

Norco College Assessment Report: 2012-13

Introduction

As has been detailed in earlier annual assessment reports, Norco College is in its second decade of developing and implementing a comprehensive outcomes assessment plan.¹ Since 2002, the college (then the campus) has taken seriously the ACCJC standard that it routinely collect information about student learning in its courses and programs, and use that information to improve. Besides engaging in vigorous forms of outcomes assessment at the course, program, and institutional level, Norco College can also point to rigorous forms of outcomes assessment (and service area outcomes assessment) by its division of Student Services, as well as a growing body of assessment work generated by its administrative units. What follows presupposes a familiarity on the part of the reader with earlier reports and concentrates specifically on the work of the college in assessment for the period between September 2012 and September 2013.

Norco College Outcomes Assessment: Major 2012-13 Accomplishments:

- Significant improvement in assessment work by instructional disciplines, as reported in annual program review documents and evaluated by members of the assessment committee. Of the 37 disciplines reporting, 21 are now at proficiency or above in assessment work (compared to 14 in 2011-12), with another 10 at development level. Assessment loops have been completed in courses by more than half of the disciplines.
- A significant increase in the number of reports on file (130 as of September 23, 2013, as compared with 55 on the same date a year earlier) detailing authentic course assessment projects and containing actionable assessment data.
- Increasing number of loop-closing assessment projects in which data have been used for improvement.
- Course SLO to PLO mapping of all areas of emphasis programs has now been completed, and assessment data collected for all programs that will result in a comprehensive report by December 2013.
- All CTE programs of 18 units or more have completed SLO-PLO maps and all programs will have completed a first program assessment project by December 2013.
- A general education workgroup revised the GE SLOs (approved by BOT in December 2012) and developed a list of recommendations for modification of the GE program based on assessment data that had been collected over the previous five years. The

¹ For earlier reports, see <http://norcollege.edu/employees/faculty/Pages/Outcomes-Assessment.aspx>. The present report was prepared by Arend Flick, professor of English and assessment coordinator for Norco College. It was approved by the Norco Assessment Committee on October 1, 2013.

college continued to assess GE outcomes in quasi-capstone classes and developed a plan to conduct assessment of a single GE outcome each fall on a four-year rotating basis. GE self-reported learning gains data continue to be collected at graduation.

- On the recommendation of the Norco Assessment Committee, the NC president agreed to fund the purchase of TracDat assessment software for the college, which should be piloted in spring 2014 and institutionalized by fall 2014.
- Completion of report to ACCJC on SLO implementation status that details the college's achievements and challenges in outcomes assessment and makes a case for its compliance with commission mandates that it be at proficiency level in assessing SLOs.
- NAC completed a self-assessment project at the direction of and for the Academic Senate (see Appendix D)
- A third round of CCSSE administered in spring 2013, with data relevant to assessment generated and analyzed in fall 2013.
- Student Services developed and implemented an assessment rubric and peer review process in addition to its emphasis on authentic assessment and closing the loop.

Course-Level Assessment

Between 2002 and 2010, assessment was conducted at the district level and little or no college-specific data generated or interpreted. RCCD was an early adopter of assessment methodology and can point to numerous examples of strong course assessment work in this eight-year period. It had in fact decided from the beginning to focus its efforts at the course rather than the program or institutional level, partly as a way of accustoming faculty to the methodology and enabling them to see more quickly how it could affect, ideally benefit, their teaching. The individual colleges began developing their separate approaches to assessment in 2010.

Norco College has slightly over 400 active courses in its catalog, of which 239 are being taught in fall semester, 2013. Around 150 – 200 could be said to be regularly taught. As of mid-September, 2013, the Office of Institutional Effectiveness had assessment reports on file for 130 of the college's courses. By the end of the 2013-14 academic year, the college expects to have over 200 reports; with the implementation of TracDat in spring, 2014, that number could conceivably increase. The college expects that every active course is assessed at least every four years.

During the period between spring 2012 and early fall 2013, 99 reports were submitted (39 for courses taught in spring 2012; 39 for courses taught in fall 2012; 39 (as of September 23, 2013) for courses taught in spring, 2013. Many of these reports detail efforts on the part of faculty to close the assessment loop. Examples include:

- **GAM-23 (Digital Game Design).** In this course, the instructor developed a rubric to analyze a written assessment requiring the use of critical analysis and application of game design knowledge. She discovered that a number of students struggled with the difference between analyzing and describing the game; some also had trouble with grammar and punctuation. After modifying her teaching, she says, *“I am seeing a significant increase in the ability to discuss and critically analyze a game design. I attribute this to the repeated discussions of game design critiques, including writing their own critiques, and to the prerequisite game design class which provides a solid foundational in game design principles.”*
- **ANT-8 (Language and Culture).** Employing formative assessment, the instructor discovered early in the class that students were having difficulty with critical thinking and reading. “As a result,” she says, *“I changed the emphasis from reading material with lecture as a supplement to dividing each work day into three parts, review of the reading, interpretation of the material and then review of the previous work day using worksheets that targeted the main points. Supplemental power points were removed from Black Board to encourage worksheet participation.”* A follow-up assessment later in the semester produced much stronger scores.
- **ECO-7 (Principles of Macroeconomics).** The instructor has done a series of assessments of this course in the past few years. In response to learning problems identified earlier, he says, *“I added some exercises on monetary policy and assessed how well students understood monetary policy and its implementation. The assessment tool required students to write an essay explaining the implementation of monetary policy. In fall 2011 the average score was 13.67/20. Although, given the difficulty of the question and my grading methodology, 13.67 is an adequate score, in spring 2012 I decided to conduct some drills on monetary policy in class. I felt confident that the drills would increase scores. In spring 2012 the score on the question was 14.93/20. This represents a 9% increase. In fall 2012 the score on the essay question increased to 15.29. The increase represents an increase of 11.85 % from fall 2011. The added questions and class drills that I implemented have seemed to be successful in achieving the success rates.”*

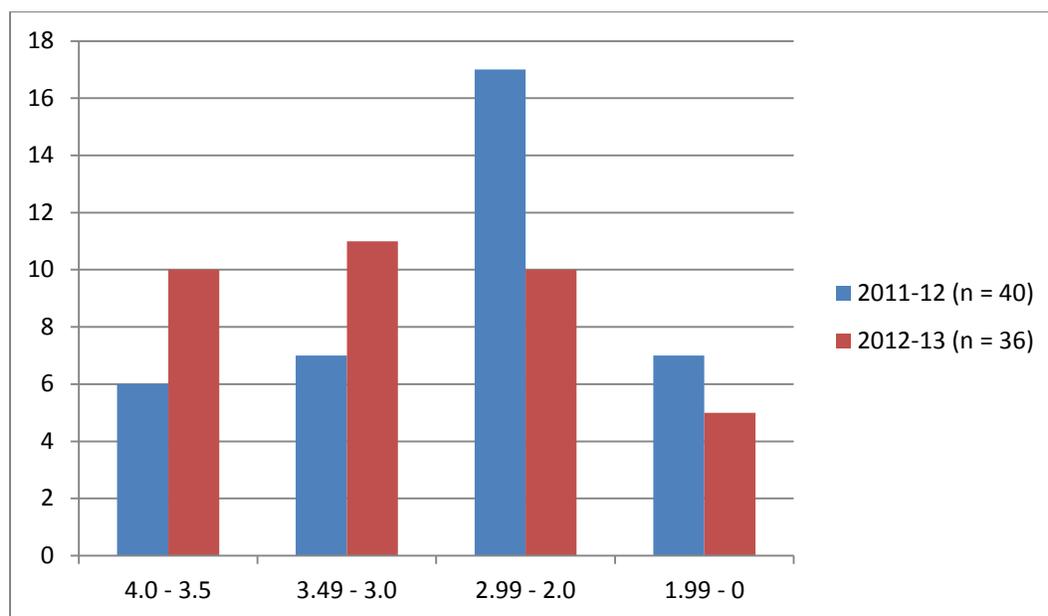
Full reports on these and many other course assessment projects can be found in the annual program review documents at the program review website:

