Monitoring Report on Assessment of Student Learning

Response to the Higher Learning Commission

of the

North Central Association

June 30th, 2009

Rock Valley College

Rockford, Illinois
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Background

The peer reviewers who conducted the Higher Learning Commission (HLC) focused visit at Rock Valley College (RVC) in March of 2007 identified the following items related to the assessment of student learning that required further improvement:

- Extensive conduct and documentation of course and program assessment using direct measures of student learning;
- Evidence of systematic analysis of the data collected;
- Changes in courses and programs guided by the analysis of assessment data along with strategies for evaluating the impact of such changes on subsequent measures of student learning; and
- Evidence of the consideration of assessment data routinely in the development of the College budget.

This monitoring report summarizes RVC assessment activities and offers examples of evidence to show the progress made on the items listed above. The report also identifies the systems in place at RVC to sustain the ongoing analysis of student learning assessment results to validate and improve curriculum and instruction.

RVC historically has managed assessment initiatives through working committees that were led by faculty. Though much progress had been made in the development of student learning outcomes, assessment processes, and data collection at the time of the last visit, it was evident that additional personnel whose primary focus was college-wide support of the assessment process was needed. Based on this need, staffing changes have occurred since 2007. In March of 2008, the College hired a full-time Assessment Coordinator to work directly with faculty and administrators. Although this position originally reported to the Institutional Research Office, the Assessment Coordinator now reports directly to the Vice President of Academic Affairs to ensure close coordination between the Assessment Office, the academic chairs, and the Academy for Teaching and Learning Excellence (which plans and coordinates faculty development). The Assessment Coordinator also joined the newly-established Data-Driven Decision-Making (DDDM) group comprised mostly of the College’s Leadership Team members. The DDDM group has been working in this academic year to establish or identify measurements, tracking systems, and reporting timelines for key performance indicators based on the Illinois Board of Higher Education (IBHE) Public Agenda and the College’s strategic plan. The Assessment Coordinator also works closely with Student Development, particularly in measuring outcomes of the First Year Experience initiatives. The Associate Vice President of Student Development is a member of the Executive Assessment Committee.
The Assessment Coordinator’s current primary role is working with the faculty to facilitate the assessment process and to educate new Academic Chairs and faculty about assessment of student learning. To ensure assessment efforts are an integral part of faculty work, the faculty’s collective bargaining agreement includes assessment of student learning as an important element of faculty’s professional development and identifies coordination of assessment activities as one of the Academic Chairs’ ongoing responsibilities (Appendix A). In addition, by adjusting past practices, RVC has created an assessment cycle which provides a structure and timeline to address HLC recommendations (Appendix B). A description of this cycle is included in both full-time and adjunct faculty handbooks (Appendix C) and the Assessment Handbook. These handbooks are one means of communicating to internal stakeholders the importance of, and processes for, assessment of student learning at RVC.

**Rock Valley College’s Assessment Cycle**

1. Since the Team’s 2007 visit, the assessment cycle has been adjusted to reflect the calendar year rather than an academic year cycle. This allows for more timely data analysis as well as for better oversight of the entire process. Academic Chairs begin each calendar year by entering their assessment plan into TracDat (RVC’s assessment database). Plans include the goals, measurable objectives, and assessment methods they wish to focus on that year. Plans may include a focus on program/discipline objectives and/or course objectives depending on the assessment needs of the area. A target deadline is set for all plans to be entered by January 31st.

2. Over the course of the spring and following fall semester, Academic Chairs and faculty collect student learning data. By the end of each spring semester, academic departments analyze the data and Academic Chairs enter observations into TracDat. If further action is required based on the data, faculty may wish to investigate further by expanding on the assessment method or objective in the following fall semester. This schedule allows faculty to make the necessary adjustments to curriculum and/or instruction for the following academic year. If no action is necessary, then Chairs may wish to assess an additional objective (program/discipline or course) in the fall.

3. If Academic Chairs and faculty deem additional data are required based on their spring assessment, they may enter an action plan into TracDat by the end of September. Chairs and faculty then collect data based on the new required action.

4. Finally, Chairs enter their observations based on the analysis of the data collected during the Assessment Cycle into TracDat. In turn these observations may require additional investigation and adjustments to curriculum and instruction, and then these changes become part of the next assessment cycle. The timeline and schedule support the fluid nature of the assessment process at RVC. Although Chairs and faculty may
decide whether the assessment process will last for one semester or multiple semesters, the Executive Assessment Committee has established specific deadlines for analysis and reporting within the assessment cycle.

To support the full implementation of the assessment cycle, progress made within each department or division is recorded and reported to the Associate Deans, the College Dean, and the Vice President of Academic Affairs at the beginning (Appendix D) and end of each semester (Appendix E). In addition, plans and analyses are reviewed by the Assessment Coordinator and the Assessment Needs Team. Finally, one Academic Chair reports to the Executive Assessment Committee each month, giving an update on the status of assessment in their area. The aforementioned cycle and timeline have helped faculty and administrators to maintain an ongoing focus on assessment of student learning.

**HLC’s Recommendations**

The following presents a summary and examples of RVC’s responses to the consultation and recommendations of the 2007 Focused Visit Team.

1. *The HLC peer reviewers recommended that the College engage in “extensive conduct and documentation of course and program assessment using direct measures of student learning.”*

   TracDat software is used to document assessment activities and aids in systematic documentation by providing the same framework for assessment across the College, while still allowing for flexibility for individual areas to craft their own assessment plans. For example, many areas use multiple methods (direct and indirect measures) to link course assessment with program assessment and for data triangulation. While TracDat was in place at the time of the 2007 Focused Visit, the faculty and administration were still being trained in its use and an understanding of the database and its value was unclear. With additional training provided by community college faculty from other institutions using TracDat coupled with the ongoing one-on-one training and faculty development workshops provided by RVC’s Assessment Coordinator, TracDat is being used more extensively and training for Academic Chairs continues. Although the College has incrementally increased its use of TracDat, systematic documentation still includes multiple reporting templates (Microsoft Word and Excel forms), and many areas maintain department-based documentation of assessment results rather than making full use of TracDat.
Examples:

*Program/Discipline & Course Level Assessment*

- Life Sciences faculty use skill demonstration in labs and embedded questions on exams for assessing students’ performance in Biology and other Life Science courses linked by discipline objectives. For example, assessment results illustrated that although students understood the basic organization of the animal kingdom they still struggled with the process of doing the organization (applying the concepts of out-groups and ancestral characters). The faculty are therefore adjusting this unit of the course to help students apply the concepts they are learning.

- The Mathematics faculty use common, embedded Math problems tied to course objectives as well as data on the utilization of the Math Lab to analyze students’ performance in identified math courses. For example, in Math 135 students were assessed on their skill to solve optimizing problems and utilize a graphing calculator. In addition, in their efforts to improve developmental math, faculty review persistence rates and grades for program assessment to examine students’ transitions and readiness for college-level Math.

- Physical Sciences faculty use embedded class questions (with “clickers”), and peer institution data for discipline assessment as well as objective-specific exam questions for course assessment. For example, in spring 2009 students in all CHM 102 courses were given a basic knowledge and skills exam derived from the course objectives.

- Faculty in Sociology use an objective test for comparisons between 100 and 200 level courses on discipline learning objectives relating to research methods and theory.

- Modern Language (Spanish) faculty conduct both program and course assessment. Both indirect (student evaluation survey of program) and direct (exam questions focused on program and course-level objectives) methods are used. (See Appendix F and G for detailed reports.)

- Those teaching developmental reading in the Success Center use a variety of direct methods to assess student learning. For example, instructors use formal pre-post tests, common questions on the final across sections, and rubrics. (For a detailed TracDat report, see Appendix H.)
Composition & Literature faculty use direct measures with department rubrics to assess student artifacts at the course level. They also analyze student utilization data from the Writing Center for discipline assessment. Data gathered on the Writing Center (Appendix I) indicate that the majority of students who use the Center are enrolled in English courses and require assistance in essay writing and grammar/mechanics. This information coupled with course assessment helps the faculty adjust course assignments, examples, and scoring. (See Appendix J.) In addition, analysis of student learning data has led to department-wide discussions on what parts of the writing process should be emphasized in Composition I and II.

Those in the Music discipline use embedded questions for course-level assessment (e.g., MUS 106 and MUS 212) and capstone projects for program assessment when assessing students’ ability to identify and perform different musical chords and performance pieces.

Faculty in career and technical programs like Nursing, Networking (CISCO), and Aviation often use standardized tests or certification requirements in conjunction with faculty-identified assessment activities for program assessment. For example, Electronics and Manufacturing programs utilize a capstone project to elicit feedback from local companies and faculty regarding students’ skills. Allied Health programs use direct measures including credential exams and simulation software to test students’ actual skill level. Some assess course sequencing by examining projects and presentations with locally-developed rubrics. Appendix K is an excerpt from a four-column report on the Business program.

Overall, assessment activities at the course and program level—and the documentation of those activities—are reinforced by making information about various direct and indirect assessment methods and the use of TracDat (screen guides) readily accessible. Faculty development workshops, individual consultation, committee meetings, and the assessment website all provide opportunities or prompts for conversations and learning about assessment.

2. The HLC peer reviewers recommended that the College document “evidence of systematic analysis of the data collected.”

All areas conducting assessment are analyzing the data on a regular basis through department meetings and, in many cases, in consultation with the Assessment
Coordinator. Those documenting their activities through TracDat add observations about the analysis of the data already collected and outlined in the plan. The calendar year assessment cycle promotes analysis twice per year, as well as departmental discussions at the end of each semester (Appendix B). Because systematic documentation and analysis are occurring via multiple methods, the following sections will provide only summary statements. To view complete reports (either Word documents or TracDat reports), please see the appropriate appendix as noted.

Examples:

**Program/Discipline & Course**

- The Mathematics faculty at RVC have been leaders in implementing broad-based assessment (at the course and program level) and using assessment results to make improvements in curriculum and instruction. The full-time faculty in the department have also developed additional communication methods for adjunct faculty, including course-specific meetings, flyers (Appendix L), newsletters (Appendix M), and a manual with sample exams, syllabi, and assignments. The faculty routinely analyze data related to the developmental math sequence, use of the Math Lab and MyMathLab software, and course-level learning objectives. Analysis of the Math Lab (Appendix N) shows increasing usage by those students enrolled in developmental math courses. Faculty’s analysis of student learning assessment in the developmental sequence suggested the need for developmental curriculum to be offered in a module format rather than a standard sixteen-week course. (See Appendix O.) Furthermore, analysis of data from embedded questions in different courses indicated a need to place an emphasis on course instruction in certain areas. Changes to curriculum and instruction as a result of analysis of direct and indirect measures of student learning data in Mathematics continues, with modular Mathematics courses being piloted in the fall 2009 semester.

- In the Life Sciences, student learning of stated program learning objectives is assessed, in part, by the percentage of students who provide correct answers to embedded questions based on lectures and who receive the majority of lab points for a specific demonstration. For example, Appendix P is one report that illustrates how course data are used and connected to program/discipline objectives.
• Those in developmental reading have systematically analyzed data from multiple methods and refined analyses when appropriate over the semesters to enhance student learning. (For example, see Appendix H.)

• Physical Sciences faculty analyze course assessment data from exams specific to course objectives in chemistry and physics as well as discipline-specific outcomes based on indirect measures (e.g. persistence, and peer institution data). Appendix Q illustrates analysis across all sections of a chemistry course and across time for a physics course.

• Modern Language (Spanish) faculty have analyzed data collected at both the program and course level. Data are analyzed each year to track attrition rates from an Introductory Spanish course to subsequent courses, as well as students’ performance in different course types (e.g., three-week intensive course, traditional sixteen-week course). For a detailed description of how data were analyzed, see Appendix F and G.

• Composition & Literature faculty began to analyze assessment data at the discipline level by scoring student essays with locally-developed rubrics in 2006. Student essays are evaluated on dimensions relating to development, organization, and focus. Analysis of student essays over time allowed the department to make changes in course sequencing and content. The faculty continue to examine their own assessment practices and engage in self-designed professional development. In spring 2009, the Composition & Literature Chair invited the Writing Center Director from Northern Illinois University to meet with Composition faculty (full time and adjunct) to discuss methods of assessment, course syllabi, and stated learning outcomes for Composition I and II. (For more information about RVC Composition faculty’s assessment activities, see Appendix J.)

• The Writing Center, which began as a pilot project during the summer 2008 semester, has provided additional assessment data that led to extended hours of operation, increased staffing, an increased budget, and instructor-led workshops. The faculty have analyzed a usage profile (percentages) regarding the type of referral, the type of service requested, the time of day students visit the Center, the course the writing assignment is from, and whether it was the student’s first visit. (See Appendix I for a detailed fact sheet.) In addition, analysis of student use and surveys in the Success Center’s Tutoring Lab led to the purchase of an online tutoring software (SmartThinking) that will assist students in writing projects across the curriculum.
• Mass Communication faculty assess student learning by comparing percentages of students’ scores on rubrics between cohorts. Results indicated the need for additional one-on-one instructional time to improve student performance.

• The Music faculty analyze assessment data by determining how many augmented sixth chords are identified in a four-part writing/analysis test. In addition, program/discipline assessment is conducted through a capstone project built upon previous course assessment performance.

• Many career and technical programs use data from yearly accreditation/certificate standards in conjunction with faculty-collected assessment data. For example, Nursing faculty review NCLEX (standardized test for nursing students) scores against peer institution scores via frequencies and/or inferential statistics (t-test, ANOVA, etc.). RVC’s Aviation program uses results from the Federal Aviation Administration exam to guide potential changes in relevant courses if students score lower than the national norm in relevant content areas. The Welding program uses a combination of program assessment (e.g., feedback from advisory committees, direct comparisons of program content from peer institutions) and course assessment of student learning (percent of students able to demonstrate required skills) based on pertinent course objectives (e.g., weld bend skill demonstrations).

Institutional -

Rock Valley College has been analyzing institutional data related to student learning by focusing initially on two general education outcomes: Communicate Effectively and Critical Thinking. Faculty from Composition and Literature use rubrics to holistically score student essays of 100-level students enrolled in English courses, since students in nearly all degree and certificate programs are required to complete Composition I. Results illustrated most students scored at acceptable levels; however, local rubrics could not be benchmarked to national norms. Beginning in 2008, therefore, RVC implemented a pilot study using a standardized measure (Collegiate Assessment of Academic Proficiency, CAAP) to assess students’ critical thinking and writing skills.

