



Richard Bland College

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Assessment Plan (rev. 2025)

The Importance of Assessment for Richard Bland College

Assessment in higher education is a cornerstone of academic quality and continuous improvement. Tracking assessment provides a structured approach to evaluating whether students are achieving the intended learning outcomes of their programs and the core College Curriculum. Through the following systematic assessment plan, Richard Bland College will identify strengths and areas for improvement, ensure accountability, and make data-informed decisions that enhance pedagogy, learning, and overall effectiveness of both general education, SCHEV outcomes, and program specific content. Ultimately, this assessment plan will help foster a culture of excellence and responsiveness to the evolving needs of students and society.

Overview of Program Assessment

Program assessment at the college is a structured process overseen by the department chair, who coordinates the review of core classes within each program. The assessment is guided by a comprehensive annual assessment form, which covers planning, assessment, and ongoing improvement. The process begins with defining programmatic outcomes – what students should know and be able to do upon completion – followed by the selection of both traditional and non-traditional assessment methods and the identification of specific courses for evaluation. Benchmarks for success are established, and a clear implementation schedule aligns with the institution's assessment cycle. Results are regularly reviewed by members of the department, with annual meetings documented to track improvements and insights. The annual assessment form itself is thorough, addressing program goals, enrollment and graduation data, curriculum structure, faculty qualifications, assessment results, resource needs, strengths and areas for improvement, external feedback, and future plans. This systematic approach ensures that academic programs are continually evaluated for quality, effectiveness, and alignment with institutional objectives.

By consistently evaluating and refining program outcomes, the college ensures that its curriculum and instructional practices remain closely matched to the expectations of transfer institutions. This practice helps students acquire the skills and knowledge required for upper-division coursework at four-year universities, supporting their successful transition and continued academic achievement beyond Richard Bland College.

Overview of College Curriculum Assessment

At Richard Bland College, courses within the general education curriculum are evaluated on a regular cycle using outcomes collaboratively developed by faculty to ensure that students are well-prepared for transfer to a variety of four-year institutions. Assessments focus on foundational subjects such as math, history, and English, with an emphasis on cultivating the skills and knowledge required for success in upper-division coursework at partner universities. Both traditional and innovative assessment methods are employed to measure student achievement against established benchmarks aligned with transfer readiness. This process is overseen by faculty in the overarching departments, with results reviewed and documented using the Annual Assessment Review form to support continuous improvement and ensure the curriculum remains closely attuned to transfer pathways and the evolving expectations of receiving institutions. This approach enables the institution to systematically track student achievement and maintain the integrity and effectiveness of its general education program.

SCHEV Assessment Overview

At Richard Bland College, SCHEV aligned outcomes—including Quantitative Reasoning, Written and Oral Communication, Scientific Reasoning, Civic Engagement, and Critical Thinking—are assessed through a coordinated, faculty-led process. Learning outcomes are developed collaboratively and assessments are conducted on a regular cycle using a mix of traditional and innovative methods. Results are analyzed and tracked on the Annual Assessment Review form and used to guide ongoing improvements to curricula and instruction. This systematic approach helps ensure that students graduate with the essential skills and competencies needed for academic advancement, informed citizenship, and career readiness.

Assessment in each of the three areas described above is tracked through the Annual Assessment forms. The forms contain two parts. Part One is completed by Department Chairs/Program Coordinators overseeing the programs, college curriculum areas, and SCHEV outcomes articulated by the annual cycle. Part Two of the form is completed separately for each program, college curriculum area, and SCHEV outcome by the Director of Academics/Chief Academic Officer. A summary of each type of form is included below:

Annual Assessment Review Form – Part One (Department Chair)

This document identifies the areas being assessed and assigns coordination responsibilities to the department chair who oversees the program's core classes. The program review form is divided into two main sections:

1. Plan for Assessing Student Learning for College Curriculum Outcomes

This section is designed to capture the following elements:

- **College Curriculum Outcomes:** What students should know and be able to do upon completing of the general education curriculum.
- **Methods of Assessment:** These may include traditional assessments (tests, essays, papers) or non-traditional methods (research projects, internships).
- **Courses to be Assessed:** Specific courses where outcomes will be evaluated.
- **Performance Targets:** Benchmarks for success, with a guideline of >70% performance.
- **Implementation Schedule:** Timeline aligned with the institution's assessment cycle.

