

RIVERSIDE ASSESSMENT MINUTES

March 6, 2020

12:00-2:00 PM, DL 409

Members			
	Sharon Alexander		Melissa Matuszak
X	Hayley Ashby	X	Wendy McEwen
X	Kelly Brautigam	X	Scott McLeod
X	Steve Brewster	X	Mike Medina
	Kathryn Brooks	X	Joseph Muganza
X	Deborah Brown		Joshua Orlando
X	Debbie Cazares	X	Anne Pattison
	Rita Chenoweth		William Phelps
	Shelly Dawson	X	Paul Richardson
	Jim Elton		Nick Robinson
X	Mona Jazayeri		RoseMarie Sarkis
X	Jasminka Knecht	X	Rochelle Smith
X	Denise Kruizenga-Muro		Rana Tayyar
X	Cecilia Lusk	X	Jude Whitton
X	Kevin Maroufkhani		
Guests/Liaisons/Admins			
X	Bryn Glover (recorder)		

- I. Approval of the Agenda (m/s/c Brautigam/Whitton) no abstentions
- II. Approval of the Minutes (December 2019) (m/s/c Cazares/Maroufkhani) 4 abstentions
- III. Reports
 - EPOC – will meet Monday March 9, 2020
 - GEM-Q – Debbie Cazares- This was the first meeting of the new schedule (first Mondays 3-5pm) and they did not have quorum. The committee looked at assessing the prioritization process. The process has improved over the last 3 years but they are reassessing GEMQ’s role. The idea is to have each of

the VP plans provided to GEM-Q in late August. GEM-Q will review the plans and suggest improvements. This will help to align format, resource requests, etc. prior to the plans being distributed to the prioritization committee.

- GEM-Q also focused on the Strategic Plan 2020-2025. The Strategic Plan is going through the approval process, and will go to academic senate and EPOC later in March. The draft copy is available on the Strategic Planning webpage. Any comments should be sent to Kristi DiMemmo.
- Program Review- Wendy McEwen – Our program review process was liked by the ACCJC team. They were able to see how loops were closed using assessment and program review.

There will be a DLC retreat on March 27th, 12-4 pm in Hall of Fame to review completed program review documents and discuss best practices.

- Accreditation- Hayley Ashby – ACCJC team was here this week. Preliminary findings were delivered at the exit meeting on Thursday, March 5th. The President will receive the first report in 10 days to review for fact checking. The final report will be available in June after the commission meets and approves it.

The visiting team had 2 recommendations and 4 “atta boys” for RCC.

Recommendations:

- Standard 3A – Performance evaluations are not up to date, and do not meet compliance. We were advised to put a process in place to make sure they are done on a regular basis
- Standard 2b and 2c – Library and Academic Support Services do not have a well-documented process for establishing and assessing SAO's. We have identified an improvement plan in a previous Assessment Committee meeting (November 1, 2019), and will work toward implementation.

Atta Boys:

- Our culture of inclusion, equity, engagement, and student centeredness
- Program Review process is meaningful, it is tied to planning and resource allocation
- Implementation of Guided Pathways – engagement centers, student success teams, and welcome centers and how they are integrated using the Guided Pathways model
- Focus on safety and our proactive approach, the tiger boxes containing emergency supplies were a good example

There were 3 recommendations for the District:

- Standard 4 – Board Policy updates need to have a regular schedule that they are assessed and revised if needed. Policy tracker has been developed and is being implemented.
- Standard 4 – There should be a formal and systematic professional development plan for board members. It was recognized that the board members were attending professional development, but it should be documented better and more systemic.
- Standard 4 - Regarding strategic planning and the implementation of leadership roles, the strategic plan has been approved, but not fully implemented and has not been assessed yet. They would like to see evidence of this process closing of the loop as the plan is being implemented.

District Atta Boys:

- DBAC and budget allocation model – The process is collaborative, involving multiple constituency groups, all colleges participated in the process.
- QFE – The team felt that there are clearly defined projects and action steps, but many are on a short-term timeline. The team wants to see these developed for 3-4 years including an assessment and improvement process.

One of the improvements that RCC did not get, but the other 2 colleges did was for Distance Education. As the Assessment Committee discussed earlier this year, the college does not currently disaggregate Distance Ed assessment from face-to-face assessment. Even though ACCJC did not specifically call out our Distance Education processes, this committee should continue to work on developing assessments of Distance Education.

- Co-curricular Assessment –
 - CAL Works – Anne Pattison - received MIS (Management Information System) numbers for winter – we are serving 119 students. In spring we have approximately 220 students.

