



**Assessment Committee
Minutes for September 14, 2022**

9:00-10:30am

<https://rccd-edu.zoom.us/j/94764507686>

Meeting ID: 947 6450 7686

Meeting Participants

Committee Members Present

Hayley Ashby, Greg Aycock (co-chair), Tami Comstock, Eric Doucette, Ashlee Johnson (co-chair), Stephany Kyriakos, Bibiana Lopez, Timothy Russell, David Schlanger, Tim Wallstrom, and Caitlin Welch.

Committee Members Not Present

Daren Koch and Jethro Midgett.

Guests

Recorder

Charise Allingham

1. Call to Order

- 9:01 am

1.1 Welcome

Confirmed membership by email before meeting.

1.1.a Meeting Etiquette

- How do people want to be addressed in meetings? Casual, first name is requested.

2. Action Items

2.1 Approval of Agenda

- MSC (Stephanie Kyriakos / Tim Russell)

2.1 Conclusion

- Approved by Consensus

2.2 Approval of May 11, 2022, Minutes

- MSC (Eric Doucette/Tim Russell)

2.2 Conclusion

- Approved by Consensus

2.3 Approval of updated NAC Charter 2021-23

- MSC (Stephanie Kyriakos / Hayley Ashby)

Updates to the Charter include extending to 2023 and making all members voting members.

- “All members of the Assessment Committee including co-chairs are allowed to vote as long as a majority (quorum) of faculty are present at any specific meeting.”
- This voting model is also used in Program Review and helps engage all that are involved in the committee, also a better model to show integration for accreditation.

2.3 Conclusion

- Approved by Consensus

3. Discussion Item

3.1 Canvas Outcomes

Canvas and Nuventive integration presentation. PPT was shared (attached to the minutes)

- Goal is to collect data in Canvas then analysis can be done in Nuventive, to better integrate in our current practices.
- Propose to adapt calculation method and standardized rubric by Assessment Committee and Academic Senate. Proposed rubric is a 0-4 scale, example is attached to minutes.
- Rubric in canvas can be used to grade if wanted.
- Outcomes will be updated in Canvas late summer each year.
- Recommending one linked outcome per course per semester. Can link as many as would like.
- Will the instructor interpret the 0-4 rubric? Yes, the instructor is in control.
- Change in process- Data is collected in Canvas and aggregated by outcome in the dashboard. Analysis discussion by discipline will be entered in Nuventive. Trainings will need to provide some direction and a possible template for the analysis discussion.
- LFM team is engaged in a pilot of this process and will be developing training resources.
- Dashboards in Nuventive will be discipline specific, single faculty taught classes will be hidden and but will be available upon request.
 - Disaggregated student groups under 10 students will also be hidden to protect privacy.
- Does Canvas allow questions on tests/ to assess the outcome, yes.
- Decaying average is the calculation method proposed to use. Decaying average weighs the final assessment at 60% and all prior assessments are averaged at 40%.
- Proposed rubric with mastery at a 2 or above.
 - 0-Novice, 1-Emergent, 2-Fundimental, 3-Proficient, 4-Advanced.
- How to import outcomes into Canvas shells demo was shared with committee.
 - Training videos will be developed and shared.

- Training will be provided on how to link outcomes to different types of assignments and quizzes.
- What should be shared with the departments?
 - Please share the proposed shift in process by using Canvas to assess outcomes and share the proposed rubric, criteria and calculation method. Benchmarks will still be set by the discipline.
- Also, consideration to use the outcomes feature in Canvas to assess skills that can be used to badge.

4. Information Items

4.1 Assessment Cycle Status

- Assessment cycle is shared with the committee. We are in our second year. Currently 3% of outcomes are currently assessed. Please continue to use the form to submit any current assessments while we train on how to assess in Canvas. All Outcomes are available in Canvas currently

4.2 Academic Senate Update

- Meeting modality will be voted by AS every 30 days. Next vote will be next Monday on AS standing committee modality for October 2022.

4.3 Area Updates

- Need for improvement in communication came out of the report of effectiveness. This agenda item will stay on the agenda to provide a time for areas to share any updates.

5. Good of the Order

5.1 Assessment Forms

- [Instruction Assessment form](#)
- [Non-Instruction Assessment form](#)

6. Future Agenda Topics

- Sub-group Updates
- 2021-22 Assessment Report
- Closing the loop of the Report of Effectiveness
- Area Updates
- Standardized Rubric

7. Adjournment

- 10:25 am

Next Meeting

Date: October 12, 2023

Time: 9:00-10:30 am

Location: TBD



Charter for Assessment Committee (NAC)

2021-2023

This Charter is established between the Assessment Committee and the Academic Senate to structure the process and planned outcomes included herein during the two-year period of the 2021-2023 academic years.

