

**RIVER PARISHES
COMMUNITY COLLEGE**



**INSTITUTIONAL EFFECTIVENESS
FRAMEWORK AND GUIDELINES**

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River Parishes Community College

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Foreword

Institutional effectiveness is the systematic and ongoing process of collecting, analyzing and acting on data and information relating to the goals and outcomes developed to support the college mission statement. RPCC institutional effectiveness process is designed to determine the extent to which the institution achieves its goals and objectives to support the college mission which includes the Core College Initiatives (CCI). The College Mission and Core College Initiatives are an integral part of the institutional effectiveness process, in that each individual goal must support one or more of the Core Initiatives. At the end of each fiscal year, each department and support units conduct an assessment in order to identify outcomes that have been met, as well as those that have not been met. The implications or use of the assessment results aid in the development of the goals and objectives for the following year and/or to make budget decisions that support new initiatives. Thus, institutional effectiveness is oriented toward measuring results and using those results to aid in decision-making and continuous improvement.

RPCC engages in ongoing, integrated, research-based planning and evaluation processes that incorporates a review of the institutional mission, goals, and outcomes; result in continuous improvement in institutional quality; and demonstrates the institution is effectively accomplishing its mission.

For questions regarding this publication, please contact Melba Kennedy, Director of Institutional Research and Effectiveness at mkennedy@rpcc.edu or 225-743-8500.

Planning and Assessment Processes

RPCC planning and evaluation processes are aligned with the college mission which includes the core college initiatives. The ongoing processes include, strategic planning, which includes student learning outcomes planning and assessment, program reviews, as well as additional planning and evaluation processes related to curriculum, personnel, finance, and institutional services.

Institutional Effectiveness strategic planning is substantiated through the annual unit planning process which include strategies, action steps, results, supporting documentation, improvements achieved and use of the results. Data is collected to evaluate the results and inform the annual work plan for the coming year. In addition, data are used to monitor how the five-year IE Strategic Plan is progressing. The products of the evaluation are assessment findings, descriptions of changes to the programs and activities implemented based on findings.

Degree Program Assessment Matrixes (PAMs) are created for each degree program. Each of the PAMs are aligned with standardized assessment rubrics for each program. The student learning outcomes on the master syllabi are aligned to the relevant degree program. Along with course-embedded assignments within courses, RPCC uses Educational Testing Services (ETS Data) as a standardized tool for assessing student learning outcomes for degree programs and the Community College Survey of Student Engagement (CCSSE) as an indirect assessment tool to measure student's participation and engagement. The results of these are discussed with lead faculty members and the faculty general assembly to determine strategies for improving student learning.

The Program Review Assessment Committee (PRAC) chair meets with each Program Coordinator annually to discuss the results from the Rubric assessments (general education and technical), ETS test, CCSSE survey, and the Advisory Committee analysis of the programs are discussed. The PRAC chair and Program Coordinators discuss ways to address the needs of the program, if there are any, and how to improve student performance. This information is included in the Program Improvement Plan (PIP). Finally, to complete the review cycle the PAC chair reviews the Program Review Checklist to ensure all the necessary information has been submitted and compiles all of the data into the Program Review and Assessment chart.

The Office of Academic Affairs manages the Program Review Process and works very closely with the Office of Institutional Research and Effectiveness, which monitors the process. The Institutional Effectiveness charge is serve as n open clearinghouse to dialogue and move data into action leading to continuous quality improvement. The committee's charge is to evaluate program review and outcomes assessment results in alignment with our college wide strategic goals. The Office of Administration & Finance reviews the recommendations for fiscal viability and Executive Leadership Team for implementation. The goal is to help the college maximize fiscal, physical, human, and technological resources to improve student learning and achievement.

The Program Review process is a collaboration between the Division Coordinators, program leads and faculty. The Division Coordinators and program leads specifically work with Program Reviews and their group to provide mentoring/training, review submissions, provide feedback, and submit results to the Vice Chancellor of Academic Affairs. . RPCC's planning and evaluation processes allow the institution to measure and demonstrate that the mission is being accomplished.



