

Rochester Community and Technical College
Institutional Assessment Plan
Fall 2018

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Institutional Profile

Established in 1915, RCTC is the largest higher education provider in the fastest-growing city in Minnesota, serving more than 8,000 students a year in credit courses and nearly 3,700 in noncredit continuing and workforce education programs. RCTC combines the best in liberal arts, technical, and life-long learning with more than 70 credit-based programs and over 100 credential options.

RCTC is a member of the Minnesota State Colleges and Universities system. With 24 two-year colleges and seven state universities, Minnesota State is the largest provider of higher education in the state of Minnesota. Minnesota State is committed to ensuring access to an extraordinary education for all Minnesotans; being the partner of choice to meet Minnesota's workforce and community needs; and delivering to students, employers, communities, and taxpayers the highest value, most affordable option.

RCTC serves a diverse student population of approximately 8,000 students.

- 32 percent are over the age of 26
- 58 percent are female
- 42 percent are male
- 15 percent are students of color

RCTC is also an innovator in online education, with 27 percent of its credits offered online.

Accreditation

RCTC's accreditation with the Higher Learning Commission (HLC) was reaffirmed in 2017. The next reaffirmation will be in 2027. RCTC follows HLC's Standard Pathway in order to maintain its accreditation.

Vision

Rochester Community and Technical College will be a universal gateway to world class learning opportunities.

Mission

Rochester Community and Technical College provides accessible, affordable, quality learning opportunities to serve a diverse and growing community.

2016-2020 Strategic Plan

- Strategic Priority 1: Provide high-quality, affordable, learner-centered educational pathways, workforce training, support services, and resources to meet the diverse needs of students, the region, and the global community.
- Strategic Priority 2: Collectively develop strategic approaches to systemically plan, prioritize, and implement future-focused initiatives.
- Strategic Priority 3: Cultivate a culture of collaboration and communication that values diversity and mutual respect.
- Strategic Priority 4: Enhance RCTC's image as the region's college and employer of choice.

Introduction

RCTC's Institutional Assessment Plan (IAP) describes a three-year process for embedding student learning assessment as part of RCTC's culture, both inside and outside the classroom. There are three components to the IAP: a faculty plan, a student affairs plan, and a college-wide plan.

Oversight of the IAP is the responsibility of Academic Affairs. The Vice President for Academic Affairs works closely with other administrators, the Institutional Quality Council (IQC) and the Assessment of Student Learning (ASL) Committee to make sure that the IAP is implemented.

RCTC's Institutional Assessment Plan (IAP) has a bold vision, a straightforward purpose, an engaged audience, a focused scope, and clear connections to RCTC's other strategic plans. The IAP has benefited from the inclusive work that faculty and staff have done as part of *The Higher Learning Commission Assessment Academy* (Appendix E)

IAP Vision

RCTC staff and faculty are dedicated to the community college ideal of affordable, quality education that changes people's lives. Student learning drives decisions and processes. Faculty and staff therefore collaborate to create meaningful student learning assessments. Internally, assessment supports the success of our students. Information from assessments improves the quality of RCTC's student services, curriculum, and content delivery. Externally, assessment showcases the high quality of RCTC graduates for the community, employers, and other postsecondary institutions.

IAP Purpose

The purpose of this Institutional Assessment Plan (IAP) is to establish a systematic process to improve student learning throughout RCTC, in non-academic and academic areas. This IAP is based upon national best practices and current research, such as the [American Association for Higher Education](#) assessment principles and the [National Institute for Learning Outcomes Assessment](#).

IAP Audience

RCTC's IAP is a public document intended for multiple stakeholders, all of whom serve student needs and improve student outcomes at RCTC. These stakeholders include prospective and enrolled students, alumni, faculty, staff, agencies and regulatory bodies, community members, and employers of RCTC graduates.

IAP Scope

RCTC's IAP encompasses student learning assessment at all institutional levels: classroom, course, discipline/program, and college. The IAP describes student learning assessment plans for both the academic and non-academic areas of RCTC.

IAP Connections with other Plans

As a part of RCTC's overall planning process, the IAP is connected with the college's other plans.

- The 2016-2020 Strategic Plan's first priority to "provide high-quality, affordable, learner-centered educational pathways" will be the main emphasis of the IAP.
- The RCTC Master Academic Plan will use the IAP to improve student learning.

- Academic Program Review (APR) will include IAP data and allow for documentation of improvements made in response to performance data.

IAP Timelines and Status Updates

The IAP has three connected plans: a faculty plan, a student affairs plan, and a college-wide plan.

- The faculty plan focuses on three levels of pedagogical assessment. At the class level, faculty assess their own classes. At the course level, faculty assess shared courses that more than one faculty member teaches. At the discipline/program (D/P) level, faculty assess their disciplines (English, Math, etc.) or their programs (carpentry, dental hygiene, etc.).
- The student affairs plan focuses on assessing student learning outcomes in extra-curricular and co-curricular activities, such as the PTK Honors Society or campus activities.
- The college-wide plan focuses on the learning that students acquire throughout their RCTC experience, inside and outside the classroom. This plan, consequently, includes all faculty and all staff that work with students in any capacity. For example, librarians who hire work-study students would be part of the college-wide plan. Selected faculty and student affairs staff would also contribute to the college-wide plan as needed.

It is important to note that faculty will contribute to the faculty plan and also the college-wide plan. RCTC's institutional assessment plan (IAP) has a three-year cycle.

- First year (2016-17): All areas developed appropriate student learning outcomes (SLOs). Some areas assessed student learning with those outcomes.
- Second year (2017-18): All areas assessed student learning. Some areas made improvements based on the assessments.
- Third year (2018-19). All areas will continuously improve student learning based upon their ongoing assessments. Assessment will be part of RCTC culture.

The timeline for the first year is specified in Figure 1.

Figure 1: IAP timeline for 2016-2017

| | Faculty | Student affairs | College-wide |
|-----------------------|---|--|--|
| July August | | <ul style="list-style-type: none"> • Create Student Affairs assessment plan. • Train Student Affairs staff on writing SLOs. • Identify assessment leaders. | |
| September October | <ul style="list-style-type: none"> • Introduce IAP at faculty/staff development day. • Administer survey to find out faculty working knowledge of SLOs. • Identify Assessment Academy participants and ASL committee members. • Start "Closing the Loop" project (Appendix D) | <ul style="list-style-type: none"> • Introduce IAP at faculty/staff development day. • Implement SLOs in student affairs. | <ul style="list-style-type: none"> • Introduce IAP at faculty/staff development day. • Identify Assessment Academy participants and ASL committee members. |
| November December | <ul style="list-style-type: none"> • Class level Continue "Closing the Loop" action project. <ul style="list-style-type: none"> • Course level Identify course learning outcome to be assessed across several sections. <ul style="list-style-type: none"> • Discipline/Program (D/P) level Develop D/P outcomes at the discipline/program level. | <ul style="list-style-type: none"> • Measure SLOs in student affairs. • Finalize student affairs SLO assessment measures. • Document initial "Closing the Loop" results (Appendix D). | <ul style="list-style-type: none"> • Review and revise existing core learning outcomes (CLOs). • Create SLOs for student service areas and student work areas. |
| January February | <ul style="list-style-type: none"> • Class level Continue "Closing the Loop". <ul style="list-style-type: none"> • Course level Develop and implement assessments for course learning outcome. <ul style="list-style-type: none"> • D/P level Continue development of D/P outcomes. | <ul style="list-style-type: none"> • Implement SLOs in student affairs. | <ul style="list-style-type: none"> • Align faculty courses with CLOs. • Align service area and student work area SLOs with CLOs. |
| March April May | <ul style="list-style-type: none"> • Class level Complete "Closing the Loop". All faculty will have submitted the results of their initial assessment. <ul style="list-style-type: none"> • Course level Gather assessment data from course learning outcome assessment. <ul style="list-style-type: none"> • D/P level Begin D/P curriculum mapping. | <ul style="list-style-type: none"> • Measure SLOs in student affairs. • Finalize student affairs SLO assessment measures. • Document follow-up "Closing the Loop" results (Appendix D). | <ul style="list-style-type: none"> • Review best practices for CLO assessments in courses, activities, and work areas. |

As Figure 2 shows, most of tasks in the 2016-2017 timeline were accomplished.

Figure 2: Status of IAP tasks at end of year one

| | Task | Semester | Status |
|---------------------------------------|--|-------------|--|
| Faculty | | | |
| <i>Individual class level</i> | Implement "Closing the Loop" project. | Fall 2016 | Completed |
| | Complete "Closing the Loop" project (Appendix D). | Spring 2017 | Completed. 108/113 faculty submissions |
| | Administer survey on faculty working knowledge of SLOs. | Fall 2016 | Completed at Fall EDD. |
| <i>Shared course level</i> | Identify course learning outcomes to be assessed across several sections. | Fall 2016 | Completed. Gateway courses defined as part of MSC application. |
| | Implement assessments for course learning outcomes. | Spring 2017 | In progress as part of MSC collaboration. |
| | Gather data from course learning outcome assessments. | Spring 2017 | In progress as part of MSC collaboration. |
| <i>Discipline/program (D/P) level</i> | Start development of D/P level outcomes. | Fall 2016 | Completed. |
| | Finish development of D/P level outcomes. | Spring 2017 | In progress. 47 discipline/program submissions. |
| | Begin D/P curriculum mapping. | Spring 2017 | Completed. Training occurred. |
| Student affairs | | | |
| | Create Student Affairs assessment plan. | Summer 2016 | Completed |
| | Train Student Affairs staff on writing SLOs. | Summer 2016 | Completed |
| | Identify assessment leaders. | Summer 2016 | Completed |
| | Implement SLOs in Student Affairs | Fall 2016 | Completed |
| | Finalize Student Affairs SLO assessment measures | Fall 2016 | Completed |
| | Measure SLOs in Student Affairs | Spring 2017 | Completed |
| | Document SLO assessments in "Closing the Loop" | Spring 2017 | Completed. 11 staff submissions. |
| College-wide | | | |
| | Identify Assessment Academy participants and ASL committee members. | Fall 2016 | Completed |
| | Introduce IAP at staff development day. | Fall 2016 | Completed |
| | Review existing core learning outcomes (CLOs). | Fall 2016 | Completed (Spring 2017) |
| | Revise CLOs | Spring 2017 | In progress (Summer 2017) |
| | Create SLOs for student service areas and student work areas | Fall 2016 | Completed |
| | Align service areas and student work area SLOs with CLOs | Spring 2017 | Underway |
| | Review best practices for CLO assessments in courses, activities, and work areas | Spring 2017 | Underway |

The timeline for the second year is specified in Figure 3.

Figure 3: IAP timeline for 2017-2018

| | Faculty | Student affairs | College-wide |
|-----------------------|--|--|---|
| July August | <ul style="list-style-type: none"> Clarify expectations | <ul style="list-style-type: none"> Revise mission and vision for the division Deliver plan-do-check-act training | |
| September October | <ul style="list-style-type: none"> Disseminate professional development calendar Begin conducting ASL training sessions | <ul style="list-style-type: none"> Assess SLOs (Closing the Loop assessments) | <ul style="list-style-type: none"> Nurture a culture of meaningful assessments. Revise Global Awareness and Diversity Outcome statements Review Essential Learning Outcome framework Gather Student Input |
| November December | <ul style="list-style-type: none"> Create curriculum maps Develop signature assessments | <ul style="list-style-type: none"> Assess SLOs (Closing the Loop assessments) | <ul style="list-style-type: none"> Develop shared Global Awareness and Diversity assessment Adopt Essential Learning Outcome framework |
| January February | <ul style="list-style-type: none"> Create assessment plans Train in Taskstream | <ul style="list-style-type: none"> Refine and further develop SLOs | |
| March April May | <ul style="list-style-type: none"> Implement signature assessments Complete Closing the Loop assessments Document curriculum maps, assessment plans, and signature assessments in Taskstream Pilot use of Aqua for student artifact collection | <ul style="list-style-type: none"> Participate in Global Awareness and Diversity assessment | <ul style="list-style-type: none"> Collect Global Awareness & Diversity student artifacts Evaluate Global Awareness & Diversity student artifacts using Aqua Confirm Global Awareness & Diversity statements Determine cycle for Core Outcome assessments |
| June | | <ul style="list-style-type: none"> Conduct Taskstream training | |

As

Figure 4 shows, most of tasks in the 2017-2018 timeline were also accomplished.

Figure 4: Status of IAP tasks at the end of year two

| | Task | Semester | Status |
|---------------------------------------|--|--------------------|---|
| Faculty | | | |
| <i>ASL Committee</i> | Clarified Expectations | Fall 17 | Completed A 2017-2018 Faculty Initiatives (Appendix K) document was created to clarify expectations for faculty. It was explained to PLDC and shared with all faculty via email and posted on SharePoint. Expectations for part-time and adjunct faculty participation were developed as well. (Appendices K and L) |
| | Disseminated Professional Development Calendar | Fall 17, Spring 18 | Completed Professional development sessions were planned to support faculty (and staff) completion of initiatives. The sessions were planned for various times and locations, as well as on duty days, to meet the needs of all faculty. (Appendix J) |
| | Conducted ASL Training Sessions | Fall 17, Spring 18 | Completed In Fall 17, twenty-one scheduled sessions were conducted with 95 faculty participating. In Spring 18, eighteen scheduled sessions were conducted with 29 faculty in attendance. |
| – | Trained in Taskstream | Spring 18 | Begun, Ongoing Over seventeen training sessions were held resulting in 134 faculty, 28 of which are adjunct, active in Taskstream. |
| <i>Individual class level</i> | Completed Closing the Loop Assessments in SharePoint | Fall 17, Spring 18 | Ongoing ? faculty assessments have been completed and documented using the Closing the Loop form in SharePoint (Appendix D). |
| | Opened a Closing the Loop Assessment in SharePoint | Fall 17, Spring 18 | Ongoing ? Faculty have started a new Closing the Loop assessment. |
| | Entered a Closing the Loop Assessment in Taskstream | Spring 18 | Ongoing Thirty-four Closing the Loop assessments have been created in Taskstream (Appendix U). Thirteen have defined the assessment, three have findings, ten have action plans, and six are closed. |
| <i>Shared course level</i> | Developed and Documented Signature Assessments | Fall 17 | Completed, Ongoing 20 of 22 Gateway courses have documented signature assessments in Taskstream. Health and Music must complete the creation process while instructors of HUM 1131 must begin the process in FY2019. |
| | Implemented Signature Assessments | Spring 18 | Completed, Ongoing Thirteen of the documented assessments are in the implementation stage, six have findings entered (50% met, 50% unmet expectations), and one has an action plan in place. |
| <i>Discipline/program (D/P) level</i> | Created Curriculum Maps | Fall 17 | Completed |

| | | | |
|------------------------|--|-------------------|---|
| | Created Assessment Plans | Fall 17 | Completed |
| | Documented Maps and Assessment Plans in Taskstream | Spring 18 | Completed, Ongoing One new program (Business Hospitality) needs to document its map and assessment plan. One area physics/engineering needs to document its assessment plan since the only UFT faculty was on sabbatical. |
| Student affairs | | | |
| | Revised mission and vision for the division | Fall 17-Spring 18 | Completed |
| | Assessed SLOs and documented via Closing the Loop in SharePoint | Fall 17 | Ongoing 17 out of 20 Closing the Loop projects were closed. Three projects remained open and were in the action phase; improvements were implemented. |
| | Refined and further developed SLOs | Fall 17-Spring 18 | Completed, Ongoing The SLOs for Student Affairs and Student Support areas have been revised and new SLOs are being written as needed. |
| | Participated in Global Awareness and Diversity scoring event Conducted in Aqua | May 18 | Completed Four staff members participated in the norming and scoring of the Global Awareness and Diversity artifacts. |
| | Conducted Taskstream Training | June 18 | Completed, Ongoing Key members of Student Affairs and Services areas were trained in Taskstream. Eleven staff attended in total. As the assessment efforts mature, more training in Taskstream documentation will occur. |
| | Initiated Co-Curricular Assessment Plan for Student Life | Spring 2018 | Ongoing |
| | Developed RCTC Emergency Fund Assessment Plan | Spring 2018 | Ongoing |
| College-wide | Nurtured a culture of meaningful assessments | Fall 17-Spring 18 | Ongoing Faculty Instructional Development Grants (FIDG) were awarded to support faculty initiatives.(Appendix M) An Assessment Update document was distributed in March 18 (Appendix N), and Assessys were awarded at the Spring Staff Development Day to highlight best practices. |
| | Introduced Essential Learning Outcome framework | Fall 17 | Completed Shared the proposed framework at Fall Convocation. |
| | Reviewed and modified Essential Learning Outcome framework | Fall 17 | Completed College-wide discussion of the ELO framework lead to a reorganization of the visual and the addition of Compassion as an essential intellectual and practical skill. |

| | | | |
|--|--|-------------------|--|
| | Formally adopted Essential Learning Outcome framework | Fall 17 | Completed Revised version formally adopted in Jan. 2018. |
| | Reviewed and Revised Global Awareness and Diversity Statements | Fall 17-Spring 18 | Completed Extensive conversations with staff, faculty, and students lead to revised language (Appendix O). Greater focus was placed on generating measureable and realistic outcomes. |
| | Created shared assessment and collected Global Awareness and Diversity artifacts | Fall 17 | Completed Instructors of Goal 7 and Goal 8 courses collaborated to develop a simplistic, shared rubric for Global Awareness and Diversity. The ASL Committee set up the process and timelines associated with the assessment (Appendix P). |
| | Scored Global Awareness and Diversity artifacts | Spring 18 | Completed A team of faculty and staff scored the artifacts in Aqua. |
| | Determined Core Outcome assessment cycle | Spring 18 | Ongoing Global Awareness and Diversity will continue to be assessed in 2018-2019. The assessment of Personal and Professional Accountability will be added as well. |

The timeline for the third year of the IAP is shown in Figure 5.

Figure 5: IAP timeline for 2018-2019

| | Faculty | Student affairs | College-wide |
|--------------------------------|---|---|---|
| July August | <ul style="list-style-type: none"> Clarify expectations related to participation Review assessment plan Distribute professional development calendar Create calendar of prompts for action to be taken in Taskstream Highlight assessment best practices | <ul style="list-style-type: none"> Create a calendar of prompts for action to be taken in Taskstream Develop processes for Staff ASL subcommittee | <ul style="list-style-type: none"> Analyze Global Awareness and Diversity results Share/discuss Global Awareness and Diversity results Disseminate updated IAP |
| September October | <ul style="list-style-type: none"> Continue Closing the Loop assessments Perform assessments indicated in D/P assessment plans | <ul style="list-style-type: none"> Write or revise SLOs that address Global Awareness & Diversity and develop measures Align department's/unit's SLOs to the division's mission and vision statements | <ul style="list-style-type: none"> Review and revise Global Awareness and Diversity assessment measure and process Revisit and refine Personal and Professional Accountability outcome statements |
| November December | <ul style="list-style-type: none"> Perform signature assessments in gateway courses Document assessment results in Taskstream | <ul style="list-style-type: none"> Write or revise SLOs that address Personal and Professional Accountability and develop measures | <ul style="list-style-type: none"> Submit student artifacts for Global Awareness and Diversity assessment via Aqua Create and communicate process(es) for Personal and Professional Accountability assessment |
| January February | <ul style="list-style-type: none"> Implement action plans as a result of signature and other assessments | <ul style="list-style-type: none"> Begin Global Awareness and Diversity Assessments Begin Personal and Professional Accountability Assessments | <ul style="list-style-type: none"> Implement Personal and Professional Accountability assessment Document Global Awareness and Diversity assessment in Taskstream |
| March April May | <ul style="list-style-type: none"> Close Closing the Loop assessments if complete Evaluate effectiveness of actions taken in response to assessments and update within Taskstream | <ul style="list-style-type: none"> Assess Early Alert tool Document completed PDCA (Closing the Loop) cycles in Taskstream | <ul style="list-style-type: none"> Submit student artifacts for global Awareness and Diversity assessment via Aqua Document Personal and Professional Accountability assessment in Taskstream |

Figure 6 shows the task status updates for 2018-2019, the third year of the plan

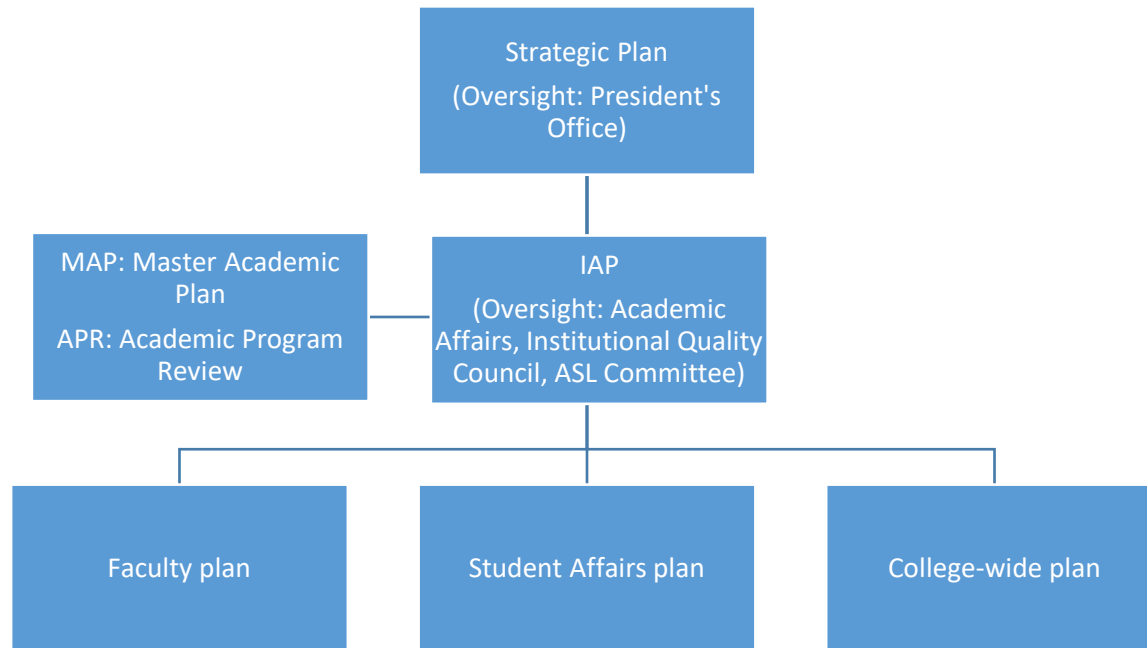
Figure 6: Status updates for the third year of the plan

| | Task | Semester | Status |
|---------------------------------------|--|-------------|-------------|
| Faculty | | | |
| <i>ASL Committee</i> | Clarify expectations related to participation | Fall | Ongoing |
| | Review assessment plan | Fall | Completed |
| | Distribute professional development calendar | Fall | Completed |
| | Create calendar of prompts for action to be taken in Taskstream | Fall | In progress |
| | Highlight assessment best practices | Fall | Ongoing |
| <i>Individual class level</i> | Open Closing the Loop assessments in Taskstream | Fall/Spring | In progress |
| | Close Closing the Loop assessments in Taskstream if complete | Fall/Spring | In progress |
| <i>Shared course level</i> | Implement signature assessments in gateway courses | Fall | Completed |
| | Document signature assessments in gateway courses | Fall | Completed |
| <i>Discipline/program (D/P) level</i> | Perform assessments as specified in D/P assessment plans | Fall | In progress |
| | Implement action plans as a result of signature assessments and other assessments | Spring | In progress |
| Student affairs | | | |
| | Align department/unit SLOs with department/unit mission and vision statements | Fall | |
| | Create a calendar of prompts for action to be taken in Taskstream | Fall | |
| | Develop processes for Staff ASL subcommittee | Fall | |
| | Write or revise SLOs for Global Awareness & Diversity and develop measures | Fall | |
| | Write or revise SLOs for Personal and Professional Accountability and develop measures | Fall | |
| | Begin Global Awareness and Diversity Assessments | Spring | |
| | Begin Personal and Professional Accountability Assessments | Spring | |
| | Assess Early Alert tool | Spring | |
| | Document completed PDCA (Closing the Loop) cycles in Taskstream | Spring | |
| College-wide | | | |
| | Analyze Global Awareness and Diversity results | Fall | In progress |
| | Share/discuss Global Awareness and Diversity results | Fall | Completed |
| | Disseminate updated IAP | Fall | Completed |
| | Review and revise Global Awareness and Diversity assessment measure and process | Fall | Completed |
| | Revisit and refine Personal and Professional Accountability outcome statements | Fall | Completed |
| | Submit student artifacts for Global Awareness and Diversity assessment via Aqua | Fall | Completed |
| | Create and communicate process(es) for Personal and Professional Accountability assessment | Fall | Completed |
| | Implement Personal and Professional Accountability assessment | Spring | In progress |
| | Document Global Awareness and Diversity assessment in Taskstream | | In progress |
| | Submit student artifacts for global Awareness and Diversity assessment via Aqua | Spring | In progress |
| | Document Personal and Professional Accountability assessment in Taskstream | Spring | In progress |

IAP Oversight and Role of the Assessment of Student Learning Committee

The IAP, necessarily, has lots of faculty, staff, and administrators involved in a coordinated effort. Figure 7 shows how the IAP fits into RCTC's processes and who has oversight of IAP projects.

Figure 7: Connections between different parts of the IAP.



[RCTC's Strategic Plan](#) guides all aspects of the college's operations. The IAP helps to inform the Strategic Plan, in particular, Strategic Priority #1: "Provide high-quality, affordable, learner-centered educational pathways, workforce training, support services, and resources to meet the diverse needs of students, the region, and the global community." The IAP also helps to inform the [Master Academic Plan](#) and the APR process.

Because the IAP provides most of the data and input for student learning initiatives at RCTC, the IAP is housed in Academic Affairs, under the guidance of the Vice President for Academic Affairs (VPAA). The VPAA and the administration work closely with the Assessment of Student Learning (ASL) Committee in order to implement the IAP.

