

## 2010-2011 Expected Outcomes Report

### Office of the President

**President:**

| Expected Outcomes  | Source of Outcome Measurement                | Supporting Activities   | Expected Improvements   | Linkage        | Cost |
|--|--|---|---|----------------|------|
| Strengthen perceived Board/President relationships and effectiveness | Presidential evaluation by Board of Trustees | <ul style="list-style-type: none"> <li>- Review trustees by-laws</li> <li>- Set up and implement Board planning session</li> </ul>  | Board will perceive the president as more effective and board will be better satisfied with decision making process | Vision#7       |      |
| Improve access and communication with president's office             | Annual student and staff services surveys    | <ul style="list-style-type: none"> <li>- Inauguration</li> <li>- Monthly meetings with SGA</li> <li>- Annual department meetings/conversations</li> </ul>   | Students and employees will perceive the president as more accessible and have improved communications              | Vision #7      |      |
| Complete first year of capital and scholarship campaign              | Financial assessment of development office   | <ul style="list-style-type: none"> <li>- Coordinate with Foundation</li> <li>- Schedule and deliver presentations</li> </ul>  | Improved access for students through scholarships and improved instruction through Renovated and expanded building  | SD #4<br>SD #6 |      |
| Strengthen leadership team   | Annual student and staff services surveys    | <ul style="list-style-type: none"> <li>- Conduct leadership team planning session</li> <li>- Implement Executive Leadership Certificate through UNCP</li> </ul>                                     | Improved camaraderie within team and improved satisfaction of college leadership from faculty and staff             | Vision #7      |      |
| Build external partnerships  | Feedback from partners and donors            | <ul style="list-style-type: none"> <li>- Serve on Board of Directors of both Chambers of Commerce</li> <li>- Serve on committees for both school systems</li> <li>- Serve on Rotary Club</li> </ul> | Improved relationships, communications and results with external partners.  | SD #5          |      |

|  |  |                                    |  |  |  |
|--|--|------------------------------------|--|--|--|
|  |  | -Serve on Partnership for Children |  |  |  |
|--|--|------------------------------------|--|--|--|

**Institutional Effectiveness Division:**

| Expected Outcomes  | Source of Outcome Measurement   | Supporting Activities  | Expected Improvements   | Linkage             | Cost   |
|--|---|--|---|---------------------|--|
| 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).                  | Attend conferences /workshops/classes for professional development; participate and network in the CCPRO; conduct Annual Planning Training sessions for instructional and non-instructional areas as well as one-on-one training and consultation sessions; assist with implementing new 7 year Strategic Plan and merging with current Annual Planning Process; investigate purchasing an assessment/accreditation software system to integrate all components of the current Planning and Assessment System. | Increase faculty and staff awareness and understanding of accountability and how the system supports this responsibility and enhances their mission of making RCC a learning college, focused on the needs of the student; aid in satisfying SACS accreditation requirements. | Vision Statement #7 | \$2,500 - pending budget issues<br><br>\$12,000 for SACS software pending budget |
| 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). | Attend conferences/workshops/classes for professional development; participate and network in the CCPRO; respond to phone calls, emails, and work requests as soon as possible based on current workload and ability; hire Data Coordinator/Researcher to  | Increase faculty and staff respect and appreciation of the IE Office and in turn the Planning and Assessment System.  | Vision Statement #7 | Tied to first outcome cost   |

|   |   |  |   |   |   |
|---|---|--|---|---|---|
|   |   | support Director of IE.  |   |   |   |
| 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.  | Hire Data Coordinator/Researcher to support Director of IE; collect, catalog, and analyze data from students, community, and RCC faculty and staff; provide processed, analyzed data to faculty and staff for program and service improvement. | Improved data analysis and decision making through systematic approach to collecting information; improved program and services quality; improved communication channels; strengthened image within the community; thus, increased student enrollment and community involvement; satisfy SACS expectation of using data to guide management decisions..                 | Vision Statement #7; CSF Performance Measures | \$40,000, plus cost of office equipment - pending budget issues and administrative approval |
| 4. Help maintain compliance with NCCCS and SACS guidelines and requirements.                                  | Receive no findings from the 2010-11 NCCCS Program Audit related to the planning and IE functions; submit any revisions for the SACS 5 Year Interim Report and Prospectuses in a timely manner. | Attend annual SACS conference; assist senior management with development of SACS timeline, Compliance Review, and QEP.   | Strengthen RCC's image within the community and within the CC System, as well as the UNC System; receive funding for creating new programs, enhancing existing programs, implementing new technology, etc.; comply with SACS Core Requirements, Comprehensive Standards, and Federal Requirements - striving for continuous improvement in regards to student learning. | Vision Statement #7; CSF Performance Measures | \$1,000 - pending budget issues   |
| 5. Help meet 100% of all of NCCCS report due dates.   | Attain 100% reporting requirements met listed on 2009-10 NCCCS Annual Reporting Plan.   | Hire Data Coordinator/Researcher to support Director of IE; help ensure all RCC required reports sent to the NCCCS are completed by the appropriate  | Continue to communicate report requirements, submission deadlines, etc. and any changes in order for the College to remain in compliance and avoid  | CSF Performance Measures                      | Tied to third outcome cost  |

|  |  |  |            |  |  |
|--|--|--|------------|--|--|
|  |  | due date as listed on the NCCCS website. | penalties. |  |  |
|--|--|--|------------|--|--|

**Auditorium Division:**

| Expected Outcomes   | Source of Outcome Measurement                                  | Supporting Activities   | Expected Improvements  | Linkage                      | Cost   |
|---|--|---|--|------------------------------|--|
| Decrease no-shows at season shows to improve perception and appearance of attendance. | Attendance reports   | Purchase and implement a new ticketing software program (current program is in need of costly updates). Newer system would include bar-coded tickets to be scanned as patron enters for show and would produce report of non-attendees.   | Would decrease “no-shows” at performances. Patrons that “no-show” at a predetermined number of performances would receive an automated message to ensure that they are aware of performance, opening opportunity for response if they are unhappy with show selection.       | SD #2, A                     | \$15,000                                     |
| Increase student exposure to Cole Auditorium facility and program offerings.          | Number of students attending events, number of ACA class tours | <ol style="list-style-type: none"> <li>1. Install TV Monitors on campus displaying a “slideshow” of upcoming Cole Center events.</li> <li>2. Have ACA session discussed at ACA wrap-up meeting</li> <li>3. Work with SGA Advisor to schedule student events</li> <li>4. Arrange Early College High School tours for students</li> <li>5. Ensure new faculty receive tours of facility</li> <li>6. Continue to e-mail students about events at Cole</li> </ol> | Overall increase in student awareness of events translating into higher participation in event/ticket sales from that segment of community. This system would also provide another means of communicating lockdowns and other campus emergencies in the corridors on campus. | Mission, Vision #2, SD #2, C | \$10,000 (TVs, system); NONE for other items |
| The Cole Auditorium through cultural and civic  | Sale of tickets for concerts                                   | 1. Continue to work with Advisory committee, community stakeholders   | Book DeWitt Series Shows and Cole Community Series events as well as   | Vision, SD 2, A, B & C       | No cost to college                           |

|  |   |  |   |                        |         |
|--|---|--|---|------------------------|---------|
| events will enrich the communities of Scotland & Richmond Counties. Provide a community service by offering available space for use by citizens. | Attendance for rental and community events held in facility.<br>Faculty/Staff satisfaction measured by Annual Faculty/Staff Survey. | and patrons to determine proper mix of shows.<br>2.Continue to work with Chamber of Commerce and other community org. and civic groups.<br>3.Develop and implement a system to document and report community service activities. | community-centered rental events that will encourage local and regional attendance at events and increase rentals that encourage far-reaching attendance.<br>Continue to offer free performances to increase exposure to cultural events. |                        |         |
| Optimize utilization and scheduling of the Cole facility for maximum efficiency & usage with an increase in revenues.                            | Attendance/# of events schedule<br>Finance report for revenues  | 1.Advertisement in local newspapers bridal sections, use of Cole and RCC's FACEBOOK page and website.<br>2.Keep in contact with local industries and companies that have used facility in the past.                              | Increase in rental to a maximum that can be handled by facility.  | Vision, SD 2, A, B & C | \$1,000 |

**Public Information Office:**

| Expected Outcomes  | Source of Outcome Measurement   | Supporting Activities   | Expected Improvements  | Linkage     | Cost  |
|--|---|---|--|-------------|-------|
| Refine webpage   | 85% of employees surveyed will indicate webpage content and navigation has improved.  | Work with Webmaster/Media Technician and department heads to refine their pages and adjust menus for better navigation. | Departments will keep their pages updated and use site to provide students better service. | Directive 1 | -0-   |
| Have 50 student success articles submitted to media and webpage. | 80% of students surveyed will indicate articles present a positive image of the college.<br>Individual contacts with featured students will | Work with employees to identify students.<br>Purchase hit counter software to track web hits.                           | Increased usage of web over the course of the year.  | Directive 1 | \$200 |

|   |  |   |  |             |        |
|---|--|---|--|-------------|--------|
|   | reflect feedback from community members.   |   |  |             |        |
| Google advertising  | Contact areas promoted to see of "traffic" picks up following placement of ads.  | Select 10 target areas to promote for ease of tracking.   | Determine whether advertising venue works for RCC.         | Directive 1 | \$2000 |
| Annual report redesign  | 90% of employees surveyed will indicate they like the new design.  | Direct designer to come up with new design.   | New designs are created every 3 years to keep image fresh. | Directive 1 | \$5600 |
| Produce videotapes of college and LRC orientations plus faculty lectures for use on webpage and Facebook. | 75% of students surveyed who used podcasts will have found them useful. 90% of employees using the services of the Webmaster/Media will indicate they received a quality product and good service. | Webmaster/Media Tech will work with employees, faculty, and students to produce projects and provide as podcasts or DVDs. | Faculty and students will find podcasts useful.            | Directive 1 | \$2000 |

**Development Office:**

| Expected Outcomes   | Source of Outcome Measurement                | Supporting Activities  | Expected Improvements  | Linkage   | Cost   |
|---|--|--|--|---|--|
| Dev 1. Increase Scholarships Offered by 25                        | Foundation Records                           | 1. Attend AACC in Spring (April)<br>2. Attend CRD Conference in Fall (Nov)<br>3. Attend CORD in Fall (SEP) | 1. Enhanced opportunity for students confronting financial barriers<br>2. Increased enrollment directly from high school | Strategic Directives #3 & 4                           | In supplies: \$200<br><br>In printing: \$1000<br><br>Travel:<br>1. \$1,200<br>2. \$1,200<br>3. \$400 |
| Dev 2. 50% of the Forte Building funds are raised (\$2.2 million) | Foundation Records and external audit report | 1. Maintain the \$500,000 GL Grant<br>2. Maintain County \$300,000 Commitment<br>3. Submit EDA Grant \$1   | RCC Foundation is prepared to begin public campaign leading to building completion                                       | Strategic Directive #6, Goals A & B.<br><br>Strategic | Supplies: \$200<br><br>Printing: \$1000  |

|   |   |   |  |   |   |
|---|---|---|--|---|---|
|   |   | million<br>4. Submit at least one other federal grant<br>4. Track AT&T Grant<br>5. Submit 3 other private Foundation grants<br>5. Obtain private lead gifts<br>6. Upgrade printer   |  | Directive #4, Goal B.<br><br>09-10 Action Plans | Printer:<br>\$400   |
| Dev 3. Increase Annual fund (unrestricted gifts) revenues to \$75,000 | Foundation accounting records and reports | 1. Conduct student appeal (phonathon)<br>2. Engage Foundation Board through an Annual Fund Committee and Director's Appeal Program<br>3. Replace Development Office/Foundation software with lower cost, more user friendly brands. | Unrestricted fund availability from contributions doubles facilitating institutional agility during fiscal crisis. | Strategic Directive #4, Goals A & C.            | New Development Office Software:<br>1. Accounting: Quicken for Non-profits (replaces Donor2 proprietary) \$625 one-time purchase fee<br><br>2. Donor Management: (replaces Donor 2): eTapestry projected. \$3,000 up front (training, data conversion, set up, etc.) with \$90 per mo<br>Printing:<br><br>Supplies: |
| Dev 4. Adequate   | 1. Program approval                       | 1. Develop and  | 1. Program offering of   | Strategic                                       | None.   |

|  |  |  |   |   |                         |
|--|--|--|---|---|-------------------------|
| fiscal and physical support is available for new programs developed as the result of 09-10 action plans. | documents<br>2. Staff and Faculty Satisfaction Surveys<br>3. Student Satisfaction Surveys  | implement Action Plan for Strategic Directive #4 and #6; Goals 4.a., 4.b., & 6.a. in support of 09 - 10 action plans.<br>2. Review surveys and incorporate appropriate questions where required. | RCC is enhanced over the next five years.<br>2. Enrollment increases or is sustained in response to new program offerings.  | Directive#4, Goal A.  |                         |
| Dev 5. Development Office is prepared to meet requirements for SACS                                      | 1. Development Office inputs to SACS committees is accepted and approved at each milestone | Attend the SACS Conference in Louisville in the Winter   | 1. The RCC culture of evidence is enhanced and extends to include activities of the Development Office and Foundation.<br>2.The development Office is able to positively contribute to the institutional SACS preparation effort. | Strategic Directive #3, Standing institutional Requirement to maintain accreditation. | Travel: Estimate \$1200 |
| Dev 6. (Cont.) Provide oversight for \$428,000 Earmark   | Business Office and Development Office accounting records                                  | Submit reports, coordinate expenditures  | Technology and equipment support for programs enhanced  | Strategic Directive #4, Goals A,B & C.  | None                    |

### Instructional Area

**Vice President for Instruction:**

| Expected Outcomes  | Source of Outcome Measurement   | Supporting Activities   | Expected Improvements  | Linkage    | Cost |
|--|---|-------------------------|--|------------|------|
| Investigate the need for new curriculum programs, including technology-based, to be offered at RCC | Surveys, listening sessions, NCCCS, other colleges, and RCC faculty and staff | New program application | Increase the number of curriculum programs to meet the needs of the College's service area | SD #1 A, D |      |

|   |  |  |   |                 |                      |
|---|--|--|---|-----------------|----------------------|
| Initiate program of cross training for instructional staff                            | CIS training sessions  | Training thru Webinars and in-house training.  | Cross educating of staff  | SD#3 F          |                      |
| Investigate adding a component of Workkeys into selected curriculums.                 | FIPSE grant, RCC Faculty   | Promotion within college classes and within total curriculum, Continuing Education and Student Development Support | Students having a credential for better employment options.                                   | Mission SD #1 D | Grant                |
| Design a process that will establish program outcomes for all curriculum programs     | Instructors' Course Requirements, other colleges responses, local input, faculty, consultant | Template designed by faculty via consultant  | A clear understanding of what a student should expect to learn in an entire curriculum        | SD #3 D, E      |                      |
| Design a process for general education outcomes                                       | College Transfer, Division Chair, faculty, consultants, other colleges                       | Template designed by faculty via a consultant  | A clear understanding of the general education outcomes for student graduation and completion | SD #1 E         |                      |
| Provide more individualized assistance to students in beginning developmental courses | Course schedule, tracking  | Guided Studies, Referrals to Continuing Education  | Better prepared student to take higher level courses<br>Save money                            | SD #3 A         | More adjunct faculty |

**Dean of Instruction:**

| Expected Outcomes                                       | Source of Outcome Measurement   | Supporting Activities   | Expected Improvements   | Linkage                | Cost |
|---|---|---|---|------------------------|------|
| The process for the Program Reviews will be reevaluated | Report of the 5-Year Program Review process will be submitted to the Dean's office. | The Division Chairs and the Dean of Instructional Services will review the Program Review document and process. | Program Reviews for all programs will be useful for seeing trends and be useful for planning activities to help improve each program. | Strategic Directive #1 |      |

|  |  |   |   |                        |              |
|--|--|---|---|------------------------|--------------|
| Four curricula will be redesigned to incorporate innovative technologies and micro-credentialing into classes and programs | Report of the number and status of redesigned curricula will be submitted to the Dean's office.                                | The Curriculum Design Specialist will work with faculty members to redesign their respective curricula.             | Students will benefit from exposure to innovative technologies and will be able to use the micro-credentials they receive to help them find employment. | Strategic Directive #2 | Grant Funded |
| Strategies for retention of displaced workers will be designed and implemented   | Report of the strategies for retention of displaced workers that have been implemented will be submitted to the Dean's office. | The Retention & Compliance Specialist will design and implement various retention strategies for displaced workers. | Students will benefit from the retention strategies that will help them succeed in their program of study.  | CSF #7                 | Grant Funded |

**Arts & Sciences Division/Developmental Department:**

| Expected Learning Outcomes  | Source of Outcome Measurement   | Supporting Activities  | Expected Improvements   | Linkage   | Cost |
|---|---|--|---|---|------|
| 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. | <p>Dev. English classes will use same textbook publisher/author as Dev. Reading classes</p> <p>Increase number of classes offered in Developmental because of increased enrollment</p> <p>Add Math to the present Reading Policy requiring a minimal 10% passing score on CPT (entrance exam)</p> <p>Literacy classes will adopt the same Reading Textbook as Dev.</p> | <p>Will improve continuity in English and reading course work</p> <p>Will accommodate students by offering more Developmental classes</p> <p>Sending math students scoring below the 10<sup>th</sup> percentile to literacy will raise the quality of students in Dev. Math classes</p> <p>Will demonstrate</p> | <p>S.D. #3, CSF Measure E</p> <p>Strategic Planning Committee Recommendations</p> |      |

|  |   |   |  |  |  |
|--|---|---|--|--|--|
|  |   | Reading, at a lower level in the series   | continuity in teaching   |  |  |
| 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. | Will continue planning for addition of a Writing lab and Math lab<br><br>Will reduce cap on MAT 050 | Increase individualized instruction in labs and provide students with facility concentrating on writing and/or math<br><br>Increase completions and proficiency of Developmental students entering college level courses | S.D. #3, CSF Measure D<br><br>Strategic Planning Committee Recommendations | Costs:<br>Classrooms<br>Instructors<br>Computers<br>Supplies |