Institutional Effectiveness Calendar

Fiscal Year Begins

June

- Input General Ed. and Technical Education Data

July

- Administer Alumni Survey
- Conduct Unit Plan Assessment
- Complete Annual Assessment Reports

August

- Develop Unit Plan Assessment Handbook
- Review Alumni Survey Results
- Assign QEP Advisor/Advisee
- Develop New Unit Plans & Review **Mission Statement**
- Incorporate Strategic Plan Updates
- Assign courses for rubric assignments (Fall Freshman-level courses)

May

- Collect Technical and General Education Rubric Data

April

- Complete Faculty and Course Evaluations
- Advisor/Advisee Survey
- Division Coordinators discuss Rubrics and Survey Data
- Administer ETS Test (given the week before Spring Break)



September

- Conduct Advisory Board Meetings
- Administer Institutional Assessment Survey
- Implement and Monitor Unit Plans
- Administer SENSE Survey every Odd Year

March

- Administer CCSSE Survey every Odd Year
- Monitor Unit Plans

October

- Conduct Advisory Board Meetings
- Meet with Academic Lead Faculty to discuss PIP, Rubric, & Survey Results

February

- Conduct Program Review Committee Meetings
- Meet with Academic PIP Division Coordinators and Lead Faculty to Discuss Results

November

- Conduct Advisory Board Meetings
- Compile Rubric Data Collection
- Conduct Faculty and Course Evaluation Surveys

January

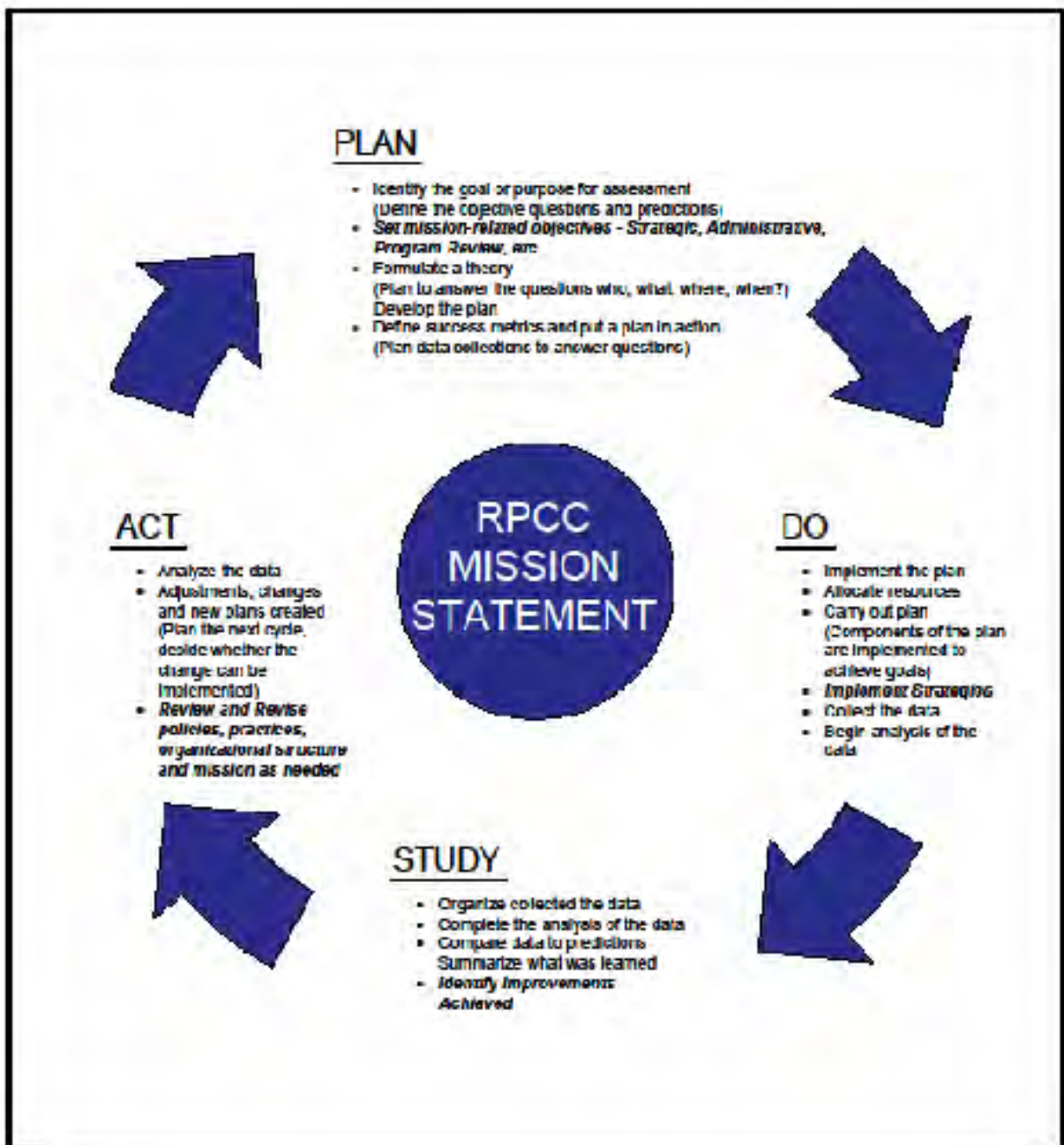
- Assign courses for rubric assignments (Spring second-level courses)

