

Assessment Plan

NRCC's QEP intends to make an impact on several student learning outcomes with the intent that affecting these outcomes will result in improved student success measures. Specifically, the QEP intends to help students achieve the following student learning outcomes in two areas (goal setting and community building):

Student Learning Outcomes: Goal Setting

(Students will set long term goals as well as short term benchmarks for reaching those goals)

- Students will articulate active educational goals.
- Students will develop learning plans with specific timelines for achieving the articulated goals.
- Students will meet targets specified in the learning plan timeline.

Note: When learning plan timeline targets are not met, new targets will be developed together with strategies to improve the likelihood of meeting the revised targets.

Student Learning Outcomes: Community Building

(Students, faculty and staff will see themselves as vital parts of the NRCC community who should ask for and offer help to each other)

- Students will know other students, faculty and staff.
- Students will ask for help when experiencing academic and personal challenges.
- Students will hold the belief that they are not alone in the fact that they have both academic and life challenges to overcome in order to succeed.
- Students will feel that others care about their success, failures and problems.
- Students will care about the success, failure, and problems of others.

These student learning outcomes feed the desired goals for the QEP. The intent of the QEP is that by helping students achieve these learning outcomes, they will achieve a greater degree of success as demonstrated by the following student success measures:

Student Success Measures

- Successful course completion rates in the first semester (% students receiving A,B or C grades)
- Successful course completion rates in subsequent semesters (% students receiving A,B or C grades)
- Course withdrawal rates in the first semester
- Course withdrawal rates for subsequent semesters
- Fall to spring retention rates
- Fall to fall retention rates
- 100% and 150% time graduation rates
- Overall graduation and transfer rates

Data Sources

To assess the achievement of these student-learning outcomes and the overall student success goal, specific measures and means to collect data for the identified measures are being developed.

Assessing Goal-Setting Student Learning Outcomes: Data associated with the goal setting student learning outcomes will be gathered using an in-house piece of software described earlier in this document called CLAS (Connecting Learning Assets and Students). Using CLAS, each

student's educational goal, as well as the learning plan and associated timeline, will be written to a database for future action. As modifications to the goal and plans are made, these too will be written to the database. All database activity will be stored. The database will store not only the most recent (active) goal and associated learning plans, but all goals and learning plans entered into the system for each student. This record will permit assessment personnel to analyze both the achievement of goals and associated learning plan components in order to assess QEP activities. By storing all goal and learning plan activity instead of only the active goal and plan, CLAS users, including the student him/herself, instructors, advisors and ASLP staff can see the evolution of these plans, enhancing the College's ability to reward students for successful achievement and to modify plans when necessary to improve the likelihood of future achievement. Moreover, the CLAS system will be used to gather precise information about what interventions/QEP program elements to which each student has been exposed. This use of CLAS is important because as the QEP is conducted and the original plan is modified based on analyses of the data, it will be increasingly critical for assessment to be able to understand and disaggregate students based on exactly what intervention components students have experienced.

Assessing Community Building Student Learning Outcomes: Measurement of the student learning outcomes associated with community building will be accomplished using a survey instrument (see Appendix 11 for SOCI – Sense of Community Inventory) designed to measure these behaviors and attitudes. A pilot instrument has been developed and is currently being tested. A copy of the survey (which will be implemented as a web survey) is attached as an appendix. This survey will be conducted annually with all students. Because survey responses will include student ID numbers (called emplids at NRCC), it will be possible to disaggregate students based on student characteristics (demographic, academic, and characteristics related to the QEP elements to which they have been exposed).

Assessing Student Success Measures: Data for assessment of the student success measures as well as important data on student characteristics come from the student information system. This system provides data on enrollment, course outcomes, academic awards and industry-recognized certifications, as well as demographic data useful for disaggregation.

Assessment Strategy

The QEP will be implemented in stages. The assessment strategy focuses on gathering data and conducting analyses to guide the staged implementation of the programs outlined in this QEP. This staged implementation approach permits the QEP team to assess the impacts of each of the staged implementations as they occur and make modifications for improvement as they are dictated by the analyses.

AY 2016-17

The time period of academic year 2016-17 (AY16-17) serves as a baseline for subsequent comparisons in that students would have had no exposure to the QEP interventions or its intent. Therefore, students who began their studies in AY16-17 and were never exposed to the primary interventions of the pre-orientation online module, the new student orientation/open house kick-off and the first semester seminar can serve as a quasi-experimental control group (not randomly assigned to condition) for comparisons. Similarly, students who begin their studies at NRCC in AY17-18 can act as a separate quasi-experimental control group. This would be a separate control group because the QEP activities that are planned for AY17-18 may have some minor impact on their attitudes and behaviors as faculty and staff begin to adapt their personal behaviors to correspond with the philosophies and trainings espoused in the QEP as it is formally implemented.