<http://norcollege.edu/about/president/strategic-planning/programreview/Pages/Annual-Instructional-Program-Review.aspx>. For its course assessment guidelines, Norco College

emphasizes the need for direct assessment methods that produce actionable data leading to improvement. It also stresses the value of collaboration and dialogue whenever possible. Most of the reports on file exemplify these practices.

A good measure of the college's commitment to course-level assessment can be found in the scores given to instructional units (academic disciplines) for their work in outcomes assessment as reported in their annual program review (APR).² The APRs are due in draft on March 15 each year and in revised form on May 15. Members of the Norco Assessment Committee read each of the assessment sections (which include or reference assessment reports submitted during the previous year) both in draft and in final form, and evaluate them using an analytic rubric for such criteria as assessment method, dialogue, use of data to improve, planning, etc. NAC revised and toughened its scoring rubric for 2012-13 (see Appendix E),³ but even so, scores were substantially higher in 2012-13 than they had been in 2011-12, as the following chart indicates:

Assessment Scores by Discipline, 2011-12 vs. 2012-13



The college considers any discipline at the 3.0 level or above as doing exemplary work for the year in outcomes assessment, with 2.99 – 2.50 as “approaching exemplary.” By this measure, 21 of Norco College’s 36 disciplines were exemplary, compared to 13 (of 40 disciplines) in 2012. Nearly 70% of the disciplines had a higher score for their 2012-13 work than their 2011-12 work, despite the fact that the rubric itself had become more severe. The average score for disciplines in 2011-12 was 2.51; the average score for disciplines in 2012-13 was 2.89.

² See Appendix A for a table detailing each discipline’s assessment work in 2012-13 and plans for 2013-14.

³ Disciplines are evaluated by two NAC members independently according to five criteria, using a four-point scale for each criterion. Disciplines who average 3.0 or above are judged to be at proficiency level in their implementation of outcomes assessment practices.

Nevertheless, an honest appraisal of discipline assessment work requires the college to ask why some disciplines continued to score poorly and a few fell significantly from last year to this. One obvious factor is that disciplines without full-time faculty members have no obvious assessment lead faculty, which greatly impacts the quality of their work. (Average score for the four disciplines without full-time faculty was 2.1.) In a few cases, issues involving the health of faculty members in disciplines with only one full-time instructor affected the capacity of the discipline to carry out the work. It must also be conceded, though, that a handful of disciplines continue to be resistant to assessment (despite the efforts of NAC to help them see its virtues) or unable, at least so far, to understand what is being asked of them. The college remains hopeful that this number will continue to decline, particularly since a number of formerly resistant disciplines have become engaged (if not always enthused) in the past few years. But it would be disingenuous to pretend this phenomenon doesn't exist at Norco—as it apparently does at every other institution of higher learning.

Program-level Assessment

The college is working toward ensuring that every program has been assessed at least once by the end of fall, 2013, with particular focus on its seven inter-disciplinary majors and 42 CTE programs. The total number of degrees and certificates granted was 1038; 713 degrees and 325 certificates. The following tables list the programs from which 10 or more students graduated with degrees or certificates in 2013:

2013 Norco College Degrees Awarded by Major with 10 or More Graduates

Major	Number of Graduates
Social and Behavioral Sciences (AOE)	238
Math and Science (AOE)	137
Humanities, Philosophy, and the Arts (AOE)	84
Administration and Info Systems (AOE)	68
Communication, Media, Language (AOE)	38
Kinesiology, Health, and Wellness (AOE)	12
Sociology (ADT)	12
Early Childhood Education	12
Fine /Applied Arts (AOE)	10
Business Administration-Accounting	10

2013 Norco College Certificates Awarded by Major with 10 or More Graduates

Major	Number of graduates
Business Administration-Real Estate Sales	40
Engineering-Engineering Graphics	38
Early Childhood Ed.—Asst. teacher	29
Early Childhood Ed.—12 units	21
Early Childhood Ed.	15
Logistics Management	15
Construction	13
Architectural Graphics	11
CIS-C++ Programming	11

Norco College students who want an A.A. or A.S. degree continue to choose one of the AOE majors in greater numbers than they do an ADT major (six of which have now been approved by the college, with an additional four in development), though that should eventually change. Certificate-seeking students graduated from one of 39 programs, though as the chart above suggests, only eight of them graduated more than 10 students.

AOE Assessment

The college initiated a vigorous project to assess the AOE majors in 2012. The president made available funds to support the work of three faculty members for each of the seven AOE, for a total of 21 team members (see Appendix C). (Several were associate faculty.) The AOE liaisons, as they were called, spent much of late fall and winter developing curriculum maps for each of the majors, employing a spreadsheet listing each of the course SLOs and showing where they align with program-level outcomes. Matrices were completed in early spring and are on file at the office of institutional research. (They will also be house in the new TracDat software and available at a program assessment webpage.)

In 2011-12, the college employed a form of indirect assessment for the AOE, in the form of a learning gains survey administered to graduating students asking them about the extent to which they believed they had achieved the outcomes of the program. As a form of direct assessment, the college identified a number of courses commonly taken by students who major in each of the seven AOE (a total of 37 courses) and asked instructors to evaluate student work in those classes in terms of their achievement of a

specific AOE as chosen by the liaisons. Instructors scored student performance on Scantrons pre-loaded with class rosters in 75 sections, for a total of nearly 2000 students assessed. Data analysis will be completed in fall 2013 and a report prepared with a section on each of the AOE's by December. The college anticipates that an analysis of the matrices and data will lead to substantial changes in the programs themselves.

ADT Assessment

The college has approved ADT degrees in Communication Studies, Early Childhood Education, English, Sociology, Spanish, and Studio Art, with at least four additional ones (Anthropology, Business Administration, Mathematics, and Physics) on the way. All programs must complete a curriculum map as a condition of approval. All approved programs will develop and implement a pilot assessment project in spring, 2014.

CTE Assessment

All 42 of the Norco College CTE programs of 18 units or more have defined PLOs that appear in the college catalog, and all have completed curriculum maps aligning course SLOs with PLOs. Several CTE programs have completed an initial assessment project (e.g., Game Art, Marketing), though the college had hoped to see completed assessment projects for each of the 42 programs by spring 2013. The revised goal is to ensure all have been assessed (with reports submitted) by winter 2014. CTE faculty are using methods ranging from eportfolios to capstone courses to assess their programs. With CTE faculty input, the Norco Assessment Committee developed CTE program assessment guidelines and reporting template during the 2012-13 academic year.

