



Norco Assessment Committee Minutes for November 19, 2025

9:00 am – 10:30 am
Occupation Center (OC) 116

Meeting Participants

Committee Members Present Quorum: 8

Hayley Ashby (co-chair), Cheryl Cox, Eric Doucette, Ted Jackson, Ashlee Johnson (co-chair), Stephany Kyriakos, Ethan Lumahan (ASNC Rep), April Mejia, Jethro Midgett, Timothy Russell, Jude Whitton, and Aldo Yañez Ruiz

Committee Members Not Present

Bani Ghosh, Bibiana Lopez, Roberto F. Perez, David Schlanger, and Jim Thomas.

Guest(s)

Laura Adams, Selena McKay-Davis, and Carla Stout

Recorder

Charise Allingham

1. Call to Order

- 9:05 am

1.1 Comments from the Public

No comments

2. Action Items

2.1 Approval of Agenda

- MSC (Eric Doucette/ Tim Russell)

2.1 Conclusion

- Approved by consensus

2.2 Approval of October 15, 2025, Minutes

- MSC (Jude Whitton/Stephany Kyriakos)

2.2 Conclusion

- Approved by consensus

2.3 Course Student Learning Level Demographics- Canvas Dashboards

- MSC (Stephany Kyriakos/Tim Russell)

The committee was asked to approve updating the Canvas dashboards to enable filtering down to the course and section levels, thereby improving the analysis of the data.

- The document 'Access to Disaggregated Course-Level SLO Data to Support Equity' was shared and discussed.
- A proposal was made to change the level of data available in the Canvas dashboard reports from discipline to course level and, ultimately, section level in Nuventive.
- Suggestion that current data limitations prevent faculty from identifying specific course-level issues, which could lead to unnecessary broad adjustments across programs.
- Suggestion that it is important to ensure faculty that SLO data is not used for faculty evaluation, addressing concerns about single-faculty disciplines and data accessibility across departments.
 - Faculty outside the discipline do not have access to data, only full-time faculty of the specific discipline have access.
- Suggestion to propose allowing faculty to filter down the data to the section.
 - Concern that section-level data would provide more detailed insights, but it could be problematic due to small sample sizes and potential outliers.
 - There was discussion that having the ability to filter down to the section level would allow for further analysis by grouping sections together , especially for special programs (Dual Enrollment, etc.), modality, and the importance of being able to see trends over time.
- Suggestion that the college should focus on the students; it's a disservice to our students not to be able to see more granular data and take action on identified gaps.
- Business department for accreditation needs to drill down and report to the SLO level
- Suggestion to put forward a proposal to allow filtering down to the section level, and if it is not moved forward, counter the course.
- Suggestion: lead with the concerns and address potential resistance.
- As a standing committee of the academic senate, this decision can be made by the committee; however, due to its impact on faculty, the co-chairs will check with Academic leadership to determine if it should be presented as an action item for the Academic Senate.
- Need to ensure that the faculty are not going to be required to share out their data; it is up to them what they want to share.

2.3 Conclusion

- The committee approved updating the Canvas outcomes reports to filter down to the section level.
- Approved by consensus.

2.3 Follow-up Items

2.3 Task of

2.3 Due by

2.3 Follow-up Items	2.3 Task of	2.3 Due by
Follow up to confirm whether the disaggregation proposal needs to go to Academic Senate or is approved by the committee.	Co-chairs	Next Academic Senate meeting

3. Discussion Item

3.1 Assessment Priorities Timeline

A draft timeline was shared, based on the accreditation recommendations and the work the subgroups are undertaking, to track the items the committee and IE office will be addressing and facilitate the work.

The committee reviewed the timeline (attached).

- Suggestion for the committee to identify a uniform message on the expectations for assessment this semester and going forward.
 - There has been some confusion about what is expected from the college in response to an email that was sent to NC faculty.
- The committee agreed to focus on data collection in Canvas for Fall 2025 and to shift the focus to analyzing the data in the Spring in an effort to close the loop before the ISER is due.

The co-chairs will draft a unified communication on the expectations for assessment and share it with the committee members.

- A request was made to clarify the language used in communications going forward.

Suggested language:

- Use 'Assessment' as the umbrella term.
 - Steps of Assessment:
 - Planning
 - Data Collection
 - Analysis of results
- Suggestion to include and further define this language in the handbook that will be developed in the winter.

3.2 Course Student Learning Outcomes Form in Nuventive

In response to the concern of faculty and accreditation that there isn't currently a place to document analysis, action and improvements made at the SLO level a simple form was drafted in Nuventive.

- The form will be shared with the committee for further feedback and implemented in the Spring.
- Further discussion is needed by the committee to determine if this course SLO form will be required per SLO or used as a resource.
 - For accreditation, it was suggested that there may not need to be a narrative per SLO according to the standards, but we do need to provide evidence that we are reviewing and assessing every SLO.
 - Suggestion to provide guidance for assessing SLOs with a suggestion to collect and analyze all the outcomes in a course in the same semester.
 - The SLOs don't live in isolation from each other, and some build on each other.
 - For accreditation and in practice, it is critical to define the process and follow the process.

- o Suggestion to provide guidance for some of the questions, specifically for the question on whether they met the benchmark.

The form will be shared with the committee for further feedback and implemented in Spring.

3.2 Follow-up Items	3.2 Task of	3.2 Due by
Share draft form with the committee for feedback	Charise	ASAP

3.3 Program Schedules

The Legacy team is working on the process. The first step will be planning and collecting schedules for assessment.

- o Suggestion to encourage data collection this semester and focus on discussions next semester.

