

RIVERSIDE ASSESSMENT COMMITTEE
Meeting Minutes
November 4, 2022
12:00-2:00 PM, via Zoom

Members			
X	Sharon Alexander	X	Wendy McEwen
	Eyad Alfattal	X	Scott McLeod
X	Kelly Brautigam		Kfir Mendelovitz
	Debbie Cazares	X	Deborah Muganza (Student)
X	Jim Elton	X	Joshua Orlando
X	Evan Enright	X	Nicholas Robinson
X	Katie Johnson	X	Daniel Slota
X	Katie Kern	X	Rochelle Smith
X	Jasminka Knecht	X	Takashi Suzuki
X	Denise Kruizenga-Muro		Rana Tayyar
X	David Lee	X	Delia Tijerina
	Anne Lenox	X	Jude Whitton
X	Cecilia Lusk		
X	Kevin Maroufkhani		
Guests/Liaisons/Admins			
X	Bryn Glover (recorder)	X	Jacque Lesch

- I. Approval of the Agenda m/s/c Wendy McEwen / Kelly Brautigam, approved
- II. Approval of the minutes from October m/s/c Wendy McEwen / Cecilia Lusk, 2 abstentions
- III. Reports
 - EPOC – Prioritization was held October 28th, every year the process is improved a little bit
 - GEM-Q – same as above
 - Accreditation - Jacque Lesch – The midterm report process is starting in Winter 2023. The timeline is to gather evidence and prepare the draft report from January to June; the final draft will be ready by end of July, and go to college leadership for review in August. It will then go to EPOC in October. Revisions will be made and the second read will be scheduled in November, then it will move forward to strategic planning at district. The final submission is

anticipated for March 2024. Accreditation standards are undergoing a major revision by the ACCJC and will impact the writing (in a mostly positive way).

- Program Review – next meeting is in December, retreat being planned for January.
- Co-curricular Assessment –
 - TRIO, Cecilia Lusk – working on early registration for Winter/Spring, normally the annual performance review is due to Department of Education this time of year but it has been delayed. They are planning a spring field trip to see the Lion King at Pantages theatre for TRIO students.
 - Outreach, Delia Tijerina – bringing back campus tours, visits from middle schools and high schools, adult ed groups, busy season in fall.
- ASRCC – no report

IV. Ongoing Business

- Equity and Assessment Presentation: GE Assessment with Added Equity Element

Culturally Relevant Assessment to Promote Equity – Tools for our GE Assessment power point shared. Denise and Jude walked through the matrix that was described in article, and how to use it.

Thoughts about the article:

- Jude Whitton – things read in the article were contradictory to some of the things the committee has shared that they are doing successfully.
- Kelly Brautigam – the article really promotes testing methods that are not multiple choice. Some disciplines don't easily adapt to those methods. In STEM for example that would be more difficult.
- Jude Whitton – are there ways students can demonstrate learning along the way so when they get to the big test at the end of the term, student know that they can demonstrate that they know the material and can explain it?
- Denise Kruienza-Muro - in the article it says group testing creates a poor testing environment and causes anxiety for students. Contrary to this, Rana Tayyar mentioned in the last meeting that she uses group quizzes in her classes and has gotten good results.
- Katie Johnson - has used group quizzes, they reduce anxiety and stress, students love them. Her issue with them is that some students are silent and maybe don't know the material but rely on their group. If a student scores poorly on a quiz, they will understand that they need to study, she wants them to know that they have work to do.
- Jude Whitton – part of the article talked about how the language used in multiple choice can be complex and students may not have mastery of the language used which can impact their ability to answer the questions.
- Kevin Maroufkhani – asked if we have any framing of the methodology leading to the assumption that there may be a linguistic barrier?

- Jude Whitton -- responded that the article is citing research in that area, that's the only evidence.
- Wendy McEwen – referenced Chris Emdin, Code Switching Photosynthesis. Students have their own language, they can explain photosynthesis to their friends, their parents, their professor using different language each time. If the student can code switch it demonstrates they have learned the material. If we can use some of the language students choose it will help their learning. Learning to say it/teach it in different ways is impactful.
- Denise Kruienza-Muro - started doing an assignment on giving advice to future tutors (paper, video, presentation) as one of the 4 papers in her tutoring class. If they can explain the concept and show her they can, it doesn't matter how they do it. They can choose their own assignment to demonstrate their learning.
- Kevin Maroufkhani – Students aren't willing to read but they are willing to speak in class. He likes to give assignments that make students stretch in their learning, but he finds it difficult to get them to read the materials.
- Jude Whitton – asked Deborah, ASRCC, how students feel about reading assignments. How do you determine whether or not something is important enough to read? Deborah usually reads 1 or 2 days before it is needed so it is fresh in her mind. She reads only when she has to, she feels like it depends on how much you like school, or the subject.

Jude and Denise explained inclusive assignment features, and ways to measure cultural relevancy to promote equity. The matrix in the article applies all of these ideas.

Committee members were sent to 4 breakout rooms, and given an assignment to rank on the matrix. Does it have high or low utility value, and high or low inclusive content?

- Group 1 – Math equation example – felt that this was low inclusion / low utility. One suggestion to increase inclusion and lower risk is to ask the student to explain the steps they took to get an answer demonstrating and understand of the concept and award points for both. The assignment is only 3 questions, if you miss 1 answer you miss a third of the points. Including 10 questions would lower the risk here also.
- Group 2 - Real Estate written assignment – high utility/low inclusive content. The instruction is to analyze different forms or documents, there is no rubric that tells the student what is required for each grade, there is no reflection or personal statement. High Utility because it seems relevant to the field you would work in.

- Group 3 – Anthropology Final - there were 2 multiple choice questions about the timing of events, cause and effect type. They felt it was low inclusion, low utility. To make it more inclusive the group suggested giving choices of examples, and have them demonstrate their knowledge in a short response.
- Group 4 – Career Interview assignment from Music – the assignment included lots of instruction, it was inclusive and allowed self-expression. The group felt it was high utility, moderate risk. They had a conversation about the gap between what students learn in the classroom and what they are expected to do in the workforce. How do we bridge that gap? In CTE they do similar assignments in baking and cosmetology to help students learn about the vocation and workforce opportunity.

V. New Business

- Schedule all SLO assessments out to 2025 in Nuventive, and please remember to add documents to the document repository as you are adding your assessment results. If you need help Jude, Denise, and Wendy are available.
- Recruiting students for end-of-term assessment - Jude & Denise will send out an RSVP to ASRCC, committee members and departments with student workers. If you can recruit 1-2 students it would help.
- GE SLO Assessment plan: Critical thinking GE SLO
 - November: Collect artifacts from Bio-1, CIS, Com-9, Mus-48
 - December: Assess artifacts. Meet in person Hall of Fame. Will send out potluck sign up.

VI. Old Business

- PLO Assessment Reminders and updated schedule – In December Nuventive will be shut down for an update to the program review module. Assessment module will be available during this time frame.

VII. Other - none