AY 2017-18

Based on the implementation timetable, AY17-18 will serve primarily as a baseline year. All of the data elements described earlier will be collected and saved for future analysis. Students in the AY 17-18 cohort represent the baseline experiences of first year students against which subsequent cohorts can be compared. Furthermore, data from students in the AY 16-17 cohort collected in AY 17-18 will form a set of baseline data against which subsequent second year student results can be compared.

AY 2018-19

AY18-19 will serve as the first intervention year. In this year, the first cohort of incoming students will be exposed to the new pre-orientation online module and the new student orientation/open house kick-off. In addition, a relatively small pilot group of students will be exposed to one of three first semester seminar sections in AY18-19. These will serve as the first two experimental groups for the assessment. Their activities, student success outcomes, and survey results will be compared with those of the two quasi-experimental control groups described earlier. Comparisons with the quasi-experimental control groups will form the basis of determining the effectiveness of the interventions.

Additional analyses will be conducted on subgroups of these populations to assess the extent to which observed changes (or lack thereof) are related to characteristics of the subpopulations explored. Sub-populations of interest will include (but will not necessarily be limited to):

- full- versus part-time students
- students who receive financial aid versus those who do not,
- first-generation versus non-first-generation students,
- CTE program versus transfer program students,
- students who come from a background of poverty (based on US Census poverty levels) versus those who do not,

- gender,
- age (traditional college age 24 or younger vs nontraditional age students),
- ethnic background.

Due to the size of our college, it is unlikely that analyses of multiple cross-tabs of these sub-populations will be feasible. When sufficient numbers exist for meaningful analyses, cross-tabs that include multiple subpopulations (e.g., full- vs part-time first generation students vs full- vs part-time non-first-generation students) will be explored.

While it would be desirable to conduct analyses using traditional parametric statistics, sample size issues may affect the ability to conduct analyses with sufficient statistical power to find effects at the generally accepted $p < .05$ level of significance for all comparisons. That being said, parametric analysis of the larger groups will be possible. The nature of the interventions, measures (almost all interval data), and quasi-experimental control nature of the groups will permit the use of standard general linear modeling approaches to explore the data to determine where activities are working to achieve the desired results and where there are no meaningful differences between experimental and control groups. The most likely statistical models will involve ANOVA and t-test procedures. However, some of the scales of the survey instrument (SOCl) will likely need to be explored more thoroughly using cluster/factor analysis and regression models to determine relationships between items and where issues regarding interdependence of measures may create problems for parametric analysis. This is in large part why the College is already beginning testing and assessing the planned instrument to prepare it for use in this project. When parametric statistical analysis is not possible because of sample size issues, data will be examined by exploring possible relationships between frequencies, rates, means and their associated standard deviations in a more subjective manner with an emphasis on understanding the variation apparent in the data and the extent to which observed differences are greater than that apparent variation.

AY 2019-20, AY 2020-21 and AY 2021-22

Continuing with the discussion of the implementation of the project and its relationship to experimental conditions, AY19-20 through AY21-22 are the years during which the College expects to fully implement each of the components of the project, bringing the first semester seminar to scale for all students. This adds a third experimental group to the design (full implementation across all incoming students) and three new cohorts to examine for similarities and differences (AY19-20, AY20-21, and AY21-22).

Process Evaluation

A variety of non-experimental assessment activities will take place as part of the QEP project that fit into the general area of process evaluations. These assessments will inform project managers about observed challenges and potential remedies for the implementation of the project. Activities associated with the tasks detailed in the implementation timeline will be logged. In addition, as described in the implementation timeline, a variety of assessment activities (such as informal interviews, group discussions, possibly short, informal written or web surveys of participants) will be used. These assessment tools explore possible strategies to improve faculty and staff training regarding the QEP activities. In addition, these process evaluation activities will assess how components of the pre-orientation online module and the new orientation and open house kickoff are perceived and might be improved. The first semester seminar being developed and implemented in this QEP will be evaluated using the same faculty and course evaluation methods applied to all courses at NRCC.

The following chart summarizes the assessment plan in a more graphic form.

