



**Assessment Committee
Minutes for November 9, 2022**

9:00-10:30 am

<https://rccd-edu.zoom.us/j/94764507686>

Meeting ID: 947 6450 7686

Meeting Participants

Committee Members Present quorum 5

Hayley Ashby, Greg Aycock (co-chair), Tami Comstock, Eric Doucette, Ashlee Johnson (co-chair), Daren Koch, Stephany Kyriakos, Bibiana Lopez, Timothy Russell, and Tim Wallstrom.

Committee Members Not Present

Caitlin Busso, Jethro Midgett, and David Schlanger.

Recorder

Charise Allingham

1. Call to Order

- 9:02am

1.1 Welcome

2. Action Items

2.1 Approval of Agenda

- MSC (Stephany Kyriakos / Eric Doucette)

2.1 Conclusion

- Approved by Consensus

2.2 Approval of October 12, 2022, Minutes

- MSC (Stephany Kyriakos / Eric Doucette)

2.2 Conclusion

- Approved by Consensus

3. Discussion Item

3.1 Skills Assessment

Two skills frameworks were sent in advance to committee members for feedback:

- [National Association of Colleges and Employers \(NACE\)](#)
 - Preferred because they assess employers
- [Essential Skills](#)- Formerly known as the New World of Work (NWOW) 21st Century Skills program under the CCCCCO.

- Seems to put more work on students with self-assessments

Framework skills correspond with things students are learning in GE and all major courses (Critical Thinking, Communication, etc.)

- Data that was shared:
 - 49% of students who earned an ADT degree didn't transfer in 2021, what happened to these students?
 - According to the Student Success Metrics dashboard, degree and transfer students are struggling after they leave us only around 50% are making a living wage.
 - Census data shows that students with a 4-year degree are more likely to obtain a living wage, how can we help the students that only obtain an Associate?
- Don't know if students that leave us with degrees are aware that they possess valuable workplace skills
- In order to increase this awareness in students and faculty, we need to assess the skills they are obtaining.

How does this relate to assessment? Is the committee the correct place to be having this conversation?

- Yes, the purview of the committee is to identify and measure student growth.
- Would also be beneficial to map the skills in the skills framework to the GELOs. This could provide data for GELO-level assessment.
 - Accreditation currently has an emphasis on authentic assessment at the course, program, and institutional levels.

Would Identifying skills in our courses be beneficial for our students?

- Doing a skills assessment helps students identify the skills they have obtained.
- The majority of our students are part-time, and some students are restricted by life (having to work, family obligations, etc.) to obtain a degree in a reasonable amount of time. Assessing skills obtained and creating a student-facing dashboard would increase students' awareness of skills that may result in them obtaining higher-paying job.
 - Note: The Leaver's survey identified that the majority of students who leave the college do so because of personal issues. It would benefit them to have proof of skills obtained for employment.

If identifying skills obtain is beneficial to students, then we will need to identify a framework to work with.

- Suggested frameworks to consider:
 - [National Association of Colleges and Employers \(NACE\)](#)
 - [Essential Skills](#) (currently used by Chaffey)
 - [O*NET](#)
 - [LinkedIn Skills](#)
 - [Lightfast Skills](#) (currently used by College of the Canyon)
- How to inform students of the skills they are obtaining?
 - Badging- which is currently available for Canvas

- [Badgr](#)
- Badging will give students something that can help them obtain a job after they leave the college whether they complete a degree or not.

Please send out all the suggested frameworks to committee members for review.

Please ask departments and disciplines what skills students are gaining in courses. Once skills are identified we can map to suggested frameworks to identify which will work best for us.

3.2 Assessment Cycle Activities

SLO assessment is at 6%, need to continue to assess, and need data to support program review.

- Can we continue the current practice used to assess in face-to-face courses?
 - Yes, practice doesn't change, where data is input changes from Nuventive to Canvas at the individual level.

Assessment Dashboards on the Assessment Committee website under the Faculty Toolbox were shared.

- [Faculty Toolbox webpage](#)

The Assessment Cycle was shared (attached)

- Define/Redefine, Select/Design, Implement- done on the individual level.
- Gather, Analyze and Evaluate, Identify Gaps, and Make decisions- done at the individual and discipline level.

Discussion about the implementation and strategic process of discipline-level course assessment.

- Suggestion that assessment focused meetings can be productive and help us improve.
- Should the committee recommend that disciplines have discussions on a monthly/semesterly basis to discuss discipline improvements?
 - Suggestion to set a minimum threshold on frequency and who should be included (discipline, departments or schools) at the meeting and leave schedule up to the disciplines/departments.
 - Suggestion to recommend an assessment discussion once a semester to be added to department meeting agendas.
 - Recommendation to suggest having the discussion during the week of flex. Discuss last semester's data and make improvements for the current semester. Ability to make adjustments before the semester starts, difficult to make changes halfway through the semester.
- Does having an assessment discussion make sense for areas that include both student services and instruction? Yes, especially at the beginning of the semester or before the semester starts (FLEX week). Discuss last semester's data to implement changes and action plans for the current semester.
- Discussion to be continued.

