

RIVERSIDE ASSESSMENT COMMITTEE

Meeting Minutes - DRAFT

Date: 9/6/24

12:00-2:00 PM, via Zoom

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

1. Meeting called to order at 12:02
2. Introduction of committee members: Denise Kruizenga-Muro, Co-chair; Rosa Frazier, Co-chair; introduction of all present members.
3. Motion to approve meeting agenda: Denise requested to add a new item to the new business: member list. (Katie Johnson /Eyad Alfattal) approved by consent
4. Motion to approve minutes from May 10, 2023 (Katie / Evan) approved by majority, 1 abstain.

5. Reports

- **EPOC** – No Report
- **GEM-Q** – No Report
- **Program Review** – Rosa Frazier
 - The group met this morning, shared a reminder about the Oct. 18 retreat, and encouraged all to attend. There was a discussion about what we mean by ongoing business. We need to clarify its meaning as we move forward. Most of the conversation revolved around the prioritization process.
 - It was confirmed that department chairs received invitations to program review date.
- **Accreditation** – Jacquie Lesch
 - We are in the accreditation cycle. Last spring, we submitted the mid-term report, which was accepted by ACCJC; we are now in the clear. The new accreditation report is due by August 2026. We need to produce the report, to be reviewed by the academic senate at the college level and various committees; then it goes to the District and Board of Trustees for approval; then it can be submitted to I-Cert. ACCJC came out in the Spring and informed us of the new standards. One criticism was shared that not everyone was involved in the whole process. We need to get the word out and ensure greater participation in the process. The accreditation roadmap and tool kit meeting is scheduled for next Friday at 8:30 am. There is a meeting next Friday at 8:30 am, an invite was extended to members of this committee as the production of the report relies heavily on the assessment. Thanks to Denise and the former co-chair for their contribution to last year's report.
 - The first part in the Fall term is data collection. Writing begins in the Spring and the final draft should be ready by May 2025 for review. Submission is due by August 2025. Per ACCJC recommendation, the final report should be between 80-100 pages.
 - Since we are in the comprehensive program review cycle and strategic planning cycle, there will be a lot of synergy between the different pieces.
- **Co-curricular Assessment**
 - International Students – Eyad Alfattal
 - Fall orientation, admitting 41 new Intl students to RCC, thanks to the assistance of many college departments and offices. In the process of data entry for program review and evaluation.
 - Later this month, Eyad is participating in an international recruitment tour covering 6 countries in Southeast Asia.
 - Wendy reported about the work that was done on Student Support Hub which will be shared on all CANVAS shells. Engagement centers have seen great traffic in the first two weeks of classes. An SAOs guide was created 3 years ago to create more meaningful assessments rather than simply headcount. IE is currently working with engagement centers to create standardized SAO's.
- **TRIO** – No Report
- **ASRCC** – No Report
- **Student Equity Committee** – The committee hasn't met in a long time. IE coordinated a study of the student equity plan which should be released soon.
- **ILO Workgroup**: Denise reported that it has been tough to find members. Jude will be the new rep at Norco College, and she is working on getting someone from co-curriculum and

students. The formation of this workgroup is slow going. She is working on finding people to volunteer and start this semester's work. ILO = (Institutional Learning Outcome)

- Jacqui asked how we can move to more meaningful SEO, not just student count; Daniel reported that they have developed new SEO for the library in collaboration with Wendy.

6. Ongoing Business

- Podcast from Dr. Gina Ann Garcia entitled "[Disrupting Racialized Cisheteropatriarchy in Math Classrooms for Servingness](#)"

Rosa Frazier thanked the committee for allowing her to enter and co-chair this committee. She shared her background and teaching credentials. First-generation Latina, English is a second language, she resonated with Gina, and started listening to podcast.

Dismantling heteropatriarchy requires us to learn to tune up to bring a more equitable environment to our students. We need to approach servingness from the perspective of valuing the students' points of view and gifts, not only what we can provide.

Rosa offers three different modalities for understanding Servingness through the podcast:

1st modality: Servingness is (fill in the blank) what servingness mean to you?

Recognizing the whole person, the culture of serving the students, and it is baked in all what we do; getting to know our students and where they are; can be done by super educator; recognizing and celebrating the diversity of our students, Servingness is a dance, we must move with our students; helping students to be successful; assisting students to reach their goal.

2nd modality: What movement would you adapt to express servingness through body movement?

Welcome gestures, come join my circle, eye contact, open arms, holding hands out to welcome the students, soft hand touch on the shoulder "with permission", a smile, a gesture of accepting what is being offered,

3rd modality:

What does servingness in assessment look like to you?

- What are we doing in the assessment to reach different types of students?
- How we can validate other models of servingness that can help us to undo/unlearn what we are accustomed to in order to adopt new ways that address the student's current needs.
- Rochelle S. shared that she tries to decipher what the student is trying to say by allowing them to explain verbally and giving them various options to assess their knowledge.
We must acknowledge that our students learn in different ways from what we used to experience in our learning and higher education journey. Accordingly, we need to provide them with different modalities of learning and different methods of assessment to be more equitable in our approach to learning.
- Denise gives the students RR (Revise & resubmit) giving the students a week to revise and resubmit a paper so they can learn the materials. Placing a greater emphasis on learning the materials helps the student to come back and ask questions. Tests are called as Growth landmarks to ease the student's anxiety level and help to build their confidence.
Students come to us with multiple intelligences; hence the assessment methods need to be equitable to help multiple students succeed in their learning.

The faculty development committee is planning several presentations on the meaning of Servingness. An email invite will be out soon.

7. New Business

Completing the 2023-24 RAC report and starting planning for the next year.
No voting is needed; RAC report will be posted on the assessment website.

We need to compile a new list of RAC committee members.

8. Old Business

- PLO Assessment Reminders
 - 2024-25

Most assessments are done, but we are having difficulties uploading to Nuventive.

9. Other:

Kevin asked about DE class to get certified; the access to this class will be staggering throughout the year.

10. Meeting adjourned at 1:10 PM