

2009-2010 Institutional Effectiveness (IE) Report

Office of the President

Development Office:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Gates Foundation STEM "Educational Innovation Plan" Funds Awarded	Plan submitted and Award notification received.	Educational Enhancement Plan submitted, Next phase funded	Function divided and transferred	SD 1, Goal B.; SD 4, Goal C. SD 5, Goal A 1-5	Transferred to Dean of LR and two faculty members
Strategic Plan Action Plans for selected goals published	President's Council approval of plans	Trustees Approved Action Plans	Action Plan steps integrated into 2010-2011 planning documents	SD 1, Goal A & E; SD 3, Goals A, C, D, E, & H; SD 4, Goal, A, B, C	See revised outcome in new document
Complete the Development Office Responsibilities for Honeycutt Center	1. Donor Recognition in new building 2. Funding disbursed	In progress	In progress	SD 4, Goal A, B, C; SD 6, Goals A, B & C	Yes
One federal grant received	Award letter	FIPSE Grant received \$500,000	Curriculum enhancement in progress	SD 4, Goals A, B & C.	Transferred to PI
\$428,000 Earmark	Business Office accounting records	In progress	In Progress	SD 4, Goals A, B & C.	Yes
Raise remaining Forte renovation funds	Foundation and College accounting records	In progress	In progress	SD 1, Goals A, B, C & D; SD 4, Goals A &	See revised Outcome in new documents

				B, SD 6, Goals A & B	
Obtain funding for fitness programs	Fitness programs adequately funded for facilities and equipment	Cancelled	Cancelled	SD 1, Goal E, 4, Goals A & B, SD 6, Goals A & B	No
Increase award rate of Foundation scholarships to 90%	Foundation records	Award rate declined	Plan to transfer responsibility cancelled Software support package purchased. Lead returned to Student Development.	SD 3, Goals A,B,D,E & H.	Transferred to VP, SD
100% of grants compliance requirements are met	Foundation and institutional records	Requirements met	Attended conference, improved procedures	SD 4, Goals A, B & C.	Yes but as routine ongoing activity
Increase annual und/unrestricted revenues to \$65,000	Foundation accounting records	Incomplete. Will update at the end of the Foundation FY.	Pending.	SD 4, Goals A, B & C; S 6 B & C	See revised outcome for next FY.
Fund wireless broadband	College reports	Action transferred	Action transferred	SD 1, Goal B; SD 3, Goal B & F; SD 4, Goal C	No

Human Resources Office:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
College employees will be satisfied with the benefits provided by the College	Annual Faculty/Staff Survey will indicate a 94% level of satisfaction.	The Faculty/Staff Survey indicated an 86% overall satisfaction rating on benefits. The dental plan (77%) and vision plan (76%) being the lowest rankings.	Implemented eBenefitsNow (online enrollment portal) for the State Health Plan on February 26, 2010, in time for the March 15 Annual Enrollment start. Will note any problems expressed by	Inst Goal 9	Yes

			employees with other benefits. Only 50% of faculty and staff completed the survey, making it difficult to base decisions on the survey only.		
College employees will be satisfied with the services provided by the Personnel Office	Annual Faculty/Staff survey will indicate a 95% level of satisfaction.	The Faculty/Staff Survey indicated a 98% satisfaction with the professionalism of the office and a 98% level on responsiveness to requests.	Attended trainings on IPEDS, Community College Employment Law, eBenefitsNow Onboarding, Positive Psychology, and Ego Boosters vs Ego Busters.	Inst Goal 9	Yes
Credentials of faculty will be added to Datatel.	Credentials will be accessible from Datatel for faculty.	Attended training on input of credentials into Datatel. Upon review the process was found to be cumbersome and difficult to build and use.	At this time, Datatel will not be used to track this information. Continue to use Access database to log degree credentials.	Inst Goal 9	No
WebAdvisor for HR will be implemented.	Employees will be able to access their information on WebAdvisor	WebAdvisor was running and in use by employees in January 2010. January pay advices were not printed, but available for viewing by employees in WebAdvisor	Employees are now able to access three years worth of pay advices on-line. Can also view leave, position, and benefit election information. Pay advices are no longer having to be printed, saving the College money on special paper	Inst Goal 9	No
Approval process for temporary instructors will be implemented.	Process will be implemented and forms created for the President to approve temporary instructors.	A new process was not implemented due to a change in management.	Further discussions on this topic will be reviewed with the hiring of the two new VP's and as the new President has a chance to see the current flow of information.	Inst Goal 9	No

Unexpected Outcomes	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Complete search for	New President will be	Dr. Dale McInnis was			No

a new President	hired by the last day of Dr. Morrissey.	hired and became President on 3/1/10.			
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Public Information Office:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Redesign college webpage to reflect college brand and improve navigation.	90% of students and staff surveyed will find webpage appealing and useful.	97% of students and 80% of employees surveyed felt the webpage was improved.	Work with departments to refine page content and ease of navigation.	Directive 1	Yes
Increase the number of events and news articles posted on the webpage.	There will be 100 articles or announcements on the webpage during FY 2009-2010.	Well over 100 postings occurred and included links to local newspaper articles. Photos of graduations, pinning ceremonies, and Foundation events provided students the opportunity to download individual photos.	Enhance the use of the webpage with podcasts.	Directive 1	Yes Improve media services
Improve media services	90% of students and staff surveyed will respond positively regarding services offered.	Survey question was omitted. Webmaster spent most of year assembling webpage and monitoring DL classroom.	Include survey questions next year.	Directive 1	Yes

Unexpected Outcomes	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Facebook page was established by librarian Amanda Townsend and co-monitored by PIO.	None established.	342 fans	Provides students another source for receiving college announcements and downloading college photos.	Directive 1	Yes

Instructional Area

Vice President for Instruction:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Investigate the need for new curriculum programs to be offered at RCC	Surveys, listening sessions, NCCCS, and other colleges.	New program application	Increase in number of curriculum programs to meet the needs of the College's service area	Goals #1, 5, 9	Yes
Initiate program of cross training for instructional staff	CIS training sessions	Training thru Webinars and in-house training.	Cross educating of staff	Goals #1, 5, 9	Yes
Investigate adding a component of Workkeys into selected curriculums.	Promotion within college classes and within total curriculum	Continuing Education involvement	Students having more employment options	Goals #1, 5, 9	Yes
Design a process that will establish program outcomes for all curriculum programs	Instructors Course Requirements, other colleges responses, local input	Template designed by faculty	A clear understanding of what a student should expect to learn in an entire curriculum	Goals 1, 5, 9	Yes
Design a process for establishing, measuring, and evaluating general education outcomes	Course Syllabi, other colleges, SACA, NCCCS	Template designed by faculty	Process initiated for general education outcomes	Goals 1, 5, 9	Yes
Complete Instructors Course Requirements for Fall Semester 2009 courses	Instructors Course Requirements	Template designed by faculty	A clear understanding of what a student should expect to learn in a course	Goals 1,5,,9	Done

Dean of Instruction:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
The template for the 5-Year Program Review documents will be revised and implemented	Report of 5-Year Program Review documents that have been submitted to the Dean's office	Goal expected to be met by the end of May. The data from the Research & Institutional Effectiveness Office was distributed to chairs responsible for doing Program Reviews. The Program Review Schedule is currently through 2014.	Program Reviews for all programs will be started by the end of May, and final drafts of Accounting, Global Logistics Technology, Mechanical Engineering Technology, Office Administration, Infant/Toddler Care, and Nursing Assistant will be turned in.	Goals #2,5	No
A suggested 5-Year schedule of classes will be available for the Richmond and Scotland Early Colleges for Associate in Arts, Associate in Science, Business Administration, and Mechanical Engineering Technology	Report of the 5-Year schedule of classes for the Richmond and Scotland Early Colleges that have been submitted to the Dean's office	Goal met. The two liaisons have 5-Year schedules for all of the original Early College students. These plans are being used as the original drafts for the remaining students.	The 5-Year schedules for the first group of Early College students will be used to create schedules for all current Early College students.	Goals #1,5	No
The 2010-2012 Catalog will be revised to include up-to-date Programs of Study for all curriculum programs	Report of the 2010-2012 Catalog status will be submitted to the Dean's office	Goal met. Extensive revisions to the 2008-2010 Catalog were made to bring the information contained up-to-date with the changes made by the Curriculum Committee the past two years.	Students and Advisors will be able to use the new 2010-2012 Catalog to plan the courses required to complete the students' educational goals.	Goals #1, 4, 5	No

Arts & Sciences Division/Developmental Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Students completing any required developmental course will demonstrate the established competency in each course.	Grade Distribution Report will indicate that the passing rate in developmental courses meet or exceed both the state standard and the system average.	88% of RCC Developmental Students passed their courses. Using the NCCCS 2010 CSF report, this compares to the State Standard of 75% and the System Average of 80%.	The Developmental Dept. will: --Implement recommendations from the Strategic Planning Committee -Set up math and writing labs -Use same textbook publisher in English and Reading for continuity	Goal #5 CSF Measure D	Yes
Students completing developmental courses with a grade of "C" or higher will be proficient in the necessary skills needed to succeed in college level courses.	The Subsequent Course Success Rate report generated by the NCCCS will meet the state standard of success.	92% of RCC Developmental Students achieved success in subsequent college-level courses, compared to the State Standard of 80% and the System Average of 87%.	The Developmental Dept. will: -Increase class offerings due to higher enrollment -Continue Townsend Press Scholarship Rewards program -Increase visibility in Scotland Co. in all Developmental classes	Goal #1 CSF Measure E	Yes

Arts & Sciences Division/English Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
In Eng 080, 090, students will be introduced to the writing process and given opportunities to practice the various steps. They will learn and apply the conventions of	Students in ENG 080 will demonstrate proficiency by writing correct sentences and unified, coherent paragraphs. 75% of students will pass ENG 080 with a "C" or better. In ENG 090, students will be able to compose	Results for fall 09 and spring 10: the 19 students who completed ENG 080 earned "C" or better in the course, surpassing our goal of 75%. NOTE: ENG 080 was not offered in summer 10. Of 304 students who	English instructors will continue to teach the editing and writing skills that developmental students need in order to write clear sentences and well-developed, coherent paragraphs in ENG 080. These skills will be further developed in ENG 090 so that students will be equipped to	Institutional Goals 1,2, 5	We have eliminated the Compass Exit test. However, we have replaced the Compass test in ENG

<p>standard written English in writing sentences and paragraphs.</p>	<p>a variety of paragraphs and a unified, coherent essay. 75% of ENG 090 students will pass the Compass exit exam in writing with 70% or better.</p>	<p>completed ENG 090 during the fall 09, spring 10, and summer 10 semesters, 270 earned "C" or better in the course, a passing rate of 88.8%, which exceeds the established goal of 75%.</p>	<p>write a unified, coherent, and fully developed essay. Since the Compass exit test has been eliminated, instructors use a common editing skills test as Part 1 of the final exam. For part 2 of the final exam, instructors have also developed a common list of essay topics and a uniform scoring rubric to maintain consistently rigorous testing standards for students in all ENG 090 sections.</p>		<p>090 with a rigorous final exam that counts as 20% of the final grade. This two-part exam consists of both an editing skills test and an in-class essay.</p>
<p>In ENG 111 and ENG 112, students will demonstrate proficiency in writing unified, coherent expository prose, having clear thesis statements, adequate introductory and body paragraphs, and effective concluding paragraphs. Students in ENG 112 will incorporate research findings into documented research papers.</p>	<p>80% of ENG 111 and ENG 112 students will pass the course with a grade of "C" or better</p>	<p>Results for fall 09, spring 10, and summer 10: ENG 111 students surpassed the 80% goal by achieving an 87% passing rate. Out of 420 students who completed the course, 366 earned "C" or better. For the same period (fall 09, spring 10, and summer 10), 296 students out of 335 students who completed ENG 112 earned "C" or better. This equates to an 88% passing rate.</p>	<p>The above-average passing rates in ENG 111 and ENG 112 may be due in part to the increased use of technology in the classroom. Working one day a week in the computer lab has helped English instructors create a workshop atmosphere where students can work on papers, research topics, or conference with the instructor. Computer labs also give students an opportunity to complete and discuss online grammar activities, which appeals to many of our millennial students. In addition, our displaced workers, many of whom need more practice with word-processing, have an opportunity to gain hands-on</p>	<p>Institutional Goals 1,5</p>	

			experience and one-on-one advice from instructors. Because students respond positively to this workshop atmosphere and continue to earn high passing rates, we will continue to request that ENG 111 and ENG 112 classes be scheduled at least one day a week in a computer lab.		
In literature courses ENG 131, 231, 232, and 241, students will be able to analyze, interpret, and respond to literary works in their historical and cultural contexts.	86% of students will earn a "C" or better in literature classes.	Results for fall 09 and spring 10 indicate that one hundred percent—50 of 50 students--earned "C" or better in literature classes. Note: literature courses were not offered in summer 2010.	English instructors will continue to make reading and writing assignments that require the application of critical thinking skills that our students need to be successful in upper level coursework and workplace situations.	Institutional Goals 1,5	
Students in COM 231 will be able to prepare and deliver well-organized speeches with appropriate audiovisual support and participate in group discussions.	Students will demonstrate proficiency through research, preparation, delivery, and evaluation of informative, persuasive, and special occasion speeches. 86% of students will earn "C" or better in the course.	Results for fall 2009, and spring and summer 2010: 93 of 99 students who completed COM 231 earned "C" or better in the course. This represents a 94% passing rate, surpassing the established goal of 86%.	Our communications instructor will continue to evaluate speeches using a rubric so that students understand the dimensions of quality by which they are evaluated.	Institutional Goals 1,5	

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Provided funding is available for professional development, several members of the	English faculty will make arrangements to attend this important annual conference. Funds have been	Because of budget cuts, funding was not available for this conference.	There are no results to report because we were unable to attend the conference.	Institutional goals 2, 5	Yes, depending on availability of funds.

English department plan to attend the TYCA conference (Two-Year College English Association) in February 2010.	budgeted to allow more members of the English department to attend.				
Instructors of developmental writing will begin to develop a portfolio assessment tool for students in ENG 090. This assessment tool will help us better evaluate students' readiness for ENG 111. When fully developed, this portfolio assessment tool will replace the Compass test as one of the criteria for successful completion of ENG 090.	Faculty members who teach developmental writing will develop guidelines for developmental writing portfolios and appropriate rubrics to assess the portfolios.	The portfolio development project is still underway.	In lieu of portfolio assessment, instructors have developed common testing materials for the final exam to ensure uniform and rigorous testing standards for students in all sections of ENG 090.	Institutional goals 1, 4, 5	Yes.
Faculty in the English department will complete Instructor Course Requirements (ICRs) for summer 2009, fall 2009, and spring semester 2010.	Faculty will work with the special projects coordinator to complete the ICRS.	ICRs have been completed for all COM, DRA, ENG, and HUM courses taught by English faculty.	Clear, measurable outcomes have been established for each course.	Institutional Goals 1, 4,5	ICRs will be evaluated on a regular basis and new ICRs will be developed as courses from the CCL are introduced at RCC.

