



**Norco Assessment Committee  
Minutes for April 22, 2026**

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

**Meeting Participants**

**Committee Members Present** Quorum: 6

Cheryl Cox, Eric Doucette, Ted Jackson, Stephany Kyriakos, Bibiana Lopez, April Mejia, Roberto F. Perez, Timothy Russell, Jude Whitton, and Aldo Yañez Ruiz.

**Committee Members Not Present**

Hayley Ashby (co-chair), Bani Ghosh, Ashlee Johnson (co-chair), Jethro Midgett, David Schlanger, and Jim Thomas.

**Guest(s)**

Laura Adams, Carla Stout

**Recorder**

Charise Allingham

**1. Call to Order**

- 9:02 am

Both Co-chairs were not present, so the committee voted to assign a committee member to lead the meeting.

- Stephany Kyriakos volunteered and was approved to be chair for the meeting.

**1.1 Comments from the Public**

No comments

**2. Action Items**

**2.1 Approval of Agenda**

- MSC (Tim Russell / Roberto F. Perez)

**2.1 Conclusion**

- Approved by consensus

**2.2 Approval of March 18, 2026, Minutes**

- MSC (Cheryl Cox/ Bibiana Lopez)

**2.2 Conclusion**

- Approved by consensus

**3. Discussion Item**

### **3.1 (N)ISER Responsible Sections**

The committee was asked to review three sections of the draft Norco Institutional Self-evaluation Report and provide feedback and evidence to support the standards. The Accreditation team is looking for feedback, especially on the moving forward plans.

#### **3.1.a 2.2 Designs and Delivers Academic Programs**

The section was reviewed-Need examples of closed assessment loops as evidence. Because we haven't been collecting the results, we are in need of evidence. The accreditation draft (ISER) requires more evidence of closed-loop assessment (dialogue → action) from multiple disciplines. We will be collecting evidence until July 31, 2026.

#### **3.1.b 2.6 Delivery Modes and Teaching Methodologies**

The section was reviewed, and the areas for assessment were discussed. It was identified that we may need to mention assessment practices more in support of this standard.

#### **3.1.c 2.9 Conducts Systematic Review and Assessment**

Assessment is a core part of this section. Assessment is currently on a 6-year cycle, and program review is on a three-year cycle. This was intentional when first established. Program review is discussing moving to a five-year cycle, and it was suggested assessment also discuss moving to the five-year cycle.

##### Examples of evidence needed:

- Psychology: Analyzed underperformance on SLO #3, leading to course changes.
- Resource requests linked to assessment findings: progression from an identified need to a resource request to funding.
- Documentation of discussions by disciplines and departments reviewing assessment data and results.

Question: What is the best way to reach out to people who are doing this work? May need to take a personal approach and call or meet people in person.

These standards have some room for improvement. Comments were made to the draft during the meeting, along with comments that were added by committee members in advance.

Noted that the goal of the ISER is to identify areas for improvement and providing evidence that the college is actively addressing the identified areas for improvement is valued by the accreditors.

Need to focus and build the infrastructure for GELOs and PLOs assessment.

### **3.2 Assessment Handbook Feedback- 2<sup>nd</sup> Read May 20<sup>th</sup>**

Areas found the handbook helpful, especially for full-time faculty to explain assessment here at Norco to part-time faculty.

- Appropriate use of assessment data handout is very useful for faculty.
- Appreciated the conceptual overview and keeping the focus high-level.
- Appreciated the interpreting results section.

### **3.3 Canvas Outcome Dashboard Status: Academic Senate Attendance May 4<sup>th</sup>**

The Appropriate Use of Assessment Results document was presented to APC on April 11<sup>th</sup>, 2026.

Key points that were shared included:

- Assessment is about improving student learning, not evaluating individuals.
- Need to cultivate a culture of trust around assessment where data is seen as a tool to help us improve, not as a tool we should fear.
- Student outcomes are influenced by many factors and assessment data is not “good” or “bad,” it is an indicator that informs improvement.
- The Norco Assessment Committee voted to update the Canvas outcomes dashboard to further filter the demographics report data by learning outcome, course, and section.
- In some conversations with faculty, there has been concern about including access to data filtered to the section level.

On May 4<sup>th</sup> the Academic Senate will vote on adding filters to the Canvas Outcomes demographics dashboards to allow faculty to effectively analyze outcome data and identify opportunities for improvement. The original ask from the committee was to filter down to the section level, but there has been opposition brought on by trust issues and a fear of data misuse, for example, use in IOIs and associate faculty reemployment. The committee proposed a compromise to add filters for Course, Outcome, and Grader ID (a unique faculty ID). This defers the Section-level filter to build trust.

Note: Grader ID is limited by manual grading; if faculty use quizzes and the questions are auto-graded by Canvas, the data for these instances will not be included when filtered by Grader ID. If rubrics attached to assignments or to a quiz are used, this is not an issue.

The committee was asked to attend the Academic Senate meeting on May 4<sup>th</sup> to support and advocate for this proposal.

### **3.4 Access to Nuventive Dashboards**

The committee was asked to request feedback from their areas to provide part-time faculty with access to the Nuventive and the Canvas Outcomes dashboards.

The committee discussed the pros and cons of allowing part-time faculty the ability to edit the assessment forms in Nuventive.