Approximately 250 students took the critical thinking module and an additional 250 took the CAAP writing skills module in spring 2009. Students were selected from a random sample of those enrolled in 200-level courses in various disciplines. Results illustrated that students increased their scores in the writing skills (2.48) and critical thinking (0.83) modules compared to a previous sample taken from students enrolled in 100-level courses (spring 2008). When compared to a 2009 national sample, only 38
percent of students scored above RVC students in critical thinking and 42 percent scored above RVC students in writing skills. RVC has begun to incorporate standardized measures to benchmark students’ abilities related to the six student learning outcomes. (See Appendix C for a listing of the general education outcomes.) CAAP administration and analysis will follow the assessment timeline noted in Appendix B.

In addition, the Student Learning Outcomes (SLO) committee piloted an indirect survey in 2007 to examine perceptions related to diversity. The overall sample was small and not representative, but results were tabulated (Appendix R). A greater focus on assessing the diversity outcome is planned for the 2009-2010 academic year. In addition, both nationally-normed and locally-developed measurements will be used to help RVC assess and improve student learning related to the six general education outcomes.

Systematic analysis of assessment data is reinforced by the use of TracDat and the current assessment timeline. Progress reports based on TracDat data allow RVC to monitor progress of programs’ efforts to document and analyze the student learning information collected. Furthermore, progress reports are made available to Associate Deans, the College Dean, and the Academic Vice President during committee meetings and CAO Council meetings. Finally, all of the academic leaders at RVC stress the importance of collecting meaningful data that will be used by faculty to make improvements in their courses and programs.

3. **The HLC peer reviewers recommended that the College document “changes in courses and programs guided by the analysis of assessment data along with strategies for evaluating the impact of such changes on subsequent measures of student learning.”**

The faculty’s and academic administration’s use of assessment results generally follows two tracks. The College’s career and technical programs—the Professional Programs and Services (PPS) areas at RVC—generally use assessment data initially collected and analyzed at the program level to inform potential changes to be made at the course level. For example, Nursing uses data and analyses from the NCLEX to determine which subject areas (courses) should be modified. Disciplines in the Liberal Arts and Sciences (LAS) generally have multiple sections of a course and no state or federal guidelines, so course assessment may guide discipline assessment. The following are examples of data utilization from both LAS and PPS.
Examples:

Program/Discipline & Course

• Based on assessment data, the Life Sciences department has increased the amount of time spent in the labs, expanded lectures to include more examples of experimental and control variables, and added embedded questions in lab activities for program outcomes related to the scientific method and classification systems. (See Appendix P for a detailed TracDat report.) The assessment cycle will facilitate the faculty’s ongoing analysis of these changes.

• Based on assessment data from college-level chemistry courses and additional data from areas that rely on college chemistry courses (such as the Nursing program), the Physical Sciences department is adding a developmental chemistry course this fall. Course assessment of the developmental course will follow the timeline and begin in fall 2009.

• Faculty in Mathematics have made additional changes in college-level math as a result of course assessment. For example, only 53 percent of students in MTH 220 correctly made an inference about a population parameter by estimating its value with a confidence interval. This result prompted faculty to spend more time and place greater emphasis on the interpretation of confidence intervals in subsequent course sections. As noted above, the Math faculty’s implementation of multiple direct and indirect measures of student learning and their use of assessment results to make improvements have become a model for faculty across the College. Because of their extensive data-gathering, the expansion of the Math Lab offerings, and the newly developed modules, the Math faculty requested an additional staff position to coordinate a number of new initiatives and to assist the faculty in gathering information about the effectiveness of these changes. The position was approved through the budgeting process and has provided clear evidence to the faculty across the College that assessment results affect the planning and budgeting processes. Changes to developmental math are extensive and are outlined in Appendix O.

• Composition & Literature faculty have made changes to course curriculum based on holistic scoring of student essays. (See Appendix J.) A new course designation of ENG 099 that removed a required grammar lab component was put into place in fall 2008. Subsequent analysis comparing grades in ENG 098 (the earlier designation) and ENG 099 on students’ success in ENG 101 showed no statistically significant differences between the two courses, thereby reaffirming
the change that was made. Additional triangulation with the Writing Center and follow-up will occur in fall 2009.

- Based on a review of Writing Center data, the Center will offer some new features to help students and faculty alike. For example, staff plan to develop a faculty “troubleshooting” handbook, podcasts for common grammar, mechanics, and style errors, and a webpage with links to useful sites. Furthermore, beginning in the fall 2009 semester, the Writing Center and the Math Lab will be examined as part of the First-Year Experience program to determine the extent to which these academic support centers increase student success and persistence in the first year.

- Developmental reading instructors have made changes to the curriculum based on assessment data. For example, they have introduced more direct reading instruction into the sections of RDG 099, and these changes will be reviewed through the course assessment cycle. See Appendix H for a more detailed account of changes made.

- Many PPS faculty make changes to their programs and courses based on assessment data from both standardized certification tests and assessment strategies similar to those used in the Liberal Arts and Sciences. For example, the Business program faculty determined that low scores on presentations may have been the result of students taking their speech requirement towards the end of the program. Changes in course sequence were made so the speech requirement was moved to the beginning of the program. Course assessment in the Business program illustrated a need to change the rubric used for scoring business presentations. Faculty adopted a rubric that mirrors NABE standards and is similar to what is used in Speech courses to facilitate continuity in scoring across disciplines. (See Appendix K.)

- Information from the Welding program and information collected from employers, advisory committee members, and course assessment data all indicated a need for class offerings in fabrication. Beginning fall 2009, the Welding program will conduct a needs assessment (course objectives, resources needed, etc.) to determine the feasibility of adding fabrication as a component of the program. If implemented, course assessment will be conducted for the new courses the following term.

- In fall 2008, the First Year Experience (FYE) committee identified the need to redesign the curriculum of the FYE student development course (STU 100, now re-titled “Planning for Success”) to ensure consistency across all sections and to ensure student learning, persistence, and retention can be measured on an ongoing basis. Committee members conducted a needs assessment in fall 2008 (including
a survey, focus group, and interviews) with a sample of students, and the staff and faculty who teach at least one of the FYE components. The team also evaluated all course objectives from instructors’ syllabi to triangulate data collected from indirect methods. In summer 2009, the FYE Committee and the Assessment Coordinator will map out an assessment model that includes analysis of the effect of clubs/organizations, curriculum changes, and other components of this program on student persistence and success. Course assessment for the three components (Educational Planning Session, New Student Orientation, and STU 100) will begin fall 2009 upon implementation of the new curriculum for the three components. Finally, through the efforts of FYE and a study of enrollment patterns, the College will focus course-level assessment in those general education courses most commonly completed or attempted in the first year.

**Institutional**

- Administration of the CAAP to a random sample of students in spring 2009 led to the decision to measure specific general education outcomes during different components of the FYE program. The CAAP will be administered in all STU 100 courses this fall, since the instrument will help to measure (if indirectly) some of the intended learning outcomes of the revised course.

- Staff from Student Clubs and Organizations worked with the Assessment Coordinator to develop a needs assessment for club events. Staff conducted focus groups to determine students’ knowledge of clubs and what would best help them reach their goals. Thematic analysis from four separate focus groups produced two main themes: students’ need for social networking and building social support on campus. Plans for tailoring more activities around these two themes are currently being reviewed.

- In addition, discussions about the instrument RVC used to assess student beliefs, values, and engagement revealed the student survey had little or no reliability or validity. However, because students’ beliefs, values, and academic habits can have an influence on their learning, RVC sought an instrument that would provide more meaningful and useful information. The College is currently administering the Cooperative Institutional Research Program (CIRP) survey during the Educational Planning sessions of the First-Year Experience program. Data gathered from the survey will be examined in conjunction with CAAP data to create a profile of new students entering RVC in fall 2009.
TracDat and the current assessment cycle help to ensure that RVC faculty and staff evaluate the effects of changes in programs and courses on subsequent measures of student learning. Chairs are prompted in TracDat to describe a course of action based on assessment data. The timeline further reinforces this iterative approach by allowing Academic Chairs the flexibility to use assessment data from the prior term to serve as an area of inquiry for the current term. Subsequently, progress reports taken at the end of each semester allow administrators, the Assessment Coordinator, and committee members to provide any necessary assistance. Finally, faculty are encouraged to share how they use their assessment results through the new assessment website and in the new upcoming newsletter.

4. **The HLC peer reviewers recommended that the College document “evidence of the consideration of assessment data routinely in the development of the College budget.”**

An assessment budget is managed by the Assessment Coordinator; prior to the Coordinator joining RVC, the assessment budget was decentralized in the Academic Affairs and discipline budgets. With an assessment budget now centralized and coordinated in one office, the College recognized the need to add funds to the annual budget to cover the cost of assessment instruments and processes that were once covered by external grants (such as Perkins). In addition, changes to reporting practices were made to streamline communication between relevant faculty, staff, and administrators. Academic Chairs are asked to identify budgeting needs based on student learning assessment results at the end of any term in TracDat. As RVC moves to fully implement TracDat as the framework for documenting and organizing assessment activities, budget decisions based on student learning assessment data will be more transparent. Finally, through memoranda, emails, and division meetings, faculty are reminded about the budgeting timeline and encouraged to submit budget requests based on student assessment results. (See Appendix S.)

**Examples:**

- The new timeline was constructed based on a calendar year cycle to align with College budget meetings so that results from program/discipline data can inform budget requests for the new fiscal year.

- The College further incorporates assessment data in the college budget by requiring programs/disciplines to tie budget requests to assessment data. A new report in TracDat (see Appendix T) will be used by administration in the next fiscal year budget discussions with Associate Deans and Academic Chairs.
• RVC currently provides resources (technology support and staffing) to set up cohorts to assess dual credit and FYE students. For example, the Assessment Coordinator, in conjunction with relevant faculty and staff, develops databases to track various student cohorts’ progression through each semester at RVC.

• Assessment data led to approval for additional monies to staff the Writing Center and Math Lab.

• The Academic Plan (Appendix U) includes assessment of student learning as a key initiative (to “enhance and improve students’ academic achievement through ongoing assessment and evaluation”) in support of Goal Two which focuses on creating “a quality learning environment.” Embedding assessment and evaluation in the Academic Plan furthers the College’s commitment to allocate resources at all levels for assessment activities.

Overall, administrators are expected to use data from all levels of assessment when developing the College budget. The assessment website, Handbook, and TracDat all aid in clarifying the connections between assessment and the budgeting process. With a transparent budget process, all faculty and staff are able to see how the College utilizes assessment data from each department. In addition, as outlined in the draft Academic Plan (which will be finalized in August 2009), assessment of student learning will be reported annually to the Board of Trustees as a key performance indicator for the College.

Secondary Issues

The secondary issues outlined in this report are in response to other recommendations and observations of the HLC Focused Visit Team.

The peer reviewers observed that internal expertise is not utilized for workshop presenters and assessment mentors.

The RVC campus community recognized the need to draw upon our resident experts to facilitate the assessment process, and faculty from the Physical Sciences, Speech, Composition and Literature, Social Sciences, and Business have pitched in to help their fellow colleagues with assessment. Part of the effort to highlight the knowledge of internal experts was the formation of the Assessment Needs Team (ANT). The team is made up of three faculty and two associate deans who serve as consultants in program/discipline and course assessment. In addition, different faculty share their own assessment practices with others during faculty development days and impromptu
workshops. For example, classroom “Clickers” (real-time software for student feedback in class) were originally employed by only a couple of faculty and now are being requested for other academic areas such as the library. Faculty have also presented different assessment sessions during faculty development workshops. (For a sample of one workshop schedule, see Appendix V.) The Assessment Coordinator also serves as a resident expert in research methodology and as part of the Assessment Needs Team that aids Academic Chairs and faculty at different points along the assessment cycle. (See Appendix W for key assessment roles and responsibilities taken from RVC’s Assessment Handbook.) Finally, RVC’s Academic Vice President is a former HLC staff liaison, a peer reviewer, and a mentor and facilitator for the Higher Learning Commission’s Academy for Assessment of Student Learning. At the HLC Assessment Workshops, she has offered concurrent sessions on General Education, Assessment Basics, and other topics. This experience and involvement provides her with tremendous professional development that informs and enhances her work at RVC.

The College also actively works to expand the number of internal experts by supporting professional development as it relates to assessment. Any faculty member who wishes to increase their knowledge of assessment can attend workshops and conferences throughout the year. Several faculty and administrators have attended the HLC Assessment Workshop in Lisle, IL, the Assessment Institute in Indianapolis, IN, and the TracDat Users conference in Pittsburgh, PA. Faculty and administrators have pursued professional development through conferences such as those offered by the League for Innovation, the Foundations of Excellence, the Teaching Professor, and others which include sessions on assessment of student learning. Finally, faculty attend discipline-specific conferences where they learn about assessment methods tied to their subject areas. Psychology faculty, for example, first became interested in the use of “Clickers” for classroom assessment after seeing them demonstrated at a conference. Based on their own learning at conferences and workshops, faculty and administrators are able to implement new assessment techniques in their programs/courses or present to the larger College community. (See Appendix V for examples.)

The Team noted RVC’s “need to establish a college-wide assessment process that is comprehensive in nature.”

The current timeline provides structure for all levels of the assessment process including institutional assessment. The different committees and the Assessment Needs Team also ensure assessment at RVC is comprehensive in scope by including input from faculty, staff, and administrators. In addition, levels of assessment are linked together from course objectives up through program, division, and institutional outcomes and initiatives—all ensuring assessment is a college-wide effort. Furthermore, assessment of student learning is folded into additional reporting requirements from the state agencies
The 2007 Team Report indicated that institutional assessment, assessment of student learning, and program review have not been adequately defined. Accurate definitions are needed to add clarity to the overall assessment process.

A new edition of the Assessment Handbook provides definitions for each level of assessment (institutional, program/discipline, and course) and is available on the RVC Assessment website (http://www.rockvalleycollege.edu/Academics/Assessment-at-RVC.cfm). In addition, faculty assessment of student learning (course and program level) is seen as a valuable component of the overall program review. Appendix X is the actual outline used by programs for their five-year review cycle.

The HLC peer reviewers also expressed concern about the absence of an Assessment Coordinator.

As noted above, an Assessment Coordinator was hired in March of 2008. Over the last year, the Coordinator has built up social capital and reaffirmed his role as an aide to faculty and others College-wide. The Coordinator trains faculty on TracDat, develops and distributes all progress reports, and serves as a member on all assessment committees and teams. He is a member of the CAO Council and works closely with members of the College Leadership Team in data-driven decision-making, creating and reporting on Key Performance Indicators, and developing meaningful assessment for the Student Development and Continuing Education areas of the College.

The Team suggested that overall assessment, not just classroom assessment, needs to be driven by faculty.