The purpose of the ASL Committee is to actively assist in the development and implementation of the Institutional Assessment Plan (IAP) to ensure that meaningful measures of student learning are being performed and that results are being used to improve student learning. The functions of the committee will include, but are not limited to:

- Assisting with the development and communication of assessment initiatives to faculty and staff
- Assisting with faculty and staff training related to assessment
- Assisting with data capture and analysis via software

- Compiling and analyzing results with the assistance of the Institutional Researcher
- Advising appropriate college committees of concerns or needs for action
- Reporting progress to the Institutional Quality Council (IQC)
- Celebrating and sharing best practices
- Reviewing and suggesting improvements to the IAP
- Helping to advance a culture of assessment across the College

The ASL Committee structure will intentionally have faculty and staff representation from all major departments and divisions. In years 1 and 2 of the plan, four (4) faculty and two (2) staff serving on the committee were identified as Assessment Liaisons and had additional responsibilities as outlined below. The committee was co-chaired by the Faculty Leader for the Assessment of Student Learning and the Dean of Academic Effectiveness and Innovation.

With the expansion of assessment efforts in both Academic Affairs (AA) and Student Affairs and Services (SAS), a modified version of the committee structure will be piloted in Fall 18 - Spring 19. This modification in structure is to accommodate both the shared and disparate initiatives Academic Affairs and Student Affairs and Services participate in. The ASL committee members will still meet biweekly but now the first meeting of the month will be held separately, AA meets separately from SAS; the second meeting of the month will be a collective meeting where ideas, progress and collaboration are shared between the two groups. Current ASL leadership believes that this will promote ownership and engagement among the staff while allowing the faculty to continue to move their various levels of assessment forward.

Working closely with administration, the **Faculty Assessment Lead** receives release time to perform the following duties:

- Setting the agenda for the (joint and AA) ASL Committee meetings and work sessions
- Coordinating and providing faculty and staff assessment training
- Facilitating the development of faculty and staff assessments
- Working closely with the Institutional Researcher on college-wide plan initiatives
- Regularly reporting progress to the VPAA, RCTC Management Team, and program leaders
- Assisting with the reporting of assessment processes and results for transparency and accreditation purposes

Assessment Liaisons also have very important roles in the assessment process. In addition to the ASL Faculty Lead, who will serve as the Liaisons for their area, the committee will have three (3) Faculty Liaisons and four (4) Staff Liaisons to work with Student Affairs. Each will receive stipends, if they are faculty, or reassigned work time, if staff, to perform the following duties in addition to serving on the ASL Committee:

- “Championing” assessment initiatives in their departments/divisions
- Delivering assessment training in their areas or more broadly
- Aiding departments/divisions in data capture and analysis
- Sharing department/division best practices

Joint Committee Membership/Area Representation

General Education - at least two members representing areas below, with one member as the Liaison.

- Career Exploration/Study Skills/First Year Experience
- English
- Health/Physical Ed/Recreation
- Mathematics
- Reading

Liberal Arts - at least two members representing areas below, with one member as the Liaison

- Communications and Mass Communications
- Fine Art and Design
- Foreign Languages
- Humanities
- Individualized Studies
- Liberal Arts and Sciences
- Performing Arts
- Philosophy
- Social Sciences

Sciences - at least two members representing areas below, with one member as the Liaison

- Agriculture
- Behavioral Sciences
- Computer Science
- Natural
- Physical

Health Sciences - at least two members representing areas below, with one member as the Liaison

- Allied Health
- Dental Assistant/Dental Hygiene
- Health Information Management Careers
- Nursing

Career and Technical Education - at least two members representing areas below, with one member as the Liaison

- Accounting/Business/Economics
- Administrative Assistant/Administrative Clinic Assistant/Customer Service Specialist,
- Automotive Mechanic
- Carpentry/Building Utilities Mechanic/Welding
- Healthcare Documentation Specialist/Medical Administrative Assistant
- Law Enforcement/Criminal Justice
- Manufacturing CAD/Precision Manufacturing

Academic Support Services - at least two members representing areas below, with one member as the Liaison

- Advising/ Counseling
- Comprehensive Learning Center
- Instructional Delivery and Online Learning/ Educational Technology
- Library

Student Support Services - at least two members representing areas below, with one member as the Liaison

- Admissions and Records
- Disability Support Services
- Financial Aid
- Health Services
- Information Technology/TSC
- Student Rights and Responsibilities
- Student Life (Athletics/Clubs/Co-curricular/Etc.)
- Student Support Services Program/ TRIO

Leadership

- Dean of Student Success
- Instructional Dean

Students

- Student Life leadership will assist with identifying a student to serve on the committee.

Working together, the VPAA, the Dean with assigned oversight, and the ASL Committee will oversee the three plans (faculty, student affairs, college-wide) that comprise the IAP.

Finally, the ASL Committee and the VPAA will establish an IAP succession plan so that the IAP becomes part of RCTC's culture. Both faculty and staff will be part of the ASL Committee. Term limits will be established for those serving on the ASL Committee. Each year, new faculty and staff will be recruited to serve on the ASL committee. They will receive appropriate training for their roles.

As the IAP enters its third year, it has become clear that it takes a significant amount of time and involvement for a faculty or staff member to become knowledgeable of and be able to lead the various ASL initiatives. As a result we are proposing a four-year cycle for faculty and staff participation on the Committee. In year one the member is being trained and mentored by an outgoing member. In years two and three, the member is growing in their expertise and helping to lead the initiatives. In year four, the members mentor their replacements as they join the committee. Ultimately we hope that this structure will create more and more faculty and staff that are involved in and aware of ASL initiatives.

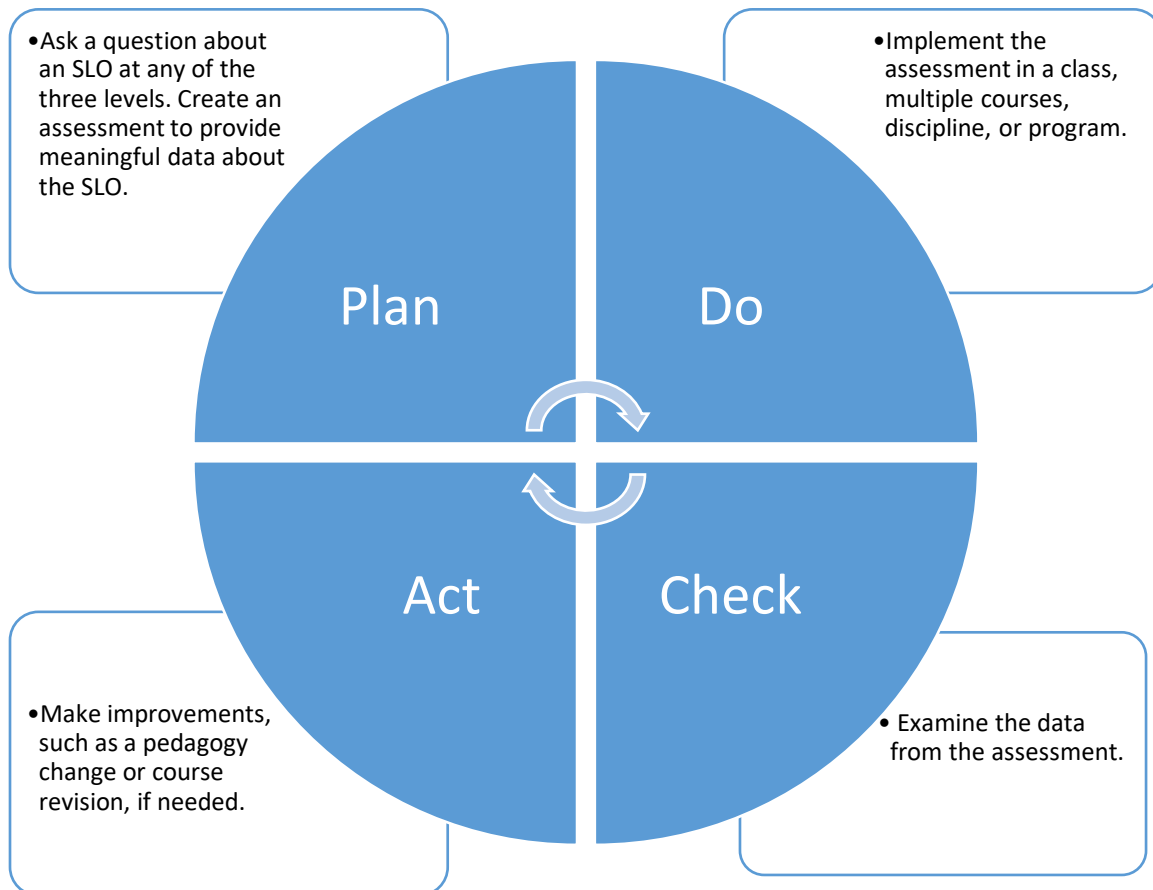
Faculty Assessment Plan

Each year, faculty will contribute meaningful assessments at three different levels.

- “Closing the Loop” documentation of class level assessments will allow faculty to assess their own pedagogy to improve student learning.
- Course level assessments will allow faculty to improve student learning in their courses across multiple sections.
- Discipline and program level assessments will allow faculty to improve student learning across their entire curriculum.

Figure 8 shows how these assessments can be used by faculty to continuously improve each level.

Figure 8: PDCA cycle for faculty



It is important to note that the PDCA cycle is ongoing. In other words, once an improvement is made, that improvement, too, should be assessed in order to find out if it is effective or not. As faculty work through PDCA cycles, they can refer to the shared glossary in case they do not understand the meanings of terms (See Appendix A).

“Closing the Loop” Documentation of Class Level Assessment

The purpose of “Closing the Loop” class level assessment is to help faculty systematically assess how students are learning in their classes. Classroom assessment focuses on pedagogical improvements, not grades.

In the first year, faculty assessed their own classes, as shown in Figure 9.

Figure 9: First year of “Closing the Loop” class level assessment

| Goal | Action steps to achieve the goal | Goal measures | People responsible | Progress |
|---|--|--|--------------------------------------|---|
| Implement “Closing the Loop” and capture results classroom assessment database. | <ol style="list-style-type: none"> 1. Explain “Closing the Loop” at first faculty development day. 2. Submit any resulting curricular changes to AASC. 3. Verify that faculty have completed “Closing the Loop”. (Deans will do this.) 4. Record “Closing the Loop” participation recorded in annual program review (APR). | 100% of faculty will have entered “Closing the Loop” initial results into database along with proposed action steps by May 2017. | Faculty, ASL committee, deans, PLDCs | As of May 3 rd , 2017, 108 of 113 unlimited full time (UFT) faculty submitted a CtL document. To complete the PDCA cycle on the project for the year, feedback was given to and collected from the submitters. |

The goals for year one of the CtL project were met. 96% of the UFT faculty submitted CtL documents. In addition, 11 areas from Student Affairs submitted CtL documents. To ensure that the process is meaningful and in the spirit of continuous quality improvement, in May 2017, the ASL committee members provided feedback to the submitters concerning their assessment. In addition, a questionnaire was created to gather feedback from the submitters about the document and process. The committee implemented changes to the form, process and/or training in Fall 2017 as a result of the questionnaire feedback.

The College received its ASL “Closing the Loop Action” Project Review in March 2017. The reviewers commended RCTC on the project’s specific focus and high participation rates and suggested that more students be involved in the process. Complete feedback can be found in Appendix G.

In the second year, faculty continued to do “Closing the Loop” class assessments, reporting the results. Disciplines and programs also implemented plan-do-check-act (PDCA) cycles in order to assess the “Closing the Loop” process. This is shown in Figure 10. The ASL committee decided that CTL

documentation should reside in Taskstream, the College’s new assessment planning, tracking, and reporting software. Closing the Loop assessments that were completed in SharePoint were saved as pdf files and stored in the appropriate program/discipline/units site within Taskstream (Appendix U).

Figure 10: Second year of "Closing the Loop" class level assessment

| Goals | Action steps to achieve the goal | Goal measures | Progress |
|--|--|---|---|
| Maintain faculty participation in "Closing the Loop". | <ol style="list-style-type: none"> 1. Do "Closing the Loop" showcase event at fall faculty development day. 2. Capture "Closing the Loop" data in AASC and APR forms. 3. Provide DC/PLs with needed support. | 100% of faculty will submit follow-up "Closing the Loop" results by May 2018. | <ul style="list-style-type: none"> • X% of "Closing the Loop" forms have been closed. • "Assessys" were awarded on EDD to recognize successful CtL projects. • 6 "Closing the Loop" sessions were held to assist faculty and staff. • Consistent updates were provided at PLDC. |
| Implement improvements to document, process and/or training. | <ol style="list-style-type: none"> 1. Use questionnaire results and peer feedback process (Spring 17) to identify opportunities for improvement. 2. Formalize CtL peer feedback process. 3. Implement form improvements in Fall 17. 4. Gather feedback about process in Spring 18. | Questionnaire responses will reflect improvements. | <ul style="list-style-type: none"> • The "Closing the Loop" process is being transitioned to Taskstream ((Appendix U). • A formal feedback mechanism is being built into the software. • Feedback will be gathered after the transition to Taskstream in Fall 2018 (Appendix U). |

By year three, "Closing the Loop" will be embedded as part of RCTC’s faculty culture. All faculty will assess their courses using meaningful classroom assessments and share their results. Also, all faculty will participate in the PDCA cycle so that they can improve the "Closing the Loop" process. The goals and progress related to this initiative are shown in Figure 11.

Figure 11: Third year of "Closing the Loop" class level assessment

| Goals | Action steps to achieve the goal | Goal measures | Progress |
|---|--|--|--|
| Faculty remain engaged in the CTL process. | <ol style="list-style-type: none"> 1. Follow up and feedback about submissions 2. Recognition of exemplary work 3. Prompts for next steps and feedback built into Taskstream (Appendix U) | <ul style="list-style-type: none"> • 100% of UFT will engage in CtL documentation | <ul style="list-style-type: none"> • 104 out of 117, 89% of the UFT faculty are registered and receiving training in Taskstream. |
| Documentation transitions from SharePoint to Taskstream. | <ol style="list-style-type: none"> 1. Continue Taskstream (Appendix U) training sessions | <ul style="list-style-type: none"> • 50% of the faculty CtL assessments will be documented in Taskstream • 100% of SharePoint CtL submissions will be closed | <ul style="list-style-type: none"> • 57% (67 of 117 UFT faculty have initiated a CTL in Taskstream. • Only five remaining faculty remain in Sharepoint as of February 22nd, 2019. |
| CTL assessments lead to larger program/discipline conversations | <ol style="list-style-type: none"> 1. Time and proper prompts to engross faculty in deep conversations about student learning | <ul style="list-style-type: none"> • 33% of CTL assessments will be aligned with Program/Discipline outcomes being assessed according to the area's assessment plan | <ul style="list-style-type: none"> • 66% of the CTL assessments entered in Taskstream are aligned to P/D outcomes. |

Course Level Assessment

RCTC has courses that need to be assessed, such as gateway courses that serve hundreds of students each semester and pre-requisite courses. Course level assessment provides a systematic method for continually improving such courses and providing consistency among sections. Course level assessment is specifically for courses taught by more than one faculty member. In other words, faculty collaborate to do course level assessments. A course-level assessment is often done by using a shared assessment in several different sections of the same course. This key, shared assessment will be referred to as a signature assessment. Aligning signature assessments to discipline or program (D/P) outcomes will also aid in D/P level assessment.

Faculty, as part of their programs or disciplines started systematic course level assessments in the first year, as shown in Figure 12.

Figure 12: First year of course level assessment

| Goal | Action steps to achieve the goal | Goal measures | People responsible | Progress |
|---------------------|--|---|---|---|
| Participate in MSC. | <ol style="list-style-type: none"> 1. Formally define gateway courses. 2. Educate college community about MSC. 3. Sample gateway courses. 4. Collect and submit student artifacts for evaluation. 5. Provide two faculty scorers. | The mandated number of student artifacts will be submitted and the faculty scorers will be trained to participate in assessments. | Faculty, ASL committee, assigned ASL liaison, IR, PLDCs | Gateway courses were formally defined. Artifacts were submitted for scoring. Results are found in Appendix I. |

In Fall 2017, RCTC was asked to participate in the Minnesota Consortium which is part of the Multi-State Collaborative (MSC). In its third year of implementation, the refinement year, MSC evaluated students' skills and abilities as related to the Liberal Education America's Promise (LEAP) [Essential Learning Outcomes](#) using the Valid Assessment of Learning in Undergraduate Education ([VALUE](#)) rubrics. The College submitted authentic student artifacts (written work) to the MSC for blind evaluation by trained scorers. The results of the assessments were aggregated so that states/regions within the collaborative could perform benchmarking. College-level data was only released to each individual college and ultimately allowed colleges to compare their students' performance against the aggregate data.

The College agreed to participate in MSC for several reasons. First, the project design lent itself to assessment of our gateway courses. Second, the College learned from this best practice. The MSC project informed how we chose to measure our CLOs. Third, the College had the means to make benchmark comparisons of the assessed skills.

As a result of taking on the MSC initiative, our focus on course level assessments now emphasizes

- Formal identification of our gateway courses
- Collection of student artifacts from gateway courses
- Course-level (shared) assessments of gateway courses

D/Ps continued course level assessments in the second year. They also identified needed curriculum changes. Finally, they implemented plan-do-check-act (PDCA) cycles. These steps are shown in Figure 13.

Figure 13: Second year of course level assessment

| Goals | Action steps to achieve the goal | Goal measures | Progress |
|---------------------------------------|--|--|---|
| D/Ps perform course level assessment. | <ol style="list-style-type: none"> 1. Identify gateway course that needs to be assessed. 2. Choose which course learning outcome(s) to assess. 3. Develop appropriate tools, signature assessment, to assess course learning outcome(s). 4. Implement the assessments. 5. Gather assessment data. | <p>100% of gateway courses will identify a signature assessment.</p> <p>50% of gateway courses that are taught by more than one faculty member will document, systematic course level assessments by May 2018.</p> | <p>90% of gateway courses have developed signature assessments that are documented in Taskstream.</p> <p>65% of the assessments are in the implementation phase, 30% have findings entered, and the remaining 5% have developed an action plan.</p> |
| D/Ps revise curriculum as needed. | <ol style="list-style-type: none"> 1. Analyze data. 2. Identify needed course improvements. 3. Implement course improvements. 4. Submit any resulting curriculum revisions to AASC and include in APR. | <p>50% of D/Ps will submit a course improvement by May 2018.</p> | <p>20 out of 23 gateway courses were redesigned and had updates to LOs.</p> |

By year three, course level assessment will be embedded in the campus culture. Disciplines and programs will continuously engage in the following tasks:

- Assess courses in order to improve them.
- Systematically revise their courses based on assessment data.
- Use PDCA cycles to assess curriculum changes and the course level assessment process.

These tasks are specified in Figure 14.

Figure 14: Third year of course level assessment

| Goals | Action steps to achieve the goal | Goal measures | Progress |
|---|--|--|--|
| D/Ps continue to perform course level assessment. | <ol style="list-style-type: none"> 1. Assist the remaining gateway course faculty with the development of their assessment. 2. Provide feedback to program/disciplines concerning their signature assessments via Taskstream | 100% of gateway courses will participate in signature assessments. | All gateway courses except humanities have a signature assessment in place. We are reconsidering whether or not Humanities should be included as a gateway course since no discipline/division owns it. |
| Curriculum changes reflect improvements. | Evaluate learning across the discipline/program using signature assessments as one key component | <ul style="list-style-type: none"> • 20% of disciplines/programs with gateway courses will submit curriculum changes as result of the assessments. • 50% of the D/Ps with signature assessments will reference the results in D/P level discussions. | <p>As of February 2019, for those that have action plans, assessments have not indicated curricular change needs.</p> <p>We have a process for D/Ps to include signature assessments and curriculum changes in APR documentation.</p> <p>Time is being allocated on the March 20th EDD to discuss and enter what has been learned from these assessments.</p> |

Discipline/Program (D/P) Level Assessment

Faculty also need meaningful assessments of their disciplines and programs. This level of assessment is important because most students take more than one course in a discipline or program. A discipline is an academic area of study, such as chemistry, English, or history. A program is a degree or certificate offered by the college. Some disciplines, like English, are quite large, with many faculty members. Other disciplines, like history, are quite small. Programs, such as the Automobile Mechanics Program or the Dental Hygiene Program, also vary in size. No matter what the size, though, each discipline or program needs to assess its effectiveness in terms of student learning. Other areas of the program, like fiscal responsibility, are assessed in the Program Review Process.

In the first year, D/Ps created their outcomes and start mapping their curriculum, as shown in Figure 15.

Figure 15: First year of discipline/program level assessment

| Goals | Action steps to achieve the goal | Goal measures | People responsible | Progress |
|--|--|---|--------------------------------------|---|
| ASL Committee and deans help D/Ps create D/P level outcomes. | <ol style="list-style-type: none"> 1. Survey D/Ps to see which ones have D/P outcomes, which ones don't. 2. Provide training to help D/Ps develop D/P outcomes. 3. Collect D/P outcomes via SharePoint. | <ul style="list-style-type: none"> • 50% of D/Ps submitted outcomes by January 2017. • 100% of D/Ps submitted outcomes by May 2017. | Faculty, ASL committee, deans, PLDCs | D/P Outcomes were successfully documented via SharePoint. |
| D/Ps create curriculum maps. | <ol style="list-style-type: none"> 1. Link course level outcomes upward to D/P outcomes. 2. Link D/P level outcomes upward to CLOs. | 50% of D/Ps completed maps by May 2017. | Faculty, ASL committee, deans, PLDCs | Some D/P have curriculum maps were ready for documentation in Taskstream. |

Several Employee Development Day sessions facilitated writing and revising program/discipline level outcomes. The curriculum mapping process was also introduced. A FIDG grant supported a retreat day for the math department where the faculty completed the writing of their discipline level outcomes as well as mapped the curriculum. As of May 2017, program/discipline level outcomes were uploaded to a SharePoint site for documentation. In Fall 2017/Spring 2018 the curriculum maps were entered into the new Taskstream assessment software.

It is important to note that while disciplines were creating their outcomes, many were also participating in conversations concerning their disciplines' transfer pathways in the Minnesota State System. Consequently, faculty were able to align their discipline level outcomes with the outcomes of the transfer pathways.

During the second year, D/Ps created assessment plans, finished their curriculum maps, learned how to use the new assessment software, and started assessing D/P outcomes, as shown in Figure 16.

Figure 16: Second year of discipline/program level assessment

| Goals | Action steps to achieve the goal | Goal measures | Progress |
|------------------------------------|---|---|---|
| Continue curriculum mapping. | <ol style="list-style-type: none"> 1. Train faculty on new assessment software. 2. Help D/Ps finish their curriculum maps. 3. Enter curriculum maps into new assessment software. | By end of year two, 100% of D/P curriculum maps will be in the computer software. | All academic areas documented curriculum maps in Taskstream (except for the new Hospitality program). |
| Create D/P level assessment plans. | <ol style="list-style-type: none"> 1. Develop assessments that measure D/P level outcomes. 2. Establish a four-year rotation list for assessing D/P outcomes. 3. Create four-year plan to rotate faculty responsibilities for D/P assessment plan. 4. Start initial assessments of D/P level outcomes. 5. Submit any resulting curriculum revisions to AASC and APR. | By end of the second year, all D/Ps will have a D/P level assessment plan. | All (but one which had the only faculty member on sabbatical) academic areas documented assessment plans in Taskstream. |

During the third year, faculty will fully integrate the new assessment computer software into their D/P level assessment plan, use D/P outcomes to evaluate course effectiveness, and use PDCA cycles as an established part of the work flow. These steps are shown in Figure 17.

Figure 17: Third year of discipline/program level of assessment

| Goals | Action steps to achieve the goal | Goal measures | Status |
|---|---|--|--|
| Integrate computer assessment software into D/P assessment processes. | <ol style="list-style-type: none"> 1. Continue to train faculty. 2. Use software tools to streamline D/P assessment processes. | All D/Ps will have implemented Taskstream assessment software by May 2019. | Completed. As result of Taskstream implementation, two divisions have revised their Taskstream workspaces. |
| Use D/P outcomes to evaluate D/P effectiveness. | <ol style="list-style-type: none"> 1. Each faculty member identifies a course objective that ties into a D/P level objective. 2. Each faculty member assesses that course objective and shares assessment results with the D/P. | 75% of faculty will have documented an assessment that aligns to D/P outcomes. | Refer to Figure 11. This is a duplicated goal. |
| Implement PDCA of D/P outcomes to | Share assessment results, discuss possible D/P improvements. | 75% of D/Ps have reviewed assessment results and | This is no longer an appropriate target now that |

| | | | |
|---|---|---|---|
| <p>evaluate D/P effectiveness.</p> | | <p>submitted an action plan by May 2019.</p> | <p>Taskstream has been implemented.</p> |
| <p>Continue PDCA of D/P assessment.</p> | <p>Discuss D/P level assessment plans and implement improvements.</p> | <p>100% of D/Ps have reviewed/revised D/P assessment level plans by May 2019.</p> | <p>Completed. (4 programs have not completed this step. 3 of the 4 are due to revisions/changes in their division. Only 1 is due to lack of engagement in the ASL initiatives.)</p> |

Development Plan for Faculty

The faculty development plan has four components: time, money, resources, and training.

Time: In the first year, time was built into the academic calendar for IAP discussion/documentation. IAP progress reports, consequently, were delivered at all faculty/staff development days. Assessment training sessions were a part of faculty/staff development days. These training sessions focused on writing discipline/program level outcomes, revising/reaffirming College core outcomes, curriculum mapping and the “Closing the Loop” action project.

In year two a similar commitment to providing time was provided for sharing initiatives, explaining the new Essential Learning Outcomes framework (Appendix H), discussing assessment results to make them meaningful, and ongoing professional development.

In year three these efforts will continue. While the faculty initiatives (Appendix K) have essentially remained the same as year two for the different levels of assessment, we need to continue to meet the different faculty where they are at in their personal understanding of the intent, process, and documentation of assessment. The two components that will receive emphasis are discussion of assessment results to drive discipline/program change and the real-time documentation of the assessment process in Taskstream. Our past processes allowed for documentation after the fact. Taskstream is built on the principles of planning then doing and documenting.

