



Norco Assessment Committee

Minutes for October 15, 2025

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

Meeting Participants

Committee Members Present Quorum: 8

Hayley Ashby (co-chair), Cheryl Cox, Eric Doucette, Ashlee Johnson (co-chair), Stephany Kyriakos, Ethan Lumahan (ASNC Rep), April Mejia, Jethro Midgett, Roberto F. Perez, Timothy Russell, David Schlanger, Jim Thomas, Jude Whitton, and Aldo Yañez Ruiz.

Committee Members Not Present

Bani Ghosh, Ted Jackson, and Bibiana Lopez

Guest(s)

Laura Adams and Carla Stout

Recorder

Charise Allingham

1. Call to Order

- 9:00 am

1.1 Comments from the Public

No comments

2. Action Items

2.1 Approval of Agenda

- MSC (Stephany Kyriakos/ April Mejia)

2.1 Conclusion

- Approved by consensus

2.2 Approval of September 17, 2025, Minutes

- MSC (Stephany Kyriakos/ Tim Russell)

2.2 Conclusion

- Approved by consensus

2.2 Corrections

2.2 Task of

2.2 Due by

None	None	None
------	------	------

2.3 Report of Effectiveness (ROE)

- MSC (Stephany Kyriakos/ Jude Whitton)

An overview of the Report of Effectiveness was provided.

- A question was raised seeking clarification on whether the 15% of course outcomes assessed referred to 15% of the total number of courses or to all outcomes across all courses. It was clarified that the 15% represents all course outcomes across all courses, rather than individual courses.
- Recommendation to standardize the language that the committee and the college use in assessment, especially when referring to outcomes. 'Course outcomes' and 'student-level outcomes' are currently used interchangeably but can be confusing and misunderstood.

Amend the ROE to add "(Student Level Outcomes)" to read: only 15% of course outcomes (Student Level Outcomes) data have been collected in Canvas.

2.3 Conclusion

- Approved by consensus with the amendment

2.4 Student Learning Outcome Assessment Activity Report

- MSC (Stephany Kyriakos / Tim Russell)

The committee was asked to approve the use of an MS form outside of Nuventive to begin collecting assessment analysis and discussions. The [Student Learning Outcome Assessment Activity Report](#) will be used in the short term for documenting individual assessments by course and to upload documentation of discussions. Data collected from the form will be uploaded to Nuventive for use in reporting observations and to inform new observations, in conjunction with data collected in the Canvas dashboard.

The form branches for full-time and part-time faculty:

- Full-time faculty
 - Individual assessment: form collects individual assessment results and changes made from reviewing individual results in the learning mastery gradebook.
 - Group assessment: form collects discipline/school discussions through minutes, email Zoom summaries, etc.
- Part-time faculty
 - Individual assessment: form collects individual assessment results and changes made from reviewing individual results in the learning mastery gradebook.
 - A Power Automate email will send the FLEX form with instructions on how to submit for reimbursement.

The form has been approved for use, with the understanding that updates and edits may be implemented in the future.

Conclusion

- Approved by consensus

3. Discussion Item

3.1 Project Team Updates (Standing Item)

3.1.a Legacy Team

- The Legacy team suggested committee members start encouraging faculty to start importing the Program Level Outcomes (PLO) and General Education Level Outcomes/Institutional Level Outcomes (GELO/ILO) in Canvas. This includes starting to use the rubrics and collecting data.
- The team is also working on implementing a form to collect program assessment schedules, which will utilize the program maps from the catalog to inform the required courses for each program. These maps will guide the import of Program Level Outcomes into Canvas.
- Courses for which GELO/ILO outcomes should be imported can be found in the course outline of record.

3.1.b AV-1 Training and Support Team

- All the updated training documents have been added to the website.
- Suggestion to remove 'Faculty Toolbox' from the website to avoid confusion on where to find the training documents.
- The current documents are focused on course outcomes; there are instructions in process for the PLO and GELO/ILO outcomes.
- Request for an instructional video with step-by-step instructions. This is in the works.
- Request to number or rename the training documents for clarity of the steps in the process to collect the data in Canvas.

3.1.c AV-2 Frequency, Modality, Participants Team

- Discussed sample size when reviewing the data, with a goal of making a recommendation on a minimum sample size of 10, but an ideal of at least 20 students per category to draw meaningful conclusions when writing an observation.
- Working on the prompts and the guiding questions to be included in Nuventive.
- Changing the instructions to make them clearer for making observations.