In an effort to make the entire assessment process faculty-driven, RVC reestablished the structure of the Executive Assessment Committee (EAC), the Student Learning Outcomes Committee, and established a small team of faculty “consultants” dubbed the Assessment Needs Team. The Executive Assessment Committee (chaired by a faculty member) is charged with serving as a reporting/consulting body for larger macro-processes related to communicating the importance of, and the overall direction for, assessment. EAC minutes serve as an additional means of communicating and documenting the fruits of assessment activities. Both the Student Learning Outcomes (SLO) committee (focused on general education outcomes) and the Assessment Needs Team (ANT) are made up of faculty and the Assessment Coordinator. Faculty were chosen for ANT based on their skill set, knowledge, and interest. One member teaches educational psychology and joined the team to help other faculty with her expertise in...
measuring goals/outcomes and objectives. In addition, two other faculty were identified as knowledgeable in either assessment strategies or the use of TracDat. (For a complete list of roles and responsibilities for the two committees and ANT, see Appendix W.)

To further maintain the integrity of assessment being faculty-driven, many faculty serve on co-curricular committees. For example, the First-Year Experience committee includes faculty from Reading, Psychology, Business, Science as well as staff from Student Development and assessment. RVC has also incorporated assessment sharing sessions into the faculty development workshops held twice a year. Faculty are encouraged to share what they are doing with student learning results in their respective areas. These symposium-style forums allow faculty to share best practices and exchange assessment ideas. (See Appendix V for the 2009 agenda.)

Exchanges between faculty at these workshops coupled with prior discussions between Academic Chairs and faculty inspired additional “sharing” sessions at the program/discipline level. The following narrative is what one faculty member had to say about sharing ideas related to student learning and assessment:

We've started this process and will continue to enhance it. Last year in May and August and then again this spring I met with all adjunct faculty to go over our curriculum and policies. They are the ones who teach the vast majority of our developmental classes. One of the things we talked about was instruction. We talked about the student, their needs, and how we can best address them. In the developmental math manual, there is a large section on instruction where resources have been culled on teaching, learning, and assessment. Because we're rolling out new curriculum, it's a lot for faculty to process all at once. So, in the fall, I'm going to start "sharing sessions" where each person brings something they know works in the classroom. We'll start with a general session but in the future, I want to have specific sessions on certain problematic content. Guiding these discussions will be findings we get from the mass finals we're starting to give. We already encourage instructors to use a software program in developmental math (MyMathLab) since it is a great assessment tool. Within it is an item analysis feature that allows instructors to walk into class and know what the problematic content is from an assignment and address that head on. But using the final exams and discussing strengths and weaknesses will also guide and affect our instruction long term.

Finally, through the Faculty Professional Development Reports and the faculty’s annual goal setting, Associate Deans encourage and reinforce each faculty member’s
involvement in assessment efforts. (See Appendix Y and Z for documents showing Associate Deans’ support of faculty’s assessment efforts.)

Challenges

*Academic Chairs’ workload*

The assessment culture at RVC has been slow to move from a culture of compliance to commitment due to past administrative instability and a vacant Assessment Coordinator position. One of the challenges is to balance the need for assessment to be faculty-driven with the demands already placed on faculty. By framing the assessment governance structure (committees, internal consultants, administration) as one that supports faculty in *meaningful* assessment endeavors, we continue to change the assessment culture to one of commitment. In addition, systems and structures have been put in place to make assessment simply a part of doing business at RVC, with considerable attention being paid to data-driven decision-making. In the academic and student development areas, the data that inform decisions are tied to student learning, engagement, and personal growth.

Some Academic Chairs speak about the challenges of engaging senior, highly experienced faculty in discussions about student learning strategies. One narrative from an Academic Chair highlights this challenge.

> It has been hard for me to delve into talking about instruction because many of my adjuncts have 20+ years of teaching experience over me. What I learned, though, is that is often irrelevant. So I decided to "go there" and talk about teaching, best practices, and things to avoid. Basically, my premise is that teaching is a constant growth and learning process and we all benefit from each other's experience and advice. Adjuncts seemed to enjoy discussing tips and were happy to share ideas.

The faculty narrative epitomizes the growing trend of faculty breaking through old notions of assessment and being open and transparent in their assessment and teaching practices—an idea that is at the heart of “sharing” sessions.

*Course Delivery Assessment*

RVC faces an additional challenge with the assessment of online courses and comparisons with other modalities. A preliminary analysis of grades between course type (online, hybrid, face-to-face) this past spring (Appendix AA) may serve as a template for
illustrating differences between course delivery on a direct measure of student learning. Plans include focusing course-level assessment efforts on those courses offered in a variety of formats each semester. Additional areas for assessment will include comparisons between syllabi, persistence, and peer institutions.

**Future Endeavors**

In an effort to link more clearly the assessment of student learning with faculty development, the assessment office was moved into RVC’s faculty development suite (the ATLE) so that assessment training sessions and discussions will take place in the context of faculty development. Most faculty use the scheduled meeting time either as a planning session or to discuss techniques for analyzing data. The Assessment Coordinator will expand on this idea by offering a schedule of assessment workshops in conjunction with faculty development workshops during key points of the assessment cycle. For example, workshops will be held at the end of January, April, September, and December and will focus on developing assessment plans, conducting analyses, using assessment data to affect change, and evaluating changes made, respectively.

Furthermore, the ATLE will implement the Adjunct Faculty Institute (AFI) in fall 2009 to give adjunct faculty at RVC a variety of tools and resources through a formal classroom format. RVC internal experts will deliver courses for the AFI that range from classroom technology to assessment and test construction. (See Appendix BB for a detailed proposal.)

In addition to the aforementioned schedule of workshops and the AFI, a new format for the RVC assessment newsletter “In the Know” will be available in fall 2009. The newsletter will feature a column written by a faculty member each quarter, one for highlighting RVC assessment activities, one for current issues in student learning assessment, one for upcoming events, and one for TracDat tips for faculty and staff. The newsletter will be emailed four times per year and available online.

Finally, to highlight faculty’s efforts in assessment, yearly recognition awards will be introduced to faculty at this September’s faculty development day. Guidelines for the award will be outlined by the three assessment entities (Executive Assessment Committee, Student Learning Outcomes Committee, and the Assessment Needs Team).

**Final Thoughts**

As the examples in this report demonstrate, Rock Valley College’s ongoing and expanding assessment activities are helping us to understand what and how well our students learn. We are using the results of assessment to make changes to programs, curricula, and instruction. With enhanced governance structures, new processes and timelines, additional staffing, administrative stability, as well as a College-wide focus on
data-driven decision-making now in place, we are well-positioned to sustain our commitment to using assessment results for continuous improvement. We recognize that all of these efforts are helping us to meet the mission of Rock Valley College.
APPENDIX A –

Excerpt taken from the 2008-2011 Collective Bargaining Agreement

5.9.4 Evaluation Procedures

Full-Time Temporary Faculty Members

Full-time temporary faculty shall be evaluated using the procedures for the probationary full-time faculty.

Full-Time Probationary Faculty Members

Full-time probationary faculty members shall be evaluated annually through the Faculty Professional Development Report (See Appendix E for report form*), peer evaluation, a summary of student evaluations conducted in each class taught by the probationary faculty member, curriculum portfolio, and division Associate Dean evaluation, including classroom observations (See Appendix F for evaluation form).

Full-Time Tenured Faculty Members

Full-time tenured teaching faculty members shall be evaluated in accordance with Table 5.9.3B in-depth, at least once every three (3) years. The in-depth review will include: Faculty Professional Development Report (See Appendix E for report form); a summary report of student evaluations conducted in accordance with Section 5.9.7 over the previous three (3) years; peer review (if requested); and a division Associate Dean evaluation including classroom observation/evaluation (See Appendix F for evaluation form).

In addition to the in-depth review, full-time tenured teaching faculty members shall, on an annual basis, submit a Faculty Professional Development Report and meet with the Associate Dean to review progress toward implementation of goals for the three (3) year in-depth evaluation.

*In the annual Faculty Professional Development Report, faculty often select goals related to assessment activities and describe their efforts in supporting assessment in the narrative portions of the report. While assessment results are never used in the evaluation of faculty, most faculty identify assessment efforts as part of their own professional development.]

6.15.1 Responsibilities and Duties of Academic Chairs

The responsibilities and duties of Academic Chairs are as follows:

• Reviews and recommends class schedules and teaching assignments in consultation with faculty and within the procedures established by the discipline.
• Coordinates outcomes assessment by collecting appropriate data/documents and providing these to the director [Associate Dean] who compiles the report.
• Serves as a resource person for faculty and their Associate Dean.
• Collects data and submits the ICCB Program Review report to the Associate Dean.
• Convenes and conducts department meetings as outlined in the contract, follows through with action items and provides the Associate Dean with the minutes of the meeting.
• Chairs appropriate advisory committee activities including planning the agenda, submitting minutes to the Associate Dean, and following through on action items.
• Attends regular meetings with their Associate Dean to convey faculty priorities and concerns.
• Attends training sessions as appropriate.
• Acts as resource for faculty in development of new courses/programs and course syllabi.
• Acts as resource for their Associate Dean regarding pre-requisites, general advising, and questions about classes.
• Provides input to their Associate Dean regarding class section additions or deletions.
• Identifies faculty development needs in their department/discipline area.
• Provides input to the Associate Dean regarding budget needs, changes and/or adjustments.
• Serves as a member of the interviewing/hiring committee for adjunct faculty.
• Mentors and evaluates adjunct faculty.
• Ensures that adjunct faculty are aware of department and College policies and procedures.
• Attends adjunct orientation sessions.
• Oversees adjunct faculty with respect to submission of reports and grades (e.g. 10-day rosters, textbook orders, etc.)
• Prepares reports for program accreditation/review as needed.
• Advises and recruits students where appropriate.
• Oversees admissions in restricted programs.
• Oversees specialized facility/lab management.
• Administers clinical/training sites that have regulatory requirements.
• Collaborates with Associate Dean on below the line budget preparation and management
  • Facilitates formation of tenure committees in department.
APPENDIX B –

RVC Assessment Timeline

1. Enter Calendar Year Assessment Plans by 1/31
2. Enter observations & analyzed data by 4/30
3. Enter Action Plan based on spring semester results by 9/30
4. Enter observations & analyze data by 12/20

Reviewed by Assessment Needs Team and progress reports given to Associate Deans

Monthly progress reports disseminated to Executive Assessment Committee

Reviewed by Assessment Needs Team and progress reports given to Associate Deans

Status Reports communicated to Department and SLO sub-committee Chairs
Assessment at Rock Valley College

Assessment at Rock Valley College focuses on the constant improvement of student learning through faculty-driven activities at multiple levels. Specifically, faculty participate in assessment activities at the following three levels within their respective areas.

1. Program/Discipline Assessment – assessment designed to measure student learning for a sequence of courses, a program of study, or a degree/certificate.

2. Course Assessment – assessment designed to measure student success in all sections of a particular course, such as ENG 101, MTH 099, or SOC 190.

3. Class Assessment – assessment designed to measure student success in one section of a course or in a distinct class; the methods are determined by the instructor or the instructor in conjunction with the department.

In addition, Rock Valley College faculty conduct assessment activities at the divisional and institutional levels.

4. Student Learning Outcomes Assessment – assessment designed to examine students’ learning across the six college-wide general education outcomes:

**Communicate effectively** --

- Create and compose a variety of documents that are purposeful, well-supported and well-organized and that are grammatically and stylistically correct.
- To construct and deliver a clear, well-supported verbal presentation appropriate to the audience and situation.
- Demonstrate an ability to interact effectively and appropriately in a small group setting.
- Locate appropriate and relevant information and evaluate its usefulness as support for oral and written presentations.
- Demonstrate an ability to correctly apply a recognized style of academic documentation.

**Integrate technology into all fields of knowledge and expression** --

- Identify technology appropriate for managing a task or problem.
- Use technology effectively to perform a task or solve a problem.
- Evaluate the results of using technology to perform a task or solve a problem.
Demonstrate competency in critical thinking --

- Identify methods of reasoning.
- Examine accurate and reliable information from various sources.
- Analyze alternatives using valid evidence to support conclusions.
- Formulate appropriate solutions.
- Evaluate the effectiveness of critical thinking and problem solving methods.

Respect and work effectively with persons of diverse backgrounds and abilities

- Explain the impact of social, political, and economic factors on race and relations in our global society.
- Attend to diverse perspectives.
- Demonstrate the ability to work in diverse groups toward a common goal.
- Identify and explain social forces that can effect cultural change.
- Identify and explain diverse cultural customs, beliefs, traditions and lifestyles.

Demonstrate the behaviors of ethical and socially responsible citizens --

- Evaluate ethical and social issues.
- Distinguish between fact and ethical decisions.
- Apply varied methods for guiding their decision-making processes.
- Demonstrate good citizenship.

Demonstrate personal wellness --

- Display ongoing intellectual exploration.
- Practice physical well-being.
- Demonstrate aesthetic responsiveness.
- Exhibit adaptability and flexibility.

Institutional Assessment – assessment and evaluation of variables acknowledged as having an impact on student learning (e.g., student engagement and student learning outcomes).

Three assessment bodies provide assistance and structure for the aforementioned activities. The Assessment Needs Team (ANT) provides consultation to faculty and administrators in developing and documenting assessment activities at the course and program/discipline level. The team is comprised of at least two associate deans and four faculty members.

The Student Learning Outcomes (SLO) Committee provides leadership and guidance on assessment of the institution’s general education outcomes. It is comprised of one subcommittee for each of the student learning outcomes. Faculty members of the committee with consultation from the assessment coordinator select measures and a timeline for measuring each outcome.
Team members provide status reports through the chair of the SLO committee to the Executive Assessment Committee during its monthly meetings.

The Executive Assessment Committee (EAC) provides leadership in planning and implementing all aspects of the processes that support the assessment of student learning. The committee provides balanced leadership by promoting membership from faculty and administrative groups. The Executive Assessment Committee achieves its mission through collaborative efforts with the Student Learning Outcomes Committee and the Assessment Needs Team.

For more information about your role in assessing student learning, please contact your department Chair, your Associate Dean or the Assessment Coordinator (Shaun Cowman).
## APPENDIX D -

Assessment Plan Progress Report Form Sent to Chairs (TracDat)

<table>
<thead>
<tr>
<th>Liberal Arts &amp; Sciences</th>
<th>SLO Chair</th>
<th>Plan Overview</th>
<th>Goals / Outcomes</th>
<th>Objectives</th>
<th>Assessment Method</th>
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<td><strong>Name</strong></td>
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<td>SLO 5 - Ethical and Social Responsibility</td>
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<td>SLO 6 - Personal Wellness</td>
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**Academic Chair**

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<th>Child Care Development</th>
<th>Composition</th>
<th>Humanities</th>
<th>Mass Communication</th>
<th>Modern Language</th>
<th>Music</th>
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<th>Social Science</th>
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<th>Mathematics</th>
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# APPENDIX E -

Assessment Results Progress Report Form Sent to Chairs (TracDat)

## Observations and Analysis Progress Report

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<tr>
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APPENDIX F –

Modern Language Program (Spanish) Assessment Report

Program: Spanish

Academic Year: 2007-2008

Division: Liberal Arts

Program Goal: 1) To prepare students to develop intermediate skills in writing, reading, speaking, and listening comprehension in Spanish for advancement in their language studies.