**Arts & Sciences Division/English Department:**

| Expected Learning Outcomes   | Source of Outcome Measurement   | Supporting Activities  | Expected Improvements   | Linkage  | Cost     |
|--|---|--|---|--|----------|
| 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 standard written English in writing sentences and paragraphs | 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.<br>In ENG 090, students will be able to compose a variety of paragraphs and a unified, coherent essay. 75% of ENG 090 students will pass the course with a "C" or better. | Companion websites with online exercises and web tutorials will support student learning and help instructors meet student learning outcomes.<br><br>ENG 090 will submit paragraphs to Smarthinking and incorporate tutor's advice in revisions. | 85% of ENG 080 and 090 students who continue their college education will have acquired the writing skills necessary for success in the other writing courses required in their majors. | Mission Statement; Critical Success Factor #4; Strategic Directive #3C | None     |
| In ENG 111 and   | 80% of ENG 111 and  | English instructors will   | 82% of students who earn  | Vision   | \$10,000 |

|  |   |   |   |   |                                       |
|--|---|---|---|---|---------------------------------------|
| <p>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>ENG 112 students will pass the course with a grade of “C” or better.</p> | <p>continue to use rubrics, web tutorials, peer evaluation, and conferences to help students address deficiencies in their writing. Instructors will also use Smarthinking, an online tutoring service, to help students address specific writing problems.</p> <p>The department will continue to preview and order software and DVDs that address the use of technology and writing. Instructors will continue to incorporate innovative technology in hybrid and online courses. One instructor is experimenting with podcasts for his hybrid classes.</p> | <p>a “C” or better in ENG 111 and 112 will have acquired the writing skills necessary for success at a four-year institution.</p> | <p>Statement. Mission Statement; Strategic Directive #1, Goal B and E</p> | <p>(Smarthinking); \$250 for DVDs</p> |
| <p>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.</p>   | <p>86% of students will earn a “C” or better in literature classes.</p>     | <p>English faculty will continue to preview and recommend for purchase DVDs and other materials that will assist in the teaching of literature.</p>   | <p>86.5% of students will exhibit a basic knowledge of literature necessary for success at a four-year institution.</p>           |   | <p>\$250</p>                          |
| <p>Students in COM 231 will be able to prepare and deliver</p>   | <p>Students will demonstrate proficiency through</p>                        | <p>The speech instructor will continue to evaluate students’ improvement</p>  | <p>88% of students will have acquired the speaking skills necessary for</p>   |   | <p>\$250</p>                          |

|  |   |  |   |  |  |
|--|---|--|---|--|--|
| well-organized speeches with appropriate audiovisual support and participate in group discussions. | research, preparation, delivery, and evaluation of informative, persuasive, and special occasion speeches. 86% of students will earn "C" or better in the course. | by using a simple evaluation form to track students' grades on speeches. The instructor will continue to order DVDs related to communications and continue to seek activities and field trips that offer students more experience in evaluating speeches and observing speakers other than classmates. | success in other courses that require oral presentations. |  |  |
|--|---|--|---|--|--|

| Expected Program Outcomes  | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements  | Linkage   | Cost  |
|--|--|--|--|---|---|
| Members of the English department attended NCADE where many new technologies were demonstrated. Using the information we gathered, we worked with Continuing Education to develop a plan to redesign LP 125 to incorporate more technology. This technology will enhance instruction in developmental English classes. | Teaching station, Star Panel, and LCD projector will be installed in LP 125 or another larger classroom. | Technology upgrades are still under consideration by the administration. | Visual learners will be more engaged in the learning process, and instructors will use technology to enhance lectures, demonstrations, and active learning activities. | Strategic Directives #1, Goal B and #3, Goal F and Vision Statement | Continuing Education Equipment Budget (2009-2010) |
| English faculty will attend the TYCA conference in   | English faculty will make arrangements to attend this important  | English faculty will be exposed to new ideas for teaching expository     | Attendance at the TYCA conference will nurture the English faculty and motivate  | Strategic Directive #1, Goal E                                      | \$8,500   |

|  |   |   |  |  |          |
|--|---|---|--|--|----------|
| February 2011 provided funds are made available.   | annual conference. Funds have been budgeted to allow more members of the English department to attend.  | writing, argument-based research, and developmental writing. They will also have an opportunity to network with colleagues from across the state and the southeast region. English faculty will be motivated to make presentations at future conferences. | them to make presentations at future conferences. They will return to their classrooms with renewed purpose and new approaches for teaching that should engage and motivate their students. They will also learn about new technologies that can help in the development of hybrid and online classes. Ultimately, this professional development activity will help strengthen our current General Education course offerings. | and Vision Statement   |          |
| Continue to incorporate Smarthinking online tutoring service.  | Students in ENG 090, ENG 111, and ENG 112 will improve paragraph and essay scores by one letter grade by incorporating the advice provided by Smarthinking. | As part of the graded writing process, students will submit writing assignments to Smarthinking and incorporate the tutor's advice in paragraph and essay revisions.  | Smarthinking will provide necessary tutoring support for students enrolled in composition classes. Students in online classes that require writing will also benefit from this service.  | Vision Statement; Strategic Directive #1, Goal B                         | \$10,000 |
| Establish a writing lab in the Guided Studies center and hire a part-time director to operate the lab. | Establishment of Writing Lab.   | Hire a part-time English faculty member to operate the lab. Prepare goals, objectives, and outcomes for the lab.  | Address deficiencies in student writing through tutoring services provided by writing lab staff. Increase retention rates and student success in all courses that require writing.   | Strategic Directive #6, Goal A; Critical Success Factor #3, 4, 5, and 7. | \$24,579 |
| Add ENG 113 Literature-Based Research to course offerings.   | Human Services Technology (and perhaps Criminal Justice), Healthcare Management, and Early Childhood have agreed to add this course to                      | Literature-based research will enhance the critical thinking skills of students in the programs listed. The articulation agreement with universities throughout   | Students will develop stronger reading skills and critical thinking skills as they do close readings of literature and prose selections.   | Strategic Directive 1, Goal E  | None     |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | their programs of study beginning in spring 2011. | the state stipulates that ENG 113 is accepted as a transfer class. In fact, some university programs state that ENG 113 is preferred over ENG 112. |  |  |  |
|--|---|--|--|--|--|

**Arts & Sciences Division/Science Department:**

| Expected Learning Outcomes  | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements  | Linkage              | Cost  |
|---|--|--|--|----------------------|---|
| 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                                | Hire new full-time faculty position<br><br>Expand and refine the Biology Concept Inventory - Science Department Chair<br><br>Expand use of scientific equipment in the lab (microscopes, micropipettes, pH meters, spectrophotometers, etc.) | Students will be more proficient with basic scientific concepts such as cell biology, diffusion and osmosis, atoms, molecules, and enzymes | Directive #1, Goal E | \$53,709<br>\$47,709-instructor,<br>\$6000 lab supplies and equipment |
| 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 | Purchase new laboratory supplies<br>Emphasize topics students tend to struggle with- Physics Instructor  | Students will be able to use the latest technology to reinforce materials and concepts related to physics.                                 | Directive #1, Goal E | \$1,500;<br>(included above)  |
| Students who complete General Microbiology will demonstrate   | 90% of students completing General Microbiology with a D or better will isolate  | The importance of proper lab techniques, safety, and preventing contamination will be emphasized   | Students will be more proficient in lab techniques and practices that will benefit them in the   | Directive #1, Goal E | \$0   |

|   |   |  |   |                      |                        |
|---|---|--|---|----------------------|------------------------|
| knowledge of basic laboratory skills and aseptic techniques   | bacterial colonies from a mixed culture and maintain a pure culture over a 4 week period.   | throughout the semester-<br>Science Department Chair   | healthcare environment.   |                      |                        |
| Students who complete Anatomy and Physiology courses will demonstrate an understanding of anatomical terms and concepts | 90 % of students completing Basic Anatomy and Physiology with a C or better will score 75% or higher on an Anatomy and Physiology Concept Inventory | Expand and refine the Anatomy and Physiology Concept Inventory-<br>Anatomy & Physiology Instructors<br>Topics that students have historically had trouble with will be emphasized. | Students will be more proficient with basic anatomical concepts such as tissues, homeostasis, action potentials, etc. Students will be better prepared for success in healthcare programs | Directive #1, Goal E | \$6000, included above |

| Expected Program Outcomes   | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements  | Linkage              | Cost                      |
|---|--|--|--|----------------------|---------------------------|
| Science Department will expand offerings of courses in anticipation of demand | More sections of Biology and Chemistry courses will be offered, especially courses required by the Early College High Schools, and the new BIO 275 Microbiology. | Hire new full time faculty position—Science Department Chair                   | More students will enroll in science courses in the semester they desire, making it easier to graduate on time and get points for the Nursing programs<br><br>Class size will be small enough to utilize appropriate lab facilities instead of auditoriums<br><br>More course sections of BIO 140 will be offered in anticipation of increased enrollment of Early College High School students. | Directive #1, Goal E | \$47,709 (included above) |
| Science department will develop new lab activities and                        | Students will be tested with a lab skills inventory- 90% of students passing   | Hire new full time faculty position;<br>Purchase new lab equipment/technology— | Students will have more opportunity to learn basic lab skills, which will translate into success in  | Directive #1, Goal E | \$0 (included above)      |

|   |   |   |   |                      |   |
|---|---|---|---|----------------------|---|
| improve existing labs   | Biology classes with a C or better will score 75% or better                         | Science Department Chair<br>More hands on lab activities will be developed for Biology, chemistry, and Anatomy and Physiology courses using new technology<br>All classes with a lab section will be taught in appropriate lab facilities—Science faculty | college transfer and healthcare fields.<br><br>Lab assignments will better reinforce and emphasize topics covered in class.   |                      |   |
| Science department will increase offerings of hybrid courses.                                   | In addition to BIO 140, General Biology I and II will be offered as hybrid courses. | Review interactive and web-based learning modules, build an online lecture portion, discussion topics and assessment tools—Biology faculty  | Students will be have more flexible options to complete required courses.   | Directive #2, Goal B | \$0 (included above)  |
| Science Department will begin offering BIO courses at the Honeycutt building in Scotland county | BIO 163 will be offered to support the PN program's needs                           | Hire new full time faculty position;<br>Purchase new lab equipment/technology—<br>Science Department Chair<br>Teach courses—Biology faculty   | Students in the Scotland County region of our service area will have more convenient options to take BIO courses; LPN students will have their complete curriculum in one location. | Directive #1, Goal E | \$56,709 (included above)<br><br>Instructor + \$9000 for lab equipment and supplies at Honeycutt building |

**Arts & Sciences Division/Math Department:**

| Expected Learning Outcomes   | Source of Outcome Measurement  | Supporting Activities   | Expected Improvements  | Linkage                | Cost |
|--|--|---|--|------------------------|------|
| Survey of Mathematics students who complete the course with a grade of "C" | 75% of students who complete the course with a grade of "C" or better will pass a common exam with a | The instructors will work closely together to ensure consistency. This includes a common exam and class ICR (Instructor's | Results of the common exam will indicate any areas of instruction that need to be strengthened. During each instructor's time spent in | Strategic Directive #3 | None |

|  |  |   |   |                        |      |
|--|--|---|---|------------------------|------|
| or better will be proficient in solving various mathematical problems.   | score of at least "70  | Course Requirements) and an open learning lab for students to receive help provided by full time instructors outside of class   | the learning lab, he or she will obtain a better understanding of the problems students are having in class. This will improve the teaching of the troublesome material.  |                        |      |
| 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 | The instructors will work closely together to ensure consistency. This includes a common exam and class ICR (Instructor's Course Requirements) and an open learning lab for students to receive help provided by full time instructors outside of class | Results of the common exam will indicate any areas of instruction that need to be strengthened. During each instructor's time spent in the learning lab, he or she will obtain a better understanding of the problems students are having in class. This will improve the teaching of the troublesome material. | Strategic Directive #3 | None |

**Arts & Sciences Division/College Transfer Department:**

| Expected Learning Outcomes   | Source of Outcome Measurement   | Supporting Activities   | Expected Improvements  | Linkage | Cost |
|--|---|---|--|---------|------|
| Students in His 131 (US History) who complete this course with a grade of "C" or better will be proficient in the study of US History. | 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 a C or higher. | The instructor(s) will work with other adjuncts to insure consistency to include a common exam. | The results of the common exam will be monitored for areas of instruction needing improvement. | SD #3   | 0    |

| Expected Program Outcomes                    | Source of Outcome Measurement                                    | Supporting Activities  | Expected Improvements  | Linkage       | Cost |
|--|--|--|--|---------------|------|
| Students transferring to higher institutions | 83% of students who transfer to a 4-year institution will have a | Analysis of data once received should indicate areas needing | There should be an increase in the % of students with a 2.0 GPA at senior institutions for | SD # 3; CSF C | None |

|   |   |   |              |  |  |
|---|---|---|--------------|--|--|
| of learning will be well-prepared to meet the challenges of junior and senior-level coursework. | GPA of 2.0 or higher after two semesters. | improvement for the CT program. CT will continue to coordinate with other Departments activities that can improve student success at the four year institution. | CT students. |  |  |
|---|---|---|--------------|--|--|

**Business Division/Accounting Department:**

| Expected Learning Outcomes  | Source of Outcome Measurement   | Supporting Activities   | Expected Improvements  | Linkage                   | Cost |
|---|---|---|--|---------------------------|------|
| Students will be able to calculate the present value and future value using Excel software  | 75% of the students taking ACC 221 will complete a financial analysis project calculating present and future value using Excel point with a minimum grade of "C". | Faculty will identify weaknesses and work with the student to strengthen these areas. Faculty will require an increase of comprehensive assignments involving subject matter knowledge and well as computer skills. | Students will possess the skills necessary to enhance their possibility of success in advanced courses and employment opportunities within their related field. Also, if students continue their education, they will possess adequate accounting skills to improve their success in higher education. | College Mission Statement |      |
| Students will be able to electronically complete a comprehensive project including the previous objectives, as well as payroll, utilizing an accounting software system | 75% of students taking ACC 150 will complete a comprehensive accounting project with a minimum grade of C.  | The result of this project will help identify areas of students' weaknesses and areas where alternative methods of teaching may be needed.  | Students will be well prepared to successfully enter the workforce with adequate knowledge of operating accounting software.   | College Mission Statement |      |

| Expected Program Outcomes   | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements  | Linkage                          | Cost |
|---|--|--|--|----------------------------------|------|
| Graduates will find employment within one year of graduation or will continue their | Graduate follow-up survey will indicate that 75% of graduates are employed or continuing their education | Identify critical job skills necessary for successfully seeking employment. Reinforce these skills throughout the program. | Faculty will continuously evaluate necessary competencies in response to workplace needs and GAAP in order for students meet the | College Mission Statement; SD #3 |      |

|   |  |  |  |   |  |
|---|--|--|--|---|--|
| education.  |  | Encourage students to use the Career services and participate in local Job Fairs.  | learning outcomes.   |   |  |
| Students in the Accounting program will be satisfied with the quality of instruction in their program area courses. | 85% of Accounting 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. | Faculty will teach and offer the most currently used software within the industry. Faculty will encourage students to complete the Graduates Survey. | Supporting activities will identify any dissatisfaction or weaknesses within the program area courses. | College Mission Statement; SD #3; CSF Measure F |  |

**Business Division/Business Administration Department:**

| Expected Learning Outcomes  | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements  | Linkage                | Cost |
|---|--|--|--|------------------------|------|
| Students will demonstrate the ability to apply principles of a core set of business disciplines in a realistic business simulation to include forming a company (filing all necessary paperwork), planning a marketing campaign, and reporting financial results. | 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. | BUS 239 is the course that was introduced in the Spring of 2006 to test the concept of using a capstone to measure program outcomes. It has been a successful measure and will continue. | This course takes students through several technical aspects of starting and running a business. Since students actually file the necessary paperwork, develop financial and marketing plans, and then present their plans to others, many skills needed for a successful business career are developed. | Strategic Directive #3 | None |
| A major product of BUS 230, Small Business Management, is a   | 80% of students completing the required business plan will receive a grade of C on   | Assigned to instructors teaching this course.  | The preparation of a business plan allows students to develop the skills and evaluate whether they have  | Strategic Directive #3 | None |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
| complete business plan. Students will produce a high-quality business which will include projected financial statements. | this element of BUS 230, small business management. |  | the desire to become entrepreneurs. This course gives students an idea of the preparation that must go into starting a business. |  |  |
|--|---|--|--|--|--|

| Expected Program Outcomes  | Source of Outcome Measurement   | Supporting Activities  | Expected Improvements  | Linkage                | Cost |
|--|---|--|--|------------------------|------|
| 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 after the 6 month follow-up to the Employment Survey. | Assigned to all department personnel. Discussion of students' career and/or education goals is being included as part of the advising process. This has allowed instructors to inform students of options after graduation, such as the UNCP business program available on RCC's campus. | A higher percentage of students will be employed and/or continuing their education. The main concern of our current students who plan to stay in this area is the outlook for availability of jobs and the quality of those jobs.                      | Strategic Directive #3 | None |
| 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.  | The department will review 100% of all pre- and co-requisites for suitability.   | It has now been several years since the current pre- and co-requisite requirement were put into place. These need to be reviewed for suitability to make sure that they are helping students prepare for these classes rather than acting as barriers. | Strategic Directive #3 | None |
| Develop a rubric assessment tool for all classes taught in next academic year.                 | Count of assessment measurement tools constructed.  | A faculty development day in January will be devoted to rubric development. After that, department personnel will work to accomplish this goal.  | The result will be better assessment tool to ensure that student objectives are being met and learning outcomes are achieved.  | Strategic Directive #3 | None |

**Business Division/Healthcare Management Department:**

| Expected Learning Outcomes  | Source of Outcome Measurement  | Supporting Activities   | Expected Improvements   | Linkage                | Cost |
|---|--|---|---|------------------------|------|
| HMT students will be able to write effective cover letters and resumes  | 70% of students will score a "B" or better on both their resume and cover letter assignments in the Spring 2011 COE 115 class.   | Additional classroom time will be devoted to demonstrating to students how to properly prepare an effective cover letter and resume.                            | HMT graduates will develop live-long skills that will improve their marketability in the job marketplace. | Strategic Directive #1 |      |
| HMT students will be able to effectively perform during a mock job interview.   | 70% of students will score a "B" or better on their job interview assignment in the Spring 2011 COE 115 class.   | Additional classroom time will be devoted to demonstrating to students how to effectively perform during a job interview.                                       | HMT graduates will develop live-long skills that will improve their marketability in the job marketplace. | Strategic Directive #1 |      |
| HMT students will be able to intelligently compare and contrast the healthcare system within the United States with that of other developed countries | 80% of students who complete the Fall 2010 HMT 212 will score a "C" or better on an individual assignment that requires the student to compare Healthcare in the U.S. with healthcare in one other developed country with specific attention being paid to Cost, Access and Quality. | Additional classroom time will be devoted to the comparison of the healthcare system in the United States with healthcare systems of other developed countries. | HMT graduates will have a better understanding of how healthcare is delivered globally.                   | Strategic Directive #1 |      |

| Expected Program Outcomes   | Source of Outcome Measurement   | Supporting Activities   | Expected Improvements   | Linkage                | Cost |
|---|---|---|---|------------------------|------|
| Each HMT student will read at least One healthcare related non-text | 80% of the students who complete the Fall HMT 212 class will score a "C" or better on their | Emphasize the need for HMT students to keep current in their field of study beyond material | HMT students, and graduates, will develop the desire for lifelong continuous learning within their field of study | Strategic Directive #1 |      |

|  |   |  |  |                        |  |
|--|---|--|--|------------------------|--|
| book during a calendar year.   | PowerPoint presentation of a non-text-book healthcare book report.  | that is found in traditional text-books.   | beyond the basic requirements of their formal educational requirements.                |                        |  |
| The HMT program will increase the retention and graduation rate of HMT students. | 50% of the number of students who successfully complete the Spring 2010 HMT 110 class will graduate from the program in May 2011. | HMT students will be encouraged to develop, and take responsibility for, a personal graduation plan. | The HMT program will increase both the retention and graduation rates of its students. | Strategic Directive #1 |  |

**Business Division/Office Administration Department:**

| Expected Learning Outcomes   | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements  | Linkage                   | Cost |
|--|--|--|--|---------------------------|------|
| 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.  | Identify critical job skills necessary for successfully seeking employment. Reinforce these skills throughout the program. Encourage students to use the Career services available through Student Development. Utilize telephone and email surveys to follow-up graduate survey for more accurate data. | The result of this test will help identify areas of difficulty which will result in using alternative methods of teaching. This will help to ensure that students completing the degree requirements for the OST curriculum will be well prepared for entry-level employment in the secretarial/business area. | College Mission Statement |      |
| 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. | Reinforce necessary skills throughout the semester to enable the student's to meet the competences. Study results of test in regards to students' strengths and weaknesses.  | The result of this test will help identify areas of students' weaknesses and areas where alternative methods of teaching may be needed. This will ensure students will be prepared to continue with subsequent upper level   | College Mission Statement |      |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  |  | courses, which build on these fundamentals. |  |  |
|--|--|--|---|--|--|

| Expected Program Outcomes  | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements  | Linkage   | Cost |
|--|--|--|--|---|------|
| Graduates will find employment in the business field within one year of graduation or will continue their education. | Graduate follow-up survey will indicate that 90% of graduates are employed or continuing their education   | Identify critical job skills necessary for successfully seeking employment. Reinforce these skills throughout the program. Encourage students to use the Career services available through Student Development. Utilize telephone and email surveys to follow-up graduate survey for more accurate data. | Will enhance recruiting and advertising for both the college and the OA curriculum.                    | College Mission Statement; SD #3                |      |
| 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. | Faculty will teach and offer the most currently used software within the industry. Faculty will encourage students to complete the Graduates Survey.   | Supporting activities will identify any dissatisfaction or weaknesses within the program area courses. | College Mission Statement; SD #3; CSF Measure F |      |

