

Institutional Effectiveness 2012-2013

IE Expected Outcomes for Assessing AY 2011-12 and Planning AY 2012-13

Click on an EO number to view the expected outcome.

College Wide / President

CWAA-01	Progression Rate Improvement
CWAA-02	Increase in Number of Certificates and Degrees Awarded
CWAA-03	Online/ITV Course Student Satisfaction

Academic Affairs Provost

	Statement of Purpose
PROV-01	Objective Measurement of General Education
PROV-02	Job Placement Rate
PROV-03	Employer Satisfaction
PROV-04	Academic Audits
PROV-05	Dual Admission Agreements
PROV-06	Quality Enhancement Plan Implementation

Asst. VP for Academic Affairs

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ACAD-02	Instructional Cost Per SCH
ACAD-03	Course Revision
ACAD-04	Curricular Changes
ACAD-05	Effectiveness of Online Pedagogy
ACAD-06	Development and Training for Faculty

Business & Technology

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BTCH-06	Academic Audit

Career Readiness

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CARE-02	Internationalization of Career Readiness Course
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EDUC-02	Internationalization of Education Courses
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EDUC-04	Academic Audit

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Motlow State Community College
Institutional Effectiveness Plan
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Campus Wide

EO: CWAA-01

EO Title: Progression Rate Improvement

Related Strategic Goal:

3.1 Be accountable for the quality of our educational programs and services in a diverse market.

Related Performance Funding Standard:

3.A Retention and Persistence

Expected Outcome: Motlow will increase the fall-to-spring progression rate .5% each academic year.

Action Plan: Improving the fall-to-spring progression rate at MSCC is an on-going effort by many entities at the college. From quality education to meaningful instructor/student interaction to outstanding student services such as advisement and student activities, Motlow continually strives to improve student retention and persistence. The past year Motlow looked at advising and scheduling to improve its outcomes in the fall-to-spring progression rate.

The student success committee submitted a plan to the executive staff. The plan included the following elements: standardize the number of hours faculty will spend working on advising during pre-registration and registration periods; have dedicated advisor training for faculty; assign advisors to faculty for more continuity of advising; and create a summer advising program. Additionally, DegreeWorks as implemented as a campus tool for advisors.

The academic affairs leadership team will evaluate schedules for coverage and efficiency and will explore starting a hybrid program.

These strategies involve both student affairs and academic affairs employees.

Completion Date: Annual

Est. Cost: \$18,000

Budgeted: Included in current budget

Assessment Procedures: The plan proposed by the Student Success Committee was implemented except for the assigning of advisors to students. After further review, this option

wasn't feasible and it wasn't as valuable as initially proposed. The other initiatives were accomplished. DegreeWorks was implemented and training for faculty took place in the spring. The schedules were evaluated and on the whole were deemed efficient. A hybrid program was put in place in the spring semester at the Smyrna location. The college offered eight hybrid sections in the spring semester. Assessment data was gathered at the end of the academic year for inclusion in the THEC fact book

Assessment Results and Use of Results: The progression from fall to spring for the 2010-2011 year was 70.4% The college did not meet the established benchmark of a .5% increase and the progression rate for the year fell.

While efforts were made to increase the rate, they fell short of the desired goal. These strategies, however, were only in place a short while and the true impact of the improvements to advising changes cannot be measured effectively yet. These changes will be monitored another year with no other changes planned at this time.

The hybrids at Smyrna are showing early signs of success and the number of sections offered for the fall will be 13. As with the advising changes, the true impact to progression cannot be measured effectively yet. This new format will be continued and monitored.

DegreeWorks is fully implemented for faculty and staff but more training is needed. This product will not be rolled out for students until the 2012-2013 year.

Based on the results, Motlow will be looking at other benchmarks for this goal. The new benchmark, if used, will be incorporated into next year's plan.

Fall 2011

Benchmark: Fall 2010 to Spring 2011 Progression Rate – 73.5%

Actual: Fall 2010 to Spring 2011 Progression Rate – 69%

List of Supporting Documentation:

- [Memo from Student Success Committee](#)
- [Memo to Student Success Committee](#)
- [FAST Proposal](#)
- [DegreeWorks Kick-Off calendar](#)
- [Academic Affairs Leadership Team Minutes](#)

Date Last Updated: June 2012

Motlow State Community College
Institutional Effectiveness Plan
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Campus Wide

EO: CWAA-02

EO Title: Increase Number of Certificate and Degrees Awarded

Related Strategic Goal:

3.1 Be accountable for the quality of our educational programs and services in a diverse market.

Related Performance Funding Standard:

3.B Student Success

Expected Outcome: Motlow will increase the fall-to-spring progression rate .5% each academic year.

Action Plan: Improving the number of degrees and certificates at MSCC is an on-going effort by many entities at the college and supports the Complete College Act of 2010.

This year in order to meet this graduation goal, Motlow will prepare and submit the proposals to start a new degree in paramedics and a certificate in early childhood education. Additionally, this year saw the first full year of the mechatronics AAS degree to have student enrollment, and the Tennessee Transfer Pathways were implemented starting the fall semester.

The new programs must pass through the Academic Affairs committee and then the required paperwork for the TBR must be submitted.

Completion Date: Annual

Est. Cost: \$0

Budgeted: Included in current budget

Assessment Procedures: The programs passed through the Academic Affairs. The letter of intent to start an AAS in paramedics was submitted to TBR in February and the full proposal was submitted in May. The ECED certificate proposal was submitted in December.

Assessment Results and Use of Results: The original paramedic proposal has the certificate embedded in the degree; subsequently, the degree and the certificate were broken into two separate requests. The AAS will be voted on at the June, 2012 board meeting and the accompanying certificate is currently in a 30-day review. The ECED certificate was approved.

According to the material sent to THEC, Motlow awarded 58 certificates, 526 associate degrees with a total of 584 total awards. This is an increase over the previous year, and the college met the goal.

Implementation of these degrees will continue into the next academic year, and the college is looking at other new programs to begin that will help meet this goal in the future.

Fall 2011

Benchmark: 2010 Awards: 492

Actual: 2010 Awards: 595

List of Supporting Documentation:

- Academic Affairs Committee Meeting Minutes Friday, November 4, 2011
- Proposal: Establish an Early Childhood Education Technical Certificate
- Academic Affairs Committee Meeting Minutes Friday, September 30, 2011

Date Last Updated: June 2012

Motlow State Community College
Institutional Effectiveness Plan
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Campus Wide

EO: CWAA-03

EO Title: Online/ITV Course Student Satisfaction

Related Strategic Goal:

3.1 Be accountable for the quality of our educational programs and services in a diverse market.

Related Performance Funding Standard:

N/A

Expected Outcome: At least 90% of MSCC students responding to the Satisfaction with Student Services Survey will respond “excellent”, “good”, “fair” or “neutral” to the statement “My overall experience in my ITV course was:”.

Action Plan: MSCC faculty will provide the same quality education in ITV courses as courses offered using traditional methods.

Two major initiatives will be implemented for this goal. Even though the institution has a history of meeting the goal for the past few years, it is time to review distance education in a more thorough manner. A review of policies and data will be undertaken by the Chair of the Distance Education Committee. Department chairs will be involved in the process as well. The scheduling and the use of the ITV classrooms will also be studied by a special committee.

Completion Date: Annual

Est. Cost: \$0

Budgeted: Included in current budget

Assessment Procedures: Each fall semester, the online Satisfaction with Student Services Survey is administered to currently enrolled students. The Office of Institutional Research, Planning, and Effectiveness is responsible for preparing and administering the surveys. The results are posted on the IRPE web site.

Assessment Results and Use of Results: The Distance Education committee reviewed its policy and discussed several needed changes. They will be implementing mandatory training for faculty before they begin teaching online and mandatory yearly training for those who already teach. The processes for course review were also reviewed and revised as needed.

The scheduling of the ITV classrooms is now being managed by the Assistant VP for Academic Affairs office and as schedules are being prepared for the semester all department chairs meet to make sure the facilities are being used to maximum capacity.

During the data collection process, the online vs. conventional courses pass/fail/withdraw rate was collected. The data reveal places for improvement and will be reviewed in more depth by the department chairs and built into next year's cycle.

2011

Results from the fall 2011 satisfaction survey shows that 93.7% of the respondents found their overall experience in an ITV course to be "excellent", "good", "fair" or "neutral;" therefore, the goal was met.

59. My overall experience with my ITV course was:

Item	Count	Percent %
Excellent	15	24.59%
Good	29	47.54%
Neutral	5	8.20%
Fair	10	16.39%
Poor	2	3.28%

2010

Results from the Satisfaction with Student Services Survey administered in fall 2010 show 92.6% of the respondents found their overall experience in an ITV course to be "excellent", "good", "fair" or "neutral". The goal was met.

. My overall experience with my ITV course was:

Item	Count	Percent %
Excellent	15	23.81%
Good	30	47.62%
Neutral	10	15.87%
Fair	3	4.76%
Poor	5	7.94%

2009 Results

Results from the Satisfaction with Student Services Survey administered in fall 2009 show 89.23% of the respondents found their overall experience in an ITV course to be "excellent", "good", "fair" or "neutral". The goal was not met. Follow-up discussions with faculty teaching in ITV classrooms will be held to identify potential problem areas and related actions.

My overall experience with my ITV course was:

Good	30	46.15%
Excellent	13	20.00%
Neutral	10	15.38%
Fair	5	7.69%
Poor	7	10.77%

2008 Results

Results from the Satisfaction with Student Services Survey administered in fall 2008 show 91.02% of the respondents found their overall experience in an ITV course to be “excellent”, “good”, “fair” or “neutral”. The goal was met.

My overall experience with my ITV course was:

Good	34	43.59%
Excellent	21	26.92%
Neutral	9	11.54%
Fair	7	8.97%
Poor	7	8.97%

List of Supporting Documentation:

- Satisfaction with Student Services Survey Results;
- Revised Distance Education Policy;
- MINUTES OF DISTANCE EDUCATION COMMITTEE MEETING Tuesday, February 21, 2012;
- Minutes from Distance Education Committee Meeting Thursday, April 5, 2012.
- Online VS Conventional courses

Date Last Updated: June 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Provost's Office

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: PROV-01

Action Plan Title: Objective Measurement of General Education

Desired Outcome: Institutional composite scores on all components of the ETS Proficiency Profile test (previously MAPP) of graduates' competency in general education core disciplines will meet or exceed the score of Motlow's peer institution group.

Description of Action Plan and Related Activities: Through quality General Education core courses, MSCC will improve students' skills in reading, critical thinking, writing and math. General Education core courses will be assessed on a scheduled basis and ETS Proficiency Profile scores will be annually reviewed to identify strengths, weaknesses, and needed changes. When the ETS Proficiency Profile scores are available, the Provost will review the data and compare the data to the previous year's scores. This review will determine if action is required. The information will be distributed electronically to the Assistant VP of Academic Affairs and the Department Chairs/Directors. If there is a significant decrease in any of the sub-scores, the Provost, the Assistant VP of Academic Affairs, and the relevant Department Chair/Director will create an improvement plan. The relevant Department Chair/Director is the liaison with the departmental faculty for an improvement plan. The material will be on the agenda for discussion at the first meeting of the Academic Affairs Leadership Team (AALT) after the material becomes available to the Provost. This discussion will take place no later than January. After an improvement plan is agreed upon the Department Chair/Director will make regular updates to the AALT about the status of the plan and will provide documentation to the Provost's office that the plan is being implemented.

Based on the scores from the spring 2011, while the College is exceeding all area of the peer institution, over the past three years, the sub-score in math has wavered slightly below or slightly above the established benchmark. While the math scores on specific math classes within the general education core choices do well on meeting or exceeding the established benchmarks, the data on the exit test is not showing as much consistent progress as is demonstrated on the individual course level. However, because the spring 2011 scores represent the first scores under the new instrument, no action is required at this time. Should the spring 2012 math scores fall below the benchmark, an improvement plan will be required for the next year.

Team Members: The Provost will oversee any needed improvement plans, and the relevant Department Chair/Director will be responsible plan implementation.

Timeline: The information has been shared with AALT and will be discussed in total in August.

Est. Cost: \$

Budgeted: Included in current budget

Evidence of Success: ETS Proficiency Profile test results of graduates' competency in general education core disciplines will show that Motlow meets or exceeds the score of its peer institution group.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress

Spring 2012

The MSCC scores for the ETS Proficiency Profile test in spring 2012 met or exceed the score of Motlow's peer institution group on all components of the profile test of the graduate's competency in general education core disciplines.

This goal was met in all seven categories and in total score.

	MSCC Mean Score	Mean Score of Peers (latest available)
Total Score	441.02	437.60
Critical Thinking	111.46	110.39
Reading	117.72	116.32
Writing	113.50	112.64
Mathematics	111.96	111.46
Humanities	114.58	113.58
Social Sciences	113.36	112.19
Natural Sciences	114.74	113.95

Spring 2011

The MSCC scores for the ETS Proficiency Profile test in spring 2010 met or exceeded the score of Motlow's peer institution group on all components of the ETS Proficiency Profile test of graduates' competency in general education core disciplines except for Mathematics which was .36 less than that of peers.

This goal was met in all seven categories and in total score.

	MSCC Mean Score	Mean Score of Peers (latest available)
Total Score	440.27*	438.22
Critical Thinking	111.22*	110.58
Reading	117.43*	116.53
Writing	113.04*	112.74
Mathematics	112.15*	111.65
Humanities	114.45*	113.73
Social Sciences	113.03*	112.41
Natural Sciences	114.48*	114.10

Spring 2010

The MSCC scores for the MAPP test in spring 2010 met or exceeded the score of Motlow's peer institution group on all components of the MAPP test of graduates' competency in general education core disciplines except for Mathematics which was .52 less than that of peers.

This goal was met in six of the seven categories and in total score. It was not met in one category. Follow-up discussions with Mathematics faculty will be held to identify potential problem areas and related actions.

	MSCC Mean Score	Mean Score of Peers (latest available)
Total Score	441.09*	440.67
Critical Thinking	111.79*	110.34
Reading	117.47*	117.55
Writing	113.82*	113.58
Mathematics	111.95	112.47
Humanities	114.57*	114.04
Social Sciences	112.87*	112.75
Natural Sciences	115.26*	114.32

Spring 2009

The MSCC scores for the MAPP test in spring 2009 met or exceeded the score of Motlow's peer institution group on all components of the MAPP test of graduates' competency in general education core disciplines except for Mathematics which was .36 less than that of peers.

This goal was met in six of the seven categories and in total score. It was not met in one category. Follow-up discussions with Mathematics faculty will be held to identify potential problem areas and related actions.

	MSCC Mean Score	Mean Score of Peers (latest available)
Total Score	442.72*	440.67
Critical Thinking	112.29*	110.34
Reading	117.99*	117.55
Writing	114.27*	113.58
Mathematics	112.11	112.47

Humanities	114.79*	114.04
Social Sciences	113.56*	112.75
Natural Sciences	115.71*	114.32

Describe Needed Changes: The data for the ETS scores was available in June and was distributed to the department chairs/directors. The material will be discussed at their first meeting in August. MSCC mean scores are above the peer mean scores in all disciplines. No action is taken at this time and scores will continue to be monitored.

List of Supporting Documentation: ETS Proficiency Profile Score Summary Report

Date Last Updated: July 2013

Motlow State Community College
Institutional Effectiveness Plan
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Provost's Office

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: PROV-02

Action Plan Title: Job Placement Rate

Desired Outcome: Achieve at least a 90% placement rate of the Career Education program graduates in jobs directly related to their majors.

Description of Action Plan and Related Activities: This goal will be accomplished through a variety of activities. Because job placement statistics are reported for graduates two years after they have left the program, it is important that relevant departments respond to emerging data instead of final data. As shown for the past several years, Motlow College is meeting job placement when the scores are in aggregate. A review of individual departments is necessary to ensure that the benchmark will be met in the future. Emerging data shows that some disciplines in the business department are well below placement benchmarks. This will impact the two year final reporting number. The Department Chair has been reviewing the curriculum and discussing this with area businesses, industries, and other educational institutions.

Team Members: Job placement data in the business department has been reviewed by the Department Chair, the Assistant Vice President for Academic Affairs, and the Provost.

Timeline:

Based on the spring 2012 data, two areas had a decline which contributed to the drop in the college wide placement rate. The general technology degree placement rate is 67%; the business degree placement rate is 44%. Three projects will be undertaken to address this issue.

- 1) During the coming year an agreement with Trevecca University will be finalized so that AAS business graduates will be able to apply their course work to a Bachelor's degree and continue their education. This agreement will be finalized in time for students to start the program in the spring semester.
- 2) The fast-track business program was piloted last year will be monitored and expanded to increase participation in and graduation from the AAS business degree.
- 3) A faculty member has been given release time to conduct market surveys and job analysis to create new degree options and/or redesign existing programs. By the end of the academic year, a report outlining these actions including an implementation timeline will be completed.

Est. Cost: \$

Budgeted: Included in current budget

Evidence of Success: Performance Funding Job Placement annual report (populated from results of Graduate Surveys and follow-up surveys) will show a placement rate for all MSCC career education majors of 90% or higher.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: The assessment data was divided by department for a more in-depth analysis, and the data for spring 2010 graduates was revealing. The placement rates for the nursing and early childhood education degrees are at 100%. The early childhood certificate is at 88% and the business information system certificate is at 100%. These programs do not need any intervention at this time.

Two other areas showed a weakness and account for the drop in the college wide placement rate. The general technology degree placement rate is 67%; the business degree placement rate is 44%.

Spring 2012

Motlow's career education job placement rate in spring 2012 for spring 2010 graduates was 88%. The goal was not met, and an action plan will be addressed in next year's plan.

Spring 2011

Motlow's career education job placement rate in spring 2011 for spring 2009 graduates was 92%. The goal was met. MSCC departments will continue to take proactive steps in assisting Career Education graduates with job placement.

Spring 2010

Motlow's career education job placement rate in spring 2010 for spring 2008 graduates was 95%. The goal was met. MSCC departments will continue to take proactive steps in assisting Career Education graduates with job placement.

Spring 2009

Motlow's career education job placement rate in spring 2009 for spring 2007 graduates was 96%. The goal was met. MSCC departments will continue to take proactive steps in assisting Career Education graduates with job placement.

Describe Needed Changes:

The goal of creating new programs in the business area was only partially met. The department chair for business has been creating a new accelerated business format which will start in fall 2012 and is based at the Smyrna site. Additionally, the chair has been working with Trevecca University to create a pathway for these students into Trevecca's adult degree completion

program. This agreement is not yet finalized and work on this agreement will continue next year.

The department deleted three certificates this spring after finding that they do not help a graduate gain immediate employment. These certificates were the business information system, general business, and computer programming.

While these changes are positive steps, they still do not address the question as to whether or not the degrees Motlow College offers are relevant with regard to the skill set an employer would be seeking to hire in a technical graduate. More work is needed in this area and this portion of the goal will be carried forward to next year.

List of Supporting Documentation: Job Placement Summary Reports (Performance Funding)

Date Last Updated: June, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Provost's Office

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: PROV-03

Action Plan Title: Employer Satisfaction

Desired Outcome: At least 80 percent of the respondents to the Employer Survey will agree that they would hire more MSCC graduates.

Description of Action Plan and Related Activities: MSCC will provide quality academic programs and services to prepare students to be good employees when they enter the workforce. Because the survey instrument is now administered every three years, no data was available from the 2010-2011 year; the last survey showed that the College exceeded the benchmark. Therefore, no plan of action is required for the 2011-2012 year. A plan of action related to data will be considered after the data is available.

During this year, a new data collection instrument will be created in order to gather more relevant data with regard to employer satisfaction. The department chairs in business, education, and allied health will collaborate with the director of institutional research to create a focus group proposal. The proposal must be approved by THEC prior to implementation.

Team Members: When data is available, it will be reviewed by the Provost and distributed to the Academic Affairs Leadership Team. The team to develop the new instrument will be the department chairs in business, education, and allied health and the director of institutional research.

Timeline:

The survey will be completed by May, 2013 and the data will be reviewed by the Provost and the applicable department chairs/directors. Any needed action plan will be developed at that time.

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Results of Employer Survey Report will show at least 80% of the employers of Motlow career education graduates would hire more Motlow graduates.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

The new methodology, and accompanying timeline for implementation, was approved and is ready to implement in the upcoming year. New survey data from the previous instrument is not available yet, and will be reviewed when it is available.

NOTE: This survey is now being conducted once every three years. The next survey will be in spring 2012.

Spring 2010

One hundred percent of the employers responding to the Employer Survey in 2010 stated that they would hire more Motlow Graduates. We are exceeding this expected result.

Spring 2009

One hundred percent of the employers responding to the Employer Survey in 2009 stated that they would hire more Motlow Graduates. We are exceeding this expected result.

Spring 2008

One hundred percent of the employers responding to the Employer Survey in 2008 stated that they would hire more Motlow Graduates. We are exceeding this expected result.

Spring 2007

One hundred percent of the employers responding to the Employer Survey in 2007 stated that they would hire more Motlow Graduates. We are exceeding this expected result.

Describe Needed Changes: New methodology will be implemented in 2012-13.

List of Supporting Documentation: Employer Survey Report; New Employer Survey Proposal

Date Last Updated: June, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Provost's Office

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: PROV-04

Action Plan Title: Academic Audit

Desired Outcome: Motlow will consistently participate in Academic Audits to Motlow's education quality processes. For all Academic Audit, it is expected that the results will show that all standards have been met.

Action Plan: The chair and faculty of designated departments will take steps to guarantee the quality of Motlow's non-accredited programs so the programs will meet all standards on Academic Audits. The Provost reviews all audit documents prior to submission.

Team Members: The department director and selected faculty

Timeline:

The academic audit will meet all TBR established guidelines for the duration of the project.

Est. Cost: \$750

Budgeted: Included in current budget

Evidence of Success: Academic Audit Reports will show all standards have been met.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

The education department completed their academic audit self-study of the early childhood education program. The document was reviewed by the Provost in January and submitted to the TBR office on February 1, 2012. The audit review team visited the campus in March, and the visit was successful. The program received 5 commendations, 4 affirmations, and 2 recommendations. These findings will be integrated into the department's 2012-2013 institutional effectiveness plan.

Describe Needed Changes: Academic Affairs will continue on the Academic Audit schedule for 2010-15 with no changes.

The Business and Technology department is conducting an academic audit of the General Technology program in 2012-13.

List of Supporting Documentation: [Academic Audit Report and Materials](#)

Date Last Updated: July, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Provost's Office

Related Strategic Goal:

2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: PROV-05

Action Plan Title: Dual Admission Agreements

Desired Outcome: Motlow will have dual admission agreements signed with UoM by the end of the fall semester 2013.

Prior to June 2012: Motlow will have dual admission agreements signed with MTSU, APSU, TTU, TSU, ETSU, and UoM by the end of the AY 11-12.

Action Plan: These agreements will assist students who intend to transfer to a regional university by ensuring that a relationship with the senior institution is established from the start of the college experience. The Provost will work with designated officials at the university to complete the paperwork and plan the signing event. The Provost will also work with individuals in admissions as needed for implementation.

Team Members: The Provost and Student Affairs employees as needed

Timeline:

All agreements will be in place by the end of the academic year.

Est. Cost: \$100

Budgeted: Included in current budget

Evidence of Success: To the signed agreement ready for student participation

Complete the following when assessing a plan

Current Status: Behind Schedule

Describe Progress: Motlow College has five of the six anticipated dual admission agreements signed. The signed agreements are with MTSU, APSU, TTU, ETSU, and TSU. UoM is still in progress and as of the close of the year was not signed. UoM will be completed next year.

Describe Needed Changes: No changes needed; full completion of the goal is anticipated.

List of Supporting Documentation: The signed agreements with MTSU, APSU, TTU, ETSU, and TSU

Date Last Updated: July, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Provost's Office

Related Strategic Goal:

3.2 Improve student learning through culturally diverse perspectives to prepare student for success in a global society.

Action Plan #: PROV-06

Action Plan Title: Quality Enhancement Plan Implementation

Desired Outcome: Motlow will meet the objectives of the QEP on internationalization of the curriculum.

Action Plan: The Provost will oversee the implementation of the QEP to ensure that the implementation schedule is met and that the assessments of the modules are completed. The Provost will ensure that faculty are trained in rubric development and that all department chairs have reviewed data with departmental faculty. The Provost will oversee the distribution of survey data to the faculty so that progress can be monitored and changes made as needed. Weekly reports of all activities related to the QEP will be submitted by all academic offices.

Team Members: The Provost, the Assistant Vice President for Academic Affairs, and department chairs/directors

Timeline: The following chart summarizes the new courses that will receive an international model for the upcoming year.

Fall 2012

ENGL 2320—John Hart

ACCT 1010—Ward Harder

MUSA 1030—Tom Breece

NURS 2410—Kimberly Hackney

HPE 2340—Tori Raby-Gentry

EDU 1120— Billy Hix

Deaton-Owens

ENGL 2310—John Hart

Spring 2013

BUS 2010—Gina Burke

COMM 1010—Cheri Williams

ENGL 2230—Dawn Copeland

BUS 2610—Susan Dickey

NURS 1410—Melissa Russell

PSYC 2120—Stephen Guerin

MECH 1500—Fred Rascoe

SOCI 1020— Moneda Grimes, Dayron

HPE 2300—Tori Raby-Gentry

PSYC 2130—Bryan Thomas

In addition to these course coming online, all past courses with developed modules will still be taught and assessed during the academic year.

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Annual QEP report in Performance Funding report will show that Motlow has met the objectives of the QEP.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: The 2011-2012 year was a very successful year for the QEP implementation. A schedule of classes that would have an international module was created by the department chairs and that schedule was successfully implemented. Department chairs/directors met with the provost, the assistant vice president of academic affairs and the director of institutional effectiveness in the fall to outline the plan and to go over the implementation schedule. They turned in weekly progress reports and the provost sent a summary of the reports on to the president.

Faculty who were developing modules for spring implementation attended training in XXX and those who were developing training for fall implementation attended training in XXX.

In addition to meeting the course implementation schedule, two additional data instruments were created and implemented. First, a common survey was created for all international events such as the festivals and speakers. The surveys were tallied and the results distributed to the event planners. Second, exit surveys in all the classes with a QEP module were distributed and data gathered. The results of these surveys were distributed.

All data that was collected with regard to the QEP was distributed to department chairs/directors and was discussed at departmental and academic affairs leadership team meeting as documented by minutes. Curricular changes in QEP modules are occurring at the departmental level and changes in process that needed to be made were handled by the provost.

For the first time since the QEP's inception, the data is showing a positive impact on the students. The students are performing well in the modules, and the exit data is showing an improvement on the overall QEP project learning objectives.

Describe Needed Changes: Overall, the process worked well throughout the year and all the established goals were met. This goal will continue for the next year for the last year of the QEP project.

List of Supporting Documentation:

- [Academic Leadership Meeting Minutes \(Sampling\)](#)
- [Course Sections and Enrollment in QEP Courses](#)
- [Grading Rubrics \(Sampling\)](#)
- [Grading Rubric Summary for All Participating Courses Fall 2011](#)
- [Grading Rubric Summary for All Participating Courses Spring 2012](#)
- [Intended Objectives and Learning Outcomes for QEP](#)
- [International Modules \(Sampling\)](#)
- [Press Releases for International Events in AY 2011-12](#)
- [QEP Schedule of Courses](#)
- [QEP Weekly Reports \(Sampling\)](#)
- [Student Perception Survey](#)
- [Summary of Multicultural Events in AY 2011-12](#)
- [Survey of Multicultural Event](#)

Date Last Updated: July, 2012

Motlow State Community College

Institutional Effectiveness Plan

Unit: Asst. VP of Academic Affairs

Unit Head: Dawn Copeland

Division: Academic Affairs

Statement of Purpose: The Assistant Vice President of Academic Affairs supports the institutional mission by assisting the department chairs/directors and the Provost with the development and maintenance of degree programs in the Tennessee Transfer Pathways and University Parallel Programs, including the AA and AS programs of study, as well as the AAS programs of study. In conjunction with the nine departments that report to the AVPAA office (Business and Technology, Career Readiness, Education, Humanities, Languages, Mathematics, Natural Science, Nursing and Allied Health, and Social Sciences), the unit is responsible for offering courses and programs of study for students that desire to seek employment at the end of one or two years, as well as students desiring to transfer to a four-year institution. The unit provides day-to-day leadership and support for faculty and department chairs/directors and promotes the curricular aims of the college and its commitment to excellence in academics.

Reviewed 6/14/2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Academic Affairs - Asst. VP

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: ACAD-01

Action Plan Title: Full-time/Part-time Faculty FTE Ratio

Desired Outcome: At least 60% of the College's FTE will be generated through classes taught by full-time faculty each semester in each academic discipline and at each college center.

Description of Action Plan and Related Activities: Consistently, department chairs, academic directors, and center directors schedule classes to meet the needs and time constraints of the student population and to offer complete programs of study within MSCC's workforce development and the TTPs listed in the institution's catalog. The classes scheduled each term are staffed first by qualified full-time faculty so that they are teaching a minimum of fifteen hours teaching load equivalent each semester for a total of thirty hours per academic year, excluding summer teaching assignments. Special consideration is given to the need for the institution to distribute instructional cost per student equitably between faculty within all salary ranges. As a consequence, faculty overload is minimized. Consideration also is given to special programs, including Learning Support, accelerated programs, and the honors program so that top-quality, full-time faculty are assigned to the classes designated to meet the needs of those programs. Finally, special consideration is given to the rapid student population growth and inadequate office and classroom space to accommodate more classes taught by full-time faculty.

Team Members: Asst. VP of Academic Affairs, Academic Department Heads

Timeline: Review annually

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: ARGOS report will show that at least 60% of the college's FTE will be generated through classes taught by full-time faculty each semester in each academic discipline and at each college center.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

While MSCC's current benchmark of 60% of classes taught by full-time faculty is not met, the overall average of all classes taught by full-time faculty at all centers and campuses is 53% as indicated in Table 1 below. Most notably, the Moore County campus had 71% of its classes taught by full-time faculty in the academic years 2010-12, while the Smyrna Center had only 38% of its overall classes taught by full-time faculty. A new classroom building is under construction at the Smyrna Center. As a result, the location will be able to move full-time faculty from the Moore County campus to the new building to teach more of the classroom offerings. In addition, as noted in Table 2, the full-time/part time distribution in individual departments varies according to the needs of the student population and the number of full-time faculty within each department. In business and technology, the courses are in low demand and the courses offered are covered by full-time faculty who at times, are in overload. In social sciences and languages, one full-time faculty member from each department took an administrative position and did not teach. A plan to redistribute faculty responsibilities at the Smyrna Center is in place and will be an opportunity to look at faculty redistribution at all campuses. The redistribution will be implemented by fall 2013 or upon completion of the new classroom building in Smyrna.

Spring 2012

Table 1 – FT/PT by College Center (Average of AY 10-11 and AY 11-12)

Fayetteville Center			McMinnville Center			Motlow State Campus			
Tot. Hrs	FTE	%	Tot. Hrs	FTE	%	Tot. Hrs	FTE	%	
Full-time	113	9.42	48%	212	17.67	58%	560	46.67	
71%									
Part-time	124	10.31	52%	152	12.65	42%	231	19.25	
29%									
237	19.73		364	30.31		791	65.92		
Smyrna Classroom			Summary FTE by FT/PT						
Tot. Hrs	FTE	%	Tot. Hrs	FTE	%				
Full-time	193	16.10	38%	1,095	91.23	53%			
Part-time	314	26.17	62%	970	80.79	47%			
507	42.27		2,064	172.02					

Table 2 – FT/PT by Academic Discipline in Fall 2011

Instructional Method FT/PT Status	Total Hours	FTE	%
Business and Technology	179	14.91	
Full-time	173	14.41	97%
Part-time	6	0.50	3%
Career Readiness	20	1.67	
Full-time	20	1.67	100%
Part-time	0	0.00	0%

Education	108	9.01	
Full-time	64	5.34	59%
Part-time	44	3.67	41%
Humanities	242	20.16	
Full-time	107	8.91	44%
Part-time	135	11.25	56%
Languages	501	41.75	
Full-time	216	18.00	43%
Part-time	285	23.75	57%
Mathematics	258	21.50	
Full-time	146	12.17	57%
Part-time	112	9.33	43%
Natural Science	208	17.33	
Full-time	124	10.34	60%
Part-time	84	6.99	68%
Nursing	80	6.67	
Full-time	72	6.00	90%
Part-time	8	0.67	10%
Social Science	453	37.75	
Full-time	177	14.75	39%
Part-time	276	23.00	61%
Total	2049	170.75	
Full-time	1099	91.59	54%
Part-time	950	79.16	46%

Fall 2011

For fall 2011 semester, an average of 57.5% of the college's FTE was generated by full-time faculty. This outcome continues to be monitored. However, a full-time history professor currently serves in an interim administrative position, and part-time faculty covered his classes. With that history professor teaching a full load, this goal would have been met.

Fall 2010

For fall 2010 semester, an average of 54% of the college's FTE was generated by full-time faculty. This outcome will be monitored, considering budgetary impacts that might cause the utilization of more full-time faculty.

Fall 2009

For fall 2009 semester, an average of 61.5% of the college's FTE was generated by full-time faculty. This goal has been met.

Fall 2008

Full-time faculty generated 1,340 FTE, while part-time faculty generated 1,229.6 of the FTE; thus, full-time faculty generated 52% of the college's FTE. We will continue to monitor this

outcome; however, in an effort to reduce costs, we may decide to utilize more part-time faculty.

Describe Needed Changes:

Spring 2012

Department and center heads will look at full-time faculty class assignments to begin the process of offering fewer sections of the same classes while still accommodating the needs of the student population and special programs. This strategy will reduce the number of adjunct assignments. In addition, efforts will be made to shift faculty from the Moore County campus to the other centers to equalize the FTE percentages at all sites.

Fall 2011

For fall 2011, the college did not meet the stated goal for 60% of FTE to be generated by full-time faculty. The college averaged 57.5%, but one full-time professor is serving in an interim administrative position. With his teaching a full load, the goal would have been reached. Therefore, this goal will be monitored.

List of Supporting Documentation: Kansas Cost Study Table 1-2 - Percent of Student Credit Hours Taught by Faculty Type and Academic Discipline; Kansas Cost Study Table 2-2 - Student Credit Hours Taught and FTE Students per FTE Faculty by Academic Discipline

Date Last Updated: 8/16/2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Academic Affairs - Asst. VP

Related Strategic Goal:

4.2 Advance our college as a role model for sustainability.

Action Plan #: ACAD-02

Action Plan Title: Instructional Cost per SCH

Desired Outcome: Motlow will maintain an instructional cost per SCH that is equal to or less than the average of other peer community colleges participating in National Community College Benchmark Project (NCCBP).

Description of Action Plan and Related Activities: The institution will begin to look at the minimum class cap for general education courses offered at the Moore County campus and other location centers to ensure that full-time faculty are assigned to classes with enough students to increase FTE and reduce instructional cost per SCH. Overloads will be discouraged.

Team Members: Asst. VP of Academic Affairs, Academic Dept. Heads

Timeline: Review annually

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: For high outliers, the NCCBP for MSCC will show that the average instructional cost per SCH is equal to or lower than that of peer community colleges.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: As shown in Table 1, MSCC is over the national average of cost per credit hour by one dollar and over the national average in cost per FTE by 34 dollars.

According to the Kansas Cost Study report, there are three departments with significant outliers: Business and Technology, Humanities, and Social Sciences. In the case of Business and Technology, Accounting, Business Administration/Management, and Economics are significantly higher than the national average, affecting a \$9.00 higher instructional cost for Motlow than

the national average. Humanities and Social Science both had much lower instructional costs than the national average.

This goal was not met.

Spring 2012

Currently, based on the 2011 Kansas Cost Study Report, a number of outliers for instructional cost per SCH, both on the high and low sides, exist. Accounting is \$51.00 higher than the national average; Business Administration/Management is \$136.00 higher; and Economics is \$66.00 higher. Thus, Motlow's average instructional cost per SCH is \$9.00 higher than the national average. Work began in Fall 2011 to review and address small faculty loads in the Business and Technology Department (Accounting, Business Administration/Management, and Economics), ultimately to increase FTE generated by the full-time faculty in that department and to reduce the instructional cost per SCH. Music is \$53.00, and Art is \$63.00, both lower than the national average; Sociology is \$22.00 lower than the national average. Low instructional costs in Music, Art, and Sociology support the need for additional full-time professors to teach in those areas.

Table 1 Report of 2012 National Aggregate Data Prepared for

Motlow State Community College

Based on FY 2011 data
 Percentiles
 Benchmark

Institution NCCBP
 Reported Value Mdn

Form 20A | Cost/Credit Hour per FTE Student (FY 2010)

Cost per Credit Hour \$132 \$131
 Cost per FTE Student \$3,966 \$3,932

Institution		N	NCCBP Percentile				
Reported Value	% Rank		10th	25th	Mdn	75th	90th

Form 20A | Cost/Credit Hour per FTE Student (FY 2011)

Cost per Credit Hour	\$132	52%	233	\$86	\$106	\$131	\$167	\$229
Cost per FTE Student	\$3,966	52%	233	\$2,584	\$3,168	\$3,932	\$5,007	\$6,859

Describe Needed Changes:

Beginning with scheduling for spring 2013, the AVPAA, department heads, and center directors will begin to address distribution of full-time faculty load to ensure that faculty are teaching fuller classes and obtaining fewer overloads each term. Higher minimum caps will need to be set for course retention and class sections offered at less than optimum times will need to be cut.

List of Supporting Documentation: 2012 NCCBP Form 20A shown above; [Kansas Cost Study Table 3-2 - Instructional Costs Per Student Credit Hour by Academic Discipline](#)

Date Last Updated: 8/17/2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Academic Affairs - Asst. VP

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: ACAD-03

Action Plan Title: Course Revision

Desired Outcome: 100% of the curricular syllabi will be reviewed annually for currency, content, or other course revisions.

Description of Action Plan and Related Activities: The Assistant Vice President for Academic Affairs, along with the department chairs/directors, will coordinate a review of courses by faculty. This process includes a review of both internal and external factors. External factors include information available from the Southern Association of Colleges and Schools, the Tennessee Board of Regents, and practice at similar accredited institutions. Internal factors include faculty/departmental expertise about the courses under review. Information is supplied annually from department chairs/directors to the Assistant Vice President for Academic Affairs.

Team Members: Asst. VP of Academic Affairs and Department Chairs/Directors

Timeline: Review annually

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Asst VP for Academic Affairs will report that 100% of the curricular syllabi has been reviewed for currency, content, or other course revisions.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: Each year, the academic unit updates department syllabi and, if warranted, update the Motlow catalog for course descriptions or program changes based on those changes. Incorporating the TTPs during the Fall 2011 academic year caused some additional changes, documented in the catalog and the minutes for the Academic Affairs Committee.

Describe Needed Changes: At this time, the departments are on schedule.

List of Supporting Documentation: Motlow Catalog, Archived Minutes of the Academic Affairs Committee

Date Last Updated: 6/14/2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Academic Affairs - Asst. VP

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: ACAD-04

Action Plan Title: Curricular Changes

Desired Outcome: 100% of applicable programs will have been converted from University Parallel majors to Tennessee Transfer Pathways

Description of Action Plan and Related Activities: The college will incorporate Tennessee Transfer Pathway Associate of Science and Associate of Arts degree programs into catalog for the 2011-2012 academic year, replacing comparable University Parallel degree programs and facilitating fluid transfer between the college and TBR universities at graduation.

Team Members: Asst. VP of Academic Affairs

Timeline: Review annually

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: 100% of applicable programs will have been converted from University Parallel majors to Tennessee Transfer Pathways

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: With the passage of the Complete College TN Act and the creation of the TN Transfer Pathway (TTP), students who graduate from a TBR community college are guaranteed that they will be granted admission to a TBR university and that their degree will transfer seamlessly to that university as long as students complete the pathway in its entirety. Academic Affairs began deleting applicable University Parallel degree programs and to replace them with the agreed upon TTP for that area for the Fall 2011 semester.

Spring 2012

By the end of Spring 2012, TTPs were implemented for the following programs: Accounting,

Biology, Business Administration, Chemistry, Civil Engineering, Computer Science, Criminal Justice, Economics, Electrical Engineering, English, Foreign Language, History, Information Systems, Mass Communications, Mathematics, Mechanical Engineering, Physics, Political Science, Pre-Health Professionals, Pre-Occupational Therapy, Pre-Physical Therapy, Psychology, Social Work, and Sociology. The college also initially adopted Pre-Nursing but chose to eliminate that option because it was only a one-year program that did not lead to a degree, thus lacking benefit for the college's students.

Describe Needed Changes: The college is preparing to begin the Art TTP during the next academic year. The program's curriculum required some changes that delayed its implementation until the 2012-2013 academic year.

List of Supporting Documentation: Degree Checklist < www.mscc.edu/programs.aspx> and Academic Affairs Committee Meeting Minutes

Date Last Updated: 6/14/2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Academic Affairs - Asst. VP

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: ACAD-05

Action Plan Title: Effectiveness of Online Pedagogy

Desired Outcome: Online courses will have similar average pass rate compared with traditional on-ground courses.

Description of Action Plan and Related Activities: In recent years, the college has developed and implemented a number of fully online courses across the disciplines. This plan will compare the average course pass rate for online section with traditional onground classes. An ARGOS report that will show the course grade for teaching method by course. Comparisons will be made using two years of data.

Team Members: Asst. VP of Academic Affairs

Timeline: Review annually

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: ARGOS report that will show online courses have similar average pass rate compared with traditional on-ground courses.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: ARGOS report that will show online courses have similar average pass rate compared with traditional on-ground courses.

The overall average of all departments shows 68% of students enrolled in fully online courses pass while 77% of students enrolled in conventional courses pass. The nine percent variant is acceptable but Motlow online course developers currently are updating and refining the master copies to be assessed and evaluated. In addition, with the exception of the math department, with a variant of fourteen percent more students passing conventional courses than fully online

courses, and the natural science department, with a variant of fourteen percent more students enrolled in conventional courses passing than in fully online courses, all other departments that offer fully online courses show the nine percent variant in pass rates that favor the conventional mode of delivery. The distance education policy has been revised to include updated methods for evaluating online courses for content and retention and student success strategies.

Spring 2012

PASS, FAIL AND WITHDRAWAL RATES FOR MSSC ONLINE VS. CONVENTIONAL ONGROUND COURSES

Average for Fall 2010-Spring 2012

ALL DEPTS	AVG ALL				
	Conven	ITV	Web	All	
% Pass	77%	80%	68%	76%	
% Fail	17%	15%	22%	17%	
% Withdraw	6%	6%	10%	7%	
BUSINESS	AVG ALL				
	Conven	ITV	Web	All	
% Pass	73%	70%	64%	70%	
% Fail	19%	23%	25%	21%	
% Withdraw	9%	7%	11%	9%	
Education	AVG ALL				
	Conven	ITV	Web	All	
% Pass	93%	---	---	93%	
% Fail	4%	---	---	4%	
% Withdraw	4%	---	---	3%	
HUMANITIES	AVG ALL				
	Conven	ITV	Web	All	
% Pass	78%	---	79%	78%	
% Fail	17%	---	15%	17%	
% Withdraw	5%	---	6%	5%	
LANGUAGES	AVG ALL				
	Conven	ITV	Web	All	
% Pass	81%	92%	72%	80%	
% Fail	14%	2%	21%	14%	
% Withdraw	6%	6%	6%	6%	
MATH	AVG ALL				

	Conven	ITV	Web	All
% Pass	74%	91%	60%	73%
% Fail	18%	9%	17%	18%
% Withdraw	9%	0%	23%	9%
Natural Science	AVG ALL			
	Conven	ITV	Web	All
% Pass	79%	---	65%	79%
% Fail	15%	---	26%	15%
% Withdraw	7%	---	9%	7%
NURSING	AVG ALL			
	Conven	ITV	Web	All
% Pass	76%	90%	88%	85%
% Fail	15%	5%	8%	9%
% Withdraw	9%	5%	3%	6%
SOCIAL SCIENCES	AVG ALL			
	Conven	ITV	Web	All
% Pass	72%	83%	64%	71%
% Fail	22%	14%	23%	22%
% Withdraw	7%	3%	13%	7%

Describe Needed Changes:

Spring 2012

The AVPAA Office will share these results with the departments that offer online sections, particularly looking for outliers in median and mode, as well as grade distribution. This is the first semester that this kind of analysis has been completed, and discussions will be ongoing about improvement strategies, beginning with the August Academic Leadership Team meeting.

List of Supporting Documentation: [ARGOS Report Grade Count by Subject](#)

Date Last Updated: 6/15/2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Academic Affairs - Asst. VP

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: ACAD-06

Action Plan Title: Development and Training for Faculty

Desired Outcome: 70% of respondents to the fall and spring assembly surveys will rate the development/training opportunities as 3, 4, or 5 (on a 1-5 scale with 1 being lowest and 5 being highest).

Description of Action Plan and Related Activities: Each year, the college provides two significant opportunities for training for faculty—Fall Assembly and Spring Assembly. Each occurs approximately one week prior to the start of classes and provides timely and relevant information for faculty. Recent topics have included legal issues, the QEP, curricular changes, Degree Works (a new advising tool), and the Learning Support Redesign.

Team Members: Asst. VP of Academic Affairs

Timeline: Review annually

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: 70% of respondents to the fall and spring assembly surveys will rate the development/training opportunities as 3, 4, or 5 (on a 1-5 scale with 1 being lowest and 5 being highest).

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Spring 2012

According to the Spring Assembly 2012 Results survey, faculty rated all criteria (Summer Orientation session, CCSSE presentation, DegreeWorks update, ADA presentation, and Continental Breakfast) 3-5 at a rate of 70% or greater, meeting the benchmark.

Fall 2011

According to the Fall Assembly 2011 Results survey, faculty rated all criteria (Food/Hospitality, Dr. Apple's Address, Faculty Salary Study presentation, QEP presentation, TTP presentation, and LS presentation) 3-5 at a rate of 70% or greater, meeting the benchmark.

Describe Needed Changes: According to the feedback on the surveys, faculty are satisfied with assembly presentations and are learning pertinent information. Based on the open-ended feedback section of the Spring Assembly 2012 Results survey, the Academic Unit is planning a session about academic freedom at the Fall 2013 Assembly.

List of Supporting Documentation: Fall Assembly 2011 Results and Spring Assembly 2012 Results

Date Last Updated: 6/15/2012

Motlow State Community College

Institutional Effectiveness Plan

Unit: Business & Technology

Unit Head: Randall Bartley

Division: Academic Affairs

Statement of Purpose: The Business and Technology Department supports the Motlow State Community College's mission by developing and maintaining Associate of Science, Associate of Applied Science and certificate degree programs in the discipline areas of business and business-related technology. The department is responsible for offering courses and programs of study for students who desire to transfer to a four-year institution, as well as students who desire to seek employment at the end of one or two years of study. The department provides innovative technologies to support the learning process and joins the other academic units in complementing the curriculum and the college's commitment to academic excellence.

Unit Mission: As part of the overall mission of the college to enrich and empower its students and the community it serves, the mission of the Business and Technology Department is to prepare students for successful professional careers by offering high-quality business and technology transfer and non-transfer programs. The department is dedicated to creating a student-centered learning environment that will provide meaningful and worthwhile educational experiences to enable students to effectively compete at the undergraduate baccalaureate level or satisfactorily meet the challenges of today's complex and changing work place.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Business & Technology

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: BTCH-01

Action Plan Title: Business Technology Field Test

Desired Outcome: Students in the Business Technology major will achieve a minimum mean of 70 percent on the Business Technology Field Test.

Description of Action Plan and Related Activities: The purpose of the Business Technology Major Field Test is to measure program learning outcomes and examine basic competencies expected of Business Technology majors completing a two-year Associate of Applied Science Degree. Within the general area of business, the test covers four different areas of concentration: Accounting, Business Computer Applications, Business Computer Programming and Business Management. Consisting of 100 multiple choice questions, the majority of the test (80%) is comprised of questions developed from the courses included in the basic core of common business courses. The remainder of the test (20%) consists of questions from the core of concentration-oriented courses. Questions from the core of concentration-oriented courses are designed to emphasize the individuality of the different concentrations.

The test is administered annually at the end of each spring semester to all graduating business students pursuing one of the four business areas of concentration under the Business Technology Major. The results of each test are retained and evaluated by the Business and Technology Department faculty as a measure of student performance relative to the program learning outcomes. Predicated on each year's results, the department faculty will evaluate the individual business areas of concentration to ensure that course content is applicable and appropriate, and that the proper emphasis is being placed on course material/content pertaining to the expected outcomes. As necessary, course material/content will be modified and/or the proper instructional emphasis will be applied in the applicable areas to ensure the accomplishment of the established program learning outcomes.

Approximately 20% of all major fields are tested each year in April. Business Technology majors preparing to graduate are tested once during the five-year performance funding cycle. The Chair of Business and Technology meets with faculty to analyze test results. Specific elements that are identified include:

- Item analysis to determine areas of content weakness.
 - Length of time between tests and start of students' programs.
 - Content of courses within the Business Technology Major.
 - Courses required within the major field.
- Length of time between courses that affect particular items or categories of items and the time of the Business field test.

Timeline: Annually reviewed

Est. Cost: \$500

Budgeted: Included in current budget

Evidence of Success: Business Technology Field Test scores will show MSCC students achieve a minimum mean of 70 percent.

Current Status: On Schedule

Data will be collected and reported at the end of the spring 2012 semester.

