

Program Mission Statement

The goal of the Louisiana Transfer Associate Degree is to maximize the transfer process, meet the needs of students who enroll at a 2-year college with the intent to work toward a baccalaureate, and develop a universal transfer program for which the course work applied in pursuit of the degree will be acceptable at all public institutions in the state. The concentrations are in business, criminal justice, humanities, and social sciences.

AY is the fall and spring semesters of each academic year.

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- ✓ To enable students to acquire the general education competencies expected of an Associate of Arts Louisiana Transfer graduate.
- ✓ To provide coursework that will allow students to transfer with minimal or no loss of credit to a variety of baccalaureate degree programs offered by public senior institutions in the state.
- ✓ To connect core knowledge and skills to discipline specific information.

Target:

RPCC has defined student success as achieving a **70% (target)** on the rubric assignment. **Benchmark: 50%** of our students will reach this target each semester.

Assessment Timeline:

Freshman-level courses are assessed in the fall semester (1000-level courses). Sophomore-level courses are assessed in the spring semester (2000-level courses).

Outcomes	Assessment	Assessment Method	Results	Use of Results for Improvement
Students will be able to write a paper with a clear thesis, clear and well developed organization, which contains negligible grammatical errors, and follows all assignment requirements.	Students created a written paper.	The written paper was assessed with the English rubric.	<p><u>English Rubric Data for Fall 2015</u> 56.1% of 198 students met/surpassed the 70% target</p> <p><u>English Rubric Data for Spring 2016</u> 61.7% of 107 students met/surpassed the 70% target</p>	Target was met, so English faculty will continue to implement strategies that help students continue to be successful.
Students will be able to demonstrate knowledge of fine arts through effective communication, analysis and interpretation of works of art, and ability to apply problem solving strategies when making decisions.	Students completed an assignment in which they demonstrate the ability to effectively communicate about art through analysis or interpretation or works of art.	The assignment was assessed with the Fine Arts Rubric.	<p><u>Fine Arts Rubric Data for Fall 2015</u> 52.2% of 228 students met/surpassed the 70% target</p> <p><u>Fine Arts Rubric Data for Spring 2016</u> 57.9% of 76 students met/surpassed the 70% target</p>	Target was met, so Fine Arts (Art, Music, and Theater) faculty will continue to implement strategies that help students continue to be successful.
Students will be able to communicate, identify, and demonstrate an understanding of historical topics and their historical significance.	Students completed an assignment in which they demonstrate the ability to apply knowledge about historical topics and communicate the significance of the historical topic.	The assignments was assessed with the Humanities Rubric.	<p><u>Humanities Rubric Data for Fall 2015</u> 77.1% of 205 students met/surpassed the 70% target</p> <p><u>Humanities Rubric Data for Spring 2016</u> 72.3% of 224 students met/surpassed the 70% target</p>	Target was met, Humanities (Speech, History, Philosophy, Religion, Women and Gender, and English Literature) faculty will continue to implement strategies that help students continue to be successful.
Students will be able to determine the information needed for a specific purpose, find and accessed the needed information, and use the information effectively.	Students completed an assignment in which they will demonstrate the ability to access the necessary information and utilize the information effectively.	This assignment was assessed with the Information Literacy Rubric.	<p><u>Information Literacy Rubric Data for Fall 2015</u> 47.9% of 666 students met/surpassed the 70% target</p> <p><u>Information Literacy Rubric Data for Spring 2016</u> 71.9% of 334 students met/surpassed the 70% target</p>	The fall semester did not meet the 50% target, so the faculty made adjustments to assignments in all classes administering the Information Literacy rubric to better explain what the expectations were for the assignment. This redesign led to an improvement in the spring semester.
Student will be able to formulate, categorize, and justify the selection of a possible solution.	Students completed an assignment in which they will formulate possible solutions, categorize the solution options, and then justify the selection of the final solution.	This assignment was assessed with the Math/Analytical Rubric.	<p><u>Math/Analytical Rubric Data for Fall 2015</u> 41.8% of 219 students met/surpassed the 70% target</p> <p><u>Math/Analytical Rubric Data for Spring 2016</u> 49.8% of 287 students met/surpassed the 70% target</p>	<p>Math faculty will implement peer and instructor tutoring for students to utilize throughout the semester.</p> <p>Math faculty will implement revised assignments that more closely align to the SLO criteria in order to more accurately assess student learning.</p>

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<p>Students will be able to describe and analyze one or more relationships among science, technology, society, and/or demonstrates an understanding of scientific applications in everyday life.</p>	<p>Students completed an assignment in which they describe and analyze relationships between science, technology, and society.</p>	<p>This assignment was assessed with the Natural Sciences Rubric.</p>	<p><u>Natural Sciences Rubric Data for Fall 2015</u> 50.0% of 438 students met/surpassed the 70% target</p> <p><u>Natural Sciences Rubric Data for Spring 2016</u> 75.8% of 157 students met/surpassed the 70% target</p>	<p>Target was met, Natural Sciences (Biology, Chemistry, and Physical Science) faculty will continue to implement strategies that help students continue to be successful.</p>
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The degree program is designed to provide a well-rounded selection of courses for orientation to business/technology. The student will obtain technical and general education skills necessary for qualified entrance into management, marketing, or accounting fields.

