



**Program Review Committee  
Minutes for March 23, 2022**

2:30-3:45 pm  
OC 116

**Meeting Participants**

**Committee Members Present**

Greg Aycock (co-chair), Svetlana Borissova, Caitlin Busso, Araceli Covarrubias, Ashlee Johnson, Starlene Justice, Timothy Mount, Lindsay Owens, Tim Russell (co-chair), and Kaneesha Tarrant.

**Committee Members Not Present**

Vivian Harris, Dominique Hitchcock, Jason Parks, and Paul VanHulle.

**Guests**

Hayley Ashby, Quinton Bemiller, Tricia Hodawanus

**Recorder**

Charise Allingham

**1. Call to Order**

- 2:35 pm

**1.1 Welcome**

**2. Action Items**

**2.1 Approval of Agenda**

- MSC (Araceli Covarrubias / Starlene Justice)
- Move to amend the agenda (M Starlene Justice)
  - Move the Assessment Review to the second discussion item.

**2.1 Conclusion**

- Approved by Consensus

**2.2 Approval of February 23, 2022, Minutes**

- MSC (Starlene Justice / Lindsay Owens)
  - Remove Jason Parks and add Quinton Bemiller as a member representing Office of Instruction

**2.2 Conclusion**

- Approved by Consensus

**3. Discussion Item**

### 3.1 Survey of Effectiveness

The results of the survey of effectiveness for the Program Review Committee were shared with the committee. Attached to the minutes.

- Responses indicated no disagreement and only one does not apply.
  - The committee is functioning and doing work aligned with the college and is meaningful.
- Suggestion to have Assessment and Program Review committee meetings at similar times and days each month because there is so much overlap in responsibilities.
  - Assessment committee is sending out a poll to try and see if the two committees can be moved to the same time and day in different weeks.

- Suggestion to send out EMP objectives, Report of Effectiveness questions, and Charter to be discussed at the next meeting.

Report of Effectiveness questions

1. Evaluate the effectiveness of their planning and decision-making processes through the Survey of Effectiveness,
    - a. The committee is moving in a direction that includes the oversight of resource allocation.
  2. Self-report on EMP objective progress and appropriate objective assignment, and
    - a. Suggestion to adding the EMP goals and objectives the committee is responsible for to the agenda.
  3. Self-assess the completion of their charter's scope/deliverables during the academic year.
    - a. The scope, we are making decisions regarding PR and resource allocation, program review for committees, faculty resource requests, and professional development.
- Please reach out to the co-chairs with any feedback or suggestions or concerns, in person or by email.
  - What can we do to make program review exciting, fun, and meaningful, not a job?
    - Program Review currently gives the feeling of not knowing what I am doing, difficult and a burden.
    - Request and suggestions to provide workshops, training videos, FLEX activities, and a possible program review power hour.
  - Suggestion that after program reviews are completed, discussions and follow-ups are missing here at Norco College.
    - An opportunity to share at College Council? What is happening with our programs? How are we talking about goals and how are we looking into the progress of each program or area? There is an opportunity to learn from reading program reviews. At other colleges, each group presents its program review to the college.
    - Add as a discussion item for a future meeting.

3.1 Follow-up Items	3.1 Task of	3.1 Due by
Fill out the report of effectiveness	Co-chairs	Next meeting

**3.2 Program Goals Focus Feedback**

Feedback provided from departments was positive, the change to a program goal focus makes sense.

**3.3 Equity and Training Question**

Feedback from departments:

- Are we supposed to answer these questions this year? No, if this section is implemented into Program Review it won't be until the comprehensive in Fall 2024.
- Will the equity questions be graded? No, the committee voted to not review and grade the equity questions.
- Preferred: Opinion 2 was shorter and had fewer questions.
- Suggestion to remove anti-racism from the first question in option 2. To read 'What equity training....'
- Where would the answers to the equity question be stored and who would have access? The answers would print on the final program review report that will be available on the website.
- Does Equity go beyond just meeting the EMP goals? Only look at Equity through EMP goals. No, this is more related to professional development, broader than the EMP goals.
- Concern about how to track associate faculty equity training. Suggestion to create a form that can be sent out to gather Equity training information. Also, may be able to obtain information because of the Equity FLEX requirement.
- Awareness of the chancellor's office DEIA Evaluation and Tenure Review of District Employees implementation, on April 16 it becomes law. The timeline for the implementation for RCCD has not been determined.