Arts & Sciences Division/Science Department:

Students who complete General Biology (BIO 111) will demonstrate an understanding of basic scientific principles	90% of students completing General Biology with a grade of C or better will score 75% or better on a cumulative Biology Concept Inventory	Outcome met: 36 out of 40 students scored 75% or higher on the Concept Inventory, with a mean of 72%.	The results of the Biology Concept Inventory have been analyzed for the topics most commonly missed by students. Instruction will be modified to give students more opportunities to be exposed to those topics as they relate to the material throughout the courses.	Goal # 1	yes
Students who complete Introductory Physics courses will demonstrate an understanding of basic scientific principles	Students completing Introductory Physics with a grade of D or better will show a 30% improvement in basic physics knowledge as measured with a Physics Concept Inventory	Outcome met: 49 students completed Introductory Physics with a grade of D or better. At the beginning of the course, these students answered an average of 6.2 questions correctly on the Physics Concept Inventory. After completing the course, they answered an average of 10.9 questions correctly. This is a 75.8% improvement.	The results of the Physics Concept Inventory have been analyzed for the topics most commonly missed by students. Instruction will be modified to give students more opportunities to be exposed to those topics as they relate to the material throughout the courses. Additionally, the goal for improvement will be increased from 30% to 50% for the 2010-11 Planning Year.	Goal # 1	yes
Students who complete General Microbiology will demonstrate knowledge of basic laboratory skills and aseptic techniques	90% of students completing General Microbiology with a D or better will isolate bacterial colonies from a mixed culture and maintain a pure culture over a 4 week period.	Outcome met- 36 out of 38 students successfully isolated and maintained pure bacterial cultures over the 4 week period.	Students will be more proficient in lab techniques and practices that will benefit them in the healthcare environment.	Goal # 1	yes
Students who complete Anatomy and Physiology	90 % of students completing Basic Anatomy and Physiology	Outcome not met—16 out of 18 students scored 75% or higher on the Anatomy	The small class size did affect the data. The outcome was nearly met as is. However, the	Goal # 1	yes

courses will demonstrate an understanding of anatomical terms and concepts	with a C or better will score 75% or higher on an Anatomy and Physiology Concept Inventory	Concept Inventory, for a class total of 89%	results of the Anatomy Concept Inventory have been analyzed for the topics most commonly missed by students. Instruction will be modified to give students more opportunities to be exposed to those topics as they relate to the material throughout the courses.		
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Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Science Department will begin offering the first year of Fayetteville Tech's Biotechnology program	RCC board will approve articulation agreement with Fayetteville Tech	Outcome met—RCC board approved amended articulation agreement with Fayetteville Tech,	RCC will no longer offer BTC 181, but will continue to provide the other first-year and general education courses for this curriculum.	Goal #1, Goal # 6	Yes
Science Department will expand offerings of courses in anticipation of demand	More sections of Biology courses will be offered, especially BIO 163 and BIO 140, including offering courses at Scotland High School.	Outcome not met	Due to budget constraints, the Science department was unable to hire a new full-time faculty member, so course offerings remained the same.	Goal #1	yes
Science department will develop new lab activities and improve existing labs	Students will be tested with a lab skills inventory- 90% of students passing Biology classes with a C or better will score 75% or better	Outcome not met—only 75% of students scored 75% or higher on the skills inventory.	Skills inventory will be expanded, and labs will be structured where more time is available for proficiency at measurement and microscopy.	Goal # 1	yes
Science department will evaluate learning outcomes for all courses.	All Science course syllabi and ICRs will be entered into the standard format and placed on the website.	Outcome met	Students will have a clear expectation of course requirements and topics before beginning a course, enabling them to be better prepared for success.	Goal # 1	yes

Arts & Sciences Division/Math Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Survey of Mathematics students who complete the course with a grade of "C" or better will be proficient in solving various mathematical problems.	75% of students who complete the course with a grade of "C" or better will pass a common exam with a score of at least "70"	Achieved. 174 out of 206 students (84%) who completed the course with a grade of "C" or better passed the final exam with a grade of at least "70".	The strengthening of the exam did reduce our passing rate from the year before, and we will look into raising our goal again next year.	Strategic Directive #3	Yes
Calculus I students who complete the course with a grade of "C" or better will be proficient in solving various calculus problems.	75% of students who complete the course with a grade of "C" or better will pass a common exam with a score of at least "70"	Achieved. 8 out of 8 students (100%) who completed the course with a grade of "C" or better passed the final exam with a grade of at least "70".	We will look into strengthening the exam, but we will also continue to provide a good foundation in the pre-calculus classes. We feel this one reason the calculus students are doing so well.	Strategic Directive #3	Yes

Arts & Sciences Division/College Transfer Department:

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Students transferring to higher institutions of learning will be well-prepared to meet the challenges of junior and senior-level coursework.	The percentage of transferring students with a 2.0 GPA or better will be at least 90%.	The standard was not met. Only 70% of the transferring students met the 83% state standard.	The VP of Curriculum has formed a committee chaired by the Dean to study the issue.	Goal #1	Yes

Business Division/Accounting Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Students will be able to analyze and record transaction in a journal, post information to the ledger, prepare a trial balance, assemble adjustment data, complete a work sheet, prepare financial statements, journalize and post adjusting and closing entries, prepare a post-closing trial balance.	75% of students completing ACC 120 will make at least a grade of a "C" on a comprehensive accounting problem.	78% of students completing ACC 120 made at least a grade of a "C" on a comprehensive accounting problem.	In an effort to improve skills, students will be required to utilize web-assisted resources outside to classroom such as textbook learning communities and extra web assignments.	Goal #1	Yes
Students will be able to comprehensively analyze accounting data and communicate analysis in a professional manner using up to date technology (Word, Excel, PowerPoint)	75% of students completing ACC 221 will make at least a grade of a "C" on a comprehensive analysis of a publicly traded corporation. The completed comprehensive reports must incorporate Excel, Word and PowerPoint skills.	86% of students completing ACC 221 made at least a grade of a "C" on a comprehensive analysis of a publicly traded corporation.	The faculty will look at other resources to improve classroom instruction to enhance the learning process.	Goal #1	Yes
Students will be able to correctly compute and record the flow of material, labor, and overhead using a process or job order costing	75% of students completing ACC 225 will make a grade of a "C" on a comprehensive cost accounting problem.	91% of students completing ACC 225 made a grade of a "C" on a comprehensive cost accounting problem.	The faculty will continue to require students to perform at their fullest potential to incorporate comprehensive learning.	Goal # 1	Yes

system, summarize and create cost of goods manufactured and cost of goods sold schedules.					
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Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Graduates will find employment within one year of graduation or will continue their education.	Graduate Follow-Up Survey will indicate that 80% of graduates either working or continuing their education.	Graduate Follow-Up Survey indicated that 75% (3 out of 4) of graduates are either working or continuing their education.	Faculty will continue to network with potential employers and other learning institutions to encourage student post-graduate employment and higher learning. Faculty will also continue to evaluate and update the required competencies in response to changing workplace needs.	Goal #1 CSF Measure F	Yes
Increase the number of online accounting courses.	At least one additional accounting course will be offered online or in hybrid format.	ACC 150 was offered in hybrid format Spring 2010.	The faculty will look at other accounting courses to offer in an online, hybrid, or web-assisted format to accommodate the needs of our students.	Goal #1	Yes

Business Division/Business Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Students will demonstrate the ability to apply principles of a core set of business disciplines in a realistic business simulation to include forming a	80% of business students taking BUS 239 (capstone course) will pass the business simulation component, creating a business and all related activities through reporting financial results.	Achieved. Of the 15 students who completed BUS 239 in Spring 2010, 12 (80%) received a "C" or better on the class project.	The results indicate that a large percentage of the BA students who finish the program are gaining the skills needed to explore entrepreneurial futures if they so desire. This capstone course is a valuable learning experience for the student	Goal #1	Yes

company (filing all necessary paperwork), planning a marketing campaign, and reporting financial results.			about to finish the program. By the time students reach this class, they are becoming self-motivated. We will continue this valuable exercise for our students who are reaching the end of the program.		
A major product of BUS 230, Small Business Management, is a complete business plan. Students will produce a high-quality business which will include projected financial statements.	80% of students completing the required business plan will receive a grade of C on this element of BUS 230, Small Business Management.	Achieved. There were 22 day and evening students who finished the course and developed a business plan. Of these, 19 (86.4%) made a 'C' or better.	This is a demanding product that students must produce in order to complete this course. The development of a business plan exposes the student to all aspects business planning, from conception to financial projections. This will continue to be a valuable tool in this class and the program.	Goal #1	Yes

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Graduates will find employment within one year of graduation or will continue their education.	90% of graduates will be employed and/or will be continuing their education as indicated in the graduate survey.	Not Achieved. Eight of the nine BA graduates surveyed were employed and/or continuing their education. One was not. Thus, the goal was not met as this only represents 88.9%.	Although this goal was not met, the results included only one 'failed' data point. In the previous two years, 100% of the respondents met the goal. No corrective action is needed for this result.	Goal #1	Yes
During the next school year, all pre- and co-requisites for business courses will be reviewed.	The department will review 100% of all pre- and co-requisites for suitability.	Not achieved. Due to time constraints and work required for two SACS projects, there was not enough time to complete this for the new edition of the catalog. It will be	This outcome will be carried over to the next year.	Goal #1	Yes

		pushed forward.		
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Unexpected Program or Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Department Chairperson is involved in the development of the Richmond Council Entrepreneurial Council. This council was formed out of a BRAC workshop to explore ways of enhancing the environment of the service area to better promote and support entrepreneurs.	The first formal meeting of this group is scheduled for April 14, 2010. At this time, the group will begin working on identifying assets in the community that might be used to help make Richmond County an attractive area for entrepreneurs.	Due to some politicization of this group (several candidates for local office were touting the group as part of their campaigns), the college President decided to limit the schools exposure.	The Department Chairperson's role was ended.	Strategic Directive #1	No.

Business Division/Healthcare Management Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Students will demonstrate their ability to correctly prepare a NC Medicaid Cost Report.	80% of students will score a "C" or better on their Cost Report assignment in the Spring 2010 HMT 220 class.	100% of students who completed the Cost Report assignment scored a "C" or better on the assignment.	RCC HMT students are familiar with the concept and purpose of NC Medicaid Cost Reports.	Strategic Directive #1	To be determined
Students will demonstrate their ability to correctly perform a simple payroll exercise through the completion of IRS	80% of students will score a "C" or better on their payroll assignment in the Fall 2009 HMT 210 class.	100% of the students scored a "C" or better in the payroll assignment as part of the Fall 2009 HMT 210 class.	HMT students have developed skills that will convince potential employers of the specific benefits of hiring a HMT graduate.	Strategic Directive #1	Yes

form 941.					
Students will demonstrate their familiarity with basic electronic medical records	80% of students will score a "C" or better on their EMC assignment in the Spring 2010 HMT 110 class.	100% of students who completed the EMC assignment scored a "C" or better on the assignment.	RCC HMT students are familiar with the concept and benefits of Electronic Medical Records in the healthcare industry.	Strategic Directive #1	To be determined

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Graduates will find employment within the healthcare industry within one year of employment or will continue their education.	80% of HMT graduates will be employed and/or will be continuing their education after the 6 month follow-up to the Employment Survey	83.3% of May 2009 HMT graduates were either employed in the healthcare industry, or continuing their education.	All the current job market continues to be challenging, RCC HMT graduates are benefiting from their education.	Strategic Directive #1	Yes
The enrollment in the Healthcare Management program will increase by 10%.	Opening enrollment report for Spring 2010 will indicate a 10% increase in enrollment over the prior year.	In Spring 2009 the HMT program had 28 students enrolled. In Spring 2010 the HMT program had 36 students enrolled, an increase of 28.5%.	The HMT program at RCC continues to attract students.	Strategic Directive #1	Yes
HMT Coop supervisors will be satisfied with the knowledge and abilities of HMT Coop students.	80% of the coop supervisors of the Spring 2010 HMT Coop students will evaluate their coop students as being either "Good" or "Very Good" in the area of "Subject Knowledge" and "Quality of Work" on the Employer End-of-Term Evaluation.	As of the Spring 2010 Mid-term coop evaluations, 100% of coop supervisors evaluated their coop student as being "Good" or better.	RCC HMT Coop students are able to demonstrate their knowledge and quality of work while performing their coop work experience.	Strategic Directive #1	Yes

Business Division/Office Administration Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
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Graduates will demonstrate the ability to key effectively a table, a document containing headers/footers, and data for the use in mail merge resulting in a mailable document.	End of course exam in OST 289 (capstone course); 80% of graduates will score at least 80% or higher on this exam.	Goal of 80% was not met. Three out of five (60%) score 80% or higher on the end of course exam.	The results of the capstone course indicate students within the program had difficulty with the area of mail merge in particular. More instructional emphasis will be placed in this area. Additionally, proofreading documents for errors continues to be a topic of weaknesses for students. Students possess the overall course competencies, but careless errors such as proofreading is where they are deficient. Although this skill is one emphasized throughout the program, we will explore other exercises to strength this area. Courses will continue with technological updates and modifications being made as needed.	College Mission Statement; Unit Mission Statement-Supporting Goal #1	Yes
OST 131 students will demonstrate the ability key effectively a memo, block and modified block letter, and type 35 GWAM.	End of course exam in OST 131; 80% of students will score at least 80% or higher on this exam and will score a minimum of 35 GWAM on a timed writing exam.	Goal of 80% was not met. 24 out of 36 students (66.7%) scored an 80 or higher on end of course exam. 27 out of 36 (75%) scored 35 GWAM on the timed writing exam.	After reviewing the end of course results, the specific areas identified where more emphasis needs to be placed are on proofreading skills and stressing the overall formatting outline. To improve students' timed writing scores additional timed writings will be added into instructional time.	Goal #1	Yes

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Graduates will find	Graduate follow-up	100 % of graduates	Continue to monitor the	Goal #1	Yes

employment in the business field within one year of graduation or will continue their education.	survey will indicate that 90% of graduates are employed or continuing their education	indicated they have found employment within the business field within one year of graduation or have decided to continue their education.	marketability of our graduates within the job sector and make any necessary changes within our curriculum to meet employer's needs and requirements.	CSF Measure D	
Students in the OA program will be satisfied with the quality of instruction in their program area courses.	85% of OA students responding to the annual Instructor's Evaluation Survey and/or Graduates Survey will indicate they are "Very Satisfied" or "Satisfied" with the Quality of Instruction in Program Area Courses.	100% of OA students responding to the annual Instructor's Evaluation Survey and/or Graduates Survey indicated they are "Very Satisfied" or "Satisfied" with the Quality of Instruction in Program Area Courses.	Continue with the level and quality of instruction that is currently being provided within the academic program.	Goal #1 CSF Measure F	Yes

Business Division/Computer Information Tech Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
1. Students receiving a degree in CIT will be able to implement, support, and customize software and hardware on local networks.	75% of graduates taking Windows Admin I (NOS 230) will pass a comprehensive exam with a grade of "B" or higher.	NOS 230 Fall 2009 - This outcome was not met. 66% of students passed a comprehensive final exam with a grade of "B" or higher.	We will use these measures to gauge the effectiveness of teaching/learning. (i.e.: should styles, books, etc be changed?)	Goal # 1; CSF Measure F	yes
2. Students receiving a degree in CIT will demonstrate proficiency in entry-level programming.	75% of graduates taking Visual BASIC programming (CSC 139) and Database Driven Websites (WEB 250) will pass a comprehensive exam with a grade of "B" or higher.	CSC 139 Spring 2010 - This outcome was met. 84% of students passed a comprehensive final exam with a grade of "B" or higher. WEB 250 Spring 2010 - This outcome was met. 100% of students passed a comprehensive final	We will use these measures to gauge the effectiveness of teaching/learning. (i.e.: should styles, books, etc be changed?)	Goal # 1, 9; CSF Measure F, H	yes

		exam with a grade of "B" or higher.			
3. Students receiving a degree in CIT will demonstrate retention and ability to apply concepts learned in previous classes.	75% of graduates taking System Support Project (CTS 289) will complete class projects with a final grade of "B" or higher.	CTS 289 Spring 2010 - Course not offered.	We will use these measures to gauge the effectiveness of teaching/learning. (i.e.: should styles, books, etc be changed?)	Goal # 1; CSF Measure F, H	yes

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
1. Enhance the CIT program and improve enrollment and retention by offering online curricula.	Availability of online degrees.	Many courses required for a degree have been available online this planning period.	Particularly in CIS 110, most current students prefer the course online. Not all courses are well suited to being online. We will monitor this and adjust courses as necessary to help student retention. Instructors have offered optional meeting times for online students as needed for those desiring some traditional lecture. We have discussed more interactive online teaching tools, such as GoToMeeting, which should help these students by giving them more of a traditional feel in an online environment. Purchase of notebook computers for faculty has helped considerably in assisting online students.	Goal #1; CSF Measure G	yes
2. Seek to	Implementation of	No articulation	We will pursue articulation	Goal #1, 6;	yes

implement articulation agreements with area universities.	articulation agreements.	agreement has been established this planning period.	agreements.	CSF Measure C	
3. Evaluate student learning outcomes for effectiveness.	Analysis of existing outcomes listed in each course syllabus and ICR.	Syllabi content, including learning outcomes, are reviewed each semester. Learning outcomes have been improved as necessary.	We will review syllabi. We will add, delete, or revise outcomes as needed.	Goal #1; CSF Measure G	yes
4. Enhance the CIT program by further consolidating CIT, Web Technologies (WT), and Networking Technology (NT) programs.	Consolidation of programs.	We obtained final approval to discontinue the WT and NT programs. We will only have the CIT program.	Some of the most valuable courses will be taken from WT and NT and placed in CIT. CIT will become a stronger general computer program of study with increased enrollment.	Goal #1; CSF Measure G, H	yes

Unexpected Program or Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Increased enrollment in introductory computer courses.	Enrollment numbers in CIS 110.	Classes with enrollment caps set too high and not enough online classes to meet the needs of students. Many students had to enroll in traditional sections rather than online sections, though they wished to enroll in online sections.	1. Enrollment caps are lower for summer and fall 2010 classes to maintain quality of education. 2. Increased online sections are available.	Strategic Directive 1, 2, 3	no

Business Division/ Networking Tech Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
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Graduates of the Networking Technology (NT) program will demonstrate technical proficiency with installation and support of hardware and software, troubleshooting network and computer problems, and administrative responsibilities.	At least 80% of students completing NET 289 Networking Project will pass a comprehensive final exam with a grade of "B" or higher.	NET 289 Spring 2010 - This outcome was met. 100% of students passed a comprehensive final exam with a grade of "B" or higher.	We will use these measures to gauge the effectiveness of teaching/learning. (i.e.: should styles, books, etc be changed?)	Goal # 1; CSF Measure F, H	yes
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Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
1. Enhance the NT program and improve enrollment and retention by offering online curricula.	Availability of online degrees.	Many courses required for a degree have been available online this planning period.	Not all courses are well suited to being online. We will monitor this and adjust courses as necessary to help student retention. Instructors have offered optional meeting times for online students as needed for those desiring some traditional lecture. We have discussed more interactive online teaching tools, such as GoToMeeting, which should help these students by giving them more of a traditional feel in an online environment. Purchase of notebook computers for faculty has helped considerably in assisting online students.	Goal #1; CSF Measure G	no
2. Seek to	Implementation of	No articulation	None. This outcome is no	Goal #1, 6;	no

implement articulation agreements with area universities.	articulation agreements.	agreement has been established this planning period.	longer necessary pending the deletion of WT.	CSF Measure C	
3. Evaluate student learning outcomes for effectiveness.	Analysis of existing outcomes listed in each course syllabus and ICR.	Syllabi content, including learning outcomes, are reviewed each semester. Learning outcomes have been improved as necessary.	We will review syllabi. We will add, delete, or revise outcomes as needed.	Goal #1; CSF Measure G	yes
4. Enhance the NT program by further consolidating Computer Information Technology (CIT), Web Technologies (WT), and NT programs.	Consolidation of programs.	We obtained final approval to discontinue the WT and NT programs. We will only have the CIT program.	Some of the most valuable courses from NT will be required in CIT. CIT will become a stronger general computer program of study with increased enrollment. Students will still have significant exposure to networking concepts and training through CIT.	Goal #1; CSF Measure G, H	no

