

RIVERSIDE CITY COLLEGE

Assessment Report 2021-2022

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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 2021-2022 academic year in spite of the continued disruption caused by the pandemic. Though the Committee's work was curtailed, it did continue virtually throughout the academic year and produced meaningful discussion and work towards our goals.

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 is using 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 response to a gap that was identified during the accreditation preparation process, RCC's Dean of Institutional Effectiveness shared the with the Assessment Committee the necessity of each discipline scheduling each SLO to be assessed in the next five-year cycle (2020-2025). To emphasize the importance of scheduling all SLOs, the scheduling report was shared with the assessment reps at both the April and May 2022 RAC meetings. In addition, the RAC coordinators attended and presented the report and the importance of scheduling at one of the Academic Senate's April meetings.

The RAC coordinators continued their yearly work with SLO assessment by presenting at the annual SLO Symposium, which was held virtually in early 2022. The title of the 2022 presentation was "Begin with the End: Designing Rubrics with SLOs in Mind," and it involved guiding attendees through the process of evaluating a course SLO, connecting the SLO to an assignment, and finally creating a rubric for the assessment. Anne Lenox, from CalWORKs, also attended and was able to attend sessions on service area outcome assessment.

PROGRAM ASSESSMENT

During the 2020-2021 academic year, program-level assessment got off track due to the pandemic. In 2021-2022, it got back on track, and the 2020-2021 assessment data was entered into Nuventive at a better rate than noted during our last accreditation. In addition, the 2021-2022 PLO assessments are continuing. Throughout the 2021-2022 year, the Office of Institutional Effectiveness and the co-chairs individually contacted each ADT Program scheduled for PLO assessment to offer reminders and assistance. Some departments met one on one for assistance. Of the 13 ADT's scheduled for PLO assessment, 9 programs' PLO's were assessed. The Office of Institutional Effectiveness will continue working with the programs with outstanding results assessment as well as with the 10 programs scheduled for PLO assessment in 2022-2023.

All four GE SLOs have been assessed. One result of this assessment was changes made to Nuventive. After the last GE SLO assessment was complete, the RAC determined that additional

information was needed from those who were inputting SLO assessment results. As a result, additional questions were added to the results page in Nuventive. The second result of the GE SLO assessment project was that the RAC committee members worked in their individual disciplines to implement the recommendations made in each assessment narrative. Finally, the results of the GE SLO assessments were shared widely across the college by the faculty co-chairs who visited numerous campus constituency groups. The coordinators also designated May as assessment month, during which all college faculty learned about the GE SLO assessments via weekly emails. Due to the positive response from the college community, these visits and emails 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 2021-2022. 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. One gap that has been identified is the ability to consistently track and report on student engagement activities at the individual student level. Programs are able to capture numbers of participants, but not individual student information allowing further analysis by program of study, race/ethnicity, and the reasons the students are participating in these co-curricular activities. Several programs are piloting using A+ Attendance as a system for tracking this engagement activity. This should lead to an improved ability to analyze and evaluate program engagement and which activities most significantly impact student success.

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 continued its robust and substantive conversations during meetings. Additionally, 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. One way adopted this year was hosting discipline specific trainings. For example, the Faculty Co-Chairs coordinated an interactive SLO assessment training for counseling faculty to help them better understand SLO assessment and Nuventive training for our Nursing faculty. Another way was by meeting faculty one on one to help with their department’s individual assessment needs. Finally, the Faculty Co-Chairs met with the Faculty Assessment Coordinators from the other colleges in our district to have a better understanding of how assessment is viewed and done across the district.

2021-2022 PLANS

During the 2021-2022 academic year, the RAC had several plans, which were completed. Those plans were as follows:

- (1) Sharing meeting minutes with the Curriculum Committee: 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.
- (2) Adding a standing agenda item covering equity-informed assessment: Using articles,

podcasts, and TED Talks, we shared best practices and discussed the Assessment Committee's role in equity-informed assessment. This agenda item generated robust conversations throughout the year.

- (3) Offering additional group and one-on-one trainings in Nuventive: In response to a faculty survey, which revealed the need for more training in Nuventive, 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. Finally, the co-chairs conducted discipline specific trainings as well as individual meetings to assist colleagues with assessment activities.

2022-2023 PLANS

In addition to continuing sharing meeting minutes with the Curriculum Committee, discussing equity-based assessment, and offering trainings, this next academic year, RAC has two activities planned. The first is starting the GE SLO assessment cycle over. We have assessed all four GE SLOs and spent a year implementing the recommendations that came out of that work. It is time to start the assessment cycle again and to continue having the informative discussions that this process fosters. The second activity RAC has planned involves participation in fall 2022 and spring 2023 flex workshops. In the fall, we plan to have a discussion with panelists drawn from our RAC members, whose work in their departments' assessments has been innovative and worthy of sharing with campus colleagues. In the spring, we would like to conduct a workshop for the college around equitable assessment to share the conversations surrounding equitable assessment that RAC has had to the broader college community.