



## **Norco Assessment Committee Minutes for September 8, 2021**

9:00 am-10:30 am  
Zoom

### **Meeting Participants**

#### **Committee Members Present**

Evangelina Christine Abeyta (student rep.), Laura Adams, Greg Aycock (co-chair), Courtney Buchanan, Tami Comstock, Eric Doucette, Ashlee Johnson (co-chair), Daren Koch, Stephany Kyriakos, Bibiana Lopez, Jethro Midgett, David Schlanger, Tim Wallstrom, and Caitlin Welch.

#### **Committee Members Not Present**

#### **Guests**

Christopher Moffatt and Ruby Valdovinos

#### **Recorder**

Charise Allingham

### **1. Call to Order**

- 9:01 am

#### **1.1 Welcome**

##### **1.1.a Membership**

- Verified membership with present members.
- Because the Assessment Committee aligns to the IEGC in the new strategic planning structure, Dr. Lee will no longer be the VP attending meetings. The IEGC Administrative co-chair, Dr. Fleming will participate in meetings when needed.
- Because of course conflicts Tim Russell will be unable to be a full member and will attend when available.
- The committee welcomed Evangelina Christine Abeyta the ASNC student representative for this year.

### **2. Action Items**

#### **2.1 Approval of Agenda**

- MSC (Stephanie Kyriakos/Courtney Buchannan)

#### **2.1 Conclusion**

Approved

#### **2.2 Approval of May 12, 2021 Minutes**

- MSC (Courtney Buchannan/Stephanie Kyriakos)

## 2.2 Conclusion

Approved

## 3. Discussion Item

### 3.1 Charter

Updating last year's charter. Plan to vote on the charter in the next meeting. Updates to the scope and deliverables include updating the Assessment structure in the Nuventive platform, and developing trainings for integrating SLO assessment in Canvas.

- Changing from 'developing framework' to 'training' because multiple trainings and resources are available that can be sourced to integrate SLO assessment into Canvas.
- If assessment can be done in Canvas disaggregated data is a possibility.
- Mapping SLOs to PLOs/GELOs in Nuventive- mapping needed:
  - New and updated SLOs and PLOs will need to be mapped.
  - Suggestion to review SLOs and PLOs and map to career and transfer.
  - Need to map SLOs to the AOE's.
  - Considering using Program Review as the point of time in which Program Assessment is completed, but is dependent on all mapping being accomplished.
- Charter can be found in the Assessment Committee SharePoint site. All members have access to the folder.

#### 3.1 Follow-up Items

#### 3.1 Task of

#### 3.1 Due by

3.1 Follow-up Items	3.1 Task of	3.1 Due by
Add edits and recommendations	Committee members	By next meeting

### 3.2 Late Program Reviews

- Asked for volunteers to score late Program reviews.

#### 3.2 Follow-up Items

#### 3.2 Task of

#### 3.2 Due by

3.2 Follow-up Items	3.2 Task of	3.2 Due by
Assign volunteers to late Program Reviews in Nuventive	Charise	ASAP

### 3.3 6-Year Cycle Master Planning

- Suggested planning cycle attached to the minutes.
- Starting a new cycle. Recommendations to focus on this semester:
  - Assess if SLOs need to be updated to close the loop.
  - Mapping
    - Working with Nuventive to import past mapping from the previous platform.
    - Map new and outstanding SLOs and PLOs
  - Planning and designing assessment methods and inputting into Canvas.
    - Using Canvas for assessment in a choice but highly encouraged.

- One benefit of completing assessments in Canvas include the ability to look at disaggregated data. Because assessments are attached to the student ID, demographics can be pulled and we can answer not only if our students are learning but also which groups are learning.
  - If class is fully face to face how do you get the assessment into Canvas? One suggestion is to give an assignment, project or exam in Canvas.
  - Working with Nuventive to automatically import assessment methods and results from Canvas directly into Nuventive.
- Connecting with Nuventive to find out if we still have access to Data Tools which has been used in the past to do assessment for AOE's and GELO's.
  - How can we document reviewing and closing the loop for accreditation? Suggestion to use the Program Review Assessment Review section to document reviewing, aligning to career and transfer and closing the loop for outcomes.
  - Request to provide a step by step on how to review alignment to career and transfer:
    1. In Program Review section 4 disciplines reviewed alignment of SLOs to career and transfer.
    2. Agenize alignment of SLOs to career and transfer in department meetings to look for gaps.
    3. If gaps are found launch a major modification of the SLOs in curriculum.
  - Request for committee to participate in pillar 4 of Guided Pathways, suggestion this falls within the domain of the committee. At least one of the Guided Pathways project teams would like to build a partnership with the Assessment Committee.
  - Request to provide training videos for all aspects of assessment.