4. Information Items

4.1 Accreditation Update

An accreditation update will be a standing item on the agenda moving forward, helping the committee stay up to date on accreditation progress.

The accreditation faculty co-chair provided an assessment status report (attached), which was generated by reviewing the college's current assessment process from the perspective of a peer review team member. The report used Standards 1.3 and 2 to guide the review.

The review highlighted that while there is clear evidence of teaching, the college is currently stalled in the assessment cycle due to a lack of systematic documentation of assessment data analysis and improvements made specifically at the course outcomes (SLO) level.

The immediate priorities identified include increasing the participation in data collection in Canvas, providing professional development for faculty, and establishing a college assessment handbook.

- The report commended the committee for all the hard work moving to the new process of collecting the assessment data in Canvas.
- An assessment handbook needs to be created to document the process for internal and external stakeholders, especially ACCJC.
- One goal is to have Nuventive prompts ready.
- Another goal is to show that we are making progress in assessment by taking action to make improvements.

Suggestions:

Ways to encourage faculty to conduct assessments on an ongoing basis include the possible addition of assessment reporting to the annual program review process.

ACCJC has shifted the focus of the Standards from process to outcomes. The peer review team will be looking for what improvements we are making based on the assessment of the learning outcomes, which emphasizes closing the loop and reassessing. This is a higher expectation.

Suggestion that the work of the project teams, especially AV2, becomes really urgent, as well as support for training.

- Assessment Committee Co-Chairs will organize and propose next steps regarding accreditation compliance gaps within a few days and communicate with committee members.

4.2 Area Updates

- In the interest of time, area representatives were asked to submit their updates via email.

4.2.a Schools, Counseling

- No update

4.2.b IE/Administrative

- No update

4.2.c Library

- No update

4.2.d LRC

- No update

4.2.e Student Services

- No update

4.2 Follow-up Items

4.2 Task of

4.2 Due by

Please send any updates to the co-chairs to be shared at the committee meetings via email.	None	None
--	------	------

5. Good of the Order

- The chairs will create a report for the Academic Senate and share it with the committee.

6. Future Agenda Topics

- Assessment Handbook

7. Adjournment

- 10:33 am

Next Meeting

Date: November 19th, 2025



Report of Effectiveness 2024-2025

Governance Entity:

Assessment Committee

Charge:

The charge of the Assessment Committee is to facilitate assessment of student learning in instructional programs, and student and learning support services to support the assessment of Guided Pathways.

The Assessment Committee is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below:

2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.

- 2025 Objective 8.1 Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real-time.

Sponsoring Council/Senate:

Academic Senate

Co-chairs:

Ashlee Johnson and Roger Perez

Members:

Hayley Ashby, Caitlin Busso, Eric Doucette, Bani Ghosh, Ted Jackson, Ashlee Johnson (co-chair), Stephany Kyriakos, Bibiana Lopez, Jethro Midgett, Roger Perez (co-chair), Timothy Russell, David Schlanger, Calvin Vo, Jude Whitton, and Aldo Yañez Ruiz.

Evaluation of the Survey of Effectiveness:

The results of the Survey of Effectiveness were reviewed and discussed by the committee on May 19th, 2025.

Overall, the committee responses were in agreement, except for communication, where two responses were 'does not apply'.

Discussion: Some members may have chosen 'does not apply' because they are alternates and are not responsible for communicating back to their group.

Suggestion that some individuals may share what they learn when attending committee meetings, but not necessarily everything that voting members would report back to their constituency group.

Feedback ideas for possible implementation:

- Add project team updates as a standing item on the agenda.
- Provide an assessment update to the Academic Senate after every committee meeting.
- Suggestion to put an agenda item suggestion or request form on the committee website.
- Suggestion to provide an institutional report of assessment that includes everything everyone is working on.
- Suggestion to make assessment data visible to all to allow comparison and to improve as an institution.

EMP Goal Alignment and Objective Alignment:

2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college. 2025 Objective 8.1 Make program, student, and effectiveness data (including assessment) available, usable, and clear so critical data is visible in real-time.

Assessment of Scope and Deliverables:

The purpose of this section is to assess the completion of deliverables defined by NAC's charter during the academic year. During 2024-2025, the committee developed three project teams to make progress on the following three deliverables:

1. Create Assessment V2 Plan of Action.

- Project Team: AV2- Frequency, Modality, Participants Project Team

This project team was formed to establish a clear process for completing course outcome assessments. This includes identifying types of observations and guidelines for documentation, as well as developing and designing the forms and fields in Nuventive.

