

# RPCC Program Review and Assessment Frequently Asked Questions

## **What is the purpose of the Program Review process at RPCC?**

The purpose of the program review process is to ensure that all programs are achieving the desired outcomes, by providing relevant, current, and quality transfer and technical programs.

## **What are the components of the RPCC Program Review process?**

There are four components that include General Education rubric data, Technical Education rubric data, the completed PIP forms (Program Improvement Plans forms), and SLO Improvement Plans (Student Learning Outcomes Improvement Plan). All of this is combined to generate the Program Review and Assessment Chart.

## **What is your contribution to the Program Review process?**

Faculty contribute by:

- ✓ Submitting the rubric assignments (data for the Student Learning Outcomes—SLO Improvement Plans)
- ✓ Serving on committees for program review (completing the PIP form)
  - ❖ Transfer program review with lead faculty members and advisory committee members
  - ❖ Technical program review with lead faculty members and industry partners
- ✓ Offering suggestions when rubric data does not meet the benchmark (50% of students will achieve a 70% or higher on the rubric assessments)

## **What the three levels of Institutional Effectiveness? Describe what occurs at each level.**

- ✓ The three levels of IE at RPCC are:
  - ❖ Institutional Level—IE is an ongoing, institutional-wide, research-based process focused on continuous improvements to support the mission of the institution.
  - ❖ Administrative Level—IE is the process through which institutional units identify expected outcomes, assess the extent to which the outcomes are achieved, and implement improvements based on the results.
  - ❖ Program Review Level—IE involves the systematic assessment of educational program outcomes and student learning outcomes in order to identify data-based improvements to educational programs and student learning across the institution.

### **How do you contribute to the RPCC Mission Statement?**

Faculty contribute by:

- ✓ Submitting the rubric assignments (General and Technical Education Rubrics) {this meets the Mission Statement CCI's 2 and 3 for transfer and 2, 3, & 8 for technical}
- ✓ Serving on committees for program review (completing the PIP form) {this meets the Mission Statement CCI's 1, 4, and 5}
- ✓ Offering suggestions when rubric data does not meet the benchmark (50% of students will achieve a 70% or higher on the rubric assessments)—SLO Improvement Plans {this meets the Mission Statement CCI's 2 and 4}

### **What do you know about the RPCC Mission Statement?**

River Parishes Community College is an open admission institution that partners with the communities and businesses of the river parishes region of Louisiana to provide workforce training, certificates, diplomas, and Associate Degrees.

RPCC serves its constituents through the following Core College Initiatives. These Core College Initiatives are central to the College's strategic planning and data are collected, reported, and are used in RPCC's continuous improvement processes.

#### **These Core College Initiatives are:**

- ✓ Access
- ✓ Student Success
- ✓ Teaching Excellence
- ✓ Innovative Academic and Technical Education Programs
- ✓ Partnerships
- ✓ Fundraising
- ✓ Resources
- ✓ Workforce Development

### **List examples of surveys administered by RPCC and what is the purpose.**

**CCSSE**—a survey administered to determine how RPCC is meeting the needs of the students both in terms of services and academics.

**SENSE**—a survey administered to determine how RPCC is meeting the needs of incoming students both in terms of services and academics.

**Graduate Survey**—a survey administered to students applying for graduation to determine how RPCC met their needs. Are there any areas in which we can improve to better meet the needs of our students?

**Alumni Survey**—a survey administered to alumni of RPCC to see if they have transferred, have entered the workforce, or have completed their education but are not currently employed. Additional information is obtained regarding their satisfaction with institutional services and academics during their time at RPCC.

### **What is the ETS Proficiency Profile and how is it used?**

The ETS Proficiency Profile (referred to as the ETS test) is an assessment tool which serves as the external verification of student achievement of general education competencies. This test is given in the spring to second-level general education courses. This is a means to assess the overall general education proficiency level of our students.

### **How are the programs at RPCC assessed?**

The Program Review and Assessment Chart (PRAC Chart) is compiled based on the information from the General and Technical Education rubric data, PIP form, and SLO Improvement plan form. The PRAC Chart includes the outcomes, assessments, assessment method, results of the assessment, and how the results are used.

### **What are the General Education Competency areas?**

- ✓ English
- ✓ Fine Arts
- ✓ Humanities
- ✓ Math/Analytical
- ✓ Natural Sciences
- ✓ Social and Behavioral Sciences
- ✓ Information Literacy (added by RPCC at the conclusion of the 1<sup>st</sup> QEP)
- ✓

### **When are the Technical programs evaluated? (PIP forms)**

PIP forms are completed during the fall semester of odd years. The next cycle will begin in Fall of 2019.