General Education Assessment

Like most California community colleges (and many other colleges and universities across the country), Norco College sees its general education learning outcomes (GE SLOs) as synonymous with its institutional learning outcomes. It also conceives of the GE SLOs as good proxies for the larger IGETC program. Norco College shares its curriculum with its two sister colleges, so changes in the GE SLOs and the program itself must be done collaboratively and collegially.

The district GE outcomes were first developed and approved in 2006, and have been assessed both directly and indirectly over the course of the past seven years, at the district and college levels. Some of those efforts are detailed in earlier annual assessment reports. One of the most useful assessment efforts has been the ongoing use of a learning gains survey of graduating degree-seeking students, for which we now have five years of comparable, college-specific data (see appendix B). Students are asked to indicate the extent to which they believe

they have achieved the various GE SLOs on a four-point scale, with 3 = significant gains; 2 = moderate gains; 1 = slight gains; and 0 = no gains. Norco College students consistently average above 2.5 on virtually all the GE SLOs, with critical thinking, information competency, reading and speaking, and setting goals / devising strategies for personal and professional development and well being especially strong. A number of other conclusions seems warranted from these data, which were discussed at a “back-to-college” presentation to the Norco College faculty on August 23, 2013:

- Norco College students (like their Riverside City College and Moreno Valley College counterparts) consistently indicate that of the 25 fields being examined, they believe they made the least gains in demonstrating computer literacy (five year average for Norco 2.44), responding to artistic expression (2.40), considering rival hypotheses (2.51), and using the symbols and vocabulary of mathematics to solve problems (2.51). Relatively low scores across the district in the past five years for these outcomes have helped inform a revision in the GE program itself (see below for a fuller discussion). Norco College faculty have also considered the possibility that the “rival hypotheses” score may be attributed in part to their insufficient focus on multiple explanations for phenomena or multiple positions on issues, something to be addressed in future flex sessions.
- Scores in almost all criteria had trended upward from 2009 to 2012 before falling by an average of .1 in 2013. The College moved from a paper and pencil survey administered at graduation (2009-12) to an online survey administered to students when they apply for their degrees (2013). We theorize that on the day of graduation, students are perhaps more self-congratulatory and generally positive about their learning experiences than they might be earlier in the semester; another year of data might confirm that.
- The College is pleased to see that its emphasis on critical thinking, information competency and writing skills is perhaps reflected in the relatively high scores in these areas. See the various English 1A assessment reports on efforts to improve in these areas at the College.

As detailed in the 2011-12 assessment report, data from these learning gains surveys and other, more direct forms of outcomes assessment of the GE program led to a full-scale revision and simplification of the GE outcomes, which were approved by the RCCD Board of Trustees in fall, 2012. The same district senate subcommittee responsible for revising the outcomes then set to work on a proposed revision of the GE program itself, to better align it with the new outcomes. That work should be completed early in fall, 2013. Among the changes proposed are the addition of required speech communication, mathematics, and health courses.

Beginning in fall, 2013 and in successive fall terms thereafter, Norco College will conduct an assessment of one of its four main GE learning outcomes, beginning with “Self Development and Global Awareness.” Selected classes will be targeted and data gathered about how well students perform on assignments that map to this outcome. A number of Norco College courses have already been assessed in terms of this outcome (e.g., History 7, as detailed in its 2011-12 annual program review), and Student Services will be enlisted to contribute its expertise and experience to the assessment of this outcome in co-curricular terms.

Assessment in Student Services⁴

General Overview

Student Services approaches program review as a continuous, ongoing process. Since 2006, Norco College actively engaged in a campus-based program review process in student services. Prior to 2006, the Norco campus participated in a district-wide student services program review process.

All 21 Student Services areas are required to complete annual program reviews. Student Services Program Reviews contain three sections: (1) Area Overview; (2) Assessing Outcomes; and (3) Needs Assessment. The *Area Overview* includes the area’s mission, philosophy statement, summary, strengths, and students served. The *Assessing Outcomes* section includes: (1) a snapshot of the prior year’s objectives and assessment plan along with a description of how the area used their outcome data for programmatic modifications (i.e. “Closing the Loop”); (2) the current year’s objectives and assessment plan; and (3) a detailed description of the assessment plan findings, data analysis, and improvement recommendations. The *Needs Assessment* section includes current staffing levels, a 5-year staffing profile with projected staffing needs, improvement areas, and staffing and resource needs tables. As the documents are finalized, the program reviews are posted on the Student Services Program Review webpage.

In the fall, each student services area submits assessment plan proposals that are then reviewed by and discussed with an administrator. In 2012-2013, student services added a peer review process in the fall providing structured feedback and dialogue among the service areas regarding their preliminary assessment plans. Before the end of fall, student services area assessment plans are finalized and many areas are assessing outcomes. In early spring, areas submit their *Area Overview* section and by late-spring the *Needs Assessment* section is due. In mid-June, areas submit their entire program

⁴ This section was written by Dr. Monica Green, Vice President, Student Services.

review document. Each area document goes through an administrative review; detailed feedback is provided; and area leaders are given an opportunity to revise their documents prior to beginning the summer Student Services Planning Council's prioritization process. In 2012-2013, we added an additional peer review rubric where the service areas were able to obtain feedback on where they were in the developmental stages of assessment from awareness to sustainable continuous quality improvement. The entire program review process is reviewed and revised by the Student Services Planning Council and program review objectives are defined in the Student Services Administrative Unit Program Review on an annual basis.

Student Services: 2012-2013 Outcomes Assessment Summary

This outcomes assessment summary includes 19 of the 21 student services areas completing a program review. This was the first year of program review for two of our areas so they are excluded from this summary. For 2012-2013, our service areas were encouraged to reduce and/or maintain the number of assessments to three per area, highlighting quality over quantity. Of the three outcomes, two outcomes should demonstrate authentic assessment. Authentic assessment defined as directly examining performance. Of the 19 student services areas, there were 78 outcomes measured this last year. Eighteen of the 19 Student Services areas (95%) achieved the goal of measuring at least three outcomes. Fifty eight percent (58%), or 11 of 19 service areas measured at least two authentic assessment outcomes. Sixteen of the 19 (84%) measured at least one authentic assessment outcome. Overall, among our 19 service areas, there were 5 general Service Area Outcomes (SAO's), 4 satisfaction surveys (SAO's), 36 SLO's using direct learning measurement, 8 SLO's using indirect learning measurements, 25 SLO's using student success measures (retention/persistence/gpa/academic standing/etc.), and a total of 38 authentic outcome assessments. A table mapping the assessments by service area is available at the end of this report.

With the addition of the assessment outcome rubric, the student services department provides an overall estimation as to where we are with obtaining proficiency to sustainable continuous quality improvement for assessing outcomes. The areas for evaluation on the rubric included SLO/SAO method, use of data for programmatic modifications, and the use of data to close the assessment loop. The ranking of each evaluation area on a scale from Awareness (1) to Sustainable Continuous Quality Improvement (4) generated peer review scores from 2.3 to 4.0, for an overall average of 3.47. Based upon the peer review rubric process, the student services department for 2012-2013 is between proficiency and sustainable continuous quality improvement. An

administrative review and ranking through the same rubric process produced an average of 3.5, with individual areas scoring between 2.67 to 4.0.

