

This April has two significant events – the premiere of the last season of *Game of Thrones* and the Focused Visit of the Higher Learning Commission. If you are not enthusiastically waiting with a simultaneous sense of dread to find out who will sit on the Iron Throne of Westeros, then some of these references may go over your head. Whether you be a Lannister, Stark, Targaryen, or still seriously confused about *Game of Thrones* I promise this e-mail contains some helpful information about the upcoming Focused Visit.



"Winter is coming." – literally everyone in Game of Thrones

Just as the people of Westeros prepare for the return of winter, we too prepare for the Focused Visit scheduled for Monday, April 29th and Tuesday, April 30th. However, unlike the people of Westeros we need not fear the return of HLC because we are excited and prepared to share our assessment journey with the two-member team coming to campus. As Jon Snow has worked to fortify the armies of soldiers with Valyrian Steel to face off the White Walkers we too have solidified our assessment for student learning plans and documentation of work within Taskstream. As a division we have made exceptional progress with supporting and advancing the assessment related goals of the College. Since beginning our assessment journey in summer of 2016 each department within the division has developed, assessed, and documented a student learning outcome as part of the Plan/Do/Check/Act (PDCA) Cycle.

"A Lannister always pays his debts."

It is common knowledge within Westeros that House Lannister will always pay their debt. Similarly, we have a debt to students to ensure we are providing the best services, resources, and programs to support their personal and academic success. The assessment process provides us with the opportunity to work towards *continuous improvement*. Additionally, assessment helps ensure *transparency* for students in terms of what they can expect from the College and *accountability* that we are meeting those expectations for learning. We are now at a place where we can begin to transition from compliance to commitment. We have the tools in place to do the work (compliance) and can now begin to have meaningful conversations about what we have learned to improve student learning (commitment). For

more information about what it means to transition from compliance to commitment please see the Spring 2019 Assessment Newsletter [here](#).



"I read it in a book." — Samwell Tarly

You don't have to travel to the Citadel to become a *Maester* like Samwell Tarly. If you have questions, you have access to Student Affairs and Services Assessment of Student Learning Committee Liaisons. The liaisons can help answer questions, provide support, and connect you with assessment related resources. Feel free to reach out to any of the following SAS Liaisons:

- Paula Carlsen
- Chao Mwatela
- Jenny Pettinger
- Becca Peine – SAS Lead

The SAS Liaisons have also worked to compile a library of Student Affairs related assessment books and resources. The library is housed within the Office of Student Rights and Responsibilities. Please, contact Becca Peine if you would like to "check out" a book (unlike the Citadel our library has no restricted section).

If you would like to review the Focused Visit report compiled for HLC you can access the document [here](#). You are also encouraged to read SWARM for current assessment and HLC news and updates, and the Assessment Newsletter has great information!



“Never forget what you are. The rest of the world will not. Wear it like armor, and it can never be used to hurt you.” – Tyrion Lannister

Moving forward, the Division of Student Affairs and Enrollment Management will be developing two divisional student learning outcomes focused on helping students find their purpose and goals while being at the college and developing skills to seek out and utilize appropriate resources to help them reach their goals. Divisional Goals will be mapped to the College’s Core Outcomes and individual Departments and Offices within the division will begin to develop student learning outcomes that align with the broader divisional goals. This realignment will allow for parity with Academic Affairs and assessment on a Program, Course, and Class level. This will also enable us to build upon the strong foundation of skills developed over the last three years related to assessment.

Global Awareness and Diversity

The College is also in the process of wrapping up the two-year assessment cycle for Global Awareness and Diversity (GAD). Outcomes related to GAD were developed in Fall 2018 by staff from Student Life and the Office of Equity and Inclusion. Staff from these offices received training on how to write a student learning outcome and develop an assessment plan that would measure student learning for different programs and activities within their offices. In addition, staff from each area were able to identify programming opportunities where they can work collaboratively.

