Riverland Community College
Annual Assessment Report: Student Learning Outcomes Assessment Project (SLOAP)
Year 1 of 2025-2027 Assessment Cycle

This report summarizes the assessment data included in the Student Learning Outcomes Assessment Project (SLOAP) SharePoint site for the first year of the three-year assessment cycle of 2025-2027. It provides an overview of the following areas:

1. **Summary of Goal Areas and Subjects/Classes Assessed**
2. **Methods of Assessment**
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1. Summary of Goal Areas and Subjects/Classes Assessed

All instructors teaching six or more credits at Riverland Community College are expected to engage in the process of assessing student learning. On the SLOAP SharePoint site, faculty members submit evidence of student learning outcomes assessment and improvement plans that are tracked over a three-year review cycle.

The 2025 assessment results demonstrate that all ten Minnesota State (MnTC) goal areas (1-10) and college Institutional Learning Outcomes (ILOs) were assessed (see the Appendix for a complete list of these college learning goals). This section provides information on the goals, classes, and prefixed discipline areas evaluated as well as how frequently each goal was assessed.

Class (Course Code and Title)	MnTC Goal Area(s) Measured
ACCT1031 Business Math/Calculators	Goal 2: Critical Thinking
ARTS1103 Art History II	Goal 8: Global Perspective
ARTS1102 Art History I	Goal 6: Humanities and Fine Arts
ARTS1112 Drawing I	Goal 6: Humanities and Fine Arts
AUTO2460 Heating & Air Conditioning	Goal 2: Critical Thinking
AUTO1435 Introduction to ADAS and AV	Goal 2: Critical Thinking

Class (Course Code and Title)	MnTC Goal Area(s) Measured
AUTO2453 Automatic Transmission Theory	Goal 2: Critical Thinking
AUTO1205 Automotive Fundamentals	Goal 1: Communication
BIOL2040 General Microbiology	Goal 3: Natural Science
BIOL2022 Anatomy and Physiology II	Goal 3: Natural Science
BIOL1091 General Biology I	Goal 2: Critical Thinking, Goal 3: Natural Science
BIOL1030 Human Biology	Goal 3: Natural Science
BIOL1070 Human Nutrition	Goal 3: Natural Science
BIOL1050 Introduction to Forensic Science	Goal 2: Critical Thinking
BUSA1060 Computer Concepts and Applications	Goal 2: Critical Thinking
BUSA1050 Personal Financial Management and Planning	Goal 2: Critical Thinking
BUSA2043 Principles of Marketing	Goal 2: Critical Thinking
BUSO1558 Medical Terminology	Goal 2: Critical Thinking
CARP1110 Construction Material and Tool Safety	Goal 2: Critical Thinking
CARP1125 Wall and Floor Framing/Sheeting	Goal 2: Critical Thinking
CARP2170 Commercial Blueprint Reading	Goal 2: Critical Thinking
CARP2155 Concrete, Forming and Finish	Course Specific Goal (not explicitly tied to MnTC in text)
CCLS1000 First Year Experience	Goal 2: Critical Thinking
CCLS1010 Expanded First Year Experience	Course Specific Goal (not explicitly tied to MnTC in text)
CHEM1201 General Chemistry I	Goal 10: People and the Environment
CHEM1202 General Chemistry II	Goal 3: Natural Science
COSM1115 Chemical Procedures	Course Specific Goal (not explicitly tied to MnTC in text)

Class (Course Code and Title)	MnTC Goal Area(s) Measured
COSM1100 Cosmetology Basic Practices	Goal 2: Critical Thinking
COSM1130 Skin Care	Course Specific Goal (not explicitly tied to MnTC in text)
COSM1540 Principles and Practices: Advanced Practice Esthetics	Goal 2: Critical Thinking
COSM1110 Manicuring Techniques	Goal 2: Critical Thinking
CPRO1095 Digital Photography with Adobe Photoshop	Course Specific Goal (not explicitly tied to MnTC in text)
CPRO1590 Web Design I	Course Specific Goal (not explicitly tied to MnTC in text)
CPRO1600 Intro to HTML5 and CSS3	Course Specific Goal (not explicitly tied to MnTC in text)
CPRO1060 Digital Video	Goal 2: Critical Thinking
CRJU2202 Juvenile Law and Procedures	Goal 2: Critical Thinking
CRJU2237 Law Enforcement and Community II	Goal 1: Communication
CRJU2110 Police Report Writing	Goal 2: Critical Thinking
DESL1101 Shop Safety, Tools & Equipment	Goal 2: Critical Thinking
DESL1105 Applied Electrical Systems Lab	Goal 1: Communication
ELEC1714 Conduit	Course Specific Goal (not explicitly tied to MnTC in text)
ELEC1702 Theory I	Course Specific Goal (not explicitly tied to MnTC in text)
ELEC1723 Residential II	Goal 2: Critical Thinking
ELEC2701 Electric Motors I	Course Specific Goal (not explicitly tied to MnTC in text)
ELEC2745 PLC I	Course Specific Goal (not explicitly tied to MnTC in text)
ELEC2706 Motor Controls II	Goal 2: Critical Thinking
ELEC1715 Residential I	Goal 2: Critical Thinking