Program Goals

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Data Benchmark:

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Assessment Timeline:

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Students will be able to use basic current business application software.	Students created a project using business software that demonstrates their proficiency in utilizing different programs.	Project was assessed using the Performance rubric.	<u>Performance Rubric Data for Fall 2015</u> No data submitted <u>Performance Rubric Data for Spring 2016</u> No data submitted	Business faculty will implement assignments starting in the Fall of 2016.
Students will be able to analyze types of businesses and financial information for internal decision making.	Students analyzed different components of a business to determine the best possible decision given a certain scenario.	The assignment was assessed using the Decision Making rubric.	<u>Decision Making Rubric Data for Fall 2015</u> No data submitted <u>Decision Making Rubric Data for Spring 2016</u> No data submitted	Business faculty will implement assignments starting in the Fall of 2016.
Students will be able to demonstrate understanding of the different types of businesses and basic business and management theories.	Students created a project to demonstrate the application of business and management theories.	The project was assessed using the Leadership and Management rubric.	<u>Leadership and Management Rubric Data for Fall 2015</u> No data submitted <u>Leadership and Management Rubric Data for Spring 2016</u> No data submitted	Business faculty will implement assignments starting in the Fall of 2016.
Students will be able to effectively create different types of communications.	Students created different business communications to demonstrate effective communication skills.	The assignment was assessed using the Business Communications rubric.	<u>Business Communications Rubric Data for Fall 2015</u> No data submitted <u>Business Communications Rubric Data for Spring 2016</u> No data submitted	Business faculty will implement assignments starting in the Fall of 2016.

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The purpose of this program is to prepare individuals for employment in the drafting and design and computer drafting and design fields.

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Students will be able to demonstrate a comprehensive understanding of drafting fundamentals, with the ability to read, interpret, and create industry prints across disciplines.	Students completed an in-class assignment that demonstrated their ability to read, interpret, and create drafting prints.	Project was assessed using the Fundamentals rubric.	<p><u>Fundamentals Rubric Data for Fall 2015</u> No data submitted</p> <p><u>Fundamentals Rubric Data for Spring 2016</u> 0% of 11 students met/surpassed the 70% target</p>	During the spring 2016 semester, first level courses were assessed and the student performance indicates a lack of knowledge about drafting fundamentals. Drafting faculty redesigned assignments to better assess entering students drafting skills.
Students will be able to individually and collaboratively, apply the principles of project management in designing projects.	Students completed an in-class assignment that demonstrated their knowledge of project management and drafting terminology.	The assignment was assessed using the Terminology rubric.	<p><u>Terminology Rubric Data for Fall 2015</u> No data submitted</p> <p><u>Terminology Rubric Data for Spring 2016</u> 0% of 10 students met/surpassed the 70% target</p>	During the spring 2016 semester, first level courses were assessed and the student performance indicates a lack of knowledge about drafting terminology and project management. Drafting faculty redesigned assignments to better assess entering students drafting skills.
Students will be able to demonstrate working knowledge of CASS, 3D-CADD and Advanced drafting programs.	Students completed a drafting project utilizing a variety of software applications and had to match the appropriate software for to the given task.	The project was assessed using the Software rubric.	<p><u>Software Rubric Data for Fall 2015</u> No data submitted</p> <p><u>Software Rubric Data for Spring 2016</u> 87.5% of 8 students met/surpassed the 70% target</p>	The target was met, but drafting faculty will continue to revise and update assignments.
Students will be able to solve design problems by thinking critically using analytical processes.	Students completed an evaluation of a scenario in which they had to provide the most appropriate solution for the given situation.	The assignment was assessed using the Problem Solving rubric.	<p><u>Problem Solving Rubric Data for Fall 2015</u> No data submitted</p> <p><u>Problem Solving Rubric Data for Spring 2016</u> 100% of 8 students met/surpassed the 70% target</p>	The target was met, but drafting faculty will continue to revise and update assignments.

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The purpose of this program is to provide the students with entry-level skills in the instrumentation craft and related career fields, and to provide entry-level instrument techniques that will meet Louisiana’s industrial needs.

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Students will be able to demonstrate a working knowledge of common industry safety practices.	Students complete an in-class quiz about common industry safety practices and requirements.	Quiz will be assessed with the Safety rubric.	<p><u>Safety Rubric Data for Fall 2015</u> No data submitted</p> <p><u>Safety Rubric Data for Spring 2016</u> No data submitted</p>	This rubric has not been implemented by the II faculty.
Students will be able to apply scientific and mathematical principles to solve technical problems in the field of industrial instrumentation.	Students had to analyze a drawing to determine where the potential problem would be.	Assignment was assessed with the Problem Solving rubric.	<p><u>Problem Solving Rubric Data for Fall 2015</u> 100% of 22 students met/surpassed the 70% target</p> <p><u>Problem Solving Rubric Data for Spring 2016</u> 72.7% of 11 students met/surpassed the 70% target</p>	The II faculty will continue to implement the rubrics and revise assignments to better assess students’ knowledge and skills.
Students will be able to use industry specific computer software to operate and troubleshoot equipment.	Students analyze a situation to determine what software is needed to troubleshoot the system and locate the problem.	Assignment will be assessed with the Software rubric.	<p><u>Software Rubric Data for Fall 2015</u> No data submitted</p> <p><u>Software Rubric Data for Spring 2016</u> No data submitted</p>	This rubric has not been implemented by the II faculty.
Students will be able to create business communications that pertain to the field of industrial instrumentation.	Students completed a variety of business communications to demonstrate the ability to effectively communicate in an industry setting.	Communication rubric.	<p><u>Communication Rubric Data for Fall 2015</u> 81.5% of 27 students met/surpassed the 70% target</p> <p><u>Communication Rubric Data for Spring 2016</u> No data submitted</p>	The II faculty will continue to implement the rubrics and revise assignments to better assess students’ knowledge and skills.

AY is the fall and spring semesters of each academic year.

Program Mission Statement

The purpose of the program is to train students to become process technicians who control and monitor the system that run industrial plants.

Program Goals

- ✓ To enable students to acquire the general education competencies expected of an Associate of Applied Science graduate.
- ✓ To connect core knowledge and skills to discipline specific information.

Data Benchmark: RPCC has defined student success as achieving a **70% (target)** on the rubric assignment. **Benchmark:** 50% of our students will reach this target each semester.

Assessment Timeline: Freshman-level courses are assessed in the fall semester (1000-level courses). Sophomore-level courses are assessed in the spring semester (2000-level courses).

