



**Norco Assessment Committee
Minutes for April 6, 2022**

9:00 am-10:30 am
Zoom

Meeting Participants

Committee Members Present

Hayley Ashby, Greg Aycock (co-chair), Courtney Buchanan, Tami Comstock, Eric Doucette, Ashlee Johnson (co-chair), Daren Koch, Stephany Kyriakos, Bibiana Lopez, Timothy Russell, David Schlanger, Jesus Vela, and Caitlin Welch.

Committee Members Not Present

Evangelina Christine Abeyta (student rep.), Laura Adams, Dominique Hitchcock, Jethro Midgett, and Tim Wallstrom.

Guests

Quinton Bemiller, Farshid Mirzaei, and Lindsay Owens.

Recorder

Charise Allingham

1. Call to Order

- 9:01 am

2. Action Items

2.1 Approval of Agenda

- MSC (Stephanie Kyriakos/ Eric Doucette)

2.1 Conclusion

- Approved by consensus

2.2 Approval of March 9, 2022 Minutes

- MSC (Stephanie Kyriakos/ Courtney Buchanan)

2.2 Conclusion

- Approved by consensus with correction

2.2 Corrections

2.2 Task of

2.2 Due by

Add Hayley Ashby to present members	Charise	ASAP
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3. Discussion Item

3.1 AOE Business Administration and Information Systems Discussion

AOE- Administrations and Information Systems PPT was shared

- Nuventive has updated and the way we used to assess the AOE's is no longer available.

- Mapping is the new method used for assessing the AOE's, this is based on the SLO assessments having results and being mapped to the PLO's.
- Benchmark of benchmarks is the level that indicates students are learning. Default 70%.
- Since the original assessment was done, mapping has been completed by BEIT faculty and now all outcomes have met the benchmarks.

Discussion

- The PLO's are more general and not too difficult to map SLO's too. If the PLO is more specific, fewer SLO's may map.
- BEIT faculty recently mapped to use reports for ACBSC- Business school accreditation.
- PLO 2, 3, and 5 scored lower on their benchmarks but also seem to indicate a deeper level of knowledge.
 - Cultural (Geography) specific connections in the PLO may affect the attainment of student learning.
- Recommendation to do a FLEX mapping workshop.
- Future of AOE's- Thoughts on eliminating Area of Emphasis degrees.
 - Guided Pathways is working to keep students on paths, AOE's don't align well.
 - From a Counseling perspective, the AOE's serve students well.
 - Do not have ADT majors in every area the CSUs have (for example Humanities).
 - It's hard to identify which path the students in AOE's are on.
 - Completion in AOE's does not lead to as much credit from the state.
 - Most students who complete AOE's are completing random courses at the college.
 - Concerned that removing AOE's would cut down on the college completion rate.
 - Because of catalog rights, the AOE's can be eliminated and they would slowly phase out. New degrees would have to be developed for students on pathways that AOE's had captured.
 - Suggestion- please note many students change their minds about degrees during their educational journey here.
 - Suggestion to continue the discussion focusing on making the connection between workplace skills and degrees including ADT's.
 - Suggestion- There is no formal way to articulate liberal arts/GE skills. There could be value in working on how to provide students with ways to talk about those things in a marketable way. This could be connected to e-portfolios or badges.

3.2 Report of Effectiveness

PPT was shared

3.2.a Survey Discussion

12 members responded to the survey- results are attached.

Areas that had disagreement included:

- All members are encouraged to be actively involved

- Participation is meaningful and important to me
- I regularly communicate with members of the constituent group I represent regarding key issues discussed and actions taken during meetings
- The charge is understood by the members
- Members work toward fulfilling the charge
- Overall I am satisfied with this governance entity's performance

Request to provide an anonymous suggestion link for the Assessment Committee, possibly on the website.

Comments: The Assessment team is great!

3.2.b EMP Goal Progress Discussion

The committee is responsible for one goal: Goal 8 Objective 1

- Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real-time.
 - Question- Does data being visible mean internally or externally? Both, primarily internally but we have an obligation to the public to share externally.
 - Areas external data are available.
 - Data is shared on dashboards on the Assessment website.
 - Data coaches are available
 - Assessment reports

3.2.c Charter Scope and Deliverables

The current Charter is proposed to continue for the 2022-2023 year.

