Norco Assessment Committee
Minutes for April 23, 2024
9:00 am – 10:30 am
Occupation Center (OC) 116

Meeting Participants

Committee Members Present

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, Jude Whitton, and Calvin Vo.

Committee Members Not Present

Aldo Yañez Ruiz.

Guest(s)

Courtney Doussett

Recorder

Charise Allingham

1. Call to Order
- 9:04 am

1.1 Comments

2. Action Items

2.1 Approval of Agenda
- MSC (Tim Russell/Stephany Kyriakos)
- Motion to remove action item Report of Effectiveness, it is not ready for a vote.

2.1 Conclusion
- Approved by consensus

2.2 Approval of March 19, 2025, Minutes
- MSC (Stephany Kyriakos/Jude Whitton)

2.2 Conclusion
- Approved by consensus

3. Discussion Item

3.1 Program Ownership

The legacy (PLOs, GELOs, AOEs) workgroup identified a need for all programs to have an identified owner responsible for ensuring that the program assessment is completed.

In the past, the Institutional Effectiveness Office coordinated the responsibility of assessing programs that had no clear ownership.

- The Legacy Project team is still developing the process for assessing programs.

- Please continue the conversation about this with your area. Please email any updates. This will continue as an agenda topic.

3.2 Project Team Updates (Standing Item)

3.2 Legacy Team

- Assessment Schedules
  - The committee was asked to report on any progress with developing and completing assessment schedules.
  - The school of CHL has completed most of its discipline schedules.
  Question: We are coming to the end of our cycle. Is our goal to have every outcome assessed, or is it to ensure we have a schedule and stick to it even if we do not accomplish assessing every SLO during the cycle?
  - It is important to start using the outcomes data we have gathered to discuss, make improvements, and continuously monitor our outcomes.
  - Important to shift the mindset from just gathering data to continuously monitoring outcomes and effectiveness.
- Program Assessment draft process
  - The team has discussed two methods for program assessment, direct and indirect.
  - Direct assessment involves importing outcomes into Canvas and using the dashboards and gathered data to assess. Indirect assessment utilizes mapping to the course-level outcomes to assess.
  - Suggestion that secondary disciplines within a program could use an indirect approach.
    - Discussed using mapping to identify at what level a course supports a program and contributes to the program. For example, a level mapping that identifies the foundational, moderately significant, or integral alignment to a program and/or Program Learning Outcome (PLO).
- Challenges
  - New common course Numbering revisions must follow guidelines for aligning outcomes. This may cause a challenge for maintaining outcomes in Canvas if we are not kept aware of changes.
  - Major changes and updates to the course outline of record, including outcomes, are typically done during the summer for implementation in the Fall. We will need to make sure this will continue to be the practice with all the new common course changes.
    - Suggestion for the committee to collaborate with the curriculum so we can stay ahead of which SLOs are updating and identify which outcomes

3.3 AV-1 Training and Support Team

- Training Material Updates
  - The team discussed the importance of updating the current resources for assessing in Canvas and other resources available on the website.

- The project team divided the training documents for review and updates by group members. The project team is currently working on the updates with a goal of completing them by the end of the semester.
    - o Request for training videos. The goal is to create short process-specific videos.
- Training Schedules
    - o Priority was placed on creating and updating resources for using outcomes in Canvas to ensure this process is understood and resources are easily accessible.

  Question: Is there a plan to provide in-person training? Initially focusing on written and video instructions, we will later emphasize in-person training when developing best practices.
    - o It is important to have a record of participation for in-person training.

3.3 AV-2 Frequency, Modality, Participants Team

- Nuventive Form Update
    - o The team will be working on developing prompts and sections in Nuventive.
- AV-2 Draft Process
    - o The project team is focusing on using the data after it is collected, for teaching in real time and practices. How to organize data, look at the data, make observations, and document improvements.

