this year including canvas and the new website.

- Possibility that if the change was to a system similar to the SLO report form the change would be received well by faculty.
    - Data would need to be all moved over to the new system.
  - Discussion on disciplines reaching out to their own departments with information on the SLO report form and getting paid for assessment.
  - Idea to create a flyer with information on professional development and assessment that can be distributed to associate faculty.
  - Kevin is here to help, he can come to you. You can also contact Greg or Laura.
- **Program Assessment meeting review:**
  - **Self-Development and Global Awareness Discussion**
  - **Communications, Media, and Languages Discussion**
    - These PLOs were assessed through the IE office because they are AOE's that are not currently owned by any one department. Two PLOs and one GELO were assessed through a rubric of 0-4. Sections were chosen and e-mails are sent with student roosters and directions on assessing the PLO or GELO using the rubric. This data was collected and summarized for a discussion. All the participating faculty were invited to the discussion.
    - History on AOE's being created by counselors to help students get a degree along the way to transfer.
    - Greg- explains the data in the handouts. Two places to highlight:
      - One: Students that get a 2.0 or higher with a benchmark is 70% or above.
        - We found that the benchmark was met on both PLOs and the GELO.
      - Two: As students' progress in the program, it is assumed their scores should increase the greater the units completed in the program. Scores compared beginner's vs completers.
        - In the AOE's the completers showed significantly higher scores.
        - The GELO completers did not show significantly higher scores.
      - All the scores are then disaggregated, which we did not find any disproportionate impact.
      - All of this data was presented and the faculty present had a discussion.
        - One interesting observation was the higher percentage of African-Americans in the AOE's than in the GELO. It was brought up in the discussion that an Umoja class may have been involved. After further investigation it

was found that an Umoja class was included in the AOE assessment. This has presented an opportunity to study if the African-Americans in Umoja are learning as well as or better than other African-Americans that are not in Umoja.

- These workshop notes are going to be an invaluable piece of evidence for assessment.
- **Assessing Assessment**
  - Jethro explained a breakout session he attended about assessing the assessment at the recent SLO symposium. Santa Ana College was going through a time where assessment wasn't looked at positively. They divided their 6 year cycle into two. The first cycle they devoted to finding out what the issues causing the negativity towards assessment. They surveyed assessment and looked at what they could do to strengthen the relationship between assessment and faculty. The second three years they are implementing new resources and things to improve the association with assessment. They have seen an increase of assessments already only one year into their second cycle.
    - Laura will be sending out the slides and survey for the committee to see.
    - Greg- we have a process of assessing assessment through program review which is captured in the Key Indicators Report. Up to this point we have not collected any faculty feedback about assessment, so this is perfect time to do this.
    - Committee members are asked to go to their department meetings and ask faculty their feelings about assessment. We need feedback from different departments so the survey that is sent out is not bias. Also important to include part-time faculty in the survey because they are responsible for a large portion of assessment.
    - Request to frame a few questions to be asked.
- **Future meetings and events**
  - Assessment Boot Camp, Friday February 22<sup>nd</sup> 9am –noon in IT 106
- **Assessment Highlight: Assessment in Accreditation Standards**
  - Topic is tabled for the next meeting
- **Future meetings:**
  - Next meeting will be  
March 13, 2019 09:00 AM, ST 107

- **Good of the Order:** 10:34am

## PLO ASSESSMENT SUMMARY

**PROGRAM: AOE Communications, Media and Languages PLO 6**

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

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

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

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

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

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

**SUMMARY OF PROGRAM ASSESSMENT RESULTS**

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

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

**YOUR PROGRAM WAS DIVIDED INTO 2 GROUPS DEFINED AS FOLLOWS**

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

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

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

## 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	77.4%	31	.89
	Asian	92.3%	13	N/A
	Hispanic	82.8%	128	.95
	White	86.8%	53	1.00
	Filipino			
	American Indian			
	Pacific Islander	100%	1	N/A
	Two or more	33.3%	3	N/A
	Unknown	66.7%	3	N/A
AGE	24 and below	82.6%	172	.97
	25 and above	84.7%	59	1.00
	Unknown	100%	1	N/A
GENDER	Female	85.7%	126	1.00
	Male	81.0%	100	.94
	Unknown	66.7%	6	N/A

\*Disproportionately impacted group



## PLO ASSESSMENT SUMMARY

**PROGRAM: AOE Communications, Media and Languages PLO 3**

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

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

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

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

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

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

**SUMMARY OF PROGRAM ASSESSMENT RESULTS**

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

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

**YOUR PROGRAM WAS DIVIDED INTO 2 GROUPS DEFINED AS FOLLOWS**

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

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

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

## 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	83.9%	31	1.00
	Asian	76.9%	13	N/A
	Hispanic	77.5%	129	.93
	White	81.1%	53	.97
	Filipino			
	American Indian			
	Pacific Islander	100%	1	N/A
	Two or more	100%	3	N/A
	Unknown	66.7%	3	N/A
AGE	24 and below	76.9%	173	.89
	25 and above	86.4%	59	1.00
	Unknown	100%	1	N/A
GENDER	Female	81.1%	127	1.00
	Male	77.0%	100	.95
	Unknown	83.3%	6	N/A

