

Richland College

*Teaching, Learning, Community Building*

# Assessment Report

Academic Year 2010-11

prepared by  
Office of Planning & Research for  
Institutional Effectiveness



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## Overview

This report provides a comprehensive overview of the assessment activities of Richland College schools and departments for the 2010-11 assessment cycle. Although the cycle parallels the 2010-11 academic year, full completion of all phases of the assessment process spans two academic years for most assessment entities. Richland's assessment cycle timeline allowed assessment teams to identify outcomes and devise assessment measures and targets in the fall of 2010, administer the assessment in the spring of 2011, and analyze results in summer or early fall of 2011. Implementation of action plans to address the results of the assessments takes place over the 2011-12 academic year.

This report documents the assessment efforts of all college departments by entity type: direct instruction, instructional support, student development, and administrative support. The report concludes with assessment process improvements implemented in 2010-11 and next steps for 2011-12.

## Program Level Assessment

During the 2010-11 assessment cycle, Richland implemented the shift to **program** assessment across all departments of each type. Prior to 2009-10, each college department had identified an outcome to assess each year; these outcomes were typically department specific and for instructional departments were often course level outcomes. Beginning in 2009-10, all departments, including direct instruction, instructional support, student development, and administrative support units, were encouraged to identify one or part of one of the college's institutional/general education (I/GE) student learning outcomes and devise assessments that aligned with it. Figure 1 depicts the college's evolving assessment focus over the last eight years.

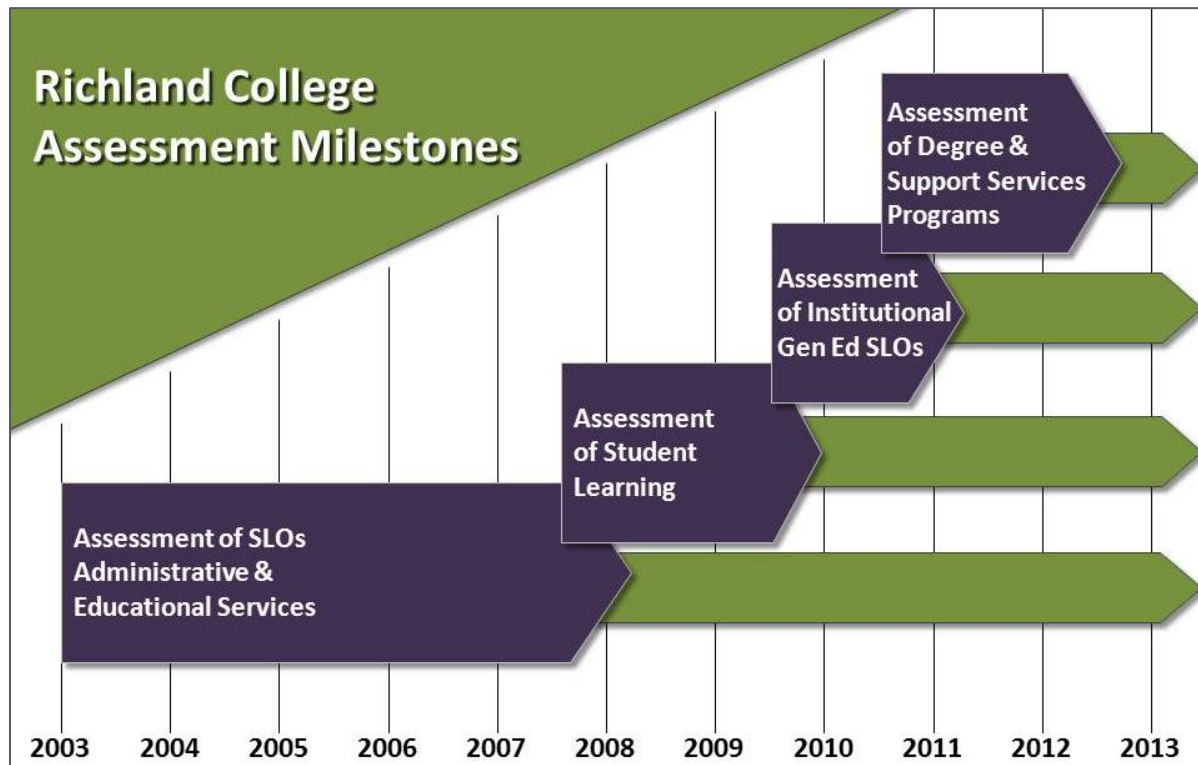


Figure 1. Richland College Assessment Milestones

In 2010-11, we systematized assessment of the I/GE student learning outcomes among the college's academic transfer discipline departments, following a 5-year schedule developed from and aligned to the college's Core Curriculum Map (see Appendix A). In that same year, we identified outcomes for our two academic transfer degree programs, the Associate in Arts and Associate in Sciences. Faculty teaching in career and technical departments identified program level outcomes for their respective programs and assessed those outcomes. Instructional support, student development, and administrative support departments evaluated their units' mission statement, identified three to five outcomes derived from this mission, and developed measures to assess their progress in fulfilling their mission.

Implementing the shift to systematic program assessment required numerous assessment forums held in Fall 2010. The Director of Institutional Effectiveness held twelve assessment forums tailored to communicate the specific assessment tasks of four different department types: academic transfer instruction, career and technical instruction, college readiness instruction (developmental and ESOL), and support services (instructional, student development, and administrative).