- The committee decided to suggest granting associate faculty read-only access to Nuventive dashboards.
- This provides data visibility without the risk of accidental edits or confusion from Nuventive's complex interface.
- Associate faculty will continue using the external assessment form for reporting their assessment results.
  - The form is more user-friendly and provides better guidance for reflection.
  - The form's auto-email clarifies the payment process, which requires discipline chair approval.

### **3.5 Course Outcome Assessment Form in Nuventive-Pilot Feedback**

The new course assessment form in Nuventive was discussed. Few members have had a chance to review or use it. The committee was asked to use the form in Nuventive instead of the external assessment form and provide feedback or suggestions of prompts or helpful resources for completing it.

A pilot team workgroup was established to start formalizing the resources and help text for the course assessment form.

Workgroup objectives:

- Add help text and guiding prompts.

- Create an optional external worksheet to guide faculty in completing the form.
- Align the form with the assessment handbook's structure.

If anyone is interested in joining or providing feedback, please reach out to Roberto, Aldo, or Charise.

### **3.6 Project Team Updates (Standing Item)**

#### **3.6.a Legacy Team**

Discussed the importance of building a culture of trust and understanding of the value of assessment. The team also discussed postponing the request to filter to the section level in the dashboards until the culture of assessment can be addressed.

#### **3.6.b AV-1 Training and Support Team**

No report- has not met, suggestion to dissolve the project team.

#### **3.6.c AV-2 Frequency, Modality, Participants Team**

No report- has not met, suggestion to combine the project team with the legacy team.

## **4. Information Items**

### **4.1 Area Updates**

#### **4.1.a Accreditation- no updates**

#### **4.1.b Schools, Counseling**

SBS- Agreed on the importance of filtering the Canvas outcome dashboards to the section level and were comfortable with the part-time faculty having read-only access to Nuventive and the dashboards

#### **4.1.c IE/Administrative- no updates**

#### **4.1.d Library-**

Provided some ideas for evidence that can be used from the student services areas for accreditation evidence, will gather and share with Laura and the accreditation team.

#### **4.1.e LRC – no updates**

#### **4.1.f Student Services - no updates**

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

- Thank you to Stephany for leading the meeting; she did an excellent job.
- Request for new members to represent the sciences. Carla Stout is planning on joining next semester.
- The committee will soon need a new faculty co-chair/assessment coordinator; consider the position.

## **6. Future Agenda Topics**

## **7. Adjournment**

- 10:25 am

### **Next Meeting**

Date: May 20<sup>th</sup> 2026

# Draft | Norco College Assessment Handbook

Hold For Cover Page

DRAFT

## Table of Contents

Why Assessment Matters .....	3
What Needs to be Assessed.....	3
Writing or Reviewing Outcomes .....	8
The Assessment Cycle .....	12
Assessment Methods.....	<b>Error! Bookmark not defined.</b>
Interpreting Results .....	<b>Error! Bookmark not defined.</b>
Improvement Plans.....	<b>Error! Bookmark not defined.</b>
Reporting and Deadlines.....	13
Support and Help .....	16

## **Why Assessment Matters**

### **Purpose of Assessment**

At Norco College, assessment is a process that allows us to answer fundamental questions about teaching, learning, and support. Assessment is not merely the act of grading or assigning scores; rather, it is a systematic, cyclical, intentional, and reflective practice designed to evaluate the quality of our courses, programs, and services.

Assessment involves collecting information to convey whether the courses, programs, services, and activities we provide have the desired impact on student learning. Moving beyond individual student evaluation, assessment identifies patterns of learning to allow us to make decisions based on empirical evidence rather than intuition.

Norco College engages in ongoing assessment to ensure students are developing the knowledge, skills, and abilities necessary for successful course and program completion, transfer, workforce readiness, and life beyond the classroom. The purpose of assessment is to continuously improve educational quality by closing gaps between what we intend for students to learn and what they actually learn.

### **Benefits of Assessment**

Assessment is required for continued accreditation through the Accrediting Commission for Community and Junior Colleges (ACCJC). Aligning to accreditation Standards is not about simply checking a box; it is about demonstrating Norco College's commitment to institutional effectiveness by:

- Identifying and regularly assessing learning outcomes for all courses and programs (I.B.1, I.B.2).
- Reviewing meaningfully disaggregated data to evaluate progress and inform improvements (I.B.3, I.B.6).
- Discussing and reflecting on assessment results, designing data-informed interventions, and documenting the dialogue as evidence (I.B.4, I.B.2).

Beyond accreditation, the primary value of assessment lies in its ability to foster a culture of continuous improvement and equity at Norco College. The core benefit of assessment is its power to improve teaching, learning, and support through evidence. Through an ongoing, systematic process of outcomes data collection, analysis, and application we can:

- **Enhance student learning** by establishing clear outcomes to set expectations for students, helping them understand what they will gain from a course, program, or service.
- **Improve teaching, curriculum, and services** by using assessment results to determine what is working and what is not, allowing us to refine teaching methods, update curriculum, develop new instructional strategies, or improve activities.
- **Close equity gaps** by making inequities visible through disaggregating assessment data to determine disproportionate impacts on specific student populations. Identifying equity gaps allows us to design targeted interventions to ensure teaching practices are equally effective for all students.
- **Inform planning and decision making** by using assessment results to provide the necessary evidence and justification for requesting additional positions and resources through the program review process to strengthen programs and services aligned with the college mission, vision, and core commitments.