Intended Learning Outcome: 1) Students will be able to write, speak, and understand written and spoken Spanish using intermediate grammatical structures and the vocabulary of everyday language.

Assessment Method:

**Direct assessment:** A comprehensive final exam that includes writing, reading and listening comprehension indicative of intermediate level grammar and vocabulary.

**Who and When:** The final exam was administered to the capstone class (Spanish 204) the first week of May, 2008. Two sections of Spanish 204 (two different teachers) and a total of 24 students participated in the assessment.

**Performance Criteria:** A score of 80% and above in the final will be indicative of learning.

**Assessment Results:** Direct Assessment: 24 students took the final exam containing reading and listening comprehension, vocabulary, and writing components. The results for the combined two sections are: 13 students (54%) scored 90% and higher; 20 students (83%) scored 80% and higher. 2 students scored in the 70’s and 2 scored in the 60’s.

**Recommendations/Action. Date: Spring 2008**

This is the second class to graduate with the Vistas program adopted by the Spanish department in the Fall of 2005. The results are strikingly similar to last year’s even though two sections of Spanish 204 taught by two different teachers participated in the assessment. According to the above criterion for learning outcomes, approximately 85% of the students achieved this goal. These results confirm our believe that the curriculum as well as its delivery by two very different teachers in experience and style are more than adequate for the success of our students. At this point we have no recommendations for change.

**Indirect Assessment**

**Assessment Method:** A senior survey was administered to ascertain students’ evaluation of the Spanish Program, what instructional methods were most effective for learning, and to solicit suggestions for improvement.
**Schedule: When & Who:** the survey was administered to all students enrolled in Spanish 204 (capstone class) the first week of May, 2008.

**Performance Criteria:** Since this is an indirect assessment, there are no specific performance criteria. The goal is to solicit feedback from the students on their perceptions of whether the Spanish Program at RVC met their goals and their suggestions for improvement.

**Assessment Results:** 22 students participated in the survey. 19 students (86%) loved the program and felt prepared to transfer to a four year institution. The two students who did not benefit fully from the program admitted personal responsibility for their failure and specifically indicated that it had nothing to do with the teachers or the program. These 19 students also indicated that they learned the grammar, the cultures of the Spanish speaking countries, and the four language skills (speaking, writing, listening and reading comprehension) well and very well.

18 students (82%) indicated that the best instructional method was “class practice” followed by “teacher presentation” and “examples” as second bests (12 students, 55%). The most interesting finding of this indirect survey is that only 3 students (13%) indicated that “on-line homework” is helpful and that the “textbook” is only slightly more helpful.

Clearly, these results indicate that most of the learning occurs in the classroom through teacher presentations and examples and carefully guided group activities which are also facilitated by the teacher. The textbook and on-line homework, tools which students use mostly on their own, play a much smaller role in students’ perception of and actual learning.

**Recommendations/Action, May, 2009:** This is the second class to graduate with the new program, Vistas, adopted by the Spanish department in the Fall of 2005. Like last year, no one in the 2008 graduating class expressed dissatisfaction with the program and/or had any new suggestions for improvement (a couple of students mentioned more group work and some review of earlier grammar). The addition of Spanish 205, a conversation class, to the program and the opportunity we give our students to take Spanish 204 and 205 at the same time has fully addressed students’ request for more speaking opportunities. Also confirmed is our belief that the curriculum is less important that its delivery which depends entirely on the program’s very competent teachers (some students in the capstone class have had four different teachers is the course of the Spanish program at Rock Valley).

The overall dissatisfaction with “on-line homework” merits further discussion at the departmental level. At this moment there are no recommendations for change.
APPENDIX G –
Modern Language (Spanish) Course Assessment Report

Course: Spanish 101                           Assessment dates: First week of May, 2008

Division: Liberal Arts: Modern Languages Department

Chairperson: Michael Beert

Assessment Team Leader: Elvira Bayod Ventimiglia

Course Faculty Participating in the Assessment: Cristina Szterensus, Debra Currere, Elvira Bayod Ventimiglia.

OBJECTIVES: This is a follow up of the same course assessment conducted in the fall semester, 2007, from October 1 to the 5th.

Two learning outcomes were assessed: 1. Students’ ability to communicate effectively by choosing SER and ESTAR and using correct conjugation and 2. Students’ ability to distinguish the concepts that differentiate the Spanish use of the verbs SER and ESTAR.

WHY: In English both verbs translate as to be but in Spanish each verb has specific uses and therefore, are not interchangeable. Identifying the conditions that require the use of one or the other of these verbs is a very difficult concept to grasp by English speakers. Students continue to confuse these two verbs well into advanced levels of the Spanish.

METHOD OF ASSESSMENT:

Direct assessment: The first week of May, 2008, all Spanish 101 students were given a written activity consisting of 20 sentences. The first 10 sentences, written in English and exemplifying the various uses of ser and estar, assessed the students’ ability to identify the correct verb to be used in Spanish. The second 10 sentences, fill in the blank in Spanish, required the students to complete a dialogue using both the correct verb and the correct present tense conjugation.

Criterion for learning assessment: 80% correct verb identification and present tense conjugation: 8 and above correct answers out of 10.

Indirect assessment: a student survey was administered to assess the students’ perception of learning of this particular concept, to ascertain what instructional method(s) were most effective for learning, and to solicit suggestions for improvement.

SUMMARY OF ASSESSMENT RESULTS

Direct assessment: a total of 85 students from 5 different Spanish 101 sections taught by 3 different teachers participated in the assessment activity. 75 students (88%) scored 80% and above in the recognition section of the assessment (learning outcome 2. above). 66 students (78%) scored 80% and
above in the conjugation section of the assessment which required both identification and conjugation of the appropriate verb (learning outcome 1. Above).

**Indirect assessment:** 83 students (98%) indicated that they have learned the concept of *ser* and *estar*. The 2 students who did not learn it took personal responsibility indicating that they had not done their homework or kept up with the reading assignments. 81 students (95%) indicated “teacher presentation” as the most effective method for learning followed closely by “class practice” and “examples” (80 students, 94%). 48 students (56%) indicated “textbook” and 39 students (46%) indicated “homework” as effective methods for learning the concept of *ser* and *estar*. Very few students had any suggestions for making this concept more understandable other than more practice.

**EVALUATION OF ASSESSMENT RESULTS**

**Direct assessment:** a comparison of the results between assessments conducted at the end of the semester versus the same assessment conducted 7 weeks into the fall semester of 2007 is highly revealing. In the spring of 2008, 88% of the students scored 80% and above in the identification section of the verbs *SER* and *ESTAR* and 78% scored 80% and above in the identification /conjugation section. These percentages are in sharp contrast with the Fall 2008 results when only 54% of the students scored above 80%. A statistically significant positive difference of 34% and 24% higher results in assessment conducted at the end of the semester confirms the conclusion reached by the Spanish faculty in the Fall of 2007, that this very difficult concept requires an entire semester of continuous repetition, exposure, and practice for the majority of the students to both comprehend and use the verbs “ser” and “estar” correctly and effectively. There is no doubt that the timing of the assessment; early versus late in the semester, relative to the introduction of the concept is highly correlated to the results.

**Indirect assessment:** there are no discernable differences here in terms of students’ perception of learning as well as the methods most students find useful in the learning process. Regardless of the timing of its administration, semester (spring vs. fall), teacher, or 4 days vs. 2 days a week classes, the results are the same: a. students’ perceptions of learning is always higher than the performance results would indicate, b. students’ responses indicate that most of the learning occurs in the classroom through teacher presentations, examples, and class practice, c. students have no suggestions for faculty to help them learn better other than more practice and worksheets, d. text and homework rank lowest as useful methods for learning.

**ACTION PLAN**

Both direct and indirect assessment indicate that by the end of the semester most students in Spanish 101 have learned the difference between *SER* and *ESTAR* and that most of the learning is teacher and class centered. The Spanish faculty is doing a great job in teaching this difficult concept and no changes are recommended at this time.
APPENDIX H –

Developmental Reading TracDat Report
APPENDIX I –

Writing Center Usage Profile

Spring 2009 - Specific Help Categories

- Essay Writing: 25%
- Language Usage: 24%
- Revising and Editing: 11%
- Grammar/Mechanics: 10%
- Paragraph Writing: 10%
- Sentence Structure: 9%

Student Course Discipline

- ENG99: 21%
- ENG 101: 21%
- ENG 103: 10%
- ENG OTHER: 10%
- ART: 4%
- BUS: 4%
- ECO: 3%
- EDU: 3%
- HST: 2%
- JRN: 2%
- MKT: 2%
- COM: 2%
Number of students who were first time visitors

- 118 Subsequent
- 174 First Time

Appointment Length

- 29 60+ min
- 116 31 to 60 min
- 147 up to 30 min

Appointment type

- 124 Walk In
- 168 Scheduled
- 124 Scheduled (42%)
- 168 Walk In (58%)
APPENDIX J –

Composition Assessment Summary

Fall 2007:
Department decided to pilot the use of Criterion, a software program for evaluating student writing, developed by ETS. A license for 10 instructors was purchased using funds (reserved for assessment) through a proposal submitted to the administration. During the semester only one instructor used the software consistently and only three used the program to capture and evaluate final examination persuasive papers. A total of 42 papers were read.

Fall 2007:
After much discussion (see meeting minutes), the department decided to abandon the Criterion project in favor of a method recommended by the Composition Subcommittee that used a rubric to evaluate persuasive/argumentation essays. A pilot was conducted during this semester involving only the subcommittee members; the plan included collecting essays from all English 101 and 103 classes, developing a rubric, and using it to read and evaluate student work. A review of the rubric and process was scheduled for the beginning of Spring ’08.

Spring 2008:
1. The pilot project’s process was successful in collecting essays from both full-time and adjunct instructors; however, the committee determined that the rubric needed some minor revisions. The revised rubric was used for a full-scale project implemented during the semester.

2. Approximately 200 essays were collected during the final weeks of the semester. Members of the subcommittee met and read the essays then calculated the results. The data was used to generate a tentative report (see attached) to be presented at the first department meeting of the fall semester. Funds for a light lunch and refreshments had been included in the department budget.

Fall 2008:
1. Report based on evaluation of persuasive/argumentative essays collected during Spring 2008 was written and presented to department. Questions were discussed and the decision was made to continue using this method of assessment for the next semester.

2. As result of recommendations made in the report, two faculty development workshops were conducted; these workshops focused on a review of English 101 and 103 objectives and on writing assignments appropriate to these courses. The first workshop was conducted in October and 10 full time faculty and 2 adjunct faculty attended; the session was facilitated by a full-time department member (Robert Mawyer). The November workshop was attended by 13 faculty members, including two adjuncts, and was facilitated by another full-time faculty member (Bear Wolf).

3. The Composition Subcommittee again collected approximately 200 argumentative/persuasive essays from both full-time and adjunct faculty. The essays will be read during the first two weeks of June and a report will be written using data from both the fall and spring semesters’ artifacts/papers.
Spring 2009:

1. A faculty development workshop was conducted by Dr. Brad Peters, Director of the Freshman Composition Program and past director of the NIU Writing Center. Dr. Peters presented assignments used in the NIU program for both composition courses and discussed the role of course and program objectives in designing assignments.

2. Persuasive/argumentation essays were collected at the end of this semester. They will be read using the revised rubric during the first two weeks of June and a report will be written using the data.
APPENDIX K –

Business Program TracDat Report
APPENDIX L – Developmental Math Flyer

Consistency
Quality SUCCESS Flexibility
Affordability

ROCK VALLEY COLLEGE DEVELOPMENTAL MATH
Modular Math Classes
STARTING FALL 2009

What is a module?
• 2 credit hour class offered every 8 weeks
• Two modules replace one 16-week course

Save time and money
• Earn 2 credits every 8 weeks, each time you pass a module.
• Every module will be offered every 8 weeks.
  If you don't pass a module, you can repeat it in the next 8 weeks.
• Fewer chapters are covered in each module.
  The content is taught more slowly with time for practice to help you understand it better.
• There is one book for MTH 091, 092, 093 and 094.

Things to Know
1. Register for 2 modules in the same semester.
2. Choose modules that meet the same days and times.
   For example, sign up for MTH 091 DAC and MTH 092 DAC. Each meet MWF 8-9:30.
   MTH 091 is during the 1st 8 weeks;
   MTH 092 is during the 2nd 8 weeks.
3. If you are failing a module, you should withdraw by the module withdrawal date and register to repeat the same module for the next 8 weeks.
   NOTE: A limited number of repeating modules will be offered.
   A repeating module may be offered at a different time than your current section.

Did you know?
Since you can take two modules back to back in the same semester, it won’t take any longer to get through these courses. It could take even less time if you qualify for MTH 096 or a geometry waiver (see developmental math flow chart for more information).

Questions?
Contact an advisor at 815-921-4100
or email Kathleen Almy, Developmental Math Coordinator, at kalmy@ednet.rvc.cc.il.us

Developmental Math Sequence

2 CREDIT MODULES
MTH 086 Basic Math Skills
MTH 088 Prealgebra Part I
MTH 089 Prealgebra Part II

Replacing MTH 090
New Course

Replacing MTH 095
MTH 091 Beginning Algebra Part I
MTH 093 Intermediate Algebra Part I
MTH 094 Intermediate Algebra Part II

Replacing MTH 099
MTH 097 Geometry

College Level Math
MTH 100
MTH 115
MTH 120
MTH 132
MTH 216
MTH 220
See catalog for more courses

Did you know? Students placing into MTH 086, 088, 090, 091, 095, or 096 must complete the state geometry requirement before taking a college level math class in one of the following ways:
1) Submit a Geometry Waiver Form (see Records Office)
2) Pass a Geometry Competency Test (see Testing Center)
3) Complete MTH 097 with a grade of C or better (see below)

MTH 096 Combined Beginning and Intermediate Algebra
Accelerated course for students receiving an A in both MTH 088 and MTH 089 or MTH 090 or students who qualify by placement test score.
MTH 096 replaces MTH 091, 093, 095, and 094.

*MTH 097 Geometry
May be taken after completing MTH 095 or MTH 096 or MTH 091 & 092.
May be taken before, in the same semester as, or after MTH 095, MTH 093, or MTH 094.