### Assessment Reporting

Assessment plans are reported in WEAVEonline, which provides data fields for each phase in the assessment process: mission, outcomes/objectives, measures, achievement targets, findings, and action plans. Richland's Office of Planning and Research for Institutional Effectiveness provides training and technical support in using WEAVEonline to assessment team leaders. The college's Quality Assessment Committee provides guidance in developing appropriate assessments and quick help to assessment team leaders in documenting their assessment reports in WEAVE.

A goal of the college and the Quality Assessment Committee (QAC) was to increase the percentage of academic departments completing all phases of the assessment process. The QAC had identified six essential elements of an assessment report. Table 1 below shows progress over the past three years in the percent of departments for which each part of the assessment plan has been reported.

**Table 1. Percent of Departments Completing Phases of the Assessment Process over Past 4-Years\***

Assessment Plan Component	2007-08	2008-09	2009-10	2010-11
Mission Statement	92%	90%	100%	100%
Related Outcomes	71%	73%	98%	100%
Measures	75%	69%	96%	100%
Achievement Targets	67%	56%	96%	99%
Findings	69%	42%	94%	94%
Action Plans	54%	27%	92%	95%

*\*data in red denotes a decrease from previous year's rate*

Improvements in institutional processes to ensure assessment reporting resulted in significant improvement from 2009-10 to 2010-11. We also show improvement in 2010-11 for completion of all phases of the reporting process except reporting of Findings. The implementation of a new process involving all levels of supervisors of assessment team leaders in the reporting process has facilitated this progress.

Completion of assessment plans is important; however, another goal of the college was to ensure that assessment plans met minimum of standards of quality. Assessment plans for prior cycles were not evaluated for quality for comparison, but 2009-10 Assessment Reports underwent a review process in which each report was reviewed by three QAC members to determine whether the report met quality standards including the following:

- appropriate to the assessment task (for example, address *program* rather than *course* outcomes)
- relevant to the workgroup mission
- valid measure of student learning or support service excellence
- thoughtful analysis of findings
- demonstrated use of results for continuous improvement
- documented accurately and completely in the appropriate fields in WEAVEonline

Table 2 below shows the number and percent of assessment units across the institution that met minimum standards.

**Table 2. Assessment Reports Meeting Minimum Standards of Quality\***

		Direct Instruction	Instructional Support	Student Development	Administrative Support	College Totals
2009-2010	# of Units	41	12	11	12	76
	# Meeting Minimum Standards	31	11	10	11	63
	% Meeting Minimum Standards	76%	92%	91%	92%	83%
2010-2011	# of Units	48	13	13	12	86
	# Meeting Minimum Standards	31	11	11	10	63
	% Meeting Minimum Standards	65%	85%	85%	92%	73%

*\*data in red denotes a decrease from previous year's rate*

Achievement of both the completion and quality rates shown in Tables 1 and 2 above required implementation of a new process involving consecutively higher levels of supervisors to compel completion of reporting. (See Appendix B for Assessment Compliance Process Map). Table 3 shows the number of assessment units requiring intervention by increasingly higher levels of supervisors before their assessment reports were completed to minimum standards.

**Table 3. Levels of Supervisory Intervention Needed to Complete Assessment Reports**

Level of Intervention	Direct Instruction		Instructional Support		Student Development		Administrative Support		College Totals	
	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11
<b>Cycle</b>	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11
<b># of Units</b>	41	48	12	12	11	14	12	12	76	86
<b>1<sup>st</sup>-Level Supervisor</b>	28	1	4	0	11	1	4	0	47	2
<b>2<sup>nd</sup>-Level Supervisor (Vice President)</b>	6	1	0	0	7	1	2	0	15	2
<b>3<sup>rd</sup>-Level Supervisor (President)</b>	1	0	0	0	1	0	0	0	2	0

Our goal in implementing this process was to have no units requiring intervention by the President. Although we did not achieve this goal in completing 2009-10 reports, we did substantially decrease the number of units requiring intervention at all three levels for 2010-11.

## Assessment of Student Learning in Direct Instruction

Instructional units are those involved in Direct Instruction within Richland's six academic schools. Academic disciplines were tasked with assessing one of the institutional/general education outcomes according to a five-year schedule derived from the college's Core Curriculum Map. Career and technical programs identified 3-5 program level outcomes and developed appropriate assessment measures for them. Pre-core departments, which include developmental and ESOL (English for Speakers of Other Languages), also identified program level outcomes and developed assessment measures for them.

Based upon information reported in 2010-11 assessment reports in documented in WEAVEonline, the Office of Planning & Research for Institutional Effectiveness recorded whether each instructional department completed the following:

- 1) Did the instructional unit assess a student learning outcome(s) appropriate to the unit type?
- 2) Did the instructional unit use direct measures of student learning?
- 3) Were achievement targets set?
- 4) Were findings reported for each measure?
- 5) Did the unit segment findings by delivery modality (distance learning and off-site dual credit) if applicable?
- 6) Were action plans developed to address targets that were not met?
- 7) Were action plans addressing previous year's results completed?

Table 4 below summarizes completion of each phase of the assessment process by academic school.

