



## **Norco Assessment Committee Minutes for December 9, 2020**

9:00am-10:30am

Zoom

### **Meeting Participants**

#### **Committee Members Present**

Greg Aycock (co-chair), Courtney Buchanan, Tami Comstock, Alexis Gray, Ashlee Johnson (co-chair), Bibiana Lopez, Jethro Midgett, David Schlanger, Tim Wallstrom, and Caitlin Welch.

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

Mckenna Ashcraft (student rep.) Tami Comstock, Samuel Lee, Stephany Kyriakos, and Jose Sentmanat.

#### **Guest(s)**

Laura Adams

#### **Recorder**

Charise Allingham

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

- 9:10am

### **2. Action Items**

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

- MSC (Tim Wallstrom/Courtney Buchanan)

#### **2.1 Conclusion**

- Approved

#### **2.2 Approval of October 14, 2020 Minutes**

- MSC (Alexis Gray/Tim Wallstrom)

#### **2.2 Conclusion**

- Approved

#### **2.3 Approval of Committee Charter**

- MSC (Alexis Gray/Jethro Midgett)
- Since last meeting “Guiding Principles and Assumptions” section was added which includes committee guiding principles and accreditation standards guiding the committee.

#### **2.3 Conclusion**

- Approved

2.3 Follow-up Items	2.3 Task of	2.3 Due by
Need to recruit a Learning Resource Center non-voting member- identify and invite	Co-chairs	Spring meeting

### 3. Discussion Item

#### 3.1 Program Review Data

Currently working with Nuventive to change the Program Review Template for the next three-year cycle.

- Past Program Review data included: success, retention, efficiency, program of study and awards.
- For this next cycle, there is agreement to remove Efficiency.
- There is a focus on equity being integrated into the Program Review data.
- A PowerPoint with possible data sources was shared and attached to the minutes.
- Suggested data includes success disaggregated with gaps identified similar to the data RCC is using for Program Review.
- Suggestion to add expected terms to completion and actual terms to completion disaggregated by gender and ethnicity. Similar to a retention dashboard with a disaggregated pull-down menu.
- Suggestion to indicate that data is 'self-reported'.
- Discussion on the prompts for the data
- Intention to display the data in a way that gaps are visually identified.
- Suggestion to think about how to identify if a gap needs attention.
- LGBTQ students need to be identified; we need to have somewhere to look at this population as an institution. The small data set makes this difficult. Suggestion to focus on qualitative data for the LGBTQ+ population to find out how they are receiving support. Suggestion for LGBTQ+ population to show up in the prompts if not in the data to address this population.
- We are running into issues building the platform because we are doing things differently than other colleges; we are looking ahead.
- Wish list data includes: student identified program of study, student meet with a counselor, student completed SEPs, etc. Student Services programs look at this kind of data; IE will attempt to provide the data by School or discipline.
- In the future it would be nice to track leaks: reasons why students exit programs and/or drop classes. Possibility the new ERP system will be able to gather this data.
- Request for committee to think about possible reasons why students drop or exit programs to be added to a drop down menu in the new ERP system.
- It is easier to catch students as they are dropping classes rather than waiting to see if they register for the next semester.
- The big drop off we see with current data is in persistence rates from Spring to Fall semesters.

- When students leave NC can we capture if they are successful, we would like to think about how to capture this data- suggestion of cradle to career data?
- A tough question for faculty to answer: What is your action plan to address equity gaps? Data coaches will be trained to help faculty answer this question.

<b>3.1 Follow-up Items</b>	<b>3.1 Task of</b>	<b>3.1 Due by</b>
Request to suggest reasons students exit programs and /or drop classes to be included in the new ERP dropdown menu- please reach out to Ashlee with suggestions.	Committee	None
Any suggestions of useful data please reach out to Greg, Ashlee, or Caitlin	Committee	None

### **3.2 Program Review Assessment Prompts**

The prompts we are asking faculty to answer on the assessment portion of program review. Questions will be displayed with a dashboard side by side on screen.