### **Appropriate Use of Assessment Results**

Assessment results are intended to support inquiry and improvements to teaching, learning, and services, with a focus on closing equity gaps. Assessment data should inform collaborative discussion and guide actions that strengthen student learning and success (Table 1).

Outcomes assessment is not controlled scientific research. Student learning is influenced by many factors beyond the control of any single college employee, including prior preparation, course modality, scheduling, student responsibilities outside of school, and broader institutional or social conditions. Because these variables cannot be isolated, assessment results should not be used to attribute student achievement to an individual employee, course section, program, or service.

Assessment is most effective when individuals can engage with results openly and honestly. If assessment results were used in ways that create fear of negative consequences, employees may feel pressure to alter results, disengage from the process, or avoid experimenting with new teaching strategies or service approaches. Maintaining assessment as a safe space for inquiry and improvement encourages authentic reflection, meaningful dialogue, and innovation that ultimately benefits students.













Consistent with faculty contract language, full-time faculty are expected to participate in assessment<sup>1</sup>, but assessment results are not included in the scope of the review during the

---

<sup>1</sup> 2021 – 2024 Faculty Association Agreement, XI.B.1, Faculty Expectations, p. 46.

faculty evaluation process<sup>2</sup>. Participation in assessment is not required for part-time faculty and cannot be used as a basis for evaluation or employment/re-employment<sup>3</sup> decisions. However, part-time faculty can be compensated for up to three hours of optional discipline-directed assessment activities per academic year<sup>4</sup>.

Table 1. Guidelines for How Assessment Results Should and Should Not Be Used

Assessment Purpose	Appropriate Uses of Assessment Results	Inappropriate Uses of Assessment Results
Improving Student Learning	 Identify specifically where students may be experiencing learning challenges within courses, programs, or individual outcomes.	 Use assessment data to evaluate or judge individual faculty performance. <ol style="list-style-type: none"> <li>1. <b>Assessment results are NOT part of the scope of review in the faculty evaluation process.</b></li> <li>2. <b>Assessment results CANNOT be considered during employment/re-employment decisions.</b></li> </ol>
Faculty Dialogue & Reflection	 Support collaborative discussions among faculty within a discipline about student learning and instructional strategies.	 Attribute student outcomes to a single instructor or section. <ol style="list-style-type: none"> <li>1. <b>Assessment results are NOT part of the scope of review in the faculty evaluation process.</b></li> <li>2. <b>Assessment results CANNOT be considered during employment/re-employment decisions.</b></li> </ol>
Equity-Focused Inquiry	 Examine disaggregated data to identify equity gaps and determine where targeted interventions may help students succeed.	 Draw conclusions about student groups without examining context or supporting evidence.
Curriculum & Instructional Improvement	 Pinpoint specific course outcomes or areas of curriculum where adjustments may improve learning.	 Require broad course or program redesign without understanding where learning gaps originate.
Evidence-Based Decision Making	 Use shared assessment evidence to inform decisions about pedagogy, curriculum, and program improvement.	 Use assessment results to rank instructors, courses, or departments.
Program & Course Alignment	 Coordinate improvements across courses or sections using discipline-level evidence and discussion.	 Treat assessment as a compliance activity rather than a process for improvement.

<sup>2</sup> 2021 – 2024 Faculty Association Agreement, XI.D, Evaluation Procedures, p. 48-58.

<sup>3</sup> 2021 – 20224 Faculty Association Agreement, X.D.3, For Associate Faculty, p. 56.

<sup>4</sup> 2021 – 20224 Faculty Association Agreement, X.Q.5, Associate Faculty, p.28.