Student Services: Outcomes Assessment Discussion & Next Steps

In 2012-2013, our two primary assessment objectives were to achieve proficiency and/or sustainable continuous quality improvement in all areas and, where appropriate, incorporate authentic assessment into our assessment practice. In this last year, student services overall advanced in regards to moving to authentic assessment where 19 of the services areas accounted for 38 authentic assessments within the department.

In regards to achieving proficiency and/or sustainable continuous quality improvement in all areas of program review and student learning outcomes, student services continues to make substantial improvements every year. Based upon the newly developed peer review rubric, student services as a whole, appears to be between proficiency (3) and sustainable continuous quality improvement (4), with an average of 3.47 this year. Program review is part of an ongoing dialogue within student services staff meetings, department meetings, and council meetings. Student services approaches program review and outcomes assessment as a developmental process whereby every year improvements are made as we continually refine and improve our practices.

Outcomes assessment goals each year are established in the student services administrative program review and vetted in early fall through dialogue in Student Services staff meetings and Student Services Planning Council. Assessment goals for 2013-2014 will continue to include authentic assessment for at least two outcomes. Through preliminary dialogue while developing the administrative program review, we determined the need to refine our narrow definition of authentic assessment (i.e. direct examination of performance) to include direct measurement of learning. The redefinition of what constitutes authentic assessment will be discussed further and a final determination made in the fall of 2013.

The following is a breakdown of the 2012-2013 Student Services Outcomes Assessment Summary by service area:

Norco Student Services Mapping Outcomes to Goals 2012-2013

NSSV Department	SAO		SLO			Number of Outcomes	Authentic Assessment
	General	Satisfaction Survey	In-Direct	Direct	Student Success Measure		
Admissions & Records				3		3	3
CalWORKs				2	1	3	1
Career/Job Placement Center	1	1	2			4	
Counseling				3		3	1
DRC	2			1	2	5	2
EOPS/CARE	1	1	1		3	6	3
Health Services				3		3	1
Matriculation			1	2		3	2
Outreach				2		2	1
Puente Program	1		1	3	10	15	10
Student Activities				3		3	1
Student Employment		1		2		3	2
Student Financial Services			1	2		3	2
SSS Student Support Services				1	3	4	3
SSS RISE*				1	2	3	2
T3p Program						1 st Review Year	
Transfer Center		1	1	3		5	
Upward Bound - AUSD				1	2	3	2
Upward Bound - Corona						New Grant	
Upward Bound - Centennial			1	1	2	4	2
Veterans				3		3	
TOTALS -	5	4	8	36	25	78	38

Institutional Assessment⁵

As a definition, institutional assessment involves any project or research that analyzes population or sample data to determine outcome measures for the entire institution. Using this definition, Norco College had several institutional assessment activities during the 2012-13 academic year.

The first of these institutional assessment projects was the report on progress for educational master plan goals. For clarification, the educational master plan goals and the strategic planning goals are one and the same, so this report identifies progress on the Norco College strategic planning goals. Two significant events took place during 2012-13 regarding strategic planning goals. First, the strategic plan reached the end of its timeframe (2008-2012). So, the report on progress was actually a summative review of the progress for all five years of the

⁵ This section was written by Dr. Greg Aycock, Dean of Institutional Effectiveness.

strategic plan. The actual report can be found at the following site:

[http://www.norcocollege.edu/about/academic-affairs/Documents/SS-](http://www.norcocollege.edu/about/academic-affairs/Documents/SS-Research/EMP_SP_Goals_Report_2008-2012_Final.pdf)

[Research/EMP_SP_Goals_Report_2008-2012_Final.pdf](http://www.norcocollege.edu/about/academic-affairs/Documents/SS-Research/EMP_SP_Goals_Report_2008-2012_Final.pdf). The strategic plan was comprised of five overall institutional goals with objectives of measurable outcomes under each goal. The majority of the objectives were met for each goal; however some were not met due to obsolescence or irrelevance. For instance, one objective was that Norco College would maintain 3% growth throughout the five-year period. This objective became irrelevant when the California budget crisis hit in 2011 and the college was mandated to reduce FTES by the district and ultimately the state. The second significant event regarding strategic planning goals was the creation of a new strategic plan, which included a major overhaul of all goals. The new strategic plan increased the number of goals to seven, with significantly more measurable objectives within each of the goals. The strategic plan for 2013-18 can be found at the following site: <http://www.norcocollege.edu/about/president/strategic-planning/Documents/Norco%20Strategic%20Plan%202013-2018.pdf>. Baseline measures are presently being gathered for the 2012-13 academic year and will be presented to the various strategic planning and administrative committees and councils in Fall 2013.

Another institutional assessment activity that occurred during spring 2013 was the biannual administration of the Community College Survey of Student Engagement (CCSSE). The actual instrument of the CCSSE, called the Community College Student Report (CCSR), is six pages in length, comprised of 38 questions total, and takes approximately 45-60 minutes to complete. The survey contains questions about student behaviors, course activities, and college services that have been shown to impact student learning and retention. The CCSSE is a nationally recognized survey that measures student engagement through the following benchmark areas: faculty-student interaction, active and collaborative learning, student effort, academic challenge, and support for learners. In four out of five benchmarks, Norco College scored below the average for the large college cohort (a similar comparison group) in 2013. The table below summarizes the benchmark scores for Norco College, large colleges, and the national sample.

Benchmark	Your College	Large Colleges		2013 Cohort	
	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	46.9	49.3	-2.3	50.0	-3.1
Student Effort	45.6	49.3	-3.7	50.0	-4.4
Academic Challenge	49.0	49.7	-0.8	50.0	-1.0
Student-Faculty Interaction	44.1	49.1	-5.0	50.0	-5.9
Support for Learners	49.0	49.0	-0.1	50.0	-1.0

In addition to benchmark scores, the CCSSE collects important data for institutional assessment not gathered through any other means. Some demographic data that are collected and used for

institutional assessment are first-generation student status, family income, educational goal (unique since categories are not mutually exclusive), marital status, and whether there are children/dependents at home. In addition, the CCSSE gathers information about weekly time allotment to work, homework, care for dependents, and co-curricular activities. These data are vital in gauging outside demands on students and thereby possible influences on benchmarks and other institutional outcomes.

A final area of institutional assessment involves the scoring of assessment sections in the annual program review as previously mentioned under “Course Assessment” in this report. The process of scoring involves two separate readings of first and second program review drafts by multiple readers for each assessment section which results in quantitative and qualitative feedback. As illustrated in Appendix E, the rubric consists of five categories which contribute to their overall score on assessment for the year. As mentioned previously, the mean for aggregated assessment scores in all disciplines was 2.89, which represented an institutional learning outcome for assessment at Norco College. However, the aggregated mean for all of the categories on the rubric also represent institutional learning outcomes in their own right. The table below represents the mean scores for each of these institutional learning outcomes (rubric categories) from 2011-12 to 2012-13.