- Please note there is an alignment between EMP goal and Scope and Deliverables.

4. Information Items

4.1 Status of Assessment

- Instruction- Currently assessing, please continue to use the form:
 - [Instruction Assessment form](#)
 - [Student Services Assessment form](#)
- Library/LRC- Currently developing outcomes and solidifying their units.
- Student Service- Some areas Outcomes are overdue: PLOs were due Feb 17th and SLO/SAO due March 18th. The next step is to develop methods and map.

4.2 Academic Senate Update

The Academic Senate will be voting every thirty days to determine if standing committees will continue to meet on Zoom or in person.

4.3 Sub-group Updates

- No update

5. Good of the Order

6. Future Agenda Topics (optional)

- Sub-group updates

7. Adjournment

- 10:29am

Next Meeting

Location TBD

Date: May 11, 2022

Time: 9:30-10:00 am

AOE: BUSINESS AND INFORMATION SYSTEMS

DISCUSSION OF ASSESSMENT RESULTS
NORCO ASSESSMENT COMMITTEE 4/6/2022



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NEW PROGRAM ASSESSMENT METHOD – MAPPING PLOS TO SLOS

Beginning in 2021, the Area of Emphasis (AOE) degrees assess Program Learning Outcomes (PLOs) through the mapping of course Student Learning Outcomes (SLOs) to PLOs. This is done through Nuventive Improve using the following process (include visuals):

- 0. The Institutional Effectiveness office assigns courses to the AOE program using the required and elective courses identified in the College Catalog.

NEW PROGRAM ASSESSMENT METHOD – MAPPING PLOS TO SLOS

1. Assigned discipline faculty use the matrix in Nuventive to map Course Student Learning Outcomes (SLO) to AOE Program Learning Outcomes (PLO).

AOE - BUS: Business Administration & Infor... ▼		BUS-20 - Business Math* ▼ * is owned by another Unit(Discipline - BUS)			
PLOs	SLO 1 Demonstrate speed and accuracy in analyzing common business problems using applied ***	SLO 2 Explain, analyze, and apply quantitative methods to solve problems within business relatec ***	SLO 3 Demonstrate an understanding of mathematical skills required in other business ***	SLO 4 Compare and discriminate between mathematical processes in order to select the appropriate ***	
PLO 1 Categorize basic administrative terms,theories and principles.					
PLO 2 Demonstrate basic understanding of economic systems; i.e., the manner in which goods are produced and distributed in a society and the mea ...					
PLO 3 Understand and apply fundamental management principles, such as profit/loss, balancing accounts, conflict resolution, effective customer ...	✓		✓		
PLO 4 Perform functions such as preparation of memoranda, utilization of spreadsheets, adherence to schedules and responding effectively to changes ...					

NEW PROGRAM ASSESSMENT METHOD – MAPPING PLOS TO SLOS

2. Reports of mapped SLO benchmark attainment are pulled from Nuventive.

Course ID	Course Name	SLO Name	SLO	Benchmark Met	SLO Status
ACC-1A	Principles of Accounting I	SLO 1	Demonstrate knowledge of the accounting cycle and financial statements through		Active
				Yes	Active
		SLO 2	Analyze and utilize knowledge for financial		Active
		SLO 3	Recognize the role and importance of ethics		Active
ACC-1B	Principles of Accounting	SLO 1	Solve problems, analyze, explain, and apply		Active
				No	Active
				Yes	Active
		SLO 2	Recognize the role of ethics in managerial		Active
				Yes	Active
		SLO 3	Identify, use, and appropriately apply	N/A	Active
				No	Active
				Yes	Active

NEW PROGRAM ASSESSMENT METHOD – MAPPING PLOS TO SLOS

- Benchmark of Benchmarks: Mastery of PLOs is assessed by taking the average of mapped SLOs that have met benchmarks. This average, is then compared to the benchmark set for PLOs (also known as the benchmark of benchmarks). The default benchmark of benchmarks is set at 70%, however, this can be changed if deemed necessary by the various disciplines involved in the AOE or by the Norco Assessment Committee.
- In Fall 2021, all PLOs for the Administration and Information Systems AOE degree were assessed using the method described above. SLO assessment from Fall 2014 to Spring 2021 was used for the assessment of all PLOs.

