



**Assessment Committee
Minutes for May 10, 2023**

9:00-10:30 am
OC 116

Meeting Participants

Committee Members Present

Hayley Ashby, Caitlin Busso, Tami Comstock, Eric Doucette, Ashlee Johnson (co-chair), Daren Koch, Stephany Kyriakos, Bibiana Lopez, Timothy Russell, and Tim Wallstrom.

Committee Members Not Present

Greg Aycock, Lisa Martin, Jethro Midgett, Brian Morales (ASNC Rep.), and David Schlanger.

Recorder

Charise Allingham

1. Call to Order

- 9:20 am

1.1 Welcome

Greg Aycock will be missing today. He is on jury duty.

2. Action Items

2.1 Approval of Agenda

- MSC (Stephany Kyriakos / Tim Russell)

2.1 Conclusion

- Approved by Consensus

2.2 Approval of April 5, 2023, Minutes

- MSC (Tim Wallstrom/Hayley Ashby)

2.2 Conclusion

- Approved by Consensus

2.3 Faculty Co-chair for the next two years

- MSC (Stephany Kyriakos /Hayley Ashby)
- Vote to approve Ashlee Johnson as the Faculty co-chair for the next two years.

2.3 Conclusion

- Approved by consensus.

2.4 Program Review Assessment Review

- MSC (Stephany Kyriakos / Tami Comstock)

- The previous and proposed assessment review sections were shared within Nuventive and a document.
- Will this new process align with accreditation? Yes, it's more aligned with the direction accreditation is heading, making and identifying continuous improvement. Our old assessment process focused more on collecting the data, this will change the focus to using the data that is being collected to make improvements. The committee will need to work on how to assess PLOs. There may be limitations in Nuventive with mapping SLOs to PLOs, this is an issue that is being addressed with Nuventive. PLO assessment will be addressed after the new assessment process is fully implemented, the data collection portion.
- Data will need to be apparent, all data collected in Canvas will be available on the dashboards to view while completing the observation.
- The narrative for the observation can be completed with one course, all courses, or a select few. The idea is to address/ identify systemic changes and systemic actions. Individual changes can be made on the individual level within Canvas.
- Suggestion that the framework and observation could be used for a program-level assessment if all courses in a program from a discipline are included.
 - May need to add a question to include PLOs that are included in the observation.
- Shared the plan for the rest of the assessment section that will be discussed next semester but will not be included in the Program Review section opening with the comprehensive program review.
- Note: In the previous assessment review the career and transfer section is still relevant, will be discussing if and where to include it in the fall.
- Training and prompts will be provided and will be worked on during the summer.
 - Suggestion to add help text that includes an explanation on how to identify courses and SLOs for the observation.
 - Needs more instructions and instructional videos. Suggestion to provide descriptions and examples of observations.
 - Suggestion to keep the scope of the observation completely open to the person completing the review but provide support and guidance.

2.4 Conclusion

- Approved 8- in favor and 1- abstention.

3. Discussion Item

3.1 Accreditation: Midterm Report Questions (Item 6.b.1)

Committee was asked to discuss the questions with their departments and bring back any examples for the following questions:

6.B. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution-Set Standards

1. Student Learning Outcomes (Standard I.B.2)

ACCJC Standard I.B.2 states: "The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services."

Reflect on assessment processes since the last comprehensive peer review:

- What are the strengths of the process that help the college to improve teaching and learning?
- What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?
- Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.
 - PSY and ANT have been assessing since 2019 but have not made any changes because they have not found any changes that need to be made.
- In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?
 - Suggestion to be open and admit we have been updating our process. Accreditation suggests taking an appreciative approach to making progress.

Suggestions:

- Targeted outreach to specific areas to seek out evidence for the section:
 - PSY- was the need for more full-time faculty identified with assessment data? Other areas that have recently added new full-time faculty are not replacements.
 - World Languages- suggest reaching out because they have a robust assessment plan that includes part-faculty.
 - Suggested other areas to reach out to include math and business.

4. Information Items

4.1 Faculty Feedback Action Items

A quick update on the status of any feedback that has been addressed in relation to the new Canvas assessment project was provided. Ashlee is keeping track of feedback provided by the campus and is addressing and responding to concerns and suggestions. A more detailed update will be provided at a later time.

