

Annual Assessment Report 2017-2018

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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. Previous assessment reports have included sections from Administration and from Student Services. During this time of transition, we were able to include a section from Student Services, but not from Administration. 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 the 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 (NAC) voted to move to a six-year cycle of assessment. The rotation cycle for assessment of course SLOs, program SLOs, and general education SLOs was revised in Spring 2018 and approved by the assessment committee (see Appendix A). In addition to the change in timeframe, NAC also voted to allow faculty to schedule their own assessments for course SLOs and program SLOs 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 learning outcome assessment, based on the summary of courses that were assessed from Fall 2017-Spring 2018.

- # of Courses in the Fall 2017-Spring 2018 academic year: 587
- # of Courses with Assessment Results between Fall 2017-Spring 2018: 201
- % of Courses Assessed: 34.2%

If the same analysis is performed looking at individual SLOs rather than courses, we can also see an increase in the total number of SLOs that were assessed from Fall 2017-Spring 2018

- # of Course SLOs in the Fall 2017-Spring 2018 academic year : 2788
- # of Course SLOs with Assessment Results between Fall 2017-Spring 2018: 878

- % of Course SLOs Assessed: 31.5%

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

When the data for the 2017-2018 academic year are added in to the total progress during the current 6-year assessment cycle, 59.5% of courses have been assessed (349 out of 587 total courses) and 66.6% of SLOs have been assessed.

Efforts to ensure 100% SLO assessment before Spring 2020 will be ongoing throughout the next academic year. Despite the increase in course SLO assessment this academic year, we will need to significantly increase our assessment rate to reach that goal. The summary section of this report includes a section detailing our plans to increase the rate of assessment in the 2018-2019 academic year.

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 program SLOs in all programs. We will need to increase our efforts and focus on program SLO assessment in the remaining semesters of our 6-year assessment cycle. The summary section of this report includes a section detailing our plans to increase the rate of assessment in the 2018-2019 academic year.

Associate Degrees for Transfer (ADTs)

Only two ADT programs reported assessment results during the reporting interval. A total of seven program SLOs were assessed. The total assessment summary for both ADT programs and for ADT program SLOs is provided below.

- # of ADTs in the Fall 2017-Spring 2018 academic year: 20
- # of ADTs with Assessment Results between Fall 2017-Spring 2018: 2
- % of ADTs Assessed: 10%

- # of Program SLOs in the Fall 2017-Spring 2018 academic year: 71
- # of Program SLOs with Assessment Results between Fall 2017-Spring 2018: 7
- % of Program SLOs Assessed: 9.9%

When the data for the 2017-2018 academic year are added in to the total progress during the current 6-year assessment cycle, 45% of ADTs have been assessed (9 out of 20 total programs) and 33.8% of ADT program SLOs have been assessed (24 out of 71 total program SLOs).

However, 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 program SLOs. As a result, 80% of our ADT programs need to complete some program SLO assessment during the semesters remaining in the current cycle (Fall 18, Spring 19, Fall 19).

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. The total assessment summary for CTE programs & certificates and for CTE program & certificate SLOs is provided below.

- # of CTE Programs & Certificates in the Fall 2017-Spring 2018 academic year : 28
- # of CTE Programs & Certificates with Assessment Results between Fall 2017-Spring 2018: 4
- % of CTE Programs & Certificates Assessed: 14.2%

- # of Program SLOs in the Fall 2017-Spring 2018 academic year : 131
- # of Program SLOs with Assessment Results between Fall 2017-Spring 2018: 11
- % of Program SLOs Assessed: 8.3%

When the data for the 2017-2018 academic year are added in to the total progress during the current 6-year assessment cycle, 39.2% of CTE programs have been assessed (11 out of 28 total programs) and 35.9% of CTE program & certificate SLOs have been assessed (47 out of 131 total program SLOs).

However, at this point in our 6-year assessment cycle only four program or certificates have completed assessment of all program SLOs (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 program SLO assessment during the semester remaining in the current cycle (Fall 18, Spring 19, Fall 19).

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 program SLOs 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 program SLOs. Program SLO 3 (Evaluate and apply appropriate evidence in support of arguments made in different forms of communication) and program SLO 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 program SLOs to an assignment and 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.

The total assessment summary for both AOE programs and for AOE program SLOs is provided below.

- # of AOE programs in the Fall 2017-Spring 2018 academic year: 7
- # of AOE programs with Assessment Results between Fall 2017-Spring 2018: 1
- % of AOE programs Assessed: 14.3%

- # of Program SLOs in the Fall 2017-Spring 2018 academic year: 31
- # of Program SLOs with Assessment Results between Fall 2017-Spring 2018: 2
- % of Program SLOs Assessed: 6.5%

When the data for the 2017-2018 academic year are added in to the total progress during the current 6-year assessment cycle, 100% of AOE programs have been assessed (7 out of 7 total programs) and 38.7% of CTE program SLOs have been assessed (47 out of 131 total program SLOs).

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 program SLOs at a time. We will need to move toward assessing all program SLOs 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 that was previously described for AOE assessment. These results will be analyzed and discussed during the 2018-2019 academic year.

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

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.

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	1	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			3	1	7	4
TOTALS -	11	1	4	39	26	87	70

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.

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. This level of one-on-one assessment support has not been possible with our current staffing. To help reach these goals, Norco College is in the process of hiring for a new Research and Assessment Manager position. The person hired in this position will spend a significant portion of his or her time working directly with faculty to plan, facilitate, and encourage assessment activities.

Along the way, we must be careful that in our push to reach our 100% assessment goal we continue to maintain our efforts toward 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 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.											