

RIVERSIDE ASSESSMENT COMMITTEE
Meeting Minutes
March 4, 2022
12:00-2:00 PM, via Zoom

Members			
	Sharon Alexander		Cecilia Lusk
X	Kelly Brautigam	X	Kevin Maroufkhani
X	Debbie Cazares	X	Wendy McEwen
X	Pamela Crampton	X	Scott McLeod
X	Jim Elton		Mike Medina
X	Brooke Harold	X	Joshua Orlando
X	Katie Johnson		Nicholas Robinson
X	Katie Kern	X	Daniel Slota
X	Jasminka Knecht		Rochelle Smith
X	Denise Kruizenga-Muro	X	Takashi Suzuki
X	David Lee	X	Rana Tayyar
X	Anne Lenox	X	Jude Whitton
Guests/Liaisons/Admins			
X	Bryn Glover (recorder)		

- I. Approval of the Agenda - m/s/c – Jude Whitton/ Wendy Mc Ewen, approved
- II. Approval of the minutes from December m/s/c Kevin Maroufkhani/ Katie Johnson, approved, 1 abstention
- III. Reports
 - EPOC – has not met yet
 - GEM-Q – shared feedback from the prioritization process, discussed process improvement, and the Program Review retreat
 - Program Review – discussed retreat feedback, elected new faculty co-chair, Dr. Virginia White. Department level program review is due by March 31st, Wendy McEwen has scheduled 4 drop-in sessions via zoom, and you can also schedule one on one time with her.
 - Accreditation – no report
 - Co-curricular Assessment-
 - Cal Works, Anne Lenox - numbers are low this spring, we have 65 students when normal enrollment is about 200. Cal Works students are currently not required to attend school and work and are still able to receive aid. This waiver ends April 1st, – students will be required to do

both again. Cal Works participated in the ASRCC club rush, and has been holding orientations for new students.

- ASRCC – Brooke Harold – they just held club rush and had a good turnout, they are in the planning “Tiger Con” to be held April 5th in the Digital Library; and planning a Bunny Hop for later in Spring.

IV. Ongoing Business

- Equity and Assessment Discussion: Ungrading – Why Rating Students Undermines Learning (and What to Do Instead),
 - Could you see yourself adopting some of these practices, why or why not?
 - Rana Tayyar – For Life Science classes it is really hard, for classes like Bio she isn’t sure the concept of ungrading will work.
 - Jasminka Knecht – hadn’t heard of ‘ungrading’ when she read the article, then realized she uses it in combination with grading. Students are given comments during semester, and a grade at the end of the term in an ensemble class. An ensemble class is different from a music theory class with assignments, tests, etc. where ungrading would be more difficult to apply.
 - Denise Kruienza-Muro – was curious about how ungrading might work, the ensemble class is a good example.
 - Kevin Maroufkhani– different courses/fields of study/disciplines might adopt things differently. The extent to which some of these things are feasible are dependent on class size, and whether or not it’s hybrid or not. One size does not fit all. If at the end of semester, the instructor gives a grade without any other grading during the term, students may not have any idea of what their grade will be. This might be a heavy thing to drop on students.
 - Jude Whitton – in some cases, faculty meet with students for a mid-term evaluation, how do you think you are doing, where do you want to be? But it is not as explicit as ‘you are at 79%, this is what you need to earn an A.’
 - Katie Johnson- in the sciences there are correct answers, not all are interpretive answers. Students get a grade for their work, but Katie allows them to come talk to her and retake the assignment or test. She wants to know where there are, how they study, are they overthinking, what might they be missing? She feels it is important to interact with them and give them feedback, identify those who are really struggling and offer them an opportunity.
 - Debbie Cazares – a colleague in ECE attended the webinar on Ungrading with Susan Blum, they discussed the concepts in their department. In ECE students passing classes mean that we are saying they can go out into the world and work with children, they meet certain criteria. If we have students who do not have these skills or meet a certain level of quality – we don’t want to give them the units to allow them to go work in classrooms with children. Debbie met with Kelly Douglass, ECE was looking at new practices, using 4

point grading scale instead of 100 – there is trial an error, they are working on it. The ungrading was a little scary for them, she would love to hear feedback from those who do try it.

- Kevin Maroufkhani – likes the idea of using ‘no zero’, but the math behind the grading is complicated. He tried it for 2 semesters but has changed again this semester. He felt that he couldn’t get the math right for the grading, and was worried that a smart, motivated student could game the system and do very little work and still pass. Now he uses pass/not pass assignments with the option to rewrite, rubric is very clear, it’s all or nothing. Most students are motivated to rewrite if they don’t pass. Would like to hear ideas about calculating the grade using from others who are using it.
- Jude Whitton- also tried the ‘no zero’ and changed the wording on her rubric to try to complement it. She also struggled with the math behind it.
- Joshua Orlando – took a class for online teaching and design, they used a similar concept that was almost pass/fail but it was more like “complete or not quite there yet”, meaning you are getting the concept, or it needs work. He agrees that it isn’t a once size fits all, he likes the concept and thinks it can be incorporated in culinary classes.
- Brooke Harold- from a student’s perspective the concept of ungrading is kind of scary because you are taught your whole life that your letter grades are important, it might be stressful for the student. In her experience classes that were comment based she felt more successful in learning the content. She thinks they can go hand in hand and work well together.
- Rana Tayyar- in Life Sciences it would be hard to use ungrading, it could be in a lab class more than a lecture class. In a lab, you are interacting more with students and know who is participating and who isn’t. Lecture classes with 100 students are hard to gauge how well students are doing outside of the exams.
- Scott McLeod – Quite often students won’t turn in an assignment, and get a zero that would affect their overall grade. He drops the lowest score out of the average in each category of assignment. It takes stress away from students when they know they can mess up once in a while.
- Kevin Maroufkhani- includes a message on his syllabus and communicates vis email that he will be flexible if students communicate with him in advance if they are going to miss a test, or an assignment, or have big things going on that are detracting from class. We can’t build community and trust if we can’t communicate with one another.
- Wendy McEwen – there is a study recently released that showed statistically the number one predictor of student success shows that if students believed that faculty believed in them they were much more likely to succeed.
- Pam Crampton- it is important to communicate to students that you believe in them, and believe they can succeed. Some students just don’t want to talk to faculty, it’s hard to track them down and connect.
- Katie Johnson – tries to connect with students in her Anatomy & Physiology classes. She tells them they didn’t fail because of their intelligence, or because

