

**RIVERSIDE ASSESSMENT COMMITTEE**  
**Meeting Minutes**  
**October 7, 2022**  
**12:00-2:00 PM, via Zoom**

Members			
X	Sharon Alexander		Wendy McEwen
X	Eyed Alfattal	X	Scott McLeod
X	Kelly Brautigam		Kfir Mendelovitz
X	Debbie Cazares	X	Deborah Muganza (Student)
X	Jim Elton	X	Joshua Orlando
X	Evan Enright		Nicholas Robinson
X	Katie Johnson	X	Daniel Slota
X	Katie Kern		Rochelle Smith
X	Jasminka Knecht	X	Takashi Suzuki
X	Denise Kruizenga-Muro	X	Rana Tayyar
X	David Lee	X	Delia Tijerina
X	Anne Lenox	X	Jude Whitton
X	Cecilia Lusk		
X	Kevin Maroufkhani		
Guests/Liaisons/Admins			
X	Bryn Glover (recorder)	X	Carol Farrar

- I. Approval of the Agenda (m/s/c) Jude Whitton / Rana Tayyar, approved by consent
- II. Approval of the minutes from September (m/s/c) Rana Tayyar / Sharon Alexander, approved
- III. Reports
  - EPOC – no report
  - GEM-Q – working on Prioritization
  - Program Review – no report, next meeting is in December
  - Co-curricular Assessment –
    - International Students – Days of Nations events will be held November 14-18, they are in the planning phase.
    - Cal Works – partnering with UCR Women’s resource center to host an in-person event for student parents to learn about UCR’s support programs. The event will be held November 1<sup>st</sup> 11-1pm, it will be announced with a Riv-All email.

- TRIO – recently took field trip to CSUSB and the Cheech museum. They are working on hosting this field trip every year. TRIO is partnering with La Casa planning an art lesson with a local artist for Day of the Dead, on November 1<sup>st</sup> in Quad 101. All TRIO sections are full except for veteran students, they are still recruiting.
- Outreach – application season is starting, they are participating in Undocumented Student week of action, hosting presentations and tours each month, and has multiple recruiting events every month.
- ASRCC- no report

#### IV. Ongoing Business

- Equity and Assessment Discussion: *Reframing Assessment to Center Equity: The Varied Role of Equity in Assessment*

One of the pieces we are missing from our assessment is student voices. Denise and Jude went to ASRCC meeting to recruit students to attend our GE Assessment in December. We want student feedback on the assessments we are doing.

If you have student workers in your area that might be interested, please contact Jude and Denise to have them included in the December meeting. It will be held in person in Hall of Fame.

The committee discussed the five questions from the article.

- Kevin Maroufkhani - surveys his students by asking questions such as: Do you feel that this assignment has served you? How has it served you or not?

He has been trying different types of materials, wants to know if the reading is accessible, how difficult is it for the students? He has been getting a good response from students, they are actually replying to these short surveys. It is a small sample size, and the data is anecdotal; but he is working on presenting the information to this group.

- Sharon Alexander - In nursing they can't modify the assessments of student learning, they have standard testing and criteria for entering the program. Instead, they have modified the support they offer students – identified needs and find ways to support them. For example, in Skills testing there are some accommodations for those who qualify. Student competencies like dosing medication, or hanging an IV bag is being evaluated by skills testing. They are trying to be equitable and meet accommodations, but they also have to be safe and practical. The timing of skills testing came into question – they

can offer students an extended period of time to complete the task, but what is reasonable?