Business Division/ Web Tech Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
1. Students receiving a degree in WT (Web Technologies) will be able to implement, support, and customize software and hardware on local networks.	75% of graduates taking Implementing Web Servers (WEB 230) will pass a comprehensive exam with a grade of "B" or higher.	WEB 230 Spring 2010 - - This outcome was met. 100% of students passed a comprehensive final exam with a grade of "B" or higher.	We will use these measures to gauge the effectiveness of teaching/learning. (i.e.: should styles, books, etc be changed?)	Goal # 1; CSF Measure F, H	yes
2. Students receiving a degree in WT will demonstrate	75% of graduates taking JAVA programming (CSC 151), Database Driven Websites (WEB 250), and	CSC 151 Spring 2010 - This outcome was met. 100% of students passed a comprehensive final	CSC 151 is no longer required in WT. CSC 139 will replace this class as a source of measurement. We will use	Goal # 1; CSF Measure F, H	no

proficiency in web-related programming and design.	Web Design (WEB 210) will pass a comprehensive exam with a grade of "B" or higher.	exam with a grade of "B" or higher. WEB 250 Spring 2010 - This outcome was met. 100% of students passed a comprehensive final exam with a grade of "B" or higher. WEB 210 Spring 2010 - This outcome was not met. 33% of students passed a comprehensive final exam with a grade of "B" or higher.	these measures to gauge the effectiveness of teaching/learning. (i.e.: should styles, books, etc be changed?)		
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Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
1. Enhance the WT program and improve enrollment and retention by offering online curricula.	Availability of online degrees.	Many courses required for a degree have been available online this planning period.	Most WT students prefer classes online. Not all courses are well suited to being online. We will monitor this and adjust courses as necessary to help student retention. Instructors have offered optional meeting times for online students as needed for those desiring some traditional lecture. We have discussed more interactive online teaching tools, such as GoToMeeting, which should help these students by giving them more of a traditional feel in an online environment. Purchase of notebook computers for faculty has helped considerably in assisting	Goal #1; CSF Measure G	no

			online students.		
2. Seek to implement articulation agreements with area universities.	Implementation of articulation agreements.	No articulation agreement has been established this planning period.	None. This outcome is no longer necessary pending the deletion of WT.	Goal #1, 6; CSF Measure C	no
3. Evaluate student learning outcomes for effectiveness.	Analysis of existing outcomes listed in each course syllabus and ICR.	Syllabi content, including learning outcomes, are reviewed each semester. Learning outcomes have been improved as necessary.	We will review syllabi. We will add, delete, or revise outcomes as needed.	Goal #1; CSF Measure G	yes
4. Enhance the WT program by further consolidating Computer Information Technology (CIT), WT, and Networking Technology (NT) programs.	Consolidation of programs.	We obtained final approval to discontinue the WT and NT programs. We will only have the CIT program.	Some of the most valuable courses from WT will be required in CIT. CIT will become a stronger general computer program of study with increased enrollment. Students will still have significant exposure to Web development tools and concepts through CIT.	Goal #1; CSF Measure G, H	no

Business Division/Entrepreneurship Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Students will be able to identify viable products and services that will satisfy unmet needs and wants.	80% of students in BUS 280 will be able to identify in their required business plan presentation local unmet needs and wants and suggest goods and services that will satisfy the unmet need.	No students enrolled in BUS 280.	There appears to be no interest in a curriculum entrepreneurship certificate	Goal #1	No
Students will be able to define a target market in both	80% of students in BUS 280 will be able to define in their required	No students enrolled in BUS 280.	There appears to be no interest in a curriculum entrepreneurship certificate	Goal #1	No

demographic and Psychographic terms.	business plan presentation the target market in both demographic and psychographic terms				
Students will be able to calculate the break-even point of a startup business concept.	80% of students in BUS 280 will be able to correctly calculate the breakeven point of a business startup assignment.	No students enrolled in BUS 280.	There appears to be no interest in a curriculum entrepreneurship certificate	Goal #1	No

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
ETR graduates will either start their own small business, or find employment within a small business, or continue their education within one year of graduation.	80% of ETR graduates will have started a small business, be employed or continuing their education after the 12 month follow-up to the Employment Survey	No students enrolled in the program, therefore there will be no graduates of the program.	There appears to be no interest in a curriculum entrepreneurship certificate	Goal #1	No
The enrollment in the Entrepreneurship Certificate program will increase by 50%.	Opening enrollment report for Spring 2010 will indicate a 50% increase in enrollment. Over the prior year.	No students enrolled in the program, therefore there will be no graduates of the program.	There appears to be no interest in a curriculum entrepreneurship certificate	Goal #1	No
ETR students will be satisfied with the business knowledge acquired in the program.	80% of ETR students will indicate their level of satisfaction with the quality of the ETR program as being either "Good" or "Very Good" in the Spring 2010 survey instrument.	No students enrolled in the program.	There appears to be no interest in a curriculum entrepreneurship certificate	Goal #1	No

Unexpected	Source of Outcome	Actual Results	Application of Results	Linkage	Continue
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Program or Learning Outcome	Measurement				
There was no enrollment in any of the ENT classes.	Enrollment status report.	There was no enrollment in any of the ENT classes	Since many entrepreneurship classes are offered through the RCC Small Business Center, there does not appear to be a demand for a curriculum certificate program. It is therefore recommended that the Entrepreneurship Certificate program be discontinued.		NO

Health Division/Certified Nurse Assisting Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Students in the NAS 101 program will correctly demonstrate all 69 state approved proficiency skills by the end of the 64 hour lab period and exhibit clinical competence of skills.	Appendix A Instructional Objectives summary (State Requirement) will be checked off in lab by instructor for return demonstration of all 69 lab skills. Instructor lab evaluations will show at least 78% capability of each student	Improved lab performance of students. Increased passage rate of NACES certification exam of 85.7% overall for Fall 2009 and Spring 2010. Results used to enhance future program planning of lab time. Increased student confidence in the lab and clinical arena. Students will be more proficient in lab simulation techniques and practices that will benefit them in the health care environment. Students will be better prepared for success in healthcare programs.	Lab instructor to student ratio = 1:10. NAS lab split into 3 lab sections to allow for smaller lab groups. Increased passage rate on NACES Certification exam.	Goal # 1 CSF Measure B	Yes

Students enrolled in NAS 103 online will demonstrate basic computer skills to complete the entry level course.	Register's report of at least 75% retention. Successful completion of course with grade of 78% or better.	Fall 2009 retention rate was 58%. Spring 2010 retention rates were 100%. Course was re-designed for evaluation beginning Spring 2010 for the beginning on-line learner.	Improved use and introduction of computer technology for entry level certificate program Students especially those who are visual learners will be attracted to on-line classes Increased marketable job skills Increased course/program satisfaction	Goal # 1 Goal # 4 Goal # 5 Goal # 8 CSF Measure F	YES
Students in NAS 102 (Nurse Assistant II) will demonstrate competency in theory and lab competencies to complete course requirements.	NCBON (North Carolina Board of Nursing) required theory and lab objectives. Lab evaluation tool and theory scores of at least 78% for completion of course	Retention rates of NAS 102 was 69% (26 beginning students with 18 students completing entire course) for Spring semester 2010.	Progression of NAS 102 students into the clinical arena Enhanced job opportunities due to further certification level Potential for future success in nursing programs Increased students skill Increased student satisfaction due to employable skills	Goal # 1 Goal # 2 Goal # 4 Goal # 5 CSF Measure F	Yes

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
NAS 101 and NAS 101 Huskins students will pass NACES state certification testing the first time (written and skills testing) with at least a passage rate of 80% for first time takers.	Pearson-Vue statistics of passage rates will reveal 80% pass rate which is 9% higher than 2009 4 th quarter state wide statistic	Fall semester 2009 and Spring semester 2010 NACES passage rate for Huskins program was 80% for written and skills exam. NAS 101 passage rate for fall semester 2009 and Spring Semester 2010 was 100% written and 85.7% for skills evaluation.	Enhanced marketing tool for NAS 101 program Increase of potential students entering into the NAS 102 program Increased job opportunities in the health care sector	Goal # 1 Goal # 2 Goal # 4 Goal # 5 Goal # 6	YES
Student completion	Completion surveys	Student satisfaction	Marketability of program	Goal # 1	

surveys will demonstrate >90% satisfaction with program	available Fall semester 2009	reported with program per student surveys for the Nurse Assistant I and II programs greater than 90% satisfaction.	Students prepared for success in health care programs and employment fields	Goal # 2 Goal # 8 CSF Measure F	
Course learning outcomes developed in the syllabi standardization project will be evaluated for all NAS courses.	The learning outcomes identified in all NAS course syllabi will be evaluated to determine any needs for change.	The addition, deletion, or revision of existing outcomes as needed. NAS 103 (Home Health Aide) was changed in the on-line format with addition of case studies to promote critical thinking.	Adjunct instructors new to a course will have a better understanding of the focus of each class. Students will have a better understanding of what they should focus on and what they should know upon finishing the course.	Goal # 1	

Health Division/Medical Assisting Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Students will be able to demonstrate understanding of Terminal Performance Objectives in MED 260/112 to include clinical skills, administrative skills, communication, teamwork, and community services	<ul style="list-style-type: none"> Terminal Performance Objective Portfolio will display 100% entry level competency check off by instructor Employer/Preceptor Evaluations will report 80% satisfaction with student ability Instructor Evaluations will show 100% realistic capability of student Course Exit Interviews will demonstrate 100% practical understanding and satisfaction of skill by student 	<ul style="list-style-type: none"> Mock setup time was increased which allowed for more real world situations with simulation equipment purchased to include autoclave and manikins. Student survey indicated increased satisfaction with mock simulations Clinical staff participated in several on-campus training sessions, cultivating the 	<ul style="list-style-type: none"> Used results to market program Used results to enhance employability of students Used results in ongoing program outcomes evaluations as required by accrediting body of MA program. 	Goal # 2, 8 Core- # D, J, K	yes

		<p>clinical-campus relationship</p> <ul style="list-style-type: none"> • Faculty examined clinical settings and redesigned surveys to continue assessment of best possible student learning environment • Faculty participated in course intensive continuing education opportunities to improve student teaching skills • Faculty incorporated new text for courses in continued efforts to ensure best possible learning experience 			
<p>Students will become increasingly aware of pandemic preparedness/disaster planning to assist in demonstrating an understanding of MA role in workplace and the skills required to perform such a role</p>	<ul style="list-style-type: none"> • Terminal Performance Objective Portfolio will display 100% entry level competency check off by instructor • Employer/Preceptor Evaluations will report 80% satisfaction with student ability • Instructor Evaluations will show 100% realistic capability of student • Course Exit Interviews 	<ul style="list-style-type: none"> • Students participated in pandemic training with the mentor/mentee group, strengthening the group work of the students as well as pandemic flu educational opportunities • Faculty/staff 		<p>Goal # 2, 8</p> <p>Core- D, J, K</p>	yes

	will demonstrate 100% practical understanding and satisfaction of skill by student	<p>health included pandemic information and disaster preparedness information, broadening student awareness</p> <ul style="list-style-type: none"> • Students utilized knowledge gained in classroom to educate other classmates in various alternate course settings • Faculty replaced current text in MED 114 to text that included preparedness training component not previously offered 			
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Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Student satisfaction will be increased through more comprehensive program preparedness via new course syllabi, instructor course requirements, and documented course lesson plans, and student handbook	<ul style="list-style-type: none"> • Exit interviews of students who are in graduating cohort that displays satisfaction of instruction during program • Retention statistics reported to AAMA/CAAHEP/R 	<ul style="list-style-type: none"> • Syllabi and Instructor course requirements were completed and have proven useful for student organizational requirements according to student survey. • Handbook reviewed and amended to assure complete and 	<ul style="list-style-type: none"> • Increase retention of students in program through increased organizational skills • Market program and student employability • 	Core # F,G Goal#4,9	Yes

for MED prefix courses.	CC	<ul style="list-style-type: none"> accurate information Syllabi and Instructor course requirements/handbook added to blackboard/RCC website to increase accessibility of student retrieval and referral. 			
Increase program retention/attrition rates to at or above 70% of graduating cohort	<ul style="list-style-type: none"> Percentage of students in graduation cohort averaged over 5 year period beginning with 2009 cohort 	<ul style="list-style-type: none"> Faculty redesigned advisement worksheet to better serve students Course objectives continue to be analyzed, seeking most efficient tools to accomplish program goals Peer work with students continues through blackboard Reflective practice series in hybrid classes Retention in program remains above 70% mark 	<ul style="list-style-type: none"> Employability of graduating cohort Acceptable results for accrediting body 	Goal #8 Core # D, J	Yes

Health Division/Associate Degree Nursing Department:

Expected Learning Outcome:	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
85% of graduates will pass NCLEX on the first attempt.	BON NCLEX statistics published 12/31/09./12/31/10. Results for 2010 will	Outcome met. As of 12/31/09, Class of '09, 32/35 passed NCLEX on first attempt = 91% passage rate,	Review of Annual Reports to identify weak areas based on the NCLEX test plan. Continue remediation requirement,	College Goal #1, CSF Measure	Yes

	not be final until 12/31/10.	Of the three who were unsuccessful, none of them were in the original cohort of students entering 2007. For the 2010 class, 39 of 41 students have passed on first attempt for a current passage rate of 95%. No results are available on the two remaining students.	program tutoring, CAI, emphasis on critical thinking. Continue simulation experiences to ensure consistent learning opportunities for each student. Continue CNA requirement for admission (implemented Fall 2007.) Continue Admission Testing. TEAS admission testing was implemented for Fall 2009 applicants. Students are required to have a composite score of 65 in order to be considered for admission. A study was done to determine the need to increase this score. Study showed that a math score at 50+ was more significant in predicting success. Although the cut score has not changed, students are encouraged to take remediation classes if their score on the math portion is not 50 or above. ATI practice and proctored tests have been incorporated into labs and student assignments. Faculty will continue to revise teaching methodology to incorporate more conceptual based, student-centered learning.	B, ADN Program outcome #1.	
2 nd -yr. students and new graduates will demonstrate satisfactory performance in clinical.	Student clinical evaluations and verbal/written reports from clinical facilities.	Outcome met. 100% of students demonstrated satisfactory clinical performance at the end of semesters 4 and 5. Results from Fall 2009 survey of 4 major clinical sites rated satisfaction with RCC	Director meets at least annually with administrative staff in clinical agencies to discuss any issues related to current students as well as the most recent graduates. Nursing faculty continue to review comments from clinical	College Goals #1, 4, & 8, CSF Measure H, ADN Program outcomes	Yes

		<p>graduates and students as “satisfied” and “very satisfied”. The Nursing Leadership Team from one facility rated “organization and planning” as “dissatisfied” in 2008. They included a comment related to needing “better multi-tasking skills.” This year, they included a comment that the 2009 group had been one of their strongest groups to date! All other criteria were rated as “satisfied.” Employers rated new graduate performance as satisfied and very satisfied. Comments from unit staff and Advisory Committee members were positive. Criteria related to knowledge of nursing practice, ability to function/perform in the various roles/responsibilities of the RN, demonstrates critical thinking/problem solving skills, adequate oral/written communication skills, organization and planning, quality of work, and overall job preparation. Class of '09, and '10: all graduates demonstrated satisfactory performance in clinical. Comments from agency staff remain positive for 2010</p>	<p>facilities and to use the Student Action Plan to document areas needing improvement. This plan gives the student adequate time to demonstrate improvements. Simulation experiences have been added to address organization and planning. Preceptorship Program is a part of NUR 220. Preceptors assist the faculty in evaluating the student’s performance and the overall experience. Evaluations from 2009 and 2010 preceptorship have been positive to date.</p>	<p>#1, 4, & 5</p>	
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		clinical rotations. No problems have been identified.			
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Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
95% of Graduates will be employed or enrolled in BSN program within one year of graduation.	Graduate follow-up survey.	Outcome met. As of 12/31/09, 35 additional RN's had been added to the workforce. Class of '09: as of Nov. 2009 32/32 new graduate RN's were employed as RN's. 2010 data is not yet complete. Current information shows that 28 of 41 students from the 2010 class are employed. In addition, three of these graduates are enrolled in a BSN program.	Department Chair meets at least annually with nurse executives & staff from area healthcare facilities to address any identified performance issues of recent graduates and projected RN needs. Advisory Committee member's input related to graduate employment is gathered annually. Comments received have been positive related to May 2009 graduates. Information related to 2010 graduates will be collected in Nov. 2010.	College Goal #1, ADN Program outcomes #1 & 4.	Yes
65% of students enrolled each Fall will be retained or will have graduated. The Nursing Program shall maintain a 3-yr. average retention rate equal to or higher than the state average retention rate for program type.	Student retention rate based on BON formula; statistics are published each Spring by the BON r/t individual school's performance and the 3-yr. average retention rate by program type.	Goal not met. Richmond Community College's 2007-2009 retention rate based on BON formula = 49.1%. State 3 year average = 58.7% (official data distributed by NC BON Education Consultant Spring '10). Since implementation of Admission Testing, Semester retention has improved: Fall 2009: 85.7%, Spring 2010: 75%, and Summer 2010: 51 of 52 students were retained	Faculty continue to address retention issues and examine strategies that will positively impact student success. Syllabus requirements have been modified to include remediation requirements and the requirements for senior students to complete NCLEX-style questions for progression. Use of a Dedicated lab instructor (coordinator) has been continued with the implementation of the new curriculum. Clinical simulation has been used to provide a non-threatening learning environment where the student can	College Goal #8, CSF Measure G, ADN Program outcome #1	Yes