3.3 Follow-up Items	3.3 Task of	3.3 Due by
Add to next agenda	Co-chairs	Next meeting

**3.4 Resource Request Mapping**

The Resource Request forms in the new Nuventive screens were shared with the committee. This included the new mapping screens that allow the author to map requests to EMP goal Objectives, program plans, and other evidence.

**3.5 Assessment Review**

Ashlee Johnson the assessment coordinator and co-chair shared the new proposed Phase 2 of the assessment process.

- The Assessment Committee is working on streamlining the assessment process.
- Time to update the assessment review portion in program review, the new proposed section was shared.

- NAC is discussing replacing the current Assessment Review section with a new section that asks the need to address any observations, needed changes, and what we are doing with the canvas data. Each program/ discipline would look at the Canvas data and come up with observations, determine root cause, develop a plan of action, and monitor the progress.
- Would develop an action plan during the comprehensive program review and monitor the effectiveness over the program review cycle. This would be across the entire program/ discipline.
- Feedback:
  - Faculty are feeling stressed out with the first phase of implementing outcomes in Canvas. More training is needed.
  - Although the assessment in Canvas is approved, asking to tackle one course this semester and add an additional course each semester. Reach out to Ashlee to schedule training for departments or one-on-ones.
- How would we have overall faculty involvement when each department has one faculty assigned to be responsible for program review? Ideally would have the discussions at the department/ discipline/ area meetings.
- What kinds of information will be available in the dashboards?
  - Disaggregated data, outcomes mastery, average score, etc.
- Concern because most are still learning phase one.
- Will this be overwhelming for single-discipline faculty?

3.5 Follow-up Items	3.5 Task of	3.5 Due by
Add Assessment Review as an ongoing agenda item	Co-chairs	Next meeting

## 4. Information Items

### 4.1 2022-23 Annual Update

- Drop in-hour, Monday, March 27th, 12-1 pm

## 5. Good of the Order

- Canvas Outcomes resources are available on the Assessment Committee Faculty Tool Box webpage: <https://www.norcocollege.edu/committees/assess/Pages/How-To-Guides.aspx>

