NORCO COLLEGE

Norco Assessment Committee Minutes

4/17/19 09:00-10:30am OC 116

Present: Laura Adams (co-chair), Greg Aycock (co-chair), Cathy Brotherton, Courtney Buchanan, Kevin Carlson, Tami Comstock, Alexis Gray, Stephany Kyriakos, Virgil Lee, Bibiana Lopez, Tim Wallstrom, Kara Zamiska

Absent: Daniela McCarson, Jethro Midgett, Ana-Marie Olaerts, Samuel Lee, Jeff Warsinski

Guest: Gustavo Oceguera

- **Call to order: 9:05am**

- **Approval of Agenda:**

    o   Motion to approve agenda- Alexis Gray, second by Cathy Brotherton.

- **Approval of Minutes:**

    o   Motion to approve 3-13-2019 minutes – Stephanie Kyriakos, second by Cathy Brotherton, 1 abstention.

- **Action Items:**
    o   **Assessment Report- Second Reading**
        Tabled for the next meeting-Student Services will be including a summary in the report

- **Discussion Items:**
    o   **Assessing assessment update**
        ▪   Greg- reminds the committee of the questions that are on the Assessing Assessment Survey that was sent out to faculty after the last meeting. So far we have received 19 responses. The survey was emailed two weeks ago but one of the weeks was Spring break. Please get the message out to complete the survey to part-time faculty within your departments. Idea to reach out to Dr. Fulbright and Dr. Parks to have APC distribute the survey to get a better response from part-time faculty. Request to resend the survey out to all faculty. So far the survey shows mostly positive responses. Responses are also indicating a lack of understanding of PLOs. Want to reach at least 100 responses, ideally 220 meets a representative sample. Every faculty member should be influenced to

respond. Suggestion to get a competition going by school. Arts and Humanities has the most responses so far, Stem 2nd and Social and Behavioral 3rd. Request for counselors to respond, also. This survey is important because we don't score Program Review any more so, this is a way for us to continue to assess the assessment process. There has been talk of reinstating the scoring in Program Review on a three year cycle.

- Question: Some faculty do not participate in assessment, do I still encourage them to fill out the survey? Yes, we need the responses.

- **Fall Flex Ideas**
  - Laura- Hoping to get some ideas from the survey for Professional Development. PLOs are an area that needs attention. Suggestion to have PLOs as a main portion of Flex and not just a breakout session. Suggestion to have groups get together in a room and bring their SLOs to map PLOs together. Suggestion to have a session that faculty come together to work on the PLOs rather than just learn how to do the assessment. BEIT is having an assessment workgroup on May 3rd with Laura and Kevin. This assessment workgroup will be open to all faculty. Suggestion to have a show and tell explaining that is not too difficult to assess PLOs and then have a hand out with instructions. Request for the PLO form to be improved, SLO form is working really well. Idea to make a video explaining PLO assessment. Suggestion to have a document with steps on the Website. So far the survey shows that videos and workshops are the most requested learning tools. Suggestion of creating a video showing the steps to do the assessment. Suggestion to schedule the PLO workshop between when the president talks and the department meetings so no one has any excuse not to attend.

- **Progress Toward Accreditation**
  - Kevin goes over the attached hand out- Learning Outcome Assessment Report. This report is for the first half of spring 2019. Currently, there are 74 courses that have been identified as unable to assess for many reasons. 98 SLOs have been assessed using the SLO form. We are unable to track the number of SLOs that have been assessed through Nuventive because has no tracking or alerts. Number of faculty directly contacted so far are 39. Kevin is working on compiling a 90% accurate list of who is responsible for outstanding SLO assessments.
    - Question: We are receiving complaints from part-time faculty that getting paid is a nightmare. Why? The link that is provided is great but after the e-trieve form is filled out the process is not perfect. It is well known by the district that e-trieve needs revision. Kevin includes as much information as he can in emails to make the process of getting paid as smooth as possible. Unfortunately, when it reaches district it is out of our hands.
    - Question: How are changes in Nuventive currently tracked? Because Nuventive does not have a feature to track changes, we manually periodically go through each SLO to check for updates and changes. This includes checking COR for updated curriculum.