- Explanation of the questions on the draft (Prompt draft attached to minutes)
- Would like to have an assessment plan or schedule included within Program Review. Will be able to look back at this plan in the next PR.
- Nuventive is unable to conditionally branch, we will need to rethink the flow of the questions.
- Are some of these questions being done already as they are doing their assessments? Yes, idea is to include a dashboard with the answers that are already complete.
- What do we do if the answers are not already there, will they be able to answer why they don't already have the information? We will provide open ended fields for addressing these questions.
- Disaggregation of SLO and PLO data will be dependent on getting faculty to complete SLO assessment within Canvas with the possibility of this data being include in the 2024 cycle.
- How many questions are realistic? Suggestion to look at the time to complete. Average time to completion, over 20 minutes the level of quality starts going down because people get fatigued.
- In order to complete these questions will be dependent on providing the dashboards with the answers available on the same screen. Idea is to be able to take a screenshot of the dashboard with the answers and drop under the question.
- Why can't these questions be prepopulated with the available data? This is a limitation of Nuventive.
- Suggestion to look at the questions and identify the most important. Remember that not everyone is answering all the questions.

<b>3.2 Follow-up Items</b>	<b>3.2 Task of</b>	<b>3.2 Due by</b>
Sending out the prompts to the committee, please look it over and send beck any suggestions and comments	Committee	ASAP

## **4. Information Items**

#### **4.1 Equity Data and Coaching Project Team**

- Guided Pathways Equity Data and Coaching Project Team- Data coaching opportunity for faculty, classified professionals and administration. Creating a training seminar to train Data Coaches who can help interpret data for Program Review. Data Coaches will not analyze data but will help interpret data to help work through questions on Program Review.
- Currently recruiting volunteer Data Coaches. Please reach out to Courtney Buchannan, Greg Aycock or Bernice Delgado if interested.

#### **4.2 Nuventive update**

- Working with Nuventive through the winter to build the new platform by Spring 2021.

#### **4.3 How to add SLOs to Canvas**

- Will be working on a video that can be added to the faculty toolbox of the Assessment Committee webpage.

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

- None

#### **6. Adjournment**

- 10:30am

#### **Next Meeting**

Date: March 10, 2020

Time: 9:00am- 10:30am

Location: Zoom



## Charter for the Assessment Committee (NAC)

2020-2021

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 2020-2021 academic year. *(Councils = 5-year Charter; Committees, Project Teams, Workgroups, etc. = 1-year Charter)*

<b>Purpose</b>
<p>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.</p>
<b>Charge</b>
<p>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.</p>
<b>Guiding Principles and Assumptions</b>
<p>The guiding principles for the Assessment Committee are:</p> <ol style="list-style-type: none"> <li>1. Improvement of student learning should be the primary focus of any assessment effort.</li> <li>2. Assessment should occur anywhere student learning is occurring, including instructions, student services, library &amp; learning resources center and any other area involving student learning.</li> <li>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.</li> <li>4. The Assessment Committee is the primary governance structure overseeing the process of measuring student learning at the college.</li> </ol> <p>Accreditation Standards guiding the Assessment Committee:</p> <ul style="list-style-type: none"> <li>• I.B.2 and 5</li> <li>• I.C.2 and 4</li> <li>• II.A.2, 3, 9, 10, 11, 12 and 16</li> <li>• II.C.2</li> <li>• III.A.2</li> </ul>

## Purpose

## 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 2020-21 academic year are:

1. Create committee charter and submit to Academic Senate for approval.
2. Provide support and input on data to be integrated into new Program Review platform
3. Develop framework for integrating SLO assessment in Canvas.

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

### **Purpose**

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.

