

RIVERSIDE ASSESSMENT COMMITTEE MINUTES

March 8, 2019

12:00-2:00 PM, DL 409

Present: Denise Kruiuzenga-Muro, Jude Whitton, Wendy McEwen, Mike Medina, Scott McLeod, Rebecca Kessler, Kelly Brautigam, Debbie Cazares, Steve Brewster, Rana Tayyar, Shelly Dawson, Rosemarie Sarkis, Jennifer Muganza, Dina Anderson, Cecilia Lusk, Diana DeCastro

Absent: Leslie Brown, Melissa Matuszak, Jarrod Williamson, Kevin Maroufkhani, Jim Elton, Nick Robinson, Kathy Brooks, Sharon Alexander, Sofia Carreras, William Phelps, Jasminka Knecht, Inez Moore, David Lee, Anne Pattison

Guests: Joshua Orlando, Monica Green, Hayley Ashby

- I. Approval of the Agenda (m/s/c Steve Brewster/Mike Medina) 1 abstention
- II. Approval of the Minutes (December, 2018) (m/s/c Steve Brewster/Rosemarie Sarkis) 2 abstentions
- III. Reports
 - EPOC – RCC’s 8 Institutional Pathways along with the 8 Trail Heads (1st 15 units for each of the instructional pathways) have been approved and will go to Senate March 18, 2019
 - Vision for Success metrics - went to EPOC for 1st reading, moving along in planning. These metrics are state-required metrics for tracking and reporting on college progress. In addition to the actuals, the college had to set goals by 2020-2021.
 - Accreditation - Special meeting to review Standard I was held on March 8th, 2019.
 - Two gaps have been identified:
 - a) Institutional level outcomes (ILOs) – these currently are the same as the college’s strategic goals. We need to have a discussion (probably at this committee) about if these should actual outcomes. Some colleges are framing the ILO’s as very similar (or the same as) Gen Ed Outcomes.
 - b) Curriculum Committee and Assessment Committee – the connection between the two, and how they communicate

- Guided Pathways – Spring Retreat on March 29, 2019 will look at timelines for completing pathways, and evaluate prerequisites
- GEM-Q – Discussed Accreditation, Vision for Success, aligning goals, clarification about why we picked specific goals and the rationale behind them
- Program Review – discipline / department level PRaPs are due at the end of the month, drop in sessions are available. Wendy McEwen will send list of drop in sessions again via email
- Accreditation – reviewed above
- Co-Curricular Assessment - Joshua Orlando, invited to join group; campus safety and police maybe interested in joining as well. Assessment coordinators will reach out to them.
 - Financial Aid – Funding has been received from state to implement new technology:
 - FATV, Financial Aid Channel is live, new Chat tool on the website, Campus Logic software is undergoing implementation.
 - DRC- data is collected manually, automation seems to miss a lot of the student population. DRC staff works closely with counseling to figure out how students are placed, and how they are learning.
 - One gap that has been identified is that deaf/hard of hearing students aren't succeeding at the same rate as other students. Interpreters can be used, but better understanding and supporting these students' learning is something that the DRC is trying to better understand – working with faculty.
 - Student Support Services Grants – (3) 5 year grants have been awarded to develop programs to assist Veterans and students with disabilities in areas of counseling, completion, application processes, and transfer.
 - Service Area Outcomes (SAO) –outcomes are reported in Nuventive and assessed every year. We would like to look at this information from the student's perspective.

IV. Old Business

- GE Assessment
 - GE #1 – December draft of Critical Thinking Assessment report was reviewed

- What is considered a GE course? How can we do a better job of clarifying this in program maps, catalog descriptions? Jazz was the example. It is GE and was included in the assessment process, but as part of the assessment results, it may not be a GE course.
- Best Practice discussion:
 - a. Jennifer Muganza suggested that students should take guidance classes, this is required of international students but not required of other students
 - b. Conduct a 5 minute check in, what was today's class about? What is something that helped your learning today? Write a quick note of evaluation. This is formative assessment for the faculty – helps identify what students learned and what they missed in preparation for the next day's class.
 - c. Ask students 'what do you know about this subject?' at the beginning of the course. At the end of class ask what did you learn, what do you need more information about? This is where you can go to find it.
 - d. In classes with large writing or reading assignments students learn more from activity than from lecture, practice reinforces what they have learned. Example: science classes – what student hears in lecture, should be reinforce in lab.
 - e. How to be a student, use available resources, and help students to take responsibility for their learning.
 - f. How are we incorporating student voices? One way is the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE). These surveys ask students to evaluate their abilities in critical thinking, create a focus group with tangible assignments, collaborate with students on engagement, survey, etc., and incentivize students to participate. The results are not direct evidence of student learning, but provide valuable context to inform conversations.
 - g. It maybe be useful to implement a portfolio system, students design what is included, develop a repository of artifacts that can also be used for assessment. This has been discussed in the past and may be worth bringing up again going forward.

Jude and Denise will send final version of Critical Thinking Assessment Report.

- o GE #2 – Collection of Artifacts
 - Assessing information competency and technology literacy
 - Library
 - Math 1A
 - Anatomy 1- Rana to follow up with Tim
 - Business

- Economics

*Bring an example of assignment and student work as it relates to that assignment for the next meeting.

- PLO (Program Learning Outcome) Assessment Update – Business, EAR, Political Science, Spanish, Psychology, Computer Science are on schedule for PLO.
-What is the strategy? Would it be useful to have a workshop to share the process?
- Website updates and success stories – if you have assessment success stories, please send, will be shared on website

V. New Business

- Assessment Discussion – Open Session
- Assessment Handbook – please take a look at this document before next meeting
Areas in need of improvement – Jude and Denise asking for feedback
Service area outcome assessment – pg 10
Improvement Action plan pg 11
Rename Assessment Guide

VI. Other