

Priorities from the 2016 AQIP Portfolio Review and the 2017 RRCC HLC Teams

Priority Items for 2017-2018 Work – We need to make major gains in the following three areas and discuss them in the Quality Highlights Report to the Comprehensive Quality Review (CQR) Team before they arrive in November, 2018.

Priority Area One

AQIP Portfolio Category One: Helping Students Learn
HLC Core Component 4B – Demonstrates commitment to ongoing assessment of student learning

Portfolio Review Team Observations

1. RRCC has unclear processes, results, and improvements for selecting and assessing Common Learning Outcomes (CLOs).
2. RRCC has unclear processes, results, and improvements for selecting and assessing Program Learning Outcomes (PLOs).
3. RRCC does not set targets or benchmarking for either CLOs or PLOs, and no evidence of results and improvements.
4. In regard to Academic Program Design, it is unclear how new programs or improvements to existing programs are developed and presented to institutional committees to assure responsiveness to stakeholder's needs.
5. In regard to Program Quality, it is not clear who serves on committees that select tools and methods to assess program rigor, and how and when they do their work.
6. It is unclear how RRCC evaluates success rates for similar coursework in different modalities and program rigor for gtPathways disciplines.
7. Although RRCC uses indirect measures of student learning, it is important to use direct measures as an indicator of program quality.

RRCC Criteria Review Team Recommendations

1. We need an Assessment Committee with written procedures, including learning assessment review procedures.
2. Create ILEARN manual to establish college-wide assessment procedures.
3. Post student outcomes assessment plans & data on the ILEARN website
4. Establish a planning, assessment, and communication plan for Common Learning Outcomes.
5. Define and begin assessment of Common Learning Outcomes and co-curricular learning.
6. All operational units should post learning goals on their web sites.
7. Publish ILEARN information on the web site and create a short video.
8. Train all committees and non-ILEARN cohort groups on the assessment cycle and utilizing an updated Continuous Improvement Plan (CIP).

Priority Area Two

AQIP Portfolio Category Five: Knowledge Management and Resource Stewardship

HLC Core Component 5C – Conducts systemic planning that integrates assessment of student learning with budgeting

Portfolio Review Team Observations

1. RRCC needs to demonstrate application of the complete cycle of CQI, including appropriate tools, actual results, analysis, and process for reflection and insight linked to actionable strategies.
2. The linkage between processes for assessment of student learning, evaluation of operations, and planning and budgeting needs to be more clearly articulated.
3. The portfolio does not explain how data, as well as information and performance results are determined so that units and departments may plan and manage effectively.
4. It is unclear how information flows to all constituents, for example from a dean to the department faculty or from the supervisor to staff.
5. There does not appear to be a systematic process to measure, review and analyze results, nor to interpret them and make quality improvements based on that information.
6. It appears that infrastructure decisions are made by a committee, but it is not clear who serves on this committee and if their capacity is advisory or decision-making.
7. The college has an opportunity to better demonstrate just how resources are allocated and aligned with mission, vision, and goals.
8. Setting internal benchmarks and targets, giving feedback on budgetary management, and clarifying how improvement decisions are made would help move RRCC to the next level of maturity.

RRCC Criteria Review Team Recommendations

1. We need written documentation of how priorities are established and ranked.
2. The ILEARN process needs to be more transparent, and better communicated and integrated.
3. Clarify the roles and relationships among constituent groups, special initiatives, operational units, use of data, and decision making processes.
4. Map out the decision making processes for the college.
5. Document the executive level decision making process, including clear points for feedback.
6. Map out how various committees fit into the decision making process.
7. Map out the budgeting process, including how we anticipate enrollment and revenue fluctuations and how assessment fits into budgeting.
8. Document our committee structure and how the committees function.

9. Document how we establish priorities, specifically connecting student learning needs to budget priorities.

Priority Area Three

AQIP Portfolio Category Six: Quality Overview

HLC Core Component 5D – Institution works systemically to improve its performance

Portfolio Review Team Observations

1. It is unclear how special projects and initiatives are selected, deployed, and evaluated.
2. Targets and benchmarks are not used in the CQI process.
3. It is unclear how data use fits into the decision making process for improvement.
4. Results shared often lack specificity and are anecdotal. A systemic method such as a survey to query students about support needs would improve the college's response.
5. Although the college utilizes environmental scanning, there doesn't appear to be a repeatable, systemic, data informed process for identifying key external stakeholder groups and it is not clear how current successes will inform future outcomes and improvements.
6. The Academic Standards Committee might provide a mechanism for a broader evaluation of the systems which deliver academic integrity support, such as handbooks, syllabi, and the Maxient system.
7. In regard to Maxient, tracking and analysis of issues needs to be developed to increase organizational learning and decision making.

RRCC Criteria Review Team Recommendations

1. Reorganize the web site to reflect HLC wording and communicate with constituency groups
2. ILEARN needs to show how data is used and reported out.
3. Document how assessment fits into the budget process.
4. We need annual strategic plan updates and an annual strategic plan report to the college.
5. Make Institutional Research data readily available.
6. Develop data for faculty on D2L and consolidate data on the web site.
7. Connect the dots between data and decision making.
8. Establish a regular cycle of environmental scanning.
9. Put information about the importance of SOIs on the webpage for students.