**Business Division/Computer Information Tech Department:**

| Expected Learning Outcomes  | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements  | Linkage                  | Cost |
|---|--|--|--|--------------------------|------|
| 1. Students receiving a degree in CIT will be able to implement, support, | 75% of graduates taking Windows Admin I (NOS 230) will pass a comprehensive exam | 1. We will stress the importance of general networking skills in information systems and | 1. Higher quality graduates. By holding students to a higher standard of examination, there is a | Strategic Directive 1, 3 |      |

|   |  |  |  |                                 |  |
|---|--|--|--|---------------------------------|--|
| <p>and customize software and hardware on local networks.</p>   | <p>with a grade of "B" or higher.</p>  | <p>the fact that employers expect graduates to have demonstrable skills. Will continue a comprehensive hands-on final for NOS 230 to cover the networking component of the CIT curriculum.<br/>2. We will inform students of the potential value of industry certifications after they have attained relevant experience.</p>  | <p>better chance of graduating only the most knowledgeable students.<br/>2. Marketing of our program to businesses and potential students through quality graduates.<br/>3. Better opportunities for future graduates.</p> |                                 |  |
| <p>2. Students receiving a degree in CIT will demonstrate proficiency in entry-level programming.</p> | <p>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.</p> | <p>1. We will stress the importance of programming skills in information systems and the fact that employers expect graduates to have demonstrable skills. Will continue a comprehensive hands-on final for these programming courses to cover the programming component of the CIT curriculum.<br/>2. We will continue the Microsoft Alliance agreement that is currently renewed yearly. This agreement is necessary in order to provide students with access to the latest technologies, and Microsoft's programming tools.</p> | <p>Please see the Expected Improvements under Expected Learning Outcome 1.</p>   | <p>Strategic Directive 1, 3</p> | <p>\$400<br/><br/>- Covers Microsoft Alliance license renewal.</p> |

|   |  |   |   |                          |  |
|---|--|---|---|--------------------------|--|
| 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. | We will require a comprehensive semester project or several smaller projects chosen by the student based on his or her area of interest. This relates to outcomes 1 and 2 by showing students have demonstrable skills learned during the previous two years. | Please see the Expected Improvements under Expected Learning Outcome 1. | Strategic Directive 1, 3 |  |
|---|--|---|---|--------------------------|--|

| Expected Program Outcomes   | Source of Outcome Measurement   | Supporting Activities  | Expected Improvements  | Linkage                     | Cost   |
|---|---------------------------------|--|--|-----------------------------|--|
| 1. Enhance the CIT program and improve enrollment and retention by offering online curricula. | Availability of online degrees. | <p>1. We will work with other departments to have them offer non-major classes in online formats.</p> <p>2. Tommy Adeimy will configure the hardware and software required to offer more networking and operating systems courses online. We will upgrade the memory in the existing Lee 18 servers in support of this.</p> <p>3. We will improve existing online course content, delivery methods, and assessment methods to ensure the quality of education. Marcia Chavis will evaluate training and assessment</p> | <p>1. This allows students from other areas that might not be able to come to campus for traditional teaching methods to complete certificates/degrees.</p> <p>2. Students will be better able to complete degrees from the standpoint of scheduling. This will eliminate scheduling conflicts caused by classes being scheduled at the same time. Conflicts with work and family schedules may also be avoided.</p> | Strategic Directive 1, 2, 3 | <p>\$2500</p> <p>- Upgrade memory in existing servers.</p> |

|  |   |  |   |                       |  |
|--|---|--|---|-----------------------|--|
|  |   | tools for Microsoft Office to improve CIS 110 and related courses.   |   |                       |  |
| 2. Seek to implement articulation agreements with area universities. | Implementation of articulation agreements.                            | The discussion of agreements with area universities.   | Better marketability for graduates with bachelor's degrees, as more employers ask for this as a minimum degree requirement.   | Strategic Directive 5 |  |
| 3. Evaluate student learning outcomes for effectiveness.             | Analysis of existing outcomes listed in each course syllabus and ICR. | The addition, deletion, or revision of existing outcomes as needed.  | 1. Instructors, particularly those new to a course, will have a better understanding of the focus of each class. This will help ensure that students are taught what is needed for subsequent courses.<br>2. Students will have a better understanding of what they should focus on and what they should know upon finishing the course.  | Strategic Directive 3 |  |
| 4. Enhance the CIT program by discontinuing the WT, and NT programs. | Final approval to discontinue these programs.                         | 1. Obtain final approval.<br>2. Take key courses from the existing WT and NT programs and require them in CIT.<br>3. Alert currently enrolled students and other affected students of the changes in programs. | 1. CIT will become a stronger general computer program of study with increased enrollment.<br>2. We will have more classes with better numbers. Many second year classes in WT and NT have had poor enrollment. No longer offering these classes will decrease the faculty demands placed on the CIT department by freeing instructors to teach other more popular courses. It will further decrease the need for adjunct faculty. The college will save money on adjunct and overload pay. | Strategic Directive 1 |  |

**Business Division/ Networking Tech Department:**

| Expected Learning Outcomes   | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements  | Linkage                  | Cost |
|--|--|--|--|--------------------------|------|
| 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. | 1. We will stress the importance of general networking skills in information systems and the fact that employers expect graduates to have demonstrable skills.<br>2. We will inform students of the potential value of industry certifications after they have attained relevant experience. | 1. Higher quality graduates. By holding students to a higher standard of examination, there is a better chance of graduating only the most knowledgeable students.<br>2. Marketing of our program to businesses and potential students through quality graduates.<br>3. Better opportunities for future graduates. | Strategic Directive 1, 3 |      |

| Expected Program Outcomes                             | Source of Outcome Measurement   | Supporting Activities   | Expected Improvements  | Linkage               | Cost |
|---|---|---|--|-----------------------|------|
| Evaluate student learning outcomes for effectiveness. | Analysis of existing outcomes listed in each course syllabus and ICR. | The addition, deletion, or revision of existing outcomes as needed. | 1. Instructors, particularly those new to a course, will have a better understanding of the focus of each class. This will help ensure that students are taught what is needed for subsequent courses.<br>2. Students will have a better understanding of what they should focus on and what they should know upon finishing the course. | Strategic Directive 3 |      |

**Business Division/ Web Tech Department:**

| Expected Learning Outcomes  | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements  | Linkage                  | Cost                       |
|---|--|--|--|--------------------------|----------------------------|
| 1. Students receiving a degree in WT 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.   | 1. We will stress the importance of general networking skills in information systems and the fact that employers expect graduates to have demonstrable skills. A comprehensive hands-on final will be required for WEB 230 to cover the networking component of the WT curriculum.<br>2. We will inform students of the potential value of industry certifications after they have attained relevant experience. | 1. Higher quality graduates. By holding students to a higher standard of examination, there is a better chance of graduating only the most knowledgeable students.<br>2. Marketing of our program to businesses and potential students through quality graduates.<br>3. Better opportunities for future graduates. | Strategic Directive 1, 3 |                            |
| 2. Students receiving a degree in WT will demonstrate proficiency in web-related programming and design.                        | 75% of graduates taking Visual BASIC programming (CSC 139), Database Driven Websites (WEB 250), and Web Design (WEB 210) will pass a comprehensive exam with a grade of "B" or higher. | 1. We will stress the importance of programming and design skills in web-related jobs and the fact that employers expect graduates to have demonstrable skills. A comprehensive hands-on final will be required for these courses.<br>2. Purchase additional licenses of updated versions of Adobe products (Dreamweaver, Flash, Fireworks) to meet increased enrollment   | Please see the Expected Improvements under Expected Learning Outcome 1.  | Strategic Directive 1, 3 | - \$4200<br>Adobe software |

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | needs. This software is also used in the CIT program. |  |  |  |
|--|--|---|--|--|--|

| Expected Program Outcomes                             | Source of Outcome Measurement   | Supporting Activities   | Expected Improvements  | Linkage               | Cost |
|---|---|---|--|-----------------------|------|
| Evaluate student learning outcomes for effectiveness. | Analysis of existing outcomes listed in each course syllabus and ICR. | The addition, deletion, or revision of existing outcomes as needed. | <ol style="list-style-type: none"> <li>1. Instructors, particularly those new to a course, will have a better understanding of the focus of each class. This will help ensure that students are taught what is needed for subsequent courses.</li> <li>2. Students will have a better understanding of what they should focus on and what they should know upon finishing the course.</li> </ol> | Strategic Directive 3 |      |

**Health Division/Certified Nurse Assisting Department:**

| Expected Learning Outcomes  | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements  | Linkage          | Cost   |
|---|--|--|--|------------------|--|
| NAS 101, NAS 101 Huskins and NAS 102 students will demonstrate satisfactory performance in lab and clinical | Student lab and clinical evaluations. Verbal/Written reports from facilities and Advisory Committee Members. | <p>Student clinical evaluations done every semester.</p> <p>Student surveys completed each semester.</p> <p>Post- conference clinical evaluations by instructor and students</p> <p>Advisory committee meeting with clinical agencies</p> <p>Additional faculty for lab and clinical instruction</p> | <p>Promoting positive relationships with the clinical agencies</p> <p>Identifies areas of concern for students learning in clinical areas to be addressed by Program coordinator and faculty</p> <p>Satisfied clinical agencies, satisfied students</p> <p>Employability potential for students</p> <p>Meeting market demand</p> | CSF #8 SD: 2,3,5 | <p>\$ 7500 for lab supplies (NAS 101 &amp; NAS 102)</p> <p>\$2000 Printing costs for lab manuals, handouts</p> <p>\$7500</p> |

|  |   |   |  |                                 |   |
|--|---|---|--|---------------------------------|---|
|  |   | <p>Department will continue to preview and order DVDs that address the visual learning needs of lab/clinical skills</p> <p>Individualized lab packets of lab supplies for NAS 102 students to practice skills</p> <p>Printed and bound lab manual for all NAS 101 students for lab skills</p>   | <p>for health care sector</p> <p>Students will be prepared for success in future health care programs</p> <p>Increased problem solving and critical thinking skills</p> <p>Students will be more proficient in lab techniques and practices that will benefit them in the healthcare environment</p>                     |                                 | <p>adjunct faculty (labs &amp; clinicals)</p> <p>\$ 2500</p> <p>DVD updates</p> |
| <p>Students in the NAS 103 online course will complete the course and have improved computer technology skills</p> | <p>Register's reports of successful completion of course of at least 80% of beginners.</p> <p>Passage of 78% at course completion</p> | <p>Utilize computer labs and make referrals to the Guided Studies Tutorial Program</p> <p>The addition, deletion, or revision of existing outcomes as needed</p> <p>Faculty participation and engagement of on-line workshops to enhance teaching skills online</p> <p>Online exercises will support student learning and help instructors meet student learning outcomes.</p> <p>Instructor guidance for success in on-line/hybrid classes</p> <p>Instructors will provide one on one student troubleshooting for on-line classes</p> <p>Student agreements enforced for time commitment and</p> | <p>Prepare students for future on-line courses of study</p> <p>Improve computer skills</p> <p>Students will be able to use technology to re-enforce classroom learning activities</p> <p>Students will be better prepared to enter job market with computer skills</p> <p>Demonstrates life- long learning processes</p> | <p>CSF: 6,8</p> <p>SD: 2,3,</p> | <p>\$1500 faculty development</p>   |

|   |   |  |  |                                   |                 |
|---|---|--|--|-----------------------------------|-----------------|
|   |   | <p>understanding of participating in on-line classes</p> <p>Web-assisted NAS 101 &amp; 102 classes for additional support in the NAS 103 class</p> <p>Availability of campus computer labs for initial orientation to on-line class</p>  |  |                                   |                 |
| <p>Students will be employed or continuing their education within 6 months of completion of certification program</p> | <p>80% of graduates will be employed and/ or will be continuing their education within 6 months of program completion as evidenced by graduate completion surveys/ verbal job referrals/ follow-up with students.</p> | <p>Assigned to all departmental personnel</p> <p>Discussion of student's career/educational goals will be included in the advising process</p> <p>This allows faculty to discuss options after completion of the NAS certification program</p> <p>Set-up recruitment opportunities with local agencies interested in hiring graduates</p> <p>All efforts will be made to inform students of Career/College Fairs to inform students of job opportunities</p> | <p>Higher percentages of students will be employed and/or continuing their education in the health care sector. Main concern of students who plan to stay in this area is the outlook for available jobs and the quality of those jobs</p> | <p>CSF : 6,8</p> <p>SD: 1,2,3</p> | <p>No Costs</p> |

| Expected Program Outcomes   | Source of Outcome Measurement  | Supporting Activities   | Expected Improvements   | Linkage                        | Cost  |
|---|--|---|---|--------------------------------|---|
| <p>NAS 101 and NAS 101 Huskins students will pass the NACES state certification exam on the first sitting</p> | <p>Pearson-Vue statistics of passage rates will reveal 82% pass rate which is 10% higher than the state-wide 4<sup>th</sup> quarter 2009 results</p> | <p>Incorporate software/ DVDs updated for skills lab</p> <p>Addition of FT/adjunct faculty</p> <p>Continue instructor/student ratio</p> | <p>Satisfactory passage rate for 1<sup>st</sup> time test takers on state certification exam</p> <p>Increased student confidence prior to state testing</p> | <p>CSF: 2</p> <p>SD: 2,3,5</p> | <p>DVD updates (as listed above)</p> <p>Faculty additions</p> |

|  |  |  |  |                             |   |
|--|--|--|--|-----------------------------|---|
| including both written and skills portions   |  | 1:10 in lab/clinical Program Coordinator meetings to stay current with changes in the NAS program<br>Provide 30 minute timed mock lab testing simulation<br>Provide open and required labs prior to state NACES testing                            | Increased numbers of students from state-approved program into the workforce<br>Increased number of students eligible to apply for admission into the ADN program<br>Increase in program retention for students to progress to NAS 102 with current CNA I certification<br>Use results to enhance future program planning<br>Use results to market program |                             | (listed above)<br><br>\$400.00 travel                         |
| NAS 102 students will successfully be listed on the NCBON registry   | Successful completion of NAS 102 course<br>Listing on NCBON  | Completion of program hours<br>Passing lab skills demo as required per NCBON<br>Passing theory based on multiple choice exams<br>Experienced faculty for lab and clinical experiences<br>Updated DVDs/audiovisuals                                 | Increased workforce numbers in healthcare sector<br>Marketability of program<br>Increased student achievement<br>Desire of student to continue studies in health related discipline  | CSF:<br>2,3<br>SD:<br>1,2,3 | Faculty Additions as noted above<br><br>DVD addition as above |
| Provided that funding is available for professional development, faculty of the NAS department plan to attend the annual SENSES conference and other workshops to enhance classroom learning | NAS faculty will make arrangements to attend the annual conference and other related workshops related to classroom learning strategies as well as online learning<br>Funds budgeted for departmental professional development | NAS faculty will be exposed to new teaching/learning ideas<br>Opportunity to network with colleagues from across the state and the Southeast.<br>Faculty will be motivated to experience new classroom strategies as well as new online techniques | Attendance will nurture faculty<br>Will provide renewed purpose and new approaches to teaching and will inspire and motivate students<br>Learning of new technologies to help in the advancement of online/hybrid classes.   | SD:<br>3.4.5                | Travel:<br>\$2500   |

**Health Division/Medical Assisting Department:**

| Expected Learning Outcomes  | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements  | Linkage   | Cost   |
|---|--|--|--|---|--|
| Students will be able to develop an understanding of healthcare issues and policies of developing countries, increasing global educational components of program in MED 114/MED 110 | <ul style="list-style-type: none"> <li>• Completion of student portfolio that displays knowledge gained</li> <li>• Completion of peer project through mentor/mentee program</li> </ul> | <ul style="list-style-type: none"> <li>• Instructors to gain global healthcare education that will be shared with students from participating in continuing educational opportunities in Global Healthcare, Instructional Design, Medical Spanish in Classroom, Preparing for the Pandemic, and Policy Manuals Must-haves</li> </ul> | <ul style="list-style-type: none"> <li>• Increased global awareness of current issues of developing countries</li> <li>• Strengthening of mentor/mentee relationships</li> <li>• Faculty will comply with accreditation body requirements for continuing educational completion</li> </ul> | <ul style="list-style-type: none"> <li>• SD # 3 Goal D, E, H</li> <li>• SD #5 Goal 4</li> </ul> | <p>\$ 3500 for program instructors to participate in National AAMA conference in September 2010</p> <p>\$2500 to increase video inventory/supplies</p> |
| Students in Medical Assisting 2 <sup>nd</sup> year portion of program will understand treatment of children with sensory impairment, physical                                       | <ul style="list-style-type: none"> <li>• Development and presentation of mock patient care plan of specialized patients involved in training</li> </ul>                                | <ul style="list-style-type: none"> <li>• Instructors to participate in continuing educational opportunities that will be shared with students to enhance learning opportunities</li> </ul>   | <ul style="list-style-type: none"> <li>• Faculty will comply with accreditation body requirements for continuing educational completion</li> <li>• Employability increased</li> <li>• Student completion of</li> </ul>   | <ul style="list-style-type: none"> <li>• SD # 3 Goal D, E, H</li> <li>• SD #5 Goal 4</li> </ul> | <p>\$ 3500 for program instructors to participate in National AAMA conference in September 2010</p> <p>\$2500 to increase video inventory/supplies</p> |

|   |  |  |  |                                |   |
|---|--|--|--|--------------------------------|---|
| <p>impairment or communication disorder that needs specialized treatment.</p>                                 |  | <p>of students and faculty in Who are Exceptional Children? workshop and Brain Gym for Educators workshop, as well as Music Therapy Makes a difference workshop, Audit Management workshop</p> <ul style="list-style-type: none"> <li>• Analysis of text/supplies used in program to assure best possible access to usable information for student</li> <li>• Students will have speakers from the specialized education department of public schools</li> </ul> | <p>program goals as described and required by accreditation committee</p> <ul style="list-style-type: none"> <li>• Relationship with public schools strengthened and cultivated, allowing more open communication for program marketing</li> </ul> |                                |   |
| <p>Students in MED 114/MED 110/MED 276 will be able to demonstrate understanding of family conditions and</p> | <ul style="list-style-type: none"> <li>• Students will utilize education gained to conduct educational workshop to peers in mentor/mentee</li> </ul> | <ul style="list-style-type: none"> <li>• Faculty to participate in continuing education opportunities such as Rigor, Relevance and Relationships</li> </ul>  | <ul style="list-style-type: none"> <li>• Community relationships strengthened, promoting program and college</li> <li>• Enhanced student employment</li> </ul>   | <p>SD # 3<br/>Goal D, E, H</p> | <p>\$ 3500 for program instructors to participate in National AAMA conference in September 2010</p> |

|   |  |   |  |                            |  |
|---|--|---|--|----------------------------|--|
| <p>circumstances that hinder educational opportunities</p>  | <p>program, peers will evaluate performance</p>  | <p>workshop, Human Resources and the Law workshop</p> <ul style="list-style-type: none"> <li>• Speaker from variety of outside organizations such as Project INASMUCH, Domestic Violence Shelter Social Worker</li> </ul>   | <p>through patient educational components added to curriculum</p> <ul style="list-style-type: none"> <li>• students increase capabilities in patient education</li> <li>• peer relationship strengthened with continued mentor/mentee program</li> </ul> |                            | <p>\$2500 to increase video inventory/supplies</p>   |
| <p>Students will be able to demonstrate and verbalize different learning domains of the adult learner MED 276</p> | <ul style="list-style-type: none"> <li>• Presentation of student teaching project to be evaluated by instructors and fellow participants</li> <li>• Student participation in faculty/staff educational fair</li> </ul> | <ul style="list-style-type: none"> <li>• Faculty to participate in continuing education opportunities</li> <li>• Speaker from variety of outside organizations such as Project INASMUCH, Domestic Violence Shelter Social Worker</li> <li>• Analysis of text/supplies used in program to assure best possible access to usable information for student</li> </ul> | <ul style="list-style-type: none"> <li>• Strengthen community relations</li> <li>• Enhance employability of student</li> <li>• Enhance patient education capabilities of student</li> </ul>  | <p>SD # 3 Goal D, E, H</p> | <p>\$ 3500 for program instructors to participate in National AAMA conference in September 2010</p> <p>\$2500 to increase video inventory/supplies</p> <p>2 Blood Pressure Simulators #77578 M-Medical \$2200.00</p> |

| Expected Program Outcomes   | Source of Outcome Measurement   | Supporting Activities  | Expected Improvements   | Linkage                     | Cost   |
|---|---|--|---|-----------------------------|--|
| <p>Increase program retention/attrition rates to at or above 70% of graduating cohort</p> | <ul style="list-style-type: none"> <li>Percentage of students in graduation cohort averaged over five year period beginning with 2011 cohort</li> </ul> | <ul style="list-style-type: none"> <li>Faculty to continue investigative techniques to improve retention through student services, advisement, clinical rotation preparations, as well as terminal performance objective completions. Include counterparts from other community colleges who may share ideas towards retention at their facilities</li> <li>Faculty to continue analyzing each MED course to assure objectives of course set by NCCCS met</li> </ul> | <ul style="list-style-type: none"> <li>Retention rates to increase/remain at or above 70% of comprehensive 5 year graduating cohort</li> <li>Improved relations within community college counterparts to allow for stronger communication and increased opportunities of available employment in the future for students in out stretching counties of RCC service area</li> <li>Increase student satisfaction with course offerings</li> </ul> | <p>SD # 3, Goal D, E, H</p> | <p>Adjunct salary, three courses, 9 credit hours- \$3744</p> |

|  |   |   |   |                      |  |
|--|---|---|---|----------------------|--|
|  |   | <ul style="list-style-type: none"> <li>Faculty to continue mentor/mentee programs while developing new arena for students to engage in opportunities of learning with peers through electronic means such as blackboard, and hybrid portions of curriculum courses as well as inventory enhancement</li> <li>Continue adjunct contract of courses of sequence and a variety of times</li> </ul> |   |                      |  |
| Student satisfaction will be increased through more comprehensive program preparedness via instructor course requirements, and | <ul style="list-style-type: none"> <li>Exit interviews of students who are in graduating cohort that displays satisfaction of instruction during program</li> <li>Retention statistics reported to</li> </ul> | <ul style="list-style-type: none"> <li>Review current ICRs to assure calendars are preparing students for organizational skill demonstrations with TPOs</li> <li>Continue creating</li> </ul>   | <ul style="list-style-type: none"> <li>Retention will be improved due to student understanding of requirements</li> <li>Employability of students will increase due to organizational capabilities of students</li> </ul> | SD # 3, Goal D, E, H | \$ 3500 for program instructors to participate in National AAMA conference in September 2010 |

|  |                     |  |   |  |   |
|--|---------------------|--|---|--|---|
| documented course lesson plans, and student handbook for MED prefix courses. Baseline will be developed. | AAMA/<br>CAAHEP/RCC | <p>instructor course requirements for all MED courses to reflect student and faculty participation requirements needed for success in program</p> <ul style="list-style-type: none"> <li>Review and adjust student handbook to assure information is accurate and provides best possible information that is needed to perform at highest competency while in program</li> </ul> | <ul style="list-style-type: none"> <li>Graduation rates will increase due to greater retention rates of students</li> </ul> |  | \$2500 to increase video inventory/supplies |
|--|---------------------|--|---|--|---|