## Outcomes Assessment Framework

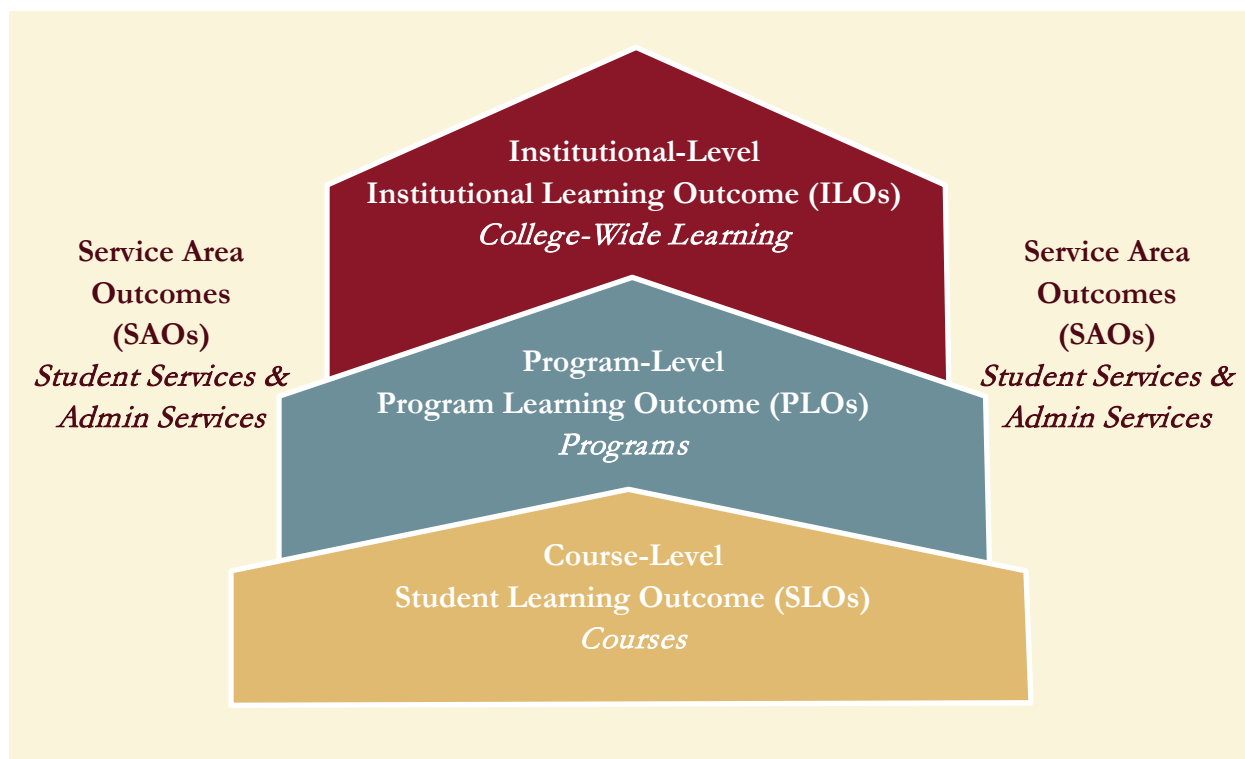


Figure 1. Norco College Outcomes Assessment Framework

Outcomes at Norco College are structured to reflect learning and effectiveness at multiple levels. Course-Level Student Learning Outcomes (SLOs) describe the knowledge and skills students develop within individual courses. Program Learning Outcomes (PLOs) build on course-level learning and reflect what students should know and be able to do upon completion of a degree or certificate program. Institutional Learning Outcomes (ILOs) represent the broad knowledge, skills, and dispositions students develop through their overall educational experience at the college.

In addition to student learning outcomes, the College evaluates the effectiveness of programs and services through Service Area Outcomes (SAOs). While SLOs, PLOs, and ILOs assess student learning, SAOs measure the impact of services, programs, and operational functions that support student success and the overall student experience. Together, these outcomes provide a framework (Figure 1) for assessing learning and supporting continuous improvement in teaching, curriculum, and institutional effectiveness.

## What Needs to be Assessed

### Course Level Student Learning Outcomes (SLOs)

Course-Level Student Learning Outcomes (SLOs) describe what students should know, be able to do, and demonstrate as a result of completing a course. SLOs are clear, observable, and measurable statements that reflect the knowledge, skills, and higher-order thinking abilities students are expected to gain, integrate, and apply through a learning experience. Course-level SLO assessment evaluates the extent to which students achieve these intended learning outcomes.

The SLOs for each course are documented in the Course Outline of Record (COR) in [CurriQūnet](#). Course SLOs should also appear on the course syllabus, and faculty are encouraged to discuss them with students at the beginning of the course so that expectations for learning are clear. When appropriate, faculty may also share assessment results with students, particularly when assessment results connected to specific assignments or learning activities are visible to students.

Through the systematic review of student work aligned with specific SLOs, faculty can identify patterns in student learning, strengths in instruction, and areas where students may benefit from additional support or different learning approaches. SLO assessment examines overall learning across sections or over time and informs faculty dialogue about curriculum, pedagogy, and course design. This process supports continuous improvement in teaching and learning and helps ensure that courses effectively contribute to Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs).

### Program Learning Outcomes (PLOs)

Program Learning Outcomes (PLOs) describe what students should know, be able to do, and demonstrate upon completion of a degree or certificate program. PLOs reflect the cumulative knowledge, skills, and abilities students develop across the curriculum as they progress through a program of study. Program Learning Outcome (PLO) assessment evaluates the extent to which students achieve these intended outcomes and demonstrate mastery of program-level learning.

PLOs are documented in CurriQūnet and included in the [College Catalog](#) as part of the program curriculum. Program outcomes are typically mapped to courses within the program where learning is introduced, reinforced, and demonstrated. PLOs are often assessed in courses required for completion of the degree or certificate and are frequently aligned with culminating or capstone assignments that measure students' higher-order and integrative learning.

Because mastery of course-level outcomes does not necessarily indicate competency at the program level, PLO assessment helps faculty understand how well students integrate and apply learning across multiple courses over time. The results of PLO assessment inform faculty dialogue about curriculum alignment, program design, and student learning across the program. This process supports continuous improvement in teaching and learning and helps ensure that degree and certificate programs effectively achieve their intended outcomes.

### **Institution Level Student Learning Outcomes (ILOs)**

Institutional Learning Outcomes (ILOs) represent the broad knowledge, skills, abilities, and attitudes that students are expected to develop through their overall educational experience at Norco College. These outcomes extend beyond individual courses or programs and reflect the shared educational goals of the institution that support the college mission. Institutional Learning Outcomes assessment evaluates the extent to which students demonstrate these broad competencies as a result of their cumulative learning experiences at the college.