December

- Collect Graduate Survey Data
- Monitor Unit Plans

RPCC Institutional Effectiveness Model

The RPCC Institutional Effectiveness Model is a four-phase on-going process designed to ensure that River Parishes Community College's mission and goals are being achieved.



Explanation of RPCC's Institutional Effectiveness Model

RPCC IE Model is a cyclical process that shows how RPCC implements continuous improvement in its programs and services using the Deming Cycle. This is the model that RPCC follows when conducting any form of assessments on an institutional level.

PHASE 1: DEVELOP THE PLAN (PLAN)

- The goals, objectives and expected outcomes including student learning outcomes are identified and must be linked directly to the mission. Goals and objectives are established at the institution level, program level, and unit level based on prior year results to provide a roadmap for a systematic and ongoing process of collecting information to improve the overall effectiveness of the institution.

PHASE 2: IMPLEMENT THE PLAN (DO)

- RPCC utilizes WEAVE, an online portal to enter annual unit plans, which allows for on-going accessibility for unit leaders to add updates throughout the implementation phase as well as provide the status of accomplished objectives through supporting documentation. Individuals and units implement strategies to achieve targets established in the goals or outcomes.

PHASE 3: EVALUATE THE IMPACT ACCORDING TO SPECIFIC CRITERIA (STUDY)

- Unit Plan objectives/strategies are evaluated based on a scoring rubric. The rubric, an evaluation tool, measure the effectiveness development and implementation process, and/or success of the plan. In addition, the Institutional Effectiveness Committee reviews the unit plans and provide feedback to unit leaders.

PHASE 4: ADJUST STRATEGIES TO BETTER MEET CRITERIA (ACT)

- The results and analysis are used to guide decisions regarding improvements to the institution. All unit plan activities are reviewed to identify the impact of objectives. The IE Comprehensive Unit Plan Assessment Handbook is developed to summarize objectives/strategies results based on the evaluation of the IE Annual Unit Plan Assessment Rubric to determine if the objective was accomplished, partially accomplished, or not accomplished in achieving the set goals.