Outcomes	Assessment	Assessment Method	Results	Use of Results for Improvement
Students will be able to demonstrate a working knowledge of common industry safety practices.	Students completed an in-class quiz about common plant safety practices and requirements.	Quiz was assessed using the Health and Safety rubric.	<p><u>Health and Safety Rubric Data for Fall 2015</u> No data submitted</p> <p><u>Health and Safety Rubric Data for Spring 2016</u> No data submitted</p>	PTEC faculty will be implementing the Health and Safety rubric starting in the fall 2016 semester.
Students will be able to develop and demonstrate appropriate communication skills including developing and interpreting operation procedures and technical reports.	Students completed a project in which a technical report had to be created.	Project was assessed using the Communications rubric.	<p><u>Communications Rubric Data for Fall 2015</u> No data submitted</p> <p><u>Communications Rubric Data for Spring 2016</u> 100% of 14 students met/surpassed the 70% target</p>	Targets was met, but PTEC faculty will continue to revise assignments to better align with the rubrics and that better assess student knowledge and skills.
Students will be able to demonstrate appropriate utilization of common equipment and tools.	Students completed an in-class assignment in which they had to match the appropriate tool or piece of equipment with the correct operation or task.	Assignment was assessed using the Applied Learning rubric.	<p><u>Applied Learning Rubric Data for Fall 2015</u> No data submitted</p> <p><u>Applied Learning Rubric Data for Spring 2016</u> 87.5% of 16 students met/surpassed the 70% target</p>	Targets was met, but PTEC faculty will continue to revise assignments to better align with the rubrics and that better assess student knowledge and skills.
Students will be able to analyze process drawings.	Students completed an evaluation of a scenario in which they had to provide the most appropriate solution for the given situation.	Critical Thinking rubric.	<p><u>Critical Thinking Rubric Data for Fall 2015</u> No data submitted</p> <p><u>Critical Thinking Rubric Data for Spring 2016</u> 95% of 20 students met/surpassed the 70% target</p>	Targets was met, but PTEC faculty will continue to revise assignments to better align with the rubrics and that better assess student knowledge and skills.

Program Mission Statement

This is a two-year program that allows a side choice of subjects. Students must meet certain basic requirements, but they are free to select other courses for career preparation, self-improvement, or cultural enrichment. Student may choose an area of concentration in arts and humanities, general business, natural science/mathematics, social/behavioral sciences or computer science. The degree may serve as a terminal degree program for those students who wish to fulfill cultural or vocational objectives in two years of general college work. It may also serve as a foundation for further study for those students who later desire to pursue a baccalaureate degree.

Program Goals

- ✓ To enable students to acquire the general education competencies expected of an Associate of General Studies graduate.
- ✓ To provide coursework that will allow students to transfer with minimal or no loss of credit to a variety of baccalaureate degree programs offered by public senior institutions in the state.
- ✓ To connect core knowledge and skills to discipline specific information.

Target:

RPCC has defined student success as achieving a **70% (target)** on the rubric assignment. **Benchmark: 50%** of our students will reach this target each semester.

Assessment Timeline:

Freshman-level courses are assessed in the fall semester (1000-level courses). Sophomore-level courses are assessed in the spring semester (2000-level courses).

Outcomes	Assessment	Assessment Method	Results	Use of Results for Improvement
Students will be able to write a paper with a clear thesis, clear and well developed organization, which contains negligible grammatical errors, and follows all assignment requirements.	Students created a written paper.	The written paper was assessed with the English rubric.	<p><u>English Rubric Data for Fall 2015</u> 56.1% of 198 students met/surpassed the 70% target</p> <p><u>English Rubric Data for Spring 2016</u> 61.7% of 107 students met/surpassed the 70% target</p>	Target was met, so English faculty will continue to implement strategies that help students continue to be successful.
Students will be able to demonstrate knowledge of fine arts through effective communication, analysis and interpretation of works of art, and ability to apply problem solving strategies when making decisions.	Students completed an assignment in which they demonstrate the ability to effectively communicate about art through analysis or interpretation or works of art.	The assignment was assessed with the Fine Arts Rubric.	<p><u>Fine Arts Rubric Data for Fall 2015</u> 52.2% of 228 students met/surpassed the 70% target</p> <p><u>Fine Arts Rubric Data for Spring 2016</u> 57.9% of 76 students met/surpassed the 70% target</p>	Target was met, so Fine Arts (Art, Music, and Theater) faculty will continue to implement strategies that help students continue to be successful.
Students will be able to communicate, identify, and demonstrate an understanding of historical topics and their historical significance.	Students completed an assignment in which they demonstrate the ability to apply knowledge about historical topics and communicate the significance of the historical topic.	The assignments was assessed with the Humanities Rubric.	<p><u>Humanities Rubric Data for Fall 2015</u> 77.1% of 205 students met/surpassed the 70% target</p> <p><u>Humanities Rubric Data for Spring 2016</u> 72.3% of 224 students met/surpassed the 70% target</p>	Target was met, Humanities (Speech, History, Philosophy, Religion, Women and Gender, and English Literature) faculty will continue to implement strategies that help students continue to be successful.
Students will be able to determine the information needed for a specific purpose, find and accessed the needed information, and use the information effectively.	Students completed an assignment in which they will demonstrate the ability to access the necessary information and utilize the information effectively.	This assignment was assessed with the Information Literacy Rubric.	<p><u>Information Literacy Rubric Data for Fall 2015</u> 47.9% of 666 students met/surpassed the 70% target</p> <p><u>Information Literacy Rubric Data for Spring 2016</u> 71.9% of 334 students met/surpassed the 70% target</p>	The fall semester did not meet the 50% target, so the faculty made adjustments to assignments in all classes administering the Information Literacy rubric to better explain what the expectations were for the assignment. This redesign led to an improvement in the spring semester.
Student will be able to formulate, categorize, and justify the selection of a possible solution.	Students completed an assignment in which they will formulate possible solutions, categorize the solution options, and then justify the selection of the final solution.	This assignment was assessed with the Math/Analytical Rubric.	<p><u>Math/Analytical Rubric Data for Fall 2015</u> 41.8% of 219 students met/surpassed the 70% target</p> <p><u>Math/Analytical Rubric Data for Spring 2016</u> 49.8% of 287 students met/surpassed the 70% target</p>	Math faculty will implement peer and instructor tutoring for students to utilize throughout the semester. Math faculty will implement revised assignments that more closely align to the SLO criteria in order to more accurately assess student learning.

