

RPCC FALL 2019 - SPRING 2020 PROGRAM ASSESSMENT SUMMARY

RPCC Program Assessment (AY 2019-2020)										
Program	Semester	Course Assessed/Number of Students	Fail	Meet	Exceed	PLO/SLO	Institutional Competency	Assessment Criteria/Method	Observations and Strategies for Improvement	Course Sections Assessed
Associate of Arts/Associate of Science (AALT/ALST) Louisiana Transfer	Fall 2019	Speech 1200 / Students 209	15%	2%	83%	PLO 1: Students will learn to read, write, and listen effectively SLO1: Students will create and deliver a public address with a viable introduction, body, and conclusion.	Read, write, listen critically and effectively.	Persuasive speech outline/delivery	Observations: The performance targets were met. However, the following areas were identified as needing improvement: faculty should spend more time focusing on developing a strong outline, assisting students with finding references, and showing students how to use a visual aid in a presentation. Also, there should be a consistent assignment and rubric across sections. Strategies for Improvement: more instructional time should be spent on preparing the speech outline, finding appropriate references, and providing examples of appropriate uses of visual aids. Also, a consistent Persuasive Speech assignment and rubric should be developed and used across all sections.	12
		Seated / Students 168	16%	1%	83%					
		Distance / Students 41	12%	5%	83%					
	Spring 2020	Math 1100 / Students 789	28%	28%	44%	PLO2: Student will be able to use quantitative skills and the concepts and methods of mathematics to solve problems. SLO1: Student will be able to Solve equations in a variety of formats	Computational	Chapter/Unit Test	Observations: Even though the performance targets were met, Math faculty feel that using the same test across all sections will benefit analysis. Strategies for Improvement: Develop and utilize the same test across all sections.	26
Program	Semester	Course Assessed/Number of Students	Fail	Meet	Exceed	PLO/SLO	Institutional Competency	Assessment Criteria/Method	Observations and Strategies for Improvement	Course Sections Assessed
		Speech 1200 / Students 209	15%	2%	83%				Observations: The performance	

Associate of General Studies (AGS)	Fall 2019	Seated / Students 168	16%	1%	83%	<p>PLO 1: Students will learn to read, write, and listen effectively SLO1: Students will create and deliver a public address with a viable introduction, body, and conclusion.</p>	Read, write, listen critically and effectively	Persuasive speech outline/delivery	<p>Observations: The performance targets were met. However, the following areas were identified as needing improvement: faculty should spend more time focusing on developing a strong outline, assisting students with finding references, and showing students how to use a visual aid in a presentation. Also, there should be a consistent assignment and rubric across sections. Strategies for Improvement: more instructional time should be spent on preparing the speech outline, finding appropriate references, and providing examples of appropriate uses of visual aids. Also, a consistent Persuasive Speech assignment and rubric should be developed and used across all sections.</p>	12
		Distance / Students 41	12%	5%	83%					
	Spring 2020	Math 1100 /Students 789	28%	28%	44%	<p>PLO2: Student will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.</p> <p>SLO1: Student will be able to solve equations in a variety of formats.</p>	Computational	Chapter/Unit Test	<p>Observations: Even though the performance targets were met, Math faculty feel that using the same test across all sections will benefit analysis. Strategies for Improvement: Develop and utilize the same test across all sections.</p>	26
Program	Semester	Course Assessed/Number of Students	Fail	Meet	Exceed	PLO/SLO	Institutional Competency	Assessment Criteria/Method	Observations and Strategies for Improvement	Course Sections Assessed
	Fall 2019	TEAC 2010 / Students 6	17%	0	83%	<p>PLO2: Student will demonstrate understanding of educational reforms and apply this knowledge to Department of Education reports. SLO2: Student will demonstrate understanding of educational reform in Louisiana and the United States then apply this knowledge to Department of Education reports.</p>	Communication, critical thinking, specialized knowledge, applied learning, information literacy	Department of Education Report Project	<p>All students met the performance target, so no improvements were needed. However, the instructor does plan to provide additional information on how to write an APA research paper to support students who are learning how to write a formal research paper.</p>	1