4. Information Items

4.1 Assessment Cycle Status

6 % of SLOs are assessed, this is both assessments entered using the form and Canvas.

4.2 Area Updates

- AHWL-No representative
- BEIT- No report
- Comm – Department discussed proposed changes to assessment and about making the information visible in Canvas.
- S & K – Looking forward to assessment presentation at next department meeting
- Math- Assessment plan to assess one SLO at a time, each semester.
- SBS- Used draft minutes to report to the department, very happy with the progress NAC is making.
- Counseling- No report
- Student Services – No report
- Library/ LLRC- LLRC is updating dashboards and will bring them to a future meeting.
- IE/Administrative- No report
- Accreditation- Work on midterm report starting in Jan. At a recent accreditation visit interesting focus was primarily on assessment, looking at all areas of assessment specifically dialog at PLO and GELO levels. We will need to start to identify opportunities for disciplines to have discussions at the program and GELO levels. Need to be clear on how and when we are having the discussions that are leading to improvement. Need a strategic process/plan.

4.3 Academic Senate Update

The vote to implement the use of Canvas for Outcomes has been pushed to the December 5th meeting. Don't want to rush the vote. Please let departments know we can meet to answer any questions and to request feedback.

The next NAC meeting is in March. Co-chairs will send an update if it will be held in person or online.

5. Future Agenda Topics

- Assessment Report
- Sub-group Updates

6. Good of the Order

Thank you to the co-chairs and the committee for all the great work this semester.

7. Adjournment

- 10:25 am

Next Meeting

Date: March 8, 2023

SKILLS FRAMEWORKS DISCUSSION

- If we decide to move forward with a skills framework:
 - Will be asking all faculty to assess these skills in addition to SLOs/PLOs/GELOs
 - Possible mapping or canvas integration can make this easier.
 - How do we frame it?
 - Part of the GELOs/ILOs: fit in the framework within the GELOs

National Association of Colleges and Employers (NACE)

- Each year, surveys sent out to employers, recruiters, graduates, career services, and internship/co-operative employees. These are the source of the list of skills each year.
- [National Association of Colleges and Employers \(NACE\)](#)

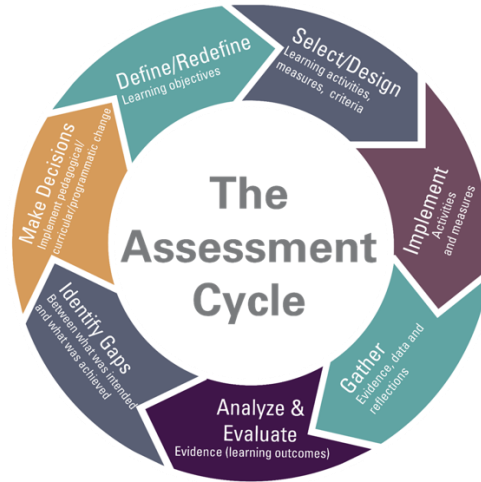
Attribute	2022	2021
Problem-solving skills	85.5%	79.0%
Analytical/quantitative skills	78.6%	76.1%
Ability to work in a team	76.3%	81.0%
Communication skills (written)	73.3%	72.7%
Initiative	72.5%	67.8%
Strong work ethic	71.0%	65.4%
Technical skills	64.9%	67.8%
Flexibility/adaptability	63.4%	65.9%
Detail-oriented	62.6%	56.1%
Leadership	60.3%	67.8%
Communication skills (verbal)	58.8%	73.2%
Interpersonal skills (relates well to others)	56.5%	57.6%


Essential Skills

- Formerly known as the New World of Work (NWOW) 21st Century Skills program under the CCCCCO.
- Produced free video training for each skill
- [Essential Skills Framework](#)
 - Effective Communicator... sharing information from one person to another person or group of people.
 - Productive Collaborator... working together toward a common goal that benefits the team or company
 - Self-Aware... aware and mindful of your own strengths, weaknesses, actions, and presence.
 - Adaptable... The quality of being able to adjust to new conditions.
 - Resilient... Ability to face and adapt to challenges in order to overcome them.
 - Empathetic... The ability to understand someone else's emotions and state of mind.
 - Culturally Responsive... knowing how to effectively interact with others who have different cultural backgrounds from yours
 - Problem Solver... Understanding a challenge and working toward finding an effective solution to it.
 - Innovative... process of developing and introducing something new, with the goal of improvement.