During the first couple of weeks of each term students in the program can take advantage of vouchers for school supplies, textbooks, loaner laptops.

CAL Works hired a customer service clerk who will start March 18, 2020.

- TRIO – Cecilia Lusk - continued doing ‘check in’ appointments for spring rather than doing one large orientation. Currently they have 165 appointments scheduled, out of 364 students in the program.

A workshop was held to cover FAFSA information such as renewal applications, graduation, transfer, adding new school to FAFSA; help with their statement of intent to register, etc. They had a low turnout, but the counselor was able to engage with students in the smaller group. The department is on a list of TRIO programs at Cal State and UC's so students can make that connection when they transfer.

The Wellness Program is still growing, they have videos, newsletters, phone, and skype appointments to help students create an action plan for wellness. They are starting a survey for students involved in the Wellness Program, and are working on collecting some data from the program. This data will be an interesting artifact for the assessment of GE # 4 Global Awareness.

Cecilia Lusk mentioned they are waiting to hear about funding for new TRIO grants in June/July 2020.

IV. Old Business

- PLO Assessment 2019-2020 reminders: History, Philosophy, Physics, Sociology, Anthropology, Art History, Geography, Nursing, Political Science.

In Humanities the department shares a document so faculty can contribute to the assessment. The document contains the narratives that are being developed so each person can weigh in. They had a department meeting and assigned tasks to different faculty. By the next meeting they are required to report back on equity plans, academic assessment, PLO's, and how to connect all of this to program review.

It is difficult to assign taskings – some faculty aren't sure where to start. Wendy suggested creating a draft FIRST and then providing it to the faculty to ask for feedback. It is often easier to look at a draft and comment / improve it instead of looking at a blank canvas.

Wendy McEwen suggests making an appointment with her or Brandon Owashi for help with program review. Drop in sessions are available March 23 and 24, 2020.

V. New Business

- GE SLO #3 assessment narrative draft to review – The narrative document was emailed to the committee. Denise Kruienza-Muro asked for clarification to comments regarding cosmetology. Rochelle Smith was able to provide the correct information.

Approval of Narrative – (m/s/c McEwen/Medina) approved with revision to comments in cosmetology section.

Denise Kruizenga-Muro discussed the assessment of the honors program in English with Tucker Amidon. She suggested reviewing our rubric and process used in the GE SLO assessment, they will consider using our model in their own assessment practice.

- Faculty survey questions to review – Jude Whitton and Denise Kruizenga-Muro paired down the survey from University of Hawaii and presented it to the committee for review. The goal will be to send it out after spring break to the college (RIV-ALL mailing list). They will create a raffle prizes to encourage participation. Feedback can be sent to Jude or Denise and will be presented at the April 3, 2020 meeting.

The information we gather will be used to help the college understand the gaps we have, how we assess, and to encourage conversations in the broader college. The information can be shared through GEMQ and then EPOC, and potentially shared with the college during Fall FLEX day. The recommendations of the visiting Accreditation team with respect to assessment will help facilitate and support this work.

- April 15: deadline for fall 2019 SLO assessment results to be entered in Nuventive
 - Encourage the use of adding documents to the documents repository and then ‘relating documents’ for actual artifacts of assignments and student samples. Artifacts like assignments or student samples can be uploaded and stored in Nuventive. As the Assessment Committee increase this practice, it will be easier to access these artifacts for on-going GE assessment.
- GE SLO #4: Service areas should bring artifacts-
 - Courses suggested: Hum 10, Guidance 48, HES 1, Kin 4 or 38, Service Area

It is suggested to hold a focus group with students who are in their last year at RCC, and gain their perspective. How would we recruit students for this? Not just students who are highly involved already, we need a wider representation.

Joseph Muganza, ASRCC, recommends bringing the survey to ASRCC meetings and the outreach committee, and to incentivize students with food.

- SLO Symposium share out – Denise Kruizenga-Muro and Jude Whitton presented RCC’s assessment process for GE SLO’s at the Symposium. They

will share the presentation on March 19th, 2020 during college hour, all are invited.

The overarching theme of the symposium was looking at assessment that is promoting equity within. Are we equitably assessing students? Are we being equitable in our assessments, is there a gap between who uses the services and who doesn't? Are there equity gaps in various service area outcomes? What are there things that we are missing?

Wendy McEwen has completed an equity analysis for the math learning center and writing center. We have transactional data available to share.

- VI. Other – Equity Data – Disaggregated Course Success for GE SLO Assessment
Hang on to the data, we will use in the future. Denise and Jude will send the article that prompted them to ask for this data.