Richmond Community College's

Institutional Planning and Assessment System Guide
(revised December 2012)

Contents

**Overview of Richmond Community College's (RCC's)
Institutional Planning and Assessment System**

Introduction

Richmond Community College's current Institutional Planning and Assessment System is the product of nearly a decade of evolution and continuous improvement. Initiated in 2004, the system is an ongoing research-based process that integrates all planning and assessment from the institutional level to the lowest level planning unit.

Since its inception in 2004, there have been two major revisions to the system. The first occurred in 2008-09 when a new President of the College (2008-2010) transitioned from a rolling 5-Year Strategic Plan to a periodically reviewed five to ten year Strategic Plan that focused on more general long-range guidance operationalized through the plans of the organizational units (planning units) of the College.

The second was the transition to an automated system by the current President (2010-present) during planning year 2010–11. This latter change facilitates documentation, manipulation, and analysis of the rapidly growing volume of planning and assessment data and information resulting from maturing of planning and growth at RCC. The transition to SPOL has been carefully phased to ensure a seamless transition and maintain the continuity and integrity of the RCC Planning and Assessment System.

General Description

The RCC Planning and Assessment System consists of two interrelated processes. These are Periodic (5 to 10 year) Long-Range Planning and the Annual Planning Cycle.

Periodic Long-Range Planning sets the direction for the institution and guides the Annual Planning Cycle. Periodic Long-Range Planning produces the Mission Statement, Vision Statement, and Strategic Directives with their associated institutional Goals. These elements are commonly, but inaccurately, referred to as the "Strategic Plan". At any point in time, the Strategic Plan, or simply "The Plan" as it is known at RCC, consists of the Mission and Vision Statements; the Strategic Directives and associated Goals; the Planning Priorities; and the collective action plans of the planning units consisting of Objectives, Tasks, Assessment Measures, and Expected Results.

Figure 1. The Plan
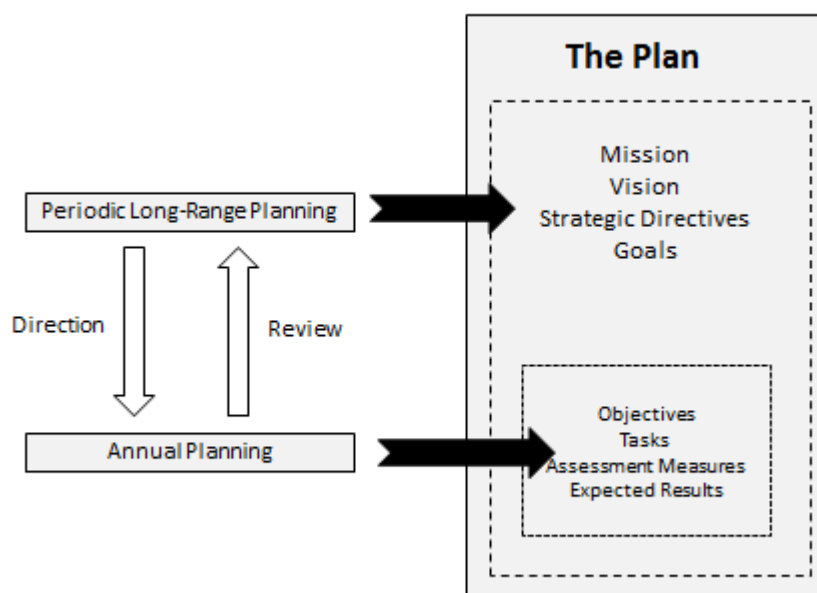
The Annual Planning Cycle fulfills two functions. At the institutional level, it provides an annual systematic review of the Mission Statement, Vision Statement, Strategic Directives, and institutional Goals as well as an assessment and evaluation of institutional progress in accomplishing its mission. The second function is to set and assess clear action plans for the organizational units (planning units) of the College in support of the mission. Action plans define the expected outcomes of the College for the coming year. They contain planning unit Objectives, Tasks, Assessment Measures, and Intended Results. Combined with the yearly Planning Priorities, the collective action plans are commonly referred to as "The Annual Plan". The transition from one annual cycle to the next begins with assessment. Actual Results, Analysis, and Use of Results are documented and for the basis for new action plans.

Action Plans are linked to the mission and vision through the strategic directives and goals as well as the annual Planning Priorities. Exceptions may include activities designed to meet externally imposed requirements or selected student learning outcomes. The North Carolina Community College Critical Success Factors (Performance Measures) are standing goals for Richmond Community College.

The Periodic Long-Range and Annual planning are inextricably intertwined through the annual review and evaluation process, the Planning Priorities, linkage of planning unit Objectives to specific Strategic Directives and Goals, and common use of assessments and evaluations at all levels.

Periodic Long Range Planning

Periodic Long-Range Planning provides the foundation for an integrated, institution-wide research-based planning and assessment system. Periodic Long-Range Planning is conducted by an ad hoc Strategic Planning Committee comprised of the Planning and Accountability Council with additional members appointed by the President. Additional members include representation from the Board of Trustees and Student Government Association, among others as determined by the President. The Long-Range Planning Process begins with a comprehensive assessment of the needs of the institution and the community. It produces the Mission Statement, the Vision Statement, Strategic Directives and related Goals.

The most recent Long-Range Planning Process was completed in 2009. The mission statement, vision statement, strategic directives and associated goals were developed to guide the College through 2016 and collectively are known as *Richmond 2016. See Appendix III for a description of the Long-Range Strategic Planning Process.*

Richmond 2016 (the current mission, vision, and strategic directives with their associated goals) Strategic Plan was developed and approved to continue through 2016. Board of Trustees Policy mandates annual review and updates as required. As a result of this process, the strategic directives and goals have been modified twice and the mission once (2011 and 2012). It is anticipated that the President will convene another ad hoc Strategic Planning Committee in 2015 to reassess the environmental conditions, needs of the institution, needs of the community, and other elements such as external mandates and develop a successor plan. The major elements of the mission, vision, and strategic directives are operationally defined through annual institution-wide Planning Priorities and annual planning unit action plans.

The Mission Statement is the cornerstone of the RCC Planning and Assessment System. It defines the RCC's reason for being answering why the College exists, what it intends to accomplish, and for whom.

The Vision Statement describes the College's aspirations and defines future mission success. It is specific to RCC and includes internal and external components indicating the intended impact of the organization on its internal and external constituencies.