**Table 4. Completion of Phases of the Assessment Process by Academic School\***

	Assessed appropriate SLO	Used direct measure	Set Targets	Reported Findings	Segmented results	Developed action plan	Completed previous action plan	Total # of units	% All Completed
Engineering, Business, & Technology	94%	88%	94%	94%	100%	88%	40%	17	<b>47%</b>
Ethnic Studies, Social Science, & Physical Education	100%	100%	100%	100%	40%	100%	60%	5	<b>20%</b>
Learning Enrichment & Academic Development	<b>86%</b>	100%	100%	86%	83%	100%	71%	7	<b>71%</b>
Humanities, Fine & Performing Arts	100%	89%	100%	89%	33%	89%	67%	9	<b>11%</b>
Math, Science, & Health Professions	100%	100%	100%	100%	100%	100%	<b>83%</b>	6	<b>83%</b>
World Languages, Cultures, & Communications	100%	100%	100%	100%	50%	100%	<b>50%</b>	4	<b>25%</b>
<b>Total</b>	<b>96%</b>	<b>94%</b>	<b>98%</b>	<b>94%</b>	<b>75%</b>	<b>94%</b>	<b>60%</b>	<b>48</b>	<b>44%</b>

*\*data in red denotes a decrease from previous year's rate*

Key efforts worth noting in assessment reports pertaining to direct instruction:

- 1) Departments in the School of Math, Science, & Health Professions (MSHP) completed all phases of the assessment process except one department which did not complete final reporting on the action plan developed to address results from previous cycle (2009-10).
- 2) Departments in the School of World Languages, Cultures, & Communications (WLCC) completed all phases of the assessment process except final reporting on completion of the action plan developed to address results from previous cycle; however, only 2 of 4 departments segmented their assessment results by delivery modality.
- 3) Departments in the Schools of Engineering, Business, & Technology (EBT); Ethnic Studies, Social Science, & Physical Education (ESSPE); and Humanities, Fine & Performing Arts (HFPA) showed improved completion rates for each phase of the assessment process but did not show improvement in percent of departments completing all phases of the process. In EBT, one department, Environmental systems Technology, did not complete reporting of any phase of the process. This program was deactivated at the end of Spring 2011 due to low enrollment and state funding cuts. Only one other department, Digital Forensics, did not assess using a direct measure of student learning. In HFPA, one department, Music, did not assess using a direct measure of student learning.
- 4) Five of seven departments in the School of Learning Enrichment & Academic Development (LEAD) completed all phases of the assessment process. The two departments that did not complete all phases, Developmental Math and Human Development, are the same departments that did not complete all phases in 2009-10.
- 5) Only 60% of all departments completed final reporting on the action plans implemented to address the 2009-10 assessment results. These departments may have completed their action plans, but have not reported the completion of the plans. We need to devise better processes for ensuring that departments follow through reporting on the entire assessment cycle, including completion and evaluation of their action plans.
- 6) The decrease in percentage of departments completing all phases of the process is largely due to two factors: the added requirement during this cycle that departments segment their results by delivery modality and final reporting on 2009-10 action plans.

### **Assessment of Instructional Support Services**

Instructional Support units are those departments that report to the Vice President of Teaching and Learning but are not directly involved in instruction. These departments do have an impact on student learning, but typically facilitate learning outside of the classroom or facilitate processes that enable teaching. For the 2010-11 assessment cycle, Instructional Support units were tasked with reviewing their mission statements, identifying three to five outcomes derived from this mission, developing measures to assess their progress, and collecting and reporting results in order to identify opportunities for improvement.

Based upon information reported in their 2009-10 assessment reports in WEAVEonline, the Office of Planning & Research for Institutional Effectiveness recorded whether each instructional support department completed the following:

- 1) Did the instructional support unit identify appropriate outcomes derived from the unit's mission?
- 2) Did the instructional support unit use valid and appropriate measures for each outcome?

- 3) Were achievement targets set for each measure?
- 4) Were findings reported on all outcomes/measures?
- 5) Were action plans developed to address targets that were not met?
- 6) Were action plans addressing previous year's results completed?

Table 5 below summarizes completion of each phase of the assessment process by Instructional Support departments.

**Table 5. Completion of Phases of the Assessment Process by Instructional Support Departments**

	Identified outcomes	Developed valid measures	Set achievement targets	Reported findings	Developed action plan	Completed previous action plan	Completed All Phases
Academic Enrichment	Yes	Yes	Yes	No	No	No	No
ACCESS	Yes	Yes	Yes	Yes	Yes	No	No
Continuing Education	Yes	Yes	Yes	Yes	Yes	No	No
Counseling	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Dual Credit	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Emeritus	Yes	Yes	Yes	Yes	Yes	Yes	Yes
International Education	Yes	Yes	Yes	Yes	Yes	No	No
Library Services	Yes	Yes	Yes	Yes	Yes	No	No
Media Technology	Yes	Yes	Yes	No	No	No	No
Multicultural Center	Yes	Yes	Yes	Yes	Yes	No	No
Richland Collegiate High School	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Technology Enhanced Learning	Yes	Yes	Yes	No	No	No	No
The Learning Center	Yes	Yes	Yes	Yes	Yes	No	No
<b>Total Reported</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>11</b>	<b>11</b>	<b>4</b>	<b>4</b>
<b>% Reported</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>85%</b>	<b>85%</b>	<b>31%</b>	<b>31%</b>

*\*data in red denotes a decrease from previous year's rate*

Key efforts worth noting in assessment reports pertaining to instructional support:

- 1). All thirteen instructional support units identified outcomes, developed measures, and set achievement targets. Eleven of these departments completed all phases of the assessment process except final reporting on completion of the action plan to address 2009-10 assessment results.
- 2). The department of Academic Enrichment was eliminated in spring 2011 and the employee in charge of Technology Enhanced Learning left Richland before reporting 2010-11 assessment results.
- 3). Only four of the instructional support units reported completion of the action plan developed to address 2009-10 results. These departments may have completed their action plans, but have not reported the completion of the plans. We need to devise better processes for ensuring that departments follow through reporting on the entire assessment cycle, including completion and evaluation of their action plans.