Describe Progress Below

2012

Programs of Study	Accounting Business Management	Business Computer Applications	Business Computer
Average Concentration Test Scores		(# Graduates)	N/A
		71	
		(2)	
		N/A	
		75.8	
(5)	Overall Average Score for Total Participants	(# Graduates)	
		74	
(7)			

Analysis and/or Use of Results: The expected/desired overall average score was achieved. Not only was the overall expected/desired average score achieved, but the expected/desired average score was achieved in each of the program areas that had students completing the test. It should be noted that the number of students participating in the field test dropped significantly from previous years. The results of the 2011 field test were distributed to the department faculty. A detailed question analysis and review of the associated course material and content was completed. Faculty worked independently with the department test coordinator to change and update the test questions.

Corrective Action(s): None required at this time; however, the overall field test will be reviewed again by the department faculty during the fall 2012 semester.

2011

Programs of Study	Accounting Programming	Business Management	Business Computer Applications	Business Computer
Average Concentration Test Scores			(# Graduates)	67.7
		(10)	68	
		(1)	64.5	
			(2)	68.5
(10)				
	Overall Average Score for Total Participants		(# Graduates)	
			67.7	

(23)

Analysis and/or Use of Results: The expected/desired overall average score was not achieved. Not only was the overall expected/desired average score not achieved, but the expected/desired average score was not achieved in any of the program areas.

Note: The results of the 2011 field test were received on 05/04/2011. A detailed question analysis and review of the associated course material and content will now be undertaken. Predicated on the results of that work, a determination will be made as to the appropriate corrective action.

Corrective Action(s): Pending.

2010

Programs of Study	Accounting Programming	Business Management	Business Computer Applications	Business Computer
Average Concentration Test Scores			(# Graduates)	73
		(2)	64	
	(4)		66.50	
		(2)	72	
(12)				
	Overall Average Score for Total Participants		(# Graduates)	
			70	

(20)

Analysis and Use of Results: The expected/desired overall average score was achieved. Not only was the overall expected/desired average score achieved, but the expected/desired average score was also achieved in two of the four programs. However, in the two programs where the expected/desired score was not achieved, the average scores dropped from last year by two to three percentage points. During the fall 2010 semester, the Business and Technology Department faculty will continue to analyze and review all questions to ensure their validity to the material and course content. Additionally, the material included in the review document will continue to be analyzed and checked. Since beginning to use the test review packet (last four years), the expected/desired overall average score has been achieved in three of the four years. The one year in which the expected/desired overall average score was not achieved, 2009, there was a problem in getting the review packets distributed in a timely fashion, which we think led to the low scores.

2009

Programs of Study	Accounting Programming	Business Management	Business Computer Applications	Business Computer
Average Concentration Test Scores			(# Graduates)	N/A
	66.00		(5)	69.50
(2)		63.40	(10)	
	Overall Average Score for Total Participants		(# Graduates)	
			64.88	(17)

Analysis and Use of Results: The expected/desired overall average score was not achieved, nor was it achieved on any of the individual tests. During the fall 2009 semester, the Business and Technology Department faculty will analyze and review all questions to ensure their validity to the material and course content. Additionally, the material included in the review document will be analyzed and checked. Since beginning to use the test review packet (last two years), the expected/desired overall average score has been achieved. There was a slight problem in getting the review packets distributed in a timely fashion prior to the 2009 test. A review will be made to determine if this contributed to the lower scores.

2008

Programs of Study	Accounting Programming	Business Management	Business Computer Applications	Business Computer
Average Concentration Test Scores			(# Graduates)	
75.11	(9)	61.00	(2)	N/A
Overall Average Score for Total Participants			(# Graduates)	
			72.38	(16)

Analysis and Use of Results: The expected/desired overall average score was achieved. All questions have been analyzed and reviewed to ensure their validity to the material and course content. Additionally, the material included in the review document has been analyzed and checked. It appears that the test review packets that are distributed to the students prior to the test are proving beneficial; consequently, we will continue to distribute the review information.

2007

Programs of Study	Accounting Programming	Business Management	Business Computer Applications	Business Computer
Average Concentration Test Scores			(# Graduates)	
74.27	(11)	67.60	(6)	N/A
Overall Average Score for Total Participants			(# Graduates)	
			72.64	(26)

Analysis and Use of Results: For the first time since implementing the field test, the expected/desired overall average score was achieved. The test questions associated with the four programs of study (concentrations) were again analyzed and reviewed to ensure their validity to the material and course content, as was the material included in the review document.

Describe Needed Changes: Reference the information provided under *Analysis and Use of Results* for each year.

List of Supporting Documentation: Business and Technology Department Business Technology Major Field Test Results shown above

Date Last Updated: June 4, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Business & Technology

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: BTCH-02

Action Plan Title: University Parallel Major Business Areas of Emphasis Exit Exam

Desired Outcome: Business students in the University Parallel (UP) major will achieve a minimum mean of 70 percent on the UP Major Business Areas of Emphasis Exit Exam.

Description of Action Plan and Related Activities:

The purpose of the UP Major Business Areas of Emphasis Exit Exam is to measure program learning outcomes and examine basic competencies expected of business students completing a two-year Associate of Science or Associate of Arts Degree in the Accounting, Business Administration, Economics, Business Education, Entrepreneurship, Information Systems, and Office Management areas of emphasis. The exam covers the fundamental business and technology related concepts and strategies associated with the seven areas of emphasis. Consisting of 50 multiple choice questions each, the Exit Exam is actually five different exams, each tailored to accommodate the courses required within the different areas of emphasis. (Note: Because the courses required in the Accounting, Business Administration and Economics areas of emphasis are the same, students pursuing these areas of emphasis complete the same exam.) The majority of each exam (60%) is comprised of questions developed from what is considered to be the common core of the most significant business courses in the different programs. The remaining questions (40%) are designed to emphasize the individuality of the different programs of study.

The exam is administered annually at the end of each spring semester to all graduating UP major business students pursuing one of the seven areas of emphasis. The results of each exam are retained and evaluated by the Business and Technology Department faculty as a measure of student performance relative to the program learning outcomes. Predicated on each year's results, the department faculty will evaluate the individual business areas of emphasis to ensure that course content is applicable and appropriate, and that the proper emphasis is being placed on course material/content pertaining to the expected outcomes. As necessary, course material/content will be modified and the proper instructional emphasis will be applied in the applicable areas to ensure the accomplishment of the established program learning outcomes.

Approximately 20% of all major fields are tested each year in April. Graduating UP business students are tested once during the five-year performance funding cycle. The Chair of Business and Technology Department meets with faculty to analyze exam results. Specific elements that are identified include:

- Item analysis to determine areas of content weakness.
- Length of time between tests and start of students' programs.
- Content of courses within the UP business areas of emphasis.
- Courses required within the areas of emphasis.
- Length of time between courses that affect particular items or categories of items and the time of the exit exam.

Timeline: Annually reviewed

Est. Cost: \$500

Budgeted: Included in current budget

Evidence of Success: Test results will show that business students in the University Parallel (UP) major achieved a minimum mean of 70 percent on the UP Major Business Areas of Emphasis Exit Exam.

Current Status: On Schedule

Data will be collected and reported at the end of the spring 2012 semester.

Describe Progress Below

2012

Business

Administration & Economics
Management

Areas of Emphasis Accounting,

Business Education Entrepreneurship Information Systems Office

Average Emphasis Exam Scores
(# Graduates)

66

(34)

N/A

N/A

N/A

N/A

Overall Average Score for Total Participants
(# Graduates)

66

(34)

Analysis and/or Use of Results: The overall average score for 2012 dropped by 1.4 percentage points as compared to the 2011 overall average score, and is 4 percentage points below the expected minimum mean of 70 percent; consequently, the desired outcome was not achieved for 2012. The results of the 2011 exam were reviewed by the department faculty, and a detailed question analysis and review of the associated course material and content was completed. Faculty worked independently to revise the questions in their respective discipline areas, based on the existing programs of study.

Corrective Action(s): Faculty will meet during the fall 2012 semester to review the results of the spring 2012 exam and complete another detailed question analysis. Work will also be undertaken to ensure the exam questions reflect the new Tennessee Transfer Pathway programs of study. Questions will be revised based on the results those actions.

2011

Business Administration & Economics Management **Areas of Emphasis Accounting, Business Education Entrepreneurship Information Systems Office**

**Average Emphasis Exam Scores
(# Graduates)**

67.78
(28)
58
(1)
66
(1)
N/A

N/A

**Overall Average Score for Total Participants
(# Graduates)**

67.4

(30)

Analysis and/or Use of Results: The overall average score for 2011 dropped by 1.3 points as compared to the 2010 overall average score, and is 2.6 points below the expected minimum mean of 70 percent; consequently, the desired outcome was not achieved for 2011.

Note: The results of the 2011 exam were received on 05/04/2011. A detailed question analysis and review of the associated course material and content will now be undertaken. Predicated on the result of that work, a determination will be made as to the appropriate corrective action.

Corrective Action(s): Pending.

2010

Business Administration & Economics Management **Areas of Emphasis Accounting, Business Education Entrepreneurship Information Systems Office**

**Average Emphasis Exam Scores
(# Graduates)**

68
(33)
N/A
N/A
79.5
(2)

N/A

**Overall Average Score for Total Participants
(# Graduates)**

68.7

(34)

While the 2010 average exam scores increased over the 2009 scores, the overall average of 68.7 is still 1.3 points below the expected minimum mean of 70 percent. The average exam score for the Information Systems Area of Emphasis increased by 23.5 percent, but the score for the Accounting, business Administration & Economics Areas of Emphasis only increased by .5

percent. The Business and Technology Department faculty will analyze and review all the exam questions to ensure their validity to the material and course content, and will also review and check the material included in the review document.

2009

Business

Administration & Economics
Management

Areas of Emphasis Accounting,

Business Education Entrepreneurship Information Systems Office

Average Emphasis Exam Scores
(# Graduates)

67.5

(33)

N/A

N/A

56

(1)

N/A

Overall Average Score for Total Participants
(# Graduates)

67

(34)

Because 2009 was the first time the exam has been administered, there is no previous data available for review and/or analysis. However, all exam questions and the exam review document, will be analyzed and reviewed to ensure their validity to the material and course content.

Describe Needed Changes: No changes are required at this time; but, the Business and Technology Department faculty will analyze and review all the exam questions to ensure their validity to the material and course content, and will also review and check the material included in the review document.

List of Supporting Documentation: Business and Technology Department Exit Examination for UP Major Business Areas of Emphasis data shown above

Date Last Updated: June 6, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Business & Technology

Related Strategic Goal:

1.1 Expand the use of technology to increase access to post-secondary education.

Action Plan #: BTCH-03

Action Plan Title: Online Course Offerings in Business and Technology

Desired Outcome: Increase the number of online business and business-related courses by 20%.

Description of Action Plan and Related Activities: The Business and Technology Department will increase the number of available online courses by an additional four courses over the next five years as outlined below.

Course	Development Period	Implementation
BUS 2900 <i>Entrepreneurship</i>	2011 – 2012	Spring 2012
INFS 1290 <i>Current Trends in Business Computing Technologies</i>	2012 – 2013	Fall 2013
ACCT 2410 <i>Income Tax Accounting-Personal</i>	2013 – 2014	Fall 2014
ACCT 2510 <i>Intermediate Accounting I</i>	2014 – 2015	Fall 2015

With the development of the additional four courses, 100% of the college's business and business-related courses will be available online. The increase in the number of online courses will significantly expand access to a post-secondary education for those in the population who are unable to attend conventional on ground courses. Additional online courses will also provide added opportunities for non-traditional and part-time students to acquire educational and/or career-related training, and will contribute to student retention and persistence to graduation.

Timeline: Reference development and implementation timeline provided above.

Est. Cost: \$7,000

Budgeted: Budget increase needed

Evidence of Success: Online schedule of classes will show offering of the courses in the academic years indicated above.

Current Status: On Schedule

Describe Progress: The online course, BUS 2900, *Entrepreneurship*, was completed during the fall 2011 semester and has been included in the schedule of classes for the spring 2012 semester. INFS 1290, *Current Trends in Business Computing Technologies*, is currently under development and is expected to be completed on schedule. It will be included in the schedules of classes for the fall 2013 semester. This goal has been met.

Describe Needed Changes: None at this time.

List of Supporting Documentation: [MSCC Schedule of Classes](#)

Date Last Updated: June 7, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Business & Technology

Related Strategic Goal:

3.2 Improve student learning through culturally diverse perspectives to prepare student for success in a global society.

Action Plan #: BTCH-04

Action Plan Title: Internationalization of Business & Technology Courses

Desired Outcome: It is expected that internationalization modules will be prepared for selected business and business-related technology courses in accordance with the college's QEP schedule of courses to be internationalized and the Business and Technology Department's internationalization plan. It is also expected that students participating in the internationalized courses will satisfactorily complete the objectives and intended international student learning outcomes of the internationalized modules as specified by the applicable module rubrics.

Description of Action Plan and Related Activities: The Business and Technology Department will internationalize eight business and business-related courses in accordance with the following schedule.

Course	Internationalization Plan	
	Preparation/Approval	Implementation
BUS 1210, Introduction to Business	Summer 2011	Fall 2011
ECON 2010, Macroeconomics	Summer 2011	Fall 2011
ACCT 1020, Principles of Accounting II	Fall 2011	Spring 2012
ECON 2020, Microeconomics	Fall 2011	Spring 2012
INFS 1010, Computer Applications	Fall 2011	Spring 2012
ACCT 1010, Principles of Accounting I	Spring 2012	Fall 2012
BUS 2610, Legal Environment of Business	Spring 2012	Fall 2012
BUS 2010, International Business	Fall 2012	Spring 2013

The internationalization of the different courses will satisfy the college's QEP and the need to more fully globalize the department's business and business-related technology programs of study. The accomplishment or effectiveness of each internationalized course will be evaluated and measured based on (1) the course modules being prepared, approved and implemented in accordance with the internationalization plan, and (2) the achievement of the objectives and intended international student learning outcomes of the approved international modules.

Each international module will include three objectives and each objective will include at least two student learning outcomes relating to a specifically identified and pertinent outcome category, as provided below.

International Module Objectives and Outcomes

Objective	Outcome Category	Student Learning Outcomes (SLO)
1. Students in internationalized classes will develop greater knowledge of cultures other than their own and the impact of diverse cultural perspectives on world events.	Knowledge	Two SLOs (1a. & 1b.) will be developed by the module developer to evaluate student knowledge acquired from the content of the instructional module.
2. Students in internationalized classes will acquire increased understanding of the international aspects of the respective subject area/course discipline.	Comprehension	Two SLOs (2a. & 2b.) will be developed by the module developer to evaluate student comprehension of the material contained in the instructional module.
3. Students in internationalized classes will demonstrate an awareness and understanding of the interdependency and consequences of international events and issues.	Application	Two SLOs (3a. & 3b.) will be developed by the module developer to evaluate student application of the material contained in the instructional module.

In applying the objectives and the specific outcome categories, two student learning outcomes per outcome category will be developed by the module developer to be used by the individual course instructors to determine if the objectives and student learning outcomes are satisfactorily achieved. The three main outcome categories will then be subdivided into more specific categories as they relate to the student learning outcomes—reference Evaluation Rubrics provided below. The module developer will select at least one of the two student learning outcomes for each of the three outcome categories for implementation in the identified courses, and as the basis for determining if the student learning outcomes are being satisfied.

Evaluation Rubrics

Category	Evaluation Ratings			
	4	3	2	1
1a. Knowledge	All topics are addressed and all questions answered with at least 2 sentences about each. All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.	
1b. Recognition	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
2a. Understanding	Shows a full understanding of the topic.	Shows a good understanding of parts of the topic.	Shows a good understanding of the topic.	Does not seem to understand the topic very well.
2b. Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
3a. Recognition	Actively looks for and suggests solutions to problems.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Refines solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
3b. Articulation/Use of Facts	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.

As each course, or courses, are prepared, approved and/or implemented according to the projected plan, the course(s) and the applicable module rubrics will be included as part of this Institutional Effectiveness Plan.

At the end of each semester, the business and technology faculty will evaluate the plan to determine if the expected outcomes were achieved for the indicated course(s). As appropriate and required, corrective actions will be undertaken in those instances where either the modules were not prepared, approved and implemented in accordance with the internationalized plans, or the objectives and intended international student learning outcomes were not achieved in accordance with the rubrics developed and approved for the international modules. Additionally, the faculty will also evaluate the overall process to ensure that the internationalization module is complementing and promoting course material/content pertaining to the expected program and student learning outcomes as outlined in the Business and Technology Department Assessment and Improvement Plan.

Planned Courses/Instructional Modules

Planned Course for Fall 2012

**ACCT 1010
Fall 2012**

Course	Strategic Planning Priorities & Goals (Rubrics) Module Approved & Implemented on Time	General Learning Outcomes (Rubrics) Expected Outcomes Of Selected Categories (Rubrics)	Program Learning Outcomes Student Learning Outcomes (SLO)
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Achieved

Outcome	Yes	No
ACCT 1010	Q3.1-Q3.2	GLO1-GLO6
	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.	1a. 1b. 2a. 2b. 3a. 3b.

Method & Summary of Results:

Corrective Actions/Program Improvement Plan:

**BUS 2610
Fall 2012**

**Course Strategic Planning Priorities & Goals General Learning Outcomes (Rubrics) Program Learning Outcomes
(Rubrics) Module Approved & Implemented on Time Expected Outcomes Student Learning Outcomes (SLO)
Of Selected Categories
(Rubrics)**

Achieved

Outcome Yes No
BUS 2610Q3.1-Q3.2 GLO1-GLO6 PLO1-PL12 Yes At least 70% or more of the students
participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs. 1a.
1b.
2a.
2b.
3a.
3b.

Method & Summary of Results:

Corrective Actions/Program Improvement Plan:

Results for Spring 2012

ACCT 1020

Spring 2012

Course	Strategic Planning Priorities & Goals (Rubrics) Module Approved & Implemented on Time	General Learning Outcomes (Rubrics) Expected Outcomes Of Selected Categories (Rubrics)	Program Learning Outcomes Student Learning Outcomes (SLO)
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Achieved

Outcome	Yes	No
ACCT 1020	Q3.1-Q3.2	GLO1-GLO6 PLO1-PL12
implemented.	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.	
1b. N/A	1a. 86%	X
2a. N/A		
2b. 83%	X	
3a. 64%		X
3b. N/A		

Method & Summary of Results:

Three international education SLOs were selected to be evaluated by the module developer: 1a, 2, & 3a. As part of the approved instructional module, students submitted a written report in the form of a PowerPoint document analyzing and comparing the International Accounting Concepts and Standards used in a foreign country with those of the United States. Students were then evaluated on their submitted material in accordance with the Evaluation Rubrics. Of the three categories selected for evaluation, the expected outcomes were achieved in two of the categories, 1a and 2b, but were not achieved in one category, 3a.

Corrective Actions/Program Improvement Plan:

The overall results of the QEP Evaluation Rubrics were discussed by the Business and Technology Department faculty; the Accounting faculty then met and discussed in detail the results of the ACCT 1020 Evaluation Rubrics. The module developer and the faculty teaching the instructional module specifically reviewed the 3b SLO and decided to implement the following improvements/revisions: (1) to more thoroughly stress the importance of the project and to specifically stress the importance of being culturally exposed; (2) to provide an example or an outline for students to work with so they more fully understand what is required for the project; and (3) to continue to use the same question for SLO 3b, but to change the grading rubrics to a more realistic scale. The grading rubrics will now be:

4 - Meets all three comparisons requirements (economic, political and religious)

3 - Meets two of the three comparisons requirements

2 - Meets one of the three comparison requirements

1 - Meets none of the comparison requirements

Additionally, instructors will place renewed emphasis on the subject matter content and encourage students to seek regular assistance in preparing their reports.

**BUS 1210
Spring 2012**

Course	Strategic Planning Priorities & Goals	General Learning Outcomes (Rubrics)	Program Learning Outcomes
(Rubrics) Module Approved & Implemented on Time	Expected Outcomes	Student Learning Outcomes (SLO)	
	Of Selected Categories	(Rubrics)	

Achieved

Outcome	Yes	No			
BUS 1210Q3.1-Q3.2			GLO1-GLO6	PLO1-PL12	Yes
					At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.
1b. N/A					1a. 86% X
2a. 86%	X				
2b. N/A					
3a. 86%	X				
3b. N/A					

Method & Summary of Results:

The module developer selected three international education SLOs to evaluate: 1a, 2a, & 3a. As part of the approved instructional module, students submitted a written report analyzing and comparing specific aspects and issues associated with different countries, with those of the United States. Students were then evaluated on their submitted material in accordance with the Evaluation Rubrics. Of the three categories selected for evaluation, the expected outcomes were achieved in all three categories.

Corrective Actions/Program Improvement Plan:

No corrective action required at this time.

**ECON 2011
Spring 2012**

Course	Strategic Planning Priorities & Goals	General Learning Outcomes (Rubrics)	Program Learning Outcomes
(Rubrics) Module Approved & Implemented on Time	Expected Outcomes	Student Learning Outcomes (SLO)	Expected
	Of Selected Categories	(Rubrics)	

Achieved

Outcome	Yes	No			
ECON 2010			Q3.1-Q3.2	GLO1-GLO6	PLO1-PL12
					Yes
					At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.
1b. 96%	X				1a. 94% X
2a. 98%	X				
2b. N/A					
3a. N/A					
3b. 98%	X				

Method & Summary of Results:

The module developer selected four international education SLOs to evaluate: 1a, 1b, 2a, & 3b. As part of the approved instructional module, students selected different countries and then prepared and submitted written reports analyzing and comparing specific aspects and issues associated with those countries, with those of the United States. Students were then evaluated on their submitted material in accordance with the Evaluation Rubrics. Of the four categories selected for evaluation, the expected outcomes were achieved in all four categories.

Corrective Actions/Program Improvement Plan:

No corrective action required at this time.

**ECON 2020
Spring 2012**

**Course Strategic Planning Priorities & Goals General Learning Outcomes (Rubrics) Program Learning Outcomes
(Rubrics) Module Approved & Implemented on Time Expected Outcomes Student Learning Outcomes (SLO)
Of Selected Categories
(Rubrics)**

Achieved

Outcome	Yes	No
ECON 2020	Q3.1-Q3.2	GLO1-GLO6 PLO1-PL12
implemented.	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.	
1b. 85%	X	
2a. N/A		
2b. 96%	X	
3a. 94%	X	
3b. 96%	X	

Method & Summary of Results:

The module developer selected five international education SLOs to evaluate: 1a, 1b, 2b, 3a & 3b. As part of the approved instructional module, students selected different countries and then prepared and submitted written reports analyzing and comparing the selected country's healthcare system with that of the United States. Students were then evaluated on their submitted material in accordance with the Evaluation Rubrics. Of the five categories selected for evaluation, the expected outcomes were achieved in all five categories.

Corrective Actions/Program Improvement Plan:

No corrective action required at this time.

**INFS 1010
Spring 2012**

**Course Strategic Planning Priorities & Goals General Learning Outcomes (Rubrics) Program Learning Outcomes
(Rubrics) Module Approved & Implemented on Time Expected Outcomes Student Learning Outcomes (SLO)
Of Selected Categories
(Rubrics)**

Achieved

Outcome	Yes	No
INFS 1010	Q3.1-Q3.2	GLO1-GLO6 PLO1-PL12
implemented.	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.	
1b. N/A		
2a. 100%	X	
2b. N/A		
3a. N/A		
3b. 87%	X	

Method & Summary of Results:

The module developer selected three international education SLOs to evaluate: 1a, 2a, & 3b. As part of the approved instructional module, students selected different countries and then prepared and submitted written documentation in the form of a PowerPoint presentation concerning the festival celebration. Students were then evaluated on their submitted material in accordance with the Evaluation Rubrics. Of the three categories selected for evaluation, the expected outcomes were achieved in all three categories.

Corrective Actions/Program Improvement Plan:

No corrective action required at this time.

Results for Fall 2011

BUS 1210

Fall 2011

Course	Strategic Planning Priorities & Goals	General Learning Outcomes (Rubrics)	Program Learning Outcomes
	(Rubrics) Module Approved & Implemented on Time	Expected Outcomes	Student Learning Outcomes (SLO)
		Of Selected Categories	
		(Rubrics)	

Achieved

Outcome	Yes	No		
BUS 1210Q3.1-Q3.2			GLO1-GLO6	PLO1-PL12
participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.				
1b.	N/A			
2a.	87%	X		
2b.	N/A			
3a.	87%	X		
3b.	N/A			

Method & Summary of Results:

The module developer selected three international education SLOs to evaluate: 1a, 2a, & 3a. As part of the approved instructional module, students submitted a written report analyzing and comparing specific aspects and issues associated with different countries, with those of the United States. Students were then evaluated on their submitted material in accordance with the Evaluation Rubrics. Of the three categories selected for evaluation, the expected outcomes were achieved in all three categories.

Corrective Actions/Program Improvement Plan:

No corrective action required at this time.

ECON 2011

Fall 2011

Course	Strategic Planning Priorities & Goals	General Learning Outcomes (Rubrics)	Program Learning Outcomes
	(Rubrics) Module Approved & Implemented on Time	Expected Outcomes	Student Learning Outcomes (SLO)
		Of Selected Categories	
		(Rubrics)	

**Of Selected Categories
(Rubrics)**

Achieved

Outcome	Yes	No					
ECON 2010			Q3.1-Q3.2	GLO1-GLO6	PLO1-PL12	Yes	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.
1a.	80%						X
1b.	63%	X					
2a.	66%	X					
2b.	N/A						
3a.	N/A						
3b.	69%	X					

Method & Summary of Results:

The module developer selected four international education SLOs to evaluate: 1a, 1b, 2a, & 3b. As part of the approved instructional module, students selected different countries and then prepared and submitted written reports analyzing and comparing specific aspects and issues associated with those countries, with those of the United States. Students were then evaluated on their submitted material in accordance with the Evaluation Rubrics. Of the four categories selected for evaluation, the expected outcomes were achieved in only one category, 1a. In reviewing the results for the Evaluation Rubrics, it was determined that some of the evaluation ratings were recorded incorrectly, and unfortunately because reporting methodology, they could not be corrected.

Corrective Actions/Program Improvement Plan:

The results of the ECON 2010 Evaluation Rubrics were discussed by the Business and Technology Department faculty to ensure that all faculty were aware of the reporting inaccuracy so that it might be prevented in other course modules. The module developer and the faculty teaching the instructional module also conducted separate meetings to review and solidify the reporting process and procedures. They also reviewed the entire instructional module and implemented the following improvements: (1) to ensure consistency of student reports as to required documentation, an initial summary outline of the required reports will be submitted by each student at the beginning of the semester; (2) a more detailed outline will be submitted by mid-term; and (3) complete reports will be submitted at least one week prior to the end of the semester to ensure adequate time for the instructors to grade the papers. Additionally, instructors will place renewed emphasis on the subject matter content and encourage students to seek regular assistance in preparing their reports. As a minimum, instructors will schedule at least two class periods dedicated solely to the instructional module and the SLOs.

Completion Date: Annual

Est. Cost: \$50

Budgeted: Included in current budget

Evidence of Success: The international modules are developed and implemented in accordance with the internationalization plan and the identified program and student learning outcomes. Achievement of the international educational modules will be determined by successfully accomplishing the expected outcomes for each course module.

Current Status: On Schedule

Describe Progress:

The first international modules have been developed and implemented during the fall 2011 semester. This goal has been met.

Describe Needed Changes: Reference the Corrective Actions/Program Improvement Plan provided for each of the aforementioned courses and international education modules.

List of Supporting Documentation:

- MINUTES OF BUSINESS AND TECHNOLOGY DEPARTMENT MEETING - Thursday, January 5
- MINUTES OF BUSINESS AND TECHNOLOGY DEPARTMENT MEETING - Thursday, May 3
- MINUTES OF BUSINESS AND TECHNOLOGY ACCOUNTING MEETING -QEP International Module for ACCT 1020

Date Last Updated: June 11, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Business & Technology

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: BTCH-05

Action Plan Title: Business Program Accreditation

Desired Outcome: The Business and Technology Department will maintain accreditation of its business programs of study with the Accreditation Council for Business Schools and Programs.

Description of Action Plan and Related Activities: The Business and Technology Department will continue to emphasize quality in teaching and student learning outcomes in business education through demonstrating adherence to the business standards and performance results required by the Accreditation Council for Business Schools and Programs. Through the completion of annual quality control reports and a periodic Self-Study Report for Reaffirmation of Accreditation, the department will demonstrate the educational excellence of its business programs in the following areas:

- Leadership
- Strategic Planning
- Student, Stakeholder, and Market Focus
- Measurement, Analysis, and Knowledge Management
- Faculty and Staff Focus
- Process Management

A self-study of the business program will be conducted at intervals as specified by the Accreditation Council for Business Schools and Programs. Faculty and staff from the Business and Technology Department will prepare the self-study in accordance with the *Standards and Criteria For Demonstrating Excellence In Associate Degree Schools and Programs Reaffirmation of Accreditation*, Revised July 2007, as provided by the Accreditation Council for Business Schools and Programs. The Chair of the Business and Technology Department is responsible for ensuring that the self-study is conducted efficiently, effectively, and in a timely manner. Periodic quality assurance reports are required by the Accreditation Council for Business Schools and Programs to ensure that accreditation criteria are being maintained.

Timeline: Annually reviewed

Est. Cost: \$1,200

Budgeted: Included in current budget

Evidence of Success: Current Letter of Reaffirmation of Accreditation from Accreditation Council for Business Schools and Programs will prove continued accreditation of program.

Current Status: Completed

Describe Progress:

2012

The Business and Technology Department's business programs of study remain accredited by the Accreditation Council for Business Schools and Programs (ACBSP) as shown on the ACBSP website at <http://www.acbsp.org/p/cm/ld/fid=14> .

Name	City	State	Country	Type	Accredited
Motlow State Community College	Tullahoma	TN	US	Associate Degree	Yes

2011

The Business and Technology Department submitted its Quality Assurance (QA) Report for 2009-2010 & 2010-2011, on September 29, 2011. The Associate Degree Board of Commissioners met on November 16-17, 2011, and reviewed the QA report. After review, the board voted to accept the report with no notes, conditions, or opportunities for improvement and provided the following comments:

“The Associate Degree Board of Commissioners commends you on a thorough, professionally prepared Quality Assurance report and for consistently meeting your performance objectives. “

The next quality assurance report is due September 30, 2013 and the department's next reaffirmation is scheduled for 2019.

Note: The Association of Collegiate Business Schools and Programs changed its name to Accreditation Council for Business Schools and Programs effective June 2010.

2010

The Business and Technology Department's business programs of study remain accredited by the Association of Collegiate Business Schools and Programs.

2009

The Board of Commissioners of the Associate Degree Commission, Association of Collegiate Business Schools and Programs met on November 12-13, 2009, and granted Full Reaffirmation of Accreditation to Motlow State Community College, with no notes or conditions.

2008-2009

Self-study year for the next Self-Study Report for Reaffirmation.

1991-2007

The business program was first accredited in 1991. Since that time, the business program has undergone two major Self-Study Reports for Reaffirmation and continues to be accredited by the Association of Collegiate Business Schools and Programs. As part of each self-study process and the annual quality control reports, the Business and Technology Department continues to analyze and review all of the department's business programs of study to ensure that each is maintained and conducted in accordance to the standards and criteria as set forth by the Association of Collegiate Business Schools and Programs. The next self-study reaffirmation is scheduled for fall 2009.

Describe Needed Changes: No changes needed.

List of Supporting Documentation:

- Accreditation Council for Business Schools and Programs (ACBSP) web site shows MSCC accreditation status is current
- Letter of Reaffirmation of Accreditation from Association of Collegiate Business Schools and Programs

Date Last Updated: June 7, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Business & Technology

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: BTCH-06

Action Plan Title: Academic Audit – Business Technology Major

Desired Outcome: The Business and Technology Department will complete an Academic Audit of the Business Technology Major in accordance with the academic standards stipulated in the Tennessee Board of Regents' *Educational Quality Improvement: A Handbook for the Academic Audit*.

Description of Action Plan and Related Activities: The Business and Technology Department will complete an Academic Audit of the Business Technology Major for the purpose of assessing the educational quality associated with the development and continued improvement of the processes required to ensure worthwhile and meaningful programs of study. The audit will include an internal self-study and an external site visit that will assess the basic outcomes associated with a:

- faculty-centered institutional effectiveness methodology;
- process that adequately documents ongoing activities, the results of those activities and how those results will effect quality program improvements; and
- continuous quality improvement plan.

Timeline: The academic audit will meet all TBR established guidelines for the duration of the project.

Est. Cost: \$750

Budgeted: Included in current budget

Evidence of Success: Academic Audit Reports will show all standards have been met.

Current Status: On Schedule

Describe Progress: Self-Study will be completed during the Fall 2012 semester.

Describe Needed Changes: TBD

List of Supporting Documentation:

Date Last Updated: June 11, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Career Readiness

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: CARE-01

Action Plan Title: Mechatronics Certificate of Credit Program Exit Examination

Desired Outcome: Students in the Mechatronics Certificate of Credit program of study will achieve a minimum mean of 70 percent on the Mechatronics Certificate of Credit Program Exit Examination.

Description of Action Plan and Related Activities:

The purpose of the Mechatronics Certificate of Credit Program Exit Examination is to measure program learning outcomes and examine basic competencies expected of students completing a 16 semester credit hour Mechatronics Certificate of Credit. The program of study is comprised of four different Level 1 Mechatronics courses: MECH 1100, Electrical Components; MECH 1200, Mechanical Components and Electrical Drives; MECH 1300, (Electro) Pneumatic and Hydraulic Control Circuits; and MECH 1500, Digital Fundamentals and Programmable Logic Controllers.

The test is administered annually at the end of each spring semester to all Mechatronics students who have completed the necessary 16 semester credit hours required for the certificate. The results of each test are retained and evaluated by the Mechatronics faculty and the Department Chair for Career Readiness to determine if the expected outcome was achieved. Predicated on each year's results, student performance on the examination will be evaluated and corrective action taken to ensure that course content is applicable and appropriate, and that the proper emphasis is being placed on course material/content pertaining to the expected program and student learning outcomes. As necessary, course material/content will be modified and/or the proper instructional emphasis will be applied in the applicable areas to ensure the accomplishment of the established learning outcomes.

A significant step in the evaluation process will be to complete a detail question analysis to ensure that the examination questions are adequately measuring the required expected learning outcomes. As necessary, specific examination questions, course syllabi, course outlines, and/or classroom management and instructional techniques will be adjusted and modified to accommodate the expected outcomes.

The Exit Examination consists of 60 multiple choice questions developed from each of the four MECH courses and matched to the applicable learning outcomes as indicated by the rubrics depicted in the following table, and as defined in the Career Readiness Department Outcomes Assessment and Program Improvement Plan and Institutional Effectiveness Plan.

Courses	Strategic Planning Priorities & Goals	General Learning Outcomes (Rubrics)	Program learning Outcomes (Rubrics)	
			Student Learning Outcomes	Program Exit
			Examination Questions	Assessment
Results				
MECH 1100	Q3.1	GLO1-GLO4	PLO1-PLO7	SLO1
SLO2				
SLO3				
SLO4				
SLO5				
SLO6				
SLO7				
SLO8				
SLO9	11,42			
27				
14, 58				
2				
3,55, 57				
1,14				
2,34				
15,59				
41,51,57,59				
MECH 1200	Q3.1	GLO1-GLO4	PLO1-PLO7	SLO10
SLO11				
SLO12				
SLO13				
SLO14				
SLO15				
SLO16				
SLO17				
SLO18				
SLO19				
SLO20	30			
4,5				
12,26				
28,33				
4,5,50				
6				
32				
17,33,53				
29,54				
40				
31				
MECH 1300	Q3.1	GLO1-GLO4	PLO1-PLO7	SLO21
SLO22				
SLO23				
SLO24				
SLO25				
SLO26				

SLO27
 SLO28
 SLO29
 SLO30
 SLO31
 SLO32 16
 20
 21
 22
 35
 52
 7
 25
 24,36
 8,56
 38
 11,13,39
 MECH 1500 Q3.1 GLO1-GLO4 PLO1-PLO7 SLO33
 SLO34
 SLO35
 SLO36
 SLO37
 SLO38
 SLO39
 SLO40
 SLO41 44
 45,51
 43,56
 23
 45,48,60
 19,49
 18,46
 18,47
 9,10,37

Summary of Results & Program Improvement Plan:

Corrective Actions:

The Mechatronics Certificate of Credit Program Exit Examination will be administered the first time in the spring 2012 semester

Team Members: *Fred Rascoe, Director of Career Readiness and Mechatronics Instructor*
Shane Buchanan, Mechatronics Instructor

Timeline: *To be administered no later than May 3, 2012*

Est. Cost: \$50

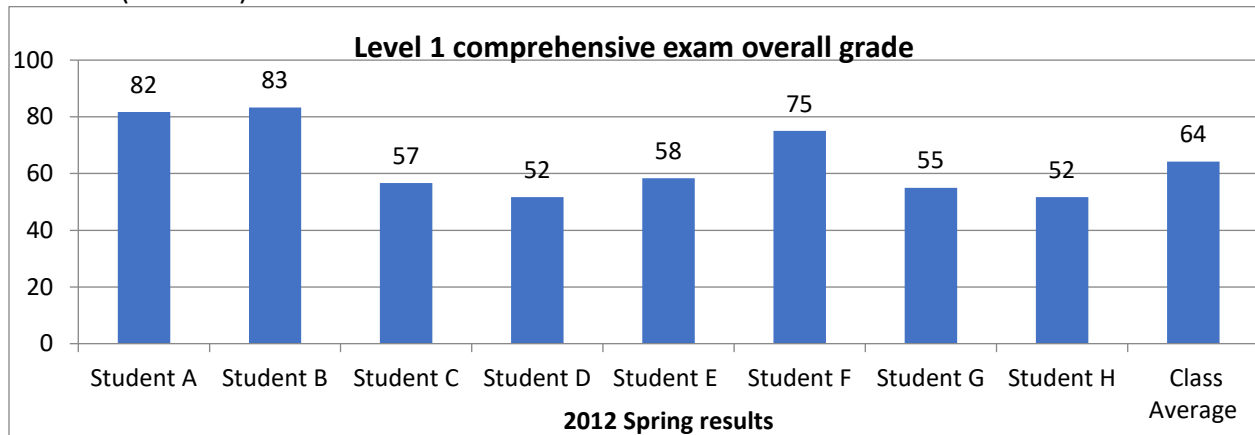
Budgeted: Included in current budget

Evidence of Success: Mechatronics Certificate of Credit Program Exit Examination will show that the students completing the exit examination achieved a minimum mean of 70%.

Complete the following when assessing a plan

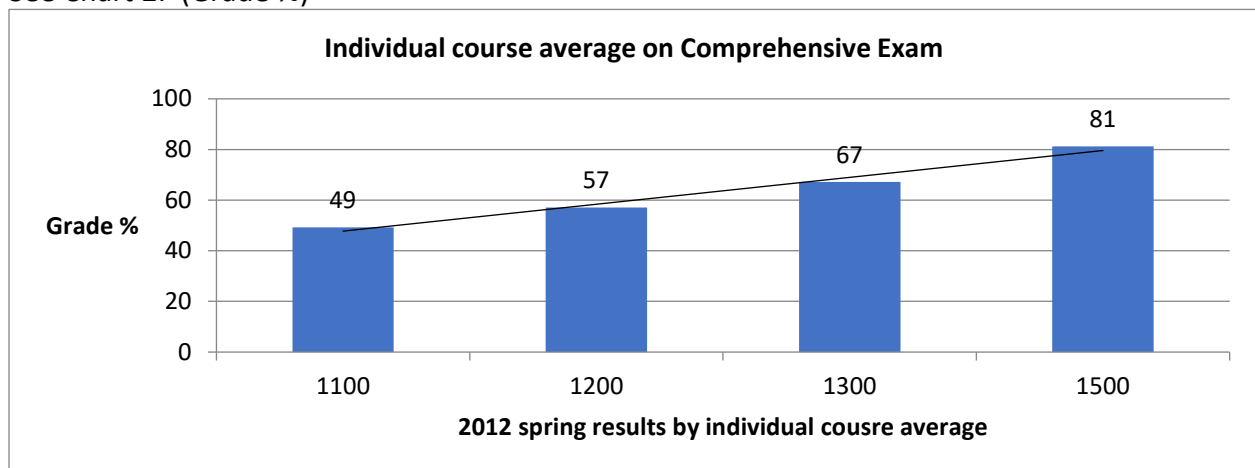
Current Status: Control Group exam took place on April 26th, 2012. A total of eight students completed the four Mechatronics courses for Level 1 Certification in Spring Semester 2012. The Control group average was 64%. Please see Chart 1

Chart 1: (Grade %)



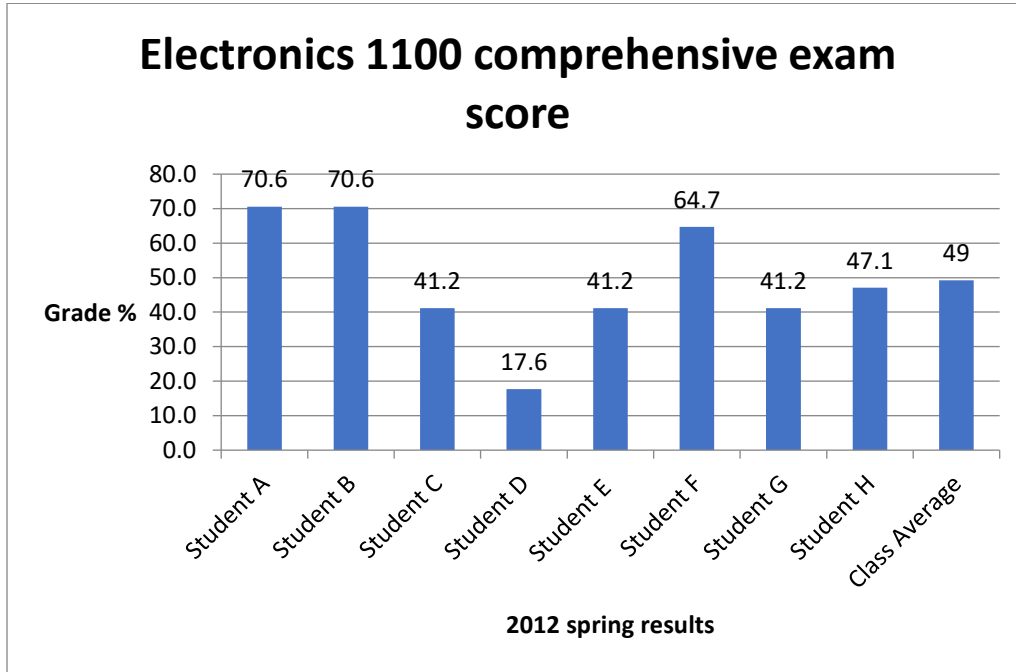
Analysis of Control group: After doing a detail review of the comprehensive exam data, two points stand out.

First Point: The student averages were the lowest in the first 2 courses of the series. See Chart 2: (Grade %)



Second Point: The 1100 course uses more math applications than the other 3 courses. Refer to Chart 2 and Chart 3 graph.

Chart 3



Describe Needed Changes:

1. Currently all course finals are not comprehensive, but cover from the mid-term exam to the final exam. We will modify the course final to cover the entire course curriculum. Therefore requiring the student to review the entire semester worth of material. This will reinforce their memory over time.
2. The 1100 & 1200 classes are taken over several semesters before the comprehensive level 1 Exam. The Control group showed some details were lost over time. Therefore a voluntary detail review of the 1100 Electronics & 1200 Mechanics will be made available to the students before the comprehensive exam.

List of supporting Documentation: Tests and results on file in Dept of Career Readiness

Date of last update: 4/1/12

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Career Readiness

Related Strategic Goal:

3.2 Improve student learning through culturally diverse perspectives to prepare student for success in a global society.

Action Plan #: CARE-02

Action Plan Title: Internationalization of Career Readiness Courses

Desired Outcome: It is expected that internationalization modules will be prepared for selected Career Readiness courses in accordance with the college's QEP schedule of courses to be internationalized and the Career Readiness Department's internationalization plan. It is also expected that students participating in the internationalized courses will satisfactorily complete the objectives and intended international student learning outcomes of the internationalized modules as specified by the applicable module rubrics.

Description of Action Plan and Related Activities: The Career Readiness Department will internationalize one Mechatronics Technology course in accordance with the following schedule.

Internationalization Plan		
Course	Preparation/Approval	Implementation
Mechatronics 1500, Digital Controls and PLC	Spring 2012	Fall 2012

The internationalization of the course will satisfy the college's QEP and the need to more fully globalize the department's mechatronics technology programs of study. The accomplishment or effectiveness of each internationalized course will be evaluated and measured based on (1) the course modules being prepared, approved and implemented in accordance with the internationalization plan, and (2) the achievement of the objectives and intended international student learning outcomes of the approved international modules.

Each international module will include three objectives and each objective will include at least one student learning outcome relating to a specifically identified and pertinent outcome category, as provided below.

International Module Objectives and Outcomes

Objective	Outcome Category	Student Learning Outcomes (SLO)
1. Students in internationalized classes will develop greater knowledge of cultures other than their own and the impact of diverse cultural perspectives on world events.	Knowledge	1a. students will increase their knowledge of cultures in the world around them by studying and explaining the historical development of RoHS.
2. Students in internationalized classes will acquire increased understanding of the international aspects of the respective subject area/course discipline.	Comprehension	2b. students will describe how the course-related international content impacts their own occupational/professional development by describing the requirements of controlling hazardous substances and products for the European market.
3. Students in internationalized classes will demonstrate an awareness and understanding of the interdependency and consequences of international events and issues.	Application	3a. students will recognize how events in other nations affect the United States and how events in this country affect other nations by explaining the ramifications of having Hazardous substances in product not compliant to the RoHS standards.

In applying the objectives and the specific outcome categories, one student learning outcome per outcome category will be developed by the module developer to be used by the individual course instructors to determine if the objectives and student learning outcomes are satisfactorily achieved. The three main outcome categories will then be subdivided into more specific categories as they relate to the student learning outcomes—reference Evaluation Rubrics provided below. The module developer will select at least one of the two student learning outcomes for each of the three outcome categories for implementation in the identified courses, and as the basis for determining if the student learning outcomes are being satisfied.

Evaluation Rubrics

Category	Evaluation Ratings			
	4	3	2	1
1a. Knowledge	Student presented a thorough explanation of all pertinent materials and developments leading to RoHS. Student presented a good explanation of most pertinent materials and developments leading to RoHS Student presented a fair explanation of some of the pertinent materials and developments leading to RoHS Student presented a poor explanation of the pertinent materials and developments leading to RoHS			
2b. Comprehension	Student included all materials covered by RoHS and explained fully the RoHS requirement for products. Student included all materials covered by RoHS and explained most of the RoHS requirement for products. Student included most materials covered by RoHS and was able to explain a few of the RoHS requirement for products. Student included a few of the materials covered by RoHS and did not explain accurately the RoHS requirement for products.			
3a. Recognition	Student identifies at least 3 areas of non compliance by non European countries in presentation and offers solution to each Student identifies at least 3 areas of non compliance by non-European countries Student identifies at least 2 areas of non compliance by non-European countries Student does not address non compliance.			

As each course, or courses, are prepared, approved and/or implemented according to the projected plan, the course(s) and the applicable module rubrics will be included as part of this Institutional Effectiveness Plan.

At the end of each semester, the Career Readiness faculty will evaluate the plan to determine if the expected outcomes were achieved for the indicated course. As appropriate and required, corrective actions will be undertaken in those instances where either the modules were not prepared, approved and implemented in accordance with the internationalized plans, or the objectives and intended international student learning outcomes were not achieved in accordance with the rubrics developed and approved for the international modules. Additionally, the faculty will also evaluate the overall process to ensure that the internationalization module is complementing and promoting course material/content pertaining to the expected program and student learning outcomes as outlined in the Career Readiness Department Assessment and Improvement Plan.

Planned Courses/Instructional Modules

Mech 1500 -Fall 2012

Course	Strategic Planning Priorities & Goals		General Learning Outcomes (Rubrics)		Program Learning Outcomes
	(Rubrics)	Module Approved & Implemented on Time	Expected Outcomes	Of Selected Categories (Rubrics)	Student Learning Outcomes (SLO)
Mech 1500	Q3.2	GLO1-GLO3	PLO1-PL03	Achieved	In process of being approved At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.
	1b.				1a.
	2a.				
	2b.				
	3a.				
	3b.				

Method & Summary of Results:

Corrective Actions/Program Improvement Plan:

Completion Date: Annual

Est. Cost: \$50

Budgeted: Included in current budget

Evidence of Success: The international modules are developed and implemented in accordance with the internationalization plan and the identified program and student learning outcomes. Achievement of the international educational modules will be determined by successfully accomplishing the expected outcomes for each course module.

Current Status: On Schedule

The first international module has been developed and will be taught in Mech 1500 starting Fall 2012

Describe Needed Changes: none

List of Supporting Documentation: QEP Plan for RoHS

Date Last Updated: June 6, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Career Readiness

Related Strategic Goal:

1.2 Enhance access to higher education for traditionally underserved populations.

Action Plan #: CARE-03

Action Plan Title: Enrollment Increase

Desired Outcome: Motlow State Community College will offer Level 1 courses at Smyrna and have enrollment of a minimum of 12 students to take level 1 courses: Mech 1100 and Mech 1200.

Description of Action Plan and Related Activities: MSCC will partner with Bridgestone to build a training center, populate the training center with relevant training system, and then offer and teach the level 1 certification as offered and taught in McMinnville. This will establish a second location for MSCC to offer the Mechatronics program to industry students.