### 3.3.a Rotation Cycle 2021-2027

Suggested rotation cycle attached to the minutes.

- Cycle is to keep assessment of the AOE's and the GELOS on track to be completed in the 6-year cycle. Focus to make sure loops are being closed.
- Suggestion to use mapping method to assess the GELO's and AOE's.
  - Will need to make sure enough mapping has been done to complete the assessment using the mapping method.
  - Would be interesting to do both the data tools method and the mapping method to compare.

3.3 Follow-up Items	3.3 Task of	3.3 Due by
Provide any recommendations to close the loop or the plan for the 6-year cycle.	Committee	Next meeting
Post Rotation Cycle on the website.	Charise	ASAP

## 4. Information Items

### 4.1 Student Service Assessment Training

An overview of the training conducted over the summer at the Student Services management retreat was shared with the committee. Outcomes from the training included:

- Students Services agreed to adopt almost exact assessment terminology used by instruction in the new Nuventive platform.
- Student Services has consolidated into 5 Program Review units. New to Student Services the units will have Program Level Outcomes that will be assessed and mapped to GELOs and/or Education Master Plan objectives.
- New Student Services Program Review Units:
  1. Special Programs
  2. Enrollment Services
  3. Equity Programs
  4. Student Life
  5. Advising and Counseling

With the alignment of the processes and terms in both Student Services and Instruction trainings and resources can be aligned.

## **5. Good of the Order**

- Request for committee members to share their experience (good and bad) completing Program Review to help improve the process and platform. This will be covered in the next meeting.

## **6. Future Agenda Topics**

- Nuventive Updates
- Improvements and Suggestions to Assessment Portion of Program Review Going Forward

## **7. Adjournment**

- 10:26 am

## **Next Meeting**

Date: October 13, 2021



## **DRAFT-Charter for the Assessment Committee (NAC)**

2021-2022

This Charter is established between the Assessment Committee and the Academic Senate to structure the process and planned outcomes included herein during the one-year period of the 2021-2022 academic year.

### **Purpose**

The Norco College Assessment Committee is a standing committee of the Academic Senate. The purpose of the Assessment Committee is to support and encourage assessment of student learning in all instructional programs, and student and learning support services. Assessment is defined as the process by which data are used to ensure students are learning the outcomes set by the institution, and the use of those data for the purpose of improving student learning, faculty pedagogy, and student and learning support services. When necessary, the Assessment Committee will make recommendations to the Academic Senate to facilitate improvements in the assessment process and in student learning overall.

### **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 work of the Assessment Committee is aligned with EMP Goal 8.1 - Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.

### **Guiding Principles and Assumptions**

The guiding principles for the Assessment Committee are:

1. Improvement of student learning should be the primary focus of any assessment effort.
2. Assessment should occur anywhere student learning is occurring, including instructions, student services, library & learning resources center and any other area involving student learning.
3. Faculty, as subject matter experts, are given freedom to choose the manner in which they assess the learning outcomes associated with their courses or programs.
4. The Assessment Committee is the primary governance structure overseeing the process of measuring student learning at the college.

Accreditation Standards guiding the Assessment Committee:

- I.B.2 and 5
- I.C.2 and 4
- II.A.2, 3, 9, 10, 11, 12 and 16
- II.C.2
- III.A.2

## Scope & Expected Deliverables

The scope of work is to oversee student learning in instruction and student and learning support services so that all faculty will achieve their learning outcomes benchmarks and students become prepared for the next step in their education or employment. Provide assessment support to institutional groups. Specific deliverables for the 2021-22 academic year are:

1. Update committee charter and submit to Academic Senate for approval.
2. Update Assessment structure of the Nuventive platform.
3. Develop training for integrating SLO assessment in Canvas.
4. Map SLOs to PLOs/GELOs in Nuventive.

## Membership

The Assessment Committee will be ideally be comprised of faculty members that are representative of the department structure and or schools.