Associate of Science in Teaching (AST)	Spring 2020	<u>TEAC 203 Students 6</u>	0%	17%	83%	<p>PLO1: Student will be able to communicate effectively in writing demonstrating correct grammar usage, organization, spelling, and effective word use</p> <p>SLO2: Student will demonstrate knowledge of major theories of human development theories, moral development, behavior-based theories, and legal rights regarding special needs students, through written and oral work.</p>	Communication, information Literacy	504 & ADA Research Project	There were no improvements made or initiated in response to these results because all students met or exceeded the expectations.	1
Program	Semester	Course Assessed/Number of Students	Fail	Meet	Exceed	PLO/SLO	Institutional Competency	Assessment Criteria/Method	Observations and Strategies for Improvement	Course Sections Assessed
Associate of Applied Science (AAS) Business Office Administration	Fall 2019	<u>Legal Environment of Business (BUSN 2200) / Students 16</u>	0	6%	94%	<p>PLO1: Apply critical thinking and reasoning skills in a business environment</p> <p>SLO6: Student will be able to describe the process for negligence analysis.</p>	Critical thinking, applied learning.	Case Analysis on Torts	Many non-participative students, but those who engaged largely succeeded. The instructor plans to create more readings/videos to engage more students in the assignment.	1
	Fall 2019	<u>ECON 2010 Principles of Macroeconomics /Students 49</u>	8%	6%	86%	<p>PLO5: Student will be able to evaluate, synthesize, articulate, and communicate information from a variety of sources.</p> <p>SLO6: Describe trade protectionism and identify and explain examples of protectionist protectionist measures.</p>	Critical thinking	Research Paper on Trade Barriers	Students that engaged with the course performed well. The instructor plans to add more instructor-led videos to better explain the assignment and to engage students.	3
		<u>Seated / Students 20</u>	0%	5%	95%					
		<u>Distance / Students 29</u>	14%	7%	79%					
Program	Semester	Course Assessed/Number of Students	Fail	Meet	Exceed	PLO/SLO	Institutional Competency	Assessment Criteria/Method	Observations and Strategies for Improvement	
Practical Nursing Technical Diploma (TD)	Fall 2019	<u>HNUR 2523 / Students 25</u>	0	25	100%	<p>PLO1: Student will be able to demonstrate knowledge of various mental illnesses.</p> <p>SLO8: Student will be able to identify signs and symptoms of alterations in mood, judgement, cognition, reasoning, and various acute or chronic diagnoses.</p>	Empathy training	Case Study, Role Play	Overall, the students demonstrated effective communication while interacting with patients, families, and the interdisciplinary health team. Furthermore, the students were able to analyze and verbalize defense and coping mechanisms.	2
	Spring 2020	<u>HNUR 2813 /Students 25</u>	0	25	100%	<p>PLO2: Student will be able to demonstrate the role of an entry-level nurse in a clinical setting.</p> <p>SLO4: Student will be able to demonstrate entry-level understanding of the practical nursing role in collaboration with the health care team.</p>	Applied Learning, Professional Practice	Clinical Externship	Performance targets were met during this assessment cycle and no immediate interventions are needed. Faculty will continue to use the simulation exercises in the course. However, with the onset of COVID, faculty have developed and incorporated virtual simulation exercises into the course.	3

