RIVERSIDE CITY COLLEGE
Assessment Report 2016-2017

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Introduction

Assessment activity at Riverside City College continued to mature during the 2016-2017 academic year. Discussions regarding student learning outcomes occurred college-wide, especially in relation to developing program-level assessment. Moreover, assessment was further integrated with strategic planning processes as SLO and PLO data was collected, analyzed, and uploaded into Nuventive Improve (formerly TracDat) as part of the annual program review and plan update.

Riverside Assessment Committee

The Riverside Assessment Committee (RAC) is the coordinating body for assessment activity at the College. During 2016-2017 RAC meetings occurred simultaneously with joint meetings of its two reporting subcommittees: The Course and Program Assessment Subcommittee and the Institutional Goals and Service Learning Outcomes Assessment Subcommittee. RAC meets monthly on the second Friday of the month. RAC is co-chaired by the Faculty Assessment Coordinator and the Dean, Institutional Effectiveness. RAC agendas, meeting minutes, and other documents are posted to the college website.

Membership

RAC members include representatives from both the Course and Program Assessment Subcommittee and the Institutional Goals and Service Learning Outcomes Assessment Subcommittee. The Course and Program Assessment Subcommittee, formerly a standing committee of the Riverside Academic Senate, includes faculty department representatives serving two-year terms. In 2016-2017 there were 21 voting members (two vacancies), which includes one student representative selected by the Associated Students of RCC. The faculty assessment representatives on the committee are selected by their departments and serve

staggered two-year terms. The following departments started their two-year rotation in Fall 2016: Applied Technology; Behavioral Sciences/Psychology; Business Administration /Information Systems Technology; English & Media Studies; History/Humanities/Philosophy; Kinesiology; Library & Learning Resources; Life Sciences; Mathematics; and World Languages.

The Institutional Goals and Service Learning Outcomes Assessment Subcommittee includes non-voting, members-at-large from Academic Affairs, Academic Support, Student Services, Business Services, and Institutional Effectiveness. During 2016-2017 there was one member-at-large from Institutional Effectiveness, one vacancy in Academic Affairs, and three members to be determined from Academic Support, Student Services, and Business Services respectively. The faculty chair and administrative chair are non-voting members.

Structure

In May 2016, the new Constitution and Bylaws for Riverside Strategic Planning Leadership Councils were ratified, which restructured all college committees and subcommittees under the four strategic planning leadership councils. The former standing committee of the Academic Senate, the Riverside Assessment Committee, was reconstituted into the Course and Program Assessment Subcommittee and placed under the Assessment Committee. The Course and Program Assessment Subcommittee continues to be a subcommittee of the Academic Senate per the current Bylaws (Section 4.D.2). The Assessment Committee was, in turn, placed under the Institutional Effectiveness Leadership Council (Figure 1). During the 2016-2017 academic year, the faculty chair and administrative chair of the Assessment Committee, who are also members of the Institutional Effectiveness Leadership Council provided reports on RAC activities at monthly council meetings.
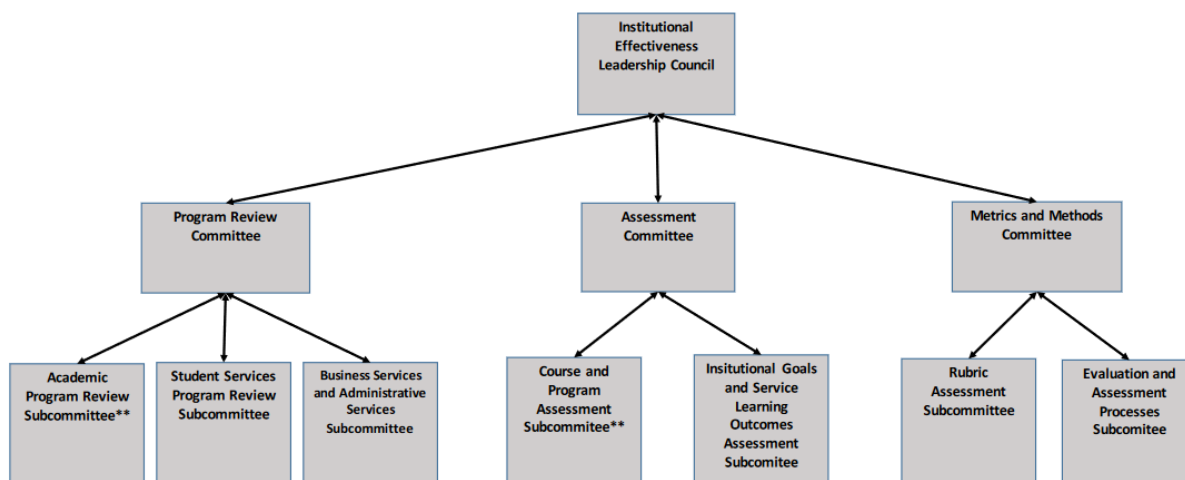
Figure 1. Institutional Effectiveness Leadership Council structure showing the organization of the Assessment Committee and subcommittees.