### **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.

# Achievement Data for Program Review

# Data Elements-Success

Disaggregated with gaps identified

Discipline

Course

Gender	Enrolled	Success	Success Rate	DI	Close Gap
<b>Female</b>	<b>2,978</b>	<b>2,190</b>	<b>73.5%</b>	<b>0</b>	<b>0</b>
African American	177	128	72.3%	0	2
Asian	256	217	84.8%	0	0
Hispanic	1,834	1,294	70.6%	1	76
Native American	14	9	64.3%	0	2
Pacific Islander	9	5	55.6%	0	2
White	627	489	78.0%	0	0
Two or More	39	32	82.1%	0	0
Unknown	22	16	72.7%	0	1
<b>Male</b>	<b>2,389</b>	<b>1,742</b>	<b>72.9%</b>	<b>0</b>	<b>15</b>
African American	145	92	63.4%	1	15
Asian	243	202	83.1%	0	0
Hispanic	1,350	960	71.1%	1	39
Native American	7	5	71.4%	0	1
Pacific Islander	18	14	77.8%	0	0
White	557	416	74.7%	0	0
Two or More	38	29	76.3%	0	0
Unknown	31	24	77.4%	0	0
<b>Total</b>	<b>5,367</b>	<b>3,932</b>	<b>73.3%</b>	<b>0</b>	<b>0</b>

Gender	Enrolled	Success	Success Rate	DI	Close Gap
<b>Female</b>	<b>981</b>	<b>687</b>	<b>70.0%</b>	<b>0</b>	<b>0</b>
African American	64	43	67.2%	0	1
Asian	89	77	86.5%	0	0
Hispanic	587	381	64.9%	1	31
Native American	1	1	100.0%	0	0
Pacific Islander	3	1	33.3%	0	2
White	221	171	77.4%	0	0
Two or More	10	9	90.0%	0	0
Unknown	6	4	66.7%	0	1
<b>Male</b>	<b>576</b>	<b>374</b>	<b>64.9%</b>	<b>1</b>	<b>30</b>
African American	42	23	54.8%	0	6
Asian	60	49	81.7%	0	0
Hispanic	329	199	60.5%	1	32
Native American	1	1	100.0%	0	0
Pacific Islander	5	4	80.0%	0	0
White	124	89	71.8%	0	0
Two or More	6	3	50.0%	0	2
Unknown	9	6	66.7%	0	1
<b>Total</b>	<b>1,557</b>	<b>1,061</b>	<b>68.1%</b>	<b>0</b>	<b>0</b>

