



**Assessment Committee
Minutes for March 8, 2023**

9:00-10:30 am

OC 116

Meeting Participants

Committee Members Present

Hayley Ashby, Greg Aycock (co-chair), Caitlin Busso, Tami Comstock, Ashlee Johnson (co-chair), Stephany Kyriakos, Bibiana Lopez, Jethro Midgett, Timothy Russell, and Tim Wallstrom.

Committee Members Not Present

Eric Doucette, Daren Koch, Lisa Martin, and David Schlanger

Guests

Weining Cui, and Melissa Wilson

Recorder

Charise Allingham

1. Call to Order

- 9:03 am

1.1 Welcome

The exceptions for members to attend virtually were shared with the committee.

The committee was requested to approve an emergency exception for Stephany Kyriakos to attend the meeting virtually. Approved by consensus.

2. Action Items

2.1 Approval of Agenda

- MSC (Tim Russell /Hayley Ashby)

2.1 Conclusion

- Approved by Consensus

2.2 Approval of November 9, 2022, Minutes

- MSC (Tim Wallstrom /Stephany Kyriakos)

2.2 Conclusion

- Approved by Consensus

2.3 Approval of Annual Assessment Report 2021-22

- An overview of the Assessment Report was provided (attached).
- MSC (Hayley Ashby/ Stephany Kyriakos)

2.3 Conclusion

- Approved by Consensus

3. Discussion Item

3.1 Meeting Day and Time change for Fall 2023

A request was made to the co-chairs to change the meeting day and time starting in Fall 2023. Proposed the second Thursday of the month, 2:30 – 3:45 pm.

- A suggestion was made that it would be beneficial for Program Review and Assessment to be held at the same time and day to accommodate members who sit on both committees or who would like to sit on both committees. Currently, 5 members sit on both committees.
- The committee has been meeting at the same time for the last 5 years.
- Teaching schedules are already created for Fall. Moving to the suggested new time would not work for some members.
- Also note schedules are changing to accommodate student demand, often.
- Suggestion to send out a poll to members.

3.1 Follow-up Items	Task of	Due by
Send meeting time poll to members	Co-chairs	Next meeting

3.2 Phase 2 of New Assessment Process

Phase 1 of the assessment process consists of data collection in Canvas and making individual improvements in real time.

Draft Phase 2 general process proposal is shared with the committee (please see attached for detailed proposal).

Areas of proposed process to consider and provide feedback on:

- Complete Analysis of Canvas data in the 'Assessment Review' portion of Program Review (PR).
- Identify observations (suggestion of 1-3) per 3-year PR cycle (Comprehensive Program Review)
 - Observations can include:
 - A recurring theme that indicates a systemic need for improvement or a systematic area of strength.
 - Can include multiple courses or outcomes in the program (discipline).
- Create a 3-year action plan for each observation- (Comprehensive Program Review)
- Monitoring/ Progress to be completed during the annual update, observations could be closed, updated, or new plans added.

Questions/ suggestions:

- How to make an observation across courses if the same methodology or assessments are not used?
- How to differentiate between Program level assessment and Course level data. This process seems to be more in the middle between course and program.
 - Suggestion to provide examples of observations that can be made from provided Canvas data and a model or flow chart.

The committee was asked to think about what data that can be pulled from Canvas would be beneficial to look at to drive discussions and make observations. The draft dashboards in Nuventive were shared.

- Dashboards include outcome mastery and average scores with high and low indicators, outcome scores and mastery by term over time, and outcome mastery by demographics (gender, age, race/ethnicity)
- Suggestion to include data that pertains to elections of and maneuverability to programs/majors based on courses students are taking. Are the courses students take influencing changes in elected programs/majors?

Questions:

- Will the answers to the prompts in the Observation tab auto-populate with the data from Canvas? No, but the dashboard will be prefiltered to only show the data for the courses in the program review unit.

The committee was asked to provide feedback on the frequency of assessment discussions programs/disciplines/departments should be having.

- Suggestion to propose departments/disciplines have assessment discussions semesterly. Suggested that monthly is too often because assessments are being done over the course of the semester.

Keep in mind that data collection will be done in Canvas and phase two consists of the analysis, evaluation, and improvement. Analysis, evaluation, and improvement are areas of assessment that we as a college have been lacking because we worked so hard to collect the data in the past.