**Health Division/Associate Degree Nursing Department:**

| Expected Learning Outcomes                    | Source of Outcome Measurement            | Supporting Activities  | Expected Improvements   | Linkage   | Cost                                 |
|---|--|--|---|---|--------------------------------------|
| 85% of graduates will pass NCLEX on the first | BON NCLEX statistics published 12/31/10. | Continue tutoring for 1 <sup>st</sup> and 2 <sup>nd</sup> level students. Required NCLEX style questions | Improve retention which impacts BON approval for expansion. Improve skill level of students and graduates. Increase | Strategic Directive # 1, # 3. Critical success factor | Tutoring \$2000 Simulation software/ |

|          |  |   |   |           |   |
|----------|--|---|---|-----------|---|
| attempt. |  | <p>are included in syllabus.(2<sup>nd</sup> year)<br/> Continue ATI Remedial and supplemental learning (books and DVD's/students must purchase).<br/> Continue to use one instructor to develop, organize, &amp; supervise lab experience...i.e.: simulated labs and clinicals to ensure all students meet stated objectives. Purchase simulation software/access rights to be used for simulated clinical and to enhance student's critical thinking skills. (\$55/student = \$4840). Purchase two simulation manikins (\$20000). Incorporate BON standards related to informatics and evidence based practice into supervised computer lab experiences.<br/> Continue to evaluate/revise admission, readmission, transfer, &amp; progression policies. Evaluate graduate performance based on the NCLEX</p> | <p>knowledge base and confidence level of students and graduates, there by improving passage of NCLEX.<br/> Provide improved/consistent Lab, clinical simulations, and computer lab experiences. Improve employability of students.<br/> Identify students with the necessary reading/comprehension/math skills to improve retention and promote student success.<br/> Assist faculty to meet BON education standards related to continuing education requirements. Improve class/lab/clinical instruction by providing student-centered learning. Improve student's overall satisfaction with A D N education.</p> | (CSF) #2, | <p>access rights: \$4840;<br/> Faculty Development: \$12000.<br/> Simulation manikins (2). \$20000.<br/> Multimedia options \$5000.</p> |
|----------|--|---|---|-----------|---|

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  | <p>test plan. Continue Admission testing. (ADN admission testing = 's \$25/student, student pays). Evaluate need to revise cut scores for admission. Continue Faculty professional development r/t conceptual based learning/National Accreditation (\$12000) Update multimedia options. (\$5000)</p>  |   |  |  |
| <p>2<sup>nd</sup>-yr. students and new graduates will demonstrate satisfactory performance in clinicals.</p> | <p>Student clinical evaluations and verbal/written reports from clinical facilities.</p> | <p>Continue review of clinical evaluations done by clinical agencies each semester. Discuss identified trends with faculty and agency representatives. Director will continue meetings with agency staff r/t student and faculty performance. Continue to use Action Plan for students to address unsatisfactory performance. Materials for simulation experiences are needed to set up simulation labs (costs</p> | <p>Maintains good relationships with clinical agencies. Identifies and addresses potential areas of concern regarding student or faculty performance.</p> | <p>Strategic Directive #1, # 3 ADN Program outcomes #1, 2, 3, 4, 5, 6, 7, &amp; 8.</p> |  |

|  |  |                                   |  |  |  |
|--|--|-----------------------------------|--|--|--|
|  |  | are included in above objective). |  |  |  |
|--|--|-----------------------------------|--|--|--|

| Expected Program Outcomes  | Source of Outcome Measurement                               | Supporting Activities  | Expected Improvements   | Linkage  | Cost   |
|--|---|--|---|--|--|
| 90% of graduates will be employed or enrolled in BSN program within one year of graduation.  | Graduate follow-up survey                                   | Director and department secretary complete survey and maintain statistics. Program director meets with agency representatives and Advisory Committee to discuss projected RN needs. Director sits on Advisory Committee for UNC-P. Other courses in the NUR curriculum have been modified based on recommendations from BSN program Director. (i.e., CIS 111 changed to CIS 110, Micro changed from BIO 175 to BIO 275. Maintained Micro as a part of the nursing curriculum based on requests from BSN program director.) | Meet community need for RN's. Maintain employability of graduates. Enhance marketing of program. Track data for annual reports to BON, NCCCS, NLN, and other surveying agencies. Improve student advising r/t BSN education. Revised course requirements will facilitate matriculation into BSN program. Improve student participation at college career day. | Strategic Directive # 5; ADN Program outcomes #1 |  |
| The Nursing Program shall maintain a 3-yr. average retention rate equal to or higher than the state average retention rate for program type. | Statistics published by BON (note: BON formula to be used). | Continue maintaining department reports by admission cohorts. Use admission testing to identify students with necessary skills to be successful in Nursing. Review/Revise admission cut scores and point system for admission.   | Improve retention. Meet BON requirements for expansion. Improve student satisfaction with nursing education. Provide consistent learning opportunities to ensure all students meet stated objectives. Improve   | CSF #7, ADN Program outcome #1.                  | Additional faculty \$68284 Simulation/case studies \$4000; |

|  |   |   |  |  |         |
|--|---|---|--|--|---------|
|  |   | Update AV's, multimedia, and online options, purchase simulation materials/case studies. (\$4000). Hire MSN RN to improve faculty/ student ratios for conceptual based approach, labs, and clinicals \$68284  | critical thinking skills of students. Provide learning opportunities in a non-threatening environment thus improving student's confidence. Increases clinical options. |  |         |
| Students will report satisfaction with their ADN instruction.  | Student surveys will reflect 90% satisfaction with ADN education. | Continue student/graduate surveys. Provide opportunities for faculty to participate in professional development related to nursing education and technology to support student learning and meet BON requirements for faculty. Additional faculty will decrease faculty/student ratios. Hire consultant to guide faculty in preparation for BON visit (Oct. 19 &20) and NLN-AC accreditation: \$12000 | Improve student satisfaction (our best marketing tool!). Improved identification of areas needing improvement.   | Strategic Directive # 3, CSF # 6;                                | \$12000 |
| The nursing program shall maintain a 3-yr. average NCLEX pass rate at or above 95% of the National pass rate for licensure level on first writing. | NCLEX passage rate published by BON 12/31/09.                     | Supporting activities listed thus far will positively impact this outcome.  | Improved pass rates and ability to meet market demands.  | Strategic Directive # 1, # 3, CSF # 2, ADN Program outcome #1-8. |         |

**Health Division/ Practical Nursing Department:**

| Expected Learning Outcomes  | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements   | Linkage   | Cost  |
|---|--|--|---|---|---|
| 85% of graduates will pass NCLEX-PN on first attempt.                         | BON statistics published 12/31/10.   | Purchase/ renew access rights/computer assisted/online programs for remediation, simulation software and clinical experiences that ensure stated objectives are met. Continue to build multimedia options to enhance student learning and assist with remediation (\$3000)<br>Purchase additional teaching/learning aids to be used to set up Scotland County labs: Instructional Supplies= \$5000<br>PT Adjunct to assist with labs and clinicals and free up Program Coordinator for preparation of BON visit and NLN-AC (\$13440) | High NCLEX-PN passage rates<br>Satisfied clinical agencies, satisfied students<br>Meets eligibility requirements for expansion as defined by BON              | CSF # 2, Strategic Directive #3, PNE Program outcome #1 | \$3000 (included in Continuing Instr. Supplies)<br>\$5000 (new facility supplies)<br>\$13440 PT Adjunct |
| Students and graduates will demonstrate satisfactory performance in clinical. | Students clinical evaluations;<br>Verbal/written reports from facilities and Advisory Committee members. | Clinical evaluations done by clinical agencies each semester;<br>Student clinical evaluations done by faculty each semester;<br>Advisory Committee meetings with agency representatives.   | Maintain positive relationships with clinical agencies;<br>Identifies and addresses potential areas of concern for follow-up by Program Director and faculty. | PNE Program outcomes #1, 4, & 5.                        |   |

| Expected Program Outcomes     | Source of Outcome Measurement           | Supporting Activities      | Expected Improvements | Linkage           | Cost |
|-------------------------------|---|----------------------------|-----------------------|-------------------|------|
| Graduates will be employed or | Graduate follow-up survey will indicate | Data from graduate survey. | Employability         | CSF #6, Strategic | None |

|  |   |  |   |  |  |
|--|---|--|---|--|--|
| enrolled in ADN Program within two yrs. of graduation.   | 95% graduates are employed or continuing education.                             |  |   | Directive #3, PNE Program outcome #1, 4, & 5 |  |
| Practical Nursing Program will maintain 3-yr. average retention rate equal to or higher than state average for program type. | Statistics published by BON. BON formula to be used based on admission cohorts. | Computer assisted programs; online opportunities; simulation materials for labs and clinicals. Adjunct to be used to lower faculty/student ratios and provide additional support in clinical and labs. (Costs listed earlier)  | Meet BON requirements regarding continued program approval and retention in order to expand program. Employer satisfaction. Meet market demand. | CSF # 7, PNE Program outcome #1.             | Already listed   |
| Students will report satisfaction with their PNE instruction.  | Student evaluations will reflect 90% satisfaction.                              | Data from graduate surveys. Faculty professional development related to PNE education/adult teaching/learning strategies. (\$3750) Continue faculty grant for financial support for MSN IV pump for lab to simulate work experiences; additional manikin to equip lab \$2395; purchase Scantron and related software | Students will report satisfaction with PNE Program. Identification of weaknesses in curriculum. Improved teaching/learning strategies.          | CSF # 6                                      | \$3750 for professional development; IV Pump \$2000 Manikin \$2395 Scantron \$6000 |
| Practical Nursing Program will maintain a three year average at or   | Statistics published by NCBON 12/31 of each year.                               | Supporting activities listed thus far will positively impact this outcome.   | Maintain excellent passage rates and meet market demands. Data is used by BON when evaluating   | CSF # 2, Strategic Directive # 3,            |  |

|   |  |  |                      |                        |  |
|---|--|--|----------------------|------------------------|--|
| above 95% of the National passage rate for licensure on the first attempt |  |  | program performance. | PNE Program outcome #1 |  |
|---|--|--|----------------------|------------------------|--|

**Engineering & Industrial Tech Division/Computer Engineering Tech Department:**

| Expected Learning Outcomes  | Source of Outcome Measurement   | Supporting Activities   | Expected Improvements   | Linkage                      | Cost   |
|---|---|---|---|------------------------------|--------|
| 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.       | <ul style="list-style-type: none"> <li>Put more emphases on advanced topics Including the network theorem.</li> <li>Will continue to stress the importance of problem solving skills.</li> </ul>  | <ul style="list-style-type: none"> <li>Students will be able to analyze more complex circuits using different techniques (theorems).</li> </ul>   | Vision 1, 3, 4, 6, 7<br>SD 5 | \$0.00 |
| 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. | <ul style="list-style-type: none"> <li>Will require additional comprehensive project to cover Amplifier circuit applications.</li> <li>Devote part of the lab and lecture to just solving and discussing variety of problems in ELN 137 class.</li> </ul> | <ul style="list-style-type: none"> <li>Exposing students with more design projects and involving them more in the classroom activities, will enhance students' problem solving and critical thinking skills.</li> </ul> | Vision 1, 3, 4, 6, 7<br>SD 5 | \$0.00 |
| Graduate of the CET program will be able to understand, analyze, and troubleshoot both combinational and        | 70% of students will score 80% or better in CET basic Digital Electronic test from ETCAL.   | <ul style="list-style-type: none"> <li>Will develop more sequential logic circuits labs using PLD.</li> <li>Will develop at least one project to</li> </ul>   | <ul style="list-style-type: none"> <li>Exposing the students to the design and implementation of sequential logic systems using PLD will improve their</li> </ul>   | Vision 1, 3, 4, 6, 7<br>SD 5 | \$0.00 |

|   |   |   |  |                           |          |
|---|---|---|--|---------------------------|----------|
| sequential logic circuits.  |   | address the Analog to digital interface.  | understanding of Sequential logic circuits.  |                           |          |
| 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) | <ul style="list-style-type: none"> <li>• Purchase and install the Cap Assembly Module to complete the Bearing Assembly work cell.</li> <li>• Will initiate the Green technology project.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be exposed to the sequential control system modules, Industrial Communications and Development of sequential system projects.</li> <li>• Students will explore the collection, storage and conversion to electricity of solar energy.</li> <li>• Students explore energy consumption or loading effects of typical applications to see how lifestyle changes can impact energy conservation.</li> </ul> | Vision 1, 3, 4, 6, 7 SD 5 | \$10,000 |

| Expected Program Outcomes  | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements   | Linkage                   | Cost   |
|--|--|--|---|---------------------------|--------|
| 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. | <ul style="list-style-type: none"> <li>• Students will be encouraged to participate in the job fair held at the college.</li> <li>• Will assist students to prepare the employment search</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be better prepared to enter the workforce.</li> <li>• Students will have more success in securing employment.</li> <li>• Students who choose to continue their education will have adequate</li> </ul> | Vision 1, 3, 4, 6, 7 SD 5 | \$0.00 |

|  |  |   |   |                                  |               |
|--|--|---|---|----------------------------------|---------------|
|  |  | <p>materials, such as resumes.</p> <ul style="list-style-type: none"> <li>• Will encourage students to widen their employment search areas.</li> <li>• Will continue to inform students of the job services offered by Student Development Office.</li> <li>• Will continue to inform students about college transfer opportunities.</li> </ul> | <p>knowledge and skills to improve their possibility of success in the area of higher education</p>   |                                  |               |
| <p>Students in the CET program will be satisfied with their instruction.</p> | <p>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."</p> | <ul style="list-style-type: none"> <li>• Attend at least one professional development activity per academic year.</li> <li>• Install the new teaching station in Dewitt 104.</li> <li>• Continue to provide our students with the state-of-art equipment.</li> </ul>  | <ul style="list-style-type: none"> <li>• Keep faculty up-to-date on current technologies in Computer and Electronics Engineering fields.</li> <li>• Provides an opportunity for faculty to network with providers and educators.</li> <li>• Demonstrate the "Lifelong Learning" philosophy to students.</li> <li>• Installing the new teaching station will increase interactivity and enhance learning experience</li> </ul> | <p>Vision 1, 3, 4, 6, 7 SD 5</p> | <p>\$0.00</p> |

**Engineering & Industrial Tech Division/ Electronics Engineering Tech Department:**

| Expected Learning | Source of Outcome | Supporting Activities | Expected Improvements | Linkage | Cost |
|-------------------|-------------------|-----------------------|-----------------------|---------|------|
|-------------------|-------------------|-----------------------|-----------------------|---------|------|

| Outcomes  | Measurement   |   |   |                              |          |
|---|---|---|---|------------------------------|----------|
| 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.       | <ul style="list-style-type: none"> <li>Put more emphases on advanced topics Including the network theorem.</li> <li>Will continue to stress the importance of problem solving skills.</li> </ul>  | <ul style="list-style-type: none"> <li>Students will be able to analyze more complex circuits using different techniques (theorems).</li> </ul>   | Vision 1, 3, 4, 6, 7<br>SD 5 | \$0.00   |
| Graduate of the EET program will be able to understand, analyze, and troubleshoot basic semiconductor circuits.                     | 70% of students will score 80% or better in EET basic semiconductor skills test from ETCAL. | <ul style="list-style-type: none"> <li>Will require additional comprehensive project to cover Amplifier circuit applications.</li> <li>Devote part of the lab and lecture to just solving and discussing variety of problems in ELN 137 class.</li> </ul> | <ul style="list-style-type: none"> <li>Exposing students with more design projects and involving them more in the classroom activities, will enhance students' problem solving and critical thinking skills.</li> </ul> | Vision 1, 3, 4, 6, 7<br>SD 5 | \$0.00   |
| 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.   | <ul style="list-style-type: none"> <li>Will develop more sequential logic circuits labs using PLD.</li> <li>Will develop at least one project to address the Analog to digital interface.</li> </ul>  | <ul style="list-style-type: none"> <li>Exposing the students to the design and implementation of sequential logic systems using PLD will improve their understanding of Sequential logic circuits.</li> </ul>           | Vision 1, 3, 4, 6, 7<br>SD 5 | \$0.00   |
| 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)                 | <ul style="list-style-type: none"> <li>Purchase and install the Cap Assembly Module to complete the Bearing Assembly work cell.</li> <li>Will initiate the Green technology</li> </ul>  | <ul style="list-style-type: none"> <li>Students will be exposed to the sequential control system modules, Industrial Communications and Development of</li> </ul>   | Vision 1, 3, 4, 6, 7<br>SD 5 | \$20,000 |

|  |  |          |   |  |  |
|--|--|----------|---|--|--|
|  |  | project. | sequential system projects. <ul style="list-style-type: none"> <li>• Students will explore the collection, storage and conversion to electricity of solar energy.</li> <li>• Students explore energy consumption or loading effects of typical applications to see how lifestyle changes can impact energy conservation.</li> </ul> |  |  |
|--|--|----------|---|--|--|

| Expected Program Outcomes   | Source of Outcome Measurement   | Supporting Activities  | Expected Improvements  | Linkage                              | Cost          |
|---|---|--|--|--------------------------------------|---------------|
| <p>Graduates of the EET program will find employment in the field within one year of graduation or will be opted to continue their education.</p> | <p>Graduate Follow-up survey will indicate 90% of graduates are employed within one year.</p> | <ul style="list-style-type: none"> <li>• Students will be encouraged to participate in the job fair held at the college.</li> <li>• Will assist students to prepare the employment search materials, such as resumes.</li> <li>• Will encourage students to widen their employment search areas.</li> <li>• Will continue to inform students of the job services offered by Student Development Office.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be better prepared to enter the workforce.</li> <li>• Students will have more success in securing employment.</li> <li>• Students who choose to continue their education will have adequate knowledge and skills to improve their possibility of success in the area of higher education</li> </ul> | <p>Vision 1, 3, 4, 6, 7<br/>SD 5</p> | <p>\$0.00</p> |

|   |   |  |   |                              |        |
|---|---|--|---|------------------------------|--------|
|   |   | <ul style="list-style-type: none"> <li>Will continue to inform students about college transfer opportunities.</li> </ul>   |   |                              |        |
| 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." | <ul style="list-style-type: none"> <li>Attend at least one professional development activity per academic year.</li> <li>Install the new teaching station in Dewitt 104.</li> <li>Continue to provide our students with the state-of-art equipment.</li> </ul> | <ul style="list-style-type: none"> <li>Keep faculty up-to-date on current technologies in Computer and Electronics Engineering fields.</li> <li>Provides an opportunity for faculty to network with providers and educators.</li> <li>Demonstrate the "Lifelong Learning" philosophy to students.</li> <li>Installing the new teaching station will increase interactivity and enhance learning experience</li> </ul> | Vision 1, 3, 4, 6, 7<br>SD 5 | \$0.00 |