# Data Elements-Retention

Compares discipline and course with gaps identified

Discipline

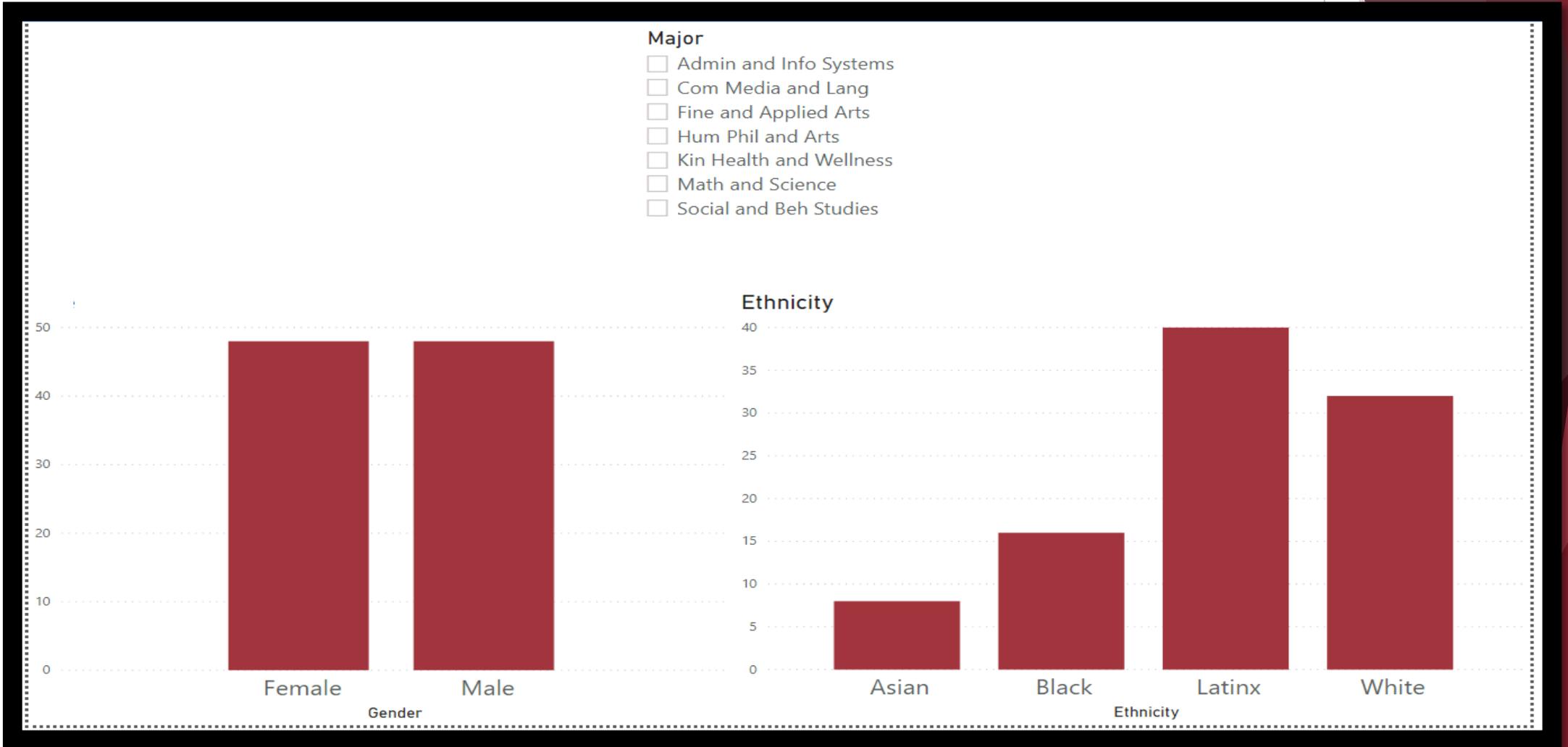
Course

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
<b>Female</b>	<b>2,978</b>	<b>2,657</b>	<b>89.2%</b>	<b>0</b>	<b>21</b>	<b>Female</b>	<b>981</b>	<b>873</b>	<b>89.0%</b>	<b>0</b>	<b>0</b>
African American	177	159	89.8%	0	0	African American	64	58	90.6%	0	0
Asian	256	237	92.6%	0	0	Asian	89	84	94.4%	0	0
Hispanic	1,834	1,605	87.5%	1	57	Hispanic	587	507	86.4%	1	20
Native American	14	12	85.7%	0	1	Native American	1	1	100.0%	0	0
Pacific Islander	9	7	77.8%	0	2	Pacific Islander	3	1	33.3%	0	2
White	627	582	92.8%	0	0	White	221	207	93.7%	0	0
Two or More	39	36	92.3%	0	0	Two or More	10	10	100.0%	0	0
Unknown	22	19	86.4%	0	1	Unknown	6	5	83.3%	0	1
<b>Male</b>	<b>2,389</b>	<b>2,148</b>	<b>89.9%</b>	<b>0</b>	<b>0</b>	<b>Male</b>	<b>576</b>	<b>504</b>	<b>87.5%</b>	<b>0</b>	<b>9</b>
African American	145	123	84.8%	0	8	African American	42	33	78.6%	0	5
Asian	243	225	92.6%	0	0	Asian	60	53	88.3%	0	1
Hispanic	1,350	1,218	90.2%	0	0	Hispanic	329	294	89.4%	0	0
Native American	7	7	100.0%	0	0	Native American	1	1	100.0%	0	0
Pacific Islander	18	16	88.9%	0	1	Pacific Islander	5	5	100.0%	0	0
White	557	498	89.4%	0	1	White	124	107	86.3%	0	3
Two or More	38	34	89.5%	0	1	Two or More	6	4	66.7%	0	2
Unknown	31	27	87.1%	0	1	Unknown	9	7	77.8%	0	1
<b>Total</b>	<b>5,367</b>	<b>4,805</b>	<b>89.5%</b>	<b>0</b>	<b>0</b>	<b>Total</b>	<b>1,557</b>	<b>1,377</b>	<b>88.4%</b>	<b>0</b>	<b>0</b>