Class (Course Code and Title)	MnTC Goal Area(s) Measured
ELEC2785 Commercial II	Goal 2: Critical Thinking
ELEC2717 Transformers	Course Specific Goal (not explicitly tied to MnTC in text)
ENGL (various)	Goal 2: Critical Thinking, Goal 6: Humanities and Fine Arts, Goal 7: Human Diversity
ESLA1140 Advanced Listening and Speaking	Goal 7: Human Diversity
ESLA0940 Advanced Writing and Grammar	Goal 1: Communication
FBMT/FBMA (various)	Goal 2: Critical Thinking (various subgoals), Goal 4: Mathematical/Logical Reasoning (where noted)
FREN1101 Elementary French I	Goal 8: Global Perspective
GEOG1200 Human Geography	Goal 5: History and the Social and Behavioral Sciences
GSCM1510 Workplace Human Relations	Goal 2: Critical Thinking, Goal 7: Human Diversity
HCNA1100 Nursing Assistant	Goal 2: Critical Thinking, Goal 1: Communication
HSER2202 Internship III	Goal 2: Critical Thinking
HUMA1101 Humanities I	Goal 2: Critical Thinking
IMMR1722 Entry Level Pressure Boiler Operation	Goal 1: Communication
IMMR1705 Safety and OSHA	Goal 1: Communication
MASS1602 Kinesiology	Goal 2: Critical Thinking
MASS1608 Advanced Massage	Goal 7: Human Diversity
MATH1020 Technical Math I	Goal 4: Mathematical/Logical Reasoning
MATH1210 Calculus & Analytic Geometry I	Goal 4: Mathematical/Logical Reasoning
MATH1110 College Algebra	Goal 2: Critical Thinking
MATH2021 Fundamentals of Statistics	Goal 4: Mathematical/Logical Reasoning
MATH1115 Pre Calculus	Goal 2: Critical Thinking
MFGT2010 Manufacturing Processes and Production	Goal 2: Critical Thinking

Class (Course Code and Title)	MnTC Goal Area(s) Measured
MUSC1150 Applied Voice Lessons	Goal 6: Humanities and Fine Arts
MUSC1100 Music Fundamentals	Goal 6: Humanities and Fine Arts
NURS1460 Health Assessment	Goal 2: Critical Thinking
NURS2400 Medical/Surgical Nursing II	Goal 2: Critical Thinking
NURS1440 Medical Surgical I	Goal 2: Critical Thinking
NURS2420 Acute Care and Leadership	Goal 2: Critical Thinking
PHED2271 Essentials of Personal Training	Course Specific Goal (not explicitly tied to MnTC in text)
PHED2290 Personal Trainer Field Experience	Goal 2: Critical Thinking
PHIL1130 Ethics	Goal 9: Ethical and Civic Responsibility
PHIL1140 Health Care/Medical Ethics	Goal 6: Humanities and Fine Arts
PHYS2201 Classical Physics I	Goal 2: Critical Thinking
PHYS1000 Introduction to Physics	Goal 3: Natural Science
PNUR1110 Foundations In Nursing	Goal 2: Critical Thinking
PSYC1240 Developmental Psychology	Goal 9: Ethical and Civic Responsibility
PSYC1116 Stress Management	Goal 2: Critical Thinking
PSYC2600 Social Psychology	Goal 5: History and the Social and Behavioral Sciences
RADT2240 Radiographic Topics and Skills	Goal 2: Critical Thinking
RADT2261 Radiographic Equipment/Exposures II	Goal 2: Critical Thinking
SOCI2103 Marriage and Family	Goal 5: History and the Social and Behavioral Sciences
SOCI1103 Social Problems	Goal 9: Ethical and Civic Responsibility
SPAN1001 Beginning Spanish I	Goal 8: Global Perspective, Goal 6: Humanities and Fine Arts

Class (Course Code and Title)	MnTC Goal Area(s) Measured
SPCH1200 Interpersonal Communication	Goal 1: Communication
TRDR1120 Advanced Vehicle Driving	Goal 2: Critical Thinking

In addition, these results show a "Course Specific Goal" measurement (meaning a more specific dropdown option was not selected, or an assessment activity specific to that individual course was assessed).

The Number of Subjects and Classes Assessed: 40 prefixed subjects were assessed; 120 classes were assessed within those areas.