Money: In the first year of the plan, faculty instructional development grant (FIDG) funds were directed towards two IAP goals: curriculum mapping and shared course-level assessments. Two rounds of FIDG grants were awarded in the fall semester. Faculty worked on their FIDG projects in the spring semester, submitting final reports to the FIDG and ASL Committee at the end of the spring semester. The results of the projects were shared on the ASL website. Members of the ASL Committee developed a framework for faculty assessment development that guided FIDG allocations. Also, ASL Committee Liaisons were trained to provide unified direction to faculty. They received compensation for their role. st

In year two of the plan, FIDG funds continued to support shared assessments related to the Course and D/P level assessment goals. An increased commitment to leadership was made with the Faculty Leader of Assessment receiving full-time release while faculty liaisons continued to be compensated. The college also allocated funds to participate in HLC’s Assessment Academy.

In the third year of the plan, significant financial commitment continues to support the ASL initiatives. FIDG awards will once again be used to support faculty working towards key initiatives. Stipends are again being paid to the four faculty liaisons. Membership in the HLC Academy continues along with team attendance at a roundtable event (which comes at a greater cost) to further develop the IAP. While reduced release time is being provided to the Assessment of Student Learning faculty leader, additional support is coming from more involved Student Affairs and Services members and the documenting/reporting capabilities of the Taskstream software.

Resources: In the first year of the plan, forms for faculty to use, along with appropriate instructional materials and resources, were provided on a centralized ASL web site and SharePoint site. A financial commitment was made to purchase Taskstream, an assessment planning, tracking and reporting technology solution.

In the second year of the plan, implementation of Taskstream (Appendix U) was crucial in achieving the year two goals of the IAP. A core team of faculty and staff oversaw the implementation of the software.

In the third year of the plan, the capabilities of the software will be further utilized. For example, automatic emails will be sent to those that need to take actions on their software at certain points in time. This reinforces the planning component of assessment. In addition, reviewers will be assigned to provide feedback on assessments at each level. Discussion with faculty indicates that they would appreciate feedback on their CtL submissions from colleagues from similar academic fields. The same is true for signature assessments. However, program/discipline reviews will likely be more meaningful if they come from the ASL Committee or academic deans. The mechanisms for providing this review will be built into Taskstream over the academic year.

Training: In the first year of the plan, select faculty and administrators examined Minnesota State system-wide best practices in assessment in order to become more effective, especially at the discipline/program level and College core outcome level. They shared the best practices deemed potentially impactful with the rest of the College.

In year two, an aggressive ASL professional development calendar was developed. The Fall 17 and Spring 18 calendar can be found in Appendix J. 38 peer training sessions were held to train and assist faculty with completing major initiatives. In addition, an Employee Development Day was used to share major initiatives and receive feedback. The Essential Learning Outcome framework was officially presented to all college employees during these sessions. A targeted mini-retreat was conducted to score the Global Awareness and Diversity artifacts. Finally, the Assessment Academy's mentor feedback was critically reviewed by the ASL committee and is being thoughtfully considered as the Committee generates year three goals.

In year three, the committee will continue to meet the various faculty and staff where they are at in the process. That means while we are providing training to move the most current initiatives forward, we are still providing training to those that are not personally at that stage of understanding or implementation. The 2018-2019 Faculty Initiatives (Appendix Q) will be supported by planned sessions at all levels. The resulting ASL Professional Development Calendars can be found in Appendix R and Appendix W.

The faculty ASL leadership team will also carefully consider the input of the peer institutions and mentors present at the HLC Assessment Academy Roundtable Event. This input may reshape some of our initiatives, goals, and/or professional development activities.

Student Affairs Assessment Plan

Student Affairs departments were engaged in assessment from 2008 to 2010 primarily through the Integrated Planning Process (IPP) at the college. Departments set goals and tracked activities and progress toward goals through this online system that utilized dashboard tools to track progress. More recently, Student Affairs has become re-engaged with the assessment process through the college wide efforts in this area. Student Affairs departments are implementing student learning outcomes in 2016-17 and utilizing the college's essential learning outcomes in 2018. In addition, definitions for co-curricular and extracurricular activity were created along with student learning outcome assessment for

both co-curricular and extracurricular in 2016-17. Assessment of co-curricular and extra-curricular clubs took place in 2016-17 along with assessment of student senate.

Student Affairs will revise the mission and vision for the division under the leadership of the Vice President of Student Affairs and Enrollment Management. Student Affairs department leads will align departments/units to the division’s mission and vision statements in 2018-19. The plan-do-check-act (PDCA) cycle will be introduced to department leads in 2016-17 through training.

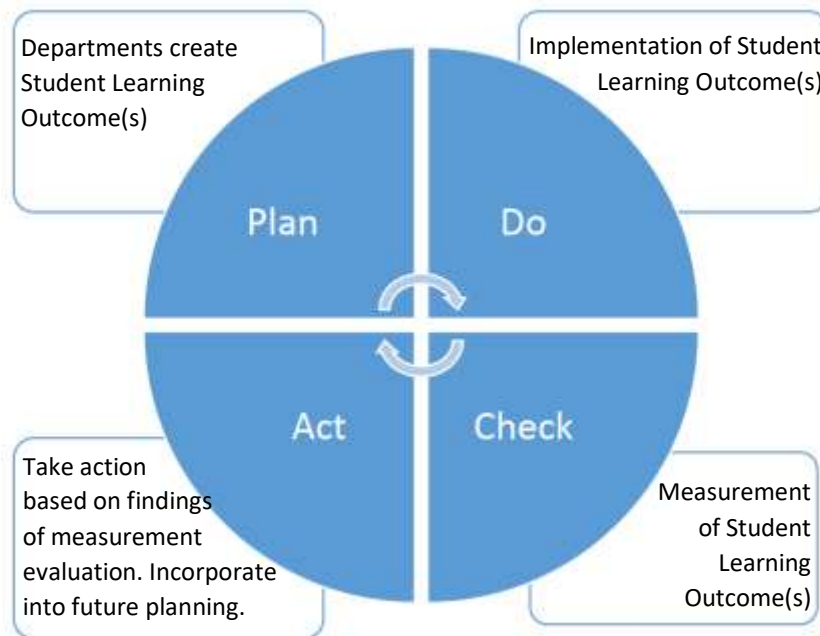
In 2018, departments will take each student learning outcome and complete the PDCA cycle with improvements or revision to the SLO based on findings from the assessment. Figure 18 provides an overview of the Student Affairs assessment plan. Assessment initiatives based on this plan can be found in Appendix V.

Figure 18: Student Affairs Assessment Plan Overview

| Timing | Student Affairs |
|---------|---|
| 2016-17 | <ul style="list-style-type: none"> • Developed and wrote an assessment plan for the division under the leadership of the Vice President of Student Affairs and Enrollment Management • Assisted individuals and departments/units within Student Affairs to gain a greater understanding of how to write student learning outcomes and integrate those with the College’s core learning outcomes. • Created assessment liaisons. • Developed and wrote student learning outcomes for all departments to be measured and assessed annually or by semester. • Created definitions for co-curricular and extracurricular at the College. • Developed SLOs for co-curricular clubs. Assessments include surveys and focus groups. • Dean of Student Success participated in the HLC Academy (October 2016). • Presentation to department leads regarding plan-do-check-act (PDCA) model and how to apply to their assessment process. • Department leads completed the assessment process for student learning outcomes uploading results from measurements and input data into “Closing the Loop” software. |
| 2017-18 | <ul style="list-style-type: none"> • Revised the mission and vision for the division under the leadership of the Vice President of Student Affairs and Enrollment Management. • Departments continued to develop SLOs for the 2017-2018 academic year • Transitioned from Closing the Loop (CTL) Sharepoint site for student learning outcomes to Taskstream. Training on Taskstream tool for Student Affairs Department leads (June 2018). • New Student Affairs Liaisons: Paula Carlsen, Lisa Mohr, Chao Mwatela, and Rebecca Peine. • Assessment training session for Student Affairs department leads to present and review what was learned thus far, planning time to fully incorporate PDCA, and utilizing Essential Learning Outcomes (ELOs) into Student Learning Outcomes. (Completed in October 2018). • Co-curricular assessment plan for Student Life designed and implemented (May 2018 for Fall 2018; December 2018 for Spring 2019). • RCTC Student Emergency Fund assessment plan designed for FY19 (June 2018). • Established a commitment to continuous improvement and to address student equity and student success. |
| 2018-19 | <ul style="list-style-type: none"> • Align departments/units to the division’s mission and vision statements. Student Affairs departments will then have aligned Student Learning Outcomes (SLOs) to Essential Learning Outcomes (ELOs) to Master Academic Plan (MAPs) to the college’s Strategic Plan. • Global Awareness/Diversity assessment incorporated into Student Affairs student learning outcomes. • Develop PDCA loops. • Assessment of Student Learning begins a new meeting model. Once a month Student Affairs & Services and Faculty teams meet separately, and then once a month they meet jointly. The new Student Affairs Liaisons and Jenny Pettinger from the Learning Center will comprise the Student Affairs & Services group • The Yellowjacket Alert (Early Alert) intervention tool will be assessed to review effectiveness of changes that were implemented. The assessment plan was developed in consultation with Assessment for Student Learning leadership. After this initial year, assessment will become part of the annual plan, results documented and shared at ASL meetings. |

Student Affairs will transition from Closing the Loop (CTL) tool on Sharepoint to Taskstream in 2018. Student Life will expand assessment of co-curricular activities in 2018-19 to incorporate Global Awareness/Diversity scoring with training from the Dean of Student Success and leadership from Assessment of Student Learning (ASL). The RCTC Student Emergency Fund will commit to a continuous improvement plan utilizing Student Learning Outcomes and program assessment in consultation with Assessment of Student Learning (ASL) leadership. The goal is to conduct survey assessments of students seeking assistance and reviewing best practices annually. The PDCA cycle (Figure 19) will guide assessment and review and continuous improvement.

Figure 19: Plan-do-check-act (PDCA) cycle in Student Affairs



As student affairs staff work through PDCA cycles, they can refer to the shared glossary in case they do not understand the meanings of terms (See Appendix A).

Student Affairs Student Learning Outcomes

Student Affairs departments attended a training to develop one student learning outcome for each department. Department leads created student learning outcomes and then designed measurements for those outcomes. Assessment of each outcome will occur on either a semester or annual basis depending upon the need. Figure 20 provides the complete list of Student Affairs student learning outcomes.

Figure 20: Student Affairs student learning outcomes

| | | |
|-------------------------------------|---|------------------------|
| Academic Advising | After meeting with an academic advisor, developmental reading students will demonstrate their understanding of their academic plan by being able to identify at least two goal areas they need to complete for graduation or transfer. | 2016-2017 |
| | After listening to an academic advisor's presentation, developmental reading students will demonstrate their understanding of their academic plan by being able to confirm their major, access their degree audit report, identify their academic advisor, and select a course from a goal area within their major. | 2017-2018 |
| Admissions & Records | Upon submission of the application, admitted students will recognize the next step in the enrollment process and register for an assessment test session for the semester they applied. | 2016-2017 2017-2018 |
| Counseling | At the end of the first counseling appointment, all students will be able to identify two examples of responsible behavior action steps to reach their identified goal. | 2016-2017 2017-2018 |
| Disability Support Services | As a result of contacting Disability Support Services (DSS), students will recognize what documentation is required for them to receive accommodations and services through DSS and students will provide at least one piece of qualifying documentation to DSS. | 2016-2017 2017-2018 |
| Financial Aid | After meeting with a financial aid representative, loan borrowers will be able to identify two websites, e.g., studentloans.gov and NSLDS , to track their student loans. | 2016-2017 2017-2018 |
| Health Services | After attending or participating in a Student Health Services sponsored activity, a student will be able to identify a health or wellness behavior he/she is able to incorporate into his/her life. | 2016-2017 2017-2018 |
| Student Rights and Responsibilities | Students who participate in an informal meeting will be able to articulate how their behavior influenced others. (SLO) Students involved in the conduct process (regardless of outcome) will report the process as fair and timely. (Programmatic measure). | 2016-2017 2017-2018 |
| Student Life: co-curricular | As a result of actively participating in a co-curricular club, students will relate their classroom knowledge and experience to out of class settings. | 2016-2017 2017-2018 |
| Student Life: extracurricular | After participating in an activity, program, club or learning experience, a student will be able to create a network of peers to enhance academic/personal success. | 2016-2017 2017-2018 |
| TRIO/Student Support Services | As a result of the TRIO director's classroom visit, students will self-identify as TRIO eligible, submit an application, and follow through with attending an intake interview with a staff member. | 2016-2017 2017-2018 |

Department leads, as part of their annual planning process, will create additional student learning outcomes in 2018 (Appendix V) that will be tied to essential learning outcomes (Appendix H) as well as the college's strategic priorities.

Essential Learning Outcomes

Student Affairs offered training for department leads on assessment, writing student learning outcomes and measuring student learning outcomes in 2016-17. Department leads were introduced to the concept of Essential Learning Outcomes (Appendix H), (previously known as core learning outcomes, at the college during that initial training. Department leads will be asked to incorporate essential learning outcomes into their student learning outcomes in 2018-19. New department leads will receive similar training as they are on-boarded.

Student Life began assessing essential learning outcomes for co-curricular clubs in 2016-17. A rubric was created listing the current essential learning outcomes and then linking activities in the club to each of those outcomes (Appendix S).

Co-curricular and Extracurricular Assessment

Definitions for co-curricular and extracurricular were developed in 2016-17. These definitions serve to guide Student Life in assessment of activities, programs, clubs or learning experiences by differentiating them by type.

Definition of Co-Curricular

Co-curricular includes any activity, program, student club or learning experience that is anchored or complements, in some way, what students are learning in the classroom, i.e., experiences that are connected to or mirror the academic curriculum. Co-curricular activities, programs, clubs or learning experiences are not necessarily given a grade and may be separate from an academic course. Examples include an activity that has an educational speaker, an activity to foster cultural awareness (MnTC curriculum), and student organizations with co-curricular in the charter, e.g., Automotive Technology, Building Utilities Mechanic, CAD, Equestrian, Golf Course Superintendent Association of America, Horticulture, Law Enforcement and Veterinary Technician.

The student learning outcome in year one is noted in Figure 20. In addition, co-curricular clubs were linked to core learning outcomes in year one. Student Life clubs that have co-curricular in their charter were included in this assessment. These "co-curricular" clubs were assessed over the course of the year based on the student learning outcome noted in Figure 20. A survey was conducted first and that was followed up with a focus group in year one. This work continued into year two.

Definition of Extracurricular

Extracurricular includes activities, programs, clubs and/or learning experiences that are not anchored to classroom instruction, and have as goals one or more of the following: peer-to-peer connection and interaction, skill development, engagement with the college, connection with others in an affinity/identity group, leisure, and/or advocacy. Examples include Student Senate, ECHO, Asian Student Organization, Gay Straight Alliance, International Club, Lions Club, Muslim Student Association, Navigators Christian Fellowship, and Table Top Gaming Club.

Extracurricular in the Student Life area will be assessed in year one by the student learning outcome noted in Figure 20. This assessment will occur on an annual basis to provide time for students to get involved during fall semester and participate as well as learn over the course of a year.

Student Affairs Assessment Structure and Processes

Student Affairs established a liaison model identifying four individuals to serve as liaisons in the division. The initial liaisons for 2016-17 were identified as follows:

- Paula Carlsen, Academic Advisor, served as co-chair on the Institutional Quality Council (IQC) and member of Assessment of Student Learning (ASL)
- Beth Diekmann, Director of Financial Aid
- Courtney Thoreson, Student Life
- Lisa Mohr, Dean of Student Success, serves as permanent member of ASL and attends IQC

The initial liaisons worked together to create training for student affairs leaders as well as implemented the student affairs assessment plan across the division. The liaisons met and developed a training plan for department leads. Additional meetings were held to create ongoing training and accountability for the Student Affairs assessment plan.

New student affairs liaisons have been identified for 2018-19 as follows:

- Paula Carlsen, Academic Advisor, serves as co-chair on the Institutional Quality Council (IQC) and member of Assessment of Student Learning (ASL)
- Chao Mwatela, Multicultural Advisor, and member of Assessment of Student Learning (ASL)
- Lisa Mohr, Dean of Student Success, serves as permanent member of ASL
- Rebecca Peine, Director of Student Rights and Responsibilities

This new group of liaisons will meet regularly, as part of the Student Affairs & Services group under Assessment for Student Learning. They will be joined by Jenny Pettinger, Learning Center, in FY19. Each liaison member will be assigned responsibility for specific areas in Student Affairs to provide assistance and support with the completion of assessment materials. This group will select areas in Student Affairs to be featured at Assessment of Student Learning (ASL) meetings to showcase what they are working on for the group. Further, the group will discuss items that need to be addressed in Student Affairs, determine future trainings, provide guidance and assistance to department leads, and review progress and provide updates to the Assessment of Student Learning (ASL) group.

Student Affairs Closing the Loop Documentation

The Student Affairs liaisons worked collaboratively with Academic Affairs to identify an individual to provide training on the measurement of student learning outcomes. A training was delivered by Teresa Brown, faculty leader of Assessment of Student Learning. In addition, an assessment tracking tool was designed to for both academic affairs and student affairs for storing documentation of their work. Student Affairs department leads were provided training on how to use the tool. Follow up reminders were sent for uploading information into the system. This tool was closed out at the end of the FY18 academic year with the implementation of Taskstream. Student Affairs department leads will complete Taskstream training in June 2018 and transition over to this new tool going forward.

Student Affairs Training

Student Affairs provided training to all those involved in the assessment effort with the college. The Dean of Student Success attended the HLC Assessment workshop in Scottsdale, AZ in February 2016, along with other representatives from the college in administration and Academic Affairs. The dean gained a greater understanding of the college-wide effort for assessment. In addition, the Dean of Student Success attended the HLC Annual conference in April 2016. As a result of that conference, the Dean of Student Success proposed a plan for the use of assessment liaisons in student affairs to help embed assessment into the everyday work in Student Affairs. Insights gained from the conference led to future planning and identification of training.

Student Affairs sent the four liaisons to the NASPA Assessment and Persistence conference in June 2016. This conference provided training on assessment as well as how to create a culture of assessment in Student Affairs. As a result of attending this conference, the liaisons were able to create a training plan for department leads. Training was offered in July and August 2016 for department leads. The Dean of Student Success participated in the HLC Academy training in October 2016. Information gained was shared with the ASL group as well as the Student Affairs liaisons.

Additional training is being offered to department leads on the following areas:

1. Taskstream tool (June 2018)
2. PDCA assessment with Student Learning Outcomes (2018)
3. Essential Learning Outcomes (Appendix H) incorporated into SLOs (2018)
4. Global Awareness/Diversity Outcomes incorporated into SLOs (2018)

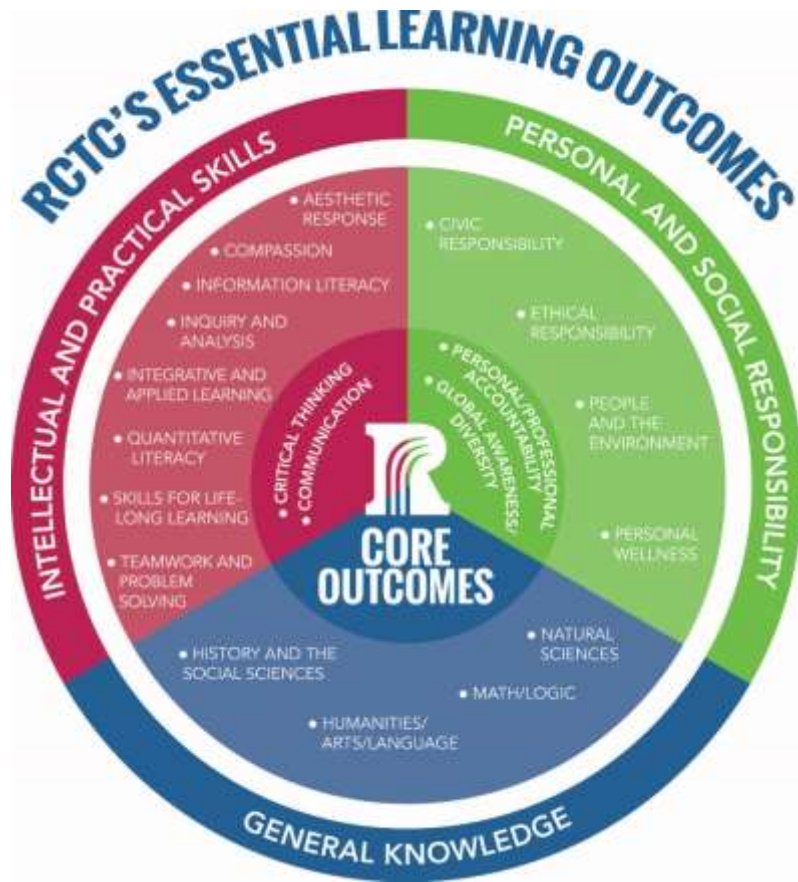
Continuous improvement will be encouraged within Student Affairs. Student Learning Outcomes will continue to be developed to the level where rubrics are used following Bloom's Taxonomy, along with program level assessment being conducted. Additional trainings will be under the oversight of the Student Affairs Liaisons.

College-Wide Assessment Plan

At the college-wide level, RCTC has implemented a thorough assessment plan that showcases the high levels of student learning of our graduates. College-wide assessment occurs in academic disciplines and programs, student affairs, and all areas of the college that hire or work with students.

In review of our Core Learning Outcomes (CLOs) in spring and summer of 2017, the ASL committee led conversations concerning the key skills and abilities we collectively want to ensure our students obtain. These are the skills essential to our students' personal success as well as their ability to positively contribute to our community. The conversations resulted in a draft of RCTC's Essential Learning Outcomes (Appendix H). These Essential Learning Outcomes more effectively capture the breadth of knowledge and skills we hope to impart to our students. This new framework allows the college to connect general education, the Minnesota Transfer Curriculum and our CLOs. It outlines more specific skill sets affording functional areas the ability to more clearly identify where they contribute to student learning. The new Essential Learning Outcome framework was officially adopted in January, 2018. A visual, Figure 21, representing the framework was developed and revised.

Figure 21: Essential Learning Outcome framework



CLOs are the major competencies developed through an RCTC education, inside and outside the classroom. It is important to note that the new framework (Essential Learning Outcomes) (Appendix H) includes civic responsibility and aesthetic response but these two outcomes will no longer be considered CLOs. The revised list of CLOs (communication, critical thinking, personal and professional accountability, and global awareness/diversity) are highly valued by both the faculty and staff of the institution and will be intentionally measured in a meaningful, shared way at the institutional level. In alignment with the college-wide diversity plan, global awareness/diversity is being assessed during the 2017-2018, 2018-2019 academic years. The shared assessment of personal and professional accountability will take place in 2018-2019 as well. Figure 22 shows the assessment cycle for the remaining CLOs.

Figure 22 Core outcome assessment cycle

| | College core outcomes (faculty & staff) |
|-----------|--|
| 2018-2019 | Global Awareness & Diversity Personal & Professional Accountability |
| 2019-2020 | Personal & Professional Accountability Communication |
| 2020-2021 | Communication Critical Thinking |
| 2021-2022 | Critical Thinking Global Awareness & Diversity |

As part of its college-wide assessment process, the College joined the *Multi-State Collaborative to Advance Student Learning* (MSC) in the fall 2017 semester. Together with 48 public institutions in twelve states, the College provided statistically sampled student artifacts in order to derive benchmarked data on the quantitative literacy skills, critical thinking skills, and writing skills of our students. The overall results from the MSC can be found in Appendix F. The MSC is in the process of being re-designed and MinnState is weighing the value of continued participation in the project against the costs. For this reason, we did not participate in the project in 2017-2018 but will reconsider this decision in Fall 2018.

RCTC has an ambitious plan to launch college-wide assessment. Figure 24 and Figure 24 show the steps for of the plan.