Progress Updates

The 2015-2016 Assessment Report established four primary goals for the 2016-2017 academic year. These goals aimed to:

1. Better align course SLOs to program PLOs and general education SLOs through curriculum mapping in TracDat;

2. Expand the discussion of service area outcomes (SAOs) and SAO assessment;

3. Review and revise the content/structure of the assessment website;

4. Increase efforts related to program assessment through the work of the Program Assessment Workgroup.

Goals for 2016-2017 Update

Goal 1 - Curriculum Mapping

To facilitate general education assessment, RAC prioritized the alignment of course SLOs with GE PLOs as an initial step in the process. At the September 2016 RAC meeting, faculty assessment representatives were asked to confirm that course SLOs in their respective

departments were accurately mapped to the general education outcomes in Nuventive Improve

(formerly TracDat). While some disciplines had already mapped SLOs to GE PLOs, reports

generated by the Office of Institutional Effectiveness indicated that there were a number of gaps.

Faculty assessment representatives worked together with department faculty to ensure that the

mapping information was entered for each general education course. The Office of Institutional

Effectiveness monitored the departments' progress and provided data entry support when

needed. As a result of these effort, the curriculum mapping was completed by the middle of the

fall semester.

At the November 18, 2016 RAC meeting, the committee approved the motion that

intentional, direct assessment of college-wide general education outcomes would be

implemented on a yearly schedule:

2016-2017 – Model developed by the Program Assessment Workgroup (PAW)

2017-2018 – Critical Thinking GELO assessed

2018-2019 – Information Competency and Technology Literacy GELO assessed

2019-2020 – Communication GELO assessed

2020-2021 – Self Development and Global Awareness GELO assessed

Goal 2 - Service Area Outcomes Assessment

The college restructuring of councils and committees under strategic planning

encouraged the discussion of service area outcomes assessment by adding representatives from

Academic Affairs, Academic Support, Student Services, Business Services, and Institutional

Effectiveness.   However, finding individuals to serve from these areas proved challenging. A

standing agenda item for service area outcomes was added for discussion at RAC meetings.

During 2016-2017, RAC members discussed ways to encourage the conversation about service

area outcomes outside of assessment meetings through professional development opportunities and college-wide discussion of monthly themes.

Goal 3 - Assessment Website Update

The faculty assessment coordinators and the Dean, Institutional Effectiveness worked together with the Interim Director, Institutional Research to migrate and update the assessment website. The website was redesigned and directly linked to the college website. The previous website located on a district academic server was archived and selected files were uploaded to the new site. The site navigation was streamlined and additional information was added including, assessment success stories, topics of the month, and an outcomes assessment events calendar. The new website launched in the fall of 2016 and content updates are facilitated by the Office of Institutional Effectiveness.

Goal 4 – Program Assessment

The Program Assessment Workgroup (PAW) met throughout 2016-2017 to discuss principles and effective practices of program level assessment for degrees and certificates in their disciplines. The workgroup focused on developing a more systematic and sustainable process for assessment encompassing multiple program types. In collaboration with the Dean, Institutional Effectiveness and faculty from multiple divisions, the Riverside Assessment Coordinators facilitated discussion of best practices in program assessment and supporting faculty in the development of program assessment models to be piloted and shared college-wide.

The workgroup developed goals and strategies associated with: 1) Identifying and sharing best practices on program assessment; 2) appealing to faculty hearts and minds to help them see the value of assessment; and 3) developing mechanisms to increase the discussion of program assessment, so that conversations are documented and shared broadly. In the fall of 2016, PAW

focused on identifying best practices and developed an annotated bibliography that was posted to

the assessment website on a dedicated PAW page. Regular progress updates were provided at

both the RAC meetings and Institutional Effectiveness Leadership Council meetings. In the

spring of 2017, PAW members led discussions with their disciplines on program assessment and

designed processes and instruments for collecting data at the end of the semester.

In addition to encouraging conversations about program assessment within the college,

the PAW group shared information with other California community colleges by presenting at

conferences. PAW provided information on forming a cross-divisional team and coached

participants through planning exercises during the *Increasing Faculty Engagement in Program*

Learning Outcomes Assessment presentation at the Academic Senate of California Community

Colleges SLO Symposium on February 3, 2017. Members of PAW provided updates on the

development of PLO assessment models during the presentation, *Don't Be the Walking Dead:*

Developing a Plan of Attack for PLO Assessment at the Inaugural ACCJC Conference on April

6, 2017.

A formative evaluation conducted through observation and document review

demonstrated that the project was successful in achieving a number of outcomes:

- Team members had identified best practices and were applying them for the purpose of

  developing program assessment models.

- Program assessment discussions were taking place at a number of levels in the institution.

- Faculty had a greater appreciation for the value of program assessment as evidenced by

  discussions taking place both inside and outside the institution.