ILOs are documented in the [College Catalog](#) and aligned with General Education Student Learning Outcomes (GELOs) and also intersect with career technical education competencies. Because they represent institution-wide learning goals, ILOs are assessed on a broader, cross-disciplinary scale than course- or program-level outcomes. Assessment may draw on multiple sources of evidence across programs and disciplines to evaluate how effectively the institution supports student learning and development.

The results of ILO assessment inform college-wide dialogue about student learning, curriculum alignment, and institutional priorities. This process supports continuous improvement in teaching, learning, and institutional effectiveness, and helps ensure that Norco College graduates develop the knowledge, skills, and dispositions necessary for student success, workforce readiness, and lifelong learning.

### **Service Area Outcomes (SAOs)**

Service Area Outcomes (SAOs) describe the impact of programs, services, or operational functions on students, employees, or the community. SAOs focus on what individuals receive, experience, or are able to do as a result of interacting with a service area, ensuring that students have the tools, resources, and support needed to succeed in college. Service Area Outcome assessment evaluates the extent to which services effectively support student success and meet the needs of those they serve.

SAOs are developed and assessed by classified professionals, faculty, and administrators in service and administrative areas such as Admissions and Records, Financial Aid, Counseling,

Transfer Services, Library, and Tutorial Services. These outcomes may describe improvements in student experiences, access to services, or the effectiveness and efficiency of operational processes and are aligned with college goals, objectives, and Key Performance Indicators (KPIs).

Service areas assess SAOs regularly and report results through established institutional planning and evaluation processes, including Program Review. Assessments may include surveys, usage data, service metrics, or other forms of evidence that help evaluate the effectiveness of programs and services across the College.

The results of SAO assessment inform dialogue about service delivery, resource allocation, and operational improvements. This process supports continuous improvement in the services that contribute to student success and helps ensure that institutional resources and support structures effectively meet the needs of the college community.

## **Writing or Reviewing Outcomes**

### **What Makes a Good Outcome**

Assessment focuses on what students learn and gain, rather than what instructors teach or staff provide. Outcomes measure changes in knowledge, skills, attitudes, and habits which grades alone cannot indicate. Authentic assessments encourage critical thinking, application of concepts, and original work to demonstrate learning. Outcomes exist at multiple levels: Course Level Student Learning Outcomes (SLOs) define skills and knowledge from individual courses; Program Level Student Learning Outcomes (PLOs) describe competencies from completing a program or certificate; Institution Level Student Learning Outcomes (ILOs) represent broad competencies across programs; and Service Area Outcomes (SAOs) focus on effective service, efficiency, compliance, and student experience. SAOs are assessed at least annually using measurable, actionable methods, with results documented and used to guide improvement.

### **Outcomes Examples**

#### **ENGLISH:**

Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.

Met: Essay demonstrates use of varied rhetorical strategies in developing and supporting an arguable thesis using complex ideas presented in university-level sources.

Somewhat Met: Not used.

Not Met: Essay fails to demonstrate the use of varied rhetorical strategies in developing and supporting an arguable thesis using complex ideas presented in university-level sources.

**When using an exam:**

Met: Scored 70% or higher on related exam questions.

Somewhat Met: Scored between 65% -69% on related exam questions.

Not Met: Scored below 64% on related exam questions.

**BIOLOGY:**

Explain the key theories and concepts related to the forces of evolution, including mutation, natural selection, genetic drift, and gene flow.

Met: The response is complete, correctly identifies and defines key terms, includes examples, and links the concepts to evolutionary change.

Somewhat Met: Not used.

Not Met: The response may be incomplete, fails to define terms, does not include correct examples, or does not adequately explain how the concepts affect evolution.

**Student Services SAOs Examples:**

Consider how to collect assessment information (e.g. a survey). Identify who will participate in service, and then what outcome is produced by the service.

Who: Collect names and email addresses or ID numbers to identify clients who participated in service area. Send them a follow up survey to collect data about the outcome. Or you may administer an anonymous survey as a client leaves your service. Consider diversity, equity, and inclusion data elements (especially if you are collecting data through a survey).

Outcome: What service is being assessed will determine the data to collect and how to collect it.

- A client satisfaction outcome measures how well a service meets the needs or is liked by a participant. *Example satisfaction SAO:* All library patrons (100%) report they were satisfied with the resource content available in the library during the fall (Compton College, 2022).

- Example impact SAO: All faculty, staff, and administrators (100%) understand how to update their website content after participating in the Campus training in fall (Compton College, 2022).