		<p>and progressed to the second year. (98%)</p>	<p>develop confidence and skills. CNA requirement has continued. We continue to teach 4 sections of Lab to provide more opportunity for critical thinking activities. A study was completed by the Director of Nursing programs with high NCLEX scores and high retention. Admission and testing practices were reviewed. It was determined that the piece missing for RCC was an admission test for Nursing students. In addition, the SHEPS report demonstrated the need to implement an admission test. The BOT approved the implementation of a Nursing admission test effective for Fall 2009. LPN Transition students were studied and determined to have a 60% retention with only 50% of this number passing NCLEX. These students demonstrated a need for Med-Surg knowledge. The BOT approved a policy change to eliminate the use of Nur 187 and 189 and to bring the LPN desiring advanced placement into NUR 120. (effective Spring 2009). Admission policies have been reviewed and revisions made in calculation of points for admission. Retention in this co-hort of students has improved: Spring 2009-2010:7/15 LPN-As completed A D N program (47% retention) 6/6 have passed NCLEX, one left to test. Spring 2010 LPN-As, 13/17 are progressing in NUR 210 (76.5% retention of this</p>		
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			co-hort).		
90% of students will report satisfaction with their ADN instruction.	Student evaluations	Goal met. Zoomerang RN Exit survey, (Spring 2009) demonstrated 88% of students rated overall satisfaction with the ADN instruction as excellent or satisfactory. Following the closing of the Zoomerang survey, 10 additional students evaluated the program with a handwritten note. This increased the total responding to 36 rather than 26. There were 5 students who rated overall satisfaction as satisfied and 5 as very satisfied. This increases the % of students who reported satisfaction with their A D N instruction to 91.6%. Biology and Nursing faculty identified A&P as a weakness in current students. Biology faculty have offered reviews on systems being covered in NUR class. Lab experiences have been strengthened to support student learning. 2010 Exit Summary reflects 100% overall satisfaction with their A D N education (up from 88% last year.)	Graduates are given the opportunity to complete an Exit Survey each Spring, trends are identified, data is reviewed and changes made as appropriate. Faculty is encouraged to participate in continuing education activities to enhance student learning and meet BON standards r/t faculty. All FT and most PT faculty have completed the BON requirements related to teaching/ learning preparation. The PT faculty member has a plan in place to meet this requirement by the BON deadline. All FT faculty in the A D N program have a master's degree. One adjunct is enrolled in a Master's program. All other adjuncts have a Master's degree.	CSF Measure F	Yes
The Nursing program shall	BON statistics, using BON	Goal met. Average national pass rate for ADN	Schools with high pass rates and high retention rates were surveyed	College Goal #1, CSF	Yes

maintain a 3-yr. average at or above 95% of the national pass rate for licensure level pass rate on first writing.	formula	programs (2007-2009) was 83%. 95% of this is 78.9%. RCC's 3-yr. average NCLEX pass rate (2007-2009) is 87%. 2010 data is currently at 95% for the 2010 class. Statistic will not be complete until after 12/31/10.	to determine admission and progression criteria that impact student success. ADN Department Chair has completed SHEPS survey sponsored by the NCCCS to determine common success factors. BOT has approved policy changes related to admission practices for generic A D N student and LPN Advanced Placement students.	Measure B, ADN Program outcome #1	
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Health Division/ Practical Nursing Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
85% of graduates will pass the NCLEX-PN on the first attempt.	NCLEX-PN passage rate published 12/31/09 by BON. Data for 2010 class will not be available until 12/31/10.	Goal met. 94% passage rate for first time testers ('09 graduates) First class of students graduated July 2007. RCC 2007 - 2009 3 year passage rate is 98%. National passage rate 87%, 95% of Nat'l pass rate: 83%.	We will continue to evaluate student performance to determine needed curriculum/teaching changes. Data are reviewed from student standardized testing to determine areas needing strengthening.	College Goal #1, Critical Success Factor Measure B, PNE program outcome #1	Yes
Students and new graduates will demonstrate satisfactory performance in clinical.	Student clinical evaluations; Verbal and written reports from clinical facilities; Advisory committee comments.	Evaluations from clinical agencies demonstrate satisfaction with students and new hires. Advisory committee comments have all been favorable with no areas identified as needing improvement. Students progressing from NUR 101 to NUR 102, and 102 to 103 all met clinical objectives with a satisfactory rating or	Information is collected during each semester from clinical agencies regarding student and faculty performance. This information is used to address areas needing improvement. Will continue to use Action Plan as appropriate, to address unsatisfactory clinical performance of students.	College Goal #1, 4, & 8, CSF Measure H, PNE Program outcome #1, 4, & 5	Yes

		higher. All '09 graduates received a satisfactory rating in clinical. All students who graduated in July 2010 demonstrated satisfactory clinical performance.			
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Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Graduates will be employed or enrolled in ADN Program within two years of graduation.	Graduate follow-up survey will indicate 95% graduates employed or continuing education.	All licensed 2009 graduates reported employment or enrollment in A D N program. Work requirement was removed from LPN Advanced Placement admission requirements for Spring 2009 facilitating A D N Admission. Currently 7/15 LPN -A students completed RCC's A D N Program, (47% retention); 6/6 have passed NCLEX, one left to test. Currently, 13/17 LPN'As are progressing in Nur 210. (76.5% retention) Employment data for 2010 graduates is not yet complete.	Ensure employability Meet community demands for LPN's Provide opportunities for LPN's to complete A D N in more timely manner.	College Goal # 1 & 8, PNE Program outcome #1, 4, & 5	Yes
Students enrolled each Fall will graduate within 3 semesters. Program will	Statistics published by the BON.	16 of the original 20 students graduated July '07. (80% retention rate). Class of 2008: 16 of 19 graduated =84.2%	Used to compare our program to like programs across the state. Data will be used if expansion is requested. Data is used to	College Goal #8, CSF Measure I, PNE Program	Yes

maintain a 3 yr. average retention rate equal to or higher than the state average for program type.		retention. 2009: 16/19 of original cohort graduated. RCC's 3 yr. average is 82.8%. (2007-2009) State average retention rate is 60.9%. Unofficial data r/t 2010 graduates: 17/20 graduated. 16 of these were from the original cohort. 16/20: 80% retention.	identify need to revise admission criteria and develop additional remediation options for students. No revisions are expected at this time.	outcome #1	
Students will report satisfaction with their PNE education.	Student evaluations will reflect 90% satisfaction.	Graduate exit survey done July '09, demonstrated 100% (up from 94% last year) of students rated overall satisfaction with LPN program as Excellent (88 %,) and satisfactory (12%). Students have the opportunity to evaluate the educational process in the Fall semester each year. "Suggestions for improvement" is included in the process. Fall 2009, there were no trends identified. 2010 Exit Survey demonstrated 100% overall satisfaction with RCC PN Program (88% excellent, 12% satisfactory)	Comments are evaluated by faculty and Program Director to review results and identify areas for improvement. At the end of Fall semester 2009, there was a request from students that we consider having the lab open for additional hours for practice. This suggestion was discussed and effective Spring 2010, this opportunity was made available to students. In addition, a remediation lab related to math skills and medication administration has been added on Wed. each week.	CSF Measure F	Yes

Engineering & Industrial Tech Division/Computer Engineering Tech Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
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Graduate of the CET program will be able to understand, analyze, and troubleshoot basic AC & DC circuits.	70% of students will score 80% or better in CET basic AC &DC skills test from ETCAL.	Achieved. 100% of students scored 80% or better in basic AC/DC circuits skills test from ETCAL.	The results indicated that students have good understanding of Ohm's law, series circuits, Parallel circuits and series-parallel circuits but have problem analyzing and troubleshooting complex series -parallel circuit. Instructor will place more emphases on different techniques such as superposition, branch current methods... to analyze more complex circuits in ELC 131 class.	Goal # 1,9	Yes
Graduate of the CET program will be able to understand, analyze, and troubleshoot basic semiconductor circuits.	70% of students will score 80% or better in CET basic semiconductor skills test from ETCAL.	Achieved. 100% of students scored 80% or better in basic semiconductor circuits skills test from ETCAL.	The results indicated that students have good understanding of Basic Semiconductor circuits' theory, but they have problem troubleshooting power supply and amplifier circuits. Students need to improve their problem solving abilities. Instructor will devote more time to solve and discuss variety of problems in ELN 137 class.	Goal # 1,9	Yes
Graduate of the EET program will be able to understand, analyze, and troubleshoot both combinational and sequential logic circuits.	70% of students will score 80% or better in CET basic Digital Electronic test from ETCAL.	Achieved. 100% of students scored 80% or better in basic combinational and sequential logic circuits skills test from ETCAL.	The result from ETCAL indicated that the students have excellent understanding of digital numbering systems and digital gates. However, the instructor in ELN 133 class has noticed that students show weakness in the design and application of	Goal # 1,9	Yes

			sequential logic circuits. Instructor will devote more time on sequential circuit Analysis using the timing diagram.		
Graduates of the CET program will be technically proficient in advanced knowledge skills.	70% of students will pass the Electronics Design Projects course. (EGR 285)	Achieved. 75% of the Computer Engineering students who registered in EGR 285 passed the course. (C or better)	Overall goal met for this year; however the results indicated some students either purchased the parts for the project late or did not receive them soon enough.	Goal # 1,9	Yes

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Graduates of the CET program will find employment in the field within one year of graduation or will be opted to continue their education.	Graduate Follow-up survey will indicate 90% of graduates are employed within one year.	Not achieved. Of the 2 graduates, 2 responded to the RCC 2009 Graduate Survey. Two are working in the unrelated field.	<ul style="list-style-type: none"> RCC needs to explore the possibility of assigning a work study student to work with the Director of Research & Institutional Effectiveness to track and contact our students six months after they graduate to collect more meaningful information. Instructors will encourage the graduating students to begin the job search earlier. Instructor will encourage graduating students to maintain contact with their advisor for future assistant in job search 	Goal #1	Yes

			or transfer to four year institutions.		
Students in the CET program will be satisfied with their instruction.	85% of CET students responding to the annual Instructor's Evaluation Survey and/or Graduate Student Survey will agree their instructions as "Very Satisfied" and "Satisfied."	Achieved. 100% of CET students responded to the annual Instructor's Evaluation Survey agreed their instructions as "Very Satisfied" and "Satisfied."	<ul style="list-style-type: none"> Attend at least one professional development activity per academic year. Continue to provide students with the state-of-art equipment in the labs. 	Goal #1, Performance Measures and Standards #6 (Student Satisfaction of Completers and Non-completers)	Yes

Engineering & Industrial Tech Division/ Electronics Engineering Tech Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Graduate of the EET program will be able to understand, analyze, and troubleshoot basic AC & DC circuits.	70% of students will score 80% or better in EET basic AC &DC skills test from ETCAL.	Achieved. 100% of students scored 80% or better in basic AC/DC circuits skills test from ETCAL.	The results indicated that students have good understanding of Ohm's law, series circuits, Parallel circuits and series-parallel circuits but have problem analyzing and troubleshooting complex series -parallel circuit. Instructor will place more emphases on different techniques such as superposition, branch current methods... to analyze more complex circuits in the ELC 131 class.	Goal # 1,9	Yes
Graduate of the EET program will be able to understand, analyze, and	70% of students will score 80% or better in EET basic semiconductor skills	Achieved. 100% of students scored 80% or better in basic semiconductor circuits	The results indicated that students have good understanding of Basic Semiconductor circuits'	Goal # 1,9	Yes

troubleshoot basic semiconductor circuits.	test from ETCAL.	skills test from ETCAL.	theory, but they have problem troubleshooting power supply and amplifier circuits. Students need to improve their problem solving abilities. Instructor will devote more time to solve and discuss variety of problems in ELN 137 class.		
Graduate of the EET program will be able to understand, analyze, and troubleshoot both combinational and sequential logic circuits.	70% of students will score 80% or better in EET basic Digital Electronic test from ETCAL.	Achieved. 100% of students scored 80% or better in basic combinational and sequential logic circuits skills test from ETCAL.	The result from ETCAL indicated that the students have excellent understanding of digital numbering systems and digital gates. However, the instructor in ELN 133 class has noticed that students show weakness in the design and application of sequential logic circuits. Instructor will devote more time on sequential circuit Analysis using the timing diagram.	Goal # 1,9	Yes
Graduates of the EET program will be technically proficient in advanced knowledge skills.	70% of students will pass the Electronics Design Projects course. (EGR 285)	Achieved. 75% of the Electronics Engineering students who registered in EGR 285 passed the course. (C or better)	Overall goal met for this year; however the results indicated some students either purchased the parts for the project late or did not receive them soon enough.	Goal # 1,9	Yes

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Graduates of the EET program will find employment in the field within one year of graduation or will	Graduate Follow-up survey will indicate 90% of graduates are employed within one year.	Not achieved. Of the 2 graduates, 2 responded to the RCC 2009 Graduate Survey. One is working in the relate field and one is	<ul style="list-style-type: none"> RCC needs to explore the possibility of assigning a work study student to work with the Director of Research & Institutional 	Goal #1	Yes

be opted to continue their education.		working part time in unrelated field.	<p>Effectiveness to track and contact our students six months after they graduate to collect more meaningful information.</p> <ul style="list-style-type: none"> • Instructors will encourage the graduating students to begin the job search earlier. • Instructor will encourage graduating students to maintain contact with their advisor for future assistant in job search or transfer to four year institutions. 		
Students in the EET program will be satisfied with their instruction.	85% of EET students responding to the annual Instructor's Evaluation Survey and/or Graduate Student Survey will agree their instructions as "Very Satisfied" and "Satisfied."	Achieved. 100% of EET students responded to the annual Instructor's Evaluation Survey agreed their instructions as "Very Satisfied" and "Satisfied."	<ul style="list-style-type: none"> • Attend at least one professional development activity per academic year. • Continue to provide students with the state-of-art equipment in the labs. 	Goal #1, Performance Measures and Standards #6 (Student Satisfaction of Completers and Non-completers)	Yes

Engineering & Industrial Tech Division/Mechanical Engineering Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
1. Graduates of the	75% of MET students	Expected Outcome 100%	1. Gave the students the	Goal #1:	Yes

<p>MET program will be Technically proficient in their field.</p>	<p>will earn an average score of at least 3 points on the Student Outcome Measure (SOM) 5 Point Scale developed by the MET department. SOM is a 5 point scale for identified Seven Assessment Criteria of the Mechanical Design Proficiency Project CAP Course (MEC 271 "Machine Design Project"). This Project Course is offered during the students' last Semester of study. Different students pick different projects. Source: MET Advisory Committee Members volunteer to grade students' technical lab. Reports using the SOM 5 Point Scale. A copy of the 5 point scale and the Technical Lab. Report format are attached.</p>	<p>achieved. All the 5 students who took the Mechanical Design Proficiency Project Course were graded by the Advisory Committee Members, as a third independent party passed. On the 5 point scale, the points earned by the students were: 4.30, 3.94, 3.70, 4.85, and 4.67 respectively.</p>	<p>opportunity to apply the skills they acquired from the curriculum courses to make an engineering concept a physical reality, test it, document the results, make a presentation, and demonstrate it to the Advisory Committee, as a third independent party. 2. The above rendered the results reliable. 3. One of the college goals is achieved, and the image of the MET department looks good for potential employers. 4. The students' confidence in themselves was achieved.</p>	<p>Goal # 9: Performance Measures and Standards (PMS) #2:</p>	
<p>2. Students completing the requirements for the CAD certificate will successfully complete the "Hands-on" 3D CAD projects assigned, as</p>	<p>75% of CAD students will earn an average score of at least 3 points on the Student Outcome Measure 5 point scale developed by the MET department (Attached).</p>	<p>Expected Outcome 100% achieved. All the 5 students who took the assigned "Hands-on" 3D Final exam CAD projects last Summer passed with more than 3 points</p>	<p>1. Gave the students the opportunity to apply the skills they learned on the updated version of the in-house CAD software to produce 3-D drawings of real world parts. 2. The above applies to the</p>	<p>Goal #1: (PMS) #2:</p>	<p>Yes</p>

