



**Norco Assessment Committee
Minutes for March 10, 2021**

9:00am-10:30am
Zoom

Meeting Participants

Committee Members Present

Greg Aycock (co-chair), Mckenna Ashcraft (student rep.), Courtney Buchanan, Tami Comstock, Daren Koch, Alexis Gray, Ashlee Johnson (co-chair), Stephany Kyriakos, Samuel Lee, Bibiana Lopez, Jethro Midgett, David Schlanger, Tim Wallstrom, and Caitlin Welch.

Guests

Laura Adams, Haley Garcia Ashby

Recorder

Charise Allingham

1. Call to Order

- 9:02am

Welcome Daren Koch new representative from the Learning Resource Center.
Caitlin Welch is our Institutional Effectiveness representative.
Committee needs representative from AHWL.

2. Action Items

2.1 Approval of Agenda

- MSC (Alexis Gray/ Stephany Kyriakos)

2.1 Conclusion

- Approved with amendments

2.1 Amendments

2.1 Task of

2.1 Due by

Add Data Prompts as an action item	Charise	done
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2.2 Approval of 12-9-2020 Minutes

- MSC (Alexis Gray/ Tim Wallstrom)

2.2 Conclusion

- Approved, 1 Abstention

2.3 Assessment Prompts for Program Review

- MSC (Jethro Midgett / Stephanie Kyriakos)

Assessment prompts are shared with the committee within Nuventive platform.

- Assessment prompts divided into 4 sections: SLO assessment status, Mapping status, PLO Analysis, and Alignment to Career and Transfer.
- Note-Assessment Committee will have access to their own programs and assessment section of programs they are assigned to review.
- Overview of Assessment Prompts in Nuventive and coordinating data. Data dashboards are live within Nuventive.
- Training videos will be available on how to navigate Nuventive and how to complete Data Review portion of Program Review.
- Will all program course assessments be used to answer the assessment questions? No, only course assessments in the program that belong to the discipline.
- Alignment to Career and Transfer questions section were requested by the Program to Career Guided Pathway and Equity Group (Program PLO reflection section).

2.3 Conclusion

- Approved

2.4 Data Prompts

- MSC (Stephany Kyriakos / Alexis Gray)

Data prompts are shared with the committee within Nuventive platform.

- Overview on how to look at the data in the dashboards.
- A tutorial video will be available with how to summarize the data into a data story or narrative.
- Still working with Power BI and Nuventive to make all the correct dashboards available within the Nuventive platform.
- Assessment data covers Fall 2014- Spring 2021.
- Data coaches will be available to help interpret the data and can be requested on the [Data Coach webpage](#).

2.4 Conclusion

- Approved

2.5 Rubric for Program Review

- MSC (Tami Comstock /Tim Wallstrom)

Overview of the rubric for Assessment in Program Review.

- 0-4 scale is being used.
- One score for each section of the Assessment Prompts.
- Suggestion for committee to discuss actual scoring in a norming session.

2.5 Conclusion

- Approved with amendments

2.5 Amendments	2.5 Task of	2.5 Due by
Change language in questions 1-3 for clarity. Question 1 add 'SLO', 2 add 'SLO to PLO' and 3 add 'PLO'. Question 4 change 'alignment' to 'reflection'.	Ashlee	Done

2.6 Add meeting on April 7th

- MSC (Stephany/ Tim Wallstrom)

Request to add a meeting on April 7th, committees usually meets the second Wednesday of the month which is Spring Break in April.

2.6 Conclusion

- Approved, 1 Abstention

3. Discussion Item

3.1 Charter Deliverables

Looked over Charter scope and deliverables

3.1.a Create Charter

Charter was created and submitted to Academic Senate. Charter is posted on the Committees website.

3.1.b Program Review

Committee has been providing support and input on data to be integrated into new Program Review platform. This deliverable is almost complete.