4.2 Report of Effectiveness

The draft Report of Effectiveness was shared with the committee. The committee reviewed the report including the Assessment of the Scope and Deliverables area. (Attached)

- The report is a self-assessment of the committee.
- No suggestions from the committee to improve the draft.
- The co-chairs will send forward the Report of Effectiveness to Academic Senate and IEGC.

4.3 Area Updates

- Accreditation- no report
- AHWL – no report
- ASNC – no report
- BEIT – Working with BUS faculty on the new assessment process to collect data needed for the ACBSP accreditation.
- Comm – ENG assessed 1A in Canvas before the new process was adopted and SLOs were able to be imported into shells. Will this data be available to English in Nuventive? Yes, we are working with Nuventive to import this data into dashboards too.

- Counseling – no report
- IE/Administrative – National Assessment of Collegiate Campus Climate survey has been administered to students and staff, faculty will receive the survey next in Fall 2023. Institutional Effectiveness and Planning Survey sent to Nor-all on 5/8/2023, will be open through May 31st. The survey is part of our evaluation process and is used to improve planning and for evidence for several standards.
- Library – no report
- LRC – Provided data for the LRC including success rates relative to ethnicity- all positive, further discussion requested.
 - A description of how to read the data was provided. Any questions please reach out to Daren or Caitlin.
 - Takeaway- There is a positive effect on student success if they attend tutoring.
 - Suggestion to add as a future agenda item to provide time to take a deeper dive into the effect tutoring has on students.
 - Suggestion to provide this data to students to encourage them to attend tutoring.

Motion to extend the meeting by 5 minutes (Stephany Kyriakos/ Tim Russell)

- Approved by Consensus
 - Math – Plan to assess one course at a time.
 - SBS – no report
 - S & K - no report
 - Student Services – no report

4.4 Academic Senate Update

Bylaw changes and other things happening that may or may not affect NAC membership. An update will be sent out to the committee.

4.5 General Education Learning (GELO) Update

Brought back the suggestions and information from the committee to the district assessment reps., moving forward with a workgroup to update all the GELOs.

4.5 Follow-up Items

4.5 Task of

4.5 Due by

4.5 Follow-up Items	4.5 Task of	4.5 Due by
Send out Academic Senate updates to the committee	Ashlee	ASAP

5. Good of the Order

- Homework- Share with departments the new assessment section that was approved today and request examples for accreditation.

6. Future Agenda Topics

- Program Review Assessment Review Rubric/ Scoring

7. Adjournment

- 10:34 am

Next Meeting

Date: September 13, 2023
OC 116

Current Assessment Review Section

- **Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)**

** denotes a required field.*

Which Disciplines are included in this Assessment?

What percent of SLOs in the disciplines you identified above have been assessed?

Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).

- **Section 2: Mapping Status (Based on Dashboard - Mapping Status)**

As a standard, all SLOs should be mapped to at least one PLO. If mapping is not complete, you may complete it at this time if desired. To do this, choose your Program from the unit drop-down above and then navigate to SLO Assessment>>SLO Mapping from the main menu in the upper left corner.

** denotes a required field.*

Are all SLOs mapped to at least one PLO?

If all SLOs are not mapped to at least one PLOs, please explain why.

Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)

If the appropriate SLOs are not mapped to GELOs, please explain why.

- **Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)**

** denotes a required field.*

Which Programs are included in this Assessment?

Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.

To what do you attribute this success?

Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.

If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?

- **Section 4: Alignment to Career and Transfer**

** denotes a required field.*

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.

Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).

Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).

Review current PLOs. Do the outcomes listed above align with the current program outcomes?

Proposed Assessment Review Section

Observation

Observation Name *

What did you notice? *

Course(s) *

SLO(s) *

Discussion/Analysis

Please paste any relevant screenshots here. Press ALT + 0 for accessibility help

Norco College Midterm Report

Assessment Committee Responses – April 5, 2023

6.B. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

1. Student Learning Outcomes (Standard I.B.2)

ACCJC Standard I.B.2 states: “The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.”

