



# **PLANNING AND ASSESSMENT GUIDE**

**Office of Institutional Effectiveness and  
Accountability**

# **Richmond Community College's**

## **Planning and Assessment Guide (revised May 2011)**

### **Overview of Richmond Community College's (RCC's) Institutional Planning and Assessment System**

RCC identifies expected outcomes for student learning, assesses the results of those outcomes and applies those results to improve programs and/or services for students in all five areas of the College: the President's Office, Instruction, Student Services, Workforce and Economic Development, and Administration. Each area comprises various planning units that are applicable to the function of the area. Expected learning outcomes are at the core of the RCC Planning and Assessment System, which integrates annual and long-term planning with evaluation and resource allocation into a cohesive system that promotes creativity and accountability. This systemic approach is dynamic and on-going, with input sought from the College community towards its continual improvement.

The RCC Mission Statement is the cornerstone of the Planning and Assessment System:

*The mission of Richmond Community College is to provide life-long educational opportunities, workforce training and retraining, cultural enrichment, and community services to support economic development and enhance the quality of people's lives.*

The Mission Statement is reviewed by the President's Council, with changes approved by the RCC Board of Trustees. The Mission Statement defines the College's reason for being (why the organization exists, what it intends to accomplish, and for whom).

The Vision Statement describes the College's aspirations and defines future mission success. It is specific to RCC and includes internal and external components. The Vision Statement for RCC reads:

*Richmond Community College will foster educational achievement, economic development, and personal growth in Richmond and Scotland counties by:*

- *Being an institution of choice for educational opportunity.*
- *Serving as a cultural center for the community.*
- *Meeting the individual needs and aspirations of a diverse student population.*
- *Providing relevant, evolving, and accessible programs and services employing current technology in state-of-the-art facilities.*
- *Cultivating close and supportive relationships with the communities we serve.*

- *Engaging students in an educational experience that prepares them for the diverse and changing 21st century work place.*
- *Continuously improving through data-informed self-assessments and evaluations.*

The Mission Statement and the Vision Statement provide the outline for the Strategic Plan. The Strategic Plan consists of specific, College-wide Strategic Directives/Institutional Goals that support the Mission and Vision Statements. Following are the seven Strategic Directives/Institutional Goals for RCC:

1. *Develop comprehensive, individualized approaches to learning and services that meet the needs and foster success of our students.*
2. *Develop and implement new programs and courses that are relevant to our region, promote current technology, and respond to economic trends.*
3. *Supplement allocated funds with resources from external sources to better fulfill RCC's mission.*
4. *Expand collaborations with external partners to serve our communities and help our students meet their educational and career goals.*
5. *Optimize current building usage, make targeted additions, and implement changes to meet the needs of a growing enrollment.*
6. *Cultivate our connection to the community, strengthen our status as a cultural center, and enhance our public image.*
7. *Enrich the capabilities and capacity of the employees of Richmond Community College.*

See the following link for each specific sub-goal associated with the seven Strategic Directives/Institutional Goals:

[http://www.richmondcc.edu/\\_about\\_rcc/institutional\\_effectiveness.html](http://www.richmondcc.edu/_about_rcc/institutional_effectiveness.html)

RCC's president has also identified five Strategic Priorities/Planning Priorities:

- Overcome and break down barriers to student access.
- Treat all students and employees with consideration, respect, and exceptional service.
- Create innovative options for students to meet their goals.
- Strengthen the reputation of the College on behalf of our students and communities.
- Expect greatness from our students and from ourselves.

The Strategic Directives/Institutional Goals, as well as the Strategic Priorities/Planning Priorities, have been identified from a thorough assessment of the institution's needs and the needs of the communities it serves by identifying critical issues via internal and external SWOT (strengths, weaknesses, opportunities, threats) surveys, research data (including data collected for the most recent Long Range Plan), and planning assumptions.

The Mission Statement, Vision Statement, Strategic Directives/Institutional Goals, and the Strategic Priorities/Planning Priorities provide a framework for all planning and assessment processes at RCC. Student learning and program learning outcomes are driven by the fore mentioned statements/goals/priorities, as well as by Performance Measures and SACS requirements. Eight Performance Measures mandated by the North Carolina Community College System (NCCCS), which set standards for each College in student performance and satisfaction, are standing initiatives. Outcomes from the current year and the expected outcomes for the upcoming year, form the annual planning process for the upcoming year. Outcomes are assessed in the spring and/or fall depending on when the sources of outcome measurement are available for analysis.

