

**Quality Enhancement Plan (QEP)**  
**Year One Evaluation**  
Academic Year 2018-2019

# RPCC Year One QEP Evaluation

## Overview of QEP as Submitted and Approved

River Parishes Community College (RPCC) chose improving student advising as the topic for its Quality Enhancement Plan (QEP) by creating a more effective model of advising, known as *Your Own Degree Advisor* or Y.O.D.A. Y.O.D.A. is based on nationally recognized research and data indicating trends in student success and retention. Central to the success of Y.O.D.A is well-informed and engaged faculty and staff advisors working in partnership with students to enhance student success. The action plan focuses on increasing retention, persistence, and completion through proactive student advising at significant milestones in a student's college experience. These milestones are referred to in the Completion by Design (CbD) Framework as Connection, Entry, Progress, and Completion. This framework is central to meeting the goals of Y.O.D.A. Y.O.D.A. leverages the talent of advising teams consisting of Professional Staff Advisors (PSAs), Student Success Course Instructional Coaches, and Faculty Advisors.

The implementation of a robust and engaging first-year experience course titled "College Career Success Skills" (CCSS) and the assignment of Faculty Advisors for transfer programs are distinct departures from existing advising practices at RPCC. This longitudinal, team-based approach to advising students advances informed decision making; supports strategies designed to engage students in the college experience from their very first contact with RPCC; and builds upon the student-advisor relationship established early and continuing throughout a student's tenure with RPCC from onboarding, through program-based progression, and to completion.

### QEP Institutional Goals

- Goal 1: Assist students in identifying degree program requirements that lead to timely degree completion. (Progress and Completion)
- Goal 2: Implement a revised student onboarding process that will immediately engage students in a collaborative, proactive advising process that encourages degree selection and course registration. (Connection and Entry)
- Goal 3: Foster an environment in which advisor-advisee accountability enhances student retention. (Entry and Progress)

### QEP Student Learning Outcomes (SLOs)

The QEP Institutional Goals listed above will be achieved utilizing the following SLOs.

First-time freshman at RPCC will:

1. Identify their degree plan requirements and monitor their progress toward timely degree completion. (Goal 1)
2. Identify their preferred field of study and choose a major informed by their interest, skill and market demand. (Goal 2)
3. Recognize the advisor-advisee process to include the roles and responsibilities of both advisors and advisees. (Goal 3)

## **Analysis of QEP Year 1 Implementation**

In the first year of RPCC's QEP (academic year 2018-2019) the following was accomplished:

1. Established benchmark data for measuring improvement in institutional goals in subsequent years of the QEP
2. Assessed the effectiveness of CCSS courses and based upon the outcomes, decided to not offer the course during AY 19-20. The three-advisor approach originally planned is therefore being reimagined. Instead, RPCC will develop a plan for meeting the Student Learning Outcomes of CCSS 1100 utilizing PSA's and Faculty Advisors in AY 19-20.
3. Designed a program-based, faculty advisor model for implementation in AY 19-20
4. Designed Degree Works Advising Tool

The overarching goal of RPCC's QEP is to increase student retention and completion through proactive student advising. A variety of assessment tools are being used to evaluate the implementation of the advising program. In Year 1, RPCC recorded benchmark data for measuring achievement of the QEP's institutional goals. The institutional goals will be assessed annually throughout the QEP through assessment of fall to fall and spring to spring retention, the ratio of completers to enrollment, CCSSE results, and SENSE results. In addition, two internally-developed instruments- the New Student Orientation (NSO) Survey and the Advising Questionnaire (AQ)- were developed in Year 1 to measure achievement of the Student Learning Outcomes in Years 2-5.