## 6. Future Agenda Topics

- Accreditation Update
- Program Review Follow-ups and Discussions

## 7. Adjournment

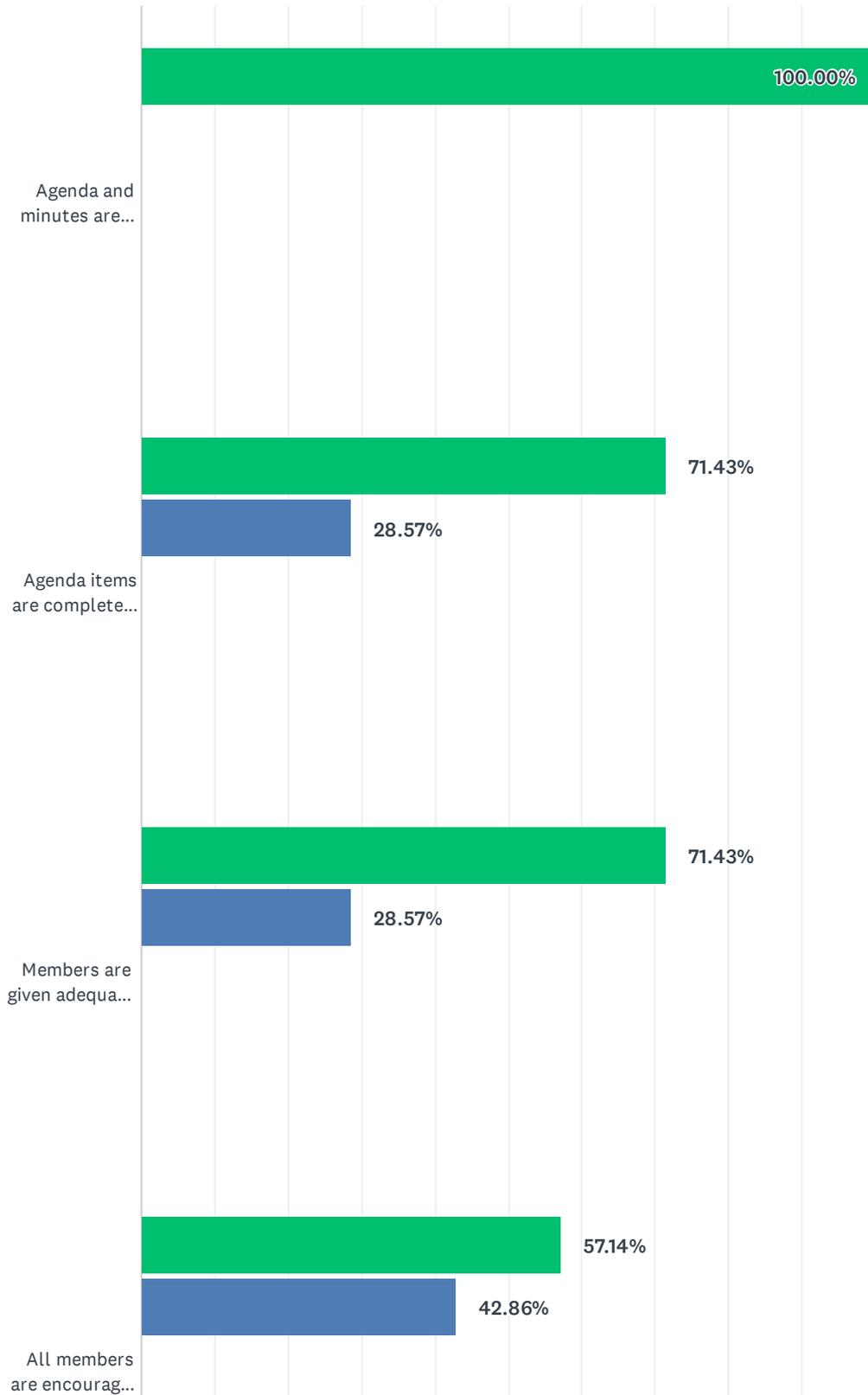
- 3:45 pm