Mission Statement Review and Approval

RPCC's procedures for reviewing, revising, and publishing its mission statement:

1. The Mission Statement is reviewed annually by the Chancellor's Leadership Team as well as the Institutional Effectiveness Unit Plan leads when developing the Annual Unit Plans.
2. The Louisianan Community College System (LCTCS) office will review the mission statement when it is revised and vote on the institution's Mission Statement during regularly scheduled Board meetings.
3. The Board-approved Mission Statement will be published and shared with RPCC's constituencies on the institution's website and the College Catalog/Student Handbook.

Strategic Planning and Evaluation

RPCC strategic planning and evaluation reflect the continuing evolution of the institution's successes and opportunities. Developed by the institution leadership team with input from departmental staff. RPCC Five-Year IE Strategic Plan identifies the institution's mission, goals, objectives, and action steps for RPCC

RPCC strategic planning committee is charged with the responsibility of developing, reviewing, and evaluating the institution's Strategic Plan. The leadership team meets periodically to assess the progress toward the achievement of the institution's mission, goals, and objectives. Strategic planning reports document the status of the institution's IE Strategic Plan.

Institutional Effectiveness Unit Plans

River Parishes Community College identifies expected outcomes, evaluates the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of results for its educational programs, administrative support services, academic and student support services, within its mission. The following information is reported annually in the Institutional Effectiveness Unit Plans:

1. **Goals:** Broad statements about desired results
2. **Objectives/Strategies:** Active-web descriptions of a specific point or task this project will accomplish and must be measurable.
3. **Action Plan:** Specific processes (steps/activities) that will be used to accomplish the objectives
4. **Success Measure:** Specify what and how objectives will be measured
5. **Target:** Specify the set date to accomplish objective(s)
6. **Results:** Report based on the assessment findings
7. **Improvement Achieved:** Specify the extent which desired outcomes where achieved
8. **Recommendations:** Designates next steps in light of reported results

Institutional Effectiveness plans are submitted annually to the Office of Institutional Effectiveness. The Institutional Effectiveness Committee uses a rubric as needed to evaluate plans and provide feedback to program and unit leaders.

College-Level General Education Competencies

The faculty members of River Parishes Community College (RPCC) have identified seven college-level general education competencies for transfer degree students to attain. Each transfer degree program at RPCC contains the general education core; thus, students enrolled in all transfer degree programs and those enrolled in technical programs that contain general education courses receive instruction linked to the general education competencies.

Instructors measure the extent to which students have attained the general education competencies through embedded assignments or assessments. Planning and assessment are integrated across all divisions and locations including the main campus, off-campus instructional sites, dual enrollment courses, and online learning. The general education process at RPCC involves evaluating student work using our internally created rubrics. Each semester (Fall & Spring) courses are selected to administer the rubrics for a given assignment. At the end of each semester the assignments are graded and collected and the data is entered. This data is utilized to assess our general education competencies as well as our eight transfer degrees. RPCC has chosen to evaluate our eight transfer degrees using our general education competencies because each degree has a minimum of 65% general education courses.

The Program Review and Assessment Committee (PRAC) members analyze the results and report the findings to the faculty. Together the PRAC and faculty utilize the findings to enhance and improve teaching, learning, and educational programs.

Student Learning Outcomes

RPCC identifies student learning outcomes, assesses the extent to which students achieve the learning outcomes, and provides evidence of improvement based on the analysis of results. Student learning outcomes for general educational programs have been defined through a collaborative effort of program faculty with consideration of best practices in the field of study and aligned with the General Education goals set by the Louisiana Board of Regents. Student learning outcomes for technical education programs have been defined through a collaborative effort of program faculty with consideration of best practices in the field of study along with feedback from industry partners.

RPCC's technical degrees are evaluated using technical rubrics created internally that assess program specific student learning outcomes. In addition, any technical degree requirements that fall under general education (i.e. English 1010) are evaluated through our general education process. The PRAC uses rubrics to evaluate all student learning outcomes. The results from the rubrics are provide to instructional faculty and program lead faculty.