Team Members: Chair of Career Readiness

Timeline: Building renovations complete and ready for equipmentFeb 2012
Equipment specifications complete and ready for bid.....Dec 31, 2011
Equipment ordered.....Feb 2012
Equipment installed.....May 2012
Instructors selected.....May 2012
Start Classes.....August 2012

Est. Cost: 500,000 Equipment

Budgeted: Included in current budget

Evidence of Success: Classes offered at Smyrna area Fall 2012 with a minimum of 12 enrolled. Instructors obtained and trained to teach.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

1. Equipment has been ordered and installation is to be June 2012. It will be ready for fall classes.
2. Instructors have been selected and will be trained in June at Siemens

Describe Needed Changes: On schedule for Fall 2012 instruction at Smyrna.

List of Supporting Documentation: 30783 and 30715

Date Last Updated: June 6, 2012

Motlow State Community College

Institutional Effectiveness Plan

Unit: Education

Unit Head: Charle Coffey

Division: Academic Affairs

Statement of Purpose:

The Motlow College Education Department is dedicated to the improvement of the educational community which we serve. We believe that our team of committed individuals makes a positive difference in the quality of life for our students by providing exceptional learning opportunities for all.

Our mission is to:

Empower students with the knowledge, skills, and insights that will allow them to pursue their career goals successfully;

Provide a quality education for students seeking careers in areas of instruction and care to infants, toddlers, preschoolers, and elementary students;

Provide unique avenues by which students can gain the skills and attitudes necessary to maintain lifelong health, fitness, and well-being;

Develop and implement programs and pathways that benefit students as well as area employers; and

Build the foundation for lifelong learners who will help build a society able to address the challenges of tomorrow.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Education

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: EDUC-01

Action Plan Title: NAEYC Accreditation

Desired Outcome: Earn NAEYC (National Association for the Education of the Young Child) accreditation for the Associate of Applied Science degree in Early Childhood Education. The self study process will be successful and accreditation will be granted.

Description of Action Plan and Related Activities: The institution will apply for accreditation. In preparation, the Education Department will conduct an Academic Audit of the Early Childhood Program prior to completing the Self Study Report. The institution will host a visiting committee and the Education Department will respond to any inquiries the committee might have.

Team Members: The Education Department will coordinate the application and self study process utilizing other campus constituencies as resources as appropriate. The Education Department will conduct the Academic Audit prior to completing the Self Study Report as a method of introspection into the program and documentation of current practices. The institution will host the visiting committee with arrangements coordinated by the Education Department.

Timeline: 2015

Est. Cost: \$5,000 plus the
Salary for an ECED faculty member **Budgeted:** Budget increase needed

Evidence of Success: The Associate of Applied Science degree in Early Childhood Education will be fully accredited by the National Association for the Education of the Young Child (NAEYC).

Complete the following when assessing a plan

Current Status: Behind Schedule

Describe Progress: There has been a delay in submitting the application for accreditation because of NAEYC's membership structure and the limitations of TBR policy for paying individual memberships. Approval has now been approved by the president and the membership application is in process. We plan to be back on schedule by the end of fall term 2012.

In preparation for the self-study required in the accreditation process, an Academic Audit of the Early Childhood Education program was conducted 2011-2012. Feedback from the visiting committee is being integrated as appropriate.

Describe Needed Changes:

List of Supporting Documentation: [Academic Audit Report](#)

Date Last Updated: June 8, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Education

Related Strategic Goal:

3.2 Improve student learning through culturally diverse perspectives to prepare student for success in a global society.

Action Plan #: EDUC-02

Action Plan Title: Internationalization of Education Courses

Desired Outcome: It is expected that internationalization modules will be prepared for selected education and health –related courses in accordance with the college’s QEP schedule of courses to be internationalized and the Education Department’s internationalization plan. It is also expected that students participating in the internationalized courses will satisfactorily complete the objectives and intended international student learning outcomes of the internationalized modules as specified by the applicable module rubrics.

Description of Action Plan and Related Activities: The Education Department will internationalize three education and health/physical education-related courses in accordance with the following schedule.

Course - Instructors	Preparation/Approval	Implementation
EDU 2110—Sid Hill, Billy Hix Fall 2012	Fall 2011	Spring 2012
HPE 2340—Tori Raby-Gentry EDU 1120— Billy Hix Spring 2013	Spring 2012 Spring 2012	Fall 2012 Fall 2012
HPE 2300—Tori Raby-Gentry	Fall 2012	Spring 2013

The internationalization of the different courses will satisfy the college’s QEP and the need to more fully globalize the department’s education and health/physical education programs of study. The accomplishment or effectiveness of each internationalized course will be evaluated and measured based on (1) the course modules being prepared, approved and implemented in accordance with the internationalization plan, and (2) the achievement of the objectives and intended international student learning outcomes of the approved international modules. Each international module will include learning objectives and each objective will include student learning outcomes relating to a specifically identified and pertinent outcome category. The following International Module and evaluation rubric for EDU 2110 is provided as an example.

International Module

Course: EDU 2110

College: Motlow College

Module Title: Compare and contrast teaching methods and outcomes in the STEM areas of the US, Finland and Singapore

Module Description:

This module, which is linked to chapter 4 in the EDU 2110 textbook, will help education student's knowledge and understanding of how different cultures affect the teaching, expectations, and outcomes of students in comparison to the United States. Emphasis is placed on the countries of Finland and Singapore. Students will develop a greater understanding of how cultural expectations impact educational outcomes and the future work force. The purpose of this module is to provide the student with an increased knowledge, comprehension and application of the impact of these countries on our education system. In EDU 2110, all homework and projects are assigned the weight of 35% of the total final grade. This single module should be assigned the weight of 25% of the homework and projects total.

Module Objectives:

Objective 1:

Students in internationalized classes will develop greater knowledge of cultures other than their own and the impact of diverse cultural perspectives on world events

SLOs (Knowledge)

1a. Students will increase their knowledge of cultures in the world around them and how those cultures influence public education

Objective 2:

Students in internationalized classes will acquire increased understanding of the international aspects of the respective subject area / course discipline

SLOs (Comprehension)

2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of public education

Objective 3:

Students in internationalized classes will demonstrated an awareness and understanding of the interdependency and consequences of international events and issues

SLOs (Application)

3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations with regard to public education.

Evaluation Rubric for EDU 2110

Learning

Outcome Category

(4)Exceeds Standard

(4 Points

for each criteria) (3)Meets Basic Standard

(3 Points for each criteria) (2)Partially Proficient

in covering standards

(2 Points for each criteria) (1)Deficient or unsatisfactory in covering standards

(1 Point for each criteria)

1A Knowledge

Students will increase their knowledge of cultures in the world around them and how those cultures influence public education *Knowledge*

Research and compile required materials to be able to create either a digital story or reflective essay	Students presented
complete overview on the impact of culture and test scores with insight of how culture impacts scores such as TIMSS and the reasoning of why US schools are adopting Singapore math as one of the primary methods of math instruction	Students presented
detailed overview of the TIMSS report with test scores but did not address the impact of culture on education systems	Student was lacking
in parts of the overview of how culture impacts test scores and did not address research based on TIMSS	Student did not address
how culture impacts test scores on the TIMSS report with no topics complete	

2a Comprehension

Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of public education

Comprehension

Preparation for creating a digital story or reflective essay that data has driven educational policy in our nation.	Students address how TIMSS data impacts the classrooms in the US and how
address the issue of federal educational policy in the US	Students address how TIMSS impacts the classrooms in the US but does not
Students do not address the impact of global testing of students in the classrooms within the US	Students show significant gaps in addressing the impact on K-12 classrooms

3A Application

Students will recognize how events in other nations affect the United States and how events in this country affect other nations with regard to public education.

Application

Student will present their digital story or reflective essay

Students address and present how forces beyond our borders has impacted education and our teaching in the STEM areas and discuss these impacts on the future workforce

Students address and present how outside forces from outside our nation has impacted education in the STEM areas

Students left gaps in their summary of how outside forces has impacted the education system in the US

Students did very little if any summarization on the impact of outside forces on the US educational system

Description of Action Plan and Related Activities: Develop and implement international modules based on the college implementation plan that will enhance students' understanding of international perspectives and implications for education and health/physical education-related issues. An accompanying faculty-designed rubric will be developed for each internationalization module and will be used by all faculty teaching international modules` to ensure consistency in the gathering of data and compilation of results.

After infusion of the international module into each course, faculty will utilize pre-test/post-test procedures to assess student understanding of international perspectives and implications for health-related issues. Results will be compiled and submitted to the Institutional Research Office and will be used to update institutional effectiveness plan for succeeding years.

Team Members: EDU instructors/HPE instructors

Timeline: Fall 2011 – Spring 2013

Est. Cost: \$500

Budgeted in: Current Budget

The international modules are developed and implemented in accordance with the internationalization plan and the identified program and student learning outcomes. Achievement of the international educational modules will be determined by successfully accomplishing the expected outcomes for each course module

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: The first QEP module has been developed and was implemented for the Spring 2012 semester. Other modules are being developed for future implementation. Assessment results are listed on the attached page (Attachment 1).

Describe Needed Changes: EDU students performed exceptionally well on this module as evidenced on the attached table provided by Institutional Research. As additional modules are developed and implemented any needed changes will be determined based upon student performance according to the evaluation rubric.

List of Supporting Documentation: [Grading Rubric Summary for EDU 2110 - Spring 2012](#)

Date Last Updated: June 8, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Education

Related Strategic Goal:

1.2 Enhance access to higher education for traditionally underserved populations.

Action Plan #: EDUC-03

Action Plan Title: Expand Adult College Express (ACE)

Desired Outcome: Expand Adult College Express (ACE) cohort offerings to 2 cohorts per academic year so more nontraditional students will have access to quality, convenient, curricula delivered in an expedient format.

Description of Action Plan and Related Activities: An additional cohort for the Associate of Science in General Studies will begin in Spring terms. This will require additional marketing to targeted student populations and additional advisement, orientation, and programming efforts.

Team Members: Specifically, Education Department staff and Center Directors will contact area industries to recruit students for this program.

Timeline: Review progress and evaluate on December 1, 2011

Est. Cost: \$Any faculty course overload and adjunct instructor costs. **Budgeted:** Budget increase may be needed

Evidence of Success: Success will be determined by the number of students who enroll in the spring cohorts for this program.

Complete the following when assessing a plan

Current Status: Ahead of Schedule

Describe Progress: A cohort of 17 comprised the first spring cohort in January 2011. A second spring cohort of 14 was launched Spring term 2012 on the Moore County campus.

Describe Needed Changes: No changes projected. However, continued marketing is projected.

List of Supporting Documentation:

Date Last Updated: June 8, 2012

Motlow State Community College
Institutional Effectiveness Plan
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Education

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: EDUC - 04

Action Plan Title: Academic Audit

Desired Outcome: The Education Department will consistently participate in Academic Audits to Motlow's education quality processes. Academic Audit results are expected to show that all standards have been met and/or any deficiencies addressed.

Action Plan: The chair and faculty of will take steps to guarantee the quality of Motlow's non-accredited programs. An Academic Audit of the Early Childhood Education program was conducted during the 2011-2012 year and suggestions and recommendations are/will be implemented in preparation for the upcoming NAEYC accreditation self-study.

Team Members: The department director and faculty in the discipline.

Timeline:

The academic audit will meet all TBR established guidelines for the duration of the project.

Est. Cost: \$750

Budgeted: Included in current budget

Evidence of Success: Academic Audit Reports will show all standards have been met.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress: Suggestions and recommendations are/will be implemented in preparation for the upcoming NAEYC accreditation self-study.

Describe Needed Changes: A list of commendations, suggestions and recommendations is attached as Appendix 2.

List of Supporting Documentation: Academic Audit Reports

Date Last Updated: June 12, 2012

Motlow State Community College

Institutional Effectiveness Plan

Unit: Humanities

Unit Head: Debbie Zimmerman

Division: Academic Affairs

Statement of Purpose: In support of the institutional mission, the Humanities Department develops and maintains a strong core curriculum in University Parallel programs. It offers two Tennessee Transfer Programs in Mass Communication and Studio Art. There is also an area of Emphasis in Speech and Theatre. The department supports the open access mission of the college by providing a full range of course offerings and also extracurricular activities in the arts. And opportunities in student clubs. The department complements the curriculum and the college's commitment to public service by offering a variety of art, theatre and music cultural programs .

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Humanities

Related Strategic Goal:

3.2 Improve student learning through culturally diverse perspectives to prepare student for success in a global society.

Action Plan #: HUMA-01

Action Plan Title: Internationalization of Humanities Courses

Desired Outcome:

It is expected that Internationalization modules will be prepared for selected humanities courses in accordance with the college's QEP schedule of courses to be internationalized and the Humanities department's internationalization plan. It is also expected that students participating in the internationalized courses will satisfactorily complete the objectives and intended international student learning outcomes of the internationalized modules as specified by the applicable module rubrics.

Description of Action Plan and Related Activities: The Humanities Department will internationalize five courses in accordance with the following schedule:

Course	Preparation/Approval	Implementation
THEA 1030 Introduction to Theater	Spring 2011	Fall 2011
ARTA 1030 Art Appreciation	Summer 2011	Fall 2011
SPCH 1010 Fundamentals of Speech	Fall 2011	Spring 2012
MUSA 1030 Music Appreciation	Spring 2012	Fall 2012
COMM 1010 Intro to Mass Communication	Fall 2012	Spring 2013

The internationalization of the different courses will satisfy the college's QEP and the need to more fully globalize the Humanities department's programs of study. The effectiveness of each internationalized course will be evaluated and measured based on (1) the course modules being prepared, approved and implemented in accordance with the internationalization plan, and(2) the achievement of the objectives and intended international student learning outcomes of the approved international modules.

Each international module will include three objectives and each objective will include at least two student learning outcomes relating to a specifically identified and pertinent outcome category, as provided below.

International Module Objectives and Outcomes

Objective 1

Learning Domain Student Learning Outcomes

Students in internationalized classes will develop greater knowledge of cultures other than their own and the impact of diverse cultural perspectives on world events. Knowledge 1a. Students will increase their knowledge of cultures in the world around them.

1b. Students will recognize the role that differing cultural perspectives play in shaping world events.

Objective 2

Learning Domain Student Learning Outcomes

Students in internationalized classes will acquire increased understanding of the international aspects of the respective subject area/course discipline. Comprehension 2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.

2b. Students will describe how the course-related international content impacts their own occupational/professional development.

Objective 3

Learning Domain Student Learning Outcomes

Students in internationalized classes will demonstrate an awareness and understanding of the interdependency and consequences of international events and issues. Application 3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.

3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.

In applying the objectives and the specific outcome categories, two student learning outcomes per outcome category will be developed by the module developer to be used by the individual course instructors to determine if the objectives and student learning outcomes are satisfactorily achieved. The three main outcome categories will then be subdivided into more specific categories as they relate to the student learning outcomes—reference Evaluation Rubrics provided below. The module developer will select at least one of the two student learning outcomes for each of the three outcome categories for implementation in the identified courses, and as the basis for determining if the student learning outcomes are being satisfied. Below are the grading rubrics for the current courses in which modules exist. As more modules are created, the rubrics will be placed in this IE Plan.

Planned Course/ Instructional Modules

THEA 1030 - Fall 2011

Course	Strategic Planning Priorities & Goals	Module Approved & Implemented on Time	Expected Outcomes
		Student Learning Outcomes (SLO) Of Selected Categories (Rubrics)	

Achieved

Outcome	Yes	No		
THEA 1030		Q3.1-Q3.2	Yes.	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs. 1a. 89% x
1b.	na			
2a.	86%		x	
2b.	na			
3a.	na			
3b.	85%		x	

THEA 1030 - Spring 2012

Course	Strategic Planning	Priorities & Goals	Module Approved & Implemented on Time	Expected Outcomes
Student Learning Outcomes (SLO)				
Of Selected Categories				
(Rubrics)				
Achieved				
Outcome	Yes	No		
THEA 1030		Q3.1-Q3.2	Yes.	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs. 1a. 86% x
1b.	na			
2a.	86%		x	
2b.	na			
3a.	na			
3b.	86%		x	

Method & Summary of Results:

The module developer selected 3 international education SLOs to evaluate: 1a , 2a, 3b. As part of the approved instructional module students submitted models, posters, or digital collages highlighting different cultural symbols in theatre in regard to playwrights. Students were evaluated on their submitted material in accordance with the evaluation rubrics. Of the three categories selected for evaluation, the expected outcomes were achieved in all 3 categories.

Corrective Actions and Improvement Plans:

The department found the module to be effective and enriching. Although the results reveal that no changes are needed, the department felt that the models, posters and collages that students were to prepare were very narrow and did not give a full understanding of the playwrights, as was intended in the module. Further discussion is ensuing concerning broadening the ideas to include written papers on the playwrights. Any changes that are agreed on will be presented to the IEC for approval before the module is used again in the fall. The module will be in the course in subsequent semesters.

ARTA 1030 - Fall 2011

Course	Strategic Planning	Priorities & Goals	Module Approved & Implemented on Time	Expected Outcomes
Student Learning Outcomes (SLO)				
Of Selected Categories				
(Rubrics)				
Achieved				
Outcome	Yes	No		
ARTA 1030		Q3.1-Q3.2	Yes	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs. 1a. 90% x
1b.	na			

- 2a. 82% x
- 2b. na
- 3a. na
- 3b. 83% x

ARTA 1030 - Spring 2012

Course	Strategic Planning Priorities & Goals	Module Approved & Implemented on Time	Expected Outcomes
		Student Learning Outcomes (SLO) Of Selected Categories (Rubrics)	
		Achieved	
Outcome	Yes	No	
ARTA 1030	Q3.1-Q3.2	Yes	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs. 1a. 90% x
1b. na			
2a. 78% x			
2b. na			
3a. na			
3b. 83% x			

Method & Summary of Results:

The module developer selected 3 international education SLOs to evaluate: 1a, 2a, 3b. As part of the approved instructional module students submitted models, posters, or digital collages highlighting different cultural symbols of Mexico through analysis and study of the artist, Frida Kahlo. Students were evaluated on their submitted material in accordance with the evaluation rubrics. Of the three categories selected for evaluation, the expected outcomes were achieved in all 3 categories.

Corrective Actions and Improvement Plans:

The department found the module to be effective and enriching and the results indicate that no changes are needed. Discussion revealed that although all scores did not reveal it, the students in the spring semester seemed to get much more from the module than in the fall 2011 semester. The module will be in the course in subsequent semesters.

SPCH 1010 - Spring 2012

Course	Strategic Planning Priorities & Goals	Module Approved & Implemented on Time	Expected Outcomes
		Student Learning Outcomes (SLO) Of Selected Categories (Rubrics)	
		Achieved	
Outcome	Yes	No	
SPCH 1010	Q3.1-Q3.2	Approved & in the process of being implemented.	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs. 1a. 73% x
1b. na			
2a. 73% x			
2b. na			
3a. na			
3b. 76% x			

Method & Summary of Results: The module developer selected 3 international education SLO's to evaluate: 1a, 2a, and 3b. As a part of the approved instructional module, students selected a speaker of international impact and one particular speech of that speaker. The students researched and prepared an informative paper and speech on the research. Students were evaluated on their speeches and papers in accordance with the evaluation rubrics. Of the three categories selected for evaluation, the expected outcomes were achieved in all 3 categories.

Corrective Actions & Improvement Plans: The department found the module to be effective and enriching. Although the scores indicated that no change is needed, the department felt that more classroom instruction devoted to the module and some refinement of the research and the list of suggested speakers and speeches, would help improve the scores. The module will be in the course in subsequent semesters.

MUSA 1030 - Spring 2012

Course	Strategic Planning Priorities & Goals	Module Approved & Implemented on Time	Expected Outcomes
Student Learning Outcomes (SLO)			
Of Selected Categories (Rubrics)			
Achieved			
Outcome	Yes	No	
MUSA 1030	Q3.1-Q3.2	Approved. To be implemented Fall 2012.	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.
	1b.		1a.
	2a.		
	2b.		
	3a.		
	3b.		

Team Members: All faculty full-time and adjunct faculty who teach ARTA 1030, THEA1030, SPCH 1010, and MUSA 1030.

Timeline: International modules implemented in ARTA 1030 and THEA 1030 beginning Fall 2011 and International modules implemented for SPCH 1010 beginning Spring 2012. International Modules to be implemented for MUSA 1030 Fall 2012.

Est. Cost: \$ 0
budget

Budgeted: Included in current

Evidence of Success:

- (1) The lead instructor for each course has developed grading rubrics for each project to evaluate mastery of the student learning outcomes that received approval for implementation from the International Education Committee.
- (2) Summary reports will show that 70% of students achieved a score of 3 or 4 on the course international module based on scoring with the rubric developed for that module.

Complete the following after implementation of the action plan.

Current Status: On Schedule

Describe Progress: The modules for ARTA103 and THEA 1030 were implemented Fall 2011 and Spring 2012. SPCH 1010 was implemented in Spring 2012. Below is the documentation for those courses.

In Fall 2011, there were 440 students enrolled in ARTA 1030 courses and results were given for 357 or 81% of those enrolled. The goals were that 70% of students would score 3 or 4 on the grading rubric for the SLO's. The scores were 90% scored 3 or 4 on 1a, 82% scored 3 or 4 on 2a, and 83% scored 3 or 4 on 3b. Thus all intended outcomes were met.

In Spring 2012, there were 213 students in the sample and the goal of 70% of students would score 3 or 4 on the grading rubric for the SLO's. The scores were 90% scored 3 or 4 on 1a, 78% scored 3 or 4 on 2a, and 83% scored 3 or 4 on 3b. Thus the intended outcomes were met in Spring 2012.

In the THEA 1030 course there were 163 students enrolled in the Fall 2011. Only 91 students' graded rubrics were submitted. That was 56%. One faculty member was a new employee and missed the time period to get the scores submitted. This is an area for improvement. Of the 56% submitted, 89% of the students scored 3 or 4 on 1a SLO. 86% scored 3 or 4 on 2a, and 85% scored 3 or 4 on 3b. Thus the intended goal of 70% scoring 3 or 4 was met.

In Spring 2012 there were 202 students in THEA 1030. Of those 86% scored 3 or 4 on 1a, 86% scored 3 or 4 on 2a, and 86% scored 3 or 4 on 3b. Thus the intended outcomes were met in Spring 2012.

SPCH 1010 was implemented in SPRING 2012. There were 352 students assessed using the prescribed rubric. The goals were that 70% of those assessed would score 3 or 4 on the chosen SLO's. 73% scored 3 or 4 on 1a, 73% scored 3 or 4 on 2a, and 76% scored 3 or 4 on 3b. Thus the intended outcomes were met in Spring 2012.

MUSA 103 has been approved and will be implemented Fall 2012.

Describe needed Changes: The most obvious change needed is to continue to stress the importance of completion of the grading rubric online. I think that the fear and anxiety of the assignment have now passed, and it is felt that involvement and accuracy in the assignment will increase. Reference the Corrective Actions/Program Improvement Plan provided for each of the aforementioned courses and international education modules.

FALL 2011 QEP Grading Rubric Summary for ARTA 1030

International Education Student Learning Outcome	4		3		2		1				
	Mastery (3 or 4)				Total Students						
	#	%	#	%	#	%	#	%			
1.a Students will increase their knowledge of cultures in the world around them.	164	46%	27	8%	8	2%	322	90%	357	158	44%

1b. Students will recognize the role that differing cultural perspectives play in shaping world events.	0	0	0	0	0	0	0	0	0	0	0
2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.	123	34%	170	48%	44	12%	20	6%	293	82%	357
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	0	0	0	0	0	0	0	0	0	0	0
	0										
3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.	0	0	0	0	0	0	0	0	0	0	0
	0		0								
3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.	133	37%	165	46%	49	14%	10	3%	298	83%	357

FALL 2011 QEP Grading rubric Summary for THEA 1030

International Education Student Learning Outcome	4		3		2		1			
	Mastery (3 or 4)				Total Students					
	#	%	#	%	#	%	#	%	#	%
1.a Students will increase their knowledge of cultures in the world around them.	47	52%	34							
	37%	6	7%	4	4%	81	89%	91		
1b. Students will recognize the role that differing cultural perspectives play in shaping world events.	0	0	0	0	0	0	0	0	0	0
2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.	46	51%								
	32	35%	10	11%	3	3%	78	86%	91	
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	0	0	0	0	0	0	0	0	0	0
	0									
3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.	0	0	0	0	0	0	0	0	0	0
3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.	46									
	51%	31	34%	11	12%	3	3%	77	85%	91

Spring 2012 Grading Rubric for ARTA 2012

International Education Student Learning Outcome	4		3		2		1			
	Mastery (3 or 4)				Total Students					
	#	%	#	%	#	%	#	%	#	%
1.a Students will increase their knowledge of cultures in the world around them.	90	42%	101	47%						
	22	10%	0	0%	191	90%	213			
1b. Students will recognize the role that differing cultural perspectives play in shaping world events.	0	0	0	0	0	0	0	0	0	0
2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.	75	35%								
	91	43%	47	22%	0	0%	166	78%	213	
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	0	0	0	0	0	0	0	0	0	0
	0		0							

3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.	0	0	0	0	0	0	0	0	0	0	0
3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.	75	35%	100	47%	36	17%	1	0%	175	83%	212

Spring 2012 Grading Rubric for THEA 1030

International Education Student Learning Outcome (3 or 4)	4		3		2		1		Mastery		
	#	%	#	%	#	%	#	%			
1.a Students will increase their knowledge of cultures in the world around them.	83	41%	91								
1b. Students will recognize the role that differing cultural perspectives play in shaping world events.	0		0		0		0		0		
2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.	79	39%									
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	0		0		0		0		0		
3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.	0		0		0		0		0		
3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.	81	40%	93	46%	20	10%	8	4%	174	86%	202

Spring 2012 Grading Rubric for SPCH 1010

International Education Student Learning Outcome	4		3		2		1		Mastery (3 or 4)		
	#	%	#	%	#	%	#	%			
1.a Students will increase their knowledge of cultures in the world around them.	159	45%	99	28%							
1b. Students will recognize the role that differing cultural perspectives play in shaping world events.	0		0		0		0		0		
2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.	133	41%									
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	0		0		0		0		0		
3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.	0		0		0		0		0		
3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.	115	36%	128	40%	34	11%	44	14%	243	76%	321

List of Supporting Documentation: Minutes of Departmental Meetings

Date last updated : 6/9/2012

Motlow State Community College

Institutional Effectiveness Plan

Unit: Languages

Unit Head: Dawn Copeland

Division: Academic Affairs

Statement of Purpose: The Languages Department will prepare students for success in their collegiate endeavors and for the job market after graduation. We have four major concerns: First, developmental studies in reading, writing, and study skills will raise students' skills to a level commensurate with or surpassing the skills of students who are not required to enroll in developmental studies. Second, freshman composition courses will prepare students for writing and reading assignments they will encounter in the field of English as well as other disciplines. Basic communication skills are vital in today's marketplace, as well, so when we build these skills for college success, we are also building lifetime skills. Third, the study of literature will expose the student to various ways of thinking about human experience, historically and culturally. It will also contribute to students' abilities to analyze and discuss written material. Finally, the study of a foreign language will help expand students' knowledge of another culture and prepare that student for life in our global economy.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Languages

Related Strategic Goal:

1.1 Expand the use of technology to increase access to post-secondary education.

Action Plan #: LANG-01

Action Plan Title: Spanish Online Course Offerings

Desired Outcome: By June 30, 2012, the Languages Department will develop Spanish 1010, Beginning Spanish I, and Spanish 1020, Beginning Spanish II, online courses to offer another mode of delivery in order to accommodate our existing students and to streamline the process of existing students' fulfilling foreign language deficiencies and/or meeting the foreign language requirements for the applicable TTP programs of study offered through Motlow College.

Description of Action Plan and Related Activities: Spanish faculty will train in D2L and online course development and create online Spanish courses that follow established, approved curriculum and meet the requirements for foreign language deficiencies or foreign language requirements for specific programs of study. A benchmark used to determine the number of existing students we hope to serve with the online Spanish courses can be established as students begin to enroll and complete the courses.

Team Members: Part-time Spanish faculty will develop and teach the online courses.

Timeline: Review and evaluate on December 1, 2012.

Est. Cost: \$ 4,200

Budgeted: Funding other than budget

Evidence of Success: Success will be determined when the Spanish 1010 and 1020 online courses are developed, approved, and taught with adequate enrollment for one full term.

Complete the following when assessing a plan

Current Status: Behind Schedule

Describe Progress: Our Spanish faculty will have the online SPAN 1010 and 1020 courses completed and approved by the Languages Chair by August 30, 2012.

Describe Needed Changes: N/A

List of Supporting Documentation: N/A

Date Last Updated: 6/12/12

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Languages

Related Strategic Goal:

1.3 Create and implement a redesigned and comprehensive learning support program to prepare students who are not academically prepared for college level courses.

Action Plan #: LANG-02

Action Plan Title: Learning Support Program

Desired Outcome: By June 30, 2012, the Learning Support Program reading and writing courses will be fully implemented at the Moore County and Fayetteville campuses.

Description of Action Plan and Related Activities: The Learning Support team (faculty, staff, and administrators) will implement the TBR mandated curriculum for both reading and writing that will be executed through courses offered in a lab environment at both locations. Students will be provided both classroom and individual instruction with qualified faculty. In addition, students will be required to use a comprehensive, self-paced computer program designed to meet their specific learning support needs. Students will be encouraged to complete all LS course work successfully in one semester or less. A benchmark of success will be established as data becomes available.

Implementation Timeline: Moore County campus—fall 2011; Fayetteville campus—spring 2012; McMinnville campus and associated satellites—fall 2012; and Smyrna campus and associated satellites—fall 2012.

Team Members: Learning Support faculty, English faculty, administrators, and Admissions and Records.

Timeline: Review and evaluate on December 1, 2012.

Est. Cost: ?

Budgeted: Funding other than budget

Evidence of Success: In the first semester of implementation on the Moore County campus, thirteen reading students out of 122 total and six writing students out of 117 have completed the course work prior to the end of the term. The number of students who have yet to complete the course work early or by the end of one semester can be determined after the fall 2011 semester ends through a cumulative assessment.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Needed Changes: Data will not become available to establish a benchmark of success until July of 2012. Our hope is to begin to evaluate the success of the learning support redesign as it is implemented at all campuses beginning fall 2012 when more data becomes available.

List of Supporting Documentation: N/A

Date Last Updated: 6/12/12

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Languages

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: LANG-03

Action Plan Title: Internationalization of Languages Department Courses

Desired Outcome: It is expected that internationalization modules will be prepared for selected languages courses in accordance with the college's QEP schedule of courses to be internationalized and the Language's Department's internationalization plan. It is also expected that students participating in the internationalized courses will satisfactorily complete the objectives and intended international student learning outcomes of the internationalized modules as specified by the applicable module rubrics.

Description of Action Plan and Related Activities: The Business and Technology Department will internationalize eight business and business-related courses in accordance with the following schedule.

Course	Internationalization Plan	
	Preparation/Approval	Implementation
ENGL 1010, Composition I	Spring 2011	Fall 2011
ENGL 1020, Composition II	Spring 2011	Fall 2011
ENGL 2130, Survey of American Literature	Fall 2011	Spring 2012
ENGL 2330, Survey of World Literature	Fall 2011	Spring 2012
ENGL 2230, Survey of British Literature	Spring 2012	Fall 2012
ENGL 2130, World Literature I	Spring 2012	Fall 2012
ENGL 2320, World Literature II	Spring 2012	Fall 2012

The internationalization of the different courses will satisfy the college's QEP and the need to more fully globalize the department's programs of study. The accomplishment or effectiveness of each internationalized course will be evaluated and measured based on (1) the course modules being prepared, approved and implemented in accordance with the internationalization plan, and (2) the achievement of the objectives and intended international student learning outcomes of the approved international modules.

Each international module will include three objectives and each objective will include at least two student learning outcomes relating to a specifically identified and pertinent outcome category, as provided below.

International Module Objectives and Outcomes

Objective	Outcome Category	Student Learning Outcomes (SLO)
1. Students in internationalized classes will develop greater knowledge of cultures other than their own and the impact of diverse cultural perspectives on world events.	Knowledge	Two SLOs (1a. & 1b.) will be developed by the module developer to evaluate student knowledge acquired from the content of the instructional module.
2. Students in internationalized classes will acquire increased understanding of the international aspects of the respective subject area/course discipline.	Comprehension	Two SLOs (2a. & 2b.) will be developed by the module developer to evaluate student comprehension of the material contained in the instructional module.
3. Students in internationalized classes will demonstrate an awareness and understanding of the interdependency and consequences of international events and issues.	Application	Two SLOs (3a. & 3b.) will be developed by the module developer to evaluate student application of the material contained in the instructional module.

In applying the objectives and the specific outcome categories, two student learning outcomes per outcome category will be developed by the module developer to be used by the individual course instructors to determine if the objectives and student learning outcomes are satisfactorily achieved. The three main outcome categories will then be subdivided into more specific categories as they relate to the student learning outcomes—reference Evaluation Rubrics provided below. The module developer will select at least one of the two student learning outcomes for each of the three outcome categories for implementation in the identified courses, and as the basis for determining if the student learning outcomes are being satisfied.

Evaluation Rubrics

Category	Evaluation Ratings			
	4	3	2	1
1a. Knowledge	All topics are addressed and all questions answered with at least 2 sentences about each. All topics are addressed and most questions answered with at least 2 sentences about each.			
			All topics are addressed, and most questions answered with 1 sentence about each.	
		One or more topics were not addressed.		
1b. Recognition	Information clearly relates to the main topic. It includes several supporting details and/or examples.			
	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.			
	Information clearly relates to the main topic. No details and/or examples are given.			Information has little or nothing to do with the main topic.
2a. Understanding	Shows a full understanding of the topic.		Shows a good understanding of the topic.	
	Shows a good understanding of parts of the topic.		Does not seem to understand the topic very well.	
2b. Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.			Student is able to accurately answer most questions posed by classmates about the topic.
	Student is able to accurately answer most questions posed by classmates about the topic.		Student is able to accurately answer a few questions posed by classmates about the topic.	
	Student is unable to accurately answer questions posed by classmates about the topic.			
3a. Recognition	Actively looks for and suggests solutions to problems.		Refines solutions suggested by others.	
	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.		Does not try to solve problems or help others solve problems. Lets others do the work.	
3b. Articulation/Use of Facts	Every major point was well supported with several relevant facts, statistics and/or examples.			Every major point was adequately supported with relevant facts, statistics and/or examples.
	Every major point was adequately supported with relevant facts, statistics and/or examples, but the relevance of some was questionable.		Every major point was supported with facts, Every point was not supported.	

As each course, or courses, are prepared, approved and/or implemented according to the projected plan, the course(s) and the applicable module rubrics will be included as part of this Institutional Effectiveness Plan.

At the end of each semester, the language's faculty will evaluate the plan to determine if the expected outcomes were achieved for the indicated course(s). As appropriate and required, corrective actions will be undertaken in those instances where either the modules were not prepared, approved and implemented in accordance with the internationalized plans, or the objectives and intended international student learning outcomes were not achieved in accordance with the rubrics developed and approved for the international modules. Additionally, the faculty will also evaluate the overall process to ensure that the internationalization module is complementing and promoting course material/content pertaining to the expected program and student learning outcomes as outlined in the Business and Technology Department Assessment and Improvement Plan.

Planned Courses/Instructional Modules

ENGL 2310 Fall 2012

Course	Strategic Planning Priorities & Goals	General Education SLOs (Rubrics)	Inter-National Education
SLOs	(Rubrics) Module Approved & Implemented on Time	Expected Outcomes Of Selected Categories (Rubrics)	Student Learning Outcomes (SLO)
Outcome	Yes	No	Achieved
ENGL 2310	Q3.1-Q3.2	GE1-GE6 1a-3b	Approved & in the process of being implemented.
70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.	1a.		At least
	1b.		
	2a.		
	2b.		
	3a.		
	3b.		

Method & Summary of Results:

Corrective Actions/Program Improvement Plan

ENGL 2320 Fall 2012

Course	Strategic Planning Priorities & Goals	General Education SLOs (Rubrics)	Inter-National Education
SLOs	(Rubrics) Module Approved & Implemented on Time	Expected Outcomes Of Selected Categories (Rubrics)	Student Learning Outcomes (SLO)
Outcome	Yes	No	Achieved
ENGL 2320	Q3.1-Q3.2	GE1-GE6 1a-3b	Approved & in the process of being implemented.
70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.	1a.		At least

- 1b.
- 2a.
- 2b.
- 3a.
- 3b.

Method & Summary of Results:

Corrective Actions/Program Improvement Plan:

**ENGL 2230
Fall 2012**

Course Strategic Planning Priorities & Goals General
Education

SLOs (Rubrics) Inter-
National Education

SLOs

(Rubrics) Module Approved & Implemented on Time	Expected Outcomes Of Selected Categories (Rubrics)	Student Learning Outcomes (SLO)
--	---	--

Achieved

Outcome	Yes	No		
ENGL 2230			Q3.1-Q3.2 GE1-GE6 1a-3b	Approved & in the process of being implemented. At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.
			1a.	
			1b.	
			2a.	
			2b.	
			3a.	
			3b.	

Method & Summary of Results:

Corrective Actions/Program Improvement Plan:

Implemented Courses/Instructional Modules

**ENGL 1010
Spring 2012**

Course Strategic Planning Priorities & Goals General
Education

SLOs
(Rubrics) Inter-national

Education

SLOs

(Rubrics) Module Approved & Implemented on Time	Expected Outcomes Of Selected Categories (Rubrics)	Student Learning Outcomes (SLO)
--	---	--

Achieved

Outcome	Yes	No		
ENGL 1010			Q3.1-Q3.2 GE1-GE6 1a-3b	Yes At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.
			1a.	58% X
	62%	X		
	59%	X		
	61%	X		

3a. 63% X
 3b. 61% X

Method & Summary of Results:

As part of the approved instructional module, students submitted a written essay analyzing and comparing specific aspects and issues associated with literature in different countries, with those of the United States. Students were then evaluated on their submitted material in accordance with the Evaluation Rubrics. Of the selected categories, students did not exceed the expected outcome of 70% or more achieving an evaluation rating of three or four on each of the selected SLOs.

Corrective Actions/Program Improvement Plan:

The languages faculty reviewed the instructional module and agreed that emphasis could not be placed upon cultural diversity and international events in a writing course that contains only a narrow, prescribed single international module. Our faculty are concerned also that our college's freshman attrition rate and low enrollment have negatively impacted the QEP results for ENGL 1010. Our recommendation is to broaden the current ENGL 1010 international unit to include more of the assigned curriculum in the syllabus, to include more classroom discussion, and to include more assignments in the module that address the specific criteria for the SLOs.

**ENGL 1020
 Spring 2012**

**Course Strategic Planning Priorities & Goals General
 Education
 SLOs
 (Rubrics) Inter-
 National
 Education
 SLOs**

**(Rubrics) Module Approved & Implemented on Time Expected
 Outcomes Student Learning Outcomes (SLO)
 Of Selected Categories
 (Rubrics)**

Achieved

Outcome	Yes	No		
ENGL 1020		Q3.1-Q3.2	GE1-GE6 1a-3b	Yes At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs. 1a. 88% X
1b.	85%	X		
2a.	79%	X		
2b.	78%	X		
3a.	87%	X		
3b.	88%	X		

Method & Summary of Results:

As part of the approved instructional module, students submitted a written essay analyzing and comparing specific aspects and issues associated with literature in different countries, with those of the United States. Students were then evaluated on their submitted material in accordance with the Evaluation Rubrics. Of the selected categories, students exceeded the expected outcome.

Corrective Actions/Program Improvement Plan:

No corrective actions or program improvements are scheduled at this time.

ENGL 2130

Spring 2012

**Course Strategic Planning Priorities & Goals General Education SLOs (Rubrics) Inter-
 National Education
 SLOs**

Outcome	Yes	No	(Rubrics) Module Approved & Implemented on Time	Expected Outcomes Of Selected Categories (Rubrics)	Student Learning Outcomes (SLO)
					Achieved
ENGL 2130		Q3.1-Q3.2	GE1-GE6	1a-3b	Approved & in the process of being implemented. At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.
		1a. 94%			X
		1b. 90%			X
		2a. 92%			X
		2b. 77%			X
		3a. 92%			X
		3b. 79%			X

Method & Summary of Results:

As part of the approved instructional module, students submitted a written essay analyzing and comparing specific aspects and issues associated with literature in different countries, with those of the United States. Students were then evaluated on their submitted material in accordance with the Evaluation Rubrics. Of the selected categories, students exceeded the expected outcome.

Corrective Actions/Program Improvement Plan:

No corrective actions or program improvements are scheduled at this time.

**ENGL 2330
Spring 2012**

Course Strategic Planning Priorities & Goals General Education
SLOs (Rubrics) Inter-National Education
SLOs

Outcome	Yes	No	(Rubrics) Module Approved & Implemented on Time	Expected Outcomes Of Selected Categories (Rubrics)	Student Learning Outcomes (SLO)
					Achieved
ENGL 2330		Q3.1-Q3.2	GE1-GE6	1a, 1b, 2a, 3a, and 3b	Approved & in the process of being implemented. At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.
		1a. 79%			X
		1b. 77%			X
		2a. 77%			X
		2b. N/A			
		3a. 75%			X
		3b. 75%			X

Method & Summary of Results: As part of the approved instructional module, students submitted a written essay analyzing and comparing specific aspects and issues associated with literature in different countries, with those of the United States. Students were then evaluated on their submitted material in accordance with the Evaluation Rubrics. Of the selected categories, students exceeded the expected outcome.

Corrective Actions/Program Improvement Plan:

No corrective actions or program improvements are scheduled at this time.

Completion Date: Annual

Est. Cost: \$50

Budgeted: Included in current budget

Evidence of Success: The international modules are developed and implemented in accordance with the internationalization plan and the identified program and student learning outcomes. Achievement

of the international educational modules will be determined by successfully accomplishing the expected outcomes for each course module.

Current Status: On Schedule

Describe Progress:

ENGL 1010 and 1020 international modules were implemented in fall 2011. For spring 2012, international modules for ENGL 2130 and 2330 were implemented, as well. We anticipate adding ENGL 2310, 2320, and 2230 in fall 2012.

Describe Needed Changes: Reference the Corrective Actions/Program Improvement Plan provided for each of the aforementioned courses and international education modules.

List of Supporting Documentation: [Departmental meeting minutes](#)

Date Last Updated: May 29, 2012

Motlow State Community College
Institutional Effectiveness Plan

Unit: Mathematics

Unit Head: Sandra Arman

Division: Academic Affairs

Statement of Purpose: The mission of the mathematics department at Motlow College is to give students an appreciation of and provide fluency in mathematics, the language of the sciences.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Mathematics

Related Strategic Goal:

1.3 Create and implement a redesigned and comprehensive learning support program to prepare students who are not academically prepared for college level courses.

Action Plan #: MATH-01

Action Plan Title: Learning Support Program

Desired Outcome: The success rate of students who are required to take some level of learning support before entering collegiate mathematics will be at least 50% or will increase over the previous year.

Description of Action Plan and Related Activities: Faculty will become associated with available tutorial software and utilize it in order to increase student involvement in their respective areas of learning support. A report is generated (usually at the end of spring term) by computer services' personnel which shows differences in pass/fail rates between students who were required by Learning Support guidelines to complete successfully one or more developmental mathematics courses and students who are not required to enroll in any Learning Support mathematics courses. To collect this information, all students enrolled in MATH 1010, MATH 1710, and MATH 1630 during the previous year are divided into two groups: Learning Support mathematics completers and non-Learning Support mathematics students. If the desired outcome is not met, then the Mathematics Dept. will meet and discuss strategies to be implemented in order to meet the desired outcome in the future. These strategies will be put into action the following semester

Team Members: MSCC Mathematics Department Faculty

Timeline: June 30, 2012

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: ARGOS report will show that students who complete their basic and developmental mathematics requirements will succeed in their first collegiate-level math course at rates equal to or greater than rates of students who are not required to complete any basic or developmental math courses.

Complete the following when assessing a plan

Current Status: Choose an item.

Describe Progress: *(What were the results of your actions? Include date reported.)*

Describe Needed Changes:

List of Supporting Documentation: *(Submit when reporting progress.)*

Date Last Updated: 12/15/2011

Motlow State Community College
Action Plan for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Mathematics

Related Strategic Goal:

3.2 Improve student learning through culturally diverse perspectives to prepare students for success in a global society.

Action Plan #: MATH-02

Action Plan Title: Internationalization of MATH 1010

Desired Outcome: It is expected that internationalization modules will be prepared for the selected math courses in accordance with the college’s QEP schedule of courses to be internationalized and the Math Department’s internationalization plan. It is also expected that students participating in the internationalized courses will satisfactorily complete the objectives and intended international student learning outcomes of the internationalized modules as specified by the applicable module rubrics.

Description of Action Plan and Related Activities: The Math Department will internationalize one math course in accordance with the following schedule.

Internationalization Plan

Course	Preparation/Approval	Implementation
MATH 1010, Mathematics for General Studies	Summer 2011	Spring 2012

The internationalization of this course will satisfy the college’s QEP and the need to more fully globalize the department’s math programs of study. The accomplishment or effectiveness of the internationalized course will be evaluated and measured based on (1) the course modules being prepared, approved and implemented in accordance with the internationalization plan, and (2) the achievement of the objectives and intended international student learning outcomes of the approved international modules.

Each international module will include three objectives and each objective will include at least two student learning outcomes relating to a specifically identified and pertinent outcome category, as provided below.

International Module Objectives and Outcomes

Objective	Outcome Category	Student Learning Outcomes (SLO)
1. Students in internationalized classes will develop greater knowledge of cultures other than their own and the impact of diverse cultural perspectives on world events.	Knowledge	Two SLOs (1a. & 1b.) will

be developed by the module developer to evaluate student knowledge acquired from the content of the instructional module.

2. Students in internationalized classes will acquire increased understanding of the international aspects of the respective subject area/course discipline.

Comprehension Two SLOs (2a. & 2b.) will be developed by the module developer to evaluate student comprehension of the material contained in the instructional module.

3. Students in internationalized classes will demonstrate an awareness and understanding of the interdependency and consequences of international events and issues. Application Two SLOs (3a. & 3b.) will be developed by the module developer to evaluate student application of the material contained in the instructional module.

In applying the objectives and the specific outcome categories, two student learning outcomes per outcome category will be developed by the module developer to be used by the individual course instructors to determine if the objectives and student learning outcomes are satisfactorily achieved. The three main outcome categories will then be subdivided into more specific categories as they relate to the student learning outcomes—reference Evaluation Rubrics provided below. The module developer will select at least one of the two student learning outcomes for each of the three outcome categories for implementation in the identified courses, and as the basis for determining if the student learning outcomes are being satisfied.

Evaluation Rubrics

Category	Evaluation Ratings			
	4	3	2	1
1a. Knowledge	Addressed and most questions answered with at least 2 sentences about each.	All topics are addressed and all questions answered with at least 2 sentences about each.	One or more topics were not addressed.	All topics are addressed, and most questions answered with 1 sentence about each.
1b. Recognition	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
2a. Understanding	Shows a full understanding of the topic.	Shows a good understanding of parts of the topic.	Shows a good understanding of the topic.	Does not seem to understand the topic very well.
2b. Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
3a. Recognition	Actively looks for and suggests solutions to problems.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Refines solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
3b. Articulation/Use of Facts	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.

As each course, or courses, are prepared, approved and/or implemented according to the projected plan, the course(s) and the applicable module rubrics will be included as part of this Institutional Effectiveness Plan.

At the end of each semester, the math faculty will evaluate the plan to determine if the expected outcomes were achieved for the indicated course(s). As appropriate and required, corrective actions will be undertaken in those instances where either the modules were not prepared, approved and implemented in accordance with the internationalized plans, or the objectives and intended international student learning outcomes were not achieved in accordance with the rubrics developed and approved for the international modules. Additionally, the faculty will also evaluate the overall process to ensure that the internationalization module is complementing and promoting course material/content pertaining to the expected program and student learning outcomes as outlined in the Mathematics Department Assessment and Improvement Plan.

Implemented Courses/Instructional Modules

MATH 1010 Fall 2011

Course (Rubrics)	Strategic Planning Priorities & Goals Module Approved & Implemented on Time	General Learning Outcomes (Rubrics) Expected Outcomes Of Selected Categories (Rubrics)	Program Learning Outcomes Student Learning Outcomes (SLO)
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Achieved

Outcome	Yes	No
MATH 1010	Q3.1-Q3.2	GLO1-GLO6
	PL01-PL12	Yes
	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.	
1a.	87%	X
1b.	84%	X
2a.	74%	X
2b.	N/A	
3a.	65%	X
3b.	N/A	

Method & Summary of Results:

The module developer selected four international education SLOs to evaluate: 1a, 1b, 2a, & 3b. As part of the approved instructional module, students selected different countries and then prepared and submitted written reports analyzing and comparing specific aspects and issues associated with those countries, with those of the United States. Students were then evaluated on their submitted material in accordance with the Evaluation Rubrics. Of the three categories selected for evaluation, the expected outcomes were achieved in all three categories.

Corrective Actions/Program Improvement Plan:

Outcomes 2b and 3b need to be included in the grading rubrics. They do not show up on the gizmo site. . In relation to the fall 2011 semester, our numbers went down. Item 3a, we went below the 70%. The math faculty our going to add another part to the module.

Team Members: Math faculty and students (in MATH 1010)

Timeline: International modules implemented in MATH 1010 beginning Fall 2011

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: The international modules are developed and implemented in accordance with the internationalization plan and the identified program and student learning outcomes. Achievement of the international educational modules will be determined by successfully accomplishing the expected outcomes for each course module.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

The first international modules have been developed and implemented during the spring 2012 semester. In relation to the fall 2011 semester, our numbers went down. Item 3a, we went below the 70%. There has been no progress. A new strategy needs to be implemented to help the numbers rise.