## Assessment of Services to Support Student Development

Student Development units are those departments that report to the Vice President of Student Development and include services that identify students preparedness, enable students to register for classes, link students with financial assistance, and provide extra-curricular activities. For the 2010-11 assessment cycle, Student Development units were tasked reviewing their mission statements, identifying three to five outcomes derived from this mission, developing measures to assess their progress, and collecting and reporting results in order to identify opportunities for improvement.

Based upon information reported in their 2010-11 assessment reports, the Office of Planning & Research for Institutional Effectiveness recorded whether each instructional support department accomplished the following:

- 1) Did the student development unit identify appropriate outcomes derived from the unit's mission?
- 2) Did the student development unit use valid and appropriate measures for each outcome?
- 3) Were achievement targets set for each measure?
- 4) Were findings reported on all outcomes/measures?
- 5) Were action plans developed to address targets that were not met?
- 6) Were action plans addressing previous year's results completed?

Table 6 below summarizes completion of each phase of the assessment process by Student Development departments.

**Table 6. Completion of Phases of the Assessment Process by Student Development Departments**

	Identified outcomes	Developed valid measures	Set achievement targets	Reported findings	Developed action plan	Completed previous action plan	Completed All Phases
Academic Advising	Yes	Yes	Yes	Yes	Yes	No	No
Admissions & Records	Yes	Yes	Yes	Yes	Yes	No	No
Career Services	Yes	Yes	Yes	No	No	No	No
College Connections	Yes	Yes	Yes	Yes	Yes	N/A	Yes
Disabilities Services	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Financial Aid	No	No	No	No	No	Yes	Yes
Health Center	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Outreach	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Rising Star	Yes	Yes	Yes	Yes	Yes	No	No
SOAR	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Student Life	Yes	Yes	Yes	Yes	Yes	No	No
Test Center	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Upward Bound	Yes	Yes	Yes	Yes	Yes	No	No
<b>Total Reported</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>6</b>	<b>7</b>
<b>% Reported</b>	<b>92%</b>	<b>92%</b>	<b>92%</b>	<b>85%</b>	<b>85%</b>	<b>50%</b>	<b>54%</b>

*\*data in red denotes a decrease from previous year's rate*

Key efforts worth noting in assessment reports pertaining to Student Development departments:

- 1) Eleven student development units identified outcomes, devised appropriate measures, collected assessment data, reported findings, and developed an action plan to address the results.

- 2) Career Services identified outcomes, measures, and targets, but only reported results for one outcome. They also carried forward the action plan from the previous year rather than developing a new plan to address the 2010-11 results.
- 3) Financial Aid underwent major restructuring at the district level, including reassignment of personnel and duties to other offices and colleges across the district. Because of this, the Financial Aid department at Richland College could not define the scope of its mission, define outcomes, and assess effectiveness until the restructuring process was completed.
- 4) Only six units reported the completion of their action plans. These departments may have completed their action plans, but have not *reported* the completion of the plans. One department, College Connections, was newly created in 2010-11 so did not have assessment results from the previous cycle upon which to take action.
- 5) The percentage of departments completed each phase of the process, except setting of targets, declined this year compared to last.

### **Assessment of Administrative Support Services**

Administrative Support units are those departments that are neither directly supporting credit instruction or directly involved with students. All of these units, except Administrative IT Support, report to the President or the Vice President of Business Services. For the 2010-11 assessment cycle, Administrative Support units were tasked with reviewing their mission statements, identifying three to five outcomes derived from this mission, developing measures to assess their progress, and collecting and reporting results in order to identify opportunities for improvement.

Based upon information reported in their 2010-11 assessment reports, the Office of Planning & Research for Institutional Effectiveness recorded whether each instructional support department accomplished the following tasks.

- 1) Did the administrative support unit identify appropriate outcomes derived from the unit's mission?
- 2) Did the administrative support unit use valid and appropriate measures for each outcome?
- 3) Were achievement targets set for each measure?
- 4) Were findings reported on all outcomes/measures?
- 5) Were action plans developed to address targets that were not met?
- 6) Were action plans addressing previous year's results completed?

Table 4 below summarizes completion of each phase of the assessment process by Administrative Support departments.

**Table 4. Completion of Phases of the Assessment Process by Administrative Support Departments**

	Identified outcomes	Developed valid measures	Set achievement targets	Reported findings	Developed action plan	Completed previous action plan	Completed All Phases
Academic Resource Development	Yes	Yes	Yes	Yes	Yes	No	No
Center for Wholeness & Renewal in Higher Education	Yes	Yes	Yes	Yes	Yes	N/A	Yes
College Communications & Marketing	Yes	Yes	Yes	Yes	No	No	No
College Police	Yes	Yes	Yes	Yes	Yes	No	No
Corporate & Workforce Development	Yes	Yes	Yes	Yes	Yes	No	No
Employee Services	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Facilities Services	Yes	Yes	Yes	Yes	Yes	No	No
Financial Services	Yes	Yes	Yes	Yes	Yes	No	No
IT Support	Yes	No	Yes	No	Yes	No	No
Office of Planning & Research for Institutional Effectiveness	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Thunderwater Organizational Learning Institute	Yes	Yes	Yes	Yes	Yes	No	No
Workforce Training	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Total Reported</b>	<b>12</b>	<b>11</b>	<b>12</b>	<b>11</b>	<b>11</b>	<b>3</b>	<b>4</b>
<b>% Reported</b>	<b>100%</b>	<b>92%</b>	<b>100%</b>	<b>92%</b>	<b>92%</b>	<b>27%</b>	<b>33%</b>

*\*data in red denotes a decrease from previous year's rate*

Key efforts worth noting in assessment reports pertaining to Administrative Support departments:

- 1). All twelve administrative support units identified outcomes and set achievement targets. Eleven of twelve developed valid measures, reported findings, and developed action plans to address results.
- 2). Only one department, IT Support, reported measures and findings that did not align with the outcomes. One department, College Communications & Marketing, reported an action plan, but the plan was a discontinuation of a measure rather than an action to improve results.
- 3). Only three departments reported the completion of their action plans. These departments may have completed their action plans, but have not *reported* the completion of the plans. We need to devise better processes for ensuring that departments follow through reporting on the entire assessment cycle, including completion and evaluation of their action plans.