3.1.c Integrating Assessment in Canvas

Will be shifting our focus to begin working on developing framework for integrating SLO assessment into Canvas.

- Question- will assessment completed outside of Canvas still be okay? Yes.

3.1.d Mapping in Nuventive

A large portion of mapping has been completed but program review will provide an additional opportunity to complete mapping.

- SLO to GELO mapping can be found in COR.

4. Information Items

4.1 6-Year Cycle Master Planning

Plan for the next cycle before the cycle begins.

- Over the next few months, the committee should set the master plan for the next assessment cycle.
- Suggestion to integrate the assessment cycle with Program Review. First three years would focus on attempting to assess all SLOs, second three years would focus on PLO assessment.
 - In second three years if mapping and SLO assessment are completed PLO assessment can be completed by aggregating up the SLO benchmark attainment. This
 - This approach will incorporate all assessment, how to close loops, and will ready the college for the next Accreditation visit.
- Suggestion to discuss incorporating standardized rubrics for SLO assessment within disciplines.
 - Suggestion that standardized rubrics will not work for all disciplines but can be a valuable tool if they do.
- Please bring ideas for the next 6-year cycle master plan to the next meeting.

4.1 Follow-up Items	4.1 Task of	4.1 Due by
Bring ideas for the next 6-year cycle master plan	Committee members	April 7 th meeting

5. Good of the Order

6. Future Agenda Topics

- Creating 6-year cycle master plan.
- Norming session for the Assessment review scoring.

7. Adjournment

- 10:34am

Next Meeting

April 7, 2021

Time: 9:00am- 10:30am

Location: Zoom

INSTRUCTIONAL PROGRAM REVIEW ASSESSMENT PROMPTS

Section 1: SLO Assessment Status (Based on Dashboard-Assessment Status)

Which disciplines are included in this assessment?

What percent of SLOs in the disciplines you identified above have been assessed?

Which SLOs have not been assessed and why? Identify both the course and the associated SLO(s).

Section 2: Mapping Status (Based on Dashboard-Mapping Status)

As a standard, all SLOs should be mapped to at least one PLO. If mapping is not complete, you may complete it at this time if desired. To do this, navigate to Course Assessment>>Mapping from the main menu in the upper left corner.

Are all SLOs mapped to at least one PLO? Y/N

If all SLOs are not mapped to at least one PLOs, please explain why.

Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO) Y/N

If SLOs are not mapped to GELOs, please explain why.

Section 3: PLO Analysis (Based on Dashboard-Analysis: PLO Direct Assessment)

Which disciplines are included in this assessment?

Please identify the PLO(s) and name the associated Program that achieved benchmarks.

To what do you attribute this success?

Please identify the PLO(s) and name the associated Program that did not achieve benchmarks.

If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?

INSTRUCTIONAL PROGRAM REVIEW ASSESSMENT PROMPTS

****Note: This section is suggested by the Program to Career Guided Pathway and Equity Group****

Section 4: Alignment to Career and Transfer

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.

Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities,

Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).

Review current PLOs. Do the outcomes listed above align with the current program outcomes?

Assessment Rubric Draft

	4	3	2	1	0
What percent of Assessment has been complete? (Section 1)	100%-90%	89.9%-80%	79.9%-70%	69.9%-60%	59.9%-0%
What percent of Mapping has been complete? (Section 2)	100%-90%				89.9%-0%
Is there strong evidence to support the analysis? (Section 3)	Evidence is clearly used to support analysis.	Evidence is somewhat used to support analysis.	Evidence is used but may not support analysis.	Evidence does not support analysis.	No Evidence is used.
Is there evidence of program adjustment and future planning as a result of analysis? (Section 4)	There is clear evidence of program adjustment and future planning as a result of analysis	There is minimal evidence of program adjustment and future planning as a result of analysis	Evidence provided may not indicate program adjustment and future planning as a result of analysis	Evidence provided does not indicate program adjustment and future planning as a result of analysis	No Evidence is provided.