

Loop Closed?

Reflection on the GE PLO Assessments Conducted in 2013 and 2014

GE Assessment 2013 - 2014 Self-Development and Global Awareness (taken from the Norco College General Education Assessment Report: 2013-2014)

For the fall 2013 GE assessment project, the Norco Assessment Committee (NAC) recruited faculty from five large-enrollment courses in which at least one course SLO mapped clearly to at least a portion of the GE outcome involving self-development and global awareness. Three of the five classes (English 1B, Sociology 1, and Psychology 9) had explicit diversity outcomes among the course SLOs; two of the five (Health Science 1 and Guidance 48) had explicit self-development outcomes among the course SLOs. The three courses chosen to assess diversity are already GE courses that enroll hundreds of students. The two courses chosen to assess self-development are not, as yet, part of the GE program, but they are frequently taken by students, usually as part of the section VII "Additional Degree Requirements"

The scores on the diversity sub



evaluate evidence contained in those sources to construct arguments, make decisions, and solve problems" (RCCD General Education Program Student Learning Outcomes).

In order to identify which sections would participate in the GE assessment, the Assessment Coordinator and the Dean of Institutional Effectiveness utilized an existing curriculum mapping tool. This tool was the result of a special project in which a faculty member was tasked with aligning the Student Learning Outcomes from each course in the GE program to the previous General Education PLOs (six outcomes). These six GE outcomes were revised in 2013 as the result of a district wide task force and were reduced to the four current GE PLOs. It was determined as part of this assessment process, that at some point in the near future another mapping project would need to take place to distinctly align the current GE SLOs to the current GE PLOs. For the sake of the GE assessment for the fall 2014, a simple alignment of the previous GE PLOs to the new GE PLOs was made, and the resulting SLO alignment was used to identify which courses would be invited to participate in the GE assessment.





Group 3: Above 24 GE units) and means for these groups were calculated as indicated below.

	N	Mean
	58	2.88
	45	2.89
	122	2.86
	225	2.87

As may be intuited by viewing the data, no significant differences were observed between any of the groups. This indicates that mastery of ICTL was not evident as students completed more GE units in this study. One explanation for this is the large number of students in the study who were in ENG-1A (n=160) which may have affected the lack of variance in this GE outcome. Since over 70% of the sample were in a class that requires certain minimum writing standards in order to enroll in the class, this could have a homogenizing effect on the sample. To investigate whether this was the case, a subanalysis of PHI-11 students was conducted using ANOVA. Although their overall scores were somewhat lower, there still were no differences observed between groups. This subanalysis continued to support the assertion made for the entire sample that mastery of ICTL was not observed as the number of completed GE units increased.

ICTL Subanalysis for PHI-11

	N	Mean
	13	2.62
	9	2.00
	32	2.50
	54	2.44





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