The Mission and Vision statements provide the outline for the Strategic Directives and Goals. The Strategic Directives are positive statements that articulate an approach to address critical issues facing RCC. They are broad proposals where progress can be measured and monitored; that can be addressed by the College; guide resource allocation and data collection; address externally imposed measures of institutional performance; and will collectively move the institution toward the Vision and Mission accomplishment. The institutional Goals add specificity to the Strategic Directives and assist the organizational/planning units of the College in developing their supporting Objectives, Tasks, Assessment Measures, and Expected Results. Linking planning unit supporting Objectives, Tasks, Assessment Measures, and Expected Results to the Strategic Directives and Goals ensures and documents an integrated institution-wide planning and assessment system. *See Appendix IV for the current version of Richmond 2016.*

The Annual Planning Cycle

Institutional-Level Review and Evaluation.

The Planning and Accountability Council conducts an annual review of the Mission Statement, Vision Statement, and Strategic Directives with their associated goals. The Council makes recommendations for changes or modifications to the Leadership Team and President. Accepted recommendations are submitted to the Board of Trustees for approval. Other interested parties may suggest changes or modifications to the Mission Statement, Vision Statement, Strategic Directives and associated Goals at any time through the Planning and Accountability Council members or though their supervisors to the RCC Leadership Team.

Annual institutional-level evaluation and analysis is conducted by the Planning and Accountability Council supported by the Office of Institutional Effectiveness and Accountability. Results are provided to all appropriate constituencies and presented to the Board of Trustees in an Annual Assessment Summary Report. This evaluation integrates internal and external institutional-level assessments and evaluations with the most recent available planning unit assessments and analyzes them in the context of the Mission, Vision, and Strategic Directives and Goals and the prior year's Planning Priorities. The various data tables and analysis used in support of this assessment are available to planning units, faculty, and staff through a variety of shared planning folders in Groupwise and links on the RCC website.

The evaluation and recommended changes are provided to the Leadership Team and President. The President formulates and publishes his Planning Priorities for the year based on this analysis. Evaluation findings and recommended changes are presented to the RCC Board of Trustees as the basis for the Board's planning activities and approval of changes in the Strategic Plan.

The institutional-level review and evaluation incorporates internal and external reports, assessments, and evaluations conducted or received throughout the year. The primary external evaluation is the NCCCS Critical Success Factors Report. The Office of IE & A maintains the results of published CSF reports and the current results and report are available on the RCC website. The NCCCS, with the approval of the General Assembly, periodically revises the performance measures evaluated in the CSF Report. The current Performance Measures are located in Appendix VI.

The Performance Measures for the 2013 report have been significantly revised from those contained in the 2012 NCCCS Critical Success Factors Report and must be reviewed by all planning units. While the details have not been finalized, performance funding will be allocated based on institutional results. When available, a description of the performance funding methodology will be included in Appendix VI.

The Institutional Effectiveness Report is an internal assessment document for institutional evaluation. The Institutional Effectiveness Report contains the most recently completed planning unit assessments for all elements of the College. It is an automated product produced from SPOL on demand. It is used in conjunction with two other SPOL generated reports. The first, Objectives by Institutional Goal, indexes planning unit objectives to their linked Strategic Directives and Goals. The second, the Expected Outcomes Report, contains the collected action plans of all planning units. It is also be indexed to Strategic Directives and Goals through an Objectives by Institutional Goal report. Other internal and external reports and assessments are incorporated in the annual review and evaluation.
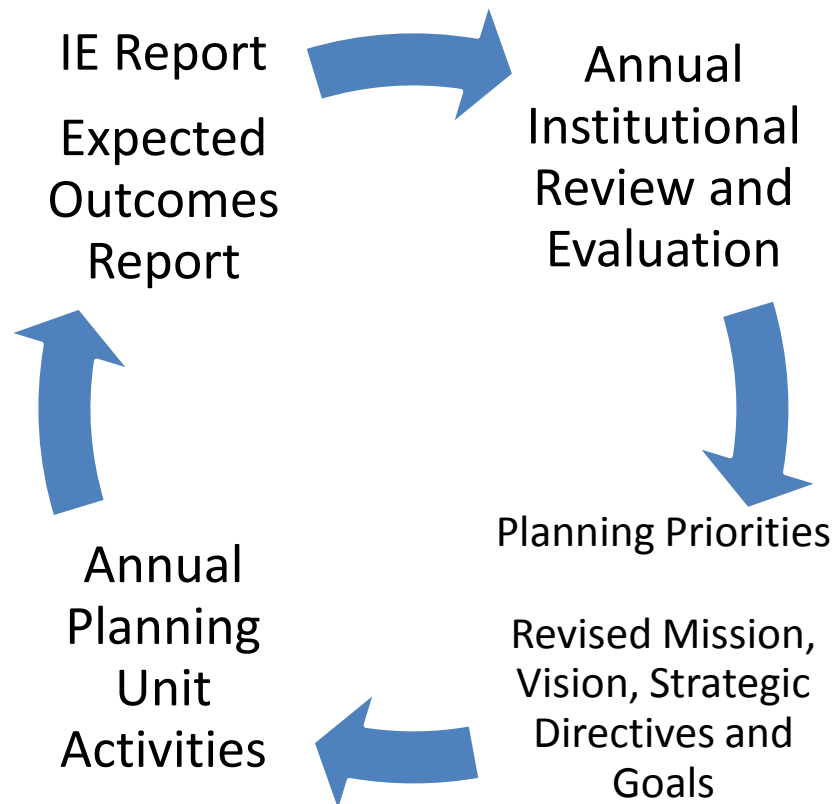
Planning Unit Activities (Assessment and Evaluation)

The Mission Statement, Vision Statement, Strategic Directives/Institutional Goals, and the Strategic Priorities/Planning Priorities provide a framework for all planning and assessment processes at RCC. Planning unit objectives, action plans, and assessments are driven by the fore mentioned statements/goals/priorities, as well as by Performance Measures and Southern Association of Colleges and Schools (SACS) requirements. NCCCS Performance Measures are mandated by NCCCS and set standards for each College in student performance. They are standing planning priorities for RCC. Outcomes/objectives from the current year and the expected outcomes for the upcoming year form the annual planning process for the upcoming year. Outcomes are assessed in the spring and/or fall depending on when the sources of outcome measurement are available for analysis. Additionally, outcomes may be assessed and action plans may be initiated at any point during the planning year as data becomes available or new requirements emerge. General education outcomes are assessed after the end of each semester.