Figure 23: First year of college-wide assessment plan

| Goal | Action steps to achieve the goal | Goal measures | Progress |
|---|---|---|---|
| Make faculty and staff aware that CLOs are important. | Publicize CLOs. | All areas of the college will connect their outcomes with CLOs. | The CLOs were reduced from 6 to 4 and the expanded ELO framework was drafted. |
| Review and reaffirm CLOs | Make sure that all faculty and staff provide feedback via SDD sessions | By the end of the first year, the CLOs will be reaffirmed and revised. | Existing definitions were used to support ELO framework. |
| Participate in CLO assessment through the MSC | Academic areas <ul style="list-style-type: none"> Selected faculty will submit student artifacts to be assessed with the Written Communication, Critical Thinking, or Quantitative Reasoning VALUE rubrics. | By June 2016, over 100 de-identified student artifacts will be submitted to the MSC for evaluation. | Data was submitted and results have been received. |
| Purchase assessment software | <ul style="list-style-type: none"> Write RFP. Use curriculum maps and D/P outcomes to beta test software. | Software purchased by June 2017. | Taskstream was purchased in June, 2017. |

Figure 24: Second year of college-wide assessment plan

| Plan | Action steps to achieve the goal | Goal measures | Progress |
|--|---|---|---|
| Share and refine Essential Learning Outcome framework. | Present to all college, key committees, and through departments/divisions. | <ul style="list-style-type: none"> Approve framework by Dec. 2017 | The revised framework was formally adopted in January, 2018. |
| Update CCOs to reflect changes in CLOs | Propose change to CCO form to AASC committee. | <ul style="list-style-type: none"> Changes in outcome framework evident on CCO by Dec. 2017. | The AASC course forms and CCO template have been updated for August 18 implementation. |
| Update documents and webpages to reflect new outcomes framework. | Locate and communicate where information needs to be updated. | <ul style="list-style-type: none"> Updates made by Feb. 2017. | In progress. Further updates made during the summer of 2018 due to College's complete redesign of website. |
| Participate in CLO assessment through the MSC | Follow guidelines of MSC to participate in student artifact submission and assessment. | <ul style="list-style-type: none"> Analyze MSC results from 2016 Submission of student artifacts by June 2018 | Due to the redesign of the MSC, RCTC did not participate in 2017-2018. |
| Assess Global Awareness/Diversity throughout RCTC | <p>Academic areas</p> <ul style="list-style-type: none"> Within the assessment software, create a CCO matrix that shows CLOs aligned to specific courses. Selected faculty will contribute a classroom assessment which will be systematically assessed through the CLO process. <p>Student affairs and Services</p> <ul style="list-style-type: none"> Systematically assess one CLO. | By the end of the second year, Global Awareness/Diversity will have been assessed in all areas of the college. | <p>Faculty of Goal 7 and Goal 8 courses have generated assignments related to two key global awareness/diversity skills. Student artifacts were submitted for scoring by the ASL Committee which took place in May 18. Results are found in Appendix T.</p> <p>Student Affairs and Services are aligning their SLOs to this Core Outcome Fall 18.</p> |
| Develop rotation schedule for CLO assessment | | Two CLOs will be measured per year. | Personal and professional accountability and global awareness, diversity will be measured in 2018-2019. |

In the second year of the college-wide plan, we had to adapt to the redesign of the MSC Value project. Since we were not able to participate in the nation-wide project, we modeled the assessment of our Global Awareness and Diversity outcome after the MSC best practice. This included the use of Aqua, a system that houses student artifacts and makes them available for scoring via a rubric as well as a rubric norming process modeled after ASL faculty leaders' participation as scorers in the MSC. Instructors of Goal 7 and Goal 8 courses collaborated to develop a straightforward, shared rubric for Global Awareness

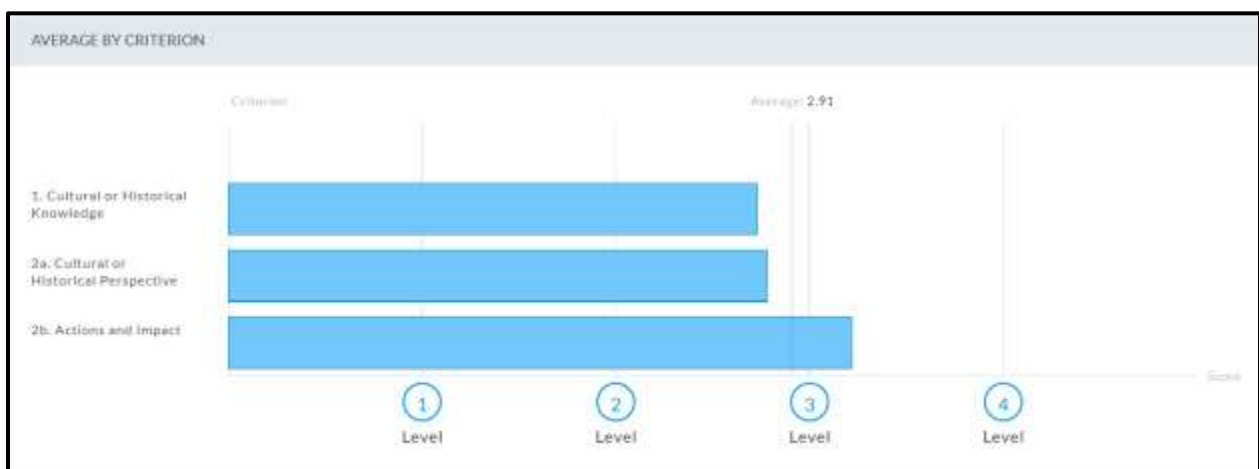
and Diversity that was entered in Aqua. The rubric may be found in submission directions that were shared with the faculty (Appendix P). The ASL Committee set up the process and timelines associated with the assessment and shared widely through professional development activities. Artifacts were collected from 37 out of 79 Goal 7 and Goal 8 course sections. That corresponds to 18 out of 37 Goal 7 and Goal 8 faculty submitting artifacts. A total of 582 artifacts were submitted. 309 were evaluated by a faculty/staff team. Two faculty contributed 28% of the sections and 59% of the artifacts by using Aqua integration into our student learning system Brightspace D2L. This integration allows students to directly upload their work into Aqua. This process was quite seamless and far less time consuming than the manual upload process used for the other course sections. Moving forward LMS integration will be implemented for all sections involved in such shared assessments.

It should be noted that the inclusion of staff at the scoring event led to several very positive outcomes. First, the staff were highly focused and motivated to read and score the student work. Second, a greater sense of understanding and collaboration was developed between the faculty and staff present. (This is truly a shared effort!) Third, staff started to develop new ideas of how they can measure Global Awareness and Diversity in their functional areas.

Below Figure 25 summarizes the results of the Global Awareness and Diversity assessment. While statistical analysis is occurring over summer 18, it is interesting to note that students from under-represented classes generally performed better on the second rubric criterion which concerned viewing a situation from multiple perspectives. For example, the average score of white students on criterion 2a was 2.79 while the average score for nonwhite students was 2.90 on criterion 2a. Again, further data analysis is required. The results of this assessment will be shared and discussed in Fall 18 to determine its value and meaning. However, we already can state with confidence that the results will be used to refine the assessment process as well as refine the associated assignments.

In addition this shared Global Awareness and Diversity project has further informed us on the functionality of Aqua. Its use will be encouraged for shared assessments that are rubric based.

Figure 25: Global Awareness and Diversity Average Student Scores by Criterion



Note: The average student score on Criterion 1 was 2.73. The weighted average for the student score on Criterion 2 as a whole was 2.86.

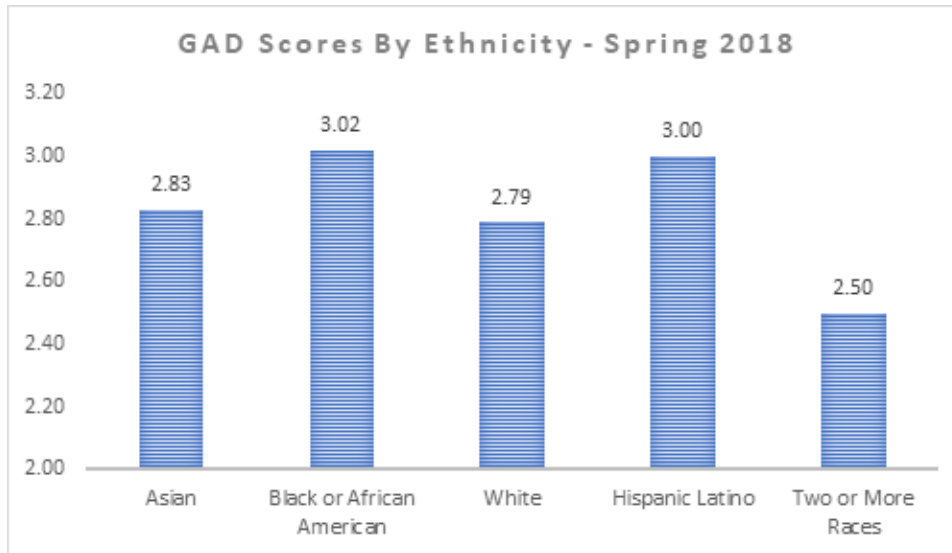


Figure XX. Student scores on the GAD rubric disaggregated by ethnicity.

Figure 26 shows the third year of the college-wide assessment plan.

Figure 26: Third year of college-wide assessment plan

| Plan | Action steps to achieve the goal | Goal measures | Progress |
|---|--|---|--|
| Align learning outcomes to the Essential Learning Outcome framework | ELO and Taskstream training | <ul style="list-style-type: none"> 50% of the outcomes associated with measures will be aligned upward to the ELOs or CLOs. | In progress. |
| Disseminate Global Awareness and Diversity Results and track improvements that result | <ul style="list-style-type: none"> Communication of results in multiple forums Reporting of associated changes in Taskstream. | <ul style="list-style-type: none"> Refinements will be made to Global Awareness and Diversity rubric and process. Documentation of improvements will be recorded in Taskstream. | <p>Completed</p> <p>Completed</p> |
| Assess Global Awareness/Diversity throughout RCTC | <p>Academic areas</p> <ul style="list-style-type: none"> Implement revised shared assessment for Goal 7 and Goal 8 courses <p>Student Affairs and Services</p> <ul style="list-style-type: none"> Systematically assess aligned SLOs | <ul style="list-style-type: none"> Increase Goal 7 and Goal 8 faculty submissions in the Global Awareness and Diversity assessment 5 documented Global Awareness and Diversity assessments will be done in Student Affairs and Services | <ul style="list-style-type: none"> Completed. 45 % of Goal 7 and 8 faculty participated in S18. 67% of the Goal 7 and 8 faculty participated in F19. (Note overall, 18 faculty participated in S18 and 14 in F18. The course offerings were significantly down.) |

| | | | |
|---|--|---|---|
| | | | <ul style="list-style-type: none"> The value of this Student Affairs target is being re-evaluated given how the processes were rolled out. |
| Assess Personal and Professional Accountability throughout RCTC | <ul style="list-style-type: none"> Review existing outcome statements Academic Areas Develop shared process Student Affairs and Services Systematically assess aligned SLOs | <ul style="list-style-type: none"> 50% of faculty teaching aligned courses will participate 5 documented Personal and Professional Accountability assessments in Student Affairs and Services | <p>In progress</p> <p>In progress</p> |

The ASL Committee shared and discussed the results of the GAD assessment with the participating faculty in fall 2018. Faculty received their students’ results along with the averages for all scored artifacts. Faculty that had student’s score lower than the college-wide average were encouraged to re-evaluate the alignment of their assignments with the rubric.

Overall, the first GAD CLO assessment produced important success for RCTC’s assessment efforts. The collaborative process to define the elements of GAD and deriving the shared rubric was truly an institution wide engagement. Faculty Involvement in the assessment yielded a large number of student artifacts, although there is room for increasing faculty participation. The one-day scoring activity contributed to greater understanding and buy-in of the assessment enterprise. The results of the assessment were analyzed and distributed to participating faculty in a timely manner. Finally, the College gained some evidence-based insight into the students learning of global awareness and diversity. The assessment represents a major step forward in developing a culture of assessment at RCTC.

In January 2019, 15 faculty and staff members gathered to evaluate student artifacts for the second GAD assessment. From the fall 2018 semester, 623 student artifacts were collected for the GAD CLO assessment from 60% of the potential course sections. Of faculty who taught a human diversity or global perspective course 67% (14 of 21) participated in the assessment effort by contributing student artifacts. The rubric used for the Spring 2018 assessment was used once again, along with identical supporting documentation and norming processes.

At the midpoint of the one date scoring event, the group discussed the quality of the submitted student work. There was concern about the quality of the assignments, students’ ability to write effectively, and level of understanding and awareness of other cultures and perspectives. There was excellent conversation about taking steps to further connect faculty and course content to the student affairs programming related to diversity and inclusion. These concerns and ideas were taken back to the respective Academic Affairs and Student Affairs assessment subcommittees in preparation for further discussion at the joint ASL meeting.

The cross-functional team of artifact scorers was highly focused and evaluated 91% of (564 of 623) student submissions. The summary results (Figure X), revealed the Fall 2018 average results were

slightly lower than the Spring 2018 GAD assessment results. The average on Criterion 1 was 2.19, Criterion 2a was 2.65, and Criterion 2b was 2.87. The results of the assessment are being further analyzed at this time.

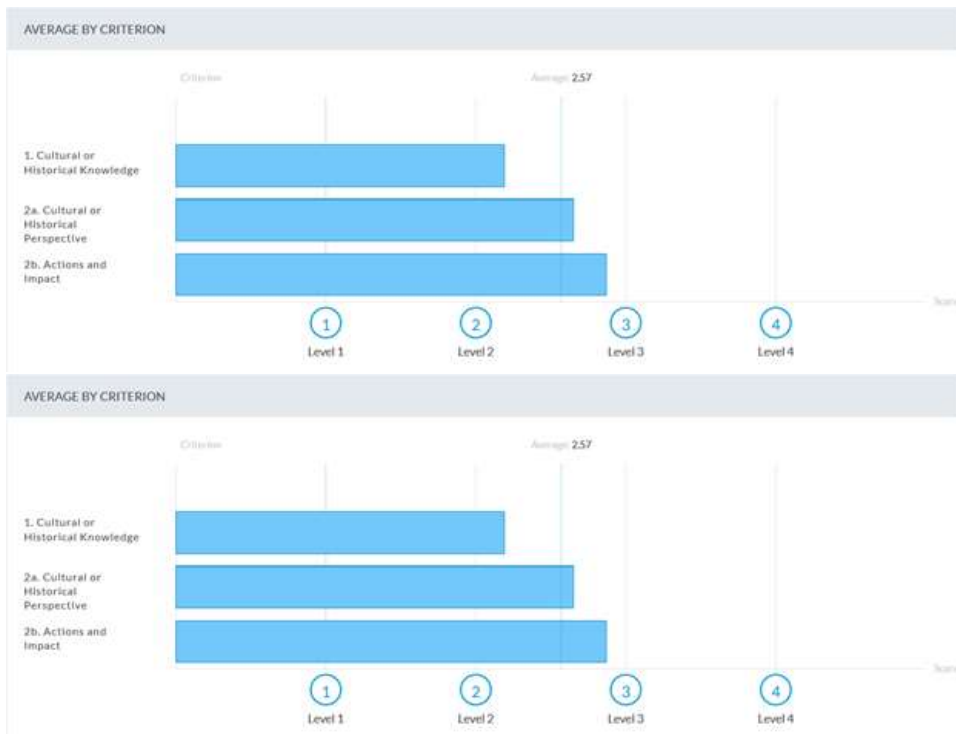


Figure X.

When assessing student learning at the college-wide level, both direct and indirect measures can be used. Indirect measures may be quantitative or qualitative. A thorough list of the indirect measures RCTC uses to assess student learning and satisfaction can be found in Appendix C.

By the end of the third year of the college-wide plan, assessment of student learning will be an established part of RCTC culture. The IAP will be redesigned to be a concise document that clearly outlines the plan for the academic year. Assessment results will be formally shared via Taskstream, professional development, and other forms of communication deemed appropriate. In addition, faculty and staff will be well-trained on how to use Taskstream. Finally, we will continue to use PDCA cycles to assess college-wide student learning.

Conclusion

As one of the oldest, and best, community colleges in the entire country, RCTC provides the workforce for Rochester, educates the undergraduates for Minnesota State and the University of Minnesota, welcomes refugees fleeing from war, and helps single parents get careers. Why does RCTC assess student learning? RCTC assesses because its faculty and staff care, passionately, about students.

Appendix A: Glossary

The following glossary specifies the terms we use at RCTC so that there is no confusion about meanings.

AAHE (American Association for Higher Education) 9 principles of good practice for assessing student learning.

1. Assessment of student learning begins with educational values
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
3. Assessment works best when the programs [or disciplines] it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcome but also and equally to the experiences that lead to those outcomes.
5. Assessment works best when it is ongoing, not episodic.
6. Assessment fosters wider improvement when representatives from across the college are involved.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and to the public.

Assessment

The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Palomba & Banta)

An ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. (Angelo)

Benchmarking

An actual measurement of group performance against an established standard at defined points along the path toward the standard. Subsequent measurements of group performance use the benchmarks to measure progress toward achievement (New Horizons for Learning).

Bloom's Taxonomy of Cognitive Objectives

Six levels arranged in order of increasing complexity (1=low, 6=high):

Knowledge: Recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying, and labeling.

Comprehension: Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.

Application: The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.

Analysis: Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.

Synthesis: The ability to put parts together to form something original. It involves using creativity to compose or design something new.

Evaluation: Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending. (Bloom)

Classroom Assessment

The systematic and on-going study of what and how students are learning in a particular classroom; often designed for individual faculty who wish to improve their teaching of a specific course. Classroom assessment differs from tests and other forms of student assessment in that it is aimed at course improvement, rather than at assigning grades. (National Teaching & Learning Forum)

Classroom Assessment Techniques

A collection of tools faculty can use to get feedback on how well they are achieving their goals. CATs reinforce student learning in three ways: by focusing student attention on the most important elements of the course; by providing additional practice in valuable learning and thinking skills; and by training students to become more self-aware, self-assessing, independent learners. (Angelo and Cross)

Competence

The individual's demonstrated capacity to perform, i.e., the possession of knowledge, skills and personal characteristics needed to satisfy the special demands or requirements of a particular situation.

Competency

A series of smaller steps or incremental tasks, often along the way to achieving an outcome. Usually a near-term target of a larger expected outcome. Students must normally learn and/or demonstrate several competencies for each course learning outcome.

Core Learning Outcomes (CLOs) at RCTC

Communication, critical thinking, personal and professional accountability, civic responsibility, global awareness and diversity, and aesthetic response are the major competencies, known as CLOs, developed through an RCTC education, inside and outside the classroom.

Course Assessment

The systematic and on-going study of what and how students are learning in a particular course; often a "shared assessment" designed for all faculty teaching sections of the same course regardless of course delivery (online vs. face-to-face).

Direct Assessment

Gathers evidence about student learning based on student performance that demonstrates the learning itself. Can be value added, related to standards, qualitative or quantitative, embedded or not, using local or external criteria. Examples are written assignments, classroom assignments, presentations, test results, projects, logs, portfolios, and direct observations. (Leskes)

Discipline/Program Outcomes

Helps determine whether students can integrate learning from individual courses into a coherent whole. It is interested in the cumulative effects of the education process (Palomba and Banta). Whereas classroom assessment focuses on gauging learning for individual students, program assessment gauges the learning of a group of students. The outcomes information in program assessment is used to improve courses, programs, and services.

Embedded Assessment

A means of gathering information about student learning that is built into and a natural part of the teaching-learning process. Often uses for assessment purposes classroom assignments that are evaluated to assign students a grade. Can assess individual student performance or aggregate the information to provide information about the course or program; can be formative or summative, quantitative or qualitative. Example: as part of a course, expecting each senior to complete a research paper that is graded for content and style, but is also assessed for advanced ability to locate and evaluate Web-based information (as part of a college-wide outcome to demonstrate information literacy). (Leskes)

Evaluation

The use of assessment findings (evidence/data) to judge program effectiveness; used as a basis for making decisions about program changes or improvement. (Allen, Noel, Rienzi & McMillin)

Formative Assessment

The gathering of information about student learning-during the progression of a course or program and usually repeatedly-to improve the learning of those students. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative. (Leskes)

Indirect Assessment

Acquiring evidence about how students feel about learning and their learning environment rather than actual demonstrations of outcome achievement. Examples include surveys, questionnaires, interviews, focus groups, and reflective essays. (Eder)

Learning Activities

The specific design and implementation of learning opportunities (inquiry, exploration, discovery, listening, observation, reading, writing, planning, discussion, practice, experimentation...) that lead to the desired learning outcomes.

Learning Outcomes

Operational statements describing specific student behaviors that evidence the acquisition of desired knowledge, skills, abilities, capacities, attitudes or dispositions. Learning outcomes can be usefully thought of as behavioral criteria for determining whether students are achieving the educational objectives of a program, and, ultimately, whether overall program goals are being successfully met. Outcomes are sometimes treated as synonymous with objectives, though objectives are usually more general statements of what students are expected to achieve in an academic program. (Allen, Noel, Rienzi & McMillin)

Measure

To collect quantitative and/or qualitative data to be analyzed. Qualitative data are data that do not lend themselves to quantitative methods but rather to interpretive criteria, for example, interviews, focus groups, and anecdotal evidence.

Norm-Referenced Assessment

An assessment where student performance or performances are compared to a larger group. Usually the larger group or "norm group" is a national sample representing a wide and diverse cross-section of students. Students, schools, districts, and even states are compared or rank-ordered in relation to the norm group. The purpose of a norm-referenced assessment is usually to sort students and not to measure achievement towards some criterion of performance.

Outcome

A statement of what a student should understand and be able to do as a result of what he or she has learned in a course or program.

Outcomes Assessment (OA)

The measurement of learning outcomes. OA examines student demonstrations of the results of learning. The process includes four cyclical steps: 1) teaching and learning, 2) developing questions and gathering information about student learning, 3) analyzing the information and drawing conclusions, and 4) reflecting and planning. It documents the alignment (or dissonance) between the intended learning (as stated in the outcomes) and the actual learning (as demonstrated by the student). The practice of Outcomes Assessment is collaborative and is intended to inform. Its goal is to continually improve student learning.

Performance Criteria

The standards by which student performance is evaluated. Performance criteria help assessors maintain objectivity and provide students with important information about expectations, giving them a target or goal to strive for. (New Horizons for Learning)

Portfolio

A systematic and organized collection of a student's work that exhibits to others the direct evidence of a student's efforts, achievements, and progress over a period of time. The collection should involve the student in selection of its contents, and should include information about the performance criteria, the rubric or criteria for judging merit, and evidence of student self-reflection or evaluation. It should include representative work, providing a documentation of the learner's performance and a basis for evaluation of the student's progress. Portfolios may include a variety of demonstrations of learning and have been gathered in the form of a physical collection of materials, videos, CD-ROMs, reflective journals, etc. (New Horizons for Learning)

Program

The term "program" refers to a degree or certificate offered by the college.

Qualitative Assessment

Collects data that does not lend itself to quantitative methods but rather to interpretive criteria. (Leskes) Examples: interviews, focus groups, anecdotal evidence

Quantitative Assessment

Collects data that can be analyzed using statistical methods. (Leskes)

Rubric

Specific sets of criteria that clearly define for both student and teacher what a range of acceptable and unacceptable performance looks like. Criteria define descriptors of ability at each level of performance and assign values to each level. Levels referred to are proficiency levels which describe a continuum from excellent to unacceptable product. (System for Adult Basic Education Support)

Signature assessment

A shared assessment to be completed in all offerings of a course. It is agreed upon by the faculty within the program/discipline and addresses a key course learning outcome. Preferably it is aligned to a program/discipline learning outcome.

Standards

Sets a level of accomplishment all students are expected to meet or exceed. Standards do not necessarily imply high quality learning; sometimes the level is a lowest common denominator. Nor do they imply complete standardization in a program; a common minimum level could be achieved by multiple pathways and demonstrated in various ways. (Leskes)

Student Learning Outcomes (SLOs)

According to the National Institute for Learning Outcomes Assessment, "Student learning outcomes statements clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education. Transparent student learning outcomes statements are:

- Specific to institutional level and/or program level
- Clearly expressed and understandable by multiple audiences
- Prominently posted at or linked to multiple places across the website
- Updated regularly to reflect current outcomes
- Receptive to feedback or comments on the quality and utility of the information provided”

Summative Assessment

The gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, impacts the next cohort of students taking the course or program. Example: examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others. (Leskes)

Value Added

The increase in learning that occurs during a course, program, or undergraduate education. Can either focus on the individual student (how much better a student can write, for example, at the end than at the beginning) or on a cohort of students (whether senior papers demonstrate more sophisticated writing skills-in the aggregate-than freshmen papers). Requires a baseline measurement for comparison. (Leskes)

Appendix B: References

The following set of references undergirds our IAP efforts on campus.

- American Association for Higher Education (AAHE). “Nine Principles of Good Practice for Assessing Student Learning”. Retrieved from <http://www.learningoutcomesassessment.org/PrinciplesofAssessment.html>
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- National Center for Research on Evaluation, Standards & Student Testing (CRESST). Glossary.
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- New Horizons for Learning. (2002). Glossary of Assessment Terms.
- Palomba, C & Banta T. (1999). Assessment essentials: planning, implementing, and improving assessment in higher education. San Francisco Jossey Bass.
- Smith, K., & Harm, T. (2003). Clarifying different types of portfolios. Assessment & Evaluation in Higher Education , 28(6), 625.
- System for Adult Basic Education Support. Glossary of Useful Terms

Appendix C: Dimensions of Institutional Assessment

The IAP focuses on assessing student learning at RCTC through the use of student learning outcomes (SLOs), course outcomes, department/program outcomes, and core learning outcomes (CLOs). These outcomes are direct measures of learning. There are several other institutional assessments that provide indirect measures of student learning—and student satisfaction—as well.

Teaching and Learning

- Academic program review
- Program accreditations
- Student goal attainment
- Degree completion rates
- Placement rates
- Number and rate of transfer
- Performance after transfer
- Articulation/transfer agreements

Performance Assessment

- NSSE (National Survey of Student Engagement)
- CCSSE (Community College Survey of Student Engagement)
- Placement rates
- Comparative benchmarking
- Student satisfaction indicators
- Employer satisfaction
- Graduate satisfaction
- Customer service surveys

Student Affairs

- Student participation rates
- Satisfaction surveys

Marketing and Enrollment Management

- Student headcount
- FYE/FTE
- Credits sold
- Percentage of offerings to classes canceled
- Number of inquiries
- Rate of inquiries who applied
- Number of applicants
- Rate of applicants who registered and enrolled
- Market share
- Persistence Fall semester to Fall semester
- Rate of registrants that matriculated

- Drop/add rates
- Top of mind awareness
- Indicators of student diversity
- CTS contracts and enrollments
- Access indicators

Fiscal and Facilities Management

- Space utilization
- Distribution of resources/budgeting process
- Use and condition of facilities
- Workplace safety
- Campus safety
- Audit results
- Reserves as a percent of budget

Human Resources

- Employee satisfaction
- Employee wellness
- Professional/staff development
- Employee turnover
- Sick days used
- Staff/faculty diversity

Resource and Economic Development

- Client assessments
- Number of contracts
- Number of partnerships
- Partner performance
- Number of grants/grant revenue
- Alternative revenue as a percentage of the budget
- Alumni giving
- Acquisition of private and public resources

Technology and Support

- Network performance
- Data integrity
- Satisfaction with eServices
- Timeliness of support

Appendix D: 2016-2017 “Closing the Loop” Sharepoint Documentation

In order to capture SLO assessment, our College designed a Sharepoint site that made it easy for faculty and staff to report their results. The following three screen captures shows the online form that faculty and staff used in 2016 and 2017. Since that time, we have transitioned “Closing the Loop” to Taskstream.

In the first part of “Closing the Loop”, shown below, faculty and staff select their roles and disciplines/programs. They enter the dates for their initial and follow up assessments. A reminder email is sent to them so that they remember to do their follow-up assessments.