Program	Semester	Course Assessed/Number of Students	Fail	Meet	Exceed	PLO/SLO	Institutional Competency	Assessment Criteria/Method	Observations and Strategies for Improvement	Course Sections Assessed
Medical Assisting Certificate of Technical Studies (CTS)	Fall 2019	<u>MAST 1214 / Students 32</u>	19%	6%	75%	<p>PLO1: Apply general knowledge of effective communication skills.</p> <p>SLO1: Student will be able to demonstrate effective client/staff communication, both verbal and non-verbal, while performing front office duties.</p>	Critical Thinking, Communication	Case Study, Role Play	The target was met and no interventions are needed. The target will be increased to 80% in future assessment cycles.	3
	Spring 2020	<u>MAST 2100 / Students 23</u>	9%	65%	26%	<p>PLO2: Student will be able to demonstrate phlebotomy skills in a safe manner in the laboratory and clinical setting.</p> <p>SLO1: Student will be able to demonstrate knowledge of common testing performed in a clinical laboratory and at point of care.</p>	Specialized Knowledge, Professional Practice	Skills Checkoff	Performance targets were met during this assessment cycle and no immediate interventions are needed. Faculty will continue to use lab simulations, practice drills and skills check-offs to ensure students have the required baseline phlebotomy skills prior to entering the clinical setting. Faculty will continue development of skills check-off rubrics to make sure they contain the necessary components for evaluation. It will be expected that the faculty review the data provided by the skills check-off to incorporate additional methods in order to meet the learning objectives.	3
Program	Semester	Course Assessed/Number of Students	Fail	Meet	Exceed	PLO/SLO	Institutional Competency	Assessment Criteria/Method	Observations and Strategies for Improvement	Sections
Medical Coding	Fall 2019	<u>HEIT 1100 / Students 8</u>	25%	0%	75%	<p>PLO 2: Student will be able to assign diagnostic and procedure codes using ICD-10 (CM/PCS)</p> <p>SLO6: Student will be able to utilize the principles of ICD-10-CM/PCS, CPT, and HCPCS to complete intermediate and advanced inpatient case study coding exercises.</p>	Applied Learning, Specialized Knowledge	Mid Term Examination	75% were able to successfully complete the diagnoses and procedural code for scenarios presented in the allowed timeframe. 25% were not successful. Additional practice scenarios should be assigned to help the students strengthen coding skills. More detailed discussion during class time explaining the rationale for the correct codes is also needed. Short coding drills should also be incorporated into classtime.	1

Medical Coding Certificate of Applied Science	Spring 2020	<u>HEIT 2030 / Students 14</u>	7%	50%	43%	<u>PLO1:</u> Student will be able to demonstrate a fundamental knowledge of the human body and medical terminology as they apply to medical coding. <u>SLO6:</u> Student will be able to describe the major diseases affecting each organ system.	Communication, Critical Thinking	Case Study on Asthma	Performance targets were met during this assessment cycle and no immediate interventions are needed. Faculty will continue to use the Case Study approach to ensure students learn the medical terminology and anatomy associated with pathophysiology. These are fundamental prerequisites to ensure accurate coding of diagnoses and procedures in health care systems. Faculty will continue to work on development of assessment rubrics specific to each of the various case studies used in the Medical Coding program.	1
Program	Semester	Course Assessed/Number of Students	Fail	Meet	Exceed	PLO/SLO	Institutional Competency	Assessment Criteria/Method	Observations and Strategies for Improvement	Course Sections Assessed
Patient Care Technician Certificate of Technical Studies (CTS)	Fall 2019	<u>MAST 1003 /Students 6</u>	0	33%	67%	PLO 5: Student will be able to apply general knowledge of body systems and disorders. SLO4: Student will be able to identify abnormal anatomy and physiological body system disorders.	Computational, Applied Learning	Chapter Test/Case Study	The performance target was met and no immediate interventions are needed. Faculty will continue to monitor student understanding of anatomy and physiology (both normal and abnormal) using the chapter test.	1
	Spring 2020	<u>MAST 1214 /Students 7</u>	14%	14%	71%	<u>PLO1:</u> Student will be able to apply general knowledge of effective communication skills. <u>SLO1:</u> Student will be able to demonstrate effective client staff communication both verbal and non-verbal while performing front office duties.	Communication, Critical Thinking	Case Study, Role Play	Performance targets were met during this assessment cycle and no immediate interventions are needed. Faculty will continue to use the role-playing simulations within the course in order to enhance the students communication and critical thinking skills. Faculty are developing and implementing more virtual simulation exercises into the course in response to COVID-19	1
Program	Semester	Course Assessed/Number of Students	Fail	Meet	Exceed	PLO/SLO	Institutional Competency	Assessment Criteria/Method	Observations and Strategies for Improvement	Course Sections Assessed