List of Supporting Documentation:

Sent out the grading summary at the end of the fall semester and received no feedback.

Date Last Updated: 06/15/2012

Motlow State Community College
Institutional Effectiveness Plan

Unit: Natural Science

Unit Head: Cheri Gregory

Division: Academic Affairs

Statement of Purpose: The mission of the Motlow State Community College Natural Science Department is to expand scientific literacy via its various disciplines to both the general education student as well as the future professional.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Natural Science

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: NASC-01

Action Plan Title: Changing General Education Assessment Tool

Desired Outcome: During course assessment, which will follow the established general education core assessment schedule, the effectiveness standard will be met for the selected item. The Department of Natural Science will select the optimal method(s) for each natural science course in the general education assessment cycle and begin preparing the needed instruments for fall 2012 implementation.

Description of Action Plan and Related Activities: Currently, the Department of Natural Sciences uses the following assessment methods for its general education courses.

NATURAL SCIENCE			
GENERAL EDUCATION CORE COURSE	METHOD	CURRENT ASSESSMENT	
(from schedule)	ASSESSED/TO BE ASSESSED		
CHEM 1110-General Chemistry I	Pre-Test/Post-Test	Fall 2011	
PSCI 1030-Introduction to Physical Science		Pre-Test/Post-Test	Fall 2011
BIOL 1120-General Biology II	Pre-Test/Post-Test	Spring 2012	
BIOL 2020-Anatomy and Physiology II	Pre-Test/Post-Test	Spring 2012	
BIOL 1110-General Biology I	Pre-Test/Post-Test	Fall 2012	
BIOL 2010-Anatomy and Physiology I	Pre-Test/Post-Test	Fall 2012	
GEOL 1030-Survey of Geology	Pre-Test/Post-Test	Spring 2011	
BIOL 1030-Introduction to Biology	Pre-Test/Post-Test		

After several years of using the pre-test/post-test assessment, the Natural Sciences Department has decided to revise the assessment instruments, effectiveness standards, and some of the student learning outcomes in some courses. Several of the testing instruments were found to have errors, and students consistently had problems with specific questions. The department will research the best practices for assessing natural sciences general education courses among

TBR community colleges and will begin preparation of the needed instruments for courses to be assessed in fall 2012.

Team Members: Natural Sciences Department Chair and faculty

Timeline: June 30, 2012

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: The Department of Natural Sciences will have determined the optimal assessment method(s) for each natural science course in the general education assessment cycle and will have made initial steps toward preparing the instruments needed for fall 2012.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: *(What were the results of your actions? Include date reported.)*

Describe Needed Changes:

List of Supporting Documentation: *(Submit when reporting progress.)*

Date Last Updated: 12-14-11

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2011 – June 30, 2012
Assessing Year: July 1, 2010 – June 30, 2011

Unit: Natural Science

Related Strategic Goal:

3.2 Improve student learning through culturally diverse perspectives to prepare students for success in a global society.

Action Plan #: NASC-02

Action Plan Title: Incorporating International Education into Natural Science Courses

Desired Outcome: It is expected that internationalization modules will be prepared for selected natural sciences courses in accordance with the college's QEP schedule of courses to be internationalized and the Natural Science Department's internationalization plan. It is also expected that students participating in the internationalized courses will satisfactorily complete the objectives and intended international student learning outcomes of the internationalized modules as specified by the applicable module rubrics.

Description of Action Plan and Related Activities: The Natural Science Department will internationalize two courses in accordance with the following schedule.

Internationalization Plan		
Course	Preparation/Approval	Implementation
BIOL 2230, Microbiology	Summer 2011	Fall 2011
GEOL 1030, Survey of Geology	Summer 2011	Fall 2011

The internationalization of the different courses will satisfy the college's QEP and the need to more fully globalize the department's programs of study. The accomplishment or effectiveness of each internationalized course will be evaluated and measured based on (1) the course modules being prepared, approved and implemented in accordance with the internationalization plan, and (2) the achievement of the objectives and intended international student learning outcomes of the approved international modules.

Each international module will include three objectives, and each objective will include at least two student learning outcomes relating to a specifically identified and pertinent outcome category, as provided below.

International Module Objectives and Outcomes

Objective	Outcome Category	Student Learning Outcomes (SLO)
1. Students in internationalized classes will develop greater knowledge of cultures other than their own and the impact of diverse cultural perspectives on world events.	Knowledge	Two SLOs (1a. & 1b.) will be developed by the module developer to evaluate student knowledge acquired from the content of the instructional module.
2. Students in internationalized classes will acquire increased understanding of the international aspects of the respective subject area/course discipline.	Comprehension	Two SLOs (2a. & 2b.) will be developed by the module developer to evaluate student comprehension of the material contained in the instructional module.
3. Students in internationalized classes will demonstrate an awareness and understanding of the interdependency and consequences of international events and issues.	Application	Two SLOs (3a. & 3b.) will be developed by the module developer to evaluate student application of the material contained in the instructional module.

In applying the objectives and the specific outcome categories, two student learning outcomes per outcome category will be developed by the module developer to be used by the individual course instructors to determine if the objectives and student learning outcomes are satisfactorily achieved. The three main outcome categories will then be subdivided into more specific categories as they relate to the student learning outcomes—reference Evaluation Rubrics provided below. The module developer will select at least one of the two student learning outcomes for each of the three outcome categories for implementation in the identified courses and use these as the basis for determining if the student learning outcomes are being satisfied.

Evaluation Rubrics

Category	Evaluation Ratings			
	4	3	2	1
1a. Knowledge	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
1b. Recognition	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
2a. Understanding	Shows a full understanding of the topic.	Shows a good understanding of parts of the topic.	Shows a good understanding of the topic.	Does not seem to understand the topic very well.
2b. Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.

3a. Recognition Actively looks for and suggests solutions to problems. Refines solutions suggested by others.
 Does not suggest or refine solutions, but is willing to try out solutions suggested by others. Does not try to solve problems or help others solve problems. Lets others do the work.

3b. Articulation/Use of Facts Every major point was well supported with several relevant facts, statistics and/or examples. Every major point was adequately supported with relevant facts, statistics and/or examples. Every point was supported with facts, statistics and/or examples, but the relevance of some was questionable. Every point was not supported.

As each course, or courses, are prepared, approved and/or implemented according to the projected plan, the course(s) and the applicable module rubrics will be included as part of this Institutional Effectiveness Plan.

At the end of each semester, the natural science faculty will evaluate the plan to determine if the expected outcomes were achieved for the indicated course(s). As appropriate and required, corrective actions will be undertaken in those instances where either the modules were not prepared, approved, and implemented in accordance with the internationalized plans, or the objectives and intended international student learning outcomes were not achieved in accordance with the rubrics developed and approved for the international modules. Additionally, the faculty will also evaluate the overall process to ensure that the internationalization module is complementing and promoting course material/content pertaining to the expected program and student learning outcomes as outlined in the Natural Sciences Department Assessment and Improvement Plan.

Implemented Courses/Instructional Modules

**BIOL 2230
 Fall 2011**

Course	Strategic Planning	Priorities & Goals	General Learning Outcomes (Rubrics)	Program Learning Outcomes
	(Rubrics) Module Approved & Implemented on Time	Expected Outcomes	Student Learning Outcomes (SLO)	
		Of Selected Categories (Rubrics)		

Outcome	Achieved	
	Yes	No
BIOL 2230	Q3.1-Q3.2	GLO1-GLO6
	PLO1-PL12	Yes
	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.	
1b. N/A	1a. 92%	X
2a. N/A		
2b. 97%		X
3a. N/A		
3b. 89%		X

Method & Summary of Results:

The module developer selected three international education SLOs to evaluate: 1a, 2b, & 3b. As part of the approved instructional module, students worked in groups to prepare a poster and class presentation on an infectious disease of international concern. Students were then evaluated on their submitted material in accordance with the Evaluation Rubrics. Of the three categories selected for evaluation, the expected outcomes were achieved in all three categories.

Corrective Actions/Program Improvement Plan:

No corrective action required at this time.

GEOL 1030

Fall 2011

Course	Strategic Planning Priorities & Goals (Rubrics)	Module Approved & Implemented on Time	General Learning Outcomes (Rubrics) Of Selected Categories	Expected Outcomes (Rubrics)	Program Learning Outcomes Student Learning Outcomes (SLO)
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Achieved

Outcome	Yes	No				
GEOL 1030	Q3.1-Q3.2	GLO1-GLO6	PLO1-PL12	Yes	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.	1a. 100% X
	1b. N/A					
	2a. N/A					
	2b. 100%	X				
	3a. 100%	X				
	3b. N/A					

Method & Summary of Results:

The module developer selected three international education SLOs to evaluate: 1a, 2b, & 3a. As part of the approved instructional module, students worked in groups to prepare a poster and class presentation on some aspect of the United States' trade relationship with Canada. Students were then evaluated on their submitted material in accordance with the Evaluation Rubrics. Of the three categories selected for evaluation, the expected outcomes were achieved in all three categories.

Corrective Actions/Program Improvement Plan:

No corrective action required at this time.

Completion Date: Annual

Est. Cost: \$50

Budgeted: Included in current budget

Evidence of Success: The international modules are developed and implemented in accordance with the internationalization plan and the identified program and student learning outcomes. Achievement of the international educational modules will be determined by successfully accomplishing the expected outcomes for each course module.

Current Status: On Schedule

Describe Progress:

Spring 2012

Students well exceeded the 70% benchmark in both courses, and combined with the rigor that each of these modules require, the Natural Science Department faculty are satisfied with the progress and the direction of the QEP modules for Geology 1030 and Biology 2230. The faculty who created these modules and the faculty who teach them will continue to utilize these modules in their classes and to monitor the progress for any changes in the pass rate for the selected SLOs.

Fall 2011

The first international modules have been developed and implemented during the fall 2011 semester.

Describe Needed Changes:

Spring 2012

Because students exceeded the 70% benchmark in both QEP modules and the department faculty are satisfied with both the progress and the direction of the QEP modules in these courses, no corrective action will be taken as a result of the Spring 2012 data. However, the faculty who created these modules and who teach them will continue to monitor the progress of the modules for any changes in the pass rate for the selected SLOs.

List of Supporting Documentation:

[Departmental meeting minutes](#)

Date Last Updated: June 14, 2012

Motlow State Community College

Institutional Effectiveness Plan

Unit: Nursing

Unit Head: Amy Huff

Division: Academic Affairs

Statement of Purpose: The Associate Degree Nursing Program supports the mission of Motlow State Community (MSCC) by:

- Supporting students' development of self-understanding and self-growth in the process of becoming a registered nurse.
 - Assisting students as they prepare to be safe, competent and caring health care providers.
 - Encouraging students' awareness of and participation in the local and expanded community as functional and learned citizens.
- Preparing knowledgeable nursing graduates for meeting present and future health care needs of the communities in which they serve.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Nursing

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: NURS-01

Action Plan Title: Nursing Licensure Pass Rate

Desired Outcome: MSCC nursing students will achieve an annual program pass rate of 85% or higher on the National Council Licensing Examination (NCLEX-RN).

Description of Action Plan and Related Activities:

- Administer and monitor results of HESI standardized subject exams and RN Exit HESI exams.
- Offer NCLEX review course on site for students yearly.
- Create exam questions utilizing the NCLEX blueprint and format.
- Require each student to create a plan for NCLEX preparation in NURS 2130.

Team Members: Nursing director and faculty

Timeline:

- RN EXIT HESI exams will be administered yearly in the Spring semester; HESI standardized subject exams will be administered throughout the academic year in clinical courses.
- NCLEX review course offered annually in the Spring, after graduation.
- Exam creation occurs on an ongoing basis throughout the academic year.
- NURS 2130 will be offered in the Spring semester for Level II students.

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success:

- All HESI exams will be administered as scheduled through the testing center; results will be compiled and reviewed by faculty.
- The NCLEX review course from a reputable company will be offered by May 31, 2013 for graduates interested in participating.
- 100% of students enrolled in NURS 2130 will submit an individualized plan for NCLEX preparation.
- Analysis of each exam will be created and reviewed immediately after each core nursing clinical course exam.

Graduates of the nursing program apply for licensure through the Tennessee Board of Nursing or a state board of their choice. The Tennessee Board of Nursing mandates an 85% or higher program pass rate as a criterion for program approval. The nursing director receives quarterly reports from the National Councils of State Boards of Nursing on the NCLEX-RN pass/fail results for each student and a program pass rate. The results of MSCC students applying for licensure from other states are collected when possible and included in the NCLEX pass rate for the nursing program. The October-December data will be utilized to ensure that all students' first attempts on the NCLEX-RN are counted.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

NCLEX PASSING RATE:

2005 – 2010				
MSCC Pass Rate Compared to the National Pass Rate				
YEAR	NUMBER	PASSED	MSCC	
TAKING TEST		NAT'L		
PASS RATE				
PASS RATE				
2005	37	36	97.3%	87.3%
2006	51	49	96.1%	88.1%
2007	54	51	94.44%	85.47%
2008	56	53	94.74%	86.73%
				2009
				2010
				2011
				57
				67
				62
				56
				66
				61
				98.25%
				98.5%
				98.4%
				88.42%
				87.42%
				87.9%

January – December 2012

Seventy students graduated in May 2012. Final NCLEX results will not be available until December 31, 2012. Of this number, 44 scored ≥ 850 on the exit HESI examination; 16 scored between 750-850 on the exit HESI examination; 54 took the NCLEX review from Hurst offered May 14-16, 2012; 100% of students enrolled in NURS 2130 created an NCLEX study plan; test

item analysis was performed on each exam in the core nursing courses – faculty are given the opportunity to review high-miss questions for clarity, accuracy, and appropriateness.

January – December 2011

Of the 62 graduates from May 2011 who tested for the NCLEX, 61 passed on the first attempt for a pass rate of 98.4%. Tennessee's state pass rate is 92.03%. The national average pass rate is 87.9%. The one student who did not pass on the first attempt did pass on the second attempt.

January – December 2010

Of the 67 graduates from May 2010 who tested for the NCLEX, 66 passed on the first attempt for a pass rate of 98.5%. Tennessee's state pass rate is 93.43%. The national average pass rate is 87.42%.

January – December 2009

Of the 58 graduates, 57 tested for the NCLEX – one graduate was denied testing due to pending legal action. 57 graduates tested for the NCLEX –RN on their first attempt. The MSCC pass rate is 98.25%. The national rate for 2009 – 88.42%. The expected outcome is met.

January – December 2008

Of the 56 graduates, 53 passed the NCLEX –RN on their first attempt. The MSCC pass rate is 94.74%. Tennessee RN –NCLEX passage rate 2008 is 90.96%. National rate 2008 – 86.73%. The expected outcome is met.

January – December 2007

Of the 54 graduates, 51 passed the NCLEX –RN on their first attempt. The MSCC pass rate is 94.44%. Tennessee RN –NCLEX passage rate 2007 is 91.98%. National rate 2007 – 85.47%. The expected outcome is met.

October – December 2006

Of the 51 graduates, 49 passed the NCLEX-RN on their first attempt. The MSCC program pass rate is 96%. The expected outcome is met. The director of nursing education will review the academic records of students who did not pass the NCLEX-RN on their first attempt to identify contributing factors and report results to nursing faculty for program changes if indicated. Comparisons of MSCC's pass rate with the Tennessee ADN programs and national pass rates will be done.

The 2006 national pass rate is 88.11%.

***October – December 2005**

Of the 37 graduates, 36 passed the NCLEX-RN on their first attempt. The MSCC program pass rate is 97.3%. The expected outcome is met. The 2005 national pass rate is 87.3%.

**Data reported 2005 is utilizing the following criterion: ER1: MSCC nursing students will maintain a passing rate at or above the national average on the National Council Licensing Examination (NCLEX-RN).*

Describe Needed Changes:

Because this specific plan was implemented during the AY 2011-12, a full evaluation of the effect on NCLEX pass rates will not be determined until the NCLEX testing period is completed and pass rates available December 2012. No changes in actions will be taken until this information is obtained. Minor changes in content delivery in lectures and/or testing may be guided by the standardized HESI test scores; these results are distributed to faculty for review prior to covering the content in the upcoming year.

In the upcoming year, discussion of HESI exams and test analyses with associated changes will be noted in meeting minutes; students will also be notified that there are additional NCLEX review programs available in addition to the review offered on campus.

List of Supporting Documentation:

Tennessee Board of Nursing Annual report for 2011
Minutes of IE portion of meeting May 2, 2012.

Date Last Updated: 05/31/12

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Nursing

Related Strategic Goal:

2.2 Increase the number of students who complete associate degrees or certificates.

Action Plan #: NURS-02

Action Plan Title: Nursing Program Completion Rate

Desired Outcome: At least 60 % of admitted nursing students will complete the nursing program within 150% of the length of the program.

Description of Action Plan and Related Activities:

- Assign full-time nursing faculty program-of-study advisors to all Level I students.
- Provide remediation as required for students for Campus Nursing Lab and Clinical Field Experience when they are deemed to be in jeopardy of receiving a final unsatisfactory evaluation within the clinical portion of the course, making them ineligible to progress within the program. This typically occurs prior to the last evaluation in CNL return demonstrations or clinical day in which one more unsatisfactory evaluation would result in the student's expulsion from the nursing program. Remediation may also be recommended at any time for a student when deemed necessary by the instructor or level coordinator.
- Students will receive written mid-term deficiency notifications if deficient in either the theory or clinical portion of any nursing course from the Nursing Director.
- A student test review will be conducted by faculty after each test in a core nursing clinical course, with the exception of final exams.
- Readmission policies will be reviewed with the student by the Nursing Director (or designated Level Coordinator) at the Exit Interview

Team Members: Nursing faculty and director

Timeline:

- Advisors assigned Fall 2012.
- Remediation provided per individual student need, when in clinical jeopardy.
- Midterm deficiencies will be sent out at mid-term.
- Test review after each core clinical course exam in Fall 2012 and Spring 2013.
- Readmission policies reviewed with exiting students during their self-scheduled Exit interview with the Director (or Level Coordinator designee) at any time during the academic year.

Est. Cost: \$ 0

Budgeted: Included in current budget

Evidence of Success:

- Students enrolled in the first year nursing courses will be assigned and notified of their program-of-study advisors in the Fall semester 2012 via their Motlow email accounts.
- Remediation recommended to each student in clinical jeopardy as documented on counseling forms, maintained in student files.
- All students below 75% theory average and/or with a greater percentage of “needs improvement” than “satisfactory” evaluations in any one objective for clinicals will be sent a mid-term deficiency letter.
- Student test review will occur after every nursing clinical core course exam, with the exception of final exams.
- 100% of students attending an Exit Interview will receive a review of readmission policies, as documented on Exit Interview forms.

The 150% program completion rate for each year is calculated in accordance with the National League of Nursing Accrediting Commission’s guidelines. Students who are selected to enter the Motlow nursing program are tracked through the clinical course rolls during their time in the program to identify students who complete the program within 150% of the program’s length of four semesters. For the MSCC nursing program, this number is calculated by the following formula: The number of students who complete the program within 6 semesters of admission divided by the number of students admitted.

Complete the following when assessing a plan

Current Status: On Schedule

Assessment Results and Use of Results:**Spring 2012**

66 out of 91 students admitted in Fall 2009 and Summer 2010 completed within 6 semesters – program completion rate is 73%.

Spring 2011

66 out of 90 students admitted in Fall 2008 and Summer 2009 completed within 6 semesters – program completion rate is 73%. Outcome met.

Spring 2010

62 students admitted in 2008; 4 additional students admitted in 2007; and 1 additional student admitted in 2006 completed the program in 2010. The program completion rate for the 2009-2010 academic year is 66%. Outcome met.

Spring 2009

34 of 61 students admitted in 2007 completed in 2008 and 3 additional students completed in 2009.

34 graduates in 2007 + 3 graduates in 2009 = 37 graduates

37/61 = 61%

This expected outcome is met.

Spring 2008

52 of 71 students admitted in 2006 completed in 2007 and 4 additional students completed in 2008.

52 graduates in 2007 + 4 graduates in 2008 = 56 graduates

56/71 = 79%

The expected outcome was met.

Report of 150% Completion Rates

Year Class

Admitted **Number of New Students**

Admitted (NET1410+NET1350) **# of Students**

Graduating in 4

Semesters **# of Students**

Graduating

in 6 Semesters

Completion Rate

2005 71

52 (2007)

4

56/71 = 79%

2006 61

34 (2008)

3

37/61 = 60%

Number of New Students

Admitted – NET 1410

(NET 1350 moved to Summer)

2007 69

40(2009)

2008 70

(2010)

2009 66

(2011)

Spring 2007

Fifty eight students began the program in fall 2004. 36 graduated in 2006, and one completed in 2007. The 150% completion rate is calculated as follows:

36 graduates in 2006 + 1 graduate in 2007 = 37 graduates

37/58 = 64%

The expected result was met.

Spring 2006

Sixty new students began the program in fall 2003. Twenty-six students graduated in 2005, and thirteen students completed in 2006. The 150% completion rate is calculated as follows:

26 graduates in 2005 + 13 graduates in 2006 = 39 graduates

39/60 = 65%

The expected result was met.

***Spring 2005**

Thirty-eight students graduated. Sixty-one students were admitted in fall 2003. Twelve students were readmitted or transferred in. Fifteen students withdrew for non-academic reasons. Twenty students had academic failures.

$$61 - 15 = 46$$

$$(46 + 12) - 20 = 38$$

$$38/46 = 83\% \text{ retention}$$

This expected result was met.

*Data from 2005 used the following criterion: ER3: **EXPECTED OUTCOME: Excluding non-academic reasons, at least 50% of admitted students will complete the Nursing Program and sit for licensure.** (Based on a 100% completion rate)

Describe Needed Changes:

Because this plan was formulated during the academic year 2011-12, the complete effect of the actions will not be fully assessed until Spring 2014, when 150% of the program time (six semesters) will have passed. However, yearly assessments of attrition rate will be monitored to identify trends.

At-risk students and those with deficiencies will be identified and discussed on a more frequent basis to identify areas of concern. A statement encouraging the student to meet with a faculty advisor will be included on the mid-term deficiency notifications.

Specific reasons for student withdrawals will be compiled and reviewed to identify recurring patterns.

Should the Student Success Committee create and implement a new advisement system for AY 2012-13, there is a potential for the elimination of the advisement system described above.

List of Supporting Documentation: [Banner course lists](#) [Summer course list](#) ; [NLNAC](#)

Date Last Updated: 06/12/12

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Nursing

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: NURS-03

Action Plan Title: Nursing Program Accreditation

Desired Outcome: Motlow State Community College will maintain full accreditation for its nursing program by the National League for Nursing Accrediting Commission (NLNAC)

Description of Action Plan and Related Activities:

- The nursing department director and faculty will review the Systematic Program Evaluation Plan (SPEP) annually in May to assess for any needed changes in the plan and to review results, in accordance with NLNAC standards.
- The Nursing Director will complete the annual report for NLNAC and report any substantive changes.
- Pay annual dues to NLNAC as required.
- Recruit and hire qualified, MSN-prepared nurses to use as clinical adjuncts to meet the NLNAC criteria 2.1.1 – “The majority of part-time faculty are credentialed with a minimum of a master’s degree with a major in nursing; the remaining part-time faculty hold a minimum of a baccalaureate degree with a major in nursing.” Place ads specific for MSN-prepared nursing adjuncts. Send recruitment letters to community nursing leaders at clinical facilities and universities.
- Begin Self-Study planning and preparation meetings, including faculty attendance at NLNAC Self-Study forums.

Team Members: Nursing director and faculty

Timeline: Annually and ongoing

Est. Cost: \$ 2400 (annual fee) + \$890 (self-study forum/2 attendees) **Budgeted:** Included in current budget

Evidence of Success:

- An SPEP review will be conducted every May and updated as needed. Minutes of this meeting will be kept.
- The annual report will be completed and submitted by November 18, 2012.
- The NLNAC dues will be paid from the nursing budget and receipts kept on file.

- \geq 50% of part-time faculty will be Master's prepared nurses for the academic year 2012-13.
- A detailed plan and timeline for Self-Study report will be created by nursing faculty and director by the end of Fall semester 2012.
- At least one faculty member will attend an NLNAC-sponsored Self-Study forum during the AY 2012-13.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2012

No change in status. SPEP meeting held May 2, 2012. Annual report submitted November 2011. NLNAC dues paid – receipt on file. 40% of part-time faculty had MSN for AY 2011-12; 60% held BSN degrees; however, one with a BSN was enrolled in a BSN-to-DNP degree program which was completed in May 2012. The next accreditation visit is scheduled for Spring 2015.

2011

No changes in status. The annual NLNAC report is on file in the director's office. The next accreditation visit is scheduled for Spring 2015.

2010

No changes in status. The annual NLNAC report is on file in the director's office. The next accreditation visit is scheduled for Spring 2015.

2009

The nursing department received formal notification of the action taken by the National League of Nursing Accrediting Commission at its meeting on February 25-26, 2010. The board of Commissioners voted to affirm continued accreditation of the program with the next accreditation visit scheduled for Spring 2015.

Nursing Department currently awaiting the NLNAC commission's decision upon review of the supplemental Follow-up Report submitted in April 2009. NLNAC Review Panel met to review Follow up report on January 23, 2010. Their recommendation will be submitted to NLNAC Commission for a vote in February 2010.

Focus visit by the NLNAC to review expansion to McMinnville Site October 2008. The commission voted to extend the accreditation of the associate degree program to include the additional location at McMinnville. Letter on file in the Director's office. The nursing curriculum will be offered at the Motlow McMinnville site Fall 2008.

2007

The Nursing Program remains accredited. The review was conducted, and the accreditation was confirmed in summer 2007 pending written report addressing noncompliance with Standard

Criterion 5 by Fall 2009. The Nursing Department has added an online LPN transition program, and in the fall of 2007, a full Nursing Program will be offered at Motlow's Smyrna Site. NLNAC report on file in Director's office. Expected outcome is met.

2006

The Nursing Program remains accredited. The department is preparing for the 2007 review.

2005

The nursing program remains accredited. This expected outcome is met.

Describe Needed Changes:

Active group planning for Self-Study and 2015 site visit. More intensive search for MSN-prepared adjunct faculty. Send faculty to Self-Study Forums for education and updates on NLNAC standards and criteria.

List of Supporting Documentation: NLNAC report; faculty profile

Date Last Updated: 06/11/12

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2011 – June 30, 2012
Assessing Year: July 1, 2010 – June 30, 2011

Unit: Nursing

Related Strategic Goal:

3.2 Improve student learning through culturally diverse perspectives to prepare student for success in a global society.

Action Plan #: NURS-04

Action Plan Title: Internationalization of Nursing Courses

Desired Outcome: It is expected that internationalization modules will be prepared for selected nursing courses in accordance with the college’s QEP schedule of courses to be internationalized and the Nursing Department’s internationalization plan. It is also expected that students participating in the internationalized courses will satisfactorily complete the objectives and intended international student learning outcomes of the internationalized modules as specified by the applicable module rubrics.

Description of Action Plan and Related Activities: The Nursing Department will internationalize four nursing courses in accordance with the following schedule:

Internationalization Plan		
Course	Preparation/Approval	Implementation
NURS 1410 - Nursing Care I	Spring 2012	Fall 2012
NURS 1420 – Nursing Care II	Fall 2011	Spring 2012
NURS 2410 – Nursing Care III	Spring 2012	Fall 2012
NURS 2420 – Nursing Care IV	Fall 2011	Spring 2012

The internationalization of the different courses will satisfy the college’s QEP and the need to more fully globalize the nursing department’s programs of study. The accomplishment or effectiveness of each internationalized course will be evaluated and measured based on (1) the course modules being prepared, approved, and implemented in accordance with the internationalization plan and (2) the achievement of the objectives and intended international student learning outcomes of the approved international modules.

Each international module will include three objectives and each objective will include at least two student learning outcomes relating to a specifically identified and pertinent outcome category, as provided below.

International Module Objectives and Outcomes

Objective	Outcome Category	Student Learning Outcomes (SLO)
1. Students in internationalized classes will develop greater knowledge of cultures other than their own and the impact of diverse cultural perspectives on world events.	Knowledge	Two SLOs (1a. & 1b.) will

be developed by the module developer to evaluate student knowledge acquired from the content of the instructional module.

2. Students in internationalized classes will acquire increased understanding of the international aspects of the respective subject area/course discipline.

Comprehension Two SLOs (2a. & 2b.) will be developed by the module developer to evaluate student comprehension of the material contained in the instructional module.

3. Students in internationalized classes will demonstrate an awareness and understanding of the interdependency and consequences of international events and issues. Application Two SLOs (3a. & 3b.) will be developed by the module developer to evaluate student application of the material contained in the instructional module.

In applying the objectives and the specific outcome categories, two student learning outcomes per outcome category will be developed by the module developer to be used by the individual course instructors to determine if the objectives and student learning outcomes are satisfactorily achieved. The three main outcome categories will then be subdivided into more specific categories as they relate to the student learning outcomes—reference Evaluation Rubrics provided below. The module developer will select at least one of the two student learning outcomes for each of the three outcome categories for implementation in the identified courses, and as the basis for determining if the student learning outcomes are being satisfied.

Evaluation Rubrics

Category	Evaluation Ratings			
	4	3	2	1
1a. Knowledge	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed and all questions answered with at least 2 sentences about each.	Addressed with at least 2 sentences about each. All topics are addressed and most questions answered with 1 sentence about each.	All topics are addressed, and most questions answered with 1 sentence about each. One or more topics were not addressed.
1b. Recognition	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
2a. Understanding	Shows a full understanding of the topic.	Shows a good understanding of parts of the topic.	Shows a good understanding of the topic.	Does not seem to understand the topic very well.
2b. Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
3a. Recognition	Actively looks for and suggests solutions to problems.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Refines solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
3b. Articulation/Use of Facts	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.

As each course, or courses, are prepared, approved and/or implemented according to the projected plan, the course(s) and the applicable module rubrics will be included as part of this Institutional Effectiveness Plan.

At the end of each semester, the nursing faculty will evaluate the plan to determine if the expected outcomes were achieved for the indicated course(s). As appropriate and required, corrective actions

will be undertaken in those instances where either the modules were not prepared, approved and implemented in accordance with the internationalized plans, or the objectives and intended international student learning outcomes were not achieved in accordance with the rubrics developed and approved for the international modules.

Planned Courses/Instructional Modules

**NURS 1410
Fall 2012**

Course	Strategic Planning Priorities & Goals (Rubrics) Module Approved & Implemented on Time	General Learning Outcomes (Rubrics) Expected Outcomes Of Selected Categories (Rubrics)	Program Learning Outcomes Student Learning Outcomes (SLO)
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Outcome	Achieved	
	Yes	No
NURS 1410	Q3.1-Q3.2	GLO1-GLO6

1. Students in internationalized classes will develop greater knowledge of cultures other than their own and the impact of diverse cultural perspective on world events.
2. Students in internationalized classes will acquire increased understanding of the international aspects of the respective subject area/course discipline
3. Students in internationalized classes will demonstrate an awareness and understanding of the interdependency and consequences of international events and issues. PLO1-PL12
 - 1.a. Students will increase their knowledge of cultures in the world around them, specifically norms for verbal and non-verbal communication of selected cultures.
 - 2.a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practices of various academic disciplines and related occupations/professions, including how cultural diversity impacts the nurse’s ability to communicate therapeutically and to ultimately provide culturally competent nursing care.
 - 3.b. Students will articulate the perspectives of other cultures and nations when analyzing world events, describing how nursing care, specifically communication, can be modified based upon the knowledge and understanding gained and presented. Submitted and approved Spring 2012. At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.
 - 1a.
 - 1b.
 - 2a.
 - 2b.
 - 3a.
 - 3b.

Method & Summary of Results:

Corrective Actions/Program Improvement Plan:

NURS 2410

Fall 2012

Course Strategic Planning Priorities & Goals General Learning Outcomes (Rubrics) Program Learning Outcomes
(Rubrics) Module Approved & Implemented on Time Expected Outcomes Student Learning Outcomes (SLO)
Of Selected Categories
(Rubrics)

Achieved

Outcome Yes No
NURS 2410 Q3.1-Q3.2 GLO1-GLO6

1. Students in internationalized classes will develop greater knowledge of cultures other than their own and the impact of diverse cultural perspective on world events.

2. Students in internationalized classes will acquire increased understanding of the international aspects of the respective subject area/course discipline

3. Students in internationalized classes will demonstrate an awareness and understanding of the interdependency and consequences of international events and issues. PLO1-PL12

1a. Students will increase their knowledge of cultures in the world around them by describing the following for an assigned culture/country: prevalence of IBD, dietary guidelines and nutritional practices.

2b. Students will describe how the course-related international content impacts their own occupational/professional development by discussing specific interventions relative to persons of other cultures suffering from IBD.

3b. Students will articulate the perspectives of other cultures and nations when analyzing world events, and in particular their understanding of how nutritional practices or guidelines of other cultures will influence their delivery of nursing care for clients with IBD. Submitted and approved Spring 2012 At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs. 1a.

1b.

2a.

2b.

3a.

3b.

Method & Summary of Results:

Corrective Actions/Program Improvement Plan:

NURS 1420

Spring 2012

Course Strategic Planning Priorities & Goals General Learning Outcomes (Rubrics) Program Learning Outcomes
(Rubrics) Module Approved & Implemented on Time Expected Outcomes Student Learning Outcomes (SLO)
Of Selected Categories
(Rubrics)

Achieved

Outcome Yes No
NURS 1420 Q3.1-Q3.2 GLO1-GLO6

1. Students in internationalized classes will develop greater knowledge of cultures other than their own and the impact of diverse cultural perspective on world events.

2. Students in internationalized classes will acquire increased understanding of the international aspects of the respective subject area/course discipline

3. Students in internationalized classes will demonstrate an awareness and understanding of the interdependency and consequences of international events and issues. PLO1-PL12

1a. Students will increase their knowledge of cultures in the world around them, and in particular the international perspectives of corporal punishment.

2b. Students will describe how the course-related international content impacts their own occupational/professional development with the recognition of how international cultural diversity shapes foundational elements of family purpose and structure and impacts the type of childhood discipline used.

3b. Students will articulate the perspectives of other cultures and nations when analyzing world events pertinent to the topic of corporal punishment and will analyze the effect on their assigned country. Approved to be implemented Spring 2012.

At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs. . 1a. x

1b.

2a.

2b. x

3a.

3b. x

Method & Summary of Results:

The topic was discussed and an online module developed in D2L in NURS 1420. Students were divided into groups and assigned a country to explore. Using a discussion board, students posted what they learned of their assigned country's perspective of childhood discipline, including corporal punishment if applicable; students described how international diversity affects family structure and type of discipline used; and students articulated and analyzed the effect of corporal punishment of their assigned population. Students were required to write three postings on the discussion board to demonstrate their growing awareness of the cultural diversity that affects the practice of childhood discipline. Students also should have read two additional groups posting and comment on the distinctions from their researched country. Grading was conducted as described in rubric.

A total of 61 Level I students participated in this assignment. For SLO 1.a. – 56 (92%) received a score of 4; 5 (8%) received a score of 3; and no students received a score of 2 or 1. For SLO 2.b. – 38 (62%) received a score of 4; 23 (38%) received a score of 3; and no students received a score of 2 or 1. For SLO 3.b. – 16 (26%) received a score of 4; 38 (62%) received a score of 3; 7 (11%) received a score of 2; and no students received a score of 1. Overall, benchmarks were met, with greater than 70% of students meeting a goal of 3 or 4 for each SLO. As the objectives progressed from a knowledge level to comprehension to application, the number of students receiving higher rankings decreased but largely remained in the range considered acceptable.

Corrective Actions/Program Improvement Plan:

Positive feedback regarding the assignment was received from some students and the entire class did well overall on the assignment. The faculty member responsible for the QEP module verbalizes no plans to significantly change the content or methodology, but will continue to review the assignment during the Fall semester while planning for Spring semester content presentation.

Implemented Courses/Instructional Modules

NURS 2420

Spring 2012

Course	Strategic Planning Priorities & Goals	General Learning Outcomes (Rubrics)	Program Learning Outcomes
	(Rubrics) Module Approved & Implemented on Time	Expected Outcomes	Student Learning Outcomes (SLO)

**Of Selected Categories
(Rubrics)**

Achieved

Outcome	Yes	No	
NURS 2420	Q3.1-Q3.2		GLO1-GLO6

1. Students in internationalized classes will develop greater knowledge of cultures other than their own and the impact of diverse cultural perspective on world events.
2. Students in internationalized classes will acquire increased understanding of the international aspects of the respective subject area/course discipline
3. Students in internationalized classes will demonstrate an awareness and understanding of the interdependency and consequences of international events and issues.

PLO1-PL12

1a. Students will increase their knowledge of cultures in the world around them by describing the following for an assigned country: life expectancy, top three causes of death in 2009, the structure of health care, how health care is paid for, two major health beliefs in the culture that might impact HIV/AIDS medical and nursing care, and statistics to identify the scope of the HIV/AIDS problem and the availability of medical and nursing healthcare providers.

2b. Students will describe how the course-related international content impacts their own occupational/professional development by identifying two international organizations working in the assigned country and how they incorporate the country's healthcare providers in their projects. Based on all information collected, a policy recommendation will be made for the country's government related to this issue.

3b. Students will articulate the perspectives of other cultures and nations when analyzing world events. This perspective will be illustrated by telling a story of a citizen in the assigned country who is seeking treatment for HIV/AIDS and related problems.

Approved to be implemented Spring 2012. At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.

- | | | |
|-----|---|---|
| 1a. | | x |
| 1b. | | |
| 2a. | | |
| 2b. | x | |
| 3a. | | |
| 3b. | x | |

Method & Summary of Results:

A portion of the immunology content was spent on an overview of the international scope of the HIV/AIDS problem. During this time, the assignment was given to the students and they will be told of their assigned group and country for the project. Groups were assigned one country as their focus. The groups researched the countries and prepared powerpoint presentations of their information and then posted it on D2L. All students were required to read all presentations. The assignments were graded according to the objectives as well as creativity and grammar.

A total of 71 students participated in this assignment. For SLO 1.a. – 44 (62%) received a score of 4; 22 (31%) received a score of 3; 5 (7%) received a score of 2; and no students received a score of 1. For SLO 2.b. – 65 (92%) received a score of 4; 6 (8%) received a score of 3; and no students received a score of 2 or 1. For SLO 3.b. – 71 (100%) received a score of 4 and no students received a score of 3, 2, or 1. Interestingly, the students overall received higher scores as they progressed from knowledge to comprehension to application.

Corrective Actions/Program Improvement Plan:

No significant changes are planned by the faculty member responsible for the QEP at this time; however, it will continue to be reviewed during Fall 2012 and prior to re-implementation in Spring 2013.

Completion Date: Annual

Est. Cost: \$50

Budgeted: Included in current budget

Evidence of Success: The international modules are developed and implemented in accordance with the internationalization plan and the identified program and student learning outcomes. Achievement of the international educational modules will be determined by successfully accomplishing the expected outcomes for each course module.

Current Status: On Schedule

Describe Progress:

The first two nursing QEP modules were implemented in Spring 2012 (NURS 1420 and NURS 2420). Two additional modules have been approved and will be implemented in Fall 2012 (NURS 1410 and NURS 2410).

Describe Needed Changes:

Nursing QEP module implementation remains on schedule. Weekly QEP reminders and reports will be sent to involved parties weekly during the academic year. Discussions and evaluations of the NURS 1420 and 2420 modules will continue in an effort to continuously improve curriculum content and program outcomes for nursing students. This content will not be delivered in Fall 2012 since NURS 1420 and 2420 are only offered in Spring semesters; it will be reviewed in Fall 2012 curriculum planning for Spring 2013.

List of Supporting Documentation: [Departmental meeting minutes QEP Feedback](#)

Date Last Updated: 06/12/12

Motlow State Community College
Institutional Effectiveness Plan

Unit: Social Sciences

Unit Head: Stephen Guerin

Division: Academic Affairs

Statement of Purpose:

In support of the institutional mission, the Department of Social Sciences develops and maintains a strong core curriculum in University Parallel Programs. The department supports the open access mission of the college by providing a full range of social science course offerings comprising anthropology, criminal justice, history, political science, psychology, sociology and interdisciplinary studies, including honors courses. The department complements the curriculum and the college's commitment to public service by offering cultural and civic programs.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Social Sciences

Related Strategic Goal:

3.2 Improve student learning through culturally diverse perspectives to prepare student for success in a global society.

Action Plan #: SOSC-01

Action Plan Title: Internationalization of Social Sciences Courses

Desired Outcome: It is expected that internationalization modules will be prepared for selected social sciences courses in accordance with the college's QEP schedule of courses to be internationalized and the Department of Social Science's internationalization plan. It is also expected that students participating in the internationalized courses will satisfactorily complete the objectives and intended international student learning outcomes of the internationalized modules as specified by the applicable module rubrics.

Description of Action Plan and Related Activities: The Department of Social Sciences will internationalize eight social science courses in accordance with the following schedule.

Internationalization Plan		
Course	Preparation/Approval	Implementation
PSYC 1030 General Psychology	Spring 2010	Fall 2010
HIST 2010 Survey of American History I		Fall 2011 Spring 2012
HIST 2020 Survey of American History II		Fall 2011 Spring 2012
SOCI 1010 Introduction to Sociology	Fall 2011	Spring 2012
PSYC 2120 Social Psychology	Spring 2012	Fall 2012
SOCI 1020 Social Problems	Spring 2012	Fall 2012
PSYC 2130 Life Span Psychology	Fall 2012	Spring 2013

The internationalization of the different courses will satisfy the college's QEP and the need to more fully globalize the department's social science programs of study. The accomplishment or effectiveness of each internationalized course will be evaluated and measured based on (1) the course modules being prepared, approved and implemented in accordance with the internationalization plan, and (2) the achievement of the objectives and intended international student learning outcomes of the approved international modules.

Each international module will include three objectives and each objective will include at least two student learning outcomes relating to a specifically identified and pertinent outcome category, as provided below.

International Module Objectives and Outcomes

Objective	Outcome Category	Student Learning Outcomes (SLO)
1. Students in internationalized classes will develop greater knowledge of cultures other than their own and the impact of diverse cultural perspectives on world events.	Knowledge	Two SLOs (1a. & 1b.) will be developed by the module developer to evaluate student knowledge acquired from the content of the instructional module.

2. Students in internationalized classes will acquire increased understanding of the international aspects of the respective subject area/course discipline.

Comprehension Two SLOs (2a. & 2b.) will be developed by the module developer to evaluate student comprehension of the material contained in the instructional module.

3. Students in internationalized classes will demonstrate an awareness and understanding of the interdependency and consequences of international events and issues. Application Two SLOs (3a. & 3b.) will be developed by the module developer to evaluate student application of the material contained in the instructional module.

In applying the objectives and the specific outcome categories, at two student learning outcomes per outcome category will be developed by the module developer to be used by the individual course instructors to determine if the objectives and student learning outcomes are satisfactorily achieved. The three main outcome categories will then be subdivided into more specific categories as they relate to the student learning outcomes—reference Evaluation Rubrics provided below. The module developer will select at least one of the two student learning outcomes for each of the three outcome categories for implementation in the identified courses, and as the basis for determining if the student learning outcomes are being satisfied.

Evaluation Rubrics

Category	Evaluation Ratings			
	4	3	2	1
1a. Knowledge each.	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
1b. Recognition and/or examples.	Information clearly relates to the main topic. It includes several supporting details	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
2a. Understanding topic.	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
2b. Comprehension topic.	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
3a. Recognition suggested by others.	Actively looks for and suggests solutions to problems.	Refines solutions	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
3b. Articulation/Use of Facts examples.	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.

As each course, or courses, are prepared, approved and/or implemented according to the projected plan, the course(s) and the applicable module rubrics will be included as part of this Institutional Effectiveness Plan.

At the end of each semester, the faculty of the Department of Social Sciences will evaluate the plan to determine if the expected outcomes were achieved for the indicated course(s). As appropriate and required, corrective actions will be undertaken in those instances where either the modules were not prepared, approved and implemented in accordance with the internationalized plans, or the objectives and intended international student learning outcomes were not achieved in accordance with the rubrics developed and approved for the international modules. Additionally, the faculty will also evaluate the overall process to ensure that the internationalization module is complementing and promoting course material/content pertaining to the expected program and student learning outcomes as outlined in the Department of Social Sciences Assessment and Improvement Plan.

Planned Courses/Instructional Modules:

**PSYC 1030 General Psychology
Spring 2012**

Course Learning Outcomes	Strategic Planning Priorities & Goals (Rubrics)	General Learning Outcomes (Rubrics)		Program
		Module Approved & Implemented on Time Outcomes	Expected Student Learning Outcomes (SLO) Of Selected Categories (Rubrics)	

Achieved

Outcome	Yes	No
PSYC 1030 Q3.1-Q3.2	GLO1-GLO6	PL01-PL12
Students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.	Yes	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.
1a.	95%	X
1b.	N/A	
2a.	N/A	
2b.	82%	X
3a.	N/A	
3b.	81%	X

Method & Summary of Results:

The complete PSYC 1030 International Module and Grading Rubric can be accessed at: <http://www.mscc.edu/qep/courses.htm>

The module developer selected three international education SLOs to evaluate: 1a, 2b, & 3b. As part of the approved instructional module and in conjunction with the course's coverage of the topic of sensation and perception, students viewed the *PBS Discovering Psychology-Updated* program on **Cultural Psychology**. Students were divided into small groups and each student given four articles (three from scholarly peer-reviewed journals) on the effects of culture on perception to read and discuss as well as the textbook section on cultural factors in perception. Using a stimulus picture from one of the research studies, students conducted a quasi-experimental informal survey to see if their results approximated the results in one of the experimental studies. The small groups pooled their survey findings. Each student then wrote a 1,250 word paper in APA format summarizing the video, research articles, and their own qualitative analysis of their informal survey. The paper was scored according to the approved scoring rubric developed for the module.

All three SLOs were achieved above the 70% benchmark. The results were reviewed by the psychology faculty of the Department of Social Sciences and the department chair (PSYC 1030 module developer).

Mr. Bryan Thomas stated, “Regarding the Spring 2012, I taught a total of (3) PSYC 1030 courses that implemented the International Module as required by our department. I have reviewed the Grading Rubric Summary of QEP results for Spring 2012. I was pleased to discover that our department exceeded the benchmark of 70% of students with a rubric score of 3 or 4. I feel that I have a firm grasp on teaching this internationalized module to General Psychology students and feel that no changes need to be made in terms of learning outcomes, course content, teaching methodologies, or the grading rubric.”

Ms. Dayron Deaton-Owens stated, “I taught international modules in both my Sociology and Psychology classes. I do not think there should be any changes regarding the current module for either class. Overall I think the psychology IM is well executed. I believe the scores for the psychology IM are high. I think those high scores come from the fact that most of us instructors have been able to teach this for several semesters and we know how to go about the assignment and know where to help the students from previous experience. This is a huge help.”

Dr. Stephen Guerin stated, “The results of the PSYC 1030 International Module this semester are very gratifying and reflect a significant success in the achievement of the QEP SLOs. I recommend no changes or corrective actions to the PSYC 1030 International Module at this time.”

Corrective Actions/Program Improvement Plan:

No corrective action is needed at this time.

**HIST 2010 Survey of American History I
Spring 2012**

Course Learning Outcomes (Rubrics)	Strategic Planning Priorities & Goals		General Learning Outcomes (Rubrics)		Program
	Module Approved & Implemented on Time	Expected Outcomes	Expected Outcomes	Student Learning	
Outcome	Yes	No	Achieved		
HIST 2010	Q3.1-Q3.2	GLO1-GLO6	PLO1-PL12	Approved & in the process of being implemented.	
	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.		1a. N/A		
1b. 78%	X				
2a. 72%	X				
2b. N/A					
3a. N/A					
3b. 74%	X				

Method & Summary of Results:

The complete HIST 2010 International Module and Grading Rubric can be accessed at:
<http://www.msc.edu/qep/courses.htm>

The HIST 2012 International Module shows students that the ideas embodied in the founding documents of the United States—the Declaration of Independence and the Constitution—actually derive from the larger international movement known as The Enlightenment, which had its roots in Europe. Through lectures, assigned readings, class discussions and a final paper, students will see that the ideals which deeply influenced American development had international roots. The module developer selected three international SLOs to evaluate: 1b, 2a,

and 3b. Students wrote a paper that was scored according to a grading rubric. An effectiveness standard was that at least 70% of students would achieve a paper rubric score of 3 or 4. The grade on the paper was also used in calculation of the student's final grade in the course.

All international SLOs assessed (1b, 2a, and 3b) were achieved above the 70% effectiveness standard thus indicating that students learned what they were intended to learn on the HIST 2010 International Module.

The results of the HIST 2010 international module grading rubric were provided to history faculty who reviewed and discussed them. Dr. David Bowlby commented that he was pleased with the results and noted "In light of the success of having exceeded the established benchmark 70% of students with a rubric score of 4 or 3, no changes seem to be warranted. One does not need to change a winning strategy, does one?" Prof. Heather Koller, module developer, possibly suggested consideration of simplifying the module but given the deployment schedule and with only two remaining semesters (fall 2012 and spring 2013), this may not be feasible at this time.

Corrective Actions/Program Improvement Plan:

No corrective action is needed at this time.

