

RIVERSIDE ASSESSMENT COMMITTEE
Meeting Minutes
May 7, 2021
12:00-2:00 PM, via Zoom

Members			
	Sharon Alexander	X	Kevin Maroufkhani
X	Kelly Brautigam	X	Wendy McEwen
	Kathryn Brooks		Scott McLeod
	Deborah Brown		Mike Medina
X	Debbie Cazares	X	Joseph Muganza (ASRCC)
	Rita Chenoweth	X	Joshua Orlando
X	Pamela Crampton	X	Anne Pattison
X	Jim Elton		Paul Richardson
	Mona Jazayeri	X	Nicholas Robinson
X	Katie Johnson		Daniel Slota
X	Jasminka Knecht		Rochelle Smith
X	Denise Kruizenga-Muro	X	Takashi Suzuki
X	David Lee	X	Rana Tayyar
	Cecilia Lusk	X	Jude Whitton
Guests/Liaisons/Admins			
X	Bryn Glover (recorder)	X	Katie Kern

- I. Approval of the Agenda m/s/c – Wendy McEwen / Katie Johnson – approved
- II. Approval of the Minutes (April 2021) m/s/c - Wendy McEwen / Jude Whitton – approved, 2 abstentions
- III. Reports
 - EPOC – Focus was on prioritization and program review plans, and the safe return to campus
 - GEM-Q – developed a survey that will assess the prioritization process, they approved Program Review Committee’s revised charge, and are developing a new member guide for student representatives
 - Program Review – worked on a proposal for the committee structure to reflect the changes to the charge
 - Accreditation – no report
 - Co-curricular Assessment – (Anne Pattison) Cal Works students are currently in priority registration for summer, priority registration for fall is June 1-4. Registration for summer is down, they plan to reach out to students in the program and encourage registration, and remind them that the plan for fall is to have classes in person. They are giving out \$600 stipends for students who were registered in spring. The funds came from a work study program that wasn’t used this year because we didn’t hire student workers in many offices.

- ASRCC – (Wendy McEwen) Results of the two return to campus surveys conducted by ASRCC and RCC were shared.
 - Verbally, ASRCC results (mid April) were shared. The ASRCC survey showed a majority of students did not want to or weren't ready to come back to face-to-face instruction. ASRCC is continuing to analyze and will provide additional feedback.
 - RCC's Return to Campus results (early April) were more varied with the majority of students saying they were very likely or likely to return to school in Fall 2021 if on campus. Out of 3400 responses, only 740 said they were very unlikely to return to campus in fall.

IV. Ongoing Business

- Equity and Assessment Discussion: Reading Corner – *Equity in Action: Praxis Sessions “Nailing Down Some Specifics about Equity in Assessment”*
 - Here is a link to the Youtube:
 - <https://www.youtube.com/watch?v=2Da7VwMkTV8>
 - How can you in your classrooms put your students in a better position to judge many of the dimensions to their learning?
 - The committee discussed their takeaways from the video:
 - As instructors, we are still learning
 - Giving students agency is an act of social justice, giving them more control of their learning. The more agency we give students across the board – in different disciplines and subjects – shows students that we value their educational goals and want to help them succeed.
 - Students can learn what agency looks like in different disciplines and incorporate that into their educational pathways.
 - The speaker talks about the lack of importance of grades, are there other ways to ascertain a student's knowledge?
 - If students are understanding the concepts, but failing the tests – maybe it is the test.
 - In some classes students don't do well on the first test. They have to get used to the testing method and how questions are framed. It is important for instructors to understand what students perceive as failure and help them succeed.
 - If everyone is missing the same questions you have to evaluate whether the question is stated clearly and if the material was taught in a way that the students could grasp it.
 - Student's grades reflect how I am doing as an instructor. If many students are failing, you need to look inwards at your communication and method.
 - You have a duty to engage students and help motivate them to learn the material.
 - Draw from personal experience and reach out to students who aren't doing well. I see you, I value you and want to help, you can do this.
 - We can help students with study skills and help them learn what it is to be a student, set them up for success.
 - Possible ways to reach out to students in a distance learning environment include – giving extensive feedback on assignments,

email students who are slipping away and not attending classes or completing assignments, extend deadlines when there is low participation in an assignment.

- Include SLO's in your assignments, explain what this looks like for the assignment and norm them with the class.
 - The ideas of "conferencing and reflection" from the video help provide students agency, some of us are already doing this.
- Have an article for our reading corner? Please share it with Denise and Jude for an upcoming meeting.

V. New Business

- (Carry-over from April 2021) GE SLO Report Recommendations – Discuss what's next – Jude and Denise reviewed the completed GE SLO reports again, and pulled out common themes:
 1. Faculty should announce to students and/or embed in assignments/paper prompts the course SLO, GE SLO, and PLO so students know what they are supposed to be learning, and to give students agency in the learning process.
 2. The RAC should conduct FLEX training, in collaboration with Faculty Development, on how to craft assignments that do the above.
 - Coordinators are in contact with Faculty Development to initiate this training.
 3. Each discipline should review, and revise if necessary, the GE SLO mapping for their courses.
 4. Upon completion of each course SLO assessment, faculty should upload both their assignment and several examples of student work to facilitate GE SLO and PLO assessments.

There will be Poster Session at Fall FLEX with the GE SLO Assessment report findings. The posters will include a QR code linking the full reports.

- (Carry-over from April 2021) MS Teams demonstration – Wendy McEwen shared her screen and gave a demo of MS Teams, a Team will be set up for the committee to share and store documents.
- PowerBI Reports demonstration- Wendy shared the PowerBI reports from Nuventive and how to use them. COM, ENG, MUS were looked at as examples. If you need more information or help with Nuventive contact Wendy. There are 2 filters if you want to only look at a specific year's scheduled and assessed SLO's.
- Qualitative assessment sheet – Denise and Jude created a document with the assessment questions from Nuventive and put them into a single page form. Because the questions align with the format in Nuventive, it is easy to copy and paste the information from the document into Nuventive. The document will be shared on our Teams site for your use.
- Entering in SLO and PLO assessment information into Nuventive - Denise and Jude updated the instructional document and added a link to a step by step video. Over the summer they are planning to come up with an assessment handbook, printed and digital copies will be available. In addition they will

create a quick reference guide for Nuventive. The website will also be reviewed and content streamlined.

- Voting on how we want to conduct meetings in the next academic year – DL 409 we have the capacity to have some present and some in zoom. The committee agreed that a hybrid format is preferred.

VI. Old Business

- PLO Assessment Reminders
 - 2019-2020
 - ADT: History, Philosophy, Physics, Sociology, Anthropology, Art History, Geography, Political Science
 - 2020-2021
 - ADT: Music, English,
 - Degree: Music, Nursing
 - Cert: Accounting, Banking & Finance, General Business, Human Resources, Insurance, Management, Marketing, Real Estate, Retail Management, CAT Exec Office Mgmt., CIS Comp Applications, CIS Info Security, Auto, ADM
- Curriculum Committee and Senate visit update – Gen Ed outcomes were presented at the Curriculum Committee meeting and Academic Senate. Next they will be shared with DLC. They will plan to visit the committees once a semester to give updates.
 - Curriculum asked if we look at whether or not it should be linked to that GE SLO when we assess the course. They are looking at who is responsible for that for that part of the assessment.
 - If the GE needed to be rewritten, who should be responsible for that? Academic Standard committee is discussing this.
 - Academic Senate asked how we are going to communicate our assessments to our associate faculty. Member of the Assessment Committee are encourage to serve as our ambassadors and share at their department meetings.

VII. Other – none

VIII. Adjourn – 1:40pm