Applied Associate of Science (AAS) Process Technology	Fall 2019	<u>PTEC 1010 / Students 31</u>	23%	13%	64%	<p>PLO 1: Apply business communication using listening, verbal, and written, and electronic forms that are needed for entry level employment</p> <p>SLO1: Students will identify and describe the various process industries and the roles, responsibilities, and expectations for the process technician.</p>	Professional Practice	Create an essay of a desired industry facility, explain typical PTEC job tasks	Observations: Absenteeism is a problem; course needs more hands-on content earlier in the semester; traditional lecture format does not engage students. Strategies for Improvement: Develop and implement a participation policy; develop team to design hands-on lessons	1
	Spring 2020	<u>PTEC 1330 / Students 35</u>	9%	37%	54%	<p>PLO 2: Apply mathematical reasoning, applied sciences, and technical literacy concepts for industry to meet employment requirements.</p> <p>SLO1: Using knowledge of symbols, process diagrams and instrumentation, sketch a simple process diagram, including control loops.</p>	Computational	Using Plant "A" complete a one-line diagram of the Plant including flows, equipment, controls, and instruments.	Observations: Target was met, and no immediate interventions are needed. However, there is a need for virtual lab capability. The spring 2020 semester was heavily impacted by COVID-19, which resulted in challenges with lab components of the course. Strategies for Improvement: Work with Business and Industry Partners to develop a virtual lab for implementation in spring 2021.	2
	Spring 2020	<u>PTEC 1331 (lab) / Students 34</u>	29%	15%	56%	<p>PLO 2: Apply mathematical reasoning, applied sciences, and technical literacy concepts for industry to meet employment requirements.</p> <p>SLO 1: Using knowledge of symbols, process diagrams and instrumentation, sketch a simple process diagram, including control loops.</p>	Computational	Using Plant "A" complete a one-line diagram of the Plant including flows, equipment, controls, and instruments.	Observations: Target was met, and no immediate interventions are needed. However, there is a need for virtual lab capability. The spring 2020 semester was heavily impacted by COVID-19, which resulted in challenges with lab components of the course. Strategies for Improvement: Work with Business and Industry Partners to develop a virtual lab for implementation in spring 2021.	1
Program	Semester	Course Assessed/Number of Students	Fail	Meet	Exceed	PLO/SLO	Institutional Competency	Assessment Criteria/Method	Observations and Strategies for Improvement	Course Sections Assessed
Applied Associate of Science (AAS) Industrial	Fall 2019	<u>Core 1003 / Students 16</u>	0%	0%	100%	<p>PLO 1: Apply communication skills using verbal, written, and electronic transmission of information for entry level employment.</p> <p>SLO 1: Explain the importance of safety in the construction and industrial crafts.</p>	Communication	Topic Paper and Class Presentation	Observations: Performance targets were met so no interventions are needed. The performance target should be increased to 80%.	2