### **Cross-departmental Assessment Initiatives and Projects**

In addition to systematic assessment reporting by college departments and programs, Richland continued progress in cross-departmental assessment efforts and initiated new assessment projects in 2010-11, as well.

### **Core Implementation & Assessment Team**

Richland formed the Core Implementation & Assessment (CIA) in the fall of 2010 to build upon the work of an interdisciplinary assessment team which had developed and implemented assessments of the state mandated Intellectual Competencies in previous. The CIA team expanded from the original Intellectual Competencies team to include at least one faculty representative from each of the Learning Categories in the new Core Curriculum and broadened their focus to assessing general education student learning outcomes and academic transfer program student learning outcomes across disciplines and departments.

### **Identification of Academic Transfer Program Outcomes**

One of the principal efforts of the CIA team for 2010-11 was the identification of student learning outcomes for the Associate of Arts (AA) and Associate of Sciences (AS) degrees. This process involved analysis of both degree programs, development of proposed outcomes, discussion forums with program faculty to get input on the outcomes, analyzing feedback from program faculty, and refining and finalizing the outcomes based on this input. The team also began devising means to assess these program outcomes, an effort which continued into the 2011-12 academic year. (See Appendix C for Transfer Program Outcomes)

### **Eportfolio Pilot**

The CIA also implemented two approaches to using eportfolios for assessment of general education and transfer program student learning outcomes: a faculty pilot and a student pilot. For the faculty pilot, the CIA recruited and trained a small group of faculty in using eportfolios for fostering and assessing student learning outcomes. Faculty in this pilot incorporated eportfolios into their courses. All students in each course completed an eportfolio, but the general education learning outcomes for these eportfolios varied from course to course. In addition to the faculty pilot, the CIA also recruited students to participate in an eportfolio pilot addressing each of the general education student learning outcomes. Participation was voluntary, and students were promised a free three-year account from Foliotek, our eportfolio vendor. However, legalities involved with offering free accounts precluded the team from completing the student pilot.

### **Core Completer Survey**

In addition to collecting eportfolios for assessment of general education and transfer program outcomes, the CIA also developed and administered a 72-item Core Curriculum survey, which gauges student perceptions of their level of skills in seven learning categories which align with Richland's general education student learning outcomes (See Appendix D for survey instrument). The survey was administered to students nearing completion of the Core Curriculum, defined as students who had completed at least 30 semester credit hours and were currently enrolled in at least 6 semester credit hours at the time the survey was administered in Spring 2011.

### **Graduate Exit Survey**

The CIA also developed six items on student learning outcomes for the Graduate Exit Survey. This survey is administered to Richland graduates at graduation each spring. Although the number of items for this

survey is limited to six because it's administered at graduation, including student learning outcomes items on this survey allows us to collect data from a substantial portion of our graduates—typically over 90% of graduates who participate in the graduation ceremony complete the survey. (See Appendix E for survey instrument).

## **Improvements to the Assessment Planning & Reporting Process 2011-12**

### **Orientation for New Assessment Team Leaders**

The OPRIE and the QAC launched the 2011-12 assessment cycle by providing a comprehensive orientation for new assessment team leaders (ATLs) to ensure they have the knowledge and skills necessary to develop quality assessments. The orientation provided new ATLs with an overview of the assessment process, the responsibilities of the ATL, the standards of quality assessments, and an introduction to WEAVEonline.

### **Initiate Compliance Process Earlier in the Fall**

The OPRIE and the QAC initiated the Assessment Compliance Process to ensure reporting of 2010-11 assessment results within the first few weeks of the Fall 2011 semester. As a result, the QAC was able to complete quality reviews by the end of the fall semester, and OPRIE was able to compile this report immediately thereafter.

### **Evaluation of Action Plans**

WEAVEonline provides an "Analysis" section which sequentially follows the "Action Plan" section or stage in the reporting process. However, the packaged questions in this section seem to prompt analysis of assessment results rather than analysis of the entire assessment process, particularly evaluation of the effectiveness of the action plan developed to address assessment findings. Reporting the completion of an action plan and evaluating its effectiveness are vital steps to fully completing the assessment cycle. In order to better facilitate these last steps, the QAC has created clearer evaluation questions for ATLs to answer and will assist assessment teams in reporting the status and effectiveness of their action plans at the close of the 2010-11 cycle.

### **SLO Indicators in Academic Program Review**

The OPRIE developed two indicators of program health related to assessment of student learning outcomes for the Academic Program Review process in addition to existing measures for enrollment trends, market share health, completion rates, and financial viability. One measure pertains to adherence to the assessment reporting process and timeline; the other compares the percentage of students who pass a course completion rate to the percentage who passed the student learning outcomes assessment administered in the course. When these two rates differ significantly, faculty analyze whether students are passing without learning, or learning without passing.

## **Next Steps**

### **Improve Process for Reporting Action Plan Completion**

A noticeable gap in assessment reporting for 2009-10 was in completion of action plans that address assessment findings. In most cases, the action plan was likely implemented; however, the implementation status was not updated in WEAVEonline. Thus far, we have not improved completion rates on this last step. However, the QAC will assist assessment teams in reporting the status and effectiveness of their action plans at the close of the 2010-11 cycle which officially ends in Spring 2012.