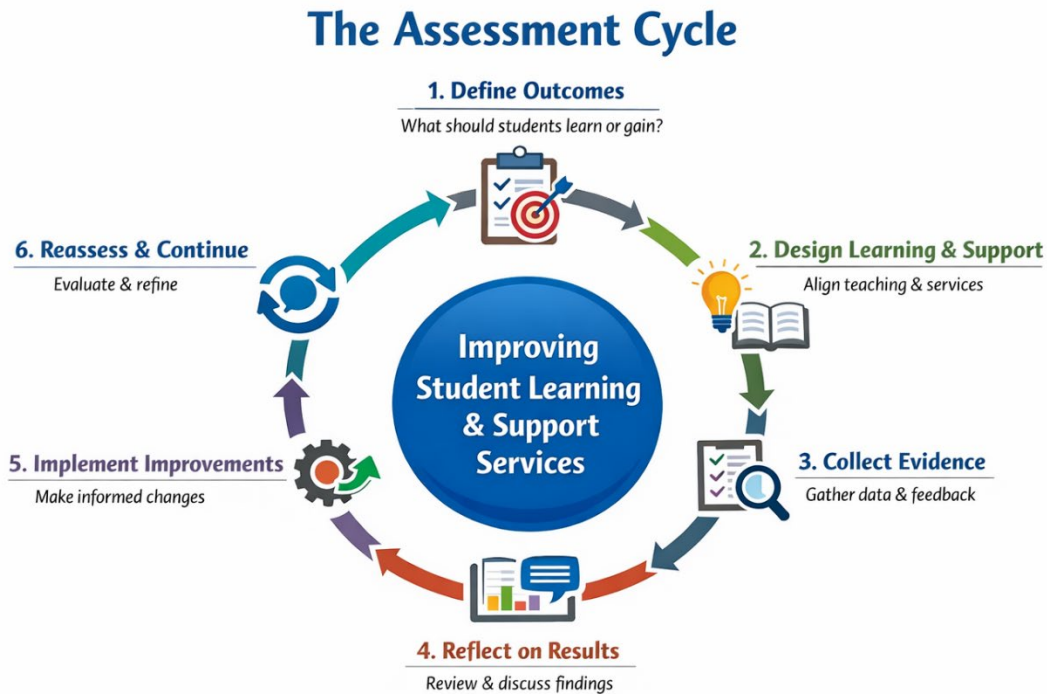
### **How Outcomes Align**

Outcomes provide evidence of whether programs, courses, and activities are effectively supporting student learning and achievement and offer meaningful feedback to guide program and service improvement by faculty, classified professionals, and administrators. They measure whether programs, services, activities, and experiences achieve their intended impact on student learning. Outcomes represent the results achieved and track progress toward specific goals. Assessment is most effective when everyone in a department, service area, or administrative unit participates, as diverse perspectives and experiences lead to more comprehensive insights and improvements.

Programs and courses should be designed with clear expectations for what students will know and be able to do. PLOs define the overarching goals, while SLOs align with and support those goals. Mapping SLOs to PLOs and ILOs clarifies how courses contribute to broader institutional objectives and support continuous improvement of programs and student experiences.

# The Assessment Cycle

## Assessment Cycle Diagram



**Figure 2**

*Assessment cycle for instructional and student service areas.*

*Note. Image generated using ChatGPT (OpenAI, 2026).*

### Assessment Cycle Description

The assessment cycle (Figure 2) is a continuous process used by instructional and student service areas to understand how well students are learning and being supported. By gathering evidence, reflecting on results, and making improvements, assessment helps strengthen teaching practices, learning experiences, and support services to better meet student needs.

- 1. Define Outcomes:** Clearly state what students should learn or gain from a course, program, or service.
  - ⇒ Focuses instruction and services on outcomes that matter most to student success.
- 2. Design Learning and Support Experiences:** Align teaching strategies and services to support students in achieving the outcomes.
  - ⇒ Encourages intentional, student-centered pedagogy and service delivery.
- 3. Collect Evidence:** Use assignments, projects, surveys, or service data to understand student learning and experience.

- ⇒ Provides meaningful insight into what is working and where students need support.
- 4. Reflect on Results:** Review evidence to identify strengths, challenges, and equity gaps.
  - ⇒ Promotes faculty and staff dialogue about improving teaching and services.
- 5. Implement Improvements:** Make informed changes to instruction, curriculum, or services.
  - ⇒ Translates assessment into action that enhances student learning and support.
- 6. Reassess and Continue:** Evaluate the impact of changes and refine practices over time.
  - ⇒ Sustains continuous improvement responsive to evolving student needs.

## Section 5: Assessment Methods

- **Direct Assessment Methods** for outcomes require evaluation of student work that demonstrates “mastery” of subject matter.
  - The following list includes, but is not limited to, common examples of assignments that can be used for direct assessment of outcomes:
    1. Discussion Boards
    2. Quizzes
    3. Exams
    4. Presentations
    5. Projects
    6. Lab Reports
    7. Essays
- **Indirect Assessment Methods** for outcomes involve students’ own reflections (i.e. thoughts, opinions, attitudes, etc.) about what they have learned. Indirect assessment is meant to be *complimentary* to Direct methods.
  - Common indirect methods of assessment include but are not limited to the following:
    1. Office Hours meetings/interviews
    2. Student Surveys
    3. Focus Groups
    4. Student Activities (ex: Club Leadership, ASNC, ICC, etc.)
    5. Civic Engagement (ex: Public Speaking, Conference Presentations, Publications, etc.)
- **Tips for choosing a method that fits your needs**
  1. Carefully read your outcomes before determining how to appropriately assess students.
  2. Ensure that the assessment method is aligned with the outcome
  3. Develop rubrics to clarify criteria for determining “mastery”
  4. Consider a multi-method &/or multi-assignment approach if appropriate