Planning Unit annual planning is guided by *Richmond 2016* in two ways. First are the Presidential Planning Priorities. Second, planning units' Objectives are expected to be supportive of one or more Strategic Directives/Goals or a Planning Priority, with certain exceptions. Acceptable exceptions include an external accountability measure (e.g. reporting requirement for the Associate Degree Nursing Program from the State Board of Nursing or a State Auditor requirement, etc.),selected student learning outcomes, or organizational unit process improvement (e.g. renegotiation of an external support contract, etc.),

See Appendix V. For RCC's Current Planning Priorities

Figure 2. Institutional and Planning Unit Level Relationship

IE Report

Expected Outcomes Report

Annual Institutional Review and Evaluation

Planning Priorities

Revised Mission, Vision, Strategic Directives and Goals

Annual Planning Unit Activities

The Annual Planning Cycle and development of Objectives (or expected outcomes) begins with evaluation of the prior year's Actual Results (outcomes). This takes place at all levels throughout the institution. While the Annual Planning Cycle provides milestones and check points critical to systematic planning and evaluation, *assessment, evaluation, planning and implementation of actions based on analysis of those assessments is a continuous process.* Where required or feasible, research informed decisions are made, planned, and implemented at any time within the cycle.

Figure 3. The Unit Planning Cycle

Assess — Actual Results, Use of Results

Plan — Objectives, Tasks, Assessment Measures, Expected Results
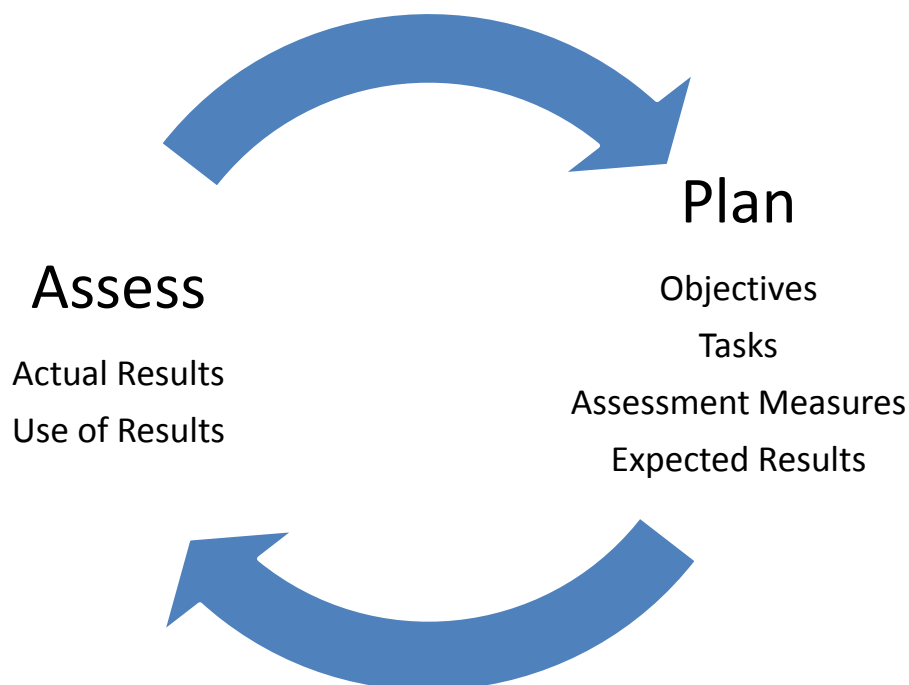
Planning units identify expected outcomes/objectives for all academic (or educational), administrative support services, academic or student support, or community/public support services units and/or programs. They assess the results of those outcomes and apply those results to improve programs and/or services for students in all five areas of the College: the President's Office, Instruction, Student Services, Workforce and Economic Development (WED), and Administration. Each area comprises various planning units that are applicable to the function of the area. Objectives (Expected Outcomes) are at the core of the RCC Planning and Assessment System, which integrates short-term and long-term planning with evaluation and resource allocation into a cohesive system that promotes creativity and accountability. This systemic approach is dynamic and on-going, with input sought from the College community towards its continual improvement.

RCC's Planning and Assessment Model: Strategic Planning On Line (SPOL)

In 2010, RCC decided to automate its Planning and Assessment System by purchasing SPOL, an automated planning, budget, assessment, and accreditation system. The phased implementation of the system began in the fall of 2010 and incorporated inputting the 2010-11 expected outcomes/objectives (with supporting activities/tasks, sources of measurement/assessment measures,

Terms	
SPOL	**Pre-2010**
Objective	Expected Outcome
Task	Supporting Activity
Assessment Measure	Sources of Measurement
Intended Results	Expected Improvements
Actual Results	Actual Results
Use of Results	Application of Results

expected improvements/expected results, and linkages) that were manually submitted during the previous planning cycle. At the end of the cycle, assessments were conducted and recorded in SPOL to reflect actual results and use of results. Action Plans (objectives, tasks, assessment measures) for 2011-12 were created and recorded in SPOL to document expected outcomes, tasks, assessment measures, intended results. These were then linked to strategic directives/institutional goals, strategic priorities/planning priorities, and/or associated standards, i.e. the NCCCS Performance Measures; SACS Core Requirements, Comprehensive Standards, and/or Federal Requirements.

See the following link for internal access to RCC's SPOL site

(user name and password required) and see Appendix I for screenshots:

http://10.1.5.17/SPOLNET/

SPOL comprises four major modules: Planning, Budget, Assessment, and Accreditation. RCC is currently fully using the Planning and Accreditation modules and has begun implementing the Budgeting module. At this time, planning units may submit and justify budget requests in SPOL or manually through their respective VPs. Assessments are currently still being manually conducted and maintained at the planning unit/program level as in the past. Assessment results are recorded in the appropriate fields of the Planning Module. Documentary evidence of assessments (rubrics, sample exercises, etc.) are attached to the Outcomes Details page in SPOL. Training on and implementation of the Assessment Module and full implementation of the Budgeting Module will comprise Phase II is programmed for late 2013/early 2014. The Accreditation Module has been used, although not exclusively, in the process of preparing the Compliance Certification report for submission in Spring 2013.