2. Increase participation in Canvas assessment.

- Project Team: AV1-Training and Support Project Team

While there has been an increase in participation in using Canvas outcomes to collect data, this project team was established to provide clear and accessible training and support, with a particular focus on collecting assessment data in Canvas. As of the end of 2024-2025, only 15% of course outcomes data has been collected in Canvas.

3. Implement an approach for PLO Assessment.

- Project Team: PLOs, GELOs, AOE's (AKA Legacy) Project Team

- This project team is charged with developing the model for Program Level Outcomes assessment which includes data collection, evaluation, and improvement.

The three project teams will continue to convene and work to complete their tasks in the 2025-2026 year.

Student Learning Outcome Assessment Activity Report

Please use this form to report your assessment activity. This information will be uploaded to Nuventive to document your assessment efforts and to inform the completion of program review to ensure continuous improvement!

If you have any questions or need any assistance please email Charise.Allingham@norcocollege.edu.

* Required

* This form will record your name, please fill your name.

1. Name and email of the person submitting this form: *

2. What is your role at Norco College *

☐ Full-time faculty

☐ Part-time faculty

3. What kind assessment are you reporting? *

☐ An individual report of assessment results

☐ A group discussion of assessment results

4. Semester/s Assessed (e.g. semesters data collected in Canvas, Fall 2024) *

5. Course Delivery Format *

What types of course delivery formats are included in this assessment?

☐ Lecture or Web-enhanced

☐ Hybrid

☐ Online

6. Course Number & Name *

EX: "PSY-8 Social Psychology"

7. Course SLO Number *

Identify the number of the SLO that was assessed. NOTE: you can only use this form to report on one SLO at a time.

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ Other

8. Course SLO *

NOTE: you can only use this form to report on one SLO at a time. EX: "SLO 1 - Demonstrate knowledge of current social psychological theories."

9. Course SLO Assessment Method *

☐ Exam/Quiz

☐ Project /Performance

☐ Written Assignment

10. Outcome Mastery Benchmark *

Identify the ideal percentage of students who meet mastery at 2 or above to.

We suggest a 70% benchmark, meaning 70% of students will achieve mastery of the stated outcome.

11. Course SLO Summary of Assessment Results. *

Provide a simple statement of the percentage of student success on the task.

EX: "85% of students scored a 2 or higher on this assessment."

12. Course SLO Benchmark Met? *

Did your students meet the benchmark you set for this task?

☐ Yes

☐ No

Reflection on Results

13. Assessment Successes:

Please reflect and comment on the successes in this assessment, for example: What went well with the assessment?

14. Assessment Challenges:

Please reflect on and comment on any challenges you encountered during this assessment. For example, did you identify any learning gaps?

15. Assessment Collaboration:

Prior to the assessment did you discuss the method you would use to gather your data? Following the assessment did you discuss your reflection of results with your colleagues?

16. Action Planning:

What action are you planning to you take in response to your assessment results?For example: Will you implement new teaching strategies? Make recommendations for modifying content, instructional delivery and/or assessment methods?

Discussion

17. Please provide the name of the discipline:

18. Which course was discussed?

19. Which outcome(s)?

20. Which semester(s)?

21. Please upload evidence of your discussion (e.g., meeting minutes, email discussion thread, Zoom summary, etc.)

 Upload file

File number limit: 10 Single file size limit: 1GB Allowed file types: Word, Excel, PPT, PDF, Image, Video, Audio

Thank you!

22. Thank you for your commitment to assessment at Norco College!

Do you need follow-up from members of the Norco Assessment Committee? Tell us your comments, questions, or needs and we will be in touch shortly.

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.



Microsoft Forms

Learning Outcome Assessment Status Briefing: Gaps, Priorities, and Accreditation Implications

Prepared by: Dr. Laura Adams, Faculty Co-Chair for Accreditation
Purpose: A status update and strategic roadmap for strengthening assessment practices in alignment with 2024 ACCJC Standards.

Norco College has made meaningful progress in rebuilding its assessment infrastructure. Faculty participation, leadership from the Assessment Committee, and support from the Office of Institutional Effectiveness have enabled a transition to Canvas-based course Student Learning Outcome (SLO) data collection and the recent implementation of Program Learning Outcome (PLO) assessment capability. These developments lay essential groundwork for a more sustainable assessment system that supports institutional improvement and accreditation readiness. This document outlines remaining gaps and four immediate priorities aligned with the 2024 ACCJC Standards.