### **Improve Reporting of Results Segmented by Delivery Modality**

A serious gap in assessment reporting for Direct Instruction in 2010-11 was in the percentage of departments who offer instruction at a distance (either online or at an off-site dual credit location) that did not segment their assessment results by delivery modality and compare performance among these groups. Several instructional units collected assessment data from students taking courses at a distance, but they aggregated the data from all course types. OPRIE and the Academic Council are taking steps to ensure that assessment data are not only collected from students taking courses at a distance, but that they are collected in way that ATLS can analyze results among different delivery modalities and identify opportunities to improve when needed.

### **Continue Development of Cross-disciplinary Assessments**

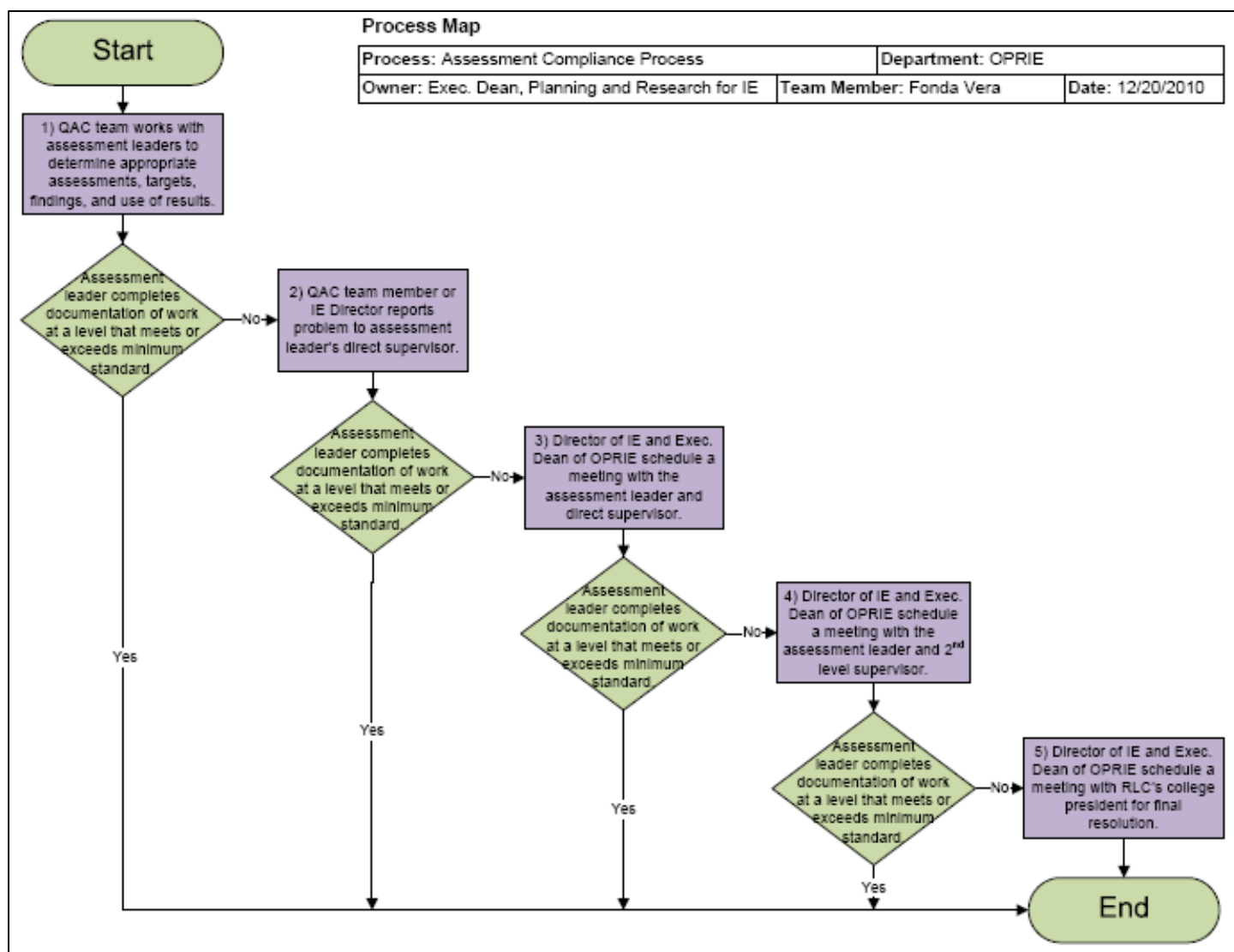
Although we implemented several new cross-disciplinary assessment initiatives, the CIA will continue to develop and refine measures, particularly the rubrics for assessing the student learning outcomes for general education and transfer degree programs. The CIA will also continue to expand the eportfolio pilot to include more faculty in each of the five courses required of all students completing the Core Curriculum and transfer degrees: HIST 1301, ENGL 1301 & 2, and GOVT 2301 & 2.