## Section 6: Interpreting Results

- **Where to find your assessment data**
  1. Section-level data can be viewed in Canvas under your [“Learning Mastery Gradebook.”](#)
  2. Course-level & Program-level data can be viewed in [Nuventive](#) by following the “Assessment Observations” tab & opening the “Norco College Outcomes Dashboard.”
    - Assessment data from the Canvas “Learning Mastery Gradebook” is automatically transferred to Nuventive weekly
- **What the data is telling you**
  1. The “Learning Mastery Gradebook” in Canvas shows the course average (on a scale of 0 – 4) for each learning outcome & each student’s score for each learning outcome.
  2. The data under the “Outcome Mastery” tab in Nuventive reports the percent of students who have achieved Mastery (i.e.  $\geq 2$ ) for all outcomes that have been measured by your discipline (ex: Biology, Computer Science, Psychology, etc.).
    - This data can be filtered by Term (ex: Spring 2025 or Fall 2024), Course (ex: POLS-C1000 or POLS-11), &/or Modality (i.e. Hybrid, Online, On Campus).
- **Looking for patterns, not perfection**
  1. Norco College has established a benchmark aiming for 70% of students achieving “mastery” in each outcome.
  2. Assessment data in Nuventive can be viewed by certain independent variables (i.e. Age, Gender, &/or Race/Ethnicity) under the “Outcome Mastery by Demographics” tab
    - The more variables you select to filter the data, the fewer observations you will have for each outcome.
    - Assessment data can also be viewed by “Declared Major.”
    - Assessment data can also be viewed “Over Time.”
  3. Disciplines are not expected to see 100% “mastery” of outcomes for students. Rather, analysis should focus on where student achievement can be improved & for whom. Particular attention to equity gaps is encouraged.
- **Equity-minded reflection prompts**
  - The following are examples of questions to consider when analyzing assessment data:
    1. Are there differences in achievement of “mastery” within subgroups (ex: Female students attaining “mastery” at higher rates than Male students)?
    2. What are some factors that may be contributing to achievement gaps (i.e. socio-economic, technological, cultural, first-gen status, etc.) & how can they be addressed?
    3. Are course materials relevant to students’ personal backgrounds?
    4. Do students have equitable access to course materials & resources?

## Section 7: Improvement Plans

- **Identifying actions based on assessment results**
  - Revisions should be targeted to address outcomes in which student “mastery” needs improvement.
    1. Not all courses & outcomes will need Improvement Plans
    2. Different courses, outcomes, & student subgroups will require unique Improvement Plans
- **Examples of instructional or curricular changes**
  - Faculty can consider adopting the following strategies to improve instruction:
    1. Revise lectures
    2. Change method of assessment
    3. Provide targeted student feedback
    4. Include supplemental materials in Canvas (i.e. online videos, sample assignments, journal articles, etc.)
    5. Adopt AI tools available to Norco College faculty, staff, & students (ex: [Microsoft Co-Pilot](#))
    6. Refer students to the [Tutoring & Learning Resource Center](#)
    7. Provide multiple assessment options
- **Examples of changes to services and support**
  - [Library](#)
    - Textbook Loaning
    - [Laptop Program](#)
    - Book Scanner
    - Free Printing
    - Snacks/Coffee
    - 24/7 Chat with a real librarian (not automated)
  - LRC
    - Calculators
    - Free Printing
    - [Free tutoring \(Online, in-person, drop-in or by appointment\)](#)
- **What counts as “closing the loop”**
  - The Assessment cycle can be considered “closed” once an Improvement Plan has been executed. However, you are strongly encouraged to continuously monitor student learning, reflect on your observations, & adapt your pedagogy (See Figure 1).
- **[When reassessment happens](#)**
  - Each outcome must be assessed *at least* once every 6 years
    - For example, if a course has 3 Student Learning Outcomes (i.e. SLO-1, SLO-2, SLO-3), each SLO must be analyzed once per 6-year cycle.

- Outcomes should be assessed *after* an Improvement Plan has been implemented (ex: pre-test post-test method) to evaluate the effectiveness of instructional or curricular changes.

## Assessment Reporting Checklist

*For Instructional, Program, Student Service, and Administrative Areas*

### What Is Reviewed

- **Instruction & Programs:** Outcome data is reviewed using:
  - Canvas Outcomes dashboards
  - Learning Mastery Gradebook
  - Part-time faculty assessment reports\*
- **Student Services:** Outcome data collected using service-area–approved methods (e.g., surveys, usage data, intake records, case notes, or other tools)
- **Administrative Areas:** Outcome data collected using:
  - administrative-area–approved methods (e.g., surveys, usage data, intake records, case notes, or other tools)
  - Objective/KPI Dashboard and reports

\*Part-time faculty see the ‘Norco College Part-Time Faculty Assessment Compensation Checklist’ on the assessment committee webpage to complete and be compensated for your assessment.