Outcomes	Assessment	Assessment Method	Results	Use of Results for Improvement
<p>Students will be able to describe and analyze one or more relationships among science, technology, society, and/or demonstrates an understanding of scientific applications in everyday life.</p>	<p>Students completed an assignment in which they describe and analyze relationships between science, technology, and society.</p>	<p>This assignment was assessed with the Natural Sciences Rubric.</p>	<p><u>Natural Sciences Rubric Data for Fall 2015</u> 50.0% of 438 students met/surpassed the 70% target</p> <p><u>Natural Sciences Rubric Data for Spring 2016</u> 75.8% of 157 students met/surpassed the 70% target</p>	<p>Target was met, Natural Sciences (Biology, Chemistry, and Physical Science) faculty will continue to implement strategies that help students continue to be successful.</p>
<p>Students will be able to understand the processes of human behavior and social interactions.</p>	<p>Students completed an assignment in which they demonstrate their ability to make connections between social problems and human behaviors.</p>	<p>This assignment was assessed with the Social/Behavioral Rubric.</p>	<p><u>Social/Behavioral Rubric Data for Fall 2015</u> 46.9% of 358 students met/surpassed the 70% target</p> <p><u>Social/Behavioral Rubric Data for Spring 2016</u> 41.3% of 228 students met/surpassed the 70% target</p>	<p>Faculty will administer student learning styles inventory during the first week of school. At the end of the semester, they will administer a learning survey to assess if the students felt the learning styles inventory helped them improve their study habits.</p> <p>Faculty will implement revised assignments that more closely align to the SLO criteria in order to more accurately assess student learning.</p>

AY is the fall and spring semesters of each academic year.

Program Mission Statement

The goal of the Louisiana Transfer Associate Degree is to maximize the transfer process, meet the needs of students who enroll at a 2-year college with the intent to work toward a baccalaureate, and develop a universal transfer program for which the course work applied in pursuit of the degree will be acceptable at all public institutions in the state.

Program Goals

- ✓ To enable students to acquire the general education competencies expected of an Associate of Science Louisiana Transfer graduate.
- ✓ To provide coursework that will allow students to transfer with minimal or no loss of credit to a variety of baccalaureate degree programs offered by public senior institutions in the state.
- ✓ To connect core knowledge and skills to discipline specific information.

Target:

RPCC has defined student success as achieving a **70% (target)** on the rubric assignment. **Benchmark: 50%** of our students will reach this target each semester.

Assessment Timeline:

Freshman-level courses are assessed in the fall semester (1000-level courses). Sophomore-level courses are assessed in the spring semester (2000-level courses).

Outcomes	Assessment	Assessment Method	Results	Use of Results for Improvement
Students will be able to write a paper with a clear thesis, clear and well developed organization, which contains negligible grammatical errors, and follows all assignment requirements.	Students created a written paper.	The written paper was assessed with the English rubric.	<p><u>English Rubric Data for Fall 2015</u> 56.1% of 198 students met/surpassed the 70% target</p> <p><u>English Rubric Data for Spring 2016</u> 61.7% of 107 students met/surpassed the 70% target</p>	Target was met, so English faculty will continue to implement strategies that help students continue to be successful.
Students will be able to demonstrate knowledge of fine arts through effective communication, analysis and interpretation of works of art, and ability to apply problem solving strategies when making decisions.	Students completed an assignment in which they demonstrate the ability to effectively communicate about art through analysis or interpretation or works of art.	The assignment was assessed with the Fine Arts Rubric.	<p><u>Fine Arts Rubric Data for Fall 2015</u> 52.2% of 228 students met/surpassed the 70% target</p> <p><u>Fine Arts Rubric Data for Spring 2016</u> 57.9% of 76 students met/surpassed the 70% target</p>	Target was met, so Fine Arts (Art, Music, and Theater) faculty will continue to implement strategies that help students continue to be successful.
Students will be able to communicate, identify, and demonstrate an understanding of historical topics and their historical significance.	Students completed an assignment in which they demonstrate the ability to apply knowledge about historical topics and communicate the significance of the historical topic.	The assignments was assessed with the Humanities Rubric.	<p><u>Humanities Rubric Data for Fall 2015</u> 77.1% of 205 students met/surpassed the 70% target</p> <p><u>Humanities Rubric Data for Spring 2016</u> 72.3% of 224 students met/surpassed the 70% target</p>	Target was met, Humanities (Speech, History, Philosophy, Religion, Women and Gender, and English Literature) faculty will continue to implement strategies that help students continue to be successful.
Students will be able to determine the information needed for a specific purpose, find and accessed the needed information, and use the information effectively.	Students completed an assignment in which they will demonstrate the ability to access the necessary information and utilize the information effectively.	This assignment was assessed with the Information Literacy Rubric.	<p><u>Information Literacy Rubric Data for Fall 2015</u> 47.9% of 666 students met/surpassed the 70% target</p> <p><u>Information Literacy Rubric Data for Spring 2016</u> 71.9% of 334 students met/surpassed the 70% target</p>	The fall semester did not meet the 50% target, so the faculty made adjustments to assignments in all classes administering the Information Literacy rubric to better explain what the expectations were for the assignment. This redesign led to an improvement in the spring semester.
Student will be able to formulate, categorize, and justify the selection of a possible solution.	Students completed an assignment in which they will formulate possible solutions, categorize the solution options, and then justify the selection of the final solution.	This assignment was assessed with the Math/Analytical Rubric.	<p><u>Math/Analytical Rubric Data for Fall 2015</u> 41.8% of 219 students met/surpassed the 70% target</p> <p><u>Math/Analytical Rubric Data for Spring 2016</u> 49.8% of 287 students met/surpassed the 70% target</p>	Math faculty will implement peer and instructor tutoring for students to utilize throughout the semester. Math faculty will implement revised assignments that more closely align to the SLO criteria in order to more accurately assess student learning.