Program Review

RPCC engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs that results in continuing improvement and demonstrates that the institution is effectively accomplishing its mission. The program review process ensures that RPCC maintains instructional programs that are directly related and appropriate to its mission and goals as well as to the certificates and degrees awarded.

The primary purpose of the program review is to improve or enhance support services, programs, curriculum, courses, teaching, and learning. The PRAC identifies strengths and areas for improvement in order to determine current needs and plan for the future direction of the program. Program reviews which includes Program Improvement Plans (PIPs) are conducted every two years. Members of the PRAC review the program improvement plans with program coordinators and lead faculty to determine if any program improvements are needed.

Curriculum Review

RPCC's curriculum review provides a mechanism for organizing and developing a course and/or program of study from an instructor's perspective. This process ensures faculty involvement in the curriculum development process and provides a broad-based cross-section of faculty to assist the administration in reviewing curricula proposals. This process also assists the college in maintaining consistency between the curricula and the mission and goals of the institution. The RPCC faculty develop a curriculum change or new program of study, these changes are presented to the administration for initial approval which indicates compliance with Louisiana Board of Regents (BoR) and Louisiana Community and Technical College System (LCTCS) policies, then the faculty present the changes to the faculty assembly for discussion and approval. After receiving faculty approval, the changes are submitted to the BoR and LCTCS for final approval. Once final approval is received from BoR and/or LCTCS, the changes are implemented.

Employee Evaluations

River Parishes Community College employee evaluations are designed to evaluate individual performance, promote professional growth and development, and improve overall institutional effectiveness of college personnel. Administrators, faculty, and staff are evaluated annually. River Parishes Community College employee evaluation procedures and evaluation instruments complies with LCTCS Policy # 6.010 Performance Evaluation and Salary Increases.

Chancellor Evaluation

It is the policy of the Louisiana Community & Technical College System that a performance evaluation be conducted for each Chancellor of the system, on an annual basis, by the System President. This evaluation will take the form of data analysis and review of the accomplishments of the LCTCS Strategic Plan, self-evaluation and goals and action plans for the upcoming year to be submitted to the System President. The System President will provide

feedback on the self-evaluation and goals and mutual expectations for annual performance will be determined for the upcoming year.

Timeline

1. **July:** The System President's office calls for initial outcomes and proposed goals for the upcoming year and information is submitted by each college CEO. The data is validated and submitted to colleges.
2. **August:** The System President meets to discuss the previous year's performance and proposed goals for the upcoming year.
3. **September:** The System President presents performance evaluation outcomes to the LCTCS Board.
4. **October/November:** The System President recommends any contractual changes for college CEOs to the system Board of Supervisors.

Chancellor Evaluation Components

There following are the two important aspects of the college CEO's evaluation:

1. The respective college outcomes related to the LCTCS strategic plan (75% of the evaluation)
2. The outcomes related to individual college specific goals as negotiated and agreed upon by the System President. (25% of the evaluation)

Considerations for contractual adjustments:

Annually, the system President shall make a recommendation to the Board Personnel Committee on contract terms for college CEOs.

Budgeting and Planning

At the beginning of the fiscal year, the Division of Administration for the State of Louisiana distributes the appropriation letter for the college. From this letter, RPCC's Business Office internally prepares its budget with input from the faculty, staff, and administration. The Louisiana Board of Regents provides instructions for the preparation of the budget. The LCTCS Board of Supervisors then reviews and approves the budget. After approval by the LCTCS Board of Supervisors, the budget is forwarded to the Louisiana Board of Regents for final approval.

RPCC receives its cash state appropriation in twelve equal payments. RPCC also has three semester periods of fall, spring and summer in which tuition and fee revenues are earned. Because of this steady cash flow and an in-depth budgeting process, RPCC adequately manages its cash flows to meet current liabilities.

Quality Enhancement Plan

In preparation for the College's reaffirmation of accreditation, the institution has developed a five-year quality enhancement plan to improve RPCC's advising process.