**HIST 2020 Survey of American History II
Spring 2012**

Course Learning Outcomes (Rubrics)	Strategic Planning Priorities & Goals		General Learning Outcomes (Rubrics)		Program Student Learning
	Module Approved & Implemented on Time	Expected Outcomes	Expected Outcomes	Student Learning	
	Of Selected Categories (Rubrics)		Achieved		
Outcome	Yes	No			
HIST 2020	Q3.1-Q3.2	GLO1-GLO6	PLO1-PL12	Approved & in the process of being implemented.	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.
1b.	N/A		1a. 87%	X	
2a.	85%	X			
2b.	N/A				
3a.	86%	X			
3b.	N/A				

Method & Summary of Results:

The complete HIST 2020 International Module and Grading rubric can be accessed at:
<http://www.mscc.edu/qep/courses.htm>

The HIST 2020 International Module focuses on the increasing population of Hispanic/Latino peoples in the U.S. The module seeks to help students develop an awareness and appreciation of Hispanic/Latino culture within the recent American experience and to apply this knowledge and comprehension in a paper. The module developer selected three international SLOs to evaluate: 1a, 2a, and 3a. The paper the students wrote for the module was graded using an associated rubric. The effectiveness standard was that 70% of the students would be expected to achieve a grade of 3 or 4 using the rubric. The grade on the paper was also used in computation of the student's final grade in the course.

Each selected international SLO was achieved well above the effectiveness standard, thus indicating that the students learned what they were expected to learn from the international module. The assessment results were disseminated to history faculty for their review and discussion. Other than suggesting an earlier submission date, Dr. John Selman, the module developer, expressed pleasure at the results, as did Dr. Bowlby and Prof. Koller. Dr. Scott Cook stated that he was surprised and elated by the results in view of the challenges of getting so many faculty and adjunct instructors to implement the module in their courses. Dr. Cook noted the sustained collaborative effort of full-time history faculty and himself in mentoring some adjuncts on the module. He concluded, "Therefore, I do not recommend any changes. We should stay the course and continue what we are doing well." This view was expressed by all the history faculty.

Corrective Actions/Program Improvement Plan:

No corrective action is needed at this time.

**SOCI 1010 Introduction to Sociology
Spring 2012**

Course Learning Outcomes (Rubrics)	Strategic Planning Priorities & Goals		General Learning Outcomes (Rubrics)		Program
	Module Approved	Implemented on Time	Expected Outcomes	Outcomes (SLO) Of Selected Categories (Rubrics)	Student Learning
Outcome	Yes	No	Achieved		
SOSCI 1010 implemented.	Q3.1-Q3.2	GLO1-GLO6	PLO1-PL12	Approved & in the process of being implemented. At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.	
1b.	N/A		1a.	82%	X
2a.	79%				X
2b.	N/A				
3a.	75%				X
3b.	N/A				

Method & Summary of Results:

The complete SOCI 1010 International Module and Grading Rubric can accessed at:
<http://www.mscc.edu/qep/courses.htm>

The SOCI 1010 focused on guiding students to an acquisition of knowledge and understanding regarding the international roots of the field of sociology. Students selected a non-American sociologist and conducted research into that sociologist’s accomplishments and contributions to the field, writing a paper of their findings. The paper also described the economic, political, social, and religious climates of the sociologists home country at the time of his/her life, drawing a comparison with life in that country today. The student’s paper was graded using an associated rubric. The paper grade was also used in computation of the student’s final grade in the course. The international module developer selected three international SLOs to evaluate: 1a, 2a, and 3a. The effectiveness standard/benchmark was that 70% of students would achieve a score of 3 or 4 on the paper rubric.

The results showed that the assessed international SLOs were achieved above the effectiveness standard. The results were distributed to the sociology faculty for their review and discussion. Prof. Dayron Deaton-Owens, co-developer with Prof. Moneda Grimes, noted that, "...for the first semester, the scores were pretty good, but I do

think that this next semester the scores will continue to increase. With this past semester under our belt, I believe that the instructors have some experience that we can use to help our students next semester. Experience, I believe is key. From viewing the result scores, I know that I need to help the students more with objective 3.”

Prof. Moneda Grimes stated, “I am glad that our department exceeded the established benchmark of 70% of students with a rubric score of 4 or 3.” She also offered the following suggestions:

- 1) Full-time faculty should meet with or have a telephone conference with adjunct faculty to discuss or answer any questions or concerns. During this discussion teaching methodologies and grading rubric should be discussed in greater detail. If this is done I feel that our result would improve even more.”
- 2) Faculty (including myself) should remind students even more often about the requirements and expectations. I reviewed with students but I would like to increase the discussions.

Corrective Actions/Program Improvement Plan:

No corrective action is needed at this time.

**PSYC 2120 Social Psychology
Fall 2012**

Course Learning Outcomes (Rubrics)	Strategic Planning Priorities & Goals Module Approved & Implemented on Time	General Learning Outcomes (Rubrics) Expected Outcomes	Program Student Learning
		Outcomes (SLO) Of Selected Categories (Rubrics)	
		Achieved	
Outcome	Yes	No	
PSYC 2120	Q3.1-Q3.2	GLO1-GLO6	PLO1-PL12
implemented.	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.		Approved & in the process of being implemented. At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.
			1a.
			1b.
			2a.
			2b.
			3a.
			3b.

Method & Summary of Results:

The complete PSYC 2120 International Module and Grading Rubric can be accessed at:
<http://www.mscc.edu/qep/courses.htm>

The PSYC 2120 International Module illustrates how the international exchange of ideas and information through social media (e.g., Facebook, Twitter, etc.) affects the attitudes, beliefs, and behaviors of social groups around the world and, in particular, how a political and humanitarian crisis in an African country (Uganda) was disseminated through social media to initiate worldwide activism. Students conduct internet-based research on the KONY2012 social media initiative and write a rubric-scored research paper identifying and describing various social psychology concepts. International SLOs 1a, 2a, and 3a were selected for evaluation. The effectiveness standard is that 70% of students will earn a score of 3 or 4 on the rubric.

The PSYC 2120 International Module is scheduled for deployment in the fall 2012 semester. Hence, no data are available at this time.

Corrective Actions/Program Improvement Plan:

None at this time.

SOCI 1020 Social Problems

Fall 2012

Course Learning Outcomes (Rubrics)	Strategic Planning Priorities & Goals Module Approved & Implemented on Time	General Learning Outcomes (Rubrics) Expected Outcomes	Program Student Learning
		Outcomes (SLO) Of Selected Categories (Rubrics)	
		Achieved	
Outcome	Yes	No	
SOCI 1020	Q3.1-Q3.2	GLO1-GLO6	PLO1-PL12
implemented.	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.		Approved & in the process of being implemented. At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.
1b.			1a.
2a.			
2b.			
3a.			
3b.			

Method & Summary of Results:

The complete SOCI 1020 International Module and Grading Rubric can be accessed at:
<http://www.mscc.edu/qep/courses.htm>

The SOCI 1020 International Module focuses on helping students gain knowledge and understanding about the problems that are faced throughout the entire world. Students study various international problems including past and current problems facing the global community. Students select a social problem and pick a country that experiences that social issue. Classroom lectures and discussions augment the student's individual research. Students are to write a paper that is graded according to an associated rubric. The effectiveness standard is that 70% of students will earn a score of 3 or 4 on the rubric.

The SOCI 1020 International Module is scheduled for deployment in the fall 2012 semester. Hence, no data are available at this time.

Corrective Actions/Program Improvement Plan:

None at this time.

Spring 2013

Course Strategic Planning Priorities & Goals Learning Outcomes (Rubrics)	Module Approved & Implemented on Time	General Learning Outcomes (Rubrics) Expected Outcomes	Program Student Learning
		Outcomes (SLO) Of Selected Categories (Rubrics)	
		Achieved	
Outcome	Yes	No	
PSYC 2130	Q3.1-Q3.2	GLO1-GLO6	PLO1-PL12
on schedule	At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.		Development and approval in process and 1a.
1b.			
2a.			
2b.			
3a.			
3b.			

Method & Summary of Results:

The PSYC 2120 International Module is under development at this time for approval and deployment in the Spring 2013 semester.

Corrective Actions/Program Improvement Plan:

None at this time.

Completion Date: Annual

Est. Cost: \$50

Budgeted: Included in current budget

Evidence of Success: The international modules are developed and implemented in accordance with the internationalization plan and the identified program and student learning outcomes. Achievement of the international educational modules will be determined by successfully accomplishing the expected outcomes for each course module.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: International modules have developed and deployed in both Fall 2011 and Spring 2012 semesters. Data reporting and collection is on track.

Describe Needed Changes: None at this time.

List of Supporting Documentation:

Date Last Updated: June 8, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Social Sciences

Related Strategic Goal:

1.1: Expand the use of technology to increase access to post-secondary education.

Action Plan #: SOSOC-02

Action Plan Title: Social Sciences Online Offerings

Desired Outcome: The Department of Social Science will increase its fully online course offerings by three additional courses in spring 2012 in efforts to increase access to post-secondary education.

Description of Action Plan and Related Activities:

The Motlow College Strategic Plan 2010-2015 Access Priority 1.1 states that “Motlow State Community College will expand the use of technology to increase access to post-secondary education.” In compliance with this goal, the Department of Social Science will increase its online course offerings.

The Department of Social Sciences currently offers the following courses in fully online format:

1. PSYC 1030 General Psychology
2. PSYC 1040 Abnormal Psychology
3. PSYC 2014 Psychology of Human Sexuality
4. CRMJ 1010 Introduction to Criminal Justice
5. CRMJ 2020 Introduction to Corrections
6. HIST 2010 Survey of American History I
7. HIST 2030 Tennessee History
8. HIST 2020 Survey of American History II

The department will add three additional fully online MSCC courses:

1. POLS 1030 American Government
2. PSYC 2120 Social Psychology
3. PSYC 2130 Life Span Psychology

Team Members:

1. Dr. David Bowlby
2. Dr. Stephen Guerin

3. Mr. Bryan Thomas

Timeline: spring 2012 semester (implementation)

Est. Cost: \$6,300.99

Budgeted: Budget increase needed

Evidence of Success: The MSCC Spring 2012 Class Schedule will show POLS 1030, PSYC 2120, and PSYC 2130 are offered as fully online courses.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: *(What were the results of your actions? Include date reported.)*

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

List of Supporting Documentation: *(Submit when reporting progress.)*

Date Last Updated: December 12, 2011

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Social Sciences

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: SOS-03

Action Plan Title: Evaluation of General Education Assessment Tool

Desired Outcome: The Department of Social Science will select the optimal method(s) for each social science course in the general education assessment cycle and begin preparing the needed instruments for fall 2012 implementation.

Description of Action Plan and Related Activities:

Currently, the Department of Social Science uses the following assessment methods for its general education courses.

SOCIAL SCIENCE	
GENERAL EDUCATION CORE COURSE	CURRENT ASSESSMENT METHOD
ANTH 2010 Introduction to Anthropology	Pre-Test/Post-Test
GEOG 1030 Cultural Geography	
GEOG 2010 World Geography	Pre-Test/Post Test
HIST 1110 Survey of World Civilization I	
HIST 1120 Survey of World Civilization II	
HIST 2010 Survey of American History I	Pre-Test/Post-Test
HIST 2020 Survey of American History II	Pre-Test/Post-Test
HIST 2030 Tennessee History	
POLS 1030 American Government	Embedded Assessment
POLS 2010 State and Local Government	Embedded Assessment
PSYC 1030 General Psychology	Pre-Test/Post-Test
SOCI 1010 Introduction to Sociology	Pre-Test/Post-Test
SOCI 1020 Social Problems	Pre-Test/Post-Test

Despite the logistical advantages of online Pre-Test/Post-Test assessment, post-test scores occasionally reflect a reduction on students successfully meeting the benchmark of 70% pass rate on the post-test.

The Department of Social Science will research the best practices for assessing social science general education courses among TBR community colleges. The department will select the

optimal method(s) for each social science course in the general education assessment cycle and begin preparing the needed assessment instruments for general education courses to be taught in fall 2012.

Team Members: Department chair and faculty

Timeline: June 30, 2012

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: The Department of Social Science will have determined the optimal method(s) for each social science course in the general education assessment cycle will have made initial steps toward preparing the needed assessment instruments needed for fall 2012 GE assessments.

Complete the following when assessing a plan

Current Status: Choose an item.

Describe Progress: *(What were the results of your actions? Include date reported.)*

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

List of Supporting Documentation: *(Submit when reporting progress.)*

Date Last Updated: December 12,2011

Motlow State Community College

Institutional Effectiveness Plan

Unit: Fayetteville Center

Unit Head: Laura Monks

Division: Academic Affairs

Statement of Purpose: The Fayetteville Center, a department within the Division of Academic Affairs, was expanded in 1988 to extend credit and non-credit education programs for both day and evening primarily to residents of Fayetteville-Lincoln County and, secondarily, to citizens in Madison and Jackson Counties in Alabama. In the fall of 2001, the center expanded services through the Don Sundquist Center of Advanced Technologies. The center focuses on business and industry training needs, primarily through non-credit courses, workshops and seminars. In support of the division's mission statement, the Center delivers:

- courses for students pursuing university parallel programs;
- courses for students pursuing career education programs;
- public service and continuing education programs to promote personal enrichment and economic and community development, and
- academic support and student support services.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Fayetteville Center

Related Strategic Goal:

2.2 Motlow State Community College will increase the number of students who complete associate degree or certificates.

Action Plan #: FVCT-01

Action Plan Title: ACE Program at the Fayetteville Center Increases Graduates of Motlow College

Desired Outcome: 50% of non-traditional students who enroll in an Adult College Express class at the Fayetteville Center will graduate in 150% of the expected time.

Description of Action Plan and Related Activities:

The ACE program is a cohort style program that allows a group of non-traditional age students (23 years of age or older) to take one class for five weeks by meeting for one or two nights a week for four hours each night. This type of class works well with the schedule of our non-traditional students because they only have to concentrate on one class at a time while still working their full time job and attending their family events. Many of the students who have enrolled in the ACE program have been attempting to attend school by taking one class each semester while not gaining much ground towards graduation. The ACE program also serves students who have stopped attending because “life got in the way” and wish to finish up program requirements.

The ACE program has been a success at the Moore County campus of Motlow College for several years. The Adult College Express program began in the spring of 2010 at the Fayetteville Center. The Director saw that there was a population of students at the Fayetteville Center that were not being served because of the low number of general education classes offered in the evening or not making due to low enrollment numbers. This population of students would be assured that the classes needed for their program of study would not only be offered but would also make and they would be given advance notice of their offering so they can plan their lives accordingly.

One or more informational sessions will be scheduled in the evening hours throughout the year to speak to prospective students about the ACE program. The estimated cost will cover the cost of food or other materials provided at informational sessions.

Fall 2009 – The ACE schedule was developed and approved. An interest meeting was held on October 26, 2009 on the campus of the Fayetteville Center for students who would be interested in participating in the ACE program. A total of 12 prospective students attended the interest meeting. From that meeting, a cohort of 8 students was formed and began the ACE program in January 2010.

Spring 2010 – A second informational meeting was held to gauge interest in a second general studies cohort and a cohort for the Associate of Science in Teaching. A total of nine prospective students attended. Along with the many phone calls and e-mails, a cohort for general studies and teaching was developed to begin Fall 2010. The AST ACE cohort was developed at the request of several educational assistants who wished to complete their degrees in education so they can teach; however, needed an option to take classes that allowed them to keep their daytime employment at their school.

A brochure was developed in partnership with Middle Tennessee State University to advertise both the MSCC ACE program and the MTSU Adult Degree Completion program. It was mailed to all households in the Lincoln County and northern part of Madison county, Alabama.

Summer 2011 – A third informational meeting was held to gauge interest in a third general studies and teaching cohort. A total of 8 prospective students attended. Again with many phone calls and e-mails from other prospective students, a cohort a third cohort for general studies and a second cohort for teaching was developed to begin Fall 2011. An ad was placed in our local paper prior to Fall 2011 promoting the ACE program. An e-mail was sent to all members of the Fayetteville Lincoln County Chamber of Commerce to advertise the ACE program and ask for applications. It spotlighted a current ACE student, Travis Jean.

Fall 2011 –Due to an increase in interest in the ACE program through office walk-ins and phone calls, a sufficient number of completed ACE applications. A fourth general studies cohort was developed to begin Spring 2012.

Other plans to assist in expansion of the ACE program include:

MSCC staff will actively recruit non-traditional students for Adult College Express programs through the following means: (1) newspaper articles, (2) e-mail blasts through Chamber, (3) recommending students for the program through advisement, (4) interviews on radio and local television station.

ACE advisor will meet with prospective ACE participants during the pre-registration period to determine degree requirements and to formulate a path to graduation based on class offerings as advertised in ACE schedules found online on MSCC website.

Team Members: Fayetteville Center Director, Assistant Director of Student Services at Fayetteville, Director of Education, Department Chairs, full time faculty at the Fayetteville Center

Timeline: January 2010 to January 2015

Begin development of new ACE schedule each spring prior to deadline of fall schedule submission. Recruit students for new ACE cohort in the spring term.

Est. Cost: \$200

Budgeted: Included in current budget

Evidence of Success:

4 students who enrolled in at least one ACE class since January 2010 graduated MSCC May 2011. These 4 students were in the first cohort of 10 students and the second cohort of 8 General Studies and 10 AST students. This is a total of 28 students. The graduation rate of this group is 14%.

11 students who enrolled in at least one ACE class since January 2010 graduated MSCC May 2012. The 11 students are added to the 4 students. The graduation rate of this group is now 53%.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Fall 2010

An informational session was held in April for prospective students wishing to enter the fall 2010 ACE program. Fall 2010, a second general studies ACE cohort was offered for students. An AST ACE option was offered for the first time. A total of 19 prospective students were accepted into both cohorts combined. These students are targeted to complete their degree requirements in August 2012.

Describe ARGOS findings.

Describe Needed Changes: It is noted that more marketing is needed to recruitment more students for this type of program. To date, most of the interest has been generated through word of mouth. Each time a student inquiries about the ACE program the student is asked how they heard about the program.

List of Supporting Documentation: Information session sign in sheet, copies of marketing items

Date Last Updated: May 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Fayetteville Site

Related Strategic Goal:

1.2 Enhance access to higher education for traditionally underserved populations.

Action Plan #: FVCT-02

Action Plan Title: Workforce Development Readiness at the Fayetteville Center of Motlow College

Desired Outcome:

- 50% of the participants in the Workforce Development Readiness Certificate program offered at the Fayetteville Center will complete all four modules and earn the Workforce Development Readiness certificate.
- Each training class will meet or exceed 75% in enrollment.
- 50% of those enrolled in the Workforce Development Readiness training classes offered at the Fayetteville Center of Motlow College will have heard of the program because of initiatives supported by Fayetteville Lincoln County Industry and Educators Partnership.
- 75% of those who complete the Workforce Development Readiness certificate at the Fayetteville Center of Motlow College will be satisfied with the training they received.

Description of Action Plan and Related Activities:

Beginning in the fall 2011, the Fayetteville Lincoln County Industrial Development Board, Motlow College, and Lincoln County High School formed an Industry/Educator Partnership. It is the purpose of this partnership to meet two or more times per year to discuss ways to improve our workforce in Lincoln County and Fayetteville. Other members of this partnership include HR Directors and plant managers from our area industry.

The estimated budget for this activity will be used to purchase food for meetings and supplies to print flyers to advertise the opportunity to enroll in the certificate program.

During these early meetings, several industry issues were discussed. These issues included the need for a trained or educated workforce, lack of soft skills, low number of eligible applicants, and career goals for graduating high school seniors. Several of these issues can be assisted by educators with a plan for training, mock interviews, or job shadowing.

The Industry/Educator Partnership members requested the opportunity to speak with the Motlow College Director of Career Readiness about the possibility of developing a training program for prospective industry employees. The Workforce Development Readiness Certificate (WDRC) is a result of requests from HR Directors and plant managers in the Fayetteville Lincoln County area.

The WDRC is funded through the Department of Labor grant that Motlow College received in the fall 2011. The modules for the certificate were developed and staff located to teach the modules over the winter of 2011/12. The first WDRC was offered at the Fayetteville Center in the spring 2012 semester. A total of 31 participants signed up to enroll in the certificate program. 14 students completed all four modules and received their Workforce Development Readiness Certificate.

A WDRC is scheduled to be offered one time each semester at the Fayetteville Center of Motlow College through the fall of 2014. Members of the Industry/Educators partnership as well as outside advertising resources will be used to inform the community of this opportunity at the Fayetteville Center of Motlow College.

Team Members: Director of Fayetteville Center, Fayetteville Center staff, Director of Career Readiness, Business and Technology Department Chair, DOL Program Manager.

Timeline: Fall 2011 to Fall 2014.

Est. Cost: \$ 300 per year

Budgeted: Included in current budget

Evidence of Success: Each training class will be at least 75% full or more.

Complete the following after implementation of the action plan.

Current Status: On Schedule

Describe Progress: *(What were the results of your actions? Include date reported.)*

Describe Needed Changes: None at this time

List of Supporting Documentation: Workforce Solution meeting materials

Date Last Updated: 6/18/12

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Fayetteville Site

Related Strategic Goal:

2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: FVCT-03

Action Plan Title: Awareness of Services at the Fayetteville Center

Desired Outcome:

- 50% or more of students surveyed on the annual student satisfaction survey will state that they are aware of the learning support services (Tutoring, Writing Lab, Math Lab) available to students at the Fayetteville Center.
- 50% or more of students surveyed on the annual student satisfaction survey will state that they are aware of the different scheduling options available to students at the Fayetteville Center.

Description of Action Plan and Related Activities:

The Director of the Fayetteville Center will form a focus group each semester that will consist of the following participants: Director, Assistant Director, SGA VP, one faculty member, three traditional students, and three non-traditional students. The group will meet a minimum of three times throughout the semester. .

The goals of this focus group are as follows:

- Identify items that students see as a positive attribute of the Fayetteville Center.
- Identify items that students see as a negative attribute of the Fayetteville Center.
- Identify items that students wish were changed or that student's wish they could change about their experience at the Fayetteville Center.
- Identify ways that students can be made more aware of the services offered at the Fayetteville Center.
- Identify one student academic success or persistence initiative to be developed for implementation the following term.

The amount budgeted will fund food for meetings or other supplies needed for this group to advertise student services at the Fayetteville Center.

Team Members: Director of Fayetteville Center, Fayetteville Center faculty and staff, students

Timeline: Beginning spring 2011, a focus group will be formed and remain active each fall and spring semester regardless of GPA or retention rate changes.

Est. Cost: \$ 200 (\$100 per semester) **Budgeted:** Included in current budget

Complete the following after implementation of the action plan.

Current Status: Choose an item.

Describe Progress: *(What were the results of your actions? Include date reported.)*

Describe Needed Changes: None at this time

List of Supporting Documentation: Focus group materials

Date Last Updated: 6/18/12

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Fayetteville Center

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: FVCT-04

Action Plan Title: Center Directors' Success Initiatives

Desired Outcome: The Center Directors will identify one success initiative each year and implement it.

Description of Action Plan and Related Activities: Center Directors will identify a success initiative each year. After the initiative is identified, they will complete the project with aid from others as needed for the specific project.

Team Members: McMinnville and Smyrna Center Directors, others as needed for the specific initiative

Timeline: Expected results can be completed by June 30, 2012

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: We will measure our success by achieving a 90% satisfaction rate and having 90% of the adjuncts complete it.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

Spring 2012

This year, we worked together to create an online adjunct orientation in D2L. The goals were to introduce adjuncts to D2L, provide vital information to them at their convenience and maintain the availability throughout the semester, give those adjuncts who start in Spring or Summer the same information as those who start in the Fall, require an orientation for all even if they cannot attend the physical orientation, and give them a reference when they need

information at a later time. This project was ready for adjuncts to use before the Fall 2012 semester.

Describe Needed Changes: There are no changes to be made, but there will be a new project next year. For 2012-13, we plan to develop an assessment for this project. We will develop a survey to be given out mid-semester to receive feedback and suggestions, and we will gather data to see if all adjuncts are participating.

List of Supporting Documentation:

Date Last Updated: 6/18/12

Motlow State Community College

Institutional Effectiveness Plan

Unit: McMinnville Center

Unit Head: Melody Edmonds

Division: Academic Affairs

Statement of Purpose: The McMinnville Center, a unit under the prevue of the provost and vice president for student affairs, was established in 1986 to extend credit and non-credit programs to the citizens of the five northern counties of Warren, Van Buren, White, DeKalb, and Cannon. In support of the division's mission statement, the center delivers:

- courses for students pursuing university parallel programs;
- courses for students pursuing career education programs;
- public service and continuing education programs to promote personal enrichment and economic and community development; and
- academic support and student support services.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: McMinnville Site

Related Strategic Goal: 3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: MMCT-01

Action Plan Title: Student Satisfaction with McMinnville Center Services

Desired Outcome: Prior to June 2012, our goal was for 90% of the respondents to the Satisfaction of Student Services Survey to be satisfied with the service offered at the McMinnville site. Our future plans are to identify other ways to meet student needs.

Description of Action Plan and Related Activities: An online Satisfaction of Student Services Survey will be made available to all enrolled credit students each semester. The director of institutional research, planning, and effectiveness will forward the responses to the director of the McMinnville Center and put them on the IRPE web site. The results of these plans will be reviewed by the Director of the McMinnville Center; actions will be taken as needed from the results. For our future plans, we are starting a student focus group that will meet once per semester to discuss needed changes to McMinnville Student Services. Minutes from these meetings will be maintained at the Center. We will target specific areas to improve upon suggestions from the students. Additionally, the McMinnville Center front desk staff will log student issues that occur with admissions, financial aid, etc. These will be reviewed to identify recurring issues that need to be addressed and corrected. This log will also be kept on file at the McMinnville Center.

Team Members: McMinnville Center Faculty and Staff, IRPE staff

Timeline: Review and evaluate June 2013

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Satisfaction of Student Services Survey results will show at least 90% satisfaction with services offered at the McMinnville site. At least one need identified from the student focus group will be acted on. If any recurring issues arise from the logs, they will be addressed and corrected.

Current Status: On Schedule

Describe Progress Below

Fall 2011

One hundred percent of the respondents were satisfied with the services. This expected outcome was met.

Fall 2010

One hundred percent of the respondents were satisfied with the services. This expected outcome was met. See attached student services survey for documentation.

Fall 2009

Over 95% of the respondents were satisfied with the services. This expected outcome was met.

Fall 2008

One hundred percent of the respondents were satisfied with the services. This expected outcome was met.

Fall 2007

Eighty-seven percent of the respondents were satisfied with the services. This expected outcome was not met.

Describe Needed Changes: We are adding the focus group and office log to provide more feedback and ways to improve.

List of Supporting Documentation: [Satisfaction with Student Services Survey Results](#)

Date Last Updated: 05/03/2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: McMinnville Center

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: MMCT-02

Action Plan Title: Center Directors' Success Initiatives

Desired Outcome: The Center Directors will identify one success initiative each year and implement it.

Description of Action Plan and Related Activities: Center Directors will identify a success initiative each year. After the initiative is identified, they will complete the project with aid from others as needed for the specific project.

Team Members: Fayetteville and Smyrna Center Directors, others as needed for the specific initiative

Timeline: Expected results can be completed by June 30, 2012

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: We will measure our success by achieving a 90% satisfaction rate and having 90% of the adjuncts to complete it.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

Spring 2012

This year, we worked together to create an online adjunct orientation in D2L. The goals were to introduce adjuncts to D2L, provide vital information to them at their convenience and maintain the availability throughout the semester, give those adjuncts who start in Spring or Summer the same information as those who start in the Fall, require an orientation for all even if they cannot attend the physical orientation, and give them a reference when they need

information at a later time. This project was ready for adjuncts to use before the Fall 2012 semester.

Describe Needed Changes: There are no changes to be made, but there will be a new project next year. For 2012-13, we plan to develop an assessment for this project. We will develop a survey to be given out mid-semester to receive feedback and suggestions, and we will gather data to see if all adjuncts are participating.

List of Supporting Documentation:

Date Last Updated: 05/04/12

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2011 – June 30, 2012
Assessing Year: July 1, 2012 – June 30, 2013

Unit: McMinnville Center

Related Strategic Goal: 1.2 Enhance access to higher education for traditionally underserved populations.

Action Plan #: MMCT-03

Action Plan Title: Smithville Location Startup

Desired Outcome: The McMinnville Center will be responsible for having the Smithville Location ready to start classes in the Fall of 2013.

Description of Action Plan and Related Activities: To have this location ready for classes we began by securing a site code, held an informational meeting to determine interest, talked with the high school about typical student ACT scores to determine developmental needs. We will furnish one computer lab and one regular classroom for the Smithville classes. A schedule will be developed, adjunct faculty will be hired for staffing, and the schedule will be advertised in the Smithville newspaper. When possible, we will attend Smithville community events/meetings to promote this new class location.

Team Members: McMinnville Center Staff

Timeline: Expected results can be completed by August 2012

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Classes will be staffed and ready to begin for Fall Semester 2012.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: A site code has been secured, an informational meeting was held on October 20, and the high school apprised us of their developmental needs. Other work is ongoing.

Describe Needed Changes: No changes are needed at this time.

List of Supporting Documentation:

Date Last Updated: 05/04/12

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2011 – June 30, 2012
Assessing Year: July 1, 2012 – June 30, 2013

Unit: McMinnville Center

Related Strategic Goal: 1.2 Enhance access to higher education for traditionally underserved populations.

Action Plan #: MMCT-04

Action Plan Title: Dual Enrollment – Mechatronics at Warren County High School

Desired Outcome: The McMinnville Center will get a Mechatronics class started in Fall 2013 at Warren County High School with at least 10 students.

Description of Action Plan and Related Activities: We will recruit students through attending college and parent nights as well as delivering informational packets to the schools. Funding is provided through the dual enrollment grant and Citizens for Progress scholarship for the tuition.

Team Members: McMinnville Center Faculty and Staff

Timeline: Expected results can be completed by August 2012

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Classes will be staffed and ready to begin for Fall Semester 2012.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Spring 2012

We attended the college nights and parent nights for dual enrollment. Packets were created and delivered to the schools.

Describe Needed Changes: none

List of Supporting Documentation:

Date Last Updated: 05/04/12

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2011 – June 30, 2012
Assessing Year: July 1, 2012 – June 30, 2013

Unit: McMinnville Center

Related Strategic Goal: 3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: MMCT-05

Action Plan Title: McMinnville Center Community Involvement

Desired Outcome: The McMinnville Center will be involved in the community by attending at least 2 community events per month.

Description of Action Plan and Related Activities: We will attend various community events to maintain a strong community presence to promote Motlow's McMinnville Center in the community.

Team Members: McMinnville Center Faculty and Staff

Timeline: Expected results can be completed by June 2013

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: We will provide various forms of documentation to show attendance.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: N/A

Describe Needed Changes: none

List of Supporting Documentation: N/A

Date Last Updated: 05/04/12

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2011 – June 30, 2012
Assessing Year: July 1, 2012 – June 30, 2013

Unit: McMinnville Center

Related Strategic Goal: 3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: MMCT-06

Action Plan Title: McMinnville Center Enrollment Initiative

Desired Outcome: The McMinnville Center will reach out to students interested in attending Motlow.

Description of Action Plan and Related Activities: We will maintain a record of students who pick up applications at the McMinnville Center. We will follow up within one month to see if the student has submitted an application and/or registered for classes. During this follow up call, we will determine if there is any extra assistance we can provide the student to get them started taking classes at Motlow.

Team Members: McMinnville Center Staff

Timeline: Expected results can be completed by June 2013

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: We will maintain a log in our office of these actions.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: N/A

Describe Needed Changes: none

List of Supporting Documentation: N/A

Date Last Updated: 05/04/12

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Smyrna Center

Related Strategic Goal:

2.2 Increase the number of students who complete associate degrees or certificates.

Action Plan #: SMST-01

Action Plan Title: Alternative Class Formats

Desired Outcome: The Smyrna Center will increase the number of student enrollments in alternative class formats (i.e., Hybrid, Accelerated, Online) at an annual rate of 30%.

Description of Action Plan and Related Activities: Recent numbers indicate that 73% of all college students can be identified as nontraditional, with women making up the majority. As these adult learners (defined as age 25 or older) pursue their educational goals, they frequently are also managing a variety of additional roles and responsibilities in regard to employment, childcare and/or caring for aging family members. As a result, successfully pursuing and completing a degree can pose a challenge. In addressing the needs and frequent time constraints of adult learners (and students in general), academic courses should be offered in a variety of formats in order to provide students the opportunity to attend classes as well as continue to fulfill their other roles and responsibilities. Pursuant to this effort of increasing student success and course completion the Smyrna Center will offer, as discipline appropriate, academic courses in Hybrid, Accelerated and Online format. Enrollment numbers in these courses will be collected and reviewed each semester by the Smyrna Center staff and director in order to determine progress toward this goal and/or if modifications need to be made.

Team Members: Smyrna Center Staff

Timeline: June 30, 2013

Est. Cost: \$ No additional cost will be incurred. **Budgeted:** Included in current budget

Evidence of Success: Student enrollment in alternative class formats at the Smyrna Center will increase by 30% within the specified time frame.

Complete the following when assessing a plan

Current Status: Choose an item.

Describe Progress: *(What were the results of your actions? Include date reported.)*

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

List of Supporting Documentation: *(Submit when reporting progress.)*

Date Last Updated:

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Smyrna Center

Related Strategic Goal: 2.1 Enhance student persistence to completion of post-secondary credential or degree

Action Plan#: SMST-02

Action Plan Title: Satisfaction of Student Advising Process at the Smyrna Center

Desired Outcome: Seventy-five percent of Smyrna students responding to the annual Satisfaction with Student Services Survey will indicate satisfaction with the advising process (Academic and/or Financial).

Description of Action Plan and Related Activities: Research has consistently demonstrated that students who “drop out” of college typically do so at the end of their freshman year. While the reasons contributing to this occurrence are varied and outside the scope of institutional capabilities (i.e., lack of financial resources, change in work or family demands, uncertainty regarding academic goals, etc.), there are also indications that many students choose not to return because the college has failed to create an environment, inside or outside of the classroom, that is conducive to their learning and academic needs. Central to the provision of a “student friendly” environment is the advising process.

Students who participate in the process and develop a bond with an advisor are far more likely to complete their academic program. In an effort to better assist students in persisting to the completion of a post-secondary credential or degree, the staff at Smyrna Center will develop and implement effective advising services. These services will range from promoting and encouraging participation in the advising process:

- 1) At new student orientation
- 2) Through e-mail student reminders
- 3) Posted notifications throughout the Center
- 4) Classroom announcements

To providing accessible advising services:

- 1) Advising signup sheets
- 2) Expanded advising hours to include evenings and weekends for both scheduled appointments and “walk ins”.
- 3) Prompt response to student/parental e-mails and phone calls regarding academic programs and services.

Results from the annual Student Satisfaction Survey pertaining to the Smyrna Center advising process will be collected on every fall semester and reviewed by Smyrna center staff and director to identify strengths and weaknesses of the advising process at Smyrna and to make changes as necessary to continually improve the process.

Team Members: Smyrna Center Staff

Timeline: Review progress at the end of cycle

Estimated Cost: None

Budgeted: Included in current budget

Evidence of Success: Results from the annual Student Satisfaction Survey will show that 75% of Smyrna respondents are either “Satisfied” or “Very Satisfied” with the Smyrna advising process.

Complete the following when assessing a plan

Current Status: Choose an item.

Describe Progress:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated:

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Smyrna Center

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: SMST-03

Action Plan Title: Center Directors' Success Initiatives

Desired Outcome: The Center Directors will identify one success initiative each year and implement it.

Description of Action Plan and Related Activities: Center Directors will identify a success initiative each year. After the initiative is identified, they will complete the project with aid from others as needed for the specific project.

Team Members: Fayetteville and McMinnville Center Directors, others as needed for the specific initiative

Timeline: Expected results can be completed by June 30, 2012

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: We will measure our success by achieving a 90% satisfaction rate and having 90% of the adjuncts to complete it.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

Spring 2012

This year, we worked together to create an online adjunct orientation in D2L. The goals were to introduce adjuncts to D2L, provide vital information to them at their convenience and maintain the availability throughout the semester, give those adjuncts who start in Spring or Summer the same information as those who start in the Fall, require an orientation for all even if they cannot attend the physical orientation, and give them a

reference when they need information at a later time. This project was ready for adjuncts to use before the Fall 2012 semester.

Describe Needed Changes: There are no changes to be made, but there will be a new project next year. For 2012-13, we plan to develop an assessment for this project. We will develop a survey to be given out mid-semester to receive feedback and suggestions, and we will gather data to see if all adjuncts are participating.

List of Supporting Documentation:

Date Last Updated: 05/04/12

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Business Affairs

Related Strategic Goal:

4.1 Increase resources from external sources.

Action Plan #: BUSA-01

Action Plan Title: Student Satisfaction with Auxiliary Services

Desired Outcome: Previously, at least 85% of the respondents to the Satisfaction of Student Services Survey will be satisfied with the auxiliary services of Cafeteria and Bookstore. For the Fiscal year ended June 30, 2012, this percentage will be increased to 95% and for the Bookstore this will be an average score of the Moore County Campus along with the off-campus sites of McMinnville and Smyrna.

Description of Action Plan and Related Activities: The questions on the Satisfaction of Student Services Survey will be calculated to determine if the desired outcome was obtained.

Team Members: Vice President for Business Affairs, Cafeteria Manager, and Bookstore Manager

Timeline: December 01, 2011

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Fewer concerns or issues addressed by faculty, staff, and students dealing with the cafeteria and bookstore.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress: The Satisfaction of Student Services Survey is reviewed to determine if at least 85% of the respondents are satisfied with the auxiliary services of the Cafeteria and Bookstore.

Fall 2011

If you have made purchases from MSCC's bookstore, was the service provided satisfactory?

Yes – 96.82 %
No –3.18 %

If you have made purchases from MSCC's bookstore, was the staff member(s) who assisted you courteous?

Yes –94.87 %
No –5.13 %

If you purchased books online through MSCC's bookstore, was the service satisfactory?

Yes –95.45 %
No –4.55 %

If you used the rental book program through the MSCC bookstore, was the service satisfactory?

Yes –97.56 %
No – 2.44%

If you have eaten at MSCC's cafeteria, was the service provided satisfactory?

Yes – 98.00%
No - 2.00%

If you have eaten at MSCC's cafeteria, please rate the quality of the food.

96.97% rated the food Very satisfactory or satisfactory
3.03% rated the food as unsatisfactory or very unsatisfactory

In all but one area, the expected outcome was met. Question 2 above is the area dealing with courtesy of bookstore staff.

Fall 2010

If you have made purchases from MSCC's bookstore, was the service provided satisfactory?

Yes – 96.41%
No – 3.59%

If you have made purchases from MSCC's bookstore, was the staff member(s) who assisted you courteous?

Yes – 96.41%
No – 3.59%

If you purchased books online through MSCC's bookstore, was the service satisfactory?

Yes – 93.88%
No – 6.12%

If you used the rental book program through the MSCC bookstore, was the service satisfactory?

Yes – 92.31%

No – 7.69%

If you have eaten at MSCC's cafeteria, was the service provided satisfactory?

Yes – 97.86%

No - 2.14%

If you have eaten at MSCC's cafeteria, please rate the quality of the food.

92.15% rated the food Very satisfactory or satisfactory

5% rated the food as unsatisfactory or very unsatisfactory

The expected outcome was met.

Fall 2009

If you have made purchases from MSCC's bookstore, was the service provided satisfactory?

Yes – 94.50%

No – 5.50%

If you have made purchases from MSCC's bookstore, was the staff member(s) who assisted you courteous?

Yes – 93.14%

No – 6.86%

If you purchased books online through MSCC's bookstore, was the service satisfactory?

Yes – 96.00%

No – 4.00%

If you have eaten at MSCC's cafeteria, was the service provided satisfactory?

Yes – 94.81%

No - 5.19%

If you have eaten at MSCC's cafeteria, please rate the quality of the food.

89.32% rated the food Very satisfactory or satisfactory

N/A rated the food as unsatisfactory

This expected outcome was met.

Fall 2008

If you have made purchases from MSCC's bookstore, was the service provided satisfactory?

Yes – 96.55%

No – 3.45%

If you have made purchases from MSCC's bookstore, was the staff member(s) who assisted you courteous?

Yes – 94.78%

No – 5.22%

If you purchased books online through MSCC's bookstore, was the service satisfactory?

Yes – 96.32%

No – 3.68%

If you have eaten at MSCC's cafeteria, was the service provided satisfactory?

Yes – 94.77%

No - 5.23%

If you have eaten at MSCC's cafeteria, please rate the quality of the food.

88.89% rated the food Very satisfactory or satisfactory

11.12% rated the food as unsatisfactory

This expected outcome was met.

Describe Needed Changes: Since the question dealing with bookstore courtesy was below the anticipated outcome of 95%, a discussion with the bookstore manager was conducted on June 4 to reiterate the importance of all bookstore staff being courtesy to customers.

List of Supporting Documentation: Satisfaction of Student Services Survey Results

Date Last Updated: June 4, 2012

Motlow State Community College
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Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Business Affairs

Related Strategic Goal:

2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: BUSA-02

Action Plan Title: Planning, Developing, and Implementing Financial Aid Recipients Charging Books at Follett Bookstore with the anticipated result of increasing Successful Semester Completers

Desired Outcome: A 2 % increase in financial aid recipients who are successful semester completers from Spring 2011 to Spring 2012.

Description of Action Plan and Related Activities: In Spring of 2012, Motlow College and Follett Bookstore will implement the procedure of charging books at the Follett Bookstore. This will be available to eligible students as of January 8, 2012 with a Financial Aid credit balance. The charge period will be a three-day period from January 9-11, 2012. The intent is for students not to have to wait until after classes start to receive their books; therefore, they will be successful completers of their classes. An Argos report will be developed for Spring 2011 to determine the percentage of financial aid students that were successful semester completers and this will be compared to Spring 2012. The intent is to increase the successful semester completers for financial aid recipients by 2%.

Team Members: Vice President for Business Affairs, Bookstore Staff, Business Office Staff, Financial Aid Staff, and Information Technology Staff.

Timeline: July 01, 2012

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Comparing the Argos listing for Spring 2011 to Spring 2012 of successful semester completers of students receiving financial aid.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress: An Argos report was generated to pull comparative data between Spring 2011 to Spring 2012 for financial aid completers to determine if the procedure of charging for books increased the percentage of successful financial aid completers. The comparison resulted in an increase of 1.57%. The anticipated outcome is an increase of 2%; thereof, the anticipated outcome was not achieved.

Spring 2012

Describe Needed Changes: Since Spring 2012 was the first semester of offering the bookstore voucher, the business affairs staff feel that this option of bookstore charging should be communicated earlier to the student population. The goal is to communicate this option to students at least one month prior to the start of classes for the Spring of 2013.

List of Supporting Documentation: Argos Report for Spring 2011 – FA Percentage Spring 11 and Spring 2012 – FA Percentage Spring 12

Date Last Updated: June 4, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Advancement

Related Strategic Goal:

4.1 Increase resources from external sources.

Action Plan #: ADMT-01

Action Plan Title: Fundraise for the Transitional Scholarship

Desired Outcome: Additional funds of at least \$5,000 to provide financial assistance to select transitional students on an as-needed basis

Description of Action Plan and Related Activities: The marketing piece will continue to be distributed with focus being on small industries. Motlow College Foundation Trustees will be asked to participate in fundraising efforts.

Team Members: Director of Advancement (Jan Rogers); President (MaryLou Apple); Coordinator of Advancement and Special Events (Phyllis Daniel); Executive Director of Financial Aid (Joe Myers); and Vice President of Business Affairs (Hilda Tunstill); Motlow College Trustees

Timeline: Information to be distributed to all trustees by the end of 7/2012. Mailing to smaller industries in our 11 county area to be accomplished by the end of 8/2012.

Est. Cost: Apx. \$160 for printing marketing pieces. Fundraising event will pay for itself.

Budgeted: Included in current budget

Evidence of Success:

- (1) Scholarship fund is open.
- (2) Fundraising of at least \$5,000 has been accomplished.
- (3) Marketing piece for Transitional Scholarship has been completed and distributed.
- (4) Funds have been distributed to select transitional students to continue their education at MSCC.

Complete the following when assessing a plan

Current Status: Scholarship fund is open.

Describe Progress: Fundraising began 9/1/2011. The marketing piece has been prepared and distribution has begun. *\$8635 has been collected from donors and fundraiser; \$6452.5 scholarships awarded beginning with fall semester 2011*

Describe Needed Changes: None needed

List of Supporting Documentation: Related press release and marketing piece

Date Last Updated: June 11, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Advancement

Related Strategic Goal: 4.1 Increase resources from external sources.

Action Plan #: ADMT-02

Action Plan Title: increase the contacts with individuals in the community, specifically face-to-face visits

Desired Outcome: Develop relationships with and raise at least \$15,000 from individuals in the MSCC service area who have the resources and the interest in supporting Motlow College.

Description of Action Plan and Related Activities: The Director of Advancement will plan and hold fundraising events through the year and meet with donors in the community and volunteers (Trustees) who help open doors for personal contact.

The staff in the Office of Advancement will review the success of each event immediately following the event and decide on any needed changes for upcoming events.

Team Members: Director of Advancement (Jan Rogers), Coordinator of Advancement and Special Events (Phyllis Daniel), President (Dr. MaryLou Apple)

Timeline: 12/31/2012

Est. Cost: App. \$5,000 year for travel **Budgeted:** Included in current budget

Evidence of Success:

- (1) Documentation will show that at least three fundraising events per year were held.
- (2) Budget information will show that at least \$15,000 was raised as a result of these events.

Complete the following when assessing a planAssessment will take place after 6/30/12**

Current Status: In progress

Describe Progress: *Various fundraisers held: Franklin County Golf Tournament 9/11 netting \$7,761.80; Wine tasting held 11/11 netting \$1645.00; Motlow Foundation Gala held 3/12 netting \$39,557.10; Lincoln County Golf held; Nursing campaign has brought in \$1,550.00; and the Transitional Scholarship campaign has brought in \$8,635.00; The Smyrna Expansion fundraising has brought in over \$600,000.00*

Describe Needed Changes: *None*

List of Supporting Documentation: Related press releases, invitations, and budget information

Date Last Updated: June 11, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Advancement

Related Strategic Goal: 4.1 Increase resources from external sources.

Action Plan #: ADMT-03

Action Plan Title: Systematic donor mailings

Desired Outcome: Each donor will receive at least two annual fund requests a year and one planned gift (focus on estate planning) letter per year.

Description of Action Plan and Related Activities: The Director of Advancement will write letters to a selected list of donors and/or prospects seeking annual gifts. There will also be a letter targeting donors age 55 and older for planned gifts.

Team Members: Advancement Office Staff

Timeline: Planned giving letter will go out in November of 2011*

Est. Cost: App. \$1,500 for mailings **Budgeted:** Included in current budget

Evidence of Success:

- (1) Documentation will show at least 250 letters for annual fund gifts and 125 planned giving letters are sent in a series of three annual mailings.
- (2) Documentation will show increased donations and/or memberships from the previous year.

Complete the following when assessing a plan

Current Status: Choose an item.

Describe Progress: Overall contributions increased from year ending 6/30/11 but our internal campaign total is down

July 1,2011 – June 30 2012—Internal campaign resulted in donations of \$5,849.50
External campaign resulted in donations of \$513,437.46
Smyrna Expansion Campaign included above with the exception of
\$587,050 from the Christy Houston Foundation which was
remitted

Foundation Directly to the college rather than pass through the

Describe Needed Changes: n/a

List of Supporting Documentation: Copy of 6/8/12 planned giving letter (over 300 sent); copy of internal campaign letter from 12/6/11; various letters to individuals; pertinent call reports; 2012 solicitation letter for gala donations; 2012 letter to MLPS members and new MLPS members

Date Last Updated: 6/11/2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Advancement

Related Strategic Goal:

4.1 Increase resources from external sources.

Action Plan #: ADMT-04

Action Plan Title: Fundraise to Sustain MSCC Nursing Program

Desired Outcome: Raise at least \$10,000 for MSCC Nursing Program

Description of Action Plan and Related Activities:

A marketing piece to be designed for use in fundraising. The piece will show pertinent facts about the Nursing program; state how a donor can help; and list the benefits (draft attached); Make at least 6 contacts outside of MSCC to and challenge Foundation Trustees to get involved in fundraising.

The Director of Advancement will meet with participating Trustees to evaluate the status of this initiative and make changes as needed.

Team Members: Director of Advancement (Jan Rogers); President (MaryLou Apple); Coordinator of Advancement and Special Events (Phyllis Daniel)

Timeline: Fundraising starts 9/1/2011; Marketing piece to be ready for distribution by 12/15/11

Est. Cost: Apx. \$160 for marketing piece **Budgeted:** Included in current budget

Evidence of Success:

- (5) Fund for campaign is open.
- (6) Marketing piece for campaign has been completed and distributed.
- (7) Fundraising of at least \$10,000 has been accomplished.

Complete the following when assessing a plan ** ASSESSMENT WILL TAKE PLACE AFTER 6/30/2012

Current Status: In Process. This Campaign to Sustain our High Quality Nursing Dept only started mid-year so adequate time has not passed for assessment.

Describe Progress: *At this point, \$1500 has been raised. Assessment will take place after 6/30/13*

Describe Needed Changes: Intensify efforts for this project. Get more trustees involved.