Table 1

Progress on Achieving PAW Goals/Outcomes

OUTCOME	FINDING
Increased Knowledge of Program Assessment Best practices have been helpful in guiding the development of program-level assessment models by helping faculty to …	• Identify Capstone Courses • Map Curriculum • Evaluate Program Pathways
Increased Skills in Program Assessment The program assessment project produced models to inform the design of program assessments college-wide that are …	• Emerging • Developing • Ongoing
More Discussion of Program Assessment The discussion of program learning outcomes and program assessment is …	• Occurring in Multiple Areas • Spreading Internally • Expanding Externally

Based on the results, PAW concluded that knowledge of program assessment had significantly increased as a result of research on best practices and workshop attendance. Program assessment skills showed parallel growth; however, confidence in developing viable program-level models varied depending on assessment expertise. PAW will continue to work during the 2017-2018 academic year, as additional meetings are needed to ensure that mid- and long-term goals are met. Once assessment data from the pilot projects has been collected and discussed, effective communication will be key to integrating assessment approaches and processes college-wide.

Course Assessment

Currently Nuventive Improve (formerly TracDat) does not integrate with the district's curriculum management software, CurricUNET. New and revised outcomes associated with courses and programs must be manually exported from CurricUNET and added to Nuventive

Improve. At the beginning of the 2016-2017 academic year, the district upgraded to

CurricUNET META and district administrative system support was reorganized due to

retirements. The Office of Institutional Effectiveness did not receive an exported file containing

new and revised outcomes from the district. As a result, assessment representatives were asked

to work with department chairs and discipline faculty to update Nuventive Improve as

curriculum was updated. The Office of Institutional Effectiveness provided support for the

addition of new courses, programs, and SLOs.

In 2016-2017, the Curriculum Committee voted to allow the differentiation of objectives

from outcomes on course outlines of record (CORs). Previously, objectives mandated by C-ID

were included in the outcomes section of the CORs, which resulted in numerous outcomes to be

assessed. Disciplines, especially those with associated degrees for transfer (ADT) programs,

began the process of modifying their course outlines to separate objectives from outcomes to

make SLO assessment more efficient and meaningful.

The Office of Institutional Effectiveness generated reports using Nuventive Improve to

identify gaps in assessment results per the established schedules. Status reports were shared with

the Riverside Assessment Committee, division deans, and the faculty at large to guide the input

of missing assessment results. The Discipline SLO Assessment Report 2016-2017 (Appendix A)

provided information on the percentage of course SLOs scheduled and the number of course

assessment results entered into TracDat.

Program Assessment

Courses have been attached to programs in TracDat, which allows program assessment

reports to be generated based on aggregated course assessment results. Direct assessment results

were entered into TracDat for programs scheduled for 2016-2017, which included areas of

emphasis (AOEs) and associate degrees for transfer (ADTs) programs. The Program Assessment Workgroup (PAW) furthered the development of processes and practices for program assessment. The PLO Assessment Report 2016-2017 (Appendix B) provides detailed information on the status of program assessment.

Professional Development

The assessment coordinators and the Dean, Institutional Effectiveness conducted a number of workshops throughout the year on Nuventive Improve. The greater integration of assessment with program review was reflected in the training offered both during college FLEX Days and drop-in working sessions. The Faculty Assessment Coordinators and the Dean, Institutional Effectiveness observed an increased overlap in requests for assistance associated with assessment, and the program review and plan. As a result, workshops and drop-in sessions provided for hands-on individual and group coaching in the use of the system for both assessment, and program review and plan processes. The Faculty Assessment Coordinators and Dean, Institutional Effectiveness also provided individual and group training for individuals and disciplines/departments, who could not attend the workshops or drop-in sessions.

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Goals for 2017-2018

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At the September 8, 2017 RAC meeting, the Riverside Assessment Committee identified the following goals for the 2017-2018 academic year:

1. Directly assess the Critical Thinking general education learning outcome per the established assessment schedule, document the results, and facilitate college-wide discussion, including strategies to guide improvement.

2. The Program Assessment Workgroup (PAW) will continue to make progress on its goals (i.e., Best Practices, Hearts and Minds, and Communication), especially in regards to sharing program assessment models with disciplines and departments.

3. In cooperation with the Faculty Development Coordinator, convene a workgroup to organize an Assessment Summit early in the Spring 2018 Semester to include:

    a. An assessment overview, possibly provided by an outside speaker

    b. Best Practices for course and program-level assessment

    c. General Education Assessment

    d. Alignment with the college's Guided Pathways

4. Design and offer assessment workshops that emphasize assessment as a continuous process, including topics such as:

    a. Mapping courses to programs and aligning assessment schedules

    b. Assessment methods and instruments

    c. Collecting assessment data and interpreting results

    d. Preparing for future assessment cycles using action plans

Appendix A

Student Learning Outcomes (SLO) Assessment Report, 2016-2017

Appendix B

Program Learning Outcomes (PLO) Assessment Report 2016-2017