Student Affairs 2018-2019 Global Awareness and Diversity Student Learning Outcomes

Office or Department	Student Learning Outcome	Essential Learning Outcome
Equity and Inclusion	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.	Global Awareness & Diversity (GAD)
Student Life Equity and Inclusion	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.	Global Awareness & Diversity (GAD)
Student Life Equity and Inclusion	After participating in the Fashion Show event, students will be able to distinguish and describe at	Global Awareness & Diversity (GAD)

	least one cultural reason for the variation in dress.	
Equity and Inclusion	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	Global Awareness & Diversity (GAD)

Student Affairs is currently working with the Department of Student Life and Office of Equity and Inclusion to accurately document and map the collaborative efforts of their offices related to these outcomes in Taskstream. Additionally, staff from these offices have worked to develop a variety of new assessment measures that haven't previously been widely utilized by Student Affairs. Examples of these include utilizing pre and post test questions to measure how students can identify and name at least one social issue presented to them during a showing of the following films for Spring Semester: Black Panther, Hidden Figures, Wonder Women! The Untold Story of American Superheroines, and Who Will Write Our Story. Staff are also working to utilize the rubric developed by Academic Affairs for GAD to assess student learning in discussion following the film.

Personal and Professional Accountability

We are currently in the midst of the two-year assessment cycle for Personal and Professional Accountability (PPA). During the October 2018 staff were asked to reflect upon PPA and brainstorm their how their offices may contribute to student learning under PPA. Staff wrote down their ideas on to post-it notes and placed them on a display board for a larger conversation about how Student Affairs can begin to assess PPA related outcomes. Many of the current student learning outcomes within Student Affairs are mapped to PPA under Outcome 6: Seek resources and services as needed and Outcome 2: Know policies and consequences for one's actions.

Student Affairs 2018-2019 Personal and Professional Accountability Student Learning Outcomes

Office/Department	Student Learning Outcome	Essential Learning Outcome
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,	Personal & Professional Accountability (PPA)

	dropping and withdrawing from courses and the implication of each action upon registering for classes.	
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)
College Counseling Student Health Services Student Life	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.	Personal & Professional Accountability (PPA)
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.	Personal & Professional Accountability (PPA)
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.	Personal & Professional Accountability (PPA)
	After one semester of work study employment, students will develop a sense of belonging to the campus community and persist to next semester.	Personal & Professional Accountability (PPA)
	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.	Personal & Professional Accountability (PPA)

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)
Equity and Inclusion	Students who participate in the Become Initiative Group (BIG Hive) will develop a personal leadership goal and define a personal vision for their lives.	Personal & Professional Accountability (PPA)
Office of Student Rights and Responsibilities	Students who participate in the Informal Resolution Meeting will be able to recognize behavioral standards and expectations detailed in the Student Code of Conduct and Academic Integrity Policy.	Personal & Professional Accountability (PPA)
TRIO /Student Support Services (SSS)	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.	Personal & Professional Accountability (PPA)

As we prepare to move forward with our assessment of PPA and develop a plan to assess for Communication, staff will be invited to a workshop in June in order to develop a collective understanding of the core outcome and to identify areas of collaboration. More information on this training date to come.

Jon Snow: "I Failed."

Davos Seeworth: "Good. Now go fail again."

We have an exciting story to share with the HLC team visiting campus later this month. Although, we haven't had to face White Walkers, experience an ill-fated wedding reception, or fall down the Moon Door within the High Hall of the Eyrie, we have worked collectively to advance assessment efforts within Student Affairs and Enrollment Management.



As a Division we have an assessment journey filled with success and great progress. We have also had experiences that have prompted us to reflect upon outcomes and change direction towards continuous improvement. We shouldn't be afraid of the mistakes or times our assessment efforts have failed. What matters is how we follow through on PDCA, reflect upon what occurred, and identify moments of institutional learning within the process. These moments of institutional learning enrich the narrative of our journey, demonstrate a commitment for continuous improvement, and enable us to continue to develop exceptional resources, services, and programs that support the success of our students.

Prior to the HLC Focus Visit a SAS Liaison will be meeting with each staff team to provide an overview, facilitate a discussion on individual office/department Student Learning Outcomes, and answer questions. As always, feel free to ask questions at any time (unless it's Sunday at 9pm – then we are busy watching Game of Thrones).