Listed below is the most current set of NCCCS Performance Measures:

- Progress of Basic Skills Students
- Passing Rates on Licensure/Certification Exams for First-Time Test Takers
- Performance of College Transfer Students
- Passing Rates of Students in Developmental Courses
- Success Rate of Developmental Students in Subsequent College-Level Courses
- Students Satisfaction of Program Completers and Non-Completers
- Curriculum Student Retention, Graduation, and Transfer
- Client Satisfaction with Customized Training

See the following link for RCC's most current Performance Measure results:

[http://www.richmondcc.edu/about\\_rcc/institutional\\_effectiveness.html](http://www.richmondcc.edu/about_rcc/institutional_effectiveness.html)

## **RCC's Planning and Assessment Model: Strategic Planning On Line (SPOL)**

In 2010, RCC decided to automate its Planning and Assessment System by purchasing SPOL, an automated planning, budget, assessment, and accreditation system. The system will be implemented during the 2011-12 planning cycle. 2010-11 expected outcomes that were manually submitted during the previous planning cycle, will be input into the automated system and updated to reflect actual results and use of results. Expected outcomes for 2011-12 will be created to reflect expected outcomes, assessment measures, tasks, intended results, and linkage to strategic directives/institutional goals, strategic priorities/planning priorities, and/or associated standards, i.e. the NCCCS Performance Measures; SACS Core Requirements, Comprehensive Standards, and/or Federal Requirements.

See the following link for internal access to RCC's SPOL site

(user name and password required) and see Appendix I:

<http://10.1.5.17/SPOLNET/>

SPOL comprises four major modules: Planning, Budget, Assessment, and Accreditation. All planning units within the five areas of the College develop program and/or student learning outcomes, depending on their function, and all planning units submit an annual budget that supports their expected outcomes. For example, all the planning units within the President, Student Services, and Administrative areas develop program outcomes. Those outcomes are housed in SPOL's Planning module. All planning units within the Instruction and Workforce and Economic Development areas develop student learning outcomes as well as program outcomes. Program outcomes are housed in SPOL's Planning module and student learning outcomes are housed in the Assessment module. The Budget module houses budget detail and history for all the planning units. SPOL is capable of rendering various types of reports in each module.

The development of expected outcomes begins with the evaluation of the current year outcomes. With assistance from the Division of Institutional Effectiveness and Accountability and guidance from the Leadership Team (the President, Vice Presidents, and Deans), the planning unit managers measure their performance on previously identified outcomes and report improvements to their planning unit and the College via SPOL as a result of these outcomes. These results are submitted at the same time as expected outcomes for the upcoming year, along with the associated planning unit budget for the upcoming year. This step "closes the loop" from the outcomes identified and directly connects the measured results to the upcoming outcomes, which are linked to the Strategic Directives/Institutional Goals, Strategic Priorities/Planning Priorities, and/or Performance Measures, SACS requirements, or initiatives specific to the planning unit. The budget request is directly connected to the costs associated with fulfilling the upcoming year's expected outcomes, as well as on-going operational costs.

The entire Planning and Assessment System is reviewed annually by the Planning and Accountability Council and evaluated for possible improvement. The Planning and Accountability Council is given an Annual Planning Calendar for guidance. The Division of Institutional Effectiveness and Accountability's services and the overall system are included in the Annual Services (Faculty/Staff) Satisfaction Survey for evaluation by the entire faculty and staff.

## **Instructional Departments and Student Learning and Program Outcomes**

All of RCC's Instructional planning units (as well as all the other planning units within the College), including the Dean of Instructional Services and the Vice President for Instruction, identify learning outcomes on an annual basis. These outcomes include both student learning outcomes and program outcomes. Annual Planning and Assessment Training is conducted by the Division of Institutional Effectiveness and Accountability to help faculty (as well as staff) document their planning and assessment efforts within SPOL. The results of the students' expected learning outcomes are evaluated and applied at the program level to improve future results and the overall quality of the program. Examples of the uses of these results may include the modification of assessment methods, the purchase of new equipment and software, and/or changes in instructional delivery or technique.

