Policy on Student Learning Assessment and Quality in Undergraduate Education: Assessment Plan Reporting Grid

Submitted: December 2021
Update to March 2019 plan
Institution: Richard Bland College
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Competency	Definition	Outcome(s)	Goal(s)	Method(s)	Schedule of data collection/generation	Schedule of reporting	Communication of findings	If relevant: Additional institutional contact(s) w/email
Critical Thinking	Critical thinkers exhibit particular life-long attitudes and habits of mind – including intellectual curiosity, open-mindedness, self-reflection, intellectual flexibility, and confidence in one's own thinking processes.	Students will achieve proficiency in certain essential critical thinking skills, as defined by 5 student learning outcomes – which involve such aspects as defining a question or problem, gathering and evaluating information, identifying assumptions, articulating a clear thesis, and drawing logical conclusions.	80% of students will achieve proficiency in the student learning outcomes as defined by "Milestone 2" level of the VALUE rubric. Additionally, 20% of our students will be scoring at the "Milestone 3" level or higher.	Broad use of the Critical Thinking VALUE Rubric at the assignment level at the College. Student performance on the Test of Everyday Reasoning (TER) College wide assessment of course-level outcomes that are aligned/correlated with critical thinking skills.	Faculty gather data in Fall 2023 and Spring 2024. Data is submitted by faculty to RBC's *Outcome Collector* tool at the end of each term, which is then reviewed by the Provost's Office.	Critical Thinking will be assessed as outlined in RBC's QEP. Assessments of this competency will be reported to SCHEV in 2024 and every 6th year afterwards. Results will be reported by September of each reporting year.	By September of each reporting year, assessment results for this competency will be shared with the Institutional Effectiveness Committee for review. Results will also be shared with the Provost, Director of Academics, and Department Chairs for discussion with the faculty annually.	Note: Critical Thinking is the focus of our QEP. A copy of the QEP was submitted for reference in March 2019 with original Assessment Plan. .

Competency	Definition	Outcome(s)	Goal(s)	Method(s)	Schedule of data collection/generation	Schedule of reporting	Communication of findings	If relevant: Additional institutional contact(s) w/email
Written Communication	Written communication is the ability to communicate ideas effectively in writing as appropriate to a given purpose in a variety of styles, genres, and media.	Formulate a thesis that clearly states an opinion on a specific subject.

Demonstrate an understanding of the appropriate level of formality and tone for an academic or professional audience.

Demonstrate the ability to produce well-organized prose with adequate support. Express her or his thoughts in clear and effective prose that has few stylistic or grammatical flaws.

Accurately cite and document all source material using MLA guidelines. | The percentage of students meeting or exceeding the expectations of the specific Learning Outcomes from courses assessing this competency should be 70% or greater.

Courses contributing to this LO include:
ENGL 101
ENGL 102 | Essays, Writing Prompts, Research Papers, Final Exams

Faculty evaluate each learning outcome and report results (numbers of students Not Meeting, Approaching, Meets, Exceeds)

Department chairs and Provost Office collate data and prepare analysis

Department and discipline-level discussions result in adjustments and revised assessment plans as a part of continuous improvement | Faculty gather data in Fall 2022 and Spring 2023.

Data is submitted by faculty to RBC's *Outcome Collector* tool at the end of each term, which is then reviewed by the Provost's Office. | Assessments of this competency will be reported to SCHEV in 2023 and every 6th year afterwards. Results will be reported by September of each reporting year. | By September of each reporting year, assessment results for this competency will be shared with the Institutional Effectiveness Committee for review.

Results will also be shared with the Provost, Director of Academics, and Department Chairs for discussion with the faculty annually. | Dr. Eric Earnhardt, *Chair of Languages and Humanities Department*

eearnhardt@rbc.edu |

Competency	Definition	Outcome(s)	Goal(s)	Method(s)	Schedule of data collection/generation	Schedule of reporting	Communication of findings	If relevant: Additional institutional contact(s) w/email
Quantitative Reasoning	Quantitative reasoning is the ability to manipulate, analyze, and/or evaluate numbers and numerical data. It may involve calculation and/or analysis and interpretation of quantitative information derived from existing databases or systematic observations, and may be based in a variety of disciplines, not limited to mathematics and the natural and physical sciences.	Solve problems using appropriate mathematical tools and skills— such as algebra, calculus, statistics, etc. Apply quantitative methodologies to test hypotheses, conduct investigations, analyze results, and draw informed conclusions.	The percentage of students meeting or exceeding the expectations of the specific course-level learning outcomes from courses assessing this competency should be 70% or greater. Courses contributing to this LO include: MATH 110 MATH 121 MATH 151 MATH 2** CHEM 101/101L CHEM 102/102L PHYS 101/101L PHYS 102/102L PHYS 201/201L PHYS 202/202L	Tests, Quizzes, Exams, and Projects Faculty evaluate course-level learning outcomes and report results (numbers of students Not Meeting, Approaching, Meets, Exceeds). Department chairs and Provost Office collate data and prepare analysis. Department and discipline-level discussions result in adjustments and revised assessment plans as a part of continuous improvement.	Faculty gather data in Fall 2025 and Spring 2026. Data is submitted by faculty to RBC's *Outcome Collector* tool at the end of each term, which is then reviewed by the Provost's Office.	Assessments of this competency will be reported to SCHEV in 2026 and every 6th year afterwards. Results will be reported by September of each reporting year.	By September of each reporting year, assessment results for this competency will be shared with the Institutional Effectiveness Committee for review. Results will also be shared with the Provost, Director of Academics, and Department Chairs for discussion with the faculty annually.	

