

RIVERSIDE ASSESSMENT COMMITTEE
Meeting Minutes
April 1, 2022
12:00-2:00 PM, via Zoom

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

- I. Approval of the Agenda m/s/c – Wendy McEwen / Rana Tayyar, approved by consensus, change “September” to “March” for the minutes being approved.
- II. Approval of the minutes from December m/s/c – Wendy McEwen / Jude Whitton seconds, approved, 2 abstentions
- III. Reports
 - EPOC – Discussed prioritization
 - a. GEM-Q- Wendy McEwen was asked to be the interim Administrative Co-Chair, Kristi DiMemmo is stepping down temporarily. Most of the committee’s work the last couple of years has been focused on Prioritization. They are having discussions about what the focus should be. There is also a discussion around whether or not GEMQ should be allowed to vote in the prioritization process. They are bringing this to EPOC and Senate.
 - Program Review – Shared successes and frustrations with inputting program review materials into Nuventive, discussed suggested improvements for the resource request form.
 - Accreditation – no report
 - Co-curricular Assessment – no report
 - ASRCC – no report

IV. Ongoing Business

- Equity and Assessment Discussion: The future of higher education, excerpt from the book *The Great Upheaval: Higher Education's Past, Present, and Uncertain Future* (Levine & Van Pelt, 2021).

The article argues that the higher education industry is similar to newspaper, movies, and music in that the delivery or use of the products from these industries have been replaced by new technology. People can download a tutorial or watch a video on a specific subject.

- If education goes the way of newspapers, music and movies, what will the future of teaching going to look like? What will assessment look like?

Scott McLeod – In CIS and IT we have seen the value of a certification vs the value of a degree compete for quite some time. Some of our programs are tied to certificates because that seems much more legitimately recognized by employers.

Wendy McEwen – Learning now is focused on outcomes, badging is a good example. She was talking to a student who isn't sure she is interested in cyber security, and encouraged her to try google badging to see whether or not she is interested to help her decide if she wants to join the program.

What can we provide adult learners that will help them get jobs? The cost of higher education has increased drastically, how do we justify that? What is the value proposition?

Denise Kruijenga-Muro – The idea of “just in case” education rather than “just in time” education. You get a degree just in case, but when you need to learn one thing for immediate use, not wanting a semester long class that is “just in time” learning. How does this impact marginalized students? Will they be able to access this on demand type of education?

Jim Elton – advertises the certificate program in areas his students are interested in. If they get the certificate they are only 30 units away from their AA, and can then transfer. It gives students an edge when looking for a job, it demonstrates that they put the time and effort in, learned competencies.

Denise Kruijenga-Muro – Author feels like we as a society are moving toward this “Just in Time” culture- we only want one story, no need to buy the entire newspaper; one song that I want to hear, want to watch a movie immediately, so

I'll stream it. There is always going to be a need for going to college and building those skills, but for adult learners who are in the workforce already and come back- it's a different approach, they just want to get what they need. Maybe there will be 2 different experiences for college students -18-22-year-old, and 23 and up with a very different life skills, different learning approaches.

Wendy McEwen in chat – badging in for profit colleges has been in effect for a long time.

Denise Kruiuzenga-Muro – read Wendy's chat regarding badging, and commented that this gives you a digital transcript that follows your lifelong learning. What does that mean for teaching and for assessment?

In the book Academia Next it mentions a room full of students working on math assignments, with 2 adjunct faculty in the room but mostly students are working with AI tutors. If the tutor bot can't answer their questions, they raise their hand for help from a human.

Rochelle Smith – In Cosmetology lots of students are using YouTube university, so assessment becomes a challenge for faculty when students think they know more than the faculty teaching the fundamentals. These micro courses are helpful for their careers, but it doesn't translate to college coursework in CTE and the curriculum.

Denise Kruiuzenga-Muro – the Khan Academy does videos on basic grammar and math, used to supplement teaching.

Wendy McEwen – we can (as instructors) absolutely add value, but we have to understand that the value isn't in being a subject matter expert and standing in front of the class lecturing. Students don't want to learn that way when they have so many other resources available to them. We have to include exploration, different perceptions, points of view – all of these other values. The Socrates model of education will not work for the next generation.