Outcomes	Assessment	Assessment Method	Results	Use of Results for Improvement
<p>Students will be able to describe and analyze one or more relationships among science, technology, society, and/or demonstrates an understanding of scientific applications in everyday life.</p>	<p>Students completed an assignment in which they describe and analyze relationships between science, technology, and society.</p>	<p>This assignment was assessed with the Natural Sciences Rubric.</p>	<p><u>Natural Sciences Rubric Data for Fall 2015</u> 50.0% of 438 students met/surpassed the 70% target</p> <p><u>Natural Sciences Rubric Data for Spring 2016</u> 75.8% of 157 students met/surpassed the 70% target</p>	<p>Target was met, Natural Sciences (Biology, Chemistry, and Physical Science) faculty will continue to implement strategies that help students continue to be successful.</p>
<p>Students will be able to understand the processes of human behavior and social interactions.</p>	<p>Students completed an assignment in which they demonstrate their ability to make connections between social problems and human behaviors.</p>	<p>This assignment was assessed with the Social/Behavioral Rubric.</p>	<p><u>Social/Behavioral Rubric Data for Fall 2015</u> 46.9% of 358 students met/surpassed the 70% target</p> <p><u>Social/Behavioral Rubric Data for Spring 2016</u> 41.3% of 228 students met/surpassed the 70% target</p>	<p>Faculty will administer student learning styles inventory during the first week of school. At the end of the semester, they will administer a learning survey to assess if the students felt the learning styles inventory helped them improve their study habits.</p> <p>Faculty will implement revised assignments that more closely align to the SLO criteria in order to more accurately assess student learning.</p>

AY is the fall and spring semesters of each academic year.

Program Mission Statement

The goal of the Louisiana Transfer Associate Degree is to maximize the transfer process, meet the needs of students who enroll at a 2-year college with the intent to work toward a baccalaureate, and develop a universal transfer program for which the course work applied in pursuit of the degree will be acceptable at all public institutions in the state.

Program Goals

- ✓ To enable students to acquire the general education competencies expected of an Associate of Science Louisiana Transfer graduate.
- ✓ To provide coursework that will allow students to transfer with minimal or no loss of credit to a variety of baccalaureate degree programs offered by public senior institutions in the state.
- ✓ To connect core knowledge and skills to discipline specific information.

Target:

RPCC has defined student success as achieving a **70% (target)** on the rubric assignment. **Benchmark:** 50% of our students will reach this target each semester.

Assessment Timeline:

Freshman-level courses are assessed in the fall semester (1000-level courses). Sophomore-level courses are assessed in the spring semester (2000-level courses).

Outcomes	Assessment	Assessment Method	Results	Use of Results for Improvement
Students will be able to write a paper with a clear thesis, clear and well developed organization, which contains negligible grammatical errors, and follows all assignment requirements.	Students created a written paper.	The written paper was assessed with the English rubric.	<p><u>English Rubric Data for Fall 2015</u> 56.1% of 198 students met/surpassed the 70% target</p> <p><u>English Rubric Data for Spring 2016</u> 61.7% of 107 students met/surpassed the 70% target</p>	Target was met, so English faculty will continue to implement strategies that help students continue to be successful.
Students will be able to demonstrate knowledge of fine arts through effective communication, analysis and interpretation of works of art, and ability to apply problem solving strategies when making decisions.	Students completed an assignment in which they demonstrate the ability to effectively communicate about art through analysis or interpretation or works of art.	The assignment was assessed with the Fine Arts Rubric.	<p><u>Fine Arts Rubric Data for Fall 2015</u> 52.2% of 228 students met/surpassed the 70% target</p> <p><u>Fine Arts Rubric Data for Spring 2016</u> 57.9% of 76 students met/surpassed the 70% target</p>	Target was met, so Fine Arts (Art, Music, and Theater) faculty will continue to implement strategies that help students continue to be successful.
Students will be able to communicate, identify, and demonstrate an understanding of historical topics and their historical significance.	Students completed an assignment in which they demonstrate the ability to apply knowledge about historical topics and communicate the significance of the historical topic.	The assignments was assessed with the Humanities Rubric.	<p><u>Humanities Rubric Data for Fall 2015</u> 77.1% of 205 students met/surpassed the 70% target</p> <p><u>Humanities Rubric Data for Spring 2016</u> 72.3% of 224 students met/surpassed the 70% target</p>	Target was met, Humanities (Speech, History, Philosophy, Religion, Women and Gender, and English Literature) faculty will continue to implement strategies that help students continue to be successful.
Students will be able to determine the information needed for a specific purpose, find and accessed the needed information, and use the information effectively.	Students completed an assignment in which they will demonstrate the ability to access the necessary information and utilize the information effectively.	This assignment was assessed with the Information Literacy Rubric.	<p><u>Information Literacy Rubric Data for Fall 2015</u> 47.9% of 666 students met/surpassed the 70% target</p> <p><u>Information Literacy Rubric Data for Spring 2016</u> 71.9% of 334 students met/surpassed the 70% target</p>	The fall semester did not meet the 50% target, so the faculty made adjustments to assignments in all classes administering the Information Literacy rubric to better explain what the expectations were for the assignment. This redesign led to an improvement in the spring semester.
Student will be able to formulate, categorize, and justify the selection of a possible solution.	Students completed an assignment in which they will formulate possible solutions, categorize the solution options, and then justify the selection of the final solution.	This assignment was assessed with the Math/Analytical Rubric.	<p><u>Math/Analytical Rubric Data for Fall 2015</u> 41.8% of 219 students met/surpassed the 70% target</p> <p><u>Math/Analytical Rubric Data for Spring 2016</u> 49.8% of 287 students met/surpassed the 70% target</p>	Math faculty will implement peer and instructor tutoring for students to utilize throughout the semester. Math faculty will implement revised assignments that more closely align to the SLO criteria in order to more accurately assess student learning.