Digitally Literate...ability to identify, assess or evaluate, organize, and communicate information in any online or technology-based format

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Nuventive. Improve Analytics

SLO Assessment Status: Fall 2021 through Spring 2027

Select Discipline(s)

Search

- Select all
- Discipline - ACC
- Discipline - ADJ
- Discipline - AHS
- Discipline - ALR
- Discipline - AMY
- Discipline - ANT
- Discipline - APP
- Discipline - ARE
- Discipline - ART
- Discipline - BIO
- Discipline - BUS
- Discipline - CAT
- Discipline - CHE
- Discipline - CHI
- Discipline - CIS
- Discipline - COM
- Discipline - CON
- Discipline - CSC
- Discipline - DAN
- Discipline - DFT
- Discipline - EAR
- Discipline - ECO
- Discipline - ELC
- Discipline - ELE
- Discipline - ENE
- Discipline - ENG

5.1%

Percent of SLOs Assessed

1017


SLOs without Results

Existing Assessment Schedule
in Nuventive on SLO page

Course	SLOs	SLOs Assessed	Percent Assessed
Total	2355	120	5.1%
ACC-1A	3	3	100.0%
ACC-1B	3	3	100.0%
ACC-55/CAT-55	3	2	66.7%
ACC-62	3	0	0.0%
ACC-63	3	0	0.0%
ACC-65	2	0	0.0%
ACC-66	2	0	0.0%
ACC-67	3	0	0.0%
ACC-801	2	0	0.0%
ACC-802	4	0	0.0%
ACC-803	2	0	0.0%
ADJ-01	5	0	0.0%
ADJ-02	3	3	100.0%
ADJ-03	6	0	0.0%
ADJ-04	4	0	0.0%
ADJ-05	5	0	0.0%

Course	SLO	Results
ACC-55/CAT-55	SLO 1	0
ACC-62	SLO 1	0
	SLO 2	0
	SLO 3	0
ACC-63	SLO 1	0
	SLO 2	0
	SLO 3	0
ACC-65	SLO 1	0
	SLO 2	0
ACC-66	SLO 1	0
	SLO 2	0
ACC-67	SLO 1	0
	SLO 2	0
	SLO 3	0
ACC-801	SLO 1	0
	SLO 2	0
ACC-802	SLO 1	0

Course	SLO	SLO Assessment Term(s)
ACC-1A	SLO 1	
	SLO 2	
	SLO 3	
ACC-1B	SLO 1	
	SLO 2	
	SLO 3	
ACC-55/CAT-55	SLO 2	
	SLO 3	
ADJ-02	SLO 1	
	SLO 2	
	SLO 3	
ADJ-12	SLO 1	
	SLO 10	
	SLO 2	
	SLO 3	
	SLO 4	
	SLO 5	
	SLO 6	
	SLO 7	
	SLO 8	



Outcome Mastery and Scores

Dataset Refreshed 10/3/2022

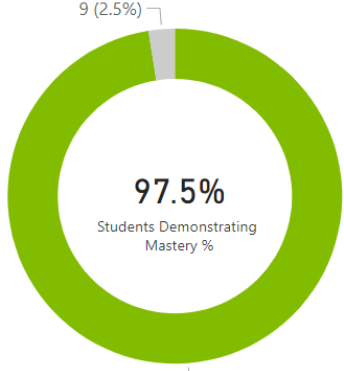
Term:

Course:

Assignment Title:

Learning Outcome:

● Students Demonstrating Mastery ● Students Not Demonstrating Mastery



97.5%
Students Demonstrating Mastery %

Students by Learning Outcome and Outcome Score

Outcome Score: (Blank) ● 0 ● 1 ● 2 ● 3 ● 4

ACC-1A_SLO-3	98.3%				
ENE-35_SLO-1	27.6%				
ENE-30_SLO-1	6.3%	6.3%	87.5%		
ENE-30_SLO-2	6.3%	6.3%	6.3%	6.3%	75.0%
ENE-30_SLO-3	6.3%	12.5%	81.3%		
ENE-35_SLO-1	100.0%				
ENG-1B_SLO-1	50.0%	25.0%		25.0%	
HUM-10_SLO-1	52.0%	17.3%		28.6%	
HUM-10_SLO-2	35.7%		35.7%		
HUM-10_SLO-3	49.0%	6.1%	12.2%	32.7%	
HUM-16_SLO-1	25.0%		75.0%		
HUM-16_SLO-2	12.5%	87.5%			
HUM-4H_SLO-2	7.1%	57.1%		35.7%	
HUM-4H_SLO-3	100.0%				
HUM-4H_SLO-6	100.0%				
HUM-4H_SLO-7	14.3%	21.4%		64.3%	
HUM-4H_SLO-8	100.0%				
HUM-8_SLO-1	17.2%	53.4%		24.1%	
LIB-1_SLO-1	5.0%	5.0%	5.0%	5.0%	80.0%
LIB-1_SLO-2	5.0%	5.0%	10.0%	80.0%	