**Engineering & Industrial Tech Division/Mechanical Engineering Department:**

| Expected Learning Outcomes   | Source of Outcome Measurement   | Supporting Activities  | Expected Improvements  | Linkage   | Cost  |
|--|---|--|--|---|---|
| 1. Graduates of the MET program will be technically proficient in their field. | 75% of MET students will earn an average score of at least 3 points on the Student Outcome Measure (SOM) 5 Point Scale developed by the MET department.<br>SOM is a 5 point scale | 1. Support the students by purchasing the needed materials/tools to help them build, and test their projects on time.<br><br>2. Supervise the timely progress of | 1.The program and the college will benefit from the results. This is the case because one of the college goals will be achieved , and the MET graduates will reflect a good image about the MET program to their potential | Strategic Directive# 3: Goal D Performance Measures and Standards (PMS) #2: | Same as last year as part of the continued activities to run the department. Shown in the budget as |

|   |  |  |  |   |   |
|---|--|--|--|---|---|
|   | <p>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>the project on a weekly basis, and</p> <p>share with the students, the areas</p> <p>that previous students needed</p> <p>improvements in them. This will be</p> <p>an effort to train them improves.</p> <p>3. Keep the advisory Committee involved in the Technical Lab. Report grading process. A lunch will be served to the attending Advisory Committee members.</p> | <p>employers.</p> <p>2. Another improvement is expected. The earned grades will be reliable. This is the case, because volunteers of Advisory Committee Members will grade the Technical Lab. Reports written by the students after attending the presentations and demonstrations session performed by the students by the end of the Spring semester.</p> <p>3. Will enhances the confidence of the MET graduates in themselves.</p> |   | <p>“Instructional supplies”.</p> <p>+ Add a re-new able energy trainer in harmony with the new emerging green energy Code. Solar and Wind training Stand. Carolina Training Associates, INC.</p> <p>Carolina Training Associates \$19,000</p> |
| <p>2. Students completing the requirements for the CAD certificate will successfully complete the “Hands-on” 3D CAD projects assigned, as a final exam, individually using the updated versions of AutoCAD software</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>1. Support the students with the needed instructional supplies in the CAD field.</p> <p>2. Give the students the chance to identify an available 3-D object for their “Hands-On” final project.</p> <p>3. Apply the student outcome measure 5</p>   | <p>1. This will give 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.</p> <p>2. The above applies to the college, the community, and to the related industrial business.</p> <p>3. This way, students’ self</p>  | <p>Strategic Directive# 3: Goal D (PMS) #2:</p> | <p>3-D Printer Dimension Model: 12,00 BST \$21,100 From Technology Training Aid.</p> <p>Same as last year as part of the continued</p>  |

|  |  |   |  |  |   |
|--|--|---|--|--|---|
| <p>on frequent bases to keep the graduates updated with the related updated technology.</p>  |  | <p>point scale developed by the MET department for grading purposes.</p>  | <p>confidence will be established, and will prepare them to be competitive in the related industrial job market.<br/>4. By adding the 3-D printer, the visualization component will be added and the prototype component of 3-D design will be added to lower the cost and time needed to make a workable part in the real world environment.</p>  |  | <p>activities to run the department. Shown in the budget as "Instructional supplies".</p>   |
| <p>3. MET &amp; CAD graduates will be nationally certified by the American Design &amp; 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>1. Help the students be prepared for the ADDA National Certification Exam.<br/>2. Conduct the needed review sessions to cover all the sections of the ADDA Exam.<br/>3. Ask the students to fill the ADDA Exam application form, pay the fees and get the Review Guide from ADDA,<br/>4. Communicate with ADDA to set the test date and identify the names of the students who are planning to take the ADDA Exam.</p> | <p>1. The National Certification will help 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!<br/>2. The Program and College image looked brighter locally and beyond Richmond County and North Carolina State. Something to be proud of!<br/>3. Kept the graduates updated to latest available</p> | <p>Directive # 5<br/>Goal A #4<br/>(PMS) # 2</p> | <p>Same as last year as part of the continued activities to run the department. Shown in the budget as "Other ADDA Certification fees".<br/><br/>\$400<br/>Fees for the ADDA Annual Certification Re-newal.</p> |

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | <p>5. Renew the ADDA Certification for the MET department by updating the required materials and sent it to ADDA.</p> <p>6. Procter the ADDA exam, and send the tests back to them.</p> <p>7. Share with the students the results of the exam after being received from ADDA.</p> | <p>technology in this field, and be competitive in the job market.</p> |  |  |
|--|--|---|--|--|--|

| Expected Program Outcomes   | Source of Outcome Measurement   | Supporting Activities  | Expected Improvements  | Linkage   | Cost   |
|---|---|--|--|---|--|
| 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. | <p>Supporting activities may be summarized as follows:</p> <p>1. Update and maintain the in-House software and Lab. Equipments.</p> <p>2. Students will be instructed on a one to one basis as the need arise to help them understand the materials and apply them.</p> <p>3. Flexibility with time will be Applied as the need arise to deal with student's Schedule.</p> | <p>This way, more students will be given the opportunity to practice the needed skills, they learn in the classroom by using the state-of-the-art software on real world applications in Hydraulic/Pneumatics lab. As for the Synergy (Six Sigma) quality control software a local company is 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</p> | Directive # 2<br>Goal C<br>Performance Measure F<br>Student Satisfaction of Completers and Non-Completers | <p>\$9380<br/>Automation Studio software for HYD 110 Course. (Update 6 current V5.3 to V5.6, and add 10 new seats for V5.6. Famic Technologies.</p> <p>And Synergy software \$3410 (5 New seats Synergy 1000 V6.0)</p> |

|  |  |   |  |                          |  |
|--|--|---|--|--------------------------|--|
|  |  | <p>4. Encourage students to apply for scholarship to help them continue their education, and stay in the College.</p> <p>5. Refer students with Personal social/economical issues to a counselor in the student development.</p>  | work environment for success. This will be render the students satisfied with the program  |                          | To apply the state of the art statistical quality control software in the ISC 132 course.(Total will be 15 licenses) From ZONTEC.. |
| 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 | <p>Every instructional help and updated software and equipment to the lab. Will be made to achieve that goal. Supporting activities may be summarized as follows:</p> <p>1. Students will be instructed on a one- to -one basis as the need arise to help them understand the materials and apply them.</p> <p>2. Flexibility with time will be applied as the need arise to deal with students schedule.</p> <p>3. Encourage students to</p> | <p>The expected improvements are:</p> <p>1. Learning Efficiency will be enhanced because more simulation machines will be available for lab sessions, and fewer students will be using the same Simulation machine.</p> <p>2. This will be an actual improvement to the students, program, and college. This is the case, because the students will be given the opportunity to apply the skills acquired by this program course to real world applications with "Hands-on" experience. This will help</p> | Directive # 3 Goals B& H | \$2,000 for the CNC simulation machine.  |

|  |   |   |  |                                      |                          |
|--|---|---|--|--------------------------------------|--------------------------|
|  |   | <p>apply for scholarship to help them continue their education, and stay in the College.</p>  | <p>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>3.. The above applies to the college, the community, and the related industrial business.</p> <p>4. Keeping the students' acquired "Hands-On" skills in this field in harmony with the updated versions of CAM software of this industry. This helps the student stay at the competitive edge for employments purposes.</p> |                                      |                          |
| <p>3. Graduates of the MET &amp; CAD programs will be employed within 1 year of their graduation, or continue their education.</p> | <p>75 % of the MET and CAD programs graduates with either be employed, or choose to continue their education.</p> | <p>Continuous efforts and contacts with the local industry and those of them who ask for employees will be made, and the Articulation agreement with UNC - Charlotte, and NC A&amp;T University (Expected to be signed on April 9, 2008) will be maintained.</p> <p>Also, new efforts will be</p> | <p>The expected improvements are:</p> <p>1. This will be an actual improvement to the students, program, and college. This is the case, because the students will be given the opportunity to apply the skills acquired by the program courses to real world applications with "Hands-on" experience</p>   | <p>Directive # 3 Goals D &amp; E</p> | <p>None at this time</p> |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  | <p>made to contact other 4 year institutions and explore the possibility of making articulation agreements with them and the MET department at RCC to help students who will choose to continue their education.</p> | <p>locally. 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.</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 AutoCAD of the industry. This helps the student stay at the competitive edge for employments purposes.</p> <p>4. The graduates who choose to continue their education, will be given the opportunity to acquire higher level skills, improve their life, and become members of the community with positive influence.</p> |  |  |
|--|--|--|---|--|--|

**Engineering & Industrial Tech Division/Machining Tech Department:**

| Expected Learning Outcomes  | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements   | Linkage                      | Cost |
|---|--|--|---|------------------------------|------|
| 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. | Instructor will develop more hands on assignments in MAC111, Mac112, and Mac113. These assignments will cover equipment setup, metal part fabrication using lathe, milling machine, grinder and CNC machine. | More machine shop equipment setup and metal part fabrication assignments will help students to have better understanding of basic machine shop equipment and CNC and reinforce students' capability to be a better Machinist. | Vision 1, 3, 4, 6, 7<br>SD 5 | 0.00 |
| 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.                       | Will continue updating the machine shop equipment with more CNC machines.  | Students will be exposed to more CNC equipment therefore making them more marketable.   | Vision 1, 3, 4, 6, 7<br>SD 5 | 0.00 |

| Expected Program Outcomes  | Source of Outcome Measurement   | Supporting Activities   | Expected Improvements  | Linkage                      | Cost |
|--|---|---|--|------------------------------|------|
| 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. | <ul style="list-style-type: none"> <li>Department will encourage graduating students to keep in close contact with the advisors and the job placement officer, so they can be contacted in the event of job openings.</li> <li>Improve the recruiting effort to attract more</li> </ul> | More emphases in recruiting efforts will insure more students in the program and more graduates employed | Vision 1, 3, 4, 6, 7<br>SD 5 | 0.00 |

|   |   |   |   |                              |      |
|---|---|---|---|------------------------------|------|
|   |   | students in the program.  |   |                              |      |
| Students in the MAC program will be satisfied with their instruction. | 85% of MAC students responding to the annual Instructor's Evaluation Survey and/or Graduate Student Survey will agree their instructions as "Very Satisfied" and "Satisfied." | <ul style="list-style-type: none"> <li>Attend at least one professional development activity per academic year.</li> <li>Continue to provide our students with the state-of-art equipment.</li> </ul> | <ul style="list-style-type: none"> <li>Keep faculty up-to-date on current technologies in Computer and CNC Machining</li> </ul> | Vision 1, 3, 4, 6, 7<br>SD 5 | 0.00 |

**Engineering & Industrial Tech Division/Electrical-Electronics Tech Department:**

| Expected Learning Outcomes  | Source of Outcome Measurement  | Supporting Activities   | Expected Improvements   | Linkage                      | Cost   |
|---|--|---|---|------------------------------|--------|
| Graduates of the certificate and diploma 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 ETCAL. | <ul style="list-style-type: none"> <li>Provide lab manual for ELC 112.</li> <li>Provide lab manual for ELC 117</li> </ul> | <ul style="list-style-type: none"> <li>By providing the lab manual for ELC 112, the day and the evening classes will be more consistent.</li> <li>By providing the lab manual For ELC 117 , the day and the evening classes will be more consistent.</li> </ul> | Vision 1, 3, 4, 6, 7<br>SD 5 | \$0.00 |

| Expected Program Outcomes   | Source of Outcome Measurement  | Supporting Activities   | Expected Improvements  | Linkage                      | Cost   |
|---|--|---|--|------------------------------|--------|
| 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. | <ul style="list-style-type: none"> <li>Attend at least one professional development activity per academic year.</li> <li>Continue to provide our students with the</li> </ul> | <ul style="list-style-type: none"> <li>Keep faculty up-to-date on current technologies in ET.</li> <li>Provides an opportunity for faculty to network with providers and educators.</li> </ul> | Vision 1, 3, 4, 6, 7<br>SD 5 | \$0.00 |

|   |  |  |  |                              |        |
|---|--|--|--|------------------------------|--------|
|   |  | state-of-art equipment.  | <ul style="list-style-type: none"> <li>• Demonstrate the “Lifelong Learning” philosophy to students.</li> </ul>  |                              |        |
| 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. | <ul style="list-style-type: none"> <li>• Students will be encouraged to participate in the job fair held at the college.</li> <li>• Will assist students to prepare the employment search materials, such as resumes.</li> <li>• Will encourage students to widen their employment search areas.</li> <li>• Will continue to inform students of the job services offered by Student Development Office.</li> <li>• Will continue to inform students about college transfer opportunities.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be better prepared to enter the workforce.</li> <li>• Students will have more success in securing employment.</li> <li>• Students who choose to continue their education will have adequate knowledge and skills to improve their possibility of success in the area of higher education</li> </ul> | Vision 1, 3, 4, 6, 7<br>SD 5 | \$0.00 |

**Engineering & Industrial Tech Division/ Industrial Tech Department:**

| Expected Learning Outcomes                        | Source of Outcome Measurement                                       | Supporting Activities  | Expected Improvements   | Linkage                      | Cost   |
|---|---|--|---|------------------------------|--------|
| Graduates of the certificate, diploma, and degree | 75% of students will score 80% or better in Basic Electrical Skills | <ul style="list-style-type: none"> <li>• Place a limit on number of students in HYD 110 and</li> </ul> | <ul style="list-style-type: none"> <li>• By creating multiple sections in the HYD 110 class, the</li> </ul> | Vision 1, 3, 4, 6, 7<br>SD 5 | \$0.00 |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
| programs will be proficient in basic electrical skills, such as circuit fundamentals, Ohm's Law, meter use, etc. | (Ohm's Law, AC/DC, meter use, etc.) test from ETCAL. | provide multiple sections if needed. <ul style="list-style-type: none"> <li>• Provide lab manual for ELC 112.</li> <li>• Provide lab manual for ELC 117</li> </ul> | students to instructor ratio will be smaller, therefore students will learn more. <ul style="list-style-type: none"> <li>• By providing the lab manual for ELC 112, the day and the evening classes will be more consistent.</li> <li>• By providing the lab manual for ELC 117, the day and the evening classes will be more consistent.</li> <li>•</li> </ul> |  |  |
|--|--|--|---|--|--|

| Expected Program Outcomes  | Source of Outcome Measurement  | Supporting Activities   | Expected Improvements   | Linkage                   | Cost       |
|--|--|---|---|---------------------------|------------|
| Students in the certificate, diploma, and degree 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. | <ul style="list-style-type: none"> <li>• Attend at least one professional development activity per academic year.</li> <li>• Continue to provide our students with the state-of-art equipment.</li> <li>• Change Mark Treadaway from 3/4 to Full time status</li> </ul> | <ul style="list-style-type: none"> <li>• Keep faculty up-to-date on current technologies in IST.</li> <li>• Provides an opportunity for faculty to network with providers and educators.</li> <li>• Demonstrate the "Lifelong Learning" philosophy to students.</li> <li>• Additional full time faculty will improve quality of instruction.</li> </ul> | Vision 1, 3, 4, 6, 7 SD 5 | \$12285.00 |
| Graduates of the IST 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.   | <ul style="list-style-type: none"> <li>• Students will be encouraged to participate in the job fair held at the college.</li> </ul>   | <ul style="list-style-type: none"> <li>• Students will be better prepared to enter the workforce.</li> <li>• Students will have more success in securing employment.</li> </ul>   | Vision 1, 3, 4, 6, 7 SD 5 | \$0.00     |

|  |  |   |   |  |  |
|--|--|---|---|--|--|
| <p>be opted to continue their education.</p> |  | <ul style="list-style-type: none"> <li>• Will assist students to prepare the employment search materials, such as resumes.</li> <li>• Will encourage students to widen their employment search areas.</li> <li>• Will continue to inform students of the job services offered by Student Development Office.</li> <li>• Will continue to inform students about college transfer opportunities.</li> </ul> | <ul style="list-style-type: none"> <li>• Students who choose to continue their education will have adequate knowledge and skills to improve their possibility of success in the area of higher education</li> </ul> |  |  |
|--|--|---|---|--|--|

**Engineering & Industrial Tech Division/Welding Department:**

| Expected Learning Outcomes  | Source of Outcome Measurement   | Supporting Activities  | Expected Improvements  | Linkage                              | Cost            |
|---|---|--|--|--------------------------------------|-----------------|
| <p>Graduates of the welding program will be able to weld pipe using different processes and in different positions.</p> | <p>80% of the students will pass the pipe classes using the SMAW and the GTAW processes.</p>                | <ul style="list-style-type: none"> <li>• Add 10 Miller xmt 350 with wire feeders</li> <li>• Stock 6 and 2 inch pipe schedule 40 and 80</li> </ul>              | <p>Adding the equipment and pipe classes will enhance the students' learning experience. Also by adding pipe welding classes, it will help increase students' options for obtaining a job.</p> | <p>Vision 1, 3, 4, 6, 7<br/>SD 5</p> | <p>82000.00</p> |
| <p>Graduates of the Welding program will be able to weld a variety of metals using appropriate</p>                      | <p>80% of students will pass the SMAW (Stick) Plate (WLD 115) class and GMAW (MIG) FCAW/Plate (WLD 121)</p> | <ul style="list-style-type: none"> <li>• Create additional 5 TIG stations in the Welding Shop.</li> <li>• Instructor will obtain a diploma to start</li> </ul> | <p>Updated facility and additional equipment will enhance student learning experiences.<br/>Full time faculty member</p>   | <p>Vision 1, 3, 4, 6, 7<br/>SD 5</p> | <p>\$1100</p>   |

|             |        |                      |   |  |  |
|-------------|--------|----------------------|---|--|--|
| techniques. | class. | pipe welding classes | will provide leadership and direction to promote a program success. |  |  |
|-------------|--------|----------------------|---|--|--|

| Expected Program Outcomes  | Source of Outcome Measurement   | Supporting Activities   | Expected Improvements  | Linkage                      | Cost  |
|--|---|---|--|------------------------------|-------|
| 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 80% of graduates are employed within one year.  | <ul style="list-style-type: none"> <li>Students will be encouraged to participate in the job fair held at the college.</li> <li>Will assist students in preparing employment search materials, such as resumes.</li> <li>Will encourage students to widen their employment search areas. Will continue to inform students of the job services offered by Student Development Office.</li> </ul> | <ul style="list-style-type: none"> <li>Students will be better prepared to enter the workforce.</li> <li>Students will have more success in securing employment.</li> </ul>        | Vision 1, 3, 4, 6, 7<br>SD 5 | 0.00  |
| 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 indicate that they are "Very Satisfied" or "Satisfied" with instruction received. | <ul style="list-style-type: none"> <li>Attend at least one professional development activity per academic year.</li> <li>Continue plans to upgrade shop equipment as funds become available</li> </ul>  | <ul style="list-style-type: none"> <li>Keep faculty up-to-date on current technologies in Welding.</li> <li>Demonstrate the "Lifelong Learning" philosophy to students.</li> </ul> | Vision 1, 3, 4, 6, 7<br>SD 5 | 00.00 |

**Public Services Division/Human Services Department:**

| Expected Learning Outcomes  | Source of Outcome Measurement   | Supporting Activities  | Expected Improvements  | Linkage       | Cost     |
|---|---|--|--|---------------|----------|
| 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.             | 1.80% of COE students will earn a final grade of B or higher average grade in the fieldwork and the seminar components.   | 1.Faculty COE Coordinator Cordelia Steele will be supported by COE coordinator Dianne Dawkins, in providing two site visits with supervisors and individual advisement consultations to students. Students will complete a Student Satisfaction Survey and a semester Report.  | 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.      | SD#3- D, E, G |          |
| 2.Graduating students will be able to demonstrate an adequate level of competency judged by HSE faculty through a subjective grading process in three main areas of curriculum instruction. | 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 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 | 2. John Robich will design a generic question applying sociology to human services. Cordelia Steele will design an integrative question about human services learning in the entire curriculum program. Chris Auman will design a question applying psychology to human services. A new instructor position will be staffed to support the instruction of human services courses, along with psychology and possibly sociology courses so that the entire department faculty can | 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 student cooperative learning fieldwork and preparation for effective entry in the job market. | SD#3 - D, E   | \$49,250 |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | with a score of 80 or higher in two of the three content areas of the test. | be more directly involved with student instruction and advising support. (Currently only one faculty, C.Steele, teaches human services courses exclusively). The student will be expected to make a score of 80 or higher on all of the three content areas of the test. The test will be given in Mid-April |  |  |  |
|--|---|--|--|--|--|

| Expected Program Outcomes   | Source of Outcome Measurement   | Supporting Activities   | Expected Improvements   | Linkage     | Cost |
|---|---|---|---|-------------|------|
| 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 academic year by the respective faculty author to determine any need for changes. | 1.Human Services faculty will be interactive and collaborative in determining needs for selected ICR upgrades concerning the HSE prefix courses, SOC prefix courses, PSY prefix courses, and COE prefix courses. Special course areas will be the responsibility of the assigned faculty. | 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. | SD 3 - D, H | 0    |
| 2. Graduates will find employment in the Human Services field within one/1 year of graduation or will be continuing their | 2.The Graduate Follow-up survey will indicate that 80% of graduate respondents are employed in the Human Services/related field or  | 2.Employer contacts will be maintained through COE site visits (CSteele will have primary responsibility). JRobich and CAuman will also   | 2.HSE graduates will experience a higher employment rate in HS/related agencies, or will gain acceptance to upper-division college programs of  | SD 3 - G    |      |

|            |                                 |  |  |  |  |
|------------|---------------------------------|--|--|--|--|
| education. | are continuing their education. | maintain contacts with Human Services employers through class visits, HS Club activities, and Advisory Committee meetings or contacts, along with professional and civic involvements. | study, with a higher rate of successful academic progress. |  |  |
|------------|---------------------------------|--|--|--|--|