Outcomes	Assessment	Assessment Method	Results	Use of Results for Improvement
<p>Students will be able to describe and analyze one or more relationships among science, technology, society, and/or demonstrates an understanding of scientific applications in everyday life.</p>	<p>Students completed an assignment in which they describe and analyze relationships between science, technology, and society.</p>	<p>This assignment was assessed with the Natural Sciences Rubric.</p>	<p><u>Natural Sciences Rubric Data for Fall 2015</u> 50.0% of 438 students met/surpassed the 70% target</p> <p><u>Natural Sciences Rubric Data for Spring 2016</u> 75.8% of 157 students met/surpassed the 70% target</p>	<p>Target was met, Natural Sciences (Biology, Chemistry, and Physical Science) faculty will continue to implement strategies that help students continue to be successful.</p>
<p>Students will be able to understand the processes of human behavior and social interactions.</p>	<p>Students completed an assignment in which they demonstrate their ability to make connections between social problems and human behaviors.</p>	<p>This assignment was assessed with the Social/Behavioral Rubric.</p>	<p><u>Social/Behavioral Rubric Data for Fall 2015</u> 46.9% of 358 students met/surpassed the 70% target</p> <p><u>Social/Behavioral Rubric Data for Spring 2016</u> 41.3% of 228 students met/surpassed the 70% target</p>	<p>Faculty will administer student learning styles inventory during the first week of school. At the end of the semester, they will administer a learning survey to assess if the students felt the learning styles inventory helped them improve their study habits.</p> <p>Faculty will implement revised assignments that more closely align to the SLO criteria in order to more accurately assess student learning.</p>

AY is the fall and spring semesters of each academic year.

Program Mission Statement

The goal of the Associate of Science in Teaching Degree is to maximize the transfer process, meet the needs of students who enroll at a 2-year college with the intent to work toward an elementary-education baccalaureate, and develop a universal transfer program for which the course work applied in pursuit of the degree will be acceptable at all public institutions in the state.

Program Goals

- ✓ To enable students to acquire the general education competencies expected of an Associate of Science in Teaching graduate.
- ✓ To provide coursework that will allow students to transfer with minimal or no loss of credit to a variety of baccalaureate degree programs offered by public senior institutions in the state.
- ✓ To connect core knowledge and skills to discipline specific information.

Target:

RPCC has defined student success as achieving a **70% (target)** on the rubric assignment. **Benchmark:** 50% of our students will reach this target each semester.

Assessment Timeline:

Freshman-level courses are assessed in the fall semester (1000-level courses). Sophomore-level courses are assessed in the spring semester (2000-level courses).

Outcomes	Assessment	Assessment Method	Results	Use of Results for Improvement
Students will be able to write a paper with a clear thesis, clear and well developed organization, which contains negligible grammatical errors, and follows all assignment requirements.	Students created a written paper.	The written paper was assessed with the English rubric.	<p><u>English Rubric Data for Fall 2015</u> 56.1% of 198 students met/surpassed the 70% target</p> <p><u>English Rubric Data for Spring 2016</u> 61.7% of 107 students met/surpassed the 70% target</p>	Target was met, so English faculty will continue to implement strategies that help students continue to be successful.
Students will be able to demonstrate knowledge of fine arts through effective communication, analysis and interpretation of works of art, and ability to apply problem solving strategies when making decisions.	Students completed an assignment in which they demonstrate the ability to effectively communicate about art through analysis or interpretation or works of art.	The assignment was assessed with the Fine Arts Rubric.	<p><u>Fine Arts Rubric Data for Fall 2015</u> 52.2% of 228 students met/surpassed the 70% target</p> <p><u>Fine Arts Rubric Data for Spring 2016</u> 57.9% of 76 students met/surpassed the 70% target</p>	Target was met, so Fine Arts (Art, Music, and Theater) faculty will continue to implement strategies that help students continue to be successful.
Students will be able to communicate, identify, and demonstrate an understanding of historical topics and their historical significance.	Students completed an assignment in which they demonstrate the ability to apply knowledge about historical topics and communicate the significance of the historical topic.	The assignments was assessed with the Humanities Rubric.	<p><u>Humanities Rubric Data for Fall 2015</u> 77.1% of 205 students met/surpassed the 70% target</p> <p><u>Humanities Rubric Data for Spring 2016</u> 72.3% of 224 students met/surpassed the 70% target</p>	Target was met, Humanities (Speech, History, Philosophy, Religion, Women and Gender, and English Literature) faculty will continue to implement strategies that help students continue to be successful.
Students will be able to determine the information needed for a specific purpose, find and accessed the needed information, and use the information effectively.	Students completed an assignment in which they will demonstrate the ability to access the necessary information and utilize the information effectively.	This assignment was assessed with the Information Literacy Rubric.	<p><u>Information Literacy Rubric Data for Fall 2015</u> 47.9% of 666 students met/surpassed the 70% target</p> <p><u>Information Literacy Rubric Data for Spring 2016</u> 71.9% of 334 students met/surpassed the 70% target</p>	The fall semester did not meet the 50% target, so the faculty made adjustments to assignments in all classes administering the Information Literacy rubric to better explain what the expectations were for the assignment. This redesign led to an improvement in the spring semester.
Student will be able to formulate, categorize, and justify the selection of a possible solution.	Students completed an assignment in which they will formulate possible solutions, categorize the solution options, and then justify the selection of the final solution.	This assignment was assessed with the Math/Analytical Rubric.	<p><u>Math/Analytical Rubric Data for Fall 2015</u> 41.8% of 219 students met/surpassed the 70% target</p> <p><u>Math/Analytical Rubric Data for Spring 2016</u> 49.8% of 287 students met/surpassed the 70% target</p>	Math faculty will implement peer and instructor tutoring for students to utilize throughout the semester. Math faculty will implement revised assignments that more closely align to the SLO criteria in order to more accurately assess student learning.