RESULTS OF PLO ASSESSMENT IN ADMINISTRATION AND INFORMATION SYSTEMS AOE DEGREE

- The following were the assessment outcomes for PLOs 1-3:

	# of Courses Mapped	# of Courses with Assessment	# of SLO Assessments	% SLO Assessments meeting Benchmarks (Default 70%)	Courses Involved
PLO 1-Categorize basic administrative terms, theories and principles.	3	1	2	50%	MAG-44
PLO 2 - Demonstrate basic understanding of economic systems; i.e., the manner in which goods are produced and distributed in a society and the means by which economic growth is achieved and sustained.	8	3	14	100%	ECO-8, ECO-7, ECO-4,
PLO 3 - Understand and apply fundamental management principles, such as profit/loss, balancing accounts, conflict resolution, effective customer relations and time management.	5	0	0	n/a	n/a

RESULTS OF PLO ASSESSMENT IN ADMINISTRATION AND INFORMATION SYSTEMS AOE DEGREE

- The following were the assessment outcomes for PLOs 1-3:

	# of Courses Mapped	# of Courses with Assessment	# of SLO Assessments	% SLO Assessments meeting Benchmarks (70%)	Courses Involved
PLO 4 - Perform functions such as preparation of memoranda, utilization of spreadsheets, adherence to schedules and responding effectively to changes in the work environment.	5	0	0	n/a	n/a
PLO 5 - Implement the fundamental concepts from courses in business, public administration, economics and/or information systems	13	5	18	83%	ECO-8, ECO-7, ECO-4, BUS-20, MAG-44
PLO 6 - Locate, process, and utilize information effectively.	9	1	3	67%	BUS-20

SUMMARY OF PLO RESULTS

- SUMMARY

- PLOs 2 & 5 met their benchmark of benchmarks for this assessment.
- PLOs 1 and 6 did not meet benchmarks. Both of these PLOs only had one course's SLO assessments to assess the PLO. This is not recommended since student performance in SLOs of one class is not indicative of program mastery unless it is a capstone course.
- PLOs 3 and 4 were not able to be assessed since none of the mapped courses had any assessment. One of the reasons for this was that many courses in Accounting and Business had recently changed all course SLOs through the curriculum revision process and these disciplines had not been able to assess the new SLOs.

DISCUSSION

- DISCUSSION
 - Specific to any of the PLOs
 - Future of AOE's
 - Proposal to eliminate all AOE's
 - 2020-2021 Degrees = 2,100
 - 95 CTE Degrees (5%) – 13% of students transferred in Fall 2021
 - 615 ADTs (29%) – 51% of students transferred in Fall 2021
 - 1390 AOE Degrees (66%) – 35% of students transferred in Fall 2021
 - 41% of AOE & ADT degree earners transferred to a four-year institution in 2021
 - 59% of those degree earners could potentially be employed or looking for employment presently

FILTERS

Program

AOE - BUS: Business Administration & Information Syst...

Course

All

Semester Assessed

All



PLO	SLOs Meeting Benchmark %
PLO 1	100.0%
PLO 2	90.9%
PLO 3	0.0%
PLO 4	0.0%
PLO 5	100.0%
PLO 6	100.0%