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Civic Engagement	Civic Engagement is an array of knowledge, abilities, values, attitudes, and behaviors that in combination allow individuals to contribute to the civic life of their communities. It may include, among other things, exploration of one's role and responsibilities in society; knowledge of and ability to engage with political systems and processes; and/or course-based or extra-curricular efforts to identify and address issues of public or community concern.	Demonstrate the ability to directly engage in the political process. Develop an understanding of social responsibility and the implications of short-term community service. Design a research project that addresses a problem in the local, state, national, and/or global community.	<u>Voting</u>: Percentage of RBC students voting should be within 10% of the average voting rate for Associate Institutions in the NSLVE Report <u>Community Service</u>: Percentage of Honors and Aspire students participating in community service should be >=70% <u>Civic Engagement Week:</u> Percentage of students involved in organizing and engaging in Inaugural Civic Engagement Week (11/4-8 2024) events, should be 70% or greater. <u>Social problems paper, Criminology paper on deterring crime, government papers:</u> The percentage of students meeting or exceeding the expectations of the specific course-level learning outcomes from courses assessing this competency should be 70% or greater. Courses contributing to this LO include: GOVT 201 GOVT 202 SOC 204 SOC 250 ENGL 216	National Study of Learning, Voting, and Engagement (NSLVE) Community Service Hours Research Papers (Government, Sociology, Criminology) • Faculty evaluate course-level learning outcomes and report results (numbers of students Not Meeting, Approaching, Meets, Exceeds). • Department chairs and Provost Office collate data and prepare analysis. • Department and discipline-level discussions result in adjustments and revised assessment plans as a part of continuous improvement.	NSLVE data evaluated from 2020, 2022, and (if available before reporting deadline) 2024. Community Service Hours analysis includes all data available beginning in 2020 through reporting deadline. Course-level assessments: • Faculty gather data in Fall 2024 and Spring 2025. • Data is submitted by faculty to RBC's *Outcome Collector* tool at the end of each term, which is then reviewed by the Provost's Office.	Assessments of this competency will be reported to SCHEV in 2025 and every 6th year afterwards. Results will be reported by September of each reporting year.	By September of each reporting year, assessment results for this competency will be shared with the Institutional Effectiveness Committee for review. Results will also be shared with the Provost, Director of Academics, and Department Chairs for discussion with the faculty annually.	Dr. Thom Addington, *Director of Student Success* taddington@rbc.edu Dr. Adam Zucconi, *Assistant Professor of History* and Campus representative to ALL IN Campus Democracy Challenge azucconi@rbc.edu

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Oral Communication	Oral communication is the ability to orally communicate ideas effectively as appropriate to a given purpose in a variety of styles and formats.	Demonstrate research, synthesis, organization, and documentation skills for presentations.

Analyze audiences and adapt presentations to their interests.

Deliver oral presentations in a variety of formats.

Demonstrate critical thinking skills by preparing and defending persuasive arguments. | The percentage of students meeting or exceeding the expectations of the specific course-level learning outcomes from courses assessing this competency should be 70% or greater.

Courses contributing to this LO include:
COMM 101
COMM 102 | Oral Presentations and other in-class assessments

Faculty evaluate course-level learning outcomes and report results (numbers of students Not Meeting, Approaching, Meets, Exceeds).

Department Chairs and Provost's Office collate data and prepare analysis.

Department and discipline-level discussions result in adjustments and revised assessment plans as a part of continuous improvement. | Faculty gather data in Fall 2021 and Spring 2022.

Data is submitted by faculty to RBC's *Outcome Collector* tool at the end of each term, which is then reviewed by the Provost's Office. | Assessments of this competency will be reported to SCHEV in 2022 and every 6th year afterwards. Results will be reported by September of each reporting year. | By September of each reporting year, assessment results for this competency will be shared with the Institutional Effectiveness Committee for review.