Reflect on assessment processes since the last comprehensive peer review:

- a. What are the strengths of the process that help the college to improve teaching and learning?
- b. Social and Behavioral Sciences (SBS) started assessing in Canvas as early adopters and provided valuable feedback to the Leading From the Middle (LFM) Team that developed the new assessment process (Evidence: LFM Meeting Minutes with Alexis Gray)
- c. The technology used by the College (Nuventive and Canvas) is adaptive and flexible, and able to accommodate the new assessment process which allows faculty to focus on using assessment data rather than inputting data
- d. The College improves teaching by highlighting best practices, especially related to Canvas (Evidence: Counseling Workshop Agenda – Equity in Grading Presentation)
- e. Communities of practice help people develop their teaching practices in all departments
- f. The College is automating a lot of the assessment data collection using Canvas and the new assessment process, which helps sustain the focus on teaching and learning instead of data entry (Evidence: Five to Thrive Board Presentation)
- g. Student Services is redesigning service outcomes to strengthen the connection to teaching and learning (Evidence: ?)
- h. The Norco Assessment Committee has increased the connection of instruction to student services and academic support through discussion and collaboration (Evidence: LFM Team Charter, Student Services Retreat Agenda/Minutes)

What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

- a. Following the implementation of the new assessment process, the College is moving to Assessment Phase 2, which will focus on increasing the discussion about disaggregated data in Nuventive dashboards (Evidence: Assessment Phases Infographic)
- b. The revision of assessment prompts in program review will be revised to align with the new assessment data dashboards (Evidence: Program Review Meeting Minutes, 3/23/23 and NAC Meeting Minutes)
- c. The College is reviewing and updating assessment expectations and goals to increase overall participation in assessment
- d. The College is working to increase understanding of how to analyze and use disaggregated assessment data for improving teaching and learning, especially as it relates to equity

- e. Encourage more conversations at the discipline-level about assessment methodology for courses and programs in order to improve the integrity and validity of assessment data
- f. Student Services has increased its understanding of how SLOs and SAOs differ, has identified the need for SAOs, and is now working on developing them
- g. Student Services has come to understand that continuous improvement requires continuous assessment

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

- a. The Library developed a SAO for library events and developed a post-event survey to assess the Read 2 Succeed: Author Appearance every semester; the survey data has informed improvements such as increased collaboration with departments and schools (Evidence: Library Read 2 Succeed Survey Results)
- b. Overall, the College has improved the entire institutional system of assessment through the use of technology (Canvas and Nuventive) and a more streamlined assessment process

Homework for all NAC Members: Please ask your discipline/department for examples in response to this question

In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

- a. The Norco Assessment Committee is providing training, workshops, instructional videos, and guides to train faculty on the new assessment process (Evidence: Web site resources)
- b. When faculty moved all instruction online through Canvas during the COVID-19 pandemic, assessment fell behind for a number of disciplines; however, the College is now taking advantage of the widespread use of Canvas to push forward on more technologically advanced and efficient ways to report assessment data
- c. The College has smoothed out the process for part-time faculty to receive compensation for assessment, which is increasing the number of courses assessed since a large percentage of courses at the College are taught by part-time faculty (Evidence: Documentation of process)
- d. To ensure that courses taught by part-time faculty are assessed the Norco Assessment Committee is increasing its engagement with and outreach to part-time faculty
- e. To ensure that disciplines are able to monitor and stay on track with their assessment, the Norco Assessment Committee is asking for assessment schedules for all courses from disciplines (Evidence: Academic Senate Minutes, 4/3/23)
- f. To align with the next comprehensive program review, the College is trying to get as much assessment data entered using the new process as possible; program review is on a 6-year cycle and the goal is to get 100% of assessment data entered by Spring 2027

Homework for all NAC Members: Please provide any additional responses to any of these questions; also, provide any evidence in support of these responses



Report of Effectiveness 2022-2023

Governance Entity:

Norco Assessment Committee

Charge:

The charge of the Assessment Committee is to facilitate assessment of student learning in instructional programs, and student and learning support services to support the assessment of Guided Pathways. The Assessment Committee is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below:

- 2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college. •
 - 2025 Objective 8.1 Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.

Sponsoring Council/Senate:

IEGC/Academic Senate

Co-chairs:

Ashlee Johnson and Greg Aycock

Members:

Hayley Ashby, Greg Aycock (co-chair), Caitlin Busso, Tami Comstock, Eric Doucette, Ashlee Johnson (co-chair), Daren Koch, Stephany Kyriakos, Bibiana Lopez, Brian Morales (ASNC Rep.) Jethro Midgett, Lisa Martin, Timothy Russell, David Schlanger, and Tim Wallstrom.