Institutional Learning Outcome	2011-12	2012-13
Method of Assessment	2.49	3.22
Use of Data	2.46	2.82
Evidence of Dialogue	2.58	2.31
Planning	2.65	3.18
Reporting	2.36	2.85
Overall Assessment	2.51	2.89

As indicated by the table above, all areas except Evidence of Dialogue had substantial increases from the previous year. The decrease in the dialogue area is largely due to the change in the rubric which allowed 0’s to be given to disciplines with no evidence of dialogue where 1’s were given the previous year. The score for this criterion remains weak, however, in part because dialogue is difficult in single-faculty disciplines and other disciplines sometimes have trouble providing evidence of their dialogue in the form of minutes or agendas. The committee will continue to stress the importance of this.

Overall, much institutional data was generated during 2012-13 that will be used during 2013-14 for monitoring and institutional improvement.

Administrative Unit Assessment⁶

⁶ This section was written by Dr. Diane Dieckmeyer, Vice President, Academic Affairs

Administrative Units participate in cycles of on-going assessment as reflected within the Program Review process. Historically, this process was centralized at the district; however, in 2010 it became a college-based process. Administrative units participating in the program review process include Academic Affairs, Business and Facilities and Student Services. Academic Affairs is comprised of the offices of Institutional Effectiveness, Dean of Instruction, Career Technical Education, College Grants and Support Programs, STEM, and Library and Learning Resources. Business and Facilities is comprised of Business Services, College Police, Facilities, Maintenance, Custodial, and Grounds. The Student Services administrative program review takes a more focused approach to the process since their 21 service areas participate in a comprehensive and robust Student Services program review in addition to the administrative program review.

With a focus on the authentic assessment of service area outcomes completed in a collaborative and reflective manner, the Administrative unit program reviews reflects a process that mirrors that of faculty. Administrative program reviews include Major Functions, Goals and Objectives, a report of the previous year's assessment, a reflection on what has been learned via the assessment process, the current year's assessment plan, and resource requests.

Assessment plans completed in administrative units answer the following questions:

- What Service Area Outcome (SAO) will be assessed?
- What assessment methods do you plan to use?
- When Will the Assessment Be Conducted and Reviewed?
- What result, target, or value will represent success at achieving this outcome?
- How do you anticipate using the results from the assessment?

Each assessment is also linked to the goals of the Educational Master Plan/ Strategic Plan.

In 2012-13, administrative unit program reviews were reviewed in a two-step process. First, the program reviews were reviewed by the respective vice president of the unit, who then gave feedback to the manager who was responsible for its submission. The vice presidents had individual dialogue with the managers as well as group meetings to discuss the assessment methods, the outcomes of the assessments, and the plans for closing the loop in the future. The second step in the review process was led by the president who divided all of the administrative program reviews randomly and assigned them to be read by the three vice presidents and himself. In a subsequent meeting the president led a discussion specifically related to the units' assessment plans (previous and current). Lastly, the vice presidents shared the feedback that resulted from the review to their respective managers.

In addition to the process described above, in 2013-14 the administrative unit program reviews will be further integrated into the overall College process when the Program Review Committee begins reviewing them and providing committee feedback to each administrative unit. The administrative program reviews are sure to benefit as they receive feedback from members of a shared governance committee.

While faculty are encouraged to collaborate with their discipline colleagues in their assessment work, the assessments completed by managers are often done in isolation since each administrative unit is distinct. However, in preparation of their 2013 program reviews, managers began increasing their collaborative efforts by seeking input from their staff as they completed their program reviews and established their assessment plans. In some cases, managers hosted staff retreats for their specific units during which their staff had an opportunity to contribute ideas and suggestions for the administrative unit representing their area.

In 2012-13, a total of 24 SAO's were assessed through the administrative unit program review process. In 2013-14 a total of 32 SAO's will be assessed. Assessments include indirect methods such as surveys, as well as direct methods such as completion of projects. A significant addition to the 2012-13 administrative unit program review template was a reflective question which asked, *"What did you learn that will impact your unit for the future?"* The answers to this question provided an additional layer to the authentic process of assessment within administrative units. In the 2013-14 template a question was added requesting a status update on the completion of the year's goals. Though not related to assessment, this question adds a layer of accountability to the overall administrative unit process.

The administrative unit program review process has become an increasingly meaningful aspect of the institution's overall planning processes. The quality of assessments completed by administrative units has improved strikingly as the process has become a college-based endeavor. The increased level of collaboration and review occurring within the administrative unit program review process has provided accountability as well as opportunities for future refinement.

Norco College Outcomes Assessment Goals: 2013-14

1. **Course-level assessment:** By summer 2014, the college will have at least 200 course assessment reports on file. A significant number will detail efforts to close the loop by using assessment results for improvement.
2. **Discipline assessment work:** at least 75% of NC disciplines will be at exemplary level in assessment by summer 2014.

3. **CTE program level assessment** reports will have been completed and submitted for all CTE programs of 18 or more units by spring 2014.
4. **AOE assessment** report will have been completed, with recommendations about modification in the programs based on data. Second cycle of AOE assessment begins in spring 2014.
5. **GE program** will be modified. GE outcome on self-development and global awareness, etc. will be assessed.
6. **Student Services** will streamline and clarify the peer review process and continue to offer training opportunities for staff members.
7. **TracDat** will be piloted in spring 14.
8. First cycle of **ADT assessment** will be conducted in spring 14.
9. Finalize details of **four-year assessment plan** for the college (see below).

Proposed Four-Year Plan for Outcomes Assessment at Norco College

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Course Assessment (4-year cycle)	Complete course assessment projects in all large-enrollment (four or more section) classes and write reports	Complete assessment projects for 50-60 courses as selected by IE Office	Begin four-year cycle of course assessment as selected by disciplines (roughly 50 courses per semester).					
AOE Assessment (3-year cycle)	Analyze data from pilot AOE assessment and write report	Collect data on Communications, Media & Languages and Fine & Applied Arts programs	Analyze data and write report	Collect data on Humanities,, Philosophy & Arts and Social & Behavioral Sciences programs	Analyze data and write report	Collect data on Admin & Info Systems, Math & Sciences, and Kinesiology, Health & Wellness programs	Analyze data and write report	Collect data on Communications, Media & Languages and Fine & Applied Arts programs
ADT Assessment (3-year cycle)	All approved ADT programs will have completed curriculum maps	Pilot assessment for all approved ADTs (Com Studies, EAR, English, Sociology, Spanish, Studio Arts)	Analyze data and write reports	Collect data on Anthropology, Business, Math, Physics, and any newly approved ADT programs	Analyze data and write report	Collect data on any newly approved ADT programs	Analyze data and write report	Collect data on Com Studies, EAR, English, Sociology, Studio Arts, and any newly approved ADT programs
CTE Program Assessment (3-year cycle)	All CTE programs of 18 units or more will have completed initial assessment project	Analysis of data and reports written.	Second round of CTE program assessment: Group A	Analysis of data and reports written	Second round of program assessment: Group B	Analysis of data and reports written	Second round of assessment: Group C	Analysis of data and reports written
GE Assessment (4-year cycle)	Collect data on SLO 4 (Self-development & Global Awareness)	Analyze data on SLO 4 and write report	Collect data on SLO 2 (Information Competency & Technology Literacy)	Analyze data on SLO 2 and write report	Collect data on SLO 3 (Communication)	Analyze data on SLO 3 and write report	Collect data on SLO 1 (Critical Thinking)	Analyze data on SLO 1 and write report