- - Kevin is a support- He is not an enforcer. He is the nice guy, he should be seen as a positive resource for assessment.
  - o **Fine and Applied Arts AOE PLO assessment**
    - We are due for another PLO assessment. Do we all understand the process for PLO assessment? We use data from Nuventive and decide which courses map to the AOE. If the mapping has not been done by the discipline than this process becomes difficult. Fall 2013 we started doing this process of assessment. Fine and Applied Arts AOE was originally done in fall 2013 and has come out of cycle.
      - Question: Which disciplines are included in this AOE? Art, communication, dance, English- literature, music and theater.
    - Greg reads the PLOs for AOE Fine and Applied Arts (attached to minutes). Discussion on how to assess the artistic voice. Artistic voice doesn't only have to do with voice.
    - Recommended strategy to have the discipline chairs identify faculty that can map the SLOs to the PLOs. Suggestion to get this on an APC agenda. SLOs are an ongoing process so they can take the data from the SLOs to the PLOs. Assuming that the mapping is already done. Mapping can be done in a meeting or workgroup. This process is not how the assessment is historically done. IE office sends the faculty a list of the students. The faculty assesses uses an existing assignment that links to the PLO using a rubric.
    - We would like to do the assessment following the same process that we have done in the past. This process is the only thing that Nuventive is useful for. We are able to take the data that is collected and desegregate it. We need to be able to disaggregate the data for the institution so we can see hoe student groups are being impacted by the learning going on in the classrooms. This is the only true avenue that we assess true learning in programs. Kevin and Greg are going to be working on this process with Kevin taking the lead.
- **Assessment Highlight: Assessment in Accreditation Standards**
  - o **Equity and Assessment: Moving Towards Culturally Responsive Assessment**
    - Laura talks about the Students Equity Plan process and the role assessment can play in the process. Laura was part of the team of 8 that were to attend the Equity Institute. Unfortunately, Laura was unable to attend at the last moment. Laura was included because assessment can be a strategy used to close Equity gaps.
    - Laura provided the committee with a handout summarizing an article by Montenegro and Jankowski (attached to minutes). Included in the handout are three concrete strategies used to make sure assessments are culturally responsive. There is an argument if we are not including students in all steps of the assessment process than we are disenfranchising them from the process. We need to be able to target our efforts. We are working on incorporating access to disaggregated data in the Equity Plan.
    - Request to send the whole article to the committee.
      - Question: Is the IE department able to disaggregate by SLO? We would not be able to handle every SLO currently. We are doing this at the PLO level.

- If we were able to disaggregate at the SLO level and we have only one course and one section, would we really have a large enough sample of certain groups? Probably not.
- SLOs should be written for and with students rather than by administrators. There have been discussions in the Equity workshops that we should be using vocabulary that is not jargon. Use wording that is more assessable to all students. This doesn't change what they are learning, or what is being accessed but it changes the way the SLO is being phrased. Idea to check SLOs with students to make sure they mean something to them.
- SLOs need to be communicated to students throughout the course.
  - Question: How many of us actually rewrite our SLOs? Suggestion to have workshops to re-writing SLOs then have them vetted by the students. One issue we have is that this process is district wide so all the college have to agree. This is a larger district wide conversation. Want to think about what this would look like at Norco.
  - Question: How would culturally differentiated assignments work? Would students self-select their assignments from a multitude of culturally different assignments that are provided? Wouldn't the students just pick the easiest one? The job of the faculty would be to design assignments that have the same level of rigger. This process is not easy.
- This would be good idea for Fall Flex- How do you write an objective? How do write an outcome? Anatomy of an SLO? What will the curriculum committee accept as an objective? Suggestion to have a joint Flex session with Assessment committee and Curriculum committee.
- Assessment methods that are culturally responsive should provide multiple ways for students to demonstrate their learning and understanding. Different assignments can be rated with the same rubric to allow for multiple measures. Example of an assignment that a student can choose to create a website, write a paper or do an oral presentation.
- Future idea for an assessment highlight to discuss different rubrics that are available.
- Assessment results to improve learning for all students. Argument to disaggregate the SLO results then use those SLO results to propose targeted solutions to increase equity. Where gaps are identified SLO results can provide suggestions of changes to target the gaps.
- Mechanical problem- in order to make assessment manageable multiple choice questions are used. We need systems or software that we can disaggregate our assessment for us possibly using multiple choice. Discussion on how Canvas can be used as a tool. We would need to come up with strategies for assessment that are useful and not burdensome. Chemistry doesn't give multiple choice test; would we have to look at every question on the exam? Questions on an exam can be identified before grading is started. While grading these identified questions can be scored and tracked as a side note or in Canvas. Another strategy is to score each question on the test using a rubric as grading.

- Request for committee to think about if culturally responsive assessment is something that we want to create goals based on as a college. How would we implement and what would we focus on?
- If there is existing data that shows that certain populations are in need, we need to address the problems. The Equity Plan shows some of this data. Suggestion to focus on our SLOs. As a start we should be making sure that our SLOs use language that the students can understand. As we move forward choosing assessment software we should make sure it has the capability to disaggregate data.
- Discussion about success rates among different groups of students being a traditional problem associated with community colleges or a specific problem as a college we should be addressing. We need to focus as instructors on the factors that we can control in students success.
- Gustavo thanks Laura for what she has put together for the Equity plan. We have needs if we are going to commit to solving equity issues. Suggestion to put our needs to do assessment in the Equity plan including Professional Development. Faculty has more of impact than they think. Everything that affects equity starts in the classroom. Need to engage student services more with the challenges in the classroom. How do we prepare students better for when they step into the classroom for the first time?
- Suggestion to have a retreat including interested faculty.
- All of the concerns that are being expressed are completely valid, faculty is overworked. We need to use technology more often to lessen the load. We are never going to get 100 percent success rate, we need to understand this but also realize that there is more that we can do. That hopefully does not put a burden on faculty.
- We have been working really hard to streamline the assessment process.

- **Future meetings:**
    - Next meeting will be
      May 8th, 2019 09:00 AM, OC116
- **Good of the Order: 10:32** am
- **SLO workshop May 3rd 6:00pm open to everyone.**