  Question: What is the plan for evaluating the assessment data collected? Will there be discussions?
    - o It was initially thought that the discussion could be held during department meetings, but it was discussed that this was unattainable due to the limited time in the meeting.
        - Departmental meetings also have multiple disciplines that need to have separate discussions to maintain academic freedom.
        - The discussion highlighted the challenges faced by single faculty disciplines, including the involvement of part-time faculty.
    - o The committee discussed the need to identify a time and place to have discussions as a discipline and document the discussions. How do we support academic freedom but still provide a structure to do so?
    - o A suggestion to request a time slot during FLEX was discussed.

  Questions: How are we going to communicate the need to document assessment discussions?
    - o Suggestion to replicate the self-reflection activity utilized by the accreditation team during spring FLEX. This would include a form with prompts to initiate a discussion with facilitated activities and criteria.
    - o Note: Fridays typically have time set aside for disciplines that can possibly be used for assessment discussions, and making it hybrid by using Zoom may encourage part-time faculty to participate.
        - After FLEX, discussion can continue at the discipline meetings.
    - o Carving out time for self-reflection has been really helpful and beneficial.

3.4 SPGM

The committee was reminded to review the current Institutional Effectiveness and Governance Manual. All feedback will be provided to IEGC, but the SPGM is currently under review for approval.

3.5 GELO Revision Update

- The revisions to the Critical Thinking General Education Learning Outcome were approved as is by MVC and NC, under one college, one vote, but RCC's Academic Senate requested an update.

- The currently approved by NC GE SLO reads as follows:
  - Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

- The proposed revision by RCC reads as follows:
  - Students will be able to demonstrate higher-order thinking skills about issues, explanations, and problems for which multiple solutions exist, and, where possible, solve them. Students will be able to construct sound arguments and develop, test, and evaluate rival hypotheses.

- Explanation for the change:
  - The committee understands the rationale for the proposed change, noting that it concerns minor revisions for structural clarity, rather than the content of the learning outcome.
  - There was some discussion about the use of the word "explanations," which, it was proposed, does not work with the "for which" clause. The concern was over the phrasing "explanations for which multiple solutions exist," which did not make sense to them because solutions do not exist for explanations.

- The committee discussed the concerns brought forward from RCC, and after some discussion, the interpretation by the committee is that we interpret GELO 1.1 as three independent ideas:
  - Students will be able to demonstrate higher-order thinking skills about issues and, where possible, solve them.
  - Students will be able to demonstrate higher-order thinking skills about explanations and, where possible, solve them.
  - Students will be able to demonstrate higher-order thinking skills about problems and, where possible, solve them.

- NACs discussion will be shared with the District GELO workgroup.

3.5 Follow-up Items	3.5 Task of	3.5 Due by
Share discussion with the other college assessment committees through the GELO revision workgroup	GELO workgroup rep. and Co-chairs	Next meeting

4. Information Items

4.1   Accreditation Feedback

The Accreditation leadership team provided feedback from the prior accreditation reflection activity. The worksheet is attached.

Areas discussed included:

<u>Information Heard/Submitted</u>

* This included information gathered from the assessment accreditation reflection discussion in the fall.

<u>Feedback</u>

* This included recommendations and commendations from the accreditation leadership team.

<u>Possible Evidence</u>

* Suggested evidence to be used to support the Institutional Self-Evaluation Report (ISER).
* It is important to keep documenting the process and progress for evidence.

<u>Revisit Column</u>

* This includes whether the leadership team warrants a return to the committee to discuss recommended actions and follow-up identified at the accreditation discussion.

All this information will be used to write the ISER.

Please email any questions, suggestions, or further information to Hayley Ashby.

Remember to keep up the energy and celebrate the committee's progress.

4.2   Area Updates

4.2.a Accreditation- no report

4.2.b Schools, Counseling- no report

4.2.c IE/Administrative

* The Faculty Impact Study is on its 3rd iteration of gathering data from the faculty impact study. A leading from the middle (LFM) team has been developed and will be working on how to implement best practices identified by the study.

