

RIVERSIDE CITY COLLEGE

Assessment Report 2019-2020

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INTRODUCTION

Riverside City College's Assessment Committee (RAC) continued their work with course-level, program-level, and GE-level assessments during the 2019-2020 academic year. A substantial amount of time was spent preparing for RCC's accreditation visit in March, 2020.

Assessment results continued to inform curriculum and program reviews and planning with the relationship between curriculum and assessment growing stronger. RAC members include representatives from all of the college's academic departments. These faculty representatives are selected by their departments and serve staggered two-year terms. The committee is also working to increase coordination with co-curricular support units. Representatives from Financial Aid, Admissions and Records, and Academic Support have all participated in meetings, sharing best practices and helping faculty understand how these units assess their services and their important role in supporting student success.

COURSE ASSESSMENT

The college uses Nuventive Improve (formerly TracDat) to collect SLO, PLO, SAO, and GE SLO assessment results. On each discipline's home page, courses needing assessment for 2019-2020 are flagged. This provides the assessment coordinators a dashboard, helping faculty identify what assessment results need to be completed.

Each year – in alignment with the college’s five-year strategic planning cycle – disciplines schedule individual SLO’s for assessment. For 2019-2020 reporting (on the scheduled 2018-2019 assessment), 1,567 individual SLO’s were scheduled to be assessed. Results were entered into Nuventive for 1,222 of these for an overall SLO assessment rate of 78.0%.

Count and Percentage of SLO's with assessment results entered by Division and Department for those courses scheduled to be assessed in 2018-2019					
Division	Department	Results Entered			
		Yes	No	Total	%
CTE	Applied Technology	216	142	358	60.3%
	Business Admin/Info Sys Tech	223	0	223	100.0%
	Cosmetology	53	9	62	85.5%
	Early Childhood Education	3	0	3	100.0%
CTE Total		495	151	646	76.6%
Languages, Humanities, and Social Sciences	Behavioral Sciences	47	7	54	87.0%
	Communication Studies	42	0	42	100.0%
	Economics, Geography, and Political Science	25	18	43	58.1%
	English & Media Studies	67	32	99	67.7%
	History/Humanities/Philosophy	58	60	118	49.2%
	World Languages	53	0	53	100.0%
Languages, Humanities, and Social Sciences Total		292	117	409	71.4%
Library and Counseling	Counseling	13	0	13	100.0%
	Library & Learning Resources	4	0	4	100.0%
Library and Counseling Total		17	0	17	100.0%
Math, Science, and Kinesiology	Chemistry	6	6	12	50.0%
	Kinesiology	48	4	52	92.3%
	Life Sciences	9	18	27	33.3%
	Mathematics	54	17	71	76.1%
	Physical Science	0	0	0	-
STEM and Kinesiology Total		117	45	162	72.2%
Nursing	Nursing	210	0	210	100.0%
Nursing Total		210	0	210	100.0%
Performing Arts	Art	0	14	14	0.0%
	Dance / Theater	12	15	27	44.4%
	Music	79	3	82	96.3%
Performing Arts Total		91	32	123	74.0%
Overall		1222	345	1567	78.0%

One gap that was identified during the accreditation preparation process was that while course SLO’s are scheduled for assessment and this schedule tracked for completion, there isn’t a comprehensive overview ensuring that all SLO’s in the college are assessed during a five-year schedule. RCC’s Dean of Institutional Effectiveness is working to create this tracking. As the college transitions to the upgraded Nuventive Solutions platform, this reporting should be easier.

PROGRAM ASSESSMENT

While Program Level assessment was planned for 2019-2020, the transition to all online learning resulted in the Riverside Assessment Committee voting to suspend PLO assessment until 2020-2021.

Another gap identified as part of the accreditation review is that while program level assessment is being completed, not all assessment results are entered into Nuventive. As a pilot, the Assessment Committee created a form using MS Forms which can be used to collect PLO assessment information. This form is going to be piloted in the 2020-2021 cycle. The results and information from this process will be included in Nuventive.

The Assessment Committee successfully completed the third of four General Education Assessment processes – for Communication. As with the other general education SLO assessments, lessons learned are being used in curriculum conversations and other assessment conversations.

SERVICE AREA OUTCOMES

The College and the Assessment Committee has been working to include Service Areas in assessment activity. In the ACCJC Peer Report, the accreditation committee commented that:

While the College presented evidence of a rotation plan for outcomes assessment, including how these results are considered and applied to programs and general education, there was limited documentation indicating that a systematic cycle is being observed for learning support services and student support services. (I.B.2) (Riverside City College Peer Review Team Report, 2020, pg. 20).

As a response to this feedback, the Assessment Committee determined that using a similar process for PLO reporting – via MS Forms – might be a way to quickly collect SAO feedback.

RCC's Office of Institutional Effectiveness is working over Summer, 2020, to ensure that all areas have SAO's and introduce each department to the new process. Most Service Areas assess their SAO's yearly so the MS Form will be sent in February 2021 in time for the next Program Review and Planning (PRaP) process.

PROFESSIONAL DEVELOPMENT

As with prior years, RCC's Office of Institutional Effectiveness hosted several "drop in" sessions offering training and support centered around Nuventive Improve. The office will continue working with faculty to ensure that this technology solution is not a barrier to completing assessment. The Assessment Committee continues its robust and substantive conversations during meetings. The Committee has a student member who provides good feedback and shares examples to help the members link the discussion to student needs. The Faculty Co-Chairs continue to work closely with departments facilitating assessment discussion and advocating for making assessment useful and important part of student success and curriculum discussion. They do this formally during meetings and trainings as well as informally in a number of different interactions.

2020-2021 PLANS

The Assessment Committee continues to work at increasing communication and coordination with the college's Curriculum Committee. The two committees now share meeting minutes so each group is apprised of the work being done in the other committee. We anticipate that this sharing will continue.

Additionally, in direct response to the Black Lives Matter movement and the college's significant emphasis on equity, the Assessment Committee plans on focusing discussion and best practice sharing around equity-informed assessment. We have begun this work by sharing best



practices and considering the Assessment Committee's role in equity-informed assessment. We are also considering a reading club similar to others on campus in which committee members will read an article or book chapter related to equity and assessment and discuss each month. Additional work in this area will continue to inform the work of the Assessment Committee.

Finally, the Assessment Committee will be distributing a survey to assess the state of assessment at the college. We are seeking to understand the current culture of assessment on campus and the needs of people doing assessment, so that we can offer appropriate trainings and support across the college.