<p>a final exam, individually using the updated versions of AutoCAD software on frequent bases to keep the graduates updated with the related updated technology.</p>		<p>earned on the Student Outcome Measure 5 points scale (All students earned 5 points)</p>	<p>college, the community, and to the related industrial business. 3. This way, students' self confidence is established, and prepared them to be competitive in the related industrial job market.</p>		
<p>3. MET & CAD graduates will be nationally certified by the American Design & Drafting Association (ADDA) at the Design/Drafter level.</p>	<p>75 % of students taking the ADDA Certification Exam will pass the exam. Results of the exam will be received from the ADDA administration, and the instructor will share that information with the VP of Curriculum Office.</p>	<p>Expected Outcome 100% achieved. Actual Outcome 80 % achieved. 4 out of 5 students who took the National ADDA Exam last summer passed.</p>	<p>1. The National Certification helped raise the students' competence level to a higher horizon of acquired skills, enhanced the probability of successful employment and achievements, and gave them the flexibility to be employed any where in the United States where they decide to live! 2. The Program and College image looked brighter locally and beyond Richmond County and North Carolina State. Something to be proud of! 3. Kept the graduates updated to latest available technology in this field, and are competitive in the job market.</p>	<p>(PMS) # 2 Passing Rates on Licensure/ Certification Exams.</p>	<p>Yes</p>

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
1. The MET & CAD students will be satisfied with these programs instructions.	The statistical Mean of all questions in the Annual Student's Evaluation Survey in Fall, will be in the range: 2.5-4.0 on a scale of 1 -5.	Expected Outcome 100% achieved. Four of the Five MET courses were surveyed by the students in Fall 2008. For 1 course the outcome is not achieved. The Statistical Means of all the questions of the Student's Evaluation in five courses, lies in the expected range 3.0-4.5 on a scale of 1 -5. The minimum and the maximum statistical means were: 3.19 and 5 respectively.	Students were given the opportunity to acquire the needed skills, they learned in the classroom, and used the state-of-the-art software and lab equipment on real world processes and improve them. A local company is recently using the same software, and that puts the graduates of the program at the competitive edge for potential job opportunities locally. Also, this is an opportunity to apply and improve their oral and written communication skills to share with others in the work environment for success. This rendered the students satisfied with the program.	Goal # 1 Performance measures and Standards (PMS) # 6 Student Satisfaction of Non-Completers.	Yes
2. The new students of the MET & CAD programs who enroll in Fall will be retained.	75% of the new enrolled students in Fall (Not counting development students, and students who withdraw from the college due to personal issues beyond the department control) will be retained for the next year Fall. The enrollment in CAD I course (DFT 151 -01 & 1E) day and evening will be used as a measure.	90 % of students are retained. Out of 10 students enrolled DFT 151 day and evening in Fall 2009 in the MET& CAD programs, students are now enrolled in MET department as second year students and 9 students completed their CAD Certificate Summer 2010, 1 student withdrew (Counted). (Makes the total 9 students retained out of 10.	The expected improvements are: 1. This is an actual improvement to the students, program, and college. This is the case, because the students were given the opportunity to continue their education, achieve their goals, and apply the skills acquired by this program course to real world applications with "Hands-	Goal # 1 (PMS) # 7 Curriculum Student Retention	Yes

			<p>on" experience. This will help the students to be more prepared to the needs of the real world environment. Also, program image to the potential employers will look good especially for local industry which start to grow in this area.</p> <p>2. The above applies to the college, the community, and the related industrial business.</p> <p>3. Keeping the students' acquired "Hands-On" skills in this field in harmony with the updated versions of CAM software of this industry. This will helps the students stay at the competitive edge for employments purposes and improve their lives.</p>		
3. Graduates of the MET & CAD programs will be employed within 1 year of their	75 % of the MET and CAD programs graduates with either be employed, or choose to continue their education.	Expected Outcome 100% achieved. A total of 13 students graduated with AAS degree, or CAD Certificate. Among the 5 AAS	1. This was an actual accomplishment by The students,program,and college.This is the case, because the students were given the opportunity to apply the skills acquired by the	Goal # 1.	Yes

<p>graduation, or continue their education.</p>		<p>graduates, 3 employed, and 2 continued their education. 6 CAD Certificate graduated. 1 is employed, and 7 students continued their education.</p>	<p>program courses to real world applications with "Hands-on" experience. This helped the students be more prepared to the needs of the real world environment. Also, program image to the potential employers looked good.</p> <p>2. The above applies to the college, the community, and the related industrial business.</p> <p>3. Helped the students' acquire "Hands-On" skills in this field in harmony with the updated versions of AutoCAD and CAM software, hydraulic, plastic Injection, machining equipment, Quality Control, and machine design.</p> <p>This helped the students stay at the Competitive edge for employments purposes, helped their lives, and become active citizens with positive influence..</p>		
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Engineering & Industrial Tech Division/Machining Tech Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
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Graduates of the MAC program will be technically proficient in basic knowledge skills in machine shop equipment set up perform projects.	70% of students will score 80% or better in MAC shop projects and basic skills test.	Achieved. 90% of students scored 80% or better on MAC shop projects and basic skills test.	The results indicated that students have strong machine shop skills hands on and machining with various machine shop machines.	Goal # 1,9	Yes
Graduates of the MAC program will be technically proficient in advanced knowledge skills in machine shop equipment set up perform projects.	70% of students will pass the MAC 113 In Machining Technology.	The one student who graduated passed all skills in shop and made all projects.	Projects and shop skills prepared student to be proficient in Lab.	Goal # 1,9	Yes

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Graduates of the MAC program will find employment in the field within six months of graduation	Graduate Follow-up survey will indicate 100% of graduates are employed within six months.	One graduate student is employed in industry. Applying skills achieved in MAC program.	Improve the recruiting effort to increase the number of students in the program.	Goal # 1,9	Yes

Engineering & Industrial Tech Division/Electrical Tech Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Graduates of the certificate and diploma programs will be proficient in basic electrical skills, such as circuit fundamentals, Ohm's	75% of students will score 80% or better in Basic Electrical Skills (Ohm's Law, AC/DC, meter use, etc.) test from ETCAL.	No results were obtained due to computer failure and memory crash.	Add server and /or allocate server space to securely store data and provide backup; to be provided by Division chair.	Goal#1,9	Yes

Law, meter use, etc.					
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Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Students in the certificate, diploma, and programs will be satisfied with the quality of their instruction.	Annual student survey and/or Instructor evaluations will indicate 90% of students are "very satisfied" or "satisfied" with the quality of their instruction.	Annual student survey and/or Instructor evaluations indicated 100% of students are "very satisfied" or "satisfied" with the quality of their instruction.	Continue present efforts. Anticipate changes in text book adoptions, and technology improvements.	Goal#1,9	Yes
Graduates of the ET program will find employment in the field within one year of graduation or will be opted to continue their education.	Graduate Follow-up survey will indicate 90% of graduates are employed within one year.	1 respondent employed part time; 1 employed unrelated; 2 respondents seeking employment	Current economic situation provides few full time jobs, especially at entry level. Continue present efforts.	Goal#1,9	Yes

Engineering & Industrial Tech Division/ Industrial Tech Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Graduates of the certificate, diploma, and degree programs will be proficient in basic electrical skills, such as circuit fundamentals, Ohm's Law, meter use, etc.	75% of students will score 80% or better in Basic Electrical Skills (Ohm's Law, AC/DC, meter use, etc.) test from ETCAI.	No results were obtained due to computer failure and memory crash.	Add server and /or allocate server space to securely store data and provide backup; to be provided by Division chair.	Goal#1,9	Yes

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Students in the certificate, diploma,	Annual student survey and/or Instructor	Annual student survey and/or Instructor	Continue present efforts. Anticipate changes in text	Goal#1,9	Yes

and degree programs will be satisfied with the quality of their instruction.	evaluations will indicate 90% of students are "very satisfied" or "satisfied" with the quality of their instruction.	evaluations indicated 100% of students are "very satisfied" or "satisfied" with the quality of their instruction.	book adoptions, and technology improvements.		
Graduates of the IST program will find employment in the field within one year of graduation or will be opted to continue their education.	Graduate Follow-up survey will indicate 90% of graduates are employed within one year.	Responding graduates two are working full time, two are working part time, one unrelated, and three seeking employment.	Current economic situation is making finding fulltime employment difficult. Continue present efforts.	Goal#1,9	Yes

Engineering & Industrial Tech Division/Welding:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Graduate of the Welding program will be able to weld a variety of metals using appropriate techniques..	80% of students will pass the SMAW (Stick) Plate (WLD 115) and GMAW (MIG) FCAW/Plate (WLD 121)	Achieved. 100% of students passed with at least a C average in WLD 115 and WLD 121 with a open root type welding	Open root welding needs to be used more often to insure our gradates will obtain high level of skills in welding.	Goal # 1,9	yes

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Graduates of the Welding program will find employment in the field within one year of graduation or will be opted to continue their education.	Graduate Follow-up survey will indicate 90% of graduates are employed within one year.	Achieved. Of the 2 graduates, one is continuing his education and one found employment in the related field.	<ul style="list-style-type: none"> Obtain students phone number or E-mail to keep contact and monitor success 	Goal #1, 9	yes

Students in the Welding program will be satisfied with their instruction.	85% of Welding students responding to the annual Instructor's Evaluation Survey and/or Graduate Student Survey will agree their instructions as "Very Satisfied" and "Satisfied."	Achieved. The evaluations showed that the 100% of students was satisfied with the instruction that they received.	<ul style="list-style-type: none"> Continue to provide students with the news techniques and state of art equipment in welding.. 	Goal #1, 6	yes
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Public Services Division/Human Services Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
1. Students in COE 111/115 and COE121/125 fieldwork courses will be able to demonstrate a professional level of competency and work performance at their fieldwork agency sites.	80% of COE students will earn a final grade of B or higher average grade in the fieldwork and the seminar components.	1. This outcome measure was greatly exceeded as 100% of 25 completers of the two fieldwork courses earned a final grade of B or higher. 77% of COE111/115 students earned an A, and 100% of students in COE121/125 earned an A.	1. COE fieldwork students will maintain or earn higher evaluation marks from the agency supervisors and the Seminar facilitator compared to their previous semester performances. Student reports will reflect a higher quality of written composition. Survey of student satisfaction will indicate "Good" or "Excellent" attitudes towards the fieldwork experience and supervision.	1.Goal #1	1.YES
2. Students will be able to demonstrate an adequate level of competency judged by HSE faculty through an objective grading process in two of three main areas of curriculum testing.	2.HSE faculty John Robich (Sociology), Cordelia Steele (Human Services), and Chris Auman (Psychology) will design a three-pronged test made up of a general question representing a group of courses in that faculty's teaching area of	2. Over the academic year a faculty medical leave, and extensive out of curriculum course instruction for two faculty prevented sufficient time and collaborative process for designing this capstone test instrument and administering the test to	2. Test results will indicate the level of effectiveness in teaching these content areas in subsequent academic semesters. Test results will be a basis for planning future student learning outcomes, curriculum course content changes, and methods of teaching these core areas to support	2. Goal #1	2. YES

	expertise, which will be designed to measure how effectively the faculty has instructed that academic area of content to the student. 80% of the students completing this test will be expected to pass with a score of 77 or higher in two of the three content areas of the test.	graduates before the Spring Semester ended. We will revisit and evaluate using this test process for the coming graduating class in Spring 2011.	student cooperative learning fieldwork and preparation for effective entry in the job market.		
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Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
1. Course Learning Outcomes in all Human Services Instructor Course Requirements (ICRs) will be evaluated.	1. The Learning Outcomes within each ICR will be evaluated following the conclusion of the semester by the respective faculty author to determine any need for changes.	1. All HSE ICR Learning Outcomes were evaluated and approved prior to the beginning of each semester. Changes were recorded on the course syllabi and posted to the RCC Web.	1. Necessary instructional changes with respect to ICR Learning Outcomes, Performance Indicators, and Evaluation Procedures will be made in a timely manner, and will ensure that students are receiving current, relevant course information and fair, meaningful methods of performance evaluation. Also, courses of instruction will be taught more uniformly by various f/t and p/t instructors.	1.Goal #1	1. YES
2. Graduates will find employment in the Human Services field within one/1 year of graduation or will be continuing their education.	The Graduate Follow-up survey will indicate that 85% of graduates are employed in the Human Services/related field or are continuing their education.	2. Only 5/13 HSE graduates responded and provided data for this standard. The results are inconclusive. All five responded with satisfied or very	2. HSE graduates will experience a higher employment rate in HS/related agencies, or will gain acceptance to upper-division college programs of study, with a	1. Goal #1	2. YES

		satisfied to all measures of the Graduate Survey. 1 graduate was employed f/t, 1 graduate was employed p/t, and 3 were seeking employment. One graduate was unsure and another was accepted to a 4 year college POS. 3 were not intending to continue their education. This standard cannot be determined, or was not met based on available data.	higher rate of successful academic progress.		
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Public Services Division/Criminal Justice Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
1) CJC 221 (Investigative Principles) students will be able to demonstrate an ability to carry out duties involved with investigating crime scenes.	1) 85% of the students enrolled in CJC 221 will earn a composite score of 80% or higher on the applied proficiency exams applicable to three of the four primary crime scene evidence processing components.	1) This outcome was met and exceeded. 100% of the 12 completer students enrolled in CJC221 (13 students enrolled, and one withdrew) earned a composite score of 80% or higher on the applied proficiency exams covering three of the four primary crime scene evidence processing components.	1) CJC 221 students will be able to confidently, ethically, and efficiently prepare, process, and transport evidence from a crime scene as part of a professional, team-oriented preliminary crime scene investigation.	Goal #1	YES
2) COE 111/115 (Cooperative learning	2) 85% of all COOP 111/115 students will	1) This outcome was achieved. 100% of the	2) CJC graduates will experience a higher	Goal #1	NO

and Work Experience/Seminar students will be able to demonstrate proficiency in desired employee performance measures.	earn an overall grade in both courses of "B."	six student completers in COE111/115 earned an overall grade of B or higher in the seminar and fieldwork course components.	employment rate in CJC/related agencies, or will gain acceptance to upper-division college programs of study.rrnt enrollments will be maintained or exceeded; liaison with area CJ agencies and school personnel will be improved; increased enrollment will improve student retention, morale, and motivation to succeed in the program.		
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Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
1) Course learning outcomes in all criminal justice Instructor Course Requirements (ICRs) will be evaluated.	1) The learning outcomes identified in all criminal justice course syllabi will be evaluated to determine any need for change.	1) All CJC course ICR learning outcomes were reviewed for validating relevant, current, and meaningful course instruction. Because the CJC courses were only taught with ICRs this past year, no changes were reported.	1) Necessary instructional changes will be made in a timely manner, and will insure that students are receiving current and relevant course instruction. This will also help to insure that students receive comparable instruction within the courses in the department by providing every instructor with the same course learning outcomes	1) Goal #1	YES
2) Graduates will find employment in the Criminal Justice field within 1 year of graduation or will be continuing their education.	2) The Graduate Follow-up survey will indicate that 85% of graduates are employed in the criminal justice/related field or are continuing their education.	2) Of three/3 2010 CJC graduates responding to the survey indicated 100% are continuing their education; one respondent is also employed in an unknown	2) CJC graduates will experience a higher employment rate in CJC/related agencies, or will gain acceptance to upper-division college programs of study.	Goal #1	YES

		employment.			
3) Maintain the current enrollment or increase the enrollment over the previous year.	3) Registrar's Opening Enrollment Report for Fall 2009 will indicate the same or an increase over the Fall 2008 Report.	3) The 2009 CJC Enrollment Report indicated a +34 increase @47% for the A55180 curriculum; the D55180 enrollment increased +1. (Preliminary data indicate that CJ Fall Enrollment is among the top 4 program growth rates at RCC). Growth of the RCC BLET enrollment and graduation rates since Fall 2009 should favorably impact on the CJC enrollment projections for coming years.	3) Current enrollments will be maintained or exceeded; liaison with area CJ agencies and school personnel will be improved; increased enrollment will improve student retention, morale, and motivation to succeed in the program.	3)Goal #1	NO

Public Services Division/Early Childhood Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Students will demonstrate competencies in child care education.	90% of students taking the Early Childhood Care and Education written assessment developed by the NOCTI will score at or above the national average.	This activity will be continued. Changes in Early Childhood Department reflected changes in the RCC Early Childhood account with NOCTI. Contact information is being changed.	NOCTI account was changed. Test will be ordered during the month of October so that the test may be administered during the month of December. The quality of child care in our service area will improve due to the number of child care providers with Early Childhood Associate degrees. The school systems will also	Goal 1	Yes

			improve with better educated assistant teachers. Having the proper staff will insure our students will receive the education that they expect and deserve.		
Students will demonstrate professional knowledge while participating in the co-op program.	95% of co-op supervisors will report that co-op students demonstrate competences in child development and professionalism.	95% of co-op supervisors reported that the students were very competent in child development and demonstrated professional skills during their co-op experience.	Students are demonstrating professional knowledge that will increase students' self confidence in the field of early childhood.	Goal 1	Yes
Students completing the child care certificate will demonstrate competencies in child development, child guidance, positive parent/teacher relationships, and professionalism.	95% of co-op supervisors will express satisfaction with the knowledge and performance of their co-op students.	97% of co-op supervisors reported on the student's end of term evaluations that co-op students demonstrated knowledge and skills that are needed for the field of early childhood.	Students are demonstrating competencies that indicate whether the curriculum needs to be enhanced for students to successfully obtain certification.	Goal 1	Yes