they aren't good at science – they probably didn't have enough time to devote to the class.

- Jasminka – Disagrees with the article where it says research shows that comments and grades aren't as good as just comments alone. She found that combination works best for her, she feels students are used to getting letter grades.
- Jude Whitton– feels like it might be stressful for students to throw letter grades out the window, we have always used them. They want to know how they can improve, how they can pass. Students need to understand the math behind the grade distribution. They may think in week 3 that they can't pass, it's important for us to communicate that to them you've earned 30/100 over the course of the semester- there is still so much time and so many points to earn.
- Kevin Maroufkhani – suggests that there is a cultural issue bound up with time management and device dependency. Tik tok, you tube, social media – there are so many ways to be distracted. It's not always what we are doing, because these environmental factors play in.
- Katie Kern – having grades and weighted grades, it becomes mathematically more difficult for students to understand how their grade is calculated. She streamlined the points in her class and clarified things for students. She took an old grade book and tried different grading methods (not including zero, using 50 points, and using a 4-point scale). It became obvious that if you convert to a 4-point scale you get many A, B, C, some D's no F's. The grades were suddenly extremely inflated to the point where they made no sense. Students were getting A's when they failed midterm or final. She has read research where the 4-point scale is instituted and then redacted, indicating it isn't successful for math.
- Kevin Maroufkhani – experimented with different grading approaches as well, grappled with the reasoning and then went back to a more traditional way of grading. A lot of students get very discouraged from an initial bad start, or something happening midterm, and there is no way to bounce back mathematically. We need to find more ways to find ways to help them bounce back without going to the extreme of giving away grades, or inflating grades.
- Wendy McEwen – in the math classes she taught, if every single student failed a test question – she would throw the question out because she knows it wasn't the students, it was the question or the way she taught it. There is a gap between understanding the subject matter and meeting the learning needed.
- Pam Crampton - In math you have to be able to demonstrate a certain level of knowledge to pass the class, to be done with the class and move on. She quizzes weekly – if you don't get it don't worry, we can work on it. There is always a chance to get it right if you work on it. She feels that she is trying to teach students some life skills in addition to math. More than the subject matter you need to learn how to be a successful, productive, working adult.

- Brooke Harold – appreciates the lessons in life skills, working hard helps you progress. If you are a student who is consistently working to maintain grades, and have a friend who gets by without doing much, they are learning they can get by. That’s not a good way to start off.

V. New Business

- SLO Symposium: Share-out
 - Anne Lenox – attended the session How SLO and SAOs Differ and How Do They Support One Another. The discussion was about learning communities and pods with cohorts and support staff. Many community colleges have small cohorts of learning communities such as 1st year experience, Umoja, Puente, Honors, Foster Youth, etc. The presenter was focused on a larger learning community and concerns around funding. It is difficult to have a sustainable model that includes the entire learning community. Rio Hondo College has a learning community that encompasses the entire student population with an assistant dean, basic skills faculty coordinator, counselor, and clerk to support the program.
 - Anne also attended a session on student services outcomes survey results. A survey was sent to the Outcome Coordinators at all California community colleges. 29 colleges responded (25%). The purpose of the survey was to gauge the extent and quality of Student Services outcomes.
 - 60% of the respondents have Student Service Program Assessments, outcomes. Of those, 33% assess outcomes on a regular basis.
 - 52% found that overall student surveys were effective, 9 % disagreed, 30% neither agreed nor disagreed.

There was a low response to the 8 questions survey, with a quick turnaround time of 1 week.

- GE Training video and rubric creation – Jude and Denise are planning to create some assessment videos based on the rubrics we created during our assessment of the 4 GE SLOs. They will be available college wide on the webpage. Please send your suggestions to Jude and Denise for topics - what we’ve done and how we did it.

VI. Old Business

- April 15 deadline to enter fall data into Nuventive, please share with your departments. Power BI reports on Discipline page in Nuventive will show what is due. Don’t forget we have the Nuventive quick guide that walks you through entering this data.
- PLO Assessment Reminders and updated schedule
 - 2021-2022
 - ADT: Biology, Business Administration, Communication Studies, Economics, English (continuing), kinesiology, math,

nutrition & dietetics, philosophy, political science, studio arts,
Administration of Justice (earlier than scheduled)

- Degree: Nursing
- Certificates: CIS Info security & cyber defense, graphic design (digital degree & certificate), nursing, other Business Admin certificates

VII. Other – Adjourn m/s/c – Denise KruiZenga-Muro/Rana Tayyar – 1:20pm