---

### What Is Submitted

- **Summary of Results** (what students learned or gained)
- **Reflection and Analysis** (strengths, challenges, equity patterns)
- **Improvement Actions** (changes to instruction, curriculum, programs, or services)
- **Reassessment Plan or Notes** (how impact will be reviewed)

---

### When It Is Due

- **Instruction and Student Services:** Outcomes are assessed according to the **six-year assessment cycle**

- **Administrative:** All Objectives/KPIs should be assessed at least once during the **five-year strategic plan**.
  - Each outcome (SLO, PLO, Service Area Outcome, or objective/KPI) is **assessed and closed at least once within the cycle**
  - Reflections and improvement documentation are completed **after data collection** in the scheduled term
- 

#### Who Is Responsible

- **Discipline faculty** set course- and program-level assessment schedules
  - **Student service areas** set service outcome assessment schedules
  - **Administrative areas** are responsible for assessing the college's strategic plan objectives and key performance indicators (KPI)
  - **Assessment Committee / Office of Institutional Effectiveness** provide guidance, training, and tools
- 

#### Where Documentation Is Completed

- **Instruction & Programs:** Data housed in **Canvas**
- **Student Services:** Data housed in service-area systems
- **Administrative:** Data housed in systems identified by administrative areas.
- **All Areas:** Summaries, reflections, and improvement actions documented in the **college's designated assessment documentation system (Nuventive)**

## Support and Help – Cheryl

### Who to Contact

Dr. Hayley Ashby

NAC Co-Chair

(951) 372-7022

[Hayley.Ashby@norcocollege.edu](mailto:Hayley.Ashby@norcocollege.edu)

Ashlee Johnson

NAC Co-Chair

(951) 738-7732

[Ashlee.Johnson@norcocollege.edu](mailto:Ashlee.Johnson@norcocollege.edu)

Charise Allingham  
Assessment Support  
(951) 372-7105  
[Charise.allingham@norcollege.edu](mailto:Charise.allingham@norcollege.edu)

## Resources and Guides

[Norco College – Institutional Effectiveness & Governance Council](#)

[Norco College Assessment Committee](#)

[COACHes \(California Outcomes Assessment Coordinator Hub\)](#)

## Glossary

For a more detailed and comprehensive list, please see the [ASCCC SLO Glossary](#). Below are some terms frequently used at Norco College.

Term	Definition
Assessment	Deciding what we want our students to learn and making sure they learn it.
<b>Assessment Cycle</b>	The 6-year period in which <i>all</i> outcomes must be measured <i>at least once for each</i> course offered during the academic years concerned.
Bloom's Taxonomy	Divides learning into three domains: cognitive, affective (attitudes and values), and psychomotor (athletic skill, laboratory skills, and so on) (Anderson & Krathwohl, 2000). Cognitive skills are organized into a hierarchy of six categories: remember, understand, apply, analyze, evaluate, and create. Many people still refer to the original names of these categories: knowledge, comprehension, application, analysis, evaluation, and synthesis (Bloom, 1956).

Closing the Loop (should be considered the same as Continuous Improvement)	The use of assessment results to improve student learning, through collegial dialogue informed by the results of instructional learning outcomes assessment or student services. It is part of the continuous cycle of collecting and evaluating assessment results, using evaluations to identify actions that will improve students' experiences and learning, implement those actions, and then return back to collecting assessment results.
Competencies and Proficiencies	Terms (sometimes) used to describe learning goals or objectives. They are typically used to describe skills rather than knowledge or attitudes.
Competency-Based Programs	A set of learning activities designed to help students achieve and demonstrate the program's learning goals. Students' progress through the program is not by completing courses but by completing the learning activities.
Curriculum Alignment	Ensuring that your course, program, or general education curriculum is designed to give every student enough opportunity to achieve its key learning goals.
Curriculum Map	A chart identifying the key learning goals addressed in each of the curriculum's key elements or learning activities.
<b>Direct Assessment</b>	The use of student work (e.g. essays, quizzes, exams, etc.) to measure "mastery" (i.e. $\geq 2$ ) of outcomes (i.e. SLOs, PLOs, ILOs, etc.).
Equity-Mindedness	The perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.
<b>Equity Gap</b>	Statistically significant differences in the average level of "mastery" (i.e. $\geq 2$ ) achieved by student subgroups (i.e. gender, race/ethnicity, age, etc.). Example: 80% of female students attain "mastery" of a given SLO while 50% of male students reach "mastery" on the same outcome.
Formative Assessment	Evaluation tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps.

FTES - Full-time Equivalent Student	The total number of full-time equivalent students enrolled. Includes non-residents unless otherwise noted.
Hard skills	Career-specific skills required for a specific occupation.
<b>Improvement Plan</b>	A pedagogical strategy developed to enhance student performance. Improvement plans should establish goals, specify the steps that will be taken to meet those objectives, & detail how effectiveness will be measured.
<b>Indirect Assessment</b>	The use of qualitative tools (e.g. interviews, focus groups, surveys, etc.) to measure students' own perceptions (i.e. attitudes, opinions, thoughts) regarding learning & "mastery" (i.e. $\geq 2$ ) of outcomes.
Institutional Learning Goals	Learning goals that every student at a college, regardless of program, is expected to achieve by graduation.
Learning Assessment	A process of collecting information that will tell us whether the programs, services, activities, and experiences we provide have the desired impact on student learning. Learning outcomes help us identify knowledge and skill sets that students learn as a result of our courses, programs, and service units.
Learning Objectives	They may describe detailed aspects of learning goals, or they may describe the tasks to be accomplished to achieve the learning goal.
Learning Outcome (SLOs, PLOs, ILOs)	A statement or set of statements that indicate what a student/learner should be able to do/know at the end of the learning event. Different from grades that may include many other factors, learning outcomes are specifically focused on gains in knowledge/skills. Learning Outcomes apply to course level, program level, and/or institution level.
Soft skills	The generalizable, transferrable skills that are applicable to a wide range of careers and are often required to advance beyond a specific position.