

2020-
2021

Norco College Annual Assessment Report

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INTRODUCTION

The 2020-2021 academic year was highly abnormal due to the ongoing COVID-19 pandemic. Many institutional practices experienced a major deviation from standard operating procedure as Riverside Community College District (RCCD) operated under emergency distance education status throughout the year. With this, assessment activities, such as, assessment discussions, committee meetings, workshops, and planning activities were held in a virtual modality.

Another factor that effected assessment that year was the change in NAC faculty leadership. While the Administrative Co-Chair and Classified Professional Representative continued their positions throughout the 2020-2021 academic year a new Assessment Coordinator was appointed beginning Fall 2020. NAC also gained four new members throughout the year which represented a change in one-third of the committee's membership by the year's end.

Additionally, Norco College made an adjustment in the assessment cycle timeline. Historically the college followed a four-year assessment cycle which was expanded to six years during Spring 2017. As a result, the assessment cycle was extended through the end of the 2019-2020 academic year. Then, in Spring 2020, the college elected to postpone the start of the new assessment cycle until Fall 2021 in order to align with Program Review and the accreditation visit cycle. Because of this, the 2020-2021 academic year was designated as a "Gap Year" intended to close gaps in the previous cycle, update strategic processes, and prepare for the coming cycle.

The purpose of the Annual Assessment Report 2020-2021 is to document assessment-related activities completed throughout the 2020-2021 academic year. Traditionally the report is completed annually and made public on the Norco Assessment Committee (NAC) website:

<https://www.norcollege.edu/committees/assess/Pages/documents.aspx>. Any questions regarding information found in this report can be directed to Ashlee Johnson, Faculty Assessment Coordinator, or Greg Aycok, Dean of Institutional Effectiveness.

STRATEGIC PLANNING

Norco College made significant improvements to several assessment-related strategic processes. With the recent approval of the 2020-2025 Strategic Planning and Governance Manual (SPGM), the college began the implementation of a new governance plan. As part of these efforts, college committees were asked to evaluate their role, clarify their alignment with institutional goals, and document their purpose, scope, and deliverables in formal charters.

To summarize the approved charter, the purpose of the Assessment Committee is to support and encourage assessment of student learning in all instructional programs, and student and learning support services. When necessary, the Assessment Committee will make recommendations to the Academic Senate to facilitate improvements in the assessment process and in student learning overall.

The Assessment Committee is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below: 2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college. • 2025 Objective 8.1 Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time. Our role is to assess student learning and support and guide improvements in pedagogy and practices that will result in closing student learning gaps.

NAC DELIVERABLES FOR THE 2020-2021 YEAR:

1. Create committee charter and submit to Academic Senate for approval.
2. Provide support and input on data to be integrated into the new Program Review platform
3. Develop a framework for integrating SLO assessment in Canvas.
4. Map SLOs to PLOs/GELOs in Nuventive.

NAC began working towards deliverable 1 in early Fall 2020 at the initial committee meeting held on September 9, 2020 with a review of accomplishments and areas for improvement from the previous year. The review helped to close the gap on previous efforts and encourage progress in the new year. A discussion on the committee's strategic alignment with institutional goals was also initiated at the first meeting. The discussion continued throughout the next month and re-surfaced at the October 14, 2020 meeting along with a discussion on the draft charter. In December 2020, after several months of collaboration, NAC approved the charter and submitted it to the academic senate for approval which signaled the completion of deliverable 1.

The committee also made progress towards Deliverable 2 during Fall 2020. Several discussions and brainstorming activities were held to determine which data should be provided to best support a meaningful analysis in the assessment section of Program Review. NAC also engaged in activities to determine which methods, tools and technologies would best display the selected datasets in a user-friendly way.

Prior to the launch of program review, NAC supported the Nuventive development team by providing feedback and recommendations on assessment-

related platform design. NAC also helped develop assessment prompts, an assessment review rubric, and dashboards for the new program review process. Once the development of the new process was finalized, NAC held workshops, developed trainings, and participated in scoring the assessment-related sections of Program Review. This process took the remainder of the academic year. The last two deliverables were postponed until the next academic year.