Not satisfied with your placement?
DO NOT ENROLL IN A MATH COURSE YET
By enrolling and beginning a developmental math course you are accepting your placement and you are required to complete the developmental math sequence.

Consider these options first:
1) Submit a Math Appeal (see Math department website)
2) Retake the placement test (see Testing Center)
3) Meet with an advisor (see Advising & Counseling)

www.rockvalleycollege.edu/math
APPENDIX N –

Math Lab Utilization Profile
APPENDIX O -  
Developmental Math Program/Discipline Assessment Report

Overall changes made since Spring 2008:

- Placement cutoff score on the Elementary Algebra Accuplacer test for MTH 095 was raised from 22 to 33. Students can continue to place into MTH 095 via the Arithmetic Accuplacer test. This will be changed for fall 2009.
- Courses were standardized in terms of content and grading.
- Two chapters of content were removed from MTH 095. A few sections of content were removed from MTH 090 and MTH 099.
- There is an increased emphasis on review and study skills.
- Many sections of MTH 095 and some sections of MTH 099 incorporated MyMathLab.
- Class sizes were reduced from 38 to 30 in all sections except self paced which remain at 24.
- Self paced classes standardized greatly with stricter deadline policies and the use of MyMathLab in place of ALEKS.
- New sections: MTH 096, online MTH 095, online MTH 099
- Online developmental math classes require instructor permission to register
- MTH 097 is no longer a prerequisite for MTH 099. Students can be waived from Geometry.
- A set of laptops is now available to make any class computer assisted.
- Students receiving As in MTH 095 were allowed to retake the placement test and accept the higher placement if they earned one.

NOTE: Pass rates for Spring 2008 and Spring 2009 are on page 4 of this document.

MTH 090

As in Fall 2008, the increase in the placement cutoff score increased the number of students beginning in MTH 090. Sections were added to accommodate the extra students.

While there was a drop in the pass rates from Fall 07 to Fall 08 as instructors adapted to the changes in policies and the influx of students into these classes, which was not the case from Spring 08 to Spring 09. Pass rates rose. Percentage wise, there were less Fs and Ws.

MTH 095

MTH 095 continues to show the most improvement amongst the developmental classes, as it should, since it has seen the most amount of change. Overall, we have less students starting in MTH 095 and instead starting in MTH 090 with the placement changes. Still, the number of Fs and Ws dropped percentagewise. As in fall 2008, less content in this course and more usage of MyMathLab to encourage skill practice are producing positive results.

MTH 096
Only in its 2nd semester, this combined Beginning and Intermediate Algebra course continues to show great success. Consequently, the course will be a permanent offering and will increase to two sections in Fall 2009, one of which will be on the main campus.

**MTH 097**

Due to the creation of the Geometry Waiver, the number of sections of MTH 097 has dropped by more than half. Pass rates raised possibly due to a new curriculum which has all classes more standardized and all students using a notes packet.

Still, instructors in this course found the pace to be too fast and the content not appropriate for the audience. With the changes in high school geometry requirements and the geometry waiver, we have fewer students taking this course. Those that do are not transfer program oriented; most will only take MTH 115 or MTH 220. We are working to write a curriculum in house that will serve these students better but still satisfy the objectives of the course.

**MTH 099**

Intermediate Algebra is still problematic in some ways and the reasons are not clear. There is still far too much content in the course which hinders student success. Pass rates were nearly unchanged from last year. Overall, there are far more students taking MTH 099 but less Fs and Ws. However, there are less As percentage wise and by count. Self paced sections were very successful and on average, more so than traditional sections.

The implementation of the modules will remedy many of the problems of too much content.

**Mode of delivery**

Online developmental courses require instructor permission to ensure students know what they’re getting. With this process, both online courses (MTH 095 and MTH 099) had positive pass rates and a course GPA of 2.0.

Self paced classes have seen a huge improvement with the addition of MyMathLab. All sections have a course GPA of 2.0 or higher which is astounding compared to the GPA of 1.2 or less when using the program ALEKS. We’ve found something that works in this course. The only problem with this mode is that many students did not know they were registering for a self paced class. We surveyed the students to improve the course and based on the results have decided to make all sections instructor permission only. Additionally, self paced sections will be fully online starting Spring 2010. Attendance, surprisingly, is not essential to success for this mode of delivery since we’ve designed the courses to have many checks and balances that require a student’s focus.
General

The changes made so far (standardization, reduction in class sizes, and adjustment of MTH 095 content) have taken effect and real change is occurring. In Fall 2008, instructors were learning and adapting to these changes. Now that they’ve become more commonplace, we’re seeing greater results.

Pass rates were overall much higher this semester (53%) compared to Spring 08 (48%). One of the greatest changes is that all developmental math classes had a GPA, on average, of 2.0 or more. That is significant as even in Fall 08, there were several classes on average that were substantially below the 2.0 mark. These measures together show an overall level of improvement. There are still some problematic courses and sections but each is being addressed. The implementation of the modules in Fall 09 will be the largest change in the program since the curriculum will completely change in coverage, methodology, and pacing.

The online program MyMathLab continues to be well received and producing repeatable, positive results. We’ve found something truly different to our program and it works. We will continue to train faculty and increase the number of sections using MyMathLab. As we learn how to better use it in class, we will increase the number of computer assisted sections. Currently, we have mastered using it in the self paced format and for homework purposes. A MyMathLab portal was created with Pearson, the publisher, to make a fluid transition for students and faculty. I have trained faculty extensively and provided numerous resources to them and their students to make the process of implementing MyMathLab easier.

Faculty have been trained in the new curriculum and a new manual was written to serve as a reference for all involved with the program.

The Beginning Algebra retest program for students earning As has moved from a pilot to permanent program. Data shows that some students are placing into college level math and nearly all of these students are successful in the course. This program is being advertised more to increase student interest and participation.

To improve initial placement and future success, online remediation courses have been created and advertised. I’ve worked extensively with Counseling and Testing to advertise options. I’ve also worked with the college webmaster to improve our department website making it a comprehensive reference point for students. Campus wide advertising of program changes and the website further student education of these changes.

I’m working with Shaun Cowman, Assessment Coordinator at RVC, to further develop assessment protocol for developmental math. Pass rates and GPAs tell some of the story but there is more to learn. We will work together to determine the effect of outside factors, like using the Math Lab, on performance. Additionally, I want to see how students fare in our college level classes as that is the true measure of our program’s success. We want pass rates to increase but they must be meaningful and not contrived, as well.

Developmental Math Coordinator
APPENDIX P –

Life Sciences Program/Discipline TracDat Report
APPENDIX Q –
Excerpt from Chemistry Program Review

78% of all Spring 2009 CHM 102 students received scores greater than 60% on this basic knowledge and skills exam. A score greater than 60% indicates success on this assessment exam.

In Spring 2008 and 2009 semesters, specific PHY 225 course objectives were assessed. The results are displayed in Graph 5 below. The criterion for successfully meeting each course objective is a 60% average correct response.
APPENDIX R

Diversity Survey

DIVERSITY SELF-ASSESSMENT

Think about your experiences at Rock Valley College (RVC). Please indicate to what extent you agree with the following statements:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Disagree</td>
<td>Strongly Not Agree</td>
<td>Disagree</td>
<td>Applicable</td>
</tr>
</tbody>
</table>

1. I feel comfortable working or interacting with any group of people.

<table>
<thead>
<tr>
<th># Responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29 (45%)</td>
</tr>
<tr>
<td>2</td>
<td>26 (41%)</td>
</tr>
<tr>
<td>3</td>
<td>6 (~9%)</td>
</tr>
<tr>
<td>4</td>
<td>2 (~3%)</td>
</tr>
<tr>
<td>NA</td>
<td>1 (~2%)</td>
</tr>
</tbody>
</table>

Total 64 (100%)

2. I am confident that I react appropriately in situations that involve discrimination (including gender, ethnicity, age, sexual orientation or other).

<table>
<thead>
<tr>
<th># Responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>35 (55%)</td>
</tr>
<tr>
<td>2</td>
<td>20 (31%)</td>
</tr>
<tr>
<td>3</td>
<td>1 (~2%)</td>
</tr>
<tr>
<td>4</td>
<td>6 (~9%)</td>
</tr>
<tr>
<td>NA</td>
<td>2 (3%)</td>
</tr>
</tbody>
</table>

Total 64 (100%)

3. At RVC getting to know people with racial/ethnic backgrounds different from my own has been easy.

<table>
<thead>
<tr>
<th># Responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29 (45%)</td>
</tr>
<tr>
<td>2</td>
<td>21 (33%)</td>
</tr>
</tbody>
</table>
4. I identify with specific ethnic and cultural groups.
   1 11 (17%)
   2 25 (39%)
   3 17 (27%)
   4 3 (5%)
   NA 8 (12%)
   64 (100%)

5. My social interactions on this campus are largely confined to students of my race/ethnicity.
   1 3 (5%)
   2 9 (14%)
   3 31 (48%)
   4 15 (24%)
   NA 6 (~9%)
   64 (100%)

6. I am open to differing worldviews and values.
   1 31 (48%)
   2 27 (42%)
   3 3 (5%)
   4 2 (3%)
   NA 1 (~2%)
   64 (100%)
7. I feel uneasy when I hear and/or tell jokes aimed at “other groups”.
   1  17  (27%)
   2  21  (33%)
   3  12  (19%)
   4  6  (9%)
   NA 7  (11%)
   NR 1  (~1%)
   64  (100%)

8. I make an effort to relate to people with mental, physical, or other disabilities.
   1  25  (39%)
   2  27  (42%)
   3  4  (~6%)
   4  2  (~3%)
   NA 4  (~6%)
   NR 2  (~3%)
   64  (100%)

9. I actively seek out opportunities to learn about cultures and groups other than my own.
   1  14  (22%)
   2  27  (42%)
   3  17  (27%)
   4  2  (3%)
   NA 4  (6%)
   64  (100%)
10. I value the need to understand concerns that affect a variety of groups.

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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>25</td>
<td>(39%)</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>(17%)</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>( 3%)</td>
</tr>
<tr>
<td>NA</td>
<td>2</td>
<td>( 3%)</td>
</tr>
<tr>
<td></td>
<td>64</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

11. In my experience, students of different racial/ethnic backgrounds participate equally in classroom discussion and learning.

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>19</td>
<td>(30%)</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>(47%)</td>
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<tr>
<td>3</td>
<td>12</td>
<td>(19%)</td>
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<tr>
<td>4</td>
<td>2</td>
<td>( 3%)</td>
</tr>
<tr>
<td>NA</td>
<td>1</td>
<td>(~2%)</td>
</tr>
<tr>
<td></td>
<td>64</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

12. I feel I am expected to represent my race or ethnic group in discussions in class.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>(   )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>( 8%)</td>
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<td>14</td>
<td>(22%)</td>
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<td>3</td>
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<td>(45%)</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>(19%)</td>
</tr>
<tr>
<td>NA</td>
<td>4</td>
<td>( 6%)</td>
</tr>
<tr>
<td></td>
<td>64</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

Please put a check by the appropriate response below:

Ethnicity 10 Black 43 White 1 Asian 8 Hispanic 2 Multi-racial

Age 46 16-24 15 25-33 3 34+

Gender 24 Male 40 Female
Are you currently enrolled in one of the following reading courses? (Please check one)

Reading (80/96/99) Yes 27 No 37

Comments

Please share any comments you may have about the questions on this survey.

(10 students supplied comments)

I enjoy RVC and feel a good sense of equality.

The students at Rock Valley has (sic) helped me understand that this is something good that I’m doing for myself & childrens (sic).

Our country needs to stop putting emphasis on race. We need to “grow up” and have respect one with another!

I think question 12 is pointless. People are going to use their ethnic background as springboard for most forms of class discussion.

I’m always sensitive to the other races and their beliefs.

I believe everyone should hold their cultural and/or ethnic values highly, but these should not be topics of such scrutiny.

I don’t have any, but the survey was ok.

I have not had a chance to interact with a lot of people @ RVC. I personally don’t have a problem with anyone. I don’t care what color you are as long as you’re respectful.

None, all questions seemed clear to me.

Very relevant!

APPENDIX S –

Budget Communiqué

(Sent electronically to all Academic Chairs and Associate Deans in December, 2008)

The following message is from Dr. Diane Nyhammer, VP of Academic Affairs:

As the fall 2008 semester winds down, I know you are busy preparing for finals, evaluating students’ work, and processing final grades. It is also at this time that many of you are looking ahead to the future, modifying course syllabi, and considering changes you plan to make based on what you have learned about what does and does not work to help students learn.

Also as this semester winds down, I am learning about and preparing for budget development in Academic Affairs. So, I am writing to ask each of you to help me ensure your budget requests are folded into the budgeting process. Specifically, I am asking you to work with your department colleagues to identify what you need in order to make modifications or improvements based on assessment results – or in order to gather, more systematically, the data that verify your observations or assumptions about student learning in your department or division. Do you need a new instructional tool or new equipment? Do you need stipend funds set aside for adjunct faculty who participate in holistic scoring of student portfolios? Do you need funds to purchase a discipline specific assessment tool that you would like to pilot? All of these items require funding support and, when possible, should be integrated in the budgeting process.

You might identify other needs that do not have direct ties to the budgeting process. For example, you might discover that you or someone in your department would benefit from conference attendance. Or, you might decide that you and your colleagues want to explore alternative delivery methods, such as hybrid or online offerings. You might need more information about documenting your observations/plans in TracDat or making sense of the information you have gathered over the past calendar year to determine if you have meaningful, useful data.

