

Board of Trustees Regular Meeting (IV.C)

Meeting	March 21, 2023
Agenda Item	Other Items (IV.C)
Subject	Five-to-Thrive Presentation: Norco College New Assessment Process
College/District	Norco College
Funding	N/A
Recommended Action	Information Only

Background Narrative:

Each month, a faculty member is invited through the Academic Senate to present on teaching and programs from the classroom which distinguish RCCD and its faculty and colleges. This month, Ms. Ashlee Johnson, Assistant Professor, Engineering and Dr. Hayley Ashby, Professor, Library Services will present on Norco College's New Assessment Process.

Prepared By: Monica L. Green, President, Norco College

FIVE TO THRIVE: NEW ASSESSMENT PROCESS

MS. ASHLEE JOHNSON, ASSESSMENT COORDINATOR & NAC FACULTY
CO-CHAIR

DR. HAYLEY ASHBY, ACCREDITATION FACULTY CO-CHAIR & NAC
MEMBER



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On December 5, 2022, Norco College Academic Senate voted to adopt a new, streamlined process for faculty to assess student learning outcomes and service area outcomes across the College.

MEET THE TEAM

Norco Assessment Committee Members:

- Greg Aycock (Co-Chair), Dean of Institutional Effectiveness, Ashlee Johnson (Co-Chair), Associate Professor, Engineering Tech, Eric Doucette, Assistant Professor, Business Administration, Tami Comstock, Associate Professor, English, Tim Wallstrom, Associate Professor, Kinesiology, Bibiana Lopez, Assistant Professor, Math, Stephany Kyriakos, Associate Professor, History, David Schlanger, Program Manager, Title V Grant, Lisa Martin, Associate Professor, Counseling, Jethro Midgett, Assistant Professor, Counseling, Hayley Ashby, Professor, Library, Caitlin Busso, Institutional Research Specialist, Daren Koch, Tutorial Services Technician

NAC Sub-Group Members:

- Leading From the Middle Team: Hayley Ashby, Toren Wallace, Dominique Hitchcock, Lisa Martin, Charise Allingham, Ashlee Johnson (Lead)
- Pilot Study Champions: Dana White, Vivian Harris, Kiandra Jimenez, + LFM Team

3/17/2023

3

STRATEGIC PARTNERS

- Norco College Leadership: President Monica Green, NC Academic Senate President Kimberly Bell, NC Academic Senate VP Daniel Reade, NC Academic Senate Secretary/Treasurer Hayley Ashby, NC Academic Senate Senators, College Council Members
- Norco College Faculty: Department Chairs, Department members, Standing Committees, Early Adopters (Alexis Gray, Laura Adams, Sarah Burnett)
- Norco College Office of Institutional Effectiveness: Dean Greg Aycok, Charise Allingham, Caitlin Busso
- Guided Pathways & Equity: Tenisha James, Quinton Bemiller, Melissa Bader, Project Teams
- District Distance Education: Torria Davis, Derek Moore, District DE Team
- Technology: Lenny Riley
- External: Canvas Instructure, Nuventive

RCCD CONSULTANTS

RCCD Consultants:

- Chancellor Wolde-Ab Isaac
- Vice Chancellor of Educational Services and Strategic Planning Susan Mills
- MVC & RCC Assessment Coordinators
- Riverside Assessment Committee Members

THE PROJECT



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6

OUR WHY

- Our previous assessment process needed improvement:
 - Data Collection Tedious
 - Individual Datapoints- No direct way to compile or compare data
 - Two Moving Targets
 - Benchmark-Proportion Attaining Mastery
 - Criteria - Scale and Mastery Threshold
 - No Way to Disaggregate

THE SOLUTION

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.



3/13/2023

8

Process Overview

Timeline	Phase	What	Who	When	Where
YOU ARE HERE	Phase 1	Data Collection & Individual Practice Improvement	Each Faculty Independently	Continuous, Real-Time	Canvas
NAC IS HERE	Phase 2	Data Analysis & Systemic Improvements	Disciplines, Departments, Schools, Institution	Defined Interval (TBD)	Nuventive

Course median ▾	2.27 /2 ■	3 /2 ■		3 /2 ■	
Students ⋮	LFM-ENG-1A...	LFM-ENG-1A...	LFM-SS-LIB_...	Skills-Critical ...	LFM...