PLO	Course	SLO	Semester Assessed	Benchmark Met	
PLO 1	MAG-44	SLO 1	2017-18 (Fall 2017)	No	
			2017-18 (Spring 2018)	Yes	
PLO 2	ECO-4	SLO 1	2013-14 (Spring 2014)	Yes	
			SLO 2	2013-14 (Spring 2014)	Yes
				2017-18 (Fall 2017)	N/A
	ECO-7	SLO 1	2017-18 (Fall 2017)	Yes	
			SLO 2	2017-18 (Fall 2017)	Yes
				2012-13 (Fall 2012)	Yes
			SLO 3	2017-18 (Fall 2017)	N/A
	SLO 4	2012-13 (Fall 2012)		Yes	
		ECO-8	SLO 1	2017-18 (Fall 2017)	Yes
	2012-13 (Fall 2012)			Yes	
2014-15 (Fall 2014)	Yes				
2014-15 (Spring 2015)	Yes				
SLO 2	2016-17 (Spring 2017)		N/A		
	2017-18 (Fall 2017)		Yes		
	2017-18 (Fall 2017)		Yes		
SLO 3	2017-18 (Fall 2017)	Yes			
	SLO 4	2017-18 (Fall 2017)	Yes		
		BUS-20	SLO 3	2015-16 (Fall 2015)	Yes
2017-18 (Spring 2018)				Yes	
2020-21 (Fall 2020)	No				

595

All Courses

5

Courses with Mapped, Active SLOs

16

Mapped SLOs

15

SLOs Meeting Benchmark

% of SLOs Meeting Benchmarks

93.8%

0%

50%

100%

FILTERS

Program: Course: Semester Assessed:

PLO	SLOs Meeting Benchmark %
PLO 1	100.0%
PLO 2	83.3%
PLO 3	83.3%
PLO 4	100.0%
PLO 5	89.5%
PLO 6	100.0%

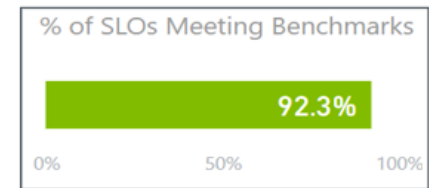
PLO	Course	SLO	Semester Assessed	Benchmark Met	
PLO 1	CIS-05 / CSC-05	SLO 1	2017-18 (Fall 2017)	N/A	
			2018-19 (Fall 2018)	Yes	
	COM-09	SLO 1	2016-17 (Fall 2016)	Yes	
		SLO 2	2019-20 (Fall 2019)	Yes	
	MAG-44	SLO 1	2017-18 (Fall 2017)	No	
			2017-18 (Spring 2018)	Yes	
PLO 2	BUS-10	SLO 1	2017-18 (Fall 2017)	Yes	
			2017-18 (Spring 2018)	Yes	
			2020-21 (Fall 2020)	Yes	
	ECO-4	SLO 1	2013-14 (Spring 2014)	Yes	
		SLO 2	2013-14 (Spring 2014)	Yes	
		SLO 3	2017-18 (Fall 2017)	N/A	
	ECO-7	SLO 1	2017-18 (Fall 2017)	Yes	
		SLO 2	2017-18 (Fall 2017)	Yes	
		SLO 3	2017-18 (Fall 2017)	N/A	
		SLO 4	2017-18 (Fall 2017)	Yes	
	ECO-8	SLO 1		2014-15 (Fall 2014)	Yes
				2014-15 (Spring 2015)	Yes
				2016-17 (Spring 2017)	N/A
		SLO 2		2017-18 (Fall 2017)	Yes
		SLO 3		2017-18 (Fall 2017)	Yes