Since the budgeting process will begin in January, it would help to have your “needs list based on assessment” at the start of spring semester by the time your calendar year plans are entered. In fact, your “list” may serve as the basis for what you may want to focus on in the new calendar year. So, please send to me, Greg, and your Associate Dean a bulleted list with the following:
• Requests for teaching and learning resource support (items, cost, rationale);
• Other teaching and learning needs, not requiring budget support;

Please call or email me with any questions.  Thank you.
### APPENDIX T
Budget Report Template (TracDat)

<table>
<thead>
<tr>
<th>Budgetary_Impact</th>
<th>unitName</th>
<th>observationDate</th>
<th>observation</th>
<th>Budgetary_Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Priority</td>
<td>LAS-Library: Library Program</td>
<td></td>
<td>198,265 database searches over 56 databases. Increase of 65, 481 searches or 48% increase.</td>
<td>sufficient budget support for materials needed</td>
</tr>
<tr>
<td>High Priority</td>
<td>PPS-TECH: Automotive Technology Program #7100</td>
<td></td>
<td>70% of the Students passed the EOP test in this area with an average score of 62%.</td>
<td>Need additional money for equipment to aid instruction/training</td>
</tr>
<tr>
<td>Low Priority</td>
<td>PPS-GAT: Graphic Arts Technology Program #8200</td>
<td></td>
<td>Thirteen students completed GAT 180 (Intro to Press Operation) class. Eleven rated a 10 (Mastery), one rated a 9 (attempted but not quite mastered), and one student rated a 3 (tried, not successful).</td>
<td>Current funding is sufficient</td>
</tr>
<tr>
<td>None</td>
<td>Composition</td>
<td></td>
<td>Seven sections reported totaling 99 students. 77% were rated “pass.” Of the 5 categories on which essays were evaluated, the 89% pass rate in “Focus” was the highest. The pass rate for both development and organization was 87%.</td>
<td>Current funding is sufficient</td>
</tr>
<tr>
<td>LowPriority</td>
<td>PPS-ALLIED: Respiratory Care Program #5200</td>
<td></td>
<td>11 of 14 passed the RRT-SAE with a score &gt;55. This meets certification standards</td>
<td>Current funding is sufficient</td>
</tr>
</tbody>
</table>
ACADEMIC PLAN
DRAFT
AY2009-2012
Revised June 24, 2009

Nyhammer
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**BACKGROUND AND CONTEXT**

Rock Valley College (RVC) was established in 1964. The College’s district includes Winnebago and Boone counties as well as parts of Stephenson, Ogle, McHenry, and DeKalb counties. Academic Affairs offerings include 28 associate degree programs, nearly 60 course areas that can lead to baccalaureate degrees, and more than 60 certificate programs and four apprenticeship programs that provide specialized training in a specific area.

Recognized by the Department of Education, the Higher Learning Commission of the North Central Association (HLC) is one of six regional accrediting organizations in the United States that accredits higher education institutions. The HLC covers a nineteen-state region, including Illinois. In order to maintain continued accreditation with HLC, RVC must demonstrate that is continuing to fulfill the Commission’s five criteria for accreditation. (http://hlcommission.org)

The Illinois Board of Higher Education (IBHE) is the coordinating board for Illinois’ system of higher education. One function of the IBHE is approving new academic programs and periodically reviewing existing programs “to advise the appropriate governing board whether such programs continue to be educationally and economically justified.” In the context of such reviews, “proposals for new programs and reviews of existing programs for public community colleges and public universities are analyzed in the context of the institution's mission, focus, and priorities.” (http://www.ibhe.org/aboutBHE/default.htm)

The Illinois Community College Board (ICCB) and the Illinois Community College System covers the “entire state with 48 colleges and one multi-community college center in 39 community college districts.” The Junior College Act of 1965 is “the foundation for today’s system of public community colleges in Illinois” and includes the provision that “the junior colleges come under the jurisdiction of the Illinois Board of Higher Education rather than remaining part of the common school system.” (http://www.iccb.org/)

RVC is thus held accountable to the federal Department of Education, the regional accrediting body (HLC), state agencies (IBHE, ICCB), as well as district stakeholders.
CONNECTING WITH RVC’S MISSION & INITIATIVES

VISION

As our community’s college, we make a difference through:

► Teaching
► Learning
► Leading

MISSION

Rock Valley College is an educational leader in providing quality, accessible, lifelong learning opportunities, cultural enrichment, and support for economic and technological development.

To provide:

► Quality instruction
► Accessibility
► Culture enrichment
► Economic development
► Technological development

CORE VALUES

► Learner-centered community
► Mutual respect
► Excellence
► Diversity
► Collaboration
► Innovation
► Public trust

Student Learning Outcomes/General Education Outcomes

Rock Valley College is committed to preparing students to:

► Communicate effectively
► Integrate technology into all fields of knowledge and expression
► Demonstrate competency in critical thinking
► Respect and work effectively with persons of diverse backgrounds and abilities
► Demonstrate the behaviors of ethical and socially responsible citizens
► Demonstrate personal wellness

CY 2009 – 2011 Rock Valley College Focus Areas

1. Develop and implement a comprehensive academic plan
2. Develop and implement a comprehensive strategic enrollment plan
3. Implement a culture of data-driven decision-making
4. Develop and implement a comprehensive professional development plan
2008-09 Illinois Board of Higher Education Public Agenda Goals

1. *Increase educational attainment* to match best-performing U.S. states and world countries.

2. *Ensure college affordability* for students, families, and taxpayers.

3. *Increase the number of quality postsecondary credentials* to meet demands of the economy and an increasingly global society.

4. Better *integrate Illinois’ educational, research and innovation assets* to meet economic needs of the state and its regions.

**RVC's KEY PERFORMANCE INDICATORS (KPI's)** that are critical for continuous monitoring, improvement and reporting (Items reported regularly to the Board of Trustees):

1. Educational Attainment, Access, and Success (IBHE #1)

2. Affordability (IBHE #2)

3. Educational quality (IBHE #3)

4. Accountability (IBHE #1)

5. Addressing regional educational and economic needs (IBHE #4)

<table>
<thead>
<tr>
<th>RVC draft Academic Goals</th>
<th>RVC Mission Statement</th>
<th>RVC Core Values</th>
<th>RVC Focus Areas</th>
<th>RVC KPI’s</th>
<th>IBHE’s Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase access to post-secondary education and training</td>
<td>Providing quality, accessible, lifelong learning</td>
<td>1, 3, 4, 7</td>
<td>1, 2</td>
<td>3, 2</td>
<td>1, 2</td>
</tr>
<tr>
<td>2. Provide all learners with opportunities to succeed in reaching their academic goals</td>
<td>Providing quality, accessible, lifelong learning</td>
<td>1, 3, 7</td>
<td>1, 3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3. Utilize technology to advance and support teaching and learning</td>
<td>Providing lifelong learning; support economic development</td>
<td>1, 4, 5, 6, 7</td>
<td>1, 2, 3</td>
<td>5, 3</td>
<td>4</td>
</tr>
<tr>
<td>4. Engage in continuous review and improvement</td>
<td>Provide cultural enrichment</td>
<td>1, 4</td>
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<td>--</td>
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<tr>
<td>5. Develop programs that respond to community and regional needs</td>
<td>Provide quality, accessible, lifelong learning; provide support for technological advancement</td>
<td>1, 3, 6</td>
<td>1, 2, 3</td>
<td>3</td>
<td>1, 3</td>
</tr>
</tbody>
</table>
The following selected broad-based key performance indicators/measures will be reported to the Board of Trustees

1. Educational Attainment, Access and Success
   a. Graduation /Completion rates by ethnic group, age, and gender (AA/AS/AAS/Certificates ABE/GED/ESL)
   b. Job placement and transfer rates by ethnicity, age, gender.
2. Affordability
   a. Tuition Comparison(regional educational options)
3. Educational Quality
   a. Assessment of student learning—course, program, general education/institutional
4. Accountability
   a. Fiscal health: Financial Vital signs
   b. Program reviews and accreditation outcomes
5. Addressing Regional economic needs
   a. Job placement and transfer rates by ethnicity, age, gender

COLLEGE INITIATIVES –AY 2008-2009

ACADEMIC AFFAIRS

- Engaging our faculty and academic administration in creating a timeline and drafting portions of a comprehensive, strategic academic plan
- Continuing to engage faculty in assessing student academic achievement and addressing the recommendations of the Higher Learning Commission
- Reviewing and revising developmental curricula, instructional strategies and alignment with the content area served (e.g., Math, English, etc.)
- Supporting the expansion of the Honors Program’s academic and co-curricular offerings and enhancing the program’s influence on student learning
- Reviewing the Strategic Enrollment Management plan, and developing a three-year plan for recruitment and retention goals that are tied to students’ academic success (in conjunction with Student Development)
ACADEMIC PLAN—2009-2012

GOAL ONE: THE COLLEGE WILL INCREASE ACCESS TO POST-SECONDARY EDUCATION AND TRAINING.

Initiative: Enhance bridges to higher education and careers for district residents who are currently underserved or underrepresented.

Strategy: The College will seek additional dual credit partnerships to recruit and retain district residents

Action: The College will develop programs to strengthen ties between RVC and District 205 to increase access for students currently underserved

Action: The College will increase dual credit opportunities for students in Career and Technical Programs

Strategy: The College will provide educational opportunities to residents and their families in Adult Education and Family Literacy (ABE, GED, and ESL), incorporating student success initiatives throughout the Adult Education Department.

Action: Adult Education will develop a Bridge Program to help ABE (6.8-9 GLE) and ESL (Intermediate+) students to transition from Adult Basic Education classes into further instruction and/or employment in the field of Transportation, Distribution & Logics.

Action: The College will offer Adult Education Intensive Programs for advanced students (upper level ESL and GED students) who have a likelihood of moving into college level courses in the future.

Strategy: The College will continue to seek ways to make higher education more affordable.

Action: Academic Affairs will continue implementing strategies that contain the costs of textbooks

Action: Academic Affairs will explore and implement various strategies (scheduling, fast-track options, and academic support) to reduce students’ time to degree completion

Initiative: Enhance and improve students’ access to higher education and career training through alternative and varied delivery methods and locations.

Strategy: The College will develop course schedules and offer courses at times and locations that serve identified student needs.

Action: The College will develop a two-year credit schedule to be offered at the Stenstrom Center for Career Education (SCCE) with all course offerings needed to complete an Associate’s degree.

Action: The College will develop a new course scheduling matrix that reduces students’ transportation costs (through online, hybrid and two-day or one-day face-to-
Action: The College will engage in targeted recruitment of faculty to teach at SCCE and during high-need times of the day.

Action: The College will develop course schedules based on students’ learning needs.

Action: The College will develop and market fast track degree/certificate offerings specifically for adult market.

GOAL TWO: THE COLLEGE WILL ENSURE A QUALITY LEARNING ENVIRONMENT THAT PROVIDES ALL LEARNERS WITH OPPORTUNITIES TO SUCCEED IN REACHING THEIR ACADEMIC GOALS.

Initiative: Enhance and improve students’ academic achievement through ongoing assessment and evaluation.

Strategy: The College will strengthen the quality of teaching and learning through assessment of curriculum and instruction, and through the design, implementation, and evaluation of current, revised, or new courses and programs.

Action: The College will continue to track departments’ progress in establishing and implementing assessment plans and using assessment results to validate and enhance student learning.

Action: The College will continue to assess students’ achievement of RVC’s Student Learning Outcomes (SLO), and will work collaboratively with Student Development to gauge students’ progress in achieving those outcomes through curricular and co-curricular programs.

Action: During the next three academic years, the College will integrate the assessment of the diversity SLO (see appendix) with the assessment of communication skills and critical thinking.

Action: The College will develop new academic programs based on evaluation of district and regional needs.

Action: The College will document and provide evidence that planning and budgeting decisions within academic affairs contribute to students’ access and success.

Action: The College will provide ongoing professional development to support full-time and part-time faculty’s efforts to assess student learning.

Action: The College will evaluate and, if necessary, reduce the PT/FT faculty ratio in developmental course assignments.
Action: Student Development will identify factors leading to students’ decisions to withdraw as a means to improve retention.

Action: Investigate alternative grading options.

Action: Investigate the lab hour question to assure consistency across the institution (previous study was done 3-4 years ago).

Initiative: Provide students with quality education.

Strategy: The College will provide support for full-time and adjunct faculty to ensure a learning and student-focused culture.

Action: Academic Affairs will ensure that staffing, schedules, course offerings, and programmatic decisions will be based on demonstrated student needs.

Action: Adjunct faculty will hold office hours to increase faculty-student interaction.

Action: Adjunct faculty will be invited to participate in department/division discussions about assessment and other teaching and learning items.

Strategy: The College will improve the quality and expand the number of hybrid and online courses.

Action: The College will implement the recommendations included in the regional accrediting associations’ “Best Practices for Electronically Offered Degree and Certificate Programs,” including processes and resources to support online students.

Action: The College will review options and will select one Learning Management System (LMS) to be used for all web-based or web-enhanced instruction and that supports quality online course offerings.

Action: Academic Affairs will establish a participatory governance system to provide a formal review process for new online and hybrid offerings (based on student interest and need) and will develop a consistent process for training faculty to teach online.

Action: The College will provide ongoing professional development for faculty teaching hybrid and online courses.

Action: The College will make policy recommendations for faculty assignments, load, and compensation for online and hybrid course.

Initiative: Provide comprehensive academic support.

Strategy: The College will implement the various components of the First Year Experience Program to provide students with adequate and, when needed, intrusive academic support.

Action: Academic Affairs will evaluate the benefits of students’ use of the Math Lab and Writing Center and increase hours of operation and staffing as needed.
Action: Academic Affairs will review and reduce (if appropriate) the size of math sections.

Action: The College will develop a voluntary process for faculty to serve as discipline/program advisors.

Action: Student Development will implement the “E-Advising” model by 2011.

Initiative: The College will increase its focus on the core value of diversity and build programs to create a more inclusive environment.

Strategy: The College will develop a strategic plan for student athlete success.

Action: Academic Affairs will establish an Intercollegiate Athletic Task Force to promote and ensure athletic competitiveness, academic achievement, and community connection.

Action: The Intercollegiate Athletic Task Force will establish measurable goals that will aid in supporting student athletes and the athletic programming at RVC.

Strategy: The College will examine options to address the lack of a west-side presence.

Action: Academic Affairs will continue exploring partnership opportunities with the Rockford Fire Department, which is building a training facility on West State Street where RVC may have use of classrooms and labs for our Fire Science program, a possible new paramedics program, and other classes (Liberal Arts, Nursing, etc.)

Action: Adult Education & Literacy will add basic skills classes at Crusader Clinic to better serve the west side.

Strategy: The College will conduct orientations specifically designed for under-served populations.

Action: In implementing the SEM, RVC staff will meet with each high school counseling staff from the following schools: Harlem, Jefferson, Guilford, Auburn, Belvidere, East, Hononegah and Winnebago during summer 2009 to determine the types of visits needed and specific topic content (career exploration, career planning, education after H.S., financial planning, education options, etc). The visits will optimize the high school visit program by being content specific.

Strategy: The College will recruit and hire faculty and staff of color to create a more inclusive and diverse campus environment, and support the Student Learning Outcome: Respect and work effectively with persons of diverse backgrounds and abilities.

Action: In cooperation with Human Resources, Academic Affairs will develop effective marketing and recruitment plan for hiring and track progress over time.
GOAL THREE: UTILIZE TECHNOLOGY TO ADVANCE AND SUPPORT TEACHING AND LEARNING.

Initiative: Evaluate, secure, and use appropriate technologies to enhance the learning environment.

Strategy: The College will increase access to information resources and technologies needed to support academic and student services.

Strategy: College will design new, and remodel existing, classrooms and other learning spaces based on student learning needs and the most effective pedagogies.