Outcomes	Assessment	Assessment Method	Results	Use of Results for Improvement
<p>Students will be able to describe and analyze one or more relationships among science, technology, society, and/or demonstrates an understanding of scientific applications in everyday life.</p>	<p>Students completed an assignment in which they describe and analyze relationships between science, technology, and society.</p>	<p>This assignment was assessed with the Natural Sciences Rubric.</p>	<p><u>Natural Sciences Rubric Data for Fall 2015</u> 50.0% of 438 students met/surpassed the 70% target</p> <p><u>Natural Sciences Rubric Data for Spring 2016</u> 75.8% of 157 students met/surpassed the 70% target</p>	<p>Target was met, Natural Sciences (Biology, Chemistry, and Physical Science) faculty will continue to implement strategies that help students continue to be successful.</p>
<p>Students will be able to understand the processes of human behavior and social interactions.</p>	<p>Students completed an assignment in which they demonstrate their ability to make connections between social problems and human behaviors.</p>	<p>This assignment was assessed with the Social/Behavioral Rubric.</p>	<p><u>Social/Behavioral Rubric Data for Fall 2015</u> 46.9% of 358 students met/surpassed the 70% target</p> <p><u>Social/Behavioral Rubric Data for Spring 2016</u> 41.3% of 228 students met/surpassed the 70% target</p>	<p>Faculty will administer student learning styles inventory during the first week of school. At the end of the semester, they will administer a learning survey to assess if the students felt the learning styles inventory helped them improve their study habits.</p> <p>Faculty will implement revised assignments that more closely align to the SLO criteria in order to more accurately assess student learning.</p>

AY is the fall and spring semesters of each academic year.

Program Mission Statement

Medical Coding Certification prepares the student to determine appropriate medical codes, process coding information and maximize medical reimbursement.

Program Goals

- ✓ To enable students to acquire the general education competencies expected of a Certificate of Applied Science graduate.
- ✓ To connect core knowledge and skills to discipline specific information.

Outcomes	Assessment	Assessment Method	Results	Use of Results for Improvement
Students will be able to demonstrate the ability to integrate and utilize information from more than one area of study to communicate with other professionals.	Students will utilize medical terminology, anatomy knowledge, and medical coding knowledge to accurately code given situations.	Assignment will be assessed using the Integrated Learning rubric.	<p><u>Integrated Learning Rubric Data for Fall 2015</u> No data submitted</p> <p><u>Integrated Learning Rubric Data for Spring 2016</u> No data submitted</p>	<p>This program was newly implemented and not all rubrics could be addressed in the few courses that were offered during this academic year.</p> <p>The Medical Coding faculty will continue to implement the additional rubrics in the upcoming semesters.</p>
Students will be able to apply critical thinking competencies through engaging in self-direction and knowledge of required codes.	Students completed an exam on required codes for certain scenarios.	Exam was assessed using the Interpretation Skills rubric.	<p><u>Interpretation Skills Rubric Data for Fall 2015</u> 100% of 8 students met/surpassed the 70% target</p> <p><u>Interpretation Skills Rubric Data for Spring 2016</u> No data submitted</p>	Target was met. Medical Coding faculty will continue to utilize strategies that made students successful.
Students will be able to develop and demonstrate appropriate communication skills including researching and interpreting information.	Students completed a professional communications assignment in which they had to demonstrate their ability to effectively communicate with medical staff and insurance representatives.	Assignment was assessed using the Communication rubric.	<p><u>Communication Rubric Data for Fall 2015</u> 50% of 10 students met/surpassed the 70% target</p> <p><u>Communication Rubric Data for Spring 2016</u> No data submitted</p>	Target was met. Medical Coding faculty will continue to utilize strategies that made students successful.
Students will be able to apply and adhere to ethical and legal standards of the profession.	Students will write a paper about a legal issue they might encounter while coding.	Written paper will be assessed using the Legal and Ethical rubric.	<p><u>Legal and Ethical Rubric Data for Fall 2015</u> No data submitted</p> <p><u>Legal and Ethical Rubric Data for Spring 2016</u> No data submitted</p>	<p>This program was newly implemented and not all rubrics could be addressed in the few courses that were offered during this academic year.</p> <p>The Medical Coding faculty will continue to implement the additional rubrics in the upcoming semesters.</p>

Data Benchmark: RPCC has defined student success as achieving a **70% (target)** on the rubric assignment. **Benchmark:** **50%** of our students will reach this target each semester.

Assessment Timeline: Freshman-level courses are assessed in the fall semester (1000-level courses). Sophomore-level courses are assessed in the spring semester (2000-level courses).

AY is the fall and spring semesters of each academic year.

Program Mission Statement

The mission of the Medical Assistant Program is to provide a balanced education of cognitive, psychomotor, and effective learning courses to ensure a well-educated citizens who are employable in the healthcare field within the community. The program structure is designed to prepare students for entry level employment, national certification, life-long learning, and a successful career.

Program Goals

- ✓ To enable students to acquire the general education competencies expected of Certificate of Technical Studies graduate.
- ✓ To connect core knowledge and skills to discipline specific information.

Data Benchmark:

RPCC has defined student success as achieving a **70% (target)** on the rubric assignment. **Benchmark: 50%** of our students will reach this target each semester.

Assessment Timeline:

Freshman-level courses are assessed in the fall semester (1000-level courses). Sophomore-level courses are assessed in the spring semester (2000-level courses).

Outcomes	Assessment	Assessment Method	Results	Use of Results for Improvement
Students will be able to demonstrate competencies and skills in the role of a medical assistant for a variety of health care settings, following the directions of a Registered Nurse or Licensed Physician. They will be able to select appropriate equipment, follow infection protocols, assess patients, and complete necessary documentation.				
Students will be able to demonstrate the ability to effectively function in a professional office setting. They will be able to communicate effectively, perform administrative functions, and handle basic practice finances and insurance issues.		This program started in the spring semester, but assignments for the rubrics will be started in Fall 2016.		
Students will be able to maintain accurate patient care records and communicate effectively with members of the health care team and patient.				
Students will be able to apply and adhere to ethical and legal standards of the profession...				