Complete List of 40 Prefixed Disciplines Assessed:

1) **ACCT** (Accounting)
2) **ARTS** (Art)
3) **AUTO** (Automotive)
4) **BIOL** (Biology)
5) **BUSA** (Business Administration)
6) **BUSO** (Business Office)
7) **CARP** (Carpentry)
8) **CCLS** (College and Career Learning Skills)
9) **CHEM** (Chemistry)
10) **COSM** (Cosmetology)
11) **CPRO** (Computer Programming/Production)
12) **CRJU** (Criminal Justice)
13) **DESL** (Diesel Mechanics)
14) **ELEC** (Electrical)
15) **ENGL** (English)
16) **ESLA** (English as a Second Language)
17) **FBMA** (Farm Business Management Applications)
18) **FBMT** (Farm Business Management)
19) **FREN** (French)
20) **GEOG** (Geography)
21) **GSCM** (General Studies/Communications)
22) **HCNA** (Health Care/Nursing Assistant)
23) **HSER** (Human Services)
24) **HUMA** (Humanities)
25) **IMMR** (Industrial Maintenance/Mechanical Repair)
26) **MASS** (Massage Therapy)
27) **MATH** (Mathematics)
28) **MFGT** (Manufacturing Technology)
29) **MUSC** (Music)

30) **NURS** (Nursing)
31) **PHED** (Physical Education)
32) **PHIL** (Philosophy)
33) **PHYS** (Physics)
34) **PNUR** (Practical Nursing)
35) **PSYC** (Psychology)
36) **RADT** (Radiologic Technology)
37) **SOCI** (Sociology)
38) **SPAN** (Spanish)
39) **SPCH** (Speech)
40) **TRDR** (Truck Driving)

Complete List of 120 Courses Assessed:

1) ACCT1031 Business Math/Calculators
2) ARTS1103 Art History II
3) ARTS1102 Art History I
4) ARTS1112 Drawing I
5) AUTO2460 Heating & Air Conditioning
6) AUTO1435 Introduction to ADAS and AV
7) AUTO2453 Automatic Transmission Theory
8) AUTO1205 Automotive Fundamentals
9) BIOL2040 General Microbiology
10) BIOL2022 Anatomy and Physiology II
11) BIOL1091 General Biology I (Goal 3 and 2)
12) BIOL1030 Human Biology
13) BIOL1070 Human Nutrition
14) BUSA1060 Computer Concepts and Applications
15) BUSA1050 Personal Financial Management and Planning (Project)
16) BUSA1050 Personal Financial Management and Planning (Rubric)
17) BUSA2043 Principles of Marketing
18) BUSO1558 Medical Terminology
19) CARP1110 Construction Material and Tool Safety
20) CARP1125 Wall and Floor Framing/Sheeting and Building Layout
21) CARP2170 Commercial Blueprint Reading
22) CARP2155 Concrete, Forming and Finish
23) CCLS1000 First Year Experience
24) CCLS1010 Expanded First Year Experience
25) CHEM1201 General Chemistry I
26) CHEM1202 General Chemistry II
27) COSM1115 Chemical Procedures
28) COSM1100 Cosmetology Basic Practices
29) COSM1130 Skin Care
30) COSM1540 Principles and Practices: Advanced Practice Esthetics

31) COSM1110 Manicuring Techniques
32) CPRO1095 Digital Photography with Adobe Photoshop
33) CPRO1590 Web Design I
34) CPRO1600 Intro to HTML5 and CSS3
35) CPRO1060 Digital Video
36) CRJU2202 Juvenile Law and Procedures
37) CRJU2237 Law Enforcement and Community II
38) CRJU2110 Police Report Writing
39) DESL1101 Shop Safety, Tools & Equipment
40) DESL1105 Applied Electrical Systems Lab
41) ELEC1714 Conduit
42) ELEC1702 Theory I
43) ELEC1723 Residential II
44) ELEC2701 Electric Motors I
45) ELEC2745 PLC I
46) ELEC2706 Motor Controls II
47) ELEC1715 Residential I
48) ELEC2785 Commercial II
49) ELEC2717 Transformers
50) ENGL (Propaganda/Fallacy Quiz)
51) ENGL1103 Introduction to Literature
52) ENGL1132 Ethnic Literature
53) ESLA1140 Advanced Listening and Speaking
54) ESLA0940 Advanced Writing and Grammar
55) FBMT2161 Strategies in Farm System Data Management (Checklist)
56) FBMT2141 Interpreting and Evaluating Financial Data (Project)
57) FBMT1121 Preparation for Farm Business Management
58) FBMT1190 Evaluating Farm Commodity Marketing Tools
59) FBMT1211 Introduction to Farm Business Management (Project)
60) FBMA2111 Applications in Financial Mgmt - Strategic Planning
61) FBMA2200 Current Issues in Farm Business Management
62) FBMT1211 Introduction to Farm Business Management (Portfolio)
63) FBMT1131 Managing and Modifying Farm System Data
64) FBMT1180 Applying Commodity Marketing Fundamentals
65) FBMT2161 Strategies in Farm System Data Management (Performance)
66) FREN1101 Elementary French I
67) GEOG1200 Human Geography
68) GSCM1510 Workplace Human Relations (Smart Goals)
69) GSCM1510 Workplace Human Relations (Self-Assessment)
70) HCNA1100 Nursing Assistant (Quiz/Performance)
71) HCNA1100 Nursing Assistant (Skills Checklist)
72) HCNA (Communication)