* IEGC is working on putting together a data governance workgroup, but it has been stalled due to data governance guidance being developed by the state.

4.2.d Library

* The library will be doing its annual survey. The library will also be hosting an academic support open house with a scavenger hunt that will be used to assess the impact of the event on whether students are more informed about available academic supports because of it.

4.2.e LRC

* LRC representative provided a presentation to the Academic Senate last Monday- the presentation is attached to the Academic Senate agenda if anyone is interested/

4.2.f Student Services-no report

4.2.g GELO Workgroup-

* The CHL department met and discussed the possibility of requesting a revision to the Information Competency and Technology Literacy GELO.

    o There has been some movement in library and technology away from the term competency.

- o The department wants to know if a title change warrants a revision.
- o CTE faculty is also interested in changing the language of the GELO.
- o The minutes from the department meeting will be shared with the GELO revision workgroup to discuss the possibility of revising the Information Competency and Technology Literacy GELO

5. Good of the Order

6. Future Agenda Topics

7. Adjournment
- 10:28 am

Next Meeting

Date: May 21, 2025

Type	Program	Responsible Discipline	Certificate Units	Notes
GELO	Critical Thinking			Should GELOs be sectioned into multiple outcomes?
GELO	Information Competency and Technology Literacy			
GELO	Communication			
GELO	Self-Development and Global Awareness			
AOE	Administration & Information Systems			No identified discipline in COR
AOE	Communications, Media & Languages			No identified discipline in COR
AOE	Fine & Applied Arts			No identified discipline in COR
AOE	Humanities, Philosophy & Arts	ILA-Interdisciplinary Studies		From Curricunet
AOE	Kinesiology, Health and Wellness	KIN-Kinesiology		From Curricunet
AOE	Math and Science	MAT-Math		From Curricunet
AOE	Social and Behavioral Studies	SOC-Sociology		From Curricunet
ADT	ADMINISTRATION OF JUSTICE	ADJ-Administration of Justice		
ADT	ANTHROPOLOGY	ANT-Anthropology		
ADT	ART HISTORY	AHS-Art History		
ADT	BIOLOGY	BIO-Biology		
ADT	BUSINESS ADMINISTRATION 2.0	BUS-Business		
ADT	CHEMISTRY	CHE-Chemistry		
ADT	CHILD AND ADOLESCENT DEVELOPMENT	EAR-Early Childhood Education		
ADT	COMMUNICATION STUDIES 2.0	COM-Communication Studies		
ADT	COMPUTER SCIENCE	CSC-Computer Science		
ADT	EARLY CHILDHOOD EDUCATION	ECE-Early Childhood Education		
ADT	ECONOMICS	ECO-Economics		
ADT	ELEMENTARY TEACHER EDUCATION	ECE-Early Childhood Education		
ADT	ENGLISH	ENG-English		
ADT	ENVIRONMENTAL SCIENCE	BIO-Biology		From Curricunet
ADT	HISTORY	HIS-History		
ADT	KINESIOLOGY	KIN-Kinesiology		
ADT	MATHEMATICS	MAT-Math		
ADT	MUSIC	MUS-Music		
ADT	PHILOSOPHY	PHI-Philosophy		
ADT	PHYSICS	PHY-Physics		
ADT	POLITICAL SCIENCE	POL-Political Science		
ADT	PSYCHOLOGY	PSY-Psychology		
ADT	SOCIAL JUSTICE STUDIES	ILA-Interdisciplinary Studies		From Curricunet
ADT	SOCIOLOGY	SOC-Sociology		
ADT	SPANISH	SPA-Spanish		
ADT	STUDIO ARTS	ART-Art		
Associate	ADJ-Administration of Justice	ADJ-Administration of Justice		
Certificate-Chancellor Approved	ADJ-Administration of Justice	ADJ-Administration of Justice	27 units	
Certificate-Chancellor Approved	ADJ-Crime Scene Investigation	ADJ-Administration of Justice	21 units	
Associate	ARE-Architectural Graphics	ARE-Architecture		
Certificate-Chancellor Approved	ARE-Architectural Graphics	ARE-Architecture	27 units	
Certificate-Local	ARE-Essential 3D Tour	ARE-Architecture	6 units	
Certificate-Local	ARE-Essential Revit	ARE-Architecture	7 units	
Certificate-Local	BIO-California Naturalist	BIO-Biology	3 units	
