



Meeting Participants

Committee Members Present

Committee Members Not Present

Guest(s)

Recorder

1. Call to Order

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1.1 Welcome

2. Action Items

2.1 Approval of Agenda

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2.1 Conclusion

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2.2 Approval of May 15, 2024, Minutes

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2.2 Conclusion

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3. Discussion Item

3.1 Membership

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3.2 State of Assessment

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3.2.b Assessment Schedules

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3.2.c Assessment V1

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- o Observation

- o Actions

- o Monitoring and Progress

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1. Focus Area 1: Canvas Assessment Setup
 - a. Documenting Current Process
 - b. Evaluating Areas of Improvement
 - c. Implementing Improvements
2. Focus Area 2: Canvas Data Collection
 - a. Clarifying assessment Frequency Expectations
 - b. Assessment Schedules
 - c. Training/Support
 - d. PT Faculty Participation
3. Focus Area 3: Data Display
 - a. Clarify Protected Data Rules
 - b. Solve Calculation Method Issue
 - c. Review/Improve Displays
 - d. Add Requested Variables
4. Focus Area 4: PLO/GELO/ILO/AOE
 - a. AV.1 Draft
5. Focus Area 5: Av2 Observation/Analysis
 - a. Frequency
 - b. Modality
 - c. Participant Requirements
 - d. Observation Types/Guidelines
 - e. Documentation/ Nuventive Fields
6. Focus Area 6: Av2 Root Cause Analysis
 - a. Frequency
 - b. Modality
 - c. Participant Requirements
 - d. Investigation Types/Guidelines
 - e. Documentation/ Nuventive Fields
7. Focus Area 7: Av2 Monitoring
 - a. Frequency
 - b. Modality
 - c. Participant Requirements
8. Focus Area 8: Av2 Monitoring
 - a. Frequency
 - b. Modality
 - c. Participant Requirements
9. Focus Area 9: Av2 Monitoring
 - a. Frequency
 - b. Modality
 - c. Participant Requirements

- d. Types/Guidelines
 - e. Documentation/ Nuventive Fields
10. Focus Area 10: Av2 Closure
- a. Frequency
 - b. Modality
 - c. Participant Requirements
 - d. Types/Guidelines
 - e. Documentation/ Nuventive Fields

Standard 2: Student Success

In alignment with its mission, the institution delivers highquality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

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. (ER 11, ER 14)

Questions to consider for each standard:

x

Resources

Norco College Mission:

Norco College inspires a diverse student body by an inclusive innovative approach to learning through its pathways to transfer, professional, career and technical education, certificates, and degrees. We are proud to be a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships. Norco College encourages self-empowerment and is dedicated to transforming the lives of our students, employees, and community.

Standard 2: Student Success

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. (ER 11, ER 14)

Review Criteria and Possible Sources of Evidence

Review Criteria:

- x The institution follows established processes that include analysis of data related to student learning (i.e., outcomes assessment results) and achievement (e.g., course completions and degree/certificate completions), disaggregated for student subpopulations and/or learning modalities as appropriate.
- x Faculty and other educators engage in dialogue about learning and achievement data, disaggregated for student subpopulations and/or learning modalities as appropriate, in order to guide program improvement and curriculum development, address achievement gaps, and inform institutional goalsetting.
- x The institution's dialogue about disaggregated learning and achievement data informs institutional goal-setting.

Possible Sources of Evidence Could Include:

- x Documentation of processes for design and evaluation of curriculum
- x Documentation of processes for program review and outcomes assessment, including consideration of how disaggregated data are incorporated, analyzed, and used for improvement
- x Examples of completed reviews and/or assessments outlining how results inform improvements in curriculum design, service delivery, and/or teaching and learning practices to support equitable achievement