Results will also be shared with the Provost, Director of Academics, and Department Chairs for discussion with the faculty annually. | |

Competency	Definition	Outcome(s)	Goal(s)	Method(s)	Schedule of data collection/generation	Schedule of reporting	Communication of findings	If relevant: Additional institutional contact(s) w/email
Scientific Reasoning	Scientific reasoning is concerned with the description, prediction, and understanding of natural phenomena, based on empirical evidence from observation and experimentation. Natural science can be divided into two main branches: life science (health or biological science) and physical science. Physical science is subdivided into branches, including physics, space science, chemistry, and Earth science.	Solve scientific problems using appropriate mathematical tools and skills, such as algebra, calculus, statistics, etc.

Acquire and analyze data and use quantitative reasoning to draw scientific conclusions from experiments.

Identify and explain the contemporary ideas and theories of physics, chemistry, and the physical sciences.

Apply scientific methodologies to test hypotheses, conduct scientific investigations, analyze experimental results, and draw informed conclusions.

Clearly formulate questions, critically evaluate sources, and critique the soundness of logical arguments. | The percentage of students meeting or exceeding the expectations of the specific course-level learning outcomes from courses assessing this competency should be 70% or greater.

Courses contributing to this LO include:
BIO 101/101L
BIO 102/102L
BIO 151/151L
BIO 152/152L
CHEM 101/101L
CHEM 102/101L
CHEM 230
CHEM 231
PHYS 101/101L
PHYS 102/102L
PHYS 201/201L
PHYS 202/202L | Writing Prompts, Research Papers, Exams, and Laboratory Reports.

Faculty evaluate learning outcomes and report results (numbers of students Not Meeting, Approaching, Meets, Exceeds).

Department Chairs and Provost's Office collate data and prepare analysis.

Department and discipline-level discussions result in adjustments and revised assessment plans as a part of continuous improvement. | Faculty gather data in Fall 2026 and Spring 2027.

Data is submitted by faculty to RBC's *Outcome Collector* tool at the end of each term, which is then reviewed by the Provost's Office.
. | Assessments of this competency will be reported to SCHEV in 2027 and every 6th year afterwards. Results will be reported by September of each reporting year. | By September of each reporting year, assessment results for this competency will be shared with the Institutional Effectiveness Committee for review.

Results will also be shared with the Provost, Director of Academics, and Department Chairs for discussion with the faculty annually. | |

Please provide an honest, reflective assessment of your institution's capacity to carry out these plans. What pieces are already in place? In what way(s) are you well positioned to do what you've described? What challenges do you anticipate? What other concerns do you have?

Richard Bland College (RBC) is well prepared to carry out this updated assessment plan and in recent years has made significant enhancements to support the ongoing collection and interpretation of assessment data. Our last reaffirmation of accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) was in 2019, at which time SACSCOC found RBC in compliance with standards related to assessment of student learning outcomes. Throughout the reflection and work that occurred during our last reaffirmation process, the campus community chose critical thinking as the focus of our ongoing Quality Enhancement Plan (QEP) which will conclude in 2023. That decision has resulted in RBC assessing critical thinking in a variety of ways since 2019, including more cross-disciplinary collaboration and emphasis on how critical thinking is integrated and reinforced throughout the curriculum. In addition to Critical Thinking, comprehensive and meaningful assessment of Civic Engagement continues to be a priority via a multimodal approach that includes the assessment of very reasonable and measurable outcomes via identified courses and assessment of student engagement in relevant campus events and activities.

RBC's updated Assessment Plan is supported by the development of the *Outcome Collector*, a campus wide tool used to collect and easily interpret learning outcome data. This program allows for increased ease of reporting of course level outcome data for faculty, and serves as central data repository for Department Chairs, the Director of Academics and Provost to access, analyze, and report out on relevant findings to the campus community and beyond. Following the submission of RBC's Assessment Plan in March 2019, we received feedback to consider giving attention to "the alignment between the course-level outcomes, general education learning outcomes and competency outcomes". The development and implementation of the *Outcome Collector* has supported the mapping of course-level outcomes to our general education core curriculum goals. This more centralized approach to data collection across departments was a recommendation received from our last Assessment Plan in 2019, and supports our ability to gain a clearer overall picture of how students are doing on a particular institutional learning outcome.

For each course (identified in the plan above), the course-level student learning outcomes that directly contribute to assessments of the particular competency, as well as RBC's general education competencies that contribute to these competencies, are identified in *Attachment 1.*

Note regarding data collection: Due to our small size, we continue to collect data from all students in each class that is associated with a particular competency. That is, we assess the entire population of students for a given competency and not a sampling of the population.

Attachments:
Attachment 1: Learning Outcomes for Courses Contributing to the Competencies