- Katie Johnson – In microbiology a student couldn't use a microscope because of vision impairment. They can't succeed in the class; the class requires the use of a microscope. You can't always accommodate where health and safety may be jeopardized.
- Denise asked Deborah Muganza (ASRCC) what kind of assessments do you see working well that really test the students' knowledge? Deborah prefers to take lab classes in person rather than online because she feels like she learns better. She had Statistics online and felt that the faculty needed to pay more attention to whether or not the students are understanding the material. Memorizing formulas for tests isn't demonstrating a knowledge of the material, if you don't have the formula memorized, you can't do the calculation.
- Rana Tayyar – teaches majors biology class, they have a set number of points they have to complete in lab. The students may produce great lab projects, they get beautiful data and then on the quiz they don't do well. She knows they know the material, so offers to drop the lowest quiz, but also wants to find other ways to assess their learning – maybe writing a paragraph rather than quiz questions. She really likes giving group quizzes from time to time, they get students talking and combining knowledge.
- Jude – discovered that they aren't required to give “a test” in a specific class, they can assess by writing papers, or other types of assignments. Students weren't doing well on tests so she doesn't give the test now. She has students do a research paper and presentation, the success rate and participation has increased greatly.
- Evan Enright– not fan of “cheat sheets” for math, students need to know the material, and understand how it works rather than just memorize a formula. He offers 2 parts of the test – do you know the formula, and can you use it? It's more work setting up the test, but it has helped.
- Kevin – in one of his surveys, he asked how students felt about the term 'exam'. He found that it creates anxiety, students dislike the word and are intimidated by exams. Language matters.

How do we balance equity within the concept of standards? Students need this learning to transfer to a 4-year institution.

- Jasminka Knecht – The music field is very competitive, regardless of grades students will still have to audition and prove that they have the level of skill at whatever school or job they are applying to. She sees RCC as the stepping stone, and requires performing as part of the curriculum. She holds 2 recitals during the term, the first one is not open to public but students can invite friends/family to view their performance virtually. If they do well, Jasminka recommends that they play for the second recital where there is an audience of about 200 people, they can choose whether or not to participate.
- Debbie Cazares – In early childhood education, people have to act fast and think fast sometimes if a child is at risk. If the caretaker has some kind of impairment someone’s child can be hurt, there is no option not to have sharp skills and reaction time.
- Jude – an option may be to build in a preliminary practical checkpoint in the class, if you don’t meet this level at this point you aren’t going to pass the class. There is no work around, this skill is baked in the learning objective.
- Scott McLeod – technological advances have enabled people to do jobs they weren’t able to do in the past. Maybe accommodations will be developed over time by advancing technology.

#### V. New Business

- Review and approve Annual Report 2021-2022 –
  - Motion needed to open the discussion of the Annual Report (m/s/c) Kevin Maroufkhani / Katie Johnson - carried
  - Approval of Annual Report (m/s/c) Denise Kruiuzenga-Muro / Debbie Cazares, approved
- Reminder: election of department reps (per Senate bylaws) – election occurs in number years for a 2-year term. Jude shared the list of departments that are included in this election cycle.
- Recruiting students for end-of-term assessment – Jude and Denise went to an ASRCC meeting to recruit. Members can recruit in classes, or ask student workers in their areas. The committee would like to have several students attend and participate in the December meeting. Denise and Jude will send out an RSVP form to share with students who are interested.
- GE SLO Assessment plan: Critical thinking GE SLO  
Denise & Jude came up with a modified rubric for gen ed assessment.
  - October: Gather artifacts; Courses Bio-1, CIS, Com-9, Mus-48
  - November: Collect artifacts

- December: Assess artifacts
- Share rubric with new equity questions
- Share panel discussion information – If you are interested in being on the panel for a Spring Flex session, contact Jude or Denise. It will be held February 10<sup>th</sup>, and on April 28<sup>th</sup> there will be a follow up activity. We will share the work we've been doing as a committee, and what we have learned about equitable assessment.

VI. Old Business

- PLO Assessment Reminders and updated schedule, added part 3 Equitable Assessment.
  - 2021-2022: due October 15
    - 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
  - 2022-2023: Need new report – Wendy McEwen will provide

VII. Other

If you or a colleague have a success story about an assessment of student learning in your classroom send a summary to Jude and Denise for the website.

If you need help scheduling SLOs and SAOs Jude, Denise or Wendy can help with that.