## Next Meeting

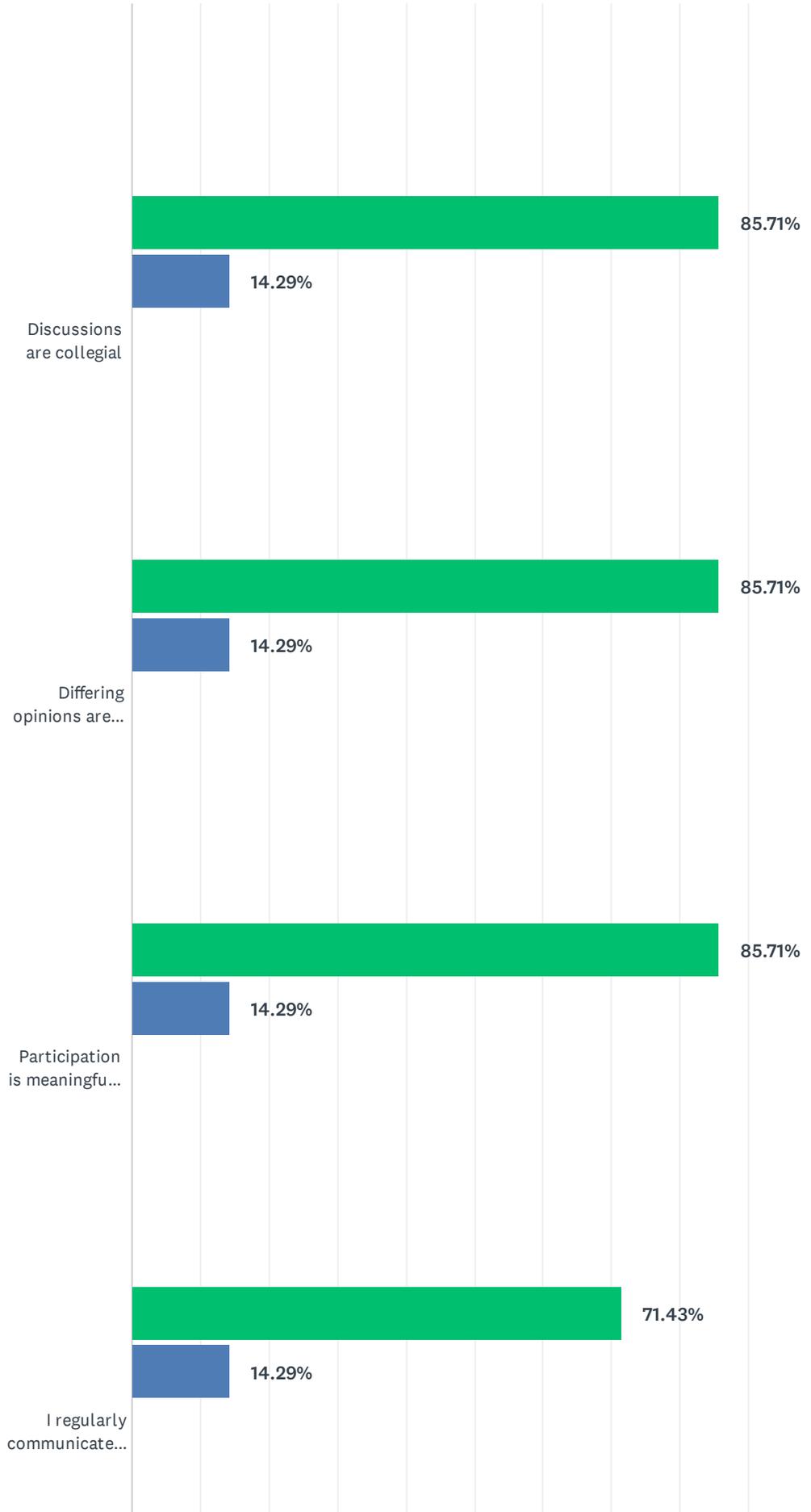
Date: April 27, 2022

## Q2 Please rate your level of agreement with the following statements for the governance entity