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
The Lateral Entry program will be a program focus.	Enrollment results will increase.	Six Lateral Entry courses were offered during the 2009-10 school year.	More students were exposed to the Lateral Entry program. By continuing to offer these classes next year, we will reach more potential students. Fall 2009, 2 students enrolled in Lateral Entry and 3 students	Goal 1	Yes

			enrolled during the Spring 2010.		
All courses in the Early Childhood department will have Instructors Course Requirements (ICRs) for each course in the curriculum.	Completed and approved ICRs.	ICRs for each course and syllabi were made available to the public and students in the curriculum.	ICR's were available to the students. Students were able to understand and be aware of the work that was to be completed. Increased student learning, retention, and graduation rate.	Goal 1	Yes

Public Services Division/Food Service Department:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Students will be knowledgeable about careers in Food Services as well as in cooking/baking techniques and terminology, safety, and sanitation procedures, and equipment.	75% of graduates will pass the exit exams for each of the 4 courses taught with a grade of 78 or higher.	9 out of 11 students in the Fall 2009 class passed the exit exams for each of the 4 courses taught with a grade of 78 or higher.(82%)	Recognize problem areas of exit exams and make effort to improve upon them.	Goal 1	Yes
Students will be proficient in basic food preparation and safety/sanitation procedures.	75% of graduates will be rated proficient by the instructor or other qualified culinary professional in a formal food preparation lab.	9 out of 11 students in the Fall 2009 class were rated as proficient.(82%)	Spend more time to improve problematic procedures.	Goal 1	Yes
Students will be familiar with the names and uses of common food service tools and equipment.	75% of students will pass an equipment identification practical lab exam.	9 out of 11 students in the Fall 2009 class passed the practical lab exam.(82%)	Continue Tool ID drills to improve practical lab scores.	Goal 1	Yes

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Revise and upgrade the Instructor's Course Requirements for each course.	Approval of ICRs by Johanna Everette.	ICRs were revised and upgraded and approved.	Students furnished with more accurate ICRs.	Goal 1	No

Learning Resources Center Division/Guided Studies Center Department:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Guided Studies will provide a variety of resources to support the College's curriculum programs. Students and faculty will be satisfied with the resources provided.	The RCC Annual Student Satisfaction Survey, Services Satisfaction Survey and the GSC Computer Lab Survey will reflect an 85% or higher satisfaction with Guided Studies services and resources.	<p>1) <u>RCC Student Survey:</u> <i>Overall</i> 94% Services 94.5% Hardware 93.5%</p> <p>(2) <u>Services Satisfaction Survey:</u> <i>Overall</i> 88% Services 92% Hardware 58%</p> <p>(3)<u>GSC Computer Lab Survey:</u> <i>Overall</i> 90% Overall survey results exceeded stated outcome. Students continue to complain about computer hardware and environment (temperature and noise). Concerns continue to be expressed about noise from the GED classroom located in the GSC lab. GED students walk up and down GSC lab</p>	An additional 6 computers were installed in GSC rooms 103 and 105. Room 103 was refurbished to a tutorial English/computer language lab, and room 108 was updated as a tutorial math lab.	RCC Goal #5	Yes

		<p>aisles during GED breaks while chatting and using cell phones. Curriculum students in the GSC lab hear all GED instructor remarks during consultations with GED students; the GED instructor's voice is loud and the door open to her office is left open as she consults with GED students about their test grades. Other student concerns were about hot summer temperatures, especially in the tutor/study rooms, and not enough computers.</p> <p>92% of student respondents were satisfied with services offered by staff; however, several negative remarks were made regarding service provided by the lead coordinator.</p> <p>Comments regarding need for additional staff, printers, computers, space, appropriate temperatures, and open hours of operation were cited on surveys.</p> <p>The need for additional space for the Tutorial</p>	<p>Due to high morning curriculum traffic numbers, the budget will again reflect the request for an additional morning employee.</p> <p>Request for two additional printers will be a focus in next year's budget request.</p>		
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		<p>Program remains a problem; the <u>attached GSC floor chart</u> shows the ratio usage which directly correlates to student concerns regarding space. Floor usage chart shows ratio of floor usage allowed for curriculum students as compared to GED students served during peak morning hours: Approximately 10 GED students and 1 GED staffer per 855 sq. feet as compared to approximately 100+ curriculum students and 2 GSC staffers per 633 sq. feet.</p>			
<p>Guided Studies Tutor Self Evaluations will indicate a high positive satisfaction rating with Guided Studies Center.</p>	<p>Tutor evaluations will reflect an 85% or higher satisfaction with the quality of the Guided Studies Center Tutorial Program.</p>	<p>95% of the tutors were satisfied with the tutoring program. Concerns were stated regarding lack of communication among other peer tutors and the continuing heat problem in the tutor/study rooms. Space in the Guided Studies Center continues to be a big problem for GSC tutors regarding use of the Tutor/Study rooms, as evidence in the Tutor Questionnaire.</p>	<p>Guided Studies is beginning to utilize social media to encourage student communication by posting questions and photos of student events on the Guided Studies Center Facebook website, "RCC Guided Studies Center Tutors"; tutors may use their FB Tutor Group site to interact and privately discuss tutoring issues among themselves.</p> <p>Do not know what else can be done about the heat in the available Tutor <u>Study rooms</u>,</p>	<p>RCC Goal #5</p>	<p>Yes</p>

			and do not know what else can be done about floor utilization space for the students and tutors except to keep submitting the evidence as a planning statistic .		
Guided Studies Tutor Client Evaluations will indicate a high positive satisfaction rating with the tutoring program.	GS Tutor Evaluations will reflect an 85% or higher satisfaction with the quality of tutorial service received by Guided Studies' clients.	100% of the tutor's clients were satisfied with their tutors. "No Show" rate declined.	Clients remarked that tutors were great and thanked the tutors for their help. Tutors will continue to encourage activation of both student email and Facebook accounts for active communication between tutor and client.	RCC Goal #5	Yes
Guided Studies will coordinate assistance with Student Development Disabled enrollment.	Disabled students who receive a peer tutor will rate an 85% or higher satisfaction rating on the Guided Studies Tutor Evaluation.	Survey satisfaction rate for tutorial services was 100%.	One DA client utilized the services of the Guided Studies Center. The client rated the performance of the tutor 100% positive, stating the services would be utilized again.	RCC Goal #5	Yes.

Unexpected Outcomes	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Very low attendance at monthly GSC Workshops.	Three Workshops presented: (1)"Reach Me; Teach Me" 13 attendees; (2) "Three Important Strategies" - 8 attend; (3)"How to Help Yourself Get A Tutor" - 0 attend	With mass advertisement (TV, flyers, RCC website and FB website, in-house encouragement of tutor participation), a low number of students attended monthly workshops.	Need faculty support in locating conducive locations (previously held in Grimsley bldg., now finding areas in various cramped quarters) and in encouraging students to attend GSC workshops.	RCC Goal #5	

Learning Resources Center Division/Library:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
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<p>The Library will provide a variety of onsite materials that support the institutional goals and objectives.</p>	<p>Annual Faculty/Staff survey and Student Survey will indicate 95% satisfaction with on site materials. Statistics will also be drawn from usage records.</p>	<p>Only 1% of the RCC faculty/staff population believed themselves underserved</p> <p>Students have proven to be strong supporters of the library. With all categories showing 80% + satisfaction.</p> <p>Based on NC Live Statistics, there were a total of 201,544 search sessions between 1/2009 and 1/2010.</p> <p>Based on CCLINC reports there are 33,069 titles in the J.R. Conder Library Resource Center Collection with a total of 635 new titles added since July 1, 2010.</p>	<p>Though there was only 1 percent of the faculty/staff population believing themselves underserved on campus, there was actually 17% having no basis of judgment. This is the same problem with students. Though strong numbers, a good third of them had no basis for judgment on many of the questions. With this in mind, the library will be offering more workshops aimed at topics that will draw more people in such as Word and Excel basis as they relate to setting up research papers. Though these are not specifically research topics, they do affect how one reports their research.</p> <p>The library has opened dialog with faculty members to gain expert help in weeding the collection in order to ensure that historically accurate books remain for student research as well as meeting criteria for SACS.</p>	<p>Goal 4</p>	<p>Yes</p>
<p>The Library will provide a variety of digital material access points to support the institutional goals and objectives</p>	<p>Annual Faculty/Staff survey and Student Survey will indicate 95% satisfaction with digital access materials. Statistics will also be drawn from usage</p>	<p>Discounting the 17% who have no basis for judgment, the library met their goal of 95% of faculty/staff and students with regards to the internet and digital</p>	<p>Information accessibility preferences are continually changing and providing many access points is the best way to reach the largest number of people. The library has implemented not</p>	<p>Goal 4</p>	<p>Yes</p>

	records	<p>materials. Again the downside is the problem with those who have no basis for judgment.</p> <p>The Facebook fan page for RCC has 328 fans with 89% of the target audience age range being 18-54. The Library Facebook fan page has 152 fans with 84% of the target audience age range being 13-44.</p>	<p>only a redesigned webpage via the RCC main page but also a Library Facebook Page.</p> <p>By having our information available to the public through the internet, we reach a large number of browsing patrons. By having our information on a social network such as Facebook, we are able to reach regular users quickly and efficiently via our Fan page.</p>		
The library will provide a variety of workshops for students and faculty to attend	Assessments and evaluations of the workshops will be collected and compiled; showing a 95% satisfaction rate	<p>In addition to the standard ACA-111 and ACA-112 workshops given during the Spring and Fall Semesters, two Facebook workshops were given during December of 2009. For these two workshops, a total of 10 attendees were recorded.</p> <p>The redesigned ACA-111 on campus class proved a bell curve grade result for the academic year 2009/10 as follows: Out of 35 classes and the 273 students who handed in their tests. 60 students = 100 101 students = 90-99 56 students = 80-89 37 students = 70-79 19 students = 69-0</p>	<p>The new library web page is much easier to navigate with links being better oriented by importance. Also, general links and pathfinders are grouped alphabetically in order for the user/visitor to find them easier.</p> <p>Students are given the password to the NCLive Databases during their Online Search database instruction (ACA-111) class and are then able to search from home at their convenience.</p> <p>The redesigned ACA-111 class showed some improvement for students in that grades did seem to improve but there is still not only an underserved population but also a group</p>	Goal 3	Yes

		Even with offering a make-up day for students who missed their session, attendance was very poor. Only 2 students attended the Fall '09 session though timely announcements to teachers and students were made.	that needs review time in order to do well on the test. Often time they are unable to return to campus after work or parenting, and the option to bring their child out isn't a real option due to disruptions in the library while they are working on their ACA-111 exam.		
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Unexpected Outcomes	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Scanner used by students in increasing number.	Based on visual observation	Though scanner was initially bought for faculty and staff use, students have used the scanner for school and home projects. Through visual observation an estimated 65% student/35% staff usage split is standard.	Students and staff have been trained to use the scanner for school work and recognized campus group work.	DIRECTIVE 2, Goal C	YES

Learning Resources Center Division/Distance Learning:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Distance learning will review necessary skills needed by students to successfully enroll and complete distance learning courses.	A review of student registration from semester to semester shows an increase in the number of students continuing to enroll in distance education courses.	Additional courses offered through distance education formats. (8.4% of all Spring 2010 courses were offered completely online; 15.7% of all Spring 2010 courses were hybrid and 15.4% of all traditional courses being web-assisted). Training students how to use	More students will successfully complete distance learning courses. The retention rate will rise.	Goal #5	Yes

		distance learning software via workshops and in ACA 111 (College Student Success).			
Distance learning will develop policies/ procedures manual to adequate explain protocol to both faculty and staff.	The annual faculty/ staff survey and student survey will reflect an 85% or higher satisfaction on this resource.	The annual faculty / staff survey reflected 95% satisfaction on this resource.	Review the policies and procedures used by NCCCS institutions. Est. of policies/procedures protocol. Hope to compile a manual during Summer 2010 via www.richmondcc.edu/dl . Manual will better enable faculty and staff to offer, administer, and support distance learning activities. Manual will better enable students to successful complete distance learning course materials.	Goal #5	Yes
Distance learning will administer all distance learning software and student email accounts.	The annual faculty/ staff survey and student survey will reflect an 85% or higher satisfaction on this resource.	The annual faculty / staff survey reflected 95% satisfaction on this resource.	Established a line of communication with software vendors. Provided faculty/staff support using the software. Communicated with distance learning directors across NCCCS. Provided assistance and technical support to faculty, staff, & students in using audio-visual equipment and other distance learning software. More faculty members will offer distance learning courses. There will be in increase in the number of programs currently available to complete via distance learning. Students will utilize electronic communications.	Goal #5	Yes
Distance learning will expand upon	A review of student registration from	Expansion of coursework received through the Video	More students will successfully complete distance learning	Goal #5	No

the capabilities of the Video Conference Room (Conder #127) by installing wireless internet access and providing notebook computers to those students enrolled in video conference courses.	semester to semester will show an increase in the number of students continuing to enroll in distance education courses.	Conference Room. Provided training for hardware/software applications. Purchased 10 notebook computers to operate on wireless network for students to use while in class.	courses. The retention rate will rise.		
Distance learning will expand upon the capabilities of the video conferencing by installing additional equipment in the Forte Building & the new building in Laurinburg.	A review of student registration from semester to semester will show an increase in the number of students continuing to enroll in distance education courses.	Forte Building installing is ongoing; Laurinburg building is in construction phase and will be ready for installation in August 2010.	More students will successfully complete distance learning courses. The retention rate will rise.	Goal #5	Yes
Distance learning will install i-3D Theatre Classroom (Conder #122) with desktop computers and wireless internet access to expand upon current and future curriculum, especially STEM curriculum with a focus on the Health Sciences.	The annual faculty/ staff survey and student survey will reflect an 85% or higher satisfaction on this resource.	Numerous presentations of i-3D software to faculty. DL Director is currently in training for hardware/software application. The annual faculty / staff survey reflected 95% satisfaction on this resource.	More faculty members will incorporate this technology into their courses. More students will successfully complete coursework and degree programs through greater utilization of the technology. The retention rate will rise.	Goal #5	No

Continuing Education Area

Vice President of Continuing Education:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Develop and implement "Green" programs. Integrate "Green" initiatives in current programs where relevant.	Determined by the number of new "Green" programs and adaption of the "Green" concepts in curricula and program development	New Programs Offered: Renewable Energy, Green Construction	Continue to offer courses in this area within course syllabus/outline and instruction.	Goals: 3, 4, 8 Initiative: 4	No
Implementation of a course outline/syllabus revision project	<ul style="list-style-type: none"> • Determined by the purging and archival of course outlines and syllabi currently on file • Reformatting of syllabi to depict course content, objectives, outcomes and evaluation processes 	Implemented - On Going	Availability of current course offering information.	Goals: 3, 9 Initiative: 8	No
Development of a new CE standardized course evaluation process	Implementation of a new CE standardized course evaluation process	Implemented	<ul style="list-style-type: none"> • Use information for CE Data • Improve courses as indicated • Improve instructor performance 	Goal: 10 Initiative:8	No
Development of CE student identification procedure.	Pilot with all continuing public safety students.	Implemented	<ul style="list-style-type: none"> • Proper identification of CE students • Issuance and availability of student colleague ID number to student for 	Goal: 10 Initiative:2	No

			future courses		
Develop a usage strategy, cost analysis and funding opportunities for a mobile classroom	Draft and present proposal on the purchasing and implementation of a mobile classroom	Not Met - Budget Issues		Goal(s): 3, 4, 7, 8, 9 Initiative: 7	No
Integrate Global Education Perspective throughout CE programs	<ul style="list-style-type: none"> Determined by the number of CE programs adapting the Global Education concept in curricula and program development Determined by the number of Culturally and Internationally focused programs provided by the division 	Not Met - Budget Issues and changes in administrative personnel		Goal(s): 3, 4, 7, 8	No

Public Safety and Allied Health Division:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Students passing rate on licensure and certification exams will meet or exceed performance measures and standards.	<p>Licensure test will indicate an 80% aggregate institutional passing rate for first time test takers.</p> <p>No exam for which the college has control over who sits for the exam can have a passing rate of less than 70%. Any exam with less than 10 students will not be subject to the 70% rule.</p>	<p>BLET 100%</p> <p>EMT-B 80%</p> <p>EMT-I 63%</p> <p>MR-53%</p> <p>CNA-85% through 9-30-09, which was the most current results available</p>	<p>RCC will continue to strive to meet the state's performance measures. Passage rates on the Medical Responder/Technician followed closely with state averages. We will not be offering another EMT-I program as it is being phased out and will continue to review our Medical Responder classes for content.</p>	<p>Measure B, Goals: 3,4,8; Initiative 2</p>	Yes

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
<p>Emergency Services & Allied Health will continue to develop new offerings based on certification and licensing needs of our community.</p> <p>Offerings will be held in accordance to when and where the demand is, what facilities and resources are available.</p>	Enrollment and FTE reports will indicate a 25% increase in Emergency Services & Allied Health courses.	61% increase	More classes were offered in more locations to a greater number of students, which exceeded the stated 25% increase. RCC worked with local agencies to meet their training requests and needs.	Goals:3,4,8 Initiative:1,2	Yes, although percentage increase will change
Emergency Services & Allied Health will maintain a positive community image to ensure the department is meeting the training needs of area emergency services departments	Survey will show 85% approval rating	Survey results not yet available. Currently set as fiscal, but need to change to calendar year reporting. All verbal surveys have been positive.	Change to calendar year reporting. Continue to offer training requested and required by local departments.	Goals:3,4,7,8 Initiative:2	Yes, change survey period from fiscal year to calendar year
Law Enforcement and Prison Programs will continue to develop new offerings based on certification and licensing needs of our community in addition to current	Enrollment and FTE reports will indicate a 15% increase in Law Enforcement and Prison Programs.	14.36% increase. LE increase was 151%, but Prison increase was 2.4%.	More classes were offered in more locations to a greater number of students, which exceeded the stated 15% increase for Law Enforcement, although the Prison increase was substantially lower. RCC worked with local	Goals:3,4,8 Initiative:1,2	Yes, for Law Enforcement. Prison Programs have been merged with other Vocational programs.

offerings. Offerings will be held in accordance to when and where the demand is, what facilities and resources are available.			agencies to meet their training requests and needs. The department was reorganized with Prison programs falling under the Vocational Director.		
Law Enforcement and Prison Programs will maintain a positive community image to ensure the department is meeting the training needs of area Law Enforcement Departments and Prison populations.	Survey will show 85% approval rating	Survey results not yet available. Currently set as fiscal, but need to change to calendar year reporting. All verbal surveys have been positive.	Change to calendar year reporting. Continue to offer training requested and required by local departments.	Goals:3,4,7,8 Initiative:2	Yes, for Law Enforcement. Prison Programs have been merged with other Vocational programs.