2. Assessing Outcomes and Reviewing Results

This section focuses on the review process:

- **Assessment Committee:** Identifies the individuals or committee(s) responsible for reviewing student performance and curriculum.
- **Meeting Records:** Meeting records (conducted at least annually) should document potential adjustments and their outcomes using Insights Data.

Annual Assessment Review Form—Part Two (Director of Academics/Chief Academic Officer)

This document provides a thorough template for academic assessment, generally completed by the Director of Academics/Chief Academic Officer. The review form is structured to support comprehensive evaluation of quality, effectiveness, and concordance with institutional objectives for programs, college curriculum, and SCHEV outcomes. A summary of this document includes

1. Overview

- Description: General summary of the program or content area
- Goals and Objectives: Educational aims and intended outcomes.

2. Enrollment and Graduation Data (Program only)

- Tracks total enrollment, number of graduates, retention rates, and graduation rates over three academic years.

3. Curriculum

- Categorizes courses into:
- Program-Defining Courses
- Core Courses
- Elective Courses
- Includes space to note recent changes and alignment with industry standards.

4. Faculty (Program only)

- Lists full-time and part-time faculty, their courses taught, qualifications, and achievements during the review period.

5. Student Outcome Assessment Results

Summarizes:

- Learning outcomes
- Assessment methods
- Results
- Actions taken (based on Part One of the review)

6. Resources (Program Only)

Evaluates:

- Classroom and lab facilities
- Learning resources
- Budget
- Student support services

7. Strengths and Areas for Improvement

Identifies:

- Program strengths
- Areas needing improvement
- Recommendations for enhancement

8. External Feedback (Program Only)

Collects input from:

- Employers
- Alumni
- Students

9. Future Plans

Outlines:

- Short-term and long-term goals
- Strategies for achieving them

10. Additional Comments

Space for any other relevant information not covered in previous sections.

Conclusion:

Richard Bland College's assessment offers a comprehensive and structured approach to evaluating academic programs and student learning outcomes. By clearly defining programmatic goals, assessment methods, performance benchmarks, and review processes, the plan ensures continuous improvement and accountability. The plan promotes data-driven decision-making, supports faculty and administrative collaboration, and aligns academic offerings with institutional goals and industry

standards. Ultimately, the plan fosters a culture of excellence, responsiveness, and student-centered learning, positioning the college to better meet the evolving needs of its students and society.

	2025-2026	Courses	2026-2027	Courses	2027-2028	Courses
Gen Eds Assessed	CC2: Quantitative Reasoning	Math	CC6: Creative Arts	THEA, ART, MUS	CC3: Historical	HIST, GOVT, PHIL, REL, GEO
	CC 4: Scientific Reasoning	Science	CC1: Written and Oral Communication	ENGL, COMM, EDUC	CC5: Social	PSY, SOC
SCHEV Outcome Assessed	Quantitative Reasoning	Math/Science	Critical Thinking		Civic Engagement	GOVT 201, GOVT 202, SOC 204, SOC 250
	Scientific Reasoning	Science	Oral Communication	COMM 101, COMM 102		
			Written Communication	ENGL 101, ENGL 102		
Programs Assessed	MCS	MATH 251, MATH 252, MATH 261, MATH 254, MATH 271, CSCI 221	AA	FREN, SPAN	BA	BUS, ECON, MATH 200
	LS	BIO 151, BIO 152, CHEM 230, CHEM 231, PHYS 101, PHYS 102	AS	All gen eds	BS	PSY 201, PSY 202, PSY 217, PSY 250, PSY 253, PHIL 203
	PS	CHEM 230, CHEM 231, PHYS 201, PHYS 202				
	CLS	BIO 151, Bio 152, CHEM 230, CHEM 231, PHYS 101, PHYS 102				
Courses Included	MATH, CSCI, BIO, CHEM, PHYS			THEA, ART, MUS, ENG, COMM, EDUC, FREN, SPAN		HIST, GOVT, PHIL, ECON, REL, GEO, SOC, PSY, BUS