73) HCNA1100 Nursing Assistant (Case Study)
74) HSER2202 Internship III
75) HUMA1101 Humanities I
76) IMMR1722 Entry Level Pressure Boiler Operation
77) IMMR1705 Safety and OSHA
78) MASS1602 Kinesiology
79) MASS1608 Advanced Massage
80) MATH1020 Technical Math I (Fractions)
81) MATH1210 Calculus & Analytic Geometry I
82) MATH1110 College Algebra (Parent Function)
83) MATH1020 Technical Math I (Problem Solving)
84) MATH2021 Fundamentals of Statistics (Project)
85) MATH1115 Pre Calculus
86) MATH2021 Fundamentals of Statistics (Hypothesis Test)
87) MATH1110 College Algebra (Systems of Equations)
88) MFGT2010 Manufacturing Processes and Production (Lab)
89) MFGT2010 Manufacturing Processes and Production (Soldering)
90) MUSC1150 Applied Voice Lessons
91) MUSC1100 Music Fundamentals
92) NURS1460 Health Assessment
93) NURS2400 Medical/Surgical Nursing II
94) NURS1440 Medical Surgical I
95) NURS2420 Acute Care and Leadership
96) PHED2271 Essentials of Personal Training
97) PHED2290 Personal Trainer Field Experience
98) PHIL1130 Ethics
99) PHIL1140 Health Care/Medical Ethics
100) PHYS2201 Classical Physics I
101) PHYS1000 Introduction to Physics
102) PNUR1110 Foundations In Nursing (Quiz)
103) PNUR (Capstone Project)
104) PSYC1240 Developmental Psychology
105) PSYC1116 Stress Management
106) PSYC2600 Social Psychology (Quiz)
107) PSYC (Chi-square Project)
108) RADT2240 Radiographic Topics and Skills
109) RADT2261 Radiographic Equipment/Exposures II
110) SOCI2103 Marriage and Family
111) SOCI1103 Social Problems
112) SPAN1001 Beginning Spanish I (Essay)
113) SPAN1001 Beginning Spanish I (Response Essay)
114) SPCH1200 Interpersonal Communication
115) TRDR1120 Advanced Vehicle Driving (Checklist)
116) TRDR1120 Advanced Vehicle Driving (CDL Proficiency)

117) BIOL1091 General Biology I (Lab)
118) FBMT2141 Interpreting and Evaluating Financial Data (Performance)
119) BIOL2040 General Microbiology (Lab)
120) BIOL2022 Anatomy and Physiology II (Lab)

Ranking of MnTC Goal Areas by Frequency Measured (Most to Least Measured):

Goal 2: Critical Thinking
Addressed by the largest number of unique classes (over 30), including courses in Accounting, Biology, Business, Carpentry, Computer Science, Humanities, Math, Nursing, and Psychology.

Goal 1: Communication
Addressed by several classes across disciplines such as Automotive, Criminal Justice, Health Care, English as a Second Language, and Speech.

Goal 3: Natural Sciences
Addressed by science courses such as Biology, Chemistry, Physics, and Nutrition.

Goal 4: Mathematical/Logical Reasoning
Addressed by Math courses.

Goal 6: The Humanities and Fine Arts
Addressed by courses in Art, Music, English, Spanish, and Philosophy.

Goal 5: History and the Social and Behavioral Sciences
Addressed by courses in Geography, Psychology, and Sociology.

Goal 7: Human Diversity
Addressed by courses in English, Human Relations, Massage, and ESLA.

Goal 8: Global Perspectives
Addressed by Art History, French, and Spanish courses.

Goal 9: Ethical and Civic Responsibility
Addressed by Philosophy, Psychology, and Sociology courses.

Goal 10: People and the Environment
Addressed primarily by General Chemistry I.

Goal 2: Critical Thinking is measured by the most classes, making it the most emphasized goal area. Communication and Natural Sciences are also widely measured. Goal 10: People and the Environment is the least frequently measured.