A quick overview of the new draft assessment screens in Nuventive was shared with the committee.

One benefit of moving Assessment Review to the Program Review unit in Nuventive will be the ability to map observations to Resource Requests as evidence.

3.2 Follow-up Items	Task of	Due by
Send Draft Phase 2 general process proposal to the committee	Charise	ASAP
Share with department for feedback	Committee members	Next meeting

4. Information Items

4.1 New Assessment Process Training

Assessment Phase 1 At-A-Glance IG was shared with the committee (attached). IG includes links to training documents available on the Assessment Committee how-to page.

- Request for departments/ disciplines to make an assessment plan. A form or other resource will be provided for departments/disciplines to submit their plans.
- Outcomes in Canvas will be updated in the summer after they are released to the public by RCCD.
- The calculation method can be updated for 2023-24 (next year) until the end of this (Spring) semester.

Questions:

- Do disciplines need to collaborate and use the same assessments for courses? No, individuals can use their own methods and assessments. The calculation method only affects how the data is calculated.
- Will there be any more assessment hours provided?

- o Yes, as needed. Please reach out to Ashlee to attend department meetings or for one-on-one assessment assistance.

4.1 Follow-up Items

	Task of	Due by
Send Assessment Phase 1 At-A-Glance to the committee	Charise	ASAP
Share with departments for feedback	Committee members	Next meeting

4.2 Accreditation - Midterm Report Timeline and Follow-Up

- This semester the focus is on collecting information for the midterm report.
- Input from the committee for the midterm report is needed for Section 6.B: Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards
 - o Reflection questions specifically relate to assessment. Exact questions will be sent out to members and will be on the next agenda to discuss and create a response.
- Midterm report Timeline:
 - o Spring 23 Information and evidence collection
 - o May-June 23- writing period- info will be pulled together into a draft.
 - o August 23-draft shared with executive cabinet.
 - o Fall 23- draft will be shared with the college.
 - o Winter 24- draft will be shared with Chancellor's Cabinet and Board of Trustees
 - o Report to be submitted February 1st!

4.2 Follow-up Items

	Task of	Due by
Send Section 6B questions to the committee for review	Charise	ASAP

4.3 Area Updates

- AHWL-No report
- BEIT- No report
- Comm- English 1A completed a group assessment using the same assignment in Fall 2022. Questions about individual assessments and group assessments in Canvas- will reach out to Ashlee.
- S & K- No report
- Math- Have an assessment plan to assess one SLO per semester.
- SBS- Workplace skills meet with skepticism, and the suggestion that it's not the right time to introduce because moving to Canvas for assessment is so new. Too much to ask faculty to move over to Canvas and add workplace skills at the same time.
- Counseling-Electing a new assistant chair that will be responsible for assessment.
- Student Services-No report
- Library/ LLRC- Currently assessing events including, Read 2 Succeed, poetry readings, etc. Working on a library use survey to be administered after spring break that will have new SAOs embedded. Still deciding who exactly to administer to (students, faculty, etc..) Plan to administer the survey annually.
- IE/Administrative- Need to work on how administrative units assess, considering using the student services dimensions of quality model.
- Accreditation-report provided above

4.4 Academic Senate Update

- Meetings are being held in person. Please see the exceptions that were provided by Academic Senate.
- Assessment was asked to present the next five to thrive.
- Program review annual update due on March 30th
 - Drop-in hours
 - Monday, March 13th, 12-1 pm
 - Monday, March 27th, 12-1 pm
 - Register in advance for one or both of these meetings: <https://rccd-edu.zoom.us/meeting/register/tZwvce-pqjlqE9zCuaY7yEqliBPimXzjycX2>
 - Please reach out to Program Review co-chairs for assistance if needed outside of drop-in hours.

