

## RIVERSIDE CITY COLLEGE

### Assessment Report 2018-2019

*Prepared by Faculty Assessment Coordinators and Administrative Co-Chair:*

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#### INTRODUCTION

Riverside City College's Assessment Committee (RAC) continued their work with course-level, program-level, and GE-level assessments during the 2018-2019 academic year. In the summer of 2018, Denise Kruiuzenga-Muro and Jude Whitton had an article about RCC's assessment summit published in the online NILOA newsletter. This article highlighted the good work going on in assessment at RCC. Additionally, the Assessment Committee web page was reorganized and updated to include assessment success stories from around campus as well as additional updated links to helpful resources for faculty.

Assessment results continued to inform curriculum and program reviews and planning with the relationship between curriculum and assessment growing stronger. RAC members include representatives from all of the college's academic departments. These faculty representatives are selected by their departments and serve staggered two-year terms. The committee is also working to increase coordination with co-curricular support units. Representatives from Financial Aid, Admissions and Records, and Academic Support have all participated in meetings, sharing best practices and helping faculty understand how these units assess their services and their important role in supporting student success.

## COURSE ASSESSMENT

The college uses Nuventive Improve (formerly TracDat) to collect SLO, PLO, SAO, and GE SLO assessment results. On each discipline's "home" page, courses needing assessment for 2018-2019 are flagged. This provides the assessment coordinators a "dashboard," helping faculty identify what assessment results need to be completed.

Additionally, the Office of Institutional Effectiveness generates 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.

Each year – in alignment with the college's 5 year strategic planning cycle – disciplines schedule individual SLO's for assessment. For 2018-2019, 1,046 individual SLO's were scheduled to be assessed. Results were entered into Nuventive for 868 of these for an overall SLO assessment rate of 83.0%.

**Count and Percentage of SLO's with assessment results entered by Division and Department for those courses scheduled to be assessed in 2017-2018**

Division	Department	Results Entered			
		Yes	No	Total	%
CTE	Applied Technology	138	1	139	99.3%
	Business Admin/Info Sys Tech	162	0	162	100.0%
	Cosmetology	0	0	0	-
	Early Childhood Education	16	0	16	100.0%
<b>CTE Total</b>		<b>316</b>	<b>1</b>	<b>317</b>	<b>99.7%</b>
Languages, Humanities, and Social Sciences	Behavioral Sciences	25	29	54	46.3%
	Communication Studies	42	2	44	95.5%
	Economics, Geography, and Political Science	10	6	16	62.5%
	English & Media Studies	52	10	62	83.9%
	History/Humanities/Philosophy	29	25	54	53.7%
World Languages	42	6	48	87.5%	
<b>Languages, Humanities, and Social Sciences Total</b>		<b>200</b>	<b>78</b>	<b>278</b>	<b>71.9%</b>
Library and Counseling	Counseling	8	0	8	100.0%
	Library & Learning Resources	4	0	4	100.0%
<b>Library and Counseling Total</b>		<b>12</b>	<b>0</b>	<b>12</b>	<b>100.0%</b>
Math, Science, and Kinesiology	Chemistry	6	0	6	100.0%
	Kinesiology	0	0	0	-
	Life Sciences	4	2	6	66.7%
	Mathematics	35	18	53	66.0%
Physical Science	1	0	1	100.0%	
<b>STEM and Kinesiology Total</b>		<b>46</b>	<b>20</b>	<b>66</b>	<b>69.7%</b>
Nursing	Nursing	210	0	210	100.0%
<b>Nursing Total</b>		<b>210</b>	<b>0</b>	<b>210</b>	<b>100.0%</b>
Performing Arts	Art	57	0	57	100.0%
	Dance / Theater	15	79	94	16.0%
	Music	12	0	12	100.0%
<b>Performing Arts Total</b>		<b>84</b>	<b>79</b>	<b>163</b>	<b>51.5%</b>
<b>Overall</b>		<b>868</b>	<b>178</b>	<b>1046</b>	<b>83.0%</b>

**PROGRAM ASSESSMENT**

The college continues to improve its assessment of Program-Level Outcomes (PLO's) using direct evidence of student work. Additionally, RCC's Business and Information Services Department successfully applied for and achieved ACBSP accreditation. Robust assessment at the PLO as well as SLO levels are included in the criteria for this accreditation.

The Assessment Committee successfully completed the second of four General Education Assessment processes – for Information Competency and Technology Literacy. This assessment included a rubric as well as student work from four different disciplines – Library, Communication Studies, Psychology, and CIS. The team which assessed the GE SLO included Assessment Committee members as well as other faculty, staff, and a student representative from

ASRCC. Lessons learned are being used to revise the 2019-2020 assessment for the GESLO, Communication and Self-Development and Global Awareness.

Seven (7) of RCC's 22 ADT's were assessed in 2018-2019: Business Administration, Computer Science, Early Childhood Development, Psychology, Spanish, Theatre, and Nursing. Many other state-approved certificates were also assessed at the program level. In 2019-2020, 8 ADT programs are scheduled to be assessed: History, Philosophy, Physics, Sociology, Anthropology, Art History, Geography, and Political Sciences.

#### PROFESSIONAL DEVELOPMENT

The college hosted several AVID for Higher Education professional development workshops in 2018-2019. While these workshops weren't specifically framed for assessment, the tools and techniques were student-equity focused and worked to help faculty understand how to better engage students. The workshops included hands-on activities which faculty could use to probe students' understanding of concepts. These tools, strategies, and techniques are being used in the classroom to increase students' participation and their ability to connect what they are learning to their career goals. As the college continues to use the Guided Pathways as a framework additional professional development is planned for 2019-202.

RCC's Office of Institutional Effectiveness hosted several "drop in" sessions offering training and support centered around Nuventive Improve. The office will continue working with faculty to ensure that this technology solution is not a barrier to completing assessment.

One important aspect of professional development that has improved in 2017-2018 is faculties' willingness to use assessment results as one part of a conversation about student success. Assessment results combined with disaggregated course success rates are informing conversations about student success at the individual faculty level as well as the discipline level.

This is producing a stronger understanding of the interaction between course outcomes, program outcomes, student work, and faculty expectation. This is a promising practice that will help the college focus on Pillar 4, Ensuring Learning, of Guided Pathways.

### 2019-2020 PLANS

In Fall 2019, the Riverside Assessment Committee will plan and conduct an assessment of the Communication GE SLO. Eight (8) ADT's are also scheduled to be assessed under the PLO process. A significant focus for Fall 2019 will be on completing the requirements for Standard I for accreditation. The Assessment Committee will play a major role during the accreditation team's visit.

The Assessment Committee is working to increase communication and coordination with the college's Curriculum Committee. While the assessment committee can provide a framework and support for assessment and recommendations for improvement, curriculum changes must be discussed and implemented at the discipline and department level – not by the assessment committee. Creating a stronger understanding of what assessment can and cannot do to support curriculum revision is something that the committee hopes to achieve in 2018-2019.

Because of the college's committee structure, there hasn't been a formal mechanism for communication between these two important groups. As the college moves into 2019-2020, increased communication and coordination is being planned. Particular topics for this attention include the specific assessment of on-line courses and the role that Program Level Assessment plays in course development.

Overall, while assessment continues to be an iterative process, faculty are working hard to use assessment as one piece of the puzzle to help keep students on the path and ensure learning.