selected above:

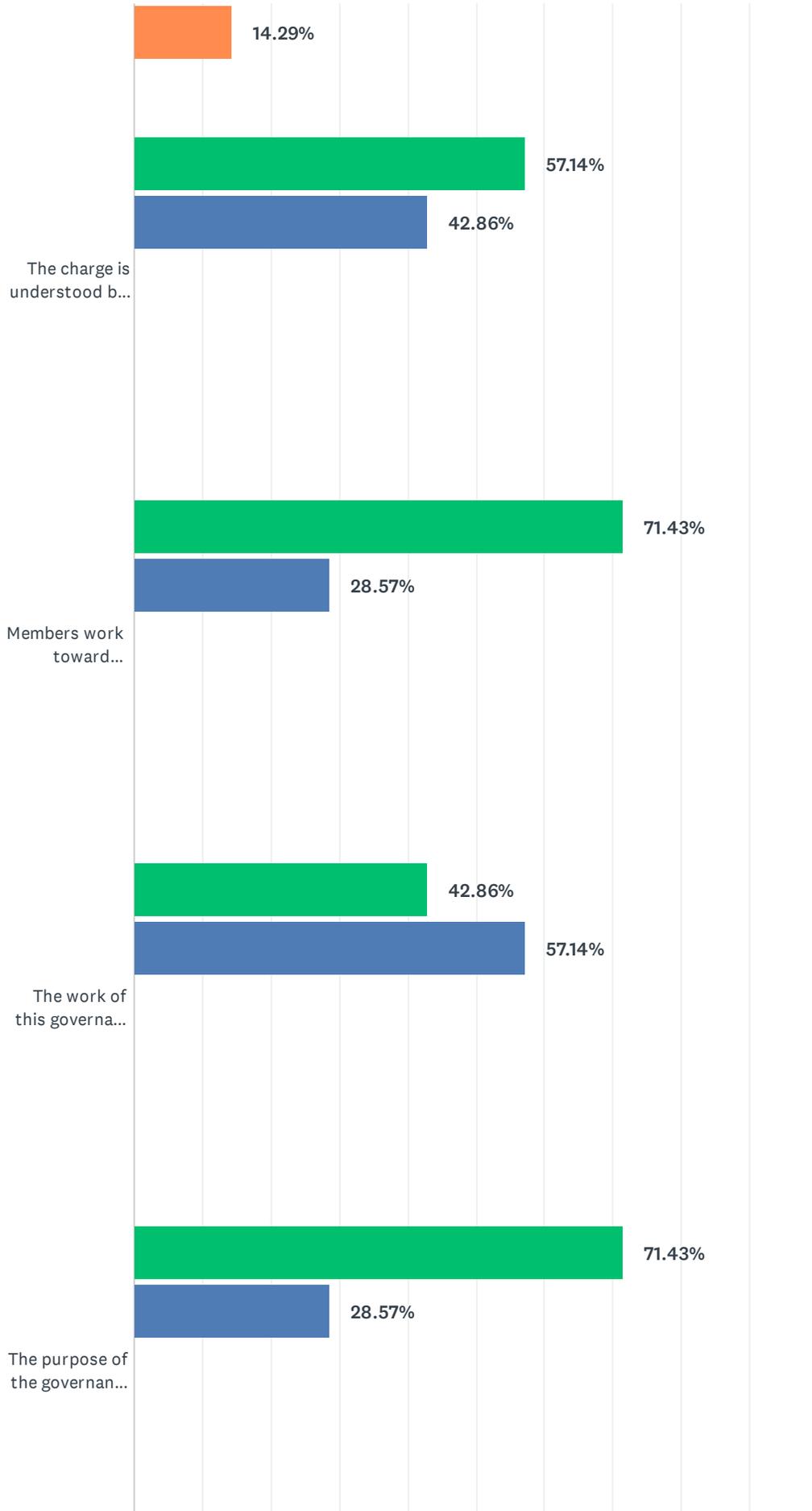
Answered: 7 Skipped: 0



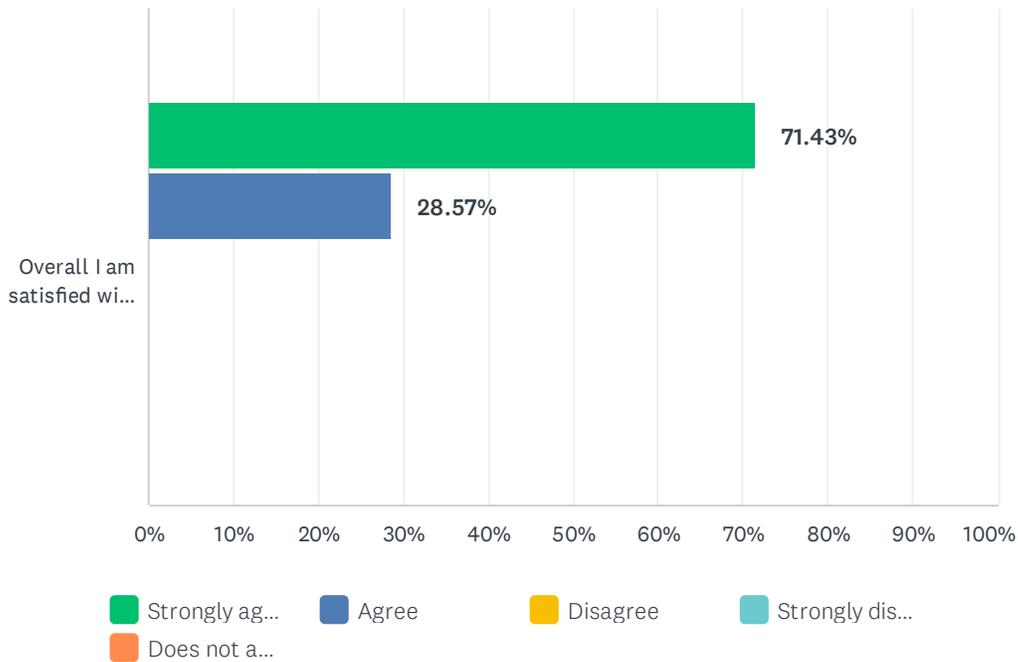
# Councils and Committees Survey of Effectiveness