## Appendix A: 5-Year Assessment Schedule for Institutional/General Education SLOs

	1	2	3	4	5	6	7
	Communicate Effectively	Solve Problems	Evaluate Information	Use Technology	Respect Diversity	Ethical Reasoning	Life Skills
ANTH 2302, 2346, 2351	2014-15			2011-12	2012-13	2010-11	2013-14
ANTH2410							
ARTS 1311-1313, 1316, 2326, 2333, 2336, 2341, 2346, 2348, 2356, 2366		2010-11					2013-14
ARTS1301, 1303, 1304	2011-12			2014-15		2012-13	
BIOL 1322							2010-11
BIOL 1406-1409, 2401, 2402, 2416, 2420, 2421	2011-12	2013-14	2014-15	2012-13			
BUSI 1307			2010-11				
		2012-13					2013-14
							2014-15
CHEM 1405-1407, 1411, 1412, 2423, 2425	2010-11	2012-13	2014-15	2011-12			
				2013-14			
COMM 1307	2011-12			2013-14	2012-13	2010-11	2014-15
COMM 1316, 1318							
CUST 2370	2010-11	2011-12	2014-15		2012-13		
	2013-14						
DANC 1245, 1341, 1347, 1351		2011-12					2014-15
DANC 2303	12-12		2010-11		2013-14		
DRAM 1310, 2361, 2366	2012-13	2011-12	2010-11		2013-14		
DRAM 1322, 1330, 1351							2014-15
ECON 1303		2014-15					2010-11
ECON 2301, 2302, 2311				2012-13	2013-14	2011-12	
ENGL 1301	2014-15	2012-13					
ENGL 1302						2011-12	
ENGL 2321, 2322, 2326, 2327, 2328, 2331, 2332, 2333, 2342, 2343, 2351			2010-11		2013-14		
ENVR 1401, 1402		2013-14	2011-12	2012-13			
			2010-11	2014-15			
Foreign Lang 1311,1312,1411,1412	2013-14		2011-12		2014-15		2012-13
Foreign Lang 2311, 2312		2010-11					
GEOG 1302, 1303, 2312			2011-12	2013-14	2014-15	2012-13	2010-11
GEOL 1401-1405, 1445, 1447	2012-13	2014-15	2011-12	2013-14			
				2010-11			
GOVT 2301	2013-14		2012-13	2014-15	2010-11		2011-12
GOVT2302							
GOVT 2304, 2311							
HIST 1301	2012-13			2014-15	2010-11	2013-14	2011-12
HIST 1302, 2301, 2328, 2381							
HIST 2321, 2322, 2327							
HUMA 1315, 2319	2013-14	2011-12	2012-13		2010-11		
				2014-15			

	1	2	3	4	5	6	7
	Communicate Effectively	Solve Problems	Evaluate Information	Use Technology	Respect Diversity	Ethical Reasoning	Life Skills
MATH 1314/1414, 1316, 1324, 1325, 1332, 1333, 1348, 1350, 1351, 2442, 2412, 2414, 2315, 2418, 2320/2420, 2305	2010-11	2011-12					
	2012-13	2013-14					
	2014-15						
MUEN 1122, 1131-1137, 1151-1153, 2123, 2141		2013-14					2010-11
MUSI 1116, 1181, 1183, 1192							
MUSI 1301, 1308, 1309, 1310	2011-12		2012-13		2014-15		
PHED 1100-1129, 1164,1165,1251,1304,1306,1346		2010-11					2011-12
		2012-13					2013-14
		2014-15					
PHIL 1301, 1304, 1316, 1317, 2303, 2306, 2307, 2316-2318, 2312	2014-15	2013-14	2010-11		2011-12		
			2012-13				
PHYS 1401, 1402, 1405, 1407, 1411, 1412, 1415, 1417, 2425, 2426	2011-12	2014-15	2013-14	2010-11			
				2012-13			
PSYC 2301, 2306, 2314, 2316			2013-14	2010-11	2011-12	2014-15	2012-13
SOCI 1301, 1306, 2306, 2319, 2336	2014-15			2010-11	2011-12	2013-14	2012-13
SOCI 2301, 2340							
SPCH1311,1315,1321	2010-11		2013-14		2011-12		2012-13
SPCH2341		2014-15					
TECA 1303, 1354			2013-14	2014-15	2010-11	2012-13	2011-12

## Appendix B: Assessment Compliance Process Map



## Appendix C: Transfer Program Outcomes

	Associate of Arts	Associate of Sciences
<b>Gen Electives 18 SCH</b>	<ol style="list-style-type: none"> <li>1. Analyze and create arguments supported by literary, artistic, political, historical, philosophical, psychological or cultural evidence</li> <li>2. Communicate in a variety of formats, such as words, images, motion, sound, and/or objects, using appropriate media</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze and create arguments supported by quantitative and empirical evidence, including experiential evidence</li> <li>2. Communicate in a variety of formats using words, models, illustrations, tables, graphs, and mathematical equations as appropriate</li> </ol>
<b>Core Curriculum 42-47 SCH</b>	<ol style="list-style-type: none"> <li>1. Communicate effectively: <ul style="list-style-type: none"> <li>• read and write at the college level and appropriately for a large audience in professional work</li> <li>• speak appropriately for the given audience</li> </ul> </li> <li>2. Solve problems: <ul style="list-style-type: none"> <li>• use critical thinking and ethical reasoning</li> <li>• employ creative approaches</li> <li>• apply scientific reasoning to appropriate situations</li> <li>• determine needed information and use it purposefully to solve problems in new and different context</li> </ul> </li> <li>3. Evaluate information effectively: <ul style="list-style-type: none"> <li>• select and interpret quantitative and qualitative sources appropriately</li> <li>• find, manage, and apply the best and most accurate information</li> <li>• identify and integrate information appropriately into academic and personal endeavors</li> </ul> </li> <li>4. Use technology effectively to research topics and prepare appropriate materials for class assignments and for life's tasks and challenges.</li> <li>5. Recognize and respect diverse cultures (global, generational, and historical perspectives).</li> <li>6. Commit to using ethical reasoning and assume personal, civic, social responsibilities, and obligations to future generations for building sustainable local and world community.</li> <li>7. Choose self-direction, responsible risk-taking, adaptability, lifelong learning, life skills for effective management of one's life, including time and money.</li> </ol>	
<b>Pre-Core Requirements</b>	<p>Demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. College entry level reading and writing</li> <li>2. College entry level quantitative literacy</li> <li>3. Computer literacy</li> <li>4. Strategies for learning in college</li> </ol>	