Instrumentation Technology	Spring 2020	ENTR 1420 / Students 65	0%	26%	74%	<p>PLO 2: Apply mathematical principles, applied sciences, and computer application to solve technical problems according standards.</p> <p>SLO1: Calculate conversions of various numbering systems</p>	Computational	Examinations during semester	<p>Observations: Performance targets were met. However, our Business and Industry Advisory Committee wants us to incorporate more advanced technologies into the program. Strategies for Improvement: Apply for grant to explore and fund more advanced technologies</p>	2
Program	Semester	Course Assessed/Number of Students	Fail	Meet	Exceed	PLO/SLO	Institutional Competency	Assessment Criteria/Method	Observations and Strategies for Improvement	Course Sections Assessed
Drafting & Design Technology Technical Diploma (TD)	Fall 2019	DRFT 1000 / Students 20	5%	80%	15%	<p>PLO: Interpret data, sketches, and views. SLO: Identify standards and explain their uses</p>	Communication	Drawing Exercise	<p>Target objective was met, so no immediate intervention is needed. However, the faculty member notes that students struggle the most with visualization (seeing various views of an object and being able to see how the various views form the entire object). To assist students with this, faculty will continue to give students simpler views and build up to more complex views.</p>	1
	Spring 2020	CADD 1100 /Students 10	20%	80%	0%	<p>PLO 2: Demonstrate fundamentals such as geometric construction through drawings. SLO 1: Geometrical reasoning, Calculate Measurements, Pring Literacy</p>	Computational	Drawing Exercise	<p>Target objective was met, so there is no need for immediate intervention. Increase the performance target to 90% for future assessments.</p>	1
Program	Semester	Course Assessed/Number of Students	Fail	Meet	Exceed	PLO/SLO	Institutional Competency	Assessment Criteria/Method	Observations and Strategies for Improvement	Course Sections Assessed
	Fall 2019	IMMT 1013 / Students 10	30%	0%	70%	<p>PLO 1: Apply communication skills using verbal, written, and electronic transmission of information for entry level employment. SLO 1: Explain the idea of a safety culture and its importance in the construction crafts.</p>	Communication	Safety Check Sheet of Lab	<p>Although the performance target was met, the assignment itself needs to be expanded to include a presentation by studnets so that students get more presentation experience. Students should also be asked what changes should be made to make the lab more safe, as opposed to simply identifying what is not safe. The performance target should be increased to 80% in future assessment cycles.</p>	1

<p>Applied Associate of Science Industrial Maintenance Technology</p>	<p>Spring 2020</p>	<p><u>INMT 1153 / Students 10</u></p>	<p>10%</p>	<p>90%</p>	<p>0%</p>	<p>PLO 2: Proficient with measurements, fractions, and dimensional geometry. SLO 1: Describe the different types of drawings and their uses.</p>	<p>Computational</p>	<p>Examination</p>	<p>Performance target was met, so intervention is needed at this point. It is noted that enrollment in the IMMT program is low, compared to other AAS programs. This is likely because employers require more skills/knowledge than what the program currently offers. After working with business and industry partners, faculty recommend that the pipefitter apprentice CTS curriculum be incorporated into the IMMT program. Combining the pipefitter curriculum into the IMMT program will make graduates more employable, which should lead to an increase in enrollment. These changes will be brought to the Curriculum Committee in fall 2020 for implementation in the 2021-2022 academic year.</p>	<p>1</p>
<p>Program</p>	<p>Semester</p>	<p>Course Assessed/Number of Students</p>	<p>Fail</p>	<p>Meet</p>	<p>Exceed</p>	<p>PLO/SLO</p>	<p>Institutional Competency</p>	<p>Assessment Criteria/Method</p>	<p>Observations and Strategies for Improvement</p>	<p>Course Sections Assessed</p>
<p>Air Condition & Refrigeration Technical Diploma (TD)</p>	<p>Fall 2019</p>	<p><u>HACR 1150/ Students 12</u></p>	<p>0%</p>	<p>100%</p>	<p>0%</p>	<p>PLO: Apply communication skills using verbal, written, and electronic transmission of information for entry level employment. SLO: Demonstrate a basic understanding of wiring systems and career opportunities in the electrical trade.</p>	<p>Communication</p>	<p>Quiz</p>	<p>The performance target was met and no immediate interventions are needed. Increase the target to 80% in future assessment cycle.</p>	<p>1</p>
	<p>Spring 2020</p>	<p><u>HARC 1160 / Students 17</u></p>	<p>6%</p>	<p>94%</p>	<p>0%</p>	<p>PLO 2: Proficient with measurements, fractions, and dimensional geometry. SLO 1: Identify various types of pipe, tubing, and fittings.</p>	<p>Computational</p>	<p>Modern Refrigeration Test and Lab Book</p>	<p>Although the performance targets were met, it was clear that students needed more foundational skills before taking this course. The sequencing of courses within the curriculum needs to be revisited. Curriculum changes, specifically the sequencing of courses, will be presented to the Curriculum Committee in the fall 2020.</p>	<p>1</p>
<p>Program</p>	<p>Semester</p>	<p>Course Assessed/Number of Students</p>	<p>Fail</p>	<p>Meet</p>	<p>Exceed</p>	<p>PLO/SLO</p>	<p>Institutional Competency</p>	<p>Assessment Criteria/Method</p>	<p>Observations and Strategies for Improvement</p>	<p>Course Sections Assessed</p>

