

RIVERSIDE ASSESSMENT COMMITTEE

Meeting Minutes

May 5, 2023

12:00-2:00 PM, via Zoom

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

- I. Approval of the Agenda m/s/c – Rana Tayyar/ Katie Johnson – approved
- II. Approval of the minutes from March m/s/c – Kevin Maroufkhani /Katie Johnson – approved
- III. Reports
 - EPOC – meet next week
 - GEM-Q – update on program review status, talked about ways to improve resource requests
 - Program Review – no meeting
 - Accreditation – working on gathering evidence and will start to construct draft
 - Co-curricular Assessment – no report
 - ASRCC – no report
- IV. Ongoing Business

- Revisiting panel discussion questions on equity:
- In breakouts – discuss how are we doing with our own equity and assessments?

1. How do you define equitable assessment in your courses or service area?
2. What modifications have you made in your assessment processes to best serve your students?
3. What challenges have you faced when making your assessment more equitable?
4. What successes have occurred in your assessment processes as you made them more equitable?
5. What, if any, resources can you share with others regarding your best practices?

- Group 1 takeaways – talked about changing assignments, Jim Elton removed “equitable” from the 5 questions and broke it down to how do you improve student learning, for groups who, for some equity-based reason, aren’t clicking. Without exploring the pockets, we can’t find where students are hiding. Improve student learning overall, and identify those who need help connecting – why aren’t they connecting?

Car wreck example in physics – learn why cars crumple for specific reasons, why we have safety measures they can apply real world experience, students will retain this better.

- Group 2 – Daniel Slota – using visual aids in language classroom, adding another medium as a way of teaching. For the library, we mentioned service areas – that means access. If they are unable to find online resources to purchase someone physically scans a textbook and adds it to the lending library. You can contact Daniel Slota or Shannon Hammock to add your textbooks if you need to. “Chat with a Librarian” is another service provided by the reference desk that started during pandemic, and continues to give students more access.
- Group 3 – Katie Johnson – defined equitable assessment by having multiple ways showing that students have learned the material. We have these ideas but putting them into action is harder. In BIO 1 they have an SGL program that students use. Sessions are run by other students to help participants learn the lab. Students get points for going to an SGL session and they get to study and learn and prepare for upcoming tests.

The practical assessment can’t be changed, it has to be the same for all classes. Rana Tayyar has seen improvements in scores since that test has been made uniform. Practical review in class offers a free session to help students. In her BIO 1 lab they would take the students to the library to share this resource with them. Katie and Rana are going to bring it up in department meeting to try to start doing this again.

Rana wants to dedicate one of her office hours to a study review session every week, and encourage students to come. She feels she will learn more about the students and their struggles and how she can help them.

Jude – if everyone fails in the whole class – is it a ‘me’ or ‘you’ problem? Student tutor said they feel it’s a WE problem. They get that it is partly their responsibility.

Jim Elton – you can learn from the questions that students ask. Learn where they are not learning, and where our lecture needs some work. Students tell us what they are curious about. We have the opportunity to create engagement and a connection with the student. In some guidance classes – they require students to visit office hours as an assignment and write a summary of the experience.

Kevin suggested holding an oral exam for students. Katie suggested it could be one option, but also have an option of submitting a written paper or response by video.

Deborah Muganza (student) doesn’t go to office hours personally, she thinks it’s a good idea for students to go. She was asked what is keeping her from going – sometimes it’s the class, other times she doesn’t have questions – doesn’t want to go to just chat.

Some faculty do zoom and in person office hours at the same time. Deborah feels that zoom will also help capture more students.

Katie and Rana did live zoom sessions once or twice a week to go over material/study guide during the pandemic when the college was closed in person.

- Group 4 – Scott McLeod – evaluate diverse business perspective and viewpoints in an equity-based environment. The Business department is working on updating SLOs to reflect this. This has an effect on keeping faculty focused, it is included in the syllabus, faculty will have to assess the SLOs at the end of the semester. In the fall they will have more data to share on the outcome, statistics from their process will help show other departments how this helps.
- Recap of meeting with Norco and Moreno Valley assessment coordinators – Denise/Jude met with assessment coordinators with Norco and MVC, they took the proposed change back to their committees. Norco would like to evaluate and change all of the GE SLOs eventually. Denise and Jude will share the work we have done assessing the GE SLOs.

The proposed change will need to go to district curriculum; and then district senate to ask senate to form a work group to address the change with members from curriculum and assessment. Over the summer Denise and Jude will work on identifying the processes in play at other colleges/districts locally and would like to develop an official process for our district.

V. New Business

- Revised GE SLO 1 assessment narrative for approval – m/s/c – Jim Elton/ Wendy McEwen – approved

VI. Old Business

- PLO Assessment Reminders and updated schedule
 - 2022-2023: Need new report

VII. Other

- Nuventive is going to be updated this summer. Denise and Jude will revise the quick guide it will be shared in the fall for you to provide to your departments.
- The application to join the next cohort of the 23/24 Equity-Minded Learning Institute is still open. This is an academic year-long program that will provide you with new insights, tools, resources, and personal transformation as we learn and reflect on equity and what it means for our institution.

The deadline to apply is Wednesday, May 17th. The new cohort will be announced on Wednesday, May 31st. If you are interested, please complete this application: <https://forms.office.com/r/5nrf7tKfhp>.

Adjourn 1:30pm