All planning units within the five areas of the College develop program and/or student learning outcomes/objectives and if applicable, general education outcomes, depending on their function, and all planning units submit budget information that supports their expected outcomes. For example, all the planning units within the President, Student Services, and Administrative areas develop program outcomes. Those outcomes are housed in SPOL's Planning module. All planning units within the Instruction and Workforce and Economic Development areas develop student learning outcomes as well as program outcomes, and if applicable, general education outcomes. Student learning, program, and general education outcomes are housed in SPOL is capable of rendering various types of reports in each module.

Developing objectives/expected outcomes begins with the evaluation of the current year outcomes. With assistance from the Division of Institutional Effectiveness and Accountability and guidance from the Leadership Team (the President, Vice Presidents, and Deans), the planning unit managers measure their performance on previously identified outcomes and report improvements to their planning unit and the College via SPOL as a result of these outcomes. Using these results, objectives/expected outcomes are submitted for the upcoming year, along with the associated planning unit budget input for the upcoming year. This step "closes the loop" from the outcomes identified and directly connects the measured results to the upcoming outcomes, which are linked to the Strategic Directives/Institutional Goals, Strategic Priorities/Planning Priorities, and/or Performance Measures, SACS requirements, or initiatives specific to the planning unit. The budget request is directly connected to the costs associated with fulfilling the upcoming year's expected outcomes, as well as on-going operational costs.

A planning unit *Action Plan* consists of an *objective*, *tasks, assessment measures, and expected results*, all entered in the respective fields in the screen forms in SPOL. Additionally, linkages (where appropriate) and objective types are entered. Linkages to the Strategic Directives and Goals are made on the drop down menu labeled *Institutional Goals.* Linkages to the Planning Priorities are made on the drop down menu labeled *Planning Priorities.* The *Objective Type* is selected from the drop down menu so labeled. Moving the cursor over one of the entries in any of these drop down menus activates a pop up dialogue box with the full text or definition of the entry. The *Objective Purpose* is similarly selected from a drop down menu.

RCC's Planning and Accountability Council reviews the Planning and Assessment System on an ongoing basis and recommends possible improvements. The Council is chaired by the Dean of Institutional Effectiveness and Accountability and is comprised of members representing faculty and staff.

Instructional Departments and Student Learning, Program, and General Education Outcomes

RCC's Instructional planning units identify both student learning and program objectives/outcomes on an annual basis. Student learning objectives/outcomes may be identified by planning units in other areas of the College as well. Planning and Assessment Training is conducted by the Division of Institutional Effectiveness and Accountability to help faculty (as well as staff) document their planning and assessment efforts within SPOL. The results of the students' expected learning outcomes are evaluated and applied at the program level to improve future results and the overall quality of the program. Examples of the uses of these results may include the modification of assessment methods, the purchase of new equipment and software, and/or changes in instructional delivery or technique.

General education objectives/outcomes are currently assessed on a semester basis. General education outcomes are an essential part of all degrees and diplomas at RCC. Each degree or diploma meets general education outcomes (competencies) at a level appropriate for that degree or diploma, either at college level, degree level, or transfer level. The Instructional area of the college (faculty and administration) collectively identified the following general education outcomes for RCC students:

- **Communications**: The student will demonstrate effective reading, speaking, and writing skills.

- **Critical Thinking**: The student will apply reflection, analysis, synthesis, logical reasoning, and evaluation to formulate judgments, reach decisions, and solve problems.

- **Global/Sociological Responsibility**: The student will explain how various cultures contribute to the development of our multicultural society.

- **Information Literacy**: The student will find, evaluate, organize, and use information effectively and accurately.

- **Quantitative and Scientific Reasoning**: The student will understand and apply mathematical and scientific principles and methods.

To aid with the planning and assessment process, the Instructional area has developed standardized course syllabi, including measurable student learning outcomes for each course. Each course utilizes at least one rubric.

Instructor's Course Requirements (ICRs) have been developed. A standardized template for the ICRs was developed and faculty members identified methods of instruction, methods of evaluation, and successful performance/behavioral indicators for each student in all course sections. The ICRs are updated each semester and maintained by the Vice President for Instruction.

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See the following link for a listing of all of RCC's standardized course syllabi:

http://www.richmondcc.edu/academic-programs/course-syllabi/

</div>

Instructional Program Reviews

In addition to the annual planning assessment and action plan development, for-credit Instructional programs undergo a comprehensive formal Program Review every five years. Program outcomes/objectives are measured using sources such as graduation rates, retention rates, enrollment, employability, or student satisfaction. Supporting activities, such as hiring new faculty, professional development, and purchasing instructional equipment or software are identified and justified in direct support of specific learning outcomes. Implementation of supporting activities helps make the outcome a reality, improve student learning, and/or improve a program's quality or effectiveness. Department Chairs are responsible for reviewing each program of study on at least a five-year rotating schedule for most programs and annually for most medically-related programs. Strengths, weaknesses, opportunities, and threats (SWOT) as well as trends are analyzed and used to formulate program outcomes/objectives and tasks that will improve the program within the next review cycle.

The template for Five Year Program Reviews is broken into the following sections:

I. Program Identification
II. Program Description
III. Program of Study
IV. Program Administrative Review
V. Faculty/Staff Prioritized Objectives and Expected Outcomes
VI. Program Trends
VII. Faculty, FTE, and Facilities Profile
VIII. Program Performance
IX. Program Enhancement Efforts
X. Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis
XI. Use of Results

The template is housed within the applicable Planning Unit's SPOL Planning module and is available at Appendix II. As part of the transition to SPOL, each planning unit will create an objective specifically addressing their Program Review addressing tasks, assessment measures, intended results, and use of results. The completed Program Review will be linked to the document management section. A copy of Program Reviews is maintained in a shared

GroupWise folder. The Office of IR&A coordinates the Program Review Schedule with the Office of the VP of Instruction.

Data (headcount, FTE, demographics, retention rates, graduation rates, etc.) for the Five Year Program Review is provided by Institutional Research located within the Office of Institutional Effectiveness and Accountability. The data is housed within RCC's internal GroupWise email system in the Program Review Data folder. Financial data is provided by the Controller in the Financial Services Division.