Information about Riverland's Institutional Learning Outcomes (ILOs) is gathered from these ten goal areas according to the following criteria:

ILO and Its Values/Areas	Measured By	Courses Included
ILO 1: Service and Innovation	Goal 2 courses (Critical Thinking)	All Goal 2 courses
ILO 2: Respect and Education	Goal 7 and Goal 8 courses (Human Diversity and Global Perspectives)	All Goal 7 and 8 courses
ILO 3: Career Training	Goal 9 and Goal 10 courses (Ethical/Civic Responsibility and People/Environment)	All Goal 9 and 10 courses
ILO 4: Collaboration	Goal 1 courses (Communication) & collaborative learning activities	All Goal 1 courses and collaborative activities

Ranking of ILOs by Frequency Measured (Most to Least Measured):

ILO 1: Think Critically
Coverage:
ILO 1 ("Students at Riverland Community College think critically") is assessed through all classes measuring MnTC Goal 2: Critical Thinking. This is by far the most widely assessed ILO, by over 30 unique classes across a broad range of disciplines.
Success:
Most of these classes met their assessment goals, with students generally achieving benchmarks on quizzes, projects, lab activities, essays, and case studies. Even in cases where goals were not met, instructors consistently reflected on outcomes and proposed concrete actions for improvement, such as revising instructions, increasing review sessions, and implementing new teaching tools. This combination of broad coverage and high rates of goal attainment makes ILO 1 the most effectively assessed outcome.

ILO 4: Communicate and Collaborate
Coverage:
ILO 4 ("Students communicate and collaborate") is assessed by all classes measuring MnTC Goal 1: Communication and those emphasizing significant

collaboration. Eight classes directly address communication skills, and many others incorporate collaborative elements such as group discussions, lab teamwork, and peer feedback.

Success:

Most classes in this category met their communication goals, with instructors noting strong participation and improvement in group dynamics. Common actions for improvement included revising group assignment instructions, increasing opportunities for peer review, and providing more targeted feedback on communication skills. The combination of solid coverage and generally positive outcomes makes ILO 4 another effectively assessed area.

ILO 2: Awareness of the Larger Global Community

Coverage:

ILO 2 ("Students are aware of the larger global community") is assessed through classes measuring MnTC Goal 7 (Human Diversity) and Goal 8 (Global Perspectives). These include courses in English, Massage, ESLA, Art, French, and Spanish.

Success:

Most classes met their diversity and global perspective goals, with instructors noting strong engagement and completion rates. Where improvement was needed, faculty planned to enhance group activities, clarify expectations, and increase opportunities for cross-cultural dialogue and feedback. However, the number of classes addressing these goals is smaller than for ILO 1 and ILO 4, so coverage is moderate.

ILO 3: Prepared to Be Ethical, Engaged Citizens

Coverage:

ILO 3 ("Students are prepared to be ethical, engaged citizens") is assessed by classes measuring MnTC Goal 9 (Ethical and Civic Responsibility) and Goal 10 (People and the Environment). These include courses in Philosophy, Psychology, Sociology, and Chemistry.

Success:

Most classes met their goals, but coverage is limited: only four classes address Goal 9, and just one (General Chemistry I) addresses Goal 10. This makes ILO 3 the least frequently assessed outcome. Instructors in these areas did propose improvements, such as integrating more real-world scenarios and encouraging deeper ethical reflection, but the limited number of courses means that both coverage and overall insights are lower.

To summarize, ILO 1 (Critical Thinking) and ILO 4 (Communication and Collaboration) are the most effectively assessed, with broad coverage and high rates of goal attainment. ILO 2 (Global Community) is moderately assessed, with good success but fewer courses. ILO 3 (Ethical, Engaged

Citizens) is least effectively assessed, with the fewest courses and the narrowest coverage, despite generally positive results where it is measured.

2. Methods of Assessment

A variety of both formative and summative assessment methods were used to measure student achievement of learning outcomes, including:

Quizzes/Exams
Quizzes and exams are used extensively across disciplines to assess knowledge, skills, and application of concepts. They include written, auto-graded, lab, and video quizzes.

Projects/Portfolios
Many courses require students to complete projects such as research papers, portfolios, marketing plans, group presentations, or creative works. Projects are especially common in business, arts, and technical programs.

Lab Activities/Performance Assessments
Hands-on lab activities and performance assessments are assessed in science, health, technical, and career-oriented courses. These include practical skill demonstrations, technical tasks, and observed checklists.

Written Essays/Reports/Self-Assessments
Written essays are used in humanities, social sciences, and language courses for analysis, reflection, and critical response.

Checklists and Rubrics
Checklists are common for tracking completion of required skills or competencies, especially in technical and health programs. Rubrics are used to provide structured evaluation for projects, portfolios, and essays.

Case Studies
Case studies are used in business, health, and law enforcement courses to assess students' ability to analyze and respond to real-world scenarios.

Assessment methods are diverse, including traditional exams, essays, projects, lab work, case studies, rubrics, discussions, presentations, and self-reflection. Many courses use multiple methods for a comprehensive evaluation of student learning.

The most frequently used methods are quizzes, projects, lab/performance assessments, and written essays. Checklists, rubrics, and case studies are also common, especially in applied and professional programs.