5. Good of the Order

6. Future Agenda Topics

- Skills Framework
- Survey of Effectiveness
- Sub-group Updates
- Program Review Assessment Section Prompts

7. Adjournment

- 10:25 am

Next Meeting

Date: April 5, 2023

2021-
2022

Norco College Annual Assessment Report

**ASHLEE JOHNSON | FACULTY ASSESSMENT
COORDINATOR**

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INTRODUCTION

As in recent years, the 2021-2022 academic year was highly abnormal due to the COVID-19 Pandemic. Throughout the year many instructional, and non-instructional, faculty workflows transitioned back to fully in-person under the direction of the Riverside Community College District (RCCD). Flexibility and innovation remained common themes as faculty continued to make frequent adjustments as they transitioned back to campus. Additionally, sporadic COVID-19 outbreaks and continuously changing policies seemed to oscillate status quo in a way that made rigid expectations difficult to justify. However, despite the chaotic and unpredictable landscape, or perhaps because of it, Norco College seemed to shift from the rigidity of many legacy structures, which no longer fit, towards newer structures that supported new ways of life.

More specifically, Norco Assessment Committee (NAC) spent much of the 2021-2022 academic year updating processes to support new workflows in three main areas:

- Continue strategic planning efforts by developing processes, tools, and technologies to support continuous improvement.
- Close the loop on the previous cycle by implementing improvements and recommendations.
- Initiate assessment activities.

In addition to the changes brought on by the pandemic the 2021-2022 academic year also marked a change in the college's assessment cycle which spanned Fall 2021- Spring 2027.

Norco Assessment Committee (NAC) meetings, workshops, and planning activities continued to be held virtually in accordance with Centers for Disease Control and Prevention (CDC) recommendations and Norco College Academic Senate guidance.

The purpose of the Annual Assessment Report 2020-2021 is to document assessment-related activities completed throughout the 2020-2021 academic year. Traditionally the report is completed annually and made public on the Norco Assessment Committee (NAC) website:

<https://www.norcollege.edu/committees/assess/Pages/documents.aspx>.

Any questions regarding information found in this report can be directed to Ashlee Johnson, Faculty Assessment Coordinator, or Greg Aycocock, Dean of Institutional Effectiveness.

STRATEGIC PLANNING: CLOSING THE LOOP

According to the approved charter, the purpose of the Assessment Committee is to support and encourage assessment of student learning in all instructional programs, and student and learning support services. When necessary, the Assessment Committee will make recommendations to the Academic Senate to facilitate improvements in the assessment process and in student learning overall.

The Assessment Committee is primarily responsible 8, Objective 8.1: Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time. In summary, NAC's role is to assess student learning/growth and support continuous improvement to close student learning gaps.

PLANNED DELIVERABLES FOR THE 2021-2022 YEAR:

NAC developed four deliverables while planning for the 21-22 Academic year.

1. Update committee charter and submit to Academic Senate for approval.
2. Update the Assessment structure of the Nuventive platform.
3. Facilitate training for integrating SLO assessment in Canvas.
4. Map SLOs to PLOs/GELOs in Nuventive.

The committee began the academic year with several activities designed to provide a review and information needed to hold discussions and make decisions on ways to close the loop on feedback received the previous year. Additionally, the activities were intended to ensure necessary changes were included in the new charter. A summary of activities completed to assess the quality of NC assessment practices and implement change to support continuous improvement are as follows:

1. Consider several outstanding assessment-related observations, suggestions, and requests from the last cycle and brainstorm ways to close the loop.
2. Review the committee charter including the overall scope, objectives, and deliverables.
3. Provide an overview of the assessment cycle.
4. Discuss ways to operationalize various steps of the assessment cycle wheel (Define/Redefine, select/design, Implement, Gather, Analyze & Evaluate, Identify Gaps, make decisions, and repeat).
5. Inform members of updates and progress made over the summer.
6. Reiterate the need to begin assessing outcomes to ensure that every outcome gets assessed within the cycle.

The Committee updated its Charter in early Fall 21 which marked the completion of its first deliverable. With its approval the updated NAC Charter had three main updates.

- Addition of Equity Section was added by Academic Senate.

- A small change under 'Scope and Expected Deliverables from "2021-22" to "2021-23".
- Change from 'Develop' to 'Facilitate' in #3 of Scope and Expected Deliverables

The second deliverable was to update the assessment structure of the Nuventive platform. The purpose of this was to update the technology to support current future growth and to align practices across instructional and non-instructional areas. The activity was also needed to support changes impacted by a new process being developed to integrate SLO assessment into Canvas (Deliverable 3). Due to the complexity of the changes in multiple systems simultaneously and the major deviation from common practices, this deliverable was not completed during the academic year. Efforts in this area are expected to continue into the following year.