Action: Design classroom spaces (new and renovated) to support active learning.

Action: Faculty will participate in discussions regarding classroom design and resource needs for new or remodeled classroom.

Strategy: The College will improve technical support for face-to-face classes.

Action: Academic Affairs will implement the recommendations of ITAC and work cooperatively with IT to meet the faculty’s technology support needs for teaching and learning.

GOAL FOUR: THE COLLEGE WILL ENGAGE IN CONTINUOUS REVIEW AND IMPROVEMENT.

Initiative: Support professional development to ensure continuous improvement.

Strategy: Academic Affairs will seek both internal and external professional development opportunities that are tied to College goals and that support individuals staying up to date in their fields.

Action: The College will implement the Adjunct Faculty Institute and will evaluate its effectiveness in terms of adjunct retention, adjuncts’ teaching abilities, and adjuncts’ understanding of RVC and higher education.

Action: The College will provide faculty and staff with professional development opportunities that will support their professional or career advancement.

Action: Academic Affairs will develop training or provide professional development for academic administration, department chairs, and others for conducting knowledgeable observations and meaningful evaluations of faculty teaching online and hybrid courses.

Action: Academic Affairs will support the implementation of RVC’s Comprehensive Professional Development Plan and will continue to develop and implement recommendations of the Faculty Development Task Force.

Action: Academic Affairs will develop a formal process for training and mentoring new chairs.
Action: The College will improve the process, implementation, and use of student evaluations of faculty.

Action: Academic Council will examine how best to use the information provided by student evaluations of faculty.

Action: Academic Affairs will develop a process for faculty to share with colleagues the assessment activities and goals they include in their annual self-evaluations.

Initiative: Incorporate ongoing evaluation and assessment into any new or developing initiatives.

Strategy: Academic Affairs will work with other members of the RVC community to articulate, and to evaluate achievement of, intended goals for the First Year Experience, Adult Education bridge programs, Running Start (RS), Honors, and P-16 initiatives.

Action: The College will conduct course-level assessment of the newly revised STU 100 (Planning for Success) and make recommendations for which, if any, student cohorts should be required to complete the course.

Action: Academic Affairs will evaluate the academic persistence and success of RS students in comparison to other dual credit students on campus and in the high schools.

Action: The College will develop a 5-year plan to evaluate the effects of changes to the Athletic Program designed to support student athletes’ persistence and academic achievement.

Action: The College will use data to measure, and to create strategies for improving, the retention, persistence, and academic achievement of underrepresented student cohorts (low income and students of color).

Initiative: Develop and implement quality assurance processes to ensure consistency across all courses, programs, sites, and teaching modalities.

Strategy: The College will use existing methods (such as assessment of student learning, program review, faculty evaluation, adjunct orientation) to provide for ongoing review of programs and courses.

Action: High School Connections will develop and implement a comprehensive mentoring system for high school faculty teaching dual credit courses in the high schools, with continuous improvement strategies to ensure consistency of course curriculum and delivery.

Action: Academic Affairs will develop clear guidelines for the roles and responsibilities of associate deans and chairs in recruiting, orienting, evaluating, and retaining adjunct faculty.

Action: The College will engage in comprehensive assessment of the RVC Student Learning Outcomes (SLO’s) across all program areas.
Action: Faculty, with support from the Assessment Coordinator, will conduct comprehensive course-level assessment of student learning in hybrid, online, and face-to-face classes and make recommendations for improvement to curriculum and instruction.

GOAL FIVE: DEVELOP PROGRAMS THAT RESPOND TO COMMUNITY AND REGIONAL NEEDS.

Initiative: Implement the elements of the Strategic Enrollment Plan that identify specific educational and training needs of the community.

Strategy: Academic Affairs will develop and/or expand program areas in green technologies, education, and health.

Action: Academic Affairs will develop a hybrid Alternative Energy Program (EET).

Action: Academic Affairs will develop an energy efficiency “strand” in the Building Construction Program (BCT).

Action: Academic Affairs will develop a comprehensive plan for ensuring Education students’ transition to baccalaureate programs and to participate in regional programs that support teacher education.

Action: Academic Affairs will determine the need for a Physical Therapy Assistant program, and develop the program if warranted.

Strategy: Academic Affairs will develop Career Clusters (Aviation, etc) and Career Pathways (ICCB)

Action: Developed by Aviation

Action: Developed by Career Pathways

Strategy: Academic Affairs will conduct program reviews and act on the results, by redesigning programs that no longer meet the needs of students or stakeholders.

Strategy: The College will develop a comprehensive marketing plan for its career and technical programs.

Action: Academic Chairs and Associate Deans will work with marketing staff to develop targeted marketing for career programs and to create a timeline to ensure marketing efforts are sustained, evaluated for their effectiveness, and adjusted as needed.

Initiative: Enhance and expand P-16 partnerships.

Strategy: The College will participate in new and continued initiatives that support transfer to baccalaureate institutions (TEAM Project, PASCAL Project, TQI grant, statewide meetings, etc).

Action: The College will track the number of RVC students transferring to baccalaureate institutions to measure the impact and value of the various partnerships.
Action: The College will pursue the Bachelors of Science in Applied Management partnership with NIU.

Strategy: The College will initiate new and enhance existing partnerships with area school districts.

Action: The College will develop a “middle college” program to increase the interest and eventual enrollment into PPS programs and provide higher education opportunities for students not interested in immediate transfer to baccalaureate degree programs.

Action: The College will expand dual credit opportunities both in general education and in career programs (through CEANCI).

Action: Academic Affairs will explore implementing a program similar to Elgin Community College’s “Alliance for College Readiness,” working with District 205 and RVC faculty.

GOAL SIX: PROVIDE CULTURAL ENRICHMENT TO THE COMMUNITY.

Initiative: Sustain and enhance RVC’s contributions to the cultural life of the community.

Strategy: The College will capitalize on the disciplinary and program expertise of RVC faculty and staff to offer cultural enrichment and bridges to the community.

Action: The College will continue to support and market First Tuesday Lectures, musical recitals, theatre productions, and other events that provide cultural enrichment to the community.

Action: The College will partner with other community groups (La Voz Latina, Alpha Phi Alpha, Area Arts Councils, etc) to support programming that helps to create an inclusive and diverse community on campus and in the Rockford area.

Action: The College will increase participation in community services, community forums, mentoring for students, and will increase community outreach to demonstrate its commitment to all district residents.

Action: The College will convene an advisory committee (to include community members/groups, i.e., Rockford Art Museum, Burpee Museum, Discovery Center, Artists’ Ensemble Theater, Rockford Park District, and Rockford School District 205) in order to strengthen our connections with the community.

Action: Academic Affairs will explore the possibility of hosting nationally-known speakers
GOAL ONE:
The College will provide a quality learning environment that improves student access and success.

1.1 Enhance and improve students’ academic achievement through ongoing assessment and evaluation.

(Academic Affairs 08-09 Initiative: “Continuing to engage faculty in assessing student academic achievement and addressing the recommendations of the Higher Learning Commission”)

2008-2009 Action Steps:

2. Review and implement recommendations of the HLC Focus Visit Team; identify and fill gaps.
3. Review and modify, as necessary, assessment committee structures and membership (fall 2008).
4. Continue to offer and support professional development regarding assessment of student learning for all associate deans and faculty (ongoing).
5. Publish new FT and adjunct faculty handbooks and include relevant assessment information (spring, 2009).
6. Develop budget recommendations based on student learning assessment results (annually, fall semester).
7. Establish student learning assessment process for the following cohort groups: Honors, First Year Experience (FYE), Running Start, Developmental Math, Writing, and Reading (fall, 2008).
8. Establish timeline and budget support for Institutional assessment results (e.g. CAAP, CSSE, CIRP, etc).

[All Action Steps accomplished in 2008-2009]
## Sample Faculty Development Day agenda with assessment-related workshops

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
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| 8:00 – 8:30 am | **REGISTRATION AT WALLINGFORD CENTER FOYER**  
**BREAKFAST IN WALLINGFORD CENTER ROOMS II and III (BALLROOM)** |                                 |
| 8:45 – 9:50 am | **DISTANCE LEARNING SURVEY RESPONSE** - Michael Youngblood & Caroline Gulbrandsen, Presenters  
This session will report on the results of the Distance Learning surveys and discussions conducted on January 9th and will gather additional feedback and recommendations for the Academic Plan.  
LOCATION: WALLINGFORD ROOM IV | WALLINGFORD ROOM IV               |
|            | **I HAVE THE DATA, NOW WHAT?** - Sharon Cooper, Erin Fisher, & Lois Lundgren, Presenters;  
Shaun Cowman, Discussant.  
This session will focus on how Business, Psychology, and Nursing have used assessment data to make changes at the program/discipline and course level.  
LOCATION: WALLINGFORD ROOM V | WALLINGFORD ROOM V               |
|            | **PROPOSED PLANS FOR HONORS PROGRAM** - Doug Dobbins and members of the Honors Committee, Presenters  
LOCATION: WALLINGFORD ROOM VI | WALLINGFORD ROOM VI               |
| 10:00 – 10:50 am | **TEACHING ONLINE USING EDNET** - Michael Youngblood, Presenter  
This paper / presentation is a follow-up to discussions held on January 9 regarding the need for more training and strategies for teaching online with EdNet.  
LOCATION: WALLINGFORD ROOM IV | WALLINGFORD ROOM IV               |
|            | **CREATING A CULTURE OF ACADEMIC INTEGRITY** - Lynn Perkins, Susan Busenbark, and LaShun McGhee, Presenters  
Many of you have unfortunately experienced academic integrity violations in your classrooms (plagiarism, copying, cheating, etc).  We know that violations are on the rise nationwide.  We recognize that students need to be educated about the importance of academic integrity and the consequences of making poor decisions.  At this session we will discuss best practices for intervention, review current procedures, and learn about a new centralized database for reporting violations.  
LOCATION: WALLINGFORD ROOM V | WALLINGFORD ROOM V               |
| 11:00 - 11:50 am | **DISTANCE LEARNING — NEXT STEPS** - Michael Youngblood and Caroline Gulbrandsen, Facilitators  
This session will provide participants an opportunity to discuss what support and governance structure is needed to enhance distance learning at RVC.  Items for discussion will include re-instituting, revising, or creating policies for faculty training to teach online, student academic support for online learning, course determination of need, and approval process for online courses.  
LOCATION: WALLINGFORD ROOM IV | WALLINGFORD ROOM IV               |
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>12:00 - 1:00 pm</td>
<td>LUNCH IN WALLINGFORD CENTER ROOMS II and III (BALLROOM)</td>
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<td>ORGANIZATIONAL STRUCTURE IN ACADEMIC AFFAIRS - Diane Nyhammer &amp; Greg Wear, Presenters</td>
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<td>1:15 - 2:15 pm</td>
<td>DEVELOPING AN EFFECTIVE SYLLABUS FROM THE RVC MASTER COURSE</td>
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<td>SYLLABUS - Michael Youngblood, Presenter</td>
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<td>This session is suited to newer faculty or those who need a review of the Master Course Syllabus. In addition, we will focus on items to include specifically for online and hybrid course offerings.</td>
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<td>LOCATION: WALLINGFORD ROOM IV</td>
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<td>1:15 - 2:15 pm</td>
<td>USING CLICKERS IN THE CLASSROOM - George Hernandez and Frank Calvagna, Presenters</td>
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<td>The purpose of this presentation will be to discuss what educational clickers are and how they might be used in the classroom. Open discussion of their usefulness within a college classroom will be encouraged</td>
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<td>LOCATION: WALLINGFORD ROOM V</td>
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<td>1:15 - 2:15 pm</td>
<td>WHAT IS CAAP AND WHAT CAN IT TELL US ABOUT STUDENT LEARNING AT RVC? - Paulette Gilbert, Presenter</td>
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<td>This session is especially important for instructors participating in the Spring 2009 implementation.</td>
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<td>LOCATION: WALLINGFORD ROOM VI</td>
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<td>2:15 - 2:30 pm</td>
<td>BREAK</td>
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<tr>
<td>2:30 - 3:30 pm</td>
<td>TEACHING ONLINE USING EDNET - Michael Youngblood, Presenter</td>
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<td>LOCATION: WALLINGFORD ROOM IV</td>
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<td>2:30 - 3:30 pm</td>
<td>WRITING COURSE OBJECTIVES TO ASSESS STUDENT LEARNING - Erin Fisher, Presenter</td>
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<td>LOCATION: WALLINGFORD ROOM V</td>
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<tr>
<td>2:30 - 3:30 pm</td>
<td>ATHLETE SUCCESS PROGRAM - Tim Hatten, Presenter</td>
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<td>An update on the Student Athlete Success Program implemented in 2007, with discussion on progress cards, faculty advisory group, athlete report cards, summer bridge programs, leaders for life program, new student athlete orientation and success indicators.</td>
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<td>LOCATION: WALLINGFORD ROOM VI</td>
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Roles and Responsibilities

The role of assessment in higher education and the credibility of the data provided through assessment assures all of our stakeholders--students, faculty, staff, other educational institutions, employers—and others that Rock Valley College students receive a quality education. This handbook provides the framework for academic and institutional assessment, outlines the requirements and procedures at Rock Valley College, and delineates those responsible for aiding the assessment process. The four groups include the Executive Assessment Committee, the Student Learning Goals Committee, the Assessment Needs Team, and the Assessment Coordinator.

THE ROLE OF THE EXECUTIVE ASSESSMENT COMMITTEE

The Executive Assessment Committee (EAC) provides leadership in planning and implementing all aspects of the processes that support the assessment of student learning. The committee provides balanced leadership by including membership from faculty and administrative groups. The Executive Assessment Committee achieves its mission through collaborative efforts with the Student Learning Outcomes Committee and the Assessment Needs Team.

THE ROLE OF THE STUDENT LEARNING OUTCOMES COMMITTEE

The Student Learning Outcomes (SLO) Committee provides leadership and guidance on assessment of the institution’s general education goals. It is comprised of a team of faculty and administrators for each of the student learning goals. Each team, with consultation from the SLO Chair and the Assessment Coordinator, selects the objective(s) to be assessed and determines the assessment project (including the scope, standards, method(s), and timeline for implementation). The committee is responsible for developing, implementing, and documenting an assessment plan for measuring the six student learning outcomes. The chair of the SLO committee provides monthly status reports to the Executive Assessment Committee.

THE ROLE OF THE ASSESSMENT NEEDS TEAM

The Assessment Needs Team (ANT) provides individual consultation to faculty and administrators in developing and documenting assessment activities at the course and program/discipline level. The team is comprised of at least two associate deans and four faculty members. Members who serve on the Assessment Needs Team do not serve on either the Executive Assessment Committee (EAC) or the Student Learning Outcomes (SLO) Committee. Team members provide assessment status reports through the assessment coordinator to the Executive Assessment Committee during monthly meetings.