\*Disproportionately impacted group

## PLO ASSESSMENT SUMMARY

**PROGRAM: GELO**

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

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

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

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

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

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

**SUMMARY OF PROGRAM ASSESSMENT RESULTS**

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

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

**YOUR PROGRAM WAS DIVIDED INTO 2 GROUPS DEFINED AS FOLLOWS**

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

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

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

## 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	78.3%	23	.87
	Asian	85.7%	63	.95
	Hispanic	81.4%	468	.90
	White	89.8%	197	1.00
	Filipino			
	American Indian			
	Pacific Islander	100%	2	N/A
	Two or more	70.0%	10	N/A
	Unknown	80.0%	35	.89
AGE	24 and below	82.6%	666	.90
	25 and above	91.0%	100	1.00
	Unknown	81.3%	32	.89
GENDER	Female	84.5%	419	1.00
	Male	82.5%	338	.97
	Unknown	82.9%	41	.98

\*Disproportionately impacted group

## PLO/GELO Workshop Notes

**Program: AOE Communication, Media and Languages PLO3**

**Program: AOE Communication, Media and Languages PLO6**

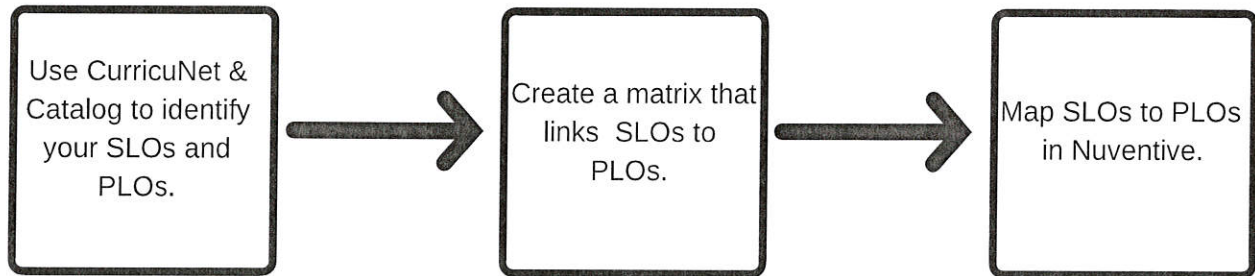
**Program: GELO Self Development and Global Awareness**

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

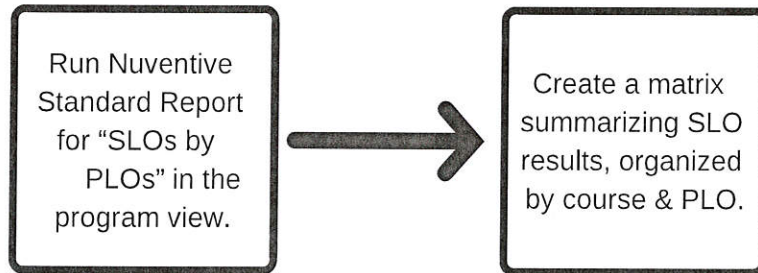
- In some online courses students are captured and engaged more than face to face because they are required to participate in the discussion board. In other online courses they are required to participate in the discussion but they do the bare minimum and don't engage like they do face to face. This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

# METHODS FOR PLO ASSESSMENT

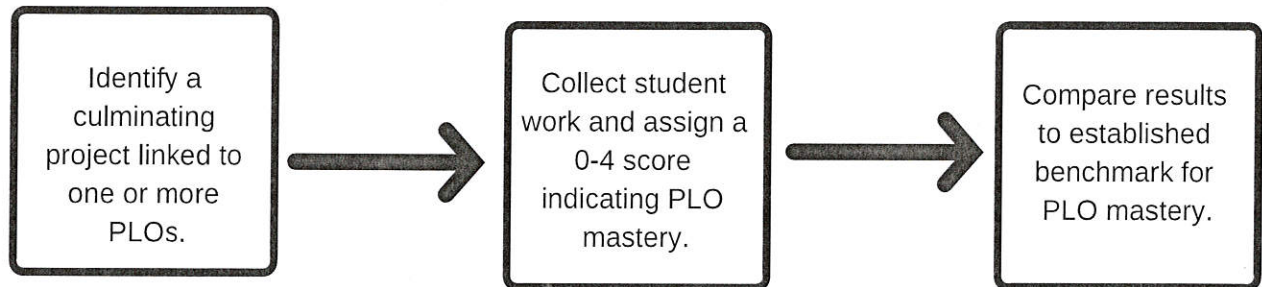
## Method 1: Map SLOs to PLOs



## Method 2: Aggregate Existing SLO Results



## Method 3: Assess PLO Mastery in a Capstone Assignment



## Method 4: Assess PLO Mastery in Multiple Courses