594
All Courses

18
Courses with Mapped, Active SLOs

45
Mapped SLOs

36
SLOs Meeting Benchmark



Report of Effectiveness

Program Review Committee 2022



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Survey Discussion

- ▶ Program Review Committee Survey of Effectiveness results

EMP Goal Progress Discussion

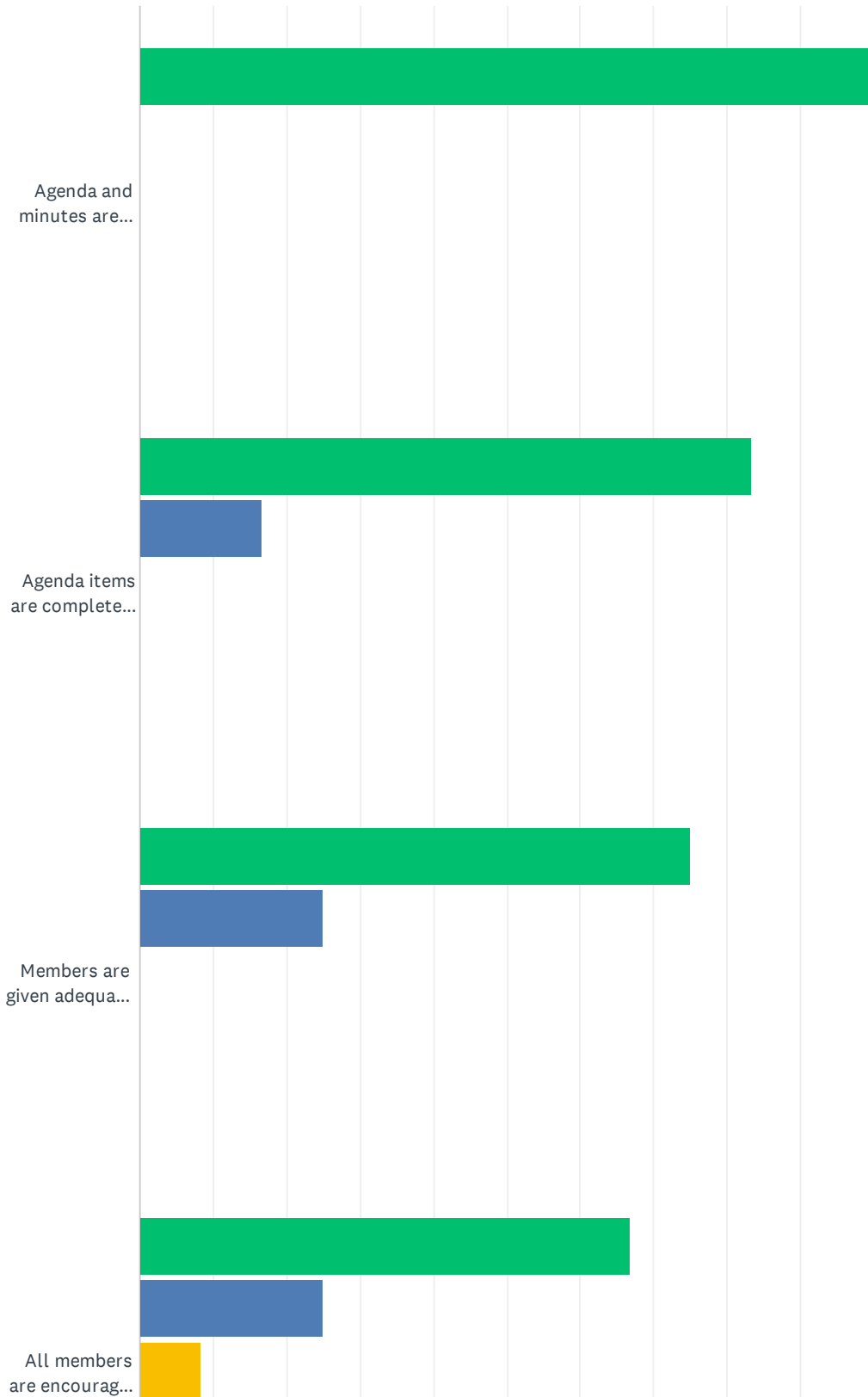
- ▶ 2030 Goal 8: (Effectiveness, Planning, and Governance)
Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.
 - ▶ 2025 Objective 8.1 Make program, student, and effectiveness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