Assessment Plan Chart

	QEP Programming	Data Collected	Assessment Activities
AY 2016-17	None; continue with existing orientation programs while new programming is in development	<p>Collection of data on AY 2016-17 incoming student cohort:</p> <ul style="list-style-type: none"> Success measures: first and second semester course completion and withdrawal rates; fall to spring retention SOCI survey results Goal statements in CLAS 	<p>Collection of baseline data on AY 2016-17 incoming student cohort to use for comparisons of first year students</p>
AY 2017-18	None; continue with existing programs while preparing for AY 2018-19 implementation	<p>Collection of data on AY 2017-18 incoming student cohort:</p> <ul style="list-style-type: none"> Success measures: first and second semester course completion and withdrawal rates; fall to spring retention SOCI survey results Goal statements in CLAS <p>Collection of data on AY 2016-17 incoming student cohort:</p> <ul style="list-style-type: none"> Success measures: third and fourth semester course completion and withdrawal rates; fall to fall retention; fall to spring retention 	<p>Collection of baseline data on AY 2017-18 incoming student cohort to for comparisons of first year students</p> <p>Collection of baseline data on AY 2016-17 incoming student cohort in their second year to use for comparisons of second year students</p>
AY 2018-19	<p>All incoming students: pre-orientation online module</p> <p>All incoming students: orientation/open house kick-off</p> <p>Small pilot group of students: first semester seminar</p>	<p>Collection of data on AY 2018-19 incoming student cohort:</p> <ul style="list-style-type: none"> Success measures: first and second semester course completion and withdrawal rates; fall to spring retention SOCI survey results Goal statements and learning plan targets in CLAS <p>Collection of data on AY 2017-18 incoming student cohort:</p> <ul style="list-style-type: none"> Success measures: third and fourth semester course completion and withdrawal rates; fall to fall retention; fall to spring retention <p>Collection of data on AY 2016-17 incoming student cohort:</p> <ul style="list-style-type: none"> Success measures: graduation and transfer rates; course completion and withdrawal rates for students still enrolled; retention rates for students still enrolled 	<p>Analysis and comparison of data collected on AY 2018-19 incoming students to baseline data on two previous incoming cohorts to determine possible impact of QEP interventions</p> <p>Analysis of success measures, SOCI survey results, and completion of goals and learning plan targets will include disaggregation of results based on student characteristics (demographic, academic, and characteristics related to the QEP elements to which they have been exposed)</p>
AY 2019-20	All incoming students: pre-orientation online module	<p>Collection of data on AY 2019-20 incoming student cohort:</p> <ul style="list-style-type: none"> Success measures: first and second semester course completion and withdrawal rates; fall to spring retention SOCI survey results 	<p>Analysis and comparison of data collected on AY 2019-20 incoming students to data on previous three years' incoming cohorts</p>

	<p>All incoming students: orientation/open house kick-off</p> <p>All incoming students, if possible: first semester seminar</p> <p>** Assessment findings from AY 2018-19 will inform improvements to implementation of first year experiences</p>	<ul style="list-style-type: none"> • Goal statements and learning plan targets in CLAS <p>Collection of data on AY 2018-19 incoming student cohort:</p> <ul style="list-style-type: none"> • Success measures: third and fourth semester course completion and withdrawal rates; fall to fall retention; fall to spring retention • Goal statements and learning plan targets in CLAS <p>Collection of data on AY 2016-17 and 2017-18 incoming student cohorts:</p> <ul style="list-style-type: none"> • Success measures: graduation and transfer rates; course completion and withdrawal rates for students still enrolled; retention rates for students still enrolled 	<p>to determine possible impact of QEP interventions</p> <p>Analysis and comparison of “2nd year” data collected on the AY 2018-19 cohort to “2nd year” baseline data collected on the previous “2nd year” cohorts to determine possible impact of QEP interventions</p> <p>Analysis of success measures, SOCI survey results, and completion of goals and learning plan targets will include disaggregation of results based on student characteristics (demographic, academic, and characteristics related to the QEP elements to which they have been exposed)</p>
<p>AY 2020-21</p>	<p>All incoming students: pre-orientation online module</p> <p>All incoming students: orientation/open house kick-off</p> <p>All incoming students, if possible: first semester seminar</p> <p>** Assessment findings from AY 2019-20 will inform improvements to implementation of first semester experiences</p>	<ul style="list-style-type: none"> • Goal statements and learning plan targets in CLAS <p>Collection of data on AY 2020-21 incoming student cohort:</p> <ul style="list-style-type: none"> • Success measures: first and second semester course completion and withdrawal rates; fall to spring retention • SOCI survey results • Goal statements and learning plan targets in CLAS <p>Collection of data on AY 2019-20 incoming student cohort:</p> <ul style="list-style-type: none"> • Success measures: third and fourth semester course completion and withdrawal rates; fall to fall retention; fall to spring retention • Goal statements and learning plan targets in CLAS <p>Collection of data on AY 2016-17, 2017-18, and 2018-19 incoming student cohorts:</p> <ul style="list-style-type: none"> • Success measures: graduation and transfer rates; course completion and withdrawal rates for students still enrolled; retention rates for students still enrolled 	<p>Analysis and comparison of data collected on AY 2020-21 incoming students to data on previous four years’ incoming cohorts to determine possible impact of QEP interventions</p> <p>Analysis and comparison of “2nd year” data collected on the AY 2019-20 cohort to “2nd year” baseline data collected on the previous “2nd year” cohorts to determine possible impact of QEP interventions</p> <p>Analysis of success measures, SOCI survey results, and completion of goals and learning plan targets will include disaggregation of results based on student characteristics (demographic, academic, and characteristics related to the QEP elements to which they have been exposed)</p>