Assessment of Student Learning Committee
December 15, 2018
Executive Summary of RCTC's 2016-2019 Institutional Assessment Plan (IAP)

The third year of our IAP will end in May 2019. Our first IAP was a resounding success. As a result of our first IAP, our campus assessment culture has shifted from compliance to commitment. We know that our second IAP will deepen our assessment commitment even more. Here are our first IAP highlights. It is not a complete list of all our accomplishments. For that, read the entire IAP, available on the RCTC Assessment of Student Learning (ASL) web site.

Year One (2016-2017)

- Established assessment tasks and committee structure.
- Researched and purchased Taskstream, an assessment documentation software platform.
  Actively engaged faculty and staff in assessment work, with assistance of ASL committee members.
- Started revising the College core learning outcomes, based on campus-wide input.
- Participated in the Multi-State Learning Collaborative to assess gateway courses.
- Initiated the Closing the Loop (CtL) assessment project. 108 out of 113 faculty entered CtL assessment projects.
- Developed program/discipline outcomes.
- Developed Student Affairs Student Learning Outcomes (SLOs).
- Implemented a robust professional development training schedule to support assessment efforts.

Year Two (2017-2018)

- Approved, as a College, the "Essential Learning Outcomes" framework.
- Developed signature assessments for gateway courses.
- Collectively assessed the first College core outcome: Global Awareness and Diversity (GAD).
- Initiated the co-curricular assessment plan for Student Life.
- Continued high CtL faculty and participation rates.
- Compiled preliminary GAD assessment results, discovering our minority students are more culturally adept than our mainstream student population.
- Documented program/discipline assessment plans in Taskstream, describing how all program/discipline level outcomes will be assessed over a four-year time frame. These plans indicate outcomes, measures, time-frames, and responsible individuals.
- Made numerous course and program curriculum changes due to gateway course assessments.
- Implemented a professional development training calendar, as well as one-on-one training events, to train faculty and staff on how to use Taskstream.

Year Three (2018-2019)

- Created a new three-part committee structure in order to streamline assessment processes and engage all areas across campus: Academic Affairs (AA) subcommittee, Student Affairs and Services (SAS) subcommittee, and a joint AA-SAS committee.
- Implemented a feedback process to faculty via the review mechanism within Taskstream.
- Revised the Personal and Professional Accountability (PPA) College core outcome and assessment collection procedure during the fall semester. Assessment artifacts will be collected during the spring semester.
- Currently training faculty and staff on Taskstream and assisting with assessments.
- Currently engaging faculty in program/discipline assessment.
- Currently assessing the GAD College core outcome.
- Currently shifting assessment training to "meet you where you are at" events in order to address the needs of individuals, programs, and disciplines. Open computer lab hours in the spring semester will support these individualized training efforts.
- Currently drafting a new IAP to consolidate assessment successes and move forward confidently into the future.