The third deliverable was to Facilitate training for integrating SLO assessment in Canvas.

In Fall 21, to address this deliverable the Leading from the Middle Project Team was assembled with the goals to:

- Develop a process to assess SLOs using Canvas
 - Make formative assessment data visible in real time
 - Simplify the assessment process (eventually)
 - Encourage data collection
 - Possibly: integrate workforce skills attainment into course assignments so students earn/collect specific skills based on documented evidence as they learn (if desired).
 - Possibly: integrate holistic/well-being measures (mental, physical, emotional, etc.)
- Implement a common assessment rubric and criteria to help align practices
 - Compile/Evaluate data from multiple courses in a meaningful way with a shared scale
 - Consider a larger (more representative) sample
 - Enable trend analysis
 - Maintain Faculty academic freedom
- Integrate Canvas, Nuventive, and student demographics data into usable dashboards
 - Disaggregate assessment data by demographic to support equity
 - Surface assessment data in dashboards
 - Focus efforts on using data not collecting data

The fourth deliverable was to Map SLOs to PLOs/GELOs in Nuventive. However, due to the ongoing updates to the Nuventive platform in deliverable 2, this item was paused.

INSTRUCTIONAL LEARNING OUTCOMES ASSESSMENT

Norco College Assessment Committee (NAC) continuously tracks progress of outcomes assessment each cycle. At the beginning of a new cycle assessment data from the previous cycle gets archived and assessment tracking tools are reset to incomplete status. The college maintains a goal to assess each outcome at least once during the cycle. Faculty were encouraged to begin outcomes assessment early to minimize unforeseen disruptions later.

A summary of the outcomes assessed during Fall 2020 to Spring 2021 academic year follows:

COURSE LEVEL ASSESSMENT:

A total of 65 SLOs from 16 courses were assessed during the 2021 - 2022 academic year.

PROGRAM LEVEL ASSESSMENT:

A total of 10 PLOs were assessed during the 2021 to 2022 academic year.

ASSOCIATE DEGREES FOR TRANSFER (ADT) ASSESSMENT:

No additional ADT outcomes were assessed during the Fall 2021 to Spring 2022 academic year.

CTE PROGRAMS & CERTIFICATES ASSESSMENT:

No additional CTE outcomes were assessed during the 2021 to 2022 academic year.

AREA OF EMPHASIS DEGREES (AOES) ASSESSMENT:

A total of 10 PLOs from 2 AOE's were assessed during the 2021 to 2022 academic year.

Beginning in 2021, the Area of Emphasis (AOE) degrees will assess Program Learning Outcomes (PLOs) through the mapping of course Student Learning

Outcomes (SLOs) to PLOs. This is done through Nuventive Improve through the following process:

1. The Institutional Effectiveness office assigns courses to the AOE program using the required and elective courses identified in the College Catalog.
2. Assigned discipline faculty use the matrix in Nuventive to map Course Student Learning Outcomes (SLO) to AOE Program Learning Outcomes (PLO).
3. Reports of mapped SLO benchmark attainment are pulled from Nuventive.

Mastery of PLOs is assessed by taking the average of mapped SLOs that have met benchmarks. This average is then compared to the benchmark set for PLOs (also known as the benchmark of benchmarks). The default benchmark of benchmarks is set at 70%, however, this can be changed if deemed necessary by the various disciplines involved in the AOE or by the Norco Assessment Committee.

All PLOs for the Fine and Applied Arts and the Administrative and Information Systems AOE were assessed, and the outcomes were discussed at an Assessment Committee meeting.

AOE reports:

- [2021-22 Fine and Applied Arts Assessment Report](#)
- [2021-22 Administrative and Information Systems Report](#)

GENERAL EDUCATION ASSESSMENT:

No additional GELOs were assessed during the 2021-2022 academic year.

STUDENT SERVICES AND LIBRARY SERVICES ASSESSMENT:

In Fall 21 the Assessment team worked with Student Service staff to start the assessment cycle by developing outcomes for the areas and programs.