Associate	BUS-Business Administration: Accounting Concentration	BUS-Business		
Certificate-Chancellor Approved	BUS-Business Administration: Accounting Concentration	BUS-Business	30 units	
Associate	BUS-Business Administration: General Business Concen	BUS-Business		
Certificate-Chancellor Approved	BUS-Business Administration: General Business Concen	BUS-Business	30 units	
Associate	BUS-Business Administration: Logistics Management Co	BUS-Business		
Certificate-Chancellor Approved	BUS-Business Administration: Logistics Management Co	BUS-Business	18 units	
Associate	BUS-Business Administration: Management Concentrati	BUS-Business		
Certificate-Chancellor Approved	BUS-Business Administration: Management Concentrati	BUS-Business	30 units	
Associate	BUS-Business Administration: Real Estate Concentration	BUS-Business		
Certificate-Chancellor Approved	BUS-Business Administration: Real Estate Concentration	BUS-Business	30 Units	
Certificate-Local	BUS-Real Estate Salesperson and Transaction	BUS-Business	9 units	
Certificate-Local	BUS-Registered and Small Business Income Tax Prepare	BUS-Business	4 units	
Certificate-Local	BUS-Small Business Accounting	BUS-Business	6 units	
Certificate-Local	BUS-Small Business Payroll Accounting	BUS-Business	6 units	
Associate	CRP-Apprenticeship Carpentry, Acoustical Installer	CRP-Carpentry		
Associate	CRP-Apprenticeship Carpentry, Concrete	CRP-Carpentry		
Associate	CRP-Apprenticeship Carpentry, Drywall Finisher	CRP-Carpentry		
Associate	CRP-Apprenticeship Carpentry, Drywall/Lather	CRP-Carpentry		
Associate	CRP-Apprenticeship Carpentry, Finish Carpentry	CRP-Carpentry		
Associate	CRP-Apprenticeship Carpentry, Framing	CRP-Carpentry		
Associate	CRP-Apprenticeship Carpentry, Tilt-Up	CRP-Carpentry		
Associate	CAT-Business Information Worker	CAT-Computer Applications & Office Technologies		
Certificate-Chancellor Approved	CAT-Business Information Worker	CAT-Computer Applications & Office Technologies	19 units	
Certificate-Local	CIS-C++ Programming	CIS-Computer Information Systems	13 units	
Associate	CIS-Computer Programming	CIS-Computer Information Systems		
Certificate-Chancellor Approved	CIS-Computer Programming	CIS-Computer Information Systems	26.5 units	
Certificate-Chancellor Approved	CIS-Data Analytics	CIS-Computer Information Systems	33 units	
Associate	CIS-Graphic Design	CIS-Computer Information Systems		
Certificate-Chancellor Approved	CIS-Graphic Design	CIS-Computer Information Systems	26-27.5 units	
Certificate-Local	CIS-Java Programming	CIS-Computer Information Systems	13 units	
Certificate-Chancellor Approved	CIS-Python Programming	CIS-Computer Information Systems	15 units	
Associate	CON-Construction Management	CON-Construction		
Certificate-Chancellor Approved	CON-Construction Management	CON-Construction	24-25 units	
Associate	CON-Construction Technology	CON-Construction		
Certificate-Chancellor Approved	CON-Construction Technology	CON-Construction	30 units	
Associate	DFT-Drafting Technology	DFT-Drafting		
Certificate-Chancellor Approved	DFT-Drafting Technology	DFT-Drafting	20-21 units	
Certificate-Local	DFT-Essential CAD	DFT-Drafting	6 units	
Certificate-Local	DFT-Essential Fusion 360	DFT-Drafting	6 units	
Certificate-Local	DFT-Essential SolidWorks	DFT-Drafting	6 units	
Associate	ECE-Early Childhood Education	ECE-Early Childhood Education		
Certificate-Chancellor Approved	ECE-Early Childhood Education	ECE-Early Childhood Education	25 units	
Certificate-Local	ECE-ECE/Assistant Teacher	ECE-Early Childhood Education	6 units	
Certificate-Local	ECE-ECE/Twelve Core Units	ECE-Early Childhood Education	12 units	
Associate	ECE-Early Childhood Intervention Assistant	ECE-Early Childhood Education		

