

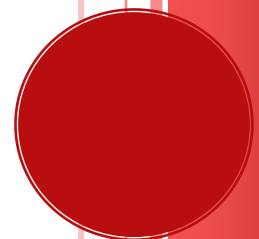
# **KEY INDICATORS ANALYSIS IN ASSESSMENT**

***2015-16***

**Summary of Assessment Process at Norco College**

**Office of Institutional Effectiveness**

**8/9/2016**



# KEY INDICATORS ANALYSIS IN ASSESSMENT

## 2015-16

As part of the evaluation of the assessment process, the Norco Assessment Committee (NAC) reviews all assessment sections of the Annual Program Reviews (APRs) and assigns a score between 0-3 based on a rubric (see Appendix A). Each area of the rubric captures a vital area of assessment, or key indicator, for each discipline that submitted an APR. The result of this process is a set of key indicators that quantitatively summarize the state of assessment at Norco College during 2014-15 (the time frame specified on the APR). The key indicators are: Initial Assessment, Loop-Closing, Improvement of Learning, TracDat Input, Dialogue on Results, and Participation in Program Assessment. Below is a table of the 26 disciplines that were scheduled to submit APRs and scores in each of the key indicators.

| <b>Disciplines</b>                  | <b>Initial</b> | <b>Loop-closing</b> | <b>Improve Learning</b> | <b>TracDat Input</b> | <b>Dialogue</b> | <b>PLO</b> | <b>Discipline Average</b> |
|-------------------------------------|----------------|---------------------|-------------------------|----------------------|-----------------|------------|---------------------------|
| Accounting                          | 3              | 3                   | 3                       | 3                    | 2               | 1          | 3.0                       |
| Administration of Justice           | 0              | 0                   | 0                       | 0                    | 0               | 0          | 0.0                       |
| Anatomy and Physiology              | 0              | 0                   | 0                       | 0                    | 0               | 0          | 0.0                       |
| Anthropology                        | 3              | 2.5                 | 3                       | 2                    | 1               | 0          | 2.3                       |
| Biology/HS/Micro                    | 0              | 0                   | 0                       | 0                    | 0               | 0          | 0.0                       |
| Commercial Music                    | 3              | 3                   | 3                       | 3                    | 2               | 0          | 2.8                       |
| Communication Studies               |                |                     |                         |                      |                 |            |                           |
| Early Childhood Education           | 3              | 3                   | 3                       | 3                    | 2               | 1          | 2.9                       |
| Economics                           |                |                     |                         |                      |                 |            |                           |
| Engineering (includes Architecture) | 3              | 3                   | 3                       | 3                    | 0               | 0          | 2.4                       |
| Geography                           |                |                     |                         |                      |                 |            |                           |
| Guidance                            | 2              | 2                   | 0.5                     | 3                    | 2               | 0          | 1.9                       |

|                              |            |            |            |            |            |              |            |
|------------------------------|------------|------------|------------|------------|------------|--------------|------------|
| Honors                       | 0          | 0          | 0          | 0          | 0          | 0            |            |
| Humanities                   | 3          | 3          | 3          | 3          | 3          | 1            | 3.2        |
| Journalism                   |            |            |            |            |            |              |            |
| Kinesiology                  | 2          | 1          | 3          | 1          | 1          | 0            | 1.6        |
| Library                      | 0          | 0          | 0          | 0          | 0.5        | 0            | 0.1        |
| Mathematics                  |            |            |            |            |            |              |            |
| Music                        | 3          | 3          | 3          | 3          | 2.25       | 0            | 2.9        |
| Philosophy                   | 2.5        | 2.5        | 2          | 2          | 0.5        | 1            | 2.1        |
| Political Science            | 2.5        | 2          | 3          | 2          | 2          | 0            | 2.3        |
| Psychology                   | 3          | 3          | 3          | 3          | 2          | 1            | 3.0        |
| Real Estate                  | 2.5        | 1          | 1          | 0.5        | 1          | 0            | 1.2        |
| Retail management            |            |            |            |            |            |              |            |
| Sociology                    |            |            |            |            |            |              |            |
| World Languages              | 3          | 3          | 3          | 3          | 3          | 1            | 3.2        |
| <b>Average</b>               | <b>2.0</b> | <b>1.8</b> | <b>1.9</b> | <b>1.8</b> | <b>1.3</b> | <b>31.6%</b> | <b>1.8</b> |
| <b>Average (without 0's)</b> | <b>2.6</b> | <b>2.3</b> | <b>2.4</b> | <b>2.3</b> | <b>1.6</b> | <b>n/a</b>   | <b>2.3</b> |

Out of the 26 disciplines who were in the cycle for annual program review, 19 submitted documents in time to be scored by NAC. In addition, four disciplines handing in program review documents left the entire assessment portion blank. The result was that 15 disciplines provided evidence that assessment was completed which is a participation rate of 58%. This is markedly lower than the previous year which had a participation rate of 72%. Reasons for this may be varied, but one possibility is that the program review process for 2015-16 included a significant increase in the amount of discipline data that needed to be summarized. This probably doesn't account for all of the decrease in participation, but it may be a factor.