Learning Mastery Grade Book ▾

Course average ▾	2.14 /2 ■	2.84 /2 ■		3 /2 ■		2.4 /2 ■	
Students ⋮	LFM-ENG-1A...	LFM-ENG-1A...	LFM-SS-LIB_...	Skills-Critical ...	LFM-SS-LIB_...	Skills-Commu...	Skills-
Lenny Riley Norco Course 29	2.53 /2 ■	3 /2 ■		3 /2 ■		4 /2 ■	
Test Student LFM.Pilot.study and Norco Cours...	1.77 /2 ■	2.89 /2 ■		3 /2 ■		2 /2 ■	
Pilot Student031 Norco Course 29	1.2 /2 ■						
Pilot Student032 Norco Course 29	1 /2 ■						
Pilot Student033 Norco Course 29							
Pilot Student034 Norco Course 29	4 /2 ■						
Pilot Student035 Norco Course 29	3 /2 ■						
Pilot Student036 Norco Course 29	0 /2 ■						
Pilot Student037 Norco Course 29	1 /2 ■						
Pilot Student038 Norco Course 29	3 /2 ■						
Pilot Student039							

LFM-ENG-1A_SLO-1
Write texts using diverse rhetorical or multimodal strategies.

Mastery set at: 2

Calculation Method: 60/40 Decaying Average

■ Exceeds Mastery
■ Meets Mastery
■ Near Mastery
■ Well Below Mastery

☐ Hide outcomes with no results

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Term

Discipline

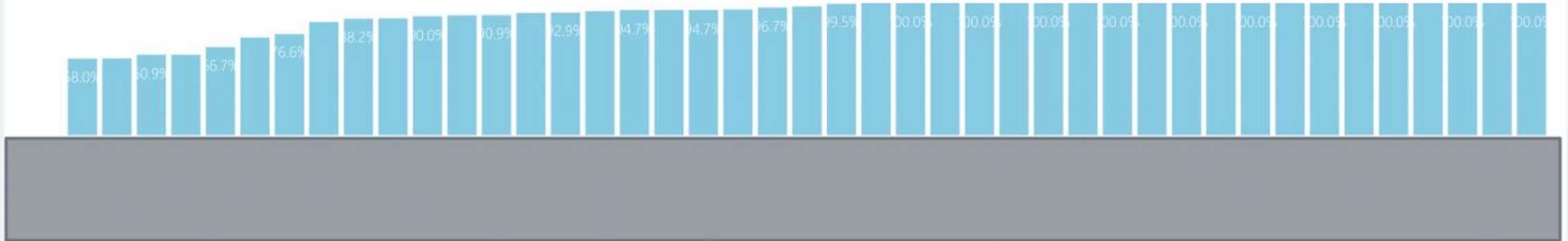
Course

Race/Ethnicity

Gender

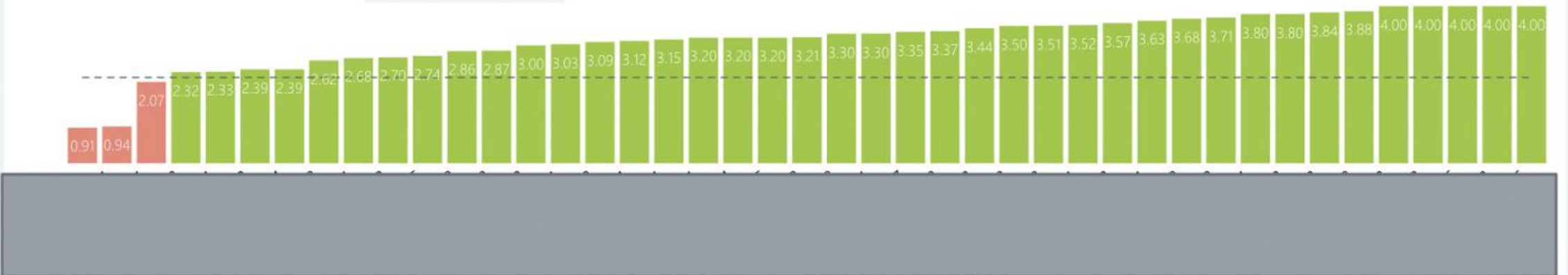
Age Group

Mastery by Outcome



Average Outcome Score by Outcome

Discipline Average: 2.19



Term

Discipline



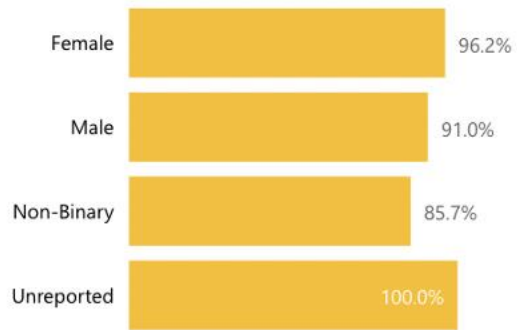
Course

Race/Ethnicity

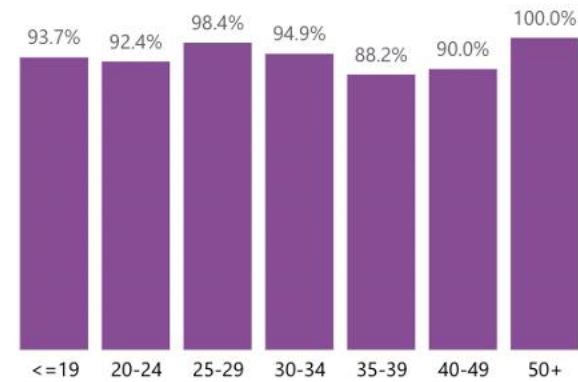
Gender

Age Group

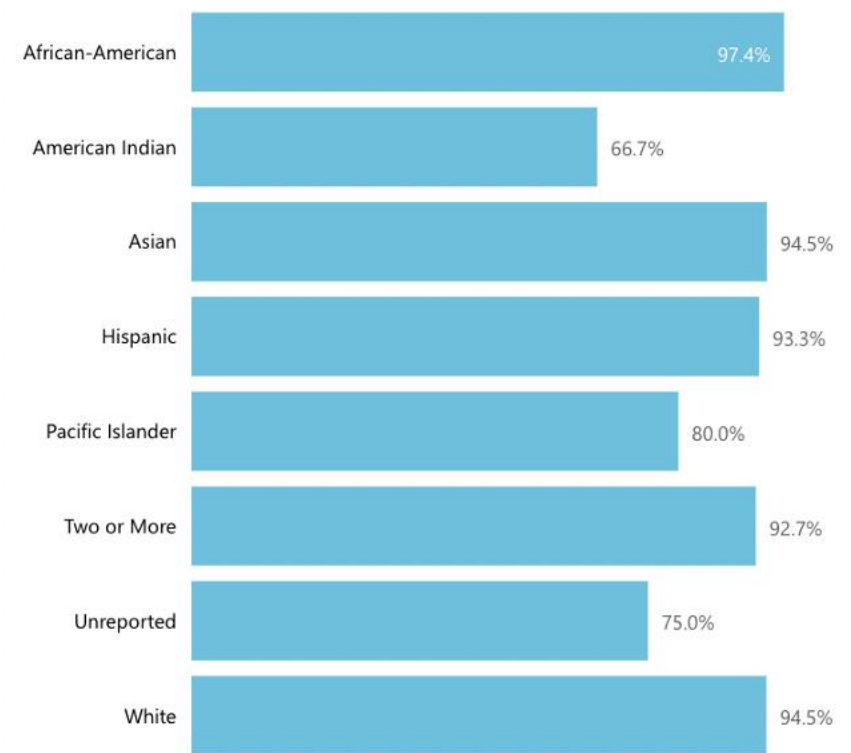
Mastery by Gender



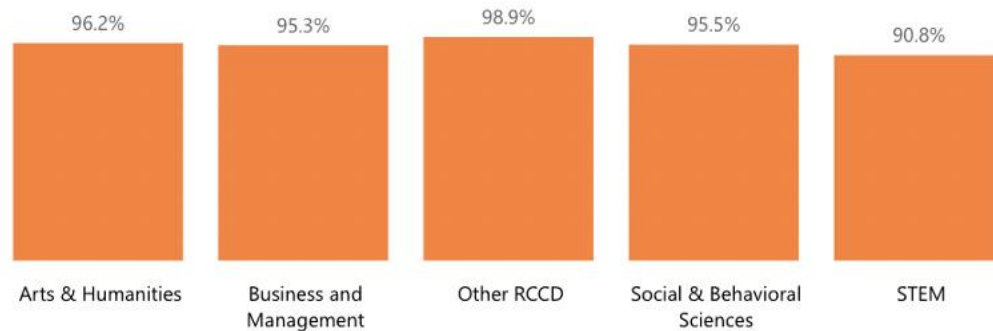
Mastery by Age Group



Mastery by Race/Ethnicity



Mastery by School



Old Process	New Process