Denise Kruiuzenga-Muro – some of the soft skills that students need-they can't get that from bots, or you tube videos. The understanding, the counseling, and mentoring part. It changes our relationship with the students, we become more valuable.

Jude Whitton– As educators, if we switch the thinking in terms of assessment to competency based, how are we going to increase our value? We are subject matter experts but there are soft skills we can integrate such as teaching competencies or mentoring students. In terms of equity, assessment and

education – certain groups will be served by on demand education - they will get what they need at a reduced cost. But there are certain fields that require a specific course of study to qualify including internships and residencies at times.

Disproportionality in terms of wealth may limit your options, some have the financial means to take the traditional path, and others will reduce costs by learning ‘on demand’.

As a group, we have talked about competency-based assessment. Switching that mindset of a more direct assessment to connecting with a particular student and giving them that feedback. But we aren’t always able to do this, in Bio 1 classes for example, with over 100 students, you can’t reach every student.

Media, technology, communication all collectively impact society, the book is saying that higher ed just hasn’t caught up. When the Pendulum swings, it has to come back. If you think about learning before the ‘sage of the stage’ model it was collective story telling model, and we are returning to that by incorporating more methods of teaching.

Denise Kruizenga-Muro - In talking about equity and accessibility, during the pandemic how many students came to campus to use the wifi in the parking lot, how many don’t have computers? We saw how students were affected - do they have technology to complete these micro courses, or badges?

Rochelle Smith– does a daily assessment, and has students handwrite their assessments. They can write it out, take a picture and upload it to canvas. She feels like it is more equitable because at home they may not have technology. She has them download an adobe app that lets them scan directly to canvas.

Jude Whitton- asked how STEM faculty see this impacting their fields?

Katie Johnson– doesn’t see “on demand” learning working in bio sciences specifically, everyone thinks they are an expert by googling a subject or watching youtube videos. There is no oversight to the production of this kind of material, those who are creating the content may not be experts. She spent 8 years in school to qualify for her job. When standing in front of her students, explaining the concept, she can see on their faces where they are and how they get it.

Rana Tayyar – Biology is evolving every day, we still have a lot to learn. There is a lot of hands on experience in our classes and labs that you can’t learn from watching a video. Students learn from each other. She did a group quiz last

week in her lab class. The students interacted more than she's ever seen them. It's not the grade necessarily, but the learning experience.

Katie Johnson – if we have on demand lessons or classes, you don't get the interaction between faculty and students, or between students themselves.

Rochelle Smith- includes videos in the class that she has researched and thinks are comparable to what she is teaching and puts them into canvas.

Rana Tayyar– looking at the faces of the students, helps you to see how and what they are absorbing, you can go back to help them understand. Interacting with them, and getting them to interact with you or others in the class makes them work a little harder.

V. New Business

- SLO Scheduling Report—review and demo (see [Nuventive Guide](#) p. 18-21)
Wendy shared report, it was sent out last week. Need to have the SLOs scheduled for accreditation cycle that begins in fall.
SLO cycle is 5 years – 2020-2025.
Denise and Jude will share the report with Senate, EPOC – it's a work in progress.
Wendy would like them all to be scheduled by the end of May.
Jude shared the step by step Nuventive guide, please share it with your departments so they can learn the process and help themselves.
- May is Assessment Month! Here is what we are going to do. –
A Poster Session sharing the work the committee does was created for Fall Flex last year, but it wasn't used because the event was moved online. Denise and Jude are going to rework the posters into email flyers and send out 1 each week of May to the Riv-All distribution list.

VI. Old Business

- Trainings - Denise and Jude are working with various department and disciplines to create content specifically for them. They developed content for counseling to help work on their assessments. They plan to work with Nursing this month to teach them how to use Nuventive and enter assessments. If your department could benefit from hands on training contact Denise or Jude.
- April 15 deadline to enter fall data – if you request department specific training, your deadline will be extended.
- 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 – none