AY is the fall and spring semesters of each academic year.

Program Mission Statement

The purpose of the program is to train students to become process technicians who control and monitor the system that run industrial plants.

Program Goals

- ✓ To enable students to acquire the general education competencies expected of a Technical Diploma graduate.
- ✓ To connect core knowledge and skills to discipline specific information.

Data Benchmark:

RPCC has defined student success as achieving a **70% (target)** on the rubric assignment. **Benchmark: 50%** of our students will reach this target each semester.

Assessment Timeline:

Freshman-level courses are assessed in the fall semester (1000-level courses). Sophomore-level courses are assessed in the spring semester (2000-level courses).

Outcomes	Assessment	Assessment Method	Results	Use of Results for Improvement
Students will be able to demonstrate competencies and skills in the role of a licensed professional nurse for a variety of health care settings, following directions of a Registered Nurse or Licensed Physician.	Students completed a skills checklist for a variety of nursing skills.	Student performance was assessed using the Nursing Skills rubric.	<p><u>Nursing Skills Rubric Data for Fall 2015</u> 100% of 17 students met/surpassed the 70% target</p> <p><u>Nursing Skills Rubric Data for Spring 2016</u> No data submitted.</p>	<p>According to Louisiana State Board of Nursing, all students in the PN program must achieve at least a 70% on assignments in order to maintain enrollment.</p> <p>Target was met, but nursing faculty will continue to implement strategies that made students successful.</p>
Students will be able to apply critical thinking competencies through engaging in self-directions and personal responsibility for nursing competence and professional development.	Students evaluated a patients records to determine the best course of action to be taken.	Assignment was assessed using the Critical Thinking rubric.	<p><u>Critical Thinking Rubric Data for Fall 2015</u> 100% of 17 students met/surpassed the 70% target</p> <p><u>Critical Thinking Rubric Data for Spring 2016</u> 100% of 22 students met/surpassed the 70% target</p>	<p>According to Louisiana State Board of Nursing, all students in the PN program must achieve at least a 70% on assignments in order to maintain enrollment.</p> <p>Target was met, but nursing faculty will continue to implement strategies that made students successful.</p>
Students will be able to maintain accurate patient care records, communicates effectively with members of the health care team and patient, and provides caring assistances in the clinical setting.	Students developed a patient's plan of care based off the patient history provided.	Plan of care was assessed using the Professional Interactions rubric.	<p><u>Professional Interactions Rubric Data for Fall 2015</u> 100% of 18 students met/surpassed the 70% target</p> <p><u>Professional Interactions Rubric Data for Spring 2016</u> 95.5% of 21 students met/surpassed the 70% target</p>	<p>According to Louisiana State Board of Nursing, all students in the PN program must achieve at least a 70% on assignments in order to maintain enrollment.</p> <p>Target was met, but nursing faculty will continue to implement strategies that made students successful.</p>
Students will be able to apply and adhere to ethical and legal standards of the profession.	Students evaluated case studies to determine if nursing ethics were followed.	Assignment was assessed using the Ethical/Legal Standards rubric.	<p><u>Ethical/Legal Standards Rubric Data for Fall 2015</u> 100% of 17 students met/surpassed the 70% target</p> <p><u>Ethical/Legal Standards Rubric Data for Spring 2016</u> 95.5% of 21 students met/surpassed the 70% target</p>	<p>According to Louisiana State Board of Nursing, all students in the PN program must achieve at least a 70% on assignments in order to maintain enrollment.</p> <p>Target was met, but nursing faculty will continue to implement strategies that made students successful.</p>

AY is the fall and spring semesters of each academic year.

Program Mission Statement

The purpose of the Welding Program is to prepare individuals for employment in the field of welding. Instruction is provided in various processes and techniques of welding including oxyfuel cutting, carbon arc cutting, shielded metal arc welding, gas tungsten arc welding, flux-cored arc welding, gas metal arc welding, pipe-welding, plasma arc cutting, blue print reading, welding symbols and joints. After completion of this program, the student will have covered the skills designed by the AWS and will be prepared to take the AWS entry level welder test.

Program Goals

- ✓ To enable students to acquire the general education competencies expected of a Technical Diploma graduate.
- ✓ To connect core knowledge and skills to discipline specific information.

Target: RPCC has defined student success as achieving a **70% (target)** on the rubric assignment. **Benchmark:** **50%** of our students will reach this target each semester.

Assessment Timeline: Freshman-level courses are assessed in the fall semester (1000-level courses). Sophomore-level courses are assessed in the spring semester (2000-level courses).

Outcomes	Assessments	Assessment Method	Results	Use of Results for Improvement
Students will be able to demonstrate a working knowledge of common industry safety practices.			<p><u>Welding Safety Rubric Data for Fall 2015</u> No data submitted</p> <p><u>Welding Safety Rubric Data for Spring 2016</u> 87.5% of 8 students met/surpassed the 70%</p>	
Students will be able to interpret welding prints and weld symbols.			<p><u>Welding Terminology Rubric Data for Fall 2015</u> No data submitted</p> <p><u>Welding Terminology Rubric Data for Spring 2016</u> 62.5% of 16 students met/surpassed the 70%</p>	
Students will be able to identify physical characteristics and mechanical properties of metals applicable to the welding process.			<p><u>Welding Materials Rubric Data for Fall 2015</u> No data submitted</p> <p><u>Welding Materials Rubric Data for Spring 2016</u> 100% of 15 students met/surpassed the 70%</p>	
Students will be able to demonstrate the ability to make necessary preparations use appropriate tools, set-up of equipment, implement welding processes (including shielded metal arc, gas metal arc, flux			<p><u>Welding Skills Rubric Data for Fall 2015</u> No data submitted</p> <p><u>Welding Skills Rubric Data for Spring 2016</u> 61.5% of 13 students met/surpassed the 70%</p>	

cored arc, and gas tungsten) and ensure self-fit up and weld quality.				
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