### **Establishment of Benchmark Data: Retention and Completion**

Retention Rates of First-Time Freshmen, by Program

<b>Program</b>	<b>Fall 2018 to Fall 2019</b>	<b>%</b>	<b>Spring 2019 to Spring 2020</b>	<b>%</b>
<b>Teaching</b>	<b>23   12</b>	<b>52%</b>	<b>2   0</b>	<b>0%</b>
<b>Instrumentation</b>	<b>62   34</b>	<b>55%</b>	<b>18   12</b>	<b>67%</b>
<b>Process Technology</b>	<b>162   63</b>	<b>39%</b>	<b>68   21</b>	<b>31%</b>
<b>Drafting and Design</b>	<b>15   9</b>	<b>60%</b>	<b>6   2</b>	<b>33%</b>
<b>General Studies</b>	<b>102   57</b>	<b>56%</b>	<b>17   9</b>	<b>53%</b>
<b>Louisiana Transfer</b>	<b>111   63</b>	<b>57%</b>	<b>16   4</b>	<b>25%</b>
<b>Electrical</b>	<b>6   2</b>	<b>33%</b>	<b>1   0</b>	<b>0%</b>
<b>Pipefitting</b>	<b>4   2</b>	<b>50%</b>	<b>0   0</b>	<b>0%</b>
<b>AC &amp; Refrigeration</b>	<b>13   9</b>	<b>69%</b>	<b>4   4</b>	<b>100%</b>
<b>Industrial Maintenance</b>	<b>12   5</b>	<b>42%</b>	<b>4   2</b>	<b>50%</b>
<b>Welding</b>	<b>23   9</b>	<b>39%</b>	<b>0   0</b>	<b>—</b>
<b>Medical Coding</b>	<b>5   2</b>	<b>40%</b>	<b>0   0</b>	<b>—</b>
<b>Medical Assistant</b>	<b>16   4</b>	<b>25%</b>	<b>4   0</b>	<b>0%</b>
<b>Patient Care Technician</b>	<b>5   3</b>	<b>60%</b>	<b>0   0</b>	<b>—</b>
<b>Practical Nursing</b>	<b>63   41</b>	<b>78%</b>	<b>27   4</b>	<b>25%</b>
<b>Business Office Administration</b>	<b>27   12</b>	<b>44%</b>	<b>27   9</b>	<b>53%</b>

Ratio of Completions to Enrollment, by Program

River Parishes Community College (RPCC) Annual Year (AY) 2018-2019							Student Enrollment vs Completers Ratio
Enrollment		Completers					
Program	# of Students Enrolled	# of Student Completions	Associate	Technical Diploma	Certificate	Non-Degree	
Teaching	80	3	3	—	—	—	80:3
Instrumentation	260	56	15	18	20	3	65:14
Process Technology	901	199	77	57	65	—	199:90
Drafting and Design	60	33	1	29	3	—	20:11
General Studies	414	278	14	264	—	—	207:139
Louisiana Transfer	456	51	51	—	—	—	152:17
Electrical	9	0	—	—	—	—	1:0
Pipefitter	6	0	—	—	—	—	1:0
AC & Refrigeration	26	7	—	5	2	—	26:7
Industrial Maintenance	49	6	—	4	2	—	49:6
Welding	64	8	—	3	5	1	8:1
Medical Coding	53	3	—	3	—	—	53:3
Medical Assistant	74	12	—	12	—	—	37:6
Patient Care	14	0	—	—	—	—	1:0
Practical Nursing	304	36	—	—	36	—	76:9
Business Office Administration	162	5	1	2	1	1	162:5

Establishment of Benchmark Data: SENSE Survey Results

The Survey of Entering Student Engagement (SENSE) Survey examines institutional practices and entering student behaviors in the earliest weeks of college. SENSE is administered during the fourth and fifth weeks of the fall academic term to students in courses randomly selected from those most likely to enroll entering students. The six areas evaluated are:

- Early Connections: Student tend to almost always express one common element for their persistence in College as a strong early connection to someone at the college.
- High Expectations and Aspirations: Students often rise to meet expectations, making it more likely that they will attain their goals when they perceive clear, high expectations from college staff and faculty, and will adopt behaviors that lead to achievement.
- Clear Academic Plan and Structure: Students are more likely to persist if they not only are advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them.
- Effective Track to College Readiness: Student success hinges upon effective assessment, placement of students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills and receive needed support.

- Engaged Learning: Students enrolled in Community Colleges mostly attend college part-time, and most also must find ways to balance their studies with work and family responsibilities; the most effective learning experiences will be those the college intentionally designs.
- Academic and Social Support Network: Students often don't know what they don't know, and colleges must purposefully create a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success.

RPCC participated in the SENSE Survey in fall 2018.

<b>SENSE Benchmarks</b>	<b>2018 SENSE Results</b>		
	<b>RPCC</b>	<b>Small Colleges</b>	<b>2018 Cohort</b>
<b>Early Connections</b>	48.0	59.7	50.0
<b>High Expectations and Aspirations</b>	51.1	49.8	50.0
<b>Clear Academic Plan and Structure</b>	47.8	55.6	50.0
<b>Effective Track to College Readiness</b>	48.8	50.2	50.0
<b>Engaged Learning</b>	45.9	53.0	50.0
<b>Academic and Social Support Network</b>	46.8	52.5	50.0

The means tested data reveal that RPCC student responses were significantly lower than students at other small colleges in the following areas:

1. Early Connections
  - At least one college staff member (other than an instructor) learned my name
2. Clear Academic Plan and Pathway
  - I was able to meet with an academic advisor at times convenient for me
  - An advisor helped me to set academic goals and to create a plan for achieving them
  - A college staff member talked with me about my commitments outside of schoolwork (work, children, dependents, etc.) to help me figure out how many courses to take
3. Engaged Learning
  - I ask questions in class or contribute to class discussions
  - I receive prompt written or oral feedback from instructors on my performance
  - Use of writing, math, or other skills lab
  - Use of computer lab
4. Academic and Social Support
  - At least one instructor learned my name
  - I learned the name of at least one other student in most of my classes

These data reveal a need to incorporate a more personal touch in every day operations so that students feel valued as individuals; and establish an advising culture that moves beyond simply assisting students with registering for classes but also incorporates discussions about long-term academic planning and the identification of commitments outside of school work that may become obstacles to academic success.

## Establishment of Benchmark Data: CCSSE Survey Results

The Community College Survey of Student Engagement (CCSSE) measures institutional effectiveness across the following five domains of student engagement, which educational research has shown to be important to students' college experiences and educational outcomes.

- **Active and Collaborative Learning:** Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.
- **Student Effort:** Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.
- **Academic Challenge:** Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.
- **Student-Faculty Interaction:** In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.
- **Support for Learners:** Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

CCSSE is administered in the spring semester to selected courses from across all courses offered at RPCC. RPCC participated in the CCSEE Survey in spring 2019.

<b>CCSSE Benchmark</b>	<b>2019 CCSSE Results</b>		
	<b>RPCC</b>	<b>Small Colleges</b>	<b>2019 Cohort</b>
<b>Active and Collaborative Learning</b>	48.0	51.3	50.0
<b>Student Effort</b>	46.5	50.9	50.0
<b>Academic Challenge</b>	46.8	50.4	50.0
<b>Student-Faculty Interaction</b>	48.4	53.0	50.0
<b>Support for Learners</b>	47.1	52.2	50.0

The means tested data reveal that RPCC student responses were significantly lower than students at other small colleges in the following areas:

1. Student Effort
  - Use of the computer lab

2. Academic Challenge
  - The extent to which examinations challenge students to do their best work
  - The extent to which the college encourages students to spend significant amounts of time studying
3. Support for Learners
  - The extent to which the college provides the support students need to succeed at the college.

With respect to advising, these data reveal a need to examine further ways in which RPCC can better support students. Anecdotal feedback from Advisors (both PSA's and Faculty Advisors) throughout the course of the QEP will be instrumental in gaining insight into the resources students need. If the QEP is successful, the advisor-advisee relationship should lend itself to candid feedback and a continuous improvement loop by which Advisors can become advocates for students.

### New Student Orientation

New Student Orientation (NSO) serves as a major component of the QEP as it encompasses the first two critical stages of student engagement with the college (entry and connection). RPCC has been conducting new student orientations (NSO) for over 5 years. During AY 18-19, 21 orientation sessions were held between the three campuses, where 490 students participated in an NSO session before the start of their first semester at RPCC. These sessions were designed to orient new students to student services policies; explain procedures for registration, class scheduling, email, and Banner login procedures; and to assist students who request accommodations. The sessions were offered at each of the three campuses throughout the months leading up to registration in an approximate 3-hour lecture and lab style format. During the lecture component, students learn about campus specific resources (i.e., BANNER, Canvas, Campus email, Online Bookstore, etc.) and applying for and receiving financial aid at RPCC (i.e., including billing, grants, scholarships, loans, and cost of attending, etc.) that will assist with achievement of their educational goal. Next, students proceed to the lab component of the session where they participate in development of academic planning for upcoming and future semesters, registration of courses for the upcoming semester, enrollment by electing a payment option (i.e., payment plan option, loans, grants, scholarship, out-of-pocket, etc.), having a picture taken for their student identification card, and the collection of a student parking decal. To better assess the outcomes of NSO, a New Student Orientation Survey needs to be developed.

### Assessing CCSS 1100

The CCSS Course (CCSS 1100) has been offered at RPCC since fall 2017. Academic year 2018-2019 was the first year it was made mandatory for all new students as well as continuing and/or transfer students with less than 30 hours who had not participated in a new student orientation/freshman seminar course previously. Below are the number of students who were enrolled in CCSS 1100 during academic years 2017-2018 and 2018-2019, as well as the grade distributions and student evaluation results.