Data is collected using an undefined tool (Spread Sheet, Scratch Paper, Notebook, etc.)	Data is collected in Canvas
Outcome proportions are calculated manually	Outcome proportions and more (automatically shown)
Data summary is entered into Nuventive at a later time	Raw data auto-transfers to Nuventive frequently
Each outcome is manually entered into Nuventive one form (or screen) at a time	All outcomes automatically transfer from Canvas to Nuventive
Assessment Method is manually entered into Nuventive for each outcome	Assessment Method is automatically transferred from Canvas to Nuventive based on Canvas Assignment Type
Assessment measures general proportion of students that learned outcome content	Assessment measures proportion of students that learned outcome content desegregated by demographic
Data cannot be aggregated across a discipline since Faculty use different scales.	Data can be aggregated across a discipline since Faculty interpret results onto a shared scale.
Benchmark and criteria constantly changing for each faculty.	Evaluate trends over time and identify themes found above and below the constant criteria.

EMP GOALS

- 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.
- Goal 11: (Operations) Implement **professional, intuitive, and technology-enhanced systems**.

ACCREDITATION

- ACCJC has revised the Standards based on guiding principles:
 - Balance accountability and improvement
 - **Emphasize Equity and inclusion**
 - Use clear language and minimize redundancy
 - Reflect and be appropriate for the diversity of ACCJC's membership
 - **Focus on outcomes and improvement rather than processes**