- Held an overall Student Services Assessment workshop in October 2021 for Student Services Area and program managers.
- Held individual area Outcome Development Workshops with leads in the following areas:
 - Advising and Counseling
 - Career Center
 - Engagement Center

- Counseling
- Transfer
- Enrollment Services
 - Student Financial Aid
 - Upward Bound
 - Veterans
 - Admissions and Records
 - Outreach and Promise
- Equity Programs
 - Men of Color (MoC)
 - Puente
 - SSS-TRiO
 - Umoja
 - Women's Lean in Circle (WLC)
- Special Programs
 - Disability Resource Center (DRC)
 - CalWORKS
 - EOPS/CARE/NextUp
 - Unity Zone
 - Phoenix Scholars
- Student Life
 - Student Health Services
 - Student Life
 - Athletics

ASSESSMENT PHASE 1 AT-A-GLANCE

01 Process Overview

1. Import
2. Link
3. Evaluate Learning
4. Adjust

Training & Support

02

[Link to Training Materials](#)

03 Implementation Plan

- ~Guideline- Setup one new course per semester.
- ~Plan with Discipline to ensure proper scheduling and coverage of all courses.
- ~Need data for comprehensive program review coming up.

Outcomes Maintenance Process

04

Outcomes will be updated each summer after they are released for public view by RCCD.

05

Calculation Method Update Process

[Link to Guidance Document](#)

Proposed Assessment Phase 2 Process Overview

Note: Show side-by-side with Nuventive Dashboard and Prompts



Proposed Assessment Phase 2 Process Overview w/Talking Points

1. Step 1
 - a. Activity: Data Collection & Individual Practice Improvement -Assessment Phase 1
 - b. Frequency: Continuous & Ongoing
2. Step 2
 - a. Activity: Data surfaces in Nuventive Dashboards
 - b. Frequency: Weekly
3. Step 3
 - a. Activity: **Assessment Portion of Program Review**. This will always be open to view, but only be open for changes during PR open windows.
 - b. Frequency: 3 year Full PR cycle
 - i. Step 3A
 1. Activity: **Analyze Data in Dashboards**
 - a. General Population
 - b. Groups in Equity Plan
 - c. Other Possibilities TBD (Assessment Methods, Major, PT vs Full Time, Age group, etc.)
 - ii. Step 3B
 1. Activity: Identify **1-3** observations
 2. An observation is defined as:
 - a. A recurring theme in the data which indicates a systemic need for improvement which spans multiple courses and outcomes.
 - b. A recurring theme in the data which indicates a systemic area of strength for student learning and could be used as a model to encourage some systemic improvement if implemented across other areas throughout the program.
 - iii. Step 3C
 1. Activity: Investigate & Document
 - a. Root Causes (will justify action plan and resource requests)
 - b. Themes (outcome similarity, instructional tool similarity, assessment method, etc.)
 - c. Course / Outcome Inclusions (Bracketing & Mapping)
 - iv. Step 3D
 1. Activity: Develop solutions
 - a. **Develop a 3 year continuous improvement Action Plan**
 - b. Make resource requests
 4. Step 4
 - a. Activity: Implement Action Plan (Meet as a team and complete implementation tasks)
 - b. Frequency: **Monthly**, **Department Meeting** or **Separate meeting just for assessment.**

Commented [JA1]: Is this the appropriate location or should these activities be separate from PR?

Commented [JA2]: What type of data do we need available?

Commented [JA3]: Is this an appropriate guideline?

Commented [JA4]: What information should be included in the AP?

Commented [JA5]: Is this the appropriate frequency?

Commented [JA6]: How do we best fit these meetings into NC structure & strategic processes? Department meetings? Discipline Meetings? Something else?

Who facilitates this? Is it possible/helpful to identify Discipline Facilitators?

- 5. Step 5
 - a. Activity: Monitor Effectiveness (changes in data) & Make Minor Adjustments (within the scope of the current action plan), as needed.
 - b. Frequency: Monthly
- 6. Step 6
 - a. Activity: Complete an Annual Update (Major Adjustments) as needed
 - i. Open new observations & action plans
 - ii. Update existing observations & action plans
 - iii. Close completed observations & action plans
 - b. Frequency: Annually (Spring) As Needed.

Commented [JA7]: Is this the appropriate frequency?