The screenshot shows the 'Assessment of Student Learning - Closing the Loop' form. At the top is the Rochester Community and Technical College logo. The form title is 'Assessment of Student Learning - Closing the Loop'. The form fields are as follows:

- Name:** Mike Mutschelknaus; (with user icons)
- Role:** Faculty (dropdown menu)
- Discipline/Program:** (empty dropdown menu)
- Initial:** Year: 2016; Term: (dropdown menu)
- Follow Up:** Year: 2017; Term: (dropdown menu)
- Send Reminder On:** (empty text field and empty date field)

In the second part of “Closing the Loop”, shown below, information about the course and SLO is entered. If this screen capture were from a staff member, information about the activity or student-driven process would be entered.

| | | |
|---------------------------|---|---|
| Course: | | |
| | Discipline <i>The 4 letter code for the course subject/discipline.</i> | Number <i>The 4 digit course number.</i> |
| Course Learning Outcome: | | |
| Student Learning Outcome: | | |

In the third part of “Closing the Loop”, shown below, a summary of assessment results is provided, and the next set of action steps are set forth. This completes the plan-do-check-act cycle.

INITIAL

Summary of Assessment Results:

A narrative must be provided here but supporting evidence may be uploaded.

[Click here to attach a file](#)

Action:

Submit

Appendix E: RCTC's Participation in the Higher Learning Commission's Assessment Academy

RCTC is committed to assessment of student learning. In 2016, RCTC was accepted into the Higher Learning Commission's Assessment Academy. The Academy is a four-year program that, according to the HLC web site, "provides participating institutions a structured, mentor-facilitated, four-year program aimed at advancing and accelerating an institution's efforts to assess student learning." Because RCTC's participation in the Academy will necessarily be part of ongoing IAP work, our participation is included here.

RCTC's 2016 HLC Assessment Academy application

- 1. Provide an evaluation of the institution's past and present assessment efforts, including strategies, challenges, results and accomplishments.** Rochester Community and Technical College (RCTC) is poised to commit to systemic assessment of student learning. RCTC has gone through several iterations of assessment over the past few years. Recent leadership turnover has exposed our need to create a clear, consistent and sustainable assessment process that continues despite changes in faculty, staff and administration. As an institution, we must focus our efforts on creating a comprehensive, meaningful, measureable, manageable, and systemic process for assessing student learning. Significantly pressing is the feedback RCTC received in our 2015 Systems Appraisal Feedback Report, identifying multiple opportunities for improvement and strongly recommending that "...the College enroll in the HLC Assessment Academy..."

Following our 2008 feedback report, the college developed six college-wide Core Student Learning Outcomes and immediately began developing processes for assessing them. Teams of faculty, staff, and administration designed standardized rubrics to assess each outcome and required that all new course proposals and revisions identify at least one Core Outcome to assess. Faculty participated in "Power of One" workshops to develop assessments designed to measure student learning in their classes. While there was significant progress at all levels following our 2008 feedback report, the College failed to identify a sustainable and systemic process to collect and disseminate assessment data or validate our six core outcomes. Changes in assessment leadership and the inability to identify a data tracking tool caused a loss in momentum. We now find ourselves back in the early stages of tracking meaningful assessment. The college both acknowledges and accepts the feedback received from the peer review team via our 2015 Systems Appraisal Feedback Report indicating a clear need to create a systemic process addressing SLOA.

Currently, most faculty are assessing student learning at the course level, but aside from some exemplary work in select programs/disciplines, systematic program level and college level assessment is not happening on our campus. The college's Academic Program Review (APR) requires comment on how assessment informs program level decisions, but there is no systemic process for how these data are collected, analyzed, or reported.

Between 2008 and 2010, an initiative to encourage college-level student learning assessment across service areas of the college began. However, continued progress has not been sustained since that time. This early work provided opportunities and training for service area staff to use a modified

version of the Core Outcome Rubrics to assess their student workers and/or selected students who visited each office (e.g. financial aid, business office, etc).

Because of the challenges identified in the September 2015 Systems Appraisal Feedback Report, RCTC's Student Learning, Assessment, and Teaching Effectiveness (SLATE) committee has been working to establish a clear, meaningful, and manageable process of course-embedded assessment to inform course, program, and college level decisions. SLATE is currently working to approve Liberal Arts degree outcomes and create an institution-wide assessment process (IAP) that addresses student learning at the course, program, and college level. This work builds on the work initiated by a team of faculty and administration at the HLC Assessment Workshop in February, 2016. We fully understand the complexity of assessment and would benefit greatly from the resources provided by the Academy and assigned mentors.

2. What pressing needs will the institution address by participating in the Academy? RCTC's most immediate need is the creation, implementation, and communication of an Institution-wide Assessment Process (IAP). A team of faculty and administrators attended the February 2016 Assessment Workshop in Scottsdale, AZ and developed the beginnings of the IAP. As the institution moves closer to and beyond our April 2017 AQIP Comprehensive Quality Review Site Visit, it is imperative that the IAP be effectively implemented to grow course, program, and college level learning outcomes assessment as part of our sustainable quality initiatives.

While the initial participants in these initiatives are committed, engaged and willing to create these processes and structures, participation in the Academy will provide the necessary and valuable resources to help create valid, reliable, and sustainable practices. Academy participation will also provide ongoing resources and support throughout the duration of the Academy to assist the Academy team, faculty/staff assessment leadership, and College administration to promote the campus-wide participation necessary for an assessment initiative to be effective and sustainable.

RCTC has struggled in the past with the implementation and follow through of sustainable structures related to the assessment of student learning. Significant guidance will be sought at the Academy and from the assigned mentors to ensure that all individuals working on assessment are guided by a unified process.

3. Why did the institution select the Academy as a means of institutional improvement? The College acknowledges a number of opportunities to reduce barriers to implementing systemic and sustainable course, program, and college level learning assessment. These opportunities exist both in the academic and nonacademic areas of the institution. By allowing a dedicated team to work collaboratively, over the course of four years, with both existing and proposed structures, broad implementation can occur on campus. The College is currently experiencing a period of transition, thus an opportunity exists to establish defined, clear, and sustainable structures and processes that can withstand future turnover in personnel. The Academy will provide an opportunity to unify multiple groups, individuals, and activities related to the assessment of student learning into a systemic and sustainable process. We expect that the Academy team would serve as a valuable resource to campus faculty/staff/administration with questions relating to assessment of student learning processes and practice.

With RCTC's new Strategic Plan "Vision 2020", newly adopted institutional strategic priorities (see details in Question 4 below) require that RCTC refocus our efforts on the assessment of student learning. Specifically, the college prioritizes "providing high-quality, learner-centered education pathways...", "collectively develop strategic approaches to systemically plan...", and "cultivate a culture of collaboration and communication...". To achieve these institutional strategic priorities, it is essential that the college participate in the Academy and work collaboratively on the focused goal of developing the institution-wide assessment process, but also to identify the means of sustainable communication and engagement of these processes across all campus groups.

- 3. How does participation in the Academy align with the institution's current academic or strategic priorities?** RCTC has recently adopted a new strategic plan, and is currently creating a Master Academic Planning (MAP). All RCTC academic and student support areas are completing reports for Master Academic Planning that align with strategic priorities. The timing of these processes fits well with beginning participation in the fall 2016 Assessment Academy. While each discipline will identify unique assessment priorities and goals, providing a framework and process to achieve these priorities will be essential for the success of each area. It is this process that the Academy team hopes to develop and communicate broadly as a result of Academy participation.

Several of the College's newly adopted strategic priorities require a focus on the assessment of student learning. "Vision 2020", highlights four key strategic priorities within which campus initiatives will align over the next four years. These priorities and their accompanying relevance to the assessment of student learning are presented below:

Strategic Priority 1: "Provide high-quality, affordable, learner-centered educational pathways, workforce training, support services, and resources to meet the diverse needs of students, the region, and the global community." To achieve this, the college must "Advance programs and services that support student success through evidence-based systematic planning, assessment, and review" (Priority 1.1). As the college rolls out "Vision 2020," a robust and sustainable process for course, program, and college-level student learning assessment will be necessary to achieve this strategic priority. The Academy will not only provide campus leadership the tools necessary to motivate the broader campus community to engage in the assessment of student learning, it will also provide the framework through which all work surrounding the assessment of student learning will be developed.

Strategic Priority 2: "Collectively develop strategic approaches to systematically plan, prioritize, and implement future-focused initiatives." As RCTC rebuilds internally from several years of leadership churn, the campus is poised to recommit to systematic implementation of sustainable processes. The College is deeply committed to continuous quality improvement and is excited for the opportunity to participate in the Academy, and receive guidance from HLC and our peer institutions to begin our next AQIP cycle and strategic plan with renewed focus on quality and the sustainable assessment of student learning. Continuous quality improvement requires "engaging college-wide stakeholders in the planning and allocation of resources to create innovative learning and working environments" (Priority 2.2).

Strategic Priority 3: "Cultivate a culture of collaboration and communication that values diversity and mutual respect." The work we hope to accomplish as members of HLC's Assessment Academy clearly align with this strategic priority. Although the assessment of student learning

may look different as campus stakeholders design assessment tools that meet the needs of their outcomes, it's clear that the College needs more effective structures and processes in place to guide this work. While the primary objective of our Academy work will be the development and implementation of an Institution-wide Assessment Process, the success of this work will be measured in the effectiveness of the communication of these processes. To achieve this, it will be vital that the initial Academy team work collaboratively with many groups and individuals on campus to guide the work and communicate the goals broadly.

Strategic Priority 4: "Enhance RCTC's image as the region's college and employer of choice." As is true of many institutions of our size, RCTC has become siloed which has prevented the collaboration and innovation necessary to achieve this priority. With a renewed focus on collaboratively assessing the learning of RCTC's students, we can again position ourselves as the region's college and employer of choice.

5. What potential challenges and issues might the Academy team have to address? The Academy team must address the challenges of:

1. Creating and formalizing the Institution-wide Assessment Process (IAP) to engage both academic and service areas of the college in learning outcomes assessment.
2. Communicating these processes across campus using a variety of professional development materials and opportunities.
3. Ensuring that all those responsible for assessment of student learning are participating in the established process. RCTC needs to reduce the number of "activities" related to assessment and capture assessment work using a systemic and sustainable process that is reviewable using the "plan-do-check-act" framework essential to AQIP.
4. Developing assessment materials (process maps, templates, data collection tools, collateral documentation, etc...) that are user-friendly and fully functional prior to communication so the campus community is enabled to assess student learning in meaningful ways within the established framework.
5. Continuously "closing the loop" and communicating relevant data in a timely manner and creating a culture of assessment and curriculum development essential to quality instruction.
6. Ensuring that assessment is aligned with program review and institutional priorities.

Should the above challenges be successfully addressed, RCTC is poised to engage the entire campus community in the assessment of student learning in a sustainable process. Our team's expectation of participating in the Academy is the development of an assessment process that clearly communicates to all stakeholders WHAT assessment means, WHY assessment should be done, HOW assessment is integrated into courses, program review, etc..., and WHERE assessment resources can be found on campus.

6. What human, financial and other resources has the institution committed to Academy participation?

Personnel: The College is fully committed to providing the human capital and necessary resources to support Academy team members throughout the duration of the Academy. A broadly representative team of faculty, staff, and administration will be identified from key groups on campus (Academic Affairs, SLATE representatives, Student Affairs, IR, and campus technology support). The college is fully committed to support faculty and staff leadership to support ongoing institution-wide assessment of student learning activities.

Financial: Significant financial support has been identified by the Vice President of Academic Affairs to support not only HLC Assessment Academy participation, but also other assessment and quality initiative related activities, professional development opportunities, faculty reassigned time of ASL activities, and assessment planning, tracking and reporting technology/software solutions.

The College acknowledges that restructuring committee work, reorganizing existing and/or proposing new job descriptions may be necessary to ensure the successful implementation of the Institution-wide Assessment Process. RCTC is prepared to devote resources to the assessment of student learning initiatives as guided by Academy participation.

September 2017 RCTC Assessment Academy Update

What projects have you been following on the Collaboration Network? What have you learned from the experiences of other schools that is useful to your project?

As an institution participating in the Assessment Academy for a second time, we have experienced barriers in creating meaningful, sustainable assessment process. Since our project is robust, creating a comprehensive assessment plan that will support and direct meaningful assessments at the class, course, program/discipline, service area, and institution levels, we have been following several institutions that have similar components in their projects.

1. Southwest Minnesota State University, an institution that is also part of the Minnesota State Colleges and University System, is working to ensure that students are achieving the institutional outcomes as stated in their Liberal Education Program (LEP).
2. Cloud County Community College is developing an assessment plan that supports documentation of improvements made in multiple areas and results in learning focused processes.
3. Wartburg College has completed their SLAM (Student Learning Assessment Model) project. The goals of SLAM, to document student learning and use performance data to improve learning, capture the essence of assessment and are shared with the plan we are attempting to develop.
4. Maricopa Community Colleges, Mesa Community College is also participating in a second cycle in the Academy. Their project focuses on simplifying their institutional outcomes and creating embedded course assessments for the outcomes.

By following these projects we have learned that these institutions are struggling with many of the same barriers to implementing, documenting and sustaining meaningful assessments. Among these shared barriers are clear communication, various levels of understanding and implementation of assessment among the faculty and staff, demands for professional development, time needed for collective data analysis, and lack of consistent leadership.

Several of these institutions have established a committee with the sole charge of overseeing the assessment initiatives; like RCTC's assessment of student learning (ASL) committee, these committees have intentionally broad membership. The progress their committees have been able to make reinforces our decision to re-establish the ASL committee. Two interesting actions taken by these colleges are 1) collaborating with marketing to link ASL initiatives to marketing strategies and provide a strong web presence 2) ensuring that faculty retain ownership of outcomes and assessments when documenting in software.

Identify and explain any specific changes to your project scope or design.

The scope of our Academy plan has not changed. It is still to create and refine an Institutional Assessment Plan (IAP) that supports and directs meaningful assessments of student learning at the class, course, program/discipline, service area, and institution levels. Feedback from our Quality Feedback Report and Comprehensive Quality Review received in September 2016 was carefully reviewed to ensure that the initiatives described in years two and three of our IAP will not only concentrate our efforts on improving student learning but also allow us to demonstrate these efforts to our external stakeholders.

How did you incorporate the feedback that you received on your previous posting?

Our Academy mentors asked many thought provoking questions in their responses to our previous posting. One particularly interesting thought was "I wonder why the processes you built the first time around turned out to not be sustainable". As we have drafted the IAP, which includes goals, measures, timelines and responsible parties for each initiative, we have seriously considered why we may have been unsuccessful with a related initiative in the past. We have identified some of our pitfalls to be unclear expectations, discomfort with shared rubrics, inconsistency in leadership, insufficient professional development and lacking a means for planning, tracking, and reporting assessments. We are taking decisive steps to avoid and overcome these issues. First, the IAP documents the ASL initiatives as stated above. Second, course embedded assessments will be submitted to trained scorers for review at the college-wide level. Third, the Dean of Effectiveness and Innovation has ongoing oversight of the ASL initiatives along with a faculty leader of assessment and both faculty and staff assessment liaisons. Fourth, a calendar of professional development activities has been developed and distributed; it provides training for each assessment initiative. Finally, a software package has been purchased to house our outcomes, curriculum maps, assessment plans, measures, findings, actions and reflections. We hope its ability to align and aggregate information will be particularly useful.

Due to our inability to interact with Julio at the Annual HLC meeting, we conducted a conference call with him to receive further guidance. While we had a very engaging conversation which led to further recognition that many of our practices are indeed best practices, we are awaiting further communication about best practices for co-curricular assessments. We will search the Network for related projects.

What are the plans for the next six months? How will this work advance your project?

Our plans for the next six months are to:

1. Continue to document class level assessments through our Closing the Loop submission form.
2. Create, implement and document shared 'signature' assessments for gateway courses.
3. Map all academic programs/discipline courses to their outcomes and document within Taskstream.
4. Create and document assessment plans for all programs/disciplines.
5. Revise the mission and vision for the Student Affairs division.
6. Provide plan-do-check-act training to staff in student affairs.
7. Refine and further develop Student Affairs student learning outcomes.
8. Collectively participate in the assessment of Global Awareness and Diversity.

With careful implementation, these steps will reinforce that the purpose of assessment is to create the best curriculum, delivery, environment, and support for student learning. Our faculty and staff are extremely passionate

about student success and will further embrace and engage in meaningful assessment when they see its results impact students in a positive way. In building this culture focused on student learning it will be imperative to keep the processes simple, not require duplication of efforts, and acknowledge our successes.

What challenges do you anticipate? How will you address them?

The most significant challenges will most likely be communication of the initiatives and the associated professional development. A document titled Faculty Assessment Initiatives: Goal and Timelines for 2017-2018 has been created and disseminated to leadership including program leaders and division chairs. (Please see the uploaded file.) The document will be disseminated to all faculty via email and is provided on our ASL website and SharePoint pages. A communication plan will be developed to send timely reminders to faculty concerning the initiative timelines and professional development opportunities. A similar document and communication plan will be developed for Student Affairs.

Another challenge will be the implementation of Taskstream to plan, track and document assessments at the various levels. Steps are being taken to reduce the amount of data entry and training needed on the front-end of the process. The software will be well received if it doesn't require duplication of work, uses our institutional language, and provides clear and concise prompts for information. The implementation team is working diligently to ensure that it rolls out smoothly.

March 2018 HLC Assessment Academy Feedback

What are some strengths of this project/Academy work? Why are these strengths?

Julio Rivera (Primary Mentor): You have outlined some key successes and reassuring outcomes. If curriculum is being redesigned as an outcome of assessment data and collaborations are hatching as a result of these conversations about teaching, you have the elements to "begin" to sell the story more widely in the faculty. This is good news and not to be overlooked. Your project report outlines high participation in the early parts of the project. You have also moved forward on a number of your key goals. You now have things to consider and reflect upon to decide to keep, remove, or revise in the curriculum. I was pleased to see RCTC address the complexity and sustainability issues. It sounds like these still require work and attention. Not all problems can be solved in a few months, but keeping these in mind— in particular the long-term sustainability of assessment is essential. The sustainability of assessment is about the commitment to improving curriculum. The re-writing of the Global Awareness and Diversity Outcomes is another mark of success in this project. The process that brought RCTC to understand that the goals were not measurable (although well-intentioned) outcomes is part of the real learning process an institution goes through.

Janice Denton: In addition to Julio's comments, I think your work on the gateway course assignments is significant. Any time you get a group of faculty colleagues to agree on a signature assessment really rich conversation about student learning has taken place and this is a very good thing. Another strength is the agreement of a rubric by the faculty who teach Global Awareness and Diversity core courses. Again, some interesting conversation must have taken place. Finally, the effort you have made to ensure your Academy work is transparent and well recorded is vital to the long term success of the project.

What remains unclear or what questions do you still have about this work to assess and improve student learning?

Julio Rivera (Primary Mentor): How is the conversation changing (and not changing) regarding assessment and curriculum revision? Have you thought about how to handle competing ideas of "what change is needed" based on the data? Thoughtful and well meaning faculty sometimes differ on how to revise curriculum. Do you have a system of resolving these kinds of differences? You may not need these—some institutions do need this.

Janice Denton: You mention all academic program/disciplines courses have been mapped to their outcomes. Do you mean that each program now has a curriculum map showing what courses help students learn each of the program outcomes? If so, did you find gaps? All but one program has an assessment plan - great job. Did the departments get feedback on the plans? If not, might they be working with a less than optimal document? You mention Student Affairs revised its mission and vision statement. Why was this? What are you training the student affairs staff to do with their "plan-do-check-act" training? Do you have a process set up for reviewing the results? Who will analyze the data? How will the analysis be shared? Who will recommend action items? Are the Global Awareness and Diversity events organized by student affairs using the same rubric that the faculty teaching courses are?

What are some critical things to which the institution should pay attention as it plans its work for the next six months?

Julio Rivera (Primary Mentor): The goals for the next six months are ambitious but doable. I was pleased to read about the collaboration between academic and student affairs. There may be both the opportunity for synergy and/or collaboration on assessment. RCTC already recognizes that keeping this momentum and building the culture will be the most important thing to pay attention to in the coming months.

Janice Denton: I agree with Julio that working to strengthen the collaboration between the two groups will be really important otherwise there could be a lot of duplication of effort and redundancy of data. I also think where you have the pockets of excellence it would be really useful to showcase those examples and let others learn, and borrow, all the good ideas that work. Obviously it will be important to bring new members into the project. Do you have any potential candidates in your "pockets of excellence" departments that you could invite? Finally, this might be a good time to write down on paper where you would like the project to be at the end of 4 years. What do you hope you will have shown/changed about student learning? Of course goals are often modified, but reminding everyone of purpose of the Academy Project is always a good thing so you avoid project creep.

What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?

Julio Rivera (Primary Mentor): Not at this time

Janice Denton: I hope you might find some time to explore the collaboration network and see what other schools are working on. If you find something interesting, reach out to the team lead.

Spring 2018 RCTC Assessment Academy Update

Consider the current tags associated with your project, are they still accurate? If not, what five Assessment Academy tags are most helpful in describing your project as it stands today?

The five tags identified included Assessment Practices, Institutional Cultural Buy-in, Institutional Outcomes, Co-curricular Learning, and Authentic Assessment. Given the progress and current challenges, we selected Professional Development in place of Authentic Assessment. We are hopeful other projects will lend insight on faculty engagement in assessment related professional development.

Describe your team's initial implementation of the project. How has your project developed and changed since the last posting?

Due to a committed core group of Assessment of Student Learning leaders, the implementation of our Institutional Assessment Plan has proceeded, for the most part, as planned. Below are the next steps that were stated on our previous report along with the progress we have made in regards to these steps.

1. *Continue to document class level assessments through our Closing the Loop submission form.*
Over 94% of our full-time faculty submitted Closing the Loop forms which documented an initial assessment of a course outcome. Nearly 57% of the assessment cycles have now been completed meaning the actions were taken and a follow-up assessment was performed. Forty-nine faculty have started their next assessment cycle as documented by a new Closing the Loop submission.
2. *Create, implement and document shared 'signature' assessments for gateway courses.*
Multiple training sessions were held for faculty that teach gateway courses to discuss and develop meaningful shared assessments. Of twenty-three gateway courses that are to be assessed, there is evidence of forward movement in twenty in terms of creation and implementation of a signature assessment. Documentation of the assessments will take place in Taskstream in Spring 2018.
3. *Map all academic program's/discipline's courses to their outcomes and document within Taskstream.*
This initiative has been completed.
4. *Create and document assessment plans for all programs/disciplines.*
This initiative has essentially been completed. Only one program area has yet to submit its assessment plan.
5. *Revise the mission and vision for the Student Affairs division.*
Under the direction and leadership of Dr. Michael Anthony, Vice President of Student Affairs and Enrollment Management, the Student Affairs division has revised the mission and vision statement at the Student Affairs Cabinet annual retreat in early 2017, and forwarded to the entire division for comment and feedback.

Mission

The Division of Student Affairs at RCTC is committed to helping students identify their goals, navigate the college environment, persist, and successfully transfer or secure employment upon graduation. This is achieved through delivering comprehensive student services and informed educational programming.

Student Affairs collaborates with faculty, staff, alumni, and the Rochester community to educate and empower students to reach their full potential.

Philosophy

We believe that everything we do teaches, and that each area within Student Affairs plays an important role in educating our students.

We believe in:

- Embracing the diversity of individual backgrounds and experiences in a global community.
- Applying Student Affairs and learning theories that support the intellectual, psychological, physical well-being and development of the student into our everyday work.
- Promoting an environment for learning that provides a wide variety of out-of-class learning opportunities.
- Student responsibility and accountability for their own behaviors and decisions.

6. Provide plan-do-check-act training to staff in student affairs.

This training is schedule for completion by the end of spring term 2018.

7. Refine and further develop Student Affairs student learning outcomes.

Student Affairs leads and Directors are actively working on assessing FY18 outcomes, and planning FY19 student learning outcomes. We anticipate FY18 will be closed out by the end of March 2018 as some Directors needed to wait for data in fall 2017 to completely process their assessment and review the results.

8. Collectively participate in the assessment of Global Awareness and Diversity.

Student Affairs staff are involved in a number of events and activities related to Global Awareness and Diversity. As an example, throughout the fall and spring semesters, students participated in a range of multicultural organizations; held leadership in the College's Diversity Council; participated in diversity programming (i.e., Veteran's events, Black History Month events, music/theater performances); and attended conferences that exposed them to a range of diverse perspectives and experiences. Assessment data is being collected for a number of the programs and experiences throughout the fall and spring. FY19 student learning outcomes and assessment measures will be focused on Global Awareness and Diversity to match the assessment of this area by College faculty and departments.

Faculty who teach courses associated with the Global Awareness and Diversity core outcome collaborated to create a simple shared rubric for assessing students' abilities to:

- 1) Apply cultural or historical knowledge when supporting a position or proposing a solution
- 2) a. Consider multiple cultural or historical perspectives when viewing a situation
b. Consider how his/her actions impact others in a community.

Students will submit artifacts for review via Aqua. A trained group of evaluators will score the work with the rubric.

The achievements described above were made possible by extensive professional development opportunities and targeted communications. Please see our [ASL Professional Development calendars](#). At every opportunity, we reiterate our initiatives and share our progress.

As we moved our culture of assessment forward in the past 18 months, it became apparent that our former Core Outcomes did not capture all the skills faculty and staff believed to be important for our students to be successful employees and engaged community members. We went through an extensive review process of our Core Outcomes and developed a new Essential Learning Outcomes framework. This framework is far more comprehensive and is loosely based on the LEAP model. This framework, for the first time, allows us to communicate our general education outcomes which includes, but is not limited to, our Minnesota Transfer Curriculum Goal areas. Embedded within this model is our four Core Learning Outcomes, Critical Thinking, Communication, Personal and Professional Accountability and Global Awareness and Diversity. These Core Outcomes will be collectively measured at the college level. [Our newly adopted Essential Learning Outcome framework is captured by the attached visual.](#)

With the commitment to collectively measure the Core Outcomes came a need to re-write the supporting goal statements. In some cases, as with Global Awareness and Diversity, the existing statements, while well-intended, are not measureable. We are currently in process of rewriting the Global Awareness and Diversity statements. This is college-wide work and requires contributions from all areas of the college. This is a time consuming task which is forcing us to revisit our timeline for Core Outcomes assessments.

How have you incorporated the feedback from the Consolidated Response to your previous Project Update?