Evaluation of the Survey of Effectiveness:

The purpose of the survey of effectiveness is to provide a mechanism by which members of Norco Assessment Committee (NAC) could self-evaluate the effectiveness of the committee's planning and decision-making processes. The survey included thirteen (13) questions answered on a six (6) point Likert Scale and one (1) open ended question.

The survey received a total of five (5) participants, all of whom responded to 100% of the Likert Scale questions and one of whom responded to the open-ended question.

Results of the NAC Survey of Effectiveness indicated that 100% of members who participated in the survey either agree, or strongly agree, with twelve (12) of the thirteen (13) Likert Scale questions. As a result, there is evidence to suggest that,

(1) [the] agenda and minutes are provided far enough in advance of meetings, (2) agenda items are completed within the meeting time, (3) members are given adequate information to make informed recommendations or decisions, (4) all members are encouraged to be actively involved, (5) discussions are collegial, (6) differing opinions are respected, (7) participation is meaningful and important, (9) the charge is understood by the members, (10) members work toward fulfilling the charge, (11) the work has made an impact on its assigned EMP Goals, (12) the purpose of the governance entity aligns well with the college mission, and that (13) overall [members are] satisfied with [NAC's] performance.

However, when considering whether (8) [they] regularly communicate with members of [their] constituent group regarding key issues discussed and actions taken during meetings, one (1) member disagreed while the other four (4) either agreed or strongly agreed.

Lastly, in response to the open-ended question on recommend[at]ions to help the committee function more effectively, one participant suggested that NAC, along with its members, are a great team but clarification on rapidly changing meeting modality requirements would be helpful.

In Summary, results indicated that NAC's planning and decision-making processes were highly effective throughout the 2022- 2023 Academic Year.

EMP Goal Alignment and Objective Alignment:

The purpose of this section is to report on progress made towards the committee's EMP objectives and evaluate the appropriateness of objective assignments.

Progress:

Currently NAC is the operational committee charged with leading implementation of 2030 Goal 8: Objective 8.1 which aims to:

Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.

The committee has made a great deal of progress towards this goal during the 2022-2023 academic year. Specifically, NAC completed development, gained approval, and began implementation of Norco College's outcomes assessment data collection process, which is expected to make assessment data available, usable, clear in a way that is accessible by Faculty in real time.

Alignment:

The committee's current Objective (8.1) is still in alignment with NAC's scope and purview and its work in this area is ongoing. However, with the recent adoption and implementation of the new outcomes assessment data collection process, there may be an opportunity for NAC to support work in Goal 3 (Equity) Close all student equity gaps by using disaggregated student learning data to implement and measure high impact practices for equitable teaching and learning. There may be opportunity in the future to further expand the Committee's work in this area.

Assessment of Scope and Deliverables:

The purpose of this section is to self-assess the completion of deliverables defined by NAC's charter during the academic year.

According to the charter, NAC worked towards the completion of four main deliverables throughout the 2022-2023 Academic year. A self-assessment of the progress made on each deliverable is described below:

1. Deliverable: Update committee charter and submit to Academic Senate for approval.
 - Status: Complete
 - Rational:
 - NAC approved its 2021-2022 charter on October 13, 2021 (Fall 2021) and gained approval by NC Academic Senate on December 6, 2021 (Fall 2021). In Fall 2022 the committee elected to extend the 21-22 charter through Spring 2023 based on guidance from NC Academic Senate on the intended two-year term length for standing committee charters.
 - In addition to the term extension, the committee also updated its membership policy, found in the membership section of the charter, to allow all members of the Assessment Committee including co-chairs [administrators, staff, students] to vote as long as a majority (quorum) of faculty are present at any specific meeting. The purpose of the update was to support the committee's 2020-2021 membership expansion intended to increase collaboration on outcomes assessment between instructional, student service, and LLRC areas.
 - The updated charter did not require an additional approval from the Academic Senate since there were no changes to its scope and deliverables and the membership policy update was NAC's purview as a standing committee of the Academic Senate according to Article VI of the Academic Senate Bylaws.
 - Because of this, the committee considers this deliverable complete.
2. Deliverable: Update Assessment structure of the Nuventive platform.
 - Status: Ongoing
 - Rational:
 - Throughout the 2022-23 AY the co-chairs of NAC have been meeting biweekly with the Nuventive-assigned contact and other employees in the company to assist in the process of transitioning to Canvas and the resulting changes that needed to be made in Nuventive.
 - This has involved direction to Nuventive regarding: necessary dashboards, protection of data in the process of transitioning to new platform, design of assessment section of Program Review platform
 - The NAC was kept updated at each meeting with the progress being made, and Academic Senate approved the full implementation of Canvas assessment in December 2022.
3. Deliverable: Develop training for integrating SLO assessment in Canvas.