3. Assessment Outcomes

Assessment outcomes are reported in terms of whether goals were met, exceeded, or not met, often with supporting data. The assessment outcomes are summarized as follows:

- Courses that met or exceeded their assessed outcomes:
  81 courses
  These courses are marked with phrases such as "Met successfully," "Met significantly above," "Met goal," "SLOAP goal was attained," or similar language indicating the outcome was achieved.
- Courses that did not meet their assessed outcomes:
  39 courses
  These are marked with "Not met," "Far below expected," "No Value," "No Results," or similar language indicating the outcome was not achieved or data was not available.

How this was determined:

- Each assessment instance was reviewed for its outcome/result statement.
- Only those explicitly stating the outcome was met, exceeded, or successfully achieved were counted as "met."
- Courses with ambiguous, missing, or negative results were not counted as "met."

Outcome Results:

- **The Majority of Courses Met Objectives:**
  Most courses reported that their assessment objectives were met. This typically means that the majority of students achieved the benchmark set for the course (such as 70% or 80% of students reaching a target score, completing a project, or demonstrating competency).
- **Significantly Above Expectations:**
  Several courses noted that objectives were not only met but exceeded, with high averages or nearly all students passing.
- **Not Met or Far Below Expected:**
  A notable minority of courses reported that objectives were not met, often due to low participation, non-submission, or lower-than-expected scores. "Far below expected" was used when a significant portion of students did not complete or pass the assessment.
- **Partial or No Value:**
  Some courses had missing data, marked as "No Value" or "No

Results," indicating that assessment results were not available or not yet conducted.

Out of 120 individual assessment instances, more than half (81) met or exceeded their stated outcomes, while the remainder either did not meet the outcomes, had no value reported, or had results pending.

4. Actions for Improvement/Evidence of Commitment to Assessment Culture

The following categories group and summarize many of the proposed actions for improvement and are followed by examples quoted from the SharePoint data.

Increase Clarity and Guidance

Revise assignment instructions for clarity.
Add subheadings to exams to align with rubrics.
Create step-by-step guides for complex tasks.
Provide more explicit directions or alternative options for assignments.

Enhance Communication and Engagement

Communicate with students earlier and more frequently about assignments.
Send reminders using Intelligent Agents or emails.
Encourage participation in discussion posts and group activities.
Add welcome videos emphasizing assignment importance.

Provide Additional Practice and Review

Offer more review sessions, quizzes, or mock exams.
Use games (such as Kahoot and Blooket) for review.
Increase lab time or hands-on practice.
Implement pre-tests or practice runs before formal assessments.

Support Students

Identify students who are struggling and provide targeted support.
Offer one-on-one tutoring or small group sessions.
Reach out to students who did not complete assignments.
Provide additional resources, review guides, and lecture notes.

Adjust Assessment Timing and Structure

Assign essays or projects one at a time rather than all at once.
Adjust due dates to encourage proactive work.
Make certain assignments mandatory for course completion.
Pare down the number of required discussions to avoid overload.

Improve Use of Technology
Implement Intelligent Agents in learning platforms to send reminders.
Use digital tools for tracking and assessment (such as McGraw Hill CONNECT, D2L Brightspace).
Introduce AI tools earlier in the curriculum for study support.

Modify Course Content or Structure
Add more hands-on activities or practical projects.
Vary problems to prevent copying from previous semesters.
Add new assignments to scaffold learning (example: publishing before web design).

Increase Student Choice and Motivation
Reduce excessive student choice if it leads to incomplete work.
Encourage genuine interest and love of learning.
Make assignments more relevant to students' experiences.

Faculty Collaboration and Sharing
Share successful strategies with colleagues.
Use feedback from students and advisors to revise assignments.

Examples of Specific Actions for Improvement:
"I will implement Intelligent Agents in D2L Brightspace to remind students who haven't watched the videos."
"I will adjust the exam format to incorporate subheadings that correspond with the rubric."
"I plan to add a video, discussion board, and practice assignment on Smart goal writing prior to the Education, Career, and Life Goal assignment."
"I will do more review type activities the week before the test. Kahoot is an interesting review tool that will be tried."
"I am planning to adjust my course schedule to spend two extra days on this topic. Also, I am planning to offer some one-on-one in-person or online review sessions before the test."
"I will create a blooket game to review diseases and disorders of the hands and feet."
"I will reach out to each of the students who didn't meet this goal and offer assistance to better understand the material."

5. Summary of Year 1 Assessment Results/Recommendations

Across the curriculum, the assessment outcomes for 2025 reveal a generally high level of success, with most classes meeting their stated goals for student achievement, and most instructors reflectively proposing actions for teaching improvement, even in those cases where students attained

assessment goals. Instructor reflection was a consistent feature in the assessment reporting, with nearly every faculty member who provided results also proposing at least one action for improvement. This first year of assessment results also shows a wide variety of often-creative assessment activities dedicated to student success and coverage of every college learning goal area, though this coverage can be expanded.

These successes were seen across a variety of disciplines, including the sciences, humanities, technical fields, and health professions.

However, there were exceptions: some classes did not meet their goals, often due to incomplete assignments or lower-than-expected scores. In a few cases, results were not measured or reported, such as in courses where assessment data was pending or not collected.