## Appendix D: Core Curriculum Completer Survey

Compared with when you first entered this college, how would you now describe your abilities in the following **communication skills**:

	Before entering this college	Now, after attending this college
Reading comprehension skills	Very Strong (5) Strong (4) Average (3) Weak (2) Very Weak (1)	Much Stronger (2) Stronger (1) No Change (0) Weaker (-1) Much Weaker (-2)
Critical reading skills		
Ability to write effectively		
Ability to write appropriately for different audiences		
Ability to speak appropriately for a given audience		
Interpersonal skills		
Ability to understand and work with others		
Foreign language ability		

Compared with when you first entered this college, how would you now describe your abilities in the following **problem-solving skills**:

	Before entering this college	Now, after attending this college
Ability to think critically	Very Strong (5) Strong (4) Average (3) Weak (2) Very Weak (1)	Much Stronger (2) Stronger (1) No Change (0) Weaker (-1) Much Weaker (-2)
Ethical reasoning skills		
Ability to think creatively		
Ability to apply scientific reasoning to appropriate situations		
Ability to apply mathematical procedures to problem-solving		

Compared with when you first entered this college, how would you now describe your ability to **evaluate information**:

	Before entering this college	Now, after attending this college
Ability to select and interpret sources of information	Very Strong (5) Strong (4) Average (3) Weak (2) Very Weak (1)	Much Stronger (2) Stronger (1) No Change (0) Weaker (-1) Much Weaker (-2)
Ability to find the best and most accurate information		
Ability to integrate information appropriately into academic and personal endeavors		
Ability to document information from research sources		

Compared with when you first entered this college, how would you now describe your abilities in the following **technology skills**:

	Before entering this college	Now, after attending this college
Ability to use technology to prepare appropriate materials for class assignments	Very Strong (5) Strong (4) Average (3) Weak (2) Very Weak (1)	Much Stronger (2) Stronger (1) No Change (0) Weaker (-1) Much Weaker (-2)
Ability to use technology to manage life's tasks and challenges		

Compared with when you first entered this college, how would you now describe your abilities in the following **intercultural skills**:

	Before entering this college	Now, after attending this college
Knowledge of people from different races/cultures	Very Strong (5)	Much Stronger (2)
Ability to see the world from someone else's perspective	Strong (4)	Stronger (1)
Ability to work cooperatively with diverse people	Average (3)	No Change (0)
Tolerance of others with different beliefs	Weak (2)	Weaker (-1)
Ability to discuss and negotiate controversial issues	Very Weak (1)	Much Weaker (-2)

Compared with when you first entered this college, how would you now describe your abilities in the following **social responsibility skills**:

	Before entering this college	Now, after attending this college
Understanding of the problems facing your community	Very Strong (5)	Much Stronger (2)
Understanding of national issues	Strong (4)	Stronger (1)
Understanding of global issues	Average (3)	No Change (0)
Understanding of environmental issues	Weak (2)	Weaker (-1)
Knowledge of sustainability	Very Weak (1)	Much Weaker (-2)

Compared with when you first entered this college, how would you now describe your abilities in the following **personal responsibility skills**:

	Before entering this college	Now, after attending this college
Ability to manage your time effectively		
Preparedness for employment after college	Very Strong (5)	Much Stronger (2)
Preparedness for 4-year college	Strong (4)	Stronger (1)
Ability to learn	Average (3)	No Change (0)
Ability to direct your own learning	Weak (2)	Weaker (-1)
Ability to adapt to changing situations and circumstances	Very Weak (1)	Much Weaker (-2)
Ability to manage money effectively		

## Appendix E:



### Richland College 2011 Graduate Exit Survey

Your opinion is very important to us. We need your input to continue to provide a quality educational experience for all students. You can provide input by completing this short survey:

#### Identify your main objective in attending Richland College

- Transfer to a 4-yr school     
  Update personal skills     
  Update job skills     
  Earn associates degree

#### If you are planning to transfer to a four-year college, please list the institution:

#### Compared with when you first entered this college, how would you now describe your:

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
<b>Critical Thinking:</b> using reason and logic to solve social, political, economic, scientific, or personal problems	5	4	3	2	1
<b>Communication:</b> using effective written, oral and visual communication skills	5	4	3	2	1
<b>Scientific and Mathematical Reasoning:</b> applying basic mathematical and scientific tools to solve personal problems and meet work expectations	5	4	3	2	1
<b>Teamwork:</b> considering different points of view and working effectively with others to support a shared purpose or goal	5	4	3	2	1
<b>Social Responsibility:</b> understanding the importance of participating in local, regional, national, and global communities	5	4	3	2	1
<b>Personal Responsibility:</b> taking responsibility for your own choices and actions and accepting the outcomes of your decisions	5	4	3	2	1

#### Are you satisfied that your educational experience at Richland College measured up to your expectations and needs?

- Very Satisfied     
  Satisfied     
  Somewhat Satisfied     
  Not very Satisfied     
  Not Satisfied at all

Please briefly explain your response (continue on back of sheet if you need more space):

#### What is your overall impression of Richland College?

- Excellent     
  Good     
  Fair     
  Poor     
  No Impression

Please briefly explain your response (continue on back of sheet if you need more space):