- Status: Complete
 - Rational:
 - A process to integrate SLO assessment into Canvas was developed by NAC and its sub-group (LFM). After gaining approval by the Academic Senate the team developed training materials and began training Faculty throughout NC.
 - Training materials have been posted on NAC's website in written and video demonstration form.
 - In addition to general training materials, a variety of synchronous training sessions have been offered to all Faculty including, Assessment Tuesdays (Co-Chair Office Hours), Department trainings, Discipline trainings, One-on-One meetings, and College-Wide training ([Spring 2023 FLEX](#)).
 - Training will need to be updated and continue to be offered as time progresses. However, the initial development specified in this deliverable has been complete.
4. Deliverable: Map SLOs to PLOs/GELOs in Nuventive.
- Status: Tabled
 - Rational:
 - Planning for SLO assessment in Canvas has been very time-intensive and has slowed the implementation of PLO assessment.
 - There is a possibility that PLO assessment may not utilize mapping of SLOs to PLOs as the method of assessment. Once SLO assessment methodology is completed, PLO assessment will be addressed.

Tutorial Services, Success Rates by Ethnicity

2021-2022					
Ethnicity	Yes		No		Difference
American Indian or Alaska Native					
Asian	82.80%	93	72.81%	938	9.99%
Black or African American	60.00%	40	58.14%	344	1.86%
Hispanic/Latino	74.88%	419	58.15%	3996	16.73%
Native Hawaiian or Other Pacific Islander			56.25%	32	
Two or More Races	73.08%	27	59.81%	209	13.27%
Unknown/Non-Respondent			74.51%	51	
White	87.41%	135	69.57%	1299	17.84%
Overall Total	77.70%		62.50%		15.20%
2020-2021					
Ethnicity	Yes		No		Difference
American Indian or Alaska Native			45.45%	11	
Asian	88.57%	71	77.94%	855	10.63%
Black or African American	70.45%	49	58.54%	344	11.91%
Hispanic/Latino	80.28%	372	62.37%	4045	17.91%
Native Hawaiian or Other Pacific Islander			33.33%	26	
Two or More Races	85.71%	15	68.00%	182	17.71%
Unknown/Non-Respondent			70.37%	86	
White	81.94%	162	70.83%	1362	11.11%
Overall Total	81.20%		65.90%		15.30%
2019-2020					
Ethnicity	Yes		No		Difference
American Indian or Alaska Native			64.00%	25	
Asian	82.58%	178	74.82%	1251	7.76%
Black or African American	70.69%	116	59.46%	629	11.23%
Hispanic/Latino	73.26%	965	62.84%	7276	10.42%
Native Hawaiian or Other Pacific Islander			66.67%	51	
Two or More Races	80.65%	31	62.16%	185	18.49%
Unknown/Non-Respondent	92.31%	13	74.00%	50	18.31%
White	78.83%	326	71.37%	2627	7.46%
Overall Total	75.70%		65.80%		9.90%
2018-2019					
Ethnicity	Yes		No		Difference
American Indian or Alaska Native			39.02%	41	
Asian	77.11%	201	72.40%	1815	4.71%
Black or African American	63.01%	146	57.99%	795	5.02%
Hispanic/Latino	71.87%	1006	62.40%	9815	9.47%
Native Hawaiian or Other Pacific Islander	#####	10	71.67%	60	28.33%
Two or More Races	83.33%	24	71.18%	229	12.15%
Unknown/Non-Respondent	90.00%	10	73.97%	73	16.03%
White	74.86%	366	69.94%	3676	4.92%
Overall Total	72.80%		65.10%		7.70%

Tutorial 20-21 and 21-22

A One-way ANCOVA was conducted to determine a statistically significant difference between grades of students who attended tutorial compared to students in the same sections, controlling for one previous year's GPA. Summer 2020-Spring 2022 tutorial students were compared to all other students in the same sections. Their prior year GPA was calculated and students without prior enrollments were excluded from the analysis.