Beginning in 2007, RCC's Vice President for Instruction presented a plan to strengthen and improve student learning at the College. Faculty embarked on a plan to implement a more meaningful and effective method of identifying, assessing, and evaluating student learning outcomes. Phase I of the plan involved the development of standardized course syllabi, including measurable student learning outcomes for each course. An outside consultant was hired to provide professional development to department chairs and faculty as they designed a course syllabus template and agreed on measurable learning outcomes at the course level.

See the following link for a listing of all of RCC's standardized course syllabi:

[http://www.richmondcc.edu/\\_academic/course\\_syllabi.html](http://www.richmondcc.edu/_academic/course_syllabi.html)

Phase II involved the development of Instructor's Course Requirements (ICRs). After agreeing on a standardized template for the ICRs, faculty members identified methods of instruction, methods of evaluation, and successful performance/behavioral indicators for each student in all course sections. The ICRs are updated each semester and maintained by the Vice President for Instruction. Phases I and II were successfully completed for all courses September 2009.

During Phase III, department chairs are in the process of revising all program-level learning outcomes and measures, including general education learning outcomes. In addition, department chairs will review and revise, as needed, methods of documenting and evaluating program-level learning outcomes. Baseline outcomes data will be collected. Also, during this phase, an outside consultant was hired to provide professional development to department chairs and faculty regarding using rubrics as an assessment measure. Each course will utilize at least one rubric.

## **Instructional Program Reviews**

Program outcomes are measured using sources such as graduation rates, retention rates, enrollment, employability, or student satisfaction. Supporting activities, such as hiring new faculty, professional development, and purchasing instructional equipment or software are identified and justified in direct support of specific learning outcomes. Implementation of supporting activities helps make the outcome a reality, improve student learning, and/or improve a program's quality or effectiveness. Department and division Chairs are responsible for reviewing each program of study on a five-year rotating schedule for most programs and

annually for most medically-related programs. Strengths, weaknesses, and trends are analyzed and used to formulate program objectives/actions that will improve the program within the next review cycle.

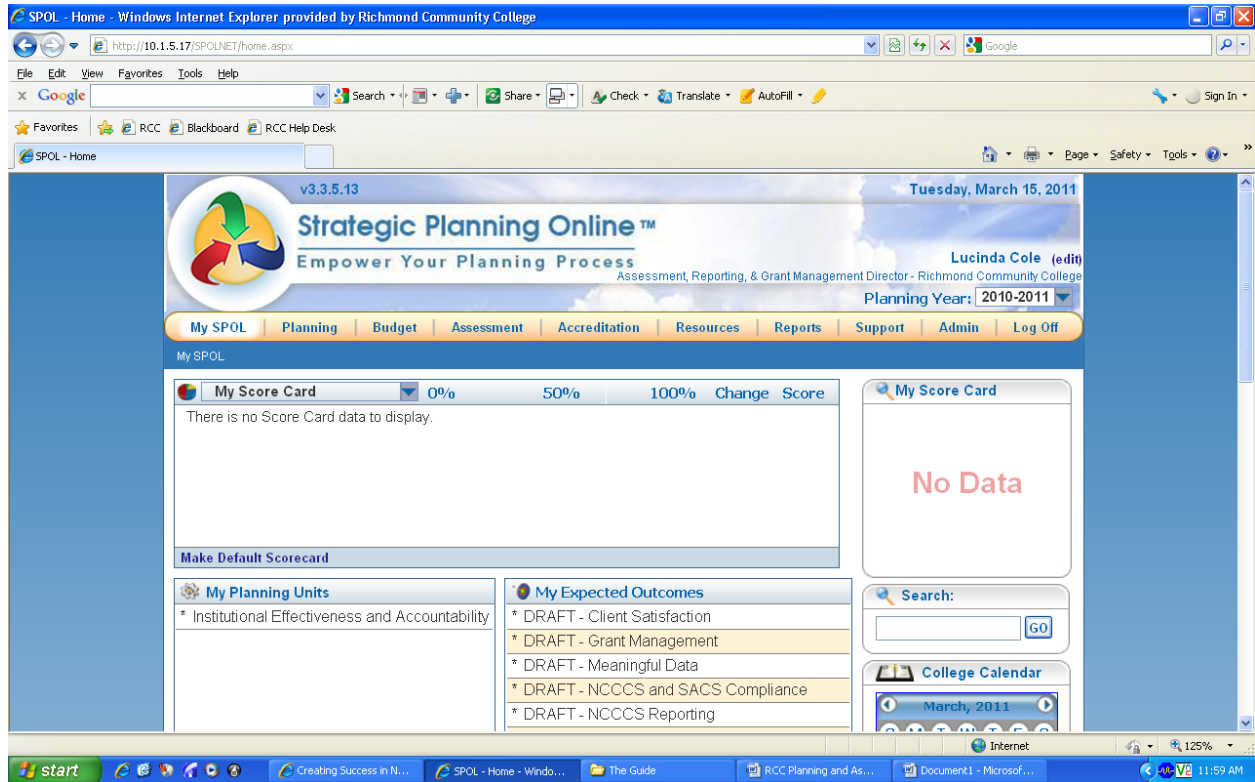
The template for Five Year Program Reviews is broken into the following sections:

- I. Program Identification
- II. Program Description
- III. Program of Study
- IV. Program Administrative Review
- V. Faculty/Staff Prioritized Objectives and Expected Outcomes
- VI. Program Trends, Strengths, and Challenges
- VII. Faculty, FTE, and Facilities Profile
- VIII. Program Performance
- IX. Program Enhancement Efforts

The template is housed within the applicable planning unit's SPOL Planning module, within the document management section.

See the Program Reviews and Program Review Data folder in RCC's internal GroupWise email system for current five year trend data and the most recently completed Program Reviews – also see Appendix II. for a blank Program Review template

# Appendix I.



## Appendix II.

### FIVE-YEAR PROGRAM REVIEW

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#### I. Program Identification

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<b>Program Name and Code</b>	
<b>Degree or Diploma Offered</b>	
<b>Concentrations Offered</b>	
<b>Certificates Offered</b>	

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#### II. Program Description

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Download the most current NCCCS program description and insert text here, replacing this paragraph. Verify that the program description is correct and then double click on the check box below to change to checked. (If not correct, change text to indicate the correction was made.)

The current catalog description has been verified as correct.

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#### III. Program of Study

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The current program of study is attached.

Any additional information about course information can be added here.

The current catalog course listing and descriptions have been verified as correct.

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**IV. Program Administrative Review**

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**A. Operating Cost – Program Expenditures and Budget Allocated**

<b>Year</b>	<b>Budget Allocated</b>	<b>Expenditures</b>
2009-2010		
2008-2009		
2007-2008		
2006-2007		
2005-2006		

**B. Equipment Expenditures.**

<b>Year</b>	<b>Item(s) Description</b>	<b>Cost</b>
2009-2010		
2008-2009		
2007-2008		
2006-2007		
2005-2006		



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## VI. Program Trends, Strengths, and Challenges

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- A. Trends (Planning Assumptions)** – *List the trends that are pertinent to your program and that will affect your plans for the future.*
- B. Strengths** – *List the strengths of your program.*
- C. Challenges** – *List the challenges you will face in the coming three to five years. You can also associate these challenges with your objectives and/or expected outcomes.*

**VII. Faculty, FTE and Facilities Profile**

**A. Instructional Program Staffing** – *List the number of full-time and part-time employees, the average years on staff, the average teaching load of the faculty, and the percent of classes taught by full and part-time faculty.*

Status	No.	Average Years on Staff	Average Teaching Load	Percent of Classes Taught
Full-time				
Part-time				
Full-time (sample)	2	5 years	26	80%
Part-time (sample)	2	2 years	20	20%

**B. Operating Cost** – *Figures are taken from a report furnished by the Finance Office. This report lists the budget allocated to this department and the actual expenditures. Institutional Research will provide the FTE data. NOTE: Course FTE is based on the courses belonging to the program. Students who take courses include students in the program as well as students in other programs.*

Year	Faculty Salary Expenditures	Course FTE	Cost/Course FTE	State Allocated
2009-2010				
2008-2009				
2007-2008				

2006-2007				
2005-2006				

**C. Fulltime and Adjunct Faculty Credentialing** – For each current faculty member, provide a complete profile of educational credentials, including degree completions (e.g., AAS), awarding institution, and date of completion. This information is available through the Human Resources Office.

