

RIVERSIDE ASSESSMENT COMMITTEE
Meeting Minutes
December 5, 2021
12:00-2:00 PM, via Zoom

Members			
X	Sharon Alexander	X	Cecilia Lusk
	Kelly Brautigam	X	Kevin Maroufkhani
X	Debbie Cazares	X	Wendy McEwen
X	Pamela Crampton	X	Scott McLeod
X	Jim Elton		Mike Medina
X	Brooke Harold	X	Joshua Orlando
X	Katie Johnson		Nicholas Robinson
X	Katie Kern	X	Daniel Slota
X	Jasminka Knecht	X	Rochelle Smith
X	Denise Kruizenga-Muro	X	Takashi Suzuki
X	David Lee	X	Rana Tayyar
X	Anne Lenox	X	Jude Whitton
Guests/Liaisons/Admins			
X	Bryn Glover (recorder)		

- I. Approval of the Agenda m/s/c – Wendy McEwen / Jude Whitton, add 2020-21 Assessment report to the agenda - approved with change
- II. Approval of the Minutes from November m/s/c Rochelle Smith / Jude Whitton – approved, 1 abstention
- III. Reports
 - EPOC – discussed prioritization, the job description for the Dean of Equity and who the position will report to. The results of the Equity Audit were released in most recent President’s Leadership Team minutes.
 - GEM-Q – Prioritization letter sent to President
 - Program Review- talked about prioritization, the committee is planning a retreat to train people to help department chairs complete program reviews.
 - Accreditation – Jacquie Lesch is the new accreditation rep, we will invite her to future meetings.
 - Co-curricular Assessment –
 Anne Lenox – Cal Works is partnering with Caring EOPS program for the holidays and requesting gift donations through Amazon for student’s children. An RCC staff member is hosting a party that includes a toy drive for Cal Works. In Spring they will be giving \$400 to students in vouchers.

Cecilia Lusk – TRIO just finished working with students on transfer applications. They held virtual workshops in October and November that focused on perseverance. Cecilia is working on TRIO's annual performance report due early next year.

- ASRCC – working on a Tiger Pride event for finals survival. They are trying to get therapy puppies on campus, stress relief painting, various clubs will join with other activities. They will plan a similar event for Spring.

IV. Ongoing Business

- Equity and Assessment Discussion: Reading Corner: "[Why Normalizing Failure is Vital to Equitable Grading](#)" from the *Los Angeles Times*. Please think about how you might incorporate into your teaching some of what the article discusses. If you wouldn't, why not?

What do you think this would look like at our level (community college)?

- Katie Johnson – one of the challenges in allowing students to retake tests or redo assignments is – who gets to redo it? If you can take away the pressure, offering a retest is great – but there has to be some kind of rigor to the class.
- Denise Kruizenga-Muro – lets students rewrite or revise if they get a D or F, she wants them to demonstrate that they are learning the material not just passing. It is more pleasant for her as an instructor to read the paper they did well, and see they have learned the concept on the second attempt. She doesn't broadcast that the rewrite is available, but contacts the student individually if they did not pass.
- Jude Whitton – Katie brings up a good point – what is the threshold? If I got 88% - can I retake it for the A? where is the balance? That would need to be clearly defined ahead of time.
- Kevin Maroufkhani – His face to face classes didn't have high enrollment, so he was able to offer a seminar type class, experimenting with more pass/not pass assignments. It is more work for him, but with a small class size he is able to do it. Students can determine how much work they want to do and what grade they get based on clearly outlined objectives, procedures and rubrics. What is it that you are learning, and how do I grade you on that? Did you master this content or not? If not, would you like help? Here is another opportunity to show you have learned it.
- Jude – a faculty colleague lays out contracts for students, if you want to earn an A in this class this is what you agree to. She allows them to negotiate their contract if they come to her office hours which allows her to intervene. If a student signs a contract a C grade she is often able to encourage them to negotiate to a higher grade.
- Scott McLeod – CIS class has a hybrid approach to grading, there are a number of assignments that allow students to complete them multiple times. These are auto graded and averaged, so they don't involve additional work from the faculty. The exam does not allow multiple attempts unless there is some special consideration. They have found that

students learning and retention are increased with the option to submit assignments multiple times and they perform better on the test. They have lowered the value of the exams, and raised the value of the assignments.

- Katie Kern – offers low stakes quizzes in her classes, it allows a check in with students to see how they are doing on the material and what is working or not working. Student asked her why she was only giving one attempt on the quiz, why not 2? This would give them a second chance to look at the material and perform better, now she averages the quiz scores. She was hoping this would improve scores on the exams, but so far it hasn't happened.
- Katie Johnson – suggested using multiple versions of the quizzes so they can't be memorized and repeat the material, or share it as easily with their classmates.
- Brooke Harold (ASRCC) – feels that if she has only one chance to take a quiz, she feels let down if she doesn't do well. Having a second opportunity to take it helps me learn better being able to see it a second time. Having consistent assignments working up towards a bigger assignments or test helps.
- Rana Tayyar uses smaller quizzes to help students prepare for the larger test. She also assigns worksheets that are only worth 2 points every week, the students are learning the material with low stakes. They build up slowly to the exam.
- Denise's husband teaches middle school math, if student doesn't do well on a test he speaks to the student and if they can explain the concept he will increase their grade.
- Rochelle Smith - performs daily assessments that reflect the material on the final. She gives students the first 15 minutes of class to review the material from the day before to prepare for the assessment. This allows her to see what students are lacking and where she needs to focus instruction. She also tells students to prioritize their study review on the learning objectives because the test questions are derived from those.

V. New Business

- [SLO Symposium](#), Jan. 28-29. Register for free, attend only the sessions you want to attend. Friday / Saturday, few sessions on Saturday.
- [Updated RAC web site](#) is live! The site can also be accessed by clicking [here](#) and then navigating to the section entitled "assessment committee." If you would like to suggest content for the website send it to Jude or Denise.
- 2020-2021 Assessment Report – the annual report has replaced the Assessment Plan. It gives results of what we have done, what we plan to do, and helps guide what the committee should work on next.
- Academic Senate meeting – Denise and Jude are presenting at the Academic Senate meeting on Monday. They will share the new website, the Nuventive guide and a snapshot of the Assessment Report.

VI. Old Business

- Success stories needed for the web site. Please send your assessment success stories to Jude and Denise to put up on our website.
- Customized trainings for disciplines – If you have an assignment or need in your department Jude and Denise are happy to help and to work with you to customize training.
- PLO Assessment Reminders and updated schedule
 - 2021-2022
 - ADT: Biology, Business Administration, Communication Studies, Economics, English (continuing), kinesiology, math, nutrition & dietetics, philosophy, political science, studio arts, Administration of Justice (earlier than scheduled)
 - Degree: Nursing
 - Certificates: CIS Info security & cyber defense, graphic design (digital degree & certificate), nursing, other Business Admin certificates

VII. Other – meeting adjourned – 1: 01pm