

RIVERSIDE CITY COLLEGE

Assessment Report 2024-2025

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INTRODUCTION

Riverside City College's Assessment Committee (RAC) has had a busy year. First, RAC continued their work with course-level and program-level during the 2024-2025 academic year. Second, after receiving approval of the process for updating the language of the institutional level learning outcomes (ILOs, formerly GE SLOs), the Assessment Coordinators worked with their counterparts across the district to revise the language of ILO #1, critical thinking. In addition, discussions on the topic of equity, which was agendized in 2022-2023, have expanded to include the concept of "servingness" in Hispanic-serving institutions (HSIs), as defined by Dr. Gina Ann Garcia. All these activities produced meaningful discussions 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 through sharing of monthly meeting minutes. RAC members include representatives from all the college's academic departments, who are selected by their departments to serve staggered two-year terms. The committee also includes regular representation from co-curricular support units and from the ASRCC. Both co-curricular units and the ASRCC representatives provide monthly reports to the Committee during our regular meeting.

COURSE ASSESSMENT

The college uses Nuventive Premier Edition to collect SLO, PLO, SAO, and ILO (institution-level outcomes) 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. PLO's and SLO's should be assessed at least once per strategic planning cycle (2025-2030).

Fall 2024's RAC work included an emphasis on disciplines scheduling each SLO aligned with the 5 year strategic planning cycle. In addition to scheduling, this exercise allowed department assessment representatives to review their course offerings and cycles. Courses that aren't currently being offered were marked "inactive" in Nuventive, resulting in a more accurate schedule and calculation of course-level assessment activities.

PROGRAM ASSESSMENT

PLO assessments are continuing on schedule for the most part. There has been some variation and updating of the schedules, but overall, PLO assessment is on-going with a particular emphasis on PLO's for Associate Degrees for Transfer (ADT's). Dean McEwen is working with the faculty accreditation liaison to encourage the handful of programs who have not complete PLO assessment to schedule and complete their PLO assessment as soon as possible.

During the 2024–2025 academic year, a formal process for revising the Institutional Learning Outcomes (ILOs) was implemented for the first time. This process, developed collaboratively by RAC coordinators in 2023–2024 and approved at both the college and district levels, was successfully followed to revise ILO #1 (Critical Thinking). A workgroup composed of representatives from assessment and curriculum committees across the District drafted a revised version of ILO #1, which was subsequently approved by the Academic Senates at all three colleges.

In addition, ILO assessment continued this academic year with the Spring 2025 assessment of ILO #2, information competency and technology literacy. In addition to revising the assessment rubric to include measures of servingness, two interesting developments have come from this assessment project. First, assessment results indicate that faculty across the college need to

improve their assignments to more tightly connect the goals of the assignment to the course SLOs and ultimately the ILO. Second, there is a desire by departments across the district to do more than just clarify the language of RCC's ILOs. There is a desire to update the content of the ILOs as well as clarify the language. Now that the District has established an ILO revision process, RAC is looking forward to continuing its ILO assessment and revision work.

SERVICE AREA OUTCOMES

Service Area Outcomes assessment continued in 2024-2025. Most assessment results are included as part of the co-curricular area's Program Review and Plan. Spring 2024 Guided Pathways retreats including planning for SAO's within each of the academic engagement centers. These SAO's are in development, but align with the student-level data collection required by the Vision Aligned Reporting (VAR) initiative. The combination of SAO assessment and VAR data collection will help the college identify engagement activities that have a positive impact on student success.

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 continued its robust and substantive conversations during meetings, despite losing our student member in the 2024-2025 year. RAC hopes to have a student member in the next academic year to share that valuable student voice and perspective to our members.

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.

2024-2025 Goals

The goals for the 2024-2025 academic year included the following:

1. Successfully onboarding new faculty co-chair Professor Rosa Frazier will be the new co-chair.
2. Starting the ILO workgroup with members from all three colleges and beginning the work of revising ILO #1, critical thinking. The goal was to finish this process by the end of the 2024-2025 academic year.
3. Focusing collegewide on how assessment is informing course changes and supporting conversations about student success.

All three of these goals were met in the 2024-2025 academic year. Professor Frazier has been successfully onboarded. The ILO workgroup completed its mission and has received approval of the language revisions to ILO #1. And finally, there has been a collegewide emphasis on how well RCC meets the definition of servingness and being a Hispanic-serving institution. Assessment results have been a big part of these discussions.

2025-2026 Goals

RAC has the following goals for the 2025-2026 academic year.

1. Debrief with RAC members the Spring 2025 assessment of ILO #2 and possibly revise the assessment rubric again, if needed.
2. Continue ILO assessment-we are set to assess ILO #3, Communication, in the Fall of 2025 and ILO #4, Self-Development and Global Awareness, in Spring of 2026.
3. Year of Assessment-RAC coordinators will be introducing the year of assessment at Fall 2025 FLEX. The Year of Assessment will offer drop-in sessions where faculty can get support for a variety of assessment-related activities including creating stronger assignments, entering assessments into Nuventive, and the like. A room has been reserved, and facilitators are being recruited from the RAC.