Fulltime Faculty Member	Associate's Degree	Bachelor's Degree	Master's Degree	Doctorate Degree
John Smith (sample)	NA	B.A. History Meredith College Raleigh, NC 2000	M.A. History East Carolina Univ. Greenville, NC 2002	NA

Adjunct Faculty Member	Associate's Degree	Bachelor's Degree	Master's Degree	Doctorate Degree
John Smith (sample)	NA	B.A. History Meredith College Raleigh, NC 2000	M.A. History East Carolina Univ. Greenville, NC 2002	NA

**D. Student Program FTE** – *Student Program FTE is based on the courses (contact hours) taken by students in this curriculum which includes major courses and related courses (English, Psychology, Math, etc.) Institutional Research will provide the data.*

Year	Fall	Spring	Annual FTE
2009-2010			
2008-2009			
2007-2008			

2006-2007			
2005-2006			

**E. Facilities** – List the location(s) of your program offerings. Example: Lee 20, 21, 23

Designated Classrooms: - List the classrooms you use that are provided specifically for your program or which you frequently request as complementary to your program goals and needs.

Facility Adequacy and Needs: List any facility program needs not currently being addressed with current classroom allocations. Although you may list wiring, etc. needs, please do not list equipment needs here.

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## VIII. Program Performance

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### A. Enrollment and Demographic Summary

The following data are based upon the 2-semester average enrollment for each of the classifications represented. Institutional Research will provide the data.

Classification	(sample)	2009-10	2008-09	2007-08	2006-07	2005-06
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<b>Total Enrollment:</b>	50					
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<b>Gender:</b>						
<b>Female</b>	40					
<b>Male</b>	10					

**Ethnicity & Race:**

<b>American Indian</b>	5
<b>Asian or Pacific Islander</b>	1
<b>Black, Non-Hispanic</b>	18
<b>Hispanic</b>	1
<b>Other/Unknown/Multiple</b>	0
<b>White, Non-Hispanic</b>	25

**Age Range:**

<b>18-19</b>	15
<b>20-21</b>	12
<b>22-24</b>	7
<b>25-29</b>	5
<b>30-34</b>	5
<b>35-39</b>	3
<b>40-49</b>	2
<b>50-64</b>	1
<b>Under 18</b>	0

**Load:**

**FT** 40

**PT** 10

**B. Employment Demand** – Provide information you have concerning the employment demand for your students. This information can be obtained from the Employment Security Commission.

**Source:** - List the source of the above information.

**C. Job Placement** – List any information (and the source) you have on the placement of recent graduates.

**D. Student Goal Attainment** – List information pertaining to students attaining their educational/career goal(s).

**Graduates: Degrees, Diplomas, and Certificates Earned** – Institutional Research will provide the data.

Year	Degree	Diploma	Certificate	Total
2009-2010				
2008-2009				
2007-2008				
2006-2007				
2005-2006				
(sample)	26	NA	9	35

**E. Certification/Licensure:** Indicate whether your program requires certification or licensure. The program may require that the student is licensed or certified before graduation. You should note this information here and also who administers the exam. You should also list the most recent information on passing rate/percentage.

**F. Core Courses Retention and Performance:** *This following information is based on students that completed the course at the 10% point, the number of students finishing the course, the percentage of students completing the course, and the percentage of students passing the course. Institutional Research will provide the data. You will choose core courses from the list provided.*

Core Course Prefix	Core Course Number				
Year	Students at 10% Point	Students Completed	Course Completion Percentage	Percent Passing	GPA
2009-2010					
2008-2009					
2007-2008					
2006-2007					
(sample)	23	20	91%	90%	3.0

**IX. Program Enhancement Efforts**

**A. Advisory Committee:** *As part of any program enhancement effort, outreach to the service community is mandatory. Programs are required to have at least 2 advisory committee meetings yearly (one of these can be an online survey or query). This includes the dinner meeting held once a year. Provide the following information related to your program’s advisory committee.*

1. Number of Meetings: *List the number*
2. Significant Discussions: *Briefly list any significant discussion.*
3. Recommendations: *List recommendation made for the program by the advisory committee.*
4. Provide a listing of current advisory committee members (see table below).

Advisory Committee Member	Phone	Email	Affiliation
Joan Smith  (sample)	999.999.9999	<a href="mailto:jsmith@emailaddress">jsmith@emailaddress</a>	Counselor, Advising Center, UNCP, Pembroke, NC