List of Supporting Documentation: Related press releases, budget information for scholarship fund, and campaign brochure and Foundation Trustees meeting minutes

Date Last Updated: 6/11/12

Motlow State Community College

Institutional Effectiveness Plan

Unit: Business Office

Unit Head: Jay Turney

Division: Business Affairs

Statement of Purpose:

The mission of the Motlow College Business Office is to meet the varied support needs of the College and the Tennessee Technology Centers at Murfreesboro, McMinnville, and Shelbyville by

- providing effective and efficient fiscal support services including cash receipts and disbursements, student billings and receivables, accounts and loans receivables, cash management, and grant management;
- accurately and efficiently administering and processing all payrolls;
- providing efficient procedures for the purchase of equipment, materials, and supplies at the best available prices;
- providing contract support and approving all contracts;
- assuring implementation and continuous improvement of internal controls for safeguarding the assets of the institutions;
- assisting with the design, implementation, and maintenance of computerized information systems; and
- providing accurate and timely financial record keeping and fiscal reporting for both internal and external users in accordance with generally accepted governmental accounting standards and with the policies and procedures of the college and the Tennessee Board of Regents.

Date Last Updated: 12/1/11

Motlow State Community College
Action Plan for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Business Office

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: BOFF-01

Action Plan Title: Student Satisfaction with Business Office services

Desired Outcome: Students will be satisfied with Business Office Services as indicated by at least 97% of respondents to the Satisfaction of Student Services Survey rating the following question with a “yes”. *If you have had contact with MSCC’s Business Office, was the service satisfactory?*

Prior to July 1, 2011, the goal was 95% of respondents to the Satisfaction of Student Services Survey will rate the following question with a “yes”.

Description of Action Plan and Related Activities: The Business Office takes numerous steps to ensure a high level of student satisfaction with Business Office services. The primary focus is to provide both students and staff that provide Business Office services to students accurate and timely information. This communication happens year round and the methods of communication include telephone, email messages, the MSCC website, on campus electronic signs and on campus hard copy signs.

Activities that we deem especially important to our achieving our goal include conducting semi-annual training involving all locations to inform Business Office staff and others that the Business Office works closely with of changes in procedure that may have occurred. The training will include information about communicating with students regarding the payment plan, consequences of dropping a class if enrolled in payment plan or receiving Financial Aid, discussing solutions to most common student complaints and discussing customer service techniques when dealing with difficult students.

In addition, the Business Office will work to provide better general communication to all off campus sites to have all Motlow staff on the same page regarding Business Office procedures and information. This will help ensure students get consistent answers from all staff providing Business Office services and will maximize student satisfaction.

Each Fall when we get the scores from the Office of Institutional Research, Planning, and Effectiveness, management reviews the results and then communicates those results to all

staff. We ask staff to take a fresh look at how we can maintain and improve a high level of student satisfaction. All feedback and ideas are considered. The majority of the feedback is centered on ensuring we provide both students and staff that provide Business Office services to students accurate and timely information.

Team Members: Business Office employees and related student services personnel at all MSCC sites

Timeline: Review progress and evaluate annually upon receipt of Fall survey results.

Est. Cost: \$500

Budgeted: Included in current budget

Evidence of Success: The Office of Institutional Research, Planning, and Effectiveness will make the online survey available to all credit students each fall semester. The results of the survey will be posted on the IRPE website .

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

FALL 2011

For the period July 1, 2010 to June 30, 2011, the goal has been met as indicated by approval rating of 100% in Fall 2011. The approval rating for Fall 2010 was 96.17%.

The Business Office believes good communication is critical to achieving student satisfaction with Business Office services. In an effort to maintain high levels of student satisfaction, we continue to look for ways to improve the communication to both students and staff that provide Business Office services to students. Training is one method of communication. Previously, the Business Office has invited staff from all sites to come to Moore County and attend a three to four hour refresher training session. In FY12, we are changing that routine. One of the staff from the Moore County Business Office will travel to each site and provide on-site training. This will help identify and address local site issues that may factor in to achieving maximum student satisfaction with Business Office services. It also gives the staff at the off sites a break in having to travel to Moore County and may boost morale.

Describe Needed Changes: The Business Office will continue to work to improve communication regarding Business Office procedures and information in an effort to maintain or improve the level of student satisfaction. Our goal is to maintain a high level of satisfaction on a consistent basis (year to year basis). The Fall 2011 score of 100% is excellent but it is also understood that 100% satisfaction cannot be expected every year. Customer Service satisfaction is very important and we are increasing our desired outcome to 97% going forward. We intend to re-examine what we did this last year and improve upon our communication in hopes of achieving our outcome in the Fall 2012 survey.

As listed above, instead of having training at the Moore County site, we will be traveling to each site and doing the training there. We will continue to look for more changes like this to help improve overall communication and ensure that students are satisfied with the service that the Business Office provides.

List of Supporting Documentation: [Business Office IE Supporting Documentation 12-01-11](#)

Date Last Updated: 12/1/11

Motlow State Community College
Action Plan for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Business Office

Related Strategic Goal:

4.2 Advance our college as a role model for sustainability.

Action Plan #: BOFF-02

Action Plan Title: Improving Efficiency in the Business Office

Desired Outcome: By December 2011, the Business Office will identify and implement two new best practices for efficiency in support of sustainability to save time and money for the College.

Description of Action Plan and Related Activities: The Business Office will engage all Business Office employees to come up with suggestions on streamlining current procedures and processes in an effort to improve efficiency. In addition, when attending conferences, training and other occasions when interacting with other Higher Education institutions, we will look for best practices or other initiatives that have shown improvement in efficiency and/or cost savings in time or money.

Team Members: Business Office employees

Timeline: Periodically review progress and assess progress in prior fiscal year each December.

Est. Cost: \$500

Budgeted: Included in current budget

Evidence of Success: Each fiscal year, the Business Office will adopt two new best practices or improve current processes for increased efficiency in support of sustainability. Processes must be documented and be in use.

Complete the following when assessing a plan

Current Status: On Schedule

FALL 2011:

Describe Progress: For the period July 1, 2010 to June 30, 2011, the goal was met. The Business Office has adopted two new best practices for efficiency in support of sustainability. In January 2011, the Business Office implemented Positive Pay.

Positive Pay is a best practice that helps reduce fraud in the vendor and student payment process. Fraud prevention will help reduce the financial burden that may otherwise result from fraudulent transactions being processed by the bank. Thus, it will save the College money. It should be noted

that we learned of this best practice from several sources and when checking out whether it would be a wise use of College resources to implement, we found out that TBR had actually sustained a loss by not having positive pay implemented. This was the extra motivation we needed to get the process implemented in a timely fashion. The implementation was successful and the College is much more protected from a possible fraud event now that we are using positive pay.

In June 2011, the Business Office began using a best practice used by other educational institutions utilizing Sungard Banner to load adjustments for Motlow College into the accounting system electronically instead of manually keypunching the transactions. Ironically, the College was already using this process to a limited extent with a few of the TN Technology Centers we support. To improve the efficiency of our processing, we determined we could utilize the best practice for Motlow and the third Technology Center.

Loading data into the system electronically from a spreadsheet saves the College time and money. It takes much less time to load a spreadsheet with 1000 lines than it does to manually keypunch that same transaction. It also greatly reduces the errors made inherent with keypunching. When keypunching a transaction that large, errors are often made but there is not a good way to always determine how and where the errors are made. It is only much later when reconciling accounts that the errors are caught. In the event that an error is not caught, it could result in a finding on our annual audit. In addition to saving time and money and reducing errors, this process also improves the quality of the data that is put into the system. By using a spreadsheet to enter the data, a unique description can be used to identify each transaction. This has been very useful in reducing the time it takes to reconcile accounts both on a monthly basis and on an annual basis. It would virtually be impossible to keypunch a 1000 line journal entry and use a unique and detailed description for each line as the time that it would take to do so would literally be hours.

Reaction from internal users have been very positive about the improved descriptions. Reaction from the personnel involved with keypunching the transactions has also been positive.

Describe Needed Changes: The Business Office will continue to work to improve efficiency in support of sustainability by adopting at least two new best practices each fiscal year or improving current processes for increased efficiency in support of sustainability.

The staff is very excited to be engaged in finding ways to streamline processes and finding best practices that other schools are using. We will continue to engage the staff which will help in getting more ideas on what the best practices that already exists and are being used by other schools. We will not limit the processes we improve or the best practices we implement to two per fiscal year but instead will set that as a minimum number.

List of Supporting Documentation: [Business Office IE Supporting Documentation 12-01-11](#)

Date Last Updated: 12/1/11

Motlow State Community College

Institutional Effectiveness Plan

Unit: Financial Aid

Unit Head: Joe Myers

Division: Business Affairs

Statement of Purpose:

The Financial Aid office:

- Provides equal opportunities to all who wish to further their education through the use of federal, state, private, and institutional financial assistance;
- Counsels students concerning educational financing and indebtedness;
- Uses existing technology to enhance student services.

The Financial Aid Office is a unit within the Division of Business Affairs. The college maintains membership in the National Association of Student Financial Aid Administrators, the Southern Association of Student Financial Aid Administrators, and the Tennessee Association of Financial Aid Administrators.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Financial Aid

Related Strategic Goal:

1.2 Enhance access to higher education for traditionally underserved populations.

Action Plan #: FINA-01

Action Plan Title: Non-Traditional Lottery Identification

Desired Outcome: Additional non-traditional lottery awards will be offered to students who have eligibility for the Non-Traditional Lottery scholarship that otherwise might not self-identify themselves for eligibility consideration.

Description of Action Plan and Related Activities: The financial aid office will work to develop a program to assist with the identification of potentially eligible students for the Non-Traditional Lottery Scholarship. These will be students that have already completed a FAFSA for the evaluated year. The identified students will be evaluated and if eligible will be awarded the Non-Traditional Lottery Scholarship.

Team Members: Financial Aid, Admissions and Records, and IT staff members

Timeline: Review progress and evaluate December 1, 2011.

Est. Cost: \$ 200

Budgeted: Included in current budget

Evidence of Success: Beginning fall 2011, the new program will be implemented to identify potential student eligibility for the Non-Traditional Lottery Scholarship. The number of 2011 financial aid year original offered non-traditional scholarships to students should show an increase in original offered awards from the previous financial aid year original offered awards. Any addition to the number of original offered awards will indicate a successful outcome for this action plan.

Complete the following after implementation of the action plan.

Current Status: On Schedule

Describe Progress: The original plan was to develop queries to identify potentially eligible students for the Non-Traditional Lottery Scholarship beginning during the fall 2011 term. The attempts to develop useful queries were unsuccessful. In an effort to identify additional

students with possible eligibility, staff worked with students as they came to the office with other questions to look for eligibility indicators.

By running RFIBUDG reports on June 13, 2012 the original offered Non-Traditional Lottery Scholarships for the financial aid 2010 - 2011 year totaled 31 and for the financial aid 2011 - 12 year totaled 27. The original offers did not increase during the review period.

Describe Needed Changes: The ultimate goal of this action plan is to increase the number of students awarded the Non-Traditional Lottery scholarship. During the upcoming year additional efforts will be developed in an attempt to reach potentially eligible students.

- A section will be developed and added to the financial aid webpage highlighting the eligibility requirements for the scholarship,
- Efforts will be made to have an information box posted on the main homepage during the peak or primary registration period,
- Staff will continue efforts to alert walk-in students of eligibility possibilities,
- Other, additional efforts and actions will be implemented as they are identified.

List of Supporting Documentation: RFIBUDG report for Aid Year: 2010 - 2011 for Fund: NONTR and RFIBUDG report for Aid Year: 2011 - 2012 for Fund: NONTR

Date Last Updated: June 13, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Financial Aid

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: FINA-02

Action Plan Title: Point of Service Satisfaction Evaluation for the Financial Aid Office

Desired Outcome: Evaluate and develop a Point of Service survey instrument and evaluation procedure to be utilized in the financial aid office on the Lynchburg Campus and Smyrna to complement the results of the financial aid section of the Satisfaction of Student Services Survey.

Description of Action Plan and Related Activities: The financial aid office staff will research instruments used by other institutions to evaluate financial aid offices. Using the information collected, the financial aid staff will develop a survey instrument to capture the student's opinions at the point of service, providing an immediate reaction opposed to one developed at the end of year as in the Student Survey. The development process will be used to determine if the instrument will be paper, online or both. An evaluation process will be developed to identify such items as frequency of collection, process of evaluation, utilization of results, etc. The instrument should be complete and able to be implemented during the Fall 2012 term.

Team Members: Financial Aid, IR Staff, and IT staff members

Timeline: Review progress and evaluate June 30, 2012.

Est. Cost: \$ 0

Budgeted: Included in current budget

Evidence of Success: Finalization of a Usable Point of Service Survey Instrument and process for the Financial aid Office.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: The financial aid office has reviewed multiple financial aid office surveys from other colleges and universities across the country in on-line reviews. These reviews have

been useful in finalizing the instrument that the Motlow College Financial Aid Office will be using in the Lynchburg and Smyrna offices beginning Fall of 2012.

Both locations will utilize the same survey instrument with each campus identified separately. The decision was made to utilize very similar questions as was used on the Satisfaction of Student Services Survey to have a clear alignment for data comparison. Lockable survey collection boxes will be provided in the Lynchburg and Smyrna offices to collect the completed survey forms. Individuals visiting the financial aid offices in Lynchburg and Smyrna will be provided the opportunity to complete the survey after completing their business with the respective office.

The point of service survey results will be evaluated against the results gathered from the Satisfaction of Student Services Survey results. The analysis of these results will be shared with financial aid staff in order to identify areas for improvement.

The baseline results will be taken from the 2012 – 2013 evaluations and additional goals will be set at that time moving forward.

Describe Needed Changes: No changes are needed at this point in the process.

List of Supporting Documentation: Draft copies of the Point of Service Survey instruments developed for the Financial Aid Offices in Lynchburg and Smyrna.

Date Last Updated: June 14, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Financial Aid

Related Strategic Goal:

1.1 Expand the use of technology to increase access to post-secondary education.

Action Plan #: FINA-03

Action Plan Title: Financial Aid Website Redesign

Desired Outcome: Due to continued changes in the area of financial aid rules, regulations, and disclosures the current financial aid web site will be redesigned during the 2012 – 2013 financial aid year to provide financial aid customers with a better experience.

Description of Action Plan and Related Activities: During the 2012 – 2013 financial aid year the financial aid website will be redesigned. This redesign is needed to provide better information and service to our financial aid community. During the redesign the current page content and layout will be evaluated to identify areas needing improvement. Information that is now contained in multiple locations such as the Motlow College Catalog, Financial Aid Handbook, and website will be centralized into one location on the redesigned financial aid homepage in a user-friendly centralized location.

Team Members: Financial Aid Staff, IT staff, Web Master, Students, Foundation Office Staff

Timeline: The process will officially begin Fall 2012 with the final process to be completed by the end of Summer 2012. After that period, continued updates will be made as needed to continually provide the financial aid community with a more user-friendly site.

Est. Cost: \$ 200.00

Budgeted: Included in current budget

Evidence of Success: The results of the first Satisfaction of Student Services Survey following the Summer of 2013 will indicate an 85% or higher positive rating to the question related to how helpful the financial aid website information was for those who had visited the site.

Complete the following after implementation of the action plan.

Current Status: On Schedule

Describe Progress: The redesign has actually started earlier than planned with the redesign of the scholarship section of the website. This redesign element has consolidated information in

a searchable format for all Instructional and Foundation scholarships and has integrated links to scholarship applications in one location.

Describe Needed Changes: Continued work to complete all sections of the financial aid website redesign.

List of Supporting Documentation: [Screen prints of the scholarship section of the financial aid website](#)

Date Last Updated: June 14, 2012

Motlow State Community College

Institutional Effectiveness Plan

Unit: Human Resources

Unit Head: Laura Jent

Division: Human Resources

Statement of Purpose:

The mission of the Motlow College Human Resources Office is to support the overall strategic plan and mission of the College and to sustain the needs of the College and the Tennessee Technology Centers at Murfreesboro, McMinnville, and Shelbyville.

The Department of Human Resources provides management and oversight of:

- Employee relations
 - Benefits administration
 - Policies and procedures
 - Recruitment
 - Salary administration
 - Performance management
 - Workforce reporting
 - Personnel records and timekeeping
- State and Federal law compliance

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Human Resources

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: HRES-01

Action Plan Title: Applicant Folder Availability

Desired Outcome: After the published review date, completed applicant folders will be made available to hiring managers within three business days of receipt of all required documents.

Description of Action Plan and Related Activities: Human Resources will pull a 20% sample of job postings and verify that applicant folders were signed out by hiring managers within three business days of review date.

Team Members: Student Affairs, Academic Affairs, Business Affairs, Information Technology and Facilities staff members

Timeline: Review progress and evaluate June 30, 2012.

Est. Cost: \$ 0

Budgeted: Included in current budget

Evidence of Success: Completed applicant folders will be made available to hiring managers within three business days of receipt of all required documents to expedite the interview and hiring process.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

2012

100% of advertised positions between July 1, 2011 and June 30, 2012 were evaluated. Of the 4 positions advertised between July and August, all applicant folders were made available to hiring managers within three days of the published review date. Beginning September 2011, the applicant tracking software, PeopleAdmin, was purchased and implemented making all candidate information available to hiring managers immediately online.

The expected outcome has been met or exceeded for the last five years, and this will conclude action plan HRES-01.

2011

100% of advertised positions between July 1, 2010, and June 30, 2011, were evaluated. All applicant folders were made available to hiring managers within three days of the published review date; although on 5 out of the 26 advertised jobs, the hiring manager chose not to retrieve the files due to the lack of an effective applicant pool. On each of those 5 occasions, the manager opted to wait for a later date until an appropriate amount of applications had been collected.

2010

The sample selected from the applicant data for jobs advertised during the calendar year 2010 met the expected outcome. Although not all applicant folders were picked up immediately by the hiring managers, all folders were made available within three business days of receipt following the published review date.

2009

The sample selected from the applicant data for jobs advertised during the calendar year 2009 met the expected outcome. Although not all applicant folders were picked up immediately, all folders were made available to hiring managers within three business days.

2008

The sample selected from the applicant data for jobs advertised during the calendar year 2008 met the expected outcome. Applicant folders were made available to all hiring managers within three business days.

2007

The sample selected from the applicant data for jobs advertised during the calendar year 2007 met the expected outcome. Applicant folders were made available to all hiring managers within three business days.

If results are less than expected, the director of human resources will review the applicant process and make any necessary changes to achieve the expected results.

Describe Needed Changes:

List of Supporting Documentation: List of all job postings from July 1, 2011 through June 30, 2012 showing the review date along with the date the applicant files were signed out by hiring managers.

Date Last Updated: June 30, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Human Resources

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: HRES-02

Action Plan Title: Non-discriminatory Applicant Pool

Desired Outcome: The applicant pool for each vacant faculty and staff position will include submissions from underrepresented groups in the recruiting area.

Description of Action Plan and Related Activities: Upon determining the demographics of the recruiting area, Human Resources will work with hiring managers to include focused recruiting using mediums that will attract a diverse population.

Team Members: Student Affairs, Academic Affairs, Business Affairs, Information Technology and Facilities Units

Timeline: Review progress and evaluate June 30, 2012.

Est. Cost: \$12,500

Budgeted: Included in current budget

Evidence of Success: A diverse applicant pool of faculty and staff representing underrepresented populations reflective of the recruiting area in all job postings.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2012

In alignment with the 2010-2015 Access and Diversity Plan, Goal 3, Objective 3.1, the Human Resources department has continued to work with hiring managers to publicize recruitment ads in a wide array of diversity publications and to make special efforts to recruit underrepresented applicants. In looking at a 20% sample of the jobs posted during the plan year, we observed an increase in the number of diverse applicants for those positions, although we are aware that

the Director of Nursing and Mechatronics Instructor positions produced no non-white applicants. 8% of new hires were from underutilized populations during this plan year.

2011

In alignment with the 2010-2015 Access and Diversity Plan, Goal 3, Objective 3.1, the Human Resources department has worked with hiring managers to publicize recruitment ads in a wide array of publications that target diverse populations. In comparing a 20% sample of applications from the 2010 postings to a 20% sample from the 2011 postings, we did see an increase in the number of non-white applicants. However, the increased number of diverse applicants produced no non-white hires during the assessment period.

2010

New recruiting sources continue to be explored in an attempt to attract a more diverse applicant pool. All applicant pools were reviewed by the affirmative action officer; however, producing more qualified diverse candidates continues to be challenging.

2009

New recruiting sources were utilized to attract more diverse applicant pools. Applicant pools were reviewed by the affirmative action officer, and proved to produce more qualified diverse candidates. 20 percent of all new hires were from underutilized populations.

2008

Applicant pools were reviewed by the affirmative action officer; however, the expected outcome of attracting more diverse candidates was not achieved. As a result, HR will modify its procedure to include additional measures to attract a diverse candidate pool as outlined in the action plan.

2007

The recruiting process will be modified and/or enhanced to successfully recruit in areas where qualified applicants, who replicate availability, may be identified and asked to apply for vacant positions.

If results are less than expected, the director of human resources will review the applicant process and make any necessary changes to achieve the expected results.

Describe Needed Changes: Desired outcome was updated to reflect applicants from underrepresented groups rather than trying to replicate the demographics of the recruiting area.

List of Supporting Documentation: Affirmative Action race/ethnicity applicant results pulled from sample job postings

Date Last Updated: June 30, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Human Resources

Related Strategic Goal:

2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: HRES-03

Action Plan Title: Fostering Federal Work Study Students

Desired Outcome: Federal Work Study students will be provided with a smooth transition and orientation into the Motlow workforce, and follow-up contact will be made to guide them through to completion of their job while maintaining successful academic progress.

Description of Action Plan and Related Activities: The department of Human Resources will provide a thorough orientation to Federal Work Study students and introduce them to the supervisor of the unit they are assigned to. A contact list with our department names and numbers will be given to all work study students should they have questions, and follow-up contact along with “welcome aboard”, “stick with it”, and “you did it” goodie bags will be given by the Human Resources department to each student at the beginning, mid-term, and end of the semester.

Team Members: Human Resources Department; Student-worker Supervisors

Timeline: Review progress and evaluate at the end of June 30, 2012

Est. Cost: \$500

Budgeted: Included in current budget

Evidence of Success: Beginning fall 2011, the persistence to completion rates of Federal Work Study students will be monitored, and those in the Federal Work Study program will meet or exceed the rates of non work study students.

1. Federal Work Study Rosters
2. Pre-assessment Survey Results
3. Post-assessment Survey Results

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2012

A Federal Work Study student roster was obtained from Financial Aid, and contact was made with each student. All FWS students were given a “welcome aboard” gift with school supplies and a campus contact list at the time of employment paperwork processing. Several weeks into the semester, each member of the Human Resources department was assigned a group of students to contact and check on the students’ academic progress. Mid-term “stick with it” and finals “you did it” gift bags were sent to the students’ job sights, and prior to the end of the semester, a post-assessment survey was emailed to the group.

Our 2010 baseline group of FWS students had a 75% Fall-to-Spring retention rate with no Human Resources initiatives in place. The Fall 2011 group of FWS students who received Human Resources involvement had an 86% Fall-to-Spring retention rate, an 11% increase over the baseline group and a rate that is 21% above that of the system Fall-to-Spring retention rate of 65%.

2011

The initial effort for action plan HRES-03 began with a pre-assessment survey sent via email to all federal work-study students, followed by a welcome packet sent to each student containing Motlow school supply items and a laminated sheet with Human Resources and important campus contact numbers and information. Several weeks into the semester, each member of the Human Resources department made contact with approximately 5 students to check on their academic progress. At mid-terms a “stick with it” fun pack was sent to all work-study students, and another “congratulations you made it” fun pack was sent near finals. The assigned work supervisors were contacted to verify the student’s completion of work requirements, and prior to the end of the semester, a post-assessment survey was sent to the student group.

This group of federal work-study students established our baseline, and retention and completion data will not be available for comparison until the end of Spring 2012.

Describe Needed Changes:

List of Supporting Documentation: Federal Work Study student roster for each semester. Pre and post-assessment surveys. College contact information.

Date Last Updated: June 30, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Student Affairs - Vice President

Related Strategic Goal:

4.2 Advance our college as a role model for sustainability.

Action Plan #: SAVP-01

Action Plan Title: Implementation of Banner DegreeWorks

Desired Outcome: Increase efficiency by reducing these steps to ten or less and to eliminate the need to create a manual list of requirements for each advisee.

Description of Action Plan and Related Activities:

Rationale

Currently it takes twenty or more steps, some very cumbersome, for an advisor to determine the progress of a student toward degree completion. Under the current system, the following list represents some of the steps required to complete this task:

1. Log in to MyMotlow
2. Select Menu "Faculty and Advisors"
3. Select "Student Information Menu"
4. Select Menu "Academic Transcript"
5. Select the Term and then "Submit"
6. Enter Student ID or Search Criteria and Select Submit
7. Select Student from results of step 6 and Select Submit
8. Select Transcript Level
9. Select Transcript Type
10. Select "Display Transcript"
11. Transcript is Displayed on Screen with Courses Listed by Term Taken
12. Keep Item 11 Information on Screen or Print for Use
13. Go to the Motlow Home Page
14. Select "Faculty and Staff"
15. Select "Catalog"
16. Select "Programs"
17. Find the Program (ex. A.A.S in Nursing) and Select
18. Print the Program of Study for Comparison with the Item 12
19. Search the Transcript by Term for Each Course Requirement on the Program of Study
20. Manually Create a List of Requirements Completed and Remaining from the Student
21. And More Steps to Research Uncertain Items on the Transcript

If the advisor or the student doesn't keep the list created in step 20 above, the entire process has to be repeated.

Description

A dedicated team of Motlow Staff will work with SungardHE to install, test and implement DegreeWorks to interface with the Banner Student System. The Vice President will monitor training and testing by periodically reviewing status reports produced by the Team Lead and/or SundgardHE Staff and intervene if/when necessary.

Team Members: Vice President for Student Affairs and the Implementation Team. The Implementation Team members are as follows:

Director of Student Success, Team Lead
Director of Admissions and Records
Director of Administrative Computing
Programmer Analyst
Graduation Analyst
Coordinator of Academic Services

Timeline: February, 2012

Est. Cost: \$145,000

Budgeted: Included in current budget

Evidence of Success: Status reports from SungardHE and/or Team Lead and data examples from the Test Environment. The benchmark of success is a DegreeWorks production environment go-live based on the current MSCC Catalog.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress: *(What were the results of your actions? Include date reported.)*

September 20- 21, 2011

Sungard's Tim Morrison and Laurie Perry help the project kick-off meeting and technical training on the Moore County Campus.

November 29th thru December 1, 2011

Sungard's Laurie Perry conducted Training Session with the following objectives:

- Demonstrated ability to troubleshoot student data issues and their application to course requirements on the Web
- Demonstrated ability to place Exceptions on student records
- Demonstrated ability to run extracts, and bulk audits via Transit.

January 24th thru January 26, 2012

Sungard's Laurie Perry conducted Training Session with the following objectives:

- All users will have appropriate permissions.
- Demonstrated ability to manage the Planner and Templates functionality
- The "Go Live" Checklist will indicate the status of all critical components.
- Software Cut-Over Plan will be evaluated.
- Internal Training Plan for each user class will be evaluated.

January 30 and 31st, 2012

DegreeWorks Cloned to DegreeWorks Production.

February 28, 2012

Per discussions with Team Lead, discovered that IT was having difficulty with the link from Banner Web to DegreeWorks. Instructed Team lead to inform the Sundgard Project Manager and copy the District Manager and myself. Immediately after notification, Sundgard reacted and problem was resolved in short order.

End of February 2012

Links completed giving access via Banner Web and available to the faculty for training by the second week of March.

March 2012

DegreeWorks Live for the 2011-12 Catalog. Steps needed for an advisor to determine the progress of a student toward degree completion have been reduced to 7 as shown below:

1. Log in to MyMotlow
2. Select Menu "Faculty and Advisors"
3. Select Menu "DegreeWorks"
4. Select the Term and then "Submit"
5. Enter Student ID or Search Criteria and Select Submit
6. Confirm the Student Selected and Select Submit
7. DegreeWorks Displays Student Details
 - a. Requirements
 - b. Progress Toward Degree
 - c. Courses Completed
 - d. Courses Needed (With Courses Offered to Satisfy the Requirement)

The above steps take less than five minutes and eliminate the need to maintain a paper copy of the information. The information is always readily available within DegreeWorks.

Initial training dates were as follows:

Fayetteville Center - March 19 - 9:00 a.m. - 11:00 a.m. - Coordinator - Laura Monks

McMinnville Center - March 21 - 9:30 a.m. - 11:30 a.m. and 2:00 p.m. - 4:00 p.m. - Coordinator - Melody Edmonds

Moore County Campus - March 16 - 9:30 a.m. - 11:30 a.m. and 1:30 p.m. - 3:30 p.m. - Coordinator - Rhonda Cotham

March 19 - 1:30 p.m. - 3:30 p.m. - Coordinator - Rhonda Cotham

March 26 - 9:00 a.m. - 11:00 a.m. - Coordinator - Rhonda Cotham

Smyrna Center - March 23 - 10:00 a.m. - 12:00 p.m. - Coordinator - Cheryl Hyland

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

List of Supporting Documentation: *(Submit when reporting progress.)*

- Data Examples from the Test Environment
- Status reports from SungardHE and Team Lead
- DegreeWorks Training Schedule

Date Last Updated:

May 31, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Student Affairs - Vice President

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: SAVP-02

Action Plan Title: Student Affairs Staff Training

Desired Outcome: At least 85% of the respondents to the training evaluation will rate the overall presentation as “Good” or a higher.

Description of Action Plan and Related Activities: The Vice President for Student Affairs will select and schedule at a minimum one training session for the staff in the Student Affairs. The training topic will be selected from subjects such as customer service, FERPA, “How to” training, etc. An evaluation instrument will be distributed to participants. Completed evaluations will be returned to the Vice President. A summary report will be compiled and studied to determine the overall rating. Where results are less than the desired outcome, the Vice President will meet with department heads to brainstorm ways to improve the staff training.

Team Members: Vice President for Student Affairs and Unit Heads

Timeline: June, 2012

Est. Cost: \$ 1,000

Budgeted: Included in current budget

Evidence of Success: Evaluation results will show at least 85% of the respondents will rate the overall training presentation as “Good” or higher.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: *(What were the results of your actions? Include date reported.)*

7/12/2011

Arranged for two training sessions on the topic – “Training Front Office Staff: Handling Difficult & Disruptive Behaviors” for 7/28/11 and 9/8/11 from Innovative Educators.

Front office staff, like soldiers on the front lines of battle, is often placed in situations where they are nose-to-nose with students, faculty and staff who are not at their best. They are asked to create a warm, caring, customer-service focused place for students, faculty and staff to have their questions answered.

Problems occur where students demand services and often become frustrated with front-line service staff. This training will offer some practical advice on how to work with emotional and at-risk faculty, staff and students who approach front office staff in person, on the phone or through email in a disrespectful manner. The presenters will discuss ways to create an office waiting room environment that will help reduce conflict and prevent problems before they start.

7/13/11

Notified Student Affairs Supervisors to plan for their staff to attend one of the training dates (7/28/11 or 9/8/11).

7/26/11

Distributed reference materials for 7/28/11 training.

7/28/11

First training session Noon to 1:30pm in MT105A. Nineteen attended the training with eighteen completing training evaluations.

9/7/11

Distributed reference materials for 9/8/11 training.

9/8/11

First training session Noon to 1:30pm in MT138. Twenty attended the training with Nineteen completing training evaluations.

9/30/11

Compiled results from 7/28/11 and 9/8/11 training evaluations.

Eighteen of the nineteen in attendance submitted evaluations for the 7/28/11 training. 100% rated the presentation as “Good” or higher.

Nineteen of the twenty in attendance submitted evaluations for the 9/8/11 training. 89% rated the presentation as "Good" or higher.

The desired outcome was achieved. We will continue our training efforts during 2012-13.

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

List of Supporting Documentation: *(Submit when reporting progress.)*

1. Training Notification to Student Affairs Staff
2. 7/28/11 Attendance List
3. 9/8/11 Attendance List
4. Training Handouts
 - a. PowerPoint for Notes
 - b. Top Ten Things Not to Say
 - c. Techniques in Responding
 - d. Positive Response Suggestions
 - e. Discussion Questions
5. 7/28/11 Evaluations Summary
6. 7/28/11 Evaluations
7. 9/8/11 Evaluations Summary
8. 9/8/11 Evaluations

Date Last Updated: 5/10/12

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Student Affairs - Vice President

Related Strategic Goal:

4.2 Advance our college as a role model for sustainability.

Action Plan #: SAVP-03

Action Plan Title: Develop Term Registration Numbers Database

Desired Outcome: Increase efficiency by developing an automated method of capturing and storing registration numbers by day of registration for each term. Currently, it is a manual process to find a past term's registration numbers on a specific day and determine the number of days of registration from the beginning of the past term's first day of registration.

Description of Action Plan and Related Activities: Develop and implement a database with automated updates from daily ARGOS runs of registration numbers to include term identifiers, registration date, and the day number of registration. The Vice President or designee will monitor the project based on team status reports.

Team Members:

Vice President or Designee
Student Affairs Staff
IT Administrative Services Staff
Others as Needed

Timeline: June 30, 2013

Est. Cost: < \$400

Budgeted: Included in current budget

Evidence of Success: Report of data from the newly created Registration Numbers Database.

Complete the following when assessing a plan

Current Status: Choose an item.

Describe Progress: *(What were the results of your actions? Include date reported.)*

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

List of Supporting Documentation: *(Submit when reporting progress.)*

Date Last Updated:

Motlow State Community College

Institutional Effectiveness Plan

Unit: Student Affairs

Unit Head: Regina Burden

Division: Student Affairs

Statement of Purpose:

The Student Affairs and Institutional Advancement Unit consists of two diverse functions that work together to provide support services that seek to enrich and empower the students and community it serves. Student Affairs includes the offices of Admissions and Records, the Advisement Center, Athletics, Career Planning and Placement, Counseling and Testing, Disability Services, Health and Wellness Services, Recruiting (Assistant Directors), and Student Affairs. The activities supported by the offices include advisement, recruiting, registration, retention, grade reporting, collegiate and intramural athletics, health services and wellness activities, job placement and career services, counseling, disabled student support services, new student orientation, student discipline, student government, student organizations, student publications, testing, and tutoring. Institutional Advancement, through its community relations, promotes the institution.

The diverse functions, working together, create an environment of support services and activities that promote success of a diverse student body with emphasis on development of the total person.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Student Affairs - Asst. VP

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: STUD-01

Action Plan Title: Student Satisfaction with Student Services

Desired Outcome: At least 90% of the respondents to the Community College Survey of Student Engagement (CCSSE) will rate the satisfaction of student services as “somewhat” or “very”. The N/A category will be excluded from the percentage calculation.

Description of Action Plan and Related Activities: To determine if the expected outcome of 90% satisfaction has been met, the assistant vice president will review the CCSSE Frequency Distributions for Motlow and for other small colleges to determine if the Motlow responses are similar to colleges of the same size. If any area is out of range with responses comparing Motlow students in this survey cycle to Motlow students in the previous survey cycle as well as comparing Motlow students and students at other small colleges in this cycle, the assistant vice president will work with all departments to identify possible concerns with solutions.

Areas within the Student Affairs unit will offer each student who visits the office for assistance to complete a short needs assessment. Students will place the completed form in a locked box for retrieval. The assistant vice president for student affairs will retrieve and review the forms on a weekly basis and discuss the results/comments with the directors of the unit. If negative comments are received, the appropriate director will discuss with staff members and make changes and/or improvements.

The director of Institutional Research, Planning, and Effectiveness (IRPE) will coordinate the CCSSE survey. Faculty members in selected classes administer surveys and return them to the director of IRPE who sends them to CCSSE for scoring. IRPE will post results on the IRPE web site. The Assistant Vice President of Student Affairs will review Motlow CCSSE scores for the following satisfaction ratings and decide on how to make improvements.

Satisfaction ratings for the following student services are provided:

Academic advising
Career planning
Peer or other tutoring

Admissions
Student and Campus Relations
Satisfaction with testing services
Satisfaction with student organizations
Services to students with disabilities

Team Members: *(Who will do it?) Faculty will administer to students; director of IRPE; Assistant VP of Student Affairs; directors of student affairs units*

Timeline: *(By when? Day/Month) Prior to the end of the semester*

Est. Cost: \$0

Budgeted: Choose an item.

Evidence of Success: *(What evidence will be provided that progress is being made? What are benchmarks of success?) Success will be determined in the following ways:*

If there are fewer than five negative comments received on the visit forms per week. If negative comments are received, the appropriate director will discuss with staff members to make changes and/or improvements.

Results of the CCSSE will be reviewed with a 90% satisfaction rate of “somewhat” or “very”.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

List of Supporting Documentation: CCSSE Frequency Distributions Report and completed visit forms

Date Last Updated: 12/11

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Student Affairs - Asst. VP

Related Strategic Goal:

2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: STUD-02

Action Plan Title: Increase in Transfers to MTSU

Desired Outcome: Create a website for students planning to transfer to MTSU

Description of Action Plan and Related Activities: Students will be asked during orientation if they are planning to transfer to MTSU via pre/post test. Students will then be coded in BANNER to receive email information regarding MTSU deadlines and other pertinent information.

Students who have recently transferred to MTSU and those who are interested in transferring will be interviewed to determine pertinent/useful data to be included on the website.

Team Members: Student Affairs unit

Timeline: June 2012

Est. Cost: \$0

Budgeted: Choose an item.

Evidence of Success: Progress will be determined by the number of students responding to the question on the pre/post test; the number of students interviewed; and the number of "hits" on the website.

Complete the following when assessing a plan

Current Status: Choose an item.

Describe Progress: *(What were the results of your actions? Include date reported.)*

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

List of Supporting Documentation: *(Submit when reporting progress.)*

Date Last Updated: 12/11

Motlow State Community College

Institutional Effectiveness Plan

Unit: Admissions

Unit Head: Greer Alsup

Division: Student Affairs

Statement of Purpose: Motlow College concentrates its efforts and resources to maximize its commitment to achieving a diverse student body, faculty, and staff. The College recognizes the significance of diversity and provides quality educational opportunities and services to support the development of the total person.

The Admissions and Records unit supports these efforts by focusing on providing a positive and supportive atmosphere for our students as we provide the following services:

- Orderly admissions and registration
- Provision of grades and transcripts
- Certification of veterans
- Coordination of graduation activities

The Admissions and Records Office at Motlow State Community College is a unit within the Student Affairs Department. The department is affiliated with the Tennessee Association of Collegiate Registrars and Admissions Officers, Southern Association of Collegiate Registrars and Admissions Officers and American Association of Collegiate Registrars and Admissions Officers.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Admissions

Related Strategic Goal:

1.2 Enhance access to higher education for traditionally underserved populations.

Action Plan #: ADMS-01

Action Plan Title: Requirements for Admission

Desired Outcome: The number of students lacking requirements for admission to the college by the end of their first term of enrollment will not exceed 10% of the total number of first-time freshmen.

Description of Action Plan and Related Activities: Emails are sent to all students who have missing requirements when application is made. Follow-up emails are sent again about a month before pre-registration for the next term. In the fall 2008 as an effectiveness measure, email became the means for communication with students. In the fall 2011 as an effectiveness measure, a conditional acceptance letter was added for first time freshman. This is sent out as soon as they apply. Students receive information earlier so all requirements will be received in a timely fashion.

Team Members: Financial Aid, Admissions and Records, and IT staff members

Timeline: Review progress and evaluate December 1, 2011.

Est. Cost: \$ 0

Budgeted: Included in current budget

Evidence of Success: More first-time freshmen will meet application requirements.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

Fall 2011

Fall term 2011, there were 1, 156 first-time freshmen enrolled. Of the 1156 enrolled, 2 (.01) students still had admissions holds at the end of the term, staff sends any reminders needed.

Use of email has been an effective means of communications. We met our goal again this term and will continue sending the second email to remind students.

Fall 2010

Fall term 2010, there were 1,190 first-time freshmen enrolled. Of the 1190 enrolled, 6 (.50%) Students still had admissions holds at the end of the term; staff sends any reminders needed.

Use of

Email has been an effective means of communications. We met our goal again this term and will

continue sending the second email to remind students.

Fall 2009

Fall term 2009, there were 1308 first-time freshmen enrolled. Of the 1308 enrolled, 23 (.99%)

students still had admissions holds at the end of the term; staff sends any reminders needed.

Use of email has been an effective means of communications. We met our goal again this term and will continue sending the second email to remind students.

Fall 2008

Fall term 2008, there were 1134 first-time freshmen enrolled. Of the 1134 enrolled, 52 (4.59%) students still had admissions holds at the end of the term; staff sends any reminders needed. Use of email has been an effective means of communication. We met our goal again this term and will continue sending the second email to remind students.

Fall 2007

Fall term 2007, there were 1062 first-time freshmen enrolled. Of the 1062 enrolled, 93 students still had admissions holds at the end of the term. That is 6.78% much better than our 10% goal. We met our goal again this term and will continue sending the second email to remind students.

Findings will be used to determine if additional measures need to be taken, such as the sending of a more direct, third, tentative letter and a review of contacts to determine more effective means of obtaining information from students.

Describe Needed Changes: None at this time.

List of Supporting Documentation:

Date Last Updated: 6/11/12

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Admissions

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: ADMS-02

Action Plan Title: Satisfaction with Assistance by the Office of Admissions and Records

Desired Outcome: At least 90% of the respondents to the Satisfaction of Student Services Survey will rate the assistance by the Office of Admissions and Records as satisfactory.

Description of Action Plan and Related Activities: The Office of Institutional Research, Planning, and Effectiveness will make the online survey available to students during the fall semester. The office will post the results of the survey on the IRPE web site. Admission and Records Office personnel will review and evaluate results and make changes as needed. With new personnel being hired, there will be extensive training in customer service and providing customers with correct answers. The Director of Admissions and Records will meet with each off campus site staff for training each semester. When the off campus site Directors have a meeting they will include the Director of Admissions and Records so that any issues that may arise may be handled in a timely fashion.

Team Members: Financial Aid, Admissions and Records, and IT staff members

Timeline: Review progress and evaluate December 1, 2011.

Est. Cost: \$ 0

Budgeted: Included in current budget

Evidence of Success: Satisfaction with Student Services Survey Results will show that at least 90% of responding students rate the assistance of Admission and Records Office as satisfactory.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

2011

Ninety-five percent of the respondents to the Satisfaction of Student Services Survey rated assistance offered by the Admissions and Records Office as satisfactory. This survey represents all four campuses.

The expected outcome of 90% was met. We will continue to service student in a friendly and helpful manner. We will continue to train off-campus sites so there will be a smoother transition into college.

Any new personnel will be trained have extensive training.

2010

Ninety-seven percent of the respondents to the Satisfaction of Student Services Survey rated the assistance offered by the Admissions and Records Office as satisfactory. The expected outcome of 90% was met. We will continue to service students in a friendly and helpful manner. We will continue to train off-campus sites with the application process so that the process for students will be a smoother transition into college.

2009

Ninety-four percent of the respondents to the Satisfaction of Student Services Survey rated the assistance offered by the Admissions and Records Office as satisfactory. The expected outcome of 90% was met. We will continue to service students in a friendly and helpful manner. We will continue to train off-campus sites with the application process so that the process for students will be a smoother transition into college.

2008

Ninety-one percent of the respondents to the Satisfaction of Student Services Survey rated the assistance offered by the Admissions and Records Office as satisfactory. The expected outcome of 90% was met. We will continue to service students in a friendly and helpful manner.

We will continue to train off-campus sites with the application process so that the process for students will be a smoother transition into college.

2007

Eighty-nine percent of the respondents to the Satisfaction of Student Services Survey rated the assistance offered by the Admissions and Records Office as satisfactory. This expected outcome was not met. The satisfaction rate fell below 90%, the director of admissions and records and the director's vice president will discuss ways to improve services by the office of admissions and records.

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

List of Supporting Documentation: *(Submit when reporting progress.)*

Date Last Updated:

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Admissions

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: ADMS-03

Action Plan Title: Satisfaction with the Courteousness of the Staff of the Office of Admissions and Records

Desired Outcome: At least 90% of the respondents to the Satisfaction of Student Services Survey will rate the courteousness of the staff of the Office of Admissions and Records as satisfactory.

Description of Action Plan and Related Activities: The Office of Institutional Research, Planning, and Effectiveness will make the online survey available to students during the fall semester. The office will post the results of the survey on the IRPE web site. Admission and Records Office personnel will review and evaluate results and make changes as needed. With new personnel being hired for the admissions front desk, there will be extensive training in customer service and providing customers with correct information. The Admissions and Records staff will attend professional development training offered by TACRAO each summer and any other customer service training made available through MSCC.

Team Members: Financial Aid, Admissions and Records, and IT staff members

Timeline: Review progress and evaluate December 1, 2011.

Est. Cost: \$ 0

Budgeted: Included in current budget

Evidence of Success: Satisfaction with Student Services Survey Results will show that at least 90% of responding students rate the courteousness of Admission and Records Office as satisfactory.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

2011

The Student Satisfaction survey indicated that 97.88% agreed that the staff at Motlow College was courteous. This represents all four campuses at MSCC. The satisfaction rate was above the 90% expected outcome. Results and comments are reviewed and any corrective action occurs to improve services to students.

2010

The Student Satisfaction survey indicated that 97.87% agreed that the staff at Motlow College was courteous. The satisfaction rate was above the 90% expected outcome. Results and comments are reviewed and any corrective action occurs to improve services to students.

2009

The Student Satisfaction Survey indicated that 93.6% agreed that the staff at Motlow College was courteous. The satisfaction rate was above the 90% expected outcome. Results and comments are reviewed and any corrective action occurs to improve services to students.

2008

The Student Satisfaction Survey indicated that 91.43% agreed that the staff at Motlow College was courteous. The satisfaction rate was above the 90% expected outcome. Results and comments are reviewed and any corrective action occurs to improve services to students.

2007

Eighty-four percent of the respondents to the Satisfaction with student Services Survey agreed that the staff was courteous. This expected outcome was not met. The satisfaction rate fell below 90%, the director of admissions and records and the director's vice president will discuss ways to improve services by the office of admissions and records.

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

List of Supporting Documentation: *(Submit when reporting progress.)*

Date Last Updated:

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Admissions

Related Strategic Goal:

2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: ADMS-04

Action Plan Title: Implementation of Degree Works

Desired Outcome: Students and faculty will access on the web a degree audit and get accurate information about graduation requirements.

Description of Action Plan and Related Activities: Complete training on how to develop Degree Works and keep it updated. Graduation Analyst will update catalog accurately to reflect changes in program of studies each year.

Team Members: Graduation Analyst, Director of Student Success, Director of Admissions and Records, Coordinator of Academic Services, and Programmer Analyst I

Timeline: Use bench line implementation for fall 2012. Measurement to begin spring 2013

Est. Cost: Cost of Degree Works **Budgeted:** Included in current budget

Evidence of Success: Increase usage yearly by 10%

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: Graduation Analyst, Director of Admissions and Records, Director of Student Success, Coordinator of Academic Services, and Programmer Analyst I will continue with training and building of Degree Works through February 2012. The fall 2011 catalog is being built in Degree Works. Each year when changes occur in programs Graduation Analyst will update Degree Works to reflect those changes for each new catalog. Degree Works will promote accurate information given to students, advisors and faculty.

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

List of Supporting Documentation: *(Submit when reporting progress.)*

Date Last Updated:

Motlow State Community College

Institutional Effectiveness Plan

Unit: Athletics

Unit Head: Jerry Nichols

Division: Student Affairs

Statement of Purpose:

The athletics department of Motlow State Community College provides opportunity for total development and lifetime success of student athletes by instilling the qualities of discipline, teamwork, sportsmanship, competitiveness, and good character.

The department brings recognition to the college with the success of our teams, student athletes, and coaches; and increases revenues for the college through increased enrollment, concessions, and fund-raising projects.

The department develops positive relationships with the community by offering instructional camps and clinics, providing use of facilities, hosting competitive athletic contests, and interacting with area middle schools and high schools providing public service and community development.

The athletics department is a unit within the Student Affairs division. The department is affiliated with the National Junior College Athletic Association, the Tennessee Community College Athletic Association, and the National Association for Collegiate Directors of Athletics in order to provide high levels of competition for our student athletes.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Athletics

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: ATHL-01

Action Plan Title: Athletic Mentoring Program

Desired Outcome: Develop and maintain a mentoring program for at risk elementary school students with local elementary schools.

Description of Action Plan and Related Activities: Attend Robert E. Lee Elementary School one hour per week to mentor and tutor elementary students. This initiative will be assessed based upon feedback from athletes who serve as tutors, and from teachers and students at the elementary schools whose class is being tutored.

Team Members: Head Coaches of all sports in the athletic department.

Timeline: Assessed and reviewed annually

Est. Cost: \$500

Budgeted: Included in current budget

Evidence of Success: Evidence of progress being made will be from the coaches monitoring the Athletic Mentoring Program.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

2011

This goal was not met. Due to changes in softball personal and the lack of students interested in this particular program the coaches have decided not to continue this mentoring program. However, this does not precluded if the opportunity arrives in the future.

2010

18 athletes (softball players) were involved in the fall 2010. The Motlow players are not assigned to one child in particular at Robert E. Lee. They are assigned to classrooms, so there are hundreds of elementary school students that benefit from the program.

2009

Mentoring

1. 17 athletes (softball players) were involved in the mentoring at Robert E. Lee in the fall 2009. 17 athletes (softball players) were involved in the mentoring at Robert E. Lee in the fall 2008. The Motlow athletes are not assigned to one child in particular at Robert E. Lee. They are assigned to classrooms, so there are hundreds of elementary school students that benefit from the program.
2. Stays the same as last year.

2008

The Motlow players end up spending a greater amount of time at Robert E. Lee than the required one hour per week. The elementary students love the interaction with our student-athletes and our student-athletes gain a tremendous amount of pride by helping the youngsters.

