

RIVERSIDE CITY COLLEGE

Assessment Report 2020-2021

Prepared by Faculty Assessment Coordinators and Administrative Co-Chair:

Denise Kruiženga-Muro, Jude Whitton, and Wendy McEwen

INTRODUCTION

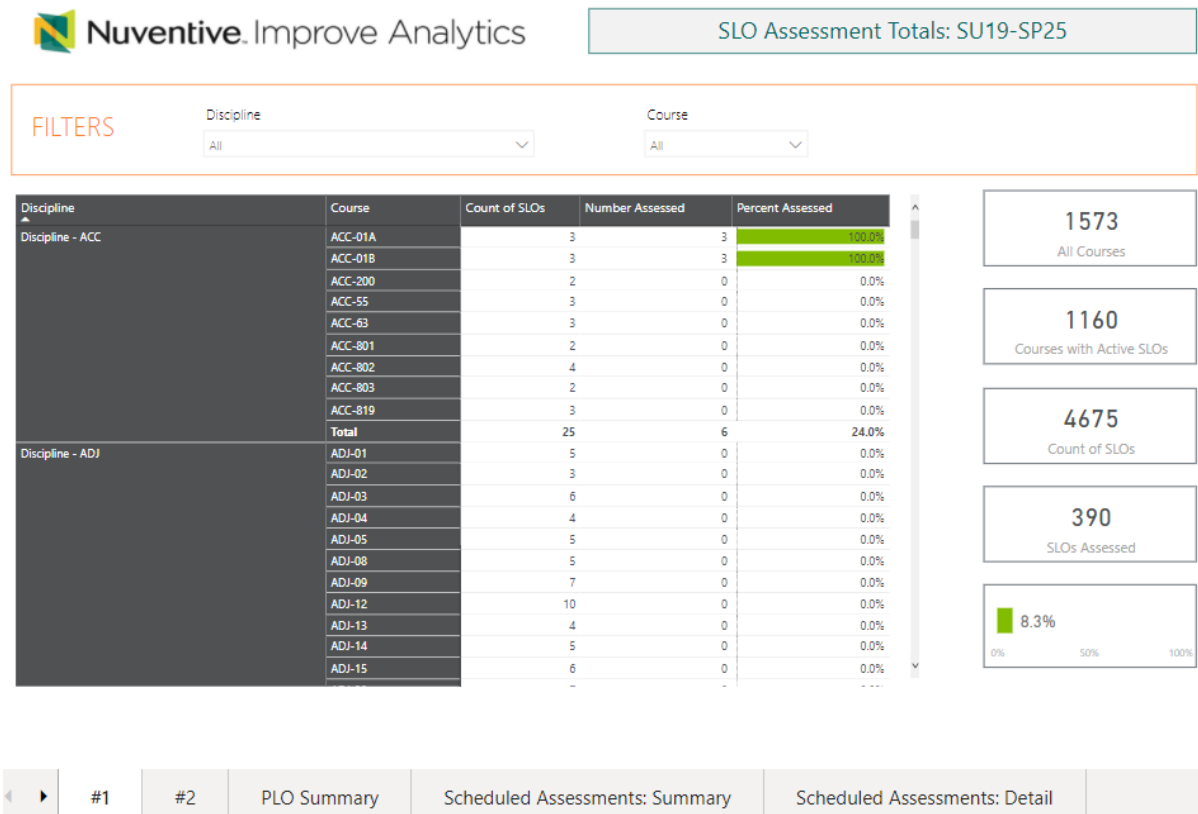
Riverside City College's Assessment Committee (RAC) continued their work with course-level, program-level, and GE-level assessments during the 2020-2021 academic year in spite of the disruption caused by the pandemic. Though the Committee's work was curtailed, it did continue virtually throughout the academic year.

Assessment results continued to inform curriculum and program review 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 to serve staggered two-year terms. The committee now also includes regular representation from co-curricular support units and from the ASRCC. Both co-curricular units and the ASRCC representative provide monthly reports to the Committee during our regular meeting.

COURSE ASSESSMENT

The college upgraded to Nuventive Premier Edition to collect SLO, PLO, SAO, and GE SLO assessment results. Each discipline's home page now includes a percent of SLOs assessed so that everyone with access can see the discipline's progress for the year. In addition, the home page now includes the assessment schedule at a glance, which helps faculty and the discipline assessment coordinator quickly identify what assessments need to be completed during the academic year and how close they are to 100% completion.