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 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.

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.

Guiding Principles and Assumptions

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

Equity

What is your committee/group's role in order to close racial equity gap?

Our role is to assess student learning and support and guide improvements in pedagogy and practices that will result in closing student learning gaps.

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 2021-23 academic years 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)
 - 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)
 - Member of Program Review Committee
 - Member of Guided Pathways Workgroup
 - Member of Governance and Institutional Effectiveness Council

Membership

- 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
- Student Services Representative
- Learning Resource Center Representative
- Institutional Effectiveness Representative
- Student Representative

All members of the Assessment Committee including co-chairs are allowed to vote as long as a majority (quorum) of faculty are present at any specific meeting.

Meeting Time/Pattern

Meetings are held on the second Wednesday of the month from 9:00am - 10:30am during the Fall and Spring semesters. Contact the Chair/Co-Chair(s) or designated facilitator to place an item on a future agenda.

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 Procedures and Expectations

- 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.

NORCO COLLEGE EQUITABLE ASSESSMENT DEMONSTRATION

ASHLEE JOHNSON, NAC FACULTY CO-CHAIR/
ASSESSMENT
COORDINATOR



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OUR WHY:

Our current assessment process is failing students by neglecting to consider disaggregated student learning data.

OUR WHAT:

Institutionalize a practice of using student learning outcome (SLO) and service area outcome (SAO) disaggregated data to support pedagogy, improvement, decisions, resource allocation, and continuous improvement.

OUR HOW:

Develop a process to assess SLOs using Canvas Gradebook and integrate Canvas and Nuventive.

OUR CALL TO ACTION:

Commit to recognizing and addressing racial inequities and contribute to a change of culture at all levels of the institution through equitable assessment practices.



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CANVAS OUTCOMES



- Mass upload all SLOs/SAOs into Canvas.
- Outcomes contain a standardized rubric and calculation method.
- Rubric can be used to grade but it doesn't have to be.
- Outcomes are update before each Fall.
- Faculty/certified professionals/management link assignments to outcomes.
- Individuals can link as many, or little (min one summative assessment per outcome per semester).
- Assessment results are shown in Canvas Visuals (not disaggregated) in real time as they are graded.
- Assessment data is pulled from Canvas pages and surface in Nuventive (disaggregated) dashboards nightly, or weekly, based on selection

NUVENTIVE



- Dashboards are customizable.
- Data is pulled automatically and can be disaggregated by demographic.
- Individuals only have access to discipline specific data based on login credential permissions.
- Individual faculty data can be hidden (Available Upon Request).
- Disaggregated student data is hidden for qty of 5 or Less.
- Focus becomes USING data, not collecting and inputting data.

PROJECT TIMELINE

- Spring 2020: In response to events of racial injustice and the State Chancellor's Racial Justice Call to Action members of the NC Community demanded change.
- Spring 2020: NAC evaluated its own practices through a Racial Justice lens.
- Spring 2020: Soon Identified a Major Gap. "We were failing our students"
- Summer 2020: RESEARCH!!!
- Fall 2020: Added a solution to the deliverables of NAC's Charter
 - "Develop framework for integrating SLO assessment in Canvas"
- Fall 2020: Begin discussions with Nuventive on Integration possibility
- Spring 2021: Guided Pathways and Equity identified a need to focus on equity practices in Pillar 4 and offered support.
- Fall 2021: Guided Pathways and Equity/ LFM Team was developed.
- Fall 2021: Dr. Davis and District DE Joined the team.

MEET THE TEAM



- NAC Sub-Group Members:
 - LFM/GP&E: Hayley Ashby, Toren Wallace, Dominique Hitchcock, Lisa Martin, Charise Allingham, Ashlee Johnson
 - Pilot Study: Dana White, Vivian Harris, Kiandra Jimenez, + LFM/GP&E Team
- Strategic Partners:
 - NAC/IE: Dr. Greg Aycok, IE Team, and NAC Members
 - GP&E: Dr. Tenisha James, Melissa Bader, Dr. Quinton Bemiller, Project Teams
 - District DE: Dr. Torria Davis, Derek Moore, District DE Team
 - NC Technology: Lenny Riley
 - External: Canvas Instructure, Nuventive
 - Faculty: Academic Senate, Standing Committees, Early Developers (Dr. Alexis Gray, Dr. Laura Adams, BUS, ENG)

CURRENT ACTIVITIES



Spring 2022, Summer 2022, Fall 2022

1. Get Institutional Buy-In
2. Improve Technology (Canvas)
3. Improve Technology (Nuventive)
4. Align Assessment Practices (Rubric, Calculation)
5. Pilot Canvas Outcomes, Document Best Practices, Develop Training by Assessment Method

DEMONSTRATION



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QUESTIONS?