Appendix A: Assessment work by discipline, 2012-13

Discipline	Course(s) assessed (2011-12)	Course(s) assessed (2012-13)	Collaboration/ Dialogue (2012-13)	Assessment Data Generated?	Used for Improvement ?	Program/GE Assessment	Assessment Level (Sept 2012)	Assessment Level (Sept 2013) ⁷	2013-14 plans	Additional Comments
Accounting	1A, 1B, 38, 63, 65	1A	Yes	Yes	No	AOE work; Bus Ad.-Accounting	3.0	3.5	1B,38,63; modify PLOs	Benchmarks reached in 1A so no improvement needed
Anatomy	2A	2A	Yes	Yes	No	No	2.3	1.7	2A	Discipline has been advised to consider assessing other SLOs or courses. Benchmarks for 2A may also be too low.
Anthropology	1,2,4,7,8	6,7,8	Yes	Yes	Yes	No	2.9	3.6	2,3,10	Effective closing of loop in 7 and 8. Will assess 2 in both F2F and online formats.
Art	6,6H	6,10,26	Yes	Not included	Yes	AOE work	.8	2.6	2,18,22,23,35,36,39,40	Data need to be included in reports. New full-time instructor in fall 13 should help.
Biology	1,5,8,11,12,30,34,36	12	None on 12, but yes as a discipline	Yes	Yes	No	2.55	2.3	5,8,34,36	Bio 12 data have led to some effort to improve, which hasn't worked. Suggest more robust efforts to assess multi-section courses.
Business	MAG5;BUS10, 18B,86;MKT4 2	BUS 29,22,82; MAG 44; MKT 42	Yes	Yes	Ideas for improvement generated but not yet used	Yes, multiple programs	2.4	3.4	BUS 20; MAG 56; program-level assessment	Excellent effort to generate assessment data on a number of courses and programs. Assessment loops still need to be completed.
Chemistry	1A	2A	Yes	Yes	Yes (used unsuccessfully)	No	3.9	3.7	2A	The discipline has attempted to use assessment results to try to improve learning in 2A, so far without success. They plan to change the methodology and

⁷ The rubric by which discipline assessment work is evaluated was modified and made slightly more rigorous between 2012 and 2013. Add approximately .5 to the 2013 score to reach the equivalent of the 2012 score.

Discipline	Course(s) assessed (2011-12)	Course(s) assessed (2012-13)	Collaboration/ Dialogue (2012-13)	Assessment Data Generated?	Used for Improvement ?	Program/GE Assessment	Assessment Level (Sept 2012)	Assessment Level (Sept 2013) ⁷	2013-14 plans	Additional Comments
										employ common questions in a final exam next.
CIS/CSC	1A,5,38B,54A,78A,81	17B,18C,38B,54A,56A,72A,72B,81	Yes	Yes	Ideas for improvement to be implemented this year	Yes	3.9	3.4	CIS76B,78A,79; CIS/CSC 17A,56A,14A,18A,18B	Assessment data for 17B, 38B, and 54A have led to improvement ideas yet to be implemented. Commendable effort in program-level assessment.
Com Music	1,2,3,7	none	No	No	No	No	2.9	n/a	See "additional comments."	The discipline has been without a full-time faculty member and was not required to do assessment in the past year. With the hiring of a full-time instructor in fall 2013, assessment planning and implementation will begin again.
Communication Studies	1,9,12	9,11	Yes	Yes	Not yet	Course SLOs mapped to PLOs	2.9	3.15	1 (complete) 3 PLO assessment	Discipline undertook a vigorous effort to assess COM-9 but discovered flaws in their instrument they will endeavor to correct.
Construction	68,70,73	66,73	Yes	Yes	Not yet	Yes	3.35	3.0	62,67,72	The discipline has generated data that it hopes to use for improvement but has not done so as yet. Very good effort to begin program-level assessment.
Early Childhood	19,26,42	19,29,28,42	Yes	Yes	Ideas for improvement generated but not yet used	Yes	3.0	3.4	19,20,24,25,28,40,42,43 Program assessment	Several courses (19,20,28) generated assessment data that can be used for improvement. Vigorous program assessment underway.

Discipline	Course(s) assessed (2011-12)	Course(s) assessed (2012-13)	Collaboration/ Dialogue (2012-13)	Assessment Data Generated?	Used for Improvement ?	Program/GE Assessment	Assessment Level (Sept 2012)	Assessment Level (Sept 2013) ⁷	2013-14 plans	Additional Comments
Economics	4,7,8	7,8	No (single-instructor classes)	Yes	Yes	AOE work	3.3	3.0	4	Assessment reports for 7 and 8 indicate assessment loop closed successfully in both courses.
Engineering/ Architecture	ENE1B,42B	ENE42,42B	Yes	Yes	Yes	SLO-PLO matrices completed and assessment data generated	2.7	3.3	ARE24,25,35, 37 ENE1A,21, 22,30,35,51, 60	Discipline is doing good work on program-level assessment and has completed assessment loop on some courses (e.g., 42B)
English	1A,1AH,4,6,7, 8,23,30	60A,50,14,15,44	Yes	Yes	Yes	SLO-PLO matrix completed	3.9	4.0	Infrequently taught lit courses, 1B, 60A, ADT	Discipline has completed assessment loops for its core composition classes.
ESL	55	53,54	Yes	Yes	Yes	No	2.4	3.4	52,54,55	Discipline has completed assessment loop for ESL53 and has effective methodology for assessing other courses.
Game Art	23,38B	22,23,31,35 (in progress),38C,42	Yes	Yes	Yes	Yes—SLO-PLO mapping completed and assessment plans developed for all programs	2.15	3.8	21,34,44,46, 49,71	A great effort, particularly considering how many assesses and programs this discipline must manage. Loops completed or nearly completed in several courses (23,31,42).
Geography	1,1L,2,3	1	No	Yes	No	No	1.6	1.7	2	Discipline has not so far been able to generate usable data, nor involve part-time instructors.
Guidance	47	47	Yes	Yes	Yes	No	2.9	3.05	45	Discipline has completed assessment loop for Guidance 47 and has detailed plan to assess 45 in 2013-14.
Health	none	1	No	No	No	No	2.9	n/a	None	Discipline is without a full-time faculty member but Health 1 was scheduled for assessment in spring 13.