3.4 Spring FLEX

We need volunteers to help with the working session for Flex. Anyone who is willing to participate, please reach out to the co-chairs.

3.5 Project Team Updates (Standing Item)

3.5.a Legacy Team-no report

3.5.b AV-1 Training and Support Team- no report

3.5.c AV-2 Frequency, Modality, Participants Team-no report

4. Information Items

4.1 Course Schedules

Reminder to complete course schedules and submit them if you haven't already

4.2 Assessment Workgroup

Share your interest in joining a workgroup to complete the tasks in the timeline. More information will be shared about the specific objectives of a special project offered for Winter.

4.3 Area Updates -No Reports

5. Good of the Order

6. Future Agenda Topics

- Assessment Handbook
- 2024-2025 Assessment Report

7. Adjournment

- 10:30 am

Next Meeting

Date: March 18, 2026

Access to Disaggregated Course-Level SLO Data to Support Equity

The Core Argument

Our current assessment system can show that a student subpopulation is struggling at the program level, but it cannot identify where the breakdown occurs. Faculty get a broad signal but no diagnosis. That forces departments to guess, redesign too much, or revise multiple courses without knowing which area needs intervention.

To close equity gaps effectively, faculty need access not only to course-level results, but to SLO data disaggregated at the level of each individual course SLO, broken down by relevant student groups. This level of detail is required to identify the specific outcomes and courses where students are struggling. The data already exists; the change being proposed is to allow discipline faculty to access the data.

Where the Data Will Live

The data will appear in Nuventive, the secure platform the College already uses for Program Review, Learning Outcomes Assessment, and to document evidence for accreditation. This is the same infrastructure faculty already use; we are simply making its existing capabilities more useful.

Why Faculty Can Trust This

Two institutional commitments guide this work. These safeguards are built into both policy and platform.

1. **SLO data is not used for faculty evaluation.** Contract language prohibits it, and the College will adhere to that fully.
2. **Access stays within the discipline.** Faculty will only see disaggregated course-level SLO data for their own instructional unit in Nuventive.

The Limitations of Program-Level Data

Program-level results can tell us that a group of students is struggling with a Program SLO, but not:

- which course contributes most to the gap
- which course-level SLO students are missing
- whether the issue is isolated to one section, outcome, modality, or student group

Example: Program SLO #3 appears across five different courses. If students struggle at the program level, faculty cannot see whether the issue arises from Course A, Course C, or a single SLO assessment in Course E. The result is broad, inefficient revision and unnecessary workload.

Disaggregated course-SLO data solves this. Faculty can immediately identify where the gap originates and focus their improvement efforts efficiently.

What Course-Level Data Disaggregation Enables

Providing this level of detail in Nuventive allows departments to:

- pinpoint exactly where a learning gap originates
- make targeted, efficient modifications to instruction and curriculum
- coordinate improvements across sections with shared evidence
- strengthen equity-focused interventions
- avoid unnecessary course- or program-wide redesigns

This turns assessment into a tool that directly supports pedagogy and student success—not just compliance.



Timeline

2025-2026 Assessment Priorities Action Plan

Response to [Learning Outcome Assessment Status Briefing: Gaps, Priorities, and Accreditation Implications](#)

Priority	Action	Due Date	Deliverables	Status
Faculty Training, Participation, and Documentation	Expand faculty participation in SLO assessment by providing training and implementation support for Canvas-based SLO data collection.	Fall 2025	Training at First Fridays, TLC Brown Bag, discipline-specific workshops, school-focused sessions, updated guides posted to the NAC website, checklist for part-time faculty	
Faculty Training, Participation, and Documentation	Establish a College Assessment Handbook as an institutional standard to ensure consistent, accreditation-aligned assessment processes.	Winter 2026	NAC Co-Chairs and IE Coordinator will develop in January/February for Spring 2026 launch	
Faculty Training, Participation, and Documentation	Provide structured professional development on using assessment results to improve course design, instruction, and student learning.	Spring 2026	Training at Spring FLEX during the General Session and TLC Brown Bag, discipline-specific workshops, school-focused sessions	
Course-Level Disaggregation of SLO Data	Disaggregate SLO results to the course level for all instructional areas.	Fall 2025	Taken to NAC 11-19-25 Meeting for approval and then Academic Senate November/December meetings for approval; Changes implemented in Nuventive	

Priority	Action	Due Date	Deliverables	Status
Course-Level Disaggregation of SLO Data	Use disaggregated data to identify learning trends, address equity gaps, and inform instructional and curricular improvement.	Spring 2026	Training at Spring FLEX during the General Session and TLC Brown Bag, discipline-specific workshops, school-focused sessions	
System for Reflection and Closing the Loop	Immediately implement a process to collect evidence of faculty dialogue on assessment results using a centralized submission method.	Fall 2025	Microsoft Form used as a short-term fix while changes are made in Nuventive for collecting evidence of dialogue	
System for Reflection and Closing the Loop	Transition this documentation into Nuventive in Spring to record complete assessment loops and provide verifiable evidence for accreditation.	Fall/Winter 2025	Modifications to Nuventive to accommodate the collection of evidence of dialogue on assessment results	
Program-Level Assessment Infrastructure	Provide faculty training and support for PLO data collection in Canvas using direct evidence of student achievement	Fall 2025	Training at First Fridays, TLC Brown Bag, discipline-specific workshops, school-focused sessions, updated guides posted to the NAC website	
Program-Level Assessment Infrastructure	Develop a formal process for PLO analysis, improvement plans, and integration into program review and planning	Fall 2025	Documented in guides and a schedule; modifications to Nuventive to accommodate PLO/ILO assessment including question prompts	