Two significant themes in the mentors' responses were complexity and sustainability. Our current Institutional Assessment Plan (IAP) is in year two of its implementation. It is a comprehensive and complex plan to build a structure that supports meaningful assessments. The mentors inquired about the timelines, responsibilities, and connections between the various prongs of our plan. These questions do capture one of the challenges of our work, ensuring that student affairs and academic affairs are communicating and working together on shared initiatives. We acknowledge the need to improve our collaboration.

The second theme, sustainability has been at the forefront of our decision-making throughout the creation and implementation of our IAP. We are very hopeful that the processes, like a scheduled PDCA cycle, and systems, like Taskstream and SharePoint, that we have chosen to use will assist us during transitions in faculty and administrative leadership. Our work has been transparent and well recorded. Documentation and responsibility does not rest with one individual or office. We are attempting to build an assessment structure in which faculty and staff understand their role. Ultimately, their ownership of the assessment process is key to creating a sustainable model of meaningful assessment.

Thus far, what have you discovered about student learning at your institution?

- Pockets of excellence exist where meaningful measures have demonstrated that students are meeting or exceeding course and program outcomes.
- Learning outcomes are being thoughtfully revised to make them more significant to students, faculty and staff.
- Students' expectations of the essential skills they will acquire by attending RCTC mirrored those described by our Essential Learning Outcomes and, specifically, our Core Outcomes.
- Curriculum is being redesigned due to completed assessment initiatives.
- New collaborations across campus are a result of conversations about student learning.

What successes and challenges have you encountered working as a team? What strategies are you using to help maintain your Academy team's progress?

Our team has several components. The most active portion of our team is the Assessment of Student Learning Committee. The committee meets twice a month to update progress and determine next steps. Committee members conduct the many assessment professional development sessions and follow-up with colleagues on a one-to-one basis as needed. Their actions and efforts are the reason that we can state with confidence that our learning outcomes are documented, our curriculum maps are in place, and we are being intentional about the types of assessments we perform (assessment plans).

With the success of this committee's function comes a challenge; we need to bring new members on board this working committee. As members rotate off the committee, we need to be able to replace them with others that are equally dedicated to the work of improving student learning. To make participation on the committee worthwhile, we intentionally acknowledge the efforts of the committee members, provide modest compensation for efforts beyond their job description, celebrate our successes and, we try to have fun. The clear expectations for participation in ASL initiatives laid out by the IAP has resulted in a very positive outcome, faculty and staff *not on the committee* are educating and mentoring others in regards to assessment. We are hopeful that these folks will entertain taking on a more active role in ASL leadership by joining the committee as we move forward.

The committee is responsible for reviewing, updating and forwarding the IAP to another key part of our team, leadership. Without the support and direction provided by academic and student affairs leadership, the committee would not be effective. The co-chairs of the ASL committee meet with the Vice President of Academic Affairs monthly and others in leadership as needed to ensure that the committee's objectives are meeting the needs of the College. Leadership has promised and provided the resources necessary to complete our initiatives. A few examples include, release for faculty leaders, stipends for workshop participation, stipends for liaisons, faculty

instructional development grants, and visible support of efforts at meetings and all college events. The challenge here is to balance the support of these initiatives while in a time of declining enrollment and budget shortfalls.

How will you continue to advance your project in the next six months?

1. Continue to document class level assessments through our Closing the Loop submission form. Open assessment cycles will be completed. The documentation process will be transitioned into Taskstream.
2. Document completed shared 'signature' assessments for gateway courses in Taskstream.
3. Evaluate student artifacts with Global Awareness and Diversity rubric and analyze results.
4. Continue to train faculty and staff on the use of Taskstream and Aqua.
5. Document assessments performed by student affairs, especially in co-curricular activities.
6. Revise the IAP and clearly define initiatives for the 2018-2019 academic year.

Appendix F: Multi-State Collaborative Essential Learning Outcomes

The LEAP campaign is organized around a robust set of "Essential Learning Outcomes" -- all of which are best developed by a contemporary liberal education. Described in [College Learning for the New Global Century](#), these essential learning outcomes and a set of "[Principles of Excellence](#)" provide a new framework to guide students' cumulative progress through college. Through its VALUE Initiative, AAC&U has developed a set of [rubrics](#) to assess many of the following learning outcomes.

Knowledge of Human Cultures and the Physical and Natural World

- Sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Compassion
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Personal and Social Responsibility, Including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, Including

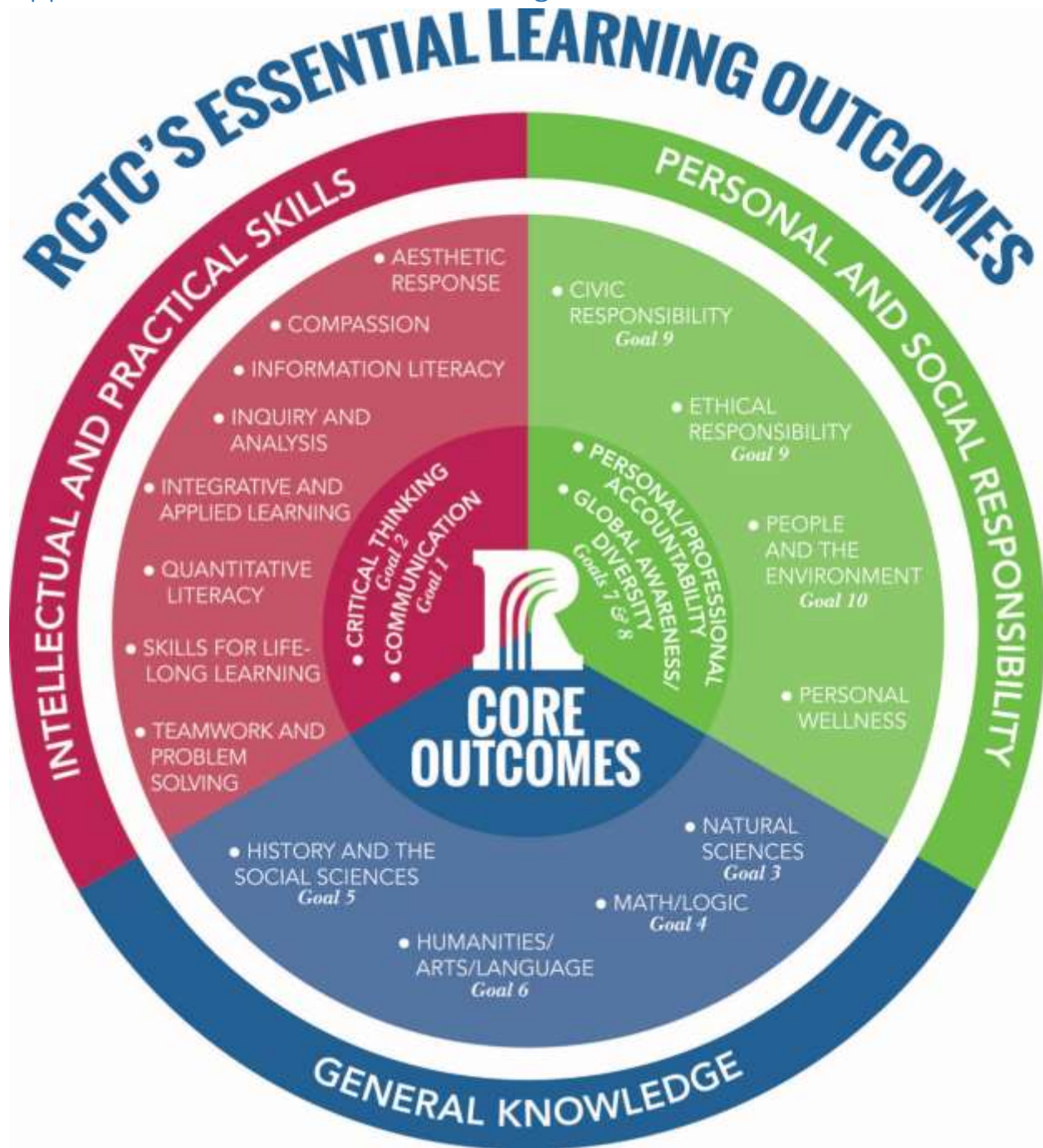
- Synthesis and advanced accomplishment across general and specialized studies

Appendix G: “Closing the Loop” Action Project Feedback from the Higher Learning Commission, March 2017

The College received its ASL Closing the Loop Action Project Review in March 2017. The statements below are excerpts from that feedback. They highlight strengths and opportunities of this project.

- The scope of the original Project Declaration was altered intentionally with the disbandment of the Student, Learning, Assessment, and Teaching Effectiveness (SLATE) committee and the re-establishment of the Assessment of Student Learning (ASL) committee. The redirection is in alignment with the RCTC Institutional Assessment Plan (IAP) and the institution has re-enrolled in the HLC's Assessment Academy to further develop their IAP. The goal of 100% of faculty to submit their initial assessment results before May 2017 is ambitious but noteworthy; at the time of the Project Update the response rate is 48.5%.
- The task force evaluating the state of assessment at the college correctly identified a conflict with the institutional assessment plan and responded appropriately. A software suite for mapping outcomes was identified as a more effective and efficient alternative to an internally-developed database and results collected from the initial assessments are being entered. This illustrates a fact-based, systematic evaluation and improvement of the original Project Declaration and agility, flexibility and responsiveness to changing needs and conditions that are characteristic of a high-performance institution. The institution is making good progress on the revised Project.
- A variety of faculty, staff and administration have participated throughout the initial Project and the reinstated ASL committee has been designed to have campus-wide representation. Broad-based faculty, staff and administrative involvement encourages better decisions and strengthens individual and group ownership of systems, activities and initiatives. The institution is also providing its faculty, staff and administrators with training and resources for effective collaboration through video tutorials, staff day presentations, sharing best practices, and on-on-one training.
- An obvious omission is the absence of students in the process. Voice-of-the-customer processes are intended to be proactive and continuously innovative to capture stated, unstated, and anticipated student and stakeholder requirements, expectations, and desires. With an emphasis on student learning vs. accountability, an obvious stakeholder in the process are students. The institution is encouraged to engage their Student Senate or student focus groups as the Project proceeds. Student perspectives on the assessment results might provide additional insight/opportunities for improvement.
- The in-progress redirection of resources without loss of Project integrity is commendable. The institution didn't recreate or scrap what it had done when it realized there was a conflict with the institutional assessment plan; they integrated what they had with the new direction. This is clear evidence of refinement as a result of organizational-level analysis and sharing.

Appendix H: RCTC’s Essential Learning Outcomes and Definitions



In the framework above, based upon the LEAP model, the three **essential outcomes** (general knowledge, intellectual and practical skills, personal and social growth) represent the body of knowledge and skills we expect an RCTC graduate to acquire. The MnTC goals, and other curricular objectives as well as co-curricular activities contribute to achieving the three essential outcomes. The four **core outcomes** (communication, critical thinking, personal/professional accountability, global awareness/diversity) represent the skills we, as a college, value most and want to see our students develop, in and out of the classroom. Consequently, they will be assessed at the institutional level.

General Knowledge

- Humanities/Arts/Language (Goal 6)
- Math/Logic (Goal 4)
- Natural Sciences (Goal 3)
- Social Sciences (Goal 5)
- **Intellectual and Practical Skills**
 - **Communication** (Goal 1) (intentionally measured at institutional level)
 - **Critical Thinking** (Goal 2) (intentionally measured at institutional level)
 - Compassion
 - Aesthetic Response
 - Information Literacy
 - Integrative and Applied Learning
 - Inquiry and Analysis
 - Problem Solving
 - Quantitative Literacy
 - Skills for Lifelong Learning
 - Teamwork
- **Personal and Social Growth**
 - **Personal/Professional Accountability** (intentionally measured at institutional level)
 - **Global Awareness/Diversity** (Goals 7 & 8) (intentionally measured at institutional level)
 - Civic Responsibility (Goal 9)
 - Ethical Responsibility (Goal 9)
 - People/Environment (Goal 10)
 - Personal Wellness

Definition of skills taken/abridged from MnTC, AAC&U, and RCTC's Core Outcomes.

General Knowledge

- **Humanities/Arts/Language (Goal 6)** - Knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought.
- **Math/Logic (Goal 4)** - Knowledge about mathematical and logical modes of thinking. Appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers.
- **Natural Sciences (Goal 3)** - Knowledge of natural science principles and of the methods of scientific inquiry. Know the vocabulary of science and realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. Appreciate the importance of science in their lives and to understand the value of a scientific perspective.
- **History and the Social Sciences (Goal 5)** - Knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Understand themselves and the roles they play in addressing the issues facing humanity.

Intellectual and Practical Skills

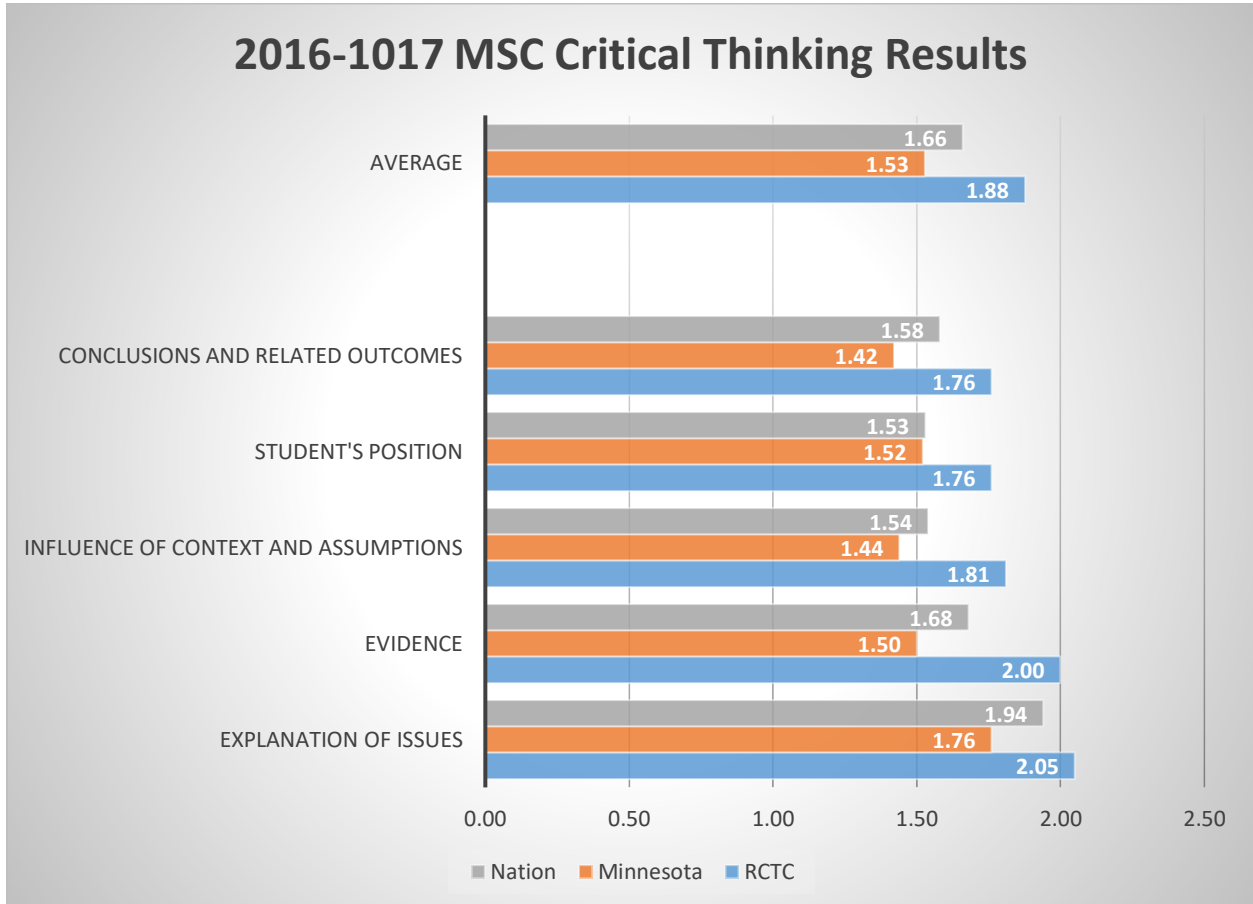
- **Communication** (Goal 1) - Read, write, speak and listen professionally.
- **Critical Thinking** (Goal 2) – Think systematically by integrating skills and using a variety of appropriate resources and methods.
- **Compassion** – The ability to recognize the suffering of others and, when appropriate, take action to alleviate that suffering.
- **Aesthetic Response** - Make and support personal judgments from an informed perspective.
- **Information Literacy** - Know when there is a need for information, identify, locate, evaluate, and responsibly use and share that information for the problem at hand.
- **Inquiry and Analysis** - Explore issues/objects/works through the collection and analysis of evidence that result in informed conclusions/ judgments. Break complex topics or issues into parts to gain a better understanding of them.
- **Integrative and Applied Learning** - Understand and build a disposition across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.
- **Problem Solving** - Design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
- **Quantitative Literacy** – (Numeracy or Quantitative Reasoning) – Have a "habit of mind," competency, and comfort in working with numerical data. Possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. Understand and create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats.
- **Skills for Lifelong Learning** – Develop the specific disposition and skills for “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”.
- **Teamwork** – Demonstrate effort towards team tasks, interact with others on team, and contribute to team discussions.

Personal and Social Responsibility

- **Personal/Professional Accountability** - Take ultimate responsibility for achieving their education and personal goals.
- **Global Awareness/Diversity** (Goal 7 and 8) - Demonstrate understanding of and respect for human diversity through their words and actions.
- **Civic Responsibility** (Goal 9) - Understand larger social issues, demonstrate social responsibility, and contribute to positive community change through civic engagement.
- **Ethical Responsibility** (Goal 9) - Identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship.
- **People/Environment** (Goal 10) - Examine the inter-relatedness of human society and the natural environment.
- **Personal Wellness** – Develop overall wellness in all aspects of life, emotional, intellectual, social, spiritual, and physical.

Appendix I: Multi-State Collaborative assessment results

The following figures shows the MSC results for critical thinking. Although the results are not statistically significant due to sample size, the 21 RCTC student artifacts were comparable to national and state averages.



Appendix J: Fall 2017 and Spring 2018 Professional Development Calendars

| Topic | Dates/Times/Locations | Intended Audience | What You Should Bring | What You Should Take Away |
|---|--|--|---|---|
| Closing the Loop | 1) Tuesday, Sept. 26 th 3-4pm in SH204 2) Thursday, Nov. 16 th 2-3pm in AT210 | Faculty and staff in need of assistance with starting or completing documentation. | Assessment materials/results to be documented | Submission of Closing the Loop documentation |
| Program/Discipline Learning Outcomes | Thursday, Sept. 14 th 2-3pm in HS136 | Faculty from programs and disciplines that have not yet written or documented their learning outcomes. | Program/discipline CCOs | Documented program/discipline learning outcomes |
| Curriculum Mapping | 1) Friday, Sept. 15 th 12-2pm in HS136 2) Thursday, Sept. 21 st 2-4pm in HS136 3) Wednesday, Oct. 11 th 2-4pm in HS136 4) Tuesday, Oct. 17 th 2-4pm in HS136 5) Friday, Nov. 3 rd 12-2pm in HS136 | Program/discipline faculty teams. | 1) Program/discipline CCOs 2) Program/discipline learning outcomes | Completed curriculum map |
| Signature Assessments for Gateway Courses | 1) Thursday, Oct. 5 th 2-4pm in HS136 2) Wednesday, Oct. 25 th 2-4pm in HS136 | Program/discipline faculty teams that teach a gateway course | 1) Course CCO 2) Syllabi 3) Examples of assessments in use | Shared assessment ready for implementation |
| Assessment Plans | 1) Thursday, Oct. 26 th 3-4pm in HS136 2) Wednesday, Nov. 8 th 2-3pm in HS136 3) Friday, Nov. 17 th 12-1pm in HS136 4) Monday, Nov. 20 th 2-3pm in HS136 | Program/discipline faculty teams. | 1) Curriculum map 2) Course schedule | Plan for assessing and documenting program/discipline level outcomes over a 4-year time span. |
| Global Awareness, Diversity Assessment | 1) Monday, Oct. 23 rd 2-4pm in HS136 2) Tuesday, Nov. 7 th 2-4pm in HS136 | College faculty that teach Goal 7 and 8 courses OR teach courses indicating alignment with the Global Awareness, Diversity core outcome. | 1) Course CCO and syllabus 2) Examples of related assessments in use | Assignment prompt to be delivered to students in S18. Student artifacts will be submitted through D2L/Aqua to trained faculty scorers for the assessment. |
| Essential Learning Outcomes | 1) Tuesday, Sept. 19 th 2-3pm in HS136 2) Thursday, Sept. 28 th 3-4 pm in HS136 3) Friday, Oct. 6 th 12-1pm in HS136 4) Monday, Oct. 9 th 2-3pm in HS136 | All college employees | Questions and suggestions concerning the framework | 1) Better understanding of the Essential Learning Outcomes framework 2) Pride and confidence in one's role in contributing to student learning |

| Topic | Dates/Times/Locations | Intended Audience | What You Should Bring | What You Should Take Away |
|---|---|---|--|--|
| Closing the Loop | 1) Friday, Jan. 26 th , 12-1pm in ST205 2) Thursday, Apr. 26 th , 2-3pm in HA108 3) Monday, Apr. 23 rd , 3-4pm in AT210 | Faculty and staff in need of assistance with starting or completing documentation | Assessment materials/results to be documented | Submission of Closing the Loop documentation |
| Signature Assessments for Gateway Courses | 1) Wednesday, Jan. 24 th , 3-4pm in HS136 2) Thursday, Feb. 1 st , 2-3pm in HS136 | Program/discipline faculty teams that teach a gateway course | 1) Course CCO 2) Syllabi 3) Examples of assessments in use | Shared assessment ready for implementation |
| Global Awareness, Diversity Assessment | 1) Wednesday, Jan. 17 th , 3-4pm in HS136 2) Monday, Jan. 22 nd , 3-4pm in HS136 | College faculty that teach Goal 7 and 8 courses OR teach courses indicating alignment with the Global Awareness, Diversity core outcome | 1) Course CCO and syllabus 2) Examples of related assessments in use | Assignment prompt to be delivered to students in S18. Student artifacts will be submitted through D2L/Aqua to trained faculty scorers for the assessment |
| Assessment Plans | 1) Thursday, Jan. 18 th , 2-3pm in AT210 | Program/discipline faculty teams | 1) Curriculum map 2) Course schedule | Plan for assessing and documenting program/discipline level outcomes over a 4-year time span |
| Core Learning Outcomes | 1) Tuesday, Jan. 30 th , 2-3pm in HA122 2) Monday, Feb. 5 th , 3-4pm in HS136 3) Thursday, Feb. 8 th , 2-3pm in HA122 4) Wednesday, Feb. 14 th , 3-4pm in HS136 | All college employees | | Clear and measurable outcome statements for Global Awareness and Diversity |
| Taskstream 101 | Sessions will be scheduled for program/discipline teams. The following are in addition for those unable to attend. 1) Wednesday, Apr. 11 th , 3-4pm in AT210 2) Thursday, Apr. 12 th , 2-3pm in HA108 | All faculty | Faculty must create their account via D2L before attending and RSVP to the event | The ability to login, move through the assigned workspaces and enter an assessment measure |
| Taskstream 102 | 1) Wednesday, Mar. 28 th , 3-4pm in AT210 2) Thursday, Mar. 29 th , 2-3pm in HA108 3) Friday, Apr. 13 th , 2-3pm in AT210 4) Wednesday, Apr. 18 th , 3-4pm in AT210 | All faculty | | The ability to enter findings, action plans, and status updates |
| AQUA | 1) Monday, Feb. 12 th , 3-4pm in AT210 2) Thursday, Feb. 15 th , 2-3pm in AT210 | Instructors of Goal 7 and Goal Courses | | Directions for student artifact submissions for the Global Awareness and Diversity Assessment |

Appendix K: 2017-2018 Faculty Initiatives

Faculty will participate in four levels of assessment activity during the 2017-2018 academic year:

- Class level: They will continue “Closing the Loop” to document individual assessment projects.
- Course level: They will conduct shared assessments in gateway courses.
- Program/discipline level: They will make curriculum maps. Based on those maps, they will create assessment plans.
- College level: They will participate in the Global Awareness/Diversity assessment initiative.

If faculty or administration have any questions, they should feel free to contact Teresa Brown.

Class Level

1. **Action.** Closing the Loop documentation
2. **Deadline.** May 2018
3. **Description.** Faculty should complete the assessment cycle initiated in 2016-2017 by performing and entering their follow-up assessments. If the follow-up assessment has already been completed, then faculty should begin a new assessment cycle and document it through a new Closing the Loop form submission. The new assessment cycle may focus on the same learning outcome if student performance has not met expectations. Or, if student performance has met expectations, the new assessment cycle may focus on different learning outcome.
4. **Resources.** Faculty ASL website. Professional Development Sessions, see calendar.
5. **HLC requirement this meets** (from page 33 of HLC CQR Report).
 - Item #8: Demonstrate how assessment data informs improvements.

Course Level

1. **Action.** Create and implement signature assessments in gateway courses
2. **Deadlines.** December 2017 (creation) May 2018 (implementation /documentation)
3. **Description.** Faculty that teach gateway courses will develop a shared assessment tool for measuring student achievement for a specific course learning outcome(s). The course learning outcome(s) selected should be clearly aligned to the program/discipline’s learning outcomes. The assessment will be documented in Taskstream.
4. **Resources.** Professional Development Sessions, see calendar.
5. **HLC requirements this meets** (from page 33 of HLC CQR Report).
 - Item #7: Assessment data compiled.
 - Item #8 Demonstrate how assessment data informs improvements

Discipline/Program Level

1. **Action.** Map curriculum and create an assessment plan
2. **Deadline.** December 2017 (map) May 2018 (implementation/documentation)
3. **Description.** Programs/disciplines will map their courses to their learning D/P level learning outcomes. The D/P learning outcomes will be aligned to MnTC goals and the core outcomes through the essential skills framework. A cyclic, four-year plan for assessing and documenting student achievement of the D/P outcomes will be established. Document initial program/discipline assessments in Taskstream.
4. **Resources.** Professional Development Sessions, see calendar. Mapping document. Assessment plan template.
5. **HLC requirements this meets** (from page 33 of HLC CQR Report).
 - Item #2: Document program/discipline learning outcomes.
 - Item #4: Demonstrate how assessment data informs curriculum
 - Item #5: Document core and program outcome assessments
 - Item #6. Create assessment plans
 - Item #7: Assessment data compiled
 - Item #8. Demonstrate how assessment data informs improvements

College-wide Level

1. **Action.** Assess Global Awareness and Diversity
2. **Deadline.** May 2018 (implementation/documentation)
3. **Description.** Faculty teaching Goal 7 and Goal 8 courses will participate in the assessment of Global Awareness & Diversity by submitting student artifacts for review through Aqua, a platform within Taskstream. Trained scorers will evaluate the student work via a rubric. The results of the assessment will be documented in Taskstream.
4. **Resources.** Professional Development Sessions, see calendar.
5. **HLC requirements this meets** (from page 33 of HLC CQR Report)
 - Item #7: Assessment data compiled
 - Item #8: Demonstrate how assessment data informs improvements

Appendix L: Expectations for Part-time and Adjunct Faculty

As valued members of our College, we want to make sure that our part-time and adjunct faculty also have the appropriate assessment tools and training.