Discipline	Course(s) assessed (2011-12)	Course(s) assessed (2012-13)	Collaboration/ Dialogue (2012-13)	Assessment Data Generated?	Used for Improvement ?	Program/GE Assessment	Assessment Level (Sept 2012)	Assessment Level (Sept 2013) ⁷	2013-14 plans	Additional Comments
History	6,7	2 (in progress),31 (in progress),7	Yes	Yes	Yes	Discipline has assessed GE PLO achievement in its classes	3.1	3.85	1,2,6,7,25, 31,34	Discipline has completed assessment loop for History 7 and done effective work assessing "Global Awareness" GE outcome.
Humanities	4,5,8,10,23	4,4h,5,10,10H	Yes	Yes	Yes	No	2.4	3.6	Unclear, pending hiring on new instructor	The discipline has completed assessment loops for 4,4H, and 5. All regularly taught courses have been assessed in the past three years.
Journalism	20	7 (in progress)	No	No	No	No	1.0	.7	7,20	Absence of full-time instructor has made assessment a challenge.
Kinesiology	A46,A75,36,38	30,38	Yes	Yes	Improvements efforts made but not clearly connected to assessment data.	AOE mapping	2.6	2.5	16,36	Data from the assessment of 30,38 showed virtually all students achieving SLO.
Library	1	1	Yes	Yes	No	No	2.7	3.3	1	The discipline continues to refine its assessment instrument. So far, students have met benchmarks for learning.
Manufacturing /Electronics	MAN55,56,61,64; ELE25	MAN52,55,56,64	Yes	Yes	Ideas for improvement to be implemented next year	Mapping of SLOs to PLOs completed for all programs	3.1	3.55	MAN63,64 ELE10,11,13	The discipline should focus on assessing fewer SLOs and fewer courses but try to generate data that can be used to improve learning.
Mathematics	12,1C,32,53	35,52	Yes	Yes	Not yet	No	No report	2.3	All regularly taught courses	The discipline is still transitioning from district-based assessment (when its work was authentic and robust) to college-based assessment. At the college level, it has

Discipline	Course(s) assessed (2011-12)	Course(s) assessed (2012-13)	Collaboration/ Dialogue (2012-13)	Assessment Data Generated?	Used for Improvement ?	Program/GE Assessment	Assessment Level (Sept 2012)	Assessment Level (Sept 2013) ⁷	2013-14 plans	Additional Comments
										not yet be able to generate assessment data that can be used for improvement.
Microbiology	1	1	Yes	Yes	Yes	No	1.9	3.0	None indicated	Students have achieved discipline's benchmarks for SLO achievement but it has still worked to improve learning based on the data.
Music	3,19,32	19,38,65 (in progress); 93	Yes	Yes	Ideas for improvement have been generated in 93 project	AOE mapping	2.9	2.7	Unclear	The discipline has been without a full-time instructor for nearly a year, but a new one will begin in fall 13 and should be able to take charge of assessment.
Philosophy	12,32	10,11,15,32	Yes	Yes	Yes	AOE mapping	3.8	4.0	10,11,33	The discipline has used or planned to use assessment data for improvement in a number of classes. Loop completed in 10.
Physics/ Physical Sci.	4A,4B,4C,10,11	4A,4C	No	Yes	Ideas for improvement have been generated but not implemented	No	1.7	2.45	4B,10,11; PHY1	The discipline generated usable assessment data in 4A and 4C but has not used it for improvement. Suggest these loops be completed.
Political Science	1,4	1,4	Yes	Unclear	Unclear	No	3.9	1.4	1H	Discipline did not include reports, so it's not clear whether it generated data or used them for improvement.
Psychology	1,8,9,33,35	1,9,33,35	Not clear	Yes	Usable data generated but improvement plan not yet implemented	No	2.3	2.4	1,2,9	The discipline has been without a full-time instructor the past two years. Assessment work should improve with the hiring of a new person.
Reading	81,82,83	81,82,83	Yes	None	None	No	3.2	2.0	None	The discipline has done

Discipline	Course(s) assessed (2011-12)	Course(s) assessed (2012-13)	Collaboration/ Dialogue (2012-13)	Assessment Data Generated?	Used for Improvement ?	Program/GE Assessment	Assessment Level (Sept 2012)	Assessment Level (Sept 2013) ⁷	2013-14 plans	Additional Comments
				included	indicated				included	very good work in the past and makes reference to continuing assessment work but without including data or completed report. No plan for 2013-14 included.
Real Estate	82	82	No	None included	Referenced	No	2.1	1.6	80,81,83	The discipline has not included any reports or data, so references to using data for improvement are not yet clear.
Sociology	1	1,50	Yes	Yes	Not yet	AA-T program mapping completed	1.6	2.6	1,2,20,50	Discipline has generated usable data but has not employed it for improvement yet.
Theater	3	3,33	Unclear	Unclear	Unclear	Mapping of course SLOs to PLOs in progress	1.2	2.0	3,32,33	Discipline did not include data or evidence of dialogue. Assessment instrument(s) referenced but unclear.
World Languages	Spanish1,2,3,8; Japanese 1,2	Spanish 1,2	Yes	Yes	Yes	AOE assessment work	4.0	4.0	Spanish 1,2,3,8	The discipline has completed or is in the process of completing assessment loops for all commonly taught Spanish classes.

Appendix B: Self-Reported Learning Gains of Norco College Graduates for General Education Outcomes, 2009 – 2013⁸

	2009	2010	2011	2012	2013	5-year ave.
Q1: Analyzing and solving complex problems	2.65	2.71	2.63	2.76	2.62	2.67
Q2: Constructing sound arguments and evaluating the arguments of others	2.52	2.73	2.63	2.74	2.54	2.63
Q3: Considering and evaluating rival hypotheses	2.31	2.61	2.49	2.58	2.49	2.50
Q4: Recognizing and assessing evidence from a variety of sources	2.58	2.69	2.59	2.69	2.66	2.64
Q5: Generalizing appropriately from specific cases	2.39	2.58	2.48	2.60	2.50	2.51
Q6: Integrating knowledge across a range of academic and everyday contexts	2.72	2.76	2.69	2.71	2.59	2.70
Q7: Identifying assumptions, biases, and their consequences	2.60	2.70	2.63	2.72	2.58	2.67
Q8: Demonstrating computer literacy	2.46	2.45	2.41	2.55	2.35	2.44
Q9: Locating, evaluating, and using information effectively	2.56	2.72	2.67	2.77	2.58	2.66
Q10: Writing with precision and clarity to express complex thought	2.56	2.69	2.68	2.72	2.61	2.65
Q11: Reading college-level materials with understanding and insight	2.62	2.64	2.62	2.76	2.55	2.64
Q12: Listening thoughtfully and respectfully to the ideas of others	2.65	2.71	2.71	2.71	2.63	2.68
Q13: Speaking with precision and clarity to express complex thought	2.47	2.64	2.57	2.63	2.50	2.56
Q14: Understanding the basic content and modes of inquiry of the major knowledge fields	2.46	2.70	2.63	2.73	2.60	2.62
Q15: Analyzing experimental results and drawing reasonable conclusions from them	2.42	2.57	2.50	2.61	2.55	2.53
Q16: Using symbols and vocabulary of mathematics to solve problems and communicate results	2.34	2.55	2.52	2.65	2.51	2.51
Q17: Responding to and evaluating artistic expression	2.34	2.46	2.36	2.48	2.35	2.40
Q18: Maintaining and transferring academic and technical skills to the workplace	2.49	2.66	2.58	2.65	2.50	2.58
Q19: Being a life-long learner, able to acquire and employ new knowledge	2.66	2.79	2.70	2.81	2.66	2.72
Q20: Setting goals / devising strategies for personal and professional development and well being	2.59	2.74	2.68	2.74	2.59	2.67
Q21: Demonstrating appreciation for civic responsibility and ethical behavior	2.52	2.69	2.66	2.67	2.51	2.61
Q22: Participating in constructive social interaction	2.56	2.65	2.60	2.66	2.53	2.60
Q23: Demonstrating teamwork skills	2.57	2.65	2.65	2.68	2.53	2.62
Q24: Demonstrating understanding of ethnic, religious, and socioeconomic diversity	2.49	2.62	2.61	2.64	2.54	2.58
Q25: Demonstrating understanding of alternative political, historical, and cultural viewpoints	2.48	2.57	2.57	2.65	2.53	2.56

⁸ Scores are averages, with 3 = significant gains; 2 = moderate gains; 1 = little gains; 0 = no gains.