See Appendix II. for a sample blank Program Review template

Appendix I.
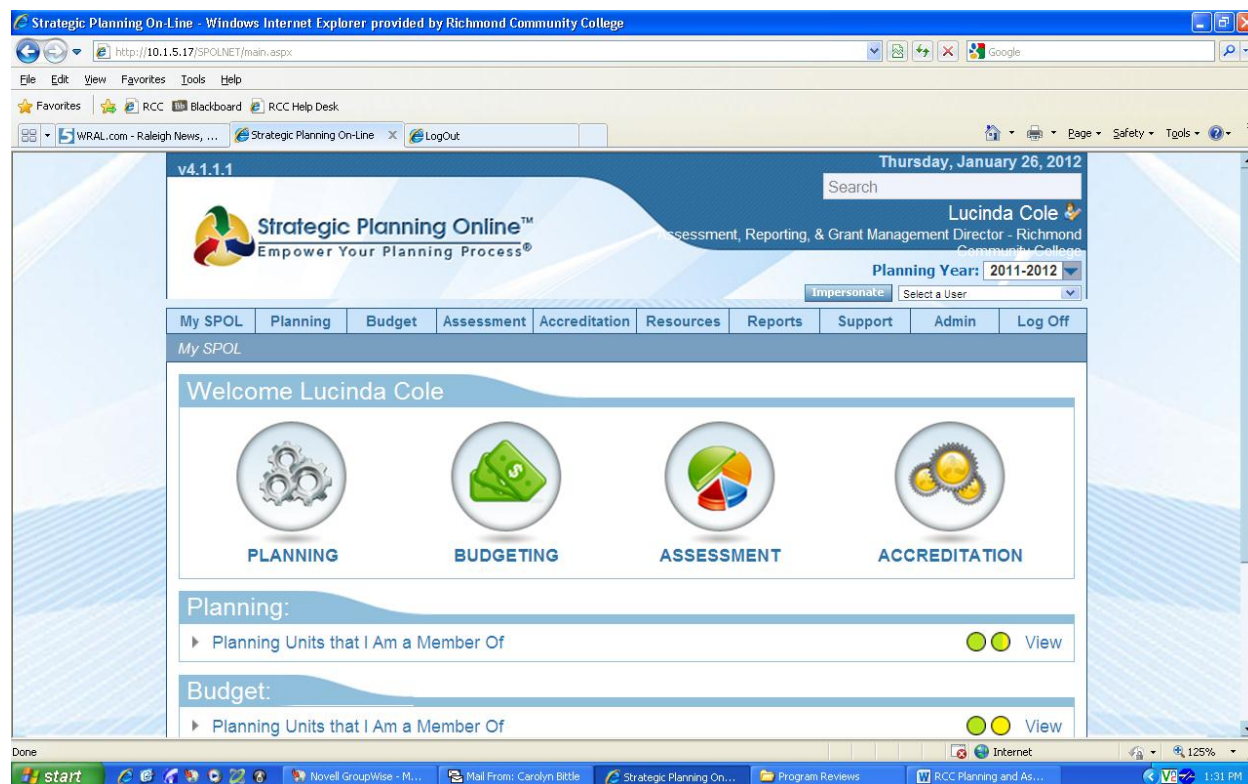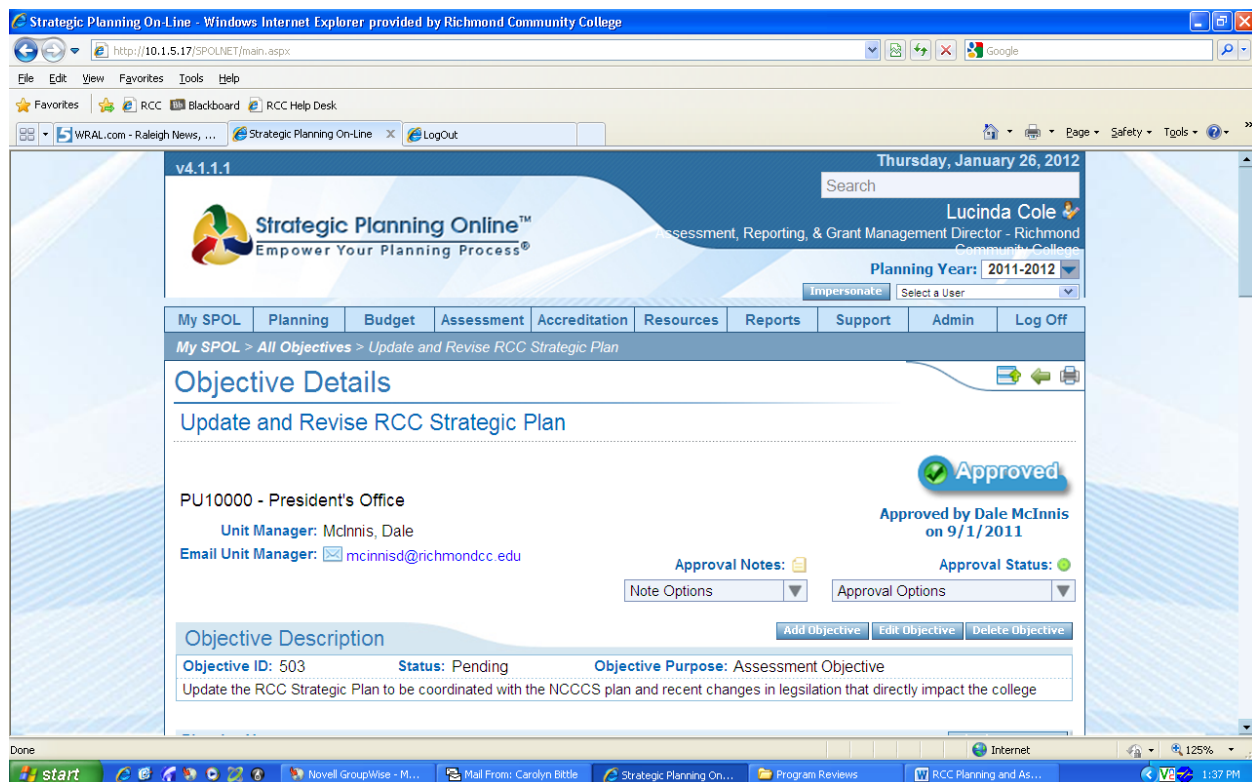
Appendix II.