Semester Offered	Enrollment and Grades Earned						
	A	B	C	D	F	W	TOTAL
Fall 2017	102	88	46	13	27	39	315
Spring 2018	10	21	14	5	23	9	82
Summer 2018	19	5	4	4	0	2	34
Fall 2018	126	104	66	26	65	42	429
Spring 2019	105	61	41	22	44	23	296
TOTAL	362	279	171	70	159	115	1,156
%	31.3%	24.1%	14.8%	6.1%	13.8%	9.9%	100%

During AY 18-19, 55.7% of students who took CCSS 1100 responded to the CCSS 1100 course evaluation survey. Results revealed that 83% of students from the 2018 fall semester and 89% of students from the 2019 spring semester either agreed or strongly agreed that they learned as much or more from this course as from other comparable college courses. In addition, 89% of students who took the CCSS course during the 2018 fall semester and 95% of students who took this class during the 2019 spring semester stated that the overall quality of the course was either good or excellent.

While CCSS 1100 undoubtedly holds some value, it is important to assess whether the course results in improved academic success and retention for students who take the course. To do so, an analysis of the overall GPA and fall to fall retention rates of new students (entering freshman and transfer students) who took CCSS 1100 in fall 2018 compared with those who did not was conducted.

In fall 2018, 891 entering freshman and transfer students were identified as needing to take CCSS 1100. Of those, 417 took the course during either the fall 2018 or spring 2019 semester. The 417 who took the course were compared with the 474 who did not take the course. The two groups were compared on fall to fall retention and their cumulative GPA in fall 2018, spring 2019 and fall 2019.

Group	#	Fall to Fall Retention	Fall 2018 GPA	Spring 2019 GPA	Fall 2019 GPA
Took CCSS	417	216 retained (51.7%)	2.27	2.71	2.74
Did not take CCSS	474	212 retained (44.7%)	2.28	2.69	2.81

While the summary statistics above indicate a higher retention rate among those who took the course, it is important to determine whether this finding is statistically significant. To determine if the variation in rates across the two groups is statistically significant, a chi-square analysis was conducted comparing the expected and actual number of students that were/were not retained based upon whether they took CCSS. No significant difference was found across the two groups.  $X^2(2, N= 891) = 0.034, p < .05$ .

With regards to cumulative GPA, the differences between those who took CCSS and those who did not are nominal.

Given that there was no statistically significant difference between those who took CCSS 1100 in fall 2018 and those who did not, continuing to mandate that all new students take the course as a 3-credit hour, for-credit course is not pragmatic considering the additional cost in tuition incurred by students for the course.

### Degree Works Design

Throughout AY 2018-2019, RPCC worked with LCTCS IT staff to design and program RPCC's Ellucian Degree Works platform. During the summer of 2019 and into the fall of 2019, faculty and staff training will be conducted. In addition, tutorials and videos are being developed to market the use of Degree Works to students.

### Faculty Advising

While New Student Orientation (NSO) and CCSS 1100 continued during AY 18-19, the Faculty Advising portion of the QEP was not implemented. However, a program-based Faculty Advising structure will be implemented in AY 19-20. Students will be assigned to Faculty Advisors based upon their program of choice and their campus location. In addition, an Advising Questionnaire (included in Appendix) was developed to assess student learning outcomes with respect to faculty advising when the faculty advising portion of the QEP is implemented in AY 19-20.

## **QEP Year 1 Summary and Recommendations**

RPCC Year 1 QEP Results were shared with faculty and staff at the fall 2019 Convocation. In sum, during Year 1, RPCC began to lay the foundation for implementation of the QEP by establishing benchmark data, assessing CCSS 1100, and developing a plan for implementation of faculty advising.

During Year 2, RPCC will:

1. Develop and implement the NSO Survey to assess the NSO;
2. Develop and implement alternative means for meeting the student learning outcomes of CCSS 1100 given that outcomes data for CCSS 1100 did not warrant continuing to offer the course as a 3-credit hour course and mandating that all new students take the course;
3. Implement a program-based faculty advising model;
4. Train PSA's and Faculty Advisors on, and launch, Degree Works; and
5. Develop and launch QEP website

Based upon the findings in Year 1, RPCC is reimagining its initial approach to advising. Initially, RPCC planned to leverage a team of three advisors. Moving forward, RPCC will leverage a team of two, PSA's and Faculty Advisors, with each covering one of the four key stages of the student experience:

- Connection (Interest to Application): This phase will be heavily influenced by, and the responsibility of, PSA's
- Entry (Enrollment through Completion of Gatekeeper Courses): PSA's and Faculty Advisors will share responsibility for this phase.
- Progress (Entry into Course of Study to 75% Requirements Completed): This phase will be heavily influenced by, and the responsibility of, Faculty Advisors
- Completion (Complete Course of Study to Credential with Labor Market Value): This phase will be heavily influenced by, and the responsibility of, Faculty Advisors

