

## RIVERSIDE ASSESSMENT COMMITTEE MINUTES

November 6, 2020

12:00-2:00 PM, via Zoom

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

- I. Approval of the Agenda m/s/c – Wendy McEwen / Rana Tayyar – approved
- II. Approval of the Minutes (October 2020) m/s/c – Wendy McEwen / Mike Medina – approved, 1 abstention
- III. Reports
  - EPOC – Prioritization voting took place, the joint initiatives remained in the top priorities. New members of the Leadership Councils helped to critically evaluate the process; there is a need to increase ‘onboarding’ for new LC members with a particular focus on the Strategic Planning and Prioritization processes.
  - GEM-Q – discussed the role of the Program Review, there is an overlap in their roles, also spent some time discussing the prioritization process.
  - Program Review – talked about their role as a committee and the overlap with GEMQ, they are working on developing a checklist to help facilitate the program review process and developing a revised Charge.
  - Accreditation – in response to the finding of incomplete management performance evaluations many are in process, we are working to get caught up on past due evaluations and working on managing the timeline.
  - Co-curricular Assessment –

- Joseph Muganza, ASRCC – The VP of ASRCC has requested more student surveys be conducted to assess how students are coping, what is working and what is not.

#### IV. Ongoing Business

- Equity and Assessment Discussion: Using GE SLO assessment to see where gaps exist.
  - The 4<sup>th</sup> GE SLO is due for assessment next month. Last year, we talked about doing focus groups with students but that won't work in our current environment. The committee members are asked to look for examples of assignments in our various areas/departments that meet the GE SLO that also build in an equitable assessment. We could house these sample assignments for reference by other areas.
  - Wendy McEwen mentioned the Data Coaching initiative which focuses on looking at and sharing equity data. She suggested inviting the Data Coaches to attend this meeting when we have that discussion.

Departments are able to ask for equity data by contacting Brandon Owashi, Director, Institutional Research.

Com Studies has requested their data disaggregated by course. Student success and retention, for example, in a public speaking class that is hybrid looks different than a face to face class. This allows you to see different trends and helps lead to good conversations.

- How do we achieve equity in an online environment?
  - Rana Tayyar, for Bio 1 classes faculty have created a google drive where instructors are sharing resources such as videos, activities, exercises, etc. in an attempt to provide students a variety of ways that they can learn the material. They have also taped faculty performing the lab assignment to share with students, and plan to do more of these videos for spring.
  - A faculty member from Com Studies shared her lecture notes, with students to help reinforce the material, she created short videos of the lecture in segments so they can do a little at a time. Students have access to the material so they can read the lectures notes, watch the video, or both.
  - Joseph Muganza, ASRCC student rep, likes the idea of sharing resources and having many different ways to learn the material. In one of his Business law classes the instructor provided a video of each concept to go along with the reading material. You can read the text, but also watch the video to show you examples and reinforce what you have read. He feels it is more effective than just reading the text, and wishes more classes used multiple methods.
  - In Early Childhood Education, they decided to set up Canvas shell for every class even before the college closure. Students can log in and see their grades, access materials, etc. They have set up introductory

modules where syllabus is broken down by topics, so students can easily find answers to specific questions. They are in the process of working on OERs (Open Educational Resources) and incorporating those into as many classes as possible.

- Scott McLeod – the Business discipline is adding an equity SLO to each business course, and intend to include Information Systems and Technology as well. They will work on adding some kind of assessment to this initiative.
- Jude Whitton – referred to an article that she read that suggested enlisting students to find things that will help them learn the material that is relevant to their personal experience, or current events. Jude gave one of her classes a prompt, they were told to find examples to support it in the world, and the reasoning they chose that example. She was surprised at what they brought back, they students were really enthusiastic about the assignment.
- Scott McLeod– In his CIS 72A Intro to Webpage Creation class there is an assignment where students learn to construct links and build a favorite links page. This semester he required one of the categories of links to be equity based. Some of his colleagues believe we teach a technical subject and cannot incorporate equity, but there are simple ways to tweak the material to include it with what you are already doing with very little effort.
- Rubrics in Canvas:
  - Denise Kruizenga-Muro created and shared a video on how to add SLOs and relate them to a rubric in Canvas in an attempt to help make SLO assessment easier. She will send out the finished video.

She is allowing her Tutors in training to choose their own way to deliver their work instead of writing a paper, they can choose to create a video and presentation, or write an outline and give a speech on one of the 6 goals of tutoring. They were really excited about the opportunity to be creative and do something different. Denise will use this project to assess her SLOs this semester and will attach the rubric used to score them. She plans to use save student work as artifacts.

## V. Old Business

- Faculty Survey to approve
  - The assessment survey was reviewed by the committee. The goal of the survey is for the assessment coordinators and the assessment committee to better understand the needs of the college as it relates to assessment. It is meant to help us collect information on what is going on with assessment, where people need support, and figure out where we need to direct our efforts.
  - It was suggested to include a question on whether or not people know you to enter information into Nuventive.

- Approve survey with revision m/s/c - Denise Kruiuzenga-Muro / Daniel Slota – approved

#### VI. New Business

- RAC Annual Report –
  - The report for 2019-2020 was emailed to committee members earlier this week. The information about the planned survey will be added to the 2020-2021 plan.

Committee members are asked to review the report, and encourage your departments to complete their assessments.

- SLO Tracking / Reporting – usually we start really looking for scheduled/ completed right about now. Do we want to do that this year as well or push until spring? Decision is to push it until Spring. Wendy will update the “home page” flags and also produce a report.
- Book Club –
  - Nursing has replaced one of their faculty meeting sessions with a social justice meeting. They have met a few times this semester, and organize it like a book club. They are currently reading *White Fragility: Why It’s So Hard for White People to Talk About Racism*, by Robin DiAngelo. They read a few chapters and then meet online on a Saturday to discuss.
  - Denise suggested adding the discussion of a common reading to RAC committee meetings. She and Jude will identify an article and send it out to the committee members. If you would like to make a suggestion please send it to Denise or Jude.

#### VII. Other –

- Normally Oct 15<sup>th</sup> is the deadline for entering assessment data from spring. If you have assessment data from spring, please enter it before the end of the fall semester.