Certificate-Chancellor Approved	ECE-Early Childhood Intervention Assistant	ECE-Early Childhood Education	34 units	
Associate	ELE-ELC-Digital Electronics	ELE-Electronics		
Certificate-Chancellor Approved	ELE-ELC-Digital Electronics	ELE-Electronics	28 units	
Associate	ELE-ELC-Electrician	ELC-Electronics		
Certificate-Chancellor Approved	ELE-ELC-Electrician	ELC-Electronics	31-32 units	
Associate	ELE-ELC-Electrician Apprenticeship	ELC-Electronics		
Certificate-Chancellor Approved	ELE-ELC-Electrician Apprenticeship	ELC-Electronics	35 units	
Certificate-Local	ELE-ELC-Green Technician	ELE-Electronics	11-12 units	
Associate	ELE-ELC-Sound and Communication Systems Installer A	ELC-Electronics		
Certificate-Chancellor Approved	ELE-ELC-Sound and Communication Systems Installer A	ELC-Electronics	22-25 units	
Associate	ENE-3D Mechanical Drafting	ENE-Engineering		
Certificate-Chancellor Approved	ENE-3D Mechanical Drafting	ENE-Engineering	23-25 units	
Certificate-Local	ENE-Engineering Graphics	ENE-Engineering	9 units	
Associate	ENE-Pre-Engineering	ENE-Engineering		
Associate	ENP-Entrepreneurship	ENP-Entrepreneurship		From Curricunet
Certificate-Chancellor Approved	ENP-Entrepreneurial Essentials	ENP-Entrepreneurship	12 units	From Curricunet
Certificate-Chancellor Approved	ENP-Entrepreneurial Foundations	ENP-Entrepreneurship	15 units	From Curricunet
Certificate-Chancellor Approved	ENP-Entrepreneurship and the Team	ENP-Entrepreneurship	18 units	From Curricunet
Certificate-Local	ENP-Entrepreneurship: Getting Started	ENP-Entrepreneurship	10 units	From Curricunet
Certificate-Local	ENP-Entrepreneurship: Legal and Finance	ENP-Entrepreneurship	10 units	From Curricunet
Associate	GAM-3D Game Modeling and Animation	GAM-Multimedia-Simulation & Game Development		
Certificate-Chancellor Approved	GAM-3D Game Modeling and Animation	GAM-Multimedia-Simulation & Game Development	27 units	
Associate	GAM-Game Concept Art	GAM-Multimedia-Simulation & Game Development		
Certificate-Chancellor Approved	GAM-Game Concept Art	GAM-Multimedia-Simulation & Game Development	27 units	
Associate	GAM-Game Design	GAM-Multimedia-Simulation & Game Development		
Certificate-Chancellor Approved	GAM-Game Design	GAM-Multimedia-Simulation & Game Development	27 units	
Associate	GAM-Game Development Core	GAM-Multimedia-Simulation & Game Development		
Certificate-Chancellor Approved	GAM-Game Development Core	GAM-Multimedia-Simulation & Game Development	21 units	
Associate	GAM-Game Programming	GAM-Multimedia-Simulation & Game Development		
Certificate-Chancellor Approved	GAM-Game Programming	GAM-Multimedia-Simulation & Game Development	27 units	
Associate	BUS-Logistics Management	BUS-Business		
Certificate-Chancellor Approved	BUS-Logistics Management	BUS-Business	18 units	
Certificate-Chancellor Approved	MAN-Apprenticeship: Manufacturing Technician I	MAN-Manufacturing	14-16 units	
Associate	MAN-Apprenticeship: Manufacturing Technician II	MAN-Manufacturing		
Certificate-Chancellor Approved	MAN-Apprenticeship: Manufacturing Technician II	MAN-Manufacturing	30-31 units	
Associate	MAN-Computer Numerical Control Programming	MAN-Manufacturing		
Certificate-Chancellor Approved	MAN-Computer Numerical Control Programming	MAN-Manufacturing	27-28 units	
Certificate-Local	MAN-Computerized Numerical Control (CNC) Operator	MAN-Manufacturing	17 units	
Certificate-Local	MAN-Conventional Machine Operator	MAN-Manufacturing	10 units	
Associate	MAN-Facilities Maintenance	MAN-Manufacturing		
Certificate-Chancellor Approved	MAN-Facilities Maintenance	MAN-Manufacturing	25-26 units	
Associate	MAN-Industrial Automation	MAN-Manufacturing		
Certificate-Chancellor Approved	MAN-Industrial Automation	MAN-Manufacturing	24-25 units	
Associate	MUS-Music	MUS-Music		
Associate	MIS-Music Industry Studies: Audio Production	MIS-Music Industry Studies		
Certificate-Chancellor Approved	MIS-Music Industry Studies: Audio Production	MIS-Music Industry Studies	36-37 units	
Associate	MIS-Music Industry Studies: Performance	MIS-Music Industry Studies		
Certificate-Chancellor Approved	MIS-Music Industry Studies: Performance	MIS-Music Industry Studies	36-37 units	
Associate	MAG-Retail Management/WAFC	MAG-Management		
Certificate-Chancellor Approved	MAG-Retail Management/WAFC	MAG-Management	30 units	
Associate	SCA-Supply Chain Automation	SCA-Supply Chair Automation		From Curricunet
Certificate-Chancellor Approved	SCA-Supply Chain Automation	SCA-Supply Chair Automation	33-34 units	From Curricunet