As noted, a significant number of instructors reflected on their assessment outcomes and proposed actions for improvement. Common strategies included revising assignment instructions for greater clarity, providing additional review sessions or tutoring, and implementing new teaching tools such as rubrics, interactive games, or digital platforms. For instance, after observing lower completion rates, some instructors planned to streamline assignments and offer more targeted support, such as reducing the number of required discussions or introducing checkpoints before due dates. Other frequently mentioned actions for improvement focused on increasing student engagement and feedback. Instructors proposed strategies such as sending reminders to students who had not submitted assignments, offering opportunities for resubmission or revision, and creating more opportunities for peer review and collaborative learning. Some faculty members emphasized the importance of adapting instructional practices even when goals were met, recognizing that ongoing improvement can support student learning and success. For example, one instructor planned to share successful strategies with colleagues and provide more hands-on instruction and Q&A opportunities.

The 2025 SLOAP data demonstrates assessment of all four ILOs, with especially strong coverage of critical thinking and communication. The data for these goals also underscores Riverland’s culture of continuous improvement.

These findings reflect a committed and adaptive approach to teaching, with faculty actively seeking ways to improve both assessment practices and student outcomes.

Faculty will work to capitalize on these results in the remaining two years of this assessment period, pursuing actions for improvement not only in their individual classes, but in the SLOAP assessment cycle itself. This report concludes with recommendations for the next two years of SLOAP activities.

Recommendations:

1. Expand curricular coverage for certain goals and ILOs:

Improving Assessment of MnTC Goals
Some MnTC goals, especially Goal 10 (People and the Environment), Goal 9 (Ethical and Civic Responsibility), Goal 8 (Global Perspectives), and Goal 7 (Human Diversity), are measured by relatively few classes. To improve, faculty will be encouraged to address these learning areas.

Improving Assessment of ILOs
ILO 1 (Critical Thinking) and ILO 4 (Communication and Collaboration) are well covered, but ILO 2 (Global Community) and especially ILO 3 (Ethical, Engaged Citizens) have limited coverage. Faculty will be encouraged to assess these areas as well.

2. Expand curricular coverage of prefixed discipline areas/subjects:

In recent years, more faculty members have been participating in assessment activities, as all instructors teaching six credits or more are expected to engage in the process of assessing student learning. However, year 1 assessment data for this cycle reveals gaps in some important areas of student learning, such as History. Some of these gaps are due to personnel changes. In the next two years of the assessment cycle, these areas of the SLOAP database should be filled in, and Riverland faculty involved in assessment will work on adequately assessing these subjects.

3. Consider revising documents/dropdown menus related to program learning outcomes and student learning competencies:

Some college documents related to assessment, such as lists of program learning outcomes and the student learning competencies, may need review and revision, particularly as the college transitions to an online environment compatible with Web Content Accessibility Guidelines (WCAG) 2.2 and implements new software platforms. Faculty will review and update these assessment tools as needed during this assessment cycle and provide updates on future reports.

APPENDIX

1. **Riverland Community College Assessment Plan**
2. **Institutional Learning Outcomes (ILOs)**
3. **Riverland Community College's Ten Core Themes/Discipline Goal Areas (Based on MnTC) and List of Student Competencies**

1. Riverland Community College Assessment Plan

Using the Minnesota Transfer Curriculum (MnTC) as a model, Riverland has designed each course in its curriculum to fall into one of five Core Themes (Goals 2, 7, 8, 9, 10 below). Liberal Arts courses in the MnTC curriculum have their place in one of the five remaining MnTC Goal Areas (1, 3, 4, 5, 6) and are defined by the college as Discipline Areas. Each goal has four to six associated student competencies (see below). Riverland designed SLOAP as a systematic process and tool for measuring these competencies.

2. Institutional Learning Outcomes (ILOs)

Students at Riverland Community College:

1. **THINK CRITICALLY:** Riverland graduates unify factual, creative, rational, and value-sensitive modes of thought.
2. **ARE AWARE OF THE LARGER GLOBAL COMMUNITY:** Riverland graduates understand individual and group differences, and can apply cross-cultural social, economic, and political perspectives.
3. **ARE PREPARED TO BE ETHICAL, ENGAGED CITIZENS:** Riverland graduates can identify, discuss, and reflect upon ethical dimensions of life as responsible and productive citizens.
4. **COMMUNICATE AND COLLABORATE:** Riverland graduates are able to effectively employ different forms of communication tools and strategies collaboratively and independently.

ILO 1: Information gathered from Goal 2 courses; measures service and innovation
ILO 2: Information gathered from Goal 7 and Goal 8 courses; measures respect and education
ILO 3: Information gathered from Goal 9 and Goal 10 courses; measures career training
ILO 4: Information gathered from Goal 1 courses and collaborative learning endeavors; measures collaboration

3. Riverland Community College's Ten Core Themes/Discipline Goal Areas (Based on MnTC) and List of Student Competencies

Riverland Core Themes for Classroom-Level Student Learning Outcomes

GOAL 2: Critical Thinking—Riverland graduates are able to unify factual, creative, rational, and value-sensitive modes of thought.