# Data Elements- Major in Fall

Gender

Ethnicity

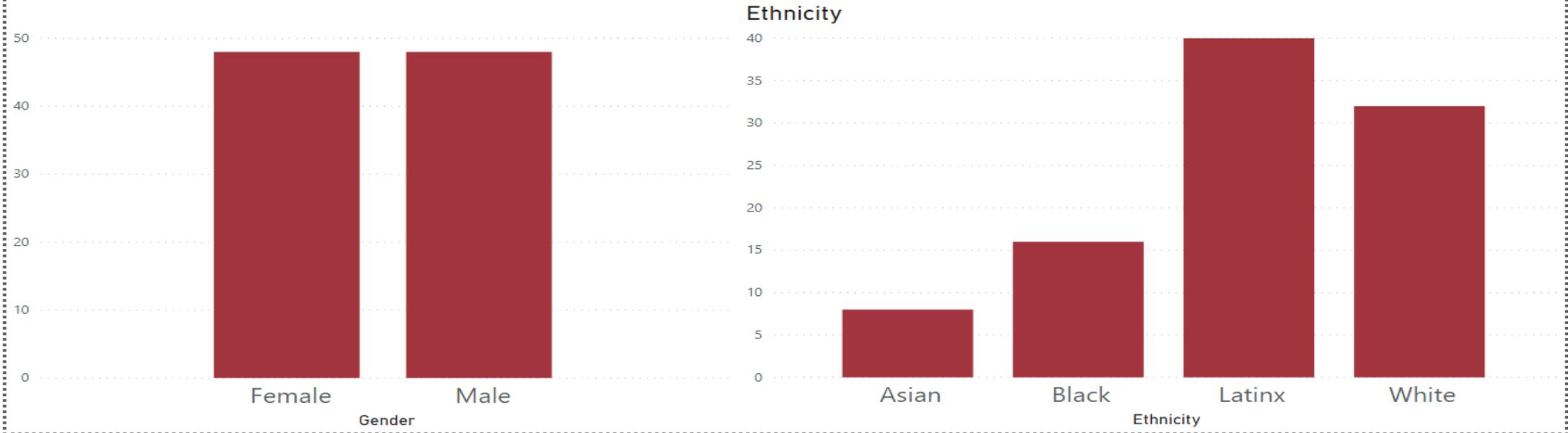


# Data Elements-Awards-Degrees & Certificates

## Gender

## Ethnicity

- Degree**
- Admin and Info Systems
  - Com Media and Lang
  - Fine and Applied Arts
  - Hum Phil and Arts
  - Kin Health and Wellness
  - Math and Science
  - Social and Beh Studies



Review the PLO by SLO Dashboard to answer the following questions

- What is your Benchmark of Benchmarks for each PLO? (This should be made independent of the actual achievement of your students. The Benchmark of Benchmarks for each PLO should be made on your professional judgment as a subject area expert.)
- Did all of the PLOs in your programs achieve benchmarks. If not, in what SLOs did students seem to be having difficulty in achieving the benchmark?
- What do you plan to do to address the areas where students are having problems achieving benchmarks?
- Even if you achieved all of your benchmarks, are there any areas that you feel you need to address in the assessment of your programs or courses to pursue continuous improvement of your program?
- Can we bring in “Changes Made” to the dashboard?
  - Reflect on the “Changes Made” section over the past 3 years as found in the \_\_\_\_\_ section.

Review the Course SLO Dashboard

- At this point in the assessment cycle, what percentage of your courses have been fully assessed (all SLOs assessed)?
- Please create a plan for the next three years for which courses will be fully assessed and in what term that will begin. (Paul-can we connect the plan to the Semester Assessed on the assessment side of Nuventive?)

General Questions

- What changes did you make in your program and implement from program review? (Paul-This needs to go into the assessment side and then show up again on the next cycle’s dashboard)
- What did you learn and what changes did you make from the last assessment cycle?
- Can we get a dashboard that shows trends in SLO/PLO benchmark attainment?

- Comment on trends you see in your SLO or PLO benchmark attainment addressing changes that were made and the impact that had on SLO or PLO attainment.
- Can we have Program Assessment in the Assessment side but you can pull it up into program review when you want to look at it while completing the platform