Type	Program	Responsible Discipline	Certificate Hours
Certificate of Completion	ARE-Noncredit Essential 3D Tour		171 hours
Certificate of Completion	ARE-Noncredit Essential Revit		234 hours
Certificate of Completion	BUS-Accounting Basics for Small Business		48 hours
Certificate of Completion	DFT-Noncredit Essential CAD		216 hours
Certificate of Completion	DFT-Noncredit Essential Fusion360		216 hours
Certificate of Completion	DFT-Noncredit Essential SolidWorks		216 hours
Certificate of Completion	EAR-Family Childcare Provider		24 hours
Certificate of Competency	ESL-Advanced American College English		324 hours
Certificate of Competency	ESL-Beginning American College English		180 hours
Certificate of Completion	ENP-non-Credit Entrepreneurial Essentials		216 hours
Certificate of Completion	ENP-non-Credit Entrepreneurial Foundations		270 hours
Certificate of Completion	ENP-non-Credit Entrepreneurship and the Team		324 hours
Certificate of Completion	ENP-Social Media for Business		50 hours
Certificate of Completion	MAN-Computerized Numerical Control Operator		198 units
Certificate of Completion	MAN-Industrial Automation		576 hours
Certificate of Completion	PDS-Customer Relations		36 hours
Certificate of Completion	PDS-Emerging Leaders		48 hours
Certificate of Completion	PDS-Enterprise Communication		48 hours
Certificate of Completion	PDS-Financial Literacy		27 hours
Certificate of Completion	PDS-Sales Techniques		24 hours
Certificate of Completion	PDS-Workplace Essentials		48 hours
Certificate of Completion	Successful Career Transitions		33 hours