INSTRUCTIONAL LEARNING OUTCOMES ASSESSMENT

Postponing the new cycle of assessment until Fall 2021 provided an additional year to assess outcomes that were not assessed the previous cycle. Faculty were encouraged to continue assessing outcomes throughout the academic year, as they deemed professionally applicable. Completed assessments were credited to the previous cycle. Additionally, unassessed courses continued to be tracked using the assessment tracking dashboards and made public on the assessment website. Being in the middle of a pandemic at the time, many disciplines elected not to continue assessing student learning outcomes during this time in order to focus their efforts towards quality instruction in the unconventional online environment. Several faculty members also expressed concern that assessment results may be skewed by the confounding variables introduced by chaos from the COVID 19 pandemic. A summary of the outcomes assessed during Fall 2020 to Spring 2021 academic year follows.

COURSE LEVEL ASSESSMENT:

An additional 48 SLOs from 11 courses were assessed during the Fall 2020 to Spring 2021 academic year.

PROGRAM LEVEL ASSESSMENT:

No additional PLOs were assessed during the Fall 2020 to Spring 2021 academic year.

ASSOCIATE DEGREES FOR TRANSFER (ADT) ASSESSMENT:

No additional ADT outcomes were assessed during the Fall 2020 to Spring 2021 academic year.

CTE PROGRAMS & CERTIFICATES ASSESSMENT:

No additional CTE outcomes were assessed during the Fall 2020 to Spring 2021 academic year.

However, 100% of CTE programs completed assessment of at least one PLO by end of Fall 2019.

AREA OF EMPHASIS DEGREES (AOES) ASSESSMENT:

In Fall 2020 discussion workshops were held for each of the AOE's that had been assessed in Fall 2019. During these workshops, a data summary for each of the AOE Program Learning Outcomes were shared and discussed in an attempt to answer the 'so what' question. The final AOE reports including the assessment summary and discussion can be found on the Assessment Committee Website:

- [Fine & Applied Arts 2019](#)
- [Business Administration & Information Systems 2019](#)
- [Math and Science 2019](#)
- [Humanities, Philosophy & Arts 2019](#)
- [Kinesiology, Health, and Wellness 2019](#)
- [Social & Behavioral Studies 2019](#)
- [Communications, Media & Languages 2019](#)

GENERAL EDUCATION ASSESSMENT:

No additional GELOs were assessed during the Fall 2020 to Spring 2021 academic year. However, 100% of GELOs were assessed at least one time during the previous cycle.

STUDENT SERVICES AND LIBRARY SERVICES ASSESSMENT:

Support Services assessment is conducted throughout the assessment cycle and utilized to make data-driven decisions. At the close of each cycle, assessment data is then summarized and used to make resource requests during Program Review. The data is then archived in a document repository in Nuventive for future use.

Student Service assessment for the 2018-2021 cycle was organized into five programs, Advising and Counseling, Enrollment Services, Equity Programs, Special Programs, and Student Life. According to document archives in Nuventive, 100% of SS program units completed assessment within at least one of their respective service areas during the 2018-2021 cycle. However, collaboration between NAC and SS Professionals indicated a need to further define SS programs and service areas and update the Nuventive platform to improve the assessment process in the future.

Additionally, as a result of assessment planning activities, the college identified a need to establish independent assessment units for Library Services in the coming cycle. As a result, the role of NAC in the area of Student Services and Library Services was greatly improved. The groups collaborated to update the assessment process, to improve quality, and align assessment practices throughout the institution. The initiative began with an evaluation of historical practices and identification of areas for improvement. NAC then hosted a support services assessment training series to align understanding and support professional development. The training series provided an overview of the assessment process at Norco College, offered tools to help support assessment activities, and facilitated assessment process improvements. Additionally, the groups began to update their assessment units and outcomes in preparation of the coming cycle.