

RIVERSIDE ASSESSMENT COMMITTEE

Meeting Minutes -

Date: 10/04/24

12:00-2:00 PM, via Zoom

| Members | | | |
|------------------------|-------------------------|---|--------------------------------------|
| x | Angie Burkhart | x | Arya Parsa |
| x | Anne Lenox | | Cecilia Lusk |
| x | Christina Rivera | x | Daniel Slota |
| | David Shin Lee | | Deborah Muganza |
| x | Denise Kruizenga-Muro* | | Delia Tijerina |
| | Eyad Alfattal | | Evan Enright |
| x | Humberto Reynoso | x | Jasminka Knecht |
| x | Joshua Orlando | x | Katie Johnson |
| x | Kelly Brautigam | x | Katie Kern |
| x | Kevin Maroufkhan (Phil) | x | Nick Robinson |
| x | Riyad Abubaker | x | Rana Tayyar |
| | Rochelle Smith | x | Rosa Frazier* |
| x | Scott McLeod | | Sharon Alexander |
| x | Wendy McEwen* | x | Takashi Suzuki |
| | | | |
| Guests/Liaisons/Admins | | | |
| x | Sef Girgis (recorder) | x | Jacque Lesch, Accreditation Co-Chair |
| | | | |

1. Meeting called to order at 12:01 PM
2. Motion to approve meeting agenda: moved by Denise, second by Rana, and approved by consent.
3. Motion to approve minutes from Sept 6, 24, moved by Denise, second by Kelly B. approved by consent.
4. **Reports**
 - a. **EPOC**—The Meeting was held, but there was no quorum. Wendy McKeen is the academic co-chair. It was more of a conversation around prioritization, how to be inclusive, and engaging, emphasis on communication, and rethinking structure.

- b. **GEM-Q** – Rosa reported that there is a lot of emphasis on overviewing program review particularly on informing constituents on prioritization decisions. This includes how to get information to faculty so their voices can be heard on the voting committee. We talked about deadlines and scheduling for program review. The LC also discussed ongoing process for collecting evidence for accreditation standards.
- c. **Program Review** – The retreat is on October 18; please RSVP. The program review committee met and shared the agenda of the day. The student representative voiced strategies for catching the students in the moment to get their feedback.
- d. **Accreditation** – Jacquie shared outcomes from the toolkit/roadmap meeting with Denise two Fridays ago. We are looking to use the framework of the leadership councils to support the gathering of evidence. Standard two is student success. The new format combines academic and co-curriculum activities under one umbrella.
A form was distributed asking faculty to select which standard they would like to work on. A recommendation is to focus on your selected standard in GEM-Q.
There is a link to an MS Form to submit evidence.
The accreditation group will schedule a meeting in November to determine where we are and envision Spring responsibilities for the actual writing. We have the opportunity to provide updates even after the submission of the final document all the way up till the site visit. Our report is due August 2025; our site visit is expected in Fall 2026; final feedback is expected in 2027. We will present to the District and board as joint three colleges presentation.

e. **Co-curricular Assessment:**

- i. **International Students** – No Report
- ii. **CALWORKS** – Anne Lenox reported an increase in the number of students receiving CalWorks supports. These are students with a young child who are receiving cash assistance from the county. More students are being referred by county; one of the requirements is to participate in college activities. A virtual new student orientation was offered in September with 46 students in attendance. Guest speakers from the county and college services were present and all students received school supplies. Student parent family night is planned on Nov 9th
- iii. **TRIO** – Cecilia Lusk reported the program works with first-generation/low-income students, students with disabilities, and Veterans. Please refer students who fall into these categories to be part of these programs. We offer workshops: transfer, artwork, etc., and campus tours. The program works with Veterans and their dependents as well.

- f. **ASRCC** – No ASRCC representative due to the medical leave of the student activities coordinator. We contacted the ASRCC President and VP to ask for representation on this committee.
- g. **Student Equity Committee** – a new dean of equity, engagement, and inclusion but no report.
- h. **ILO Workgroup** - RCC has a working group but is still being formed.

5. Ongoing Business

- a. Article by Franco and Muñiz “[Centering servingness: Framework-informed assessment of Hispanic-Serving Institutions](#)”
- b. Some questions to consider as you read:
 - i. On page 100 of the article, the authors list 6 key areas that are used in determining whether a school can earn the Seal of *Excelencia*. How do you think RCC scores? What do we do well? What could we do better? How could assessment facilitate improvement?
 - ii. The article discusses the various ways that the two featured universities use data. How does your department use demographic data to “strengthen their capacity to serve Latinx students” (p. 101)? What lessons can we all learn from what your department does?

Discussion on what is the assessment's role in promoting, centering, and focusing on servingness at an HSI? Using the framework of Dr. Garcia, RCC is an HSI because it is admitting Hispanic students but are we serving them well? What do we need to do more or better to earn the seal of Excellencia?

Six key areas are used in determining whether a school can earn this seal of Excellencia: Enrollment, retention, transfer rate, financial support, representation of Latinx administration/faculty & staff/ student, and degree completion.

Can we make the enrollment process easier? How can faculty contribute to the retention of students? How to make the curriculum more practical and accessible to the students? How can we involve families in the education of their children and engage them in what their children are doing on campus?

Some engagement centers (La CASA & MESA) offer family events with notable signs of success. Families are invited to Welcome days.

There is a need to explain the full meaning of the four areas of enrolling, enhancing, producing, and serving and how can we implement them on our campus.

Using demographic data to strengthen capacities for serving Hispanic students also can help this discussion.

Does your department use demographic data for better serve students? How?

Examples: Doing in-house study of the best timing to take exams and adjusting according to students' needs. Prepare students by giving them a small quiz and/or review session to help students before major tests.

Surveying the students online at the start of the semester to better understand where they are in terms of their knowledge, needs, personalities, weekly schedule etc., ... based on the findings, the faculty makes modifications to their class offerings and their teaching process.

How do we leverage the tutoring center to serve an underserved population?

We try to go from large exams to small quizzes to lower student's anxiety.

Extra credit helps to boost the student's confidence and voicing the praise loudly encourages others to excel. Also reminding the students of the success achieved so far can be encouraging for the journey ahead. Sharing personal journey in education helps to empathize with the student and where they are.

6. New Business

- **Accreditation and ISER –**

We are currently working on the institutional self-evaluation report, and submitting the evidence. We need to upload everything into Nuventive. Denise shared the timeline for the accreditation process.

We are updating the RCC accreditation page with the new timeline and adding a QR code. Wendy and Jacquie will be responsible for the repository site and Form.

- SLO Symposium January 24-25, 2025. [CFP](#) continuing until October 7 - You are welcome to attend or submit a proposal.

7. Old Business

- a. PLO Assessment Reminders -
 - i. 2024-25

8. Other - None

9. Meeting Adjourned at 1:13 PM