AOE	Certificate of Completion			
ADT	Certificate of Competency			
Associate				
Certificate-Local				
Certificate-Chancellor Approved				
GELO				

ALR	Academic Literacy and Reading	ALR-Academic Literacy and Reading
CHI	Chinese	CHI-Chinese
COM	Communication Studies	COM-Communication Studies
ENG	English	ENG-English
ESL	English as a Second Language	ESL-English as a Second Language
FRE	French	FRE-French
HUM	Humanities	HUM-Humanities
JOU	Journalism	JOU-Journalism
LIB	Library	LIB-Library
PHI	Philosophy	PHI-Philosophy
SPA	Spanish	SPA-Spanish
ANT	Anthropology	ANT-Anthropology
ETS	Ethnic Studies	ETS-Ethnic Studies
POL	Political Science	POL-Political Science
PSY	Psychology	PSY-Psychology
SJS	Intro. To Social Justice Studies	SJS-Intro. To Social Justice Studies
ECO	Economics	ECO-Economics
HIS	History	HIS-History
SOC	Sociology	SOC-Sociology
AHS	Art History	AHS-Art History
ART	Art	ART-Art
DAN	Dance	DAN-Dance
MIS	Music Industry Studies	MIS-Music Industry Studies
MUS	Music	MUS-Music
PHO	Photography	PHO-Photography
THE	Theater Arts	THE-Theater Arts
APP	Apprenticeship	APP-Apprenticeship
ARE	Architecture	ARE-Architecture
CON	Construction	CON-Construction
CRP	Carpentry	CRP-Carpentry
DFT	Drafting	DFT-Drafting
ELC	Electronics	ELC-Electronics
ELE	Electronics	ELE-Electronics
GIS	Geographic Information Systems	GIS-Geographic Information Systems
MAN	Manufacturing	MAN-Manufacturing
SCA	Supply Chair Automation	SCA-Supply Chair Automation
SCT	Supply Chain Technology	SCT-Supply Chain Technology
ACC	Accounting	ACC-Accounting
BUS	Business	BUS-Business
ENP	Entrepreneurship	ENP-Entrepreneurship
MAG	Management	MAG-Management
MKT	Marketing	MKT-Marketing
PDS	Professional Development Studies-	PDS-Professional Development Studies-Vocational
RLE	Real Estate	RLE-Real Estate
WKX	Work Experience	WKX-Work Experience
ADJ	Administration of Justice	ADJ-Administration of Justice
ECE	Early Childhood Education	ECE-Early Childhood Education
EAR	Early Childhood Education	EAR-Early Childhood Education
GUI	Guidance/Counseling	GUI-Guidance/Counseling
ILA	Interdisciplinary Studies	ILA-Interdisciplinary Studies
CAT	Computer Applications & Office Tec	CAT-Computer Applications & Office Technologies
CIS	Computer Information Systems	CIS-Computer Information Systems
CSC	Computer Science	CSC-Computer Science
ENE	Engineering	ENE-Engineering
GAM	Multimedia-Simulation & Game Dev	GAM-Multimedia-Simulation & Game Development
MAT	Math	MAT-Math
BIO	Biology	BIO-Biology
CHE	Chemistry	CHE-Chemistry
GEG	Geography	GEG-Geography
HES	Health Science	HES-Health Science
KIN	Kinesiology	KIN-Kinesiology
PHS	Physical Science	PHS-Physical Science
PHY	Physics	PHY-Physics

Committee Feedback Response

Refer to the *Summary of Standard Reflection* to discuss and answer the following questions:

Information Heard/Submitted

1. Is anything incorrectly stated or represented that you would like us to revise?
2. Is there any additional information you would like to add?