- All TPT and adjunct faculty that teach a gateway course are expected to participate in the signature assessment. Lead UFT faculty will share the required materials with them.
- All TPT and adjunct faculty that teach a course associated with a Core Outcome* assessment are expected to participate in the assessment by submitting appropriate student artifacts. The ASL committee will share the assessment directions with them.
- All TPT and adjunct faculty that consistently teach a given course (semester to semester, fall to fall, etc.) are expected to perform a Closing the Loop assessment.
- All TPT and adjunct faculty that teach on a consistent basis, but teach a variety of courses, should participate in program/discipline level conversations concerning student learning.
- New** TPT or adjunct faculty, and those that only intermittently teach, are not expected to complete Closing the Loop assessments.

*The Core Outcome being assessed in Spring 2018 is Global Awareness and Diversity. Faculty teaching Goal 7 and Goal 8 courses are expected to contribute student artifacts.

**New in this context refers to being in one's first or second semester of teaching.

Appendix M: 2017-2018 ASL FIDG Awards

Several faculty assessment projects were funded through the FIDG (Faculty Instructional Development Grant) process in 2017-2018.

| Faculty Name | Proposed Project | Amount Request | Amount Supported by Committee | Follow-up/Recommendations |
|---|--|----------------|-------------------------------|---|
| Lori Halvorson-Wente | CPL for COMM 1114 includes participation in professional development training from system office; three faculty. | \$1,000 | \$1,000 | Name of faculty participating, \$333.33/each |
| Brendan Shea and Tim O'Neil | Gateway course assignment, rubric for PHIL 1125 AND PHIL 1135 | \$1,000 | \$1,000 | |
| Steve Juenemann, Lori Hlaverson-Wente, Mike Mutschelknaus | Create and implement a sustainable process for teaching circles incorporating best practice from Common Book, Engage MSCF in supporting this work, submit NHE Grant. | \$1,000 | \$1,000 | Project scope to large. Support phase 1 this year. \$333.33x3 |
| Daniel Froelich | Develop cut scores for Next Gen Accuplacer test | \$1,000 | \$250 | Share findings with department |
| Daniel Froelich | Determine appropriate math level courses to meet program requirements | \$1,000 | \$250 | Provide summary or chart with findings/recommendations. |
| John Tacinelli | Create a series of learning activities using virtual reality equipment/software. Measure impact on learning. | \$1,000 | \$500 | See if we can get funding from Sharktank grant. |
| Tara Hammill | Create individual CPL assessment for two courses - HCOP 1630 and HCOP 1640 | \$500 | \$500 | |
| Tara Hammill, Chris Bushaw | Develop process and procedures to implement flexible learning model for Administrative, Medical Administrative Assistant, and Cancer Registry programs. | \$1,200 | \$500 | Support funds used to market programs |
| Sarah Endel | Pilot use of SMARTMEASURE for online math classes. Will work with colleagues to conduct assessment in different math courses. | \$1,000 | \$1,000 | |
| Jason Jadin, Teresa Brown, Teri Hill, Heather Sklenicka | Create signature assignments and rubric for CHEM 1101, CHEM 1100 | \$1,000 | \$1,000 | |
| Jaime Tjossen | Complete APQMR course; take BIOL 1122 through external QM review | \$750 | \$500 | |
| Daniel Vedamuthu and Brian Steele | Plan and hold spring promotional event, provide written documentation, complete assessment work. Any additional work is appreciated. | \$1,600 | \$1,000 | |
| Tricia Olinger | CPL option for BTEC 2622 | \$500 | \$500 | |

Appendix N: Spring 2018 Assessment Update

ROCHESTER COMMUNITY AND TECHNICAL COLLEGE'S CULTURE OF ASSESSMENT

MARCH, 2018

AND THE "ASSESSY" GOES TO...

Much like this year's Academy Awards ceremony celebrating the year's best movies, RCTC has many assessment successes, inside and outside the classroom, to celebrate as well!

LEARNING HOW TO WHISTLE: ADMISSIONS & RECORDS INCREASES PERCENTAGE OF ADMITTED STUDENTS THAT ENROLL



Indeed, we should all whistle in amazement at the great job they are doing in Admissions and Records! They have been working on strategies to increase the percentage of admitted students who enroll at RCTC. Here's their success story, as told by Alicia Zeone.

One of the things we wanted to assess was to make sure students understood the steps for enrolling at RCTC. That's why we developed a student learning outcome under Intellectual and Practical Skills (Information Literacy) that stated, "Upon submission of the application, admitted students will recognize the next step in the enrollment process and register for an assessment test session for the semester they applied."

Then, based on application type (transfer student, new student, PSEO student), we mailed specific, targeted messages to students to help them understand that their next step was to register for an assessment

test. We followed up with email reminders for admitted students who had not registered for a test session.

We found that by targeting messaging to specific groups of students, the amount of information students had to read was much less and students were able to understand what their next steps were. We saw a 1.5% increase in the number of admitted students who registered and attended an assessment testing session from this SLO.

We took this SLO a step further to develop a "Steps to Enrollment" Guide that will give students the same information in a coated brochure, allowing students to "check off" their steps to enroll as they move through the process. Those brochures were delivered in late fall and are being distributed now.

This SLO will continue to be measured to ensure students are understanding the next steps in the enrollment process and to see if any changes need to be made to accommodate student learning.

So, the next time you meet with or talk to one of the cool people in Admissions and Records, just put your lips together and blow...

"You know how to whistle, don't you? You just put your lips together and blow."

Lauren Bacall. *To Have and Have Not*

ESSENTIAL LEARNING OUTCOMES: RCTC'S BIGGER BOAT



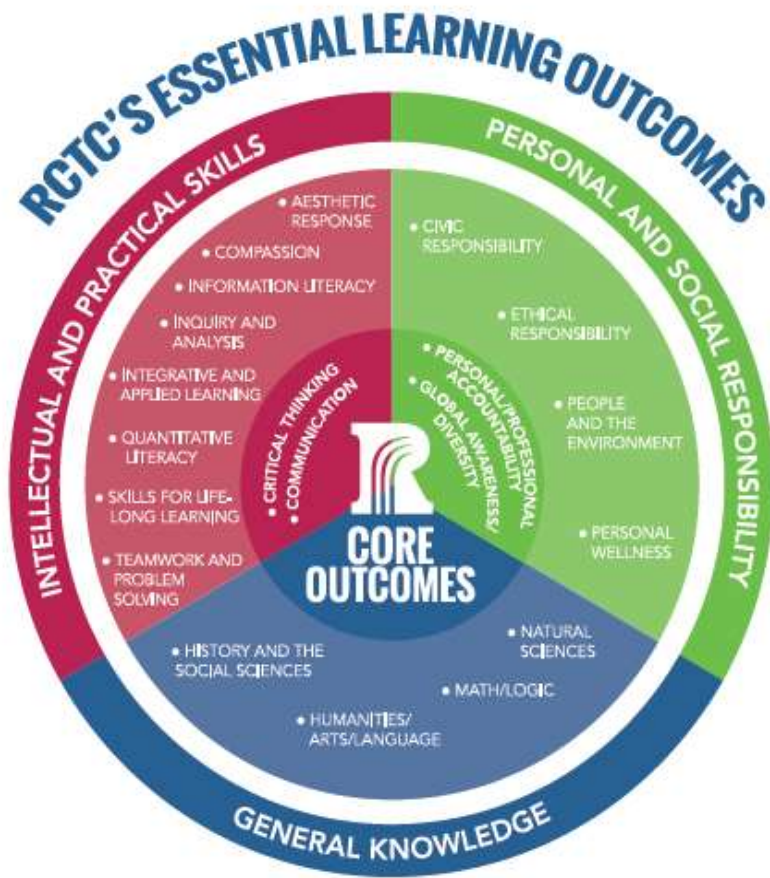
When it comes to catching big sharks, Brody knew what he needed—a big enough boat to get the job done. When it comes to assessment at RCTC, we know what we need too—an assessment framework comprehensive enough to capture all of our great work across the college. That's why, over the past two years, we have developed our own "bigger boat" of Essential Learning Outcomes.

"You're gonna need a bigger boat."
Brody. *Jaws*

ESSENTIAL LEARNING OUTCOMES

In Fall 2017 a draft of the Essential Learning Outcome framework was shared at Convocation.

ESSENTIAL LEARNING OUTCOMES



Following the roll out of the model, college-wide discussion took place. As a result of those conversations the ASL Committee:

- Redesigned the visual so that the 4 Core Learning Outcomes are at the center of our framework.
- Reshaped the visual so that all three skill sets have equal importance.
- Added Compassion as an Intellectual and Practical Skill.

INTO THE FUTURE: WHAT'S HAPPENING NEXT?

“I’ll be back.” Arnold Schwarzenegger. *Terminator*

As we all know, the Terminator came from the past to save the future. Here at RCTC, we developed an Institutional Assessment Plan (IAP) two years ago that continues to guide our assessment initiatives.

Over the past two years the initiatives in our IAP intentionally built a structure that supports assessment of student learning. Next year (2018/2019), we will accomplish the following endeavors on our IAP journey:

- Transition Closing the Loop assessments into Taskstream
- Record completed shared ‘signature’ assessments for gateway courses in Taskstream.
- Evaluate student artifacts with the Global Awareness and Diversity rubric and analyze results.
- Continue to train faculty and staff on the use of Taskstream and Aqua.
- Report assessments performed by student affairs, especially in co-curricular activities.

- Revise the IAP and clearly define the next set of assessment initiatives for the 2018-2019 academic year.

Just in case, the Terminator doesn’t make it back, next year we will be on the lookout for evil androids as well.



TASTY WAVES: ENGL 1117 COURSE REVISED BASED UPON ASSESSMENT AND DISCIPLINE-LEVEL OUTCOMES.



“All I need are some tasty waves.”

Jeff Spicoli.
Fast Times at Ridgemont High

Although Jeff Spicoli was, notably, not the most inspired classroom student, even he would be impressed with the new version of ENGL 1117 Reading and Writing Critically I. The course is one of the largest at RCTC, in terms of numbers of students who take it. Based upon assessment, collaboration, and research, the English Department revised the course to match the following discipline outcomes:

- Composing for varying contexts and writing situations
- Using the writing process
- Researching appropriately with information literacy
- Thinking critically

The course revision was approved in January 2018 by the AASC. For more information, feel free to contact Mike Mutschelknaus. To find out what Spicoli would think of the course, go find some tasty waves.

TYING IT ALL TOGETHER: ASSESSMENT SUCCESSES

“Well, sir, it’s this rug I had. It really tied the room together.” Jeff Bridges. *The Big Lebowski*

In *The Big Lebowski*, Jeff Bridges went to extraordinary lengths to get his rug back. Similarly, at RCTC we have done amazing work over the last two years.

- The Essential Learning Outcomes framework has been

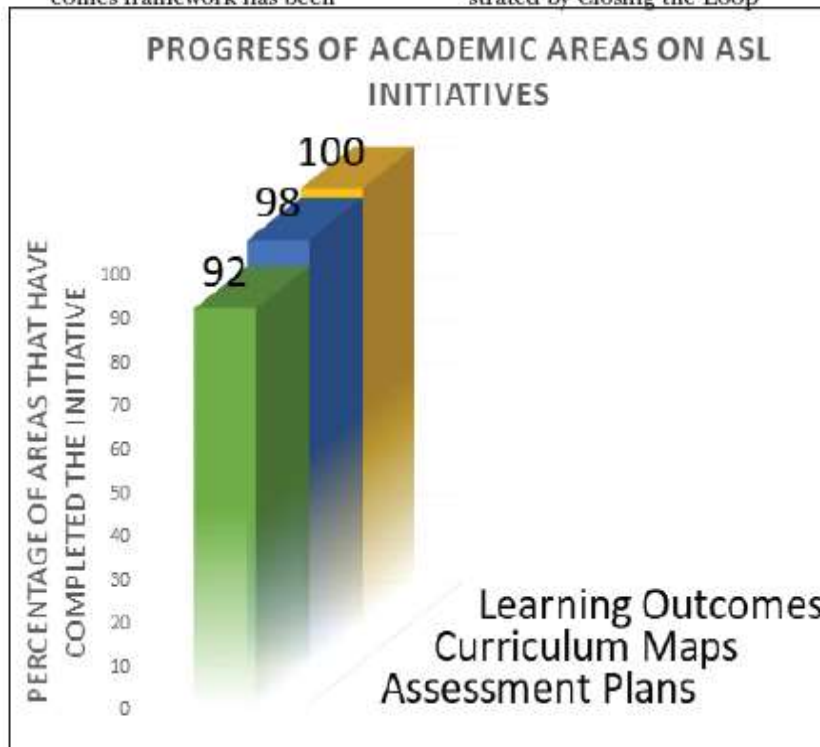
collectively discussed, revised and formally adopted by the College.

- The Student Affairs division mission and vision statements have been revised.
- Outcome assessments in Student Affairs are in progress as demonstrated by Closing the Loop

submissions.

- Nearly all academic areas have documented learning outcomes, curriculum maps, and assessment plans within Taskstream.
- Training in Taskstream—our assessment planning, tracking, and reporting software—has begun.
- Signature assessments are underway in gateway courses.
- Collection of student artifacts has begun for a shared Global Awareness and Diversity assessment.
- Over 94% of our full-time faculty submitted Closing the Loop forms which documented an initial assessment of a course outcome. Nearly 57% of those assessment cycles have now been completed. This means actions were taken and follow-up assessments were performed.

As shown in the graph on the left, RCTC academic areas have made significant progress in all areas of assessment over the past two years.





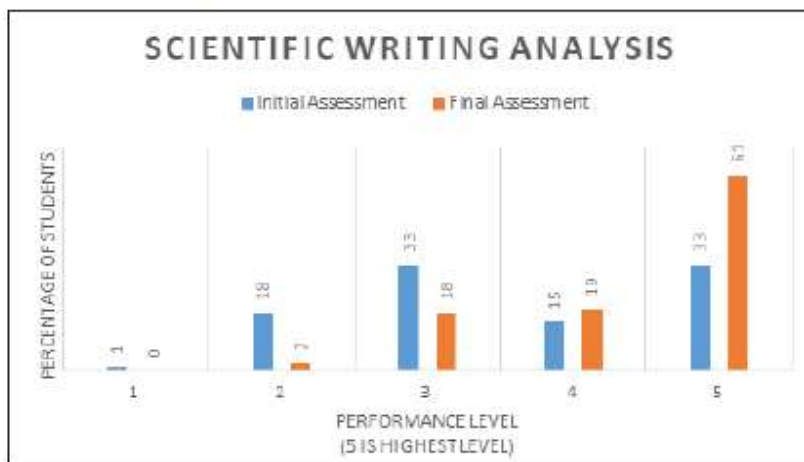
WE ARE SERIOUS! CLOSING THE LOOP IS A CONTINUING SUCCESS

“Striker: Surely you can't be serious.
Rumack: I am serious...and don't call me Shirley.” *Airplane*

If Rumack and his co-pilots had had a closing the loop (CTL) process in place, perhaps they wouldn't have had so much miscommunication.

At RCTC, our CTL assessment process helps faculty and staff communicate what's going well in their courses and work areas. Here is a wonderful example of how one of our colleagues, Chemistry Instructor Jason Jadin, “closed the loop”. He wanted to find out if his students' scientific writing skills improved as a result of his pedagogy.

To accomplish this, Jason developed a recorded video and lab report template to accompany his students' first four experiments. The training materials remained available to the students throughout the semester. When students completed their lab reports, he evaluated their writing using a rubric developed by the chemistry faculty. Averages of rubric data from the first four lab reports were compared to



averages from the last five reports.

Based on these findings, Jason concluded that students did improve in their scientific writing skills over the semester. Qualitatively, their improvement was greater than seen in previous semesters when the training materials were not available. The videos and

training helped students learn how to write better reports, and he will continue to share videos and templates in his chemistry course. He might modify the rubric to make it more specific next semester.

Remember, if you see Jason, don't call him Shirley!

MAD SKILLS: WHAT OUR STUDENTS SAY ABOUT THE NEW ESSENTIAL LEARNING OUTCOMES FRAMEWORK

“Numchuck skills, bow hunting skills, computer hacking skills. Girls only like guys who have great skills.” Napoleon Dynamite. *Napoleon Dynamite*

Members of the Assessment of Student Learning Committee conducted two listening sessions with students recently, one during the January 2018 Student Success Day and the other during the February 2018 Diversity Day. The committee wanted to find out what students thought about RCTC's new Essential Learning Outcomes framework as well as what Global Awareness and Diversity means to them. As these student comments show, our students have mad skills!

Question: What is the most important skill you wish to acquire at RCTC?

- “I want to get out as a well-developed professional with positive attitude and great skills.”

- *To be more organized, compassionate and to be prepared in my major.*
- *“I want to be able to get a job; acquiring the knowledge at the best price.”*
- *“I want to understand how to acquire knowledge on my own.”*
- *“Have a good, well-developed knowledge of my major and to have communication skills with others— students, professors, etc.”*

Student rankings of RCTC's Essential Learning Outcomes, from most important to least important.

- Communication
- Critical Thinking
- Integrated and Applied Learning
- Team work and Problem Solving
- Skills for Lifelong Learning

Question: What does Global Diversity and Awareness mean to you?

- *“Making sure to respect everybody and any person no matter what color skin they are. No matter what religion they are. Just making sure everybody has a safe and easy education process so they can continue with their life and their education.”*
- *“Very accepting! People in RCTC respect each other and their different cultures.”*
- *“Opening your mind to learn about the lived experiences of those both near and far from you”*
- *The act of expanding your own horizons through different actions that you usually would not be exposed too.*
- *“Share one's culture without being judged.”*

Appendix O: Revised Global Awareness and Diversity Statements

In order to assess our global awareness and diversity core outcome, our College had several conversations and feedback sessions before this final version was developed.

Core Outcome

Students will demonstrate an understanding of and respect for human diversity through their words and actions.

Outcome 1: Sense of self

Students will develop a sense of self in relation to others in a diverse society.

Outcome 2: Knowledge of diversity

Students will demonstrate knowledge of diversity in various contexts: cultural, social class, gender, sexual orientation, etc.

Outcome 3: Interactions in diverse environments

Students will demonstrate an understanding of the skills necessary for living and working effectively in diverse environments.

Outcome 4: Bias and inequity

Students will recognize bias and inequity and consider the options for addressing these issues.

Outcome 5: Impact of personal choices

Students will demonstrate an understanding of how people's actions affect both local and global communities.

Appendix P: Global Awareness and Diversity Assessment Directions

Global Awareness and Diversity Assignment Cover Sheet Institutional Assessment, Spring 2018

General Information

Instructor:

Course Title:

Course Number:

Course Section:

Number of Students Enrolled:

Number of Submissions:

Did you provide students with the Global Awareness and Diversity Rubric: Yes OR No

The rubric to be used in the evaluation is shown below.

| | Level 1 | Level 2 | Level 3 | Level 4 |
|--|---|---|--|--|
| 1. Cultural or Historical Knowledge <i>When supporting a position/claim or in proposing a solution, the student...</i> | Identifies relevant cultural or historical knowledge in the case study from her/his academic study. | Connects relevant cultural or historical knowledge from her/his academic study. | Analyzes relevant cultural or historical knowledge from her/his academic study. | Extends relevant cultural or historical knowledge from her/his academic study. |
| 2a. Cultural or Historical Perspective <i>When viewing other perspectives about the situation, the student...</i> | Is unaware of other perspectives. | Is aware of other perspectives but does not understand/value them. | Is aware of other perspectives, can explain why they exist and begins to value them. | Equally considers the perspectives of everyone involved in the situation. |
| 2b. Actions and Impact <i>As a member of a community, the student...</i> | Is unaware of how his/her actions impact other people. | Recognizes that his/her actions impact other people. | Explains how his/her actions impact other people. | Considers taking alternative actions for the good of the community. |

Outcomes Covered

The student should be able to:

1. Apply cultural or historical knowledge when supporting a position or proposing a solution.
2.
 - a) Consider multiple cultural or historical perspectives when viewing a situation.
 - b) Consider how his/her actions impact others in a community.

All artifacts to be submitted for the assessment should address outcome 1 above. Did your assignment address Outcome 2a or 2b? **Please circle your response.**

Assignment

Was the assignment associated with a grade in the course? **Yes OR No**

Are the student names on the assignment or shared in the file name of the attached artifacts?

_____ In Written Artifact **OR** _____ In Title of Artifact

(His/her name is required in at least one of the locations so that we can attach the student to his/her demographics. The name will be removed before the work is evaluated in Aqua.)

Appendix Q: Faculty Assessment Initiatives: Goals and Timelines for 2018-2019

Faculty will participate in four levels of assessment activity during this academic year:

- Class level: They will continue “Closing the Loop” to document individual assessment projects.
- Course level: They will conduct shared assessments in gateway courses.
- Program/discipline level: They will perform and document the assessments indicated on their Assessment Plans.
- College level: They will participate in the Global Awareness/Diversity assessment initiative and/or the Personal and Professional Accountability assessment as dictated by the courses they teach.

If faculty or administration have any questions, they should feel free to contact Tricia Olinger.

Class Level

1. **Action.** Document individual Closing the Loop assessments.
2. **Deadline.** May 2019
3. **Description.** Faculty should complete the assessment cycle initiated in 2017-2018 by performing and entering their follow-up assessments. If the follow-up assessment has already been completed, then faculty should begin a new assessment cycle and document it through a new Closing the Loop form submission. The new assessment cycle may focus on the same learning outcome if student performance has not met expectations. Or, if student performance has met expectations, the new assessment cycle may focus on different learning outcome. Existing, open Closing the Loop assessments should be closed in SharePoint. All new Closing the Loop assessments should be entered in Taskstream.
4. **Resources.** Professional Development Sessions, see calendar.
5. **HLC requirement this meets** (from page 33 of HLC CQR Report).
 - Item #8: Demonstrate how assessment data informs improvements.

Course Level

1. **Action.** Implement signature assessments in gateway courses and document action plans with follow up assessments.
2. **Deadlines.** Implement and document signature assessment in Taskstream (December 2018, May 2019).
3. **Description.** Faculty that teach gateway courses will develop a shared assessment tool for measuring student achievement for a specific course learning outcome(s). The course learning outcome(s) selected should be clearly aligned to the program/discipline’s learning outcomes. The assessment and associated action plan will be documented in Taskstream.
4. **Resources.** Professional Development Sessions, see calendar.
5. **HLC requirements this meets** (from page 33 of HLC CQR Report).
 - Item #7: Assessment data compiled.
 - Item #8 Demonstrate how assessment data informs improvements

Program/Discipline Level

1. **Action.** Implement and document assessments as indicated by Assessment Plan.
2. **Deadline.** Update (September 18) and implement plan (May 2019)
3. **Description.** Programs/disciplines will review and update their cyclic, four-year plan for assessing and documenting student achievement of the P/D outcomes. Documentation of assessments will occur in Taskstream with action plans created as needed.
4. **Resources.** Professional Development Sessions, see calendar. Assessment plan housed in Taskstream.
5. **HLC requirements this meets** (from page 33 of HLC CQR Report).
 - Item #2: Document program/discipline learning outcomes.
 - Item #4: Demonstrate how assessment data informs curriculum
 - Item #5: Document core and program outcome assessments
 - Item #6. Create assessment plans
 - Item #7: Assessment data compiled
 - Item #8. Demonstrate how assessment data informs improvements

College-wide Level

1. **Action.** Assess Global Awareness and Diversity and Personal Professional Accountability.
2. **Deadline.** December 2018, May 2019 for Global Awareness and Diversity assessment. December 2018 create and May 2019 implement Personal and Professional Accountability Assessment.
3. **Description.** Faculty teaching Goal 7 and Goal 8 courses will participate in the assessment of Global Awareness & Diversity by submitting student artifacts for review through Aqua, a platform associated with Taskstream. Trained scorers will evaluate the student work via a rubric. The results of the assessment will be documented in Taskstream. Faculty teaching courses that declare Personal and Professional Accountability as an outcome will participate in the outcome's assessment.
4. **Resources.** Professional Development Sessions, see calendar.
5. **HLC requirements this meets** (from page 33 of HLC CQR Report)
 - Item #7: Assessment data compiled
 - Item #8: Demonstrate how assessment data informs improvements

Appendix R: Fall 2018 Professional Development Calendar

This will be provided when it becomes available.