THE ROLE OF THE ASSESSMENT COORDINATOR

The Assessment Coordinator maintains the integrity of the assessment process by submitting monthly reports to the EAC and the Vice President for Academic Affairs, outlining each SLO sub-committee and
Program/Disciplines’ progress on calendar year assessment plans in the Spring (January & April) and again in the Fall (September & December). In addition, the Assessment Coordinator will submit weekly progress reports during the months of January, April, September and December to the Associate Deans.

The Assessment Coordinator also provides consultation and training on assessment practices to Associate Deans and faculty. In addition, the Assessment Coordinator trains ANT members in assessment techniques and documentation software (TracDat) and acts as an ex officio member of ANT and all SLO sub-committees. Examples of the Assessment Coordinator’s activities may include:

1. Analyzes assessment data collected at all levels above program/discipline (Gen Ed and degree) and assists in preparation of reports.

2. Prepares annual report charting methods and results.

3. Makes recommendations to the EAC regarding the assessment process and methods/ tools being used at the various levels of assessment at RVC.

4. Administers the CAAP (or alternative test) or any method requiring cross-discipline sampling, if and when requested by the SLO Committee or by another institutional group.

5. Assists in determining appropriate sample populations for assessment projects.

6. Works in collaboration with the Chief Academic Officer Council to link assessment activities and results to the planning and budgeting process throughout Academic Affairs.

7. Promotes, facilitates, and helps to coordinate professional development opportunities related to assessment of student learning.

8. Assists in preparing various accountability reports for internal and external stakeholders.
APPENDIX X –

Program Review Template

IV. Outline of the Rock Valley College Program Review Report

The Rock Valley College Program Review Report provides a comprehensive evaluation and improvement plan based on information, analysis and assessment. It also provides the basis for the Illinois Community College Board Accountability/Program Review. Each Program Review Report must follow the outline format below and adhere to all standards as outlined in this Program Review Handbook. The program review must be submitted in a three-ring binder, with section separators for each letter in the outline below. Once completed, a copy of each Program Review Report, both hardcopy and electronic, will be submitted to and maintained by the Office of the Curriculum Coordinator of Academic Affairs.

A. Title Page
B. Process Overview
   a. Program Review Team Members
   b. Timeline of Actions, Meetings, Involved Members
C. Program Mission and Goals
   a. RVC Mission Statement
   b. Program Mission Statement
   c. Program Goals
D. Description of Program
   a. Description of Program Degrees and Certificates
   b. Articulation Agreements
   c. Catalog Copy (Descriptions)
E. Intended Student Learning Outcomes
   a. Program Objectives: Skills and Outcomes from courses in program
   b. Certificate Objectives
F. Program Data Reports
   a. Info from Institutional Research
      i. Enrollment Trends
      ii. Student Demographics
      iii. Program Major Trends
      iv. Student Success Info
      v. Career and Technical Education Follow-up Study Results
      vi. Employment Info
      vii. Follow-up Study Survey Instrument
   b. Same report for each AAS area
G. Assessment Instruments
   a. Indirect Assessments (TracDat)
   b. Direct Assessments (TracDat)
   c. Search of Relevant Degrees and Certificates at Peer Institutions
      i. Elgin Community College
      ii. Highland Community College
      iii. Blackhawk Community College
iv. Illinois Central College
v. Lakeland Community College
vi. LincolnLand Community College

H. Assessment Results
   i. Indirect Assessment (TracDat)
   ii. Direct Assessment (TracDat)
   iii. Peer Institution Information (see G iii above)

I. Curriculum
   a. Course Sequences (Catalog copy)
   b. Plans of Study
   c. Course Outlines (Syllabi)
      i. AAS Degrees
      ii. Certificates

J. Policies and Procedures
   a. Departmental Policies (as applicable)
   b. Advisory Committee
      i. Policies
      ii. Membership
      iii. Sample Agenda, Attendance, Minutes, etc.

K. Staffing
   a. Faculty
      i. Full-Time
      ii. Adjunct
   b. Support Staff
   c. Major Teaching and Administrative Responsibilities

L. Instructional Materials, Equipment and Facilities
   a. Description of Facilities
   b. Special Software/Hardware Utilized in Program

M. Cost
   a. Operating Budget
   b. Grants

N. Summary
   a. Program Summary Overview
      i. Comparison to Peer Institutions
      ii. Strengths of Program
   b. Outcomes/Actions from Previous Program Review

O. Program Needs Statement (Analysis of G in terms of needs)
   a. Scope of Resources Related to Program

P. Action Plan
   a. Recommendations:
      i. Areas for Quality Improvement
      ii. Areas for Growth
   b. Projection of resource needs for next 5 years

Q. ICCB Program Review Report Template

R. Appendices
APPENDIX Y -

Excerpt from an Associate Dean Report for Tenured Faculty Professional Development

Associate Dean Summary:

Amanda Benney holds a full-time faculty position in the Speech department and in addition to teaching Speech courses, serves as the Department chair. She has been teaching for Rock Valley College for seven years. I have read the evaluation materials submitted by Amanda for both last year (2007-08) and this year (2008-09.) Below represents my summary of his/her 2009 Professional Development Report.

1. Goals

Amanda created and implemented a service learning project into her course syllabi. She successfully completed three graduate courses and NIU and was admitted as a Graduate student in the Counseling Department at Northern Illinois University. As Department chair, Amanda has worked to further assessment of SPH 131 and has moved the department further into the process of assessing student learning. She also developed and offered a hybrid on-line speech course.

2. Teaching, Student Counseling and Student Development

Amanda implemented a service learning component into her courses in order to encourage students to apply the skills learned in class as a vehicle of change in the community. Her development of a hybrid SPH 131 that stresses integrity and rigor allows students another means to complete this essential course.

3. College Service

Amanda serves as the Speech Department Chair. In that role, she is leading the effort to assess SPH 131 in a meaningful way. She has served as a member of Student Learning Outcomes Committee and maintained her relationship with the Business and Professional Institute at the college as a trainer. Amanda also delivered a well attended First Tuesday Lecture in February entitled “A Return from Hell: coping with Anxiety and Panic.”

8. Future Goals and Objectives

Amanda has chosen to continue refinement of her leadership skills to enhance the abilities she uses as the department chair. She would like to research the steps and implement a new club for students interested in business and professional activities. I would encourage her to seek out faculty within the Business Department who could join her in her efforts to establish this club. She also hopes to continue to play a role in developing and maintaining fellowship within the Speech Department in order to advance the teaching and learning of the faculty within the department. Amanda is to be commended for the strides she has made this past year to bring this faculty group together in their efforts to offer on-line classes and in their assessment efforts.
APPENDIX Z

Excerpt from an Associate Dean’s Recommendation

for Retention of a Tenure-Track Faculty Member

Professional development report includes RVC faculty development, New Faculty Orientation, two relevant workshops (clinical nursing education and Medicine, Ethics and Law series), and hospital based in-service education professional development activities exceed expectations for the first year.

Future goals and objectives

had three realistic and appropriate goals listed including assimilation to the RVC culture, effective use of Ed Net to optimize student learning assessment, and attendance at one nursing education conference. She has met these goals with excellence.

Curriculum Portfolio

teaching portfolio has pertinent documents, is well organized and professional. Included are her resume, mission/vision/goals, Faculty Professional Development Report, five syllabi with samples of class power point presentations and activities. In the samples provided, nursing concepts are emphasized. There are supportive clinical activities such as a scavenger hunt. portfolio is a competent to proficient sample of her development, commitment, and strengths as a professional community college educator. has also developed an assessment of student communication in NRS 105. Participating and communicating in small groups extends the nurse’s role to communicate information, educate and counsel small patient groups and/or patients and their families. Incorporating small group activities into NRS 105 will provide the student the opportunity to practice group communication skills and therefore prepare the student for expectations of the advanced nursing courses in the nursing program. She wrote a clear report with results that would improve student learning in communication.
Grade Differences between Online and Lecture Courses for 20093L

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n=107, n=208, n=93, n=97, n=38, n=72, n=85, n=24

\[ a. p. = .045, \quad b. p. = .002, \quad c. p. = .001, \quad d. p. = .025, \quad e. p. = .03, \quad f. p. = .04 \]
APPENDIX BB -

Adjunct Faculty Institute (AFI)
Approved by the Board of Trustees, Fall 2008

Target Implementation Date: Fall 2009

Rationale

Rock Valley College employs more than 150 part time instructors in a given semester, yet there is little professional development opportunity for them. Currently, the college provides two half-day events (fall and spring) that are primarily general sessions with a few workshops. Full time faculty, department chairs, and adjunct faculty have all requested a more comprehensive approach to training RVC’s part time instructors.

Successful adjunct programs exist nationwide, and the AFI is based on industry best practices and research in faculty development (Please note resources and references at the end of this document.).

Description

The AFI is a comprehensive professional development program for part time instructors that is grounded in research-based pedagogy, convenient, accessible, and immediately applicable to the physical or digital classroom. All coursework will be conducted on weekends, in the evenings, or via distance learning. There is a minimum of thirty program hours, but instructors have discretion to develop their courses to best meet the needs of participants. Such curriculum detail could entail blended delivery (face to face and online coursework) and multiple class sessions. That is, instead of meeting for one three-hour block, the instructor may determine that three, one-hour classes would better fulfill the learning objectives.

Program Goal

The goal of the AFI is to provide Rock Valley College’s part time faculty with the tools and resources they need for teaching and learning excellence.

Program Objectives

Participants who successfully complete the AFI will be able to

- apply adult learning principles, brain research, and instructional design models to their curricula,
- use classroom technology effectively,
- manage the classroom environment, including student conduct, and
- employ proven assessment and evaluation techniques to enhance learning.
Courses

REQUIRED COURSES (Participants must complete each of the following courses.)

Orientation (two hours)

This session will provide an overview of the AFI, including program requirements, course information, and registration details.

Syllabus Design (three hours)

This session will examine RVC’s master syllabi and demonstrate how to adapt these master templates to individual courses. Instructors are encouraged to bring working copies of their syllabi to class.

Assessment and Test Construction (four hours)

This module will discuss various assessment methods, both direct and indirect, and their positive impact on teaching and learning. The course will also explore Bloom’s Taxonomy for test construction and strategies for using testing to enhance, not simply measure, student learning.

Instructional Design (three hours)

This course will provide an overview of several models for instructional systems design and the processes involved in developing content into instruction.

Legal Issues in Education (three hours)

This module will give adjunct faculty a “working knowledge” of legal issues they may confront in the classroom. Topics include FERPA, sexual harassment, and ADA, and copyright law.

Classroom Management (three hours)

This interactive roundtable will encourage adjunct faculty to share their experiences, successes, and frustrations in the management of student conduct. RVC’s official Student Code of Conduct will be distributed and discussed.

Classroom Technology (three hours)

Instructors will gain hands-on experience with the most-often used classroom technologies, including “smart classrooms,” EdNet, and electronic gradebooks.

Learning from Lectures (three hours)

Lectures often get a bad rap, but we know how important they are when conveying valuable information to students. This course provides strategies for helping students benefit from classroom lectures. Supplementary teaching techniques for increasing and improving what students learn from those lectures also will be discussed.

ELECTIVES (Participants must complete two of the following courses.)

Portfolio Preparation (three hours)

This session will assist adjunct faculty in creating and building a professional portfolio.
How People Learn (three hours)

Teaching strategies, based on traditional and modern cognitive research, will be explored. Instructors will be given tools for constructing lessons grounded in best practices for how humans learn.

Cooperative Learning Techniques (three hours)

Where most instructors dread the failings of "group work" or "group projects," those who employ cooperative learning strategies report great success. This highly interactive and experiential workshop will provide proven cooperative learning techniques and sufficient practice so that faculty can adapt any curriculum for cooperative learning in their classrooms.

Service Learning (three hours)

Integration of community service and civic responsibility to enhance the learning experience will be discussed.

Understanding the Adult Learner (three hours)

This course will explore learner readiness, development, and motivation. Developmental and learning theories, memory, creativity, experiential learning, and affective learning will also be discussed.

Best Practices for Teaching Online Courses (three hours)

This course will explore proven strategies for successfully teaching online classes. Participants will learn effective tools for both synchronous and asynchronous teaching and learning. Assessment in the digital classroom will also be presented

Participants

- Program participants must be employed as a current adjunct instructor. Primary consideration will be given to instructors who are recommended by their dean or associate dean and who have limited or no teaching experience.
- The AFI will be limited to a maximum of thirty (30) participants per academic year.

Instructors

AFI instructors will be RVC full time faculty, ATLE staff, and selected administrators. These instructors will design, deliver, and evaluate student mastery of course content.

Program Assessment

Data will be collected from program participants before, during, and after completion.

- Pre-Assessment
  - Participants will be asked to evaluate their knowledge and skills in pedagogy, instructional technology, and classroom management before starting the coursework.
- Mid-Level Assessment
  - Participants will be asked to evaluate their knowledge and skills in pedagogy, instructional technology, and classroom management during their coursework and the AFI’s effectiveness in preparing them for the classroom, both physical and digital.
- Post-Assessments
Participants will be asked to evaluate their knowledge and skills in pedagogy, instructional technology, and classroom management after completing all their coursework and the AFI's effectiveness in preparing them for the classroom, both physical and digital.

To assess AFI's effectiveness over time, participants will receive these instruments thirty (30), sixty (60), and one hundred eighty (180) days after completion.

Data Analysis and Reporting

The ATLE will collect and analyze the above assessment data in TracDat. The ATLE coordinator will prepare a report and submit it to the Vice President for Academic Affairs after each AFI cycle.

Compensation

- Instructors
  - Full time faculty will be paid a one-time stipend of up to $200.00 to develop a course for the AFI.
  - Full time faculty and administrators will be paid a $100.00 stipend for teaching a course in the AFI, approximately four hours with an hour preparation time.
  - ATLE staff will not receive additional compensation as this falls within the scope of their regular duties.
  - These funds would come from the ATLE budget, 01-29200.

- Participants
  - Model A
    After an adjunct faculty member successfully completes the AFI, certified by the ATLE coordinator, he/she will receive an additional $25.00 per credit hour for each class he/she teaches for RVC.

  - Model B
    After an adjunct faculty member successfully completes the AFI, certified by the ATLE coordinator, he/she will receive a one-time stipend of $500.00.

  - These funds would come from the budgets of the respective disciplines, which assign instructor pay rate directly to the discipline taught. This improves the unit cost process of assigning direct instructional costs to the appropriate discipline. We would fund from Fund 01 Education from each discipline. (Per Sam Overton)