Feedback

3. What action(s) will the committee take based on the committee's suggestions and the Accreditation Leadership Team's feedback?
4. What action(s) are the highest priority?
5. What action(s) can be addressed quickly/immediately?

Possible Evidence

6. What additional evidence would help demonstrate the College's alignment with the Standard?

Please email Hayley Ashby, Faculty Accreditation Co-Chair at with any additional information you would like to share, especially related to questions 1 and 2.

NORCO COLLEGE

Accreditation Leadership Team
Summary of Standard Reflection

Name of Committee: Norco Assessment Committee
Committee Chair/Co-Chairs: Ashlee Johnson, Roger Perez
Date of Activity: October 16, 2024
Accreditation Leadership Team Members: Tenisha James, Hayley Ashby, Charise Allingham, Desiree Wagner
Standard: 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.

Reflection Questions	Information Heard/Submitted	Feedback	Possible Evidence	Revisit
1. What do we do to align with the Standard?	A. Assessment is integrated into the systematic program review process B. Disciplines are analyzing assessment data and discussing data at meetings C. Next steps for assessment (V2) address continuous improvement in assessment D. Assessment data is disaggregated to address equity E. The College also discusses KPIs, the Faculty Impact Survey, and success/retention data	A. Update the six-year rotation plan for assessing SLOs, PLOs, GELOs B. Create schedule of disciplines' cycle for assessing SLOs and PLOs C. Review assessment documents on the committee website, determine if any updates are needed, and revise as necessary D. Continue to discuss with Program Review Committee how assessment factors into an Annual Program Review process E. Ensure continued progress of subgroups on assigned tasks (e.g., V2) F. Develop a communication plan to inform the College about changes and improvements to processes	A. Assessment Rotation Plan B. Spreadsheet of assessment cycles C. Program Review Committee meeting minutes where assessment is discussed D. NAC minutes that include reports form subgroups E. Communication guidelines and examples of where assessment is shared college-wide (e.g., Academic Senate)	Yes
2. Where do we think we align with the Rubric for Institutional Alignment and Transformation?	Emerging – Conceptually in terms of where assessment is going the College is highly developed, but the use of outcomes in Canvas and integration with Nuventive will help us grow and develop rapidly	NAC has identified several areas for improvement and has created subgroups to work on those tasks. However, improvements to the process and the innovation in integrating Canvas and Nuventive aligns more closely with Developed		Yes

Reflection Questions	Information Heard/Submitted	Feedback	Possible Evidence	Revisit
3. What opportunities do we have to stretch ourselves to deepen our practices to impact equitable student outcomes?	A. Faculty are implementing changes to address equity in response to assessment results, but changes are not based on best practices B. Part-time faculty do not attend meetings when assessment is discussed even though significant outcomes data comes from their courses	A. Implement effectiveness monitoring in Nuventive to ensure that faculty are closing the assessment loop by determining if their interventions are effective B. Develop a plan to train and include more part-time faculty in assessment discussions	A. Nuventive screenshots of questions and tabs B. Written recommendations or NAC meeting minutes that address how to include part time faculty in discussions	Yes
4. How does our reflection and learning inform our institutional plans for action, improvement, and/or innovation?	A. Identifying opportunities for improvement after implementing the new assessment process has led to plans for action (V2 and subgroups) B. The need to determine if implemented strategies are effective has led to changes to assessment in Nuventive such as the addition of effectiveness monitoring	A. Document subgroups progress with regular updates at NAC and in the end of the year assessment report to continue self-reflection B. Look at external best practices to stay innovative and explore the use of skills frameworks and AI for training faculty, creating rubrics, creating case studies, analyzing assessment results	A. Assessment Report B. NAC meeting minutes that discuss best practices or innovations that could be implemented C. Evidence documenting the exploration of best practices and innovations	Yes