GOAL 7: Human Diversity—Riverland graduates understand individual and group differences.

GOAL 8: Global Perspectives—Riverland graduates understand the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

GOAL 9: Ethical and Civic Responsibility—Riverland graduates have the capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship.

GOAL 10: People and the Environment—Riverland graduates understand today's complex environmental challenges.

Riverland Discipline Area Goals for Classroom-Level Student Learning Outcomes (Liberal Arts areas)

GOAL 1: Communication—Riverland graduates utilize the English language effectively and read, write, speak, and listen critically.

GOAL 3: Natural Sciences—Riverland graduates understand natural science principles and methods of scientific inquiry.

GOAL 4: Mathematics/Logical Reasoning—Riverland graduates know mathematical and logical modes of thinking.

GOAL 5: History and the Social and Behavioral Sciences—Riverland graduates know how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas.

GOAL 6: The Humanities and the Fine Arts—Riverland graduates know human conditions and human cultures, in relation to behavior, ideas, and values expressed in works of human imagination and thought.

MnTC Goal 1: Communication—Riverland graduates utilize the English language effectively and read, write, speak, and listen critically.
Student Competencies: Graduates will be able to
a. understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
b. participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
c. locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
d. select appropriate communication choices for specific audiences.

e. construct logical and coherent arguments.
f. use authority, point-of-view, and individual voice and style in their writing and speaking.
g. employ syntax and usage appropriate to academic disciplines and the professional world.

MnTC Goal 3: Natural Sciences—Riverland graduates understand natural science principles and methods of scientific inquiry.
Student Competencies: Graduates will be able to
a. demonstrate understanding of scientific theories
b. formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students, laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.
c. communicate their experimental findings, analyses, and interpretations both orally and in writing.
d. evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.

MnTC Goal 4: Mathematical/Logical Reasoning—Riverland graduates know mathematical and logical modes of thinking.
Student Competencies: Graduates will be able to
a. illustrate historical and contemporary applications of mathematical/logical systems.
b. clearly express mathematical/logical ideas in writing.
c. explain what constitutes a valid mathematical/logical argument (proof).
d. apply higher-order problem-solving and/or modeling strategies.

MnTC Goal 5: History and the Social and Behavioral Sciences—Riverland graduates know how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas.
Student Competencies: Graduates will be able to
a. employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
b. examine social institutions and processes across a range of historical periods and cultures.
c. use and critique alternative explanatory systems or theories.
d. develop and communicate alternative explanations or solutions for contemporary social issues.

MnTC Goal 6: The Humanities and Fine Arts—Riverland graduates know human conditions and human cultures, in relation to behavior, ideas, and values expressed in works of human imagination and thought.
Student Competencies: Graduates will be able to
a. demonstrate awareness of the scope and variety of works in the arts and humanities.
b. understand those works as expressions of individual and human values within an historical and social content.
c. respond critically to works in the arts and humanities.
d. engage in the creative process or interpretive performance.
e. articulate an informed personal reaction to works in the arts and humanities

MnTC Goal 2: Critical Thinking—Riverland graduates are able to unify factual, creative, rational, and value-sensitive modes of thought.
Student Competencies: Students will be able to
a. gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
b. imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems
c. analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
d. recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

MnTC Goal 7: Human Diversity—Riverland graduates understand individual and group differences.
Student Competencies: Students will be able to
a. understand the development of and the changing meanings of group identities in the United States, history and culture.
b. demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
c. analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
d. describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
e. demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

MnTC Goal 8: Global Perspectives—Riverland graduates understand the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.
Student Competencies: Students will be able to
a. describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
b. demonstrate knowledge of cultural, social, religious and linguistic differences.
c. analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
d. understand the role of a world citizen and the responsibility world citizens share for their common global future.

MnTC Goal 9: Ethical and Civic Responsibility—Riverland graduates have the capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship.
Student Competencies: Students will be able to
a. examine, articulate, and apply their own ethical views.
b. understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
c. analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
d. recognize the diversity of political motivations and interests of others.
e. identify ways to exercise the rights and responsibilities of citizenship.

MnTC Goal 10: People and the Environment—Riverland graduates understand today's complex environmental challenges.
Student Competencies: Students will be able to
a. explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
b. discern patterns and interrelationships of bio-physical and socio-cultural systems.
c. describe the basic institutional arrangements (social, legal, political, economic, and religious) that are evolving to deal with environmental and natural resource challenges.
d. evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
e. propose and assess alternative solutions to environmental problems.
f. articulate and defend the actions they would take on various environmental issues