Appendix S: 2017 Alignment of Co-Curricular Activities with Essential Learning Outcomes

| RCTC Essential Learning Outcomes | Co-curricular Club (program, activity, event) |
|---|---|
| <p>Communication: Students will read, write, speak, and listen professionally.</p> | <p>Automotive Technology club conducted fundraising activities for the club that involved building communication skills during their outreach.</p> <p>Equestrian Club members took two industry tour trips, one in the fall and one in the spring. On these trips, students were given the opportunity to meet and visit with industry professionals from all over the United States. It is the students' opportunity to explore careers and network within the industry.</p> |
| <p>Critical Thinking: Students will think systematically by integrating skills and using a variety of appropriate resources and methods.</p> | <p>Automotive Technology club students worked on two projects that taught them skills of critical thinking, including how to predict outcomes to make the right decisions.</p> <p>Equestrian club members are responsible for the financial cost of the Industry tour trips. Students review the money in the budget available from Student Life and then need to fundraise to fulfill the remaining budgetary demands.</p> |
| <p>Personal and Professional Accountability: Students will take ultimate responsibility for achieving their educational and personal goals.</p> | <p>Automotive Technology club students work within a budget that comes from Student Life funds as well as fundraising dollars raised from projects they take on. They learn financial responsibility from managing their budget.</p> <p>Automotive Technology club donated a van to a family that lost their vehicle in a flood several years ago. The club members repaired and fixed the van to give to the family.</p> <p>Building Utilities Mechanic club hosted educational speakers for certification areas within the building utilities mechanics field.</p> <p>Building Utilities Mechanic club members fixed furnaces for seniors and flood victims.</p> <p>Building Utilities Mechanic club members host a grill out event for employers who offered co-op opportunities to students as a way to say thank you.</p> <p>Equestrian club members take two industry tour trips, one in the fall and one in the spring. On these trips, students are given the opportunity to meet and visit with industry professionals from all over the United States. It is the students' opportunity to explore careers and network within the industry. The students are responsible for the financial burden of the Industry Tour trips. Students must budget and fundraise to cover the full cost.</p> |

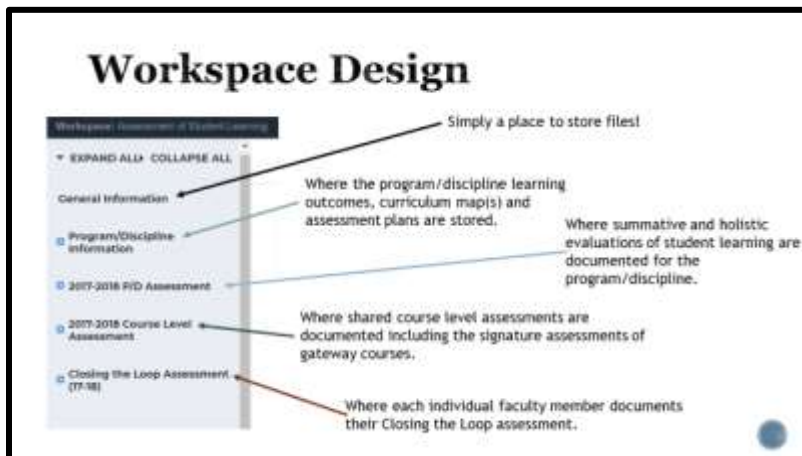
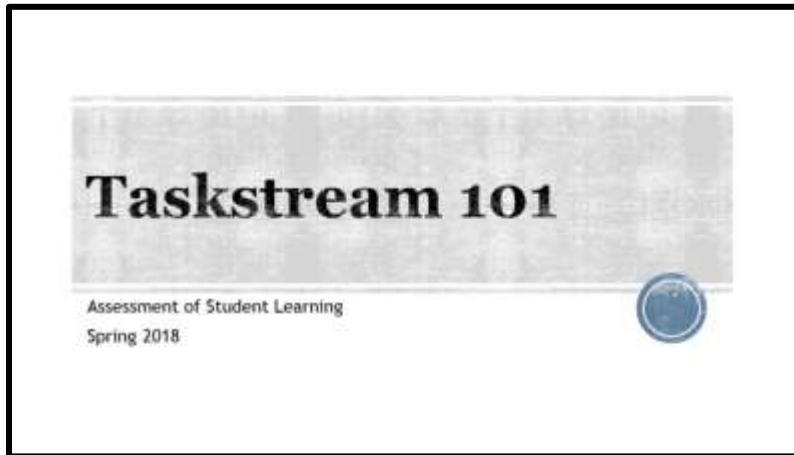
| | |
|--|--|
| | <p>Equestrian club members are involved in community service projects including adopting a section of highway, annual food drives (to help the local community and fellow students).</p> <p>Law Enforcement club members are encouraged to do ride-alongs with different law enforcement agencies to determine if this is the correct career path for them. Club members set up and take tours of local jails and prisons in Minnesota to see different career options.</p> <p>Law Enforcement club members volunteered to assist with crowd control at the Rochester Law Enforcement Polar Plunge in February (annual event). Club members also acted as actors for disaster training for local first responders during the year.</p> <p>Rochester Animal Health Technology (RAHT) club took a trip to the MN Zoo and participated in a behind the scenes tour of the Veterinary clinic at the zoo.</p> <p>RAHT club members attend state and national veterinary conferences. At these conferences, students are able to learn more about various topics in the profession and see how they are applied in the profession. It also gives them the ability to network with veterinarians and their staff for potential hire after graduation.</p> <p>RAHT club members are involved with the local Humane Society Paws & Claws twice a year. They offer a first aid booth during their pet walk/runs. They also promote the Veterinary Technology program. Students participated in Celebark which raises money for various causes around Rochester. This year they donated money to the Rochester Police canine unit for bullet proof vests.</p> |
| <p>Global Awareness & Diversity: Students will positively demonstrate understanding of and respect for human diversity through their words and actions.</p> | |

Appendix T: 2017-2018 Global Awareness and Diversity Assessment Results

This will be provided when it becomes available.

Appendix U: Taskstream 101 Training

In order to help faculty and staff learn how to use Taskstream, the College held several training sessions. The first training session was called "Taskstream 101".



General Information

- This is one of many places in which the members of your workspace can share and store files.
- These files are only available to individuals that are assigned access to your workspace.

Program/Discipline Information

- This section documents program/discipline information that is not anticipated to change often.
- However, it can be easily edited.
- The learning outcomes, curriculum map, and assessment plan submitted for your program/discipline has already been entered.
- The document library is yet another place for your program/discipline to share and store files related to assessment of student learning.

Program/Discipline Information

- ◀ P/D Learning Outcomes
- ◀ P/D Curriculum Map
- ◀ Assessment Plan
- ◀ Document Library

- Learning Outcomes

| Learning Outcomes | Review |
|---|--------|
| 1. Analyze and synthesize information from a variety of sources (e.g., scholarly articles, scholarly databases, etc.) and assess the credibility, accuracy, and relevance of the sources and information found. | Review |
| 2. Apply information and materials in a variety of ways (e.g., compare, contrast, explain, analyze, synthesize, etc.), using one or more sources (e.g., scholarly articles, scholarly databases, etc.) and making a connection to the topic or issue at hand. | Review |
| 3. Evaluate the effectiveness of one or more solutions (e.g., research, problem sets, etc.) using one or more sources (e.g., scholarly articles, scholarly databases, etc.) and making a connection to the topic or issue at hand. | Review |
| 4. Communicate effectively in one or more formats (e.g., written, oral, visual, etc.), using one or more sources (e.g., scholarly articles, scholarly databases, etc.) and making a connection to the topic or issue at hand. | Review |
| 5. Demonstrate the ability to work effectively in a team or group setting, using one or more sources (e.g., scholarly articles, scholarly databases, etc.) and making a connection to the topic or issue at hand. | Review |
| 6. Demonstrate the ability to work effectively in a team or group setting, using one or more sources (e.g., scholarly articles, scholarly databases, etc.) and making a connection to the topic or issue at hand. | Review |
| 7. Demonstrate the ability to work effectively in a team or group setting, using one or more sources (e.g., scholarly articles, scholarly databases, etc.) and making a connection to the topic or issue at hand. | Review |
| 8. Demonstrate the ability to work effectively in a team or group setting, using one or more sources (e.g., scholarly articles, scholarly databases, etc.) and making a connection to the topic or issue at hand. | Review |
| 9. Demonstrate the ability to work effectively in a team or group setting, using one or more sources (e.g., scholarly articles, scholarly databases, etc.) and making a connection to the topic or issue at hand. | Review |
| 10. Demonstrate the ability to work effectively in a team or group setting, using one or more sources (e.g., scholarly articles, scholarly databases, etc.) and making a connection to the topic or issue at hand. | Review |

There are directions for every section. They may be printed. And, they make most actions sound more complicated than they are! Click to expand the arrow and you will see the directions.

When our use of the system becomes more advanced, others may be assigned the role of reviewing your entries. Currently a reviewer has not been assigned.

- Curriculum Map

The screenshot shows a table with columns for 'Human Services', 'Outcomes', and 'Courses'. The table lists various courses and their associated outcomes, with blue 'X' marks indicating alignment. The courses listed include CHEM 1101, CHEM 1102, CHEM 1103, CHEM 1104, CHEM 1105, CHEM 1106, CHEM 1107, CHEM 1108, CHEM 1109, CHEM 1110, CHEM 1111, CHEM 1112, CHEM 1113, CHEM 1114, CHEM 1115, CHEM 1116, CHEM 1117, CHEM 1118, CHEM 1119, CHEM 1120, CHEM 1121, CHEM 1122, CHEM 1123, CHEM 1124, CHEM 1125, CHEM 1126, CHEM 1127, CHEM 1128, CHEM 1129, CHEM 1130, CHEM 1131, CHEM 1132, CHEM 1133, CHEM 1134, CHEM 1135, CHEM 1136, CHEM 1137, CHEM 1138, CHEM 1139, CHEM 1140, CHEM 1141, CHEM 1142, CHEM 1143, CHEM 1144, CHEM 1145, CHEM 1146, CHEM 1147, CHEM 1148, CHEM 1149, CHEM 1150.

- Assessment Plan

Which program/discipline learning outcomes will be assessed in Spring 2018?

List the outcomes, the measures and the individual(s) responsible for overseeing the assessments. These assessments will be formally documented in Taskstream. (Remember, gateway courses are required to have a shared assessment in place in Spring 2018. These assessments should be aligned to a program/discipline level outcome and indicated here.)

Gateway:

LO - Applied learned concepts to life outside the classroom. Spring 2018. Teri Hill is responsible for the assessment. This is a CHEM 1100 signature assessment. A rubric will be created to assess discussion posts related to application of chemical knowledge outside of the classroom. This is intended to be a formative assessment.

LO - Demonstrate basic knowledge and understanding of the fundamentals of experimental and theoretical chemistry. Spring 2018. This is a CHEM 1101 signature assessment. Heather Sklenicka and Jason Jadin are responsible for overseeing the project. A 10 question multiple choice assignment (quiz) will be given at three different times in the semester via D2L Brightspace. Progress will be tracked in each question category throughout the semester. There will be question sets for each question category. The distractors in the multiple choice responses will be based on common misconceptions or errors.

LO - Demonstrate basic knowledge and understanding of the fundamentals of experimental and theoretical chemistry. Spring 2018. ACS standardized exams will be used as finals in the following courses:

- 1) CHEM 1127
- 2) CHEM 1128

Assessment Sections

- Documented by the level of assessment.
- Follow the same general template:
 - Assessments
 - Findings
 - Action Plan
 - Status Report
- Note that there are additional opportunities for mapping course activities to course outcomes at the course level.



- Assessment

- Indicates the learning outcome being measured and if it is aligned to higher order outcomes.
- Describes the measure (assessment tool) being used.
- Indicates a target for student performance.
- Provides the timeline and steps required to complete the assessment.
- States the individuals responsible for the assessment.
- The assignment, rubric, exam or other supporting information can be attached.

- Findings

- Findings are the results of the assessment.
- A narrative is required to describe the student performance.
- Whether or not student performance met, didn't meet, or exceeded the target set is documented.
- A brief list of possible actions is stated.
- The actual student performance data can be attached. (Remember to appropriately protect the identity of the students.)

- Action Plan

- Is associated with the learning outcomes measured and aligned.
- Shares a summary of the actions to be taken.
- Indicates the specific actions steps and timeline.
- Identifies the faculty/staff responsible for the action steps.
- Describes how the effectiveness of the actions will be measured.
- Allows for uploading further information.

- Status Report

- The status of the project should be continuously updated over time until it is completed.
- Commentary about the timeline, progress and next steps associated with action is documented in Assessment Update and Summary section of the status report.
- Supporting evidence can be uploaded as needed.

Status for Change order of content delivery

[✎ Edit](#)

[✕ Remove](#)

Current Status:

In Progress

Assessment Update and Summary:

Sept. 2018 - I am in week 2 of the content delivery. Content delivery seems to be going smoothly. I will continue with the plan as stated.

If redesigns have been submitted to AASC, what are the proposal numbers?

Substantiating Evidence:

[Add/Edit Attachments and Links](#)



Appendix V: Student Affairs and Services Assessment Initiatives: Goals and Timelines for 2018-2019

Staff will participate in the following assessment activities during this academic year:

- Align department's/unit's SLOs to the division's mission and vision statements.
- Incorporate Global Awareness and Diversity into Student Affairs student learning outcomes.
- Incorporate Personal and Professional Accountability into Student Affairs student learning outcomes.
- Develop PDCA loops.
- Hold ASL Committee meetings for the Student Affairs and Services.
- Assess the Early Alert Invention Tool to review effectiveness of changes that were implemented.

If staff or administration have any questions, they should feel free to contact Lisa Mohr.

Alignment

6. **Action.** Align department's/unit's SLOs to the division's mission and vision statements.
7. **Deadline. October 2018**
8. **Description.** Student Affairs outcomes will, as a result, be aligned to the Essential Learning Outcomes (ELOs), to Master Academic Plan (MAPs), and to the college's Strategic Plan.
9. **Resources. October 2018 training**

Global Awareness and Diversity

6. **Action.** Write or revise SLOs that address Global Awareness & Diversity.
7. **Deadlines. Written by Dec. 2018 and assessed by May 2019.**
8. **Description.** Staff will write or revise SLOs to include outcomes related to diversity and inclusion. The SLOs will be aligned to the division's mission and vision statement and the College's ELOs. PDCA loops will be developed and underway by May 2019. The outcomes, alignment and assessments will be documented in Taskstream.
9. **Resources. October 2018 training**

Personal and Professional Accountability

1. **Action.** Write or revise SLOs that address Personal and Professional Accountability.
2. **Deadlines. Written by Dec. 2018 and assessed by May 2019.**
3. **Description.** Staff will write or revise SLOs to include outcomes related to student accountability. The SLOs will be aligned to the division's mission and vision statement and the College's ELOs. PDCA loops will be developed and underway by May 2019. The outcomes, alignment and assessments will be documented in Taskstream.
4. **Resources. October, 2018 training**

Yellowjacket Alert (Early Alert)

6. **Action.** Assess Yellowjacket Alert (Early Alert) to determine the effectiveness of changes made to the tool.
7. **Deadline.** Initial assessment of Yellowjacket Alert pilot in December, 2018 and then annually starting in May 2018, to repeat in May of each year thereafter.
8. **Description.** An assessment plan has been developed and will be implemented to measure the effectiveness of changes made to the tool. The assessment process will become an annual process with results shared through the ASL Committee as well as reported in Taskstream.
9. **Resources.** ASL Committee, Advising/Counseling team

Conduct ASL meetings for Student Affairs and Services

10. **Action.** Staff ASL liaisons will conduct meetings to support the initiatives stated above.
11. **Deadline.** Establish meeting schedule by September 2018.
12. **Description.** The Student Affairs and Services ASL group will consist of the defined staff liaisons (Paula Carlsen, Chao Mwatela, Lisa Mohr, Rebecca Peine) and Jenny Pettinger from the Learning Center. The group will meet once a month to determine and develop the training and resources required to assist staff with the ASL initiatives. Representatives of this group will then attend the all-college ASL Committee meeting to ensure that faculty and staff initiatives are in alignment and that collectively the College is documenting meaningful measures of students' skills and abilities.
13. **Resources.** ASL Committee, Assessment Academy training and participation, and Student Affairs and Services Liaisons

Student Affairs and Services – Student Learning Outcomes

2018 - 2019

| | | |
|---------------------------------|--|--|
| | | |
| Academic Advising | After a “Next Steps” planning session, students will be able to determine which courses to register for the next term, identify program requirements, and recognize the developmental sequence for their specific program. | Personal & Professional Accountability (PPA) |
| Admissions & Records | Students who attend an Orientation & Registration session will understand the difference between adding, dropping and withdrawing from courses and the implication of each action upon registering for classes. | Personal & Professional Accountability (PPA) |
| Athletics | Student athletes will be able to identify at least three (3) basic requirements for maintaining athletic eligibility. | Personal & Professional Accountability (PPA) |
| | Through participation in the E-PASS program, student athletes will be able to identify three (3) campus resources and identify their locations. | Personal & Professional Accountability (PPA) |
| Counseling | Students who participate in one or more of the sessions of the <i>Semester of Self Care: Year of Wellness</i> programming will be able to identify two methods and/or resources for self-care. <i>Collaboration with Health Services & Student Life</i> | Personal & Professional Accountability (PPA) |

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| <p>Disability Support Services</p> | <p>As a result of contacting Disability Support Services (DSS), students will recognize what documentation is required for them to receive accommodations and services through DSS and students will provide at least one piece of qualifying documentation to DSS.</p> | <p>Personal & Professional Accountability (PPA)</p> |
| <p>Financial Aid</p> | <p>After meeting with a Financial Aid representative, loan borrowers will be able to identify two websites, e.g., studentloans.gov and NSLDS, to track their student loans.</p> | <p>Personal & Professional Accountability (PPA)</p> |
| | <p>After one semester of work study employment, students will develop a sense of belonging to the campus community and persist to next semester.</p> | <p>Personal & Professional Accountability (PPA)</p> |
| | <p>Eighty-five (85) percent or more of loan borrowers who entered repayment in 2016 will successfully avoid default based in part by supplemental communications and information received from the RCTC Financial Aid office.</p> | <p>Personal & Professional Accountability (PPA)</p> |
| | <p>Through a variety of forms of communication with the Financial Aid office, prospective students and their families will understand that financial aid provides “access” and “choices” to students who need assistance to attend RCTC.</p> | <p>Global Awareness & Diversity (GAD)</p> |
| | <p>Eighty-five (85) percent or more of loan borrowers who entered repayment in 2016</p> | <p>Personal & Professional Accountability (PPA)</p> |

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| | will successfully avoid default based in party by supplemental communications and information received from the RCTC Financial Aid Office. | |
| Health Services | After attending or participating in a Student Health Services sponsored activity, a student will be able to identify a health or wellness behavior he/she is able to incorporate into his/her life. | Personal & Professional Accountability (PPA) |
| | Students who participate in one or more of the sessions of the <i>Semester of Self Care: Year of Wellness</i> programming will be able to identify two methods and/or resources for self-care. <i>Collaboration with Health Services & Student Life</i> | Personal & Professional Accountability (PPA) |
| International Student Services | New International students (F-1 Visa status) attending the International student orientation at the start of the term will know and be able to identify three basic requirements to maintain their "in-status". | Personal & Professional Accountability (PPA) |
| | New and returning F-1 students attending International student orientation at the start of the term can identify two campus resources available to them. | Personal & Professional Accountability (PPA) |
| Learning Center | Students who engage with the Learning Center Resources will improve academic success in the Sciences. | Intellectual & Practical Skills |

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| <p>Mental Health</p> | <p>Students who participate in one or more of the sessions of the <i>Semester of Self Care: Year of Wellness</i> programming will be able to identify two methods and/or resources for self-care.</p> <p><i>Collaboration with Counseling, Health Services and Student Life</i></p> | <p>Personal & Professional Accountability (PPA)</p> |
| <p>Office of Equity & Inclusion</p> | <p>Students who participate in Student Leaders Creating Change (SLCC) will demonstrate their understanding of the varying factors that impact campus climate and apply that knowledge by selecting and implementing one project that promotes inclusivity at RCTC.</p> | <p>Global Awareness & Diversity (GAD)</p> |
| | <p>Students who participate in diversity programming (film) will demonstrate an understanding of social issues by identifying and naming at least one social issue presented in the film.</p> <p><i>Collaboration with Student Life</i></p> | <p>Global Awareness & Diversity (GAD)</p> |
| | <p>Students who participate in diversity programming (lecture/workshop) will be able to provide an example of one new thing they learned from the speaker.</p> <p><i>Collaboration with Student Life</i></p> | <p>Global Awareness & Diversity (GAD)</p> |
| | <p>After participating in the Fashion Show event, students will be able to</p> | <p>Global Awareness and Diversity (GAD)</p> |

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| | <p>distinguish and describe at least one cultural reason for the variation in dress.</p> <p><i>Collaboration with Student Life</i></p> | |
| | <p>Students who participate in the Become Initiative Group (BIG Hive) will develop a personal leadership goal and define a personal vision for their lives.</p> | <p>Personal & Professional Accountability (PPA)</p> |
| | <p>Students who participate in the Become Initiative Group (BIG Hive) will develop varied perspectives by participating in an event exposing them to unfamiliar cultures and report how it expands their world view.</p> | <p>Global Awareness & Diversity (GAD)</p> |
| <p>Office of Student Rights and Responsibilities</p> | <p>Students who participate in services and programs provided by the Office of Student Rights and Responsibilities will be able to recognize behavioral standards and expectations detailed in the Student Code of Conduct and Academic Integrity Policy.</p> | <p>Personal & Professional Accountability (PPA)</p> |
| | <p>Students who participate in services and programs provided by the Office of Student Rights and Responsibilities will be able to describe the impact of their individual actions or behaviors on themselves and the college community.</p> | <p>Personal & Professional Accountability (PPA)</p> |
| <p>Student Life (co-curricular)</p> | <p>As a result of actively participating in a co-curricular club, students will</p> | <p>Personal & Professional Accountability (PPA)</p> |

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| | <p>relate their classroom knowledge and experience to out of class settings.</p> | <p>Communication</p> <p>Critical Thinking</p> |
| <p>Student Life</p> | <p>Students who participate in one or more of the sessions of the <i>Semester of Self Care: Year of Wellness</i> programming will be able to identify two methods and/or resources for self-care.</p> <p><i>Collaboration with Health Services & Student Life</i></p> | <p>Personal & Professional Accountability (PPA)</p> |
| | <p>Students who participate in diversity programming (film) will demonstrate an understanding of social issues by identifying and naming at least one social issue presented in the film.</p> <p><i>Collaboration with Office of Equity & Inclusion</i></p> | <p>Global Awareness & Diversity (GAD)</p> |
| | <p>Students who participate in diversity programming (lecture/workshop) will be able to provide an example of one new thing they learned from the speaker.</p> <p><i>Collaboration with Office of Equity & Inclusion</i></p> | <p>Global Awareness & Diversity (GAD)</p> |
| | <p>After participating in the Fashion Show event, students will be able to distinguish and describe at least one cultural reason for the variation in dress.</p> <p><i>Collaboration with Office of Equity & Inclusion</i></p> | <p>Global Awareness and Diversity (GAD)</p> |

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| <p>TRIO /Student Support Services (SSS)</p> | <p>As a result of the TRIO Director’s classroom visit, students will self-identify as TRIO eligible, submit an application, and follow through with attending an intake interview with s staff member.</p> | <p>Personal & Professional Accountability (PPA)</p> |
| <p>Veteran Services</p> | <p>New students attending the Veteran’s orientation at the start of the term will know and be able to identify which VA benefits Chapter they are using.</p> | <p>Personal & Professional Accountability (PPA)</p> |
| | <p>Veteran family members attending college attending the Veteran’s orientation at the start of the term will know and can express awareness of other offices on campus that will impact their financial support by reviewing the handouts presented in the orientation folder.</p> | <p>Personal & Professional Accountability (PPA)</p> |
| | <p>Returning students attending the Veteran’s orientation at the start of the term will know their responsibility for reporting their registration and changes to the School Certifying Official (SCO) and be able to recognize each instance they should notify the SCO for enrollment modifications and how to notify the SCO.</p> | <p>Personal & Professional Accountability (PPA)</p> |
| | <p>All students attending the Veteran’s orientation at the start of the term will be able to identify at least two resources available to them as a result of hearing the presentation.</p> | <p>Personal & Professional Accountability (PPA)</p> |

Appendix W: Spring 2019 Assessment Professional Development
Calendar for RCTC Faculty and Staff

ASL Professional Development Calendar

Individual assistance is available upon request

| Topic | Dates/Times/Locations | |
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| <p>Taskstream - Signature Assessment— If you teach a Gateway course and have completed a Signature Assessment, attend this session to learn how to document the assessment in Taskstream.</p> | <ul style="list-style-type: none"> • Tuesday, February 12 <ul style="list-style-type: none"> ○ 2-3 pm in AT210 | |
| <p>Taskstream – Mapping Outcomes— Join ASL committee members for a training session on how to map (align) your course outcomes to program/discipline and institutional level outcomes. The mapping of outcomes is very important to demonstrate that alignment of outcomes and that assessment is taking place at all levels of the institution.</p> | <ul style="list-style-type: none"> • Tuesday, February 26 <ul style="list-style-type: none"> ○ 2-3 pm in HA108 • Thursday, March 7 <ul style="list-style-type: none"> ○ 2-3 pm in AT210 | |
| <p>Personal and Professional Accountability Assessment- If you are responsible to assess PPA this semester in your course or program, join ASL committee members for a training session on how to assess PPA using the rubric and new application software.</p> | <ul style="list-style-type: none"> • Tuesday, February 12 <ul style="list-style-type: none"> ○ 3-4pm in AT210 • Tuesday, February 26 <ul style="list-style-type: none"> ○ 3-4 pm in HA108 | |
| <p>Assessment Open House- Join ASL members for any questions you have regarding assessment, Taskstream, AQUA, or just to say hi and update us on your progress. The open houses are every Thursday from 2 – 4 p.m. rotating between the main campus and Heintz Center. Attend any session, at any time for assistance.</p> | <p>AT210: Thursdays- 2:00 – 4:00 p.m.: 2/7 3/7 3/21 4/4 4/18 5/2</p> | <p>HA108: Thursdays- 2:00 – 4:00 p.m.: 2/14 2/28 3/28 4/11 4/25</p> |
| <p>Taskstream 101 Training-New users or refresher- Have you not registered for and/or entered Taskstream yet? If not, now is the time! Join the ASL committee members for a training session on how to get started in Taskstream and how to document your assessment work. If you currently do not have access to Taskstream, please log into Taskstream, before the session, through D2L/Brightspace by clicking on the Taskstream link on the right-side menu.</p> | <ul style="list-style-type: none"> • Wednesday, February 27 <ul style="list-style-type: none"> ○ 2 – 3 p.m. in SH206 | |