Basic Skills Division:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Students will obtain educational improvements/achievements.	According to NCCCS reports, 75.5% of students will demonstrate progress.	Goal Met. According to the NCCCS 2010 Critical Success Factor Report, 76% of BS students demonstrated progress.	<ul style="list-style-type: none"> Continue to strive to meet/exceed state and federal performance indicator requirements. Staff will critique instructor methods of obtaining data to determine areas of improvement. 	Goal 3, CSF A	Yes

Expected	Source of Outcome	Actual Results	Application of Results	Linkage	Continue
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Program Outcome	Measurement				
Basic Skills will meet all Performance Indicators (state & federal) requirements.	The total number of required educational and economic core indicators will be met by achieving a +1 or higher.	Goal Met. NRS Table 4 percentages indicate that our program obtained+5 on Educational Functioning Levels completions.	<ul style="list-style-type: none"> Continue to strive to meet state and federal performance indicator requirements. Continue to offer instructor training in weak areas relating to program performance measures and student goal-setting. Provide BS Online Instructor Training for new instructors to become knowledgeable about program performance measures, student goal-setting and policies/procedures. Offer Ed 2 Go courses for instructor training and professional development in the classroom. 	Goal 3, CSF A	Yes
Basic Skills will provide additional online opportunities for student learning.	Up to two online curriculum opportunities will be developed and implemented.	<ul style="list-style-type: none"> ESL Online GED Online 	<ul style="list-style-type: none"> Continue to expand these online classes. Expand if applicable 	Goals 3 & 4, CSF A	No
Basic Skills will improve instructor, student, and testing support services.	<p>90% of on-site classroom will be provided technology resources and software.</p> <p>90 % of new students who are tested will be</p>	<ul style="list-style-type: none"> 90% of new students tested were satisfied with testing services. 100 % of on-site classes have access to technology and software. 	<ul style="list-style-type: none"> Assessment policies/procedures were revised and updated for assessment tests given to all instructors/testers. 	Goals 3 & 4, CSF A	Yes

	satisfied with testing services.				
The Basic Skills Program will enhance instructor skills through professional development opportunities.	90% of part-time instructors will be required to complete 16 hours of professional development each year. 95% of full-time instructors and staff will be required to complete 18 hours of professional development each year.	Goal not met. 73% of part time instructors completed 16 hours of professional development. 88% of full time instructors completed 18 hours of professional development.	<ul style="list-style-type: none"> Continuously market via e-mail information regarding Ed 2 Go courses for instructor training and professional development in the classroom. Continue to provide instructor training for educating instructors on changes in policies and procedures. Monitor more closely instructors who need to complete the required number of hours of training. Work on improving instructor morale. 	Goal 4, CSF A	Yes
Basic Skills will form partnerships for student transitioning.	Up to three partnerships or activities will be designed to transition students into education/training opportunities.	Three partnerships were formed for transitioning students. <ul style="list-style-type: none"> Reach Grant Skills Enhancement CE/CU guest speaker on RCC programs. 	<ul style="list-style-type: none"> Maintain existing partnerships and strive to form new partnerships. 	Goal 4, CSF A	Yes

Unexpected Program or Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Awarded BS Transitional Grant	<ul style="list-style-type: none"> Implementation of Transitional processes. Meeting standards 	Data not available until 2011	Develop & implement student transitional processes	Goal 4 CSF A	Yes

	stated in grant.			
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Customized Training Division:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Students will enhance knowledge of skills needed to perform duties at the workplace	Students will be assessed by instructors to see if they have enhanced their knowledge after completing scheduled training.	Students were able to prove by written or hands on test, that they had mastered skills for training	Students have been able to obtain knowledge and used the knowledge for multifunctional roles in industry, based on LEAN principles due to shortfall in the economy.	Goal #8	yes

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
CIT will promote and offer courses with companies in the service area	College will show 5 companies (not presently offered training) will be provided training & 90% satisfaction rate.	Six companies received CIT. (Qual Pak, Service Thread, Yates Elec., McRae Elec., FCC of NC, Umicore) Satisfaction rate was at 89%	Results show that the 89% came from a local company that was not currently training in an active project, the project closed out during the year before completion of training. This resulted in a lower satisfaction rate.	Goal #8 Initiative #3	No

Occupational Training:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Students passing rate on licensure and certification exams will meet or exceed performance measures and standards.	Licensure test will indicate an 80% aggregate institutional passing rate for first time test takers. No exam for which the college has control over	There was a 100% passing rate for the 3 first time test takers enrolled in the Massage Therapy Program, however because there was less than 10 students that tested the	Director will continue to use the evaluation instrument that provides feedback from students on interested courses.	Measure B Goal(s): 3, 4, 8 Initiative:1	No Program is Under The Director of Allied Health.

	who sits for the exam can have a passing rate of less than 70%. Any exam with less than 10 students will not be subject to the 70% rule.	70% rule does not apply.			
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Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Occupational Extension will continue to develop new offerings based on certification and licensing needs of our community.	Enrollment and FTE reports will indicate a 15% increase in Occupational courses.	Jobs Now Courses were developed in addition to 7 new courses including Green Courses. There was a 22% increase in FTE.	Continue to use the evaluation instrument that provides feedback from students on interested courses. Continue to offer new and unique courses to RCC customers that lead to employment.	Goal(s):3, 4, 8, 9 Initiative: 1	Yes
Enhance, broaden and diversify program offerings throughout service area	Develop 5 new Programs throughout the service area Program Approvals, Affiliation Agreements, Enrollment Records and CE ICR reports.	New Programs Offered: Renewable Energy, Green Construction, Construction Estimation, Food Service and Small Engine Repair. Three new programs were offered in the Scotland County Service Area: Welding, Masonry, and Electrical Wiring.	Continue to offer new courses to RCC customers that lead to employment.	Goal(s): 3,4,6,7,8,9 Initiative: 1, 4	Yes
Incorporate Entrepreneurial components in applicable CE programs	Determine by the number of CE programs which introduce entrepreneurial concepts and feed entrepreneurial programs offered through the SBC	One student in the Massage Therapy Program was successful in becoming a small business owner with the assistance from RCC's Small Business Center.	Continue to provide strategies for business owners to be successful in their endeavors	Goal(s): 3,4,8,9 Initiative:5	Yes
Partnering Programs	Develop 2 new	OE, HRD/Employability Skills	Continue to work	Goal(s): 3,4	Yes

departmentally or divisionally in various programs	collaborative programs. Program approvals, affiliation agreements, enrollment records and CE ICR reports.	and The Small Business Center/Entrepreneurship partnered departmentally in offering courses and program offerings to customers in the JobsNow Program.	together sharing resources, enhancing relationships and promoting self enrichment.	Initiative: 1	
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Unexpected Program or Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Jobs Now 12 in 6. 12 Jobs in 6 months Employing American Recovery and Reinvestment Act.	Offer 12 programs in 6 months that lead to employment to dislocated workers, people who want to change careers or people who want more job training to be able to compete in the job market.	Electrical Wiring - 28 students, Food Service - 8 students, Masonry - 1 student.	The Jobs Now 12 in 6 Program will end in December of 2010.	Goal(s): 3,4,8,9 Initiative: 1, 4	No

Pre-Employment Programs:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
70% of students will test at level 3 in Reading for Information, Locating Information and Applied Math,	ACT scanned tests	Over 80% of students performed at a level 3 or higher	<ul style="list-style-type: none"> Fewer students fail test and need to repeat Continue to offer classes as vehicle for familiarizing student with test content and methodology 	Goal 4 Initiative 3	yes
60% of students of	ACT scanned tests	Exceeded 60%. Demand	Continue to market test	Goal 4	no

Applied Tech testers enrolled in class will perform Level 4 or better		for test has decreased with the closing of two industries with relevant positions	availability for manufacturers, new businesses	Initiative 3	
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Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Double digit sustained unemployment in dual service area has supported need for increased HRD/OE class offerings	Class registrations, class locations, student numbers	Enrollment increased by 10%.	Classes at two additional locations established	Goal 4, initiative 3	No

Small Business Center Division:

Expected Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
95% of the participants will be satisfied with the seminars and workshops offered.	Collected surveys for seminars and workshops	100%	Continue to recruit presenters who will engage and enlighten participants.	Goal(s): 3, 4 Initiative: 5	Yes

Expected Program Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Increase of seminars by 15%	The amount of offerings supported by enrollment records and CE ICR's	No increase	Budgeted amount was less than requested to meet 15% increase. Proposed cost of increase in services is reflected on budget. Will also seek to recruit presenters at lesser or no cost.	Goal(s): 3, 4, 8 Initiative: 4, 5	Yes
Increase the number of clients by 25%	Follow-up contacts with documentation and reports from the systems' office	329% increase (From 111 to 476)	Increase reflects the benefit of the GATE project and increased promotion of entrepreneurship. Will work	Goal(s): 3, 4, 8 Initiative 5	Yes

	Reports from GATE project		on providing more resources (in the form of professional development, media, computer applications, etc.) and promotions to better encourage and support clients. Hiring an administrative assistant will allow for more counseling time.		
Offer two sessions of REAL Rapid Response to increase small business startups	Enrollment and follow-up Start up classes and counseling to meet mandatory requirements from the state system.	2 seminars offered in Scotland and Richmond Counties.	Will work on increasing number of participants(GATE and SBC Clients) through promotions and referrals	Goal(s): 3, 4, 8 Initiative: 5	Yes
Collaborate with other departments to integrate Entrepreneurial programs within programs	Documented programs illustrating content outlines	REAL Rapid Response classes instructed by RCC faculty	Focus on formalized documentation of agreements with other departments.	Goal(s): 3, 4, 8 Initiative: 5	Yes

Unexpected Program or Learning Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Collaborated with Richmond and Laurinburg Area/Scotland Counties Chambers to host Hospitality Forum	The amount of offerings supported by enrollment records and CE ICR's	Total of 17 participants for two counties	Use evaluation information, experience in marketing, education, etc. to structure more comprehensive forum in 2010/11	Goals(a): 3, 4, 8 Initiative: 4, 5	Yes

Student Development Area

Vice President for Student Development:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Continue the implementation process for WebAdvisor.	Students will register via WebAdvisor by Spring Semester, 2010	Hundreds of students utilized WebAdvisor for Spring registration in 2010. Registration for Summer and Fall 2010 currently in progress via WebAdvisor	WebAdvisor will be activated incrementally.	CSF 6, 7 SD Initiative 1	YES
Complete the reorganization of the Student Development Office, separating the admissions and registration functions.	Student survey should indicate an 85% satisfaction rate with each function.	Reorganization was completed. Based on the 2009-10 RCC Annual Student Satisfaction Survey, 83% of students were satisfied with the services provided by the Registrar's Office.	Students find that the registration process is efficient and student-friendly.	CSF 6, 7	YES
Make the transition to implementation of new Post 9/11, Chapter 33 VA education benefits.	VA student survey should indicate an 85% satisfaction rate with services received.	Implementation was completed of the new Post 9/11 Chapter 33 VA education benefits.	Question is being added to the 2010-2011 Annual Student Satisfaction Survey to check satisfaction of VA students.	CSF 6, 7	YES

Special Populations/ADA:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Community awareness of RCC's commitment to the disabled population.	Participation in Scotland County's Special Olympics.	Worked as a volunteer for Scotland County Special Olympics.	Made contacts with other disability service providers for future service to our students.	Goal #4 Represent RCC in its service area in programs, projects,	YES

				committees and meetings related to special populations.	
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Admissions and Enrollment Division:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Dislocated workers who have completed Career Readiness through Con. Ed. Will receive Academic and Career Planning and Placement counseling to increase their employability skills.	At least 25 students will complete career assessments. Students will complete needs survey.	32 students who identified themselves as dislocated workers completed career assessments (DISCOVER and other pencil & paper assessments). All had not completed Career Readiness through Con. Ed. 76 students completed needs survey.	Increased retention of dislocated workers. More participation in the Career Planning and Placement Center. Better career and academic development and guidance.	Goals #'s 1, 4-7	Yes
Increased usage of the RCC Early Warning System	Counselor Referral Form	Instructors submitted referrals for 42 students.	Retention will improve. Students will receive timely assist in coping with the everyday rigors of academic life. Instructors will receive assistance in managing students who may not be prepared in dealing with the stressors of college and "real" life.	Goals #'s 3-7	Yes

Unexpected Outcomes	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
16 students who	Survey	Students who were	Students who received	Goals: 1, 4, 5	yes

were changing careers or retraining received services from the career center.		surveyed continued with their studies and are more cognizant of the services provided by the CP&PC.	CP&PC services became more engaged in academic and career processes.		
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Counseling Division:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Dislocated workers who have completed Career Readiness through Con. Ed. Will receive Academic and Career Planning and Placement counseling to increase their employability skills.	At least 25 students will complete career assessments. Students will complete needs survey.	32 students who identified themselves as dislocated workers completed career assessments (DISCOVER and other pencil & paper assessments). All had not completed Career Readiness through Con. Ed. 76 students completed needs survey.	Increased retention of dislocated workers. More participation in the Career Planning and Placement Center. Better career and academic development and guidance.	CSF #'s 1, 4-7	Yes
Increased usage of the RCC Early Warning System	Counselor Referral Form	Instructors submitted referrals for 42 students.	Retention will improve. Students will receive timely assist in coping with the everyday rigors of academic life. Instructors will receive assistance in managing students who may not be prepared in dealing with the stressors of college and "real" life.	CSF #'s 3-7	Yes

Unexpected Outcomes	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
16 students who were changing	Survey	Students who were surveyed continued with	Students who received CP&PC services became more	Goals: 1, 4, 5	yes

careers or retraining received services from the career center.		their studies and are more cognizant of the services provided by the CP&PC.	engaged in academic and career processes.		
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Financial Aid Division:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Promote financial aid programs; improve and increase communications with students by publishing a financial aid informational brochure and utilizing the student e-mail accounts.	Annual Student and Faculty/Staff Surveys will indicate a 92% Satisfaction rate with the timeliness and useful of information presented by the Financial Aid Office.	<ol style="list-style-type: none"> 1. Publish an in-house brochure to explain federal, state, and institutional financial aid programs; policies and procedures, The FA Administrative Assist. will be responsible for the graphic work and the FA Director will be responsible for the technical information. 2. Use the student e-mail accounts and the RCC Webpage to disseminate information and announcements concerning financial aid programs. 3. 94% of students responding to the Annual Student Survey indicated that useful financial aid information is readily available from various media sources and the FA office personnel; 84% of students responding are aware of information on the electronic sign. 	<ol style="list-style-type: none"> 1. Provide accurate printed information for current and prospective students. 2. Quickly disseminate information to currently enrolled students using the e-mail accounts. Provide information to currently enrolled students and prospective students using the Webpage and electronic sign. 	Critical Success Factor #6 and Student Development Initiative #2.	Yes