Charter Scope and Deliverables

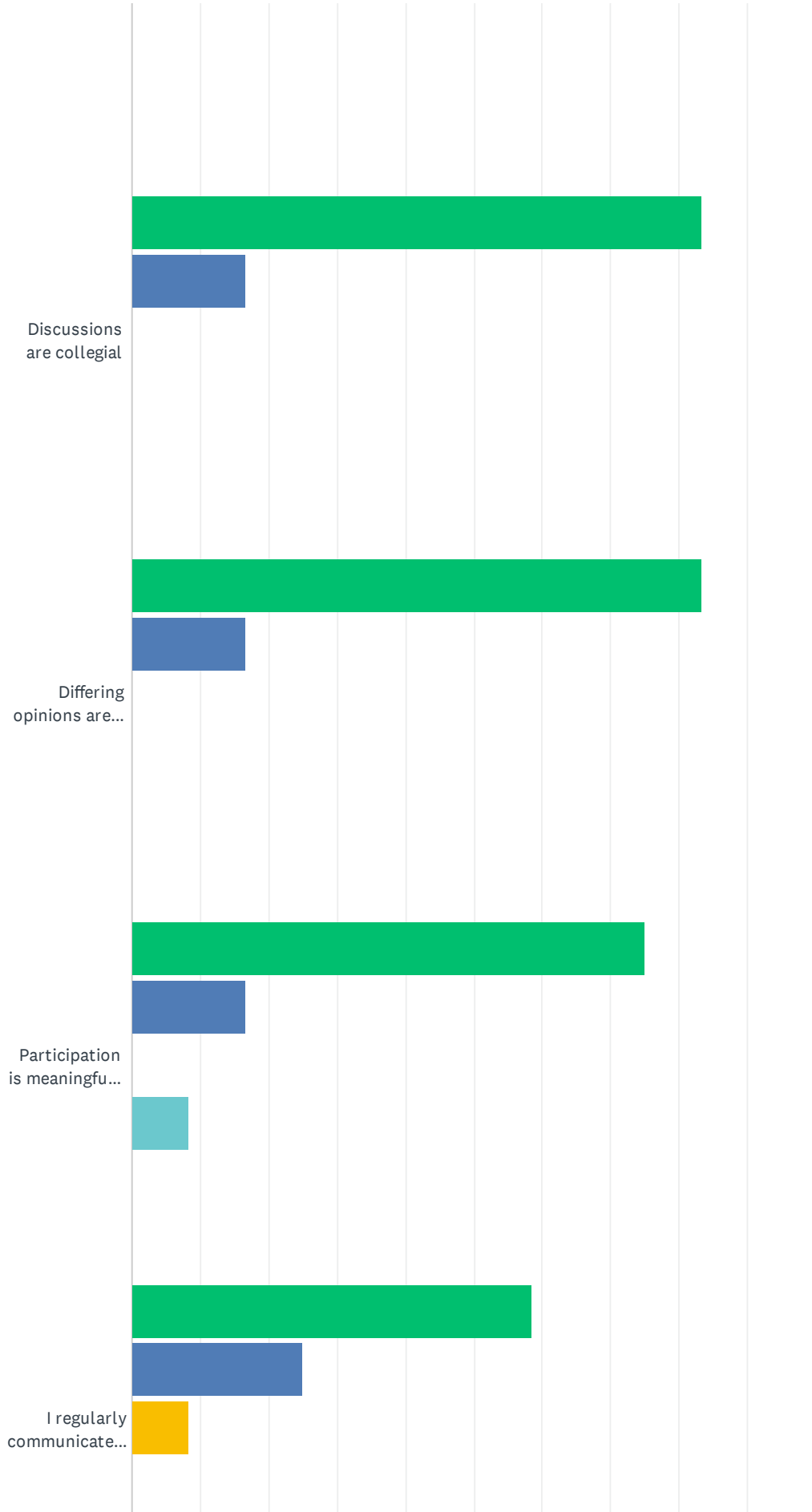
- ▶ The scope of work is to oversee student learning in instruction and student and learning support services so that all faculty will achieve their learning outcomes benchmarks and students become prepared for the next step in their education or employment. Provide assessment support to institutional 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. Facilitate training for integrating SLO assessment in Canvas.
 - ▶ 4. Map SLOs to PLOs/GELOs in Nuventive.