In order to ensure all assessments are completed on time, they need to be scheduled and tracked. One gap that was identified during the accreditation preparation process was that while course SLO's are scheduled for assessment and tracked for completion, there isn't a comprehensive overview ensuring that all course SLO's at the college are assessed during the five-year program review cycle. RCC's Dean of Institutional Effectiveness is working to create this tracking. As the college transitions to the upgraded Nuventive Solutions platform, this reporting should be easier. The Nuventive Solutions Report provides not only the ability to look year-by-year at what has been scheduled and what has been assessed, but provides a summary report allowing the Assessment Committee to look at scheduling over the time period of RCC's five year strategic plan. Here is a screenshot of this report.



This reporting capability will allow us to better communicate and facilitate course and program level assessment for all SLO's and PLO's.

Another positive development during the 2020-2021 academic year was the collaboration between the RAC and the Curriculum Committee. Both committees have begun sharing meeting minutes to facilitate conversations about the ways that assessment informs curriculum decisions. There is still room for improvement, but the link between assessment and curriculum is clear and supported by both committees.

PROGRAM ASSESSMENT

During the accreditation review, it was discovered that while program level assessment is being completed, not all assessment results are entered into Nuventive. As a pilot, the Assessment Committee created a form using MS Forms which can be used to collect PLO assessment information. This form is going to be piloted in the 2020-2021 cycle. The results and information from this process will be included in Nuventive. Over the summer, the Office of Institutional Effectiveness individually contacted each ADT Program scheduled for PLO assessment in 2021-2022 and assessment activity is in progress for most.

The transition to all online learning resulted in the Riverside Assessment Committee voting to suspend PLO assessment until 2020-2021. While PLO assessment was suspended during the pandemic, GE SLO assessment continued uninterrupted, and all four GE SLOs have been assessed. Upon review of these assessment projects, four themes emerged which represent the work of the RAC during this academic year. Those four themes are as follows:

- Faculty should announce to students and/or embed in assignments/paper prompts the course SLO, GE SLO, and PLO so students know what they are supposed to be learning, and to give students agency in the learning process.
- The RAC should conduct FLEX training, in collaboration with Faculty Development, on how to craft assignments that do the above.
- Each discipline should review, and revise if necessary, the GE SLO mapping for their

courses.

- Upon completion of each course SLO assessment, faculty should upload both their assignment and several examples of student work to facilitate GE SLO and PLO assessments.

These results were shared widely across the college by the faculty co-chairs who visited numerous campus constituency groups including the Academic Senate, the President's Leadership Team, and Curriculum Committee. Because of the good response, these visits will become a yearly activity, with the co-chairs reporting on Assessment Committee activities and findings to the wider campus community.

SERVICE AREA OUTCOMES

Service Area Outcomes assessment continued in 2020-2021. The SAO's developed in summer 2020 were assessed and results were used for co-curricular unit Program Review and Plans. SAO assessment continues to develop and evolve. Several plans which have been developed are now being used as templates as the college increases its assessment of co-curricular and engagement activities.

PROFESSIONAL DEVELOPMENT

As with prior years, 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. The Assessment Committee continues its robust and substantive conversations during meetings. The Committee has a student member who provides good feedback and shares examples to help the members link the discussion to student needs. The Faculty Co-Chairs continue to work closely with departments facilitating assessment discussion and advocating for making assessment useful and important part of student success and curriculum discussion. They do this formally during meetings and trainings as well as

informally in a number of different interactions. Every year the committee works to improve this outreach and support.

2021-2022 PLANS

The Assessment Committee continues to share meeting minutes with the Curriculum Committee, so each group is apprised of the work being done in the other committee. We anticipate that this sharing will continue.

Additionally, in direct response to the Black Lives Matter movement and the college's significant emphasis on equity, the Assessment Committee has added a standing agenda item covering equity-informed assessment. Using articles, podcasts, and TED Talks, we share best practices and discuss the Assessment Committee's role in equity-informed assessment.

Additional work in this area will continue to inform the work of the Assessment Committee.

Finally, the Assessment Committee distributed a survey to assess the state of assessment at the college. We sought to understand the current culture of assessment on campus and the needs of people doing assessment, so that we can offer appropriate trainings and support across the college. The survey showed that faculty understand why assessment is done and that doing so is important work. Additionally, per the survey, faculty state that discussions about assessment were happening in their department meetings and that assessments were being used to better support historically marginalized students.

One area of need that the survey showed was the need for more training in Nuventive. To this end, the co-chairs set aside one Wednesday per month to be available in person and via Zoom to those who wanted to drop in with questions about how to enter data for spring. The co-chairs also overhauled the Nuventive training materials to create a coherent training manual which includes videos, step-by-step photos, and instructions.



For departments with newer faculty, the co-chairs conducted an in-depth, discipline specific training and are looking to conduct more of these discipline specific trainings for other areas that may have questions particular to their disciplines and/or needs.