Mentoring

1. 17 athletes (softball players) were involved with the mentoring at Robert E. Lee in the fall 2008. 13 athletes (softball players) were involved with the mentoring at Robert E. Lee in the fall 2007. The Motlow athletes are not assigned to one child in particular at Robert E. Lee. They are assigned to classrooms, so there are hundreds of elementary school students that benefit from the program.
2. The Motlow athletes read to the elementary students, tutor them in math and other subjects, eat lunch with the children, and be role models.

Describe Needed Changes: Finished the program.

List of Supporting Documentation: No supporting documentation

Date Last Updated: 12-14-11

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Athletics

Related Strategic Goal:

2.2 Increase the number of students who complete associate degrees or certificates.

Action Plan #: ATHL-02

Action Plan Title: Athletic Retention

Desired Outcome: The combined graduation and transfer rates within 150% (3 years) of normal graduation time (2 years) will be at least 75% for basketball players, at least 50% for baseball players and at least 75% for softball players.

Description of Action Plan and Related Activities: Our student-athletes deliver Progress Reports to each individual instructor every two – three weeks. The instructor includes the player's grade, number of absences, number of times tardy, and the academic progress of the student-athlete. Coaches are also in contact with instructors by email and phone. We offered a study hall to the student-athletes twice a week during the year.

Team Members: Head Coaches of all sports in the athletic department.

Timeline: Assessed and reviewed annually

Est. Cost: \$500

Budgeted: Included in current budget

Evidence of Success: Evidence of progress being made will be from the coaches, athletic director and VP of Student Affairs.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2012

This goal was met. Graduation rates for softball- 66%(4/6); baseball- 76%; men's basketball- 100% (8/8); women's basketball- 87% (7/8)

Retention Rates

1. 3 baseball players that did not graduate from Motlow are planning to transfer to 4-year schools. 1 player is currently enrolling here at Motlow next semester.
2. The 1 women's basketball player is finishing up here degree at Motlow next year.
3. The 2 softball players that did not graduate from Motlow transferred to 4-year schools and are playing softball next year.
4. Not all junior college athletes have to graduate from their junior college to play at a NCAA Division 1 school. If the student athlete was a qualifier with the NCAA Clearing House after graduating from high school, he/she does not have to graduate from the junior college to be eligible to play sports at the NCAA Division 1 level. He/she must have completed 48 hours of college credit courses to be eligible.

2011

Graduation rate for softball-87%(7/8); baseball-73% (11/15); men's basketball- 100% (8/8); women's basketball-75% (3/4)

Retention Rate

1. The 4 baseball players that did not graduate from Motlow transferred to 4-year schools and are playing baseball at those schools
2. The 1 women's basketball player is currently attending Motlow in Smyrna to finishing up her degree.
3. The 1 softball player that did not graduate from Motlow transferred to 4-year schools and is not playing softball.
4. Not all junior college athletes have to graduate from their junior college to play at a NCAA Division 1 school. If the student athlete was a qualifier with the NCAA Clearing House after graduating from high school, he/she does not have to graduate from the junior college to be eligible to play sports at the NCAA Division 1 level. He/she must have completed 48 hours of college credit courses to be eligible.

2010

Graduation rate for softball – 80% (4/5); baseball – 88% (8/9); men's basketball – 100% (2/2); women's basketball 0% (0/1)

2009

Graduation rate for softball - 86% (6/7); baseball - 75% (6/8); men's basketball - 25% (1/4); women's basketball - 60% (3/5)

Retention Rate

1. The 2 baseball players that did not graduate from Motlow transferred to 4-year schools and are playing baseball at those schools.
2. The 3 men's basketball players that did not graduate transferred to 4-year schools and are playing basketball at those schools. One freshman transferred to a NCCAA Division 1 school.
3. The 1 softball player that did not graduate transferred to a 4-year school and is playing softball at that school.

4. Not all junior college athletes have to graduate from their junior college to play at a NCAA Division 1 school. If the student athlete was a qualifier with the NCAA Clearing House after graduating from high school, he/she does not have to graduate from the junior college to be eligible to play sports at the NCAA Division 1 level. He/she must have completed 48 hours of college credit courses to be eligible.

2008

The combined graduation and transfer out rate for baseball was 100%; basketball 86%, and 100% for softball. We will work with the basketball players in an attempt to try to get them to either graduate or transfer. The figures for basketball are probably higher as we cannot track students who transfer out of state or to private institutions.

Graduation rate for Softball – 100% (2/2); Baseball – 66% (4/6); Men’s Basketball – 83% (5/6); Women’s Basketball – 100% (1/1)

Retention Rate

1. The 2 baseball players that did not graduate from Motlow transferred to 4-year schools and are playing baseball at those schools.
2. The 1 men’s basketball player that did not graduate transferred to a NCAA Division 1 school and is playing basketball for that school.
3. Not all junior college athletes have to graduate from their junior college to play at a NCAA Division 1 school. If the student-athlete was a qualifier with the NCAA Clearing House after graduating from high school, he/she does not have to graduate from the junior college to be eligible to play sports at the NCAA Division 1 level. He/she must have completed 48 hours of college credit courses to be eligible.

2007

The combined graduation and transfer out rate for baseball was 60%; basketball, 28%; and 100% for softball. We will work with the basketball players in an attempt to try to get them to either graduate or transfer. The figures for basketball probably are higher as we cannot track students who transfer out of state or to private institutions.

Describe Needed Changes: No needed changes at this time.

List of Supporting Documentation: Results determined by Athletic Director, VP of Student Affairs, and Coaches. Graduating Rates that were sent to the TJCAA and a overview of all the TCCAA member school student-athletes graduation rates.

Date Last Updated: 12-14-11

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
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Assessing Year: July 1, 2011 – June 30, 2012

Unit: Athletics

Related Strategic Goal:

2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: ATHL-03

Action Plan Title: Academic Progress Reports for Student-Athletes

Desired Outcome: For student athletes to have a 65% graduation rate. This graduation rate is for student-athletes that start and complete the academic year on their respective team.

Description of Action Plan and Related Activities: Every student athlete will be required to have a Progress Report completed by each of his/her instructors once every six weeks. The coaches will monitor each student athlete's academic progress throughout the semester. The Progress Report contains the student-athlete's name, term, course, instructor, grade, absences, days tardy, and comments from the instructor.

Team Members: Head Coaches of all sports in the athletic department

Timeline: Monthly

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Evidence of progress being made will be from the coaches monitoring the Progress Reports. Study hall and tutoring will be provided to student-athletes seeking improvement. The benchmark of success will be the desired outcome graduation rate for student-athletes. In addition to the progress reports, student-athletes who are not on pace to carry out the desired behavior had to meet with their head coaches. Also, some instructor's contacted coaches to develop ways that help student-athletes reach their desired out come.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2011

This goal was met. The athletic department graduated 82% of our athletes. Each student-athlete made significant progress throughout the year with the help of the progress reports. This report help student-athletes acknowledge the changes in the study habits and help students focus more on the subjects they had problems with.

2010

This goal was met. In 2010, we graduated 83% of our athletes. Each student-athlete made significant progress throughout the year with the help of the progress reports. This report help student-athletes acknowledge the changes in the study habits and help students focus more on subjects they struggled in.

Describe Needed Changes: No changes

List of Supporting Documentation: Progress reports from the athletic programs.

Date Last Updated: 12-13-11

Motlow State Community College

Institutional Effectiveness Plan

Unit: Career Planning & Extended Services **Unit Head:** Tom Dillingham

Division: Student Affairs

Statement of Purpose: The Economic & Community Development and Extended Services (ECD & ES) unit was created in 1974 as a resource for the businesses, industries, governmental agencies, and citizens in its 11-county service area. During this time, ECD & ES provided a variety of educational and non-credit training programs to help meet the challenges of a rapidly changing and highly technological working environment. The majority of its programs and areas of emphasis have resulted in issuing thousands of CEU's - Continuing Education Units (certificates of non-credit training), hosting the same numbers of class participants, and generating nearly \$5 million in revenue.

Additionally, ECD & ES continues to support specialized training needs of the TN Correction Academy (TCA) in nearby Tullahoma through a state contract renewed approximately every 3 years. The TCA is part of the TN Dept of Correction.

In 2009, the ECD & ES mission was broadened by a reduced emphasis on Community Service-type classes in order to increase support of Facility reservations; primarily for the main campus facilities. ECD & ES serves as the single contact for both on-campus and off-campus (outside) inquiries to request rooms or facilities, and subsequently coordinates their reservations with appropriate campus offices. ECD & ES maintains facility request records and logs facility usage.

Beginning January, 2011, the mission of ECD & ES was expanded once again to include portions of the former standalone Career Planning and Placement Unit. This merger will now emphasize support services to students through the following:

- Career planning, particularly using the Kuder or Pathways career preference survey
- Working with businesses, industries and government organizations to assist students in the job placement process, if requested. This may also include assistance with resume writing and interviewing skills.
- Conducting Career Fairs
- Posting of current job opportunities on the Career Planning web page.
- Engage students in Cooperative Education opportunities, if requested.

From the actions in CY 2011, the merger of the former Career Planning unit with the Economic and Community Development & Extended Services unit creates a new unit of Career Planning & Extended Services which will focus on:

1. Facility reservations
2. Student Career Planning
3. Support to the TN Correction Academy
4. Respond to business and industry requests for non-credit training programs, if requested, and continue to offer specialized non-credit classes like the ACT test-prep

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Career Planning & Extended Services

Related Strategic Goal:

4.2 Advance our college as a role model for sustainability.

Action Plan #: CPES -01

Action Plan Title: Satisfaction Rating of TN Correctional Academy Training Participants

Desired Outcome: For the participants in training at the TN Correction Academy in Tullahoma, our goal is to achieve an overall participant satisfaction rate of classes conducted through the Career Planning & Extended Services unit.

Description of Action Plan and Related Activities: With the assistance of the TN Correction Academy, the course instructor or personnel from the Career Planning & Extended Services unit will administer a course evaluation survey at the end of each Motlow-sponsored continuing education course to determine the overall participant satisfaction rating.

Team Members: The Director of CP & ES or other MSCC staff will tabulate the results of the evaluation and monitor assessment.

Timeline: July 1, 2010 – June 30, 2011

Est. Cost: \$750

Budgeted: Included in current budget

Evidence of Success: With our goal of student- learning satisfaction, we will strive for at least a 4.0 rating on a 5-point scale. Or, strive for a 3.0 rating on a 4-point scale.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: Surveys indicate that both the instructor's transfer of knowledge, and training objectives were successful.

2011

This goal was met. The results were a 4.71 on the 5-point survey scale and a 3.40 on the 4-point survey scale.

2010

The results were a 4.73 on the 5-point survey scale and a 3.50 on the 4-point survey scale.

Describe Needed Changes: Objectives were met; although continuous improvement opportunities are always being reviewed and implemented.

List of Supporting Documentation: End of course training surveys, and survey results.

Date Last Updated: June 13, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Career Planning & Extended Services

Related Strategic Goal: 3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: CPES -02

Action Plan Title: Facility Use Evaluation

Desired Outcome: The Career Planning & Extended Services unit will offer a Facility Use Survey and strive to achieve at least a 3 on a 4-point scale.

Description of Action Plan and Related Activities: At the end of the reserved period, the Director of Career Planning & Extended Services, or his designee, will send a Facility Use Survey form to seek evaluation in the following 7 categories: Personnel, Room Cleanliness, Comfort Level, Equipment, Restrooms, and Building/Grounds Appearance, and Accessibility. Each category will have a rating of either: Excellent, Good, Fair, or Poor.

Team Members: The Director of CP & ES or other MSCC staff will tabulate the results of the evaluation and monitor assessment.

Timeline: July 1, 2010 – June 30, 2011

Est. Cost: \$750

Budgeted: Included in current budget

Evidence of Success: Facility Use Survey results will show at least a 3 on a 4-point scale.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: After survey tabulations are compiled, the CP & ES unit will share these results with the Facilities unit, and the Information Technology unit, in order to make improvements or reasonable adjustments, as needed.

2011

The number of responses produced a 3.63 rating on a 4-point survey scale. This objective is being met.

2010

The number of responses produced a 3.57 rating on a 4-point survey scale. This objective is being met.

2009

Since the CP & ES unit was just assigned the task of Facility Reservations this year, surveys were only beginning to be distributed.

Describe Needed Changes: No major issues were highlighted by users. Only a few minor problems warranted communication to either Facilities or IT.

List of Supporting Documentation: Facility Use Survey and survey evaluation results.

Date Last Updated: June 13, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Disability & Testing Services

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: DITS-01

Action Plan Title: Satisfaction with Services for Students with Disabilities

Desired Outcome: Students with disabilities are able to address their concerns/issues with their disability services received at this institution.

Description of Action Plan and Related Activities: A Survey of Services will be provided by the Office of Disability Services to students with disabilities. The Director will meet with students who are registered with the Disability Services office at the end of each year to have the surveys completed. The meeting will allow the students to voice their concerns/issues about the services received. E-mails will be sent as well as a letter to their home with times and dates of the meetings. Different times and dates will be scheduled so each student will have the opportunity to attend.

Team Members: Staff of Disability and Testing Services

Timeline: Annually

Est. Cost: \$50

Budgeted: Included in current budget

Evidence of Success: Students registering with and receiving disability services will attend Disability Services meeting and complete a Survey of Services provided by the Office of Disability Services. Once the meeting has concluded the concerns/issues will be taken into consideration and the necessary changes made. The success will be if the issues/concerns have been addressed and changes made.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:
2012

From the surveys received the question whether they were satisfied with their disability services received positive ratings. There were no rankings of poor.

2011

Scheduled group meetings at each location at different times. Of all the students, 29 came and completed Survey of Services. Of the 29 who completed the surveys, to the question whether they were satisfied with their services all ranked it good or excellent. There were no rankings of poor.

Describe Needed Changes: From the comments made I need to work on making sure the tutors are providing the best services possible. Also to get to know them more as an individual.

List of Supporting Documentation: Surveys

Date Last Updated: 12/15/12

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Disability & Testing Services

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: DITS-02

Action Plan Title: Satisfaction with services and testing environment

Desired Outcome: Students completing tests are provided with the ideal testing environment and able to address concerns or issues with testing services provided by the college.

Description of Action Plan and Related Activities: A survey will be provided by the Office of Disability and Testing Services. Randomly selected students will complete survey at all campuses. This will allow for continued improvement in services provided to students.

Team Members: The staff of Disability and Testing Services

Timeline: Review progress and evaluate in December 2013.

Est. Cost: \$0

Budgeted: Choose an item.

Evidence of Success: The survey will be reviewed for concerns, issues, and areas of improvement. The success will be if the concerns, issues, areas of improvement are addressed and corrected if possible for student success within the testing environment.

Complete the following when assessing a plan

Current Status: Choose an item.

Describe Progress:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 12/15/11

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Student & Campus Relations

Related Strategic Goal:

2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: STCR-01

Action Plan Title: Motlow Participant Partnership Program (MP3)

Desired Outcome: Motlow College will extend its MP3 Program to the Smyrna Site during the 202-2013 fiscal year while retaining the program at the Moore County campus and Fayetteville Center.

Description of Action Plan and Related Activities: The college will assess this program. To strengthen its commitment to this end, the institution will earmark dollars to continue and expand the program to include students and mentors from the Motlow College Smyrna Center. The 2012-2013 plan and relative activities follow:

Time line for Motlow Participant Partnership Program (MP3)

July, 2012

- Coordinators will plan program and identify goals for 2012-2013
- Coordinator will begin/refine application process and plan calendar of events (arrange speakers, locations, topics, etc)

August, 2012

- Identify and assign partnerships (mentors, academic coaches, and guest speakers)
- Distribute and collect applications and select participants for the program
- Select control group for tracking purposes

September, 2012

- Kick-off retreat
- Host mentors training
- Host monthly meeting
- Provide weekly academic coaching
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants

October, 2012

- Host Mentors/Mentees Meet and Greet
- Host monthly meeting

- Provide weekly academic coaching
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants

November, 2012

- Host monthly meeting
- Provide weekly academic coaching
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants

December, 2012

- Host Holiday Social
- Conduct Service Project
- Complete comparative analysis of participants in program
- Survey participants regarding
- Analyze grades and course completion of participants

January, 2013

- Provide weekly academic coaching
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants
- Recognize/honor mentors at basketball game

February, 2013

- Host monthly meeting
- Provide weekly academic coaching
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants

March, 2013

- Host monthly meeting
- Provide weekly academic coaching
- Survey participants
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants

April, 2013

- Host monthly meeting
- Provide weekly academic coaching
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants
- Host annual Cultural Field Trip

May, 2013

- Complete comparative analysis of participants in program
- Conduct evaluation of surveys completed by Smyrna participants to measure success of the first year program

- Tally the number of students who completed the program
- Analyze grades and course completion
- Host success banquet

Team Members: Team members are:

Assistant Vice President for Student Affairs, Director of Student and Campus Relations, Director of Disability Services and Testing, Athletic Director and Head Men's Basketball Coach, Coordinator of Disability Services and Testing, and the Assistant Director of Student Success

Timeline: July 1, 2012-June 20, 2013

Est. Cost: \$4,000

Budgeted: Funding other than budget

Evidence of Success: Project benchmarks will begin with each participant being paired with a mentor within two weeks of the project beginning. Additionally, every three weeks, each participant will receive progress reports to be completed by their instructors which will be submitted to the MP3 coordinator. The progress reports monitor academic deficiencies/progress. Academic coaching will be based on the results of the progress reports. Other key benchmarks will be academic progress toward remaining as a full time student in good academic standing at the end of each semester.

Several assessment measures will be used to evaluate the MP3 program. Among them are grades and completion of courses attempted, the number of students who return each semester and the number of students who graduate and/or transfer yearly. A control group will be selected of non-participating eligible students. Cumulative GPAs, course completion rates, and retention rates will be compared between the control group and the MP3 participants. Tracking will continue beyond the first year. The MP3 Program will increase retention percentages of the underrepresented populations by two percent.

Participants will be surveyed at the mid-point and end of each semester to determine if their needs are being met. Program modifications will be made as needed based on participant feedback.

The responsibilities of MP3 will be shared between student and campus relations, disability and testing services, athletics, student success units. With the cooperative support of all four units, students will have a broader base of support from the greater community as well as from within the college. The directors will collaborate on strategies to identify and reduce barriers, increase the number of program participants and improve retention and graduation rates among participants.

One of the benefits of a community college is the broad-based community support it receives. MP3 will continue as a "college/community partnership" program. The college will retain

current business and community mentors as well as seek new business and community professionals to serve as volunteer mentors and academic coaches to this identified group of students by helping them achieve their goals and establishing new goals. The success of MP3 will help create a supportive environment for underrepresented students at Motlow College.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

The 2011-2012 year ended on a very successfully. The program enrolled 42 students; 23 of the 42 students were sophomore. Of the 23 sophomores, 18 graduated with associate degrees in May; two students should transfer to a university, and three of the students will return to Motlow College in the fall of 2012.

The 2011-2012 program year was planned by the coordinators and executed with few deviations. The program theme was Goal Setting. In conjunction with Welcome Week, MP3 staff marketed its program and recruited eligible students. A kick-off retreat for students was held in September with Mike Russell as the trainer. Thirty-one mentors, 20 internal and 11 community, were recruited for the 2011-2012 year. A formal mentors training was conducted on September 30, with Ms. Carla Draper-Holloway, director of the Honors Center at Alabama A&M University as the trainer. A formal Mentors/Mentees Meet and Greet Social was held on October 9. The Holiday Social in conjunction with the Service Learning Project was held December 6. Student collected toys for and/or donated money to Toy for Tots; they delivered the toys and monetary donations to the Tullahoma Fire Department the following week. In January, the college recognized MP3 Mentors as special guests during a home basketball game. Certificates of appreciation were presented to mentors. In April, the year concluded with the Cultural Trip to Atlanta, Georgia. The group visited the King Center (birthplace of Dr. M.L. King, Jr.), toured the Bones Exhibit, and played in Centennial Park. The 2011-2012 year, concluded with a recognition banquet with Motlow alumnus Jay Gilmore as the speaker.

The theme for the year was "Goal Setting." Each monthly meeting focused on the topic. Presenting monthly sessions were mentors Sid Hill and Sonya Hood on academic goal setting in November; Tom Dillingham and Rick Orzino on career planning in February; mentors Stacy Hearn and Theresa Northcutt and Sidney McPhee on decision making in March.

Study hall sessions were held each Monday and Tuesday in Crouch Library. Students were required to attend one of the two one hour and thirty minute session, but was invited to both. As a result of the study hall session, GPAs increased. Fifteen and 18 students were named to honor roll/dean's list both fall and spring semesters, respectively. Progress reports were distributed and returned on target. Any area of concern was addressed immediately.

Describe Needed Changes: Every objective was met; therefore, changes are not needed

List of Supporting Documentation:

- [ASK ME! ABOUT MP3](#)
- [Evaluation Form for Mentors Training](#)
- [Grade Check Form for MP3 Program](#)
- [Motlow's MP3 Donates to Toys for Tots](#)
- [MP 3 MENTORS LIST](#)
- [MP3 Evaluation of Holiday Social](#)
- [MP3 Kickoff Retreat](#)
- [MP3 Celebration Invitation](#)
- [MP3 Celebration Program](#)
- [MP3 Certificate Mentor](#)
- [MP3 Invitation](#)

Date Last Updated:

June 15, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Student & Campus Relations

Related Strategic Goal:

2.2 Increase the number of students who complete associate degrees or certificates.

Action Plan #: STCR-02

Action Plan Title: Adult Learners Association

Desired Outcome: Increase the enrollment, retention, and completion rate of adult learners by three percent each academic year from 2011-2012 to 2015.

Description of Action Plan and Related Activities: Adult students attending community colleges for the first time are often inadequately prepared both academically and psychologically, for what is expected for college-level learning. This population continues to increase as evidenced in the growth of adult students at Motlow College. According to 2010-2011 data, Motlow College adult student population makes up 31 percent of its student body; the average age of Motlow student is 25. Because of the variant set of characteristics of the adult learner, retention and completion rates lag behind those of the traditional student. In an effort to better serve the adult student population, an Adult Learners Association is being proposed. Its plan of action is to collect data and collaborate with peer and four-year institutions on programs in place that targets this student population. Motlow will:

- identify adult learners using focus report from IT department
- conduct written/electronic survey to identify needs of adult learner and assess what services are in place and what services are not in place
- hold schedule meetings to communicate survey results
- attend Adult Learners Conference(s)
- visits institutions and collaborate with directors of adult learners programs
- research Adult Learners Programs
- organize programs on Moore County campus and Smyrna Center

Team Members: Director, Student and Campus Relations and Assistant Director of Student Success

Timeline: July 1, 2012-June 30, 2013

Est. Cost:

Budgeted: Included in current budget

Evidence of Success: The evidence of success will be the successful follow through and completion of action plans and related activities.

Complete the following when assessing a plan

Current Status: Behind Schedule

Describe Progress:

The Adult Learners Association action plan began during the 2011-2012 year and continues. Due to the magnitude of the project, the 2011-2012 year was used as a research year. An update of activities follow:

- began research on Adult Learners Programs
- met with director of Adult Learners Programs/Services at MTSU
- participated in an Adult Learners Webinar
- attended a conference session on Learning Styles for Adult Learners
- provide individual academic advising to adult learner

Describe Needed Changes:

The desired outcome was not achieved. Targeted services to the adult learners' population must be a collaborative effort among multiple units within the Student Affairs Divisions in order for an Adult Learners Association to be successful. The Student and Campus Relations Unit will partner with the Student Success Unit's assistant director of student success to bring this program to fruition. The two units will collaborate on, develop, and implement the plan.

List of Supporting Documentation:

Date Last Updated:

June 12, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Student Success

Related Strategic Goal:

2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: SSCS-01

Action Plan Title: New Student Orientation Program

Desired Outcome: On ground orientations for all first-time, degree-seeking students will result in at least 85% of them increasing their knowledge of important information needed to be successful and at least 80% of them returning for the spring term following their first semester.

Description of Action Plan and Related Activities: In order for students to be successful at Motlow College they must be provided with all the tools and information necessary to advance in their education while here. One way to accomplish this goal is to offer mandatory orientation sessions for all first-time, degree-seeking students. A successful first semester is important to a successful college career and New Student Orientation will provide that important "first step" toward a great start at Motlow College.

The goal of this orientation is to assist students with the transition to a new learning environment and to provide information that will acquaint them with Motlow's policies, procedures, and resources. A few of the information items covered include important calendar dates, basic financial aid information, academic advisement and registration assistance.

Not only do we want to keep them for the first-semester, but we also want to track them in regard to retention from semester-to-semester and from year-to-year and ultimately graduation.

The Director of Student Success and Assistant Directors of Student Services at each of the off-campus locations will work together to develop and offer these sessions for all first-time freshmen at each of our four campuses.

To increase student learning and development all students attending will be given a pre-test upon the start of the session regarding important information that students need to know and understand in order to be successful. At the end of each session, the students will also be given a post-test to determine if their knowledge of these issues has increased. The results of these surveys will be used to continually improve upon the planned sessions.

A tracking system has been developed and implemented to monitor the progression of each student. This tracking system will provide the ability to monitor retention from semester-to-semester, year-to-year, and progress toward graduation.

This tracking system will allow for continual follow-up throughout the student's tenure at Motlow. The Director and Assistant Directors will send no less than two e-mails to each freshman within their first semester. The first e-mail will go out within the first month of the student's start to reconnect with each student and to make the student aware that the staff is available for assistance if needed. A second e-mail will go out prior to the beginning of pre-registration reminding the students of the process for advisement and registration and offering assistance if needed.

Students who are not retained will be contacted to determine reason for not returning and to see if there is anything that staff can do to help them to get re-enrolled.

Team Members: Director of Student Success and Assistant Directors of Student Services

Timeline: June-August (for fall term) beginning June 2012 and November- December (for spring term)

Est. Cost: \$5,000

Budgeted: Included in current budget

Evidence of Success:

(1) Post-test results will show at least 85% of the students attending will have increased their knowledge of important information needed to be successful.

(2) ARGOS report will show at least 80% of freshman who attended fall orientation will return for the spring term following their first semester.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: Work for the summer 2012 sessions is underway. A pre- and post-test have been created. We are working with IT staff to incorporate the pre-test process into the sign-in for the session and also for the post-test to be given upon registration for classes. The data will feed to ARGOS where a report will allow us to track the data.

As stated in our plan, in the Fall we will make contact with students at least twice. Copies of the e-mails will be included at the next reporting of the IE plans.

Describe Needed Changes: None at this time.

List of Supporting Documentation: Schedule for Summer 2012 Orientations; Orientation Email List

Date Last Updated: June 1, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Student Success

Related Strategic Goal:

2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: SCS -02

Action Plan Title: Tracking MTSU Dual Admissions Students

Desired Outcome:

- (1) Implement a system that will track students who have signed a Dual Admission agreement for transfer to MTSU.
- (2) At least 80% of students who begin the Dual Admission program will progress to graduation and smooth transfer to MTSU.

Description of Action Plan and Related Activities: The recently signed Dual Admission Program between Motlow College (MSCC) and Middle Tennessee State University (MTSU) offers a structured, guaranteed pathway for progression from an associate's degree to a bachelor's degree. Students who sign this agreement will receive advisement services from both institutions during the program to aid them in developing the course work for their degree program.

The Dual Admissions program is only as good as the people who administer it at each institution. At Motlow, the Director of Student Success and the Assistant Directors of Student Services will serve as the main contacts and advisors for Dual Admission students. Our goal is to work with these students from start to finish and assist them with an easy transfer to Middle Tennessee State University once their associate's degree has been awarded.

To accomplish this goal, a system will be implemented that will allow for staff to track students who have committed to the Dual Admission Program with MTSU. This tracking system data will populate an ARGOS report that will allow staff to monitor progression toward student retention from semester-to-semester, year-to-year, and progress toward graduation.

The ability to track these students and provide continual communication with them is critical to a successful program. The staff will make contact with these students at least once per semester to follow-up with schedule and any questions that they students might have.

If students do not progress to the following term, contact will be made to offer assistance that could get the student back on track if at all possible.

Team Members: Director of Student Success and Asst. Directors of Student Services at each location

Timeline: System will be developed and implemented by June, 2012 with individual student contact occurring within each term.

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success:

Completion of the Dual Admission Student tracking system and related ARGOS report by June 2012.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: The Dual Admissions Program has had a slow start since its implementation. To date, only 6 students have signed "Intent to Participate" forms. The Director of Student Success has been working with the Director of Admissions to implement a tracking system. We are currently working with IT to request the needed reporting tool in ARGOS.

The Director of Student Success and Director of Admissions will request a meeting with MTSU staff sometime during the month of July to discuss electronic transfer of information from MSCC to MTSU on the students who commit to Dual Admissions.

Describe Needed Changes: In order to increase our numbers, the responsible staff will work to increase awareness of the Dual Admission program with MTSU. As numbers increase, we will continue work with the appropriate Admissions and IT staff to determine the requirements and set-up for the ARGOS reports necessary to track this population.

List of Supporting Documentation: Intent to Participate Form; Checklist for Dual Admissions

Date Last Updated: December 12, 2011

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Student Success

Related Strategic Goal:

2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: SSSC-03

Action Plan Title: “Advising Central” Website

Desired Outcome:

- (1) Develop, implement and maintain a comprehensive advisement web site for use by advisors, faculty and students.
- (2) Develop two new survey instruments (student & faculty) to be used to assess effectiveness of the “Advising Central” website.

Description of Action Plan and Related Activities: Effective academic advisement plays a critical role in the College’s overall plan for retention and graduation. One goal of the Director of Student Success is to increase the amount of advising information and resources available to the college community (faculty, staff and students).

A comprehensive website will be created to expand the web presence of advising resources available to advisors, faculty and students. The creation of this site will significantly aid in the ease with which students and advisors can access information crucial to good advisement and planning.

In the faculty and advisor section, web pages will include a FAQ page providing answers to frequently asked questions about advisement, an advising handbook, links to professional advising organizations (i.e. NACADA), and materials to enhance the advisement process (i.e., advising worksheets that outline basic topics to cover, etc.)

In the student section, web pages will include links to career planning information (i.e. Occupational Outlook Handbook), advising tools (i.e. programs of study, DegreeWorks info, etc.), and information regarding other campus support services (i.e., tutoring, workshops, etc.)

Two survey instruments will be created for implementation beginning with the fall 2012 term to determine the effectiveness of this website from the perspectives of faculty and advisors as well as students.

Team Members: Director of Student Success/Assistant Director of Student Success

Timeline: By Summer of 2012

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success:

- (1) Completion of "Advisement Central" website either before or by June 2012.
- (2) Two surveys (faculty and student) will be completed by June 2012 and ready to utilize for assessment beginning in fall 2012.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: The Director of Student Success and the Assistant Director of Student Success have been working with the Marketing Department regarding this initiative.

The Director and Assistant Director have met periodically over the month of May and held a meeting with the webmaster and his supervisor on May 23, 2012. The description of the new design was discussed with the information for the home page for advisement given to them for the foundation. We are currently continuing to work with them and should hopefully have the site close to completion by the end of June, 2012.

As stated in the "Evidence of Success", surveys will be created and ready for distribution in Fall of 2012 as stated in the IE Plan.

Describe Needed Changes: None at this time

List of Supporting Documentation: Working layout of proposed Website

Date Last Updated: June 15, 2012

Motlow State Community College

Institutional Effectiveness Plan

Unit: Information Technology & Administrative Services **Unit Head:** Eddie Stone

Division: Information Technology & Administrative Services

Statement of Purpose:

The mission of the Unit is to provide the following:

- Effective and strategic deployment of information and educational technology at the Moore County Campus, the McMinnville Center, the Fayetteville Center, and the Smyrna Site
- Enhancement and support of academic and administrative computing and technical services
- Technical support of the alternative delivery of courses throughout the college service area
- Planning, budgeting, and implementation of the Information Technology Plan for the College
- Technology training for faculty and staff
- Effective management of library resources
- Institutional Research, Planning and Effectiveness support to the college
- Effective planning for long-term facilities needs
- Efficient operation of physical plant and facilities
- Contact with regional, state and national technology resource organizations

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Information Technology & Administrative Services

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: ITCH-01

Action Plan Title: Master Plan Update

Desired Outcome: Updated and approved college master plan.

Description of Action Plan and Related Activities: Work with architectural firm to assess the capital needs of the college including additional buildings, infrastructure upgrades, and facilities modernization for the next five to ten year period. Engage college senior staff, site directors, and administrative and academic personnel to identify and prioritize needs.

Team Members: TBR facilities, personnel, third-party master planning firm, and college senior staff.

Timeline: Have draft plan by June 30, 2012.

Est. Cost: \$

Budgeted: Choose an item.

Evidence of Success: Acceptance of draft MSCC Master Plan by Motlow and TBR staff.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress: *(What were the results of your actions? Include date reported.) Master Plan has been completed and approved by TBR, THEC, and State Building Commission.*

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

List of Supporting Documentation: *(Submit when reporting progress.)*

Date Last Updated:

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Information Technology & Administrative Services

Related Strategic Goal:

4.2 Advance our college as a role model for sustainability.

Action Plan #: ITCH-02

Action Plan Title: Identification of Sustainability Projects

Desired Outcome: Identification of one or more sustainability projects that can be implemented by operating units.

Description of Action Plan and Related Activities: Meet with Facilities, IT, and Library units to discuss possible sustainability projects and to identify one or more feasible projects to implement.

Team Members: VP and directors of Information Technology and Administrative Services.

Timeline: June 30, 2012

Est. Cost: \$

Budgeted: Choose an item.

Evidence of Success: Project is submitted to appropriate unit for implementation.

Complete the following when assessing a plan

Current Status: Behind Schedule

Describe Progress: *(What were the results of your actions? Include date reported.) No action has been taken.*

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

List of Supporting Documentation: *(Submit when reporting progress.)*

Date Last Updated:

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Information Technology & Administrative Services

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: ITCH-03

Action Plan Title: Smyrna Center Expansion

Desired Outcome: Development of detailed design for Smyrna Center Expansion

Description of Action Plan and Related Activities: Meet with senior staff, architects, value engineers, and various stakeholders to develop documents that can be used for bidding construction.

Team Members: Senior Staff and Facilities Personnel

Timeline: June 30, 2012

Est. Cost: \$

Budgeted: Choose an item.

Evidence of Success: TBR approval of Detailed design documents by June 30, 2012.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: *(What were the results of your actions? Include date reported.) Design has been approved by TBR and State Building Commission. Bid Documents are in progress.*

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

List of Supporting Documentation: *(Submit when reporting progress.)*

Date Last Updated:

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Information Technology & Administrative Services

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: ITCH-04

Action Plan Title: Identification of Future Mobile Applications

Desired Outcome: Identification of educational and administrative mobile applications needed by the college.

Description of Action Plan and Related Activities: Attend TBR's Mobile Learning Day, other seminars, and talk to other TBR institutions to assess the need and availability of mobile apps. Where possible, partner with other schools to share apps and employ third parties to develop common apps. Engage college academic and administrative offices to identify and prioritize apps.

Team Members: IT and Academic Technologies personnel.

Timeline: June 30, 2012

Est. Cost: \$0

Budgeted: Choose an item.

Evidence of Success: Apps are identified, prioritized, and submitted to appropriate IT units for development and implementation.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: *(What were the results of your actions? Include date reported.) Have met with vendors and looked at various methods for providing mobile apps.*

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

List of Supporting Documentation: *(Submit when reporting progress.)*

Date Last Updated:

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit:Academic Technologies

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #:ACTH-01

Action Plan Title: Technology Training and Support for the Motlow College Community

Desired Outcome: Increase faculty usage of D2L. Increase satisfaction with training provided for faculty and staff at Motlow College in the use of Desire2Learn (D2L), Windows 7, Office 2010, and other software and hardware as requested.

Increase satisfaction of support for students in the use of academic technologies, especially D2L.

Prior to this planning year, this plan encompassed three ACTHs, ACTH 01-03. These three were consolidated into one because they all addressed training, just for different members (faculty, staff, and students) of the Motlow community. The desired outcome was modified to enable measurement of progress as demonstrated by a high level of satisfaction with training opportunities.

Description of Action Plan and Related Activities: Survey faculty, staff, and students on **quality** of training and support and improve any weak areas. Monitor use of D2L.

Team Members: Director of the Center for Academic Technologies and Center Staff

Timeline: June 30, 2012

Est. Cost: \$ 100 per month for travel to outlying campuses in January, February, March, August, September and October **Budgeted:** Included in current budget

Evidence of Success: Continued efforts to add-to number of first-time faculty log-ins for D2L as evidenced by report from D2L. Continued attendance of workshops and training session. Completed evaluation forms by workshop attendees (faculty and staff). Summary showing averages will be provided. Satisfactory or higher rating on services as indicated on technology surveys and workshop evaluation forms (Faculty/Staff Survey and Student Survey of Technology). CIS survey results.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: Based on previous Desired Outcomes. (Future survey questions will be amended to reflect satisfaction rather than participation.)

76 faculty, administrators and staff logged into D2L for the first time in 2011-2012

100 faculty, staff, students, administrators attended training sessions

List of Supporting Documentation:

- D2L First-time Faculty Log-ins Report
- Training Attendees
- Training & Workshop Session Evaluation Form/Summary
- Survey results – Fall 2011

Describe Needed Changes: More opportunities to meet with students in a hands-on environment to walk them through the various components of D2L.

Date Last Updated: June 15, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Academic Technologies

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: ACTH-02

Action Plan Title: Technology Newsletter

Desired Outcome: Students, faculty, and staff will be better informed about technology resources on campus as well as resources available at no cost via the Internet.

Description of Action Plan and Related Activities: A newsletter in electronic format (.pdf) will be distributed to all faculty, staff, and students once a semester in the spring and fall semesters.

Team Members: Center for Academic Technologies Staff

Timeline: June 30, 2012

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: A satisfactory or higher rating on division survey. A satisfactory or higher rating on Student Technology Survey. In the prior plan, the evidence of success was not described in a measurable way. The addition of an item on the annual technology survey administered in the fall of each year will be added.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: 2010-2011

The only data is feedback via e-mail. It is sent out via a mass e-mailing.

Describe Needed Changes: It needs to be posted electronically rather than as a .pdf. Ideally we need a technology news section linked from the campus web page that could be updated more frequently than the current form of a static document. It (either the newsletter or linked

page) needs to be included as an item on the technology surveys that go out to faculty, staff, and students.

The newsletter will be continued on a trial basis for another year and if the survey shows it is not being used it will be discontinued.

List of Supporting Documentation: The newsletter will be included as an item on the satisfaction survey starting with Fall Semester 2012.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Academic Technologies

Related Strategic Goal:

2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: ACTH-03

Action Plan Title: Technology Enhancement Committee (TEC)/Technology Showcase

Desired Outcome: Both students and faculty members will use technology to provide more engaging learning activities. The Technology Showcase will provide a way to exhibit student-created artifacts done as part of curricular requirements. Technology projects will be included as options in mandatory international modules.

Description of Action Plan and Related Activities: Faculty members will serve on the Technology Enhancement Committee. The committee will meet regularly to discuss proposed projects and solicit assistance in creating the projects. The Technology Showcase will take place during Spring Semester.

Team Members: The Director of the Center for Academic Technologies and representatives from each academic department

Timeline: June 30, 2012

Est. Cost: \$ unknown – the cost will be based on needs of students and faculty in developing the students' projects
Budgeted: Included in current budget

Evidence of Success: Students will create technology-enhanced projects as part of their classroom activities. A count of attendees at the Showcase will be made. Follow-up surveys about the experience in creating the project will be sent to participating students and responses will rate the experience as positive.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress Below

2011-12

Over 200 people (faculty/staff/students/parents) attended the technology showcase.

Forty-two students submitted projects. Eight students who participated in creating projects for the showcase completed an online survey about the experience. The feedback was overwhelmingly positive.

Describe Needed Changes: The showcase and Technology Enhancement Committee needs to be revamped to include those who are using technology in the classroom, but who are not members of the committee. Incorporating technology projects as a part of the international module in classes is being planned for future showcases.

List of Supporting Documentation:

- [List of projects](#)
- [Survey responses of nine students who participated in showcase](#)

Date Last Updated: June 15, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Academic Technologies

Related Strategic Goal:

4.2 Advance our college as a role model for sustainability.

Action Plan #: ACTH-04

Action Plan Title: Support Technology by Maintaining and Upgrading Existing Instructional Technologies

Desired Outcome: Increase user satisfaction with and usage of technology.

Description of Action Plan and Related Activities: Continue an ongoing plan for maintenance and upgrading of existing hardware and software. Continuing to provide support to faculty and students in navigating and troubleshooting Desire2Learn, the college's course management system.

Team Members: Center for Academic Technologies Staff

Timeline: June 30, 2012

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: The annual technology survey will show that users of technology at Motlow College express and overall high satisfaction with technology and technology support, specifically Smart Classrooms.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: Enabled existing classrooms to incorporate technology for teaching and learning. Created new learning labs to support curricular changes in Developmental classes.

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: June 15, 2012

Motlow State Community College

Institutional Effectiveness Plan

Unit: Administrative Computing Services **Unit Head:** Cindy Logan

Division: Information Technology & Administrative Services

Statement of Purpose:

The mission of the Motlow College Administrative Computing Services Office is to support, train and encourage end-users (faculty, staff, students and alumni) in the productive and efficient utilization of all administrative computing systems.

The unit:

- Maintains and provides end-user support and training for all BANNER administrative systems
 - Human Resources
 - Finance
 - Student
 - Financial Aid
- Advancement
 - Maintains and provides end-user support and training for all third-party software products associated with the BANNER database
 - Intellecheck
 - Formfusion
 - Argos
 - ODS
 - Eprint
 - Workflow
 - Runner Clean-Address
 - Nelnet
 - Touchnet
 - Develops ad hoc reports and provides support and report writer training for end-user ad hoc reporting
 - Develops, maintains and provides end-user support and training for all ad hoc stand-alone administrative systems
 - Monitors and maintains data integrity and security for all administrative system databases

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Administrative Computing Services

Related Strategic Goal: 3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: ADSV-01

Action Plan Title: Provide reliable access to the BANNER administrative systems

Desired Outcome: Achieve at least 90% respondent satisfaction to the division survey provided by the Administrative Computing Services unit.

Description of Action Plan and Related Activities: Provide consistent and reliable end-user access to the BANNER administrative system through the use of Internet Native BANNER (INB) and Self-Service BANNER (SSB) by ensuring that the operating system, Oracle system and BANNER system software is upgraded to the latest or most compatible versions.

Team Members: Administrative Computing Services unit staff members

Timeline: Evaluate annually by December 1.

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Survey results will show at least 90% respondent satisfaction to the division survey.

Complete the following when assessing a plan

Current Status: On Schedule.

Describe Progress:

2011

The overall respondent satisfaction, as reflected in the annual IT and Administrative Computing Survey, is greater than 90%. This meets the desired outcome expected for the action plan.

The survey results are as follows:

There is adequate support for solving software problems with Banner Human Resources/Payroll, Banner Finance, Banner Financial Aid, Banner Student, Banner Advancement.

Item	Count	Percent %
Strongly agree	25	36.76%
Agree	42	61.76%
Strongly disagree	1	1.47%
Not applicable	4	(N/A)

BANNER software installations/upgrades are completed in a reasonable time frame.

Item	Count	Percent %
Strongly agree	26	42.62%
Agree	34	55.74%
Strongly disagree	1	1.64%
Not applicable	9	(N/A)

There is adequate support for solving software problems with Self-Service Banner.

Item	Count	Percent %
Strongly agree	15	45.45%
Agree	18	54.55%
Not applicable	3	(N/A)

Describe Needed Changes: No change is needed.

List of Supporting Documentation: The IT and Administrative Computing Survey results are on file in the Office of Research, Planning and Communication.

Date Last Updated: May 8, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Administrative Computing Services

Related Strategic Goal: 3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: ADSV-02

Action Plan Title: Administrative Computing Services Training

Desired Outcome: At least 90% of the respondents to the division survey will be satisfied with the training services provided by the Administrative Services unit.

Description of Action Plan and Related Activities: The Administrative Computing Services unit will work to provide one-on-one training upon request to end-users, thus ensuring maximum utilization of administrative system software. Training will address learning deficiencies that occur as a result of software upgrades, new systems development, employee hiring or transfers, or knowledge refresh needs.

Team Members: Administrative Computing Services unit staff members

Timeline: Evaluate annually by December 1.

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Survey results will show at least 90% of the respondents to the division survey will be satisfied with the training services provided by the Administrative Services unit.

Complete the following when assessing a plan

Current Status: On Schedule.

Describe Progress:

2011

The overall respondent satisfaction, as reflected in the annual IT and Administrative Computing Survey, is greater than 90%. This meets the desired outcome expected for the action plan.

The overall respondent satisfaction, as reflected in the annual IT and Administrative Computing Survey, is greater than 90%. This meets the desired outcome expected for the action plan.

They survey results are as follows:

There is adequate support for solving software problems with Banner Human Resources/Payroll, Banner Finance, Banner Financial Aid, Banner Student, Banner Advancement.

Item	Count	Percent %
Strongly agree	25	36.76%
Agree	42	61.76%
Strongly disagree	1	1.47%
Not applicable	4	(N/A)

There is adequate support for solving software problems with Self-Service Banner.

Item	Count	Percent %
Strongly agree	15	45.45%
Agree	18	54.55%
Not applicable	3	(N/A)

There is adequate support for solving software problems with Touchnet, APPWORX, ePRINT, Runner, Formfusion, Intellectcheck and ARGOS.

Item	Count	Percent %
Strongly agree	16	44.44%
Agree	19	52.78%
Strongly disagree	1	2.78%
Not applicable	49	(N/A)

Describe Needed Changes: No change is needed.

List of Supporting Documentation: The IT and Administrative Computing Survey results are on file in the Office of Research, Planning and Communication.

Date Last Updated: May 8, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Administrative Computing Services

Related Strategic Goal: 3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: ADSV-03

Action Plan Title: Provide Ad Hoc Reports to End-users, i.e. reports that are customized to the end-users immediate need for information.

Desired Outcome: Achieve at least 90% respondent satisfaction to the division survey provided by the Administrative Computing Services unit.

Description of Action Plan and Related Activities: The unit will, upon end-user request and in a timely manner, develop, maintain and distribute ad-hoc reports that accurately reflect administrative system data to authorized end-users

Team Members: Administrative Computing Services unit staff members

Timeline: Evaluate annually by December 1.

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Survey results will show at least 90% respondent satisfaction to the division survey provided by the Administrative Computing Services unit.

Complete the following when assessing a plan

Current Status: On Schedule.

Describe Progress:

2011

The overall respondent satisfaction, as reflected in the annual IT and Administrative Computing Survey, is greater than 90%. This exceeds the desired outcome expected for the action plan. The survey results are as follows:

The Argos report request process is reasonable and user-friendly.

Item	Count	Percent %
Strongly agree	14	43.75%

Agree	16	50.00%
Disagree	2	6.25%

Argos report requests are completed in a reasonable time frame.

Item	Count	Percent %
Strongly agree	17	54.84%
Agree	12	38.71%
Disagree	2	6.45%

Describe Needed Changes: No change is needed.

List of Supporting Documentation: The IT and Administrative Computing Survey results are on file in the Office of Research, Planning and Communication.

Date Last Updated: May 8, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Administrative Computing Services

Related Strategic Goal: 4.2 Motlow State Community College will advance our college as a role model for sustainability.

Action Plan #: ADSV-04

Action Plan Title: Provide technical cross-training

Desired Outcome: Each Administrative Computing Services staff member will receive technical cross-training that will enable them to be qualified to perform job duties usually handled by other members of Administrative Computing Services.

Description of Action Plan and Related Activities: Each staff member will receive daily and continuing technical training, as new situations arise, from another staff member utilizing the software solution/technical skills the teaching staff member specializes in.

Team Members: Administrative Computing Services unit staff members

Timeline: Evaluate annually by December 1.

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: A formal review will be conducted during each employee's annual evaluation to determine the employee's skill and knowledge gained during cross-training. The result of the review will be available in an annual summary report .

Complete the following when assessing a plan

Current Status: On Schedule.

Describe Progress: *The Annual Performance Evaluations were completed for each member of Administrative Computing Services. Each employee's evaluation reflected at least one successful cross-training event that increased the employee's effectiveness and versatility.*

Describe Needed Changes: *No changes are required.*

List of Supporting Documentation: *The employees' Annual Performance Evaluation report is on file in the Human Resources department.*

Date Last Updated: May 8, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Administrative Computing Services

Related Strategic Goal: 2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: ADSV-05

Action Plan Title: Local software system development for the purpose of student retention

Desired Outcome: Achieve at least 90% respondent satisfaction on a survey provided to each department supervisor at the conclusion of the system development by the Administrative Computing Services unit.

Description of Action Plan and Related Activities: The Administrative Computing Services staff will work closely with each college department that utilizes BANNER to identify software needs that will enhance and compliment BANNER functionality (with a focus on student retention). They will design and develop interface systems that will utilize the data within BANNER and while providing additional data and functionality not provided by BANNER alone, thus allowing the college department to focus on improved service to the students, faculty and staff. Possible areas of development may include:

- **Advisement and Counseling Services**
- **Nursing Applicant Evaluation**
- **Facilities Reservation for Special Events**
- **Adjunct Faculty Course Assignment**
- **Extended Services Course Registration**

Team Members: Administrative Computing Services unit staff members

Timeline: Evaluate annually by December 1.

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Beginning fall 2011, an item measuring the respondent satisfaction of locally developed software systems will receive a 90% satisfaction rate.

Complete the following when assessing a plan

Current Status: On Schedule.