FIVE-YEAR PROGRAM REVIEW
(revised January 2012)

I.   PROGRAM IDENTIFICATION

Program Name and Code	
Degree or Diploma Offered	
Concentrations Offered	

Certificates Offered	
Five Year Period Reviewed*	
Date Program Review Completed	
Point of Contact	

*Note: Program Reviews are based on fiscal years beginning with July 1st and ending with June 30th.

II.   **PROGRAM DESCRIPTION**

Download the most current NCCCS program description and insert text here, replacing this paragraph. Verify that the program description is correct and then double click on the check box below to change to checked. (If not correct, change text to indicate the correction was made.)

☐ **The current catalog description has been verified as correct.**

III. PROGRAM OF STUDY

The current program of study is attached.

Any additional information about course information can be added here.

☐ **The current catalog course listing and descriptions have been verified as correct.**

Note: Make sure the on-line catalog is correct and addendums have been added if applicable.

IV.   PROGRAM ADMINISTRATIVE REVIEW

A.   **Operating Cost – Program Budget Allocated and Expenditures:**

Year	Budget Allocated	Expenditures
2009-2010		
2008-2009		
2007-2008		
2006-2007		
2005-2006		

B.   **Equipment Expenditures:**

15

Year	Item(s) Description	Cost
2009-2010		
2008-2009		
2007-2008		
2006-2007		
2005-2006		

C. **Program Equipment Needs (projections for the next three-year period):**

Year	Item(s)	Est. Cost
2013-2014		
2012-2013		
2011-2012		

V. **FACULTY/STAFF PRIORITIZED OBJECTIVES AND EXPECTED OUTCOMES**

– Have a group meeting with your program faculty. Decide which priority will become the #1 program priority and which priority will become the #2 program priority, etc. until all of the program priorities have been placed in number order.

Program Priority Ranking	Target Completion Date	Objective or Expected Outcome	Est. Funds Needed

VI. PROGRAM TRENDS

Trends (Planning Assumptions**) –** *List the trends that are pertinent to your program and that will affect your plans for the future.*

VII. FACULTY, FTE, AND FACILITIES PROFILE

A. **Instructional Program Staffing** – *List the number of full-time and part-time employees, the average years on staff, the average teaching load of the faculty, and the percent of classes taught by full and part-time faculty.*

Status	No.	Average Years on Staff	Average Teaching Load	Percent of Classes Taught
Full-time				
Part-time				
Full-time (example)	2	5 years	26	80%
Part-time (example)	2	2 years	20	20%

B. **Operating Cost** – *Figures are taken from a report furnished by the Finance Office. This report lists the budget allocated to this department and the actual expenditures. Institutional Research will provide the FTE data. NOTE: Course FTE is based on the courses belonging to the program. Students who take courses include students in the program as well as students in other programs.*

Year	Faculty Salary Expenditures	Course FTE	Cost/Course FTE	State Allocated
2009-2010				

2008-2009			
2007-2008			
2006-2007			
2005-2006			

C. **Full-time and Adjunct Faculty Credentialing** – *For each current faculty member, provide a complete profile of educational credentials, including degree completions (e.g., AAS), awarding institution, and date of completion. This information is available through the Human Resources Office.*

Fulltime Faculty Member	Associate's Degree	Bachelor's Degree	Master's Degree	Doctorate Degree
John Smith (example)	NA	B.A. History Meredith College Raleigh, NC 2000	M.A. History East Carolina Univ. Greenville, NC 2002	NA

Adjunct Faculty Member	Associate's Degree	Bachelor's Degree	Master's Degree	Doctorate Degree
John Smith (example)	NA	B.A. History Meredith College Raleigh, NC 2000	M.A. History East Carolina Univ. Greenville, NC 2002	NA

D. **Student Program FTE** – *Student Program FTE is based on the courses (contact hours) taken by students in this curriculum which includes major courses and related courses (English, Psychology, Math, etc.) Institutional Research will provide the data.*

Year	Fall	Spring	Annual FTE
2009-2010			
2008-2009			
2007-2008			

2006-2007			
2005-2006			

E. **Facilities** – *List the location(s) of your program offerings, including off-campus facilities. Example: Lee 20, Lee 21, HC 121, SAPC*

Designated Classrooms: - *List the classrooms you use that are provided specifically for your program or which you frequently request as complementary to your program goals and needs.*

Facility Adequacy and Needs: *List any facility program needs not currently being addressed with current classroom allocations. Although you may list wiring needs, etc. please do not list equipment needs here.*

VIII. PROGRAM PERFORMANCE

A. Enrollment and Demographic Summary

The following data are based upon the two semester average enrollment for each of the classifications represented. Institutional Research will provide the data.

Classification	(example)	2009-10	2008-09	2007-08	2006-07	2005-06
Total Enrollment:	50					

Gender:	
Female	40
Male	10

Ethnicity & Race:	
American Indian	5
Asian or Pacific Islander	1
Black, Non-Hispanic	18
Hispanic	1
Other/Unknown/Multiple	0
White, Non-Hispanic	25

Age Range:	
18-19	15
20-21	12
22-24	7
25-29	5

30-34	5
35-39	3
40-49	2
50-64	1
Under 18	0

Load:	
FT	40
PT	10

B. **Employment Demand** – *Provide information you have concerning the employment demand for your students. This information can be obtained from the Employment Security Commission.*

Source: *- List the source of the above information.*

C. **Job Placement** – *List any information (and the source) you have on the placement of recent graduates.*

D. **Student Goal Attainment** – *List information pertaining to students attaining their educational/career goal(s).*

Graduates: Degrees, Diplomas, and Certificates Earned – *Institutional Research will provide the data.*

Year	Degree	Diploma	Certificate	Total
2009-2010				
2008-2009				

Year				
2007-2008				
2006-2007				
2005-2006				
(example)	26	NA	9	35

E. Certification/Licensure: *Indicate whether your program requires certification or licensure. The program may require that the student is licensed or certified before graduation. You should note this information here and also who administers the exam. You should also list the most recent information on passing rate/percentage.*

F. Curriculum Committee: *Document below any actions taken by the Curriculum Committee in the last five years that affect the program.*

G. Core Courses Retention and Performance: *This following information is based on students who completed the course at the 10% point, the number of students finishing the course, the percentage of students completing the course, and the percentage of students passing the course. Institutional Research will provide the data. You will choose core courses from the list provided.*

Core Course Prefix	Core Course Number				
Year	Students at 10% Point	Students Completed	Course Completion Percentage	Percent Passing	GPA
2009-2010					
2008-2009					
2007-2008					
2006-2007					
2005-2006					
(example)	23	20	91%	90%	3.0

IX. PROGRAM ENHANCEMENT EFFORTS
_____

Advisory Committee: *As part of any program enhancement effort, outreach to the service community is mandatory.* Programs are required to have one advisory committee meeting yearly.   Provide the following information related to your program's advisory committee.