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## Councils and Committees Survey of Effectiveness



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY	TOTAL
Agenda and minutes are provided far enough in advance of meetings	100.00% 7	0.00% 0	0.00% 0	0.00% 0	0.00% 0	7
Agenda items are completed within the meeting time	71.43% 5	28.57% 2	0.00% 0	0.00% 0	0.00% 0	7
Members are given adequate information to make informed recommendations or decisions	71.43% 5	28.57% 2	0.00% 0	0.00% 0	0.00% 0	7
All members are encouraged to be actively involved	57.14% 4	42.86% 3	0.00% 0	0.00% 0	0.00% 0	7
Discussions are collegial	85.71% 6	14.29% 1	0.00% 0	0.00% 0	0.00% 0	7
Differing opinions are respected	85.71% 6	14.29% 1	0.00% 0	0.00% 0	0.00% 0	7
Participation is meaningful and important to me	85.71% 6	14.29% 1	0.00% 0	0.00% 0	0.00% 0	7
I regularly communicate with members of the constituent group I represent regarding key issues discussed and actions taken during meetings	71.43% 5	14.29% 1	0.00% 0	0.00% 0	14.29% 1	7
The charge is understood by the members	57.14% 4	42.86% 3	0.00% 0	0.00% 0	0.00% 0	7
Members work toward fulfilling the charge	71.43% 5	28.57% 2	0.00% 0	0.00% 0	0.00% 0	7
The work of this governance entity has made an impact on its assigned EMP Goals or KPIs	42.86% 3	57.14% 4	0.00% 0	0.00% 0	0.00% 0	7
The purpose of the governance entity aligns well with the college mission	71.43% 5	28.57% 2	0.00% 0	0.00% 0	0.00% 0	7
Overall I am satisfied with this governance entity's performance	71.43% 5	28.57% 2	0.00% 0	0.00% 0	0.00% 0	7

### Q3 Is there something that you would recommend to help the committee function more effectively?

Answered: 3 Skipped: 4

#	RESPONSES	DATE
1	Since there is so much overlap with the assessment committee, with many members sitting on both, it would be much more convenient if both committee met at the same time slot on alternating weeks.	3/22/2023 1:29 PM
2	Just a comment about the question regarding the impact on assigned EMP goals. I checked "agree" because there was no box for "I don't know." But, in fact, I don't know. Is that something that can even be measured yet? Do we have a means by which we would assess this?	3/20/2023 2:41 PM
3	Training on different budgets and resource allocation types, as well as, a standing discussion/report on what programs received funding, and why they were prioritized.	3/13/2023 3:03 PM

## **Report of Effectiveness questions**

- 1) Evaluate the effectiveness of their planning and decision-making processes through the Survey of Effectiveness,
- 2) Self-report on EMP objective progress and appropriate objective assignment, and
- 3) Self-assess the completion of their charter's scope/deliverables during the academic year.

## 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?



# 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](#)