Although the rubric only allows a maximum score of 3 to be assigned for each area, there are some disciplines that received an average score higher than 3. This was due to the "bonus point" that was added to the total score if disciplines were involved in the program assessment area. As can be seen upon review of scores, the range was 0-3.2.

In general, for each key the following scores represented a certain level of evidence that activity had occurred:

- 0-indicates no evidence of assessment activity completed.
- 1-indicates limited evidence of assessment activity completed.
- 2-indicates clear evidence of assessment activity completed.
- 3-indicates robust evidence of assessment activity completed.

The average scores for the first five key indicators were 2.0, 1.8, 1.9, 1.8, and 1.3 for Initial Assessment, Loop-Closing, Improvement of Learning, TracDat Input, and Dialogue on Results, respectively. The overall average was 1.8. These scores indicated that as an institution, Norco College was producing mostly clear to limited evidence of engagement in the assessment process with some instances of limited evidence. To some degree these scores are not an accurate depiction of the quality of assessment activity since four disciplines didn't produce anything in assessment and received scores of 0. If we extract the disciplines that received 0's to determine the quality of actual of assessment work conducted, the key indicators scores increased to 2.6, 2.3, 2.4, 2.3, and 1.6, respectively. The overall average without zeros was 2.3. These scores indicate that for those disciplines that engaged in assessment, there were clear to robust levels of evidence that the assessment process was ongoing and resulting in improved learning. The final key indicator was participation in program assessment. Six out of 19 disciplines (31.6%) indicated they were actively involved in program (PLO) assessment during the academic year. Given the 3-4 year cycle of program assessment, this is adequate participation to maintain these cycles.

In summary, though there is room for improvement, the key indicators analysis produced evidence that the quality of assessment occurring is quite good. However, there was a clear decrease in participation for the program review cycle during 2015-16 which created the perception that assessment activity was also decreased. It is hopeful that participation in program review and assessment will increase in the future due the addition of TracDat, and the hiring of additional faculty in disciplines that did not have a full-time faculty member.

## Appendix 1-Scoring Rubric for Annual Program Review of Assessment

**Assessment Unit Name:**

**Average score**

|                                                                                 | 0                                                                                        | 1                                                                                                                                                        | 2                                                                                                                                                                                      | 3                                                                                                                                                                        | Comments |
|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Initial SLO assessments</b>                                                  | No evidence provided<br><br>0                                                            | Limited evidence of on-going SLO assessment (1 incomplete assessment – Plan but no results)<br><br>1                                                     | Clear evidence of on-going SLO assessment (1 complete assessment)<br><br>2                                                                                                             | Clear and robust evidence of on-going SLO assessment (2 or more complete assessments)<br><br>3                                                                           |          |
| <b>Loop Closing Assessments</b>                                                 | No evidence provided<br><br>0                                                            | Limited evidence of Loop-closing assessment (Course identified as “loop-closed”, but no Improvement Plan, or reasoning provided)<br><br>1                | Clear evidence of loop-closing (At least 1 Improvement plan in place, or clear reasoning of “loop closed” for at least 1 initial assessment)<br><br>2                                  | Clear and robust evidence of loop-closing (Multiple Improvement Plans in place, or very clear justification for “loop closed” for multiple initial assessments)<br><br>3 |          |
| <b>Assessment input into TracDAT</b>                                            | No assessments in TracDat format or Repository<br><br>0                                  | Assessment completed are in word/pdf in Document Repository<br><br>1                                                                                     | Assessments identified have Assessment Plan, but not all have Results<br><br>2                                                                                                         | All identified assessments have a complete report (Plan and Results) in TracDat data field)<br><br>3                                                                     |          |
| <b>Attempts to improve student learning</b>                                     | No indication of any changes made to any courses, and no clarification provided<br><br>0 | No Improvement plans, changes made to any courses, teaching approaches, and <b>no</b> clarification or reasoning as to why no Improvement plans<br><br>1 | Evidence of an attempt to implement a change in a course or teaching approach provided, <b>or</b> simple clarifying statement regarding why no specific improvement is needed<br><br>2 | Multiple attempts made to implement changes to courses or teaching approaches, <b>or</b> clear and supported clarification why no improvement is needed<br><br>3         |          |
| <b>Dialogue across the discipline</b>                                           | No dialogue or attempt to communicate results<br><br>0                                   | Limited demonstration of dialogue or communication within the discipline, department, college<br><br>1                                                   | Clear demonstration of dialogue and sharing of assessment within discipline, department, or college<br><br>2                                                                           | Robust and systematic dialogue and communication demonstrated within discipline, department, or college<br><br>3                                                         |          |
| <b>Participation in PLO assessment (bonus points averaged into total score)</b> |                                                                                          | Engagement in at least 1 initial PLO assessment <b>and/or</b> Engagement in at least 1 PLO closing-the-loop assessment fall ‘14-spr ‘15<br><br>1         |                                                                                                                                                                                        |                                                                                                                                                                          |          |
| <b>Total for Each Column</b>                                                    |                                                                                          |                                                                                                                                                          |                                                                                                                                                                                        |                                                                                                                                                                          |          |