1. Number of Meetings: *List the number*

2. Significant Discussions: *Briefly list any significant discussion.*

3. Recommendations*: List recommendations made for the program by the advisory committee.*

4. Provide a listing of current advisory committee members (see table below).

Advisory Committee Member	Phone	Email	Affiliation
Joan Smith (example)	999.999.9999	jsmith@emailaddress	Counselor, Advising Center, UNCP, Pembroke, NC

X. STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT) ANALYSIS

_____

A.   Strengths - List the strengths of your program:

B.   Weaknesses - List the weaknesses of your program:

C.   Opportunities - List any opportunities for your program:

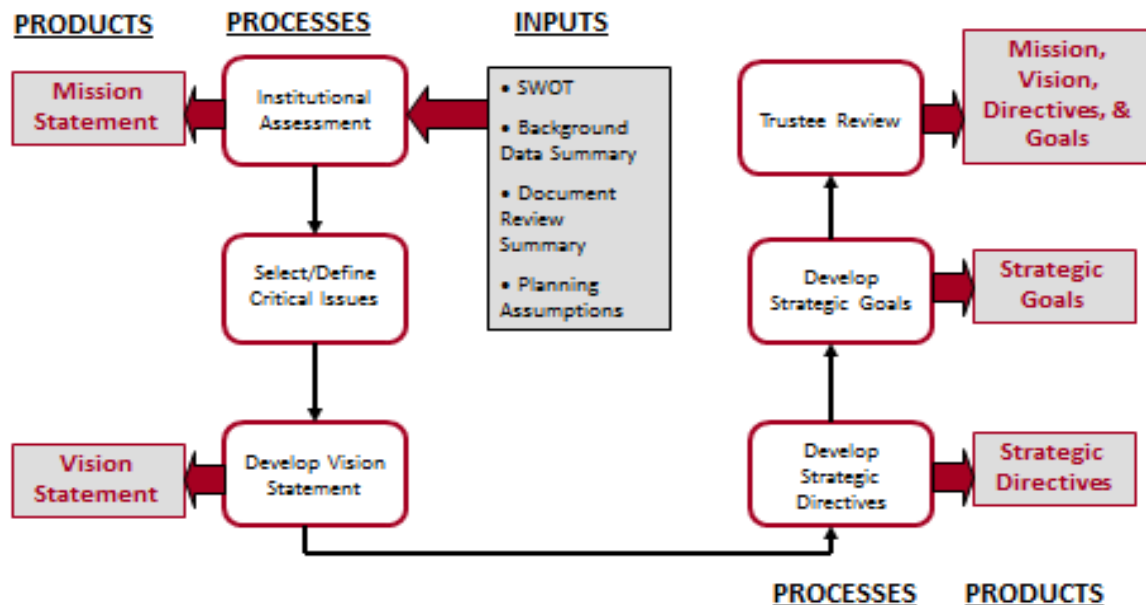**D.   Threats – List any threats regarding your program:**

_____

XI. USE OF RESULTS

_____

A. Describe below how you will use the results of your SWOT analysis to make improvements in your program:

B. Describe below what specific improvements will you make as a result of completing this Program Review:

Appendix III. The Long-Range Planning Process

PRODUCTS **PROCESSES** **INPUTS**

Mission Statement	Institutional Assessment	• SWOT • Background Data Summary • Document Review Summary • Planning Assumptions
	Select/Define Critical Issues	
Vision Statement	Develop Vision Statement	

Trustee Review		Mission, Vision, Directives, & Goals
Develop Strategic Goals		Strategic Goals
Develop Strategic Directives		Strategic Directives

PROCESSES **PRODUCTS**

All planning at RCC begins with assessment and analysis. The ad hoc Long-Range Strategic Planning Cycle begins with review of relevant existing documents (institutional as well as those of other influencing bodies to include, but not limited to, the North Carolina Community College System, governmental agencies, and accrediting or certifying bodies); analysis of all available data, information, evaluations both internal and external; and an environmental scan. Support to the ad hoc Strategic Planning Committee is provided by the Office of Institutional Effectiveness and Accountability leveraging existing data and information where available and collecting against committee requirements where data or information is not pre-existing. Where fiscally possible, assessments such as an environmental scan may be externally contracted. Planning Assumptions are agreed upon by the committee. Planning Assumptions are defined as a supposition or belief used in the planning process that, if no longer accurate at some point during the planning period, would require that the planning process be revisited. Planning assumptions should be minimized and include only those necessary to effective planning. Planning assumptions are probable but not certain, derived from environmental conditions through observation and studies, and apply to the planning period.

Based on this analysis, the ad hoc Strategic Planning Committee validates the existing Mission Statement or recommends a revised or alternative statement. Because it is fundamental to the rest of the process it is advisable to seek approval of revisions or changes to the Mission Statement from the Board of Trustees before proceeding further.