Describe Progress:

2011

The overall respondent satisfaction, as reflected by survey at the end of each development, is greater than 90%. This meets the desired outcome expected for the action plan.

Describe Needed Changes: No change is needed.

List of Supporting Documentation: The “Survey of Local Software Systems Development” results are on file in the Administrative Computing Services office.

Date Last Updated: May 8, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Administrative Computing Services

Related Strategic Goal: 1.1 Motlow State Community College will expand the use of technology to increase access to postsecondary education.

Action Plan #: ADSV-06

Action Plan Title: Admission Application Revision

Web application forms that interface with BANNER and expedite a student's ability to apply for scholarships or register for events, while minimizing the occurrence of redundant data required when students fill out multiple applications.

Desired Outcome: Achieve at least 90% respondent satisfaction on a survey provided to each department supervisor at the conclusion of the web application form development by the Administrative Computing Services unit.

Description of Action Plan and Related Activities: The Administrative Computing Services staff will work closely with each college department that utilizes BANNER to identify web application form needs. They will design and develop the web applications forms to coordinate with BANNER data, thus reducing the likelihood of redundant or contradictory data being collected from the students. Possible areas of development may include:

- Access and Diversity Scholarship Application
- First-Time Freshman Orientation
- Proctoring Sign-up
- Career-Day Signup
- Financial Aid Scholarship Applications

Team Members: Administrative Computing Services unit staff members

Timeline: Evaluate annually by December 1.

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Beginning fall 2011, an item measuring the respondent satisfaction of locally developed web application forms will receive a 90% satisfaction rate.

Complete the following when assessing a plan

Current Status: On Schedule.

Describe Progress:

2011

The overall respondent satisfaction, as reflected by survey at the end of each development, is greater than 90%. This meets the desired outcome expected for the action plan.

Describe Needed Changes: No change is needed.

List of Supporting Documentation: The "Survey of Local Web Application Form Development" results are on file in the Administrative Computing Services office.

Date Last Updated: May 8, 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Facilities Services

Related Strategic Goal:

2.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: FACS-01

Action Plan Title: Maintenance Work Order Completion Rate

Desired Outcome: At least ninety percent of regular Maintenance Work Orders (MWOs) will be completed within the timeframe as specified by the priority assigned to each MWO when entered into Maximo, the Maintenance and Operation Unit's Computerized Maintenance Management System (CMMS).

Description of Action Plan and Related Activities: Enter data into the CMMS in a way that allows you to monitor the work orders per a category so that you can make adjustments towards improving the operational and support services. This data is entered daily by the maintenance personnel for tasks that are being performed daily, every 2 days, weekly, monthly, quarterly, semi-annually, or annually for evaluations.

Timeline: Annually reviewed

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Review of work orders will show that at least 90% of MWOs are completed within timeframe as specified by the priority.

Complete the following when assessing a plan

Current Status: Ahead of Schedule

Describe Progress:

2011 – 12

A report was run in Maximo to determine the work order numbers used in 1 and 2 below:

- (1) The total number of work orders performed for the year was 9,398.
- (2) There were a total of 0 work orders that were delinquent.
- (3) Therefore we completed 100% of the regular Maintenance Work Orders (MWOs) within the timeframe as specified by the priority assigned to each MWO.

- (4) Data was reviewed by the Facilities Services staff and determined that the expected outcome was met therefore no further action is required.

2010 – 11

A report was run in Maximo to determine the work order numbers used in 1 and 2 below:

- (1) The total number of work orders performed for the year was 10,575.
- (2) There were a total of 0 work orders that were delinquent.
- (3) Therefore we completed 100% of the regular Maintenance Work Orders (MWOs) within the timeframe as specified by the priority assigned to each MWO.
- (4) Data was reviewed by the Facilities Services staff and determined that the expected outcome was met.

2009-10

- (1) The total number of work orders performed for the year was 9,849.
- (2) There were a total of 16 work orders that were delinquent.
- (3) Therefore we completed 99.8% of the regular Maintenance Work Orders (MWOs) within the timeframe as specified by the priority assigned to each MWO.
- (4) The expected outcome was met.

2008-09

- (1) The total number of work orders performed for the year was 7571.
- (2) There were a total of 4 work orders that were delinquent.
- (3) Therefore we completed 99.9% of the regular Maintenance Work Orders (MWOs) within the timeframe as specified by the priority assigned to each MWO.
- (4) The expected outcome was met.

2007-08

- (1) The total number of work orders performed for the year was 7516.
- (2) There were a total of 17 work orders that were delinquent.
- (3) Therefore we completed 99.8% of the regular Maintenance Work Orders (MWOs) within the timeframe as specified by the priority assigned to each MWO.
- (4) The expected outcome was met.

Describe Needed Changes: Data was reviewed by the Facilities Services personnel and it was determined that at this time no changes are needed.

List of Supporting Documentation: Work Order Reports

Date Last Updated: 6/4/2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Facilities Services

Related Strategic Goal:

2.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: FACS-02

Action Plan Title: Preventative Work Order Completion Rate

Desired Outcome: Ninety percent of Preventative Maintenance Work Orders (PMWOs) will be completed within 30 days of their automatic generation in MAXIMO, the Maintenance and Operations Department's Computerized Maintenance Management System (CMMS).

Description of Action Plan and Related Activities: Enter data into the CMMS in a way that allows you to monitor the work orders per a category so that you can make adjustments towards improving the operational and support services. This data is entered daily by the maintenance personnel for tasks that are being performed daily, every 2 days, weekly, monthly, quarterly, semi-annually, or annually for evaluations.

Timeline: Annually reviewed

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Review of work orders will show that at least 90% Preventative Maintenance Work Orders (PMWOs) will be completed within 30 days of their automatic generation.

Complete the following when assessing a plan

Current Status: Ahead of Schedule

Describe Progress:

2011 – 12

A report was run in Maximo to determine the work order numbers used in 1 and 2 below:

- (1) The total number of PM work orders performed was 3,835.
- (2) We completed 3,746 of the PM work orders under the 30 days.
- (3) Therefore the 30-day completion rate was 97.7%.

- (4) Data was reviewed by the Facilities Services staff and determined that the expected outcome was met therefore no further action is required.

2010 – 11

A report was run in Maximo to determine the work order numbers used in 1 and 2 below:

- (5) The total number of PM work orders performed was 4,504.
- (6) We completed 4,497 of the PM work orders under the 30 days.
- (7) Therefore the 30-day completion rate was 99.8%.
- (8) Data was reviewed by the Facilities Services staff and determined that the expected outcome was met.

2009-10

- (1) The total number of PM work orders performed was 3,932.
- (2) We completed 3,611 of the PM work orders under the 15 days.
- (3) Therefore the 15-day completion rate was 91.8%
- (4) The expected outcome was not met.

2008-09

- (1) The total number of PM work orders performed was 4,279.
- (2) We completed 4,138 of the PM work orders under the 15 days.
- (3) Therefore the 15-day completion rate was 96.7%
- (4) The expected outcome was met.

2007-08

- (1) The total number of PM work orders performed was 3,873.
- (2) We completed 3,819 of the PM work orders under the 15 days.
- (3) Therefore the 15-day completion rate was 98.6%.
- (4) The expected outcome was met.

Describe Needed Changes: Data was reviewed by the Facilities Services personnel and it was determined that at this time no changes are needed.

List of Supporting Documentation: Work Order Report

Date Last Updated: 6/4/2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Facilities Services

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: FACS-03

Action Plan Title: Satisfaction with Facilities and Facilities Services

Desired Outcome: The students and community customers that have used our facilities will be asked to take a survey to rate the following items with ratings of “strongly agree” or “agree” for a sum total of at least 75% of the respondents:

1. Class/meeting room cleanliness is acceptable.
2. Class/meeting room comfort level is acceptable.
3. Restroom cleanliness is acceptable.
4. Restroom appearance is acceptable.
5. Building appearance is acceptable.
6. Grounds appearance is acceptable.
7. Facility Services personnel cooperative, friendly, and helpful.
8. Custodial issues are resolved accurately and in a reasonable time frame.
9. Grounds issues are resolved accurately and in a reasonable time frame.
10. Maintenance issues are resolved accurately and in a reasonable time frame.

In meeting this goal Facilities Services will help Motlow in student retention by providing an appealing, clean, and effective learning environment.

Description of Action Plan and Related Activities: Train employees with the most current techniques and tools while continuing to look for ways to minimize budget constraints while increasing qualified employees. Facilities Services personnel to monitor and control most of the buildings HVAC systems through the Energy Management System in order to better control and provide a quicker response on needed changes.

Timeline: Annually reviewed

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Supplemental CCSSE Survey results will show at least 75% of the students and community find appearance and cleanliness of the grounds and facilities of Motlow college to be acceptable.

Complete the following when assessing a plan

Current Status: Ahead of Schedule

Describe Progress:

2011 – 12

1. Class/meeting room cleanliness is acceptable – 79.7% of the respondents rated this “strongly agree,” or “agree”.
2. Class/meeting room comfort level is acceptable – 72.2% of the respondents rated this “strongly agree,” or “agree”.
3. Restroom cleanliness is acceptable – 71.4% of the respondents rated this “strongly agree,” or “agree”.
4. Restroom appearance is acceptable – 76.5% of the respondents rated this “strongly agree,” or “agree”.
5. Building appearance is acceptable – 83.7% of the respondents rated this “strongly agree,” or “agree”.
6. Grounds appearance is acceptable – 89.3% of the respondents rated this “strongly agree,” or “agree”.
7. Facility Services personnel cooperative, friendly, and helpful – 94.3% of the respondents rated this “strongly agree,” or “agree”.
8. Custodial issues are resolved accurately and in a reasonable time frame – 90.2% of the respondents rated this “strongly agree,” or “agree”.
9. Grounds issues are resolved accurately and in a reasonable time frame – 93.9% of the respondents rated this “strongly agree,” or “agree”.
10. Maintenance issues are resolved accurately and in a reasonable time frame – 92.3% of the respondents rated this “strongly agree,” or “agree”.

Data was reviewed by the Facilities Services staff and determined that this goal was met with a sum total of 84.4% therefore no further action is required.

2010 – 11

1. Class/meeting room cleanliness is acceptable – 80% of the respondents rated this “strongly agree,” or “agree”.
2. Class/meeting room comfort level is acceptable – 72% of the respondents rated this “strongly agree,” or “agree”.
3. Restroom cleanliness is acceptable – 71% of the respondents rated this “strongly agree,” or “agree”.

4. Restroom appearance is acceptable – 76% of the respondents rated this “strongly agree,” or “agree”.
5. Building appearance is acceptable - 84% of the respondents rated this “strongly agree,” or “agree”.
6. Grounds appearance is acceptable - 89% of the respondents rated this “strongly agree,” or “agree”.
7. Facility Services personnel cooperative, friendly, and helpful - 94% of the respondents rated this “strongly agree,” or “agree”.
8. Custodial issues are resolved accurately and in a reasonable time frame - 90% of the respondents rated this “strongly agree,” or “agree”.
9. Grounds issues are resolved accurately and in a reasonable time frame - 94% of the respondents rated this “strongly agree,” or “agree”.
10. Maintenance issues are resolved accurately and in a reasonable time frame - 93% of the respondents rated this “strongly agree,” or “agree”.

Data was reviewed by the Facilities Services staff and determined that this goal was met with a sum total of 84%.

2009-10

1. Class/meeting room cleanliness is acceptable – 81% of the respondents rated this “strongly agree,” or “agree”.
2. Class/meeting room comfort level is acceptable – 77% of the respondents rated this “strongly agree,” or “agree”.
3. Restroom cleanliness is acceptable – 82% of the respondents rated this “strongly agree,” or “agree”.
4. Restroom appearance is acceptable – 88% of the respondents rated this “strongly agree,” or “agree”.
5. Building appearance is acceptable - 96% of the respondents rated this “strongly agree,” or “agree”.
6. Grounds appearance is acceptable - 98% of the respondents rated this “strongly agree,” or “agree”.
7. Facility Services personnel cooperative, friendly, and helpful - 96% of the respondents rated this “strongly agree,” or “agree”.
8. Custodial issues are resolved accurately and in a reasonable time frame - 89% of the respondents rated this “strongly agree,” or “agree”.
9. Grounds issues are resolved accurately and in a reasonable time frame - 81% of the respondents rated this “strongly agree,” or “agree”.
10. Maintenance issues are resolved accurately and in a reasonable time frame - 87% of the respondents rated this “strongly agree,” or “agree”.

This goal was met with a sum total of 88%.

2008-09

This goal was met.

1. Class/meeting room cleanliness is acceptable
94% of the respondents rated this “strongly agree,” or “agree”.
2. Class/meeting room comfort level is acceptable
77% of the respondents rated this “strongly agree,” or “agree”.
3. Restroom cleanliness is acceptable
86% of the respondents rated this “strongly agree,” or “agree”.
4. Restroom appearance is acceptable
87% of the respondents rated this “strongly agree,” or “agree”.
5. Building appearance is acceptable
92% of the respondents rated this “strongly agree,” or “agree”.
6. Grounds appearance is acceptable
97% of the respondents rated this “strongly agree,” or “agree”.
7. Facility Services personnel cooperative, friendly, and helpful
96% of the respondents rated this “strongly agree,” or “agree”.
8. Custodial issues are resolved accurately and in a reasonable time frame
96% of the respondents rated this “strongly agree,” or “agree”.
9. Grounds issues are resolved accurately and in a reasonable time frame
93% of the respondents rated this “strongly agree,” or “agree”.
10. Maintenance issues are resolved accurately and in a reasonable time frame
93% of the respondents rated this “strongly agree,” or “agree”.

2007-08

This goal was met.

1. Classroom cleanliness/appearance
99% of the respondents rated this “far exceeds,” “exceeds,” or “meets”.
2. Classroom comfort level
97% of the respondents rated this “far exceeds,” “exceeds,” or “meets”.
3. Restrooms cleanliness/appearance
97% of the respondents rated this “far exceeds,” “exceeds,” or “meets”.
4. Building/grounds appearance
95% of the respondents rated this “far exceeds,” “exceeds,” or “meets”.
5. Building/grounds accessibility
95% of the respondents rated this “far exceeds,” “exceeds,” or “meets”.
6. Maintenance personnel cooperative
98% of the respondents rated this “far exceeds,” “exceeds,” or “meets”.

Describe Needed Changes: Response rate on the CCSSE Survey is low so we need to try to find ways to get more people to fill out this survey and return the results in order to get a more accurate view. It was determined by Facilities Services personnel upon review of the survey results that items number 2 and 3 did not meet the desired outcome individually however for a sum total the results were met. Item number 2 has shown a slight improvement since two

buildings HVAC systems were renovated in 2011. Item number 3 has shown a slight improvement since the hiring of a new custodial supervisor who is helping to improve our standards.

List of Supporting Documentation: Supplemental CCSSE Survey Results

Date Last Updated: 6/4/2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Facilities Services

Related Strategic Goal:

4.2 Advance our college as a role model for sustainability.

Action Plan #: FACS-04

Action Plan Title: Efficiency Plan

Desired Outcome: Maintain Motlow facilities in the most efficient manner by utilizing new technology where applicable and making improvements using a holistic approach by not only considering the implementation cost but also the operating cost and life of the facility. To continually make improvements by searching for and implementing best practices that suit Motlow conditions and needs. Implement five new best practices for efficiency in support of sustainability by 2015.

Description of Action Plan and Related Activities: Facilities Services personnel to continue to search for new best practices that suit Motlow conditions and needs. Once these items have been identified then implement these practices into the Motlow facilities. 1. Install new roof on buildings that are 25 plus years old to reduce roof leaks. 2. Replace the 40 plus year old steel single pane glass doors with new aluminum double insulated glass doors in buildings to conserve energy. 3. Replace underground piping that is 40 plus years old to reduce water treatment chemical loss.

Team Members: Facilities Services personnel.

Timeline: Annually reviewed.

Est. Cost: Varies

Evidence of Success: Annual review by the Facilities Services staff of the new best practices for efficiency that have been implemented each year between 2010 and 2015.

Complete the following when assessing a plan

Current Status: Choose an item.

Describe Progress: *(What were the results of your actions? Include date reported.)*

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

List of Supporting Documentation: *(Submit when reporting progress.)*

Motlow State Community College
Institutional Effectiveness Plan

Unit: Library

Unit Head: Stuart Gaetjens

Division: Academic Affairs

Statement of Purpose: The Library supports the institutional mission by providing educational leadership and meeting the research needs of students, faculty, staff, and the community while promoting life-long learning.

Proposed Change: The library supports the institutional mission by answering informational inquiries and providing research tools to students, faculty, staff and the community. This change has been approved the Library Committee, but not by the college's administration.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Library

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: LIBY-01

Action Plan Title: Library User Satisfaction - Alumni

Desired Outcome: Motlow alumni will be satisfied with library facilities and services as indicated by at least 90% of the respondents to the Alumni Survey rating the libraries' facilities and services as good or excellent.

Prior to 2010, the desired outcome was Motlow alumni will be satisfied with library facilities and services as indicated by at least 90% of the respondents to the Alumni Survey rating the libraries' facilities and services as fair, good or excellent.

Description of Action Plan and Related Activities:

Motlow alumni will be satisfied with library facilities and services as indicated by at least 90% of the respondents to the Alumni Survey rating the libraries' facilities and services as good or excellent.

The library strives to serve students with high quality library facilities and services. The library wants Motlow alumni to look back at their Motlow academic experiences and be satisfied with how the library's facilities and services assisted them in their academic success.

The library will collect and subscribe to the useful resources available, make those resources available physically on each campus and/or available electronically through the website, train the staff to help students find relevant resources, and promote information literacy at every opportunity. The library's success in doing that will be assessed by asking the college's alumni whether they were satisfied with the library's facilities and services.

Through use of the Alumni Survey, administered every 3 years by the Office of Research, Planning and Communication, the library staff will assess alumni satisfaction with library services. Results will be reviewed by library staff to identify ways to improve existing resources and services for students.

Team Members: All library staff

Timeline: Triennially

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Alumni Survey results will show that at least 90% of the respondents to the survey will rate the libraries' facilities and services as good or excellent on a four point scale when responding to the following: "Satisfaction with each of the following: a. Library facilities/services."

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2011

The survey was not conducted in 2011.

2010

Of the students who responded, 100% rated library services as fair, good or excellent with 96% rating it as good or excellent. The library met the goal.

2009

The survey was not conducted in 2009.

2008

The survey was not conducted in 2008.

Describe Needed Changes: Survey results were reviewed and discussed by library staff at the regularly scheduled December meeting. No changes were needed.

List of Supporting Documentation: 2010 Alumni satisfaction survey and library staff meeting minutes

Date Last Updated: 12/7/2011

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Library

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: LIBY-02

Action Plan Title: Student Satisfaction with Library Assistance

Desired Outcome: A minimum of 85% of the students who respond to the Student Satisfaction Survey will rate the library staff as helpful.

Prior to 2011 the desired outcome was 75% of the respondents of the Student Satisfaction Survey will rate the library staff as helpful.

Description of Action Plan and Related Activities: The library will train student workers, staff and administrators how to use library resources and how to guide students to appropriate resources in a positive way.

In order for students to succeed on assignments which require library resources students need to feel comfortable asking questions of library staff about library resources. The library wants students to see the library staff as approachable and helpful. The library will assess this by asking students about their perception of library staff helpfulness on the annual Student Satisfaction Survey.

Through the use of the Student Satisfaction Survey, administered each Fall by the Office of Research, Planning and Communication, the library staff will assess the level of helpfulness students perceive in library staff. Results will be reviewed by library staff.

Team Members: All library staff

Timeline: Annually in the Fall semester

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: The Student Satisfaction Survey results will show that a minimum of 85% of the cohort surveyed each fall semester for all four campuses will answer 'yes' to the question "Did you find the library staff helpful?"

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2011

Overall, 98% of students indicated that library staff was helpful. The percentages at each campus were: Moore County 97%, McMinnville 100%, Fayetteville 100%, and Smyrna 98%. The Smyrna site has had some staff turnover, which along with the changes in training, may be responsible for the higher helpfulness rating at that site. The library met the goal.

2010

Ninety eight percent of respondents agreed that library staff were helpful. The percentages at each campus were: Moore County 99%, McMinnville 100%, Fayetteville 100%, and Smyrna 93%. The Director of Libraries discussed the lower percentage for the Smyrna site with the site's librarian regarding training and supervision of Smyrna library staff and student workers. The library met the goal.

2009

For the third year in a row, ninety-seven percent of respondents agreed that library staff helped them. The expected result was exceeded. Library staff will continue to assist students, faculty, and staff to continue this level of satisfaction. All staff will participate in continuing education opportunities. The library met the goal.

2008

Ninety-seven percent of respondents agreed that library staff helped them. The expected result was exceeded. Library staff will continue to assist students, faculty, and staff in any way they can. All staff will participate in continuing education opportunities. The library met the goal.

Describe Needed Changes: The results were reviewed by library staff. No changes were needed.

List of Supporting Documentation: Student Satisfaction Survey and Library staff meeting minutes

Date Last Updated: 12/7/2011

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Library

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: LIBY-03

Action Plan Title: Faculty Satisfaction with Library Resources

Desired Outcome: A minimum of 85% of the faculty responding to the IT and Administrative Services Survey will agree that the books, videos and journals in the library met their needs.

Prior to 2011 all IT and Administrative Services Survey responses from staff and administrators were included as well as faculty responses.

Description of Action Plan and Related Activities: The library desires to purchase books, videos, journals and databases which serve the academic needs of the students and faculty. The library gets feedback from students in a different Action Plan. In this plan we as faculty about their satisfaction with library resources since faculty use library resources to prepare for classes and they see the final papers and projects of the students who use library resources in their classes.

The library staff purchases materials based on faculty recommendations as well as published and broadcast reviews. Library staff base their decisions on the course assignments and circulation trends, as well as a desire to have a balanced collection which supports a wide variety of inquiry which students in first and second year college courses may pursue. The library asks faculty members about their satisfaction with library resources in the IT and Administrative Services Survey. Staff and administrators fill out the survey as well, but the results are filtered to only report faculty responses.

Through the use of the IT and Administrative Services Survey, administered by the Office of Research, Planning and Communication each Fall, the library staff will assess the level of faculty satisfaction with library resources.

Team Members: All library staff (but particularly the Moore County Reference Librarian, Library Director, and the Library Coordinators at each site)

Timeline: Annually in the Fall semester

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Survey results will show that a minimum of 85% of the faculty responding to the IT and Administrative Services Survey will agree that library resources and databases met their needs. The survey questions ask faculty to use a three point scale (strongly agree, agree, and disagree) for the following questions: The books that I need are current and available. The videos that I need are current and available. The magazines, journals and newspapers (print and online) that I need are available.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2011

100% of faculty agreed that the book collection had what they needed. The magazines, journals and newspapers had 86% of faculty agree, and the videos had 90% agree. The approval number for the video collection jumped this year. This is probably due to the recent purchase of two large streaming video collections which offer 7000 video titles to all computers and classrooms on all campuses. The library met this goal.

2010

98% of respondents to the Faculty, Administrators, and Staff Survey agreed that the library's book collection met their needs. 90% agreed that the print and online journals and databases met their needs. Only 83% of the respondents felt the video collection met their needs. When only faculty responses are considered, the satisfaction with the book collection rises to 100%, but the satisfaction with the periodicals and databases drops to 82% and the satisfaction with the video collection drops to 75%. The library met the goal for books and journals, but did not meet the goal for videos.

2009

98% of respondents agreed that the library's book resources met their needs. 93% agreed that print and online journals met their needs. 86% agreed that the library's videos met their needs. The library met this goal.

2008

93% of respondents agreed library resources met their needs and 93% agreed journal databases were adequate to meet their needs. We are meeting the expected result and will use NCES data to insure we are keeping to a standard in at least the 25 percent quartile of peers and community college in providing adequate library resources. The library met this goal.

Describe Needed Changes:

2011

The library is meeting the standard, but the Director of Libraries hopes to roll out a new federated search product which will allow library users to search many databases from a single search box. Hopefully this product will allow faculty to search the library's journal collection more effectively and improve their perception of the library's journals.

2010

The library is meeting the standard, but the Director of Libraries hopes to work more closely with the faculty to develop the video collection.

2009

The library is meeting the standard, but the Director of Libraries will consult with the library committee about how the library can better meet the need for video resources.

List of Supporting Documentation: IT and Administrative Services Survey and library staff meeting minutes

Date Last Updated: 12/7/2011

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Library

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: LIBY-04

Action Plan Title: Student Satisfaction with Library Orientations

Desired Outcome: On the Student Satisfaction Survey at least 90% of the students who receive classroom library instruction will indicate that it helped them.

Prior to 2011 the desired outcome was that 75% of the students who received classroom library instruction and responded to the Student Satisfaction Survey would indicate that classroom library instruction helped them.

Description of Action Plan and Related Activities: The library wants to be a part of students' academic success by providing library orientations sessions which introduce students to library services and resources.

Library staff offer library orientation sessions to groups of students and to classes at faculty request. The library gets feedback on the usefulness of these sessions through the Student Satisfaction Survey.

Team Members: All library staff (but particularly the Moore County Reference Librarian, Library Director, and the Library Coordinators at each site)

Timeline: Annually in the Fall semester

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Survey results will show that at least 90% of the respondents to the Student Services Survey will agree that the library orientation sessions helped them. The survey question is "My participation in library instruction helped me." This question only opens up for students who answer 'yes' to the question, "Have you participated in library instruction?"

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2011

98% of the students who received library instruction acknowledged that it helped them. The library met the goal.

2010

Ninety seven percent of the students who received library instruction acknowledged that it helped them. The library met the goal

2009

Students seemed confused by the questions which were meant to measure how much they benefited from library instruction. In question 78, 155 students said they had received library instruction, but 472 responded to the next question about the usefulness of the library instruction. Only 39% thought it was helpful, but even that percentage represents 183 respondents which was 28 more students than had received instruction.

2008

Of the 29% of student participating in library instruction, 41 percent stated library instruction helped them. Library staff will continue to assess and develop strategies to improve library instruction.

Describe Needed Changes:

2011 and 2010

The library staff reviewed the results. No changes are needed.

2009

The library would like to improve the survey for next year by rewriting the questions and by only opening up the helpfulness question to those student who answer 'yes' to the first question.

List of Supporting Documentation: Student Satisfaction Survey and library staff minutes

Date Last Updated: 12/7/2011

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Library

Related Strategic Goal:

1.3 Create and implement a redesigned and comprehensive learning support program to prepare students who are not academically prepared for college level courses.

Action Plan #: LIBY-05

Action Plan Title: Library Orientations for Developmental Students

Desired Outcome: Over 85% of DSPS 0800 students who receive classroom library instruction will indicate it was helpful when they fill out a brief survey at the end of the semester.

Prior to 2011 the desired outcome was that 70% of DSPS 0800 students who received classroom library instruction would indicate it was helpful when they filled out a brief survey at the end of the semester.

Description of Action Plan and Related Activities: Students enrolled in DSPS 0800 are enrolled in two or more developmental studies classes and are at elevated risk to not finish their academic program. The library wants to introduce as many of these students to the library as possible so they will feel comfortable using library resources and asking questions of library staff.

The library staff will invite all DSPS 0800 instructors to bring their classes to the library for at least one library orientation presentation. These presentations include instruction on the policies and procedures of the library as well as how to search the library catalog, find books on the shelf, and search databases.

At the end of the semester the library staff will ask the faculty members involved to administer a brief survey to find out whether students found the classroom library instruction helpful.

Team Members: All library staff (but particularly the Moore County Reference Librarian, Library Director, and the Library Coordinators at each site)

Timeline: Spring 2012 semester

Est. Cost: \$ 500

Budgeted: Included in current budget

Evidence of Success: The library will survey students at the end of the semester so they will have had a chance to use the skills which were taught in the orientation session. Success will be over 85% of the students agreeing that the orientation was helpful. The survey question asks for a 'yes' or 'no' response to the question, "Did you find the library instruction class helpful?"

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2011

During the Spring 2011 semester there were 12 DSPP 0800 classes. Library staff at each campus contacted the instructors who were teaching the classes at their respective campuses. Instructors for seven classes accepted the offer so the library presented orientations to 101 students. 26 students responded to the survey and 100% indicated that the library instruction class was helpful. The library met the goal.

Describe Needed Changes:

2011

This Action Plan will cease after the Spring 2012 semester since the college will no longer offer DSP courses. The new learning support labs where students progress at their own rate do not lend themselves to this kind of intervention.

List of Supporting Documentation: DSPP 0800 and Library Instruction Survey and library staff meeting minutes.

Date Last Updated: 12/7/2011

Motlow State Community College

Institutional Effectiveness Plan

Unit: Research, Planning & Communication

Unit Head: Sylvia Collins

Division: Information Technology & Administrative Services

Statement of Purpose:

The mission of the office of Research, Planning & Communication is to assist the College with research, planning, and evaluation and to promote the college and its programs and services.

The unit:

- collects, archives, and analyzes internal and external data to generate user friendly reports, charts, and graphs;
- provides timely updates of commonly used institutional data on web site and fact book;
- administers online and paper surveys for campus;
- uses external studies and reports, as applicable, in report preparation;
- produces data and reports for state, federal and accrediting agencies;
- presents information in a manner that highlights institutional and program strengths and weaknesses
- coordinates the College's strategic planning, institutional effectiveness, and assessment activities
- raise the awareness levels of the value, mission and services of Motlow College within its 11-county service area, state and region, and
- uphold the quality image of the college through various media outlets and forums.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Research, Planning & Communication

Related Strategic Goal:

1.2 Enhance access to higher education for traditionally underserved populations.

Action Plan #: RPCO-01

Action Plan Title: Promotion of Motlow College Academic Programs

Desired Outcome:

(1) A college landing page is available for potential students at www.gomotlow.com (by Dec. 11)

(2) Increased publicity of the college in a variety of venues including radio, TV, print ads, print materials, billboards, and others to drive potential students to a college landing page (www.gomotlow.com). (by June 2012)

Description of Action Plan and Related Activities: Develop and implement a multi-faceted advertising campaign for 2012-2013 with www.gomotlow.com as the targeted site for potential students and their families to learn more about the academic programs that Motlow has to offer.

Team Members: Staff of office of Research, Planning and Communication

Timeline: Review progress and evaluate on June 2012.

Est. Cost: \$5,000 to develop site **Budgeted:** Included in current budget

Evidence of Success:

(1) Completed landing page is advertised in various advertising pieces.

(2) Increased traffic and visits at www.gomotlow.com.

Complete the following after implementation of the action plan.

Current Status: On Schedule

Describe Progress: The college landing page was completed in FY 2011-12. We began to use gomotlow.com in ads in fall 2012. While many positive comments have been received from employees, we have not yet been using the landing page long enough to measure its impact.

Describe Needed Changes: Monitor traffic on gomotlow.com and related traffic from gomotlow.com to www.mscc.edu

List of Supporting Documentation:

The following is a screenshot of the landing page with descriptive narrative.

The landing page (shown below) features a desktop with technology and items common in today's world. Visitors may activate or animate certain items by moving over them with a mouse or by clicking on the item. The page was designed to allow potential students to interactively "explore" the programs and services offered by the College. It is a recruitment tool that provides future students with links to the most relevant information on the Motlow web site. Information on the landing page includes admission information by student type, academic choices, financial aid information, campus locations, online application, etc. There are links to the main web site and MotlowSports.com as well the College Facebook, Twitter, and YouTube pages.



Date Last Updated: 6/8/2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Research, Planning & Communication

Related Strategic Goal:

1.2 Enhance access to higher education for traditionally underserved populations.

Action Plan #: RPCO-02

Action Plan Title: Retention of Students through Social Media

Desired Outcome: Increased student following on MSCC Facebook and Twitter will engage more students and encourage retention and completion.

Description of Action Plan and Related Activities: Through the use of Facebook and Twitter, RPCO staff along with other student support staff will engage students in pertinent topics such as course load, student problems or concerns, student services, financial aid and others. Small prizes such as mugs, t-shirts or other items will be used to entice participation.

Team Members: Staff of office of Research, Planning and Communication and select Student Affairs Staff

Timeline: Review progress and evaluate on June 2012.

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Increased student following on MSCC Facebook and Twitter

Complete the following after implementation of the action plan.

Current Status: On Schedule

Describe Progress: During the 2011-12 AY, the College's social media sites were promoted at Welcome Week, in advertisements, on promotional items, on the web site and mobile site and on closed circuit monitors. The number of likes for the Motlow's facebook has increased from fewer than 1,000 to 1,950 as of end of 2011-12 FY. The following on Motlow's athletic facebook and twitter sites has also greatly increased.

Describe Needed Changes: Need to continue to promote social media as a way for students to interact and stay informed about college events and deadlines. Increase the number of facebook posts and tweets from main college. Have promotions using social media such as

giveaways for facebook respondents. Monitor increases in users more closely following social media promotional events.

List of Supporting Documentation:

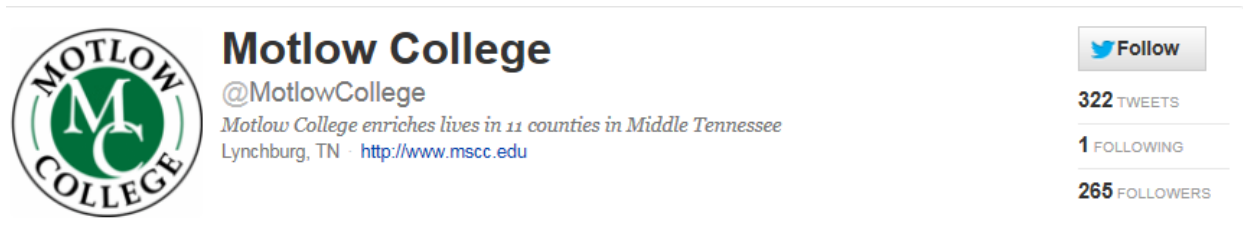
Artwork for 'Like Button' given to students at events



Screenshot showing Facebook likes for Motlow College



Screenshot showing Twitter tweets and follower for Motlow College



Screenshot showing Twitter tweets and follower for Motlow Sports



Motlow Sports

@MotlowSports

Motlow State Community College Athletic Department
Lynchburg, Tennessee · <http://www.motlowsports.com>

 Follow

1,463 TWEETS

35 FOLLOWING

191 FOLLOWERS

Screenshot showing Facebook likes for Motlow Sports



Motlow College Athletics
227 likes · 10 talking about this · 0 were here

School Sports Team
The official Facebook home of Motlow College Athletics

About Photos Likes 227 Map Events

Date Last Updated: 6/8/2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Research, Planning & Communication

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: RPCO-03

Action Plan Title: Student Satisfaction with Web Sites and Social Media

Desired Outcome: Developed questions for the Student Satisfaction with Services Survey given every fall will measure student satisfaction with the Motlow web site, mobile web site, athletic web site, and use of social media.

Description of Action Plan and Related Activities: Develop a series of questions for Student Satisfaction with Services that will measure student satisfaction with Motlow web site, mobile web site, athletic web site, and use of social media. Set goal for desired satisfaction level. Implement on Student Satisfaction with Services in fall 2012.

Team Members: Staff of office of Research, Planning and Communication

Timeline: Review progress and evaluate on June 2012.

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Appropriate questions will be added to Student Satisfaction with Services that is implemented in fall 2012.

Complete the following after implementation of the action plan.

Current Status: On Schedule

Describe Progress: Survey will be given with these questions in fall 2012 for first time. Next IE will report results and analysis.

Describe Needed Changes: None at this time

List of Supporting Documentation: None at this time

Date Last Updated: 6/28/2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Research, Planning & Communication

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: RPCO-04

Action Plan Title: Faculty and Staff Satisfaction with RPCO publications

Desired Outcome: Achieve at least 90% respondent satisfaction to the Technology Division Survey sent to MSCC Faculty and Staff on the following:

- (1) Please rate your satisfaction with the RPCO web site.
- (2) Please rate your satisfaction with the MSCC Fact Book.

Description of Action Plan and Related Activities: RPCO staff will provide well-organized, reliable and up-to-date data for common data sets on the department web site and in the annually updated MSCC Fact Book. The director of RPCO will review the results of the Technology Division Survey and share the information with staff to identify possible changes or improvements.

Team Members: Staff of office of Research, Planning and Communication

Timeline: Review progress and evaluate on June 2012.

Est. Cost: \$1,500

Budgeted: Included in current budget

Evidence of Success: Achieve at least 90% respondent satisfaction to the Technology Division Survey sent to MSCC Faculty and Staff on the following:

- (1) Please rate your satisfaction with the RPCO web site.
- (2) Please rate your satisfaction with the MSCC Fact Book.

Complete the following after implementation of the action plan.

Current Status: On Schedule

Describe Progress:

2011

The 2011 results of the IT Survey on “Please rate your satisfaction with the RPCO web site” showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

The 2011 results of the IT Survey on “Please rate your satisfaction with the MSCC Fact Book.” showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

This goal was met.

2010

The 2010 results of the IT Survey on “Please rate your satisfaction with the IRPE web site” showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

The 2010 results of the IT Survey on “Please rate your satisfaction with the MSCC Fact Book.” showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

This goal was met.

2009

The 2009 results of the IT Survey on “Please rate your satisfaction with the IRPE web site” showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

The 2009 results of the IT Survey on “Please rate your satisfaction with the MSCC Fact Book.” showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

This goal was met.

Describe Needed Changes: No changes are needed at this time per satisfaction of users.

List of Supporting Documentation: Results of Technology Division Survey

Date Last Updated: 6/28/2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Technical Operations

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: TEOP-01

Action Plan Title: Technical Operations Support Satisfaction

Desired Outcome: At least 85% of the end users completing the Information Technology and Administrative Services survey expect the overall support from ITT to be adequate or better.

Description of Action Plan and Related Activities: The Technical Operations Division strives to achieve this goal by providing Helpdesk services to end-users, using automated updates to end-user pcs, providing end user virus protection to each desktop. We provide spam filters for the campus email system, use in-house technicians to facilitate repairs to desktop equipment and provide in-house support for the phone system.

Team Members: Director of Technical Operations and staff

Timeline: Annually

Est. Cost: \$ 0

Budgeted: Included in current budget

Evidence of Success: Survey results will show that at least 85% of the respondents rate the statement "The overall support from ITT is adequate" as "Agree" or "Strongly Agree."

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2011

Results of the ITT survey that was administered in Fall 2011 indicate that 93.83% of the survey respondents agreed that the overall support from ITT is adequate. This goal was met.

2010

Results of the ITT survey that was administered in Fall 2010 indicate that 95.75% of the survey respondents agreed that the overall support from ITT is adequate. This goal was met.

2009

Results of the ITT survey that was administered in Fall 2009 indicate that 93.4% of the survey respondents agreed that the overall support from ITT is adequate. This goal was met.

2008

Results of the ITT survey that was administered in Fall 2008 indicate that 92% of the survey respondents agreed that the overall support from ITT is adequate. This goal was met.

Describe Needed Changes:

2011-12

Survey results and comments were reviewed with staff. A weekend Helpdesk was established for the Spring 2012 semester as a trail. Results from this will be reviewed and a decision made to determine if this needs to be made permanent.

2010-11

Survey results were reviewed with staff. Minor changes to the survey questionnaire were suggested to better measure the effectiveness of Technical Operations. Comments on the survey were discussed and suggestions were made to staff to help reduce the number of negative comments.

List of Supporting Documentation: [Survey Results](#)

Date Last Updated: 1/24/2011

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Technical Operations

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: TEOP-02

Action Plan Title: Annual Replacement of end-user computers and printers

Desired Outcome: Replace one fifth of the total of desktop computers annually to maintain an effective computing environment for faculty and staff.

Description of Action Plan and Related Activities: Annually request budget funds to replace a substantial number of desktop computers.

Team Members: Director of Technical Operations and staff

Timeline: Annually

Est. Cost: \$72,000 annually

Budgeted: Included in current budget

Evidence of Success: No faculty or staff member will have a desktop that is more than five years old.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2011

72 new pcs were installed for faculty and staff beginning in July 2011. Inventory reports shows that all faculty and staff desktop pcs are less than 5 years old.

2010

29 new pcs were purchased in Fall of 2010. Inventory results show that all faculty/staff desktop pcs are less than 5 years old.

2008

This is the benchmark year for this expected outcome. Results will be reviewed and assessed in 2009 Institutional Effectiveness Plan.

Describe Needed Changes: Inventory report reviewed and it was determined that the goal is being met.

List of Supporting Documentation PC Renewal and Replace Plan Budget

Date Last Updated: 1/24/2011

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Technical Operations

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: TEOP-03

Action Plan Title: Annual Replacement of Network Servers and Equipment

Desired Outcome: To maintain a budget to replace servers and telecommunications equipment to provide faster and reliable technologies ensuring that the end-user has acceptable access to network resources.

Description of Action Plan and Related Activities: Annually request budget funds for renewal and replacement accounts.

Team Members: Director of ITTS and staff

Timeline: Annually

Est. Cost: \$55,000 annually

Budgeted: Included in current budget

Evidence of Success: Servers and telecommunications equipment will be in good repair and up-to-date.

Budget report will reflect funds made available to achieve this goal.

Complete the following when assessing a plan

Current Status: Ahead of Schedule

Describe Progress:

2011

Budget transfers totaling \$127,000.00 were made to the R&R accounts.

2010

Budget transfers totaling \$100,000.00 were made to the R&R accounts.

2008

This is the benchmark year for this expected outcome. Results will be reviewed and assessed in 2009 Institutional Effectiveness Plan.

Describe Needed Changes: Budget is reviewed to insure that adequate funds are available to meet the needs.

List of Supporting Documentation Renewal and Replacement Budget Accounts Reports

Date Last Updated: 1/24/2011

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Technical Operations

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: TEOP-04

Action Plan Title: Satisfaction with Computers

Desired Outcome: Students expect computers in labs, library and work areas to be in good working order with up-to-date software. At least 90 percent of the respondents to the Satisfaction of Student Services Survey will mark “yes” on the following questions:

- If you have used MSCC’s computers, have they been in good working order?
- If you have used MSCC’s help desk, did you find the service provided satisfactory?

Description of Action Plan and Related Activities: Request Technology Access Funds annually to replace computer labs. Maintain inventory and aging report to track progress. Conduct yearly satisfaction survey.

Team Members: Director of Technical Operations and Staff

Timeline: Annual

Est. Cost: \$100,000.00

Budgeted: Included in current budget

Evidence of Success: Survey results will show that at least 90% of responding students find MSCC computers to be in good working order and the help desk assistance to be satisfactory.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Fall 2011

- If you have used MSCC’s computers, have they been in good working order? 98.29% of the respondents said “yes” to this question.
- If you have used MSCC’s help desk, did you find the service provided satisfactory? 99.11% of the respondents said “yes” to this question.

Fall 2010

- If you have used MSCC's computers, have they been in good working order? 98.53% of the respondents said "yes" to this question.
- If you have used MSCC's help desk, did you find the service provided satisfactory? 96.53% of the respondents said "yes" to this question.

This goal was met.

Fall 2009

- If you have used MSCC's computers, have they been in good working order? 98.91% of the respondents said "yes" to this question.
- If you have used MSCC's help desk, did you find the service provided satisfactory? 96% of the respondents said "yes" to this question.

This goal was met.

Fall 2008

- If you have used MSCC's computers, have they been in good working order? - 91.43% of the respondents said "yes" to this question.
- If you have used MSCC's help desk, did you find the service provided satisfactory? – 93.44% of the respondents said "yes" to this question.

This goal was met.

Fall 2007

- If you have used MSCC's computers, have they been in good working order? - 88% of the respondents said "yes" to this question.
- If you have used MSCC's help desk, did you find the service provided satisfactory? – 95% of the respondents said "yes" to this question.

This goal was partially met.

Describe Needed Changes: No needed changes

List of Supporting Documentation: Results of Satisfaction of Student Services Survey

Date Last Updated: 2/1/2011

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Technical Operations

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: TEOP-05

Action Plan Title: Satisfaction with Interactive Video Rating

Desired Outcome: Students expect a reliable and viable means of learning when using the ITV system at Motlow. At least 80% of all students taking courses in ITV rooms and submitting a *Satisfaction with Student Services Survey* will report that problems with ITV equipment were resolved promptly.

Description of Action Plan and Related Activities: Maintain and monitor ITV equipment. Monitor network bandwidth connection and increase speed if deemed necessary. Annually Request funds from the Technology access fee for updates to equipment.

Team Members: Director of Technical Operations and staff.

Timeline: Annual

Est. Cost: \$75000.00

Budgeted: Included in current budget

Evidence of Success: Survey results will be reviewed with staff and recommendations to improve service will be implemented if funds are available. Survey results will show at least 80% of all students taking courses in ITV rooms and submitting a *Satisfaction with Student Services Survey* will report that problems with ITV equipment were resolved promptly.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Fall 2011

If you have taken any interactive video courses were there any equipment problems?

Yes –74.63% No –25.37%

If you have taken any interactive video courses and there were equipment problems, were the problems resolved promptly?

Yes – 77.55% No – 22.45%

This goal was not met.

Fall 2010

If you have taken any interactive video courses were there any equipment problems?

Yes – 71.01% No – 28.99%

If you have taken any interactive video courses and there were equipment problems, were the problems resolved promptly?

Yes – 78.85% No – 21.15%

This goal was not met.

Fall 2009

If you have taken any interactive video courses were there any equipment problems

Yes – 77.27% No – 22.73%

Many of problems were experienced at the McMinnville site in an ITV room that had older equipment. New ITV equipment will be installed in this room in early 2010. This should alleviate these problems.

If you have taken any interactive video courses and there were equipment problems, were the problems resolved promptly?

Yes – 82.35% No – 17.65%

This goal was met.

Fall 2008

If you have taken any interactive video courses were there any equipment problems

Yes – 83.95% No – 16.05%

We know that problems resulted from adjustments being made to a new ITV classroom installed a few days before classes began Fall 2008.

If you have taken any interactive video courses and there were equipment problems, were the problems resolved promptly?

Yes – 85.07% No – 14.93%

Fall 2007

If you have taken any interactive video courses were there any equipment problems

Yes – 25% No – 75%

Equipment problems decreased by 13% from fall 2006 to fall 2007.

If you have taken any interactive video courses and there were equipment problems, were the problems resolved promptly?

Yes – 9% No – 12% N/A – 79%

We are working on increasing the response rate to resolving equipment problems.

Describe Needed Changes: No needed changes

2011-12

New data

External factors such as weather conditions, power outages, and problems with our vendor supplied communications lines greatly affect our ability to meet this goal. We have a qualified technician on hand at all times ITV classes are in progress to handle internal problems.

List of Supporting Documentation: [Satisfaction of Student Services Survey](#)

Date Last Updated: 2/1/2011

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2011 – June 30, 2012

Unit: Technical Operations

Related Strategic Goal:

3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: TEOP-06

Action Plan Title: Satisfaction with Technology Rating

Desired Outcome: Students expect the technology to be up-to-date and in good working order.

Description of Action Plan and Related Activities: Conduct yearly satisfaction survey.

Team Members: Director of Technical Operations and staff.

Timeline: Annual

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Survey results will show that at least 80% of the respondents to the *Evaluation of Information Technology and Telecommunications Survey* will rate questions related to technology as agree or strongly agree.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Fall 2011

Excluding the N/A category,

- There is a clear vision of the use of technology for the institutional good: 92.4% satisfaction
- Requests for the use of Technology Access Funds (TAF) are met promptly and professionally: 100% satisfaction
- The rating for current technology (computers, smart classrooms) is up-to-date and of the highest quality is: 84.21% satisfaction
- The rating for there is strong support for the use of technology is: 91.67 %

- The overall, technology is readily available and adequate to meet current needs rating is: 93.83% satisfaction

Fall 2010

Excluding the N/A category,

- There is a clear vision of the use of technology for the institutional good: 92% satisfaction
- Requests for the use of Technology Access Funds (TAF) are met promptly and professionally: 97% satisfaction
- The rating for current technology (computers, smart classrooms) is up-to-date and of the highest quality is: 94% satisfaction
- The rating for there is strong support for the use of technology is: 93%
- The overall, technology is readily available and adequate to meet current needs rating is: 92% satisfaction

Fall 2009

Excluding the N/A category,

- There is a clear vision of the use of technology for the institutional good: 94% satisfaction
- Requests for the use of Technology Access Funds (TAF) are met promptly and professionally: 98% satisfaction
- The rating for current technology (computers, smart classrooms) is up-to-date and of the highest quality is: 83% satisfaction
- The rating for there is strong support for the use of technology is: 95%
- The overall, technology is readily available and adequate to meet current needs rating is: 91% satisfaction

Fall 2008

- There is a clear vision of the use of technology for the institutional good: 79.59% satisfaction
- Requests for the use of Technology Access Funds (TAF) are met promptly and professionally: 95% satisfaction
- Excluding the N/A category, the rating for current technology (computers, smart classrooms) is up-to-date and of the highest quality is: 72% satisfaction
- Excluding the N/A category, the rating for there is strong support for the use of technology is: 93%
- Excluding the N/A category, the overall, technology is readily available and adequate to meet current needs rating is: 89.6% satisfaction

Fall 2007

- There is a clear vision of the use of technology for the institutional good: 71% satisfaction
- Requests for the use of Technology Access Funds (TAF) are met promptly and professionally: 96% satisfaction
- Excluding the N/A category, the rating for current technology (computers, smart classrooms) is up-to-date and of the highest quality is: 57% satisfaction
- Excluding the N/A category, the rating for there is strong support for the use of technology is: 85%
- Excluding the N/A category, the overall, technology is readily available and adequate to meet current needs rating is: 77.0% satisfaction

Describe Needed Changes: No needed changes

List of Supporting Documentation: Results of Information Technology and Telecommunications Survey

Date Last Updated: 2/1/2011