### **When are the Transfer programs evaluated? (PIP forms)**

PIP forms are completed during the spring semester of even years. The next cycle will begin in Spring of 2020.

### **When are the General Education Competencies evaluated? (Rubrics)**

General Education competencies are evaluated each semester (fall and spring). In the fall, first-level courses are selected for assessment. In the spring, second-level courses are selected for assessment.

### **Define the purpose of PRAC and what role does it serve?**

The purpose of this committee is to conduct assessments of each degree program, and to conduct and document the degree program assessment process. There is a timeline of activities that must be completed each semester in order to adhere to the documented RPCC program assessment process. The PRAC chairman must be approved by the Vice Chancellor of Academic and Student Affairs.

### **Define SLO and what is the RPCC benchmark target?**

SLO stands for Student Learning Outcome and the target is 50% of the students assessed will achieve a 70% or higher on the assessment. SLOs are assessed using the General and Technical rubric assessments.

### **What is the SLO Improvement Plan?**

The SLO Improvement Plan is developed when there is a competency that is not met (50% of the students did not achieve the 70% or higher on the rubric assessment). The SLO Improvement Plan is completed in conjunction with the PRAC chairman and lead faculty in the deficient area.

### **Explain how the rubric assignments are administered, completed, and graded.**

- ✓ During the fall semester, 1000-level general education freshmen courses and first and second semester technical courses (cycle 1 and 2) are selected—each instructor is assigned a rubric based on the courses being taught.
- ✓ During the spring semester, 2000-level general education sophomore courses and third and fourth semester technical courses (cycle 3 and 4) are selected—each instructor is assigned a rubric based on the courses being taught.
- ✓ Instructors use the rubric to assess an already embedded assignment or develop an assignment that addresses a general or technical education competency.
- ✓ Completed rubrics (instructor evaluates the student's assignment using the rubric) with attached student work are given to the Program Review and Assessment Committee (PRAC) chair so the data can be entered into an Excel spreadsheet for analysis.

### **Define and explain PAMs.**

PAMs are the Program Assessment Matrices. PAMs include all of the courses that are commonly taken in each degree program. Each course is either explicitly addressing or implicitly addressing the General or Technical competencies. This allows the institution to demonstrate where each competency is being addressed.

### **What are the goals of the RPCC Strategic Plan?**

The RPCC Strategic Plan utilizes the LCTCS 2020 goals 1-6.

Goal 1: Double graduates

Goal 2: Double the annual earnings

Goal 3: Quadruple student transfers

Goal 4: Double the number of students served

Goal 5: Quadruple partnerships with business and industry

Goal 6: double foundation assets

### **How is the RPCC IE Strategic Plan developed?**

The overall plan is developed based on the individual unit (administrative units) plans objectives and desired outcomes. These plans align with the RPCC Mission and the LCTCS 2020 goals.

### **What is the IE calendar? List at least 6 events on the calendar.**

The IE calendar contains the activities that must occur throughout the year to accomplish the institutional effectiveness process and support the mission of the institution. See the IE framework document for additional information.

- ✓ General Education Rubrics
- ✓ Technical Education Rubrics
- ✓ ETS Proficiency Profile (during the spring of each year)
- ✓ Annual Unit Plans
- ✓ Annual Unit Plan Assessment
- ✓ Graduate Survey
- ✓ CCSSE (during the spring of odd years)
- ✓ SENSE (during the fall of odd years)

### **What is the foundation of RPCC's Institutional Effectiveness?**

The foundation is the RPCC Mission statement and is accomplished using the Core College Initiatives. Each component of the IE process is tied to at least one of the Core College Initiatives.

### **What is the RPCC IE model?**

The RPCC IE model is based on the Deming Cycle Model. The four components are Plan (develop the plan), Do (implement the plan), Study (collect and analyze the data), and Act (use the data to develop improvement or improve/create policies). See the IE Framework document for additional information.

### **What is the RPCC Mission Statement review and approval process?**

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

- ✓ 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.
- ✓ 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.
- ✓ 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.

**What is the electronic portal used for RPCC Institutional Effectiveness? (Unit Plans)**

The electronic portal utilized for RPCC IE (Unit Plans) is WEAVE.

**What information is reported annually in the IE unit plans?**

The IE annual plans report desired outcomes, target for the desired outcomes, budget source, assessment method/instrument, results, and use of results.

**What do the Annual Units Plans support?**

The IE Annual Unit Plans (created by individual administrative units) support the mission of the institution. Each outcome on individual plans is tied directly to at least one of the Core College Initiatives.