Based on the revised mission statement and the prior analysis, the ad hoc committee identifies the critical issues facing the College. Critical issues are those that, in the collective judgment of the committee, are most important for the College to address during this planning period in order to best accomplish our Mission and best use our resources. Critical issues:

- Are within RCC's ability to address or influence
- Are general in nature
- Do not address "how"
- Provide a reason for change
- Capture common threads in the research data and SWOT analysis
- Require multiple actions overtime to address
- Are not a product, but rather a step toward developing a Vision and Strategic Directives

The next step in the process is to develop a vision statement. This should be a compelling statement that describes the institution's aspirations and defines future mission success. It should be specific to the institution and include internal and external components. The internal component describes the projected scope and scale of the institution's activities, programs, and services. The external component describes how the community will be improved by accomplishing the mission. Characteristics of the Vision Statement include that it:

- Addresses the Critical issues
- Is inspirational
- Is achievable (Within the Planning Period)
- Is forward-thinking
- Influences Actions and Resource Decisions
- Is not merely a "Statement of What We Are Doing *

Following development of the Vision Statement, the committee formulates the Strategic Directives. Strategic Directives. Strategic Directives are defined as a positive statement articulating a conceptual approach or course of action to address all or part of a critical issue. They exhibit the following characteristics:

- Progress must be measurable *(although not addressed in quantitative terms)*
- Addressable by actions of the College
- Broad proposals that will collectively achieve the *VISION*
- Feasible
- Command resource allocation *(Guidance to Planning Council)*
- Drive data collection
- Support accreditation
- Address System Measures of Success not yet achieved
- May be modified, augmented, or deleted in response to environmental conditions

To supplement, clarify, and focus the Strategic Directives, goals are developed. The goals are associated with and supportive of specific Strategic Directives. They are defined as measurable and *quantifiable* objectives to be achieved by the end of the planning period. Characteristics of these goals include that they:

- Define "success" for the *Strategic Directives*
- Represent a "Best Case", generally static for the planning period but may be revised based on formative evaluations

- May be carried over to next planning period
- Are guides, not absolute measures of success or failure
- Can be broken into annual outcomes or objectives
- May be reviewed and modified, augmented, or deleted periodically in response to environmental conditions
- Justify new activities (along with external requirements)

All products of the Long-Range Planning Process are submitted to the Board of Trustees for approval. The products of the Long-Range Planning Process are defined and measured as part of an annual planning process. This annual planning process reviews and evaluates institutional progress and produces planning unit action plans that create that progress. By policy, the Mission and Vision Statements as well as the Strategic Directives and associated Goals are systematically reviewed and, if required, modified annually.

For records and details of the activities of the 2009 Ad Hoc Committee, contact the Office of IE&A.

Appendix IV. *Richmond 2016* (Mission, Vision, Strategic Directives and Goals) (Approved by the Board of Trustees in April 2012)

The RCC <u>Mission Statement</u> is:

> *The mission of Richmond Community College is to provide life-long educational opportunities, workforce training and retraining, cultural enrichment, and community services by employing traditional and distance learning methods to support economic development and enhance the quality of people's lives.*

The <u>Vision Statement</u> for RCC reads:

Richmond Community College will foster educational achievement, economic development, and personal growth in Richmond and Scotland counties by:

> • *Being an institution of choice for educational opportunity.*
>
> • *Serving as a cultural center for the community.*
>
> • *Meeting the individual needs and aspirations of a diverse student population.*
>
> • *Providing relevant, evolving, and accessible programs and services employing current technology in state-of-the-art facilities.*
>
> • *Cultivating close and supportive relationships with the communities we serve.*
>
> • *Engaging students in an educational experience that prepares them for the diverse and changing 21st century work place.*
>
> • *Continuously improving through data-informed self-assessments and evaluations.*

Following are the seven <u>Strategic Directives</u> and their associated institutional <u>Goals</u> for RCC:

1. Develop comprehensive, individualized approaches to learning and services that meet the needs and foster success of our students.

> Goals:
> *A. Increase participation and completion rates of underserved and underachieving population segments.*
> *B. Provide comprehensive support and intervention services for every student.*
> *C. Enhance student advising.*

D. Increase student graduation rates.
E. Increase resources for instructional technologies.
F. Increase retention rates.
G. Reduce the amount of time students spend in preparation for college level work.

2. Develop and implement new programs and courses that are relevant to our region, promote current technology, and respond to economic trends.

Goals:
A. Expand distance learning instruction.
B. Integrate concepts of sustainability in relevant programs.
C. Evaluate and adjust program mix to meet changing community needs.
D. Improve delivery of instructional content through technology.

3. Supplement allocated funds with resources from external sources to better fulfill RCC's mission.

Goals:
A. Identify and develop adequate resources for the startup of programs.
B. Identify adequate resources to build and/or modify facilities.
C. Identify costs and raise funds for instructional technology.

4. Expand collaborations with external partners to serve our communities and help our students meet their educational and career goals.

Goals:
A. Enhance and strengthen the relationships with each of the following in order to provide new and improved programs and services.
1) Governmental agencies
2) Four-year colleges and universities
3) Other community colleges
4) Business and industry
5) Non-profits
6) Public Schools

5. Optimize current building usage, make targeted additions, and implement changes to meet the needs of a growing enrollment.

Goals:
A. Develop/allocate space to enhance learning and facilitate delivery of educational programs.
B. Provide appropriate facilities to support staff and faculty.
C. Provide appropriate work space and storage areas for maintenance staff and equipment.

6. Cultivate our connection to the community, strengthen our status as a cultural center, and enhance our public image.

Goals:
A. Improve and expand opportunities to communicate with stakeholders and community

members.
B. Develop and implement tools that inform the college of the communities' perceptions.
C. Provide cultural activities to multiple sectors of the community.

7. Enrich the capabilities and capacity of the employees of Richmond Community College.

Goals:
A. Promote inter and intra department teamwork in order to develop a unified college.
B. Improve customer service through professional development.
C. Prepare and certify the next generation of college leaders.

Appendix V. Planning Priorities for 2012-2013

1. Develop and implement new Workforce and Economic Development Programs

2. Enhance advising and career planning for students

3. Develop and implement an Enrollment Management Plan to improve enrollment, retention, and graduation rates

4. Make optimal use of technology

5. Successfully complete SACSCOC reaffirmation

6. Complete renovation and expansion of the Forte Building

7. Career and College Promise and Early College High Schools will be state-wide models

Appendix VI. NCCCS Performance Measures

*For a full description of the NCCCS Performance *Measures* see the NCCCS Critical Success Factors Report at: http://www.richmondcc.edu/cms-wfc/wp-content/uploads/2012/01/csf2012.pdf

**Note: The NCCCS Performance Measures and the methodology for calculating them is under revision. The new standards and methods will be published as they are approved and become available.

A. Progress of Basic Skills Students (Not included in the 2012 report)
B. Passing Rates on Licensure and Certification Examinations
C. Performance of College Transfer Students
D. Passing Rates of Students in Developmental Courses
E. Success Rates of Developmental Students in Subsequent College-Level Courses
F. Satisfaction of Program Completers and Non-Completers
G. Curriculum Student Retention, Graduation, and Transfer
H. Client Satisfaction With Customized Training