**Public Services Division/Criminal Justice Department:**

| Expected Learning Outcomes  | Source of Outcome Measurement   | Supporting Activities  | Expected Improvements  | Linkage     | Cost  |
|---|---|--|--|-------------|---|
| 1)CJC221(Investigative Principles) and CJC222(Criminalistics) Students will be able to demonstrate an ability to carry out duties involved with investigating crimes and processing crime scenes for physical evidence. | 1) 80% of the Students enrolled in CJC221 and CJC222 will earn a composite score of 80% or higher on the applied proficiency exams applicable to the four primary crime scene evidence processing components. | 1) CJC221 and CJC222 Students will be given four stages of crime scene processing of they must view training dvds and complete from start to finish: visually process by digital recording of a crime scene; plaster of paris or dental stone shoe/tire print; locate, prep, and lift several latent fingerprints; properly finger print a person on fingerprint cards; gather, mark, and package items of physical evidence for mailing. Michael Ordway will instruct and monitor these tests. CJC212 Students will process a complete crime scene to include | 1) CJC221 and CJC222 Students will be able to confidently and efficiently secure, search for, prepare, process, and convey evidence from a crime scene as part of a professional, team-oriented preliminary crime scene investigation. | SD #1- B, D | \$800 5 Digital recording cameras<br><br>750 15 triangulation /crime sketch kits<br><br>\$2200 for supplies and software connected to cameras |

|  |  |   |   |             |   |
|--|--|---|---|-------------|---|
|  |  | triangularization and sketch completion.<br>JUSTIFICATION:<br>Prepare Students for successful law enforcement entry level employment and advanced career promotions.  |   |             |   |
| 2.Students completing the Criminal Justice law courses, CJC 131(Criminal Law) and CJC231(Constitutional Law) will be able to use substantive and procedural laws in carrying out law enforcement and correctional processes in a knowledgeable, legally effective way. | 2. 80% of the Students in these Criminal Justice law courses will complete quantifiable written and oral tests and exercises with an overall grade of "C" (78-84) or higher. | 2.Students in CJC131 will be able to use Small group presentations, class discussions, and textbook case reviews to identify selected crimes based on their given elements, and apply criminal statutes to selected fact situations. Through lecture, discussion, and textbook case review, Students in CJC231 will be able to explain and interpret selected constitutional law provisions and their impact on criminal justice system procedures. | 2.Students will be able to identify and analyze legal issues commonly associated with criminal cases. Students will be able to offer valid and legitimate viewpoints concerning the legal adequacy of law enforcement activities involved with handling criminal cases. Students will be enabled to collect and convey prosecutorial evidence in a legal, professional manner pursuant to the processing of criminal cases in the court component of the Criminal Justice System. | SD #1- B, D | 0 |

| Expected Program Outcomes          | Source of Outcome Measurement          | Supporting Activities                             | Expected Improvements                                | Linkage     | Cost |
|------------------------------------|--|---|--|-------------|------|
| 1) Course learning outcomes in all | 1) The learning outcomes identified in | 1) Each criminal justice course will be evaluated | 1) Necessary instructional changes will be made in a | SD #1- B, D | 0    |

|  |  |  |   |                     |   |
|--|--|--|---|---------------------|---|
| criminal justice Instructor Course Requirements (ICRs) will be evaluated.  | all criminal justice course syllabi will be evaluated to determine any need for change.  | by members of the department to determine if there is any need to change any of the established learning outcomes included in the course syllabus. The outcomes will be established by consensus of members of the criminal justice department.  | 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. |                     |   |
| 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 80% of graduates are employed in the criminal justice/related field or are continuing their education. | 2) Employer contacts will be initiated and maintained by J.Robich, M.Orday, and T. Etheridge with Criminal Justice agency personnel, legal personnel, College Job Fairs, Internet, and CJ college faculties. CJ Club advisors will invite CJ agency personnel and advisory committee members to visit classes and Club events. The CJ Club will sponsor off campus field trips to visit CJ agencies through Club fund raisings. Qualified CJ agency personnel will be employed as adjunct instructors to give broader exposure to enrolled CJ students seeking employment. | 2) CJC graduates will experience a higher employment rate in CJC/related agencies, or will gain acceptance to upper-division college programs of study.   | SD #3 - A, D, & E   | 0 |
| 3) Maintain or increase enrollment over the previous   | 3) Registrar's Opening Enrollment Report for Fall, 2010 will indicate  | 3) The CJ faculty will participate in high school, public promotions, and CJ   | 3) Current enrollments will be maintained or exceeded; liaison with area CJ agencies  | SD #3, A, D, E, & H | 0 |

|       |  |  |  |  |  |
|-------|--|--|--|--|--|
| year. | the same or an increase over the Fall 2009 Report. | agency recruitment activities: T.Etheridge will work with Mark Lindsey RCC Website Coordinator to create a CJ webpage and Facebook site; online Blackboard hybrid CJ classes will continue; the CJ Club will be active with meetings and trips sponsored by M.Ordway; J.Robich will work with Johnnie Simpson, VP of Curriculum Development to arrange BLET credit transfer opportunities. | and school personnel will be improved; increased enrollment will reflect greater public interest in the RCC CJ Program, and student morale, motivation to succeed, and retention will improve. |  |  |
|-------|--|--|--|--|--|

**Public Services Division/Early Childhood Department:**

| Expected Learning Outcomes                                      | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements  | Linkage                       | Cost  |
|---|--|--|--|-------------------------------|---|
| 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. | Attendance at conferences and workshops will enhance the instructors' knowledge and skills and provide continuing quality instruction.<br><br>Replacing two instructors will be crucial to continuing quality education of RCC students. | 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 improve with better educated assistant teachers. Having the proper staff will insure our students will receive the education that they expect and deserve. | Directive 3: Goal A, D, and E | Conferences cost \$2000 (NAEYC)<br><br>Copying costs of \$1500 are included in the continuing activities budget request.<br><br>NOCTI test cost: \$900.00 (this is included in the continuing |

|  |  |  |   |                               |   |
|--|--|--|---|-------------------------------|---|
|  |  |  |   |                               | activities budget)  |
| 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. | By maintaining a positive working relationship with child care providers, we will be able to be responsive to their needs as related to child care staffing. | The information we receive from the co-op supervisors will assist the Early Childhood department in making program upgrades or changes. | Directive 3: Goal A, D, and E | \$3000 is the estimated cost of the co-op visits. This cost is indicated in the continuing activities budget.                       |
| 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.             | Instructors will maintain contact with child care providers with personal visits, e-mails, and telephone calls.  | Increased enrollment of supervisors who see the value of a RCC education.   | Directive 3: Goal A, D, and E | To maintain quality instruction \$1200 is necessary for educational supplies and co-op teaching planning material for lesson plans. |

| Expected Program Outcomes  | Source of Outcome Measurement     | Supporting Activities   | Expected Improvements   | Linkage  | Cost   |
|--|-----------------------------------|---|---|--|--|
| The Lateral Entry program will be a program focus.   | Enrollment results will increase. | Six Lateral Entry courses will be offered during the 2010-11 school year. PRAXIS 1 will also be available to the Lateral Entry students.      | An additional class will reach more potential students and help with increasing enrollment.                                   | Directive 2: Goal A and B<br>Directive 3: Goal B and D | \$500.00 is the estimated cost of the travel and recruitment for Lateral Entry students. |
| All courses in the Early Childhood department will have Instructors Course Requirements (ICRs) and grading | Completed and approved ICRs.      | Completion of ICRs for each course in the curriculum. ICR's and grading rubrics will be completed to the satisfaction of the NAEYC standards. | Will help students understand and be aware of the work to be done. Increase student learning, retention, and graduation rate. | Directive 1: Goal D                                    |  |

|  |  |  |  |   |   |
|--|--|--|--|---|---|
| rubrics for each course in the curriculum.   |  |  |  |   |   |
| The Early Childhood department has completed the application for NAEYC accreditation application. The initial information packet is currently being completed. | Completion and notification of accreditation status.   | The first semester was spent reading and finding out as much information as possible about the accreditation process and requirements. Two additional staff full time staff will be used to meet the NAEYC standards and the enrollment needs. | During our study of the feasibility of NAEYC accreditation, it became clear that teaching 18+ hours and fulfilling the requirements for accreditation were incompatible. | Directive 1: Goal D<br>Directive 3: Goals B, D, and F<br>Directive 5: Goal A1, A4, and A5 | \$2500.00 NAEYC Application fees, \$15,000.00 NAEYC Site Visit in Spring 2011, \$2000.00, equipment / furniture for new staff, \$1000.00 NAEYC material, \$114,694.00 additional faculty, \$1000.00 Lap top, \$2000.00 2 additional computers and software. |
| PRAXIS I will be offered and available to Early childhood students, Lateral Entry students, and potential Education major students.                            | 50% of students completing the PRAXIS I after completing the course will meet North Carolina score requirements. | Computer Lab and PRAXIS software will be purchased and used during PRAXIS courses to prepare students for the PRAXIS Exam that is required by all certified teachers.  | 50% of students completing the PRAXIS I course will successfully complete the PRAXIS 1 exam with in three months of completing the course.                               | SD #1 D   | \$1000.00 for software and PRAXIS resources. \$1000.00 Educational Technology resources and material  |

**Public Services Division/Food Service Department:**

| Expected Learning Outcomes                           | Source of Outcome Measurement                                       | Supporting Activities  | Expected Improvements  | Linkage               | Cost |
|--|---|--|--|-----------------------|------|
| Students will be knowledgeable about careers in Food | 75% of graduates will pass the exit exams for each of the 4 courses | Will administer mid-term exams for each of the 4 courses taught as well as | Increase the rate of graduates who satisfactorily pass the exit exams. | Directive 3<br>Goal E |      |

|   |  |  |   |                    |  |
|---|--|--|---|--------------------|--|
| Services as well as in cooking/baking techniques and terminology, safety, and sanitation procedures, and equipment. | taught with a grade of 78 or higher.   | conducting a thorough review for each course before the exit exam.   |   |                    |  |
| 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. | Will continue to instruct students and identify improper techniques before conducting formal lab assessments.  | Increase the rate of graduates who satisfactorily pass the formal labs. | Directive 3 Goal E |  |
| 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.  | Will administer informal tool ID drills throughout the semester before conducting the formal tool ID lab exam. | Increase the rate of graduates who satisfactorily pass the exit exams.  | Directive 3 Goal E |  |

| Expected Program Outcomes  | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements   | Linkage            | Cost |
|--|--|--|---|--------------------|------|
| Develop and groom more students for consideration and/or acceptance in the Culinary Specialist Apprenticeship Program. | Interview for actual acceptance in the program by Dietician, Programs Department, and Correctional Food Service Supervisors. | Network and coordinate with Health Services, Correctional Programs departments, and Correctional Food Service departments to attempt to fill apprenticeship vacancies. | Student will adhere to program and will obtain certificate from NC Department of Labor. | Directive 3 Goal E |      |

**Learning Resources Center Division/Guided Studies Center:**

| Expected Outcomes   | Source of Outcome Measurement | Supporting Activities | Expected Improvements       | Linkage | Cost        |
|---------------------|-------------------------------|-----------------------|-----------------------------|---------|-------------|
| Guided Studies will | The RCC Annual                | Hire one additional   | An additional (1) full-time | SD #3   | \$42,251.00 |

|   |  |   |  |               |   |
|---|--|---|--|---------------|---|
| <p>provide a variety of resources to support the College's curriculum programs. Students and faculty will be satisfied with the resources provided.</p> | <p>Student Satisfaction Survey, Services Satisfaction Survey and the GSC Computer Lab Survey will reflect an *90% or higher satisfaction with Guided Studies services and resources.</p> | <p>full-time day position to serve the 100+ curriculum students in Guided Studies Center.</p> <p>Install a reception counter to make entry to the Guided Studies Center more accessible.</p> <p>Purchase two (2) additional printers to accommodate the ever increasing lab usage numbers.</p> <p>Purchase two (2) office computers with faster processors.</p> | <p>day personnel will provide needed one-on-one support for the high traffic numbers of RCC students who seek assistance in the Guided Studies open lab - especially during the peak morning hours between 8:00-1:00pm</p> <p>With the floor space measured for a reception counter by Interior Systems, Inc., the counter will house the TutorTrac Login system and should provide a more accurate system for student logins and improve congestion by the entry door to GSC.</p> <p>Since survey results show an increase in the more printer request, two additional computers would help to alleviate the long lines of students during the mid-morning hours.</p> <p>Two programs, NetSupport and TutorTrac, are administrative programs needed to run the 47 GS lab computers and LRC computers which result in the computers being slow to load and process the programs. Computers with faster processors will bring</p> | <p>Goal B</p> | <p>\$2,234.20</p> <p>\$2800.00</p> <p>\$2400.00</p> |
|---|--|---|--|---------------|---|

|  |   |   |   |                 |  |
|--|---|---|---|-----------------|--|
|  |   | Install VCT (vinyl commercial tile) tile in the Guided Studies Center (Student comments also addressed the environment, specifically the carpet). | the office computers up-to-date.<br><br>By replacing the 22 year old carpet, which has experienced numerous floods from the bathroom commode overflows through the years and leaving bad stains, new tile will provide a cleaner environment that will not house as many allergens, mold, mildew, bacteria, fungus and deadly chemicals such as formaldehyde that is used for the preservation of carpet. |                 | \$10,000 (?)<br>(guesstimation)<br><i>Office staff not flooring experts)</i> |
| Guided Studies Tutor Self Evaluations will indicate a high positive satisfaction rating with Guided Studies Center.  | Tutor evaluations will reflect an *90% or higher satisfaction with the quality of the Guided Studies Center Tutorial Program              | Tutor Training Program will become more involved in Guided Studies sponsored Workshops.   | Tutors will improve interpersonal relationships with both clients and RCC instructors.  | SD #3<br>Goal B |  |
| Guided Studies Tutor Client Evaluations will indicate a high positive satisfaction rating with the tutoring program. | GS Tutor Evaluations will reflect a *90% or higher satisfaction with the quality of tutorial service received by Guided Studies' clients. | Tutor orientations will be reinstated to prepare potential tutors with the skills needed to serve as a Guided Studies Center tutor.               | Tutors will be trained and knowledgeable of requirements needed to fulfill the position of a tutor resulting in better communication with their clients and the paperwork needed for monthly payroll submissions.   | SD #3<br>Goal B |  |
| Guided Studies will coordinate assistance with   | Disabled students who receive a peer tutor will rate a 90% or higher  | Guided Studies Lead Coordinator will distribute Guided  | By distributing surveys via Special Populations Coordinator, students on  | SD #3<br>Goal B |  |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
| Student Development Disabled enrollment. | satisfaction rating on the Guided Studies Tutor Evaluation. (*5% increase over last year's set standard) | Studies Tutor Evaluation to Student Development Special Populations Coordinator. | the Disabled Enrollment will be contacted and results of evaluations will remain anonymous. |  |  |
|--|--|--|---|--|--|

**Learning Resources Center Division/Library:**

| Expected Outcomes   | Source of Outcome Measurement   | Supporting Activities   | Expected Improvements  | Linkage   | Cost        |
|---|---|---|--|---|-------------|
| The Library will provide a variety of onsite materials that support the institutional goals and objectives. | Annual Faculty/Staff survey and Student Survey will indicate 95% satisfaction with on site materials. Statistics will also be drawn from usage records. | <p>Library will create an Access Database of onsite Videos and DVDs for the Richmond Community College Community to access online quickly by keyword.</p> <p>The library is requesting a half time Library Assistant position be changed into a full-time Library Assistant position.</p> | <p>This will allow those who want to quickly search for a video or DVD to bypass the complete catalog and obtain the needed information quickly.</p> <p>By changing the half time Library Assistant position to full-time, the day and evening librarian will not only be able to provide better services to patrons using the research computers (the library statistics show a yearly total of 5590 users) and circulation duties, as well as allowing the librarians freedom to provide workshops to faculty, staff and students during the day and evening, provide backup to faculty using digital cameras, allow the librarians to monitor the library web access points</p> | <p>DIRECTIVE 1, Goal B</p> <p>DIRECTIVE 3, Goal F</p> | \$28,608.00 |

|  |   |   |   |                     |                        |
|--|---|---|---|---------------------|------------------------|
|  |   |   | <p>effectively, create digital information tutorials and presentations in a timely manner as well as allow for better coverage when meetings need to take place between departments in order to encourage across the curriculum learning experiences for students.</p> <p>With the introduction of the OCLC searching link on the RCC Library page, Time needed for helping train students/staff/faculty on using Interlibrary Loans and CCLINC holds should increase making the amount of time necessary to process these requests increase.</p> |                     |                        |
| The Library will provide a variety of digital material access points to support the institutional goals and objectives | Annual Faculty/Staff survey and Student Survey will indicate 95% satisfaction with digital access materials. Statistics will also be drawn from usage records | Purchase new desktop computer for Office 117 and laptops for Offices 113 and 120 with one docking station for Office 120. | <p>The Library continues to provide access to NC Live, Wilson Web and a host of other databases and web magazines/journals as well as pathfinders and our home page in order to help students find the materials that they are looking for.</p> <p>Based on a finite amount of space available in the library for students, staff and faculty to do research, a "Net Nanny" program will be placed on the main floor office machines in order to</p>  | DIRECTIVE 1, Goal B | \$3600.00<br>\$ 170.00 |

|  |  |   |   |                        |                                     |  |
|--|--|---|---|------------------------|-------------------------------------|--|
|  |  |   | <p>observe the types of images and programs the patrons are accessing. If they are not doing academic/school oriented research, they will be immediately blocked from that activity and asked to either resume their research or leave the library.</p> <p>The library must consistently provide currently research materials not only in digital formats but also in book form as well. By upgrading the Cataloging and Technical Services computer, cataloging issues will be cleared in a timely and efficient manner as well as communication with the main office in Raleigh without waiting for the computer here to “catch up” with its internal processing.</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 93% satisfaction rate | Library will redesign the ACA-111 tutorial and test to reflect current ALA Information Literacy Standards<br>The Library will offer workshops to Faculty, Staff and Students covering Information | With the increase of students utilizing digital access points from off site, it is more and more important to have current refresher tutorials available on a “just in time” basis versus a “just in case” basis. To do this, we must   | DIRECTIVE<br>1, Goal B | \$1658.95<br>\$ 999.00<br>\$ 450.00 |  |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | <p>Literacy and research<br/> The Library will advertise upcoming workshops via the RCC Website as well as email and flyers at least a week in advance by using an iMac with Video editing software (Final Cut Pro) geared for making quality video and audio edits for a quality final product.</p> | <p>continually upgrade our teaching methods and delivery methods.<br/> To provide this, the library will create a library instruction session complete with video, library instruction exercise, tutorial, and exam that will cover all pertinent aspects of basic research for first year students across the curriculum as well as Early College Students. By creating the unit in this manner, we will be able to digitally keep track not only of how many students are taking advantage of this service but also introducing them to the new Moodle service once it comes online.</p> <p>To make this effective, quality filming, graphics and editing software will be utilized as well as a solid Apple computer system to streamline the video so that the viewer will not be distracted by poor filming or editing. By taking the lead on this project, the library will be better able to have a quality project by fall semester to do a full exposure for the full semester.</p> |  |  |
|--|--|--|--|--|--|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | After this has been streamlined, this could become the model for other mini workshops on various topics to be used in a full sized Library Research Class. |  |  |
|--|--|--|--|--|--|

