

## RIVERSIDE ASSESSMENT COMMITTEE

### Meeting Minutes - DRAFT

November 3, 2023

12:00-2:00 PM, via Zoom

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

- I. Approval of the Agenda - m/s/c – Katie Johnson/Scott McLeod, approved by consent
- II. Approval of the minutes from October – m/s/c – Kelly Brautigam/Jude Whitton, approved, 1 abstention
- III. Reports
  - EPOC – no report
  - GEM-Q – laid out some committee norms, Wendy McKeen is forming a work group that will discuss how to deal with resource requests that should not be part of the prioritization process such as safety needs, and basic classroom supplies. Discussed process for replacing a faculty co-chair on an LC. Discussed the possibility of adding additional listening sessions to the program review timeline.
  - Program Review – next meeting will be held in December
  - Accreditation – no report, Jacque Lesch plans to join December meeting

- Co-curricular Assessment
  - International Students – Eyad Alfattal concluded a recruitment trip in Japan, Philippines, Oman, Qatar to help us grow our international student program. Celebrating International Education week, the parade of nations will be held on November 13 and there will be other events throughout the week. Taste of Nations will be hosted by ASRCC on November 16<sup>th</sup>.
  - TRIO – Cecilia Lusk – TRIO hosted an art workshop on October 24 for students and guests. About 50 people attended the painting party. They have another workshop planned for November 16<sup>th</sup> that will celebrate the Day of the Dead. They are planning for their annual performance report due to the Department of Education in December/January.
- ASRCC – none
- Student Equity Committee – working on revising the committee’s bylaws, if you are interested in the document contact Jude; if you are interested in joining the committee contact Melinda Miles. They meet the 1<sup>st</sup> and 3<sup>rd</sup> Fridays of the month from 10a-12p.

#### IV. Ongoing Business

- Equity in Assessment: [“Using Student-Involved Classroom Assessment to Close Achievement Gaps”](#) by Stiggins and Chappuis
- Questions for article discussion:
  1. Page 11: How do you help your students see that learning the material in your course is worth the commitment?
    - Daniel Slota shares the syllabus for his library 1 class, and talks about how the skills they will learn and will help them throughout their college career.
    - Sharon Alexander– students will often ask if something is going to be on a test, and she tells them we are teaching you to be a good practitioner and offer real world examples/hospital errors – we are preparing you for your profession.
    - Jasminka Knecht – in music fundamentals students learn how to audition and what to expect, give them bigger picture of what is waiting in the professional world.
    - Joshua Orlando – share with his students that in Europe students have yearlong apprenticeships only making one item. The repetition in the task makes you develop your skill or craft. You are working now for the bigger picture.
    - Jude Whitton tells students that research is an art – not a science. Get them to learn how to do what they need to succeed in bigger picture.
    - Katie Johnson – In her Bio 1 classes, on the first day she tries to figure out what the student’s goal is. Is this class a GE requirement, are they a STEM major or health sciences major? She asks students to really think about their goals, you are going to waste your own time and money if you don’t want to work. Students make that decision, gives them agency. Think about their goals and how this class will facilitate it.

- Rochelle Smith – students don't care to learn to give perms, but the repetition of rolling hair (fine motor skills) helps their craft.
- 2. Page 11: Do you involve students in any part of the assessment practice? If so, how?
  - Katie Johnson - If 50% of students miss one exam question, she looks at how she is asking the question and asks students to help her ask the question in a way that makes sense to them.
  - Rosa Frazier – ask students questions about the exercises, because they are used to the topics she teaches it becomes part of their language. Then she shows them the rubric and asks them if it makes sense and is reasonable. She gives them a mock exam, scores them using the rubric they built together. Students have the opportunity to refine their performance before the midterm. They built the assessment together as a class, are assessed and know their scores, giving them the agency and power to change their score before the midterm. Their scoresheet has both the mock exam and real test scores – they can compare their outcomes.
- 3. Page 13: The article says that failure isn't necessarily a bad thing. What are your thoughts? Do you allow your students to fail on a small scale so they succeed on a large scale?
  - Katie Johnson– uses quizzes for that, they can turn it in and she can give them feedback. You have to figure out what they don't know, and then you can get help. It's ok to fail – it takes practice to learn these concepts. It's part of the learning process.
  - Humberto Reynoso– Ceramics – does a demo for the class without mistakes and then the same one with mistakes – students have to tell him what went wrong, and where the failure happened so you know where it can be corrected. It is important for students to be able to tell him that, it demonstrates that they know the concept.
- 4. How have you or how have you helped increase your students' agency in your course?
  - Eyad ask students to teach part of the lesson, take leadership and responsibility, agency of the class.
  - Katie – hasn't put this into practice yet, but plan to give students a few essay questions to choose from. They can pick which one they are most comfortable with. It would also work with a presentation.
  - Jude Whitton – students have a final project where they are assigned chapters to present to the class, she ended up with an extra group due to the class size. This group got to pick the chapter they wanted. Other groups wanted to pick also, but she shared the SLOs with the class and how the material is linked. If they feel there is an ownership in whatever we are teaching, feels there is more of a buy in. Students feel like the person teaching this wants my opinion, it gives them some purpose.

- Rosa Frazier – in Choreography class they are asked to do a pedestrian study, assume person they are studying out in the world is a dancer and study their movements. They revisit this throughout the term, they tease out body in space, time and movement – producing clear artistic intention. Weaves the theme through the whole class.

#### V. New Business

- What do you know about AoE's?  
Kelly Douglas, Curriculum Committee chair asked if we have assessed AOE's (Areas of Emphasis) as a committee and how that looks. The students would get AOE's linked to their degrees, an AA with an Area of Emphasis in a specific field. Associate Degree for Transfers (ADTS) came along and kind of replaced these, but they aren't going away. What do committee members know about these?

Kelly Brautigam – AOE's were mapped several years ago, Counseling hopes to keep them because someone's goal may not be to transfer, and an ADT might not fit. They need 18 units in a group for an 'emphasis'. Not all subjects/disciplines have ADTs. If they were doing Linguistics – there is no ADT, so an AOE is better suited.

We may have to develop some assessment for AOE's. Mapping will need to be updating. More on that to come in future meetings.

#### VI. Old Business

Dec 1<sup>st</sup> meeting in person. Potluck, presenting best practices. If you know of anyone or yourself who would like to share best practices contact Denise or Jude. Before you had more knowledge of equity in assessment – what did your assessment look like and how is it now? Sharing best practices. Collaborate and share

- December 1 in person RAC meeting, please let us know of any faculty in your areas who are doing cool things with SLO and PLO assessments.
- PLO Assessment Reminders
  - 2022-23 (ADJ, Anthropology, Chemistry, Early Childhood Education, Elementary Teacher Education, History, Music, Nursing, Psychology, Sociology, Spanish)
  - 2023-24 (Art History, Computer Science, Environmental Science, Geography, Geology, Journalism, Nursing, Physics, Spanish, Theatre)

#### VII. Other

Keep an eye out for the potluck sign up sheet, meeting will be held in Bradshaw Heritage room. Please RSVP as space is limited.