Remain up-to-date with Datatel processing and changes in state and federal financial aid program regulations.	Annual Student and Faculty/Staff Surveys will indicate a 90% satisfaction rate with the Financial Aid Office.	Annual Student Survey results indicated a 90% satisfaction rate and Annual Faculty/Staff survey indicated an 88% satisfaction rate with the knowledge and helpfulness of the FAO.	1. The FA Staff participated in Datatel and Dept. of Education Webinars; attended NC Community College System Datatel training. 2. The FA Staff attended the NCASFSA fall conference and federal training. 3. Staff members participated in other staff development training sessions.	Goal #4	Yes
Work toward the implementation of financial aid setup with WebAdvisor.	Annual Student and Faculty/Staff Surveys will indicate a 92% Satisfaction rate with the timeliness and usefulness of information presented by the Financial Aid Office.	Annual Student Survey indicated an 87% satisfaction rate with the timeliness of FA awards for college planning.	1. Implementation of Webadvisor provided students with viewing access to their financial aid accounts and ability to print schedules and other commonly requested forms. 2. Financial aid award information is available to students at any time they wish to view.	Student Development Initiative #2	Yes
Remain up-to-date with changes in federal and state financial aid program regulations through NASFAA membership.	Annual Student and Faculty/Staff Surveys will indicate a 90% satisfaction rate with the Financial Aid Office.	Annual Student Survey indicated a 90% satisfaction rate with the knowledge, and helpfulness of the FA Staff. Annual Faculty/Staff Survey indicated a 93% satisfaction rate with the knowledge and helpfulness of FA Staff.	Will continue membership but this will not be an Expected Outcome for the next year.	Goal #4	No

Recruiting Division:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Have prospect file up and running	Be able to track a prospect from first contact to enrollment	Assistant was not hired and Enrollment management director is working with prospect file off of CFNC	Continued recruiting as usual and coordinated with Director of enrollment management	Goal #7	Yes with Director of Enrollment Management
Make site visits to 10%more business, industry, and agencies	Record of Visits	Assistant was not hired	Continued to visit as many businesses, industries and agencies as possible and kept record of all activities	Goal #7	Yes, will continue to update businesses, industries and agencies about RCC
Increase concurrent enrollment/Huskins 10%	Enrollment Data	State changed guidelines for concurrent enrollment and assistant was not hired to help coordinate	We have revamped our concurrent/Huskins offerings and added Learn and Earn classes (on line)	Goal #7	Yes and add more class offerings

Unexpected Outcomes	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
State changed guidelines for Concurrent/Huskins enrollment and enrollment decreased	Enrollment Data	Students were not able to take courses that they had planned to take	We met and revised our guidelines and added Learn and Earn (online) classes	Goal #7	Yes

Registrar:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Students will be satisfied with the services provided by the Admissions and Records Office	-Student survey should show a 92% satisfaction rate with the services provided through the office	Student survey results are: Q37: 92% (up 2%) Personnel involved in	--The Registrar's Office along with the other Director's in SD reviewed the registration procedure during the	Goal 2	Yes

	<p>-Student survey should show 90% participation using college's website to retrieve information</p>	<p>registration are helpful and student-friendly. Q38: 86% The registration process (scheduling classes and paying tuition) is efficient and student-friendly. Q39: 90% (up 3%) I am satisfied with the services provided by the Registrar's Office. Q41: 92% (up 3%) Policies and procedures regarding registration, attendance, and drop/add are clear and well-publicized. Q42: 86% - I am able to register for classes I need with few conflicts. Q17: 97% (up 3%) The College web site is accessible and has the information that I need.</p>	<p>summer, 2009. We visited a sister school where we discussed processes they used and brought information back to revamp our processes. "Open Registration" was deleted. Focus was place on targeted registration days with advisors available to assist students. --Updated policies were posted on the Registrar's bulletin board as well as put on the college website in an addendum section --Announcements were sent mostly by email during the fall and spring semesters, cutting down on postage costs. Same messages were posted on college website and on TV channel. Many were copied over to Facebook for students who are fans to this service. Many responses were received back from students; therefore, positive impact from using email.</p>		
<p>Full implementation of WebAdvisor for students, faculty, staff</p>	<p>--60% of students will register via WebAdvisor by Spring Semester, 2010 --Faculty will enter grades into WebAdvisor for Fall, 2009</p>	<p>--Student survey showed 64% of our current students have used WebAdvisor and 87% of those using are satisfied with the service. --604 currently enrolled</p>	<p>--Students that were afraid of WebAdvisor were given one on one assistance. Students were able to print their own schedules and the request in Records Office was reduced. --Currently enrolled students can print their own</p>	<p>Goal 2</p>	<p>Yes</p>

		<p>fall students used WebAdvisor to schedule their spring, 2010 classes</p> <p>--Staff survey showed that 30% of the faculty entered their grades in WebAdvisor at the end of the fall semester.</p>	<p>unofficial transcripts thereby reducing the requests in the Records Office.</p> <p>--Students and advisors can review their own Program Evaluation anytime they wish.</p> <p>--Faculty were given hands-on training on the services available through WebAdvisor (article on the service and training was in Daily Journal).</p> <p>--Faculty that entered grades in WebAdvisor were very pleased with the convenience.</p>		
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Administration Area

Executive Vice President:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Improve financial and operational internal controls	No internal control related findings in the Program or Financial Audits	Financial Audit was incomplete as of 4-30-10. Red Flag team was assembled and risks discussed. Required changes to Financial Aid were implemented. Eagle Project was delayed	The college is better prepared for financial audit and all aspects of program audit.	#9	yes
Develop/allocate space to enhance student	Completion and acceptance of the new	Construction still in progress as of 4-30-10.	Increased learning opportunities in Scotland	#9	no

learning and facilitate delivery of educational programs.	building in Scotland County	Building is on schedule to be completed 6-10-10.	County will be available upon occupancy of new facilities.		
RCC will be in full compliance with all SACS requirements	No recommendations on the Fifth Year Interim Report or the Substantive Change Prospecti	Received one finding from the SACS Commission	Finding was addressed and we are awaiting SACS response	#9	no

Auditorium Division:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
The Cole Auditorium through cultural and civic events will enrich the communities of Scotland & Richmond Counties.	Sale of tickets for concerts Attendance for rental and community events held in facility. Faculty/Staff satisfaction measured by Annual Faculty/Staff Survey.	09-10 DeWitt Series ticket sales decreased from previous years. Approx. 50 season tickets were unsold. This increased the number of individual show tickets. Number of Cole Series performances was decreased for the 09-10 season in response to economic slowdown in community. Hosted numerous rental events for community including Rich. Co. Schools ARTS ALIVE with over 2,500 attending, Chamber of Commerce Citizen of the Year Reception, Chamber Business Expo, White House Rural Tour with two secretaries from Pres. Obama's cabinet, and	Downturn in season tickets sales and recommendations from season advisory committee encouraged a change in the type of shows booked. Emphasis for the 10-11 season will be placed on booking quality shows over the quantity of shows booked, specifically 7 shows instead of 8 like 09-10 season. Hosted a free concert with the Military Band "Langley Winds" in an effort to attract community members that do not typically attend performances and to increase awareness of Cole performances. Cole Series performances will increase for 10-11 due to the show market becoming more of a buyer's market.	Goal #7	Yes

		<p>Cong. Kissell's Economic Resources Summit.</p> <p>76% of responses agreed or strongly agreed that the availability of banquet/ meeting rooms met their needs.</p>			
<p>Optimize utilization and scheduling of the Cole facility for maximum efficiency & usage with an increase in revenues.</p>	<ul style="list-style-type: none"> Attendance/# of events schedule Finance report for revenues 	<p>The addition of a third staff member has steam-lined facility routines allowing for additional rentals to be taken on. Rental revenue has increased 16.3% when compared to the same time period year. Number of paying rental events has increased 3.6% over last year. The tally of total (paid and college-sponsored) events has remained flat when compared to last year.</p>	<p>Facility scheduler will strive to continue booking events as tightly as necessary and as possible to allow community usage and community attendance to continue to expand. Depending on magnitude of events that are scheduled, revenues should increase.</p>	Goal #7	Yes

Facility Services Division:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
<p>The Facility Services Department will enhance the student's learning experience by providing a positive physical environment for learning.</p>	<p>Annual Student survey will indicate 95% of students are satisfied with building and restroom cleanliness.</p>	<p>Did not meet goal of 95%. Surveys showed a 91% satisfaction rating.</p>	<p>Continue to purchase quality cleaning supplies and paper saving dispensers. Increase visibility while making frequent rounds in restrooms and</p>	<p>Area Initiative #1; Goal #1</p>	YES

			classrooms ensuring cleanliness.		
Faculty/Staff will perceive the classrooms and offices to be comfortable, A/C and heating.	Annual Faculty/Staff survey will indicate 95% satisfaction with classroom and office comfort levels.	Did not meet goal of 95%. Survey showed a 86%. Satisfaction rating.	Awarded energy stimulus grant for upgrades to Lee, Condor, James, and completion of Lindsey-Petris buildings HVAC control systems which will improve the ability to control comfort levels in all spaces.	Area Initiative #1; Goal #9	YES
Faculty/Staff will perceive the bathrooms/classrooms as clean and well maintained	Annual Faculty/Staff survey will indicate 95% satisfaction with restroom/classroom cleanliness	Did not meet goal of 95%. Surveys showed a 91% satisfaction rating.	Continue to purchase quality cleaning supplies and paper saving dispensers. Increase visibility while making frequent rounds in restrooms and classrooms ensuring cleanliness.	Area Initiative #1; Goal #9	NO
Faculty/Staff will perceive the campus to be safe.	Faculty/Staff survey will indicate 95% satisfaction with campus safety.	Did not meet goal of 95%. Surveys showed a 88% satisfaction rating.	Will have security concentrate on high activity areas such as the student lounge during high traffic periods and parking lots during class dismissal times.	Area Initiatives 1,2 Goal # 9	YES
Reevaluate present RCC energy policy and improve on energy savings.	Monitor and compare annual energy bills in reducing energy costs and consumption.	Did meet goal. Utility bills showed a minor decrease in energy consumption.	Implemented an energy plan and will continue to monitor utility cost to ensure reduced energy consumption and utility costs.	Area Initiatives 1,2 Goal # 9	NO

Unexpected Outcomes	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Reduced energy cost while partnering with Progress Energy	Monthly utility bills.	By partnering with Progress Energy, RCC was able to obtain	Upgrade HVAC controls in Lee, Conder, James, and Completion of controls in	Area Initiatives 1,2	NO

on energy saving devices pay back.		energy stimulus finding and receive funding for purchasing energy saving devices.	Lindsey-Petris buildings.	Goal # 9	
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Financial Services Division:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
1. Receive on exceptions or findings in State Audit Report or Program Audit Report	State Audit Report	Audit not completed as of 4/30/2010.	Improved internal controls compliance with State Auditor and State Controller	Institutional #9	Yes
3. Optimize available financial resources.	Key processes documented.	Partially met. Recycling products/resources started. Documented Datatel mnemonics access in the Business Office.	Improved working relationship among business office employees. To have backup personnel trained in the performance of key processes.	Institutional #2	Yes
3. Assist in EAGLE Implementation.	Documentation of Financial Controls and Processes for Internal Controls.	EAGLE implementation delayed due to state budget constraints.	Compliance with directives from the State Legislature.	Institutional #9	Yes

Information Technology Division:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Implement E-Commerce in Datatel to enhance online registration within Webadvisor.	90% of students choosing to register online will indicate satisfaction with the services provided.	612 Students have registered for classes using Webadvisor. Rollout of web payments scheduled for fall 2010.	Reduce lines at Receipting and wait time for students with the desire and ability to pay by credit card or checks.	3&4	yes
Develop details and	100% of infrastructure	Vendor has been awarded	Faculty, staff and students	3&4	yes

costs with wiring vendors to provide voice and data in the new Scotland Center Project.	cabling types, location and quantities will be specified within the time frames identified by project coordinators.	data cabling. Project completion date 5/51/2010. Telephony activities are to begin 6/1/2010 with completion by 7/1/2010.	at the Honeycutt Center will have the same telephony and networking services as any other RCC facility.		
Examine the PCI compliance standards between Datatel Colleague and the Bookstore POS.	100% of PCI checklist activities will be investigated and implementations put in place where needed.	Encryption security certificates have been added to Datatel and Webadvisor Servers that receive and store Personal Identifiable Information over the Web. checklist. Consultants are being sought to assist with vulnerability scanning activities.	Reduce potentials for breaches of personal or financial getting captured by intruders.	3&4	yes
Establish wireless hotspots in Cole auditorium and Student Center.	100% of students and Cole auditorium clients will indicate satisfaction with wireless networking access provided.	Completed. Both Cole and Lindsey Petris wireless projects are available to students and auditorium patrons. No official survey data is available at this time.	Students and guests are now able to access and utilize internet services that they would not normally have on the primary campus domain.	3&4	no

Print & Reproduction Division:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
Employees will be satisfied with the appearance of materials received from the Reproduction Division	The Annual Services Survey will indicate 97% satisfaction	Employee Satisfaction Survey has a 100% satisfaction rate for appearance of service.	Documents were completed accurately and more appealing for both the students and public	Goal #9	Yes

Employees survey will express satisfaction with the timeliness of service in the Reproduction Division	The Annual Services Survey will indicate 97% satisfaction	Employee Satisfaction Survey has a 100% satisfaction rate for timeliness of service.	Improvement of job prioritization and scheduling of daily request	Goal #9	Yes
Employees survey will express satisfaction with the timely manner in which supplies are dispersed from the shop	The Annual Services Survey will indicate 95% satisfaction	Employee Satisfaction Survey question accidentally omitted from survey.	Critical supplies were readily available or ordered for the faculty/staff to perform their daily duties in a more efficient manner	Goal #9	Yes
Employees' survey will express satisfaction with the equipment available on the Teaching Stations located within the RCC campuses.	The Annual Services Survey will indicate 95% satisfaction	Employee Satisfaction Survey question accidentally omitted from survey.	Faculty/staff efficiency increased with the proper use of teaching station equipment	Goal #9	Yes

Institutional Effectiveness Division:

Expected Outcome	Source of Outcome Measurement	Actual Results	Application of Results	Linkage	Continue
1. Help ensure RCC's Planning and Assessment System is meaningful, effective, user friendly.	Attain a 92% satisfaction rate on the Annual Services Satisfaction Survey for the Planning and Assessment System (system is meaningful, effective, user friendly).	Annual Services Satisfaction Survey indicated a 90% satisfaction rate. Note: Three Annual Planning Training sessions were conducted (one for instructional, one for non-instructional, and one for Continuing Education); numerous one-on-one training and consultation sessions were conducted.	Poll faculty and staff during 2010-11 Planning and Assessment Process as to how system can be made more meaningful, effective, and user friendly; incorporate constructive suggestions into process; during discussions, increase faculty and staff awareness and understanding of accountability and how	Institutional Goal #10	Yes

			process supports this.		
2. Achieve a high level of satisfaction with RCC's faculty and staff regarding IE Office's image and services.	Attain a 95% satisfaction rate on the Annual Services Satisfaction Survey for the IE Office (office personnel are friendly/courteous, professional, provide good customer service).	Annual Services Satisfaction Survey indicated a 92% satisfaction rate. Note: All phone calls and emails were responded to whenever possible within a 24 hour period; all work requests were responded to as soon as possible based on current workload and ability.	Assist faculty and staff with needs and by helping them resolve issues so that they can better achieve their student learning and program outcome goals; hire Data Coordinator/Researcher to help meet increasing demand and complexity of data requests and analysis.	Institutional Goal #10	Yes
3. Provide useful, pertinent data to help management make improved decisions regarding programs and services.	Attain a 95% satisfaction rate on the Annual Services Satisfaction Survey from faculty and staff in regards to data collection and analysis.	Annual Services Satisfaction Survey indicated a 95% satisfaction rate. Note: 2008-09 Fact Book was produced, 5 year trend data for all the instructional programs was given to the Dean of Instruction, annual survey results were put in GroupWise folder, several surveys were conducted for Con Ed, etc.; no Data Coordinator/Researcher was hired to support the Director of IE due to budget issues and lack of administrative approval.	Identify data needs from department and division heads; thus, identify new tools and best practices needed to provide faculty and staff pertinent, usable data; hire Data Coordinator/Researcher to help meet increasing demand and complexity of data requests and analysis and to satisfy SACS expectation of using data to guide management decisions.	Institutional Goal #10; CSF Performance Measures	Yes
4. Help maintain compliance with NCCCS and SACS guidelines and requirements.	Receive no findings from the 2009-10 NCCCS Program Audit related to the planning and IE functions; submit 5 Year Interim Report and Prospectuses that are acceptable to SACS and	2009-10 NCCCS Program Audit indicated no findings related to the planning and IE functions; assisted with creation and submission of SACS 5th Year Interim Report per the required deadline as well as response to finding;	Identify areas of weakness so that the college and the planning and assessment process can be strengthened; thus, strengthening the image of the college in the community and helping to increase student enrollment and community involvement;	Institutional Goal #10; CSF Performance Measures	Yes

	meet criteria without recommendations.	assisted with creation and submission of 2 Substantive Change Prospectuses.	College is in compliance with SACS' Core Requirements, Comprehensive Standards, and Federal Requirements; thus, striving for continuous improvement in regards to student learning.		
5. Help meet 100% of all of NCCCS report due dates.	Attain 100% reporting requirements met listed on 2008-09 NCCCS Annual Reporting Plan.	2008-09 NCCCS Annual Reporting Plan reflected 1 report 4 days late - the Capital Improvement Data report; no Data Coordinator/Researcher was hired to support the Director of IE due to budget issues and lack of administrative approval.	Continue to communicate report requirements, submission deadlines, etc. and any changes in order for the College to remain in compliance and avoid penalties; hire Data Coordinator/Researcher to support Director of IE with coordinating submission and with creation of reports.	CSF Performance Measures	Yes