**Learning Resources Center Division/Distance Learning:**

| Expected Outcomes  | Source of Outcome Measurement  | Supporting Activities   | Expected Improvements   | Linkage      | Cost   |
|--|--|---|---|--------------|--|
| 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 will show an increase in the number of students continuing to enroll in distance education courses. | Additional courses offered through distance education formats. Offer training on student use of distance learning formats to general population and in ACA 111 (College Student Success).                               | More students will successfully complete distance learning courses. The retention rate will rise.   | Directive #1 | N/A  |
| Distance learning will develop policies/ procedures manual to adequately 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.   | Review the policies and procedures used by NCCCS institutions. Est. of policies/procedures protocol. Hope to compile a manual during Summer 2010 via <a href="http://www.richmondcc.edu/dl">www.richmondcc.edu/dl</a> . | Manual will better enable faculty and staff to offer, administer, and support distance learning activities. Manual will better enable students to successfully complete distance learning course materials. | Directive #1 | N/A  |
| Distance learning will administer all distance learning software and student email   | The annual faculty/ staff survey and student survey will reflect an 85% or   | Establish a line of communication with software vendors. Provide faculty/staff support using the software. Communicate  | More faculty members will offer distance learning courses. There will be an increase in the number of programs currently  | Directive #1 | \$50 - Membership & Conference fee for NC Distance Learning Association; \$825 |

|   |  |   |  |              |  |
|---|--|---|--|--------------|--|
| accounts.   | higher satisfaction on this resource.  | with distance learning directors across NCCCS. Provide assistance and technical support to faculty, staff, & students in using audio-visual equipment and other distance learning software. | available to complete via distance learning. Students will utilize electronic communications.  |              | - Membership & Conference/travel fees for NCCC Assoc. of Distance Learning   |
| 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.  | Directive #1 | Include expense in the Forte Building renovations project (fundraising is ongoing).  |
| 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 enrolled in certificate program.   | 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. | Directive #1 | Add EON & Unity software to desktop computers; Provide Director of Distance Learning opportunity to earn 3D software development certificate at FTCC |
| Distance Learning will establish both short-term and long-range plans for the development and   | The annual faculty/ staff survey and student survey will reflect an 85% or higher satisfaction   | Communication with NCCCS office and member institutions to determine whether to renew contract with Blackboard course management system or to   | More faculty members will offer distance learning courses. There will be an increase in the number of programs currently available to complete via   | Directive #1 | Travel to other NCCCS institutions to meet with others for reviewing past experiences  |

|  |  |  |   |              |                                |
|--|--|--|---|--------------|--------------------------------|
| implementation of RCC course management system.  | on this resource.  | pursue conversion to Moodle course management system.                | distance learning. Students will utilize electronic communications.   |              |                                |
| Distance Learning will establish a CATI (Computer Assisted Telephone Interviewer) center for the development and implementation of Social Science surveys, Business marketing surveys, and fundraising for the RCC Foundation. | The annual faculty/ staff survey and student survey will reflect an 85% or higher satisfaction on this resource. | Build CATI center using the I-3D center as technical hardware basis. | Students will utilize hardware and will gain employable skills. Faculty research activities will increase and the people of Richmond & Scotland will benefit from the research/community service. | Directive #1 | \$7000 for hardware & software |

|                                  |
|----------------------------------|
| <b>Continuing Education Area</b> |
|----------------------------------|

**Vice President of Continuing Education:**

| Expected Outcomes   | Source of Outcome Measurement                      | Supporting Activities  | Expected Improvements   | Linkage                   | Cost     |
|---|--|--|---|---------------------------|----------|
| Development and implementation of a CE data collection and reporting process. | Yearly CE data for all programs will be available. | <ul style="list-style-type: none"> <li>Hire 30 hour permanent position to collect CE data and prepare reports.</li> <li>Prepare &amp; submit instructor/class evaluation results within an acceptable time frame.</li> </ul> | <ul style="list-style-type: none"> <li>Accurate and current CE data will be available for all CE programs.</li> <li>Data will be used to improve programs.</li> <li>Data will be used to determine effectiveness of programs/classes/instructors</li> </ul> | Vision Statement Bullet 7 | \$24,385 |

|  |   |   |  |  |   |
|--|---|---|--|--|---|
| Development, implementation, and expansion of new/current courses. | <ul style="list-style-type: none"> <li>• Braille courses will be approved by the NC State Board with adoption into the CE Master Course Library.</li> <li>• 1 New/expanded course offering will be implemented at the Honeycutt Campus</li> </ul> | <ul style="list-style-type: none"> <li>• Develop Braille courses as needed for implementation.</li> <li>• Improve and revise course outlines and syllabi as needed.</li> <li>• Offer new/expanded CE courses at Scotland county campus.</li> <li>• Purchase equipment/supplies for new/expanded courses.</li> </ul>   | <ul style="list-style-type: none"> <li>• Provide new/expanded course offerings.</li> <li>• Increase in FTE</li> <li>• Increase in student certifications</li> </ul>    | SD # 1<br>Goal D<br>SD # 4<br>Goal A<br>SD # 5<br>Goal 1 | Braille -1 <sup>st</sup> year monies provided by start up funds by Dept. of Corrections<br><br>\$15,000 |
| Improve the CE records auditing process.                           | No CE audit issues during the annual auditing process.  | <ul style="list-style-type: none"> <li>• Hire 30 hour Permanent position to conduct internal auditing of CE records.</li> <li>• Develop and implement new procedures, as needed, to improve and provide accuracy with records associated with the auditing process.</li> <li>• Incorporate Directors/Coordinators into the auditing process to increase knowledge base and improve accuracy.</li> </ul> | <ul style="list-style-type: none"> <li>• No audit issues within CE area</li> <li>• No reversion of funds</li> <li>• Improved internal processes in auditing</li> </ul> | Vision Statement<br>Bullet 7                             | See # 1 Expected Outcome above  |

**Basic Skills Division:**

| Expected Learning Outcomes | Source of Outcome Measurement | Supporting Activities | Expected Improvements | Linkage | Cost |
|----------------------------|-------------------------------|-----------------------|-----------------------|---------|------|
|----------------------------|-------------------------------|-----------------------|-----------------------|---------|------|

|   |  |  |   |                                       |  |
|---|--|--|---|---------------------------------------|--|
| Students will obtain educational improvements/achievements. | According to NCCCS reports, 76% of students will demonstrate progress. | <ul style="list-style-type: none"> <li>• Students and instructors will conduct initial goal setting.</li> <li>• Students will be provided with individual study plans and student profiles for documentation of student improvements and achievements.</li> <li>• Instructors will provide various teaching methods that incorporate all learning styles.</li> <li>• Instructors will provide frequent feedback to students regarding progress and goals met.</li> </ul> | <ul style="list-style-type: none"> <li>• BS Program will improve LEIS Performance Indicator measurements.</li> <li>• Students' educational needs will be met.</li> <li>• Students will move to next highest educational level to denote improvement.</li> </ul> | SD # 3 Goals A,B,D,E,H<br><br>CSF # 1 |  |
|---|--|--|---|---------------------------------------|--|

| Expected Program Outcomes   | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements   | Linkage  | Cost  |
|---|--|--|---|--|---|
| 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. | <ul style="list-style-type: none"> <li>• Extract all data from Data Warehouse reporting system to verify requirements met. Responsible position: Assessment Retention Specialist.</li> <li>• Conduct training for new instructors on program requirements including goal-setting and student outcome performance.</li> </ul> | <ul style="list-style-type: none"> <li>• Continued federal funding of BS Program.</li> <li>• Improve data collection, reporting services, and maintenance of LEIS records.</li> <li>• Improve the effectiveness of the LEIS office.</li> <li>• BS instructors' teaching strategies will become more effective.</li> </ul> | SD # 3 Goals A,B,D,E,H<br><br>SD # 5 Goals 1,4,5 | \$32,129 (17A, 30 hr Perm.)<br><br>\$12,000 |

|  |  |  |  |                    |  |
|--|--|--|--|--------------------|--|
|  |  | <p>Responsible position: Training/Assessment Coordinator.</p> <ul style="list-style-type: none"> <li>• Provide comprehensive instructor professional development opportunities in reading, writing and math strategies. Responsible position: Training/Assessment Coordinator.</li> <li>• Hire 30 hr Permanent Assessment/Retention Specialist Resp. Position: Director of Basic Skills</li> </ul> | <ul style="list-style-type: none"> <li>• Instructors will demonstrate knowledge of effective teaching strategies.</li> <li>• Increase professional development opportunities for instructors.</li> </ul>   |                    |  |
| Basic Skills will improve instructor, student, and testing support services.             | <p>80% of on-site &amp; offsite classrooms will be provided technology resources and software.</p> <p>90 % of new students who are tested will be satisfied with testing services.</p> | Conduct an inventory of current on-site classroom technology/software resources. Responsible position/s: Coordinators responsible for assigned classes.  | <ul style="list-style-type: none"> <li>• Classrooms will be provided with additional technological resources and software for providing various media for instructional purposes and student learning.</li> <li>• Improve instructor morale.</li> <li>• Improve educational achievements of goals set by students.</li> <li>• Improve student satisfaction.</li> <li>• Improve student retention.</li> </ul> | SD # 3 Goals A,B,D | <p>3 Teaching stations @ \$8,000 each. Total \$24,000.</p> <p>(Purcell Bldg.) \$15,000</p> |
| The Basic Skills Program will enhance instructor skills through professional development | 90% of part-time instructors will be required to complete 16 hours of professional development each  | <ul style="list-style-type: none"> <li>• Provide online professional develop links via RCC Webpage and via BS Training Resource Library. Responsible position:</li> </ul>  | <ul style="list-style-type: none"> <li>• Improve instructor morale.</li> <li>• Improve program planning &amp; services.</li> <li>• Improve educational achievements of goals</li> </ul>  | Mission Statement  |  |

|  |  |  |   |                        |  |
|--|--|--|---|------------------------|--|
| opportunities.   | year.<br>95% of full-time instructors and staff will be required to complete 18 hours of professional development each year. | <p>Training/Assessment Coordinator.</p> <ul style="list-style-type: none"> <li>• Provide and pay for Ed2Go online opportunities for instructor/staff professional development using BS training dollars. Resp. position: Training/Assessment Coordinator.</li> <li>• Provide BS Instructor training sessions at least twice per year. Resp. position: Training/Assessment Coordinator.</li> </ul>  | <p>set by students.</p> <ul style="list-style-type: none"> <li>• Improve accuracy of data collected by instructors with regards to goal setting.</li> <li>• Improve knowledge of program practices and teaching techniques for instructors.</li> <li>• Enables BS staff to provide increased directive opportunities for classes, instructor support, classroom observations, and one-on-one coordinator training.</li> </ul> |                        |  |
| Basic Skills will develop program and/or class to assist with student transitioning into CE or CU programs | Establish new class on RCC main campus for Skills Enhancement.   | <ul style="list-style-type: none"> <li>• Provide all graduating students with resources on post secondary opportunities. Responsible position: GED Administrators and classroom instructors.</li> <li>• Provide presentations for RCC CU informational purposes and student success. Responsible position: Transition Coordinator</li> <li>• Coordinate with RCC administration to acquire classroom space on main campus. Resp. position: Director of BS</li> </ul> | <ul style="list-style-type: none"> <li>• Enhancing inter-departmental cooperation for providing additional educational opportunities.</li> <li>• Establish partnerships with internal departments and external organizations to better serve students in the service area.</li> <li>• Providing additional student services based on the needs of the student population.</li> </ul>  | SD # 3 Goals A,B,C,D,E |  |

**Public Safety & Allied Health Division:**

| Expected Learning Outcomes   | Source of Outcome Measurement  | Supporting Activities   | Expected Improvements                                | Linkage                | Cost     |
|--|--|---|--|------------------------|----------|
| 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> | <ul style="list-style-type: none"> <li>• Purchase supplies and equipment necessary for students to practice and master program skills.</li> <li>• Ensure qualified instructors based on standards set by qualifying agencies.</li> <li>• Ensure the quality and standards of our programs meet or exceed the requirements of the credentialing agency.</li> <li>• Ensure that the content of our program is current so that students will be better prepared when sitting for state exams.</li> </ul> | Meeting Performance standards required by the state. | Measure B; Directive 3 | \$24,000 |

| Expected Program Outcomes  | Source of Outcome Measurement  | Supporting Activities   | Expected Improvements   | Linkage          | Cost     |
|--|--|---|---|------------------|----------|
| <p>Public Safety &amp; 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</p> | Enrollment and FTE reports will indicate a 5% increase in Public Safety & Allied Health courses. | <ul style="list-style-type: none"> <li>• Purchase supplies and equipment, develop curriculum plans and course outlines.</li> <li>• Contact various entities supporting courses for certification and re-certification credit to determine requirements</li> <li>• Insure quality</li> </ul> | <ul style="list-style-type: none"> <li>• To be the first source in our service area for licensing, certification and recertification courses.</li> <li>• To become the first source for service area professionals to obtain needed CEU's for retaining licenses and certifications.</li> </ul> | Directive #1,2,3 | \$47,500 |

|  |                                      |   |  |                  |      |
|--|--------------------------------------|---|--|------------------|------|
| the demand is, what facilities and resources are available.  |                                      | <p>instruction by certified instructors</p> <ul style="list-style-type: none"> <li>Afford certification opportunities for instructors to facilitate re-certification classes</li> </ul>   | <ul style="list-style-type: none"> <li>To explore the feasibility of several new programs: Code and Code Enforcement, RN/LPN Nursing CEU's and Correction Officer Training</li> </ul>  |                  |      |
| Public Safety & 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 | <ul style="list-style-type: none"> <li>Coordinate and make available sufficient training materials to be used by area Public Safety Departments.</li> <li>Attend county-wide emergency services department meetings to ensure training is aligned with local needs.</li> <li>Provide classes at multiple sites</li> <li>Development and dissemination of surveys to area departments</li> </ul> | <ul style="list-style-type: none"> <li>Strengthen relationships with area departments to further grow program offerings and create program success.</li> <li>Establish community ties to build better relationships with area departments.</li> <li>Become the first source for Public Safety Training in the service area.</li> </ul> | Directive #1,2,5 | none |

**Customized Training Division:**

| <b>Expected Learning Outcomes</b>   | <b>Source of Outcome Measurement</b>   | <b>Supporting Activities</b>  | <b>Expected Improvements</b>  | <b>Linkage</b>                          | <b>Cost</b> |
|---|--|---|---|---|-------------|
| 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. | <ul style="list-style-type: none"> <li>Regional Trainers</li> <li>Providing courses that are catered to company needs.</li> </ul> | <ul style="list-style-type: none"> <li>Performance of employees will increase</li> <li>Knowledge of job skills will increase</li> </ul> | SD # 5<br>Goal A-1<br>Mission Statement |             |
| Client satisfaction   | 90% of clients will be   | <ul style="list-style-type: none"> <li>Hire qualified</li> </ul>  | <ul style="list-style-type: none"> <li>Meet NC Critical Success</li> </ul>  | SD # 1                                  |             |

|           |  |   |  |                   |  |
|-----------|--|---|--|-------------------|--|
| with CIT. | satisfied.<br>NC Critical Success<br>Factor Report | instructors<br><ul style="list-style-type: none"> <li>• Provide quality training</li> <li>• Excellent customer service</li> </ul> | Factor standard<br><ul style="list-style-type: none"> <li>• Customer satisfaction</li> </ul> | Goal D<br>CSF # 8 |  |
|-----------|--|---|--|-------------------|--|

| Expected Program Outcomes  | Source of Outcome Measurement               | Supporting Activities   | Expected Improvements  | Linkage              | Cost     |
|--|---|---|--|----------------------|----------|
| CIT will promote projects with local companies in the service area | College will establish two new CIT projects | <ul style="list-style-type: none"> <li>• Course offerings</li> <li>• Company visits</li> <li>• HR meetings</li> <li>• Economic Development</li> </ul> | Attract New companies to the local area. Establish a partnership with each company in the local service area | Directive #5 Goal: 4 | \$30,500 |

**Occupational Training & Prison Programs Division:**

| Expected Program Outcomes   | Source of Outcome Measurement  | Supporting Activities  | Expected Improvements   | Linkage                                   | Cost       |
|---|--|--|---|---|------------|
| Occupational Extension course offerings will be expanded at immured settings in our service area.                       | Enrollment reports will indicate a 15% increase in occupational courses in immured settings. Three new programs will be added. (Industrial Wiring, Braille Transcription and Automotive Training). | <ul style="list-style-type: none"> <li>• Three new faculty members will need to be hired. Supplies and equipment will need to be ordered for start-up. For the first Year funding for faculty and equipment will be provided by DOC.</li> <li>• RCC will provide two computers, two printers and toner.</li> </ul> | The new course offerings will increase Occupation extension FTE.  | SD # 1<br>Goals A,B,C<br>SD # 5<br>Goal 1 | \$4,000.00 |
| Occupation 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.   | <ul style="list-style-type: none"> <li>• Purchase supplies and equipment.</li> <li>• Develop curriculum plans and course outlines.</li> <li>• Insure quality instruction by</li> </ul>   | <ul style="list-style-type: none"> <li>• To be the first source in our service area for licensing, certification and recertification courses.</li> <li>• To become the first source for service area</li> </ul> | SD # 1<br>Goal D<br>SD # 3<br>Goal D      | \$3,000    |

|  |  |   |   |   |                        |
|--|--|---|---|---|------------------------|
|  |  | <ul style="list-style-type: none"> <li>certified instructors.</li> <li>Afford certification opportunities for instructors to facilitate re-certification classes.</li> </ul>  | <ul style="list-style-type: none"> <li>professionals to obtain needed CEU's for retaining licenses and certifications.</li> <li>To offer several new programs Including Electrical Contractors CEU's, Courses where students can obtain NCCER Certification such as Welding, Plumbing and Electrical Wiring.</li> </ul>   |   |                        |
| 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 | <ul style="list-style-type: none"> <li>Establish Partnerships with The Public School Systems in the service area to offer classes in cooperation with their current programs.</li> <li>Introduce programs to assist transitioning students from various areas and cultures of the community into college programs and/or courses.</li> <li>Purchase supplies and equipment.</li> <li>Broaden online course offerings in various program areas.</li> <li>Continue Sustainability (Green) concepts into programs where</li> </ul> | <ul style="list-style-type: none"> <li>Strengthen relationships with other service entities throughout the service area by partnering on programs to enhance quality and impact.</li> <li>Promote self enrichment and establish community ties.</li> <li>Prepare students for prospected employment opportunities with service area growth and the implementation of BRAC.</li> </ul> | Mission Statement<br>SD # 1<br>Goal D<br>SD # 5<br>Goal 1 | \$11,000<br><br>\$3500 |

|  |  |              |  |  |  |
|--|--|--------------|--|--|--|
|  |  | appropriate. |  |  |  |
|--|--|--------------|--|--|--|

**Pre-Employment Training Division:**

| <b>Expected Learning Outcomes</b>  | <b>Source of Outcome Measurement</b>                                   | <b>Supporting Activities</b>  | <b>Expected Improvements</b>  | <b>Linkage</b>           | <b>Cost</b>  |
|--|--|---|---|--------------------------|--------------|
| 75% of students will Test at a level three in Reading for Information, Locating Information, Applied Math            | ACT scanned tests  | Internet skill enhancement class activities, tutorials  | Students will continue to qualify in shorter time for industry and business positions which require CRC compared to individuals who do not take classes | SD # 5<br>Goal A,<br>1&4 | \$250        |
| Students will learn Farm management techniques by use of the computer  | Records maintained by NC A&T University and Richmond Community College | FACT program, Richmond County Ag Extension, NC A&T  | Farmers will utilize tech skills to increase competitiveness in the market place  | SD # 3<br>Goals A&B      | <b>\$500</b> |
| Students, referred to RCC from ESC ex-offender program, will receive registration, job info, counseling and referral | ESC referrals  | CRC, OE, Pre Employment, Basic Skills, ESC and DSS supportive services<br><br>Client meetings | Inter-agency Coordination will result in better tracking and follow-up of students  | SD # 5<br>Goals 1,4,5    | <b>\$500</b> |

| <b>Expected Program Outcomes</b>                | <b>Source of Outcome Measurement</b> | <b>Supporting Activities</b>  | <b>Expected Improvements</b>   | <b>Linkage</b>      | <b>Cost</b> |
|---|--------------------------------------|---|--|---------------------|-------------|
| Enrollment in Pre-Employment/OE increase by 10% | State FTE data, class registrations  | <ul style="list-style-type: none"> <li>Classes, tutorials, services</li> <li>Hire coordinator to handle student scans, testing, state and local reports and respond to industry requests</li> </ul> | Continuation of effort to accommodate need for documented workforce skill training | SD # 1<br>Goals A&B | \$31,795    |

|   |                     |  |   |                       |  |
|---|---------------------|--|---|-----------------------|--|
|   |                     | • FIPSE Grant                                  |   |                       |  |
| Fact participants will cite overall good satisfaction with relevance and content of the program | Student evaluations | Fact curriculum, classes                       | Program will address designated population previously not addressed within service area | SD # 3<br>Goals A&D   |  |
| Ex offenders will cite overall satisfaction with program  | Student evaluations | DSS and ESC supportive services. ESC referrals | Program will better track and coordinate service delivery                               | SD # 5<br>Goals 1,4,5 |  |

