

RIVERSIDE ASSESSMENT COMMITTEE
Meeting Minutes
December 2, 2022
12:00-2:00 PM, Hall of Fame

Members			
	Sharon Alexander	X	Wendy McEwen
X	Eyad Alfattal	X	Scott McLeod
	Kelly Brautigam		Kfir Mendelovitz
X	Debbie Cazares	X	Deborah Muganza (ASRCC Rep)
X	Jim Elton	X	Joshua Orlando
X	Evan Enright		Nicholas Robinson
X	Katie Johnson	X	Daniel Slota
	Katie Kern	X	Rochelle Smith
X	Jasminka Knecht	X	Takashi Suzuki
X	Denise Kruizenga-Muro	X	Rana Tayyar
X	David Lee	X	Delia Tijerina
	Anne Lenox	X	Jude Whitton
	Cecilia Lusk		
	Kevin Maroufkhani		
Guests/Liaisons/Admins			
X	Bryn Glover (recorder)	X	Jacque Lesch
X	Lesley Zavala (student)	X	Namita Komal (student)
X	Michelle K (student)	X	Muna M. (student)
X	Louise Trotter (Student)	X	Ingrid Xia (student)
X	Victoria Hernandez (Student)		

- I. Approval of the Agenda – approved by consensus
- II. Approval of the minutes from November – postponed until next meeting
- III. Reports—In the interest of time, please submit any reports in writing for inclusion in the minutes.
- IV. New Business
 - Assessment of GE SLO #1: Critical Thinking – the committee was divided into groups who worked together to create the standard to assess each element of

the SLO. The groups used the theoretical analysis of assignment types (high risk, low risk,) and the standards created, groups assessed the assignments they were given.

- Did the assignments meet the SLO?
 - Group 4 – reviewed the Biology exam, and felt that it met the 1st element of the SLO.
 - Groups 5 and 2 reviewed a Communication Studies paper that requested they write about a personal experience. They felt that overall the SLO was met; elements 1 and 4 were definitely met, 2 and 3 are getting close.
 - Groups 3 and 6 reviewed the CIS assignment. Both groups felt the assignment met the SLO. Group 6 felt it demonstrated inclusivity, they discussed students with disabilities and how DRC can help with accessibility to assignments.
 - Group 7 – reviewed the video of the Marching Tigers, students have to learn to march, play their instruments, problem solve, etc. in order to be successful. The group felt the GE SLO was met.

- Cultural relevancy – was there a utility value, was there inclusivity?
 - Group 2 – didn't discuss it but the assignment was to write on a personal experience, so they felt it checked that box.
 - Group 6 – felt the assignment was inclusive.
 - Groups 4 and 1 - The BIO exam needed improvement in the area of cultural relevance. As a science, it's harder to apply that. One suggestion was to design the work in lab sections to get more hands on and real-world experience.

- Students who attended were asked where they connect with a class, even in a different area of study? Where do you see yourself represented or see the value outside of the class? When is it culturally relevant for you?
 - Responses included:
 - Assignments that include personal topics or experiences such as an essay about your own gender identity.
 - In Hum10, World Religions, a student says she has learned more objectivity through the class, how religions and cultures work together and has learned acceptance and tolerance.
 - Real world experience in classes - A student clicked on a link in a spam email and had their data compromised, they are working through this in cyber security class.