- Faculty Chair – (Academic Senate) Voting Member
  - Member of Program Review Committee
  - Member of Guided Pathways Workgroup
  - Member of Governance and Institutional Effectiveness Council
  - Attend Academic Senate to report on Assessment Committee
- Administrative Chair - (Administration) Voting Member
  - Member of Program Review Committee
  - Member of Guided Pathways Workgroup
  - Member of Governance and Institutional Effectiveness Council
- Faculty Committee Members – At least 1 faculty member from each department and/or school. One of the faculty should represent CTE programs and one faculty should be a counselor (Voting Members)
- Student Services Representative (Non-voting member)
- Learning Resource Center Representative (Non-voting member)
- Institutional Effectiveness Representative (Non-voting member)
- Student Representative (Non-voting member)

## Meeting Time/Pattern

Meetings are held on the second Wednesday of the month from 9:00am - 10:30am during the Fall and Spring semesters.

## Roles of Chairs and Members

The Assessment Committee Co-Chairs are accountable to the Academic Senate to ensure continuity of dialogue between governance tiers. Chairs are responsible for preparing agenda and facilitating meetings based on best practices and guidelines for effective facilitation. The co-chairs do not typically vote on action items, but in the case of a tie the faculty co-chair would vote to break the tie.

Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the Assessment Committee that can help to achieve the stated deliverables. Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the Assessment Committee. While

representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with Assessment Committee peers with the intention of finding consensus on all issues that come before the Assessment Committee. Since this is a standing committee of the Academic Senate, only faculty are voting members of the Assessment Committee.

In addition members may be asked to participate in and /or lead trainings. Also part of the responsibilities of being an assessment committee member is to take the lead for their department and/or school for any initiatives or decisions made by the committee.

### **Meeting Procedures and Expectations**

The co-chairs and members of the Assessment Committee will adhere to participatory governance best practices as follows:

- Meeting agendas are issued in advance of meeting times.
- Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward.
- Members endeavor to:
  - appropriately prepare for meetings based on the meeting agenda.
  - arrive promptly and stay for the duration of entire meetings.
  - participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives.
- welcome all ideas, interests and objectives that are within the scope of the charter.
- actively listen to engage in respectful and constructive dialogue.
- work with a spirit of cooperation and compromise leading to authentic collaboration.
- move forward once a consensus-based decision has been made.
- continue to progress with the members who are present at each meeting.
- follow through on tasks that are committed to outside of scheduled meetings.

## Six-year Rotation Plan for Outcomes Assessment at Norco College - Revised Fall 2021

	Fall 2021	Spr 2022	Fall 2022	Spr 2023	Fall 2023	Spr 2024	Fall 2024	Spr 2025	Fall 2025	Spr 2026	Fall 2026	Spr 2027
<b>General Education (GE) Assessment</b>		Communication			Critical Thinking			Self-dev. & Global Awareness			Info. Competency & Tech. Literacy	
		Collect data	Interpret & discuss		Collect data	Interpret & discuss		Collect data	Interpret & discuss		Collect data	Interpret & discuss
<b>Area of Emphasis (AOE) PLO Assessment</b>	Admin & Info Sys Fine & Applied Arts		Math & Sciences		Comm., Media, & Languages		Kin, Health, & Well		Social & Beh. Sciences		Hum., Phil., & the Arts	
	Collect data	Interpret & discuss	Collect data	Interpret & discuss	Collect data	Interpret & discuss	Collect data	Interpret & discuss	Collect data	Interpret & discuss	Collect data	Interpret & discuss
<b>Associate Degree for Transfer (ADT) PLO Assessment</b>	Follow discipline-set cycle of assessment for PLOs--Every PLO for every program must close the loop within 6 years.											
<b>Career Technical Education (CTE) PLO Assessment</b>	Follow discipline-set cycle of assessment for PLOs--Every PLO for every program must close the loop within 6 years.											
<b>Course SLO Assessment</b>	Follow discipline-set cycle of assessment for course SLOs--Every SLO for every course must close the loop within 6 years.											
<b>Student Services PLO Assessment</b>	Follow program unit-set cycle of assessment for PLOs- Every PLO for every program must close the loop within 6 years											
<b>Student Services SLO/SAO Assessment</b>	Follow program unit-set cycle of assessment for program/service SLO/SAOs--Every SLO/SAO for every course must close the loop within 6 years.											