NORCO COLLEGE

Equitable Assessment and Decision-Making

Guided Pathways and Equity

Leading From the Middle

Charter

October 29, 2021

This Charter is established between the Equitable Assessment and Decision-Making Team and the Guided Pathways and Equity Workgroup to structure the process and planned outcomes included herein during Fall 2021-Fall 2022.

Purpose
The purpose of the Equitable Assessment and Decision-Making Team, a subgroup of the Guided Pathways and Equity Work Group and a Leading from the Middle Team, is to facilitate progress towards a more equitable assessment and decision-making process while developing leaders throughout the college.

Charge
The charge of the group is to develop streamlined processes and functional tools to help collect, analyze, and utilize disaggregated student learning data to support decision-making throughout Norco College. The team will conduct research, consult with strategic connections, and develop tools to improve assessment and decision-making practices. The work of the Equitable Assessment and Decision-Making Team, is aligned with EMP (Educational Master Plan) goals as defined below: **Applicable EMP Goals:**

Charge

Goal 3: (Equity) Close all student equity gaps.
 	
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.
   Objective 8.1: Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.
   Objective 8.2: Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.
 	
Goal 11: (Operations) Implement professional, intuitive, and technology-enhanced systems.

Guiding Principles and Assumptions

Guiding Principles:
   • Think about student experience and student needs first.
   • Keep equity in the forefront of development and decisions.
   • Institutionalize practices.
   • Utilize systems, technologies, groups and individuals effectively.
   • Strive for continuous improvement.
 	
Strategic Partners:
   • Office of Institutional Research
   • Assessment Committee
   • Program Review Committee
   • Professional Development Committee
   • Norco College Distance Education Committee
   • Academic Senate
   • District Distance Education Department
   • Nuventive Development Team
   • LFM Program

Guiding Principles and Assumptions

Assumptions:
- Individuals understand and apply equity principles to their practice on a continuum. While some are ready and willing to improve their practice, others are not.
- Understanding the purpose and importance of process changes, helps people be more willing to change.
- Institutionalizing process changes should be done through the academic senate.

Scope & Expected Deliverables

The scope and deliverables are separated into the following three areas:

1. Develop leaders with support from the LFM Program.
   a. Complete LFM training program.
   b. Apply leadership skills to professional practice.
2. Develop a method to collect disaggregated assessment data.
   a. Develop a pilot study.
   b. Define/Clarify Assessment and Program Review Units.
   c. Design Nuventive Dashboards.
3. Develop tools to help institutional partners interpret data and make decisions.
   a. Identify and prioritize strategic partners.
   b. Determine how partners could use data to make decisions and what datasets they would need.
   c. Develop assessment question prompts.
   d. Determine a method to update student demographics data regularly.
   e. Identify training needs.
   f. Develop a rubric, "things to consider," and other tools to help develop equitable assessment methods.

Membership

The Equitable Assessment and Decision-Making Team is comprised of six members based upon expertise, title, and functional area of responsibility. Each member will work within their job function and/or area of expertise.

1. Dr. Hayley Ashby (Member):
   a. Diversity, Equity, and Inclusion Committee (DEI)
   b. Library and Learning Resource Center Advisory Committee (LLRCAC)
   c. California Community College League LSP Analytics Work Group
   d. Academic Senate (visitor)
   e. College Council (visitor)
   f. Resources Council (visitor)
2. Toren Wallace (Member):
   a. Diversity, Equity, and Inclusion Committee (DEI)
   b. ENGL Community of Practice
   c. DE Access Mentor
   d. CSULB online learning cohort
   e. CSULB Online Quality Essentials (QE) mentor
   f. Ally
3. Dr. Dominique Hitchcock (Member):
   a. Senate rep for AHWL/ Equity Liaison
   b. Equity Faculty Coordinator
   c. Diversity, Equity, and Inclusion Committee (DEI)
   d. FPDC
   e. Program Review
   f. Norco Assessment Committee
   g. Racial Justice Taskforce
   h. GP Racial and Cultural Competency
   i. Student Equity Plan Project Team (Chair)
   j. Student Services Council
   k. District Call to Action: Climate Team
   l. BFSA (Norco Rep)
   m. District Study Abroad Committee
4. Lisa Martin (Member):
   a. Curriculum

Membership

        b. AB 705 task forces
        c. LRC Work Group
        d. Norco Advantage Work Group
        e. English 91 course outreach

5. Ashlee Johnson (Team Lead):
   a. Assessment Committee Co-Chair
   b. Program Review
   c. IEGC
   d. District RJT-Civic Engagement (leaving this group soon)
   e. Safe Return Task Force
   f. STEM Pathways

6. Charise Allingham (Member):
   a. Office of Institutional Research
   b. Program Review
   b. Assessment Committee
   c. Nuventive
   d. Guided Pathways
   e. Racial Justice Taskforce

Meeting Time/Pattern

In addition to periodic LFM and Guided Pathways & Equity meetings, the team meets weekly on Tuesdays from 11:00a-12:00 pm via zoom. The project's scope, activities, and deliverables span a 15-month commitment.

Roles of Chairs and Members

The Team Lead is accountable to Guided Pathways and Equity Group to ensure continuity of dialogue between governance tiers. The Lead is responsible for preparing agenda and facilitating meetings based on best practices and guidelines for effective facilitation.

Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the Equitable Assessment and Decision-Making Team that can help to achieve the group's charter deliverables. Members are expected to

Roles of Chairs and Members
actively attend and participate in all meetings, deliberations, and decision-making processes. While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with Equitable Assessment and Decision-Making Team peers with the intention of finding consensus on all issues. Members are encouraged to assume leadership roles based upon their areas of expertise and/or interest.

Meeting Procedures and Expectations
The Team Lead, and members of this governance entity will adhere to meeting and governance best practices as follows: Meetings 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. Either minutes or notes are taken to record the groups progress OR a final summary report is to be submitted/posted. 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.