**Small Business Center Division:**

| Expected Learning Outcomes   | Source of Outcome Measurement                | Supporting Activities          | Expected Improvements  | Linkage                         | Cost |
|--|--|--------------------------------|--|---------------------------------|------|
| 95% of the participants will be satisfied with the seminars and workshops offered. | Collected surveys for seminars and workshops | Survey and calculation of data | Insure the quality of programs offered is meeting participant needs and demands. | Directive #1<br>Goal D<br>CSF 8 |      |

| Expected Program Outcomes             | Source of Outcome Measurement  | Supporting Activities   | Expected Improvements   | Linkage   | Cost              |
|---------------------------------------|--|---|---|---|-------------------|
| Increase of seminars by 15%           | The amount of offerings supported by enrollment records and CE ICR's   | <ul style="list-style-type: none"> <li>Advertising</li> <li>Marketing to Business Interest</li> <li>Incentives Program (Professional Development Certificates)</li> </ul>                                 | <ul style="list-style-type: none"> <li>Expanded seminar offerings in Scotland County.</li> <li>Offer "Green" Seminars</li> </ul>  | Directive #1<br>Goal B, C & D<br>Directive #3<br>Goal A<br>Directive #4<br>Goal A<br>Directive #5<br>Goal A 1-5 | \$500             |
| Increase the number of clients by 25% | <p>Follow-up contacts with documentation and reports from the systems' office</p> <p>Reports from GATE project</p> | <ul style="list-style-type: none"> <li>Recorded input from media release on success stories and advertising SBC services quarterly</li> <li>GATE presence in ESCs</li> <li>Attending seminars,</li> </ul> | <ul style="list-style-type: none"> <li>Increase promotions and services to more potential start-ups and existing businesses while contributing to service area economic development.</li> </ul> | Directive #1<br>Goal B, C & D<br>Directive #3<br>Goal A<br>Directive #4<br>Goal A<br>Directive #5               | \$500<br>\$26,688 |

|  |  |   |  |   |         |
|--|--|---|--|---|---------|
|  |  | <p>conferences and trainings to obtain pertinent information and increase professional development to better counsel and promote entrepreneurship and economic development.</p> <ul style="list-style-type: none"> <li>• Create brochures and promotional materials</li> <li>• Hiring an administrative assistant will allow for more counseling time (Perm 30 hr @ 12A)</li> </ul> | <ul style="list-style-type: none"> <li>• Help displaced workers re-invent themselves.</li> </ul>   | Goal A 1-5  |         |
| Offer two sessions of REAL Rapid Response to increase small business startups  | Enrollment and follow-up Start up classes and counseling hours to meet mandatory requirements from the state system. | Survey Students and market the program with local media   | <ul style="list-style-type: none"> <li>• At least two startups out of the class.</li> <li>• Promoting economic development in the service area.</li> </ul> | Directive #1<br>Goal B, C & D<br>Directive #3<br>Goal A                               | \$2,000 |
| Collaborate with other departments to integrate Entrepreneurial programs within programs   | Documented programs illustrating content outlines  | Meeting with Directors and VP to determine best fit   | Provide students the opportunity to gain needed knowledge for business start-up  | Directive #1<br>Goal B, C & D<br>Directive #3<br>Goal A                               |         |
| Offer two sessions of Sandhills Forum to promote customer service, hospitality, tourism and business in the Richmond and Scotland Counties | The amount of offerings supported by enrollment records and CE ICR's   | <ul style="list-style-type: none"> <li>• Advertising</li> <li>• Marketing to Business Interest</li> <li>• Certificates of Completion</li> </ul>   | Equipping participants with the information and skills they need to positively promote counties and provide great customer service                         | Directive #1<br>Goal B, C & D<br>Directive #4<br>Goal A<br>Directive #5<br>Goal A 1-5 | \$2,000 |

## Student Development Area

### Vice President for Student Development:

| Expected Outcomes   | Source of Outcome Measurement   | Supporting Activities  | Expected Improvements  | Linkage               | Cost |
|---|---|--|--|-----------------------|------|
| Continue the implementation process for WebAdvisor.                             | Accounts Receivable will be activated for WebAdvisor during 2010-2011 | Will be tested first on a small group of students during Summer 2010. Implementation is planned for Fall 2010.     | Students will be able to pay tuition online with a credit card.  | Vision Statement 3, 4 |      |
| Implement online services for VA students.                                      | All VA students will be able to engage services online.               | Service to VA students will be improved allowing VA students to receive benefits in a more timely manner.          | Quicker receipt of VA benefits.  | Vision Statement 3, 4 |      |
| Change policy regarding financial aid appeals for students exceeding 150% rule. | Students will not have to wait to get appeal results.                 | --New forms will be developed for students<br>--Students will be provided with information about appellate process | Students should receive their financial aid appeal results within 24 hours rather than having to wait weeks or months. | Vision Statement 3, 4 |      |

### Special Populations/ADA:

| Expected Outcomes  | Source of Outcome Measurement                                  | Supporting Activities  | Expected Improvements                                  | Linkage               | Cost |
|--|--|--|--|-----------------------|------|
| Develop system of priority registration for disabled students. | Implementation of priority registration for disabled students. | Disabled students would be made aware that this is an option if they have a condition where the regular registration | Easier registration process for some disable students. | Vision Statement 3, 4 |      |

|  |  |                        |  |  |
|--|--|------------------------|--|--|
|  |  | process is burdensome. |  |  |
|--|--|------------------------|--|--|

**Admissions & Enrollment Management Division (partnering with Counseling Division):**

| Expected Outcomes   | Source of Outcome Measurement   | Supporting Activities   | Expected Improvements  | Linkage               | Cost   |
|---|---|---|--|-----------------------|--------|
| Develop and have approved an enrollment management plan.                                      | <ul style="list-style-type: none"> <li>Plan approved by VP's, President, and Board of Trustees</li> <li>Implementation</li> </ul>           | <ul style="list-style-type: none"> <li>Attend National Conference on Student Recruitment, Marketing, and Retention</li> <li>Work with Directors of Counseling, Recruitment, and Institutional Planning and Research, as well as the Public Information Officer to develop a viable plan.</li> </ul> | Institutional enrollment management plan developed   | Vision Statement 3, 4 | \$4450 |
| Update Career Planning and Placement Center software  | <ul style="list-style-type: none"> <li>All software in Center will be updated.</li> <li>New software will be installed as needed</li> </ul> | <ul style="list-style-type: none"> <li>Review software in CP&amp;PC. Research options; update programs to be kept; replace programs that are outmoded.</li> </ul>   | <ul style="list-style-type: none"> <li>More participation in the Career Planning and Placement Center.</li> <li>Services are updated.</li> </ul> | Vision Statement 3, 4 | \$2974 |
| Increase participation in and awareness and visibility of the Male Minority Mentoring Program | Membership and participation in MMMP will increase.   | <p>Have mentors from on campus and off campus paired with MMMP members.</p> <p>Invite speakers to meetings.</p> <p>To increase visibility,</p>  | <p>Membership will increase by no less than 5 students over previous year.</p> <p>Increased retention of members in academic programs.</p>       | Vision Statement 3, 4 | \$1000 |

|  |   |   |   |                       |     |
|--|---|---|---|-----------------------|-----|
|  |   | MMMP will participate in and organize student activities.<br><br>Increased attendance in regional meetings, held quarterly.   |   |                       |     |
| Counselors will assist students who are interested in pursuing Assoc. Gen. Ed. Nursing Potential in determining whether that curriculum will most effectively meet their educational and career goals. | <ul style="list-style-type: none"> <li>Decreased applicants to PN and ADN programs.</li> <li>"Cut scores" of qualified applicants will increase by 2 points.</li> </ul> | <ul style="list-style-type: none"> <li>"Cut scores" for PN and ADN will be given to all interested students.</li> <li>Students meeting the "minimum" requirements for consideration for PN and ADN will be advised of the competitiveness of the programs.</li> <li>Counselors will suggest "alternative" curricula (MAT, HMT, HST, etc.) to meet students' goals.</li> </ul> | <ul style="list-style-type: none"> <li>Motivate students to take responsibility for their own academic and career goals.</li> <li>Better career and academic development.</li> <li>Increased retention in rigorous programs.</li> </ul> | Vision Statement 3, 4 | \$0 |

**Counseling Division (see above):**

| Expected Outcomes  | Source of Outcome Measurement          | Supporting Activities   | Expected Improvements   | Linkage                | Cost |
|--|--|---|---|------------------------|------|
| Investigate creating advising checklist for all curriculum programs for students and updating Advising | Checklist created and handbook updated | Partner with curriculum to create checklist and update handbook | Increased retention; students more knowledgeable about programs of study and requirements; students better prepared to utilize tools available in | SD #3 Goals C, D, E, H |      |

|          |  |  |            |  |  |
|----------|--|--|------------|--|--|
| Handbook |  |  | WebAdvisor |  |  |
|----------|--|--|------------|--|--|

**Financial Aid Division:**

| Expected Outcomes   | Source of Outcome Measurement  | Supporting Activities   | Expected Improvements   | Linkage                    | Cost |
|---|--|---|---|----------------------------|------|
| Award all RCC Foundation scholarships during the 2010-11 school year. | Annual Student and Faculty/Staff Surveys will indicate an 85% satisfaction rate with knowledge of scholarship information. | Scholarships will be advertised on and off-campus through all media sources.<br>Students will complete scholarship applications using the STARs on-line system.<br>Multiple scholarship cycles will be implemented. | More students will complete scholarship applications. All scholarships will be awarded for the school year. | Critical Success Factor #6 | \$0  |

**Recruiting Division:**

| Expected Outcomes                                       | Source of Outcome Measurement   | Supporting Activities  | Expected Improvements                           | Linkage                     | Cost   |
|---|---|--|---|-----------------------------|--------|
| Increase dual/Concurrent/Learn and Earn class offerings | Fall, 2010, Spring 2011 schedules                                     | Meetings with VP/Instruction, Dean of Instruction and Division Chairs to add classes | More classes and higher enrollment for 2010 11  | Strategic Directives #2 & 3 |        |
| Improve recruitment strategies within service area      | Coordination with Admissions Director and Public Information Director | Attend professional recruiting conferences   | Reaching more target groups in our service area | Strategic Directive #5      | \$3000 |

**Registration Division:**

| Expected Outcomes          | Source of Outcome Measurement | Supporting Activities    | Expected Improvements          | Linkage | Cost |
|----------------------------|-------------------------------|--------------------------|--------------------------------|---------|------|
| Students will be satisfied | -Student survey will          | -Continue to use student | --Student will get information | Vision  |      |

|  |   |  |  |                       |  |
|--|---|--|--|-----------------------|--|
| with the services provided by the Registrar and Records Office         | maintain at least a 92% satisfaction rates with the services provided through the office<br>-Student survey will show at least a 95% participation using college's website to retrieve information  | email account to send out vital information to current students.<br>-Highlight deadlines and important events on the RCC website as well as Channel 21.<br>-Develop an advising package to assist faculty during New Student Registration and current student scheduling                           | quicker and more efficiently.<br>--Information will be visible for students to see and use quicker<br>--Students should be advised more efficiently.   | Statement 3, 4        |  |
| Further implementation of WebAdvisor services for faculty and students | --65% of currently enrolled students will register via WebAdvisor.<br>--Student survey should show at least a 90% satisfaction with WebAdvisor services.<br>--All full-time faculty will enter grades into WebAdvisor beginning Spring, 2010. | --Course Schedule printing will decrease thereby encouraging current students to search for courses on WebAdvisor.<br>--Students will have flexibility in scheduling on-line and will have more time to do so<br>--Grades will be posted on WebAdvisor only<br>--Grades will be entered by faculty | --Registration lines should be decreased and students will have more flexibility to choose course sections in real time<br>--Students have access to course evaluation at any time they choose to check graduation status.<br>--Grades will be received faster by the student also saving the college approximately \$2500 a year in forms, printing, and postage. | Vision Statement 3, 4 |  |

|                            |
|----------------------------|
| <b>Administration Area</b> |
|----------------------------|

**Vice President of Administration:**

| Expected Outcomes | Source of Outcome Measurement | Supporting Activities | Expected Improvements          | Linkage     | Cost |
|-------------------|-------------------------------|-----------------------|--------------------------------|-------------|------|
| Improve financial | No internal control           | Implement the EAGLE   | Increased control and security | Directive # |      |

|   |   |   |  |               |  |
|---|---|---|--|---------------|--|
| and operational internal controls                               | related findings in the Program or Financial Audits   | program through the Office of State Controller  | over college resources and assets and reduced risk   | 3             |  |
| Students will be more satisfied with overall college experience | Student Survey will show an 85% non-negative approval rating for vending services.              | Working with local vending companies to ensure adequate quality and selection of foods in vending area. | Student's college experience will become more positive and RCC will see a reduction in the complaints for vending services.              | Directive # 3 |  |
| RCC will ensure full compliance with all SACS activities        | Departmental Reviews and Audits will show no sufficient findings related to SACS non-compliance | Collaborate with college faculty and staff to ensure progress towards SACS renewal.                     | The College will not be at risk of sanction from SACS. We will also be better prepared for the process of reaffirming our accreditation. | Directive # 3 |  |

**Human Resources Division:**

| Expected Outcomes   | Source of Outcome Measurement  | Supporting Activities   | Expected Improvements  | Linkage             | Cost   |
|---|--|---|--|---------------------|--------|
| College employees will be satisfied with the benefits provided by the College               | Annual Faculty/Staff Survey will indicate a 94% level of satisfaction. | Review eBenefitsNow to determine what if any other benefits to set up electronically.   | Have one online source for employees to complete the annual enrollment if it will work with the benefit providers. | Vision Statement #4 |        |
| College employees will be satisfied with the services provided by the Human Resource Office | Annual Faculty/Staff survey will indicate a 95% level of satisfaction. | Review best practices. Work with the President and Vice Presidents in reviewing work flows and job descriptions. With increase in number of permanent positions over the years, look to hire an assistant in the office to better support the needs of the College community. | Improved faculty and staff satisfaction.   | Vision Statement #1 | 40,000 |
| College employees   | The funds set aside for  | Professional Development  | Improved faculty and staff   | Vision              | 15,000 |

|  |   |  |   |                  |                      |
|--|---|--|---|------------------|----------------------|
| will have access to professional development activities. | Professional Development will be used and employees will be able to attend professional development activities. | committee will review requests and award funds for activities. | satisfaction.   | Statement #1     |                      |
| Terminated employee files will be stored electronically. | Files will be scanned and stored electronically.  | Work with vendor to electronically store files.                | Alleviate storage space constraints of documents that must be maintained. | Vision Statement | Quote being prepared |

**Facility Services Division:**

| Expected Outcomes  | Source of Outcome Measurement   | Supporting Activities   | Expected Improvements   | Linkage                  | Cost                     |
|--|---|---|---|--------------------------|--------------------------|
| The Facility Services Department will enhance the student's learning experience by providing a positive physical environment for learning. | Annual Student survey will indicate 93% of students are satisfied with building and restroom cleanliness. | Continue to purchase quality cleaning supplies and paper saving dispensers. Increase visibility while making frequent rounds in restrooms and classrooms ensuring cleanliness.                            | 93% of students/faculty/staff surveyed will perceive the restrooms and classrooms clean.                              | Strategic Directives # 3 |                          |
| Faculty/Staff will perceive the classrooms and offices to be comfortable, A/C and heating.   | Annual Faculty/Staff survey will indicate 93% satisfaction with classroom and office comfort levels.      | 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. | 93% of students/faculty/staff surveyed will perceive the RCC facilities as having a comfortable interior environment. | Strategic Directives # 3 | \$178,000 Stimulus Grant |
| Faculty/Staff will perceive the campus to be safe.   | Faculty/Staff survey will indicate 93% satisfaction with campus safety.                                   | Will have security concentrate on high activity areas such as the student lounge  | 93% of students/faculty/staff surveyed will perceive RCC as a safe place to further their educational journey.        | Strategic Directives # 3 |                          |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | during high traffic periods and parking lots during class dismissal times. |  |  |  |
|--|--|--|--|--|--|

**Financial Services Division:**

| Expected Outcomes   | Source of Outcome Measurement           | Supporting Activities  | Expected Improvements   | Linkage                 | Cost |
|---|---|--|---|-------------------------|------|
| 1. Receive no exceptions or findings in State Audit Report or Program Audit Report. | State Audit Report                      | Review and update all internal controls.<br>Review mapping of general ledger accounts to financial statements.   | Improved internal controls compliance with State Auditor and State Controller.<br><br>Improve the efficiency and effectiveness in Business Office procedures. | Strategic Directive # 2 | N/A  |
| 2. Optimize available financial resources.  | Key processes documented.               | Document procedures of major workflows and who performs the procedures in the business office to improve efficiency.<br><br>Document all inputs and outputs of each workflow.<br><br>Cross-train personnel in the Business Office.<br><br>Improve continuity of key processes in the Business Office.<br><br>Recycling products/resources through the purchasing office. | Improved efficiency of the office area.<br>Even work load for each individual in the business office.   | Strategic Directive # 4 | N/A  |
| 3. Assist in EAGLE Implementation   | Documentation of Financial Controls and | Narratives<br>Flowcharts   | Compliance with directives from the State Legislature   | Strategic Directive #   | N/A  |

|  |                                 |  |  |   |  |
|--|---------------------------------|--|--|---|--|
|  | Processes for Internal Controls | Testing of Narratives & Flowcharts<br>Identifying Risks<br>Mitigation of Risks |  | 2 |  |
|--|---------------------------------|--|--|---|--|

**Information Technology Division:**

| Expected Outcomes  | Source of Outcome Measurement  | Supporting Activities   | Expected Improvements  | Linkage    | Cost |
|--|--|---|--|------------|------|
| Complete video, voice and data requirements for newly constructed Honeycutt Center within timeframe necessary for planned schedules. | 100% of infrastructure needs will be in-place on or before August 1, 2010.                                     | Setup of computers, networking components, acquisition of surveillance equipment and installation.  | The citizens of Scotland county will have greater access to Health sciences programming along with Industrial programming locally.               | SD1A, SD6A | TBD  |
| Rollout within WebAdvisor (E-Commerce) the ability for students to pay online via credit card or electronic check.                   | 95% of students desiring to utilize internet payment option will indicate satisfaction.                        | Utilization of Official Payments as a clearing house to receive and process electronics payments received by WebAdvisor. Work with Business office to ensure transaction flow accuracy. | Reduce wait time in lines and eliminate travel to and from campus to students prepared to take advantage of this service                         | SD2B       | n/a  |
| Work with NCCSO and State controllers office to address Network Security - Penetration.  | 100% of items referenced in Letter dated 4/27/2010 from Technology and Workforce Development will be approved. | Seek networking consultants and costs to perform the scanning and vulnerability test defined by the TWD.  | Ensurance that network is safe from threats that are internal and or external and that access to Personal Identifiable Information is protected. | SD2C, SD3C | TBD  |

**Print & Reproduction Division:**

| Expected Outcomes | Source of Outcome Measurement | Supporting Activities      | Expected Improvements | Linkage | Cost |
|-------------------|-------------------------------|----------------------------|-----------------------|---------|------|
| Employees will be | The Annual Services           | Encourage accessibility of | Improve quality thus  | Vision  |      |

|  |   |   |   |                      |  |
|--|---|---|---|----------------------|--|
| satisfied with the appearance of materials received from the Reproduction Division   | Survey will indicate 98% satisfaction                     | color printing and use of graphic software. Train additional personnel and administrative assistants to print on high speed copiers.  | maintaining a standard of excellence for student success.   | Statement # 4        |  |
| 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 | Inform faculty/staff of supplies available for their use to improve their daily tasks   | Supplies will be dispersed in a timeliness manner to facilitate the instruction of students           | Vision Statement # 4 |  |
| Employees survey will express satisfaction with the timeliness of service in the Reproduction Division                             | The Annual Services Survey will indicate 98% satisfaction | Enhance efficiency in scheduling of services and additional training of personnel   | Maintain the continued timeliness manner for the reproduction of material used by facility and staff. | Vision Statement # 4 |  |
| 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 | Train the faculty/staff on the use of teaching station equipment. That the teaching stations equipment is working properly and serviced in a timely manner for peak efficiency. | Increase efficiency in the teaching of students by faculty and staff.                                 | Vision Statement # 4 |  |