



Charter for Assessment Committee (NAC)

2023-2025

This Charter is established between the Assessment Committee and the Academic Senate to structure the process and planned outcomes included herein during the two-year period of the 2023-2025 academic years.

Purpose

The Norco College Assessment Committee is a standing committee of the Academic Senate. 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. Assessment is defined as the process by which data are used to ensure students are learning the outcomes set by the institution, and the use of those data for the purpose of improving student learning, faculty pedagogy, 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.

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.

Guiding Principles and Assumptions

The guiding principles for the Assessment Committee are:

1. Improvement of student learning should be the primary focus of any assessment effort.
2. Assessment should occur anywhere student learning is occurring, including instruction, student services, library & learning resources center and any other area involving student learning.

Guiding Principles and Assumptions

3. Faculty, as subject matter experts, are given freedom to choose the manner in which they assess the learning outcomes associated with their courses or programs.
4. The Assessment Committee is the primary governance structure overseeing the process of measuring student learning at the college.

Accreditation Standards guiding the Assessment Committee:

- 1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.
- 1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation.
- 2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.
- 2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives.
- 2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.
- 2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.

Equity

What is your committee/group's role in order to close racial equity gap?

Our role is to assess student learning and support and guide improvements in pedagogy and practices that will result in closing student learning gaps.

Scope & Expected Deliverables

The scope of work is to oversee student learning in instruction and student and learning support services so that all faculty will achieve their learning outcomes benchmarks and students become prepared for the next step in their education or employment. Provide assessment support to institutional groups. Specific deliverables for the 2023-25 academic years are:

1. Create Assessment V2 Plan of Action.
2. Increase participation in Canvas assessment.
3. Implement an approach for PLO Assessment.

Membership

The Assessment Committee will ideally be comprised of faculty members that are representative of the school structure.

- Faculty Chair – (Academic Senate)
 - Member of Program Review Committee
 - Participate in Guided Pathways-related activities
 - Member of Governance and Institutional Effectiveness Council
 - Attend Academic Senate to report on Assessment Committee
- Administrative Chair - (Administration)
 - Member of Program Review Committee
 - Participate in Guided Pathways-related activities
 - Member of Governance and Institutional Effectiveness Council
- Faculty Committee Members – One faculty member from each school. If more than one faculty member from the same school is part of the committee, only one faculty can vote. One of the faculty should represent CTE programs and one faculty should be a counselor.
- Student Services Representative
- Learning Resource Center Representative
- Institutional Effectiveness Representative
- Student Representative

All members of the Assessment Committee including co-chairs are allowed to vote as long as a majority (quorum) of faculty are present at any specific meeting.

Meeting Time/Pattern

Meetings are held on the second Wednesday of the month from 9:00am - 10:30am during the Fall and Spring semesters. Contact the Chair/Co-Chair(s) or designated facilitator to place an item on a future agenda.

Roles of Chairs and Members

The Assessment Committee Co-Chairs are accountable to the Academic Senate to ensure continuity of dialogue between governance tiers. Chairs are responsible for preparing agenda and facilitating meetings based on best practices and guidelines for effective facilitation. The co-chairs do not typically vote on action items, but in the case of a tie the faculty co-chair would vote to break the tie.

Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the Assessment Committee that can help to achieve the stated deliverables. Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the Assessment Committee. While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with Assessment Committee peers with the intention of finding consensus on all issues that come before the Assessment Committee. Since this is a

Roles of Chairs and Members

standing committee of the Academic Senate, only faculty are voting members of the Assessment Committee.

In addition, members may be asked to participate in and /or lead trainings. Also part of the responsibilities of being an assessment committee member is to take the lead for their department and/or school for any initiatives or decisions made by the committee.

Meeting Procedures and Expectations

The co-chairs and members of the Assessment Committee will adhere to participatory governance best practices as follows:

- Meeting agendas are issued in advance of meeting times.
- Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward.
- Members endeavor to:
 - appropriately prepare for meetings based on the meeting agenda.
 - arrive promptly and stay for the duration of entire meetings.
 - participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives.
- welcome all ideas, interests and objectives that are within the scope of the charter.
- actively listen to engage in respectful and constructive dialogue.
- work with a spirit of cooperation and compromise leading to authentic collaboration.
- move forward once a consensus-based decision has been made.
- continue to progress with the members who are present at each meeting.
 - follow through on tasks that are committed to outside of scheduled meetings.