Appendix C: Letter from the president announcing formation of AOE workgroup



Office of the President

October 24, 2012

Dear Faculty,

I am pleased to invite you to participate in an exciting developmental pilot assessment project. The first aspect of this project will begin in November and focus on mapping and aligning our courses to the program level outcomes of our Areas of Emphasis (AOE). The second aspect of this project includes gathering data from instructors who teach these courses, in an effort to assess student learning achievement of the AOE.

You have been highly recommended to be part of a faculty work group who will represent each of the seven AOE. Though we expect very few meetings to be associated with this project, we will launch this pilot project with a meeting on Thursday, November 1, at 12:50-1:50 in IT 209.

Because of the developmental nature of this project, and in light of our upcoming accreditation visit, I consider this to be one of our highest priorities in keeping our college in good standing with ACCJC for accreditation. Therefore, I have authorized a small stipend for each of you in the amount of \$200. Though I know your commitment and contribution to the college cannot be quantified, I hope this small stipend will demonstrate my appreciation of your time, expertise, and dedication to get this project started.

Please RSVP your attendance to Debra Creswell at ext 7016 or debra.creswell@norcollege.edu.

Sincerely,

A handwritten signature in blue ink that reads "Paul Parnell".

Paul Parnell, Ph.D.
President

Appendix D: NAC Self-Evaluation Summary (Nov 2012)

Norco College Assessment Committee (NAC)

2011-12 Self-Evaluation for the NC Academic Senate (Nov 2012)

As part of an effort to assess its effectiveness in planning and decision making, NAC distributed an electronic survey of its membership during the week of November 12, 2012. In addition, the chairs of the committee compared fall, 2011 goals for the committee with fall, 2012 results.

2011-12 goals met:

- Production of an annual report detailed the state of outcomes assessment at the college.
- Revision of district GE SLOs, along with continued effort to revise the GE program.
- Collection of indirect assessment data on the AOE's
- Developed and implemented a plan to ensure all NC courses are assessed on a four-year cycle, with the first group of reports submitted in spring, 2012.
- Developed and implemented a new course assessment template.
- Developed and implemented a rubric for evaluating assessment work by disciplines.
- Broadening of authentic assessment efforts throughout the college as measured by number of disciplines at proficiency level or higher.

2011-12 goals still in process:

- CTE and AOE program assessment, including evidence of curriculum alignment with PLOs.
- Direct assessment of all GE outcomes.
- Production and distribution of a comprehensive NC assessment handbook.
- Evidence of authentic assessment loops completed by all disciplines in all courses.
- Increased dialogue about assessment data.
- Additional faculty development workshops to help with already-identified problem areas in the teaching of writing, critical thinking, etc.

NAC survey results

Ten members responded to the 10-question survey; six respondents answered an additional open-ended question about how the committee might be improved. All respondents agreed or strongly agreed that NAC "has done a good job developing an assessment plan for the college" and all but one respondent indicated that they thought the committee "has done a good job communicating the importance of outcomes assessment to the college." There was slightly less confidence indicated that the committee "has done a good job communicating the value of outcomes assessment to the college" (no one strongly agreed with this claim), suggesting perhaps that committee members believe our colleagues understand the extrinsic reasons for doing assessment but are less certain about the intrinsic

value of doing so. We might hope that as more examples of robust assessment emerge from disciplines as models, this might change.

The committee generally agreed that the leadership of the committee has been adequate (nine of ten respondents agreed or agreed strongly that the chairs have been “effective” leaders), and nine of ten respondents said that their own views were “well represented in the deliberations” of the committee. Eight of ten members agreed or strongly agreed that the “committee is working effectively to fulfill [its] purposes” (one disagreed, and one did not respond), but since only four of these ten strongly agreed with this statement, it appears that there is a fairly dominant impression among committee members that it could be more effective.

The open-ended question points to some of the directions by which the committee might improve. Suggestions included:

- That the committee make “[m]ore stringent guidelines for assessment” to the college, since the “current level of freedom to individual disciplines is counter-productive.”
- That we keep working “on communicating the value of assessment for improving learning, not just accreditation,” perhaps by working with the faculty development committee.
- That we make NAC the “overarching committee to review assessment plans from all constituent groups” at the college. A related suggestion is that we “[e]nsure that the committee thinks more globally in order to represent all areas of the college . . . in relation to assessment plans, goals, outcomes.”
- That we encourage more dialogue at meetings, since “members of the committee don’t seem to really participate.” A related suggestion is that we ask more of committee members, perhaps by asking them to “report back to NAC about assessment efforts in the discipline each meeting.”

As noted, NAC will consider these observations and suggestions at its December meeting before formally approving this self-evaluation. To conclude: the chairs join most of the committee members in characterizing the work of the committee as effective—though not highly effective. It clearly has work to do to improve.

Appendix E: Assessment Rubric for Scoring Annual Program Reviews

Discipline: _____ Evaluator: _____ Average Score: _____

Directions: Please read the discipline's assessment report (found at the end of its annual Program Review document) and rate it according to the five criteria below. (Scores should range from 0 to 4 for each criterion, with zero signifying no assessment.) Then generate a composite score.

Area for Evaluation	Awareness (1)	Development (2)	Near Proficiency (3)	Sustainable Continuous Quality Improvement (4)	Score	Comments
Method	The discipline relied exclusively on indirect methods to assess student learning	The discipline used direct (and possibly indirect) methods, but assessment of student learning outcomes is superficial or unclear.	Direct (and possibly indirect) assessment methods were employed to assess at least one SLO and data identify gaps or weaknesses in student learning.	Robust direct (and possibly indirect) assessment methods were employed to assess multiple student learning outcomes or multiple courses.		
Use of data	Assessment data are referenced but not evidenced.	Assessment data are included but not in a form useable for improvement purposes.	Assessment data are included and useable but have yet led to improvement.	Assessment data are included and have been used for improvement.		
Evidence of dialogue	Dialogue about assessment results is referenced but not evidenced.	Dialogue about assessment results is evidenced but superficial.	Dialogue about assessment results is evidenced and detailed.	Dialogue about how to use assessment results is evidenced, detailed, and pervasive within the discipline		
Planning	A plan for assessment in the next year exists, but it is superficial, unclear, or incomplete.	A plan for assessment in the next year exists, but it does not specify methods or SLOs.	A good plan for assessment in the next year exists, specifying course(s)/program(s) to be assessed, method(s), and SLO(s)/PLO(s)..	A concrete and detailed plan for assessment in the next year exists, specifying course(s) /program(s) to be assessed, method(s), SLO(s)/PLO(s), faculty involved, and expected date of completion.		
Reporting	Reports are referenced but not evidenced.	Evidence exists of only superficial or perfunctory assessment reports.	Evidence exists of detailed assessment reports.	Evidence exists of detailed assessment reports that close the loop.		