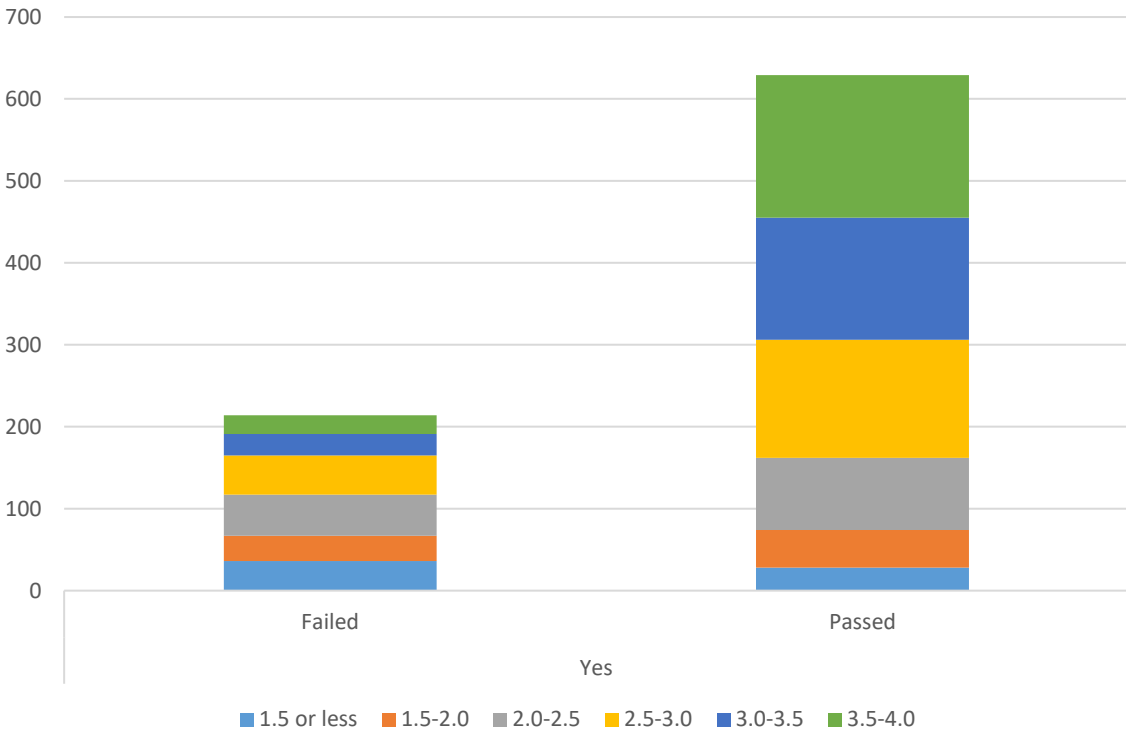
Grades were converted to a GPA type scale to perform the ANCOVA (A/P=4, B=3, C=2, D=1, F/FW/NP/DR/W/EW=0)

There was a significant effect of tutorial on grades after controlling for one previous year's GPA, $F=30.926$, $p<.01$. The effect size was small to medium ($d=0.304$).

Tutorial	Prior GPA	Success in Course
No	1.5 or less	35.6%
	1.5-2.0	45.7%
	2.0-2.5	52.2%
	2.5-3.0	62.4%
	3.0-3.5	73.5%
	3.5-4.0	83.1%
	Overall	66.4%
Yes	1.5 or less	58.1%
	1.5-2.0	68.5%
	2.0-2.5	69.2%
	2.5-3.0	78.5%
	3.0-3.5	79.3%
	3.5-4.0	88.8%
	Overall	79.3%

*Includes same enrollments as ANOVCA calculation

Attended tutorial- comparison of prior year GPA



Did not attend tutorial- comparison of prior year GPA