 - **Support a systems approach to institutional elevation**
 - Remain grounded in broader norms for higher education
- ACCJC's Expectations:
 - Holistic approach with direct (authentic) and indirect (automated through systems) assessment at all levels
 - Outcomes assessed in all areas including student support and administrative areas
 - Institutions to use both quantitative and qualitative data for assessment

GUIDED PATHWAYS

- CCC Vision For Change: Seven Core Commitments
 - Focus relentlessly on **students' end goals**.
 - Always **design and decide** with the student in mind.
 - Pair high expectations with **high support**.
 - Foster **the use of data, inquiry, and evidence**.
 - Take ownership of goals and **performance**.
 - Enable **action and thoughtful innovation**.
 - Lead the work of **partnering across systems**.

EQUITY



Five Principles for Enacting Equity by Design per NC Student Equity Plan:

- Principle 1: Clarity in language, goals, and **measures** is vital to effective, equitable practices.
- Principle 2: 'Equity-mindedness' should be the guiding paradigm for language **and action**.
- Principle 3: Equitable practices and policies are designed to accommodate differences **in the contexts of students' learning**-not to treat all students the same.
- Principle 4: Enacting equity requires **continual learning, disaggregating data, and questioning assumptions about relevance and effectiveness**.
- Principle 5: Equity must be enacted as a pervasive **institution-and system-wide principle**.



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QUESTIONS?