Electrical Helper Certificate of Technical Studies (CTS)	Fall 2019	<u>ELEC 1254 / Students 8</u>	10%	90%	0%	PLO 2: Proficient with measurements, fractions, and dimensional geometry. SLO 2: Identify the appropriate box type and size for a given application.	Computational	NCCER Level 1 Exam, NCCER Proficiency Performance	The performance target was met, so no immediate intervention is needed. Enrollment in the Electrical program itself does warrant attention.	1
	Spring 2020	<u>ELEC 1003 /Students 11</u>	18%	82%	NA	PLO 1: Apply communication skills using, verbal, written, and electronic transmission of information for entry level employment. SLO 1: Identify the various sectors and trade options in the electrical industry.	Communication	NCCER Level 1 exam.	Although the performance target was met, enrollment in the program continues to be low. Industry partners have recommended expanding the electrical curriculum and incorporating it into the AAS in instrumentation program. This will give student a broader knowledge base and make them more employable.	1
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Pipefitting Apprentice Certificate of Technical Studies (CTS)	Fall 2019	PIPE 1005 was supposed to be assessed but was not due to low enrollment in the Pipefitter Apprentice Program	NA	NA	NA	NA	NA	NA	Enrollment in the Pipefitter Apprentice program has been low for several years. Based upon input from business and industry partners, the Pipefitter Apprentice curriculum is recommended to be transitions into the IMMT program. The proposal will be brought to the Curriculum Committee in fall 2020 for implementation in the 2021-2022 academic year.	NA
	Spring 2020	<u>Core 1003 /Students 19</u>	11%	89%	NA	PLO 1: Apply communication skills using, verbal, written, and electronic transmission of information for entry level employment. SLO 1: Define incidents and the significant costs associated with them.	Communication	Safety Check Sheet of Lab	Although the performance target was met, the assignment itself needs to be expanded to include a presentation by students so that students get more presentation experience. Students should also be asked what changes should be made to make the lab more safe, as opposed to simply identifying what is not safe?	1
Program	Semester	Course Assessed/Number of Students	Fail	Meet	Exceed	PLO/SLO	Institutional Competency	Assessment Criteria/Method	Observations and Strategies for Improvement	Course Sections Assessed
	Fall 2019	<u>WELD 1005 / Students 11</u>	27%	18%	55%	PLO1: Interpret and understand welding terminology. SLO1: Describe the importance of safety, the causes of workplace incidents, and the process of hazard recognition and control.	Communication	NCCER Core Exam, Walk Around Safety Check Sheet, Safety Data Sheet Exam, Check Sheet of Personal Protective Equipment	Target performance was met, so no immediate intervention is needed. Increase performance target to 80% in future assessment cycles.	1

<p>Welding Technology Technical Diploma (TD)</p>	<p>Spring 2020</p>	<p><u>WELD 1401/ Students 7</u></p>	<p>0</p>	<p>67%</p>	<p>33%</p>	<p><u>PLO 1:</u> Apply skills necessary for entry level welding. <u>SLO 1:</u> Describe the basic properties and types of carbon and stainless steel.</p>	<p>Communication</p>	<p>NCCER Level 3 Exam, Proficiency Performance</p>	<p>Target objectives were met. After reviewing the data with the faculty it was determined that students that failed to perform the required competencies did not transition the theory lessons into the lab environment. Theory needs to be taught in a more hands-on way, as opposed to lecture or online modules. The COVID-19 pandemic, which forced all classes in spring 2020 into a virtual environment, required faculty to quickly transition theory-based lessons into a virtual environment.</p>	<p>1</p>
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