Q2 Please rate your level of agreement with the following statements for the governance entity selected above:

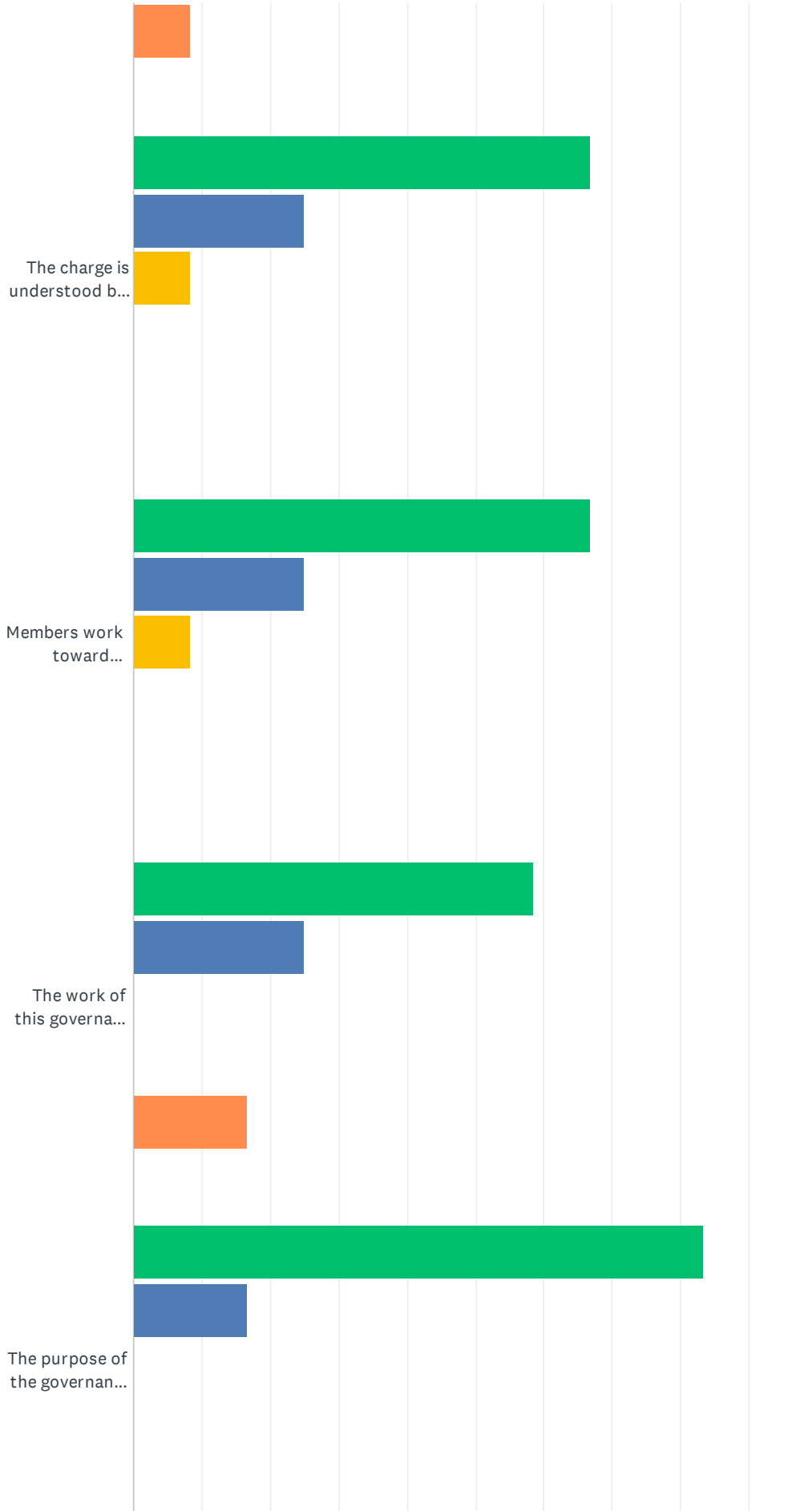
Answered: 12 Skipped: 0



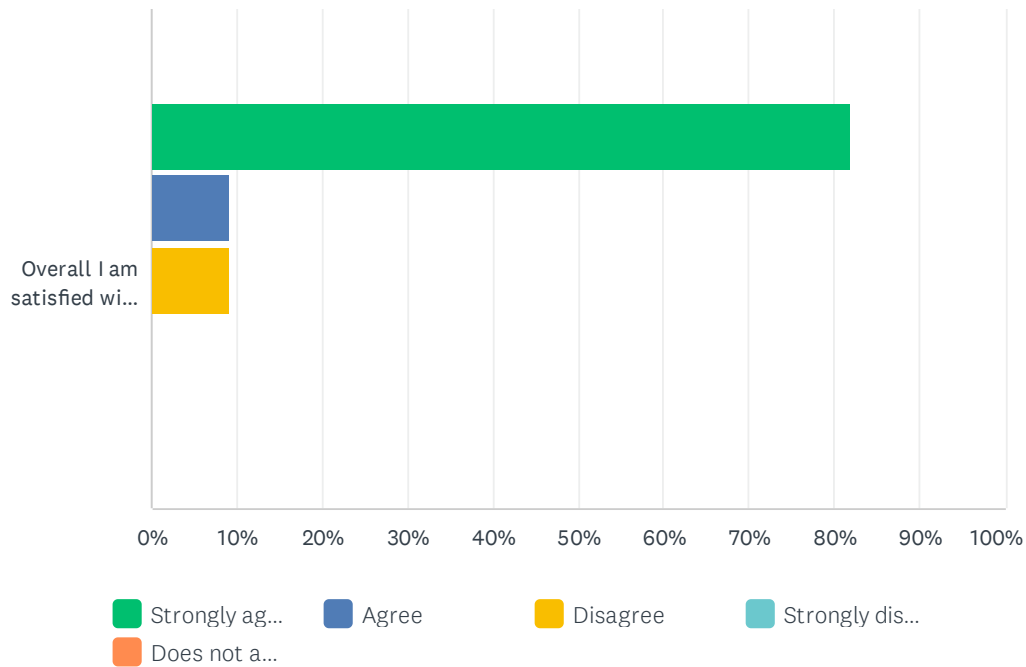
Councils and Committees Survey of Effectiveness



Councils and Committees Survey of Effectiveness



Councils and Committees Survey of Effectiveness



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY	TOTAL
Agenda and minutes are provided far enough in advance of meetings	100.00% 12	0.00% 0	0.00% 0	0.00% 0	0.00% 0	12
Agenda items are completed within the meeting time	83.33% 10	16.67% 2	0.00% 0	0.00% 0	0.00% 0	12
Members are given adequate information to make informed recommendations or decisions	75.00% 9	25.00% 3	0.00% 0	0.00% 0	0.00% 0	12
All members are encouraged to be actively involved	66.67% 8	25.00% 3	8.33% 1	0.00% 0	0.00% 0	12
Discussions are collegial	83.33% 10	16.67% 2	0.00% 0	0.00% 0	0.00% 0	12
Differing opinions are respected	83.33% 10	16.67% 2	0.00% 0	0.00% 0	0.00% 0	12
Participation is meaningful and important to me	75.00% 9	16.67% 2	0.00% 0	8.33% 1	0.00% 0	12
I regularly communicate with members of the constituent group I represent regarding key issues discussed and actions taken during meetings	58.33% 7	25.00% 3	8.33% 1	0.00% 0	8.33% 1	12
The charge is understood by the members	66.67% 8	25.00% 3	8.33% 1	0.00% 0	0.00% 0	12
Members work toward fulfilling the charge	66.67% 8	25.00% 3	8.33% 1	0.00% 0	0.00% 0	12
The work of this governance entity has made an impact on its assigned EMP Goals or KPIs	58.33% 7	25.00% 3	0.00% 0	0.00% 0	16.67% 2	12
The purpose of the governance entity aligns well with the college mission	83.33% 10	16.67% 2	0.00% 0	0.00% 0	0.00% 0	12
Overall I am satisfied with this governance entity's performance	81.82% 9	9.09% 1	9.09% 1	0.00% 0	0.00% 0	11

Q3 Is there something that you would recommend to help the committee function more effectively?

Answered: 2 Skipped: 10

#	RESPONSES	DATE
1	I have enjoyed serving on the committee and I look forward to being even more involved as I learn	4/5/2022 8:54 AM
2	The committee is functioning very well. Thank you for your leadership, Ashlee and Greg.	3/25/2022 10:45 AM