## QEP Student Learning Outcomes Results for AY 18-19

QEP Goal	Outcome	Strategies	Method of Assessment	Target	Results
1. Implement a revised student onboarding process that will immediately engage students in a collaborative, proactive advising process that encourages degree selection and course registration (Entry and Connection)	1.1 Students will identify their preferred field of study and choose a major informed by their interest, skill, and market demand	1.1.A Students will participate in the onboarding process	<ul style="list-style-type: none"> <li>Documentation of onboarding participation</li> </ul>	<ul style="list-style-type: none"> <li>75% of new students will participate in New Student Orientation</li> </ul>	<ul style="list-style-type: none"> <li>During AY 18-19, 1,149 first time and transfer students entered RPCC. Of these, 176 (15%) participated in New Student Orientation.</li> </ul>
		1.1.B During advising sessions, students will discuss their goals in order to validate their major selection	<ul style="list-style-type: none"> <li>Documentation from CCSS Courses</li> </ul>	<ul style="list-style-type: none"> <li>75% of students will validate major by the end of 2<sup>nd</sup> semester.</li> </ul>	<ul style="list-style-type: none"> <li>45% of the 1,149 first-time freshman and transfer students that entered RPCC in AY 18-19 validated their major by the end of their 2<sup>nd</sup> semester (with their CCSS Instructor through the CCSS course)</li> </ul>

QEP Goal	Outcome	Strategies	Method of Assessment	Target	Results
<p><b>2.</b> Foster an environment in which advisor-advisee accountability enhances student retention (Entry and Progress)</p>	<p><b>2.1</b> Students will recognize the advisor/advisee process, to include the roles and responsibilities of both advisors and advisees</p>	<p><b>2.1.A</b> Students will receive an advising syllabus</p>	<ul style="list-style-type: none"> <li>Students will sign an acknowledgement form</li> </ul>	<ul style="list-style-type: none"> <li>100% of CCSS students will receive syllabus for CCSS</li> </ul>	<ul style="list-style-type: none"> <li>Approximately 45% of new students (first time freshman and transfer) enrolled in a CCSS course during AY 18-19. All CCSS students (100%) received a syllabus.</li> </ul>
		<p><b>2.1.B</b> Students will bring completed check list to their faculty advising session</p>	<ul style="list-style-type: none"> <li>Students will bring completed check list to their faculty advising session</li> </ul>	<ul style="list-style-type: none"> <li>60% of students will bring completed check list to their initial session</li> </ul>	<ul style="list-style-type: none"> <li>During AY 18-19, RPCC did not implement the faculty advising portion of the QEP. Plans are underway for implementation of faculty advising in AY 19-20.</li> </ul>
		<p><b>2.1.C</b> Students will complete the syllabus quiz in the CCSS 1100 course</p>	<ul style="list-style-type: none"> <li>Students will complete the syllabus quiz in the CCSS 1100 course</li> </ul>	<ul style="list-style-type: none"> <li>75% of students will score 70% or higher on the advising syllabus quiz</li> </ul>	<ul style="list-style-type: none"> <li>Only 71 students in CCSS courses were given a syllabus quiz. Of those, 94% scored a 70% or higher. CCSS instructors were not properly informed that they should have given a syllabus quiz.</li> </ul>

QEP Goal	Outcome	Strategies	Method of Assessment	Target	Results
<p><b>3.</b> Assist student in identifying degree program requirements that lead to timely degree completion. (Progress and Completion)</p>	<p><b>3.1</b> RPCC faculty advisors and advisees will identify degree plan requirements and monitor progress toward timely degree completion</p>	<p><b>3.1.A</b> Students will develop an educational plan to guide their academic progress toward completion of their degree</p>	<ul style="list-style-type: none"> <li>• Students will create an educational plan and submit the plan as an assignment in the CCSS 1100 course</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of students in the CCSS 1100 course will create an educational plan</li> </ul>	<ul style="list-style-type: none"> <li>• All students in CCSS 1100 courses were provided program guides for their programs and were assisted with scheduling courses</li> </ul>
		<p><b>3.1.B</b> During advising sessions, students will review their educational plan for accuracy, discuss any foreseeable challenges, and develop an action plan to address these challenges</p>	<ul style="list-style-type: none"> <li>• Students will provide their educational plan for review and feedback from their PSA or FA</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of students will meet with their advisor to discuss career choices</li> </ul>	<ul style="list-style-type: none"> <li>• During AY 18-19, RPCC did not implement the faculty advising portion of the QEP. Plans are underway for implementation of faculty advising in AY 19-20.</li> </ul>