Current Status & Compliance Gap

Norco College has begun collecting direct SLO data through Canvas; however, only **15% of active courses** have participated, and **no discipline has completed a full assessment loop** due to the absence of a system for documenting reflection and improvement.

Required Component	Current Status at Norco College
1. Teach: SLO/PLO aligned instruction	Clear evidence
2. Measure: Direct evidence of student learning aligned to SLOs/PLOs	In progress (≈15% of active courses)
3. Reflect: Faculty evaluation of results and equity patterns	Not started
4. Plan & Improve: Improvement actions and reassessment	Not started

The diagram below visually represents Norco College’s current position within the assessment cycle, complementing the table above.

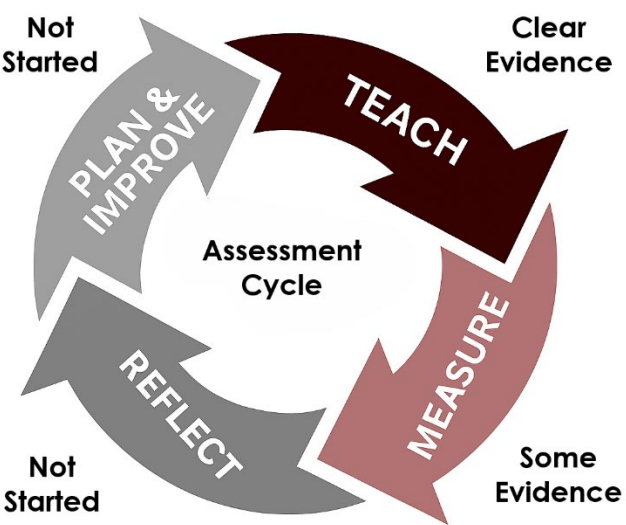


Figure 1. Current status of Norco College’s Assessment Cycle

This gap leaves the College out of compliance with 2024 ACCJC expectations for institutional effectiveness, including :

- **Standard 1.3** – Institutions regularly review meaningfully disaggregated data to evaluate progress and inform improvement.
- **Standard 2 (Student Success)** – Requires continuous, evidence-based improvement of learning and achievement.

A major barrier is the lack of course-level disaggregation of SLO results, which prevents the College from identifying learning trends, examining equity gaps, or demonstrating instructional improvement. Additionally, while the Office of Institutional Effectiveness has enabled PLO assessment in Canvas, a formal system for documenting program-level analysis and improvement has not yet been established.

Why This Is Critical

- **Accreditation Risk:** ACCJC requires evidence of completed assessment loops to demonstrate institutional effectiveness. Without documented analysis, reflection, and improvement actions, the College will remain out of compliance with the 2024 Standards.
- **Equity & Insight:** Identifying disproportionate impact requires disaggregated course-level assessment data. Without faculty reflection on learning gaps and equity trends, the College cannot target interventions or demonstrate equity-minded improvement.
- **Institutional Integration:** ACCJC expects assessment results to inform planning, program review, and resource allocation. Without systematic documentation of changes based on assessment, results cannot drive institutional decision-making or improvement.

Immediate Priorities (Next 6–12 Months)

1. Faculty Training, Participation, and Documentation

- Expand faculty participation in SLO assessment by providing training and implementation support for Canvas-based SLO data collection.
- Provide structured professional development on using assessment results to improve course design, instruction, and student learning.
- Establish a College Assessment Handbook as an institutional standard to ensure consistent, accreditation-aligned assessment processes.

2. Course-Level Disaggregation of SLO Data

- Disaggregate SLO results to the course level for all instructional areas.
- Use disaggregated data to identify learning trends, address equity gaps, and inform instructional and curricular improvement.

3. System for Reflection and Closing the Loop

- Immediately implement a process to collect evidence of faculty dialogue on assessment results using a centralized submission method.
- Transition this documentation into Nuventive in Spring to record complete assessment loops and provide verifiable evidence for accreditation.

4. Program-Level Assessment Infrastructure

- Provide faculty training and support for PLO data collection in Canvas using direct evidence of student achievement.
- Develop a formal process for PLO analysis, improvement plans, and integration into program review and planning.

In Summary

Norco College has made meaningful progress in rebuilding its learning assessment system, including a transition to SLO data collection in Canvas and new capacity to collect PLO evidence. To meet the 2024 ACCJC Standards, the College must now expand participation, disaggregate results at the course level, and document reflection and improvement to complete assessment loops. These coordinated actions over the next year are necessary for accreditation compliance and for demonstrating a culture of continuous, equity-minded improvement.