

**RIVERSIDE ASSESSMENT COMMITTEE**  
**Meeting Minutes**  
**March 3, 2023**  
**12:00-2:00 PM, via Zoom**

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

- I. Approval of the Agenda - m/s/c Wendy Mc Ewen / Eyad Alfattal – approved by consensus
- II. Approval of the minutes from November m/s/c Heather Smith / Kelly Brautigam, approved, 1 abstention
- III. Approval of the minutes from December m/s/c Jasminka Knecht/ Rana Tayyar, approved, 3 abstentions
- IV. Reports
  - EPOC – work group meeting, discussed the restructuring of Equity committee(s).
  - GEM-Q – assessment for prioritization, restructuring of Equity committee(s), will review and try to improve Strategic Plan Annual report card.
  - Program Review – discussed outcomes of January retreat, discipline program reviews are due March 31.
  - Accreditation – no report
  - Co-curricular Assessment
    - International Students – (Eyad Alfattal) The Spring orientation for new international students was held, they completed an assessment for the event

and scored better than previous terms. There are 51 new students this term. There are 184 international students currently, before the pandemic we had approximately 250. There is a delegation from our sister city Erlingen, Germany visiting next week. They will potentially will develop student exchange program.

- TRIO – (Cecilia Lusk) They are holding check in counseling appointments for students. Planning a field trip to see the Lion King at the Pantages theatre. The program numbers are good, they met the target for veteran students, but can use more. Please refer students to TRIO, especially veterans. Working on annual performance reports due to Department of Education.
- Cal Works – The program has 130 students this spring, compared to 64 last year. Students are currently receiving school supplies for the term either from the bookstore or from supplies they select from our office. The new CalWORKs student orientation is on March 3, and it will be virtual with guest speakers from the county, financial aid, student employment, and EOPS-CARE. Students who attend will receive a backpack, school supplies, and a gift card.
- ASRCC (Deborah Muganza) ASRCC has a new President, Jake England.

V. Ongoing Business

- Equity and Assessment Discussion: Keynote Speaker, SLO Symposium: Dr. Cynthia Lake Howell from Capella University on competency-based education and equity. <https://www.3cm mediasolutions.org/privid/412450?key=f280e477fc99e139607b8b7254c2078c785f2e33>
- How do you create assignments in your class to meet the learning objectives, but also allow the students to see the applicability outside of the test or assignment? Do you use backward design, or how do you make sure they are meeting learning objectives?
  - Rana Tayyar – in Biology she tries try to use every day examples like how something affects their personal lives, health or nutrition. Once we do this, they have more questions and they get interested in the topic.
  - Katie Johnson – gives case studies in class that students can relate to. For example – an article about someone dying from drinking too much water, or the effects of certain supplements like creatine for muscle building, is shared and then they apply the scientific method. Students will remember that example.

- Rana – something like sun exposure and skin cancer, we hear it all the time but what does that really mean? She explains that radiation starts breaking bonds in your DNA and then students can more easily understand it because they can see how it works in the world.
- Jude – In Comm Studies Characteristics of Communication, in groups students are asked to define and explain the concept, give an example from your life and how would you reinforce or change a behavior because of it?
- Debbie Cazares – In one of her classes, she doesn't give an exam. Students are required to write a lesson plan, and present it to the children in the preschool. They assess the lesson plan assignment by how well the children do, real world experience.
- Sharon Alexander – In nursing students must understanding the knowledge but also be competent at the skill. Theory/learning is combined with skills labs/clinical. They are not two separate things. Exams are set in a clinical setting, students need to know the theory, every patient is different and they have to learn to apply the skill. It's a struggle to get the students to combine both.
- Rochelle Smith – It is similar in cosmetology. Students need to know vocabulary for exams, but need to know the 'why' and 'how'. They encourage students to talk to their clients about what they have learned, it reinforces their learning and connects them to the client.
- Sharon- Students aren't necessarily used to applying what they learn. They are used to learning the material, passing the class, and then moving on. But they have to put it in practice in these situations.
- Kevin Maroufkhani - restructuring a Phil 10 class around a theme of global philosophy and the obstacles that get in the way of us thriving. Every text read addresses this. The students have to explain what if any obstacles stand in their way. And what they have learned in class can apply, and why. He felt like he had to change the structure of the class from 2017-18, the students are receiving the material differently, and seem to respond well to the new structure/material.

We will revisit the four components of effective assessment from the video:

1. Write clear, observable goals for student learning
2. Provide appropriate opportunity for students to achieve the goals/outcomes
3. Gather and analyze the data to see if evidence of actual learning aligns with the intended goals/outcomes
4. Using the information from the data, improve students learning

The speaker also said that we are assessing the learning and not the teaching.

VI. New Business

- SLO Symposium presentation & FLEX presentation debrief –
  - Jude and Denise presented on Culturally Relevant Assessment and Equity, the workshop was well attended, also presented at LHSS dept meeting.
  - Denise attended a session on Chat GPT – open forum/discussion – it's here, what do we do with it?
  - Flex presentation – thank the folks that represented the committee during spring flex, well attended and well received. Sharon, Rochelle, Eyad – thank you.
  
- Debrief on December assessment of GE#1: Critical Thinking  
Can we change this GE SLO? The GE SLO is a long and repetitive, it's hard to assess. Jude and Denise are looking into how we can change the wording, contacted Norco and Moreno Valley. It has to be a district wide change, and goes to the District Curriculum committee.

At the December meeting, we spent a lot of time norming and not as much time assessing. The co-chairs suggested that the norming occur at the November meeting, so December can be devoted entirely to assessing the GE SLO.

Groups with same assignments would work independently and then compare their results before reporting out to committee.

Rubric will be revised and brought to the April meeting, the committee agreed to create the norm in May, and assess the next GE SLO in September.

VII. Old Business

- PLO Assessment Reminders and updated schedule
  - 2022-2023: Need new report, Wendy will run has solicited help from Jacquie Lesch from an accreditation standpoint.

VIII. Other - none